



Project Analysis

Employment Survey to Students and Career education staff

Project Analysis

Students

- We had 13 students respond – 3 in Secondary, 9 in College and 1 from University settings. All had completed work experience or placement.
- 9 Diagnosed Autistic
- 1 Waiting assessment
- 2 Not Autistic
- 1 Not sure

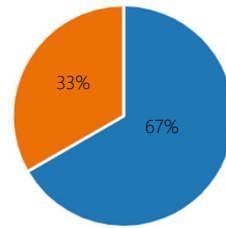
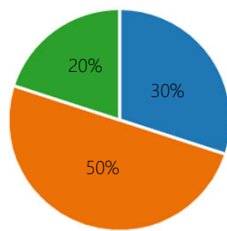
Education professional

- We had 8 responses - 3 in Secondary, 4 in College and 1 from University settings.
- 6 of respondents had supported a pupil finding work experience or a work placement and 5 out of 6 believed some of those they supported were Autistic.

Project Analysis Students

Do you feel you are given appropriate support and knowledge of what is available, in terms of employment options, in the next step of your education?

- Students who identified as Autistic:
- Students who did not identify as Autistic/weren't sure:



Project Analysis Students

What additional support would have been useful for you to know to prepare you for employment?
Quotes from Autistic Students:

Careers meeting
with parent

Actually get
placements like
everyone else to
have had experience.

Any information would
be great as I have not
would not know how to
sort out
accommodations in a
workplace

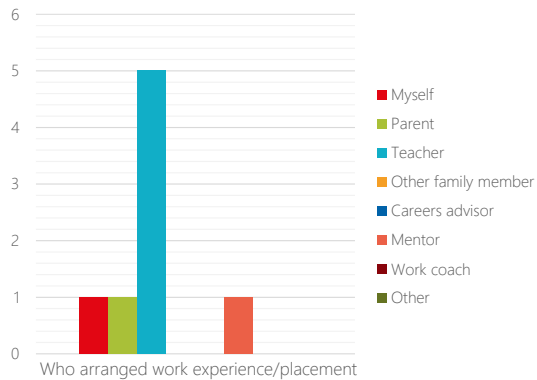
Same
chance to
complete
degree

My secondary school refuse to
support me until I have an official
diagnosis. This means I have
missed out on vital information
and preparation for when I leave
school

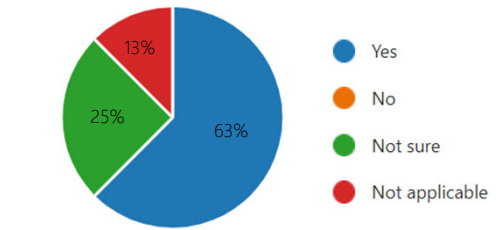
Helping me
find a job

Project Analysis Students

- Work experience completed by students was in secondary, prior or during college



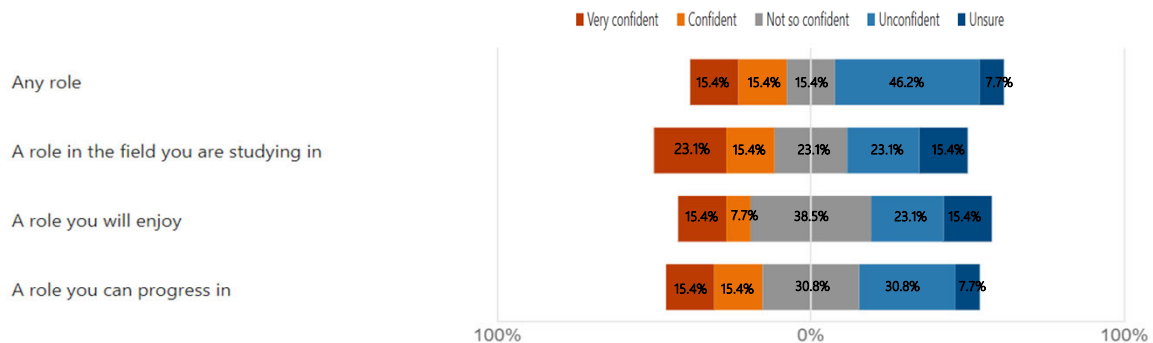
- Do you feel being autistic made getting work experience/work placements harder than non autistic pupils in your experience?



Hampshire
Autism
Partnership Board

Project Analysis Students

How confident do you feel that you will get a job?



Students gave an average rating of 2.62 out of 5 regarding their belief that careers advisors have the necessary knowledge to advise build skills needed to prepare students for work.

Hampshire
Autism
Partnership Board

Project Analysis Students

Reasons given for 'very confident' or 'confident' about obtaining a job



Reasons given for 'not so confident' or 'unconfident' about obtaining a job

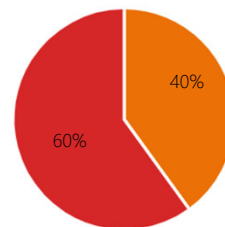


Hampshire
Autism
Partnership Board

Project Analysis Education professionals

How accessible do you feel work experience/placements for autistic children or young people you teach/advise?

Very accessible	0
Somewhat accessible	2
No different to any other student	0
Somewhat less accessible	3
Very inaccessible	0



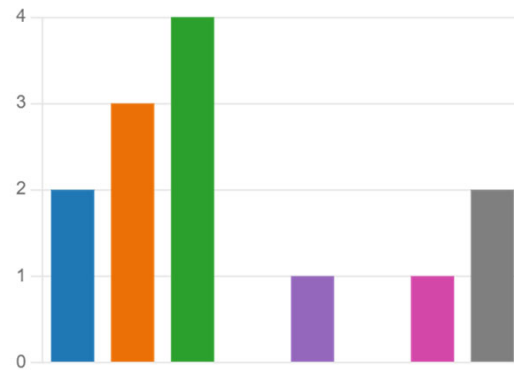
Hampshire
Autism
Partnership Board

Project Analysis

Education professionals

Reasons given for why professional believe it is more challenging to gain work experience/work placements for Autistic pupils

Reluctance from employers in general	2
Inability for employers to make adjustments required	3
Lack of knowledge of suitable placements	4
Pupils struggle to make choices about placements possibilities	0
Unrealistic job expectation by pupil	1
Unrealistic job expectation by parent/carer of pupil	0
Not enough choice in market	1
Other	2



Only 3 answered about how accessible they feel work experience is with 2 putting somewhat and 1 very inaccessible so there is nothing statistically able to be drawn from this question.

Project Analysis

Education professionals

Barriers to supporting a young autistic person into employment

Managing expectation of student, travel arrangements, anxiety, changes in routine

Not having enough mentor hours to support our 18+ students with EHCPs.

Students' own unrealistic hopes

A lot of bigger companies just expect all employees to be able to do all the jobs in their department rather than developing a team that is effective as they are all working in collaboration and utilising their skills efficiently

Employers understanding the positives about job carving and how useful this is in a teamwork situation.

Applications are online and have standardised recruitment procedures, with little adaptation for those with additional needs

Not having enough employers.

Ensuring a suitable placement based on understanding the needs of the student

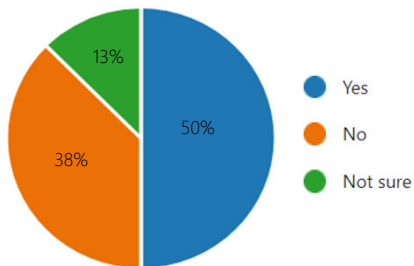
Project Analysis

Education professionals

Training confidence

*Note sample of 8

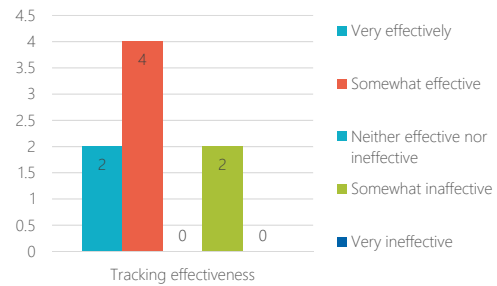
- Do you feel the training you have is adequate to support autistic young people to build employable skills?*



In terms of confidence in putting training into practice the average rating was 3.5 out of 5.

Confidence levels for advising Autistic students on careers had average rating of 3.25 of out 5.

- Are outcomes effectively tracked for learners into employment?



50% stated they felt there was sufficient communication into further or higher education about a young person's needs appropriately.

Hampshire
Autism
Partnership Board

Project Analysis

Education professionals

Positive experiences have you had at helping an autistic person into a job

Getting students set for their work experience placements that have been successful

In the last couple of weeks I have supported an autistic young person to complete their CV and apply for a job online. They have been successful in securing a position with John Lewis.

Some employers have been very supportive and open to job carving which allows for individual to develop skills they already have and learn new skills in a supportive and safe environment.

Hampshire
Autism
Partnership Board

Project Analysis Summary

Students

- Autistic student respondents felt they had less appropriate support and knowledge of what was available in employment options than the non Autistic students by 17%.
- The ways Autistic students felt they could be better supported was being able to gain work experience placements, information about what accommodations workplaces can make and having parents at careers meetings.
- Of those that had completed work experience/work placement the majority of the places sourced were via their teacher.
- Over 2/3 of Autistic students felt being Autistic was the main barrier to them gaining experience.
- In terms of confidence to get a job over half felt unconfident at gaining any employment but did have more confidence around a role in the field they were studying.
- Less than a ¼ felt they would gain a role they would enjoy and just over 30% felt confident in finding a role they could progress in.

Education staff

- 60% of staff felt work experience was less accessible for Autistic students with main reasons behind this being a lack of knowledge of what placements would be suitable and employers inability to make the necessary adjustments.
- Professionals felt the barriers to supporting an Autistic young person into employment were:
 - Not having sufficient mentoring hours in EHCP's
 - Managing expectations of students
 - There being insufficient employers in place.
 - Employers lacking knowledge of the strengths Autistic employees can bring.
- With regards to training, ½ of respondents felt the training was sufficient to support Autistic students and the confidence to put the training into practice was 3.5 out of 5

Must be noted small sample means this cannot be statistically used the wider view of Hampshire residents, but will compliment the wider public survey findings.

Hampshire
Autism
Partnership Board

Thank You

Hampshire
Autism
Partnership Board