Background

Purpose

Our ambition is for the Pupil Voice research to be the definitive source of insight on S4-S6 pupils in Scotland.

Audience

It captures the views of senior phase pupils (aged 16+ years) with a valid email address OR mobile phone number in CSS

Pupil Voice Research

Focus

Young people are asked about their views on careers support received and a variety of research focused questions on career plans, skills and influencers.

Method

Data is collected through an online survey sent out via email and SMS. The tailored questionnaire means data is collected only on services accessed and recalled

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:

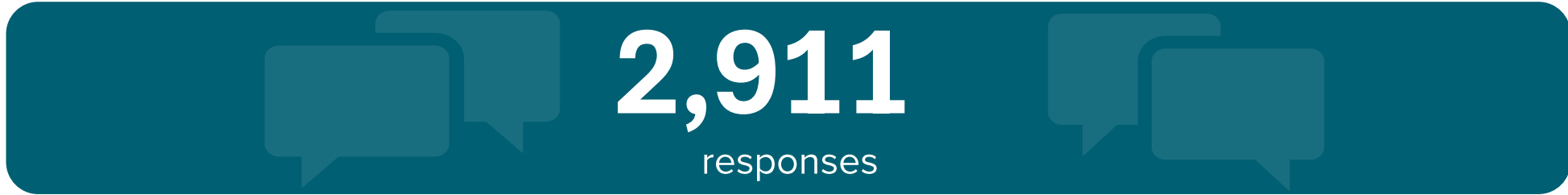| Email only	Text message only	Email & text message
All young people with a valid email address	All young people with a valid mobile phone number	All young people with a valid email address **and** mobile phone number

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 East region

2,911

responses

Gender / Year group	Number of responses	SIMD / Service offer	Number of responses	Local Authority	Number of responses
Female	1,620	SIMD 1	525	Angus	208
Male	1,185	SIMD 2	607	Dundee City	256
In another way / PNTS	106	SIMD 3	499	East Lothian	197
S4	574	SIMD 4	632	Edinburgh City	505
S5	1,572	SIMD 5	645	Fife	912
S6	765	SIMD NA	3	Midlothian	155
		Targeted	1,322	Perth and Kinross	349
		Universal	1,589	West Lothian	329

Pupil Voice topics covered – East Region

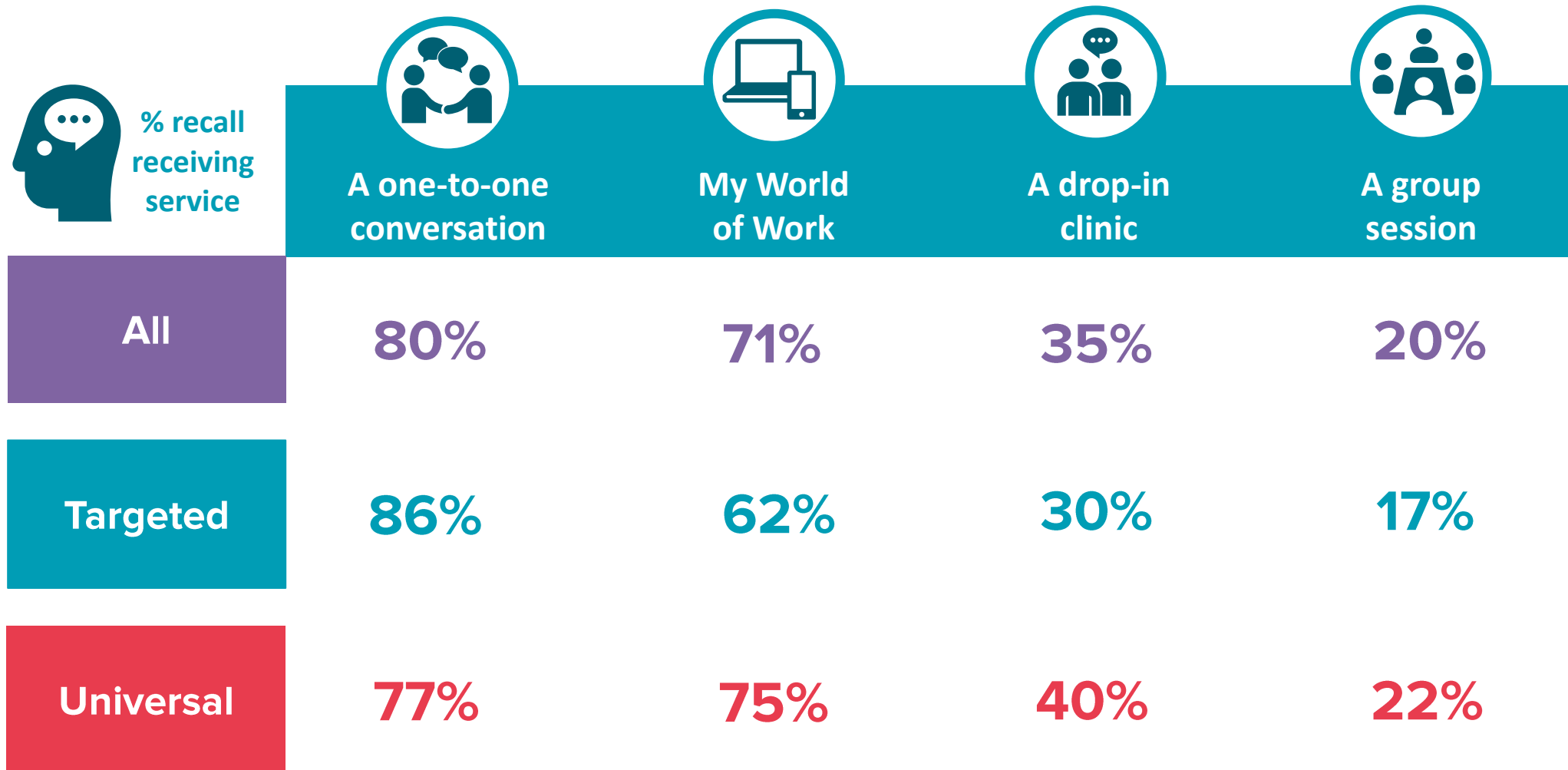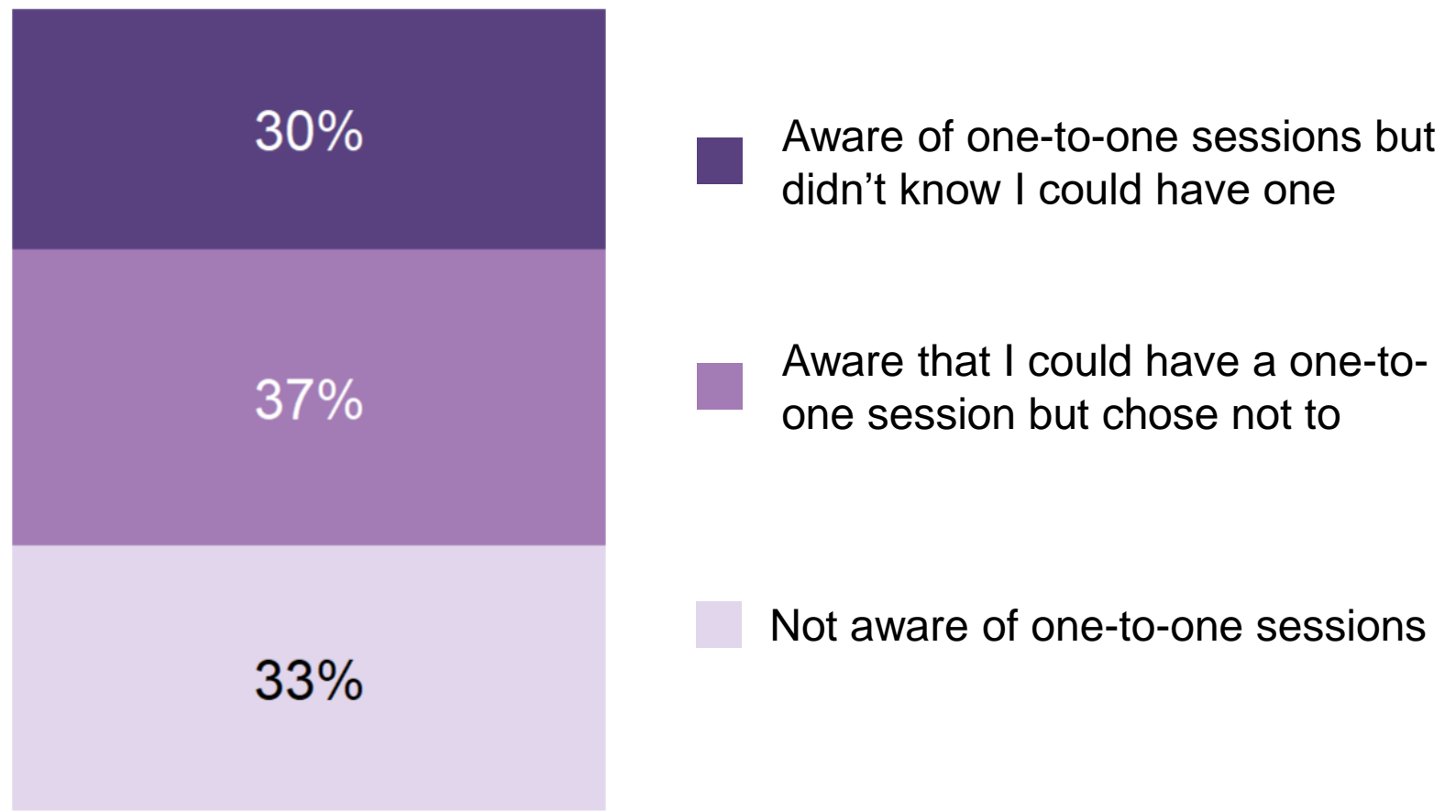|				
Service recall	Views on SDS service offer	Plans to leave or stay on at school	KPIs	Skills for future career
Finding out about services	Views on services received	Reasons for leaving or staying at school	Ideal job and sector	Employability activities
Career Management Skills	Reasons for non-engagement	Plans after school	Key influencers	Extracurricular activities

Visibility and awareness of SDS services

One-to-ones and MyWoW most recalled

% recall receiving service	A one-to-one conversation	My World of Work	A drop-in clinic	A group session
All	**80%**	**71%**	**35%**	**20%**
Targeted	**86%**	**62%**	**30%**	**17%**
Universal	**77%**	**75%**	**40%**	**22%**

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

30%

37%

33%

■ Aware of one-to-one sessions but didn't know I could have one

■ Aware that I could have a one-to-one session but chose not to
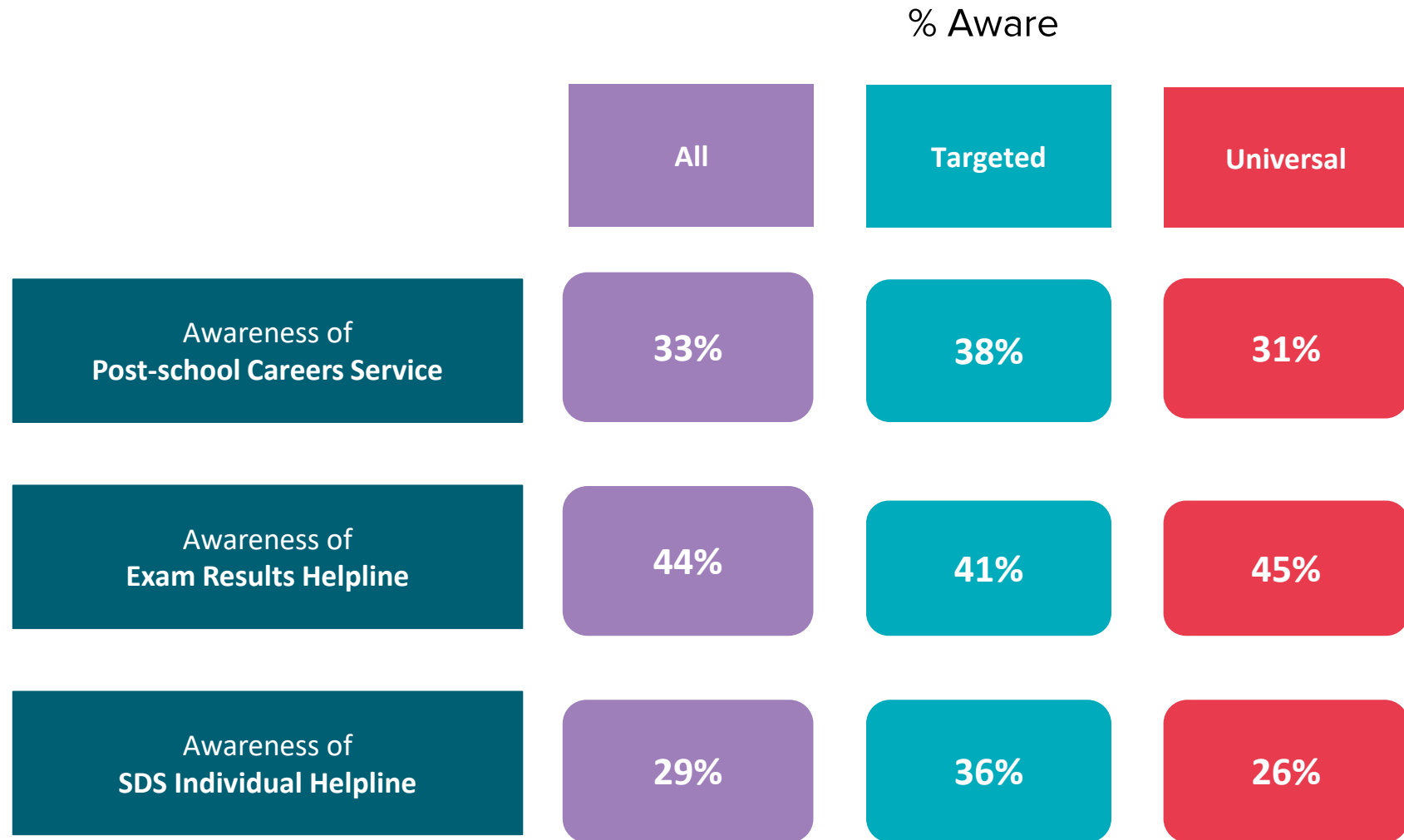
■ Not aware of one-to-one sessions

*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

% Aware

	All	Targeted	Universal
Awareness of **Post-school Careers Service**	33%	38%	31%
Awareness of **Exam Results Helpline**	44%	41%	45%
Awareness of **SDS Individual Helpline**	29%	36%	26%

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	79	75	81
Word of mouth through a Careers Adviser	33	36	31
Poster on school wall(s)	17	15	18
Careers fair(s)	13	11	14
School website	10	9	10
Don't know / can't remember	6	6	6
Leaflet	5	4	5
Other	5	6	4
Social media	4	4	4

Pupils want to hear about SDS in a variety of ways

Receiving communications about SDS careers services	All %	Targeted %	Universal %
By email	47	49	46
From a Teacher / Guidance Teacher	35	27	40
By text	33	45	27
From a SDS Careers Adviser	19	21	18
Through school careers events	16	12	18
On My World of Work	14	10	16
From your Parent(s) / Carer(s)	13	10	15
Don't know / not sure	11	9	12
Through an App	9	7	10
By poster	8	7	9
From social media channels	8	6	9
By social media direct message	7	8	7
By leaflet	6	5	7
Other	1	1	1

Views on careers guidance

All questions are asked of those that have accessed (and remember accessing) SDS careers services
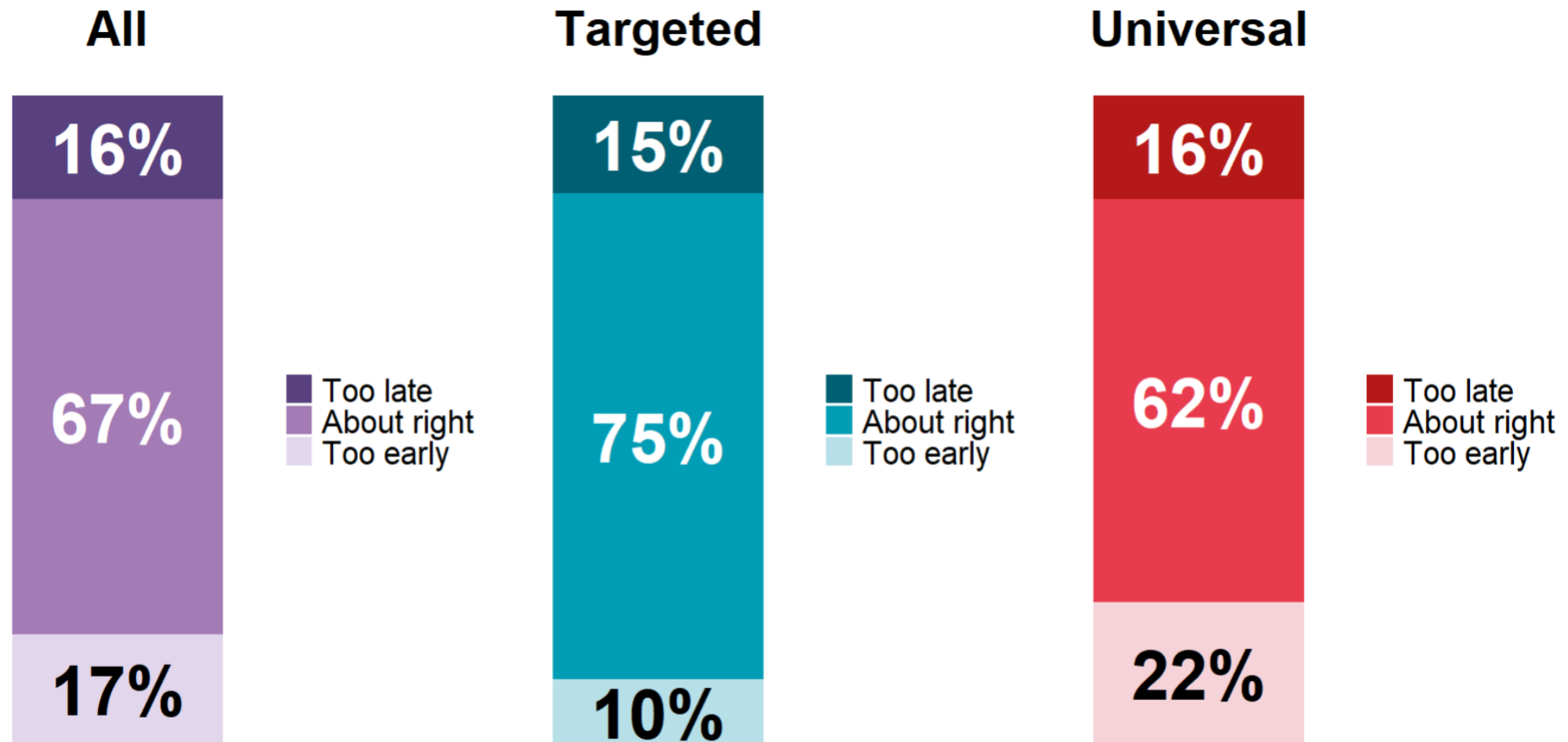
Universal pupils want more interviews

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

All

37%

61%

2%

- Not enough
- About right
- Too many

Targeted

27%

71%

2%

- Not enough
- About right
- Too many

Universal

45%

53%

2%

- Not enough
- About right
- Too many
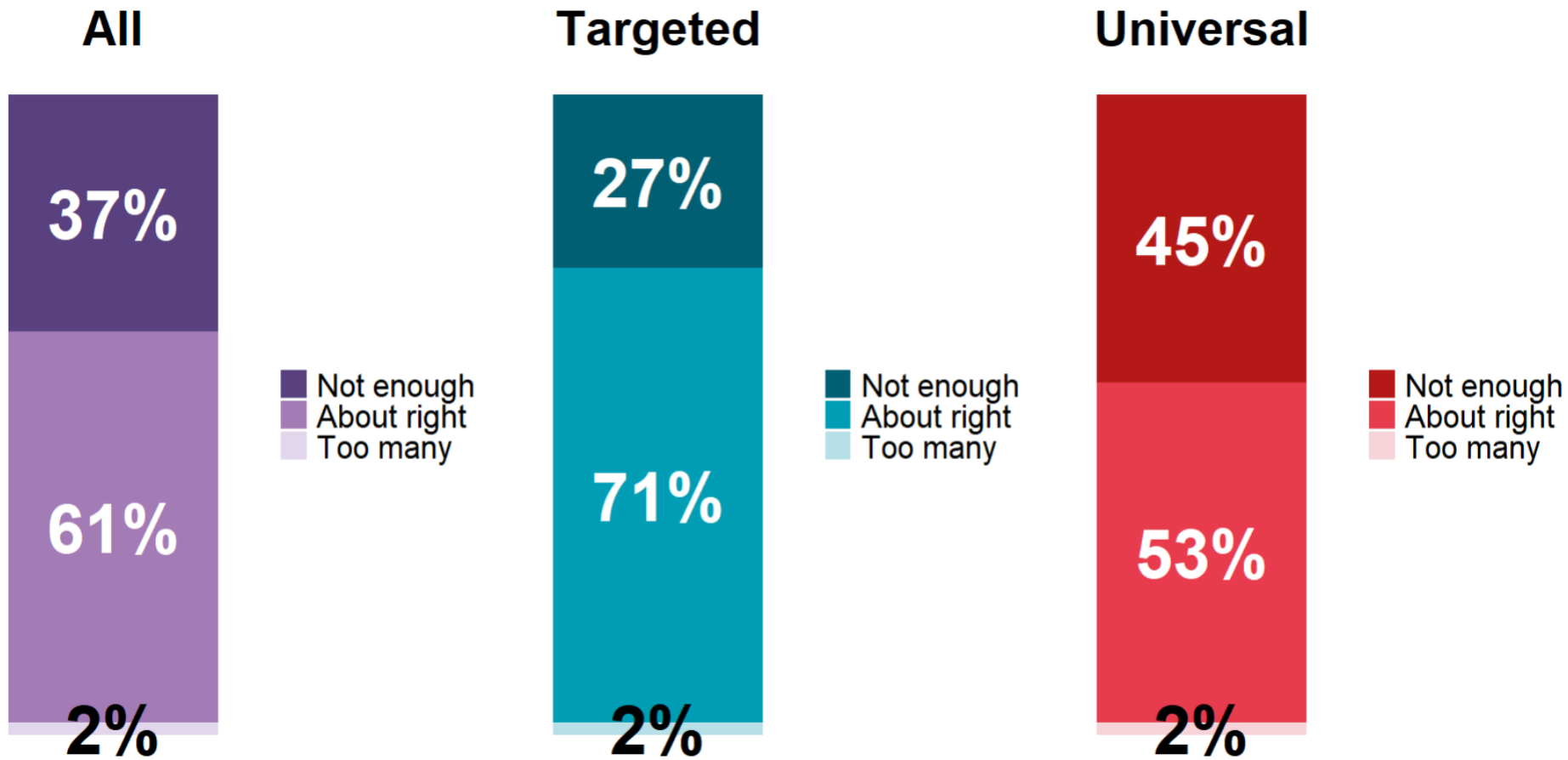
Targeted pupils most satisfied with the timing of interviews

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

All

16%	
67%	
17%	

- Too late
- About right
- Too early

Targeted

15%	
75%	
10%	

- Too late
- About right
- Too early

Universal

16%	
62%	
22%	

- Too late
- About right
- Too early
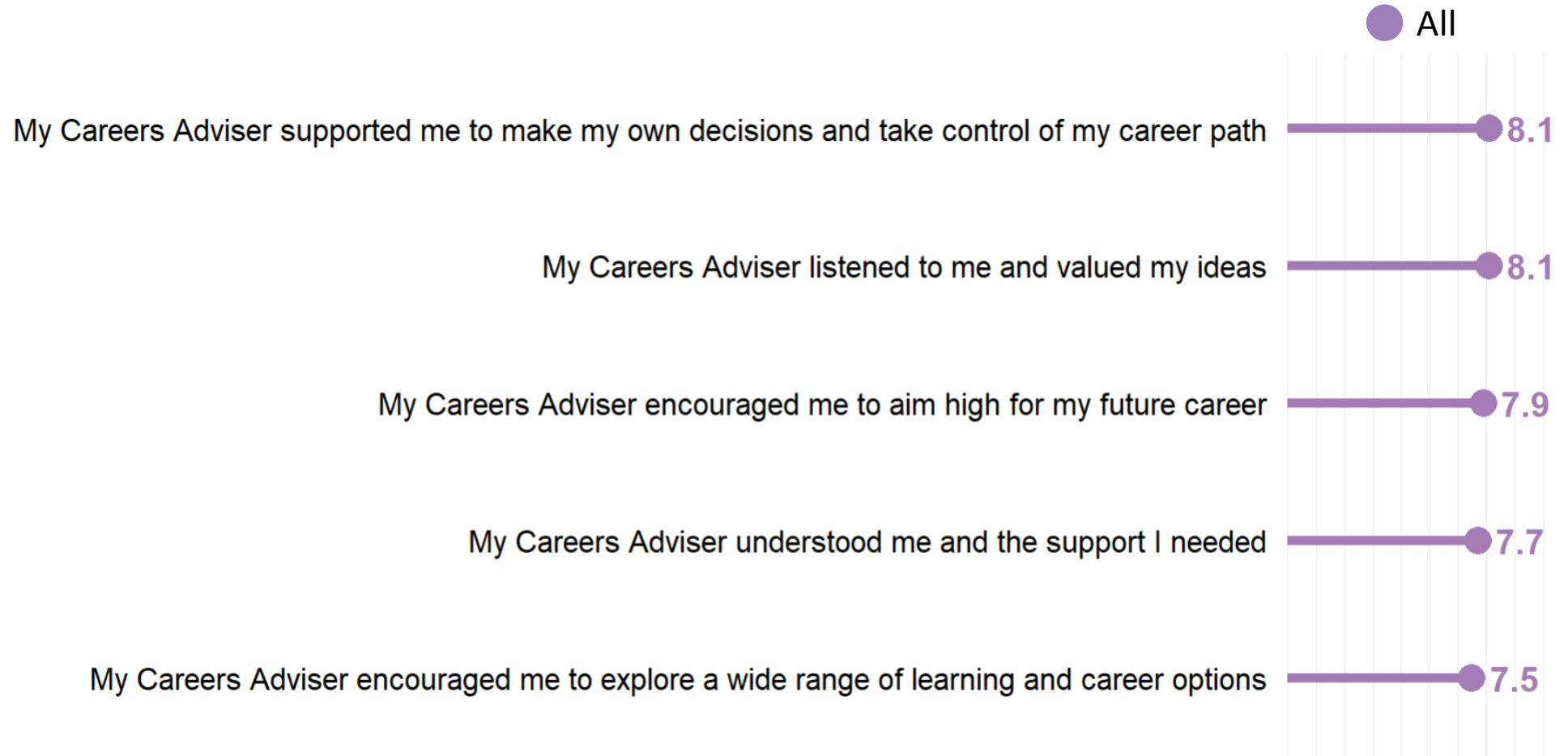
One-to-one interviews most valued by targeted pupils

Pupils unsure how often they would meet their Careers Adviser

Average score out of 10

● All

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 — 7.0

My Careers Adviser helped me to make a plan of things I would do — 6.7

I agreed with my Careers Adviser what we would work on together — 6.3

I knew from the start how often I would meet with my Careers Adviser — 4.5

Pupils unsure how often they would meet their Careers Adviser

Average score out of 10

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	7.0	7.1	7.0
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	6.3	6.7	6.2

Key Career Influencers

Parents & Carers, Teachers and Careers Advisers are influential

Key Career Influencers - People	All %	Targeted %	Universal %
Parent(s) / Carer(s)	78	75	80
Teacher(s)	62	59	63
Friend(s)	57	59	55
Careers Adviser	56	72	48
Other family member	55	54	55
Guidance teacher	53	55	51
A university or college representative coming in to my school to talk about careers	39	37	40
An employer or training provider coming in to my school to talk about careers	37	38	36

Various factors influence young people's career decisions

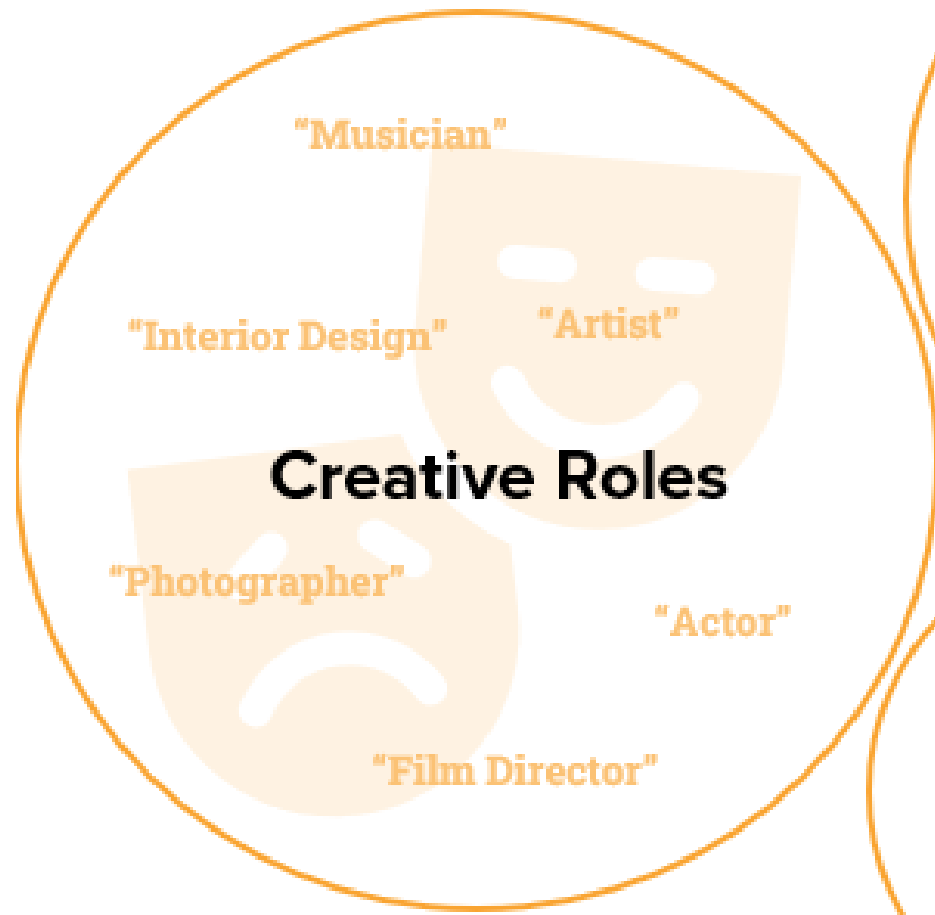| Key Career Influencers - Factors	All %	Targeted %	Universal %
My interests / hobbies	85	82	87
The need to earn money	79	81	78
The qualifications I achieved at school	78	71	82
Education / training opportunities available to me	71	71	71
Job / career opportunities available to me	65	63	66
Social media (including Facebook, Instagram, X, etc.)	49	51	47
Work experience in school or part-time job	47	48	47
Opportunities available within my local area	45	45	45
Online careers websites (for example: My World of Work)	38	42	37

Sectors

Sectors

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

Sectors	All %	Targeted %	Universal %
Creative Industries (e.g. Art & Design, Music, Acting)	19	19	19
Medicine and Health	18	15	19
Engineering	14	13	14
Computing and ICT	13	12	13
Science	12	8	14
Teaching	12	10	13
Armed Forces, Policing or Security	10	11	9
Banking and Finance	10	6	12
Caring (e.g. childcare, social care)	10	13	8
Sport	10	11	10
Construction	8	12	6
Law	7	6	8
Hospitality (e.g. working in hotels, bars, restaurants)	6	8	5
Tourism	5	5	5
Energy	3	3	3
Housing / Property	3	3	3

Young people in the East are interested in Creative, Medical and Teaching job roles

"Teaching"

"Primary Teacher"

Teaching

"Nursery Teacher"

"Teacher"

"Doctor"　　"Dentist"

"Pharmacology"　　"Nurse"

Medical & Health

"Paramedic"　　"Midwife"

"Medicine"

"Musician"

"Interior Design"　"Artist"

Creative Roles

"Photographer"

"Actor"

"Film Director"

"Scientist"

"Biologist"

Sciences

"Forensic Pathologist"

"Electrical Engineer"

"Aerospace Engineer"

Engineering

"Mechanical Engineer"

"Cyber security"

IT

"Software developer"
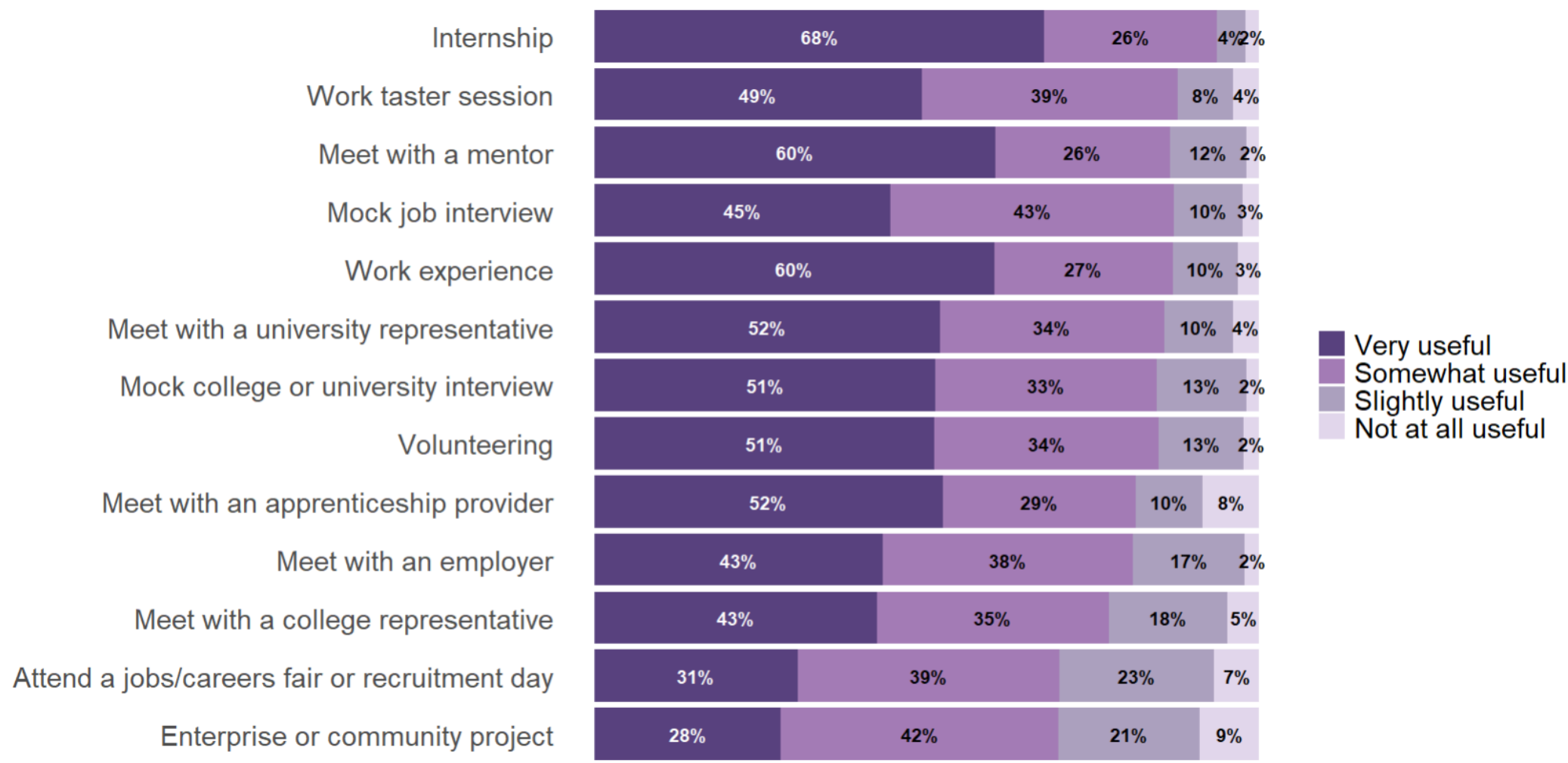
"Lawyer"

Law

"Solicitor"

Career Activities

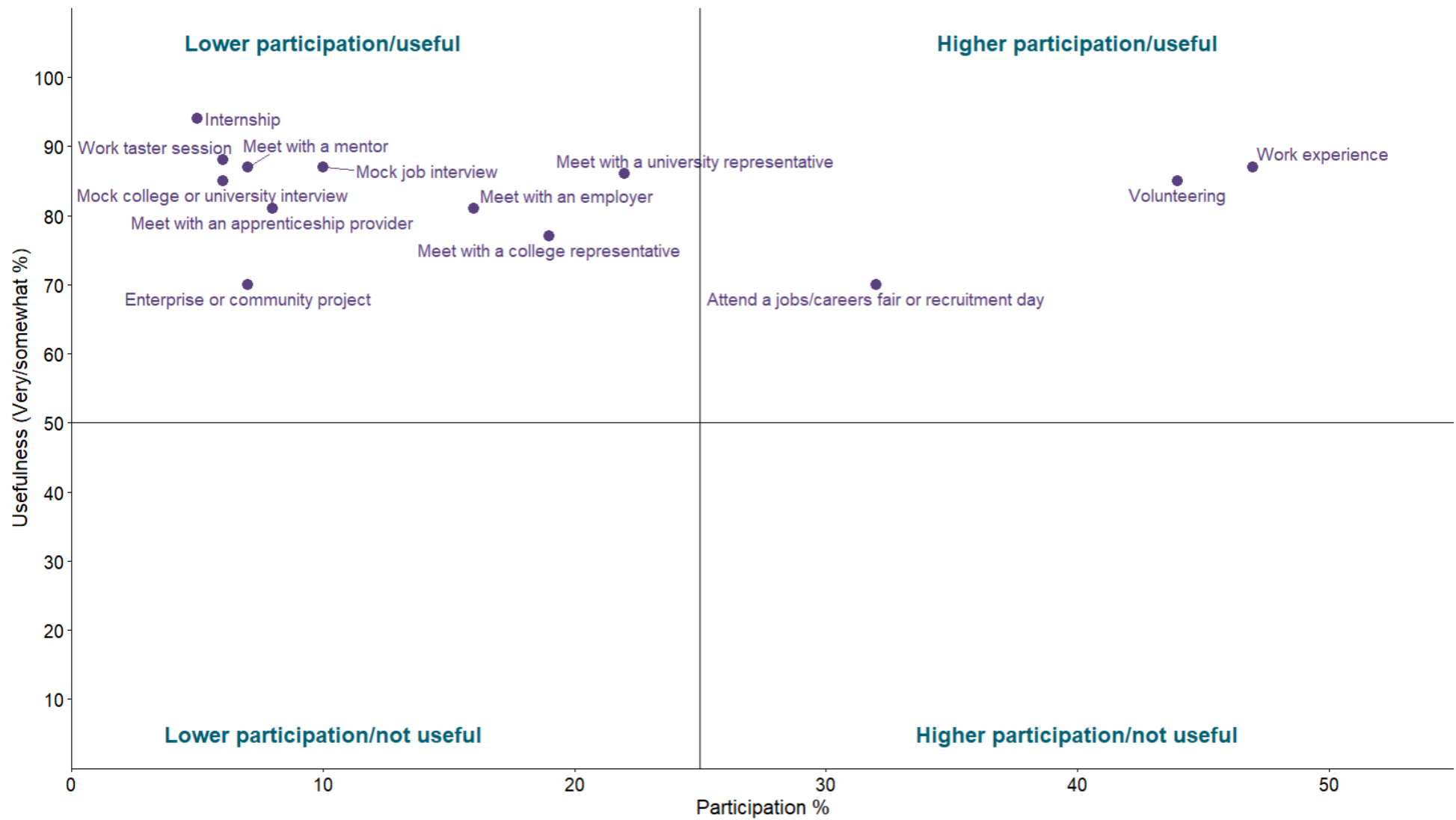# Pupils most likely to have taken part in work experience and volunteering

Taking part in career activities	All %	Targeted %	Universal %
Work experience	47	48	47
Volunteering	44	37	47
Attend a jobs/careers fair or recruitment day	32	25	36
Meet with a university representative	22	15	26
Meet with a college representative	19	21	17
Meet with an employer	16	14	18
I have not had the opportunity to take part in any of these activities	15	17	14
Mock job interview	10	10	10
Meet with an apprenticeship provider	8	8	8
Enterprise or community project	7	5	8
Meet with a mentor	7	7	7
Mock college or university interview	6	7	6
Work taster session	6	5	6
Internship	5	4	6

Internships rated as highly useful

How useful did you find the following activities?

Activity	Very useful	Somewhat useful	Slightly useful	Not at all useful
Internship	68%	26%	4%	2%
Work taster session	49%	39%	8%	4%
Meet with a mentor	60%	26%	12%	2%
Mock job interview	45%	43%	10%	3%
Work experience	60%	27%	10%	3%
Meet with a university representative	52%	34%	10%	4%
Mock college or university interview	51%	33%	13%	2%
Volunteering	51%	34%	13%	2%
Meet with an apprenticeship provider	52%	29%	10%	8%
Meet with an employer	43%	38%	17%	2%
Meet with a college representative	43%	35%	18%	5%
Attend a jobs/careers fair or recruitment day	31%	39%	23%	7%
Enterprise or community project	28%	42%	21%	9%

Career activities – participation vs usefulness

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.)	32	24	36
Sports, fitness or exercise groups (e.g. dance, swimming, athletics, martial arts etc.)	29	22	32
Volunteering and fundraising groups	28	23	31
I have not taken part in any of these activities	25	30	22
Creative arts groups (e.g. drama, art, music, photography etc.)	20	17	22
Youth award schemes (e.g. Duke of Edinburgh)	17	11	20
Uniformed youth groups (e.g. Scouts, Girl Guides, Army Cadets etc.)	11	8	12
Youth clubs	11	13	10
One-to-one mentoring	9	8	10
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.)	3	3	3

KPIs & Career Management Skills

Targeted pupils most likely to view SDS as effective

Average score out of 10

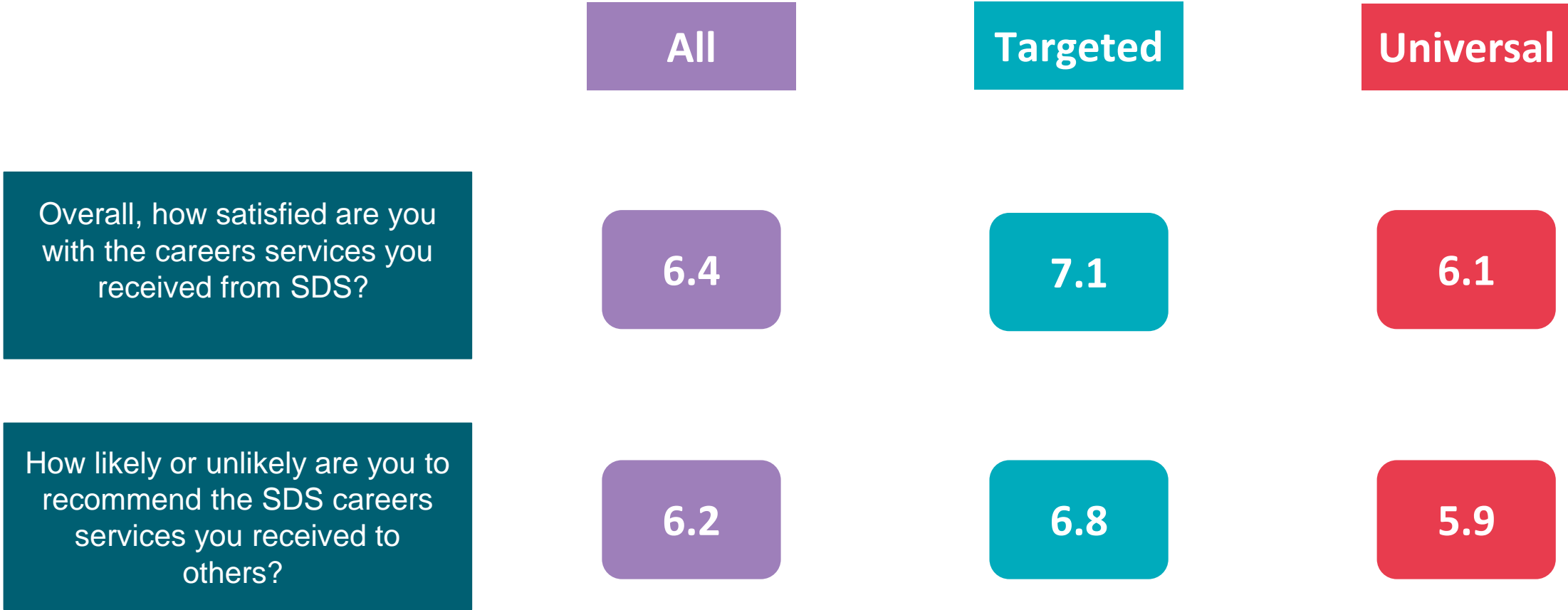|	All	Targeted	Universal
SCHOOL LEAVERS How effective were the SDS careers services in helping you decide what to do when you left school?	6.1	7.0	5.4
S4/S5s How effective have the SDS careers services been in helping you decide what you may want to do when you leave school	5.7	6.4	5.5

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?	6.4	7.1	6.1
How likely or unlikely are you to recommend the SDS careers services you received to others?	6.2	6.8	5.9

Satisfaction with aspects of 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	7.5	6.7
The amount of support available	6.9	7.5	6.6
The range of SDS careers services available	6.8	7.4	6.5
The information you were given about the range of SDS careers services available	6.4	7.0	6.1
The information you were given about how to access SDS careers services	6.3	6.9	6.0

SDS helps pupils to develop a range of CMS

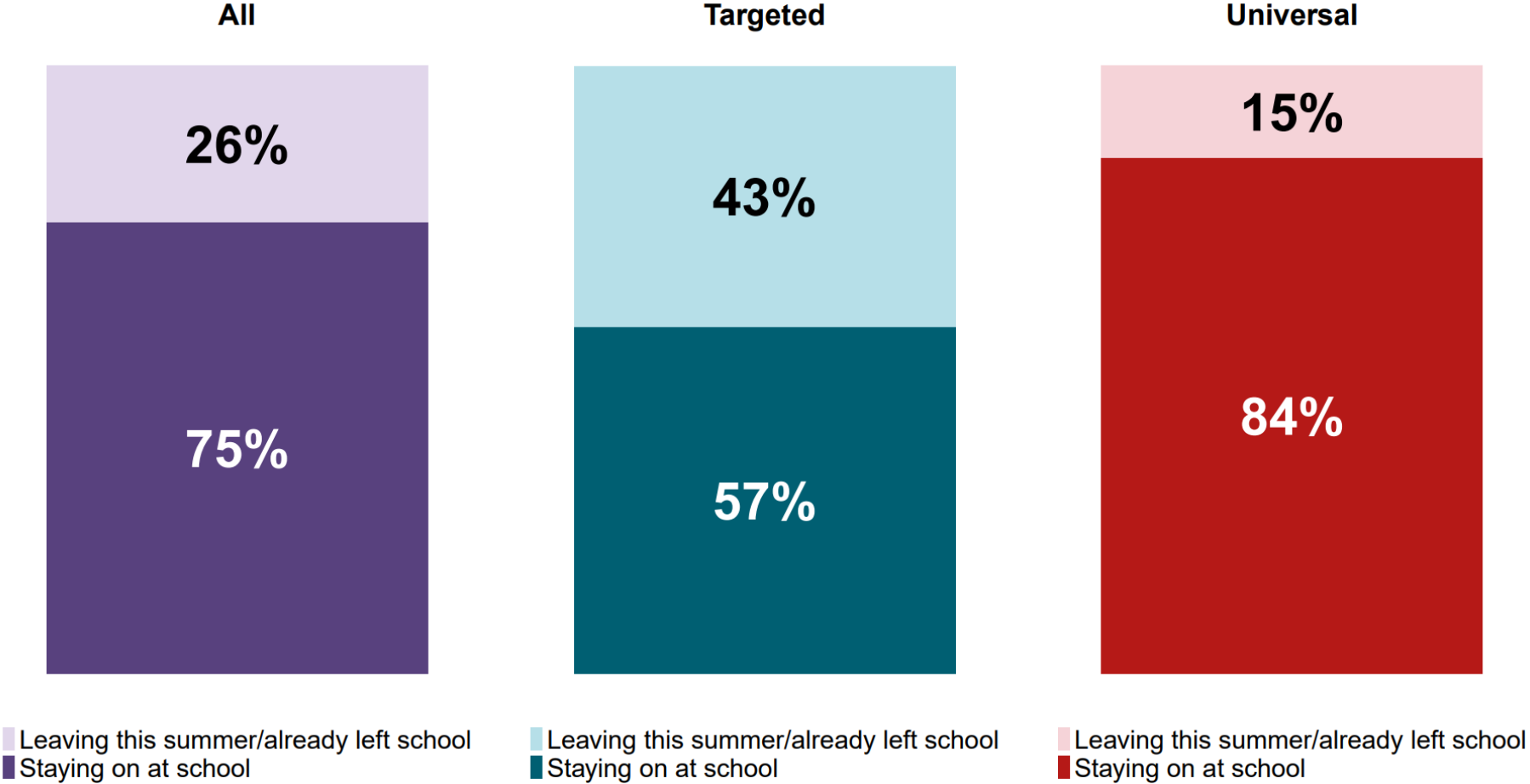To what extent do you agree or disagree that the support you received from SDS has helped you to do the following?

Career Management Skills	All %	Targeted %	Universal %
Find and use career information easily	78	82	76
Understand how your experiences and learning can help you make career choices	78	83	76
Make informed career decisions	75	83	70
Understand and build on your skills, strengths and achievements	75	81	72
Consider new things you may not have thought of when it comes to your career journey	74	81	70
Identify and build relationships with people who can help you in your career	64	72	59

Post-school plans

Most pupils plan to stay on at school

Are you planning to stay on at school or leave?

All

26%

75%

Targeted

43%

57%

Universal

15%

84%

Leaving this summer/already left school
Staying on at school

Leaving this summer/already left school
Staying on at school

Leaving this summer/already left school
Staying on at school

Pupils stay on at school to gain more qualifications

Reasons for staying until S6	All %	Targeted %	Universal %
To gain more qualifications	87	87	87
To get as much out of school as possible	61	56	62
To stay with friends	42	36	44
I don't feel ready to leave school	39	44	37
I enjoy school	32	26	34
I don't know what I want to do after school	23	27	22
To participate in extra-curricular activities	21	15	23
Other	2	3	2

Why do some pupils leave before S6?
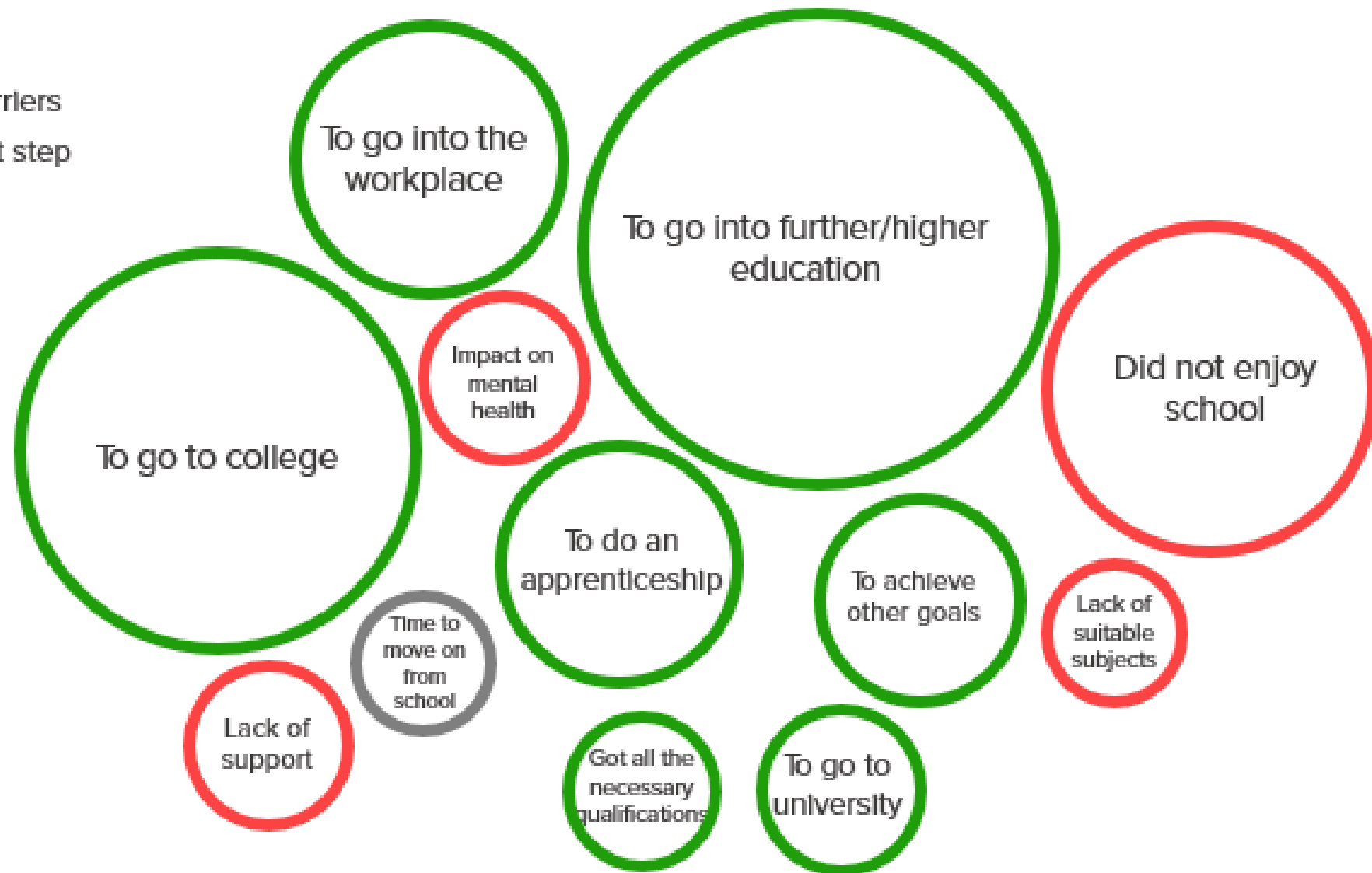
Majority of pupils staying on at school plan to go to university

What are you thinking about doing once you leave school?

Destination	All %	Targeted %	Universal %
University course	56	41	62
College course	13	22	9
Don't know yet	8	13	6
Take time out / gap year	6	4	7
Full-time employment	4	4	4
Modern Apprenticeship	4	5	4
Part-time employment	3	4	2
Graduate Apprenticeship	2	1	3
Other	2	3	1
Self-employed / start my own business	1	2	1
Voluntary work	1	2	1

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	35	50	24
University course	35	14	50
Full-time employment	7	8	7
Modern Apprenticeship	6	9	5
Part-time employment	4	4	4
Take time out / gap year	4	5	4
Other	3	5	2
Graduate Apprenticeship	2	3	1
Self-employed / started my own business	1	1	1
Voluntary work	1	1	1
Working with a Careers Adviser at my local SDS centre to plan my next steps	1	1	1

Skills

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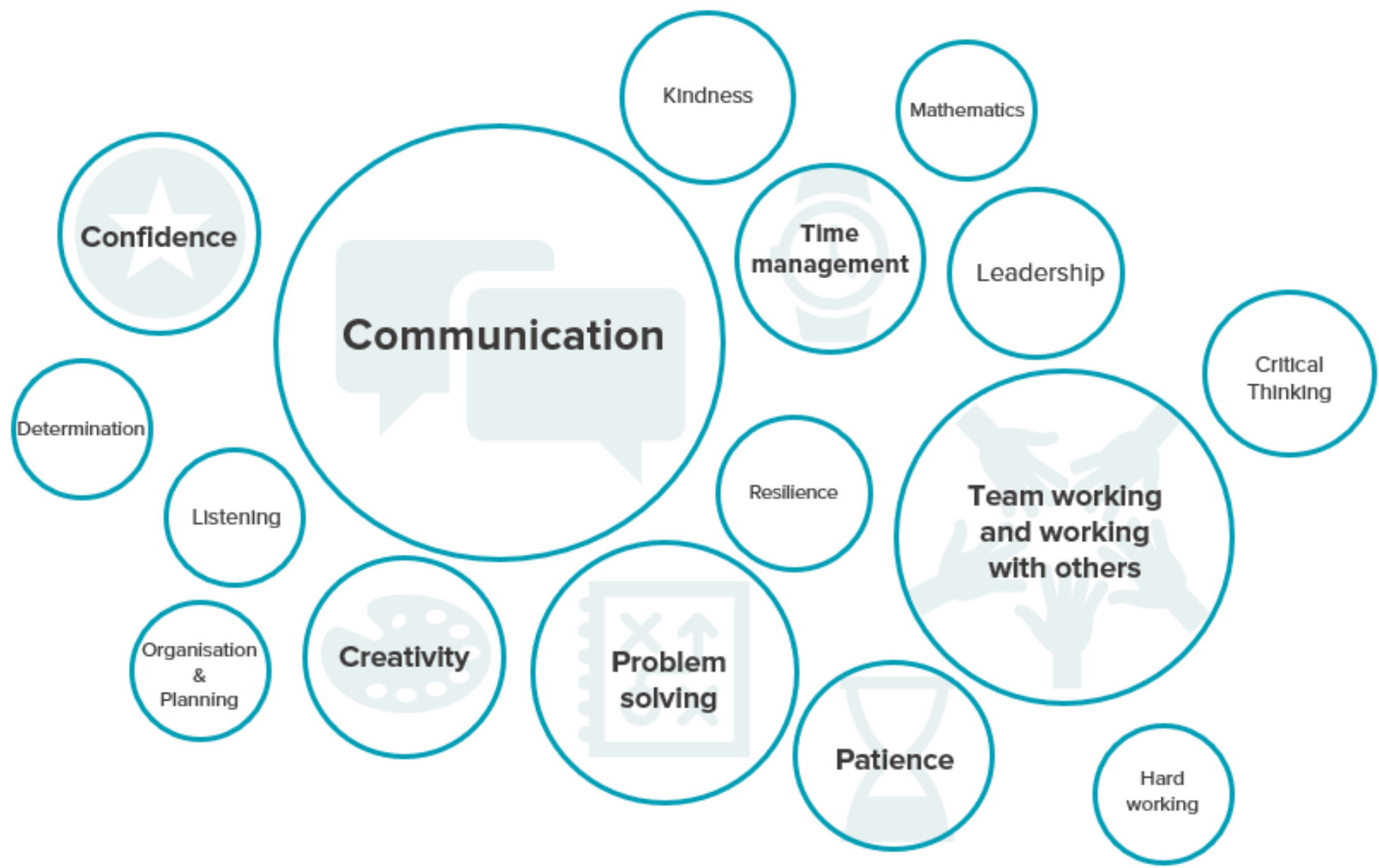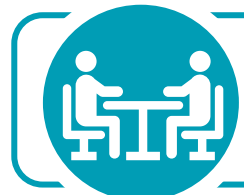
Summary
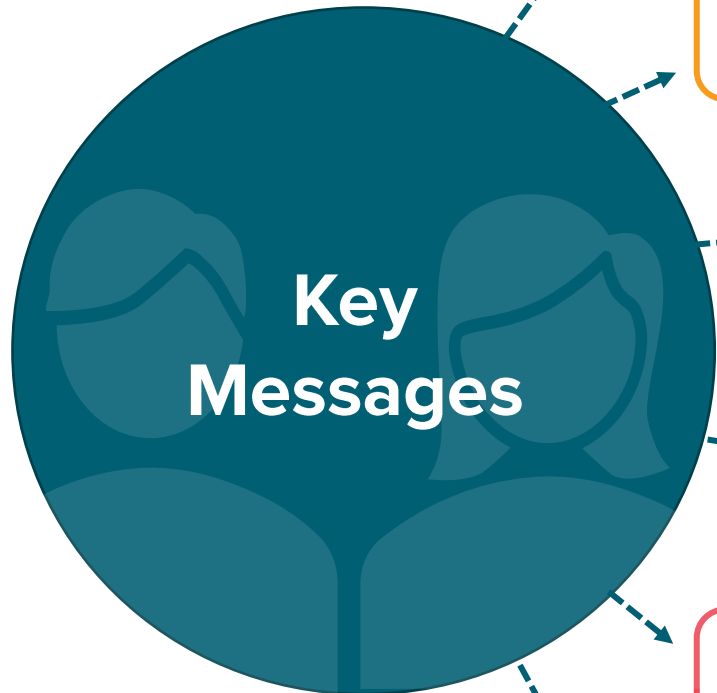
Key Messages

The **response to Pupils Voice has never been higher**. A combination of email and text message invitations were a success.
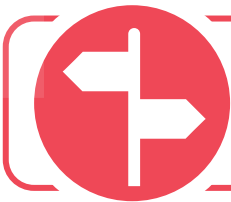
Results across core SDS service questions remain **similar to previous years.**

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 **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