

Delivering Scotland's Career Service



Introduction

There is no denying that the world of work is changing. Jobs that have existed for years, and the skills required to do them, are disappearing as industry rapidly evolves with the emergence of new technologies and automation. The critical skills required to be successful in the 21st century workplace now focus on an individual's ability to problem solve, create and use their intuition. Young people today will be challenged to be the creators of their future careers. Impartial career guidance and the development of career management skills have a significant contribution to play in equipping individuals with the skills to plan and manage their career decisions; now and in the future.

The role of professionally qualified career advisers in the delivery of high quality, impartial career guidance is an important one. Ensuring individuals in Scotland have information and advice on how to enter and progress in the labour market requires a whole system approach.

There are various influencers who play a part in supporting individuals to make choices, and to access the career information, advice and guidance that will lead them towards the next step in their career journey. Research continues to tell us that parents and carers are identified by young people as they most significant influencer in their career planning and decision making.

In 2017/18, 321 Skills Development Scotland (SDS) careers advisers provided face-to-face support to over 238,000 secondary-school pupils across Scotland. This compares with around 24,000 teachers, and hundreds of thousands of parents and carers, who also have a significant and sustained role in informing and influencing the career decisions young people make.

It is vital that relevant, labour market-focussed information and advice is used consistently to support career choices and decision making. That is why reaching all career influencers, including parents and carers, teachers and employers, forms a key part of our multi-channel career information, advice and guidance services.

Our role in the development and subsequent implementation of the Career Education Standard recognised this 'whole system' approach to the delivery of career information, advice and guidance for young people. It actively seeks the collaboration and partnership work that draws on the strengths of all of the individuals and organisations involved.

This report, Skills Development Scotland: Delivering Scotland's Career Service, outlines how we work in collaboration with national and local partners to inform the wide range of influencers, and to provide both face-to-face and online support to individuals of all ages in developing their career management and employability skills.

In addition to our dedicated careers advisers in every maintained secondary school, our practitioners based in careers centres and community premises across Scotland, deliver a range of career information, advice and guidance to support people of all ages and stages, including services that respond to those facing redundancy. We seek to equip all of Scotland's individuals with the skills they need to be successful in the labour market.

Skills are central to the success of Scotland's economy – and by working alongside partners and other key influencers, we can ensure that Scotland's future workforce is equipped with the knowledge and expertise to flourish in the ever-changing labour market.

I am delighted to share this report, and hope that it provides an insight into the unique and valuable contribution that the SDS career information, advice and guidance professionals have in improving outcomes for individuals across Scotland.



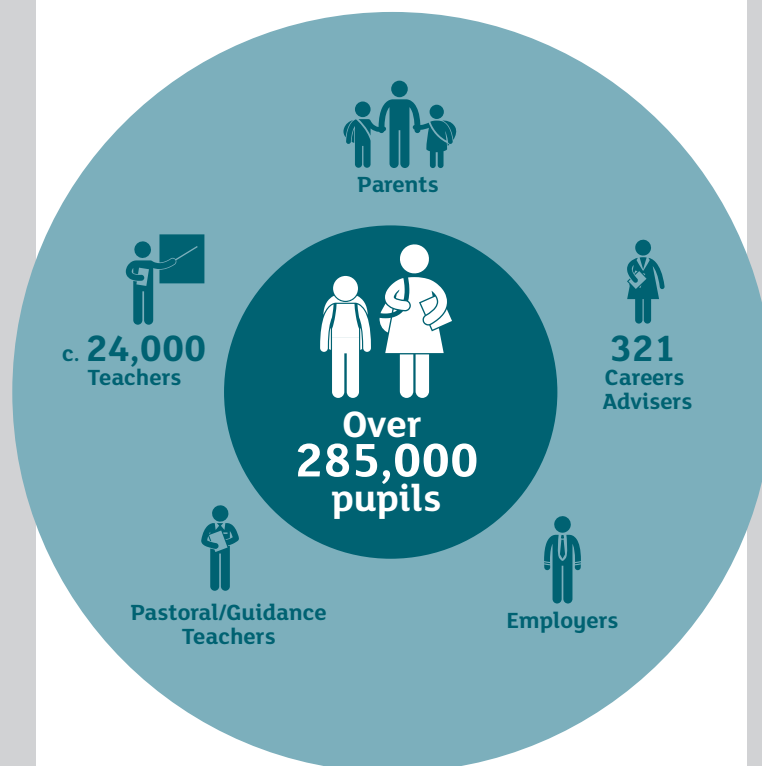
James Russell, Director of CIAG Operations
Skills Development Scotland

Introduction

Shared Policy Focus

- **Targeted support within a universal service**
CIAG Strategy (2011),
CMS Framework for Scotland (2012)
- **Youth unemployment**
Developing Scotland's Young Workforce (DYW)(2014), Opportunities for All, Scotland's Economic Strategy (2015)
- **Education reform**
Curriculum for Excellence (2009–present),
Career Education Standard (2015)
- **Digital technology**
CIAG Framework (2011),
Scotland's Digital Future (2012)
- **Equalities and Wellbeing**
Getting It Right For Every Child (GIRFEC),
Children & Young People Act (2014) inc.
Corporate Parenting
- **An increased emphasis on joined-up delivery and partnership working**
e.g. Community Justice Act (2016),
DYW Regional Groups

The Secondary School Environment



Shared Outcomes

- High levels of youth participation
- Low levels of youth unemployment
- Reduction in underemployment
- Increased equality of attainment and achievement
- Smoother transitions between education and employment
- Shorter learner journeys into work
- Fewer skills gaps
- Improvements in technology
- Public sector reform and improved efficiencies in working practice
- Improved collaboration

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Our Ambition for Scotland's Individuals

About Skills Development Scotland

Skills Development Scotland (SDS) is Scotland's national skills body. We contribute to sustainable and inclusive economic growth by supporting people and businesses across Scotland to develop and apply their skills.

We deliver a diverse and inclusive range of services across Scotland that support individuals, throughout their career journey, to build their career management, work-based, and employability skills.

The Skills Planning Model

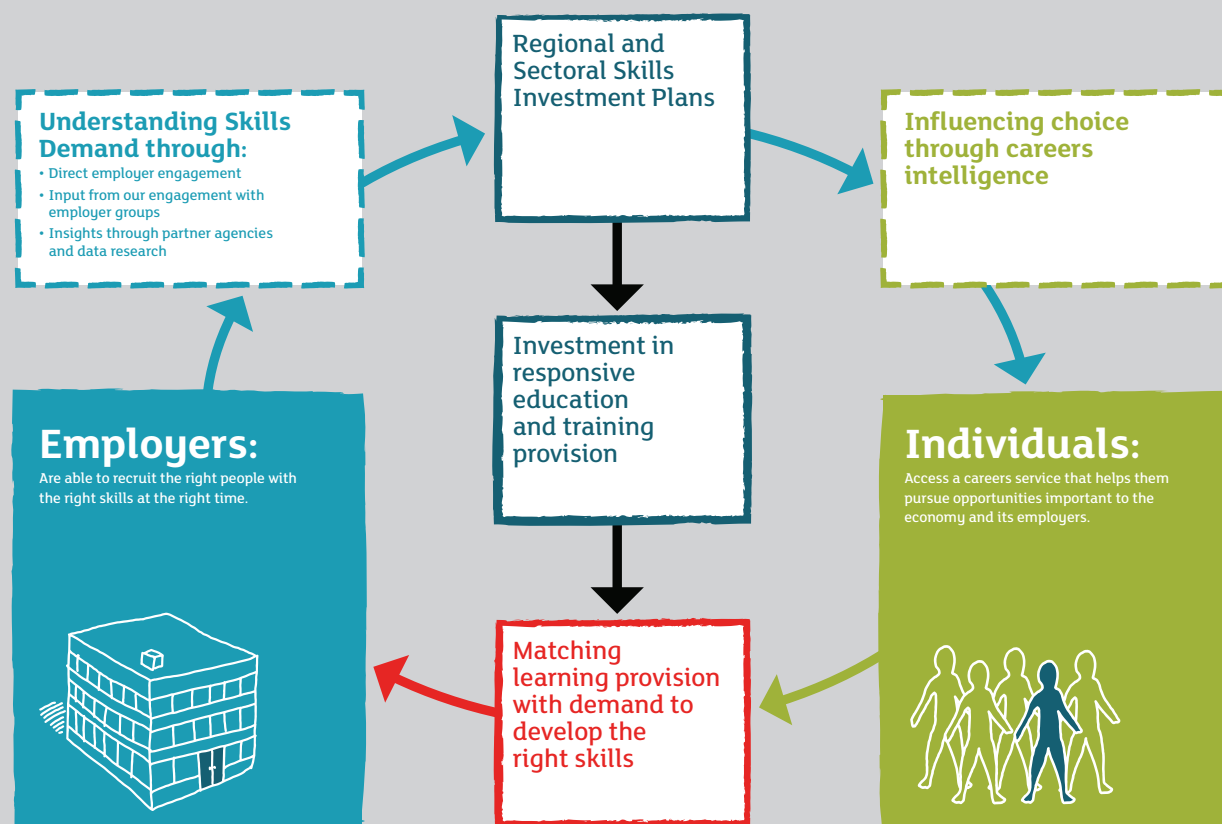
Since launching our 2015–20 Corporate Plan, our work has been guided by the Skills Planning Model. This shows how we aim to improve the response of education, training and careers services to the needs of industry, ensuring that people have the best possible chance of succeeding in the world of work.

For individuals to achieve their potential in the labour market, they must be equipped with the skills that Scotland's economy and its employers need. Achieving this relies on:

- Building a **robust evidence base** which articulates the current and future skills demands of the Scottish economy and its employers.
- Intensive **partnership work**, at both a local and national level, to ensure that skills investment is evidence-based and aligned with skills demand.
- **Careers professionals** that understand and use the evidence base, so that individuals are supported to make informed choices which help them take advantage of opportunities in the labour market.
- **High quality career services** which support individuals to develop the Career Management Skills (CMS) they need to move, progress and succeed in their working lives.

SDS works to optimise every stage of the Skills Planning Model. Our ambition is to achieve the best possible match between the skills of Scotland's individuals and the skills needs of our industries and employers. Scotland's Career Service, delivered by SDS, is at the very heart of achieving this ambition.

The Skills Planning Model Making Skills Work for Scotland



Scotland's Career Service

SDS contributes to Scotland's ambitions through the delivery of Career Information, Advice and Guidance (CIAG) services.

The service enables people to adequately prepare for, enter and progress through the labour market, and to fulfil their potential in the workplace. This benefits the people of Scotland, their employers and the Scottish economy as a whole.

This is an all-age universal service, meaning everyone is entitled to access support which helps them to:

- anticipate and plan throughout their career;
- choose the right pathway through education and into work;
- acquire essential career management, employability and work-based skills; and
- take advantage of opportunities available to them within our economy and its employers.

Our career professionals empower people to make their own learning and career decisions, based on the best available career intelligence, up-to-date knowledge of the skills system, and an understanding of their own strengths and interests.

Through delivery of Scotland's Career Service, SDS aims to ensure that:



Scotland achieves **improved and sustained participation rates**.



Individuals have the **skills and confidence** required to navigate through their careers successfully.



Individuals are **aware of the jobs and career opportunities** that exist, and how to access them.



Barriers to participation for under-represented groups are addressed at a personal and societal level.



We **continuously develop and improve our approach**, for the joint benefit of our customers, partners and colleagues.

We set out to achieve this through a multi-channel service for individuals delivering universal and targeted support in schools; targeted support through Next Steps, universal post-school delivery and PACE (Partnership Action for Continuing Employment). This delivery is enhanced by our award-winning web service [My World of Work](#).

Every individual in Scotland is entitled to support from us and we are committed to ensuring equality of access to our services.

Success is also reliant on engaging and informing career influencers, partners, and stakeholders; and by ensuring a continuous and wide-reaching programme of development and improvement.

Key facts about Scotland's Career Service

Scotland's Career Service is delivered by 686 Full-Time Equivalent (FTE) staff across Scotland, including:

- **321 FTE Careers Advisers delivering the Schools Offer, and**
- **200 FTE Careers Advisers, 79 FTE Work Coaches and 86 FTE Personal Advisers delivering the post-school offer, including PACE**

In 2017/18 we delivered our services in:

- **All 359 maintained secondary schools in Scotland**
- **80 other specialist educational establishments**
- **Our network of 63 SDS public access centres**
- **280 partner premises and other community bases across the country**

The Transformation of Career Information, Advice and Guidance in Scotland

Independent and impartial career information, advice and guidance (CIAG) is central to Scottish Government achieving its ambitions in the key areas of skills, education and employment.

The provision of effective CIAG services is one of many tools which contributes to addressing a range of societal and economic issues, such as youth participation, skills gaps, unemployment and underemployment, inequality of attainment and occupational segregation. The importance of high quality careers services is, therefore, reflected across numerous Scottish policies and strategies.

While the important role and impact of information, advice and guidance is clear, it is important to understand that the careers services cannot address these issues alone; the contribution of other service provision and partnership work is also vital to achieving improved outcomes.

Understandably, most people hold perceptions of careers services based on their personal experiences of these. CIAG services in Scotland have been transformed since 2011 and continue to evolve through a commitment to continuous improvement and in response to ongoing external policy and strategy developments. As a result, Scotland now has an internationally-recognised, multi-channel careers service.

2011: Career Management Skills and targeting of service delivery

In 2011, Scottish Government published Career Information, Advice and Guidance – A Framework for Service Redesign and Improvement. This Strategy confirmed their commitment to all-age, universal provision of career services; underlining their importance to the achievement of economic strategy. The Strategy stressed the importance of CIAG in today's more volatile labour market, explaining:

“ People are likely to change jobs more often and to work in different sectors than in previous generations... they will need to acquire and continually update their knowledge and skills in order to remain in employment and to progress their careers. High quality CIAG will help people to raise their aspirations and make informed decisions based on a better understanding of the changing world, the impact this will have on jobs, and the work and learning options that are open to them.”

The Skills Strategy, also published in 2011, likewise reinforced the importance of ensuring people 'have the opportunity to access the right advice, support and opportunities to acquire the skills and attributes to both contribute to and benefit from future economic success'.

These policies acted as a catalyst for service modernisation starting in 2011. This was built upon:

- **Differentiation of services dependent on individual need** – maintaining a universal service offer for every customer, with enhanced targeted services in place for S4–S6 pupils who needed it most.
- Development of a sector-leading '**Coaching Approach to Guidance**' where coaching principles are adopted to support the development of skills for effective career decision making.
- Development and adoption of the '**Career Management Skills (CMS)** framework for Scotland as the core model for developing lifelong career planning skills.
- Development and implementation of the '**My World of Work website** providing online career information and advice to anyone, 24 hours a day.

These four fundamentals of our service delivery remain the foundations of the modern career service delivered by SDS in Scotland today. These are explored in more detail throughout the report.

2014: Earlier intervention and focus on key transitions

Scotland's Economic Strategy (2015) committed to 'improving and extending careers advice' through the implementation of the 2014 Youth Employment Strategy and the continued delivery of the Curriculum for Excellence in schools. The Government's ambitions included the provision of 'earlier relevant labour market focussed careers advice when young people need it, leading to better outcomes' and ensuring that 'Career Management Skills [are] set within [the] wider approach to learning, skills development and personal development'.

In 2015, our close work with Education Scotland to build on the recommendations from Scotland's Youth Employment Strategy and the ambitions of [Curriculum for Excellence: Building the Curriculum 4](#), resulted in the development and implementation of [Developing the Young Workforce: Career Education Standard \(3–18\)](#). This important standard acknowledges the interdependent roles held by SDS, teachers, parents/carers and employers in supporting young people to develop their career management skills and prepare for the world of work.

In line with these policy developments, we began delivery of our enhanced CIAG service offer in schools in August 2016. This new approach was designed to:

- **engage and inspire** young people **at an earlier stage**.
- provide a clear focus on the development of career management skills at **key transition stages**.
- provide face-to-face, one-to-one career guidance interventions when making **subject choices**.
- deliver **enhancements to My World of Work**, ensuring better alignment of our digital content with our face-to-face delivery.
- improve our arrangements for negotiating and delivering services at a school level through our **School Partnership Agreements**.

We collaborated with teaching professionals on the development and introduction of a suite of tools and resources. This included a suite of Career Long Professional Learning (CLPL) modules to support the implementation of the Career Education Standard and help embed career education across the curriculum.

In 2017, we launched our enhanced service offer for young people not currently participating, 'Next Steps', which focuses our resources on delivering a targeted and personalised service to those who need it most, at the time they need it. This offer builds on the progress made in school, and continues the positive trajectory that the individual is on. As a key delivery partner for the Scottish Government's Opportunities for All policy, we are already seeing the positive impact of effective partnership working on improving participation for young people in Scotland.

“The need for meaningful and effective career advice is of fundamental importance.”



Final Report

Commission for Developing
Scotland's Young Workforce (2014)

Our Approach to Service Delivery

This section outlines the principles and values of the Careers Service in its design and delivery.

Equality of Opportunity through Universal and Targeted Services

Increased equality of opportunity for all is one of SDS's five corporate goals. We ensure that our information, advice and guidance is impartial, and actively challenges assumptions and stereotypes which may affect career choice from an early age, such as gender segregation.

Our careers professionals take a person-centred approach to the delivery of career services, tailoring the provision of support to the unique needs of each customer. We offer a universal service which can be accessed by anyone looking to enter, move or progress in the world of work.

We know that some individuals require more support than others to make a successful transition. To ensure increased equality of opportunity for all, we target our resources at those customers who require the most support.

A 'needs matrix' is used to identify and agree the level of support needed by each customer, and the corresponding service offer they might receive. In school the level of need is validated with teaching staff to confirm the service offer. This approach considers known barriers to transition and participation such as a history of offending, disability, care experience, caring responsibilities, interrupted learning and living in an area of multiple deprivation.

The level of support needed by each customer is kept under review, and their service offer can be adjusted by the individuals and adviser in response to changes in personal circumstances.

Career Management Skills (CMS)

Career Management Skills (CMS) are defined as 'The skills, knowledge and self-awareness to develop aspirational career aims and the confidence to take actions in one's life, time and again, as career opportunities arise and as work and learning options change'.

In 2011, SDS was tasked with developing a CMS Framework for Scotland, which was agreed by partners in 2012. It sets out 17 competencies that enable individuals to successfully manage their career. The competencies are organised under four main themes:

- **Self** – Knowing who you are, what you want from your life and how to make positive decisions.
- **Strengths** – Knowing what you are good at and how you can best make use of this.
- **Horizons** – Knowing what is out there for you, how to get there, and being confident in responding to and managing change.
- **Networks** – Knowing how to manage relationships, use information and your range of networks to support your career journey.

We have embedded the CMS Framework and competencies within our practice. It helps clarify our approach to supporting individuals to build their Career Management Skills, and describes the outcomes we are aiming to achieve for each customer. It also helps to increase consistency of service provision, supports partnership work, and provides a 'common' language for use across the sector.



The Coaching Approach to Career Guidance

Our approach adopts an ethical framework that sets out a three stage model of career guidance and utilises a coaching approach.

This leads to the individual, with the adviser, understanding the career management skills they have, prioritising the ones they need to develop and how they will do this. A Career Development Plan may be established between the individual and the careers adviser, to identify actions that can be taken to improve their skills against those competencies.

Each customer's CMS profile is kept under review, and the focus of the coaching will change to reflect an individual's progress and changes in circumstances.

Evidence-based Information and Advice

As the world of work changes, it is vital that the career information, advice and guidance we provide remains accurate and relevant.

Our careers professionals are equipped with the most recent available job opportunities and labour market intelligence. This includes information on industry demand, on both a regional and sectoral basis, with a focus on the needs of priority and growth areas such as the STEM sectors (Science, Technology, Engineering and Maths).

They also have up-to-date information on the full range of routes and pathways that can be taken into those careers, including options for work-based learning. This information informs the development of our resources, such as workshop materials and our online digital content, so that customers benefit from up-to-date labour market analysis.

Personal Responsibility and Ownership

The combined outcome of these principles is that Scotland's people increasingly understand the skills and information they require to make informed decisions throughout their learner journey and beyond.

By developing career management skills, and providing easily accessible labour market information, our independent and impartial professionals encourage ownership and responsibility for decision-making by the individual. This empowers them to successfully negotiate an increasingly complex and fluid world of work.

Collaboration Working

Partnership is key to making the Skills Planning Model a reality, and is at the heart of our service development and delivery.

We cannot achieve our ambitions in isolation.

The complexities of the skills landscape, and the continuing constraints on public finances make partnership working not just desirable, but essential. We actively look to collaborate with other organisations, in the knowledge that our combined strengths, knowledge and experience will be required to achieve the best outcomes for our customers.

We engage with partners at an international, national, regional and local level, from working with the OECD to identify and disseminate good practice across the world, down to agreeing with teachers which individual pupils in each school require an enhanced level of support. This allows us to shape and flex our delivery to meet local needs and priorities, informed by knowledge of effective practice from across the country and beyond.

International Work

Young Talent Skills Pipeline

Scotland's success in the transformation and delivery of CIAG has attracted substantial global interest.

SDS have been invited to share the Scottish approach to CIAG practice and CMS acquisition at a number of key UK Sector, Foreign Ministry Congress and International Symposia.

Since 2011, over 50 foreign delegations, comprising international governments and other organisations, have visited SDS to learn how services are delivered in Scotland. The delegations, often involving senior-level government personnel, have been keen to discover how their own countries can learn from best practice in Scotland.

Delegations from Europe, Asia, North America and Oceania are among those to have visited SDS to learn how we transformed Scotland's career services since our formation in 2008. Visiting countries have included Singapore, New Zealand, Australia, USA, China, South Korea, Sweden, Norway, Iceland, Denmark and Austria.

The growing international enthusiasm to learn from the experience in Scotland is a source of pride for SDS and, indeed, for all partners involved in CIAG delivery. As our service evolves to meet the needs of people in Scotland, we will continue to export best practice to the many countries with whom we are establishing links around the world.

SDS is committed to offering new and exciting work-based learning opportunities for young people to train and work in the Careers Development sector.

We have created a range of entry routes and levels appropriate for school/college leavers and graduates. Trainee Career Adviser Programme participants are based in our customer-facing teams throughout the country. Over a period of two to five years they embark on a professional journey to gain the skills, experience and qualifications to become the careers advisers of the future.

Since 2015, 61 people have started on this career journey, of whom ten have now completed their qualifications and secured Careers Adviser positions within SDS. The others are at various stages of their development and continue to be supported through a structured development programme by their managers and mentors.

We are committed to widening and diversifying the pool of talent who access the CIAG profession via work-based learning pathways, aligned to our goal of increased equality of opportunity for all.

We aim to lead in the professionalisation of all roles within CIAG through work-based learning qualifications and a sector-leading programme of continuous professional development (CPD) for CIAG staff, delivered through the SDS Academy.

We also work in partnership with the Higher Education establishments delivering post-graduate qualifications in Career Guidance to ensure the content of their programmes meets the needs of the profession in the 21st century.

“It’s great to watch our Trainee Careers Advisers grow and develop daily, bringing enthusiasm and professionalism to an ever-changing landscape of careers information, advice and guidance.”



Barry McNally, Team Leader
SDS CIAG Operations, Aberdeen

Our School Offer

Case study

The SDS school offer delivers against our expectations as defined in the [Career Education Standard](#). Our focus throughout our school offer is to equip and inspire young people to take control of their own future; to provide them with a robust awareness of how the world of work will change in the future and the career management skills they will require throughout their life.

We have at least one dedicated careers adviser from our team of career professionals working in every maintained secondary school in Scotland.

Our school careers staff, supported by a national team, work closely with teachers to embed career management skills in the classroom through activities that include:

- the development of professional learning resources related to Career Education Standard.
- the co-delivery of workshops and presentations on aspects of career education.
- a suite of lesson plans and resources, co-designed with teachers, to support delivery of the Career Education Standard from P5 upwards.

School Partnership Agreements

The service offer is designed to be flexible to meet the needs of each school. The exact detail of delivery is decided in consultation with senior leaders through the annual School Partnership Agreement, balancing national entitlement to services with responsiveness to local needs and priorities.

The Agreement sets out the roles and responsibilities of everyone in the school community who either helps develop pupils' career management skills or supports positive post-school transitions into employment, education or training.

Careers Adviser Erin Bartley talks about her work with SDS

"My role is to deliver CIAG services within Vale of Leven Academy. I love my job because as part of the wider school team I get to help motivate, inspire and guide the young people to achieve their dreams and potential.

"I work with all year groups from primary 7 to S6. All pupils are offered one-to-one support and I speak to them all through yearly class talks covering Career Management Skills.

"I also coach targeted pupils who may struggle to reach a positive destination. I work closely with the school to identify these young people to ensure all those who need me are picked up. Barriers can include anything from being looked after, to having low confidence or poor mental health.

"These young people are coached intensively by me, over multiple appointments, meaning they have a friendly and experienced guide to help them on their career journey. This is so important as pupils can slip through the net; especially those who are very disengaged or are struggling to identify their next steps.

"Taking the time to build rapport and listen to pupils' needs really makes the difference to finding and sustaining positive destinations. I have encountered so many positive stories, like a pupil this year who had completely disengaged with school and stopped attending classes, and is now an early college entrant studying cookery. The college have described her as an asset and a real talent, a total turnaround from school.






"It makes me proud of my pupils to see them push themselves and achieve great results like this."





Broad General Education (S1–S3)

Our school offer from P7–S3 includes:

Face-to-face




-  A group session for all pupils making the transition from primary to secondary school.
-  One-to-one support to all S2/S3 pupils making subject choices.
-  Group work activity for all S2/S3 pupils, on areas such as gender bias in career choice.
-  Increased support for those S3 pupils identified as having greatest need.
-  Drop-in sessions for all pupils, with one-to-one interviews available on request.

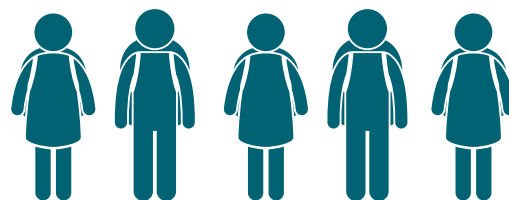
Digital

-  Access to our award winning online Career Information and Advice web service [My World of Work](#).
-  Promoting stronger industry engagement in school through [Marketplace](#).

Parents and Carers

We support parents and carers of pupils in every year group through:

-  Regular attendance at parents' events.
-  One-to-one session with a careers adviser at the time of their child's subject choices.
-  Dedicated online information and advice.



We delivered face-to-face services to **145,813** **P7/S3** pupils across Scotland in 2017/18

(92.4% of all S1–S3 in maintained schools)

95% of students transitioning from P7 to S1 received a group session

90.1% of students in S2 received individual or group support

92% of students in S3 received individual or group support

83.8% of students making subject choices in S2/S3 had one-to-one support

79.8% of S3 pupils with the greatest need received extra one-to-one support

97% of pupils were satisfied with their subject choices interview



98.5% of parents were satisfied with the subject choices interview provided to their child

Case study

S2/S3 subject choices work

Careers adviser Willie Macleod works in Sir E Scott School on the Isle of Harris. Every year, Willie and SDS colleagues deliver a combination of group work and one-to-one sessions with pupils in S2 and S3 to help with subject choices.

The group sessions follow on from the P7/S1 transition work, and focus on the idea of decision-making and career management through a combination of interactive activities and resources, including the Future Me Subject Choices magazine which includes quizzes and activities.

Choosing what subjects to continue with at school is a big decision. The SDS sessions build the relationship with the careers adviser, encouraging young people, and their parents, to think about how their choices can link to different career paths and industries.

Willie added: "It gets them thinking about how their choices will impact on their future. They get a chance to ask questions too, and we speak with them about using My World of Work, our online careers service.

"I like to talk to them about careers in in-demand sectors – engineering, health services – using labour market information. We also work to illustrate the range of careers that pupils can consider using the subjects they are good at and enjoy, to get them thinking."

The sessions also introduce career management skills, and encourage pupils to reflect on their interests, strengths and networks to make decisions for the future – a concept that will be explored further in the senior phase.

Senior Phase (S4–S6)



83% of pupils in S4–S6 agreed that their careers adviser listened to and valued their ideas

We delivered face-to-face services to

92,444 S4–S6

pupils across Scotland in 2017/18

(77% of all S4–S6 in maintained schools)

81%

of S4–S6 pupils felt that their careers adviser supported them to make their own decisions and take control of their career

80%

of S4–S6 pupils felt that their careers adviser encouraged them to aim high for their future career



39,125 S4–S6 pupils were identified for targeted support

96% of targeted S4–S6 pupils received one-to-one coaching guidance

85.5% of targeted S4–S6 pupils improved their CMS

76% of all targeted pupils in S4–S6 are satisfied with the service they receive



96% of headteachers are satisfied with the services provided to their school

Our school offer from S4–S6 includes:

Face-to-face

- A range of group work options for pupils in the senior phase which help build CMS, including considering a range of post-school options.
- Targeted one-to-one coaching support for senior phase pupils identified as needing additional help to achieve a positive destination after school.
- Drop-in sessions for all pupils, with one-to-one interviews available on request.

Digital

- Access to our award winning online Career Information and Advice web service [My World of Work](#).
- Promoting stronger industry engagement in school through [Marketplace](#).

Parents and Carers

We support parents and carers of pupils in every year group through:

- Regular attendance at parents' events.
- Dedicated online information and advice.

School Leaver Transition Support

We collaborate with a range of partners to support positive post-school transitions for every young person in Scotland.

This approach provides a network of support between leaving school and engaging with the local SDS Careers Centre for pupils who are likely to become eligible for our Next Steps service. Our Careers Adviser works with the Pastoral Care staff in their school to identify leavers in this group. We aim to ensure a consistency of service, from school to post-school. Customers are introduced to their local SDS Careers Centre at the earliest opportunity and are encouraged to continue to access our support after leaving school.



School Leaver Outcomes

93.7%

of senior phase school leavers in 2016/17 were in a positive destination approximately three months after leaving school

(up from 93.3% in 2015/16)

Case study

Exam Results Helpline

The Exam Results Helpline is offered by SDS every year following the publication of the SQA exam results. Running for a week, careers advisers from across the country answer calls from candidates, parents and carers.

In 2018, the Helpline's 26th year, almost 1,450 calls were answered during the course of the week.

More than 50 members of SDS staff, including careers advisers, trainee careers advisers and personal advisers, took the time to work on the Helpline and support Scotland's young people at a very important time.

Callers' questions included what to do if they hadn't got the results they wanted, how UCAS Clearing worked and what the exam certificate meant.

Pauline Graham, Project Manager for SDS's Exam Results Helpline, said: "The Exam Results Helpline is a vital service, supporting young people and their families at one of the most stressful times of their lives.

"Working on the Helpline is a rewarding experience for our advisers, who have helped hundreds of young people navigate their options and celebrate successes over the course of the week."



Our Post-school offer

Our all-age careers service continues post-school through our network of local Careers Centres and in local partnership and outreach premises. [You can find details of your nearest Careers Centre on our website.](#)

This map shows the footprint of our main post-school delivery sites across Scotland.

 Post-school delivery site

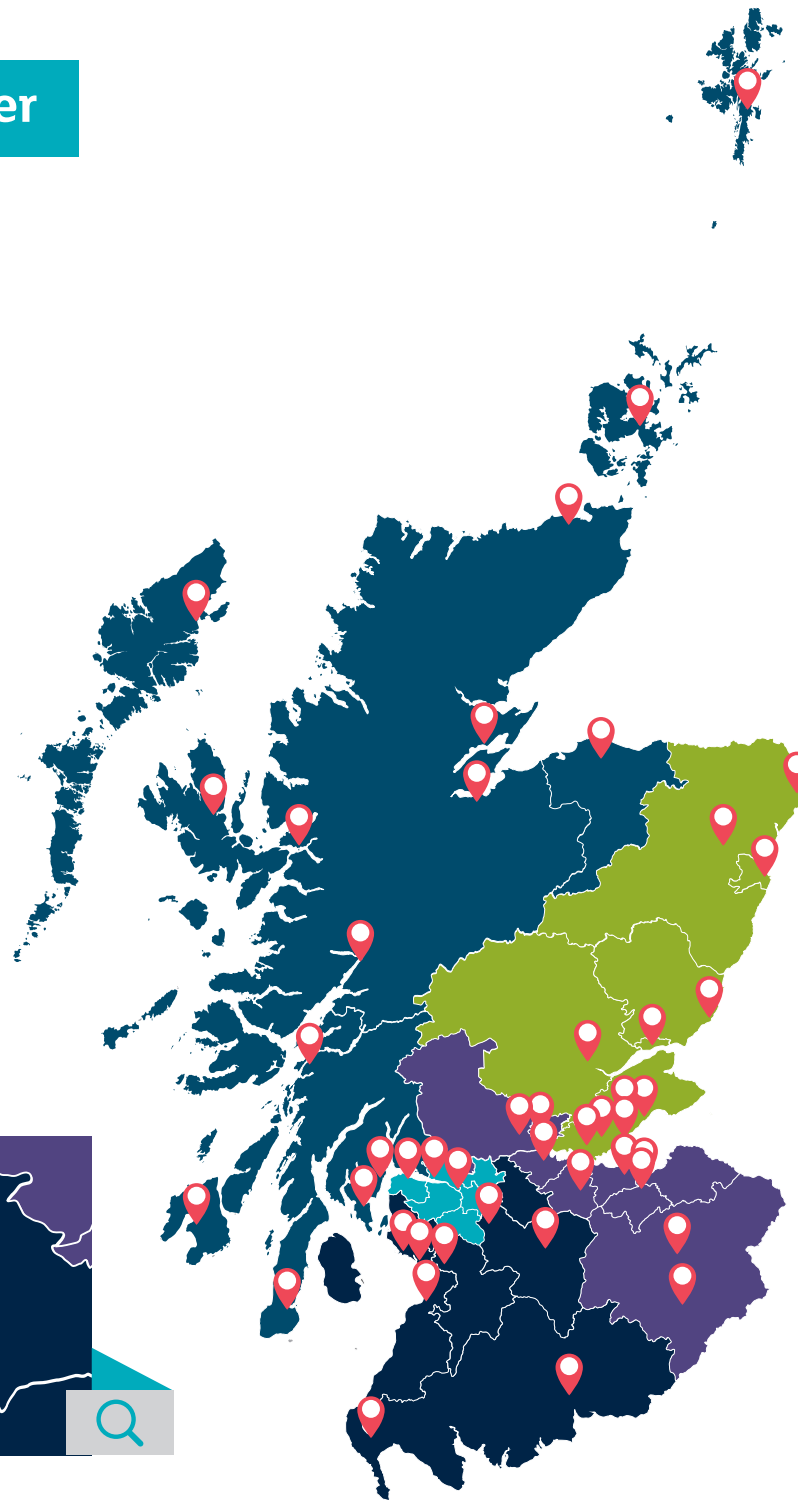
 SDS North Region

 SDS North East Region

 SDS South East Region

 SDS South West Region

 SDS West Region



Our post-school services include:

- ★ Support to develop an individual's career management skills
- ★ One-to-one career guidance
- ★ Employability support
- ★ Information and links to local employers
- ★ Labour market information
- ★ Access to all learning and skills pathways, including apprenticeship opportunities
- ★ Career events
- ★ Online career information and advice
- ★ Information about funding
- ★ Support for parents and carers
- ★ Work with other partners

Next Steps

Our Next Steps service offer proactively engages and coordinates support for individuals within the Opportunities For All cohort[^]. For care experienced young people this offer is available up to their 26th birthday. Next Steps aims to develop and deliver a progressive and cohesive CIAG service offer which:

- Enables customers to develop their CMS, recognising improvement at each stage as they progress towards a sustainable destination.
- Extends our coaching relationship developed with pupils in schools.
- Enables customers to receive ongoing support even after they have progressed into a positive outcome. The extent and nature of this support is always discussed and agreed with the customer.

Young people accessing our Next Steps service are entitled to targeted one-to-one support from our post-school teams based in our careers centres and outreach delivery locations across the country. This ongoing commitment continues their skills development towards sustainable participation. The service offer is tailored to meet the needs and learning style of each individual and combines a range of engagements including needs assessments, individual coaching guidance and group sessions.

Next Steps recognises our strengths and those of our partners so that we can deploy our shared resources ensuring the customer receives the right support at the right time.

Following the implementation of this enhanced post-school service over 6,700 young people progressed to a positive destination in 2017/18. For those who do not sustain their positive destination continued support is available.

[^] See page 22.



63.5%

of Next Step customers who were assessed improved their career management skills (3,420 individuals)

11,453 Next Steps

customers were supported by 47,592 face-to-face individual or group sessions delivered by SDS professionals in 2017/18

64%

of Next Step customers supported by SDS progressed to learning, training or work

95%

overall customer satisfaction with the Next Steps Service

58%

of Next Step customers supported by SDS progressed to learning, training or work and sustained it for six months

93%

of Next Steps customers would recommend us to a friend

Case study

Next Steps

Eilidh* had always intended to leave school at the earliest opportunity. She expressed an interest in hairdressing and, with the support of the school careers adviser, applied for college and local job and Modern Apprenticeship opportunities.

However, in April 2018, Eilidh was also being supported by the Social Work Services of her local authority. On leaving school she was appointed an SDS Careers Adviser and offered intensive support as part of our Next Steps programme.

During this time, Eilidh was offered an interview for college, but found it too stressful to attend. She was also unsuccessful in the few interviews she had secured with local hairdressing salons. Through discussions with her careers adviser, it was clear that Eilidh did not want to return to school and that she needed support to increase her confidence. It was agreed that an Employability Fund placement with Qualitas was the best option for her. Eilidh's careers adviser accompanied her to the interview. A discretionary fund was used to purchase suitable interview clothes and travel costs were covered for the first week of training.

Eilidh said:

"I have received a lot of support from [my careers adviser] and she has made it really easy for me to start with Qualitas. Before I started, I didn't have a lot of confidence, but because I've been working with [SDS] every week it's made me feel I am a lot more confident."

Eilidh is doing well and her careers adviser continues to keep in touch. When Eilidh has completed her time with Qualitas her careers adviser will continue to provide coaching guidance to support her transition into a positive destination.

*The individual's name has been changed to protect their identity.

Universal Services

Universal Service

While our support is targeted at those who need it most, we offer a universal, all-age CIAG service for everyone in Scotland. This includes those in employment who are seeking to change or progress in their career. All of our face-to-face services are available to any individual and the type and level of support is agreed in line with their needs.

Department of Work and Pensions (DWP)

SDS has a formal Partnership Agreement with DWP, to ensure effective two-way relationships at both a national and district/regional level.

This agreement facilitates alignment of services for the benefit of our shared customers. This is achieved through joint strategic planning and reviews, identification and sharing of best practice. Through these relationships we are able to discuss potential areas for joint working, co-location and outreach, programme alignment (where possible), marketing of services and staff development.

Integrated Employment & Skills (IES) Partnership

The IES Partnership is a joint strategy between SDS and DWP. When our Next Steps customers reach 18, we support them to consider whether they are ready to access DWP support. Through IES, anyone claiming benefit who is keen to develop their skills, but is unclear on what path to take, can be referred to their local SDS team. This arrangement recognises the unique skills and experience of SDS careers advisers in delivering career guidance interventions.



42,016
individuals across
Scotland accessed our
universal face-to-face
career services



22,727
of those received one-to-one
coaching guidance from our
trained careers professionals

99% of our centre users are
satisfied with the service
they received



92% of our universal
customers were
satisfied with the
one-to-one support
they received



Partnership Action for Continuing Employment

Partnership Action for Continuing Employment (PACE) is the Scottish Government initiative for supporting people affected by redundancy. SDS leads PACE delivery, working with partners including local authorities, DWP (through Jobcentre Plus), Citizens Advice, colleges and training providers. Together we understand the local labour market and have a wealth of experience in helping people and companies who are facing redundancy.

Our local team responds quickly when situations arise, assisting businesses of any size, no matter how many employees are involved. PACE support is free, confidential and impartial. For employees, we offer advice on dealing with the practical and emotional sides of redundancy, including help to find and apply for jobs; advice about managing money and claiming state benefits; support to review their career and identify training; business start-up advice; and stress management. PACE helps people to recognise their skills, explore their options and prepare for their next move.

As PACE partners support employers through a range of other services, we can often connect businesses looking to recruit with those making redundancies.

Targeted Redundancy Support

We offer enhanced support to those affected by redundancy from the Oil and Gas sector through the Transition Training Fund (TTF). Since April 2016, individuals have been able to apply for help to retrain, improve their skills or get accreditation that would help them get a new job. In 2016, we also strengthened our service to apprentices who face redundancy, supporting them to find an alternative employer with whom to complete their apprenticeship where possible, or a path into alternative employment, training or education.

7,706
individuals received
information from PACE

2,655 received face-to-face
support from SDS colleagues

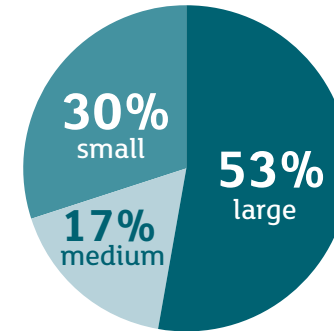
223 Employees from
employers
received PACE support
(over 333 sites)

407 of
561 redundant apprentices
supported in 2017/18
progressed to alternative
learning and/or employment
destinations (including 410
registered as redundant in 2017/18)

84%

overall customer
satisfaction with
PACE

(survey carried out in 2016)



Size Profile
of PACE
Employers
supported

1,317



applications to the
Transition Training
Fund (TTF) were
approved in 2017/18

(over 3,000 in total
approved by March 18)



68%

of TTF beneficiaries were
in employment six months
after their application
was approved

90%

TTF customers
are satisfied
with the support
they received

Case study

PACE Support

44-year-old Alan Hamilton from Cumbernauld was working as a fabricator for a company in Bellshill last October when it announced redundancies.

Alan said: “The people came in from PACE right away. They couldn’t have done any more for us.”

The experience was light years away from the first time former mechanic Alan was made redundant in 2004.

“There was nothing like PACE at all then, no help on offer and it was very hard to get back into work, but this experience could not have been more different.

“Everyone was great and it made such a difference. I started my new job pretty quickly after I was made redundant, which was so good.”

After meeting Alan, Routes to Work training coordinator Marion Paterson assessed his existing skills and suggested courses to enhance his prospects.

“Alan had an excellent work ethic, and experience in construction and forklift operations, but no recognised certification. It was agreed that Counterbalance forklift training, along with a CSCS (Construction Skills Certification Scheme) certification would offer him diverse opportunities.”

SDS PACE Adviser Glenn Manchip, who specialises in supporting people facing redundancy, also helped Alan to update his CV. Alan said: “I went for the job with AluMac (Scotland) and there were other people who were experienced fabricators like me, but I had the forklift licence and I’ve been told this helped me get the job.”

His employer David Mackay said: “Alan has proved to be a fantastic addition to our team here at AluMac (Scotland) and I’m sure with his finesse and attention to detail he will continue to grow within our business.”



Our Digital Offer

In a constantly changing technological landscape, we know our customers expect to access our services from digital platforms and get the best possible customer experience.

Our career information and advice web service, My World of Work, offers a unique mix of tools, features, job information and current job vacancies. Designed around the CMS Framework of Self, Strengths, Horizons and Networks, it empowers users to make informed decisions about their future. My World of Work complements the face-to-face services provided in schools and post-school as well as meeting the needs of those who are able to use self-directed support.

We re-launched this service on a new and more interactive platform in 2016, continuing to respond to customer insight and aligning our digital services with our new service offers.

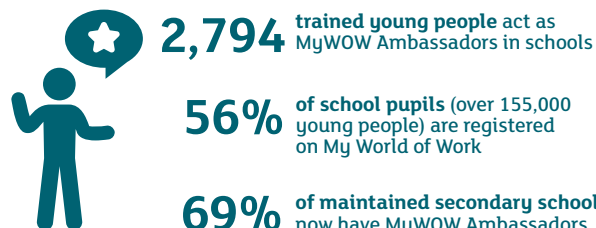
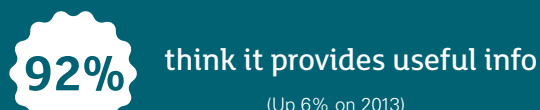
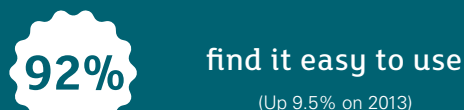
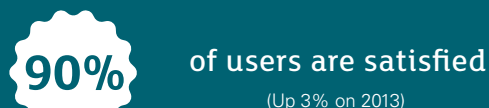
Bespoke partner and parent sections equip teachers, parents and carers with information and advice to help them support young people through career decisions and transitions. We have mapped the partner resources available to the Curriculum for Excellence, Career Management Skills and the Career Education Standard to aid seamless integration into classroom activities.

My World of Work Ambassadors


Our Ambassador programme was created in collaboration with around 30 schools across Scotland, prior to national rollout. We train young people as Ambassadors to champion My World of Work within their school, using peer-to-peer tutoring to spread the word about the resources available to pupils, parents and teachers; all while gaining valuable experience and transferable skills themselves.




MyWOW User Survey 2017




My World of Work




Digital channel providing access to all-age, universal information, advice and resources




Customer profile, tools and resources designed to support the progressive development of career management skills and aligned with our face-to-face support in schools




Customer journey enhanced through age and stage appropriate tools and resources, specifically for key transition phases, such as subject choices




Fully embedded labour market information to explore the current and future employment opportunities in a wide range of industries, sectors and occupations




Ability to explore and access a wide range of academic and vocational learning and skills pathways



An extensive range of partner resources for teachers/practitioners that support embedding the Career Education Standard and Career Management Skills within the curriculum



A dedicated area for parents and carers with useful information and advice to support effective career conversations with children and young people at any age and stage



A landing page for the veterans community providing career information and advice and links to a wide range of partner sites offering veterans support

Tracking Outcomes for Young People

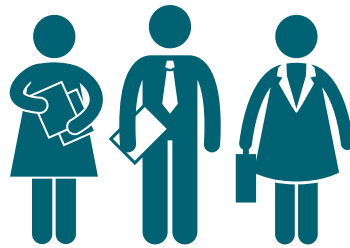
Opportunities for All is the Scottish Government's commitment to offer a place in learning or training to every 16–19 year old not currently in employment, education or training.

As a key delivery partner of the Scottish Government's Opportunities for All policy, we work with partners to strengthen the intelligence on young people's destinations and career aspirations. The 16+ Data Hub provides a single source of information on the participation status of young people in Scotland and ensures that those individuals who are not participating are supported, either by SDS through our Next Steps service or another organisation within our extensive network of partners. This ensures they have access to the range of learning and skills pathways available and are able to progress in their career.

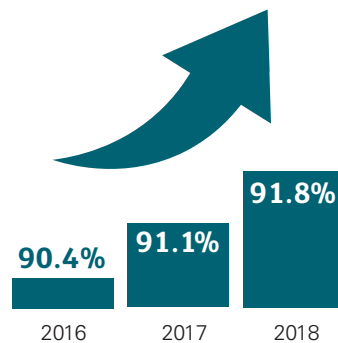
Effective partnership working and engagement are fundamental to the quality of information being shared through the 16+ Data Hub. This not only supports young people to participate in the labour market but also provides a rich source of evidence that is used by partners to plan their provision at both a strategic and local level.

The combined data set allows Scottish Government to track the activities of those in the Opportunities for All customer group, and report on this through the Annual Participation Measure.

Annual Participation Measure



The percentage of 16–19 year olds participating in education, training or employment increased



“One of our greatest challenges is tracking our young people who are educated outwith the local authority area and the data hub has helped enormously with this.”

.....
Maureen Quinn, NEET Co-ordinator
More Choices More Chances, Inverclyde Council

Education Scotland

We work with Education Scotland to support quality assurance and improvement across our delivery of CIAG. In 2013, Education Scotland commenced a six-year cycle of external assessment of our provision, with an aim to inspect delivery in each of Scotland's 32 local authority areas by March 2020. We have worked closely in partnership over a period of rapid change to develop a quality framework which supports SDS's internal self-assessment processes, and underpins the external review of provision.

The fourth edition of [How good is our school? \(HGIOS4\)](#), published in 2015, explicitly embedded employability in one of the Quality Indicators (QI 3.3) for the first time. This self-evaluation and improvement guide now shapes the school inspection model, recognising that career education, supported by SDS, contributes to the overall performance of individual schools.

[The reports from all Education Scotland Reviews of CIAG delivery are available online.](#)

Since 2015 Education Scotland have reviewed SDS's CIAG services in 18 local authorities. The outcomes of these reviews inform Continuous Improvement Action Plans and sharing of effective practice across the country.

Examples of excellent practice identified through the review process include:

- Parental engagement
- Promotion of opportunities through partnership working
- Embedding career management skills and the Career Education Standard within the curriculum
- Supporting career choices in STEM subjects



Education Scotland completed reviews of our CIAG services in four local authority areas in 2017/18

100%

of our grades were scored as good or above

(sustained since 2015/16)



Example of Excellent Practice

Career Long Professional Learning delivery to teaching staff in Dundee

Education Scotland reviewed SDS delivery across Dundee local authority area in February 2017. Their Report highlighted excellent practice in St Paul's Academy, where SDS staff are providing targeted Career Long Professional Learning (CLPL) opportunities to school teachers.

Through joint working between the SDS team leader and a local head teacher, school staff were able to participate in workshops to raise awareness of Career Management Skills (CMS) and the Career Education Standard. The sessions also covered use of My World of Work online teaching resources, and demonstrated mock career guidance interviews using a teacher in the role of the pupil.


These workshops increased the teachers' knowledge and understanding of Career Management Skills and how career guidance is delivered in today's economic climate, using modern coaching tools. In addition, greater engagement with teaching staff has helped in raising the profile of the career adviser who is based within the school.

School staff described to Education Scotland how their understanding of Career Management Skills, and how they can be embedded into the wider curriculum, has developed.


Plans are in place to widen access for teaching staff to similar sessions in future.


Forward Look


With a strong commitment to continuous improvement and the need to respond to changes in the learning and skills environment, our priorities for development and delivery of our services in 2018 /19 are focussed on:


 Continuing to learn from our External Reviews of CIAG services in the following local authorities;

- Aberdeenshire
- Angus
- East Lothian
- East Renfrewshire
- Moray
- Stirling
- West Dunbartonshire

 Working with education practitioners to continue to progress the embedding of CMS into the curriculum.

 Further developing our approach to engagement with parents and carers as key influencers in young people's lives.

 Collaborating with Education Scotland on the development of further labour market focused career long professional learning resources for use in the classroom.

 Expanding the functionality of the data hub and develop the network of partners who are working with young people in Scotland to ensure they are receiving the support and opportunities they are entitled to.



Embracing technology and its role in delivering personalised online information and advice to customers and career influencers such as parents/carers and teachers.



Collaborating with DYW groups and schools to support their engagement with industry and how industry influences career information, advice and guidance.



Developing, in consultation with specialist partners, an Equality Action Plan for publication in 2019/20.

Responding to the 15–24 Learner Journey Review

Our services will continue to evolve in line with the recommendations of the Learner Journey Review. Central to this will be an increasingly personalised experience for young people, combining face-to-face engagement with an improved digital experience, designed to encourage interest and curiosity among young people in the world of work and to help develop their Career Management Skills.

