

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

A report by HM Inspectors

31 August 2018

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# 1. Introduction

## The external review

The external review by Education Scotland took place between 18-22 June 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Aberdeenshire.

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

Aberdeenshire is the fourth largest council area by land mass in Scotland. The area is predominantly rural and a significant proportion of Aberdeenshire's working population commute to Aberdeen City for work, over half of which are in highly skilled occupations. Aberdeenshire Council organises the delivery of services into six areas; Banff & Buchan, Buchan, Formartine, Garioch, Marr and Kincardine and Mearns.

Aberdeenshire has a population of around 260,000 residents. It is an area of relative affluence and is one of five local authority areas in Scotland with the fewest areas of multiple deprivation. However, three areas considered to be within the 15% most deprived in Scotland are within the boundaries of Aberdeenshire.

The North East of Scotland has been a significant contributor to Scotland and the UK's economic performance for many years, mainly due to the success of the oil and gas sector. While the North Sea oil and gas sector dominates the regional economy, other key industries contribute substantially, including the food and drink and agriculture sectors. The recent downturn in oil and gas led to the creation of the privately funded economic development body for the region. Opportunities North East (ONE) was formed to deliver long term economic growth and employment. It is a key partner in the Regional Economic Strategy, Aberdeen City Region Deal and the Regional Skills Strategy. ONE and partners have identified five growth and skills development key sectors: food, drink and agriculture, life sciences, oil and gas, and tourism and digital.

There are seventeen secondary schools and four additional support needs (ASN) schools in Aberdeenshire. All schools have a partnership agreement in place with SDS outlining service delivery in each, which is based on a needs matrix approach. SDS Aberdeenshire also has a partnership agreement in place with North East Scotland College (NESCOL) to deliver services to learners in Aberdeen and Banff campuses.

### 3. Outcomes of external review

#### Judgement of Grades

##### 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	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

- Across the local authority, the proportion of young people entering a positive destination on leaving school has been consistently above the national performance figure for the last three years.
- In fourteen of the seventeen Aberdeenshire mainstream secondary schools, the proportion of young people entering a positive destination on leaving school is above the national average.
- The Participation Measure for Aberdeenshire for the last two years has been above the national average.
- The percentage of pupils in secondary schools with a My World of Work (MyWOW) registration is 4% above the national average.
- The number of young people with a confirmed status in the 2017 Participation Measure is above the national average and has improved since 2016.
- The percentage of unemployed customers supported by SDS progressing to learning, training or work has increased significantly over the last two years and is now above the SDS national minimum expectation of 50%.
- The percentage of unemployed customers supported by SDS progressing to learning, training or work and sustaining for six months has been consistently above the minimum expectation and the national average.

### Areas for development

- In three of the seventeen mainstream secondary schools, the number of pupils entering a positive destination on leaving school is below the national average.
- In a few schools, MyWoW registrations are significantly below the national average.
- The percentage of unemployed customers in the targeted group receiving coaching guidance with two or more Career Management Skills (CMS) Assessments showing improved CMS has consistently been below the SDS minimum expectation.
- The percentage of S4-6 expected leavers receiving a group engagement is well below the SDS minimum expectation and national average.
- The percentage of Next Steps customers receiving coaching guidance with a current CMS assessment/Career Development Plan (CDP) is below both the minimum expectation and the national average.

## Section C: Meeting the needs of stakeholders

### Areas of positive practice

- The Area Team plans and delivers CIAG services flexibly to meet the needs of a diverse range of customers well.
- SDS staff work collaboratively with a range of partners to make effective use of premises throughout Aberdeenshire to enable customers to access services, taking good account of the area's geography and the needs of rural communities.
- The SDS Area Team contributes well to a wide range of activities with partners to promote CMS, share Labour Market Information (LMI) and support customers to develop their employability skills.
- SDS staff make effective use of CDPs to support young people in setting and achieving their individual goals. The majority of learners draw on their CDP to develop their CMS.

- In the majority of schools young people are aware of career pathways and how they have developed their CMS.
- Next Steps customers with additional needs and, or protected characteristics, progress to sustained destinations in line with, or well above, the national average.
- Partnership working with the Department of Work and Pensions (DWP) is very effective. SDS staff deliver a range of services to DWP customers including workshops and one-to-one interventions to support post-school customers progress to positive destinations.
- Almost all customers value the service that careers staff provide in supporting them to progress to further learning, training or employment.
- The SDS Area Team works proactively with partners to respond to local and national priorities, including responding to Scottish Government's Developing the Young Workforce (DYW) strategy. Careers staff make effective use of LMI sources, their knowledge of the area and local priorities to tailor services to support customers.
- SDS Aberdeenshire provides well-planned and targeted support to customers who are at risk of redundancy. This includes leading Partnership Action for Continuing Employment (PACE) activities very effectively at a time of significant economic downturn and large-scale redundancies within the Oil and Gas sector.
- The SDS Area Team works effectively with a broad range of stakeholders including partner agencies and employers to support and promote its range of services to customers. These activities are valued highly by partners.
- The Area Team draws productively on expertise from across the range of SDS services and local partners to plan and deliver joint continuing professional development (CPD) activities that support local and national initiatives.
- All secondary school Head Teachers state that positive partnership working with SDS Aberdeenshire over the past year has resulted in improved planning of service provision.
- SDS staff work well with school leaders to support teaching staff to incorporate CMS and employability skills within the wider curriculum.
- There are many examples of SDS staff working collaboratively with partners to co-design delivery and evaluate the impact of their services. For example, engagement with the local Community Justice Group has led to careers services being offered to customers within HMP Grampian.

## Areas for development

- The unpredictable nature of broadband access and connectivity across Aberdeenshire restricts customer access to MyWoW which forms part of the universal offer.
- In a few schools, the MyWow Ambassador programme is not yet in place. This is limiting opportunities for promoting the range of services available through MyWoW to pupils, teachers and parents.
- A few schools are not taking sufficient action to implement the Career Education Standard (CES) in the school curriculum.
- Pupils are not sufficiently aware of their CES entitlements.

## Section D: Delivery of key services

### Areas of positive practice

- The Area Team delivers an appropriate range of services to customers based on identified levels of need. Staff have established positive and productive relationships with customers and partners to maximise the impact of shared resources.
- Careers staff proactively develop and utilise materials to promote the range of services available. These resources are displayed prominently in partner premises.
- The revised School Partnership Agreement (SPA) is stimulating strategic discussions between the Area Team and schools staff. This is resulting in most schools collaborating productively and enthusiastically in negotiation and agreement of the SPA.
- SDS staff work well with the DYW leads in the local authority and in secondary schools to plan, and deliver CES entitlements for young people. They contribute well to employability programmes for school pupils which is enabling improved integration of CMS and CES within the curriculum. The Area Team is supporting staff in schools well to explore and plan ways of integrating employer engagement and LMI within wider learning contexts. This is supporting schools to implement the strategy of Aberdeenshire Council to achieve the aims of DYW.
- School leavers are able to describe the impact of continuous engagement with their career coach throughout their secondary school experience in helping to incrementally build their CMS and prepare for entry into work or further learning.
- MyWoW ambassadors in secondary schools are enthusiastic about their role and participate well in delivering awareness-raising workshops to parents and younger learners, including primary school pupils. Although in some schools this is at an early stage, overall these arrangements are working well.
- The SDS team provides a flexible service to ASN schools in the area and staff work well with school colleagues to ensure materials and approaches are appropriately tailored to meet the needs and abilities of individual customers.
- Adult customers appreciate the information and practical help provided by careers staff which enables them to plan appropriately for further learning or employment.
- Observation of one-to-one coaching engagements were positive and supported customers well to develop CMS.
- School and post-school customers value the on-going relationship with their SDS adviser. They describe how this helps to build the confidence and resilience required to make appropriate decisions about their career choices.
- Careers staff take good account of the diverse needs of customers, including protected and vulnerable groups. These include refugees and customers who have additional barriers to work and further learning. For example, staff make arrangements to translate resources and provide interpreting services to support customers whose first language is not English.
- The Area Team provides an extensive range of outreach provision from partner premises across Aberdeenshire. These facilities enable customers to access CIAG services within their local communities by minimising the need to travel. They use community resources appropriately to make services accessible to all customers outwith the school session.
- Careers staff work well with SDS colleagues in Aberdeen City to analyse and evaluate the needs of customers facing redundancy.
- The Area Team plans services well. Staff draw productively on their knowledge of national priorities to influence and inform engagement with customers and partners.



- Careers staff work well together to devise resources and approaches that meet the needs of customers and stakeholders. They take good account of feedback from customers and staff, to revise and co-design services with partners.
- SDS staff support community partners well to utilise information from the Data Hub to plan services which address identified trends and customer needs.
- Most school pupils demonstrate an awareness and understanding of how to use their CMS to make informed career choices.
- The Area Team applies SDS quality arrangements effectively to review and plan service delivery. They undertake thorough reviews of services and partnerships to inform future planning.
- The Area Team works collaboratively with each other to reflect on their professional practice to improve outcomes for customers and partners. A range of innovative activities are supporting the Area Team to improve group delivery through Continuous Learning Professional Learning (CLPL) delivered by school staff. However this is in the early stages and it is too early to measure impact.

### **Areas for development**

- The delivery of group-work sessions does not always take sufficient account of the prior learning of participants and is not always focused sufficiently on achieving a purposeful outcome for customers.
- The Aberdeenshire SDS team does not make sufficient use of the opportunities provided through reflective practice to develop creative and differentiated group work.
- When planning group sessions, careers staff do not always ensure that the delivery environment is adapted to support customer interaction and enhance their participation in group work activities.
- The approaches used by career staff to gather customer feedback after group work sessions are not sufficiently engaging or detailed enough to fully inform planning for improvement. This includes when CIAG activities are delivered as part of a wider programme in schools.

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

### **Areas of positive practice**

- The Area Team has made substantial progress in re-establishing positive relationships between staff and partner agencies. This is having a significant impact on partnership working in Aberdeenshire.
- The Area Team leads and contributes to a wide range of strategic partnerships and is in the early stages of implementing more regular partnership meetings to maximise the alignment of resources.
- The SDS Head of Region and Area Manager are valued partners in the Aberdeenshire Community Planning Partnership (CPP), and in particular through their contribution to CPP thematic groups including tackling poverty and inequality.
- Partners value highly the work of the SDS Area Team in contributing to strategic and operational groups across Aberdeenshire. Staff and partners work well to ensure operational groups and their activities are impactful and take forward shared and agreed priorities for the area.
- In almost all schools, there is very strong partnership working between schools and SDS staff. Schools regard SDS staff as an integral part of the DYW/CES strategy and delivery team.

- Careers staff support secondary schools well to meet the ambitions of DYW. They work collaboratively with staff in schools to explain and promote the CES, CMS and the application of LMI. In most schools this is resulting in an increasing number of subject areas incorporating awareness of career opportunities within lesson delivery.
- Careers staff work conscientiously and productively with pastoral and support staff in schools to plan joint approaches that take account of the needs and circumstances of young people.
- SDS staff support school colleagues to recognise how skills align with and contribute to, the development of CMS. This is enabling productive discussion about the skills young people are developing within specific subject areas.
- Careers staff make good use of the SPA to review and customise arrangements for meeting the needs of schools and to plan joint approaches to achieving strategic aims and national priorities.
- The SDS management team works effectively with the local authority Head of Schools and DYW lead to plan CLPL activities that support subject teachers to incorporate CMS and CES into subject delivery.
- In a few schools, 'vocational clusters' are engaging local employers in the co-design of activities to help pupils recognise the relevance of subjects to vocational contexts. These arrangements are contributing to the delivery of CES entitlements to pupils.
- The Area Team contributes very effectively to a wide range of projects to improve understanding of the SDS service offer. All partners work well together to help customers to overcome transport and geographical challenges.
- SDS staff and key partners, including schools and the local college, are working well together to promote Apprenticeship opportunities to young people.
- SDS managers use management information well to inform planning and ensure that services meet the needs of customers.
- Careers staff work proactively to support partners to input and use accurate and current data to monitor customer progress and participation in work or learning.
- SDS managers work well with partners to encourage and support the input and analysis of data to influence and inform strategic discussions. They use this information effectively to ensure to enable partners to focus on specific priorities and customer groups.

## Areas for development

- The sharing of data between the college and SDS is not yet sufficiently developed to enable joint approaches to improving recruitment and retention. Arrangements for informing careers staff about learners who are at risk of dropping out of college are not sufficiently robust or timeous to enable SDS staff to provide effective intervention and support.

## Section F: Strategic leadership

### Areas of positive practice

- The Area Team takes good account of the Regional Skills Strategy to devise services which fully reflect the skills challenges and opportunities within the region and strategic priorities of Aberdeenshire.
- The SDS Area Manager and Team Leaders contribute well to planning meetings at a local and regional level to support partners to deliver the ambitions of DYW and the area's DYW strategy. These are highly effective in maximising the collaborative use of resources in supporting positive destinations for young people.
- SDS managers have begun to work productively with partners to devise and deliver CLPL for schools. These sessions are supporting school staff to embed the entitlements and expectations of the CES.
- SDS staff are flexible in their approach to the delivery of the service offer. For example, careers staff often deliver to both school and post school customers to help meet the needs of customers across a large rural area.
- The area management team shares a clear and ambitious vision to drive forward a culture of on-going improvement and Everyday Leadership. Their plans are being delivered well through 'Getting to Know our Team, Managing our Team and Recreating our Team'. This approach is having a positive impact on all staff, partnerships and service delivery. They feel listened to, supported and valued by their managers.
- The Area Team is very motivated and committed to delivering high quality services. Staff apply an Everyday Leadership culture to take ownership and accountability of their contribution and collaborate effectively to meet the needs of their customers.
- The Area Team engages well in the Business Excellence Assessment and Continuous Improvement Action Planning processes. The team takes collective ownership for the process and outcomes and agree priorities as a team. Team members participate in a wide range of improvement groups to drive forward actions and monitor the attainment of service expectations.
- SDS Managers support all staff well to take ownership of the design and planning of services. Through My Contribution monthly meetings, all staff identify how they contribute to the work-plan and actions for improvement. They make good use of weekly team meetings and monthly Grampian Team meetings to share intelligence and communicate clearly the key priorities for the delivery of services.
- The area management team ensures that staff meet regularly in both locality and across Aberdeenshire teams. This enables staff to share effective practice across the area. The Observation Framework is used collaboratively with colleagues across the Grampian and Moray teams to support professional discussion and reflection of practice.
- SDS Managers and colleagues support staff well to undertake professional qualifications which is increasing both the knowledge base and delivery capacity of the team.
- The Area Team drew productively on evaluation of large scale PACE activities which have informed arrangements and approaches both regionally and nationally.

### Areas for development

- Overall, managers take good account of the skills and attributes of staff to allocate roles and responsibilities. However, managers do not make sufficient use of the skills and strengths of the team to drive improvements in group work delivery.

## Section G: Capacity for improvement

Across Aberdeenshire the proportion of young people entering a positive destination on leaving school has been consistently above the national average over the last three years. The Participation Measure for Aberdeenshire for the previous two years has been above the national average. However, in three of the seventeen mainstream secondary schools, the number of pupils entering a positive destination on leaving school is below the national average. The Area Team plans and delivers CIAG services flexibly to meet the needs of a diverse range of customers well. SDS staff work collaboratively with a range of partners to make effective use of premises throughout Aberdeenshire to enable customers to access services, taking good account of the area's geography and the needs of rural communities.

The SDS Area Manager and Team Leaders contribute well to planning meetings at a local and regional level to support partners to deliver the ambitions of DYW and the area's DYW strategy. These are highly effective in maximising the collaborative use of resources in supporting positive destinations for young people. The Area Team has made substantial progress in re-establishing positive relationships between staff and partner agencies. This is having a significant impact on partnership working in Aberdeenshire. Careers staff and partners work well to ensure operational groups and their activities are impactful and take forward shared and agreed priorities for the area.

The area management team shares a clear and ambitious vision to drive forward a culture of ongoing improvement and Everyday Leadership. SDS Managers and colleagues support staff well to undertake professional qualifications which is increasing both the knowledge base and delivery capacity of the team. The Aberdeenshire SDS team does not make sufficient use of the opportunities provided through reflective practice to develop creative and differentiated group work.

## Section H: Main points for action

- SDS should continue to work towards delivering service expectations for identified key performance measures.
- The Local Authority should continue to work with SDS to ensure the entitlements of CES are implemented fully in all schools.
- The Area Team should take action to improve the effectiveness of group work delivery.
- The Area Team should establish collaborative processes for engaging customers in evaluating group work to inform improvements.
- SDS and the college should work together to develop approaches to improve data sharing to inform the recruitment and retention of learners.

## 4. Examples of excellence

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

### **Working collaboratively to respond to the needs of the area and the ambitions of DYW**

Staff in SDS Aberdeenshire identified three priorities to support partners to meet the needs of the area and the ambitions of DYW. These were identified as a need to:

- build the capacity of the area team
- invest in and strengthen relationships with partners,
- support schools to embed CMS and CES within the curriculum.

SDS managers applied a ‘whole team’ approach to build awareness of the knowledge and skills of individuals and the area team, to develop approaches to meet identified priorities. Managers drew on Everyday Leadership and My Contribution activities to engage staff in working collaboratively to co-design services to meet the needs of industry, schools and community partners.

A significant downturn in the Oil and Gas sector resulted in staff working with industry partners and the local authority to create and deliver flexible arrangements to support a large number of employees facing redundancy. Careers staff demonstrated very strong team working and flexibility in meeting this large scale challenge without affecting the delivery of existing services.

SDS staff recognised that limited public transport presented challenges for customers in rural areas to access CIAG services. They worked with South Shire Community learning and development ‘Working with Young People’ team to coordinate and deliver CIAG services to customers within local schools and community facilities. This led to improved sharing of information regarding destinations of young people and contributed to an increase in the number of customers sustaining positive outcomes.

Careers staff identified that schools required support to help to embed CMS and the CES within the curriculum. They provided helpful materials including lesson inserts for subject teachers and produced a resource which explains how and where CMS and the CES aligns with region’s DYW strategy. Careers staff worked collaboratively with schools to develop joint approaches to incorporating and delivering activities which promote and develop CMS. This includes scheduling CIAG activities within employability courses to enable young people to incrementally develop and apply CMS alongside exploring career options. A range of joint CPD events for SDS careers staff and school teachers has helped to build knowledge, skills and a shared understanding of CMS. As a result, an increasing number of teaching staff in secondary schools are drawing on their knowledge of CMS and the CES to engage young people in discussing CMS within the context of subject areas.

## 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.

Barbara Nelson  
HM Inspector

## 6. Further information

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

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

# APPENDIX 1

## Glossary of terms

ASN	Additional support needs
CDP	Career development plan
CES	Career education standard
CIAG	Careers Information, Advice and Guidance
CMS	Career management skills
CLPL	Continuous learning professional learning
CPD	Continuing professional development
CPP	Community planning partnership
DWP	Department for work and pensions
DYW	Developing the young workforce
JCP	Job centre plus
LMI	Labour market information
MyWoW	My world of work
ONE	Opportunities North East
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 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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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 16-19 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 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, 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/Job centre plus (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](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.

## Contact Details

### Education Scotland

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330

**E** enquiries@educationscotland.gsi.gov.uk

<https://education.gov.scot/>

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