

9329

b) Factor:  $x^2 - 4x - 21$   
 $= (x - 7)(x + 3)$

#14/10

$2x^2 + 5x + 2$   
 $= (2x + 2)(x + 1)$

**STEM Teacher Recruitment Campaign Development**

Presentation of qualitative research

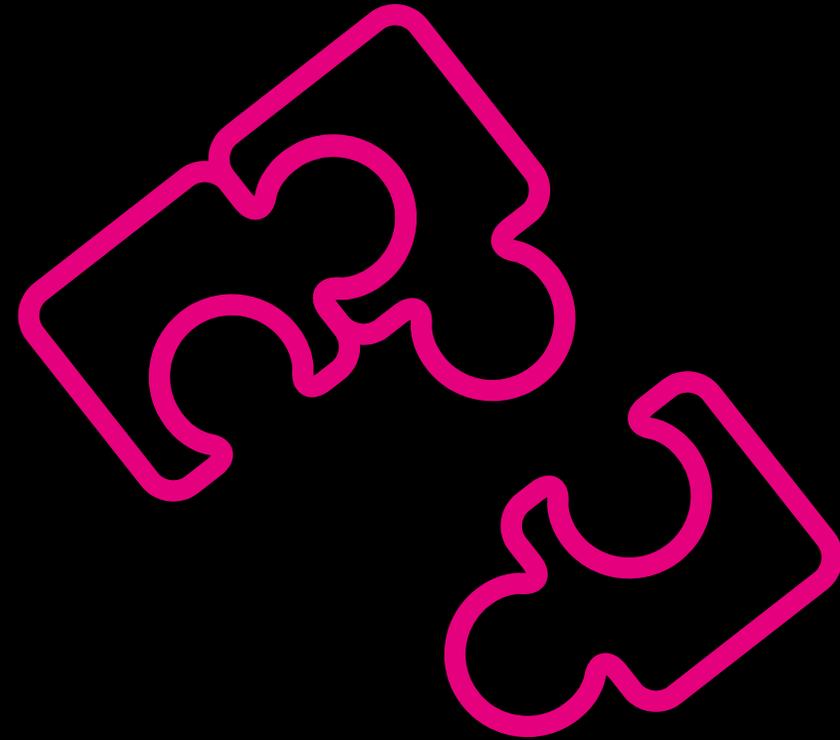
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# Contents

1	Understanding the business issue and how we answered this	3
2	Understanding the target audience	6
3	Testing three creative routes	13
4	Summary of insights and actions	34

**1**  
**Understanding the business issue  
and how we answered this**



# Understanding your business issue

The Scottish Government is developing an advertising campaign which aims to increase the number of individuals entering teaching from STEM subjects via the PGDE. Three potential creative routes have been developed to take into research

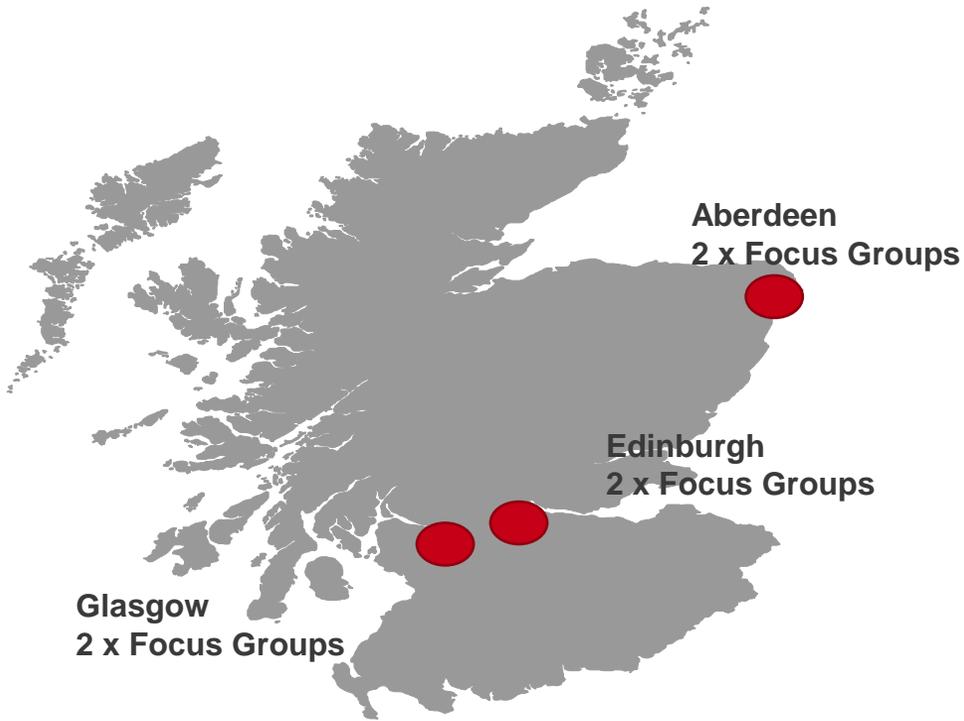
Which route is most successful at changing perceptions of teaching and increasing consideration of teaching as a potential career option?

- How impactful and appealing is each route?
- How well does each standout?
- How relevant and resonant are the routes?
- How tonally and linguistically appropriate are they?
- How clear is the main message? What is the take out?
- How have perceptions shifted?
- How motivating for students to want to find out more about teaching / consider teaching as a career option?
- How inclusive is each route?

How could the recommended route potentially be optimised?

- Where is there scope for potential improvement of each route?
- What is the likely potential to stretch across campaign objectives?

All participants were in either 3<sup>rd</sup> or 4<sup>th</sup> year of an Honours degree in a STEM subject



### 6 x 1.5 hour Focus Groups

Participants were recruited through placing ads in student unions / universities in relevant cities

8 participants in each focus group

Range of STEM subjects represented in each group with no more than 2 students studying the same discipline

Edinburgh, Glasgow and Aberdeen

Fieldwork completed 17<sup>th</sup>-21<sup>st</sup> November 2016

## 2 Understanding the target audience



# This is an audience who are passionate about their subjects and committed to their degrees

Undergraduates had made a conscious decision to study their subjects

By working hard at school they had enabled their own opportunity to study the subject they chose

- Keen to continue this hard work and personal challenge

Proud that they are able to study a well respected, academic subject

- Dedicated to the subject itself
- Aware that their degree is challenging but also rewarding
  - Keen to dissociate selves from social sciences and arts undergraduates

**Consequently, they take their subject, studies and levels of diligence seriously**



*“I think I’ll get a **better degree** than if I did English Lit...better job prospects.”*

# Their future involves intense personal challenges, they have big goals and money is not a principal consideration



*“A challenge. I don’t want to just be going to a job, I want to **make a difference** or **change something**. I don’t want to feel bored.”*

When asked about the future, monetary reward was rarely mentioned

- Expectation that they will have a ‘good enough’ salary due to the difficulty of their subject and value of their degree when graduated

Instead, this group of STEM undergraduates imagined their futures would involve personal and intellectual challenges

- They felt well equipped to meet, and enjoy, these challenges

Ideally their futures would enable them to

- Continue in their fields, continue to develop knowledge and learning
- Apply their degree
- Be viewed as specialists, highly trained and skilled, and eventually, experts in their fields

**Their serious approach to study extends to their views of their futures beyond university**

# Having status in their future career was less important than making a difference, contributing to the community or being creative and autonomous

During recruitment we collected responses to four potential attributes students may desire for their future career (n =60)

Please score each statement in terms of importance with regards to your future career (5 being very important and 1 being of no importance)



Students' vision for the future was goal oriented

They were focused on having a satisfying and rewarding career and wanted to make a contribution to society

They imagined deriving satisfaction from:

- Innovation / making breakthroughs
- Changing the World / Making a Difference
- Maintaining momentum / Continuing to Learn
  - Anti-Stagnation
- Variety / Stimulation / Constant Challenge

*“Feeling like you’re **contributing** to something positive rather than just doing something for the sake of it. Actually **helping humanity, help discover something.**”*

# Self confident but not arrogant, serious natured and highly literal minds

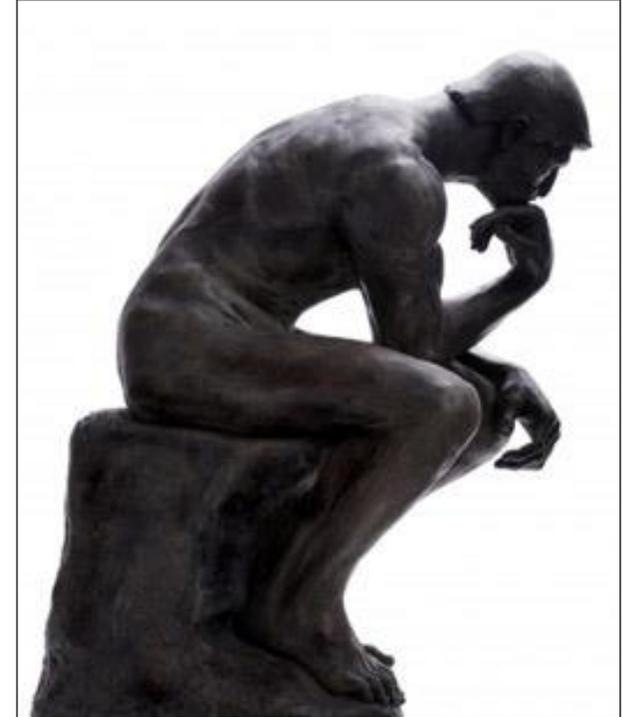
Self confidence was evident, but in a somewhat insular context

Not ego-driven, boastful or arrogant

- Confident in own ability in their subject
- Sometimes inward looking – focusing on the subject

Serious-minded, not frivolous or flippant about subject or own future

Literal and analytical minds geared towards challenging ideas



# Generally eschew large-scale careers events in favour of hearing from recent graduate entrants to the profession in small-scale encounters



Limited experiences across the sample of large-scale 'careers fairs'

- Seemed unconvinced that large-scale events were ideal environment
  - Too unfocused / not targeted enough
  - Too much choice
  - Superficial

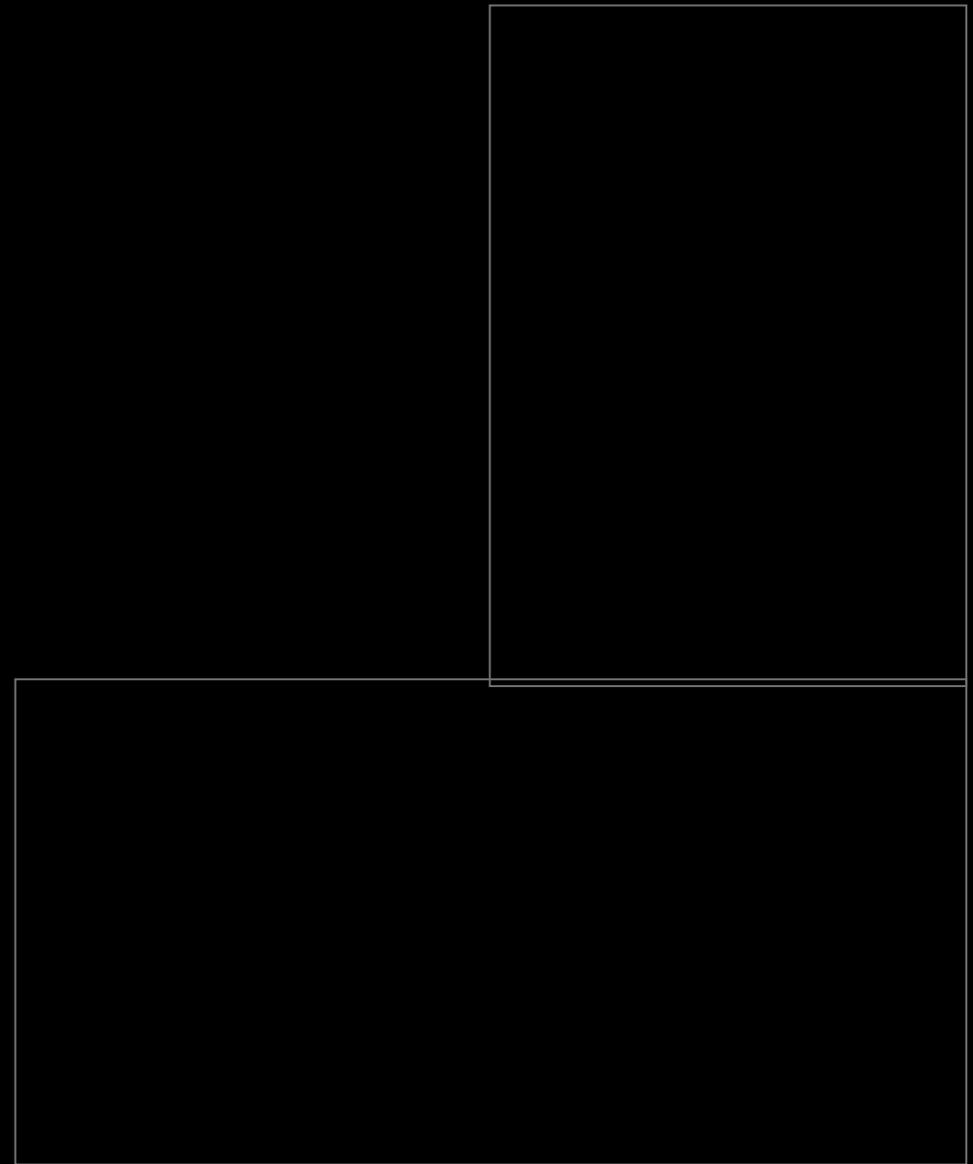


More support for smaller scale formats that enable in depth understanding of potential roles and recruitment processes / criteria

- Information sessions from individual firms
  - Activity based / competitions
- Small group working with actual employees
- One-to-one session / Speed dating with firms

Social and informal networking events also popular

**[Pages 12-35 redacted]**



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