



Hull and  
East Yorkshire  
Local Enterprise  
Partnership

# CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

Student Voice Report 2022/23



Throughout the 2022/23 academic year, we ran a first-of-its-kind programme for the region, focused on capturing students' views about careers education, information, advice and guidance (CEIAG) within schools.

As this was a pilot project, we have been excited by the results we've seen. Some of the findings reinforce what many of us thought. But, there have been some interesting revelations that we're excited to share with you in this report.

Given the results of the project, we are pleased to announce we will be continuing this project for another year and are looking for more schools to be involved in the project for 2023/24. If your school, or the schools you work with, are interested in engaging with this project, we're asking for student details via a simple form which can be accessed using the QR code below.

Finally, thank you to everyone involved in the project this year. As well as all the interesting insights we captured we have also learnt a lot about how to improve the experience. The students honesty, energy and commitment have been exceptional.



**FIONA HEADRIDGE**  
**CAREERS HUB LEAD**



# Introduction

The Student Voice project was commissioned by the Hull & East Yorkshire Local Enterprise Partnership (HEY LEP) in partnership with The Careers & Enterprise Company (CEC) and Hull and East Yorkshire Careers Hub, and was delivered by Different Resonance.

Through analysis of quantitative and qualitative data, this report provides insight into the opinions of students across four topics: current provision by schools, accessing careers information and guidance, the world of work and hopes for the future.

The project led with a series of three in-person sessions with a small group of students. These students were asked for both their individual opinions and opinions collected from their peers which they submitted anonymously through Mentimeter. Alongside this, the students engaged in discussions and idea sharing, prompted by the topics set out above. Each in-person session was then followed by an online call to dive into some of the findings further.

The results of these in-person and online sessions are presented in this report with two key questions in mind.

1. What do students think of the current careers provision within their schools?
2. How would students like to see the careers provision improved?

This report has been split into three main sections to help tackle some of the key themes explored throughout the sessions. It will then be concluded with some key reflections for those involved in CEIAG planning

---

**1** Current Provision

---

**2** Careers Information & Guidance

---

**3** World of Work

---

**4** Reflections

---

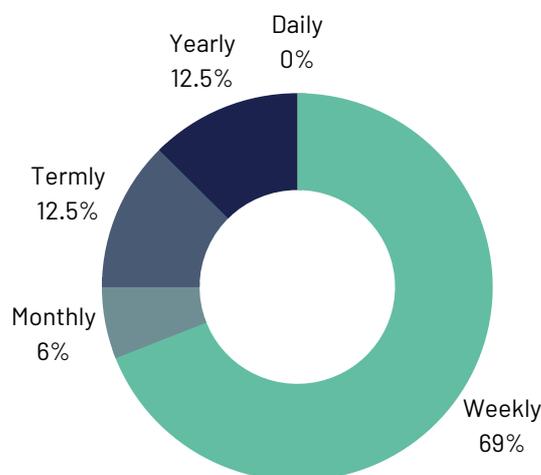
Chapter 1:

# CURRENT PROVISION

## 1.1 – Level of activity

This chapter focuses on the current provision in schools, starting with gaining an understanding of how often students interact with careers activities.

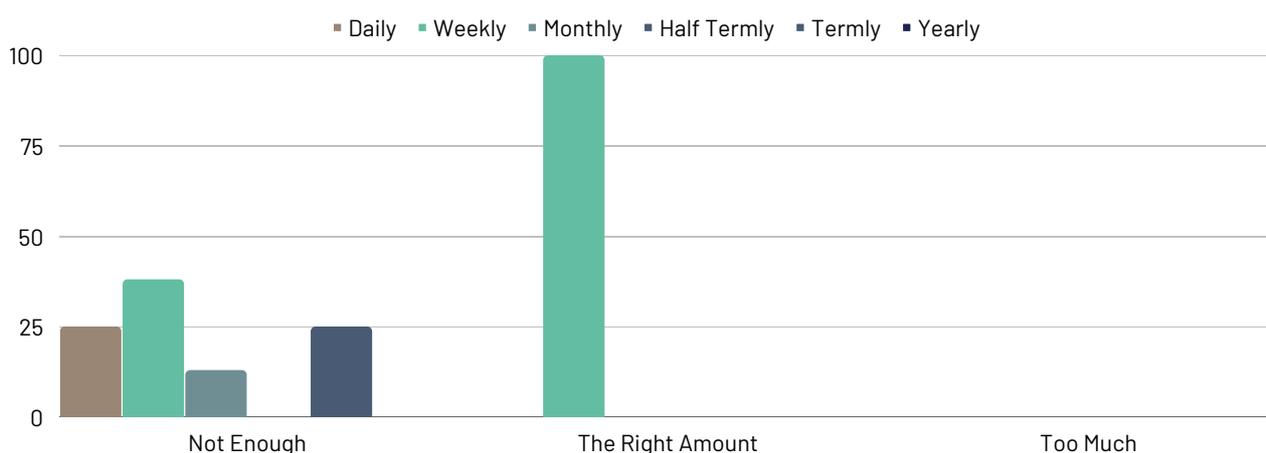
### How often do you interact with careers activities?



The graph shows that the vast majority of students interact with careers activities every week. These interactions cover a wide variety of activities including work experience, careers fairs and mock interviews through to aspirational dinners, student jobs and Zoom calls with employers.

None of the students believe that their existing level of careers guidance is too much, showing there is an appetite for more CEIAG in schools.

### What do you think to this level of career guidance?



Diving into this deeper with the students in the follow-up sessions, there was a consensus that twice weekly would be better. The students were clear, however, that if increasing frequency reduced quality it would not be worth it. Many of the students said they would like to see more subject-specific and personalised activities.

## 1.2 – Key activities

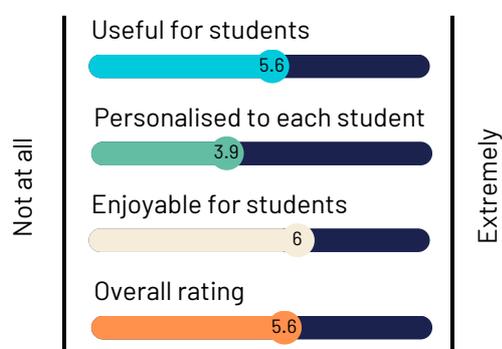
Focussing on three of the most frequently delivered careers activities, namely careers fairs, mock interviews and work experience, the students rated these based on four metrics. On a scale of Not at All (1) to Extremely (7), they rated each activity's usefulness, personalisation, enjoyability and overall, the results of which can be seen in the graphs below.

With regards to careers fairs, the clear outlier here is how little students feel these are personalised to them. When the students shared their thoughts on how the fairs could be more personalised, they explained they want to be canvassed beforehand so they can let the school know who they want to speak to.

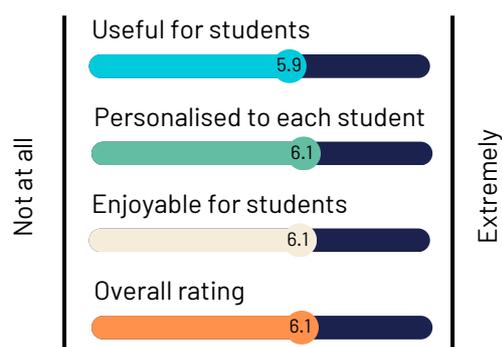
Work experience scores well across the board. It is worth noting that the students who took part in this pilot were from a mix of age groups, some of which had yet to undertake work experience, careers fairs and mock interviews. So, the figures show a mix of students expressing their lived experiences and those who can only speak to the reputation portrayed to them.

Finally, mock interviews are not seen as enjoyable but students do believe they are a useful experience. However, overall, they score 5.6 by the students, making them equal to Careers Fairs but not as good as work experience.

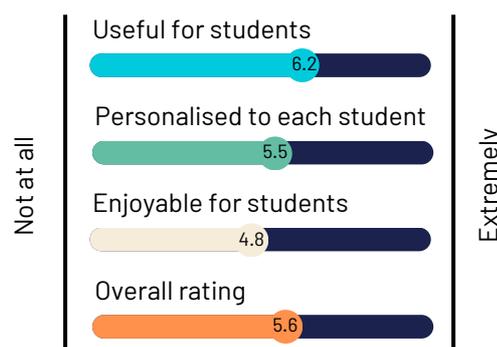
### Career Fairs



### Work Experience



### Mock Interviews



Chapter 2:

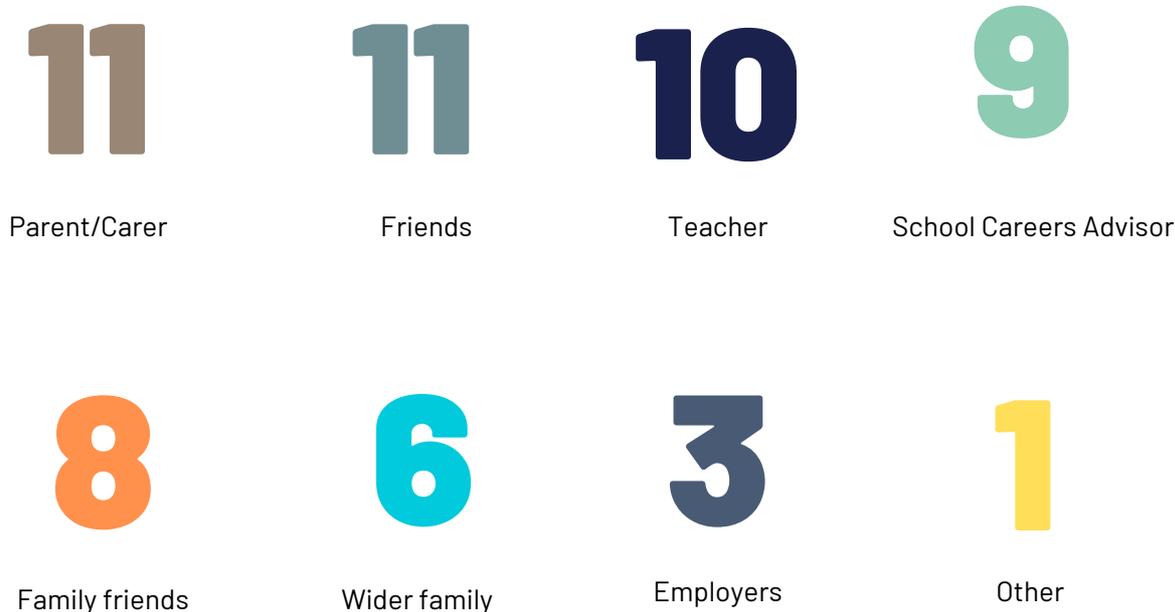
# CAREERS INFORMATION & GUIDANCE

## 2.1 – Who to speak to

The focus of this section is to explore how and where students access careers information and guidance, specifically looking at independent research and how equipped they feel to carry out that research.

The first question determined who students speak to about careers. As the results show, most young people speak to their parents and carers about careers. However, school careers adviser are the fourth most likely person for a student to turn to behind teacher in third place

Who have you spoken to about careers?



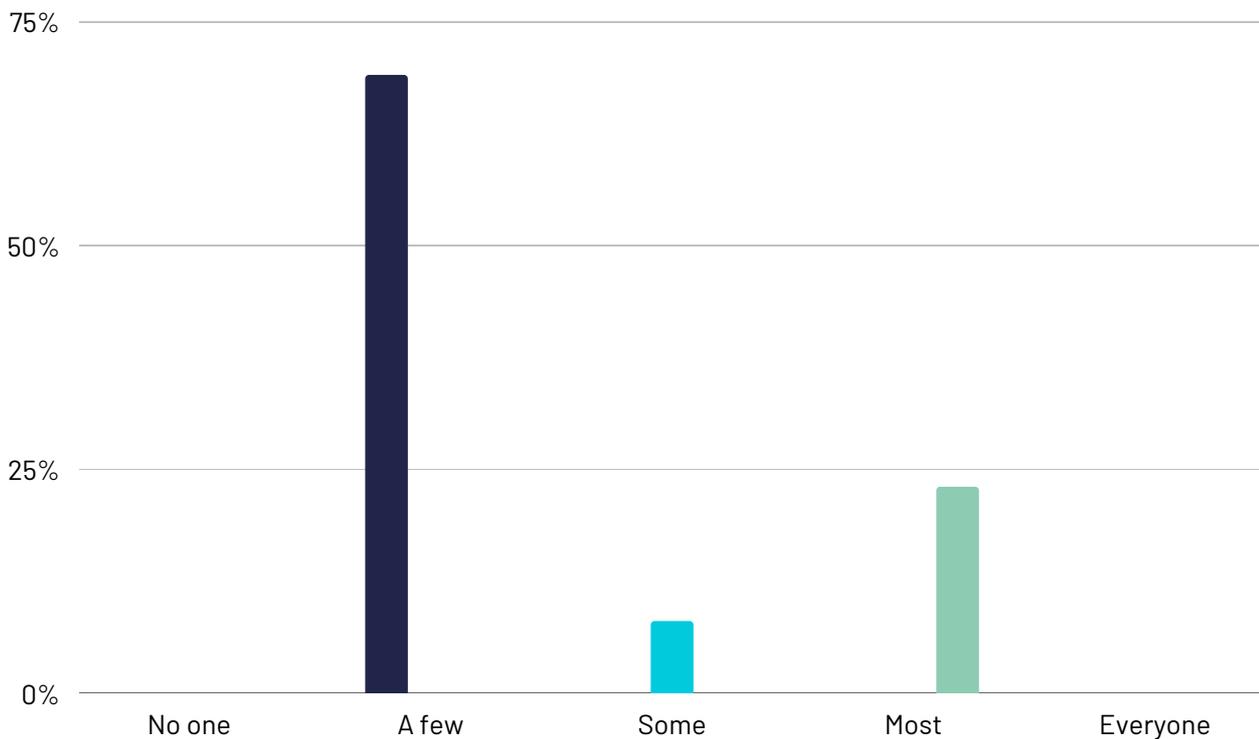
The students explained that the reason many of them choose to speak to friends and family is because they understand the young person better than anyone else and they have the confidence to speak to them more openly. However, they do have concerns about their bias, lack of experience in different careers and potential pressure.

Teachers are also a popular source of guidance because they have built a relationship with them and they may teach a subject linked to a career path they are interested in. Again, young people appreciate the bias teachers may have toward their particular subject as well as a lack of wider understanding that a careers advisor may have.

## 2.2 – The impact of personality

When asked about whether students, in general, know how to get into their chosen career, there is a split between those who know how to and those who don't. The students shared that this is down to several different reasons, but mainly whether they actually know which career they want to go into and their personality. The students also explained that personality has a big impact on whether students allocate time out of school to research careers.

Do students research careers outside of allocated time in school?



***“If you are motivated and interested, then you are more likely to seek out additional career information and opportunities.”***

***“Some personality traits in people mean that they are conscientious and over plan their future, but some may live for the moment.”***

***“Work outside school could make students feel more stressed.”***

## 2.3 – Finding information

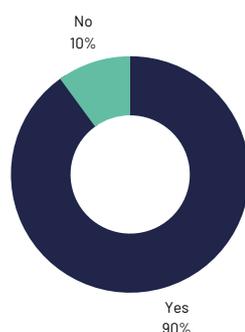
There are a plethora of resources that students say they can use to research careers they generally feel that this could be more concise and targeted as the current set-up is quite overwhelming. In an ideal world, they would like one online resource they could use. Which is independent of the school, to avoid bias, they would like the school to approve or recommend the site so they know it is trustworthy.

When asked to suggest things they would like to see that are not already in place, the students came up with a range of ideas. Listed below are the ideas that were suggested by multiple participants.

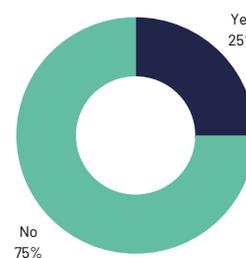
- **A forum to discuss careers with like-minded students**
- **Facilitated sessions with people working in their chosen career**
- **Being mentored by older students on a similar path**
- **More information to be made available about niche careers**

A quickfire question and answer session, based on the experiences of the individuals in the room, highlighted that although they know where to find careers information and they feel equipped to find that information, including details about their dream careers, they do not feel that guidance about all careers is available to them.

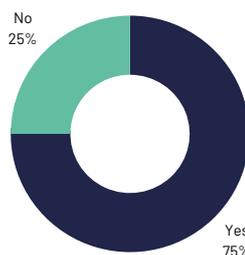
Are you aware of where to access careers information?



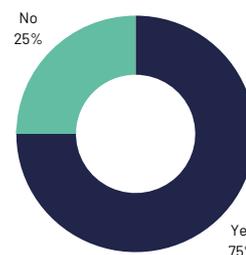
Do you feel information about careers are available to you?



Do you feel equipped to find career information?



Do you feel that information about your dream job is accessible to you?



Chapter 3:

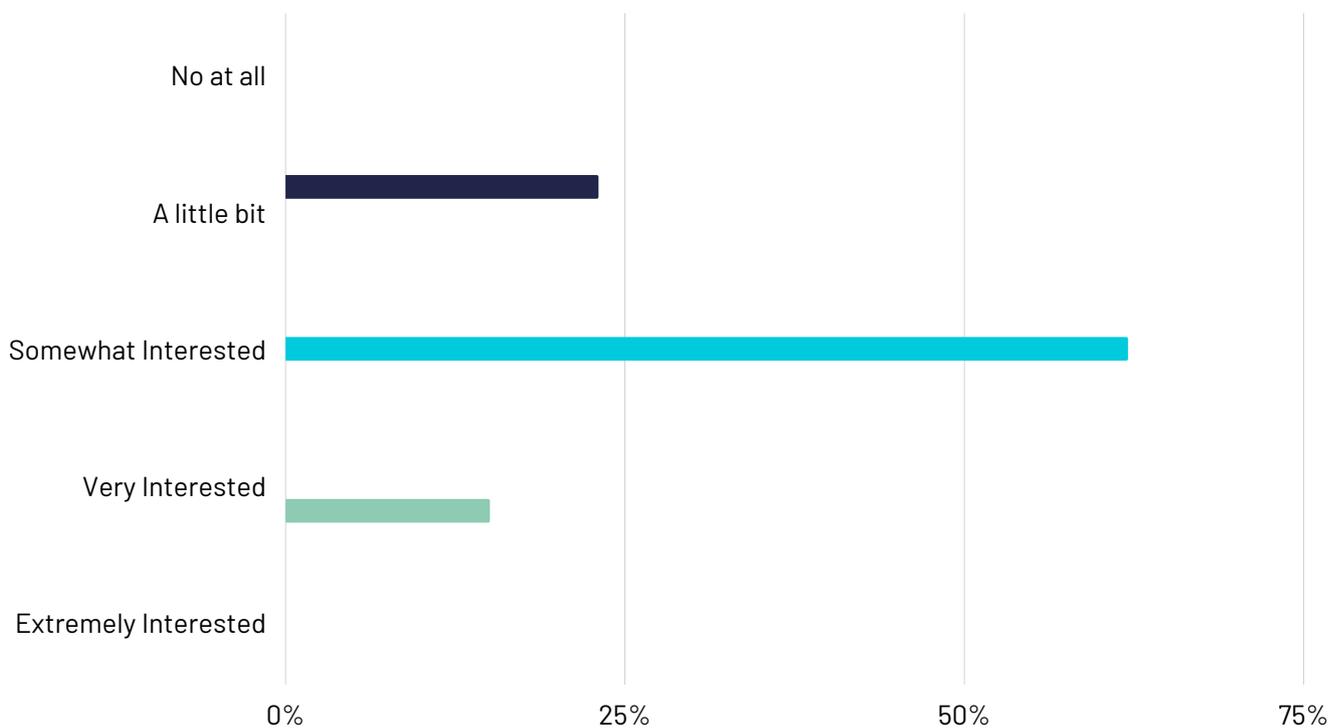
# WORLD OF WORK

## 3.1 – Perceptions of employers

Throughout their time at school, students will have multiple encounters with employers, but their experience of interacting with them is mixed. The majority of students believe that employers are only “a little bit” or “somewhat” interested in engaging with young people. Young people perceive that the barriers that hold employers back include the following.

- No current recruitment needs
- Not knowing how to get involved
- Lack of understanding of what is involved
- Safeguarding concerns
- Believing students are not interested
- Time

Do you think employers are interested in engaging with young people?

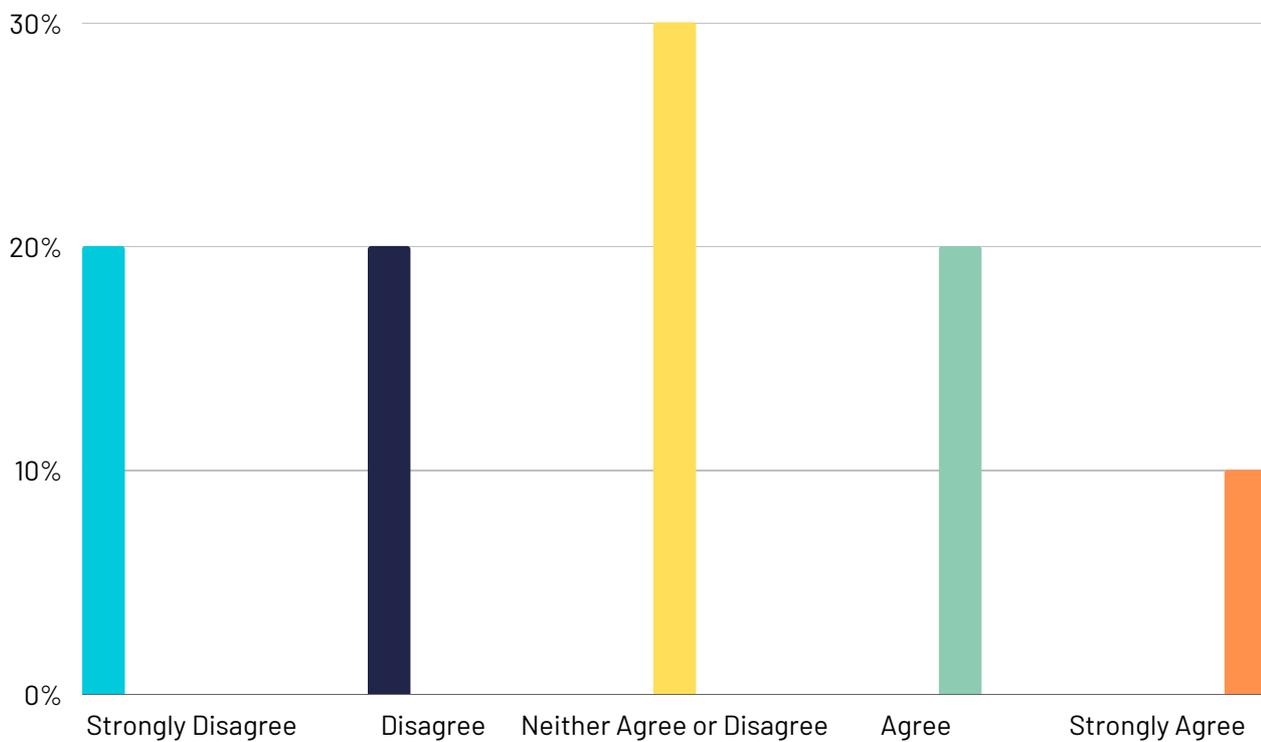


## 3.2 – Skills

Students believe some of the key attributes employers are looking for are communication skills, being hardworking, having a good level of maturity and having a passion for their chosen line of work. In comparison, some of the skills young people are focused on developing are communication, confidence and professionalism.

Only 30% of students “agree” or “strongly agree” with the statement “I understand the make-up of the current, local labour market.” which may impact the skills young people focus on.

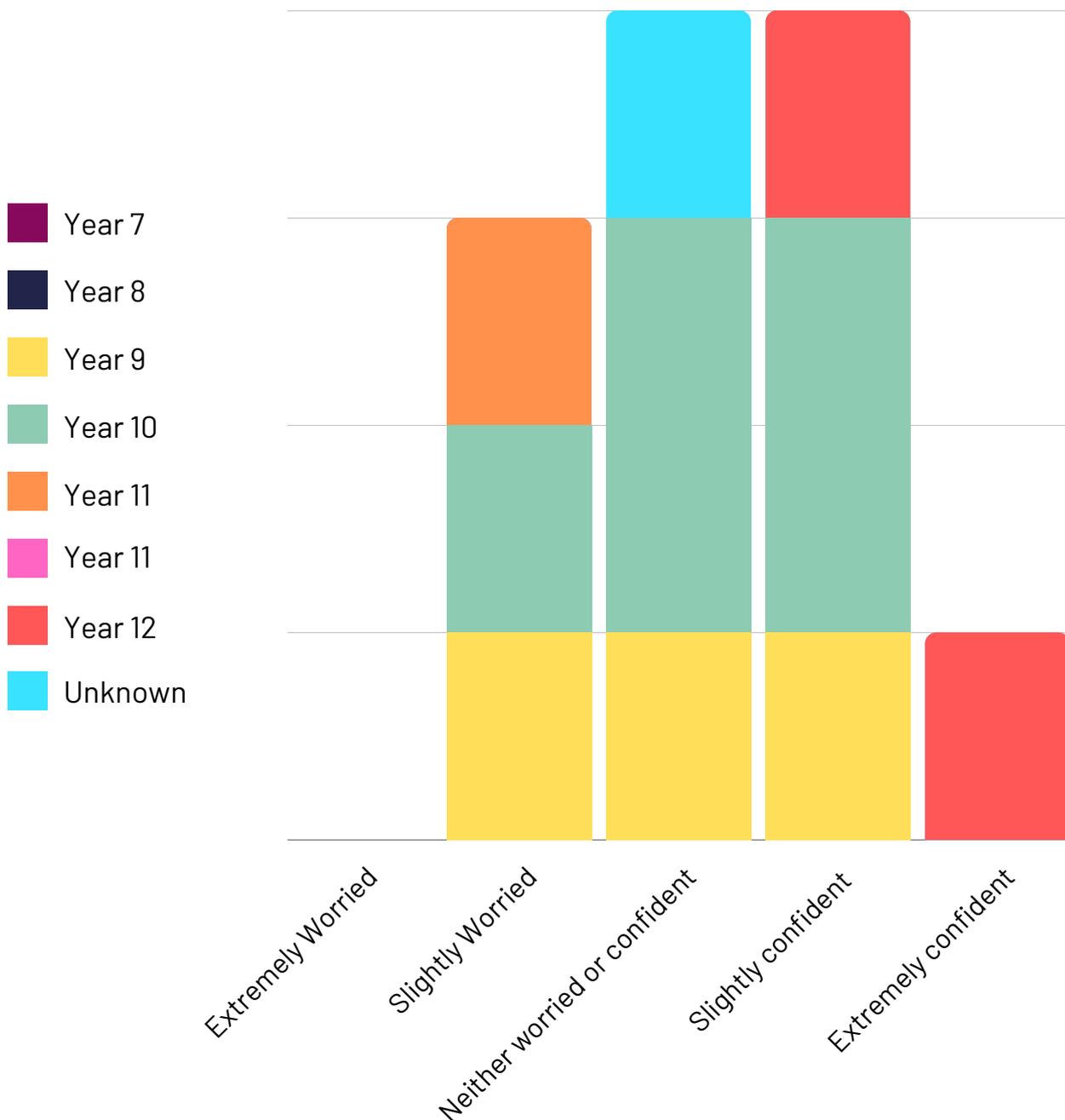
I understand the make up of the current, local labour market



### 3.3 – Confidence

There seems to be no correlation between a young person's year of study and their confidence about entering the world of work. Discussions in the room determined previous work experience as being a more reliable determinant of confidence, with the most confident students being those who have had the most work experience.

How confident are you about entering the world of work?



## 3.3 – Confidence

To understand why some students lack confidence, they were asked about their worries. Many different factors worry students about entering the world of work, but the most common are as follows.

- **Ensuring the right support is in place to help them with any behavioural or learning difficulties they may have**
- **Being paid enough**
- **Understanding how taxes, holidays and sick leave work**
- **The pressures of work and making mistakes**
- **Gender inequalities, including pay (see Section 3.4)**

Young people feel that increasing their confidence is the key to making them less worried about entering the world of work. Three key ideas were discussed when it came to building confidence. These included more chances to interact with employers, especially in workplaces, and being provided with more information, such as how taxes work.

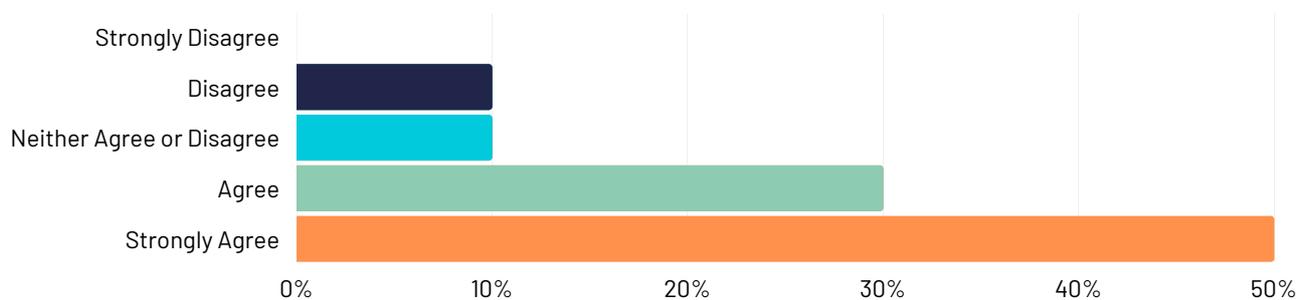
One solution which was discussed in more detail than the others was some form of buddy system. Whether this is pairing up with another new starter or someone already in the organisation. Knowing they have an assigned point of contact, who isn't their boss, would relieve their worries as they have someone they can talk to about all the things that come with having a job.

## 3.4 – Gender inequalities

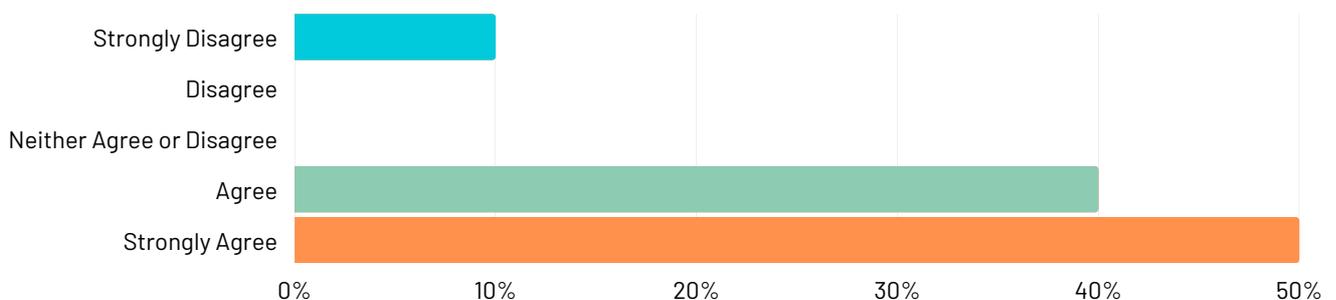
*“As a young woman, it can seem frustrating and daunting to know that in some workplaces you are less valued than men and less likely to get a promotion or paid more.”*

One topic that became a talking point at the final in-person session was the impact perceived gender inequalities are having on students' confidence. Further exploration of this insight shows that 80% of participants “agree” or “strongly agree” that the gender pay gap is still a prevalent issue within the workplace. And 90% “agree” or “strongly agree” that the gender pay gap is a concern for them. However, despite these concerns, only 50% say it will impact their career decisions.

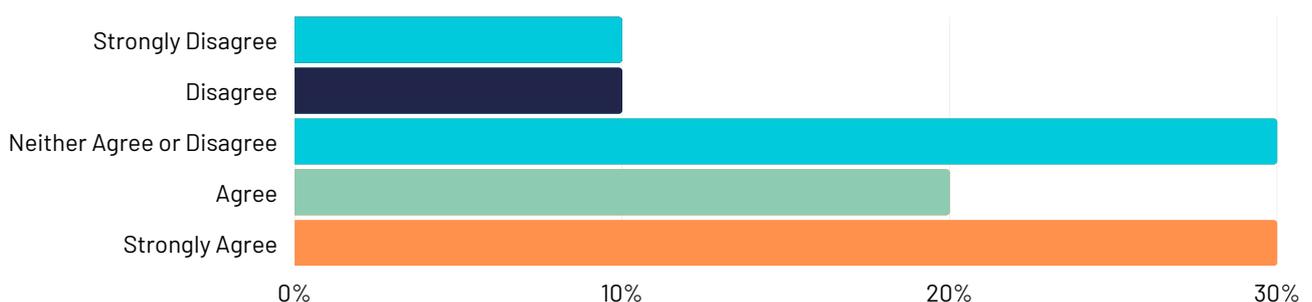
The gender pay gap is still prevalent issue in the world of work



I am concerned about the gender pay gap



The gender pay gap will impact my career decisions



***“[The gender pay gap] does impact our likelihood to want to work in many different careers and it also means we are less enthusiastic about getting a job when we are young. We see the effects of this gap a lot through the women that we know and how they are treated.”***

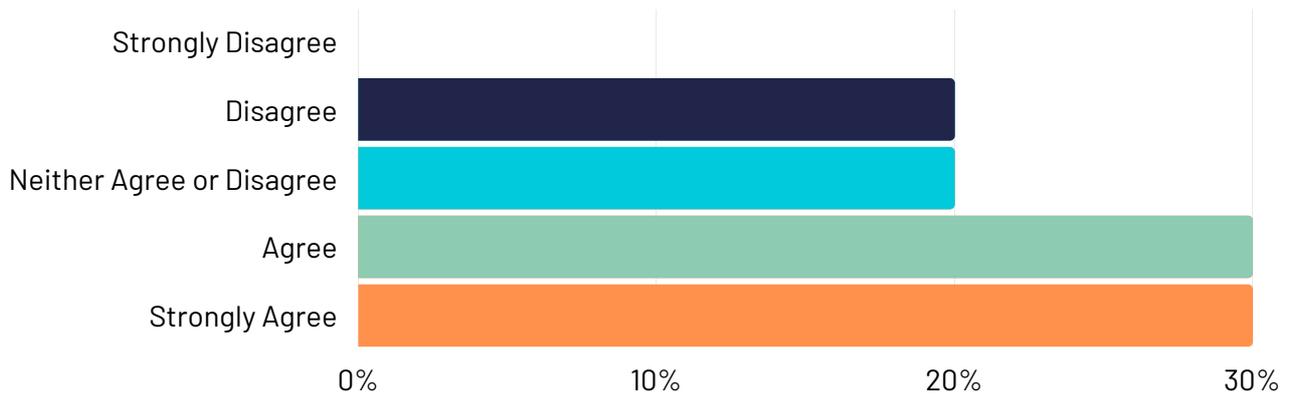
## Chapter 4:

# REFLECTIONS

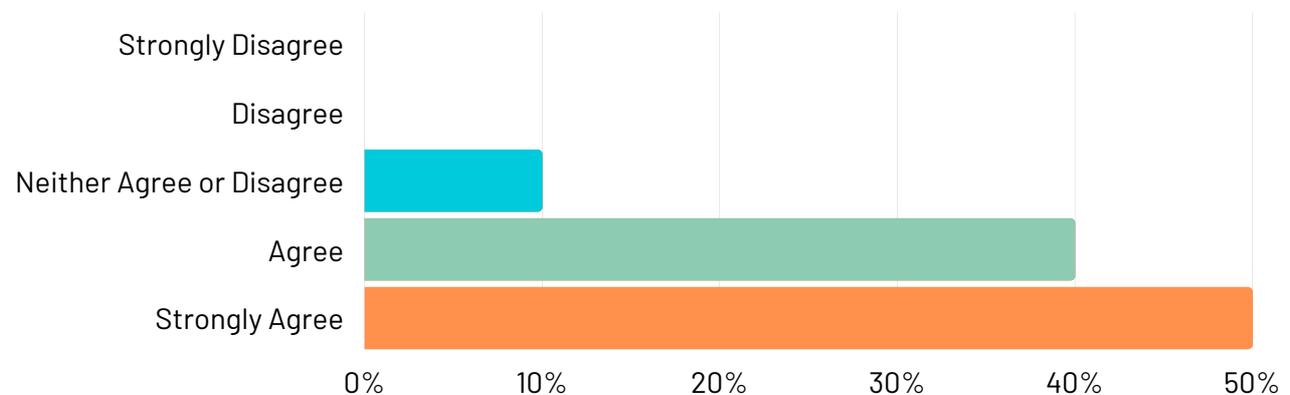
## 4.1 – CEIAG opinions

Overall, students seem positive about CEIAG, understand its importance and are receptive to experiencing even more. The majority feel when it is embedded into the curriculum and it improves their employment prospects. However, only 60% “agree” or “strongly agree” that CEIAG is given the right level of importance in schools.

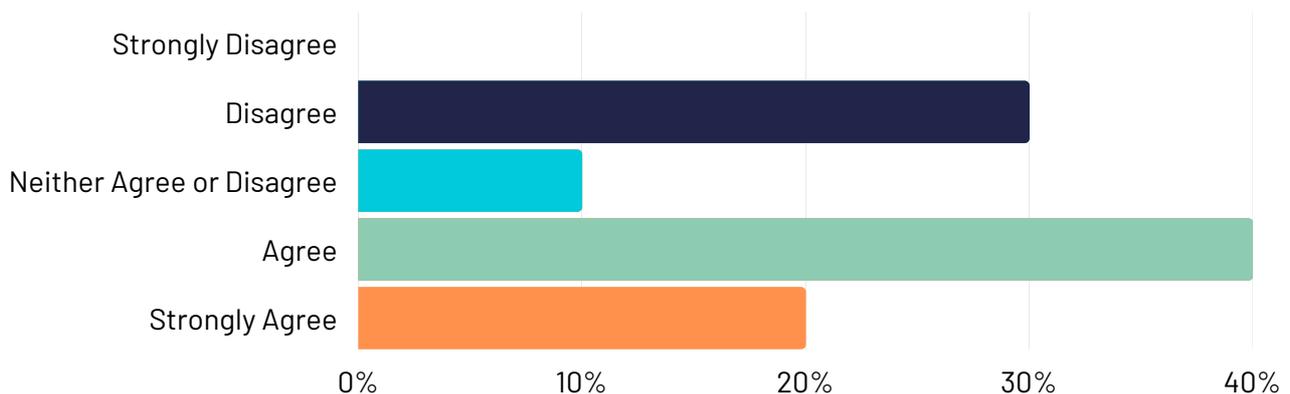
Careers education, information, advice and guidance is embedded into curriculum at our school



Careers education, information, advice and guidance at our school improves the employment prospects of students

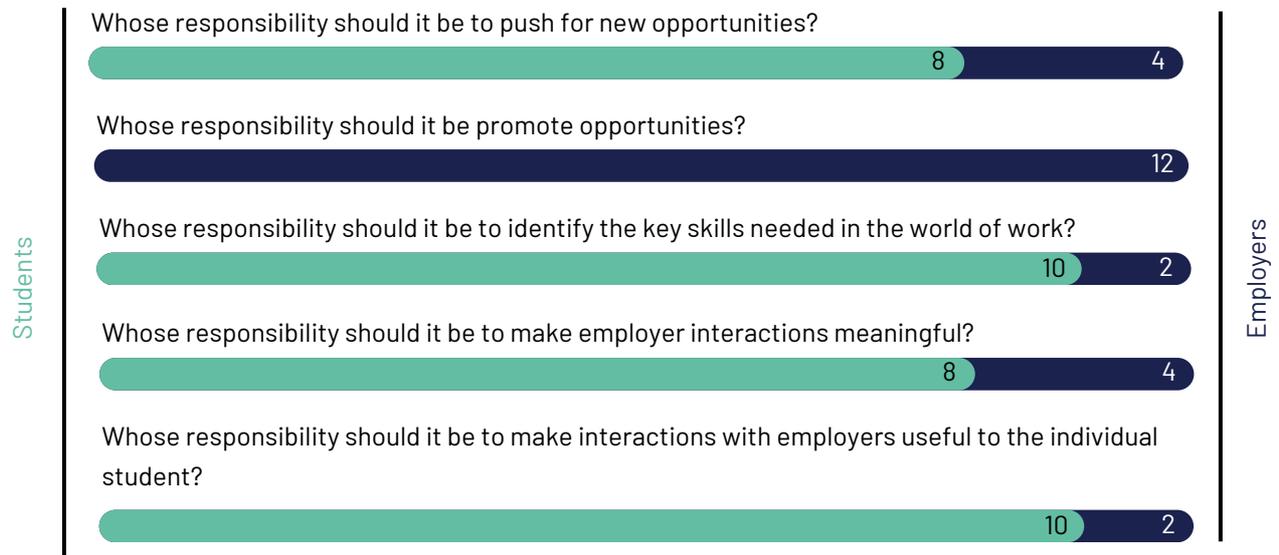


Careers education, information, advice and guidance is given the right level importance in our school

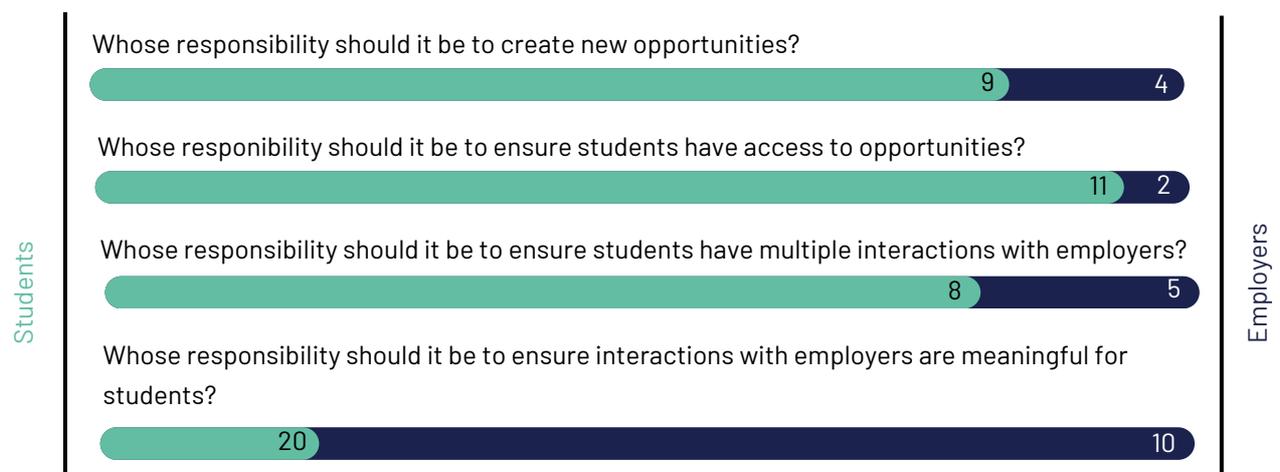


## 4.2 – Responsibilities

When asked to decipher where responsibilities sat between employers and students, the young people believe it lies with the employer to promote opportunities to engage with employers. However, the onus is on the student themselves to push for new opportunities, to make them meaningful and to make them useful to them as an individual.



When asked about the responsibilities of schools versus employers, students believe it is the schools' responsibility to create new opportunities, ensure students have access to them and ensure they have multiple interactions with employers. However, it is the employers' responsibility to ensure the interactions are meaningful.





Hull and  
East Yorkshire  
Local Enterprise  
Partnership

### 4.3 – A message to schools

*“Thank you because the support you provide is superb!”*

*“We want more careers in the curriculum and more opportunities to meet employers.”*

*“There needs to be a wider range of information about different careers, rather than just the typical ones.”*

*“It would be helpful if we meet with our careers leaders more often, right now it feels like we hardly know them.”*

## 4.4 – A message to employers

*“Most employers seem enthusiastic to talk to us when they visit our school. However, some have a preconceived impression that we aren't interested or right for the jobs they are talking about. The fact that thinking about our future can seem daunting may make it seem like young people aren't enthusiastic about finding out about careers, but we just need the right information and guidance.”*

*“Give young people a chance. It will benefit all of us in the future if you do. The students you speak to today are tomorrow's employees.”*



Hull and  
East Yorkshire  
Local Enterprise  
Partnership

# CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

Student Voice Report 2022/23