



Self-audit: Careers advice and guidance related to post-16 mathematics

This document is designed to promote reflection and discussion about the extent to which guidance on mathematical pathways is embedded into a school/college's careers advice programme.

These suggested strategies are mainly focused on assisting students working at GCSE level or below to choose appropriate post-16 courses. However, many of these strategies could also help students currently in post-16 education to plan their post-18 options.

Strategy	Already do this	Could try this	Not right for us
Identify a member of the maths department to be a direct point of contact with the school/college's careers lead.			
Ensure that the school/college's careers programme makes explicit reference to maths and encourages all students to continue their study of maths in some way post-16.			
Promote mathematical pathways at all school/college careers events. For example, encourage colleagues in quantitative subjects to be explicit with students about the benefits of taking Core Maths alongside their subject at A level.			
Ensure that promotional information about post-16 maths courses makes explicit the utility of the subjects for a wide range of future study and career options, including degrees in subjects such as biology, geography and social sciences.			
Arrange for students to attend an enrichment event aimed at promoting the opportunities provided by post-16 maths.			
Make students and parents aware of websites that provide further information about careers that use maths (see suggested links at the end of this document). Add links to these websites on the school/college/department website.			
Maintain contact with former students who have followed a mathematical pathway; invite them in to give talks and produce displays that share information about the decisions they made, the courses they took and what their jobs involve.			
Contact the STEM centre to arrange for a visit by a STEM ambassador, to share their experiences of how mathematics has opened up opportunities for them: https://www.stem.org.uk/stem-ambassadors			

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Invite local employers in to talk to students and share their views about the importance of continuing with maths.			
Promote organisations such as the Engineering Development Trust (http://www.etrust.org.uk) and the STEM Exchange (www.stemexchange.co.uk), which help students to gain valuable work experience placements.			
Create displays or organise events that promote maths as a subject for <i>all</i> students, regardless of characteristics such as gender. Ensure that a wide range of abilities are represented, so that maths is not perceived as an 'elite' subject.			
If the maths department or school/college uses social media, follow professional organisations related to maths and share/promote information useful to students and parents.			
In maths lessons, make explicit links to the relationship between specific topics and careers.			
Start a display board or webpage where students can post and share examples of maths in the news, or where they have used maths in other subjects; promote posts that demonstrate the utility of maths in a variety of industries.			

Useful websites for further reference

■ Maths Careers

Information about the many fascinating careers that studying mathematics can lead towards. www.mathscareers.org.uk

■ Plus Magazine

Interviews with people who took maths-related degrees, explaining their career pathway and what they now do. www.plus.maths.org/content/Career

■ Future Morph

Information about pathways in STEM industries, with sections aimed at each of the key stages from three to five. www.futuremorph.org/

■ London Mathematical Society

Profiles of a variety of people who use maths as part of their career/higher level study; a good source of a variety of role models. www.lms.ac.uk/success-stories

■ UCAS website

The UCAS website has a variety of tools for helping students choose the right course for higher education. www.ucas.com