

# Career Information, Advice and Guidance services delivered by Skills Development Scotland in West Dunbartonshire

A report by HM Inspectors

17 May 2019

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# 1. Introduction

## The external review

The external review by Education Scotland took place between 18 and 22 March 2019. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in West Dunbartonshire.

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 West Dunbartonshire, Education Scotland took the following area context fully into account.

West Dunbartonshire is one of the smallest local authorities in Scotland covering an area of 158 square kilometres. The area is one of great diversity stretching from the urban setting of Clydebank, across Dumbarton to the more rural Vale of Leven. Given the geography of the neighbouring Argyll and Bute authority, the area team also deliver school and post school services to the residents of Helensburgh which falls within Argyll and Bute local authority.

With a population of 89,600, West Dunbartonshire accounts for 1.7% of Scotland's total population. Some of the key issues and challenges facing the area are deprivation, falling population and the number of employment opportunities. Several of the areas considered to be within the most deprived areas of Scotland are within the boundaries of West Dunbartonshire. The total population within the area has been falling over time, whilst Scotland's population has risen. The percentage of economically active people is lower than the average for Scotland, and over 40% of the working population travel to work outwith the area.

There is a higher proportion of part-time and lower skilled jobs making up the employment profile in the local economy, and there is a high number of smaller employers in the area compared to the Scottish average. In general, full-time workers are paid less than the Scottish average.

There is an over-reliance on employment within the public sector in the area, with almost one third of all employees working within health, social care, public administration and defense sectors.

Community Planning West Dunbartonshire (CPWD) is the local authority's Community Planning Partnership, which brings together partners across sectors to deliver services in the local authority and improve outcomes for all residents in West Dunbartonshire. The region is benefitting from increased access to opportunities through a number of regeneration projects such as the development of Queens Quay through the City Deal in Clydebank and the Council's major Capital Investment Programme across West Dunbartonshire.

SDS have a joint action plan with West College Scotland (WCS), which covers service delivery across the three college campuses in Clydebank, Paisley and Greenock. There are five mainstream and four additional support needs (ASN) secondary schools in West Dunbartonshire, and one ASN school within Argyll and Bute covered by the Dumbarton Centre. The SDS Service offer in all schools is based on a needs matrix approach.

### 3. Outcomes of external review

#### Section A: Judgement of 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	good
Meeting the needs of stakeholders	very good
Delivery of key services	very good
Management of service delivery	very good
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 West Dunbartonshire SDS team has met or exceeded the national performance levels for service delivery in schools, in all of the SDS performance measures in 2017-18.
- In two of the five West Dunbartonshire secondary schools, the proportion of young people entering a positive destination on leaving school is above the national performance level.
- The proportion of young people entering a positive destination on leaving school has improved over the previous three years, and is now just below the national performance level.
- Overall, the percentage of young people in mainstream secondary schools with a My World of Work (MyWoW) registration is 12% above the regional performance level, and 4% above the national performance level.
- There have been no young people with unknown destinations leaving school over the last two years.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, is 64%. This is equal to the national performance figure, and above the minimum expectation of 50%.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work and sustaining it, is above the national average.
- Customer feedback for perception measures for young people in the senior phase, receiving universal one-to-one engagements, is 100% across key outcome measures.
- Next Steps customer feedback for 2018 to 2019 illustrates 100% effectiveness in their careers interview, and in the likelihood to recommend the SDS service to others. Ninety five per cent of customers were satisfied with the overall service received.
- The percentage of Next Steps Customers showing improved career management skills (CMS) is higher (63%) than the minimum expectation (55%), and equal to the national performance figure.
- The area team have made good progress towards the achievement of key outcome measures and targets. Overall, performance has improved over the last three years and most key outcome measures have been met or exceeded in the last year.
- The percentage of targeted senior phase learners receiving coaching guidance with two or more CMS assessments showing improved CMS, has improved over the previous three years, and is now 88%. This exceeds the minimum expectation by 13%, and the national performance level by 4%.
- Perception measures for the majority of the outcome measures in the internal Your Views Survey are above the national performance levels.

### Areas for development

- The proportion of young people entering a positive destination on leaving school has been consistently lower than the national performance figure over the last three years. At the time of the review, in three of the five mainstream secondary schools, the number of school leavers entering a positive destination was below the national performance level.
- The Participation Measure for West Dunbartonshire has been lower than the national performance level over the previous three years.
- In three of the secondary schools in West Dunbartonshire, MyWoW registrations are below the national performance level.
- The senior phase survey results show that the proportion of young people receiving targeted support, who state that their one-to-one engagements have been effective in supporting them to make their own decisions and take control of their career path, is 5% lower than the national performance level.

## Section C: Meeting the needs of stakeholders

### Areas of positive practice

- SDS staff deliver an appropriate range of services from two main centres in Clydebank and Dumbarton. These centres are welcoming and easily accessible to customers, who can request an appointment or simply drop-in to the centre. SDS staff also deliver services from partner premises across West Dunbartonshire, providing flexibility for customers who are unable to travel to the main centres, or who do not attend school.
- All stakeholders are very satisfied with the services provided by the SDS West Dunbartonshire area team. They value highly the services provided by the team in supporting the progress of customers to further learning, training or employment opportunities.
- All partners express very high levels of satisfaction with the services SDS deliver.
- Careers staff work effectively with ASN establishment partners to identify and tailor the delivery of services to meet the needs of young people. The services prepare and support these young people well during their transition into further education or employment.
- Careers staff prepare young people in schools well for further learning and employment opportunities, providing services which are tailored to the needs of individual young people.
- Overall, young people in schools engage well in group sessions delivered by SDS careers staff. This helps them to make good progress with their career choices and goals through informed subject choices.
- Almost all young people value highly the support they receive from careers staff to make decisions about pathways and future career choices.
- In most schools, careers staff contribute positively to career-long professional learning (CLPL) programmes for teaching staff, which raises awareness of CMS and the Career Education Standard (CES). Guidance teachers in school reinforce the learning from SDS group work sessions delivered by careers staff.
- Careers and schools' staff make effective use of data during planning meetings to identify the most appropriate support for young people.
- Careers staff engage well with young people and their parents and carers to inform them of the range of vocational pathways.
- SDS advisers promote the MyWoW resources well and identify other social media to inform and explain employability opportunities. These are valued and used effectively by partners.
- Senior leaders in schools appreciate the work of SDS managers in shaping the service offer within the School Partnership Agreement (SPA) to support individual school improvement priorities and plans.
- Careers staff engage well with a range of partners across the region to support care-experienced customers in the development of their CMS and to achieve and sustain positive destinations.
- SDS staff in West Dunbartonshire work very effectively with partners to target support for customers experiencing mental health issues or social anxiety or isolation. For example, the Nurture Group initiative has been successful in helping almost all of these customers to enter a positive destination.
- SDS staff support local employers and customers facing redundancy well through the delivery of Partnership Action for Continuing Employment (PACE) services. They respond positively and promptly to meet the needs of these customers and stakeholders, all of whom are very satisfied with the services and the support they receive. For example, in one local employer all PACE customers who were looking for further employment were successful in gaining new jobs.
- Almost all headteachers and school partners speak very positively and enthusiastically about the services provided to their young people by SDS staff. They comment that careers

staff integrate extremely well with school staff and pupils and that they are very responsive to their needs. This approach ensures pupils understand their future pathways and career options very well.

- SDS staff meet with their counterparts in the local college regularly to plan and arrange appropriate support for young people undertaking further education courses.
- Careers staff have positive and productive working relationships with staff in WCS and college learners benefit from targeted support to assist them in making choices about their next steps and to develop their CMS.

### **Area for development**

- Most school partners do not link opportunities to develop employability skills with the shared language of CMS and activities provided by SDS.

## **Section D: Delivery of key services**

### **Areas of positive practice**

- SDS staff promote and deliver a comprehensive range of career services that meet the needs of all customer groups well. These services are planned effectively and take good account of national priorities.
- SDS staff use a broad range of resources to good effect to tailor engagements and sessions to meet specific needs. For example, they use information and communications technology in sessions well to engage and motivate customers.
- The West Dunbartonshire team work very well with their local partners to identify those customers most in need of support and deliver a range of well-planned services to meet the range of contexts and needs of customer groups. For example, SDS staff deliver services to vulnerable learners, or those with additional support needs, to ensure they are satisfying the requirements for all customers in the area.
- SDS staff work very closely with West Dunbartonshire Council to plan and deliver effective and innovative transition programmes for learners. For example those entering secondary school from primary school or progressing to college.
- Post school customers value the support they receive from SDS staff. The holistic nature of the support, including the use of social media, has helped them to improve their confidence and develop appropriate skills for employment.
- SDS staff take good account of the barriers experienced by some customers and respond by making services accessible and flexible. This includes helping customers to overcome travel restrictions through local delivery of services within partner premises.
- Young people in schools know SDS staff well and have strong and positive relationships with them. Young people are confident in seeking support from Career Advisers and benefit from well-planned group work and tailored one-to-one activities.
- The SPA process is used well by SDS and school managers to plan and deliver the school service provision. School leaders value the opportunity to regularly review SPAs with careers staff. Careers staff discuss CES entitlements as a priority when discussing the SPA with senior school staff.
- Feedback from partners and customers on SDS service delivery is very positive. Customers and partner staff are very appreciative of careers staff and their capacity to help remove barriers to engagement and support progression to positive destinations. They describe how close partnership working is integral to the delivery of coordinated services to young people across West Dunbartonshire.
- Career Advisers make good use of school customer engagements to develop CMS for young people in schools. Careers staff are beginning to work more closely with school staff to support the implementation of both the CES entitlements and Developing the Young



Workforce priorities through engagement in schools' staff professional learning sessions to upskill and share knowledge.

- All schools in West Dunbartonshire have recently implemented the MyWoW Ambassador programme. Across the area, the use of MyWoW Ambassadors is effective in promoting opportunities and services to young people, staff, parents and carers.
- Senior staff in all ASN schools said that they appreciated the engagement with the SDS Team Leaders to plan and review the SPA. The support offered by the Career Advisers working in ASN schools was universally praised in supporting customers into positive destinations, including those not from the West Dunbartonshire area, such as Argyll and Bute.
- SDS staff work productively with partners to support customers facing redundancy. Support for customers and employers is tailored well to meet their needs and ensures best use of available resources.
- The SDS Area Team develop and maintain strong relationships with school and post school customers. This helps to establish mutual trust and respect and supports customers to make informed choices about their next steps. For example, young people in schools can describe how engagements with their Career Advisers are helping them to prepare for transition to education, employment or training.
- Through effective partnership working, the SDS team take account of the diverse needs of customers, including care-experienced young people or those young people experiencing mental health difficulties.
- Careers staff work closely with their partner colleges to identify the needs of customers and respond appropriately. Improved collaboration and communication is supporting learners who are likely to or have withdrawn from their college course through improved referral to support services.
- SDS staff and partners use social media well to increase access to services across all customers groups. Careers staff are making effective use of several platforms to promote services and opportunities to customers and partners.
- All careers staff are knowledgeable and flexible in their approach to service delivery. They communicate effectively with partners and customers and deliver activities to suit personal circumstances.
- The delivery of services by SDS staff helps young people in secondary schools to explain confidently the importance of developing their CMS and describe examples of where they have developed relevant skills.
- Careers staff take care to tailor approaches and resources to help customers of all ages to engage in group sessions to develop their CMS. The pace and content of most group-work sessions for young people in schools is purposeful in engaging young people.
- Overall, one-to-one engagements and group-work activities with careers staff are effective across all customer settings. There are a few examples of good group-work delivery, particularly to adult and Next Steps customers.
- Careers staff use the coaching approach well in most one-to-one engagements. Staff have good relationships with customers and are supporting them well to build confidence and develop their CMS.
- All staff contribute to Business Excellence self-assessment. The Continuous Improvement Action Plan (CIAP) clearly identifies actions arising from the self-assessment.
- Staff engage in regular Team Time sessions, opportunities for reflective practice, and observation framework activities to discuss practice, share ideas, address challenges and plan delivery. Staff communicate in role specific groups which are particularly successful in supporting the sharing of practice and problem-solving.
- The area team use their workplan and continuous improvement plans to generate improvements in service delivery.

## Areas for development

- The implementation of CMS and CES entitlements across West Dunbartonshire is inconsistent across all secondary schools, and their embedding within the wider school curriculum is under-developed.
- In a few group-work sessions, the effective delivery of CIAG services for learners is being diminished by a combination of the planning of delivery, classroom management or the accommodation provided.

## Section E: Management of service delivery

### Areas of positive practice

- SDS staff have established strong links with a wide range of partners across West Dunbartonshire. All partners are committed to improving outcomes for customers and jointly plan service delivery with SDS to maximise the use of available resources and avoid duplication of provision.
- SDS managers are well represented on the CPWD and contribute well to strategic planning at regional level.
- SDS staff have contributed well to regional improvement planning through engagement with the area Delivery Improvement Groups (DIGs) which aim to improve the life chances of West Dunbartonshire residents.
- All partners value highly the work of the SDS area team in improving outcomes for customers in the area. The PACE team are particularly successful in supporting customers who are at risk of redundancy in securing alternative employment.
- SDS staff work well with school managers to plan the delivery of the school service offer through the SPA process. Managers from SDS and school staff ensure that SPAs are linked well with School Improvement Plans and support action planning for improvement.
- SDS staff and local authority staff work effectively in partnership through the Opportunities for All Group to support those young people who are most at risk of not achieving a positive destination, into a positive destination.
- SDS staff work well in partnership with Department for Work and Pensions staff to meet the needs of customers. For example, SDS deliver effective training in the use of social media to expand job searching skills of customers.
- SDS managers and staff ensure that partners across West Dunbartonshire are involved in the evaluation and planning of service delivery. This is leading to the best use of available resources and high quality support for customers across the area.
- In general, SDS staff use and share data well with partners across West Dunbartonshire to plan service delivery. For example, information from the Data Hub is used well at planning meetings with secondary school staff. This supports discussions and ensures that staff appropriately target resources for customers.
- SDS staff use a wide range of national, regional and local data effectively to inform local planning strategies. They have begun to share data regularly with school colleagues and have recently provided valuable CLPL to partners on the range of data available and its potential usage.

### Area for development

- The input of key data to the Data Hub by partners is not always sufficiently timeous, particularly in relation to Anticipated Leaver Dates for school customers. This reduces opportunities for the effective planning and timing of interventions.

## Section F: Strategic leadership

### Areas of positive practice

- SDS managers have established strong and productive strategic links with local partners including West Dunbartonshire Council to support the implementation of the SDS vision of improving outcomes for the people of West Dunbartonshire.
- The Head of Region and Area Manager contribute effectively towards the achievement of the outcomes and priorities in West Dunbartonshire's Strategic Plan 2017-2022, to deliver the vision that West Dunbartonshire is a great place to live, work and visit.
- The Head of Region participates productively in the CPWD Board to ensure that the SDS team are fully involved in the identification of key local priorities and support partners to achieve their outcomes.
- The West Dunbartonshire management team work well together and lead the area team well. Managers support and engage staff in improving the quality of services for customers and partners. The management team makes effective use of the Business Excellence self-assessment to identify areas for improvement.
- The West Dunbartonshire management team engage staff productively in reflection on performance and progress towards delivery of the area workplan. They draw on this to ensure that the area workplan provides clear targets and actions for improvement. Managers review progress towards achievement of targets regularly with staff at all levels through the work of the Continuous Improvement Groups (CIGs).
- The West Dunbartonshire management team have strong relationships and work well with partner agencies including West Dunbartonshire Council and schools. This is leading to significant improvements in the numbers of young people achieving positive destinations.
- Managers engage staff well in the planning and design of services. As a result staff participate with enthusiasm and commitment in developing new and creative approaches to delivery of the service offer. This is leading to improvements in the delivery of services for young people in schools and provision of a more coherent package of services to meet the needs of young people.
- Managers utilise everyday leadership approaches well to engage staff in different settings. Staff are enthusiastic in leading specific aspects of the work of the area team. They welcome opportunities to develop their skills, for example through the rotation of chairperson on CIG sub groups, which are key to driving forward the themes within the CIAP.
- All staff demonstrate Everyday Leadership through their engagement in continuous review and reflection on service delivery and planning for improvement.
- The Business Excellence self-assessment is used well by staff to reflect on team performance and identify actions for improvement.
- The area team makes good use of Team Time and other activities to discuss good practice and share ideas. They adjust or amend their approaches in light of sharing practice to better meet the needs of customers as a result.
- The West Dunbartonshire management team support staff well to undertake extended roles within the team. This provides staff with valuable opportunities to further develop their skills and knowledge and support their colleagues.
- SDS managers support and encourage staff to contribute their ideas and solutions for improving outcomes through the CIG sub groups. As a result, the team is taking ownership of actions for improvement. This is leading to significant progress in the achievement of key delivery targets over the last two years.
- Staff are enthusiastic about making improvements to experiences for customers and work diligently to make best use of available resources, often through creative and innovative approaches to service delivery.

- SDS staff encourage feedback and evaluation of services with their stakeholders. They use both formal and informal methods to gather feedback and ensure that services continue to meet the needs of partners and customers across West Dunbartonshire.
- Staff and managers utilise the CIAP and CIGs well to identify what is working well and what needs to improve. This approach is leading to improved outcomes for customers.

### **Areas for development**

- The impact of self-evaluation and action-planning for improvement is not leading to consistent improvements in a few priority areas identified by the CIGs.
- Reflective practice is not consistently improving the quality of the delivery of group-work sessions.
- Formal evaluation of SDS services with all customer groups is not yet consistently applied by the West Dunbartonshire Team.

## Section G: Capacity for improvement

The West Dunbartonshire SDS team have made significant progress across the majority of performance indicators over the past two years. The area team have met or exceeded the national performance levels for service delivery in schools in all of the ten performance measures in 2017-18. The proportion of young people entering a positive destination on leaving school has improved over the previous three years and is now just below the national performance level. In two of the five West Dunbartonshire secondary schools, the proportion of young people entering a positive destination on leaving school is above the national performance level. However, the proportion of young people entering a positive destination on leaving school has been consistently lower than the national performance figure over the last three years.

SDS staff deliver an appropriate range of services from their two main centres in Clydebank and Dumbarton. These centres are welcoming and easily accessible to customers through requests for an appointment or drop-in. SDS staff also deliver services from partner premises across West Dunbartonshire, to provide flexibility for customers who are unable to travel to the main centres or do not attend school. All stakeholders are very satisfied with the services provided by the SDS West Dunbartonshire area team. In a few group-work sessions, the effective delivery of CIAG services for learners is being diminished by a combination of the planning of delivery, classroom management or the accommodation provided. Stakeholders value highly the services provided by the team in supporting the progress of customers to further learning, training or employment opportunities. However, the implementation of CMS and CES entitlements across West Dunbartonshire is inconsistent across all secondary schools, and their embedding within the wider school curriculum is under-developed.

SDS staff have established strong links with a wide range of partners across West Dunbartonshire. This is leading to improving outcomes for customers through jointly planned service delivery. This is allowing partners to maximise the use of available resources and avoid duplication of provision. SDS have recently provided valuable training to partners on the range of data available and its potential usage and the importance of CMS within the curriculum. All partners valued this information, however the input of key data to the Data Hub by partners is not always sufficiently timeous, particularly in relation to Anticipated Leaver Dates for school customers. This reduces opportunities for the effective planning and timing of interventions.

SDS managers are well represented on the CPWD Board and contribute well to strategic planning at a regional level. SDS staff have contributed well to regional improvement planning through engagement with the area DIGs which aim to improve the life chances of West Dunbartonshire residents. The West Dunbartonshire management team work well together and lead the area team well. Managers support and engage staff in improving the quality of services for customers and partners. The management team makes effective use of the Business Excellence self-assessment to identify areas for improvement. However, the impact of self-evaluation and action-planning for improvement is not leading to consistent improvements in a few priority areas identified by the CIGs.

## Section H: Main points for action

- The local authority should work with SDS to increase the Participation Measure and the levels of positive destinations in all schools in the area.
- The local authority and SDS should work together to continue to embed CES entitlements and CMS within the curriculum across all secondary schools.
- The West Dunbartonshire management team should work with staff to ensure that they consistently improve the quality of group-work delivery.
- The West Dunbartonshire management team should ensure that self-evaluation activities consistently generate actions that lead to improvement, including the collection and analysis of feedback from users.

## 4. Examples of excellence

There is one example of Excellent practice identified during the review. This is outlined below:

### **A Nurture Group approach to supporting young people with mental health issues**

SDS staff support an increasing number of young people with mental health, social anxiety and confidence issues. This makes the transition from school to a post-school outcome, challenging. Many of these young people have a fear of going into group settings, mixing with their peer groups or feel socially isolated. Others have specific needs such as Asperger's or attention deficit hyperactivity disorder, which can make social interaction challenging for them. Without targeted support, this group of young people are unlikely to make effective transitions.

Careers staff worked in partnership with the Activity Agreements Team in West Dunbartonshire Council to develop The Nurture Group approach to meet the needs of these young people. It was agreed to pilot the first group through joint delivery and this model has continued to be highly effective. The approach started off with one group in West Dunbartonshire. Due to increased demand there are now groups in Clydebank and Dumbarton centres, jointly delivered with West Dunbartonshire Council's senior phase team and Argyll and Bute Council in Helensburgh. The Nurture Group approach has become embedded in to practice.

There are four key elements to the delivery:

- building social confidence through discussion and social interaction
- building team skills and group bonding through competitive and problem solving activities
- looking at self and strengths
- planning next steps through tasters and involving partners.

In the early stages of a new group, there is a focus on getting group members to talk with each other and feel comfortable in each other's company. Staff also encourage them to provide a good news story from the previous week and to plan for the coming week. In the later stages of a group being set up, staff bring in partner agencies and training providers to speak to them about further options.

The Nurture Group approach has resulted in these young people becoming more confident, bonding with other members of the group and becoming more willing to try out tasters. Their commitment has led them to become more independent, including coming out to attend the sessions and using public transport.

As a result of this intervention, over the past two years 41 young people have engaged in the Nurture Group approach. Thirty five of these young people have achieved a positive destination and three are still receiving support. Only two young people are economically inactive and one young person has moved from the area. The high success of the Nurture Group approach is due in a large part to responding to customer feedback at the end of each session and effective partnership working. This includes partners inputting at appropriate times, and through a partnership approach, supporting young people who find change and transitions particularly difficult.

Learning from the Nurture Group approach has also influenced the partnership with West College Scotland in supporting early entry students. The impact of this has been to reduce the number of students dropping out of their course. Students are accessing the support available to them more readily and there are increased referrals to SDS Career Advisers to provide support to those young people who do drop out of their course.

## 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.

**Margaret Rose Livingstone**

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
CES	Career Education Standard
CIAG	Careers Information, Advice and Guidance
CIAP	Continuous Improvement Action Plan
CIG	Continuous Improvement Group
CLPL	career-long professional learning
CMS	career management skills
CPWD	Community Planning West Dunbartonshire
DIG	Delivery Improvement Group
IES	Integrated Employment System
MyWoW	My World of Work
PACE	Partnership Action for Continuing Employment
SDS	Skills Development Scotland
SPA	School Partnership Agreement
WCS	West College Scotland

## 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

Skills Development Scotland (SDS) all-age Career Information, Advice and Guidance (CIAG) 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 career management skills (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 School Partnership Agreements (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 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 DWP/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](http://www.skillsdevelopmentscotland.co.uk). MyWoW web service can be accessed at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

## Staff roles

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

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