

# Career information, advice and guidance delivered by Skills Development Scotland in Midlothian

24 March 2017

A report by HM Inspectors



<b>Contents</b>	<b>Page</b>
1. Introduction	1
2. The service and its context	2
3. Outcomes of external review	3
Judgement of grade	3
Customer progression and achievement	4
Meeting the needs of stakeholders	4
Delivery of key services	5
Management of service delivery	6
Strategic leadership	7
Capacity for improvement	8
Main points for action	9
4. Examples of Excellence	10
5. What happens next?	11
6. Further information	11
7. How can you contact us?	12
Appendices	13
Glossary of terms	13
The external review process	14
Policy Context	15
Background information	17

# 1. Introduction

## The external review

The external review by Education Scotland took place between 23 January and 27 January 2017. The review focused on career information, advice and guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Midlothian.

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 Careers 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 Midlothian, Education Scotland took the following area context fully into account.*

Midlothian is a small local authority of around 354 square kilometres, adjoining Edinburgh's southern boundary. The area is a mixture of urban and rural communities and has a population of around 87,000 people. In 2016, seven areas in Midlothian were considered to be within the 15% most deprived areas in Scotland, one of which is within the five per cent most deprived areas. The main towns are Penicuik, Bonnyrigg, Loanhead, Dalkeith, Newtongrange, and Gorebridge. The southern half of the authority is predominantly rural with a small population spread among a number of villages and farm settlements.

Midlothian's traditional industries were coal mining, paper making, textile milling, and farming. The first three of these industries have now disappeared and the area's last deep coal mine closed in 1998. Since the economic downturn in 2009, activity reduced in the construction sector and youth unemployment increased as a result. Some parts of Midlothian have had increasing levels of economic deprivation with associated social and health issues.

Traditional industries have been replaced in part by the development of a range of business sectors including life and biosciences, retail and logistics. The area has a reputation as a centre of excellence for life sciences and animal sciences. Currently, Midlothian's employment is dominated by public sector jobs and is underrepresented in the higher end of professional occupations of managers, and senior officials. A high proportion of the workforce is employed in skilled trades, personal service, and associate professional and technical occupations.

The employment rate for Midlothian in 2014-15 was 75%, two percentage points above Scotland and Great Britain. In 2015 there were 207 unemployed young people aged 16 to 24.

There are six secondary schools within Midlothian and one Additional Support Needs (ASN) school. Midlothian also has a university and a two college campuses within its boundary. The University of Edinburgh Royal Dick School of Veterinary Studies, Edinburgh College's Dalkeith Campus, and Newbattle Abbey College.

### 3. Outcomes of External Review

#### Judgement of Grade

##### 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	good
Capacity for improvement	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**

- The number of young people entering a positive destination on leaving school in Midlothian has improved over the last three years and is now above the national performance level.
- Outcomes for post-school 16 to 19 year olds receiving support from careers staff are better than the national performance level.
- School leaver destination data is being captured and used systematically by partners.
- Partners are increasingly sharing data to inform future planning.
- In 2016-17, the area team is making good progress towards meeting its current targets.

### **Areas for development**

- In 2015-16, the Participation Measure for Midlothian indicates that the number of 16 to 19 year olds participating in employment, education or training is below the national average and the number whose status is unconfirmed is above the national average.
- In two-thirds of secondary schools in Midlothian, the number of young people entering a positive destination on leaving school is below the national average.
- In 2015-16, the number of targeted school pupils receiving coaching guidance was below the national average.

## **Section C: Meeting the needs of stakeholders**

### **Areas of positive practice**

- Across Midlothian, services are delivered from an appropriate range of accessible locations within local communities. Staff make good use of these facilities to make access as easy as possible for customers. This eases access to support for the most vulnerable customers.
- The area team delivers services to the full range of customer groups and works well with partners to ensure that service delivery takes good account of the needs of customers and partners.
- Almost all school pupils are clear about their next steps to further education or employment opportunities. They can describe how career management skills (CMS) sessions and one-to-one support have helped them to make choices that take account of their needs and circumstances.
- Almost all post-school and adult customers are prepared well by career staff to plan for and progress to next steps in their learning or employment.
- Careers staff and partners make good use of online resources available through *Edubuzz* to highlight the range of opportunities available to customers.
- SDS staff are supporting secondary schools in Midlothian to promote expanded learning pathways and a broader range of vocational opportunities for school pupils.
- Careers staff are working proactively with school staff, pupils parents and caregivers to promote Foundation and Modern Apprenticeships.
- School-age customers have good access to careers staff through drop-in facilities and one-to-one appointments. They value the support that careers staff provide in

helping them develop confidence, identify appropriate pathways and make decisions about their future.

- Almost all customers are very satisfied with the quality of the CIAG services they receive from careers staff and report it has supported them to develop their CMS.
- School partners value the input from careers staff in supporting pupils to make career decisions, develop CMS and gain a broader understanding of different routes into further learning and work.
- Careers staff work well with partner organisations to inform and develop the future service offer for post-school 16 to 19 year olds and to raise awareness of the full range of options available to young people.
- Adult customers, particularly those facing redundancy, are very satisfied with the service they receive and value the tailored approaches provided by careers staff to help them to gain employment or access further learning or training opportunities.

### **Areas for development**

- Secondary school staff are not sufficiently aware of the Participation Measure. As a result, schools are not yet focused sufficiently on the sustainability of post-school destinations of school pupils.

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

### **Areas of positive practice**

- SDS managers and staff in Midlothian plan delivery of services well. They take very good account of national priorities and the needs of the local community to meet the needs of customers.
- Careers staff make good use of School Partnership Agreements (SPA) to discuss and agree priorities and plan activities.
- Careers staff support all customer groups well to develop their CMS and make informed decisions about their next steps. They use their skills effectively to identify the individual needs of customers and provide appropriate support.
- Careers staff work closely with schools and other key partners to apply the needs matrix to target services and prioritise delivery.
- School career coaches are very accessible and respond quickly to the needs of pupils. They work well with school guidance staff and are considered by schools staff to be integral to the school team.
- Work coaches engage productively with key partners to ensure specific groups of customers, including the most vulnerable, are able to access and utilise CIAG services.
- SDS staff have developed positive working relationships with key staff in Midlothian Council and the Department of Work and Pensions to arrange and deliver support to young people who are disengaged or most at risk of not entering a positive destination.
- Careers staff deliver an appropriate range of CIAG services to school pupils. These include an introduction to My World of Work (MyWOW), group-work sessions to develop CMS and one-to-one coaching support. Young people in schools benefit from being able to access CIAG services from S1.
- Almost all customers are positive about the impact of one-to-one engagements with careers staff on improving their confidence to make well-informed career decisions.

- Most group work delivery is planned well and designed to meet the specific needs of customers. There are examples of group work being engaging for young people and helping them to develop their CMS.
- Most school pupils value the range of interactive activities offered through group sessions. Some young people use MyWoW resources well to consider and identify their individual career goals.
- Young people with ASN are supported very well by careers staff to access and utilise CIAG services. Staff adapt materials and delivery approaches to support the most vulnerable young people to make appropriate choices about next steps in their learning or employability.
- Careers staff provide a range of helpful services to promote the full range of post-school options to young people, parents and carers. They use Labour Market Information well and adapt it appropriately to meet the needs of customers and partners.
- School staff value the knowledge and expertise of careers staff in supporting the Developing the Young Workforce agenda and to inform school planning around career skills and employability. In a few schools, career coaches are supporting school staff well to embed CMS within the wider curriculum and link subject delivery to employability for young people.
- In almost all one-to-one engagements, delivery approaches encourage customers to take responsibility for making realistic, informed decisions to plan their next steps.
- Some CIAG staff make good use of plenary sessions to gain feedback from customers to inform future planning of group work activities.

### **Areas for development**

- The full range of CIAG services are not always promoted sufficiently to adult customers.
- Group work sessions are not always sufficiently engaging to support the effective development of CMS.
- Around half of young people in S5 and S6 do not consider that group work sessions provide them with new information or enable them to build on previous learning.
- In most schools, the development of CMS is not yet incorporated sufficiently within the wider school curriculum. Overall, subject teachers are not sufficiently aware of CMS or the requirements of the career education standard (CES).
- Overall, careers staff are not making effective use of peer-to-peer observation approaches to support and enhance their practice.
- Careers staff do not always use customer feedback productively to drive improvement.

## **Section E: Management of service delivery**

### **Areas of positive practice**

- SDS careers staff support partners well to focus on improving positive destinations for young people. They work collaboratively with Midlothian Council and Edinburgh College to deliver support to learners who are at risk of withdrawing from learning.
- Careers staff work well with a broad range of partners to identify and respond to the needs of customers. They are aware of the barriers which can prevent customers from accessing CIAG services and plan proactively to help overcome them.

- Careers staff work well with senior managers and guidance staff in schools to increase awareness and understanding of CMS.
- Area performance is discussed at team meetings, and where appropriate with individual members of staff, to ensure service offers are being delivered and performance targets are being achieved.
- Careers staff are supporting schools effectively to capture and use data within the data hub. This has resulted in recent improvements to the quality of data and reporting by partners.
- Careers staff share information effectively with partners to plan delivery of services and sharing of resources.

### **Areas for development**

- Most staff in schools are not yet aware of the requirements of the CES and its implications for the school curriculum.

## **Section F: Strategic leadership**

### **Areas of positive practice**

- SDS managers take good account of the needs of Midlothian and its communities. They contribute effectively to key decision-making groups and work diligently with partners to support the priorities of the area.
- The Head of Region and Area Manager are valued by partners for their contribution to the development of regional strategies for improving CMS.
- SDS managers plan services well with their staff and encourage partnership approaches to make the best use of resources.
- All careers staff are motivated, enthusiastic and committed to delivering high quality services for customers.
- SDS staff are working increasingly well with local authority Lifelong Learning and Employability teams to support the most vulnerable customers to develop their CMS and enter a positive destination.
- SDS managers take good account of the individual expertise and strengths of staff to plan delivery of services.
- All CIAG staff are encouraged to apply their individual, specialist knowledge to meet the needs of customers, including looked after young people and those with additional barriers to learning.
- Midlothian team days are valued by careers staff to discuss current and emerging priorities for the area.
- Team time is used well by staff to share ideas and delivery approaches. Staff regularly participate in role-specific groups to reflect on practice and improve service delivery.
- A range of formal arrangements are used well by staff to review the effectiveness of delivery of services and identify improvements for customers.
- Careers staff collaborate enthusiastically in informal professional dialogue and sharing of practice which creates a supportive culture within the area team.
- The area team works well. Staff share a strong ethos of support and encouragement that helps them to make the best use of their existing skills.
- Staff take opportunities to develop their skills through continuous professional development activities and participation in national developments and specialist 'champion' roles.

- Managers support staff well to take action to solve problems and devise new approaches to support customers. This autonomy is welcomed by staff.
- The area team engages productively in formal and informal arrangements to evaluate the quality of CIAG services. Progress on action taken is reviewed and discussed regularly by managers and disseminated to share lessons learned.
- Managers review and discuss data regularly to inform future planning including identifying outcomes for customers.

#### **Areas for development**

- Managers do not always provide sufficient challenge to staff to continuously improve delivery of services.
- Most team members are not engaged sufficiently in systematic planning for improvement.
- Stakeholder feedback and outcomes from evaluation by customers are not used sufficiently by staff to inform action planning for improvement.

### **Section G: Capacity for improvement**

The number of young people entering a positive destination on leaving school in Midlothian has improved over the last three years and is now above the national performance level. In 2015-16, the Participation Measure for Midlothian indicates that the number of 16 to 19 year olds participating in employment, education, or training is below the national average and the number whose status is unconfirmed is above the national average. The area team delivers services to the full range of customer groups and works well with partners to ensure that service delivery takes good account of the needs of customers and partners. School partners value the input from careers staff in supporting pupils to make career decisions, develop CMS and gain a broader understanding of different routes into further learning and work. Group work sessions are not always sufficiently engaging to support the effective development of CMS. Overall, staff are not making effective use of peer-to-peer observation approaches to support and enhance their practice. SDS careers staff support partners well to focus on improving positive destinations for young people. The area team works well. Staff share a strong ethos of support and encouragement that helps them to make the best use of their existing skills. Managers do not always provide sufficient challenge to staff to continuously improve delivery of services.

## **Section H: Main points for action**

- **SDS managers should ensure all staff are contributing to the delivery of the service offer and that area targets are met.**
- **Careers staff should ensure that group-work activities are sufficiently engaging to meet the needs of all customers.**
- **SDS managers should ensure that all staff engage systematically and productively in professional reflection and action planning for improvement.**
- **The Local Authority should ensure that staff in secondary schools are embedding CMS and the requirements of the CES sufficiently within the wider curriculum.**

## 4. Examples of Excellence

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

### **Effective promotion of opportunities to customers through partnership working – *Edubuzz***

SDS staff worked in partnership with Midlothian Council to better support customers in finding out about and engaging with the full range of employment and training opportunities available to them. *Edubuzz*, originally developed by a neighbouring local authority, has been further enhanced by SDS staff in Midlothian to include a wide range of current opportunities and is updated daily. In addition to employment and training opportunities, customers can access useful information from partner organisations including local employers, colleges and Apprenticeships Scotland.

Careers staff have been particularly successful in supporting young people who live in rural or remote locations to access opportunities for employment or study using *Edubuzz*.

Customers and partners value highly this 'one stop shop' approach and are appreciative of how easy it is to access and use.

## **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 [www.education.gov.scot](http://www.education.gov.scot).

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

## **7. How can you contact us?**

This report has been produced as a web-only publication and is available on our website at <https://www.education.gov.scot/other-sectors/careers-service/1200025>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on 0131 244 5684.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or email: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to The Complaints Manager, Denholm House, Almondvale Business Park, Livingston, EH54 6GA.

Crown Copyright 2017  
Education Scotland

## **APPENDIX 1**

### **Glossary of terms**

ASN	Additional Support Needs
CES	Career Education Standard
CIAG	Career Information, Advice and Guidance
CMS	Career Management Skills
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%

This report is Crown Copyright.

You may re-use this publication (not including agency logos) free of charge in any format for research, private study or internal circulation within an organisation. You must re-use it accurately and not use it in a misleading context. The material must be acknowledged as Crown Copyright and you must give the title of the source document/publication.

For any other use of this material please apply for a Click-Use Licence for core material at: **[www.hmso.gov.uk/copyright/licences/click-use-home.htm](http://www.hmso.gov.uk/copyright/licences/click-use-home.htm)** or by writing to: HMSO Licensing, St Clements House, 2-16 Colegate, Norwich, NR3 1BQ

Fax: 01603 723000

E-mail: [hmsolicensing@cabinet-office.x.gsi.gov.uk](mailto:hmsolicensing@cabinet-office.x.gsi.gov.uk)

## **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 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 to 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 Offer*** consists of:

- Access to *My World of Work* (MyWoW) web service
- Group-work sessions on:
  - *Transition support at P7/S1 transition*
  - *Subject choices and Career Management Skills in S2/S3*
  - *Career Management Skills*
  - *Senior phase group session options include;*
    - *Senior phase subject choices*
    - *Routes and Pathways*
    - *Careers Intelligence (leavers)*
    - *Careers Intelligence (HE)*
    - *MyWOW employability tools*
    - *Enhanced CMS*
    - *My World of Work*
- 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:

- Structured programme of one-to-one Careers staffing in Senior Phase
- Enhanced 121 support in S3 for those with the greatest need (and optional group activity where appropriate)
- Supported transition to dedicated work coach for those with the greatest need

#### **SDS Post-school *16-19 Service Offer*** consists of:

- Access to *MyWoW* web service
- Structured programme of one-to-one Careers staffing
- Dedicated work coach service for targeted young people
- Employability support and group activity
- Telephone access to SDS contact centre
- Open access to public centres (47 locations throughout Scotland)

**SDS All age Service Offer (adults)** consists of:

- Access to *MyWoW* web service
- Access to one-to-one careers staffing
- 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). *My World of Work* web service can be accessed at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

### **Staff roles**

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