

Career Information, Advice and Guidance in Scotland

A Framework for Service Redesign and Improvement

WEALTHIER & FAIRER

SMARTER

HEALTHIER

SAFER & STRONGER

GREENER

Career Information, Advice and Guidance in Scotland

**A Framework for Service Redesign and
Improvement**

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FOREWORD

This strategy makes clear this Government's commitment to all-age, universal Career Information, Advice and Guidance as a central feature of the Scottish skills system.



This is an important time to be setting the direction for Career Information, Advice and Guidance and for making clear our expectations of service providers, including Skills Development Scotland and its partners. Scotland's economy is strengthening and we have every reason to be optimistic about the prospect of continued growth. A solid skills infrastructure and a firm competitive base, with significant additional investment in skills and training in 2011-12, provides a strong platform from which to help grow the economy. And that means Career Information, Advice and Guidance is more important than ever in enabling people and businesses to develop their knowledge and skills in order to take full advantage of the opportunities before them.

But there is a compelling case for doing things differently if the Government and its agencies are to respond to service users: their expectations - of the services they receive and how those services are delivered - have become more demanding. What remains constant, however, is the need for professional support, especially for those who may struggle to get, stay and progress in work. Career practitioners have a vital role in helping people to develop their skills, including the skills to manage their careers throughout their working lives. Through use of new technologies and other channels, our aim is to enhance significantly the range and quality of services across the country - and make it easier than ever for people and employers to access Career Information, Advice and Guidance.

I am therefore delighted to publish this strategy alongside Skills Development Scotland's new web-service, My World of Work. Using MyWOW, people across Scotland will have a wealth of material, quite literally at their fingertips, on which to draw as they plan their careers, whether they're starting out in working life, or already on that journey. This flagship development marks a new chapter in the delivery of Career Information, Advice and Guidance in Scotland about which we should be excited and proud.

Angela Constance MSP

Minister for Skills and Lifelong Learning

EXECUTIVE SUMMARY

This strategy provides a framework for the redesign and improvement of Career Information, Advice and Guidance (IAG) in Scotland, recognising the diversity of the sector as a key strength. Whilst it is likely to be of interest to a wide range of stakeholders, it is primarily aimed at those organisations in Scotland responsible for the planning, management and delivery of Career IAG and those providing career-related learning. This includes Skills Development Scotland (SDS), our national skills agency; schools; colleges; universities; employability services and training providers. Local authorities and schools will have a particular interest given their lead role in implementing Curriculum for Excellence and in developing young people's skills for learning, life and work.

This is not a prescriptive framework; rather, it outlines the direction of travel for the future delivery of Career IAG that is affordable and sustainable, and meets effectively the wide-ranging needs of its users – including young people, adults in work, those facing redundancy or who are out of work, and employers. In doing so, it describes our expectations and the respective roles and responsibilities of SDS and the wider guidance community in helping people to develop lifelong career management skills; the support that will be available to those in greatest need; our approach to quality and continuous improvement; and how Career IAG should better support the needs of employers in their efforts to improve productivity and growth.

Our Vision

The Scottish Government is committed to all-age, universal Career IAG, with more and better support for those who need it most. This reflects the importance of, and our aspirations for, lifelong learning and our wish to provide high quality services for all.

Career IAG makes a significant contribution to delivering the Scottish Government's priorities, especially that of sustainable economic growth. It will do this by helping people make informed decisions about their learning, job opportunities and career options, ultimately, with a view to helping them get, stay and progress in work. This chapter highlights the case for joined-up, cost-efficient and sustainable delivery models. In particular, we make clear the Scottish Government's wish for SDS and partners to exploit new interactive technologies so that the many people who are able to can independently access state-of-the-art, online IAG resources in ways – and at times – that suit them best. This will enable intensive, face-to-face support to be more effectively targeted at those most in need.

Strengthening partnership

Partnership working is key to the delivery of high-quality, impartial Career IAG across Scotland. For it to be effective and meet the needs of all users, provision must be a shared responsibility, delivered by a range of partners, each playing to their strengths.

Here we recognise SDS's leadership role and the diversity of the IAG sector as key strengths on which to build universal and targeted services. We set out the Scottish Government's expectations of SDS and its partners in working better together to meet the needs of service users and make best use of their collective resources. Finally, we address workforce development and plans for supporting continuous improvement across the sector including through self – and, where appropriate, external – evaluation.

Empowering Scotland's people

Career IAG has an important role in raising aspirations, helping people to understand and adapt to the changing jobs market and to acquire new skills.

This chapter focuses on the importance of equipping people with the skills they need to manage their careers, and the need to help them to access information and other resources as the basis for making informed decisions. Whilst we envisage much greater use of new technology, we recognise the value of face-to-face guidance from appropriately qualified professionals. We particularly wish to ensure more and better support for those who need it most.

Supporting Scotland's employers

Scottish employers play an important part in achieving a world-class skills base by developing and making effective use of the skills of their workforce.

We emphasise the importance of joined-up, responsive services and support for employers – including business support and Career IAG – to help them become more competitive and better able to take advantage of emerging business opportunities. We also highlight the important contribution of employers to Career IAG, particularly in giving young people early insights into the world of work and raising awareness of new job opportunities and different skills needs.

Modernising Career IAG delivery

We need to ensure that the future service delivery model is user-centred, cost-effective and sustainable in the future. To do this, we will redesign and modernise the ways in which universal services are provided, making them more relevant and accessible.

This chapter outlines our expectations of SDS and its partners in achieving this. It highlights plans to make more and better use of new technologies, including online tools and resources, backed by professional advice when needed, whilst maintaining – and improving where possible – face-to-face support for people who need it most.

OUR VISION FOR CAREER IAG IN SCOTLAND

Our vision is for Career IAG¹ that supports the Scottish Government's Economic Strategy targets to increase sustainable economic growth and deliver high levels of employment. To help achieve this, we are committed to all-age, universal provision of Career IAG. This demands new and different services, partnership working of the highest order, and better use of our collective resources. Services should also offer good value for money and be sustainable into the future.

Access to high quality, impartial Career IAG – throughout working life – is more important than ever. People are likely to change jobs more often and to work in different sectors than in previous generations. Moreover, 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 Career IAG 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.

Career IAG in Scotland will need to be:

- **Independent** – respects the freedom of the career choice and personal development of the individual;
- **High Quality** – should be up-to-date, accurate and consistent, enabling people to make fully informed, confident choices;
- **Impartial** – is in accordance with the person's interests and is not influenced by provider, institutional or funding interests;
- **Informed** – should be based on a detailed knowledge of the changing labour and learning markets and emerging opportunities for career development;
- **Supportive of Equal Opportunities** – will promote equality, in line with the Single Equality Act 2010²;
- **Confidential** – individual's right to privacy in terms of their personal information and to know with whom, and to what end, it will be shared will be balanced with the need to share information in appropriate circumstances; and

1 Scottish Ministers have a statutory duty to secure the provision of careers services for people in “relevant education”. They also have the power to secure the provision of such services to others e.g. adults or those who are not in “relevant education”.

2 Career IAG must not discriminate on the basis of gender, age, disability, ethnicity, religion and belief, social class, sexual orientation, gender reassignment, maternity or qualifications and prior achievement.

- **Holistic** – individual needs and circumstances will be taken into account, with Career IAG forming part of a wider package of support where appropriate.

Delivering this vision demands effective leadership by SDS and strong partnership across the guidance community, with better, more integrated services and increased use of new technologies. In particular, we want people to develop their career management skills, to be able to access services independently and to receive high quality advice and support from professional career practitioners when needed. We also want to ensure more and better face-to-face support for those who need it most – including people furthest from the labour market who are likely to struggle to get, stay and progress in work.

STRENGTHENING PARTNERSHIP

The diversity of the IAG sector, where organisations play to their strengths and complement each other, is an asset on which we must build. However, we need to deliver better results in terms of people's career choices and job outcomes; and we need to make best use of our collective, limited, resources. We must therefore enable more people to help themselves, exploit to the full the technologies that most of us now take for granted, and provide more and better support for those that need it most.

This demands strong leadership and effective partnership across the sector.

Partner roles and responsibilities

Skills Development Scotland (SDS), our national skills agency and the key provider of career services in Scotland, is well positioned to act as the strategic lead in the redesign and improvement of Career IAG, working collaboratively with partners such as schools and colleges, local authorities and other public bodies to build the capacity of the guidance community.

SDS will therefore establish a framework to help people to develop career management skills, together with new web, telephone and face-to-face services to support career planning. These developments will sit alongside a comprehensive range of Career IAG services, including tailored support for those who most need it – for example, school leavers at risk of unemployment and unemployed adults. In addition, SDS will provide appropriate workforce development for its staff and work proactively with partners on joint CPD and opportunities for sharing good practice.

SDS has an important role in helping employers to make sense of the changing world, by clarifying what it means for their business and workforce, and how they can take advantage of emerging opportunities for business growth. They can also help employers to communicate their skills needs – so that skills and training interventions better meet these needs.

Improving outcomes, including up-skilling and getting people into work, is a large part of what **local authorities** and their **community planning partners** do, working with SDS and other partners. This includes support for people at key transition points such as young people who are looked after or leaving care, as part of their corporate parenting role³. SDS will continue to develop Service Delivery Agreements with local authorities and their community planning partners in order to support local priorities and improve joint planning and service delivery.

3 These are Our Bairns – <http://www.scotland.gov.uk/Publications/2008/08/29115839/0>

Schools⁴ are key deliverers of Career IAG for young people. Career-related learning and the development of career management skills offer a valuable context in which young people can develop the capacities of Curriculum for Excellence⁵. Moreover, Building the Curriculum 4⁶ makes clear that learning and teaching should harness the experience and expertise of different professions in order to develop young people's enterprise and employability skills and help them plan for the future.

In this context, SDS and schools will work together to provide opportunities for young people to access Curriculum for Excellence experiences and outcomes⁷ and to support teachers to use careers as an exciting context for learning.

The **Further and Higher Education Sector** plays an important role in supporting individuals to further develop their skills and qualifications. Colleges and universities are working with the Scottish Funding Council (SFC) to improve the quality of publicly available information on student destinations and career prospects in order to help people make better informed choices about their further and higher education options. SDS, working with college guidance teams, and the Association of Graduate Careers Advisory Services (AGCAS)⁸, in universities, will continue to work with students and graduates to ensure that they receive appropriate, ongoing Career IAG as they make transitions to future learning and work.

Jobcentre Plus supports people of working age from welfare into work, including the delivery of information, advice and guidance on job opportunities and payment of benefits. It will continue to work with SDS, as one of the key partners in delivering PACE⁹ and Integrated Employment and Skills (IES) services; and to provide up-to-date Labour Market Information (LMI) for use by career practitioners and other partners.

Additionally, a wide range of other organisations and representative bodies including the **Alliance of Sector Skills Councils Scotland**, the **Third Sector Skills Partnership**, individual **Sector Skills Councils (SSCs)** and **Industry Advisory Groups** play a key role in identifying and articulating the skills needs of employers, and in working with SDS and Jobcentre Plus to compile comprehensive and coherent, user-friendly and fit-for-purpose LMI.

4 Including residential/secure/off campus facilities

5 Successful Learners, Confident Individuals, Responsible Citizens, Effective Contributors

6 <http://www.ltscotland.org.uk/buildingyourcurriculum/policycontext/btc/btc4.asp>

7 <http://www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/curriculumareas/index.asp>

8 <http://www.agcasscotland.org.uk/>

9 Partnership Action for Continuing Employment - <http://www.scotland.gov.uk/Topics/Business-Industry/support/15419>

Continuous improvement

The Scottish Government expects all its public bodies to have systems and processes in place to continuously improve the quality and consistency of their services. This requires robust self-evaluation whilst recognising that external scrutiny, where appropriate, can play an important part.

We will work with SDS, professional bodies, the UK Commission for Employment and Skills (UKCES), the new Scottish Education Quality and Improvement Agency (SEQIA) and other partners, to develop an approach that supports quality and improvement in Career IAG, increases the capacity for self-evaluation and continuous improvement and provides independent external evaluation when appropriate.

Workforce development

We recognise that career guidance is a distinct, defined and specialist profession which demands a unique set of core skills and expect all career guidance practitioners to be professionally qualified. High quality, relevant, professional training and development is, therefore, critical to implementing this strategy effectively, building on the National Occupational Standards for the employability and the lifelong learning sector, developed by Lifelong Learning UK, and wider work on professional standards.¹⁰

Ongoing training and development will need to take account of new service delivery models which will see practitioners working differently with partners and clients, particularly to support those in greatest need. Moreover, delivery will increasingly involve a 'blend' of services, with a shift towards web-based self-service tools for the majority and telephone or face-to-face support where it is needed.

SDS will continue to work with schools to support teachers to set learning within the context of careers, enabling young people to develop career management skills in line with Curriculum for Excellence and to identify, with partners, those young people needing more tailored support.

All career practitioners will therefore need to improve their:

- knowledge and understanding of the Scottish economy;
- coaching and facilitation skills for use with specific groups of clients;
- joint working to support individual clients and to build the capacity of guidance partners; and
- competence and confidence in the use of new technology.

¹⁰ Currently being undertaken by Professional Bodies and in line with the Sector Skills Agreement and Action Plan for Scotland.

SDS has a key role in building the capacity of those who deliver career-related learning and the wider guidance community to deliver high quality Career IAG. This will involve working with partners to explore effective and cost-efficient approaches to, for example, joint CPD, the sharing of best practice and shared resources. For their part, working with SDS, SSCs are well placed to support career practitioners by keeping them up-to-date on changes in employment sectors.

Next steps

Develop a Quality Improvement Framework for Career IAG in partnership with SDS and SEQIA, professional bodies, UKCES and SSCs.	SG	August 2011
Engage with UKCES and Professional Bodies to develop high quality, relevant, professional training and development frameworks, building on the National Occupational Standards for the employability and the lifelong learning sector.	SDS	Scoping of training needs completed Summer 2011. Development plan by September 2011.
Investigate existing networks to raise the profile of Career IAG and strengthen partnership to enable sharing of good practice and to foster cross sectoral workforce development.	SG & SDS	Review over summer 2011.

EMPOWERING SCOTLAND'S PEOPLE

Career IAG in Scotland is well-established and highly regarded and, as such, is an important part of the education and skills system. But we cannot afford to stand still. The recently published Scottish Economic Recovery Plan: Update February 2011¹¹ places learning and skills at the heart of our strategy for growth.

Relevant and responsive Career IAG, as the key means by which individuals and employers can access skills, is essential in tying these things together.

High quality Career IAG that responds effectively to the changing needs of individuals and employers is, therefore, more important than ever. It must make more of a difference to more people – school pupils; students and graduates; those who are in work or out of work; and those with low or no skills. And the pressure on public finances demands it is delivered in ways that are affordable and sustainable. All this means we have to do things differently in the future.

All-age, universal services

This Government is committed to the delivery of universal, all-age Career IAG – that is, a service for all our people, irrespective of age. But it is equally committed to ensuring targeted support for those who need it most. The key features of effective IAG should therefore include:

- accessible, high quality, personalised and impartial Career IAG, with opportunities and experiences that help people to develop the skills they need to manage their own careers;
- more intensive, face-to-face support – including specialist help – for those whose career development needs are greatest, including Looked After Children and others who need additional support for their learning;¹²
- support for parents and carers so they can help their children to make the right decisions, at key stages of learning;
- ongoing feedback from users to improve service delivery; and
- state-of-the-art, online resources backed up with professional advice.

We look to SDS to take the strategic lead in the provision of Career IAG, but we recognise the role and contribution of many other agencies. For example, AGCAS Scotland leads on developing and providing Career IAG for those in higher education and those recently graduating, and organisations such as

11 <http://www.scotland.gov.uk/Publications/2011/02/24095442/0>

12 This will include Looked After Children, Care Leavers, young people with Additional Support Needs; young people who are in special schools or units or are educated outwith their home local authority, those with multiple and complex support needs and young offenders. See Valuing Young People – www.scotland.gov.uk/valuingyoungpeople

Young Scot, Age Scotland and The Age and Employment Network at the University of Strathclyde, are important if we are to realise our ambition for a truly all-age service.

Targeted support for those who need it most

Career IAG can make a difference in terms of getting – and keeping – people on the right track. We want to strengthen support for those likely to struggle to find, stay and progress in learning and work. Some people may experience difficulties from time to time or face challenges that distract them on their journey; others may have more complex and long-term barriers. It is particularly important that young people have the best start in adult life because we know that unemployment, when young, can damage their job prospects and life chances more generally – that is why we have a national indicator on school leaver destinations.¹³ We expect SDS and its partners to pay specific attention to the needs of these groups, for example through effective needs assessment, early and ongoing intervention and tracking progress, working together towards shared aims where appropriate.

Raising aspirations for all

Career IAG should be an ongoing and active process, building on foundations laid by the individual's educational experiences and their achievements.¹⁴ Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations.

We know that people form career ideas and identities at a relatively young age. It is therefore important that, at an early stage, they have opportunities and support to explore and consider a wide range of potential careers. That way they are more likely to develop an aspirational approach to their career choice throughout their learning and in later life.

Raising aspirations is a top priority for all Career IAG providers, and a key ingredient of wider collaborative action to tackle unemployment, poverty and inequality. We cannot over-estimate the capacity of good Career IAG to enthuse people about their future and to encourage them to aim high when considering and planning further learning and work.

It may sometimes be a challenge to encourage people to explore further learning, consider new or less familiar career options, and question stereotypes and pre-conceived ideas. Given the links between low educational attainment, health and socio-economic disadvantage, and unemployment,

13 <http://www.scotland.gov.uk/About/scotPerforms/indicators/schoolLeavers>

14 Building the Curriculum 4 – Skills for learning, life and work

particular attention should be paid to those whose qualifications and circumstances mean they are likely to struggle to get – and stay in – work.

After being made redundant David wanted to follow his dream of opening a games and comic book shop but was determined to seek professional advice first. He used SDS's Training for Work programme to help him open a unique store which has won him a Federation of Small Businesses Enterprising Student Award commendation.

David Wright, Kirkcaldy

Career management skills

We have already highlighted the importance of helping people to develop the skills they need to manage their own career. We want everyone to be able to make sense of the changing world of work, better understand their career choices, overcome barriers and fulfil their aspirations throughout their lives.

There is growing interest across Government and its delivery partners in “asset-based approaches”. Raising aspirations and improving people’s capacities, skills, and knowledge are a potentially powerful means of improving health and well-being and, in turn, their life chances. Asset-based approaches involve shifting the relationship between service users and providers. They mean supporting individuals to take control of, and manage, their own circumstances, not treating them as passive and dependent recipients of services doing things ‘to’ them.

We acknowledge this is not straightforward, nor a process subject to a quick fix. And it cannot be achieved without professional support. However, we believe that this is the right direction of travel for Career IAG. In fact it is, to some extent, characteristic of current service delivery.

In practical terms, by developing career management skills, we want people to:

- access and use effectively the full range of career management products and services at a time and place that suit their needs;
- identify opportunities to develop their learning goals and employability skills and understand how the labour market works – how to find a job, to appreciate how and why jobs are changing, and what sort of skills they need to progress;
- identify how they can progress within the workplace and equip themselves to do so;
- access the services they need, with partners working together to signpost them or, where appropriate, co-ordinate an integrated package of services; and

- be better able to take career decisions, to manage change and uncertainty by forward planning and to make confident choices for themselves.

Whilst this approach is relevant to everyone, irrespective of age and qualifications, it will inevitably look and feel different for different people. It is, therefore, completely consistent with the move, over the last few years, towards a more differentiated Career IAG service.

On leaving school, Connor went to his local SDS career adviser who provided him with the support and help required to point him in the right direction. It was here he discovered more about the Get Ready for Work programme.

Connor Frazer, 21, from Perth

Support for young people

The importance of effective and impartial Career IAG for all young people within the Senior Phase of Curriculum for Excellence¹⁵ cannot be overstated. To meet individual needs effectively, it should embrace the principles and practice underpinning the Scottish Government's efforts to improve outcomes for all children and young people: here, Getting It Right For Every Child (GIRFEC);¹⁶ the Additional Support for Learning Act (and Code of Practice);¹⁷ and Corporate Parenting are particularly relevant. Together, these provide a framework for co-ordinated, proportionate and timely service delivery, in which information sharing, needs-led assessment, and lead professional¹⁸ are key features.

For all young people, Career IAG should build on earlier career-related learning aimed at helping them to understand themselves, their strengths, weaknesses and particular interests, and to explore the world of work and possible career pathways.¹⁹ SDS has a pivotal role here, particularly in relation to universal delivery of 16+ Learning Choices, which aims to ensure

15 Senior Phase takes place in the final stages of compulsory education and beyond, normally around age 15 to 18. Schools will continue to be the main deliverer of the Senior Phase, increasingly in partnerships with other learning providers.

16 GIRFEC – see <http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec/programme-overview>

17 Additional Support for Learning Act 2010 – see <http://www.scotland.gov.uk/Publications/2009/11/03140104/0>

18 The lead professional is the person within a network of practitioners supporting the child and family who will make sure that the different agencies act as a team and the help they are all offering fits together seamlessly to provide appropriate support.

19 <http://www.ltscotland.org.uk/myexperiencesandoutcomes/healthandwellbeing/planningchoices/index.asp>

young people progress from compulsory education to the right post-16 opportunity. This role also extends to tracking and monitoring of young people and their post-16 learning choices through the 16+ Learning Choices data hub.²⁰

SDS should deliver consistent, high quality Career IAG across Scotland, ensuring equity of service for every young person. SDS should also collaborate proactively with schools, colleges and others, identifying and co-ordinating support for those young people who are at greatest risk of unemployment on leaving school. SDS will maintain that support for as long as it is needed, working particularly with Jobcentre Plus to support later transitions.

“If it wasn’t for my career adviser I would probably be doing nothing, just sitting in the house watching TV.”

Male Activity Agreement Participant, Glasgow.

We expect delivery of Activity Agreements to be one of the major ways in which the most vulnerable young people are supported in the Senior Phase of Curriculum for Excellence. SDS, and other partners, will be expected to deploy their key workers in support of Activity Agreement roll-out across Scotland based on the approaches developed by each local partnership. This will be planned at a local level, in partnership with youth work and other services.

In Highland, the 16+ Learning Co-ordinator and Activity Agreement Co-ordinators commented that the pilot could not have been delivered without SDS who played both the Lead Professional role as well as being the main referring route.

Evaluation of Activity Agreement Pilots, March 2011

Support for parents, guardians and carers

Parents, guardians, carers and the wider family are the key influencers of young people’s aspirations and choices. They want the best for their children and they want to actively encourage and support them to make sense of the changing world of work and current and future job opportunities.

However, some parents may worry about their ability to discuss and advise on current job options. They may not fully understand the career implications of the opportunities emerging as new industries develop – such as those in the green economy and creative industries. Equally, they might not know

²⁰ See section on Modernising Career Information Advice And Guidance Delivery

where to turn for help or perhaps their own experience may have put them off engaging with Career IAG services.

Parents do not need to be experts. So it is important that schools, colleges, SDS and others help them to understand the options young people have to develop their learning and skills – and indeed the benefits of doing so. We should also recognise that some parents and households may have limited experience of learning and work and that they may need more intensive and ongoing support.

Support for adults

Most adults will have developed career management skills, building on their life, work and broader experience. But many will be unaware of the changes taking place in the labour market, and will need help to understand what opportunities are available and what this means for them. For example, someone losing their job may need to acquire new skills or qualifications to help them find new employment. Others may want to change career direction and will need help to do so. For some, this may mean a short period of support; others may need help for longer.

We want to ensure that everyone has opportunities to develop and refine their knowledge of the learning and labour markets, and the skills to evaluate their options, by accessing online information, interactive resources and support from qualified and knowledgeable professionals where appropriate.

“When I heard I was going to be made redundant I was devastated. I had worked at the factory for many years and so I panicked. However, I knew I had to stay positive and looked at it as a new challenge.

“The help and support from PACE and the college was fantastic. PACE were on hand to help us all through such a difficult period. Going back to college was daunting at first but it enabled me to learn new skills and try something completely different.”

Karen Lilley, PACE Participant

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Supporting people who face redundancy or who have been made redundant remains a high priority for the Scottish Government. We therefore look to SDS to continue to co-ordinate PACE to a high standard and provide tailored responses that meet individual and employer needs.

Next steps

In partnership with local authorities, schools and the wider education partners; develop and deliver approaches, tools and materials that support the development of people's career management skills.	SDS & LTS/SEQIA	Pilot August 2011
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SUPPORTING SCOTLAND'S EMPLOYERS

Investing in and making effective use of skills at all levels of the workforce is critical to improving productivity and profitability and, in turn, to sustain economic growth. In a global economy, it is more important than ever that employers have the right people with the right skills to meet current and future business needs – and that their workforce can adapt to changing demands. Employers, therefore, need to provide opportunities for employees to gain new skills and to update existing ones. And, for their part, employees need to understand the importance of investing in their own skills development as the best means of improving their performance and job prospects.

Supporting employers

Currently, there is a wide range of support from which employers can draw to meet their business needs, the diversity of which presents both opportunities and challenges in terms of a more coherent and integrated employer offer. The Scottish Government recognises the need to simplify and strengthen this 'offer' in order to make it more responsive, accessible and joined-up for employers – small and medium sized businesses in particular.

Business Gateway, delivered by local authorities, currently provides business advice and support services to potential start-up and established businesses across all sectors. However, SDS, the Alliance of Sector Skills Councils Scotland, individual SSCs, Industry Advisory Groups, the Third Sector Skills Partnership, the STUC, trade unions and others all have a role to play in identifying, articulating and addressing the skills and wider support needs of employers and their employees.

Work is currently underway to look at how Business Gateway can develop its services in partnership with other public and private sector organisations to provide more joined-up services. For example, the Scottish Business Portal Programme – led by Government, in collaboration with public and private sector partners – will become the primary portal for Scottish businesses of all sizes and across all sectors. It will offer easier online access to relevant UK and Scottish business transactions, regulatory information and other guidance and support services.

Talentmap,²¹ developed by employers for employers, provides a simple framework to enable employers to navigate education, employment and skills systems in the UK – and to help them to find the funding and support they need to build and grow their people and their business.

21 <http://www.talentmap.ukces.org.uk/>

Additionally, SDS is reviewing its services to employers to complement those offered by local authorities, including the Business Gateway, Scottish Enterprise, Highlands & Islands Enterprise and other private sector agencies.

Supporting the workforce

Career IAG plays an important part in fostering a culture of learning within an organisation, motivating staff and providing opportunities for them to further develop their knowledge and skills. More specifically, it should:

- raise awareness of the personal and career benefits of improving their skills and encourage them to be aspirational;
- provide impartial and comprehensive information about how best to improve their skills in a changing labour market;
- raise awareness about enterprise and develop enterprising and entrepreneurial attitudes and behaviours;
- help businesses and their employees to identify the learning that best meets their current and emerging skills needs;
- clarify what financial support is available to both employers and their employees to make skills investment more affordable; and
- encourage employers to support future workforce development through mutually beneficial partnerships with schools and colleges, as an effective means of developing their own workforce.

Developing the skills of young people

Employers make an important contribution to Curriculum for Excellence, including supporting schools through work-related learning.²² This can be done through a direct relationship with a school, or one facilitated through SSCs and local authorities. It can include work-based assignments and project work, industrial visits, mock interviews, industry days and work shadowing, all of which help young people to develop their understanding of the world of work and employment. Central to this is the opportunity for young people to learn about enterprise and entrepreneurship and to start to develop the skills and attributes they need to set up their own businesses – irrespective of whether they decide to take that path in later life.

22 Employers and Young People Web Site – see www.employersandyoungpeople.org

“The process is mutually beneficial and you can see real bottom line benefits to your business as well as supporting the development of your future employees. Our role is vital and all employers have a crucial role to play in helping develop Scotland’s future workforce.

“Enterprise education is laying the foundations to create a generation of young people with a positive attitude to the world of work and the ability to achieve their full potential.”

Iain McMillan, Director, CBI Scotland

Improving labour market information (LMI) and its use

For employers to make informed decisions about how best to invest in skills development, they need ready access to accurate, up-to-date LMI about changes taking place in the economy in both the short and medium term. They also need access to high quality, impartial Career IAG to help them to understand the skills needs across their business, how best to address these, and to be confident about how skills investment will increase productivity and profitability.

SSCs are the primary source of LMI, with information supplemented by other organisations such as local authorities and Jobcentre Plus. To ensure a close ‘fit’ between labour market demand and skills interventions, they provide a range of high quality LMI on all their sectors directly to SDS which is used by career practitioners and other Career IAG providers when advising clients on career options and job opportunities.

SSCs will continue to work with SDS and Jobcentre Plus to ensure that this information is up-to-date and fit-for-purpose. SDS, in turn, has a key role in building the capacity of Career IAG providers to ensure LMI is used effectively and helps learners of all ages to make informed, realistic career choices.

The Scottish Government recognises the strategic importance of LMI and that improvement – both to its quality and use – demands the co-operation and contribution of many different partners. To that end, it will bring key stakeholders together to develop a new LMI Framework. This presents an opportunity to examine current information needs and emerging opportunities; identify options for improvement; and both clarify and formalise the roles and responsibilities of key stakeholders in providing national, regional, local and sectoral LMI.

Next steps

Work with partners including the Alliance of Sector Skills Councils Scotland, SSCs, Industry Advisory Groups, the Third Sector Skills Partnership, the STUC and Business Gateway to identify and articulate the skills needs of employers and employees across all sectors.	SDS	On-going.
With partners, streamline employer access to skills advice and support for Career IAG and improve integration with business support services.	SDS	On-going.
Publish a new Labour Market Information Framework.	SG	Summer 2011

MODERNISING CAREER INFORMATION, ADVICE AND GUIDANCE DELIVERY

High quality, professional support lies at the heart of Career IAG in Scotland. However, there is an important opportunity to significantly enhance service delivery through better use of new technologies.

People's expectations - of the services that are offered and how they are provided - have changed. Most young people have grown up with the internet and mobile phone technology and are highly capable and confident in their use. This is also the case for many adults. Increasingly, people turn to the internet for information and other resources - including social networking, web-chat and online video content. Given the importance of raising aspirations, these channels will encourage people to widen their horizons and use their own personal networks to develop their thinking on career options. Moreover, especially in remote island or rural settings, online resources offer more, easier and timely access to services.

"I have also used Facebook and Gumtree to look for jobs and every young person knows how to use computers and it is the quickest way to find out what you are looking for."

Work Experience Student working with SDS

The use of new technologies therefore present exciting opportunities to modernise Career IAG, consistent with the general direction of travel for other public services across the UK and further afield. It has the potential to transform the ways we help individuals - and those who support them - to develop career management skills, through easier access to Career IAG, backed with professional support where appropriate. And there are wider benefits too. Greater emphasis on online delivery and self-help will allow SDS and its partners to free up resources to provide more and better support for those who need it most. It also opens the door to a different kind of collaboration across the guidance community and beyond.

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My World of Work (MyWoW)

Online services form an integral part of high quality Career IAG and we therefore expect SDS and its partners to give priority to their ongoing development. SDS's new web-service, 'My World of Work', will significantly enhance the current national offer through a suite of tools and resources enabling people to plan, build and direct their careers throughout their working lives. MyWoW will include a CV builder, self-diagnostic tools and extensive information on learning, training and employment opportunities – the latter will build on the National Learning Opportunities Database (NLOD) and e-prospectus of post-16 learning opportunities.

Benefits of MyWoW

Service experience – MyWoW is a 24/7 service, offering dynamic interactive ways of accessing information, advice and guidance. With MyWoW, SDS will be able to provide enhanced services to a larger audience.

Innovation – the architecture for MyWoW makes use of current web technologies using open and common standards to allow for future innovation to be exploited.

Scaleability – MyWoW provides a robust platform on which SDS can scale up the provision of services, providing a platform on which further applications can be added.

This represents a paradigm shift in what has historically been available nationally, with scope to continuously improve content and interactive functionality in the future, in line with the needs of users, practitioners and wider partners. To that end, there is scope for SDS, AGCAS Scotland, Scotland's Colleges and LTS (in future SEQIA) and other learning providers to work together, to build on their existing resources and to improve the range and quality of web services. In particular, SDS will explore scope for closer collaborative working with GLOW, MySQA and My World of Work, in line with the Scottish Government's Technologies for Learning strategy.

SDS will also continue to work with partners to refine and develop the e-prospectus and consider the case for a common application process (CAP) for non-HE learning opportunities. This should take account of experience elsewhere in the UK and the potential business benefits for young people applying for post-16 learning, those who support them (including parents and career practitioners), and for learning providers. This is important: we want to make it easier for young people and their parents and carers to have access to high quality information on the full range of options and associated career pathways.

Of course, technology is not a solution in itself; and indeed, it might potentially be a barrier for those lacking digital literacy skills or without access to IT at home. The opportunity to acquire and continuously improve these skills remains a priority for the Scottish Government, together with access to computers and the web, currently facilitated by a wide range of organisations, including schools, colleges, SDS, Young Scot and The Age and Employment Network.

Partner data and information sharing

Better use of technology is also key to improving joint working and the efficiency and effectiveness of service providers – ultimately to the benefit of service users. To that end, learning providers have a continuing responsibility to maintain and update information on publicly funded learning opportunities currently held on the NLOD.²³

The Scottish Government will continue to work with partners to develop national solutions to improve systems, processes and practice for data-sharing. The most significant development in this respect is SDS's 16+ Learning Choices data hub which brings together and facilitates the sharing of relevant information on young people and their learning choices. By sharing information via the data hub, and analysing the information within, SDS and its partners can more effectively monitor, track and support young people through their learning journey. Moreover, such information will support service planning and delivery and national aggregated data for statistical use. It is crucial that all partners support SDS in ensuring the data supplied to the 'hub' is current and accurate.

“The implementation of 16+ Learning Choices in Glasgow has been instrumental in shaping and further enhancing our collective offer to all young people in the city. By introducing a unified approach to identifying our young people, their aspirations and their individual needs, we have been able to work with our wider delivery partners to ensure that our young people are supported to make the right choice for their post-school transition.”

***Maureen Baird - Vocational Education Manager, Education Services,
Glasgow City Council***

23 www.providercentral.org.uk

Next steps

<p>Improve data-sharing (including information on individuals to inform personal support, partnership information for more efficient service planning and delivery, and national aggregated data for statistical analysis) by further developing systems, processes and practice.</p>	<p>SG</p>	<p>Summer 2011</p>
<p>In line with evidenced user needs, continue to develop new online resources and tools, including joint solutions and capability to integrate with wider developments such as GLOW, MySQA and My World Of Work.</p> <p>The key immediate actions in this respect relate to maintaining and improving the capability and use of the NLOD, developing greater functionality across My World of Work, the e-prospectus and consideration of the development of a common application process for non-HE post 16 Learning Opportunities.</p>	<p>SDS</p>	<p>In line with Technology for Learning Strategy.</p> <p>My World of Work will be available from March 2011 and will continue to develop over the summer. Further consultation with partners and stakeholders will take place over summer 2011.</p>

GLOSSARY OF TERMS

In this Strategy, the term **Career Information, Advice and Guidance** or **Career IAG** is used to refer specifically to personalised support on learning and work pathways and on other key issues that impact on people's ability to develop and progress.

Career IAG is a combination of processes, facilities and opportunities, designed to enable individuals to prepare for and make effective decisions about their future in learning and in the labour market. This encompasses the acquisition, development, articulation and application of career management, personal and other transferrable skills. It includes an appreciation of self assessment and personal review techniques, LMI, career goal setting, decision making and action planning.

The **Guidance Community** includes SDS career practitioners and those providing career-related learning in schools, colleges, universities and the Third Sector.

Career Information – the co-ordinated provision of print, electronic and contact resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations; current and future employment, training and educational opportunities.

Career Advice – is a process, delivered individually or in groups, often using printed or electronic resources, which helps individuals to access and interpret specific information. It involves professional opinion, feedback and suggestions for action in relation to the communication, development and self presentation of an individual's career management.

Career Guidance – is a process, delivered individually or in groups (sometimes with reference to printed or electronic resources) which helps individuals to gain a clearer understanding of their career development needs and potential, an appreciation of the process of career planning, decision making and to clarify and attain their career objectives through the successful understanding and application of their career management skills.

Career guidance makes use of theories of career development, occupational choice, psychological and economic analyses and puts into practice a variety of frameworks for effective guidance delivery. This includes the use of techniques and tools which focus on personal challenge and growth. Career guidance practitioners are professionally qualified, normally to SCQF level 11.

Career Management Skills – align with the experiences and outcomes of Curriculum for Excellence and enable individuals to apply the skills to:

- develop personal awareness around likes, dislikes, strengths and weaknesses;
- gather, interpret and analyse career, learning and labour market information;
- explore options in learning and work and relate this to personal priorities and strengths; and
- take action to build a career pathway.

Career Education, or **career-related learning** – is a process of learning, designed to help young people to develop the knowledge, confidence and skills they need to make well-informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work. Successful career-related learning supports the acquisition of the whole range of knowledge, skills and attributes that contribute to the four capacities within Curriculum for Excellence.

Activity Agreement – is an agreement between a young person and an advisor that the young person will take part in a programme of learning and activity which helps them to become ready for formal learning or employment. The target group for Activity Agreements is the most vulnerable young people, for whom a positive transition into work or further learning is unlikely without intensive support.

Relevant Education – is defined by the Trade Union Reform and Employment Rights Act 1993 as “education involving full-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, and education involving part-time attendance at any educational institution in Great Britain, other than an educational institution within the higher education sector, which is education of a description commonly undergone by persons in order to fit them for employment”.

EQUALITY IMPACT ASSESSMENT

The purpose of the equality impact assessment is to assess the impact of strategy on equality groups. There is a statutory duty to consider and address the impact of policy on particular groups (disabled people, women and men and different ethnic groups). In addition to these statutory responsibilities the Scottish Government also has a commitment to promoting equality in the areas of religion and belief, age and sexual orientation.

An Equality Impact Assessment (EqIA) has been completed for this strategy, in consultation with service users and representative groups. It considers the overarching policy implications - such as the move towards a more targeted service and more self-service tools, including online provision - and will influence the implementation of the strategy.

Specific service changes that result from the strategy may also be subject to their own specific EqIA. SDS, for example, will consider equality impact in the development of their online services.

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