

Career Information, Advice and Guidance services delivered by Skills Development Scotland in East Renfrewshire

A report by HM Inspectors

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1. Introduction

The external review

The external review by Education Scotland took place between 5–9 November 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in East Renfrewshire.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of Outcomes and Impact, Service Delivery and Leadership and Quality Culture, using the 13 reference quality indicators outlined in External quality arrangements for the review of Career Information Advice and Guidance services delivered by Skills Development Scotland, published in July 2018. Further details can be found at: <https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Careers%20service%20reviews>.

The external review team talked with customers, staff at all levels in the organisation, external agencies and other users of the service.

2. The service area and its context

In carrying out the external review of services delivered in East Renfrewshire, Education Scotland took the following area context fully into account.

East Renfrewshire is situated to the south of the City of Glasgow. It covers an area of 67 sq. miles (174 sq. km). Approximately 15 per cent of the area is urban and 85 per cent rural. The north of the area comprises the urban areas of Giffnock, Newton Mearns, Clarkston, Thornliebank and Barrhead. There is also an extensive rural hinterland to the South, within which the villages of Uplawmoor, Neilston, Waterfoot and Eaglesham are located.

The population of East Renfrewshire has increased by 4.3%, to 94,760 people, from 2011-2017. The highest proportion of the population, 74%, live in the Eastwood area. Between 2011 and 2017, the rate of change in age-specific population groups, between Scotland and East Renfrewshire, was most pronounced among the 65 and older population, with a 14.3% increase. In the last six years, the number of children and young people aged 0-15 increased by 6.2%, and the working age population aged 16-64, increased by 1.0%. East Renfrewshire has become more ethnically diverse in the last decade and the number of residents from an ethnic minority background has increased from 3,436 in 2001 to 5,363 in 2011, an increase of 56%.

Most employment in East Renfrewshire is in the retail/wholesale sector and in education, health and social work sectors. East Renfrewshire is mainly residential and acts as a commuter belt, with a high number of residents travelling to neighbouring local authorities to work. Using the 2011 Census data, 28,265 people commute out of East Renfrewshire to work in other areas and 7,660 people commute into East Renfrewshire. Only 18 % of the people who live in East Renfrewshire work in the area.

East Renfrewshire has achieved a £44 million investment through the Glasgow City Region City Deal. The £44 million investment is focused on six key projects around the M77 Strategic Corridor, designed to provide economic benefits through employment, recreational, tourism, residential and business opportunities.

There are seven secondary schools in East Renfrewshire and one school for young people with additional support needs (ASN). Staff from SDS work within each of the schools to provide services to young people. There is also a number of community locations where staff are based to deliver services to adult customers.

3. Outcomes of external review

Judgement of grades

Section A: Grades

The review team awarded grades for each of the six key themes based on the following criteria:

excellent:	outstanding and sector leading
very good:	major strengths
good:	important strengths with some areas for improvement
satisfactory:	strengths just outweigh weaknesses
weak:	important weaknesses
unsatisfactory:	major weaknesses

Key theme	Grade
Customer progression and achievement of relevant high quality outcomes	very good
Meeting the needs of stakeholders	very good
Delivery of key services	very good
Management of service delivery	excellent
Strategic leadership	very good

There is one example of excellent practice which is described later in this report.

Section B: Customer progression and achievement

Areas of positive practice

- The participation measure for East Renfrewshire improved by 0.6% in 2016-17 to 96.8% which is well above the national average of 91.8%.
- The initial school leaver destinations trend for East Renfrewshire for the last three years, is higher than the national average.
- Over the last three years the number of young people whose destination on leaving school was unknown has been very low and is now at zero.
- In most East Renfrewshire secondary schools the number of young people entering a positive destination on leaving school is above the national average.
- All head teachers of secondary schools in East Renfrewshire are satisfied with the career services provided by SDS in their schools.
- Overall, in secondary schools, 64% of young people are registered for My World of Work (MyWoW), which is 3% higher than the national average of 61%.
- In the most recent Your Views survey, almost all of the responses from staff were higher than the national figures, demonstrating a strong culture of improvement to services and teamwork.
- The minimum service delivery expectations for young people in school were exceeded in all ten measures in 2017-18. In addition, the level of achievement was higher than the national average in nine of the ten measures.
- The minimum service delivery expectation for Next Steps customers was exceeded in all three measures in 2017-18.
- The percentage of Next Steps customers progressing to learning, training or work, and sustaining for six months, was higher than the national average by 8% in 2017-18.

Areas for development

- In two of the seven secondary schools in East Renfrewshire, the percentage of young people progressing to positive destination on leaving school is below the national average.
- In four of the seven secondary schools in East Renfrewshire, the proportion of young people registering for MyWoW is below, and in one case well below, the national average of 61%.
- The minimum expectation for Next Steps customers who have received a career management skills (CMS) assessment/career development plan (CDP), showing improved CMS was achieved. However, this is lower than the national average by 5%.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- Careers staff deliver services across East Renfrewshire from an appropriate range of accessible locations, including partner premises such as local schools, libraries, and community centres.
- In all secondary schools, careers staff offer a highly flexible service and accommodate requests for services promptly. Customers in schools have easy access to the services of careers staff through requesting a one-to-one appointment or attending a drop-in session. These facilities are appreciated by young people and staff in schools.
- Careers staff work collaboratively with staff in schools to identify and target the delivery of services to meet the needs of school customers. For example, SDS staff arrange activities

to ensure learners with ASN are prepared well for, and supported throughout, transition into further education.

- Effective delivery of one-to-one coaching interventions by career coaches, is resulting in almost all customers making well-informed career decisions.
- Almost all post-school customers are setting appropriate career goals and working well towards achieving them.
- Careers staff contribute responsively to national priorities including, and in particular, the Scottish Government's Developing the Young Workforce: Scotland's Youth Employment Strategy (DYW). They work well in an extensive range of partnership forums to influence decision-making at a local level across East Renfrewshire.
- School and SDS staff use data to good effect to monitor, plan and deliver services jointly. School staff identify young people who have declared an interest in a career pathway and take action to arrange activities which widen customer knowledge of the opportunities available.
- All customers value highly the support they receive from careers staff to make decisions about pathways and future career choices. School customers feel better prepared to make decisions about further learning or work following one-to-one coaching interventions with career staff.
- Staff from SDS work closely and collaboratively with the Youth Intensive Support Service (YISS) to support care-experienced young people in East Renfrewshire to make the transition from school to work or further learning.
- The area manager and team leaders work effectively with schools to align the School Partnership Agreement (SPA) with individual school improvement plans (SIP).
- SDS staff are supporting subject teachers in schools well to develop awareness of the ambitions of the Career Education Standard (CES). Joint training and development events, planned and delivered by SDS staff, are impacting positively at authority, school and subject teacher levels.
- Key partners are very positive about their engagement with SDS staff. The SDS team takes good account of feedback from partners to improve services to ensure future arrangements are sufficiently flexible to meet current and emerging their needs.

Areas for development

- None identified

Section D: Delivery of key services

Areas of positive practice

- The range of services offered by the SDS team is tailored well to the needs of young people and adults in the area. Planning and delivery takes very good account of current and emerging needs and issues or factors which could impact on access to services for customers. These include access to public transport, population distribution and the travel-to-work working pattern of the local population.
- Careers staff work collaboratively and purposefully with one another. They draw productively on the knowledge and specialisms of team colleagues to design and plan services.
- Careers and school staff make effective use of data and information to anticipate and plan for appropriate services to support customers with specific support needs, for both groups and individuals. This is helping to increase young peoples' awareness of the different routes and pathways available to them in school.
- SDS staff ensure that the SPA process is used effectively by careers staff to plan service delivery for school customers, taking good account of the context of each individual school.

SDS and school staff work closely to align the SPA and SIP planning which has added value to the impact of both process on young people in schools across the area.

- SDS staff use a broad range of delivery approaches and locations which support the majority of customers well to develop and recognise their progress in understanding and applying CMS.
- SDS staff work well with staff from the Department for Work and Pensions (DWP) colleagues to enable adult customers to access useful and effective SDS coaching and guidance interventions.
- Third sector providers value the support provided by SDS staff to direct customers to their services and to provide support for participants interested in pursuing transition to further positive destinations.
- Careers staff in schools proactively utilise materials to promote the CES. The 'I can' statements are beginning to have a positive impact through inclusion within the curriculum and the drive to develop skills for learning, life and work.
- School leaders value the contribution of SDS staff in supporting the learner journey of their young people and in building staff capacity to support them in the use of resources such as labour market information (LMI), Data Hub information and MyWoW resources. In all schools, guidance staff view SDS staff as an integral and important part of the guidance team.
- All customers are highly positive about their engagement with SDS staff, and the flexibility they demonstrate in meeting their individual needs.
- Relationships with stakeholders and partners are extremely productive and have a strong focus on collaboration in order to deliver DYW priorities. This includes achieving high levels of positive outcomes for young people and adults in East Renfrewshire.
- MyWoW Ambassadors are in place in all secondary schools and participate well in delivering awareness-raising workshops to parents and younger learners, including primary school young people.
- Careers staff work closely with partners to ensure that the needs of the most vulnerable young people are met. For example, customers leaving Isobel Mair School are supported well by their Work Coach to move on to options post-school which meet their needs.
- Strong links between schools and SDS staff are ensuring effective follow up of school leavers. SDS staff use Data Hub Reports to inform schools of any leavers who have an unconfirmed status. This approach has contributed to the local authority's unconfirmed figure of zero percent.
- SDS post-school staff make effective use of discretionary funding to help address financial barriers young people face in progressing to a positive opportunity.
- SDS staff work well with all secondary schools to plan and deliver CES entitlements for young people.
- In all schools, SDS and schools staff are making good progress in establishing links to embed the CES and develop employability skills and CMS in the curriculum.
- In almost all one-to-one observations, SDS staff demonstrate a high level of competence in contracting with customers. This includes ensuring that customer expectations and understanding are identified and agreed at the first stage of the coaching approach to guidance.
- One-to-one engagements with all customers are consistently strong and staff make effective use of resources to engage customers during these activities.
- In some groupwork sessions, staff use careful questioning techniques and challenging activities to maintain the interest of the customers. This helps to develop their self-awareness and challenge their views of their career aspirations, matched to their skills development.
- Feedback from customers referred from DWP to SDS is very positive, with the support received being described as 'invaluable' and 'it made me realise I can'.

- The Next Steps service is now well established in East Renfrewshire and is resulting in positive progressions for customers, well above the minimum expected delivery level.
- In general, reflective practice sessions are used well by SDS staff to discuss good practice and share ideas. Staff engage well with opportunities to discuss and reflect on practice and the services they deliver.

Areas for development

- In most of groupwork sessions in schools, delivery approaches are not sufficiently interactive to engage all of the young people fully and there was too much content for the time allocation for the session. As a result, the pace of the sessions was hurried, and the careers staff members tried to present all of the information within the allotted timeslot. For a few customers, this restricts their opportunities to engage fully in the session.
- All SDS staff engage well in opportunities to reflect on professional practice. However, this is not having sufficient impact in relation to improving the quality and consistency of group work activity delivered within secondary schools.

Section E: Management of service delivery

Areas of positive practice

- SDS staff contribute to and influence all key strategic and operational groups within the area. Staff work well with partners to respond effectively to national strategies and priorities, including DYW and the Glasgow City Regional Deal.
- SDS managers have established productive links with senior staff in the East Renfrewshire local authority. Careers staff work very well with school managers and staff to promote a wide range of opportunities to young people. This has resulted in an increased awareness of the different types of apprenticeship opportunities, and an increased uptake in Foundation Apprenticeships.
- The SDS team responds quickly and timeously to any requests for additional support from schools. For example, SDS has worked with school partners to raise the levels of MyWoW Ambassadors and expand their roles to suit the needs of schools.
- The team works well with schools to ensure that SPA actions around incorporating LMI effectively in subjects and the curriculum, are completed. This includes delivering awareness-raising activities on CES to schools.
- SDS staff work effectively with a range of partners in The Foundry in Barrhead, and in the wider community, to support unemployed adults and young people to progress to positive destinations.
- SDS Work Coaches deliver services from partner premises to ease access for customers. For example, the YISS team, works with health and social work partners to provide effective on-going partnership delivery in Eastwood.
- Monthly case management meetings with the East Renfrewshire Family Firm, are enabling effective joint planning of support for the most vulnerable young people and adults in the community.
- The SDS Personal Adviser delivers services to adult customers from DWP premises on a weekly basis. This facility is used well and feedback from customers on their experiences, following DWP referral to SDS, is very positive.
- In all secondary schools, there is a clear strategic approach by SDS to support schools staff to make effective use of the Data Hub and data sharing. Careers staff play an integral role in supporting staff in secondary schools to use the data effectively and provide early intervention activities for vulnerable customers.
- Partners work closely and productively with SDS to ensure data is of a high quality and that planning is based upon valid and complete data sets.

- SDS staff and partners make effective use of data and information to respond to emerging issues and plan appropriate services to help individual customers and groups with specific support needs. For example, for those customers who are care-experienced or customers with autism.
- Arrangements for validating and reviewing the needs matrix with partners are effective and ensure customers' needs are met with an appropriate balance of group work and one-to-one guidance coaching intervention.
- The SPAs are linked well to the SIP, with appropriate timelines decided, in agreement with school partners. SDS staff have helped schools to plan and promote the delivery of over 60 Foundation Apprenticeships this year, which is a significant increase over starts in each of the last three years.
- SDS staff are involved actively with East Renfrewshire Council in supporting Looked After and Accommodated (LAAC) children in school and up to the age of 26. They also work productively with West College Scotland staff to make effective use of the Data Hub information and, to identify LAAC children to plan and deliver appropriate support for young people at college.

Areas for development

- None identified

Section F: Strategic leadership

Areas of positive practice

- The SDS managers and the team are responding well to major employment initiatives such as the Glasgow City Regional Deal. They are central to the identification of the types of skills and jobs which will be required in the area in the future. They play a crucial role in the investment in and planning of initiatives to help prepare customers for future career opportunities.
- Managers are closely involved in, and play a critical role in, the implementation of the DYW Implementation plan and the Employment Strategy for the East Renfrewshire area.
- The delivery of services in East Renfrewshire align well with the ambitions from the national SDS 2020 vision for improving skills throughout Scotland. The service is well represented in all relevant strategic bodies and the area manager chairs one of the most important employability forums in the authority.
- There are very strong relationships between the local authority and SDS. Careers staff work closely with the DYW groups in schools and the council to identify where the priorities lie and generate the activities to meet demand.
- Partners report that the SDS team is highly solution-focused, adopting a problem-solving approach, when a need to change service delivery is identified. For example, the area manager and team leaders contribute well to the Community Planning Partnership and are well-respected by partners for their proactive approach to meeting the needs of customers and partners.
- Partnership working between the service and the local authority and secondary schools is very effective and leads to improved services for young people at school.
- The SPA is being used well by SDS managers to deliver services. It is improving strategic relationships with school leaders and supporting the implementation of DYW priorities.
- The team is led very well by managers. Managers ensure that staff have a strong voice in decision-making activities and are very responsive to the needs of staff. For example, managers enable staff to lead the Team Planning Days ensuring they have sufficient awareness of important strategies and how the service in the area should respond. Staff

support these activities well and feel they have a full role to play in designing and implementing improvements.

- As part of the planning activities with the team, staff identified the need for various champion roles and took responsibility to promote the aspects of the role throughout the area. This provides an effective focus on issues relevant to customers and builds a sense of ownership among SDS staff.
- There is a strong sense of team identity within the staff group in the service. Staff demonstrate high levels of mutual support and effective team working which takes good account of staff skills and experiences.
- All SDS staff are very motivated and committed to the services they offer. They collaborate effectively with partners to meet the needs of their customers and feel able to introduce new approaches to delivery through Everyday Leadership activities.
- Staff feel valued and respected within the East Renfrewshire team. Almost all staff, are qualified as careers advisers, with training commencing early next year for those who are not yet qualified.
- Staff in East Renfrewshire are part of the wider delivery hub of services with Renfrewshire SDS services. This allows them to share good practice across a wider team, while focusing delivery on the needs in East Renfrewshire.
- Managers and staff have a strong commitment to continuous improvement to enhance service delivery and improve outcomes for customers. For example, working with schools to enhance the use of the Data Hub by schools, to plan and implement appropriate career pathways for customers.
- Staff have embraced the Business Excellence approach to identify actions, which are monitored regularly, to ensure progress. Staff use customer feedback well to improve services and meet customer needs well.
- At the time of the external review, all of the SDS team had received their full 21 hours of Continual Professional Development in the last performance year.
- Staff make good use of team time to discuss good practice, share ideas and make improvements. This fosters the strong team identity evident among the careers staff in East Renfrewshire.
- The Observation Framework is embedded in the service with peer-to-peer and team leader observations carried out regularly and effectively.
- Team leaders encourage the team to make effective use of My Contribution through monthly one-to-one conversations. Team members feel they have clarity around their roles and delivery expectations. They feel supported in the delivery of their goals and are able to identify areas for personal development.

Area for development

- Arrangements for the review of groupwork are not wholly effective. The use of the Observation Framework and feedback by staff and managers have not yet led to consistent quality of delivery of groupwork sessions.

Section G: Capacity for improvement

The participation measure for East Renfrewshire has improved in 2016-17 and is well above the national average. The initial school leaver destinations trend for East Renfrewshire for the last three years is also higher than the national average. However, in two of the seven secondary schools in East Renfrewshire, the percentage of young people progressing to a positive destination on leaving school is below the national average. All Headteachers of secondary schools in East Renfrewshire are satisfied with the career services provided by SDS in their schools.

The minimum service delivery expectations for school and Next Steps customers were exceeded in all measures in 2017-18. However, the minimum expectation for Next Steps customers who have received a CMS assessment/CDP, showing improved CMS, was lower than the national average by 5%.

Careers staff deliver services across East Renfrewshire from an appropriate range of accessible locations, including partner premises such as local schools, libraries, and community centres. Key partners are very positive about their engagement with SDS staff. School and SDS staff use data and the Data Hub to good effect to monitor, plan and deliver services jointly. All customers value highly the support they receive from careers staff to make decisions about pathways and future career choices. School customers feel better prepared to make decisions about further learning or work following one-to-one coaching interventions with careers staff.

In the best groupwork sessions, staff use careful questioning techniques and challenging activities to maintain the interest of the customers, develop their self-awareness and challenge their views of their career aspirations, matched to their skills development. However, in most school groupwork activities, delivery approaches are not sufficiently interactive to fully engage all of the young people.

In a few school groupwork sessions, staff lead the sessions well and lead young people through well-planned sessions. However, in most groupwork sessions in schools, there was too much content for the time allocation for the session. This impacted negatively on the success of group sessions.

All SDS staff engage well in opportunities to reflect on professional practice. However, this is not having sufficient impact in relation to improving the quality and consistency of group work activity delivered within secondary schools.

In all secondary schools, there is a clear strategic approach by SDS to support schools staff to make effective use of the Data Hub and data sharing. Careers staff play an integral role in supporting staff in secondary schools to use the data effectively to provide early intervention activities for vulnerable customers and provide specific activities for groups of learners.

SDS managers and the team are responding well to major employment initiatives such as the Glasgow City Regional Deal. Managers are closely involved in, and play a critical role in, the implementation of the DYW Implementation plan and the Employment strategy for the East Renfrewshire area. The delivery of services in East Renfrewshire align well with the ambitions from the national SDS 2020 vision for improving skills throughout Scotland.

The team is led very well by managers. Managers ensure that staff have a strong voice in the decision-making activities and are very responsive to the needs of staff. Staff support these activities well and feel they have a full role to play in designing and implementing improvements.

Managers and staff have a strong commitment to continuous improvement to enhance service delivery and improve outcomes for customers. However, arrangements for the review of groupwork are not wholly effective, and the use of the Observation Framework and feedback by staff and managers, have not yet led to consistent quality of delivery of groupwork sessions.

Section H: Main points for action

- SDS and the local authority should continue to work together to raise the level of MyWoW registrations in all schools.
- SDS and the local authority should ensure that the school leaver destinations in all schools continue to improve.
- The SDS team should ensure that arrangements to improve the quality of group sessions are effective.

4. Examples of excellence

There is one example of excellent practice identified during the review, which is outlined below.

The use of the Data Hub to target and support school customers

In East Renfrewshire, staff at SDS, the Education Department and in secondary schools, have recognised that the use of the Data Hub, and the range of reports contained within it, is integral to ensuring that the right support is in place to help prepare school customers for their post-school destinations.

The [Post-16 Education \(Scotland\) Act 2013](#) and two Government Frameworks (Data Practice, Policy and Practice) placed a duty on key partners such as Local Authorities, Colleges and the Scottish Funding Council to share information, with SDS, on all 16-24 year olds in Scotland. Since the inception of the Post-16 Education Act and the Government Frameworks, strong partnership working between SDS, East Renfrewshire Education Department and secondary schools, has led to high completeness levels in relation to the three fields of Anticipated School Leaving Date and young people with a Preferred Destination and Preferred Occupation. There has been a strong drive to highlight the benefits of the information and reports contained in the Data Hub.

There has also been a strong emphasis by SDS and the East Renfrewshire Education Department, on how Data Hub information can be used to target and support delivery in relation to DYW activity and the CIAG services delivered across secondary schools in East Renfrewshire.

Senior staff at the Education Department are strong advocates of the Data Hub in terms of its use and benefits. For example, the embedded link to a video below, demonstrates how staff were involved in raising awareness of data sharing and the Data Hub:

https://www.youtube.com/watch?v=GZvBvh9_aj4&feature=youtu.be.

Examples of using Data Hub reports to target and support school customers

- Representatives from every secondary school in East Renfrewshire have been given training, access and password capability to the Data Hub. Specific School Staff have access to the reports and make use of them to identify opportunities for their pupils;
- Working alongside School staff, careers staff have made use of Data Hub reports to identify pupils for tailored groupwork;
- Reports are used to target and support school pupils as part of monthly Data Hub meetings which take place in all secondary schools across the authority. These meetings are attended by the authority's DYW Coordinator, a Depute Head (or member of the Senior Management Team), with School Careers Adviser, to ensure all leavers and potential leavers are receiving timely, appropriate targeted support and are aware of opportunities available to them;
- School Staff and SDS Staff have been using data hub information such as preferred occupations and preferred destinations to identify employers and speakers to attend careers events and other tailored DYW activity.

The use of the Data Hub has contributed to the Participation Measure, and the overall School Leaver Destination results for East Renfrewshire, sitting above national averages. The data has enabled staff in school and SDS staff to provide targeted support for young people prior to leaving school. SDS staff have received positive feedback from school customers as to the high quality of services they receive. Additionally, the approach has played a considerable role in reducing the number of individuals with an unknown status in the Initial School Leaver Data, to zero.

5. What happens next?

Following publication of this report, SDS and partners are expected to produce an action plan to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities.

A follow up visit will be carried out involving SDS and partners 18 months after the initial review to determine if satisfactory progress has been made towards the main points for action.

Peter B Connelly
HM Inspector

6. Further information

The review and judgements relate to the service area as a whole. For further information about Education Scotland, the external review methodologies, or other information about reviews, see <https://education.gov.scot/>.

For further information about Skills Development Scotland, see <http://www.skillsdevelopmentscotland.co.uk/>.

Appendix 1: glossary of terms

ASN	additional support needs
CDP	career development plan
CES	Career Education Standard
CIAG	Careers Information, Advice and Guidance
CMS	career management skills
DWP	Department for Work and Pensions
DYW	Developing the Young Workforce
LAAC	looked after and accommodated children
LMI	labour market information
MyWoW	My World of Work
SDS	Skills Development Scotland
SIP	school improvement plans
SPA	School Partnership Agreement
YISS	Youth Intensive Support Service

Appendix 2: external review process

HM Inspectors undertake an independent review of the quality of provision of CIAG delivered by SDS on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

During external reviews, members of the review teams observe group activities, one to one coaching sessions and hold discussions with customers, staff and stakeholders. They consider information on the quality of career information, advice and guidance. They meet with recipients of the service and obtain feedback from groups, partners and staff who work for SDS.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge service's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **grades** that express the external review team's overall evaluation of Outcome and Impact, Service Delivery and Leadership and quality culture and a judgement on capacity to improve based on the evidence from all key areas, in particular Outcomes, Impact and Leadership.

The report also uses the following terms to describe numbers and proportions:	
all	100%
almost all	over 91%-99%
most	75-90%
majority	50-74%
minority/less than half	15-49%
few	up to 15%

Appendix 3: policy context

SDS all-age career information, advice and guidance services aim to support young people and adults to make a positive transition into continued education, training or the world of work. SDS achieves this by supporting customers in their development of CMS which lay the foundations for success in their future careers.

The services provided by SDS in schools are driven by the ambitions of Curriculum for Excellence. Accordingly there are significant interdependencies between the roles and responsibilities of schools and wider partners, the design and delivery of school curriculum and the services provided by SDS. Planning for successful service delivery through SPAs requires effective collaboration between SDS and its partners.

In March 2011, the Scottish Government published a [framework](#) for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, MyWoW.

In December 2014, the Scottish Government published [Developing the Young Workforce – Scotland’s Youth Employment Strategy](#). The recommendations of this strategy set out further changes to CIAG services, specifically in relation to the collaborative design and implementation of the Career Education Standard (3-18) with SDS, Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school young people through SDS CIAG services and focused support around key transition points for young people. The CES builds on advice and guidance in Curriculum for Excellence and in particular, [Building the Curriculum 4: skills for learning, skills for life and skills for work](#).

Underpinning service delivery is the commitment of SDS to work with partners in schools, local authorities and Education Scotland to build capacity to deliver the ambitions of Curriculum for Excellence - Building the Curriculum 4, in particular development of CMS. This partnership approach supports schools to deliver this component of Curriculum for Excellence, whilst creating a learning context for young people that is compatible with and builds upon the service delivery commitments of SDS. As a result, much of the work of SDS requires effective collaboration with a range of partners at national and local levels.

Currently, this service is delivered on-site in Scotland’s 359 local authority secondary schools and one grant-aided secondary school. Services include a blend of one-to-one careers coaching support, facilitated group sessions, drop in sessions, and supported access to MyWoW. The level of intensity of support is determined by an assessment of pupil needs made in discussion with schools. The greatest proportion of careers coach support is provided to those young people who have been identified as requiring an enhanced level of support to promote progress towards securing and sustaining a place in education, training or work. This means those individuals would receive a ‘medium’ or ‘maximum’ service offer.

SDS has a key role to play in the delivery of the Scottish Government’s [Opportunities for All](#) initiative, under which all 16-19 year olds will receive an offer of a place in learning or training. SDS work in this area has been reinforced with the passage of legislation allowing SDS and key partners, including Local Authorities, schools and Further Education Institutions to share data on all the young people they work with. The [Post 16 Education \(Scotland\) Act 2013](#) and the statutory guidance mandate SDS and key partners to share data in order to support young people in their post school transitions.

Appendix 4: background information

Terminologies used in this report

The term 'service area' is used to describe the geographical area referred to in this report. SDS uses a variety of approaches to deliver CIAG services. This is often referred to as a blended service. SDS promotes a Universal Offer to support all secondary school young people. In addition, a Targeted Service Offer is aimed at young people who have the greatest need and who require enhanced support to progress them towards entering or sustaining a positive destination. SDS offers access to a range of services for post-school customers. The different offers are shown below:

SDS School Universal Service Offer consists of:

- access to MyWoW web service
- group-work sessions on:
 - Transition support at P7/S1 transition
 - Subject choices and Career Management Skills in S2/S3
 - Senior phase group sessions
- drop-in clinics for career management and employability
- opportunity for any pupil to request a face to face session

SDS School Targeted Service Offer consists of:

- targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- structured programme of one-to-one career guidance throughout the senior phase
- senior phase supported transition to a dedicated post-school team member for those who require ongoing support towards positive participation

SDS Post-school Targeted Service Offer (Next Steps) consists of:

- open access to public centres (47 locations throughout Scotland)
- access to MyWoW web service 24 hours a day, 7 days a week
- structured programme of one-to-one careers guidance
- employability support and group activity
- partnership approach including structured referral arrangements with DPW/JCP
- telephone access to SDS contact centre

SDS All age Service Offer (universal) consists of:

- access to MyWoW web service 24 hours a day, 7 days a week
- access to one-to-one career guidance
- telephone access to SDS contact centre
- partnership action for continuing employment
- IES joint work activities with JCP
- open access to public centres (47 locations throughout Scotland).

Further information on Skills Development Scotland's services to individuals and employers can be found at www.skillsdevelopmentscotland.co.uk. MyWoW web service can be accessed at www.myworldofwork.co.uk.

Staff roles

SDS uses a number of titles to describe the roles of the staff. These include Careers Adviser, Work Coach, Trainee Careers Adviser and Personal Adviser. Throughout this report, the term careers staff is used to refer to all staff involved in delivering CIAG services.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

<https://education.gov.scot/>

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