

Career Information, Advice and Guidance services delivered by Skills Development Scotland in Western Isles / Na h-Eileanan an Iar

A report by HM Inspectors

31 January 2020

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1. Introduction

The external review

The external review by Education Scotland took place between **4-8 November 2019**. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Western Isles.

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

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

2. The service area and its context

In carrying out the external review of services delivered in Western Isles/Na h-Eileanan Siar, Education Scotland took the following area context fully into account.

The Western Isles, also known as Na h-Eileanan Siar or the Outer Hebrides, is a chain of islands off the west coast of Scotland, stretching from Lewis to Barra. Gaelic culture and language is a main feature of the islands and their communities with the area also known in Gaelic as Innse Gall.

Eilean Siar, is one of the most sparsely populated areas in Scotland with a population of 26,800 people spread across fifteen islands. The islands of Lewis and Harris have the largest land mass, and the most populated settlement is the town of Stornoway on the Isle of Lewis.

The location and geography of the Western Isles presents significant social and economic challenges. Sparsely populated and socially heterogeneous across an expanse of remote communities, the area does not feature in the SIMD of Scotland's most economically deprived data zones. However, some areas have much higher levels of poverty than others; including Stornoway West and Benbecula. Although transport between the islands and the mainland has improved over the years, there are challenges in terms of logistics and the cost of living. The total percentage of homes experiencing fuel poverty (2015/17) was 56% compared to 27% nationally. By 2028 it is anticipated that 31.1% of island residents will be aged 65+ -compared with a Scotland average of 22.8%. Due to the range of social and economic factors, the area is designated economically fragile.

In 2014, the Western Isles, laid out their vision for a stronger future, Our Islands Our Future (OIOF). The recent focus of OIOF has been on the development of "A Deal for the Islands" which has two strands: 'Enhancing Local Democracy' and 'Achieving our Islands' Full Economic Potential'. A recently agreed Islands' Charter between Skills Development Scotland and the local authority, Comhairle Nan Eileanan Siar, conveys the need to "island proof" delivery of key services. The charter focuses on collaboration and sharing of resources to maximise impact for customers and service users.

There are four secondary schools in Eilean Siar. Lews Castle College UHI has a main campus in Stornoway with learning centres in Barra, Benbecula and North Uist. There are no ASN schools in the Western Isles.

The SDS Service offer in school is based on a needs matrix approach, which delivers a universal service to all pupils and a targeted offer to those with a medium and maximum service offer.

3. Outcomes of external review

Section A: Grades

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

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

Key theme	Grade
Customer progression and achievement of relevant high quality outcomes	very good
Meeting the needs of stakeholders	very good
Delivery of key services	very good
Management of service delivery	very good
Strategic leadership	very good
Capacity for improvement	Not graded

There is two examples of excellent practice which are described later in this report.

Section B: Customer progression and achievement

Areas of positive practice

- The Western Isles SDS team has made good progress towards the achievement of key outcome measures and targets.
- Performance data and measures show improvement against agreed targets over a three-year period
- Over the last three years, the participation measure for Western Isles has been above national performance levels.
- Over the last three years, there have been no school leavers whose destination is unknown.
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more CMS assessments showing improved CMS, has been above the national performance level for the last three years, and is now 8% above the national performance level.
- In three of the four Western Isles secondary schools, the proportion of young people entering a positive destination on leaving school is above the national performance level.
- The majority of key perception measures for school pupils receiving a one-to-one engagement with SDS are 100%, and the remaining measures are very high. (92% to 94%).
- The key perception measures for Next Steps customers engaging with SDS are very high, and two are at 100%.
- The number of Next Steps customers supported by SDS progressing to learning, training or work has increased significantly in the past year and is now 15% above the national performance figure.
- Eighty-six percent of the Next Steps customer group were still in training or work for 6 months which is 27% above the national performance figure.
- All key perception measures from the Your Views staff survey have been above SDS performance levels for the past two years.

Areas for development

- In one of the four Western Isles secondary schools, the proportion of young people entering a positive destination on leaving school is below the national performance level.
- The percentage of pupils in mainstream secondary schools in the Western Isles with a MyWoW registration is 8% below the regional performance level and 9% below the national performance level.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- The Western Isles area team works flexibly and collaboratively to provide support to stakeholders and customers. Staff tailor services well to take account of the specific circumstances and locations of individual customers and customer groups,
- All customers value the support they receive from SDS and report that careers staff are friendly, supportive and informative.
- SDS staff contribute well to achieving the aims of national priorities, including Developing the Young Workforce (DYW). They work productively with the local council to take forward initiatives to improve outcomes for people and their communities.
- Careers staff proactively coordinate events to promote the range of career options available on the Western Isles and on the mainland to stakeholders. Young people and their parents/caregivers value the advice they receive from SDS staff about potential career options.

- Staff in secondary schools in the Western Isles value the support they receive from SDS to prepare young people for progression to further learning and employment.
- Most school-age customers make good progress in developing and applying their CMS to make informed subject and career choices.
- Careers advisers make effective use of labour market information (LMI) during planning meetings with schools to identify the most appropriate pathways for young people.
- SDS staff work productively with the local college to extend the level of support made available to learners, develop their CMS, and access advice about career pathways.
- Careers staff work proactively with Department of Work and Pensions (DWP) colleagues to deliver on-site support to unemployed adults within JobCentre Plus (JC+). This has increased significantly the number of unemployed adults accessing CIAG services and subsequently progressing to work.
- Adult customers report that CIAG staff take good account of their individual needs and circumstances. They appreciate the support they receive from careers advisers to develop and apply CMS to navigate current job search facilities, produce an up-to-date CV, and make job applications.
- Customers facing redundancy are very satisfied by the prompt and responsive approaches from SDS staff to support them through the Partnership Action for Continuing Employment (PACE) process. They valued the individualised support they received from careers staff to prepare for applying for jobs and attend interviews.
- The area team has established strong links with the local council and community partnership agencies. Staff work collaboratively with partners to customise services to reflect priorities within local communities. This includes providing CIAG services in Gaelic, supporting employers to promote the range of work opportunities available to young people, and working with the council's housing and social care departments to better meet the needs of individuals and groups.
- All head teachers are satisfied with the CIAG services provided by SDS in their school. They value the effectiveness of SDS in developing and embedding CMS across the curriculum and in contributing to school improvement actions.
- Most head teachers consider that SDS services are contributing to raising attainment and improving outcomes for pupils.
- All employability partners are satisfied with the effectiveness of SDS in delivering its partnership role and would recommend SDS to other partners.

Areas for development

- None identified

Section D: Delivery of key services

Areas of positive practice

- Careers staff work flexibly to ensure customers in all areas of the Western Isles have continuous access to CIAG services. They make good use of partners' premises in local communities to deliver services to small and geographically dispersed communities across the Eilean Siar.
- The area team is working closely with the local authority and other partners to support the promotion and use of the Gaelic language. Strong links with E-Sgoil are resulting in new and emerging innovative practices for delivering CIAG across the Western Isles.
- Customers value the information they receive from SDS staff to take steps towards employment. Adult customers who have little or no experience of competing in the job market benefit significantly from the support of careers staff to produce up-to-date CVs and carry out job search activities.

- The majority of young people in secondary schools consider MyWoW to be a useful resource which helps them to make informed decisions. They know how to access online tools to help them to explore career options.
- Careers advisers are working proactively with secondary school staff to improve the reach and sustainability of the MyWoW Ambassador Programme. This has resulted in some schools engaging MyWoW ambassadors more creatively in raising younger pupils and parents' awareness of the range of resources available.
- Careers staff work well with school colleagues to use data effectively to target and plan services for young people. Careers advisers monitor the needs matrix closely and review data regularly to adapt to changing needs of individuals.
- Careers advisers make effective use of transition meetings with school staff to ensure young people are supported effectively to progress to a positive destination. They work collaboratively and conscientiously with partners to support young people to make a smooth transition from school to a post-school destination.
- SDS staff draw productively on their involvement in the Western Isles Core Group to raise awareness of the needs of customers and to identify inter-agency approaches to support customers to achieve a positive destination. They work closely with partners, including the Adult Learning Steering Group, Cearns project and Social Justice Team to engage customers who are furthest from the labour market or who have become disengaged from work or learning.
- Careers staff are working very effectively with a few primary schools to help teachers to deliver the entitlements of the CES within the curriculum. This is resulting in creative joint-approaches to engage young people in exploring the world of work in relation to their skills, interests and attributes.
- SDS staff work effectively to promote and target services to meet the needs of stakeholders. This includes coordinating a wide range of information events including career fayres, world jobs days, apprenticeship weeks, and contributing to locally-based community activities and events.
- Careers advisers make good use of the negotiation of the School Partnership Agreement (SPA) with schools staff to jointly plan actions for developing CMS and building the capacity of teaching staff. Actions are matched well to individual school contexts and progress is monitored regularly and adjusted where required.
- Overall, group work activity is planned well and is effective and staff make good use of a broad range of resources to engage and retain the interest of customers.
- SDS staff have sound current knowledge of the local labour market and wider LMI. They use this knowledge well in one-to-one and group work activities to support customers to make informed choices in relation to career planning. Schools benefit from the work of SDS staff to develop links with local employers to enhance work-related learning in the curriculum.
- Overall, in one-to-one engagements, customers are supported effectively to develop their CMS and to make well-informed career decisions. In these engagements, staff utilise the coaching approach to good effect, which helps build relationships and builds customers' confidence.
- Over the last year the SDS area team has worked enthusiastically to refresh CIAG services and to build a team approach to improving the quality and delivery of services. Team members enjoy sharing a sense of contribution and purpose in meeting the current and emerging priorities for the Western Isles.
- Careers staff are proactively seeking ways of incorporating Gaelic more prominently within the delivery of CIAG services. Although at an early stage, this is resulting in some bilingual delivery of group work sessions in schools.
- The team engages positively and productively in staff meetings to reflect on progress made against targets. Team members reflect well on their performance and draw on this to adopt

and share effective practice. Staff use technology well to overcome geographical challenges to engage in discussions on reflective practice.

- Staff share a strong commitment to reflecting on delivery of services to plan for improvement and enhancement of CIAG services. They gather feedback systematically from customers and stakeholders, and use the findings productively to affect improvements with colleagues.
- As part of the area team's revision of CIAG services, careers staff embarked on a series of visits to employers to update their understanding of the needs and challenges of industries in the Western Isles. This has been highly beneficial in ensuring team members have up-to-date knowledge of current and emerging needs of islands-based employers across vocational sectors.

Areas for development

- Online connectivity within the Stornoway Centre is inconsistent which constrains a range of activities including communication with staff and customers across the islands. However, staff work creatively to overcome these challenges.
- In some secondary schools young people are not given sufficient opportunity to further develop and consolidate their CMS within the curriculum and some pupils are not prepared sufficiently to use MyWoW independently to inform their career decision making.
- In two of the four secondary schools, careers advisers do not have access to appropriate accommodation to support effective delivery of one-to-one engagements and drop-in services.
- In a few group work sessions staff did not take opportunities to reinforce intended outcomes from learning activities.

Section E: Management of service delivery

Areas of positive practice

- Leaders of partner organisations are very positive about the work of the SDS team in supporting their work and priorities. They consider that SDS staff bring enthusiasm and solution-focused approaches to strategic partnership forums.
- The Director of Education values the openness and productivity of SDS managers and staff, towards achieving the ambitions for the Western Isles. SDS staff involvement in the process of producing the Island Charter has further enhanced and strengthened partnership working between SDS and the local authority.
- SDS staff contribute very productively to the revised Community Planning Partnership (CPP) themes and priorities which include building sustainable populations, and providing access to employment opportunities. Community partners value the open and positive relationships they have with SDS staff and their contribution to improving services for people in the Outer Hebrides.
- The area manager and head of region are working productively with the college to produce a service level agreement, which is sufficiently future proof to take account of the pace of developments across the Western Isles.
- The area team has responded very positively and productively to the Scottish Government's strategy 'Gaelic: a Faster rate of Progress, Economy and Skills'. The area manager co-chairs the economy and skills workstream, and chairs the sub-groups of early years and childcare, and public bodies with a Gaelic language plan.
- The area manager and staff liaise effectively with partners to contextualise and tailor arrangements for delivering services to customers. This includes devising arrangements with JC+ to enable customers to access CIAG services quickly and easily; working with E-Sgoil to devise interactive career information events; engaging with the college to design

workshops which take account of vocational contexts; and creating a workshop on financial knowledge and skills as part of Sgoil an Rubha's, Financial Education Week.

- The CIAG team organised a highly successful Industry and Jobs Fair, which brought together a broad range of employers to showcase, interactively, the range of job opportunities available across the islands. This event was valued highly by both employers and attendees.
- The area team contributes conscientiously to a wide range of initiatives aimed at helping the most vulnerable customers within their communities. These include working with community justice and anti-poverty projects, and devising services which take account of the increase in mental health issues.
- Over the last year, the area team has increased its focus on effective and ongoing use of data by team members to review performance and plan for improvement. This is working well and staff are making good use of data reports, individually and at meetings, to reflect on performance and develop future plans.
- School career advisers make effective use of the SDS performance dashboard to monitor and record activity and plan further actions.
- SDS staff support partners well, to utilise SDS data productively to monitor performance, plan for improvement, and to augment their individual organisation's evaluation and planning processes.

Areas for development

- None identified

Section F: Strategic leadership

Areas of positive practice

- The area manager and head of region work very effectively together to ensure the SDS offer meets the specific needs and priorities of the Western Isles. They take very good account of the characteristics and ambitions for the Outer Hebrides to align services to support current and emerging initiatives. This includes taking a key role in the formulation of the Island Charter, expanding Gaelic language services and supporting arrangements for growth of apprenticeship training.
- The area manager provides well-considered leadership in shaping services which contribute positively and productively to the needs and ambitions of partners and communities. Staff are guided and supported well to engage partners in action planning processes to agree and define realistic and clear targets.
- A key feature of the work of the area team is the collective ownership for improving the quality of services. This is the result of the approach taken by the area manager to engage staff more fully and continuously in contributing to the planning, design and coordination of CIAG services. Continuous Improvement Action Plan (CIAP) priorities are displayed prominently in staff areas and staff are conversant with, and involved in, contributing to them.
- Team working is strong and staff are enjoying their revised roles and responsibilities. They value being able to undertake specific team roles to extend their skills and are responding well to being empowered to take action to work creatively and collaboratively.
- CIAG staff are enthusiastic about the developments currently taking place in the Western Isles. The area team has engaged proactively in Career Long Professional Learning (CLPL) delivered by E-Sgoil to gain understanding of skills required for delivering effective on-line services. Staff have responded well to this training, to inform and broaden their professional practice.

- Meeting agendas are structured to provide an appropriate balance of discussion, reflection and forward planning. Staff engage productively in team meetings and take opportunities to share ideas and experiences to enhance professional practice
- Staff are valuing the realignment of roles to contribute more fully to the work of the team and to broaden their skills through involvement in a wider range of CIAG activities.
- The area team applies the ambitions of Gàidhlig an Toiseachd (Gaelic First) when managing, planning and delivering CIAG services. The formulation of the SDS Gaelic offer, is encouraging and enabling customers to access services in their native tongue. This includes working with partners to host Ceangal, an annual Gaelic careers event; and offering workshops and one-to-one sessions in Gaelic and bilingual mediums. These arrangements are beginning to influence the content of school partnership agreements.
- Over the last year, staff have held monthly datahub meetings to discuss and compare datahub reports and to monitor the accuracy and timeous recording of information by partners. Meetings have been established with key partners, such as Western Isles Council and Lews Castle College, to facilitate discussion on the review of data findings.
- Data sharing arrangements have been strengthened to provide more accurate and effective use of information. Staff are using this well to determine actions for improvement.
- The extension of the offer to some primary schools has increased significantly the awareness of staff, parents and young people of the importance of skills in making informed choices about future careers and pathways to them. These arrangements are working well.

Area for development

- Overall secondary schools are not always taking sufficient account of LMI in relation to the economic needs and priorities of the Western Isles.
- SDS survey questions are not always sufficiently well-linked to the aims of an activity, which reduces the effectiveness of feedback.

Section G: Capacity for improvement

The Western Isles SDS team has made good progress towards the achievement of key outcome measures and targets. Over the last three years, the participation measure for Western Isles has been above national performance levels and there have been no school leavers whose destination is unknown. The number of Next Steps customers supported by SDS progressing to learning, training or work has increased significantly in the past year and is now 15% above the national performance figure. However in one of the four Western Isles secondary schools, the proportion of young people entering a positive destination on leaving school is below the national performance level and the percentage of pupils in mainstream secondary schools with a MyWoW registration is 8% below the regional performance level.

Careers staff work flexibly to ensure customers in all areas of the Western Isles have continuous access to CIAG services. In secondary schools, careers advisers make good use of the SPA to support improvements in delivery of services. There are examples of careers advisers working collaboratively and creatively with primary schools to support the implementation of the CES. However, in some secondary schools, young people are not given sufficient opportunity to further develop and consolidate their CMS within the curriculum. Overall, secondary schools are not always taking sufficient account of LMI in relation to the economic needs and priorities of the Western Isles. Partners benefit from the support they receive from SDS to take forward initiatives to improve the outcomes for people in the Western Isles. The area team is working closely with the local authority and other partners to support the promotion and use of Gaelic language in CIAG services.

The area manager and head of region take very good account of the characteristics and ambitions for the Outer Hebrides to ensure CIAG services support current and emerging initiatives. Across the SDS team, team working is strong and staff value being empowered to take action to work creatively and collaboratively. Staff engage productively in team meetings and take opportunities to share ideas and experiences to enhance professional practice. They work conscientiously and effectively with partners to coordinate and deliver services that benefit customers and stakeholders. Overall, secondary schools are not always taking sufficient account of LMI in relation to the economic needs and priorities of the Western Isles.

Section H: Main points for action

- The local authority and SDS should work together to ensure that secondary schools increase the number of MyWoW registrations and provide sufficient opportunity for customers to develop CMS within the curriculum.
- SDS and the local authority should continue to work together to ensure secondary schools take account of LMI in relation to the economic needs and priorities of the Western Isles.

4. Examples of excellence

4.1 Developing and implementing the SDS CIAG Gaelic service offer

SDS recognised that Gaelic-related CIAG activity was limited to attendance by the SDS Gaelic Development Officer at national Gaelic related events, for example the Careers Fair at the Gaelic School in Glasgow, and some content and lesson inserts on MyWoW for teachers of Gaelic. As a result, SDS took steps to extend the promotion and use of Gaelic in CIAG services.

In June 2018, SDS in the Western Isles and E-Sgoil worked together on a joint project to raise school pupils' awareness of the many and varied Gaelic career-related opportunities available to young people. Two SDS CIAG Gaelic speakers took part in the project which delivered an interactive virtual session in Gaelic to 20 pupils across four schools, two in Comhairle nan Eilean Siar and two in Highland Council. It was the first time that Gaelic speaking pupils had participated in a careers session delivered in Gaelic, and which highlighted Gaelic LMI. Findings from the evaluation of the project revealed that young people were not aware of the growth in the Gaelic labour market and the breadth of career opportunities available. As a result of these findings from the project, SDS incorporated awareness of Gaelic in career options in group sessions for Gaelic Medium Educated (GME) pupils.

Following on from the project, the national workstream of Gaelic a Faster rate of Progress, Economy and Skills, comprising SDS, E-Sgoil, Bord na Gàidhlig and Comharile na Eilean Siar continued to develop and extend this work. Sessions delivered in the Gaelic medium have been delivered to Primary 5-7 pupils. An online session delivered in Gaelic by an SDS School Career Adviser engaged pupils in team exercises and gave them an overview of STEM career opportunities.

For the first time in Scotland, plans are in place to deliver the Gaelic service offer for S3 pupils in a secondary school. Group work sessions raising awareness of Gaelic related opportunities are being offered to all schools in the Western Isles and to schools across the North Region who have GME pupils. A virtual, parental engagement session raising awareness of Gaelic related career pathways is being streamed to selected schools in the Outer Hebrides, Highland and Argyll and Bute. The number of careers staff who have Gaelic speaking skills in the North Region has increased, and there are now three SDS careers advisers and two personal advisers who can deliver services through the medium of Gaelic.

4.2 Supporting Primary Schools to implement the Career Education Standard (CES) and introduce career management skills (CMS).

To support the implementation of the CES, SDS created interactive tools to help primary pupils learn about themselves through recognising and developing their skills. As a result of this initiative, some primary schools in the Western Isles wanted to extend children's understanding of the world of work and how CMS can help them to consider their future opportunities.

The SDS area team in the Western Isles worked with primary school colleagues to identify and develop approaches to continue to raise the awareness and understanding of young people. These included SDS staff attending primary school DYW events to promote and explain skills to pupils and parents. In Sgoil an Rubha, Point, Isle of Lewis, CIAG staff contributed to a Financial Education Week to engage children in exploring the range of financial jobs and the link between subjects and the world of work. Four sessions were delivered, including in Gaelic to the Gaelic Medium composite class P5/6/7. Following the event, the children showcased what they had learned to parents, carers and the community. In Balivanich Primary School in Benbecula, the SDS Adviser supported by MyWoW Ambassadors from Sgoil Lionacleit contributed to the

School World Jobs Fair, introducing young people to resources such as Animal Me within MyWoW.

The SDS Partner Development Executive organised CPD sessions on the CES, which brought primary and secondary school staff together. The sessions helped to promote the concept of a learner journey from early years through to post-school. Primary and secondary school teachers valued learning together about the development of young peoples' CMS in relation to the pupil entitlements. They gained awareness of the range of MyWoW resources available to them to support them in delivering the entitlements. A further CPD session introduced primary school staff to profiling tools on MyWoW. A group of S3 MyWoW Ambassadors helped with the delivery of awareness raising sessions for younger pupils.

As a result of these activities, P7 pupils are transitioning to S1 with an understanding of their strengths and the opportunities that exist in the world of work. Teachers have benefited from being involved in the primary – secondary school interface with regard to supporting young people on their learner journey. The SDS team is working with partners to create an authority-wide approach to supporting young people, from P5, to recognise and develop their skills. This includes recording their skills in a personal online profile, to support reflection and decision making through secondary school and beyond.

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

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

Appendix 2: external review process

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

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

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

This external review results in judgements of **grades** that express the external review team's overall evaluation of **outcome and impact**, **service delivery** and **leadership and quality culture** and a judgement on capacity to improve based on the evidence from all key areas, in particular **outcomes**, **impact** and **leadership**.

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

Appendix 3: policy context

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

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

In March 2011, the Scottish Government published a [framework](#) for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, 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, Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school young people through SDS CIAG services and focused support around key transition points for young people. The CES builds on advice and guidance in Curriculum for Excellence and in particular, [Building the Curriculum 4: skills for learning, skills for life and skills for work](#).

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

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

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

Appendix 4: background information

Terminologies used in this report

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

SDS School Universal Service Offer consists of:

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

SDS School Targeted Service Offer consists of:

- Targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- Structured programme of one-to-one career guidance throughout the senior phase
- Senior Phase supported transition to a dedicated post-school team member for those who require 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.

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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