Skills Development Scotland

Pupil Voice 2024: Senior Phase Research

Briefing Paper

Evaluation & Research Team

November 2024

Contents

Background

Skills Development Scotland (SDS) is the national skills agency. As the provider of Scotland's careers services, SDS supports customers to develop the skills and habits they need to make decisions about learning and work.

SDS's strategic plan (2022-27) sets out our goal of ensuring that we provide engaging and relevant career intelligence, education, and experiences that help to inform individual learning and career choices[1].

Scotland has an internationally recognised, multi-channel careers service and every individual in Scotland is entitled to access careers support. For young people, there is at least one dedicated Careers Adviser from a team of careers professionals working in every maintained secondary school in Scotland.

SDS careers professionals take a person-centred approach to the delivery of career services, tailoring the provision of support to the unique needs of each customer. However, some individuals may require more support than others to make a successful transition from school into employment, education, or training. Therefore, to ensure equality of opportunity for all, we target our resources at those customers who require the most support.

To ensure that young people receive high-quality career services that supports them in developing their Career Management Skills (CMS), it is essential to evaluate the services that SDS provides to identify what works well and what needs improvement. This helps us to adapt our services to evolving needs and leads to more tailored and impactful services for young people.

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[1] Skills Development Scotland Strategic Plan 2022-27 – Skills for a Changing World, 2022

The Pupil Voice research

The Pupil Voice research collects feedback from young people on their experiences of the services they receive from SDS, and on the outcomes and benefits gained from accessing these services. Young people provide feedback on various elements of SDS services, including their experiences of (i) one-to-one sessions with their Careers Adviser, (ii) group sessions, and (iii) drop-in sessions. This year's research also gathered the views of young people on a range of skills related topics, including their ideal future jobs and preferred sectors, perceptions of skills needed for their future career and participation in extracurricular and employability activities.

A key focus of the research is to capture the experiences and outcomes of young people receiving targeted or universal services from SDS[2]. A further important element is to view the findings from an equality perspective and to capture the views of young people with protected characteristics, including ethnicity, indicators of deprivation, additional support needs, care experience, and sexual orientation.

The results from this research are shared with senior leadership in SDS to help shape and improve service delivery. The results also feed into our annual CIAG report which is published externally. Additionally, the research is shared with the Scottish Government to support policy development. Our ambition is for the Pupil Voice research to be the definitive source of insight on S4-S6 school pupils in Scotland.

Approach

All senior phase pupils (S4-S6, aged 16+ years) in Scotland with a valid email address or mobile phone number are sent a link to the questionnaire. The questionnaire is tailored to each young person based on the services they have accessed in school.

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[2] Young people receive either a 'targeted' or 'universal' service based on their level of need. Targeted support is tailored to individuals who may require specific assistance due to their unique circumstances or goals. Young people receiving targeted services are therefore more likely to have one-to-one engagements with a Careers Adviser. Universal support is designed to benefit everyone, regardless of their situation or background. Young people receiving universal services are provided with general guidance and resources for career development. They can request one-to-one engagements with a Careers Adviser, but are less likely to have as many engagements as targeted users. It is also important to note that it is not mandatory for young people to use the careers services in school, and attendance at one-to-one sessions is completely optional.

Distributing the questionnaire by email and text message resulted in a total of **10,815 young people responding to the research in 2024**. To our knowledge, this is the **largest repeated cross-sectional sample of senior phase school pupils in Scotland**. The fieldwork was carried out over a four-week period between June and July 2024. The results were weighted by gender, year group, and service offer[3] to ensure the results were representative of the Scottish school senior phase (S4-S6) pupil population.

Areas covered

The research collected views from young people on:

- Services accessed and recalled
- The support provided by their Careers Adviser
- Drop-in sessions
- Group sessions
- Reasons for non-engagement with SDS services
- Receiving communications about careers services
- Foundation Apprenticeships
- Career Management Skills
- Post-school plans
- Preferred job and sector
- Key influencers
- Reasons for staying on or leaving school
- Skills for future career
- Participation in extra-curricular activities
- Participation in employability activities

About this report

This report summarises the key findings from the Pupil Voice research. The questions young people were asked to answer in the research included a variety of 'select one option only' or 'select multiple option' questions. These are reported as percentages where relevant. Young people were also asked to rate statements on a 1-10 scale for some questions. These are presented as mean point scores where relevant. The total unweighted responses to each question can be found in the appendix. A series of infographics focusing on protected characteristics have also been produced. If you have any queries about this research, please contact SDS's Evaluation and Research team at evaluation&research@sds.co.uk.

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[3] Service offer refers to the number of young people receiving either `targeted` or `universal` services.

Recall of SDS Careers Services

Young people were asked if they recalled receiving the services that SDS records show they have accessed throughout school.

Young people were **highly likely to recall attending one-to-one conversations with a Careers Adviser** and using My World of Work. However, they were much less likely to remember attending a drop-in clinic/session or a group session.

Young people in the targeted group were more likely to recall one-to-one sessions, whereas young people in the universal group had higher recall for using My World of Work, attending drop-in clinics/sessions, and attending group sessions.

Figure 1: Percentage of young people recalling SDS careers services, by service offer

% recall receiving service	A one-to-one conversation	My World of Work	A drop-in clinic	A group session
All	82%	70%	34%	21%
Targeted	86%	61%	32%	16%
Universal	78%	75%	37%	24%

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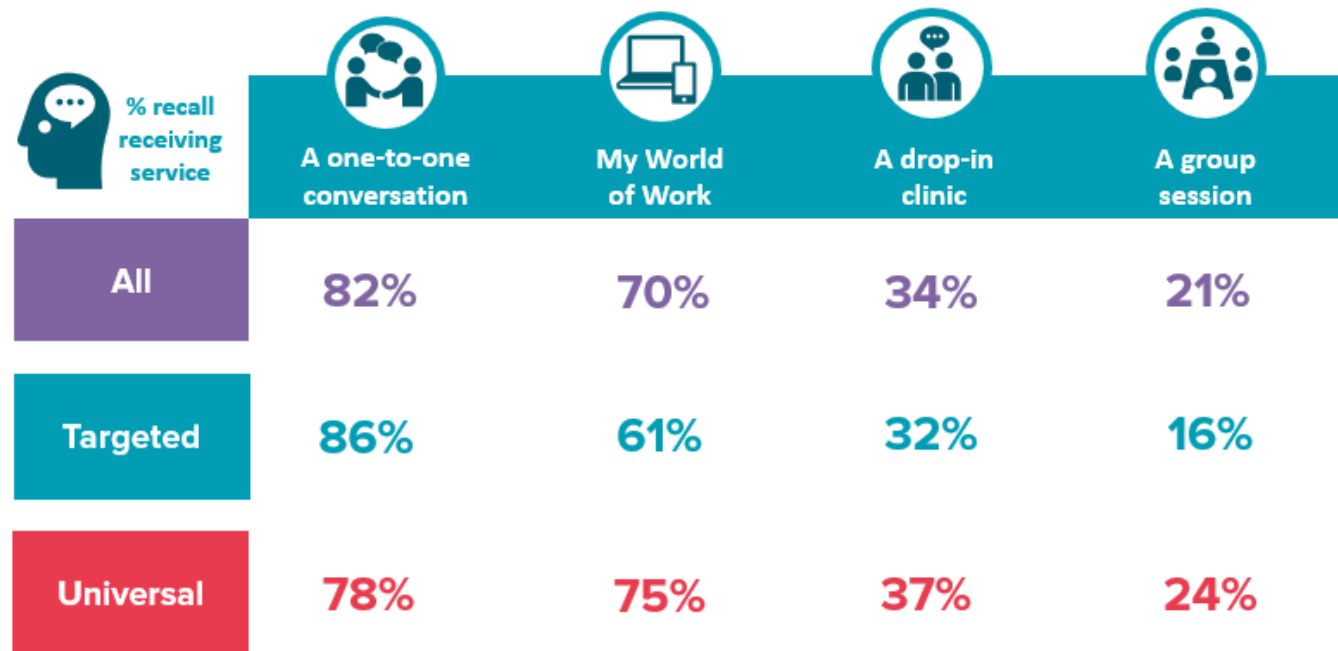
Support provided in one-to-one sessions

Young people who had accessed one-to-one sessions with a Careers Adviser were asked about the support they received.

Overall, **young people rated the support provided by Career Advisers at one-to-one sessions highly**. Young people felt the Careers Adviser listened to them and valued their ideas, supported them to make their own decisions, and encouraged them to aim high for their future career.

Those receiving a targeted service rated the support more positively than universal customers, but both groups were positive about their engagements.

Figure 2: Support provided in one-to-one sessions (average score out of ten)

- My Careers Adviser listened to me and valued my ideas — 8.2
- My Careers Adviser supported me to make my own decisions and take control of my career path — 8.1
- My Careers Adviser encouraged me to aim high for my future career — 8.0
- My Careers Adviser understood me and the support I needed — 7.8
- My Careers Adviser encouraged me to explore a wide range of learning and career options — 7.6

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Process of one-to-one sessions

Young people were also asked about the process of their one-to-one sessions.

Young people were positive about how they would benefit from working with their Careers Adviser, but other aspects were not as well received as the support itself. In particular, young people said that they did not know how often they would meet with their Careers Adviser.

Young people in the targeted group were more likely to be positive about the process of their one-to-one sessions than young people in the universal group.

Figure 3: Views on the process of accessing a one-to-one session (average score out of ten)

I understood how I would benefit from working with my Careers Adviser — 7.2
It was clear what we would talk about at each conversation — 7.1
My Careers Adviser helped me to make a plan of things I would do — 6.8
I agreed with my Careers Adviser what we would work on together — 6.4
I knew from the start how often I would meet with my Careers Adviser — 4.6
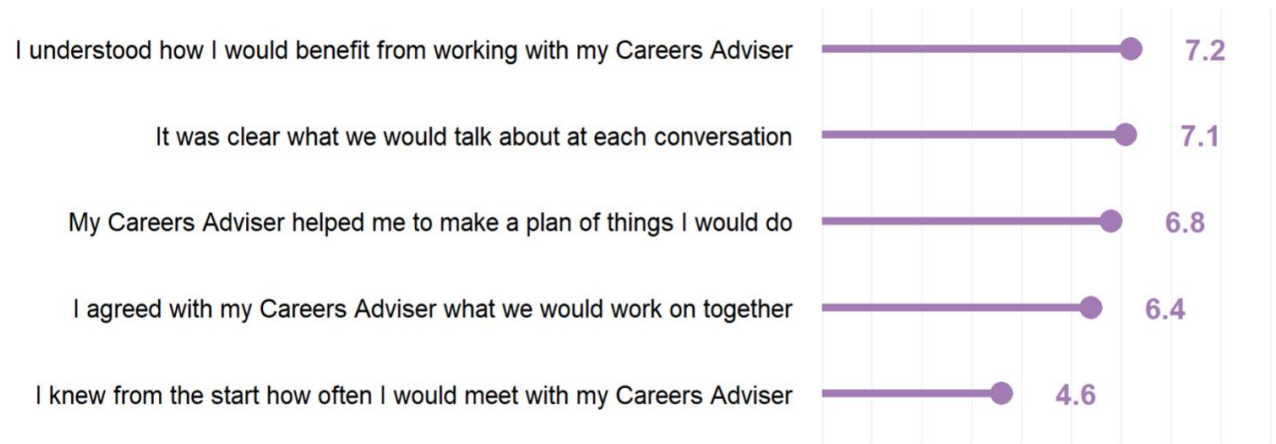
Figure 4: Views on the process of accessing a one-to-one session, by service offer (average score out of ten)

● Universal ● Targeted

I understood how I would benefit from working with my Careers Adviser — 6.8 / 7.8
It was clear what we would talk about at each conversation — 6.5 / 7.7
My Careers Adviser helped me to make a plan of things I would do — 6.1 / 7.5
I agreed with my Careers Adviser what we would work on together — 5.7 / 7.2
I knew from the start how often I would meet with my Careers Adviser — 4.1 / 5.3

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Timing and number of one-to-one sessions

Young people were asked about their views on the *number* and *timing* of one-to-one sessions with their Careers Adviser.

Young people in the targeted group were highly likely to say that the *number* **of one-to-one sessions they received was 'about right'**. However, just under half of young people in the **universal group said that they did not have enough one-to-one sessions.**

Almost no one thought that they had too many one-to-one sessions.

Most young people felt that the *timing* **of their one-to-one session was also 'about right'**. This was particularly true for young people in the targeted group, where over three quarters agreed.

Figure 5: Views on the *number* and *timing* of one-to-one sessions, by service offer
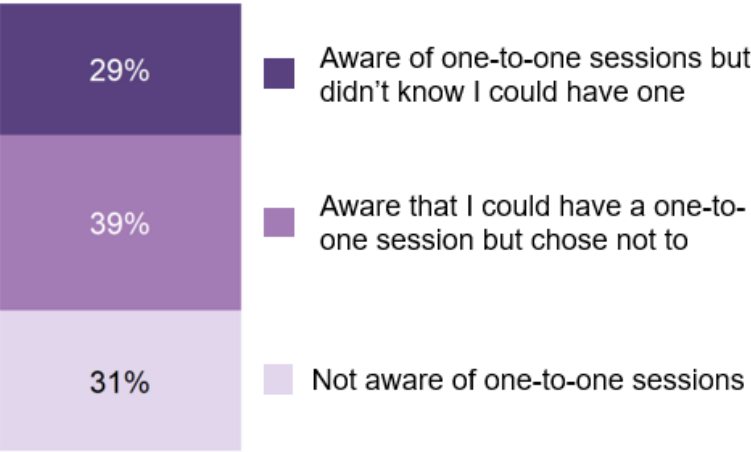
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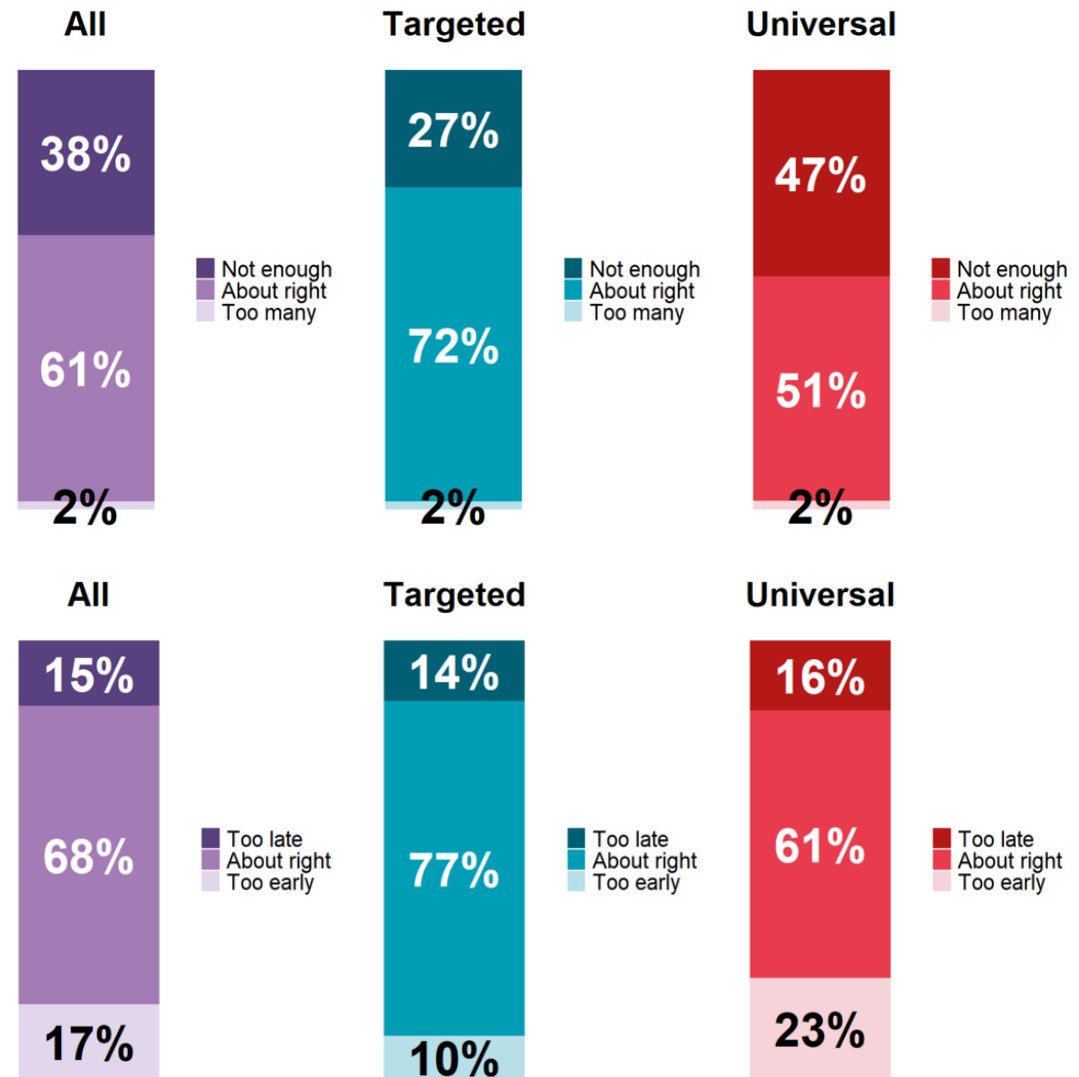
Non-engagement with one-to-one sessions

Young people who did not have a one-to-one session were asked if they were aware that one-to-one sessions were available to them and that they could have one*.

Just under two fifths (39%) of young people were aware of the one-to-one sessions but chose not to have one. Just under a third (31%) were not aware of the one-to-one sessions at all, and 29% were aware of the sessions but didn't know they could have one. **This equates to over half of young people (60%) being unaware that they could access a one-to-one session.**

Of those that chose not to have a one-to-one session, the main reasons were that they already knew what they wanted to do as a career (45%), or that they got the information and advice they needed from other people (30%).

Figure 6: Awareness of one-to-one sessions if not engaged with or recalled (% selected)

29% — Aware of one-to-one sessions but didn't know I could have one

39% — Aware that I could have a one-to-one session but chose not to

31% — Not aware of one-to-one sessions

Figure 7: Reasons for not having a one-to-one session (% selected)

I already knew what I wanted to do as a career	45%
I got the information and advice I needed from other people, such as Teachers and Parents / Carers	30%
I hadn't started to think about my future career so I wasn't ready to speak to anyone about it	19%
I got the information I needed from another of the available SDS careers services (e.g. group sessions or My World of Work)	12%
I didn't know how to access a one-to-one session	9%
It was difficult to get an appointment with a Careers Adviser	8%
Other	4%
None of the above	3%

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*This includes young people who had a one-to-one session (according to our records) but did not recall it.

Group sessions

Group sessions delivered by SDS were not well remembered by young people - only 21% of those who attended a group session recalled them. A potential reason for this is that young people receive many group sessions in school from various external organisations and may therefore struggle to recall specific sessions that they had received only once or twice.

Nevertheless, those who did recall group sessions viewed them positively. Young people understood what they would learn in the group session and found the content of the group session to be useful and relevant.

Figure 8: Views on group sessions, by service offer (average score out of ten)

Group Sessions	All	Targeted	Universal
I understood what I would learn in the group session	7.0	7.2	6.9
The content of the group session was useful and relevant to me	6.7	7.0	6.6
The group session kept me interested throughout	6.4	6.7	6.2

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Awareness of other SDS services

Young people were asked about their awareness of three additional SDS services; the Post-school Careers Service, the Results Helpline, and the SDS Individual Helpline.

Awareness was relatively low, with around two thirds of young people not knowing about these services.

Awareness was higher among young people in the targeted group than young people in the universal group for all three services.

Figure 9: Awareness of other SDS careers services, by service offer (%)

	All	Targeted	Universal
Awareness of Post-school Careers Service	36%	44%	32%
Awareness of Results Helpline	44%	45%	43%
Awareness of SDS Individual Helpline	32%	39%	27%
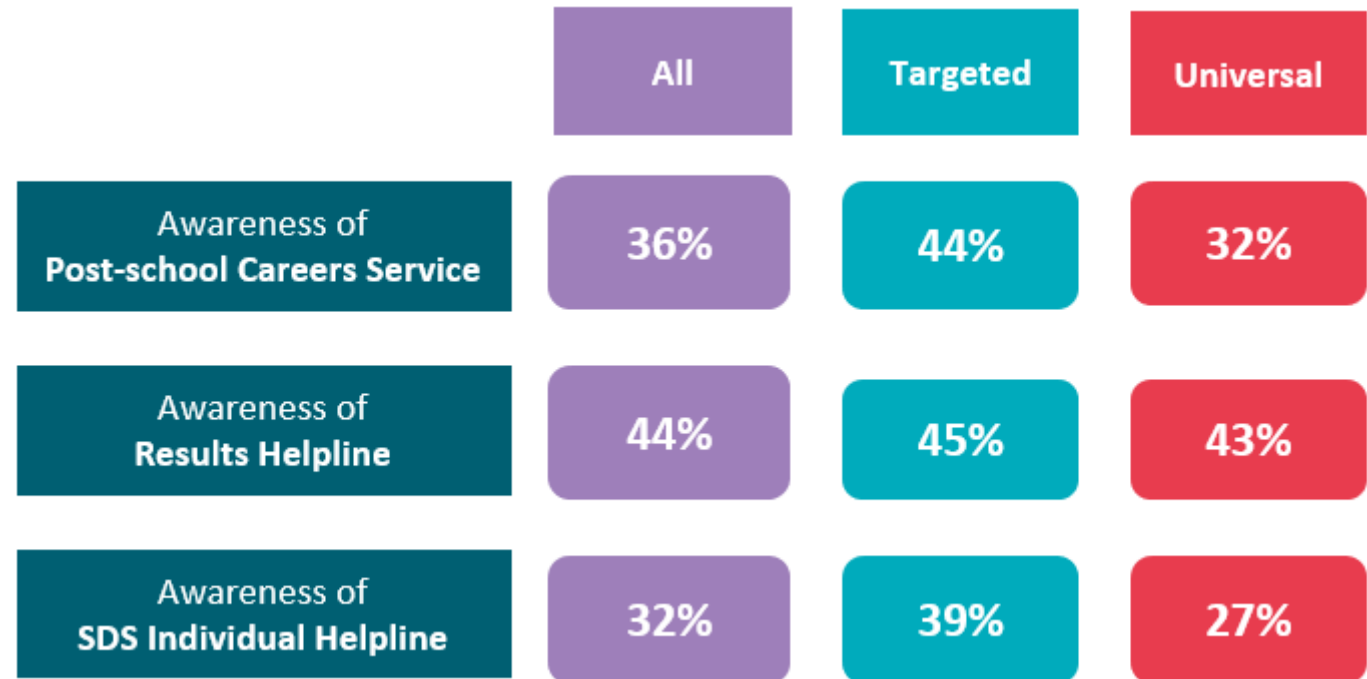
For more information about these services please visit:

https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/

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Accessing SDS Careers Services

Young people were asked about their satisfaction with various aspects of SDS careers services.

Young people were generally positive about their *ability to access support when needed*, *the amount of support available to them*, and *the range of SDS careers services available*.

Young people in the targeted group were much more likely to be positive about these aspects than young people in the universal group. **Young people in the universal group would like more information** on the range of careers services available to them and more information about how to access these services.

Figure 10: Satisfaction with aspects of SDS careers services, by service offer (average score out of ten)

Satisfaction with elements of careers services	All	Targeted	Universal
The ability to access support when needed	7.1	7.6	6.8
The amount of support available	7.1	7.6	6.7
The range of SDS careers services available	7.0	7.5	6.7
The information you were given about the range of SDS careers services available	6.6	7.1	6.2
The information you were given about how to access SDS careers services	6.5	7.1	6.2

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Overall satisfaction with SDS Career Services

Young people were asked about their overall satisfaction, likelihood to recommend, and their views on the effectiveness of the careers services they received.

Young people receiving targeted services were most satisfied with the careers services overall. They are likely to recommend the careers services to others and feel the services have been effective in helping them decide what to do following school.

Universal young people were generally satisfied with the careers services, but were less likely to recommend the services or feel they were effective. The distribution of scores across these scales indicates a wide range of views from young people receiving universal services.

Figure 11: Satisfaction, likelihood to recommend, by service offer (average score out of ten and score distributions)

	All	Targeted	Universal
Overall, how satisfied are you with the careers services you received from SDS?	6.6	7.3	6.1
How likely or unlikely are you to recommend the SDS careers services you received to others?	6.4	7.0	5.9

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Figure 12: Overall effectiveness, by service offer (average score out of ten and score distributions)

	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	7.0	5.6
S4/S5s How effective have the SDS careers services been in helping you decide what you may want to do when you leave school	5.9	6.5	5.6

Career Management Skills

Young people were asked how effective the careers services were in helping them to develop their Career Management Skills (CMS).

Overall, **young people generally do feel that the careers services have been effective in helping them to develop the skills needed to help them plan and navigate their careers**. In particular, young people say that the careers services have helped them to find and use career information and understand how their experiences and learning can help them to make career choices.

However, these scores are mainly driven by targeted young people, who are more likely to score positively than universal young people. Given that young people in the targeted group are more likely to receive one-to-one engagements, it's probable that they are more likely to attribute the development of their career management skills to these interactions with their Careers Adviser.

Figure 13: Views on the effectiveness of the careers service in helping to develop Career Management Skills, by service offer (% agree)

Career Management Skills	All %	Targeted %	Universal %
Find and use career information easily	80	85	77
Understand how your experiences and learning can help you make career choices	80	85	76
Understand and build on your skills, strengths and achievements	77	83	73
Consider new things you may not have thought of when it comes to your career journey	75	83	70
Make informed career decisions	75	84	69
Identify and build relationships with people who can help you in your career	65	75	59

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Post-school destinations: School leavers

Young people who said that they were planning to leave school in Summer (2024) or had already left were asked about their next step.

College and university were the most common destinations for young people. Fewer young people were considering modern apprenticeships, full-time or part-time employment.

There is a clear difference in educational pathways between young people in the targeted and universal groups. Targeted young people are twice as likely to be planning to go to college, whereas university is the main pathway chosen by universal young people.

Figure 14: Planned post-school destinations for school leavers, by service offer (%)

Destination	All %	Targeted %	Universal %
College course	36	50	25
University course	34	16	48
Modern Apprenticeship	8	10	7
Full-time employment	7	7	6
Part-time employment	4	5	4
Take time out / gap year	4	3	4
Other	3	4	2
Graduate Apprenticeship	2	2	2
Self-employed / started my own business	1	1	0
Voluntary work	1	1	0
Working with a Careers Adviser at my local SDS centre to plan my next steps	1	1	1

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*Only young people who said they were leaving school or had already left were asked this question.

Post-school destinations: Pupils staying on at school

Young people who said that they were staying on at school were asked about their plans after leaving school*.

University was the most common destination for young people staying on at school, followed by college.

Young people in the targeted group are more likely to plan on going to college when they leave school than pupils in the universal group. Few young people consider modern apprenticeships and options other than university or college.

Figure 15: Planned post-school destinations for those staying on at school, by service offer (%)

Destination	All %	Targeted %	Universal %
University course	57	43	64
College course	12	20	8
Don't know yet	8	11	6
Modern Apprenticeship	5	6	5
Full-time employment	4	5	4
Take time out / gap year	4	4	5
Graduate Apprenticeship	3	3	3
Part-time employment	3	3	2
Other	2	3	2
Self-employed / start my own business	1	1	1
Voluntary work	1	1	0

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*Only young people who said they were staying on at school were asked this question.

Finding out about careers services

Young people were asked how they found out about the careers service in their school.

Young people were most likely to **hear about careers services through word of mouth** through their **teacher** or **Careers Adviser.**

Young people were also likely to find out about careers services through posters and careers fairs.

Other sources such as social media, leaflets and school websites were the least likely channels for young people to receive information about careers services.

Figure 16: Top channels for information on the careers service, by service offer (%)

Finding out about careers services	All %	Targeted %	Universal %
Word of mouth through a Teacher / Guidance Teacher	79	75	82
Word of mouth through a Careers Adviser	35	38	33
Poster on school wall(s)	17	15	19
Careers fair(s)	14	13	15
School website	9	9	10
Don't know / can't remember	5	6	5
Leaflet	5	5	5
Other	4	5	4
Social media	4	4	4

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Receiving communications about SDS careers services

Young people were asked about their preferred method to receive information about SDS careers services.

Email was the most preferred channel of communication, followed by text message, through a teacher, or an SDS Careers Adviser.

Text message communication was most preferred by young people in the targeted group, whereas those in the universal group were more likely to prefer teachers as a source of communication.

Young people did not rate social media highly as a preferred means of communication. However, among those that did, Instagram was the most popular platform.

Figure 17: Preferred communication channels, by service offer (%)

Receiving communications about SDS careers services	All %	Targeted %	Universal %
By email	44	45	44
By text	35	44	28
From a Teacher / Guidance Teacher	34	27	38
From a SDS Careers Adviser	20	21	18
Through school careers events	16	12	18
On My World of Work	14	12	16
Don't know / not sure	10	9	11
From your Parent(s) / Carer(s)	10	9	11
Through an App	9	8	10
From social media channels	8	6	9
By poster	7	6	9
By leaflet	6	4	7
By social media direct message	6	7	5
Other	1	1	1

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Aspirations for future jobs

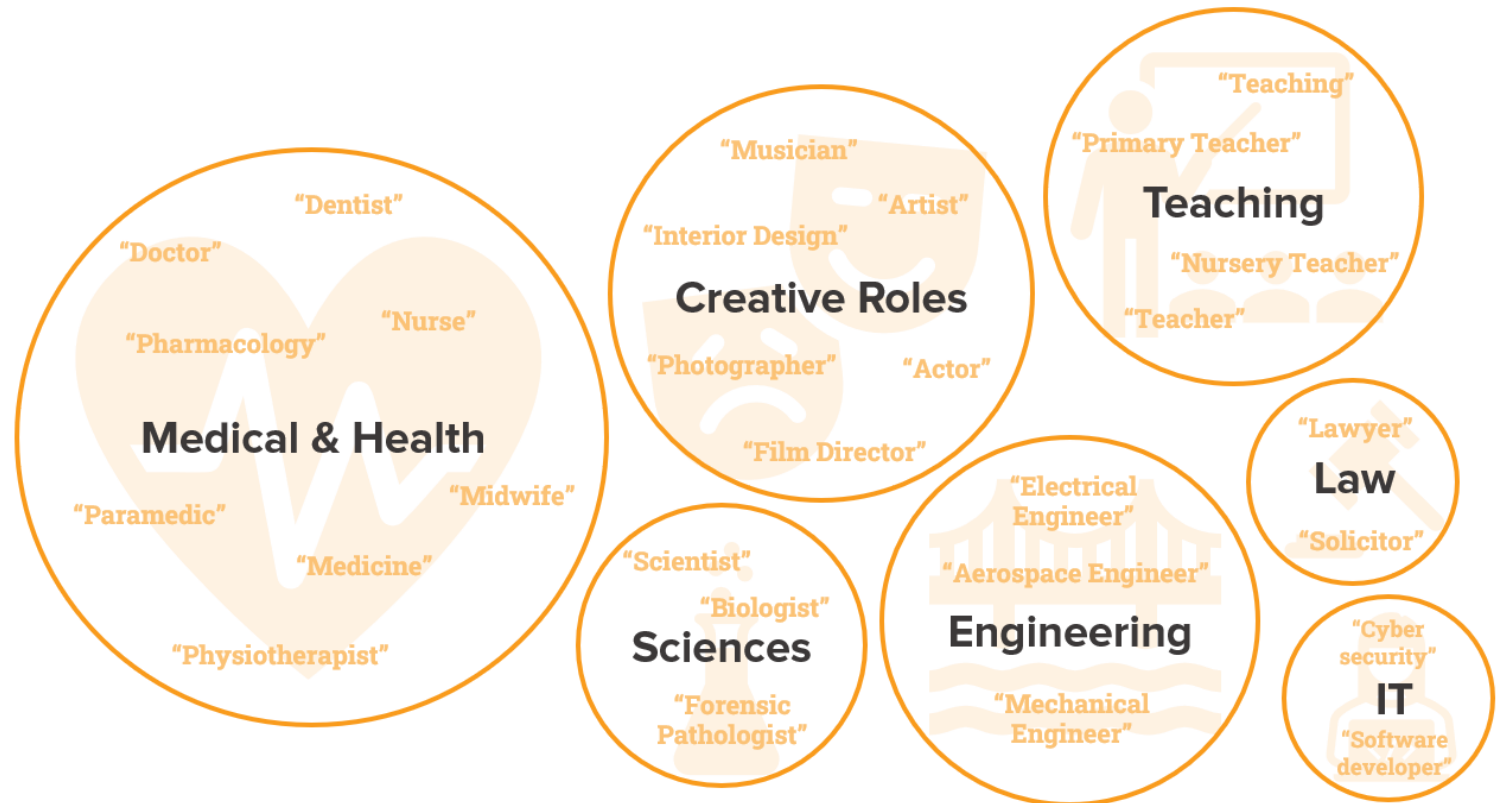Young people were asked about what job they want to do in their future career.

Young people are interested in a variety of job roles*, of which the most popular roles are represented in Figure 18 which groups job roles into thematic areas.

Medical and **creative** roles were by far the most popular areas for young people.

Teaching roles and roles in **STEM** areas are also a popular choice.

In addition to these roles, a wide range of other roles were mentioned in a variety of areas represented in Figure 19.

Figure 18: Thematic** areas of job roles young people want to do in their future career (most frequently mentioned)

Medical & Health: "Dentist", "Doctor", "Nurse", "Pharmacology", "Paramedic", "Midwife", "Medicine", "Physiotherapist"

Creative Roles: "Musician", "Interior Design", "Artist", "Photographer", "Actor", "Film Director"

Teaching: "Teaching", "Primary Teacher", "Nursery Teacher", "Teacher"

Sciences: "Scientist", "Biologist", "Forensic Pathologist"

Engineering: "Electrical Engineer", "Aerospace Engineer", "Mechanical Engineer"

Law: "Lawyer", "Solicitor"

IT: "Cyber security", "Software developer"

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*6052 comments were received for this open-ended question. Two thirds of the comments received are represented in the visual in Figure 18.

** The more young people who mentioned a job role in a particular area, the larger the circle.

Figure 19: Thematic* areas of job roles young people want to do in their future career, continued.

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*The more young people who mentioned a job role in a particular area, the larger the circle.

Preferred sectors

Young people were asked what sector they want to work in in their future career.

Young people are interested in a variety of sectors, but were most likely to select Medicine and Health, Creative Industries and Engineering. This aligns with young people's preferred job roles (see Figures 18 & 19).

Young people in the universal group are particularly more likely to be interested in a career in Science and less likely to be interested in careers in Caring than young people in the targeted group.

Young people overall are least likely to be interested in a career in Housing and Property, Energy, Tourism and Hospitality.

Figure 20: Preferred sectors for future career, by service offer (%)

Sectors	All %	Targeted %	Universal %
Medicine and Health	18	15	19
Creative Industries (e.g. Art & Design, Music, Acting)	17	18	16
Engineering	16	15	18
Science	12	8	14
Teaching	12	10	14
Computing and ICT	11	11	11
Sport	10	9	11
Armed Forces, Policing or Security	9	10	9
Caring (e.g. childcare, social care)	9	12	8
Banking and Finance	8	6	9
Construction	8	11	7
Law	8	7	9
Hospitality (e.g. working in hotels, bars, restaurants)	5	7	4
Tourism	5	5	4
Energy	3	3	4
Housing / Property	3	2	3

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Key influencing factors

Young people were asked about key influencing factors on their career decisions. A variety of factors influence young people's career decisions, but young people are **most likely to be influenced by their interests and hobbies, the qualifications they achieved at school and the need to earn money.**

These top three factors are influential for pupils in both the targeted and universal groups. However, pupils in the universal group are more likely to be influenced by the qualifications they achieve in school.

Figure 21: Key influencing factors on career decisions, by service offer (%)

Key Career Influencers - Factors	All %	Targeted %	Universal %
My interests / hobbies	86	85	86
The qualifications I achieved at school	80	74	83
The need to earn money	79	81	78
Education / training opportunities available to me	71	71	71
Job / career opportunities available to me	67	66	68
Work experience in school or part-time job	49	50	48
Social media (including Facebook, Instagram, X, etc.)	48	52	46
Opportunities available within my local area	47	49	46
Online careers websites (for example: My World of Work)	41	47	38

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Key influencing people

Young people were asked about key influencing people on their career decisions. Young people say that a variety of people have some influence on their career decisions, however, young people are **most likely to be influenced by their parents and carers**. **Teachers are also highly influential.**

Careers advisers are almost as influential as parents and carers for young people in the targeted group. For young people in the universal group, parents and carers are a much stronger influence than any other person.

Figure 22: Key influencing people on career decisions, by service offer (%)

Key Career Influencers - People	All %	Targeted %	Universal %
Parent(s) / Carer(s)	79	76	80
Teacher(s)	63	62	64
Careers Adviser	59	74	49
Friend(s)	57	60	55
Other family member	55	55	55
Guidance teacher	52	56	50
An employer or training provider coming in to my school to talk about careers	40	42	38
A university or college representative coming in to my school to talk about careers	39	40	39

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Reasons for staying on at school until S6

Young people who planned to stay on at school until S6 were asked why this was. **For the majority of young people, they stay on at school to gain more qualifications.** However, there are other factors that encourage young people to stay on at school, such as wanting to get as much out of school as possible and to stay with friends. **Over a third of young people also say that they don't feel ready to leave school before S6**.

Pupils in the universal group are more likely to want to stay on at school to stay with friends, to get as much out of school as possible and say that they enjoy school.

Figure 23: Reasons for staying on at school until S6, by service offer (%)

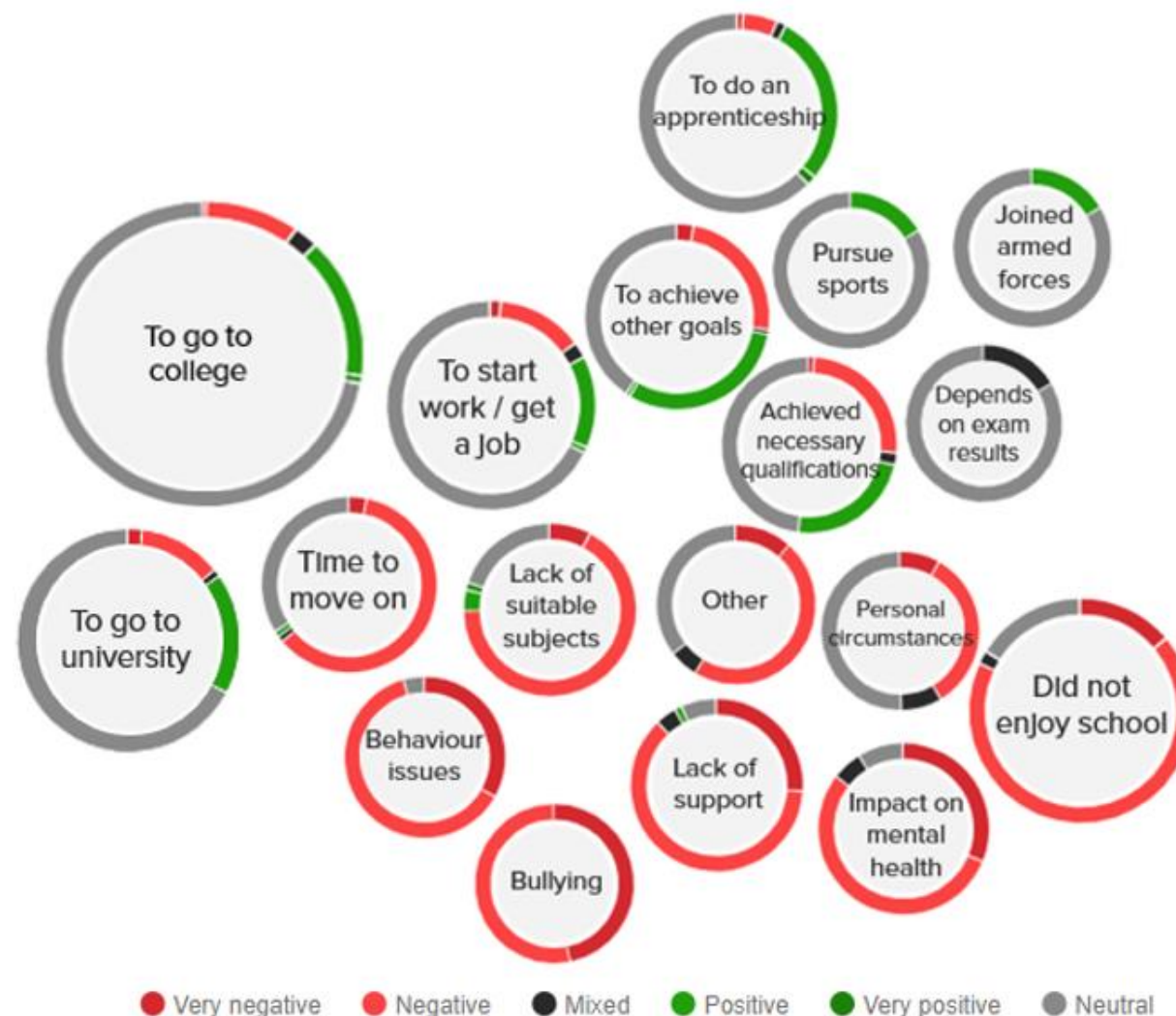| Reasons for staying until S6	All %	Targeted %	Universal %
To gain more qualifications	87	86	88
To get as much out of school as possible	61	59	63
To stay with friends	40	35	43
I don't feel ready to leave school	38	40	37
I enjoy school	29	25	32
I don't know what I want to do after school	22	22	22
To participate in extra-curricular activities	20	17	22
Other	2	3	2

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Reasons for leaving school before S6

Young people who planned to leave school before S6 or had already left this Summer were asked why this was.

For the majority of young people, they left school before S6 to go on to college or university. Some young people also left school before S6 to pursue next steps such as an apprenticeship or to get a job.

However, there were some reasons given by young people that could be seen as **barriers to staying on at school such as not enjoying school, bullying, personal circumstances and a lack of support.**

Figure 24: Thematic* and sentiment** analysis of reasons for leaving school before S6.

Legend: ● Very negative ● Negative ● Mixed ● Positive ● Very positive ● Neutral

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*The more young people who mentioned a particular reason, the larger the circle.
**The colour coding around each circle indicates whether the young person saw it as a positive or negative reason.
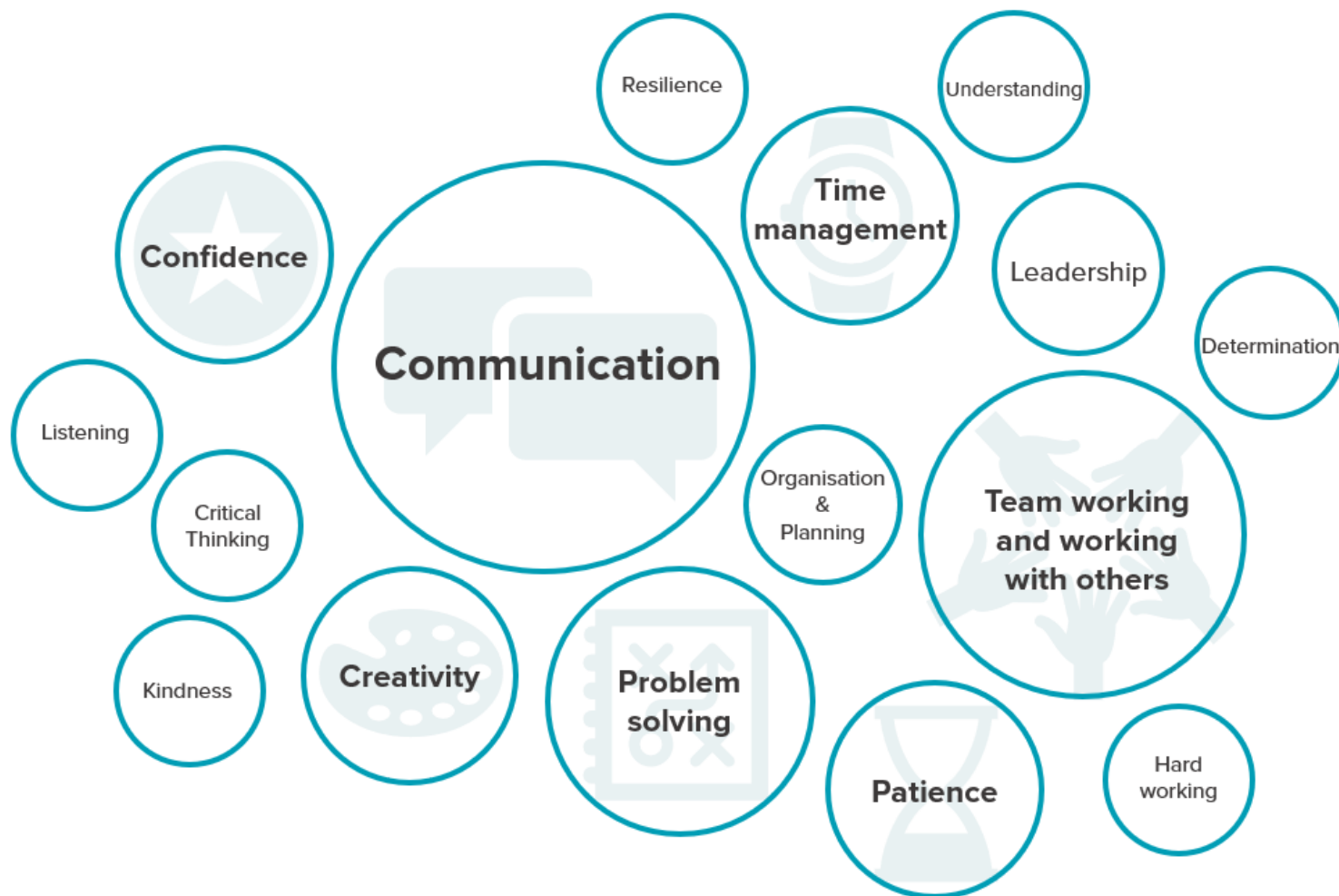
Skills for the future

Young people were asked what skills they think are important for their future career. **Young people think a wide range of skills are important for their future career**, with over 120 different skills mentioned.

Young people were most likely to mention **communication skills** and **the ability to work with others.**

Other popular skills mentioned included problem solving, time management, confidence and creativity.

The most popular skills are presented in Figure 25, however there are a wide range of other skills that young people mentioned in Figure 26.

Figure 25: Thematic* analysis of skills young people think are important for their future career

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*The more young people who mentioned a particular skill, the larger the circle.

Figure 26: Thematic* analysis of skills young people think are important for their future career

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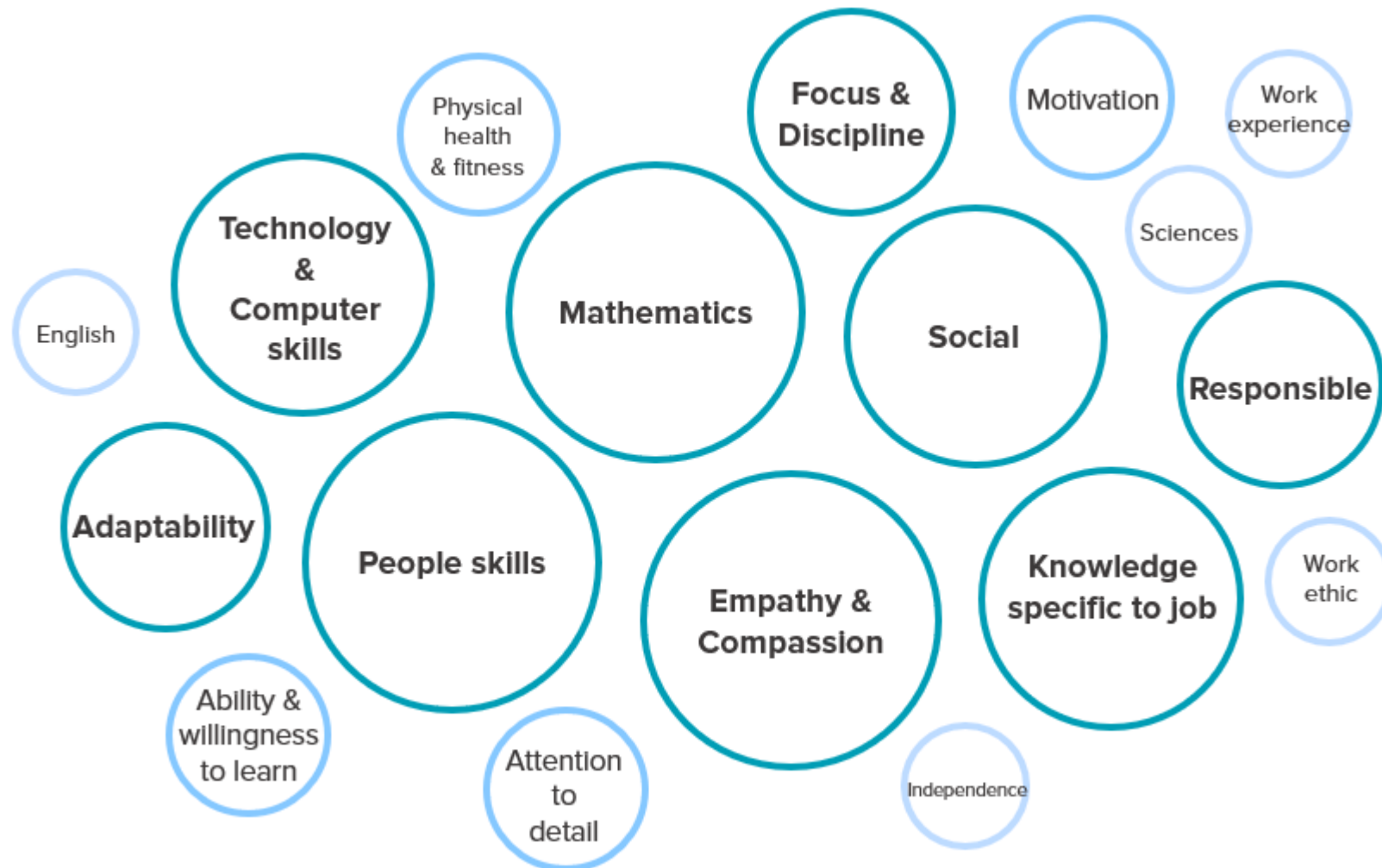
*The more young people who mentioned a particular skill, the larger the circle.

Participation in extracurricular activities

Young people were asked if they take part in any extracurricular activities in the last twelve months. **Around a third of young people have taken part in Team sports or a Sports group**, and three in ten have taken part in volunteering and fundraising groups. However, just under **a quarter of young people have not taken part in extracurricular activities** in the last twelve months.

Young people in the universal group are more likely to have taken part in almost all extracurricular activities listed than those in the targeted group.

Figure 27: Participation in extracurricular activities, by service offer (%)

Activities	All %	Targeted %	Universal %
Team sports (e.g. football, rugby, hockey, basketball etc.)	32	26	37
Sports, fitness or exercise groups (e.g. dance, swimming, athletics, martial arts etc.)	30	23	34
Volunteering and fundraising groups	29	24	33
I have not taken part in any of these activities	24	30	19
Creative arts groups (e.g. drama, art, music, photography etc.)	20	17	21
Youth award schemes (e.g. Duke of Edinburgh)	18	13	22
Youth clubs	11	11	10
One-to-one mentoring	10	9	10
Uniformed youth groups (e.g. Scouts, Girl Guides, Army Cadets etc.)	9	7	11
Science and technology (e.g. coding club, science club etc.)	7	4	8
Other	5	5	5
Political and democracy groups (e.g. Scottish Youth Parliament, political parties, representative on boards/youth panels etc.)	4	3	4

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Participation in employability activities

Young people were asked if they had the opportunity to take part in a range of employability activities. Young people are most likely to have **had the opportunity to take part in work experience**, **volunteering** and **attend a jobs/careers fair**.

Those in the targeted group are less likely to have had the opportunity to take part in volunteering, attend a jobs/careers fair or meet with a university representative than those in the universal group.

Overall, young people are least likely to have had the opportunity to take part in work tasters or internships.

**Figure 28:** Participation in employability activities, by service offer (%)

Taking part in employability activities	All %	Targeted %	Universal %
Work experience	46	45	46
Volunteering	45	38	50
Attend a jobs/careers fair or recruitment day	35	28	40
Meet with a university representative	23	16	27
Meet with a college representative	19	20	18
Meet with an employer	19	16	21
Mock job interview	16	14	17
I have not had the opportunity to take part in any of these activities	14	16	12
Meet with an apprenticeship provider	9	8	10
Meet with a mentor	8	9	7
Enterprise or community project	7	6	8
Mock college or university interview	7	8	7
Work taster session	6	6	7
Internship	4	3	4

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Participation vs. usefulness of employability activities

Young people who said that they had the opportunity to participate in employability activities were then asked how useful those activities were.

Young people found all employability activities that they participated in to be useful. However, many activities that were deemed useful by young people had low participation. Interestingly, **although few young people had participated in an internship, it was rated the most useful** employability activity by young people.
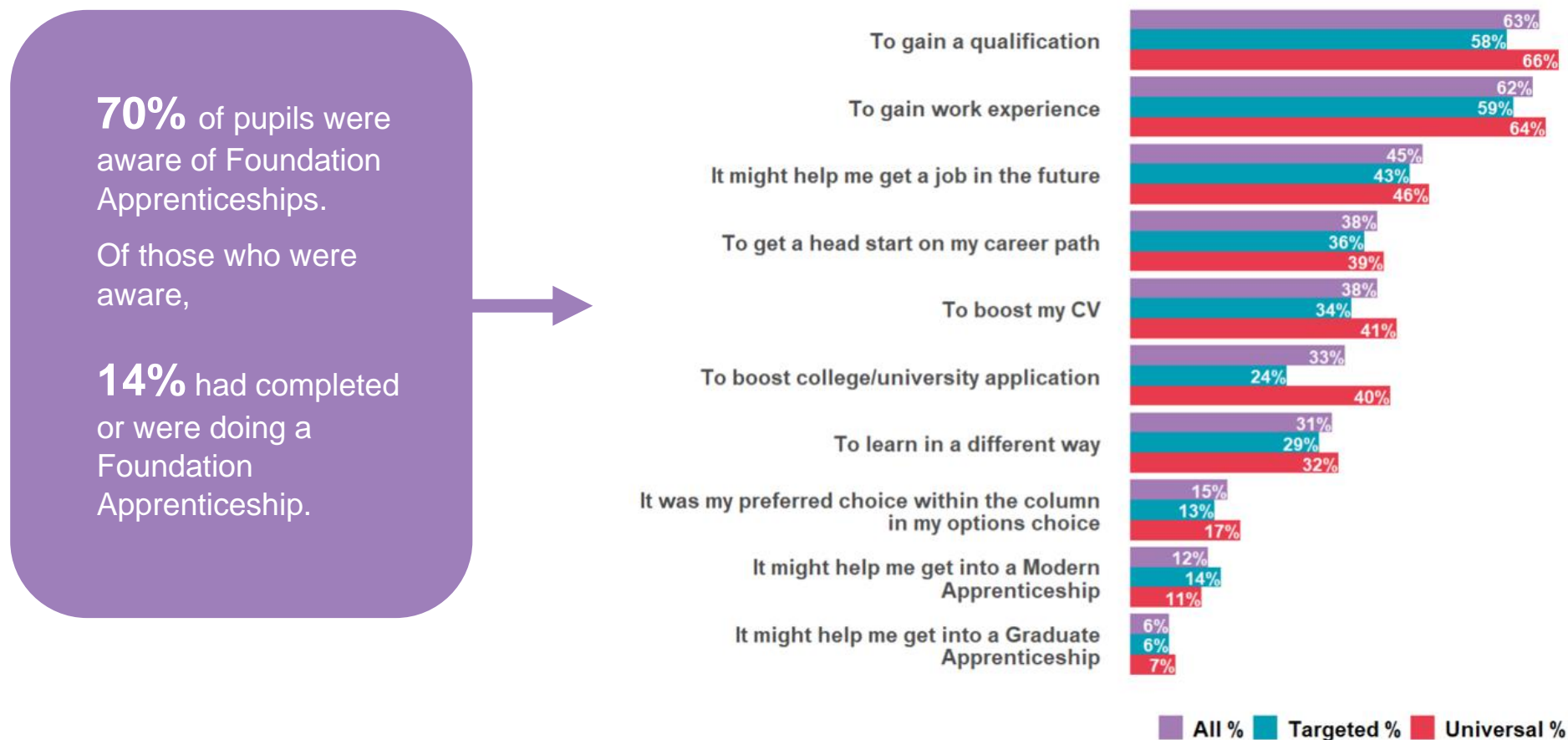
Figure 29: Participation vs. usefulness of employability activities (%)

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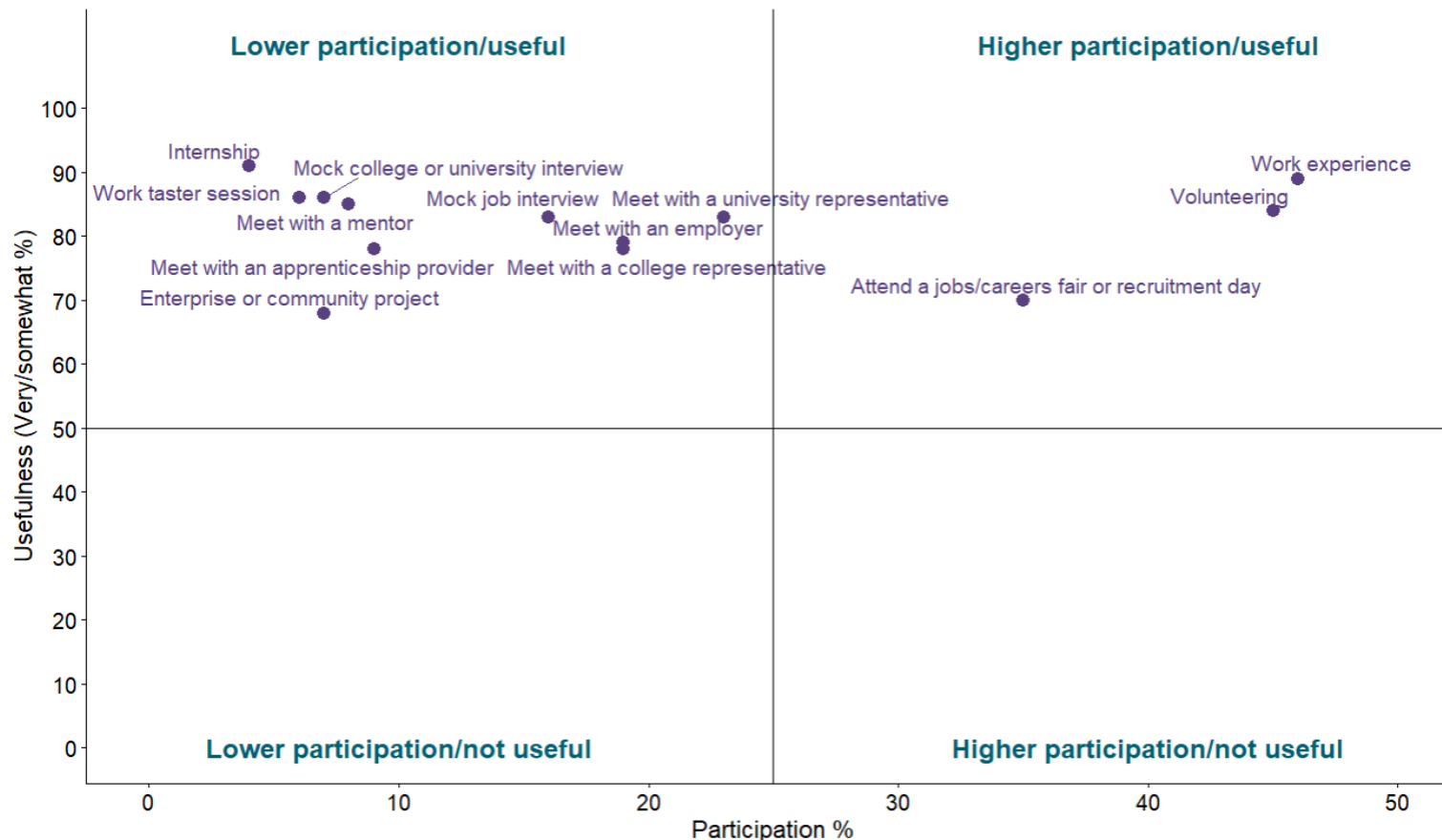
Reasons for participation in Foundation Apprenticeships

Young people who had participated in a Foundation Apprenticeship (FA) did so for a variety of reasons, mainly **to gain a qualification and work experience**. Young people in the universal group are more likely to recognise multiple benefits of doing an FA, whereas young people in the targeted group are slightly more likely to say that it might help them to get into a Modern Apprenticeship.

Figure 30: Reasons for choosing a Foundation Apprenticeship, by service offer (%)

70% of pupils were aware of Foundation Apprenticeships.

Of those who were aware,

14% had completed or were doing a Foundation Apprenticeship.

Reason	All %	Targeted %	Universal %
To gain a qualification	63%	58%	66%
To gain work experience	62%	59%	64%
It might help me get a job in the future	45%	43%	46%
To get a head start on my career path	38%	36%	39%
To boost my CV	38%	34%	41%
To boost college/university application	33%	24%	40%
To learn in a different way	31%	29%	32%
It was my preferred choice within the column in my options choice	15%	13%	17%
It might help me get into a Modern Apprenticeship	12%	14%	11%
It might help me get into a Graduate Apprenticeship	6%	6%	7%

■ All % ■ Targeted % ■ Universal %

Reasons for not participating in Foundation Apprenticeships

Young people who did not participate in a Foundation Apprenticeship (FA) were asked why this was. Many young people, particularly those in the universal group, chose not to participate in an FA because they **did not think it would benefit their preferred career path or they were not available in their preferred career.** Around one in six young people also felt that they did not have enough information about what an FA would involve.

Figure 31: Reasons for not choosing a Foundation Apprenticeship, by service offer (%)
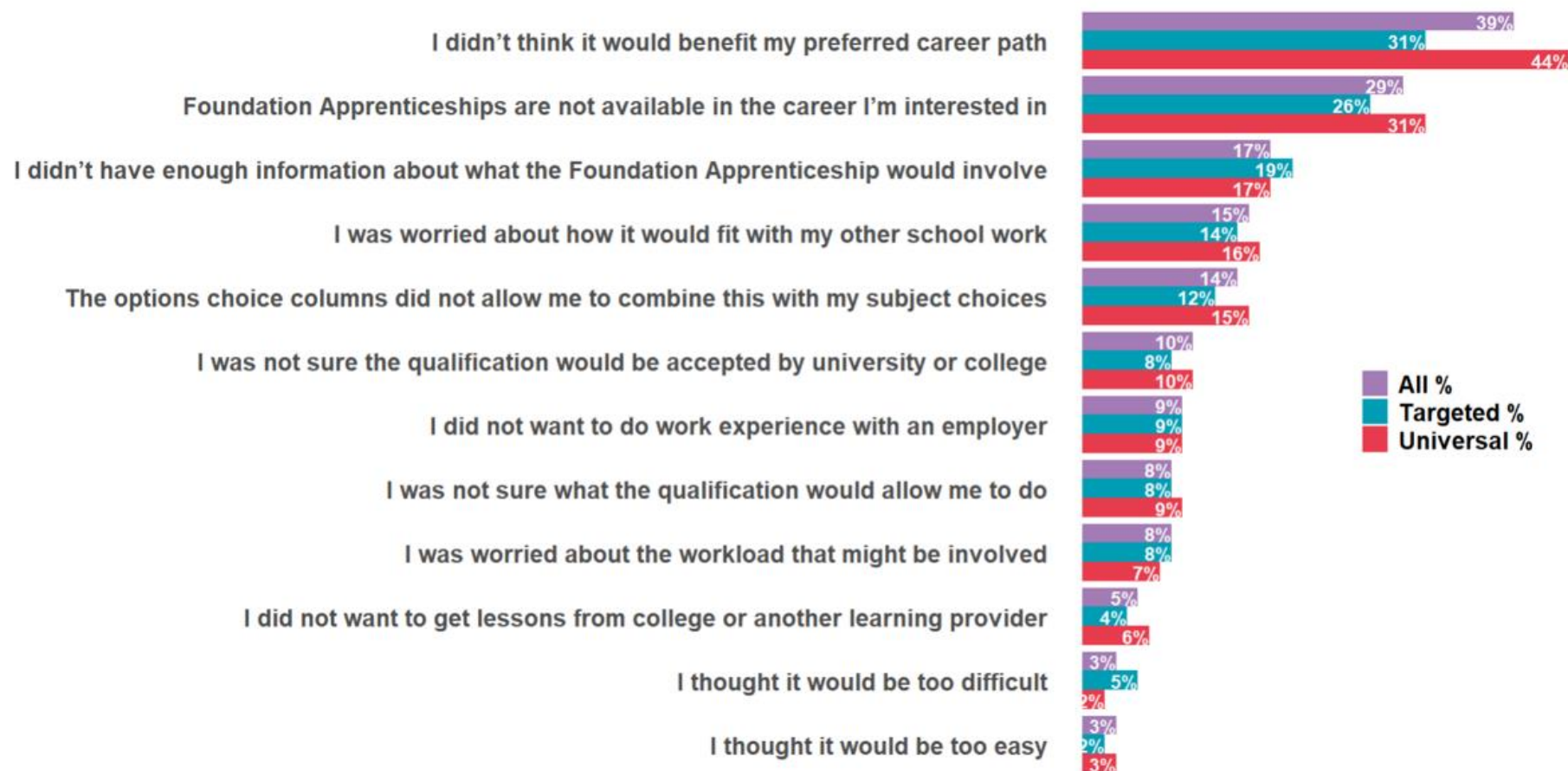
Encouragement of participation in Foundation Apprenticeships

Young people who did not participate in a Foundation Apprenticeship (FA) were asked if there was anything that would have encouraged them to do so. **More information about FAs**, particularly about what they would involve, and from colleges, universities, young people and employers who have experience **would encourage more young people to consider FAs**. However, just over a fifth of young people said that nothing would have encouraged them to do an FA.

Figure 32: What would encourage young people to participate in FAs, by service offer (%)
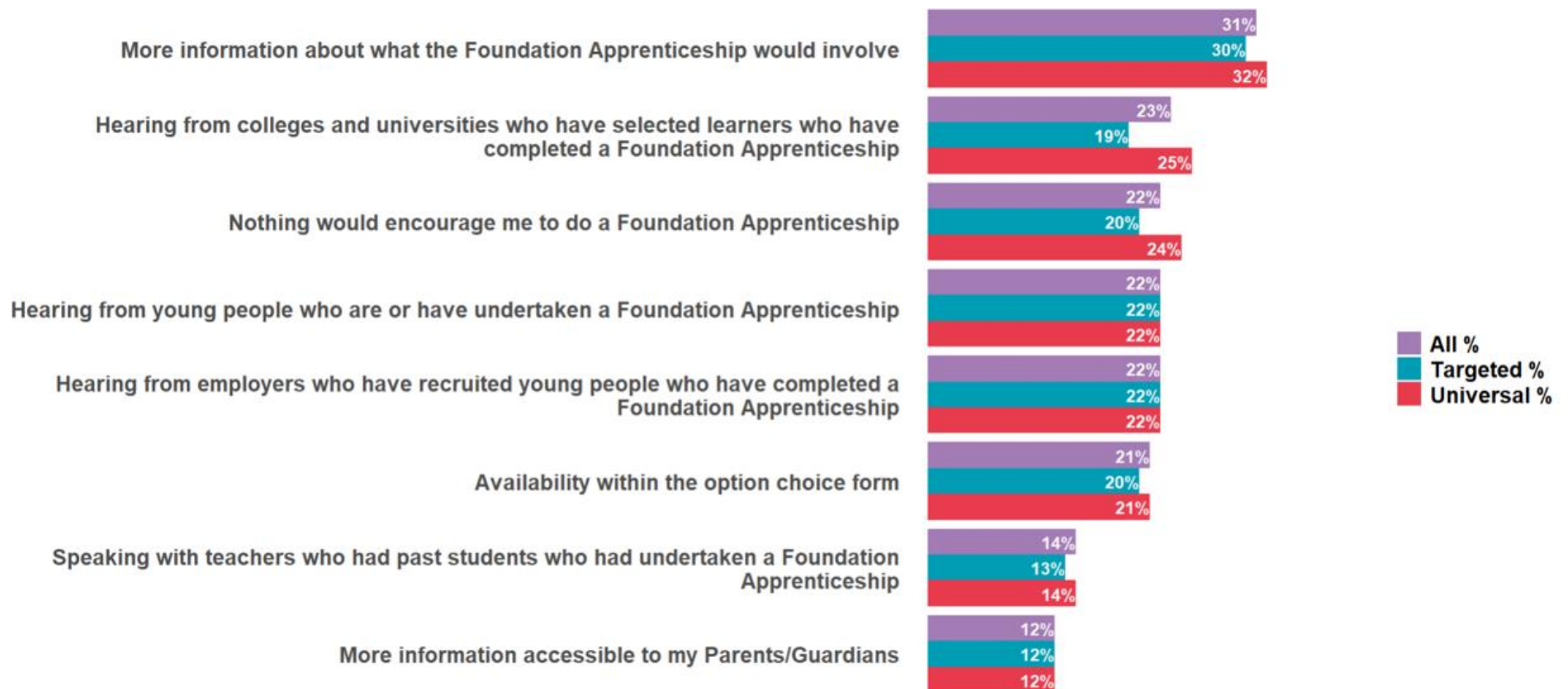
Appendix
Overall response (base) to each question, broken down by service offer.

Question	All (base)	Targeted (base)	Universal (base)
Recall of services (one-to-one sessions / My World of Work / drop in sessions / group sessions)	10,815	5,538	5,277
My Careers Adviser listened and valued my ideas	7,614	4,392	3,222
My Careers Adviser supported me to make my own decisions and take control of my career path	7,506	4,348	3,158
My Careers Adviser encouraged me to aim high for my future career	7,507	4,338	3,169
My Careers Adviser understood me and the support I needed	7,632	4,435	3,197
My Careers Adviser encouraged me to explore a wide range of learning and career options	7,585	4,382	3,203
I understood how I would benefit from working with my Careers Adviser	6,898	3,994	2,904
It was clear what we would talk about at each interview	6,815	3,983	2,832
My Careers Adviser helped me to make a plan of things I would do	6,838	3,971	2,867
I agreed with my Careers Adviser what we would work on together	6,671	3,896	2,775
I knew from the start how often I would meet with my Careers Adviser	6,780	3,938	2,842
Views on the number of one-to-ones received	6,798	3,919	2,879
Views on the timing of one-to-ones	6,805	3,927	2,878
Reasons for not having a one-to-one session	866	241	625
I understood what I would learn in the group session	1,625	655	972
The content of the group session was useful and relevant to me	1,620	648	972
The group session kept me interested throughout	1,612	649	963
Awareness of the post-school careers service	6,417	3,156	3,261
Awareness of the exam results helpline	6,867	3,331	3,536
Awareness of the SDS individual helpline	6,467	3,149	3,318

*Please note that "don't knows"/"not applicable"/etc answers are excluded from the analysis and response counts.

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Question	All (base)	Targeted (base)	Universal (base)
Satisfaction with the ability to access support when needed	7,575	3,882	3,693
Satisfaction with the amount of support available	7,663	3,921	3,742
Satisfaction with the range of SDS careers services available	7,338	3,774	3,564
Satisfaction with the information you were given about how to access SDS careers services	7,564	3,835	3,729
Satisfaction with the information you were given about the range of SDS careers services available	7,525	3,828	3,697
Overall satisfaction with the careers services received from SDS	6,832	3,476	3,356
Likelihood to recommend SDS careers services to others	6,716	3,422	3,294
Effectiveness of SDS careers services in helping to decide what to do post-school (Leavers)	3,177	1,889	1,288
Effectiveness of SDS careers services in helping to decide what to do post-school (Stayers)	3,638	1,572	2,066
CMS - To find and use career information easily	6,754	3,431	3,323
CMS - Understand how your experiences and learning can help you make career choices	6,754	3,450	3,304
CMS - Understand and build on your skills, strengths and achievements	6,727	3,436	3,291
CMS - Consider new things you may not have thought of when it comes to your career journey	6,714	3,440	3,274
CMS - Make informed career decisions	6,662	3,419	3,243
CMS - Identify and build relationships with the people who can help you in your career	6,495	3,303	3,192
Post school destinations - What are you doing, or planning to do, now that you have left school?	3,690	2,187	1,503
Post school destinations - What are you thinking about doing once you leave school?	4,303	1,840	2,463
Finding out about careers services	8,277	4,177	4,100
Preferred communication channel	8,070	4,070	4,000
Preferred sectors	7,081	3,503	3,578

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Question	All (base)	Targeted (base)	Universal (base)
Key influencers – Factors: My interests / hobbies	7,439	3,724	3,715
Key influencers – Factors: The qualifications I achieved at school	7,497	3,733	3,764
Key influencers – Factors: The need to earn money	7,495	3,746	3,749
Key influencers – Factors: Education / training opportunities available to me	7,527	3,765	3,762
Key influencers – Factors: Job / career opportunities available to me	7,473	3,732	3,741
Key influencers – Factors: Work experience in school or part-time job	7,294	3,651	3,643
Key influencers – Factors: Social media (Including Facebook, Instagram, X, etc)	7,411	3,703	3,708
Key influencers – Factors: Opportunities available within my local area	7,463	3,734	3,729
Key influencers – Factors: Online careers websites (for example: My World of Work)	7,464	3,721	3,743
Key influencers – People: Parent(s) / Carer(s)	7,702	3,865	3,837
Key influencers – People: Teacher(s)	7,613	3,825	3,788
Key influencers – People: Careers Adviser	7,683	3,870	3,813
Key influencers – People: Friend(s)	7,668	3,833	3,835
Key influencers – People: Other family member	7,527	3,779	3,748
Key influencers – People: Guidance teacher	7,652	3,828	3,824
Key influencers – People: An employer or training provider	7,341	3,678	3,663
Key influencers – People: A university or college representative	7,338	3,701	3,637
Reasons for staying on at school until S6	4,088	1,685	2,403
Participation in extracurricular activities	7,434	3,716	3,718
Participation in employability activities	7,284	3,622	3,662
Reasons for participation in Foundation Apprenticeships	908	510	398
Reasons for not participating in Foundation Apprenticeships	5,085	2,398	2,687
Encouragement of participation in Foundation Apprenticeships	4,870	2,279	2,591