

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: Scotland [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

Scott Gray, Scottish Government

Gillian Lacey, Scottish Government

Dr Deirdre Hughes OBE, Director, DMH & Associates Ltd

Sandra Cheyne, Skills Development Scotland

Dr Peter Robertson, Edinburgh Napier University

Dr Marjorie McRory, University of the West of Scotland

2. What are the key aims your country has for participating in this symposium?

Share:

Communicate the key aims of the new careers strategy currently being developed (publishing date of autumn 2019)

Links between the careers sector and the wider review of Employability services in Scotland.

Learn:

Quality Assurance

Equity of Access

Adult career services



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	Brexit
2	Changes in labour market demand/trends

3	Demographic changes
4	
5	

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Digitalisation, automation and advances in artificial intelligence is meaning the skills required by employers is shifting. The 'gig-economy' means there is likely to be an increase in churn in and out of work. Career development is taking many new forms and career support services must be well positioned to respond accordingly. Addressing these challenges is for the social good as well as being an economic imperative, minimising as far as possible the impact on individuals, families, local communities and the Scottish economy.

The new careers strategy currently being developed, will support people to access careers information, advice and guidance on a lifelong basis. It will ensure equal access to high quality careers provision and be underpinned with robust Labour Market Information. We will ensure that the careers sector is sufficiently flexible to respond to the changing economic climate, such as the possible impact of Brexit on the Scottish economy and labour market.



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

Helping people find work, and treating them with fairness, dignity and respect.

Utilise the strengths of existing national and local services

Ensure that organisations work together to provide the support people need to help them to achieve their potential.

Skills Development Scotland's (SDS's) 5th Corporate goal is that SDS is an employer of choice, an exemplar of fair work and internationally recognised for excellence, innovation and customer focus.

Shared Policy focus and shared outcomes-

An increased emphasis on joined-up delivery and partnership working - e.g. Community Justice Act 2016, DYW Regional Groups

This is in line with the shared outcomes of -

High levels of youth participation

Low levels of youth unemployment

Reduction in under employment

Increased equality of attainment and achievement

Smother transitions between education and employment

Shorter learner journeys into work

Fewer skills gaps

Improvements in technology

Public sector reform and improved efficiencies in working practice and improved collaboration

7. What groups of people can access career development programmes and services and what groups are excluded?

Scotland has an all-age, inclusive careers service, no groups are excluded from accessing support.

SDS have careers advisors based in every state secondary school in Scotland, including Additional Support Need (ASN) schools.

For those not in school, including adults, there are SDS drop in centres in every local authority area throughout Scotland, in addition to an online presence and a telephone helpline .

SDS provide a tailored service focussed on the individuals need, taking into account vulnerable groups and tailoring the service to best support them. No groups are excluded from access to SDS careers services.

While SDS's CIAG services are targeted at those who need it most, they offer a universal, all-age service for everyone in Scotland. This includes those in employment who are seeking to change or progress in their career. All face to face services are available to any individual and the type and level of support is agreed in line with their needs. In 2018, SDS produced an annual report on delivering Scotland's Careers Service which is available on the SDS website and covers the ambition for Scotland's individuals; their approach to service delivery; school offer; post school offer; universal services; digital offer; redundancy support and tracking outcomes.

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

The Scottish Government conducts Equality Impact Assessments (EQIA's) as part of the policy making process, to enable us to look at how the policy impacts on people and is an opportunity to promote equality. Legislation means that we must equality impact assess new or revised policies and publish the results.

The Child Rights and Wellbeing Impact Assessment (CRWIA) is used to identify, research, analyse and record the impact of a proposed law or policy on children's human rights and wellbeing. It is used on all new legislation and policy which impacts children, not just children's services.

The Scottish Government regularly utilise Public consultations to seek the public's input into large-scale policies, improving transparency. All Scottish Government consultations are published in two places, as survey questions on Citizen Space and as a publication on the Scottish Government website (gov.scot).

The Scottish Government undertake consultation with regards to all developing policy.

Within SDS, evaluation and research takes a central position in the development and delivery of service offers. Individual customer evaluation is undertaken and this includes survey, focus groups and consultations. For example, pupil survey, centre users, Head Teacher consultations. A central team support this work. The Senior Phase Survey Summer 2018 provided a robust response rate of 5,765 pupils. This size of response allows a level of analysis in terms of customer groups, service offer and year group. Headline findings allow key actions to be identified for continuous improvement in service offer and practice.

We work with Education Scotland to support quality assurance and improvement across our delivery of CIAG. In 2013, Education Scotland commenced a six year cycle of external assessment of our provision, with an aim to inspect delivery in each of Scotland's 32 local authority areas by March 2020. A quality framework supports SDS's internal self-assessment processes and underpins the external review of provision. For example, identified through the review process in relation to service user opinion, an example of excellent practice was 'parental engagement'.

The practice of co-design and concept testing is utilised when developing the careers service offer. Practitioners (teachers, advisers) and customer groups will be involved in this process, for example: 'MyKids Career', a campaign site to support parents understanding of the world of work and to engage in career conversations with their children. This involved a number of parents and parental interest groups. Also, the Veteran and Service Leaver Landing page on My World of Work (MyWoW) was co-developed with military personnel and veterans.

SDS's Evaluation and Research team engage in a number of research projects and SDS has a collaborative PhD programme underway with the Scottish Graduate School of Social Science and ESRC. Research will involve access to SDS customer groups and sponsorship of a SDS practitioner to the PhD student. An example of a current PhD underway is a project to establish knowledge about networking and social media use amongst the youth labour market in Scotland, specifically 16-24 year olds.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

Careers Advisers on obtaining qualification, currently the Qualification in Career Guidance and Development (QCD) recognised by the UK-wide Career Development Institute, sign up to a Code of Ethics of the career development sector and profession. A set of 17 National Occupational Standards (NOS) are embedded in the qualification frameworks for the apprenticeship route within Scotland's career development sector. These are utilised within continuous professional development. SDS upholds the central importance of impartial career guidance and the development of career management skills. These dual elements play a key role in equipping individuals with the skills to plan and manage their career decisions now and in the future. The Skills Planning Model, utilised by SDS, helps to improve the response of education, training and careers services to the needs of industry, ensuring that people have the best possible chance of succeeding in the world of work. SDS works to optimise every stage of the Skills Planning Model from understanding skills demand to informing choice through robust careers intelligence. This evidence base, as the world of work changes, enables career information, advice and guidance to remain accurate and relevant. Our career professionals are equipped with the most recent available job opportunities and labour market intelligence. This includes information on industry demand, on both a regional and sectoral basis. They also have up-to-date information on the full range of routes and pathways that can be taken into those careers to enable informed decisions.



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Careers services in schools are delivered nationally by SDS.

SDS have presence in all state-run secondary schools in Scotland, including Additional Support Needs (ASN) schools. SDS also have careers centres based in every local authority area in Scotland, which are open to all, as well as an online presence and telephone helpline.

In relation to careers advice and guidance in colleges and universities, historically, this has been delivered by the institution directly and not through SDS. In Higher Education this is delivered based on individual institutions and learner needs. Careers services therefore vary between institutions as they themselves will choose how to best deliver career services tailored to individual students in line with overarching structures, business plans, mission statements and resources.

Careers Advisors in all of Scotland's universities are members of the Association of Graduate Careers Advisory Services (AGCAS) and work to their Code of Practice. AGCAS is the professional body for careers and employability professionals working with higher education students and graduates and prospective entrants to higher education.

Careers information, advice and guidance (CIAG) delivery in colleges is variable across Scotland. Some colleges have a very good working relationship with SDS, with SDS careers advisers present in the college on a regular basis to offer advice and guidance to students. In other colleges the Student Services and Guidance staff, some of whom may have a postgraduate careers guidance qualification help students with CVs, UCAS applications, interview skills etc.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

Scottish Government policy in relation to education and skills explicitly seeks to co-ordinate the roles of a variety of different institutions towards the same goals. The Career Education Standard 3-18 allocates specific roles to schools and colleges of further education, and SDS (in relation to both its vocational training provision and its career guidance service offer). The involvement of employers in education is seen as an important element in the development of the young workforce and is promoted through Employer Regional Groups, created through the Developing the Young Workforce programme of change.

Challenges remain in achieving cross sector co-ordination. Universities have a high degree of autonomy, and widely varying levels of resourcing - their career development efforts remain focused on promoting the employability of their own students. Further education colleges have limited resources to devote to career education and guidance, and so rely heavily on input from SDS.

Links between education and employment are relatively well developed and remain a focus for action. Explicit links between career development and health are not yet an area for policy action. Interest in this is growing - for example recent research by SDS suggests that there are well-being gains to young people from participation in vocational training.

That said, SDS co-operates with a wide range of state and voluntary sector agencies involved in supporting young people. Agencies labelled as 'youth work' would represent only a small element within this action. Provision to promote the employability of unemployed young people is an important focus of SDS action. SDS work closely with the Department for Work and Pensions, as employment and benefits relating to helping people get into work remain reserved responsibilities for the UK Government. A referral model is in place to support front-line delivery.

One approach to aligning activity and supporting service delivery in Scotland is the '16+ Data Hub'. This is a secure online portal which allows a range of partners including SDS to input and access a combined database of information (on individuals across Scotland aged between 16 and 24). The 16+ Data Hub has a range of reports, drawn from SDS' client management system which holds information on service users of all ages, that help partners provide targeted support to young people, specifically those not in education, training or employment. The information includes details of all young people across Scotland aged 16-24 who are:

- receiving careers support
- planning on leaving school
- starting and withdrawing from college or university
- receiving benefits

The exchange of data enables combined information on young people to be drawn down as reports that are tailored to partners' specific areas. Regular uploading of data by partners ensures these reports are up to date and informative.

The Annual Participation Measure

This is a new measure which was developed by SDS and the Scottish Government which informs the Scottish Government's National Performance Indicator: "to increase the proportion of young people in learning, training and work" - <https://nationalperformance.gov.scot/measuring-progress/national-indicator-performance>

It supports the overall ambitions of 'Opportunities for All' and allows an assessment of the impact and support provided by partner agencies on the 16-19 age group. This information helps services target young people so they can access the support, learning and training they need as they move towards employment. The data shared between key partners is used to produce the Annual Participation Measure and shows the current activity that 16-19 years olds are participating in at a national and local authority level.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

Unclear expectation of how services should be delivered, digital versus face-to-face services, at a political level.

The level of resources that can be committed through SDS and the prioritisation given within individual institutions of the importance of career services.

The integration and alignment of health, housing, justice and employment.

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

As mentioned in question 9 - The Skills Planning Model utilised by SDS guides us to improve the response of education, training and careers services to the needs of industry, ensuring that people have the best possible chance of succeeding in the world of work. This is informed through direct employer engagement, engagement with employer groups, and insight through partner agencies and data research.

See also Data Hub question 11

The provision of careers services is noted within the Trade Union Reform and Employment Rights Bill, clause 37 (Hansard, 1st March 1993) noting the essential and valuable nature of advice and guidance.

Trade Union colleagues are engaged in the Careers Strategy Strategic Steering Group representing the voices of career practitioner members and directly involved in the development and refresh of the New Careers Strategy 2019.

Through Developing Scotland's Young Workforce (DYW), Scotland recognised the critical role that industry, employers and their employees play in realising a standard of engagement in career education that meets the entitlements of all pupils age 3-18. Within a dynamic and complex labour market, the expectations on employers to support the preparation of young people to enter and progress within the world of work is set within the Career Education Standard 2014 and the supporting document School/Employer Partnership Guidance and Work Placement Guidance 2015. For example, SDS is currently working with DYW employer groups to expand the use of 'Marketplace'. This is an online platform which aims to improve engagement between employers and education by providing a digital meeting place, business and education can engage in more targeted and meaningful activity within career education and work experience. Employers can offer opportunities and teachers can book these for pupils to participate in. These range from workplace visits, career events, work experience and work based learning opportunities through Apprenticeship.scot, including Foundation Apprenticeships whilst within the senior phase of school, to employed status Modern and Graduate apprenticeship opportunities.

SDS have national and local collaboration with enterprise hubs, sector skills bodies, professional bodies and industry representative organisations, e.g. Institute of Student Employment, Scottish Life Sciences Association. Collaboration via regional governance structures feeding into city/region steering group, where skills need and effective careers provision are discussed

Regular engagement in local networks on what might be termed "Employability Services" to support strong links, cross referral and collaboration, e.g. involving SDS, City Councils, FE colleges, Chamber of Commerce etc. This enables discussion of local skills and employer needs from different viewpoints and supports partnership working. Given these respond to local needs and context, the precise composition and focus can vary, e.g. Dundee Partnership Fair Work & Enterprise Board; Joined up for Jobs in Edinburgh.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

SDS Academy

SDS has created an academy approach to continuing professional development (CPD). The SDS Academy's aim is to ensure CIAG staff feels confident in their knowledge and skills when carrying out their role. This evolving CPD programme has been specifically designed to help CIAG colleagues across SDS to develop and maintain the professional skills required to effectively support customers. The programme focuses on areas identified by service users and practitioners. CPD for CIAG practitioners is developed collaboratively.

See also Continuous Lifelong Professional Learning (CLPL) in question 15.

In 2015, SDS developed with the UK Career Development Institute (CDI), two new apprenticeship frameworks, a Modern Apprenticeship (MA) at SCQF7 and a Technical Apprenticeship (TA) at SCQF9. This was to create new pathways into the post-graduate qualification in career guidance (QCD SCQF11). This supports the Youth Employment Strategy and the attraction and retention of professionals within rural areas, and responds to the need to create pathways to meet future workforce planning needs. The SDS MA & TA programmes started in 2016, since then SDS have had:

10 MAs in Career Development - 8 have progressed and are currently undertaking the QCD. The recruitment process has started for a further cohort of MAs, and SDS are specifically focussing on attracting young people from under-represented groups to enable continuing diversity within the career development workforce.

There have been 43 TAs – made up of 35 sponsored employees and 8 who have progressed from the MA onto the TA

88 people in total sponsored to work towards the QCD since 2016 i.e. 47 sponsored employees, 14 who have progressed from the TA, and 31 who were employed as Graduate Trainee CAs.

SDS has a close working relationship with Edinburgh Napier University and University of the West of Scotland Core Delivery Centres of professional post-graduate (SCQF 11) guidance qualifications. Full-time QCD students are linked to SDS centres and undertake placements during their training. Placements are also accessed with other guidance settings. Assessment during placement is undertaken by an assigned practice tutor who is a practicing adviser.

Ongoing professional dialogue, training and reflection is supported by an Observation Framework within SDS. This includes structured peer-to-peer observation as well as supervision. A Coaching and Career Management Skills Module is delivered to all new advisers and is credit rated at SCQF 11. This module is refreshed in consultation with sector academic experts. Participants complete a practitioner handbook for accreditation.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development? How is a professional service ensured?

Teachers are involved in the delivery of career learning in the school curriculum. SDS provides support and learning materials to schools to facilitate this. The Scottish Government (through Education Scotland) provides curriculum guidelines, and also guidelines on work experience. There is currently no national training programme for teachers to support this activity, and the relevant staff also bear pastoral care responsibilities.

Universities often provide career development related modules or learning experiences. These are sometimes delivered by career advisers, and sometimes by lecturing staff. In Scotland and the UK, career development is not part of the remit of social workers. Career development practitioners will liaise with them, where appropriate, to support specific young people with substantial additional needs.

Agencies providing support to unemployed young people and adults have no specific qualification or training requirements. This is in contrast to SDS – by far the largest relevant agency - who require a postgraduate level qualification and substantial training for their staff.



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

Service Modernisation

SDS modernised the careers service in Scotland in line with the commitments of the 2011 Careers Strategy to deliver a blended targeted service offer.

Career Education Standard

As highlighted previously, the Scottish Government published the Career Education Standard (3-18). The ambition for the Standard is that young people will better understand the job market, they can relate their learning in school to the workplace and how they can develop their own strengths, to be successful in developing their careers. This will be achieved by real and effective partnership working between parents, carers, local authorities, teachers/practitioners, SDS, employers and others.

CIAG and Career Management Skills within the Scottish Curriculum

CIAG is delivered within the Scottish Curriculum through Building the Curriculum 4. This makes it clear the learning and teaching should harness the experience and expertise of different professions in order to develop young people's enterprise and employability skills and help them plan for the

future. School pupils Career Management Skills are developed and SDS careers staff are based in schools offering one-to-one interviews and group sessions.

Foundation Apprenticeships

Foundation Apprenticeships - Introduced in 2014/15, provide work-based learning opportunities for young people in the senior phase of school.

In 2011, the Scottish Government published its Careers Strategy 'Career Information, Advice & Guidance – A Framework for Service Redesign and Improvement.' This strategy confirmed the government's commitment to all-age, universal provision of career services - underlining the importance of this to the achievement of sustainable economic growth. The Strategy stressed the importance of CIAG in volatile labour markets. The Skills Strategy, also published in 2011, likewise reinforced the importance of ensuring people have the opportunity to access the right advice, support and opportunities to acquire the skills and attributes to both contribute to and benefit from future economic success. These policies acted as a catalyst for service modernisation starting in 2011. This was built upon:

- Differentiation of services dependent on individual need – maintaining a universal service offer for every customer, with enhanced targeted services in place for S4–S6 pupils who needed it most.
- Development of a sector-leading 'Coaching Approach to Guidance' where coaching principles are adopted to support the development of skills for effective career decision making.
- Development and adoption of the Career Management Skills framework for Scotland as the core model for developing lifelong career planning skills.
- Development and implementation of the MyWoW website providing online career information and advice to anyone, 24 hours a day.

These four fundamentals of service delivery remain the foundations of the modern career service delivered by SDS in Scotland today.

SDS continues to evolve its CIAG practice and service offers, embracing technology and its role in delivering personalised online information and advice. For example:

SDS re-launched the MyWoW service on a new and more interactive platform in 2016, continuing to respond to customer insight and aligning digital services with new service offers; Office 365 roll out to all SDS regions; the development of the use of social media platforms; Digital Lab and MyWoW Live STEM (Science, Technology, Engineering and Maths) career education activities; Digital World lessons; the development of an Apprenticeship Family from Foundation Apprenticeship opportunities in school to Graduate apprenticeships at Masters level and the ongoing development of career guidance practice, utilising research and best practice approaches from international colleagues and from the Centre for Work Based Learning to inform career development in an Industry 4.0 world.

Our MyWoW Ambassador programme trains young people as ambassadors to champion MyWoW within their school, using peer to peer tutoring to inform pupils, parents and teachers about the resources available whilst gaining valuable experience and transferrable skills themselves.

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

Career Long Professional Learning (CLPL) modules have been co-developed with education staff and available to teaching practitioners on the Education Scotland website. Currently there are 5 modules available including (i) Career Education Standard, (ii) Labour Market Information, (iii) Career Management Skills, (iv) MyWoW web service, and (v) Work-based Learning.

MyWoW is a key resource for career information, advice and resources. Bespoke partner and parent sections equip teacher, parents and carers with resources that have been mapped to the Curriculum for Excellence, Career Management Skills and the Career Education Standard to aid seamless integration into classroom activities.

Education Scotland's inspection and review programme of schools and career services supports quality assurance and improvement. Education Scotland completed reviews of CIAG services in four local authority areas in 2017-18, 100% of grades were scored good or above.

The fourth edition of 'How good is our school?' (HGIOS4) published in 2015, explicitly embedded employability in one of the Quality Indicators for the first time. This self-evaluation and improvement guide now shapes the school inspection model, recognising that career education, supported by SDS, contributes to the overall performance of individual schools.

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

As part of the New Careers Strategy (due to be published autumn 2019) the Scottish Government, along with the sector, will be considering system responsiveness, including the use of technology and data. There is currently an online learning account under development on the MYWoW website, which enables learners to record their attributes, skills and qualifications in a way that follows them beyond school and helps them plan their learner journey into work.

The centre for Work-based Learning is a partnership between SDS, the University of Strathclyde, Heriot Watt University and Robert Gordon University.

Skills 4.0 recognises that the world of work is changing and to thrive in this new and fast-paced environment, businesses need resilient employees equipped with the right skills and knowledge. The 2018 Symposium questioned "How do we best equip people with these skills?" Embedding these skills within work-based learning programmes is an ideal way to develop them.

The Centre for Work-based Learning will underpin policy development, and enhance practice by developing best practice in Scotland and drawing upon lessons from international experience, therefore change the perception of work-based learning by promoting its reputation and esteem, through advocacy and broad engagement across Scotland.

SDS continue to develop the interactive and responsive nature of our MyWoW web service. This is a constant evolution to drive relevant tools, information and advice to users. Current developments include a MyWoW profile that will enable a digital career journey as pupils move through school, evidencing progression and engagement in career development activities and a skills tool to enable the identification and capture of core, CMS and meta skills evidence.

MyWoW Live offers a variety of workshops to inspire young people to consider careers in key sectors of importance to the Scottish economy now and in the future. This consists of exhibits designed to self-serve and inspiring activities delivered by staff with real life experience of industry; fun job-related challenges; activity sheets and learning resources including a series of live and online cyber security lessons for pupils. The SDS Inverness centre Digital Lab, for example, utilises robotics and 3D printing, Lego Renewables to inspire pupils in STEM.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

SDS are committed to widening and diversifying the pool of talent who access the CIAG profession via work-based learning pathways, aligned to their goal of increased equality of opportunity for all. They aim to lead in the professionalisation of all roles within CIAG through work-based learning qualifications and a sector-leading programme of continuous professional development (CPD) for CIAG staff, delivered through the SDS Skills Academy.

SDS also work in partnership with the Higher Education establishments delivering post-graduate qualifications in career guidance to ensure the content of their programmes meets the needs of the profession in the 21st century.

SDS hosts 'Knowledge Exchange Events' sharing PhD findings and policy lessons. They will also be launching Policy Briefing Papers - a resource aimed to disseminate PhD findings in a policy focused format.

Evidence-based Information and Advice-

As the world of work changes, it is vital that careers information, advice and guidance provided remains accurate and relevant. SDS careers professionals are equipped with the most recent available job opportunities and labour market intelligence. This includes information on industry demand, on both a regional and sectoral basis, with a focus on the needs of priority and growth areas such as the STEM sectors. They also have up-to-date information on the full range of routes and pathways that can be taken into those careers, including options for work-based learning. This information informs the development of our resources, such as workshop materials and our online digital content, so that customers benefit from up-to-date labour market analysis.

SDS has been leading a programme of work to understand what the changes brought by the 4th Industrial Revolution mean for the workplace, and the skills that will be required for this. This future focused work is driving innovation in careers support products and services to make sure Scotland's citizens and employers are prepared for this complex future. The overall vision of the Centre for

Work-based Learning is to: (i) establish the value of work-based learning in the Scottish education and training system; (ii) underpin policy development on work-based learning, by conducting and disseminating high quality, policy relevant research to influence the learning system; (iii) enhance practice by developing best practice in Scotland and drawing on lessons from international experience; and (iv) change perceptions by promoting the reputation and esteem of work-based learning, through advocacy and broad engagement across Scotland.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?