



Secondary Teachers' Views on Post-18 Options for Students

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Contents

1. Introduction	3
2. Methodology.....	4
3. Key Findings.....	5
4. Conclusions	16
Appendix 1 – Respondent profiles.....	17
Appendix 2 – Survey questions.....	19

1. Introduction

The government's careers strategy was published in 2017. It was built around the Gatsby Benchmarks of Good Career Guidance which act as a framework to improve careers provision within secondary education establishments in England.

In June 2019, Gatsby commissioned Pye Tait Consulting to undertake a short piece of research to gather the views of secondary teachers on post-18 options available to students. The outcomes of the research will be used to inform Gatsby's decision-making on how to help young people to be fully informed of the courses and qualifications which are available to them when they leave school or college.

The short exercise was intended to gather indications on the views that teachers hold regarding students' post-18 options. While the relatively small sample of schools and colleges cannot be regarded as statistically representative, the results represent a good sample of regions, age groups and institutional types, and the results are, therefore, of high indicative value.

Key issues which this research sought to address are:

- The level of understanding of higher education routes amongst secondary teachers;
- Views on how students should be informed of post-18 options;
- Important influencers on students when making decisions on post-18 routes;
- How students gather information about post-18 options.

Further details on the methodology are provided in the following section. The outputs will be used as a first step to help inform Gatsby of actions that may be beneficial.

2. Methodology

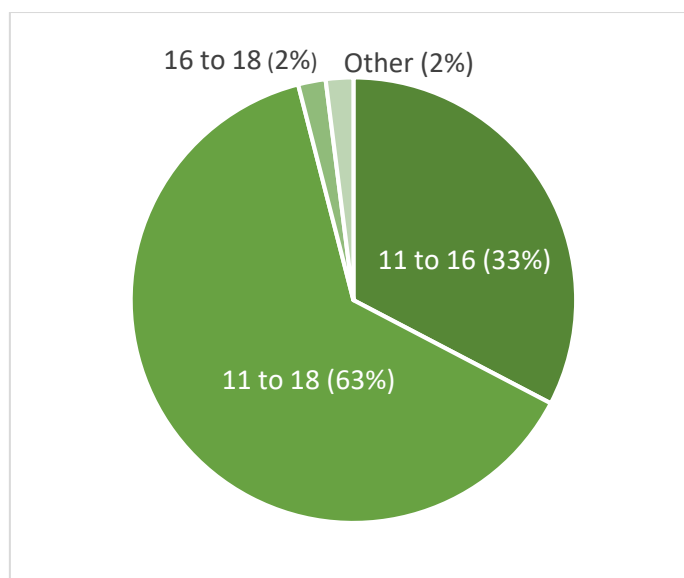
A mixed methodology of an online survey and a telephone survey was used to undertake this research. The fieldwork was conducted between 26th June and 10th July 2019,¹ with the scope of the research encompassing secondary level teachers of any subject from across England.

Contacts for the telephone survey were obtained from the online tool *Get information about schools*² using a filter to focus on secondary establishments before institutions were contacted using a random sampling approach. Call-backs were used to boost response rates. To raise awareness of the research, the online survey was promoted through social media channels.

The question set was confirmed and agreed between Gatsby and Pye Tait in advance of the survey going live. In total – and following data cleaning – 153 teachers across England participated in the research, with 10 completing the online survey, and the remaining 143 undertaking the telephone survey.

These 153 completions covered discrete institutions with a variety of student age ranges. The majority of the responding teachers work at establishments with pupils aged 11 to 18 (63%), while one in three work at institutions with students aged 11 to 16 (33%). This split is roughly reflective of the breakdown of secondary institutions across England.³

Figure 1: Age ranges of respondents' schools



Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

The teachers participating in this research were representative of the whole of England. They work across a range of institution types and teach a variety of subjects. Further detail on the respondent profiles may be found in Appendix 1. The survey questions are provided in Appendix 2.

¹ On 8th July 2019, the Government launched a consultation on improving the quality of higher technical education in England. Little to no impact was observed in responses received to this research during the overlap period.

² <https://get-information-schools.service.gov.uk/>

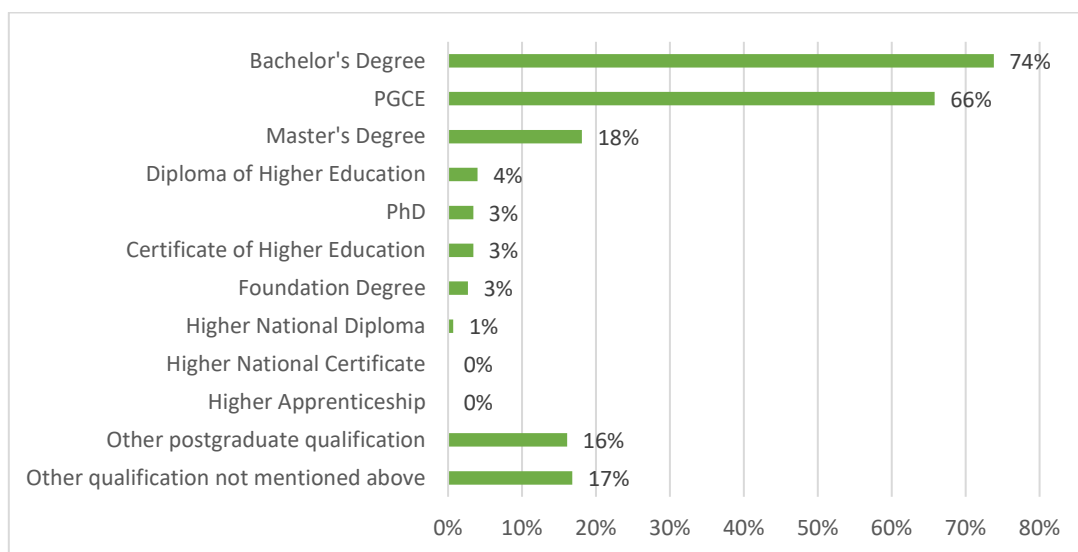
³ Source: Get Information about Schools <https://get-information-schools.service.gov.uk/> accessed June 2019.

3. Key Findings

3.1 Common Teacher Qualifications

The most common qualifications held by teachers participating in this research include a Bachelor's degree or a PGCE, with almost three in four holding the former (74%) and two in three holding the latter (66%). Just under one in five hold a Master's degree (18%) or some other postgraduate qualification (16%). A small number hold qualifications such as a foundation degree (3%) or a Certificate of Higher Education (3%).

Figure 2: Qualifications held by teachers



Base: 149. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

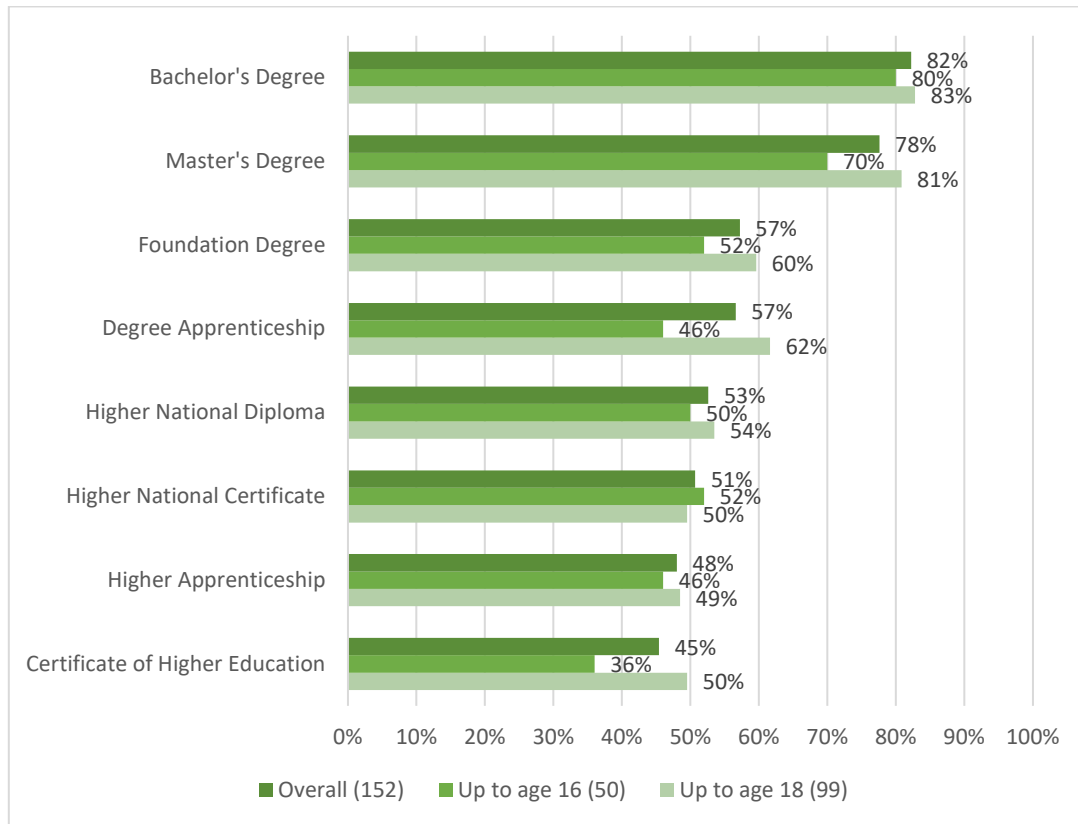
3.2 Recognition of Higher Qualifications

Participants were asked which qualifications they considered to be 'higher education'. The list offered to them contained eight qualifications which would normally be considered as being higher education options.

The majority of teachers believe a Bachelor's degree or a Master's degree to be higher education qualifications (82% and 78%, respectively). However, there is lower understanding among teachers regarding other qualifications, with less than half considering a higher apprenticeship (48%) or a Certificate of Higher Education (45%) to be higher education qualifications.

Institutions with sixth form students tend to have a higher awareness of what constitutes a higher education qualification, perhaps reflecting their increased proximity to students' post-18 decision-making.

Figure 3: Qualifications teachers consider to be higher education



Base: 152. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

Just under one in three teachers (31%) recognise that all eight qualifications are, in fact, formally regarded as higher education qualifications. Almost half of respondents (46%) consider only four or fewer of the options to be higher education routes. This may represent either a lack of full understanding or possibly a different perception of the qualifications than implied by the official classification. The remit for this research was not sufficiently extensive to throw light on these possibilities.

Table 1: Level of recognition by teachers of higher education qualifications

No. qualifications	% Teachers
Consider 0 qualifications as HE	1%
Consider 1 qualification or less as HE	24%
Consider 2 qualifications or less as HE	40%
Consider 3 qualifications or less as HE	42%
Consider 4 qualifications or less as HE	46%
Consider 5 qualifications or less as HE	53%
Consider 6 qualifications or less as HE	58%
Consider 7 qualifications or less as HE	69%
Consider all 8 qualifications as HE	31%

Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

3.3 Teachers' Confidence

Participants were asked to rate, from one to five, their confidence in discussing these same post-18 options with students. Scores of 1 to 3 generally indicate a low confidence, 4 indicates good confidence, while 5 indicates a very high level of confidence.

Teachers are most confident at explaining a Bachelor's degree option to students (average of 4.1) but are less confident at explaining Higher National Certificate, Higher National Diploma, and Certificate of Higher Education routes (all scoring an average of 3.2).

Teachers who consider a particular qualification to be "higher education" have a slightly higher than average confidence in explaining the qualification to students. Similarly, teachers have a slightly higher than average confidence in discussing a post-18 qualification with students if they have undertaken this qualification themselves (see Table 2).

It should be noted that each post-18 option received all scores within the range 1 to 5 and that the most common response (the mode) for each was 5.

Table 2: Teachers' confidence in explaining post-18 options to students

Post-18 option	Score				
	Overall	Average of those considering qualification to be HE	Average of those not considering qualification to be HE	Average of those holding this qualification	Average of those not holding this qualification
Bachelor's Degree	4.1	4.2	4.1	4.3	3.8
Foundation Degree	3.9	3.9	3.8	4.3	3.9
Degree Apprenticeship	3.7	3.9	3.4	n/a	n/a
Higher Apprenticeship	3.5	3.6	3.3	n/a	3.5
Higher National Certificate	3.2	3.5	2.8	n/a	3.2
Higher National Diploma	3.2	3.4	2.9	3.0	3.2
Certificate of Higher Education	3.2	3.3	3.1	3.3	3.2

Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

Taken together, the findings indicate that, where teachers have a lower understanding of what constitutes a higher education qualification, this lower level of understanding is reflected in their lower confidence in explaining such post-18 options to students.

Examining teachers' confidence in discussing options by the age range of the students at their institution, teachers working in institutions with a sixth form have a higher confidence in explaining a Bachelor's degree, foundation degree or degree apprenticeship to students compared to institutions which do not have a sixth form. However, the situation is reversed for HNC, HND, and Certificate of Higher Education qualifications.

Table 3: Teachers' confidence in explaining post-18 options to students by school age range

Post-18 option	Up to age 16	Up to age 18
Bachelor's Degree	3.8	4.3
Foundation Degree	3.7	4.0
Degree Apprenticeship	3.5	3.8
Higher Apprenticeship	3.5	3.5
Higher National Certificate	3.4	3.0
Higher National Diploma	3.4	3.0
Certificate of Higher Education	3.3	3.1

Bases: 50 (age 16); 100 (age 18). Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

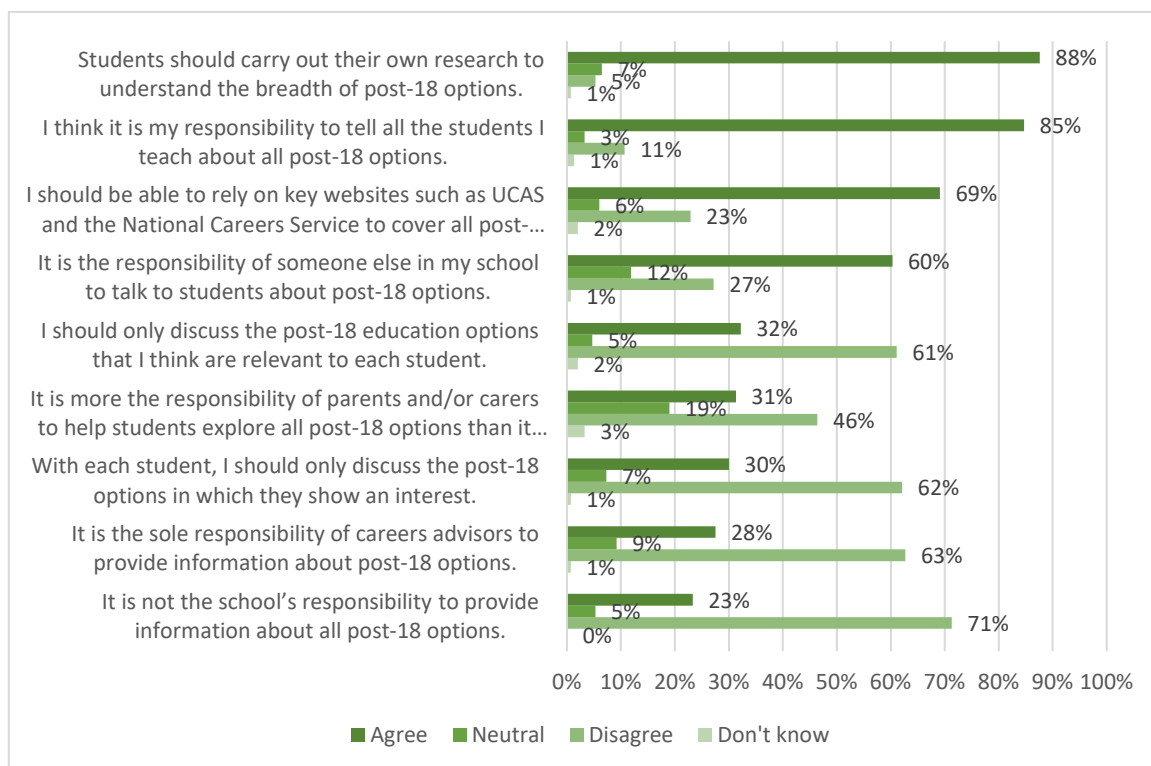
3.4 Informing Students of Options

Teachers' views on how students should be informed of post-18 options were gathered by means of questions seeking their levels of agreement with a range of statements. Broadly speaking, there is consensus among teachers that it is the joint responsibility of students and of themselves as teachers to provide an understanding of post-18 options (85% and 88%, respectively). A larger proportion of teachers in schools with students up to age 18 agree with this sentiment (91% compared to 80% with students to age 16). The degree of expectation that students should inform themselves through their own research deserves note and possibly further consideration.

However, there was a strong feeling that teachers should inform students of options, with nearly half (48%) 'strongly agreeing' with this statement, compared to 24% 'strongly agreeing' that students should conduct their own research.

Three in five respondents (60%) argue it is the responsibility of someone else to talk to students about post-18 options. This either indicates a lack of interest on the teachers' part – unlikely given the previous statement – or more likely indicates a collaborative effort across teaching staff to educate students on post-18 options.

Figure 4: Teachers' agreement with how students should be informed of post-18 options⁴



Bases: 153, 150, 149, 151, 149, 153, 150, 153, 150. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

⁴ Respondents were provided with eight options to these statements: Strongly agree, Agree, Tend to agree, Neither agree nor disagree, Tend to disagree, Disagree, Strongly disagree, and Don't know. For clarity of presentation, 'Agree' in this figure comprises Strongly agree, Agree, and Tend to agree responses, while 'Disagree' in this figure comprises Strongly disagree, Disagree, and Tend to disagree responses.

This is confirmed by nearly two in three teachers (63%) disagreeing that it is the sole responsibility of careers advisors to provide students with information on post-18 options, and by 71% of teachers effectively agreeing that it is the school's responsibility to provide such information. Both these statements scored more highly in schools with students up to age 18 than those up to age 16.

Teachers are willing to discuss a variety of post-18 options with students. Over three in five disagree that they should only discuss options that they believe are relevant to each student (61%) or in which the student shows an interest (62%). Again, both these statements received higher levels of disagreement from teachers working in institutions with students up to age 18.

More than two in three teachers (69%) believe that they should be able to rely on key websites such as UCAS or the National Careers Service to cover all post-18 options; there is higher agreement amongst teachers in schools up to age 16 (80%) than those with students up to age 18 (63%).

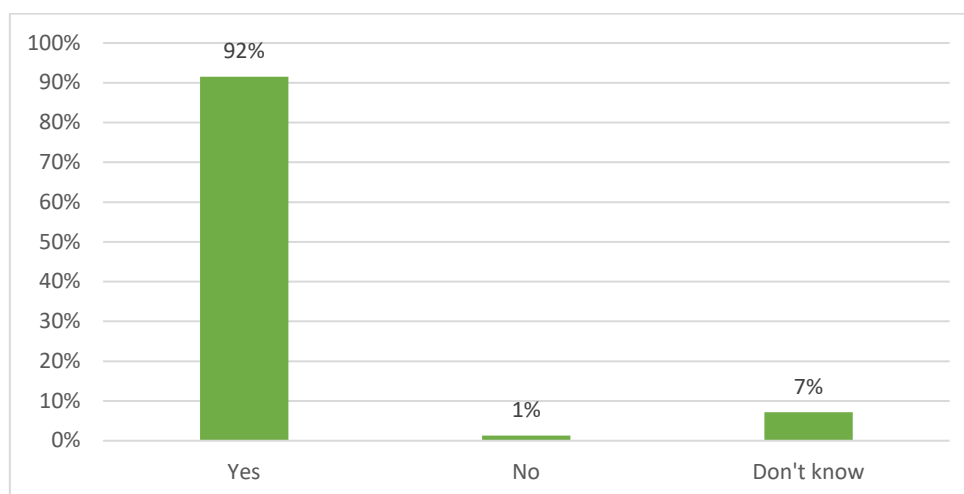
The differences in responses from teachers in establishments with students up to age 16 and those up to age 18 reflect the proximity of students to their impending decision.

3.5 Recognition of Higher Technical Qualifications

Government has proposed developing clearer recognition of higher technical qualifications that enable entry into a wide range of jobs requiring a high level of knowledge and skills but without the need for a Bachelor's degree. These higher technical qualifications would be shorter than a traditional Bachelor's degree, and be offered by both universities and further education colleges.

There was general consensus among secondary teachers that clearer, national recognition of such qualifications would help to support students in deciding on post-18 options, with 92% agreeing in this regard. There was no noticeable trend by region or by type of institution.

Figure 5: Teachers' views on whether clearer recognition of Higher Technical Qualifications will help support students make decisions



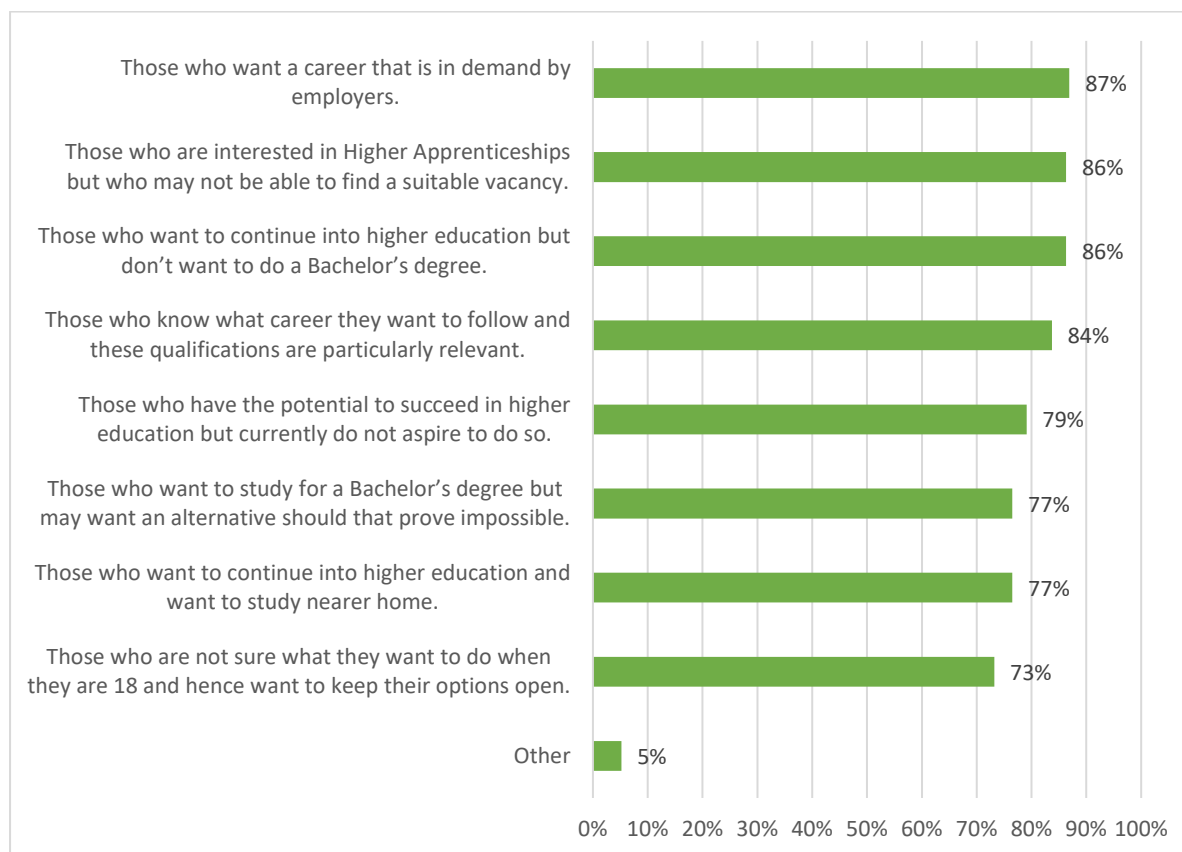
Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

3.6 Interest in Higher Technical Qualifications

Teachers believe that a broad range of students would be interested in undertaking a higher technical qualification. They note that such qualifications would be of most interest to students who want a career in demand by employers (87%), who are interested in a higher apprenticeship but are unable to find a suitable vacancy (86%), or who wish to continue into higher education but do not wish to do a Bachelor's degree (86%).

Higher technical qualifications are believed to be of least interest to students who are unsure of what they wish to do at age 18 and are keeping their options open (73%), who wish to continue into higher education but study nearer to home (77%), or who wish to study for a Bachelor's degree but may want an alternative should that prove impossible (77%). In general, teachers scored all statements highly, indicating a belief that higher technical qualifications may be of potential interest to many students.

Figure 6: Teachers' views on which students would be interested in Higher Technical Qualifications



Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

'Other' comments were received from six teachers with two themes emerging. Firstly, teachers noted that finance plays a critical role in students' decisions concerning the post-18 route they follow. Secondly, a small number of "other" comments argued that many students do not aspire to such an academic career plan (i.e. higher level qualifications and degrees) and that more technical/non-academic options should be available to students post-18.

3.7 Influencers of Student Choice

Teachers rated the importance of various positive influences on students to study for a higher technical qualification; scores of 1 to 6 generally indicate a low importance, 7 and 8 indicate reasonable importance, while 9 and 10 indicate high importance.

Secondary teachers believe the most important influence on students' decision to study for a higher technical qualification is that the qualification is intrinsically interesting to the student (mean average of 8.9), while other important influences include good employment outcomes on completion (8.6), a clear relation to the students' career of interest (8.5), and a clear endorsement of the qualification for entry into the students' career of interest (8.4). Factors such as the qualification containing work placements or including essential employability skills also scored more highly (8.1 and 8.0, respectively), while finance is also a consideration (7.8).

Factors perceived by secondary teachers to have the least influence on students' decisions to study for a higher technical qualification include the application process being similar to that for degree courses (6.8), a recommendation from a friend/acquaintance (7.0), and a recommendation from a teacher or careers advisor (7.2).

The trend in mean average score was generally reflected in the most common score given by respondents to options (mode), although official endorsement for 'entry into any career of interest' was slightly lower (8 most commonly given). The lowest scores/ratings received to 'the qualification is intrinsically interesting to the student' and 'students who have completed the qualification have good employment outcomes' were 4 and 5, respectively; all other options received scores ranging from 10 all the way down to 1 or 2.

Table 4: Important influences on students to study a Higher Technical Qualification

Influence	Average score	
	Mean	Mode
The qualification is intrinsically interesting to the student	8.9	9
Students who have completed the qualification have good employment outcomes	8.6	9
The qualification is clearly related to any career the student is interested in	8.5	9
The qualification has been officially endorsed for entry into any career the student is interested in	8.4	8
The qualification includes a work placement as part of the course	8.1	9
The qualification includes essential employability skills (such as problem solving, teamwork and communicating)	8.0	9
The qualification is cheaper than doing a degree	7.8	9
The qualification is offered by some of the best universities	7.5	8
The qualification is offered by some of the best further education colleges	7.5	8

A parent, carer or guardian has talked to the student about the qualification	7.3	8
The qualification is offered by an institution near to where the student lives	7.3	8
A teacher or careers advisor has recommended the qualification	7.2	8
Someone the student knows has studied and recommended the qualification	7.0	7
The application process is similar to that for degree courses	6.8	8
Other	8.5	10

Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

Fifteen teachers mentioned 'Other' issues to be taken into consideration. Their responses covered the following themes:

- They called for streamlined information to be available in one place, e.g. the UCAS website as a one-stop shop for students, parents and teachers. It was also suggested that information be made available to students via text/app;
- A lack of time in the teaching curriculum was cited by teachers as a challenge to guide pupils through all options in detail;
- The importance of positive examples was noted e.g. talks from ex-students, or from companies coming to speak to students;
- Technical qualifications need to be given equal weighting of recognition compared to degree qualifications, as institutions are bound by onward-to-university statistics;
- Some teachers noted that such influences were not relevant to their students, for instance one respondent noted their institution only has pupils aiming for degrees, while another institution contains students with learning difficulties who are not qualified.

3.8 Sources of Information

Following the release of the government's 2017 *Careers strategy: making the most of everyone's skills and talents*,⁵ schools and colleges now use the framework of the Gatsby Benchmarks⁶ to develop and deliver the career guidance. The eight Benchmarks describe the range of information, encounters and experiences young people need to make informed decisions.

Teachers' views were sought on some of the best ways for students to find out specifically about higher technical qualifications (using the same rating scale as above). Most factors scored relatively highly, with teachers perceiving talks by employers in support of such qualifications as being most important (mean average of 8.6). This was closely followed in importance by informing students of these options: during one-to-one careers sessions; at information events in school for students and parents; and at careers-specific events (all scoring 8.5).

⁵ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

⁶ <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Other important ways for students to find out about higher technical qualifications include information on the UCAS website (8.4), or visits from/to institutions teaching such qualifications (both 8.3).

Factors which teachers perceive to be comparatively lower in importance for students to find out about higher technical qualifications include their discussion during subject teaching (7.7) and written/online material about the qualifications (7.9) – although the latter scores are still considered high.

Table 5: Importance of ways for students to find out about Higher Technical Qualifications

Way for students to learn about Higher Technical Qualifications	Average score	
	Mean	Mode
Talks by employers who support these qualifications	8.6	9
They are told about them during 1:1 careers advice sessions	8.5	10
They are told about them during information events in school for students and parents	8.5	10
Information on these qualifications is made available at careers-specific events	8.5	10
Information on the UCAS website alongside information about degrees	8.4	10
Talks from institutions who teach these qualifications	8.3	8
Visits to colleges and universities that teach these qualifications	8.3	8
Meeting students who have studied these qualifications	8.1	9
Undertaking related work experience	8.0	8
Written or online material about these qualifications and the people who have studied them	7.9	8
They are told about them during subject teaching	7.7	7
Other	8.7	10

Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

The trend in these mean average scores was generally reflected in the most common score given by respondents (mode) although talks by employers scored slightly lower and meeting students who have studied such qualifications slightly higher (9 most commonly scored for both), indicating general agreement among respondents.

'Other' comments were received from 41 teachers and could be best considered under four broad themes:

- One in three comments noted that further information on careers options is required. More detailed information on technical qualifications would be extremely useful for teachers and for students alike. Teachers noted that not all staff understand all post-18 options, and that additional guidance/training would be beneficial;
- Several teachers commented on the usefulness of the Gatsby benchmarks of Good Career Guidance, noting that they are generally well-integrated into their school/college. A small

number further commented that their institution uses Unifrog which works well with the benchmarks;

- Some teachers noted that a culture change is still required within schools/colleges to ensure that careers are fully incorporated into the system and curriculum, thus enabling students to take ownership of their career path. Linked to this, a small number commented that better integration and support is required for students with SEND and mental health issues in particular;
- A small group of teachers stressed the importance of companies and/or guest speakers visiting schools to demonstrate the positive examples of those with such experiences.

4. Conclusions

1. There is limited understanding among secondary level teachers as to which qualifications constitute a higher education qualification.
2. Where teachers have a lower level of understanding they also have less confidence in their ability to discuss the post-18 option with students.
3. Teachers are generally in agreement that it is the responsibility of both students and themselves (and other teachers) to provide information on the range of post-18 options available.
4. There is consensus among secondary teachers that clearer, national recognition of higher technical qualifications will assist students in making decisions about what to do post-18.
5. Such qualifications are perceived to be of potential interest to a wide range of students.
6. The most important influencer perceived by teachers for students in choosing a particular qualification is whether it is intrinsically interesting to the student.
7. The most important routes for students to learn about post-18 options are perceived to be talks from employers, or via information provided at various school events.
8. Teachers noted that streamlined information, all in one place, would be beneficial for students, parents and teachers alike.
9. The research findings suggest that there is scope to engage secondary teachers much more in post-18 careers guidance, to improve their understanding of pathways available, and to assist students in their decision-making.

Appendix 1 – Respondent profiles

Teachers were interviewed from across England, with the largest groups being based in the South East (17%) and Yorkshire and the Humber (15%), while the smallest group of respondents was from the North East (6%) region.

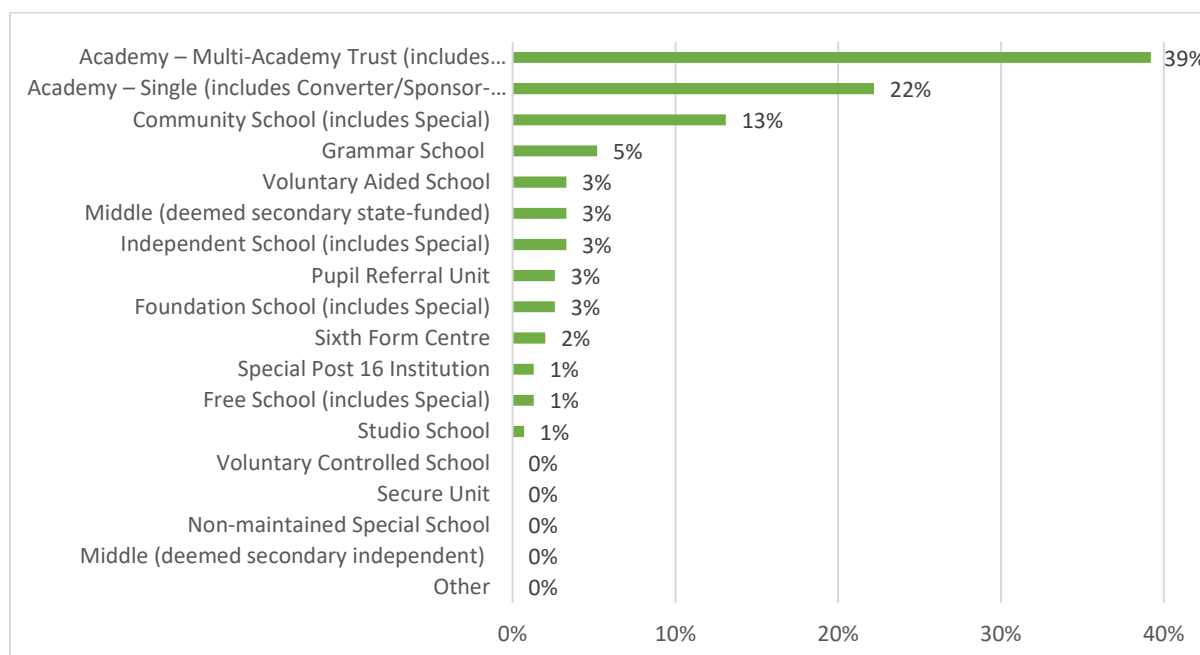
Figure 7: Geographic spread of respondents



Base: 152. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

Over three in five teachers interviewed (61%) work at academies, with 39% of respondents being based in multi-academy trusts and a further 22% in single academies. The remaining participants work at a range of institutions, with the next most common being community schools (13%) and grammar schools (5%). Broadly speaking, this is roughly reflective of the breakdown of secondary schools/colleges across England.⁷

Figure 8: Institutions of respondents



Base: 153. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

⁷ Source: Get Information about Schools <https://get-information-schools.service.gov.uk/> accessed June 2019.

The secondary teachers participating in this research teach a range of subjects. The most common subject taught is science by almost one in four respondents (24%); this could either be an individual science, e.g. biology or chemistry, or science as a whole. Other commonly taught subjects include English (10%), Maths (9%) and PSHE – Personal, Social & Health Education (8%). Other SEND (Special Educational Needs and Disability) subjects taught include social and emotional development, and money and finance education.

Table 6: Main subjects taught by respondents

Subject	% Respondents
Science	24%
English	10%
Maths	9%
PSHE (Personal, Social & Health Education)	8%
Business Studies/Economics	6%
Citizenship	6%
History	6%
ICT	5%
Languages	4%
Geography	4%
Physical Education	4%
Humanities/Sociology	3%
Art	2%
Religious Education	2%
Other SEND subject	2%
Design Technology	1%
Drama	1%
Film & Media Studies	1%
Music	1%
Law	1%

Base: 127. Source: Pye Tait Consulting Teachers' Survey for Gatsby, 2019.

Appendix 2 – Survey questions

Post-18 options

Telephone survey teachers

About the research

Gatsby has commissioned Pye Tait Consulting to carry out a targeted survey of teachers to explore what they know about the range of post-18 options available to their students, and how their students might become better informed about them.

The results will be used to inform how the Gatsby Foundation helps ensure that young people are fully informed about what courses and qualifications are available to them when they leave school or college.

This will take only around 10 minutes.

Your views will be treated confidentially by Pye Tait Consulting and reported to The Gatsby Foundation anonymously in line with GDPR, the Market Research Society Code of Conduct and the Data Protection Act 1998. No individuals or schools/colleges will be identified in our resulting report unless explicit permission has been given.

Nothing will be reported back to Gatsby about how individuals or schools/colleges respond to the survey (we are only reporting back aggregated statistics) - your answers are strictly confidential to Pye Tait Consulting.

For any queries about the research, please contact Terry Massey via t.massey@pyetait.com or by telephoning 01423 509433.

Part 1: About you and your school/college

1. **Your name:**

2. **Name of your school/college:**

3. **Postcode:**

4. **Region:** [SELECT ONE ANSWER ONLY]

- East of England
- East Midlands
- London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

5. **Institution type:** [SELECT ONE ANSWER ONLY]

- Academy – Single (includes Converter/Sponsor-led/Special)
- Academy – Multi-Academy Trust (includes as above)
- Community School (includes Special)
- Foundation School (includes Special)
- Free School (includes Special)
- Grammar School
- Independent School (includes Special)
- Middle (deemed secondary state-funded)
- Middle (deemed secondary independent)
- Non-maintained Special School
- Pupil Referral Unit
- Secure Unit
- Sixth Form Centre
- Special Post 16 Institution
- Studio School
- Voluntary Aided School
- Voluntary Controlled School
- Other

If Other, please specify:

6. What is the age range of your school?

- 11 to 16
- 11 to 18
- 16 to 18
- Other

If Other, please specify:

7. What is the main subject that you teach?

Part 2: Post-18 options

8. Which of the following would you consider to be higher education? (tick any that apply)

- Bachelor's Degree
- Foundation Degree
- Higher National Certificate
- Higher National Diploma
- Certificate of Higher Education
- Degree Apprenticeship
- Higher Apprenticeship
- Master's Degree

9. How confident would you feel in explaining these options when discussing your students' future post-18 plans? 5 is very confident, 1 is not confident at all

- Bachelor's Degree
- Foundation Degree
- Higher National Certificate
- Higher National Diploma
- Certificate of Higher Education
- Degree Apprenticeship
- Higher Apprenticeship

10. Please state your level of agreement with each of the following statements:

strongly agree, agree, tend to agree, neither agree nor disagree, tend to disagree, disagree, strongly disagree, don't know

- I think it is my responsibility to tell *all* the students I teach about all post-18 options.
- It is the responsibility of someone else in my school to talk to students about post-18 options.
- It is the sole responsibility of careers advisors to provide information about post-18 options.
- It is more the responsibility of parents and/or carers to help students explore all post-18 options than it is school.

- It is not the school's responsibility to provide information about *all* post-18 options.
- Students should carry out their own research to understand the breadth of post-18 options.
- I should only discuss the post-18 education options that I think are relevant to each student.
- With each student, I should only discuss the post-18 options in which they show an interest.
- I should be able to rely on key websites such as UCAS and the National Careers Service to cover all post-18 options.

11. Which of these qualifications do you hold?

Higher Apprenticeship
Certificate of Higher Education
Diploma of Higher Education
Higher National Certificate
Higher National Diploma
Foundation Degree
Bachelor's Degree
Master's Degree
PhD
PGCE
Other postgraduate qualification
Other qualification not mentioned above

12. The Government has proposed developing clearer recognition for higher technical qualifications. These are higher education qualifications enabling entry into a wide range of jobs (from accountancy through engineering and cybersecurity to project management) that require higher level skills and knowledge but don't require a Bachelor's degree.

Do you think clearer, national recognition of these qualifications will help you support your students when making decisions about what to do post-18?

Yes
No
Don't know

13. As well as being designed to meet employers' needs, these nationally-recognised Higher Technical Qualifications would be shorter than Bachelor's degrees, and offered by universities and further education colleges.

Which of your students do you think could be most interested in these courses? (Tick all that apply)

- Those who know what career they want to follow and these qualifications are particularly relevant.
- Those who are not sure what they want to do when they are 18 and hence want to keep their options open.
- Those who want to continue into higher education but don't want to do a Bachelor's degree.
- Those who want to continue into higher education and want to study nearer home.

- Those who have the potential to succeed in higher education but currently do not aspire to do so.
- Those who want a career that is in demand by employers.
- Those who want to study for a Bachelor's degree but may want an alternative should that prove impossible.
- Those who are interested in Higher Apprenticeships but who may not be able to find a suitable vacancy.
- Other

If Other, please specify:

14. How important are the following for having a positive influence on your students wanting to study one of these Higher Technical Qualifications? (Please rate each where 1 is not at all important and 10 is extremely important).

- Someone the student knows has studied and recommended the qualification.
- A teacher or careers advisor has recommended the qualification.
- A parent, carer or guardian has talked to the student about the qualification.
- The qualification is offered by some of the best universities.
- The qualification is offered by some of the best further education colleges.
- The qualification is offered by an institution near to where the student lives.
- The qualification is intrinsically interesting to the student.
- The qualification is clearly related to any career the student is interested in.
- The qualification has been officially endorsed for entry into any career the student is interested in.
- The qualification includes a work placement as part of the course.
- The qualification is cheaper than doing a degree.
- The qualification includes essential employability skills (such as problem solving, teamwork and communicating).
- Students who have completed the qualification have good employment outcomes.
- The application process is similar to that for degree courses.
- Other

If Other, please specify:

15. What do you think will be the best ways for your students to find out about these Higher Technical Qualifications? (Please rate from 1 to 10 where 1 is not at all important and 10 is extremely important):

- They are told about them during subject teaching.
- They are told about them during 1:1 careers advice sessions.
- They are told about them during information events in school for students and parents.
- Information on these qualifications is made available at careers specific events.

- Meeting students who have studied these qualifications.
- Written or online material about these qualifications and the people who have studied them.
- Information on the UCAS website alongside information about degrees.
- Talks from institutions who teach these qualifications.
- Talks by employers who support these qualifications.
- Visits to colleges and universities that teach these qualifications.
- Undertaking related work experience.
- Other

If Other, please specify: