

Response ID ANON-RJB4-3CFR-Z

Submitted to Skills delivery independent review: call for evidence
Submitted on 2022-12-22 15:38:23

Part 1 - Scotland's Skills Delivery Landscape

1 If there was one thing you would like to see change in how our skills landscape is structured and delivering, what would it be?

Please give us your views:

We would like to see clearer pathways and points of referral for young people leaving school. The skills landscape is complex and difficult to navigate for parents/carers and indeed young people themselves.

When we take calls on our disabled students' helpline from a parent of a young person with ASN leaving school, asking about options beyond college and university, there is no one clear point of contact we can refer them to or use ourselves as a starting point for research. It's confusing to understand what initiatives like the Young Person's Guarantee and No One Left Behind actually entail, how to access them, who is delivering them across different areas and how they specifically tailor to meeting the needs of young people with ASN, especially those with more complex needs.

We would like to see a central resource that is for parents/carers and young people, guiding them and advising them on the different options. The Employability in Scotland website though useful, is geared towards professionals rather than beneficiaries. It is also difficult to understand the services available and how to access them on individual local authority websites, with a huge amount of inconsistency around the level of information available. There is also no clear guidance on the additional provision being provided by charities and private training providers across different areas. A list of pathways with providers and criteria/eligibility and what is covered for each area and how to access the programme would be helpful, similar to the previous Youth Employment Action Plans, but more accessible for parents/carers and young people. This information could potentially be hosted on the My World of Work website.

As recommended by the Scottish Transitions Forum in their Principles of Good Transitions, it is vital that young people and parents/carers are provided with clear guidance and information and at as early a stage as possible, to support with planning a positive and successful post school transition.

2 Thinking about the vision in the Terms of Reference for a system that is simple, people-focused and built on collaboration, how well are we doing against that vision just now?

Please give us your views:

Please provide specific examples of success in the work of public agencies or the private/third sector.:

Please provide specific examples of elements that don't work, are confusing or need to be improved.:

3 Thinking about the different national agencies and partners involved in skills delivery, are there areas where more clarity is required about roles and responsibilities or where you think the balance of responsibilities should be changed?

Please give us your views:

The Adult Learning Strategy was published in 2022 and the effort involved key national agencies and partners who are heavily involved in skills delivery. The Strategy outlines key actions for systemic change to improve the learning and skills offer for learners.

4 Thinking about how our economy and society is changing and the Scottish Government's ambitions for a skilled workforce as set out in the National Strategy for Economic Transformation, do you have any evidence on where the current skills and education landscape needs to adapt or change and how it could be improved?

Please give us your views. Please provide evidence to support your answer.:

5 Can you provide any evidence of skills structures in other places that are delivering outcomes in line with Scotland's ambitions which Scottish Government should look to in achieving its ambitions?

Please give us your views:

Part 3 - National Occupational Standards

10 Do you have any evidence on how the current arrangements for National Occupational Standards are delivering against the intended ambitions of the National Occupational Standards Strategy?

Please give us your views:

No evidence about how the current arrangements for NOS are delivering, but the CLD Standards Council are reviewing standards at the moment and to note a new NOS for Adult Educators is under development.

<https://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/>

11 Do you have any evidence to support how changes to the delivery landscape for developing and championing National Occupational Standards could support the ambition for National Occupational Standards to be the foundation of vocational training and learning in Scotland?

Please give us your views:

Part 4 - Upskilling and Reskilling

12 Do you have any evidence to demonstrate how the existing delivery arrangements for upskilling and reskilling, including the specific funding programmes, are impacting on outcomes for learners and/or industry and sectors?

Please give us your views:

The Adult Learning Strategy for Scotland details key actions which would support system change and improve delivery arrangements for upskilling and re-skilling. It seeks to explore how the No One Left Behind approach and emerging employability policies and practices could be embedded within adult learning provision. It would benefit learners and referrers if it was clearer what opportunities people could take up to upskill and reskill. This is one of the ambitions of the Adult Learning Strategy.

The My World of Website offers young people the opportunity to make direct contact if you want to speak to someone and there are some broad sources of support including wellbeing. The adult services section of My World of Work does not connect with direct support. If you are an adult there seems to be the expectation that you can independently access and navigate web based adult services and make informed choices about your career. However, some adults lack the confidence, literacy and other skills needed to access web based platforms, independently navigate options, make informed choices and take next steps. The current arms length approach to adult careers services via the web portal assumes confidence and skills, it excludes people who lack confidence and motivation and who need support.

13 Do you have any evidence about what measures, if any, should be in place to understand the quality of national skills programme delivery funded by public investment through independent training providers?

Please give us your views:

14 Thinking about the government's ambition to optimise the existing system for upskilling and reskilling throughout life, do you have any evidence to support how changes to the delivery landscape could help to achieve this ambition?

Please give us your views:

The Adult Learning Strategy sets out an action plan as a framework to optimise the existing system for upskilling and reskilling to help achieve this ambition. One of the key actions within the Adult Learning Strategy is to evaluate the effectiveness of existing systems for Recognition of prior learning. RPL promotes a culture of lifelong, life wide learning as well as individual pathways towards further learning and employment.

In our view the SCQF is a key framework which provides a universally understood value of learning for people and employers throughout their working lives. As a question of fairness, some people who are comfortable learning at SCQF levels 1 to 4 may benefit from additional support to navigate abstract information. In practice there is no additional weighting in place which would enable adults to get more support if they wanted or needed this.

Part 5 - Sector and Regional Skills Planning

15 Thinking about the overall ambition to ensure that the skills and education system is aligned to local, regional and national skills priorities, what aspects of the current delivery landscape are working well to support this ambition?

Please give us your views:

16 The Auditor General recommended that the Scottish Government take urgent action to deliver improved governance on skills alignment. Do you have any evidence to support whether the current arrangements are likely to deliver progress?

Please give us your views:

17 Do you have any evidence to indicate how changes to the delivery landscape could better deliver the vision for a system which is agile and responsive to future needs and where labour market insights can inform strategic provision planning?

Please give us your views:

18 Do you have any evidence to demonstrate the success of Skills Investment Plans or Regional Skills Investment Plans on sector and regional skills outcomes?

Please give us your views:

19 Thinking about the current delivery landscape, how well is it structured to deliver the Scottish Government's ambitions for a just transition to net zero?

Please give us your views:

In our view, the current delivery landscape for skills exclusively uses the terms 'work' and 'careers'. Some people are ready to look for work but in our experience there are still many people who want skills and who may progress into work, but at the point of entry need an access pathway which is not labelled for careers or work. There is no alternative national coherent alternative broader 'guidance' pathway for people seeking guidance about skills development which is not related to work. For there to be a just transition, not just a transition to net zero, we think that the language around careers could be revisited and a clearer pathway for those who are not yet ready for work, but who are ready for skills. This report from the RSA seeks to reframe skills away from industrial skills towards wider inclusion and wider society. Rebalancing adult learning - RSA report - RSA (thersa.org) <https://www.thersa.org/reports/rebalancing-adult-learning-report-rsa-ufi>

Part 6 - Careers and Young People

20 Do you have any evidence to inform how the new Careers by Design Collaborative could be embedded within the wider education and skills system and delivery landscape to enable the recommendations of the Careers Review to be taken forward to ensure people can access the advice, information and guidance that they need?

Please give us your views:

21 Alongside Careers information, advice and guidance, do you have any evidence to demonstrate what additional support young people, including those from marginalised groups, might need to develop their skills and experience to prepare them for the world of work?

Please give us your views. Please include details about who you think should be responsible for providing this support.:

More personalised, flexible needs-based support for young disabled people is required. Services need to build capacity, upskill staff, and develop programmes that are inclusive of disabled people. We know from our helpline that not all local authority areas have specialist provision for young disabled people who are not ready to 'prepare for work' but still have the capacity to develop new skills. Provision for disabled people with more complex needs is limited outside of college, which is not always the right environment for them.

Parents tell us that social care settings also do not meet these young people's educational needs, so it is vital an improved offer in the skills landscape is developed for this extremely marginalised group.

Disabled people also need support to acquire new skills in areas like using assistive technology for independence, using the internet to take part in everyday life, travel training to access their community and social skills to reduce isolation and prepare for being in a work environment. However, the current skills landscape in Scotland does not cater to these needs. There is a significant gap in provision from when young disabled people leave school to when they are expected to be ready to move into work. The current offers do not take into account the extended time and support young disabled people may need before work preparation can be considered. We would like to see the commissioning of skills and training services that are co-designed by parents/carers and young disabled people themselves. A mix of charities, private training providers and local authorities can be delivering these services, the key is that they have the expertise and capacity to develop their staff's confidence in supporting disabled people.

About you

What is your name?

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Are you responding as an individual or an organisation?

Organisation

What is your organisation?

Organisation:
Lead Scotland

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

Publish response with name

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you

again in relation to this consultation exercise?

Yes

I confirm that I have read the privacy policy and consent to the data I provide being used as set out in the policy.

I consent