

# Insight briefing: Mid-year update on student career readiness

Finlay, I. & Tanner, E. (March 2022). Insight briefing:  
Mid-year update on student career readiness. London:  
The Careers & Enterprise Company.

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This insight brief ng shares init al results from the Future

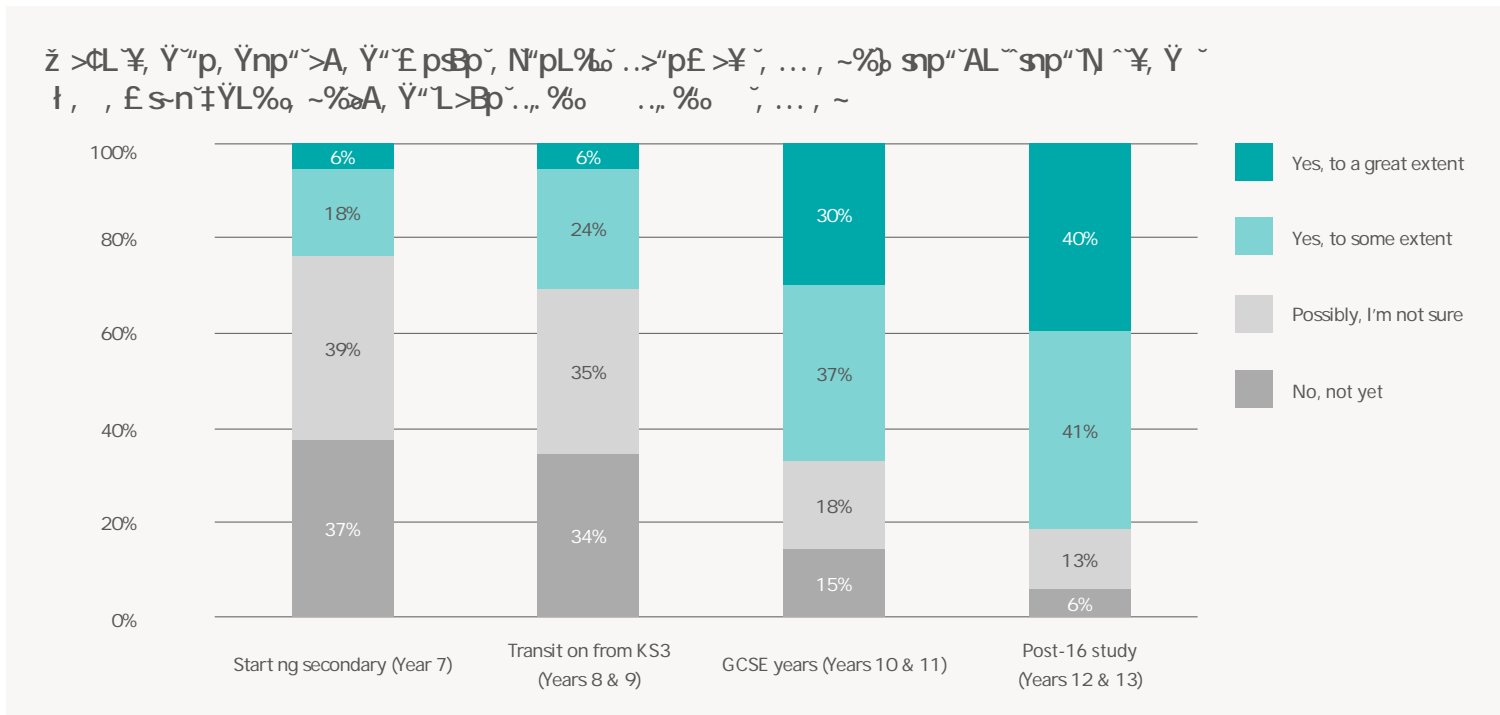
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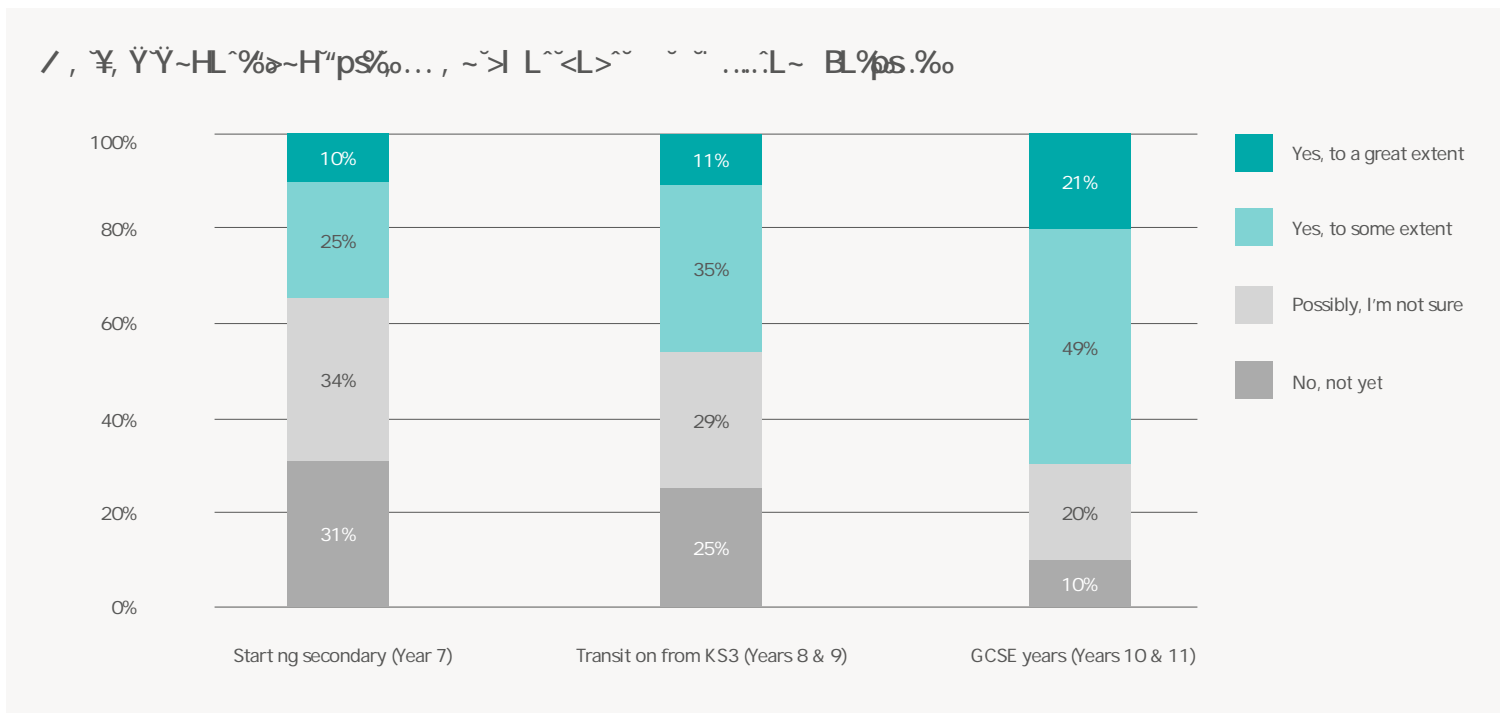
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By KS4, 70% of students reported that they understood apprent ceships with a further 20% saying 'possibly'. This compares to 35% understanding the pathway as they join secondary school and 46% later in KS3.



In line with other [recent research](#), the proport on of students who said they understand apprent ceships (at least to some extent) was only a lit le lower than the proport on understanding A levels: 70% compared to 77% in KS4 and 46% compared to 53% in KS3.

By KS5, the vast majority of students (93%) understood the range of higher educat on opt ons, including higher and degree apprent ceships.

<sup>1</sup>Students in Key Stages 3 and 4 were asked about their understanding of apprent ceships, A levels, traineeships, T levels, and vocat onal routes such as BTEC. Students in Key Stage 5 were asked about intermediate apprent ceships, advanced apprent ceships, higher educat on (university, higher and degree apprent ceships), and employment.

## Support for younger students

By KS4 and KS5, the majority of students said they had support to make education and career choices either to some extent or a great extent. However, the findings showed that there is a need for more signposting to careers support for younger students.

Similarly, students who knew of trustworthy websites that can help them decide what to do in the future were in the minority during KS3. In KS4 and KS5, there was still a sizeable group (30%, 28%) who were uncertain, but by post-16 study over half (55%) were confident that they knew where to go online.

## Essential skills

The FSQ also asks questions about essential skills, mapped onto the steps in the [Skills Builder](#) universal framework for essential skills. Across the 8 essential skills, on average two-thirds of students reported confidence in their ability.