

# Career Information, Advice and Guidance services delivered by Skills Development Scotland in North Ayrshire

A report by HM Inspectors

12 June 2020

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# 1. Introduction

## The external review

The external review by Education Scotland took place between **24-28 February 2020**. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in **North Ayrshire**.

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 North Ayrshire, Education Scotland took the following area context fully into account.

North Ayrshire covers an area of over 885 square kilometres and is the 17th largest local authority in the Scotland. The area is a mix of urban and rural, the largest towns are Irvine, Kilwinning, Saltcoats and Largs, and there are a number of smaller towns and the Isle of Arran and the Cumbrae isles. The Isle of Arran accounts for almost half of North Ayrshire's landmass, and 4% of the population.

North Ayrshire has a population of around 135,000, which has declined by 1.6% over the previous ten years. It is one of the most deprived local authority areas in Scotland. Fifty-one of the 15% most deprived postcodes in Scotland are within its boundaries, 12 of which are within the 5% most deprived.

Total employment within North Ayrshire has increased by 1% since 2009. However, the rate of unemployment is currently above the Scottish average, having fluctuated over the past seven years.

The top three employment sectors in North Ayrshire are wholesale and retail, human, health and social work, and manufacturing. Employment growth is forecast in administration and support services, professional, scientific and technical, arts, entertainment and recreational occupations.

There are nine secondary schools in North Ayrshire. The area team works closely with Ayrshire College to support learners on further education programmes.

### 3. Outcomes of external review

#### 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	satisfactory
Meeting the needs of stakeholders	very good
Delivery of key services	very good
Management of service delivery	good
Strategic leadership	good

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

## Section B: Customer progression and achievement

### Areas of positive practice

- Across North Ayrshire, the proportion of young people entering a positive destination on leaving school is just above the national average.
- Almost all school performance measures have been achieved and are better than, or equal to, expected national levels.
- Most schools are in line with, or above, expected levels for initial school leaver destinations for 2017-18.
- All key perception measures from the Your Views survey show year-on-year improvement and increased participation, and are above the SDS performance levels.
- The number of My World of Work (MyWoW) Ambassadors in North Ayrshire has increased significantly in the last three years.
- Overall, MyWoW registrations have increased in the last year, and are currently 3% above the national level.
- All headteachers in North Ayrshire are satisfied with services provided by SDS staff in their schools.
- There has been an improvement in the delivery of all three Next Steps outcome measures over the previous two years.

### Areas for development

- In four of the secondary schools, the number of young people entering a positive destination on leaving school is below the local authority average, and in three schools is below the national figure.
- The Participation Measure in North Ayrshire has been variable over a three year period, and is consistently below the national average.
- The data sharing measures for young people with an anticipated school leaving date, young people with a preferred destination, and young people with a preferred occupation, are slightly below the national expectations and delivery measure in the last year.
- The percentage of S4-S6 targeted young people receiving coaching guidance (medium) dropped by 5% in 2018/19, and is 2% below the national expected target.
- Two of the key measures for post-school customers (Next Steps) are below the national expected level and below the actual national delivery level.
- One of the key perception measures for Next Steps customers is 3% below the national level.
- The number of young people with a MyWoW registration varies across the secondary schools.
- Two of the nine schools in the area do not have MyWoW Ambassadors in place.

## Section C: Meeting the needs of stakeholders

### Areas of positive practice

- SDS staff work well with a range of external agencies to meet the needs of the local community and to plan and deliver services for customers. Overall, these relationships work well and are enhanced further by the co-location of partner organisations within employability hub premises.
- Careers staff support care-experienced customers well to achieve and sustain positive destinations. Staff engage with a range of partners to identify and promote opportunities and help care-experienced customers develop their career management skills (CMS).
- Feedback from teaching staff in the local authority regarding career-long professional learning (CLPL) sessions delivered by SDS staff, is very positive and staff found the sessions useful.

- Employability partners are very satisfied with the services provided by careers staff. SDS staff are working with partners to involve them more fully in the evaluation of services.
- SDS staff work closely with third sector agencies to support young people who are at risk of not entering a positive destination to develop CMS and plan next steps.
- SDS staff and staff in the local college work well together to support young people with additional support needs to access career-related opportunities. For example through the Creating Connections event.
- All customers are very satisfied with the services they receive from careers staff. They describe how staff meet their needs through flexible and adaptable delivery approaches, which take account of their individual circumstances.
- Partners are praiseworthy of the support that SDS staff offer to schools and training providers throughout North Ayrshire.
- Staff in secondary schools are very appreciative of the contribution made by SDS to support young people to enter and sustain a positive destination. Careers advisers work well with staff in schools to plan and deliver School Partnership Agreement (SPA) targets, through flexible and responsive team-working.
- Adult customers who are at risk of redundancy benefit from well-planned services from the pan-Ayrshire Partnership Action for Continuing Employment (PACE) delivery partnership.

### **Areas for development**

- None identified.

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

### **Areas of positive practice**

- The range of services delivered to customers by SDS staff in North Ayrshire takes good account of the social and economic challenges of the area.
- The effectiveness of services for post-school customers is supported by good communication with, and between, partners to address specific, individual needs. SDS staff are continuing to work with partners to further formalise these arrangements.
- PACE activities are planned well by SDS staff and take good account of the individual needs and aspirations of customers facing redundancy.
- SDS careers advisers establish positive relationships with young people with additional support needs. They tailor resources well to meet the needs of learners and take opportunities to provide them with out-of-school activities to introduce them to a range of appropriate post-school options.
- SDS staff work well with school colleagues to ensure young people at risk of not entering a positive destination receive appropriate support to help them make choices about their future.
- In most schools, SDS staff are involved in planning the delivery of group work within the personal and social education (PSE) programme. In some schools, these activities are linked well to previous engagements with young people.
- Almost all group work sessions are interesting and successfully maintain the engagement of young people. In most group work sessions, staff make good use of digital resources to enhance learning.
- Young people in schools value the support they receive from their careers adviser and are able to speak about how they are applying CMS to make informed choices about their future learning and career pathways.
- In all schools, careers advisers are an integral part of the school guidance team and have established strong relationships with schools' staff.
- Careers staff develop resources and approaches to meet the needs of customers and stakeholders. They gather and take good account of feedback from customers and staff, to revise and co-design services.

- SDS staff support their partners well to access and make increasing use of Datahub information to help plan service delivery.
- SDS staff make effective use of employability hubs and partners' premises to ease access to CIAG services for customers in local communities.
- Careers staff and school leaders use SPA negotiations productively to establish key priorities and devise joint approaches to service delivery and the embedding of CMS. SPAs are reviewed regularly and are linked well to School Improvement Plans (SIP).
- In one-to-one sessions, careers staff explain CMS comprehensively and clearly to customers, which encourages customer engagement and raises the understanding of skills in relation to planning for next steps. The coaching approach is used well by careers advisers to develop CMS.
- One-to-one sessions are valued by customers and provide useful and clear information, through which an action plan is formulated and agreed. Customers gain confidence through these interactions.
- SDS staff are making good use of social media to communicate and connect with all customer groups.
- Trainee and newly qualified careers advisers are benefitting from working with a number of experienced staff in various locations. This is supporting them well to widen their knowledge and skills of working in a range of environments and engaging with different customer groups.
- Careers staff regularly co-deliver activities with school staff. This approach helps to ensure young people remain focused on activities during group work.
- SDS staff in schools collect feedback from young people and use this to adapt and improve resources and delivery approaches. They use simple and effective methods to gain feedback from group-work attendees on what worked well and what could work better. They draw on this to inform and influence future engagements.
- Professional practice coaches support trainees well to develop confidence and skills for working in different settings.
- The area team meets regularly and staff use meetings well to reflect on their practice, discuss delivery priorities and plan actions to improve services.
- Most careers staff use the observation framework well to reflect on their individual practice and share good practice across the team.

### **Areas for development**

- For a few senior phase learners, the delivery of group work is not sufficiently engaging and does not provide sufficient information to help them develop their knowledge of emerging skills areas and employment opportunities.
- On occasion, SDS staff are not involved sufficiently in the systematic planning of career guidance within PSE programmes.
- Overall, the use of the MyWoW resource by subject teachers in secondary schools is at an early stage, and the embedding of CMS and the Career Education Standard (CES) within the curriculum, is still developing.
- On occasion, staff in schools do not identify young people who are in need of targeted one-to-one support timeously enough to careers staff. This constrains the ability of young people to access careers services quickly to find out about, and fully consider the options available to them in order to make informed choices.



## Section E: Management of service delivery

### Areas of positive practice

- SDS managers have developed and recently strengthened, links with a range of partners across North Ayrshire. They work well with key agencies including North Ayrshire Council, Ayrshire College, employability providers and third sector agencies, to jointly plan and deliver services to maximise the use of resources and meet local needs.
- Strategic partners are more aware of the revised arrangements for engaging with SDS staff and are valuing opportunities for working more collaboratively across the range of services and organisations operating in North Ayrshire. However, this is at an early stage.
- Strong and productive relationships between staff in the local college and SDS staff are supporting customers to access college programmes.
- The SDS area manager is working closely with an increasing number of partner agencies to achieve the aims of Developing the Young Workforce (DYW) and increase youth employment across the area.
- Partners value highly the contribution made by SDS staff to the joint planning and targeting of services.
- SDS staff have begun to work more effectively with the local authority and other partners, to support young people at risk of not achieving a positive destination, to plan for their next steps beyond school.
- Careers staff work effectively with North Ayrshire Council employability and skills team and school guidance staff, to engage with young people who are not attending school. They work collaboratively with partners to ensure these young people are supported to develop their CMS and enter a positive destination.
- SDS staff work closely with a range of partners across North Ayrshire to identify and target opportunities for young people who did not enter an initial positive destination on leaving school.
- SDS managers and staff are working proactively to involve key partners more fully in the planning and evaluation of service delivery. Regular dialogue with all partners is leading to better use of available resources and planning for quality support for customers across the area.
- SDS and partners ensure that all available pathways are promoted to young people. For example, through effective partnership working and continued promotion, the uptake of Foundation Apprenticeships across North Ayrshire is increasing annually.
- In secondary schools, SDS staff use available Datahub information well to help identify young people who need support, and to implement appropriate measures.

### Areas for development

- Planning and collaboration between SDS staff and employability partners in North Ayrshire does not yet fully support joint planning of support for post-school customers.
- Overall, the quality and timing of data entry to the Datahub is too variable and some partners do not yet input information accurately or timeously. This is inhibiting accurate tracking of individuals and limiting the ability of SDS and partners to make effective use of data to plan approaches and interventions.
- The status of too many young people in North Ayrshire is unconfirmed.

## Section F: Strategic leadership

### Areas of positive practice

- The SDS Head of Region and Area Manager have worked hard to strengthen links with strategic partners in North Ayrshire and build relationships with a range of agencies to support the delivery of CIAG services across the area. The Head of Region has recently taken over SDS representation on the Community Planning Partnership for the area.

- The area management team works very well collaboratively. Managers use everyday leadership to good effect and have created a culture of inclusion and involvement which staff are responding well to.
- Team-working in North Ayrshire has strengthened over the previous two years. Staff support each other well to deliver services and contribute towards the achievement of area targets. They now feel more empowered and trusted to develop resources and delivery approaches to best meet the needs of customers.
- The area team is committed to continuous improvement. Managers encourage staff to reflect on performance and actions for improvement and progress towards achievement of targets is reviewed regularly.
- SDS staff welcome and have responded well to the new leadership approach. Almost all staff are enthusiastic and committed to developing creative approaches to the delivery of the service offer.
- The area management team has built and maintained strong relationships with head teachers across North Ayrshire. Regular dialogue regarding school priorities through the SPA process is supporting school leaders to implement DYW priorities.
- SDS managers provide staff with clear direction regarding roles and responsibilities and how these contribute to the overall performance of the area team.
- Over the last two years, SDS managers have taken care to implement change management processes appropriately and sensitively. They have taken good account of the needs of staff throughout this approach and this has helped to refocus the team to meet targets for service delivery. This is leading to improvements in professional practice and performance.
- Almost all staff use everyday leadership appropriately to continuously review and reflect on the delivery of services and plan for improvement.
- The leadership team supports all staff to make use of My Contribution. Regular, structured conversations provide team members with opportunities to discuss their performance with managers, and agree areas for their development.
- The area team makes good use of monthly Team Time sessions, weekly online meetings, and Professional Practice Groups to discuss good practice and share ideas.
- More systematic use of the observation framework by both managers and staff is supporting the team well to reflect on their practice and identify improvements to service delivery.
- SDS managers and staff have recognised and responded to the need to improve performance in relation to key operational targets for service delivery. These priorities for improvement are understood by staff.

### **Areas for development**

- SDS managers and their strategic partners do not yet have sufficient opportunity to work collectively and collaboratively to improve outcomes for customers across the service area.
- Although the area team has made good progress towards improving performance, a significant number of targets have not been met.

## Section G: Capacity for improvement

- Across North Ayrshire, the proportion of young people entering a positive destination on leaving school is just above the national average. In four secondary schools, the number of young people entering a positive destination on leaving school is below the local authority average, and in three schools is below the national figure. The data sharing measures for young people with an anticipated school leaving date, young people with a preferred destination, and young people with a preferred occupation are slightly below the national expectations and delivery measure in the last year. However, there has been an improvement in the delivery of all three Next Steps outcome measures over the past two years.
- SDS staff work well with a range of external agencies to meet the needs of the local community and to plan and deliver services for customers. Overall, these relationships work well and are further enhanced by co-location of partner organisations within employability hub premises. SDS staff also work closely with third sector agencies who provide opportunities for young people who are at risk of not entering a positive destination to develop their CMS and plan for their next steps. PACE activities are planned well by SDS staff and take good account of the individual needs and aspirations of customers facing redundancy. SDS careers advisers also establish positive relationships with young people with additional support needs. They tailor resources well to meet the needs of learners and take opportunities to provide them with out-of-school activities and introduce them to the range of post-school options. On occasion, staff in schools do not identify young people who are in need of targeted one-to-one support timeously enough to careers staff. This constrains the ability of young people to access careers services quickly to find out about, and fully consider the options available to them in order to make informed choices.
- Almost all group work sessions are interesting and successfully maintain the engagement of young people. In most group work sessions, staff make good use of digital resources to enhance learning. Careers staff develop resources and approaches to meet the needs of customers and stakeholders. One-to-one sessions are valued by customers and provide useful and clear information through which an action plan is formulated and agreed.
- The area team meets regularly. Staff use meetings well to reflect on their practice, discuss delivery priorities and plan actions to improve services. SDS managers have developed and recently strengthened, links with a range of partners across North Ayrshire. They work well with key agencies such as North Ayrshire Council, Ayrshire College, and employability providers and third sector agencies to jointly plan and deliver services. However, planning and collaboration between SDS staff and employability partners in North Ayrshire does not yet fully support joint planning of support for post-school customers.
- Overall, the quality and timing of data entry to the Datahub is too variable and some partners do not yet input information accurately or timeously. This is inhibiting accurate tracking of individuals and limiting the ability of SDS and partners to make effective use of data to plan approaches and interventions. The status of too many young people in North Ayrshire is unconfirmed.
- Team-working in North Ayrshire has strengthened over the previous two years. Staff support each other well to deliver services and contribute towards the achievement of area targets. SDS managers have also taken care to implement change management processes appropriately and sensitively. This is leading to improvements in professional practice and performance and managers are clear about what needs to be done to enable further improvements in performance. These priorities for improvement are understood by staff. However, SDS managers and their strategic partners do not yet have sufficient opportunity

to work collectively and collaboratively to improve outcomes for customers across the service area. Although the area team has made good progress towards improving performance, a number of significant targets have not been met.

## Section H: Main points for action

- The SDS area team should ensure that all targets for service delivery are achieved.
- The local authority and SDS should continue to work with partners collectively and collaboratively to improve outcomes for customers in North Ayrshire.
- SDS should work with the local authority to ensure the accuracy and improved use of data to support effective planning.

## 4. Examples of excellence

### Creating Connections – supporting good transitions

SDS and Ayrshire College have been working together to develop improved opportunities for young people with additional support needs to access information and engage with local organisations when making the transition from school to college.

The annual Creating Connections event engages schools and partners across Ayrshire. During the event young people engage with SDS careers staff who help them to record information about their self and strengths on the CMS jigsaw, before making connections to opportunities and organisations who could help them to progress to a positive destination.

The event continues to grow annually and in 2020, saw an increase of 40% in the numbers of exhibitors attending, including the National Autistic Society, Jobcentre Plus, Royal National Institute for the Blind, Street League, Enable, Ayrshire Independent Living Network and the Scottish Council for Voluntary Organisations (SCVO). A careers adviser was also available to discuss apprenticeship opportunities in the Ayrshire area.

The Creating Connections approach has encouraged partners and schools across Ayrshire to examine the principles of good transition from secondary education into employment, education or training. SDS staff and Ayrshire College link with the Scottish Transition Forum to consider the use of support mechanisms and potential development opportunities. Principles of Good Transitions partnership events engage teachers and school leaders to raise awareness of the seven principles of good transition. Partners are given the opportunity to share practice and feedback and the work of the partnership has begun to positively impact practice across Ayrshire.

## 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.

Gill Ritchie  
HM Inspector

## 6. Further information

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

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

## Appendix 1: glossary of terms

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



## Appendix 2: external review process

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

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

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

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

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

## Appendix 3: policy context

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

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

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

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

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

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

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

# Appendix 4: background information

## Terminologies used in this report

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

SDS School Universal Service Offer consists of:

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

SDS School Targeted Service Offer consists of:

- Targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- Structured programme of one-to-one career guidance throughout the senior phase
- Senior Phase supported transition to a dedicated post-school team member for those who require 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](http://www.skillsdevelopmentscotland.co.uk). MyWoW web service can be accessed at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

## Staff roles

SDS uses a number of titles to describe the roles of the staff. These include 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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