

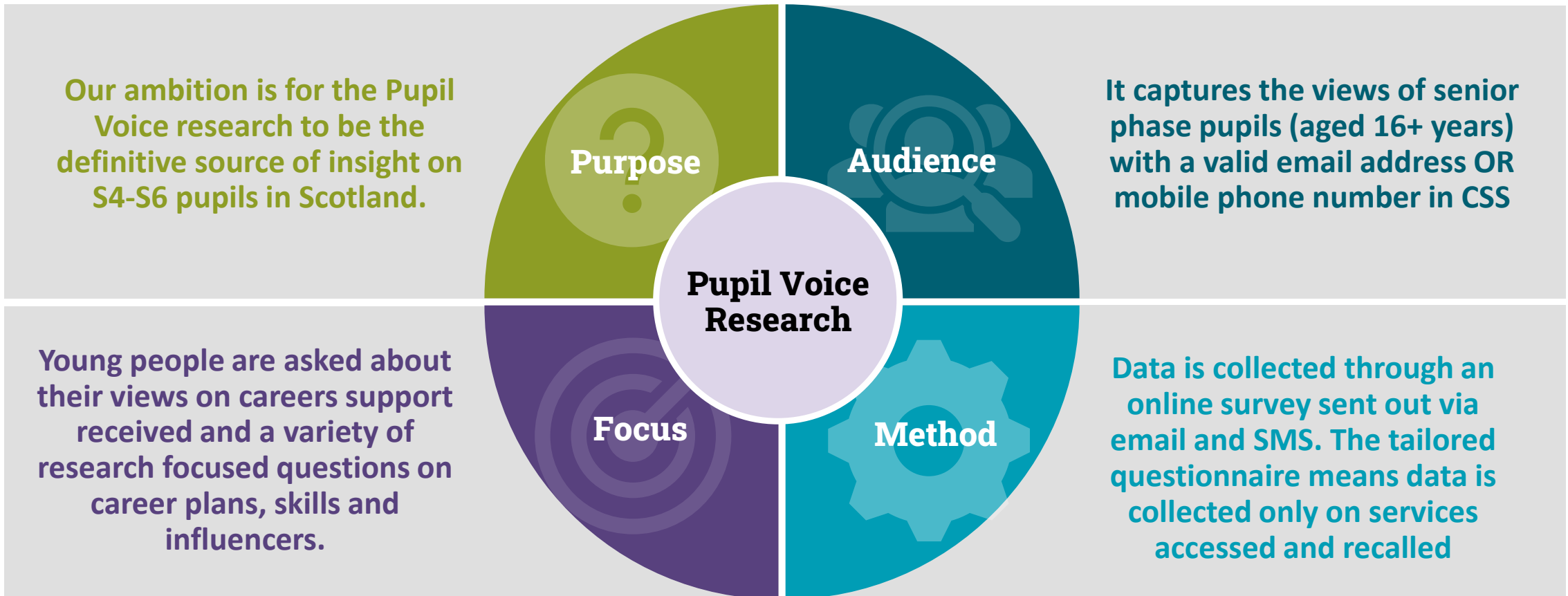
Skills
Development
Scotland

Pupil Voice: Senior Phase Research 2024 Headline Findings - North

Evaluation & Research Team



Background



Pupil Voice: Senior Phase is a collaborative project, informed by several key partner organisations.

Collaborative approach



Our programme of research with young people is designed in collaboration with internal and external reference groups.

External reference group

Scottish Government	Youthlink	Education Scotland
SQA	Developing Young Workforce	Scottish Funding Council
Open University	MCR Pathways	Napier University
Young Scot	College Development Network	ADES

Method

The online survey was distributed to **90,390** young people via the following routes:



Email only

All young people with a valid email address



Text message only

All young people with a valid mobile phone number



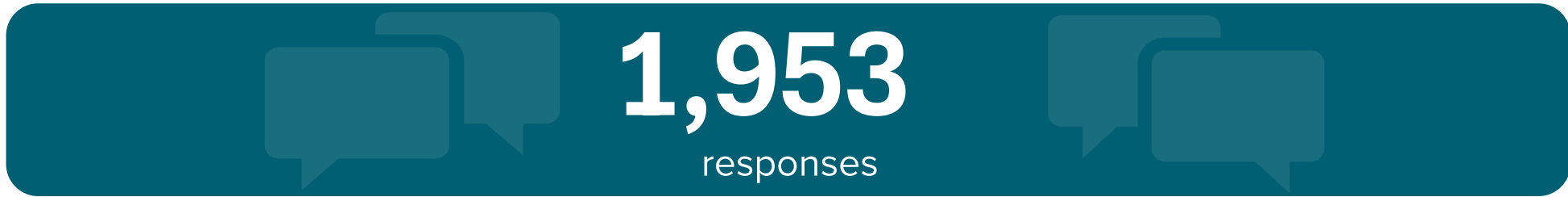
Email & text message

All young people with a valid email address **and** mobile phone number

A total of **10,815** young people responded to the survey overall.

The survey was live for four weeks from **12th June – 12th July**.

Response from North region



Gender / Year group	Number of responses	SIMD / Service offer	Number of responses	Local Authority	Number of responses
Female	1,073	SIMD 1	138	Aberdeen City	340
Male	802	SIMD 2	260	Aberdeenshire	607
In another way / PNTS	78	SIMD 3	545	Argyle and Bute	102
S4	440	SIMD 4	624	Eilean Siar	72
S5	1,074	SIMD 5	379	Highland	483
S6	439	SIMD NA	7	Moray	190
		Targeted	906	Orkney Islands	75
		Universal	1,047	Shetland Islands	84

Pupil Voice topics covered – North Region

Service recall

**Views on
SDS service
offer**

**Plans to leave
or stay on at
school**

KPIs

**Skills for
future career**

**Finding out
about services**

**Views on
services
received**

**Reasons for
leaving or
staying at school**

**Ideal job and
sector**

**Employability
activities**

**Career
Management
Skills**

**Reasons
for non-
engagement**

**Plans after
school**

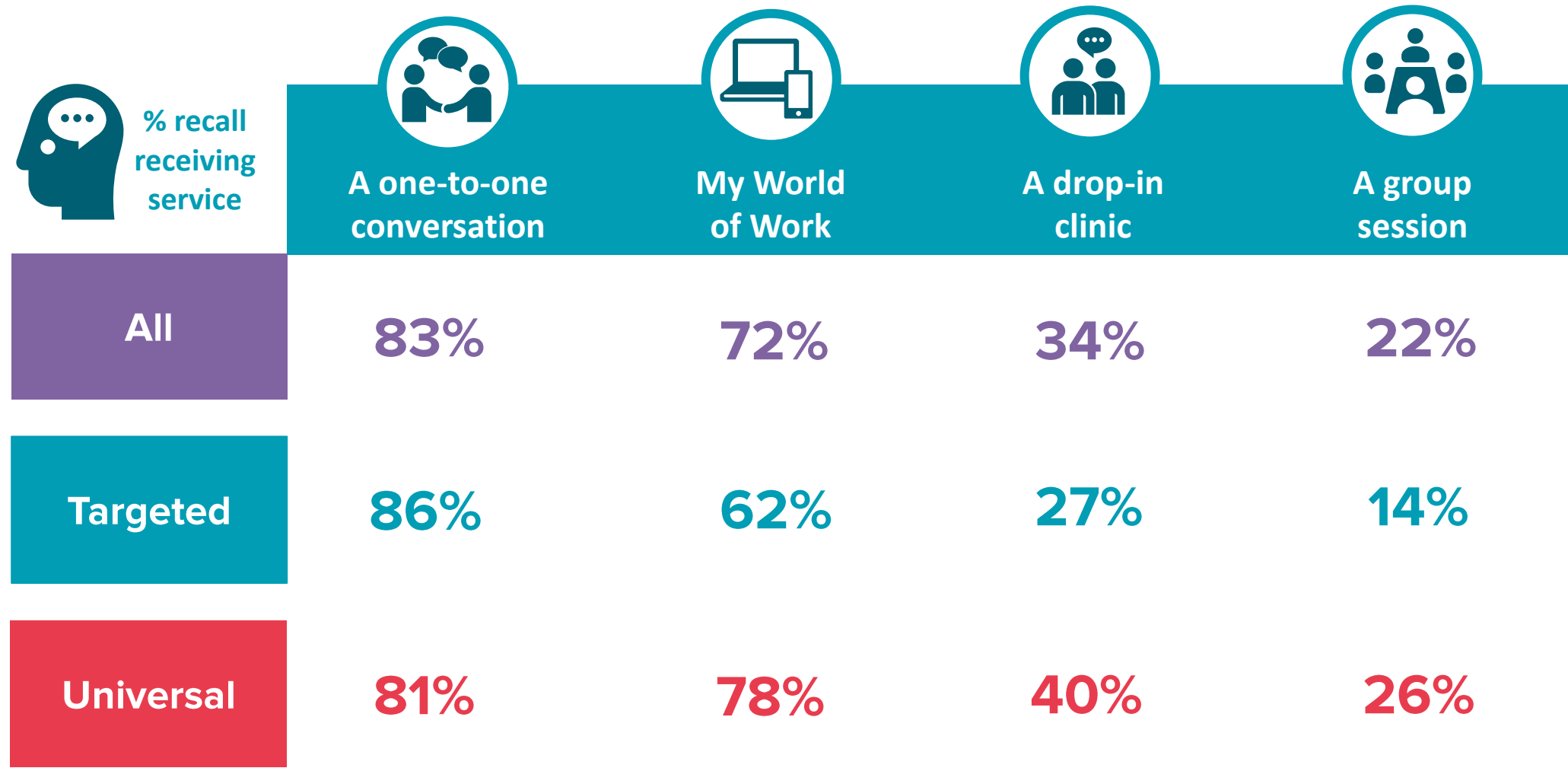
**Key
influencers**

**Extracurricular
activities**

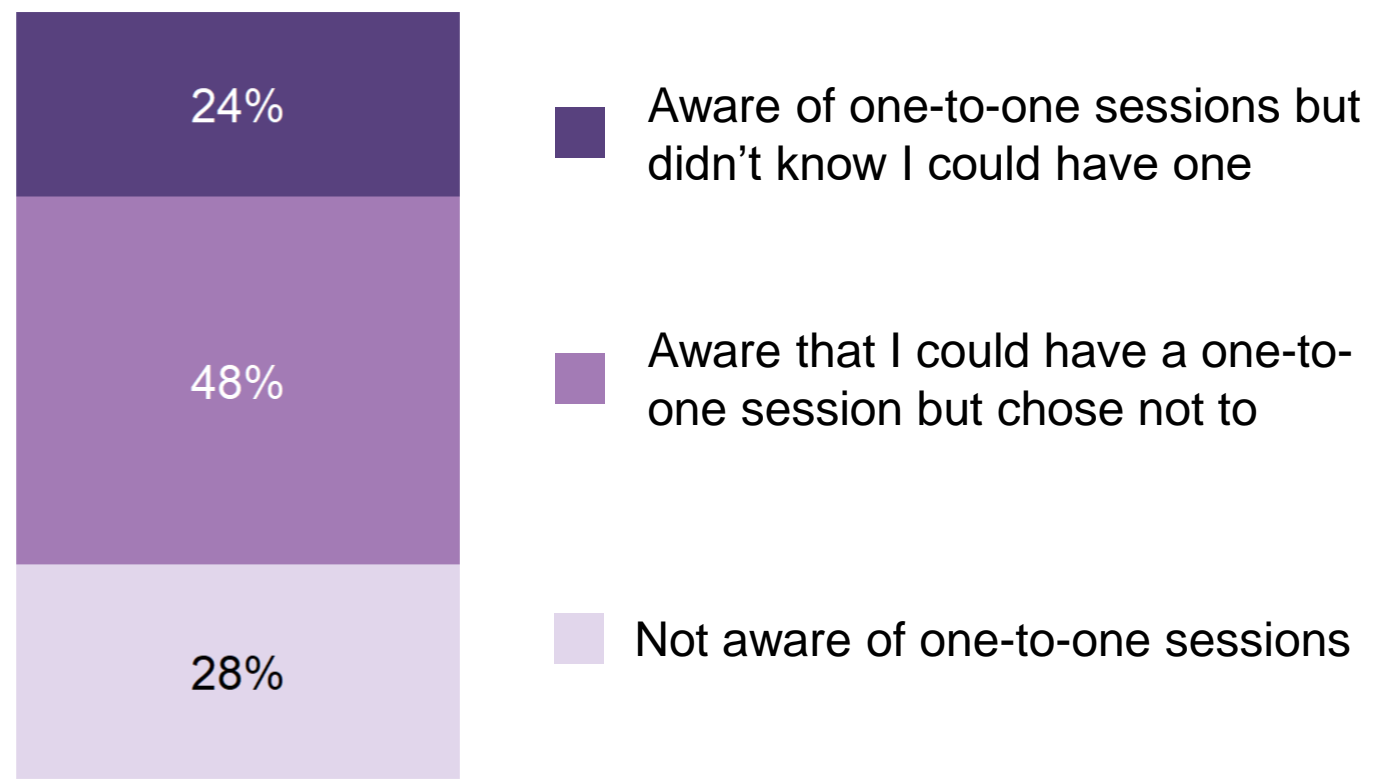


Visibility and awareness of SDS services

One-to-ones and MyWoW most recalled



Over half unaware that they could have a one-to-one*

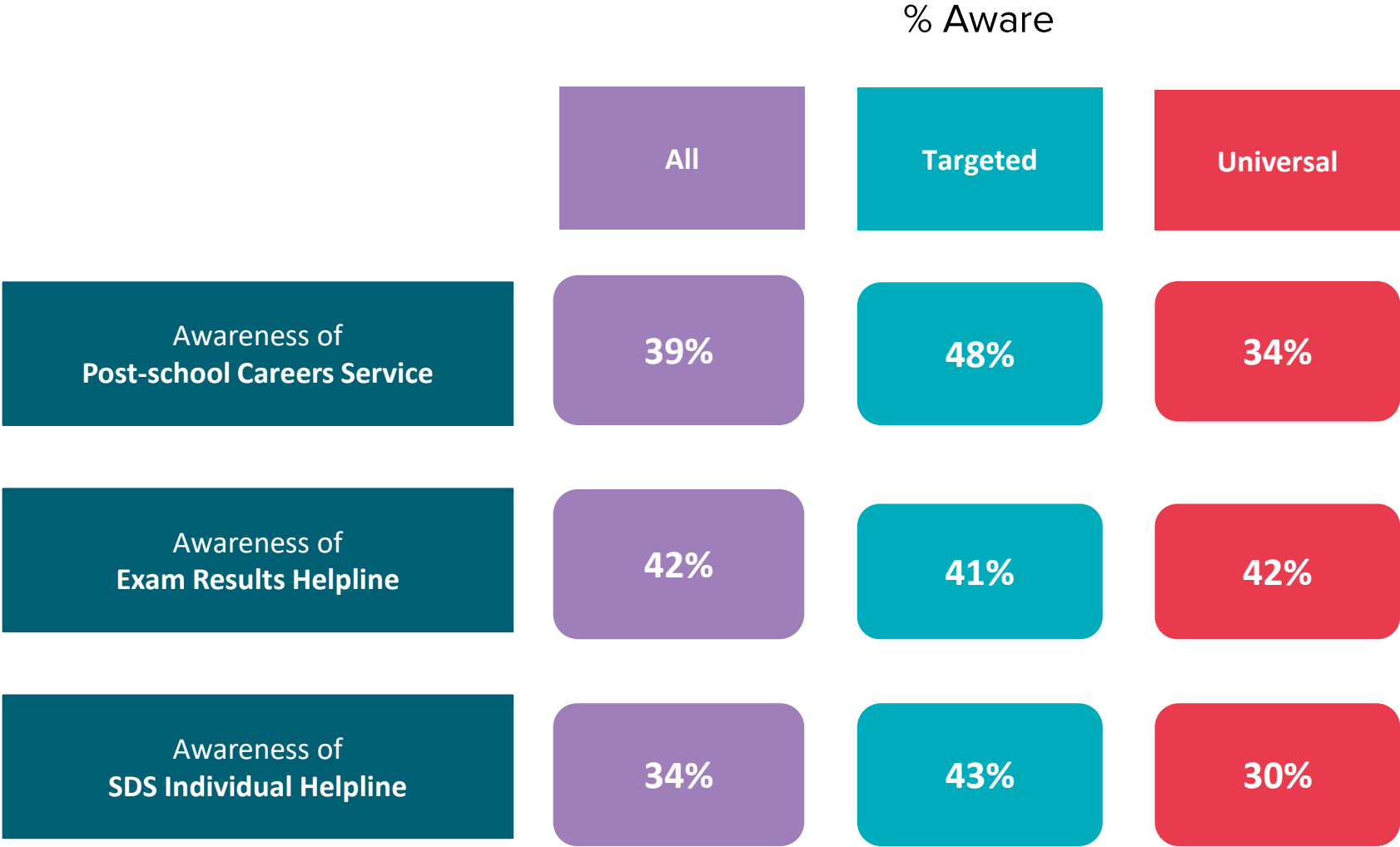


*Question only asked of those that didn't have a 1-2-1 according to our records or that didn't recall having a 1-2-1.

Pupils who chose not to have a one-to-one already had plans and information



Awareness of post-school services is highest among targeted pupils



Pupils most likely to hear about careers services from their teachers

Finding out about careers services	All %	Targeted %	Universal %
Word of mouth through a Teacher / Guidance Teacher	83	79	85
Word of mouth through a Careers Adviser	32	35	30
Poster on school wall(s)	18	13	20
Careers fair(s)	15	15	15
School website	11	9	11
Don't know / can't remember	4	5	4
Leaflet	4	3	4
Other	4	5	4
Social media	3	3	3

Pupils want to hear about SDS in a variety of ways

Receiving communications about SDS careers services	All %	Targeted %	Universal %
By email	43	44	43
From a Teacher / Guidance Teacher	37	30	41
By text	31	41	26
From a SDS Careers Adviser	21	22	21
Through school careers events	18	13	20
On My World of Work	16	13	18
Don't know / not sure	11	9	12
Through an App	10	6	12
From your Parent(s) / Carer(s)	9	9	9
From social media channels	8	6	9
By poster	7	5	9
By leaflet	5	3	6
By social media direct message	4	6	4
Other	1	1	1

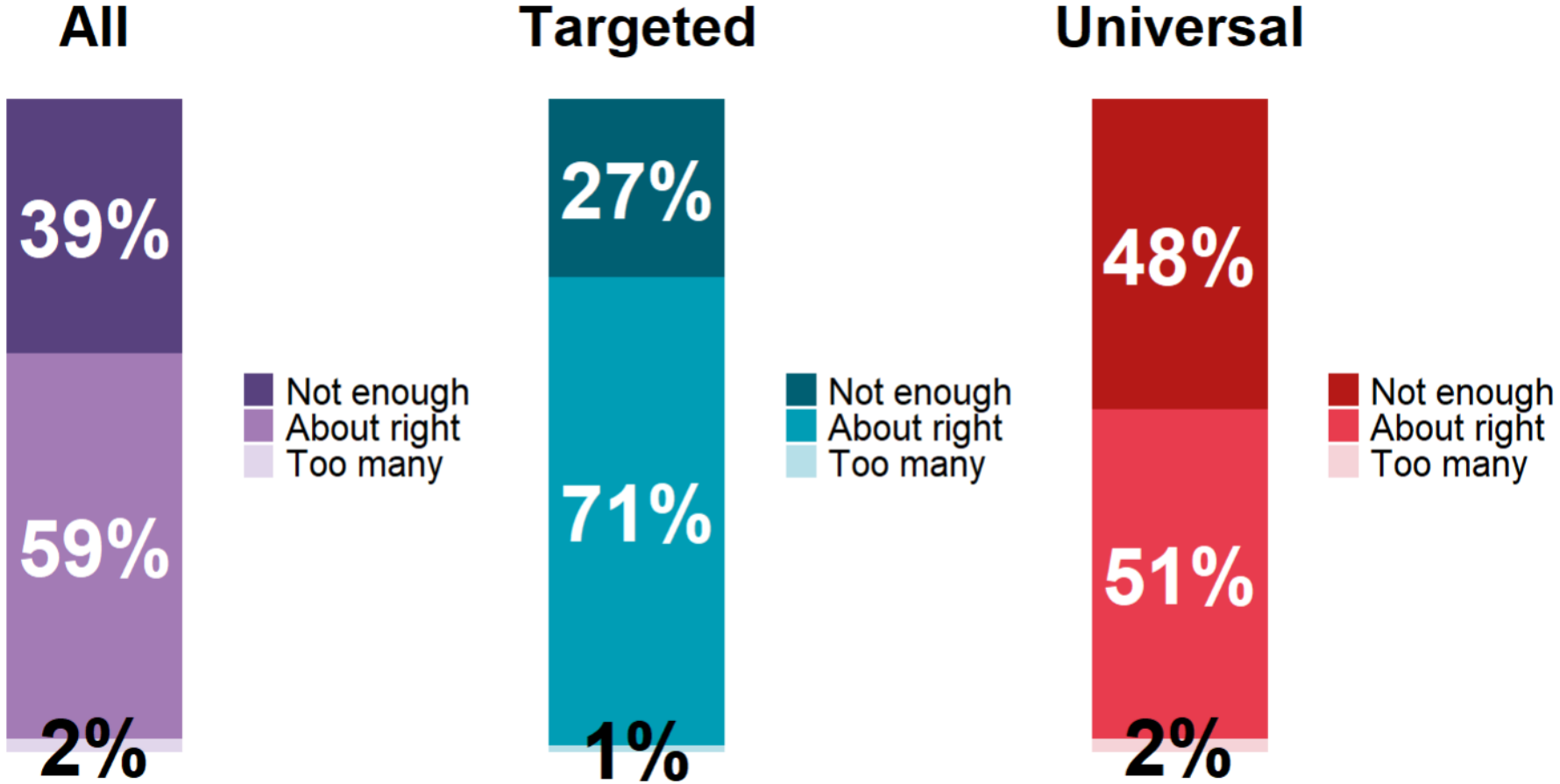


Views on careers guidance

All questions are asked of those that have accessed (and remember accessing) SDS careers services

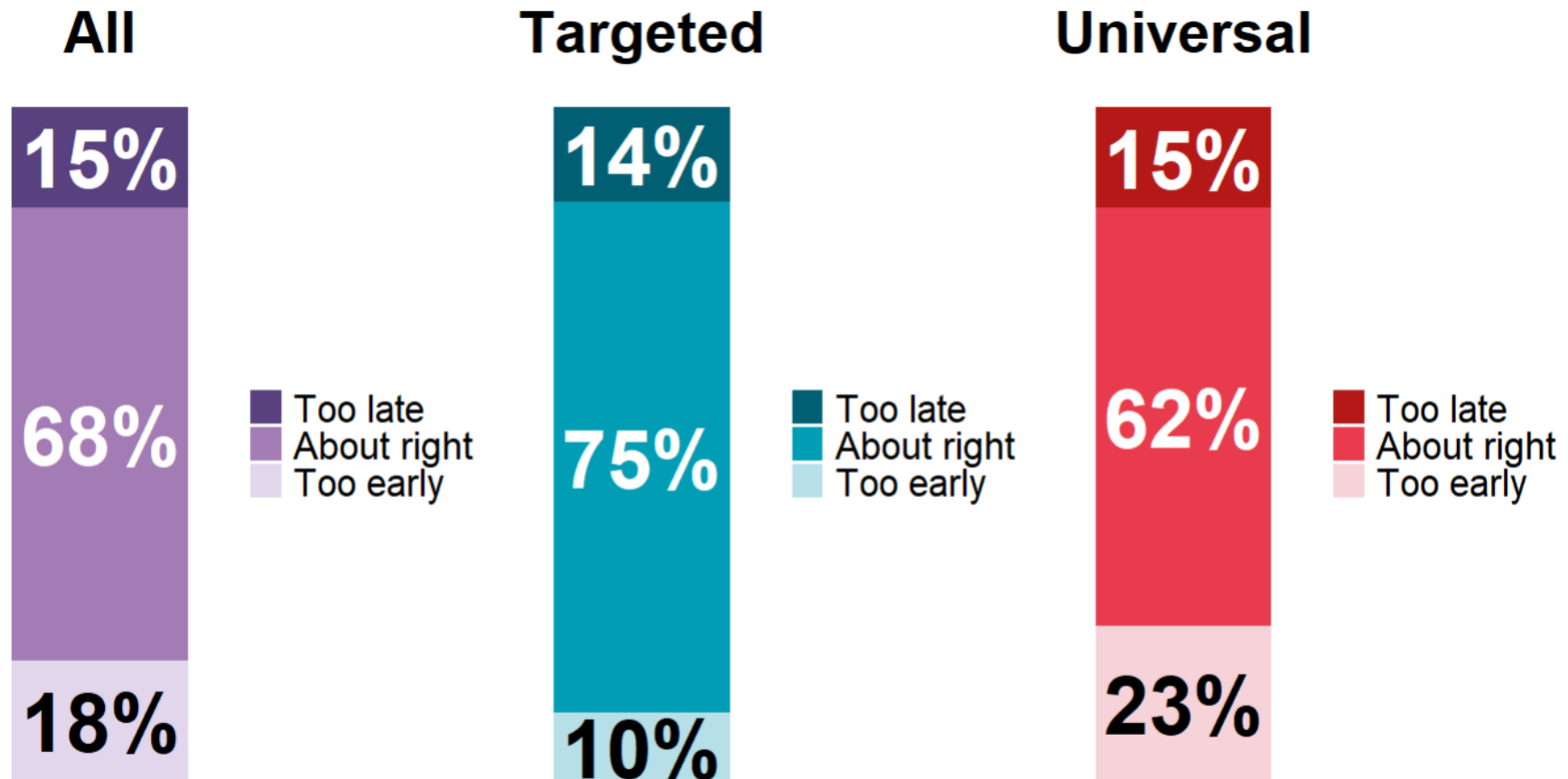
Universal pupils want more interviews

What are your views on the number of interviews you had with your Careers Adviser?



Targeted pupils most satisfied with the timing of interviews

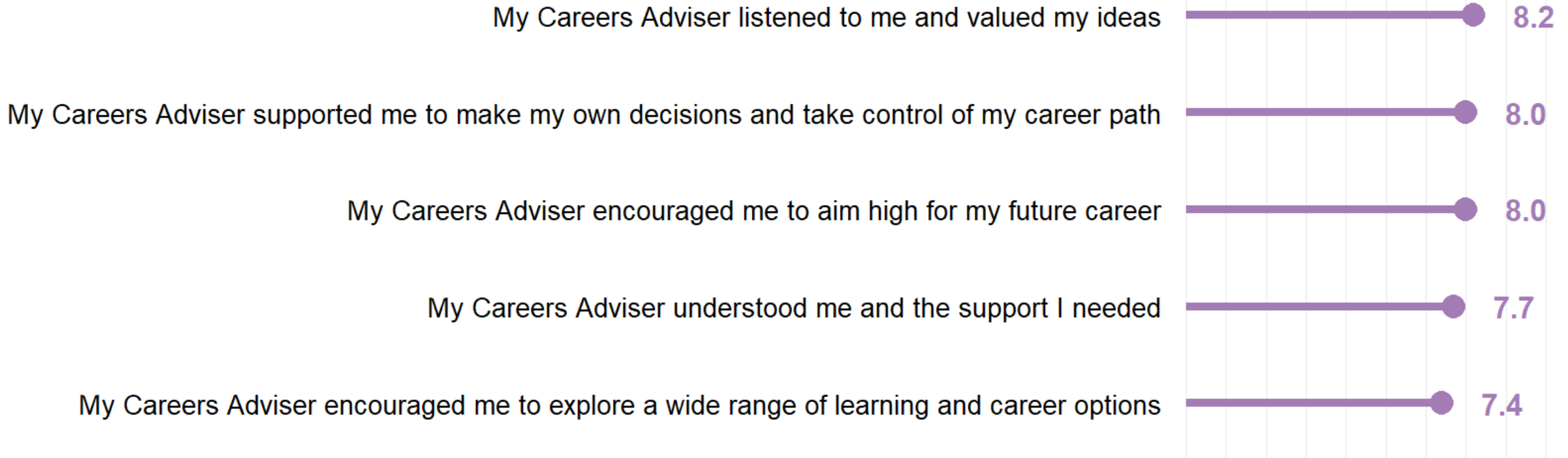
Did your interview or interviews happen at a time in your career journey that was right for you, too early or too late?



Support provided in one-to-one interviews was highly valued

Average score out of 10

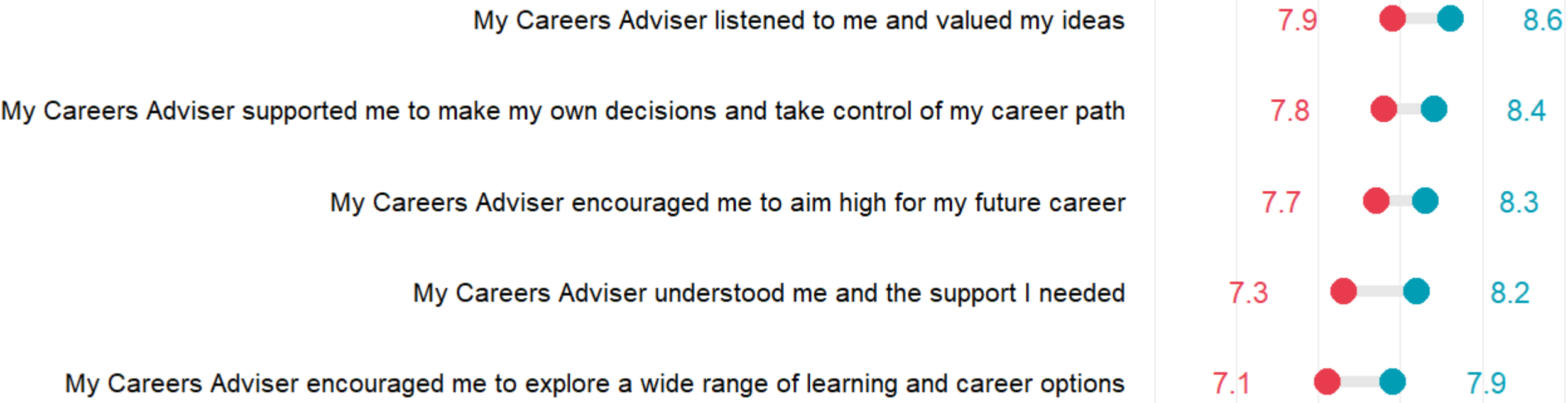
● All



One-to-one interviews most valued by targeted pupils

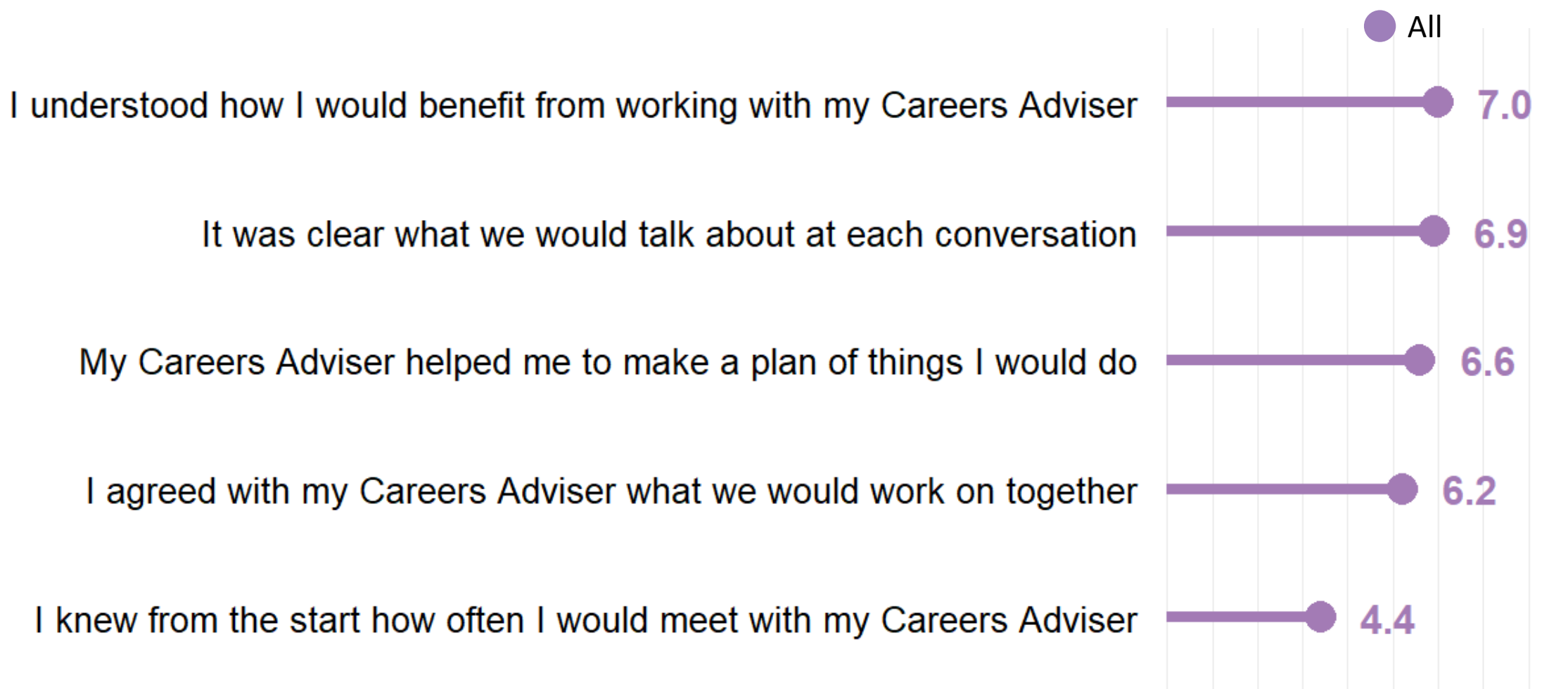
Average score out of 10

● Universal ● Targeted



Pupils unsure how often they would meet their Careers Adviser

Average score out of 10



Pupils unsure how often they would meet their Careers Adviser

Average score out of 10

● Universal ● Targeted

I understood how I would benefit from working with my Careers Adviser



It was clear what we would talk about at each conversation



My Careers Adviser helped me to make a plan of things I would do



I agreed with my Careers Adviser what we would work on together



I knew from the start how often I would meet with my Careers Adviser



Group sessions valued by targeted pupils

Average score out of 10

Group Sessions	All	Targeted	Universal
I understood what I would learn in the group session	6.9	7.1	6.9
The content of the group session was useful and relevant to me	6.6	6.8	6.5
The group session kept me interested throughout	6.3	6.5	6.3



Key Career Influencers

Parents & Carers, Teachers and Careers Advisers most influential

Key Career Influencers - People	All %	Targeted %	Universal %
Parent(s) / Carer(s)	80	76	82
Teacher(s)	61	58	63
Careers Adviser	56	69	49
Friend(s)	54	56	53
Other family member	53	54	52
Guidance teacher	52	52	52
An employer or training provider coming in to my school to talk about careers	40	43	38
A university or college representative coming in to my school to talk about careers	38	36	39

Various factors influence young people's career decisions

Key Career Influencers - Factors	All %	Targeted %	Universal %
My interests / hobbies	86	83	87
The need to earn money	78	79	77
The qualifications I achieved at school	78	70	82
Education / training opportunities available to me	69	66	70
Job / career opportunities available to me	68	67	68
Work experience in school or part-time job	51	54	49
Opportunities available within my local area	47	51	45
Social media (including Facebook, Instagram, X, etc.)	46	45	46
Online careers websites (for example: My World of Work)	39	44	36



Sectors

Engineering, Medical and Creative Industries are popular sectors in the North region

What sector(s) do you want to work in in your future career? (select all that apply)

Sectors	All %	Targeted %	Universal %
Engineering	19	18	20
Medicine and Health	17	16	18
Creative Industries (e.g. Art & Design, Music, Acting)	16	16	16
Science	12	8	14
Teaching	12	10	14
Armed Forces, Policing or Security	10	12	9
Caring (e.g. childcare, social care)	10	11	9
Computing and ICT	10	12	8
Sport	9	7	10
Construction	8	12	5
Law	8	7	8
Banking and Finance	7	6	7
Hospitality (e.g. working in hotels, bars, restaurants)	7	9	6
Tourism	6	6	6
Energy	5	5	5
Housing / Property	3	2	3

Young people in the North are interested in Medical, Creative and Engineering job roles



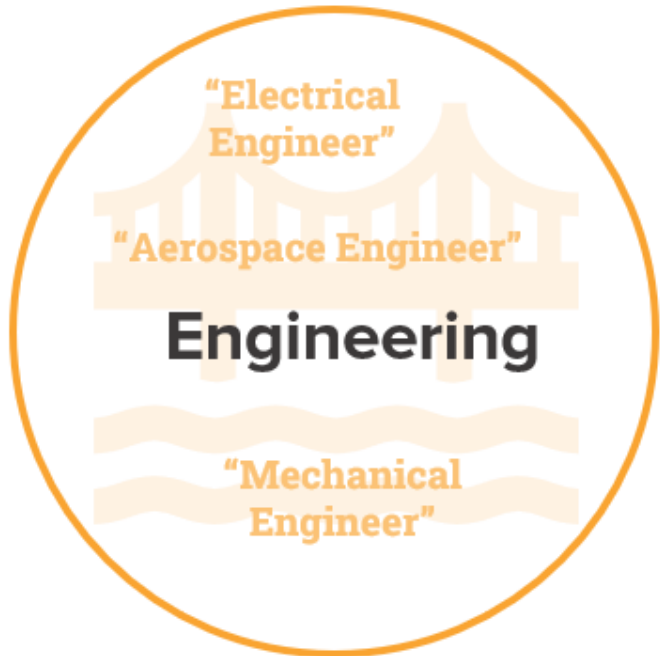
Medical & Health

- "Doctor"
- "Nurse"
- "Paramedic"
- "Physiotherapist"
- "Midwife"
- "Medicine"



Creative Roles

- "Tattoo Artist"
- "Creative writer"
- "Photographer"
- "Film Director"
- "Art & Design"
- "Musical Theatre"



Engineering

- "Electrical Engineer"
- "Aerospace Engineer"
- "Mechanical Engineer"



Sciences

- "Marine Biologist"
- "Chemistry"
- "Forensic Scientist"



Teaching

- "Teaching"
- "Primary Teacher"
- "Nursery Teacher"
- "Teacher"



Emergency Services

- "Police officer"
- "Fire fighter"



IT

- "Cyber security"
- "Software Engineer"



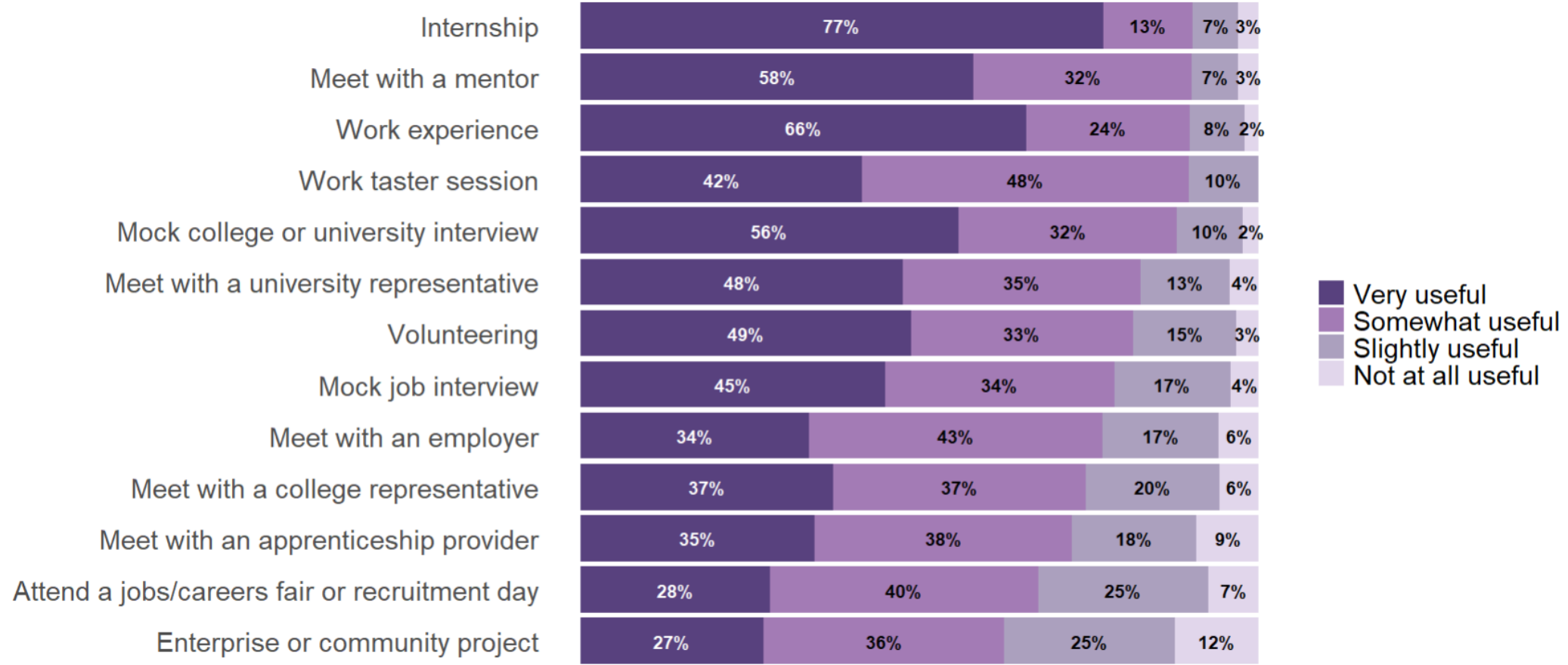
Career Activities

Pupils most likely to have taken part in work experience and volunteering

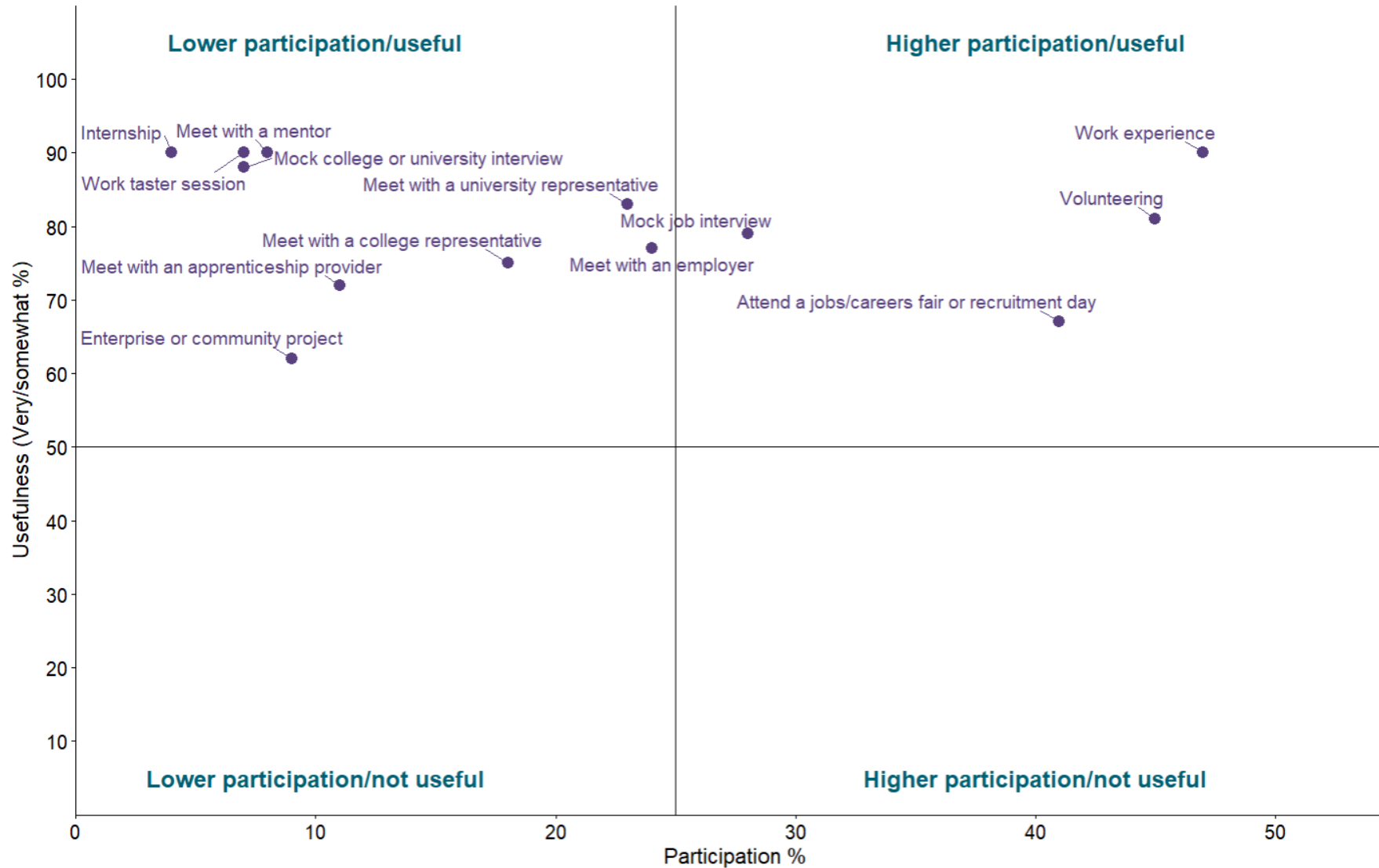
Taking part in career activities	All %	Targeted %	Universal %
Work experience	47	47	48
Volunteering	45	38	49
Attend a jobs/careers fair or recruitment day	41	32	46
Mock job interview	28	23	31
Meet with an employer	24	20	26
Meet with a university representative	23	13	28
Meet with a college representative	18	17	18
I have not had the opportunity to take part in any of these activities	11	14	10
Meet with an apprenticeship provider	11	9	12
Enterprise or community project	9	6	11
Meet with a mentor	8	8	8
Mock college or university interview	7	6	8
Work taster session	7	5	8
Internship	4	2	5

Internships, meeting with mentor, and work experience most useful

How useful did you find the following activities?



Career activities – participation vs usefulness



Sports and volunteering are popular extra-curricular activities

In the last 12 months, have you actively taken part in any of these types of groups, clubs, organisations or activities (including evening classes)?

Activities	All %	Targeted %	Universal %
Team sports (e.g. football, rugby, hockey, basketball etc.)	35	25	40
Sports, fitness or exercise groups (e.g. dance, swimming, athletics, martial arts etc.)	32	22	38
Volunteering and fundraising groups	31	23	35
Creative arts groups (e.g. drama, art, music, photography etc.)	22	17	24
I have not taken part in any of these activities	22	32	17
Youth award schemes (e.g. Duke of Edinburgh)	18	10	23
Youth clubs	12	10	12
Uniformed youth groups (e.g. Scouts, Girl Guides, Army Cadets etc.)	10	7	12
One-to-one mentoring	9	8	10
Science and technology (e.g. coding club, science club etc.)	7	3	9
Other	6	5	6
Political and democracy groups (e.g. Scottish Youth Parliament, political parties, representative on boards/youth panels etc.)	4	3	4



KPIs & Career Management Skills

Targeted pupils most likely to view SDS as effective

Average score out of 10

All Targeted Universal

SCHOOL LEAVERS
How effective were the SDS careers services in helping you decide what to do when you left school?

6.2

6.9

5.7

S4/S5s
How effective have the SDS careers services been in helping you decide what you may want to do when you leave school

5.6

6.4

5.3

Targeted pupils most satisfied and likely to recommend

Average score out of 10

	All	Targeted	Universal
Overall, how satisfied are you with the careers services you received from SDS?	6.5	7.2	6.0
How likely or unlikely are you to recommend the SDS careers services you received to others?	6.2	6.9	5.9

Targeted pupils most satisfied with careers services

Overall, how satisfied are you with the following aspects of SDS careers services...

Average score out of 10

Satisfaction with elements of careers services	All	Targeted	Universal
The ability to access support when needed	7.0	7.4	6.7
The amount of support available	7.0	7.5	6.7
The range of SDS careers services available	6.9	7.4	6.6
The information you were given about how to access SDS careers services	6.5	7.0	6.2
The information you were given about the range of SDS careers services available	6.5	7.0	6.2

SDS helps pupils to develop a range of CMS

To what extent do you agree or disagree that the support you received from SDS has helped you to do the following?

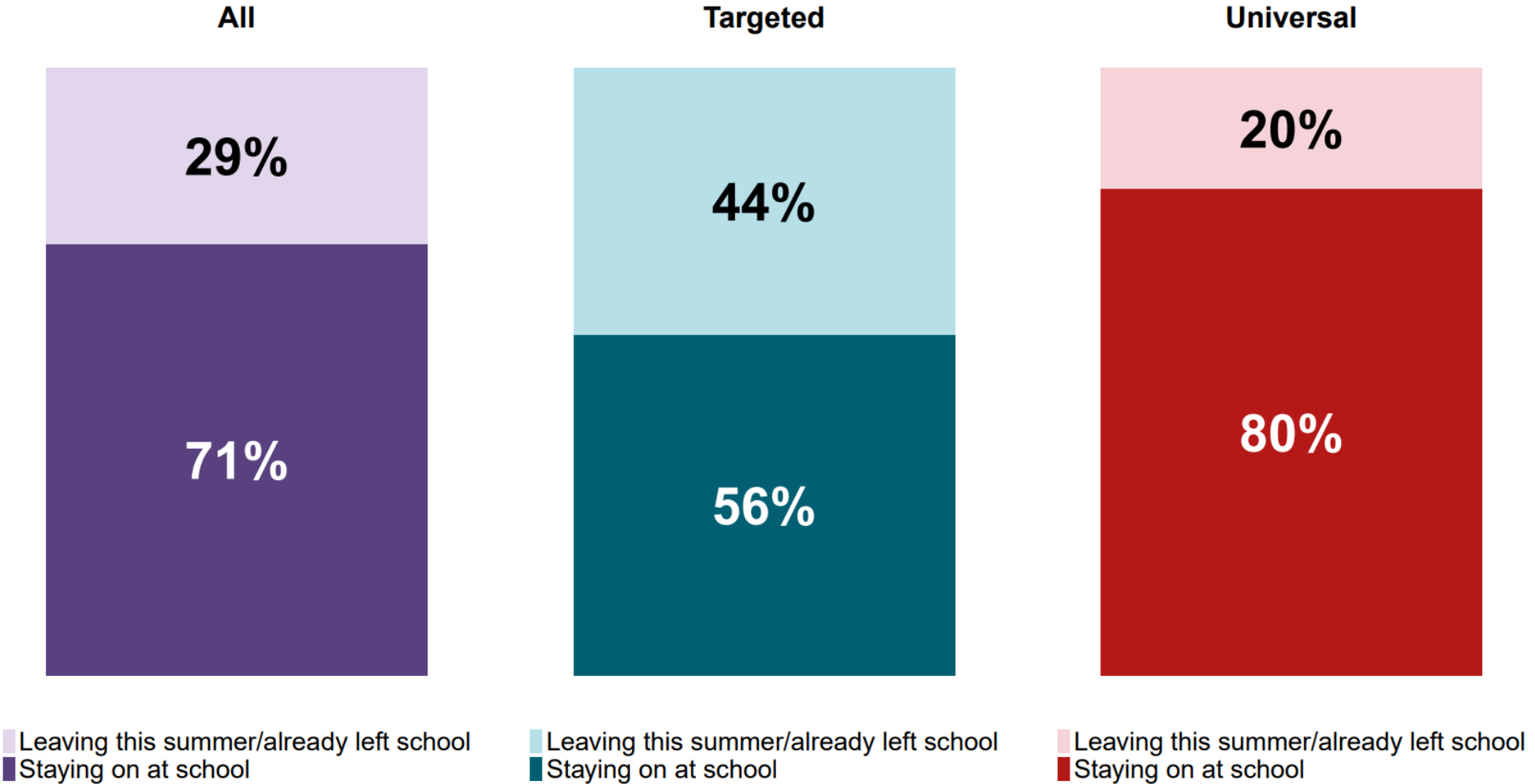
Career Management Skills	All %	Targeted %	Universal %
Find and use career information easily	79	84	77
Understand how your experiences and learning can help you make career choices	78	83	75
Understand and build on your skills, strengths and achievements	77	83	74
Consider new things you may not have thought of when it comes to your career journey	76	85	70
Make informed career decisions	73	84	67
Identify and build relationships with people who can help you in your career	64	75	58



Post-school plans

Most pupils plan to stay on at school

Are you planning to stay on at school or leave?

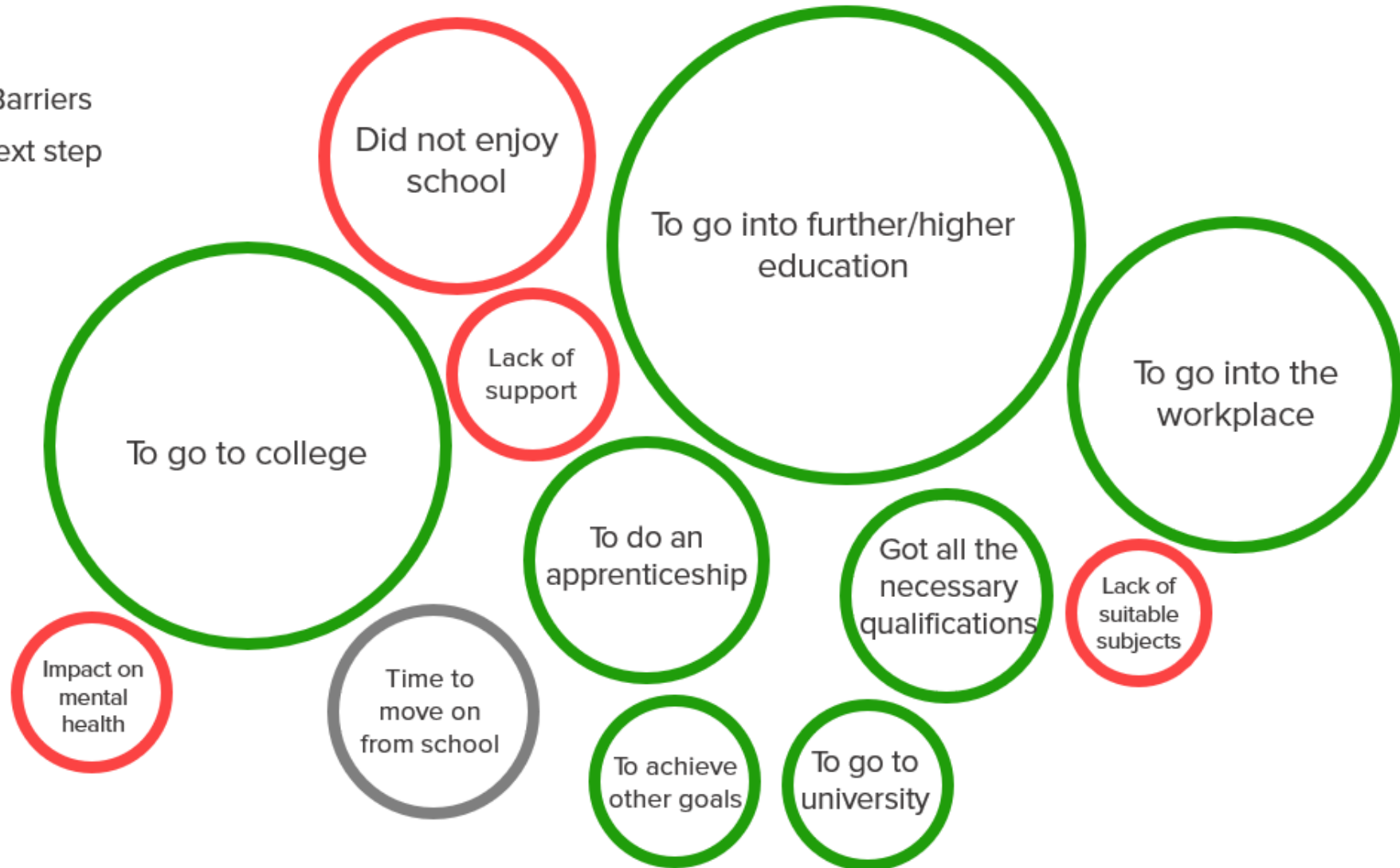


Pupils stay on at school to gain more qualifications

Reasons for staying until S6	All %	Targeted %	Universal %
To gain more qualifications	84	83	85
To get as much out of school as possible	59	58	59
To stay with friends	40	36	42
I don't feel ready to leave school	36	36	36
I enjoy school	28	22	30
I don't know what I want to do after school	23	23	23
To participate in extra-curricular activities	17	11	20
Other	2	1	2

Why do some pupils leave before S6?

- Negative/Barriers
- Positive/Next step
- Neutral



Majority of pupils staying on at school plan to go to university

What are you thinking about doing once you leave school?

Destination	All %	Targeted %	Universal %
University course	56	41	63
College course	12	18	9
Don't know yet	9	12	7
Full-time employment	6	8	5
Modern Apprenticeship	5	7	4
Take time out / gap year	5	5	5
Other	3	3	3
Graduate Apprenticeship	2	3	2
Part-time employment	2	3	1
Self-employed / start my own business	1	1	1
Voluntary work	1	0	1

Pupils who are leaving school plan to go to university or college

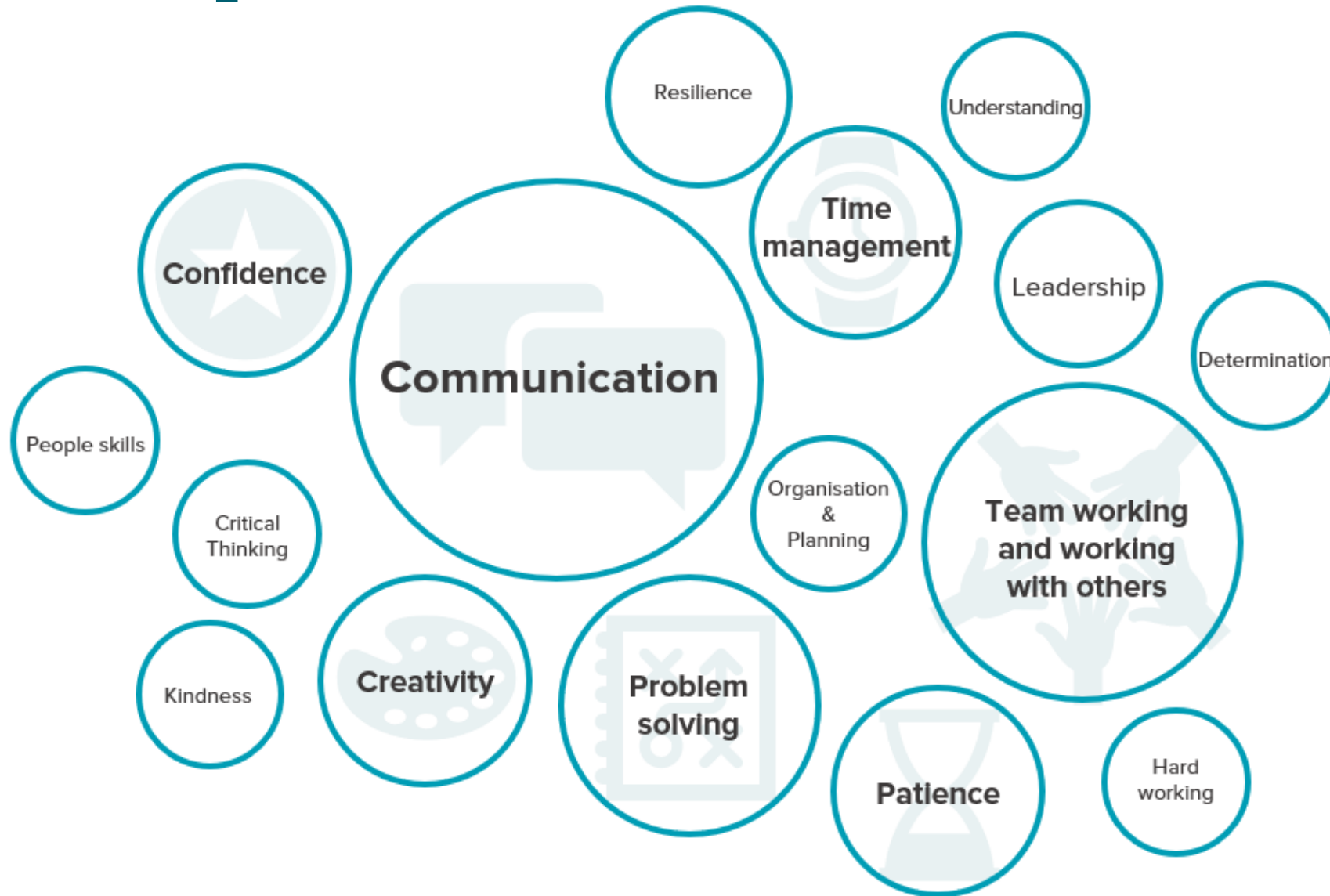
What are you doing, or planning to do, now that you have left school?

Destination	All %	Targeted %	Universal %
University course	32	14	45
College course	31	39	25
Modern Apprenticeship	11	12	10
Full-time employment	9	15	5
Part-time employment	6	7	4
Take time out / gap year	5	3	6
Other	4	5	3
Graduate Apprenticeship	1	1	1
Voluntary work	1	1	0
Working with a Careers Adviser at my local SDS centre to plan my next steps	1	1	1
Self-employed / started my own business	0	1	NA



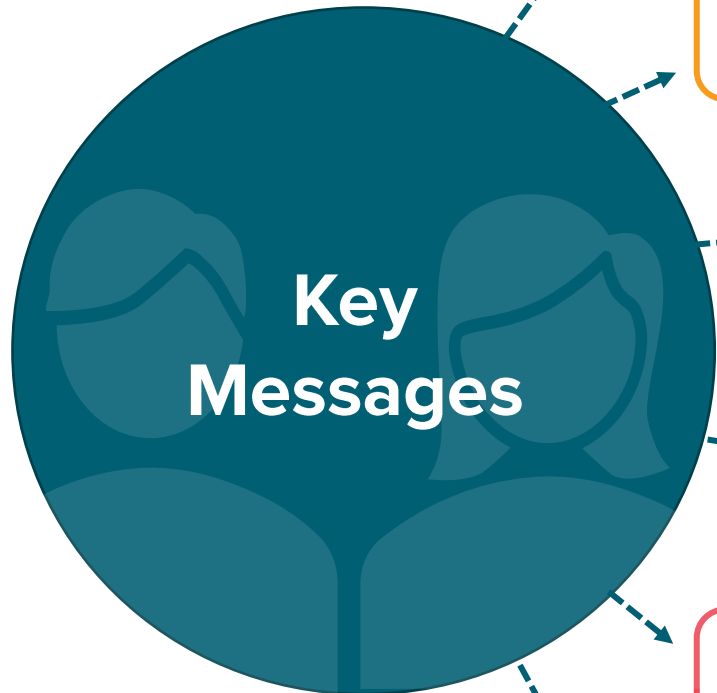
Skills

Pupils say communication and team working skills are important for their future career





Summary



Key Messages



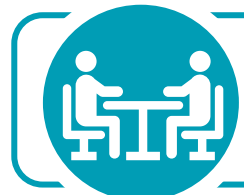
The **response to Pupils Voice has never been higher**. A combination of email and text message invitations were a success.



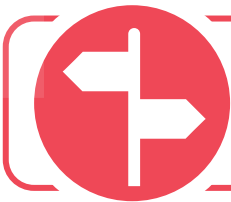
Results across core SDS service questions remain **similar to previous years**.



Visibility and awareness of one-to-ones has improved, but still **half of pupils who haven't had a one-to-one are not aware that they could have one**.



One to ones and drop-in sessions are highly valued by pupils, particularly by pupils in the targeted group.



Those who plan to **stay on at school want to gain more qualifications** and go to university. **School leavers** have various reasons for leaving and plan on going to **university or college**.



Pupils agree that SDS has helped them to develop CMS.

Guidance: Using Regional results

When using detailed breakdowns of data, such as regional results, as evidence to support decision making or service development, it is important to exercise caution and be aware of the following factors:



When national or large-scale data sets are disaggregated at a regional level, the number of responses becomes smaller. Smaller numbers of responses can lead to less reliable and representative data. Results should be interpreted with caution and treated as indicative.



Response rates for different regions may differ from national response rates, as could the composition of respondents from each region, which could affect the reliability of the data.



Contextual factors may also affect results across regions. For example, different levels of service, customer types, interventions or events carried out in each region, or socio-economic and labour market conditions.

If you have any questions or would like further guidance, please get in touch with Evaluation&Research@sds.co.uk