

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

A report by HM Inspectors

24 April 2018

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1. Introduction

The external review

The external review by Education Scotland took place between 19 - 23 February 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Inverclyde.

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 14 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 May 2015. 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 Inverclyde, Education Scotland took the following area context fully into account.

Inverclyde is one of the smaller local authorities in Scotland. The area is a mix of urban and rural communities, with the largest settlements around the main towns of Greenock, Port Glasgow and Gourock on the Firth of the Clyde. Coastal settlements include Inverkip and Wemyss Bay with a number of villages located inland. Around a third of local people commute to work outwith Inverclyde.

Inverclyde Council and the National Health Service are the largest public sector employers in the area. Almost a quarter of employees work in the health care industry. Call centre businesses provide the main private sector employment. Fewer Inverclyde residents in work are employed in professional occupations, although more are in associate professional and technical occupations. A number of companies in the area have made staff redundant in the past year and SDS works with employers to mitigate the impact of redundancy and planned closure on the workforce.

Inverclyde faces significant challenges in tackling the levels of unemployment and economic inactivity within the area. Unemployment rates and working age key benefit claimant figures both sit above the Scottish average. A contributory factor to the area's unemployment and inactivity statistics is the significant proportion of its population living in areas designated as areas of multiple deprivation. Low paid, short-term, cyclical work is a feature of Inverclyde's labour market, which results in short periods of employment, in-work poverty and spells on benefits.

Inverclyde was successful in its bid to be part of the Glasgow City Region City Deal to generate new jobs to the city region. Through the City Deal, Inverclyde is to benefit from three infrastructure investments; the Greenock Ocean Terminal expansion of the quayside and construction of a new visitor centre to support the cruise industry; the Inverkip Infrastructure project, to create over 600 houses and commercial retail space; and the Inchgreen development of quay facilities to create a dedicated on-shore marine hub.

There are six secondary schools and two additional support needs schools in Inverclyde. All schools have a partnership agreement in place with SDS outlining service delivery in school, which is based on a needs matrix approach. A universal service is offered to all pupils and a targeted offer for pupils who are most at risk of not entering a positive destination on leaving school. SDS also has a partnership agreement with West College Scotland to deliver services in Waterfront and Finnart Street campuses in Greenock.

3. Outcomes of external review

Judgement of Grades

Section A: Grades

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

excellent:	Outstanding and sector leading
very good:	Major strengths
good:	Important strengths with some areas for improvement
satisfactory:	Strengths just outweigh weaknesses
weak:	Important weaknesses
unsatisfactory:	Major weaknesses

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

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

Section B: Customer progression and achievement

Areas of positive practice

- Across the local authority, the proportion of young people entering a positive destination on leaving school has been consistently above the national performance figure over the last three years.
- In four of the six Inverclyde mainstream secondary schools, the proportion of young people entering a positive destination on leaving school is above the national performance figure.
- The latest Participation Measure for Inverclyde is 91.9%, which is just above the national performance figure of 91.1%.
- Over the last eight years, there have been no young people whose destination on leaving school was unknown.
- The percentage of targeted S4 to S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased in relation to local and national performance, and is now 14% above the national performance figure.
- In 2016-17, the Inverclyde SDS team exceeded the minimum expectation for service delivery in schools in seven of the nine performance measures.

Areas for development

- The percentage of unemployed 15-19 year olds supported by SDS who progress to learning, training or work, fell by 3%, from 64% to 61%, in 2016-17.
- The percentage of unemployed 15-19 year olds who sustain learning, training or work for six months is currently 3% below the minimum expectation (50%) and 6% lower than the national performance figure (53%).
- The percentage of Next Steps customers who have received a CMS assessment April-December 2017 showing improved CMS is (48%), which is below the minimum expectation (55%) and current national performance figure (62%).
- In two of the six secondary schools, the number of leavers entering a positive destination on leaving school is below the national performance figure.
- The percentage of pupils in mainstream secondary schools with a MyWoW registration is 5% below the national performance figure. In a few schools, MyWoW registrations are significantly below the national performance figure.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- SDS careers staff deliver services from a pleasant and welcoming Careers Centre in Greenock and within a wide range of partner premises. Staff utilise these facilities well to provide customers with easy access to staff and resources.
- Staff use social media sites very effectively to promote services to customers and partners. As a result, the number of registered users of these resources has increased significantly over the last year.
- The Inverclyde team works proactively and creatively with a broad range of partners to develop services which are relevant and appropriate to customer needs. This includes working with schools and community organisations to deliver one-to-one career guidance and group work activities which meet individual and group needs.
- SDS staff respond quickly and flexibly to meet the needs of employees facing redundancy. Partnership Action for Continuing Employment (PACE) activities support employees well to build skills and confidence to apply for new employment and training opportunities.
- Staff provide unemployed customers who have been referred by the Department for Work and Pensions (DWP), with useful support to progress to work or training.
- Activity Agreements are used productively by careers staff to support young people who are furthest from the job market to progress to a positive destination. Staff take good account of individual needs and circumstances of young people, to initiate and deliver appropriate support.
- Adult and school-age customers report gaining skills and confidence in applying for jobs and making decisions about progression opportunities as a result of engaging with the services provided by SDS careers staff.
- Careers staff promote well the range of progression opportunities available to young people. Around 68 young people are undertaking Foundation Apprenticeships. Career and Work Coaches work well together to coordinate delivery of services to senior phase school customers who are attending part-time Personal Learning Pathway programmes at college.
- Adult and school-based customers are very satisfied with the one-to-one support they receive from SDS staff and would recommend the services to others.
- Senior managers in schools are very satisfied with the quality of CIAG services they receive from SDS staff and the positive contribution of Careers Advisors in achieving outcomes for their school. They value the focus provided by the School Partnership Agreement (SPA) to ensure the service offer meets the specific characteristics of the school community.

Areas for development

- In some group sessions in partner premises, staff are not always enabled to make effective use of resources, including Information and Communications Technology (ICT), to enhance delivery.
- MyWoW Ambassadors are not in place in three secondary schools.

Section D: Delivery of key services

Areas of positive practice

- The range of services delivered by careers staff takes good account of the local economy, community priorities and the needs of school age and adult customers. Delivery of an enhanced Broad General Education (BGE) and Senior Phase offer is helping schools to meet the ambitions of Developing the Young Workforce (DYW) and the Career Education Standard (CES). Services for senior phase pupils take good account of community planning priorities for Inverclyde.
- Careers staff work collaboratively and flexibly with key partners across Inverclyde to plan and deliver services which meet the needs of individuals and customer groups. This includes care-experienced young people, employees at risk of redundancy and unemployed adult customers seeking work or training.
- SDS staff draw productively on the negotiation and monitoring of the SPA to engage with school colleagues in planning services which take account of individual school needs. These include delivering group sessions to specific pupil groups, contributing to parental engagement events and supporting school staff to implement CES. They work collaboratively with pastoral staff to respond to the needs of young people.
- Careers staff work proactively to engage with customers who are at risk of not achieving a positive outcome. They make good use of their extensive links with other agencies to access and maintain contact with customers who are at risk of disengagement and work persistently to provide them with continuous support.
- SDS staff work closely with DWP and training providers to deliver services to unemployed customers. This includes facilitating group work sessions to assist customers to develop CMS and making referrals to community learning and development partners to arrange support for customers whose level of ICT, literacy or numeracy skills is a barrier to work or further learning.
- Overall, one-to-one coaching guidance engagements meet the needs of customers well. All customers value their discussions with careers staff during coaching guidance meetings to plan their next transition. Most customers value the Career Development Plan (CDP) which they develop from these discussions.
- In schools where MyWoW is used, pupils enjoy using the online tools to explore their strengths and associated careers and many access MyWoW resources out-with school to further research opportunities. In three secondary schools, the MyWoW Ambassador programme is developing well.
- Overall, staff plan group work well and in the majority of sessions match activities appropriately to customers' needs. Staff delivering post-school group sessions adapt and differentiate approaches responsively to enable customers with a range of abilities to participate fully in activities.
- SDS staff have formed respectful, positive and productive relationships with their partners. They have sound knowledge of the needs and circumstances of their customers and of the Inverclyde area and use this well with partners to inform local arrangements.

- Career services are promoted well within schools and partner premises. Resource bases in schools are well appointed and provide appropriate, accessible environments for one-to-one guidance and drop-in sessions. All pupils know where and how to access SDS careers staff. Careers staff host weekly college drop-in sessions at the Waterfront and Finnart campuses to provide college learners with easy access CIAG services.
- SDS staff deliver useful information sessions to partners on a range of topics including the CES, MyWoW and Labour Market Information (LMI). As a result, some subject teachers are making reference to CMS within lessons and care workers in residential homes are drawing on MyWoW to support young people make informed choices.
- Staff engage effectively in reflective practice sessions and team time to discuss practice and share approaches to meeting the needs of individuals and groups. They use peer-to-peer discussions and the observation framework to reflect on practice and plan improvements to service delivery.
- SDS staff proactively seek and utilise feedback from customers and partners to inform and develop actions for improvement. An annual Clyde Conversation event is used effectively to gain feedback from young people on how CIAG services could be improved. A locally-devised online survey is being used to establish the training needs of secondary school staff in relation to CES and MyWoW.

Areas for development

- Overall, careers staff are not involved sufficiently in the planning of partners' programmes to enable development of CMS to be more integrated and consolidated within wider activities.
- Almost all secondary schools have not yet embedded the CES within the broader school curriculum and pupils are not sufficiently aware of their CES entitlements.
- In most schools, pupils do not have sufficient opportunity to develop and consolidate CMS apart from engagements with Career Advisers. In some schools, MyWoW online tools are not being fully utilised to support development of CMS.
- In some group work sessions, delivery approaches, pace, and content are not sufficiently engaging to meet customer needs.
- In a few one-to-one coaching guidance sessions, staff do not always support customers to recognise the progress they have made in building confidence to apply CMS.

Section E: Management of service delivery

Areas of positive practice

- The SDS team has established strong and productive relationships with key strategic partners. SDS managers and staff contribute well to the Inverclyde Alliance Board and relevant sub-committees. They have formed positive partnerships with the local authority, DWP, West College Scotland and Health and Social Care Partnership (HSCP) to influence joint approaches to strategic planning.
- Managers and staff work well with partners to take forward approaches which support local and national priorities. These include coordinating Opportunities for All forums, delivering PACE services and supporting the implementation of DYW.
- Career and Work Coaches collaborate very effectively with each other and school partners to ensure senior phase pupils on Personal Learning Pathway plans are supported well throughout their programme and transition to post-school. They are regarded by school and local authority staff as an integral part of school guidance services.
- The Inverclyde team and partners make effective use of Regional Skills Assessment information, LMI and local knowledge to inform planning of service delivery to meet identified needs. They promote LMI well across Inverclyde and during group activities and one-to-one engagements.
- A partnership agreement between SDS and Inverclyde social work services is resulting in helpful joint approaches to support care-experienced young people to progress to a positive destination.
- Through engagement with individual customers, SDS staff gather useful intelligence about the causes of disengagement. They use this information well to help partners respond to identified issues.
- SDS staff work effectively with partners to ensure the data hub provides information that is accessible, accurate and up-to-date. SDS and partners make good use of the high-quality data to monitor the progress of individuals and plan approaches to improve outcomes for young people.
- Partners value the sharing of performance data to inform planning for improvements. For example, low levels of MyWoW registrations in some schools have prompted a review of activity to inform future planning.

Area for development

- Overall, subject teachers are not yet using LMI sufficiently to enhance the curriculum and support development of CMS in line with the CES entitlements.

Section F: Strategic leadership

Areas of positive practice

- The management team and staff share a strong commitment to meeting the needs of the people of Inverclyde. They work collaboratively to develop and deliver services which take account of the context of the local area and meet the needs of customers and partners.
- The management team deploys staff effectively and takes good account of individual strengths, interests and expertise to allocate roles and responsibilities. Champion roles are used well to extend the capacity of the team.
- Staff are supported well by the management team and the team works well collectively to help new members of staff to develop their knowledge and working practice.
- The management team supports team members well to work with partners to respond to, and take forward, national priorities. Resources are managed carefully to provide continuity of service to schools and partner agencies.
- The management team encourages staff to collaborate and contribute to activities which improve professional practice. Staff have a clear understanding of where their work contributes to wider team performance and receive regular feedback from their line manager.
- Staff are confident about sharing practice with their colleagues and draw on peer to peer and team leader observation activities to reflect on approaches. Motivational Mondays are used well by team members to share information and current priorities.
- The management team is valued by partners for providing open and supportive approaches to continuous improvement. They welcome suggestions and work flexibly to accommodate specific needs.
- Staff contribute well to activities which support continuous improvement. They draw on team meetings to make suggestions for improvement within the local work plan and Continuous Improvement Action Plan (CIAP). Career and Work Coaches use reflective practice sessions well to review actions in the CIAP relevant to the school service offer.
- Senior managers are held in high regard by key partners for their purposeful, open and supportive leadership. Effective partnership working is evident at all levels, based on a shared understanding and commitment to delivering the best outcomes for the people of Inverclyde. The management team contributes productively to local authority meetings and has established positive and productive relationships with school colleagues.
- The management team works proactively to support careers staff to plan and deliver services that meet the needs and circumstances of individual schools. This includes managing resources to accommodate the high levels of stay-on rates in schools and providing additional services to improve outcomes for young people.
- SPA meetings with schools are increasingly providing opportunities for strategic discussion and forward planning to meet the ambitions of DYW.

- Staff work productively with school staff to coordinate and monitor delivery of the SPA. They host information sessions for school staff to update them on the revised offer and current and projected developments.
- Managers and staff have a very good knowledge of the needs and challenges of different customer groups in Inverclyde. They apply this knowledge well to work with partners to design CIAG approaches which meet the needs of customers from protected groups.
- The management team is proactive in identifying external issues which may impact negatively on customers and partners. This has included initiating arrangements to address a lack of training provision for young unemployed people.
- The team produce useful and accurate data, which they use well with the local authority and schools to plan approaches and interventions for school leavers.
- Partners value the expertise of the SDS management team in supporting the collation and production of data to inform and improve services across Inverclyde. SDS staff work collaboratively with partners to ensure data is used effectively and purposefully.
- The SDS team uses the self-assessment process effectively to identify areas for development and monitor progress on actions for improvement.

Areas for development

- The Inverclyde management team is not making sufficient use of arrangements to share effective practice to focus on, and support staff to improve the quality of group work.

Section G: Capacity for improvement

- Across the local authority, the proportion of young people entering a positive destination on leaving school has been consistently above the national performance figure over the last three years. Over the last eight years, there have been no young people whose destination on leaving school was unknown. However, almost all secondary schools have not yet embedded the CES within the broader school curriculum and pupils are not sufficiently aware of their CES entitlements.
- Senior managers in schools are very satisfied with the quality of CIAG services they receive from SDS staff and the positive contribution of Careers Advisors in achieving outcomes for their school. They value the focus provided by the SPA to ensure the service offer meets the specific characteristics of the school community. Delivery of an enhanced BGE offer is helping schools to meet the ambitions of DYW and CES. However, overall, subject teachers are not yet using LMI sufficiently to enhance the curriculum and support development of CMS in line with the CES entitlements.
- SDS staff have formed respectful, positive and productive relationships with their partners. They have sound knowledge of the needs and circumstances of their customers and of the Inverclyde area and use this well with partners to inform local arrangements. Managers and staff work well with partners to take forward approaches which support local and national priorities. These include coordinating Opportunities for All forums, delivering PACE services and supporting the implementation of DYW. Partners value the expertise of the SDS management team in supporting the collation and production of data to inform and improve services across Inverclyde. SDS staff work collaboratively with partners to ensure data is used effectively and purposefully.

Section H: Main points for action

- SDS should continue to work towards improving key performance measures for all customers.
- The local authority should work with SDS to embed CMS and the CES within the curriculum.
- SDS should continue to work with schools to further embed the use of MyWoW and increase the current level of MyWoW registrations.
- Managers and staff should work together to identify and disseminate best practice in group work to improve and enhance professional practice.

4. Examples of excellence

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

Partnership working to maintain engagement with young people who are at risk of not achieving a positive destination.

Inverclyde 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 wrap-around support to mitigate the economic and social barriers faced by young people on leaving school. To take this forward, SDS staff set up meetings with partners to explore and agree ways of maximising resources to support young people make the transition to work or further learning. The focus of the meetings was to identify ways in which barriers could be removed to enable young people to make impartial, informed career choices.

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. They assisted partners to improve the regularity and quality of data being submitted to the data hub. Partners were supported by careers staff to access, analyse and utilise the data to inform actions which would benefit young people. Within these activities, partners focused on maintaining contact with every young person, including care experienced and other vulnerable young people.

SDS staff and partners drew on discussions and analysis of data to revise approaches for engaging with young people at risk of disengagement. They extended the availability of services to partner premises and devised tailored support to accommodate young people on Activity Agreements and part-time Personalised Learning Programmes at college. 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. Participation Measure Outcomes have improved and have lower than average unconfirmed destinations for 16-19 year olds. Action plans, which formalise roles and responsibilities, are in place with DWP, HSCP Social Work and West College Scotland. Partners use the actions plans to ensure appropriate and agreed actions are taken forward and reviewed. 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.

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.

Karen Corbett
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

BGE	Broad General Education
CDP	Career Development Plan
CIAG	Career Information, Advice and Guidance
CIAP	Continuous Improvement Action Plan
CMS	Career Management Skills
DWP	Department for Work and Pensions
DYW	Developing the Young Workforce
HSCP	Health and Social Care Partnership
ICT	Information and Communications Technology
IES	Integrated Employment System
LMI	Labour Market Information
MyWoW	My World of Work
PACE	Partnership action for continuing employment
SDS	Skills Development Scotland
SPA	School Partnership Agreement

APPENDIX 2

The external review process

HM Inspectors undertake an independent review of the quality of provision of career information, advice and guidance (CIAG) delivered by Skills Development Scotland (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:	
almost all	over 90%
most	75-90%
majority	50-74%
less than half	15-49%
few	up to 15%

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APPENDIX 3

Policy context

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

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

In March 2011, the Scottish Government published a framework for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face-to-face meetings, communication through contact centre and an online CMS environment, My World of Work (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, the Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school pupils through SDS CIAG services and focused support around key transition points for pupils. 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 364 secondary schools. 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 pupils. 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, 7 days a week
- Structured programme of one-to-one careers guidance
- Employability support and group activity
- Partnership approach including structured referral arrangements with DPW/JCP
- Telephone access to SDS contact centre

SDS All age Service Offer (universal) consists of:

- Access to MyWoW web service 24 hours a day, 7 days a week
- Access to one-to-one career guidance
- Telephone access to SDS contact centre
- 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

Staff roles

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

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