



Developing the Young Workforce

Career Education Standard (3-18)

September 2015

The standard recognises the journeys children and young people make as they learn about the world of work from the early years to the senior phase. It sets out what children and young people will learn and what parents/carers, teachers/practitioners, employers and Skills Development Scotland will do to support their learning. Implementation of the standard will improve the quality and consistency of learning about work and careers. It will improve young people's ability to make informed decisions about future pathways.

This document can be downloaded from Education Scotland's website education.gov.scot/education-scotland/what-we-do/developing-employability-and-skills/

This standard is part of the suite of documents that includes:

- Work Placements Standard (September 2015)
- Guidance on School/Employer Partnerships (September 2015)

The documents will be revisited in March 2017 in light of experience and use.

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Introduction

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.

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)



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 outcomes for all young people by 2021. 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.

Career education standard (3-18) in context

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 of starting careers advice and guidance 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.

This *Career Education Standard (3-18)* 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. 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](#).

The standard acknowledges, and builds on, the existing good practice evident in many parts of Scotland. In doing so, it recognises the work already being done and seeks where possible to reduce any unnecessary bureaucracy and complexity associated with that work and to address any concerns about workload through the provision of support and resources. The way in which the standard will be implemented will be determined, for example, by school improvement planning, the school partnership agreements with Skills Development Scotland and discussions within the DYW Regional Groups.

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*.

The standard recognises children's rights. Indeed several Articles of [The United Nations Convention on Rights of the Child](#) are relevant and the learning experiences that are offered in helping to prepare children and young people for the world of work promote rights-based practice. An individual's career journey will be influenced by both formal and informal learning, experiences, advice and guidance. This standard should enable us to create a common sense of purpose among all those who support a young person's personal and career development.

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.

In summary, children and young people will be able to use all of the support available to them from online and other resources and from professional staff in a way that meets their needs. They will better understand the job market and how they can develop their strengths to be successful in developing their careers. The ambition for children and young people set out in this standard will be achieved by real and effective partnership working between parents/carers, local authorities, teachers/practitioners, SDS employers and others.

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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)

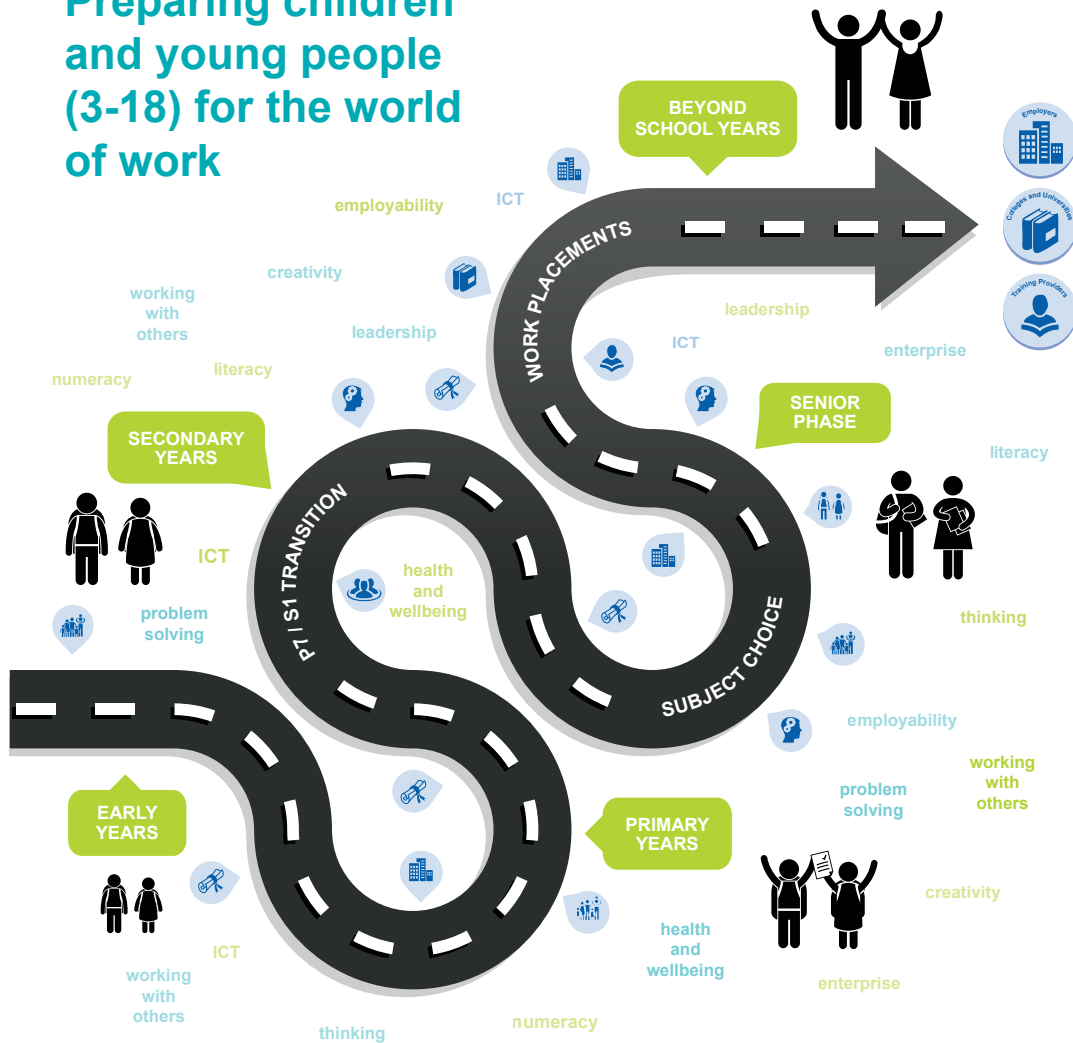
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Career education – journeys

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.

Preparing children and young people (3-18) for the world of work



Developing the Young Workforce

Children and young people develop interests, strengths, skills and aspirations through experiences as part of the curriculum and life beyond school. A range of partners support these exciting journeys through co-design and co-delivery and together shape children and young people's decisions about their future and the pathways they follow. Where will these journeys take children and young people and how can **YOU** contribute?

www.educationscotland.gov.uk/developingtheyoungworkforce



Entitlements and expectations

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 set out here. The entitlements and expectations should allow coherence and consistency in the contributions of all partners involved. 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

It will be the responsibility of all partners to address the issue of equality. While this standard is expressed as a universal entitlement, it needs to be clear 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.

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.



Entitlements

Children and young people will be entitled to:

- experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities;
- develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these;
- opportunities to engage in profiling that supports learning and the development of skills for work and future career choices;
- a learning environment that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination;
- develop understanding of the responsibilities and duties placed on employers and employees;
- develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity;
- know where to find information and access support making effective use of online sources such as *My World of Work*;
- develop CMS as an integral part of their curriculum;
- further develop CMS through the involvement of SDS Career Advisers in group and individual sessions as appropriate to personal circumstances and needs; and
- have access to a broad range of pathways through their senior phase including learning opportunities leading to work-related qualifications.



Expectations

Parents/Carers will:

- work in partnership with schools/other settings to support career education and share skills and knowledge as employees or employers where appropriate;
- as key influencers, be better informed and equipped to discuss options with their child and offer support in making choices;
- be informed of their child's progress in gaining skills and will discuss that with his/her practitioner/teacher;
- discuss their child's ambitions and appropriate learning pathways with teachers/practitioners;
- be able to request a discussion with a Career Adviser and their child to inform subject and career choices;
- have access to career information through dedicated websites, including *My World of Work*; and
- have access to a Career Adviser and information on CMS and how to support their child/young person to make informed choices about future career pathways.



Expectations

Teachers/Practitioners will:

(Includes all staff working with children and young people in early learning and childcare, primary, secondary and special schools, colleges, private training providers, third sector providers, social work, community learning and development and other specialist learning providers including secure and residential settings)

- work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of:
 - the individual needs of children and young people; and
 - genuinely equips them for learning, life and work in all settings including colleges and other learning providers.
- engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys;
- through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these;
- relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment;
- develop children and young people's understanding of the responsibilities and duties placed on employees and employers;
- make use of relevant digital and online resources, in particular *My World of Work* (supported by training);
- encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities;
- facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;
- further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, SDS and local authorities; and
- take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate.

Expectations

Skills Development Scotland will:

- provide access for all to information about jobs, occupations and the emerging labour market;
- agree with schools on an annual basis through the School Partnership Agreement how SDS resources can best be deployed to match local circumstances, strengths and needs;
- facilitate links between schools and employers where that is required;
- develop and support online tools to assist children and young people, teachers and practitioners, parents and carers and employers;
- work with practitioners to develop other resources and support materials;
- continually improve the skills and knowledge of their staff to a high level and support the professional learning of teachers and practitioners as appropriate;
- offer direct support to schools through the availability of Career Advisers at P7/S1 transition to assist with transition planning for young people and ensure that they are registered on *My World of Work*;
- offer group sessions in line with schools' arrangements for option choices and be available for a session with young people and their parents/carers during option choices; and
- offer 'drop in' clinics for young people as well as a 1-2-1 session appropriate to their needs and ongoing support for young people at risk of not finding a positive destination or finding decision-making particularly difficult.



Expectations

Employers

This standard recognises that the nature and extent of employers' contributions must be manageable and realistic and that there is not a one-size fits all approach. Any employer contribution, no matter how modest, is valued and this flexible approach can be agreed and coordinated at a local/regional level. The *Guidance on School/Employer Partnerships* will support this activity.

Employers will:

- work in partnership with schools and local authorities drawing on the knowledge and experience of DYW Regional Groups in helping to coordinate employer engagement;
- co-design and co-deliver learning experiences in schools as appropriate to inform children and young people about industry sectors and job types;
- engage with young people and schools through visits, presentations, mentoring and the provision of work placements;
- engage in systematic review and development as part of the process of continuous improvement;
- collaborate with teachers and practitioners to:
 - create and support opportunities for career-long professional learning related to their sector and industry;
 - help inform children and young people about the relevance, growth and attractiveness of industry sectors, employment possibilities and progressive career options;
 - develop learning experiences and opportunities for children and young people that actively challenge stereotypes and advance equality of opportunity including those most at risk of disengaging;
 - develop children and young people's understanding of employer/employee expectations and work behaviours; and
 - support children and young people's readiness for the transition to work including recruitment procedures.



Guidance and support

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.

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.

Local authorities have provided support for schools in a range of different ways providing useful packages of materials and supported the development of local partnerships as well as assisting with work placements. Within local authorities, the commitment to this area of work is very strong and will continue.

Education Scotland, Skills Development Scotland and local authorities will work with other partners such as the General Teaching Council Scotland (GTCS), The Scottish College of Educational Leadership (SCEL), universities and other training providers to offer support and opportunities to engage in and reflect upon professional learning about career education. This will be based on good practice and will be supported by materials and guidance drawing on what is working well for young people.

The DYW Regional Groups will offer support as outlined in the section on Expectations and in line with the *Guidance on School/Employer Partnerships*.

This document will sit alongside the suite of resources available from Education Scotland, Scottish Government and Skills Development Scotland. Some examples include:

[Building the Curriculum 4: skills for learning, skills for life and skills for work](#)

(Scottish Government 2009)

Work Placements Standard (September 2015) www.educationscotland.gov.uk/developingtheyoungworkforce

Guidance on School/Employer Partnerships (September 2015)

<http://www.gov.scot/Publications/Recent>

[Career Information. Advice and Guidance in Scotland: A framework for service redesign and improvement](#) (Scottish Government 2011)

[Career Management Skills Framework for Scotland](#) (SDS, 2012)

[Skills for Scotland: A Lifelong Skills Strategy](#) (Scottish Government, 2010)

[Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth](#) (Scottish Government, 2010)

Glossary of terms

Career Adviser – a professionally qualified member of Skills Development Scotland who provides information, advice and guidance and, through a coaching approach, helps develop career management skills, including lifelong learning.

Career Education – is a process of learning, designed to help young people to develop the knowledge, confidence and skills they need to make well informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work. Successful career education supports the acquisition of the whole range of knowledge, skills and attributes that contribute to the four capacities within *Curriculum for Excellence*.

Career Information, Advice and Guidance (CIAG) – a combination of opportunities designed to enable individuals to prepare for and make effective decisions about their future in learning and in the labour market including through personalised support.

Career Information – provision and use of a range of resources to enable users to develop a better understanding of occupations, employment types, sectors and employing/learning organisations, current and future employment, training and educational opportunities.

Career Advice – is a process, delivered individually or in groups which helps individuals access and interpret relevant career information.

Career Guidance – is a process, delivered individually or in groups which helps individuals to gain a clearer understanding of their career development needs and potential through the successful understanding and application of their career management skills. This includes the use of techniques and tools which focus on personal challenge and growth.

Career Management Skills – align with the experiences and outcomes of *Curriculum for Excellence* and enable individuals to apply the skills to:

- develop personal awareness around likes, dislikes, strengths and weaknesses;
- gather, interpret and analyse career, learning and labour market information;
- explore options in learning and work and relate this to personal priorities and strengths; and
- take action to build a career pathway.

DYW Regional Groups – employer led groups whose purpose is to encourage and support more employers to engage with education and to employ more young people.

Practitioners at all levels – includes all staff working with children and young people in early learning and childcare, primary, secondary and special schools, colleges, private training providers, third sector providers, social work, community learning and development and other specialist learning providers including secure and residential settings.

Appendix: 'I can' statements

The entitlements for children and young people are supported by the following illustrative statements. These are not exhaustive and can be used by all partners to support the development of a progressive and inclusive approach to career education. These statements can be used as a basis for dialogue with children and young people to agree what success could look like.

By end of Early Level: the pre-school years and P1, or later for some.

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths and my next steps.
- I can develop ideas and take part in projects to make things.

By end of First Level: to the end of P4, but earlier or later for some.

- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.
- I can recognise that there are different ways to get a job.
- I can talk about the types of jobs that interest me.
- I believe I can succeed in any area of work.
- I can talk about my strengths, interests and skills and show evidence of my progress.
- I can set goals and work towards achieving them.
- I can adopt different roles when running a business.



By end of Second Level: to the end of P7, but earlier or later for some.

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

By end of Broad General Education (BGE): S1 to S3, but earlier for some.

- I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
- I can identify my interests, strengths and skills and use them to make informed choices.
- I can manage my profile, share it appropriately and justify my choice of evidence.
- I can choose a blend of subjects, courses and experiences to enable my career pathways.
- I can extend and use my networks to find and apply for opportunities that match my interests, strengths and skills.
- I can access advice and support to help me make informed choices about further learning and opportunities.
- I can demonstrate diverse thinking when exploring learning opportunities and pathways.
- I can understand and consistently demonstrate the behaviours an employer looks for in a good employee.
- I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise.
- I can investigate and assess ethical issues in business and trade decisions.

Senior Phase: S4 to S6, and college or other means of study.

- I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.
- I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.
- I can work towards achieving qualifications which support me to achieve my future career aspirations.
- I can share, evaluate and evidence my skills for learning, life and work to help me make successful future choices and changes.
- I can draw appropriately on evidence from my skills profile to help me complete application forms, create CVs and when practising interview techniques.
- I can describe all aspects of typical recruitment and selection processes and how to best prepare for and manage these.
- I can consistently demonstrate the skills, attributes and behaviours needed to sustain and progress my career.
- I can identify and access support networks that will help me into a positive and sustained destination beyond school.
- I can assess the opportunities and challenges that entrepreneurship/self-employment can provide as a career option including financial and legal aspects.
- I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment.



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