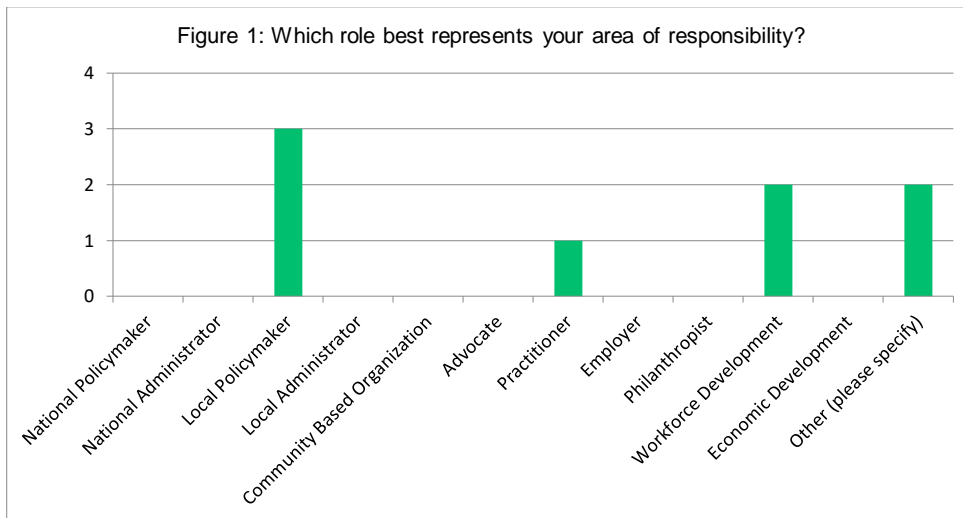


## Experience with Career Pathways Survey Scotland

**Responses:** 8

**Timeframe:** Collected between 05-06-2023 and 06-20-2023.

**Respondents:** Respondents represented a range of roles. Most (37.5%) were local policymakers. (Figure 1).



**Geographic Focus:** Respondents reported 61 areas of geographic focus. These spanned the following council areas and locales: the City of Aberdeen, Aberdeenshire, East Dunbartonshire, East Renfrewshire, City of Glasgow, North Lanarkshire, and the Outer Hebrides (Figure 2).

Figure 2: Geographic Focus of Programmes

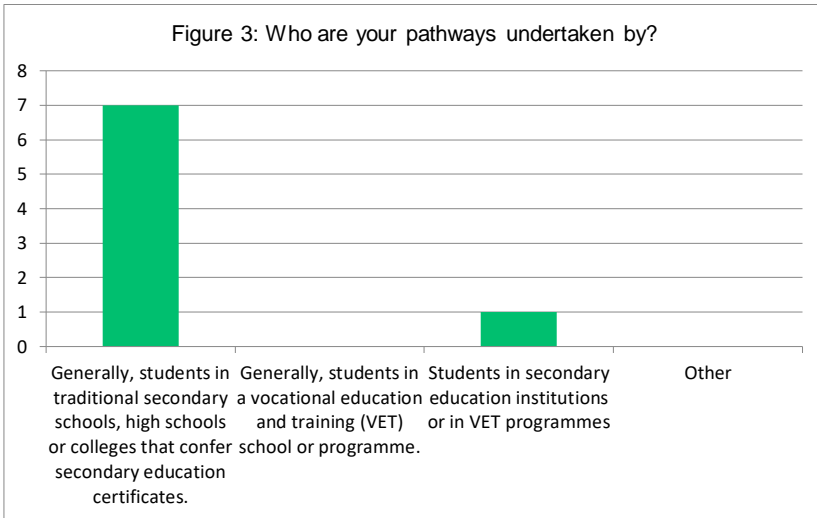


**Geographic Focus Detail:**

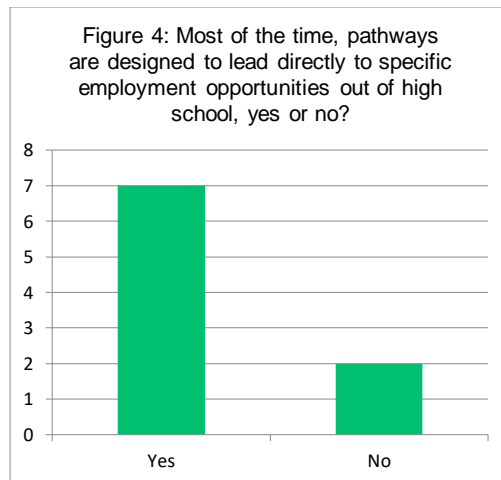
- Three respondents reported the number of students who participated in career pathways. For these, it was less than 100 students, representing 10-33% of the overall student populations.

**Programmatic Focus:** Respondents reported a wide range of program focus areas. Among these were L 4/5 Automotive, Construction, Hospitality, L6 Civil Engineering, Health & Social Care, Children and Young People, HNC CAD, Cyber Security, Construction Management and Social Services. Several were involved with Foundation Apprenticeships.

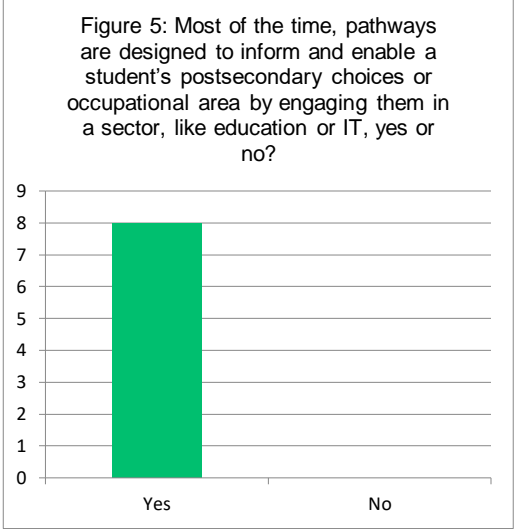
**Students Served:** Of the eight respondents, most (n=7) reported that their pathways programs served students in traditional secondary schools (Figure 3).



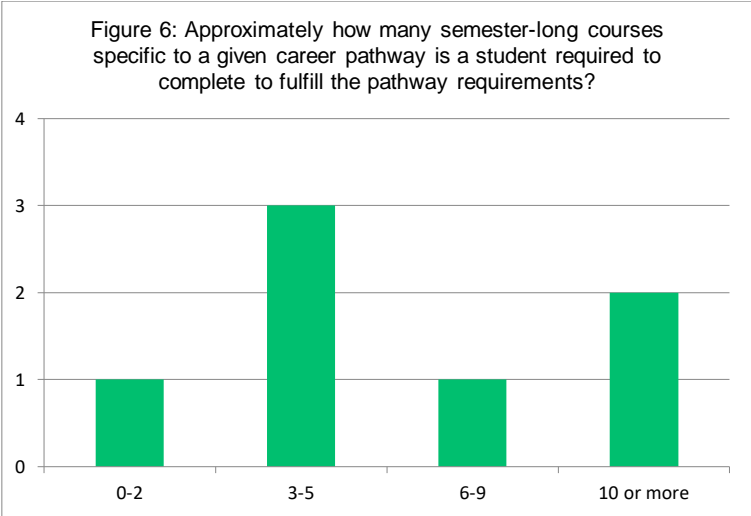
**Employment Opportunities:** 87% of respondents (n=7) said that “yes,” most of the time, pathways were designed to lead directly to specific employment opportunities out of high school (Figure 4).



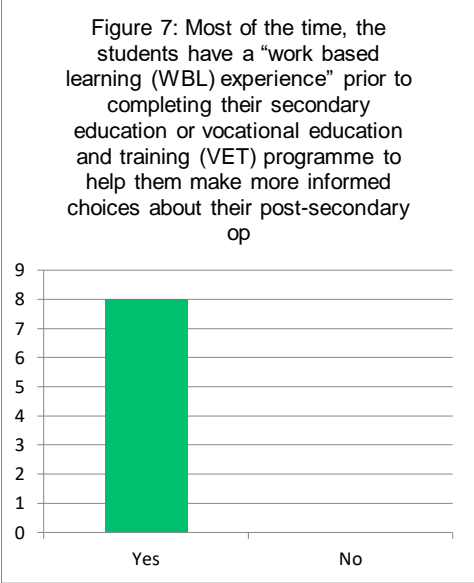
**Postsecondary Choices:** All respondents (n=8) said that yes, pathways were designed to inform and enable a student’s postsecondary choices (Figure 5).



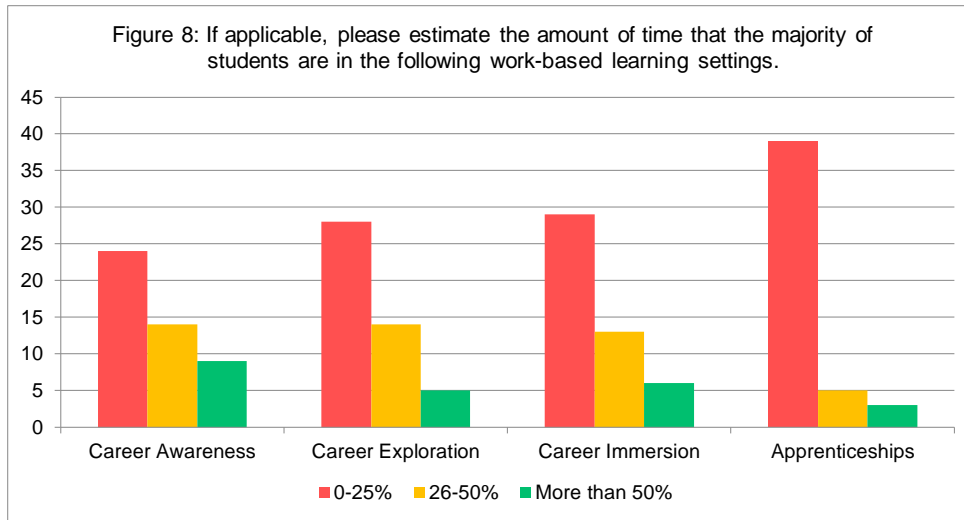
**Credits Required:** Most respondents said that three to five semester-long courses were required to fulfil pathway requirements (n=3). Other respondents said that zero to two, six to nine, or ten or more courses were required. One respondent skipped this question (Figure 6).



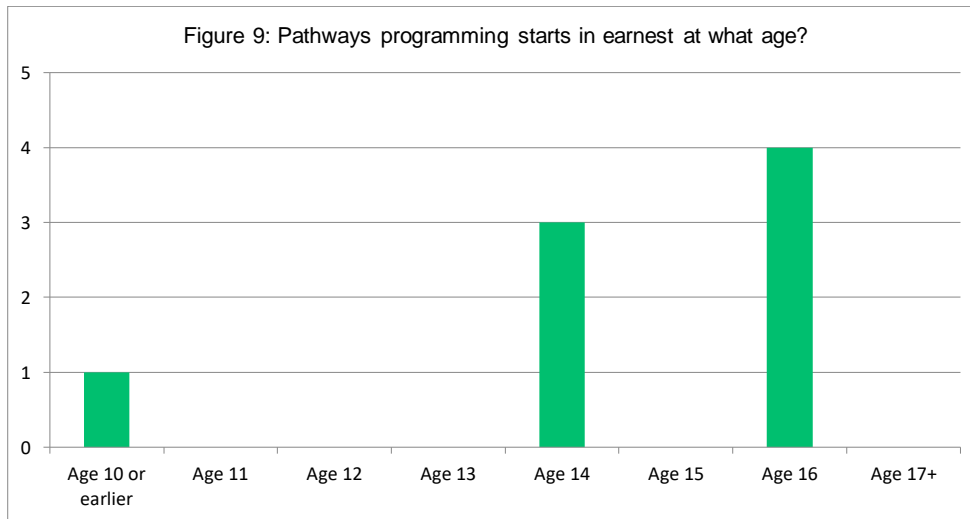
**Work-Based Learning:** All respondents said that, most of the time, students had a work-based learning (WBL) experience (Figure 7).



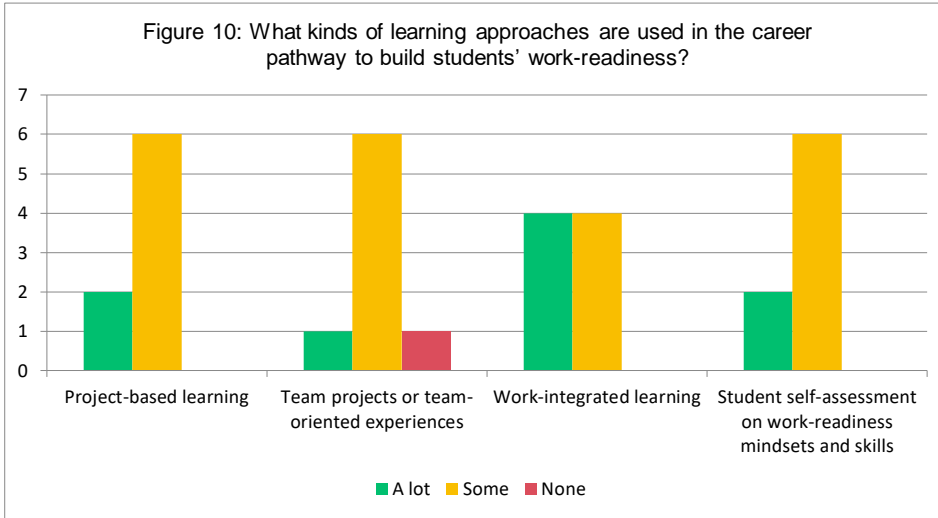
**WBL Detail:** Respondents estimated that if students did have a WBL experience, they spent various amounts of time in the following settings: career awareness, career exploration, career immersion, and apprenticeships (Figure 8).



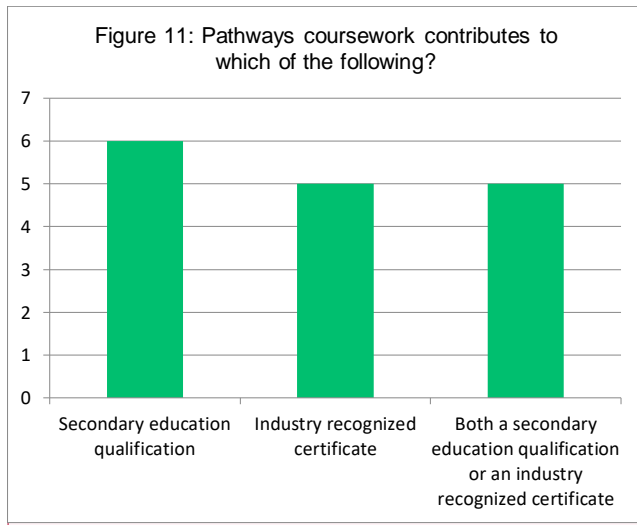
**Age Range:** The most common responses were that ages 14 and 15 were when programming typically started in earnest (Figure 9).



**Learning Approaches:** All four of the learning approaches provided to respondents were used in the career pathway to build students' work-readiness (Figure 10).

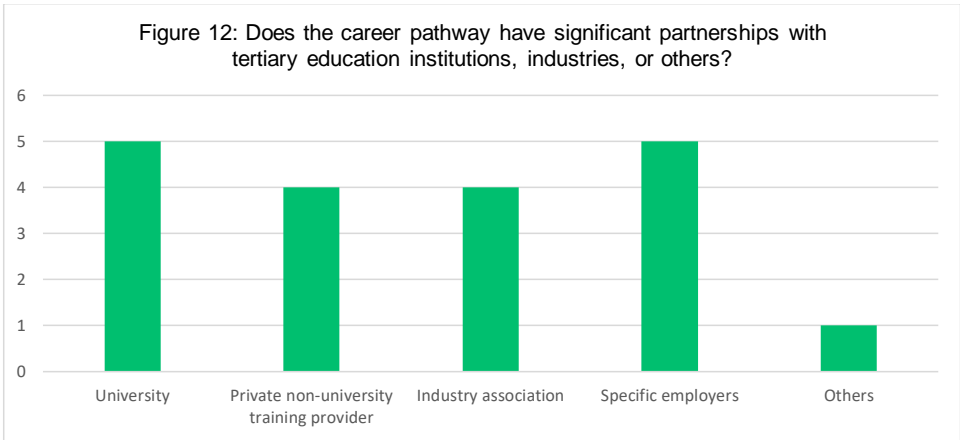


**Qualifications and Certificates:** Respondents reported that fulfilling the career pathways coursework contributed to students earning a secondary education qualification or industry recognized certificate, and, in some cases, both (Figure 11).



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**Integration with Tertiary Education:** Respondents reported significant partnerships with universities, industries, and others (Figure 12).

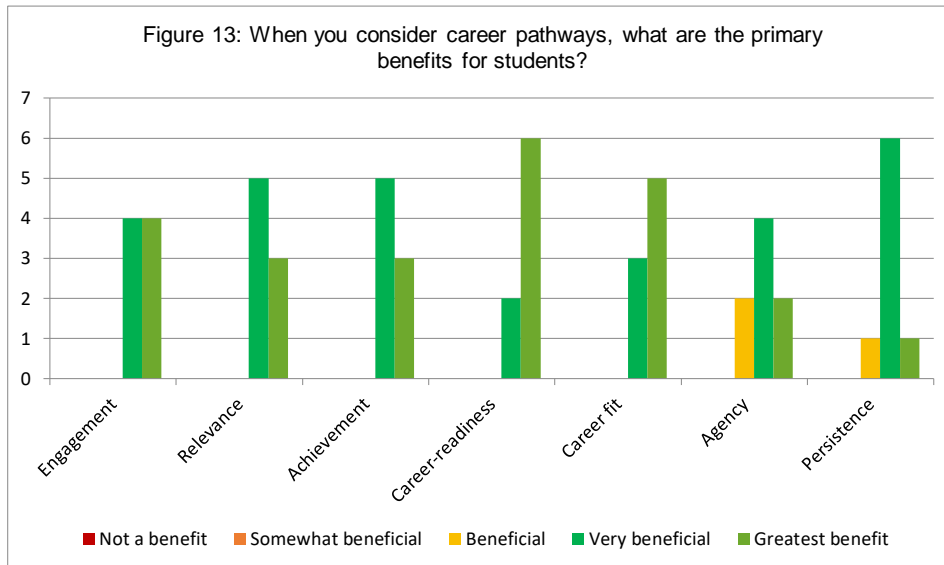


**Describing Career Pathways:** Respondents felt that pathways were distinct from vocational education, often describing pathways as an opportunity to gain work experience. Table 1 presents a sampling of responses.

Table 1: In talking to a student or parent, in a sentence or two, how would you distinguish “career pathways” from a traditional vocational education and training (VET) programme?
The placement runs alongside the qualification so they can put the knowledge into practice at an age where work experience is vital to gain skills and experience for their CV.
The FA qualification is real meaningful work related learning and provide a recognised academic qualification. The FAs provide meaningful work experience in the sector of choice and can provide a great first step on the young person's career ladder. The FA is a part of Scotland's recognised 'apprenticeship family'.
Vocational Learning in School Senior Phase provides the opportunity for pupils to study for a vocational or national qualification together with their other subjects and enables young people to gain an insight into their chosen career or area of study prior to entering the workplace or further / Higher education in the future.



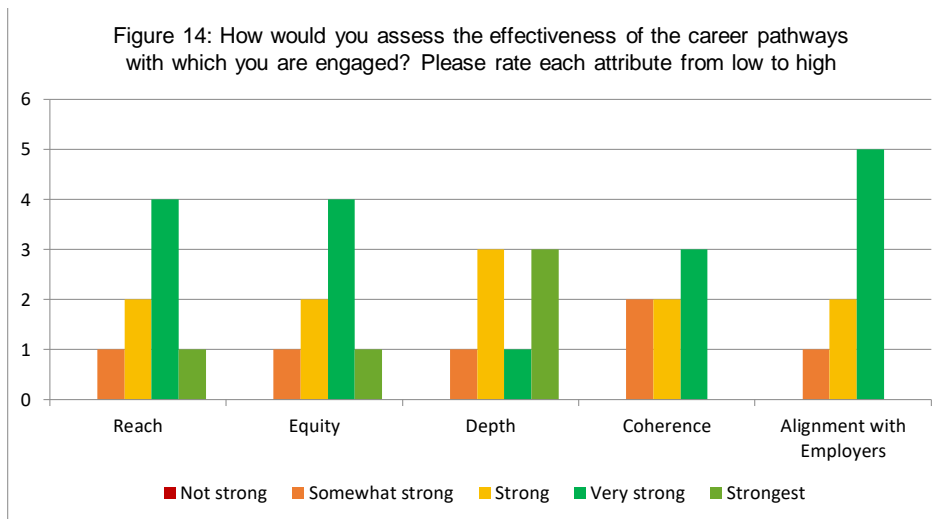
**Strengths:** Responses regarding the greatest benefit of pathways to students varied (Figure 13).



**Other Benefits:** Respondents reported several areas of additional benefit to students. Table 2 presents a sampling of responses.

Table 2: Are there other benefits for students beyond those listed above? What other thoughts would you share about the benefits to students in participating in career pathways?
Opportunity for (all) young people to formally 'Have a say' as to the design of the content/range of the certificated curriculum offer (and understand that the offer is articulated with local/national economic demand - skills requirements).
Students can explore an interest in a career and it can highlight if this is the career for them or sign post them to another
Other benefits include the following: Raising Attainment and Closing the Poverty Related Attainment Gap; Post school pathways and positive destinations; Development of skills (meta-skills); Labour market opportunities and workforce planning; Employer engagement; Equity and promotion of equalities.

**Effectiveness:** Respondents reported varying rates of effectiveness (Figure 14).



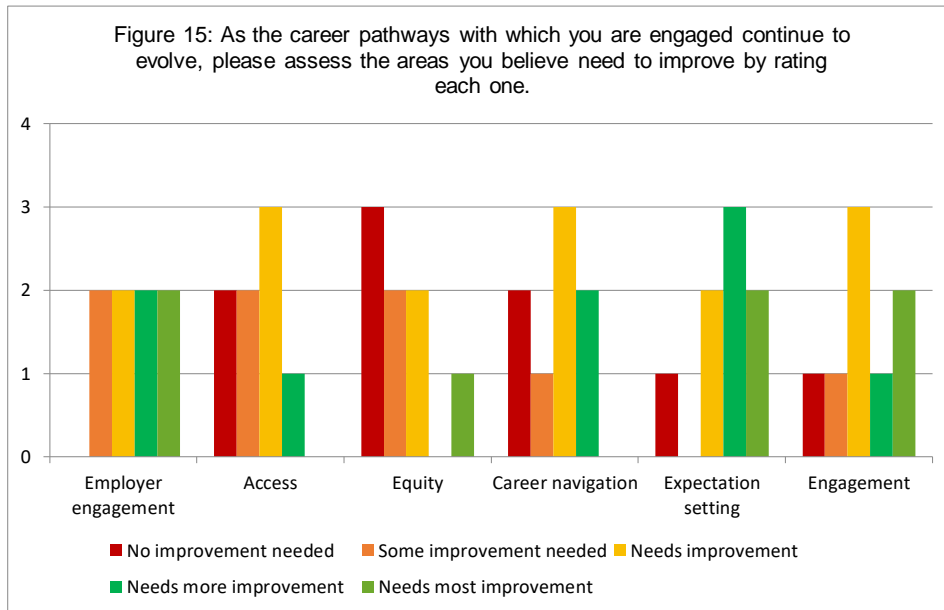
**Other Strengths:** Table 3 presents a sampling of responses.

**Table 3: Are there other strengths that distinguish your programme? What might other countries that have career pathway programmes want to learn more about from you?**

The strengths of what we do are based on the Foundation Apprenticeships being pathways that start in the secondary school senior phase and lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. Preparing Young People for the World of Work: In Scotland the Foundation Apprenticeships provide a focus on preparing all young people for employment and form a core element of the implementation of Scotland’s ‘Curriculum for Excellence’. Crucially the Scottish Government has dedicated appropriate resource to achieve this.

The East Renfrewshire Council Senior Phase Vocational Programme courses are included in all schools Senior Phase Curriculum Options Choices (one offer), therefore pupils are able to choose any subject course they wish to study, it’s only the delivery that takes place in a different venue. In addition, our vocational courses fits into pupil’s timetables, as its one of their Senior Phase subject choices, therefore they do not miss any of their time allocated to other subjects. Together with local colleges of further education, Universities and Training Providers, we are able to provide a broad range of vocational courses for pupils at SCQF level 1 to SCQF level 8.

**Improvement Opportunities:** Respondents reported that career pathways needed improvement in a range of areas (Figure 15).



**Other Improvement Areas:** Table 4 presents a sampling of responses.

<b>Table 4: Are there other areas of improvement that should be addressed? What other improvements would you like to see in your career pathways program?</b>
A more detailed induction and a visit 1 or 2 times before going on placement to enable students to be comfortable with the environment practice work in classroom regarding phoning if not attending questions to ask whilst there what attributes do you have that will help the workplace how the employer will set duties and what these may be proper rota before they arrive
A lot of what is required is already in the system, however things across the Scottish education 'eco-system' should be better aligned to ensure more universal and high quality outcomes and entitlements are delivered. The Hayward Review is underway and about to be published. Early indications are that the Hayward Review recommendations will help to support this alignment. Hopefully this will see assessment and qualifications developed to better support career pathway programmes. From our perspective we would like to see more engagement from employers to offer clearer pathways into the different sectors, for example the development of more Modern and Graduate Apprenticeships. Linked to this we are embedding on an on-going basis the meaningful development of meta-skills across our 3-18 curriculum.
Further and Higher education providers along with qualifications authorities need to be adapting in order to provide national qualifications quicker to adapt for our constantly evolving labour market.

**Questions for Others:** Table 5 presents a sampling of responses.

<b>Table 5: As you think about what you might want to learn from other countries engaging in some version of the career pathways work, what are your questions?</b>
What industries are used how it is delivered in schools the positives and negatives of the current program used
We are very interested to see how other countries have developed career pathways and feel we have a lot to learn to inform what we do. Specifically, we would be very interested in vocational pathways from school into the world of work and tertiary education. We would also be interested in how countries have managed to achieve the balance between vocational and academic to achieve a 'parity of esteem'. In addition we would be keen to learn how other countries have embedded skills/meta-skills across their 3-18 curriculum and how this focus on skills transfers into the world of work in a meaningful way with employers.
Understand their good practice in getting the main influences i.e. employers, parents & teachers to understand their part in these choices and the impact they can have on the pupils choices.

**Definitions:** Various terms were defined for respondents as part of the survey. These definitions are outlined below (Table 6).

<b>Table 6: Terms &amp; Definitions</b>	
<b>Career Awareness</b>	Includes workplace tours or guest speakers coming to school
<b>Career Exploration</b>	Includes job shadowing or informational interviews
<b>Career Immersion</b>	On-site work as an intern or pre-apprentice, paid or unpaid
<b>Apprenticeships</b>	Deep engagement with an employer

<b>Engagement</b>	For some students, learning by doing is a better way to learn
<b>Relevance</b>	By seeing how their “book work” applies in a work setting, school becomes more relevant
<b>Achievement</b>	Because this approach is more engaging, we’re seeing improvements in student achievement more broadly
<b>Career Readiness</b>	Career pathways gives students a head start on the durable skills they’ll need to excel in the workplace
<b>Career fit</b>	By exploring a given field, they have a better sense of what they do, and don’t want to pursue as a career
<b>Agency</b>	By having to make some choices about their future, students build confidence in owning their path forward
<b>Persistence</b>	The program helps students persist in completing postsecondary training (college degrees or certifications)
<b>Reach</b>	Your initiative has broad reach across schools and geographies
<b>Equity</b>	Your initiative serves as a vehicle to level the playing field for all students
<b>Depth</b>	For the students this works for, your initiative provides deep career preparation
<b>Coherence</b>	Your state and local policy leaders are on the same page
<b>Alignment with Employers</b>	Your employer community buys in to this and are proactive partners
<b>Employer Engagement</b>	Need for increased co-ownership with employers
<b>Access</b>	Need for scalable solutions to get students to and from training and WBL
<b>Equity</b>	Need to increase supports for those for whom full engagement in career pathways take more effort and support
<b>Career Navigation</b>	Need to improve supports for students in looking to make good choices in high school and beyond
<b>Tracking</b>	Need to normalize that a four-year degree is just one path to a good job, while not tracking low-income students of color into pathways that do not maximize their potential
<b>Engagement</b>	Need to ensure that career pathways are seen as attractive learning programs for all students

To view the survey tool in its entirety, use this link:

<https://bit.ly/45gm5Pt>