

Commission for Developing Scotland's Young Workforce

Interim Report

Foreword

We have pleasure in presenting The Commission for Developing Scotland's Young Workforce Interim Report.

In the first 8 months of the Commission, we have focused on the importance of significantly enhancing vocational education in schools through partnership with colleges, the opportunities presented by the enlarged regional colleges, and the increasing importance of quality apprenticeships to higher skilled, modern employment opportunities.

The economic outlook in 2013 is starting to look more positive. As Scotland emerges from recession the type of jobs available to help drive economic growth will be in sectors that demand a higher level of skills. The labour market is changing and while some areas of lower skilled work will grow between now and 2020 the majority of jobs created will be highly skilled roles. These skills can be developed by our young people following a range of pathways.

We believe our proposals are ambitious and challenging, but based on evolving good practice and thus can be implemented without significant additional funding and phased in over a fairly short period of time. An appropriate title for our school/college vocational initiative would be "attainment for all", enriching school education with clearer and more open routes for all young people, and a healthy mix of academic and vocational studies and qualifications with the emphasis on quality and employability.

To ensure there is no misunderstanding, we believe Scotland has deservedly an acclaimed higher education sector. This is good news, but not within our remit. What our report is clearly saying is that we must now place the same focus on significantly enhancing our vocational education to achieve the same acclaimed status.

There's also a very strong focus in our report on the importance of business and industry working with schools and colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice with the opportunity to develop knowledge, experience and skills appropriate to the regional and national employment opportunities.

In its second phase, the Commission will undertake an in depth investigation into how to encourage employers, many of whom are passive consumers of education, to develop more partnerships with schools and colleges to achieve our vision of an ambitious and motivated, highly skilled, well qualified, work ready, young workforce for Scotland. We will also explore how more employers can be encouraged to employ young people as they come out of education.

I would like to thank and pay tribute to all those who have so constructively contributed their time and advice to the Commission, particularly in schools, colleges, Local Authorities, businesses and the relevant Government departments and agencies, providing significantly consistent comments and views over the last few months.

We're looking for constructive reactions and feedback from this Interim Report which will guide our thinking towards the final report which we intend to present to Ministers not later than April 2014. (Feedback please directly to youngworkforcecommission@scotland.gsi.gov.uk by 31st October at the latest).

We have been impressed by the many examples of good practice across Scotland which have clearly influenced our thinking and we have included a selection of these at the end of this report. We are also publishing a summary of our evidence base and a summary of the responses to our Consultation exercise. Both of these documents can be accessed at <http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandseyoungworkforce>.

Sir Ian Wood

Introduction

Scotland needs and has the potential to secure a highly educated, skilled and well-motivated young workforce able to compete with any in Europe and ensure Scottish business and industry grows in stature at home and abroad.

Yet we are currently in a situation where, every morning in Scotland, tens of thousands of young people wake up, unemployed, believing their community doesn't need them.

To bridge the current reality to the aspiration, the Commission for Developing Scotland's Young Workforce is tasked with making recommendations to ensure Scotland produces better qualified, work ready and motivated young people with skills relevant to modern employment opportunities both as the employees and entrepreneurs of the future. This is a challenge to our education system, and to business and industry who must become much more actively engaged in youth employment and education and provide quality employment opportunities to a lot more young people.

The economic outlook is starting to look more positive and, as Scotland emerges from recession, the type of jobs available to drive economic growth will be in sectors that demand a higher level of skills. This changing labour market will see low growth in the areas of lower skilled work with the majority of jobs created between now and 2020 being highly skilled roles¹.

A highly skilled workforce is therefore the keystone in delivering tomorrow's growth. This means raising skills level across the board, but also tilting the balance of skills towards those sectors of competitive advantage that will be at the heart of a successful industrial strategy for Scotland.

The current 77,000² unemployed 16-24 year olds is actually showing an improving trend in Scotland, but it represents an unemployment rate of 19.1% among young people against 7.2% in the working age population. This anomaly is consistent with the fact that only one in four Scottish businesses employ people directly from education.³

There are a small number of countries in Europe where this situation is significantly better and these countries have two things in common:

- A well-developed, highly valued vocational education and training system which starts in the secondary school, offers clear progression routes beyond school and plays a central part in the overall education system; and

¹ UKCES Working Futures 2010-2020: main report August 2012

² Source: ONS Labour Force Survey, April-June 2013

³ In the last 2-3 years 27% of establishments recruited leavers from Scottish education. Source: UKCES Employer Skills Survey

- Significant and widespread employer commitment to vocational education and youth employment as part of the development of quality jobs across the economy.

The Commission has had a unique opportunity to look across post 16 education in schools, colleges and Modern Apprenticeships and to develop recommendations which will serve young people and our economy for years to come.

Scotland has deservedly an acclaimed higher education sector but a key factor in our recommendations is that we must move on from our ingrained and frankly ill-informed culture that somehow vocational education is an inferior option. We believe that the implementation of our recommendations will raise the standard and status of vocational and further education and contribute to this important cultural change.

Thus, in 21st century Scotland, both academic and vocational education are critically important and we need to develop high quality vocational education leading to industry relevant qualifications alongside academic studies.

This and other of our deliberations and conclusions have been influenced and facilitated by a number of important changes already under way:

- The Curriculum for Excellence in Schools seeks to embed the development of broader skills across schools, colleges and other providers and provides more flexibility in the senior phase (S4-S6) school curriculum.
- The move to larger regional colleges with more focus on regional labour markets and a greater emphasis on employment outcomes.
- Much greater focus on the value of employed Modern Apprenticeships in meeting the industrial challenges of the 21st century with more and more employers seeing it as a way to respond to the skills demands of the modern economy.

The Opportunities for All commitment to offer a place in learning for all 16-19 year olds not in employment, education or training.

These are important drivers for change on which our recommendations can be built. We are proposing an evolutionary step from already established good practice involving schools, colleges and other training providers in the delivery of vocational education in different parts of Scotland. Our proposals don't require time consuming, expensive restructuring of the education system, but a better use of the facilities and resources we already have to ensure that, in the senior phase of Curriculum for Excellence in schools, realistic and ambitious vocational pathways and destinations open up for youngsters alongside academic pathways.

So we are building on well-established school and college sectors and a growing appreciation of the apprenticeship route. We have employer recognised qualifications, underpinned by a credit and qualifications framework that supports

progression and flexibility, and an emerging skills planning system which should enable the alignment of the whole education and training system with labour market opportunities.

Following this deliberate focus on the education and training side of our remit in this first half of the Commission, we will concentrate more on the role of business and industry in the second half. To realise Scotland's vision, employers in Scotland must change from being passive to active consumers of education, working much more closely with schools and colleges to ensure their future workforce has the right skills, work orientation and motivation for the challenge of building Scotland's economy in the 21st century.

We will look to develop further recommendations to better realise the very important contribution employers must make to the education of our young people and to youth employment. We will seek to do this in a way which helps industry see the relevance for the development of their own current and future workforce and, at the same time, recognises their contribution to the success of our society and economy.

Another important stage in the second half of our study will be a focus on equality issues and we will look to make meaningful recommendations to improve employment outcomes in relation to gender, disability and ethnicity.

Interim Recommendations

Schools

It is clear that Scotland, and indeed the UK, have traditionally focussed on academic education and school performance measures have reinforced this. An oft repeated assertion from many of those contributing to our deliberations was that our education system has largely focussed on 50% of the pupils i.e. those with academic aspirations.⁴ We also know that those with the lowest levels of qualification are at the greatest risk of unemployment.⁵

A consistent theme in discussion with many parents was that those pupils not academically orientated going into 4th year school don't want to leave school because there's no jobs, but see no pathway nor destination, and drift, with no real purpose, fast becoming bored and frustrated.

This doesn't have to be the case. The introduction of Curriculum for Excellence in primary schools and in S1-S3 is already making a difference as a new approach to teaching and learning is helping pupils to develop many of the skills and attributes they will need to be successful in their working lives.

⁴ 47% of young people leave school with qualifications below Higher level. Source: Scottish Government attainment statistics.

⁵ 4 out of 10 young people who attain qualifications at SCQF level 3 or below become unemployed upon leaving school. Source: Scottish Government attainment and school leaver destination statistics..

Curriculum for Excellence by its nature provides the opportunity for a more balanced and inclusive approach to academic and vocational education with the potential to blend the two to the needs of individual pupils.

We can however go further. Through ambitious partnership between our schools and colleges, many of our young people not inclined to pursue an academic pathway could leave school with high level vocational qualifications which have strong currency in the labour market. By significantly enhancing the vocational content of the offer to pupils, we would follow the example of the best performing European countries in terms of youth employment without splitting young people off into separate streams at school age.

Recommendation 1: Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other providers. Their delivery should be explicitly measured and published alongside other school performance indicators.

- Over the course of the senior phase young people should have the option to study for a National Certificate from S4 onward and where appropriate to progress onto a Higher National Certificate in S5 and S6 alongside academic subjects. Other qualifications with labour market currency should also be included in the range of vocational qualifications offered.
- Within the senior phase, young people should also have the option to commence training and education which is relevant and contributes to Modern Apprenticeship frameworks and helps prepare meaningfully for entry into a Modern Apprenticeship including some course credit.
- The development of the new Senior Phase Benchmarking Tool and Scottish Schools Online should make the delivery of vocational qualifications with labour market currency, work experience opportunities and progress into post-school vocational destinations and employment explicit indicators of success for all schools.
- Schools should have senior staff resources dedicated to the co-ordination of vocational education in the senior phase, liaison with colleges, and the promotion of college education and apprenticeships to pupils and parents.

The delivery of our suggested approach would take place between schools and colleges with the latter providing the significant vocational education input. Where new schools are being developed and where well-developed vocational facilities do not already exist nearby, facilities for the delivery of vocational education should be considered. Vocational education could also potentially be delivered in a wider variety of settings including employers' facilities and private training centres in some circumstances.

The divide between senior school and early college in vocational education has always been somewhat arbitrary and, at least partially reducing it, will lead to more young people emerging earlier in life with relevant vocational qualifications, possibly alongside more academic qualifications, to better prepare them for further and higher education, apprenticeships and other training whilst making them more attractive to employers as they move into the labour market.

Young people could also embark on some elements of the Modern Apprenticeship frameworks as part of a wider range of vocational studies before they leave school and thus would be much better prepared for a Modern Apprenticeship. Completing the early non-workplace content of Modern Apprenticeships means the young person leaving school could go straight into the workplace based phase and achieve the relevant credit. We believe this would be particularly attractive to those SMEs who currently don't take on apprentices. This approach would also help young people better understand the apprenticeship opportunity alongside other options before they leave school.

To support this change, the new Senior Phase Benchmarking indicators being introduced should explicitly measure pupil attainment in vocational qualifications with labour market currency alongside more academic qualifications.

Recommendation 2: 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.

- By the end of S3 all pupils should have a demonstrable understanding of the process of finding, applying for and successfully getting and sustaining a job. If it supports delivery, consideration should be given to offering the SQA Employability Award from S4 onward.
- Initial teacher training and continuous professional development should include modules which help teachers deliver a broader understanding of employment and enterprise as part of the Curriculum for Excellence Broad General Education and the senior phase.
- Additionally, programmes should be developed in partnership with industry to provide teachers who will lead our schools in future with a wide ranging understanding of industry and careers.
- Schools should have a dedicated senior resource focused on developing partnership activities with business and industry aimed at providing meaningful work experience opportunities, careers advice and a range activity exposing pupils to enterprise and the world of work in schools. This should be part of long term partnerships between schools and industry which we will cover in the second half of the Commission.
- There is a strong case to provide careers advice and knowledge of the world of work significantly earlier than the present S4 onward. Skills Development

Scotland, working with schools and local authorities, should aim to provide some early careers advice and world of work knowledge in S1 and S3 prior to the subject choice towards the end of S3.

- Education Scotland's new involvement in evaluating the quality and effectiveness of careers services in our schools and of the implementation of the modernisation programme is very important and progress on this should be a priority.

A good understanding of the world of work and employment opportunities available is fundamentally important to all young people, irrespective of the educational and career pathways they choose. This needs to start earlier and be delivered in a way which inspires and excites young people. It must also be sustained and focused throughout young people's education, helping them to manage their careers, develop skills to secure employment and succeed in the workplace.

Within this, the approach to work experience needs to be developed to allow young people to have a richer experience of the workplace. For those young people who have already formed a clear set of career aspirations, a meaningful exposure to the requirements of their chosen field related to their studies will better prepare them for success. For those who are less certain about their future career, a range of experiences will help provide them with a good basis on which to make decisions. We will explore this issue more with employers in the second half of our work.

Teachers have an important role to play – not as a replacement for careers advisors – but in helping young people understand and develop the skills required to successfully prepare for employment. This needs to be covered in teacher training. Skills Development Scotland also has an important role in terms of helping teachers better understand the modern labour market and providing resources and materials to support the delivery of career management skills in schools.

Beyond this an ambitious high-level programme of fellowships for future school leaders, co-designed with industry and sponsored by some of our leading companies could, over time, bring greater knowledge and appreciation of the requirements of the world of work into schools.

The need for meaningful and effective career advice is of fundamental importance. It is clearly too early to properly assess the effectiveness of the modernisation of the careers services. This aims to combine the use of My World of Work, the development of Career Management Skills, support and engagement from industry, the development of Skills for Work within Curriculum for Excellence, and, over time, helping teachers better understand the world of work. As this comprehensive new approach moves forward there should be continuous monitoring of the feedback from young people and their parents and a strong focus on how the strengths and interests of the individual can best be employed.

The current model should be adapted to provide careers advice and knowledge of the world of work earlier and we suggest this might be done in S1 and S3 prior to the subject choice and then again in S5. Additionally, close contact must be maintained with parents who can significantly influence career choices.

Colleges

Scotland's colleges play an important role in helping young people of all backgrounds and abilities develop skills that are vitally important to our economy while exposing them to the more independent and self-reliant environment of college education. They cover a wide spectrum from their distinctive and significant contribution to higher education through the development of higher level applied technical skills to engagement with those young people furthest from the labour market. The option of full-time college education plus the range of options offered by colleges for those in work are critical elements of Scotland's education system.

The regionalisation of Scotland's colleges provides a significant opportunity for the sector to continue to enhance the perception of college education. Larger colleges will be well placed to play a key role in the planning and delivery of education within their regions, in the development of highly valued vocational education pathways starting with school pupils and leading onto higher education, apprenticeships and employment, and in the development of advanced skills in evolving centres of excellence

In this interim report we focus on how colleges can make a wider ranging impact in other parts of the education system and on how the Regional Outcome Agreements⁶ should support the transition of students from college into employment.

Recommendation 3: Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.

- Colleges must play a key role in significantly enhancing vocational education in the senior school phase through partnership with schools.
- Colleges, which account for almost 1 in 5 young higher education students in Scotland, should, with the increasing need for higher level technical and associate professional skills in the changing labour market, be encouraged to develop this distinctive contribution, including more focus on the STEM subjects.
- A commitment to ongoing quality improvement in the delivery of vocational education should be at the heart of all Regional Outcome Agreements. This

⁶ Regional Outcome Agreements set out what colleges plan to deliver in return for their funding from the Scottish Funding Council.

should be assessed rigorously by Education Scotland and should be a key performance indicator within Regional Outcome Agreements.

- Regional colleges' contribution to the delivery and development of Modern Apprenticeships and their performance within the programme should be a key element of the overall regional college performance assessment.

As we have outlined in earlier recommendations, colleges can play a vital role in delivering meaningful vocational education to young people in the senior school phase. By doing this consistently across the country, we can set many more young people on pathways to rewarding employment, either directly or through subsequent higher level study, while allowing them to continue to pursue some academic studies. This role needs to be reflected explicitly in Regional Outcome Agreements.

The quality of college provision is critically important to helping young people develop the high level vocational skills they will need to succeed in employment. Attention to improving this on an ongoing basis will help drive up attainment and will improve the status of vocational education in schools and colleges.

Colleges are well placed to contribute to the delivery of high quality Modern Apprenticeships which respond to the evolving needs of Scotland's economy. Their participation in Modern Apprenticeships should be encouraged and they should compete alongside the best performing private sector training providers.

Recommendation 4: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.

- As Regional Outcome Agreements evolve, a primary focus on employability, employment outcomes and engagement and partnership with industry and economic development services should be brought to the fore in the development of a meaningful and measurable set of performance indicators.
- Using regional and sectoral labour market information and knowledge of developments in the local economy, college provision should demonstrably and increasingly be tailored to meet local and regional labour market demand on an ongoing basis. This should be reflected in Regional Outcome Agreements.
- College provision should be increasingly industry facing with significant elements of work experience and, where that is not practical, work simulation built into all courses.
- Colleges should work with the Community Planning process and regional business and industry to address the short, medium and long term skill requirements.

- Colleges should focus on communicating the value of college education directly with young people, parents, schools and employers through the development of transparent, publicly available accountability frameworks which build on Regional Outcome Agreements.
- Colleges across Scotland should focus on building stronger relationships with business and industry through whose participation in college governance, provision of work experience and careers advice, collaboration in curriculum development, the development of real life business projects for students and the input of industry to teaching, will be critical to success. This should be included in long term partnership agreements between colleges and industry, an issue we will cover in the second half of the Commission's work.
- Colleges, the Funding Council, Skills Development Scotland and providers of employment services should work together to develop student employment search services as part of the standard offer of support to students and employers within the new regions.

Achieving good employment is the primary motivation of college students and improved employment outcomes should be at the heart of college performance success.

Colleges cannot control labour market conditions but there are a number of clear steps they can take to support their students into employment. Better alignment of the college courses with labour market demands, building work experience into courses and greater support for students seeking employment are all important steps in improving the employment prospects of their students.

A greater focus on clearly demonstrating the quality and impact of college provision to young people, parents, employers and their wider communities will improve the understanding of colleges' critical contribution to Scotland's economy and the development of our young workforce.

Schools and Colleges working in partnership

Recommendation 5: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.

The Scottish Government, Local Authorities and Regional College Boards all have a critical role to play on this agenda. By setting a high level strategic commitment to the development of improved vocational pathways starting in the senior school phase, they will empower those working at an operational level to collaborate on key issues such as coordinating activity, aligning timetables, resource allocation and the delivery of effective vocational pathways for their area and region. The current

review of the college funding methodology will make an important contribution to this work.

This work should be informed by local, regional and national economic development activity, regional and national skills assessments, and significant input from industry. This in turn should form the basis of decisions on who addresses what and where. Above all, joint planning of vocational pathways needs to deliver the flexibility required to meet the needs of young people and employers.

There will be additional costs in the transition phase of moving to the delivery of meaningful vocational opportunities in schools working in partnership with colleges. This will occur as the changes are introduced and school-based learners participate earlier on the NC and HNC programmes in the first three years. The college throughput in this transitional period will increase accordingly. This will disappear after the three year transition period when there should be potential for reducing existing costs in the senior phase at school or at least allocating resources to other outcomes.

There could be some additional college costs for a good news reason i.e. it's probable with the vocational pathway beginning in fourth year school, there will be significantly more NC and HNC qualifications as well as more demand from young people for HND all of which would enrich Scotland's young workforce.

The Scottish Government, local authorities and regional college boards should work together to reach an early agreement on the resourcing of transitional costs. If the increase in vocational qualifications and educational attainment results in better outcomes for the students, these costs will be fully justified in terms of increased productivity and reduced costs relating to unemployment and its consequences⁷.

Modern Apprenticeships

Modern Apprenticeships are unique within the education system. They are built on a relationship between the employer and the employee and provide the basis for skills to be handed down through the generations. Essentially they are a vehicle for workforce development.

The number of Modern Apprenticeships has grown in recent years across a wide range of trades and sectors with many young people choosing to move into employment and continue their education. Now that it has been established that a higher number of employed apprenticeships can be sustained, Modern Apprenticeships in Scotland are at an important stage in their development.

⁷ The estimated annual benefit cost of 100 unemployed young people is £500,000 per annum. Source: *The Cost of Youth Unemployment*, ACEVO Commission on Youth Unemployment (2012)

Alignment with the opportunities of economic growth, the creation of progression routes, quality improvement and increasing the number of employers offering Modern Apprenticeships are all key elements to their further development. It is also important that industry take a broader role in the development, promotion and leadership of Modern Apprenticeships.

Recommendation 6: Modern Apprenticeships should be aligned with the skills required to support economic growth

- Skills Development Scotland should lead a targeted marketing campaign toward employers in those sectors of the economy which offer the best long term prospects for young people and with a particular focus on STEM opportunities. This should include SME's and be co-ordinated in partnership with training providers, colleges, sector skills councils, local authorities, the enterprise agencies and other stakeholders.
- Information from the emerging skills planning system, underpinned by robust industry led Skills Investment Plans and Regional Skills Assessments, should increasingly and transparently be used to inform the allocation of Modern Apprenticeship opportunities across the economy.

Through Modern Apprenticeships, the Government is investing directly in the workforce in partnership with employers themselves. To date the growth has been across the labour market at a range of job levels with only limited specific focus on the key sectors identified within the Government Economic Strategy.

Now is the time to more actively target Modern Apprenticeships towards supporting economic growth and areas of the labour market where the long term prospects of young apprentices are greatest.

Recommendation 7: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.

- A national online Modern Apprenticeship application service should be developed in which all employers and prospective apprentices should have the option of participating.
- Skills Development Scotland should actively work with and challenge employers to develop new models to deliver higher level Modern Apprenticeships up to and including degree level on a more significant scale across the economy.
- To help young people and employers better understand and navigate Modern Apprenticeships, different levels should be clearly branded while continuing to be operated and regulated as part of the single programme.

There has been consistent concern about the difficulty many young people face in accessing a Modern Apprenticeship. It shouldn't be difficult to set up a relevant service to aid young people seeking an apprenticeship and to help employers looking to recruit. Indeed, the third sector organisation Apprenticeships in Scotland, led by young people themselves, already provides a template for such a service.

At the basic level, the apprenticeship should provide young people with meaningful work based skills training, but there should also be opportunities for progressing to higher levels⁸.

For example, within Engineering, demand for higher level skills developed in the workplace is growing and there's clear progress from the trades/craftsmen apprentice to the technician to the professional engineer. Similarly, apprenticeships are now being offered to develop associate and technical skills in accountancy and likely in the legal profession with young people trained to graduate level professional standards.

In future there should be more focus on Modern Apprenticeships at level 3 and above, with more higher level frameworks being encouraged in line with the move toward demand for higher skills across the economy. Opening out more progression routes beyond level 3 will make Modern Apprenticeships more attractive to a wider group of young people while providing a wider range of models to employers seeking to build their future workforce.

Skills Development Scotland, employers, their representatives, professional bodies, sector skills councils, training providers, colleges, universities and the Scottish Funding Council should work together to develop innovative approaches to deliver new higher level apprenticeship options.

The term Modern Apprenticeships is still applied across the wide variety of different in-work training programmes and there is a case to introduce branding to help young people and employers differentiate between different apprenticeship levels. Thus rebranding the present levels 2, 3, 4 and 5 apprenticeships should be considered in partnership with industry, with industry's needs to the fore.

In the same way as we believe there is a need for Scotland to rethink and recognise the huge value of vocational education there's also a strong case for a rethink on the status and value of apprenticeships. Introducing clearly understood and rewarding progression routes to levels equivalent to higher education qualifications should help.

Recommendation 8: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.

⁸ Returns from qualifications increase significantly at SVQ levels 4 and 5 compared to lower levels. Source: Annual Population Survey.

- A Scottish Modern Apprenticeship Supervisory Board should oversee the detailed strategic development and promotion of Modern Apprenticeships in Scotland.
- The Modern Apprenticeship Group which approves frameworks should report to the Supervisory Board.
- Education Scotland's remit should be extended to include inspection and quality improvement of the delivery of Modern Apprenticeships.

At present much of the detailed development of Modern Apprenticeships lies in the hands of funding and delivery bodies. While Ministers should continue to set the high level parameters of the Modern Apprenticeship programme and Skills Development Scotland should continue to lead on procurement, there is a need to bring much more industry leadership and involvement to the strategic and detailed development of the programme and to its promotion to industry.

A supervisory board drawing its membership from senior business leaders, the trade unions, Skills Development Scotland and the Scottish Qualifications Authority should be tasked with this role. The board should collaborate with Industry Leadership Groups, the Joint Skills Committee of SFC and Skills Development Scotland and others to ensure that the development of Modern Apprenticeships is in line with wider economic and educational requirements. The new board should also look at how the process of setting up Modern Apprenticeship frameworks can be speeded up and made more flexible without impacting on quality. Finally board members should act as ambassadors for Modern Apprenticeships.

Delivery of Modern Apprenticeships does not currently feature a formal external quality assurance and improvement process. This is at odds with the rest of the education system and thus the proposal that this should be included in the Education Scotland remit. Clearly work-based learning is very different from education in schools and colleges and the inspection and quality improvement model should take account of this.

Recommendation 9: If employers can be encouraged to offer significantly more good quality apprenticeships, the Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.

If adopted, we believe our recommendations could increase demand for Modern Apprentices among employers and would further enhance the value of the apprenticeship route in the eyes of our young people and their parents. Within the current target of 25,000 starts in each year of the current Parliament, the steps we recommend would further increase the overall value and status of Modern Apprenticeships in the short to medium term.

In the longer term we can see potential for further growth. Clearly this would require additional funding, and growth would need to be carefully planned to protect the quality of Modern Apprenticeships. It will also be important to take steps to minimise the bureaucratic burden on employers and training providers.

Any future growth should be focussed at higher levels (level 3 and above). Furthermore, while we see value in adult apprenticeships in a range of contexts, we would suggest that any future growth is focussed on 16-24 year olds where the long term returns are likely to be greatest.

While we have focussed on Modern Apprenticeships in line with our terms of reference, other work-based learning and training options are also important and should be encouraged.

More Choices More Chances

Young people who are at risk of disengaging from education at an early age or who have already done so are supported through the third sector, community learning and youth organisations, businesses, colleges, training providers and local authorities. This area has been the focus of work in the past by The Smith Group and others.

Throughout this report, our recommendations are focussed on providing attractive and meaningful pathways for all young people toward and into employment. We believe that those at greatest risk of disengagement should be no different.

Recommendation 10: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focussed on helping young people engage on the labour market relevant pathways that we have highlighted.

- As part of Opportunities for All pre-employment training must focus on supporting young people along pathways which will help them compete in the labour market.
- As part of Opportunities for All, Skills Development Scotland should work with colleges and other training providers to develop a meaningful national Access to Apprenticeships programme for young people who are not in education or employment. The volume of places on this programme should be linked to anticipated employer demand for apprentices with guaranteed interviews for successful participants.
- Building on existing good practice, local authorities should adapt the activity agreement approach for those aged under 16 who have disengaged from education or at high risk of doing so. This should focus on re-engagement with mainstream pathways.

In many cases structured mechanisms such as Activity Agreements underpin work to support those young people who have disengaged from education. Activity agreements see young people aged 16-18 who have left school signing up to an individualised learning plan aimed at helping them re-engage with post 16 education and moving toward and into work.

This approach has an impressive success rate. However some young people at risk of disengaging before the age of 16, such as Christmas leavers, might benefit from an earlier intervention of this nature.

Science, Technology, Engineering and Maths

While it is difficult to accurately predict the future direction of the economy and the labour market, we can be confident that higher level skills and knowledge of science, technology, engineering and maths (STEM) will be increasingly important in the years ahead. This is already happening within industries which rely on expertise and proficiency in the STEM subjects, but will occur across the whole labour market and certainly in the key economic sectors identified as having the greatest growth potential in the Government Economic Strategy.

Recommendation 11: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.

- Within their strategic partnerships, each local authority and college regional board should make STEM a priority within their plans to develop vocational pathways.
- The Scottish Government, working with the proposed new Apprenticeship Supervisory Board, should ring-fence a proportion of all Modern Apprenticeship starts for STEM frameworks. This proportion should be significant and should be above the current level. These STEM apprenticeships should be actively promoted to employers and young people.
- Consideration should be given to providing meaningful incentives to encourage young people and employers to engage in STEM Modern Apprenticeships and STEM vocational qualifications. Ringfencing a proportion of modern apprenticeship places and encouraging a greater focus on STEM within colleges could help this.

Tangible steps to improving the popularity of STEM education are only achieving limited success. While there is often strong support to encourage more young people into STEM related subjects and jobs, a co-ordinated and sustained effort across all parts of the vocational education system will be required to impact significant change.

Quality improvement

Recommendation 12: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.

In support of our recommendations, Education Scotland has a key role to play. It is critically important that the education inspection, review and quality improvement regime takes account of the needs of industry. In moving forward, Education Scotland must be significantly informed by a good understanding of the demands of the modern labour market in providing its comprehensive national overview of strengths and areas for improvement in Scottish education.

As the changes we recommend are implemented, it will also be important that Education Scotland shares good practice in the areas we have highlighted between schools and colleges across the country.

Contribution, involvement and benefits to business and industry

For too long, too many businesses in Scotland have been passive consumers of the education system and not really engaged with those responsible for developing our young workforce.

Most employers don't recruit directly from the world of education – many of them simply complain that young people coming out of education are ill prepared for work. The Commission believes this has only limited truth, and anyway the self-interest of business and industry must be to participate and help achieve the best in the quality of our school and college education and preparing young people for work.

All businesses of any size should have an Invest in Youth policy and show more interest in the process of education and training as key consumers of the output. Investing in our young people makes real economic sense and enhances the quality of our next generation of employees.

This report already recommends that schools and colleges must enhance their commitment to developing relationships with business and industry. This should be mirrored by industry. There should be a move away from ad hoc initiatives and support to longer term partnerships with shared objectives agreed up front and plans to achieve them over a period of time.

The partnership business plan could include – business adopting a school, providing meaningful work experience, assisting with vocational equipment and resources to schools and colleges, larger companies encouraging their supply chain to develop a youth policy, participation in regional college boards and sector skills councils, encouraging some of their employees, particularly younger ones, to spend time in

schools working with young people, inviting teachers to spend time with businesses to better understand the industry, and there's many more.

The Commission recognises that smaller employers will struggle with some of this agenda and we must maximise the extent to which various approaches are SME friendly and larger businesses can play a key role in supporting SME's in delivering youth employment policies.

It is also clear that financial incentives to support wage costs can make a difference to smaller businesses, but the process must be simple to access and user friendly.

With the different employment prospects and patterns round the country, developing Regional Invest in Youth initiatives will probably be most successful and there are already some blueprints on the ground.

For all of these reasons the next phase of our investigation will look at how employers can be encouraged to engage more in these initiatives, commit to more apprenticeships, develop a comprehensive Invest in Youth policy and provide more employment opportunities for young people leaving education.

Examples of Good Practice

Across Scotland and beyond there are already many examples of good practice and collaboration that will support the implementation of the Commission's recommendations. This section illustrates from within the Commission's remit, some of the innovation and initiative being successfully developed and implemented from across the regions.

Employability in schools

Calderglen High School – East Kilbride

Calderglen High School received an excellent inspection in December 2012, which flagged their partnership working. It highlighted a major focus on skills development throughout the Broad General Education and Senior Phase and strong partnerships and noted that a key strength of the school's curriculum is the extensive range and high quality of contributions from partners which provide inspirational learning experiences for young people. A number of these partnerships are with employers, including Dogfish Mobile Ltd, the Scottish Environmental Research Centre, Santander and The Optical Factory.

Staff across the school actively seek out partners to work with and many involve parents' places of work. Partners show a clear understanding of their role in supporting and developing young people's skills for life and work and are involved in planning, delivering and evaluating learning in and out of the school. They feel that the school is very committed to working with partners in a sustained way to meet a range of learners' needs.

Lenzie Academy

A.G. Barr's Food and Drink Challenge provides an insight into the entrepreneurial skills required to operate a successful business programme by encouraging young people to take responsibility and ownership of the challenge.

The project demonstrates the innovative and creative manner in which the pupils have developed a business plan that places teamwork, decision making, assessing risk, literacy, numeracy, health and wellbeing, technologies and leadership at the very heart of its objectives. This successful business project has enabled the pupils to develop entrepreneurial skills in a relevant, challenging and enjoyable manner whilst raising their aspirations in the wider context of skills for learning, life and work.

Interaction Project East Ayrshire

East Ayrshire Council has provided all 9 of its secondary schools with additional funding to support the development of enterprise hubs within the schools. This is

called the Interaction Project and is a project which covers all 9 secondary schools and involves S3 pupils.

The project is a follow on from the Council's Business Enterprise Fund which was designed to make school leavers more ready for the world of work. Interaction has S3s identify and respond to the specific needs of their school, leading to the design and construction of built structures or objects. The project promotes problem based learning, and has pupils collaborate with local businesses and education partners including Kilmarnock College and Glasgow School of Art.

S5 and S6 pupils act as mentors, with the Glasgow School of Art Widening Participation Team working with them. In addition to the project's own objectives, the aim is also to secure a number of business partners for each school who will provide amongst other ongoing relationships, work experience opportunities.

Part of the funding has been used to establish a Business and Skills Centre in each school to target the sectors of the economy identified by the Scottish Government as growth sectors.

Ayrshire Chambers Work Experience Programme

The 3 Ayrshire councils have contracted Ayrshire Chamber of Commerce and Industry to deliver school work experience. The Chamber acts as an intermediary between schools and local employers to identify and deliver work experience opportunities across Ayrshire.

For most schools this has involved young people having the option to go out on a week-long work experience placement in S4. However the programme is developing to allow for more flexible, longer term placements linked to the senior phase of Curriculum for Excellence.

LifeScan Scotland Bridge To Employment

LifeScan Scotland, a medical device company based in Inverness, in partnership with a range of partners, developed a comprehensive and ambitious Bridge To Employment (BTE) program that seeks to promote a positive attitude to education and, ultimately, increase the number of students attending institutions of further and higher education.

To achieve these goals, the site works with students attending six secondary schools within LifeScan's "Travel to Work Area:" (Inverness Royal Academy, Invergordon, Millburn, Grantown, Alness, Fortrose). To make the most impact, the site offers a broad spectrum of activities that increase in intensity and duration over the course of three-years.

In Year 1, the site worked with teachers and employees to develop Teacher Placement programs and company tours that align with key aspects of the schools' curriculum. LifeScan also hosted a "BTE Road Show" at each school, where Science, Technology, Engineering and Math Ambassadors from LifeScan talked about their career paths and encouraged students to get involved with the BTE program.

In 2009-2010, 70 fourth-year students were selected to participate in "STEMINARS" (STEM Information, Navigation and Revision Sessions). Held at Inverness College/UHI, the 18-week course set the STEM subjects in context and included information on related careers. The STEMINARS also included a team-based, STEM-related, competitive project. STEM Ambassadors—recruited from a number of local businesses—helped with each session.

BTE students also participated in a variety of further education tasters and employability skills workshops. To engage and inform parents, the site also offered parent information sessions. In the final year of the program, the site will offer a core-group of fifth-year BTE students (30-36 students) a variety of job shadowing opportunities. BTE students will also participate in targeted further education tasters, employability skills workshops, and mentoring from LifeScan volunteers.

Renfrewshire Chamber of Commerce

Renfrewshire Chamber of Commerce engages in a range of educational and youth employment activities. All schools in the area are members of the Chamber via a council education department partnership agreement. The Chamber has key contacts at every school who are responsible for employability and works with them to help build relationships with local businesses and support them on industry related events & visits. In addition the Chamber is working with local schools to get enterprise more into the curriculum.

Employer events in schools are organised around a broader approach than simple talks from employers. Pupils have to research the companies in advance, prepare questions and interested pupils get to visit the business after they have been to the school for work experience where possible. Employers focus on not just who the company is and what they do but also the skills, qualifications and attitudes they are looking for and what it takes to succeed. Where possible the Chamber asks participating employers to bring along young people who have joined the company recently. Teachers are encouraged to attend Chamber events to learn more about enterprise and engage in an out of the school environment.

The Chamber is also involved in a wider range of youth employment initiatives including Young Enterprise Scotland and Renfrewshire Council's Invest in Renfrewshire initiative which is aimed to help tackle youth unemployment and support the local economy.

West College Scotland – Work Placements For Learners With Additional Support Needs

Young people with additional support needs are supported by West College Scotland through work experience. The students are given maximum support to enable them to make choices and to participate in meaningful placements, and challenging learning and teaching with a strong focus on developing skills for life and work. The programme aims to:

- Develop an understanding amongst young people of the world of work and the skills required to sustain employment or training.
- Support Curriculum for Excellence by providing a practical base from which to deliver opportunities to encourage participants to become successful learners, confident individuals, responsible citizens, and effective contributors.

Young people work closely with experienced adults who act as role models and who support the young people in a mentoring role in their work placements. Enable Scotland is one provider that offers support in the workplace, and this has proved to be invaluable in terms of young people sustaining employment. A wide range of employers also offer training, work placements and employment. The young people are encouraged to make their own decisions and choices of programmes and work placements. Working alongside adult role models and with local employers helps the young people to have a clearer understanding of the world of work beyond the classroom.

Senior phase vocational education

The East Lothian Hospitality & Tourism Academy

The East Lothian Hospitality & Tourism Academy is a joint initiative between Edinburgh College, East Lothian Council, Queen Margaret University and a number of leading employers. The Academy aims to provide young people in schools with the educational building blocks and work experience needed to prepare them for the range of employment opportunities in the sector. The pupils selected visit leading employers to gain work experience, see demonstrations from industry experts and get the opportunity to study both at college and at university while still being able to stay at school.

For those young people who attend the Academy with the aim of accessing a degree in hospitality and tourism, they are able to complete an HNC in Hospitality with Edinburgh College over two years while still at school. This HNC will be done alongside their Highers study in S5 and S6. On successful completion, they will be able to progress to year 2 of the Hospitality and Tourism degree at Queen Margaret University.

Due to its initial success, the Academy has received an additional funding from the Scottish Funding Council to support its expansion. This will see up to 1200 young people enter into specialist academy training in their chosen field of employment whilst they are still at school. The collaborative model will be rolled out across more secondary schools in East Lothian, Edinburgh, Midlothian and the Scottish Borders and new academies in Health and Social Care, Food Technologies and the Creative Industries will be developed.

West Lothian School/College Partnership

In 2013/14 West Lothian College is piloting two full HNC's with schools for engineering and computing. If successful this would see young people achieving two Highers and a full HNC by the end of S6. The subject areas chosen are aligned with economic development priorities in the area.

This builds on a wide ranging school/college partnership within West Lothian. A campus model is well established within which academic and vocational opportunities are offered between the 11 secondary schools and the college. There are around 500 learners from schools on a range of vocational programmes alongside more traditional academic subjects

North Lanarkshire Councils Vocational Education in School

Vocational education contributes to young people's learning journey by offering them a work related experience within near work environments before their formal 16+ offer of learning. The aim is to add to these high quality opportunities for learners by increasing the number of areas which have been adapted to allow for school-based delivery of vocational education.

The courses offer opportunities for learners to acquire skills through a variety of practical experiences that are linked to occupational standards in a particular vocational area, and are delivered in partnership with Cumbernauld, Coatbridge, Oatridge and Motherwell colleges and a range of other providers. As a result, by the end of June 2013, over 2200 pupils in 57 specially adapted facilities across 24 mainstream and 7 special schools (including 2 annexes) were able to follow a wide range of vocational courses in the Senior Phase of Curriculum for Excellence.

This in-school delivery allows for greater flexibility and maximises the capacity of the number of pupils undertaking a vocational option. Furthermore, it endorses the principle that vocational education is part of mainstream comprehensive provision. The Council's commitment to offering young people the opportunity of undertaking a vocational course within the school setting has received national and international recognition.

Attainment in vocational courses has continued to increase year on year. In school session 2006/07 only 54% of pupils completed their vocational courses successfully. By 2012/13 the figure rose to 91.8%, the highest achievement rate to date.

The Quality Improvement Service, with partner organisations, have identified progression pathways from all vocational courses. Ensuring young people are given a breadth of experiences and opportunities will allow for a more informed choice before entering a sustained positive destination. For example, Early Education and Childcare is offered alongside other subjects within the first year of the Senior Phase at SCQF Level 4, leading to Level 5 and 6 through to Degree level studies at university. All of the subjects are linked with cross curricular work experience certification awarded through the National Progression Award in Enterprise and Employability. Furthermore, opportunities are being further developed to include National Certificates as a progression opportunity in the Senior Phase of learning.

With a focus on secondary schools offering school leaver positive destination opportunities within the school, two establishments now offer a Professional Cookery Modern Apprenticeship. The opportunities are available to young residents of North Lanarkshire aged between 16-18 years. It allows young people to join North Lanarkshire Council for a period of one year, gain practical work experience and undertake a Level 2/3 vocational qualification. The successful apprentices are members of the school staff and work within the specially adapted vocational professional kitchens.

Banff & Buchan College

In response to demand from local employers for qualified engineers, the college works closely in partnership with local secondary schools to deliver an HNC in mechanical engineering to senior pupils. The college and the schools have adopted flexible timetabling arrangements to support pupils from rural areas.

The HNC programme helps pupils improve their understanding of industry related practices and approaches and discover potential employment opportunities in the oil and gas sector. The HNC programme also provides helpful support and practical application of theory-related Higher subjects such as physics, maths and chemistry which most pupils are studying at school.

Successful pupils are fast tracked into the second year of a college HND programme and can potentially benefit from articulation agreements developed by the college with Aberdeen University and Robert Gordon University.

Perth City Campus

The establishment of a campus approach in Perth City originally sought to improve access to Advanced Highers across the four secondary schools in Perth (Perth High,

Perth Academy, Perth Grammar and St John's Academy) and the desire to offer young people a wider range of subjects.

As well as this work to increase provision of Advanced Highers, the council and schools are also looking at their wider achievement opportunities and vocational routes, such as HNCs, for young people in S5 who won't be doing 5 Highers.

In terms of the actual model, a shared timetable has been developed across the four schools and Perth College with Tuesday and Thursday afternoons dedicated to the campus work. As well as Advanced Highers provision, a range of Virtual Learning opportunities have also been specifically developed for the Council, which are aimed at developing young peoples' wider skills and achievements and are intended to compliment the national qualifications, while responding to local economic/employment needs.

These e-courses include: social media, childcare, web developer, pathway to law, pathway to medicine, beginners Spanish and beginners Mandarin. These will be available to all Perth and Kinross Secondary Schools not just the four in Perth.

Dundee City Campus

The approach in Dundee started off as a way of addressing resource issues and inequalities in provision of Advanced Highers across schools in the city (some offering choice from 13, some offering none). It was also driven by a desire to address major differences in way they were being delivered. The campus operates on two afternoons a week in a University of Dundee building and schools and the college have developed a common timetable.

The college is also offering more places for Skills for Work qualifications in S4 and Highers not covered by schools (eg psychology) in S5. Dundee are also planning on introducing HNCs over S4/S5 (subjects to be decided but will respond to economic need and areas not covered in schools).

Borders College School Plus Programme

The School Plus Programme gives learners the chance to attend Borders College to study a subject not available to them in school. Pupils attend College for a day, or other agreed amount of time, per week, and will learn skills that could help in their future career. They also experience a more adult place to learn.

Taking part in a School Plus course will give pupils the opportunity to widen their experience of education and to be taught by specialist staff using specialist equipment and materials. The School Plus Course could help pupils choose their future career or subject to study after school.

At present the School Plus courses include:-

- Childcare
- Rural Skills
- Horticulture
- Personal Presentation
- Fashion & Clothing
- Construction
- Motor Vehicle Maintenance

Glasgow Colleges Strategic Partnership

A North East Glasgow sector approach to vocational provision within the senior phase of CfE is being developed in partnership with Glasgow colleges. A common approach to timetabling means young people from all 10 North East Glasgow secondary schools can access a wide choice of vocational options at one college. The approach is being developed in the context of regionalisation with additional colleges joining.

Moray

Secondary schools have agreed a common school day across all schools to facilitate joint working and the provision of enhanced progression routes for learners. All secondary schools have 30 period weeks. All schools have developed plans for an S4-6 curriculum template. The local authority is involved in a range of partnership working in particular with Skills Development Scotland, Moray College, council providers, Job Centre Plus and the third sector and a closer alignment with economic development and the business sector.

Moray's Employment Action Group provides a key forum for bringing the partnership together. As CfE senior phase embeds there is a greater focus in schools on promoting sustained destinations for all, improved data and information sharing and risk identification, greater curriculum flexibility and improved support and opportunities for those most at risk. Moray College is responding to its more focussed remit in relation 16 to 19 year olds and there is closer integration with schools.

Industry focussed college activity

Engineers of the Future

Engineers of the Future is a bespoke five-year company-sponsored programme aimed at talented students interested in a career in Mechanical, Chemical or Electrical and Electronic Engineering.

It offers the unique opportunity to combine vocational training and an MEng degree with hands-on industrial experience. Throughout the programme students are sponsored by one of the companies involved in the programme. This arrangement

ensures that all costs are covered and that the students receive a salary while studying.

Initially, students complete a Modern Apprenticeship in Engineering and a Higher National Diploma at one of the college partners with the correct material for progression to University study. In the third year of the programme students progress to study at Heriot-Watt University until the completion of the MEng after the fifth year. The vacation periods contain work placements at the sponsoring company and the integrated projects within the MEng are specific to the sponsoring company and may be undertaken either on-site or on-campus.

Participating institutions include Forth Valley College and Heriot Watt University.

Ayrshire College Wind Turbine Technician Diploma Programme

The Wind Turbine Technician Diploma programme in Ayr has been developed in response to the growing number of wind turbines in Ayrshire. Under this context, Ayrshire College, in conjunction with local employers, City & Guilds, Dumfries and Galloway College and Carnegie College created this course to facilitate the training of the future maintenance workforce.

This course has been designed in consultation with major employers' input, adding validity to the course content and its qualifications. It comprises of both a City and Guilds Diploma, covering the theoretical elements of the course, together with a SEMTA Performing Engineering Operations (PEO) which develops the hand skills required by industry. Subjects covered include hydraulics, pneumatics, and programmable logic. The course offers added value for students, through the undertaking of the Safety Technology and NEBOSH Health & Safety courses, and the three day, First Aid at Work qualification, some of which are mandatory units required for operatives working in this field.

Successful candidates on the course are guaranteed two interviews with wind turbine maintenance companies.

Peter Jones Academy

Scotland's first Peter Jones Enterprise Academy was recently established at Stow College. Set-up by successful entrepreneur and Dragon's Den star Peter Jones, the Academy offers further education courses in enterprise and entrepreneurship where students are actually required to set up and run their own businesses.

Courses are designed to be different, combining hands-on experience with classroom learning. The first course offered by Stow is the BTEC Level 3 Diploma in Enterprise and Entrepreneurship. This is a one year full-time programme that is business-led and involves partnerships with a range of companies and entrepreneurs providing leadership and hands-on business experience. The course prepares students for an entrepreneurial career, whether they plan to set up their

own business or to work in an entrepreneurial workplace, helping an established business to grow.

Modern Apprenticeship access and progression pathways

Professional Services Higher Apprenticeships

PWC has led a group of 40 employers in the professional services sector to design the content of the new Professional Services Higher Apprenticeship. The Professional Services Higher Apprenticeship is now available for employers to use, creating a new, industry recognised and structured route to careers in the audit, tax and consulting occupations.

PWC and its partners have also developed a follow-on Apprenticeship that will provide routes to chartered professional status in accounting, audit and tax.

Higher Apprenticeship In Project Management

In June 2012 British Airways became the first employer to offer the higher Apprenticeship in Project Management. The Higher Apprenticeship in Project Management offers young people a route into employment and a chance to study for a Level 4 Diploma in Project Management.

QA Training will deliver the Level 4 Diploma in Project Management for British Airways, which will provide the baseline skills and knowledge required by the apprentices. Other training providers are also working with various employers on delivering their Higher Apprenticeship in Project Management schemes.

Apprentices are be assigned a mentor to help them on the various British Airways projects that they will be working on. Throughout the course they undergo placements across the business exposing them to a wide variation of projects, programmes and departments.

Apprenticeships In Scotland

Apprenticeships in Scotland is a vacancy handling service run by young people, for young people, specialising in candidate attraction for apprenticeship and trainee vacancies. It provides advice and support to; young people when considering an apprenticeship; employers when considering taking on an apprentice and training providers with candidate attraction. It operates from Fife but covers the whole of Scotland.

Young people find the service helpful because it is run by young people who can relate to their position, as the young people delivering the service are apprentices themselves and they offer support on a peer to peer basis.

The young people working for Apprenticeships in Scotland attend events and career fairs throughout Scotland and regularly get asked to attend schools' careers events

to better inform pupils on their options when leaving school. They also deliver an Enterprise Game in primary and secondary schools which encourages pupils to think more enterprisingly and help them see that starting a business is an option.

Another dimension of the organisation's activity is to stimulate demand for enterprise, starting in Fife, through the Enterprise Apprenticeship. This apprenticeship helps the apprentices develop the skills, qualities and personal development needed to be capable of running their own business. The qualification is suited to all types of organisation in any sector where developing leadership skills is important.

Support for young people at risk of disengaging from education

The Edinburgh Guarantee – Edinburgh City Council

The economic slowdown has had a major impact on young people with reduced opportunities and increased competition for jobs driving youth unemployment rates up to 4 times the Edinburgh average. This means that every year over 500 young people are exiting the school system into unemployment, unable to secure work or a place in Further or Higher Education.

The City Council and its partners took the view that if this trend were to continue there are significant implications for Edinburgh's people, economy and communities, as the longer an individual is out of work the more entrenched their unemployment can become.

This issue cannot be tackled by any one agency or organisation alone and it is for this reason that the Council has developed cross-partner action - The Edinburgh Guarantee.

Working with the public, private and voluntary sectors the Council seeks to increase the number of jobs, education or training opportunities being made available to young people, in tandem with work to improve the level of support available to help them move into a positive destination.

Since August 2011 the Council has worked with businesses and organisations across Edinburgh to generate opportunities for school leavers. Sector based working groups have been set up to advance the agenda of youth employment within their relevant sectors and unlock opportunities for young people. An additional 160 Training and Higher Education places and over 300 opportunities with employers in paid positions have been delivered.

Enhanced Vocational Inclusion Programme

John Wheatley College, West College Scotland and Glasgow Clyde College work with Glasgow City Council's Education Service to deliver the Enhanced Vocational

Inclusion Programme (EVIP) for vulnerable young people who are at risk of disengaging from mainstream education.

Almost all of the young people attending EVIP programmes are looked after or are young carers. They are supported by a combination of college tutors and vocational coaches (employed by Glasgow City Council Education Services). This enables them to gain vocational qualifications as well as to be supported in their personal development.

More recently, some of the programmes have included an option to undertake Standard Grade English (delivered in college, but by Glasgow City Council teaching staff). In 2012/13 over 80% of the young people presented for Standard Grade English were successful. The programmes have a strong focus on vocational skills and skills for employability and the majority of young people undertaking them progress to college, training or apprenticeships.

The programme began solely as a full-time “vocational alternative” to an S4 Standard Grade programme. Over recent years it has developed to include part-time S3 options as well as S5 programmes for winter leavers.

Princes Trust Get Into Programme

Princes Trust Get Into programmes are short vocational courses that develop young people's skills in a specific sector. Last year, around 50% of young people completing a Get Into course moved on to work with a further 25% going on to more training.

Get Into aims to give young people aged 16 to 25 who are work ready, but do not have vocational skills, a mixture of practical training and experience that will enable them to get a job. It also provides them with the opportunity to meet potential employers

Get Into covers a variety of sectors such as retail, customer service, construction, logistics, hospitality and cooking. Sectors are chosen according to regional employment needs and are designed and developed with local employers.

Consultees

Lawrence Alexander (Senior Education Officer, Scottish Borders Council)

Heather Anderson (Vice Principal, Borders College)

Mark Batho (SFC)

Rebekah Beaton (Apprenticeships in Scotland)

Graham Bell (Federation of Small Businesses)

Steve Brannagan (Regional Lead – Ayrshire)

Peter Breslin (Steel Engineering)

Damien Brown (BT Group Learning Operations)

Janet Brown (SQA)

Andrew Brough (Buccleuch Estates)

Sue Bruce (Edinburgh City Council)

Shirley Burns (UWS)

Kirsty Caldwell (SDS)

Brian Cameron (SDS)

Liz Cameron (Scottish Chambers of Commerce)

Peter Cannell (OU)

David Cassidy (DWP)

Cllr Douglas Chapman (COSLA Education spokesperson)

Sheila Charters (Scottish Enterprise)

Audrey Clark (SDS)

Jonathan Clark (SDS)

David Clarke (Glasgow University)

Geraldine Collins (Head Teacher – Lochend High School)

Harrison Connie (Pupil – Govan High School)

Angela Constance (MSP)

Elaine Cook (West Lothian Council)

Richard Cornish (DWP)

Val Corrie (former Head Teacher of Balfron Academy)

Tony Coultas (SDS)

Alex Cowie (Head Teacher of Douglas Ewart High School)

Lorraine Coyle (SDS)

Robert Crawford (SDS Board member)

Margot Crosbie (SDS)

Michael Cross (Scottish Government)

Ann Cumisky (DWP)

Alex Dalrymple (Scottish Enterprise)

Amy Dalrymple (Scottish Chambers of Commerce)

Ruth Davidson (MSP)

Michelle Docherty (Jobs & Business Glasgow)

Sara Drummond (Snook Design Consultants)

Kezia Dugdale (MSP)

Heather Dunk (Principal designate – Ayrshire College)

Colin Easton (Scottish Borders Council)

Leslie Evans (Scottish Government)

Mandy Exxley (principal – City of Edinburgh College)

Ian Ferguson (Metaswitch)

Larry Flannigan (EIS)

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Philip Ford (CITB)

Margaret Forisky (West Lothian College)

Joanne George (Borders College)

Vicky Gemmill (SDS)

Gayle Gorman (City of Aberdeen Council)

Brian Gracie (Wise Group)

Jon Gray (SFC)

Andrew Griffiths (Aberdeenshire Council)

Professor Russell Griggs

Waiyin Hatton (Chair - Kilmarnock College)

John Henderson (Chief Executive – Colleges Scotland)

Julia Henderson (Glasgow Region)

Delia Holland (Dumfries and Galloway College)

Lynne Hollywood (Renfrewshire Council)

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Laurence Howells (SFC)

Peter Housden (Scottish Government)

Brian Humphrey (Semta)

Phillip Jackson (President of EIS)

Julie-Ann Jamieson (CDI)

Alan Johnson (Scottish Government)

Scott Johnson (UKCES)

Bernadette Jones (Head Teacher of St Joseph's College)

Sara Kaplan (PWC)

John Kane (Glasgow City Council)

Dame Barbara Kelly (Regional Lead – Dumfries & Galloway)

Susan Kerr (DWP)

Hamira Khan (Scottish Youth Parliament)

Carol Kirk (North Ayrshire Council)

Graeme Kirkpatrick (NUS)

Findlay Lafferty (Prince's Trust)

Johann Lamont (MSP)

Mhairi Laughlin (West Lothian College)

Wilma Leburn (Renfrewshire Council)

Nicky Lee (Princes Trust)

Stuart Leitch (Scottish Training Federation)

Paul Little (principal – City of Glasgow College)

Gerry Lyons (Head Teacher – St Andrews)

Willie Mackie (Chair – Ayr College)

Rory Mair (Chief Executive COSLA)

Rachel Mantle (BT Group Learning Operations)

Bill Maxwell (Education Scotland)

Sir Charlie Mayfield (Chair UKCES)

Iain McAndrew (Blackaddie House Hotel)

Gordon McBride (SFC)

John McClelland (SDS)

Jim McColl (Clyde Pumps)

George McCormick (Dupont Teijin)

Barry McCulloch (CBI)

Charles McDade (Acting Principal- Reid Kerr College)

Steven McEwan (Kellwood Engineering)

Professor Sir Jim McDonald (Principal Strathclyde University)

Louise McDonald (Young Scot)

Liz McIntyre (Principal, Borders College)

Bryan McGrath (Scottish Borders Council)

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Joanna Murphy (National Parent Forum of Scotland)
Linda Murray (Scottish Enterprise)
Jillian Nelson (Robertson Construction Group)
Moira Niven (ADES)
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Cllr David O’Neill (President COSLA)
Robin Parker (NUS)
Alison Paterson (Working Links)
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Robert Paterson (UTC Aerospace Systems)
Stuart Patrick (Glasgow Chamber of Commerce)
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Gavin Stevenson (Dumfries and Galloway Council)

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Carol Turnbull (Dumfries and Galloway College)

Mark Turner (Head Teacher of Dumfries High)

Anne Walker (SDS)

Johnny Walker (Jobs & Business Glasgow)

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ISBN: 978-1-78256-881-0 (web only)

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

Produced for the Scottish Government by APS Group Scotland
DPPAS14704 (09/13)

Published by the Scottish Government, September 2013

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