

# Career Information, Advice and Guidance services delivered by Skills Development Scotland in East Dunbartonshire

A report by HM Inspectors

10 January 2020

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# 1. Introduction

## The external review

The external review by Education Scotland took place between **11 – 15 November 2019**. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in East Dunbartonshire.

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 East Dunbartonshire, Education Scotland took the following area context fully into account.

East Dunbartonshire is one of the smallest local authorities in Scotland bordering the north-west of Glasgow and the local authority areas of North Lanarkshire, Stirling and West Dunbartonshire. It covers 174 square kilometers of mixed rural and urban areas and has four main towns (Bearsden, Bishopbriggs, Kirkintilloch and Milngavie) and a number of smaller villages.

East Dunbartonshire has high levels of employment with 79.4% of the working age population classed as economically active, slightly higher than the Scottish average of 77.8%. Although East Dunbartonshire has lower than average unemployment rates, there are 4,160 people claiming out of work benefits.

The dominant employment sectors in East Dunbartonshire are Wholesale and Retail, Human, Health and Social Work and Education. This is forecast to continue to 2028. Higher level occupations account for 43% of the jobs with 24% being mid-level and 33% lower level occupations. The area is more reliant on its retail sector in terms of employment than other authorities which represents 12.8% of jobs. Employment is forecast to increase by 4% between 2018 and 2028 with the largest growth forecasted in construction, administration and support services and arts, and entertainment and recreation (14%). Only 1.2% of local businesses have more than 50 employees and the majority of the working population of East Dunbartonshire commute to work outside the area.

Key economic challenges for East Dunbartonshire include attracting employers to the area; expanding and maximising opportunities for tourism and encouraging visitors to the area; capitalising on Glasgow City Region partnership; and reducing inequality.

The population of East Dunbartonshire is projected to increase to 112,640 by 2026, which will be an increase of 4.7%, in comparison to 2016. The population is ageing, with the 75 years and over age group, projected to increase by around 30%.

There are eight mainstream secondary schools and five secondary schools/units for learners with additional support needs in East Dunbartonshire. The SDS service offer in all schools is based on the needs matrix approach. New College Lanarkshire (NCL) has a campus in Kirkintilloch; however the majority of school leavers attend colleges in neighbouring Glasgow.

### 3. Outcomes of external review

#### Section A: Grades

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

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

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

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

## Section B: Customer progression and achievement

### Areas of positive practice

- The East Dunbartonshire SDS team exceeded or met national performance levels in all school measures in 2018-19 and has exceeded the national performance level in almost all school measures over the past three years.
- In all secondary schools, the number of young people entering a positive destination on leaving school is significantly above the national average and has been for the last three years with an increasing positive trend.
- The participation measure has been both above the national average and a positive increasing trend for the last three years.
- There are very few young people in East Dunbartonshire whose destination on leaving school was unknown over the last three years.
- The numbers of young people with a My World of Work (MyWoW) registration has increased by 27% over the last two years.
- The East Dunbartonshire SDS team has closed the participation gap between the 20% most deprived and the 20% least deprived areas by 3.9% to 5.4% over the last three years. This is significantly better than the national result of 10.5%.
- The performance level for all three key measures relating to Next Steps customers is significantly higher than that achieved nationally and the minimum expectation in 2018-19.
- Satisfaction survey results for centre users are above national average.
- The quality and accuracy of all legislated data provided by local authority schools has improved over the last three years and is significantly above the national results.
- In the most recent Your Views survey all of the staff responses for the four key measures are higher than the national figures demonstrating a high level of commitment from staff.

### Areas for development

- Next Steps customer satisfaction levels in eight out of ten perception measures, are lower than that achieved nationally in 2018-19.
- The number of young people with a MyWoW registration is below the national average and has been below for the last two years.

## Section C: Meeting the needs of stakeholders

### Areas of positive practice

- Careers staff deliver an appropriate range of services from the main SDS centre within the local college campus in Kirkintilloch and through delivery of services within partner premises.
- The area team tailor a 'planning for place' approach with community partners to reduce disadvantage caused by social and economic inequality.
- SDS staff have developed strong links with partners to ensure a particularly effective referral process to enable customers to access to appropriate training opportunities.
- SDS and partners work well together to maximise resources to meet the needs of a diverse range of customers.
- The Team Leader collaborates well with partners and equalities team champions to ensure all customers are able to access CIAG services. This is impacting positively on the number of customers achieving sustained destinations.
- SDS lead the Partnership Action for Continuing Employment (PACE) group effectively to coordinate support for customers who face redundancy. Customers value the services they receive and the timeous referral to other agencies.

- The SDS team contributes proactively to a wide range of partnership activities to promote development of CMS, make effective use of data, share Labour Market Information (LMI) to develop employability skills of customers.
- The SDS team tailors support to meet the needs of customers with additional support needs. Staff contribute productively to multi-agency meetings to ensure those customers have access to relevant learning and employment opportunities.
- In all secondary schools SDS staff work collaboratively to meet the needs of young people. Young people are supported well to draw on their awareness and understanding of CMS to explore their career pathways. Careers staff use a range of skills assessment tools well to identify skills gaps and measure the achievement of individual goals.
- SDS staff make effective use of the Career Development Plan and the setting of personal goals, to support Next Steps and adult customers to identify achievable actions. This is supporting customers well to move into sustained positive destinations.
- In all schools, the MyWoW Ambassador programme is effective in raising awareness of the benefits of MyWoW in highlighting skills and making informed career decisions. The programme has contributed to the increase in MyWoW registrations, and extended the levels of engagement with parents, teachers and primary schools.
- Customers value highly the individualised service and on-going support that they receive from careers staff. This is supporting customers particularly well to gain confidence in their decision making for further learning, training and employment.
- The SDS team engage in regular joint continuous professional development (CPD) sessions with partners. This is promoting the range of SDS services well and leading to a better understanding of the services of partners to extend the reach of engagement with those customers furthest away from the labour market.
- All Head Teachers report that they are highly satisfied with the services they have received from SDS East Dunbartonshire over the past year. They value highly the support of careers staff in the development, promoting and embedding of CMS across the curriculum.
- SDS staff engage schools and partners well in co-designing delivery and evaluating the impact of their services on intended aims. All partners are highly satisfied with the approaches by careers staff in achieving positive outcomes for all customers in East Dunbartonshire.

### **Area for development**

- The SDS centre accommodation limits the ability of staff to deliver the full range of services to customers.

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

### **Areas of positive practice**

- SDS staff are supporting teachers in secondary schools well to promote and incorporate CMS when planning and delivering teaching activities. As a result, young people are appropriately informed to make subject and career choices.
- SDS staff use the Needs Matrix effectively to engage with partners to plan and implement targeted support and careers advice to young people who may be at risk of leaving school or not achieving a positive destination.
- Careers staff work collaboratively with partners to design and deliver a wide range of innovative programmes to support adult customers who are furthest from the workplace, to prepare for employment.
- All careers staff take good account of the protected characteristics of customers when planning tailored interventions. This is impacting positively on the experience of customers.

- All staff have a high level of knowledge and awareness of equalities which they use well when developing resources. The appropriate use of resources supports positive engagement in the development of CMS.
- All customers and stakeholders are very positive about the CIAG services provided to them by SDS staff. Partners value highly the SDS adviser roles and the tailored support provided to meet the needs of all customers.
- Secondary school staff and young people comment that careers staff are supportive, accessible and enthusiastic and that these attributes support career service delivery very well.
- Adult customers are highly positive about the quality of support they receive from SDS staff in one-to-one and group work sessions. They consider that staff support them well to develop their CMS and to explore their thinking around career decision planning.
- Careers advisers adjust and use resources responsively to meet the diverse needs and aspirations of young people. They support them well in making applications for work experience and part-time employment.
- SDS and school staff use the School Partnership Agreement (SPA) negotiation process well to plan and deliver CIAG services. For example, SDS staff use the SPA process to plan for increasing the registration of young people on MyWoW. Senior staff in all schools value discussions to plan and review progress on actions in the SPA.
- SDS staff are proactive in supporting customers to overcome barriers to achieving a positive destination, such as familiarising vulnerable customers with transport options in order to attend interviews.
- School-based careers advisers are highly regarded by school colleagues and are visible in all schools. Young people know where and when careers advisers are available in their school. They are adaptable in their roles and this is demonstrated through attendance at parents' evenings, school open events, school assemblies and support events on exam result days.
- The area team has made significant progress in implementing an extensive and dynamic MyWoW ambassador programme across all schools. For example, MyWoW ambassadors are supporting P7 transitions, parental engagement, MyWoW registrations, promotion of CMS, video links for teachers. As a result, young people are making informed decisions about future pathways.
- On almost all survey measures, customer feedback ratings are higher than the Scottish satisfaction averages.
- The area team makes good use of LMI and key national policy drivers to ensure that their service delivery is current and well-targeted to meet the needs of adults and young people. All careers staff draw very effectively on their professional knowledge and expertise to plan and deliver a range of appropriate interventions when working with customers.
- Overall group work delivery is effective in developing young people's awareness of CMS. Sessions are often highly engaging, and well planned to meet the needs of customers.
- Careers staff use a coaching approach very well to encourage and support customers to develop their CMS. One-to-one appointments are motivating, engaging and meet customer needs. These approaches help develop improvement in self-confidence and prepares them for entry to the job market very well.
- Staff engage well in Team Time activities. They regularly use opportunities for reflective practice to share ideas and plan for improvements to service delivery.
- The area team make effective use of the Continuous Improvement Group (CIG) and the champion roles within the team to review practice, inform CPD and to set improvement targets as a team.



## Areas for development

- None identified

## Section E: Management of service delivery

### Areas of positive practice

- The SDS area team works collegiately with a wide range of partnership groups. These groups are highly aware of the collective priorities and plan responses to identified interventions appropriately. As a result, the 'no one left behind' agenda is being used well to achieve positive destinations for almost all customers.
- All partners value highly the SDS area team's contribution to strategic and operational groups in taking forward initiatives and interventions which benefit communities and specific customer groups. These include services for care-experienced customers, parents of children and young people with additional support needs, and customers who are furthest from employment.
- The area team and partners work well together to respond to government priorities. Together, they evaluate the impact of services to assess the appropriateness and sustainability of provision.
- SDS managers plan services well around the strategic leadership and governance of the CPP. They contribute effectively to the LOIP and the six key priorities identified across East Dunbartonshire.
- The Team Leader contributes positively to the Corporate Parenting Strategic Group to achieve sustained destinations for care experienced young people. The area team deliver tailored responses to accommodate individual needs and circumstances and as a result in 2017-18 all young people who were care experienced achieved and sustained positive destinations.
- The area team works well with the local authority Community Justice team to support customers at risk of offending and to reduce the risk of reoffending. The area team works with Police Scotland through the *Cops on Campus* initiative to identify young people who would benefit from early and effective interventions.
- The area team and Community Justice East Dunbartonshire have undertaken joint CPD sessions including adverse childhood experience (ACE) and trauma training to inform future engagements.
- SDS staff work in collaboration with staff from Positive Achievements, an initiative to support young people who have significant barriers to education, to make informed choices about their future pathways.
- The area team is working well with schools to promote Foundation Apprenticeships.
- The area team use data hub reports effectively at six weekly post-school case conferencing with the 'no one left behind' team to discuss shared priorities and identify appropriate support for customers.
- The area team work well with the Skills for Learning, Life and Work team to make good use of datahub reports to re-engage customers whose destination is unknown. This has led to the ongoing improvement to the participation measure.
- SDS staff work collaboratively with the local job centre to coordinate CIAG services that support unemployed customers into work. The use of a partnership agreement between the two agencies has led to the co-delivery of a range of services which support employability and has increased the number of referrals of adult customers to access SDS services.
- Careers advisers work well with local colleges to promote senior phase pathways and progression to further learning. This is supporting young people to select programmes which enable them to follow their chosen pathway.

- SDS managers use a range of local and national management information effectively to measure and evaluate services. They engage productively with staff at team meetings and My Contribution meetings, to plan and adjust the service offer and implement actions to address emerging issues.
- The area team works successfully with schools to improve the quality, accuracy and completeness of the data entered into the data hub. This is resulting in partners being confident in sharing and using this data to plan future provision. For example, schools are using the data in their review of the senior phase curriculum and to plan the range of school to post-school options available to young people.

### **Area for development**

- The area team does not routinely analyse data specifically relating to customers with protected characteristics. This limits the ability of staff to identify and address areas of under-representation and gaps in service provision.

## **Section F: Strategic leadership**

### **Areas of positive practice**

- The area team shares a clear vision to meet the identified priorities of their community. Team members work collegiately with local partners across East Dunbartonshire to support the priorities of the CPP and the Local Outcomes Improvement Plan (LOIP). This is contributing directly to the achievement of high positive destinations for customers across the local authority.
- The Head of Region, Area Manager and Team Leader know the area well. They contribute productively to key strategic groups to plan engagements and interventions which support local priorities.
- Managers are well-respected by partners for their contribution to strategic groups and for their proactive approach to meeting the needs of customers and community partners.
- The Team Leader has embedded Everyday Leadership within the East Dunbartonshire team. Staff are highly committed to improving the quality of services for customers and partners and managers make effective use of the outcomes of self-evaluation processes to identify areas for improvement.
- All staff draw productively from monthly My Contributions meetings with their team leader to reflect on individual performance and set clear targets and actions for improvement.
- Progress towards achievement of targets in the Continuous Improvement Action Plan (CIAP) is reviewed regularly by staff and the team leader through the work of the CIAP.
- Careers staff take opportunities to be involved in the wider work of the team and demonstrate enthusiasm and commitment in developing creative approaches to deliver the service offer. Examples include the innovative approaches used by staff to design and deliver group work sessions which are engaging and informative for young people.
- Across the area team, staff take on champion roles to provide colleagues with a main point of reference for specific issues and to enhance the wider work of the team.
- Managers support staff well to undertake these roles and staff value these opportunities to further their knowledge and skills. Through a rotational chair approach, staff take responsibility to lead Team Time and to take forward a number of themes aimed at addressing actions from the CIAP.
- Careers staff work collaboratively across school and post school to ease transitions for customers.
- Across the area team, there is a strong culture of mutual support. Team working is highly effective and takes good account of staff skills and experiences.

- All staff demonstrate Everyday Leadership to continuously review and reflect on service delivery and plan for improvement. They contribute very well to the evaluation of the service across the area and identify actions for improvement to inform the CIAP.

### **Areas for development**

- The culture of everyday leadership is strong within the team however, on some occasions, managers are not taking sufficient account of the volume of competing priorities and activities within the team.
- The main SDS centre does not provide appropriate resources to support staff to engage fully in professional dialogue.

## Section G: Capacity for improvement

The area team shares a clear vision to meet the identified priorities of their community. Team members work collegiately with local partners across East Dunbartonshire to support the priorities of the CPP and the LOIP. This is contributing directly to the achievement of high positive destinations for customers across the local authority. SDS Managers plan services well around the strategic leadership and governance of the CPP. All partners value highly the SDS area team's contribution to strategic and operational groups in taking forward initiatives and interventions which benefit communities and specific customer groups. These include services for care-experienced customers, parents of children and young people with additional support needs, and customers who are furthest from employment. The culture of everyday leadership is strong within the team however, on some occasions, managers are not taking sufficient account of the volume of competing priorities and activities within the team.

The East Dunbartonshire SDS team exceeded or met national performance levels in all school measures in 2018-19 and has exceeded the national performance level in almost all school measures over the past three years. In all secondary schools, the number of young people entering a positive destination on leaving school is significantly above the national average and has been for the last three years with an increasing positive trend. The participation measure has been both above the national average and a positive increasing trend for the last three years. For Next Steps customers satisfaction levels in eight out of ten perception measures, are lower than that achieved nationally in 2018-19 and the number of young people with a MyWoW registration is below the national average and has been below for the last two years

Staff engage well in Team Time activities. They regularly use opportunities for reflective practice to share ideas and plan for improvements to service delivery. The area team make effective use of the CIG and the champion roles within the team to review practice, inform CPD and to set improvement targets as a team.

SDS staff are supporting teachers in secondary schools well to promote and incorporate CMS when planning and delivering teaching activities. As a result, young people are appropriately informed to make subject and career choices. SDS staff use the Needs Matrix effectively to engage with partners to plan and implement targeted support and careers advice to young people who may be at risk of leaving school or not achieving a positive destination.

All staff have a high level of knowledge and awareness of equalities which they use well when developing resources. The appropriate use of resources supports positive engagement in the development of CMS. All careers staff take good account of the protected characteristics of customers when planning tailored interventions. This is impacting positively on the experience of customers. However, the area team does not routinely analyse data specifically relating to customers with protected characteristics. This limits the ability of staff to identify and address areas of under-representation and gaps in service provision.

## Section H: Main points for action

- SDS should continue to work with secondary schools to increase the number of My World of Work registrations.
- SDS managers should ensure that arrangements are in place to support staff to respond appropriately to emerging and competing priorities.

## 4. Examples of excellence

### Practice Worthy of Dissemination

#### Using Equalities Champion Groups to Close the Gap

##### Background

In response to the introduction of the SDS National CIAG Equality Action Plan, the East Dunbartonshire team examined how the plan could best be delivered in their area. Staff agreed that mini champion groups should be established to support key customer priority groups contained within the plan. It was agreed that every member of staff would be involved in a group based on their interest and professional development needs. There are five groups with approximately three people in each, namely, Gender & Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI); Black, Asian and minority ethnic (BAME), Additional support needs, Care Experienced and, Community Justice.

Each group assessed their knowledge and training needs and researched what was available within the local community related to the group and to plan activities. Following this the teams arranged visits to partners, invited speakers to Team Time, delivered training both at a team level and with partners and fed back best practice/experiences of the approach to equality champions at regional and national level.

Overall, staff confidence in supporting customers to access and sustain labour market opportunities has increased, as has staff's knowledge and ability to identify and meet the individual needs of customers. The team share this learning with partners and colleagues through increased joint CPD with partners, reflective practice and networking.

From 2016-2019 the team increased participation by ethnicity and disability and has also closed the participation gap between the 20% most and least deprived areas. In addition the sustained positive destinations of care experienced school leavers in East Dunbartonshire have increased significantly.

The team have also supported increased rates of participation within Modern Apprenticeship (MA) from customers with protected characteristics.

#### A Refreshed Focus on My World of Work

There has been a significant increase in awareness and activity around the wider Developing the Young Workforce (DYW) context and, in particular, CES and CMS across the East Dunbartonshire local authority area.

The strong relationships built with the SDS area team, the Education Department and individual schools has been key in driving the wider DYW and CES agenda resulting in schools actively seeking to see improvements in MyWoW engagement. This has resulted in MyWoW registration and usage growing by 31%.

The focussed sharing of MyWoW monthly registration and usage statistics to all appropriate school contacts has resulted in greater awareness and subsequent staff and pupil engagement and activity.

Across the area there are a number of examples of the impact of the MyWoW Ambassadors. Ambassadors are helping raise MyWoW registrations alongside school careers advisers. They are also supporting careers advisers during P7 transitions with both pupils and parents and are demonstrating subjects (studied at Secondary School) with a focus on jobs including STEM.

Senior staff were keen to ensure that all staff were made aware of the importance of DYW/CES alongside other policy drivers such as the 15-24 Learner Journey Review and Education Scotland Guidance on profiling skills and achievements. In some schools the focus of the MyWoW Ambassadors, as well as supporting pupils, has been on how they can support the teaching staff's awareness of DYW/CES. Ambassadors are providing useful advice to teachers on the use of MyWoW, to support pupils to receive their entitlements and the embedding of career education across the curriculum.

An awareness and capacity building session was delivered by the SDS Partner Development and Integration (PD&I) team to all staff during an in-service day in one school. Tailored sessions were then delivered by the careers adviser to smaller groups of curriculum staff. This was followed by the DYW lead in the school working closely with the careers adviser to build capacity at a departmental level. The careers adviser focussed on the resources available on MyWoW developed specifically to support teachers. This approach was shared effectively across the wider SDS East Dunbartonshire team through reflective practice sessions and is resulting in similar approaches being rolled out across the authority.

The close collaboration between SDS, East Dunbartonshire Council, Head Teachers and the staff within schools is the key to the collective successes. This drive for results is exemplified by regular requests for support from the team from across SDS to build knowledge and expertise and to enable them to more effectively support a whole school approach around MyWoW and the CES.

## 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.

**Margaret Rose Livingstone**  
**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
BAME	Black, Asian and minority ethnic
CES	Career Education Standard
CIAG	Careers Information, Advice and Guidance
CMS	Career Management Skills
CPP	Community Planning Partnership
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
LMI	Labour Market Information
LOIP	Local Outcomes Improvement Plan
MyWoW	My World of Work
NCL	New College Lanarkshire
PACE	Partnership Action for Continuing Employment
PD&I	Partner Development and Integration
SDS	Skills Development Scotland
SPA	School Partnership Agreement

## 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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