



EdComs

Careers Advice Landscape

Summary of online and tele-depth research

July 2013

Contents

- Methodology and sample
- Executive Summary
- School priorities
- Current practice regarding careers advice
- Employers and Websites
- The Army
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Mixed Method Approach

Desk Research

- An audit of existing published reports with regards to careers information, advice and guidance received for young people in schools and in further and higher education
- Research undertaken and report received in June 2013

Online Survey

- Survey took place in June 2013
- Total of 303 respondents from across the UK
- Majority of respondents came from the EduVoice panel (and additional x6 from sample supplied by Army)

Tele-Depth Interviews

- Interviews took place in July 2013
- x17 interviews took place amongst:
 - Careers teachers / advisers and those who oversee careers advice in schools
 - Stakeholder organisations with an interest in the delivery of careers advice
- Interviewees based in England, Scotland and Wales

This document provides analysis from the 2nd and 3rd stages of the research

Research Objective

To gain insight and understanding about the current careers advice landscape for young people in schools and colleges.

Desk and tele-depth interviews have taken an overview of experiences in England, Scotland and Wales. Online survey also incorporated responses from Northern Ireland.

Tele-depth Interviewees

Teachers / External Careers Advisers	Stakeholder Organisations *
X 5 England	CBI (UK)
X 4 Scotland	Education & Employers Taskforce (UK)
X 3 Wales	U-Explore (England)
	CK Careers (England)
	Skills Development Scotland

Further evidence from the tele-depth interviews has been gathered into a separate summative document (and sent in conjunction with this analysis)

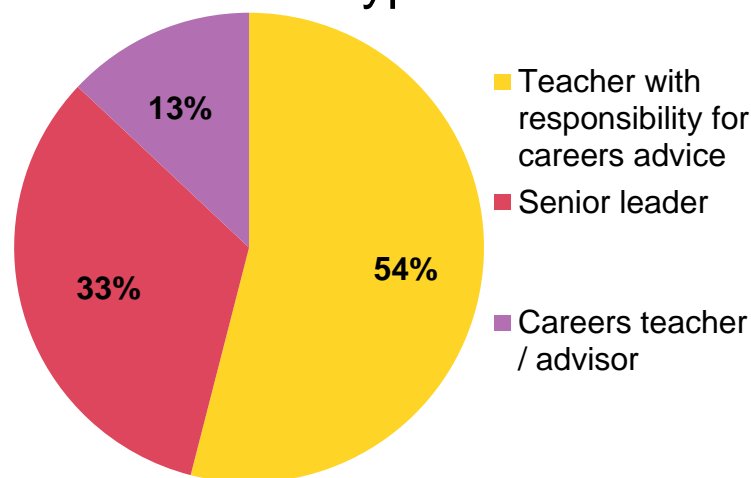


= Qualitative findings

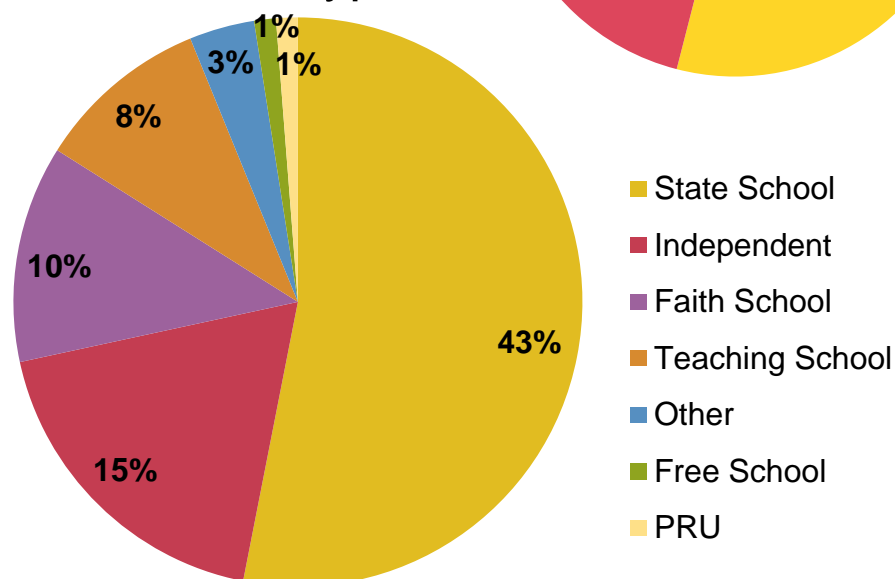
* Tele-depth interviews were also intended to take place with Careers Wales and additional stakeholder organisations, however interviews could not be established within the survey period

Online Survey Demographics

Teacher type



School type



Region

	% of sample
South East	20%
North West	13%
London	11%
West Midlands	10%
South West	9%
East of England	8%
Yorkshire & Humberside	7%
North East	6%
East Midlands	6%
Scotland	4%
Wales	3%
Northern Ireland	3%

QD1. Are you a...(list of teacher types)? Base: All (n=303)

QD2. In what type of educational institution do you work? Base: All (n=303)

QD3. In what region are you based? Base: All (n=303)

Executive Summary (1)

- Careers education, information, advice and guidance (CEIAG) in schools and further education colleges is not their top priority
 - Academic performance & ranking, and the health and well-being of pupils are considered amongst their key concerns
- CEIAG tends to be taken more seriously once pupils reach Year 9 and tends to have greater focus at a class level rather than individual level
- Work experience, visits by universities, colleges and FE providers, lessons delivered by specialist careers staff and visits by employers are amongst the most popular and effective forms of CEIAG
- Overall, there is a desire for more employer involvement in the provision of CEIAG, to:
 - Offer valuable industry insights and guide expectations on what the workplace can offer
 - Develop softer work skills of students

Executive Summary (2)

- Websites too are widely used – although are not considered to be as effective a form of CEIAG:
 - Concerns raised over use of online resources placing too much onus on the student to do the groundwork – which they will invariably lack motivation to do
 - Online resources should not replace the more effective face to face ways of engaging with students to provide CEIAG
 - UCAS and the National Apprenticeship Service websites were the most popular and useful websites
- CEIAG is often more tailored and directed to those at risk of disengaging with education or work, or those who struggle academically
 - Has led to concern that students falling in between academically gifted and 'NEETs' may be losing out
- Despite the new duty on English schools, CEIAG has not changed significantly in the past 2 years, or is expected to in the next 2 years:
 - Any increased change in approaches are through the use of websites, embedding careers advice through subjects being taught in the classroom and employer visits

Executive Summary (3)

- Enthusiasm exists for the Army to be involved in CEIAG for young people
- Not all teachers feel confident in talking about the Army or know about all the training and funding options available
- The Army should consider approaching schools directly about their careers programme, and should consider including advice / experiences to develop young peoples soft skills, in addition to Army specific careers advice

School priorities

KEY FINDINGS

1. Careers guidance not a top priority in schools
2. Considered important but time and cost pressures push it down the priority list

Careers education and advice is not top of the agenda for UK schools – ranked as 6th or 7th most important issue in each of the regions, whilst ‘maintaining or improving performance table ranking’ and ‘health and wellbeing of pupils’ were amongst schools top priorities

Prioritisation of Careers Education & Advice across the UK

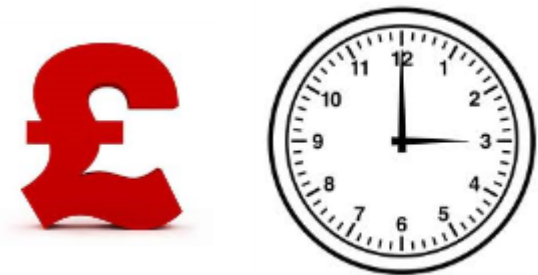
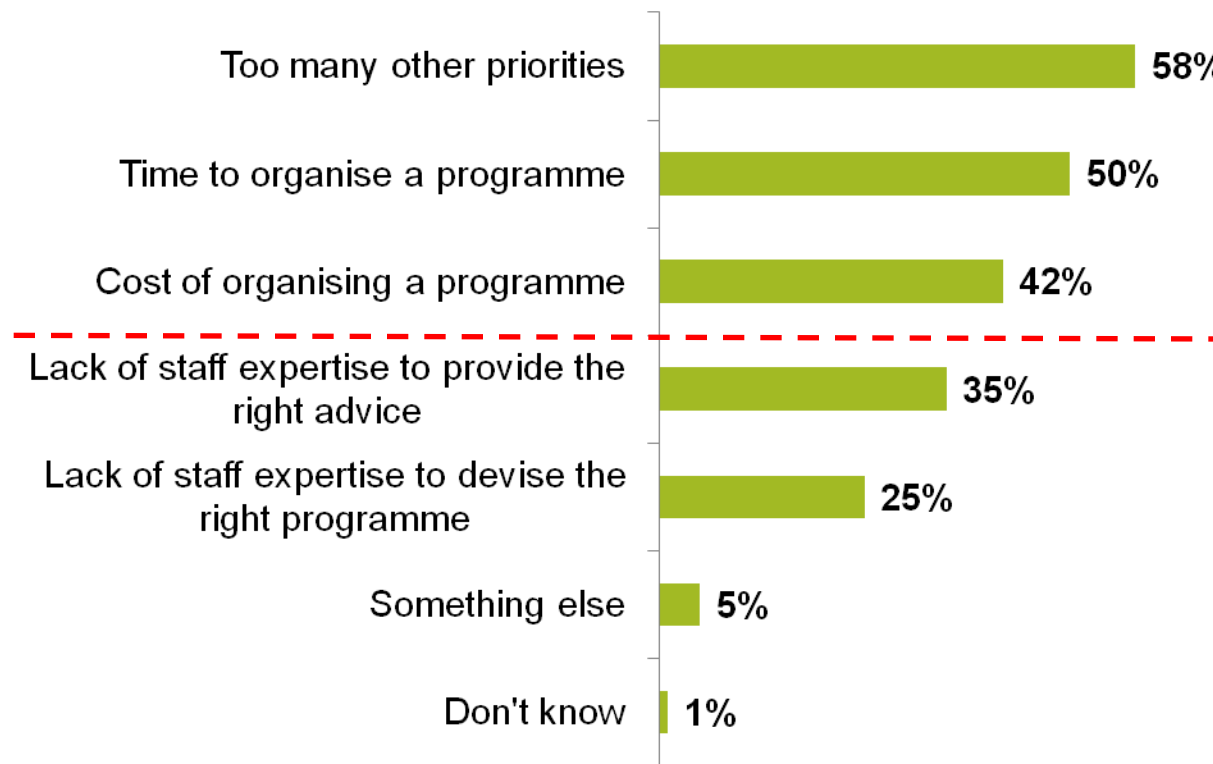
(Average rank scores shown in brackets)

1. Health & wellbeing of pupils (2.92)	1. Health & wellbeing of pupils (2.64)	1. Maintaining or improving overall performance (2.67)	1. Maintaining or improving overall performance (2.60)
2. Maintaining or improving performance table ranking (3.31)	2. Maintaining or improving overall performance (2.73)	2. Improving GCSE results (3.33)	2. Improving GCSE results (2.80)
3. Preparing for Ofsted inspections (4.60)	3. Improving performance of pupils from disadvantaged backgrounds (3.27)	3. Standards in literacy and numeracy (4.00)	3. Health and wellbeing of pupils (3.10)
4. Parental engagement (4.64)	4. Safeguarding/child protection (4.00)	4. Health and wellbeing of pupils (4.22)	4. Preparing for inspections by the Department of Education (4.10)
5. The move to linear GCSE's (4.73)	5. Improving Standard Grade results (5.00)	5. Improving performance of pupils from disadvantaged backgrounds (4.67)	5. Safeguarding/child protection (4.50)
6. Pupil premiums (5.18)	6. Careers education and advice (5.64)	6. Careers education and advice (5.22)	6. Careers education and advice (6.10)
7. Careers education & advice (5.22)	7. Parental engagement (6.00)	7. Preparing for Estyn inspections (5.22)	7. Improving performance of pupils from disadvantaged backgrounds (6.30)
8. Preparing for introducing the new National (5.39)	8. Preparing for Education Scotland inspections (6.73)	8. Parental engagement (6.67)	8. Parental engagement (6.50)
England (n=273)	Scotland (n=11*)	Wales (n=9*)	N. Ireland (n=10*)

Q1. How would you rank the following issues in order of priority for your school? *Very small base

Schools were more likely to name having too many other priorities, a lack of time and cost as barriers for providing careers advice and guidance, rather than a lack of staff expertise

Barriers to providing careers guidance



Current practice regarding careers advice

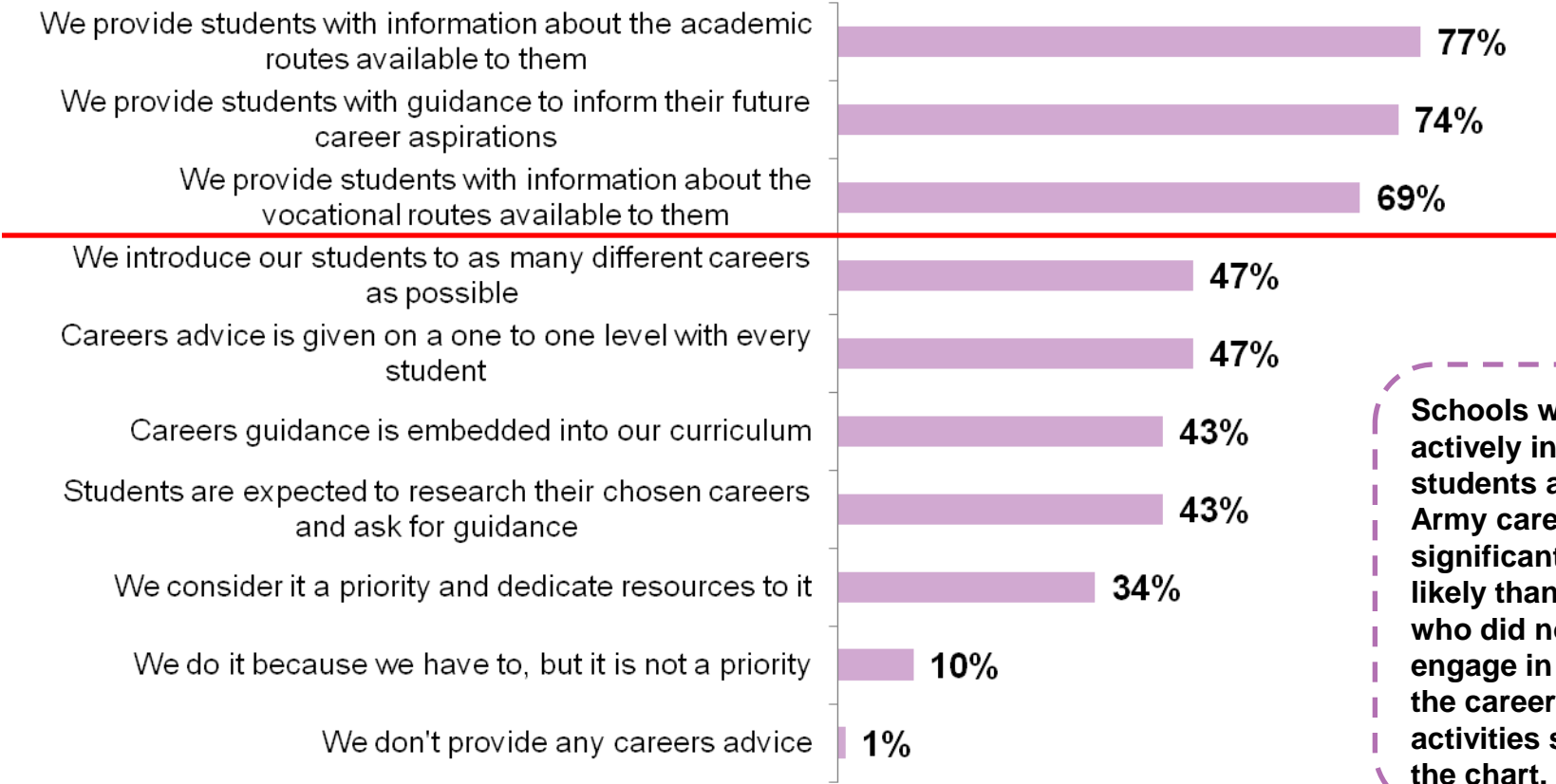
KEY FINDINGS

1. Strong current focus on academia – sense that approach could be more holistic
2. Some schools focusing on low achievers, which could result in a ‘forgotten middle’
3. Huge variation in delivery approach, teacher training and therefore quality of student information
4. Gap between expected and desired future changes could be addressed with employer involvement

Schools focus their careers advice on generally informing students about academic (77%) and vocational (69%) routes available to them, and guidance to inform their career aspirations (74%). One third (34%) prioritise careers advice and dedicate resources to it

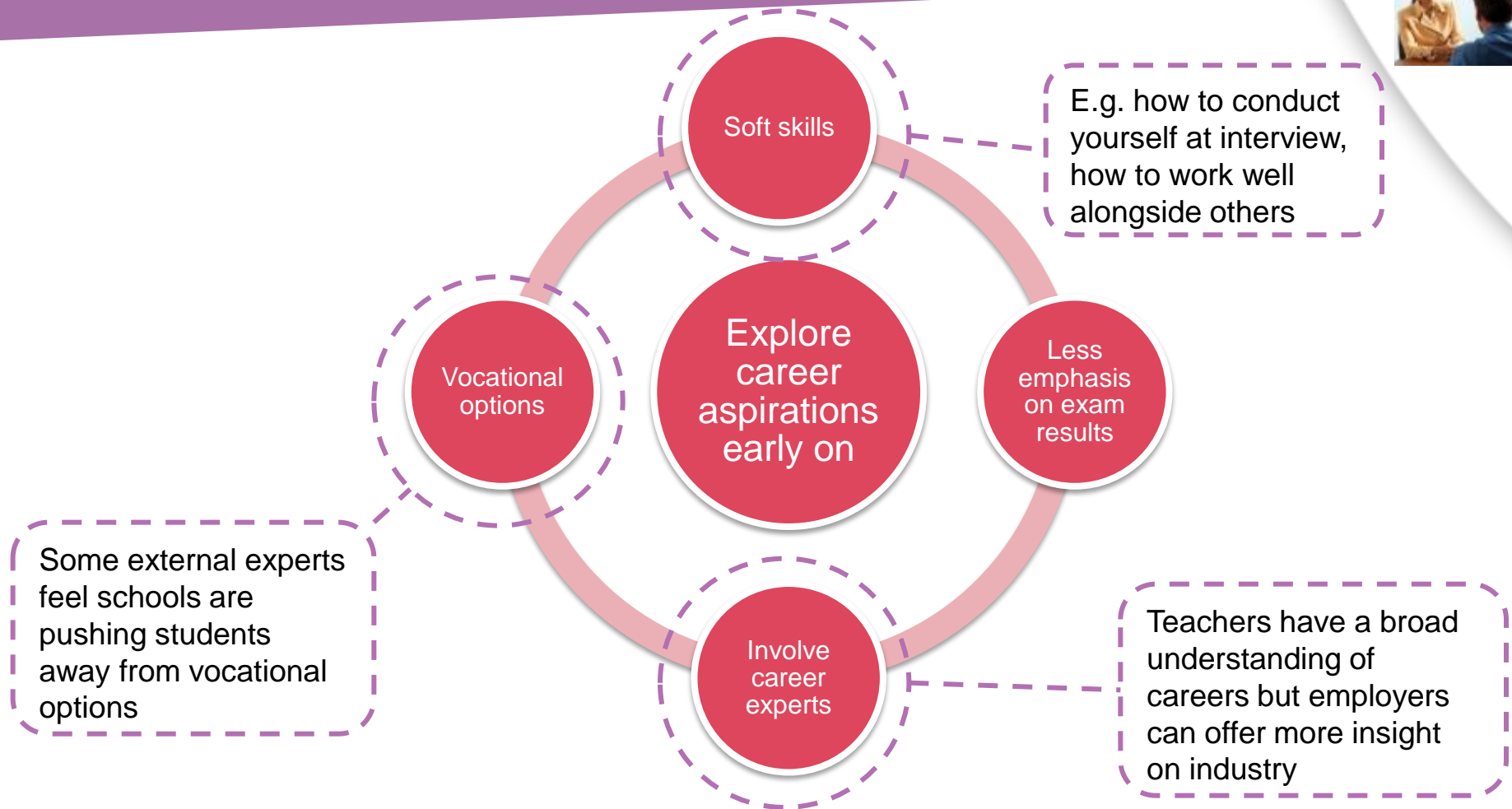


Approach to careers advice in school



Schools who actively informed students about Army careers were significantly more likely than those who did not, to engage in each of the careers activities shown in the chart.

Sense from qualitative interviews that careers advice could benefit from being more holistic



Feedback suggests key role for employers in broadening students' awareness of careers and helping to develop soft skills

Stakeholder perception that teachers are steering students away from vocational qualifications



“There are issues in terms of impartiality, there are eleven to nineteen schools with a strong invested interest in encouraging pupils to stay on rather than think about going out to the workforce or going to an NVQ ”

(English stakeholder, Inspiring the Future)

“They find that those qualifications that they have haven’t really got any purchase in the labour market, and so it’s as much qualifications as related skills and experience. ”

(English stakeholder, Inspiring the Future)

“Anecdotal evidence has shown that a lot of careers services are pushing young people away from vocational education, even when it might be the right route for them”

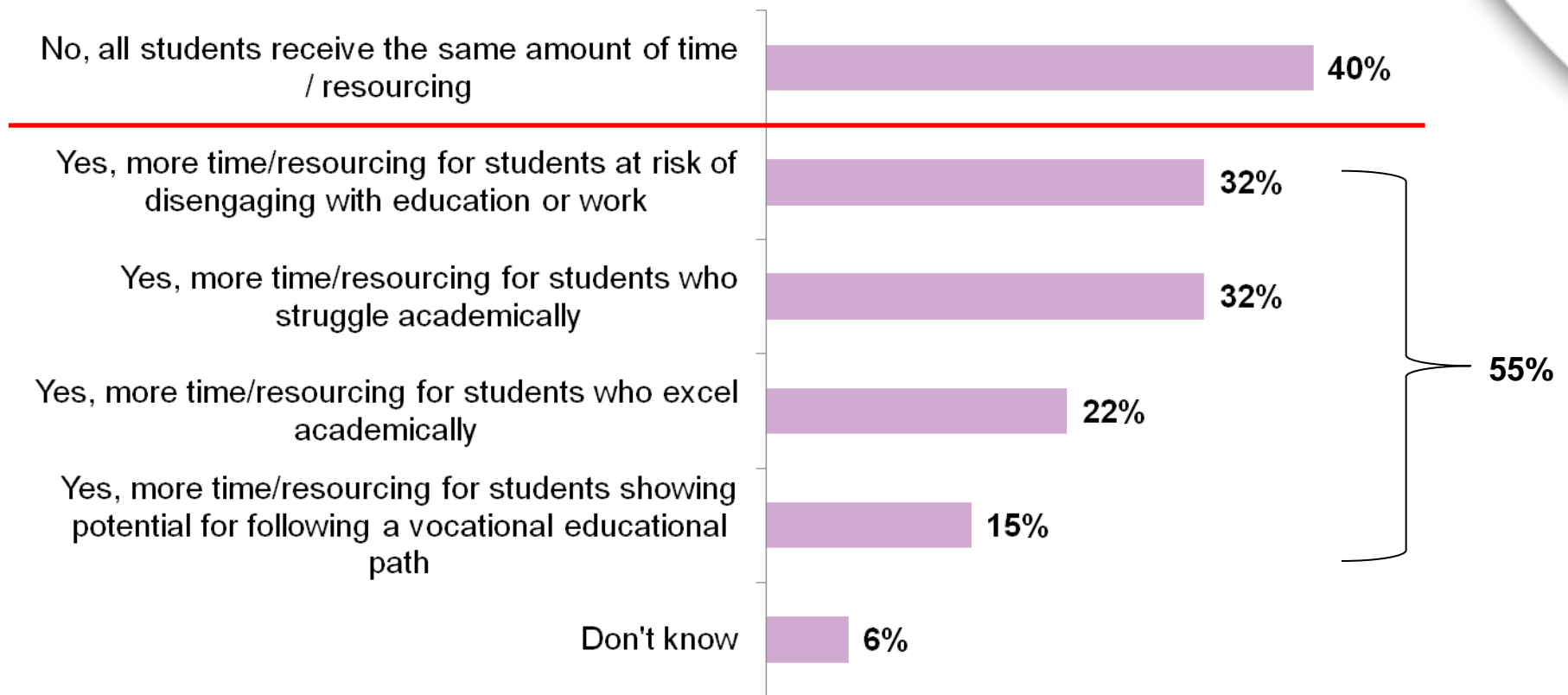
(English stakeholder, CBI)

This can lead to a mismatch in students qualifications and the jobs available

More than half (55%) of schools tailor careers advice for individual students, which tends to be focussed towards those who are struggling academically or are at risk of disengaging with education or work



Tailoring of careers advice



Some teachers fear time and financial restraints may lead to too much focus on NEETs



TOP

“The top end will do alright. It’s the middle 60% you’ve got to watch. The kids who come into school, who keep their heads down, don’t get noticed and leave with middle qualifications. You need to keep your eye on them as well.” (Scottish teacher)



MIDDLE

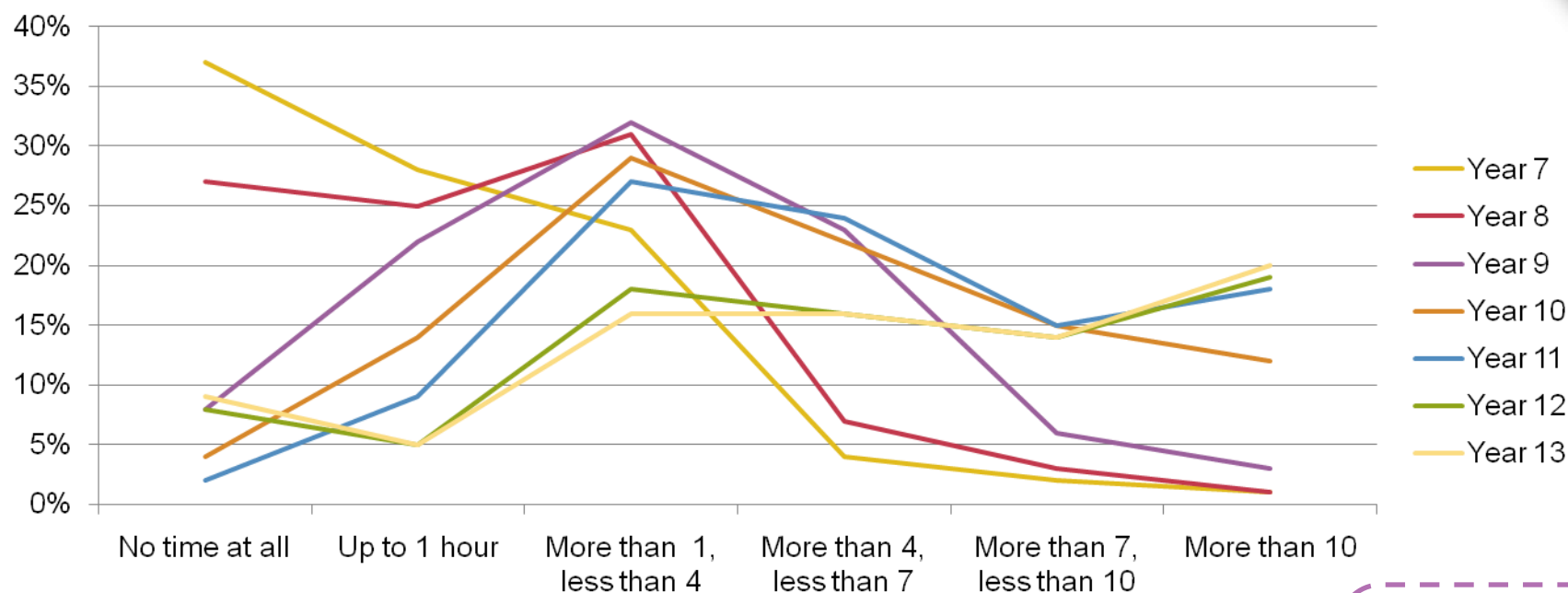


NEETs

Some concern that if teachers are too focused on encouraging NEETs, the ‘middle’ will lose out. High achievers are self-motivated but ‘the middle’ need more encouragement to meet their potential

Time allocated to general careers advice and guidance within the classroom increases in each year group, with Years 7 & 8 receiving very little (around 1 hour) and Year 13 receiving around 6 hours per term

Provision of general careers information and advice (to a whole class of students per term)



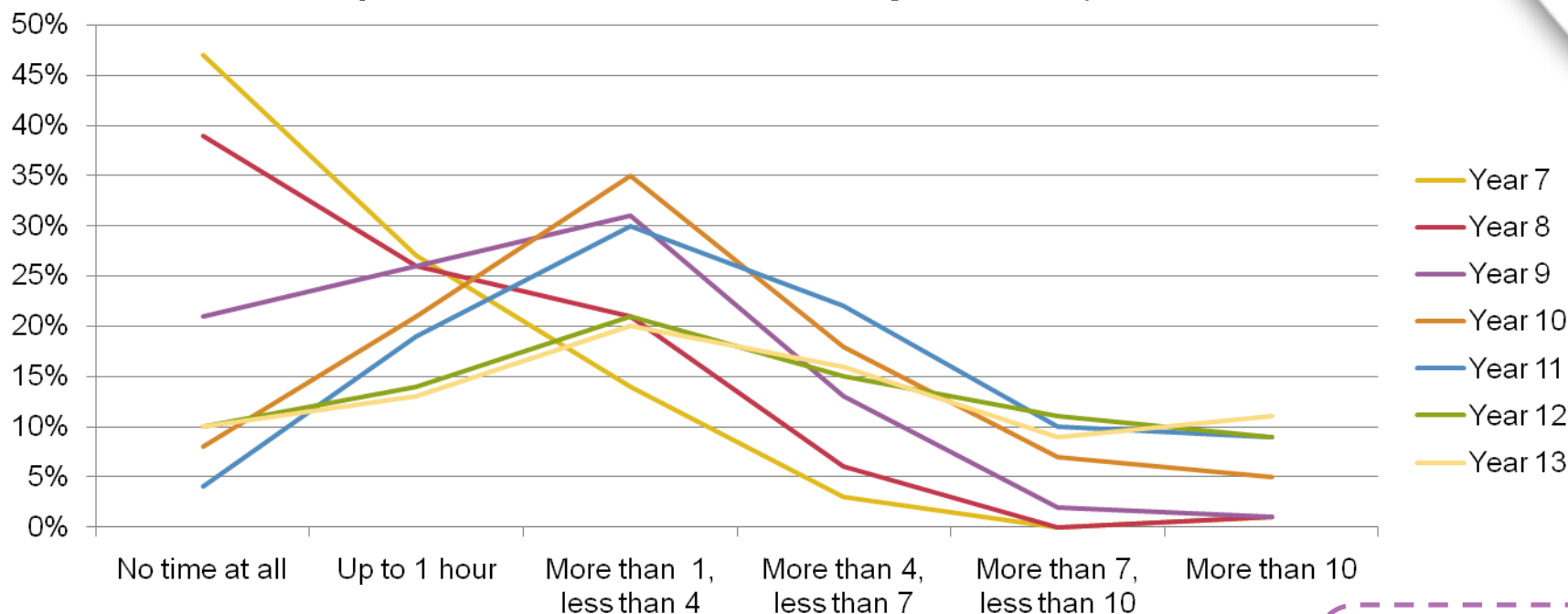
Mean no. hours by year group

Y7: 1.22	Y10: 4.83	Y12: 5.87
Y8: 1.77	Y11: 5.71	Y13: 6.02
Y9: 3.23		

Year groups have been merged to include the English/Welsh equivalent year group in Scotland and NI

Students are given less careers guidance or counselling on an individual basis than in a classroom setting, although it does steadily increase from an average of 1 hour to 4 hours per term between Years 7 and 13

Time allotted to careers guidance / counselling (on an individual basis per term)



Mean time by year group

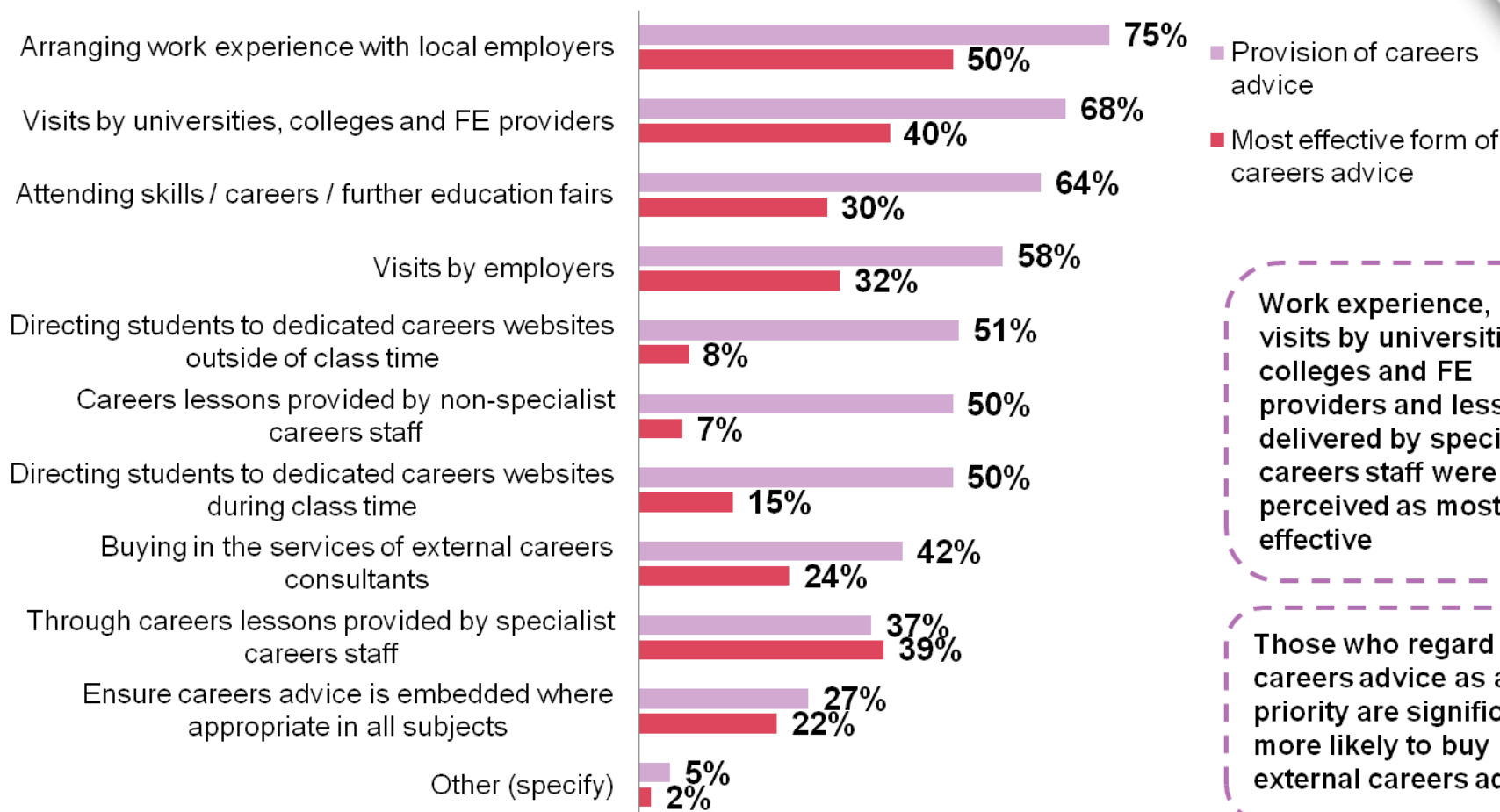
Y7: 0.83 Y10: 3.34 Y12: 4.21
Y8: 1.18 Y11: 4.14 Y13: 4.42
Y9: 2.00

A notable proportion of y7s and y8s (47% and 39% respectively) receive no personal guidance at all

Year groups have been merged to include the English/ Welsh equivalent year group in Scotland and NI

Schools deliver careers advice in a range of ways although some of the popular methods (such as directing them to websites or using non-specialists to deliver lessons) are not perceived to be as effective

Typical & most effective ways of providing careers advice



Variation in quality and quantity of careers advice – especially, but not exclusively in England



Delivery generally starts around Year 9, with work experience taking place in Year 10 (and 12)

Structure

- PSHE lessons
- Ad hoc – such as when employers/ HE institutions are available to visit or students have a specific information request

Delivery

- Teachers
- Careers advisers
- Both (work alongside each other)

Personalisation

- Whole class sessions
- Appointment-based system (though not all students take up appointments)

No consistent feedback around method of delivery of careers guidance

Belief from both teachers and stakeholders that greater local authority involvement could lead to more consistency – as demonstrated in Wales and Scotland

Feeling that local authority involvement could make careers advice less 'patchy'



- Loss of Connexions in England -> inconsistency
- Some are happy with their work but aware that others in local area are struggling
- Many schools are already overstretched and struggle to be impartial

“School wise, there’s different classes, PSD classes, but it’s not formalised. It can be quite patchy: what one school gets, it doesn’t mean that’s what another school is going to get. I think a formalised programme would work well.”

(Scottish external adviser)

“[We should] have a system like in Scotland or Wales, where you have a national careers service, which is funded centrally, not at the whim of schools. The funding’s taken away and then schools were given no funding to provide it, so individual schools have to make their own arrangements, and some aren’t, so we need a more centralised system.”

(English stakeholder, CK careers)

Some level of standardised accreditation could address this

More uniformity exists in Scotland and Wales as a result of strong local government funded bodies



Careers Wales

- Visit schools at regular intervals: once/ twice weekly
- Work alongside teachers
- Work experience database
- Provide some training to teachers

Skills Development Scotland

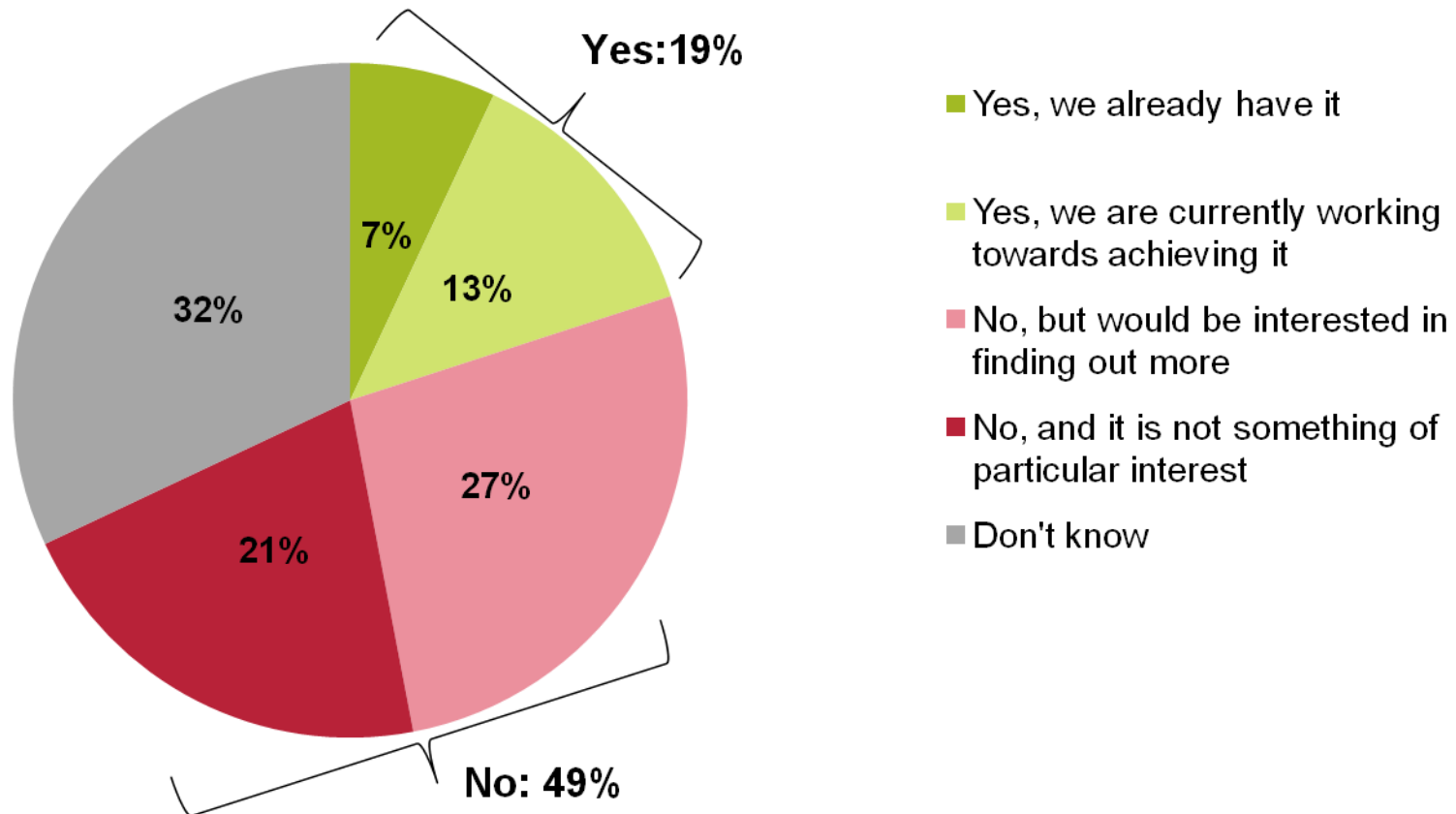
- Careers advisers deployed in schools across Scotland
- Less general input now than before: offer talks to whole of school
- 'My world of work' website commonly mentioned



More structured in Wales than Scotland; neither nation completely standardised

Having a quality accreditation for their careers services does not appear to be a particular priority for schools

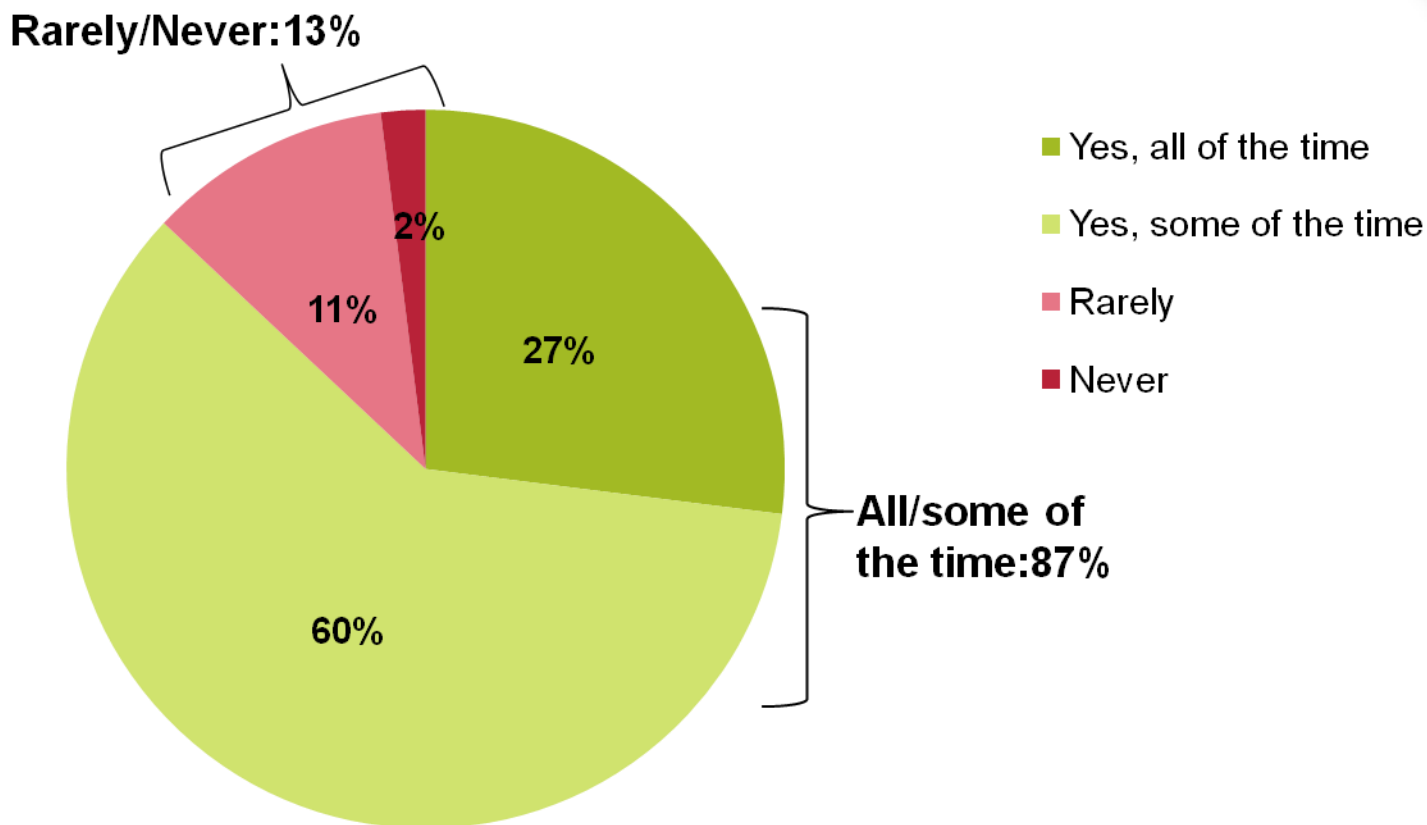
Accreditation for provision of careers services



Most teachers felt that their school could provide impartial and unbiased careers advice, at least some of the time (87%)



Schools' skills and resources to deliver impartial and unbiased careers advice



Teacher training levels also very varied...



Many non-specialist teachers in England and Scotland receive little to no training

Welsh teachers trained on Careers Wales database

Also some standardisation in Wales with 'Quality Mark'

None

Annual National Careers Service conference

Occasional INSET days with other schools

Three/ four sessions per year

The exception, not the rule

"Honestly, nothing. The person who has taken over as our Head Master, was previously in the role, so she's provided me with informal advice. Careers Wales has set up a new work experience database, I was new to the whole thing, so I didn't know any different, but I've had training on how to use that software at a local school." (Welsh teacher)

"A lot of it is to do with experience and workshop activities, but it's never been formalised, we don't have any qualifications and that's why it's good to have Careers Scotland because they have post-grad qualifications and careers guidance." (Scottish external adviser)



...Which leads to inconsistency in student knowledge

- Where schools are confident of their service, students are felt to be well-informed
- But still some sense that careers advice could start at an earlier age (y7 or y8 – nothing intensive but just get students to start thinking about what they want to do and how to get there)
- And concern around home influences – well-intentioned but ill-informed parents giving advice/ pushing their kids

“We had a young lady [at an interview] who had five As, was more than academically qualified. The question, ‘Why do you want to do radiography?’ Answer, ‘My mum thought it would be a good course.’ Did she get in? No. They sometimes listen to their parents too much.” (Scottish teacher)

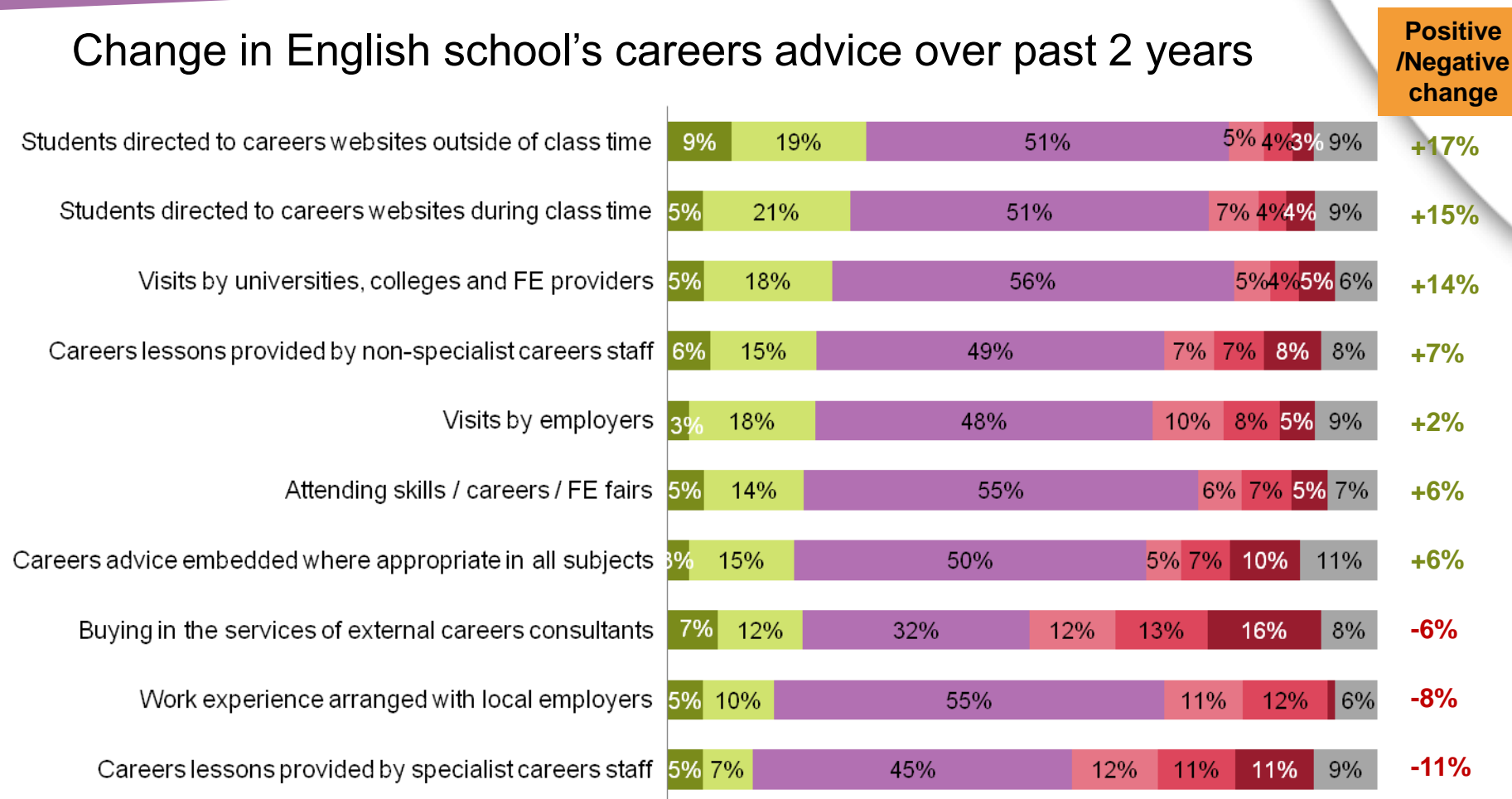
“Our issue, really, is with students not aiming high enough. They're very looked after in the community they're from, pampered, home bound, they don't go out a lot, so they find going away very daunting. It affects their career choices very much.”
(English teacher)

“The pupils need information at an earlier age. It's great that you've got the careers stuff for pupils in S5 and S6 but a lot of pupils have left school by that stage. If pupils have been told about the different jobs available they know what the job entails and whether it's something they want to achieve. Then they might work harder towards that.” (Scottish teacher)

Careers advice has not changed significantly over the past 2 years in light of the new duty on schools. The most common change was a shift towards directing students to use dedicated careers websites and less time spent with specialist careers staff/ external careers consultants



Change in English school's careers advice over past 2 years

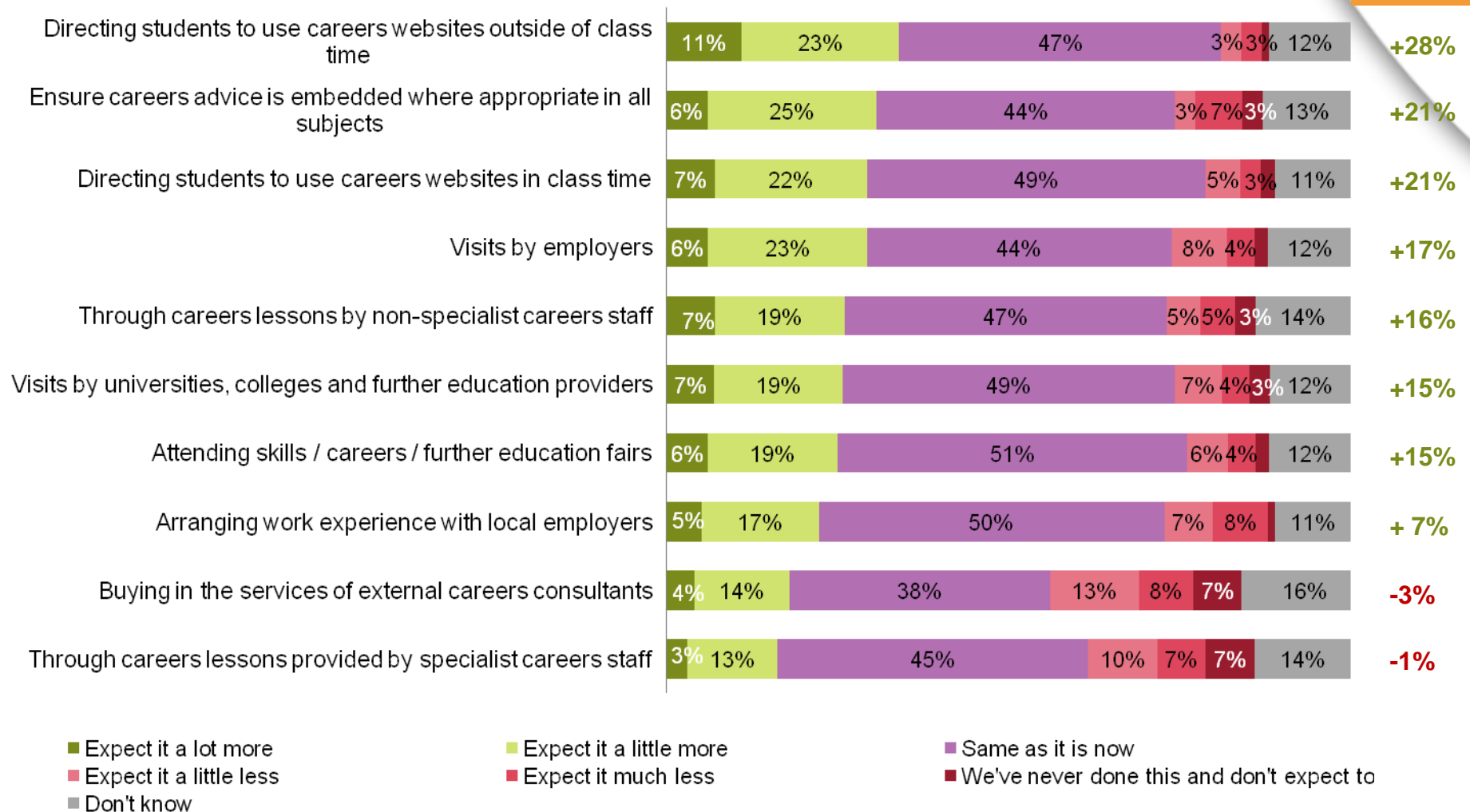


■ Happens a lot more ■ Happens a little more ■ Same as before ■ Happens a little less ■ Happens much less ■ We have never done this ■ Don't know

Many schools foresee having a similar approach to careers advice in the next two years or expect to further increase the practice of directing students to websites embedding advice within specific subjects, increasing visits by employers and further education providers. Less time is expected to be spent using and specialist careers staff or external consultants



Anticipated change in English school's approach in next 2 years



Q9b. And do you anticipate careers advice changing further in the next two years? Base: English school (n=273)

Future changes

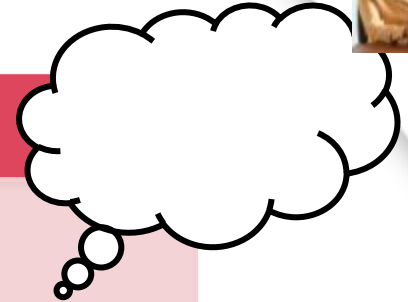


Anticipated

- More online
- Less personalised
- Therefore:
 - Wider access (for those with internet)
 - BUT students would need to be more self-motivated (teachers already know students don't spend the time they should on careers)

Desired

- More employer involvement
- Careers advice delivered earlier in school career – start as early as yr7
- More standardisation (esp. England/ Scotland)
- Better training (esp. England)



Mismatch between anticipated and desired changes – key theme is that teachers are looking for more support from local authority and employers

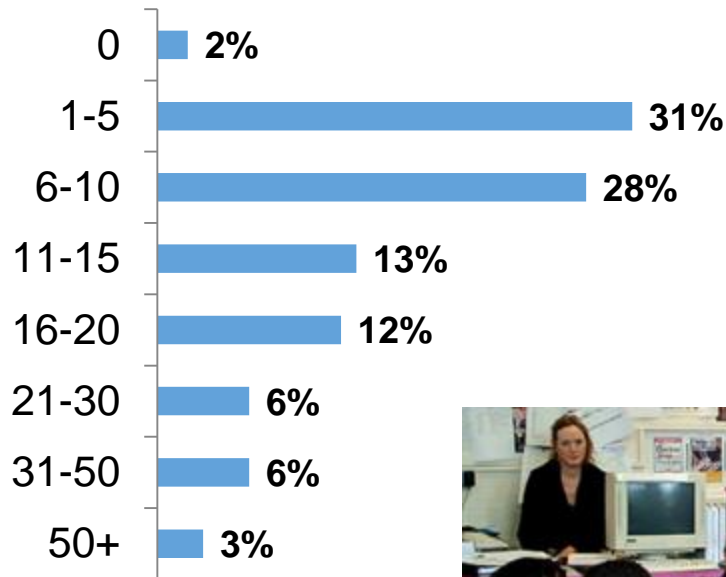
Specific Forms of Careers Advice Through Employers & Websites

KEY FINDINGS

1. Employer engagement seen as very valuable – students react well to external speakers
2. Especially valuable in offering insight into industry and developing softer skills
3. Some schools wary that employers may lack impartiality – careers advice should not be a recruiting exercise
4. Technology likely to be key in future, but avoid over-reliance as can lead to de-personalisation

Most schools have a small number of visits from employers each year but try to engage a range of different types of employers to interest all of their students

Number of employers visiting their school annually



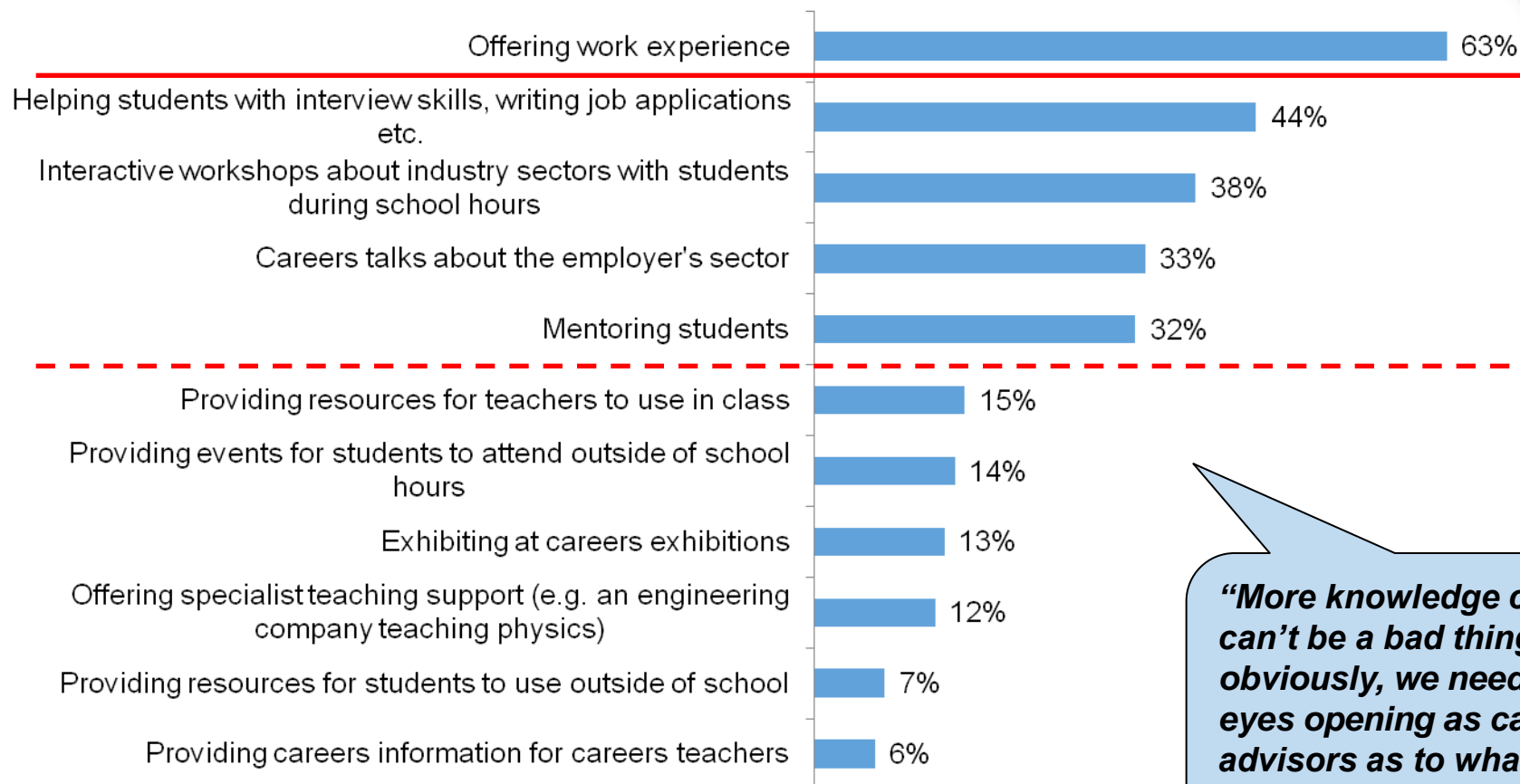
The most effective employer visits were from:

- Local employers
- Armed forces (Army most commonly mentioned)
- Banks e.g. Barclays, Lloyds TSB, NatWest
- Large businesses e.g. P&G, KPMG
- Retailers e.g. Sainsburys
- Universities/ Colleges
- Lawyers
- Ex-students/ parents
- Generally those who engage well with young people

Offering work experience is by far the most valuable employer engagement for schools. Schools also highly value face to face support including helping students with interview skills and job applications, interactive workshops, careers talks and mentoring



Most valuable employer engagement



“More knowledge certainly can’t be a bad thing and obviously, we need our eyes opening as careers advisors as to what’s out there” (Welsh teacher)

Examples of successful employer involvement



'Flexible' work placements – shadowing days

A group of students taking over a hotel



O₂ – formal application; targeted placements

Local businesspeople describing success stories: relatable



The Army! Engaging and exciting

Examples of successful employer involvement



“When we used to have the mock interviews, the information they gave was invaluable and we used to evaluate it and the children got loads and loads out of it.”
(Welsh teacher)

“We did a jobs fair they [the Army] came to, and one of their chefs cooked a meal, and he had every single kid eating out of his hands. All the kids were in total awe of him. He was really engaging, and, as I said before, it’s more about the type of delivery of something. Also they’ve had challenges where they’ve set up and assault course and the kids love that. When they have come into the school, they’ve been excellent.” (Scottish teacher)

“The traditional two-week placement has often been a challenge for employers in terms of getting something valuable for young people to do for all that time. So there’s more of an acceptance that work experience can be a couple of days here or there or shadowing and really getting a feel for what business is and what the world of work looks like, as opposed to filing for two weeks.”
(English stakeholder, CBI)

Employers offer 'real life' perspective



- Students impressed and engaged with external speakers
- They can tell them what employers are looking for, and why
- Opens their eyes to new careers
- Can lead to more informed work experience choices
 - With potential real job prospects
- More expert than teachers on current business climate

Employer involvement is seen as having mutual benefits for both the pupils and employees



"At the end of the day pupils are not sat down in front of me, they'll be sat down in front of employers and employers can give them more information of what they are looking for."

(Scottish teacher)

"I think they have a major role I think, in terms of schools, in terms of informing pupils of expectations of employers, about the workplace, the world of work, the range of occupations out there and the skills required. I think they have a lot to contribute."

(English stakeholder, CK careers)

"Where the local authority and employers have a role to play is making sure that economic development is in-line to create advice and guidance in schools."

(English stakeholder, U-Explore)

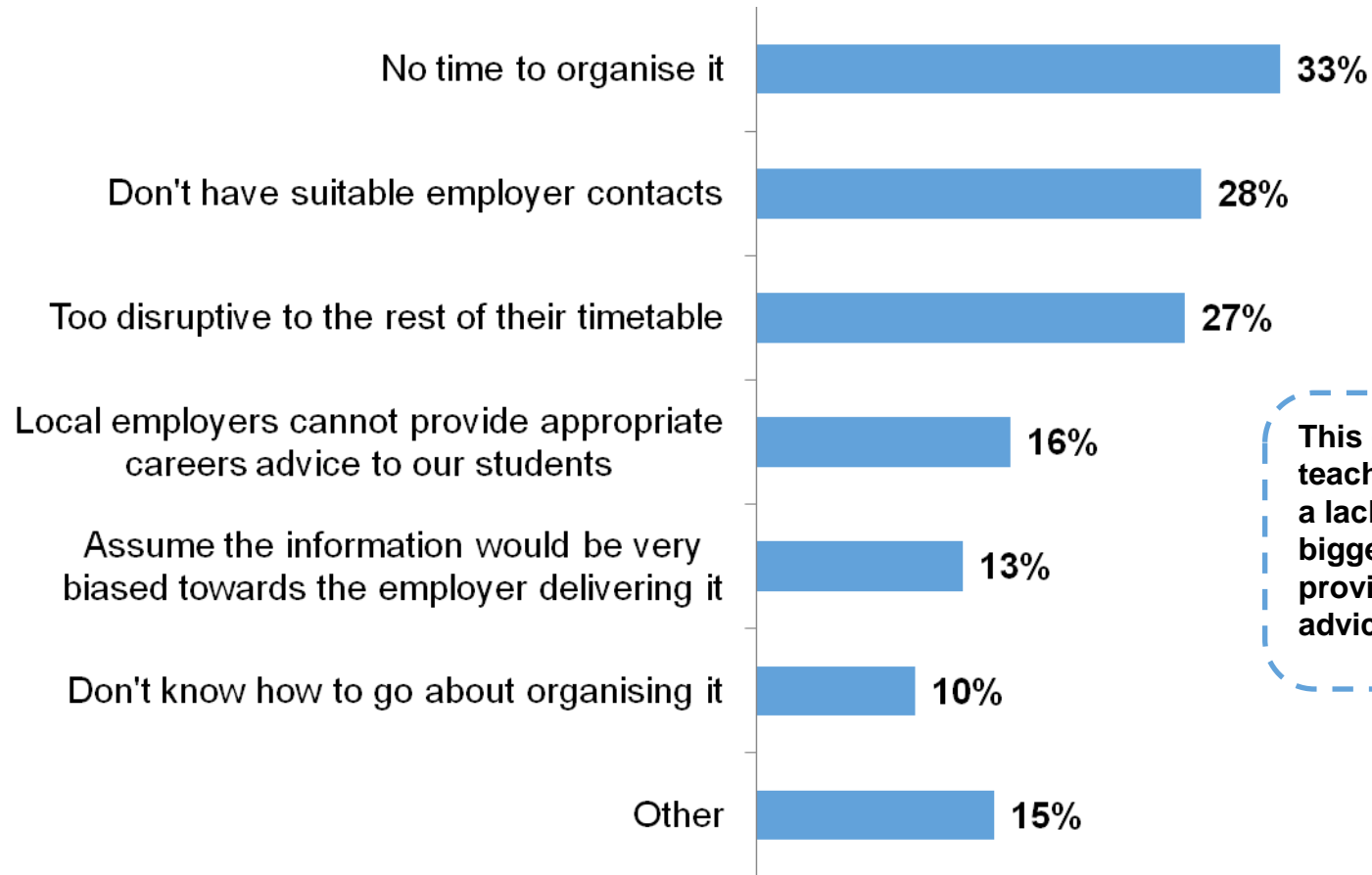
"Employers need to get into these schools. They are the purchasers of the end-product of a school"

(Scottish external adviser)

A lack of time and lack of contacts are the main reasons that schools do not offer employer visits to students



Reasons schools do not offer employer visits to students



This correlates with teachers feeling that a lack of time is the biggest barrier to providing careers advice generally.

Some concern was voiced around the potential for a lack of impartiality from employers



- Reservations around how impartial careers advice from an employer can really be
- Sense that emphasis from them should be on softer skills that are transferable to all careers
 - As opposed to career advice specific on a particular path

“About six or seven years ago, the Royal Navy came in to do a day, it was put on a vehicle, such as numeracy and re-development numeracy skills, but they were quite specific careers advice coming from that, and not personally, but the other staff complained about that and the Governors as well. ”

(Welsh teacher)

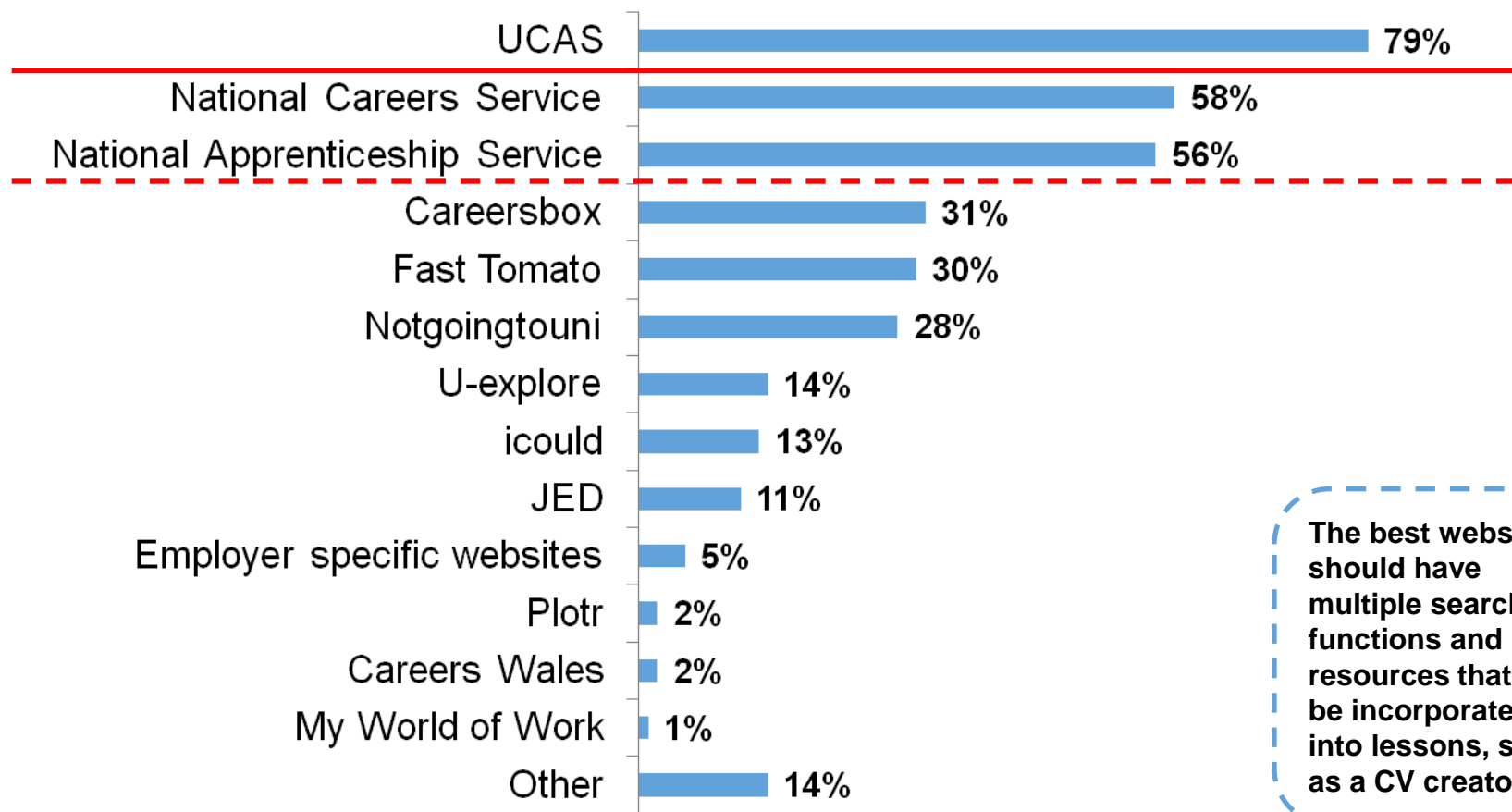
“I don't think they've got the students' interest at heart. You can't blame them for it, they need to take a business point of view towards things. I don't see any commitment from the employers who are interested in work experience to develop students, other than what they need for the immediate tasks at hand”

(English teacher)

The majority of schools direct their students to the UCAS website, while the National Careers Service and National Apprenticeship Service websites are also very popular



Websites used with students or encouraged to use

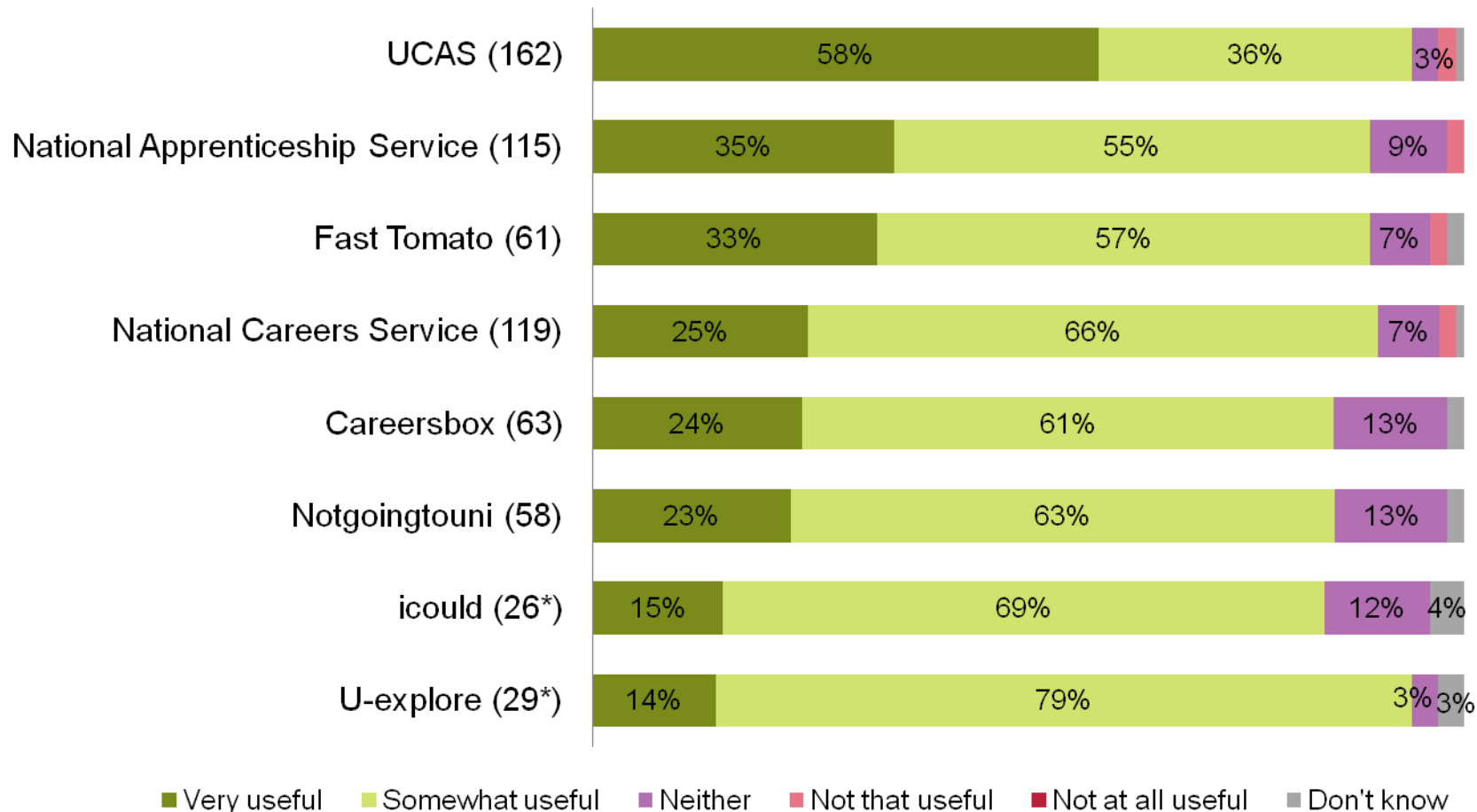


The best websites should have multiple search functions and resources that can be incorporated into lessons, such as a CV creator

The websites that teachers most recommended were perceived to be the most useful: UCAS, the National Apprenticeship Service and the National Careers Service. Fast Tomato was used by fewer teachers but was highly thought of by those who used it



Perceived usefulness of websites used



Q10b. How would you rate the usefulness of the websites you selected on a scale of 1-5 where 5=very useful, and 1=not at all useful. Base: shown in brackets *small base

BUT, concerns voiced over an over-reliance on technology



- Some concern about using technology to offer CEIAG [Careers education, information, advice and guidance] over face to face interaction
 - Not all students have access to the internet (esp. Scotland)
 - Websites need interpreting and a certain level of awareness that not all students will have
 - Also depends on students making time to use online facilities – which they currently don't use as much as they could
- BUT others feel it can widen participation and makes the most of YP' comfort with technology/ social media
 - E.g. 'liking' a job, college or employer



In Scotland, use of 'My World of Work' (from SDS) is encouraged – can be helpful but kids need motivating

The Army

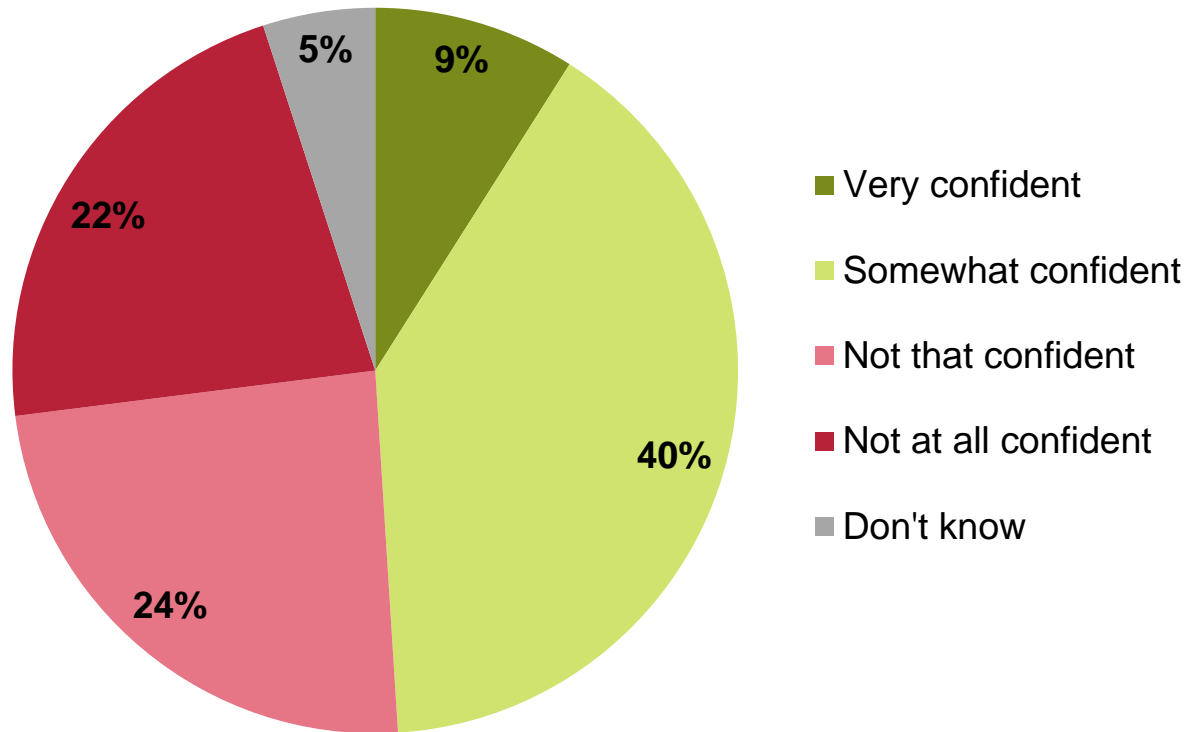
KEY FINDINGS

1. Enthusiasm around Army involvement in careers guidance
2. Linked to diversity in careers available and, in many cases, previous positive experiences
3. Though not all teachers confident in talking about the Army – or know about all available training and funding options
4. Potential for Army to tap into desire for holistic approach
5. But sense that need to tread carefully with some – avoid over-promotion of Army careers

Half of careers advisors (49%) felt some level of confidence about what The Army looks for in a recruit, although only one in ten (9%) felt 'very confident'



Careers advisors' confidence in knowledge of Army recruit requirements



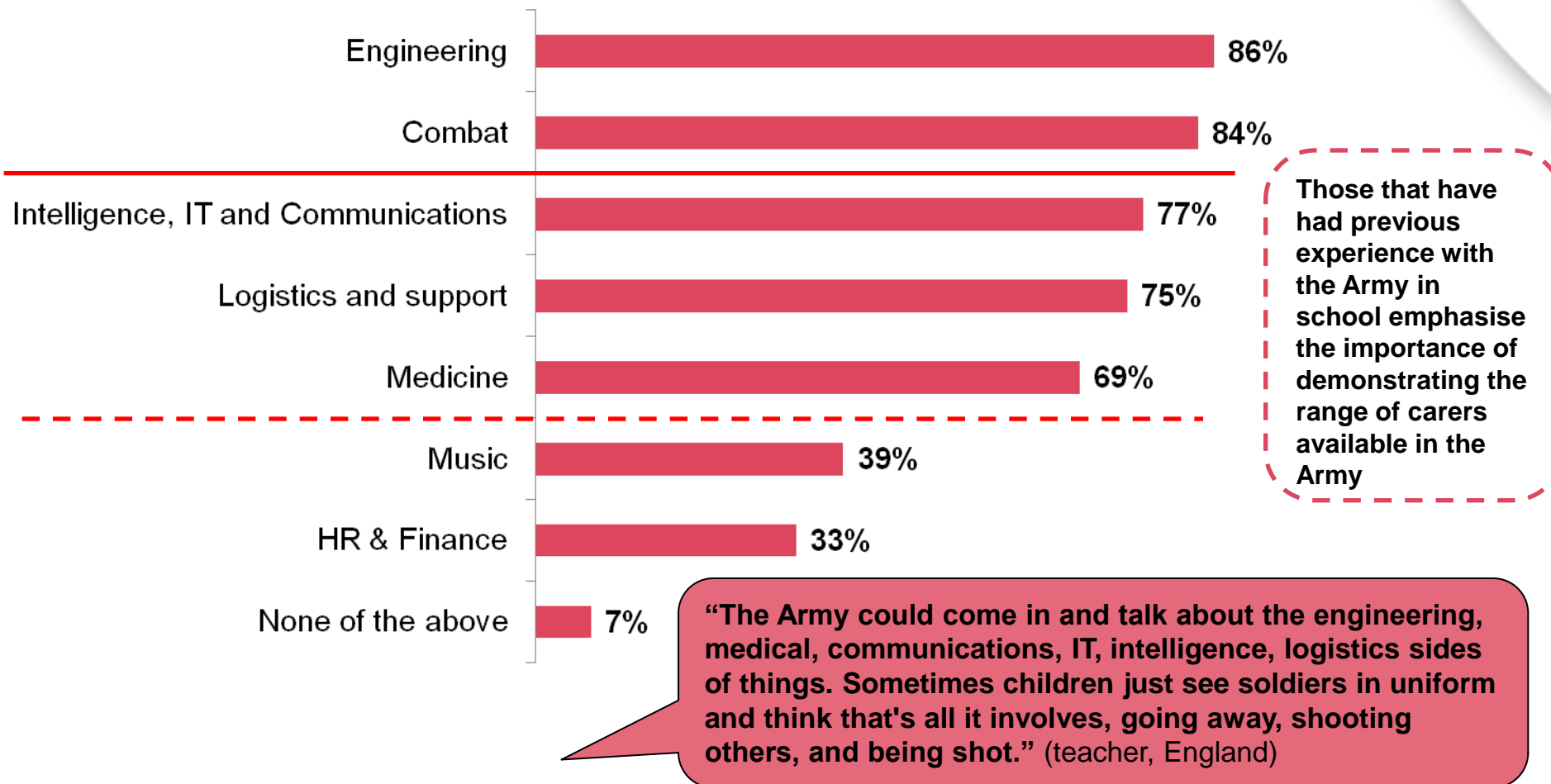
Careers advisors were more confident than teachers or senior leaders in knowing what Army recruit requirements would be

Those in Greater London were considerably less confident than those in the South East or South West about Army recruit requirements

Most were aware that The Army offers opportunities in engineering and combat and more than two thirds were familiar with opportunities in intelligence, IT and communications, logistics and support and medicine



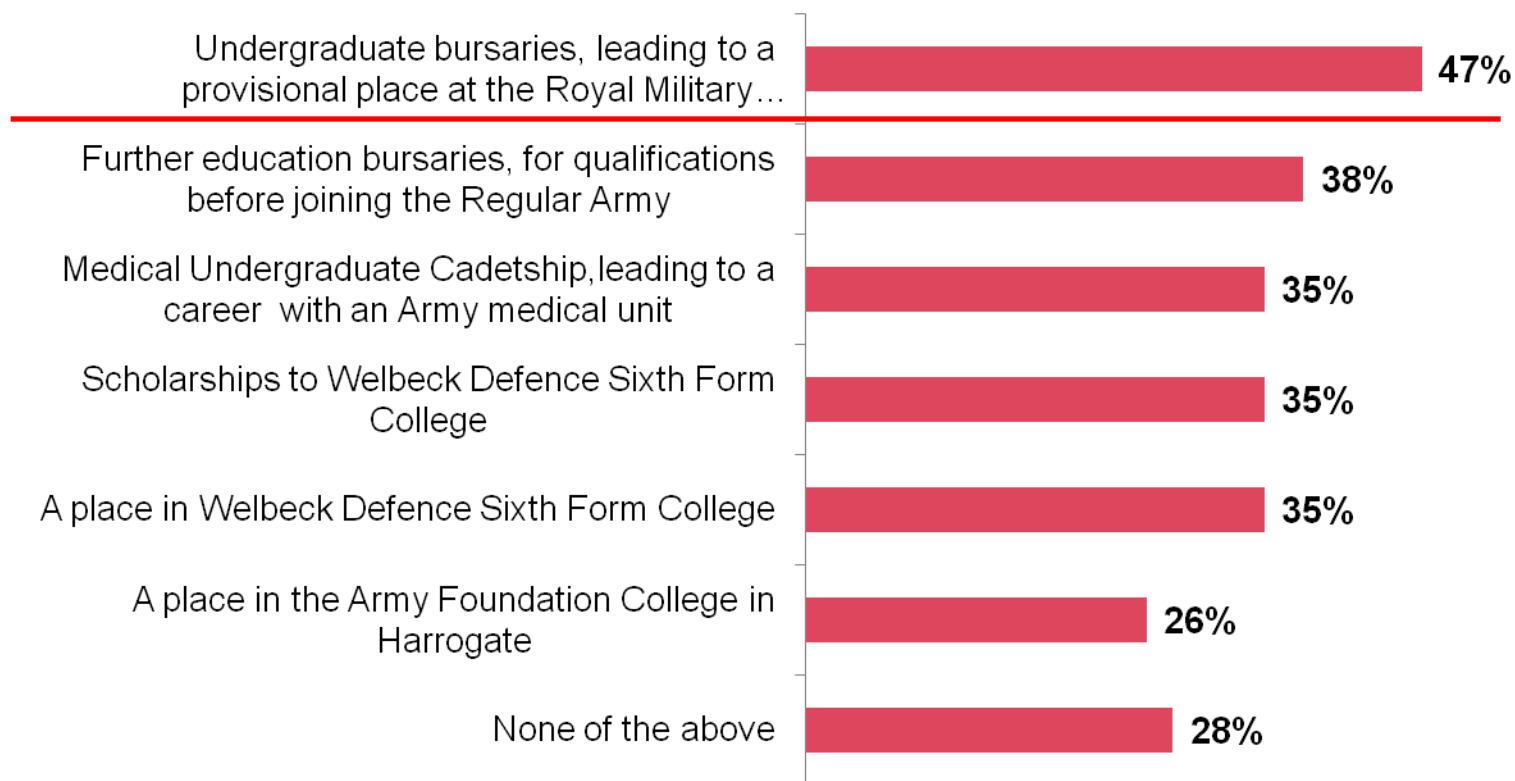
Awareness of different Army career options



Almost three quarters (72%) were aware of at least one educational or funding option for potential Army recruits, with undergraduate bursaries for the Royal Military Academy Sandhurst being the most commonly known

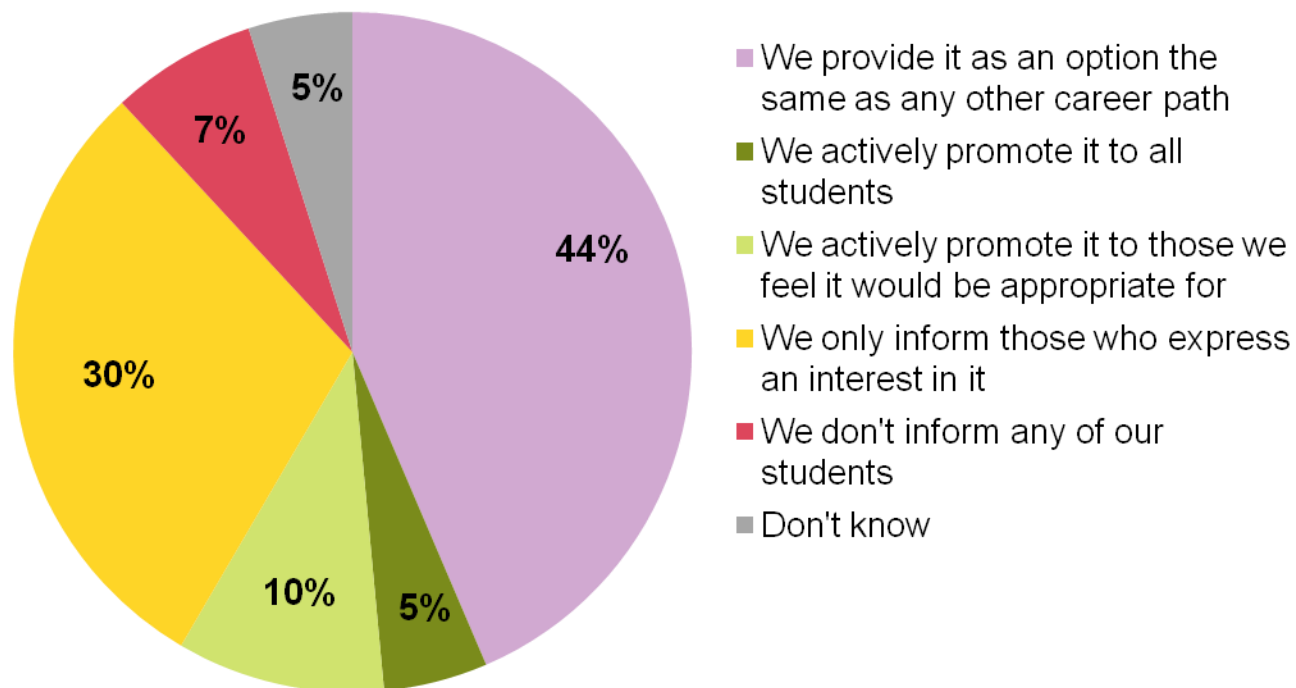


Awareness of educational/ funding options



Around six in ten schools (58%) provide unprompted information about Army careers and a further third (30%) only inform those students who express an interest

Informing students about Army careers



The key reasons that schools did not inform any of their students about Army careers were:

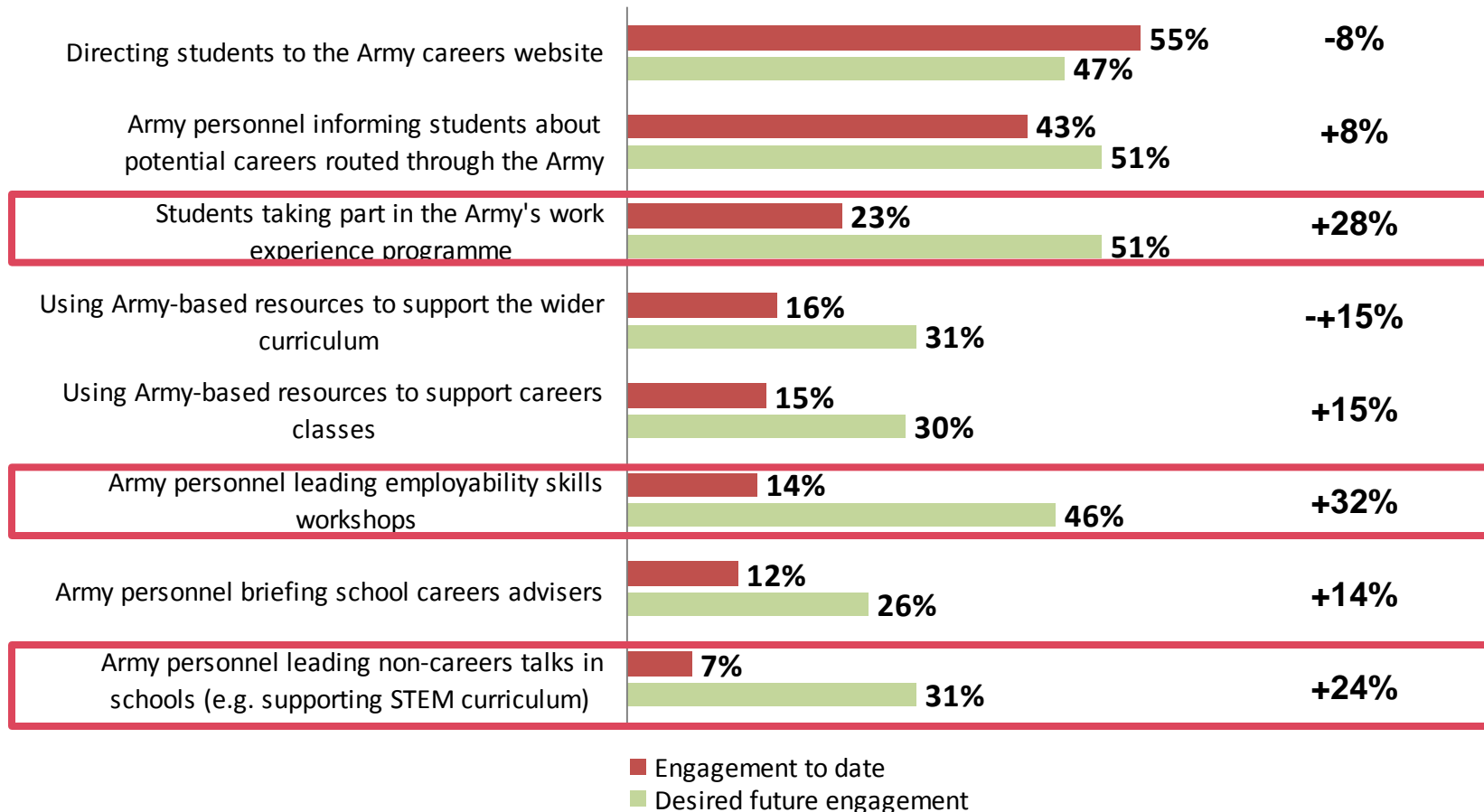
- Lack of student interest
- Lack of teacher knowledge
- It's against their ethos/religion
- Students have special needs/ low educational attainment

There is a great deal of enthusiasm for The Army to engage more with schools particularly through work experience and Army personnel leading both employability skills workshops and non-careers talks



Past and future engagement with the Army

Desired
changes in
engagement



Q18a. Which of the following ways have you engaged with the Army to date? Base: All (n=303)

Q18b. And in which of the following ways would you want to engage with the Army in the future? Base: All (n=303)

The Army in schools: a balancing act



Definite role for Army in schools but will need to be wary of the fear factor: tread carefully and don't be seen to overly promote Army careers

Reactions to Army involvement



“When you go the careers fair, they’re very popular with teachers and with young people, in way that not every employer or every sector is popular with the teacher and the young person. I don’t think anything specific around the army, I think there are issues around guns, knives, standardisation or violence, you know, which issues which schools are very sensitive to, but I think the army are very sensitive to that as well.” (English stakeholder, Inspiring the Future)

“We have PTSOs who come in and have weekly meetings. They sit up and listen when they see them.” (Welsh teacher)

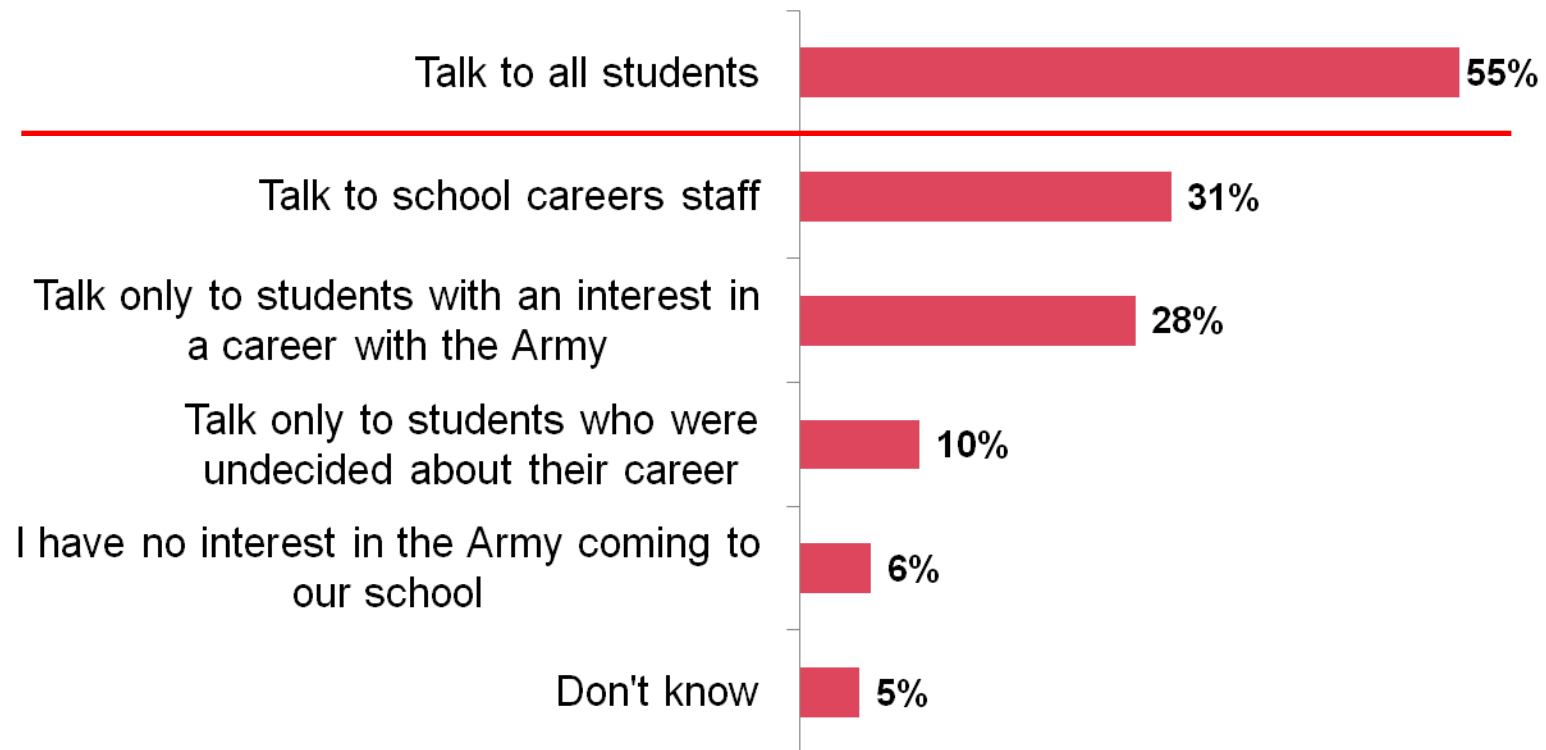
“Schools can be funny about getting armed forces in, for example one of my schools couldn’t let the army come in at all because a parent complained. It’s frustrating, it’s a tricky one.” (Scottish teacher)

“What employers are looking for is very rarely just the exam results. It’s about the development of the whole individual in terms of characteristics, behaviours, in addition to knowledge and skills. I think the Army has a role to play in that in the sense of the values and the attitudes they can bring into things” (English stakeholder, CBI)

More than half of careers advisors (55%) preferred that Army personnel to talk to **all** students on a school visit, while just over a quarter (28%) felt that engagement should only be with those showing an interest in an Army career



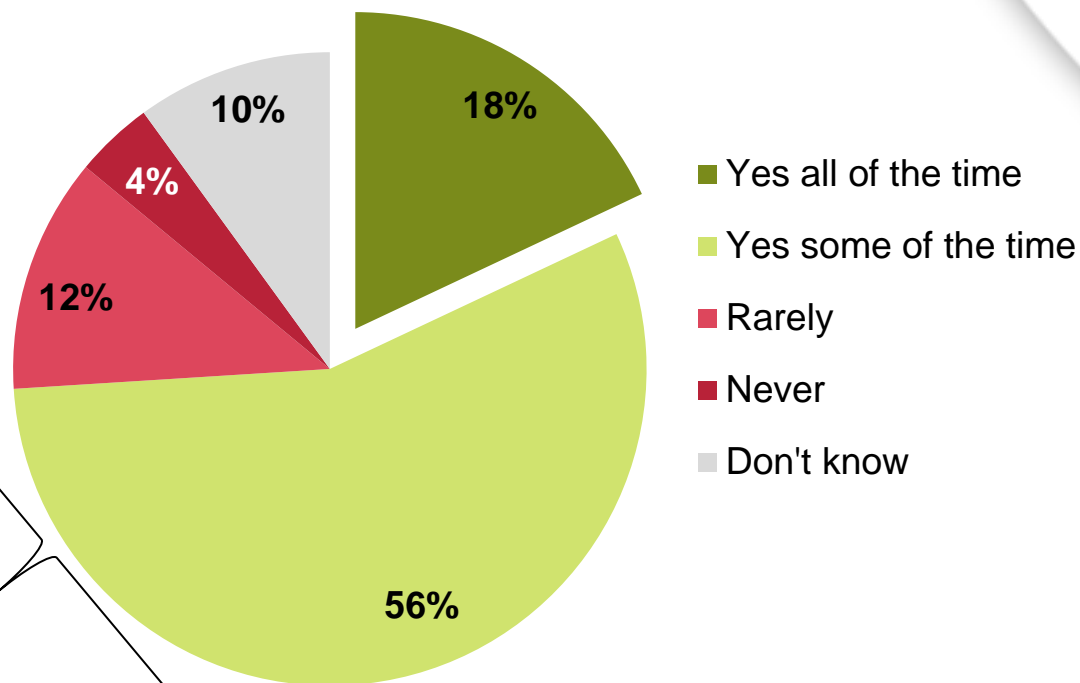
Preferred Army engagement with students



Three quarters (74%) felt that The Army would provide impartial careers advice all or most of the time and even if they could not always be impartial, 61% would not be put off inviting The Army to their school



Perceived ability of Army to provide impartial careers advice



Of those who felt that The Army would not always be able to provide impartial careers advice:

- 61% did not feel that this would put them off inviting the Army into their school
- 28% would be put off from The Army visiting their school
- 11% were unsure

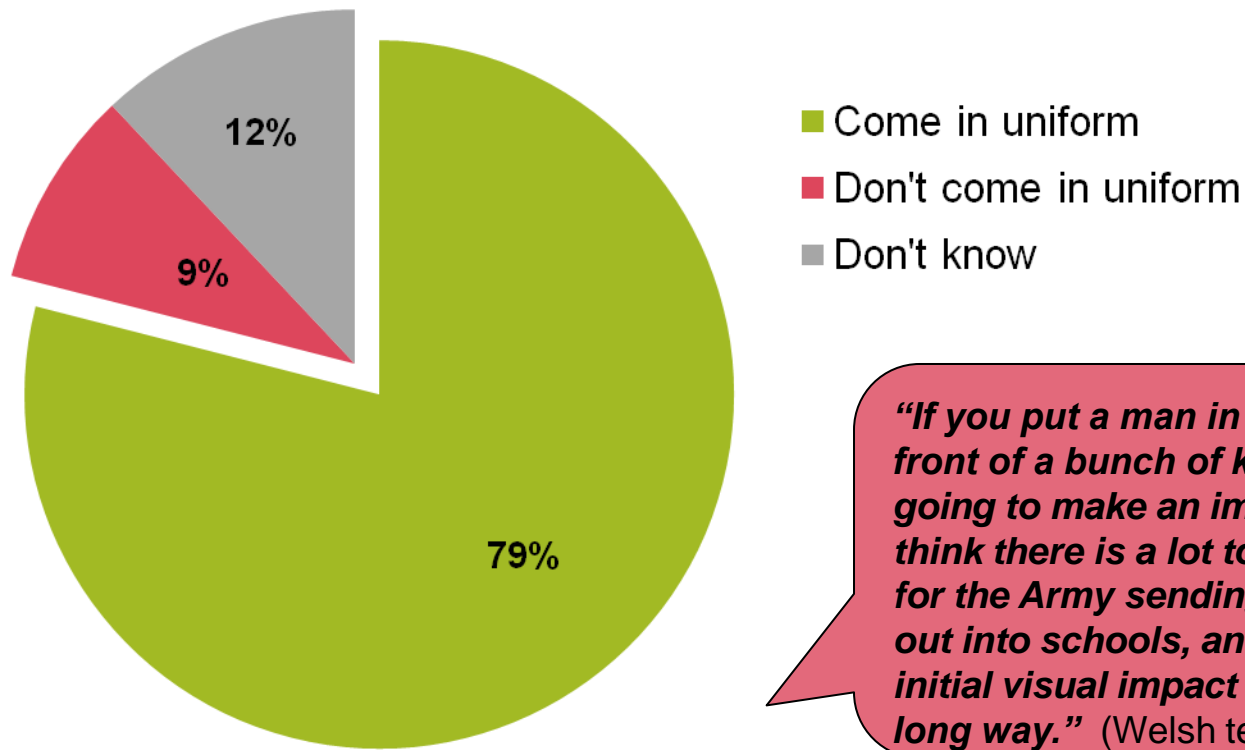
Q23a. Do you believe that the Army would be able to provide impartial careers advice? Base: All (n=303)

Q23b. And if you believe the Army may not provide completely impartial advice, would this put you off wanting to invite them to attend your school?

Base: All NOT selecting 'yes all of the time' at Q23a (n=248)

There was a clear preference for The Army to visit schools in uniform with nearly eight in ten careers advisers selecting this option

Preference towards Army dress in school



Recommendations for the Army

A clear opportunity for the Army to share their expertise in a school environment



- Schools, especially in England, are struggling to cover careers guidance without external help
- Employer visits are welcomed: external speakers offer real-world experience and, especially those who come in uniform, engage students
- Holistic careers guidance, including working on soft skills like interview technique and working alongside others, is a key need for teachers
- Army seen by many to offer key skillset (of use even amongst those not looking to pursue a military career)
 - But not all teachers are confident or comfortable with talking about what Army can offer

Be proactive – many schools would like an Army visitor but don't know where to look

- Recommend that Army concentrate on getting into as many schools as possible – teachers lack knowledge about Army careers
- Those who have had Army visitors previously speak highly of them
- Concentrate on the soft skills that an Army career necessitates: teamwork, calmness under pressure etc
 - Shouldn't be treated as a recruitment exercise, but use different examples within Army as a reference point
- Approach schools directly – many voiced not knowing where to look for information or to get Army representatives into their school
- Attend schools in military uniform

Contact info



For more information, please contact
Sharon Givans

E: sharon.givans@edcoms.co.uk

www.edcoms.com

