Career Education Standard

- This paper presents an overview of the Career Education Standard as one theme in the national response to *Education Working for All! (June 2014)* the report of the commission into developing Scotland’s young workforce. It provides an opportunity for the committee to be made aware of developments to date and contribute their thinking to future action.

- The paper covers:
  a) The rationale and background to the development of the Career Education Standard
  b) Progress to date in implementing the standard
  c) Next steps to fully embed the standard across Scottish education

- The committee’s comments and advice will be reflected in the planning of further collaborative work with Scottish Government and Education Scotland to progress the standard.

Recommendations

- The committee is invited to note the progress made in introducing a national Career Education Standard and discuss issues raised in the paper. Particularly with reference towards:
  o How the standard aligns with the role and function of the committee
  o The approach adopted in developing and testing the standard
  o The entitlements and expectations of the various partners
  o The planned next steps
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Purpose

1. This paper aims to provide the committee with an overview of the national context regarding the Career Education Standard (CES), progress to date and planned next steps; it further invites consideration and discussion to support the next phase of development.

Strategic Plan implications

2. Developing the Young Workforce – Scotland’s Youth Employment Strategy was published in December 2014. This strategy and implementation plan is the Government’s response to Education Working for All! and sets out milestones over a seven-year period with the aim of improving employment outcomes for all young people up to the age of 25 by 2021.

Background

3. Scottish Ministers are committed to a high-quality universal careers service for people in Scotland no matter their age or stage. The Career Education Standard (3-18) has been developed in light of the recommendation that careers advice and guidance start earlier in schools. This will help young people understand their capabilities and develop their aspirations to make informed learning and careers choices as they progress through their learning journeys.

4. The Career Education Standard is one of a suite of three documents, along with Work Placements Standard and Guidance on School/Employer Partnerships, and should be seen as clarifying expectations and providing helpful support and guidance.

5. The standard is built on the comprehensive advice and guidance presented in Curriculum for Excellence (CfE) and throughout the Building the Curriculum series. It is designed to meet the entitlements of Curriculum for Excellence. There is a particularly strong association with key messages contained in Building the Curriculum 4: skills for learning, skills for life and skills for work.

“Curriculum for Excellence is designed to transform education in Scotland, leading to better outcomes for all children and young people. It does this by providing them with the knowledge, skills and attributes they need to thrive in a modern society and economy laying the foundation for the development of skills throughout an individual’s life. Providing individuals with skills helps each individual to fulfil their social and intellectual potential and benefits the wider Scottish economy”. (Building the Curriculum 4 (2009, p. 4)
6. The standard recognises and reflects the Career Information, Advice and Guidance in Scotland: A framework for service redesign and improvement (2011) and the Career Management Skills Framework for Scotland (2012) which place an emphasis on empowering individuals to help themselves by developing career management skills (CMS) thereby equipping them to meet the standard now set out in this document.

Main body of the paper

7. The Commission for Developing Scotland’s Young Workforce was set up in January 2013 to consider:

- how a high-quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce;
- how to achieve better connectivity and cooperation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged; and
- how to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

8. The Commission published its final report, Education Working for All, in June 2014 and, in order to better prepare children and young people for the world of work, made the following recommendation:

“A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, SDS and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input”. (Education Working for All, 2014, p. 22)

Links to existing practice

9. The standard acknowledges, and builds on, the existing good practice evident in many parts of Scotland. In doing so, it seeks to reduce unnecessary bureaucracy and complexity and to address concerns about workload through the provision of support and resources.

10. Just as Curriculum for Excellence places the learner at the centre, this standard encourages the same approach and directly correlates with the thinking and practices of Getting It Right for Every Child. By working in this way, account is taken of the whole child and his/her wellbeing. Curriculum for Excellence aims
to achieve positive and sustained destinations for all our young people. This standard supports that entitlement and ultimately seeks to reduce youth unemployment as part of Developing the Young Workforce.

Career education – a 3–18 journey

11. The Career Education Standard recognises the journeys that children and young people make as they progress from age 3-18 and the potential and role of key influencers in these journeys. It recognises that all young people will not progress in the same way and that not all face the same challenges and will require appropriate support and interventions as required.

Entitlements and expectations

12. The entitlements for children and young people and the expectations of those most closely involved in supporting their learning about the world of work and the choices they make about their learning and possible career pathways are at the heart of the standard.

13. The entitlements and expectations should promote clarity, coherence and consistency in the contributions of all partners involved. These recognise the need for an effective and sustained partnership approach between all of these key influencers to fully deliver the entitlements for young people and describe their complementary role and responsibilities.

14. Expectations are explicitly stated for the following groups:

- parents and carers;
- teachers and practitioners (all those working with children and young people in the whole range of stages and settings);
- staff from SDS; and
- employers.

Equalities

15. It will be the responsibility of all partners to address the issue of equality. While the standard is expressed as a universal entitlement, it is understood that not all young people enjoy the same advantages, nor face the same challenges. Their backgrounds and circumstances must never limit their potential and all partners will seek to develop practice which ensures improved outcomes for all young people.
16. All involved in career education should provide advice, guidance and opportunities that contribute to:

- eradicating discrimination; and
- promoting mutual respect and equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions.

Guidance and support

17. Education Scotland will provide guidance and support in the general implementation of the standard. Education Scotland will evaluate progress against the standard at all levels of the curriculum and offer further advice and support based on that evaluation. It will also play a wider role through its support for Curriculum for Excellence in general. While this document emphasises particular aspects of career education, it is equally clear that this will be delivered through a coherent and progressive curriculum for learning, life and work.

18. Skills Development Scotland will offer support as outlined in the section on Expectations. This includes advice, consultancy, and the provision of resources, particularly online support for young people, parents/carers, teachers/practitioners and other partners. Notably, it includes increased, and earlier, involvement of Career Advisers working directly with young people. SDS will also facilitate links with employers where these are not already established.

Milestones 2015/16

19. Milestones which relate directly to the development of a career education standard for 2015/16 include:

- agreed standard for careers guidance for all young people including those who require additional help and support is in place;
- guidance and support developed by Education Scotland and Skills Development Scotland (SDS) for teachers and practitioners to support young people in S3 to learn about finding, applying and getting a job;
- guidance and support developed by Education Scotland and SDS for teachers and practitioners on the world of work aimed at ages 3-18; and
- engagement with young people, teachers and practitioners, parents/carers and employers to actively promote the range of options available.

Progress to date

20. Key points are summarised below:
• The draft Career Education Standard (CES) was developed collaboratively by SDS, Education Scotland and Scottish Government. It was very positively received during the feedback process in June 2015 and comments informed the version launched by Cabinet Secretary Angela Constance on 23 September 2015 at the Scottish Learning Festival.
• The aspirations of the standard and the entitlements and expectations accord well with findings and recommendations emerging from on-going CIAG Reviews and the recent MyWoW Aspect Review.
• The expectations of SDS contained in the standard are reflected in the revised SDS CIAG offer effective from 2015/16. This year, all schools will have access to group activities at each stage of the Broad General Education (BGE) from the P7/S1 transition to S3.
• These articulate with a senior phase offer that continues to blend targeted 1:1 coaching, group activities and digital CIAG resources. The senior phase offer will be gradually adjusted as the standard becomes more fully established and career education more progressively delivered through the BGE.
• In addition, 35 ‘early adopter’ schools across 12 LAs will also receive the additional BGE 1:1 activity around subject choices and for those most at risk in S3. The early adopters provide a representative sample of schools and they will also trial wider aspects of CES. This will be important in informing the planned March 2017 CES review.
• Every effort is being made to establish the link between the and other significant national developments such as The Attainment Challenge, Raising Attainment for All, introduction of HGIOS?4 (launched in Sept 2015 and commencing use in session 2016/17). This approach will help militate against potential issues around workload / tackling bureaucracy.
• An additional £1.5million budget for enhanced Career Adviser / capacity and enhanced CIAG was confirmed by Cabinet Secretary Rosanna Cunningham on 26 August and the recruitment process for additional Careers Advisers is underway.
• SDS continues to develop and range of resources to support the CES. These include: MyWoW evo (including subject choice and profiling tools); four CLPL modules for teacher/practitioner professional learning; a range of learning resources/lesson inserts for the classroom; support with employer links (up to 10/school). Some of these continue the positive partnership established with Education Scotland while developing the standard.
• The newest in the series of NPFS ‘nutshell’ guides for parents was developed with SDS support and focuses on the CES and the role of parents. It has been very well received and will be distributed to 700,000 or so all households in Scotland with a school age child early in 2016. SDS also continues to support SPTC with their Partnership Schools initiative.
Next steps

21. The progress and impact of the CES in early adopter schools will be monitored and evaluated by the schools in collaboration with SDS and Education Scotland. Baseline benchmarks as well as progress and impact measures are being explored and are close to being agreed by a Scottish Government, SDS, and Education Scotland short life working group.

22. Early adopter schools will test the full revised SDS offer alongside selected wider aspects of the standard that fit with established school improvement priorities for 2015/16. These schools will be supported by SDS and Education Scotland and the progress and impact monitored and evaluated in line with agreed performance measures.

23. Early adopter schools will be encouraged and supported to work collaboratively to identify and address challenges and to share effective practice.

24. The committee’s views will be included as part of future planning and action in testing the standard in 2015/16 and from 2016/17 when this becomes a universal offer.

Recommendations

25. The committee is invited to note the progress made in introducing a national Career Education Standard and discuss issues raised in the paper. Particularly with reference towards:

- How the standard aligns with the role and function of the committee
- The approach adopted in developing and testing the standard
- The entitlements and expectations of the various partners
- The planned next steps

Publication

26. This paper will be published online.

Further information

27. Contact: David Cameron, Head Career Management Skills, Skills Development Scotland (david.cameron@sds.co.uk) and Ken Edwards, Education Programme Lead, Skills Development Scotland (ken.edwards@sds.co.uk)

This document can be downloaded from Education Scotland’s website www.educationscotland.gov.uk/developingtheyoungworkforce