

2023

HERTFORDSHIRE TEACHER SURVEY

APPRENTICESHIP AWARENESS

Hertfordshire
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

Hertfordshire
Local Enterprise
Partnership



Amazing
Apprenticeships



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KEY FINDINGS

639 RESPONSES
FROM 53 SCHOOLS

67% OF
RESPONDENTS WERE
CLASS/SUBJECT
TEACHERS

NEARLY 9 OUT OF 10
(88%) HAVE DIRECT
CONVERSATIONS
WITH STUDENTS
ABOUT CAREERS

74% OF THOSE WHO
KNEW A LOT ABOUT
APPRENTICESHIPS,
HAD PREVIOUSLY
HELD A FULL-TIME
NON-TEACHING
ROLE

TEACHERS WERE
LEAST CONFIDENT
IN ACCESSING LMI
& USING EXAMPLES
OF LOCAL
EMPLOYERS
CONNECTED TO
THEIR SUBJECT

THERE WAS A 19%
INCREASE IN
APPRENTICESHIP
APPLICATION
CONFIDENCE IF
THE RESPONDENT
KNEW AN
APPRENTICE

58% FELT THAT
HEARING FROM
LOCAL EMPLOYERS
WOULD BE THE
MOST HELPFUL
TOOL TO BUILD
CONFIDENCE/
KNOWLEDGE

ALMOST HALF FEEL
THAT A NEWSLETTER
AND A WRITTEN
GUIDE FOR
TEACHERS/CAREERS
ADVISERS WOULD BE
BENEFICIAL

EXECUTIVE SUMMARY

The *Teachers and Careers Advisers Survey 2023* is the second Hertfordshire-wide survey to be undertaken with secondary school educators in order to explore their understanding and confidence levels regarding apprenticeships and technical education.

All secondary schools in Hertfordshire were invited by the Hertfordshire Careers Hub to share the survey amongst their workforce during February, March and April 2023. This approach generated 639 responses from 53 different establishments. 67% of the respondents were teachers with responsibility for class or subject teaching. Over half of the respondents (53%) were teachers of four subject areas; Maths (15%), Science (14%), English (13%) and Geography (10%).



EXECUTIVE SUMMARY

Nearly 9 out of 10 teachers (88%) reported that they have direct conversations with students across all levels of the curriculum (KS3 – 5) about their future career options, either regularly or sometimes.

61% of respondents had been in a teaching post for 6 or more years. 67% of Teachers/Careers advisers had previously had experience in a non-teaching role, outside of an academic setting. The likelihood of having direct career conversations with students was not significantly increased or decreased if the teacher or careers adviser had previous non-teaching experience. However, a high proportion (74%) of those who told us they knew a lot about apprenticeships, had previously held a full-time non-teaching role.



EXECUTIVE SUMMARY

Through this year's survey, teachers recognised that when considering how careers information is embedded within lessons, they continued to feel least confident in accessing Local Labour Market Information (LMI) and in using examples of local employers that are connected to the subject.

The survey also showed a large gap in knowledge levels of the different post-16 and post-18 options. A levels scored the highest with 87% of teachers stating that they 'know a lot' about this option, followed by 82% knowing a lot about full time university. In contrast, T Levels received a response of only 7% stating that they knew a lot about this option, and apprenticeships scored 27%. This pattern of knowledge was then mirrored when teachers were asked about the options that they would feel most confident in discussing with their students.



EXECUTIVE SUMMARY

Respondents were 29% more confident when talking to students about applying for full/part-time employment than they were when talking about apprenticeship applications. This perhaps indicates a lack of understanding that apprenticeships are employed positions.

8% of respondents believed that their school was planning to deliver a T Level, and felt most confident about delivering classroom content and least confident about supporting students with industry placements and carrying out/grading assessments.

66% of respondents felt that personal research/experience was the most beneficial to help to build their knowledge. There was a 19% increase in confidence levels when talking to students about apprenticeship applications, if the respondent knew of a friend, family member or colleague who had previously completed or was currently working towards an apprenticeship.



EXECUTIVE SUMMARY

Over half of teachers (58%) felt that hearing from local employers would be the best way for them to build their knowledge of the different post-16 and post-18 options, followed closely by subject-relevant resources (54%), to hear from local training providers (53%), and a website with resources (52%).

In terms of maintaining and building communication, the top response (47%) was for a newsletter for teachers, closely followed by a written guide for teachers/careers advisers (47%).

This survey shows us that there is high demand from teachers in Hertfordshire to develop and increase their knowledge of the different options, so that they can have more effective careers conversations with their students and their families.



SUMMARY OF RECOMMENDATIONS

- 1 INFORM**
Increase usage of the **HOP website** to build knowledge and awareness of the Apprenticeship & Technical Education (ATE) routes available in Hertfordshire. Focus on engaging educators to learn about the breadth of provision and employment opportunities in the county, and how this connects to the curriculum.
- 2 INSPIRE**
Support each school in Hertfordshire to **develop their own networks** of inspirational ambassadors for apprenticeships and technical education (employers, past-pupils, training providers) to support as guest speakers, sharing their stories and increasing confidence and awareness.
- 3 IMPACT**
Implement different ways of **measuring the impact of encounters**, finding ways to capture county-wide insight of an increase in better understanding of the ATE routes.

SUMMARY OF SCHOOLS

School	Responses	% of results
Queens' School	33	5%
Bushey Meads School	29	5%
Monk's Walk School	25	4%
Watford Grammar School for Girls	24	4%
Marriotts School	23	4%
Katherine Warrington School	22	3%
The John Warner School	22	3%
The Knights Templar School	22	3%
The Priory School	22	3%
Presdales School	21	3%
Onslow St Audreys School	20	3%
St Albans Girls' School	20	3%
St Clement Danes School	20	3%
The Reach Free School	20	3%
Richard Hale School	18	3%
Haileybury Turnford	18	3%
Croxley Danes School	17	3%
King James Academy Royston	17	3%

School	Responses	% of results
Simon Balle All-Through School	17	3%
St George's School	16	3%
The Thomas Alleyne Academy	16	3%
Yavneh College	14	2%
Saint Michael's Catholic High School	14	2%
Hitchin Girls' School	13	2%
The Nobel School	13	2%
The Sele School	12	2%
Birchwood High School	12	2%
St Mary's Church of England High School (VA)	12	2%
The Hemel Hempstead School	11	2%
Saint Joan of Arc Catholic School	11	2%
Bishop's Hatfield Girls' School	11	2%
Ridgeway Academy	9	1%
Chessbrook Education Support Centre	8	1%
Mount Grace School	6	1%
Rickmansworth School	6	1%
St Mary's Catholic School	5	1%

SUMMARY OF SCHOOLS

School	Responses	% of results
Stanborough School	5	1%
The Highfield School	4	1%
Ralph Sadleir School	4	1%
North Herts Education Support Centre	4	1%
Links Academy Hatfield	3	0%
Dame Alice Owen's School	3	0%
The Bishop's Stortford High School	3	0%
Townsend VA Church of England School	3	0%
Tring School	2	0%
Laureate School	2	0%
John F Kennedy Catholic School	1	0%
Beaumont School	1	0%
Stevenage Education Support Centre	1	0%
Sandringham School	1	0%
The Marlborough Science Academy	1	0%
Roundwood Park School	1	0%
The Saint John Henry Newman Catholic School	1	0%

The survey generated **639 responses** from **across 53 schools**.

This is an **61% increase in school participation** compared with last year's survey (33 schools participated in 2022), and a **94% increase in individual responses** (329 teachers and careers advisers completed the survey in 2022).

QUESTION 1

Which of the following best describes your job role?

Please select all that apply.



JOB ROLES

Job Roles	Responses	% of total responses
Class/subject teacher	426	67%
Form tutor	179	28%
Other	86	13%
Senior Leadership Team	64	10%
Head of Year	45	7%
Careers leader / adviser	32	5%
Supply Teacher	13	2%
Governor	6	1%

67% of respondents were class/subject teachers, the same percentage as last year. 87% of these class/subject teachers had regular career conversations with students, which is also in line with last year's responses. Out of each of the respondents job roles, careers leaders/advisers were still the most likely to have these conversations (96%).

28% were form tutors, which was roughly in line with 2022 (29%).

10% were in the Senior Leadership team, a slight drop compared with last year (14%).

Of the 86 respondents that only answered **Other**, 49% were in learning or student support roles, 37% were Heads of Department, 12% were other school staff.

QUESTION 2

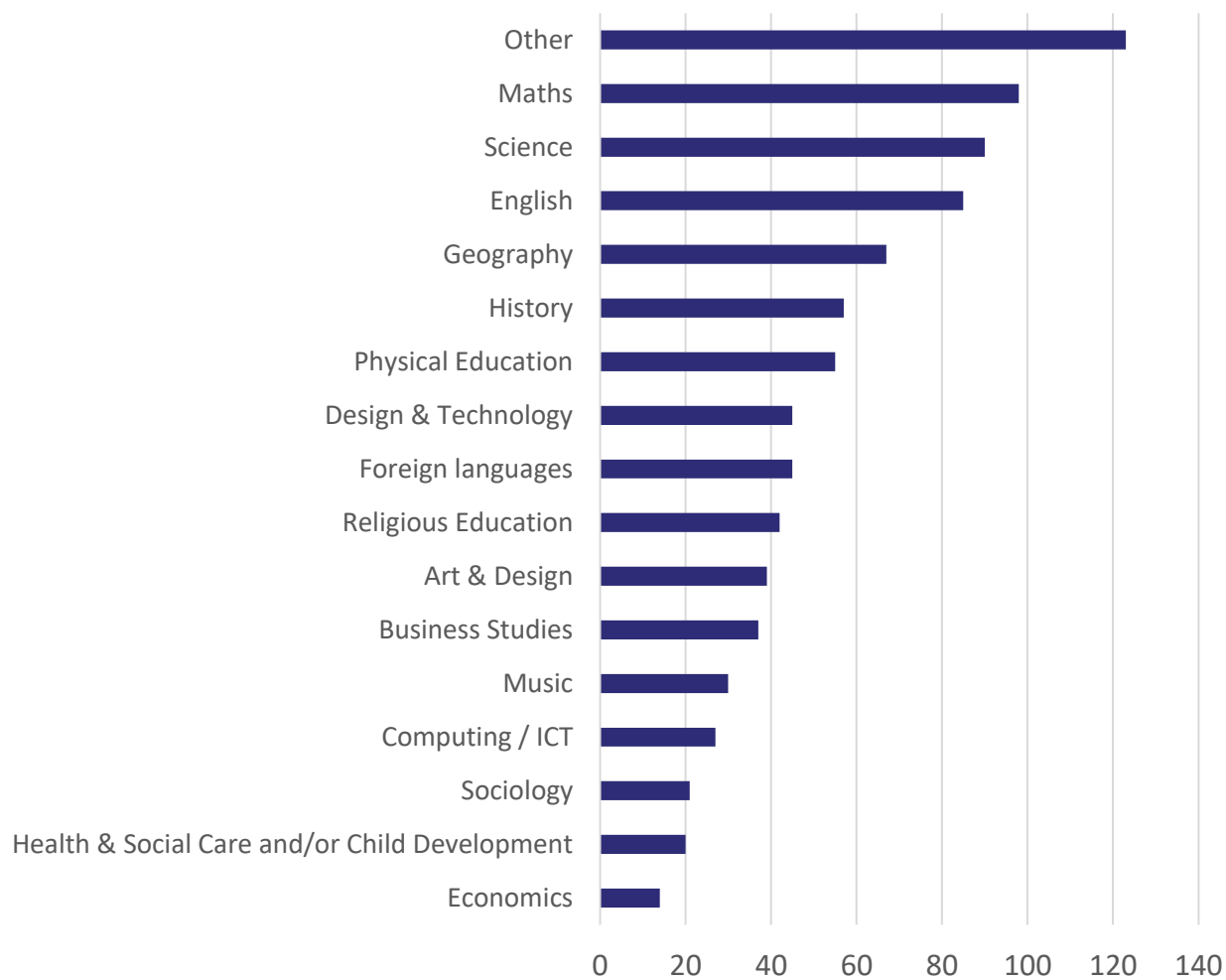
Which subject(s) do
you teach?

Please select all that apply.



Career Options	Responses
Other	123
Maths	98
Science	90
English	85
Geography	67
History	57
Physical Education	55
Design & Technology	45
Foreign languages	45
Religious Education	42
Art & Design	39
Business Studies	37
Music	30
Computing / ICT	27
Sociology	21
Health & Social Care and/or Child Dev.	20
Economics	14

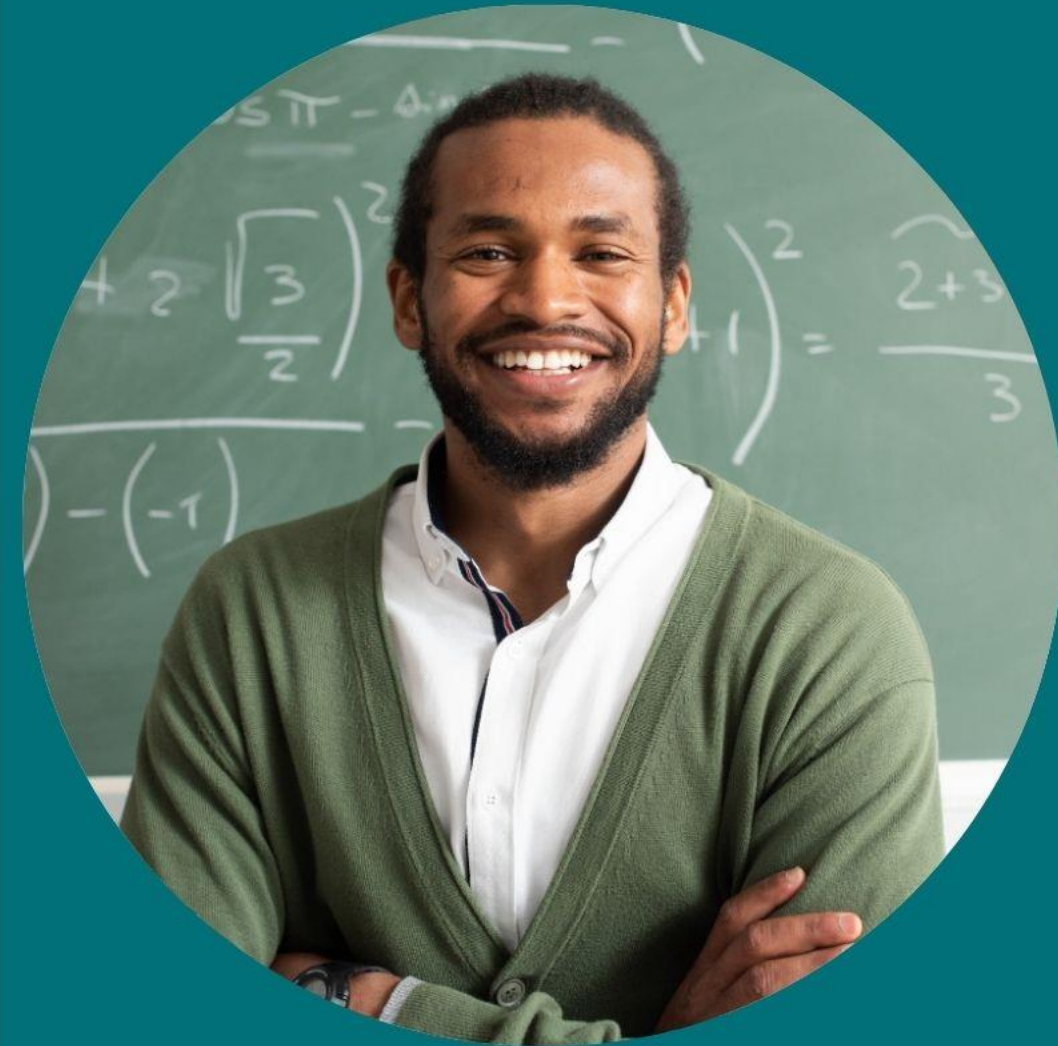
SUBJECTS



QUESTION 3

Which year group(s) do you teach?

Please select all that apply.



YEAR GROUPS

This table breaks down the responses by the year groups taught by the respondents.

Teachers & Careers Advisers could select all answers that apply if they teach across multiple year groups.

90% of respondents taught children in KS4, 85% taught KS3 and 66% taught KS5.

This breakdown is very similar when compared with last year, with a slight increase in KS4 teachers (2%) and a 4% increase of KS5 teachers.

Year Group	Responses	%
KS3 (yrs. 7-9)	546	85%
KS4 (yrs. 10-11)	578	90%
KS5 (yrs. 12-13)	423	66%

QUESTION 4

Please tell us how long you have been in a teaching post for.



75% of all respondents to this year's survey had 3 or more years of experience in a teaching post.

61% of those who completed the survey had 6 years or more of experience in a teaching post.

Only 12% of respondents had 2 years or less of teaching experience.

0-2 years

75 (12%)

3-5 years

89 (14%)

6 years and above

388 (61%)

Other

87 (14%)

QUESTIONS 5 & 6

Have you previously had experience in a non-teaching role, outside of an academic setting, and did your role(s) relate to the subject area you are now teaching?



52%

had previously had a full-time role in a non-teaching capacity.

15%

had previously had a part-time/gap year/internship prior to becoming a teacher.

PREVIOUS EXPERIENCE

We asked respondents if they had previous experience in a non-teaching role, outside of an academic setting.

- **334 (52%)** said that yes, they had a full-time role in a non-teaching capacity.
- **97 (15%)** said that yes, they had a part-time/gap year/internship prior to becoming a teacher.

46% of respondents who had non-teaching experience, believed that their **previous role was related to the subjects they teach now** either directly (20%), or indirectly (26%).

The likelihood of having direct career conversations with their students **was not significantly increased or decreased** if the teacher or careers adviser had previously had non-teaching experience. However, there was a **slight increase (+4%) in apprenticeship knowledge levels**.

QUESTION 7

Do you ever have direct conversations with individual students about their future career options?



44% of the survey respondents regularly had direct conversations with individual students about their future career options. This is a slight drop (3% decrease) from last year's survey.

44% of respondents sometimes had these conversations. A 2% increase from last year's survey.

Only 12% of respondents rarely had these conversations or never had these conversations with individual students directly.

Yes (regularly)

246 (44%)

Yes (sometimes)

241 (44%)

Yes (rarely)

56 (10%)

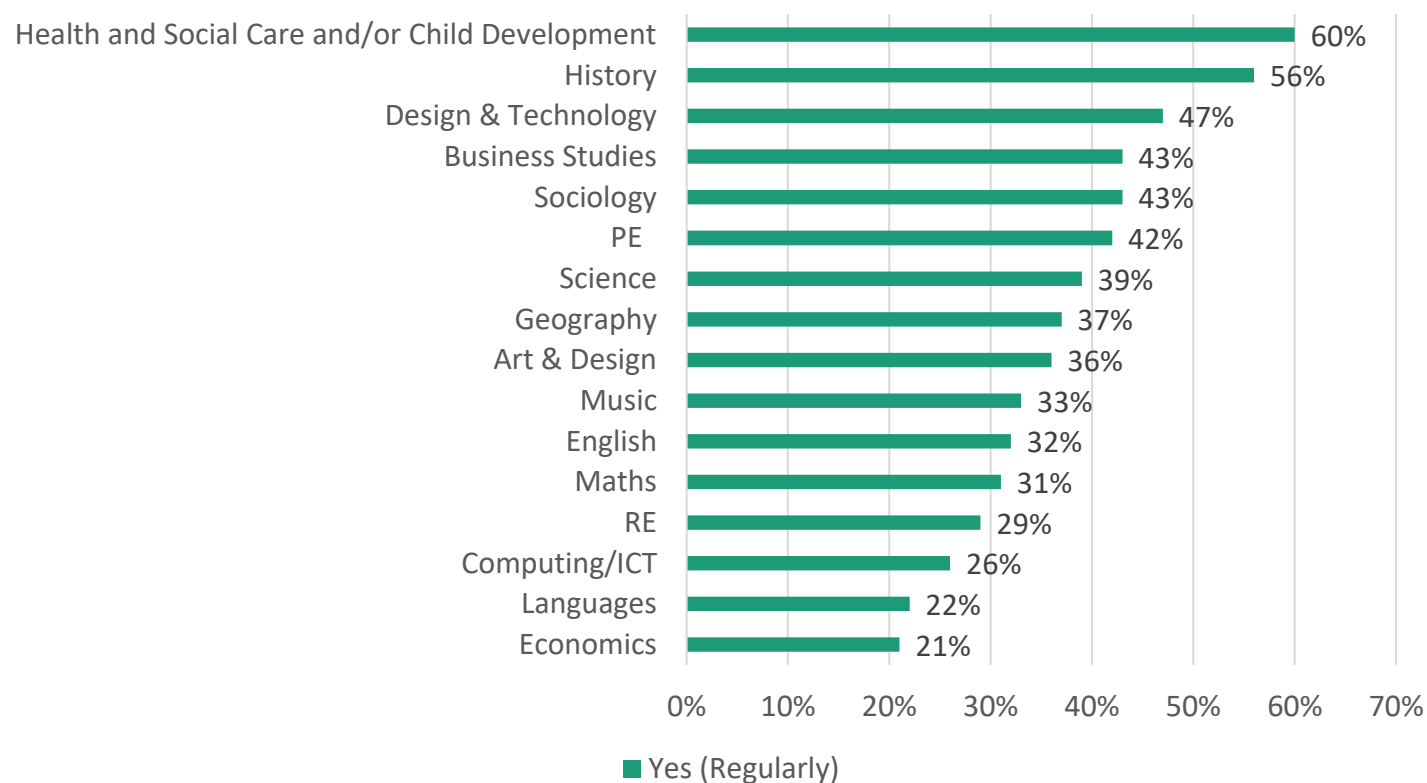
Not personally but someone in my team is responsible for this

6 (1%)

Never

5 (1%)

STUDENT CONVERSATIONS



This table breaks down the percentage of respondents who answered that they had **regular conversations** with students about future career options by the different subjects they teach.

Health & Social Care/Child Development (60%), **History** (56%) and **Design & Technology** (47%) teachers were the most likely to have regular career conversations with students,

Subject teachers less likely to have regular career conversations include **Economics**, **Languages** and **Computing/ICT**.

QUESTION 8

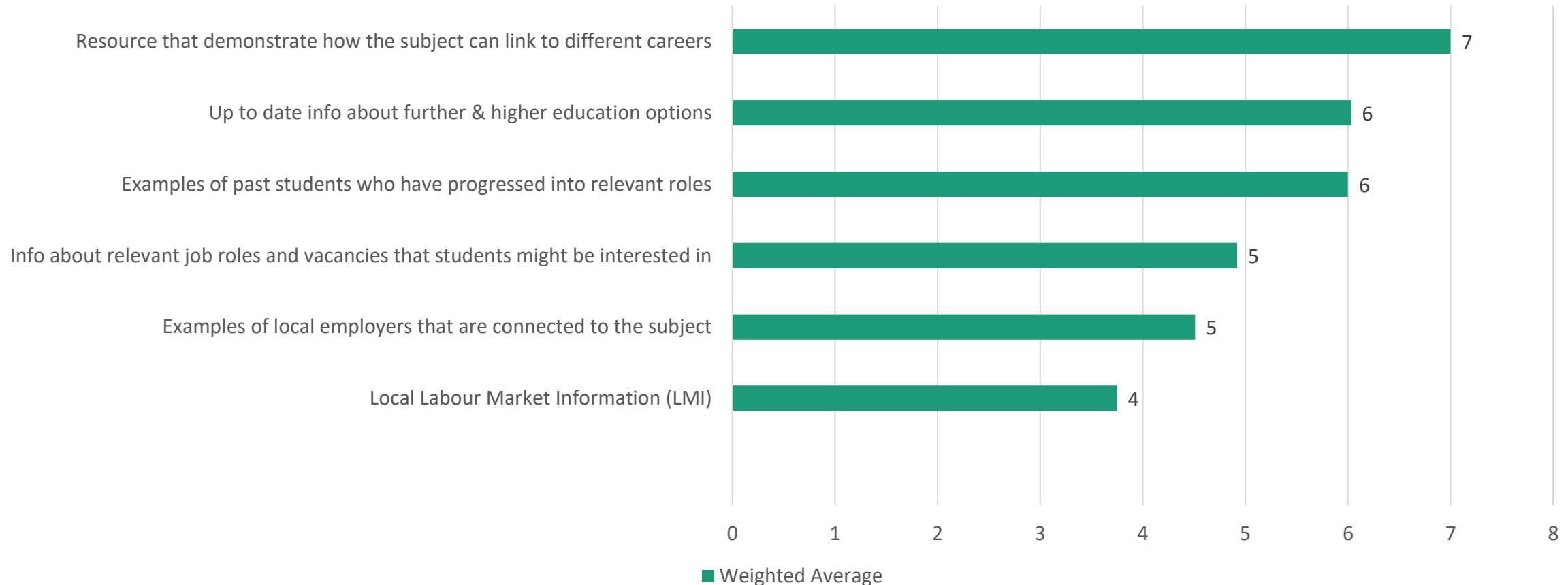
When considering how well careers information is embedded within your curriculum/subject lessons, how confident do you feel in accessing relevant information to be able to support this?

Please use the sliding scale where 1 is not confident at all, and 10 is completely confident.



CONFIDENCE LEVELS

Teachers & Careers Advisers felt **most confident about accessing resources that demonstrate how the subject can link to different careers**, followed by accessing **up to date information about further & higher education options**.



CONFIDENCE LEVELS

Confidence levels were **lower when accessing Local Labour Market Information** and examples of local employers that are connected to the subject.

Careers Information	1	2	3	4	5	6	7	8	9	10	Weighted Average
Resources that demonstrate how the subject can link to different careers	2% (13)	3% (19)	7% (36)	8% (46)	13% (72)	12% (66)	14% (77)	20% (109)	11% (59)	10% (57)	7
Up to date info about further & higher education options	5% (30)	4% (24)	8% (44)	8% (43)	14% (77)	13% (72)	15% (85)	17% (92)	8% (43)	8% (43)	6
Examples of past students who have progressed into relevant roles	12% (65)	6% (34)	10% (54)	7% (38)	15% (85)	8% (46)	12% (66)	11% (60)	7% (41)	11% (62)	6
Information about relevant job roles and vacancies that students might be interested in	12% (69)	8% (46)	12% (66)	8% (47)	15% (85)	10% (55)	12% (65)	11% (59)	5% (59)	6% (35)	5
Examples of local employers that are connected to the subject	15% (83)	9% (49)	13% (71)	11% (62)	15% (81)	11% (61)	13% (70)	6% (31)	4% (22)	4% (22)	5
Local Labour Market Information (LMI)	25% (139)	13% (73)	13% (72)	7% (39)	14% (79)	6% (35)	7% (37)	6% (35)	4% (21)	4% (23)	4

QUESTION 9

There are many post-16 and post-18 options for your students and their families to consider.

Please use the grid below to show how much you feel you know about these options.



KNOWLEDGE LEVELS

Teachers & Careers Advisers felt **most knowledgeable about A Levels and University**. Respondents felt they **knew the least about T Levels**. Knowledge levels about apprenticeships and FE College are quite similar, with a little knowledge being the highest response. Within those respondents who had **previous experience in a non-teaching role**, there was a **slightly higher percentage of those who felt they knew a lot about apprenticeships** (31% compared with the overall 27%).

Options	I do not know anything	%	I know a little	%	I know a lot	%	Not relevant to my subject/suitable for my students	%
A levels	3	1%	51	9%	483	87%	17	3%
University	3	1%	93	17%	454	82%	4	1%
Apprenticeships	49	9%	348	63%	148	27%	9	2%
FE College	75	14%	313	57%	159	29%	7	1%
Gap Year Options	87	16%	359	65%	103	19%	5	1%
T Levels	236	43%	259	47%	37	7%	22	4%

KNOWLEDGE LEVELS

Subjects Taught	I do not know anything	%	I know a little	%	I know a lot	%	Not relevant to my subject	%
Health and Social Care and/or Child Development	1	0%	6	30%	9	45%	0	0%
Economics	1	7%	5	36%	6	43%	0	0%
History	2	4%	27	47%	21	37%	2	4%
Business Studies	1	3%	17	46%	13	35%	0	0%
Design & Technology	3	7%	20	44%	14	31%	1	2%
Sociology	3	14%	8	38%	6	29%	0	0%
PE	4	7%	31	56%	13	24%	1	2%
English	4	5%	49	58%	19	22%	2	2%
RE	3	7%	22	52%	9	21%	1	2%
Geography	6	9%	39	58%	14	21%	0	0%
Science	6	7%	54	60%	17	19%	0	0%
Computing/ICT	0	0%	19	70%	5	19%	0	0%
Languages	3	7%	25	56%	7	16%	2	4%
Music	6	20%	14	47%	5	17%	0	0%
Maths	6	6%	62	63%	14	14%	0	0%
Art & Design	1	3%	24	62%	5	13%	0	0%

This table shows the **apprenticeship knowledge** levels split down across the various subjects respondents teach.

Computing/ICT (89%), **History** (84%) and **Business Studies** (81%) had the highest percentage of teachers that felt they either knew a little or a lot about apprenticeships.

Whereas, confidence in their knowledge levels were lowest amongst **Music, Sociology** and **Foreign Languages** teachers.

KNOWLEDGE LEVELS

Apprenticeship knowledge levels are stronger for those who teach in the higher key stages. **2% more KS5 teachers felt they knew a lot about apprenticeships compared with those who teach KS3.**

Options	I do not know anything	%	I know a little	%	I know a lot	%	Not relevant to my subject/suitable for my students	%
KS3	43	9%	302	64%	117	25%	8	2%
KS4	42	8%	319	64%	131	26%	8	2%
KS5	27	7%	236	64%	101	27%	7	2%

QUESTION 10

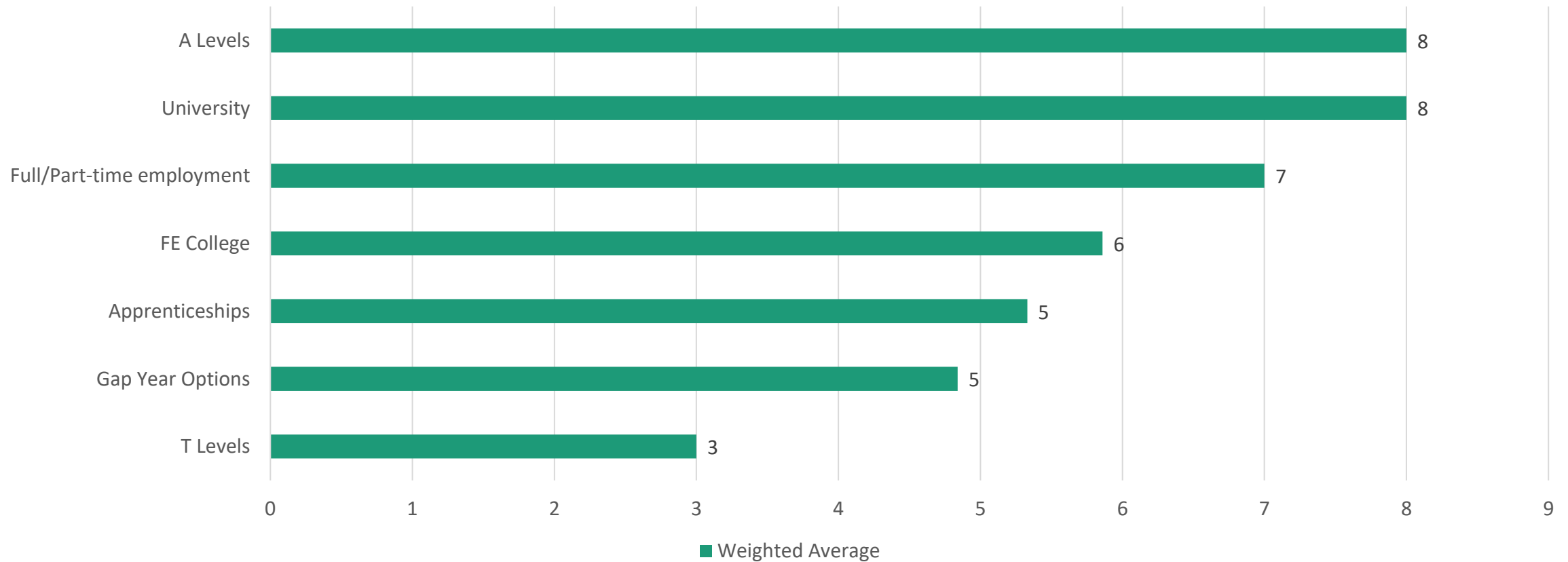
If a student wanted to talk to you about applying for one of the options below, how confident would you feel in how to help them and the steps to take?

Please use the sliding scale where 1 is not confident at all, and 10 is completely confident.



APPLICATION CONFIDENCE

Teachers & Careers Advisers felt **most confident about the application process for A Levels and University**. Respondents felt least confident about the application process for T Levels and Gap Year Options. Respondents were **29% more confident when talking to students about applying for full/part-time employment than they were when talking about apprenticeship applications**.



APPLICATION CONFIDENCE

Confidence levels surrounding the apprenticeship application process were **not positively or negatively impacted** by the respondent's **length of time in a teaching post** or by any **previous non-teaching experience**. However, there was a **19% increase in apprenticeship application confidence**, when the respondent knew of a friend, family member or colleague who had previously completed or was currently working towards an apprenticeship. The average confidence level for the apprenticeship application process was 5.24, a 2% decrease from last year's survey (5.33).

	1	2	3	4	5	6	7	8	9	10	Weighted Average
A Levels	9	5	9	12	20	22	35	91	113	238	8.48
University	10	7	13	16	25	26	57	111	128	161	8.05
Full/Part-time employment	18	16	29	32	63	63	94	96	70	73	6.76
FE College	62	42	36	46	66	56	72	73	55	46	5.68
Gap year options	54	44	46	49	99	68	75	59	30	30	5.32
Apprenticeships	52	63	65	46	64	62	70	56	43	33	5.24
T Levels	196	68	56	47	56	34	45	31	13	8	3.49

Subjects Taught	Apprenticeship	University	FE College	A Levels	T Levels	Gap Year	Full/Part time employment
Business Studies	6	8	6	9	5	7	8
Music	4	7	4	7	3	5	6
PE	5	8	6	8	4	5	7
Science	5	8	5	8	3	5	6
Economics	7	7	6	8	5	5	8
Health and Social Care/Child Development	7	9	7	8	6	7	7
Maths	5	8	5	8	3	5	6
History	6	9	6	9	4	5	7
English	5	8	6	8	3	5	7
RE	5	8	6	8	4	5	7
Languages	5	8	4	8	3	6	6
IT	6	8	6	8	4	5	7
Geography	5	8	5	9	3	6	7
Design & Technology	6	7	6	8	3	5	7
Art & Design	5	8	6	8	4	5	7
Sociology	5	8	6	8	3	6	7

This table shows the application confidence levels split down across the various subjects respondents teach.

Application confidence was **highest for apprenticeships** amongst **Economics** and **Health & Social Care/Child Development** teachers.

It was **lowest** amongst **Music, PE, Science, Maths, English, RE, Languages, Geography, Art & Design** and **Sociology** teachers.

Compared with last year's confidence levels, there has been a slight increase in confidence amongst **Music, RE, Computing/ICT, Geography, Design & Technology** and **Art & Design** teachers.

APPLICATION CONFIDENCE

Apprenticeship application confidence is stronger for those who teach the higher key stages. KS5 teachers were **6% more confident** than those who teach KS3.

	1	2	3	4	5	6	7	8	9	10	Weighted Average
KS3	47 (10%)	54 (11%)	58 (12%)	38 (8%)	58 (12%)	54 (11%)	58 (12%)	47 (10%)	29 (6%)	27 (6%)	5.12
KS4	43 (9%)	57 (11%)	61 (12%)	41 (8%)	61 (12%)	57 (11%)	65 (13%)	50 (10%)	38 (7%)	27 (5%)	5.24
KS5	30 (8%)	36 (10%)	39 (11%)	32 (9%)	44 (12%)	47 (13%)	48 (13%)	40 (11%)	37 (10%)	18 (5%)	5.44

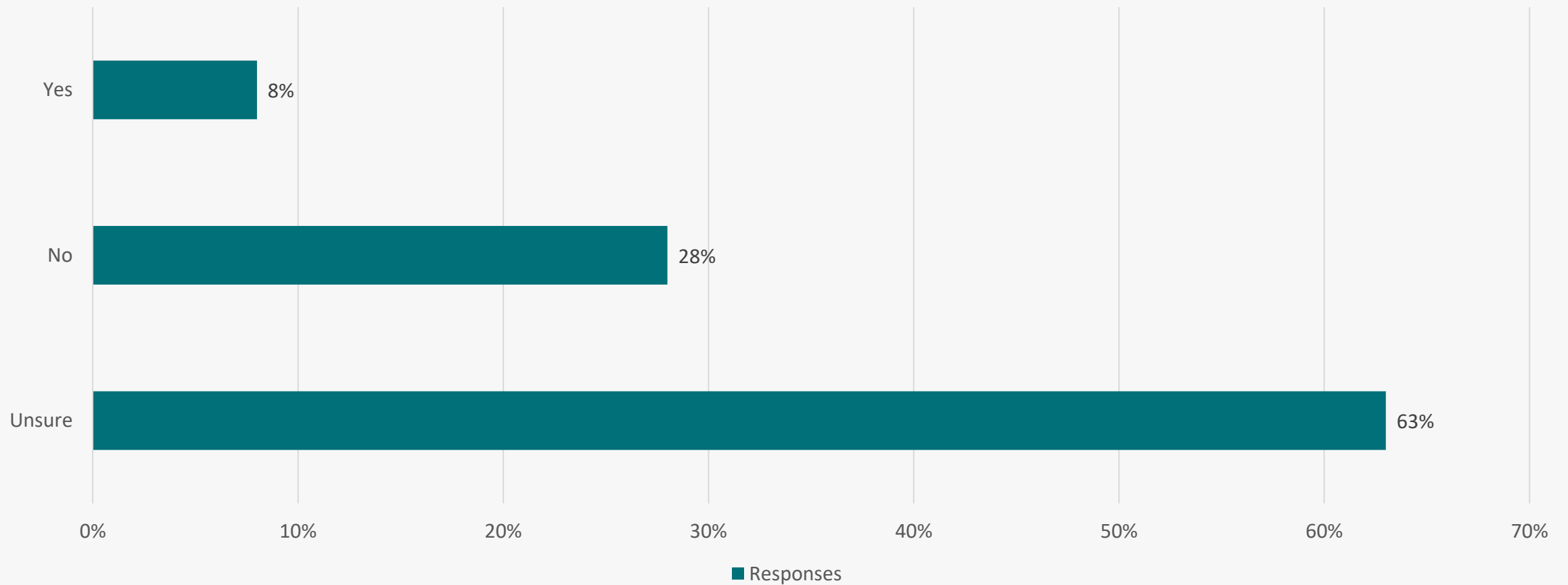
QUESTION 11

Is your school planning to deliver T Levels?



T LEVELS

63% (351) of Teachers & Careers Advisers were unsure if their school was planning to deliver T Levels, 28% (156) answered no and only 8% (47) answered yes.



QUESTION 12

If you were delivering a T Level in your subject, how confident would you feel about the following elements?

Please use the sliding scale where 1 is not confident at all, and 10 is completely confident.



T LEVELS

If respondents were to deliver a T Level in their subject, Teachers and Careers Advisers felt most confident with **delivering classroom content** and least confident with **supporting students with industry placements, carrying out/grading assessments** and **supporting students to understand progression pathways**.

	1	2	3	4	5	6	7	8	9	10	Weighted Average
Delivering classroom content	7	3	1	2	6	5	3	4	5	6	6
Raising confidence and awareness levels with parents and students	9	3	1	3	9	5	6	1	1	4	5
Supporting students to understand progression pathways	10	4	3	1	9	4	5	2	3	1	4
Carrying out/grading assessments	10	6	1	3	10	4	2	0	2	4	4
Supporting students with industry placements	12	7	2	3	5	6	4	1	0	2	4

QUESTION 13

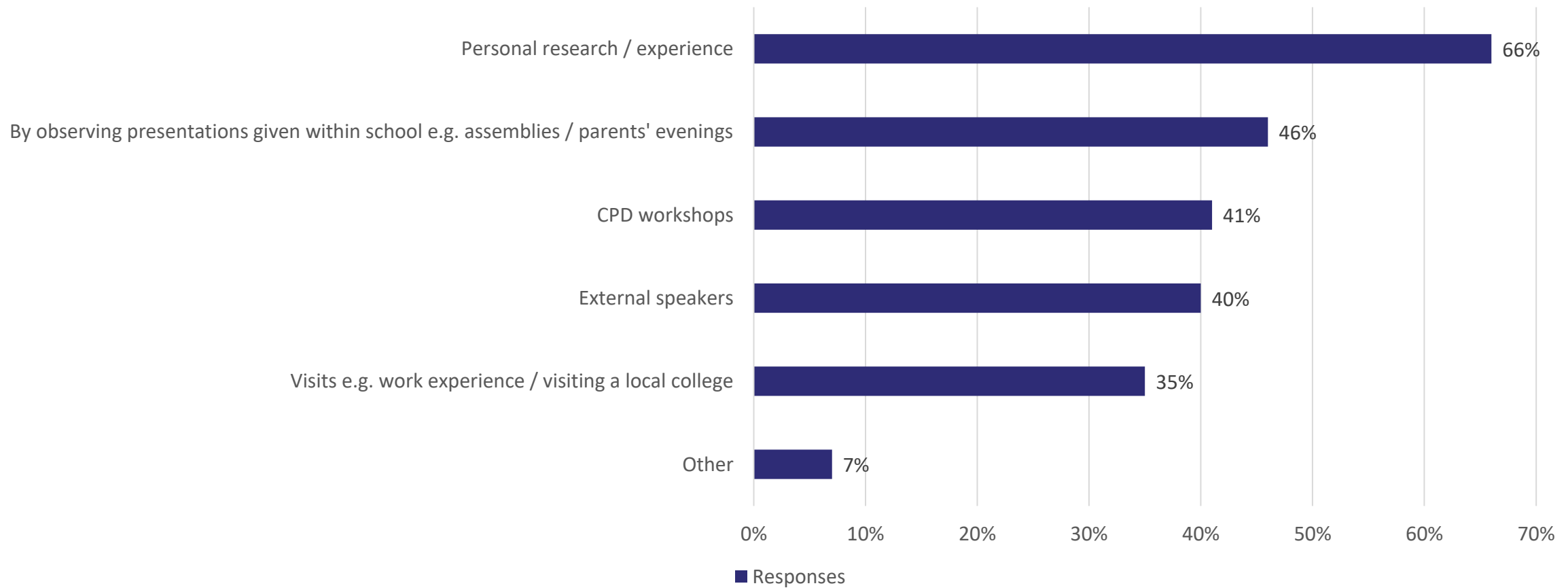
Which types of activities, events or information sharing have been most successful in helping to build your knowledge of these options to date?

Please select all that apply.



KNOWLEDGE BUILDING

66% of Teachers & Careers Advisers felt that their own **personal research/experience was the most successful tool to build their knowledge** of the different options.



QUESTION 14

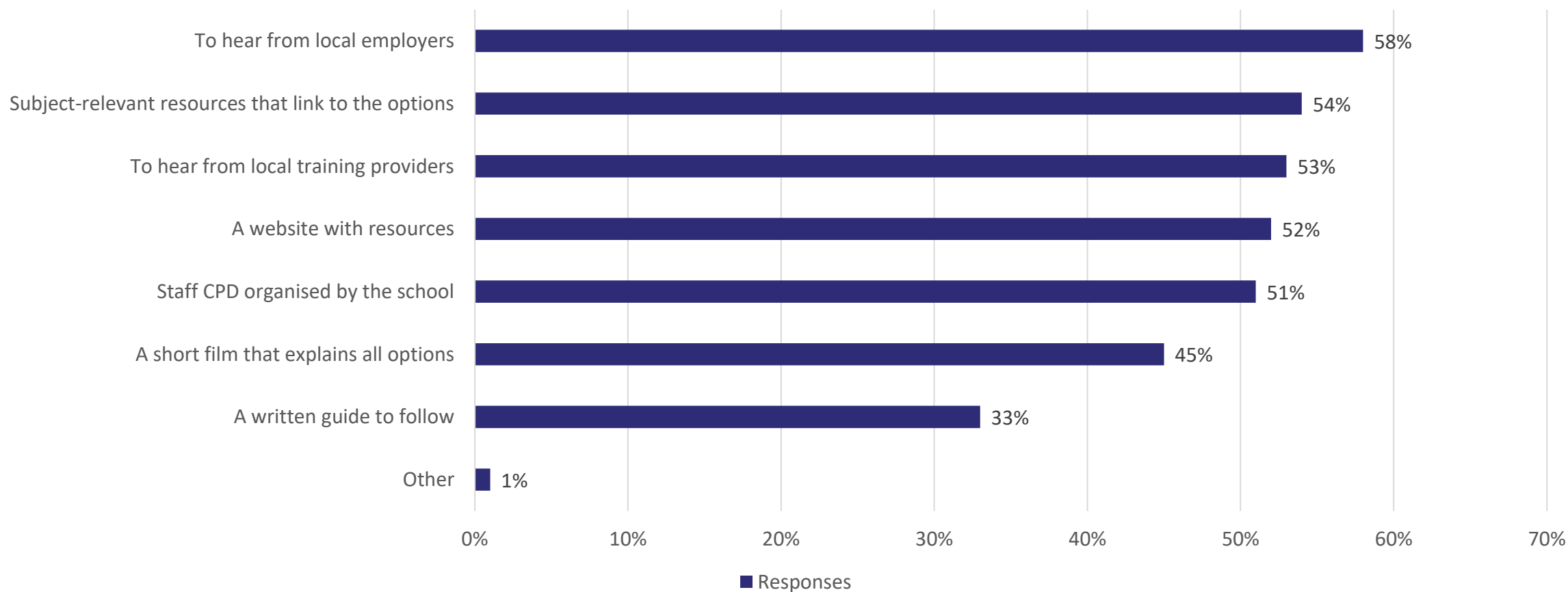
If there are any options that you feel less confident in, which types of activities do you feel would help you to build your confidence and knowledge?

Please select all that apply.



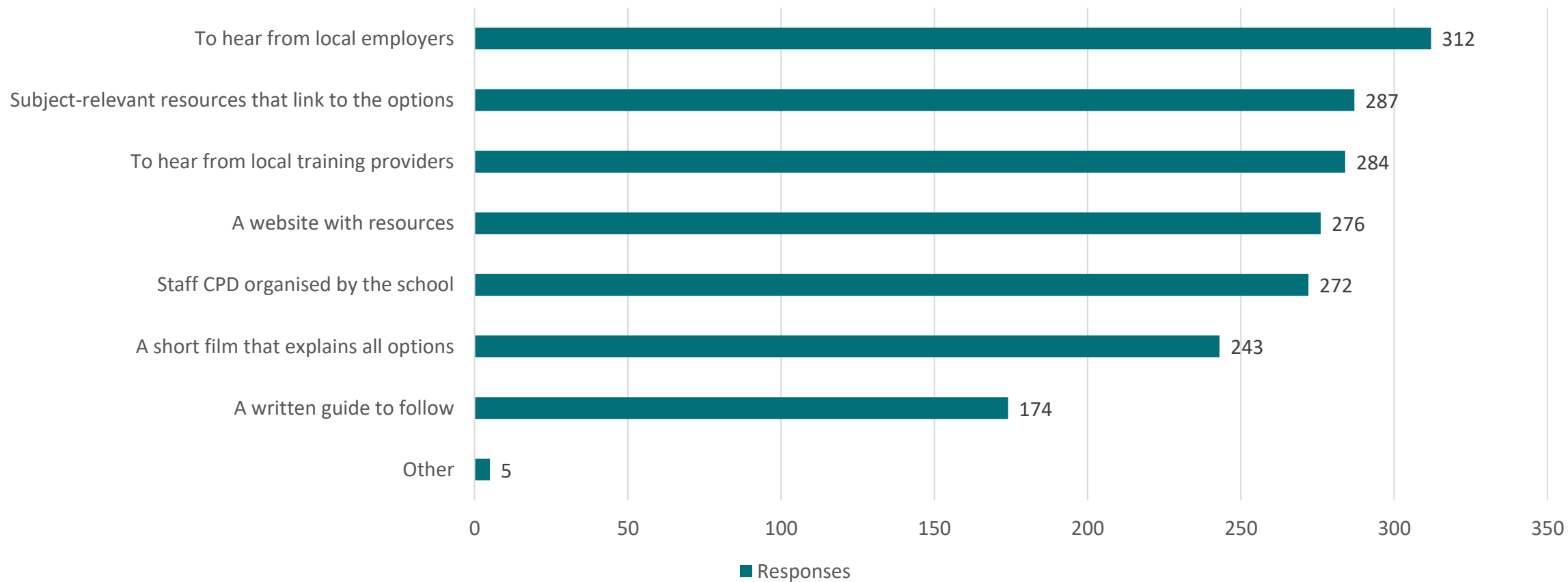
KNOWLEDGE BUILDING

58% of Teachers & Careers Advisers felt that **hearing from local employers would be the most helpful way to build their knowledge and confidence** of options they are less familiar with, this is an 8% increase compared with last year.



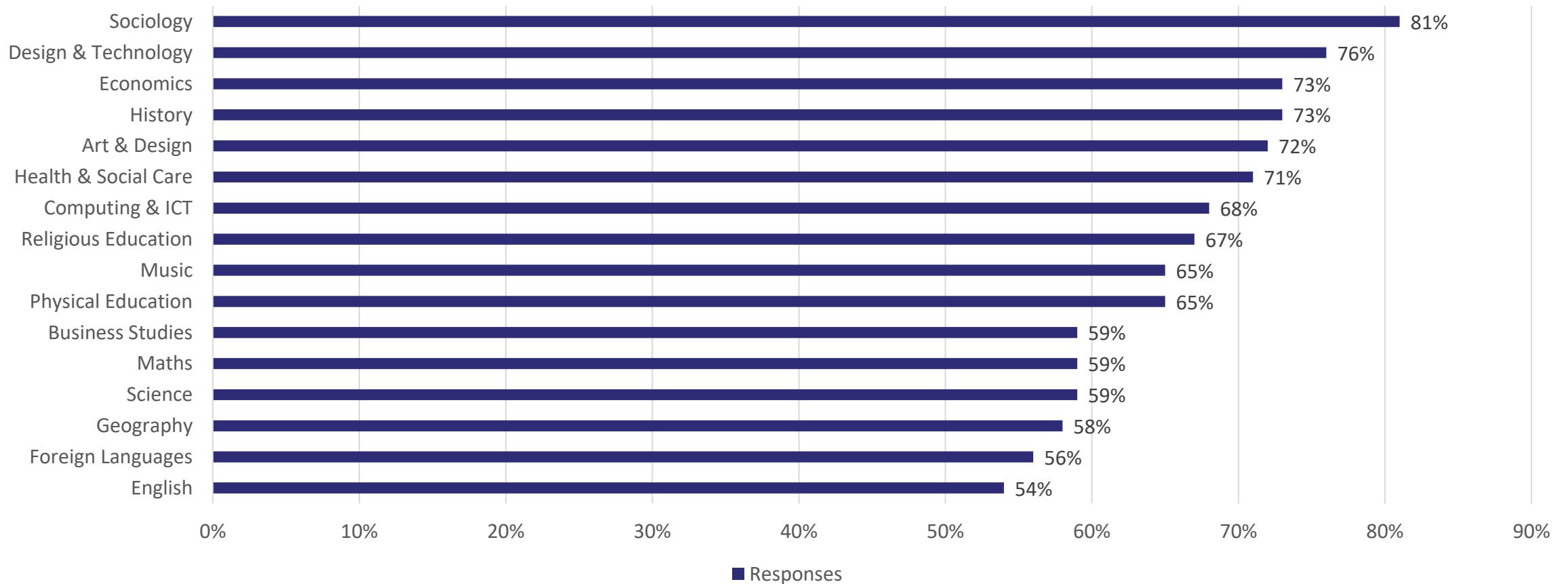
KNOWLEDGE BUILDING

Teachers & Careers Advisers also felt that **subject-relevant resources, hearing from local training providers** and a **website with resources** would be beneficial. Compared with last year, there was a slight increase in appetite for **subject-relevant resource (+4%)**, a **website with resources (+1%)**, **Staff CPD (+1%)** and a **short film (+2%)**.



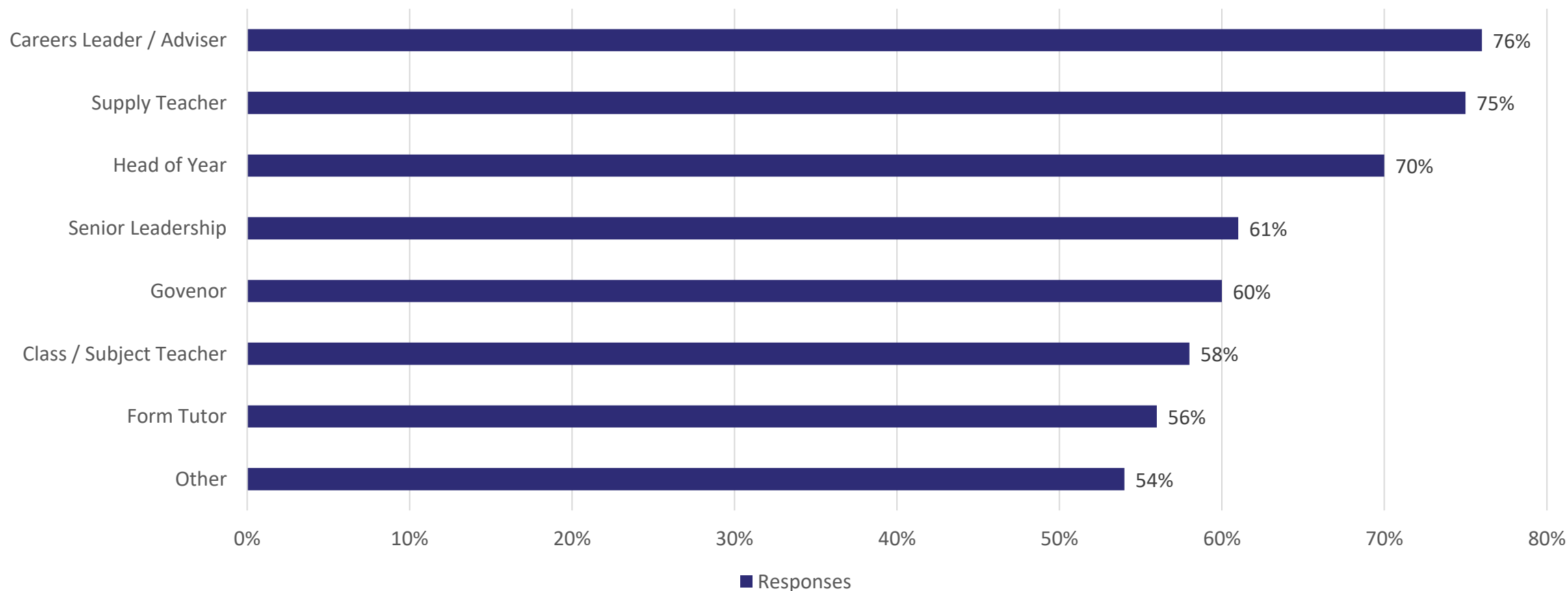
KNOWLEDGE BUILDING

The below chart shows the percentage of the different subject teachers who wanted to hear from local employers to help build their confidence and knowledge. **81% of Sociology** teachers wanted to hear from local employers, **76% of Design & Technology** teachers and **73% of Economics and History** teachers.



KNOWLEDGE BUILDING

The below chart shows the percentage of the different job roles who wanted to hear from local employers to help build their confidence and knowledge. **76% of Careers leaders / Advisers** wanted to hear from local employers, and only **58% of class / subject teachers**.



QUESTION 15

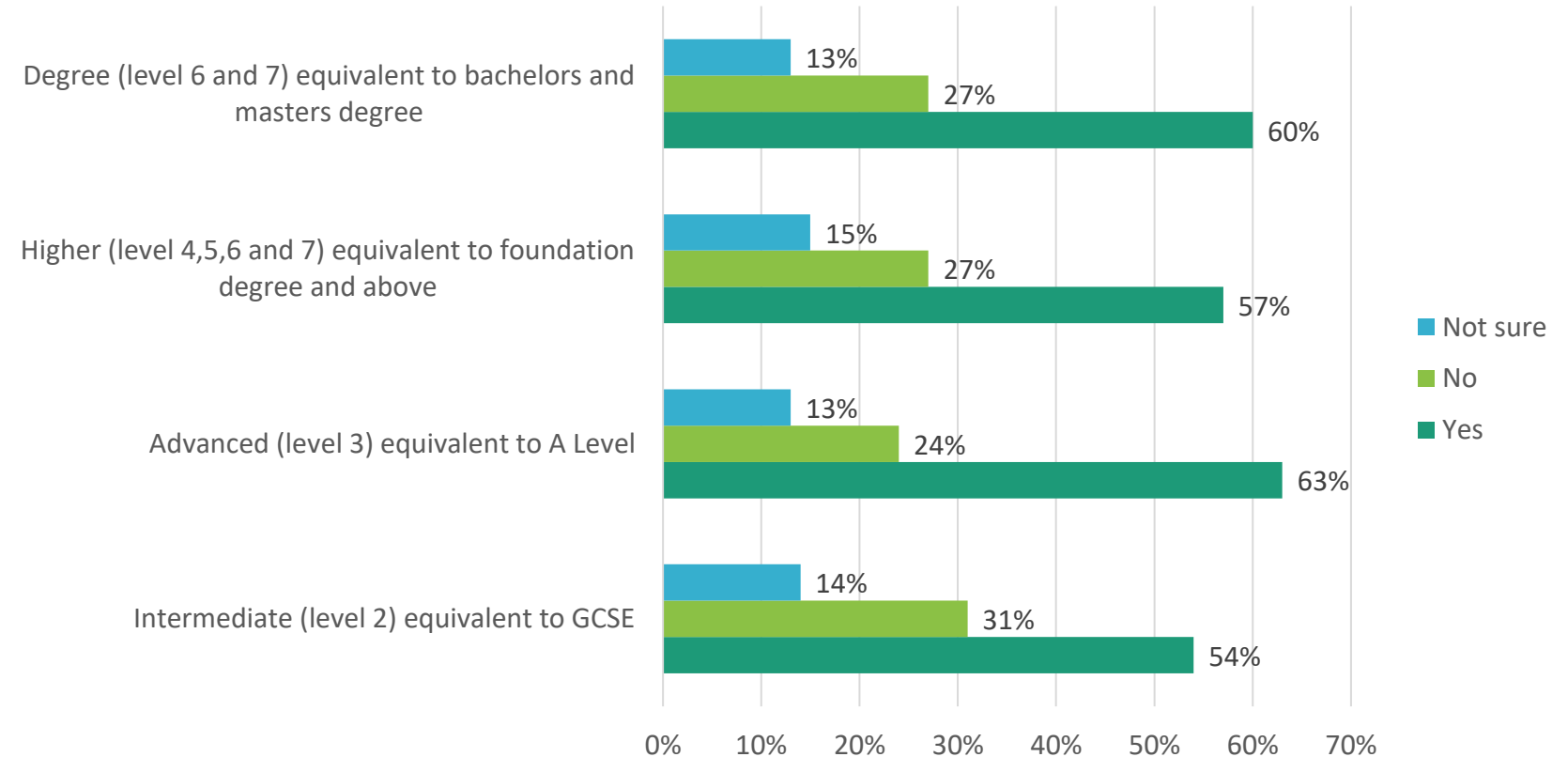
Are you aware of the different apprenticeship levels available?



APPRENTICESHIP LEVEL AWARENESS

This graph shows a comparison of the different levels of awareness for each apprenticeship level.

Awareness levels were highest for **Advanced and Degree apprenticeships**.



APPRENTICESHIP LEVEL AWARENESS

Subjects Taught	Intermediate	Advanced	Higher	Degree
Business Studies	68%	90%	72%	79%
Music	61%	74%	61%	57%
PE	52%	67%	58%	58%
Science	42%	53%	50%	57%
Economics	82%	82%	55%	64%
Health and Social Care and/or Child Development	86%	86%	86%	79%
Maths	61%	68%	62%	59%
History	69%	78%	71%	75%
English	69%	71%	61%	66%
RE	62%	67%	55%	58%
Languages	53%	63%	56%	50%
Computing/ICT	63%	73%	64%	73%
Geography	54%	63%	56%	61%
Design & Technology	59%	59%	54%	58%
Art & Design	52%	59%	48%	52%
Sociology	63%	75%	69%	69%

This table shows the percentage of respondents who answered that they were aware of the different levels of apprenticeships split down by the subjects they teach.

Awareness across all levels was highest amongst **Health & Social Care/Child Development teachers**.

Awareness for the different levels of apprenticeships was **lowest across all levels amongst Computing/ICT teachers**.

QUESTION 16

Have you previously heard of HOP
(Hertfordshire Opportunities Portal)?





25% of respondents had previously heard of HOP. This is a 4% increase compared with last year's survey respondents.

75% of respondents answered that they had not previously heard of HOP.

QUESTION 17

Have you or your students previously used HOP to explore local career opportunities or support?

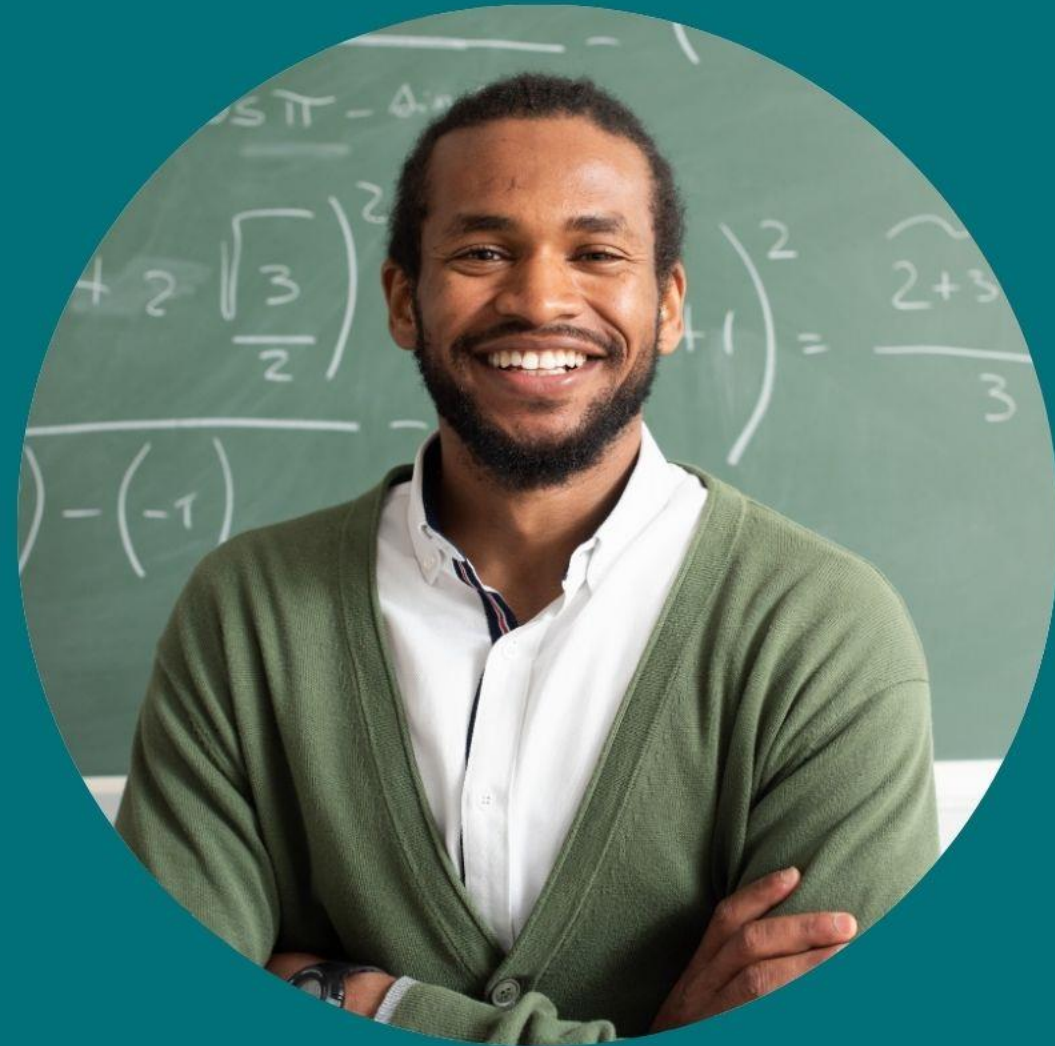




Of the 132 responses that had previously heard of HOP, **71% answered that they or their students had already used HOP** to explore local career opportunities or support (93).

QUESTION 18

Would you like to receive more information on apprenticeships and other technical education options available locally?



74%

would like to receive more information.

26%

would not like to receive more information.

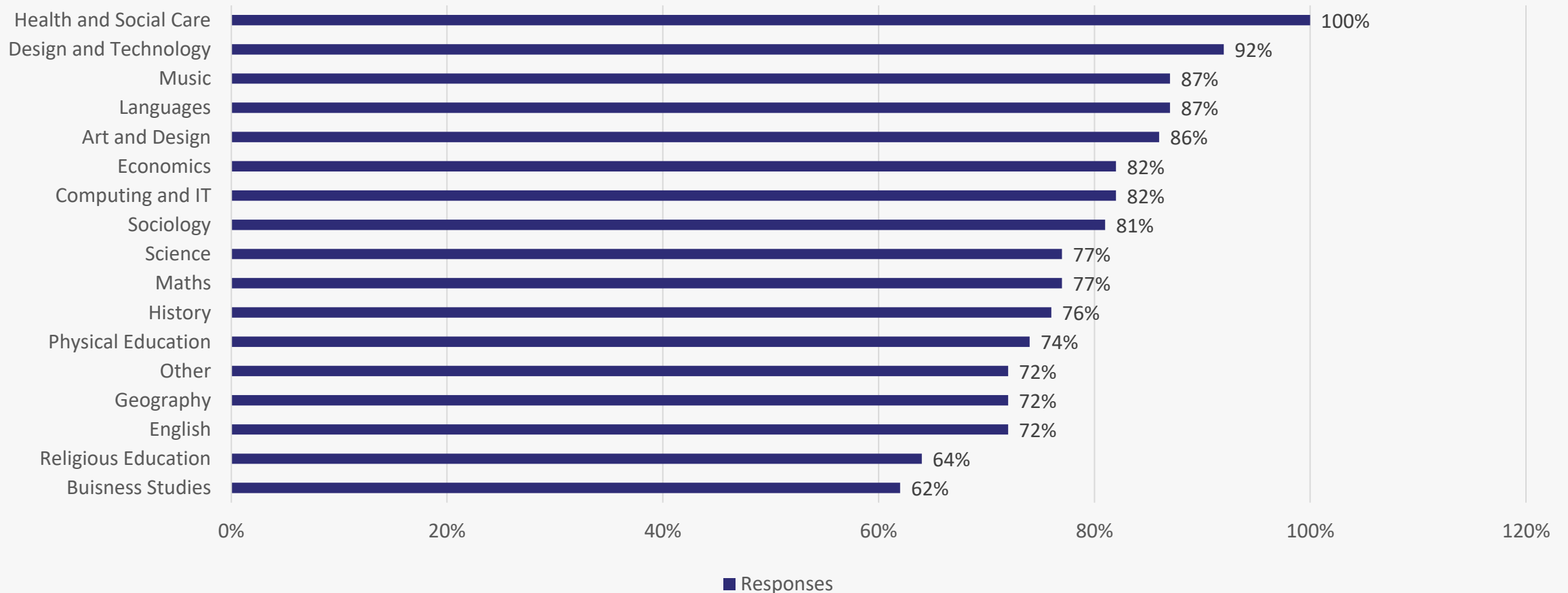
COMMUNICATION PREFERENCES

394 respondents (74% of the total volume of responses) said that they would like to receive more information about apprenticeships and other opportunities in Hertfordshire in the future.

This is a huge increase compared with last years survey, where 54% of respondents (176) said that they would like to receive more information.

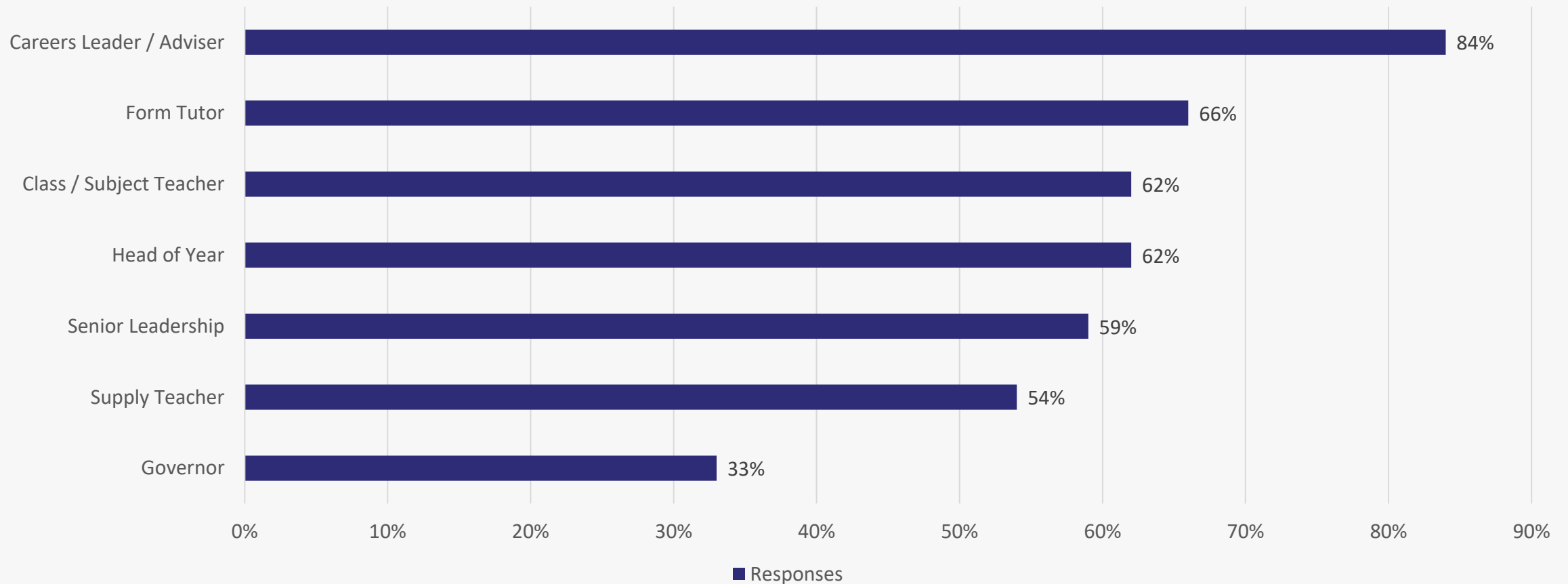
COMMS PREFERENCES

The below chart shows the respondents who answered that they would like to receive more information on apprenticeships, broken down into the different subjects taught. **100% of Health & Social Care teachers wanted to hear more information.**



COMMS PREFERENCES

The below chart shows the respondents who answered that they would like to receive more information on apprenticeships, broken down into the different job roles.

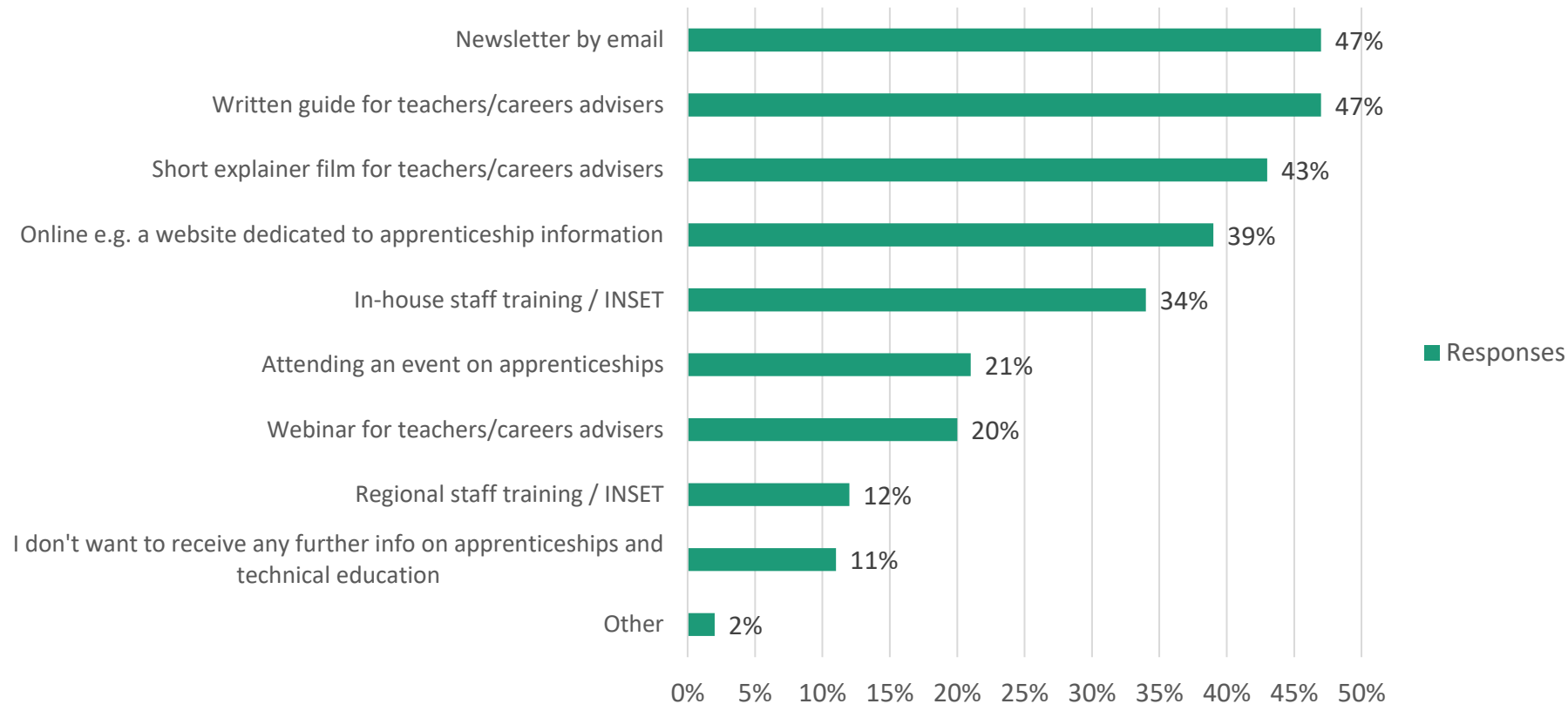


QUESTION 19

What types of information would you prefer to receive?
Please select all that apply.



COMMUNICATION PREFERENCES



Responses show that the preference for how teachers and careers advisers would like to receive information about apprenticeships is a **newsletter by email**, a **written guide**, followed by a **short explainer film**.

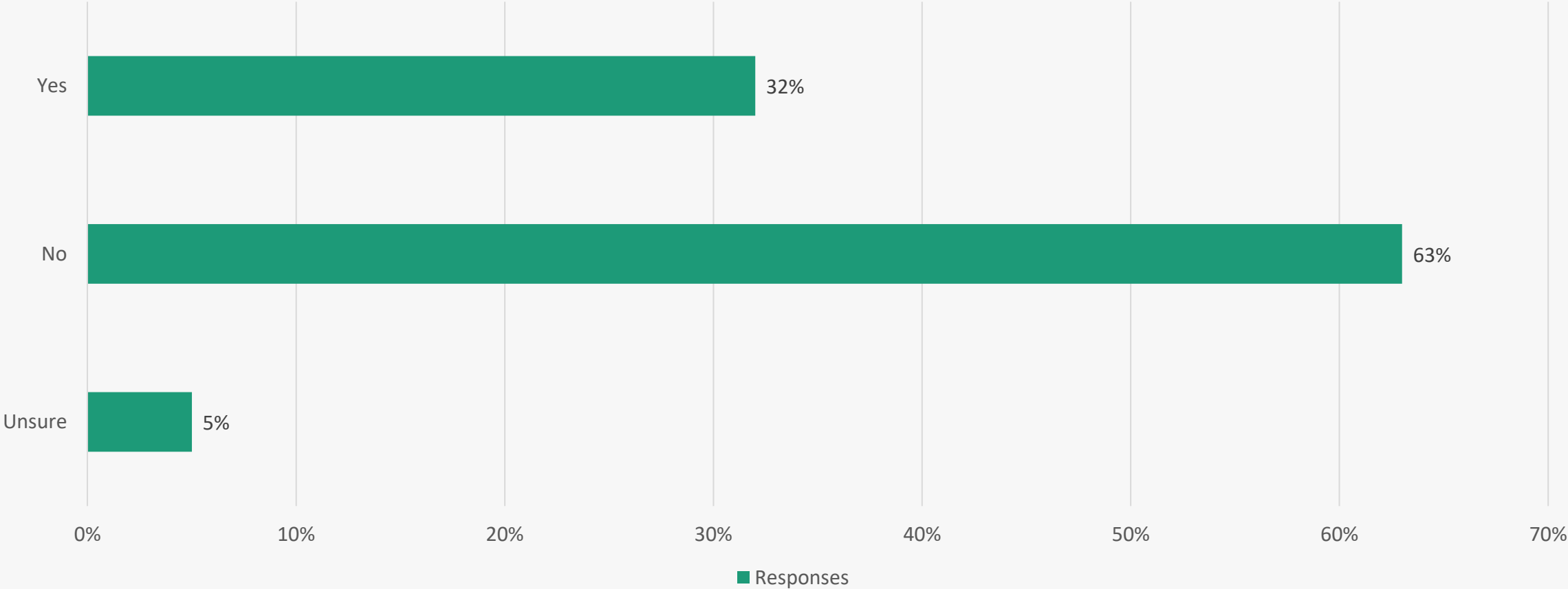
QUESTION 20

Are you aware of any friends, family members or colleagues that have previously completed or are currently working towards an apprenticeship?



PERSONAL ASSOCIATION

32% (162) of Teachers & Careers Advisers were aware of a friend, family member or colleague that had previously completed or was currently working towards an apprenticeship. These respondents had a **19% increase in apprenticeship application confidence.**



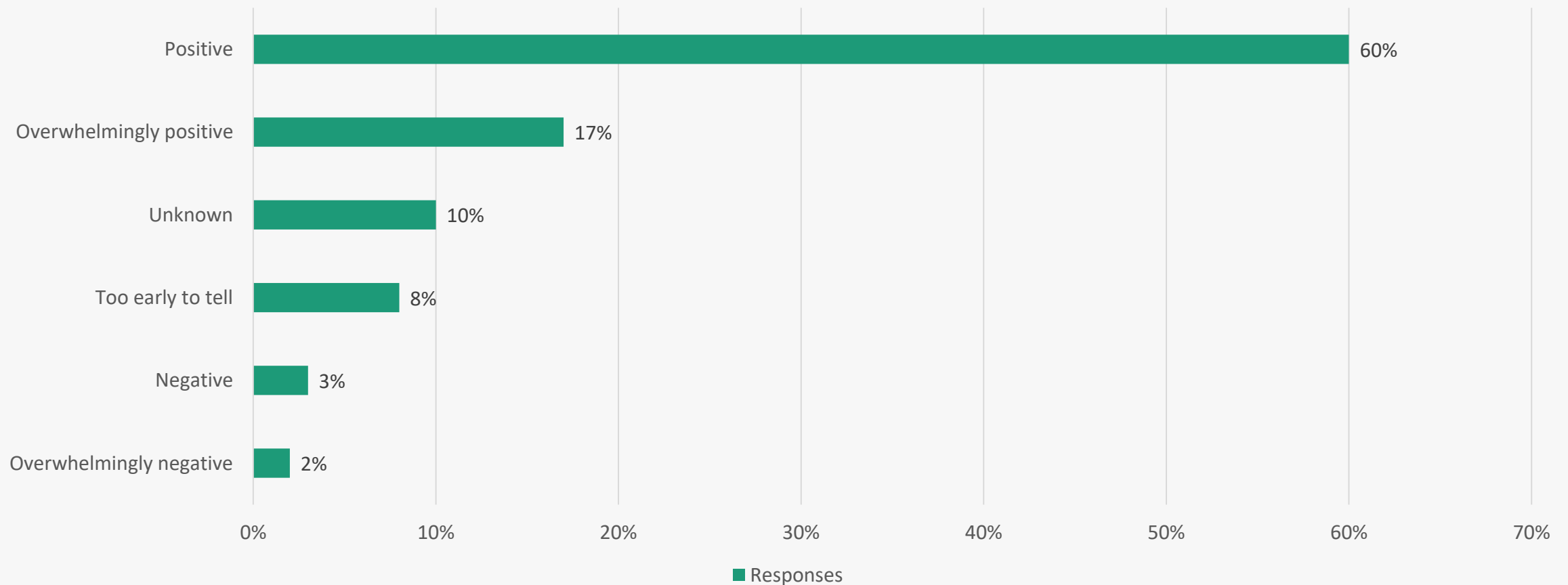
QUESTION 21

Do you know what their apprenticeship experience was like, or has been like so far?



PERSONAL ASSOCIATION

77% (124) of those who knew of a friend, family member or colleague that have previously completed or were currently working towards an apprenticeship, thought that their experience had either been **positive or overwhelmingly positive**.



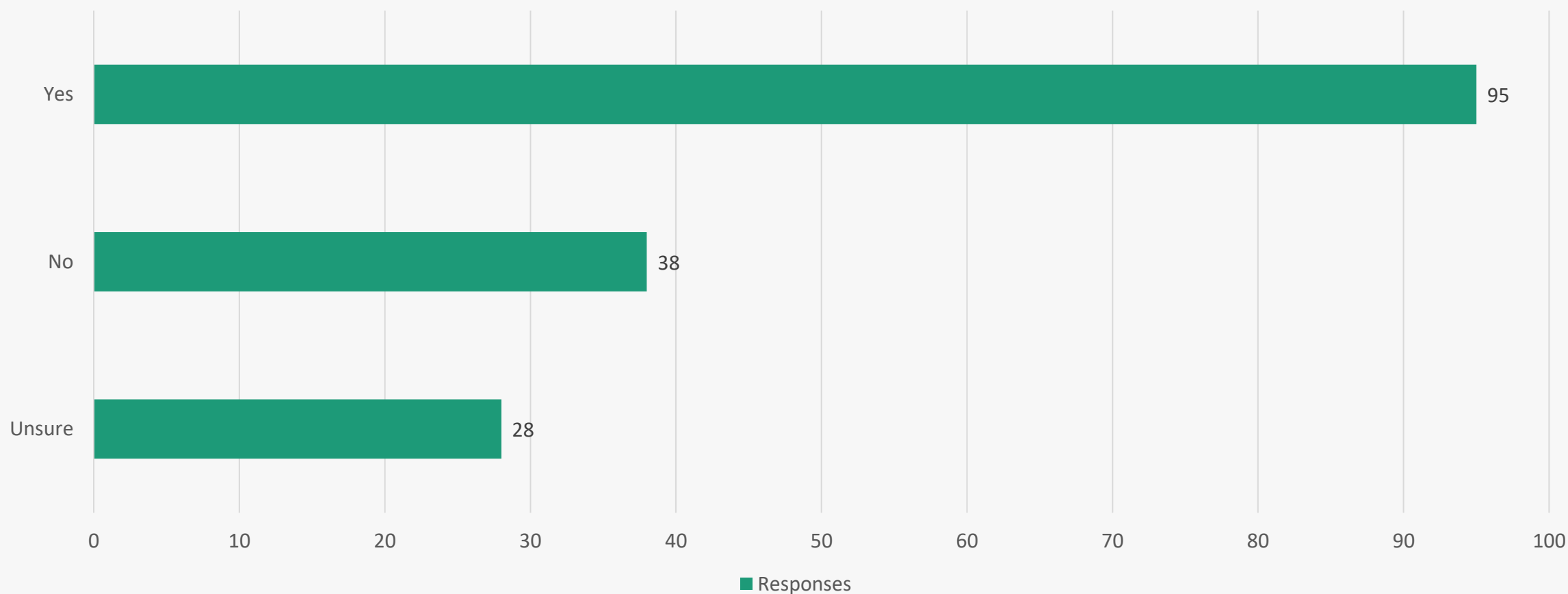
QUESTION 22

Are you aware of any ex-students that went on to start an apprenticeship?



PERSONAL ASSOCIATION

95 Teachers & Careers Advisers were aware of an ex-student that went on to start an apprenticeship, 39% of which (37) were still in contact with the ex-student.



FURTHER COMMENTS



“Often I find that apprenticeships are not linked specifically to my subject specialism of drama, and it would be great to receive specific information on these.”

“Apprenticeships seem very competitive and hard to come by. Is there any way to make them more available?”

“It is unrealistic to expect classroom teachers to also take on the role of careers advisor and keep up to date with options. This needs to be a funded role within a school or groups of schools with support for students via e.g. a web site or further contact details.”

“It would be good for the students to receive this information.”

“Actually this has been a useful exercise, because as a technician, I occasionally have informal discussions with students regarding their career choices, so it is useful to know about the HOP website. Thank you.”

“It would be most useful to have the apprenticeship information filtered by subject (i.e. psychology for me), so I can post relevant information to students.”

“Think the apprenticeship route is now more positive than ever. We just need to convince parents.”

“Tailoring the needs of students and ensuring they are suitable for the role is of the utmost importance. Our students who chose the right apprenticeship have absolutely flourished, we are in touch with them, they visit our school to talk to students considering this route post 18. Our alumni apprentices include a chemistry degree (graduated last year with GSK), Software Engineering with MBDA, software engineering with Airbus, AAT apprenticeship with Warner Brothers Media, London and Electrical Engineering apprentice with BT. We are proud of all of their achievements. This year, we have students applying for apprenticeships in Film, STEM and Finance and Accountancy.”

RECOMMENDATIONS



INFORM

Increase usage of the HOP website to build knowledge and awareness of the Apprenticeship & Technical Education (ATE) routes available in Hertfordshire. Focus on engaging educators to learn about the breadth of provision and employment opportunities in the county, and how this connects to the curriculum.

88% of teachers are having careers conversations with their students either regularly or sometimes, yet the survey shows that teachers feel least confident in accessing relevant information about local employers connected to the subject and in accessing local labour market information (LMI).

Knowledge about Apprenticeships and Technical Education is low, with only 27% of respondents feeling secure in their knowledge of apprenticeships, and just 7% feeling confident in their knowledge of T Levels.

Only 25% of teachers have heard of the HOP portal, yet 54% of teachers are saying they want access to subject-relevant resources that link to the options.

Actions

- Take a targeted approach to engaging and informing all Hertfordshire teachers about the HOP website by equipping Careers Leaders in each school with details to share with colleagues.
- Showcase the relevant LMI and employer case studies through the sector pages and how these can link at a subject level.

INSPIRE

Support each school in Hertfordshire to **develop their own networks** of inspirational ambassadors for apprenticeships and technical education (employers, past-pupils, training providers) to support as guest speakers, sharing their stories and increasing confidence and awareness.

Teachers in this survey tell us that they want to hear from employer (58%) and from training providers (54%). Additionally, we can see through that where they have a personal connection to an apprentice, they feel 19% more confident in talking to students about apprenticeships than those that do not have a personal connection.

Actions:

- Support schools to build on their existing networks to create their own bank of ambassadors, covering a range of different options, who can provide support to the school.
- Where there are gaps, work through the existing Hertfordshire structures to connect businesses, training providers and ambassadors to the school to share their stories.
- Collect and share examples of where schools are already taking this approach and the impact that it is making.

IMPACT

Implement different ways of **measuring the impact of encounters**, finding ways to capture county-wide insight of an increase in better understanding of the ATE routes.

A huge amount of work is undertaken in Hertfordshire by various organisations and networks, trying to support an increase in awareness of the Apprenticeship and Technical Education options. However, we sometimes miss the opportunity to measure the impact of this work in shifting perceptions, increasing confidence and awareness and dispelling myths.

Actions:

- Implement a framework for recording the full breadth of activity undertaken across Hertfordshire, and pilot different approaches to measuring the impact of this activity.