

A man and a woman are shown in profile, looking towards the left. The man, on the left, is bald and wearing a light purple button-down shirt with a red lanyard. The woman, on the right, has long dark hair and is wearing a brown jacket. They are both smiling. In the background, there is a whiteboard and a yellow wall.

Skills
Development
Scotland

Delivering Scotland's Career Service

A Focus on Career Management Skills

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Introduction

The world of work continues to change at an unstoppable pace. As set out in our 2018 publication¹, Skills Development Scotland (SDS) is responsible for delivering Scotland's career service. As careers professionals, our challenge is to prepare the people of Scotland to thrive in this climate of constant change. Against a backdrop of rapid technological change, and economic uncertainty, it is our collective responsibility to ensure that our customers are enabled to reach their full potential.

Multiple international agencies² recently took the significant move of publishing a shared vision on the importance of investing in career guidance. It states that 'Effective [career] guidance ... enables people to develop career management skills'³.

At SDS, we believe the lifelong development of Career Management Skills (CMS) is fundamental to being adaptive and resilient in navigating this change. CMS are defined as 'The skills, knowledge and self-awareness to develop aspirational career aims and the confidence to take actions in one's life, time and again, as career opportunities arise and as work and learning options change'.

While we can predict how the workplace of the future might differ, and how automation and artificial intelligence may affect traditional sectors and occupations, we cannot afford to wait until these changes happen before we respond.

1 sds.co.uk/CIAG-report-2018
2 Organisation for Economic Co-operation and Development (OECD), European Commission, International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), European Centre for the Development of Vocational Training (Cedefop), and European Training Foundation
3 cedefop.europa.eu/en/publications-and-resources/publications/2227

By supporting the people of Scotland to develop their CMS, we are equipping them with the competencies they will need to negotiate the multiple transitions they will face throughout their learning and employment journey.

The recent development of the Scottish Government's new Career Information, Advice and Guidance (CIAG) Strategy has provided us with an opportunity to reflect on what has been achieved since the publication of the Career Management Skills Framework for Scotland in 2012. This report outlines how the Framework's implementation is now central to delivering Scotland's career service at SDS. It details our contribution to developing CMS through our own service delivery and our approach to delivering the Career Education Standard (3–18) through collaboration and partnership work.

In this publication we highlight our evidence that demonstrates how CMS development contributes to increased levels of participation for school leavers. This evidence continues to be a key influence on the prioritisation of investment in future efforts and resources.

We are also pleased to share key data from our 2018/19 CIAG delivery in this report. The evidence we present reflects the dedication of our Scotland-wide network of careers professionals and partners, and is testament to the effectiveness of our approach to delivering CIAG services.

James Russell, Director of CIAG Operations
Skills Development Scotland

“In a future that is increasingly unpredictable, preparing individuals through the development of career management skills will allow them to manage and exploit that unpredictability.”

Sandra Cheyne,
National CIAG Policy & Professional Practice Lead, SDS

The Career Management Skills Framework

The Career Management Skills Framework for Scotland was developed by SDS in consultation with international experts, agreed by partners, and published in 2012.

It responded to the European framework of key competencies for lifelong learning (2006) which brought forward the idea that each citizen needs a wide range of key competencies for adapting to a rapidly changing world. The CMS Framework for Scotland sets out 17 competencies that enable individuals to successfully manage their career. The competencies are organised under four main themes as shown. A detailed description of each competency is available in Annex B of the Framework⁴.

SDS, as the key provider of career services in Scotland, committed to adopt the Framework to inform the ongoing design, development and delivery of its products and services. The Framework underpins our work to support the development of CMS for all of Scotland's people through the direct delivery of face-to-face and digital services to individuals. It also shapes our indirect delivery through capacity building and equipping partners in education and industry, and career influencers such as parents and teachers. We capacity build by improving their knowledge of the Framework, and by embedding CMS into the curriculum and wider learning activities.

⁴ sds.co.uk/CMS-framework-Scotland

Self

Knowing who you are, what you want from your life and how to make positive decisions.

- I develop and maintain a positive self-image.
- I maintain a balance that is right for me in my life, learning and work roles.
- I adapt my behaviour appropriately to fit a variety of contexts.
- I am aware of how I change and grow throughout life.
- I make positive career decisions.

Horizons

Knowing what is out there for you, how to get there, and being confident in responding to and managing change.

- I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me.
- I know how to find and evaluate information and support to help my career development.
- I am confident in responding to and managing change within my life and work roles.
- I am creative and enterprising in the way I approach my career development.
- I identify how my life, my work, my community and my society interact.

Strengths

Knowing what you are good at and how you can best make use of this.

- I am aware of my skills, strengths and achievements.
- I build on my strengths and achievements.
- I am confident, resilient and able to learn when things do not go well or as expected.
- I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.

Networks

Knowing how to manage relationships, use information and your range of networks to support your career journey.

- I interact confidently and effectively with others to build relationships.
- I use information and relationships to secure, create and maintain work.
- I develop and maintain a range of relationships that are important for my career journey.

Supporting CMS Development

People develop their CMS at a variety of points in their learning and employment journey, and through a range of contexts, as shown in Figure 1. It is important to note that progress through these stages is not always linear, and an individual's life journey may often be fluid and non-sequential.

Although CMS can be learned, people may not always recognise the skills they already have, and that these same skills may need to be re-learned or further developed to be used in different contexts.

Recognising what needs to be learned is as important as being able to demonstrate what has been learned.

In an ever-changing world of work, it is essential for people to be able to identify and assess their current CMS accurately and confidently, while recognising the CMS they need to develop further as part of their ongoing career learning and development.

Figure 1: Developing and using CMS throughout life



Case Study

Caring career ahead for Latasha

It was the ambition for a career in social work and caring services that first led Shetland's Latasha Mein to SDS's career services.

Latasha got in touch with her SDS careers adviser Scott Summers, as she started to think about leaving school.

"I knew I wanted to go into social work as a career but had lots of questions about what my options would be after leaving school, as well as the subject choices I was making while I was in school."

All of SDS's professionally qualified careers advisers work with customers to develop career management skills.

Scott said: "At their heart, career management skills are about happiness.

"If you build your career management skills you will be able to make and take ongoing career decisions that are right for you.

"That will allow you to realise your potential and be engaged in the world of work, making you more fulfilled, so making you happier."

19-year-old Latasha said: "Scott was really great at supporting me to take practical steps, starting with thinking about my strengths and what I liked to do, and how that might play into a future career."

Latasha has now taken up a Modern Apprenticeship in Business and Administration with Shetland Islands Council's Community Health and Social Care team, gaining vital skills and experience in the social care sector.

She said: "Working with SDS has helped me to become more confident and to make informed decisions about what to do next to further my career."



Developing CMS through our Coaching Approach to Guidance

Many individuals will independently develop their CMS through a range of experiences, including SDS online support. However, others may struggle to recognise and apply their CMS within their career planning, and require additional support to develop these skills. As such, intensive coaching support to develop CMS is a fundamental part of the SDS CIAG face-to-face service offer.

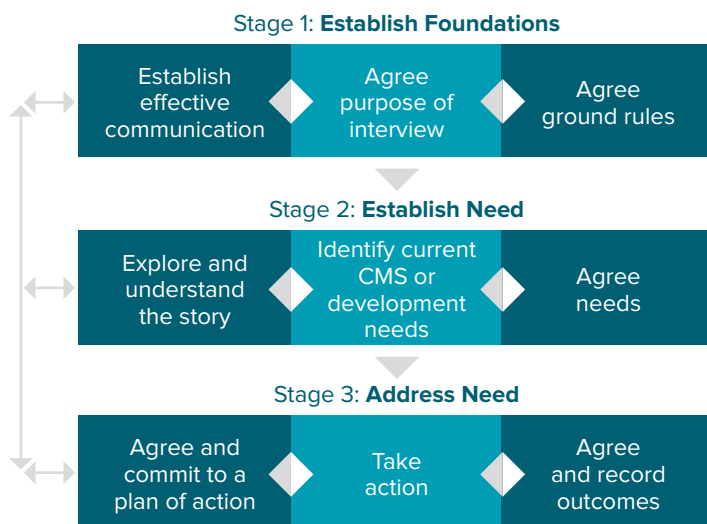
The coaching approach to guidance enables customers to become more confident in identifying and evidencing their CMS. It also empowers them to undertake development activities in areas they are less confident with, or wish to develop further.

Our approach has three defined stages, as shown in Figure 2. Customers are supported to identify and develop their CMS at a pace that is best for them. The approach utilises the 17 CMS competencies to acknowledge and celebrate the individual's strengths as well as areas for development.

The model is flexible. Progression through it does not have to be linear and can take place across several engagements, with adviser and customer able to move between the stages as the context determines. For example, re-contracting (stage 1) may be required after a deeper understanding of need is established (stage 2).

Wherever possible, customers are supported to lead their own CMS development with goals and next steps negotiated, agreed and captured in their SDS Career Development Plan. The coaching approach enables the customer to define and take ownership of their agreed actions and provides a focus on the skills they are learning, as well as those they need to develop. The customer's CMS development needs are then continually reviewed in line with our CIAG service offer. This approach encourages individuals to be aspirational and equips them with the ability to continue their CMS development throughout their learning and employment journey.

Figure 2: The 3 Stage Model of Guidance



The coaching approach to guidance aims to help individuals:

-  identify realistic career goals
-  accurately self-assess their current CMS and development needs in line with their goals
-  identify and undertake appropriate action that will address their development needs
-  reflect on experiences, and build on their career learning and development
-  build their capacity to make complex career decisions
-  improve their motivation, resilience, and self-awareness
-  articulate their CMS and understand their wider application

Case Study

Profile for success

My World of Work and Girvan Academy

Scotland's online career information and advice service, My World of Work, has become a vital stepping stone to success for Girvan Academy's pupils.

The South Ayrshire school has built My World of Work's profile tool into career learning for its pupils.

Depute Head Joanne Frew said: "Using My World of Work's profile tool means all of our pupils have an electronic profile, stored securely online, that they can access from anywhere.

"Across their time in the senior school they can build this up, adding skills and qualities so that they have a head start for CVs and personal statements.

"Because it's online and owned by them, they can continue to reflect on and update the profile even after they've left us."

The profile tool was developed in partnership with schools and Education Scotland for secondary pupils across the country, helping them to continue to develop their career management skills.

Joanne added: "It's government policy that every pupil in Scotland should have a profile by the end of their time in S3, using My World of Work supports us to meet that entitlement as well as those set out in the likes of Developing the Young Workforce, Building the Curriculum and How Good Is Our School?.

"The added bonus from a literacy point of view is that the tool equips pupils with the language they need to describe their skills and attributes as well as improving their digital dexterity.

"I could go on and on about the benefits, it really just ticks so many boxes."



Developing CMS in Partnership

The Career Education Standard (3–18) (CES)⁵, developed in partnership and published in 2015, acknowledges the interdependent roles held by SDS, teachers, parents, carers and employers in supporting young people to develop their CMS and prepare them for the world of work. Its implementation improves the quality and consistency of learning about work and careers across Scotland.

The CES entitlements are accompanied by a series of ‘I can’ statements that practitioners can use to establish if children and young people are progressing in their career education at each educational stage. We have mapped the ‘I can’ statements to the CMS framework competencies, demonstrating that **continued CMS development contributes to successful delivery of career education.**

To deliver the CES, we have adopted a partnership approach to building CMS in young people. This has increasingly **focused on the co-design and co-delivery of resources** which empower teachers and parents to play an active role in supporting young people to think about and plan for their future career.

In partnership with Education Scotland and the National Parent Forum of Scotland **we have worked closely to develop an awareness and shared understanding of our collective responsibilities** as outlined in the CES. This included co-producing a ‘nutshell guide’ to career education which was distributed to parents in 2015, as well as providing information and resources targeted at parents/carers at school parents’ evenings, and through the My World of Work and My Kid’s Career online services.

We have jointly developed, with Education Scotland and teaching practitioners, career-long professional learning modules, and a suite of resources, lesson plans and subject lesson inserts that **help teaching staff to embed CMS in schools and support achievement of the CES.** Lesson inserts are designed in an easy to use one-page format and aim to link the curriculum to careers using short activities that insert resources found on My World of Work into a wider subject lesson.

Our school-based careers advisers are equipped with ‘CMS in Subjects’ resources to support subject teachers to identify and deliver CMS learning within their class activities.

We have further collaborated with schools across Scotland to create an innovative and inspiring network of My World of Work Ambassadors.

Through this programme school pupils, who volunteer as **Ambassadors, work to promote My World of Work in their schools which supports the embedding of CMS in the curriculum.**

Ambassadors not only support their peers, but also work with staff, parents, and partners in accessing the variety of information and support within My World of Work and help meet the expectations of them described in the Career Education Standard.

As a result of taking a partnership and holistic approach to CMS development, children and young people are better prepared to engage with, and make use of, the services we offer, meaning they will make informed choices about their career throughout their lives.

⁵ education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf

International Work and Recognition of SDS

The International Centre for Career Development and Public Policy (ICCDPP) was established in 2004 with support from the OECD, the World Bank, the European Commission, international professional associations such as the International Association for Educational and Vocational Guidance (IAEVG), and officials of several individual countries. It exists as a focal point to share good examples of national strategies, legislation, policies and policy evaluations.

In the ICCDPP's Communiqué 2017, 'Career Development at the Crossroads', one of the four themes identified as international best practice was 'Building Career Development Skills'. Their recommendations to countries under this theme were to:



Clearly define career development skills.



Create a common conversation around career development skills.



Integrate career development skills into the education and employment systems.



Actively support advocacy by careers professionals for the use of career development skills.

These recommendations were further strengthened in the Communiqué 2019, which stated that:



Career development programmes and services should empower citizens and support them to develop their own careers.

Countries should identify what career relevant skills and knowledge (Career Management Skills) are valuable in their context and embed them in the education system and wider skills development policies."

By maintaining a clear focus on CMS development since 2012, SDS has been identified as demonstrating best practice. Having implemented the ICCDPP's recommendations to countries years prior to them being made, Scotland has been recognised as leading the way through our approach to CIAG.

This recognition has led to international interest in our approach, with delegates visiting SDS from 11 countries in 2018/19 including Denmark, South Korea, Finland, USA, Australia, Norway, New Zealand, Ghana and Austria. In addition to these, last year we provided CIAG-focused support to a further nine international organisations including speaking in Switzerland at the Career Guidance International Symposium, and at a Nordic summit for Education and Guidance Websites.

"Countries look in awe at what Scotland has been able to achieve with an all age service that is highly professionalised and responsive to policy."

.....

Dr Siobhan Neary,
Head of iCeGS, University of Derby

Impact of Developing CMS on Outcomes

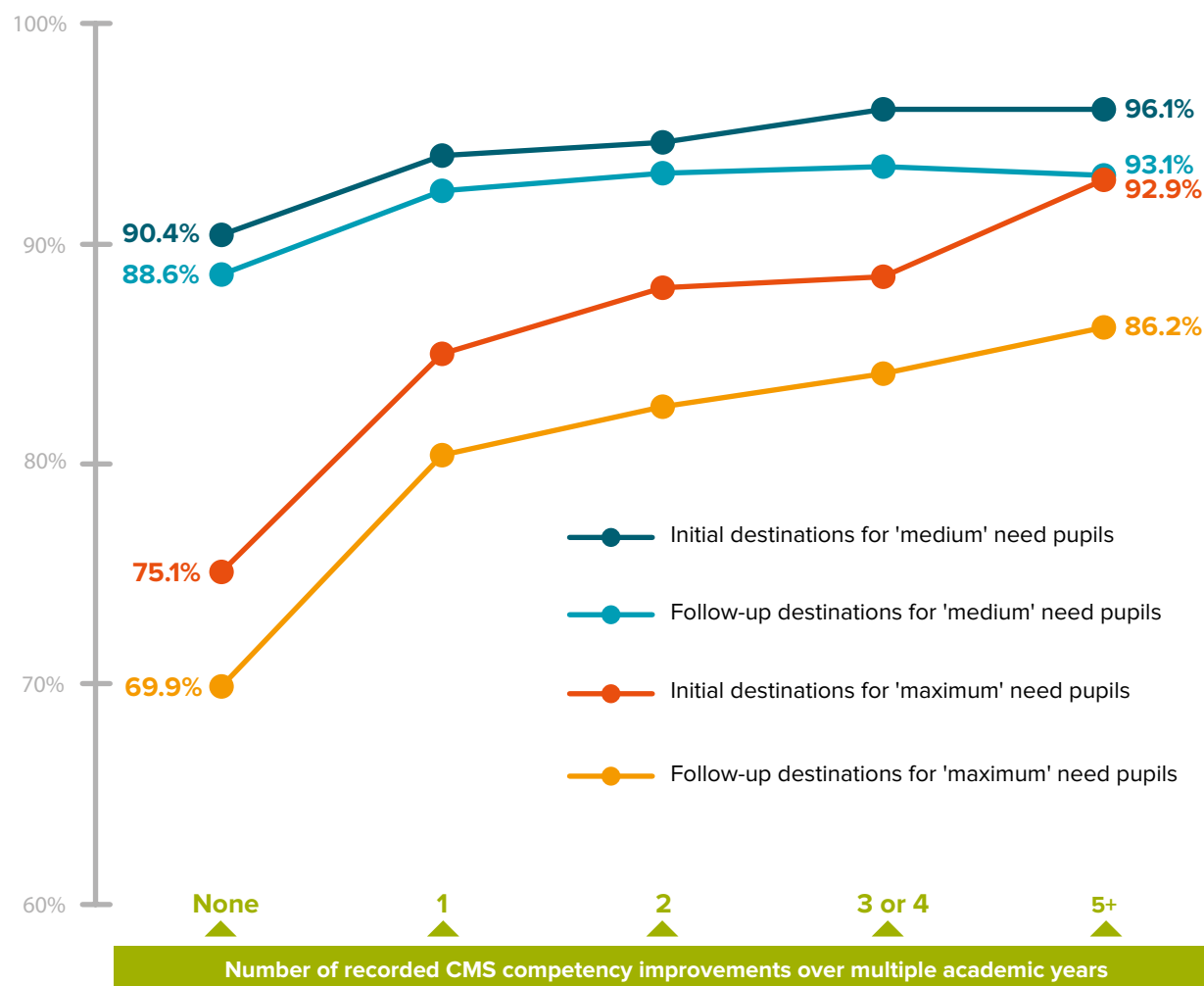
Through our ongoing face-to-face engagement with targeted customers in schools, we record evidence of their ongoing CMS improvement. As shown in Figure 3, analysis of destinations for pupils leaving school in the 2017/18 academic year shows:

- ★ Pupils who had developed their CMS were more likely to achieve an initial positive destination on leaving school.
- ★ Increased CMS development also translated into a higher proportion of targeted leavers being reported in a positive 'follow up' destination, approximately nine months after leaving school.
- ➡ The achievement gap for pupils with 'Maximum' and 'Medium' levels of support need closed as the number of recorded CMS competency improvements increased.

The likelihood of achieving a positive destination increased as the number of CMS competency improvements increased. The best outcomes were achieved by targeted pupils who had five or more CMS competency improvements across multiple academic years.

This clearly demonstrates that continued development of CMS over time corresponds with the achievement of better personal outcomes for individuals, including those in need of the greatest levels of support.

Figure 3: Impact of Number of CMS Competency Improvements on School Leaver's Destinations



- Notes:**
- An 'initial destination' was recorded for 2017/18 school leavers as of 01/10/18
 - A 'follow-up destination' was recorded for 2017/18 school leavers as of 01/04/19
 - Targeted pupils receive 'medium' or 'maximum' service offer depending on their level of need. This approach is described in more detail on pg. 8 of 'Delivering Scotland's Career Service' (2018)
 - CMS competency improvements are not recorded for pupils requiring 'minimum' level of CIAG support.

Looking Forward

The evidence shows the powerful impact of taking a system-wide partnership approach to CMS development and delivery. It demonstrates how an individual's CMS development has a direct impact on their participation in the labour market, through an improved ability to make informed choices and act on them. We are compelled by the potential impact that wider adoption of the CMS Framework could have on the delivery of all-age career education and services across Scotland, enabling the progressive development of these skills throughout life.

The CMS Framework for Scotland is a strategic document, aimed at all organisations in Scotland responsible for the planning, management and delivery of CIAG services. Since its publication, SDS has incorporated CMS development throughout our own service delivery, and worked in partnership to embed CMS and career education across the delivery of Curriculum for Excellence.

Our ambition is that people in Scotland will have access to seamless and lifelong support to develop their CMS. This is possible when each instance of career learning throughout an individual's life, regardless of delivery agency, progresses their development, and prepares them to thrive in an unpredictable future.

In our Strategic Plan 2019–22, we commit to working collaboratively to improve the outcomes for all people in Scotland by continuing to support understanding and embedding of career management skills across the wider career guidance sector in Scotland. We believe this will help make our ambition a reality.

We know that technological advancements, new business models, and population shifts will all accelerate the pace of change in our economy. To thrive, the workforce needs to adapt and learn more quickly than it does at present. In response, we are actively exploring the needs of adults who are currently in work with the aim of offering contextually relevant CIAG services which support and facilitate them to up-skill, re-skill or change career direction in response to those changes. We will begin to deliver an early demonstrator service offer during 2020/21 and learn from this as we move towards national implementation.

We look forward to the forthcoming publication of the Scottish Government's new CIAG Strategy, and remain committed to collaboration and partnership work across the sector to respond to this. Together, we can ensure the people of Scotland have access to seamless and lifelong support to develop the CMS they need to sustain lifelong participation in learning, training and work.

“It is relatively easy to articulate grand visions and designs: it is in the implementation that many falter.

Scotland has wisely invested as much in the latter process as in the former, ensuring that partners are on board, that career practitioners are professionally trained, and that suitable resources are at hand.

Most importantly, the notion of reflective practice is at the heart of its institutional culture, facilitating agile and timely responses to new demands that will be inevitably blown in by the winds of change.”

.....

Ronald G. Sultana,
Professor of Education at the University of Malta

Our 2018/19 Delivery

Broad General Education



We delivered face-to-face services to

149,272 **P7 S3**

pupils across Scotland in 2018/19

(93.2% of all S1–S3 in maintained schools, an increase of 3,459 and 0.8 percentage points (pp) on 2017/18)

95.0% of students transitioning from **P7 to S1** received a group session
(-0.2pp on 2017/18)

91.8% of students in **S2** received individual or group support
(+1.7pp on 2017/18)

92.9% of students in **S3** received individual or group support
(+0.9pp on 2017/18)

88.3% of students making subject choices in **S2/S3** had one-to-one support
(+4.5pp on 2017/18)

83.0% of **S3** pupils with the greatest need received extra one-to-one support
(+6.2pp on 2017/18)

96%

of pupils were satisfied with their subject choices interview
(97% in 2017/18)

Senior Phase



96%
of Head Teachers are satisfied with the services provided to their school

We delivered face-to-face services to

93,064 **S4–S6**

pupils across Scotland in 2018/19

(77.8% of all S4–S6 in maintained schools, compared to 77.2% in 2017/18. 2018/19 figures are based on a snapshot of pupils taken on 1 February 2019.)

40,600 **S4–S6** pupils were identified for targeted support
(39,125 in 2017/18)

96.0% of targeted **S4–S6** pupils received one-to-one coaching guidance
(no change on 2017/18)

85.4% of targeted **S4–S6** pupils improved their CMS
(-0.1pp on 2017/18)

97.4% of all targeted pupils in **S4–S6** are satisfied with the service they receive
(-0.4pp on 2017/18)

School Leaver Outcomes:

94.4%

of school leavers in 2017/18 were in an initial positive destination approximately three months after leaving school
(up from 93.3% in 2015/16 and 93.7% in 2016/17)

Next Steps



65.6%

of Next Steps customers who were assessed improved their Career Management Skills
(+2.1pp on 2017/18)

8,977 **Next Steps**

customers were supported by **33,816** face-to-face individual or group sessions delivered by SDS professionals in 2018/19

(11,453/47,592 in 2017/18)

66.4%

of Next Steps customers supported by SDS progressed to learning, training or work
(+2.8pp on 2017/18)

98.6%

overall customer satisfaction with the Next Steps service
(95% in 2017/18)

58.9%

of Next Steps customers supported by SDS progressed to learning, training or work and sustained it for six months
(+0.9pp on 2017/18)

98.1%

of Next Steps customers would recommend us to a friend
(93% in 2017/18)



92%

of young people,
parents and carers
who answered a
post-call survey
said they would
**recommend using
the Exam Results
Helpline to a friend**

***“I was able to
chat over my
son’s options
and next steps,
looking at his
subject choices
for sixth year,
as well as what
that might lead
to after school.”***

.....

Susan Jeffery,
Parent, Exam Results Helpline User



Universal Services



42,053

individuals across
Scotland accessed our
universal face-to-face
career services

(42,016 in 2017/18)



23,646

of those received one-to-one
coaching guidance from our
trained careers professionals

(56.2% – +2.1 pp from 2017/18)



98.8%

of our universal
customers were
satisfied with the
one-to-one support
they received

Partnership Action for Continuing Employment (PACE)

13,353

individuals received
information from PACE

(+5,647 on 2017/18)



3,038

received face-to-face
support from SDS colleagues

(+383 on 2017/18)

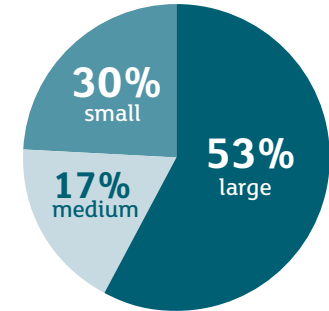


Employees from
304 employers
received PACE support

(+81 on 2017/18)

382
of
635

redundant apprentices
supported in 2018/19
progressed to alternative
learning and/or employment
destinations (including 320
registered as redundant in 2018/19)



Size profile
of PACE
employers
supported

Over 900



applications to the
Transition Training
Fund (TTF) were
approved in 2018/19



68%

of TTF beneficiaries were
in employment six months
after their application
was approved (no change on 2017/18)

85%

overall customer
satisfaction with
PACE in 2018

(84% in 2016)

90%

TTF customers
are satisfied
with the support
they received

(no change on 2016)

Case Study

PACE support gets Garry back on the road to a new career

When Garry Pollock was made redundant from his job, it came as quite a shock. The 53-year-old from Glasgow worked for 10 years at Gemini Rail in Springburn.

Garry said. “We were told we were being made redundant in December 2018, with the site closing in July 2019.

“It wasn’t a good feeling knowing that you were working yourself out of a job.”

Garry received support from Partnership Action for Continuing Employment (PACE). PACE is the Scottish Government’s initiative for responding to redundancy situations. SDS leads on delivery of PACE in conjunction with partners including Department for Work and Pensions, local authorities and training providers.

Garry received support from SDS adviser Owen Davies.

“We got offered support with making a CV, help with interview skills, that kind of thing.

“When I was told you could get retrained for a different skill to change career I couldn’t believe it, as it’s something I probably couldn’t have afforded to do myself.

“I was put through my LGV Class 2 training and now I’ve got a job driving for Muller in Cambuslang.”

Garry was delighted with the support he received, and would encourage anyone who is facing redundancy to make use of the free service.

He said: “I would definitely recommend PACE to anyone. Thanks to the support and training I received, I got a new job pretty quickly. I’m loving my new job.”



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