

Board of Management Students, Staff and Equalities Committee

Date of Meeting	Wednesday 17 May 2023
Paper No.	SSEC3-F
Agenda Item	5.2
Subject of Paper	Careers Guidance Briefing
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett, Student Experience Director
Date of production	9 May 2023
Action	For Discussion/Decision

1. Recommendations

- 1.1 Add Careers Guidance to the Programme of Work of the Learning and Teaching Committee: and
- 1.2 To note the creation of a college wide steering group to review the new and developing City Attributes development work together with the development of a college Careers strategy outlined in Aim 3.5 of the Student Academic Experience Strategy: and
- 1.3 To note the invitation of our local SDS Partner to participate in creating a cohesive careers guidance offer for students at City based on the new FE Partnership (FEPA) with DSD.

2. Purpose

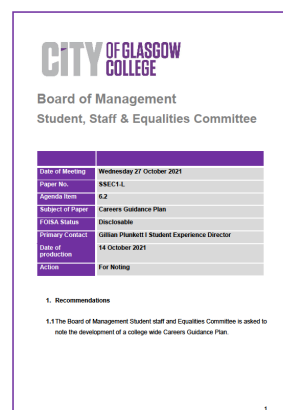
Update the BoM Students, Staff and Equalities Committee on the above recommendations.

3. Consultation

Not Applicable

4. Key Insights

4.1 At the request of the BoM the Student Experience Director prepared a paper on Careers Guidance planning within the college in October 2021 (Appendix A). The BoM were particularly interested in our careers offer to students and how we collate and share employer engagement information. The paper below refers, and since the time of writing things have moved on in relation to the national review of Careers Information, Advice and Guidance (CIAG) and; employer engagement.



4.2 In relation to employer engagement, the Careers Team have spent time investigating platforms which would allow the capture of college wide employer engagement information with costs varying from £15,000 - £25,000 per annum plus the need for dedicated staff of 1 or more FTE to develop and maintain employer links and to manage and maintain the platform. Given the scale of the task further discussion would be required across the college together with collation and collaboration with curriculum teams who may already maintain some of these employer links. This task is not necessarily a task for the Careers Team who

comprise 2 FTE with other duties related to careers guidance, UCAS and student support.

This item remains on the BoM SSEC as follows although it is clear that employer engagement is not a Student Experience Directorate task or one that could be undertaken by the limited careers practitioner resource available within the Directorate.

Careers Guidance Plan: Consider further development of employer engagement process.	CC/GP/Deans	Ongoing 27/10/21
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4.3 At the most recent SSEC on 1 February 2023, progress on this item was raised by a BoM member, at which point the Director of Student Experience recommended that the item transfer to the Learning and Teaching Committee as part of ongoing work related to the Student Academic Experience Committee (SAES) and in particular the work related to City Student Attributes.

4.4 In relation to the national review of CIAG, our Student Support and Well Being Manager is a member of the Career Review Change Leaders Group and at its meeting on 6th February the undernoted presentation was delivered (Appendix B).



The meeting focussed on the FE Partnership Agreement (FEPA) (slide 6) between colleges and SDS and making them more relevant for the students. There was

discussion around good transitions (Get Ready for College, Induction Working Group), and conversations with students on skills/attributes, aspirations and goals through funded academic guidance (Academic Guidance Review). Both are areas the college is already working on related to SAES.

The final report was published at the end of February 2023 (Appendix C). The report outlines that colleges have committed to a universal entitlement to career services, delivered in partnership with SDS, based on:

- Enhancing the career support currently available in colleges.
- Focusing services around the new Career Development Model.
- Co-designing a digital career offer for college students via My World of Work.
- Further embedding the world of work in the curriculum.
- Establishing a cross-functional career development team within each institution.



5. Impact and Implications

5.1 There are no financial implications linked to the recommendations within this paper.



Board of Management

Student, Staff & Equalities Committee

Date of Meeting	Wednesday 27 October 2021
Paper No.	SSEC1-L
Agenda Item	6.2
Subject of Paper	Careers Guidance Plan
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett Student Experience Director
Date of production	14 October 2021
Action	For Noting

1. Recommendations

- 1.1** The Board of Management Student staff and Equalities Committee is asked to note the development of a college wide Careers Guidance Plan.

2. Purpose of Report

2.1 The purpose of the paper is to update the Committee on the development of a college wide Careers Guidance Plan which is a key initiative of the College Student Academic Experience Strategy.

3. Key Insights

3.1 The Student Academic Experience Strategy (SAES) refers to the City Student Journey which is underpinned by 3 key pillars: Readiness, (Finance and Funding, Transition and Orientation, Tech Ready), Resilience and Personal Development (Health and Well Being, Peer Learning, Community, Belonging, Class Rep, volunteering) and Ready for next Steps (Careers and Articulation to Further Study).



(Extract from the College Student academic Experience Strategy:2020)

3.2 The College Careers Guidance Plan is a key initiative of SAES and covers four broad areas: -

- Career information, advice and guidance delivered by an in-house careers service;
- Careers provision in the classroom supported through learning and teaching;

- College wide employer engagement activities; and
- Progression support for higher education (HE) or employment.

Good and effective careers provision is characterised by using the expertise of appropriately qualified professionals, whether they are careers advisers or lecturers with industry-specific knowledge and insight. This means that careers information, advice and guidance (CIAG) covers a range of roles, responsibilities and activities across the college.

3.3 The Careers Team at City (Approx. 2 FTE) are heavily involved in supporting students in both progressing to further learning and in accessing work opportunities and the pathways to them. Support for students applying to the University and Colleges Application System (UCAS) is well established as the main careers support required by students at City and therefore the main activity of the central Careers Team.

3.4 In January 2021 the Careers Team supported 1,856 UCAS applicants which equates to approximately 75% of all Higher Education (HE) year two exiting students in the College. The UCAS process is known to be challenging, and support is required on application completion, obtaining references and writing personal statements. This task runs from September to January (UCAS deadline) annually, with around 120 workshops delivered to students and a University Exhibition (Expo) delivered in October to assist students with University selection, and course choice.

In addition to assisting HE exiting students, the Careers Team also support students who are progressing internally, and this includes making the transition from Further Education (FE) funding to HE funding, with a focus on vulnerable groups such as students on English as a Second or Other Language (ESOL) courses and care experienced students.

3.5 To support students with work opportunities the Careers Team offer a range of support including employability workshops which focus on developing CVs, interview techniques, job search and understanding skills sets. An employer

vacancy service is also available offering permanent and short-term work for students to develop their workplace experience as well as support themselves financially while continuing to study.

In March 2021 the vacancy service was moved to a newly developed careers [website](#) to improve marketing opportunities to students. In addition to a vacancy service, the website offers links to a range of employer sites and job opportunities and in AY2021/22 a link to our new [volunteering hub](#) was added.

3.6 However, there is room for further improvement particularly in building a wider employer knowledge base across the college and to support this the Careers Team are currently researching existing vacancy platforms within other Higher Education Institutions to establish how content is sourced and managed, promoted to students and the efficiency and effectiveness of such platforms.

3.7 Review of the employer vacancy service is just one area within the development of the College Careers Guidance Plan. The Plan will use the [Gatsby Benchmarks](#) and the [Scottish Governments Careers Strategy](#) to inform developments and offer a comprehensive framework against which to map our CIAG offer within and across the College.

4. Impact and Implications

4.1 High quality, effective careers provision is key to supporting the transition of students through college and onto their next steps. Development of a Careers Guidance Plan will provide a comprehensive and structured approach to the development of CIAG across the college.

Delivering Careers By Design

Implementation planning workshop to
progress College blueprint
6th February 2023



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Workshop objectives

- Develop and agree a structure and milestones for progressing the short term commitments of the College blueprint and implementation plan
- Identify the activities required to achieve those milestones
- Identify the individuals to lead and collaborate with to deliver those activities

Scotland's Colleges



- (S) Short term within year 1
- (M) Medium term 1 - 2 years
- (L) Long term 2+ years

Service Delivery	Partnership working	Measurement & Data	Digital	Enablers
Collaborate to define an enhanced SDS/College service offer and refreshed FEPA that offers universal access to career development support for all students (S)	Work in partnership to support young people to develop a young person's ability to articulate skills, knowledge and experience to prepare them for the world of work (M)	Develop approaches for the collaborative monitoring and evaluation of student skills development, accreditation and recognition of the range of experiences and support that they receive	Collaborate on the codesign of my wow profile/passport for skills recognition and accreditation through student voice (M)	A programme of upskilling and reskilling for student support staff, lecturing staff and SDS College advisers that clarifies roles and responsibilities in delivering a whole team approach in each institution (L)
Adopt the Career Development Model as a framework for delivery and define the 'Career development Team' that exists in each institution and how that team should work (S)	Increased partnership working including delivery of local, national and sectoral Career Intelligence (M)	Determine principles for data sharing across the team and Incorporate local arrangements within the FEPA (S)	Work with partners to streamline/declutter digital landscape by promoting collaborative approaches to digital services via the Career Services Collaborative (M L)	Highlight and build on examples of curriculum teaching and learning approaches and courses where great practice exists in relation to industry involvement and experience and how this can be more universal (M)
Develop approaches for student onboarding and ongoing awareness that promote this universal access to career development support and ensures early involvement of career practitioners (M)	Co-location with SDS and colleges – how can community based activity be considered via a collective approach to this (L)	Work collaboratively at an institution level to analyse student data to understand the specific cohorts who will require targeted support and early intervention to support their sustainable participation in learning		SFC/QAA quality assurance and enhancement models ensure equity of access across FE and HE (tertiary model) and how career service will be incorporated within this (L)
Develop mechanisms for ensuring school to college transitions recognise the career support and development progress of the individual from school and identifies their ongoing need for more targeted support (S)		Enhance the consistency of career intelligence available that includes labour market information, skills pathways, course 'performance' relating to labour market outcomes (M)		Continued funding for guidance element (in service delivery change) (S M)
Progress innovative approaches to the deliver/co-delivery of the funded 'guidance' element of courses/curriculum that delivers universal access to career related experiential learning, career intelligence and exposure to fair work (S)		Develop approaches incorporating student voice for the collaborative monitoring and evaluation of longitudinal impact on student outcomes (M)		
Review possibility of a regional delivery model (L)		Harness existing data that can inform and influence the provision of college curriculum and course choice that considers both the local labour market and skills needs and the needs of the individual and deploy this consistently across institutions (M)		
		Sharing of 16+ data hub information to ensure a warm handover for young people moving into college (M)		

Delivering against recommendations: 1, 2, 3, 4, 6, 7, 8, 9, 10

Short Term (within one year)

Collaborate to define an enhanced SDS/College service offer and refreshed FEPA that offers universal access to career development support for all students

Adopt the Career Development Model as a framework for delivery and define the 'Career development Team' that exists in each institution and how that team should work

Develop mechanisms for ensuring school to college transitions recognise the career support and development progress of the individual from school and identifies their ongoing need for more targeted support

Progress innovative approaches to the deliver/co-delivery of the funded 'guidance' element of courses/curriculum that delivers universal access to career related experiential learning, career intelligence and exposure to fair work

Determine principles for data sharing across the team and Incorporate local arrangements within the FEPA

Focus of 6th Feb Workshop

FEPA Discussion

- How would we define the 'Career development Team' that exists in each institution?
- How do we define best practice of how a Career Development Team should work?
- Should we plan a programme of socialization and engagement with these teams on what the Career Development Model means in practice and identify shared professional learning and development activities?
- Once a refreshed FEPA is developed, how best would this be rolled out to all of the CD Teams?

Curriculum discussion

- **Funded Guidance:** How do we develop innovative approaches for the funded guidance element and what existing approaches informs this?

Aim: Collaborate to define an enhanced SDS/College service offer and refreshed FEPA that offers universal access to career development support for all students

What would we have to do in order to refresh the FEPA by May if this is the appropriate timescale?

Who would need to be involved in the refresh?

What workshops would we need to hold in order to refresh this?

What considerations would we need to cover in each workshop (some draft considerations are below)

Draft Considerations –for FEPA refresh

Needs identification– what needs does each student have from what SDS, College, School, Other data sources

Progression and sustainment – what intelligence exists in relation to courses/cohorts that may influence the level of support delivered

Principles and practices for managing effective transitions and student onboarding

The Career Development Team - who, roles, responsibilities, engagement

Information sharing – what updates/information should be shared between SDS and College during the students time there inc early identification of support

Define the channels for delivering career development support and develop this into a service offer for promotion to all students

Identify approaches to joint monitoring and evaluation of impact – how will we know this delivers the impact we hope?

Aim: Collaborate to define an enhanced SDS/College service offer and refreshed FEPA that offers universal access to career development support for all students – Potential Timelines

By **end Feb** – Establish FEPA development Group & onboard them to understand the how we reached the college blueprint and implementation plan, structure and timelines agreed to refresh and forward plan in place

By **end Apr** – Refreshed FEPA and College student service offer determined

By **end May** – Launch of refreshed FEPA within demonstrator areas & planning and communication of phased launch for the remaining areas

Aim: Progress innovative approaches to the deliver/co-delivery of the funded 'guidance' element of courses/curriculum that delivers universal access to career related experiential learning, career intelligence and exposure to fair work

What would we have to do in order to develop innovative approaches?

Who would need to be involved in the development?

What workshops would we need to hold in order to develop these?

What considerations would we need to cover in each workshop (some draft considerations are below)

What else might we need to do?

Funding mechanisms – what if anything needs to change to allow funding to continue

How widely is funded guidance element delivered across the sector?

What is working well with current funded guidance element? What evidence exists?

What could be improved with current funded guidance element considering the CDM and Experiential Career Learning outputs?

What other opportunities are there to embed experiential learning, career intelligence and exposure to fair work?

Aim: Progress innovative approaches to the deliver/co-delivery of the funded 'guidance' element of courses/curriculum that delivers universal access to career related experiential learning, career intelligence and exposure to fair work

By **end Feb** – Establish 'career development in the curriculum' development Group & identify potential demonstrator areas

By **end Apr** – Review of existing Guidance element– where is it running, what works well and what doesn't & develop what good looks like in terms of funded guidance element and innovative delivery approaches

By **end Jun** – Determine funding and resource considerations in line with what good looks like & delivery approaches

By **end Aug** – Launch/expansion of guidance element within demonstrator areas & planning and communication of phased launch for the remaining areas

Next steps

Skills and experiences to grow and succeed in a rapidly changing world

Career Review: Final Report

March 2023



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Chair's introduction

It gives me great pleasure to introduce the final report of the Career Review. This report represents the culmination of almost two years of engagement, co-design and collaboration with partners across the career ecosystem.

When we started this process, we were in the late stages of the COVID crisis, concerned about its impact on young people, their education and opportunities.

As we conclude, we find ourselves in another crisis which is impacting living standards, placing incredible pressure on public services and threatening to further widen social and economic inequality.

We face difficult decisions about our ability to invest in what many would consider the very fabric of our society; our healthcare, our education system and our public transport infrastructure.

The need to collaborate, innovate and make the most of the assets we have to meet the myriad challenges we face – all key themes of this review – is no longer just a point of principle, it is an absolute necessity.

Delivering an ambitious redesign

This review had a simple task; to consider how Scotland's career services could best operate to support the people of Scotland, now and into the future.

Our initial recommendations propose an ambitious redesign of the career ecosystem, which covers information, advice, guidance, brokerage and career education.

Our work since then has turned those recommendations into actions, providing a road map for better, more integrated, more user driven career services and offering a clear direction for how services need to evolve.

Important as these outputs are, the partnerships, collaboration and sense of shared purpose that has developed across our interactions with service users, providers and policy makers across the ecosystem is equally valuable.

Collaboration across the ecosystem

Collaboration has been at the heart of the review, engaging with a broad range of partners identifying common goals and being candid about the barriers that exist in the system.

From the outset, we were determined to put service users at the heart of the process. I believe this review has lived and breathed that concept, truly giving agency to the people who matter most – those entitled to our services.

We were also determined to take an 'equalities first' approach, to ensure we captured the insight of individuals and groups with lived experience of, or representing those with lived experience of, a range of protected characteristics.

It is my expectation that the Career Services Collaborative will continue to build on the principles of user leadership, genuine co-design and the 'equalities first' approach as it assumes its responsibility for the full implementation of the review recommendations.

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This process has been undertaken in the context of huge and ongoing reform in Scotland’s education, skills and economic policy environment.

The outcomes of these long-term change programmes remain critical to embedding better career support in our education system and society.

I’ve been encouraged by the response to our work by those leading this reform and the commitment to more firmly embed the world of work and the principles of fair work in the experiences, skills and knowledge accessible to everyone, irrespective of their circumstances, in their journey through education into work.

Through our engagement with the reviews of qualifications and assessment and the skills delivery landscape, led by Louise Hayward and James Withers respectively, I have detected the need for strong alignment with the key themes of our work.

I look forward to continued collaboration as the findings from each review are taken forward.

I have also been heartened by the responses from partners across the career ecosystem to delivering our recommendations.

From the extensive engagement I have undertaken, it is clear to me there is a need for a laser focus on equality and person-centred services that deliver sustainable outcomes for all.

It is also essential that every individual should have the opportunity to develop skills and habits essential to the world of work, which are

widely recognised, valued, informed and delivered with and by industry.

Furthermore, I believe strongly that the esteem of education and skills provision and utilisation should be determined by its impact on reducing inequality and improving economic and social wellbeing.

For this to be achieved, a major cultural shift will be required to secure a step change in attitude and behaviour by education and skills providers, learners, parents, carers and industry in recognition of this common interest.

Prioritising support for career services

On a more pragmatic level, challenging budget decisions are likely to have a significant impact on the resource available to support delivery across our public services.

I recognise that many of our public institutions are working in a dynamic environment at present, and that the actions and timelines outlined later in this document will be subject to review over time.

The Career Services Collaborative will play a key role in coordinating implementation plans and facilitating the evolution of these through the same collaborative approach to developing them.

Looking ahead, I would encourage service providers across the ecosystem to take the time to review and engage with the insight and outputs from the review process and consider how they can embed the principles of this review in their own delivery.

I would like to express my profound thanks to every single young person, adult, parent, carer, partner, practitioner and stakeholder who has shared their expertise and experience in co-designing the outputs that we share in this report.

I also extend a heartfelt thanks to the members of the Career Review Programme Board and to our incredibly talented programme team. Their contribution to this work cannot be overstated.

As we hand over responsibility to the Career Services Collaborative I look forward to the continuation of our critical work to build better career services for the people of Scotland.



Grahame Smith
Chair, Career Review Programme Board

“Looking ahead, I would encourage service providers across the ecosystem to take the time to review and engage with the insight and outputs from the review process and consider how they can embed the principles of this review in their own delivery.”

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1. Background

As part of the Young Person’s Guarantee, and building on Scotland’s Career Strategy [‘Moving Forward’](#), Skills Development Scotland (SDS) has undertaken a comprehensive review of career services 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 equality, diversity and inclusion.

The review focused on how to deliver against the vision of the 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.**

Following months of insight, research and co-design with young people and a range of stakeholders, in February 2022, the independent programme board published [‘Careers By Design’](#) which proposed an ambitious redesign of the career system in Scotland.

The report contained ten key recommendations, summarised in **appendix 1**, designed to ensure career services equip young people with the skills to thrive in a rapidly changing world of work, now and in the future.

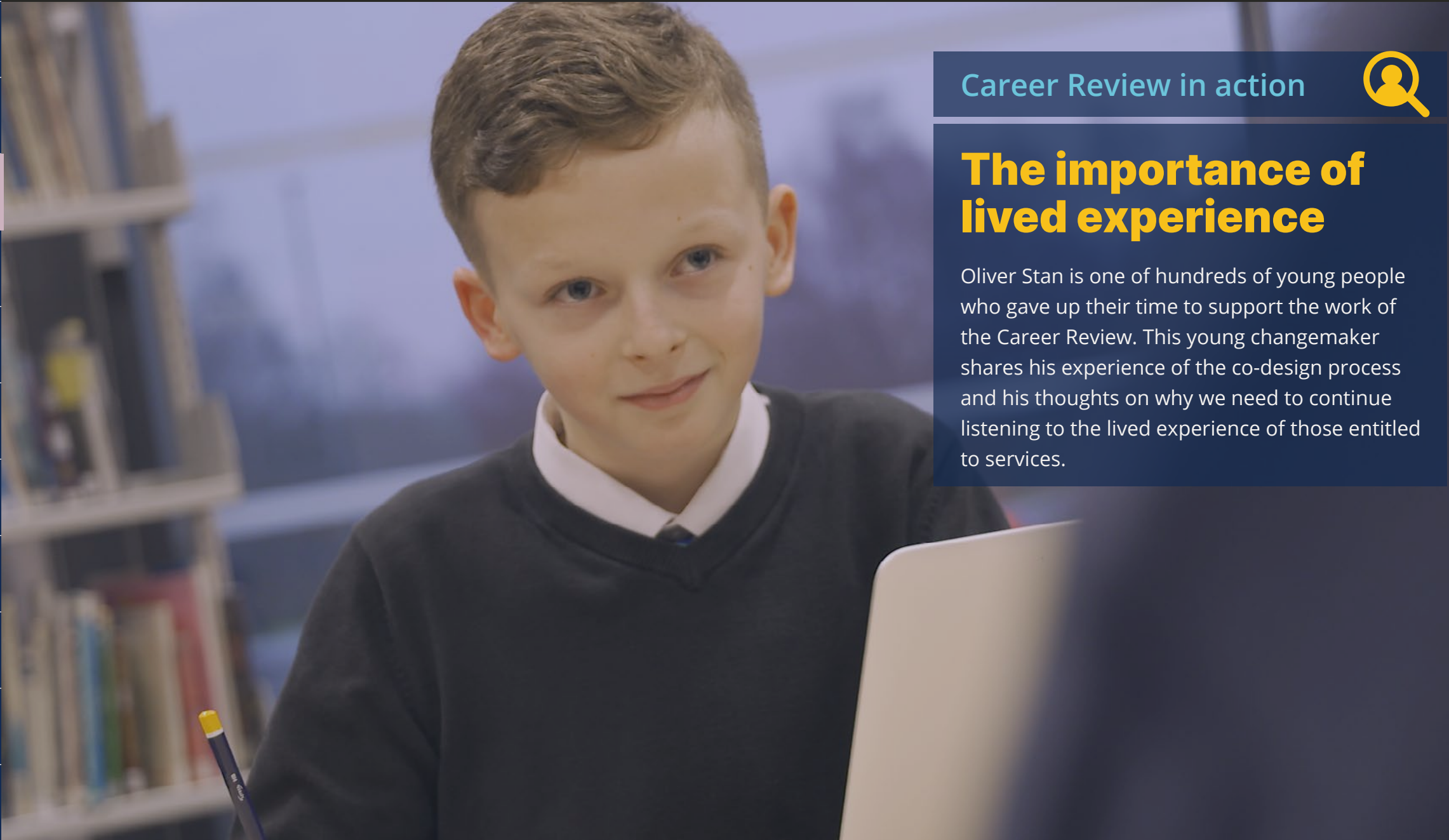
Scottish Government Ministers accepted the ten recommendations and tasked the programme board with a series of next steps to implement them.

The table on the following page outlines these next steps and the approach undertaken to deliver them.


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Next steps	Approach
Further test proposals with all-age users to identify any refinements to match the requirements of an all-age career service.	Testing was completed in June 2022. Outputs are summarised in section 2 .
Develop and co-design a future state Target Operating Model and service blueprint that set out lifelong entitlement to career services.	The Career Services Operating Model was published in October 2022 and is summarised in section 3 . Sectoral plans, which outline details of the lifelong services which will be delivered by a range of providers, are outlined in section 5 .
Complete the co-design of the proposed Career Development Model.	Details of the completed model are outlined in section 4 . Connected to this, the review has undertaken work to further shape future delivery of experiential career learning and digital enablement, empowerment and engagement. Details of the outputs of this work are also included in section 4 .
Develop and agree a detailed Implementation Plan including recommending the remit, functions and composition of the proposed career services coalition.	Details of how different sectors in the career ecosystem will implement the career review recommendations are included as part of the sectoral plans outlined in section 5 . Detail on the role, remit and functions of the Career Services Collaborative were published in October 2022 and are summarised in section 6 , which also includes further detail on the composition and structure of the collaborative.
Conduct a fully costed gap analysis between the current ‘as is’ and the future ‘to be’.	In light of the current state of the public finances and the considerable uncertainty over budgets across public services, it has not been feasible to undertake a reliable costed gap analysis. Our focus at this stage has been maximising career support within the current funding envelope and existing resources, without compromising on our vision for career services and the potential for additional investment where justified.
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.	Details of how the Career Review has engaged with wider policy are included in section 7 . Details of the broader stakeholder engagement approach is included in appendix 3 .

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Career Review in action



The importance of lived experience

Oliver Stan is one of hundreds of young people who gave up their time to support the work of the Career Review. This young changemaker shares his experience of the co-design process and his thoughts on why we need to continue listening to the lived experience of those entitled to services.

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2. Adult testing

“Further test proposals with all-age users to identify any refinements to match the requirements of an all-age career service.”



Whilst the initial remit of the Career Review focused on young people up to the age of 24, Scotland’s Career Strategy is an all-age strategy.

The [Careers By Design](#) report identified the need for further testing of the review recommendations with adult users.

This work was undertaken over the summer of 2022 through a mix of interviews, focus groups and workshops with individuals, partners and practitioners.

In line with the review’s ‘equalities first’ approach, this insight covered individuals and groups with lived experience of, or representing those with lived experience of, a range of protected characteristics.

This insight confirmed that all ten recommendations were received positively by adults.

In addition, a range of key themes emerged relevant to adult customers, outlined here.

Security ✓

Financial security is a fundamental need, without which people cannot engage with career decisions and aspirations.

Security continues to be a driver in career decision making throughout a person’s life, above all other considerations.

Lack of security prevents people from accessing unpaid and low paid development opportunities and progressing as a result.

Flexibility ✓

People have individual and diverse needs. In order to meet these needs, services need to be personalised and flexible.

These needs also become barriers to work when workplaces and development opportunities don’t offer the flexibility people need to manage their lives (e.g. office hours, remote working etc).

Change ✓

A linear path is very uncommon – almost all people experience change and disruption to their careers.

Change is difficult – after a career break or shift, people often don’t start where they left off.

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Skills ✓

People and employers have trouble recognising skills that were developed outside of an education or work setting.

People find it difficult to validate skills for which they lack a recognised certification.

People want opportunities for meaningful learning within the workplace.

Presence ✓

People aren't aware that career advice services exist, what they offer, or that they're for them.

People wish that services had a more consistent presence in their lives and their communities and offered more follow up.

Participation ✓

People want to be involved in co-creating the services they use – but people want different levels of engagement/roles.

People want to see results based on their participation.

People need diversity and equality to be leading considerations as part of this process.

Bureaucracy ✓

Drive for meeting targets is stopping some practitioners from engaging in a more holistic manner.

Streamlining back-end processes could enable practitioners to spend more time working directly with clients.

This insight work has been important in informing activity across phase 2 of the review, including development of the Career Services Operating Model, the digital principles and sectoral plans outlined in the pages that follow.

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3. Career Services Operating Model

Develop and co-design a future state Target Operating Model

What is it?

Put simply, the operating model is a high-level overview of how services should be organised to deliver on the Career Review recommendations and the outcomes of the adult testing.

It outlines a vision for Scotland's all-age and lifelong career services and describes how that vision can be delivered.

It expresses a set of outcomes that the system needs to deliver and describes a set of principles that future services can be built upon and to which they must align.

Why do we need it?

The purpose of the operating model is to help translate [Careers By Design](#) into operational services.

By defining a common vision, shared outcomes and a consistent set of service delivery principles, we can ensure that the career services of the future address these issues, ensuring that career support is 'structurally unavoidable'.

How was it developed?

The operating model builds on the comprehensive insight, evidence and co-design undertaken through the review. It directly responds to the design principles and recommendations, co-designed with stakeholders, practitioners and those with lived experience of services.

The vision and values were tested with young people and adults to ensure the wording and content resonated with them. This included work by Youthlink Scotland which engaged over 80 young people across a range of age groups and youth work settings.

How will it be used?

The Career Services Collaborative will ensure services across the ecosystem deliver on the operating model through the ongoing collaborative approach to monitoring, evaluation and impact of services.

The Career Services Collaborative will also regularly review the operating model as it becomes embedded in services across the ecosystem.

The operating model has been used to co-design how services across the ecosystem will be changed in response to the review recommendations, as outlined in the sectoral plans presented later in this report.

More information:
[Delivering Careers By Design](#)



The Career Services Operating Model

Vision:

Why: people in Scotland have skills and experiences that allow them to grow and succeed in a rapidly changing world

How: by working together to make services better

Values:

Fair, empowering, person-centred, trustworthy and collaborative

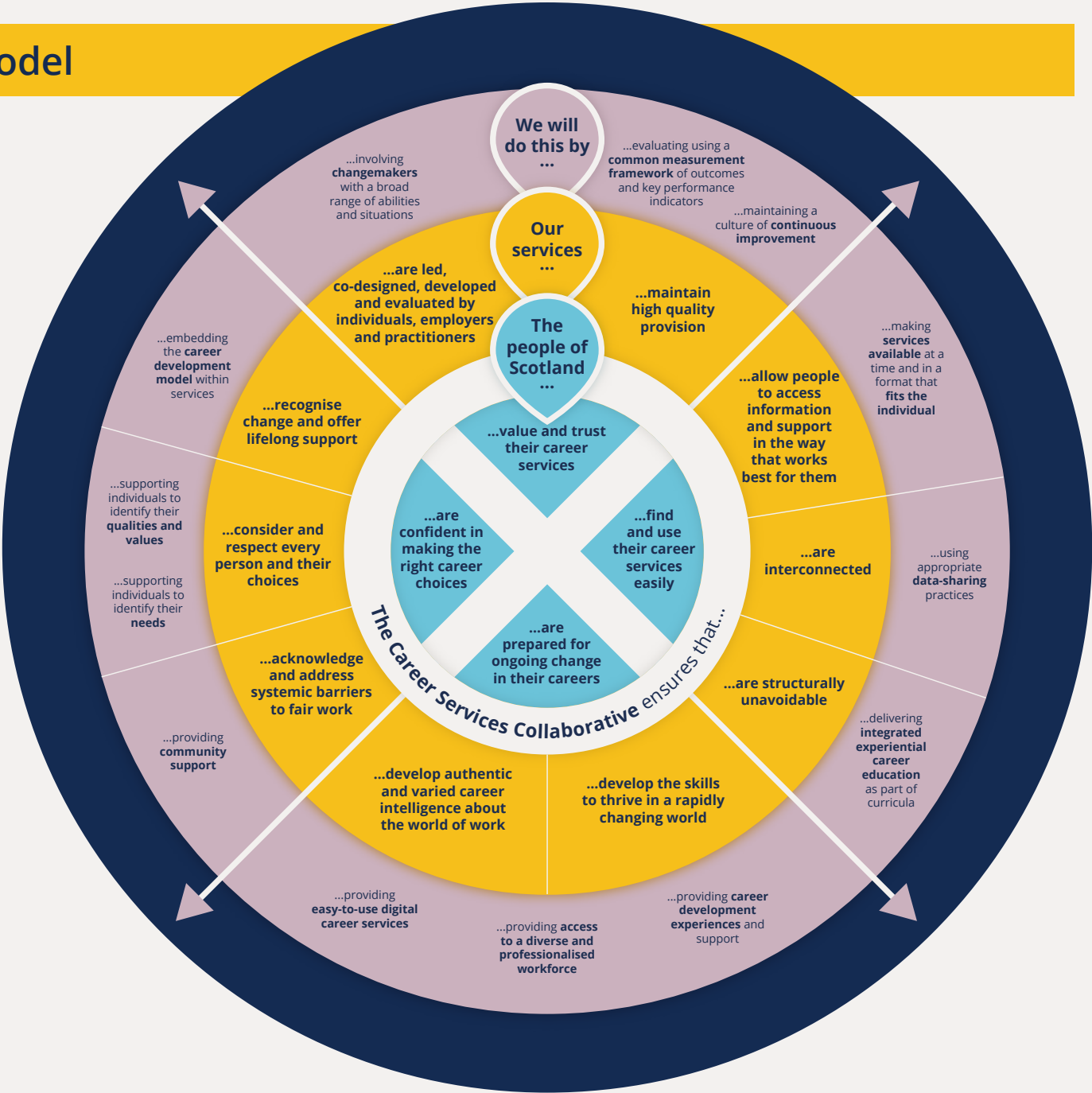
The model:

Key

This layer represents four outcomes that we expect career services to deliver for the people of Scotland

This layer describes the principles upon which all career services will be designed

This layer describes the actions that will be taken to deliver against the principles and outcomes



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Co-designing the Career Development Model

Brendan Toal is a DYW Coordinator and teacher. Brendan joined practitioners from across the ecosystem to co-design the Career Development Model. Brendan talks about the changemaking approach and shares his aspirations for the adoption of the model to support people of all ages.



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4. Career Development Model

Recommendation 1: A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.

[Careers by Design](#) identified the need to establish a simple model that defines career services in order to bring coherence to the variety of services available.

A draft of this model was proposed and an action was identified to progress its development, engaging practitioners and those entitled to services to co-design the final model.

The completed model is outlined in the pages that follow.

The concepts of experiential career learning (recommendation 4) and digital enablement, empowerment and engagement (recommendation 7) are core to the Career Development Model.

Further co-design work has been undertaken to explore how these recommendations should be progressed. The outputs from this work are also shared in this section.

In developing the Career Development Model and the outline approach to experiential career learning, the review utilised a ‘changemaking’ approach to co-design.

This powerful approach builds on the co-design to date, but places even greater emphasis on those who experience and deliver career services in driving change.

Further detail on this changemaking approach is outlined in **appendix 2**.

The Career Review has derived significant benefit from this approach to engagement. Its application within future work to develop and improve Scotland’s career services, including via the Career Services Collaborative as outlined in the ‘next steps’ in **section 7**, has significant potential to drive real and lasting change.

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What is it?

The Career Development Model is a tool designed to bring consistent definition to career services across different providers.

It will enable individuals to identify, construct and navigate their career support, more easily accessing experiences that meet their needs.

It will enable service providers to work from a common framework to monitor and adapt the experiences they offer.

Why do we need it?

Despite their many strengths*, career services in Scotland are fragmented and can be hard to engage with.

Individuals told us that they were unclear where to turn for help, but also that when they did access support, it didn’t always provide the support that they needed to feel confident and build the skills to move on in their careers.

Individuals want to access services that are right for them, with more agency to make decisions for themselves and build skills and confidence along the way.

How was it developed?

During autumn 2022, ‘changemakers’ from across the ecosystem engaged in a series of co-design workshops.

Our changemakers represented career services, local authority employability services, third sector, education and business, and included service users, practitioners and managers.

Changemakers collaboratively and iteratively developed ideas for change, providing deep insights and identifying ways that the recommendations could be translated into action.

The model

The model, illustrated on following page, has been designed by individuals, for individuals. It is simple and relatable, using their own language.

It is a statement of what they expect from career services. With this they can more easily advocate for themselves and select services and experiences that meet their specific needs.

The model has four themes that build as the individual progresses. For example, in early years and primary the focus would be on ‘me’ and ‘work’. In early secondary, ‘decisions’ is added and mid secondary onwards, ‘actions’ also becomes a focus.

As well as shaping access to activities and experiences, the model is a simple way to think about an individual’s career throughout their life.

A set of questions illustrated on the following page with corresponding activities have been developed for each theme. These can be gradually built up as people progress through their learning, including through the curriculum.

These questions or activities are designed to direct individuals to specific experiences, e.g. work-related activities, group activities, digital tools or one to one support. The creation of these experiences will require national and local collaboration. It is these very experiences that will build the skills individuals require to move on in their careers.

*The many strengths of the career ecosystem are summarised in Careers By Design and covered in more detail in the report [Exploring Scotland’s Career Ecosystem](#)

The Career Development Model



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How will it be used?

The model has been designed to be simple, yet effective in its use across a range of settings such as within the curriculum, in group settings, as part of one to one support and independently.

Individuals start at a point in the model that makes sense to them and they can create their own package from their understanding of the range of experiences available both nationally and locally.

For organisations across Scotland that deliver career services, the common language of the model will make collaboration easier. It creates a framework for:

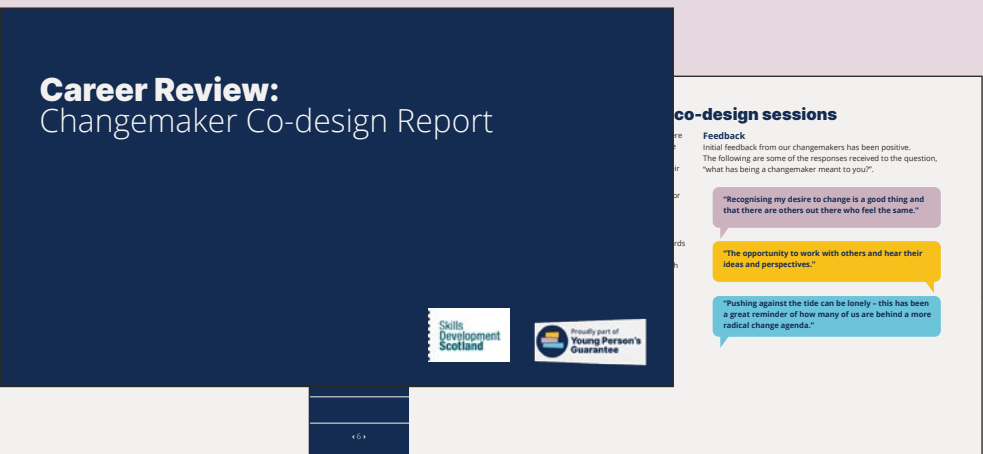
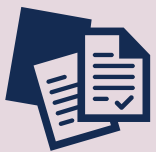
- identifying and mapping experiences
- reviewing experiences locally and nationally
- continuous improvement.

For parents and carers, it provides a simpler way of navigating the complex landscape of career services to find a way that best supports their young people.

For industry partners, employers and trade unions, it also makes the landscape easier to understand. It identifies opportunities for them to offer experiences, leading to greater engagement and collaboration. This enables a greater awareness of the nature of work, the principles of fair work, talent gaps to be filled, and a more diverse workforce created.

More information

Further information on the Career Development Model will be shared in the upcoming ‘Changemaker Co-design Report’ which will be published on www.CareerReview.scot in spring 2023.



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Outlining an approach to experiential career learning

Carol Lee is a flexible learning teacher who wanted to help shape the Career Review's work around experiential career learning. Carol shares her thoughts on why it's important that the world of work is embedded within the curriculum and her aspirations for embedding changemaking in her school.

An outline approach to experiential career learning



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

What is it?

Experiential career learning (ECL) is an approach to career and skills education designed to give learners the skills, agency and confidence to make decisions that are right for them.

It uses practical or challenge-based learning experiences within the curriculum to inspire learners about jobs. It helps them understand work and develop the skills and habits needed to thrive in a fast-changing world.

A key aspect of the approach is the explicit focus on skills, recognising that skills are not innate, and need to be learned and practised.

Our work considered what experiential career learning would look like across different stages of education. The core principles shaping delivery remain the same, however focus and actions vary through the stages.

Why do we need it?

Experiencing and developing skills relevant to the world of work, and acquiring an understanding of the principles of fair work, while in education and learning, leads to better employment outcomes, improves success within education and increases life satisfaction.

While there are strong examples of the world of work being successfully embedded in the curriculum, this does not happen

consistently and leads to inequity in accessing these experiential career education opportunities.

ECL helps learners develop and acquire skills like critical thinking, problem solving, communication, self management, project management and collaboration.

It reflects social and experiential learning theories which evidence that learners acquire skills better when exposed to real-life situations and learning conditions.

How was it developed?

During autumn 2022, ‘changemakers’ from across the ecosystem engaged in a series of co-design workshops.

Our changemakers represented career services, local authority employability services, third sector, education and business, and included service users, practitioners and managers.

Changemakers collaboratively and iteratively developed ideas for change, providing deep insights and identifying ways that the recommendations could be translated into action.

The outline approach

The table on the following page summarises the changemakers’ work to consider experiential career learning across different stages of education.

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Experiential career learning across different stages of education				
	Primary BGE	Secondary BGE	Senior Phase	FE/HE
Focus	Exploration and inspiration		Experience and readiness	
Aim for learner	Starting to understand and talk about skills. Explore what they enjoy doing in the context of 'different jobs'	Being inspired to think about different options. Getting to practise and develop skills	Developing knowledge of different jobs and how their skills relate to these	Feeling ready to engage with work and confident that they have the skills to do so
Learner says	"I have fun taking part in different projects where I try out new things and find out about different jobs."	"I have fun hands-on experiences that help me think about what I enjoy, what I'm good at and what kind of jobs there are."	"I know how my school work connects to jobs. I'm getting the chance to do lots of activities to help me choose what I want to do."	"I have access to a variety of work experiences and employers, and this makes me feel confident about my career decisions."
Learner actions	Exploring a wide range of short challenge-based projects		Exploring a wide range of short work-related experiences as well as more in-depth projects	Exploring a wide range of work-related projects that make direct links between course learning and jobs

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For each of the settings shown on the previous page, changemakers identified:

- a series of descriptors outlining the nature of experiences people should receive
- the tools that might be required to deliver these experiences
- roles and responsibilities.

They identified that good practice in terms of the experience for people:

- includes practical or hands on experiences that allow the learner to explore aspects of their own skills or interests, and how these apply to specific job roles and environments
- is embedded within the curriculum at all stages. This ensures that it becomes part of the every-day experience of all learners
- includes reflection space that enables learners to discuss and record skills, to think about the practical value of what they have been learning and link this to its application in the workplace and other settings
- directly features employer input: either through pre-designed content, or through direct project engagement
- allows learners to work collaboratively with their peers and build networks outside of the classroom
- gives learners some level of agency in the design, delivery and review of their work.

They also identified a range of enabling practices, ensuring that:

- skills are an overt and explicit focus of day-to-day learning and are consistently linked to their application in the world of work
- assessment of activities is meaningful and appropriate, and learners are supported to reflect on and capture their learning
- practitioners are supported by provision of practical guidance and materials for the delivery of the activity
- practitioners can access training, support and resources (including peer support) to develop their knowledge, skills and practice around delivery of ECL
- employers, practitioners and learners should be involved in the design of the activities
- activities reflect current and future labour market trends, including the principles of fair work.

How will this be used?

This outline approach, built by practitioners and those entitled to services, should support and inform the ongoing work to reform Scotland’s education system. It will be particularly relevant to curriculum innovation projects.

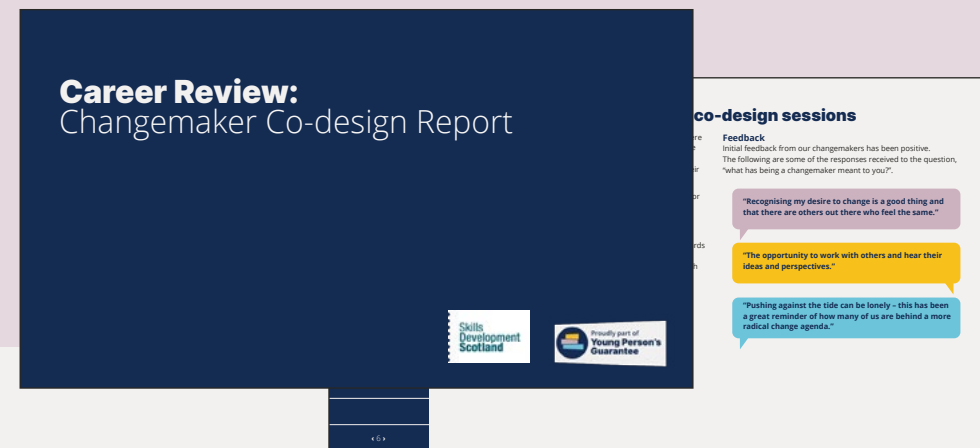
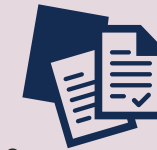
In the short term it will be taken forward through local pilot and demonstrator projects as part of the implementation plan – see **section 5**.

The Career Services Collaborative will play a critical role in developing and embedding this outline approach, including:

- ensuring its integration within connected policies and strategies
- establishing communities of practice, locally and nationally
- creating tools and assets to embed and support delivery
- developing ways for industry partners to more easily engage with the delivery
- agreeing measurement approaches.

More information

Further information on the outline approach to experiential career learning will be shared in the upcoming 'Changemaker Co-design Report' which will be published on www.CareerReview.scot in spring 2023.



“Experiencing and developing skills relevant to the world of work... leads to better employment outcomes, improves success within education and increases life satisfaction”

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Understanding young people

Ezra Maguire was part of a team gathering insight into young people's behaviours, attitudes and aspirations for career services. Ezra worked with changemakers from other organisations to ensure that services respond to the needs of those entitled to them.



Digital principles

Recommendation 7: Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.



What are they?

The digital principles are a set of statements which describe how Scotland’s digital career services should be developed in future.

They are consistent with the Career Services Operating Model and respond to the deep insight captured through the review process.

The principles are designed to be practical and directive, clearly demonstrating how services should evolve based on the insight from a wide range of young people and adults.

Why do we need them?

The most popular digital career service, 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 Skills Development Scotland’s career services.

Despite this, 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.

How were they developed?

The principles were developed through a comprehensive insight programme which considered the perceptions and behaviours of young people and adults in Scotland.

This included a mix of primary and secondary research:

- Quantitative survey work with young people and adults
- Qualitative insight through focus groups and paired interviews
- A social media listening programme
- Digital analytics

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Digital principles



Highly personalised, inclusive, driven by user need

A consistent theme of the review has been the desire from people to be treated as individuals and access services that are right for them, with more agency to take decisions.

With young people in particular highly sensitive to poor experiences, this requires digital services to be much more responsive to the unique circumstances of each individual.

Delivered in a range of audience-relevant channels

Career services need to be delivered in a broader range of digital channels that match the needs, expectations and behaviours of those entitled to services.

This includes better supporting face to face delivery, with innovative tools and resources that support practitioners in their engagement.

Authentic, relevant and relatable

Despite good intentions, much career content is felt to be overly corporate, 'promotional' and doesn't feature people with whom customers identify.

Authenticity, relatability and realness are factors which increasingly determine whether people choose to engage with and be influenced by digital services and content.

Action driven and experiential

Services need to become more action-driven, presenting information and content in a more task-orientated way which reflects how people engage digitally.

Digital services have the potential to significantly support experiential learning, giving people a much richer knowledge and understanding of different career paths.

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Cohesive, joined up, without duplication

There is significant duplication and competition between career websites. Many have limited engagement.

People want a single platform, delivered in a broader range of channels. This platform needs to be able to present services from a range of providers in a cohesive and consistent way.

Led by content from users and subject matter experts

The importance of authenticity has significant implications for the way digital content is generated and how it is presented.

Career services need to be much more effective at packaging content in this context, creating genuine ‘career influencers’ who can be trusted to provide content which engages audiences on their own terms.

How will these be used?

These principles have been approved by the Career Review Programme Board and will be taken forward through the work of the Career Services Collaborative.

Careers By Design referenced the need for a common access point to be established to make it easy to navigate both digital and face to face services and understand how they complement each other.

An early priority for the collaborative will be the adoption of a ‘platform’ based approach to digital career services. This will involve much greater collaboration across the ecosystem to develop shared digital services which make services much easier to find, access and deliver.

“Career services need to be delivered in in a broader range of digital channels that match the needs, expectations and behaviours of those entitled to services.”

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5. Connected sectoral plans

Develop and co-design a future state Target Operating Model and service blueprint that set out lifelong entitlement to career services



The definition of career services adopted for the review includes career information, advice, guidance, education and brokerage.

These services are delivered by a wide range of service providers and educational contexts.

A key principle has also been that change which is simply ‘mandated’ won’t be successful in delivering the career services of the future that people and practitioners demand and deserve.

On that basis, the following sectors have agreed how they intend to implement the recommendations of the review:

- **Education**
- **Colleges**
- **Universities**
- **Developing the Young Workforce**
- **Skills Development Scotland**
- **Local authority employability**
- **Youth work**

How the sectors approached the development of these plans differed according to their structures, priorities and governance

arrangements. This work was facilitated throughout by members of the Career Review Programme Board and programme team.

It is important to note that the collaborative development of the service changes and blueprints are reflective of the responses to deliver the recommendations and operating model at this point in time.

The principles of the Career Services Collaborative set out a strong approach to agility, responsiveness and continuous improvement.

Therefore, the ongoing response of the ecosystem and its services will need to adapt and evolve based on collective learning, progress, emerging evidence and insights as well as the outcomes of the wider reform activities underway and future budget settlements.

Industry engagement is a core theme of this review, highlighting a need for shared employer ownership of the career system, including through the Career Services Collaborative.

Employer engagement is key to many of the actions outlined within the sectoral plans above. In addition the report [“Careers By Design: The Career Review: what it means for employers and Developing the Young Workforce”](#) outlines what implementation of the Career Review recommendations will mean for employers, and what will be required from them to drive this change. These actions are summarised in **appendix 4**.

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Services in education



Lead Career Review Programme Board Members:

Ollie Bray, Strategic Director – Curriculum Innovation, Design and Pedagogy, Education Scotland

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

Overview of engagement

The Career Review has been undertaken at a time of significant reform within Scotland's education system. Since the review recommendations were published a number of key programmes that will shape the future of education have been developed including:

- a national discussion on education, led by Professor Alma Harris and Professor Carol Campbell
- an independent review of qualifications and assessment, led by Professor Louise Hayward
- work to establish three new education bodies covering qualification, curriculum and inspection.

Integrating the Career Review recommendations in education reform

Given the context of significant education reform and the importance of this reform to the successful implementation of the review recommendations, a range of actions were undertaken that were designed to embed future career services within these workstreams, including direct engagement with Professor Harris and Professor Hayward, and formal submissions to respective calls for evidence.

Recognising the volume and complexity of the challenges in the school education system, the approach has sought to influence change in a way which is sensitive to those challenges:

- Influence the reform work that will deliver systemic change over the long term.
- Collaborate on existing and emerging Education Scotland work in relation to curriculum innovation.
- Work regionally and locally to identify opportunities to collaborate on demonstrating change.

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Actions to deliver the Career Review recommendations in education

In the context of education reform, Education Scotland’s Curriculum Innovation projects are aligning strongly with the recommendations of the Career Review. These include:

- development of a national professional learning offering on curriculum design
- language of learning: defining terminology and phrasing
- lived experience of four capacities: successful learners, confident individuals, responsible citizens, effective contributors
- knowledge and skills: principles and practices documents for eight curriculum areas (expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies, technologies)
- developing work on pedagogy to inform future reform on curriculum and assessment
- strengthening capacity for curriculum design including Regional Improvement Collaborative curriculum design hubs
- timetabling innovation
- co-design of what we mean by a ‘skills profile’
- learner journey and inter-disciplinary learning co-design groups.

The Career Development Model and work on experiential career learning will be key to influencing the progress of these programmes.

In an educational context next steps are:

- continuing to engage with education reform and aligning input with the Career Review recommendations and final outputs
- sharing experiential career learning outputs with education partners
- providing input and support to Education Scotland-led curriculum innovation projects
- establishing a joint working group with education leads on potential demonstrator projects and developing collaborative approaches to skills development in education settings
- identifying opportunities for regional and/or local demonstrator activities
- identifying opportunities for joint professional learning.

Services in colleges



Lead Career Review Programme Board Member:
Angela Cox: Principal and CEO, Ayrshire College

Overview of engagement

The college sector created a leadership group, established with and co-facilitated by Colleges Scotland, to take forward implementation planning for the review recommendations.

Under this group’s oversight, two workshops and a final planning session were held, alongside engagement with college principals, college sector policy leads and Angela Cox as a member of the Career Review Programme Board.

As a result of this work, colleges have committed to a universal entitlement to career services, delivered in partnership with Skills Development Scotland, based on:

- enhancing the career support currently available in colleges
- focusing services around the new Career Development Model
- co-designing a digital career offer for college students via My World of Work
- further embedding the world of work in the curriculum
- establishing a cross-functional career development team within each institution.



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Actions to deliver the Career Review recommendations in colleges

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Collaborate to define an enhanced SDS/college service offer and refreshed further education partnership agreement that offers universal access to career development support for all students ^S	Work in partnership to support young people to develop a young person’s ability to articulate skills, knowledge and experience to prepare them for the world of work ^M	Develop approaches for the collaborative monitoring and evaluation of student skills development, accreditation and recognition of the range of experiences and support that they receive ^{ML}	Collaborate on the co-design of My World of Work profile/passport for skills recognition and accreditation through student voice ^M	A programme of upskilling and reskilling for student support staff, lecturing staff and SDS college advisers that clarifies roles and responsibilities in delivering a whole team approach in each institution ^L
Adopt the Career Development Model as a framework for delivery and define the ‘career development team’ that exists in each institution and how that team should work ^S	Increased partnership working including delivery of local, national and sectoral career intelligence ^M	Determine principles for data sharing across the team and incorporate local arrangements within the further education partnership agreement ^S	Work with partners to streamline/declutter digital landscape by promoting collaborative approaches to digital services via the Career Services Collaborative ^{ML}	Highlight and build on examples of curriculum teaching and learning approaches and courses where great practice exists in relation to industry involvement and experience and how this can be more universal ^{IM}
Develop approaches for student onboarding and ongoing awareness that promote this universal access to career development support and ensures early involvement of career practitioners ^M	Co-location with SDS and colleges – considering a collective approach to community based activity ^L	Work collaboratively at an institution level to analyse student data to understand the specific cohorts who will require targeted support and early intervention to support their sustainable participation in learning ^{ML}		SFC/QAA quality assurance and enhancement models ensure equity of access across FE and HE (tertiary model) and how career services will be incorporated within this ^L

Delivering against recommendations: 1, 2, 3, 4, 6, 7, 8, 9, 10
^S less than 1 year, ^M 1-2 years, ^L 2+ years

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Service delivery	Partnership working	Measurement and data	Digital	Enablers
Develop mechanisms for ensuring school to college transitions recognise the career support and development progress of the individual from school and identifies their ongoing need for more targeted support ^S		Enhance the consistency of career intelligence available that includes labour market information, skills pathways and course ‘performance’ relating to labour market outcomes ^M		Continued funding for guidance element (in service delivery change) SM
Progress innovative approaches to the delivery/ co-delivery of the funded ‘guidance’ element of courses/curriculum that delivers universal access to career related experiential learning, career intelligence and exposure to fair work ^S		Develop approaches incorporating student voice for the collaborative monitoring and evaluation of longitudinal impact on student outcomes ^M		
Review possibility of a regional delivery model ^L		Harness existing data that can inform and influence the provision of college curriculum and course choice that considers both the local labour market and skills needs and the needs of the individual and deploy this consistently across institutions ^M		
		Sharing of 16+ data hub information to ensure a warm handover for young people moving into college ^M		

Delivering against recommendations: 1, 2, 3, 4, 6, 7, 8, 9, 10
^S less than 1 year, ^M 1-2 years, ^L 2+ years

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Services in universities



Lead Career Review Programme Board Member:
Tracey Innes, Head of Careers and Employability, University of Aberdeen and Convener for AGCAS Scotland

Scotland's university sector is diverse and universities are autonomous. The lead Programme Board member and key leadership groups representing universities are working together to develop and ratify a sectoral change plan.

Actions being considered to deliver the Career Review recommendations in universities:

- **Developing and articulating core career services:** develop an understanding of university core career services offer and alignment with the Career Development Model, recognising the importance of flexible options for each institution. Consider how the Association of Graduate Careers Advisory Services (AGCAS) professional pathways align with the Career Development Model.SM
- **Exploring how career education can be further embedded as core within the curriculum:** take an enhancement led collaborative approach to identifying and showcasing existing good practice examples of embedded career education in the curriculum across the sector. To be progressed in partnership with existing networks.^{ML}

- **Inputting into digital co-design from a higher education perspective:** contribute to work to streamline/declutter the digital landscape by ensuring university sector representation on the Digital Collaborative Group.^M
- **Exploring how current approaches to quality can align with Career Review recommendations:** career service and learning and teaching staff to establish how current processes align with Career Review recommendations to inform decisions about the need for any new processes.^{ML}
- **Building on existing engagement with employers:** via the Career Services Collaborative, contribute to work to enable employers to engage more fully with the career ecosystem.SM
- **Developing shared data agreements with partnership agencies where applicable (i.e. data hub access):** work with Skills Development Scotland to understand what transitional data could be shared and how this could be done.^{ML}

The sectoral change plan will be finalised and ratified via AGCAS and Universities Scotland Learning and Teaching networks, and representation on the Career Services Collaborative, relevant mission led working groups and collaborative communities.

^S less than 1 year, ^M 1-2 years, ^L 2+ years

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Services from Skills Development Scotland



Lead Career Review Programme Board Member:
James Russell, Director of CIAG Operations, Skills Development Scotland

Skills Development Scotland is fully committed to the intent and ambition of the opportunities for enhancing and developing its services to respond to the Career Review recommendations and Career Services Operating Model. These ambitions and intents have been identified in its strategy 'Skills for a Changing World 2022-2027', approved by Ministers in September 2022.

Given the centrality of the national skills agency to the career ecosystem, SDS is supporting and in some cases directly delivering, services in other parts of the ecosystem.

Recognising this fact, and in light of severe pressures on Scottish Government finances, the ambition for achieving sustainable public services and significant constraints on the SDS 2023/24 budget settlement, at the time of writing the actions below are subject to formal consideration and approval by the SDS Executive and SDS Board.

Overview of engagement

Skills Development Scotland established an internal programme board to provide governance arrangements for its commitments to the Career Review recommendations.

SDS ran workshops with its leadership teams and facilitated 15 staff engagement sessions where practitioners and other SDS

staff involved in delivering and supporting career services had the opportunity to review and feed into plans for its future career services.

As a result of this work, Skills Development Scotland has committed to a strengthened universal service offer, built around the Career Development Model, including:

- a focus on earlier intervention
- greater universal entitlement to one-to-one support
- a reinvigorated digital offering that better aligns with the habits and expectations of customers and better supports experiential career learning
- new offers around upskilling and reskilling for customers in-work or returning to work
- collaborating on how SDS resource supports and enables other partners.

Actions to deliver the Career Review recommendations in Skills Development Scotland

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Develop and implement a 'career navigator' service ^M	Lead the Career Services Collaborative as the coordinating agency ^S	Co-design and update/refresh of SDS needs matrix for supporting transitions and service delivery in all post school settings ^L	Co-design a multichannel digital career development platform that enables self management, access to a range of experiences and interventions at the point of need and a portable profile that recognises and accredits skills ^L	Continued funding in line with expectations ^{SML}
Enhanced universal one-to-one offer in broad general education to support option choices, connect to wider experiences and support and understand ongoing needs direct from pupils ^M	Collaborative partnership with Education Scotland to build curriculum innovation and design capacity and capabilities into whole school stakeholders ^M	Co-develop transition arrangements that deliver a seamless learner journey as individuals move from school to post school settings ^L	Ensure the career development platform integrates with partner services and makes it easy for customers of all ages to identify and navigate support from across the ecosystem ^L	Continued opportunities to engage with and contribute to education reform activity SM
Evolving services for post school unemployed young people ^M	Develop formal/informal partnerships with community based services to progress colocation, co-delivery and connectivity of services and support ^M	Enhance data sharing opportunities to enable data on individual need to be shared during transitions up to 25 years ^L	As part of the multichannel career development platform, co-design and deliver a 'skills through social media' service offer bringing authentic and user driven (social influencer) content to a range of audiences ^S	Ecosystem maintains a collective voice and priorities via the collaborative and SDS maintains its position within it ^L

Delivering against recommendations: 1, 2, 3, 4, 6, 7, 8, 9, 10
^S less than 1 year, ^M 1-2 years, ^L 2+ years

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Service delivery	Partnership working	Measurement and data	Digital	Enablers
Develop approaches to provide support to those economically inactive but ready to return to work ^S				Review of the Skills Delivery Landscape output aligns with the output from the Career Review SM
Co-develop a CIAG service offer for those in work/ returning to work to upskill/ reskill ^S				
Collaborate to define an enhanced SDS/college service offer and refreshed further education partnership agreement that offers universal access to career development support for all students ^M				
Co-design and delivery of a national experiential career education programme driven by industry, labour market and employer demand ^L				

Delivering against recommendations: 1, 2, 3, 4, 6, 7, 8, 9, 10
S less than 1 year, **M** 1-2 years, **L** 2+ years

Services from Developing the Young Workforce



Lead Career Review Programme Board Member:
Elma Murray OBE, Chair, Young Scot and Deputy Chair, DYW Employers Forum

Overview of engagement

Workshops were held with DYW regional group leads and a group of DYW school coordinators.

Regional leads worked with the Scottish Government policy team to identify the actions and timescales. These were endorsed and agreed by the DYW Employers Forum.

As a result of this work, DYW have committed to a stronger, more universal offer which connects to local and national priorities, including:

- co-design of a more effective approach to employer engagement which helps employers more easily engage with schools
- strengthened partnership activity to ensure a joined-up approach nationally and locally
- better embedding the principles of fair work throughout services
- supporting a partnership approach to helping young people articulate their skills, knowledge and experience.



Actions to deliver the Career Review recommendations in DYW

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Definition of minimum service offer for every learner with regional flexibility ^S	Work in partnership to support young people to develop a young person's ability to articulate skills, knowledge and experience to prepare them for the world of work	Shared data agreements with partnership agencies where applicable (i.e. data hub access) ^L	Co-design of My World of Work profile/passport for skills recognition and accreditation ^M	Sustainability of funding and clear budgeting remit and responsibility ^{SML}
Clear roles and responsibilities including alignment of the DYW school co-ordinator ^S	Increased partnership working including delivery of local, national and sectoral career intelligence ^{SML}	Review of DYW KPIs to ensure these help promote and recognise wider achievement in delivery and partnership working ^S	Work with partners to streamline/declutter digital landscape by promoting collaborative approaches to digital services via Digital Collaborative Group ^S	Resourcing levels and allocation – alignment and stability ^{SML}
Development and practice sharing relating to how fair work can be consistently embedded across activity ^S	Work with SDS to promote and adopt the school employer partnership framework with examples of employer interventions by age and stage ^S	How Good is Our School – external review arrangements to account for wider achievement as a result of industry interventions ^L		Integration of multiple funding streams e.g via Local Employability Partnerships ^{SML}
Review of primary school cluster opportunities and BGE engagements as well as post school as part of minimum service offer articulation – physical and digital delivery ^S	DYW SDS target operating model (TOM) in place – ask for a TOM to connect range of interventions in this space – review existing approach for consistency ^S	Identifying target cohorts and evaluating impact against pupil populations including how targeted approaches can be more consistent (linked to KPI and data sharing actions) ^S		Education reform and leadership in prioritising/ recognising wider achievement ^{SML}
Codesign single employer interface for fulfilment of industry school partnership ^S				

Delivering against recommendations: 1, 2, 3, 6, 7, 8, 9, 10
^S less than 1 year, ^M 1-2 years, ^L 2+ years

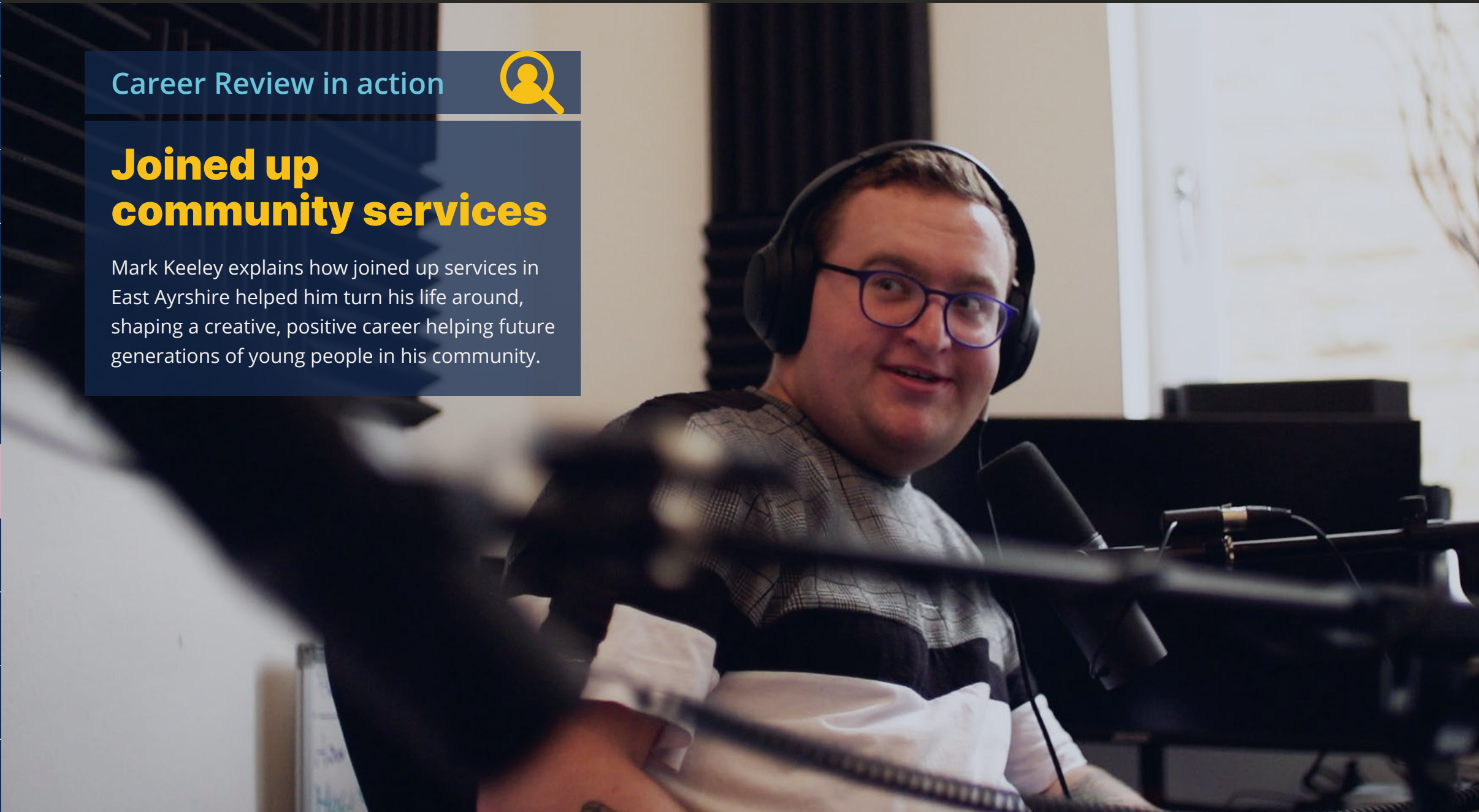
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Career Review in action



**Joined up
community services**

Mark Keeley explains how joined up services in East Ayrshire helped him turn his life around, shaping a creative, positive career helping future generations of young people in his community.



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Local authority employability



Lead Career Review Programme Board Member:
Susie Donkin, Employability Partnership Manager, Improvement Service

Overview of engagement

During the life of the Career Review there have been significant developments in No One Left Behind (NOLB), the collective approach to delivering Scotland's employability system. This includes progress against the key workstreams of Service Design, Shared Measurement Framework, Communications, Policy and Finance, Governance and Risk and Alignment and Integration.

Scottish Local Authorities' Economic Development (SLAED) outlined how the NOLB delivery plan aligns to the Career Review recommendations. This included a number of mapping sessions and subsequent engagement with the lead Programme Board Member.

Timings are not captured in the table on the following page, rather defined according to the NOLB delivery plan.



Actions from the No One Left Behind delivery plan aligned to Career Review recommendations

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Established Lived Experience Panels and National Design Group to build capacity for design across the system	Refresh NOLB governance groups to ensure cross sectoral representation to facilitate stronger collaboration with partners	Work ongoing around Shared Measurement Framework and Customer Charter for NOLB including continuous improvement framework	Launch refreshed Employability in Scotland website	Alignment of employability support funding from other policy areas into No One Left Behind including the emerging Shared Prosperity Fund
Provision of work-related learning into school timetabling starting from primary to senior phase to allow employability to be embedded in the learning curriculum – preparing young people for employment	Labour market insights – working with education to ensure alignment of funding to labour market skills shortages	Agree with delivery partners an assessment of readiness framework to support the transfer of resources in scope to local governance arrangements	Collaborate on codesign of future digital delivery channels via the Career Services Collaborative	
Publish first iteration of Customer Charter which sets out our commitments to users, and co-designed by our Lived Experience Panels	Partnerships to support local governance models with key delivery partners	Develop Evaluation and Annual Reports framework for NOLB	Links with Connecting Scotland – potential next phase of funds to further support employability/ child poverty/family wellbeing	
Establishing a key role for employability in Career Development via Local Employability Partnerships and the Local Employability Partnership framework	Continue to work at local and national level to improve the connectivity between employability services and other provision			

Delivering against recommendations: 1, 2, 3, 5, 6, 7, 8, 9, 10

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Service delivery	Partnership working	Measurement and data	Digital	Enablers
Customer charter, service standards, employability services delivering person-centred activity embedding fair work	Working with Community Wealth Building projects to ensure employability is embedded within this approach			
	Work collaboratively to define and understand and maximise roles and responsibilities for delivery			

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Youth work services



Lead Career Review Programme Board Member:
Tim Frew, Chief Executive, YouthLink Scotland

Overview of engagement

The third sector plays a critical role in supporting Scotland’s young people. In particular, youth work services provide essential support to many of our young people who are furthest from the labour market and often provide successful pathways into work through volunteering, employability and other services.

Youth work representatives were engaged throughout the review process and were material to defining and testing the language used in the vision and values contained within the Career Services Operating Model.

Youth work leaders and practitioners undertook workshop activity to agree a range of actions that deliver against the Career Review recommendations.

As a result the youth work sector has committed to further embedding the world of work in the critical services it delivers, including through:

- embedding experiential career learning and the Career Development Model within youth services
- supporting the development of youth work practitioners in delivering career information and advice
- supporting career services in engaging young people in future co-design
- helping better embed career services within communities.

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Actions to deliver the Career Review recommendations in youth work

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Young people develop skills through youth work and can recognise and articulate their relevance to the world of work, using tools such as the Youth Work Skills Framework ^S	Young people and youth voices - integrated into the collaborative supported by YouthLink Scotland and across the ecosystem ^{SML}	Contribute to system-wide understanding of what works and ongoing quality improvement ^{SML}	Support the co-development of a shared practitioner development platform ^L	Continued funding in line with expectations
Further embed experiential career learning opportunities in youth work including volunteering ^M	Provide insights and input to the Career Service Collaborative on how young people prefer to be engaged and involved in design and delivery of career services ^{SML}	Explore opportunities for shared data agreements with partners, as appropriate ^M	Provide insights and input on how young people engage with social media and digital platforms ^{SML}	Employer and business support including a greater focus on workplace innovation, opportunities to access support for skills and development and adoption of fair work principles
Explore opportunities for accreditation/recognition of achievement where appropriate and work collaboratively to ensure these are valued as part of the learner journey ^L	Contribute to collaborative approach needed to root career services in communities ^S	Illustrate the importance of youth volunteering as a part of experiential career learning ^{SML}	Support the co-design of the career services digital platform ensuring that youth voice is impactful across the platform ^L	A shared responsibility for ensuring youth voices across all collaborative members across the career ecosystem
Build on employer engagement and explore role of youth work in creating and supporting employment and volunteering pathways for young people ^L	Youth work become ambassadors for the collaborative - working with collaborative members to endorse the recommendations of the Career Review SM			Collaboration with partners across the ecosystem including data sharing agreements as required

Delivering against recommendations: 1, 2, 3, 4, 5, 7, 8,10
S less than 1 year, **M** 1-2 years, **L** 2+ years

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Service delivery	Partnership working	Measurement and data	Digital	Enablers
Embedding the new Career Development Model into youth work practice and being an active advocate for skills development ^{SML}	Work collaboratively across ecosystem and wider (including education reform) to ensure recognition of young people’s achievements and skills development across settings ^{SML}			All policies with implications for career services are developed with, and informed by, the youthwork sector
Further build knowledge and skills of workforce to understand their role and that of others and to deliver as part of the ecosystem ^S	Support other collaborative members to ensure delivery of service changes (including via the Skills Development Scotland/Developing the Young Workforce Target Operating Model CPD opportunities and mission led group involvement) SM			Continued opportunities to engage with and contribute to education reform activity
Explore further development of the Skills Development Scotland/Developing the Young Workforce Target Operating Model to include youth work, to drive clarity and coherence across the system ^M	Work collaboratively to understand roles and responsibilities across the ecosystem and build capacity for strengthened collaboration SM			

Delivering against recommendations: 1, 2, 3, 4, 5, 7, 8,10
S less than 1 year, **M** 1-2 years, **L** 2+ years

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Career Review in action



Responding to the needs of employers

Like many other parts of Scotland, the economy of Inverness and surrounding areas is heavily dependent on a thriving tourism and hospitality industry. Facing a recruitment crisis ahead of a critical summer trading period, career services in Inverness came together to respond.

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6. The Career Services Collaborative

Collaborative leadership

In developing the concept of a Career Services Collaborative, the Programme Board has been mindful of consistent evidence around clutter and complexity within the ecosystem.

There is no intention to add to this complexity by creating another entity or ‘body’.

The Career Services Collaborative is a movement through which those with an interest, direct or indirect, can work together to deliver the services envisaged in the vision, principles and recommendations of the Career Review.

It has been designed to build on and complement existing infrastructure and governance arrangements.

Participation is not exclusive. Any service provider or organisation who contributes to or is willing to support career decision making and that wishes to engage collectively will be welcome and able to do so.

Leadership in the collaborative will be shared with those entitled to services, and industry.

The commitment to an ‘equality first’ approach which has been embedded throughout the Career Review, will be a fundamental principle underpinning the collaborative.

Details of the role, remit and functions of the Career Services

Collaborative were originally published in October 2022 in [Delivering Careers By Design](#).

Further detail on this and on the operational arrangements of the collaborative are included below.

Why do we need the Career Services Collaborative?

Recommendation ten of the Career Review called for the creation of a coalition to ensure implementation of the recommendations and the coherence of career services across Scotland.

The review highlighted significant evidence around the requirement for this coalition, including a lack of effective coordination at a national level.

The review also highlighted the equality impact:

“...ensuring 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.”

Deep engagement across the career ecosystem has defined the approach to realising the collaborative, including its role, remit, functions and the appropriate nomenclature.

An important outcome of this is the use of the term ‘collaborative’ rather than ‘coalition’ as in the original recommendation.

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The purpose of the collaborative

The fundamental purpose of the collaborative is to ensure that career services are designed and available to all, actively addressing disadvantage based on a shared understanding of the reasons for persistent and pervasive inequality.

This will be achieved by ensuring strong and integrated co-leadership for the change, improvement and innovation that is required to deliver the Career Services Operating Model.

It will ensure that data, evidence and insight are used to drive improvement and deliver value for money.

It will be the means for policy makers, stakeholders and communities to engage with the ecosystem. It will help ensure policy relevant to career services is coherent and coordinated.

What are its functions?

The Career Services Collaborative will have three core functions:

- **User co-leadership:** providing career intelligence, ensuring sustainable impact, and co-design of services.
- **Change management:** delivery of implementation plans, leading and managing change, influencing and delivering policy.
- **Service enhancement:** future proofing, identification and adoption of best practice.

Further detail on these functions is included in [Delivering Careers By Design](#).

Further detail on the priorities for the Career Services Collaborative work plan is included in **appendix 5**.

Enablers

A number of key enablers have been identified to ensure the success of the collaborative approach to the delivery of career services:

- Organisations will participate in the collaborative on a voluntary basis. However there is a requirement for policy, particularly across departments within Scottish Government, to establish an expectation that there is an openness to merged/shared services and co-location openness.
- A common approach and standards for quality assurance and enhancement is established that recognises successes and areas for improvement that can be addressed nationally and locally.
- There is an ecosystem wide collaborative programme of diversifying the workforce, upskilling and reskilling for the workforce achieving aligned standards, ethics and minimum expectations for different roles, including within education.

Collaborative partners

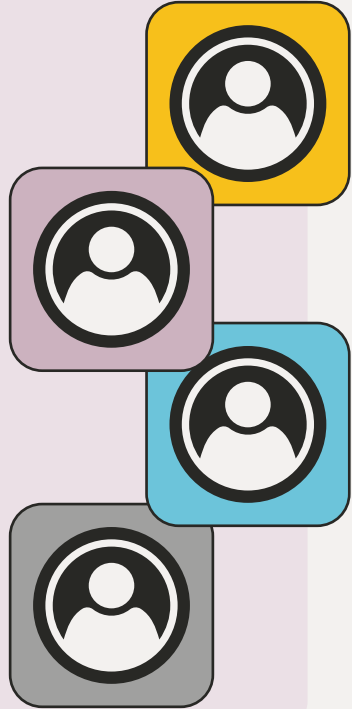
As emphasised above, participation in the collaborative is not exclusive.

Any service provider or organisation willing to support career decision making and which wishes to engage collectively will be welcome as part of the collaborative.

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Based on engagement undertaken throughout the Career Review, it is envisaged that collaborative partners will include:

- Individuals entitled to services (all-age)
 - Employers and industry
 - Scottish Government
 - Local authority education (Association of Directors of Education in Scotland, Regional Improvement Collaboratives)
 - Community learning and development
 - Colleges
 - Trade unions
 - Universities
 - Developing the Young Workforce
 - Skills Development Scotland (coordinating agency)
- Equality/community-based organisations
 - Career Development Institute
 - Scottish Qualifications Authority
 - Scottish Funding Council
 - Department of Work and Pensions
 - External subject matter experts
 - Local authority employability
 - Parental organisations
 - Youth Work
 - Education Scotland/QAA
 - 3rd Sector Employability Forum



Operating arrangements

While the collaborative is not an ‘entity’, it will have an identity.

This will exist in a number of forms.

The career ecosystem

The sectors that form what we have described throughout the review as the career ecosystem will determine the role they play in the

collaborative through their prevailing governance arrangements. They will remain responsible for leading their own change and improvement in line with the sectoral plans in this document.

They will also remain responsible for engaging communities of practitioners, stakeholders and those entitled to services in the delivery and evolution of their implementation plans.

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An independent chair and secretariat

The collaborative will have an independent chair and secretariat. The responsibilities of the chair and secretariat will include:

- ensuring the collaborative fulfils its purpose, the enablers identified are appropriately considered and that it performs its functions as defined through its programme of work
- maintaining active engagement of collaborative partners through leadership of the delivery group and through extensive stakeholder engagement, including with Scottish Ministers
- being a conduit through which career services and collaborative partners can engage collectively with wider policy and stakeholders
- engaging users, providers, practitioners, industry and wider stakeholders to identify capacity and capability to lead the work of the collaborative.

The Minister has agreed that the Chair of the Career Review Programme Board, Grahame Smith, should assume the position of Interim Chair of the Career Services Collaborative, until arrangements are agreed for a permanent appointment.

The secretariat will be provided by Skills Development Scotland, as the national career service.

Collaborative Delivery Group

There are a range of tasks central to the delivery of the Career Services Operating Model and the next steps outlined in this report which will require coordination through a Collaborative Delivery Group.

This group will be led by the independent chair, with leadership from across the career ecosystem, fully informed by service users, practitioners and industry. It will have will a pivotal role in:

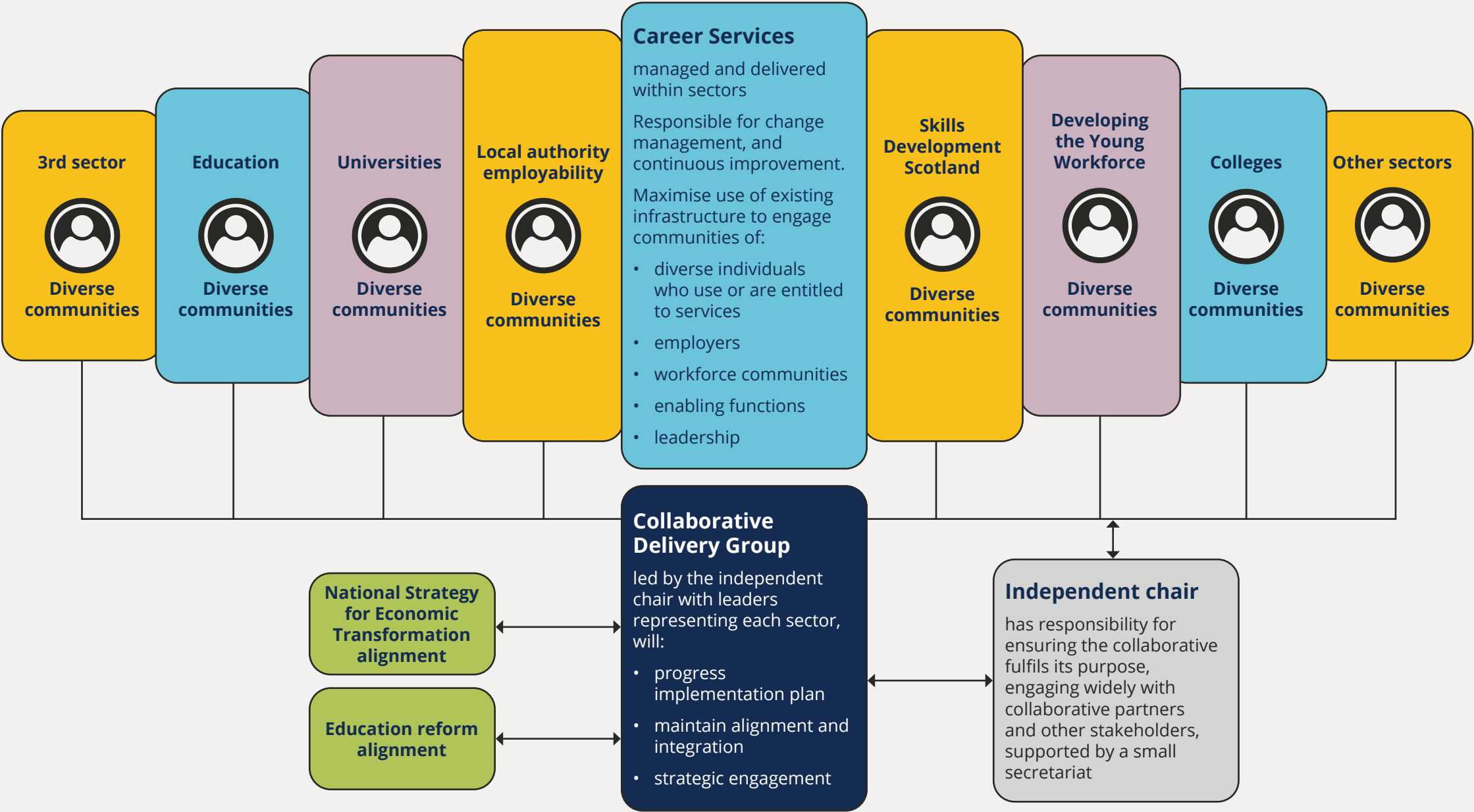
- overseeing progress in delivering the consolidated implementation plan
- maintaining inter-connectivity, alignment and integration of career services
- advocacy and sponsorship for the delivery and enhancement of the Career Services Operating Model
- sharing and contributing knowledge, expertise and capabilities aligned to agreed programmes of work
- strategic engagement with wider partners and communities within the ecosystem

Mission led working groups and collaborative communities

Along with a standing delivery group, it is envisaged that short-life mission led working groups will be required to deliver collective actions to drive change and improvement. Where they exist, and when it is appropriate, existing and established forums will serve this purpose, acting as collaborative communities.

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The Career Services Collaborative



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Careers by design symposium

Collaborative members will be further engaged in a programme of symposia, focusing on the core functions of user co-leadership, change management and service enhancement, driving forward the delivery of the review recommendations and Career Services Operating Model.

These symposia will provide a strategic forum for industry, practitioners, providers and those entitled to services to come together to consider the performance and impact of career services and their future development.

Next Steps

In the short term, work will be undertaken to:

- develop the terms of reference for the delivery group and identify members
- develop arrangements for the appointment of a permanent independent chair
- facilitate the delivery of the collaborative actions contained in sectoral plans and the outline Career Services Collaborative work plan (see [appendix 5](#))
- form mission led groups and identify collaborative communities, including groups and communities with a focus on:
 - co-designing a user led refreshed labour market/career intelligence offering and work with all collaborative partners to ensure wider communication once delivered
 - undertaking a collaborative wide, equality focused, longitudinal analysis of participation to inform all service approaches, changes and improvements

- developing a national universal entitlement to a range of industry experiences that are digitally delivered, via the digital collaborative group
- continue to work with stakeholders across the ecosystem to progress actions outlined in sectoral plans and identified through broader stakeholder engagement activity (see [appendix 3](#))
- make arrangements for a first ecosystem-wide symposium.

Critical success factors

The success of the collaborative has a number of key dependencies, including:

- an independent chair that commands the confidence of the collaborative, and Scottish Ministers
- consistent leadership from across the ecosystem
- policy makers, including Scottish Government, prioritising engagement around career services via the collaborative
- ecosystem maintains a collective voice and priorities via the collaborative
- an agreed and approved implementation plan that all ecosystem members are committed to delivering
- continued engagement through the collaborative with education reform and its implementation and with the work to deliver the National Strategy for Economic Transformation
- agreed mechanisms for resolving any issues with the operation of the collaborative and the application of its functions and activities.



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7. Policy alignment

“Be a means through which the career ecosystem can engage with wider policy developments”

The future success of the career services that our recommendations aim to achieve have a range of dependencies, including widespread and ongoing reform in our education, skills and economic development policy and institutional environment.

The Career Review has engaged widely to ensure its recommendations align with the outcomes of this reform including:

- **Education reform: The National Discussion on Education** including direct engagement with Dr Alma Harris and embedding the Career Review recommendations within formal SDS submissions to the National Discussion
- **Education reform: Qualifications and Assessment** including direct engagement with Professor Louise Hayward and embedding the Career Review recommendations within formal SDS submissions to the Qualifications and Assessment request for responses and evidence
- **Education reform:** in relation to the creation of the qualifications body, the national agency for Scottish education and the independent inspectorate body.

- **National Strategy for Economic Transformation** to align the structure of the Career Services Collaborative to NSET and direct engagement with policy officials leading the Purpose and Principles work
- **Review of the Skills Delivery Landscape** including direct engagement with James Withers
- **Scottish Funding Council (SFC) Review of Coherence and Sustainability** with direct engagement with SFC to outline its role as a critical enabling agency and change agent in the delivery of implementation plans.

Further engagement with stakeholders from across the ecosystem is captured in **appendix 3**.

Future policy engagement has been embedded as a core function of the Career Services Collaborative, which will continue to engage constructively on behalf of the ecosystem.

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8. Next steps

This publication marks the formal conclusion of the Career Review.

Responsibility for the implementation of the actions outlined in this report will pass over to the Career Services Collaborative.

Career Review Programme Board Chair Grahame Smith has been appointed as Interim Chair of the Career Services Collaborative until July 2023 by which point a permanent Chair will have been appointed.

During this period, Grahame will work with Scottish Government officials and the secretariat within SDS to:

- identify and appoint members of the Collaborative Delivery Group
- develop and agree a terms of reference for the group
- deliver activities in line with the plan
- continue engagement with education reform and the Review of the Skills Delivery Landscape
- establish change communities, empowering those delivering and entitled to services through a ‘changemaking’ approach.

“Responsibility for the implementation of the actions outlined in this report will pass over to the Career Services Collaborative.”

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Appendix 1: Career Review Recommendations

Working with young people and stakeholders, the Career Review co-designed ten recommendations. These recommendations are far reaching and cover the full career ecosystem.

Adopted and implemented as a whole, they will deliver a fundamental transformation of our career services:

- 1

A new career development model: a simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.
- 2

Developing skills and habits essential for the future world of work: career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.
- 3

Creating person centred career services: individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.
- 4

Experiential career education: there should be dedicated curriculum time for experiential work-related learning in all settings.
- 5

Community based services: career services should be delivered within communities in a way that is aligned to social justice values and provides access to consistent national services.
- 6

Exposure to fair work: people should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.
- 7

Digital enablement, empowerment 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.
- 8

Clear roles for the delivery of career services: where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.
- 9

Strengthening evaluation and continuous improvement: the effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.
- 10

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

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Appendix 2: Changemaking: a model for co-design

Changemaking: a model for co-design

In developing the Career Development Model and the outline approach to experiential career learning, the programme team utilised a changemaking approach to co-design.

This approach builds on the co-design previously undertaken through the review but places even greater emphasis on those who experience and deliver career services in driving change.

Our approach was to identify, engage and onboard one community of approximately 80 changemakers who would come together and co-design what change could look like.

This community of changemakers was made up of individuals who used career services (young people and adults), practitioners, employers, partners and stakeholders.

In building this community, a fundamental consideration was working with individuals who believed they were capable of creating change, being intentional about solving problems in the current system and driven by a genuine goal of making career services better.

The process placed an emphasis on collaborating and iterating ideas, not only ensuring that the outputs were high quality and representative of a diverse group of individuals, but that there was a community of connected individuals who could drive change through delivery and practice.

This model of engagement has significant potential to be utilised within future work to develop and improve Scotland's career services.

More information

Further information on the changemaking approach will be shared in the upcoming 'Changemaker Co-design Report' which will be published on www.CareerReview.scot in spring 2023.



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Appendix 3: stakeholder engagement

The Career Review Chair and project team undertook a significant stakeholder engagement programme with representatives across the ecosystem providing input, challenge and reflection as the review progressed.

Input from stakeholders included discussions around a wide range of topics central to the delivery of career services, including:

- Social mobility, equality and inclusion
- Evidence based decisions, including labour market intelligence
- Equity of offer for customers
- The importance of strong employer and trade union involvement
- International best practice
- Flexible approaches to offering choice
- The need for personalisation
- The nature of fast moving technology and industry 4.0
- Equity across geographies
- Proactive, inspirational careers services
- More priority for career advice in education
- Visibility of career pathways
- Promoting self-employment and entrepreneurship
- Functional, transferrable skills for work
- Fair work
- Science, Technology, Engineering and Mathematics (STEM)

The organisations engaged in this stakeholder engagement activity included:

- Colleges Scotland
- Universities Scotland
- Developing the Young Workforce (DYW)
- Education Scotland
- Local Authority Employability (No One Left Behind)
- Chamber of Commerce
- Scottish Funding Council
- Scottish Local Authorities' Economic Development Group
- South of Scotland Enterprise
- Highlands and Islands Enterprise
- CLD Standards Council
- Scottish Credit and Qualifications Framework
- Scottish Trades Union Congress
- Educational Institute of Scotland
- Fair Work Convention
- Women in Enterprise
- Standing Commission on Carers
- Confederation of British Industry
- Young Scot
- Includem

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- Scottish Enterprise
- Northern Alliance Regional Improvement Collaborative leads
- Island Directors of Education
- Glasgow Local Employability Partnership
- Scottish Apprenticeship Advisory Board employer engagement group
- Association of Directors of Education
- Scottish Council for Voluntary Organisations
- Scottish Commission for Learning Disability
- Who cares? Scotland
- Career Development Institute
- Curriculum and Assessment Board
- YouthLink
- Glasgow Science Centre
- Institute of Directors
- Universities and Colleges Admissions Service
- Scottish Qualifications Authority
- DHM Associates
- National Parent Forum of Scotland
- Scottish Government
- Unison
- Federation of Small Businesses
- Scottish Council for Development and Industry

The Career Services Collaborative will continue to work with stakeholders across the ecosystem to progress actions identified through this broad stakeholder engagement activity.

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Appendix 4: what the Career Review means for employers

The content below is taken from the Career Review publication [Careers By Design: What it means for employers and DYW.](#)

What will this mean for employers and DYW?

- More opportunities to engage with schools, colleges and universities.
- Broader and more consistent provision of work-related learning, with elements of the curriculum delivered in the practical setting of the workplace.
- It becomes easier to engage with schools, colleges and universities.
- Services are clear, systemic and consistent, with well-defined roles and responsibilities across the ecosystem – there is less duplication.
- Greater access to young talent.
- More young people are better equipped to enter the labour market.
- More young people with a breadth of skills that are in demand.
- Young people leaving education have a greater understanding and expectation of fair work and a broader skillset relevant to the needs of employers and the economy.

- Education and career providers understand the needs of employers.
- Better alignment between the skills demands of employers and what our education and skills system provides, with a wide range of clear routes and pathways.

What do we need from employers and DYW?

- Greater support for curriculum delivery and experiential work-related learning.
- Shared ownership for the career system through the career services coalition.
- Providing career intelligence, supporting pathways into sustainable employment.
- Greater focus on workplace innovation to ensure workers can utilise their skills and attributes.
- More opportunities for workers to access support for skills and career development throughout their working lives.
- Giving skills greater currency through recruitment and selection practices that recognise and value skills.
- Adoption of fair work principles and practices.
- The adoption of principles of equality and anti-discrimination as per The Equality Act 2010.

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Appendix 5: Career Service Collaborative proposed mission led workstreams

Service delivery	Partnership working	Measurement and data	Digital	Enablers
Facilitate how the ecosystem will embed the Career Development Model and experiential career learning in services including identifying an outline for digital presence, practitioner resources and communication and learning assets ^S	Identify existing employer, practitioner and user communities to facilitate changes required and determine the engagement process and plan for their ongoing involvement ^S	As part of implementation, co-ordinate the identification of measurement, evaluation and quality assurance approaches to support service changes and demonstrate the impact of those changes. The outputs of this should inform any future formal quality assurance or inspection arrangements ^L	Via the digital collaborative group, develop a national universal entitlement to a range of industry experiences that are digitally delivered ^M	Continue to promote and provide resources to the collaborative members to contribute to education reform incorporating Career Review recommendations including experiential career learning and collaborate with key stakeholders in education reform to ensure collaborative involvement ^{SML}
Facilitate and support the development of approaches and tools to support the reflection and assessment of skills across the ecosystem ^M	Co-design a user-led refreshed labour market/ career intelligence offering and work with all collaborative partners to ensure wider communication once delivered ^S	Undertake a collaborative wide equality focused longitudinal analysis of participation to inform all service approaches, changes and improvements ^M	Development of a portable, personal (digital) profile incorporating skills articulation which is owned by the young person and can be shared with practitioners across the system ^{SML}	Pooling on the wide resources of the collaborative, develop a collective professional learning programme for all collaborative members ^{SML}
Identify key transition points in a learner's journey where career services are most important and what service delivery should look like at each transition point informing portable, personal profile and principles of data sharing ^M			Co-ordinate the co-design of an ecosystem wide multi-channel career development platform for all-age users and set out a roadmap to achieve this ^L	Determine the approach to equalities and islands impact assessments for collaborative led activity and mission led workstreams ^{SML}

^S less than 1 year, ^M 1-2 years, ^L 2+ years

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Appendix 6: Career Review Programme Board Members

Phase 1 (2021/22):

- 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

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Phase 2 (2022/23):

- Grahame Smith**, Chair, Career Review Programme Board
- Angela Cox**, Principal and Chief Executive, Ayrshire College
- Elma Murray OBE**, Chair, Young Scot and Deputy Chair, DYW Employers Forum
- 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
- Liz McGrath**, Programme Director, SQA
- Margaret Wilson**, Chair, National Parent Forum of Scotland
- Marielle Bruce**, Youth Work and Schools Manager, YouthLink Scotland
- Ollie Bray**, Strategic Director, Curriculum Innovation, Design and Pedagogy, Education Scotland
- Pamela Smith**, Employability Partnership Manager, Improvement Service
- Professor Rowena Arshad CBE**, Professor Emerita in Multicultural and Anti–Racist Education
- Richard Dryburgh**, Team Leader, Lifetime Skills, Skills Division, Scottish Government
- Susie Donkin**, Employability Partnership Manager, Improvement Service
- Tim Frew**, Chief Executive, YouthLink
- Tracey Innes**, Head of Careers and Employability, University of Aberdeen and Convener for AGCAS Scotland

For more information on the Career Review visit www.CareerReview.scot