

Review of the implementation of the Career Education Standard (3-18), the Work Placement Standard and Guidance on School/Employer Partnerships.

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Contents page

1. Context.....Page 3

2. Summary.....Page 4

3. Main strengths.....Page 5

4. Areas for Development.....Page 6

5. Creativity, Innovation and Impact examples.....Page 7

6. Next steps.....Page 10

7. Appendix 1 – Schools visited for the review.....Page 11

8. Appendix 2 – Schools visited as part of CIAG reviews.....Page 12

1. Context

In June 2014, the Commission for Developing Scotland's Young Workforce published its final report *Education Working for All!* In response to the report, Scottish Government and Local Government set out their Implementation Plans in *Developing the Young Workforce – Scotland's Youth Employment Strategy* published in December 2014. The plans identified key themes and milestones over the seven year lifetime of the programme.

In order to better prepare young people for the world of work, the report recommended that new standards for careers guidance and work experience be developed reflecting the involvement of employers and that all schools be supported by employers in long term partnerships. The following documents were published in September 2015:

- The *Career Education Standard 3-18* (CES): entitlements for all children and young people aged three to 18;
- The *Work Placement Standard* (WPS): expectations for young people in the senior phase of learning; and
- *Guidance on School/Employer Partnerships*: underpinning the delivery of the CES, the WPS and long term partnerships.

The standards and the guidance were published with the understanding that Education Scotland would evaluate the impact the documents were having, in light of experience and use, by March 2017. A team from Education Scotland visited 29 secondary schools, (appendix 1) provided on request by Local Authorities throughout the country, between December 2016 and March 2017. The evidence from nine secondary school inspections between August and December 2016 was also included in the review. In addition, the Career Information Advice and Guidance (CIAG) reviews, carried out by Education Scotland between September 2016 and March 2017, recorded evidence about the implementation of the standards through visiting a further 30 secondary schools (appendix 2). An online survey was established to maximise the participation of as many people and organisations as possible for the review. The survey received over 435 responses from practitioners, local authorities and parents. In addition, a bespoke survey for employers, delivered on behalf of Education Scotland by the Federation of Small Businesses (FSB), attracted 46 responses. Questions on the review of the standards and guidance were also included in the annual Skills Development Scotland (SDS) Headteachers survey.

In summary, the purpose of the review was to ascertain answers to the following questions:

1. To what extent have the standards and guidance been implemented and has the pace of implementation been sufficient in order to direct the next stage of activity and focus? There was a particular focus on the CES and how it was being implemented in secondary schools, alongside the expansion of the SDS service offer.
2. Are the standards and guidance ambitious enough to deliver the aspirations of the DYW strategy?

2. Summary

Senior staff in schools, local authorities and SDS careers staff are using the *Career Education Standard 3-18 (CES)*, the *Work Placement Standard (WPS)* and *Guidance on School/Employer Partnerships* as a platform to promote and develop DYW in their schools. The use of the standards and the guidance to align and co-ordinate activity is still at an early stage and, as a result, almost all teaching staff, young people and employers are unaware of the entitlements and the expectations within the standards and guidance. The academic year 2017-18 will mark the midpoint of the seven year programme. In order to maximise the benefits for children and young people of on-going learning and improvements in their schools, and emerging developments and opportunities from the DYW programme as a whole, the review has identified a need to increase the overall pace of implementation in the use of the standards and guidance.

The review identified many examples where schools are working effectively with partners to develop the young workforce using a range of innovative approaches and a strong focus on delivery. Some of these examples are highlighted in section 5 of this report. These included encouraging teaching staff to embed DYW within their practice, by, for example, linking their subject material to young people's career aspirations, labour market information (LMI) and the skills that employers require. In most schools, however, this was at a very early stage of development. The on-going work on developing young people's career management skills (CMS) through a range of relevant activities by career staff is not yet aligned or mapped to the entitlements and expectations within the standards. As a result, practitioners are missing opportunities to recognise where their work aligns with, and contributes to, the CES in particular.

The review found that, where schools are using the standards and guidance, staff considered them to be ambitious enough and helpful in focussing activities in a consistent and equitable way for the delivery of the DYW strategy. Almost all school leaders and practitioners recognised that delivery of the entitlements and expectations of the standards have the potential to improve their practice and the life chances of the young people they work with. In the schools visited, staff demonstrated clearly that there is a willingness to accomplish this as a priority and a determination to ensure their young people develop relevant skills and aptitudes.

3. Main strengths

Leadership

- Senior staff in schools are aware of the standards and are working well alongside SDS careers staff to ensure that all staff and young people understand their significance in supporting the delivery of a relevant curriculum.
- In the cases where senior leadership in local authorities was clear about the DYW strategy, implementation was more effective, with a strong focus on deploying the entitlements from the standards.
- In almost all schools, senior staff have a clear vision for embedding the standards in the culture of the school and encouraging staff to deliver activities and approaches to engage young people constructively in developing their CMS appropriately.
- In most schools, the leadership team has embraced the DYW strategy and has made, or is planning to make, significant improvements to widening the curriculum and activities to help young people engage with career education in a diverse and meaningful way.
- Most schools have allocated a member of staff to act as DYW school lead, with senior staff holding policy responsibility for the strategic development work. In conjunction with a DYW lead from the local authority, they are helping to cement the principles behind the standards and the guidance within the school.
- The majority of employers that participated in the survey, and the schools visited, state that the engagement of employers with schools has increased in the last year and that employers are more involved in the design and delivery of learning experiences, as well as offering work placements.

Delivery

- In many schools, the increased involvement of the SDS career staff within the school has greatly improved their relationships with young people and teachers. Career staff have a key role in the effective delivery of the expectations and entitlements within the standards, and helping to develop young people's career management skills (CMS).
- Most schools have developed their links with local and national employers in order to provide meaningful work-based learning opportunities for young people. In some cases, schools have made significant progress on this agenda, offering a wide range of courses in consultation with employers, leading to the provision of relevant and meaningful industry relevant qualifications.
- Many schools are providing relevant opportunities and programmes, which actively challenge stereotypes such as gender bias, in a constructive way.
- Some schools have established DYW groups, composed of teaching staff, and in some cases young people and employers, to actively engage other teaching staff to integrate the standards within the curriculum and teaching approaches.
- In most schools, the use of CES as the template within the School Partnership Agreement (SPA) with SDS, in support of school improvement plans, is helping to focus activity specifically towards activities to develop young people's CMS.

- The majority of schools are beginning to engage with parents more pro-actively around career education and flexible pathways and embrace the significant opportunities that flow from them.
- SDS work with national parent groups supports the implementation of CES. This includes, for example, the nutshell resources being developed with the National Parent Forum, Scotland
- Many schools are beginning to benefit from a significant increase in the engagement of colleges with schools and the opportunities arising from this. However, the level of engagement can diverge significantly from school to school and between authorities.

4. Areas for development

- There is considerable variation in the progress made by schools in utilising the standards and the guidance and incorporating them in the curriculum and learning and teaching approaches.
- Although most schools are delivering relevant and meaningful activities to develop young people's CMS, staff are not yet linking these activities to the entitlements and expectations within the standards. This limits opportunities for consistency and planning for improvement.
- Almost all subject staff in secondary schools do not yet use the standards to inform their teaching or the development of the curriculum.
- In the survey, 47% of education respondents did not know if the introduction of the standards and the guidance had made an impact on the development of the CMS of the young people they teach. Over one third of responses in the survey were unaware of CES, and 43% unaware of WPS.
- In the same survey, 36% of respondents stated they occasionally related their learning and teaching activities to the world of work, and only 42% stated they occasionally held meaningful discussions about young people's CMS development and subject pathway choices.
- Almost all young people have little or no knowledge of the standards. In particular, almost all of them are unaware of their entitlements.
- From the survey, the majority of employers are unaware of the standards and the guidance, and a third of employers are yet to consider providing work placements.
- In most schools, work placements are still very traditional in their nature, and in rural areas in particular, there are not enough placements available for young people.
- In the majority of schools, the provision of flexible pathways in the senior phase to support learners' career aspirations is at a very early stage.
- The offer of work-based learning pathways in schools varies significantly. This reflects the context of the school and how well teaching and pastoral staff in school promote opportunities, such as college programmes, Foundation Apprenticeships and Modern Apprenticeships, to parents and young people.
- The traditional nature of timetabling and restricted column choices for young people in some schools, can also limit the chances that young people have to link their career aspirations to curriculum opportunities.

5. Creativity, Innovation and Impact

The review identified many examples of excellent practice from the visits to over 60 schools. The examples below offer a snapshot of the practice we think worthy of dissemination.

- **Carluke High School, South Lanarkshire**

The DYW lead in the school has identified *DYW Champions* - teaching staff who volunteer to help promote the DYW strategy with their colleagues in their departments. They deliver professional learning sessions to colleagues and encourage them to become aware of the standards and how they can help with developing CMS. This is part of the school's vision "*to provide all young people with the opportunities to achieve positive destinations.*"

- **Calderglen High School, East Kilbride, South Lanarkshire**

A young person's DYW group has been established in the school. One strand of their work is developing *Calderglen Alumni*, a project to engage young people who had previously attended the school and are now working, through social media. A *Learn through Work* week for S3 learners encourages employers to come to the school to highlight apprenticeships as an option for young people. The school organised a DYW career long professional learning (CLPL) event for staff, focussed on using LMI in their teaching. Local employers help staff identify progression opportunities and staff report they are more confident about discussing career progression with young people.

- **Caskieberran Primary School, Fife**

The school has used CES to develop career education and skills across the curriculum (<https://www.youtube.com/watch?v=kcyyi-reaxY>). Building on a successful enterprising learning culture, Caskieberran Primary School introduced a number of initiatives to enhance employability skills and a knowledge of career paths for learners from nursery to primary 7 and beyond. Some of the key features include diverse and long-term employer partnerships, a Careers Fair for all P7s devised with the help of P7 young people from the cluster primaries, establishing a Career Hub in the school aimed at First and Second level, establishing a career education *High Street* aimed at Early and First level, incorporating parents in career information and guidance sessions and forming a partnership with Fife College. For further information access the relevant interesting practice example at:

<https://education.gov.scot/improvement/pages/dyw14-career-education-in-the-primary-sector.aspx>

- **Education and Children's Services, Comhairle nan Eilean Siar (CnES)**

Young people in schools in the Western Isles, informed by appropriate and robust LMI, are exercising high levels of *personalisation and choice* to drive significant senior phase curriculum change in schools in the authority. For example, from zero provision, CnES schools now account for 25% of national Skills for Work Engineering Skills, National 5 passes. Strengthened relationships with employers now ensure that all vocational education programmes are certificated. The council has identified labour market priorities and staff from CnES Education services work with employers, SQA, and Sector Skills Councils to produce new industry-recognised national qualifications. For example, the National Progression Awards (NPA) in Harris Tweed and Local Food Production. A CnES e-Sgoil initiated SQA Maritime studies NPA is currently under development.

- **Craigroyston Community High School, Edinburgh**

In order to provide appropriate pathways for learners, staff at Craigroyston Community High School have designed a curriculum for learning, life and work. The curriculum helps to provide all learners with the opportunities to explore relevant career pathways leading to positive and sustained destinations. The senior management team placed a strong emphasis on employability when redesigning the curriculum to meet the needs of all learners. This vision is underpinned by a culture of high aspirations and the fostering of a *can do* attitude that staff, young people and their parents and carers welcome. To enhance learners' employability and CMS, the senior phase timetable supports young people to select from a wide range of work-related courses to work in industry, undertake apprenticeships or experience employment.

- **Mearns Castle School, East Renfrewshire**

There is a whole school approach to the implementation of DYW, with devolved leadership across a range of staff reinforced by widespread support from practitioners. The school's strategic plan for implementing DYW was based on the findings from a systematic whole staff audit of the CES and WPS entitlements and expectations. This was part of a local authority audit and is proving successful in focussing attention on developing young people's skills.

- **Mintlaw Academy, Aberdeenshire**

Senior staff have promoted a whole school approach to the implementation of DYW and incorporated many aspects of the strategy in the school improvement plan. They have chosen the quality indicator 3.3 from *HGIOS 4, Employability and Creativity*, as one of their improvement planning areas. This will provide time to consider how the DYW strategy and the implementation of the standards can help in their own evaluation and development of this key area. In addition, innovative responses include a DYW Twitter feed, an App for recording an individual pupil's skills progression and a very strong focus on equalities.

- **Nicolson Institute, Stornoway, Comhairle nan Eilean Siar (CnES)**

An audit in 2015 focused on DYW had indicated that making regular links between the world of work and lesson content was less secure in the Broad General Education (BGE) phase than in the Senior Phase. As part of a School Improvement Plan project on DYW in 2015-16, all staff undertook to ensure these links were made regularly in BGE classes. To ensure that this was being done, the phrase *Links made to the world of work* was added to the Professional Learning Record sheet which is used by senior staff to feedback to teachers on observed lessons. The Principal Teachers' summary sheet, which is returned to senior managers in the school, asks if an appropriate focus on *Skills for learning, life and work* has been identified in classes. Where this was highlighted as a concern, the link member from the senior management carried out follow up observations to support teaching staff.

- **Sanderson High School, East Kilbride, South Lanarkshire**

This ASN school has developed a *Position Statement* which states that “*all young people will learn about the world of work; and where appropriate all young people will participate in suitable work experience; and all young people will have a clearly defined and individualised pathway from S1-S6, resulting in sustainable, meaningful post-school destinations.*” Staff use the entitlements from CES to ensure these aims are put into practice and audit the skills the young people are developing. For example, staff in each subject area match their curriculum and teaching and learning approaches to the relevant entitlements from CES and the appropriate skills. The school has a good range of work placements for young people in the senior phase, which provides them with an excellent experience of the world of work and which links well to the curriculum.

- **Wallace High School, Stirling**

The school has a comprehensive support structure in place which is proactive in involving young people, parents, teaching staff, the local colleges, employers and other partners. A DYW group has been established to engage all teaching staff in the school and another across the Wallace learning community, incorporating 5 local primary schools. The DYW strategy is strong in the school and is embedded well in the culture of the school. The introduction of the standards has helped the school to engage with teachers and parents and deliver relevant opportunities and programmes in the senior phase. For example, the Engineering Education Scheme and the Go4SET programmes offer many young people an opportunity to develop their employability skills in real-life working situations.

6. Next steps – 2017/18

- Local Authorities and schools should ensure that the standards and guidance feature in their improvement plans, in line with the Scottish Government and Local Government seven year implementation plans, as set out in Scotland's Youth Employment Strategy.¹
- Education Scotland and SDS will continue to work with local authorities and schools to support implementation of CES. In particular they will focus on:
 - promoting awareness of the CES entitlements with children, young people and their parents and carers;
 - supporting practitioners to align and develop their practice with CES. This will include direct and online CLPL support and further development of the lesson inserts resources with teachers; and
 - further developing the use of the School Partnership Agreements (SPA) to support school improvement planning.
- Scottish Government will work with partners and DYW Regional Groups to support the use of the standards and guidance in the development of school employer partnerships and the delivery of intended outcomes in their range of work related learning activities.
- As part of the on-going work to support senior phase developments, Education Scotland will work with national and local authority partners to promote and support the implementation of the expectations for young people set out in the *Work Placements Standard* and to promote and support the development of school-employer partnerships.

¹ Developing the Young Workforce - Scotland's Youth Employment Strategy
<http://www.gov.scot/Publications/2014/12/7750>

Appendix 1 - Schools visited in each local authority:

Aberdeenshire

Aboyne Academy
Ellon Academy
Mackie Academy
Mintlaw Academy

Angus

Carnoustie HS
Monifieth HS
Websters HS

East Lothian

North Berwick HS
Ross HS

East Renfrewshire

Mearns Castle HS
Busby Primary

Eilean Siar

Nicholson Institute
Castle Bay School

Glasgow

St Andrew's HS

North Lanarkshire

Lanark Grammar
Carluke HS
Holy Cross HS
Our Lady's HS, Cumbernauld
Greenfaulds HS
Coatbridge HS

Orkney

Kirkwall Grammar
Stromness Academy

South Ayrshire

Carrick Academy
Marr College
Belmont Academy

South Lanarkshire

Sanderson HS
Stonelaw HS

Stirling

Balfron HS
Wallace HS

Appendix 2 – Schools visited as part of the on-going Career Information, Advice and Guidance (CIAG) review programme

Dundee

Baldragon Academy
Morgan Academy
St Paul's Academy
Braeview Academy
Harris Academy

Highland

Farr HS
Dornoch Academy
Inverness HS
Inverness Royal Academy

Renfrewshire

Glennifer HS
Johnstone HS
Mary Russell School
St Andrews HS, Renfrew
Castlehead HS
St Benedict's HS

South Lanarkshire

St John Ogilvie HS
Calderglen HS
Uddingston Grammar
Lesmahagow HS
Trinity HS
Larkhall Academy
Sanderson HS

West Lothian

St David's HS
Penicuik HS
Dalkeith HS
Lasswade HS
Beeslack Community HS
Newbattle HS
Saltersgate School

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