

ADULT GUIDANCE RESEARCH

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Executive Summary

- The aim of this research was to discover the needs of adults in the delivery of adult guidance services.
- Members of Leicestershire Training & Enterprise Council's research team interviewed 70 people at Adult Options on 18th May 1999 – 42 were male and 28 female.
- While there was representation from most of the ethnic minority groups, the low numbers prevented us from analysing the results by ethnicity; 71% of the respondents were of White/European origin and 17% of Indian origin.
- 47% of the respondents were not currently working, 29% were in full-time paid employment, with a further 14% in part-time paid employment.

Value of adult guidance provision

- 'Job vacancy information' was the most valued service provided within the TEC area, with 83% finding this provision valuable or very valuable. The service with the lowest proportion of respondents finding it valuable or very valuable was 'help with completing job applications.'

Likely take-up of services in the next 12 months

- 72% of the sample felt it was likely or very likely that they would seek *careers* advice in the next 12 months; 24% felt it not likely or not very likely.
- For *education/learning*, 68% felt it was likely or very likely that they would seek advice or information in this area in the next 12 months, whereas 25% replied that it was not or not very likely.
- For *training*, 81% felt it was likely or very likely that they would seek advice or information in the next 12 months, compared with 11% who felt it unlikely or very unlikely.

Likely participation in education, learning or training over the next 2-3 years

- 93% of the male respondents and 88% of the female respondents felt it was likely or very likely that they would participate in some form of education/learning or training in the next 2-3 years.

Preferred locations for getting guidance

Unprompted

- When asked where they would go to get guidance on *careers*, the two most common answers were the Careers Service and the job centre, given by 22 and 12 respondents respectively.
- When asked where they would go to get guidance on *education/learning*, 'college' was the most common answer, given by 38 respondents. For guidance on *training*, 14 would go to a college and 11 the job centre.

Prompted

- 22% of the sample, the largest response, would prefer the Careers Service as a location for getting *careers* guidance, with a further 16% preferring a careers consultant.

- As a location for *careers* guidance, 30% of the female respondents would prefer to go to the Careers Service, something preferred by only 18% of the males. However, 25% of the males would prefer to go to a careers consultant, something only 4% of the females would prefer.
- 29% of those not currently working would prefer to go to the Careers Service for guidance on *careers*, compared with 17% of those in employment or training, whilst 14% of those in work would prefer to go to a university, something none of the other group would choose.
- For guidance on *education/learning*, the preferred location of the majority of the respondents was a 'college', at 57%.
- A higher proportion of the females, 67%, would prefer to go to a college for guidance on *education/learning* than the males, at 50%.
- The largest proportion of respondents, 22%, would prefer to go to a training company for guidance on *training*. 13% would prefer to go to a potential employer, and 11% would go to the TEC.
- For guidance on *training*, a higher proportion of the male respondents would prefer to go to each of a training company, or the TEC, at 26% and 16% compared with 16% and 4% of the female respondents. A higher proportion of the female respondents would prefer to go a college or the Careers Service for such advice, at 16% and 12% compared with 3% and 5% of the males.
- Greater proportions of those not currently working would prefer to go to a training company or the TEC but a higher percentage of those in employment would prefer to go to a potential employer for guidance on *training*.

Preferred methods of getting guidance

- A one-to-one session with an adviser was the preferred method of getting guidance on careers, education/learning and training, with reading literature the next preferred method in each case.
- While a one-to-one session received the greatest response from both genders, the percentage of the females that would prefer this method of *careers* guidance was much higher than the percentage of the males, at 64% compared with 46%.
- For *education/learning*, a higher percentage of the female respondents would prefer a one-to-one session than the male respondents, at 48% compared with 38%. In terms of a group session, a greater proportion of the male respondents would prefer to get guidance this way, compared with the females.
- Although a one-to-one session was the most preferred method of getting guidance on *training* for both genders, a greater proportion of the females highlighted this at 56% compared with 38%. Additionally, a greater proportion of the males would prefer to read literature than the females, at 33% compared with 16%.

- However, a higher proportion of those in employment or training would prefer a one-to-one session, and a higher proportion of those not currently working would prefer to read literature for getting guidance on *training*.
- Higher proportions of the male respondents than the females would prefer to use a computer to get guidance on all three areas. Conversely, higher proportions of the females would prefer to use a telephone help-line.

Qualities looked for in advisors

- Across all three areas very high proportions of male and female respondents, over 85%, rated the following as important or very important qualities in an advisor: professionalism, ability to listen, ability to identify needs, knowledge about the subject, and ability to answer queries.
- Also across all three areas, high proportions of both genders rated similarity in age and similarity in background as not important or not very important, although higher proportions of the males than the females felt these to be important or very important.
- Higher percentages of those not currently working felt similarity in background to be important or very important in an adviser on education/learning or training. This group also felt it to be less important that the person giving them advice on careers or training was professional.

Propensity to pay for an in-depth, one-to-one careers guidance consultation

- The majority of the sample, 52%, would be prepared to pay for an in-depth careers consultation with an adviser. Of those that would be prepared to pay, 24% were unsure how much they felt to be reasonable, 26% felt £21-30 to be reasonable, with 16% opting for each of £11-20 and £41-50.
- However, it is important to note that the respondents may be more positively inclined to seek and pay for in-depth guidance, as they were interviewed at a careers event which they had chosen to attend.

Importance of accreditation and certification

- 90% of the sample felt it was important or very important that they gain a specific qualification on completion of any training or learning.
- 97% of those not currently in work felt it important or very important that they gain a specific qualification on completion of any training or learning, compared with 84% of those in employment or training. A higher proportion of the males also felt accreditation to be important, compared with the females.
- 80% of the sample felt it was important or very important that they gain a certificate on completion of any training or learning.
- 88% of the male respondents compared with 68% of the females felt it was important or very important that they gain a certificate on completion of any training or learning, as did a higher proportion of those not currently in work when compared with those in employment or training.

Objectives

Adult guidance can be delivered in a variety of ways. The main aim of this research was to find out the needs of adults in the delivery of adult guidance services, and so provide supportive data to the lifelong learning team at Leicestershire Training & Enterprise Council in putting a Pathfinder bid together to secure funds to help organisations in their planning of delivery.

Specific aims included:

1. To find out which current adult guidance services in Leicester, Leicestershire and Rutland were most valued
2. To identify how likely it is that people will be seeking guidance in the next year in the areas of careers, training, and education and learning
3. To find out the ways people would prefer guidance to be delivered in each of careers, training, and education and learning
4. To find out the preferred location for this guidance to be delivered
5. To identify qualities the respondents felt important in people giving guidance face to face
6. To find out how much respondents were prepared to pay for careers guidance on a one to one basis
7. To find out how important accreditation and certification are, on the completion of training.

Methodology

Members of LTEC's research team interviewed 70 people, randomly selected, at the Adult Opportunities careers event on 18th May. The interviewers used a structured questionnaire, a copy of which can be found in Appendix One.

This event was selected as a focus for the research in that the people attending would probably be more likely to be potential users of adult guidance services than the wider population, and therefore be a valuable group to canvass in terms of need.

The questionnaire was quite lengthy: this was due to the need to get respondents' views on guidance in three discrete areas: careers, education/learning and training. Each question had to be related to each of these three areas.

At the start of the interview, respondents were given background information on what education/learning constituted and what training constituted to ensure that respondents positioned questions in a similar fashion. Education/learning covered anything that might relate to developing knowledge; and training could mean anything that related to the development of a skill, whether new or existing. It was also explained that neither had to involve achievement of a formal qualification.

The data collected from the interviews was analysed using the software package Pinpoint.

Results

Profile

70 people were interviewed on the day – 42 were male and 28 female. While this is a reasonable number for our analysis, it is still a relatively small sample and the results should be treated with caution.

Age

The greatest number of respondents was aged between 35-44; a complete breakdown by age is shown below. Unfortunately, the frequencies did not allow us to analyse the results by age group.

Table 1: Age profile of respondents

Age group	Frequency	Percentage
Less than 18	1	1
18-24	11	16
25-34	18	26
35-44	19	27
45-54	18	26
55-65	3	4
Over 65	0	0
Total	70	100

Ethnicity

The largest proportion of respondents was of White/European ethnic origin. While there was representation of people from some of the other ethnic groups, the numbers were insufficient to allow us to analyse the results by ethnicity.

Table 2: Ethnic profile of respondents

Ethnicity	Frequency	Percentage
White/European	50	71
Black Caribbean	2	3
Black African	0	0
Black Other	0	0
Indian	12	17
Bangladeshi	1	1
Pakistani	0	0
Chinese	1	1
Asian Other	3	4
Other	1	1
Prefer not to say	0	0
Total	70	100

Employment status

One of the aims of the event was to give information on employment opportunities, whether for those people job seeking, or those looking for a career change. It was therefore felt important to identify the 'employment status' of respondents, enabling us to analyse respondent views by this variable.

The majority, 47%, of the respondents were not currently working. The next largest percentage, 29%, represented those in full-time paid employment. There were a sufficient number of responses to allow us to analyse the results by employment status - the results being broken down to those in employment, education or training, and those not currently working.

Table 3: Employment profile of respondents

Employment Status	Frequency	Percentage
In full-time paid employment	20	29
In part-time paid employment	10	14
On Work Based Training for Adults/Career Choice/Career Start/National Traineeship/Modern Apprenticeship/New Deal Programme	2	3
Self-employed	3	4
In full-time education or training	2	3
Not currently working	33	47
Total	70	100

Qualifications

The respondents were asked what qualifications, if any, they held. While only the highest academic achievement was recorded, multiple answers could be given for vocational qualifications. 6% of the respondents held none of these qualifications.

Tables 4 and 5: Qualification profile of respondents

Qualifications (Academic)	Frequency	Percentage
CSE	5	7
GCSE	15	21
O-level	20	29
A-level	11	16
Degree	7	10
Higher degree	5	7

Qualifications (Vocational)	Frequency	Percentage
Professional qualification	11	16
NVQ	5	7
GNVQ	1	1
Other vocational qualification	15	21

Value of adult guidance provision within Leicester, Leicestershire and Rutland

Here, respondents were asked to value the provision of specific adult guidance services offered locally. This question was not so much about identifying short-term need but more of finding out the emphasis people would place on provision should they be in the position of looking for guidance in the future.

Of all the aspects of adult guidance that the respondents were asked to rate, 'job vacancy information' received the highest level of support, with 83% of respondents rating it as valuable or very valuable – 39% rating it as very valuable. Only 3% rated it as not or not very valuable, the lowest proportion across the choices. 'General information/advice on education/learning' was rated by 75% of the sample as valuable or very valuable.

50%, the lowest proportion of respondents, rated 'help with completing job applications' as valuable or very valuable. This lower degree of value was also reflected by the 32% who felt this service was not valuable or not very valuable to them – the highest such figure.

Two other services gained 'combined' value ratings of less than 70% - 'interview techniques', at 62% and 'help with CV preparation', 66% of the sample rating this as valuable or very valuable.

The results above clearly indicate the areas where the sample wanted support and highlight an interesting contrast. They appear to show that the respondents felt relatively confident with the process of applying for a job itself since lower proportions rated 'help with CV preparation', 'help with completing application forms' and 'interview techniques' as valuable or very valuable. However, it was the earlier stage of the job search process, i.e. finding out about vacancies, that was valued most. 'Job vacancy information' received the highest proportion rating it as valuable or very valuable and would seem to be the area where the respondents wanted most support.

Gender

Table 6: showing the proportions rating services valuable or very valuable

Service	Overall %	Male %	Female %
Job vacancy information	83	81	86
General information/advice on education/learning	75	73	79
Specific guidance on training	74	70	81
Careers consultations on a one-to-one basis	73	75	70
Identification of skills, strengths & abilities (possibly using psychometric tests)	72	67	81
General careers information and advice	71	75	64
General information/advice on training	71	63	82
Specific guidance on education/learning	68	67	69
Help with CV preparation	66	67	65
Interview techniques	62	61	63
Help with completing job applications	50	49	52

When the results are analysed by gender, most of the results correspond to the overall figures. However, there are significant differences in four areas. In three of them, 'general information about training', 'identification of skills (possibly using psychometric tests)', and 'specific guidance on training', a larger proportion of women rated them as valuable or very valuable compared to the men.

For 'general information on training', 82% of women thought this would be valuable or very valuable compared to 63% of the men, and for the 'identification of skills', 81% of women felt this was valuable or very valuable, compared with 67% of the men. For 'specific guidance on training', comparable figures were 81% and 70%. In the fourth area, 'general careers information and advice', the combined valuable and very valuable figure was greater for the male respondents, results being 75% and 64%.

In terms of areas rated as not valuable or not very valuable, again there were some differences between the genders. 41% of the women thought 'help with completing job applications' would *not* be valuable or very valuable, while 27% of the men rated this service this way. However, both 'specific guidance on education/learning', and 'general information on training' were rated as not or not very valuable by 7% of the women, compared with 20% of the men, whilst 'specific guidance on training' was rated not or not very valuable by only 4% of the females compared to 15% of the males.

Another method of analysing the results is by calculating the mean value rating. Answers relate to the rating scale of the question – where 'very valuable' equals five and 'not very valuable' equals one. While most of the differences mentioned above are shown again when analysing this way, there is another difference that is not so apparent from the percentage figures. Similar proportions of the male and female respondents, 80% and 86% respectively, felt that 'job vacancy information' was valuable or very valuable, but the mean rating results show that the provision of this information is more valued by the females. There is a difference of 0.2 between the mean ratings here, at 4.1 and 4.3 for the males and females accordingly.

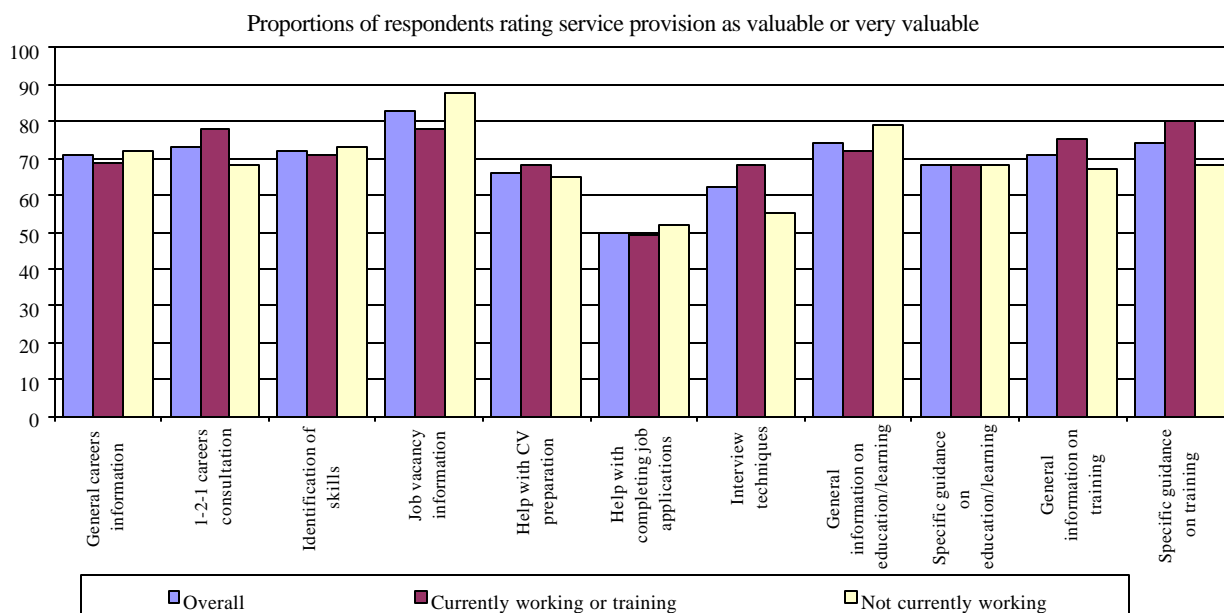
Employment Status

In the survey, one of the questions, as highlighted earlier, asked the respondents about their employment status. In the analysis, it was decided to break out results by grouping those respondents currently working or in training and those currently not working. It is possible that the respondents in each of these groups may have differing needs in the area of adult guidance and therefore it was important that their views were explored.

While most of the results followed the general picture for this question there were some interesting points to be drawn. Perhaps unsurprisingly, a higher proportion of those respondents not currently working rated 'job vacancy information' as valuable or very valuable, at 88% compared with 78% of those in employment, education or training. However, 78% of those in employment, education or training felt a 'one-to-one careers consultation' to be valuable or very valuable, compared with 68% of those not working.

The greatest difference, however, was in the proportions rating ‘interview techniques’ as valuable or very valuable – 68% of those in employment, education or training, compared with 55% of those not currently working.

Figure 1:



It is perhaps striking that it was those respondents in employment that valued more highly the services related to applying for a job – such as ‘CV preparation’, and ‘interview techniques’. For both these services the mean rating for those in employment was 3.7, compared to 3.5 and 3.4 respectively for those not currently working.

There are some differences between the two groups when we focus on the negative responses about the provision of certain services. In the following four areas the proportion of respondents selecting ‘not valuable’ or ‘not very valuable’ was at least 10% higher amongst those currently not working: ‘general information on training’, ‘specific guidance on training’, ‘specific guidance on education/learning’ and ‘CV preparation’. For the last aspect, one third of the respondents not working did not value the provision of this service.

It is also worth noting that while those in work, education or training were 54% male and 46% female, the proportions of males and females for those not currently working were not as well balanced, at 67% male and 33% female. It is important therefore, to be aware that some of the differences highlighted in the employment status analysis may be in part a reflection of this gender imbalance.

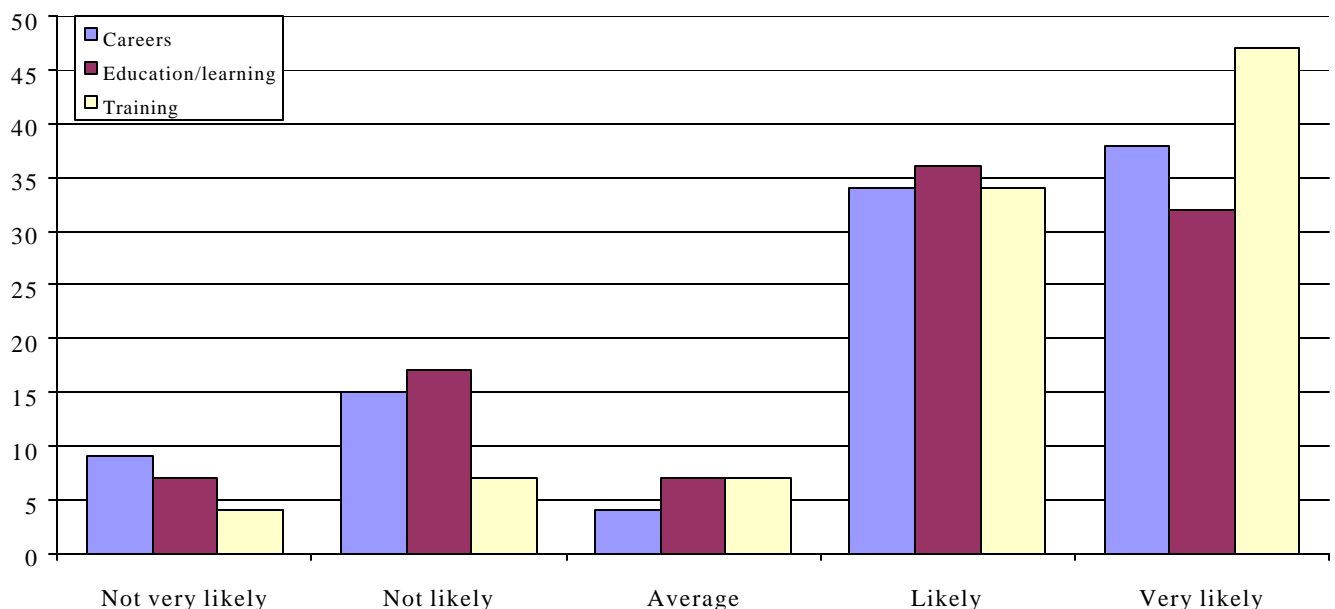
Likely take-up of services in the next 12 months

This question aimed to get a measure of the short-term need amongst the sample in three discrete areas of guidance: careers, education/learning and training.

72% of the sample felt that it was likely or very likely that they would seek careers advice or information in the next 12 months; 24% felt it was not likely or not very likely. For education/learning, 68% felt it was likely or very likely that they would seek advice or information in this area in the next 12 months, whilst 25% replied that it was not or not very likely. The area where advice was most likely to be sought was in training. 81% of respondents thought it was likely or very likely that they would seek advice or information about this in the next 12 months, with 47% stating it was very likely.

Figure 2:

How likely is it that you will be seeking information, advice or guidance in these areas in the next 12 months?



Gender

In all three areas – careers, education/learning and training – a greater proportion of the women felt it was likely or very likely that they would seek information or advice in the next 12 months, although the percentage differences were small. The comparable figures were: for careers, 74% of women, compared with 71% of men; education/learning, 70% of women, against 67% of men; and for training, 86% of women felt it likely or very likely they would seek guidance with 79% of men responding this way.

One big difference between the views of the male and female respondents was in the proportions believing that it would be unlikely or very unlikely that they would seek advice or information

about any future training. 17% of the men felt this to be the case, compared with 4% of the women.

Employment status

There are some differences worth noting in the responses of the two groups to this question. For those respondents in work or training, a greater proportion were likely to seek information in the field of careers in the short-term than those out of work: 77% highlighting 'likely' or 'very likely' compared with 67%.

However, looking at the results for 'training', and 'education/learning' in particular, the converse is true. For these areas there were greater proportions of the respondents who were out of work stating that they were likely to seek information than those in employment or training. For example, 73% said they were likely or very likely to get information in the area of education/learning compared with 64% of their counterparts.

The difference between the two groups can be seen to better effect using the mean rating for the likelihood of people seeking information or advice about training. For those in employment, education or training, the average rating was 4.0 – showing it was likely they would seek such advice. For those not currently in work, the average was 4.3, clearly suggesting that they were more likely to seek information/advice about training than their working counterparts.

This greater interest in learning and training amongst those out of work compared with those in work or training can partly be explained by considering the interview environment. It is perhaps not surprising that a high proportion of unemployed respondents at a careers fair would be likely to be seeking information about training or learning opportunities.

In the 1998 Household Survey, where the sample was *randomly selected* from people in the TEC area, results indicated that a lower proportion of the unemployed respondents had undertaken any training or learning in the last two years, than those respondents in employment. Also, 65% of unemployed respondents had not undertaken any form of training or learning for at least two years. Compared with this pattern amongst people out of work, it is perhaps not surprising that a higher proportion of unemployed respondents interviewed at Adult Opportunities showed a greater interest in learning and training.

Likely participation in education, learning or training over the next 2-3 years

The previous question identified the likelihood of respondents seeking guidance in careers, education/learning or training. The question here took this a stage further, and aimed to get a measure of demand for learning or training, short-term.

91% of respondents felt it was likely or very likely, 51% very likely, that they would participate in education, learning or training over the next 2-3 years. Only 3% felt it was unlikely or very unlikely.

It is useful to compare the results to this question with those from the same question asked in the East Midlands Household Survey undertaken in 1998. In this, 48% of respondents said that it was likely or very likely that they would take part in training or learning during the next 2-3 years, 31% that it was very likely. Such a big difference in response between this survey and the Household Survey is to be expected in the sense that the two samples are not comparable. The respondents in this research were interviewed at a careers event, as opposed to the random sample employed in the Household Survey. However, despite this, the figure of 91% is encouraging.

Gender

The responses to this question from both genders were very positive. 93% of the men and 88% of the women felt it was likely or very likely that they would participate in some form of training or education/learning in the next two to three years, with 49% and 54% very likely.

Only two respondents – one male and one female – felt it not likely or not very likely that they would undertake some form of education/learning or training in the near future.

Employment status

High proportions of both groups felt they were likely or very likely to undertake any education/learning or training over the next two or three years - 92% of those in work, and 90% of those not currently working, with 50% and 52% indicating it was very likely.

It is worth comparing the results from this question with those from the identical question asked in the 1998 Household Survey. In that survey, the likelihood of both the employed and unemployed training or learning was lower compared with the results here – comparable figures for those stating ‘likely’ or ‘very likely’ being 48% (versus 92%) for those in work and 36% (compared with 90%) for those not currently working.

These are large differences but, as stated earlier, they probably reflect the differences in the samples between the two pieces of work – after all, the respondents in this research were interviewed at a careers event, specifically aimed at providing adults with information on employment and training opportunities.

Moving on from looking at the value and likely take-up of services, we explored need in terms of adult guidance delivery – dealing with the location of guidance first.

Preferred locations for getting guidance

The answers to this question were unprompted, as its purpose was to discover where the respondents would think of going first if they wanted some guidance on careers, education/learning or training.

Careers

Table 7:

Unprompted answer	Number of people
Careers Service	22
Job centre	12
Unsure	9
College	8
Universities	4
Careers fairs/events	4
Libraries	3
Employment agencies	2
Trade union	1
Employer	1
Chamber of Commerce	1
LTEC	1

With regards to guidance on careers, the most common answer was the Careers Service, given in response to this question by 10 male and 12 female respondents. Other common answers were the job centre (from eight males and four females) and colleges (from five males and three females). Nine people, three female and six male, did not know or were unsure where they would go for guidance on careers. Other replies given by two or more people included universities, employment agencies, careers fairs/events, and libraries. The responses, 'trade union', 'employer', 'the Chamber of Commerce' and 'the TEC', were each given as an answer by one person only.

Education/learning

Table 8:

Unprompted answer	Number of people
Colleges	38
Careers Service	8
Unsure	4
Universities	3
Careers fairs/events	3
Libraries	3
Adult education	2
LTEC	2
Job centre	1
Newspapers	1
Yellow pages	1

For education/learning, college was the most given answer – from 20 male and 18 female respondents. The Careers Service was the only other answer given by more than five people – five male and three female respondents said they would go there for guidance on education/learning. Three people would go to each of a library, a careers fair and a university, and a further four were unsure about where they would go for such guidance. Other answers (from only one or two respondents) were the TEC, the job centre, newspapers, Yellow Pages, or adult education.

Training

Table 9:

Unprompted answer	Number of people
College	14
Job centre	11
Unsure	8
Careers fairs/events	5
Employer	5
Careers Service	4
Training company	4
LTEC	3
Employment agencies	2
Local centre	2
Universities	1
Libraries	1
Potential employer	1
Trade association	1

Fourteen of the respondents – nine females and five males – would go to a college for guidance on training. The next largest response was the job centre, given by eight males and three females. Eight people, four of each group, were unsure where they would go for such guidance. Five people, three female and two male, would go to a current or potential employer for guidance on training. A training company and the Careers Service were each given by four people – three males and one female in each case. Other answers given by only one or two of the respondents included the TEC, a library, an employment agency, a university or a trade association.

Preferred locations for getting guidance (prompted)

In this question the respondents were asked to select from a list of possible choices, locations where they would consider getting guidance. As wide a range of choices as possible was given here to ensure validity. Respondents were then asked to refine these to a single preferred option. The three areas of careers, education/learning and training were treated separately here.

Careers

Considered

For the first part of the question, the respondents could, as stated, choose as many locations as they felt appropriate from a list of possible choices. The largest proportion, 61%, would consider getting guidance on careers from the Careers Service, while 51% would consider getting guidance from either job centres or colleges. 40% would consider going to an employment agency or training company for advice.

Preferred

When asked which was their preferred location for getting guidance on careers, only two choices gained more than 10% of the vote. The largest response, 22%, was for the Careers Service. The other response was that 16% would prefer to go to a 'careers consultant'. It is interesting that a 'careers consultant' was placed second in terms of this part of the question but only sixth for the 'considered' part.

Gender

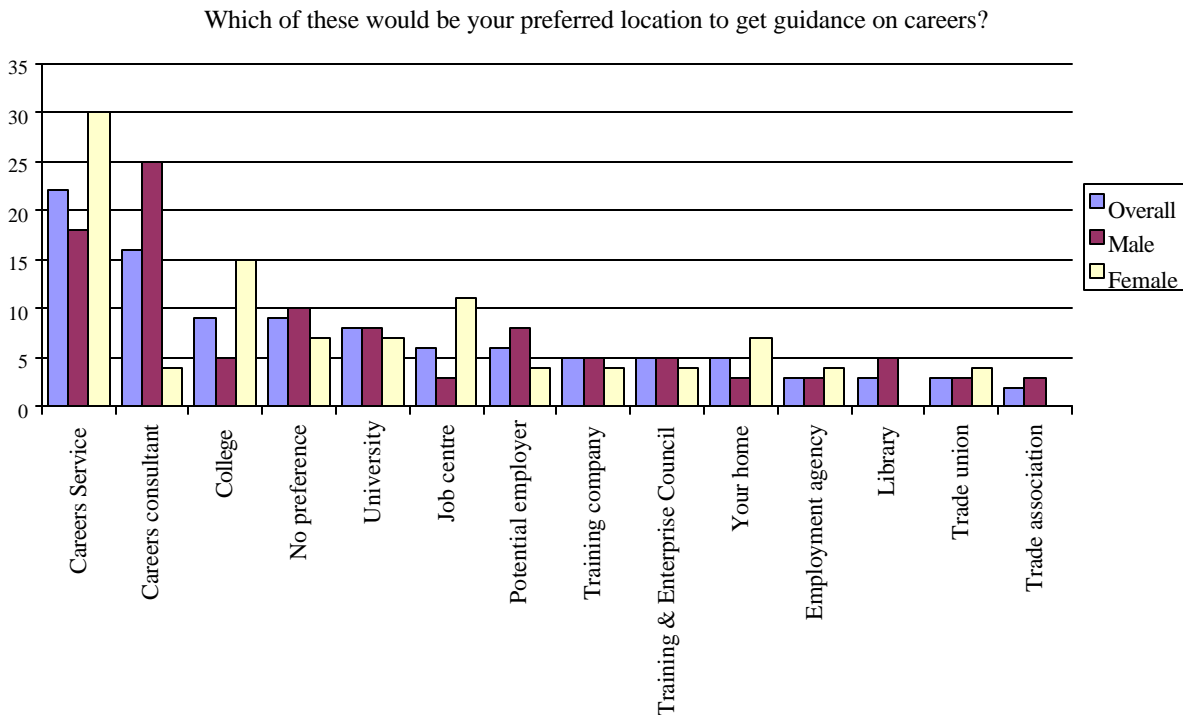
Considered

When the results were analysed by gender, there were some notable differences both in the locations considered by men and women, and in those they preferred. Looking at the 'considered locations' first of all, the greatest difference was, interestingly, in the response to 'Training and Enterprise Council.' 45% of the male respondents would consider this compared with only 11% of the females. A further 45% of the male respondents would consider going to a careers consultant, something only 25% of the women would do.

However, greater proportions of the female respondents would consider employers as a source of guidance, 25% of the women would consider going to their current or previous employer, while 36% would go to a potential employer. For the men, the comparable figures were 14% and 21% respectively. A larger proportion of the women would consider going to a library, 36% compared with 26% of the men.

Preferred

Figure 3:



When looking at preferred locations for receiving guidance on careers, there are three variations that are worth noting. Figure 3 shows that the largest proportion of the female respondents, 30%, would prefer to go to the Careers Service, a location preferred by 18% of the men. The highest percentage of the men, 25%, would prefer to go to a careers consultant however, something only 4% of the women would do. 15% of the women would prefer to go to a college to get careers guidance, whereas only 5% of the men would opt for this.

Employment Status

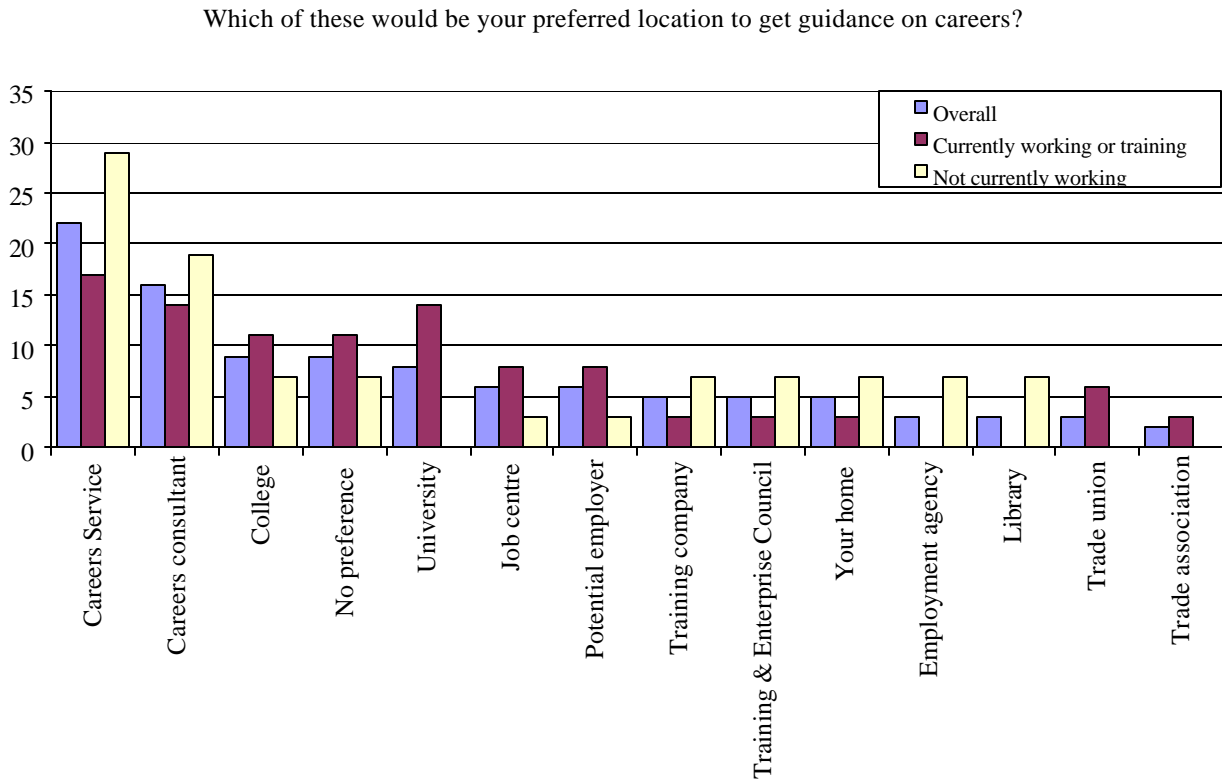
Considered

While most of the responses fitted into the overall picture, there were notable differences of opinion in four areas when the results were broken down by employment status. The greatest difference lay in the proportions considering going to a university for careers advice – 41% of those in employment compared to 15% of those not currently working. The other three locations were ‘employment agency’, ‘job centre’, and ‘library’ – all of which would be considered by a higher proportion of those not working. 49% of those out of work would consider going to an employment agency, and 39% a library, compared with 32% and 22% of those in work respectively. The figures for those considering going to a job centre show an even greater difference - of those not working 61% would consider a job centre as a location for careers advice, compared with 43% of those in employment or training.

Preferred

In terms of preferred location, there were only two differences of any note. 29% of those not working compared with 17% of those in employment or training would prefer to go to the Careers Service; whilst 14% of those in work would prefer to go to a university, something none of the other group would choose.

Figure 4:



Education/learning

Considered

By far the greatest proportion of the sample, 79%, would consider getting guidance on education/learning at a college. Only three other of the possible locations would be considered by more than 25% of the sample – a university by 39%, the Training & Enterprise Council by 31%, and the library by 30%.

Preferred

Looking at the preferred location, 57%, the majority of the respondents would opt for a college. No other location was chosen by more than 10% of the sample. The location ranked next was the TEC, at 8%.

Gender

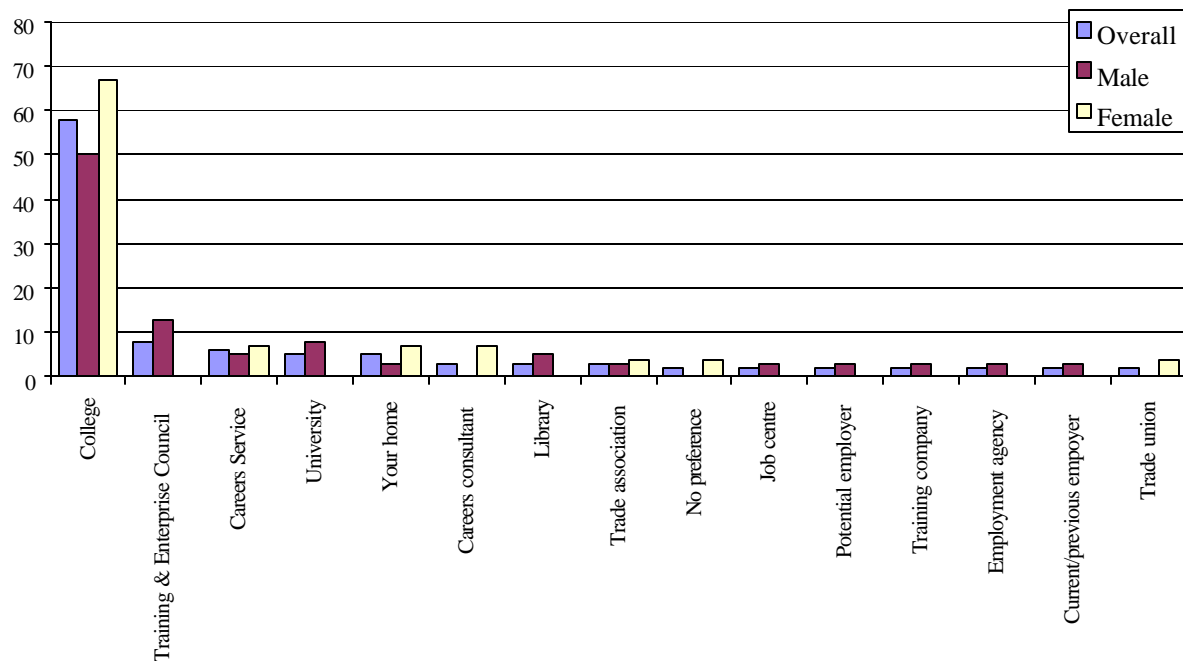
Considered

There are again some interesting points when the results are looked at by gender, both in the choice of locations considered and those preferred. Looking at 'considered locations' first, 'college' was the option that would be considered by the largest proportion of each gender, but the figure for the women was higher than that for the men, with approaching nine out of ten, 86%, doing so compared with 74%.

However, a larger proportion of the men, 45% compared with 29% of the women, would consider going to a university for guidance on education or learning. Similarly, 41% of the men would consider going to the TEC for such advice, something only 18% of the women would think of. Other noticeable differences included the responses to 'library', 'employment agency' and 'trade association'. Greater percentages of the male respondents would consider each of these: comparisons are 36% versus 21%, 19% against 0% and 14% over 4%.

Figure 5:

Which of these would be your preferred location to get guidance on education/learning?



Preferred

For 'preferred location', the largest proportion of each gender would prefer to go to a college for guidance on education/learning, but the percentage for the women, at 67%, was higher than that for the men, at 50%. Other differences were that 13% of the men, compared with none of the women, would prefer to go to the TEC for advice on education/learning, and 8% of the men, compared with none of the women, would prefer to go to a university.

Employment Status

Considered

There were four differences in the locations considered by those in work and those not currently working that are worth noting. 21% of those not working would consider going to each of a training company and a job centre, compared with only 8% and 3% of those in work. However, 46% of those in employment or training, compared with 30% of those currently out of work, would consider going to a university for guidance on education or learning. Additionally, a greater proportion, 14%, would consider a current *or* previous employer as an option compared with the respondents out of work, none of whom said they would consider this.

Preferred

In terms of preferred locations, the views of the two groups were not that different from the overall results.

Training

Considered

The greatest proportions of the sample, 61% and 60% respectively, would consider going to a training company or the TEC for guidance on training. The next largest response was a college, 29% of respondents would consider going there for advice on training, followed by 'potential employer', at 24%. No other location would be considered by more than 20% of the sample.

Preferred

A training company was the preferred location for the largest proportion of the sample, 22%. Interestingly, 13% would prefer to get guidance on this from a potential employer, whilst 11% opted for the TEC. We often hear from employers of issues around recruiting people with the right skills so it is perhaps encouraging that such a proportion would look to potential employers for guidance on training. However, it raises the question of whether employers are equipped to meet this need.

Gender

Considered

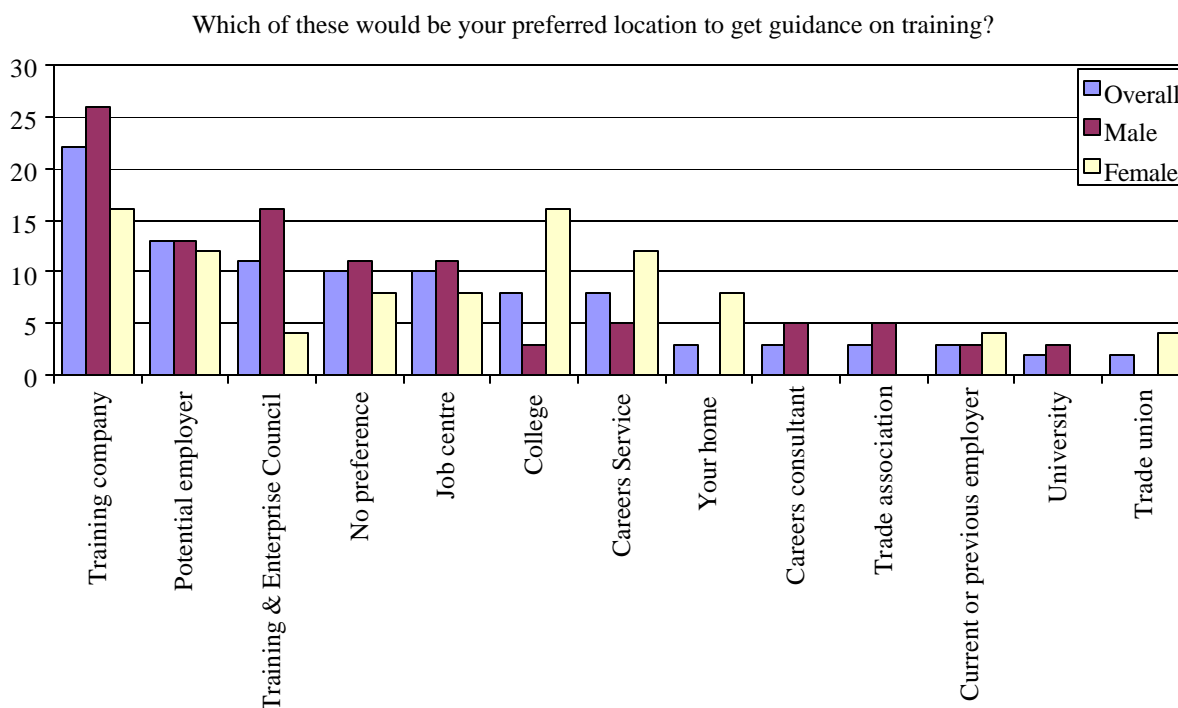
There were some notable differences when these results were analysed by gender. Amongst the locations that would be considered, a training company and the TEC were chosen by the largest proportions of both the male and female respondents, with the percentage of men being higher in each case. 71% of the male respondents compared with 43% of the females would consider going to the TEC. 69% of the men and 50% of the women would consider going to a training company. Another difference was in the proportions recorded for the response, 'trade association/professional body', a greater proportion of the men would consider approaching them for guidance, at 24% compared with 7% of the women.

A greater proportion of the females, however, would consider going to a college or the Careers Service, 39% compared with 21% of the males would consider going to a college; 29% would consider going to the Careers Service compared with 14% of the men.

Preferred

There were three main differences in the locations preferred by men and women when seeking guidance on training. 16% of the women would prefer to go to a college, compared with 3% of the men. The greatest proportion of the men, 26%, however, would prefer to go to a training company, a location only 16% of the women would choose. Thirdly, the TEC would be preferred by 16% of the men, the second highest proportion, but would be the preferred location of only 4% of the women.

Figure 6:



Employment status

Considered

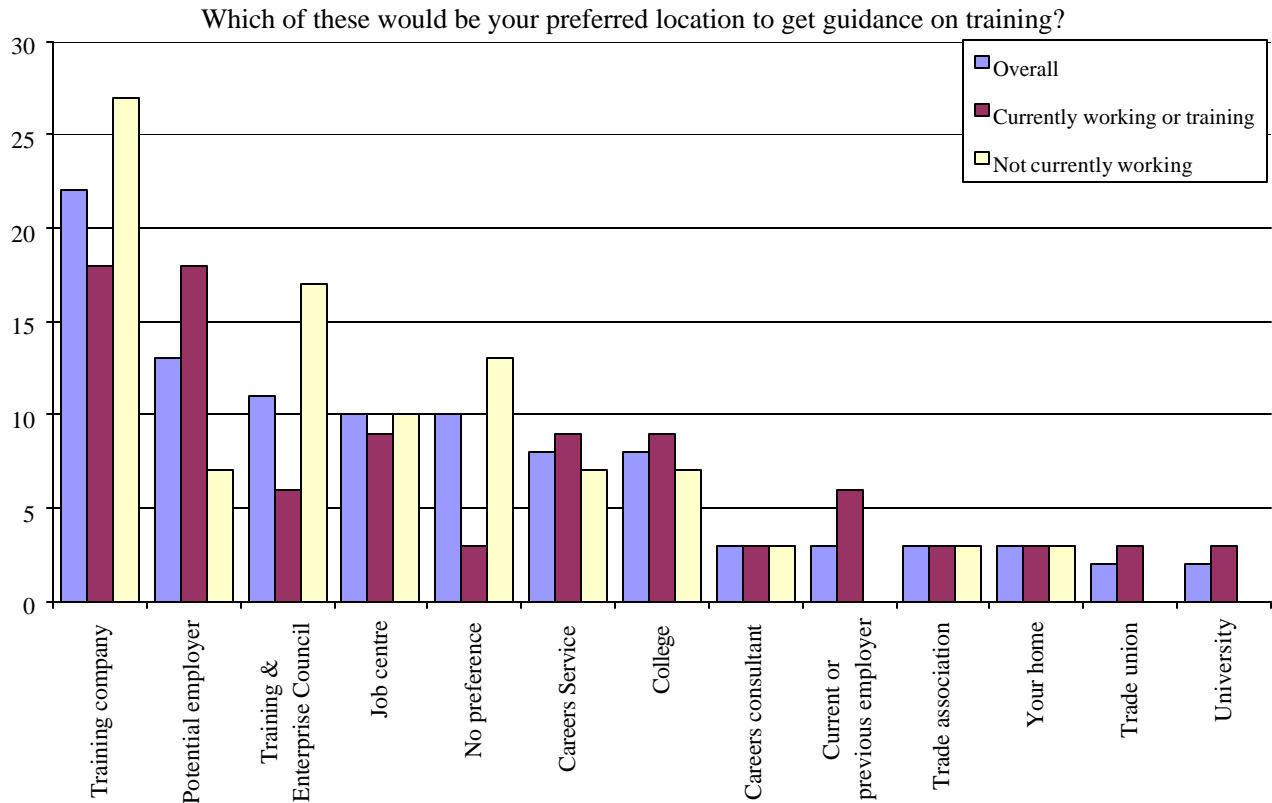
There were two locations where a larger proportion of those in work or training would consider getting guidance on training, and one area which would be considered by a larger proportion of those not currently working. In the first instance, a 'potential employer', and a 'current or previous employer' would be considered by 30% and 16% of those in work or training, whereas 18% and 3% of those not currently working would consider these locations. The location considered by a greater proportion of those not currently working was the job centre, at 24% compared with 14% of those in employment.

Preferred

Three differences stand out looking at the preferred locations. Firstly, greater proportions of those respondents out of work would prefer a training company or the TEC. 27% of those not

currently working selected a training company compared with 18% of those in work. 17% of those not working would prefer to go to the TEC, something 6% of those in employment would choose. However, 18% of those working or training would opt to go to a potential employer, whilst only 7% of those not currently working would prefer to do this, a difference possibly due in part to confidence, as well as to the network of business contacts built up by many people in work.

Figure 7:



Preferred methods of getting guidance

For this question the respondents were asked to focus on ways and methods of getting guidance, as opposed to the actual location, looked at in the previous section. Specifically, they were asked to select ways in which they would consider getting guidance, then refine these into their preferred option.

Careers

Considered

As stated, the respondents were asked to select from a list of possible ways and could give more than one choice as appropriate. Receiving advice in a one-to-one session was considered by 76% of the sample, the greatest response. Reading literature was the second most popular option – 70% would consider getting guidance this way. 43% would consider getting advice in a group session. Interestingly 31% of the sample highlighted ‘via a computer’, ahead of the 27% who chose ‘ringing a telephone help-line’.

Preferred

When the respondents were asked to refine their choices into a preferred option, the majority of them, 54%, opted for the one-to-one session. Reading careers literature was the only other way chosen by more than 10% of the sample, with 26% selecting this. Only 3% chose the computer as their preferred method.

Although the preferred figure for computers was low, the figure of 31% in the first part of the question highlights the potential to boost it.

Gender

Considered

There are a couple of differences worth noting when the results are analysed by gender. Over 10% more of the male respondents than the female would consider getting guidance on careers in a group session or via a computer. The figures showed that 48% of the men, compared with 36% of the women, would consider a group session with someone giving advice. While 36% of the men would consider getting careers guidance via a computer, only 26% of the women would consider this option.

Preferred

The only major variation between the sexes in the preferred way of getting guidance was that a greater proportion of the women would prefer a one-to-one session with an adviser than the men, at 64% compared with 46%.

Table 10: preferred ways of getting guidance on careers

Preferred method of getting guidance on careers	Overall %	Male %	Female %
In a one-to-one session with someone giving advice	54	46	64
Reading literature on careers	26	29	21
In a group session with someone giving advice	7	7	7
Other	4	7	0

Ringling a telephone help-line	4	2	7
Via a computer	3	5	0
No preference	1	2	0

Employment status

Considered

There was only one major difference when the results to this question were analysed by employment status, a higher proportion of those in employment or training, 38% compared with 24% of those not working, would consider getting guidance via a computer.

Preferred

There were two interesting differences in the ways preferred by those in and out of work. 58% of those in employment of some kind, compared with 49% of those who were not, would prefer a one-to-one session with an adviser. However, a group session would be preferred by 12% of those not working, but by only 3% of those in employment.

Education/learning

Considered

'A one-to-one session with someone giving advice' received the greatest level of response to the first part of the question, it would be considered by 71% of the sample. The second most popular option would be obtaining guidance through reading literature, which would be considered by 69%. 'Ringling a telephone help-line' would be considered by 34%, and getting guidance 'via a computer' by 29%.

Preferred

Looking at the preferred method, the 'one-to-one session' and 'reading literature' came out at the top again – respective proportions being 42% and 35%.

Gender

Considered

There are two marked variations when the responses were analysed by gender. 50% of the women would consider ringing a help-line, something only 24% of the men would do. However, 55% of the men would consider joining a group session with an adviser, whereas only 27% of the women would consider this option.

Preferred

There were also some comparisons to be made in the responses to the preferred way of getting guidance on education or learning. Whilst a greater proportion of the female respondents would prefer the 'one-to-one session', the converse was true for 'group sessions'. 48% of the women, compared with 38% of the men, would prefer such guidance to be given in a 'one-to-one session', whereas 15% of the men would prefer a group session compared with 4% of the women. Additionally, 12% of the females would prefer to get guidance by a help-line compared

with none of the males. However, 10% of the men would prefer to get such guidance via a computer, a method none of the women would choose.

Table 11: preferred method of getting guidance on education/learning

Preferred method of getting guidance on education or learning	Overall %	Male %	Female %
In a one-to-one session with someone giving advice	42	38	48
Reading literature on education/learning	35	38	32
In a group session with someone giving advice	11	15	4
Via a computer	6	10	0
Ringling a telephone help-line	5	0	12
Other	2	0	4
No preference	0	0	0

Employment status

Considered

The only difference between the groups was in the proportions that would consider getting guidance via a computer. 34% of those currently working would consider using a computer to get guidance on education or learning, compared with 24% of those not currently working.

Preferred

The differences highlighted in the preferences of the two groups relating to getting guidance on careers were not evident here.

Training

Considered

To receive guidance on training, 67% of the respondents would consider a ‘one-to-one session’ with an adviser, the largest level of response to any of the options. The option ranked second, with 64%, was ‘reading literature’, with 45% highlighting a ‘group session’ with an adviser.

Preferred

When asked to give their preferred way of getting guidance, 45% highlighted a ‘one-to-one session’, while 26% would choose to read literature. 12% would opt for a group session.

Gender

Considered

When comparing the results for the men and the women there were once again some points worth highlighting. The options that would be considered by the greatest proportion of each of the sexes were different – with 71% of the men considering reading literature about training, and 68% of the women considering a one-to-one session. A similar proportion of the men, 67%, would also consider such a session; but a lower proportion of the women, 52%, would consider reading literature. A group session with an adviser would be considered by 50% of the men, but 36% of the women would consider this option.

A greater proportion of the women, 36% compared with 24% of the men, would consider ringing a telephone help-line. However, more of the men, 36% compared with 24% of the women, would consider getting guidance on training via a computer.

Preferred

There was some difference in the preferred ways of obtaining guidance on training amongst the men and the women. A one-to-one session received the highest proportion from each of the genders, but was selected by 56% of the women, compared with 38% of the men. The next most popular method for each group was reading literature on training, although a larger proportion of the men, 33% compared with 16% of the women, gave it as their preferred choice.

Two other points should be noted. A greater proportion of the male respondents would prefer the computer, at 10% over 4%, whilst a greater percentage of the females would prefer the telephone help-line, at 8% compared with none of the males.

Table 12: preferred methods of getting guidance on training

Preferred method of getting guidance on training	Overall %	Male %	Female %
In a one-to-one session with someone giving advice	45	38	56
Reading literature on training	26	33	16
In a group session with someone giving advice	12	15	8
Via a computer	8	10	4
Ringling a telephone help-line	3	0	8
Other	3	3	4
No preference	2	3	0

Employment status

Considered

Large proportions of both groups would consider getting guidance on training through reading literature and through a one-to-one session. However, 72%, the largest proportion of those not currently in work, would consider reading literature compared with 57% of those in employment. Meanwhile, 71%, the largest proportion of those in employment or training would consider a one-to-one session, whereas 63% of those not currently working would consider this.

Two other differences are worth noting. Firstly, a greater proportion of those not currently working, at 50%, would consider a group session compared with the 40% for those in work or training. Secondly, a greater percentage of those not working, 34%, would look at ringing a telephone help-line, compared with those in work, at 23%. It is interesting that the differences in response to the use of the computer highlighted in the two previous questions are not so noticeable here.

Preferred

In terms of preferred options, there were two marked differences. Firstly, a greater proportion of those in work would prefer a one-to-one session, at 49%, compared with those not currently working, at 40%. Secondly, a greater percentage of those not currently working would opt for reading literature compared with the other group, comparable figures being 37% and 17%.

Qualities looked for in an advisor

For this question, the respondents were asked to rate the importance to them of seven qualities in the person giving guidance. These were professionalism, the ability to listen, the ability to identify needs, similarity in age, similarity in background, knowledge about the subject, and ability to answer queries. With this question, we were particularly interested in the responses to 'similarity in age' and 'similarity in background' and whether there were differing responses between groups.

Careers

The following qualities in a careers adviser were rated as important or very important by over 95% of the respondents: good at listening, good at identifying needs, knowledgeable about careers, and good at answering queries. No one rated these qualities as not or not very important. 91% felt it important or very important that the adviser was professional, with only 3% feeling that this was not or not very important.

However, the facts that the adviser was similar in age or background to the respondents were not seen as important. The adviser being of a similar age or background was important or very important to only 16% and 23% of the sample, while 73% and 64% rated them as not or not very important qualities.

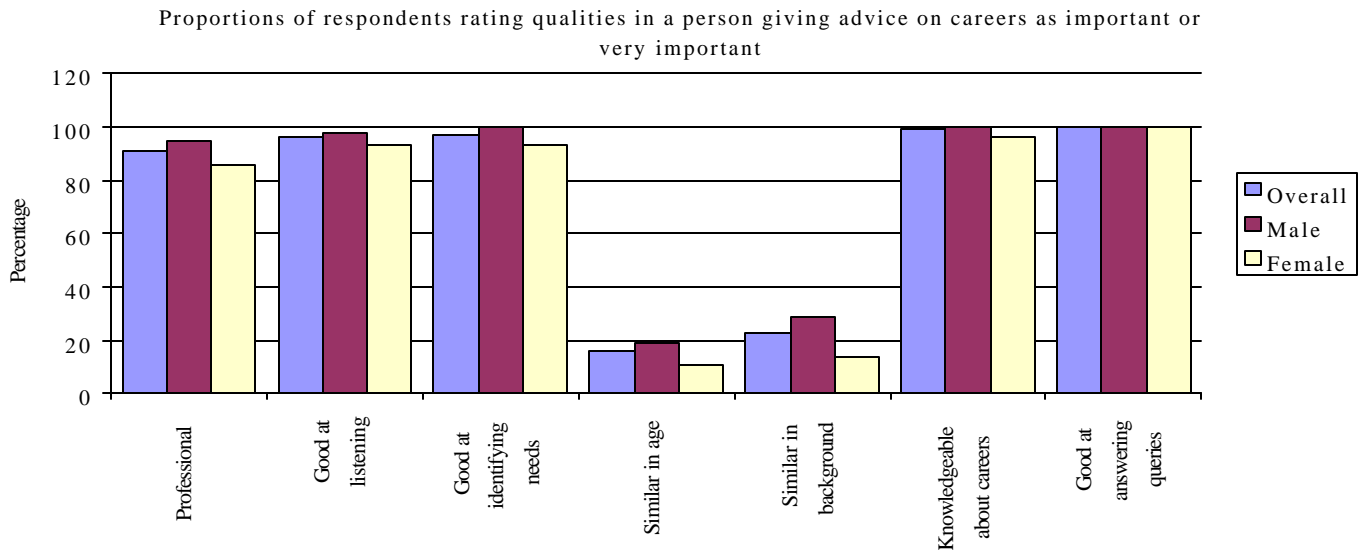
Gender

The results by gender pretty much follow the line of the overall results. For instance, over 90% of both the men and the women felt it was important or very important that their adviser was good at listening, good at identifying needs, good at answering queries and knowledgeable about careers.

A larger proportion of the women felt it was not or not very important that their adviser was similar in age or similar in background to them. 82% of the women, compared with 67% of the men felt the age of the adviser to be unimportant. Similarity of background was rated as unimportant by 75% of women, and 57% of the men. However, 29% of men did feel similarity of background to be of importance, something only 14% of the women rated as important or very important.

These differences highlight that the male and female respondents had different needs, possibly reflecting differences in their own levels of self-confidence in the area of face-to-face careers guidance.

Figure 8:



Employment status

A smaller proportion of those not currently in work, 85% compared with 97% of those in work, felt it was important or very important that their careers adviser was professional.

The only other difference lay in how both groups rated the importance of similarity in age. 19% of those in employment or training, compared with 12% of those that were not, felt it important or very important that their adviser was similar in age to them.

Education/learning

The following qualities in an adviser – good at listening, good at identifying needs, knowledge about education/learning and good at answering queries – were all rated as important or very important by over 95% of the sample. No one rated these qualities as not or not very important. It was important or very important to 94% that the adviser was professional, a quality only one respondent felt to be not or not very important.

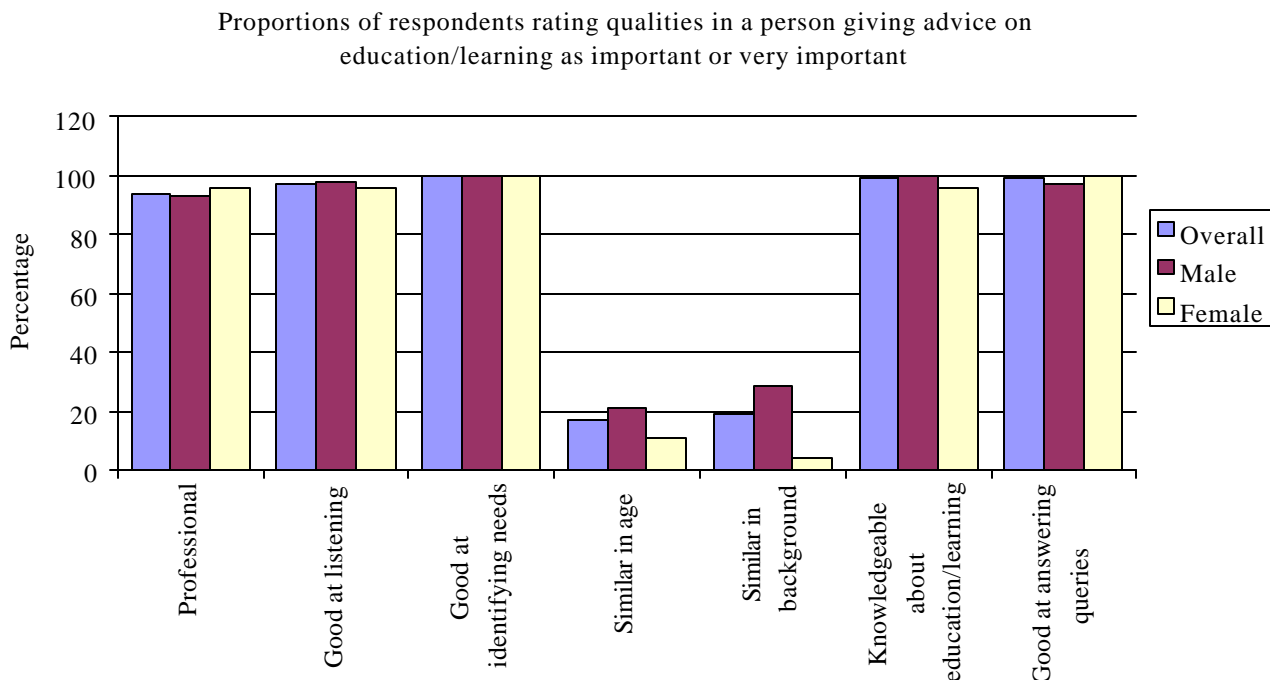
Similarity in age or background were important or very important to only 17% and 19% of the sample respectively, with 70% and 61% rating them as not or not very important qualities needed by the person advising on education or learning.

Gender

For the qualities required in someone advising on education or learning, the results were similar to the overall picture when analysed by gender. Over 90% of both the men and the women felt that the following aspects were important or very important: professionalism, ability to listen, ability to identify needs, knowledge about education/learning, and the ability to answer queries.

Similarity in age or background were the only areas of difference between the sexes. There were similar proportions of the male and female respondents who rated similarity in age as not or not very important, at 69% and 71%, whereas 21% and 11% respectively, felt it to be important or very important. For similarity in background, the difference was more noticeable – 57% of the male compared with 68% of the female respondents rated this as not or not very important. 29% of the men, compared with only 4% of the women, felt it to be important or very important.

Figure 9:



Employment status

While the scores tended to reflect the overall results, there was one difference in the qualities required in an adviser on education or learning by those in and out of work. A higher proportion of those not currently working, 24% compared with 14% of those in work, felt it was important or very important their adviser had a similar background to them.

Training

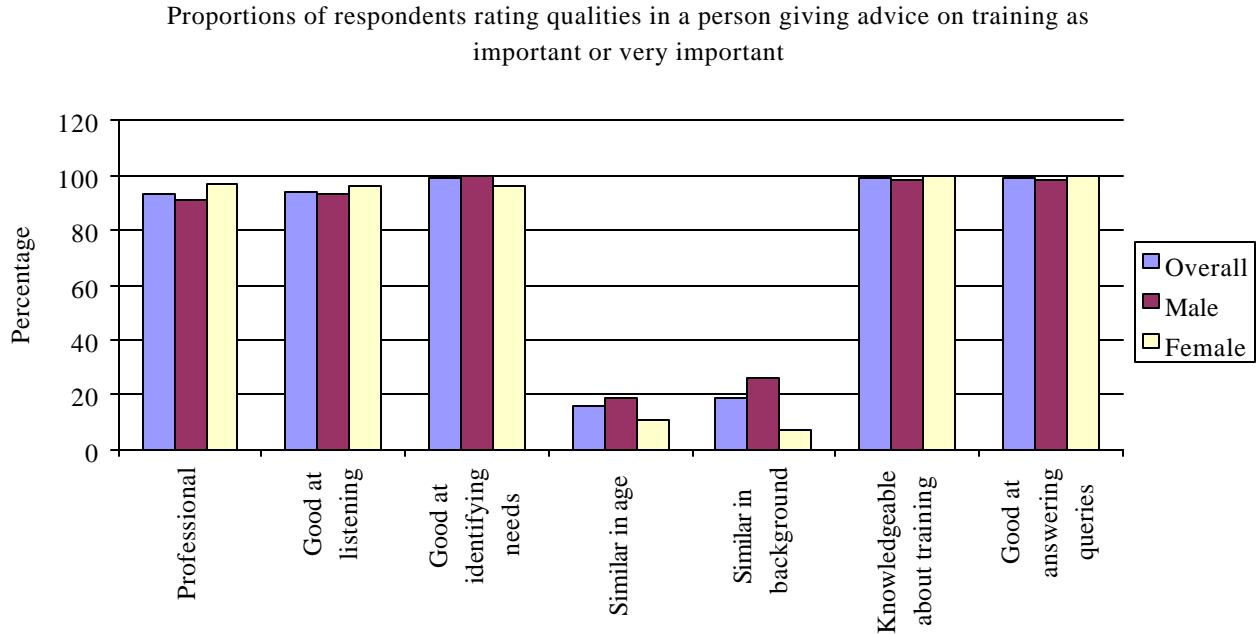
Over 90% of the sample felt that it was important or very important that their adviser on training was good at listening, good at identifying needs, knowledgeable about training, and good at answering queries. None of the respondents felt these qualities to be not or not very important. 93% felt it important or very important that their adviser was professional, something only 1% disagreed with.

16% and 19% of respondents felt it was important or very important that their adviser was similar in age or background – qualities which 77% and 66%, respectively, felt to be not or not very important.

Gender

Over 90% of the male and female respondents rated the same five qualities as either important or very important. These qualities were – professionalism, the ability to answer queries, knowledgeable about training, the ability to identify needs, and the ability to listen.

Figure 10:



Similarity in age was felt to be important or very important to 19% of the men, and 11% of the women, whereas 74% and 82% respectively, felt it to be not or not very important. Similarity in background is an area highlighting the different requirements of the genders. 82% of the women felt this to be not or not very important compared with 55% of the men; with 26% of the men compared with only 7% of the women feeling this to be an important quality of the person giving guidance on training.

Employment status

Across five of the seven parts to the question there were levels of response differing little from the overall picture. The only variations that emerged when the results were analysed by employment status regarded the background of the adviser and how professional they should be. 70% of those in employment compared with 61% of those not currently working, felt it was not or not very important that their adviser was from a similar background. 97% of those respondents working or training felt it important or very important that their adviser was professional compared with 88% of those not currently working.

Propensity to pay for an in-depth, one to one careers guidance consultation

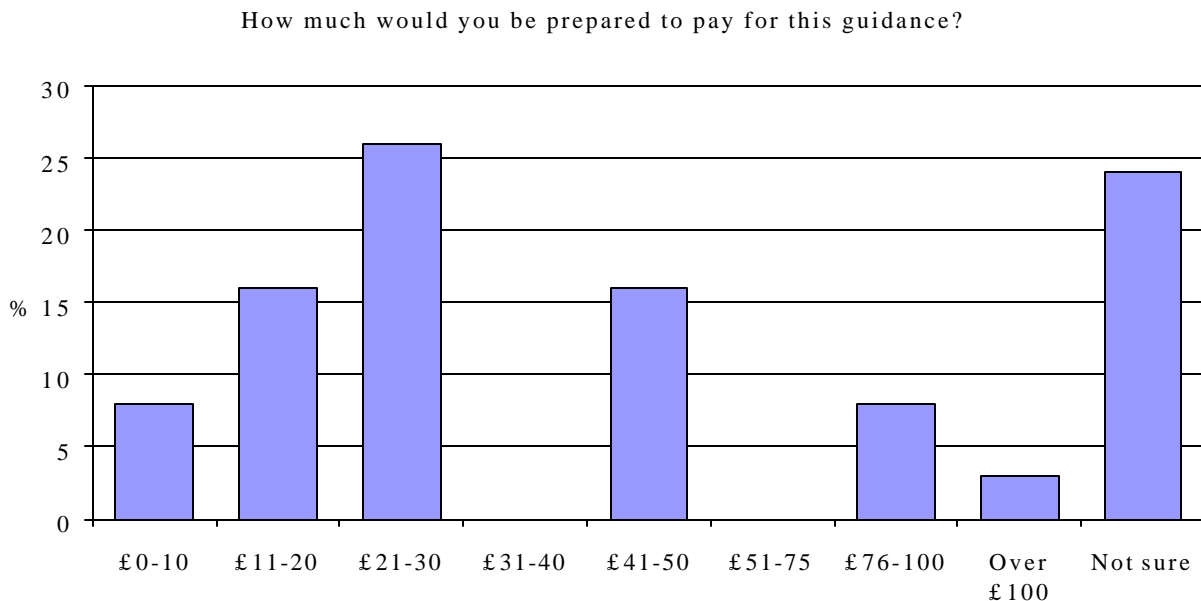
This question focused on the in-depth face-to-face careers consultation *and* looked to identify how much people would be prepared to pay for it. We know that the Government feels that not enough guidance services are paid for by users. Some users already pay for this particular service and as a result this was used as the focus to explore the propensity to pay.

A slim majority of the respondents, 52%, would be prepared to pay for an in-depth, one-to-one careers consultation with a professional adviser, while 48% would not. Although we might expect this figure to be higher with the sample being interviewed at a specialist careers event, it is still significant.

How much would you be prepared to pay?

Of those who were prepared to pay, 26% felt £21-30 was reasonable; 16% were prepared to pay £11-20 or £41-50. Only three of the respondents would pay between £50-100; and only one felt over £100 was reasonable for a consultation on a one-to-one basis. 24% of the respondents were not sure how much they would be prepared to pay for this service.

Figure 11:



Gender

A slightly higher percentage of the women, 54% compared with 51% of the men, would be prepared to pay for a consultation.

Employment status

Similar proportions of both groups would be prepared to pay for this service: comparable figures being 51% of those in work, education or training, and 53% of those not currently working.

The sample sizes did not allow us to identify if there were any differences between the males and females or those in work or training and those out of work, in terms of how much they would be prepared to pay towards a one-to-one consultation.

Importance of accreditation and certification

Accreditation

The final two questions in the survey tried to identify the importance of accreditation and certification to respondents in doing any training or learning. Exploring accreditation first, it was important or very important to 90% of the sample that they gained a qualification on the completion of any learning or training. 49% rated it as very important.

Gender

A higher percentage of the male respondents felt accreditation to be important. 95% of the men compared with 82% of the women felt it was important or very important that they achieved a qualification on the completion of any training or learning; 48% and 50% felt it to be very important.

Employment status

There is a clear difference in opinion between the two groups here. High proportions of both groups felt it was important or very important that they gained a specific qualification on completion of any training, but the percentage of those not currently in work, at 97%, was very high. The percentage for those in employment was 13% lower, at 84%.

Certification

Looking at attitudes towards certification, 80% rated it as important or very important that they gained a certificate on completion of any training or learning. 46% felt it to be very important.

Gender

There was a clear difference in the views of men and women on this issue. While 88% of the men felt a certificate to be important or very important, only 5% of them felt the opposite. Of the women, however, only 68% believed a certificate to be of importance, while 18% felt it to be not or not very important.

Employment status

As with the previous question there was a clear difference here. A greater proportion of those not in employment, 88% compared with 73%, felt it important or very important they gained a certificate at the end of any training or learning, with 49% and 43% respectively rating it as very important. 16% of those in work felt it was not or not very important.

The responses to this and the previous question throw up some interesting results. Firstly, accreditation comes across as being more important than certification. Secondly, and perhaps not surprisingly, the group not in work rated both accreditation and certification as more important in learning or training than their counterparts in employment or training.

Appendix One

ADULT GUIDANCE QUESTIONNAIRE

GOOD MORNING/AFTERNOON/EVENING, I'M DOING SOME RESEARCH ON ADULT GUIDANCE AND WONDERED IF YOU WOULD MIND ANSWERING SOME QUESTIONS ON THIS?

Q1. Male Female

Q2. How old are you? **TICK ACCORDINGLY**

Less than 18 **THANK AND CLOSE**

18-24

25-34

35-44

45-54

55-65

Over 65 **THANK AND CLOSE**

Q3. Which of the following best describes your present situation: **READ OUT**

In full-time paid employment

In part-time paid employment

On Work Based Training for Adults/Career Choice/Career Start/National Traineeship/Modern Apprenticeship/New Deal Programme

Self employed

In full-time education or training

Not currently working

Q4. Which of the following qualifications do you hold: **READ OUT**

CSEs

GCSEs

O-levels

A-levels

Degree

Higher degree

Other academic qualifications please state _____

Professional qualifications please state _____

NVQs please state level _____

GNVQs please state level _____

Other vocational qualifications please state _____

None of the above

I AM GOING TO BE ASKING YOU SOME QUESTIONS THAT REFER TO EDUCATION, LEARNING AND TRAINING.

EDUCATION AND LEARNING COVERS ANYTHING YOU MAY HAVE DONE TO DEVELOP YOUR KNOWLEDGE (EXCEPT FULL-TIME EDUCATION AT SCHOOL). TRAINING COVERS ANYTHING YOU MAY HAVE DONE TO DEVELOP NEW OR EXISTING SKILLS.

NEITHER HAVE TO HAVE LEAD TO A QUALIFICATION.

Q5. The following adult guidance services are offered within Leicester, Leicestershire and Rutland. How valuable is the provision of each to you?

READ OUT ANSWER CHOICES

	Not very valuable	Not valuable	Average	Valuable	Very valuable	Not sure
General careers information and advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers consultations on a one to one basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification of skills, strengths & abilities (possibly using psychometric assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job vacancy information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with CV preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with completing job applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General information/advice on education/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific guidance on education/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General information/advice on training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific guidance on training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. How likely is it that you will be seeking information, advice or guidance in the following areas over the next 12 months: **READ OUT ANSWER CHOICES**

	Not very likely	Not likely	Average	Likely	Very likely	Not sure
Careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education/ learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. If you were looking to get some careers guidance, where would you think of going for this? _____

Q8. If you were looking to get some guidance on education/learning, where would you think of going for this? _____

Q9. If you were looking to get some guidance on training, where would you think of going for this? _____

Q10. In which of the locations on the Showcard would you consider getting guidance on careers?

SHOW RESPONDENT SHOWCARD 1 - AND TICK BOXES IN COLUMN A ACCORDINGLY - MAY SELECT MORE THAN ONE

Column A

Column B

- | | |
|--|--|
| 10 Careers consultant | 10 Careers consultant |
| 20 Careers Service | 20 Careers Service |
| 30 Citizen's Advice Bureau | 30 Citizen's Advice Bureau |
| 40 College | 40 College |
| 50 Community centre | 50 Community centre |
| 60 Current or previous employer | 60 Current or previous employer |
| 70 Employment agency | 70 Employment agency |
| 80 Job Centre | 80 Job Centre |
| 90 Library | 90 Library |
| 100 Potential employer | 100 Potential employer |
| 110 Trade association/professional body | 110 Trade association/professional body |
| 120 Trade union | 120 Trade union |
| 130 Training company | 130 Training company |
| 140 Training and Enterprise Council | 140 Training and Enterprise Council |
| 150 University | 150 University |
| 160 Your home | 160 Your home |

170 Other _____

170 Other _____

180 None of the above

180 No preference

190 Don't know

190 Don't know

Q11. And which of these would be your preferred location for getting guidance on careers?

SHOW RESPONDENT SHOWCARD 1 – AND TICK ONE BOX IN COLUMN B ABOVE ACCORDINGLY

Q12. In which of the locations on the Showcard would you consider getting guidance on education/learning?

SHOW RESPONDENT SHOWCARD 1 - AND TICK BOXES IN COLUMN A ACCORDINGLY - MAY SELECT MORE THAN ONE

Column A

Column B

10 Careers consultant

10 Careers consultant

20 Careers Service

20 Careers Service

30 Citizen's Advice Bureau

30 Citizen's Advice Bureau

40 College

40 College

50 Community centre

50 Community centre

60 Current or previous employer

60 Current or previous employer

70 Employment agency

70 Employment agency

80 Job Centre

80 Job Centre

90 Library

90 Library

100 Potential employer

100 Potential employer

110 Trade association/professional body

110 Trade association/professional body

120 Trade union

120 Trade union

130 Training company

130 Training company

120 Trade union

120 Trade union

130 Training company

130 Training company

140 Training and Enterprise Council 140 Training and Enterprise Council

150 University

150 University

160 Your home

160 Your home

170 Other _____

170 Other _____

180 None of the above

180 No preference

190 Don't know

190 Don't know

Q15. And which of these would be your preferred location for getting guidance on training?

SHOW RESPONDENT SHOWCARD 1 – AND TICK ONE BOX IN COLUMN B ABOVE ACCORDINGLY

Q16. In which of the following ways would you consider getting guidance on careers:
READ OUT – MAY SELECT MORE THAN ONE

- By reading literature on careers
- By ringing a telephone helpline
- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- None of the above
- Not sure

Q17. And which of these would be your preferred way of getting guidance on careers: **READ OUT – ONE ANSWER ONLY**

- By reading literature on careers
- By ringing a telephone helpline
- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- No preference
- Not sure

Q18. In which of the following ways would you consider getting guidance on education/learning:
READ OUT – MAY SELECT MORE THAN ONE

- By reading literature about education/learning
- By ringing a telephone helpline
- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- None of the above
- Not sure

Q19. And which of these would be your preferred way of getting guidance on education/learning: **READ OUT – ONE ANSWER ONLY**

- By reading literature about learning
- By ringing a telephone helpline

- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- No preference
- Not sure

Q20. In which of the following ways would you consider getting guidance on training:
READ OUT – MAY SELECT MORE THAN ONE

- By reading literature about training
- By ringing a telephone helpline
- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- None of the above
- Not sure

Q21. And which of these would be your preferred way of getting guidance on training:
READ OUT – ONE ANSWER ONLY

- By reading literature about training
- By ringing a telephone helpline
- In a one to one session with someone giving advice
- In a group session with someone giving advice
- Via a computer
- Other _____
- No preference
- Not sure

Q22. If you were to get careers guidance face to face, how important would it be to you that the person giving the advice was:
READ OUT ANSWER CHOICES

Not very important	Not important	Average	Important	Very important	Not sure
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Professional	0	0	0	0	0	0
Good at listening	0	0	0	0	0	0
Good at identifying your needs	0	0	0	0	0	0
Similar in age to yourself	0	0	0	0	0	0
From a similar background to yourself	0	0	0	0	0	0
Knowledgeable about careers	0	0	0	0	0	0
Good at answering queries	0	0	0	0	0	0

Q23. If you were to get guidance on education/learning face to face, how important would it be to you that the person giving the advice was:

READ OUT ANSWER CHOICES

	Not very important	Not important	Average	Important	Very important	Not sure
Professional	0	0	0	0	0	0
Good at listening	0	0	0	0	0	0
Good at identifying your needs	0	0	0	0	0	0
Similar in age to yourself	0	0	0	0	0	0
From a similar background to yourself	0	0	0	0	0	0
Knowledgeable about learning	0	0	0	0	0	0
Good at answering queries	0	0	0	0	0	0

Q24. If you were to get guidance on training face to face, how important would it be to you that the person giving the advice was:

READ OUT ANSWER CHOICES

Not very important	Not important	Average	Important	Very important	Not sure
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Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at identifying your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Similar in age to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From a similar background to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable about training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good at answering queries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25. If you were looking to get some careers guidance, would you be prepared to pay for an indepth careers guidance consultation on a one to one basis with a professional adviser?

Yes No **IF NO, GO TO Q27.**

Q26. If yes, how much would you be prepared to pay for this guidance?£ _____

Q27. How likely is it that you will take part in education/learning or training over the next 2-3 years?

READ OUT

- Not very likely
- Not likely
- Average
- Likely
- Very likely
- Not sure

Q28. In doing any learning or training, how important is it that you get a specific qualification on successful completion?

READ OUT

- Not very important
- Not important
- Average
- Important
- Very important
- Not sure

Q29. In doing any learning or training, how important is it that you get a certificate on successful completion?

READ OUT

- Not very important
- Not important
- Average
- Important
- Very important
- Not sure

Q30. What is your ethnic origin? **READ OUT**

- White/European
- Black Caribbean
- Black African
- Black Other
- Indian
- Bangladeshi
- Pakistani
- Chinese
- Asian Other
- Other
- Prefer not to say

Q31. What are the first three letters of the postcode where you live?_____