



Careers By Design

The Career Review: what it means for schools and education



Skills
Development
Scotland

Young
Person's
Guarantee

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

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

David Scott is one of the young people who fed into the Career Review. In a short video, **he shares their hopes for an accessible and inspiring career system.**



Watch it here:



Introduction

All of us involved in education want our pupils to have a positive future – a future that’s aspirational and exciting, that leads to happy, productive, fulfilled lives.

I’ve long believed that career education is a key to securing that aspirational and exciting future for our young people. During my time in education – as a teacher, a head teacher and now as a Head of Service - Education Services - I’ve seen so many young people grow up with too narrow a view of the world of work.

They aren’t exposed to opportunities that might be available to them. Their aspirations become limited, often restricted to what they see their parents, friends and family doing.

That’s the reason I got involved in this review of career services in Scotland. I’ve always believed there’s a lot of good in what we do to support career choices. But I’ve always believed it could be better.

In a world where opportunities are ever-changing, young people need to know where those opportunities are to guide the decisions they make.

They need to understand the world of work. We need to help them be ready for it.

Career education is fundamental to developing learning. It makes learning relevant, enabling pupils to see connections between what they’re learning in classrooms, the skills they’re developing and how they’ll use them in the future.

This can’t happen through episodic, standalone activities. It needs to be weaved right the way through the curriculum in our schools, colleges and universities.

The recommendations you’ll read in this summary have been co-designed with teachers, career advisers and other practitioners.

They represent an ambitious redesign of the career system in Scotland and come at an incredibly exciting time as we approach major change in our education system, aligned to the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence and the review of senior phase qualifications.

We have a once in a lifetime opportunity to build careers right into the heart of those changes and, probably for the first time, join up all the different developments to give a coherent package to young people.

I’d encourage teachers, head teachers, directors of education and anyone else who cares about supporting young people’s career choices to take some time to learn about the work of this review and consider its implications.

If we can work together to deliver them, we’ll have taken a major step forward in securing a positive future for all our young people, and for our country.

Gerry Lyons

Head of Service - Education Services, Glasgow City Council

Introduction

What is the Career Review?

What the evidence told us

What needs to change?

How we can make things better: Our design principles

How we’ll do it: Our recommendations

What happens now?

What is the Career Review?

The Scottish Government commissioned the national skills agency Skills Development Scotland to lead the most comprehensive review of Scotland's career services in a generation.

An independent programme board worked with a wide range of young people, employers, parents and carers, teachers, careers advisers and other organisations, listening to their experiences of current services and how they could be improved.

Why is it needed?



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.

What the evidence told us

Scotland has world-class career services:

- Career services that support choices are in demand and valued by young people.
- There has been a growth in partnerships between education and employment.
- The national career service delivered in schools by Skills Development Scotland is 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”.
- 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 further from the labour market.

Our career services aren't working for everyone:

- Despite relatively high rates of participation in the labour market, poverty and inequality persist. Two thirds of children living in poverty are members of working households.
- The 1.5 FTE resource per secondary state school via SDS and DYW is not able to provide personalised one-to-one support to the entire secondary school cohort.

- There are inequities in access, quality and take up of services. Beyond the national career service there is no consistent entitlement to career support.
- Fragmentation and regional variation mean that not all young people have equal access to career service and there is a complex delivery landscape.
- Demand for career support amongst young people often goes unmet .
- Many young people say they don't see themselves represented in career services.
- 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.

Exposure to the world of work is good for young people, and leads to better outcomes:

- Young people who experience the world of work while in education have better employment outcomes, improved success within education and increased life satisfaction.
- Innovative activities (Foundation and Graduate Apprenticeships, the work of DYW school coordinators) are bringing young people closer to understanding and experiencing the world of work.



Young people don't have enough exposure to the world of work:

- Young people don't always understand the opportunities in the labour market, they can't relate their education to the world of work and don't know how to prepare for change in the labour market.
- This lack of understanding leads to a lack of confidence about entering the labour market and a narrowing of aspirations.
- There is demand for more opportunities to explore / experiment between work and education.
- Employer engagement in the curriculum is limited and not systemic.

There is misalignment between the education and skills system and the needs of employers:

- There is misalignment between the skills demands of the economy and what our education and skills system provides.
- Change in the world of work means a greater need to understand changing needs of employers and help young people respond to those.
- Employers don't always understand the expectations of young people around the nature of work.
- The education system places an emphasis on qualifications over skills for the world of work.

Career education is not systemically embedded in school curricula:

- The school curriculum focuses on the exam diet which severely restricts the available time for and visibility of career education.
- There is inequity in access to experiential career education opportunities.
- The OECD notes that the current curriculum emphasises 'successful learners' over the three other competencies of Curriculum for Excellence (confident individuals, responsible citizens and effective contributors).
- The OECD cite evidence that recommends upper-secondary education systems 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.
- The OECD reports that many education systems suffer from 'initiative overload' with increasing pressures on schooling. This is evident in Scotland.

What needs to change?

- **Career education is systemically embedded in school curricula** at all stages and for all young people
- **There is universal exposure to the world of work**, ensuring that all young people can interact with employers from an early age
- **It is easier for employers to engage with education**, building greater coordination amongst career services providers
- **Greater equity in access, quality and take up of services** with consistent entitlement to career support, tailored to individual needs
- **Formal career services work in strong collaboration** including with Local Employability Partnerships and Community Learning and Development
- **Digital technology better connects people to the right support** at the right time, in ways which are highly personalised, relevant and engage local communities
- **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
- **Greater coordination amongst national and local partners**, with clearer roles and responsibilities, more integrated services

How we can make things better: Our design principles



Meeting the dynamic aspirations and different needs of all young people



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



Enabling young people to expand their knowledge and experience of Fair Work



Integrating career experiences into curricula, practice and culture of the education system



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

How we'll do it: Our recommendations

Working with young people, employers, parents and carers, teachers, career practitioners and other stakeholders, the Career Review has co-designed ten recommendations.

The key recommendations that impact on schools and education are summarised below. For a full list of recommendations visit the [Career Review microsite](#).



Experiential career education

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



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.



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.



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.



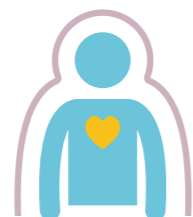
A new career development model

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



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.



Creating person centred career service

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.

Introduction

What is the Career Review?

What the evidence told us

What needs to change?

How we can make things better: Our design principles

How we'll do it: Our recommendations

What happens now?



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.



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.



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 employers, young people, practitioners and stakeholders are represented.



Introduction

What is the Career Review?

What the evidence told us

What needs to change?

How we can make things better: Our design principles

How we'll do it: Our recommendations

What happens now?

What this will mean for school leaders, teachers and practitioners

- **More joined up services**
Greater coherence and consistency in the delivery of career services, with clear roles and responsibilities
- **Access to innovative and impactful assets**
Tools, resources and services that help their pupils' develop skills and make informed choices
- **Support to explore changing need**
Creating capacity for thoughtful professional practice
- **Access to better information**
The right data to support and monitor pupils' career decision making
- **More connection to the world of work**
Support to make connections with local employers, helping them provide impactful work-related learning experiences to pupils and empowering them to understand and expect fair work
- **Career services that meet the needs of those with lived experience**
Ensuring local career services meet the needs of those with protected characteristics and other equality factors
- **More opportunities for their pupils to experience the world of work**
A wider range of offers for pupils which help them develop skills, providing teachers with a better understanding what local employers need

- **Access to immersive and engaging career experiences**
Innovative and impactful tools, resources and services that provide high quality career experiences
- **More connection to support**
With clear roles and responsibilities across national and local partners
- **Better understanding the impact of career provision**
Using joined up data to improve services and secure the best possible future for their pupils
- **To have a direct say in how career services are provided**
Ensuring strong teacher voice on the career services coalition

What do we need from schools:

- **Significantly greater emphasis on career education** within the school curriculum at all levels
- **A more equitable focus on the skills and competencies** young people are developing, in comparison to the achievement of qualifications and exam results
- **Consistent work-related learning** with industry involvement in the curriculum and a focus on fair work
- **Shared ownership** for the career system through the career services coalition
- **Clear leadership, empowerment and accountability** to deliver changes required



Introduction

What is the Career Review?

What the evidence told us

What needs to change?

How we can make things better: Our design principles

How we'll do it: Our recommendations

What happens now?

What happens now?

The Scottish Government has welcomed the findings of the Career Review and has accepted all of its recommendations.

Ministers have asked the independent Career Review Programme Board to lead the development and design of implementation plans to make them happen.

These plans will be co-designed with those delivering and experiencing career services. This will include the strong voice of schools and teachers in developing:

- an overarching 'target operating model' which outlines the overall vision for the career system
- 'service blueprints' which outline the relationships between services, processes, structures and how they engage with customers
- implementation plans that detail what needs to be done, by whom and when

The Career Review Programme Board is keen to hear from schools and teachers who might be interested in supporting the next phase of development. Find out more by visiting www.CareerReview.scot or express interest by emailing CareerReview@sds.co.uk

