

Careers by Design

Report of the Career Review Programme Board

February 2022



Skills
Development
Scotland

Young
Person's
Guarantee

Introduction

This review would not have been possible without the insights, experiences and deep engagement of young people and stakeholders.

Our recommendations have been designed with over 80 young people whose experiences and ideas are captured in the pages that follow.

We asked them to introduce the report by telling us why they got involved, what they did and what their hopes for it were. The words below summarise the responses we received. The text has been approved by the young people involved.

“Over the last six months we’ve helped the career review team to design and develop the recommendations that you’ll read in this document.

We volunteered to do this because each of us has personal experience of what it’s like to make career choices in 2021.

We come from a diverse range of backgrounds. Some of us had great experiences, with career support which helped us grow and thrive. Others felt left behind by a system which didn’t work for us.

Most of us got involved with this review because we want to change things for the better. We hope that our experiences and our ideas help to create services which are accessible and inspiring for all young people in Scotland.

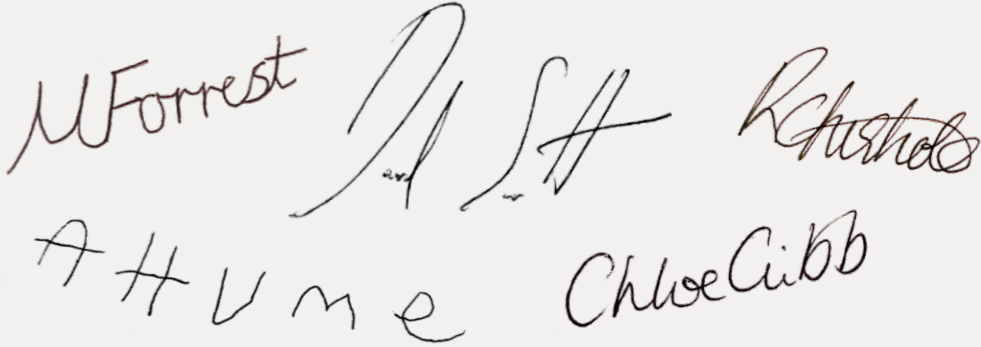
Through interviews, group discussions and workshops we’ve had the opportunity to feed back on what works well and the opportunities to improve.

We’ve shared ideas, challenges and opinions to find collective solutions together. Solutions that give young people a broader range of experiences, that remove stigma and open up possibilities and that are inclusive and open to everyone.

To the people with the power to make these changes: we hope you listen to our voices. And continue listening to our voices as the future service is being developed and designed.

Most of all, we hope you act to make these changes happen. If you do, you will be creating a better tomorrow – one which will be good for all young people, and good for our country.

You’ll be helping make Scotland a better, fairer place to live and work.”



Chair's foreword

Young people today face an uncertain and disruptive future.

The COVID-19 pandemic has impacted their learning and social lives and called into question their plans for the future. It has reduced their access to jobs and opportunities to progress in work. It has unfairly affected those who were already facing the most significant challenges in their lives.

It is almost impossible to overstate the impact of the pandemic. The fact is, however, that even without this insipid and destructive influence in the lives of our young people, they would still be facing unprecedented change. It is all around us.

Drivers of change

Our ambitions to reach net zero require transformational change in our society and economy that has to be economically and socially just. Advances in technology are changing the work that we do and will continue to disrupt many traditional job roles. A reduction in migration means that our working-age population is likely to contract, with a wide range of implications.

These major societal issues can bring many wonderful opportunities for young people. They provide a chance to reshape our economy, increase innovation and productivity and create a fairer society for everyone.

They also carry significant risks of widening and deepening inequalities, disrupting careers and leaving people behind.

Thriving through change

Scotland's career services need to help young people navigate and thrive in this uncertain and disruptive future.

This review has reflected on how we develop a forward-looking, integrated and coherent career service that delivers for all young people.

Scotland has maintained, invested in and developed a national, all-age career service that is the envy of many other countries. Scotland is the only home nation that has prioritised support for a national all-age career service in this way.

We therefore have strong foundations to build from and there are many positives to celebrate and maintain.

However, it is clear that what worked yesterday, will not work tomorrow. And the current system isn't working for everyone.

Over recent months we have undertaken the most comprehensive review of Scotland's career services in a generation.

Informed by in-depth evidence, the recommendations that you read in this report have been co-designed with young people.

These young people have rightly set high expectations for a future career service in Scotland and are understandably impatient for change.

This expectation is further amplified by the voices of parents, carers, teachers and mentors that we have engaged through this review, all

of whom share a belief that young people should have an entitlement to universal, all-age career services.

A systemic approach

We support this ambition, and we must frame this expectation within the reality of the resources invested across the ecosystem.

Many consider career services only in terms of the support which Skills Development Scotland provides through careers advisers, digital services and other offers.

Valued as they are, they will not be sufficient in ensuring young people have the support they need to deal with the rapidly changing nature of work. Circa 350 careers advisers simply cannot deliver the level of personalised, one-to-one support that our 300,000 secondary school pupils deserve.

If we are to deliver a decisive shift in preparing and supporting our young people to engage and thrive in the future world of work, the whole career ecosystem needs to come together in a much more systemic and integrated way.

Responsive education

We need to be much more intentional about how services work together to create a joined-up offer that wraps around the needs of individual young people.

In other words, we need careers by design where career support and career related learning are built in, for everyone, in a way that it is planned to be structurally unavoidable.

More fundamentally, our ability to better support young people's career development is profoundly dependent on better embedding career education within the curriculum at all levels of education.

We recognise that Scotland's approach to the senior phase curriculum and assessment is currently the subject of a comprehensive external review and consultation involving the recommendations of the Organisation for Economic Co-operation and Development (OECD).

This reform presents an opportunity to fundamentally enhance career education, ensuring it has greater prominence and priority. It is an opportunity that must not be missed.

As the OECD recognises, we need a more equitable focus between the skills and competencies young people are developing and the achievement of qualifications and exam results.

The curriculum needs to devote adequate time to career-related learning, not just time for careers advisers, but greater access to work-related learning with industry involvement in its co-design.

The current review of national qualifications offers the opportunity to ensure that the wider achievement of young people, the skills and attributes they develop as part of, and in addition to, their exam results is fully recognised.

Skills alignment

As with our broad education system, there are also critical dependencies between career services and post-school pathways in further and higher education.

It is vital that there is alignment between the skills individuals and the economy demand and those our education and skills system provide. This requires career education and support to be embedded as a core feature of all post school course provision.

It also demands consistent work-related learning, industry curriculum co-design and strong performance data to inform choices.

The Scottish Funding Council (SFC) Review of Coherence and Sustainability presents the opportunity to ensure provision in post school education has greater industry involvement and meets the needs of students, employers and broader economic and social drivers.

It is not just our education system that needs to be responsive to changing needs and individual and collective ambition. Employers have a key role to play too, ensuring the opportunities they offer are built on fair work principles and practice.

Making it happen

Through this review we have been given a once in a lifetime opportunity to lead the change that will provide Scotland's young people with the support, guidance and skills they need.

We see this report as both a catalyst for change and a route map. It will provide the basis for a range of work with the Scottish Government, local government, providers, employers, young people and those who support them to achieve the vision that we articulate here.

And, in line with the principles of fair work, providing an 'effective voice' mechanism, through their trade unions, will be important in

engaging our careers and teaching workforce in the change that will be required.

While we believe that steps to implement some significant elements of our recommendations should begin immediately, full implementation will require further detailed planning to specify the appropriate means, timescales and resources.

We know the challenge that this presents and the urgency and commitment this requires.

But we also know the prize: a comprehensive system of career support that assists all our young people to live fulfilling working lives and that supports thriving workplaces; a successful, fair and sustainable economy, and a more equal society.



Grahame Smith
Chair, Career Review Programme Board

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Chair's foreword

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Summary

Career services in Scotland are provided by a wide range of organisations and institutions – schools, local authorities, colleges, universities, Skills Development Scotland (SDS), Developing the Young Workforce (DYW), third sector organisations and more.

Considering career services, as many tend to do, only in terms of what SDS offers in secondary schools will not be sufficient in ensuring young people have the support they need to deal with the rapidly changing nature of work.

The Programme Board took a much wider view, and our recommendations for change and improvement focus on what we have called the career ecosystem, and how the assets and resources that exist within it can be maximised.

They are the foundation for enhancing career services, that builds on current strengths, addresses areas of weakness and meets the challenges of an uncertain future.

Nothing less will suffice if Scotland's career services are to play their part in realising the ambitions of our young people, our economy and society.



Background

'It is recommended that under the leadership of SDS, an implementation plan is developed to take forward the recommendations [of Scotland's Career Strategy].'

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

'This would also start to address the long-term issue of how best to give young people the insight to what the economy of Scotland is likely to need in the future and how that might influence their decision around career paths.'

Sandy Begbie

Initial Report: Youth Guarantee - No-one Left Behind

As part of the Young Person's Guarantee, SDS has undertaken a comprehensive review of career services for young people in Scotland.

This review has been led by an independent Programme Board chaired by Grahame Smith with members drawn from a wide range of key stakeholders in the career system and a specific focus on those with protected characteristics.

Full details of the approach the Programme Board undertook in this review are set out in Appendix 1. This outlines the service design approach, the extensive programme of engagement with those who have a direct and indirect interest in career services and our approach to equality impact assessment.

This report represents a summary of the review and outlines the recommendations of the Programme Board to deliver against the vision of Scotland's Career Strategy:

A world class, professionally led, aligned and flexible system of career information, advice and guidance (CIAG) services which delivers for everyone

A system where people 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, including employability and skills support.

Scotland's Careers Strategy: Moving Forward

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Context

Scotland's Careers Strategy: Moving Forward sets out the need for accessible and consistently high-quality career information, advice and guidance for all ages against the background of a rapidly changing labour market.

However, since its publication the context has changed significantly:



COVID-19

COVID-19 has impacted education and career development and highlighted and exacerbated a range of existing inequalities driven by skills and access to work.



Educational reform

The OECD has recently completed a review of Scotland's education system, which has signalled significant reform. Progress toward change is already underway. The Scottish Funding Council has also undertaken a review of Coherence and Sustainability in Further and Higher Education.



Poverty and inequality

Despite relatively high rates of participation in the labour market, poverty and inequality remain a significant issue. Two thirds of children living in poverty are members of working households. The Black Lives Matter movement continues to shine a light on persistent and systemic racism in society.



The climate emergency

This Scottish Government was the first in the world to formally recognise a climate emergency and has committed to a just and fair transition to net zero, requiring transformation in all areas of our society and economy.



Industry 4.0 and disruptive technologies

Advances in technology continue to change the demand for skills and create new ways of working. This is likely to result in frequent disruption in the labour market that requires recurring occupational change and a need to significantly and regularly retrain and upskill.



A dynamic labour market

Skills shortages in Scotland are being mirrored around the world, resulting in a global war for talent in many sectors. Scotland has a shrinking working age population and there is a critical requirement to maximise all the talent and skills available.



The nature of work

These changes and more are driving fundamental shifts in the nature of work and where it takes place. There is a need to place increased emphasis on career management skills, meta skills and wellbeing, as part of a wider approach to fair work. Non-traditional working models highlight both advantages and risks.

There is a need to ensure young people are supported to work safely, free of discrimination and harassment.

The current system and opportunities for change

There is much to celebrate within current provision:

- Scotland has an all-age national career service that is the envy of many other countries.
- Career services are integral to a wide range of Scottish Government policies and are aligned to many national performance indicators.
- Career services, career education and information that supports career choices are in demand and valued by young people.
- In recent years Scotland has sustained and protected funding for national career services when many other nations have diluted or decommitted support.
- Career services delivered by SDS are independently inspected and scrutinised by Education Scotland, who conclude: "The impact of CIAG services on customer progress and achievement of high-quality outcomes features prominently in external review reports."
- We have a highly professionalised career workforce in SDS and Scotland's universities.
- There has been a growth in partnerships between education and employment.
- Local partnerships, including the third sector, have proven effective at connecting individuals with services in areas where there is greatest need for those who are furthest from the labour market.

We face systemic challenges in supporting career development:

- Career education is not systemically embedded in the curriculum in all educational settings :
 - The school curriculum focuses on the exam diet which severely restricts the available time for and visibility of career education.
 - In further education more should be done to provide work-related learning, industry curriculum co-design and strong performance data to inform choices.
 - In higher education career provision embedded in the curriculum varies in response to subject of study and institution.
- SDS is resourced to provide 1.0 FTE per secondary state school. Local authorities are resourced to provide 0.5 FTE DYW School Coordinator per secondary state school. This resource is not able to provide personalised one-to-one support to the entire secondary school cohort of over 300,000 school pupils.
- There is a fragmented and complex delivery landscape.
- There is limited overall 'oversight' of the system.
- There is significant pressure on public finances.
- Dynamic change in the economy and the nature of work and the workplace risk exacerbating inequality.
- Dynamic change in the economy and world of work require a proportionate response to the challenges and opportunities we face. Demand for career support is likely to increase.

- Disadvantaged young people, those who are not considered high achievers and those not pursuing an academic pathway report finding it more difficult to access services.
- The high demand for career support amongst young people often goes unmet.
- Fragmentation and regional variation mean that not all young people have equal access to career services.
- There are inequities in access, quality and take up of services. Beyond the national career service there is no consistent entitlement to career support.
- Many young people said they didn't see themselves represented in career services.
- There is limited professionally qualified career guidance resource in Scotland's colleges and a limited service offer delivered by SDS, targeted at key customer groups.
- The OECD reports that many education systems suffer from "initiative overload" with increasing pressures on schooling. This is evident in Scotland.

There is opportunity to better serve the needs of all young people by:

- leveraging public investment in education to maximise support for all young people's career development through a more consistent and comprehensive approach to career education, including more curriculum time for career education at all levels. This needs to be driven by the OECD review of the senior phase curriculum and

assessment and the Scottish Funding Council Review of Coherence and Sustainability.

- establishing broader pathways to success and creating an education system that values skills as well as qualifications driven by the review of the Curriculum for Excellence and in all educational settings.
- significantly expanding work-related learning, industry curriculum co-design and strong performance data to inform young people's choice of university or college.
- aligning management of policy and investment to create coherent career services that are simpler to navigate and of a consistently high standard.
- creating a means of drawing the system together, ensuring strategic alignment and addressing inequalities in access and quality.
- achieving better alignment between the skills demands of individuals and the economy and what our education and skills system provides.
- shifting from needs-based to asset-based approaches that allow services to become more universal and lifelong which would be helpful in a world where resilience and flexibility will be key in the job market.
- supporting individuals to be aware of, understand and prepare for the world of work at an earlier age and continue until they enter a sustained destination within the labour market.

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- ensuring that career services are 'by design' and making career support "structurally unavoidable".
- greater coordination amongst career service providers across the system; clearer roles and responsibilities, more integrated services and common standards and measurement frameworks.

Responding to the dynamic change in the economy and the nature of work and the workplace, career services should focus on:

- supporting the development of confidence and agency, enabling people to make well-informed decisions about their progress and next steps.
- supporting the development and application of the skills needed to manage careers and thrive through change, ensuring a fulfilling life and work.
- ensuring personalisation and responsiveness, responding to the specific situations, aptitudes, and aspirations of each young person.
- ensuring high quality information and insight, developing an awareness of current and emerging opportunities, what it will be like to pursue these and where they may lead.
- empowering people to reap the benefits and opportunities that technological change offers.
- reflecting a need for continual learning to keep up with rapidly changing working environments.
- helping people through challenging transitions and more unexpected career decisions.

- helping people articulate their expectations of fair work and the skills they need to be successful in increasingly diverse workplaces.
- helping gain a sense of the future in the face of greater volatility and understand the longer-term implications of choices.
- providing services within communities to proactively address how discrimination impacts on diverse young people.
- presenting services in a way that is appealing and clear to young people and those who support them: parents and carers, teachers, mentors and career staff.
- ensuring that all those who support and influence young people are aware, informed and enabled to help their young people explore new pathways and overcome outdated or stereotypical views on the world of work, occupations, routes and pathways.
- building on existing and developing new models of industry engagement that ensure all young people can interact with employers, trade unions and others including enhanced digital provision.
- starting earlier in engaging young people in understanding, exploring and experiencing the world of work.
- co-designing curricula with employers to ensure relevancy and currency of provision.

Dependencies

The future success of the career service our recommendations aim to achieve has a range of dependencies:

- The review of Curriculum for Excellence is a fundamental condition of success, given the links between education and career choices, the importance of career education and the opportunity to marshal the combined resources of our education system and career services.
- Skills alignment, ensuring that investment decisions align with the needs of individuals and employers and that learning providers regularly review the provision they offer against these requirements.
- Consistent work-related learning, industry curriculum co-design and strong performance data to inform choices in further education.
- Integration of policies, ensuring that all policies with implications for career services are developed with, and informed by, the sector.
- The critical role of employers and business support, building on the work of the Enterprise and Skills Strategic Board, including:
 - a greater focus on workplace innovation to ensure that workers can utilise their skills and attributes.
 - more opportunities for workers to access support for skills and career development throughout their working lives.
 - recruitment and selection practices that give skills currency.

- the wider adoption of fair work principles and practices.
- the adoption of principles of equality and anti-discrimination as per The Equality Act 2010.
- in the spirit of social dialogue, more opportunities for employers to co-develop and implement policy that impacts on career services.
- Clear leadership, empowerment and accountability to deliver the change required through balancing local flexibility within national principles and priorities.
- A move to multi-year funding assumptions through the multi-year spending review in 2022, in responding to the strategic ambitions and implementation of the recommendations of this review.

The Programme Board encourages Scottish Government Ministers, public bodies, representative bodies and other key policy influencers to reflect on these issues in their consideration of this report and related decision-making.

Our design principles

We drew on the evidence and our work with young people and other stakeholders to co-create five design principles for future career services in Scotland:



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



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



Career services enable young people to expand their knowledge and experience of fair work.



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



There is an 'ecosystem' of assets delivering coherent and impactful career services for Scotland.

We believe that services designed, developed and implemented in line with these principles will not only overcome the gaps in current provision but will ensure services fit for current and future challenges.

The specific recommendations we have identified align with these principles and we believe the action necessary to implement them will enable the wide range of career services to each play their role in a coherent system that provides greater clarity and better progression for young people.

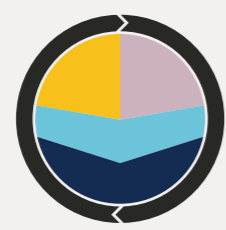
Our recommendations

Working with young people and stakeholders we have co-designed ten recommendations.

These recommendations are far reaching and cover the full career 'ecosystem'. We believe that adopted and implemented as a whole, and properly resourced, they will deliver a fundamental transformation of our career services.

We have articulated each of these in terms of what it means for a young person using the service.

Our recommendations are:

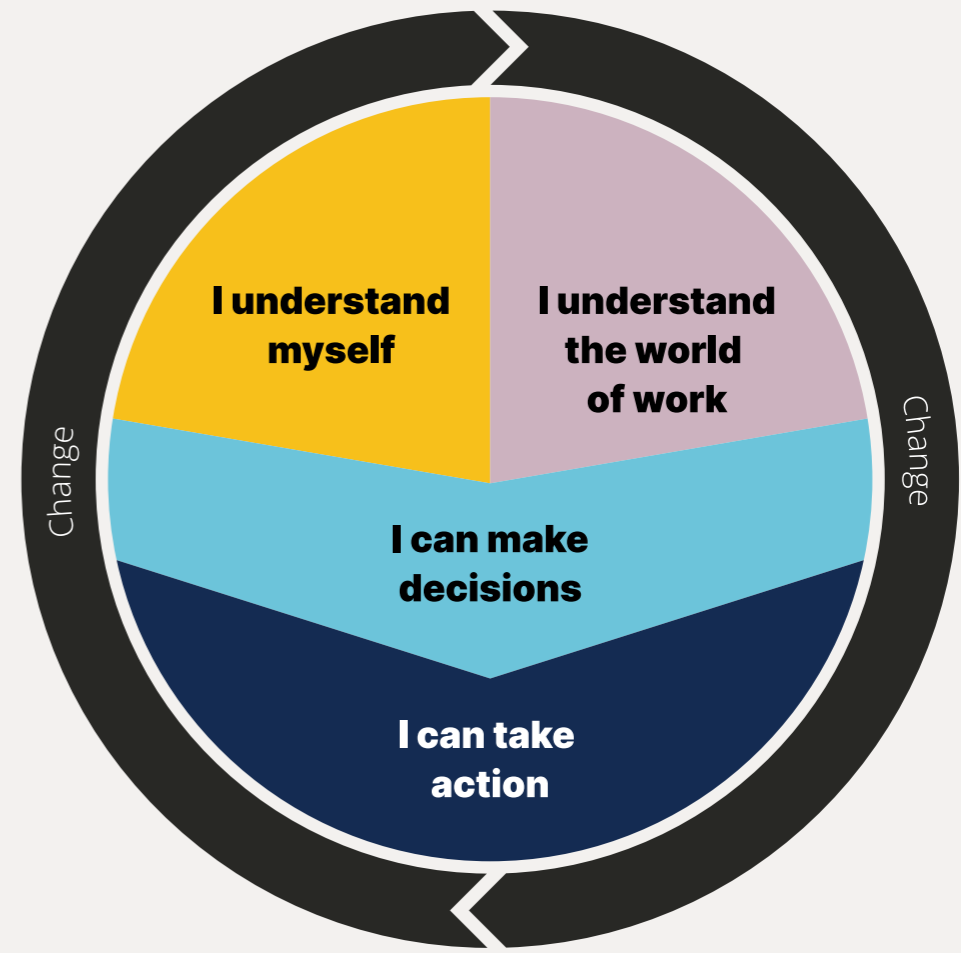


Recommendation 1: A new career development model

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

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

Career development model prototype





**Recommendation 2:
Developing skills and habits essential for the future world of work**

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

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



**Recommendation 3:
Creating person centred career services**

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

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



**Recommendation 4:
Experiential career education**

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

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



**Recommendation 5:
Community based services**

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

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



**Enabling recommendation 6:
Exposure to fair work**

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

"I know I'll get lots of chances to explore jobs and work in different ways."



**Enabling recommendation 7:
Digital enablement, empowerment and engagement**

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

"I find digital information and activities more inspiring, current and self-explanatory."



**Enabling recommendation 8:
Clear roles for the delivery of career services**

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

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



**Enabling recommendation 9:
Strengthening evaluation and continuous improvement**

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

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



**Enabling recommendation 10:
Creating a career services coalition**

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

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

Next steps

We believe the recommendations in this report represent an ambitious redesign of Scotland's career system. Building on the excellent work of practitioners across the country, they directly respond to the evidence and insight that are driving a clear need for change.

Given the need for urgency brought on by the pandemic and its impact on young people, we recommend immediate action to implement change.

In the short term we believe the Career Review Programme Board should continue, under current oversight and governance arrangements, and by June 2022 should:

- develop and co-design a future state Target Operating Model and service blueprint that set out lifelong entitlement to career services.
- conduct a fully costed gap analysis between the current 'as is' and the future 'to be'.
- develop and agree a detailed Implementation Plan including recommending the remit, functions and composition of the proposed career services coalition.
- complete the co-design of the proposed career development model.
- further test our proposals with all-age users to identify any refinements to match the requirements of an all-age career service.
- be a means through which the career ecosystem can engage with wider policy developments to ensure that our recommendations align with them and how they will be planned for implementation.

Background

Career services in Scotland are provided by a wide range of organisations and institutions – schools, local authorities, colleges, universities, Skills Development Scotland, Developing the Young Workforce, third sector organisations and more.

Considering career services, as many tend to do, only in terms of what SDS offers in secondary schools will not be sufficient in ensuring young people have the support they need to deal with the rapidly changing nature of work.

The Programme Board took a much wider view, and our recommendations for change and improvement focus on what we have called ‘the career ecosystem’, and how the assets and resources that exist within it can be maximised.

They are the foundation for a new career service, that builds on current strengths, addresses areas of weakness and meets the challenges of an uncertain future.

Nothing less will suffice if Scotland’s career services are to play their part in realising the ambitions of our young people, our economy and society.

In February 2020, the Scottish Government published [Scotland’s Careers Strategy: Moving Forward](#).

This strategy recognises the rapidly changing labour market and the need to ensure career education, information, advice and guidance in Scotland is more obvious, accessible, personalised and joined up. It highlights a need to ensure people of all ages are supported to

make better informed decisions about their future and navigate the dynamic world of work.

In September 2020, the Scottish Government published [Sandy Begbie’s Initial Report: Youth Guarantee - No-one Left Behind](#).

This report identifies the wide-ranging resource devoted to career services and employability support for young people. It also highlights the importance of maximising the impact of this investment on the lives of young people:

“It is recommended that under the leadership of SDS, an implementation plan is developed to take forward the recommendations [of Scotland’s Career Strategy].

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

“This would also start to address the long-term issue of how best to give young people the insight to what the economy of Scotland is likely to need in the future and how that might influence their decision around career paths.”

The report also identified the need to include the services and support of the third sector:

“In considering how best to develop that end-to-end career service SDS would be asked to collaborate and work with the third sector, so their services are an integral part of the model.

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“This would also allow the development of the service to be based on what our young people would look for from such a service, in other words a codesign approach.”

In December 2020, an independent Programme Board, chaired by Grahame Smith, was established to oversee SDS’s work to undertake this end-to-end review of career services.

This report is the outcome of the most comprehensive review of Scotland’s career services in a generation. At the time of writing there are a range of ongoing interventions which are central to the goals of this review, and to which this review must in turn make a clear contribution.

These include, but are not limited to:

- the Scottish Government’s upcoming National Strategy for Economic Transformation
- the Scottish Government’s Future Skills Action Plan
- plans for Scotland to become a Fair Work Nation by 2025
- the Scottish Funding Council’s Review of Coherent Provision and Sustainability
- a range of reviews that deal with inequality and discrimination in the labour market
- the OECD’s recommendations around Curriculum for Excellence and work being led by Professor Ken Muir to inform how they are implemented.

The review of Curriculum for Excellence in particular is a fundamental condition of success given the links between education and career choices, the importance of career education and the scale of investment in the education system in relation to career services.

As the remainder of this report makes clear, there is a critical dependency between the effectiveness of Scotland’s broad education and skills for learning, life and work.

The evidence used throughout this report has been summarised for ease of reference. Full details of our evidence gathering approach is contained within [Appendix 1](#) and further published evidence can be found at www.CareerReview.scot.

The work of the Programme Board

The Career Review Programme Board has provided independent oversight of the review process.

The Programme Board comprises representatives from all parts of the career system. This includes career advice and guidance, education, the third sector, equality groups, employers, academia and local government. They represent a diverse range of individuals with a specific focus on those with protected characteristics. A full list of board members is included in [Appendix 6](#).

From the outset, the Programme Board was clear that the review would be evidence led, driven by insight and co-design by stakeholders and young people. The approach taken to capture this evidence and insight is outlined in [Appendix 1](#).

Equity was at the core of our approach, ensuring that the board listened to a diverse range of voices that are often not heard because of accessibility and the distance from traditional services and mainstream evaluation.

The remit of this review focused on young people. However, it's important to note that Scotland's career strategy defines an all-age service.

Many of the principles and recommendations outlined in this report are likely to be applicable to all-age users. However, this needs to be confirmed through further work with people aged 24 and over to explore their needs, listen to their experiences and refine the approach we propose.

As a board, we believe this report represents a transformational and deliverable redesign of the career system in Scotland.

The world of work has changed massively in the last decade and many predict that the scale of future disruption could be unprecedented. Career services need to change in response.

The ongoing impact of the pandemic means there is a burning need and opportunity to act quickly to accelerate recovery. The board has agreed that its recommendations can make a significant contribution to our recovery and that urgency is required.

It remains committed to supporting the early actions set out later in this report, including the development of a comprehensive plan that identifies clear roles, responsibilities, timelines and the resources required to fully implement its recommendations.

Context: the drivers of change

The review has taken place during a period of significant change in work, the economy and the labour market. The nature of work and the idea of a career is changing, accompanied by a renewed and welcome spotlight on upskilling, reskilling, fair work, inclusion and equality.

The scale of disruption, change and longer-term impact of these issues have profound implications for the delivery of career services.



COVID-19

COVID-19 has highlighted and exacerbated a range of existing inequalities driven by skills and access to work. It has led many young people to re-think their priorities, and profoundly affected a generation's education and socialisation.

It has accelerated existing trends in the labour market, for example the shift to home working for many, whilst contributing to supply chain issues which continue to impact on the demand for skills.

Career services have a significant contribution to make both to the Scottish Government's COVID-19 Recovery Strategy: For a Fairer Future, and to reducing longstanding inequalities in the labour market.



Educational reform

The OECD has recently completed a review of Scotland's education system, focused on Curriculum for Excellence and assessment within upper secondary education.

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

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

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The outcome of this review has signalled significant reform in the Scottish education system and progress toward change is already underway.

This work creates an opportunity to improve career services and education by more effectively integrating academic and work-based learning, offering broader curriculum options, creating more innovative assessments that capture a wider range of student skills and capabilities and placing more emphasis on continuous assessment.

The Scottish Funding Council has undertaken a review of Coherence and Sustainability in relation to further and higher education.

There are also shifting patterns in education over recent decades, including a major increase in the proportion of young people entering further or higher education after leaving school.



Poverty and inequality

Despite relatively high rates of participation in the labour market, poverty and inequality persists. Two thirds of children living in poverty are members of working households.

There has been a sustained erosion of real incomes and there are fewer long-term roles. The Fair Work Convention's report on 'Fair Work in Scotland' revealed that disabled workers, ethnic minorities, women and young workers often experience poorer work outcomes and are often more heavily concentrated in precarious and low paid work.

The Black Lives Matter movement continues to shine a light on persistent and systemic racism in society.



The climate emergency

This Scottish Government was the first in the world to formally recognise a climate emergency and has committed to a just and fair transition to net zero.

The push to net zero requires transformation in all areas of our society and economy, including the labour market. There is also a need to ensure that this change is equitable and mitigates the disproportionate impact on poorer communities.

COP26 underlined the imperative to 'green' the economy. This is creating new markets, services and products, and requires radical transformation in some sectors of the economy (e.g. energy and transport).

The consequence is a raft of new opportunities to drive growth and ensure that Scotland is a world-leader in green technologies.

These opportunities come with a rapidly changing demand for skills.



Industry 4.0 and disruptive technologies

The fourth industrial revolution was already driving transformational change, and pace has been accelerated by the pandemic.

Advances in technology continue to change the demand for skills and create new ways of working. The 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.

Existing business models and working environments are being disrupted, causing rapid changes in job roles and skills needs.

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Respected commentators such as the World Economic Forum, the International Labour Organisation, McKinsey and Co, PwC and the Scottish TUC, all predict that disruption will change the way we work and live, with massive implications for individuals, employers, learning institutions and the skills system.

Artificial intelligence and automation are reinventing our workforce and replacing a myriad of traditional occupations. Technology is altering consumption and demand patterns and changing consumer preferences and expectations, for everything from soft drinks to cars.

This is likely to result in frequent disruption in the labour market that requires recurring occupational change and a need to significantly and regularly retrain and upskill.



A dynamic labour market

The UK's decision to leave the European Union and changing patterns in global trade are creating challenges for a range of sectors, workers and communities.

Skills shortages in Scotland are being mirrored around the world, resulting in a global war for talent in many sectors.

With population growth historically being driven by in-migration, Scotland has a shrinking working age population with rising dependency ratios and the threat of rural de-population.

In response there is an absolute and critical requirement to maximise all talent and skills available in Scotland.



The nature of work

These changes and more are driving fundamental shifts in the nature of work and where it is carried out.

The rise in automation and machine learning means that technical skills will become less valued, with increased emphasis on uniquely 'human' skills (often referred to as meta skills).

Digital literacy is a key enabler across industries and a global shortage means that digital skills in areas such as big data and cyber security are in high demand.

There is a need to place increased emphasis on career management skills, meta skills and wellbeing, as part of a wider approach to fair work. Increasingly, people are making learning, employment and career choices based on how their work aligns with their values and purpose.

This is driving change in employment practices, where employers seeking to recruit and retain talent in a globally competitive marketplace need to place increased emphasis on fair work.

Non-traditional working models may bring advantages for employers and for some individuals, particularly in terms of flexibility. The significant move to remote and hybrid working seen during the pandemic has the potential to create opportunities for young people previously excluded from workplaces.

However there are concerns over the possible disadvantages of these non-traditional working models, including their impact on equality, productivity and growth and the wider wellbeing of the workforce.

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Workers who are not 'employees' tend to do significantly less learning, and trends towards non-traditional ways of working will potentially exacerbate this.

There is a need to ensure young people are supported to work safely, free of discrimination and harassment.

People are more mobile and less attached to employment as traditionally understood. Engaging, attracting and supporting workforce development therefore needs to recognise this.

Challenging the nature of careers

All of these factors mean that the very concept of a 'career' has changed significantly.

The notion of 'linear' career trajectories, where people gain skills and move to more senior roles in their field, has become outdated.

International evidence suggests it is now more likely that a 15-year-old will experience a portfolio career, having up to 17 different jobs over five careers in their lifetime.

People must therefore be agile workers, prepared for change; and businesses must recognise the importance of reskilling and upskilling their workforce to accommodate disruption as part of a wider approach to fair work.

A shift to reflect a more dynamic future of work will be required. People will need a portfolio of skills and capabilities to equip them to make decisions and navigate:

- a more complex world of work.
- growing choices over education, learning and training pathways.
- changes in the nature of work and the workplace.
- the skills that employers and the wider economy require.

What this means

Dynamic change in the economy and world of work mean that a decisive shift in the way we prepare and support our young people to engage and thrive in the future world of work will be required. This demands a proportionate response to the challenges and opportunities we face.

The implications of this change are expanded on in the next section.

The current system: opportunities for change

The Career Review Programme Board commissioned the most extensive evidence and insight programme ever undertaken into career services in Scotland.

The focus of the review is aligned to the five largest components of the system: SDS, schools, colleges, universities and Developing the Young Workforce.

The review has defined career services as:



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



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



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



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



Brokerage: career learning by organising encounters with employers, trade unions and others. This might include talks and career fairs, brokering mentoring relationships between young people and employers, coordinating work experience, career-related volunteering and helping young people develop an understanding of fair work and work-related rights and responsibilities.

Based on this definition, we have identified opportunities for change in four key areas:

1. **The policy landscape**
2. **The funding landscape**
3. **Career services**
4. **Education and the world of work.**

The policy landscape

How it works now

Scotland has an all-age career service that is the envy of many other countries.

The centrality of career policy and the alignment to national performance are evidence of how critical high quality career services are to supporting young people and creating a thriving economy.

Currently, career policy and strategy traverses a range of government departments and is iterated with new reviews, initiatives and policies emerging regularly. These are governed nationally and locally in Scotland and in some cases by the UK Government.

Challenges in the current system

This extensive footprint indicates that career services are a critical, and yet complex and fragmented, part of Scotland's education and skills infrastructure. The need for greater integration comes up repeatedly across many policies.

This fragmentation leads to a complex delivery landscape. Young people, particularly those at risk, face confusion as the career support they receive is determined by wide-ranging policy, programmes and funding arrangements.

In many cases the net effect is that some young people 'cycle' through initiative upon initiative with no oversight from any one party.

There is a real risk that dynamic change in the economy and the nature of work and the workplace benefits the better connected, more informed and more mobile young people, exacerbating inequality.

Dynamic change in the economy and world of work mean that a decisive shift in the way we prepare and support our young people to engage and thrive in the future world of work will be required. This demands a proportionate response to the challenges and opportunities we face.

Opportunities

- Aligning policy to create coherent career services that are simpler to navigate and of a consistently high standard.
- Creating a means of drawing the system together, ensuring strategic alignment and addressing inequalities in access and quality.
- Ensuring career services are highly accessible and appealing to those who are unlikely to be reached by formal services, with adequate resources and effort devoted to this.
- Achieving better alignment between the skills demands of individuals and the economy and what our education and skills system provides.

The funding landscape

How it works now

In recent years, Scotland has sustained and protected funding for national career services when many other nations have diluted or decommitted support. The vast majority of services are publicly funded.

Funding dictates that a high proportion of services are offered on the basis of need. This means they are largely focused on addressing social problems and targeted at those judged to need them most.

Challenges in the current system

There are significant pressures on Scotland's public finances.

The variety of funding sources is not accompanied by overarching management of the 'ecosystem'.

Despite the prevalence of needs-based models, disadvantaged young people and those who are not considered high achievers or not pursuing an academic pathway report finding it more difficult to access services.

The pace of change in the economy and society means that we cannot rely on models of delivery that have succeeded in the past.

Dynamic change in the economy and the nature of work and the workplace mean the scale of demand on career services will increase significantly, placing an increased emphasis on coordination of services, skills and assets in the career ecosystem. This demands a proportionate response to the challenges and opportunities we face.

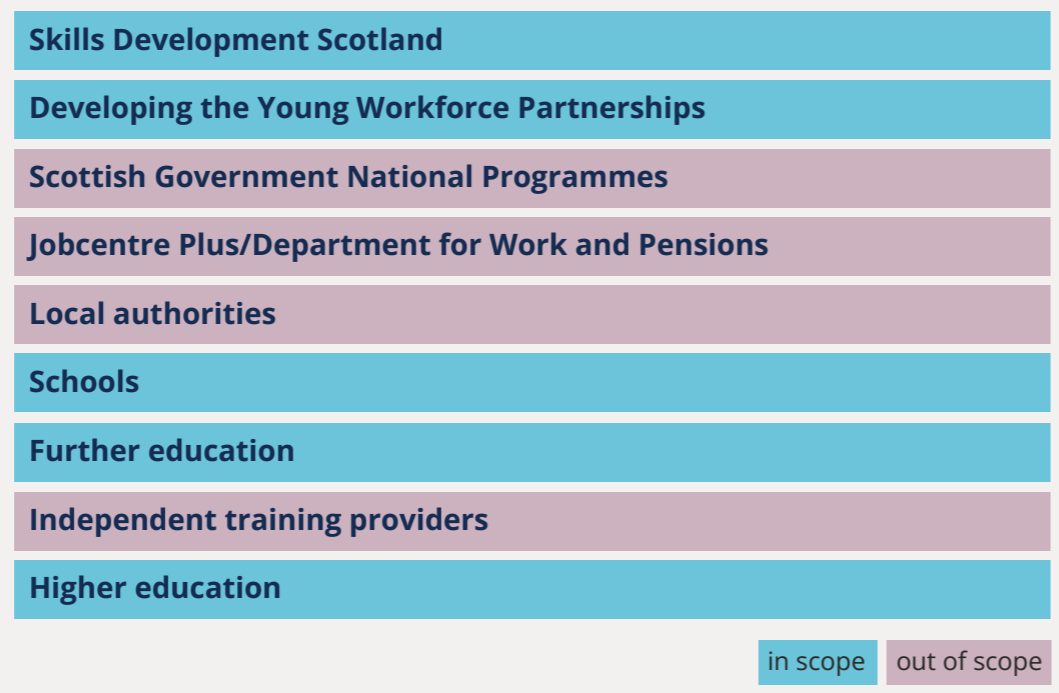
Opportunities

- Leveraging public investment in education to maximise support for all young people's career development through a more consistent and comprehensive approach to career education. This needs to be driven by the review of the Curriculum for Excellence, the SFC Review of Coherence and Sustainability and other key policies to ensure impact in all educational settings.
- Improving management of overall investment across the system to focus on the needs and progression of young people and ensuring equity of access to provision.
- Shifting from needs-based to asset-based approaches that allow services to become more universal and lifelong which would be helpful in a world where resilience and flexibility will be key in the job market.

Career services

Overview of the system

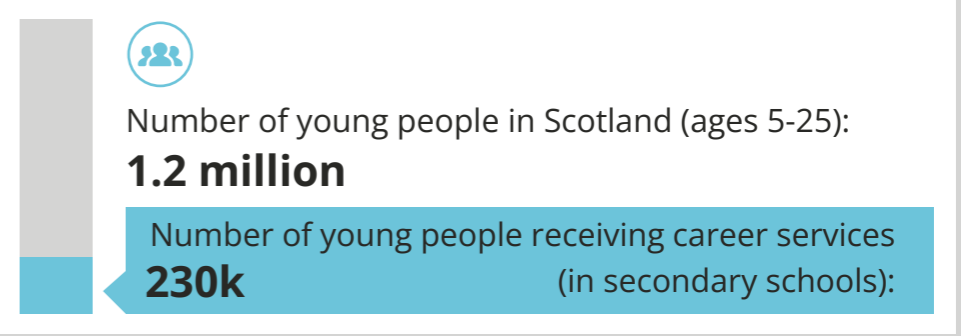
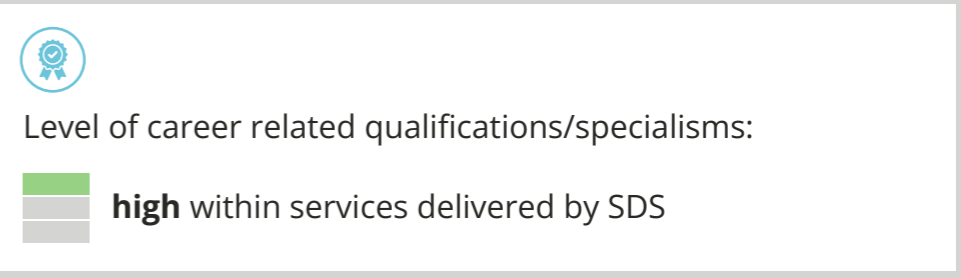
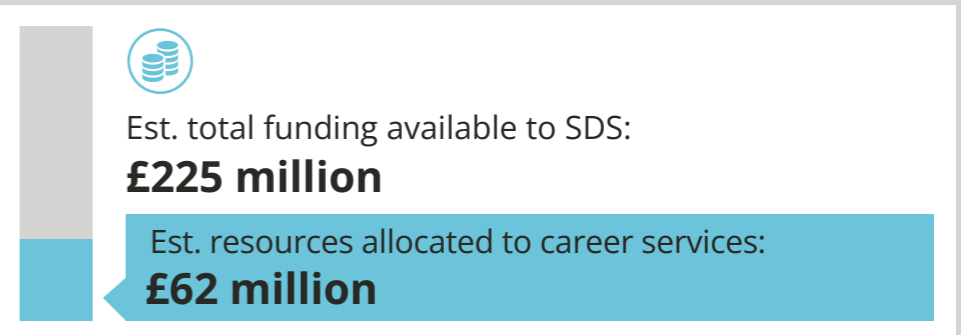
Career services in Scotland are provided by a wide range of organisations and institutions. The visual below highlights the key components of the system, and outlines which were in scope for this review:



The following charts present an overview of provision for the components of the system in scope for this review:

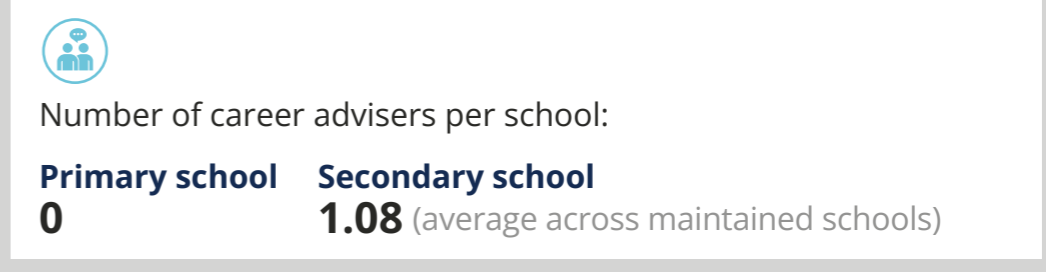
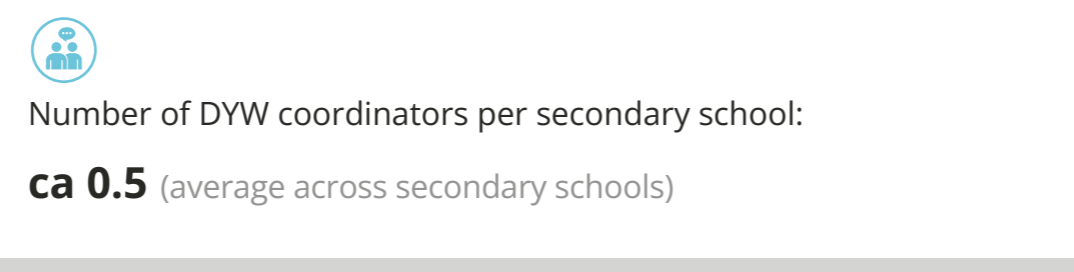
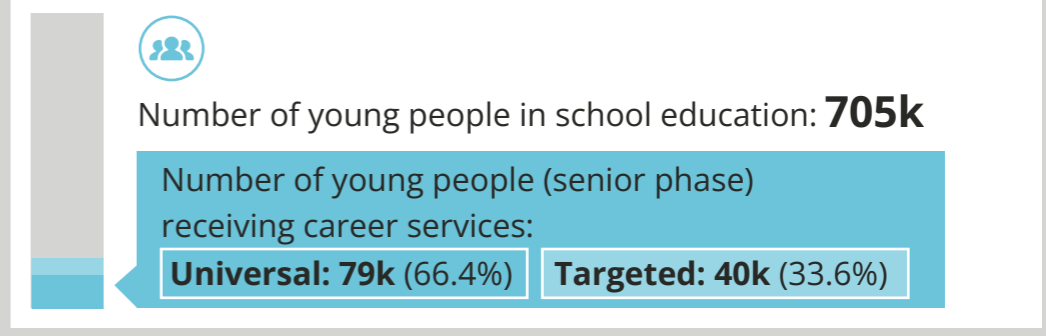
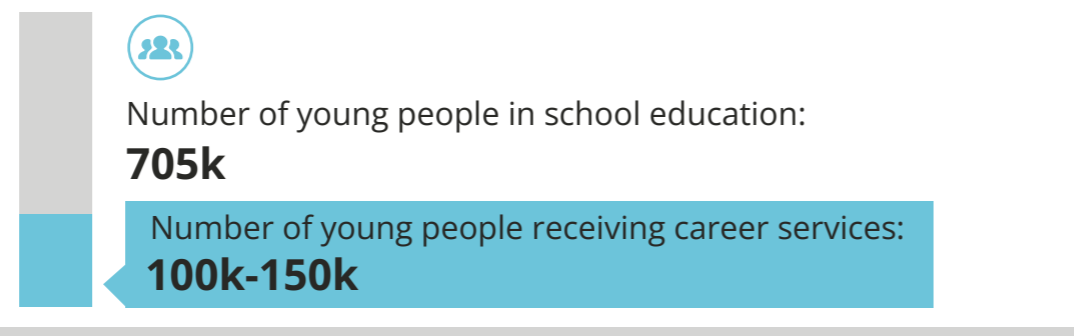
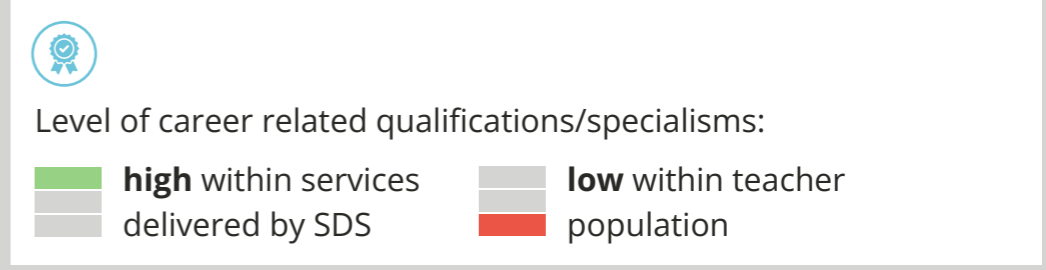
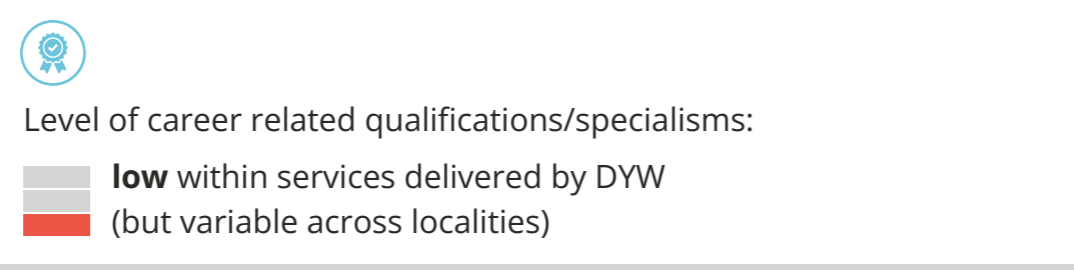
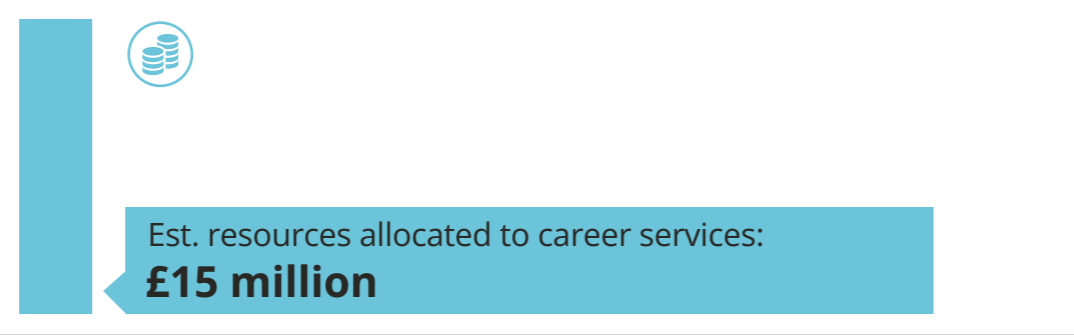
There are no known published figures by any organisation other than SDS that detail funding of career services. Therefore these estimations are drawn from budget line item reviews from published government data, internal management information, estimates provided directly by interviewees, previous research, and extrapolation from survey responses by an independent contributor as part of the review process.

Skills Development Scotland



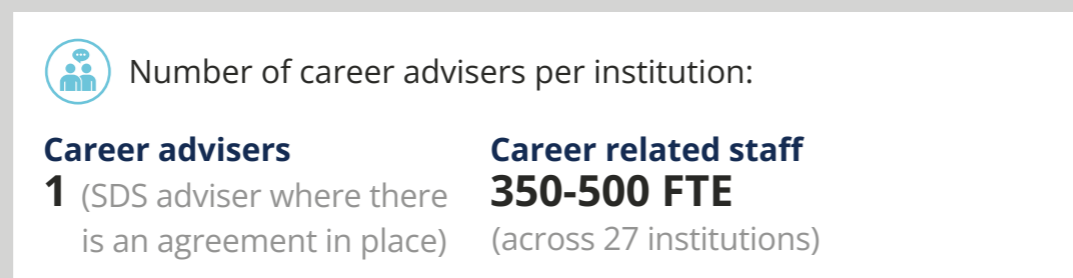
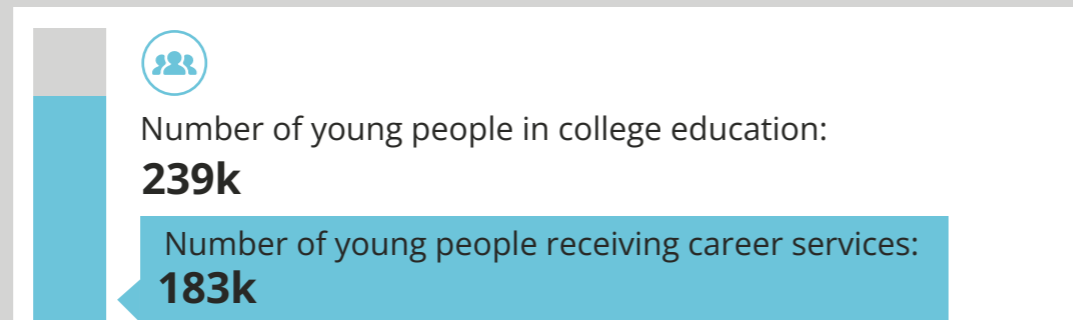
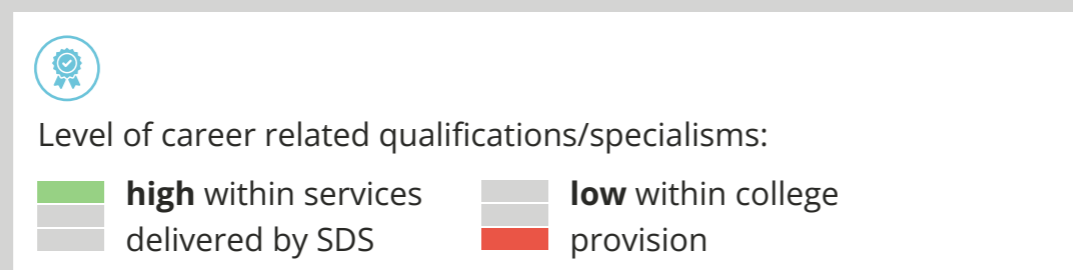
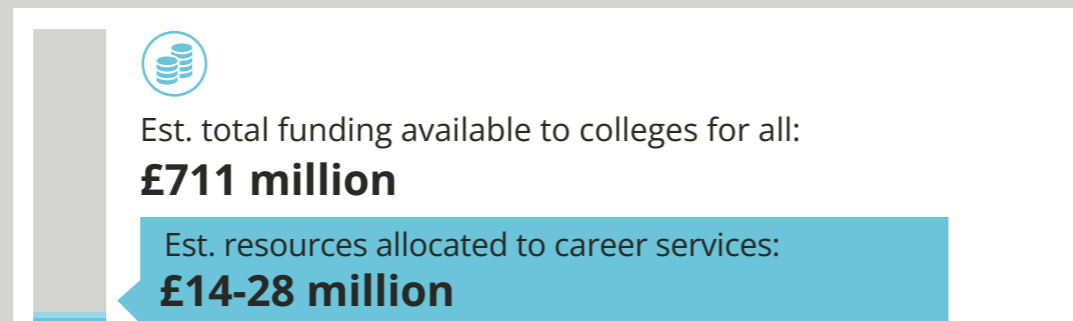
Developing the Young Workforce Partnerships

Schools

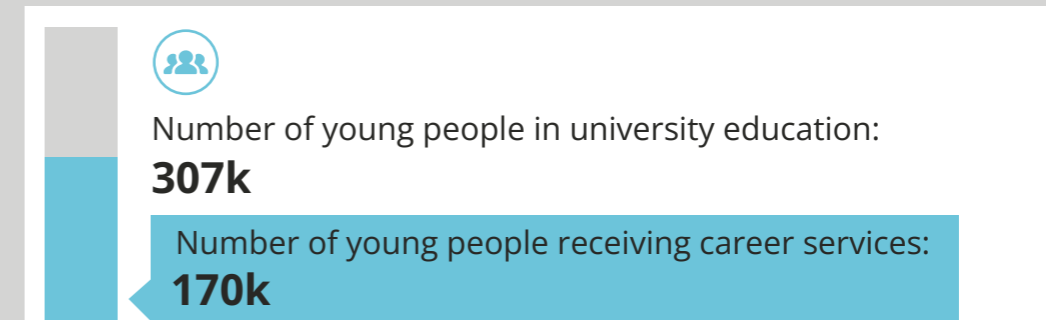
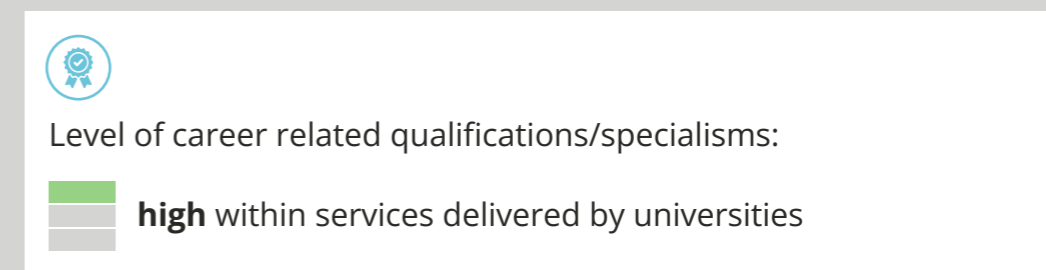
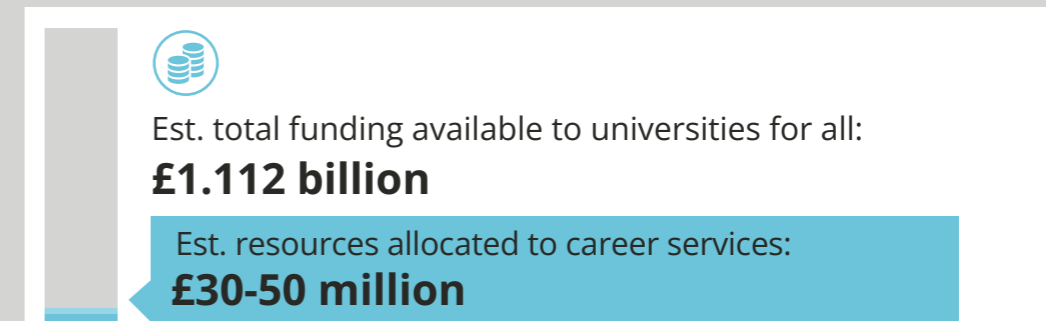


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Universities



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How it works now

Career services that support choices are in demand and valued by young people.

There is much to celebrate within current provision:

- A highly professionalised careers workforce in Skills Development Scotland and Scotland's universities.
- The growth in partnerships between education and employment.
- A national career service delivered by Skills Development Scotland independently inspected and scrutinised by Education Scotland, who conclude: "The impact of CIAG services on customer progress and achievement of high-quality outcomes features prominently in external review reports".
- Curriculum for Excellence entitles young people to opportunities to develop skills for learning, skills for life and skills for work.

Career services vary significantly across the three main educational settings: schools, colleges and universities.

Local partnerships, including the third sector, have proven effective at connecting individuals with services in areas where there is greatest need for those who are furthest from the labour market, however there is significant variation across the country.

Challenges in the current system

Career education is not systemically embedded in the curricula in all educational settings:

- The school curriculum focuses on the exam diet which severely restricts the available time for, and visibility of, career education.

- In further education more should be done to provide work-related learning, industry curriculum co-design and strong performance data to inform choices.
- In higher education career provision embedded in the curriculum varies in response to subject of study and institution.

SDS is resourced to provide 1.0 FTE per secondary state school. Local authorities are resourced to provide 0.5 FTE DYW School Coordinator per secondary state school. This resource is not able to provide personalised one-to-one support to the entire secondary school cohort of over 300,000 school pupils.

The high demand for career support amongst young people often goes unmet.

Fragmentation and regional variation mean that not all young people have equal access or entitlement to career services.

There are inequities in access, quality and take up of services. Disadvantaged young people and those who are not identified as high achievers or pursuing an academic pathway often find it more difficult to access services.

Beyond the national career service, entitlement is influenced by a person's employment status, attachment to education, socio-economic background and protected characteristics. Access requirements are shaped by funding, regulation, the availability of resources and other priorities.

Many young people said they didn't see themselves represented in career services. They are more likely to talk to people who understand them, their community, and their lived experience.

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There is limited professionally qualified career guidance resource in Scotland's colleges and a limited service offer delivered by SDS, targeted at key customer groups.

The OECD reports that many education systems suffer from 'initiative overload' with increasing pressures on schooling. This is evident in Scotland.

As traditional sectors and long-standing jobs change, it is ever more important to understand the changing needs of employers and help young people respond to these. Equally, employers need to understand the expectations young people have about the nature of work.

Opportunities

- Developing robust and accessible career education for all and in all educational settings. This is an opportunity that can and should be driven from the review of Curriculum for Excellence, the Scottish Funding Council's Review of Coherent Provision and Sustainability and other related policies that directly influence curriculum design and delivery.
- Establishing broader pathways to success and creating an education system that values skills as well as qualifications driven by the review of the Curriculum for Excellence, the Scottish Funding Council's Review of Coherent Provision and Sustainability and in all educational settings.
- Supporting individuals to be aware of, understand and prepare for the world of work at an earlier age and continue until they enter a sustained destination within the labour market. Ensuring that career services are 'by design' and structurally unavoidable.

- Ensuring access to services which support young people to develop confidence and agency, enabling them to make well informed decisions about their progress and next steps, and develop the skills they need to manage their career and ensure a fulfilling life in work.
- Building greater coordination amongst career service providers across the system; clearer roles and responsibilities, more integrated services, common standards and measurement frameworks.
- Responding to the dynamic change in the economy and the nature of work and the workplace, career services should focus on:
 - supporting the development of confidence and agency, enabling people to make well informed decisions about their progress and next steps.
 - supporting the development and application of the skills needed to manage careers and thrive through change, ensuring a fulfilling life and work.
 - ensuring personalisation and responsiveness, responding to the specific situations, aptitudes, and aspirations of each young person.
 - ensuring high quality information and insight, developing an awareness of current and emerging opportunities, what it will be like to pursue these and where they may lead.
 - empowering people to reap the benefits and opportunities that technological change offers.

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- reflecting a need for continual learning to keep up with rapidly changing working environments.
- helping people through challenging transitions and more unexpected career decisions.
- helping people articulate their expectations of fair work and the skills they need to be successful in increasingly diverse workplaces.
- helping people gain a sense of the future in the face of greater volatility and understand the longer-term implications of choices.
- providing services within communities to proactively address how discrimination impacts on diverse young people.
- presenting services in a way that is appealing and clear to young people and those who support them – parents and carers, teachers and mentors, and career staff.
- ensuring that all those who support and influence young people are aware, informed and enabled to help them explore new pathways and overcome outdated or stereotypical views on the world of work, occupations, routes and pathways.



Education and the world of work

How it works now

There is clear evidence that understanding and experiencing the world of work while in education leads to better employment outcomes, improved success within education and increased life satisfaction.

Through its 2017 Enterprise and Skills Review, the Scottish Government committed to achieving a better alignment between the skills demands of individuals and the economy and what our education and skills system provides.

Emergent practice is bringing young people in education closer to understanding and experiencing the world of work. This includes:

- DYW School Coordinators
- Foundation and Graduate Apprenticeships.

Much of this practice occurs within the senior phase or within vocational provision in further and higher education.

The reform of the education system is a vehicle to improve career education with potential for new models of engagement and involvement of employers in co-design of education to improve social inclusion and equality of outcomes for all.

Challenges in the system

- Many employers and trade unions report challenges and complexity in engaging with education.

- There is duplication in employer engagement activities across the system.
- Employer engagement in the curriculum is limited and not systemic.
- Employers find it easier to identify their contribution in the Senior Phase as it is more directly linked to their recruitment of young people.
- There is no consistent entitlement to work-related experiences within the system. There is significant location and institutional variation.
- Capacity and capability of employers and digital connectivity between employers and schools.

Opportunities

- Achieving a better alignment between the skills demands of individuals and the economy and what our education and skills system provides.
- Building on existing and developing new models of industry engagement that ensure all young people can interact with employers, trade unions and others, including enhanced digital provision.
- Starting earlier in engaging young people in understanding, exploring and experiencing the world of work.
- Co-designing curricula with employers to ensure relevancy and currency of provision.

Dependencies

The future success of the career service our recommendations aim to achieve has a range of dependencies:

- The review of Curriculum for Excellence is a fundamental condition of success, given the links between education and career choices, the importance of career education and the opportunity to marshal the combined resources of our education system and career services.
- Skills alignment, ensuring that investment decisions align with the needs of individuals and employers and that learning providers regularly review the provision they offer against these requirements.
- Consistent work-related learning, industry curriculum co-design and strong performance data to inform choices in further education.
- Integration of policies, ensuring that all policies with implications for career services are developed with, and informed by, the sector.
- The critical role of employers and business support, building on the work of the Enterprise and Skills Strategic Board, including:
 - a greater focus on workplace innovation to ensure that workers can utilise their skills and attributes.
 - more opportunities for workers to access support for skills and career development throughout their working lives.
 - recruitment and selection practices that give skills currency.

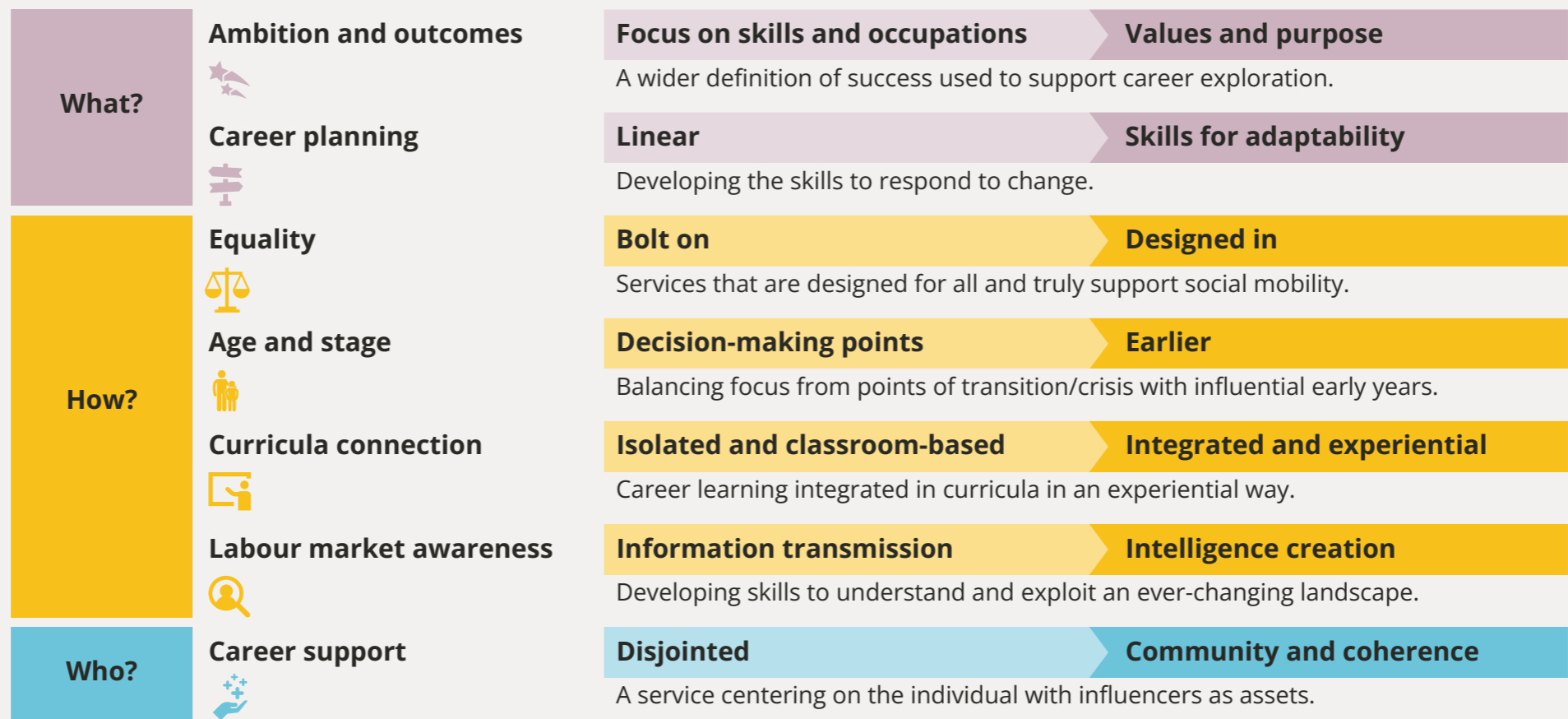
- the wider adoption of fair work principles and practices.
- the adoption of principles of equality and anti-discrimination as per The Equality Act 2010.
- in the spirit of social dialogue, more opportunities for employers to co-develop and implement policy that impacts on career services.
- Clear leadership, empowerment and accountability to deliver the change required through balancing local flexibility within national principles and priorities.
- A move to multi-year funding assumptions through the multi-year spending review in 2022, in responding to the strategic ambitions and implementation of the recommendations of this review.

The Programme Board encourages Scottish Government Ministers, public bodies, representative bodies and other key policy influencers to reflect on these issues in their consideration of this report and related decision-making.

Reimagining the service

In seeking to develop our recommendations for the development of Scotland's career services, we worked with young people to identify and define what needs to change and how it should change.

The diagram below describes the change we believe our career services must make, building on current strengths, to overcome areas of weakness and to be fit for the volatile future we face:

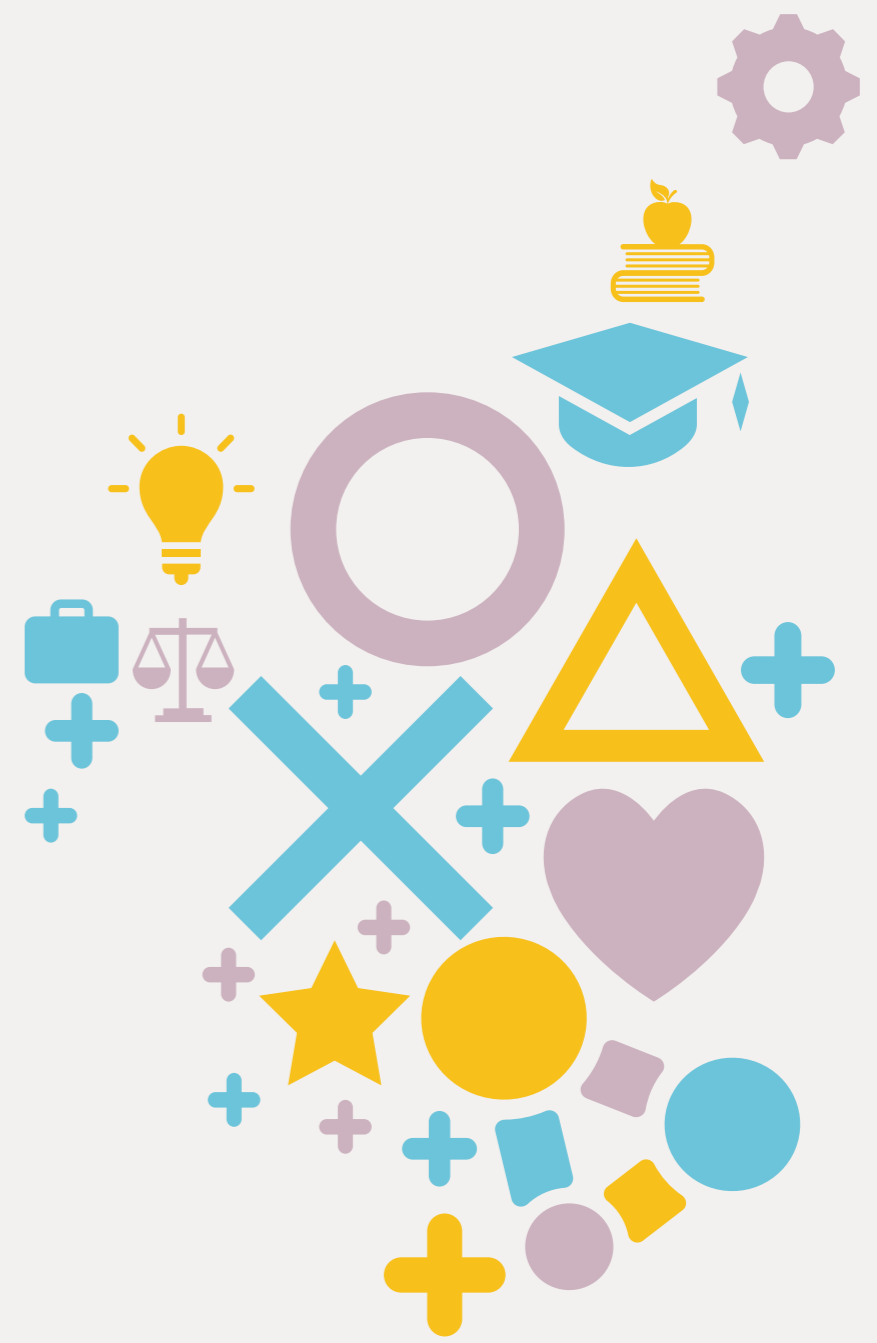


Design principles

To shape how services across the system should work in the future, we developed a series of design principles.

These principles are based on evidence, including international best practice.

They have been co-designed with young people and stakeholders and describe the broad areas that provide opportunity for change.





Design Principle 1:

Meeting the dynamic aspirations and different needs of all young people

Services that:

- **are person-centred, designed to include all young people in their individual context**
- **delivered in a way that takes into account young people's assets, aspirations, aptitudes, values and feelings**
- **always encourage higher ambitions and address prejudice**
- **provide the right balance of digital and face to face services.**

Insight

Research highlights a high, and often unmet, demand for career support amongst young people under the age of 25.

It suggests that not all young people have equal access to career services in Scotland, with disadvantaged young people and those who are not considered high achievers or pursuing an academic pathway often finding it more difficult to access the services they need.

What young people told us

- Young people find it hard to navigate the range of services on their own and many fall through the cracks.
- The universal digital offer (My World of Work) is not enough for many young people.
- Decisions are sometimes being made for young people, and not with or including them.
- Practitioners* across the system should be open-minded and supportive of their career decisions, and the advice could be more tailored to their needs.

Our goal

This design principle intends to move all services beyond any preconceived ideas about what young people can achieve and how best to support them.

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“I think it’s important that the review takes into account that there’s a significant amount of young people not in high school or further/ higher education who likely feel discouraged from reaching out for career support as they see it as something only ever really offered to those currently in education.

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

(21-year-old, at college)

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“I’ve been told that as a person of colour there are certain areas where I will be more accepted, such as health care and I should think about those types of jobs – but I’d rather do something else.”

(17-year-old, school pupil)

*The term practitioner within this report covers all professionals and roles supporting the delivery of career education, information, advice, guidance and brokerage with young people across all settings (including teachers, career advisers, lecturers, DYW School Coordinators and third sector support etc.).

These functions have been identified as key components that deliver career services using the prototype career development model. These should not be seen as being directly related to existing roles within the service and will retain and respect the professional standards and ethics of the sector.



Design Principle 2:

Building agency and equipping young people with the skills to thrive in a changing world

Services that:

- **enable young people to become comfortable with the uncertainty surrounding the labour market**
- **support them in decision making about their evolving career ambitions**
- **equip them with the skills and habits they need to succeed in the future:**
 - **making ongoing decisions**
 - **building their own intelligence about careers.**

Insight

The labour market is undergoing major change, and the pace of that change is increasing. The skills that people need are dynamic and will be subject to recurring disruption.

People who can adapt to change will thrive in a dynamic labour market. There is a risk that those who cannot, will be left behind.

What young people told us

- Many young people had an awareness of the changing nature of work.
- They could not relate this to their education or learning.
- They did not know how to prepare for this uncertainty.
- In some cases, it was used as a reason to delay decision making.

Our goal

This design principle aims to ensure young people are skilled in these areas and able to better navigate change. To do this, there is a need for skills and skills development to have parity with qualifications in all settings.



Design Principle 3:

Enabling young people to expand their knowledge and experience of fair work

Services that:

- **help young people connect to the world of work through awareness, exploration and experiences**
- **broaden ambition from an early age, to help young people make informed decisions and allow them to move into the world of work more smoothly**
- **are delivered with an active role for employers and informed by fair work principles.**

Insight

Young people's career aspirations tend to be concentrated on a small number of job sectors and are highly influenced by what they are exposed to.

There are clear gender differences in the sectors to which young people aspire. These are often engrained from an early age.

There are sustained, lifelong benefits of young people's exposure to the world of work. The greater the exposure, the greater the benefit.

Young people with less extensive networks and fewer sources of personal support express huge benefit from a range of employer

experiences, including short, sharp interventions like employer talks.

Work-based learning is a proven way of developing metaskills such as communication, team working, creativity, and problem solving.

What young people told us

- There are not enough opportunities to explore/experiment between work and education.
- Lack of opportunity to gain an understanding of workplaces and industries is leading to a lack of confidence about entering the labour market and a narrowing of aspirations.
- There are often fewer opportunities for young people with additional needs, so they are not aware of the possibilities available to them.
- At university, students expressed they would like more diversity in opportunities and employers with more internships and chances to interact with a wider selection of businesses more often.

Our goal

This design principle aims to level the playing field for young people by providing much more access to meaningful work-related experiences for all.

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“You want to do it, but no one is giving you the chance to do it and therefore you can’t get a job. You need experience to get experience.”

(19-year-old, looking for work)

“I’ve worked in a lot of public facing jobs... so that’s probably what’s given me the confidence at such a young age.”

(21-year-old, in work)



Design Principle 4:

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

Services that:

- **integrate the world of work with the education system by design, making career services experiential and providing equitable access for young people from all backgrounds and in all contexts**
- **start in early years**
- **ensure young people can make connections between their learning, how it can be applied in the world of work, and what they are interested in.**

Insight

Young people spend the vast majority of their time in education participating in the curriculum.

Investment in education supersedes investment in career services.

SDS is resourced to provide 1.0 FTE per secondary state school. Local authorities are resourced to provide 0.5 DYW School Coordinators per secondary state school.

Curriculum for Excellence entitles young people to develop “skills for learning, life and work”.

The OECD notes that the current curriculum emphasises “successful learners” over other the three competencies of Curriculum for Excellence (confident individuals, responsible citizens and effective contributors).

The OECD review of Curriculum for Excellence cites evidence that recommends upper-secondary education systems should not aim for a one-size-fits-all offer but rather to provide students with a range of options with a view to suiting their future destination and specific demands for upper-secondary alternatives to traditional academic pathways.

In its career guidance in the post-COVID era, OECD recommends that from primary school, children should be helped to understand the links between education and employment and challenge stereotypical career thinking.

The Career Education Standard states that “children and young people will be entitled to experience a curriculum through which they learn about the world of work and job possibilities, and which makes clear the strengths and skills needed to take advantage of these opportunities”.

Young people often pass out of contact with career services once they leave education.

For young people, tackling social inclusion and achieving equality outcomes require starting earlier and continuing through until the early stages of employment.

The changing world of work means young people need to progressively develop skills to manage their career and thrive in the world of work throughout their life.

What young people told us

- Career services are often delivered in isolation and not within the classroom or in the context of the workplace.
- There is too much pressure and stress at transitional points (e.g. option choice and post-school destinations) and young people see this as the main time to interact with the school service.
- Accessing career services beyond these points can be difficult as some young people feel there is a stigma associated with the current offer (because they feel it is not seen as a universal service and only used by those who face disadvantage in progressing in learning, work and life).

Our goal

This design principle aims to make career services part of the fabric of learning to ensure that all young people have access to quality services in a way that makes sense to them and brings their learning to life.

“This is my first volunteering/job opportunity that I’ve had because during school I didn’t do any work experience or anything. It’s been quite good to see how different it is... you’re not used to working with people older than you or in different stages of life.”

(19-year-old school leaver going on to a place at college)

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

(21-year-old at college)



Design Principle 5:

An 'ecosystem' of assets delivering coherent and impactful career services for Scotland

Services that:

- **are consistent and of a high quality**
- **are recognisable by young people and easy to access**
- **are informed by users, practitioners and employers**
- **support equality of opportunity**
- **keep pace with industry, society and the changing nature of work**
- **are available to everyone irrespective of who they are, where they are in their career journey or which type of organisation is providing support.**

Insight

The Learner Journey Review highlights the variability of access and how dependent it is on the type of institution, if any, that a young person is attending.

There are inequities in access and take up of services. Disadvantaged young people and those who are not considered high achievers or not pursuing an academic pathway often find it more difficult to access the services they need.

Fragmentation of career services and the requirement for their greater integration is a consistent theme of many recent Scottish policies and strategies.

The OECD reports that many education systems suffer from "initiative overload" with increasing pressures on schooling. We were told repeatedly that this is a live issue in Scotland.

What young people told us

- Services within the system are not always joined up
- They can be confused about what support they're entitled to
- They can be confused about how and where to access the right support

The goal

This design principle aims to provide coherence and an ease of access and use that young people need. It also intends to ensure there are systematic ways of exploring the experience that young people have of the system, and the difference that the career support has made to them. These insights – and the ability to dive into particular aspects of service delivery in more detail – will be central to the process of continuously improving both experience and impact and driving the refinement of service design and coherence.

Our recommendations and actions

Our five design principles underpin ten recommendations. Guided by our design principles, these recommendations are based on evidence and have been co-designed and tested with young people and stakeholders.

They are directly aligned to Scotland's all-age CIAG Strategy and aim to make the most of the assets already in the system to deliver better services that lead to improved outcomes and make a greater impact.

Whilst each has a specific focus and intent, individual recommendations should not be considered in isolation.

Co-dependencies across recommendations mean that they will be treated as an interconnected group through the next phase of development and implementation. For example, the development of a career development model will inform and influence the development of many of our other recommendations.

Where gaps exist in the current system, additional investment will be required. We recognise that any case for investment will require full justification based on evidence and return on investment.

For each recommendation, we have summarised the supporting evidence, made a clear equity impact statement, outlined the change that we expect to see and offered an outcome for a young person.

Since the world of work is changing so rapidly and the impact of the pandemic on young people has been so profound, the changes we recommend below are both essential and urgent. Early action on implementation is, therefore, required.

We propose that the Programme Board continues to June 2022, convened as an early implementation group, to take forward some immediate actions, including the development of a comprehensive plan that will specify roles and responsibilities, timelines and resource requirements to implement in full all of our recommendations.

In this context, we have set out below, in general terms, the means through which we envisage each of our recommendations will be implemented.

Addressing inequality through the recommendations

The recommendations of this Career Review have potential to address the pervasive inequality that until now has persisted in society. In particular, they have critical value in addressing the needs of equality groups, supporting individuals to overcome barriers and disadvantage and in advocating for equality, inclusion and diversity across education, training and employment.

Career services across the ecosystem need to be aspirational in their approach to addressing disadvantage and supporting individuals to meet their goals and reach their potential in a career that is meaningful to them.

To ensure this, we have identified equality factors that will be crucial in ensuring our recommendations are inclusive and effective in reducing inequality.

Age

The Career Review focuses on a specific age group; those aged up to

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25 years. As such, age is not being considered as a factor within our Equality Impact Assessment.

If the findings of the review are used to inform all-age career services, consideration will need to be given to the implications of age and the specific needs of older adults.

Additional support needs / disability

By adopting the social model of disability and shared standards of accessibility across the career ecosystem, all services should focus on removing rather than mitigating barriers that exclude and discriminate against disabled people.

Career services across the ecosystem should understand and embed the [Principles of Good Transitions](#) for young people with additional support needs, taking into account that key transition points may happen at different times for some.

Care experience

In line with the Independent Care Review and The Promise, love and nurture should be at the heart of all career services delivered to care experienced young people with a focus on supporting them, as a parent would, to realise their full potential.

Gender

Staff across the career ecosystem should be gender competent in that they understand the impact of gender inequality on all areas of an individual's career development, focusing on women and girls where the disadvantage is most heavily weighted.

This understanding should be used to embed gender sensitive approaches in the development and delivery of career services.

Poverty

Career services should understand the impact of poverty on individuals and communities, that those with protected characteristics are more likely to be living in poverty, and the potential for fair work to address this.

With a focus on supporting individuals to “survive and then thrive”, career services should signpost individuals and families to support that will meet their basic needs and secure the conditions for them to more effectively engage with, and benefit from, career services.

Race

Career services need to be consistent and vocal in standing against persistent and systemic racism, the main cause of disadvantage and inequality for Black, Asian, Gypsy/Traveller and other Minority Ethnic groups. They should proactively and effectively address underrepresentation of ethnic minority individuals across the sector.

Practitioners should understand race and the impact of racism, including microaggressions, and variances in experiences between cultures.

Sexual orientation and transgender

Career services should recognise, respect, advocate for and ensure representation of all LGBTI+ identities. Services should be proactive, vocal allies of the LGBTI+ community and speak out against disadvantage and discrimination, particularly the Trans community who continue to face some of the greatest discrimination in society.

Practitioners should understand LGBTI+ identities and the impact of the discrimination they face on an individual's sense of self and subsequently their career development.

Equality indicators

Each of our recommendations seeks to address inequality, informed by a set of equality indicators that were identified through the Career Review Equality Impact Assessment. These are outlined below and referenced throughout each recommendation.



Address persistent inequalities

These recommendations support individuals to overcome barriers and disadvantage, meeting their individual goals and potential, and addressing the pervasive inequality that has persisted in society.

They aim to address equality, inclusion and diversity across education, training and employment.



Support individuals with diverse needs

These recommendations help individuals and those supporting them to understand their unique strengths and challenges, empowering them with the skills and resources they need.

They help young people gain self-awareness, acknowledge their value and worth and build self-confidence and belief. They help young people understand and validate their motivations and goals, developing agency whilst being treated fairly by others in learning and work settings.

They encourage the exploration of each person's life, interests, morals, skills and values, and should recognise the intersectionality of characteristics.



Encourage a culture of inclusive and fair work

These recommendations, through work with employers, unions and others, support active challenge of stereotypes, preconceptions and discrimination in the workplace.

They help people from equality groups to reject the influence of these stereotypes and focus on their own goals and aspirations. They help those who are not disadvantaged understand their role in addressing inequality.



Value and recognise skills

These recommendations support the goal of skills development having parity with qualifications. A wider view of attainment in this way, will play a critical role in addressing the inequality created by a system that has a strong focus on qualifications.



Recommendation 1:

A new career development model

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

The evidence

There is a high, and often unmet, demand for career support amongst young people in Scotland.

There are some inequities in access, take up and quality of services in Scotland. Disadvantaged young people and those who are not considered high achievers or not pursuing an academic pathway often find it more difficult to access services they need.

Fragmentation of career services and the requirement for greater integration is a consistent theme of many recent Scottish policies and strategies.

The OECD reports that many education systems suffer from “initiative overload” with increasing pressures on schooling. We were told repeatedly that this is a live issue in Scotland.

The change

A new career development model that provides a national delivery framework for any organisation supporting career choices.

Its adoption drives coherence and consistency in the delivery of career services and ensures improved outcomes.

It helps clarify roles and responsibilities across the ecosystem and ensures that reflection on career experiences is fundamental to the individual's progress.

The prototype

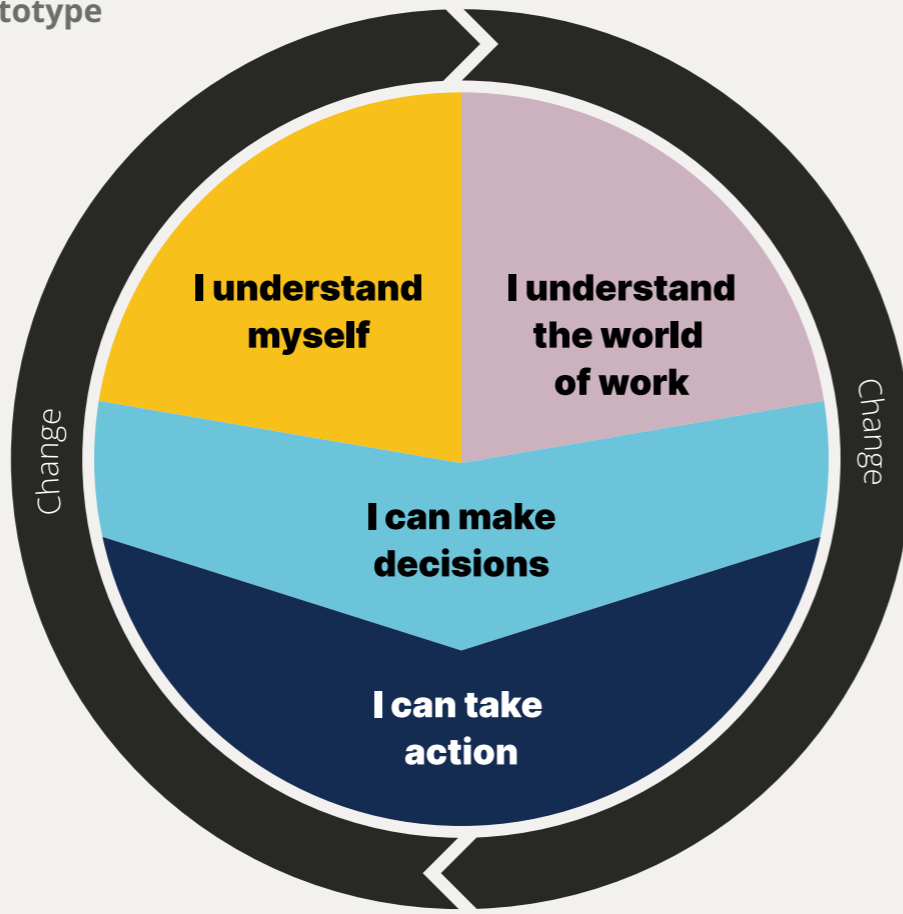
The prototype model was co-designed with young people and stakeholders using a ‘top to bottom process’ focused on helping young people:

- understand themselves, using activities to strengthen self-reflection, confidence, adaptability and growth mindset
- understand the world of work, drawing on experiences of workplaces that will broaden horizons and develop an appreciation of the full range of opportunities available
- develop the intelligence that will help them make better decisions

- draw on these experiences, insights and intelligence to take action, for example about a job or applying for further learning.

A key feature of the model is that the skills are not taught, they are gained through the experience of different activities that align to the model. These activities can be carried out at different levels depending on age and stage. For example, reflection would look very different in early years and university.

Career development model prototype



The outcome

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

The equity impact

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

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

Equality indicators:



The next steps

1. The Career Review Programme Board will lead the continued co-development of the career development model involving all partners
2. In order to deliver equity of access, the Career Review Implementation Plan, and Target Operating Model developed by the Programme Board, will incorporate a review of current resources and estimate the need for any additional resource to deliver services aligned to the career development model, supported by co-developed business cases
3. The Career Review Implementation Plan will detail an approach to co-develop and implement a suite of tools (on and offline) that will allow young people and practitioners to identify their career needs as aligned to the career development model.



Recommendation 2:

Developing skills and habits essential for the future world of work

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

The evidence

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.

An accelerating rate of change means young people and those supporting them need the skills to thrive in a rapidly changing labour market.

Technical skills and knowledge will be of a lower importance as machines learn to carry out technical tasks and artificial intelligence allows for knowledge to be shared globally.

The challenge of climate change and the just transition to net zero carbon will be accompanied by increasingly complex challenges and opportunities across all parts of the economy that will require innovative skills solutions, as will the new emerging sectors in the 'green economy'.

The boundaries between jobs and industries will continue to blur with jobs continuing to emerge and evolve.

The current system in Scotland does not reflect the pace of change in the world of work. Jobs and industries are dynamic – at present education and career services are not always cognisant of these changes and educational experience often does not link to work.

Young people often lose out to older overqualified peers in the competition for jobs roles and jobs. Entry level jobs often require two years of experience.

The change

Career education and services are designed to develop, recognise and accredit the skills and habits that help people make informed choices, adapt and respond to the changing labour market.

Skills are given currency, and the development of the skills to manage a career and thrive in the world of work are a cornerstone of all learning, education and employment related support.

The outcome

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

The equity impact

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

Equality indicators:

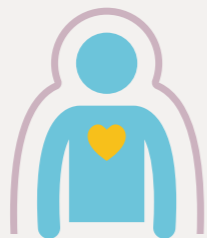


Next steps

1. The Career Review Implementation Plan and Target Operating Model will detail the suite of on and offline tools to be developed that support experiential learning, reflection and assessment of skills in all educational settings to enable the individual to understand the skills they have, and the skills they need to develop.
2. The Career Review Implementation Plan and Target Operating Model will identify the resource that will be required to develop tools, models and approaches to support the implementation of this recommendation and to ensure continuous improvement.

Realising the full impact of this recommendation will be dependent on its alignment with the outcome of the Scottish Government considerations of the OECD recommendations on Curriculum for Excellence and any proposed reform of curriculum and assessment in the Senior Phase.

The Programme Board will provide a means through which the career ecosystem can influence this reform process, including the development, integration and implementation of experiential curricula models, assessment strategies and learning approaches informed by work and work situations to enable the development of skills.



Recommendation 3:

Creating person centred career services

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

The evidence

International evidence tells us career ecosystems are most effective where they connect meaningfully to the experience and lives of individuals, recognise diversity and relate services to individual needs.

Not all young people have equal access to career services in Scotland, with disadvantaged young people, and those who are not considered to be high achievers or are not pursuing an academic pathway often finding it more difficult to access the services they need.

Because the current Scottish service offer in schools focuses most on young people at risk of not entering a positive destination, there is a perceived stigma around career services amongst those not at risk which can be a barrier to accessing valuable support.

Current services involve users in identifying their career support needs. However, this is often after the 'system' has indicated that need through data or professional dialogue between practitioners.

We identified evidence of young people in Scotland being referred to

services that do not meet their needs or being mis-matched to support using eligibility criteria or programme rules.

Young people told us that they want to have agency and control over their decisions – they need to be able to articulate their wants and needs.

The change

A fundamental shift from a needs-based approach (which address social problems and is targeted at those in most need of support) to an asset-based approach (which focuses on an individual's strengths and which allows services to become more universal and lifelong, building agency, resilience and flexibility).

Young people's voices are fundamental to all future career service development and delivery.

Services are more relevant, impactful and universally accessed.

Services and practitioners have space to 'explore' changing need on an ongoing basis through professional practice.

Data sharing is enhanced in line with relevant legislation and regulations with information being shared between professionals at appropriate and relevant stages of transitions.

The outcome

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

The equity impact

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

Equality indicators:



Next steps

1. The Career Review Programme Board will develop an offer for service delivery, beginning in primary school prior to the transition to secondary school, which enables an individual's needs to be identified and a plan for this offer to be revisited regularly.
2. The Career Review Implementation Plan and Target Operating Model will include the development of an approach to enhance data sharing between relevant organisations and ensure young people have ownership of their own data informed by existing data sharing agreements.

The service offer will expand the existing service available to young people and there may be a need for additional resource to support this expanded offer.



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The graphic below illustrates the recommendation:

Panel 1 (Top Left): A female student in a school uniform looks thoughtful. A speech bubble says: "Some people think because I have Down's syndrome I won't be able to get my dream job. But my career advisor Leon says I have the same opportunities as everyone else."

Panel 2 (Top Middle): The student is talking to a male teacher, Leon. A speech bubble says: "Leon introduced me to other people who do a variety of jobs so I could find out about different jobs that I might like to do." To the right, icons show a person with a fork and knife, a person with a calendar, and a person with a flower.

Panel 3 (Top Right): The student is talking to a female teacher, Susan. A speech bubble says: "Leon asked if I would like a mentor. I picked Susan. I liked her and we both love to help people. When we met, she told me about her job working at events." A speech bubble between them contains a red heart with hands.

Panel 4 (Middle Left): The student and Susan are at a marathon race. A speech bubble says: "I got to try out lots of different jobs at school. My favourite was working with Susan at a Marathon race. I was able to do a lot to help." A yellow banner in the background says "Finish Line".

Panel 5 (Middle Middle): The student and Susan are in a classroom setting with a male teacher. A speech bubble says: "We visited a place that makes tv shows. At school we worked in teams to create a 'pitch' for our own documentary." Icons show a film clapperboard, a person running, a mountain, and a trophy.

Panel 6 (Middle Right): The student is talking to Susan. A speech bubble says: "I talked to Susan about the things I did. She helped me think about what I enjoy doing and about the things I'm good at." A speech bubble above the student shows three people in a meeting.

Panel 7 (Bottom Left): The student looks thoughtful. A speech bubble says: "Now I know that I really don't like speaking in front of lots of people, but I do love it when I get to work in a team with others." Icons show a lightbulb, a red 'X' over a podium, a green checkmark, and a group of people.

Panel 8 (Bottom Middle): The student is talking to a male teacher. A speech bubble says: "I asked my guidance teacher to give me more chances to work in a team and find out about different jobs in events." A hand is pointing at a tablet displaying a colorful grid.

Panel 9 (Bottom Right): The student is smiling with stars around her head. A speech bubble says: "Now I can imagine myself in different jobs and I have lots of experiences that show what I am good at."



Recommendation 4:

Experiential career education

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

The evidence

Young people spend the vast majority of their time in education participating in the curriculum. Investment in education supersedes investment in career services.

There are strong examples in our current system where:

- curriculum, qualifications and practitioners have the capacity and capability to make direct connections to the world of work.
- work experiences are a key part of learning.
- employers are involved in the co-design and delivery of the curriculum.
- innovative experiential delivery models allow the development of skills through application.

However, this does not happen consistently and leads to inequity in accessing these experiential career education opportunities.

The OECD notes that the current curriculum emphasises 'successful learners' over other the three competencies of Curriculum for Excellence (confident individuals, responsible citizens and effective contributors).

The OECD review of Curriculum for Excellence cites evidence that recommends upper-secondary education systems do not aim for a one-size-fits-all offer but rather to provide students with a range of options with a view to suiting their future destination and specific demands for upper-secondary alternatives to traditional academic pathways.

Some international best practice models include a dedicated allocation of curriculum hours to experiential work-based learning.

These types of experience are often the only way for young people to assess whether they enjoy a type of work, role or job.

The change

Experiential work-related learning is part of the 'fabric' of curriculum design and delivery in primary, secondary, college and university. Those delivering the curriculum are supported to make connections to the world of work. Elements of the curriculum are delivered in the practical setting of the workplace.

Young people understand the practical value of what they are learning and how this learning can be applied in the world of work. They can develop this understanding in a range of ways.

This may take the form of projects or challenges, developed with employers, trade unions, educators and career practitioners, or helping to deliver elements of the curriculum in the practical setting of the workplace. This will build on the success of projects like My World of Work Live, Foundation Apprenticeships and the STUC's Unions into Schools project.

The outcome

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

The equity impact

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

Equality indicators:



Next steps

1. The Career Review Implementation Plan and Target Operating Model will set out how the career ecosystem will work with partners to enhance experiential career education in a range of settings and how these experiences will be aligned to skills needs for the future.
2. The Career Review Implementation Plan and Target Operating Model will specify a means of articulating skills, which should be developed and widely adopted, to ensure they can be recognised as part of attainment in a wide range of settings.
3. The Career Review Implementation Plan and Target Operating Model will set out the approach to ensuring the offer of a formal work-based qualification is available for all young people within the Senior Phase in school, building on the success of Foundation Apprenticeships. This will include the role of key partners and the resource implications.
4. The Career Review Implementation Plan and Target Operating Model will set out how employer involvement in the design and delivery of the curriculum should be co-ordinated across the system and increased, building on existing approaches and structures.

The graphic below illustrates the recommendation:


Telecom

MADTOBEADAD HOME ABOUT BLOG GET IN TOUCH

BLOG

Food for thought

April 13, 2028



#daddyblogger

#dadlife

#positiveparenting

#preschoolactivities

#earlylearning

#nowrongpath

I blog about being a Dad and today I learned something new. For me and my son Jaden! Jaden is 4 years old and just a few months away from beginning primary school. Jaden’s mum and I have made a conscious effort to make sure we give Jaden a wide range of toys that let him explore different shapes as well as using different songs and rhymes to help him learn his numbers.

I’ve been thinking about this since last week when someone from Tunnock’s came along to Jaden’s nursery to lead some activities for the kids. Jaden got to try out lots of ‘jobs’. At one station he built his dream chocolate factory using building blocks. He designed his own chocolate bar wrapper (which is now proudly displayed on our fridge). And what impressed me most is that he and the other kids got to follow a recipe to decorate their own batch of chocolate biscuits! Jaden absolutely loved it and has started asking if we can do more biscuit making at home.

Maybe this is because a small part of me hopes he will follow in my footsteps and get a job as an engineer like me and my father. But recently I’ve tried to open my eyes a bit and see the value in Jaden not being pigeon-holed into a particular direction and gets to explore lots of things. Seeing how much Jaden loved to make the biscuits made me realise that I shouldn’t worry about what Jaden will want to do when he’s older and just let him explore his passions. Just some ‘food’ for thought!



Recommendation 5:

Community based services

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

The evidence

There are persistent challenges for those who are disengaged with traditional education – they are unlikely to approach the current service and benefit from it, and the formal service doesn't feel accessible.

It is also clear that these people are among those likely to need the most support. The right support at the right time can make a big difference to their life chances.

Many young people told us they didn't see themselves represented in career services and that they are more likely to talk to people who understand them, their community, and their lived experience.

'Communities' may be geographic, or represent those with lived experience of protected characteristics and other equality factors, or members who share a similar interest (e.g. employers and trade unions).

The change

Career services are available within and through the communities with which young people identify and those involved in delivery are trusted by their community.

Services are accessible and approachable and able to relate to the situation and needs of those who may otherwise be disengaged.

Services are designed and delivered to meet the needs of those with lived experience of protected characteristics and other equality factors e.g., disability, care experience and poverty. Services consider and embed sensitivity to gender, race, religion/belief and LGBTI+ identities.

Local Employability Partnerships ensure that relevant partners are involved, services are integrated, and investment meets the needs of individuals and the economy.

Formal career services work in strong collaboration with LEPs to deliver career information, advice and guidance leading to an improved learner journey.

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The outcome

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

The equity impact

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

Equality indicators



Next steps

1. The Career Review Implementation Plan and Target Operating Model will outline how career services will work with communities to find the best way to introduce services that are consistent with the career development model, including ways of improving the diversity of the workforce and how co-location outside educational settings can be achieved.
2. The Career Review Implementation Plan will set out how approaches to enable greater access to career services within communities will be developed, including how future estate/ investment decisions and the creation of hubs could be achieved.
3. The Career Review Implementation Plan will outline how existing skill sets in third sector organisations can be built on to provide and enhance career related services.

4. The Career Review Implementation Plan will detail how community services will be supported to co-deliver, connect and facilitate access to broader career services to meet the needs of the young person, consistent with the career development model.
5. The Career Review Implementation Plan and Target Operating Model will include the approach to be taken to ensure that insight and innovation from community service provision is fed back into the development of all future career services.



Enabling recommendation 6:

Exposure to

fair work

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

The evidence

There is significant and very clear evidence that highlights sustained, lifelong benefits of young people's exposure to the world of work. The greater the exposure, the greater the benefit.

Young people have an appetite to explore and try a wide range of possibilities for careers. If they are not supported from a young age it may lead to them feeling trapped in their decisions.

In Scotland, exposure to the world of work is currently inequitable and inconsistent. There is no minimum expectation, entitlement or right to these experiences, or specific mechanisms to evaluate who is and isn't accessing them.

The Senior Phase curriculum focuses on qualification achievement. The opportunity to access a variety of work-related experiences and to develop skills in addition to those embedded in National Qualifications is limited and unequal.

Employers find it easier to identify their contribution in the senior phase as it is more directly linked to their recruitment of young people.

There is considerable evidence in the UK of the beneficial longer-term impact of practical experience of the world of work. The benefits include improved exam results, decreased likelihood of unemployment, and an increase in income when in work.

Participation in placements by age 16 (if they were found to be useful at the time) were significantly and positively associated with greater life satisfaction. Women from more disadvantaged backgrounds were also found to be more likely to be in work at age 26 if they had taken part in a placement.

There is evidence of work placements being linked with better employment outcomes.

Participants who did not recall undertaking work placements report unemployment levels (not being in education, employment or training) nearly 50% greater than those of comparable peers who had spent some time in a workplace during school.

The quality of these experiences matter – for example, the better designed and supported a work experience is, the greater its value is likely to be. For example, each participation in a career talk at age 14-15 is associated with a wage premium of 0.8%. If the career talk by an employer was regarded as 'very helpful', the wage premium per career talk rises to 1.6%.

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The work outcomes experienced by young people are poorer than the rest of society and they are often more heavily concentrated in precarious and low paid work.

The change

Young people have a clear understanding of their entitlement to work experiences at different stages of their learning journey.

Work experiences incorporate a wide range of offers, including job shadowing, mentoring programmes, employer and sector tasters, projects, challenges and other experiences.

A systematic approach is taken to shape services and offers which deliver against these entitlements.

Entitlements are captured in a framework, which defines outcomes, roles and responsibilities. This framework is co-designed with those involved in supporting career choices and aligns to DYW Futures recommendations.

Education and career service providers understand employer needs and how to engage effectively to overcome barriers to participation.

Young people have an understanding of fair work practices and their expectations of employers in this regard.

The outcome

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

The equity impact

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

Equality indicators:



Next steps

1. As part of the co-design of the career development model, the Career Review Programme Board will set out the lifelong experiences that should be available from early years.
2. The Career Review Implementation Plan will outline how existing models for employer engagement will be enhanced and new models developed, making use of and understanding employers’ goals and motivations.
3. The Career Review Implementation Plan will detail the approach to be taken to simplify the ways employers, trade unions and representative bodies connect with young people in all educational settings.
4. The Career Review Implementation Plan and Target Operating Model will include the approach to be taken to ensure all organisations with a role in facilitating education-employer partnerships and experiences have access to and can make use of labour market intelligence to identify and engage with employers in growth sectors and those with labour shortages locally and nationally.
5. The Career Review Implementation Plan will set out action that will be taken to support young people in all educational settings to enhance their understanding of fair work practices and workplace rights and responsibilities.

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The graphic below illustrates the recommendation:



Dear Nana

Our topic at school this week is FOOD! My teacher Mr Fraser said I need to write and tell you what I've learned about food and where it comes from.

A seaweed farmer called Jenny spoke to us about farming in ways that are kind to planet Earth. She said farming seaweed is good for the environment and there will be lots of seaweed farmers in the future.

We put on VR glasses that let us look around one of her boats and see under the water.

We got to taste some seaweed food. I didn't love it but Ella did! Ella is my friend.

Jenny told us there will be lots of seaweed farmers in the future. I learned that seaweed farmers need to be good at maths and work well with others.

The next day we got to go the factory where they make Mackie's ice-cream! They have lots of different jobs.

There are people who make the ice-cream, farmers to look after cows, drivers to take it to shops and people who design the boxes and adverts we see on tv.

They said that we shouldn't call them 'ice-cream men' because anyone can sell or make ice-cream.

They told us that too much ice-cream is bad for you. We made posters to show how it's ok to eat ice-cream as long as it's part of a healthy diet.

Mr Fraser spoke to mum and dad today to tell them about our trip. It was really fun.

Love,

A M R I T





Enabling recommendation 7:

Digital enablement, empowerment and engagement

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

The evidence

There is evidence of considerable scope to refine and develop a range of digital tools to deliver career services to enhance these already available in Scotland.

There is duplication of services, funding and content, in services available to young people in Scotland, resulting in a cluttered digital landscape.

My World of Work is uniquely embedded in the career and education system and is consistently referenced as positive practice within Education Scotland reviews of CIAG services.

My World of Work is one of the most heavily accessed youth digital services in Scotland with over 1.4 million users per year.

Despite this, young people told us that digital services and tools:

- can be challenging to navigate and are not always intuitive, self-explanatory or presented in digital environments familiar and accessible to them

- do not always make the world of work digestible, or allow young people to explore it in a way that makes sense to them
- do not always help young people build their skills, habits and agency to curate their own intelligence about the world of work
- are not always well integrated with face-to-face delivery.

Many young people are excluded by lack of equipment, lack of skills and familiarity with software, lack of access to broadband, and lack of a place where they can use digital tools with some privacy.

The change

A wide range of innovative digital tools provide immersive and engaging career experiences and services aligned to the career development model.

Digital technology connects people to the right support at the right time, in ways which are highly personalised, relevant and engage local communities.

Digital services are easy to access and seamlessly integrated with face-to-face delivery. They provide the highest levels of trust and allow people to own their data.

Public investment in digital technology is systemic, fully realised and has no duplication.

The outcome

"I find digital information and activities more inspiring, current, relevant and self-explanatory."

The equity impact

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

Equality indicators:



Next steps

1. The Career Review Implementation Plan will detail how a national roadmap of digital development will be created to produce personalised services based on changing customer need building on the existing digital offer.
2. The Career Review Implementation Plan and Target Operating Model will detail how a common access point will be established to make it easy to navigate both digital and face to face services and

understand how they complement each other.

3. The Career Review Implementation Plan and Target Operating Model will detail how a method of allowing young people to own and be in control of their own data will be developed, ensuring digital services follow people through their development.
4. The Career Review Implementation Plan will detail how solutions that allow data to be shared and consistent across digital services will be developed – including personal data and information related to the world of work.
5. The Career Review Implementation Plan will detail arrangements for creating a 'digital governance group' that builds on the partnership agreement between SDS and DYW, that delivers simplification of the learner and employer journey.

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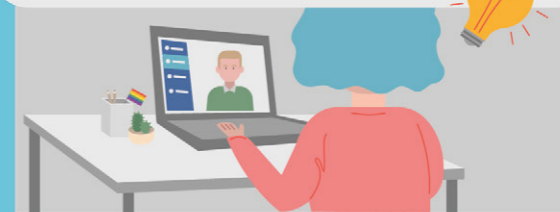
I am coming up to the end of my Sport Science degree and have realised I want a career in a different field.



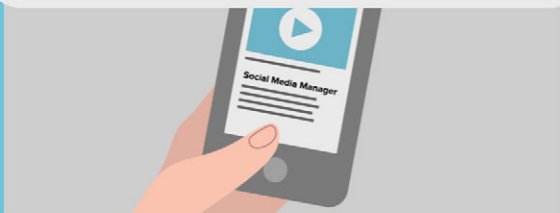
Looking for job inspiration, I log into My Wow where I answer a few questions about my values, interests and aspirations.



From there I choose to do some virtual shadowing for many different jobs, with local, national and even international employers.



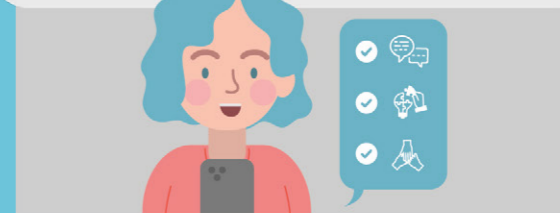
I realise I am interested in jobs in Media and read inspiring profiles about real people who work in Media, learning about their skills and stories.



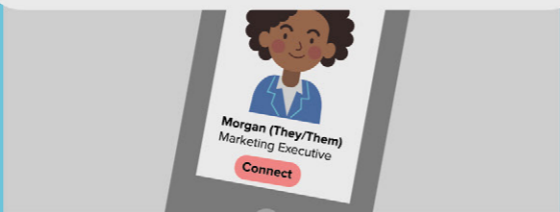
I use a self-reflection chatbot tool to help assess my current skill set and compare them with the skills profiles for these jobs.



Surprisingly, the switch from Sport to Media isn't as big a barrier as I thought because my skills and work experience are transferable.



I found a mentor – Morgan – on the MyWow Secure My Mentor service who already works in Media. They help me apply for jobs and prepare for interviews.



Like me, Morgan is non-binary. It is important to me that my employer is Trans Inclusive. Morgan showed me signs to look for when researching companies, like having a Trans Staff Network.



With Morgan's help I have gotten a job in Media! Even better, it's with an inclusive employer where I'll be treated fairly.





Enabling recommendation 8:

Clear roles for the delivery of career services

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

The evidence

We found significant evidence that the complexity of the policy landscape can be overwhelming for practitioners, institutions and other service providers.

Often roles or functions have duplication across organisations, and opportunities for information sharing and collaboration are not always taken up. This can be confusing for young people and hard for them to know who to go to for support.

The new institutional arrangements for curriculum, assessment and inspection, arising from Scottish Government's decisions regarding the OECD's recommendations on Curriculum for Excellence will have implications for roles and responsibilities for the delivery of career services.

The change

Those seeking support know who can help them. They get the right support at the right time.

There is a common approach to career services aligned to the career development model.

There is a system-wide Target Operating Model that ensures services are integrated and no one falls through the cracks.

The different roles that deliver the career development model are clearly defined and articulated.

Practitioners* are connected. There is a long term, collaborative approach to practitioner professional development and qualifications (where relevant).

Employers, trade unions and representative bodies find it easier to engage with the education system and with career services.

Parents and carers are supported in their key role as influencers.

The outcome

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

The equity impact

The career ecosystem will inclusively offer accessible and dependable support throughout an individual's diverse life experiences.

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Equality indicators:



Next steps

1. The Career Review Implementation Plan and Target Operating Model will outline how SDS career services will enhance career services to provide a 'navigator' role which actively manages transitions from P7/S1 up to 24, for those who need it. This approach will be developed with partners and the full involvement of trade unions that represent careers staff.
2. The Career Review Implementation Plan will detail how a programme of learning for practitioners will be co-designed and delivered, that ensures they have the skills to deliver services in the career development model (including professional qualifications where relevant).
3. The Career Review Implementation Plan will identify a process through which it will be established who within the existing workforce should carry out these roles. This process will be agreed with and fully involve the trade unions that represent the relevant staff groups.
4. The Career Review Implementation Plan will detail how a network of experts – covering those with lived experience of protected characteristics and other equality factors (to support inclusion) and disciplines/sectors (to support transfer of up to date, specialised knowledge) will be established to work alongside the proposed Career Service Coalition (Recommendation 10) to support the delivery of the Implementation Plan, the Target Operating Model and the continuous improvement of Scotland's career services.

5. The Career Review Programme Board will work with partners across the system to develop a Target Operating Model and service blueprint that sets out the lifelong entitlements to career services and the channels for delivery of these across the ecosystem.

*The term practitioner within this report covers all professionals and roles supporting the delivery of career education, information, advice, guidance and brokerage with young people across all settings (including teachers, career advisors, lecturers, DYW School Coordinators and third sector support etc.).

These functions have been identified as key components that deliver career services using the prototype career development model. These should not be seen as being directly related to existing roles within the service and will retain and respect the professional standards and ethics of the sector. Navigator recognises the need to support young people across transition points but further definition of the function is to be defined.



Enabling recommendation 9:

Strengthening evaluation and continuous improvement

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

The evidence

There is a wide range of measures across the career ecosystem, and the developing 'Shared Measurement' framework recently finalised by No-One Left Behind and Young Person's Guarantee should further augment this.

The level of impact measurement across Scotland's career services is variable and there is limited ability to provide higher levels of evidence.

There are problems in achieving good and useful integration between local, national and international data on the education and employment system.

Many of the current measures are largely focused on reach and destinations following interventions.

There is limited data on the long-term quality and sustainability of destinations.

Inconsistent impact measurement across the system interacts with data sharing issues to reduce the possibility of building system wide evaluations.

There is limited insight into the wider impact of career support on key national performance indicators, including inequality, poverty and others relating to economic wellbeing.

The change

We understand the difference that enhanced career services are making to those who engage with them.

We measure outcomes and monitor uptake of the support that people are entitled to.

There are clear key performance indicators that help organisations manage their performance, allow services to be refined and improved over time and evidence return on investment.

There is a systematic quality assurance process that ensures services are of consistently high quality.

Ongoing evaluation leads quickly and directly to changes at a national and local level meaning services are always improving and kept up to date with changes in industry.

We understand the impact career services have on wider economic and social objectives.

The outcome

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

The equity impact

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

Equality indicators:



Next steps

1. The Career Review Implementation Plan will detail how an understanding of existing measures and reporting requirements across all organisations will be co-developed to ensure that new career services measures provide added value and address existing gaps.
2. The Career Review Implementation Plan will detail how a measurement framework that is common to all organisations delivering career services in Scotland will be co-developed and delivered.
3. The Career Review Implementation Plan will detail how a method of ongoing measurement and evaluation will be co-developed and delivered.

4. The Career Review Implementation Plan will detail how an approach to support each delivery organisation to continue, adapt or implement continuous improvement processes for enacting change in services based on assessment and feedback will be developed.
5. The Career Review Implementation Plan and Target Operating Model will detail how external evaluation arrangements will provide quality assurance and support continuous improvement.



Enabling recommendation 10:

Creating a career services coalition

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

The evidence

International best practice highlights the importance of aligning and integrating career strategy and services to other policy areas and public services.

Career services are currently referenced in 24 separate Scottish or UK Government policies and/or strategies with no overarching approach to managing these.

A lack of clarity on funding streams and high diversity in localised activities creates a challenge for devising effective forms of national collaboration and effective implementation.

There is limited evidence of effective coordination systems at a national level. The overall system is little more than the sum of its parts.

Local authorities play a key role in planning, coordinating and delivering employability activities via Community Planning Partnerships which are linked to Local Outcome Improvement plans and include Local Employability Partnerships.

The change

A coalition of delivery organisations, service users, practitioners and employers take forward the recommendations in a collaborative way.

The coalition ensures the recommendations are delivered. It ensures implementation is co-designed with users and stakeholders.

The coalition is led and supported by Scotland's national skills agency, with collective ownership and accountability across its members for implementation, change management and continuous improvement.

Young people and other stakeholders are involved in decision making and continue to shape future services.

The careers and teaching workforce and the trade unions that represent them are valued and engaged partners in the change process required and in continuing to shape future services.

The outcome

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

The equity impact

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

Equality indicators:



Next steps

1. The Career Review Programme Board will devise proposals for the creation of a representative, cross system Career Service Coalition that includes users, practitioners and employers, including its governance and support arrangements.
2. The Career Review Programme Board will act as the means through which the career ecosystem can influence wider policy developments, such as the National Strategy for Economic Transformation and Senior Phase curriculum and assessment reforms, to ensure that the review's recommendations align with them. This role will be assumed by the Coalition when established.

3. In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will create a clearly defined purpose and objective for career services in Scotland.
4. In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will engage the voices of users, practitioners, employers and international best practice to inform the co-design of services and form part of their evaluation.

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The graphic below illustrates the recommendation:

How a 20-year old apprentice is changing career services

Iain Smith dropped out of school at age 16. Now, aged 20, Iain is working at Scottish Government as a Modern Apprentice and is changing how career services are delivered in Scotland. This is his story.

“I dropped out of school at age 16 and had been in and out of minimum-wage jobs since then. I knew that I wanted to help people but had no idea what job I wanted to do so I started volunteering part-time for ‘Who Cares? Scotland’. Fortunately my supervisor there was qualified in career guidance to support young volunteers like me and he discussed my options and goals. He learned about my interests and that I want to help people and make big changes. He told me about a Career Navigator called Hannah. At first I wasn’t sure but then he explained that a Career Navigator is specifically trained to help people move on to their next job or education opportunity. I shared what I had discussed with my supervisor with Hannah and she suggested getting some job shadowing in the field of politics and policy and look at other experiences to inform my thinking. She could help me seek these and I could speak with my supervisor. Following my meeting with Hannah I shared what we discussed with my supervisor. I asked him if he could help arrange some job shadowing for me. He used his network and My World of Work to get me time spent with people who help shape policy in Who Cares? Scotland and shadowing at my local MP’s office. I realised this might be my calling and so I applied for and was accepted onto an MA in Business Administration at Scottish



Government. The college put me in touch with a Careers Coach who specialises in politics and policy development. I can set up meetings with them anytime using an app. They were the one who suggested I get involved in how career services are evaluated.

“I was really excited by this opportunity because I know how important it is for care-experienced people like me to have a voice and share my experiences of engaging with the system. It’s been a great experience so far. I get to meet lots of interesting people and give my ideas on ways I think the service can be better. For example one of the things I have done is sign up to be a young mentor. Along with some employers and careers advisers, I go into community clubs and groups that are outside of school to share my story and highlight exciting opportunities for young people, telling them things I wish I had known when I was younger. It’s been a great opportunity and I encourage more young people to speak up and get involved.”

Next steps: how do we make this happen?

We believe the recommendations in this report represent an ambitious redesign of Scotland's career system. Building on the excellent work of practitioners across the country, they directly respond to the evidence and insight that are driving a clear need for change.

Our work has highlighted the need to create a clearer and more coherent career ecosystem in Scotland. These recommendations therefore describe significant changes across a large segment of Scotland's public and third sector. They also signal an increased ask of employers.

Experience tells us that the change we need will not happen if it is 'mandated' from above.

And it will not happen if it is simply an additional demand on already stretched teachers, career practitioners and others working to provide careers support.

There will be structural and individual barriers to this change.

We need a model of change that involves those delivering and experiencing services in the process. Support will need to be given to staff and leadership will be required to overcome these barriers.

As a Programme Board, it is clear to us that the current system often works 'in spite of' rather than 'because of' the many policies and drivers that affect career services.

Success is often down to people on the ground working together to make sense of the system and mobilise support around those that need it.

Developing these recommendations into robust solutions requires this same spirit of operational commitment. It will require practitioners who can bring their colleagues along with them to deliver the change that is needed. And the relevant trade unions will have an important role in this too.

The outcome of current policy considerations in response to the pandemic and in our economy and education system will be critical in determining the effectiveness, impact and equity of our recommendations. Policy alignment must be a priority, and the career ecosystem, ultimately through the career services coalition we propose, must play a leading role.

Our recommendations may require additional resources – or the redirection of existing resources – and any additional resources will need to be justified by a strong business case. This will be set out in the detailed Career Review Implementation Plan and Target Operating Model that the Programme Board will produce.

Given this need for urgency, we recommend that the Career Review Programme Board continue to June 2022, convened as an early implementation group and operating under its current oversight and governance arrangements.

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During this period, the priorities for the board will be to:

- develop and co-design the future state Target Operating Model and service blueprint that set out lifelong entitlement to career services and conduct a fully costed gap analysis between the current 'as is' and the future 'to be'.
- develop and agree a detailed Career Review Implementation Plan including recommending the remit, functions and composition of the proposed career services coalition.
- complete the co-design of the proposed career development model.
- further test our proposals with all-age users to identify any refinements to match the requirements of an all-age career service.
- be a means through which the career ecosystem can engage with wider policy developments to ensure that our recommendations align with them and how they will be planned for implementation.



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Acknowledgements

I would like to thank all those who contributed to the work of the Career Review Programme Board. In particular, I would like to thank all the young people and other stakeholders who devoted time to interviews, workshops and discussions – your insight and ideas have been central to the development of our recommendations.

We are grateful for your support and look forward to continuing to work with you as we begin to implement our shared vision.

I would also like to thank the team at Skills Development Scotland. The support they have provided throughout the process has been exceptional in every way.

Finally, a personal thanks to the members of the Programme Board – for your time and commitment. It went well beyond what was originally asked of you. It has been a pleasure to work with you all. This has been a team effort and it would not have been possible without your contributions.



Grahame Smith
Chair, Career Review Programme Board



Appendix 1: Approach and method

The Programme Board has been very clear that this review had to be led by evidence and that the voice of users would be of particular importance in driving the design of a new service: What kind of service did they want? What needed to change? Where should it be available? What did it need to be like to reach those who most needed support?

Following SDS's Service Design approach, extensive stakeholder engagement and co-design has been central to the development of the recommendations within this report.

This method allowed the review team to gain an in-depth understanding of young people's and stakeholder opinions, behaviours, likes and needs and use these as a basis for the solutions within this report. This ensures future services are easy to access, navigate and are desirable and designed for all.

This has been achieved through the various methods outlined below, with a wide range of participants including young people, practitioners across all settings, teachers, international experts, employers and parents.

All field work and synthesis has been completed remotely.

There were four main types of engagement:

In-depth interviews

Approach: one-to one-interviews led by a facilitator, over three sessions with each young person. Each interview built on the previous one(s) to create rich insight and in depth understanding of challenges and opportunities within the service as it is.

The purpose of these interviews was to understand the lived experience, influences and motivations of young people at a deeper level than what we already know from surveys and focus groups with young people.

Borrowing holistically from cultural anthropology practices to conduct our interviews and ensure inclusivity across a wide range of diversity and protected characteristics, we designed our process and interviews with a design ethnography approach. That means that early interviews were focused on contextualising the problem space, understanding our participants, and early ideation for potential approaches to a framework, model, and unique service that would build a better career service.

Midway interviews were about reflection of ideas and possible solutions, while late-stage interviews were focused on closing research gaps and final reflections on our framework and services.

Every interview used a semi-structured approach, but the interviewer had free reign to deviate and probe the participants on intersecting issues and facets that would come up in the deep one-to-ones.

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The interviewers utilised unconditional positive regard in dealing with the statements and answers of their participants. This was a key element as the interviewers would often need to ask about difficult issues around protected characteristics of the participants as they relate to career services.

Strategic engagement

Approach: the Chair of the Programme Board undertook multiple stages of engagement, at key points during the review, with a wide range of organisations, agencies and bodies from across the education, learning, skills and economic development landscape in Scotland. See list below:

Association of Directors of Education, Capability Scotland, Confederation of British Industry Scotland, The Career Development Institute, Community Learning and Development Standards Council, Colleges Scotland, DHM Associates, Developing the Young Workforce, Education Scotland, Educational Institute of Scotland, Fair Work Convention, Federation of Small Businesses, Glasgow Caledonian University, Highlands and Islands Enterprise, Institute of Directors, Scottish Council for Development and Industry, Scottish Funding Council, Scottish Chamber of Commerce, Scottish Enterprise, South of Scotland Enterprise, SCQF Partnership, Scottish Qualifications Authority, Scottish Trade Union Congress, Unison SDS Branch, Universities Scotland and Young Scot.

The purpose of this strategic dialogue was to ensure they, as key leaders and influencers, were engaged in: developing an awareness of the review; providing their views and perspectives on career services; understanding the findings and progress throughout the programme and contributing evidence, where relevant; and

identifying their support for the direction of travel towards the recommendations.

It was agreed with them from the outset that this would be an ongoing dialogue as the review progressed.

While this programme of engagement was not part of the formal service design process, their inputs were included as part of the wider range of evidence and insights as the review progressed.

Co-design labs and testing workshops

Approach: facilitator-led co-design workshops with participant numbers of up to 10.

The purpose of the co-design labs was to make use of the unique perspectives that our stakeholders have to drive and develop upon our design ideas. This allowed us to understand the everyday experiences and insights, providing visibility of current challenges and contexts. The sessions were designed to:

- engage and inform participants, providing a view of emergent evidence and insight
- create a dedicated co-design space for us to imagine and expand the scope and potential options, creatively identifying and generating new ideas through collaboration
- synthesise and prioritise ideas, shape solutions and identify enabling conditions
- gather evidence for the review and ensure a range of young people had been consulted.

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A range of methods was used in the labs and workshops depending on the stage in the process and the stakeholder group. These included early round table discussions, generating ideas on the back of the design principles, idea testing, young people's journey creation and feedback round tables with our first draft recommendations.

Facilitator packs

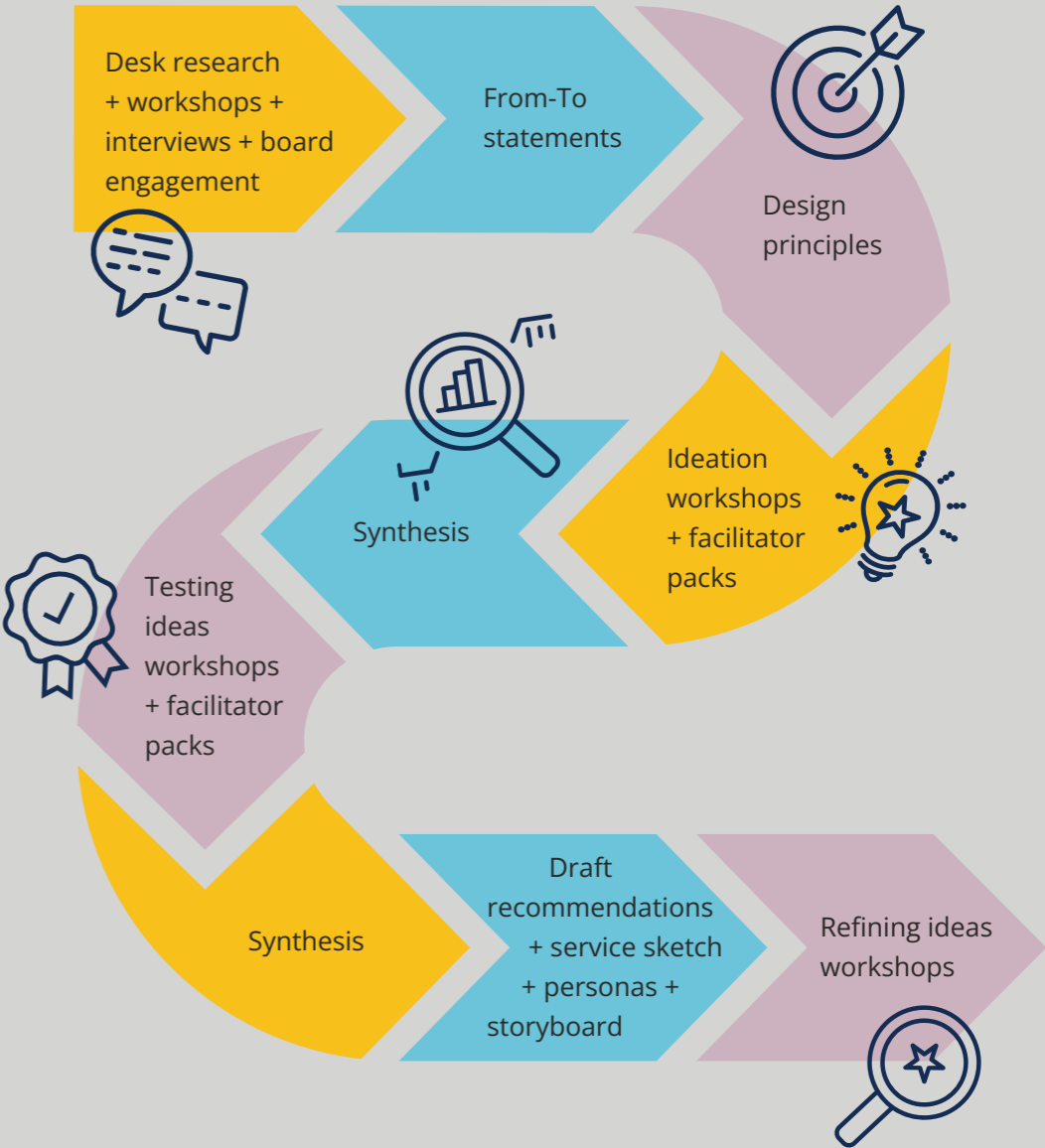
Approach: packs were designed for each stakeholder group that provided a plan and resources for external facilitators. These covered activities for two stages of the design process – generating insight and developing ideas. This defines a mechanism for feeding information back to us in a succinct way.

The purpose of these packs was to ensure a wider range of people was able to input into the recommendations and test ideas. Packs were designed in a way that allowed workshops to be facilitated by someone outside the project team. The design of each facilitation pack was to mimic the co-design labs and provide an equal opportunity to engage with more participants in a similar but different way, that would yield the same type of results.

Synthesising the findings

Insights and findings were synthesised throughout, using collaborative methods designed appropriately. This was an ongoing process that started early and continued as further insights and information emerged through our engagement with stakeholders and ongoing desk-based research. Outputs of the synthesis sessions included key themes, ideas, questions for further investigation, our design principles and final recommendations.

The process (in a nutshell)



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Equality Impact Assessment

With a focus on designing a truly accessible service for all young people in Scotland the review sought input, feedback and ideas from a vast range of young people up to age 24, various locations, in education and employment settings, those in transition and across all protected characteristics.

Via an Equality Impact Assessment (EqIA), a live, iterative and responsive approach was taken to equality impact assess the way evidence and the consultation phase of the review was undertaken and ensure diverse representation was gained throughout. This ensured that equality matters were not only considered but revisited as the review progressed and developed to ensure the most appropriate needs of equality groups were being addressed at any given point.

The EqIA made use of a range of external and internal equality evidence as well as equality expertise within SDS, which is informed on an ongoing basis through partnership working with, and learning gained from, equality organisations. Through this evidence and knowledge base, the EqIA leads for the review identified key areas of disadvantage and opportunities to promote equality in relation to career services for each protected characteristic and additional equality factor.

A workshop approach was taken to review the evidence. These workshops focused on both the consultation and the subsequent creation of recommendations. They ensured key input from those carrying out the review, across all teams, senior leadership of the review and those with equality focus and expertise across SDS. The outcomes of the workshops were to ensure that:

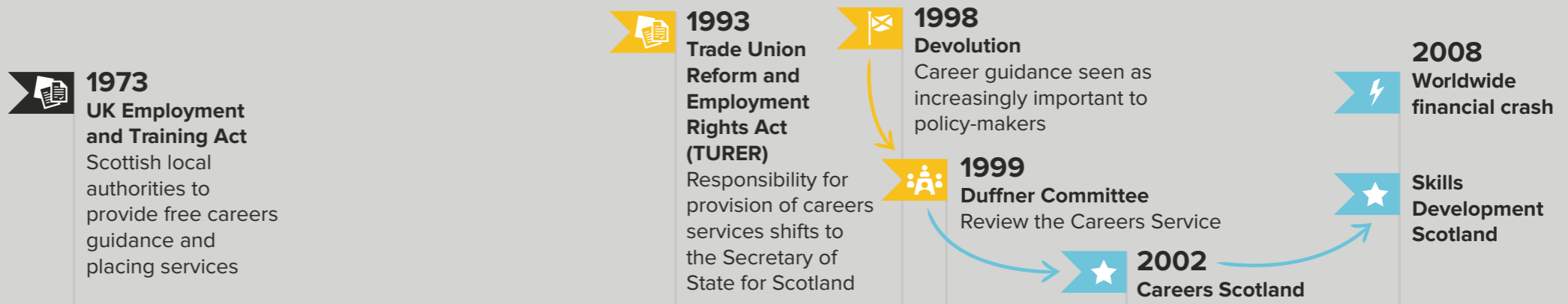
- the consultation phase included representation from equality groups and the feedback was captured and analysed with consideration to equality
- equality, diversity and inclusion were embedded in the Career Review report and recommendations, supported by specific consideration of each equality group and the focus and activity needed to effect positive change for them.

At each phase of the EqIA, support was available to those carrying out the Career Review from equality experts across SDS to ensure that actions could be taken forward effectively.

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Appendix 2: Evolution of career services in Scotland – how have they changed?

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- The careers service**
- Guidance to young people in secondary school (typically via one-to-one interviews)
 - Placement function for school-leavers
 - Young workers (to a lesser extent)
- The world of work**
- Traditional types of industrial work and an emphasis on vocational training
 - High levels of employment in young people – less emphasis on academic studies
 - Oil & gas and service industries on the rise

- The careers service**
- Service delivery split into core and non-core customers. Services to core customers were free and were financed directly by government, non-core customers were not covered by direct funding.
- Limited support for young workers.
- The world of work**
- Manufacturing jobs in decline
 - Increase in youth training programmes

- The careers service**
- Free for all**
- Targeted support for priority groups:**
Under-24-year-olds, pupils and students in secondary schools, most students in FE college, people with disabilities, those qualified to less than level 3 SVQ, unemployed or unwaged people and those in declining industries.
- The world of work**
- Increase in knowledge based services/jobs
 - More young people in higher education than ever before – with less active labour market
 - Large focus on academic achievement

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10s

The careers service

Information-based service

▼
Development of Career Management Skills (CMS)

My World of Work: Online career information and advice to **anyone**, 24 hours a day.

The world of work

Post recession high levels of young people in education

20s

The careers service

Needs based CIAG service offer face-to-face, one-to-one career guidance interventions when making option choices

My World of Work: Better alignment of digital content with face-to-face delivery

The world of work

More hybrid types of work and education, more interest and desire for new and enhanced work-based learning routes

NOW

The world of work

The pandemic has triggered changes worldwide and created the opportunity and need for world leaders/employers to evaluate their approaches to work.

New ways of working being made permanent (increase of working from home, offices reducing capacity/closing, increased use in technology/new business models).

Appendix 3: Good practice

We commissioned an international review which looked at six parallel systems from overseas and examined how they organise their career services. These were:

- Austria
- Canada (Newfoundland)
- Estonia
- Finland
- New Zealand
- Singapore.

These countries were chosen because they offered a range of different experiences that Scotland can learn from and because each has a well-developed career system. Although it is very difficult for policies to be uprooted and replanted in a different context, there is still a lot that can be learned.

Career services are about helping individuals to manage their careers across their life course, including managing transitions. Because careers inevitably move people between different social and policy systems (e.g. education and employment) career services are strongly engaged with helping people to manage these complex and often fragmentary systems.

Our international review suggests that where countries do this effectively, they:

- fund career services
- embed them into multiple systems (notably into the education system, employment system and wider social welfare systems)
- provide additional interventions to plug gaps where they emerge.

They also recognise and actively manage this complexity by putting co-ordination and co-operation structures in place, building underpinning infrastructure and strengthening the profession that makes the entire ecosystem work.

In many ways, Scotland exemplifies many of these system features. Career services in Scotland are predominantly publicly funded and connected to a range of different policy aims.

While delivery is fragmented in some ways, the existence of SDS provides a strong central coherence to the system and offers the opportunity for more coordination.

Scotland has invested in strong labour and learning market data, online careers provision through My World of Work and the development of other resources. Scotland also has a strongly professionalised component to its careers workforce, although there are questions as to whether professionalisation could be further broadened.

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In summary, there is good reason to believe that the career development system in Scotland is as good as what exists in any of the countries we reviewed. Nonetheless, there is a range of findings from the case studies which may help inform future developments in Scotland, and below we summarise the areas that Scotland can learn from.

Scotland aligns with international practice	Scotland could learn from international practice
Like Scotland, all high functioning career systems are based around publicly funded career services.	Some systems have established more effective permanent structures for managing public funding across multiple government departments.
While none of the international case studies have a fully realised lifelong guidance system, this remains the objective that most, including Scotland, are aiming towards.	Some countries have moved further towards guaranteeing universal access to a broader career service offer than is currently the case in Scotland.
All countries employ a similar set of approaches to delivering career services to Scotland. While there are examples of good practice and innovative ways to combine services, the basic palette of services is common to all systems.	Some countries have built a more effective set of structures to foster co-operation and collaboration at an operational level. These include both local and national structures.
In many of these countries a key element of the delivery of career services is the engagement of employers in working closely with the education system to inform young people's aspirations and understanding of the labour market.	Some countries have built deeper levels of engagement with employers, engaging them at a strategic level as well as the level of delivery.
Most countries have made similar investments in the underpinning infrastructure needed for effective career services. These include the provision of digital services, high quality labour market information and a publicly available website.	In addition to the underpinning infrastructure of digital and information services some countries have been able to build stronger public facing infrastructure (such as Finland's one-stop shops) that help to increase the integration and coherence of career services.
Professionalism is important to all countries, with many seeking to achieve the level of professionalism that exists in SDS and Scotland's HE careers services.	Some countries are engaged in a project to further increase the level of professionalism in their system and to professionalise a greater proportion of their career service workforce. This has often included revision and updating training and increasing the level of understanding of the career professional's role.

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Appendix 4: The service ecosystem in Scotland – who does what?

Based on the definition of career services described earlier in this report, the review recognises that career education is a fundamental component of career services. However, in recognition of the relative scale of investment in education and the fact that the curriculum is where young people spend the vast majority of their time in education, this section expands on the provision of career education in the current system.

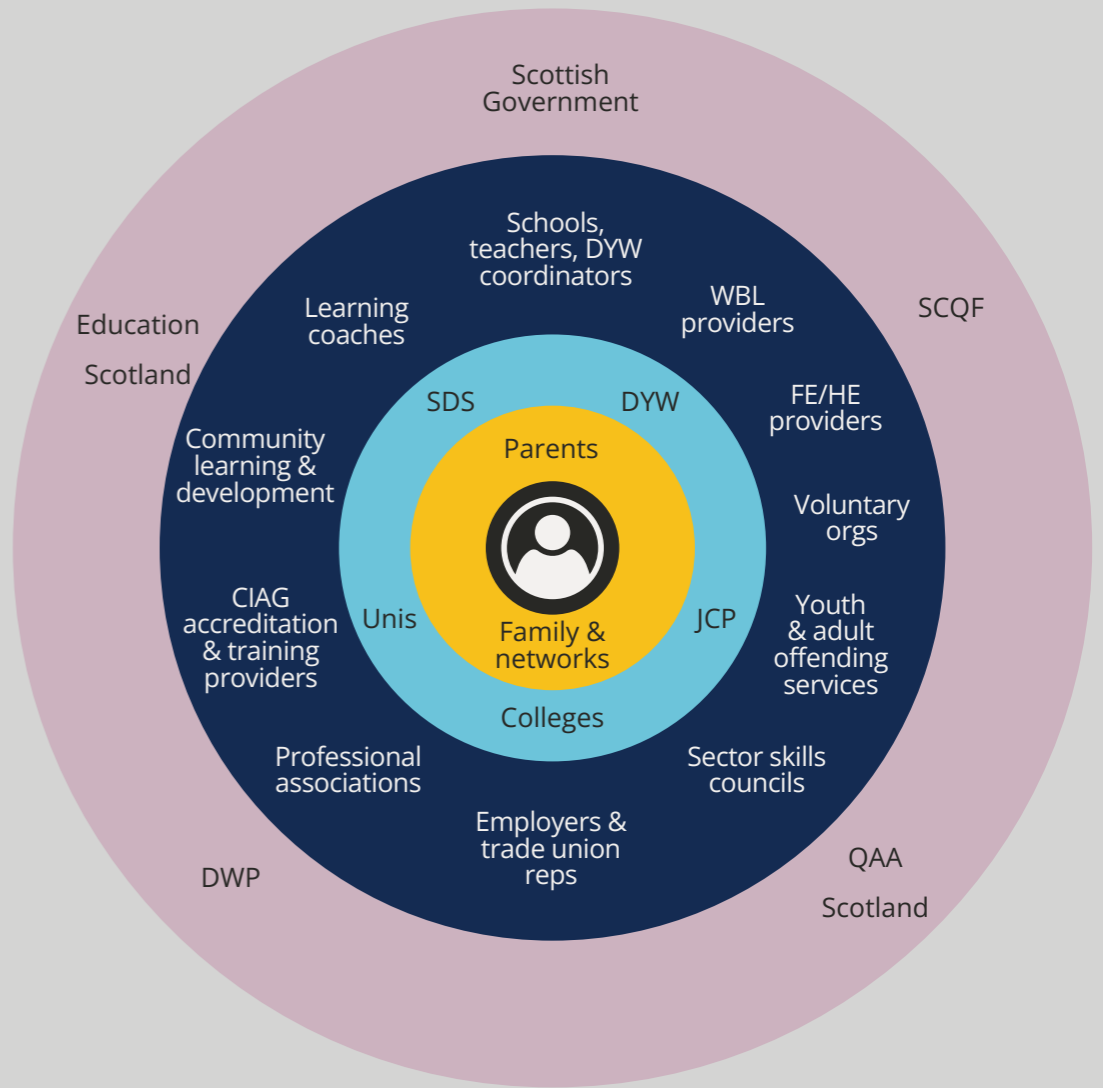
The graphic describes who provides support to young people as they make progress through education and into work.

Skills Development Scotland:

Services delivered through the national career service.

SDS is Scotland's national skills agency. It provides all-age, national career services with a focus on developing career management skills. These comprise:

- a universal entitlement comprising My World of Work, group sessions and demand led access to careers advisers
- targeted entitlement for those with identified need from S3-S6 and up to 19 years post school (up to 26 for care experienced individuals)
- parental engagement
- practitioner capacity building.



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SDS is strongly invested in monitoring impact and continuous improvement. Its services are subject to formal inspection and review by Education Scotland, who conclude: “the impact of CIAG services on customer progress and achievement of high-quality outcomes feature prominently in external review reports.”

Developing the Young Workforce (DYW):

Services delivered under the banner of the youth employment strategy and Young Person’s Guarantee.

Developing the Young Workforce is Scotland’s youth employment strategy, with a focus on:

- increasing employer engagement in schools
- increasing the number of young people engaged with employers
- strengthening of school-employer partnerships and processes for employer engagement.

There are multiple levels of DYW activity and services:

- A national DYW delivery team within Scottish Government
- 21 regional DYW groups managed by chambers of commerce, colleges or local authorities
- DYW School Coordinators in all state secondary schools across Scotland
- Various national and regional digital offers and campaigns. This includes DYW Live!, a partnership between Education Scotland, e-Sgoil and Founders4Schools.

There is no known DYW involvement in building the school curriculum. DYW activities are largely focused on information, advice and employer brokerage.

Activity is monitored through a national performance framework. With much activity driven at regional and local level, there is variation in the accessibility of and entitlement to DYW services.

Schools

Career services: SDS currently has on average 1.0 FTE careers adviser in every state school in Scotland. Resources and support are determined on a needs basis to manage demand for services within schools.

Post-school services provide universal support which is demand led with resources targeted at 16–19-year-olds through the SDS ‘Next Steps’ service.

Developing the Young Workforce School Coordinators provide brokerage of connections between senior phase students and employers. This has improved young people’s exposure to the world of work within the senior phase.

Career education: Curriculum for Excellence Building the Curriculum 4; Skills for Learning, Skills for Life and Skills for Work has given more prominence and priority to developing skills for work within the national curriculum.

The Career Education Standard establishes the journeys that children and young people make as they learn about the world of work from the early years to the senior phase. Evidence highlights that implementation of the standard has been limited.

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Evidence highlights that career education is often more intensive in additional needs schools than in equivalent mainstream schools. However, this varies by school.

Schools' ability to build career services and career education is limited by:

- an overt emphasis, identified by OECD in its review of Curriculum for Excellence, on the Successful Learner capacity over the other three capacities of the curriculum
- a focus on exam diets which limit space in the curriculum for sustained engagement on careers and the skills required for work
- relationships and established structures that promote academic pathways to further and higher education and effectively position success as an education-to-education transition
- the capacity of SDS and DYW provision

Colleges

Career services: Colleges have a limited dedicated career service. In many cases career support focuses on helping people find a pathway through the college, e.g. transferring from one course to another, rather than providing a longer-term view on the student's career that extends into the labour market.

SDS provides a targeted but limited service offer to certain student cohorts, agreed with each college through a partnership agreement.

Career education: Scottish Funding Council outcome agreements commit colleges to learning with impact, being responsive to employer and industry needs and to create work ready graduates.

This commitment acknowledges a critical dependency between career education and post-school pathways into further education.

Colleges have strong relationships with employers and provide many programmes that are closely connected to the labour market via vocational and technical education.

However, this does not necessarily translate into a focus on broader career education or courses that are relevant to the labour market.

Universities

Career services: Scottish universities have dedicated and well-established career services with a professional workforce.

Sixteen out of 19 universities in Scotland are members of the Association of Graduate Careers Advisory Services (AGCAS).

The National Student Survey and the Graduate Outcomes Survey are used to compile various rankings and influential comparison sites are important to the recruitment of new students. This strong institutional driver has contributed to universities' engagement in, and willingness to fund, institutional career services.

Career education: Employability is often embedded in learning and teaching strategies. Many universities have clearly defined graduate attributes that seek to support students in their development. Access to career services is universal, although not all make use of this access.

Career provision embedded in the curriculum varies in response to subject of study and institution.

Appendix 5: Research notes

Hooley, T., Percy, C. and Alexander, R., 2021. Exploring Scotland's Career Ecosystem. [online]
Available at: skillsdevelopmentscotland.co.uk/media/48397/exploring_scotlands_career_ecosystem.pdf

Scothorne, R.M. (Rocket Science UK Ltd), 2021. OECD Report on Curriculum for Excellence: Implications for Career Services. Career Review Whitepaper. [online]
Available at: skillsdevelopmentscotland.co.uk/media/48450/implications-of-oecd-report-for-career-review-whitepaper.pdf

Skills Development Scotland, 2021. Careers Ecosystem of the Future. Career Review Whitepaper. [online]
Available at: skillsdevelopmentscotland.co.uk/media/48449/careers-ecosystem-whitepaper.pdf

Skills Development Scotland, 2021. International Best Practice in Career Services. Career Review Whitepaper. [online]
Available at: skillsdevelopmentscotland.co.uk/media/48451/international-best-practice-whitepaper.pdf

Skills Development Scotland, 2021. The evidence so far. Career Review Whitepaper. [online]
Available at: skillsdevelopmentscotland.co.uk/media/48452/the-evidence-so-far-career-review-whitepaper.pdf

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Appendix 6: Career Review Programme Board Members

The members of the Career Review Programme Board are:

Grahame Smith, Chair, Career Review Programme Board

Angela Cox, Principal, Borders College

Charlie McMillan, Chief Executive, Scottish Commission for People with Learning Disabilities

Chris Dowling, Joint Managing Director, Cairngorm Group and Chairperson, DYW Inverness and Central Highland

Gerry Lyons, Head of Service - Education Services, Glasgow City Council

Jackie Archer, Head of Human Resources - Scotland and Ireland, Balfour Beatty

James Corry, Unison SDS branch representative

James Russell, Director of CIAG Operations, Skills Development Scotland

Lorna Forrest, Head of Service Delivery and Improvement, SCVO

Louise Hunter, Chief Executive, Who Cares? Scotland

Pamela Smith, Employability Partnership Manager, Improvement Service

Professor Rowena Arshad CBE, Professor Emerita in Multicultural and Anti-Racist Education

Tim Frew, Chief Executive, YouthLink

Tracey Innes, Head of Careers and Employability, University of Aberdeen and Convener for AGCAS Scotland

Appendix 7: Career Review Programme Board

Terms of Reference

Purpose

The purpose of the Career Review Programme Board is to provide strategic direction for delivery of the objectives for the Career Review (as detailed below) and provide high level partnership support from board members.

High level objectives of Career Review:

Informed by futures, current provision and user perception evidence, undertake a detailed gap analysis across the three dimensions of:

- Scottish Government policy direction
- Service expectations
- Future demands.

Working with key stakeholders and users, develop a set of options and possible service enhancements to address identified gaps.

Develop recommendations for submission to Scottish Government in line with findings and explored options.

Responsibilities

The Career Review Programme Board will oversee, monitor and review the following matters:

- High level strategic direction on the approach and expected outcomes, interpretation of the research output, engagement and recommendation development.

The Programme Board will also provide support to the Career Review in the form of: Sharing information of current activity and providing any partnership delivery support in order to aid the development of options and service enhancement options, including leading a group to deliver on aspects of option development where applicable.

Membership Composition

The Career Review Programme Board will be chaired by Grahame Smith and will be attended by the SDS senior responsible officer as well as invited board members who are experts in their field and can provide valued insight and input.

Other individuals may attend meetings by invitation. Secretariat will be provided via SDS Change Project Management Office.

Quorum

Quorum for meetings shall be four or more board members present in meetings.

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Meetings*

Scheduled meeting times are as follows:

- 23/02/2021 3.30pm
- 06/04/2021 3.30pm
- 18/05/2021 3.30pm
- 29/06/2021 3.30pm
- 10/08/2021 3.30pm
- 21/09/2021 3.30pm
- 02/11/2021 3.30pm
- 14/12/2021 3.30pm

Reporting

Minutes of the Career Review Programme Board will be shared with board members following meetings and with Career Review working groups where applicable.

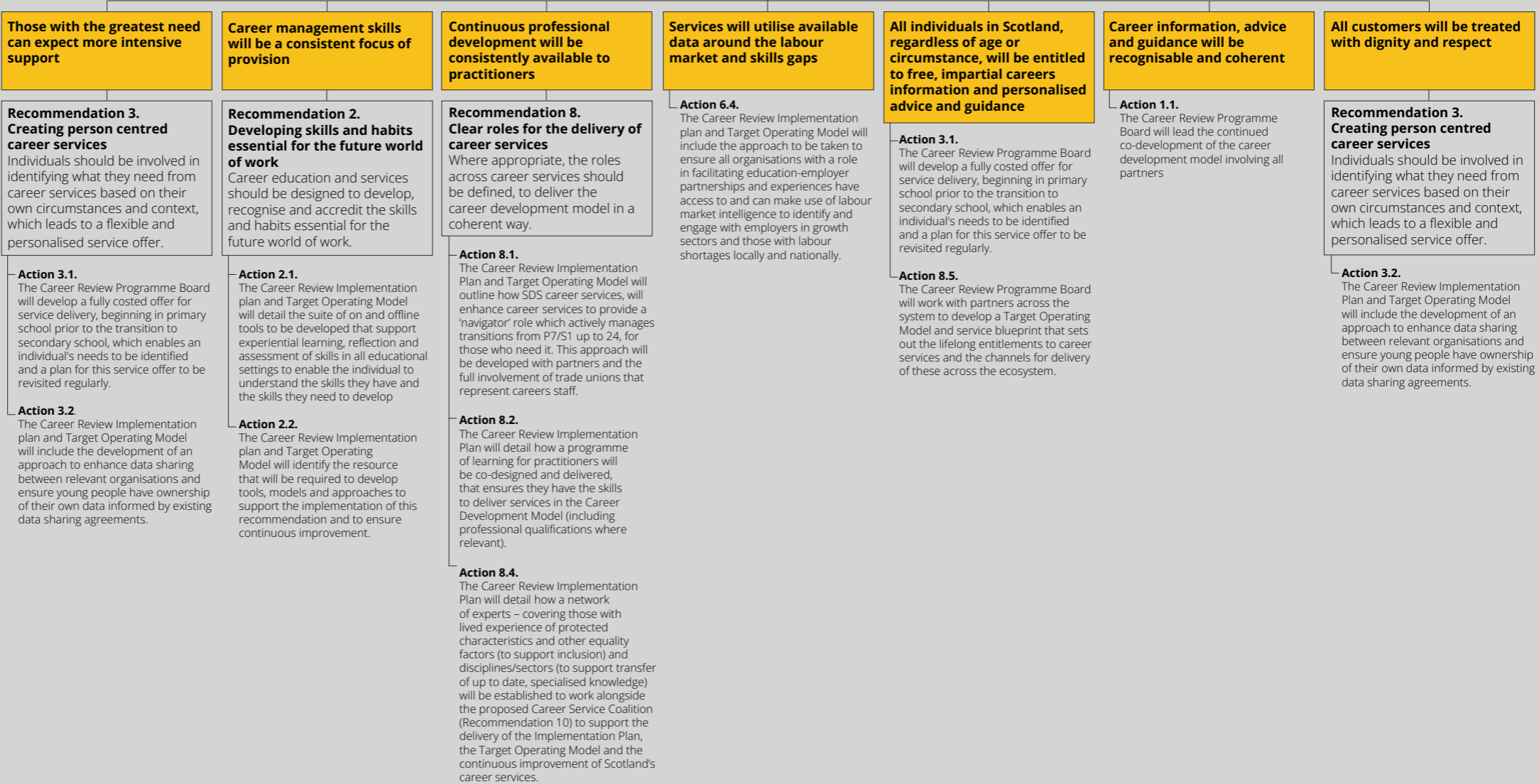
Review

Forward agendas will be agreed with the Programme Board and an annual report will be produced in December 2021 incorporating (i) business review summarising the activities during the period; (ii) self-assessment of the Board's own performance/effectiveness and (iii) review of the Committee's Terms of Reference to ensure and affirm they are fit for purpose.

***In addition to the scheduled meetings the Board attended Living Lab sessions and other engagement sessions, meeting 16 times as a Programme Board group and a number of Board Members also attended additional sessions with Project Team members throughout the course of the review.**

Appendix 8: Mapping of Career Review recommendations and actions to Scotland's Career Strategy Model of Delivery and Enablers

National Model of Delivery



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Enablers

Work with parents/carers
Young people often identify parents and/or carers as the most significant influencer in their career choices and decisions. A recent international symposium held in Norway 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.

Action 8.4.
The Career Review Implementation Plan will detail how a network of experts – covering those with lived experience of protected characteristics and other equality factors (to support inclusion) and disciplines/sectors (to support transfer of up to date, specialised knowledge) will be established to work alongside the proposed Career Service Coalition (Recommendation 10) to support the delivery of the Implementation Plan, the Target Operating Model and the continuous improvement of Scotland's career services.

Action 5.4
The Career Review Implementation Plan will detail how community services will be supported to co-deliver, connect and facilitate access to broader career services to meet the needs of the young person, consistent with the career development model.

Action 5.5.
The Career Review Implementation plan and Target Operating Model will include the approach to be taken to ensure that insight and innovation from community service provision is fed back into the development of all future career services.

Work with vulnerable groups
CIAG work with marginalised and vulnerable groups cuts across a wide range of agencies' work. Targeted services can achieve more positive outcomes when agencies work more closely together to achieve shared goals.

Recommendation 5. Community based services
Career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services

Action 5.1.
The Career Review Implementation plan and Target Operating Model will outline how careers services will work with communities to find the best way to introduce services that are consistent with the career development model, including how co-location outside educational settings can be achieved.

Action 5.2.
The Career Review Implementation Plan will set out how approaches to enable greater access to career services within communities will be developed, including how future estate/ investment decisions and the creation of hubs could be achieved

Action 5.3.
The Career Review Implementation Plan will outline how existing skill sets in third sector organisations can be built on in order to provide and enhance career related services.

Action 5.4
The Career Review Implementation Plan will detail how community services will be supported to co-deliver, connect and facilitate access to broader career services to meet the needs of the young person, consistent with the career development model.

Action 5.5.
The Career Review Implementation plan and Target Operating Model will include the approach to be taken to ensure that insight and innovation from community service provision is fed back into the development of all future career services.

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. 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.

Recommendation 4. Experiential career education
There should be dedicated curriculum time for experiential work-related learning in all settings

Action 4.1.
The Career Review Implementation plan and Target Operating Model will set out how the careers ecosystem will work with partners to enhance experiential career education in a range of settings and how these experiences will be aligned to skills needs for the future.

Action 4.2.
The Career Review Implementation Plan and Target Operating Model will specify a means of articulating skills, which should be developed and widely adopted, to ensure they can be recognised as part of attainment in a wide range of settings.

Action 4.3.
The Career Review Implementation Plan and Target Operating Model will set out the approach to ensuring the offer of a formal work-based qualification is available for all young people within the Senior Phase in school, building on the success of Foundation Apprenticeships. This will include the role of key partners and the resource implications

Action 4.4.
The Career Review Implementation Plan and Target Operating Model will set out how employer involvement in the design and delivery of curriculum should be co-ordinated across the system and increased, building on existing approaches and structures

Recommendation 6. Exposure to fair work
People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is

Action 6.1
As part of the co-design of the career development model, the Career Review Programme Board will set out the lifelong experiences that should be available from early years.

Action 6.2
The Career Review Implementation Plan will outline how existing models for employer engagement will be enhanced and new models developed, making use of and understanding employers' goals and motivations.

Action 6.3.
The Career Review Implementation Plan will detail the approach to be taken to simplify the ways employers, trade unions and representative bodies connect with young people in all educational settings.

Action 6.4.
The Career Review Implementation plan and Target Operating Model will include the approach to be taken to ensure all organisations with a role in facilitating education-employer partnerships and experiences have access to and can make use of labour market intelligence to identify and engage with employers in growth sectors and those with labour shortages locally and nationally.

Action 6.5.
The Career Review Implementation Plan will set out action that will be taken to support young people in all educational settings to enhance their understanding of fair work practices and workplace rights and responsibilities.

Shared intelligence/data
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.

Recommendation 9. Strengthening evaluation and continuous improvement
The effectiveness and impact of the whole career system should be measured using a suite of outcome based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.

Action 9.1.
The Career Review Implementation Plan will detail how an understanding of existing measures and reporting requirements across all organisations will be co-developed to ensure that new career services measures provide added value and address existing gaps.

Action 9.2.
The Career Review Implementation Plan will detail how a measurement framework that is common to all organisations delivering career services in Scotland will be co-developed and delivered.

Action 9.3.
The Career Review Implementation Plan will detail how a method of ongoing measurement and evaluation will be co-developed and delivered.

Action 9.4.
The Career Review Implementation Plan will detail how an approach to support each delivery organisation to continue, adapt or implement continuous improvement processes for enacting change in services based on assessment and feedback will be developed.

Action 9.5.
The Career Review Implementation Plan and Target Operating Model will detail how external evaluation arrangements will provide quality assurance and support continuous improvement.

Metaskills
In recognition of the work already underway between Skills Development Scotland, the Scottish Funding Council and Education Scotland to define and embed 'metaskills' within the learning and education system, we will ensure that practitioners have a clear understanding of metaskills and the relationship with career management skills (CMS).

Recommendation 2. Developing skills and habits essential for the future world of work
Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.

Action 2.1.
The Career Review Implementation Plan and Target Operating Model will detail the suite of on and offline tools to be developed that support experiential learning, reflection and assessment of skills in all educational settings to enable the individual to understand the skills they have and the skills they need to develop

Action 2.2.
The Career Review Implementation Plan and Target Operating Model will identify the resource that will be required to develop tools, models and approaches to support the implementation of this recommendation and to ensure continuous improvement.

Digital
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.

Recommendation 7. Digital enablement, empowerment and engagement
Enhanced digital services and tools should be developed that present information about the world of work in an inspiring and accurate way

Action 7.1.
The Career Review Implementation Plan will detail how a national roadmap of digital development will be created to produce personalised services based on changing customer need building on the existing digital offer.

Action 7.2.
The Career Review Implementation Plan and Target Operating Model will detail how a common access point will be established to makes it easy to navigate both digital and face to face services and understand how they complement each other.

Action 7.3.
The Career Review Implementation Plan and Target Operating Model will detail how a method of allowing young people to own and be in control of their own data will be developed, ensuring digital services follow people through their development

Action 7.4.
The Career Review Implementation Plan will detail how solutions that allow data to be shared and consistent across digital services will be developed – including personal data and information related to the world of work

Action 7.5.
The Career Review Implementation Plan will detail arrangements for creating a 'digital governance group' that builds on the partnership agreement between SDS and DYW, that delivers simplification of the learner and employer journey.

Quality assurance
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.

Recommendation 10. Creating a career services coalition
A coalition should be established that ensures the implementation of the review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented

Action 10.1.
The Career Review Programme Board will devise proposals for the creation of a representative, cross system Career Service Coalition that includes users, practitioners and employers, including its governance and support arrangements

Action 10.2.
The Career Review Programme Board will act as the means through which the career ecosystem can influence wider policy developments, such as the National Strategy for Economic Transformation and Senior Phase curriculum and assessment reforms, to ensure that the Review's recommendations align with them. This role will be assumed by the Coalition when established.

Action 10.3.
In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will create a clearly defined purpose and objective for career services in Scotland.

Action 10.4.
In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will engage the voices of users, practitioners, employers and international best practice to inform the co-design of services and form part of their evaluation.

Professional development
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.

Action 8.2.
The Career Review Implementation Plan will detail how a programme of learning for practitioners will be co-designed and delivered, that ensures they have the skills to deliver services in the Career Development Model (including professional qualifications where relevant).

Action 8.4.
The Career Review Implementation Plan will detail how a network of experts – covering those with lived experience of protected characteristics and other equality factors (to support inclusion) and disciplines/sectors (to support transfer of up to date, specialised knowledge) will be established to work alongside the proposed Career Service Coalition (Recommendation 10) to support the delivery of the Implementation Plan, the Target Operating Model and the continuous improvement of Scotland's career services.

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

Recommendation 10. Creating a career services coalition
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In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will create a clearly defined purpose and objective for career services in Scotland.

Action 10.4.
In devising proposals for a Career Service Coalition, the Career Review Programme Board will set out how the Coalition will engage the voices of users, practitioners, employers and international best practice to inform the co-design of services and form part of their evaluation.

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Chair's foreword

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Appendices

**All photography featured in this report was
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