

Summary of findings

Review of Career Information, Advice and Guidance services delivered by Skills Development Scotland 2014-2020

December 2020

Contents

1. Introduction.....	3
2. Context.....	4
3. Executive summary	6
4. Summary of findings.....	7
Outcomes and impact.....	7
Customer progress and achievement of relevant high quality outcomes.....	7
Meeting the needs of stakeholders.....	10
Service Delivery	14
Delivery of key services.....	14
Leadership and Quality Culture.....	21
Strategic leadership.....	21
5. Conclusions.....	23
6. Appendices.....	25
Appendix 1 - Policy context	25
Appendix 2 - The SDS service offer	26
Appendix 3 – Evaluations for each local authority area	26
Appendix 4 - Data trends: School Leaver Destination Statistics & Participation Measure.....	29
Appendix 5 - Glossary of terms	32
7. Further information	33

1. Introduction

In March 2011, the Scottish Government published; **Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement**. This was a key stage in the development and modernisation of the national provision of careers support. The paper highlighted the Scottish Government commitment to an all-age universal Career Information, Advice and Guidance service provided through Skills Development Scotland (SDS). In addition, it highlighted the role of partnerships in developing and improving this provision.

To support the ambition of the paper, Education Scotland HM Inspectors and SDS were tasked with developing a quality framework and associated arrangements for reviewing and reporting on the quality of CIAG services. The organisations worked collaboratively to devise arrangements which aligned the national review framework with the internal self-assessment processes used by SDS. Concurrently, SDS developed and introduced a new model of CIAG delivery that placed a greater emphasis on developing career management skills (CMS). In addition, SDS adopted a more sophisticated model of service delivery using, for example, digital resources including My World of Work (MyWoW). In 2015, to support delivering the aims of the Scottish Government's youth employment strategy, Education Scotland published The Career Education Standard (CES) to direct and support education providers to ensure that young people in schools are provided with opportunities to incrementally develop and apply their CMS.

In 2014, Education Scotland commenced a programme of external review of CIAG services delivered by SDS in local authority areas. The findings from each of the reviews were published to provide assurance to Ministers, SDS and key stakeholders of the quality of CIAG services across Scotland. The thirty-second and final external review was carried out in February 2020.

Full details of the quality framework and arrangements can be found [here](#).

2. Context

The role of SDS and partners

SDS all-age career information, advice and guidance services aim to support young people and adults to make positive transitions into and through continued education, training or the world of work. SDS achieves this by supporting customers in their development of career management skills 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 (SPA) requires effective collaboration between SDS and its partners.

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.

Further details of the policy context for the delivery of career information, advice and guidance and the SDS CIAG service offer can be found in [Appendices 1](#) and [2](#).

The CIAG quality framework and external review process

HM Inspectors undertake an independent review of the quality of provision of CIAG services 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 SDS associate assessors.

The indicators in the CIAG quality framework are organised using three high level principles.

These are:

- Outcomes and impact
- Service delivery
- Leadership and quality culture.

Each of the high level principles is underpinned by evaluative questions. These are:

- **Outcomes and impact**
 - How well are customers progressing and achieving relevant, high quality outcomes?
 - How well do we meet the needs of our stakeholders?
- **Service delivery**
 - How good is our delivery of key services?
 - How good is our management of service delivery?
- **Leadership and quality culture**
 - How good is our strategic leadership?

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.

This external review results in judgements of **grades** that express the external review team's overall evaluation of **outcomes and impact**, **service delivery** and **leadership and quality culture**.

A key feature in the review of CIAG services delivered by SDS, is the nature of aspects for improvement. These refer to aspects of provision that require improvement by SDS and, or partners and are aggregated by the external review team to define main points for action. As a result, the responsibility for addressing a main point for action is often contingent on partners working together to resolve an aspect of provision requiring improvement. Indeed, over the six years of external review, fewer than half of the main points for action relate solely to SDS staff or teams.

This report is a synthesis of all 32 external reviews undertaken between 2014 and 2020 and highlights areas of positive practice and aspects for improvement across each of the five key questions in the quality framework. The report also provides comment on progress made across the period of the reviews, and ongoing themes for further consideration. The findings of HM Inspectors, in relation to each of the five evaluative questions by local authority areas, are identified in Appendix 3.

From year three of the review cycle, the review process included opportunities to identify 'examples of excellence'. The case studies identified throughout this report are drawn from these.

3. Executive summary

Throughout the period of external review, it is clear that SDS worked quickly and diligently to address any aspects requiring improvement. In the first three years of the cycle, these generally related to staff engagement in reflection and self-evaluation to improve the quality of the services for customers. In the latter half of the review cycle, the focus of aspects for improvement shifted to the impact of evaluation on achieving consistency and enhancement of services and the achievement of targets and actions identified within team planning. Throughout the six years of the cycle, SDS made productive use of review findings to inform and support service improvements and team development across Scotland.

Aspects for improvement involving partners featured prominently in external review reports. Over half (approx. 53%) related to local authorities and secondary schools incorporating CMS and MyWoW within learning activities and implementing the CES. In the early stages of the review cycle, these referred predominantly to the levels of awareness of secondary school staff of CMS and the CES. However, as these issues began to be resolved, the focus shifted to increasing the pace and consistency of implementation. The last few years' reports identified a need for schools to make better use of MyWoW through registering young people and embedding the use of MyWoW within subject areas and pupils' learning.

External review reports identified examples of effective practice in relation to each of the aforementioned and overall, local authorities and schools have made significant progress in adopting and incorporating CMS, MyWoW and the CES. However, there is still a need to improve levels of consistency and equity in pupils' experiences in schools.

During the review cycle, a small number of aspects for improvement (approx. 15%) focused on partners' use of data. At the early stage of the review schedule these related to raising partners' awareness of the availability and use of data, and in the last few years shifted focus to effective input and use of data by partners to evaluate, plan and target, interventions. Partners, and partnerships overall, have made good progress in using data collectively to plan and target services and interventions to support their customers, including pupils, and to make good use of available resources.

The impact of CIAG services on customer progress and achievement of high quality outcomes features prominently in external review reports. In relation to aspects for improvement, the term 'customers' refers almost exclusively to school leavers and young people. Over the review period there has been year-on-year improvement to the proportion of school leavers entering and sustaining a positive destination and a narrowing of the gap in outcomes for those from the most deprived backgrounds. However, there is still a need for improvement in relation to achievement of outcomes overall. The majority of aspects for improvement (8 out of 12) identified in the last two years of the review cycle mostly refer to variability in outcomes across secondary schools and local authority areas. This is reflected in the variation of grades awarded for customer progression and achievement of relevant high quality outcomes over this period. Although effective practice was evident in many schools, there is further work to be done collectively by partners and SDS to improve the consistency of positive outcomes for school customers.

At the time of writing this report, HM Inspectors had carried out 21 follow-up visits to local authority areas. In all follow-up reports HM Inspectors confirmed that SDS area teams had made satisfactory progress in addressing all aspects for improvement identified in the Main Points for Action.

4. Summary of findings

Outcomes and impact

Customer progress and achievement of relevant high quality outcomes

Overall, HM Inspectors evaluated the quality of outcomes for customers to be good or very good across 28 local authority areas, with one area graded excellent and three areas graded satisfactory. However, HM Inspectors found increasing variability in grades awarded for customer outcomes in the final two years of the review cycle. (See Appendix 3 for further detail.)

Key messages

What is working well?

- Use of national and locally set targets by SDS area teams to plan services, monitor progress and benchmark performance.
- Collaborative working between SDS and partners leading to improvements in outcomes for school and post-school customers.
- Support for employers and adults facing redundancy through Partnership Action for Continuing Employment (PACE) interventions.

What is improving?

- Year-on-year improvement in the proportion of young people securing and sustaining a positive destination on leaving school.
- Narrowing of the gap between young people from the areas of highest and lowest deprivation, in securing a positive destination.
- Partners' contributions to data recording and data sharing.

What are the challenges and aspects for improvement?

- For young people leaving school, the level of positive outcomes and levels of improvement in outcomes over time, is too variable within and across local authority areas.
- Significant variation in the level of MyWoW registrations and implementation of sustainable MyWoW Ambassador programmes across a number of secondary schools.

Key findings

HM Inspectors found that SDS area teams make good use of national and locally set targets to plan services, monitor progress and benchmark performance. Overall, SDS area teams have become increasingly effective in meeting SDS national performance targets and minimum performance expectations. For example, in reviews undertaken early in the cycle, HM Inspectors found that the number of targeted young people in school receiving coaching guidance was below the national performance expectation; some SPAs were not being monitored or adjusted sufficiently to reflect changes to planned provision; and SDS targets in relation to post-school unemployed customers were not being met. Overall, these aspects for improvement were addressed during the review cycle and there are now many examples of area teams proactively taking action to review and adjust approaches to reflect local contexts and circumstances.

Since the start of the review cycle, there has been a significant increase in collaborative working between partners that result in improvements to outcomes for school and post-school customers. This is most evident in the early review reports in which HM Inspectors commented frequently on SDS staff not being provided with sufficient access to school pupils to enable them to deliver CIAG services effectively. This included reference to specific groups of young people, including those with protected characteristics. Over time, closer partnership working between SDS, schools and other agencies resolved these issues and they were not identified in later reviews.

HM Inspectors found that in all local authority areas, support for employers and adults facing redundancy through PACE interventions impacted positively on customers and helped many to access further employment or learning.

While, overall, the use of the MyWoW and associated resources by schools has developed well, in more recent reviews there remain significant variations in the number of pupils with a MyWoW registration and the establishment of sustainable MyWoW Ambassador programmes across a number of local authorities and secondary schools.

SDS East Dunbartonshire: A Refreshed Focus on My World of Work. (November 2019)

The strong relationships built between the SDS area team, the East Dunbartonshire Council Education Department and individual secondary schools has been key in driving the wider Developing the Young Workforce (DYW) and CES agenda resulting in schools actively seeking to see improvements in MyWoW engagement. This has resulted in MyWoW registration and usage growing by 31%. The focused sharing of MyWoW monthly registration and usage statistics to all appropriate school contacts has resulted in greater awareness and subsequent staff and pupil engagement and activity.

Across the area there are a number of examples of the impact of the MyWoW Ambassadors. Ambassadors are helping raise MyWoW registrations alongside school careers advisers. They are also supporting careers advisers during P7 transitions with both pupils and parents and are demonstrating subjects studied at secondary school with a focus on jobs.

Senior staff in schools were keen to ensure that all staff were made aware of the importance of DYW and the CES alongside other policy drivers such as the 15-24 Learner Journey Review and Education Scotland Guidance on profiling skills and achievements. In some schools the focus of the MyWoW Ambassadors, as well as supporting pupils, has been on how they can support the teaching staff's awareness of DYW and the CES. Ambassadors are providing useful advice to teachers on the use of MyWoW, to support pupils to receive their entitlements and the embedding of career education across the curriculum.

A range of Career-Long Professional Learning (CLPL) capacity building sessions were delivered by SDS staff to support school staff, including school DYW leads, and MyWoW Ambassadors.

The close collaboration between SDS, East Dunbartonshire Council, Headteachers and the staff within schools is the key to the collective successes. The drive for results is exemplified by regular requests for support from the team from across SDS to build knowledge and expertise and to enable them to more effectively support a whole school approach around MyWoW and the CES.

Overall, good progress has been made with regard to partners' contributions to data recording and data sharing. However, there is still further progress required in relation to data capture and sharing for three specific measures where national expectations are not always met. Namely, anticipated leaving date, preferred destination and preferred occupations for young people in secondary schools. This limits the ability of SDS careers advisers to provide appropriate and timely interventions to support young people to plan next steps beyond school.

There are many examples of partners working collaboratively to affect improvement to the proportion of young people achieving and sustaining a positive destination beyond school and proportion of 16 to 19 year olds participating in education, training or employment as measured by Annual Participation Measure, introduced in 2016. During the review cycle there has been a steady year-on-year improvement in the initial positive destinations achieved by young people on leaving school. Similarly, the percentage of school leavers sustaining a positive destination has also increased year-on-year (see Appendix 4). In addition, there has been a narrowing of the gap in securing a positive destination between those from the areas of highest and lowest deprivation in Scotland (see Appendix 4). However, taking socio-economic contexts into account, HM Inspectors found there remains variability in positive outcomes for young people leaving school, both within and across local authority areas.

Meeting the needs of stakeholders

HM Inspectors evaluated meeting the needs of stakeholders as being either very good or excellent in 28 of the 32 local authority areas in Scotland, with four graded good.

Key messages

What is working well?

- Arrangements put in place by SDS and partners to reduce barriers and ease customers' access to CIAG services.
- SDS staff working with local partners at strategic and operational levels to plan and coordinate services and activities.
- SDS area teams working with partners to target services according to the needs of individuals and targeted priority groups.
- Empowerment of staff by SDS managers.
- Levels of customer and stakeholder satisfaction.
- SDS area teams' relationships with schools and other key stakeholders.
- Range of CLPL opportunities provided by SDS staff to support partners.
- Impact of PACE activities led by SDS.
- Use of stakeholder and customer feedback by SDS area teams to adapt and improve services.

What is improving?

- Evolution of the SPA process by SDS to meet local need more effectively and align with school improvement planning.
- The development of pupils' CMS and delivery of CES entitlements across all aspects of pupils' learning.
- The ability of young people in secondary schools to articulate how they are developing and using their CMS.

What are the challenges and aspects for improvement?

- The pace of implementation of DYW priorities is too variable across secondary schools and in some the pace is too slow.

Key findings

SDS area teams have developed and delivered a broad range of approaches to ease and improve customers' access to CIAG services. This has involved close partnership working with local authorities, schools, colleges and community-based third sector partners. The range of CIAG services planned and delivered by area teams are well-considered and meet the needs of customers, communities and stakeholders.

Planning for the delivery of the range of CIAG services takes good account of national priorities such as DYW, and tailored to reflect local and regional economic needs. In the early stages of the review cycle, stakeholder and partner contributions to the evaluation of services to inform planning and development of services, was insufficiently well developed. However, this has improved over time and SDS area teams now take good account of stakeholder and customer feedback to adapt and enhance CIAG services. In a few early reviews, HM inspectors found that SDS staff did not have sufficient access to digital resources within schools and partners' premises to fully support delivery of services. However, over time these issues have been addressed and improvements have been made.

Careers staff are highly motivated, conscientious and are supported and empowered by managers to plan and deliver services within area teams. SDS managers use the roles and expertise of careers staff to enhance the quality and continuity of service delivery. There are many examples of staff working flexibly and creatively to meet the needs of different customer groups, such as those living in dispersed rural and island communities.

SDS Falkirk: Everyday Leadership in action - engaging and supporting the most vulnerable. (September 2019)

The SDS team in Falkirk have been particularly effective in identifying the needs of the most vulnerable groups and those at greatest risk of not progressing to a positive destination through effective Everyday Leadership, providing a strong emphasis on equalities and focused, productive partnership working.

Through close working with a range of partners including Falkirk Council Children's Services, Falkirk and District Association for Mental Health, local schools, Community Learning and Development staff, and training providers, the Falkirk team have created and delivered programmes for their customers which support them to develop their CMS and successfully progress to and sustain, positive destinations. Examples include, working with the Canal College employability programme which is resulting in the re-engagement of some of the most vulnerable Next Steps customers and the Generation A positive transitions programme for vulnerable S4 and S5 young people who are disengaging from school.

The alignment of Everyday Leadership, focused partnership working and understanding of equality related issues, has enabled the Falkirk team to use their individual strengths to take ownership of service design and delivery and adopt creative solutions to affect improvements and target services.

SDS area teams work well with local partners to plan and coordinate activities to meet the needs of individual customers. They make good use of the SDS Needs Matrix, data hub information and local intelligence from partner organisations to identify those most at risk of not achieving and sustaining a positive destination on leaving school. Regular discussions between SDS staff and partners help to identify and clarify who will lead on providing various aspects of support. There are many examples of careers staff engaging well with partners to coordinate and contribute to the co-delivery of services, including customers with additional support needs. Overall, careers staff work well with staff in schools to support young people with additional support needs to develop their CMS, broaden their understanding of the range of routes into further learning and work, and make informed career choices.

Over time, the process for negotiating SPAs has evolved well and senior leaders in schools value the opportunity to ensure the service offer meets the specific needs and context of their school. In early reviews, HM Inspectors found that SPAs were not always sufficiently tailored to meet local need. However, SDS staff, working with school leaders, now ensure that SPAs are aligned closely with school improvement plans. This has enabled SDS to provide support to school staff to embed CMS, utilise labour market information (LMI) and incorporate the CES entitlements within the curriculum. There are now some good examples of schools integrating CMS, LMI and the CES within subject areas and in planning of the curriculum.

Most SDS team members undertake a 'champion' role which provides a valuable opportunity to develop specialist knowledge of a particular topic, such as health and safety, equalities, corporate parenting, addressing issues of rurality, and use of digital media. Champion roles have made a significant contribution to shaping services to reflect the local context and specific needs of stakeholders and customers. Over the cycle of reviews, champion roles have contributed to SDS staff using social media and other digital resources to good effect as a means for promoting services to customers and stakeholders.

HM Inspectors found that young people in secondary schools are increasingly able to articulate how they are developing and using their CMS. Many young people now have a clear understanding of their skills and aspirations and are able to identify a range of progression pathways and options.

SDS staff have a strong presence in secondary schools and young people have good access to careers staff and the range of SDS CIAG services. For example, through drop-in facilities and one-to-one appointments. Young people value the support that careers staff provide. In addition, SDS staff engagement with parents and carers has developed significantly over the cycle of the reviews. These engagements are helping parents and carers to provide more informed support for their young people when planning their next steps beyond school. For example, in promoting opportunities such as Modern Apprenticeships.

During the period of the review cycle, SDS staff developed a comprehensive range of CLPL programmes for partners in schools, local authorities and community organisations. Careers staff offered and delivered presentations to schools and local authorities on how to utilise MyWoW resources and LMI to support young people to develop CMS. Most schools made good use of these opportunities to embed the CES and build the capacity of teaching staff to deliver DYW priorities. There are a number of examples of effective practice by schools in developing CMS within the curriculum and delivering CES entitlements across all aspects of pupils' learning. However, this is not yet consistent across all schools and HM Inspectors found that some schools are not making sufficient linkages between CES entitlements, employability, and skills for learning, life and work. In some secondary schools the use of the shared language of CMS is not yet fully embedded which constrains young people's understanding of how CMS can support their future career decisions. As a result, the embedding of CES entitlements and development of CMS in secondary schools remain as themes for further development for schools.

Stakeholder satisfaction with CIAG services delivered by area teams is high. Partners value positive relationships with SDS careers staff and acknowledge the level of support they receive adds value towards the achievement of organisational aims. Customer satisfaction with the range and quality of services offered is high for both school and post-school customers.

SDS Renfrewshire: Supporting Care experienced young people in Renfrewshire through a corporate parenting approach. (October 2016)

SDS and key partners across the Renfrewshire local authority area identified a need for more consistent partnership working to support care-experienced young people in their transition from school.

SDS careers staff arranged meetings with Renfrewshire Council social services to explain the SDS service offer and to identify ways of raising awareness of staff working with these young people in Children's Houses. As a result of the meeting, SDS careers staff visited all Children's Houses in Renfrewshire to deliver presentations to staff on CMS and the resources available through MyWoW, to support young people to discuss post-school pathways. SDS allocated a member of careers staff to each Children's House to provide a single point of contact.

Careers staff visit Children's Houses regularly to build and maintain relationships and ensure staff and young people receive appropriate CIAG support. They arrange conferencing meetings with SDS and Renfrewshire Employability Hub staff to discuss the needs and transition arrangements of individual young people. This approach has raised the profile of the importance of CMS and ongoing CIAG support for this group of young people.

The partnership arrangements by SDS are now formally incorporated within the Renfrewshire Corporate Parenting Plan. SDS careers staff engage regularly with young people from Who Cares? Scotland (WCS) to obtain their views of services and to inform future delivery of SDS services. This has resulted in SDS and WCS hosting a joint Corporate Parenting Event to provide information and guidance for practitioners supporting care experienced young people across Renfrewshire.

Overall, adult customers are making good progress in developing and applying their CMS to achieve their individual goals. This includes adults accessing CIAG services through engagement with the Department for Work and Pensions (DWP). SDS staff work closely with employers to negotiate bespoke arrangements and tailor PACE activities to support employees at risk of redundancy. Almost all customers who engage with PACE activities feel well supported by SDS staff, with many progressing successfully to further employment or learning opportunities. SDS and partner response to emerging PACE situations was prompt and flexible.

Service Delivery

Delivery of key services

The delivery of key services was evaluated by HM Inspectors as being either very good or excellent in 24 of the 32 local authority areas in Scotland, with eight graded good.

Key messages

What is working well?

- Planning is aligned to national priorities and contextualised to the needs of local communities and customers.
- Team working and culture of quality enhancement to affect improvements to service delivery and outcomes for customers.
- Range of delivery approaches used to engage school-age learners and post-school customers.
- Partnership arrangements to enhance access to SDS services and advisers across a range of community settings.
- Differentiated approaches to meet the needs of individual customers and groups.
- Working with partners to deliver services to support customers.
- Roll-out of CMS activities to younger year groups in secondary schools and P7/S1 transitions.
- Staff application of professional knowledge and skills to support customers develop their CMS.

What is improving?

- SDS staff reflection on their professional practice to deliver a high-quality service to all customers.
- Subject teachers in secondary school embedding CES and developing employability skills and CMS in the curriculum.
- Subject teachers in secondary schools using MyWoW resources and LMI to enhance lessons and develop pupils' CMS.
- Young people in secondary schools making use of MyWoW to reflect on their CMS and plan for future career paths.

What are the challenges and aspects for improvement?

- Significant variation in progress across secondary schools in embedding the CES, CMS, and use of LMI in subject and wider school activities.

Key findings

HM Inspectors found that SDS area teams draw productively on their up-to-date knowledge of local communities to plan CIAG services. They take good account of national priorities to contextualise and tailor services to the local area and needs of customers and partners. Area teams make good use of partners' premises and develop flexible and creative approaches to enable customers to access CIAG services within their local communities. They offer services from a range of access points to help customers overcome distance and transport issues. These include schools, community centres, third sector premises, local colleges and DWP locations.

At the start of the review cycle, HM Inspectors reported that key partners were not always sufficiently aware of the range of SDS CIAG services available. This improved over time as partnerships and processes developed and evolved.

SDS area teams developed appropriately differentiated approaches to deliver services to meet the needs and requirements of customer groups and individuals. Staff make good use of regular discussions with school staff and the Needs Matrix to plan and target services according to the needs of pupils and pupil groups. Staff use the information gathered from the Needs Matrix and data hub well to identify young people at risk of not achieving a positive destination and plan appropriate support and interventions. Careers staff also work closely with teachers and home-school link workers, to engage with hard-to-reach young people.

The roll-out of CMS activities to younger year groups in the broad general education in secondary schools (S1 to S3) provides valuable opportunities for young people to develop their awareness of CMS and learning pathways at an earlier stage. In addition, where CMS activities were extended to younger pupils in P7/S1 transitions, this was valued by schools.

Overall, careers staff communicate well with partners to promote and explain the range of CIAG services available to customers. School leaders increasingly value the contribution of SDS staff in supporting pupils on their learner journey and in delivering CLPL sessions to support staff to use MyWoW resources, LMI and Data Hub information. In all schools, guidance staff regard SDS staff as an integral and important part of the guidance team. Levels of customer and stakeholder satisfaction are high.

In secondary schools, almost all pupils know how to access support from SDS careers advisers when required. In early reviews, HM Inspectors identified the need for more accessible materials for pupils with additional support needs. This has been addressed and a range of appropriately tailored materials is now available for customers. Good account is now taken of the requirements of those with additional support needs, including the use of more appropriate premises to ease access to services.

During the review cycle, SDS teams liaised increasingly with specialist teams in local authorities and the third sector to target support for customers with particular needs. As a result, good progress has been made in relation to providing targeted support for protected characteristics groups, care-experienced young people, and those affected by mental health issues.

SDS teams provide a range of opportunities to engage with pupils, parents and caregivers to promote and explain the options and choices for young people. The use of social media to promote services and engage with customers has evolved well over the cycle of the reviews. In many cases this includes useful links to school websites. There are many good examples of employer events in schools raising awareness of the skills required by employers and helping pupils to develop and recognise their employability skills. Since the introduction of Scottish Apprenticeship Week, careers staff have played an important role in promoting opportunities and skills to young people, parents and carers, and teachers.

In schools, careers staff use an appropriate range of delivery approaches including one-to-one coaching, group work and MyWoW sessions to engage school-age learners in developing their CMS. In secondary schools that have an established MyWoW Ambassador programme, pupil ambassadors contribute significantly to raising awareness of the resources and support available within MyWoW to peers, parents, younger secondary school pupils and in some examples, primary school pupils.

SDS staff use their professional knowledge well. In group work sessions, SDS staff are skilled in establishing a welcoming and friendly environment. In earlier reviews, the pace and content of group work sessions was not always sufficiently well matched to the needs of the group. Earlier reviews also identified there were insufficient opportunities within pupils' wider school learning to consolidate and reinforce the learning from group work sessions. In later reviews, HM Inspectors reported that the pace and content of the group work sessions had improved and most group work sessions are now well matched to the needs of customers. In addition, area teams have gained confidence in adapting centrally devised materials to meet the needs of different customer groups. Over the period of the review cycle, increased collaboration, planning and joint delivery of group work between careers staff and Personal and Social Education (PSE) teachers resulted in CMS being reinforced more widely across pupils' learning.

Overall, a coaching approach is used skilfully by SDS careers staff within one-to-one engagements to support customers to gain confidence in developing and applying CMS. The approach is particularly helpful to customers who need to overcome additional barriers in order to transition to work or further learning. School customers benefit from one-to-one engagements with careers staff to develop and draw on their CMS to explore options and make well-informed career decisions. Customers who access one-to-one coaching value highly the support they receive from careers staff.

SDS Orkney: Supporting school staff to integrate CMS and CES within the school curriculum. (September 2017)

Guidance staff from one of Orkney Island Council's secondary schools approached SDS Careers Advisers to help redesign the school's careers education programme. Working collaboratively, SDS and the school's staff co-designed and implemented a programme for each year group structured around the CMS themes of Self, Strengths, Horizons and Networks.

The programme includes the core SDS group work service offer and additional activities designed by the Career Coaches. Initial planning focused on ensuring aspects of the universal SDS service offer could be fully integrated within the school careers education programme. During the planning of the new arrangements, SDS and schools staff recognised that teaching staff would benefit from support in helping young people to develop CMS. SDS staff carried out capacity building activities with the school's teaching staff to build their knowledge and understanding of the concepts of CMS. Within these arrangements SDS staff drew productively on coaching approach techniques to support school staff develop confidence in delivering CMS sessions through productive and collaborative team teaching activities. Guidance staff act as 'ambassadors' to support subject teachers in integrating and delivering CMS.

This collaborative working with school teachers has contributed significantly to the embedding of CMS within the school's activities. School staff have identified the positive impact of this approach in supporting them to embed CMS within their teaching practice. For example, using LMI to help discuss post-school opportunities and career pathways with pupils linked to CMS 'Horizons'

There are many examples of school pupils making good use of MyWoW to reflect on their CMS to plan for future career paths. In secondary schools where guidance staff actively promote MyWoW, pupils' make significantly greater use of the resources available. In the latter half of the review cycle, there are examples of subject teachers increasingly drawing on MyWoW resources to enhance lessons and support young people develop their CMS and employability skills. However, in some schools the use of MyWoW and application of LMI by subject teachers is not yet sufficiently developed. Overall, there is a need to achieve greater consistency across secondary schools in the application of the CES and LMI, and development of CMS in subject areas and wider school activities.

SDS South Lanarkshire: Supporting teaching staff within South Lanarkshire Council's secondary schools to embed CMS within the wider curriculum. (January 2017)

Careers staff in South Lanarkshire recognise the importance of embedding and reinforcing CMS within the wider school curriculum as an effective way to support young people to consolidate and use their skills.

Career coaches worked effectively to increase the knowledge of subject teachers regarding CMS and how they link with the CES. To build on this, careers staff and subject teachers jointly developed resources based on the CMS 'jigsaw' to link school subjects to specific career pathways. These materials are used well by careers staff and class teachers to co-deliver group work sessions which stimulate discussion about the range of learning and job opportunities available. Helpful visual materials are displayed in subject classrooms to reinforce the linkages between subject areas and career pathways. Co-delivery of the sessions by teachers and careers staff has strengthened partnership working. These subject teachers are now more confident in promoting the development of CMS within classroom learning. This is leading to the reinforcement of the importance of CMS for young people on a continuous basis.

SDS area teams demonstrate a strong culture of quality enhancement which is underpinned by reflection and approaches to improving services and outcomes for all customers. Careers staff engage productively in self-assessment and quality improvement and enhancement processes. In the early stage of the review cycle, HM Inspectors identified that arrangements for gathering and using customer and stakeholder feedback required to be more systematic to support planning for improvement. Reviews carried out later in the cycle confirmed that this had been addressed and formal and informal customer feedback is now used well by teams to inform evaluation and future planning.

Overall, teams work very well together to support each other and share practice and resources to improve and enhance delivery of services. Over time, area teams have made increasingly effective use of team time to reflect on the quality of services and plan for improvement. Team members draw frequently on their area of expertise to lead on current developments and topics. SDS staff make good use of local and national networks to discuss issues, share effective practice and engage in development activities. Teams operating in remote and dispersed geographical areas, value these opportunities to meet with colleagues and engage in professional discussions.

HM Inspectors found that over time, improved use of the SDS Observation Framework and more focused reflective discussion and sessions led by Professional Practice Coaches, increased the quality and consistency of service delivery. Team 'champions' contribute to the dissemination of effective practice which has helped to extend the expertise of teams. Area teams engaged productively in these activities to reflect on the quality of services and plan for improvement. In a few instances, individual staff reflection on professional practice is not yet sufficiently effective to ensure a consistently high quality of service delivery for all customers.

Management of service delivery

The quality of the management of service delivery across the period of the reviews was high. HM Inspectors evaluated the management of service delivery as either very good or excellent in 27 of the 32 local authority areas in Scotland, with five graded good.

Key messages

What is working well?

- SDS area staff engagement and contribution to partnerships at strategic and operational levels.
- Quality of collaborative working by SDS and partners at strategic and operational levels and its impact on improving outcomes for communities.
- SDS relationships with local authority staff and senior managers in schools to support the implementation of DYW priorities and improve outcomes for young people and adult customers.
- SPA arrangements to support improvements to the SDS service offer in secondary schools.
- The range of CLPL offered by SDS staff to support partners deliver DYW priorities.

What is improving?

- Quality and use of data and LMI by partners to inform planning and targeted interventions.
- Partnership engagement in evaluation of the impact of SDS services for target groups to plan for improvement.
- Alignment of SPA planning with school improvement planning arrangements is assisting secondary schools in progressing DYW priorities.

What are the challenges and aspects for improvement?

- Use of data and LMI by school staff to inform curriculum planning and the development of learning opportunities for young people is still at an early stage of development in many schools.
- Inconsistency of language used to describe 'skills for learning, life and work', including CMS, across schools and partner organisations impacts on young people's ability to reflect on the development of their skills throughout their learner journey.

Key findings

The quality and development of partnership working was a key feature in all of the reviews. SDS staff at all levels, establish positive and productive relationships with a wide range of partners. SDS managers contribute significantly to strategic priorities in local authority areas to improve outcomes for young people and adults, particularly those who are unemployed or facing redundancy. Partners value highly the contribution of SDS staff to improve outcomes for individuals and communities and in promoting a shared ambition for meeting the needs of young people.

Planning with partners takes good account of national priorities. SDS managers are key influencers in the shaping of skills pathways in their local authority areas and support partners well to contextualise national initiatives and priorities to the needs of the local area. Community

Planning Partnerships (CPP) and other strategic and operational partner groups benefit from this approach to make best use of their collective resources and expertise.

In early reviews, HM Inspectors reported a need for SDS to raise partners' awareness of the range of CIAG services available and how they could contribute to partners' achievement of positive outcomes for people. In later reviews, HM Inspectors noted that this had been addressed. There are now many examples of partners working collectively to adjust and combine resources to improve outcomes for individuals and communities, and to jointly evaluate impact on target groups. This approach is impacting positively on outcomes for customers.

The quality and reliability of data entry by partners has improved significantly over the period of the review cycle and partners are now using data productively to plan services and interventions aligned to knowledge of customer circumstances and needs. This has reduced significantly the number of school leavers whose destination was unknown to very low levels overall.

The range and granularity of data has increased. This is providing partners with access to wider information, such as the number of pupils, by school, registered on MyWoW. In addition, the shared use of data by partners has been helpful in building and developing inter-agency referral arrangements. Over the cycle of reviews partners' use of LMI and regional skills assessments to inform future planning, has increased significantly. However, there is a need for many secondary schools to make greater use of data and LMI to inform planning around curriculum development and learning opportunities for their young people.

SDS Inverclyde: Partnership working to maintain engagement with young people who are at risk of not achieving a positive destination. (February 2017)

The Inverclyde local authority area has high levels of social deprivation with unemployment rates higher than the national average across the working age population. The economy is changing with many residents employed on short-term and zero-hour contracts.

SDS staff identified a need for partners to work collaboratively to provide wraparound support to mitigate the economic and social barriers faced by young people on leaving school. The SDS team formed links with partner organisations to build a culture of shared responsibility for customers across Inverclyde. To support this, staff worked with partners to improve systems for tracking the engagement and progress of all young people in Inverclyde. Within these activities, partners focused on maintaining contact with every young person, including care-experienced and other vulnerable young people. SDS staff hosted frequent meetings with partners to identify gaps in provision and maximise resources to meet identified needs.

As a result of these activities, school leaver destinations have improved and there are no young people whose destination is unconfirmed. Action plans, which formalise roles and responsibilities, are in place with key partners. Within these processes, partners have gained a better understanding of the skills, resources and expertise available across the Inverclyde area to support young people enter and sustain active participation in the labour market.

SDS managers work well with local authority staff and senior leaders in schools. Refinements to SPA arrangements have contributed significantly to improving the service offer in secondary schools. The processes for jointly negotiating, agreeing and reviewing the SPA are now supporting schools to take forward national priorities, such as DYW and to integrate CIAG more fully within the curriculum. This has helped schools to develop arrangements for incorporating the CES, and opportunities for young people to access MyWoW and extend their CMS. In addition, schools have benefitted from support of SDS staff to improve the quality and use of

data to inform review and planning processes. Within the context of the CES entitlements, there is no common or shared language in use across primary and secondary schools and their partners when referring to skills, particularly skills for learning, life and work. This lack of commonly understood language regarding skills adversely impacts young peoples' ability to reflect on the development of their skills consistently throughout their learner journey, and when making transitions.

The suitability of accommodation for SDS advisers in schools has improved significantly over the period of the reviews. Partners work well with SDS staff to provide careers staff with access to digital resources, outwith SDS premises. SDS managers and school staff work effectively with DWP and third sector organisations to encourage and help hard-to-reach young people and adults to access services, in ways which meet their individual needs and circumstances.

SDS area teams offer useful CLPL sessions to schools and community partners. Over time, this has raised partners' awareness of the ambitions of DYW and the range of emerging opportunities and pathways available to young people. The full range of apprenticeships has been promoted well by SDS as opportunities have evolved. As a result, school pupils have a good awareness of the pathways and employment opportunities they offer. There are many examples of SDS CLPL supporting partners effectively to plan for developing young people's CMS, implement the CES and utilise MyWoW and LMI resources. Subject teachers are increasingly using LMI to enhance curriculum delivery and to support pupils to develop CMS in line with the CES entitlements.

SDS East Lothian: Developing career management skills of subject teachers in East Lothian Council secondary schools. (January 2019)

Skills Development Scotland staff in East Lothian identified a need to provide support to subject teachers on how best to develop career management skills (CMS) of young people and how to incorporate Career Education Standard (CES) in the classroom.

In order to address this, the East Lothian management team consulted with East Lothian Council Education Department to explore ways of engaging and supporting teaching staff to become familiar with language and skills within the CMS framework. Working with the local authority education department, SDS staff delivered a series of awareness raising workshops and presentations to school staff to explain and explore the link between CMS and its relationship between the Developing the Young Workforce (DYW) agenda and the CES.

Following on from the awareness raising events, a pilot workshop was carried out in a secondary school to engage teaching staff in reflecting on, and identifying, CMS relating to their own subject area. During the workshop the career adviser worked with teaching departments to explore and determine how these skills linked to the CMS themes of Self, Strengths, Horizons and Networks.

Through engaging in these activities, teachers became familiar with CMS language and the work of SDS to assist young people to make informed choices about career options. Teachers gained confidence to incorporate CMS within class lessons. This approach has been valued by school staff as it is helping to convey a consistent message to young people about the language of skills and the importance of making informed decisions about future learning and work.

Leadership and Quality Culture

Strategic leadership

Overall, the quality of strategic leadership across the period of the reviews was high. HM Inspectors evaluated the strategic leadership of SDS managers to be very good or excellent in 27 of the 32 local authority areas in Scotland. Four areas were graded good and one was graded satisfactory (occurring in year one of the review cycle).

Key messages

What is working well?

- Strong commitment to partnership working by SDS managers.
- Leadership of SDS teams which supports and motivates staff.
- SDS area team empowerment to develop services and affect improvement.
- Communication within and across SDS area teams to support staff in their roles and support evaluation and planning for improvement.
- Shared vision and focus on customer outcomes by SDS area teams.
- Flexibility in staff deployment to meet the needs of customers.
- Use of external review findings by SDS to inform and affect improvement across the organisation.
- Use of customer and stakeholder feedback by SDS to inform improvement and development of services.
- Approaches to quality improvement and enhancement which result in improvements to service delivery and outcomes.

What is improving?

- Achievement of area targets.
- Ensuring that quality enhancement arrangements result in consistently high levels of service delivery by SDS area teams.

What are the challenges and aspects for improvement?

- In a few areas, achievement of targets, target setting and monitoring of progress towards targets by area teams does not lead to all targets being met within agreed timescales.

Key findings

SDS managers demonstrate a strong commitment to working effectively with partner agencies at strategic and operational levels. They maintain a clear focus on national priorities and achieving improved outcomes for customers in their engagement with CPPs and associated strategic and operational forums, including DYW groups and PACE Partnerships. Close working with staff in local authorities, schools, and education and economic development departments, featured highly and positively in all of the reviews.

Overall, managers lead and support teams well. They apply an Everyday Leadership approach to empower staff and provide them with autonomy to develop and design services based on clear understanding of the outcomes required. My Contribution discussions between managers and their team members are used productively to support and motivate staff. SDS area teams demonstrate a shared vision for aligning the service offer to the needs of their area and

achieving positive outcomes for customers. Team communication is effective and staff benefit from regular discussions on progress towards achievement of performance measures and identified improvement actions. SDS managers use very effective leadership approaches to deploy staff appropriately and flexibly to best meet the needs of customers, and to succession plan.

SDS Angus: Change management. (February 2019)

Transformational change to the service offer coincided with a time when the Angus team faced staffing challenges resulting from difficulty in filling posts and staffing challenges. By necessity, this resulted in the team being largely reactive in their response to the delivery of services. The catalyst for a change management approach arose from a team self-evaluation day.

Using SDS core values to underpin the team self-evaluation, the team identified what they needed to address to ensure they could deliver the best possible service for their customers. The key priorities identified were professional practice and involvement and personal accountability for all the team.

A confidence audit was designed for advisers to undertake personal reflection and ascertain individually where they assessed their level of confidence against:

- using the 3-stage model of guidance - with a focus on contracting;
- using the range of career management skills competencies; and
- embedding CMS improvements in their professional practice.

The audit results were instrumental in defining the team's career-long professional learning programme.

Using their individual strengths and how they contribute to the team as a whole, the approach has empowered individuals to take ownership of service design and delivery and adopt creative solutions to affect improvements.

Customer evaluation and feedback from stakeholders has evidenced the benefits of the work that has been undertaken by the team. As a result of this approach to change management, developing individual and collective leadership capacity is now part of the Angus team's 'DNA' and central to delivering priorities.

SDS area teams demonstrate a clear commitment to, and involvement in, quality improvement arrangements. Over time, they have made increasingly effective use of the Business Excellence Assessment and Continuous Improvement Action Plans to review services and plan for improvement. This has improved the quality and consistency of self-evaluation and reflection on practice, by staff teams and better use of arrangements to secure improvement. The gathering and use of customer and stakeholder feedback at a local level has improved over time. Overall, customer feedback is used well to inform planning for improvement and develop services aligned to customer and stakeholder needs. This has been particularly evident in the improvement to group work delivery over the period of the review cycle. Managers and staff make good use of Team Time to share ideas and disseminate practice to affect improvement.

HM Inspectors found that SDS staff take good account of the recommendations in external review reports. This has supported improvements not only within individual SDS area teams, but also at national level. Managers and staff place increasing emphasis on ensuring that quality enhancement arrangements result in consistently high levels of service delivery and achievement of area targets. Overall, this has worked well. However, HM Inspectors found that a few area teams did not meet all of their agreed targets within appropriate timescales. This resulted in the needs of some customers not being met fully or timeously.

5. Conclusions

In April 2014, when the external review of CIAG services delivered by SDS commenced, the aim was to provide external independent evaluation of how well the recently introduced careers delivery model was working, and to support improvement.

The review and overview of the journey over the six years of the review cycle shows clear improvement in the quality of SDS services delivered and impact on customers and partners. Significant strengths are evident across all aspects of service delivery and partnership working which is leading to improved outcomes for young people leaving school. However, there remains significant variation in young people's experience across secondary schools in Scotland. This variation relates to:

- The level of positive outcomes for young people on leaving school is still too variable within and across local authority areas.
- Progress made with implementing the CES, and embedding CMS and use of LMI in subject areas and wider school activities.
- The language used to describe skills, which is often inconsistent across schools and partner organisations.
- The level of MyWoW registrations and implementation of sustainable MyWoW Ambassador programmes across secondary schools.
- The use of data and LMI to inform planning around development of the curriculum and learning opportunities for young people in secondary schools.

The final CIAG external review was concluded before the emergence of the COVID-19 pandemic in the UK. Looking forward, the delivery of CIAG services and responses by key partners and stakeholders will be significantly affected by the consequences of the pandemic, both in terms of delivery of services and responding to the economic consequences. Nonetheless, the achievements in relation to both the delivery of CIAG services and DYW priorities by SDS and partners provide a solid foundation and infrastructure upon which to build a response to the social and economic consequences of the pandemic.

What does this mean for key stakeholders in the emerging policy landscape?

Since the completion of the full cycle of CIAG reviews, there has been two significant strategic developments. In February 2020, The Scottish Government published a new careers strategy, [‘Scotland’s career strategy: moving forward’](#). The strategy sets out the role that CIAG services in Scotland can play in helping to address future skills demands and deliver inclusive growth. It expresses the Scottish Government’s vision for an enhanced careers system to support a seamless learner journey. The second key strategic development is the Scottish Government’s [Youth Guarantee](#), published in September 2020 in response to the [‘Young Person Guarantee No-one Left Behind’](#) report. This guarantee aims to support young people to transition successfully into the labour market and recognises the challenges that they will face as a result of the COVID-19 crisis. It aims to support all young people aged between 16 and 24 to enter employment, education or training.

The findings of this report should be considered in the context of the aspirations of the career strategy and inform actions to support the implementation of the Scottish Government Youth Guarantee. In so doing, the following considerations should be taken into account:

- How can the approaches and practices used in the delivery of CIAG services, including the work of partners and partnership working, help to minimise the social and economic consequences of the pandemic and support the implementation of the Youth Guarantee?
- What impact will the pandemic have on positive outcomes overall, and in particular on young people leaving school and groups that are disproportionately affected by the social and economic consequences of the pandemic?

6. Appendices

Appendix 1 - Policy context

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 2 - The SDS service offer

Terminologies used in CIAG reports

The term 'service area' is used to describe the geographical area referred to in CIAG reports. 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 on-going 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, seven 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:

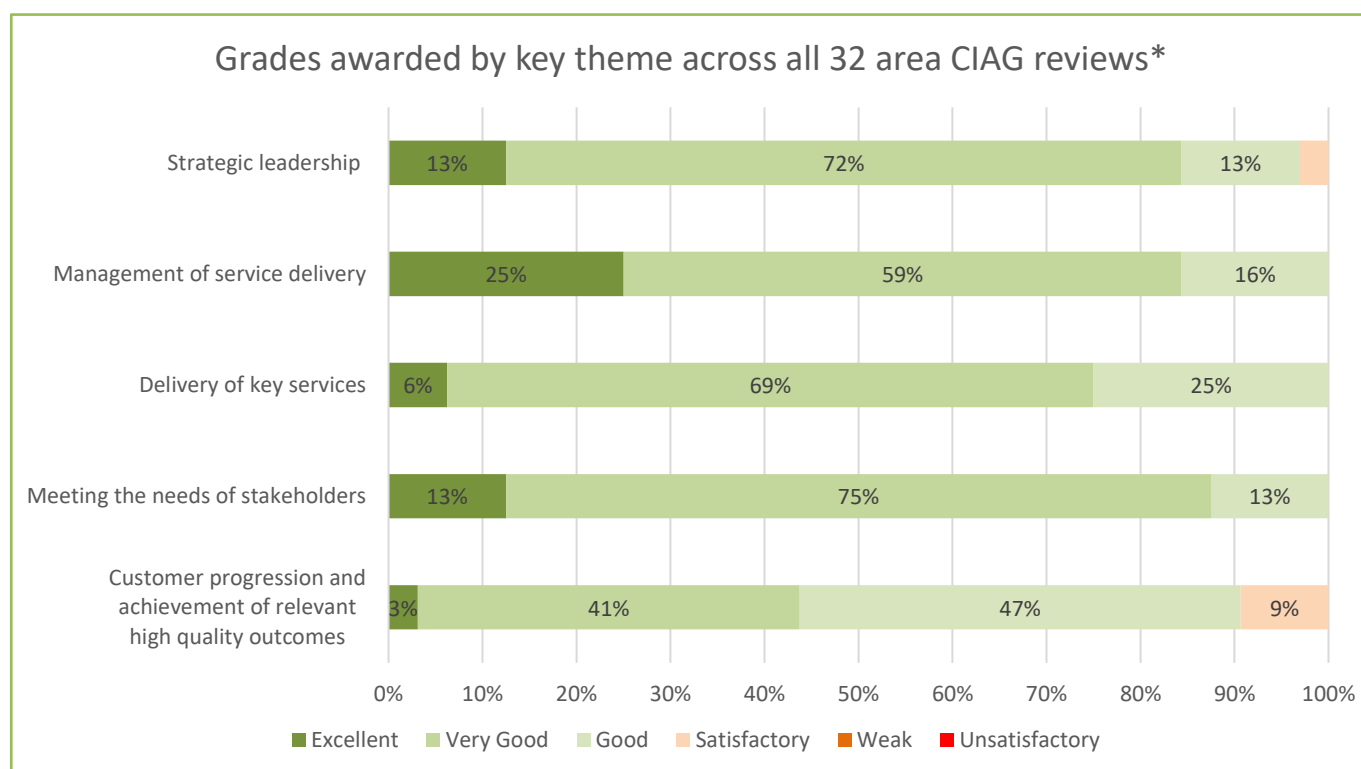
- Access to MyWoW web service 24 hours a day, seven days a week
- Access to one-to-one career guidance
- Telephone access to SDS contact centre
- PACE
- IES joint work activities with JCP
- Open access to public centres (47 locations throughout Scotland)

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.

Appendix 3 – Evaluations for each local authority area

HM Inspectors evaluate each of the five key questions and assign a grade to each using a six-point scale:

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



The table below gives the judgements of **grades** for each SDS area team across the full cycle of external review. These express the external review team's overall evaluation of **outcome and impact, service delivery** and **leadership and quality culture** using the six point grade scale.

Grades: Excellent (E) Very Good (VG) Good (G) Satisfactory (S) Weak (W) Unsatisfactory (U)	Customer progression and achievement of relevant high quality outcomes	Meeting the needs of stakeholders	Delivery of key services	Management of service delivery	Strategic leadership
Area					
Aberdeen City	S	G	VG	VG	VG
Aberdeenshire	G	VG	G	VG	VG
Angus	VG	E	VG	E	E
Argyll and Bute	VG	VG	G	VG	VG
Clackmannanshire	VG	VG	E	E	E
Dumfries and Galloway	VG	VG	VG	E	VG
Dundee	G	VG	G	VG	VG
East Ayrshire	G	VG	VG	VG	VG
East Dunbartonshire	E	E	VG	E	VG
East Lothian	G	VG	VG	VG	VG
East Renfrewshire	VG	VG	VG	E	VG
Edinburgh	G	VG	VG	VG	VG
Falkirk	VG	VG	VG	VG	VG
Fife	G	VG	VG	VG	VG
Glasgow	G	VG	VG	VG	VG
Highland	VG	E	E	E	VG
Inverclyde	G	VG	G	VG	VG
Midlothian	G	VG	G	VG	G
Moray	S	G	VG	VG	VG
North Ayrshire	S	VG	VG	G	G
North Lanarkshire	VG	VG	VG	G	VG
Orkney Islands	VG	VG	VG	VG	G
Perth and Kinross	G	G	G	G	VG
Renfrewshire	G	VG	VG	VG	E
Scottish Borders	VG	VG	VG	E	VG
Shetland	VG	VG	G	G	G
South Ayrshire	VG	E	VG	E	E
South Lanarkshire	G	VG	VG	VG	VG
Stirling	G	VG	VG	VG	VG
West Dunbartonshire	G	VG	VG	VG	VG
West Lothian	G	G	G	G	S
Western Isles / Comhairle nan Eilean Siar	VG	VG	VG	VG	VG

Appendix 4 - Data trends: School Leaver Destination Statistics & Participation Measure

Percentage of school leavers by initial destination category, 2009/10 to 2018/19¹

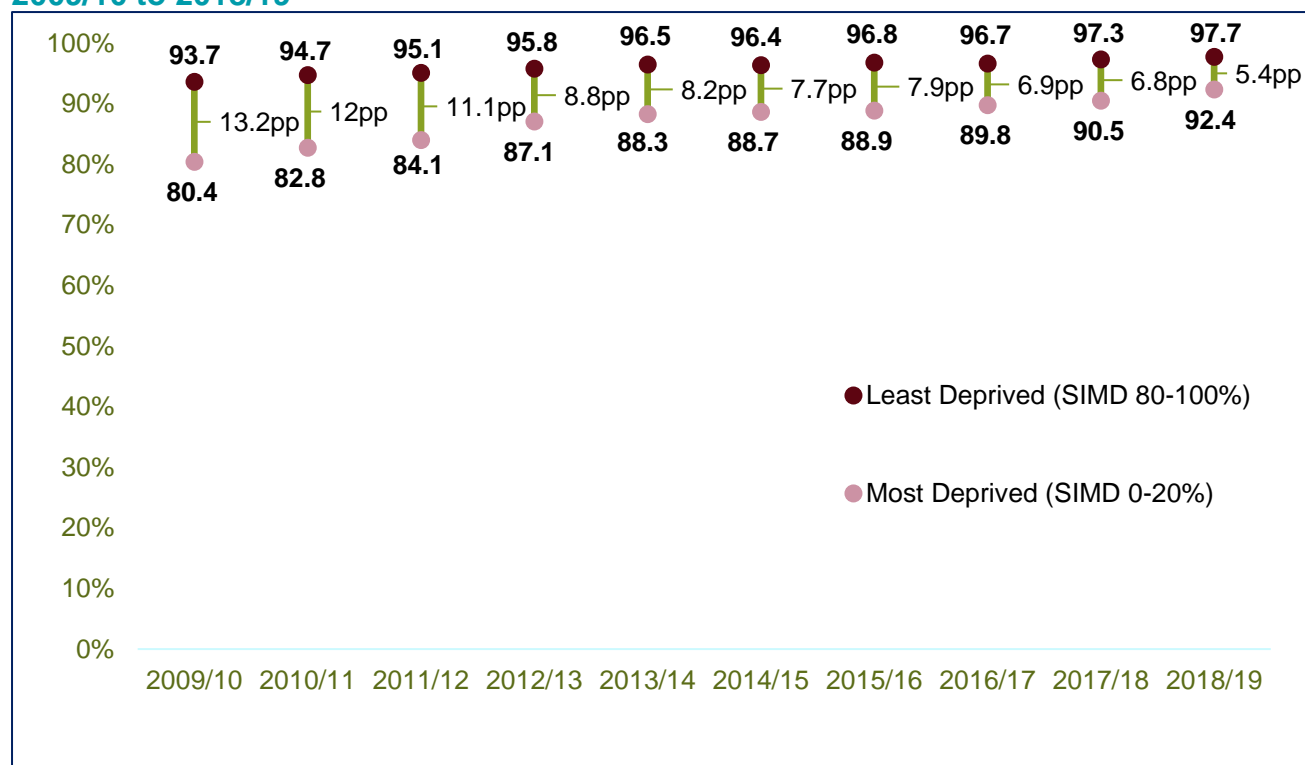
Destination Category	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Positive Destinations:										
Higher Education	36.2	36.3	37.8	37.1	39.0	38.8	40.3	40.7	41.1	40.3
Further Education	26.9	27.1	26.6	27.6	26.3	27.6	26.6	26.8	26.5	27.3
Training	5.1	5.4	4.4	4.6	3.8	3.6	2.3	2.2	1.9	3.5
Employment	18.5	19.2	19.8	20.4	21.7	21.4	22.3	22.0	22.7	22.9
Voluntary Work	0.3	0.5	0.4	0.5	0.4	0.4	0.5	0.5	0.7	0.6
Activity Agreement ^{1,2}	n/a	0.5	0.9	1.3	1.0	0.9	1.0	1.2	1.2	n/a
Personal Skills Development	0.7	0.4	0.3	0.4	0.2	0.4	0.5	0.4	0.4	0.5
All Positive Destinations	87.7	89.3	90.3	91.9	92.6	93.2	93.5	93.9	94.6	95.0
Other Destinations:										
Unemployed seeking	10.5	9.3	8.0	6.7	6.1	5.3	5.0	4.4	3.7	3.1
Unemployed Not Seeking	1.3	1.2	1.3	1.1	1.1	1.0	1.2	1.4	1.3	1.4
Unknown	0.5	0.3	0.4	0.3	0.3	0.5	0.2	0.4	0.4	0.4
All Other Destinations	12.3	10.7	9.7	8.1	7.4	6.8	6.5	6.1	5.4	5.0
Number of Leavers	53,134	53,394	49,745	51,647	51,416	52,491	52,305	51,300	49,748	49,760

1. In April 2011, the Scottish Government rolled out the use of Activity Agreements.

2. For 2018/19, support previously recorded as Activity Agreements is recorded in the Training category.

¹ Source: Scottish Government [Summary Statistics for Attainment and Initial Leaver Destinations, No. 2: 2020 Edition](#)

Percentage of school leavers in a positive initial destination, by SIMD1 & SIMD10, 2009/10 to 2018/19



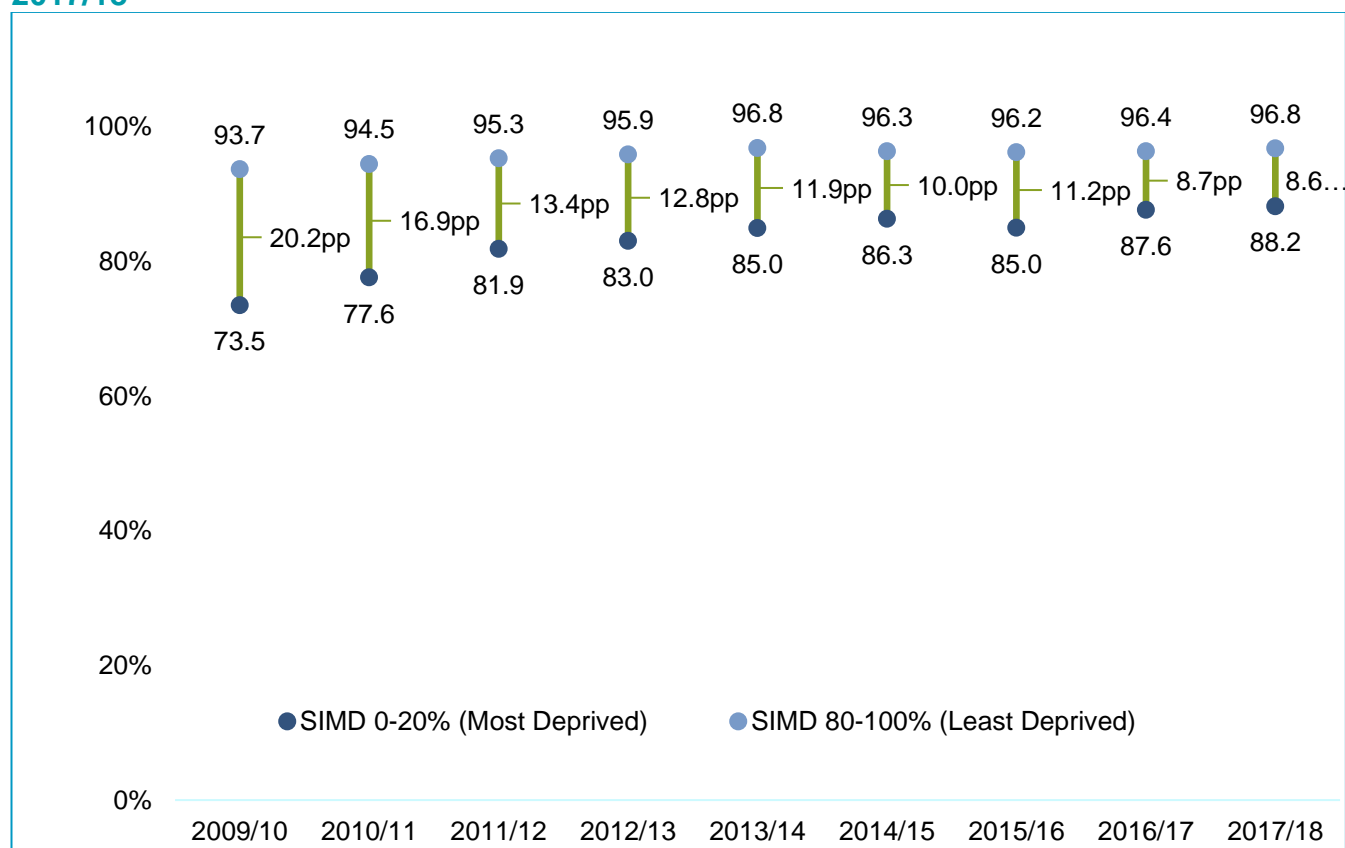
Percentage of school leavers by follow-up destination category, 2009/10 to 2017/18²

Destination Category	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Positive Destinations: Higher Education									
Further Education	34.2	34.4	36.1	36.9	38.2	36.8	37.3	38.3	39.0
Training	3.3	3.3	3.6	3.1	2.5	2.7	1.7	1.7	1.7
Employment	23.0	23.8	23.9	24.6	25.5	27.8	28.7	28.3	28.3
Voluntary Work	0.4	0.5	0.5	0.5	0.4	0.5	0.4	0.5	0.6
Activity Agreement ¹	n/a	0.6	0.7	0.9	0.7	0.7	0.9	1.0	0.9
All Positive Destinations	85.2	87.2	89.6	90.4	91.7	92.0	91.4	92.9	93.2
Other destinations:									
Unemployed seeking	12.0	10.2	8.1	7.6	6.5	5.7	5.8	4.4	3.9
Unemployed Not Seeking	1.8	1.6	1.8	1.6	1.5	1.6	1.9	1.9	1.9
Unknown	1.0	0.9	0.6	0.3	0.3	0.6	0.9	0.7	1.1
All other Destinations	14.8	12.8	10.4	9.6	8.3	8.0	8.6	7.1	6.8
Number of Leavers	52,953	53,255	49,610	51,515	51,293	52,337	52,113	51,172	49,650

1. In April 2011 the Scottish Government rolled out the use of Activity Agreements.

² Source: Scottish Government [Follow-up leaver destinations - number 1 2019: summary statistics](#)

Percentage of school leavers in a positive follow-up destination by SIMD, 2009/10 to 2017/18



Annual Participation measure³

APM for 16-19 Year-Olds	2016	2017	2018	2019
Participating	90.4%	91.1%	91.8%	91.6%
Not Participating	4.0%	3.7%	3.4%	3.1%
Status Unconfirmed	5.6%	5.3%	4.7%	5.3%

³ Source: Annual Participation Measure for 16 – 19 year olds in Scotland 2019 (SDS, August 2019). Further information can be found on the SDS website: <https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/?page=1&statisticCategoryId=7&order=date-desc>

Appendix 5 - Glossary of terms

ASN	Additional support needs
CES	Career Education Standard
CIAG	Career Information Advice and Guidance
CLPL	Career-Long Professional Learning
CMS	Career Management Skills
CPP	Community Planning Partnership
DWP	Department for Work and Pensions
DYW	Scottish Government's Developing the Young Workforce: Scotland's Youth Employment Strategy
ICT	Information and Communication Technology
LMI	Labour Market Information
MyWoW	My World of Work
PACE	Partnership action for continuing employment
PSE	Personal and social education
SDS	Skills Development Scotland
SPA	School Partnership Agreement

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%

7. Further information

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 <https://www.skillsdevelopmentscotland.co.uk/>.

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