

Career information, advice and guidance services

Education Scotland has carried out external reviews of career information, advice and guidance (CIAG) services in partnership with Skills Development Scotland (SDS) since April 2014.

Across all service areas, we found that partnership working with schools, local authorities and community organisations was strong. SDS staff involved partners well in contributing to the joint planning and delivery of services. This ensured services were matched to the identified needs of customers, communities and key stakeholders.

Going forward, there should be a continued focus on partners, including schools and local authorities, working collaboratively with SDS to support improvement.

Outcomes and Impact

Overall, there is continuous improvement in the numbers of young people moving to positive destinations on leaving school. SDS careers staff are supporting the implementation of the recently-introduced national Participation Measure¹¹ well. Although the new measure was introduced in 2015, local authorities and secondary are not always aware of it.

Inspectors found that careers staff had a strong presence in local secondary schools and worked very effectively with school staff to promote CIAG services. Careers staff were highly visible and accessible to pupils. Young people were supported well to develop career management skills and make appropriate decisions about their next steps on leaving school. As a result of strong partnership working, the number of young people who enter a positive destination nationally has improved over the period covered by this report.

We found that careers staff made good use of information from schools to provide appropriate and targeted support for the most vulnerable pupils who are at risk of not progressing to a positive destination. However, our evidence shows that there were occasions when SDS careers staff did not have sufficient access to young people in secondary schools to enable them to deliver career information and guidance services. As a result, some young people did not receive the level of service they required.

Inspectors judged that the service areas¹² we reviewed provided a well-considered range of provision to meet the needs of communities, stakeholders and customers. Almost all adult customers who received support from careers staff were found to be highly satisfied with the range of services. The support offered through one-to-one coaching and guidance, and help with job-seeking skills, has assisted many adults at risk of losing their job to gain alternative employment. Managers provided a good level of support to help engage with hard to reach customers. They developed and delivered services which took account of different social and cultural groups, and helped customers overcome barriers such as rurality and transport issues.

¹¹ The participation measurement replaces school leaver destinations as the official data source for the Scottish Government National Performance Indicator, 'Increase the proportion of young people in learning, training or work'

¹² Service areas are the geographic areas each CIAG service supports

Service delivery

Inspectors highlighted that, across all service areas, partnership working was strong. SDS staff involved partners well in contributing to joint planning and delivery of services. SDS managers and staff worked well together to provide a team approach to meeting the needs of customers and key stakeholders. We identified positive and supportive relationships between staff to help ensure productive team working and effective communication and information sharing with partners. SDS staff worked well with local partners to ensure services were matched to the identified needs of customers, communities and key stakeholders. Overall, we found the range of services made available to customers and partners to be well-considered and take good account of national priorities and local needs. In almost all local authority areas reviewed, there were good arrangements in place to engage with customers who are vulnerable and those with specific additional needs. SDS staff took care to ensure that accommodation was of an appropriate standard and provided sufficient, reliable access to information and communications technology (ICT). However, inspectors noted that, in schools, the delivery of CIAG services was sometimes affected adversely by unreliable access to ICT which limited the impact of group-work sessions and access to services such as [My World of Work](#)¹³.

Leadership and quality culture

Inspectors judged that, overall, managers and team leaders worked productively with partners to plan delivery of services. SDS managers contributed well to local Community Partnership Planning groups and supported well the implementation of Developing the Young Workforce and development of employability skills.

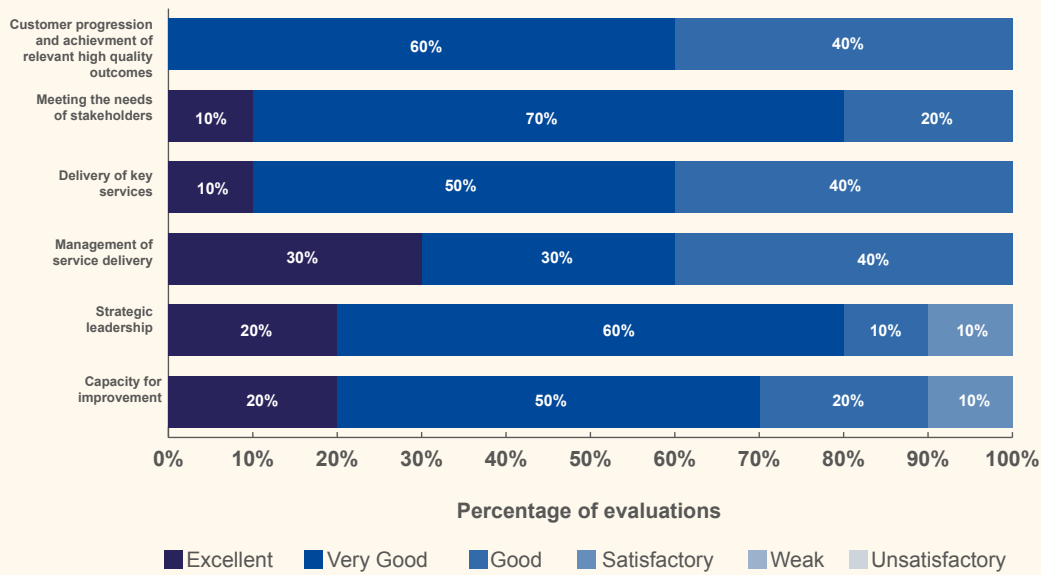
Local teams and area managers made effective use of the team leader role to develop and maintain relationships with partners. Staff were encouraged to bring forward ideas and develop these in ways that improved the effectiveness of services. As a result, inspectors found staff who were motivated to deliver high-quality services. The introduction of '*Everyday Leadership*'¹⁴ has had a positive impact on the development of leadership skills across the teams and staff ownership of service delivery.

SDS extended CIAG services within schools to include all year groups and provide more opportunities for joint planning and career-long professional learning. This was due to be implemented from August 2016. However, as yet we have found that most young people in school are not sufficiently aware of the types of employment opportunities that might be on offer in their local area. In addition, in most schools, the introduction of the [Career Education Standard \(3-18\)](#) was at an early stage and has yet to permeate learning and teaching activities.

¹³ Web service to support effective career planning

¹⁴ SDS approach to leadership

CIAG quality indicator evaluations - 1 January 2012 to 30 June 2016



Education Scotland has carried out external reviews of career information, advice and guidance services in partnership with Skills Development Scotland since April 2014. From 1 April 2014 to 30 June 2016, HM Inspectors have reviewed 10 services. The majority of services were evaluated as very good across the quality indicators.

Working with parents to raise awareness of Careers Education Standard

The Skills Development Scotland (SDS) Career Information, Advice and Guidance team in Renfrewshire Council identified a need to improve parents' awareness of the Careers Education Standard (CES) and the range of post-school pathways available to young people. Careers staff worked with partners to arrange a series of events to promote and increase parental engagement. These included delivering presentations to the chairs of all primary and secondary school parent councils to explain career management skills (CMS) and the CES entitlements.

SDS staff initiated a partnership with West College Scotland and local employers to host a modern apprenticeship event for parents and young people. The event focused on providing accurate, up-to-date information on routes into modern apprenticeships and the range of local opportunities. As part of the Early Demonstrator project, SDS staff identified a school which had a pattern of low parental engagement. SDS staff worked with the school to host a parents' evening in a local community centre. The event raised awareness of SDS services and CMS. SDS staff working in schools identified an opportunity to engage with parents of young people in S2/S3 who were making subject choices. These events have broadened and deepened pupils' and parents' understanding of the range of post-school opportunities available to young people in the area and developed understanding of CMS.

Developing senior phase pathways across a locality

Inspectors carried out a thematic review of an aspect of provision across the Moray area. Thematic review was one of a range of new approaches to inspection and review being tried out during 2015-16. It involved a team of inspectors working across a local authority area to explore a particular theme with a focus on the experience of the learner rather than any individual educational establishment or service. Inspectors reviewed how well learning pathways in the senior phase of Curriculum for Excellence have led to positive destinations for young people.



Across secondary schools in Moray Council, partnership working with Skills Development Scotland careers staff is strong. Young people value the support they receive from their link career coach. Learning experiences are increasingly tailored to their individual needs. Career coaches work well with guidance staff to embed the development of career management skills in personal and social education programmes.

Effective partnership working enables young people to sustain a positive destination on leaving school. Continual improvements in partnership working are enabling young people to access programmes or experiences such as Career Ready, Skillforce or Reach programmes in addition to learning at school, college or work experience. Through these opportunities young people are developing their skills for learning, life and work and they are well supported during the transition to life beyond the senior phase of Curriculum for Excellence.