

# Scotland's Careers Strategy

## Moving Forward

February 2020



Scottish Government  
 Riaghaltas na h-Alba  
 gov.scot

**Audience** The Scottish Government, all maintained primary, secondary and additional support needs schools in Scotland, local authorities, colleges, universities and higher education institutions, work-based learning providers, careers advisers, careers advisory services, employers, Skills Development Scotland, Jobcentre Plus, Her Majesty's Inspectorate for Education and Training in Scotland – Education Scotland, Scottish Funding Council, Scotland's higher education careers advisory services, Trade Unions, and other stakeholders involved in providing information, advice and guidance on career-related issues.

**Overview** This strategy was initiated by the Scottish Government to ensure the continuous improvement of career guidance services by enabling the closer communication and co-operation of all those individuals and organisations providing career education, information, advice and guidance services to the people of Scotland. The Scottish Government is committed to ensuring that the Scottish careers system contributes towards and supports the purpose, values and national outcomes set out in the Scottish Government's National Performance Framework.

### **Related documents**

[Scottish Government: National Performance Framework \(2019\)](#)

[Scottish Government Economic Action Plan 2018-2020](#)

[Scottish Government Fairer Scotland Action Plan](#)

[Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement](#)

[No One Left Behind: next steps for employability support](#)

[No One Left Behind: review of employability services](#)

[Developing the Young Workforce Career Education Standard \(3-18\)](#)

[15-24 Learner Journey Review](#)

[Career Management Skills \(CMS\) Framework for Scotland \(2012\)](#)

[Future Skills Action Plan for Scotland: evidence and analysis annex \(September 2019\)](#)

[OECD \(2019\) Skills Strategy 2019: Skills To Shape A Better Future](#)

[OECD Education Working Papers: Working It Out](#)

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## FOREWORD



Impartial career guidance and the development of career management skills have a significant contribution to play in, not only helping to deliver inclusive economic growth, but also in equipping individuals of all ages with the skills to plan and manage their career decisions; now and in the future. The type of society we will be in the future is reliant on the choices that people make about their future.

How we and our partners support individuals to make choices, and to access the career information, advice and guidance that will lead them towards the next step in their career journey, is crucial. I firmly believe that the key to achieving this is having high quality career information, advice and guidance support available to people when they need it, regardless of age, circumstance or background and which is accessible to all. It should also be delivered in a manner that treats people with dignity and respect and helps them take advantage of the existing and emerging opportunities in the economy.

We start from a place where we have a career support system in Scotland which is regarded internationally as one of the best in the world, but we should continue to strive to further enhance what we do and how we do it. Career services in Scotland are delivered by a multitude of different individuals and organisations. It is a strength of the system that different forms of guidance respond to the different needs of users, whatever their age, in or out of work. However there is a risk of inconsistency of support and of people missing out on the help they need.

This strategy therefore sets out our vision for a world-class, professionally-led, aligned and flexible system of career information, advice and guidance services which delivers for every citizen, regardless of where they live in Scotland, their age or circumstance. A system through which citizens can expect a high standard of support that meets their needs and when they need it most, a system that is fully interconnected to ensure citizens access the right people and services which includes employability and skills support.

My ambition is for an approach to career support, employability and skills development that focuses on the needs of the individual first and foremost. A system that builds on an individual's strengths and capabilities, is more joined-up and enables everyone to fulfil their potential. That is why we have also published

[Scotland's Future Skills Action Plan](#) to set out how we intend to meet our future skills challenge and why we are ensuring an employability system is put in place that is person centred and firmly focused on the individual's journey into work. We are working hard to tackle child poverty by focusing resources on maximising family incomes, boosting life chances and helping build sustainable communities. At the heart of this wider reform is our acknowledgment that our approach will require more effective integration and alignment of all our career, employability and skills support and services. We must have the systems and approaches in place to recognise and address the wide range of decisions, and in some instances barriers, some people can face choosing their education or training options; when seeking to enter into employment; or progressing through their career or learning journey.

When developing our systems and approaches, we must genuinely collaborate to ensure we fully utilise the resources we have and target them in a way that will provide the greatest benefits to people who need them most. It is only through co-operation and collaborative partnership between organisations to align and target support that we will be able to help all our people fulfil their potential in a way which makes the best possible use of the public investment in this area.

We have developed this strategy collaboratively alongside a dedicated working group, and I am grateful to all those involved for their time, commitment, expertise and passion they have shown. In addition, I thank Dr Deirdre Hughes for her expert advice and positive challenge through the development of the strategy. I look forward to working in partnership with the career information, advice and guidance sector to determine the actions we will take collectively to deliver on the ambitions of this strategy.

A handwritten signature in black ink, appearing to read 'Jamie Hepburn', with a long horizontal flourish extending to the right.

**Jamie Hepburn MSP**  
**Minister for Business, Skills and Fair Work**

## EXECUTIVE SUMMARY

This Strategy highlights the important role that career education, information, advice and guidance (CIAG) services in Scotland can play in helping to address future skills demands and deliver inclusive growth.

While Scotland has a national careers service delivered through Skills Development Scotland, the Strategy sets out how career services are also delivered by a number of other partners in a variety of settings. As a collective they are regarded as the 'careers system'. The vision for our careers system is:

**For a world-class, professionally-led, aligned and flexible system of CIAG services which delivers for every citizen, regardless of where they live in Scotland, their age or circumstance. A system through which citizens can expect a high standard of support that meets their needs when they need it most, a system that is fully interconnected to ensure citizens access the right people and services which includes employability and skills support.**

To make the most of these services and resources, the Strategy sets out the need to co-ordinate our approach and highlights the following range of key enablers: data sharing and usage; alignment in services including digital technology; and developing stronger links and referral into and across the careers system to provide a seamless learner journey.

To meet our vision for an enhanced careers system, the Strategy highlights the following overarching aims and principles:

- a national model for career education, information, advice and guidance services with shared principles adopted across education, training and employability services for young people and adults;
- a focus on strengthening collaborative partnerships and working more closely with target groups to co-create more CIAG designed to meet the needs of young people and adults;
- a sharing of knowledge and expertise in professional development for the CIAG workforce, quality assurance, and improved outcomes;
- a pan-sectoral leadership body focused on all-age CIAG provision and continuous improvement.

These shared high-level principles and ambitions for those delivering career services will ensure that every individual in Scotland has access to high quality and beneficial CIAG. A fully aligned lifelong careers system will help people build an understanding of their strengths and aspirations, make informed choices about learning and employment options throughout their lives and know how to find out about future opportunities so they can fulfil their potential.

The rapid changes within the labour market, and increasingly complex nature of career paths available, require flexible approaches to developing a career with numerous routes and pathways and recognition that career development is a central

part of life and not only a crisis point intervention. Helping people to overcome barriers and challenge inequality is fundamental to a successful careers system.

Building upon current policies and practices, we will work collaboratively across the careers system to deliver the Strategy's aims and embed its principles. A cross sectoral group will develop an implementation plan for delivering future service enhancements through a continuous improvement approach to ensure they are affordable, sustainable and that they make the most out of our resources. The implementation plan, along with a timeline for delivery, will be published by the end of 2020.

# INTRODUCTION



## **Dr Deirdre Hughes OBE Director, DMH Associates**

For both young people and adults, career information, advice and guidance (CIAG) is becoming ever more important. Never before have so many young people stayed on in education or entered the working world more highly qualified. As they go through the education system, young people need to make ever more frequent decisions about what education and training they will pursue, where they will study and what other experience they will require in order to enter the labour market with the knowledge and skills that employers want.

Not only do young people need to make more decisions than ever, the decisions themselves are becoming more difficult due to growing choice over education and training pathways and changes in how people work and what skills employers demand. Being able to respond to the increasingly fluid and rapidly changing economy, with different expectations of work, requires different skills to working for an employer in a traditional way<sup>1</sup>. Technological advances are significantly changing demand for skills and enabling, as in the 'gig' economy, new ways of working – with implications for adults as well as young people. The Organisation for Economic Co-operation and Development (OECD) estimates that one-third of UK jobs can be expected to either disappear or radically change due to automation over the next 10 to 15 years.<sup>2</sup> The adults already in work who are at greatest risk of getting caught out by this change are often those currently working in lower skilled jobs. This is a group already facing significant challenges related to in-work poverty (Institute for Fiscal Studies, 2018).<sup>3</sup> In the near future, a large proportion of the population will need to make new and more frequent decisions about retraining and upskilling. Already one adult in three can be expected to make use of careers information every year – that demand can be expected to grow.<sup>4</sup>

New and challenging economic conditions, including the United Kingdom's departure from the European Union, underline the need to maximise resources and to consider a dynamic approach to the design and development of career services across

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<sup>1</sup> Taylor, M. (2017) *Good Work: the Taylor review of modern working practices* (July 2017) - <https://www.gov.uk/government/publications/good-work-the-taylor-review-of-modern-working-practices#history>

<sup>2</sup> Nedelkoska, L. and G. Quintini (2018), "Automation, skills use and training", OECD Social, Employment and Migration Working Papers, No. 202, OECD Publishing, Paris, <https://doi.org/10.1787/2e2f4eea-en>.

<sup>3</sup> Institute for Fiscal Studies (2018) *Poverty and low pay in the UK: The state of play and the challenges ahead*. London. Retrieved from: <https://www.ifs.org.uk/publications/11696>

<sup>4</sup> <http://www.oecd.org/employment/skills-and-work/adult-learning/dashboard.htm>

Scotland. In such circumstances, the need for efficient and effective access to CIAG is critical.

The word 'career' describes a sequence of life and work experiences over time in a world where people's lives, education and labour markets are constantly changing. Everyone has their own unique career journey. This is a lifelong process of managing learning, work, leisure and transitions moving towards a personally determined and evolving future. For individuals who want to maintain their employability, career management skills are essential. High quality CIAG enables people to take stock of their interests and abilities, constraints and ambitions. It supports young people and adults to understand what opportunities are available and find prospects that meet their needs. It helps them to make better decisions about the education, training and experience needed to find first employment and later to change jobs and build successful careers. It helps people to make sense of the world of work and how to make it work best for them. It offers the opportunity to bring a sense of ownership and control to a complex and unpredictable world.

Research studies are clear about the need for career guidance – individuals' career ambitions are typically both heavily shaped by their social backgrounds (social class, gender, migrant status) and are often a poor reflection of actual employer demand.<sup>5</sup> In Scotland as elsewhere, employers often struggle in recruitment while ambitious and capable individuals find it hard to locate work that matches their aspirations. Research undertaken on the impact of career guidance on young people shows that provision can typically be expected to make a positive difference to learners, helping them into better paying jobs than could be otherwise expected. It is associated moreover with better academic achievement.<sup>6</sup>

What makes for high quality CIAG is now well understood. It is delivered by impartial and well-trained professionals, drawing on reliable and trusted labour market information and delivered in a wide variety of settings. High quality CIAG focuses on experience as much as information, and is enriched by plentiful first-hand exposure to the world of work. The process starts early and helps individuals to connect classroom learning with future working lives. It challenges expectations and assumptions that can be narrow, stereotypical and unrealistic. It broadens aspirations and targets especially those facing the greatest ultimate challenges in finding fair work.

In Scotland, as in many countries, CIAG provision is undertaken by large numbers of diverse providers – individual advisers, private, public and third sector organisations. This is a delivery model rooted in schools, colleges and universities, jobcentre plus offices, employment agencies, trade unions, and local communities. The challenge for national governments is to ensure that the benefits of services targeted around the specific needs of users do not lead to inefficient and fragmented provision, uneven quality or weak opportunity for peer learning and improvement. In this

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<sup>5</sup> Musset, P. and L. Mytina Kurekova (2018), "Working it out: Career Guidance and Employer Engagement", OECD Education Working Papers, No. 175, OECD Publishing, Paris, <https://doi.org/10.1787/51c9d18d-en>.

<sup>6</sup> Hughes, D., Mann, A., Barnes, S-A., Baldauf, B and R. McKeown (2016) Careers education: international literature review. London: Education Endowment Foundation. <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>

Strategy, the Scottish Government is working towards ensuring all users can expect high quality provision that addresses their often very different needs.

Scotland has much to celebrate as a world leader in universal and targeted CIAG services. The Strategy provides an opportunity to build on what works, to consider what more can be done to smooth individuals' transitions, and to create a fairer society with opportunities for all.

# 1. Vision

Skills play a key role in improving productivity, inclusive growth and fair work, which are all critical for Scotland's future success. For businesses, a highly qualified and motivated workforce helps to ensure profitability and competitive edge. For individuals, skills offer a route to increased earnings and obtaining personal fulfilment both at work and beyond. Scotland's skills system is one of the world's most successful and marks us out as an open, outward-facing nation which encourages foreign direct investment and economic growth. We want more individuals to access CIAG services that can help refresh their skills, work experience and qualifications on a lifelong basis. As we have recognised in [Scotland's Future Skills Action Plan](#), we must ensure the system adapts to meet the challenges and opportunities ahead.

A growing, innovative and inclusive economy is vital for Scotland. The Scottish Government's commitment to inclusive growth is built into Scotland's National Performance Framework, which provides a purpose not just for Government, but for the whole country. The Framework sets out a vision for a more inclusive society. Scotland is a successful country with opportunities that enable everyone to fulfil their potential. This contributes towards both the increased wellbeing of citizens and sustainable and inclusive economic growth<sup>7</sup>. At the heart of the Scottish Government's purpose lies our values for a society that treats all our people with kindness, dignity, compassion and respect.

**Our vision is for a world-class, professionally-led, aligned and flexible system of career information, advice and guidance services which delivers for every citizen, regardless of where they live in Scotland, their age or circumstance. We want to see a system through which citizens can expect a high standard of support that meets their needs when they need it most, a system that is fully interconnected to ensure citizens access the right people and services which include employability and skills support.**

## Where are we now?

There is a strong foundation of career services in Scotland, but the system is the sum of many parts. This brings the risk of incoherency, inconsistency and of people falling between the cracks. There are also a number of new challenges emerging

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<sup>7</sup> <https://www.gov.scot/publications/protecting-scotlands-future-governments-programme-scotland-2019-20/pages/6/>

A critical aspect of this inclusive growth is ensuring that every individual, especially those who face the most complex and challenging barriers, have access to career education, information, advice and guidance. This should start early in primary schools<sup>8</sup> and continue throughout life to support individuals to make informed choices about their futures. It raises aspirations and makes a positive contribution to society through participation in fulfilling learning and work.

Rapid changes of employment structures and labour market demands will require increasingly flexible approaches to developing a career with numerous routes and pathways. This, therefore, will require career support that ensures that individuals of all ages can recognise career development as a continual lifelong development process and not only as a crisis point intervention. CIAG services across Scotland must therefore be more visible to all and ensure accessibility at point of individual need.

Different people in society have different access to sources of useful information and support when it comes to accessing jobs, educational routes and career development opportunities. Making contact with people who make hiring decisions, with first-hand experience of training, further or higher education admissions, or who work in a field of interest, is a resource of great value – but such a resource is not available to everyone in equal measure. CIAG attempts to counter the inequalities in society linked to trustworthy, reliable access to career information and support.

### **The system needs to respond to new challenges:**

Structural changes are placing new demands on CIAG services with technological change, Brexit and changes in the organisation of work (non-standard jobs/'gig' economy)

- growing numbers of adults will need to job switch, retrain and upskill
- young people will need more support to make good decisions about their education and training choices
- those with the lowest levels of skills will need the most help
- CIAG provision will need to focus more on developing career management skills (as well as providing information and guidance)

It is of central importance that CIAG services pro-actively promote fair and equitable access to opportunities and challenge inequalities such as stereotyping. This means recognising and responding positively to diverse needs with respect to gender, sexuality, ethnicity, religion, disability, or age, and supporting those who may experience discrimination for their identity within these or other social categories. It also means pro-actively supporting those experiencing poverty, socio-economic

<sup>8</sup> Hughes, D. & Kashfekpakdel, E. (2019) Innovation in career development: starting early in primary schools In Kobus, M. (Ed) *The Handbook of Innovation in Careers Counselling*, Springer 2019.

disadvantage, or barriers related to their social class or status. This will involve supporting and encouraging individuals to access careers and industrial sectors where they are under-represented in order to address occupational segregation and widen the opportunities available to them.

For most people, having access to learning experiences and to fair work is an essential prerequisite to leading a fulfilling life. Experiences in work and learning have a profound impact on individuals' health and mental well-being. A universal service which allows people to explore, understand and access employment opportunities would have a key role in enabling people to access economically sustainable lifestyles. People should take responsibility for managing their own career, while the system should support individuals to develop the skills and build the confidence to do so. The system should also provide all-age targeted support to facilitate career decision making where the support is needed most. We believe that delivering this agenda is vital for Scotland's future wellbeing and economic prosperity, and to deliver a more diverse and inclusive workforce.

### What needs to be done?

There is a need for:

- A clear articulation of a universal entitlement
- Coverage which is comprehensive and joined up and utilises available resources most effectively (no-one gets left behind)
- Coherence and consistently high quality practice within the careers system
- Strong support for those in greatest need of support
- Strong focus on career management skills (as well as providing information and guidance)

We will achieve a more needs-sensitive deployment of resources through a more explicitly differentiated service model, underpinned by **a universal entitlement** in Scotland to access high-quality CIAG services. CIAG is not just an emergency service at a time of employment or unemployment crisis.

The changing labour market requires more **highly visible and accessible CIAG services** for people finding their way through the worlds of education and work. There is a need for coherent and consistent provision for all ages to enable individuals to undertake retraining/upskilling in an increasingly dynamic labour market.

This means having equitable access to **high quality practitioners and CIAG services** who can support individuals to develop their skills, including meta-skills<sup>9</sup>,

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<sup>9</sup> These are timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings. These are the skills that enable individuals to perform highly today; in a changed world of work they will be required by all of us - [https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40\\_a-skills-model.pdf](https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf) p.8.

and career management skills (CMS)<sup>10</sup>. These skills are critical to ensuring individuals can demonstrate adaptive resilience, can challenge inequalities and aspire to the opportunities that exist in a world of rapid change and digital disruption. For some people in some situations there is a need to go beyond the universal entitlement and harness the capacity of tailored CIAG to challenge inequalities within society.

This can only be achieved by **increasing the coherency and consistency** across delivery partners through closer communication, collaboration and co-operation between and across agencies. What needs to be different from the past is the creation of more inter-connected systems of lifelong learning and CIAG.

**The vision will be enabled by a high performing Scottish careers system, within which all strategic and delivery partners work collaboratively, adhering to common principles. The progressive development of both meta-skills and career management skills through an individual's learner journey and at key transition points is vital. This vision includes embedding and aligning CIAG services within all levels of state-funded training, employability and local community services.**

Moving forward to achieve this vision, the key goal is to have: -

- a **national model** for career education, information, advice and guidance services with shared principles adopted across education, training and employability services for young people and adults;
- a focus on strengthening collaborative partnerships and working more closely with target groups to **co-create more CIAG** designed to meet the needs of young people and adults;
- a sharing of knowledge and expertise in **professional development, quality assurance, and improved outcomes**;
- a **pan-sectoral leadership body** focused on all-age CIAG provision and continuous improvement.

With the objective of achieving more efficient and effective integration and alignment of all our career, employability and skills support services, we have paid particular regard to the scope for practical improvements in the way that various service providers are organised and interact with one another.

This strategy has set out a rationale for change. It articulates ways of moving forward and the outcome areas that it will seek to influence. This is not a road map of policy interventions – this will come later following further consultation.

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<sup>10</sup> <https://www.skillsdevelopmentscotland.co.uk/news-events/2012/june/careers-management-skills-framework/>

## 2. Career Provision in Scotland

The career sector is surprisingly broad with interests in CIAG and work-focused experiences ranging from primary school to post-graduate level, and with career information, advice and guidance, skills assessment and job placement covering the age range from early teens to retirement. There are at least three distinct categories of careers service providers, namely:

- those organisations whose primary function is career education, information, advice and guidance, for example Skills Development Scotland, employability providers.
- those organisations for whom career education, information, advice and guidance is an important part of their services, for example schools, colleges, universities, Department for Work and Pensions and local authorities.
- those organisations with an interest in CIAG provision, including trade unions, charities, and local community groups.

These services are delivered by a variety of providers working independently – through formal partnerships or informal arrangements – in a variety of settings. They cut across the responsibilities of different parts of the Scottish Government and local government and touch upon some elements of the services delivered by the UK Government's Department for Work and Pensions and the agency which delivers its working-age support service, Jobcentre Plus.

## **PARTNERSHIPS IN ACTION**

The Integrated Employment and Skills (IES) Partnership<sup>11</sup> is a partnership arrangement between Skills Development Scotland (SDS) and the Department of Work and Pensions (DWP) to ensure there are appropriate arrangements in place to identify and refer individuals for support between organisations, depending on their needs. Through Next Steps (where Skills Development Scotland is the lead Partner), customers receive targeted support from SDS when they are unemployed and seeking employment. The reference to 18 years is in relation to SDS Advisers then introducing the Job Centre Plus/DWP support to an individual that they may be entitled to. There are no eligibility considerations in place. SDS inform the individual of the support and will, in most cases, signpost to DWP or jointly case conference with the DWP staff to enable the customer to have a 'warm handover' to their services. All eligibility is dealt with through DWP.

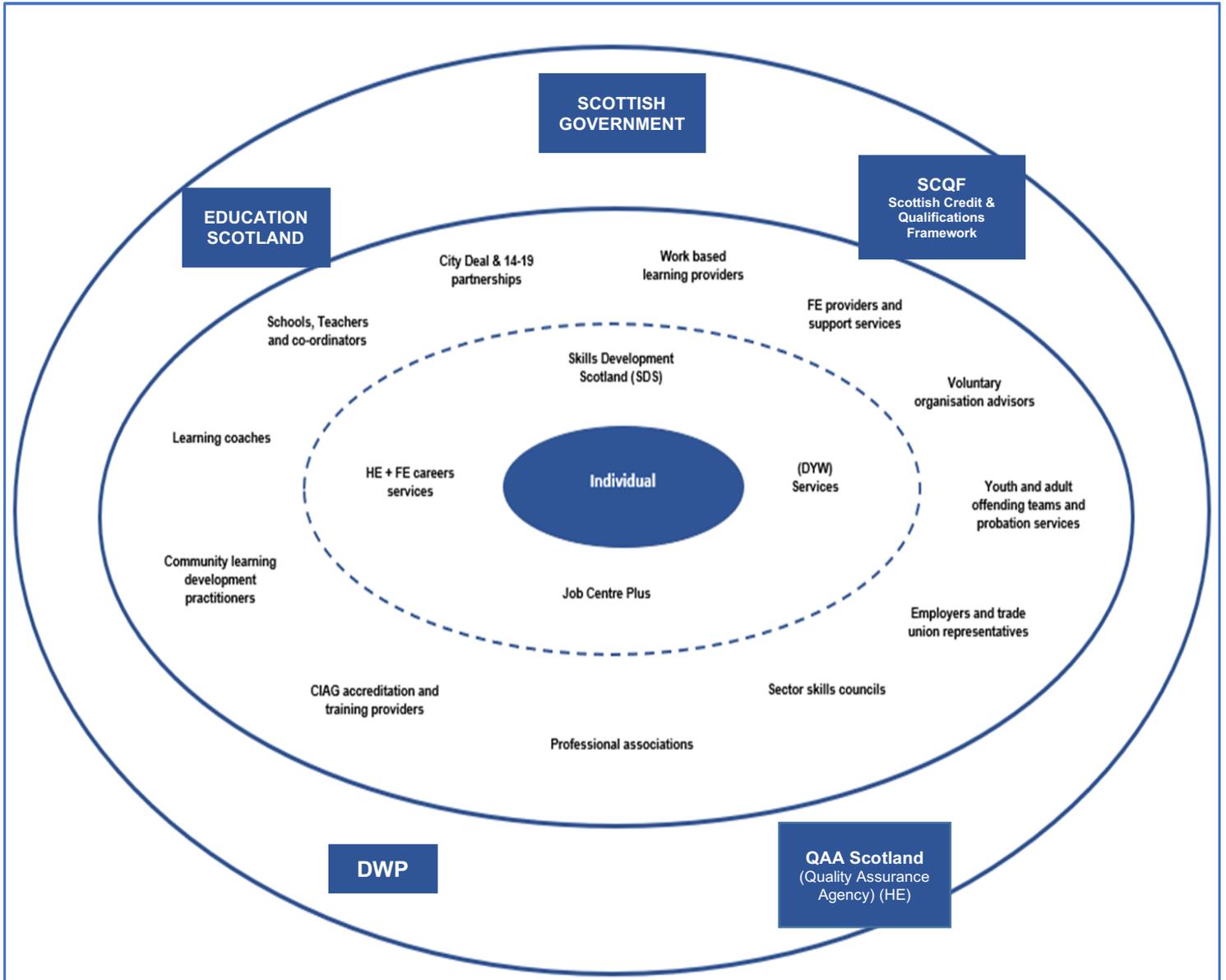
Similar arrangements exist for all age customers where DWP is the lead partner. The IES partnership enables DWP colleagues to make referrals where they feel a customer may benefit from career guidance as part of their career development. Career guidance enables customers to consider and navigate choices and changes that are upon them and assess their career management skills development needs. Career guidance is an impartial, customer-centred practice and DWP colleagues recognise the uniqueness of this intervention for certain customers.

Many differing organisations throughout Scotland contribute to the development of individuals' career management skills and employability experiences. As a collective, these are best described as a 'careers system' with relationships formed as part of, or sometimes separate to, the work of Skills Development Scotland.

Their common aim is to assist individuals at differing points throughout their lives to make educational, training and occupational choices and to manage their career within changing education systems and labour markets. Collectively, they represent a composite careers system that has evolved over time.

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<sup>11</sup> <https://www.skillsdevelopmentscotland.co.uk/news-events/2015/december/department-for-work-and-pensions/>



**Organisations and roles involved in the provision of CIAG and related services in Scotland**

## ***Scotland is renowned for its high quality and leading-edge career provision***

Scotland has an all-age, inclusive national careers service delivered by Skills Development Scotland which operates alongside services delivered by other partners. The organisation has careers advisers based in every state secondary school in Scotland, including additional support need (ASN) schools. For those not in school, including adults, there are centres in every local authority area throughout Scotland, in addition to an online presence and a telephone helpline. Skills Development Scotland provides a tailored service focused on individuals' needs, taking into account vulnerable groups and tailoring the service to best support them. No groups are excluded from access to the Skills Development Scotland careers service. This includes those in employment who are seeking to change or progress in their career.

### **My World of Work (My WoW)**

Underpinning the development of the Skills Development Scotland careers service offer is the 'My World of World' website and ambassador service, internationally recognised as a leading exemplar of dynamic online career provision. It includes 'MyKids Career' – a campaign to support parent(s)/carer(s)' understanding of the world of work and to engage in career conversations with their children – and the Veteran and Service Leaver landing page, co-developed with military personnel and veterans.

Twenty-seven colleges operate in 13 regions across Scotland, allowing them to plan regionally and deliver locally for the benefit of individuals, communities, the economy and wider society. They provide career management skills resources, advice and support, student development plans, CV/interview skills, career and application advice, career fairs, mentoring programmes and signposting.

Higher education institutions are autonomous but subject to legislation and regulation through the Scottish Government. The Scottish higher education sector includes 15 universities, the college sector, 2 small specialist institutions; 1 tertiary institution; and the Open University in Scotland. Activities include:

- Core services (offered by all CIAG services) include: skills workshops and seminars, career fairs, employer presentations, vacancy advertising including part-time and internships, transition skills development, 1-1 advice and guidance
- Value added services (offered by more than half of higher education career services and becoming increasingly common as service diversify and develop their provision) include: placement programmes, internships, alumni networking, employability awards, mentoring, and services to alumni/graduates

- Bespoke services (offered by a smaller proportion of services reflecting local needs and contexts) include: placement services, volunteering and business start-up support.

CIAG services are also delivered by a wide range of third sector organisations and by trade unions or human resource (HR) managers in workplace settings.

Scotland has a good reputation for strong partnerships rooted deep in local communities. But we cannot be complacent – the world of work is changing for young and old and what we know about CIAG and how it works is growing. There is heightened awareness of the changing nature of consumers' attitudes and behaviours, particularly in relation to accessing face-to-face, telephone and web-based services. Also, new and challenging economic conditions, including the UK's planned departure from the European Union, underline the need to maximise resources and to consider a dynamic approach to the design and development of career services across Scotland. In such circumstances, it is critical that we ensure all people are aware of how CIAG services can help them and how to access them. With greater momentum towards achieving this shared goal the design and delivery arrangements in the coming year(s) can be significantly enhanced.

#### **PARTNERSHIPS IN ACTION**

Partnership Action for Continuing Employment (PACE) is the Scottish Government initiative for supporting people affected by redundancy. Skills Development Scotland leads PACE delivery, working with partners including local authorities, the Department for Work and Pensions (through Jobcentre Plus), Citizens Advice, colleges and training providers. The extensive network of community-based organisations delivering various types of career, information, advice and guidance, employability and/or enterprise service in local communities is significant. These experiences and expertise need to be further harnessed and move towards a proactive approach.

#### **External Reviews**

Skills Development Scotland works closely with a wide range of key partners, including HM Inspectors of Education to quality assure and improve CIAG delivery across Scotland. The fourth edition of 'How good is our school?' makes employability explicit in one of the Quality Indicators. This is a quality improvement framework which is used by HM Inspectors when carrying out school inspections, recognising that career education, supported by Skills Development Scotland, contributes to the overall performance of individual schools. A similar approach is taken through the quality improvement framework 'How Good is Our College'. The Quality Assurance Agency for Higher Education (QAA) take a thematic approach to work with Universities in Scotland to ensure career services are meeting the needs of learners.

#### **Tracking outcomes**

One approach to aligning activity and supporting service delivery in Scotland is the 16+ Data Hub. This is a secure online portal which allows a range of partners to input and access a combined database of information (on individuals across Scotland aged between 16 and 24). The 16+ Data Hub has a range of reports,

drawn from a Skills Development Scotland client management system which holds information on service users of all ages, that help partners provide targeted support to young people, specifically those not in education, training or employment. The information includes details of all young people across Scotland aged 16-24 who are:

- receiving careers support
- planning on leaving school
- starting and withdrawing from college or university
- receiving benefits.

The exchange of data enables combined information on young people to be drawn down as reports that are tailored to partners' specific areas. Regular uploading of data by partners ensures these reports are up-to-date and informative.

The Annual Participation Measure is underpinned by a Customer Support System (CSS), updated by Skills Development Scotland and by partners (including local authorities/schools, colleges, Student Awards Agency for Scotland (SAAS) and the Department for Work and Pensions (DWP)). It allows all partners to better understand the impact of interventions and the outcomes they deliver at every transition point for 16-19 year olds. Local authorities and colleges can access their own data via the 16+ Data Hub at any time. As agreed by Scottish Ministers the Annual Participation Measure has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation.

### **Enhanced Professional Development**

We will support the development of a sector-leading coaching approach to guidance, where coaching principles are adopted to support the development and acquisition of career management skills for effective career decision making. Skills Development Scotland has also created a high performing specialist CIAG Academy approach to support continuous professional development among CIAG practitioners. The Academy's aim is to ensure practitioners feel confident in their knowledge and skills when carrying out their role. An evolving Continuing Professional Development (CPD) programme has been specifically designed to enable CIAG colleagues across Skills Development Scotland to develop and maintain the professional skills required to effectively support customers.

Two new apprenticeship frameworks - a Modern Apprenticeship (MA) and a Technical Apprenticeship (TA) - create new pathways into the post-graduate qualification in careers guidance. In addition, fully qualified, experienced practitioners have access to post-graduate research study at MSc level. The Skills Development Scotland Centre for Work-based Learning<sup>12</sup> supports policy development and best practice in Scotland by drawing upon lessons from international experience.

Skills Development Scotland have established a collaborative PhD programme, in partnership with the Scottish Graduate School of Social Science (SGSSS), to deepen links with the academic community and bring fresh thinking to skills and career development policy and delivery.

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<sup>12</sup> <https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/work-based-learning/>

Strong engagement within the model, and embedding insights from the research, is helping to provide a detailed and relevant evidence base that the careers system can draw on to evolve the learning and skills system in Scotland.

Within Skills Development Scotland, during the PhD programme knowledge exchange sessions are held with CIAG practitioners to share early findings and discuss application of research in practice. This enables practitioners to continue to reflect and evolve to be an adaptive, resilient service in a complex and exciting future.

There is a strong appetite to strengthen relationships between service providers and service users across the different areas of service delivery. A working group has shaped this vision and ways of moving forward to ensure the system continues to strengthen and improve in increasingly challenging circumstances. This requires a greater focus on:

- ways in which these services and relationships are co-ordinated, quality assured, monitored, inspected and evaluated; and
- ways in which services are well supported by:
  - professional standards
  - trained and qualified staff
  - capacity building and sharing resources
  - benchmarking/peer learning arrangements
  - cross-fertilisation of good/interesting policies and practices
  - evidence, impact and peer review
  - the integration of data collection, sharing and analysis
  - the optimum use of technology as means of both service delivery and service administration.

#### How will it be done?

- A national model will bring consistency, coherence and greater strategic direction to CIAG delivery
- Enhanced digital services will support service delivery and increase accessibility

### 3. NATIONAL MODEL OF DELIVERY: UNDERPINNING A UNIVERSAL ENTITLEMENT TO CAREER, INFORMATION ADVICE AND GUIDANCE

**To collectively address future skills demands, deliver inclusive growth and sustained economic prosperity for Scotland, publicly-funded CIAG providers will adopt a shared set of principles for helping individuals understand their aspirations, skills and contribution to Scotland. Career-related learning will start early, and be continued through lifelong career education, information, advice and guidance. This will enable individuals to build confidence and resilience, to make decisions and to apply their unique talents and skills in fast changing learning and work environments.**

The development of a 'National Model of Delivery' in Scotland will build on the strengths and diversity of the existing range of services available to individuals. Fragmentation can undermine coherency and accessibility for users, so improved alignment and inter-connectivity of CIAG products and services will enable individuals to seamlessly transition between institutions, organisations and practitioners. Moving forward, we will build on the strengths and diversity of the existing range of career and employability services. The model will enable a coherent blended approach, including both universal services for all and a targeted approach to service delivery for supporting individuals to develop their career management skills based on individual needs.

The way individuals can interact with career services must be made clear from the outset – career education, information, advice and guidance must be consistent, coherent and supportive. We will build on the entitlements and expectations embedded within formal education and through the implementation of the Career Education Standard 3-18<sup>13</sup>. The Post-16 Education (Scotland) Act 2013<sup>14</sup> placed a duty on key partners such as Local Authorities, Colleges and the Scottish Funding Council to share information, with Skills Development Scotland, on all 16-24 year olds in Scotland. Since the inception of the Act strong partnership working between Skills Development Scotland, Education Departments and secondary schools, has led to improvements in data such as: anticipated school leaving date and young people with a preferred destination and preferred occupation. This is designed to support the progression and transition stages of a young person's career journey.

The recommendations of the 15-24 Learner Journey Review report build upon the work being taken forward from early years onwards, including Getting It Right For Every Child (GIRFEC)<sup>15</sup>, Curriculum for Excellence (CfE)<sup>16</sup>, Developing the Young

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<sup>13</sup> <https://education.gov.scot/improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources>

<sup>14</sup> <https://www.legislation.gov.uk/asp/2013/12/contents> - and two Government Frameworks (Data Practice, Policy and Practice) &

<https://www.webarchive.org.uk/wayback/archive/20170701074158/www.gov.scot/Publications/2014/08/9352>

<sup>15</sup> <https://www.gov.scot/policies/girfec/>

<sup>16</sup> Curriculum for Excellence - [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

Workforce (DYW)<sup>17</sup>, raising attainment and wider work to secure excellence and equity. The role of lifelong learning beyond this age is also crucial with greater emphasis on the skills and meta-skills needed in the current economic climate.

The Scottish Local Authorities Economic Development Group, NHS Health Scotland, Skills Development Scotland, and the Scottish Prison Service, are working in partnership with the Scottish Government to develop and deliver the ambitions of the [‘No-one Left Behind’](#) reforms and explore ways of a more joined up approach to employability support for people of all-ages.

A coherent and consistent way of working across CIAG services will better support individuals to experience a recognisable lifelong accessible service with each partner agency playing their part. A common career information, advice and guidance approach will support greater communication, co-operation and collaborative partnership working and alignment of targeted support and services, ensuring the greatest impact for those most in need.

It is important that individuals are supported by the system from an early stage in order to understand and respond to career demands proactively and access support effectively. Career education, information, advice and guidance currently embedded through the implementation of the Developing the Young Workforce programme within Scottish education will provide the initial access point for this.

### **PARTNERSHIPS IN ACTION**

A national network of 21 industry-led Developing the Young Workforce (DYW) Regional Groups has been established covering the whole of Scotland. The creation and development of the Groups is designed to ensure that all of Scotland’s young people are fully and fairly supported into employment by bridging the gap between education and employers.

CIAG services in Scotland will therefore adopt a consistent needs-sensitive model that recognises the age and stage of individuals and enables effective targeting or promotion of services and support those who need it most. This will be particularly evident at key transition points. For example, progressing through learning and training stages, moving beyond learning towards work, gaining work, whilst in work, and responding to career changes, when current work is under threat such as redundancy or redeployment.

### **How will the world be different?**

- Provision will be higher quality
- Efficiencies of scale will be achieved
- Transitions into and between providers will be smoother
- Provision will be more responsive to demand and need
- More people (and especially those with greatest needs) will access and value CIAG)

<sup>17</sup> Developing the Young Workforce (2017 - 2018) Progress Report - <https://www.gov.scot/publications/developing-young-workforce-fourth-annual-progress-report-2017-18/>

**The National Delivery Model underpinning the universal entitlement to CIAG will clarify the roles and responsibilities of key delivery partners and practitioners in order to ensure key principles are collectively met. These principles include:**

**All individuals in Scotland, regardless of age or circumstance, will be entitled to free, impartial careers information and personalised advice and guidance**

Every individual in Scotland is entitled to have access to impartial career, information, advice and guidance services, at the point at which they need them. This includes both digital and face-to-face services situated within local communities. With advancing technology, the accessibility and reach of career guidance services will be extended.

**Those with the greatest need can expect more intensive support**

It is critical to target our collective resources effectively and efficiently to those who need more intensive support. Targeted interventions at an early stage of a person's career journey, through effective CIAG, will continue to be used. This targeted level of support will also include people working in industries at high risk of automation.

**All customers will be treated with dignity and respect**

People from all walks of life should be treated with dignity and respect and have access to up-to-date and trustworthy CIAG services provided to help them realise their potential.

**Career information, advice and guidance will be recognisable and coherent**

Blended CIAG, whereby individuals can make use of resources through multiple formats, offer individuals access to face-to-face, digital and telephone. Individuals are encouraged and empowered to engage in a way that suits their age, stage and context. Through a coherent and blended CIAG service, individuals will recognise and understand the value of engaging in lifelong career development at their individual points of need.

**Career management skills will be a consistent focus of provision**

A common language and approach is necessary across the services to support individuals to progressively develop and harness their career management skills<sup>18</sup> on a lifelong basis.

**Continuous professional development will be consistently available to practitioners.**

A commitment to sharing continuous professional development (CPD) across the careers system to learn from good and interesting policies and practices at all levels in education, training, employability and local community services. This should help break down working silos and enable genuine collaboration and peer learning.

**Services will utilise available data around the labour market and skills gaps**

High-quality Labour Market Information will be used to inform people about the labour market to help people understand current opportunities, those forecast to

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<sup>18</sup> European Lifelong Guidance Policy Network (2012) Career Management Skills and Scotland's Career Management Skills Framework (2012)

grow in the future and the skills, knowledge and abilities needed to adapt and thrive. It will also assist industries and sectors in addressing skills gaps and shortages.

Moving forward, agencies will be encouraged to work collaboratively to embed the key principles of the framework.

## 4. Enablers of the National Delivery Model

**To deliver the ambition of this strategy for every individual in Scotland, the shared principles will require a range of key enablers for successful implementation of the design, development and delivery of CIAG services. Positive destinations and improved learning and work outcomes can be achieved through closer working links.**

Partners will explore how to enhance and use shared intelligence/data such as: Labour Market Intelligence, peer learning and improved usage of management information systems (MIS) and trend analysis that supports the identification of needs to better target support and services on a lifelong basis.

Aligning with the current work taking place to develop a shared measurement framework through 'No One Left Behind: Review of Employability Services', partners will explore how to make best use of the information available to design, deliver and monitor CIAG services and understand better what works, and in what set of circumstances. Client/customer privacy and confidentiality will be fully adhered to and respected at all times.

The use of robust, high quality and trusted Labour Market Intelligence is essential in developing career management skills and for individuals to develop their skills tailored to the needs of industry and enterprise. It is critical that parents/guardians/carers and teachers are supported to keep up-to-date on the current and future labour market. To ensure consistency and coherence across delivery partners, a central resource will be established by Skills Development Scotland, in a leadership role, and the Labour Market Intelligence/information it produces will be shared across the system and used to inform and improve practice and practitioner development activities.

Accurate Labour Market Intelligence will reflect the current and future labour market, highlight the occupations that will contribute to Scotland's economic prosperity and the broad and emerging education, learning and skills pathways that enable individuals to take advantage of the opportunities available to them. This will include the wide range of work based learning pathways including Scottish Apprenticeships, which provide opportunities for Scotland's people, from young people in the senior phase of school, to new entrants to work, to older employees who need to upskill or re-skill. In recognition of the work already underway between Skills Development Scotland, the Scottish Funding Council and Education Scotland to define and embed 'meta-skills' within the learning and education system, we will ensure that practitioners have a clear understanding of meta-skills and the relationship with career management skills (CMS).

Through a collaborative partnership approach, we will draw together experience and expertise from across the whole system to maximise the impact of its collective resources to develop and deliver the National Delivery Model.

In Canada, the Future Skills Centre and Future Skills Council are driving forward labour market intelligence/information. A Labour Market Information Council has been established to bridge the gap between complex information and the information that individuals need to make career development decisions. Several new tools are being developed to look at the impact of service delivery and also the development of employability and readiness skills. An online assessment tool has been developed and trialled across public employment services in three provinces. The developers consulted with people working at the coalface of public employment services and the tool has been integrated into day-to-day practice rather than sitting outside. Visit: <https://www.canada.ca/en/employment-social-development/programs/future-skills.html>

With our ambition to bring alignment and commonality to CIAG services across Scotland, this will include bringing alignment to the digital offer. Digital CIAG will be aligned to create a single virtual platform that provides a seamless interface for individuals to continue the development of their career management skills and manage their own career advancement. Such services are an important way for individuals to access CIAG at a time that works for them. However effective digital services are reliant on the professionals, para-professionals and service offers that sit behind them.

Building on the strengths of existing web services, we will develop stronger links and referral into and across the careers system to provide a seamless learner journey. We will ensure that individuals have access to the right tools and resources to support whichever transition point or career decision they are making.

In Finland, a national evaluation of guidance services is underway. In this programme there are a number of goals to improve CIAG, including compulsory career education programmes in comprehensive education, stronger emphasis on the work of career professionals in schools, a focus on CMS in vocational education and training (VET), support for transitions, strengthening the current one-stop-guidance centres for youth, cross-sectoral operational models for work with adults and national reform of continuous learning and preparation of an online ecosystem for guidance services.

CIAG learning platforms should have CMS as a core feature. These should be contextualised for the environment and the language used should be age and stage appropriate.

Every individual in Scotland will have access to the national resource of an online profile tool, accessible to people of all ages, developed and designed in a way that supports an individual throughout education, learning and their career. This will be provided through [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk). This will support the recording of their skills, strengths, experiences and qualifications over time and deliver an online learner account that individuals will own and share with practitioners as they are making lifelong decisions and transitions. This will build on the embedding of the

profile tool and account within post-primary school career education delivery through further and higher education and into adult service delivery.

Our collective ambition to align face-to-face and digital services provides the opportunity to collaboratively utilise technologies to simplify access to CIAG services, through online instant messaging services, video conferencing, bi-lingual or British Sign Language video calls and other channels. Consideration will be given to the importance of smart phone optimisation, social media, use of analytics to differentiate preferred communication channels as well as to an increased blend of access to multi-channels to engage with the delivery methods. Cross-fertilisation of models of good practice from international examples will also inform our development work.

The Danish website UddannelsesGuiden ([www.ug.dk](http://www.ug.dk)), for example, brings together information on general education, higher education and adult/continuing education. It further includes information on the structure of the Danish labour market, the role of industries and businesses and descriptions of the most common occupations and jobs in the Danish labour market. Users can access further information and guidance via chat, phone or email.

A key priority for CIAG providers is to support those who do not have access to online facilities or perhaps lack Information Communication Technology (ICT) skills to use online services effectively. Skills Development Scotland and key partners will share and monitor key performance indicators designed to ensure digital services increase the quality of CIAG. This will strengthen quantitative and qualitative evidence on CIAG provision to support both policy and practice decisions.

## 5. COLLABORATIVE WORKING: TARGET GROUPS AND CAREER LEARNING EPISODES

**The increasingly complex and rapidly changing economy drives the need for education, employability and enterprise leaders, managers and practitioners to come together and collaborate, co-operate and co-ordinate CIAG services more effectively for Scotland's young people and adults.**

Both career management skills and meta-skills are required by employers to help prepare individuals for the challenges, choices and responsibilities of work and adult life. Students acquiring the skills and behaviours associated with career management, and the world of work, must become one of the major objectives of each learning institution. Often this takes place more on an informal rather than formal basis. Funding and outcomes measures can sometimes act as a barrier to co-design, innovation and collaborative approaches. We are committed to overcoming barriers, building capacity and high quality CIAG resources within and across organisations and agencies in Scotland.

The role of professionally trained and qualified career advisers delivering high quality, impartial career guidance is a cornerstone of Scotland's careers sector. Skills Development Scotland work with individuals across Scotland to help them know where and how to find careers resources and support tailored to meet their specific needs. But there are other key influencers who bring differing levels of knowledge, experience and expertise in CIAG. This new strategy provides an opportunity to work more closely on the co-design and co-delivery of services in education, employability and local community settings. There are at least two fundamental requirements to achieve this effectively:

- To develop personalised services to individuals with different needs and circumstances, while maintaining the principle of providing universal access and entitlement to CIAG services, in accordance with statutory obligations and non-statutory requirements.
- To ensure that interventions by careers advisers and other key players are timely, relevant and delivered to achieve positive impact, so that individuals' talents, aspirations and life chances can be optimised.

### **Building upon current policies and practices: a springboard for action**

#### **Work with parents and/or carers**

Young people often identify parents and/or carers as the most significant influencer in their career choices and decisions<sup>19</sup>. A recent International symposium held in Norway<sup>20</sup> highlighted major gaps in provision for CIAG work with parents and carers. This is a useful starting point for organisations and agencies to collaborate on their approach to, and engagement with, this specific target audience. Those delivering CIAG services also recognise that parents and carers may themselves require

<sup>19</sup> [https://www.skillsdevelopmentscotland.co.uk/media/44956/ciag\\_report\\_2018.pdf](https://www.skillsdevelopmentscotland.co.uk/media/44956/ciag_report_2018.pdf)

<sup>20</sup> <https://www.kompetansenorge.no/iccdpp2019/news/>

support to progress and advance their own career, including where they may need to upskill and reskill in response to shifts in the economy and labour market. The My Kid's Career online platform <sup>21</sup> acts as a powerful vehicle for innovative work with parents and/or carers. This is only one single strand of work with parents/carers – more can be achieved through a multi-agency outreach approach. Also, there is scope to begin career-related learning early in primary schools.

### Work with marginalised and vulnerable groups

CIAG work with marginalised and vulnerable groups cuts across a wide range of agencies' work. There are many career learning activities that take place in libraries, job centres, high street one-stop-shops, gyms, cafés, community centres and in people's houses. The co-design of services for vulnerable groups across agencies requires "flexibility and a focus on nurturing relationships. It involves the ability to work with uncertainty and ambiguity across organisational boundaries. These skills include the ability to inspire others into whole-system thinking and recognitions of shared problems" (Ramsden, 2019).<sup>22</sup> Targeted services can achieve more positive outcomes when agencies work more closely together achieve shared goals.

Local support mechanisms for individuals and families to adjust and make successful transitions into new communities are essential. CIAG services can support individual paths to self-sufficiency, better well-being and provide stability by addressing trauma, displacement, mental health, transitional readjustment, or simply opening up access to opportunities, and creating new ones. Each of these services provides a place and space for individuals and/or groups to find their own identity and to gain a sense of hope and optimism for a better future<sup>23</sup>.

In British Columbia, a hope-centred approach to working with vulnerable refugees in a multi-agency context demonstrates task-focused and project-based learning can help improve levels of optimism about life and work circumstances. The Hope-Action Theory (HAT) study<sup>24</sup> adopted an experimental design. Proximal outcomes such as self-efficacy, hope-action competencies, job search clarity, and career adaptability were assessed, and distal outcomes including employment status, job-seeking activities, career growth, hopeful career state, work engagement, and job satisfaction were also assessed. A two-way mixed effects analysis of covariance and a serial mediation analysis demonstrated the programme was effective in developing hope-action competencies, general self-efficacy, and job search clarity. The experimental group participants exhibited higher hopeful career state and work engagement.

<sup>21</sup> <https://www.mykidscareer.com/>

<sup>22</sup> Ramsden, D. (2019) Personalising learning for health and well-being citizens as partners In Plant, H., & Ravenhall, M. (2019) *Healthy, Wealthy and Wise: implications for workforce development*, Learning & Work Institute, p. 27.

<sup>23</sup> <https://www.tandfonline.com/doi/full/10.1080/03069885.2018.1564898>

<sup>24</sup> Hyung Joon Yoon, Natasha Bailey, Norman Amundson & Spencer Niles (2019) The effect of a career development programme based on the Hope-Action Theory: Hope to Work for refugees in British Columbia, *British Journal of Guidance & Counselling*, 47:1, 6-19, DOI: [10.1080/03069885.2018.1544827](https://doi.org/10.1080/03069885.2018.1544827)

## Work with employers

The role and contribution of employers to this ambitious strategy is of significant importance. While employers have a responsibility to support their employees to develop their career management skills and promote organisational and individual resilience, the role of CIAG services across Scotland is critical in building this responsiveness and adaptability into the workforce.

Through the Developing the Young Workforce programme, we have been helping employers understand and navigate the education landscape. This strategy shifts the conversation on how to work effectively with employers, towards finding a more joined-up approach that benefits both industry and individuals. Strack et al, (2017) highlight that without “the talented employees who are able to use existing digital technologies and adapt to evolving methods and new approaches, companies will struggle to benefit as they should from the latest advances everything from Industry 4.0 and robots to artificial intelligence, data science, virtual reality, and new digital business models.”<sup>25</sup>

From an early age, multiple encounters with employers in the classroom can help increase young people’s belief that schooling is worthwhile and an important contributor to the achievement of longer-term career goals.<sup>26</sup> Scotland’s regional Developing the Young Workforce groups connect businesses with education and help young people broaden their career aspirations. Marketplace is an online tool connecting schools and colleges with business. Employers register using ‘Our Skillsforce’ and start passing on knowledge of their sector through workshops, talks, workplace visits or placements. There is scope to do more employer engagement co-ordinated activities with partners in primary, secondary, vocational education and training providers, further and higher education institutions.

Skills Development Scotland continually work to ensure Labour Market Intelligence is more accessible and useable for service users. Labour Market Intelligence is also woven through many existing online resources, with work underway to strengthen Labour Market Intelligence and ensure it is relevant, useful and forward looking to keep up with the fast pace of change. It has become more prominent in helping people understand current employment opportunities, those forecast to grow in the future and the skills, knowledge and abilities needed to adapt and thrive. It also assists employers through helping to reduce skills gaps.

## Adult workforce

We need to enhance the support available to the adult workforce, particularly those affected by digital advancements in the workplace. Intrinsic motivations (driven by internalised goals) and extrinsic motivations (subject to social/ contextual influences, such as expectations of reward or consequence) have both been shown to impact on adult workers’ learning behaviour. External factors are identified as motivations to learn, including: opportunity and the extent to which learning is supported/ encouraged by employers; access to and the flexibility of learning provision; quality of training and the effect of positive/ negative learning experiences on future

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<sup>25</sup> Rainer Strack , Susanne Dyrchs , Ádám Kotsis , and Stéphanie Mingardon (2017) How to Gain and Develop Digital Talent and Skills <https://www.bcg.com/publications/2017/people-organization-technology-how-gain-develop-digital-talent-skills.aspx>

<sup>26</sup> <https://www.educationandemployers.org/research/motivated-to-achieve/>

intentions; career motivation and engagement including commitment to their current employer; and social contexts, such as level of peer support and encouragement for learning (Stutz et al, 2019)<sup>27</sup>. Behavioural models such as the Capability Opportunity Motivation Behaviour (COM-B) framework<sup>28</sup> can help determine learning behaviour. Careers professionals in different parts of the system have Career Education, Information, Advice and Guidance resources and toolkits to assess adult engagement in career learning. However, often these are not shared across organisations and professional bodies.

Since 2017-18 the Scottish Government has allocated £10m a year to the Flexible Workforce Development Fund (FWDF)<sup>29</sup>. Eligible employers can use the FWDF to address priority skills gaps in their organisation by accessing up to £15,000 in funding to create tailored training programmes with their local college. This has been increased to £20m for the year 2020/21.

Individual learning accounts (ILAs) have been introduced in several countries, providing individuals with resources they can use to take up further digital (and non-digital) training on their own initiative. By linking training rights to individuals rather than to specific jobs, ILAs are intended for use throughout an individuals' career, with potential to improve career adaptive responses. In Scotland, in line with the Scottish Government's Labour Market Strategy, Individual Training Accounts (ITAs) were launched by Skills Development Scotland in October 2017. ITAs are available to help people develop the skills they need for work, giving learners who meet the eligibility criteria up to £200 towards a single training course or training episode per year. The money does not need to be paid back.

In France, all employees are entitled to a 'career interview' at least every two years. It allows employees to consider their career development in terms of qualifications and jobs. Every six years, the employer (in enterprises with 50 or more employees) has to produce a written appraisal of all employees' careers, this document is used to check whether the employee has benefited from sufficient training. The document is sent to the bipartite body in charge of managing the professional training at sectoral level (OPCA); if not, the employee may be credited with additional training hours off work, which will be automatically added by the OPCA to their individual training account. Interviews draw on training passports and compte personnel de formation (free tuition on government approved programmes with paid leave from work worth up to €800 a year to the learner).

As adults become more engaged with the idea of learning (or re-learning) they are likely to require CIAG which provides tangible solutions for situational barriers to encourage uptake, whilst for those already engaged with learning, communication and support should focus on embedding the value of learning to ensure completion

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<sup>27</sup> Stutz, A. (2019) *What enables and drives adults in work to learn new skills? A review of international literature*, CfE and DMH Associates on behalf of NESTA's Digital Forerunners Programme.

<sup>28</sup> Op.cit. p. 6.

<sup>29</sup> <http://www.sfc.ac.uk/funding/college-funding/flexible-workforce-development/flexible-workforce-development-fund.aspx>

and on-going commitment (Stutz et al, 2019)<sup>30</sup>. This requires the co-creation of career learning episodes designed to meet the needs of young people and adults.

In Singapore, government is taking action to extend the working lives of older workers through its re-employment policy and job re-design grants of up to 80% of the project costs or 20,000 Singaporean dollars, whichever is the lower, with an employer able to make multiple submissions. The National Trade Union Congress in Singapore is also taking steps to widen the support to would-be returners including professionals, managers, executives and technicians. Employers also receive a retention bonus if the worker is retained for at least three months after a trial period of six months comes to an end.

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<sup>30</sup> Stutz, A. (2019) *What enables and drives adults in work to learn new skills? A review of international literature*, CfE and DMH Associates on behalf of NESTA's Digital Forerunners Programme.

## 6. A PROGRESSIVE APPROACH TO QUALITY ASSURANCE AND IMPROVED OUTCOMES

We have confidence that CIAG services in Scotland are of a high standard and we intend to further build upon this. This strategy recognises there are a wide range of approaches to quality assurance, improvement and measurement across the education, employability, enterprise and skills system. We will build on this experience and further enhance approaches to securing improvement.

Our first step will be through the collaborative review and development of a commonly agreed set of CIAG inspection and evaluation approaches to inform and support all providers. The approaches will clearly articulate how existing and new methods can be used to focus specifically on assessing the quality and impact of CIAG services.

By doing so, we will work towards greater consistency in quality assurance and the assessment of impact, including areas of strength on which to build. We will consider how this complements existing approaches to benchmarking, enhancement-led Institutional Reviews (ELIRs) and other peer review processes.

Our approach will concentrate on capturing the voices of the users of CIAG and other key stakeholders. From this, we will encourage shared learning to drive forward the design and development of CIAG services across Scotland.

In The Netherlands, Noloc, the Dutch association for career counsellors and job coaches, and CMI (a Dutch organisation assessing the quality of career counsellors, are joining forces to realise a national quality standard for careers professionals. The project commenced in late 2017 and is due to be completed by 2020. “It was important to start from the point of a shared future, instead of a separate past.” The programme makes use of a ‘certification development framework’ developed as part of an EU-funded project ‘QUAL-IM-G’ of which Noloc is one of the partners.

## 7. PROFESSIONAL DEVELOPMENT

Professional development for practitioners will be shared more widely across the careers system, led by Skills Development Scotland. A vibrant national continuous professional development (CPD) programme will ensure that there is a clear focus on:

- multiple pathways for CIAG leadership, management and practitioner learning and development both online and offline, from apprenticeship to PhD study programmes
- learning, teaching and assessment CIAG strategies
- blended CIAG delivery drawing on digital and Artificial Intelligence approaches
- working to address issues such as gender stereotyping, inequality, fair opportunities for all, health, well-being and happiness
- evidence-based assessment and impact measures to inform benchmarking CIAG policies and practices
- the effective use and application of the Career Management Skills (CMS) framework in differing settings
- job shadowing, industry placements and peer learning
- innovation and international models of good/interesting policies and practices.

Consideration will be given, through the pan-sectoral body (see below), to how we can most effectively ensure independent CIAG practitioners and providers are aware of, and have access to, the CPD programme.

As an immediate priority, in recognition of the work already underway between Skills Development Scotland, the Scottish Funding Council and Education Scotland to define and embed '**meta-skills**' within the learning and education system, we will ensure that practitioners across the sector will have a clear understanding of meta-skills and the relationship with career management skills.

## **8. LEADERSHIP: A PAN-SECTORAL BODY**

A leadership pan-sectoral body will be formally established to focus on strengthening and improving all-age CIAG provision across Scotland.

CIAG practitioners in Scotland will collaborate effectively by sharing learning, resources and effective policies and practices. From the outset, it will actively identify opportunities for building capacity and capability within and across the system, and provide a leadership strategic focus to deliver the ambitions of this new strategy.

## 9. NEXT STEPS

Our vision is for an easy to access careers system which targets those who face the most challenges whilst remaining responsive to the needs of all those who seek to access services throughout their lives. The evolution of our careers system will require real collaboration and shared ownership across all partners, and each enhancement and new connection established will be shaped around our collective aim to challenge inequality.

Delivering our vision will require realistic short, medium and long term goals which we will work with partners to shape and refine.

### Immediate actions:

- Establish a pan-sectoral body which will facilitate the development of an overarching implementation plan.
- Take stock of our current services, delivery approaches and quality approaches across the system and map these against the vision and ambition of the strategy.

### Medium-term actions:

- Publish an Implementation plan by end of 2020 which will set out the enhancements needed across the system to realise the strategy's vision. The plan will be structured to articulate how each part of the system will respond. This collaborative approach, led by delivery partners, will articulate what full implementation looks like in each delivery setting, whilst providing a realistic timescale for implementation.
- Work collaboratively to enhance digital services to truly reflect the needs of service users of all ages, including greater alignment between digital services and platforms to ensure users are directed seamlessly to the portal or service that best fits their circumstances.

### Long-term actions:

- Support the adoption of a national model for delivering career services by all partners and that services will be delivered and quality assured in line with shared principles, language and focus on personal development. This will bring consistency, coherence and greater strategic direction to CIAG delivery.
- Embed a continuous improvement approach to delivering future service enhancements across the system so we can ensure their affordability and sustainability, making the most of our limited resources.

### Commitment to Equality and Diversity

In developing implementation plans, we will consult with equality groups and service users, ensuring appropriate consideration is given to how delivery of the services will also address issues around gender stereotyping, inequality, fair opportunities for all, health and well-being in order to deliver our commitments within our Fair Work, Skills, Disability, Gender Pay Gap and Race Equality action plans, in keeping with the Public Sector Equality Duties.

In line with Scottish Government guidelines, relevant impact assessments will be conducted, where appropriate, during the development of each action stemming from the implementation plan.

This strategy has been written by the Scottish Government in collaboration with a strategic steering group formed of delivery partners within the careers system, representation on that steering group included:

Colleges Scotland, Department of Work and Pensions, Edinburgh Napier University, Education Scotland, National Union of Students Scotland, Skills Development Scotland, Student Partnerships in Quality Scotland (SPARQS), the Association of Graduate Career Advisory Services (AGCAS), the Quality Assurance Agency for Higher Education (QAA Scotland), the Scottish Credit and Qualifications Framework (SCQF) Partnership, the Scottish Funding Council (SFC), the UK Career Development Institute (CDI), Unison, the University of the West of Scotland, Universities Scotland - with specialist expert input from Dr Deirdre Hughes OBE.

Further enquiries or considerations in relation to this document or the forthcoming implementation process should be sent to: [sqcareersstrategy@gov.scot](mailto:sqcareersstrategy@gov.scot)



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