

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

A report by HM Inspectors

9 November 2018

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1. Introduction

The external review

The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Moray.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of outcomes and impact, service delivery and leadership and quality culture, using the 13 reference quality indicators outlined in external quality arrangements for the review of CIAG services delivered by SDS, 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 Moray, Education Scotland took the following area context fully into account.

Moray is the eighth largest council area in Scotland. The city of Elgin is central to a network of smaller market towns including Forres in the west, Keith and Buckie in the east, and the coastal villages of Findhorn, Lossiemouth and Burghead to the north.

The area has a population of around 96,000, and is predominantly rural. None of the areas considered to be within the 15% most deprived in Scotland are within its boundaries. However, Moray ranks highly for 'access deprivation' based on journey time to key services for its residents. In 2016, just over a third of Moray's population was in the bottom 20% 'access deprived' areas in Scotland. This presents challenges in terms of social isolation and the ability to offer services to key population groups.

Moray has a low-wage economy and is reliant on a small number of industries. The fluctuating occupancy rates of the military bases at Kinloss and Lossiemouth, also influence population levels and are significant contributors to employment and the local economy. The area has some of the strongest food and drink export businesses in Scotland, including some of the world's leading brands of whiskies. A number of premium international food brands are located in the Moray.

The Moray Economic Partnership (MEP) supports the local economy and provides leadership and strategic direction for the economic strand of the Community Planning Partnership (CPP). The economic partnership members are The Moray Council, Highlands and Islands Enterprise, Moray College University of the Highlands and Islands (UHI), SDS, Moray Chamber of Commerce, NHS Grampian, Highlands and Islands Transportation Partnership, Moray Strategic Business Forum, Cairngorms National Park Authority and Third Sector Interface Moray. The partners have jointly devised a programme of activities focused on skills and training, culture and tourism, development, transportation, inward investment and business growth.

There are eight secondary schools in Moray. Moray is an inclusive authority with no special schools. Children and young people with additional barriers to learning participate in mainstream education where possible. All schools have a partnership agreement in place with SDS outlining service delivery in schools, which is based on a needs matrix approach. From August 2018, all eight schools will implement a common timetable with the school day finishing at lunchtime on Fridays.

SDS Moray has a partnership agreement in place with Moray College UHI to deliver services to Elgin based learners.

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	satisfactory
Meeting the needs of stakeholders	good
Delivery of key services	very good
Management of service delivery	very good
Strategic leadership	very good

There is also one example of excellent practice which is described later in this report.

Section B: Customer progression and achievement

Areas of positive practice

- Over the last two years, the SDS Moray area team have made significant progress in improving the majority of performance measures.
- The 2018 Participation Measure has increased in the last year and Moray is now amongst the most improved local authorities in Scotland.
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased significantly over the last three years and is now above the minimum expectation.
- The proportion of P7-S1 pupils receiving a group engagement has improved significantly over the last two years from 35% to 97%, and is now above the national performance figure.
- The percentage of S2-S3 pupils making subject choice with a one-to-one engagement has increased significantly from 25% in 2016-17, to 90% in 2017-18.
- Overall, the percentage of secondary school pupils in Moray with a My World of Work (MyWoW) registration is above the national performance figure.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work is 62%. This is above the minimum expectation of 50%.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, sustaining for six months is 61%, above national performance level of 58%.

Areas for development

- The Participation Measure in Moray is below the national average and has been for the previous two years.
- The proportion of school leavers who enter a positive destination has fluctuated over the past three years and is currently below the national performance level.
- In 2017-18, the Moray area team did not meet the minimum expectation in five school Performance Measures.
- The percentage of Next Steps customers who have received a CMS assessment/Career Development Plan showing improved CMS, is significantly below the minimum expectation and the national performance figure.
- In five of the eight secondary schools in Moray, the number of pupils with a MyWoW registration is below the national average.
- The majority of the most recent Your Views survey indicators are below the SDS national average.

Section C: Meeting the needs of stakeholders

Areas of positive practice

- Careers staff deliver a range of appropriate services from the SDS Centre in Elgin. The office is bright, welcoming and easily accessible to customers.
- Staff help those customers who live in remote or very rural locations, to overcome transport barriers by delivering CIAG services from partner premises in Buckie and Forres.
- In all schools in Moray, careers staff are highly accessible and deliver a flexible service. All young people value the support they receive to make decisions about pathways and future career choices.

- SDS staff offer a highly flexible service and accommodate requests for services promptly. For example, SDS staff provide extended services in community-based locations to engage with pupils who are not currently attending school.
- Careers staff contribute positively to career long professional learning inset days for teaching staff which helps to raise awareness of CMS and the Career Education Standard (CES). In most schools, guidance teachers use CMS well to reinforce learning and discuss careers options.
- The Moray team works effectively with a range of partners to plan approaches to meet the needs of all customer groups. For example, they are collaborating well with national colleagues in developing arrangements to support customers to plan for opportunities when leaving the armed forces.
- The SDS Moray Equalities Champion supports colleagues within the area team to tailor and adapt services appropriately to meet the needs of specific groups of customers. For example, recent work to raise awareness of the needs of those experiencing mental health problems is ensuring appropriate and sensitive delivery of services.
- School and college staff value the input from careers staff in supporting students with additional barriers to learning to make career decisions, develop CMS and broaden their understanding of different routes into further learning and work.
- Careers staff are supporting almost all post-school customers to set clear career goals and are working towards achieving them.
- Careers staff work closely with school colleagues during Pathway Planning meetings. Relevant data is used effectively to target resources and identify the most appropriate pathway for young people.
- All partners express very high levels of satisfaction with the services they receive from SDS.
- Careers staff support care-experienced customers well to achieve and sustain positive destinations. They engage with a range of partners across the area through the Family Firm Policy to promote opportunities and help care-experienced customers develop their CMS.
- SDS respond positively and promptly to meet the needs of stakeholders. For example, employers and customers facing redundancy are supported well through SDS delivery of Partnership Action for Continuing Employment services.
- All headteachers speak very positively and enthusiastically about the services provided to their pupils by SDS careers staff.

Areas for development

- Almost all secondary schools in Moray have yet to implement the MyWoW Ambassador programme.
- All secondary schools in Moray are at an early stage of implementation of the CES.

Section D: Delivery of key services

Areas of positive practice

- Careers staff are highly regarded by school staff and pupils and work well with school colleagues to promote services within schools in Moray.
- Pathway Planning meetings are supported well by SDS staff to support transition planning, particularly for those customers at risk of not entering a positive destination on leaving school.
- Post-school customers value the comprehensive nature of the support provided by SDS staff to improve their confidence and wellbeing.

- SDS staff take good account of rurality and travel restrictions when scheduling engagements with customers. Staff make good use of SDS funds to reimburse customer travel costs.
- School-based career staff work well to deliver comprehensive one-to-one sessions for all third year pupils in Moray secondary schools.
- The strong links between school and SDS staff in the development and the promotion of the Moray Skills Pathway, are effective in supporting further employment and training opportunities for pupils in Moray.
- All customers who use the SDS centre in Elgin express high levels of satisfaction with the services they receive.
- The use of skills profiling for all third year pupils in secondary schools, has increased their awareness of the importance of developing and using their CMS as they progress through school to plan for their future opportunities.
- There are strong relationships between careers staff and school guidance teams which ensure timely and effective referrals for pupils, in accordance with their individual needs.
- Staff establish positive and purposeful relationships during one-to-one interviews with school pupils and Next Steps customers.
- SDS managers are supporting college staff to use data more effectively to identify the needs of customer groups and respond appropriately. Improved data sharing regarding learners who are likely to or have withdrawn from their college course, supports careers staff to intervene timeously and supports learners to enter an alternative destination.
- SDS staff have strong relationships with Home-School liaison workers. This helps them to re-engage young people in education or training and reduces the number of young people whose destination is unknown.
- All careers staff are knowledgeable and able to communicate effectively with partners and customers. They deliver activities to suit their customers' personal arrangements sensitively and effectively.
- School Partnership Agreements (SPA) are used well by SDS staff and school managers to plan and deliver services across schools in Moray.
- The delivery of services by careers staff helps pupils to explain confidently, the importance of developing their CMS, to understand the vocabulary of the CMS framework, and relate it to examples where they have developed relevant skills.
- Careers staff take care to tailor approaches and resources to help customers of all ages to engage in group sessions to develop their CMS. The pace and content of group work sessions is engaging and includes a strong emphasis on active learning.
- The delivery of one-to-one engagements and group work activities by careers staff is consistently strong and is effective across all customer settings.
- Careers staff use the coaching approach very well in all one-to-one engagements. Staff build positive relationships with customers and support them well to build confidence and resilience and develop CMS.
- The area team contribute to both the planning and delivery of opportunities for targeted S4 pupils. For example, the Meaningful May programme includes a range of appropriate activities to assist young people in further developing their CMS and their knowledge of the world of work.
- All staff contribute to Business Excellence Self-Assessment. The Continuous Improvement Action Plan is developed to take forward the actions arising from the self-assessment. Team Leaders monitor and review the progress of actions.
- Careers staff engage very well in team time, reflective practice sessions and observation framework activities, to discuss practice, share ideas, address challenges and plan service delivery.

- The area team use their work plan and continuous improvement plans well to drive improvements in service delivery.

Areas for development

- Although careers staff gather a range of informal feedback, the use of formal customer evaluation is not yet embedded fully across the Moray team.
- Most teaching staff in secondary school do not access or make use of, the wide range of online MyWoW resources to support subject delivery.
- Overall, teaching staff in secondary schools do not yet take sufficient account of local Labour Market Intelligence (LMI) when planning for subject delivery.
- In some schools, poor bandwidth is restricting access to and use of information and communications technology resources for careers staff.

Section E: Management of service delivery

Areas of positive practice

- SDS managers have developed strong links with a range of partners across Moray. They work well with key agencies such as The Moray Council, Moray College UHI, and the Moray Developing the Young Workforce (DYW) Board, to plan and deliver services to meet local need.
- Partners value highly the contribution made by SDS staff to the joint planning and targeting of services, which focus on making the most appropriate use of available resources and reducing duplication across partners.
- SDS managers have had a key influence in the development of the Moray Skills Pathway. They have ensured that the framework contains a strong emphasis on both CMS and CES delivery to support the aims of DYW.
- SDS staff work well with partners to plan and deliver a range of events which promote the routes and pathways into employment and further learning opportunities.
- Schools careers staff work effectively with Home-School link workers and specialist teachers to engage young people currently not attending school. They ensure that young people are supported well to develop their skills, including CMS, and help them achieve a positive destination.
- SDS staff have worked well with local schools to raise awareness of the importance of accurate data capture within management information systems (MIS). Schools are now more aware of the importance of the Data Hub in planning for positive destinations.
- The area management team regularly monitor the progress towards achievement of SPA delivery targets. Through ongoing meetings held with secondary school staff, progress is kept under review throughout the year.
- Moray College staff speak enthusiastically about the role SDS play in supporting vulnerable learners to engage in transition planning discussions prior to moving on from college programmes. This supports the college's role as a Corporate Parent and enables many learners to progress onto positive destinations.
- The strength of professional trust, and the quality of relationships, amongst both strategic and operational partners in Moray, is well established. This is demonstrated well through clear understanding and confident use of data to secure service improvement.
- Staff ensure that customers are aware of SDS General Data Protection Regulation Privacy Policy and how their data will be securely handled. This helps them to confidently discuss sensitive issues with careers staff.
- The information provided by SDS staff, through the provision of relevant LMI at Moray College, is helping to shape and inform future curriculum pathways to better meet the needs of local industry.

Area for development

- Some secondary schools do not ensure that data is kept sufficiently up to date within MIS systems. This impacts on the accuracy of planning for progression to positive destinations for customers.

Section F: Strategic leadership

Areas of positive practice

- SDS service delivery across Moray is aligned closely to the SDS 2020 vision for improving skills throughout Scotland.
- The Head of Region is a member of the CPP and ensures that SDS plays a central role in supporting the development of the multi-agency MEP.
- The SDS Area Manager is very accessible and well regarded by stakeholders, and plays a key role in strategic partnerships in Moray.
- SDS managers play a key role in ensuring that both CMS and CES are embedded within the Moray Skills Pathway. This is providing clear strategic direction to all partners for the delivery of DYW priorities.
- The area team is very committed to continuous improvement. Regular reflection on performance and progress towards delivery of the area workplan is supported by clear targets and actions for improvement. Progress towards achievement of targets is reviewed regularly with staff.
- SDS managers ensure that all staff are involved in the planning and design of services. Staff have welcomed the opportunity to become more involved and have shown enthusiasm and commitment in developing creative approaches to delivery of the service offer.
- The new approach to the SPA is being used well by SDS managers and is improving strategic relationships with school leaders and supporting the implementation of DYW priorities.
- All SDS staff are highly motivated and enthusiastic about the services they offer. SDS managers provide clear direction and clarity of purpose regarding roles and responsibilities and how these contribute to the performance of the area team.
- Team-working among staff is very strong. Staff members support each other well to deliver services effectively and contribute to the achievement of area targets. They feel empowered and trusted to develop approaches that meet the needs of customers.
- Managers have taken good account of the needs of staff during a period of uncertainty and change. They have implemented change management processes sensitively to help refocus and energise the team. This is leading to improved outcomes.
- Recent changes to the management structure in Moray have strengthened and improved leadership capacity and focus. SDS managers provide clear direction to staff and engage them in decision-making and planning discussions. Communication across the area team is strong and staff engage very well with each other and the management team.
- Staff feel trusted and respected. They are empowered to make decisions and adopt creative approaches to service delivery. The team is responding very well to strengthened team-working and demonstrates ownership and commitment to the achievement of targets and improvements to services.
- The Business Excellence Approach is used well by staff to reflect on team performance and identify actions for improvement.
- The area team engage regularly with colleagues from SDS across the North Region to share practice and learn from each other.

- SDS managers have a clear vision about what still needs to be done to further improve performance. Priorities for improvement are communicated well and understood by all staff.

Areas for development

- Although the area team have made significant progress towards improving performance, a number of targets for service delivery have not been met.
- The limited number of qualified careers advisers within SDS Moray is impacting negatively on the team's ability to assess and measure how Next Steps customers are developing their CMS.
- Overall, secondary schools are overly reliant on SDS careers staff to support the embedding of both CMS and CES within the curriculum.

Section G: Capacity for improvement

Over the last two years, the SDS Moray area team have made significant progress in improving the majority of performance measures. The 2018 Participation Measure has increased in the last year and Moray is now amongst the most improved local authorities in Scotland. However, the Participation Measure in Moray remains below the national average and the proportion of school leavers who enter a positive destination has fluctuated over the past three years and is below the national performance level. In 2017-18, the Moray area team did not meet the minimum expectation in five school Performance Measures. In five of the eight secondary schools in Moray the number of pupils with MyWoW registrations is below the national average.

Careers staff deliver a range of appropriate services from the SDS Centre in Elgin. The office is bright, welcoming and easily accessible to customers. Staff help customers who live in remote or very rural locations to overcome transport barriers by delivering CIAG services from partner premises in Buckie and Forres. SDS staff offer a highly flexible service and accommodate requests for services promptly. The SDS Moray 'Equalities Champion' supports colleagues within the area team to tailor and adapt services appropriately to meet the needs of specific groups of customers. All headteachers speak very positively and enthusiastically about the services provided to their pupils by SDS careers staff. However, almost all secondary schools in Moray have not yet implemented the MyWoW Ambassador programme and are at an early stage of implementation of the CES.

The strong links between school and SDS staff, for the development and promotion of Moray Skills Pathway, are effective in supporting new developments and opportunities for pupils in Moray. The use of skills profiling for all third year secondary school pupils has increased their awareness of the importance of developing and using their CMS as they progress through school and plan for their progress to employment or further education and training. All customers who use the SDS centre indicate high levels of satisfaction with the services they receive. Careers staff take care to tailor approaches and resources to help customers of all ages to engage in group sessions and develop their CMS. The pace and content of group work sessions is engaging and includes a strong emphasis on active learning.

The Head of Region is a member of the CPP and ensures that SDS plays a central role in supporting the development of the multi-agency MEP. The SDS Area Manager is very accessible and well respected amongst strategic partners in Moray. The area team is very committed to continuous improvement. Regular reflection on performance and progress towards delivery of the area workplan is supported by clear targets and actions for improvement. Progress towards achievement of targets is reviewed regularly with staff and team-working is

very strong. Staff support each other well to deliver services and contribute to the achievement of area targets. They feel empowered and trusted to develop approaches that meet the needs of customers. Recent changes to the management structure in Moray have strengthened and improved leadership capacity and focus. Managers provide clear direction to staff and engage them well in decision-making and planning discussions. Communication across the area team is strong and staff engage very well with each other and the management team on what is required to further improve performance. Priorities for improvement are communicated well and are understood by all staff.

Section H: Main points for action

- The SDS area team should ensure that all targets for service delivery are met.
- SDS managers should ensure that the area team has sufficient capacity to deliver the full range of career guidance services within the post-school service offer.
- The local authority should work with SDS to ensure that all secondary school pupils are registered with MyWoW and utilise online resources effectively.
- The local authority and staff in schools, should work with SDS to ensure that both CMS and CES are embedded within the secondary school curriculum.

4. Examples of excellence

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

The use of targeted, seasonal activity agreement programmes to support vulnerable young people to progress to a positive destination

Activity agreements are individualised programmes, designed to allow young people, who are at risk of not entering a positive destination on leaving school, to develop their skills and confidence. Through engagement in a variety of activities, young people are supported to prepare for employment, training, education or volunteering. The majority of young people who are referred to an activity agreement experience barriers to progression, such as lacking in confidence, having low self-esteem, or experiencing social anxiety. Due to the nature and complexity of these support needs, many are initially difficult to access or have problems sustaining engagement.

In Moray, the activity agreement programme is delivered on an individual basis. Staff from SDS and partners identified that this approach proved difficult to sustain during peak times, particularly for referral of school leavers in May or December. In response to the unmet need of this targeted group of post-school customers, SDS careers staff and Activity Agreement co-ordinators, led the development of an innovative new approach. The revised programmes, based on seasonal provision, is planned to coincide with peak demand, such as with summer and winter school leavers.

A more coordinated and systematic approach, builds on and utilises, the resources and skills of a range of partners. These include SDS careers staff, The Moray Council community learning and development team, and a range of employability providers, to broaden the number of activities available to customers. The introduction of a group-based approach supports young people well to develop both as individuals, and as part of a team, to gain new skills and build confidence. This approach also allows careers staff and other support agencies, to keep in touch more easily with traditionally hard-to-reach customers. Regular access to a range of key staff is supporting young people well to discuss and review their progress and plan for their next steps. In turn, careers staff and other agencies can intervene quickly if required, to provide additional, individualised support.

Engagement with the new programme supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.

Feedback from young people who have engaged with the new programme is very positive. Some of the young people involved describe their experience in the following short film clip: <https://vimeo.com/261092692>.

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.

Gill Ritchie
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 SDS, see <http://www.skillsdevelopmentscotland.co.uk/>.

Appendix 1

Glossary of terms

CIAG	Careers Information, Advice and Guidance
CMS	Career Management Skills
CPP	Community Planning Partnership
DYW	Developing the Young Workforce
LMI	Labour Market Information
MEP	Moray Economic Partnership
MIS	Management Information System
MyWoW	My World of Work
SDS	Skills Development Scotland
SPA	School Partnership Agreement
UHI	University of the Highlands and Islands
CES	Career Education Standard

Appendix 2

The external review process

HM Inspectors undertake an independent review of the quality of provision of CIAG delivered by SDS on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

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

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

This external review results in judgements of **grades** that express the external review team's overall evaluation of outcome and impact, service delivery and leadership and quality culture and a judgement on capacity to improve based on the evidence from all key areas, in particular outcomes, impact and leadership.

The report also uses the following terms to describe numbers and proportions:	
All	100%
almost all	over 91%-99%
most	75-90%
majority	50-74%
minority/less than half	15-49%
few	up to 15%

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Appendix 3

Policy context

SDS all-age CIAG services aim to support young people and adults to make a positive transition into continued education, training or the world of work. SDS achieves this by supporting customers in their development of CMS which lay the foundations for success in their future careers.

The services provided by SDS in schools are driven by the ambitions of Curriculum for Excellence. Accordingly there are significant interdependencies between the roles and responsibilities of schools and wider partners, the design and delivery of school curriculum and the services provided by SDS. Planning for successful service delivery through SPAs requires effective collaboration between SDS and its partners.

In March 2011, the Scottish Government published a framework for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, MyWoW.

In December 2014, the Scottish Government published Developing the Young Workforce – Scotland's Youth Employment Strategy. The recommendations of this strategy set out further changes to CIAG services, specifically in relation to the collaborative design and implementation of the CES (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 CMS in S2-S3
 - senior phase group sessions
- drop-in clinics for career management and employability
- opportunity for any pupil to request a face to face session

SDS School Targeted Service Offer consists of:

- targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- structured programme of one-to-one career guidance throughout the senior phase
- senior phase supported transition to a dedicated post-school team member for those who require ongoing support towards positive participation

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

- open access to public centres (47 locations throughout Scotland)
- access to MyWoW web service 24 hours a day, 7 days a week
- structured programme of one-to-one careers guidance
- employability support and group activity
- partnership approach including structured referral arrangements with DPW/JCP
- telephone access to SDS contact centre

SDS All age Service Offer (universal) consists of:

- access to MyWoW web service 24 hours a day, 7 days a week
- access to one-to-one career guidance
- telephone access to SDS contact centre
- partnership action for continuing employment
- integrated Employment System joint work activities with JCP
- open access to public centres (47 locations throughout Scotland)

Further information on SDS's services to individuals and employers can be found at www.skillsdevelopmentscotland.co.uk. MyWoW web service can be accessed at www.myworldofwork.co.uk.

Staff roles

SDS uses a number of titles to describe the roles of the staff. These include Careers Adviser, Work Coach, Trainee Careers Adviser and Personal Adviser. Throughout this report, the term careers staff is used to refer to all staff involved in delivering CIAG services.

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