

12th July 2017

STEM TEACHER RECRUITMENT CAMPAIGN PHASE 2

STRATEGY, CREATIVE, ADVERTISING AND DIGITAL PROPOSAL

POSITIVE INTERACTIONS <->



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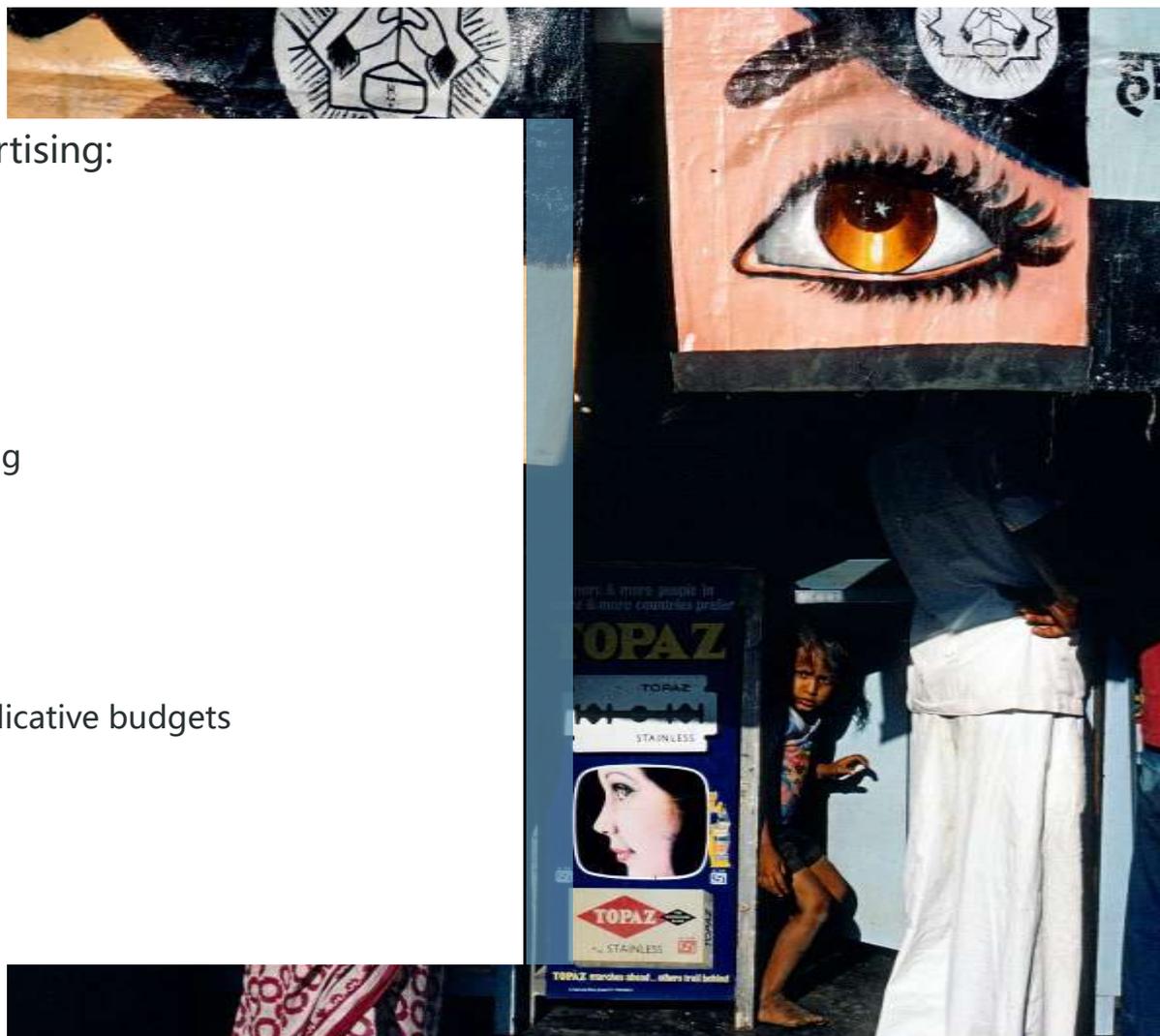
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Strategy, creative and advertising:

1. Objectives and strategy
2. Creative approach
3. New priority subjects
4. Budget allocation
5. Indicative delivery timing
6. Next steps

Digital:

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CREATIVE AND ADVERTISING

Objectives and strategy



Phase 2 campaign objective

Open the minds of our target audience to believe that teaching their specialist subject* in Scottish secondary schools is an ideal career choice for them.

Priority subjects being:

- 1. STEM subjects of Maths, Physics, Chemistry, Computing and Technology
- 2. English
- 3. Home Economics related subjects of consumer / food / textile studies



Success measures

For the continuation of our core STEM-related subjects:

- Achieve 30% of 2–4 year undergraduates in Scotland who study STEM subjects who are aware of the 'Teaching Makes People' campaign by March 2018
- Increase the number of 2–4 year undergraduates in Scotland who study STEM subjects who report to believe that teaching is an ideal career choice for them by 25% by March 2018
- Increase the number of 2–4 year undergraduates in Scotland studying STEM subjects who report to be considering teaching as a career by 12% by March 2018
- Achieve a 55% motivation score in post campaign tracking with the STEM undergraduates audience for 'Teaching Makes People' by March 2018
- Increase the number of 2–4 year undergraduates in Scotland studying STEM subjects who report to be considering applying to PGDE courses by 20% by March 2018
- Increase registrations to PGDE courses from STEM undergraduates by 10% by March 2018



Success measures

For the two new campaign priority subjects, English and Home Economics:

- Achieve 25% of 2–4 year undergraduates in Scotland who study English and HE who are aware of the 'Teaching Makes People' campaign by March 2018
- Increase the number of 2–4 year undergraduates in Scotland who study English and HE who report to believe that teaching is an ideal career choice for them by 20% by March 2018
- Increase in number of 2–4 year undergraduates in Scotland studying English and HE who report to be considering teaching as a career by 12% by March 2018
- Achieve a 55% motivation score in post campaign tracking with the English and HE undergraduates audience for 'Teaching Makes People' by March 2018
- Increase the number of 2–4 year undergraduates in Scotland studying English and HE who report to be considering applying to PGDE courses by 20% by March 2018
- Increase registrations to PGDE courses from English and HE undergraduates by 5% by March 2018

All:

- Increase traffic to www.teachinscotland.scot by 300% year-on-year by March 2018



Our audience

Our core target audience remains the same for this phase of the campaign, in being mainly University undergraduate students in years 2 through 4 currently studying STEM-related subjects in Scotland.

And now with the addition of Home Economics and English related subject undergraduates.

- These students are typically young men and women, aged 19/20 to 24 years old, living with flatmates, or still at home
- Plus a secondary audience of people looking for a subject-related career change, within 5 years of graduating

As in phase 1, the targets in both our primary and secondary audiences are that segment of the population already well-suited to teach and who are driven by intrinsic motivations such as 'making a difference' to children's futures, an 'altruistic' sense of rewards, contributing to society overall and the opportunity to develop valuable skills.



Strategic recommendation and overall proposition

To this end, and to meet our phase 2 objectives and success measures, we recommend that our overall campaign strategy remains the same, which is to work to overcome the perceptual barriers to teaching held by our audience by positioning a teaching career for the priority subjects in Scottish secondary education as:

- Intrinsically meaningful and rewarding for people who want a rich career seeing others progress
- Slicker, more professional, whilst promising a much more rewarding career
- Elevate the profile of teaching by increasing associated esteem and pride by setting teaching up as a skilled and desirable challenge BUT only for people who are 'good' enough, not just anybody
- Different from other careers that are desk bound, non-social, sedentary, introvert, or provide a detrimental work-life balance (as you may find in the catering industry for Home Economics graduates)

And that our current creative proposition endures to help shift these perceptions and change behaviours, because it remains true for these audiences that:

Teaching gives you a lot more satisfaction than most other jobs.



Building on the learnings from phase 1

Our phase 2 proposal looks to build on all the relevant learnings delivered by all campaign agencies' findings from phase 1 of the STEM teacher recruitment campaign.

The following slides detail our recommended activity for phase 2 creative and advertising, with our recommendations for phase 2 digital activity starting on page 35.

In summation we will look to:

- **Continue** following the existing campaign strategy and creative approach
- Develop the most effective advertising assets and media channels to **deepen** our reach with existing STEM undergraduates to support TNS' post-wave findings that the campaign was most effective with those who had 2+ opportunities to see
- **Build** on campaign integration across all channels and all-agency activities where possible to support the 'Teaching makes people' campaign proposition
- Produce new advertising assets and materials to **support** all-agency activities for this phase as required
- Develop new messaging and creative to **broaden** our reach to target our new English and Home Economics priority subjects
- **Boost** the calls to action on existing and new advertising assets to drive more traffic to the campaign landing page and website to increase conversions to registration (and ultimately PGDE application)

Creative approach



Existing STEM subject creative executions - outdoor

Our creative approach and construct for advertising has proven to be effective in phase 1 with our target audiences. We recommend continuing with our 4 'hero' executions shown below for outdoor (both print and digital versions, landscape and portrait) with the main update being to:

- Develop a more targeted call to action (CTA) to prompt better engagement and audience action





Existing STEM subject creative executions – digital display MPUs

Like outdoor, we recommend continuing with our 1 generic and 5 subject-specific executions, again with a more targeted CTA being developed to prompt better engagement and audience action.

A reminder of the subject-specific executions, all in MPU format:

Type	Copy	CTA
Angus - Generic	You can build rockets. But can you start fires? Teaching Makes People.	Find out more.
Niamh - engineering	You can build bridges. But can you build people? Teaching Makes People.	Find out more.
Zoe - maths	You can predict global trends. But can you shape futures? Teaching Makes People.	Find out more.
EJ - computing	You can develop games. But can you develop the players? Teaching Makes People.	Find out more.
Angus - Chemistry	You can get inside DNA. But can you show someone what they're made of? Teaching Makes People.	Find out more.
Zoe - physics	You can split a neutron. But can you get inside a mind? Teaching Makes People.	Find out more.





Phase 1 digital display MPUs - performance

Reporting from Carat shows that all existing digital display executions have performed strongly in phase 1. So, although we will look to add more executions to our online advertising suite for English and Home Economics, we recommend that the existing executions also continue to run.

Creative Name.	Impressions Delivered	Clicks Delivered	CTR%	Media Cost Delivered	Client Cost Delivered	Total Landings	Landing Rate
mpuANGUS1	432,826	1,408	0.33 %	£2,402.18	£2,137.94	1,196	0.28%
mpuA2CHEMISTRY	356,983	1,111	0.31 %	£1,981.26	£1,763.32	856	0.24%
mpuE COMPUTING	356,611	1,157	0.32 %	£1,979.19	£1,761.48	861	0.24%
mpuZ1MATHS	355,850	1,131	0.32 %	£1,974.97	£1,757.72	987	0.28%
mpuNENGINEERING	355,399	1,080	0.30 %	£1,972.46	£1,755.49	931	0.26%
mpuZ2PHYSICS	355,208	1,107	0.31 %	£1,971.40	£1,754.55	861	0.24%
Rich Media	182,397	1,703	0.93 %	£1,012.30	£900.95	1,938	1.06%
Totals	2,395,274	8,697	0.36 %	£13,293.77	£11,831.46	7,630	0.32%



Existing STEM subject creative executions – digital display cascade

This ad unit produced the highest click-throughs in phase 1. For phase 2, we recommend considering a different child's 'blink' being used, adding 'English' and exploring a more targeted CTA to boost results further.

Teaching Makes People

If you can share your passion for Maths, Computing, Engineering, Home Economics, Physics or Chemistry, you could be just what we're looking for.

Find out everything you need to know about becoming a teacher in Scotland.

[Go to website now](#)

 Smarter Scotland

The advertisement features a close-up of a child's eyes at the top. Below the eyes is a video thumbnail showing a young boy in a suit. The text is centered and uses a clean, sans-serif font. A blue button with white text is located at the bottom left, and the 'Smarter Scotland' logo is at the bottom right.



Existing STEM subject creative executions – digital video

Carat have reported that the 6" digital video bumpers performed well in terms of campaign recall but that the 30" and 40" full versions of the video performed best in terms of engagement and audience action, with a high number of 'full views' and a low 'skip' rate.

The bumpers have therefore been removed from phase 2 media plans.

We recommend as much exposure as possible for the existing STEM subject digital videos through Carat's recommended channels – again with a boosted CTA on the end title frame.





New creative executions

Specific to the objectives of phase 2 we also recommend new creative developments for our existing core STEM-related subjects including:

- Converting our 40" digital campaign video for broadcast in cinema (with boosted CTA)
- Explore new messaging for in-cinema 6-sheet posters to maximise integration with the 'cinema commercial'
- Stronger in-University presence through large format print/installation corridor wall takeovers, looking at potential 'hero site' depending on site size and costs for maintenance
- More novel and 'experiential' campus presence like library book inserts, shelf wobblers and stair vinyls
- Develop multiple new digital display and native ad units to support the proposed Admaxim geo-targeting channel (number of units to be advised by Admaxim via Carat)
- Refreshed career fair programme ad/s
- *Specific guide for Career Advisors – new audience?*

We recommend utilising existing photography (and possibly video stills for in-cinema posters) for these new creative executions.

New priority subjects



English

Recruitment to English PGDE courses has been highlighted by Policy as a priority for phase 2. More akin to our existing STEM subjects (maths, physics, chemistry and computing), there is a very clear line to be drawn from suitable/related undergraduate courses to the final PGDE 'specialist subject' for these students and possible early career changers.

- To be eligible for a PGDE in English, GTCS advise that applicants must have 80 SCQF points gained through an undergraduate degree in English (related subjects), with c.40 SCQF points in English or Scottish Literature
- The Universities offering a PGDE in English are: Aberdeen, Edinburgh, Glasgow, Strathclyde and University of West of Scotland (NB any outdoor sites at University of Dundee should not include any English-specific executions, and UWS doesn't offer a corresponding undergraduate English or Scottish Literature course)
- Target numbers for PGDE English per course provider for 2017/18 are:

University	Target number	English lit. undergrad
University of Aberdeen	32	✓
University of Edinburgh	41	✓
University of Glasgow	47	✓
University of Strathclyde	103	✓
University of West of Scotland	24	X
Total	247	

Scottish Funding Council announcement on Intake targets for year 2017-18



Home Economics

The considerations for Home Economics (HE) are slightly more complex:

- Current shortfall in HE teachers is driven by an ageing population reaching or at retirement, with a sharp decline in the numbers of new teachers coming through to take their place (by 2006, HE had the highest number of teachers over 50 years old out of all subjects, at just over 51%)
- Interest in the subject amongst school pupils is waning (possibly due to the current age of teaching staff), even though it remains the core taught subject for children to learn about healthy eating, nutrition and essential life skills, as well as more commercial and vocational topics like hospitality and catering
- The multi-disciplinary undergraduate degrees appropriate to HE offered in the past are no longer available, making the route to the HE PGDE course harder to navigate
- Entry requirements for the HE PGDE are very stringent, with an understandable emphasis on quality over quantity despite the continuing shortfall

There has been a steep increase in target numbers for HE PGDE over the past few years:

2013/14 intake	2014/15 target	2016/17 target	2017/18 target
48	52	70	114

Scottish Funding Council announcement on Intake targets for year 2017-18



Target numbers for Home Economics PGDE for 2017/18

Four Universities in Scotland currently offer a PGDE in HE, with a new 4-year Home Economics secondary teaching degree offered at the University of Highlands and Islands (not within our target audience for this campaign, i.e. school leavers).

- Our research has found that none of these Universities offer the appropriate undergraduate eligible entry courses, although Dundee and Aberdeen geographies offer them locally through Abertay and Robert Gordon

University	Target numbers for 2017/18	Relevant local undergraduate course
Strathclyde University	67	X
Dundee University	34	✓ (Abertay)
Aberdeen University	8	✓ (Robert Gordons)
University of Highlands and Islands	5	X
Total target	114	



Home Economics PGDE entry requirements

From our insight gathering interviews with Strathclyde and Aberdeen Universities, there are three main undergraduate 'feeder' degrees which meet the entry requirements for the HE PGDE, with one other recognised at Aberdeen*.

University	Degree title
Abertay University	BSc (Hons) Food, nutrition and health BSc (Hons) Food and Consumer science
Queen Margaret University	BSc (Hons) Nutrition
Robert Gordons University	BSc (Hons) Nutrition*

- There are other related courses (see next slide) that will be accepted by our core PGDE providers, but these will require students to complete an additional year-long Certificated Evidence of Competence (CEoC) at a further education college in the areas where they lack expertise before acceptance to the PGDE
- As Lesley Beaton, Home Economics PGDE course leader at Strathclyde University, explained: *"HE is an umbrella term for health and food technology, hospitality, fashion and textile technology, and all potential students must be proficient in all contexts before joining the PGDE course"*
- Most PGDE courses also require applicants gaining a C grade in Higher English and/or Maths at school or college

Other related courses to a Home Economics PGDE

The following related courses have been/are currently accepted by Strathclyde and Aberdeen Universities along with the relevant CEOC courses in lacking 'areas of expertise':

Uni/College	Course(s)
Glasgow Caledonian University	Hospitality Management BSc Food Bioscience
Robert Gordons University Aberdeen	International Hospitality Management BA (Hons)
Heriot Watt University Edinburgh	Biological Sciences (Food and Beverage Science) BSc (Hons), BSc Fashion Technology
Edinburgh College of Art	BA Textiles
Napier University	International Hospitality Management BA (Hons)
Glasgow Clyde College	HND Fashion Textiles, HNC Hospitality, HND Hospitality Management Course
University of Strathclyde	Hospitality & Tourism Management
Glasgow School of Art	Textile Design BDes (Hons)
University of the West of Scotland	Childhood Studies
New College Lanarkshire	Hospitality Business Management BA
University of Highland and Islands	Hospitality Management BA (Hons), Contemporary Textiles BA (Hons), BA (Hons) Health Studies
University College Birmingham	BSc Applied Food and Nutrition
Sheffield Hallam University	BSc Food and Nutrition
College of Agriculture, Food and Rural enterprise	BSc Food, Design and Nutrition
University of Ulster	BA Culinary Arts
Plymouth University	FdSc Food Studies
University of Leeds	Nutrition BSc
Cardiff Metropolitan University	Food Science & Technology - BSc (Hons)



Considerations for our Home Economics PGDE students

Our campaign should bear in mind that our target undergraduate students for the HE PGDE are generally:

- Less traditionally 'academic' than our phase 1 undergraduate STEM students in terms of undergraduate course subject, level and University or college studied at
- For many of those studying the core 'feeder' undergraduate courses (at Queen Margaret University specifically), to complete the PGDE they will have to move city/location/leave home
- According to the Head of Food and Drink Division at Abertay University, 40%-50% of the students on their food-related undergraduate degrees are already planning to complete the PGDE
- With the remaining 50-60% planning to follow food industry-related careers, with similar percentages given by Queen Margaret University
- For those studying other related undergraduate courses, they are all required to study another year's worth of CEoC appropriate courses at college to meet the PGDE entry criteria, when the potential to earn directly after graduating into the industry is on offer



Reaching our HE undergraduate students

Geographies to consider in Scotland for targeting with outdoor and/or Admaxim executions include:

- Feeder degree courses: Abertay, Queen Margaret Universities (Carat have confirmed no outdoor sites for QMU)
- Related other degree courses: Robert Gordon, Glasgow Caledonian, Heriot Watt, Napier, West of Scotland and Highlands and Islands Universities, and Edinburgh and Glasgow Colleges of Art, Glasgow Clyde College, New College Lanarkshire

Messaging for the 'related other degree courses' would need to be mindful of the additional CEoC course requirements



Home Economics career changers

As well as undergraduate students, we strongly recommend looking to reach those early, young career changers who have graduated directly into the food industry, who may now be ready and willing to re-enter one-to-two years of required study.

- They may be working in the areas of food quality assurance, food chemistry, new product development, food technology and nutritionists
- For those who may be degree-educated and currently working in the catering industry, the motivations – and corresponding messages – may fall more into the ‘satisfactions’ gained from job benefits, like pay, pension, holidays, working hours and a general improved work-life balance



New target subject creative development

We recommend developing core messages and executions to target English and HE students (and career changers), and running these across our existing – and new – outdoor and digital advertising channels.

The number of executions we should develop for each depends on the general 'weighting' supplied by Policy that we should give to each 'subject' in phase 2, for example is it akin to 'mini campaigns':

Existing STEM subjects - 60%
(maths, chemistry, physics,
computing, engineering)

**English -
15%**

Home Economics - 25%
(food science and other
related subjects; textiles,
consumer studies)



New target subject creative development

Or, as our phase 1 learnings and results demonstrate, many non-STEM subjects are also benefiting from audience interest and traffic on the website (and at the field stands). Do we therefore continue with our 'hero' executions in outdoor that are effectively hitting 'all' students and look to add English and HE as two further subjects where geographically applicable, whilst maximising online advertising behavioural/contextual-targeting combined with Admaxim's geo-targeting functionality?

Existing STEM 'hero/engineering' executions/messages

Maths, Chemistry, Physics,
Computing

English

Home
Economics



Phase 1 wash-up 'secondary subject page visits'

Our website stats show that at the end of phase 1, HE and English subject pages were already performing well:

Page	Page Views	Unique	Time	B. Rate
1. Mathematics	1,675	1,279	00:59	71%
2. Home Economics	1,418	1,135	00:58	72%
3. The Arts	922	759	00:45	78%
4. Business Education	917	727	00:38	74%
5. Computing	907	702	01:09	71%
6. English	759	634	00:37	79%
7. Biology	728	615	00:43	70%
8. Technology	727	583	00:42	69%
9. Chemistry	725	559	00:44	83%
10. Physics	721	571	00:48	61%

NB HE was included on the Guardian cascade and the campaign website as a priority subject in phase 1



New target subject specific campaign assets

In light of these findings and considerations – as well as the strong performance of our digital video in phase 1 - we recommend against shooting/adding specific English or HE scenes into our existing video:

- Overall the loss of existing scenes and original flow would/could outweigh the gain, in addition to the impact on budget and production time
- However, if this is an SG requirement, it can be done: from adding some English and HE headlines in the opening sequence to 'swapping in' some new scenes
- We will also develop targeted executions to roll out across all outdoor and online advertising as appropriate, where we can look to be as targeted as possible to reach these audiences, including:
 - new Facebook carousel units
 - proposed in-University – or college – presence/s
 - career fair programme ads
 - 'Guide to the HE PGDE' for use both on the website and as an asset on the field stands
- And for potential HE career changers, we also recommend considering print/digital ads in appropriate vertical titles, and continued online advertising with COSLA
- To support these dedicated ads we will create some subject specific content to enhance our offering to HE students
 - specific guide, includes a roadmap to becoming a Home Economics teacher
 - infographic to show the topics/areas covered by modern Home Economics teaching
 - infographic to show what Universities you can study at to become a Home Economics teacher

[Pages 30-31 redacted]

Timing

Indicative delivery timing plan

To be updated following all-agency status meeting 05/07/17.

Activity																																
	July																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Strategic campaign planning, new audience research & creative development																																
	August																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Creative development																																
Final artwork & production																																
Specific deadlines (TBC):																																
<i>Assets/materials supplied to Union Connect</i>																																
<i>Cinema - TBC for 1st wave</i>																																
OOH: print sites artwork deadline																																
Digital display ads (YouTube, FB, pre-rolls, Guardian, AdMaxim)																																
Digital/LCD at train stations artwork deadline																																
OOH: digital sites artwork deadline																																
	September																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Updated website & landing pages tested and li																																
1st wave campaign live																																
<i>NB: 2st wave campaign live on 08/01 - cinema and digital display ads</i>																																



Next steps

- SG feedback/agreement of overall approach, budgets and associated activity, and timing
- Approach discussion with all-agencies re in-University presence/s
- Creative development
- Final artwork and production

DIGITAL



Digital learnings from phase 1

Phase 1 highlighted that there is an appetite for premium content and an opportunity to further profile our STEM audience in order to inform, educate and signpost them onto relevant resources.

With the subject focus spreading out to include English and Home Economics we have an even better opportunity to create a more valuable online 'teacher recruitment' resource, that will have to work harder in order to achieve the 2017/18 campaign objectives.

Recommendations and our approach have been detailed for the following work streams:

1. Website refinement and updates
2. Email communications and audience profiling
3. On going website support

[Pages 36-42 redacted]

Timings

Next steps



Next steps

- Agreement of website refinement and updates to be carried out
- Creation of a detailed email communications plan based on agreement of the supply of specific content from SG/agencies (news, events, blog, etc.)
- Refinement of costs and timings inline with the above next steps



[Page 41 redacted]