

Careers by Design

Overview of the Career Review and its recommendations

February 2022



Skills
Development
Scotland



Proudly part of
**Young Person's
Guarantee**

Background and Context

About the review

“Under the leadership of SDS, an implementation plan is developed to take forward the recommendations of Scotland’s Career Strategy”

“SDS should be asked to consider how best a career advice service could operate from early years right through until a young person enters employment.”

Sandie Begbie

Initial Report: Youth Guarantee –
No-one Left Behind

Feb 2020

Scottish Government published
Scotland’s Career Strategy, Moving Forward

Strategy recognises rapidly changing labour market and need to ensure CIAG is more obvious, accessible, personalised and joined up

Sept 2020

Scottish Government published Sandy Begbie’s Initial Report:
Youth Guarantee – No-one Left Behind

Identifies wide ranging resource devoted to career services and employability support – highlights importance of maximising impact

Recommends review of career services, highlighting importance of engaging with the third sector

Dec 2020

Independent Programme Board, chaired by Grahame Smith, established to oversee SDS’s work to undertake review

Defining career services



Career Information: providing career and labour market information about further and higher education, career assessments and tests



Career Advice: employment, job search and career advice (can be provided by someone other than a qualified careers professional)



Career Guidance: career counselling / one-to-one career guidance (cannot be provided by anyone other than a qualified careers professional)



Career Education: delivering career education as part of the curriculum either as a discrete subject or embedded in wider subject provision. Such learning can be both classroom-based and experiential



Brokerage: career learning by organising encounters with employers, trade unions and others (e.g. talks, career fairs, mentoring, work experience, volunteering and helping young people develop an understanding of fair work and work-related rights and responsibilities).

The career 'ecosystem' in Scotland

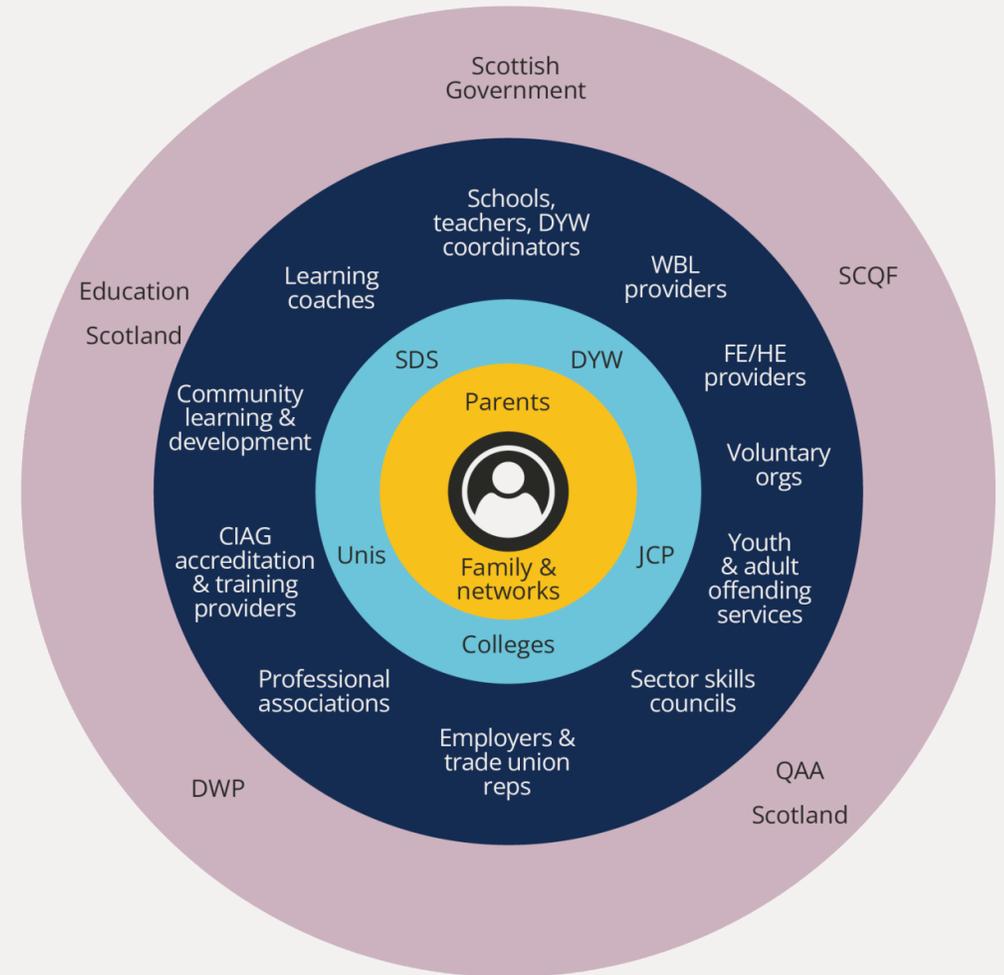
Career services are provided by a wide range of organisations and institutions

The following were in scope for the review:

- Skills Development Scotland
- Developing the Young Workforce
- Schools
- Colleges
- Universities

Our research indicates the organisations in scope:

- invest between £159m – 216m in career services each year
- have over 1,700 career related staff (1.2 million young people between ages of 5-25)
- career-related specialisms and qualifications are high in SDS and universities and low (but variable) within DYW and colleges



Context: drivers of change



COVID-19



The climate emergency



Industry 4.0 & disruptive technologies



Stretched public finances



A dynamic labour market



Poverty and inequality



Education reform



The changing nature of work

“Never before in human history has career guidance been more important.”

(Dr Anthony Mann, Senior Policy Analyst, OECD Education and Skills Directorate)

Approach

Review approach

- The most comprehensive review of Scotland's career services in a generation
- Leadership provided by independent Programme Board with representatives from all parts of the career system, chaired by Grahame Smith
- **Evidence-led, driven by insight and co-design**
- **Equity at the core of the approach:** each recommendation seeks to address inequality, informed by a comprehensive Career Review Equality Impact Assessment
- Remit focused on young people however in line with the all-age approach outlined in career strategy
- Recommendations represent transformational and deliverable redesign of career system
- Critical dependencies on and alignment to ongoing interventions in education, economy and society
- Burning need and opportunity to act quickly to maximise recovery and minimise scarring impact of pandemic

Customer centred, evidence led

Over 250 customer interactions via:

- Co-design labs
- Engagement sessions
- In-depth workshops
- 1-2-1 engagements

representing the range of service areas and protected characteristics



Iain



Amrit



Jaden



Annie



Sam

“It’s great to work closely with schools to provide the right information and guidance but it’s also very important to involve others such as social workers, parents, and even young people themselves.”

21-year old at college

Findings

Services in the 'ecosystem' are working...

Internationally recognised

Scotland has protected funding for services that are envy of many other countries

Prioritised within policy

Career services are central to Scottish Government policy

In demand and valued

Young people value career services - demand is high and growing

High quality national career service

Over 75% of SDS services are independently assessed as very good or excellent by Education Scotland

Professional workforce in schools and university

In-person career services are delivered by highly qualified practitioners in schools and universities

Growing partnerships between education and employment

The DYW infrastructure has started to bridge the gap between employers and education

Local structures, inc third sector, are effective at connecting people to services

Local Employability Partnerships and other local structures are key to joining up delivery on the ground and making sense of competing policies and priorities

“Scotland has been recognised as having a world class career guidance system that is often held up as an exemplar to other countries”

(Professor Tristram Hooley,

‘Exploring Scotland’s Career Ecosystem’

2020)

...but not for everyone

- Career education is **not embedded or prioritised** in curricula systematically
- **Insufficient resource to provide personalised 1-2-1 support** to every young person
- **Fragmented and complex** delivery landscape
- **Limited oversight** of the ecosystem
- **Demand often goes unmet** and is likely to increase
- Not all young people have **equal access**
- **Limited** professional guidance **resource in colleges**
- **Pressure on finances** and ‘**initiative overload**’
- Largely measured on **activity not outcomes**
- **Inequality and discrimination** continue to damage the life chances of many young people

“In school they don’t tell you what it’s like to go into work at all. You’re just learning maths, which doesn’t really, you know, teach you how to work with other people in a professional environment.”

(21-year-old at college).

How we can improve: design principles

The Service



1. Career services meet the dynamic aspirations and different needs of all young people



2. Career services build agency and equip young people with the skills to thrive in a changing world



3. Career services enable young people to expand their knowledge and experience of Fair Work

The Curriculum



4. Career experiences are integrated into curricula, practice and culture of the education system

The Ecosystem



5. An eco-system of assets delivering coherent and impactful career services for Scotland

Our recommendations



1. A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



2. Developing skills and habits essential for the future world of work

Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.



3. Creating person centred career services

Individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.



4. Experiential career education

There should be dedicated curriculum time for experiential work-related learning in all settings.



5. Community based services

Young people have a right to have to a wide range of opportunities, to experience the workplace and understand what fair work is.



6. Exposure to fair work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.



7. Digital enablement, empowerment & engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.



8. Clear roles for the delivery of career services

Where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.



9. Strengthening evaluation and continuous improvement

The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.



10. Creating a career services coalition

A coalition should be established that ensures the implementation of the Review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented.

A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.

The change

- A new career development model that provides a **national delivery framework** for any organisation supporting career choices.
- Its adoption drives **coherence and consistency** in the delivery of career services and ensures improved outcomes.
- It **helps clarify roles and responsibilities** across the ecosystem and ensures that reflection on career experiences is fundamental to the individual's progress



The outcome

“I know what learning experiences I can expect to take part in to help me make decisions about my career.”

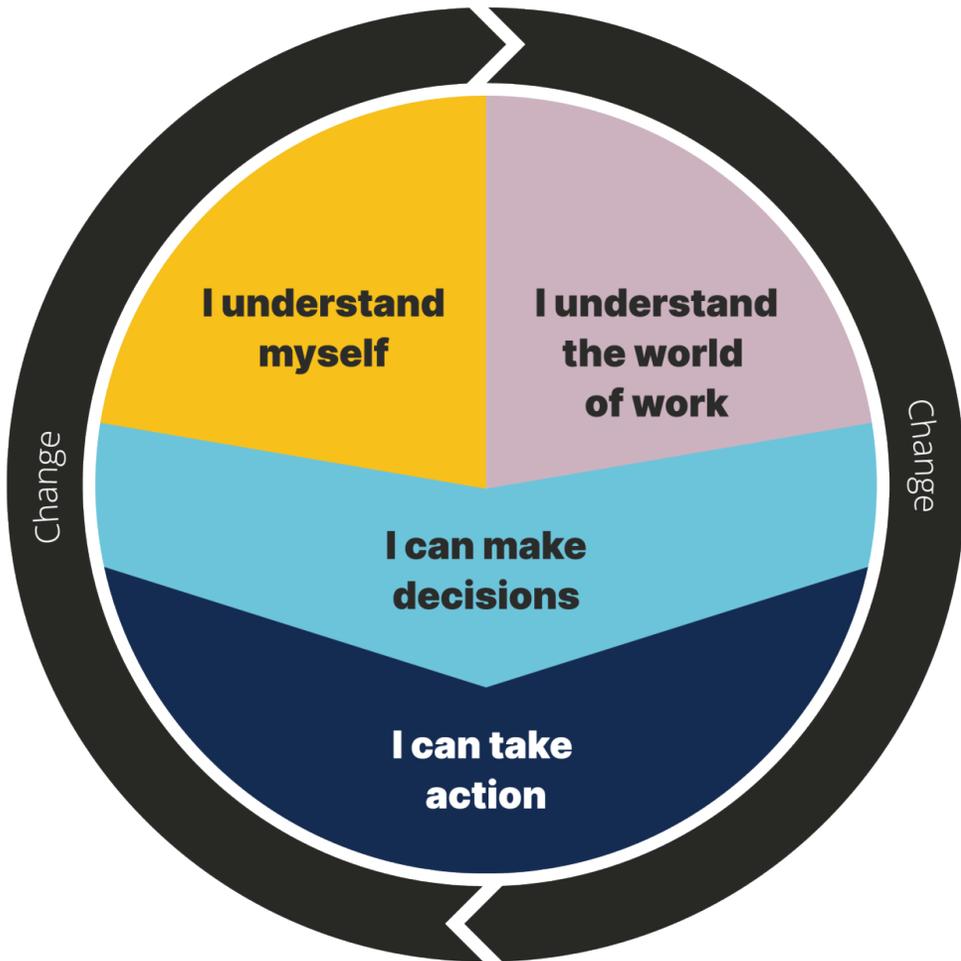
The equity impact

The model recognises each person as an individual with their own distinct needs. It offers meaningful and accessible support in career development, tailored to them when they need it.

It supports equity of access in any setting – meaning everyone experiences a similar standard of service irrespective of who is offering it.

A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



This **DRAFT** model defines what career services need to do. It simplifies and brings definition to the disparate set of services that exist today.

The evidence tells us that customers are most likely to benefit from at least one of the aspects of the service we have set out.

The model is described in an active way - its success for the individual is dependent on services providing *experiences*.

Actions can be carried out at different levels depending on age and stage.

We will continue to develop and co-design this model through the next phase of the review.

Developing skills and habits essential for the future world of work

Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.

The change

- Career education and services which **develop, recognise and accredit the skills and habits** that help people make informed choices, adapt and respond to the changing labour market.
- **Skills are given currency**, and the development of the skills to manage a career and thrive in the world of work are a cornerstone of all learning, education and employment related support.



The outcome

“I can describe, and I am developing, a set of skills for the world of work and that will help me manage my career.”

The equity impact

Collaborating with individuals throughout their own unique journey will offer diverse and equitable experiences, enabling the development of skills and career habits that help them thrive in the future.

Creating person centred career services

Individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.

The change

- A shift from a needs based approach to a **universal and lifelong asset based approach**, focused on strengths, building agency, resilience and flexibility
- **Young people's voices are fundamental** to all future career service development and delivery
- Services are **more relevant, impactful and universally accessed**.
- Services and practitioners have space to 'explore' changing need on an ongoing basis through professional practice
- Data sharing is enhanced in line with relevant legislation and regulations with information being shared between professionals at appropriate and relevant stages of transitions



The outcome

“I know that career services understand me, that they are there when I need them, and will help me get to where I want to be.”

The equity impact

Encouraging the exploration of each person's life, interests, morals, skills and values, building a narrative of their own story, deepening self-worth and belief in their contribution to the world.

Experiential career education

There should be dedicated curriculum time for experiential work-related learning in all settings.

The change

- Experiential **work-related learning is part of the ‘fabric’ of curriculum** design and delivery in primary, secondary, college and university
- Those delivering the curriculum are supported to **make connections to the world of work**
- Elements of the curriculum are **delivered in the practical setting of the workplace**
- **Young people understand the practical value of what they are learning** and how this learning can be applied in the world of work



The outcome

“In my learning I know there will be a range of meaningful activities that are hands on and help me understand and experience fair work.”

The equity impact

Each individual is entitled to access fair, just and purposeful work-related learning embedded within their curriculum that aligns with their goals and ambitions. All learning incorporates equality and diversity principles that challenge and overcome entrenched ideas about the world of work, such as gender stereotypes.

Community based services

Career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services.

The change

- **Services are available within and through the communities** with which young people identify and those involved in delivery are trusted by their community
- Services are **accessible and approachable and able to relate to the situation and needs** of those who may otherwise be disengaged
- Services are designed and delivered to **meet the needs of those with lived experience** of protected characteristics and other equality factors
- **Local Employability Partnerships** ensure that services are integrated, and investment meets the needs of individuals and the economy
- Formal career services work in **strong collaboration** with LEPs to deliver, leading to an improved learner journey



The outcome

“I know that within my community there are people who I trust to help me explore careers and I have access to the same chances as everyone else.”

The equity impact

All communities, their needs and values are appreciated, understood and accepted, so there will be fair and equitable career services.

Exposure to fair work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.

The change

- Young people understand their **entitlement to work experiences** at different stages of their learning journey
- Work experiences incorporate **a wide range of offers**, e.g. job shadowing, mentoring, employer / sector tasters, projects, challenges and other experiences
- A systematic approach is taken to **shape services against these entitlements**
- Entitlements are captured in a framework, which **defines outcomes, roles and responsibilities**
- Education and career service providers **understand employer needs** and how to engage effectively to overcome barriers to participation
- Young people **understand fair work** practices and their expectations of employers



The outcome

“I know I’ll get lots of chances to explore jobs and work in different ways.”

The equity impact

Every person is entitled to accessible and inclusive work-related experiences embedded within the curriculum that incorporates equality and diversity and aligns with their goals and ambitions.

Digital enablement, empowerment and engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.

The change

- A wide range of innovative digital tools provide **immersive and engaging career experiences** and services aligned to the Career Development Model.
- Digital technology **connects people to the right support at the right time**, in ways which are highly personalised, relevant and engage local communities.
- Digital services are **easy to access and seamlessly integrated** with face-to-face delivery.
- They provide the **highest levels of trust** and allow people to own their data.
- Public investment in digital technology is **systemic, fully realised and has no duplication**.



The outcome

“I find digital information and activities more inspiring, current, relevant and self explanatory.”

The equity impact

Through the development of inclusive, accessible digital services and tools all people can access inspiring, trusted and relevant content. This is complemented with access to professionally qualified, impartial 1:1 support to use, navigate, and process information..

Clear roles for the delivery of career services

Where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.

The change

- **Young people know who can help**, accessing the right support at the right time.
- A **common approach to career services** aligned to the CDM
- A system wide Target Operating Model **ensures integration** – no-one falls through the cracks
- The roles that deliver the CDM are **clearly defined and articulated**.
- **Practitioners are connected**. There is a long term, collaborative approach to practitioner professional development and qualifications (where relevant).
- Employers, trade unions and representative bodies find it **easier to engage** with the education system and career services.
- **Parents and carers are supported** in their key role as influencers.



The outcome

“I am supported by a group of people who know me and help me achieve my potential.”

The equity impact

The career ecosystem will inclusively offer accessible and dependable support throughout an individuals’ diverse life experiences.

Strengthening evaluation and continuous improvement

The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.

The change

- We **understand the difference** that enhanced career services are making
- We **measure outcomes** and monitor uptake of entitlements
- Clear key performance indicators help organisations **manage their performance**, allowing services to be refined and improved and evidencing return on investment
- A systematic quality assurance process ensures services are of **consistently high quality**
- Ongoing **evaluation leads quickly and directly to changes** at a national and local level meaning services are always improving and kept up to date with changes in industry.
- We understand the impact career services have on **wider economic and social objectives**



The outcome

“My growth/progress and level of satisfaction is measured to improve career services.”

The equity impact

The approach places importance on identifying outcomes that reflect individual goals, distance travelled and career happiness, and evaluate the quality and effectiveness of the career ecosystem for all individuals and its impact on wider economic and social objectives.

Creating a career services coalition

A coalition should be established that ensures the implementation of the Review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented.

The change

- A **coalition of delivery organisations, service users, practitioners and employers** take forward the recommendations in a collaborative way.
- The coalition ensures the **recommendations are delivered** and implementation is co-designed with users and stakeholders.
- The **coalition is led and supported by Scotland's national skills agency**, with collective ownership and accountability across members for implementation, change management and continuous improvement.
- **Young people and other stakeholders are involved in decision making** and continue to shape future services.
- The **careers and teaching workforce** and the trade unions that represent them are valued and engaged in the change process and in continuing to shape future services.



The outcome

“I have a say in how services are developed and delivered in a way that benefits me.”

The equity impact

The coalition ensures that equality, diversity and inclusion are at the forefront of career services, informed and represented by individuals with lived experience of all protected characteristics, key organisations and inclusive, fair work employers and trade unions.

Dependencies

- The review of Curriculum for Excellence and the SFC Review of coherence and sustainability
- Development of the National Strategy for Economic Transformation
- Policy integration
- Skills alignment
- The role of employers and business support
- Clear leadership, empowerment and accountability to deliver the change required
- A move to multi-year funding assumptions

Next steps

The Programme Board will work with practitioners, stakeholders, career influencers and those with lived experience to co-design and co-develop:

The future state target operating model and service blueprint

A detailed implementation plan

The career development model

The remit, functions and composition of the proposed career services coalition
inc understanding international and national structures and developing options for Scotland

A programme of further testing with all-age users

Engagement with wider policy developments
aligned to the implementation plan to ensure integration



Thank you

For more information, visit:
www.CareerReview.scot