

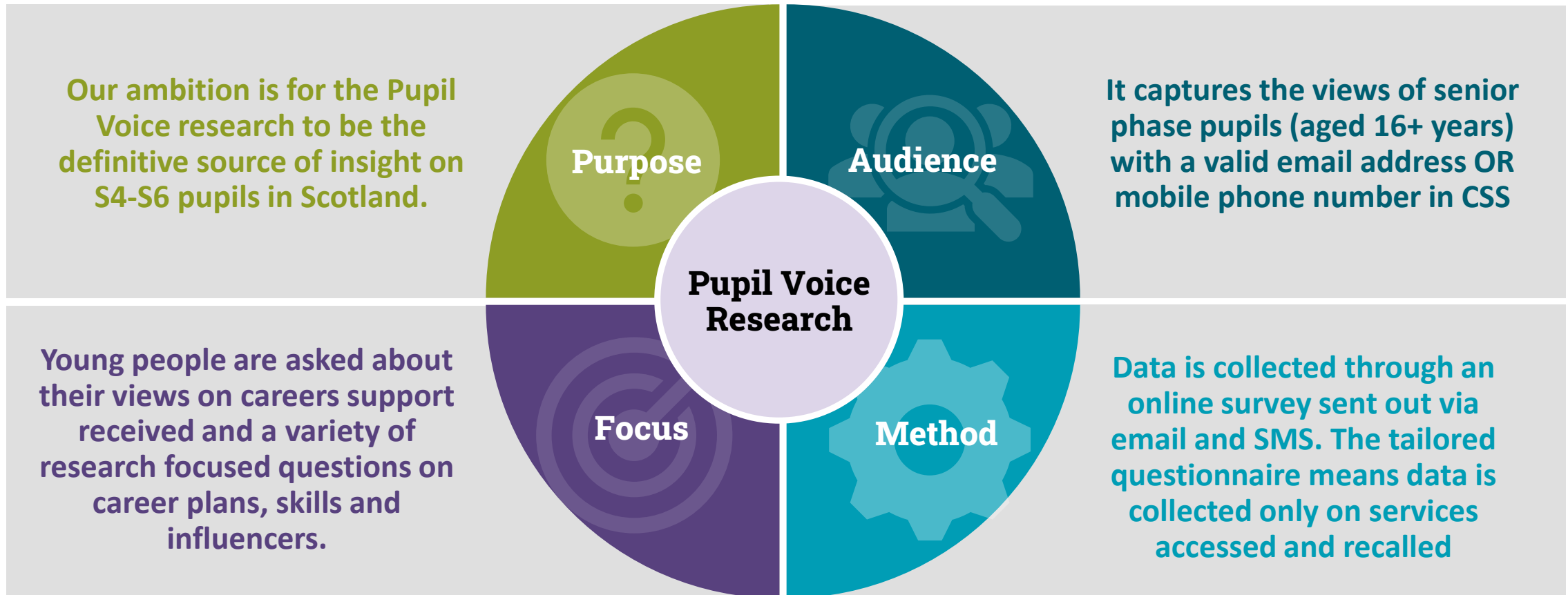
Skills  
Development  
Scotland

# Pupil Voice: Senior Phase Research 2024 Headline Findings - West

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



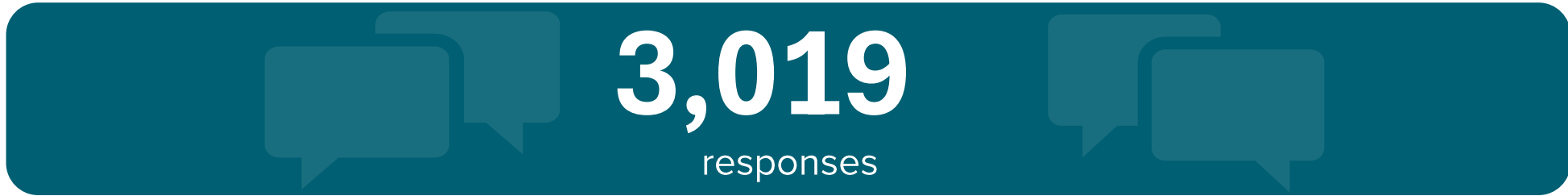
Email & text message

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 **12<sup>th</sup> June – 12<sup>th</sup> July**.

# Response from West region



Gender / Year group	Number of responses	SIMD / Service offer	Number of responses	Local Authority	Number of responses
Female	1,665	SIMD 1	1,239	Clackmannanshire	116
Male	1,274	SIMD 2	559	East Renfrewshire	219
In another way / PNTS	80	SIMD 3	378	Falkirk	341
S4	497	SIMD 4	375	Glasgow City	1,414
S5	1,676	SIMD 5	459	Inverclyde	165
S6	846	SIMD NA	9	Renfrewshire	405
		Targeted	1,896	Stirling	178
		Universal	1,123	West Dunbartonshire	181

# Pupil Voice topics covered – West 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**

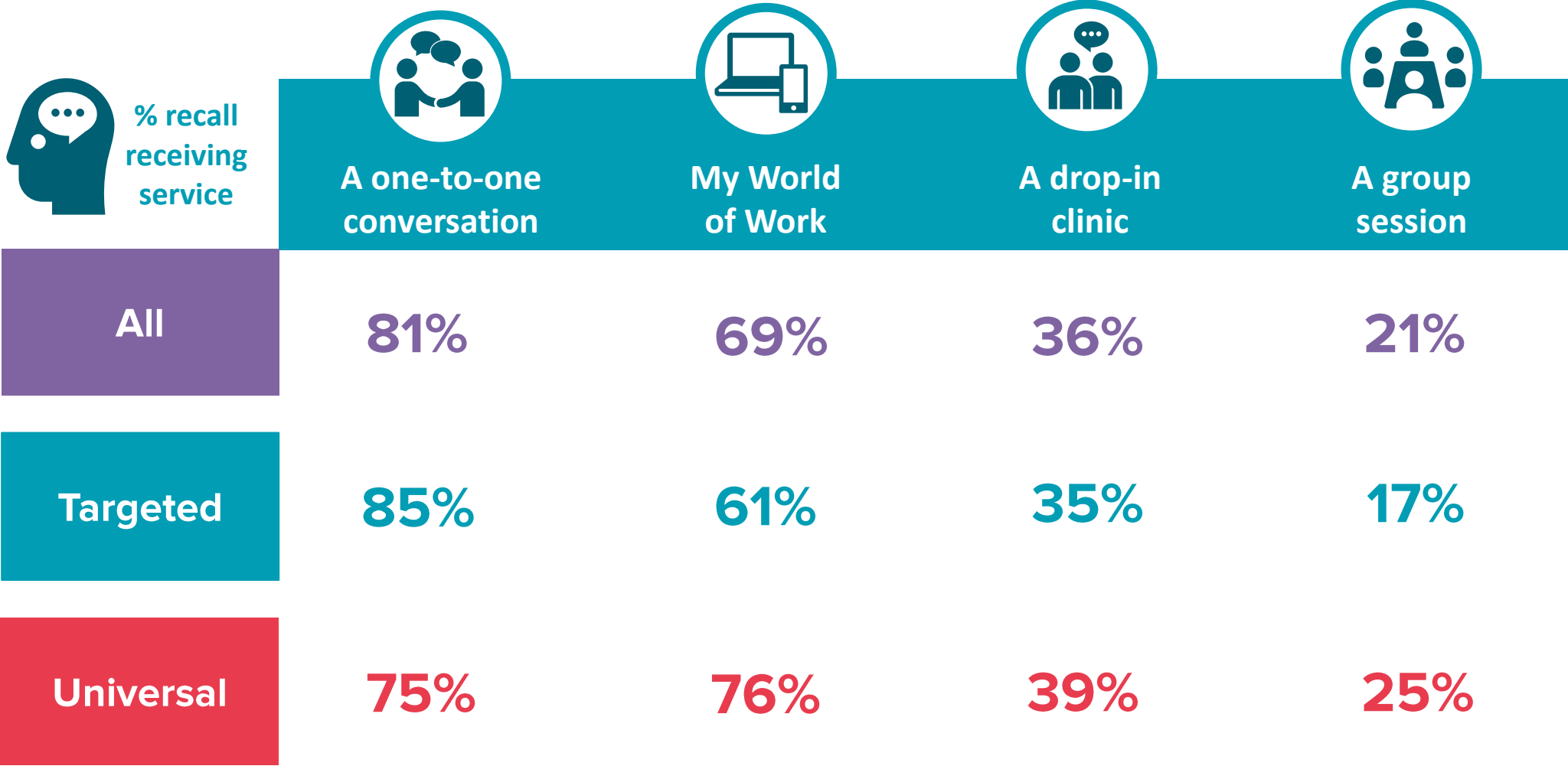
**Key  
influencers**

**Extracurricular  
activities**



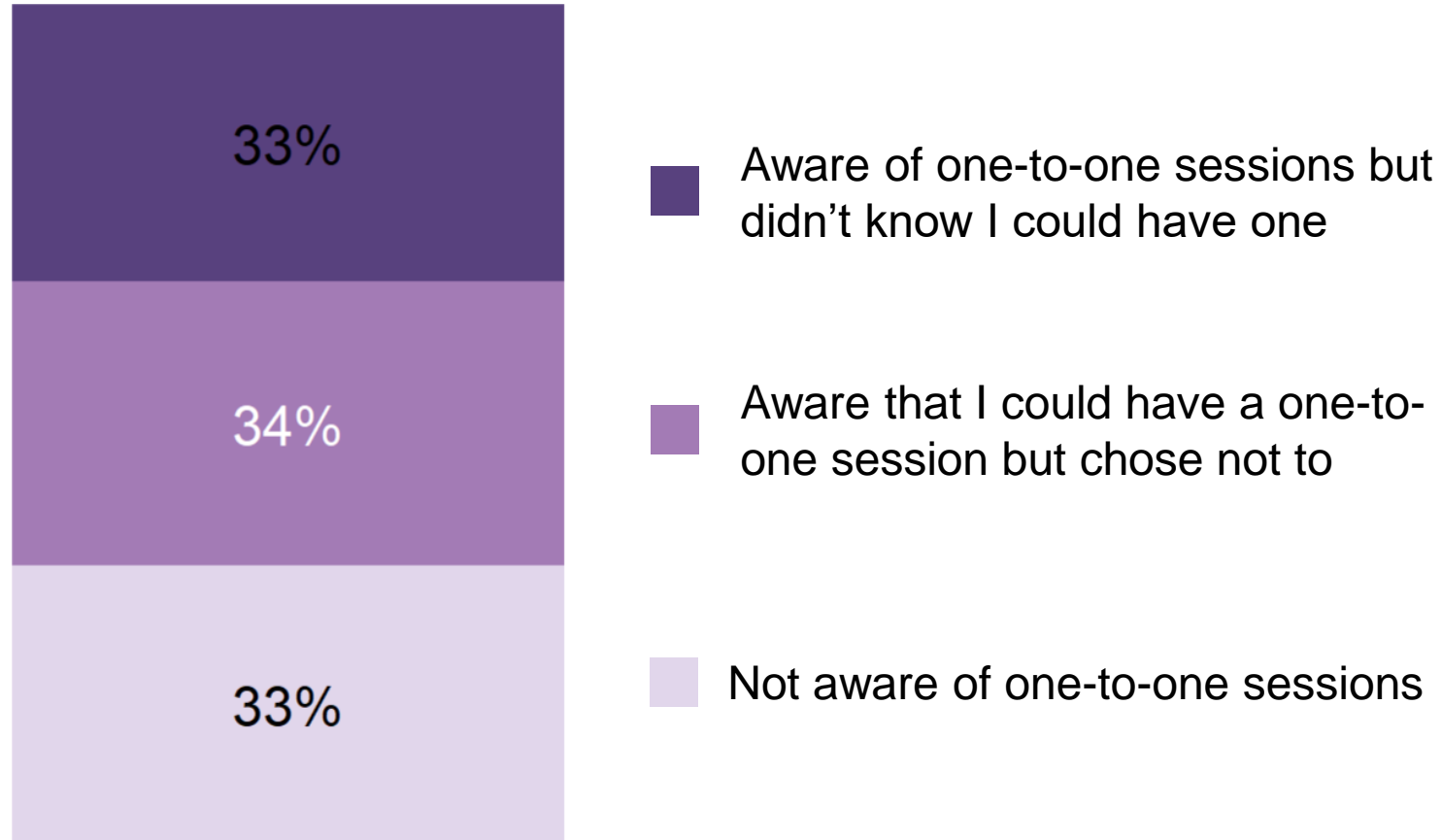
# Visibility and awareness of SDS services

# One-to-ones and MyWoW most recalled





# Two thirds unaware that they could have a one-to-one

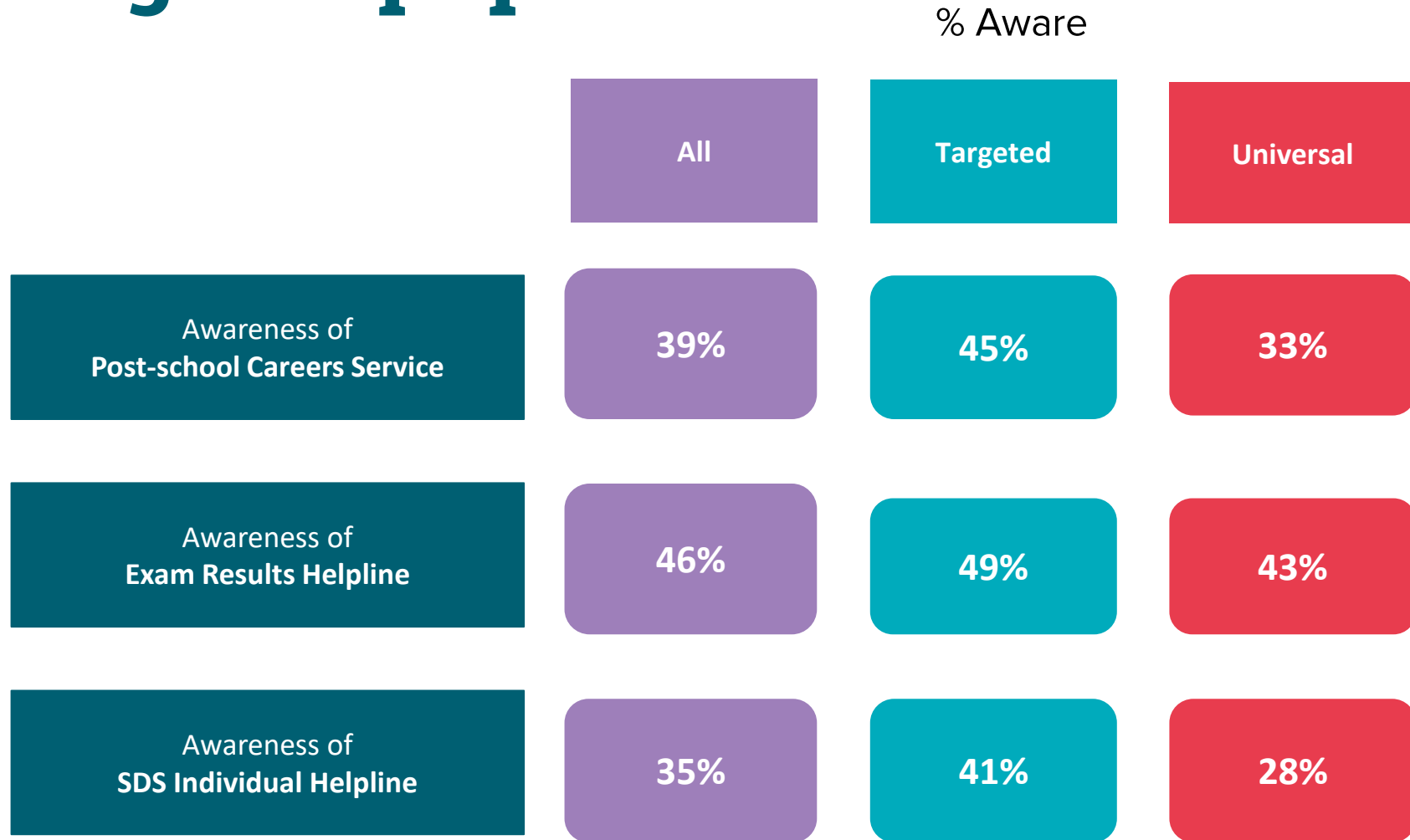


\*Question only asked of those that didn't have a 1-2-1 according to our records or that didn't recall having a 1-2-1.

# 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	75	71	80
Word of mouth through a Careers Adviser	38	42	35
Poster on school wall(s)	16	14	19
Careers fair(s)	14	13	15
School website	10	9	10
Don't know / can't remember	5	6	5
Leaflet	5	6	5
Other	4	5	4
Social media	4	5	4

# Pupils want to hear about SDS in a variety of ways

Receiving communications about SDS careers services	All %	Targeted %	Universal %
By email	45	46	44
By text	37	45	29
From a Teacher / Guidance Teacher	31	26	36
From a SDS Careers Adviser	21	23	18
Through school careers events	15	12	18
On My World of Work	13	11	15
Don't know / not sure	10	9	11
From your Parent(s) / Carer(s)	10	10	10
Through an App	9	8	10
By poster	7	6	9
From social media channels	7	7	8
By social media direct message	6	8	5
By leaflet	5	4	6
Other	1	1	1

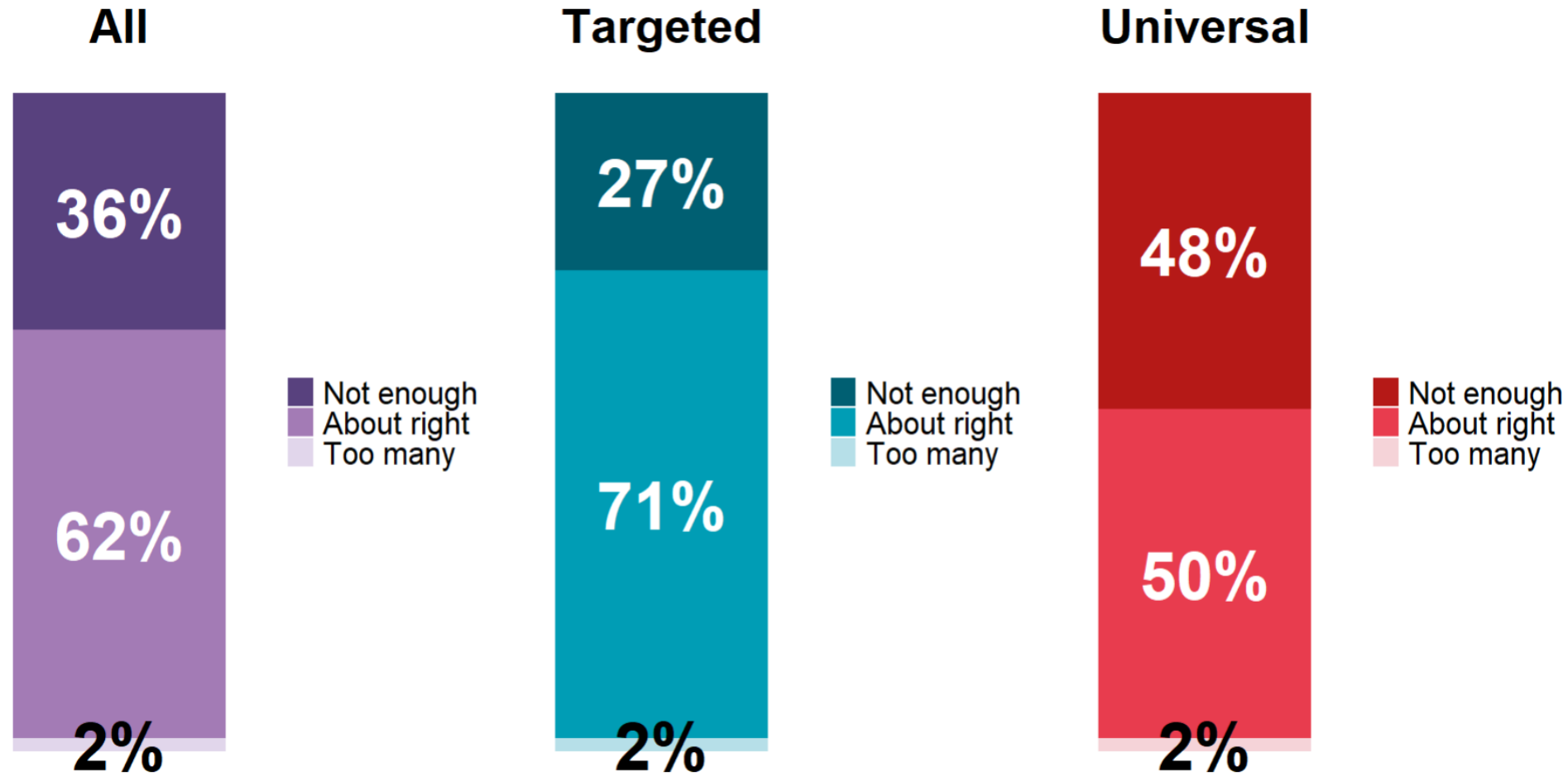


# Views on careers guidance

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

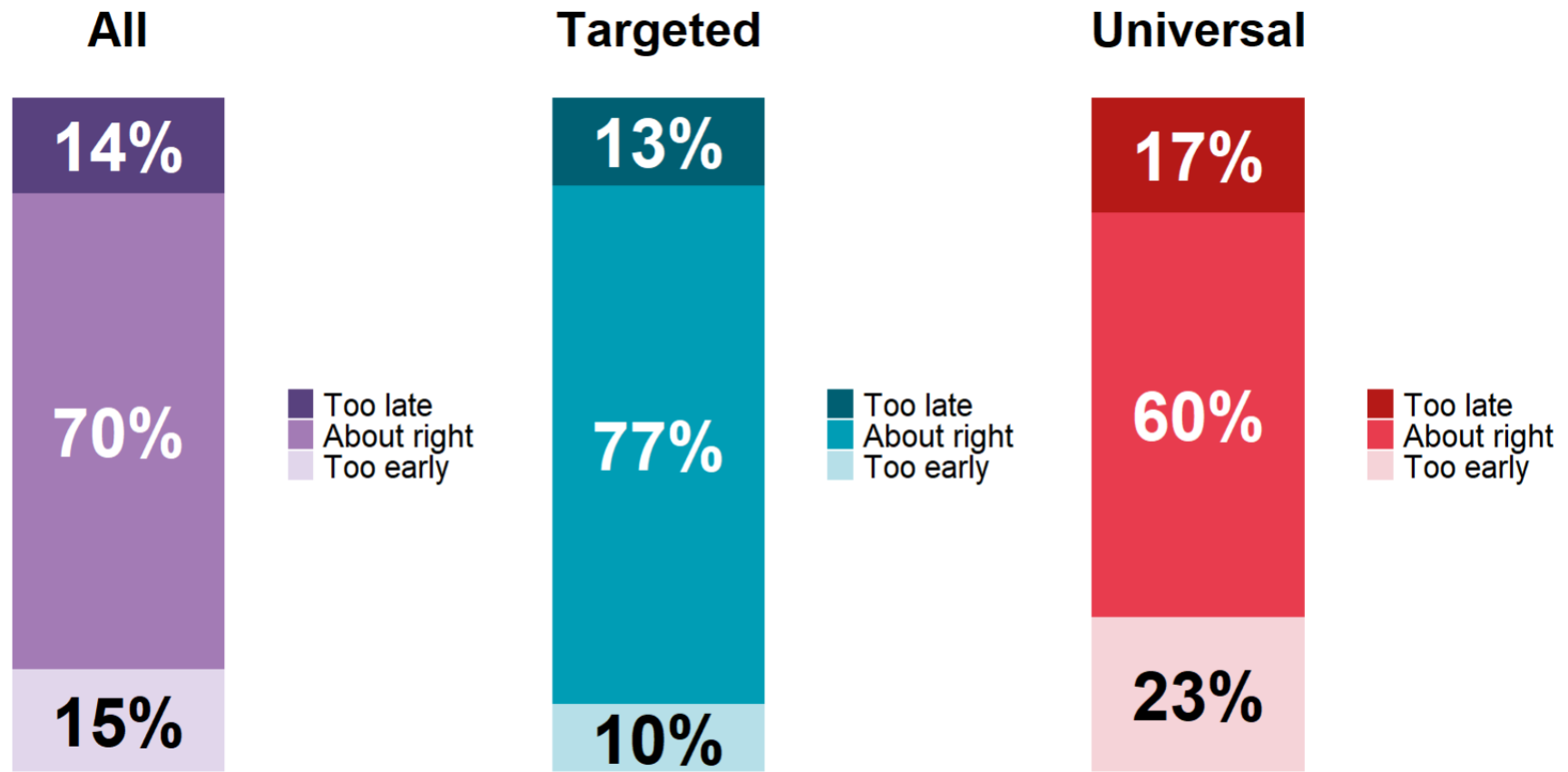
# Universal pupils want more interviews

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?

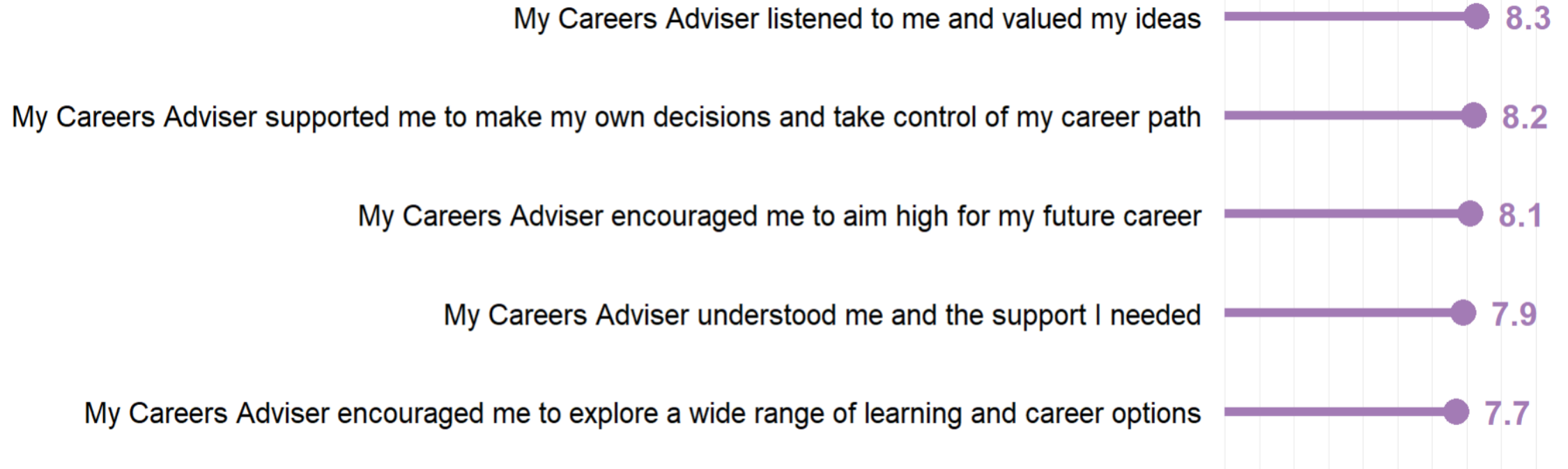




# Support provided in one-to-one interviews was highly valued

Average score out of 10

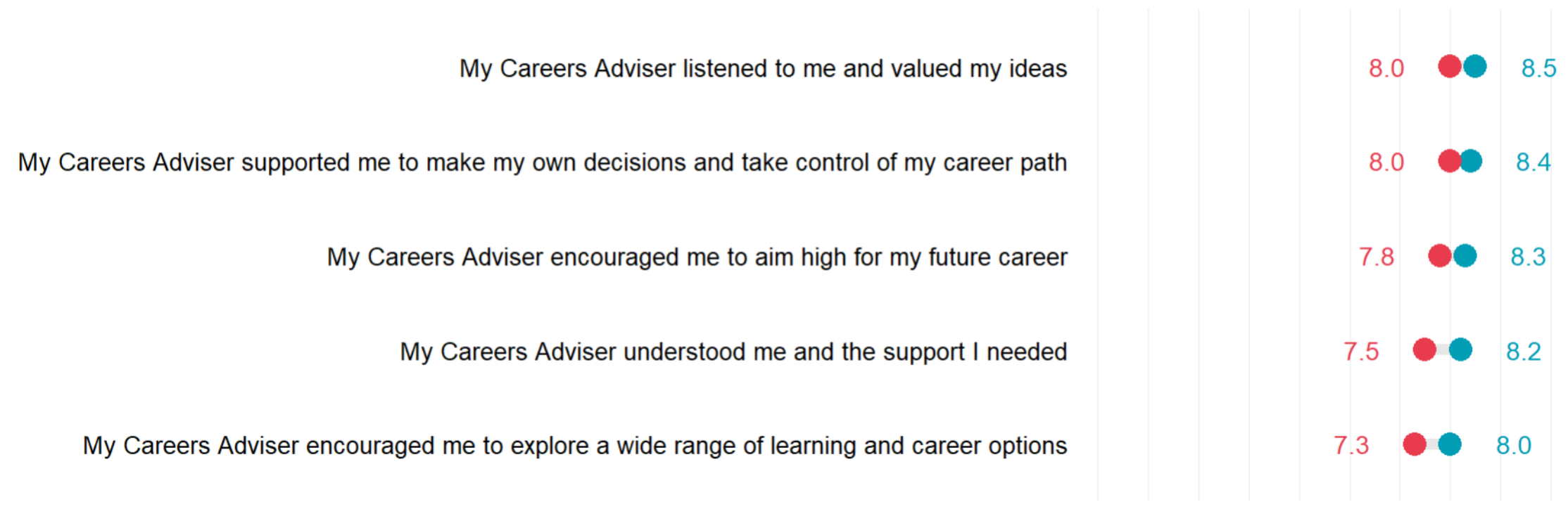
● All



# 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



# 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	7.1	7.3	6.9
The content of the group session was useful and relevant to me	6.9	7.1	6.7
The group session kept me interested throughout	6.4	6.8	6.2



# Key Career Influencers

# Parents & Carers, Teachers and Careers Advisers most influential

Key Career Influencers - People	All %	Targeted %	Universal %
Parent(s) / Carer(s)	78	75	81
Teacher(s)	65	66	63
Careers Adviser	64	77	51
Friend(s)	60	61	58
Other family member	56	57	56
Guidance teacher	52	57	47
A university or college representative coming in to my school to talk about careers	42	46	38
An employer or training provider coming in to my school to talk about careers	42	45	39

# Various factors influence young people's career decisions

Key Career Influencers - Factors	All %	Targeted %	Universal %
My interests / hobbies	87	87	86
The need to earn money	82	82	81
The qualifications I achieved at school	81	76	87
Education / training opportunities available to me	75	74	75
Job / career opportunities available to me	67	67	67
Social media (including Facebook, Instagram, X, etc.)	51	56	46
Opportunities available within my local area	47	50	44
Work experience in school or part-time job	47	50	45
Online careers websites (for example: My World of Work)	46	51	40





# Sectors

# Medical, Creative and Engineering sectors are popular

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

Sectors	All %	Targeted %	Universal %
Medicine and Health	19	16	21
Creative Industries (e.g. Art & Design, Music, Acting)	17	18	17
Engineering	17	14	19
Computing and ICT	11	11	11
Science	11	9	12
Teaching	11	9	13
Armed Forces, Policing or Security	9	9	9
Sport	9	8	10
Banking and Finance	8	8	8
Caring (e.g. childcare, social care)	8	10	6
Construction	8	9	7
Law	8	7	8
Hospitality (e.g. working in hotels, bars, restaurants)	4	6	3
Tourism	4	6	3
Housing / Property	3	3	3
Energy	2	1	2

# Young people in the West region are interested in medical, creative, teaching and engineering job roles

**Medical & Health**

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

**Creative Roles**

- "Musician"
- "Artist"
- "Interior Design"
- "Photographer"
- "Actor"
- "Film Director"

**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"



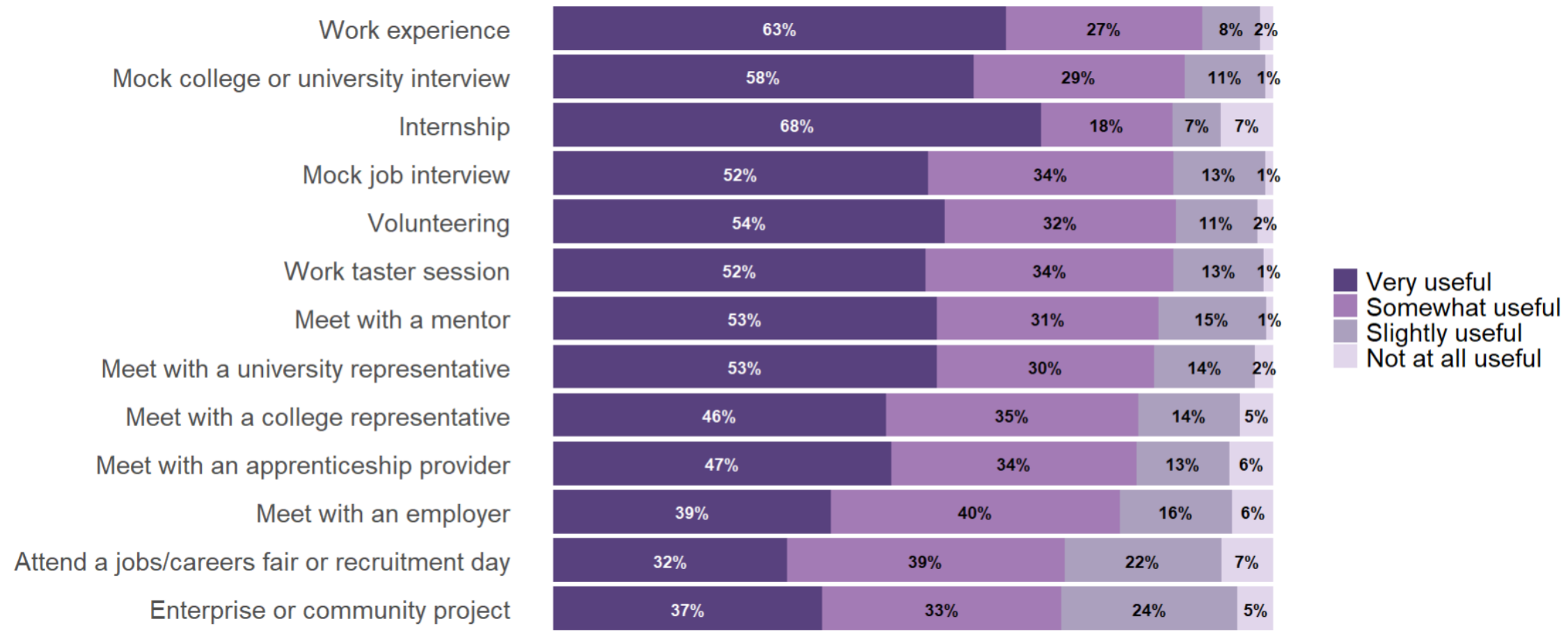
# Career Activities

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

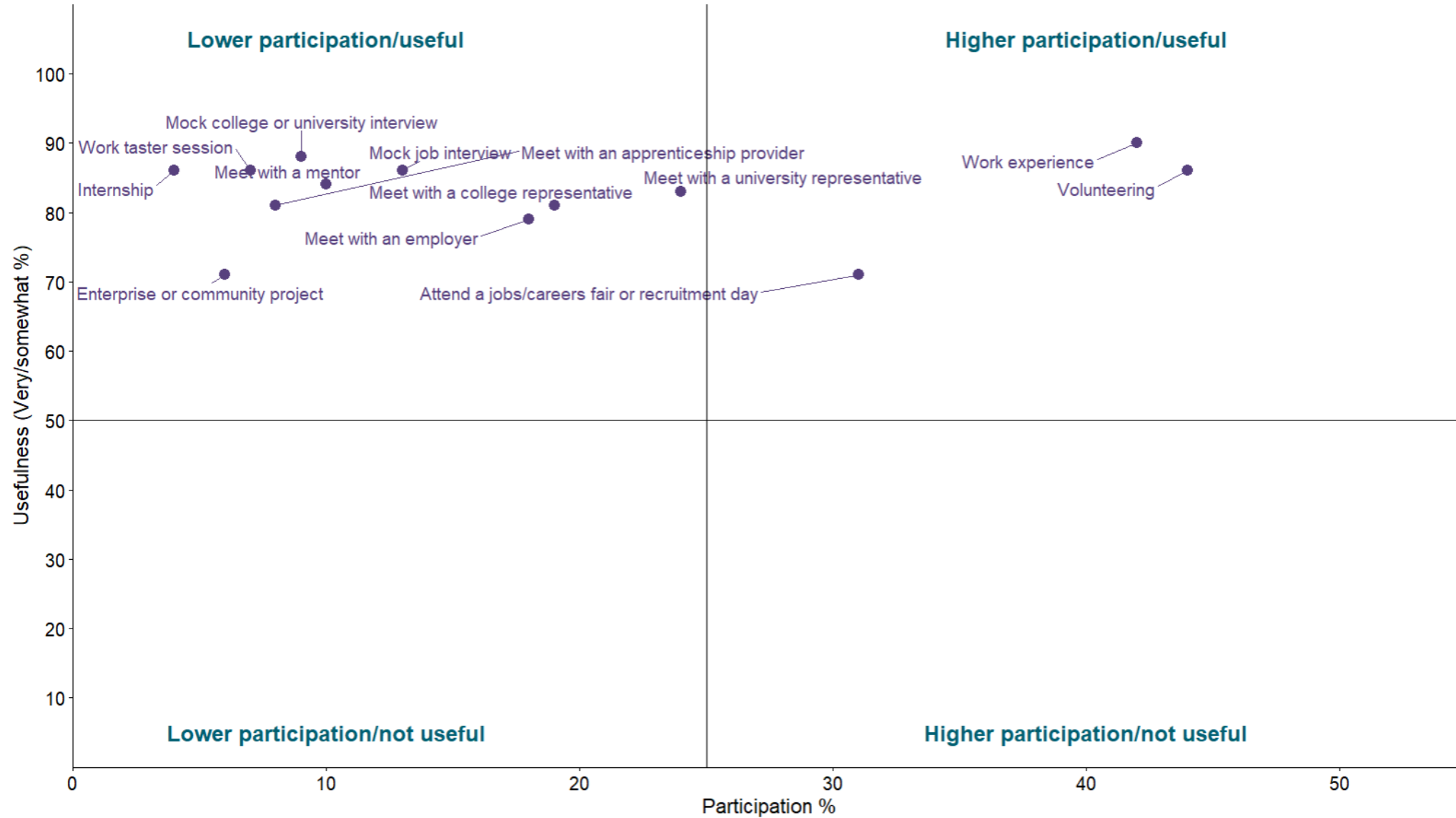
Taking part in career activities	All %	Targeted %	Universal %
Volunteering	44	36	52
Work experience	42	40	43
Attend a jobs/careers fair or recruitment day	31	26	36
Meet with a university representative	24	20	28
Meet with a college representative	19	19	19
Meet with an employer	18	16	19
I have not had the opportunity to take part in any of these activities	15	17	14
Mock job interview	13	13	14
Meet with a mentor	10	12	9
Mock college or university interview	9	10	8
Meet with an apprenticeship provider	8	7	9
Work taster session	7	8	7
Enterprise or community project	6	5	7
Internship	4	5	3

# Work experience, college/university interviews, and internships most useful

How useful did you find the following activities?



# Career activities – participation vs usefulness



# Sports and volunteering are popular 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.)	32	27	38
Volunteering and fundraising groups	30	24	35
Sports, fitness or exercise groups (e.g. dance, swimming, athletics, martial arts etc.)	28	24	33
I have not taken part in any of these activities	23	28	18
Youth award schemes (e.g. Duke of Edinburgh)	20	15	25
Creative arts groups (e.g. drama, art, music, photography etc.)	19	17	20
One-to-one mentoring	11	12	11
Youth clubs	10	11	10
Uniformed youth groups (e.g. Scouts, Girl Guides, Army Cadets etc.)	8	5	11
Science and technology (e.g. coding club, science club etc.)	7	5	8
Other	5	5	4
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?

6.3

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

6.3

6.8

5.8

# 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?	6.8	7.3	6.2
How likely or unlikely are you to recommend the SDS careers services you received to others?	6.6	7.1	6.0

# 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	7.4	7.8	7.0
The amount of support available	7.3	7.7	6.8
The range of SDS careers services available	7.2	7.6	6.8
The information you were given about how to access SDS careers services	6.7	7.2	6.2
The information you were given about the range of SDS careers services available	6.7	7.2	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?

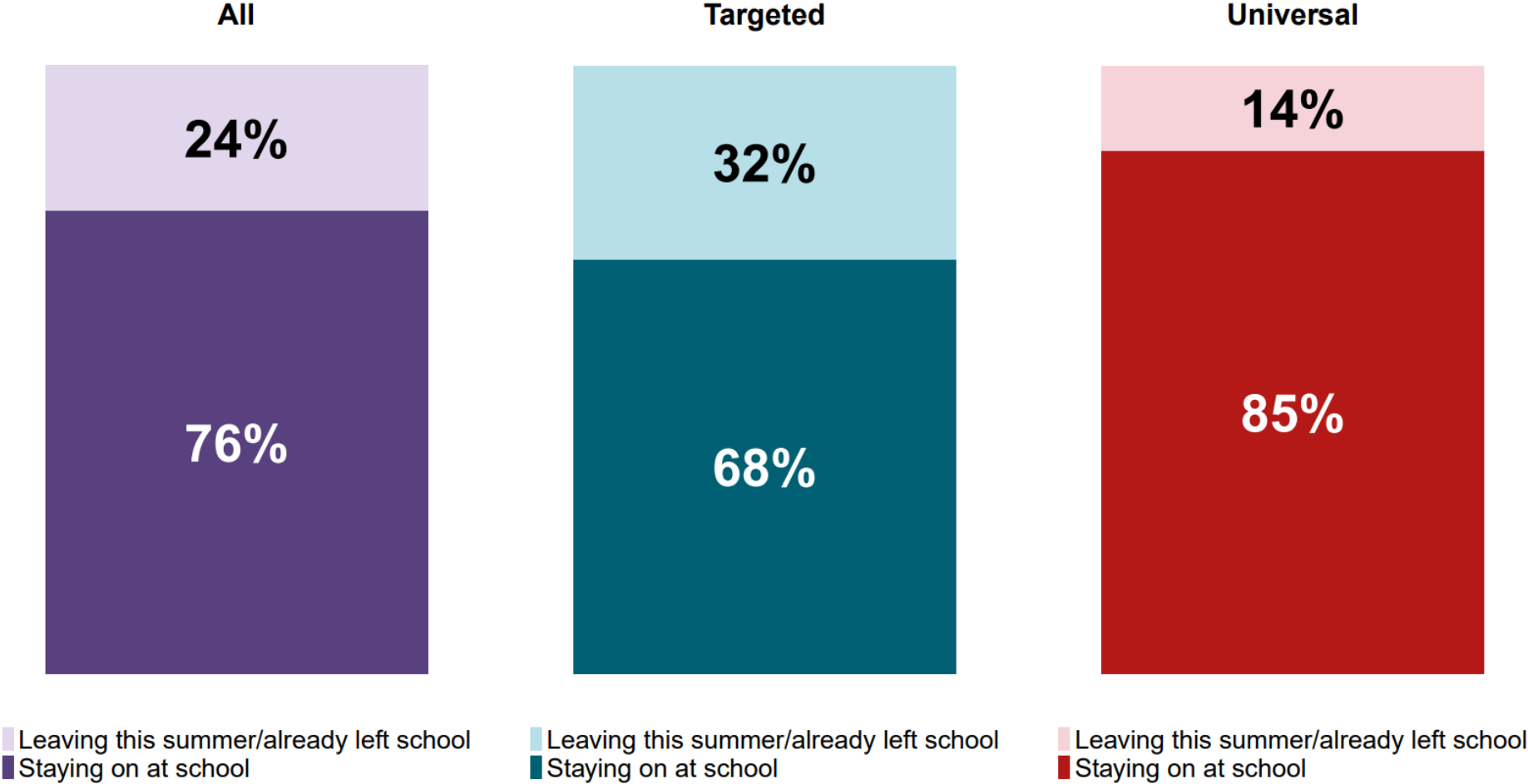
Career Management Skills	All %	Targeted %	Universal %
Understand how your experiences and learning can help you make career choices	83	88	77
Find and use career information easily	82	88	76
Make informed career decisions	77	85	69
Understand and build on your skills, strengths and achievements	77	84	70
Consider new things you may not have thought of when it comes to your career journey	76	83	69
Identify and build relationships with people who can help you in your career	67	76	58



# Post-school plans

# Most pupils plan to stay on at school

Are you planning to stay on at school or leave?



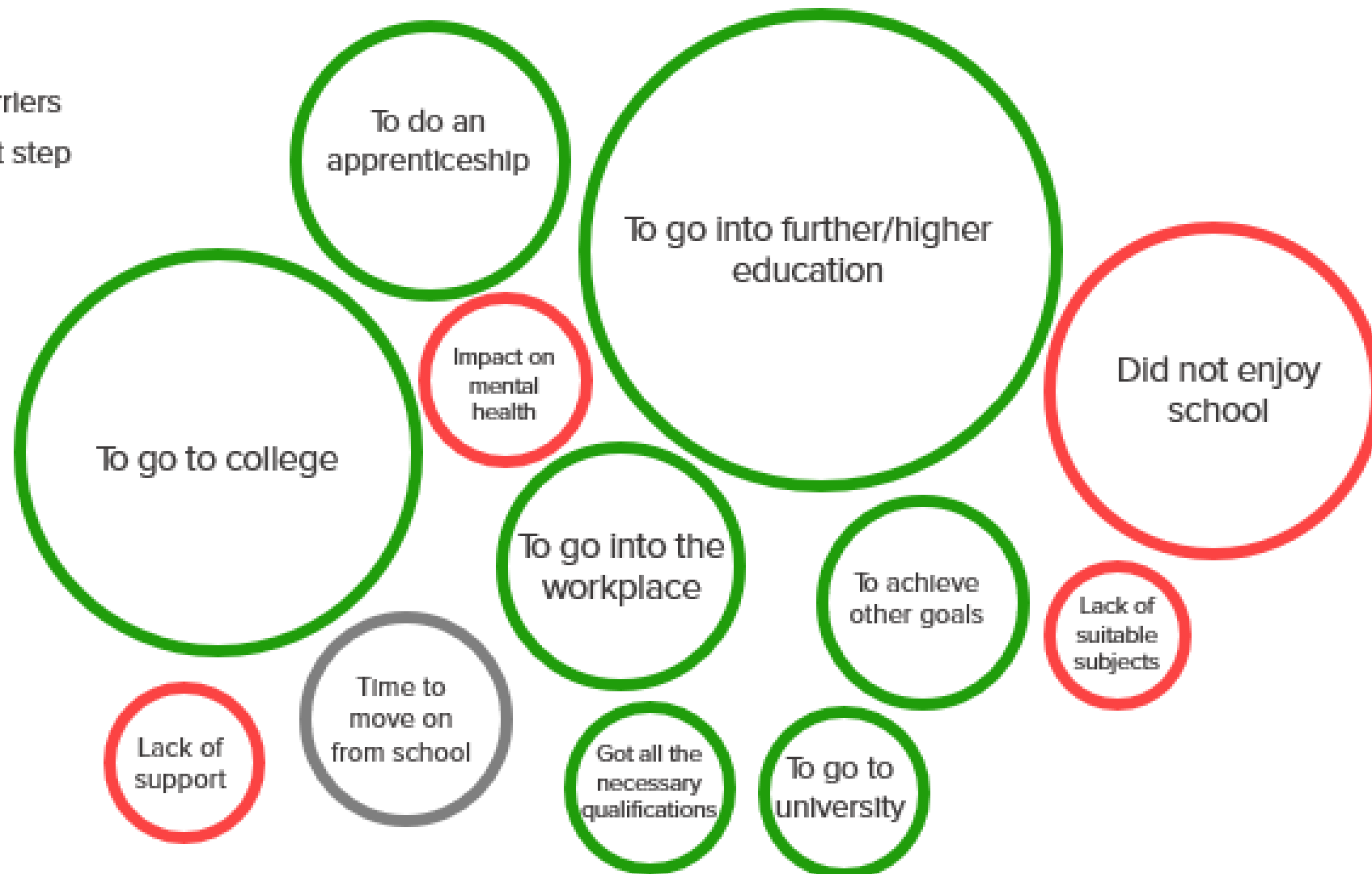
# Pupils stay on at school to gain more qualifications

Reasons for staying until S6	All %	Targeted %	Universal %
To gain more qualifications	89	88	90
To get as much out of school as possible	60	57	62
I don't feel ready to leave school	37	40	34
To stay with friends	37	32	41
I enjoy school	29	26	31
I don't know what I want to do after school	20	19	21
To participate in extra-curricular activities	20	21	20
Other	3	4	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	57	47	65
College course	14	19	9
Don't know yet	8	10	7
Modern Apprenticeship	5	5	5
Graduate Apprenticeship	4	4	4
Full-time employment	3	4	3
Part-time employment	3	4	3
Take time out / gap year	3	3	3
Other	2	3	1
Self-employed / start my own business	1	1	1
Voluntary work	0	1	0

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

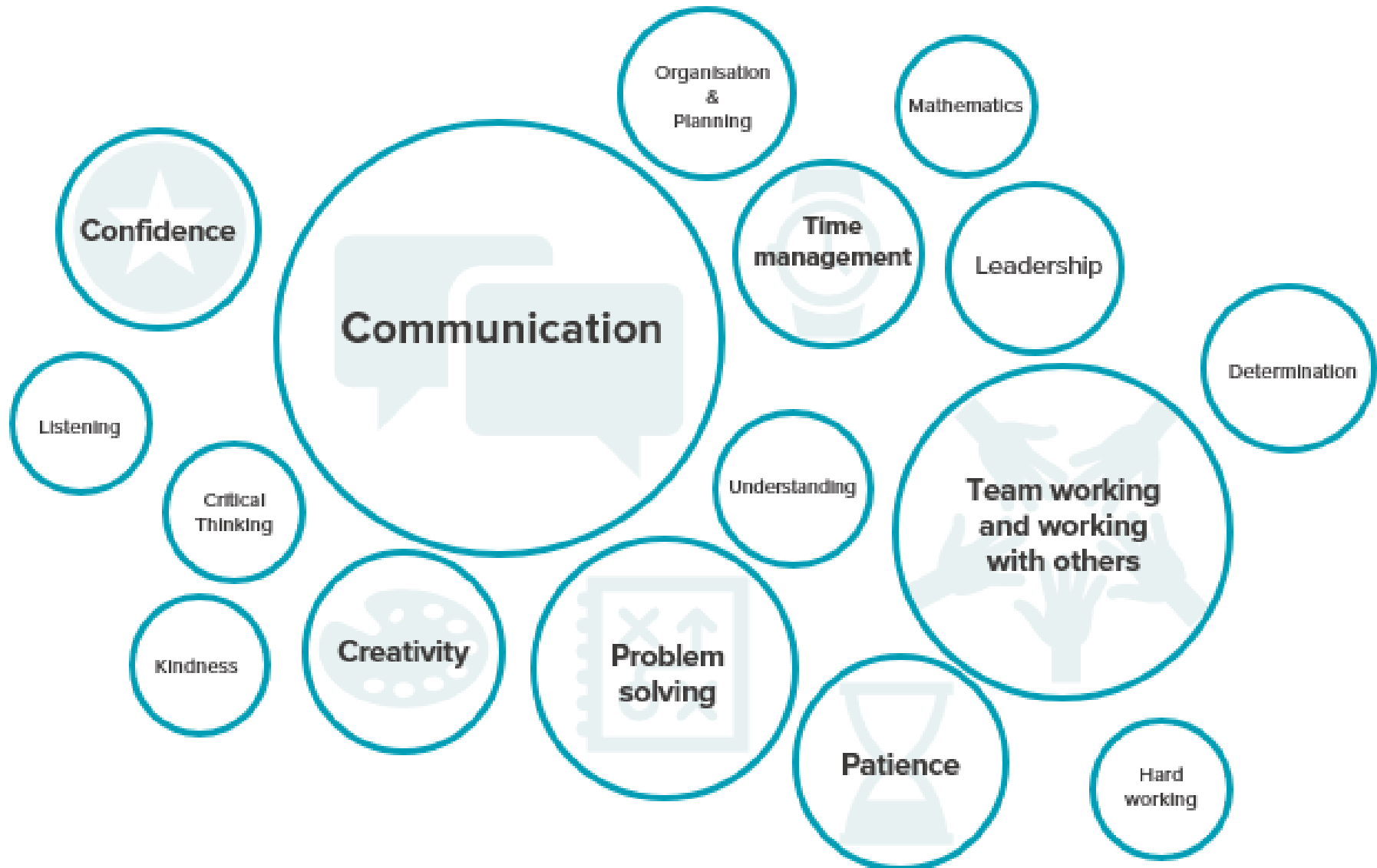
What are you doing, or planning to do, now that you have left school?

Destination	All %	Targeted %	Universal %
College course	39	50	25
University course	34	19	51
Modern Apprenticeship	8	9	7
Full-time employment	4	5	4
Part-time employment	4	5	2
Graduate Apprenticeship	3	2	5
Other	3	4	2
Take time out / gap year	3	3	2
Self-employed / started my own business	1	1	0
Voluntary work	1	1	NA
Working with a Careers Adviser at my local SDS centre to plan my next steps	1	2	0



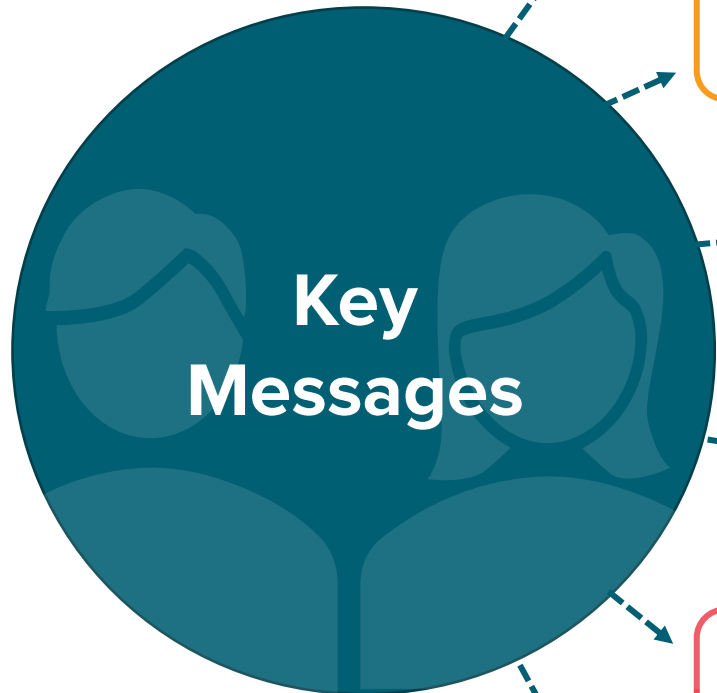
# Skills

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





# Summary



# Key Messages



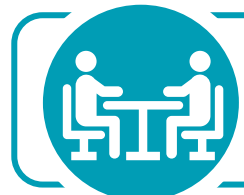
The **response to Pupils Voice has never been higher**. A combination of email and text message invitations were a success.



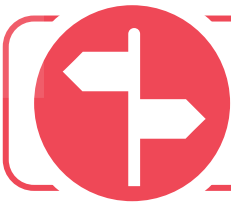
Results across core SDS service questions remain **similar to previous years**.



Visibility and awareness of one-to-ones has improved, but still **two thirds 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 **college or university**.



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](mailto:Evaluation&Research@sds.co.uk)