

Education and Lifelong Learning



The Scottish
Government

Evaluation of Careers Scotland Enhanced Resource Pilot Project Final Report June 2009



EVALUATION OF CAREERS SCOTLAND ENHANCED RESOURCE PILOT PROJECT

FINAL REPORT

June 2009

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Both documents are published by Education Analytical Services,
Scottish Government,
Victoria Quay, Edinburgh, EH6 6QQ.

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Scottish Government Social Research
2009

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EXECUTIVE SUMMARY

Introduction

1. The former Scottish Executive Department of Enterprise, Transport and Lifelong Learning (from now on referred to as the Scottish Government) commissioned GEN to undertake a 2 year evaluation of the Careers Scotland Enhanced Resource Pilot (ERP). The 2 year pilot consisted of an offering of enhanced Careers Scotland support in selected schools in 7 local authority areas, with the aim of improving school leaver destinations.

2. The pilot operated from August 2006 to June 2008, providing participating schools with an ERP Careers Adviser for 2.5 days per week to work with pupils who were identified as being at risk of not making a successful post-school transition, providing a more intensive form of careers guidance than is available through mainstream services.

3. ERP Advisers worked with a caseload in each school in an intensive and flexible way, providing support tailored to the individual pupil, and taking account of the range of barriers to progressing into employment, education or training. They worked with pupils to help them identify potential career aspirations and routes in to their chosen career; supported them with the practicalities of applying for further or higher education, training or employment; and where necessary supported them or referred them to relevant agencies to help them overcome barriers to making a successful transition.

4. Through this enhanced careers provision it was anticipated that the pilot would contribute to improved outcomes for the young people across a number of measures, including:

- Post-school destination
- Attendance
- Behaviours
- Attainment
- Measures of core and soft skills.

5. The evaluation focussed on 13 pilot schools that received Scottish Government funding, although there were a number of other schools that had ERP provision through other funding sources. The aim of the evaluation was to determine which elements or models of delivery best promote the overall aim of improving post-school destinations among those identified as being at risk of moving into a negative post-school destination. Although the pilot ended in June 2008 this learning will be used to inform any future approaches aimed at improving the post-school destinations of young people in need of more choices and more chances.

6. Our methods involved data analysis, with a particular focus on the annual School Leaver Destination Returns (SLDR) data; consultation with pupils, senior

management team representatives in the schools and ERP Advisers; and telephone surveys with participating pupils and their parents.

Impact on SLDR Figures

7. Ultimately the primary measure of success for the ERP pilot is its impact on reducing the number of pupils moving into negative destinations upon leaving school as reflected in the annual SLDR data for each school.

8. Prior to the introduction of ERP, school leaver destinations had improved in the 13 Scottish Government funded pilot schools from an average of 71.3% of pupils entering positive destinations in 2002/03 to a high of 80.5% in 2004/05 and 79.8% in 2005/06. Over the duration of the pilot there was a net increase of 2.7 percentage points in the percentage of leavers achieving a positive destination, an average 2.1 percentage point increase in 2006/7 and a further 0.6 percentage point increase in 2007/8. Over the duration of the pilot, 8 of the 12 schools for whom data was available saw a net decline of between one and 8 percentage points in the proportion of pupils entering negative destinations.

9. Whilst this improvement is a positive finding, the extent of the improvement has not been sufficient to meet the ambitious targets that were set for the pilot. Each of the pilot schools aimed to reduce by half the percentage of pupils moving into negative post school destinations between 2006/7 and 2007/8. None of the schools have achieved this target, having fallen short by between 3.5 and 20 percentage points. It could be argued that these targets were set at an unrealistically high level.

10. As a control, a comparator group of schools was identified to enable us to isolate the impact of ERP provision on SLDR figures from external factors such as the impact of the economic climate on school leaver destinations. It was found that the slight improvement in positive destinations achieved in pilot schools in 2006/7 and 2007/8 also took place in comparator schools which did not have the ERP intervention. This suggests that ERP provision has not had significant additional impact on school leaver destinations across all the pilot schools.

11. The most likely explanation for not meeting the targets and the lack of additional impact is that ERP did not engage with a large enough proportion of those moving into negative destinations. In 2007/8 353 pupils from the 13 pilot schools went into negative destinations upon leaving school. Only 26% of these (92) received support from an ERP Adviser. The remaining 74% (259) were not referred for support. Further work is therefore needed to develop a systematic method of identifying those most likely to benefit from enhanced careers support.

Impact on Beneficiaries

12. Whilst the pilot has not had the desired impact on SLDR outcomes, there have been a number of important positive impacts on beneficiaries. Over the 2 academic years ERP Advisers supported 1247 pupils, the majority of whom have moved into positive destinations. In year one 75% of ERP pupils moved into a positive destination and in year 2, 65% achieved a positive destination.

13. Not only did the majority of ERP pupils secure a positive destination, but sustainability of these was high amongst ERP clients. Three months after leaving school over three quarters of ERP pupils were in a positive destination. The proportion in a positive destination did decrease gradually over time, however after one year an average of two thirds of leavers were found to have sustained a positive outcome.

14. The vast majority of pupils reported that prior to meeting the ERP Adviser they had expected to move into a positive post-school destination. However, ERP Advisers had a significant positive impact on the expectations of those who, prior to engaging with the ERP Adviser, thought they would be unemployed when they left school or had no expectations about their future career.

15. Around a third of pupils reported that their ERP Adviser had supported them to complete an application for employment, further education or training place, which they would not have applied for without support. Although not an aim of the pilot, ERP support also led to pupils attending school more regularly, with a third of pupils reporting this to be the case.

16. ERP Advisers helped pupils make a decision about their future career, with a quarter of pupils reporting that they would not yet have made a decision about their future career had it not been for the ERP Adviser. A further 25% of those surveyed in year 2 and 42% of those in year one believed that although they would have made a decision the ERP Adviser had helped them to make a better one.

17. Pupils reported that ERP support had a significant impact on their personal development. Over two thirds reported feeling more confident; better understanding the link between attending school, working hard and getting a job or college place; and better understanding the importance of getting a job, training place, college or university place or apprenticeship.

18. Employability skills have also improved with upwards of 70% of pupils reporting that ERP support has helped them to have more knowledge about information sources that will help them find out about the various post-school destinations; better understanding of how to present themselves for an interview; more awareness of career options; and more understanding about how to complete an application form.

19. The majority of parents who were surveyed were aware that their child was receiving ERP support, although most were informed by their child rather than the school or ERP Adviser. Findings from the telephone survey show that parents of ERP pupils are keen to be involved in supporting their child to make their career choices. They felt that they could usefully be supported to do so by having a meeting between themselves, their child and the ERP Adviser and by receiving a progress report from the ERP Adviser.

Lessons Learned

20. There are 3 key elements of ERP delivery, where effective practice within these is crucial for best promoting the overall aim of improving post-school destinations among those identified as being at risk of moving into a negative post-school destination. These elements are:

- The referral process
- Model of delivery
- Integration within the school.

The referral process

21. Three quarters of pupils who entered a negative destination in 2007/8 were not referred to ERP. A more systematic identification process would be required to ensure that a higher proportion of these pupils are identified.

22. The knowledge and experience of school staff (pastoral care teachers in particular) was invaluable when identifying pupils most at risk of not making a successful post-school transition. The most effective approach to identifying caseloads was where ERP Advisers were involved in a discussion with Pastoral Care staff and the senior management team to identify the most appropriate 'at risk' indicators and agree the caseload.

23. The risk of pupils slipping through the net could be minimised by establishing strong links with a wide range of referrers to enable referrals through a range of routes, including subject teachers, joint assessment teams and learning support teachers.

24. The information about pupils that ERP Advisers were provided with at the referral stage was considered crucial for enabling them to work effectively with pupils but the quality of information provided by referrers was inconsistent between schools. There must be strong leadership at the local authority level and in the school to ensure that all staff buy into the process and there is good, comprehensive information sharing. There should be overarching guidance, based on best practice, designed to promote consistency of approach.

25. The methods by which data was collected did not allow us to analyse the size of caseloads in schools over the 2 years of the pilot. However ERP Advisers reported inconsistency in the number of referrals across the schools, with low levels of activity in some schools giving cause for concern because it limited the potential impact that the ERP Adviser could have on SLDR figures. A more strategic approach is required in determining the size of the caseload in each school and ideally schools should be allocated a level of support that is in line with the level of need.

26. Where there was a myriad of provision targeted at the ERP client group that was not delivered in a co-ordinated way it was found that there was potential for duplication and, more worryingly, apathy from school staff towards new initiatives, leading to their under-use. The integration of ERP Advisers into existing school structures is vital and is particularly important in schools with a number of other initiatives and processes in place to support young people in need of more choices and more chances.

27. ERP Advisers had limited success in engaging those who were not attending or had been excluded from school. Schools and local partnerships should work together to better understand the characteristics of those most at risk of moving into a negative destination. If a sizeable proportion of school leavers who entered negative destinations were those who had stopped attending school, which might be for a number of reasons, including through choice or because they had been excluded from school, then provision delivered out with the school environment should be considered as a means of engaging with this group and impacting positively on their destinations and ultimately SLDR figures.

28. The study found a strong desire from school staff for some kind of preventative early intervention with 'at risk' S1 to S3 pupils. In the absence of an alternative, school staff have identified ERP as a potential means of providing this, however, this or indeed any other employability intervention offered by Skills Development Scotland would not necessarily be the most appropriate or effective means of delivering early intervention. The report recommends that schools and local partners should work together to better understand the need for and aims of such an intervention, and then explore potential delivery models should an intervention be considered necessary.

Model of delivery

29. The key feature of ERP provision was that the ERP Advisers took a flexible approach, tailored to the needs of the individual pupil. This was the principle strength of the pilot. Models of delivery did not vary significantly between schools. All ERP Advisers offered one-to-one support sessions incorporating career planning support at an appropriate pace and taking account of individual's barriers, mentoring support, and practical support with application forms, job search skills and interviewing techniques.

30. Around half of the ERP Advisers provided regular group sessions to develop a range of employability skills, such as team working, problem solving, communication and negotiation. These were very popular with the pupils and enabled the ERP Advisers to work with significantly more pupils and to develop skills that could not be developed through one to one sessions. As such these should be an integral part of any future ERP or equivalent programme.

31. Where there were other initiatives in the school aimed at the ERP target group, delivered by for example campus police officers, Princes Trust, and community learning and development staff, some ERP Advisers were able to build links, enabling joint delivery, cross referral and peer support. This was good practice,

which avoided duplication, maximised the reach of the ERP Adviser and added value to the support provided through ERP.

32. It was crucial that ERP Advisers had the time and personal attributes to support pupils who lacked the motivation, confidence or self-esteem to be proactive about their future career. Ideally ERP Advisers should have the time to “hand hold” and they need to be approachable, sensitive, empathetic, supportive, understanding and non-judgemental. These softer skills are just as important as the harder, more career focussed ones.

33. Parents were less involved in the pilot than both they and the ERP Advisers would have liked. Some ERP Advisers reported significant benefits where parents had been involved in supporting their child towards a positive destination. Any similar approaches in future should ensure that parents are contacted when the child becomes involved and they should continue to be involved through meetings and progress reports.

34. Where ERP Advisers organised activities aimed at raising awareness of and overcoming some of the psychological barriers to entering further education, employment and training, such as College visits, work experience, and Get Ready for Work (GRfW) events these were highly valued by pupils. Such activities should be incorporated into similar initiatives in future.

Integration within the school

35. As with any new initiative, “buy in” and the development of working relationships and practices took some time, however, good progress was made in most of the pilot schools over the duration of the pilot. By “buy in” we mean the recognition amongst school staff of the potential value of the project and, as a result, their motivation to use the provision and support its integration into existing school structures.

36. There is no evidence that “buy in” leads to better SLDR outcomes. However, the evidence showed that without school “buy in” (namely the full support of the head teacher; senior management contact (normally the person responsible for pastoral care); and Pastoral Care staff) ERP Advisers were often faced with insufficient numbers of appropriate referrals and they were hampered in their efforts to work with pupils in a meaningful way.

37. In future, appropriate levels of “buy in” should be encouraged through:

- Strong leadership and support at both local authority and school level for integration of the ERP approach into the school and alignment with other initiatives aimed at the client group.
- A requirement that, before provision is made available, the senior management team demonstrates how they intend to maximise the impact of the support by integrating it into the school’s infrastructure, and where schools fail to support this integration there should be a process in place to address this.

- Head teachers ensuring that the member of the senior management team who is the named contact, is someone who understands the potential of the initiative to improve young people's outcomes and school leaver destinations, and is therefore highly committed to the approach and is motivated to work effectively with the ERP Adviser.

38. It was fundamental to the ERP pilot that ERP Advisers were allowed the freedom to experiment with and learn from new approaches to working with the client group. However, this fluid approach often meant that the school management contact did not have a good understanding of the level or nature of activity taking place. Moving forward from the pilot period, schools would like a more formal approach to be introduced, where ERP Advisers provide the senior management contact with a delivery plan at the start of the year (based on learning from the pilot) and regular reports on activity and progress.

39. ERP offered an approach for a particular set of pupils who often do not respond well to the traditional school focus on academic achievement. Schools in Scotland are in the process of implementing Curriculum for Excellence which will provide a coherent flexible curriculum for all young children and people from 3-18. The curriculum should be flexible and meet the needs of all young people, including those in need of more choices and more chances. It includes an entitlement to support in moving into a positive and sustained destination, for all young people. Local authorities and schools are responsible for planning and supporting young people in moving to positive destinations and should be looking at how they can implement the Curriculum and provide support to young people in a way that best meets their needs.

40. Schools would like to see a more streamlined careers provision in future, where the numbers of careers staff is kept to a minimum.

41. For ERP or an equivalent approach to be introduced smoothly into schools, ERP Advisers should be given appropriate accommodation, a telephone, a computer, and internet access from the outset. Their accommodation should be both accessible and visible to the pupils and pastoral care team.

CHAPTER ONE INTRODUCTION

Background to the study

1.1 The Careers Scotland Enhanced Resource Pilot (ERP) is an offering of enhanced Careers Scotland support aimed at reducing the numbers of young people who do not enter education, employment or training on leaving school. The previously named Scottish Executive (from now on referred to as the Scottish Government) provided funding for this provision to be made available to 13 selected schools in 7 local authority areas over a 2 year period¹.

1.2 The 7 pilot areas correspond to the target authorities identified by the Scottish Government in the 2006 strategy, More Choices, More Chances: A Strategy to Reduce the Proportion of Young People Not in Education, Employment or Training in Scotland. A breakdown of geographical distribution of Scottish Government funded pilot schools is set out in Table 1.1.

Table 1.1 – Geographical distribution

Local Education Authority	Number of pilot schools
Clackmannanshire	1
Dundee City	2
East Ayrshire	2
Glasgow City	3
Inverclyde	2
North Ayrshire	2
West Dunbartonshire	1

1.3 The 13 funded schools were selected on the basis of their school leaver destination records. Participating schools come from a mix of those with high to medium rates of negative destinations.

The ERP Pilot

1.4 From August 2006 to June 2008, ERP provided participating schools with additional school based careers staff along with other resources designed to more effectively integrate careers education and support with the wider school and community environment.

1.5 Through the pilot, pupils who were identified as being at risk of not making a successful post-school transition were provided with a more intensive form of careers guidance than is available through mainstream services. Recognising that these ‘at risk’ pupils can have a number of barriers to progressing into employment, education or training, dedicated ERP Careers Advisers were recruited to work with an appropriate caseload in each school in an intensive and flexible way, providing support tailored to the individual pupil.

¹ A number of other schools have received support through ERP but this provision was not funded by the Scottish Government, therefore is not the subject of this evaluation.

1.6 Each school was assigned an ERP Careers Adviser for 2.5 days per week. ERP Advisers worked with pupils to help them identify potential career aspirations and routes into their chosen career; support them with the practicalities of applying for further or higher education, training or employment; and where necessary, support them or refer them to relevant agencies to help them overcome barriers to making a successful transition.

1.7 Through this enhanced careers provision it was anticipated that the pilot would contribute to improved outcomes for the young people across a number of measures, including:

- Post-school destination
- Attendance
- Behaviours
- Attainment
- Measures of core and soft skills.

Evaluation aims

1.8 The Scottish Government commissioned GEN to conduct a 2 year evaluation throughout the duration of the pilot. Its aim was to determine which elements or models best promote the overall aim of improving post-school destinations among those identified as being at risk of moving into a negative post-school destination.

1.9 The ERP pilot ended in June 2008; however, given that the evaluation took place throughout the duration of the pilot the report describes its activity in the present tense.

1.10 Specific objectives of the evaluation were to:

- Assess to what extent the pilots have contributed to an improvement in both post-school and in-school outcomes for those targeted by the intervention.
- Describe the different models of implementation and provide evidence on which models or specific elements of the pilots best promote positive outcomes.
- Assess the effectiveness of methods of identification and targeting used by the pilots and their success in engaging with the client group, parents/carers and other relevant stakeholders, and the effectiveness of particular approaches or products within this.
- Assess the extent to and effectiveness with which the pilots achieve or contribute to an integrated, collaborative approach to improving outcomes for individual young people (i.e. wider than careers education).
- Evaluate the extent to which the pilots have been successful in achieving a partnership approach to careers education within schools and the wider community, including the wider education and business community.

- Explore issues of sustainability with a view to recommendations on future roll out, focussing on the issue of deadweight.

Pilot context

1.11 By targeting provision at young people in need of more choices and more chances with the aim of reducing the numbers who become unemployed upon leaving school, the pilot was set up to contribute to a number of key policy objectives. Since the pilot's inception in 2006 the political landscape has changed and the policy context has evolved as a result. Following the election of the SNP government in 2007 a number of new strategies have been introduced.

1.12 The strategy that underpinned the pilot's development was More Choices, More Chances. A Strategy to Reduce the Proportion of Young People Not in Employment, Education or Training (NEET), it prioritises education and training outcomes and recognises the importance of supported transitions and sustained opportunities for young people, particularly amongst those groups dealing with complex personal problems.

1.13 More Choices, More Chances remains central to the current government's agenda and is, for example, a priority area within Skills for Scotland: A Lifelong Skills Strategy (2007). A central theme of the new strategy is promoting equal access to, and participation in, skills and learning for all. It aims to "recognise people's different needs, situations and goals and remove the barriers that limit what people can do and can be".

1.14 The Curriculum for Excellence is the Government's approach to learning in Scotland. It aims to transform education in Scotland by providing a coherent and more flexible curriculum for every young person from 3-18, including those learning in settings out with school. Curriculum for Excellence includes a commitment to enable young people to develop skills for learning, skills for life and skills for work and should provide opportunities for all learners including those requiring more choices and more chances. It also includes an entitlement for all young people to receive support in moving into a positive and sustained destination.

1.15 A National Performance Framework was devised as part of the Scottish Budget Spending Review in 2007. Five strategic objectives support the delivery of the strategy's purpose, which is: "To focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing economic sustainable growth".

1.16 These objectives are supported by 15 national outcomes, which will be measured through 45 national indicators and targets, including "increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)".

1.17 It is clear that ERP has been delivered during a period of wide ranging and significant change. However, the pilot's objectives remain very much in line with the current context which means that the findings from the evaluation continue to be

highly relevant in terms of the Scottish Government's commitment to improving outcomes for young people in Scotland.

1.18 To meet the aims and objectives of the range of strategies, some of the areas in the pilot and the individual schools within them have a variety of programmes and initiatives with similar objectives to ERP and with similar client groups. This can make it difficult to disaggregate which impacts are due to ERP and which are as a result of other interventions.

1.19 It is also important to remember that ERP is not operating in a vacuum and wider economic conditions and local area infrastructure have a bearing on the destinations of the beneficiaries of ERP.

1.20 In the current economic climate, with unemployment rates rising, interventions such as ERP may be successful in improving the employability of young people; yet a contracted labour market may mean that these gains are not readily translated into employment opportunities.

1.21 Even during more stable economic environments, there can be barriers that will impact on school leaver destinations. The barriers can be tangible, for example, lack of local employment opportunities or poor transport links. They can also be intangible, for example, attitudes towards travelling outside of the immediate locality for work, perceptions of the jobs that might be available, and peer pressure. These barriers exist to varying degrees in some of the ERP pilot areas. We need to be aware of understanding this local context.

1.22 In conclusion, the potential impact of ERP is constrained to some extent by the local infrastructure and wider economic conditions. Its impacts are also difficult to disaggregate from those of other interventions aimed at the target group.

1.23 All of these factors mean that ERP has been operating in a dynamic landscape with a number of influences. The consultants have had to take cognisance of this in determining the causal link between ERP and the outcomes identified in the evaluation.

Report structure

1.24 This report presents the findings of the evaluation and is structured as follows:

- Chapter 2 describes the evaluation methodology
- Chapter 3 explores and assesses the various models of delivery
- Chapter 4 examines the impact of the pilot on beneficiaries
- Chapter 5 examines the impact of the pilot on school leaver destinations
- Chapter 6 draws conclusions and identifies effective practice.

CHAPTER TWO METHODOLOGY

Desk research

2.1 The evaluation began with desk based research to profile participating schools in terms of:

- Mapping negative destination trend data over the past 5 years using SLDR data
- Mapping key performance indicators (covering attainment, free school meals, and negative destinations) using data from Scottish Schools Online
- Selecting potential comparator schools in each local authority, with similar key performance indicators to the pilot schools (Appendix F).

Case study visits

2.2 Case study visits were conducted during March and April 2007 and again in March and April 2008 with each of the 13² pilot schools. This was the optimum time to conduct the visits as it was nearing the end of the academic year, allowing interviewees to reflect on the activities of that year, yet avoiding exam times where school staff and pupils are less able to dedicate the time required to be involved in research. In each year these visits involved:

- Qualitative interviews with all 7³ ERP Advisers and the designated Senior Management Team representative within each pilot school. A semi-structured topic guide was used to lead discussion around:
 - Location of the pilot within the wider school
 - Changes that have occurred over the course of the pilot
 - Perceived success of the pilot
 - The potential impact of the end of the pilot in each school
 - Sustainability of work and outcomes achieved as a result of the pilot (contained in Appendices B and C).
- Qualitative focus groups with ERP participants where possible in each of the 13 pilot schools (in 2006/7 we spoke with 47 pupils in 9 of the schools and in 2007/8 we spoke with 65 pupils in 11 of the schools). A semi-structured topic guide was used to facilitate discussion around:
 - The nature of activities undertaken with the ERP adviser
 - Enjoyment and perceived usefulness of these activities
 - Potential impact of activities on awareness and planning of post-school options (contained in Appendix A)

² Only 12 visits took place in 2006/7 because the Adviser in one school left their post early in the year.

³ Only 6 Advisers were available for interview in 2006/7 as one had left their post early in the year.

2.3 In December 2007 a short telephone consultation was carried out with each of the ERP Advisers to assess the extent to which the pilot was bedding in during its second academic year.

Telephone survey

2.4 A telephone survey was carried out in May 2007 with 81 ERP participants and 83 parents and again in May 2008 with a new cohort of 86 ERP participants and 91 parents (questionnaires contained in Appendices D and E). The principal aim of the surveys was to isolate the impact of the pilot by focusing on the aspirations and attitudes of young people prior to and following engagement in the pilot. The survey explored:

- The support received
- Impact of support on their school career
- Impact of support on career aspirations
- Applications to employment, education or training
- Personal development.

Data Analysis

2.5 In October 2007 and October 2008 Careers Scotland provided the consultants with School Leaver Destination Returns (SLDR) data for pilot and comparator schools. This was analysed to assess:

- Any changes in the proportion of pupils moving into negative destinations in pilot schools, comparing figures with the previous year and monitoring progress towards individual school targets of reducing by 50% the proportion of pupils entering a negative destination
- The extent to which these changes were also evident in comparator schools

2.6 At this time Careers Scotland also provided SLDR tracking data that showed the sustainability of the destinations of ERP participants. This was analysed by the consultants to assess the extent to which ERP pupils were sustaining positive outcomes.

2.7 An interim report was prepared in November 2007, drawing together the findings of the first round of case study visits, the first telephone survey and analysis of the 2006/7 SLDR data. A second interim report was prepared in July 2008, drawing together the findings of the research carried out in the first year of the pilot, the 2008 case study visits and the 2008 telephone survey. When the 2007/8 SLDR data became available in October 2008, the final report was prepared, incorporating findings from across the 2 years of the pilot.

CHAPTER THREE MODELS OF DELIVERY

Introduction

3.1 As mentioned previously, an ERP Adviser was allocated to each of the 13 pilot schools for 2.5 days per week to work with those most at risk of not making a successful post-school transition, with the aim of reducing the number moving into negative destinations. Each school identified a member of the senior management team, normally a deputy head with responsibility for pastoral care to be the named contact within the school. This person's role was to work with the ERP Adviser to support the integration of the pilot into the school, and to act as the main communication channel between the ERP Adviser and the school.

3.2 Beyond this structure, the ERP Adviser and the named contact were given freedom to design their own model for delivery. This reflects the desire to use the pilot project as a means of testing which methods are most effective and deliver the best results.

3.3 This chapter describes the models of delivery that were used, exploring what has worked well and what has worked less well. The findings from this chapter will feed into the conclusions detailed in chapter 6, where we will identify good practice models.

3.4 The chapter considers in turn the approaches that schools have taken to the following:

- Recruitment of pupils
- ERP delivery methods
- ERP within the school environment.

Recruitment of pupils

Characteristics of Target ERP pupils

3.5 The main aim of the pilot is to reduce the number of pupils not making a successful transition from school to employment, education or training. As such the ERP Advisers focus on working with pupils from years 4 (S4) to 6 (S6), (though mainly S4) whose school leaving date is imminent.

3.6 School staff, primarily the named contact in the school, supported by the pastoral care teachers, identify pupils who should be referred to the ERP Adviser based on their perception of who they consider to be 'at risk' of not making a successful transition. School staff use their knowledge and experience to identify the pupils who they believe could benefit from ERP support. There are a number of indicators that can alert staff to the fact that a pupil may be 'at risk', however, we did not find evidence that selection criteria are applied in a systematic way.

3.7 The types of issues that ERP pupils are likely to be experiencing include:

- Poor or irregular attendance at school
- Exclusion from school
- Family history of unemployment
- Consistent bad behaviour
- Negative attitude to school
- Difficult family situation, for example drug or alcohol problems at home or social work intervention
- Poor attainment
- Any other circumstances that make the pupil vulnerable.

3.8 In practice, most schools begin by identifying as priority ERP candidates the pupils who are expecting to leave school in the December of their fifth year. ERP Advisers focus their efforts on these pupils and take on additional referrals within their capacity, should other at risk pupils be identified. In January the focus then shifts to those expecting to leave school in the summer, at the end of their fourth or fifth year.

3.9 The composition of ERP candidates varies slightly from school to school. Some focus on pupils whose attendance is poor because this is an indicator that is recorded, whilst others try to identify a more mixed group. This is achieved by considering a range of indicators such as those listed above, however, this list is not exhaustive and referrers will identify pupils who are facing specific issues that they consider puts them 'at risk' of not making a successful transition. There is evidence that the pilot had less impact where the referral process has focussed on non-attenders and less on the range of indicators. The reasons for this are explored later in the chapter.

3.10 Across the schools, the general consensus is that pupils who are the target of ERP, i.e. those at risk of not making a successful post-school transition, can largely be identified early in their school career. School staff reported during the evaluation that their experience enables them to identify these pupils and so there is an element of subjectivity in the selection of ERP candidates.

3.11 While this experience is invaluable, and an element of subjectivity and instinct is wholly appropriate when identifying pupils who are at risk of not making a successful transition, there is a risk that some pupils will be overlooked if there is no systematic process. This process is discussed in the next section.

The referral process

3.12 The approach for identifying ERP pupils is broadly similar in each school. Each ERP Adviser is normally allocated a caseload at the beginning of the academic year, which is then supplemented in January once winter leavers are no longer on the caseload, and throughout the year as and when 'at risk' pupils are identified.

3.13 The initial caseload is often agreed through a discussion between the ERP Adviser and named contact in the school. Together they agree on the referral criteria. This often focuses on poor or irregular attendance at school because this is something that is recorded and can be used to generate an initial list of pupils as a starting point for discussion. This list can then be refined, adding pupils that school

staff believe could be at risk of not making a successful transition and removing those deemed not to be at risk.

3.14 During this discussion, the teachers, with their understanding of the pupils, can recommend who they think will benefit from ERP. The ERP Adviser has the opportunity at this early stage to agree or disagree with the suitability of the referrals and enter into discussions about the final list of pupils who should be involved.

3.15 In a small number of schools this discussion does not take place and instead the ERP Adviser is given a list of pupils to begin working with. There is no discussion or refinement of this list and the ERP Adviser has no opportunity to influence the referrals. This approach has resulted in ERP Advisers receiving inappropriate referrals, both in terms of numbers and suitability, which restricts the impact they can have on the school leaver destination figures. It can also undermine the relationship between the school and the ERP Adviser. It is crucial to the success of the pilot that a good relationship is maintained.

3.16 The caseload is supplemented by further referrals throughout the year as additional pupils are identified as being 'at risk'. The vast majority of referrals come from Pastoral Care teachers. However, where the pilot is most embedded and its existence is best communicated there is the opportunity for referrals to come from a number of other routes, the key ones being:

- Subject teachers
- Joint Assessment Teams (or other multi agency teams)
- Learning support teachers
- Social work.

3.17 Having a range of referral routes minimises the risk of pupils "slipping through the net". In practice we found that it is extremely rare for referrals to come through any of these additional routes. The evaluation shows that the referral process could be strengthened by ensuring better links with as wide a range of referrers as possible so that pupils can be referred through a range of routes.

3.18 At present there is little evidence that ERP pupils are identified in a systematic way, so inevitably some pupils are not noticed or referred but are displaying a similar set of indicators to pupils who are receiving ERP support.

3.19 We are aware that some of the ERP pilot areas are working on more comprehensive and objective methods of earlier identification of vulnerable pupils by using risk factor analysis, however, this was not mentioned by any of the consultees during our research.

3.20 One school has recently devised a system whereby 20 teachers have volunteered to mentor 6 S4 pupils each. This ensures that each pupil has a key contact within the school and if the teacher identifies any issues, they can offer the necessary support or refer the pupil appropriately. ERP was not fully integrated with this system, however, if the necessary links exist between these teachers and the ERP Adviser this system could provide a more robust referral mechanism.

Information

3.21 The quality of the information provided to the ERP Adviser at the referral stage is a crucial element of a successful referral process. Having identified an ERP candidate the referrer completes a referral form which gives the ERP Adviser contact details and some basic background information to enable them to begin working with the pupil. This information allows the ERP Adviser to assess whether the referral is appropriate, and to understand the range of issues that the pupil is dealing with. This enables them to offer the appropriate support and to be sensitive to issues that the pupil may not have shared with the ERP Adviser.

3.22 In a minority of schools, the ERP Advisers are not provided with these forms in a timely manner or are not provided with sufficient information on the forms. In one school the named contact and ERP Adviser reported that referrers are reluctant to complete the forms as they see it as additional paperwork, despite the form being only one page long.

3.23 Some referrers are unsure about whether they should be sharing sensitive information with the ERP Adviser. This indicates a need for more clarity on what can and should be shared and how the information will be used in the schools where referral information is poor. The senior management team should draw on the practices of schools where information is being shared as it should and then provide their own staff with clear guidance.

3.24 Where the issue is about lack of understanding of the need to share information and the lack of integration of the pilot in the school then there needs to be strong leadership from the Local Authority and head teacher to ensure successful integration.

3.25 With the exception of a minority of schools, ERP Advisers and school staff are generally satisfied with the referral process. As understanding of the pilot has grown within the schools, staff are making more and better referrals. Relationships have been built and in schools where relationships are particularly good between ERP Advisers and pastoral care staff there is a dialogue between the 2 to decide on whether a particular referral is appropriate. This dialogue not only improves the quality of the referrals, but the information that is gleaned then helps the ERP Adviser to better understand the pupils' needs and so support them more effectively.

Size of caseloads

3.26 Data was not collected in such a way that we were able to analyse the size of caseloads that ERP Advisers had in each school over the duration of the pilot, however, ERP Advisers reported significant variation in the numbers of referrals from school to school. In 2006/7 ERP Advisers reported caseloads of between 30 pupils to around 70 pupils per school⁴ (these figures were based on ERP Advisers' estimates). Those with the highest numbers felt overloaded, whilst those with the lowest could not run group sessions and felt that the additional resource the ERP offers schools was being under utilised. We recommended that in year 2 there should be a maximum caseload of 50 pupils per school, based on Advisers' estimations of

⁴ Note that Advisers work in two schools so they work with the caseloads from 2 schools

what would be manageable in the context of how they had coped with their year one caseload.

3.27 In 2007/8 the majority of the ERP Advisers with the largest caseloads in year one of the pilot were happier that their caseloads in year 2 were of a more manageable size. This was both a reflection of their greater understanding of the size of caseload they could manage and their relationship with the senior management team representative having developed in such a way that the ERP Adviser had more influence over the numbers being referred.

3.28 During the consultations in year 2 of the pilot we found that in the majority of cases ERP Advisers are satisfied with their caseloads. Those with the largest caseloads in year one now have a better understanding of the numbers they can work with and have discussed this with the school representative so that they now have better control over the number of pupils they are working with at any given time. That said, some schools can identify more potential ERP pupils than the ERP Adviser can realistically work with. Given that the majority of ERP Advisers are highly motivated to help as many pupils as they can, they sometimes find it hard to say no when a pupil is referred to them. The absence of a clearly defined, systematic process for identifying ERP pupils can exacerbate this issue and whilst all pupils who are referred to ERP are those who can benefit from additional support to develop their employability skills, make their career choices and take the necessary actions to realise their aspirations, the referral criteria may be too broad

3.29 There remain a minority of schools where the small number of referrals is still an issue. In 2 schools the ERP Adviser feels that the low referral rate is due to the senior management team not having “bought into” the pilot. In these schools there are a number of other initiatives and processes in place aimed at supporting the More Choices, More Chances group and the ERP pilot has not been integrated into the existing structures. This highlights the importance of ensuring that schools do not just passively accept additional support, but they actively commit to finding a way to build it into their structures in order to maximise its potential.

Attendees and non-attendees

3.30 The list of pupils that ERP Advisers are given normally includes a mix of attendees and non-attendees. Most ERP Advisers have undertaken some home visits (usually along with an Attendance Officer) to reach pupils who are not attending schools. There have been some cases where this has proved successful and pupils who are not attending school have either been encouraged to come back to school; gained exceptional entry to college; or been supported to successfully enter employment, further education or training.

3.31 Pupils who are non-attendees are often particularly difficult to reach, and despite several attempts the ERP Adviser has not been able to contact some of them. ERP Advisers gave examples of having made several visits to homes where there was evidence of people being inside, yet no-one answered the door. Given that in most schools ERP Advisers have sizeable lists of pupils who are deemed to be ‘at risk’ of not making a successful transition, to ensure maximum impact they have focussed on those who are attending school and who are not as hard to engage.

3.32 In a minority of schools ERP Advisers have been given a list that consists of a significant number of pupils that they have found they have not been able to work with. In one school these pupils have been mainly non-attenders and in another there has been a number of pupils who, although still on the school roll, are no longer living in this country. In these cases the resource that the ERP Adviser is able to offer has not been used effectively.

3.33 These examples highlight the importance of ensuring that ERP Advisers are given a referral list of pupils who are not only at risk of not making a successful transition, but with whom there is a chance that the ERP Advisers will be able to engage. That is not to say that those who are not attending school should not be referred to ERP Advisers, but for ERP Advisers to have any impact the list of non-attenders needs to be supplemented with a list of pupils who are likely to engage.

3.34 For those who are most difficult to engage ERP Advisers need to develop strategies that secure engagement, or ensure that the pupil is being supported through another means. In particular, for those who are not attending or have been excluded from school, a school based provision may not be the most appropriate form of support.

Early intervention

3.35 Schools are increasingly recognising the skillset and expertise of ERP Advisers and the impact they can have on individuals and on the school and so more schools are seeing the potential for the ERP Advisers to work with pupils earlier in their school career. They believe that intervening earlier can prevent some of the issues that put pupils at risk of not making a successful transition from taking hold. If this approach works, the advantage is that it may prevent pupils from disengaging from school, giving them more options when they come to leave school.

3.36 Some early intervention work with S1 to S3 pupils and even with primary school pupils took place as part of the pilot. However, the pilot's aim was to improve School Leaver Destination Returns (SLDR) figures within a 2 year period, and as such both school staff and Skills Development Scotland agreed that ERP Adviser activity should focus on those due to leave school.

3.37 Most early intervention work has taken place with S3 pupils who are expected to be ERP clients when they progress into S4. In the first year of the pilot this was useful for building relationships at an early stage to enable the ERP Adviser to work more effectively with the pupils in their fourth year.

3.38 In one school the ERP Adviser worked with a group of S1 pupils who had been identified at primary school as having attendance issues. Over a 6 week period the ERP Adviser delivered a number of sessions using a resource pack from the School of Emotional Literacy. The group are now attending school more regularly than had originally been expected, which both the school and the ERP Adviser believe to be as a result of the intervention. Feedback from pupils was that they had not realised before what the outcomes of persistent truanting would be for them. The programme encouraged the pupils to take on responsibility for attendance.

3.39 The counter argument to the provision of early intervention is that pupils may not be ready to focus on their post-school career until they are due to leave school and the reality of the step they are about to take has become apparent to them.

3.40 As early intervention activity with S1 to S3 pupils was deliberately minimal there is limited evidence available on its success or otherwise, therefore no firm conclusions can be drawn here. However, the study did find a strong desire from school staff for early intervention to be provided by the equivalent of an ERP Adviser in the future. In their current form it is difficult to see how an ERP Adviser could manage this additional case load, therefore the model of delivery for any future early intervention provision would need to be given careful consideration and may sit outside of ERP.

ERP Delivery

Flexibility

3.41 The key feature of ERP provision is that ERP Advisers have the ability to take a flexible approach, tailored to the needs of the individual with whom they are working. This is overwhelmingly considered to be the principle strength of the pilot by both the school contact and ERP Advisers. As one school staff member said:

“Often these are the pupils who can’t conform. You can’t fit them into a model. The key thing with ERP is that there is no model” (Respondent 1).

3.42 When we asked school staff what value the ERP Advisers could add to what already existed in the school, the most common responses were:

- Time to provide hand holding and to be persistent with those pupils who require this level of support to enable them to move into a positive post-school destination
- Expertise and knowledge of:
 - Training, education and employment opportunities
 - Resources, tools and organisations that could support pupils to move towards these opportunities.

3.43 In taking a flexible approach ERP Advisers are often delivering a mixture of structured and unstructured activities. All ERP Advisers work with pupils on a one-to-one basis, and some also use group work sessions. As previously mentioned, some ERP Advisers offer sessions to younger pupils as part of early intervention, whilst others are supporting group sessions that are being delivered by other careers staff or as part of other initiatives in the school.

One-to-one sessions

3.44 One-to-one sessions are vital for assessing the needs of the individual, building rapport and gaining trust. They provide young people with the opportunity to discuss sensitive issues that they could not discuss in a group situation either because they lack the confidence to do so or because the issues are of a personal nature.

3.45 Mentoring and career planning are important features of the one-to-one support provided through ERP. In a one-to-one session the ERP Adviser can take time to explore with the pupil what his/her interests and options are, helping them to decide on potential career paths. Some ERP pupils are not motivated to consider their career, whilst for others their aspirations are unrealistic given their attainment. ERP Advisers use their career planning skills to help pupils set goals that they are motivated towards and that are also realistic.

3.46 What is unique about the ERP Advisers is that they can offer pupils career planning support at a pace that suits their personal circumstances. Whilst these sessions have a career focus, the pupils may have a range of issues that are impacting on their ability to focus on their post-school career, for example a drug or alcohol problem, bereavement, family breakdown or bullying. As such, the ERP Adviser may need to help them deal with these issues by providing a level of counselling or, where necessary, identifying appropriate sources of support.

3.47 During the focus groups with pupils many were clearly able to state that the ERP Adviser had helped them to think about and focus on their future career. Some pupils reported that they had not appreciated the link between working at school and getting a job they like until they began working with their ERP Adviser.

3.48 One-to-one sessions, as with group sessions, also provide ERP Advisers with the opportunity to teach pupils practical skills, in particular how to complete an application form or to develop interview skills through, for example, mock interviews. In the focus groups with pupils they said that being given help to complete application forms was an important feature of the support they received and mock interviews were considered to be extremely useful.

3.49 Pupils will often leave the one-to-one sessions having been given a task, for example, to consider the options discussed in the session, or to complete an application form. Many pupils in the ERP client group lack the motivation, confidence or self-esteem to be proactive about their future career and so a large part of the ERP Advisers' time is spent working with them on these tasks.

3.50 Persistence is therefore an important attribute in an ERP Adviser. As one school staff member said: *"Advisers are someone who can prod the kids. They need to nag them regularly and provide hand holding"* (Respondent 2).

3.51 An important benefit of the one-to-one sessions is that the ERP Adviser can build a relationship, gain trust and earn the respect of the pupils. ERP Advisers take a much less formal approach than teachers, which helps them to with engage pupils who are resistant to authority figures.

3.52 ERP Advisers need to take a holistic approach, considering the range of influences on the pupils' employability, which can include personal circumstances such as family situations or relationships with peers. It is therefore vital that the ERP Adviser has the necessary skills and attributes to form these positive relationships with the pupils. They need to be approachable, sensitive, empathetic, supportive, understanding and non-judgemental. These softer skills are just as important as the harder, more career focussed skills.

Group work

3.53 Around half of the ERP Advisers provide regular group sessions to pupils. The reported benefits include:

- Helping those pupils who are ready to do so to move beyond their comfort zone
- ERP Advisers can reach larger numbers of pupils
- Pupils can develop a range of skills that are unlikely to be developed through one-to-one sessions such as teamwork, group discussion, negotiation and problem solving
- Peer support.

3.54 Group sessions are sometimes delivered using existing tools or, as is often the case, they can draw on elements from a range of tools, including:

- Breakthrough to Excellence – a programme that enables young people to deal with the issues they are facing
- Activate – a complete employability package
- Go for It – a programme focussing on self efficacy
- WorkNet – a programme focussing on motivation and an appreciation of the employers' perspective.

3.55 We found limited examples of ERP Advisers delivering the intensive Activate course, Breakthrough and Go for It. Some of the ERP Advisers felt that WorkNet was too advanced for ERP pupils as it is most effective where beneficiaries have some experience in the world of work that can be drawn on in the sessions, however, some elements are useful and are used in both one-to-one and group work sessions. One ERP Adviser stated that Activate is a good tool to break the ice and get to know the pupils. Although ERP Advisers expressed some preferences on the tools they prefer to use, the consensus was that ERP pupils require a flexible approach and ERP Advisers should be trained on as many tools as possible to give them a range of tools to draw on

3.56 We found examples of ERP Advisers delivering timetabled group sessions that draw on elements from a number of tools, delivered flexibly to meet the pupils' needs. These often replaced one period of a particular curriculum subject each week or each fortnight. The informal nature of the sessions appeals to pupils. The group sessions are focussed around a series of interactive activities and discussions. For example the pupils may be divided into small teams to do a quiz that asks them questions about some of the things the ERP Adviser has previously taught them about employability. Or they might be given a practical challenge such as building a tower from paper to build their confidence, team working and problem solving skills. The ERP Advisers use the sessions to teach the pupils things that they need to know and to develop the softer skills that will prepare them for securing and sustaining employment, further education or training. They do this in a way that engages a group of pupils who are often averse to traditional learning methods.

3.57 One group articulated very clearly what value they got from their group sessions. They said that:

- “She (the ERP Adviser) doesn’t shout – she’s normal”
- “(We) learn more this way”
- “She (the ERP Adviser) thinks it’s important to listen”
- “(We) get to share points of view”
- “(We) learned that college isn’t the same as school”
- “(I) wouldn’t have gone to college without..... (the ERP Adviser)”
- “She (the ERP Adviser) gave us our options – showed us what we can do”
- “(We) got help with applications and interview skills”
- “(We) know what to expect a bit more now”.

3.58 It is clear that group sessions are an important element of the work that is done with ERP pupils, teaching them a range of skills and motivating them to consider their post-school career. However it is important that:

- The ERP Adviser is comfortable with delivering group sessions – this is a particular skill that not all careers staff will necessarily possess
- The pupils are able to cope with a group work environment – many have confidence and self-esteem issues and it is important that they are not put into an environment that causes them significant discomfort.

3.59 Where ERP Advisers are not offering group sessions this is either because they do not have enough referrals to form a viable group or because they are instead supporting the delivery of group sessions that are being offered through other initiatives in the school.

3.60 Another important factor in the success or otherwise of group work is the group dynamic and ERP Advisers need to carefully consider the mix of pupils in the sessions. ERP Advisers report that some groups can be challenging to work with and inevitably some will be more successful than others. This highlights the importance of the skills, experience and judgement of ERP Advisers and the importance of communication with school staff to enable them to identify pupils who will be able to work in a group and those who may need more one-to-one support before they are ready to participate in a group session.

Joint delivery and partnership working

3.61 In many of the schools there are other initiatives that are aimed at pupils who are in the ERP target group. To avoid duplication and maximise their reach, ERP Advisers have supported the delivery of some of these initiatives. For some, this has been in place of their own specific ERP group work sessions, whilst for others this has been in addition to ERP group work. Examples include:

- An ERP Adviser was invited to co-facilitate sessions on a personal and social development programme that the school was delivering through ASDAN (Award Scheme Development and Accreditation Network)
- The ERP Adviser worked with a local community organisation that delivered an employability programme aimed at vulnerable young people

- The ERP Adviser teamed up with the Campus Police Officer to deliver a course designed to raise self-confidence and self-esteem
- One ERP Adviser arranged for an external organisation to come into the school and deliver their life coaching programme. The school reported that the pupils have made progress and the ERP Adviser developed new group work techniques.

3.62 A number of schools offer personal development programmes such as the Princes Trust xl programme⁵ and ERP Advisers have in some instances been invited to support the delivery of these. This helps them to work with pupils from their target group and avoid duplication. It can help to enhance the programme by bringing the ERP Advisers' expertise to it.

3.63 This practice helps to embed the role of the ERP Adviser within the school structure and is one that should be encouraged.

3.64 In the second year of the pilot there was evidence that some schools were being more proactive about approaching the ERP Advisers to ask that they become involved in such programmes. Within the school and local community there are a team of people working with pupils to help them address a range of needs or achieve a range of outcomes. In a number of the pilot schools, ERP Advisers have become an integral member of that team, bringing with them a range of knowledge and skills that can be drawn on in a variety of ways.

3.65 One important example of this is the inclusion of ERP Advisers in Joint Assessment Team (or their equivalent) meetings. These are multi-disciplinary meetings that bring together the range of professionals that are working with pupils who have complex needs. Where ERP Advisers attend these meetings they are often able to add a further dimension to the information that is being shared about the pupil. The relatively informal relationship that the ERP Advisers are able to build can encourage the pupils to share information that they might not share with a social worker or a teacher. The information that ERP Advisers get from these meetings can also help them to work more effectively with the pupil.

3.66 As ERP Advisers become more integrated into the school and community provision, there are more opportunities for informal communication and for pupils to receive support that is more rounded by drawing on the skills of each member of the team.

3.67 Where schools are offering a range of provision aimed at a similar target group to the ERP client group there is scope for duplication, but this is not, by

⁵ "In a growing number of schools and non-mainstream centres across the UK, xl clubs target young people facing difficulties in education and work with them on a personal development curriculum that promotes achievement and encourages success" (Princes Trust website).

definition, a bad thing. One example where multiple provision is working well is where schools have received funding for Activate⁶ as well as ERP.

3.68 The majority of schools offer both ERP support and the Activate programme. The client group for these are very similar, although the ERP pupils are considered to be “higher tariff” than those for whom Activate is appropriate. Where both are available in the school there is clear guidance that those engaged with Activate should not also be engaged with ERP and vice versa. This is to avoid duplication of provision, given the similar nature and aims of the 2 programmes.

3.69 School staff report that there are some cases where they are uncertain about which intervention is most appropriate for a particular pupil. In such cases ERP Advisers recommend that the school refer the pupils to the Careers Service, and the ERP Adviser and Activate Adviser then decide which programme the pupil should be referred to.

3.70 ERP Advisers worked in partnership with local colleges, training providers and in some cases employers, to organise opportunities for pupils to get a better understanding of what is on offer to them beyond school. On occasion, some ERP Advisers invited employers (such as the armed forces) or training providers into the school. There are also some examples of ERP Advisers having organised for ERP pupils to:

- Attend Get Ready For Work events to find out about local training opportunities
- Visit local colleges to find out about courses and to see how colleges operate
- Undertake work experience placements.

3.71 School staff valued the ERP Advisers knowledge of these wider opportunities and reported that this activity had increased their awareness of the range of options available to pupils. In particular, school staff reported having limited knowledge of training providers and opportunities.

3.72 Where these activities have taken place they have helped to form or strengthen links between the schools, employers, training providers and colleges. These are likely to continue in some form beyond the life of the pilot, however, without the dedicated knowledge and resource of the ERP Adviser school, staff fear that these may not be pursued to the same extent in the future.

⁶ “Activate is designed to deliver an integrated package of support to young people identified as having some issues that may hinder their smooth transition from school to the world of work. Key activities include: a job competency programme; personal development work; enterprise activities; individual mentoring; and support from identified specialist agencies. Ongoing Careers support is then continued for up to a year after programme completion in the school setting.” (Smart Consultancy and Eddy Adams Consultants (2005), Careers Scotland Activate Programme 2004/5 Evaluation, p3,.)

Working with parents

3.73 We found anecdotal evidence that positive impacts are optimised where parents are involved in supporting the pupils towards a positive destination. For example, once the parents are aware or convinced of the importance of taking action to improve chances of a successful post-school transition, they can provide their child with encouragement or can take action to get them to school, attend interviews, and complete application forms.

3.74 ERP Advisers have attempted to work with parents and particularly in year 2 of the pilot one of their goals was to increase the level of activity in this area. Where parents have been engaged it has often been as a result of a home visit to a pupil who has not been attending school.

3.75 Parents occasionally accompanied their child to one-to-one meetings with the ERP Adviser. In one school, the ERP Adviser was invited to attend relevant meetings between parents, pastoral care staff and the senior management representative to discuss the difficulties their child was facing. In these meetings the ERP Adviser was able to speak in relation to the pupil's potential career options and could explain to the parents what the child would have to do to pursue their chosen career.

3.76 ERP Advisers tried a number of methods of engagement, including writing to parents to invite them to contact the ERP Adviser with any queries; and attending parent's evenings. These were not always successful, with few parents choosing to engage with the ERP Advisers.

3.77 The ERP Advisers found that making contact with parents and helping them to understand the role they can play in their child's future career requires considerable resources. This, combined with the difficulties associated with securing engagement from parents, has meant that work with parents has not been a significant feature of the pilot, to the ERP Advisers' disappointment.

3.78 Findings from the telephone survey show that parents of ERP pupils are keen to be involved in supporting their child to make their career choices. When asked to select from which statement they agreed with most about whose responsibility it is to support their child to make their career choices, 78% said "the Careers Adviser, school and parents are equally responsible.....".

3.79 Of the 91 parents that we interviewed, 85% were aware that their child was receiving support from the ERP Adviser. However, the majority of those who were aware of the support had been informed by their child (65%). A further 17% had been informed by the school and 13% had been informed by the ERP Adviser. Given parents' views that they should be equally responsible for supporting their child in making their career choices we would recommend that they should be informed formally by the school or ERP Adviser.

3.80 We asked parents about the types of information they would find useful to help them to support their child. Table 3.1 shows they felt that the most useful form of support would be a meeting between the parent, child and ERP Adviser (77% gave a rating of 4 or 5 on a scale of one to 5 with one being not at all useful and 5 being very

useful), followed by a progress report from the ERP Adviser (75% gave a rating of 4 or 5).

Table 3.1 Usefulness of support to help parents support their child’s career choice, % of parents

Type of support	Don’t know	1 – Not at all useful	2	3	4	5 – Very Useful
Meeting with you, your child and ERP Adviser	8	3	2	10	17	60
Progress report from ERP Adviser	4	7	4	10	21	54
Information leaflet on how to support your child when choosing their career	1	7	4	19	20	50
ERP Advisers present at parents evenings	10	7	0	11	25	47
One-to-one meeting between you and ERP Adviser	10	17	3	12	19	40

2008 Research Resource telephone survey with parents, N = 91

3.81 Although there has been limited engagement with parents, the initial signs are that it is good practice and something that should be supported to maximise the impact of any future interventions. Feedback from the parents is that they are keen to be involved in supporting their child.

Barriers to further education, employment and training

3.82 ERP Advisers have organised a range of activities aimed at raising awareness of and overcoming some of the psychological barriers to entering further education, employment and training. Examples include:

- College visits, which sometimes involves travelling by public transport to show pupils how they would get there themselves
- Work experience; for example, a group of pupils spent a week doing work experience at a local fire station
- Organising Get Ready for Work (GRfW) events that allow pupils to meet a range of training providers, take part in participative activities and learn what GRfW has to offer them.

3.83 ERP Advisers believe that this helps pupils begin to overcome some of the fears they may have about moving into these destinations. This is particularly true of college visits, where pupils report that they had thought that college was just like school. Having been on a visit they see that this is not the case and as a result, have a much more positive view of college and are more inclined to consider applying to college.

3.84 Some of the pupils have not yet developed the level of independence required for them to travel to college, training or employment. By showing them how they can

make the journey ERP Advisers are helping the pupils to see how they can become more independent and overcome this barrier.

3.85 We found anecdotal evidence that delivering courses away from school can be more successful than delivering them in the school environment. One ERP Adviser delivered a week long intensive Breakthrough course out of school, rather than deliver it in school over a prolonged period. This was successful because it engendered a sense of maturity in the pupils and they showed greater commitment than pupils receiving support in the school environment.

ERP within the school environment

School buy in

3.86 In the first year of the ERP we found that the pilot had been positive but that there had been some issues particularly around the “buy in” of schools. In the second year of the evaluation the situation has improved in most schools. Over time, the ERP Advisers have grown more competent and confident in their roles and have been able to demonstrate to the senior management contact, and in some cases the Pastoral Care staff, what the pilot consists of, is able to do and what the potential benefits of it are. This has led to greater buy in.

3.87 Overwhelmingly, where ERP Advisers feel that they have the full support of the school, in particular the head teacher, senior management contact and pastoral care staff, they believe that they can achieve the best results, demonstrating that the extent of school buy in is a key determinant of the success of the pilot.

3.88 Where school buy in is greatest this is usually because the key contact within the school is highly committed to the pilot and is motivated to work effectively with the ERP Adviser to maximise the impacts. It is therefore vital that the school selects the most appropriate staff member to fill this role. In turn, this individual must be supported by the head teacher.

3.89 It is equally important that ERP Advisers are committed to working hard with the school’s pastoral care team to develop these relationships. They not only need to be persistent with the pupils, but they also need to be persistent about establishing relationships, raising awareness, building communication channels and developing systems of working with school staff. Where this persistence does not lead to the desired outcome ERP Advisers need to be able to take action to address the situation, for example, by discussing the issue with the head teacher.

3.90 Both ERP Advisers and the senior management contact could not emphasise enough the importance of personalities in making the pilot a success, and the schools where both parties are particularly convinced of the pilot’s impact are those where good relationships have been built between the ERP Adviser and the key contact in the school. Regular informal communication, supplemented with formal communication channels have been identified as the key to an effective working relationship.

3.91 ERP Advisers were able to give examples of where schools showed a good level of buy in and where this was lacking. In one example the ERP Adviser had organised an event for the ERP pupils to attend outside of school, however, some

pupils missed the bus. School staff, understanding that these pupils would benefit significantly from attending the event ensured that they got there by taxi. By contrast, in another school the ERP Adviser was organising a similar event, however, because some of the target pupils had not been attending school the named contact would not allow them to go to the event as a punishment for their non-attendance at school. This decision was counter productive in terms of the benefits to ERP pupils.

3.92 This latter example demonstrates the tension that can exist between the school's role in exercising discipline and the pilot's role in helping those who may not have had a successful school career to secure better prospects for them post-school. Similar issues can exist around subject staff having concerns about pupils jeopardising their grades by missing classes to attend ERP meetings. We found less evidence of this in the second year of the pilot. Some staff realise that those who are not particularly academic can benefit more from the skills learned and support provided through ERP.

3.93 Understandably, school activity is strongly focussed on academic achievement and discipline. However, this approach has not worked for many of the ERP pupils and a different approach is required to enable them to have the best chance of a successful post-school career. It is therefore important that there is a cultural shift in schools that recognises that there needs to be different priorities for different pupils. This has already begun to happen, however, is more evident in some schools than in others.

3.94 Even in schools where the buy in is best they admit that communication could be improved. School staff are extremely busy and have a wide range of competing priorities. This can make it difficult to ensure that formal and informal communication takes place on a regular basis. Both forms of communication are vital. Having a number of different careers staff can exacerbate this situation.

3.95 The named contacts in the schools believe that there may be scope to combine some of the roles of the various Careers Advisers. For example, rather than have a part-time ERP Adviser and a part-time Activate Adviser, there could be a full-time Adviser offering a level of enhanced support to the "at risk" client group, which would incorporate both ERP style provision and Activate. Similarly, there could be scope to combine some of the ERP and Activate functions into the role of mainstream Advisers.

3.96 Ideally schools would be allocated a level of career support to meet their needs and these people would split their time between mainstream and targeted provision as appropriate depending on the demographic of the pupils in the school.

3.97 The percentage of pupils leaving school and entering a negative destination is now a measure of a school's performance. It is important that schools do not expect support such as that provided by ERP to deliver these positive results on their behalf. Improvements in SLDR figures requires a team approach, with enhanced support from the careers service being one tool that can help schools to secure positive destinations for more of their pupils.

3.98 Equally, schools need to recognise that they can achieve greater success if they utilise support such as that provided by ERP. In a minority of cases schools

were very proud of their own achievements and seemed not to have made best use of the additional resource that the pilot had provided them with.

3.99 As with any new initiative, buy in and the development of working relationships and practices has taken time, however, good progress has been made in most schools and we would anticipate these improving further over time if a similar provision were to be offered in the future. Indeed, in the majority of schools there was significant demand for the continuation of something equivalent to ERP provision beyond the lifetime of the pilot.

Accommodation and equipment

3.100 As with any new initiative ERP required some initial “bedding in” time. Not only was this a new initiative for the schools but it was also a new role for the ERP Advisers. There were inevitably some teething issues in some schools, such as there being no accommodation or equipment for ERP Advisers to use within the schools and misunderstandings around who should and should not be referred.

3.101 Lack of accommodation and access to equipment remains a persistent problem in a minority of schools. Both ERP Advisers and school staff recognise the importance of accommodation in helping the ERP Adviser to establish an identity in the school which makes them easily recognisable and accessible to pupils and staff. Where accommodation is poor, for example a room that is extremely small and without any windows, the ERP Advisers believe that this sends a message to pupils that their career is not valued. It is therefore important that any future roll out of an enhanced career provision considers the accommodation and I.T. requirements of their ERP Adviser.

Summary

3.102 In summary, we found the following:

Recruitment

- The majority of referrals come from Pastoral Care teachers who use their knowledge and experience to identify those at risk of not making a successful post-school transition.
- Although a level of subjectivity and instinct is wholly appropriate, the referral process would be strengthened if a systematic process were in place to identify those at risk.
- Where ERP Advisers are involved in a discussion with the named contact about the initial referral list they have the opportunity to influence the size of caseload and nature of the referrals. This is good practice but does not happen in all schools.
- The referral process could be strengthened by ensuring better links with as wide a range of referrers as possible to encourage referral through a variety of routes.

- When quality information about the referred pupil is provided to the ERP Adviser in a timely manner this enables them to work more effectively with the pupil. Where this information is not being provided there needs to be strong leadership from the head teacher and ultimately the local authority to ensure successful integration of the pilot and the senior management contact should provide clear guidance on information sharing based on the practices of other schools.
- ERP Advisers report that the size of caseloads varies significantly, however there is no data available on the exact numbers of pupils that ERP Advisers are working with in each school, therefore, we are unable to carry out analysis on activity levels.
- In addition some ERP Advisers have found that a significant proportion of those referred to them cannot be engaged, mainly because these pupils have disengaged from school. A school based provision may not be appropriate for this group and alternative strategies may need to be developed.
- There is a strong desire from the senior management contacts in the schools for early intervention to be available for younger pupils, which they see being delivered by an equivalent of an ERP Adviser.

Delivery methods

- ERP Advisers have the ability to take a flexible approach, tailored to the needs of the individual with whom they are working. This is overwhelmingly considered to be the principle strength of the pilot by both the school contact and ERP Advisers.
- All ERP Advisers offer one-to-one sessions, where they provide mentoring and career planning support. This is invaluable for building a rapport with the pupils, identifying barriers and ways to overcome these and identifying goals and strategies to achieve these.
- Half of the ERP Advisers offer group sessions which are interactive and designed to encourage personal development and to build employability skills. These are not suitable for all pupils but help to develop a range of skills that cannot be developed in the one-to-one sessions. They also increase the ERP Advisers' reach. These were found to bring significant benefits to the pupils involved and should be offered in all schools.
- To avoid duplication and maximise their reach some ERP Advisers are supporting other activities that are ongoing in the school. Again this is good practice and should be encouraged.
- Involving ERP Advisers in Joint Assessment Team (or their equivalent) meetings has proven invaluable to both the ERP Adviser and the range of agencies involved. This should be encouraged in all schools.
- Some ERP Advisers have helped to form or strengthen links between the schools, employers, training providers and colleges. These are likely to continue in some form beyond the life of the pilot, however, without the

dedicated knowledge and resource of the ERP Adviser school staff fear that these may not be pursued to the same extent in the future.

- There has been a minimal level of engagement with parents, however, where it has happened it was felt to have been positive. The survey found that parents are keen to be involved in supporting their child and would value a meeting with the ERP Adviser and their child and a progress report from the ERP Adviser.
- Out of school activities such as college visits, work experience or Get Ready for Work events help pupils to overcome the fears that they have about moving into employment, education or training. These should be a feature of the provision in all schools.

ERP within the school environment

- School 'buy in' is crucial to the success of the pilot. This has improved over the duration of the pilot, however, in many cases there is room for improvement.
- The personalities of the named contact in the school and of the ERP Adviser are extremely important if the provision is to be integrated into the school.
- A traditional school culture that is focussed on academic achievement and discipline does not work for many of the ERP pupils. Schools need to become more flexible in their approach to these pupils, a culture shift that is more evident in some schools than in others.
- Due to competing priorities in the school, finding time for informal and formal communication between the named contact and ERP Adviser can be difficult. This is something schools recognise they need to continue improving upon.
- Schools would like to see a more streamlined careers service, where they are allocated the level of resource necessary to deliver both mainstream and targeted activity within that school. This should be delivered by as few individuals as possible to minimise confusion and maximise ERP Advisers' exposure in the school.
- To deliver a quality service and be visible within the schools ERP Advisers need to be provided with suitable accommodation and access to a telephone, computer and the internet. This was an initial teething problem in a number of schools and a persistent problem in a minority.

CHAPTER FOUR

IMPACT ON SLDR FIGURES

Introduction

4.1 Ultimately, the primary measure of success for the ERP pilot is its impact on reducing the number of pupils moving into negative destinations upon leaving school, as reflected in the annual SLDR data for each school. School leavers in a negative destination are those who are not in employment, education or training. They are classed as either being unemployed and seeking employment, or unemployed and not seeking employment. Reasons why they might not be seeking employment can include ill health, pregnancy, or being in custody. This chapter examines the extent to which the availability of ERP support has impacted on school leaver destinations by considering the following:

- Changes in destinations since the pilot's inception
- Meeting the programme's targets
- Comparison with other schools.

4.2 We have carried out more in depth analysis on the SLDR data for the 2 year duration of the pilot; 2006/7 to 2007/8. We have analysed data for each school in the 3 academic years prior to the pilot's inception (2002/3 to 2004/5) to monitor the trends that were taking place prior to the introduction of the pilot.

4.3 One of the pilot schools merged with another school at the end of the first year of the pilot, therefore it has been excluded where necessary in the analysis of the School Leaver Destination Returns. The report will make it explicit where this is the case.

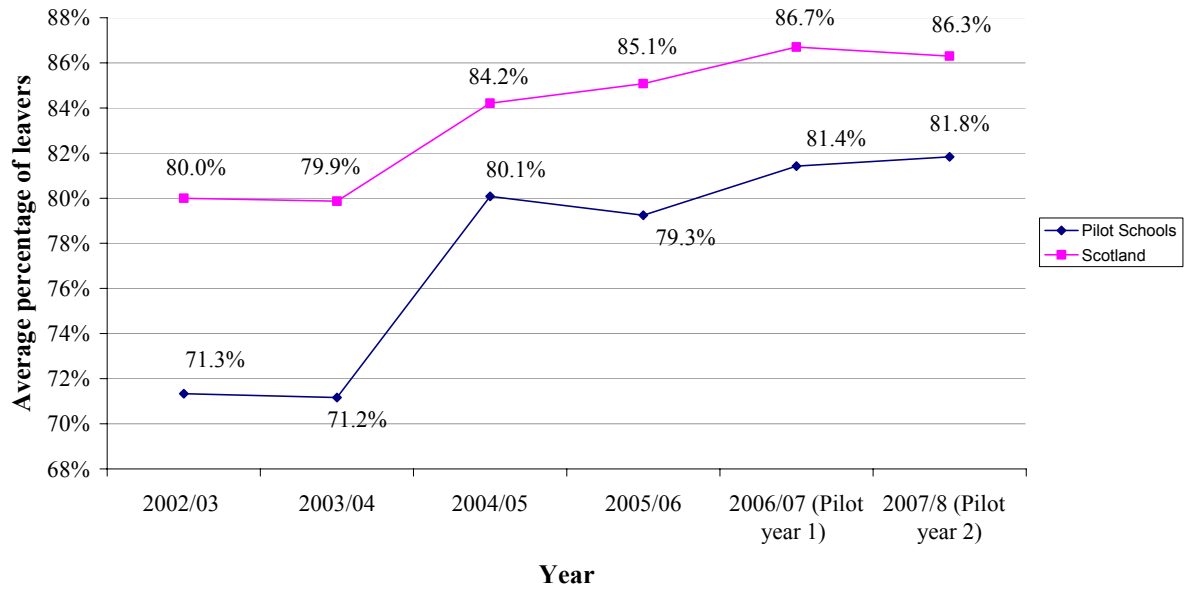
Changes in destinations since the pilot's inception

4.4 Prior to the introduction of ERP, SLDR data for the 13 Scottish Government funded pilot schools shows an increase in the percentage of leavers achieving positive destinations between 2002 and 2005; from an average of 71.3% in 2002/03 to a high of 80.5% in 2004/05 and 79.8% in 2005/06 (Figure 4.1).

4.5 This upward trend is mirrored in the national figures. Both nationally and in ERP schools there is a noticeable increase in the percentage of pupils achieving positive destinations in 2004/5, compared to the previous year. In this year fewer pupils became unemployed and there was a decrease in the numbers of pupils whose destination was recorded as 'unknown'. There was no change in policy or recording of data that can explain this increase.

4.6 During the first year of ERP delivery in the 13 pilot schools there was an average 2.1 percentage point increase in the percentage of leavers achieving a positive destination, and a further 0.6 percentage point increase in year 2 of the pilot, giving a net increase of 2.7 percentage points achieving positive destinations throughout the pilot period (Figure 4.1).

Figure 4.1 Average percentage of leavers achieving positive destinations



Notes to figure

Source: SLDR Data, Careers Scotland

4.7 When we considered destinations on a year by year basis we found that in the first year of the pilot negative destination figures decreased from those of the previous year (2005/6) in 7 of the 13 pilot schools. In the second year of the pilot 2 of these schools saw a further drop and a further 4 saw their negative destination figures decline for the first time since the pilot began. Over the duration of the pilot 8 of the 12 schools for whom data was available saw a net decline of between one and 8 percentage points in the proportion of pupils entering negative destinations (Table 4.1).

Table 4.1 Change in percentage points in negative destinations each year

Change in negative destinations (percentage points)			
	1st Year ERP	2nd Year ERP	Overall (net)
School 1	+4	-12	-8
School 2	-7	-1	-8
School 3	-9	+2	-7
School 4	+2	-8	-6
School 5	-7	+2	-5
School 6	-1	-1	-2
School 7	+2	-3	-1
School 8	-7	+6	-1
School 9	+2	-1	+1
School 10	-6	+10	+4
School 11	+5	0	+5
School 12	-5	+10	+5

Source: SLDR Data, Careers Scotland

Note: This table excludes one of the pilot schools, which merged with another school at the beginning of that academic year and therefore tracking data is not available

Meeting the programme's targets

4.8 Whilst the proportion of pupils moving into a negative destination has declined in the majority of schools during the pilot period, the improvements have not been sufficient to meet the pilot's targets. ERP aimed to achieve a 50% reduction in negative destinations in each of the 13 pilot schools, with half being achieved in the first year of the pilot and the remaining half being achieved in the second. Table 4.2 shows that none of the schools have achieved this target and that they have fallen short of their targets by between 3.5 and 20 percentage points.

Table 4.2 Progress towards SLDR targets

	Target SLDR 07/08 (% in negative destinations)	Actual SLDR 07/08 (% in negative destinations)	Variance
School 1	11	18	-7
School 2	11.5	16	-4.5
School 3	9.5	14	-4.5
School 4	9.5	13	-3.5
School 5	11	17	-6
School 6	8	13	-5
School 7	5	13	-8
School 8	11.5	17	-5.5
School 9	3	7	-4
School 10	11.5	25	-13.5
School 11	9	18	-9
School 12	9	29	-20

Source: SLDR Data, Careers Scotland

Note: This table excludes one of the pilot schools, which merged with another school at the beginning of that academic year and therefore tracking data is not available

4.9 The targets that were set were extremely ambitious and it could be claimed that these were set too high. However, on further analysis we found that ERP has not been successful in engaging a large proportion of those moving into negative destinations, which is a more likely explanation for the lack of progress towards targets. In 2007/8 353 pupils from the 13 pilot schools went into negative destinations upon leaving school. Only 26% of these (92) received support from an ERP Adviser. The remaining 74% (259) were not referred for support.

4.10 This point was raised in qualitative interviews with school staff and ERP Advisers who highlighted continuing problems in identifying young people at risk of entering a negative destination after leaving school. In spite of successes with many ERP participants it is clear that the pilot has not reached all of those who were at risk. Further work is therefore needed to develop a systematic method of identifying those most likely to benefit from enhanced careers support. This supports earlier findings that a more systematic approach to identifying pupils is required.

4.11 Further, where schools have shown a decline in the proportion of pupils moving into a negative destination there is evidence to suggest that this decline has not necessarily been as a result of ERP intervention. For example:

- In school 2, which has the highest decline in negative destinations, there was no ERP Adviser in the school for the majority of the first year of the pilot when the largest decline took place. Although the school did not report as much we understand that they received an enhanced careers provision from staff from the local CS centre, including additional mainstream Careers Adviser and Activate Adviser time. However, it is questionable whether this is comparable to having dedicated ERP provision in the school.
- In school 4 the largest decline in negative destinations took place in year 2 when there was a change of ERP Adviser, which impacted on the continuity and level of provision during the course of the year.
- In school one, which had the largest decline in negative destinations in the second year of the pilot, the ERP Adviser felt that the pilot had not been integrated into the school and she was only able to engage a small proportion of her already small caseload. In year 2 the school had introduced a new system whereby all pupils were assigned a teacher as a named contact whose role was to ensure that any issues were identified at an early stage and the appropriate support or referrals could take place. This could be a contributor to the improvement in post-school destinations.

Comparison with other schools

4.12 It is possible that external factors have contributed to the lack of impact that ERP has had on negative destinations, for example, in times of high unemployment negative destinations are likely to increase. In such circumstances the otherwise positive impacts of ERP on negative destinations could be offset. To take account of such factors we identified a number of comparator schools to enable us to isolate the impact of ERP provision on SLDR figures.

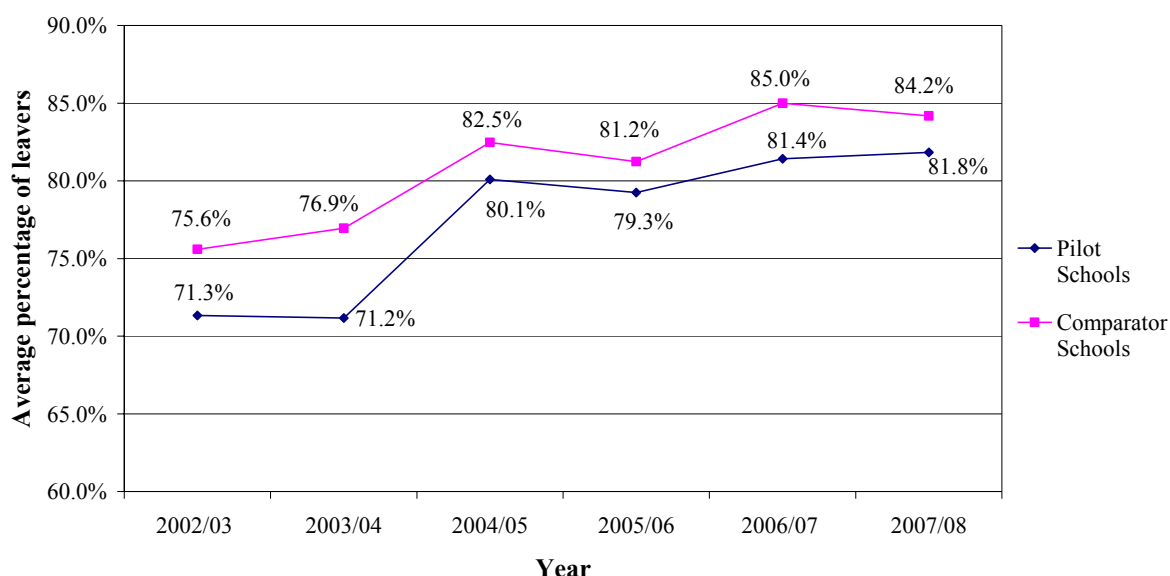
4.13 As mentioned in chapter one, there are a number of initiatives aimed at the target group and the comparator schools cannot be considered 'clean'. However, we have not used any schools that operate an equivalent provision to ERP. We have selected between one and 3 comparator schools in each local authority area which most resemble the ERP schools in that geographical area in terms of the criteria below. Figures for comparator schools are shown in Appendix F.

- Percentage of pupils moving into negative destinations
- S4 attainment
- Proportion entitled to free school meals.

4.14 Although we have selected the schools in the local authority area that are most similar to the ERP schools in terms of these criteria, they are by no means identical in these regards. Given that the pilot schools were selected because they had a significant number of pupils moving into negative destinations, we would expect that they would have a lower number of pupils moving into positive destinations prior to the pilot commencing. If the pilot was having an impact on negative destinations, regardless of external factors we would expect to see the gap between ERP schools and comparator schools narrow over the duration of the pilot.

4.15 Figure 4.2 tracks the percentage of leavers achieving positive destinations in comparator schools against those from pilot schools between 2002/03 and 2007/08. While, as expected, comparator schools perform consistently above the pilot schools in terms of the proportion of leavers achieving a positive destination, the trend in pilot schools over this 6 year period corresponds closely to that evident in comparator schools.

Figure 4.2 Average percentage of leavers achieving positive destinations



Notes to figure

Source: SLDR Data, Careers Scotland

4.16 Although there was a slight improvement in positive destinations in pilot schools during the first year of the pilot, this was a trend that was also evident in comparator schools, suggesting that this improvement would have been expected in pilot schools regardless of the availability of ERP support. In fact, over the duration of the pilot the percentage of leavers going into positive destinations increased by 3 percentage points in comparator schools and only 2.5 percentage points in pilot schools. This again supports our earlier assertion that ERP has not had a positive impact on negative destinations in all school.

Conclusions

4.17 From analysis of the SLDR data we have to question whether ERP has been successful in reducing the numbers of pupils moving into negative destinations. We question this because, whilst there has been a slight improvement over the duration of the pilot, a similar improvement has also taken place in comparator schools which did not have the ERP intervention. This suggests that ERP provision has not had significant additional impact on school leaver destinations across all the pilot school.

4.18 The most likely reason for the lack of impact on SLDR figures is that the Advisers have not been working with a high enough proportion of those who eventually did move into a negative destination. To make the desired impact on negative destinations the referral process would need to be strengthened to ensure that the pilot is reaching those most likely to enter a negative destination.

CHAPTER FIVE IMPACT ON BENEFICIARIES

5.1 Whilst ERP has not had the desired level of impact on SLDR figures, the study did find that the pilot has had a number of positive benefits for the school pupils who received support. This chapter examines SLDR data, sustainability data and findings from our telephone surveys with ERP pupils and their parents to explore the impact that the intervention has had on beneficiaries. It should be noted that no control group was involved, therefore, it is unclear to what extent any reported impacts would have happened anyway in the absence of the intervention.

5.2 The telephone survey was first carried out in May 2007 with 81 ERP pupils who had received support in the 2006/7 academic year and 83 parents of ERP pupils. In almost all cases interviews were carried out with parents of the pupils who were interviewed, however, on occasion a pupil was not available or their parent was not available, therefore only one or other was surveyed. The survey was repeated in May 2008 with 86 ERP pupils who had received support in the 2007/8 academic year and 91 parents of ERP pupils. For the purpose of this report, survey analysis focuses primarily on the findings of the year 2 survey as the pilot was more fully embedded in the school structures by this time. Findings that vary from those reported in year one are highlighted in the text. However, caution should be exercised when comparing the results of the 2 years due to the self selection bias which is inevitable within this type of research.

5.3 The chapter explores:

- Post-school destinations of those receiving support
- Sustainability of positive destinations
- Impact on expectations and aspirations
- Changes in attitudes and behaviour
- Personal development.

Destinations of beneficiaries

5.4 During the pilot ERP Advisers worked with⁷:

- 686 pupils in 2006/7, of whom 246 returned to school, 436 left school, 4 moved out with Scotland
- 561 new pupils in 2007/8, of whom 237 returned to school, 321 left school, 3 moved out with Scotland
- A total of 1247 individual pupils over the 2 years of the pilot.

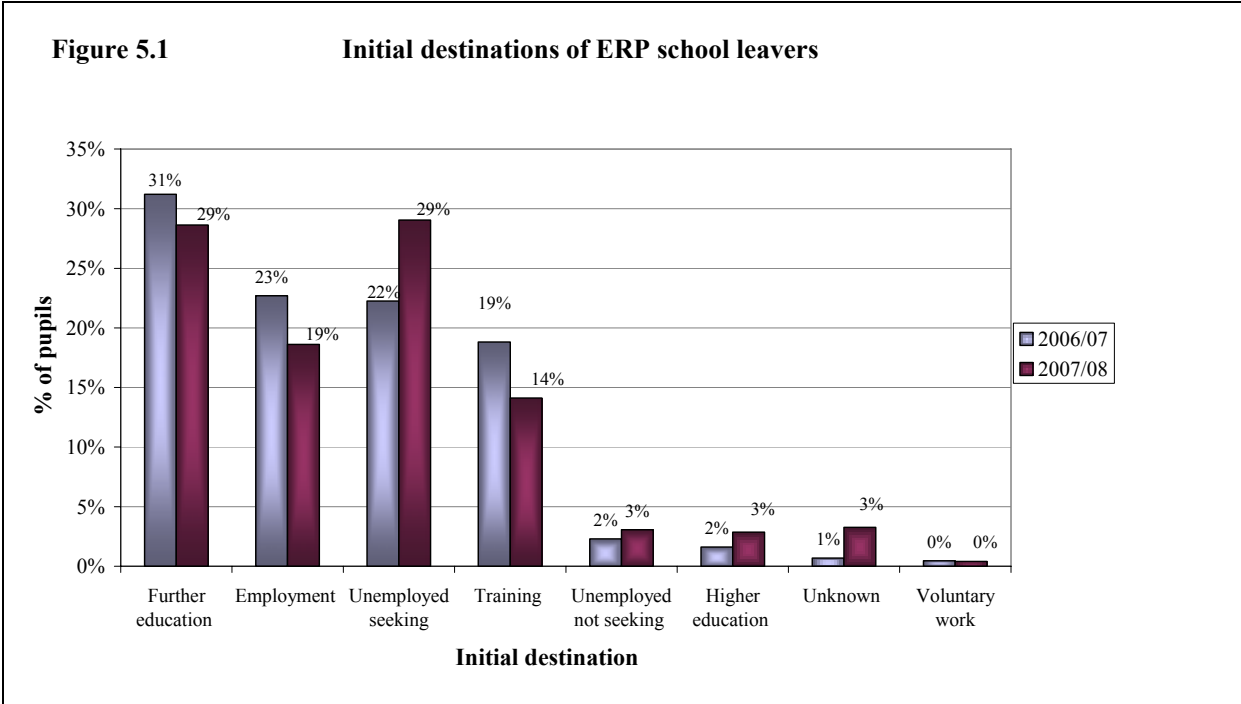
⁷ All figures refer to ERP participants from the 13 pilot schools plus 2 additional schools with ERP provision in 2006/7 and 3 additional schools in 2007/8

5.5 In addition to working with the 561 new ERP pupils in 2007/8, ERP Advisers continued to work with many of the 246 pupils who had received support in 2006/7 and had returned to school in 2007/8. Of these 246 pupils, 168 left school in 2007/8, meaning there were a total of 489 school leavers in 2007/8.

5.6 Figure 5.1 illustrates the nature of initial destinations achieved by ERP participants in each year of the pilot. The graph shows that:

- In year one of the pilot 75% of school leavers who had received ERP support entered a positive destination, 24% entered a negative destination and for 1% their destination is unknown
- In year 2 of the pilot 65% of school leavers who had received ERP support entered a positive destination, 32% entered a negative destination and for 3% their destination is unknown.

5.7 In the second year of the pilot there was reduction in the proportion of beneficiaries moving in to further education, employment and training, and an increase in the proportion becoming unemployed upon leaving school. The reduction in pupils moving into employment could reflect the current economic climate, whereby unemployment is rising. As far as we are aware there has been no reduction in training or further education provision in the pilot areas. The change could be explained by there being a different cohort of pupils in year 2, with ERP Advisers perhaps working more with pupils in need of additional support.



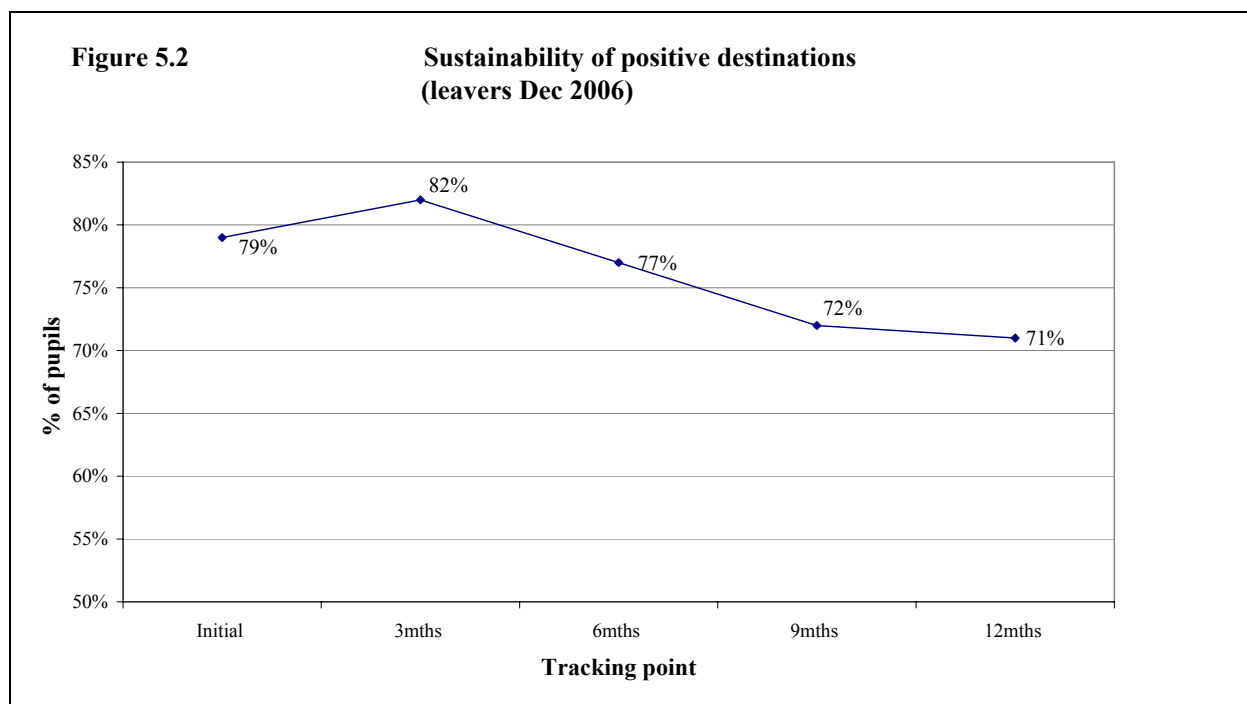
Source: 2006/7 ERP Sustainability Data, N=436, 2007/8 ERP SLDR Data, N=489

Notes to figure: Data refers to ERP participants from the 13 pilot schools plus 2 additional schools with ERP provision in 2006/7 and 3 additional schools in 2007/8

Sustainability of destinations

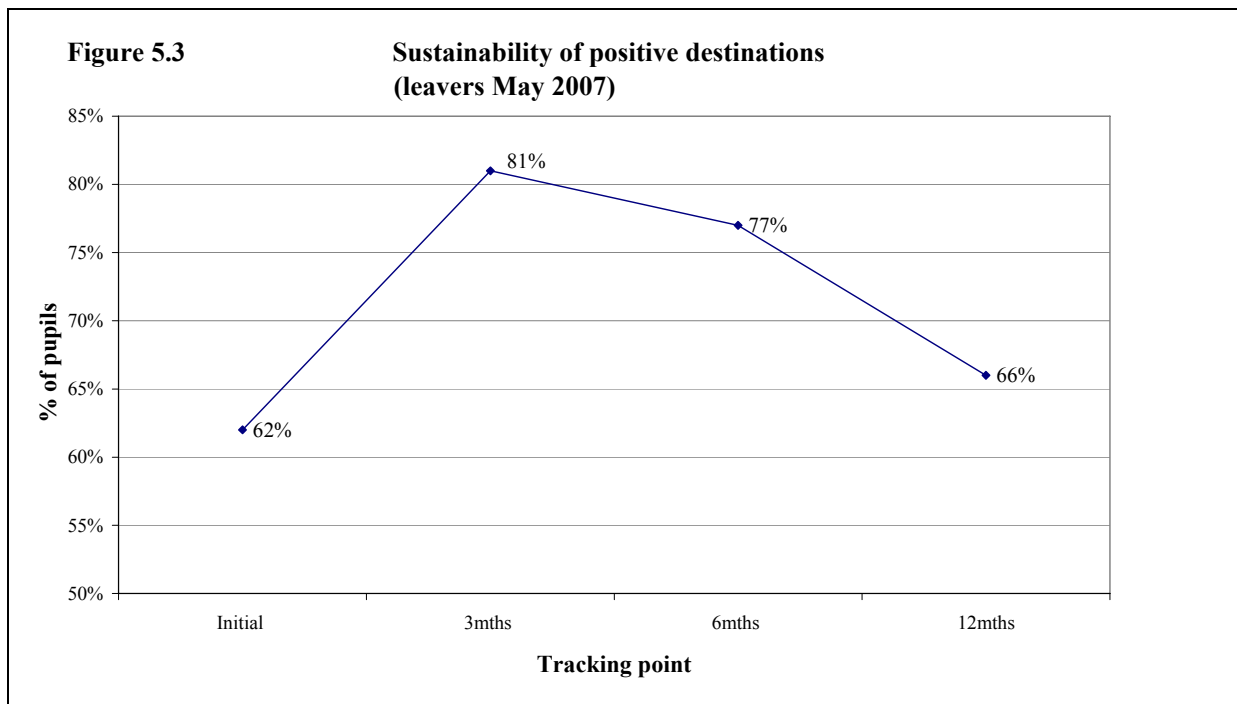
5.8 Careers Scotland tracks ERP participants at 3, 6, 9 and 12 month intervals to understand the sustainability of positive destinations achieved following participation in the pilot. Figures 5.2 to 5.4 show the sustainability of positive destinations for 3 tranches of ERP participants (those who left in December 2006, May 2007, and December 2007). For those leaving in December 2006 and for those leaving in May 2007 data is available for a 12 month period, but for those leaving in May 2007 data for the 9 month tracking point was not available. For those leaving in December 2007, data is available for a 9 month period, and data on their initial destination was not available.

5.9 In all 3 cases a peak is achieved at the 3 month tracking stage (82% among December 2006 leavers, 81% among May 2007 leavers and 59% among December 2007 leavers). Following this a decline in the percentage of participants in positive destinations is observed, with figures for the first 2 groups falling to 77% at the 6 month tracking stage and figures for the third group falling to 52%. This decline continues with 71% of December 2006 leavers and 66% of May 2007 leavers sustaining a positive destination for one year.



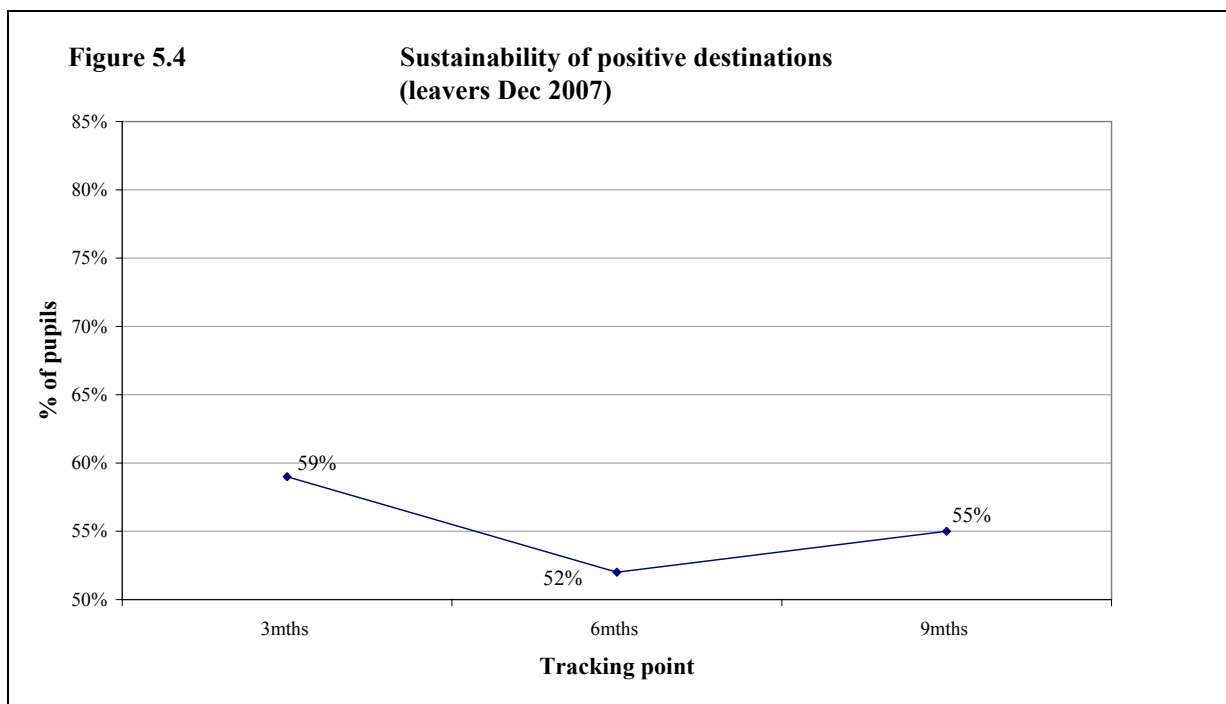
Notes to figure: Data refers to ERP participants from the 13 pilot schools plus 2 additional schools with ERP provision

Source: ERP Sustainability Data, Careers Scotland, N=171



Notes to figure: Data refers to ERP participants from the 13 pilot schools plus 2 additional schools with ERP provision

Source: ERP Sustainability Data, Careers Scotland, N=273



Notes to figure: Data refers to ERP participants from the 13 pilot schools plus 3 additional schools with ERP provision

Source: ERP Sustainability Data, Careers Scotland

5.10 Results for those in the December 2007 group show a much lower proportion of positive destinations than for the other 2 groups. Although the data is affected by a

much higher number of leavers in the “unknown” category (which decreases the proportion of positive destinations), if the unknown leavers had a similar distribution as others, the proportion of positive outcomes would still be just 68% at 3 months, falling to 64% at 6 months and 58% at 9 months.

5.11 It can be concluded that there is usually a high proportion of positive outcomes 3 months after leaving school, with, on average, over three quarters of leavers settling in a positive destination at this time. However, this proportion decreases gradually, and after one year an average of two thirds of ERP leavers sustain a positive outcome.

Impact on expectations

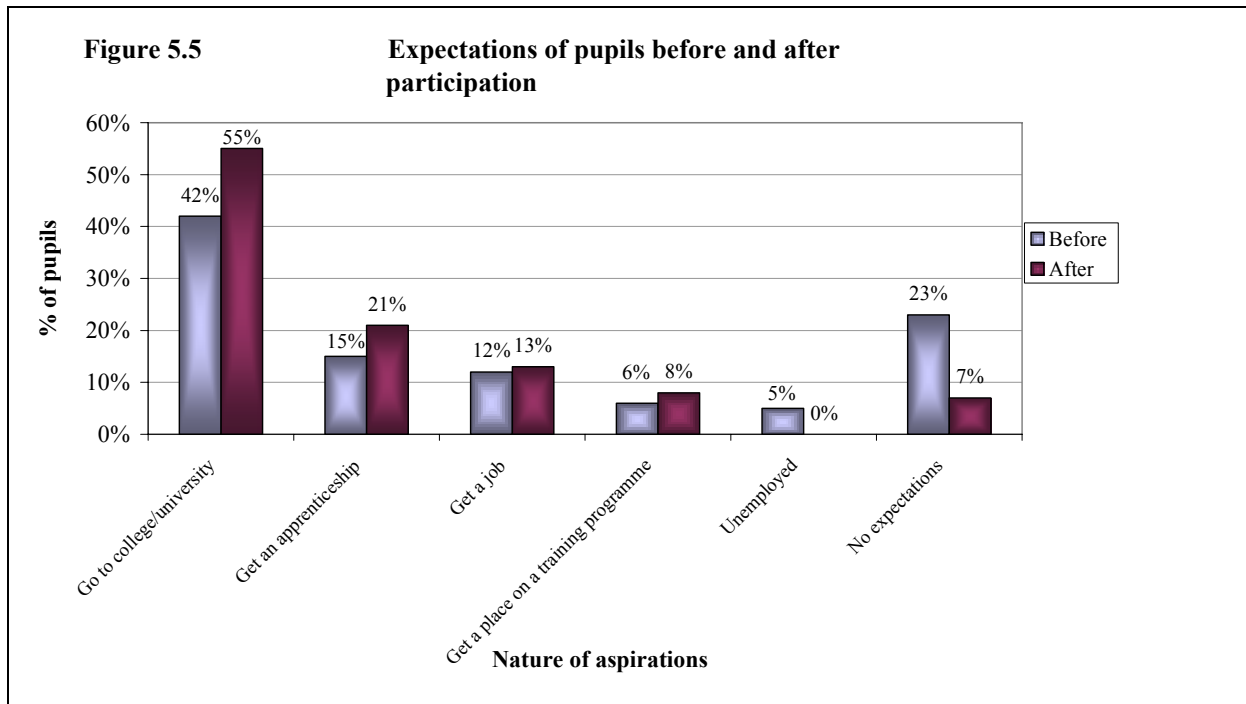
5.12 In the telephone survey we explored with pupils the extent to which ERP support had influenced their intended destination. We found clear evidence that the ERP intervention has led to a positive change in anticipated outcomes among ERP participants. This impact appears to have been greater in relation to participants involved in the second year of the pilot. This could reflect refinements in the referral processes, with the focus shifting to working with pupils who are still attending school. It could also be due to ERP Advisers having developed their skills over the duration of the pilot.

5.13 Figure 5.5 illustrates the destinations that respondents expected to achieve before and after engagement with the ERP Adviser. Prior to receiving ERP support, 28% of pupils had either no expectations about their future career (23%) or expected to become unemployed (5%). ERP support has had a significant impact on the expectations of these groups. The proportion of those with no expectations fell by 16 percentage points to 7% following support. Similarly, none of the 5% of pupils who had previously expected to become unemployed had this expectation after receiving support.

5.14 Among year one survey respondents, the percentage of pupils with no expectations for their future career decreased from 14% to 3% following engagement with the ERP Adviser. None of the respondents to the year one survey anticipated being unemployed either before or after involvement in the pilot.

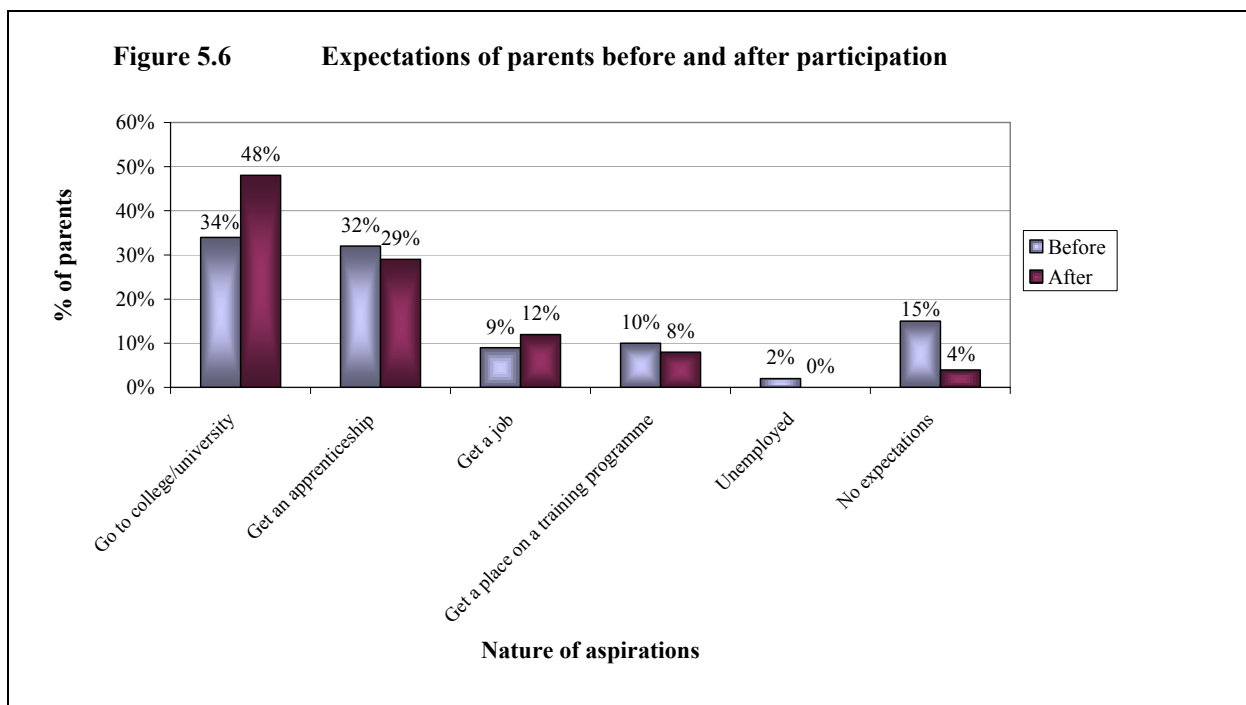
5.15 The largest percentage of year 2 respondents (42%) had expected that they would move on to college or university following completion of their school education. After working with the ERP Adviser, this figure increased by 13 percentage points, with 55% expecting to go to college or university after receiving support. This is compared to 54% and 59% respectively of survey respondents in year one.

5.16 A similar pattern is observed in the analysis of responses from parents (Figure 5.6). The pattern highlighted by Figure 5.6 is broadly in line with the responses of parents interviewed in year one.



Notes to figure: % do not equal 100 due to multiple answers

Source: 2008 Research Resource Telephone Survey, N=86

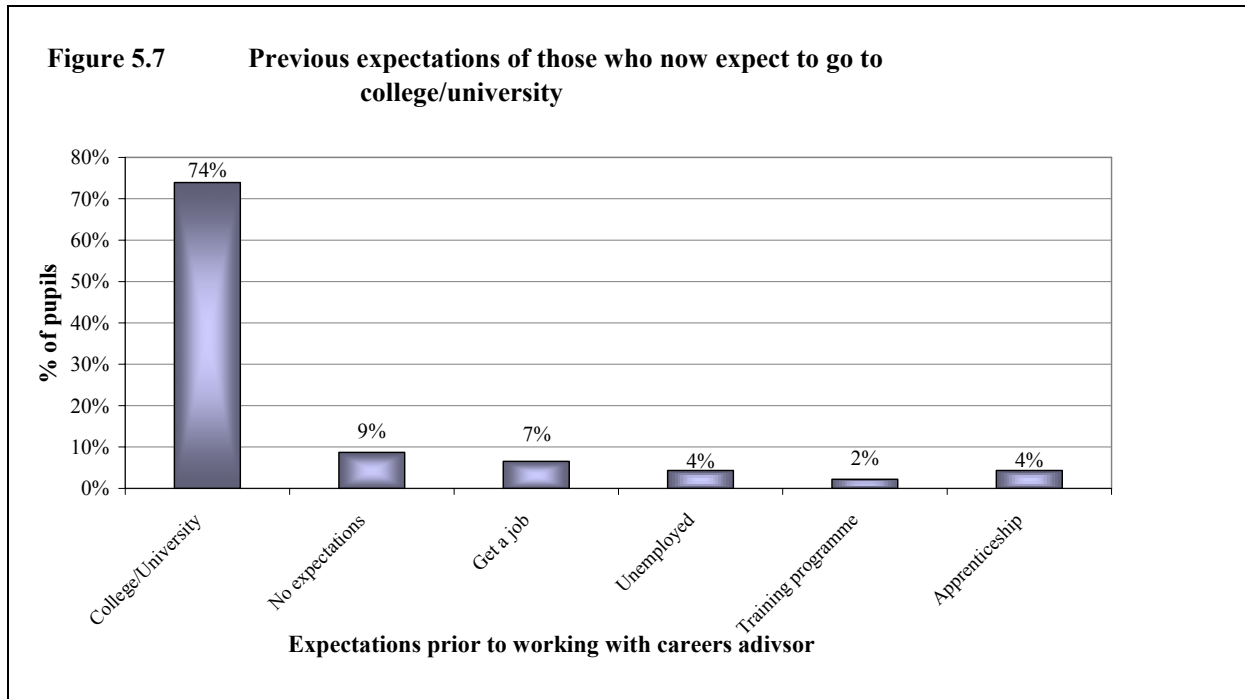


Source: 2008 Research Resource Telephone Survey, N=91

5.17 Further analysis of the survey responses of these key transition groups (those who now expect to move on to college or university and those who previously had no expectations for their post-school career in the year 2 survey) is provided in Figure 5.7. It shows that among those who now expect to go to college or university, the largest percentage (74% (34 pupils)) had expected to do this prior to their engagement with the ERP Adviser. Thirteen per cent (6 pupils) have changed their

expectations from one positive destination to another following their participation in ERP.

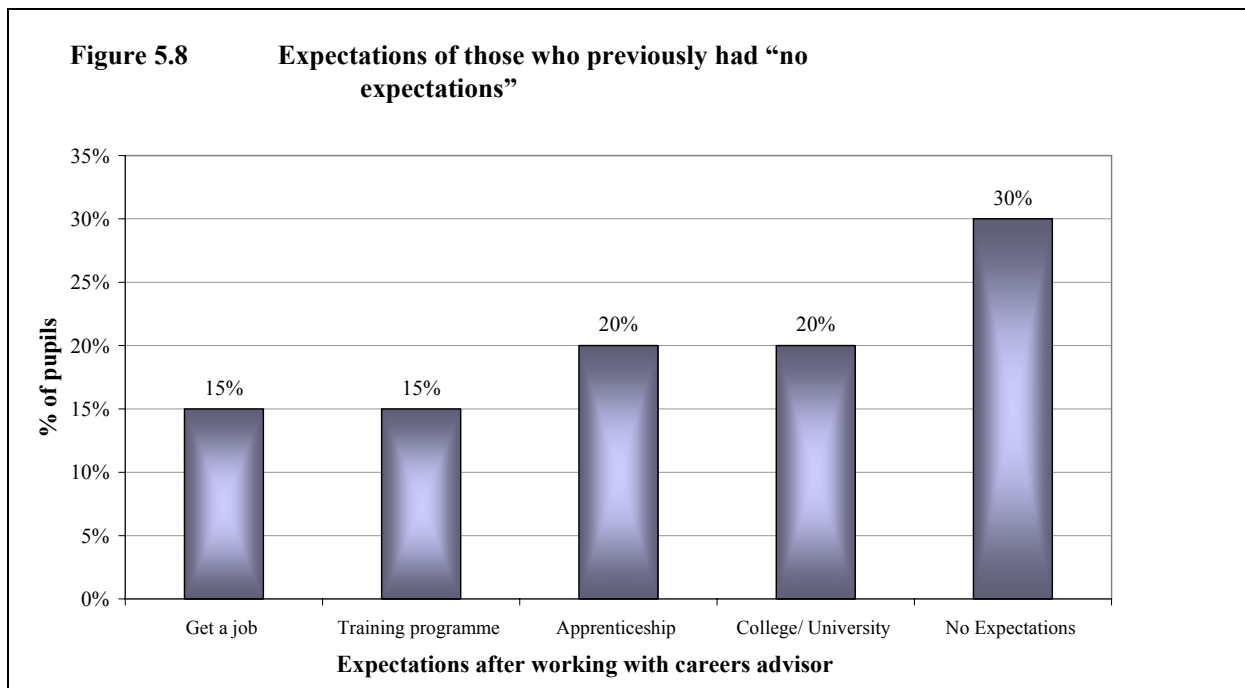
5.18 More significantly, 9% of those who now expect to move on to college or university had no expectations for their future prior to working with the ERP Adviser and a further 4% had expected to be unemployed after leaving school. This equates to 4 and 2 pupils respectively.



Source: 2008 Research Resource Telephone Survey, N=46

5.19 Figure 5.8 shows the anticipated career path of those pupils who indicated that they had “no expectations” for their future prior to participation in the pilot. In 30% of cases involvement in ERP has not made a significant difference to the aspirations of this group of pupils, however, the remaining 70% indicated that they now expect to enter a positive destination after leaving school. This is evidence of the significant positive impact of ERP on those with no expectations.

5.20 Throughout the evaluation, pupil’s expectations about their post-school destination was never mentioned as a factor that was considered when making a referral to ERP. This omission could mean that some pupils, for whom ERP could make a difference, are being missed.



Source: 2008 Research Resource Telephone Survey, N=20

5.21 In the telephone survey we asked pupils whose expectations of their future career options had changed as a result of working with the ERP Adviser, why this has been the case. We found that:

- 49% feel that the ERP Adviser encouraged them to have greater expectations of themselves
- 17% feel that the ERP Adviser helped them to set realistic expectations
- A further 5% could not say why their expectations had changed as a result of working with the ERP Adviser.

5.22 These findings were reinforced in focus groups with pupils and by anecdotal evidence gathered in interviews with school staff. The ERP Advisers can be very effective in assisting those who are uncertain about their post-school career to identify their interests and strengths, narrow their options and focus their thinking to achieve a positive destination. Pupils and teachers alike provided examples of how the ERP Adviser has helped in this way. One teacher also said they were “astounded” that some of the pilot participants have achieved positive destinations.

Case study example 5.1

The ERP Adviser in one school arranged for a group of pupils to attend a course of “taster sessions” with local training providers. One of the young people who participated in the group was at risk of permanent exclusion from school. The pupil achieved perfect attendance on the course and went on to participate in the Get Ready for Work programme.

Case study example 5.2

The ERP Adviser in one school worked with a girl who had only 11% attendance to bring her back into school and prepare her to start college. School staff are delighted with her progress and have noticed a real change in her attitude. While she still has good days and bad days, the ERP Adviser has persevered, raised her confidence and self-esteem by showing her what she could achieve and the girl is making an effort in school in order to achieve her goals.

5.23 The senior management contacts within the schools reported that one of the most significant impacts of ERP has been raised awareness of the wide variety of options that are available to pupils after leaving school. Many pupils highlighted this as the most useful aspect of their work with the ERP Advisers and something that is often not covered comprehensively by class and pastoral care teachers. This finding emphasises the importance of the specialist knowledge of ERP Advisers in assisting vulnerable pupils with careers guidance.

5.24 This role is also highly valued by staff in some of the pilot schools, many of whom were not fully aware of the wide variety of post-school options out with further and higher education. One teacher went as far as to attribute a change in awareness and attitude among school staff to the information and awareness raising work facilitated by the ERP Adviser.

5.25 One school commented on the role of ERP Advisers in managing the expectations of young people. As an example they described the case of one pupil who had decided to leave school after S4. The pupil wished to study social subjects but had no idea of the options or potential entry routes available. The work of the ERP Adviser was considered very important in helping this pupil to research and understand their options and hopefully move on to a positive destination.

5.26 ERP Advisers seem to have played a significant role in helping pupils make their applications to further or higher education establishments, employers or training providers. Among those who had submitted applications at the time of the survey we found that:

- 36% believe they would not have made their application without the support of the ERP Adviser
- 32% feel that the ERP Adviser helped them to improve the quality of their applications
- 12% feel that they completed their applications quicker as a result of the support received from the ERP Adviser.

5.27 Only 12% of pupils who were interviewed indicated that the ERP Adviser had played no part in their decision to submit applications for employment, education or training and had not assisted them in this process.

5.28 Parents were also asked if they thought their child would have made these applications if they had not visited the ERP Adviser. Of the 66 parents who said their child had made applications, 38% said they would not have made them.

5.29 The above findings are in line with those of the year one survey and once again are supported by evidence from focus groups with young people which highlighted many instances in which ERP Advisers have assisted pupils in completing applications for employment, education and training. Pupils commented that work to develop CVs and opportunities to develop their interview skills in mock sessions were particularly beneficial. As a direct result of assistance from the ERP Advisers a number of young participants have gained entry to further education, apprenticeships and other training programmes.

5.30 Some pupils did, however, say that they chose to approach pastoral care staff to help them complete their applications. In these cases pupils also said that they were aware that they could have asked the ERP Adviser to assist them with this. When asked why they sought help from their pastoral care teacher rather than the ERP Adviser they were not able to explain. The reason seemed to be just that they know that pastoral care teachers are able to help with applications and this was the first person they thought of approaching for help.

5.31 Interviews with school staff and ERP Advisers themselves reinforce the importance of the ERP Adviser in helping young people to complete applications and secure a positive post-school destination. The fact that ERP Advisers have the capacity to provide intensive support to ensure that applications are completed and submitted on time appears to be key to this achievement.

Changes in attitudes and behaviour

5.32 While not an explicit goal of the pilot, positive changes in the attitudes and behaviours of young people can be considered a positive impact on the young people.

5.33 Participants were asked to comment on their attitudes and behaviour patterns prior to and following participation in ERP. Pupils and parents were asked a series of questions concerning:

Attendance at school

5.34 When asked about their attendance, the majority (58%, 50 pupils) indicated that they had been attending school “regularly” prior to their involvement with the ERP Adviser. Only 6% of respondents (5 pupils) stated that they had stopped attending school prior to their engagement with the pilot.

5.35 ERP Advisers had a positive impact on attendance for 27% of participants (23 pupils). Reasons included:

- Additional encouragement and support they had received (52% (12 pupils))
- Realisation that they needed to improve their marks in order to achieve their goals (39% (9 pupils))

5.36 This finding is similar to that of the year one survey in which 33% of pupils felt that their involvement with the ERP Adviser had had a positive impact on their attendance.

5.37 While school staff provided some anecdotal evidence of an improvement in attendance among some ERP participants (see case study example 5.2), no quantitative evidence of this was available. Further, school staff and ERP Advisers do not generally consider improved attendance to be a commonly attainable outcome of the pilot, expressing an opinion that those engaging with the pilot in school will tend to be regular attenders; for non-attenders, the principal aim of the pilot will be to assist in finding an appropriate post-school option. This may include exceptional entry to college.

Attitude to school

5.38 Pupils commented on their enjoyment of school before and after working with the ERP Adviser. A range of responses were recorded with the largest number of respondents indicating that they “enjoyed school a bit” before their involvement with the pilot. Two thirds of respondents did not feel that their work with the ERP Adviser had made any difference to their enjoyment of school. Once again this is very similar to the findings in year one where just under two thirds of respondents held this view.

5.39 In both years this was supported by the findings of qualitative focus groups and in interviews with ERP Advisers, many of whom commented on a change in the attitude of pupils towards the pilot. ERP Advisers felt that this was due to the establishment of relationships but did not feel that this would be translated into any real change in enjoyment of school per se.

5.40 Among those pupils who said that they began to enjoy school more after working with the ERP Adviser (34% (29 pupils)), the most significant explanations cited by pupils included:

- The advice received (41% (12 pupils))
- A desire to achieve better grades (35% (10 pupils)).

5.41 As table 5.1 shows, the majority of pupils felt that they had been making some or significant effort to achieve good marks in their exams. Forty-two per cent of pupils stated that their involvement with the ERP Adviser had had a positive impact on their attitude to their school work and exam marks. This figure is below that recorded in year one where 67% of respondents were of this opinion.

Table 5.1 Attitude towards school

Before visiting ERP Adviser	% of pupils	Change as result of visiting ERP Adviser	% of pupils
I was doing my best to achieve good marks in my exams	38	I started trying a lot harder to ensure I did well in my exams	16
I was making some effort to achieve good marks in my exams but could have done more	33	I started trying a bit harder to ensure I did well in my exams	26
I was making very little effort to achieve good marks in my exams	23	It made no difference	58
I was making no effort to achieve good marks in my exams	6	I started making less of an effort to do well in my exams	0

Source: 2008 Research Resource Telephone Survey, N=86

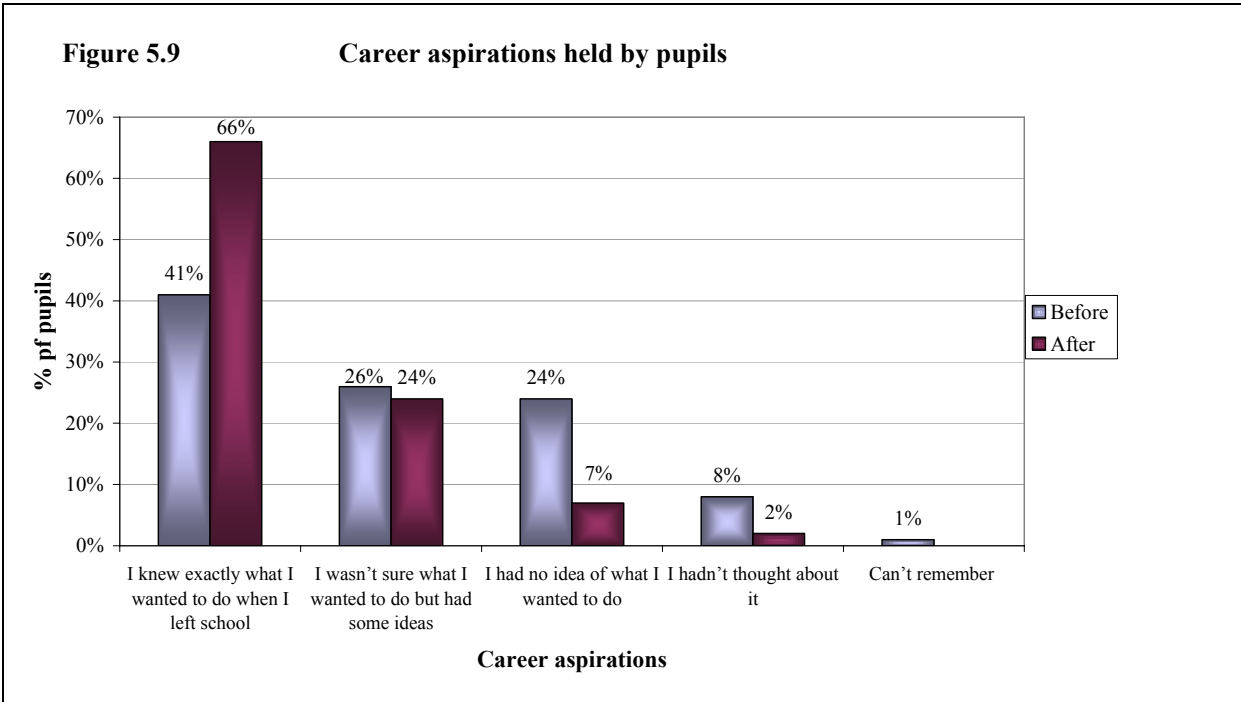
5.42 When asked to explain why attitudes to school work may have changed following engagement with the ERP Adviser, the most common responses were:

- Improved chances of getting better results (39%)
- Began trying harder (33%).

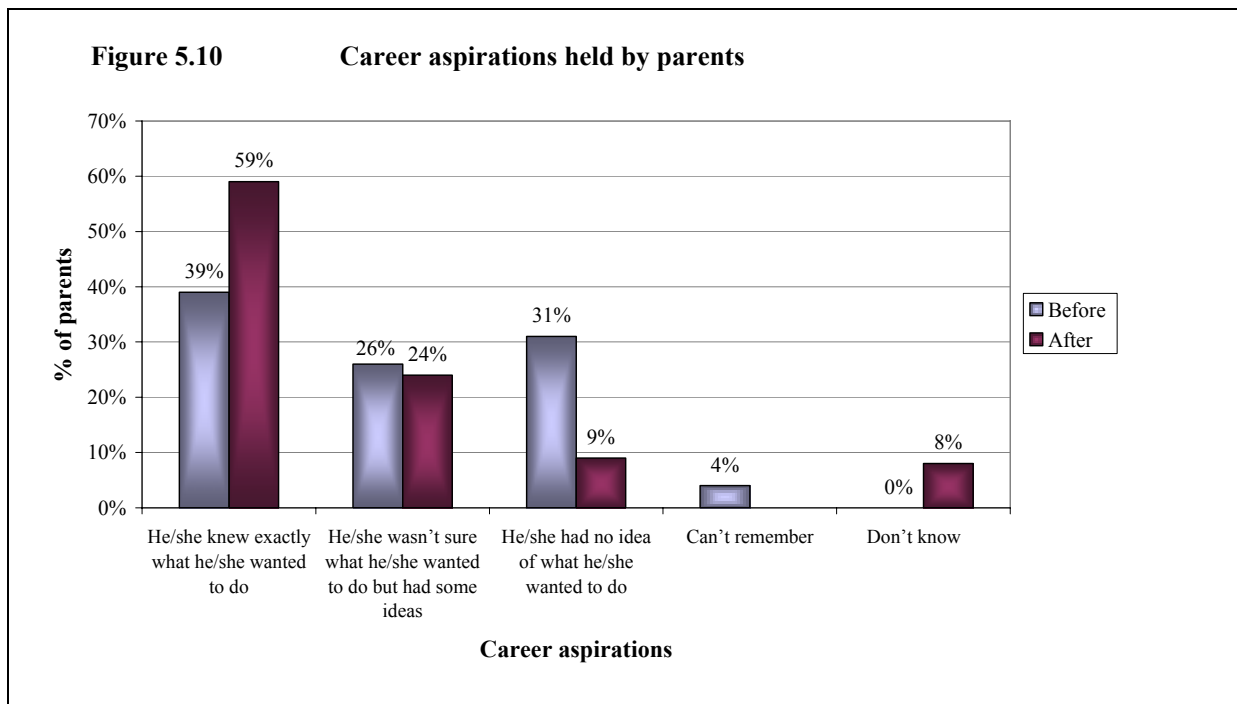
5.43 A number of school teachers commented on a perceived improvement in the attitude of ERP participants towards their general school work. One teacher said that this was especially true for those on the margins of disengaging as opposed to those who have already given up on school. A possible explanation for this was provided by another teacher who suggested that ERP Advisers are instrumental in building the confidence and self-esteem of their pupils by helping them to take control of their lives and plan for their future (see case study examples 5.1 and 5.2).

Career aspirations

5.44 The survey of ERP participants asked respondents to comment on their career aspirations before and after involvement with the ERP Adviser. Figure 5.9 shows a 25% increase in the number of pupils who were confident of their career path after leaving school. A similar pattern was observed in the survey of parents (Figure 5.10).



Source: 2008 Research Resource Telephone Survey, N=86

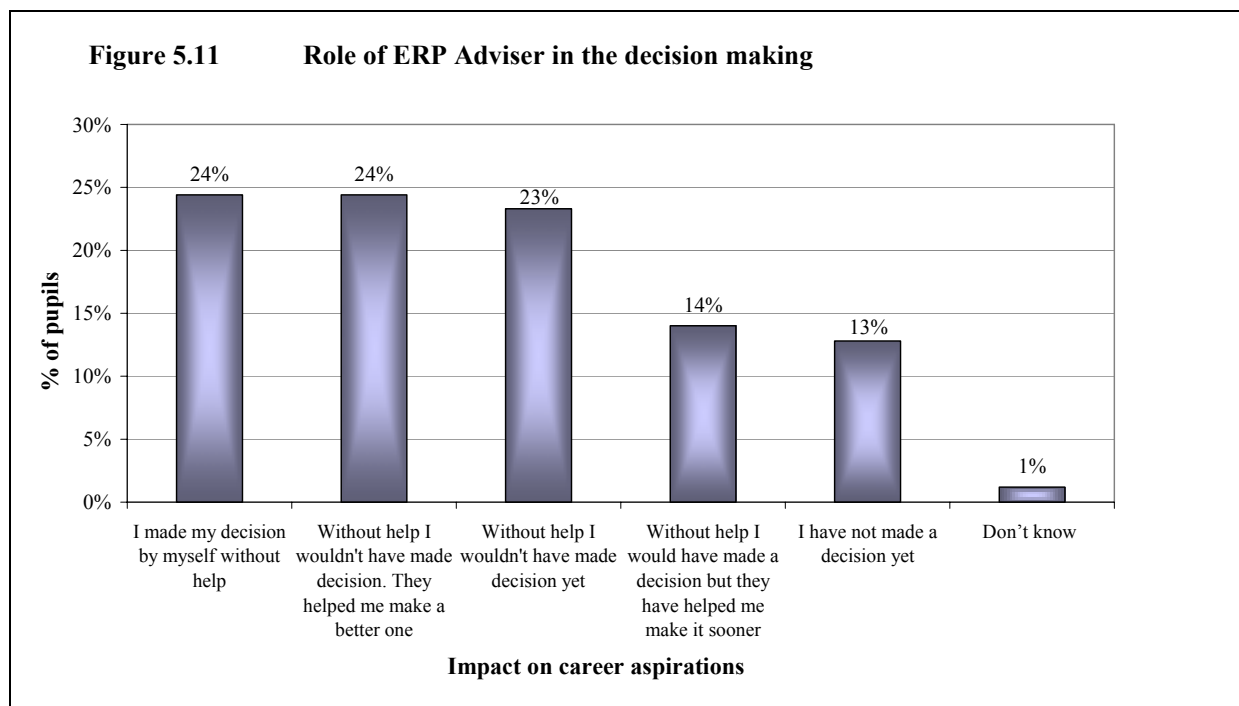


Source: 2008 Research Resource Telephone Survey, N=91

5.45 To try and isolate the impact of ERP in assisting pupils, survey respondents (pupils and parents) were asked about the role of the ERP Adviser in helping them reach their decisions (Figure 5.11). It was found that:

- 23% of pupils feel that the ERP Adviser was instrumental in helping them make a decision about their future career options
- Around a quarter of pupils feel that the support of the ERP Adviser has helped them to make better choices
- 14% believe it would have taken them longer to make their decisions without the support of the ERP Adviser.

5.46 Of 76 parents that said their child was more certain now, 38% gave no comment as to why this was the case. However, 25% said that this change had come about as a direct result of the pupil's involvement with the ERP Adviser.



Source: 2008 Research Resource Telephone Survey, N=86

5.47 In line with the findings above, the year one survey reported that around a quarter of pupils felt that the ERP Adviser had played a pivotal role in helping them come to a decision about their future career options.

5.48 However, the findings show that respondents in year one appear to have been less certain about their careers options from the start, with only 9% stating that they made their career decisions independently. This is compared to 24% of year 2 respondents who stated that they made their decision without the help of the ERP Adviser. In year one, 46% of respondents felt that while they would have made a careers decision on their own, the support of the ERP Adviser had enabled them to make a better decision. This is significantly above the 24% of year 2 respondents who gave this response.

5.49 These differences may reflect changes in the way pupils were selected for ERP support over the course of the pilot, for example declining focus on non-attenders, as well as the impact of other support within the school environment as the focus on careers education and planning intensifies.

5.50 At the time of the survey 7% of respondents in year one had yet to make a decision regarding their future career path. This is compared to 13% in year 2.

Personal development

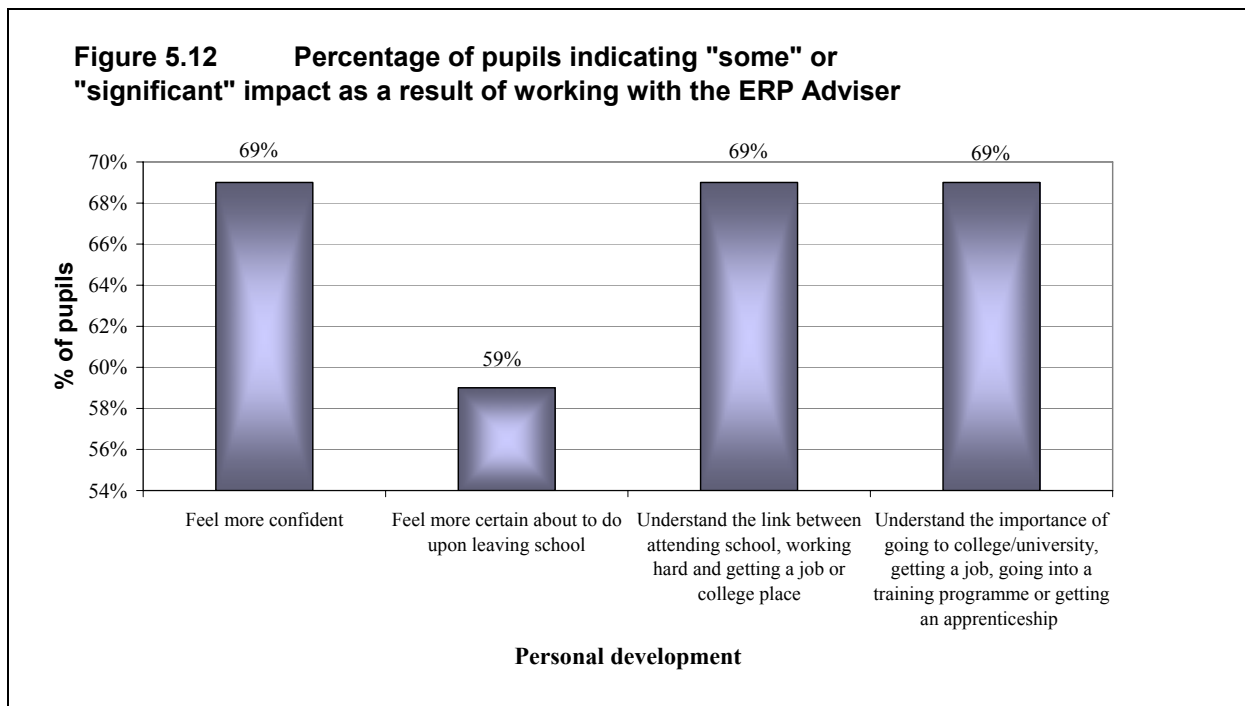
5.51 Figure 5.12 and 5.13 illustrate the impact of the Enhanced Resource Pilot on the personal development of young participants. They highlight a significant impact in relation to:

- Knowledge of information sources concerning further and higher education, training and employment

- Knowledge of how to present yourself for an interview
- Confidence
- Understanding of the link between achievement at school and progressing into a positive destination and understanding of the importance of achieving a positive destination after leaving school.

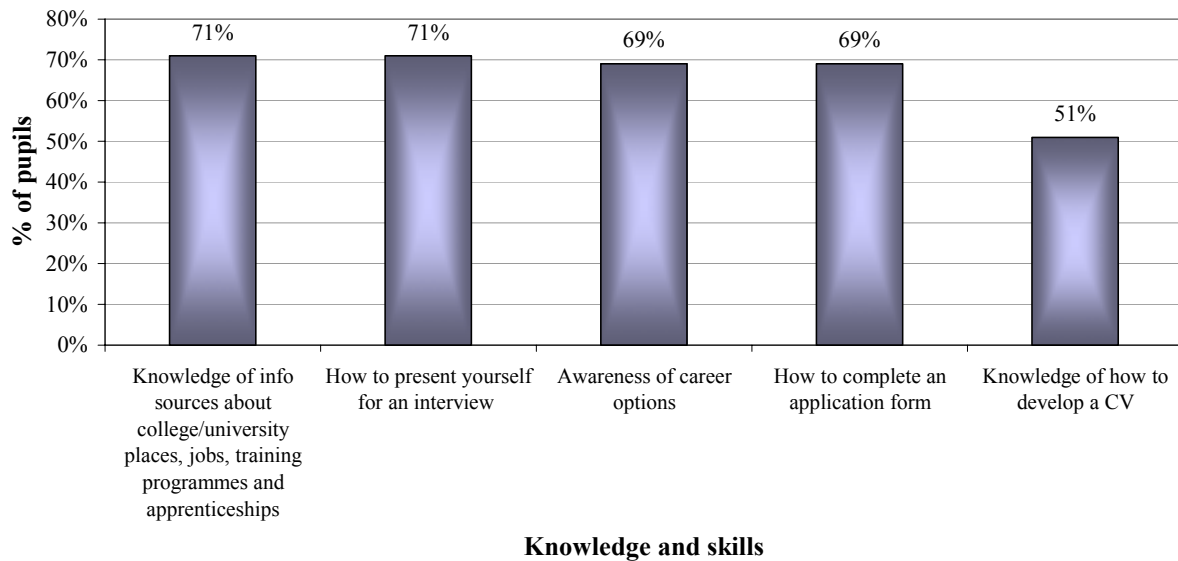
5.52 All of these may be considered important factors in helping young people to achieve and sustain positive post-school destinations. More than half of the young people questioned in year 2 also indicated that they now feel more certain about what they will do upon leaving school as a result of working with the ERP Adviser. These findings are similar to those of the year one survey in which positive (if slightly higher) impacts in relation to personal development outcomes were also found.

5.53 This is a positive finding for the pilot but as yet it is not possible to tell if this positive sentiment will be translated into an improvement in this year's SLDR.



Source: 2008 Research Resource Telephone Survey, N=86

Figure 5.13 Percentage of pupils indicating “some” or “significant” learning as a result of working with the ERP Adviser



Source: 2008 Research Resource Telephone Survey, N=86

Summary

- During the pilot ERP Advisers have worked with 1247 pupils, the majority of whom have moved into positive destinations. In year one 75% of ERP pupils moved into a positive destination and in year 2, 65% achieved a positive destination.
- In year 2 of the pilot there was a significant decrease in the numbers moving into training and a significant increase in the numbers staying at school. This could be explained by a shift in the demographic of the pupils who were referred.
- Sustainability data shows that the majority of ERP pupils are in a positive destination three months after leaving school, with, on average, over three quarters of leavers settling in a positive destination at this time. However, this proportion decreases gradually, and after one year an average of two thirds of leavers sustain a positive outcome.
- The vast majority of pupils surveyed in year 2 (75%) reported that prior to meeting the ERP Adviser they had expected to move into a positive post-school destination.
- ERP Advisers have raised the expectations of those who, prior to engaging with the ERP Adviser thought they would be unemployed when they left school or had no expectations about their future career. The number of pupils in this group decreased from 14% (11 pupils) to 3% (2 pupils) in year one and from 28% (24 pupils) to 7% (6 pupils) in year 2.

- School staff never mentioned considering pupils' expectations about their post-school destination when determining whether they should be referred to the ERP Adviser. Given that pupils with low expectations were found to be a group that ERP Advisers have had a significant impact on (70% of this group raised their expectations), we would recommend that this group be targeted in future to maximise the impact that similar interventions could have.
- Over a third of those surveyed in year 2 were supported by the ERP Adviser to complete an application for employment, further education or training place, which they would not have applied for without support.
- Around a third of pupils in both years reported that they were attending school more frequently as a result of the support they had received from the ERP Adviser. This was a positive outcome, although not an aim of the pilot.
- At the time of the survey a quarter of pupils in both years believed that they would not yet have made a decision about their future career had it not been for the ERP Adviser. A further 25% of those surveyed in year 2 and 42% of those in year one believed that although they would have made a decision the ERP Adviser had helped them to make a better one.
- ERP Advisers have had a significant impact on personal development, with 69% of pupils feeling more confident; better understanding the link between attending school, working hard and getting a job or college place; and better understanding the importance of getting a job, training place, college or university place or apprenticeship. A significant impact in relation to personal development was also observed in year one.
- Employability skills have also improved with upwards of 70% of pupils in both years having more knowledge about information sources that will help them find out about the various post-school destinations; better understanding of how to present themselves for an interview; more awareness of career options; and more understanding about how to complete an application form.

CHAPTER SIX CONCLUSIONS AND EFFECTIVE PRACTICE

Introduction

6.1 This chapter pulls together the findings of the evaluation to form conclusions and identify effective practice. Our findings show that to be successful ERP must:

- Have a robust referral process that engages pupils who are most at risk of not making a successful post-school transition
- Have an effective delivery model that is designed to have maximum impact on those with whom it engages
- Be effectively integrated into the school environment.

6.2 We begin by summarising the overarching conclusions from the evaluation and then discuss each of these in turn, drawing out effective practice recommendations.

Overarching conclusions

6.3 The ERP Pilot is viewed positively by the majority of ERP Advisers, senior management in schools, pupils and parents. Senior management staff in the majority of schools believe that having access to the careers guidance skills of the ERP Advisers, combined with their ability to take the time to work in an intensive and flexible way with the most 'at risk' pupils has been invaluable. All schools would like to see the support continued.

6.4 Our research has shown that ERP Advisers can have a significant impact on the pupils they work with. In particular we found evidence that they have:

- Raised the expectations of young people who had previously had no expectations about their future career
- Improved the confidence of the pupils they have worked with
- Helped them to understand the link between working at school and securing a positive destination
- Shown them the importance of securing a positive destination.

6.5 ERP Advisers have helped to improve the employability skills of the ERP pupils and have offered a significant amount of practical support, particularly with the completion of application forms and preparation for interview.

6.6 Despite this, ERP has not achieved its main aim, which was to have a positive impact on the SLDR figures in pilot schools by reducing the numbers moving into negative post-school destinations. We draw this conclusion because the very slight reduction in the proportion of pupils moving into negative destinations was also evident in comparator schools that did not have ERP.

6.7 This lack of impact is primarily because ERP has not been successful in engaging a significant number of those who ultimately moved into a negative post school destination. In year 2 of the pilot 74% (259) of pupils from pilot schools who entered a negative destination did not receive ERP support. If an equivalent to ERP support is to be available in future it is vital that schools take a systematic approach to identifying and referring a greater number of more appropriate referrals. This should be done in partnership with the ERP Adviser.

The referral process

6.8 The knowledge and experience that school staff (pastoral care teachers in particular) have is invaluable in being able to identify pupils most at risk of not making a successful post-school transition, however, ERP would be strengthened by a more systematic identification process. The limited impact on SLDR figures and the high number of pupils in negative destinations who did not receive ERP support suggests that the identification process should be strengthened.

6.9 ERP Advisers and school staff reported that the most effective approach to identifying the pupils to receive ERP support seems to be where a list is drawn up by Pastoral Care staff and the senior management team and used as a basis for a discussion with the ERP Adviser to agree on the most appropriate indicators and to agree the caseload. This practice should be used in all ERP schools.

6.10 Advisers have had limited success in engaging those who are not attending or have been excluded from school. It may be that a school based provision is not the most appropriate form of support for these young people. However, these may be the young people who are most likely to enter a negative post-school destination. If this group makes up a significant proportion of those moving into negative destinations each year then the potential for ERP to impact on SLDR figures will remain limited.

6.11 We recommend that schools and local partnerships work together to better understand the characteristics of those most at risk of moving into a negative destination. In particular if a sizeable proportion of school leavers who entered negative destinations were those who had stopped attending school, then provision delivered out with the school environment should be considered as a means of engaging with this group and impacting positively on their destinations and ultimately SLDR figures.

6.12 The vast majority of referrals are from Pastoral Care teachers, however, where the pilot is most embedded and its existence is best communicated is in schools where referrals can also come from a number of other routes, such as subject teachers, joint assessment teams and learning support teachers. This minimises the risk of pupils "slipping through the net". The referral process would be strengthened through strong links being established with a wide range of referrers so that pupils can be referred through a range of routes.

6.13 Crucial to a successful referral process is the quality of the information provided to the ERP Adviser by the referrer. ERP Advisers must be provided with relevant information on the pupil to enable them to work with them effectively. For example, they need to understand the reason for the referral and about any particular

issues at school or home that could impact on the ERP Adviser's ability to work with the pupil. Similarly, the ERP Adviser needs to share information with the referrer on progress and any relevant information about the pupil that would require intervention by the school or other agencies. There must be strong leadership at the local authority level and in the school to ensure that all staff buy into the process and there is good, comprehensive information sharing. There should be overarching guidance, based on best practice, designed to promote consistency of approach.

6.14 Data was not available to allow us to analyse the size of caseloads in schools, however, ERP Advisers reported that there was inconsistency in the number of referrals across the schools, meaning the size of caseloads vary significantly. The low level of activity in some schools is cause for concern because it limits the potential impact that the ERP Adviser can have on SLDR figures. There needs to be a balance between supporting enough pupils to be able to have an impact on SLDR figures and not supporting so many that it is impossible to offer the intensity of support that is required. It is therefore important that a strategic approach is taken to determining the size of the caseload in each school and in the pilot there has been no evidence that this is happening. This may in be due to the constraints of the pilot in that a standard level of support was made available to each school (2.5 days per week). Ideally schools should be allocated a level of support that is in line with the level of need.

6.15 The integration of ERP Advisers into existing school structures is vital to the success of the pilot. This is particularly important in schools where there are a number of other initiatives and processes in place aimed at supporting young people in need of more choices and more chances. Where there is a myriad of provision that is not delivered in a co-ordinated way there is potential for duplication and, more worryingly, apathy from school staff towards new initiatives, leading to their under-use.

6.16 Schools see the potential for ERP Advisers to work with pupils earlier in their school career. They believe that intervening earlier can minimise the effects of some of the issues that put pupils at risk of not making a successful transition. The counter argument is that pupils may not be ready to focus on their post-school career until they are due to leave school and the reality of the step they are about to take has become apparent to them.

6.17 Early intervention was not a focus of the pilot therefore evidence on its success or otherwise is limited. However, the study did find a strong desire from school staff for some kind of preventative early intervention with 'at risk' S1 to S3 pupils. In the absence of an alternative, school staff have identified ERP as a potential means of providing this. However, ERP or indeed any other employability intervention offered by Skills Development Scotland would not necessarily be the most appropriate or effective means of delivering early intervention. Schools and local partners should work together to better understand the need for and aims of such an intervention, and then explore potential delivery models should an intervention be considered necessary.

Recommendations – The referral process

The referral process should be strengthened by:

- Introducing a systematic identification process based on agreed indicators
- Drawing up list of potential referrals at the start of the Academic year and then again in January and using this as a basis for a discussion between the ERP Adviser and the named contact in the school
- Establishing strong links with a wide range of referrers so that pupils can be referred through a range of routes
- Strong leadership at the local authority level and in the school to ensure that all staff buy into the process and there is good, comprehensive information sharing
- Guidance on information sharing, drawing on best practice in the pilot schools where there is good sharing of information
- Taking a strategic approach to determining the size of the caseload in each school, ensuring that ERP Advisers are working with at least the same proportion of pupils that moved into a negative destination in the previous year and providing schools with the level of resource necessary to deliver this
- Carrying out further analysis to determine how many school leavers who go into negative destinations had disengaged from school. If the numbers are sizeable then to have any impact on SLDR figures targeted provision that focuses on disengaged young people but is delivered out with the school environment should be considered
- Considering the most appropriate and effective means of providing the early intervention support that schools are looking for.

Model of delivery

6.18 The key feature of ERP provision is that the ERP Advisers take a flexible approach, tailored to the needs of the individual pupil. This is the principle strength of the pilot.

6.19 Models of delivery do not vary significantly between schools. All ERP Advisers offer one-to-one support sessions incorporating:

- Career planning support at a pace that is appropriate to the individual and takes account of their barriers
- Mentoring support
- Practical support with application forms, job search skills and interviewing techniques.

6.20 Around half of the ERP Advisers provide regular group sessions to pupils. These are very popular with the pupils. They are used to develop a range of employability skills, such as team working, problem solving, communication and negotiation that cannot be developed in the same way in one-to-one sessions. Working with pupils in groups enables the ERP Advisers to work with significantly more pupils. Some pupils will not be ready or able to participate in group sessions so it is important that ERP Advisers and Pastoral Care teachers are able to identify the pupils that this approach is suitable for. Group work is good practice and should be an integral part of ERP support. The key features of delivering effective group work are:

- ERP Advisers have had the necessary training to enable them to draw on elements from a range of tools such as Breakthrough, Activate and WorkNet
- Sessions must be interactive to secure engagement
- Sessions need to be informal to appeal to pupils
- ERP Advisers possess excellent group work skills as a prerequisite.

6.21 ERP Advisers should continue to have contact with staff who are involved in delivering other initiatives in the school aimed at the ERP target group, for example campus police officers, Princes Trust, and community learning and development staff. Where appropriate there should be joint delivery, cross referral and peer support. This will help avoid duplication, maximises the reach of the ERP Adviser and add value to the support provided through ERP.

6.22 Many pupils in the ERP client group lack the motivation, confidence or self-esteem to be proactive about their future career and so it is important that ERP Advisers have the time to spend helping pupils overcome these issues and to “hand hold”.

6.23 ERP Advisers need to take a holistic approach, considering the range of influences on the pupils’ employability, which can include personal circumstances such as family situations or relationships with peers. They need to be approachable, sensitive, empathetic, supportive, understanding and non-judgemental. These softer skills are just as important as the harder, more career focussed ones.

6.24 The involvement of parents in the pilot has been limited, but there is anecdotal evidence of benefits where parents support the pupils towards a positive destination. Parents participating in the evaluation reported that they want to be involved in supporting their child. They want to attend a meeting with the ERP Adviser and their child and they also want to receive a progress report. In future ERP Advisers should contact parents when the child becomes involved in the pilot and keep them involved through meetings and progress reports.

6.25 ERP Advisers have organised a range of activities aimed at raising awareness of and overcoming some of the psychological barriers to entering further education, employment and training. College visits, work experience, GRfW events were highly valued by pupils and these should become a feature of ERP provision in each school.

Recommendations – Model of delivery

An effective model of delivery includes the following:

- ERP Advisers take a flexible approach tailored to the needs of the individual pupil
- One-to-one support sessions should be offered, incorporating:
 - Career planning support at a pace that is appropriate to the individual and takes account of their barriers
 - Mentoring support
 - Practical support with application forms, job search skills and interviewing techniques.
- Group sessions focussed on career planning and employability skills should be offered to pupils who are ready to participate in a group setting. For group work to be effective:
 - ERP Advisers must possess excellent group work skills
 - ERP Advisers must have had the necessary training to enable them to draw on elements from as wide a range of tools as possible
 - Sessions must be interactive
 - Sessions must be informal
- College visits, work experience and Get Ready for Work events should be widely available to pupils receiving ERP support.
- ERP Advisers should have contact with staff who are involved in delivering other initiatives in the school aimed at the ERP target group. Where appropriate there should be joint delivery, cross referral and peer support.
- To be able to take a holistic approach, considering the range of influences on the pupils' employability, ERP Advisers need to be approachable, sensitive, empathetic, supportive, understanding and non-judgemental.
- ERP Advisers should contact parents when the child becomes involved in the pilot and keep them involved through meetings and progress reports.

Integration within the school

6.26 School “buy in” is crucial for ensuring a sufficient number of appropriate referrals and carving out time for pupils to participate in ERP activities. Where ERP Advisers have the full support of the school, in particular the head teacher, designated senior management contact and Pastoral Care staff, they are best placed to work in a meaningful way with pupils. However there is no evidence that “buy in” leads to better SLDR outcomes. There needs to be strong leadership and support at both authority and school level for integration of the ERP approach into the school

and alignment with other activity for young people who need more choices and chances.

6.27 As with any new initiative, buy in and the development of working relationships and practices has taken time. However, findings in year 2 show that in most schools, by the beginning of the second academic year, good progress had been made and the pilot was considered to have more or less bedded. The majority of schools valued the provision and there was evidence of significant demand for the continuation of something equivalent to ERP provision beyond the lifetime of the pilot.

6.28 Before provision is made available in schools the senior management team should be asked to demonstrate how they intend to maximise the impact of the support by integrating it into the school's infrastructure. Where schools fail to support this integration there should be a process in place to address this.

6.29 Similarly, schools need to know that ERP Advisers are working in a way that will maximise their potential to impact on negative destinations. At present the key contact in most schools does not have a good understanding of the level or nature of activity that is taking place. ERP Advisers should set out their delivery plan at the start of the year and provide regular reports to the senior management contact. This was something a number of schools asked to be built in to the ERP offer going forward. This would help to ensure that ERP Advisers are engaging in an appropriate level of activity, and secure a greater level of school buy in.

6.30 Where school buy in is greatest, this is usually because the key contact within the senior management team understands its potential to improve young people's outcomes and to improve school leaver destinations, and is therefore highly committed to the pilot and is motivated to work effectively with the ERP Adviser. Head teachers need to select the most appropriate member of the senior management team to be the named contact, for example, the senior manager with strategic responsibility for young people in need of more choices and chances, including Looked After Children.

6.31 Historically, school activity has tended to be strongly focussed on academic achievement and discipline. However, this approach has not worked for many of the ERP pupils and a different approach is required to enable them to have the best chance of a successful post-school career. The introduction of a Curriculum for Excellence, and the requirement to provide learning and support that meets the needs of every young person, will require a more flexible approach for some pupils. It is therefore important that schools move to implement Curriculum for Excellence in full including the recognition that there needs to be different priorities for different pupils. This has already begun to happen to varying degrees in some schools but is not universal. Local authorities and head teachers should take a strategic approach to the implementation of Curriculum for Excellence.

6.32 At present 9 of the 13 pilot schools have at least 3 Careers Advisers: the mainstream Careers Adviser; the Activate Adviser; and the ERP Adviser. Some schools suggested that there may be scope to combine some of the roles of the various Careers Advisers and so deliver a more co-ordinated careers provision. An alternative solution would be to ensure more effective co-ordination of the delivery of

services of different careers staff, however schools are keen to keep the actual numbers of careers staff to a minimum.

6.33 The accommodation and I.T. requirements of ERP Advisers were not given sufficient consideration at the outset and in a minority of schools these issues persisted through the duration of the pilot. If the approach is to be rolled out further it is vital for its smooth introduction into schools that ERP Advisers are given appropriate accommodation, a telephone, a computer, and internet access from the outset. Their accommodation should be both accessible and visible to the pupils and pastoral care team.

Recommendations – Integration within the school

To achieve successful integration within schools:

- There should be strong leadership at the local authority level and at the school level.
- The senior management team should be asked at the start of each year to demonstrate how they intend to maximise the impact of the support by integrating it into the school's infrastructure. Where schools fail to support this integration there should be a process in place to address this.
- ERP Advisers should set out their delivery plan at the start of the year and provide regular reports to the senior management contact.
- Head teachers need to select the most appropriate member of the senior management team to be the named contact, namely someone who is highly committed to co-ordinating careers activity in the school and ensuring that those in need of more choices and more chances are receiving the support they need.
- Local authorities and head teachers should take a strategic approach to driving a shift in attitudes and practice to recognise the need for different priorities for different pupils.
- Skills Development Scotland should combine some of the roles of the various Careers Advisers and so deliver a more co-ordinated careers provision.
- Schools should ensure that ERP Advisers are given appropriate accommodation that is easily identifiable and accessible to pupils and the Pastoral Care team; a telephone; a computer: and internet access from the outset.

TECHNICAL APPENDIX

A.

Topic Guide 1

Careers Scotland Enhanced Resource Pilot Questionnaire for Young People

Gender:

Age:

School year:

1. How were you invited to receive support from (Name of adviser)?
2. What was explained about why this support was offered to you?
3. Why did you agree to receiving the support?
4. What did you think about being invited to take part?
5. How often do you see the Careers Scotland Adviser?
6. How has the Careers Scotland Adviser worked with you e.g. what sort of work/activities have you been involved in?
7. Was this what you expected at the start?
8. If not, then how was it different? (Better than expected/worse than expected)
9. What have you found to be most useful or helpful in working with the Careers Scotland Adviser or the activities you have been involved in?
10. What have you found to be least useful or helpful in working with the Careers Scotland Adviser or the activities you have been involved in?
11. What additional support has been provided by teachers or other members of the school staff or how have they been involved in the work you have been doing with the Careers Scotland Adviser?
12. Have you discussed the work/activities you been doing with the Careers Scotland Adviser with:
 - a. Your parent/s or carer/s?
 - b. Your friends

- c. Other young people
13. What does/do your:
 - a. Parent/s or carer/s think about it
 - b. Your friends think about it
 - c. Other young people think about it?
 14. If no - what are the reasons for not discussing it with them?
 15. What was your attitude to school before you started to work with the Careers Scotland Adviser?
 16. Has your attitude to school changed as a result of working with the Careers Scotland Adviser?
 17. If yes, how has it changed?
 18. Have you noticed any other changes about yourself during the time you have been working with the Careers Scotland Adviser and, if yes, what changes (e.g. increased confidence, motivation etc.)?
 19. Have other people commented on any changes they've seen in you?
 20. What are your future plans? e.g. Employment, Education or Training
 - Do you know what you are going to do to achieve this?
 - Where will you go for information about this?
 21. Have these plans changed during this year and, if yes, in what ways?
 22. What has brought about that change?
 23. What advice have you received about further learning or work opportunities and from whom?
 - How useful was this advice?
 24. Is there any support you would have liked that has not been offered and, if yes, what is it?
 25. Is there anything you would change about the support you have been offered e.g. earlier, more often etc. and, if yes, what changes would you like to have seen?
 26. What sort of support do you think you would benefit from in the future if it was available?

B.

Topic Guide 2

Careers Scotland Enhanced Resource Pilot Questionnaire for School Staff

Name:

School:

Position:

Local model for delivery

1. How has the method of delivery of the ERP changed/developed over the duration of the pilot, and why has it changed/developed e.g. lessons learned from year 1?
2. What has been yours and the school's involvement with the pilot, how has this changed/developed over the duration of the pilot, and why has it changed/developed e.g. lessons learned from year 1?
3. Did local targets/objectives change in year 2 of the pilot?
 - a. If so, why was this the case e.g. as a result of NEET figures following year 1 pilot, lessons learned from year 1 etc?
 - b. How have resources been allocated to achieving these targets/objectives?
 - c. To what extent have targets/objectives been achieved to date?

Working with young people and parent/s or carer/s

4. Has there been any change in year 2 in terms of:
 - a. How young people were selected? If so, why?
 - b. How it was communicated to them that they'd been selected? If so, why?
5. Has there been any difference in year 2 in terms of pupils' willingness to engage with the pilot? If so, in what way and why is this the case?
6. What roles do members of the school staff take with the young people participating in the pilot or what additional support do they provide? Has this been different in year 2?
 - a. Does this vary with the individual young person?
 - b. Is there anything you would change about this?
7. Have any young people dropped out of the pilot?
 - a. How has this been handled?
8. How satisfied are you with:

- a. The activities/work that takes place with young people
 - b. How it is decided which tools or activities are appropriate for each young person?
 - c. The level of resource devoted to the young person e.g. frequency of meetings/activities?
9. To what extent have parent/s or carer/s been involved with the pilot and what form has this involvement taken? How has this differed in year 2?

Working with Careers Scotland Adviser

10. How do you and the Careers Scotland Adviser work together? How has this developed over time? What lessons have you learned?
11. What issues, if any, have arisen, and how have these been resolved, around?
- a. Young people
 - b. Parents
 - c. Operation of the pilot
12. What communication methods have you and the Adviser adopted? How have these changed over time? What lessons have you learned?

Effectiveness of the pilot locally

13. How would you define success for the pilot in your school?
14. How do you feel about the SLDR figures for the school following the first year of the pilot?
15. Are there any activities/tools/work that you think work particularly well with the pupils?
16. What has been less successful?
- a. Why have these been disappointing?
 - b. Have any activities been withdrawn?
 - c. Or changed in light of experience?
17. What changes have you noticed in the young people taking part in the pilot this year and what evidence do you have for these?
- a. In terms of aspiration
 - b. Behavioural
 - c. Attitudinal
18. Have other people noticed any changes in the young people that they have mentioned to you, for example?
- a. Parent/s or carer/s
 - b. Other members of staff
19. What, if anything, has surprised you about the pilot or the young people?
20. What do you think are the best things about the pilot in your school?
21. What would you change and why?

22. What measuring or monitoring activities have been in place? How useful have you found these?

Working more widely

23. To what extent do you work with other school/s and other partners in your area or more widely?

24. What benefits, if any, does this bring?

25. What does being part of a national pilot add?

Reflections on the pilot

26. If your school had not been part of the pilot, how different do you think things would be to the way they are now (in other words, what difference has the pilot made)?

27. What have been the key achievements of the pilot in your school?

28. What have been the key lessons learned?

Future

29. What does the end of the pilot mean for your school i.e. what will be the impact of the pilot coming to an end?

30. Do you have any plans and/or means of sustaining any of the work that the ERP Adviser has been doing?

31. What support would your school need to ensure that the benefits from the pilot are not lost?

C.

Topic Guide 3

Careers Scotland Enhanced Resource Pilot Questionnaire for Careers Scotland Adviser

Name of CS Adviser:

School:

Local model for delivery

32. How has the method of delivery of the ERP changed/developed over the duration of the pilot, and why has it changed/developed e.g. lessons learned from year 1?
33. What has been the school's involvement with the pilot, how has this changed/developed over the duration of the pilot, and why has it changed/developed e.g. lessons learned from year 1?
34. Did local targets/objectives change in year 2 of the pilot?
 - a. If so, why was this the case e.g. as a result of NEET figures following year 1 pilot, lessons learned from year 1 etc?
 - b. How have resources been allocated to achieving these targets/objectives?
 - c. To what extent have targets/objectives been achieved to date?

Working with young people and parent/s or carer/s

35. Has there been any change in year 2 in terms of:
 - a. How young people were selected? If so, why?
 - b. How it was communicated to them that they'd been selected? If so, why?
36. Has there been any difference in year 2 in terms of pupils' willingness to engage with the pilot? If so, in what way and why is this the case?
37. What roles do members of the school staff take with the young people participating in the pilot or what additional support do they provide? Has this been different in year 2?
 - a. Does this vary with the individual young person?
 - b. Is there anything you would change about this?
38. How often do you meet with the young people?
 - a. Does this vary with the individual young person?
 - b. Is this about the right frequency?
39. What activities/work take place with the young people? What works best? What doesn't work so well?

40. To what extent have parent/s or carer/s been involved with the pilot and what form has this involvement taken? How has this differed in year 2? What are the benefits of their involvement and what difficulties have you had.

Working with school staff

41. How do you and the staff within the school work together? How has this developed over time? What lessons have you learned?
42. What issues, if any, have arisen, and how have these been resolved?
- a. Young people
 - b. Parents
 - c. Operation of the pilot
43. What communication methods have you and the school staff adopted? How have these changed over time? What lessons have you learned?
44. What roles do members of the school staff take with the young people participating in the pilot or what additional support do they provide?
- a. Is there anything you would change about this?

Effectiveness of the pilot locally

45. What activities/work take place with the young people? What works best? What have you tried that doesn't work so well?
46. What activities/tools/work have added impact when combined together?
- a. Is the sequencing of these important?
47. What has been less successful?
- a. Why have these been disappointing?
 - b. Have any activities been withdrawn?
 - c. Or changed in light of experience?
48. What changes have you noticed in the young people you have been working with this year and what evidence do you have for these?
- a. In terms of aspiration
 - b. Behavioural
 - c. Attitudinal
49. What, if anything, has surprised you about the pilot or the young people?
50. What do you think are the best things about the pilot in your school?
51. What would you change and why?
52. What measuring or monitoring activities have been in place? How useful have you found these?

Working more widely

53. To what extent do you work with other school/s and other partners in your area or more widely?
54. What benefits, if any, does this bring?
55. What does being part of a national pilot add?

Reflections on the pilot

56. If the school had not been part of the pilot, how different do you think things would be to the way they are now (in other words, what difference has the pilot made)?
57. What have been the key achievements of the pilot in your school?
58. What have been the key lessons learned?

Future

59. What does the end of the pilot mean for your school i.e. what will be the impact of the pilot coming to an end?
60. Do you think any of the work that you have been doing can be sustained beyond the pilot in any way?
61. What support do you think your school would need to ensure that the benefits from the pilot are not lost?

D.
Pupil Survey

Enhanced Resource Pilot
Telephone Survey with Young People

Identifier: _____

School: _____

ERP Adviser: _____

Note: Identifier needs to enable young people to be linked to their parent

Introduction – interviewer read out

During the last year at school you received support from the ERP Adviser, [insert relevant ERP Adviser’s name]. This Careers Service is funded by the Scottish Executive. They would like to find out how well the service is working, and what effect it is having on the young people that it is aiming to help. We would therefore be grateful if you could take a few minutes to answer some questions. Your responses will be completely confidential.

A SUPPORT RECEIVED

1. What support did you receive from the ERP Adviser?

	Please tick as many as apply
I attended group sessions	
One-to-one sessions to talk about my future	
Help deciding what career I want	
Help with completing college application	
Help applying for a job	
Help developing a CV	
Other (please specify)	

2. How many times did you see the ERP Adviser?

	Please tick one
Once	
2 to 5 times	
5 to 10 times	
More than 10 times	

3. How regularly did you see the Adviser?

	Please tick one
More often than once per week	
Once per week	
Every two weeks	
Once per month	
Less often than once per month	
Only saw him/her one time	

4. On average, how long did you see the adviser for on each occasion?

	Please tick one
Less than 15 minutes	
15 to 30 minutes	
30 minutes to 1 hour	
More than 1 hour	

B IMPACT ON SCHOOL CAREER

5. Before you visited the ERP Adviser how was your attendance at school?

	Please tick one
I was attending school regularly	
I was attending school only sometimes	
I was attending school rarely	
I was not attending school at all	

6. Did your attendance change as a result of visiting the ERP Adviser?

	Please tick one
I started attending school a lot more often Go to Q7	
I started attending school a little more often Go to Q7	
It made no difference Go to Q8	
I started attending school less often Go to Q7	

7. If your attendance changed as a result of visiting the ERP Adviser, why was this the case?

8. Before you visited the ERP Adviser what was your attitude towards your school work?

	Please tick one
I was doing my best to achieve good marks in my exams	
I was making some effort to achieve good marks in my exams but could have done more	
I was making very little effort to achieve good marks in my exams	
I making no effort to achieve good marks in my exams	

9. Did your attitude towards your school work change as a result of visiting the ERP Adviser?

	Please tick one
I started trying a lot harder to ensure I did well in my exams Go to Q10	
I started trying a bit harder to ensure I did well in my exams Go to Q10	
It made no difference Go to Q11	
I started making less of an effort to do well in my exams Go to Q10	

10. If your attitude towards your school work changed as a result of visiting the ERP Adviser, why was this the case?

11. Before you visited the ERP Adviser what was your attitude towards school?

	Please tick one
I enjoyed school a lot	
I enjoyed school a bit	
I didn't enjoy school much	
I didn't enjoy school at all	

12. Did your attitude towards school change as a result of visiting the ERP Adviser?

	Please tick one
I started enjoying school a lot more Go to Q13	
I started enjoying school a bit more Go to Q13	
It made no difference Go to Q14	
I started enjoying school less Go to Q13	

13. If your attitude towards school changed as a result of visiting the ERP Adviser, why was this the case?

14. Has the way you feel about school changed in any other way as a result of visiting the ERP Adviser?

C IMPACT ON CAREER ASPIRATIONS

15. Before you visited the ERP Adviser did you know what you wanted to do when you left school?

	Please tick one
I knew exactly what I wanted to do	
I was not sure what I wanted to do but had some ideas	
I had no idea of what I wanted to do	
I hadn't thought about it	
Can't remember	

16. Do you now know what you want to do when you leave school?

	Please tick one
I know exactly what I want to do	
I'm not sure what I want to do but have some ideas	
I have no idea of what I want to do	
I haven't thought about it	

17. Which of the following statements best describes how visiting the ERP adviser helped you to decide what you want to do when you leave school?

	Please tick one
Without their help I would not have made a decision yet	
Without their help I would have made a decision but they have helped me to make a better one	
Without their help I would have made a decision but they have helped me to make it sooner	
I made my decision by myself without their help	
I have not made a decision yet	
Don't know	

18. When you first visited the ERP Adviser what were your expectations about what you'd do when you left school?

	Please tick one
Expected I'd go to College or University	
Expected I'd get an Apprenticeship	
Expected I'd get a job	
Expected I'd get a place on a training programme	
Expected I'd be unemployed	
Had no expectations	

19. What are you now expecting to do?

	Please tick one
Go to College or University	
Get an Apprenticeship	
Get a job	
Get a place on a training programme	
Be unemployed	
Have no expectations	

20. How likely are you to do this?

	Please tick one
I'll definitely do it	
I might do it	
I'll definitely not do it	
Not applicable – have no expectations	

21. If your expectations have changed, please indicate which statement best describes the role of the ERP Adviser in changing your expectations?

	Please tick one
They encouraged me to have greater expectations of myself	
They helped me change my expectations to ones that are more realistic	
Although my expectations have changed this was not as a result of seeing the ERP Adviser	
My expectations have not changed	
Don't know	

D APPLICATIONS MADE

22. To date have you applied for any of the following?

	Please tick as many as apply
College or University	
An Apprenticeship	
A job	
A place on a training programme	
Other (please specify) _____	
No, I have made no applications but I plan to in the near future Go to Q26	
No, I have made no applications and I don't plan to in the near future Go to Q26	
Not applicable – I plan to return to school after the summer Go to Q26	

23. Which of the following statements best describes the extent to which visiting the ERP Adviser helped you with your application?

	Please tick one
Without their help I would not have made any applications yet	
Without their help I would have completed application(s) but they have helped me to do it/them better	
Without their help I would have completed application(s) but they have helped me to do this sooner	
Without their help I would have completed application(s) but they have encouraged me to complete more than I would have by myself	

I made my applications myself without their help	
I have not made any applications yet	
Don't know	

24. Have any of your applications been successful yet?

	Please tick one
Yes, I have been offered a College/University place, a job, a place on a training programme or an Apprenticeship Go to Q25	
I am still waiting to hear back from the places I've applied to Go to Q25	
I have been unsuccessful in my application(s) Go to Q26	
I have not made any applications Go to Q25	

25. If yes, please specify.

E PERSONAL DEVELOPMENT

26. Please think about each of the items in the list below and on a scale of 1 to 5 say to what extent the ERP Adviser helped make a difference to the way you feel where 1 is didn't really make a difference and 5 is made a big difference? If you did not cover something with them please say not applicable.

	Please rate on scale of 1 to 5					
	1 – Didn't really make a difference	2	3	4	5 – Made a big difference	6 - NA
to feel more confident in yourself						
to feel more certain about what you want to do when you leave school						
to understanding the link between attending school and working hard and getting a job or college place						
to understand the importance of going to college/university, getting a job, going into a training programme or getting an apprenticeship when you leave school						

27. Again please think about each of the items in the list below and on a scale of 1 to 5 say to what extent you learned useful skills and techniques from the ERP Adviser where 1 is didn't really learn anything and 5 is learned a lot? If you did not cover something with them please say not applicable.

	Please rate on scale of 1 to 5					
	1 – Didn't really learn anything	2	3	4	5 – Learned a lot	6 - NA
awareness of your career options						
how to present yourself for an interview e.g. how to dress, making eye contact etc.						
how to complete an application form						
knowing where to look for information about college/university places, jobs, training programmes and apprenticeships						
knowing how to develop a CV						

F CONCLUSIONS

28. Overall, how would you rate the support you received?

	Please tick one
Excellent	
Good	
Alright	
Poor	
Very Poor	

29. To what extent do you think the support you received has helped ensure that you go into a job, training, college or university once you leave school?

	Please tick one
Without the support I would definitely not be going into employment, education or training when I leave school	
Without the support I would probably not be going into employment, education or training when I leave school	
I would probably have gone into employment, education or training even if I had not received the support	
I would definitely have gone into employment, education or training even if I had not received the support	
Despite the support I am not going into employment, education or training when I leave school	

30. Had any of the following people given you Careers Advice before you began working with [insert relevant ERP Adviser's name]?

	Please tick as many as apply
Another ERP Adviser Go to Q30	
Pastoral Care Teacher Go to Q30	
Teacher (not Pastoral Care) Go to Q30	
Parent/Carer Go to Q30	
Someone else (please specify) Go to Q30	
No-one had given me Careers Advice Go to Q31	

31. If so, how was the support you received from [insert relevant ERP Adviser's name] different from the support you'd received before?

32. What was the most helpful thing you got from working with [insert relevant ERP Adviser's name]?

33. Is there any other support that you needed or would have liked from the Adviser that you didn't get?

34. Do you have any other comments to make about the careers support that you received and its impact on you? (interviewer - please also use this space for any additional comments made throughout the survey that might be relevant to the findings).

Thank you

E.

Parent Survey

Enhanced Resource Pilot Telephone Survey with Parents

Identifier: _____

School: _____

ERP Adviser: _____

Note: Identifier needs to enable parent to be linked to their child

Introduction – interviewer read out

During the last year at school your child received support from the enhanced careers service that has been made available to pupils in S4 and S5 at 13 schools across Scotland. The service is funded by the Scottish Executive and they would like to find out how well it is working, and what effect it is having on the young people that it is aiming to help. We would be grateful if you could take a few minutes to answer some questions. Your responses will be completely confidential.

A SUPPORT RECEIVED

35. Were you aware that your child had received support from the ERP Adviser in the last 12 months?

	Please tick one
Yes	
No Go to Q4	

36. Do you know what support he/she was receiving?

	Please tick as many as apply
He/she attended group sessions	
He/she attended one-to-one sessions to talk about his/her future	
He/she had help deciding what career he/she wanted	
He/she got help with completing a college application	
He/she got help with applying for a job	
He/she got help with developing a CV	
Other (please specify) _____	
Don't know	

37. If you were aware of the support your child was receiving, who informed you about this?

	Please tick one
My child	
The ERP Adviser	
The school	
Other, please specify	

38. Which of the following statements do you most agree with?

	Please tick one
It is the sole responsibility of the ERP Adviser or school to support young people to make their career choices	
The responsibility of supporting young people to make their career choices lies mainly with the ERP Adviser and the school, however parents also have a role to play	
The ERP Adviser, school and parents are equally responsible for supporting young people to make their career choices	

39. Please give reasons for your answer to question 4?

40. Please indicate on a scale of 1 to 5 which of the following could have been useful to you as a parent to enable you to support your child, where 5 is very useful and 1 is not at all useful?

	Please rate on scale of 1 to 5					
	1 – Not at all useful	2	3	4	5 – Very Useful	6 DK
Information leaflet on how to support your child when choosing their career						
ERP Advisers present at parents evenings						
One-to-one meeting between you and ERP Adviser						
Meeting with you, your child and ERP Adviser						
Progress report from ERP Adviser						
Other (please specify) _____						

41. Do you know if your child had ever received careers advice from anyone else in the past, and if so from whom?

	Please tick as many as apply	
Another ERP Adviser		
Pastoral Care Teacher		
Teacher (not Pastoral Care)		
Yourself or another parent/carer		
Someone else (please specify)		
No-one had given him/her careers advice		
Don't know		

B IMPACT ON SCHOOL CAREER

42. Have you noticed any of the following changes in your child over the last year?

43. For each change that you've seen please indicate which, if any you think might be as a result of your child seeing the ERP Adviser?

	Please tick as many as apply	
	Q8	Q9
Improved attendance at school		
Attendance at school worsened		
Improved attitude towards doing school work		
Attitude towards doing school work worsened		
Improved confidence		
Confidence worsened		
Improved behaviour		
Behaviour worsened		
Getting better results at school		
Getting poorer results at school		
Not seen any changes Go to Q11		

44. Please give reasons for your answers, if possible?

C YOUR CHILD'S CAREER ASPIRATIONS

45. At the beginning of the school year, which of the following would you say best described what your child wanted to do when he/she left school?

	Please tick one
He/she knew exactly what he/she wanted to do	
He/she wasn't sure what he/she wanted to do but had some ideas	
He/she had no idea of what he/she wanted to do	
Can't remember	

46. Does he/she now know what he/she wants to do when he/she leaves school?

	Please tick one
He/she knows exactly what he/she wants to do	
He/she isn't sure what he/she wants to do but has some ideas	
He/she has no idea of what he/she wants to do Go to Q14	
Don't know Go to Q14	

47. If your child is now more certain about what he/she wants to do, what do you think has caused this change?

48. Which of the following statements best describes how visiting the ERP Adviser helped your child to decide what he/she wants to do when he/she leaves school?

	Please tick one
Without their help he/she would not have made a decision yet	
Without their help he/she would have made a decision but they have helped him/her to make a better one	
Without their help he/she would have made a decision but they have helped him/her to make it sooner	
He/she made his/her decision by him/herself without their help	
He/she has not made a decision yet	
Don't know	

49. How likely do you think your child is to follow through on their career aspirations?

	Please tick one
He/she will definitely do it	
He/she might do it	
He/she will definitely not do it	
Not applicable – has no aspirations yet	

D YOUR EXPECTATIONS FOR YOUR CHILD'S FUTURE

50. At the beginning of the school year what were your expectations about what your child would do when he/she left school?

	Please tick one
Expected he/she would go to College or University	
Expected he/she would get an Apprenticeship	
Expected he/she would get a job	
Expected he/she would get a place on a training programme	
Expected he/she would be unemployed	
Had no expectations	

51. What are you now expecting your child to do?

	Please tick one
Go to College or University	
Get an Apprenticeship	
Get a job	
Get a place on a training programme	
Be unemployed	
Have no expectations	

52. How confident are you that this is what they will do?

	Please tick one
He/she will definitely do it	
He/she might do it	
He/she will definitely not do it	
Not applicable – has no aspirations yet	

53. If your expectations have changed since the start of the school year, was this as a result of your child visiting the ERP Adviser?

	Please tick one
Yes	
No	
Maybe	
Don't know	
My expectations have not changed Go to Q21	

54. Are you able to say what exactly has caused your expectations to change?

E YOUR CHILD'S APPLICATIONS

55. To date has your child applied for any of the following?

	Please tick as many as apply
College or University	
An Apprenticeship	
A job	
A place on a training programme	
Other (please specify)_____	
No, he/she has made no applications but he/she plans to in the near future	
No, he/she has made no applications and he/she doesn't plan to in the near future	

56. If your child had not visited the ERP adviser do you think he/she would have made this/these application(s)?

	Please tick one
Yes	
No	
Maybe	
Don't know	
He/she has not made any applications	

57. Have any of his/her applications been successful yet?

	Please tick one
Yes, he/she has been offered a College/University place, a job, a place on a training programme or an Apprenticeship Ask Q24	
He/she is still waiting to hear back from the places he/she has applied to Go to Q25	
He/she has been unsuccessful in his/her application(s) Go to Q25	
Don't know Go to Q25	
He/she has not made any applications Go to Q25	

58. If yes, please specify.

F CONCLUSIONS

59. How useful do you think the careers service has been for your child?

	Please tick one
Extremely useful	
Useful	
Not useful	
Don't know	

60. To what extent do you think the support he/she received has helped ensure that he/she goes into a job, training, college or university once he/she leaves school?

	Please tick one
Without the support he/she would definitely not be going into a job, training, college or university	
Without the support he/she would probably not be going into a job, training, college or university	
He/she would probably have gone into a job, training, college or university even if he/she had not received the support	
He/she would definitely have gone into a job, training, college or university even if he/she had not received the support	
Despite the support he/she is not going into a job, training, college or university	

61. Do you have any other comments to make about the careers support that your child received and its impact on your child? (interviewer - please use this space for any additional comments made throughout the survey that might be relevant to the findings).

Thank you

F.

Comparator and ERP School Demographics

Schools	Indicators			
	School Roll	S4 Attainment*	NEET*	Free School Meals
Glasgow				
Pilot A	913	65%	22%	27%
Pilot B	470	47%	30%	44%
Pilot C	698	52%	31%	44%
Comparator A	937	55%	18%	32%
Comparator B	1,262	71%	15%	25%
Comparator C	712	38%	21%	57%
Comparator D	754	68%	10%	48%
Comparator E	989	53%	19%	43%
West Dunbartonshire				
Pilot D	1,249	86%	19%	16%
Comparator F	748	77%	10%	12%
Comparator G	1,125	71%	14%	22%
East Ayrshire				
Pilot E	1,092	74%	19%	18%
Pilot F	822	73%	22%	18%
Comparator H	1,100	75%	22%	17%
Comparator I	784	80%	19%	18%
North Ayrshire				
Pilot G	1,076	73%	18%	17%
Pilot H	980	65%	16%	17%
Comparator J	1,510	69%	18%	15%
Comparator K	676	58%	18%	28%
Dundee				
Pilot I	754	53%	23%	29%
Pilot J	845	58%	23%	23%
Comparator L	629	48%	24%	23%
Comparator M	813	58%	20%	19%
Clackmannanshire				
Pilot K	1,046	65%	23%	20%
Comparator N	810	73%	18%	22%
Comparator O	1,186	73%	14%	11%
Inverclyde				
Pilot L	553	76%	17%	21%
Pilot M	964	91%	14%	16%
Comparator P	654	92%	8%	7%
Comparator Q	762	75%	13%	19%
Comparator S	646	73%	19%	24%

* S4 Attainment: % of S4 roll achieving 5 or more awards at SCQF L4 (Standard Grade General level or equivalent) or better

*NEET: Average % of leavers unemployed 2002-2005

ISSN 0950 2254
ISBN 978 0 7559 7580 8
[Web only publication]

www.scotland.gov.uk/socialresearch

RR Donnelley B61229 06/09

