

COOL CAREERS CULTURE WIDENS THE UK'S SKILLS GAP

RESEARCH DELIVERED BY

b-live.com

In Partnership with:



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EXECUTIVE SUMMARY

This Report looks at young people's attitudes to their future careers and how they are preparing for them. The research involved collecting primary research data from school children, teachers and employers in Spring 2007. The school children were all b-live.com users aged between 10 and 19.

School children were asked about their decision making process when it came to careers, skills, qualifications, work experience and career goals. Approximately 1,700 students participated in this survey, half of which were aged 13 to 14.

The research suggests that major skills shortages are likely to persist, especially in skilled trades, IT and caring professions, while other areas will see a surplus. The survey shows children are well motivated and well intentioned, but do not make the best choices. Media influences are distorting their career aspirations in favour of high profile jobs. Younger students in particular are also largely influenced by their parents, but their career goals do not seem to be dependent on their parents' own careers. Only a few students however, make use of school careers centres.

Findings also confirmed children are highly motivated by money and the hope of using their skills, but they are unsure how to inform themselves about future job choices and how their skills relate. Another factor contributing to skills shortages is the high salary expectations children hold nowadays.

b-live surveyed a panel of teachers and a panel of employers exploring their perceptions of current school leavers and the value of work experience.

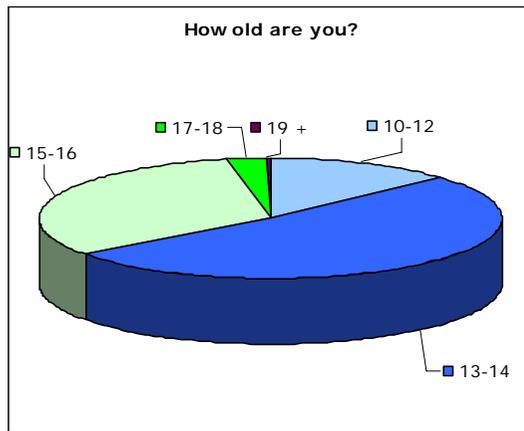
The results of both surveys suggest that organised work experience is one of the most valued routes to employment. Employers value it enormously but very few offer it and many schools have great difficulty arranging it for their pupils.

There was a mismatch of skills required by employers and skills attained by school leavers (as assessed by their teachers).

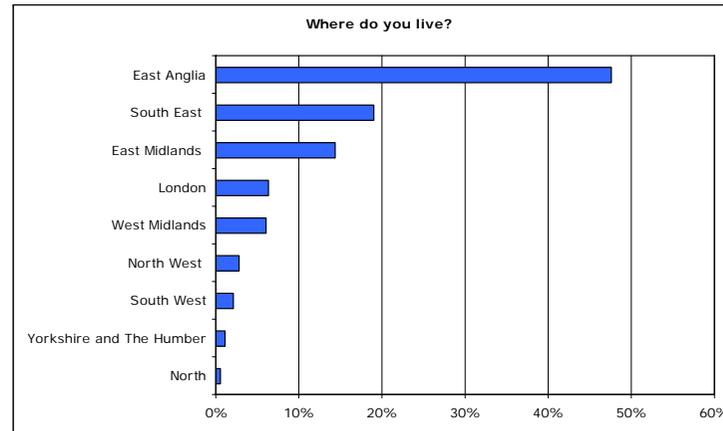
1. YOUNG PEOPLE - PROFILE

The main aim of this study was to assess the current attitudes of young people in England towards their future working lives. The findings are based on the main survey of exactly 1,682 students aged between 10 and 19. To gain a more comprehensive picture, the report also collected valuable insights from a panel of teachers and employers. The majority of students were female (58%). The majority (97%) of participants were aged 10 to 16 with 52% aged 13 to 14.

GRAPH 1

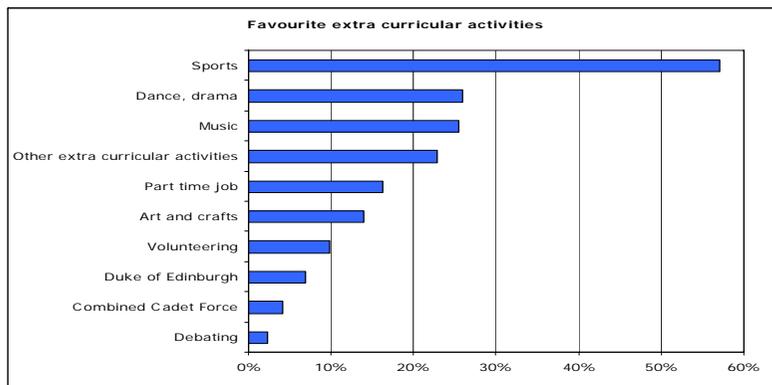


GRAPH 2



The survey included students from all over England, although the majority of respondents were from the East Midlands (14%), the South East (19%) and in particular, East Anglia (48%). Nearly 90% of responding students attended a state school and the remainder attended a grammar or independent school.

GRAPH 3



When asked about the extra curricular activities they took part in, more than half the students stated sport and sports-related activities. Other activities explored outside the classroom included dance, drama and music. These activities were far more popular among those young people who dreamed of working in the entertainment industry as detailed throughout the report.

The main motivation for taking part in such activities was the sense of enjoyment. Some students also used activities to enhance their personal development and future employability. But only one fifth of the respondents chose activities in order to make their CV look better. Other reasons for choosing activities were because friends or siblings did them (16%) or because they were told to by their teachers or parents (10%).

2. DECISION MAKING

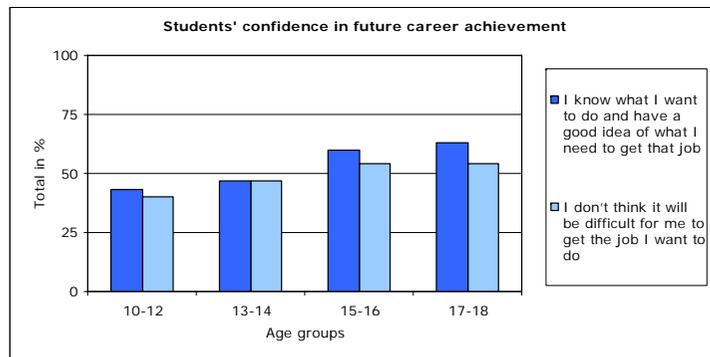
2.1 CAREER INFORMATION

The survey shows over 80% of children have a clear idea of what they would like to do in the future, which suggests decisions are made early on.

More importantly however, approximately 30% of students with a preferred career choice knew very little about how to obtain the appropriate qualifications and skills necessary for their chosen profession. A further 20% had not made a decision about their future career goals, which equated to a total of almost 50% of students in need of more relevant and expert career information to make the most of their potential and ambitions.

Although there was a slight difference between younger and older students, even at the critical age of 15-18, more than one third still did not know what career they would like to pursue in the future or how to achieve it.

GRAPH 4



In contrast to information presented in graph 4, more than half of the respondents (54% for 15 to 18 year olds) were not convinced they were suitable for their preferred career. The main reasons for this were not knowing what skills and qualifications were needed (26%) and grades not being good enough (14%), while the remaining 12% stated additional barriers such as student fees, insufficient skills sets, personal backgrounds or physical inability.

While half of students believed they could not achieve their preferred career, it is clear there is a need to educate students earlier about alternative career paths matching their skills, capabilities and interests. One of the most valued ways to achieve this change is through the use of relevant work experience. Section 5 of the report analyses this in more detail.

2.2 INFLUENCING FACTORS

When it comes to getting ideas about suitable jobs and careers, parents are seen as the best source to over half of all respondents. The next best sources are teachers and careers websites. Whilst parents' influence diminishes from 63% for 10-12 year olds, to only 31% for 17-18 year olds, the influence of teachers and career-related websites increases 6 fold throughout the same period.

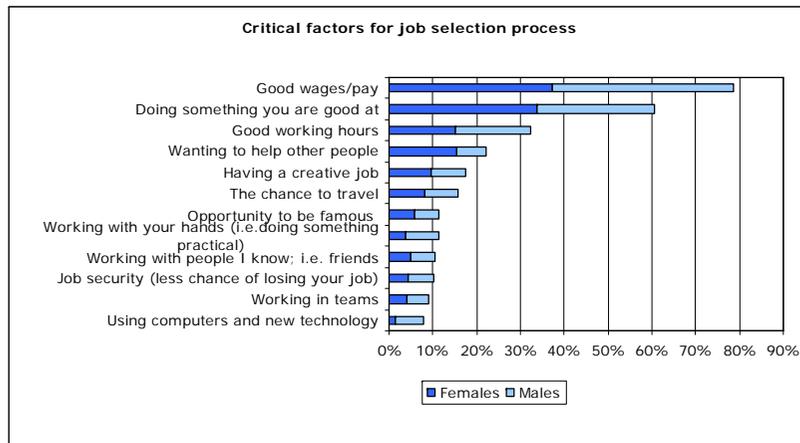
Most of the students' parents in this study have occupations within skilled services (21%) and service industries (16%). However the study showed no significant dependency between the parents' occupations and children's job preferences. Children interested in high profile careers such as becoming doctors and lawyers, have parents working across a number of different industries.

Despite most students having access to careers centres at school (82%), only 14% state teachers as their preferred careers advisors. Two thirds of all respondents have not made use of careers centres or described them as not very helpful. Careers centres are only slightly more popular among older students. Less than half of 15 to 16 year olds use their school careers centres and find it helpful. Over a third of this age group have never used one.

2.3 JOB SELECTION

When it comes to making personal job selections, today's students take a number of different factors into consideration. The two key factors however are 'good wages' (78%) and 'being good at the job' (67%). Additional factors presented in graph 5 were only considered important by less than a third of respondents.

GRAPH 5



A similar ranking was identified for both males and females. Good wages were the most important criteria for both sexes although it was even more important for male students (83%) than females (75%). Using their skills, on the other hand was more important to females (67%) compared to 54% of males. The biggest difference in motivating factors between the two genders however, was 'helping other people'. This was important to 31% of the females compared to only 18% of the males.

2.4 EXPECTATIONS/UNDERSTANDINGS

A good salary has been identified a critical issue, as most of the respondents have extremely high salary expectations. While one quarter of respondents expect earnings of between £25,000 and £30,000, half of the students surveyed expected salaries far in excess of £30,000.

On average, respondents expect to earn a yearly salary of approximately £41,000 from the career of their choice. This is only slightly below the average of £43,000 per annum that students think they need in order to enjoy life. This is a key problem as these high expectations contribute to the shortfall of skilled teenagers suitable for lower paid jobs.

3 QUALIFICATIONS

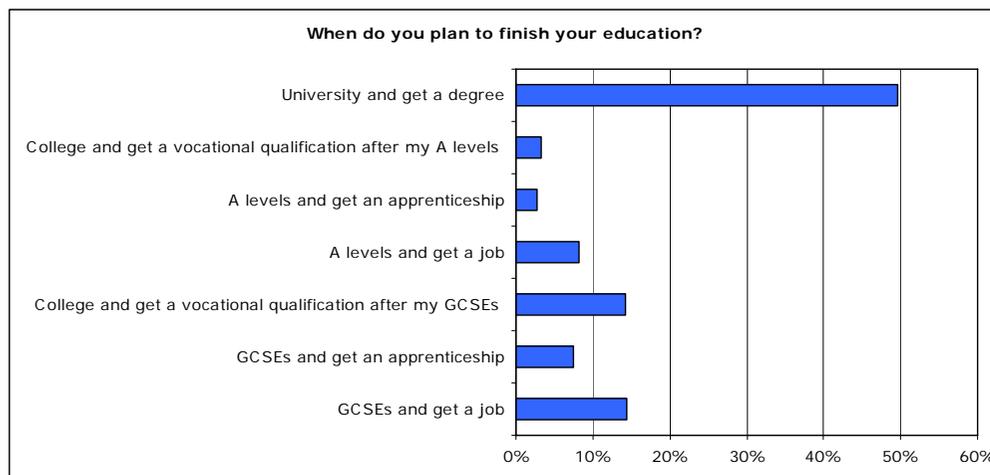
3.1 CURRENT PATHWAY (GCSE/A-LEVEL SELECTIONS)

When it came to optional subjects for their GCSE's, most students chose design & technology (53% of respondents), and humanities (44%). Most of the other optional subjects such as modern languages had similar interest levels amongst students, whilst the demand for social science and classical studies were far below average.

Three quarters of students surveyed (75%) selected subjects because they are either useful or seen as compulsory for their future careers. Almost a quarter (21%) of respondents however, chose subjects based on recommendations by teachers or parents.

3.2 FURTHER EDUCATION

GRAPH 6



The study also suggested that exactly half of the current students planned to attend a university to gain a degree (50%) which is in line with the targets set by the government. Out of those not planning on going to university, most students either wanted to undertake a vocational qualification or an apprenticeship after their GCSE's, or enter the workforce straight away.

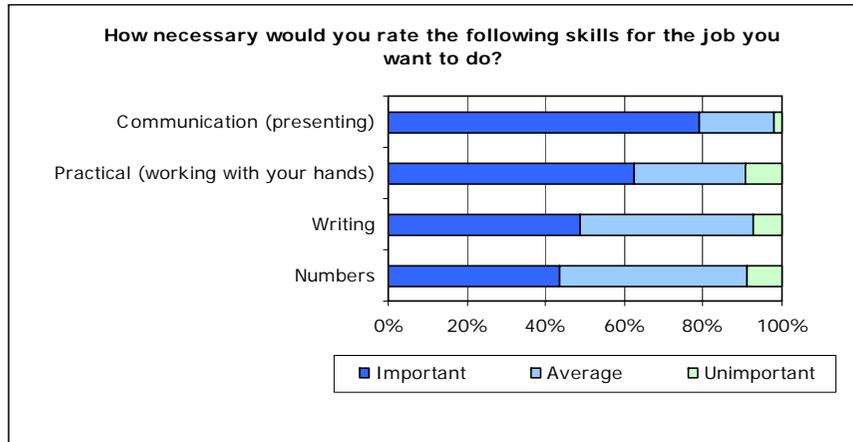
Out of those students planning to attend university, nearly a third of respondents were considering a professional degree such as accounting, medicine, dentistry, teaching or engineering. It thus may not be a surprise that four of those disciplines were rated among the 10 most preferred careers as highlighted in a latter part of the report.

A degree in the arts or humanities (24%) was also more popular than a science degree (21%). In addition over 26% of students planning to get a degree were still undecided about their choice of university course. This highlights our concern over the ability of young people to make the right and informed career decisions, even at the most critical points.

4 SKILLS GAP

4.1 IMPORTANCE OF SKILLS AMONGST STUDENTS

GRAPH 7



Student opinions indicated that communication skills were regarded as the most important skills required in order to have a successful career. Almost 80% of students agreed with this, and 'being practical' was viewed as the second most important skill (63%). Writing (49%) and numerical skills (43%) were only regarded as important by less than half of all respondents.

4.2 SKILL ASSESSMENT FROM EMPLOYERS & CAREER ADVISORS

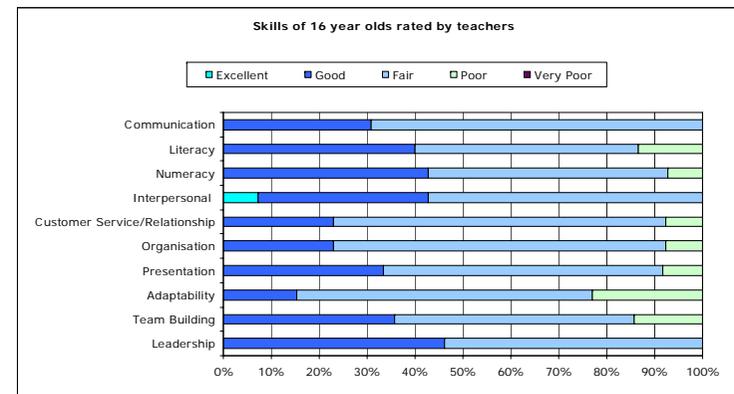
b-live.com asked a number of employers as well as career advisors at schools to assess the skills of school leavers entering the workplace. Based on these findings b-live.com compared the skills required by employers, to the skills actually attained by current school leavers, as rated by the students' teachers.

Employers were asked to rank the skills required of young recruits in order of importance, using a grading system from 1-10, with 1 being the most important (see table 1 below). The results identified the importance of skills to employers when recruiting young people, with good communication skills emerging as the top priority. Despite this it was quite concerning that more than one third of school leavers' communication skills were rated as poor (35%) alongside organisation skills (41%). The panel of employers also rated literacy and numeracy highly as basic skills that students were expected to have on leaving school.

TABLE 1

Skills in order of importance		Average rating
1	Communication	2.9
2	Literacy	3.8
3	Numeracy	4.2
4	Interpersonal	4.6
5	Customer Service / Relationship	4.8
6	Organisational	5.2
7	Presentation	5.5
8	Adaptability	6
9	Team Building	6.9
10	Leadership	7.9

GRAPH 8



In comparison graduates were generally seen as better equipped for their first jobs, although their customer service and organisational skills were still rated as poor by employers (23% and 15% respectively). The same skills were assessed by a panel of teachers, who based their opinions on their current students soon to be school leavers. Graph 8 above outlines the assessment made and while communication is seen as the most important skill by employers, only a third of students seemed to fulfil this requirement. Conversely, other skills that were ranked by employers as less important at this stage, such as 'Team Building' and 'Leadership' were rated as 'good' by nearly half of the participating schools. Interpersonal skills were the only set that achieved an 'excellent' rating.

Of most concern, however, were the schools that rated their students' literacy and numeracy skills as 'fair' or even 'poor'. Considered a basic must-have by all employers, it would appear there is still much development work to be carried out by young people. Overall the comparison highlights the increasing need for students' to attain 'good' communication skills and for all to consider how best to better match skills development in schools according to the skill requirements throughout industry.

4.3 MOST PREFERRED CAREER SECTORS

The examples of preferred careers illustrate the heavy influence of the media on young peoples' career choices. High profile careers such as becoming an actress or a professional sportsman top the list of dream jobs, and partially explain why expected incomes are so high. This is further verified by the fact that other high profile professions such as law, accounting, teaching, medicine, music or fashion and jewellery design were also ranked within the top 10. Although a variety of dream jobs were mentioned, the top 10 jobs alone were selected by over a third of all respondents.

TABLE 2

Top Ten Jobs		Responses (%)
1	Actor/actress	4.90%
2	Sportsman/woman	4.10%
3	Lawyer (barrister/solicitor)	4.00%
4	Accountant	3.80%
5	Teacher/lecturer	3.50%
6	Doctor	3.30%
7	Beauty therapist	3.30%
8	Singer/musician	3.10%
9	Fashion / jewellery designers	3.00%
10	Police	2.80%

By contrast the least popular ten jobs were selected by less than 1% of respondents. These included industries such as mining, that have virtually disappeared from the British economy, but also manufacturing work (also in long-term decline in Britain), and modern low-prestige jobs such as working in call centres.

4.4 INDUSTRY REQUIREMENTS

The ranking of popular careers compared to industrial requirements, points to an expected future problem in the supply and demand of skilled candidates. The following tables give an indication of where there is the most acute skills shortage; currently it appears the industries most affected by the skills shortages include skilled trades, IT and caring professions (the supply of jobs was based on the SOC 2000 classifications and Nat Statistics data). The demand for builders or agricultural workers for example, would only cover 40% of the work force needed. For every 4 care workers needed, there would only be 1 available. Only 7% of young people are motivated by using computers and technology. At the extreme end of this scale, England may generate only 1% of the glaziers needed. Without tackling the skill shortages proactively, some candidate versus job ratios, among growing sectors such as IT, are likely to change for the worse. The example of IT also shows that the lack of suitable candidates may have far-reaching consequences as most sectors or industries are dependent on a future pipeline of candidates with such skills.

TABLE 3

Undersupply of applicants	Ratio Candidates : Jobs
Glazier	0.01 : 1
Retail sales assistant	0.03 : 1
Care workers, nursing auxiliaries	0.25 : 1
Call centre	0.27 : 1
Metal workers	0.32 : 1
Farmer	0.37 : 1
Builder	0.38 : 1
IT	0.39 : 1
Surveyor	0.40 : 1
Electrician	0.66 : 1
Carpenter/joiner	0.79 : 1
Teacher/lecturer	0.85 : 1

TABLE 4

Oversupply of applicants	Ratio Candidates : Jobs
Vet	44:1
Actor/actress	41:1
Singer/ musician	35:1
Fashion / jewellery designers	22:1
Artist	21:1
Beauty therapist	20:1
Psychologist	19:1
Sportsman/woman	14:1
Midwife	11:1
DJ, TV or radio work, including presenter	11:1
Paramedic	11:1
Architect	8:1

Other sectors in contrast may experience a huge oversupply of applicants, such as vets, or performing artists where there are up to 44 applicants for each job required. The findings of this study must not be seen as an exact forecast, but as a useful indication of the problems that the English work force is facing. It is also apparent that the list of jobs in oversupply, are strongly linked with typical jobs in the entertainment industry as featured in the media. With the differences in job supply and demand, many young people will experience difficulties in finding their ideal job. The vast majority (96%) however, would keep looking for the job they wanted. Based on this survey, 60% of students would take another job but keep looking for their preferred job, while another 36% of respondents would try to get more qualifications in order to achieve their ultimate career goal. Although it demonstrates that young people are highly motivated and determined to realise their career goals, it also shows that less popular careers will continue struggling to fill vacancies with skilled and motivated candidates.

Based on existing skills shortages, it is important for students to be prepared for more than one career path and to be multi-skilled, so as to succeed in their second or third career choice. This is an important stage where employers can inform students of the wide variety of occupations available, given their interests, skills and capabilities, by changing their career perceptions and linking their interests to required skills.

5 WORK EXPERIENCE

b-live.com also conducted a survey where they asked a panel of employers for their opinions on young people's skills-related activities. In all three surveys, work experience programmes emerged as a key tool required, not only to provide an insight into different industries and working life, but also in the development of skills attained.

5.1 VALUE OF WORK EXPERIENCE

Evidence of organised work experience was the most important factor employers looked for in school leaver job applications, ahead of a host of extra-curricular activities. However the demand for applicants with relevant work experience, and hence relevant skills, far exceeds the current supply of such students.

TABLE 5

Employers rating of extra curricular school activities		Average rating
1	Organised work experience	2.8
2	Part-time jobs (e.g. Saturday employment)	3.7
3	Volunteering	4.5
4	Duke of Edinburgh Awards	4.6
5	School sports teams	4.9
6	Other school clubs and societies	5.1
7	Outside school activities	5.3
8	Young Enterprise Week	5.6
9	School awards	5.9
10	Taking part in talent schemes	7.3

N.B. 1 being the most important and 10 being the least important

5.1.1 RELEVANT WORK EXPERIENCE

Only 35% of students over 15 years old have had work experience related to their preferred career. More than half of the students surveyed did not have any previous work experience at all, while 27% had work experience that was unrelated to their future career choice.

Over 80% of employers wanted to see evidence of relevant work experience in their applications. However, only 36% found candidates who actually had work experience; while only 50% of those applicants demonstrated relevant work experience. For 38% of those businesses these statistics equate to a result that is even less than 1 in every 4 applicants. This mismatch of students leads to nearly 50% of employers recruiting new staff without the required work experience. This is hardly surprising as only one third of employers admitted to offering work experience to young people. Consequently it is important to communicate and analyse solutions to the problem that most businesses expect applicants to have relevant work experience; while very few employers are ready to invest their resources to provide students with such opportunities.

This limited commitment from employers makes it even more difficult for schools to find valuable working schemes. 87% of secondary schools admitted to having difficulty finding suitable work placements for their pupils and 80% felt not enough employers offered schemes. Despite great difficulties, 60% of schools felt the time and effort involved in arranging the placements was definitely worthwhile. All schools surveyed, agreed that most students enjoy and benefit from work experience, whilst almost 90% of schools thought the schemes were of great value to their pupils.

Although the provision of more work experience alone may not solve the current skills problem in England, it can be seen as one way to improve the skills and quality of future applicants for a variety of job sectors. Certainly the benefits of such work experience programmes provide employers and schools alike an opportunity to have a positive effect on this. While England looks to successfully tackle the skills shortage, persuading more businesses to provide ALL students with opportunities can and would be expected to have a lasting effect. More young people would have the opportunity to develop relevant skills through relevant experience, resulting in more suitable applicants.

CONCLUSIONS

As the b-live.com research revealed, England is still some way off closing the skills gap.

Children are well motivated and intend to plan their future careers from a very young age but do not make the best choices. Under the heavy influence of the media, career aspirations are made in favour of high profile jobs. Over a third of 15 to 18 year old students still have not decided what career to choose or how to succeed in it. Amongst younger students, even more than half do not know how to achieve their preferred career.

Although most students said their parents were the main influence on their decision-making process, the findings show the heavy influence of the media, leading to students' distorted income expectations. Because of this, it was not surprising to find money as one of the key factors for young people when making career decisions.

Most pupils are not aware of the right steps to take in order to achieve their career ambitions. At least half of the students surveyed need more comprehensive career information to inform themselves about future job choices.

As a result the research suggests that major skills shortages are likely to persist in many skilled trades, as well as IT and caring professions. The lack of career knowledge often leads to inappropriate GCSE or A-level choices, which affects career choices in later life. Young people need to have more knowledge about a variety of skilled jobs to gain the appropriate skill sets.

The survey also demonstrated that not enough students have the right skills sets as demanded by industry. Good communication skills have been identified as the most wanted skill from employers. According to the careers advisors in schools, only about a third of students currently have good communication skills. Consequently there is a need for communication development in schools, to ensure students' skills sets match those required by relevant employers.

One of the most valued methods for employers and career advisors to address these problems is the need to provide young people with relevant work experience. The employers value it enormously but very few offer it and many schools have great difficulty arranging it for their pupils. In summary a greater supply of such work experience opportunities would raise the number of quality applicants at entry level, and also benefit employers in the long term. One way for England to succeed in tackling the skills shortage, is to persuade industry to increase the availability of work experience schemes.

In conclusion the research has identified four main issues for industry and education alike to consider:

- The need for expert career information for young people
- The need to develop students' perceptions about future career opportunities and their expectations, e.g. salary
- The need for schools and employers to work closely together to ensure students' skills match those required by employers
- An increase in the availability of work experience to improve the quality of successful applicants

RESEARCH QUESTIONS AND RESULTS

What is your b-live username?	Response Total 1681
Total Respondents	99.9%
(skipped this question)	0.1%

How old are you?	Response Total 1682
10-12	13%
13-14	52%
15-16	32%
17-18	3%
19 +	0.4%
Total Respondents	99.9%
(skipped this question)	0.1%

Are you?	Response Total 1682
Male	43%
Female	57%
Total Respondents	99.9%
(skipped this question)	0.1%

Where in England do you live?	Response Total 1682
North	1%
North West	3%
Yorkshire and The Humber	1%
East Midlands	14%
West Midlands	6%
East Anglia	48%
London	6%
South East	19%
South West	2%
Total Respondents	99.9%
(skipped this question)	0.1%

What sort of organised activities do you do outside of school lessons or at evenings or weekends?	Response Total 1550
Art and crafts	14%
Dance, drama	26%
Music	26%
Debating	2%
Sports	57%
Volunteering	10%
Combined Cadet Force	4%
Duke of Edinburgh	7%
Part time job	16%
Other extra curricular activities	23%
Total Respondents	92%
(skipped this question)	8%

Why do you / might you take part in those activities? (Please select no more than 2 options)	Response Total 1569
To make my CV look good	20%
Because I enjoy it	90%
Parents told me	5%
Teacher told me	2%
Part of my school work	8%
My friends do it	14%
My brother / sister does it	2%
Total Respondents	93%
(skipped this question)	7%

Do you know what job you would like to do and what qualifications or skills you need to get it?	Response Total 1563
I know what I want to do and have a good idea of what I need to get that job	51%
I know what I want to do but have little idea of what I need to get that job	24%
I know what I want to do but have no idea of what I need to get that job	6%
I don't know what I want to do	19%
I don't expect to get a job	0%
Total Respondents	93%
(skipped this question)	7%

RESEARCH QUESTIONS AND RESULTS

What kind of school are you at?	Response Total 1682
Comprehensive (state)	87%
Independent (private)	3%
Grammar	4%
Other (please state)	6%
Total Respondents	99.9%
(skipped this question)	0.1%

Who gives you the best ideas about what sort of job you could do?	Response Total 1548
Parents	56%
Teachers	14%
Friends	7%
Other family	6%
Celebrities	1%
Websites	10%
Television/Cinema/Other media	6%
Total Respondents	92%
(skipped this question)	8%

Do you have a careers advice centre at school?	Response Total 1522
Yes I have a careers advice centre at school and I find it very helpful	33%
Yes I have a careers advice centre at school but it is not very helpful	8%
Yes I have a careers advice centre at school but I have not used it	48%
No I do not have a careers advice centre at school	12%
Total Respondents	90%
(skipped this question)	10%

How much money do you realistically expect to earn from the job you want to do?	Response Total 1521
Up to £200 per week (£10,000 per year)	7%
£300-£400 per week (£15,000 to £20,000 per year)	18%
£500-£600 per week (£25,000 - £30,000 per year)	25%
£700-£900 per week (£35,000 to £45,000 per year)	20%
£1000-£1300 per week (£50,000 to £65,000 per year)	14%
£1,400-£1900 per week (£70,000 to £95,000 per year)	6%
£2000 per week or over (£100,000 per year)	9%
Total Respondents	90%
(skipped this question)	10%

How much money a year do you think you will need to earn to enjoy a good life?	Response Total 1529
Up to £200 per week (£10,000 per year)	5%
£300-£400 per week (£15,000 to £20,000 per year)	15%
£500-£600 per week (£25,000 to £45,000 per year)	25%
£700-£900 per week (£35,000 to £45,000 per year)	24%
£1000-£1300 per week (£50,000 to £65,000 per year)	16%
£1400-£1900 per week (£70,000 to £95,000 per year)	7%
£2000 per week or over (£100,000 per year)	9%
Total Respondents	91%
(skipped this question)	9%

Thinking about what you would really like your job to be do you think it will be difficult for you to achieve?	Response Total 1510
I don't think it will be difficult for me to get the job I want to do	48%
I don't know how to find out what I need to do to get the job I'd like	26%
I don't think I'll get the right grades	14%
I don't think I'm from the right background	2%
I don't think I could afford the student fees	5%
I don't think I'm physically suited	1%
I don't think I have the right skills	3%
Total Respondents	90%
(skipped this question)	10%

RESEARCH QUESTIONS AND RESULTS

What 3 things would make you choose one job over another?	Response Total
	1560
Good wages/pay	78%
Doing something you are good at	62%
Good working hours	32%
Wanting to help other people	24%
Working in teams	9%
Job security	10%
Using computers and new technology	7%
Opportunity to be famous	11%
The chance to travel	16%
Having a creative job	18%
Working with people I know	10%
Total Respondents (skipped this question)	93% 7%

What qualifications do your parents have?	Response Total
	2138
None	10%
O levels / GCSE's	33%
Diploma	9%
Degree	15%
Professional qualification	8%
Trade qualification	8%
Total Respondents (skipped this question)	N/A N/A

If you had difficulty getting the job of your choice what would you do?	Response Total
	1532
I would take any job going but keep looking for the one I wanted	60%
I would take any job going and not keep looking for another one	2%
I would get more qualifications if this was the reason I had not succeeded in getting the job	36%
I would not take any job but stay with my parents until I got one I wanted	2%
I would not take any job and go on to state benefits	1%
Total Respondents (skipped this question)	91% 9%

Have you ever done work experience?	Response Total
	1418
I have done work experience related to what I want to do for a job	18%
I have done work experience but it was NOT related to what I want to do for a job	27%
I have not done work experience	55%
Total Respondents (skipped this question)	84% 16%

What kind of work do your parents do?	Response Total
	2730
Professional services	9%
Skilled services	21%
Professional Medical	4%
Other Health or Social Service	9%
Media	3%
Service industry	16%
Trade	9%
Manufacturing industry	5%
Agriculture Forestry Fishing Mining	1%
Music Sport Fashion Acting Arts	2%
Unemployed	4%
Self employed	7%
Retired	1%
Disabled	2%
Housewife/househusband	8%
Total Respondents (skipped this question)	N/A N/A

RESEARCH QUESTIONS AND RESULTS

Which job would you rather do out of the following?	% responses
Accountant Architect Banker Engineer (civil, mechanical, electrical) Lawyer (barrister/solicitor) Other professional services	14.0%
Airline pilot Financial advisor Insurance broker It consultant Manager (e.g. in an office, factory, shop, hotel) Other skilled services Personnel Scientist Surveyor Teacher/lecturer	10.0%
Anaesthetist Audiologist Dentist Doctor Medical consultant Other professional medical Psychiatrist Psychologist Surgeon Vet	11.0%
Ambulance worker Care worker Midwife Nurse/health visitor Other health or social service Paramedic Physiotherapist Social worker Speech therapist	9.0%
Advertising Graphic designer Journalist Marketing Public relations	7.0%

Which job would you rather do out of the following?	% responses
Builder Carpenter/joiner Locksmith Other trades Plumber Welder Electrician Glazier Mechanic	6.0%
Other armed forces/emergency services Police Army/ navy/airforce/firefighter	5.0%
Beauty therapist Call centre Chef Driver/haulier Hairdresser Hotel worker Office admin/receptionist Other service industry Retail sales assistant Secretary Waiter	10.0%
Factory worker Other manufacturing industry Farmer Miner	0.0%
Actor/actress Artist Dancer Fashion/jewellery/shoes/handbags designers Other media Singer/ musician Sportsman/woman TV/radio presenter/DJ	22.0%
Other	6.0%
Total Respondents	92%
(skipped this question)	8%