

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

A report by HM Inspectors

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1. Introduction

The external review

The external review by Education Scotland took place between 2 and 6 October 2017. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Dumfries and Galloway.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of Outcomes and Impact, Service Delivery and Leadership and Quality Culture, using the 14 reference quality indicators outlined in *External quality arrangements for the review of Career Information Advice and Guidance services delivered by Skills Development Scotland*, published in May 2015. Further details can be found at:

<https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Careers%20service%20reviews>

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

2. The service area and its context

In carrying out the external review of services delivered in Dumfries and Galloway, Education Scotland took the following area context fully into account.

The Dumfries and Galloway area covers over 6,426 km² and is the third largest council area by land mass in Scotland. Dumfries and Galloway has a population of 149,700. The area is largely rural with Dumfries being the main settlement (population 39,240). Other major towns are Stranraer (population 10,501) and Annan (population 8,820). The area is characterised by small settlements of 4,000 people or less which are spread across a large area. Within Dumfries and Galloway 19.6% of the population live in remote rural locations.

By 2037, the population is projected to decline by 6.1%. Recent trends have shown more people to be leaving the area than arriving. This is particularly true of the area's young people. In addition, almost a quarter of the population are aged 65 or over.

There are five local areas of relative deprivation in the area: Central Dumfries, Northeast Annan, Northwest Dumfries, Upper Nithsdale and Stranraer.

The top four business sectors in Dumfries and Galloway are agriculture, forestry and fishing; retail; construction; and, accommodation and food services. The area has a concentration of employment in the food and drink and sustainable tourism sectors which are two of the Scottish Government's priority growth sectors, the former having scope for further growth and value. There is a high proportion of seasonal jobs in the area's key sectors. There is also a relatively high dependency locally on public sector employment.

Wage levels for full-time workers are the lowest in Scotland. A high, and growing, proportion of jobs are part-time which only serves to increase the gap in average earnings between Dumfries and Galloway and elsewhere in Scotland. Of those in employment, 29% are part-time with the percentage fluctuating between 27% and 35% over the past ten years.

In Dumfries and Galloway 76% of working age residents are in employment and 91% of these work within the area. This is a very self-contained labour market with low levels of out-commuting, reflecting isolation from major employment centers.

There has been a slight increase in workforce qualification levels since 2005 with an overall increase in the proportion holding Scottish Credit and Qualifications Framework (SCQF) Levels 7-12 although this increase has not kept pace with the national improvement, widening the gap in skills levels.

There are 16 secondary schools in Dumfries and Galloway with school rolls ranging in size from 52 to 955. The SDS service offer in school is based on a needs matrix approach. A universal service is offered to all pupils and a targeted offer to those with a medium and maximum service offer.

Youth unemployment has fallen in recent years but the rate remains consistently higher than for other age groups in Scotland as a whole, and higher than comparative rural areas.

3. Outcomes of external review

Judgement of Grades

Section A: Grades

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

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

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	excellent
Strategic leadership	very 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

- The initial school leaver destinations from Insight shows the number of school leavers achieving a positive destination on leaving school has improved steadily over the past three years.
- The most recent Insight figure for 2015-16 shows 94.6% of school leavers achieving a positive destination. This figure now exceeds the national performance figure by 1.3 percentage points.
- Thirteen of the 16 secondary schools in Dumfries and Galloway demonstrated positive initial leaver destination outcomes which were above the national performance figure in 2015/16.
- Between 2016 and 2017, the Participation Measure for Dumfries and Galloway improved by 1.9 percentage points and is now 1.4 percentage points above the national performance figure.
- For all four key results performance measures, the area team exceeded the SDS minimum performance level and the national delivery result for 2016.
- In 2016/17, the area team exceeded the minimum performance targets for five out of eight school customer performance measures for which a target is set. In seven out of eight of these measures, they exceeded national performance figures.
- From 2015/16 to 2016/17, the percentage of unemployed 15-17 year olds in the targeted group receiving coaching guidance or coaching employability activities increased in Dumfries and Galloway by four percentage points to 74%, which is five percentage points above national performance. The team performance was above national performance in both 2015/16 and 2016/17.

Areas for development

- In three of the 16 schools, positive initial leaver destinations for 2015/16 was below the national performance figure of 93.3%.
- Timetable changes in two secondary schools impacted negatively on planned group engagements for S3 pupils. This resulted in the team not achieving the minimum performance level by three percentage points.
- In 2015/16 and 2016/17, the team did not meet the national target of 80% for the percentage of unemployed 15-17 year olds in the targeted group receiving coaching guidance or coaching employability activities.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- The Dumfries and Galloway team work effectively and creatively with a broad range of partners to provide a highly responsive service to young people and adult customers. They deliver accessible services which are tailored to the needs of local communities and respond well to the challenges of rurality.
- Planning for the delivery of services takes full account of local economic and community needs in line with national priorities through close working with key partners.
- Dual roles for careers staff enhance the continuity of service delivery and support provided for school and post-school customers through providing a single contact point. The roles also provide greater flexibility when planning for the delivery of services across the dispersed rural communities of Dumfries and Galloway.
- Accessibility is being enhanced by effective use of *My World of Work* (MyWoW), email and phone contacts to engage better with *Next Steps* and other post-school customers.
- Customers are making good progress towards individually identified goals. They reported increased self-confidence and motivation as a direct result of the input from careers staff.
- All post-school customers speak highly of the commitment and professionalism demonstrated by careers staff. They value the ongoing support they receive to help them plan more effectively for their future. This supports many customers to progress successfully into learning, training or employment.
- Almost all school and post-school customers would recommend the CIAG services delivered by SDS to others.
- The local Partnership Action for Continuing Employment (PACE) group, chaired by an SDS Team Leader, uses local intelligence effectively to identify individuals at risk of redundancy and respond to their needs timeously and flexibly. As a result, customers facing redundancy are supported well into securing further learning, training or employment.
- The Dumfries and Galloway team have well developed links with a broad range of third sector organisations and community based providers. These links enhance the range of opportunities and pathways available to customers, particularly those who may require more intensive or specialist support to aid their progress.
- Senior managers in secondary schools value the focus provided by the School Partnership Agreement (SPA) to discuss the SDS service offer and ensure it meets the needs of the school community.
- Partnership planning discussions are very effective in reviewing and developing the delivery of the service offer and improving outcomes for customers.

Areas for development

- The Dumfries and Galloway College partnership is not yet impacting on the wider partnership opportunities to support fully effective transitions for customers.

Section D: Delivery of key services

Areas of positive practice

- All careers staff are highly committed to meeting the needs of all customers. The area team works well together to plan and deliver an effective range of CIAG services across Dumfries and Galloway. Careers staff engage productively with partners to plan and target a range of services to meet the specific needs of customers. They are empowered to be innovative and creative in adapting the range of resources to ensure their delivery meets the needs of individuals and groups.
- The SPA process is used effectively and proactively to agree specific activities which meet the needs and priorities of individual schools and their pupils. In the majority of schools, there are relevant links between the SPA process and the School Improvement Plan which is increasingly supporting the embedding of the Career Education Standard (CES) and employability skills in the curriculum and ensuring delivery of Career Management Skills (CMS) by Careers Advisers.
- Careers staff make effective use of the needs matrix validation to identify customers who require one-to-one coaching support. Staff use this information well to plan tailored arrangements and support individual customers.
- Careers staff make a positive contribution to monthly Employability Coordination Group (ECG) meetings. The role of careers staff in this multi-agency approach is effective in responding to the changing circumstances of individual pupils enabling them to target earlier interventions, and support transitions for targeted customers. Careers staff contribute well to *Child's Plan Meetings* which are signposted effectively from ECG meetings.
- Earlier interventions by Careers Advisers in P7 and S1 are providing opportunities for young people to develop their awareness of, and give an introduction to, CMS and learning pathways.
- Early access to completed anticipated school leaver dates is enabling careers staff to identify targeted customers and create plans to meet their needs at an earlier stage.
- Schools managers value the role careers staff play in supporting their pupils' learner journey and in building staff capacity to make links between learning, CMS and positive destinations.
- All careers staff engage effectively to build capacity with school staff to ensure that CMS is embedded within the delivery of personal and social education. School partners value the input from the Partnership Development and Integration executive who is supporting the continuous professional development of staff in schools. The majority of schools value the lesson inserts within MyWoW '*Partner resources*' as a good starting point to embed CMS into subject delivery.
- SDS and the Department for Work and Pensions staff work collaboratively and share information to ensure that CIAG arrangements for adult customers are appropriate and timely.

- The majority of schools are making good progress in embedding employability skills and the CES within subject delivery. An innovative mapping exercise has identified the relevant skills for the world of work against the CES '*I Can*' Statements. This has been shared across schools in Dumfries and Galloway, however it is at too early an stage to assess impact.
- Careers staff contribute to a range of community projects that support customers with additional support needs to access training or employment opportunities.
- Careers staff promote their services well to young people and, where appropriate, to parents and carers. Positive engagement with services has resulted from the attendance of Career Advisers at careers events, parents evenings and employer forums.
- Almost all school and post-school customers are highly positive about their engagement with careers staff and the flexible tailored approach they receive from a very responsive area team.
- Careers staff apply their professional knowledge well across the all-age service offers. They are aware of the key strengths of team members and support each other well across the area where required.
- The Dumfries and Galloway team are well informed with regards to local and pan-Dumfries and Galloway labour market information (LMI) and how this might impact on opportunities for customers. They make effective use of this knowledge to inform the guidance process.
- Careers staff are highly skilled in the delivery of one-to-one support for both school and post-school customers. Their use of the coaching approach encourages customers to take responsibility for making realistic, informed decisions and plan their next steps. Customers reported that this approach has increased their confidence which helps them to take their next steps.
- Overall, group work activities are well planned. Careers staff use appropriate resources to engage school and post-school customers in these activities. Most sessions are paced well and tailored to meet the needs of individual groups, including *Next Steps* customers. They signpost next steps to groups to ensure customers are aware of how to continue engagement with SDS.
- Overall MyWoW resources are used effectively in group work sessions and by individual customers to support the delivery of CMS. In most schools, the MyWoW Ambassador role is beginning to support pupils understand the range of resources available on MyWoW.
- In most schools, environments for delivery of CIAG services are well resourced and provide an engaging environment for school customers. Where SDS Career Advisers are located within Pupil Support bases, this works well in promoting collaborative working to meet the needs of school customers.
- Delivery environments in SDS premises are bright and welcoming. They offer a professional environment for customers. Resources are available for public access which is encouraging adults to access the centre and raising the profile of SDS services.

- All staff engage enthusiastically in self-reflection and quality improvement activities. They make good use of team meetings to reflect on practice and strong team working facilitates an ongoing professional dialogue within an informal setting. This results in improvements to services which benefit customers.
- The Dumfries and Galloway team are effective in monitoring and tracking actions which support the achievement of high levels of positive destinations for customers.

Areas for development

- Overall, subject teachers in secondary schools are not sufficiently aware of CMS or the CES.
- In a few group sessions, the pace was too quick to engage pupils fully. As a result, the impact of the sessions was diminished.
- Collaborative activities between careers staff and delivery partners do not draw sufficiently on the skills of specialist staff to adapt delivery approaches to meet the needs of customers with additional support needs.
- The universal adult service offer is not always sufficiently promoted to ensure customers are aware of the range of services and support available to them.

Section E: Management of service delivery

Areas of positive practice

- The Dumfries and Galloway team has strong strategic links with a wide range of partnerships across the Dumfries & Galloway area. SDS staff and partners have high aspirations for positive destinations which are reflected in these strategic links and when planning the service offer. This includes their response to government priorities.
- The area team are highly aware of the Dumfries and Galloway context and are agile in responding to emerging local needs. The team works well with a wide range of organisations at strategic and operational levels to address the needs of Dumfries and Galloway customers and local communities within the area. This helps ensure the needs of individuals, groups and local communities are being met more effectively. For example, an SDS pilot project involving a range of partners is developing Digital and Technology Sector Awareness across a range of occupational areas to address issues around gender balance and skills shortages.
- SDS collaborative partnership arrangements provide an effective framework within which operational groups can plan the delivery of key services and support customers make more effective transitions and achieve positive destinations. For example, the ECG and *Youth Guarantee* groups.
- The PACE partnership works effectively on a cross-border basis with *INSPIRA*, a counterpart agency which operates in the North West of England. Joint delivery is coordinated to meet the needs of individuals facing redundancy irrespective of their home address. This helps ensure a consistent approach to the delivery of accurate career information, advice, guidance and details of additional sources of funding for those customers who live in Dumfries & Galloway but work in Cumbria and vice versa.
- The Dumfries and Galloway team and partners make effective use of Regional Skills Assessment information (RSA), LMI and local knowledge to inform planning and service delivery.
- The Dumfries and Galloway team contributed well to *The Dumfries Learning Town Careers Marketplace* event which was successful in bringing together the four Dumfries Burgh schools, Dumfries and Galloway College, and a wide range of employers and employment information into one setting. The success of this approach is being used by partners to inform planning for further school cluster activities in other areas of Dumfries and Galloway to promote learning pathways and employment opportunities.
- The data hub partnership has produced high quality information packs to support all schools in Dumfries and Galloway. These packs, along with administrative support and school visits, ensure a proactive approach to improving data returns and data accuracy. The focus on improving data integrity is enabling partners to use the data more effectively and improve transitions for young people.
- SDS and partners share and use management information and local intelligence well at strategic level. This aids joint planning of activities that develop further pathway opportunities for customers, shape services and target interventions for individuals and targeted groups.

- The PACE partnership, chaired by SDS, shares intelligence well to provide a vigilant, responsive and proactive service with a solution focussed approach for individuals facing redundancy.

Area for development

- None identified

Section F: Strategic leadership

Areas of positive practice

- The Head of Region and Area Manager regularly attend strategic meetings within the Dumfries and Galloway area to support planning for their contribution to a clear and ambitious vision for the Dumfries and Galloway community. Their contribution is highly valued by all partners.
- SDS managers work collaboratively and productively with Dumfries and Galloway local authority managers within Education Services and Employability and Skills Services, to take forward national and local priorities. This facilitates the effective setting of a clear and focused direction for service delivery and sets the context for productive and collaborative partnership working at operational level.
- There is a high level of awareness between careers staff and partners of their respective strategic plans and strengths. This helps align partners' strategies and responses to key national priorities and those for Dumfries and Galloway. This is resulting in a more integrated approach to managing and delivering services. For example, in the operation and impact of the ECGs.
- Managers have a clear vision for the delivery of SDS services which are well aligned to the economic and community contexts of Dumfries and Galloway. The vision and direction for these services is clearly articulated to staff who understand their role and how they contribute to taking forward priorities for service delivery.
- The team is led well by the Dumfries and Galloway management team. The SDS Core Values are clearly evident in the working ethos of the local team and they underpin well the culture of continuous improvement.
- The team is highly skilled at working with partners at strategic and operational levels. They tailor the delivery of the SDS service offer in a way which recognises the impact of the local context. For example, with the recent introduction of the *Next Steps* service offer to post-school customers.
- The Dumfries and Galloway management team make effective use of the Business Excellence Approach (BEA) to consider and develop appropriate strategies for improvement. This approach is well embedded within the team.
- The Area Manager and Team Leaders have confidence and trust in staff to develop and design appropriate methodologies and approaches to delivery, based on their clear understanding of the outcomes required. Staff recognise and appreciate the *Everyday Leadership* ambitions which empower them to take ownership of service design and delivery and develop creative solutions.
- The team is highly motivated and committed to the development of CMS and the CES in a Dumfries and Galloway context. Staff work closely as a team and share a collective commitment to improving services and outcomes for young people and adult customers across the area.

- The Dumfries and Galloway management team are highly committed to the development of leadership capacity. Managers support staff well to achieve professional qualifications. The use of *My Contribution* and *My Learning* discussions are effective in identifying goals and ensuring professional development needs are identified and facilitated where appropriate. This is impacting positively on service delivery.
- Managers have developed a local approach to team development and succession planning which meets the challenges of recruiting and retaining well qualified staff in the Dumfries and Galloway area. They are making good use of the Trainee Careers Adviser route to train new and existing staff.
- All team members have an extended role which gives them the opportunity to develop their own skills and knowledge which they use to support colleagues in the Dumfries and Galloway team.
- Managers have a strong commitment to the culture of quality enhancement. They involve staff and customers in evaluating their experiences regularly. They listen carefully and take action on feedback to continually improve services.
- Staff engage well with Business Excellence, Journey to Excellence and Continuous Improvement Action Planning processes and make effective contributions. As a result, staff have good levels of ownership of the improvement planning processes and are affecting improvements to working practices and outcomes for customers.
- Managers closely monitor performance information and progress against planned activities. They are highly responsive where there are early indicators of potential issues in relation to progress against targets or plans.
- Managers ensure the Dumfries and Galloway area team retain a constant focus on improving outcomes for customers. They work effectively with partners and customers to ensure early interventions are implemented which is leading to improved positive destinations.

Area for development

- Managers are not using the observation framework systematically enough to ensure this informs and contributes to planning for team and individual professional development.

Section G: Capacity for improvement

The SDS area team has strong strategic links with a wide range of partnerships across the Dumfries & Galloway area. They have high aspirations for positive destinations which are reflected in these strategic links and when planning the service offer. This includes their response to government priorities. The Head of Region and Area Manager regularly attend strategic meetings at a local and area level to support planning for their contribution to a clear and ambitious vision for the Dumfries and Galloway community.

SDS collaborative partnership arrangements provide an effective framework within which operational groups can plan the delivery of key services and support customers make more effective transitions and achieve positive destinations. Careers staff make a positive contribution to monthly ECG meetings. This multi-agency approach is effective in responding to the changing circumstances of individual pupils enabling them to target earlier interventions and support transitions for targeted customers.

Careers staff and partners make effective use of RSA information, LMI and local knowledge to inform planning and service delivery. SDS and partners share and use management information and local intelligence well at strategic level. This aids joint planning of activities that develop further pathway opportunities for customers, shape services and target interventions for individuals and targeted groups. The PACE partnership, chaired by SDS, shares intelligence well to provide a vigilant, responsive and proactive service with a solution focussed approach for individuals facing redundancy.

Careers staff promote their services well to young people and, where appropriate, to parents and carers. However, the universal adult service offer is not always sufficiently promoted to ensure customers are aware of the range of services and support available to them. Careers staff are highly skilled in the delivery of one-to-one support for both school and post-school customers. Their use of the coaching approach encourages customers to take responsibility for making realistic, informed decisions and plan their next steps. Overall, group work activities are well planned. Career Advisers use appropriate resources to engage school and post-school customers in these activities. However, in a few group sessions the pace was too quick to engage pupils fully. As a result, the impact of the sessions was diminished. Collaborative activities between careers staff and delivery partners do not draw sufficiently on the skills of specialist staff to adapt delivery approaches to meet the needs of customers with additional support needs.

The initial school leaver destinations from Insight shows the number of school leavers achieving a positive destination on leaving school has improved steadily over the past three years. Between 2016 and 2017, the Participation Measure for Dumfries and Galloway improved by 1.9 percentage points and is now 1.4 percentage points above national performance figure. The Dumfries and Galloway management team make effective use of the BEA to consider and develop appropriate strategies for improvement. All staff engage enthusiastically in self-reflection and quality improvement activities. However, managers are not using the observation framework systematically enough to ensure this informs and contributes to planning for team and individual professional development. Managers ensure the Dumfries and Galloway area team retain a constant focus on improving outcomes for customers. The Dumfries and Galloway team is effective in monitoring and tracking actions which support high levels of positive destinations for customers.

Section H: Main points for action

- The local authority should continue to work with SDS to support all staff in secondary schools to embed CMS and the CES within the curriculum.
- Dumfries and Galloway College and SDS should continue to work together to ensure arrangements are fully implemented to support effective transitions.
- SDS managers should ensure the observation framework is fully implemented to support the development of professional practice of all staff.

4. Examples of excellence

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

Partnership Working – ‘Planning for your future’ residential summer school and follow-through support

In 2016, key partners in Dumfries and Galloway considered a proposal from the Crichton Campus Leadership Group, to develop a new offering for the area that would support more young people make informed decisions when planning for their future education and career choices. Partners included the local authority and schools; SDS; local colleges and universities; and business representatives. The aim of the activity was to raise the profile of what the area has to offer in terms of learning pathways and career opportunities, and raise aspirations of those most at risk of not achieving a positive post-school destination.

The project supports the Dumfries and Galloway *Youth Guarantee* which is an extension to the Government’s commitment to young people. Essential design elements of the project are to:

- target young people who are most at risk of not progressing to a positive destination on leaving school;
- provide additional interventions for these young people at an earlier stage in their learner journey (at the point of S2 to S3 transition);
- support key *Developing the Young Workforce* themes and widening access and participation agendas;
- complement other programmes and existing activity within Dumfries and Galloway;
- recognise the critical role of parents and carers; and
- support pupil transitions through school and to post-school destinations.

In 2017, the project commenced with the *Planning for Your Future* residential summer school which involved approximately 60 secondary school pupils from the target group from across Dumfries and Galloway. A multi-agency approach was taken to the delivery of this activity which provided opportunities for pupils to gain hands-on experience across a range of key industry sectors for Dumfries and Galloway. In addition, support which addressed individual pupils’ needs was also provided and formed the basis for planning for follow-through support to be provided by appropriate partners.

A unique dimension to this project is the inclusion of a longitudinal study of pupil progress over the initial three-year life of the project. Partners considered it essential that the impact of interventions must be evaluated to inform the development and targeting of future activities and support provided for these young people. Academic rigour to this longitudinal study is being provided by one of the university partners.

Although it is too early to assess the longer-term impact of this approach, initial analysis of the impact of the summer school activities indicates that these have assisted many pupils develop a clearer understanding of the post-school options open to them and how to plan for these. For example, progressing to college, apprenticeships or self-employment.

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.

Scott Anderson
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

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

APPENDIX 1

Glossary of terms

BEA	Business Excellence Approach
CIAG	Careers Information, Advice and Guidance
CES	Career Education Standard
CMS	Career Management Skills
ECG	Employability Coordination Group
LMI	Labour Market Information
MyWoW	My World of Work
PACE	Partnership Action for Continuing Employment
RSA	Regional Skills Assessment
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SPA	School Partnership Agreement

APPENDIX 2

The external review process

HM Inspectors undertake an independent review of the quality of provision of career information, advice and guidance (CIAG) delivered by Skills Development Scotland (SDS) on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

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

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

This external review results in judgements of **grades** that express the external review team's overall evaluation of *Outcome and Impact*, *Service Delivery and Leadership* and *quality culture* and a judgement on capacity to improve based on the evidence from all key areas, in particular Outcomes, Impact and Leadership.

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

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E-mail: 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 16-19 year olds will receive an offer of a place in learning or training. SDS work in this area has been reinforced with the passage of legislation allowing SDS and key

partners, including Local Authorities, schools and Further Education Institutions to share data on all the young people they work with. The Post 16 Education (Scotland) Act 2013 and the statutory guidance mandate SDS and key partners to share data in order to support young people in their post school transitions.

APPENDIX 4 Background information

Terminologies used in this report.

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

SDS School Universal Service Offer consists of:

- Access to *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*
 - *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 ongoing support towards positive participation

SDS Post-school Targeted Service Offer (Next Steps) consists of:

- Open access to public centres (47 locations throughout Scotland)
- Access to *MyWoW* web service 24 hours a day, 7 days a week
- Structured programme of one-to-one careers guidance
- Employability support and group activity
- Partnership approach including structured referral arrangements with DPW/JCP
- Telephone access to SDS contact centre

SDS All age Service Offer (universal) consists of:

- Access to *MyWoW* web service 24 hours a day, 7 days a week
- Access to one-to-one career guidance
- Telephone access to SDS contact centre
- PACE
- IES joint work activities with JCP
- Open access to public centres (47 locations throughout Scotland)

Further information on Skills Development Scotland's services to individuals and employers can be found at www.skillsdevelopmentscotland.co.uk. *My World of Work* 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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