

**Developing the Young Workforce  
Scotland's Youth Employment Strategy  
Implementing the Recommendations of the Commission for Developing Scotland's Young Workforce 15 - 16**

<p style="text-align: center;"><b>Schools</b></p> <p style="text-align: center;"><b>Work Relevant Learning from 3 – 18</b></p>	<p style="text-align: center;"><b>Colleges</b></p> <p style="text-align: center;"><b>A Valued and Valuable Choice</b></p>	<p style="text-align: center;"><b>Apprenticeships</b></p> <p style="text-align: center;"><b>Access to Work Based Learning for All Young People</b></p>	<p style="text-align: center;"><b>Employers</b></p> <p style="text-align: center;"><b>Their Investment in the Young Workforce</b></p>	<p style="text-align: center;"><b>Equality</b></p> <p style="text-align: center;"><b>Developing the Talents of All Our Young People</b></p>
<p><b>During 2015-2016, we will see:</b></p> <ul style="list-style-type: none"> <li>• An increase in uptake of vocational qualifications available to those in the senior phase</li> <li>• An increase in the quality and number of strategic partnerships between local authorities, schools, and colleges, to widen the offer to young people in the senior phase</li> <li>• DYW programme reflected in college outcome agreements and curriculum planning</li> <li>• DYW programme reflected in local authority strategic plans</li> <li>• Mechanism to influence community plans is established</li> <li>• Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners to support young people in B3 to learn about finding, applying and getting a job</li> <li>• Relaunch My World of Work website with a greater learner focus linked to career pathways</li> <li>• Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners on the world of work aimed at ages 3-18</li> <li>• A new standard for work experience in place in schools</li> <li>• Lessons from Scottish Funding Council early adopter activity regions disseminated widely</li> <li>• Scaling up of the foundation apprenticeship pathfinders to other local authorities</li> <li>• Engagement with young people, teachers and practitioners, parents and employers to actively promote the range of options available</li> <li>• Expansion of wide range of qualifications included in Insight tool</li> <li>• A quality assurance review for the careers service as part of a continuous improvement regime is in place</li> <li>• Agreed standard for careers guidance for all young people including those who require additional help and support is in place</li> <li>• Education Scotland publish an expert review of My World of Work</li> <li>• The establishment of Regional Invest in Young People Groups working in partnership with local authority education teams across Scotland</li> </ul>	<p><b>During 2015-2016, we will see:</b></p> <ul style="list-style-type: none"> <li>• Publication by Scottish Funding Council of an analysis of the commitments made by colleges in their 2015-16 outcome agreements – including plans to develop senior phase vocational pathways in all regions</li> <li>• A plan from Scottish Funding Council to enhance college engagement in Community Planning Partnerships</li> <li>• Young people benefitting from better work-related learning experiences</li> <li>• Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners</li> <li>• College outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities</li> <li>• Scottish Funding Council develops a strategy to promote the value to employers of engaging with colleges</li> <li>• Early adopter activity evaluated and lessons inform the development of college outcome agreement guidance</li> <li>• Capacity building to support enhanced employer engagement in the college sector</li> <li>• Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments</li> </ul>	<p><b>During 2015-2016, we will see:</b></p> <ul style="list-style-type: none"> <li>• Advanced apprenticeships model designed working with University of the Highlands and Islands and Strathclyde University Engineering Academy</li> <li>• Foundation apprenticeship pathfinders undertaken in other local authorities;</li> <li>• Model and funding profile for MA expansion programme developed</li> <li>• STEM expansion plan produced as part of wider expansion plan</li> <li>• MA supervisory board meets for the first time with an initial focus on evaluating current MA processes and advising on where expansion activity is best focused</li> <li>• Modern Apprenticeship Group formally reviewed to ensure model for developing MA frameworks remain fit for purpose</li> <li>• Targeted MA campaign activity developed</li> <li>• Early assessment of engineering foundation apprenticeships pathfinder activity</li> <li>• Education Scotland quality assurance of MAs pathfinder begin</li> <li>• Pre-apprenticeship access pilot launched for those not in school and from the labour market</li> <li>• Support to small and medium enterprises to incentivise participation in MA programme developed</li> <li>• Easier access to Modern Apprenticeship vacancies available through My World of Work</li> </ul>	<p><b>During 2015-2016, we will see:</b></p> <ul style="list-style-type: none"> <li>• Industry led Regional Invest in Young People Groups established across Scotland</li> <li>• New services provided to growth companies by the enterprise bodies</li> <li>• Introduction of Regional Selective Assistance (RSA) conditionality where appropriate</li> <li>• A revised approach to the Scottish Government's recruitment incentives established with local authorities and other partners</li> <li>• Regional industry led groups established across Scotland</li> <li>• Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment</li> <li>• Lead body identified to support recruitment of young disabled people</li> <li>• Good practice in public and private sector procurement in relationship to the development of the young workforce identified and promoted</li> <li>• Development of options for introduction of voluntary levies in sectors experiencing skills shortages</li> <li>• Integration of the activity of Regional Invest in Young People Groups and that of Investors in People Scotland in the promotion of the Investors in Young People accolade</li> <li>• Education Scotland capacity building activities and approaches to external evaluation are more informed by the needs of employers</li> <li>• Education Scotland curriculum, learning and assessment groups will include industry representation</li> <li>• Guidance on school-industry partnerships established with input from local authorities and the National Invest in Young People Group</li> </ul>	<p><b>During 2015-2016, we will see:</b></p> <ul style="list-style-type: none"> <li>• Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners</li> <li>• Targeted Modern Apprenticeship campaign activity developed</li> <li>• Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment. Lead body identified to support recruitment of young disabled people</li> </ul>

# Milestones

2017/18: All colleges offering vocational options to the majority of secondary schools in their region.

2018/19: All secondary schools will have active partnerships with regional colleges.

COA – ‘evidence of well-developed partnerships’..

Vocational course options available across all schools.

2019/20: COA – regional curriculum.....informed by schools, authorities, employers.

# Setting direction

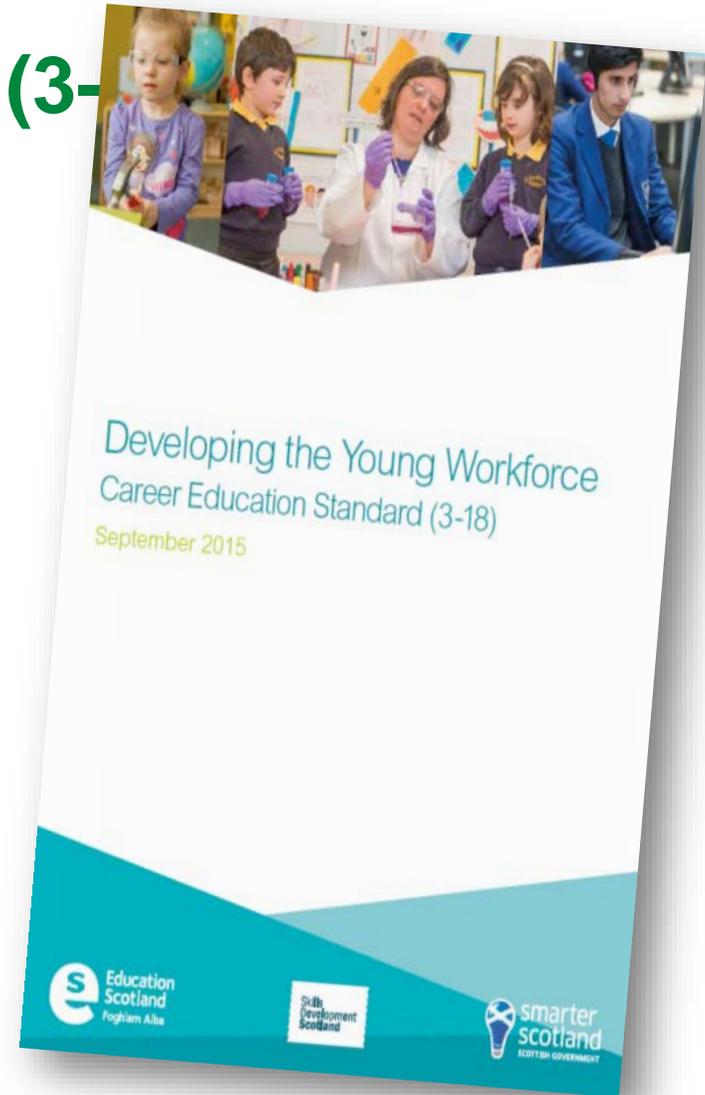
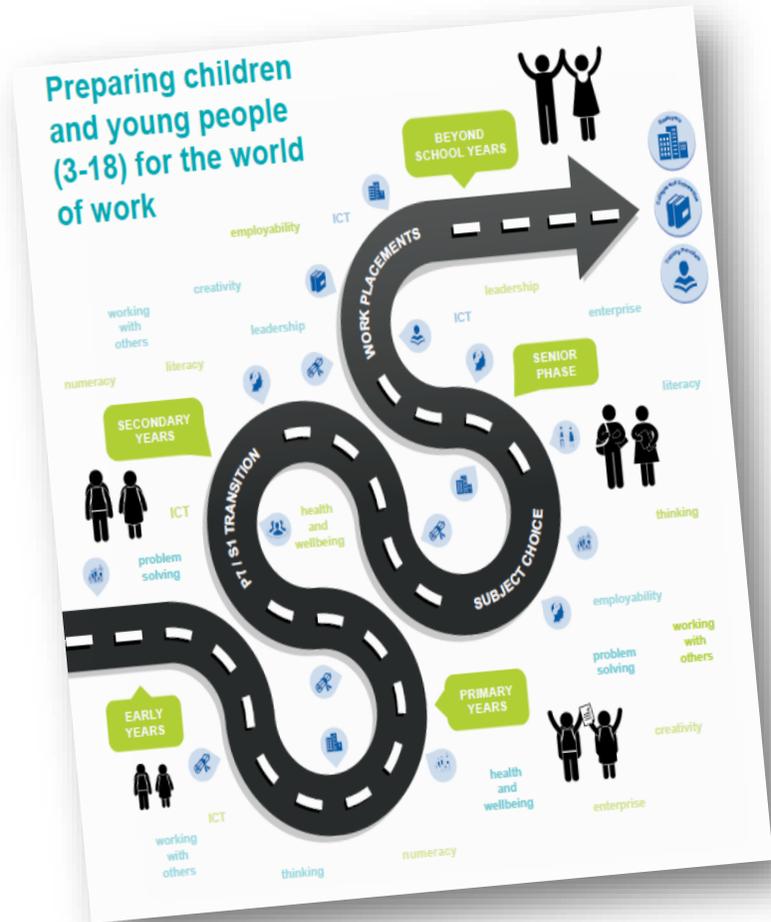
## Specifics

- Career Education Standard 3-18
- Work Placements Standard
- Guidance on school/employer partnerships

## Cross – cutting

- Equalities
- STEM
- Capacity building

# Career Education Standard (3-

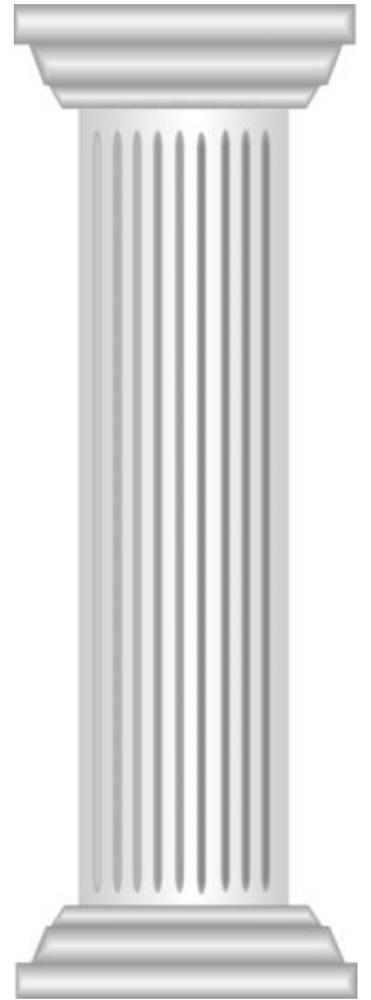
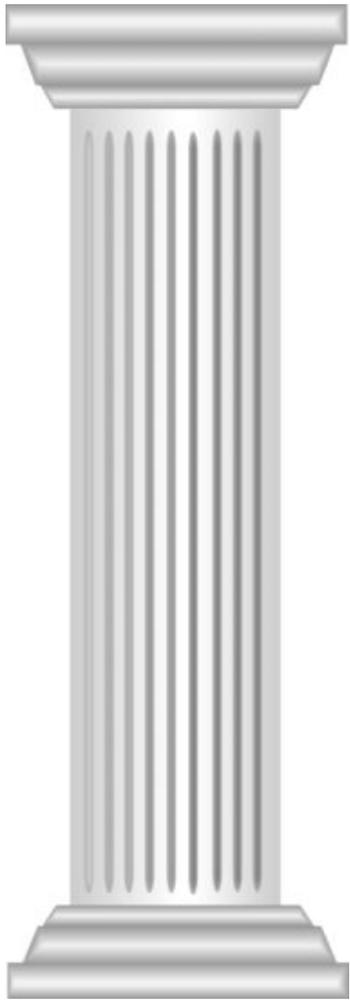


# Ambition

- **All** children and young people access the entitlements defined on page 8 of the Careers Education Standard 3-18
- **All** teachers/practitioners plan learning for children and young people informed by their entitlements.

## Education

## Economy



# Curriculum areas & key skills sectors

- Expressive arts
- HWB
- Languages
- Num & maths
- RME & RERC
- Sciences
- Social studies
- Technologies



- Early Learning & Childcare
- Food & Drink
- Tourism
- Financial Services
- Construction
- Engineering
- Chemical Sciences
- Energy
- Life Sciences
- Digital technologies
- Creative Industries

# Findings from review of Career Education Standard, Work Placements Standard and school/employer guidance – March 2017

- Senior staff awareness of standards and guidance
- Vision, planning and coordination
- Allocation of senior school staff to DYW lead roles
- Increased employer engagement and links with schools
- SDS careers staff located in school
- Establishing DYW groups/clusters
- Engagement with colleges

# Areas for development

- Slow pace of implementation
- Alignment of current activities with CES/WPS
- Teaching staff use in teaching and learning activities
- Poor pupil awareness
- Employer awareness of guidance and WPS
- Work placements – traditional and availability
- Provision of vocational pathways and column choices

*“Most practitioners indicated that they incorporated learning about the world of work in their learning and teaching. This was not always obvious to learners.”*

END

## successful learners

### with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

### and able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

## confident individuals

### with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

### and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

## four capacities

## To enable all young people to become

## attributes and capabilities

## responsible citizens

### with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

### and able to

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

## effective contributors

### with

- an enterprising attitude
- resilience
- self-reliance

### and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

## **Building the Curriculum 3 (2008)**

### **All children and young people are entitled to experience:**

- a coherent curriculum from 3 to 18
- a broad general education, including well-planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, life and work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

**KPI3 baseline (13/14): 7%** school leavers had one or more vocational qualifications at SCQF 5 or above

# Linking the curriculum to the world of work



# Learning pathways for all (transition)

From the early years children show clear progression in literacy, numeracy & across curriculum areas and have been enabled to make connections between their learning and the world of work. They have made links between their own developing skills and those used in the workplace.

From the early years they have been able to challenge barriers to future career choices such as gender bias. Their parents and carers share their aspirations and understanding of future options with them.

# Learning pathways for all (transition)

Each young person entering 1<sup>st</sup> year arrives with a sound understanding of her/his own skills and attributes, a developing awareness of the options open to them over the next six years and the choices they can make, an expectation to see through a senior phase that meets their needs and aspirations

- and the anticipation of securing positive and sustainable employment.

Transforming lives through learning

# Guiding principles

- ◆ **Policy context**
- ◆ **Working in partnership**
- ◆ **Young people as the clients**
- ◆ **Operating environment**
- ◆ **Working with localities**
- ◆ **Attention to the 'how'**

# Schools: capacity building

1. 14/15: set direction, align and clarify messages
2. 15/16: products, promotion, alignment, testing
3. 16/17: promotion, development, testing, evaluation
4. 17/18: promotion, development, embedding, evaluation
5. 18/19: promotion, development, embedding, evaluation
6. 19/20:
7. 20/21:

# Career Education Standard



Design and Launch of the Career Education Standard



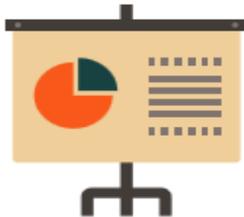
Project, Strategic and joint SDS/ES and ScotGov teams established



Identification of 36 demonstrator schools, rollout to all demonstrator schools in 15/16  
Rollout to all schools in Scotland 16/17



New Service offer designed with supporting documentation, presentations and guidance documents produced



Roadshows to every Area Manager, Team Leader, Careers Adviser, Careers Coach and Work Coach involved in the delivery of the school offer (approx. 400 people)



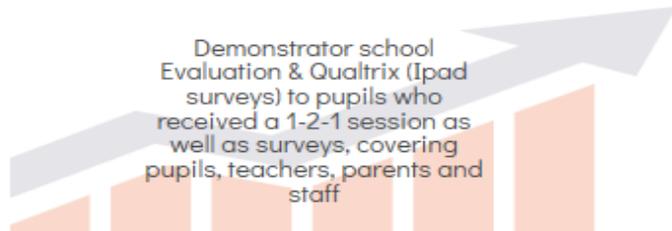
Parents Resource pack & 4 nutshells (guides in conjunction with NPFS) and one parents offer leaflet produced, printed & distributed to schools



4 Learning modules created for teachers (in conjunction with Education Scotland);  
Intro to Career Education Standard  
Intro to LMI  
Intro to CMS  
Intro to My Wow



Enhancement of My Wow subject choice tool & introduction of Skills Pathways  
Design, development and launch of the younger digital offer incorporating 3 online tools and a P5-P7 friendly platform and user account system



- Number of self assessments undertaken 1<sup>st</sup> April 2016-31<sup>st</sup> March 2017 – 16 CIAG
- Number of Education Scotland external reviews completed 1<sup>st</sup> April 2016-31<sup>st</sup> March 2017 – 5 CIAG
- Education Scotland Reviews: % of grades good or above for: a) CIAG – 100% good or above

# EA: Sample of progress

- Fife: expectations placed on all 3-18 leaders
- Aberdeenshire: plans in place to train PTs guidance and DYW in CES and WPS
- Moray: strategic plans in place involving all schools
- North Lanarkshire: staff training in place
- Highland: training of S6 YP to work with S1 using CES “I can” statements.
- North Ayrshire: self-evaluation work re standards ongoing in schools.

# General Inspection: secondary (9)

- **Some of the areas from inspections of emerging good practice include:**
- The aim of increasing positive destinations is included in most School Improvement Plans - enables supported implementation within the context of increasing workload for teachers.
- Almost all schools have an increased awareness of the expectations within DYW, CES, WPS and are beginning to develop strategies to overtake these.
- Some schools have developed strong employer partnerships and some partners have very good understanding of their role within schools. Others are at an earlier stage of these developments but they have a good understanding of how to take this forward.
- All schools have evidence of Skills for Life and Work in specific areas of their curriculum. Some are at a more advanced stage of this journey and are using skills frameworks to develop skills across the curriculum. In a few schools ,they are now tracking this and including skills in pupil profiles to better engage learners in awareness of their own skills.
- The entitlement in the CES to recognise the rights of the child is being developed in many schools through the Rights Respecting Schools approach to including UNCRC across the school. A large number of primary schools and small but growing number of secondaries, are developing this approach.
- Achieving better connectivity between education and the world of work is evident across almost all secondary schools. Some schools have built strong links with employers whilst others are at early stages in this development. The links with Regional DYW groups is not yet evident in schools.

- Most secondary schools are aware of the need to build a culture of partnership with employers although there is little evidence as yet, that employers are being involved as co-investors and co-designers within schools, rather than simply customers.
- A few schools have close links with their Chamber of Commerce who are supporting leavers and work placements.
- SDS partnership agreements are enabling schools to link well with SDS in supporting young people. Some schools are using this more effectively than others to deliver positive outcomes. There is a variable picture of Modern Apprenticeships and their uptake. Foundation Apprenticeships are being studied in a few schools.
- The Work Placement Standard is not yet being implemented within schools, with the previous model of a work experience week for all S4 remaining as an interim approach. There are however, some good examples of a more personalised approach to bespoke work placements, generally for S6 learners.
- In the best examples of school college partnerships there is considerable support for implementation by the Local Authority. In a few cases, transport links were funded enabling large numbers of young people to take up places in college. This enabled much more flexible learning pathways. In other schools, location and distance were barriers proving to be very challenging in supporting partnerships between school and college.
- A few schools have links with Employability groups to support leavers as well as work placements.

I feel the impact you're achieving is potentially deeper and broader in many aspects than what's gone before – and I've been around a long time!

Angela Gardner, Informed Scotland.

March 2016

# Making a difference?

Having been professionally engaged in all comparable central government-driven education-industry initiatives since the 80s(TVEI, E&EI, EBPs, DtS) I can say with confidence DYW is having the greatest impact –enabling ‘real’ change in schools. The progress on economically-driven vocational education, work placements, career education and senior phase progression pathways is well beyond anything recorded over the past thirty years

.....

The joint SG-LA DYW model has been collaborative and fruitful and is certainly worth progressing.

Iain Stewart, Education & Children’s Services, Comhairle nan Eilean Siar. March 2016