



Fair access to the professions

Young people survey results

Conducted by icould for the
Fair Access to the Professions Panel

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“I want to work at a fish factory because my Uncle, Auntie, Nana and Grandad work there and I have dreamed of working at a fish factory and I would love it.”

Female student, age 14, Grimsby



Profile of the 1,525 responses

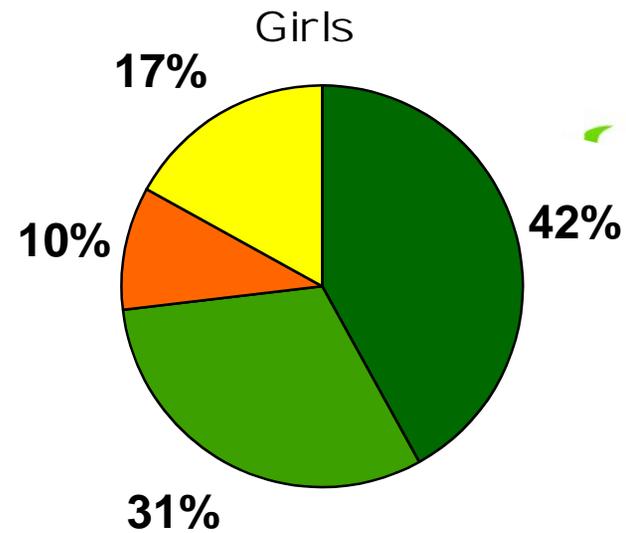
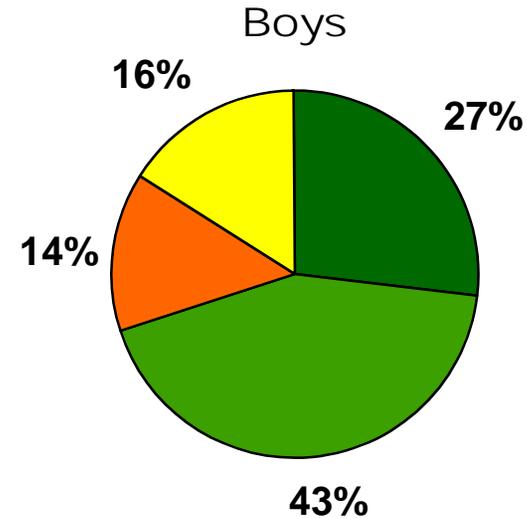
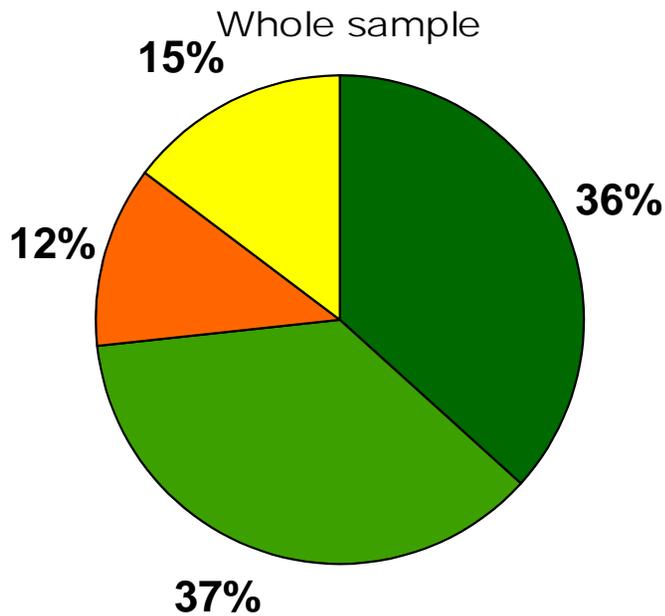
| | Boys % | Girls % | % of total sample |
|--------------|-----------|-----------|-------------------|
| 10-13 | 40 | 60 | 30 |
| 14-16 | 29 | 71 | 50 |
| 17-19 | 35 | 65 | 20 |
| Total | 34 | 66 | 100 |



c.80% from within maintained sector



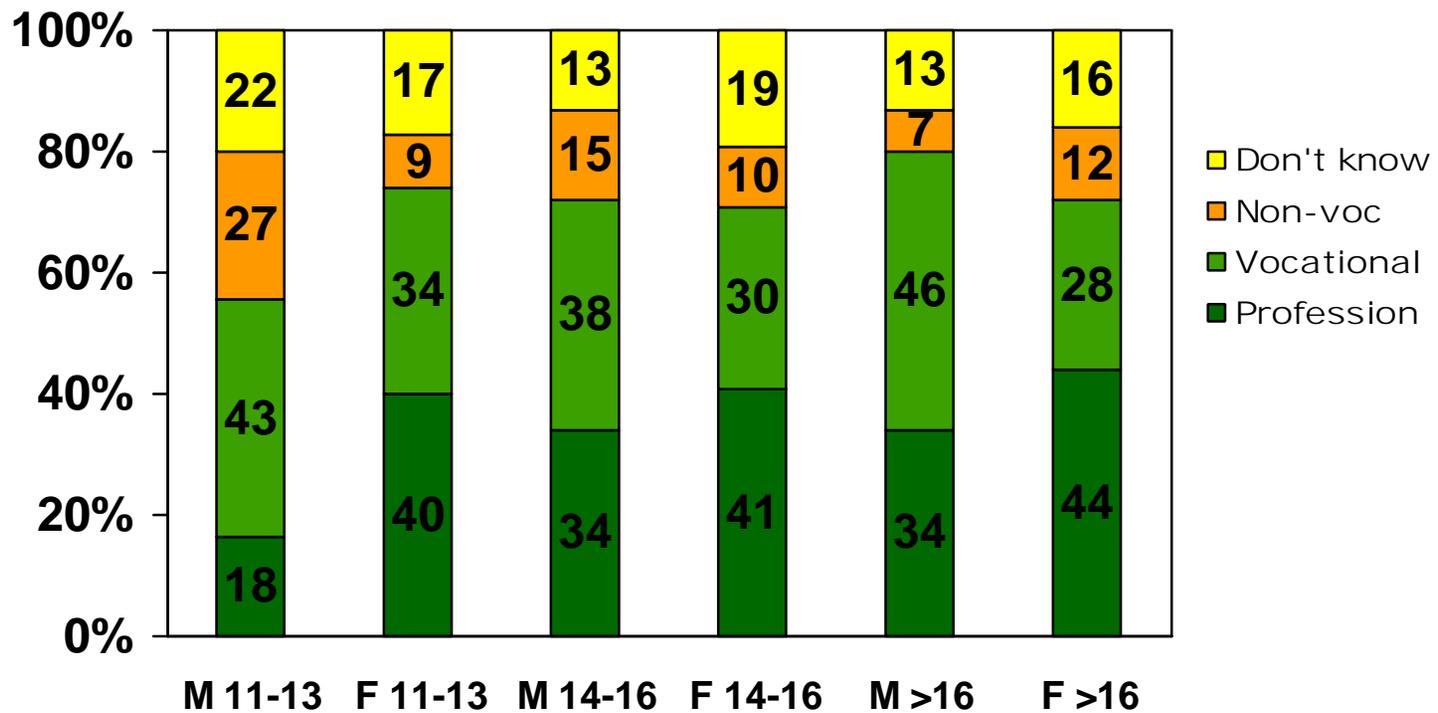
Q1: What sort of career do you want to pursue?



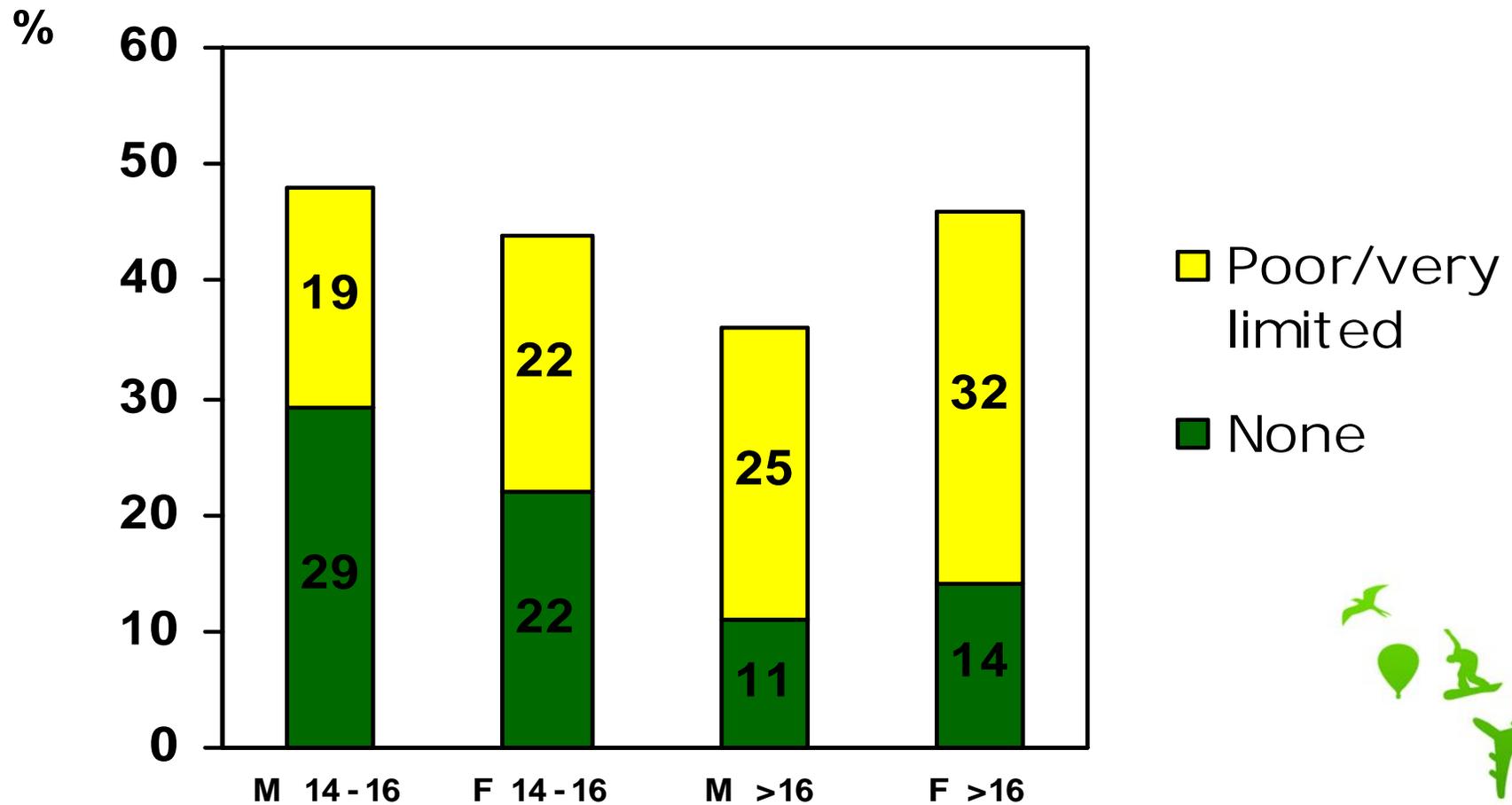
- Profession
- Vocational
- Non-voc
- Don't know



Q1: What sort of career do you want to pursue?



Q2: Careers advice so far and was it useful?



Q2: Careers advice so far and was it useful?

- “Through school careers officer and work experience. Very useful.”
- “Sheffield University conference – really good.”
- “Loads and very useful”
- “I did not get much advice from teachers and the Careers Advisor - it was pretty fast and not in-depth.”
- “People came into our school to talk to us, it was really interesting...”
- “I don't think any career advice at school has been very helpful, my parents and siblings have given me advice...”



Q2: Careers advice so far and was it useful?

- **“The Connexions staff are good but lack insight into many different career paths.”**
- **“None that was useful. I don't fit the clever profile nor am I stupid so they don't bother with me.”**
- **“I would like more about different things, not just the usual stuff.”**
- **“I had career advice from school with a Connexions career advisor, although I felt it was designed for those less academic and it was not very useful at all.”**



Q3: What do you see as the obstacles to getting to where you want to be in future?

| Age | Financial Issues | Lack of jobs | Getting the qualifications | Lack of work experience | Competition to get into HE |
|-------|------------------|--------------|----------------------------|-------------------------|----------------------------|
| 11-13 | 28 | 8 | 19 | 2 | 7 |
| 14-16 | 35 | 14 | 18 | M 3 F 7 | M 5 F 10 |
| > 16 | 40 | 18 | 17 | M 2 F 5 | M 5 F 10 |

Figures expressed as percentages



Q3: What do you see as the obstacles to getting to where you want to be in future?

- “Kids who don’t qualify for EMA and have to depend on parents support some times have to get a part time job and money is then more important than the future education at the time.”
- “Finance - no EMA as parents earn just over limit.”
- “I see university fees as my main obstacle.”
- “Travel to and from place of study, study fees, grades needed to gain entry onto courses.”
- Worries over financial issues are a concern and increase with age



Q3: What do you see as the obstacles to getting to where you want to be in future?

- “I'm not being helped by teaching staff... I am being let down, especially in maths, because the subjects I want to pursue don't fit in with what the school wants to teach.”
- “People that you think will help you do not seem to know enough about the courses so cannot help you make a decision.”
- “Getting the right grades.”
- “A lack of experienced teachers who's teaching skills relate directly to real world experience, rather than academia.”
- **Girls worry more than boys about competition to get into Higher Education**



Q3: What do you see as the obstacles to getting to where you want to be in future?

- “There are not a lot of people who take on apprenticeships anymore.”
- “Knowing the best place to go for advice.”
- “My learning disabilities - people wont see past them.”
- **Girls especially perceive a lack of work experience opportunities.**
- **Also fear about whether necessary qualifications can be achieved.**



Q3: What do you see as the obstacles to getting to where you want to be in future?

- “I have no connections to the field in which I wish to work and as such do not really have anything beyond a superficial knowledge of what such careers entail.”
- “Bureaucracy, prejudice and contacts. People who don't have an Oxbridge degree or political parents find it practically impossible to get anywhere in government. For regular students; politics is like a pitch black room, and when someone kindly turns the lights on, you are still lost.”
- “The fact that some 'luck' is needed- knowing the right person, being in the right place.”



Q3: What do you see as the obstacles to getting to where you want to be in future?

- “Listening to my parents, I do feel that there will be fewer and fewer opportunities in the years ahead as the UK has become so unreliable for work and future careers.”
- “What concerns me is the presence of racial and gender discrimination that could affect me in the future.”
- Fears exist about the availability of jobs, and this increases with age.



Q3: What do you see as the opportunities to getting to where you want to be in future?

- **“I have the opportunity of a good college within walking distance from home.”**
- **“The army has all the opportunities for me and there no obstacles in front of me.”**
- **“There is every opportunity for me the only obstacle is becoming qualified!”**
- **“Careers advisers at Connexions have all the relevant information of any entry level tests, and opportunities.”**
- **“Being able to go to sixth form at the school I already attend.”**



Q3: What do you see as the opportunities to getting to where you want to be in future?

- “Opportunities could be my involvement in the UKYP.”
- “Friends and family...”
- “Online resources, direct gov, diploma, people coming to school, work experience as a waiter.”
- “Confidence - if you have the confidence to succeed you will.”
- “I am doing The Duke of Edinburgh award to Gold, as it looks good on your CV.”
- “Shadowing professionals.”



Q3: What do you see as the opportunities to getting to where you want to be in future?

- **“My school has brilliant science facilities which is good for my career choice.”**
- **“Plenty of universities within easy reach.”**
- **“Nothing, you can do anything if you work hard and put your mind to it.”**
- **“University, possible work/volunteering placements.”**
- **“I come from a poor family and I don’t know if that will hold me back, its quite easy to go down the wrong road when you have nothing but I will not be a statistic in society.”**
- **“Work experience is helpful. The more experience you have the easier it is.”**



Q4: What do you think the government could do to help you enter a professional career?

- Dominant call is for more and more applied support across a range of areas.
- Increase in work experience placement opportunities.
- Increased quality and more easily accessible advice/information sought.
- A few cited discrimination as key issue to be resolved (only above 5% for older girls).



Q4: What do you think the government could do to help you enter a professional career?

| | More support | More work exp opportunities | Better advice and info | Reduce discrimination |
|--------------|--------------|-----------------------------|------------------------|-----------------------|
| All (Male) | 38 | 10 | 12 | < 2 |
| All (Female) | 36 | 14 | 16 | < 5 |
| M > 14 | 38 | 10 | 14 | 2 |
| F > 14 | 37 | 14 | 16 | 6 |



Q4: What do you think the government could do to help you enter a professional career?

- **“Offer subsidies for graduate training to companies and greater subsidies for further education.”**
- **“Many jobs in this industry actually pay lower than trades not needing such high qualifications. Why should I be penalised just because I need to go to uni?”**
- **“With regard to apprenticeships there are lots of college places, but it seems very few companies want to use this scheme. I would like to see the government encouraging more companies to take on apprentices, as young people are the country’s future.”**



Q4: What do you think the government could do to help you enter a professional career?

- **“Increase entry routes/stop changing admission criteria.”**
- **“Guarantee a university place if you have the grades.”**
- **“I think having more open days to various professions would be a major help... when choosing a university professionals should also advertise their careers with perhaps voluntary placements for those with a genuine interest**
- **“Better education in school, better qualified teachers and more variety in subjects.”**
- **“Stop the prejudice going on within the university e.g. attitudes towards accents. One person was told he wouldn't be accepted for teacher training due to his accent.”**
- **“Offer more places into universities - less places in universities means the grade boundaries get pushed higher, giving less people an opportunity to get into the course they want.”**



Q4: What do you think the government could do to help you enter a professional career?

- **“More ‘real’ job placements where you can learn a trade.”**
- **“Organise people from different careers to come in and talk about what they do and how they got there”**
- **Provide examples of people who actually get there”**
- **“Introduce more practical sessions in primary school, for instance, bringing in doctors and lawyers...”**
- **“Have training available in each town, I have to go college eight miles away and it’s a hassle.”**
- **“Provide more apprenticeships as some people are not as academic as others but still very capable of doing the job.”**
- **“Provide paid employment that can be done along side school.”**



Q4: What do you think the government could do to help you enter a professional career?

- **“Encourage employers to take on work experience students. Provide more information on jobs that may not be highly visible.”**
- **“Have scouts checking out the potential we have in our local schools. We have talent but no-one to show it to.”**
- **“Increase society's awareness, and work towards stamping out inequality for people with a learning disability.”**
- **“I originally wanted to be a lawyer but the courses were not available where I live. Every course should be accessible to everyone, no matter where you live. Equal opportunities?”**
- **“Give us more practical experience of careers.”**
- **“More individual careers advice from people in the professions in schools.”**



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“I do not believe that there are any obstacles that will get in my way apart from if I no longer push myself to the best of my abilities.”

Female student, age 14, Blackpool

