



**trendence**  
SCHOOL LEAVER  
BAROMETER

supported by



# trendence School Leaver Barometer 2014

## Summary Report for schools, colleges, universities and employers

In-depth analysis of 7,000 school and college students' views on existing careers provision, career choice, future plans, work sector preferences, employment v university, apprenticeships and school leaver programmes.

Conducted by GTI Media and CASCAID.

Analysis by trendence UK



**trendence**  
research ▀ strategies ▀ careers

a Group  business

---

## Author of the Report



Chris Phillips,  
UK information and research director,  
GTI Media

## About GTI Media

GTI Media is Europe's leading graduate recruitment media company, operating in the UK as TARGETJobs, TARGETpostgrad and TARGETJobs Events. For the last 25 years, we have focused on helping students make the transition from university to work or further study. More recently, however, we are looking to extend our activities with schools and colleges. GTI Media is also committed to undertaking and sharing research, information and expertise to benefit students, schools, universities, employers, policy makers and professional bodies.

[gtimedia.co.uk](http://gtimedia.co.uk)

## About CASCAiD

At CASCAiD, our purpose is to help people make better and informed choices about learning, training, career paths and employment. Our online resources allow anyone, regardless of their background, to explore occupational pathways and help to equip them with the knowledge that they need to choose the right route for them.

Our trusted products (including Kudos, Launchpad and Careerscape) are used in over half of the secondary schools in England, as well as being the foundation of the national online platforms for careers guidance delivery in Wales, Scotland and Northern Ireland. Our unique method of raising aspirations and expanding ideas to promote social mobility has been adopted internationally, with versions of our products used in Europe and by 20,000 education institutions in the USA and Canada.

Every year, hundreds of thousands of young people in the UK use our products to find out what careers might suit their interests, skills and aspirations. They also discover the different ways into those careers. This gives us a unique insight into their future plans and the impact that this has for employers and the wider economy.

Founded in 1969, CASCAiD has history. But the future is where we're at, starting now with groundbreaking resources for careers guidance. Our constantly evolving technologies inform and inspire young people and adults all over the world. Our purpose? Your purpose.

CASCAiD is a Loughborough University company.

[cascaid.co.uk](http://cascaid.co.uk)

## About trendence

**trendence** UK is the United Kingdom's branch of the **trendence** Institut GmbH, Europe's leading graduate research company. With 15 years of experience surveying university students in the annual Graduate Barometer survey, **trendence** is known by employers and university careers services alike for its comprehensive sample and detailed reports: every year **trendence** surveys over 27,000 students from 126 institutions in the UK alone. For the first time this year, **trendence** UK has broadened the scope of its research to include the 14–18 demographic.

[trendence.com](http://trendence.com)

## Acknowledgements

CASCAiD and GTI Media would like to thank the following organisations for supporting the survey: The Careers Development Institute (CDI), Careers England and The Inspiring Futures Foundation.



# trendence School Leaver Barometer

## Methodology

Anonymous quantitative survey, conducted online.

## Target group

Years 10–13 from all kinds of schools and colleges in all English regions.

## Field phase

Mid-December 2013 to April 2014.

## Response

c. 7,000 survey completions, evenly spread between school years.

## Introduction

GTI Media and CASCAiD have teamed up with internationally renowned research company **trendence** to launch the largest national careers survey of school and college students.

The aim of the survey is to find out what young people's ambitions are for the future and how their school or college supports them in their career and educational goals. With the vast array of opportunities available to young people, the survey determines what route students want to take and why, along with their perceptions of the careers advice and information they receive.

The Report compares students' responses by gender, year of study and type of school (state/independent) to enable us to identify significant differences between each group.

The Report also compares students' responses from each English region allowing schools, colleges, educational bodies and government to identify regional differences in the provision of careers information and advice. While individual schools and colleges are not identified, the Report does provide an accurate picture of what students in each region think about their futures, whether they plan to go to higher education, other training or into employment.

The results of this survey and Report will help employers and universities shape the opportunities they offer young people in the future and to promote themselves more effectively to school and college students.

## Table of contents

<b>Key findings</b>	<b>4</b>
<b>1 Perceptions, plans and intentions</b>	<b>5</b>
<b>2 Students' views on the current provision of careers guidance and information</b>	<b>6</b>
• Careers guidance	6
• Employer contact	8
• Careers information	10
• Guidance programmes	10
<b>3 Skills development</b>	<b>12</b>
• Skills for success at work	12
<b>4 Preliminary career plans</b>	<b>13</b>
• Preferred areas of work	13
<b>5 Next step – Work</b>	<b>14</b>
• Choosing work	14
• The application process	16
• Researching careers and employers	17
<b>6 Next step – University</b>	<b>18</b>
• Choosing higher education	18
• Choosing a degree course and a university	20
• Researching universities	21
• University and preparation for work	22
<b>7 Variations by gender</b>	<b>24</b>
<b>8 Variations by school year</b>	<b>26</b>
<b>9 Variations by school type: state v private/independent</b>	<b>27</b>
<b>10 Variations by English region</b>	<b>28</b>
<b>11 Demography of the sample</b>	<b>32</b>
<b>12 Appendix – reference charts for sections 7–9</b>	<b>33</b>

## Note on charts

To avoid fractions, percentages in charts have been rounded up or down and therefore do not always add up exactly to 100. Where respondents were asked to choose more than one answer, the total percentage always exceeds 100.



# Key findings

## Introduction

These are the key findings of the survey. We have included some key gender differences on these pages but please refer to the relevant sections of the Report for:

Variations by gender – Section 7

Variations by school year – Section 8

Variations by school type – Section 9

Variations by English region – Section 10

## Plans, perceptions and intentions

- University was the favoured choice of 68% of students.
  - Females were much more likely to plan to go to university than males; males were much more likely to plan to go into a job/apprenticeship than females.
- The family was considered most influential in helping students choose between work and university, nearly three times more influential than teachers.
- The increase in tuition fees has discouraged only 8% of students from going to university.
  - But females were more likely than males to think twice about going to university, in the light of increased tuition fees

## The current provision of careers guidance and information

- Just over half said they were either happy or very happy with the careers advice and guidance that they get at school/college, with only 11% saying they were unhappy or very unhappy.
- Nearly half had had a careers interview and 68% found them helpful or very helpful.
  - Males were slightly happier about the careers advice that they received at school, more likely to have had a careers interview and more likely to have found the interviews helpful than females.

- 81% said that their school/college organised careers events for students.
- 59% said that their school/college arranged for employers to visit to talk to students.
- 63% were happy with the amount of careers information and advice they received from their school about universities, and a similar percentage was happy with the advice about jobs and apprenticeships.
- 66% said they hadn't used social media to find out about work, careers and jobs.

## Skills development

- Students thought that teamwork and organisation/planning were the most important skills for success at work and they were positive about their own skills.
- Nearly 70% said they had developed the skills they were best at, at school.
  - In general, females rated themselves higher than males regarding their work-related skills.

## Preliminary career plans

- 80% said they had an idea of the job or career that would suit them and more than half said they had decided on which career to pursue before they began Year 11.
  - Females decided earlier than males which careers to pursue: 25% of females decided 'a long time ago' v 16% of males.

## Students planning to work

- 41% had made up their mind in Year 10 or earlier not to go to university.
  - Females made the decision to go to work rather than university earlier than males.
- 63% received help from their school/college to prepare for interviews.
- 50% had begun to collect information about employers and career areas by Year 10 or earlier.
- Advice from friends and family was considered to be the most useful way to find out about employers and career areas.

## Students planning to go to university

- 79% had made the decision to go to university by Year 10, and most even earlier.
- Two effective inducements that employers could offer to students to persuade them to go straight into work rather than to university are: a large salary and the promise of degree-level study while working.
- Only 10% say that they would prefer to study at a university close to home.
- 17% plan to take a gap year before university and 47% say that they would consider it.
- The main reason given for choosing a specific degree programme was love of the subject.
- When it came to choosing a university, the top reason given was the reputation of its degree courses.
- 57% said they wanted a work placement as part of their course, only 7% said they definitely didn't.
  - Females were proportionally keener on choosing a degree with a work placement than males: 59% of females said they wanted work experience as part of their degree v 53% of males.
- The largest percentage (45%) wanted to attend employer events in their first year. Only 12% wanted to wait until their final year.
- 61% said they had made their choice of career by Year 10 or, in many cases, even earlier.
- Overall, healthcare, science and teaching were the three most popular choices of career.
  - For their first graduate job, males' top four choices were science, engineering, finance and business management.
  - For their first graduate job, females' top four choices were healthcare, science, teaching and law.

# 1. Plans, perceptions and intentions

## Introduction

In the first four sections of this Report, questions were asked of all respondents to produce data and analysis pertaining to the whole sample.

## Plans, perceptions and intentions

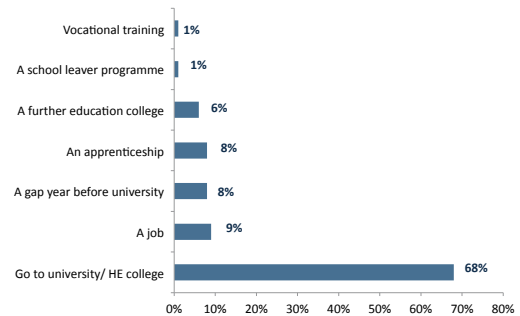
We asked all students in the sample what they planned to do after turning 18.

- The majority (68%) planned to go to university.
- 18% planned to work, start an apprenticeship or further vocational training.

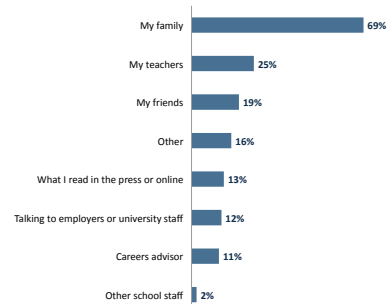
We asked students about their key influencers and whether the increase in tuition fees affected their decisions.

- The family was considered most influential in helping students choose between work and university. 69% cited family as the key influencer, nearly three times more influential than teachers.
- Only 11% thought that the careers adviser was the key influencer.
- The increase in tuition fees has discouraged only 8% of students from going to university but it has made 38% think twice.

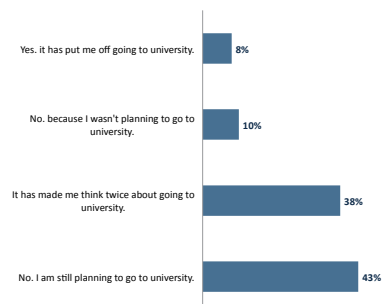
### 1 Which of the following are you planning on doing after you have turned 18?



### 2 Who/what has had the most influence on your decision to go to university or into a job?



### 3 Has the increase in university tuition fees affected your decision about what you will do after leaving school?



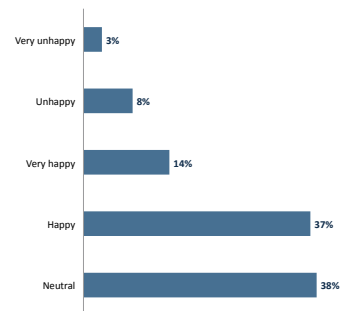
## 2. Students' views on the current provision of careers guidance and information

### Careers guidance

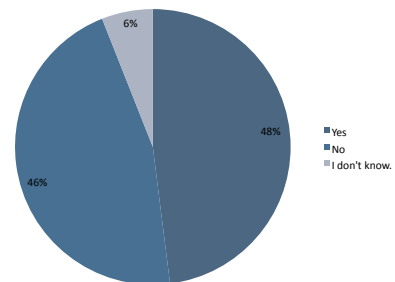
We asked all students their views about the provision of careers guidance and advice at school and outside school.

- Just over half (51%) said they were either happy or very happy with the careers advice and guidance that they get at school/college although 38% had no strong views one way or another.
- 11% said they were unhappy or very unhappy.
- 48% had had a careers interview at the time of the survey.
- The majority of students who had had a careers interview found them helpful (49%) or very helpful (19%) and as a result knew more about the choices open to them.
- We asked students whom they turned to for advice on career choice, which university to go to, apprenticeships and jobs. Families are relied on the most for advice about careers and universities but teachers are more influential when it comes to employment choices. And students are much more likely to turn to teachers for advice on jobs compared to apprenticeships.

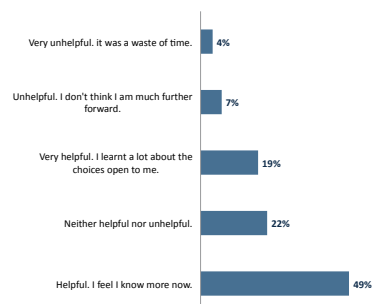
#### 4 Broadly speaking, how happy are you with the careers advice and guidance you receive at your school/college



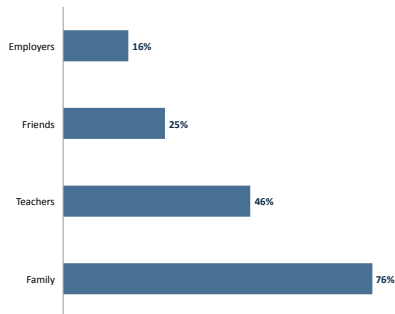
#### 5 Have you had any careers interviews with careers teachers or advisors at school/college?



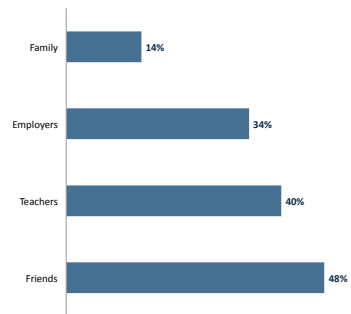
#### 6 How helpful was your last careers interview?



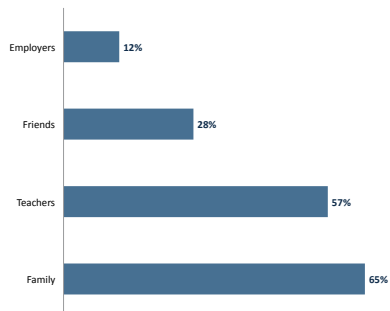
**7 Who would (did) you turn to for advice about what to do for your career? (multiple selection)**



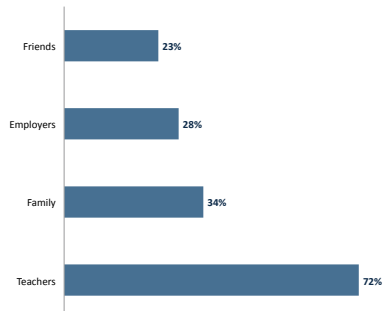
**9 Who would (did) you turn to for advice about apprenticeships? (multiple selection)**



**8 Who would (did) you turn to for advice about which universities to go to? (multiple selection)**



**10 Who would (did) you turn to for advice about jobs? (multiple selection)**

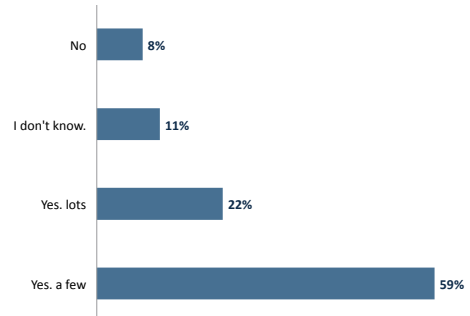


### Employer contact

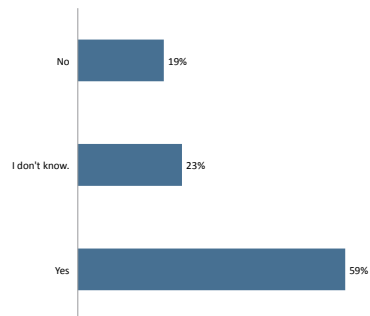
We asked all students a series of questions about the level of employer contact that the school/college arranged.

- 81% said that their school/college organised careers events for students.
- 58% said that their school/college arranged for employers to visit to talk to students but the percentage varied by school year.
- Local employers were more common visitors than national employers, although 45% had a mixture of both local and regional.
- An individual visit by employers to talk to students was the most common manifestation of employer contact, followed by fairs/events with multiple employers.
- 39% said that employer visits made them more confident about their plans although half said they made no difference.
- Employer visits to the school made nearly 20% consider going to work rather than university.
- When it came to organising visits to employers, only 31% said their school did.
- Only 14% of students were aware of school leaver programmes currently offered by national employers (although 44% were not sure).

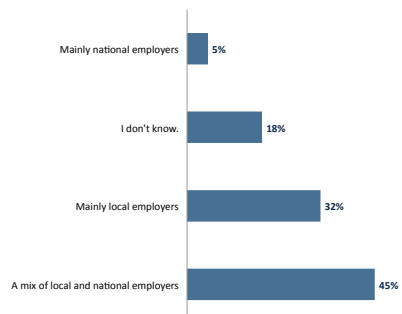
#### 11 Does your school/college organise careers events like fairs, open days or presentations?



#### 12 Have any employers visited your school to talk about careers?

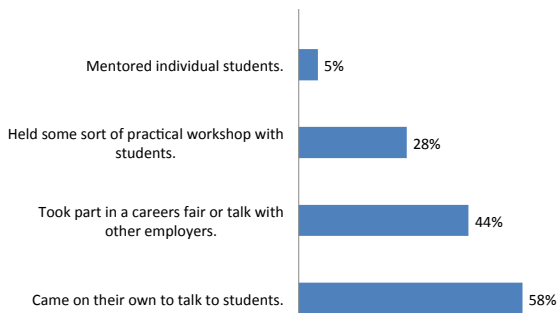


#### 13 What types of employers have visited your school/college?

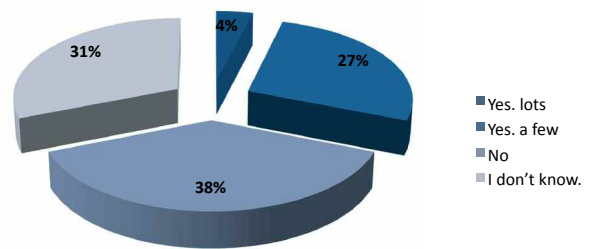




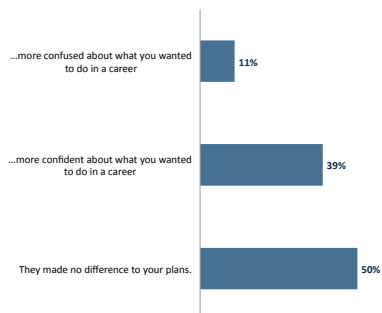
**14 What did these employers do when they visited?**



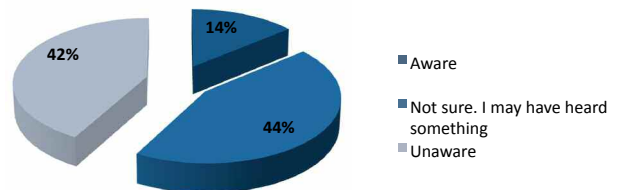
**17 Does your school organise visits to employers?**



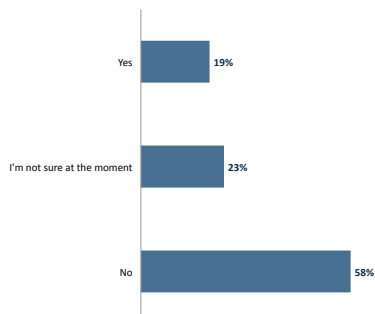
**15 Did these employer visits make you...**



**18 How aware are you of the school leaver programmes currently offered by national employers?**



**16 Did any of the employers visiting make you think of going to work rather than to university/college?**



### Careers information

We asked students about the provision of careers information at school/college and outside.

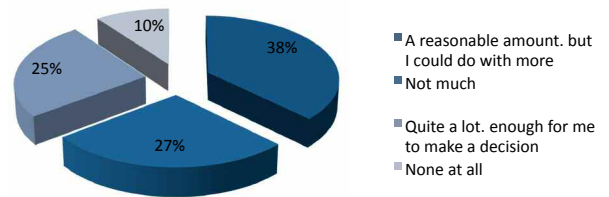
- 63% were happy with the amount of information and advice they received from their school about universities, although 10% said they hadn't received any.
- A similar percentage was happy with the advice about jobs and apprenticeships they received although the number saying 'not much' was higher than for university advice/information (33% v 27%).
- Half the students had not used any careers website to find out about work, careers and jobs but of those that had, the Student Room was the most used.
- 66% said they hadn't used social media to find out about work, careers and jobs but of those that had, most used Facebook for this purpose.

### Guidance programmes

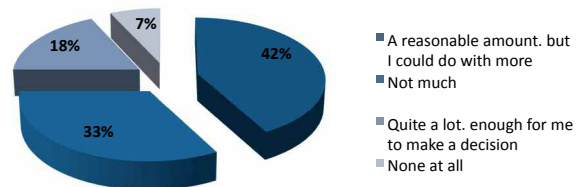
We gave students a list of the most commonly available testing and guidance programmes and asked them to rate them for helpfulness.

- The awareness of online careers guidance programmes was very low, with few being recognised or used by students. Students were presented with the following programmes: Careers Wales Online; Fast Tomato; Futurewise; Kudos/Kudos Inspire; Launchpad; National Careers Service; Morrisby Profile; Pathfinder; plotr; SkillCheck and Profinio.
- The most used by students was Kudos/Kudos Inspire - by 28% of respondents. It was also considered the most helpful, with only 4% of users saying it was unhelpful.

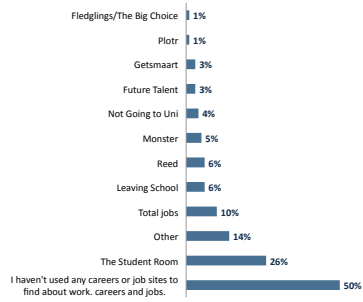
#### 19 How much advice and information about universities have you received at school?



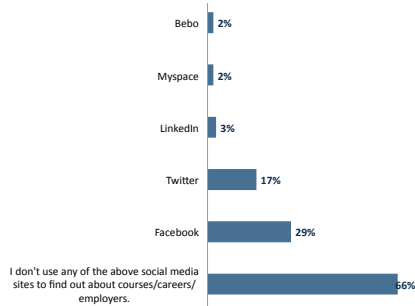
#### 20 How much advice and information about jobs, apprenticeships and school leaver programmes have you received at school?



**21 Which careers or job sites have you used to find out about work, careers or jobs?**



**22 Do you use any of the following social media sites to find out about the courses/careers/employers?**



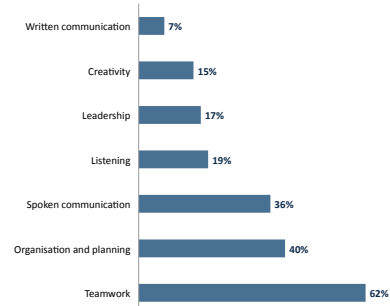
## 3. Skills development

### Skills for success at work

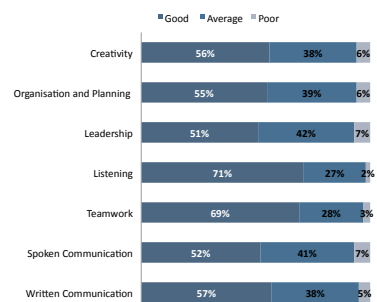
We asked students a series of questions about their own skills and how important they were for work.

- Students thought that teamwork and organisation/planning were the most important skills for success at work.
- They were pretty positive about their own skills, with teamwork and listening considered the two they were best at.
- Nearly 70% said they had developed the skills they were best at, at school.

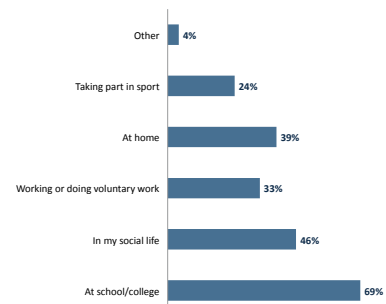
#### 23 Which two of these skills do you think are most important for success in a job?



#### 24 How would you rate your skills in the following areas?



#### 25 Where do you think you mainly learned the skills that you are best at?



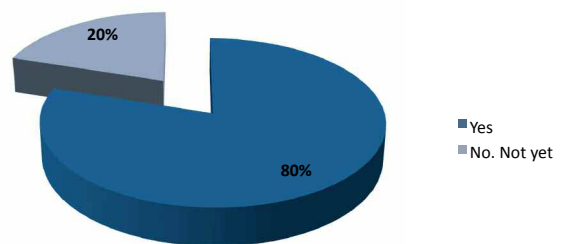
## 4. Preliminary career plans

### Preferred areas of work

We asked all students a series of questions about their choice of career.

- A large number (80%) said they had an idea of the job or career that would suit them.
- Engineering, retail and healthcare were the most popular sectors.
- More than half said they had decided on which career to pursue before they began Year 11.

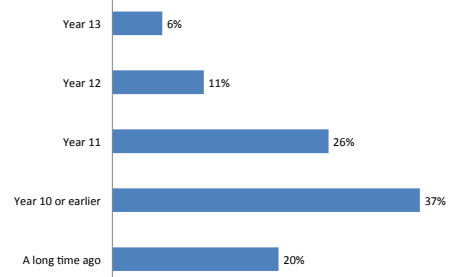
#### 26 Do you have some ideas about what kind of jobs or careers might be suitable for you?



#### 27 Which of the following career areas would you like to do, in your first career job?

Sector	% of respondents
Engineering	16.60%
Retail	12.50%
Healthcare	11.90%
IT & Telecommunications	11.10%
Accountancy	10.50%
Business Management	9.50%
Teaching (school)	9.40%
Marketing/Advertising/PR	7.30%
Sales	7.20%
Public Sector	7.10%
IT Consulting	6.40%
Law	6.40%
Science	6.10%
Finance	5.80%
Food Industry/FMCG	5.50%
Customer Service	5.30%
Architecture	4.70%
Counselling	3.90%
I don't know	3.40%
Research and development	3.30%
Human Resources	3.10%
Investment Banking	2.20%
Management Consulting	1.90%
Teaching (university)	0.40%

#### 28 When did you decide on the career area(s) that you would like to work in?



## 5. Next step – Work

### Introduction

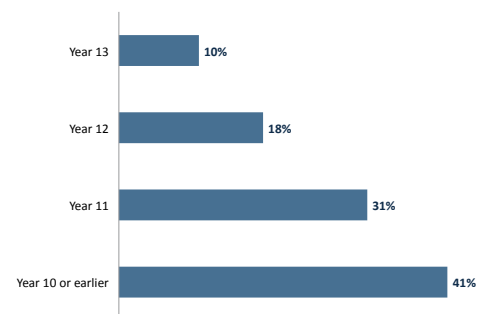
The questions in Section 5 were only asked of students who had told us that they were planning to be in work, on an apprenticeship, vocational training or school leaver programme.

### Choosing work

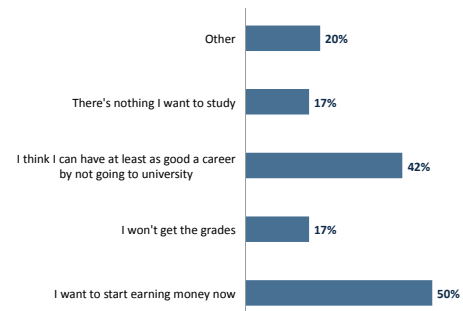
We asked students about their choice of work over further study.

- 41% had made up their mind in Year 10 or earlier not to go to university.
- Their main motivation was to start earning money followed by the belief that it wouldn't harm their career chances to go straight into work.
- Training and development was considered the main benefit of working, with 59% considering it a very important factor.
- Although 64% would prefer a job within commuting distance, 23% were happy to re-locate to other parts of the country.
- Most expected to earn between £5K and £10K on starting their first proper job.

### 29 When did you decide to go into a job/apprenticeship rather than to university?



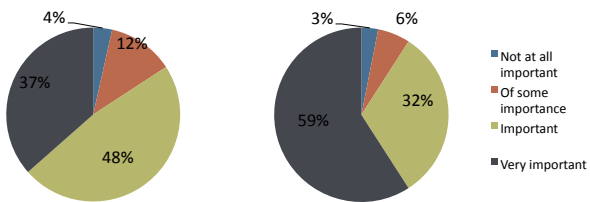
### 30 What are your main reasons for choosing to go straight to work rather than going to university?



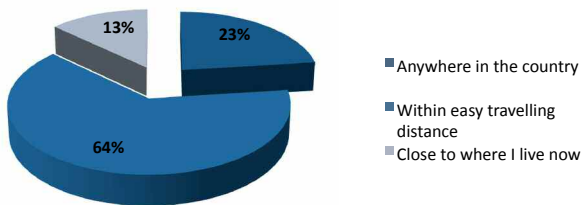
### 31 How important do you think the following benefits are in your first proper job?

Rank	Benefit
1	Training and development
2	A good salary
3	Early responsibility
4	Flexible working
5	Generous holidays

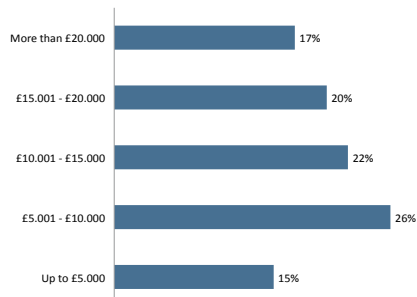
**32 A good salary • Training and development**



**33 How far away from where you live now would you be willing to work?**



**34 How much do you expect to earn per year if you go straight to work after school/college?**

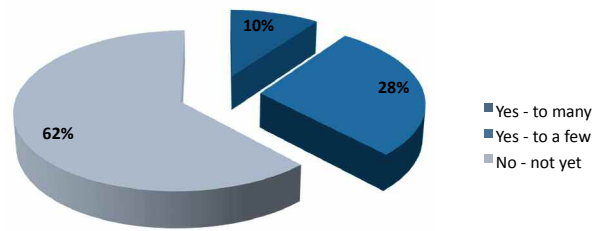


### The application process

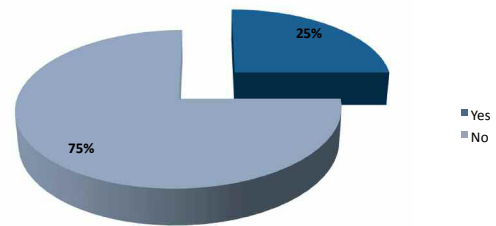
We asked students about the help and support they got from school to prepare for job/apprenticeship interviews.

- 38% of students had made applications for jobs/apprenticeships.
- 25% had been interviewed or attended an assessment centre.
- 63% received help from their school/college to prepare for interviews.

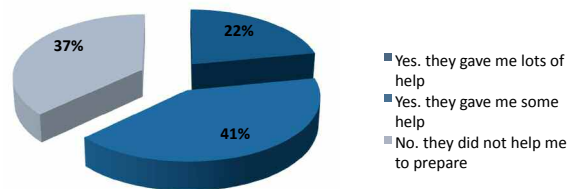
**35 Have you applied to any employers for an apprenticeship or proper job?**



**36 Have you been to any employer interviews/assessment centres for your apprenticeship or first proper job?**



**37 Did your school/college help you prepare for these interviews?**



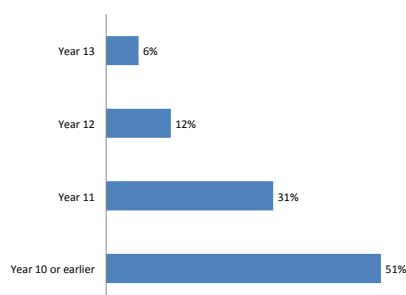


### Researching careers and employers

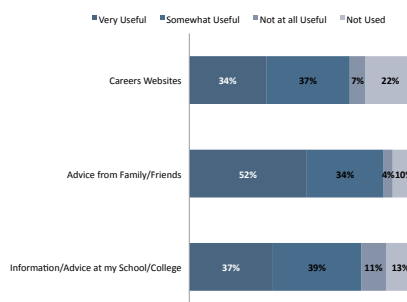
We asked students how they found out about careers and employers.

- 50% had begun to collect information about employers and career areas by Year 10 or earlier.
- Advice from friends and family was considered to be the most useful way to find out about employers and career areas.
- The three most important things that they needed to know about an employer before making an application were the work itself, the salary and the training. Not a single student considered the number of days' holiday important.

#### 38 When did you first start collecting information on different employers/career areas?



#### 39 What have you used to find out about different employers/career areas and how useful they were?



#### 40 What are the three most important things for you to know about an employer before you think about applying to work for them?

Rank	Factors	%
1	The work itself	56
2	The salary	45
3	The training	41
4	The location	37
5	How successful the company or business is	30
6	The quality of the management	28
7	The people I'd be working with	25
8	The image or reputation	16
9	The number of days holiday	0
10	Other	0



## 6. Next step – University

### Introduction

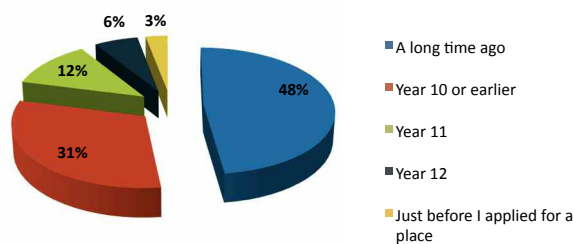
The questions in Section 6 were only asked of students planning to go to university.

### Choosing higher education

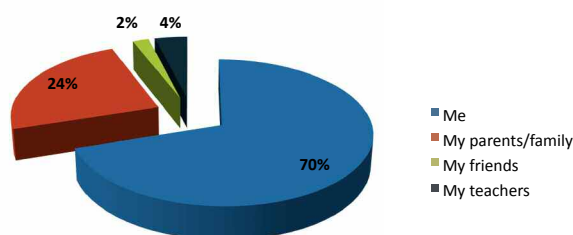
We asked students about the factors relating to their choice of higher education.

- 79% had made the decision to go to university by Year 10, and most even earlier.
- As for choosing specific universities, although about a quarter said they were influenced by parents/family, the majority made up their own minds.
- The desire to learn more about the subject played an important part in their decision to go to university rather than straight into work but the major factor was to get a better job.
- Two effective inducements that employers could offer to students to persuade them to go straight into work rather than to university are: a large salary and the promise of degree-level study while working.
- A significant number (37%) intend to borrow money from friends and family to fund their studies although 80% will rely on student loans.
- Only 10% say that they would prefer to study at a university close to home.
- 17% plan to take a gap year before university and 47% say that they would consider it.

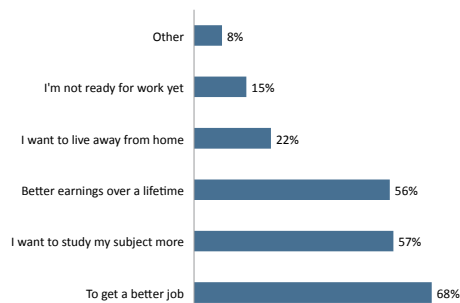
#### 41 When did you decide that you wanted to go to university?



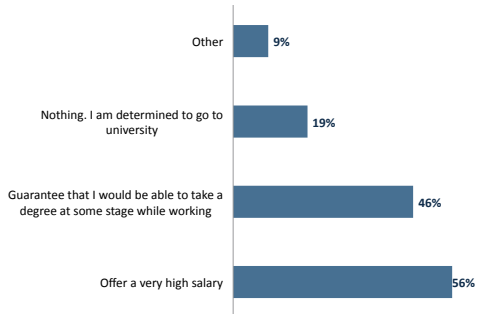
#### 42 Who will influence/has influenced you most in your choice of universities?



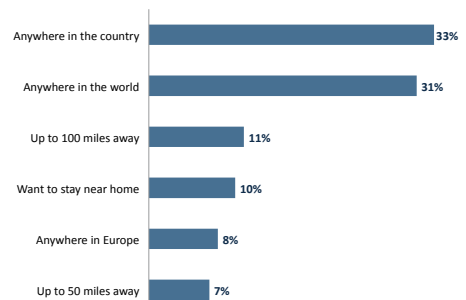
#### 43 What are your main reasons for choosing to go to university rather than straight into a job?



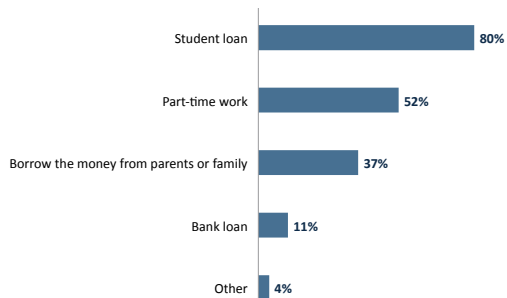
**44 What, if anything, would an employer have to do to persuade you to go to work rather than university?**



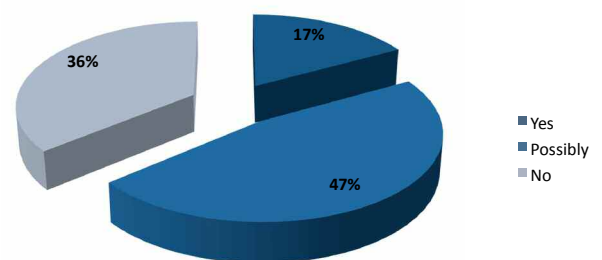
**46 If you were to go to university/college, how far away from home would you be prepared to live?**



**45 If you were to go to university/college, what source(s) of funding would you use?**



**47 Are you/would you consider a gap year before going to university/college?**

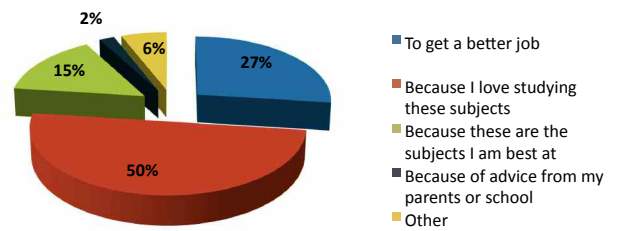


### Choosing a degree course and a university

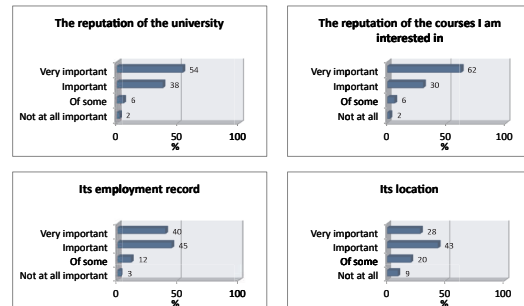
We asked students about what made them choose specific degree courses and universities

- Social sciences, humanities and arts degrees were the most popular non-technical degree courses; natural and health sciences the most popular technical degrees.
- The main reason given for choosing a specific degree programme was love of the subject; but 27% said it was to get them a better job.
- When it came to choosing a university, the top reason given was the reputation of its degree courses (considered more important than the reputation of the university).

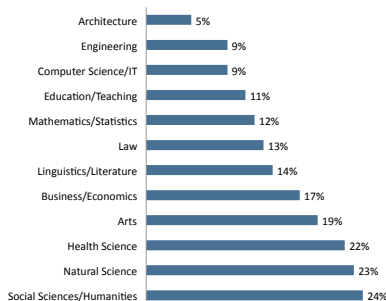
#### 49 What is your main reason for wanting to study these subjects at university?



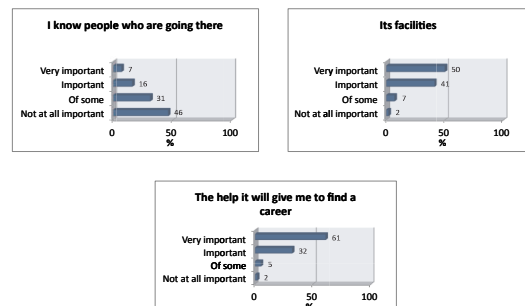
#### 50 How important are the following factors in your choice of university?



#### 48 Which subject are you most likely to study at university?



#### 51 How important are the following factors in your choice of university?

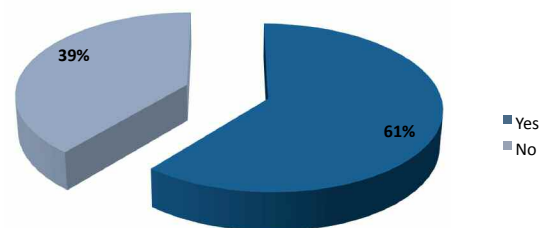


## Researching universities

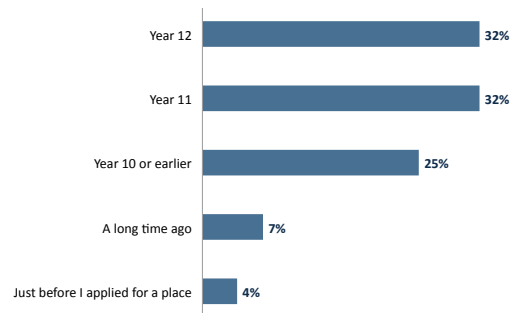
We asked students how they collected the information about the universities they were considering.

- 61% had started collecting information about universities at the time of the survey.
- Although we have already established that this group of students had decided early on to go to university, the majority didn't start collecting information about specific universities until Years 11 and 12.
- Nearly all students turned to university websites to research their choice of university, but over half also used university guides.

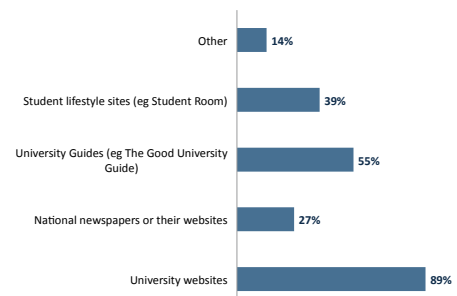
### 52 Have you started collecting information on universities yet?



### 53 When did you first start collecting information on universities?



### 54 What have you used to find out about different universities?

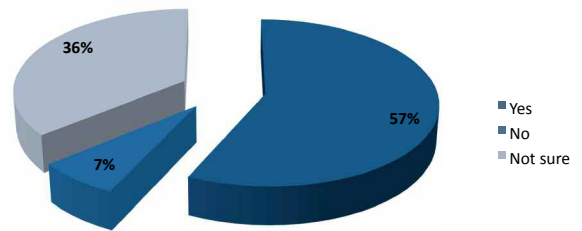


### University and preparation for work

We asked students a series of questions about how university would prepare them for employment.

- 57% said they wanted a work placement as part of their course, only 7% said they definitely didn't.
- Nearly 70% of those who would like a work placement as part of their course wanted it to involve real projects.
- The largest percentage (45%) wanted to attend employer events in their first year. Only 12% wanted to wait until their final year.
- Open days and careers fairs were the events of most interest to students.
- The four most important factors when it came to choosing a graduate job were: high starting salary, good career prospects, attractive work and work-life balance. Location and the profile of the employer were not considered important.
- Healthcare, science and teaching were the three most popular choices of career.
- 61% said they had made their choice of career by Year 10 or, in many cases, even earlier.

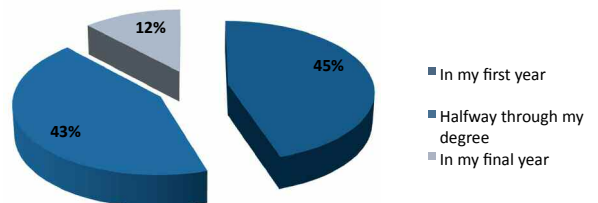
#### 55 Would you like to do a work placement as part of your university course?



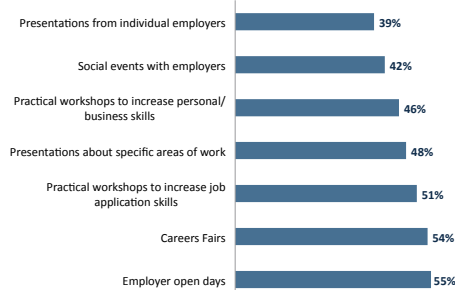
#### 56 What would you most want to do during an ideal work placement?



#### 57 Imagine you are at university already and employers are holding events to advertise themselves as possible future employers. How soon in your time at university would you like to attend such events?



**58 What kind of careers events would you be most interested in going to at university?**



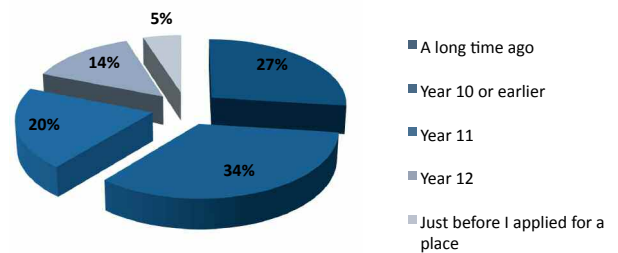
**60 Which of the following career areas are you most interested in, for your first graduate job?**

Rank	Career Areas	%
1	Healthcare	19
2	Science	19
3	Teaching	14
4	I don't know	12
5	Law	11
6	Business Management	10
7	Accountancy	8
8	Engineering	8
9	Finance	8
10	Marketing/Advertising/PR	8
11	Retail	7
12	Research and development	6
13	IT & Telecommunications	5
14	Public Sector	5
15	Human Resources	4
16	Investment Banking	4
17	Sales	4
18	Food industry/FMCG	3
19	IT Consulting	3
20	Management Consulting	3
21	Customer Service	2

**59 Which of the following aspects are most important to you in a graduate job?**

Rank	Factors	%
1	High starting salary	33
2	Good career prospects	32
3	Attractive job work tasks	30
4	Good work-life balance	30
5	Job security	27
6	Personal development	24
7	Friendly colleagues	22
8	Equal opportunity	15
9	Training and development	14
10	Being appreciated at work	14
11	High level of personal responsibility	10
12	Good employer leadership style	9
13	International interaction/opportunities	8
14	Status & prestige	7
15	Innovation	6
16	Attractive location	5
17	Employer success in the market	4
18	Corporate social responsibility	3
19	Attractive products/services	2

**61 When did you decide on the career area(s) that you would like to work in?**



## 7. Variations by gender

### Introduction

In this section and the following three sections, we have analysed the responses to highlight key differences by gender, school type, school year and region. The charts for these sections are available in the Appendix.

### Plans and intentions

- Females are much more likely to plan to go to university than males: 82% v 68%.
- Males are much more likely to plan to go into a job/apprenticeship than females at 18: 32% v 18%.
- Females are more likely than males to think twice about going to university, in the light of increased tuition fees: 41% v 34%.

See Appendix, fig. 62 – 63 for more details

### Students' views on the current provision of careers guidance, employer contact, careers information and guidance programmes

- Males were slightly happier about the careers advice that they received at school: 54% said they were 'happy' or 'very happy' compared to 50% of females.
- Males were more likely to have had a careers interview at school than females: 51% v 46%
- And males found the interviews slightly more helpful than females: 70% males thought them 'helpful' or 'very helpful' v 66% of females.
- Males found employer visits made them more confident about their career plans: 43% of males were more confident about their career plans v 36% of females.
- Males were slightly happier than females with the information and advice they received about universities: 66% of males thought there was enough information v 61% of females.

- When it came to information about jobs and apprenticeships males were happier: 64% of males thought there was enough information v 57% of females.
  - There were no significant differences between male and female respondents concerning their use of careers websites, social media or guidance programmes.
- See Appendix, fig. 64 – 69 for more details

### Skills for success at work

Students were asked to rate their work-related skills and there were some interesting gender differences:

- Females rated themselves higher than males for: written communication skills; listening skills and organisation/planning.
- Males rated themselves higher than females for: spoken communication skills; leadership.
- Females rated themselves slightly higher than males for: teamwork; creativity.
- In general, females rated themselves higher than males regarding their work-related skills.

See Appendix, fig. 70 – 76 for more details

### Preliminary career plans and preferred areas of work

The careers that males and females plan to undertake are different:

- The top five careers for males are:
  - Engineering
  - IT
  - Retail
  - Accountancy
  - = IT Consulting, Business management, Sales
- The top five careers for females are:
  - Healthcare
  - Teaching
  - Retail
  - Accountancy
  - Business management

- Females decided earlier than males which careers to pursue: 25% of females decided 'a long time ago' v 16% of males.
- For complete career lists by gender see Appendix, figure 77.

See Appendix, fig. 77 – 78 for more details

### Choosing work, the application process, researching careers and employers

NB. These questions were only asked of students planning to go into work rather than university.

- Females made the decision to go to work rather than university earlier than males: 45% of females had made this decision by Year 10 v 38% of males.
- Males were more willing to work further away from home than females: 27% of males would be happy to work anywhere in the country v 19% of females.
- With regard to salary expectations, males were more optimistic than females: 63% of males expected to earn more than £10,000 pa v 54% of females in their first job.
- Males said they received more help from the school to prepare for job interviews: 27% of males said they received a lot of help v 15% of females.

See Appendix, fig. 79 – 82 for more details



### Choosing higher education, a degree course and a university, researching universities, university preference and preparation for work

NB. These questions were only asked of students planning to go to university.

- There was no significant difference between males and females about when they first decided to go to university.
- With regard to the reasons for choosing university over work, a slightly higher percentage of males than females said it was to earn more money (60% v 54%) and a slightly higher percentage of females than males said it was an opportunity to study their subject more (59% v 52%).
- A much higher percentage of males, when asked what an employer could do to persuade them into work rather than university, said 'offer a very high salary': 66% of males v 50% of females. But females were more determined to go to university than males.
- There were no significant differences between males and females concerning how far from home they would be happy to study.
- Males and females plan to study different degree courses. The six most popular subjects for males were:
  - Natural science
  - Business/economics
  - Engineering
  - Computer Science
  - Social science/humanities
  - Maths/statistics
- The six most popular subjects for females were:
  - Health science
  - Social science/humanities
  - Arts
  - Natural science
  - Languages/literature
  - Business/economics
- More males made their choice of degree to get a better job and more females made their choice because they loved their subject.
- Females and males were pretty similar when it came to the reasons for choosing a particular university, but females were significantly keener to find a university with good careers support: 65% of females rated the help that they would get to find a career as a 'very important' factor v 53% of males.
- Females were proportionally keener on choosing a degree with a work placement than males: 59% of females said they wanted work experience as part of their degree v 53% of males.
- When it came to the main reasons for choosing a job after graduation, males and females wanted different things: top two aspects for males were a high starting salary and attractive work; for females it was good career prospects and work-life balance.
- For their first graduate job, males' top four choices were science, engineering, finance and business management.
- For their first graduate job, females' top four choices were healthcare, science, teaching and law.
- 13% of females and 11% of males said they didn't know what they wanted to do after graduation.

See Appendix, fig. 83 – 92 for more details



## 8. Variations by school year

### Introduction

There were differences between responses from students in the school years we surveyed – and here are the most interesting and significant ones.

### Students' views on the current provision of careers guidance, employer contact, careers information and guidance programmes

- There was no great difference between school years in terms of their broadly positive view of the careers advice they received.
- The peak year for having careers interviews was Year 11, when 66% said they had had one.
- Two years, 11 and 13, reported the greatest incidence of employer visits.
- As you would expect, the amount of information on offer about universities increased each year from Year 10 to Year 13.

See Appendix, fig. 93 – 96 for more details

### Skills for success at work

Students were asked to rate their work-related skills and there were some interesting patterns when you look at their responses by year group. In most cases, the school experience has made students feel more skilled.

Students in Year 13 had a more positive view of their skills than students in Year 10:

- A higher proportion of students in Year 13 rated themselves as 'good' compared to students in Year 10 in the following skills:
  - Written communication
  - Spoken communication
  - Teamwork
  - Listening
  - Organisation and planning

- In contrast, Year 10 students were more positive about their development of the following skill compared to Year 13 students:
  - Creativity
- When it came to leadership, there was no change in their rating from Year 10 to Year 13.

See Appendix, fig. 97 – 103 for more details

### Preliminary career plans and preferred areas of work

We asked students in each year group which career areas they were interested in. The complete results are in the Appendix but there were some intriguing results:

- Accountancy was the joint most popular career area for Year 13 students, but was outside the top 15 for Year 10s. Indeed, you can trace it becoming more attractive each year.
- Healthcare was the most popular career area for Year 10 students but only just made the top 15 for Year 13s.
- Engineering and Retail were reliably popular with all year groups.

See Appendix, fig. 104 for more details

### Choosing work, the application process, researching careers and employers

NB. These questions were only asked of students planning to go to work rather than university.

Students were asked how important certain benefits were when choosing an employer. For many benefits, the responses were not significantly different for different school years with these exceptions:

- A higher proportion of Year 10 students considered a good salary to be 'very important' compared to Year 13s.
- A higher proportion of Year 13 students considered training and development to be 'very important' compared to Year 10s.

- When it came to salary expectation for their first job, students from Year 10 were much more optimistic than Year 13s. 23% said they expected over £20,000 pa compared to 10% of Year 13s.
- Students made more job or apprenticeship applications as they progressed through the years.
- More Year 13 students had also attended interviews. 35% of Year 13s v 14% of Year 10s.
- Students from Years 10 and 11 received more help with interview preparation than Years 12 and 13.

See Appendix, fig. 105 – 113 for more details

### Choosing higher education, a degree course and a university, researching universities, university preference and preparation for work

NB. These questions were only asked of students planning to go to university.

- Students were asked about their reasons for going to university rather than into a job. The desire to 'live away from home' and the importance of 'studying the subject more' increased as major reasons from Year 10 to Year 13.
- When it came to financing their degree study, a higher proportion of Year 10 students (43%) said they would borrow money from family and friends v Year 13 students (24%).
- When asked which subjects they intended to study at university, a higher proportion of Year 10s than Year 13s opted for Arts, Natural Science and Business Studies.
- 24% of Year 10s said they wanted to study Mathematics at university. By Year 13, it had dropped to 3%.
- From Year 10 to Year 13, 'to get a better job' declined in importance as a reason to study particular subjects at university, while 'because I love studying these subjects' increased in importance.

See Appendix, fig. 114 – 117 for more details



## 9. Variations by school type: state v private/independent

### Introduction

6% of respondents were studying at fee-paying independent schools and it's instructive to compare their responses to those who studied in the state sector.

### Perceptions, plans and intentions

- Independently educated students were much more likely to choose university over a job: 81% of independently-educated students v 68% of state-educated.
- And the rise in tuition fees has not affected their decision to go to university: 70% of the privately-educated said it had made no difference at all v 41% of those in state education.

See Appendix, fig. 118 – 119 for more details

### Students' views on the current provision of careers guidance, employer contact, careers information and guidance programmes

- The privately-educated were more likely to be satisfied with the careers advice they received at school: 57% of privately-educated students professed themselves to be 'happy' or 'very happy' v 50% of the state-educated.
- A higher percentage of privately-educated students had had careers interviews compared to state-educated students: 62% v 47%.
- Private schools were twice as likely as state schools to have 'lots of' employer careers events and fairs at school.
- They were considerably more likely to have employers visiting: 76% v 58%.
- And more likely to organise trips to employers: 38% v 31%.
- Students at private schools received more information about universities than students at state schools: 73% of the privately-educated received ample information v 62% of the state-educated.

- In contrast, more state-educated students received 'lots of information' about alternatives to university: 19% v 15%.

See Appendix, fig. 120 – 126 for more details

### Skills for success at work

- In every case, when asked to rate their work-related skills, a higher proportion of privately-educated students rated themselves as 'good' compared to those in state education.

See Appendix, fig. 127 – 131 for more details

### Preliminary career plans and preferred areas of work

Those in private education have different career goals than those in state education:

- The top five careers for privately-educated students are:
  - IT
  - Accountancy
  - FMCG
  - Healthcare
  - Public sector
- The top five careers for state-educated students are:
  - Engineering
  - Retail
  - Healthcare
  - IT
  - Accountancy
- We asked students to choose the three most important things to know about an employer before making an application. State-educated students chose: the salary, the work and the training. Privately-educated students chose: the work, the training and the people. Salary was not considered a critical choice factor for this group.

See Appendix, fig. 132 – 133 for more details

### Choosing higher education, a degree course and a university; researching universities; university preference and preparation for work

NB These questions were only asked of students who planned to go to university.

- 66% of those in private education decided that they wanted to go to university 'a long time ago' v 47% of those in state education.
- 52% of those in private education planned to borrow money from family or friends to fund their education v 38% of those in state education.
- Privately-educated students are more likely than state-educated to consider studying at a university 'anywhere in the country', 'anywhere in Europe' and 'anywhere in the world'.

See Appendix, fig. 134 – 136 for more details



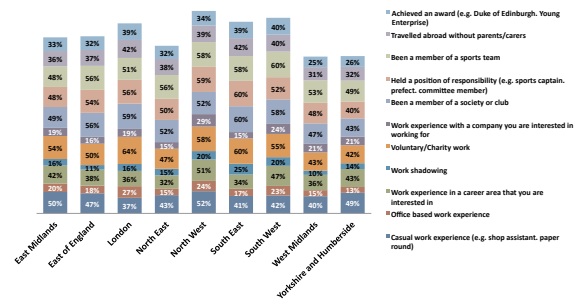
# 10. Variations by English region

We have been able to chart students' responses to key questions in the survey by region. Most questions focus on students' experience of the advice and careers information available to them.

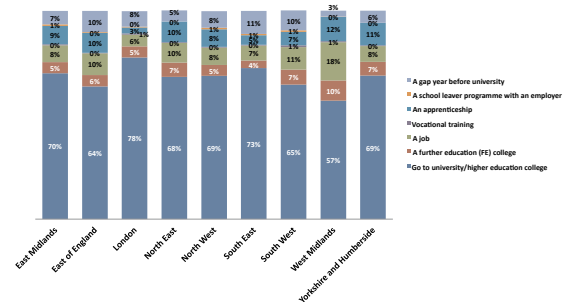
Here are interesting differences by region:

- The North West has the highest percentage of students with work experience.
- West Midlands students are happiest with the careers guidance and information available to them.
- South West schools have undertaken the most careers interviews.
- North East schools organised the most visits from employers, the most visits to employers, the most careers events and prepared students best for job interviews.
- Students in the North East are the most willing to work away from their home area; those in the South West the least willing.
- Healthcare, science and teaching are the graduate careers that students in every region except London favour. In London schools, the top career choices are Marketing, Business Management and Law.
- Students in the West Midlands are most likely to want to study at a university near their home; those in the South East the least likely.

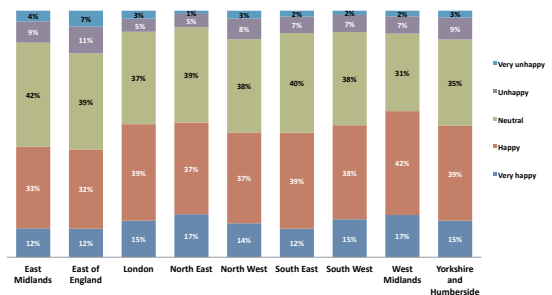
137 Which of the following work or activities have you ever done?



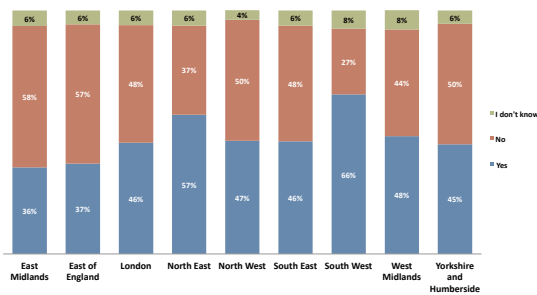
138 Which of the following are you planning on doing after you have turned 18?



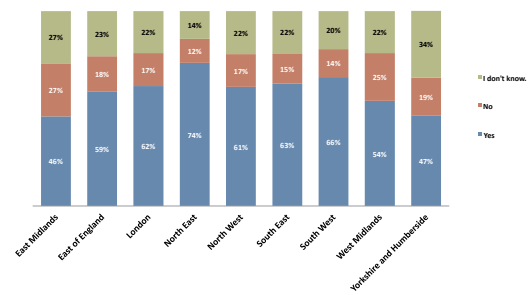
139 Broadly speaking, how happy are you with the careers advice and guidance you receive at your school/college?



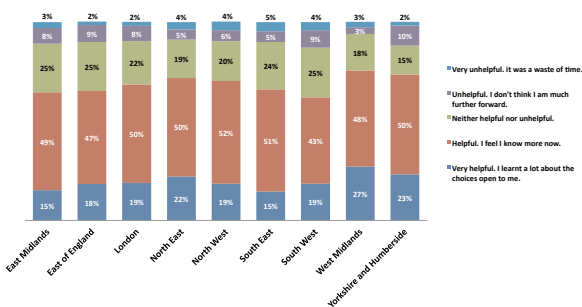
**140 Have you had any interviews with careers teachers or advisors at school/college?**



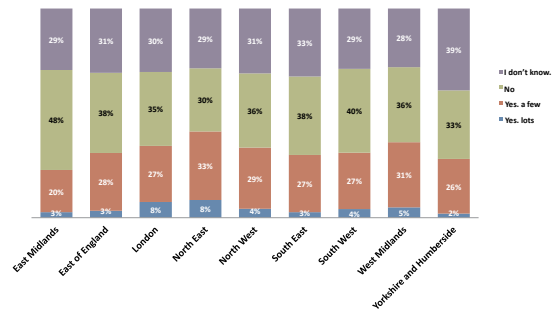
**143 Have any employers visited your school to talk about careers?**



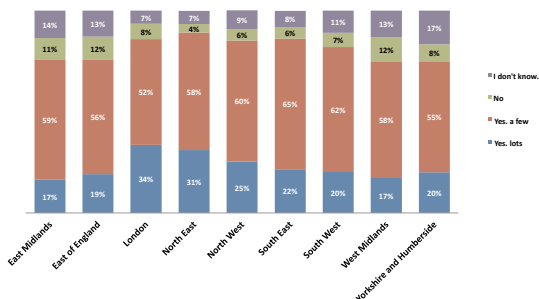
**141 How helpful was your last careers interview?**



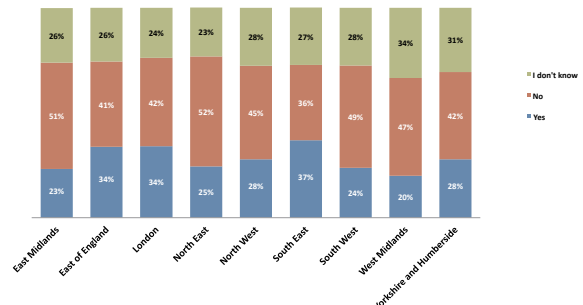
**144 Does your school organise visits to employers?**



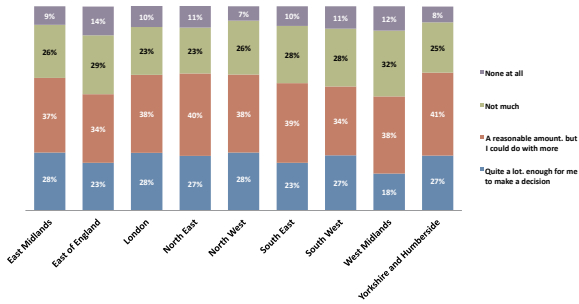
**142 Does your school/college organise careers events like fairs, open days or presentations?**



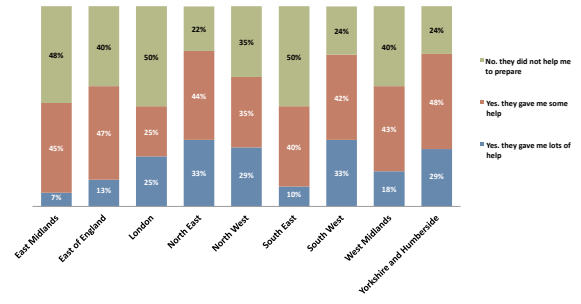
**145 Does your school advertise part-time/holiday work with employers?**



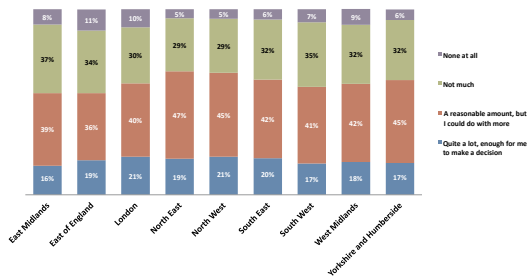
### 146 How much advice and information about universities have you received at school?



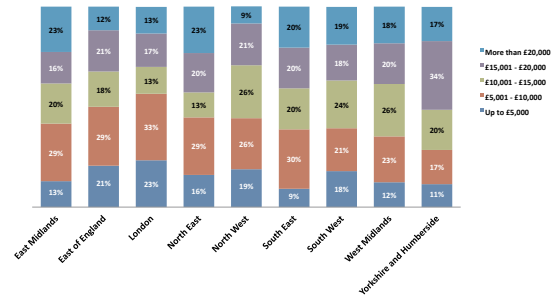
### 149 Did your school/college help you prepare for these interviews?



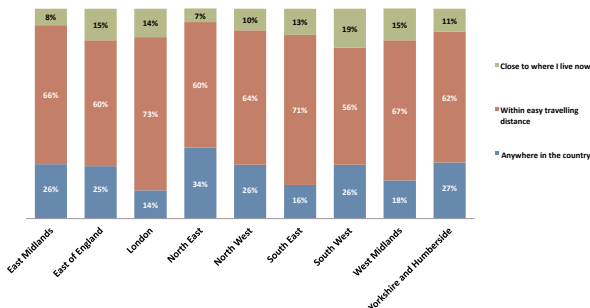
### 147 How much advice and information about jobs, apprenticeships and school leaver programmes have you received at school?



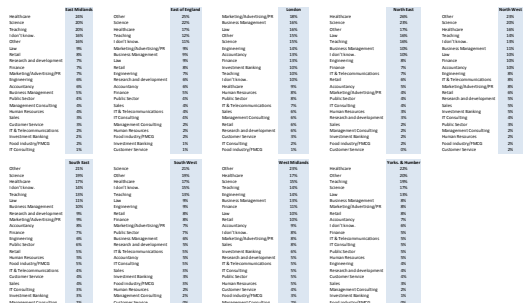
### 150 How much do you expect to earn per year if you go straight to work after school/college?



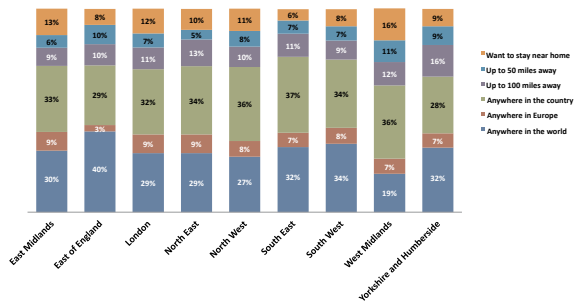
### 148 How far away from where you live now would you be willing to work?



### 151 Which of the following career areas are you most interested in, for your first career job?



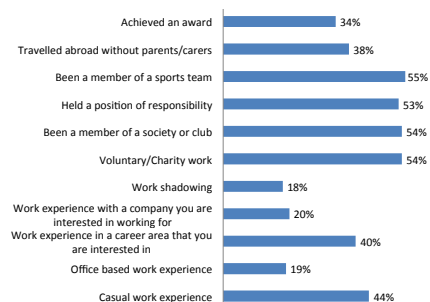
152 If you were to go to university/college, how far away from home would you be prepared to live?



## 11. Demography of the sample

- Gender: 61% female; 39% male.
- Type of school: 6% studying at fee-paying/independent school or college; 94% state-educated.
- Year Group: 24% Year 10; 30% Year 11; 26% Year 12; 20% Year 13.
- Main subjects studied: 41% Science; 38% Arts/humanities; 10% Social sciences; 8% Business.
- Academic level: 76% expected to achieve above grade C in their exams.
- Location: respondents came from all English regions as follows:
  - East Midlands 14%
  - East of England 8%
  - London 7%
  - North East 6%
  - North West 12%
  - South East 19%
  - South West 15%
  - West Midlands 9%
  - Yorkshire and Humberside 8%
 (Wales, Scotland, Northern Ireland 2%)
- Ethnicity: 80% White; 9% Asian/Asian British; 3% Mixed/multiple ethnic groups; 3% Black/African/Caribbean/Black British; 1% Other. 3% did not say.
- Nationality: 92% UK nationals; 3% Irish; 4% EU and 3% from outside the UK.
- Activities outside the curriculum: Over half had been in a sports team; held a position of authority; been a member of a club; undertaken charity work.

153 Which of the following work or activities have you ever done?



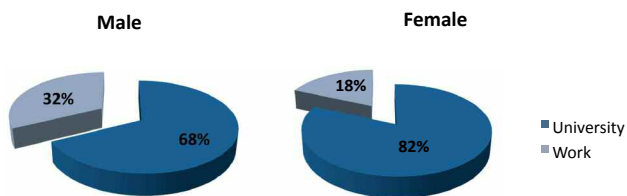


## 12. Appendix – reference charts for sections 7–9

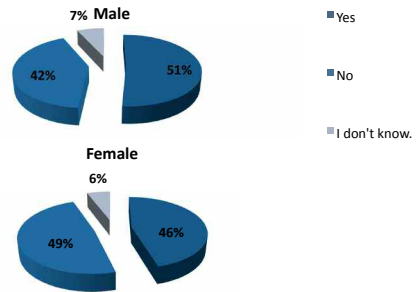
The Appendix contains charts from Sections 7–9 capturing student responses by gender, year of study and type of school.

### Variations by gender

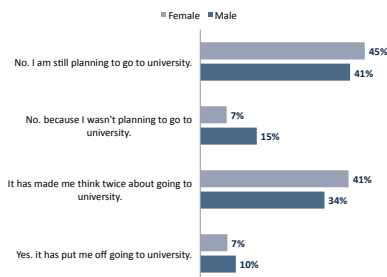
**62** Which of the following are you planning on doing after you have turned 18?



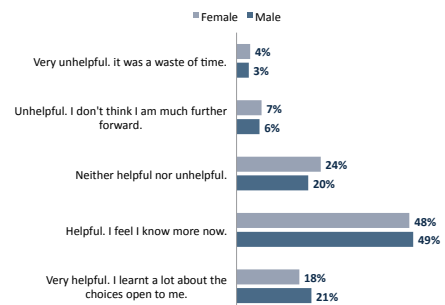
**65** Have you had any careers interviews with careers teachers or advisors at school/college?



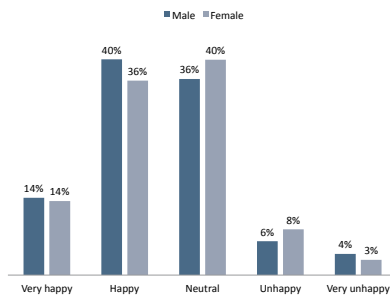
**63** Has the increase in university tuition fees affected your decision about what you will do after leaving school/college?



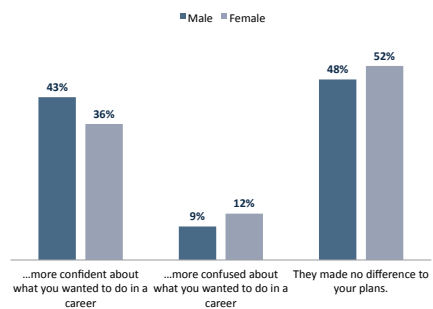
**66** How helpful was your last careers interview?



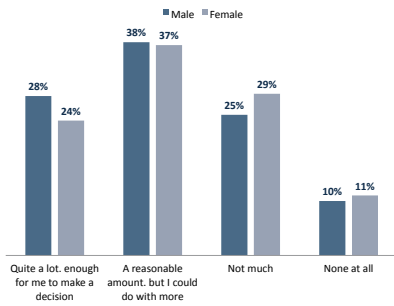
**64** Broadly speaking, how happy are you with the careers advice and guidance you receive at your school/college?



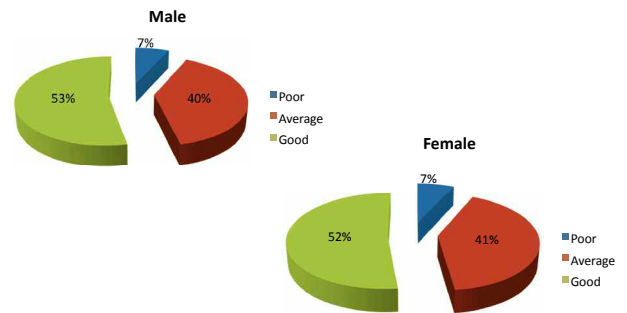
**67** Did these employer visits make you...



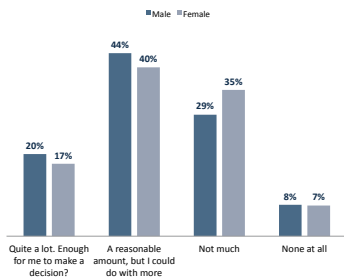
**68 How much advice and information about universities have you received at school?**



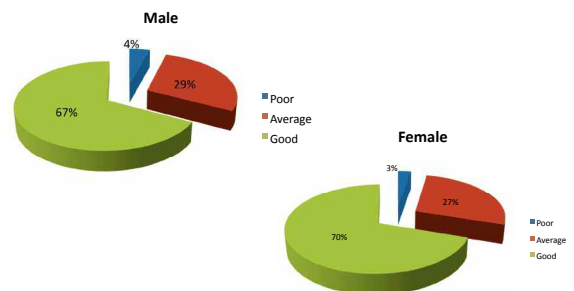
**71 How would you rate your skills in the following areas? Spoken communication**



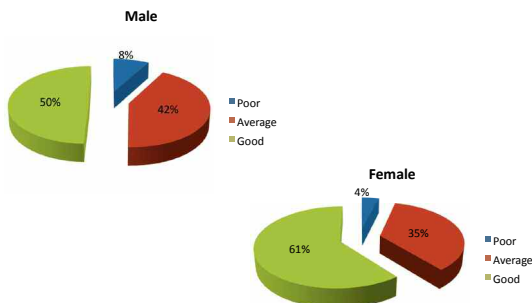
**69 How much advice and information about jobs, apprenticeships and school leaver programmes have you received at school?**



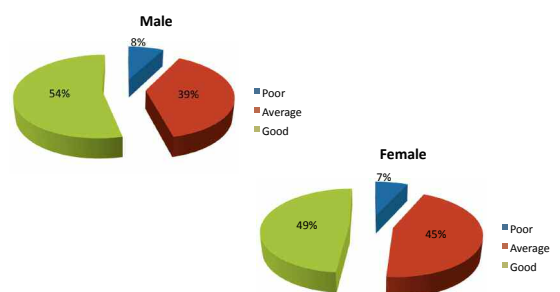
**72 How would you rate your skills in the following areas? Teamwork**



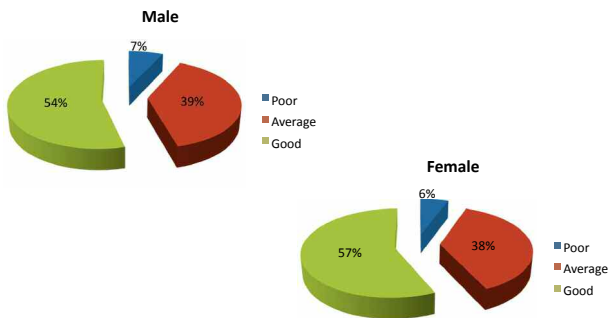
**70 How would you rate your skills in the following areas? Written communication**



**73 How would you rate your skills in the following areas? Leadership**



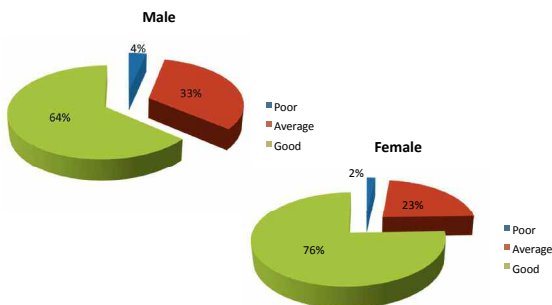
**74 How would you rate your skills in the following areas? Creativity**



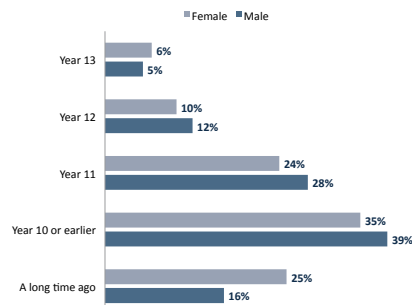
**77 Which of the following career areas would you like to do, in your first career job?**

Male		Female	
Career Areas	%	Career Areas	%
Engineering	29%	Healthcare	22%
IT & Telecommunications	19%	Teaching (school)	14%
Retail	13%	Retail	12%
Accountancy	12%	Accountancy	9%
IT Consulting	10%	Business Management	9%
Business Management	10%	Marketing/Advertising/PR	7%
Sales	10%	Counselling	7%
Public Sector	9%	Law	7%
Finance	7%	Science	6%
Marketing/Advertising/PR	7%	Food Industry/FMCG	6%
Architecture	6%	Customer Service	6%
Science	6%	Public Sector	5%
Law	6%	Sales	5%
Customer Service	5%	Finance	4%
Food Industry/FMCG	5%	Human Resources	4%
Teaching (school)	5%	Engineering	4%
Research and development	4%	Architecture	3%
I don't know	4%	IT & Telecommunications	3%
Investment Banking	3%	I don't know	3%
Healthcare	3%	Research and development	3%
Human Resources	2%	IT Consulting	2%
Management Consulting	2%	Investment Banking	2%
Course/line	1%	Management Consulting	2%
Teaching (university)	0%	Teaching (university)	1%

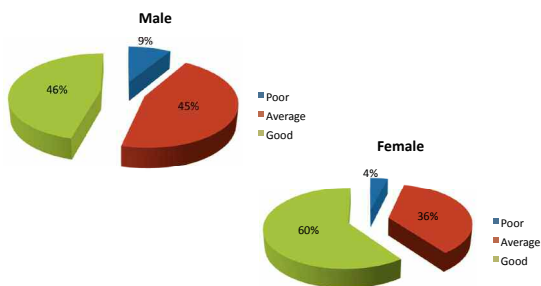
**75 How would you rate your skills in the following areas? Listening**



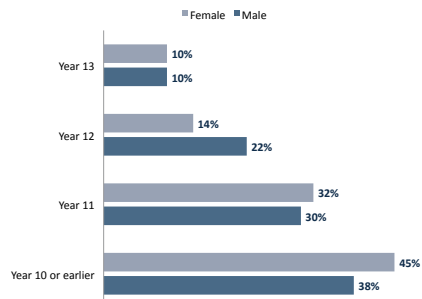
**78 When did you decide on the career area(s) that you would like to work in?**



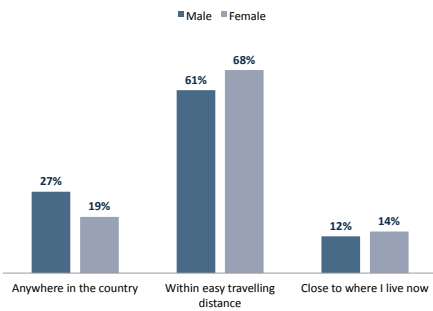
**76 How would you rate your skills in the following areas? Organisation and planning**



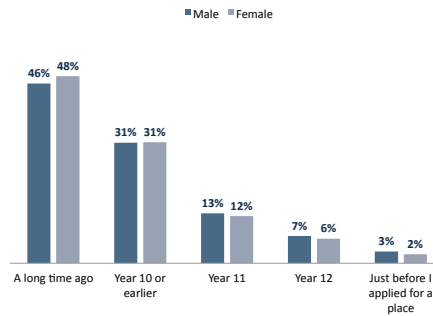
**79 When did you decide to go into a job/apprenticeship rather than uni?**



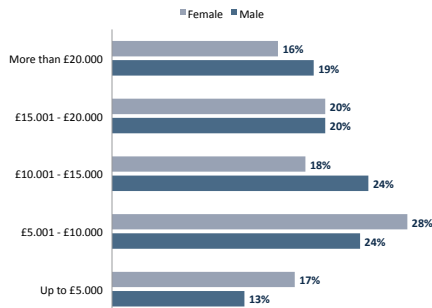
**80 How far away from where you live now would you be willing to work?**



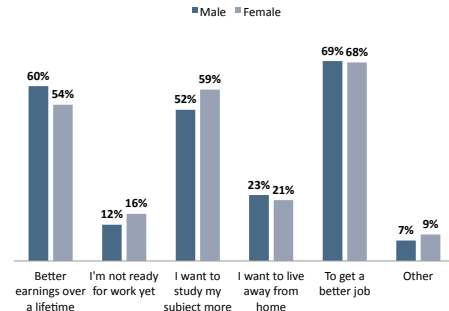
**83 When did you decide that you wanted to go to university?**



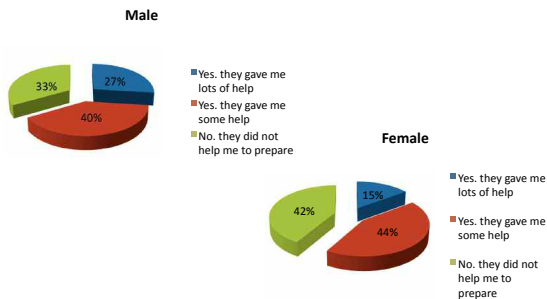
**81 How much do you expect to earn per year if you go straight to work after school/college?**



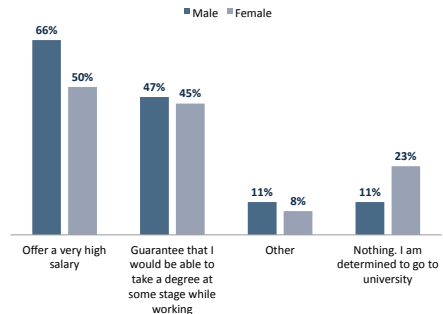
**84 What are your main reasons for choosing to go to university rather than straight into a job?**



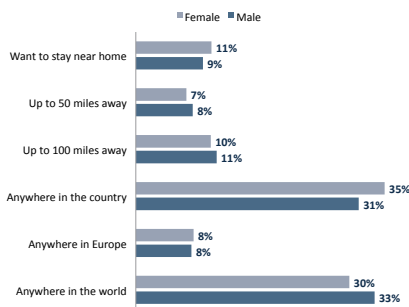
**82 Did your school/college help you prepare for these interviews?**



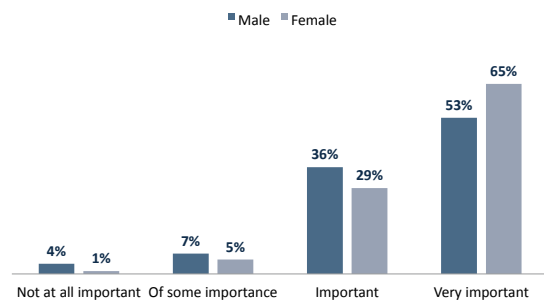
**85 What, if anything, would an employer have to do to persuade you to go to work rather than university?**



**86 If you were to go to university/college, how far away from home would you be prepared to live?**



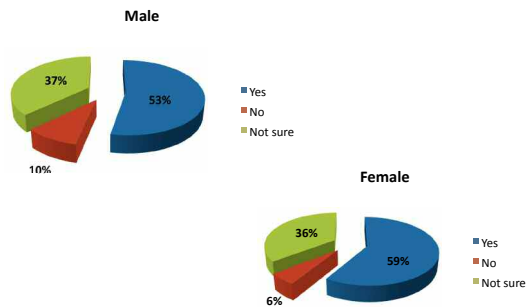
**89 How important are the following factors in your choice of university? The help it will give me to find a career.**



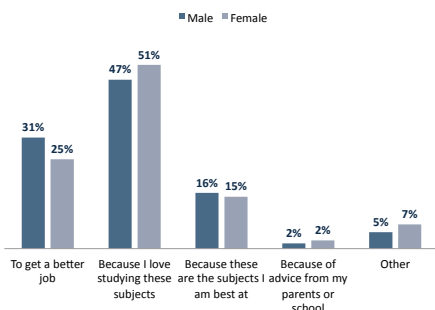
**87 Which subjects are you most likely to study at university?**

Male		Female	
Subject	%	Subject	%
Natural Science	25%	Health Science	29%
Business/Economics	22%	Social Sciences/Humanities	27%
Engineering	21%	Arts	23%
Computer Science/IT	20%	Natural Science	22%
Social Sciences/Humanities	17%	Languages/Literature	15%
Mathematics/Statistics	17%	Business/Economics	14%
Law	13%	Education/Teaching	13%
Languages/Literature	11%	Law	13%
Arts	11%	Mathematics/Statistics	10%
Health Science	10%	Architecture	4%
Architecture	7%	Computer Science/IT	3%
Education/Teaching	6%	Engineering	3%

**90 Would you like to do a work placement as part of your university course?**



**88 What is your main reason for wanting to study these subjects at university?**



**91 Which of the following aspects are most important to you in a job?**

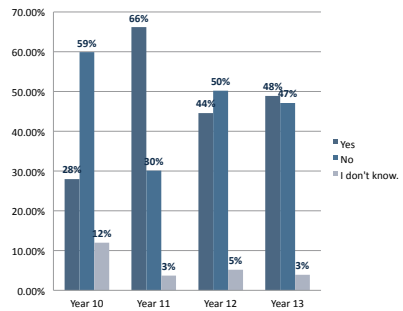
Male		Female	
Aspect	%	Aspect	%
High starting salary	41%	Good career prospects	34%
Attractive job work tasks	34%	Good work-life balance	30%
Good work-life balance	29%	High starting salary	29%
Good career prospects	27%	Attractive job work tasks	28%
Job security	27%	Job security	26%
Personal development	21%	Personal development	25%
Friendly colleagues	20%	Friendly colleagues	22%
Being appreciated at work	14%	Equal opportunity	19%
Status & prestige	10%	Training and development	16%
High level of personal responsibility	10%	Being appreciated at work	14%
Training and development	10%	High level of personal responsibility	10%
Innovation	9%	Good employer leadership style	9%
Good employer leadership style	9%	International interaction/opportunities	8%
Equal opportunity	8%	Status & prestige	5%
International interaction/opportunities	7%	Innovation	5%
Attractive location	6%	Attractive location	4%
Employer success in the market	4%	Employer success in the market	4%
Corporate social responsibility	3%	Corporate social responsibility	3%
Attractive products/services	2%	Attractive products/services	2%



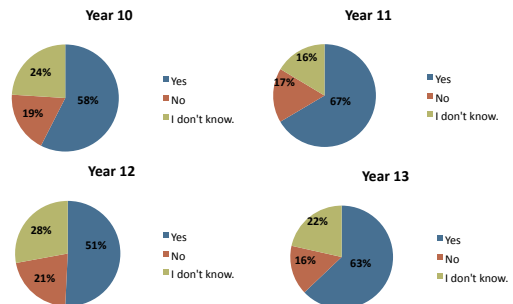
**92 Which of the following career areas are you most interested in, for your first graduate job?**

Male		Female	
Career areas	%	Career areas	%
Science	20%	Healthcare	24%
Engineering	19%	Science	19%
Finance	13%	Teaching	17%
Business Management	13%	I don't know	13%
I don't know	11%	Law	12%
IT & Telecommunications	10%	Marketing/Advertising/PR	9%
Accountancy	10%	Business Management	8%
Law	10%	Retail	8%
Teaching	9%	Accountancy	6%
Healthcare	8%	Public Sector	6%
Research and development	8%	Research and development	5%
IT Consulting	8%	Finance	5%
Marketing/Advertising/PR	7%	Human Resources	5%
Retail	6%	Sales	4%
Investment Banking	5%	Food Industry/FMCG	3%
Public Sector	5%	Customer Service	3%
Sales	4%	Engineering	3%
Management Consulting	3%	Investment Banking	3%
Human Resources	3%	Management Consulting	3%
Customer Service	2%	IT & Telecommunications	2%
Food Industry/FMCG	2%	IT Consulting	1%

**94 Have you had any interviews with careers teachers or advisors at school/college?**

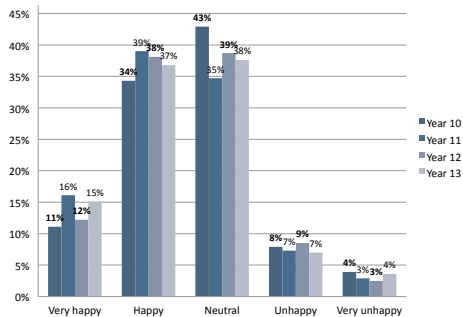


**95 Have any employers visited your school to talk about careers?**

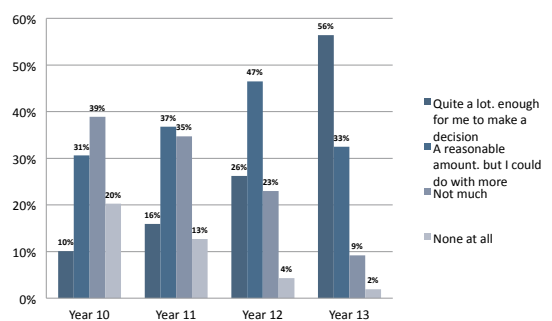


# Variations by year of study

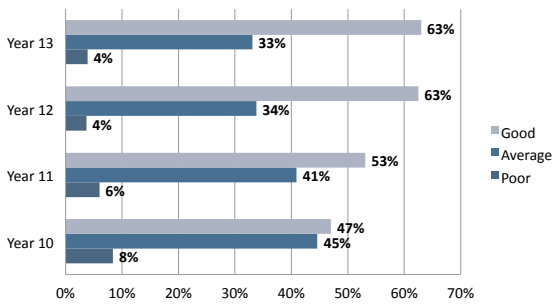
**93 Broadly speaking, how happy are you with the careers advice and guidance you receive at your school/college?**



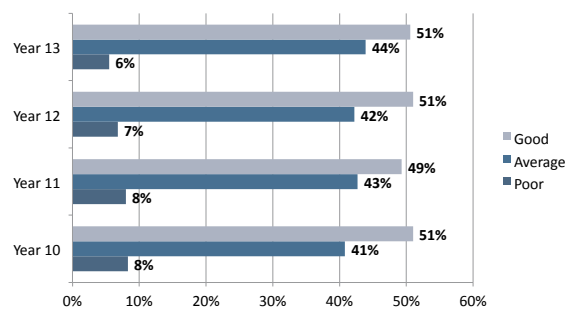
**96 How much advice and information about universities have you received at school?**



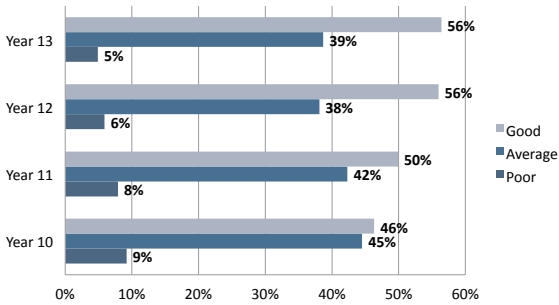
**97 How would you rate your skills in the following areas?  
Written communication**



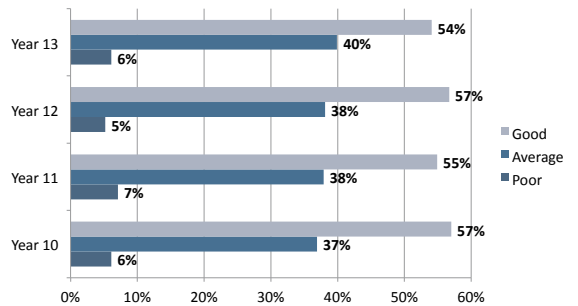
**100 How would you rate your skills in the following areas?  
Leadership**



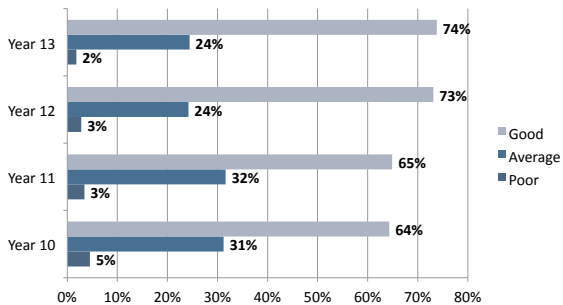
**98 How would you rate your skills in the following areas?  
Spoken communication**



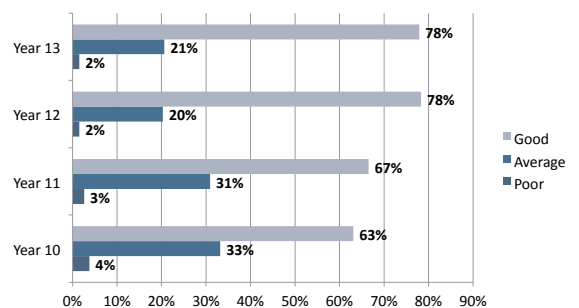
**101 How would you rate your skills in the following areas?  
Creativity**



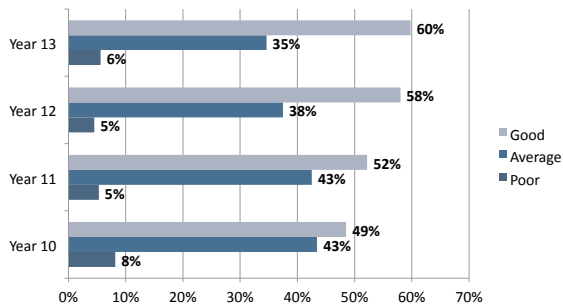
**99 How would you rate your skills in the following areas?  
Teamwork**



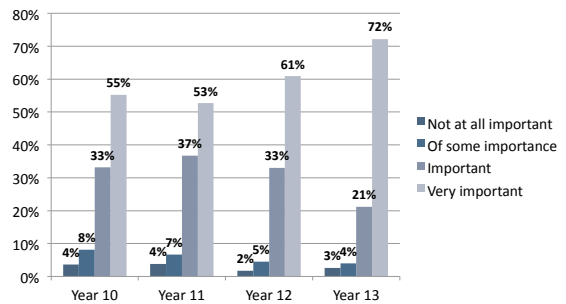
**102 How would you rate your skills in the following areas?  
Listening**



**103 How would you rate your skills in the following areas? Organisation and planning**



**106 How important do you think the following benefits are in your first proper job? Training and development**

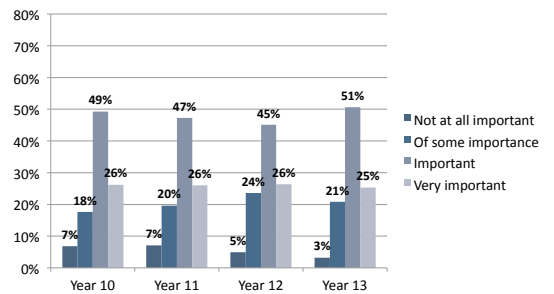


**104 Which of the following career areas would you like to do, in your first career job?**

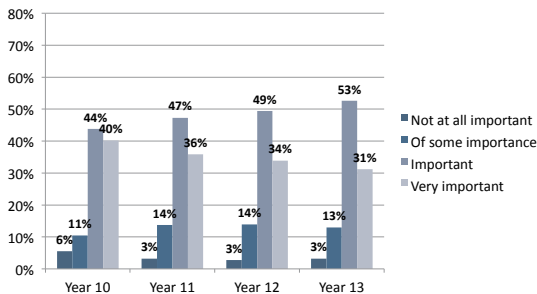
Year 10	Year 11	Year 12	Year 13
Healthcare 20%	Engineering 15%	Engineering 18%	Accountancy 17%
Engineering 18%	Healthcare 12%	Retail 17%	Retail 17%
Retail 10%	IT & Telecommunications 12%	Accountancy 14%	Business Management 16%
Science 10%	Business 11%	IT & Telecommunications 13%	Engineering 16%
IT & Telecommunications 9%	Management 11%	Public Sector 11%	Marketing/Advertising/PR 14%
Teaching (school) 9%	Accountancy 11%	Teaching (school) 11%	IT & Telecommunications 12%
Food industry/FMCG 7%	Teaching (school) 10%	Business Management 9%	Public Sector 12%
Law 7%	Retail 10%	Marketing/Advertising/PR 8%	Sales 10%
I don't know 7%	Law 8%	Healthcare 7%	Customer Service 9%
Marketing/Advertising/PR 6%	Sales 8%	Customer Service 7%	Finance 7%
IT Consulting 6%	IT Consulting 7%	Finance 7%	Teaching (school) 7%
Science 6%	Food industry/FMCG 6%	Sales 7%	IT Consulting 6%
Architecture 5%	Marketing/Advertising/PR 6%	IT Consulting 6%	Healthcare 5%
Business Management 5%	Marketing/Advertising/PR 6%	Food industry/FMCG 5%	Human Resources 5%

\*Top 15 career areas by year group

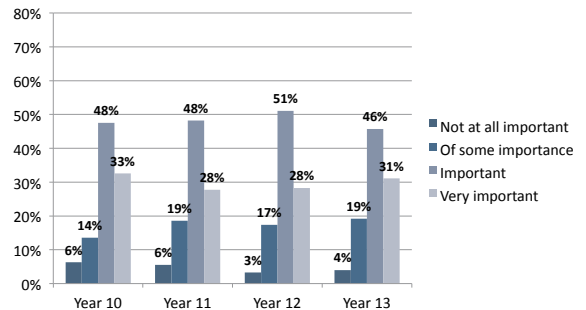
**107 How important do you think the following benefits are in your first proper job? Flexible working**



**105 How important do you think the following benefits are in your first proper job? A good salary**

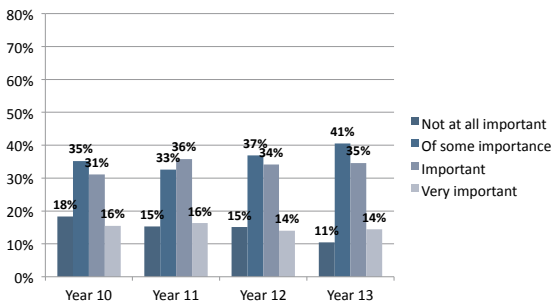


**108 How important do you think the following benefits are in your first proper job? Early responsibility**

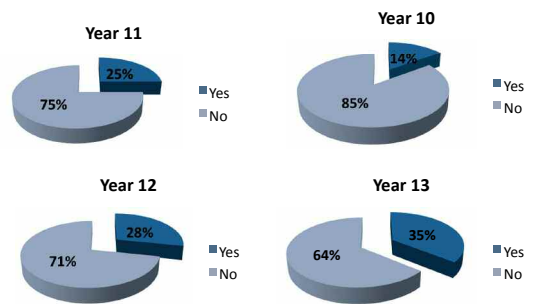




**109 How important do you think the following benefits are in your first proper job? Generous holidays**



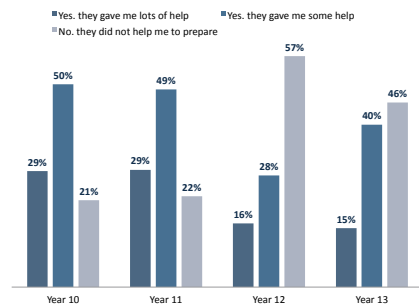
**112 Have you been to any employer interviews/assessment centres for your apprenticeship or first proper job?**



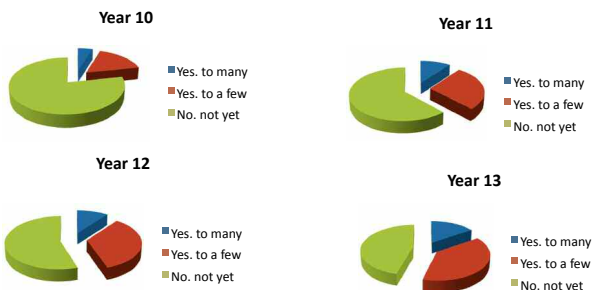
**110 How much do you expect to earn per year if you go straight to work after school/college?**



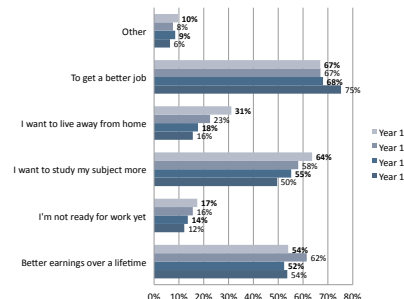
**113 Did your school/college help you prepare for these interviews?**



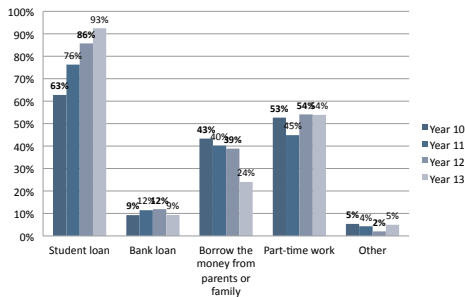
**111 Have you applied to any employers for an apprenticeship or proper job?**



**114 What are your main reasons for choosing to go to university rather than straight into a job? (multiple choice)**



**115 If you were to go to university/college, what source(s) of funding would you use?**

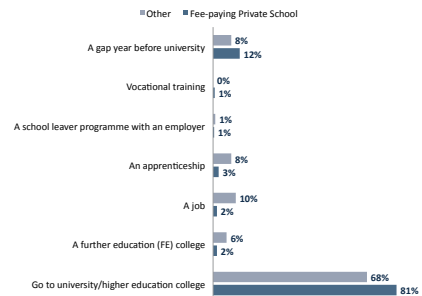


# Variations by type of school

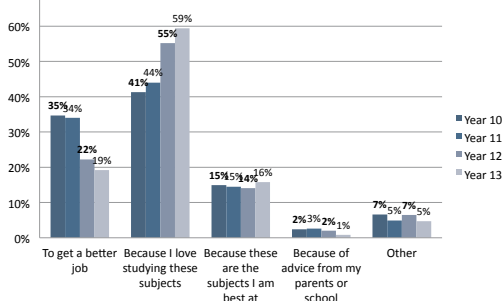
**116 Which subjects are you most likely to study at university?**

Year 10	Year 11	Year 12	Year 13
Arts 30%	Health Science 23%	Social Sciences/Humanities 29%	Social Sciences/Humanities 24%
Natural Science 26%	Natural Science 22%	Natural Science 27%	Health Science 20%
Business/Economics 24%	Arts 21%	Natural Science 24%	Natural Science 15%
Mathematics/Statistics 24%	Social Sciences/Humanities 21%	Business/Economics 16%	Arts 14%
Health Science 22%	Business/Economics 17%	Linguistics/Literature 15%	Business/Economics 11%
Social Sciences/Humanities 21%	Linguistics/Literature 17%	Arts 14%	Linguistics/Literature 10%
Law 19%	Law 16%	Law 11%	Education/Teaching 7%
Education/Teaching 16%	Mathematics/Statistics 14%	Education/Teaching 11%	Law 6%
Computer Science/IT 15%	Engineering 11%	Mathematics/Statistics 10%	Engineering 6%
Linguistics/Literature 15%	Education/Teaching 11%	Engineering 9%	Computer Science/IT 5%
Engineering 9%	Computer Science/IT 10%	Computer Science/IT 6%	Mathematics/Statistics 3%
Architecture 6%	Architecture 8%	Architecture 3%	Architecture 3%

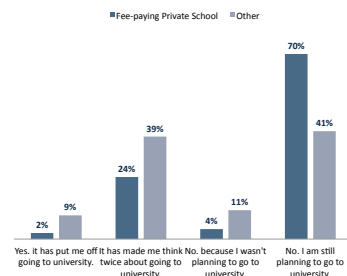
**118 Which of the following are you planning on doing after you have turned 18?**



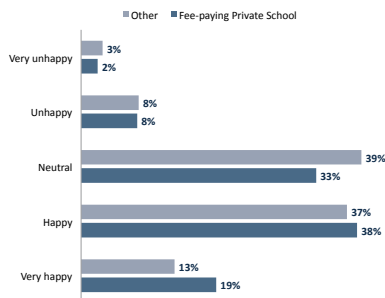
**117 What is your main reason for wanting to study these subjects at university?**



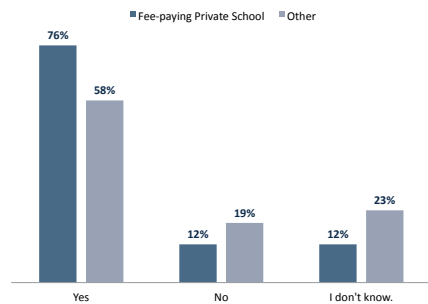
**119 Has the increase in university tuition fees affected your decision about what you will do after leaving school/college?**



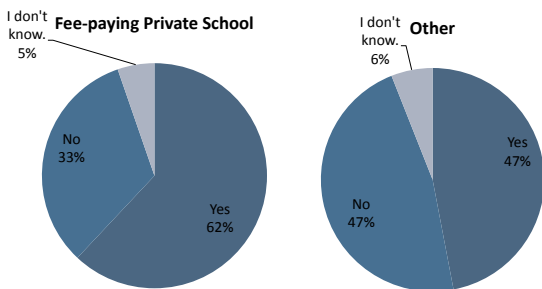
**120 Broadly speaking, how happy are you with the careers advice and guidance you receive at your school/college?**



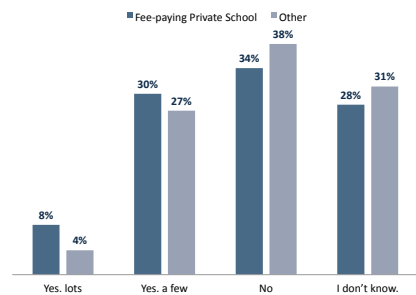
**123 Have any employers visited your school to talk about careers?**



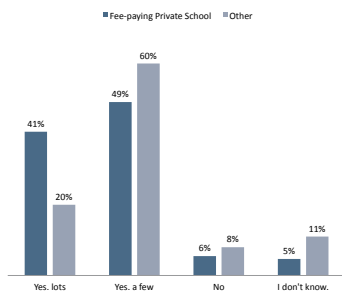
**121 Have you had any careers interviews with careers teachers or advisors at school/college?**



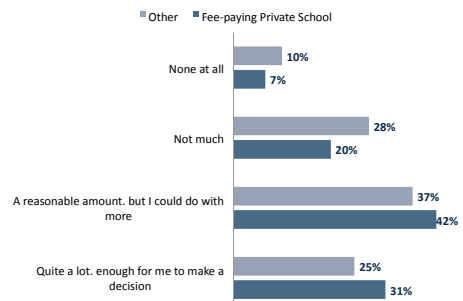
**124 Does your school organise visits to employers?**



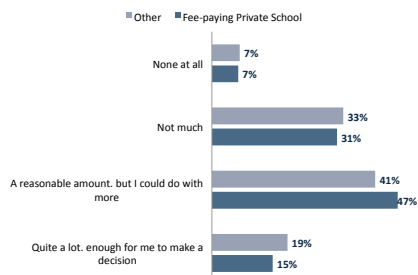
**122 Does your school/college organise careers events like fairs, open days or presentations?**



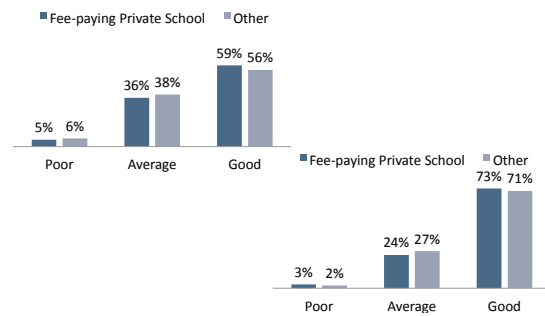
**125 How much advice and information about universities have you received at school?**



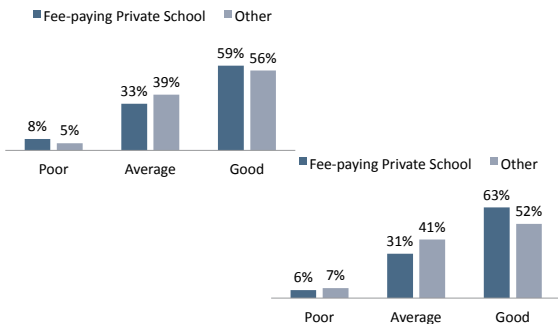
**126 How much advice and information about jobs, apprenticeships and school leaver programmes have you received at school?**



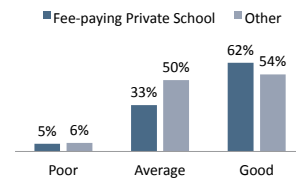
**129 How would you rate your skills in the following areas? Creativity • Listening**



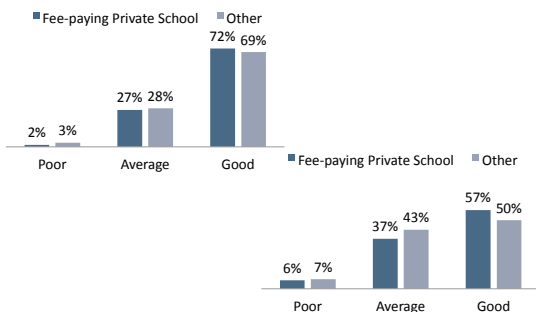
**127 How would you rate your skills in the following areas? Written communication • Spoken communication**



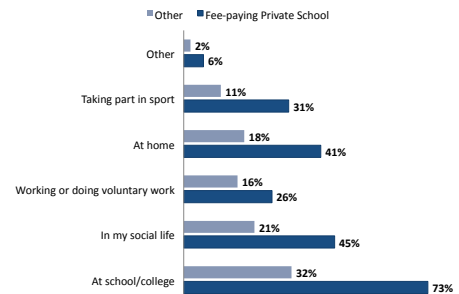
**130 How would you rate your skills in the following areas? Organisation and planning**



**128 How would you rate your skills in the following areas? Teamwork • Leadership**



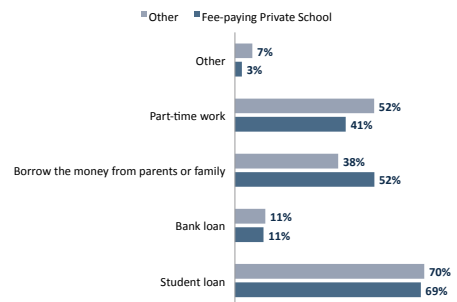
**131 Where do you think you mainly learned the skills that you are best at?**



**132 Which of the following career areas would you like to do, in your first career job?**

Fee-paying Private School		Other	
Rank	Sector	Rank	Sector
1	IT & Telecommunications	1	Engineering
2	Accountancy	2	Retail
3	Food Industry/FMCG	3	Healthcare
4	Healthcare	4	IT & Telecommunications
5	Public Sector	5	Accountancy
6	Science	6	Business Management
7	Business Management	7	Teaching (school)
8	Marketing/Advertising/PR	8	Marketing/Advertising/PR
9	Retail	9	Sales
10	Customer Service	10	Public Sector
11	Engineering	11	IT Consulting
12	Finance	12	Law
13	Investment Banking	13	Science
14	IT Consulting	14	Finance
15	Law	15	Customer Service
16	Management Consulting	16	Food Industry/FMCG
17	Research and development	17	Architecture
18	Sales	18	Counselling
19	Teaching (school)	19	I don't know
20	I don't know	20	Research and development
21	Architecture	21	Human Resources
22	Counselling	22	Investment Banking
23	Human Resources	23	Management Consulting
24	Teaching (university)	24	Teaching (university)

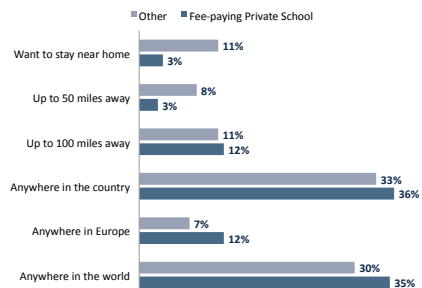
**135 If you were to go to university/college, what source(s) of funding would you use?**



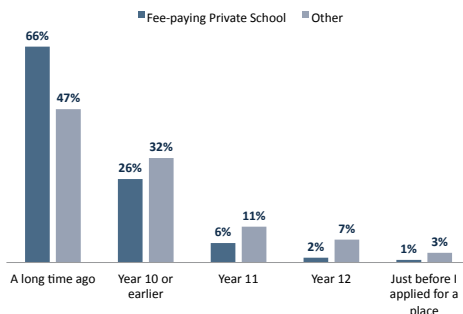
**133 What are the three most important things for you to know about an employer before you think about applying to work for them?**

Fee-paying Private School		Other	
Rank	Factors	Rank	Factors
1	The work itself	1	The salary
2	The training	2	The work itself
3	The people I'd be working with	3	The training

**136 If you were to go to university/college, how far away from home would you be prepared to live?**



**134 When did you decide that you wanted to go to university?**



---

## Contact details

For enquiries about the Report or requests for press information:

Chris Phillips, Information and Research  
Director, GTI Media  
chris.phillips@groupgti.com

Emma Newton, Client Marketing and PR  
Executive, GTI Media  
emma.newton@groupgti.com

For more information about CASCAiD:

Annette Wade, Head of Customer  
Engagement, CASCAiD  
awade@cascaid.co.uk

For more information about **trendence** UK:

Eimear Bryson, UK Account Director  
eimear.bryson@trendence.com

David Palmer, **trendence** UK Project  
Manager david.palmer@trendence.com

© GTI Media Ltd, October 2014

All rights reserved. No part of this publication may be reproduced by any means including, but not limited to, photocopying or stored in a retrieval system in any form without prior written consent of GTI. This is subject to the single exception of photocopying by careers advisers or lecturers for careers counselling. All items so used should be fully acknowledged. The views expressed in articles are those of the authors and their publication does not necessarily imply that such views are shared by GTI. Whilst every care has been taken in the compilation of this publication, the publishers cannot accept responsibility for any inaccuracies, or for consequential loss arising from such inaccuracies, or for any other loss, direct or consequential, arising in connection with information in this publication.



---

---





50,000 copies circulated free to students and careers contacts at over 4,000 schools and FE Colleges. Call 01491 826262 or email [sales@targetjobs.co.uk](mailto:sales@targetjobs.co.uk) for advertising opportunities.