

Developing the Young Workforce

Scotland's Youth Employment Strategy

Fourth Annual Progress Report 2017-2018

December 2018

Foreword

John Swinney
Deputy First Minister and
Cabinet Secretary for
Education & Skills



Jamie Hepburn
Minister for Business,
Fair Work and Skills



In this Year of Young People, we are pleased to present the fourth annual report on progress of the Developing the Young Workforce (DYW), Scotland's youth employment strategy.

Throughout 2018, the Scottish Government has been celebrating the contribution of young people. Young people's voices have been at the heart of the year, providing a platform to showcase their ideas and talents, and contribute to decision making, which has a direct impact on both current and future generations of young people.

As a result of this engagement with young people you will see in this report their perspective on the progress of DYW and their view on next steps for the programme.

The Scottish Government continues to prioritise the education of our young people, ensuring they have the skills and knowledge required to reach their full potential, both in their careers and their wider lives.

DYW is an integral part of our education system, sitting alongside GIRFEC¹ and Curriculum for Excellence, as part of the three interrelated drivers of our wider ambitions for Scottish education. These programmes work alongside the recommendations of the Commission on Widening Access to ensure that every child, no matter their background, has an equal chance to realise their full potential.

We are delighted to report that we continue to meet the programme's headline target, to reduce youth unemployment by 40% by 2021. Youth unemployment continues to remain low by historic standards, and we are determined to build on this progress.

¹ Getting it Right for Every Child

We would like to thank our partners, including COSLA with whom we jointly lead the programme, for the energy and enthusiasm with which they are implementing Developing the Young Workforce.

That effort continues to make a difference. We continue, for example, to expand the range of opportunities available to young people, so that in addition to well established academic routes we can offer exciting industry-led technical and professional courses and qualifications, presenting young people with a blend of both. As we continue this expansion, we can expect to see some variability in the offer to young people, as different areas develop at their own pace. We have used case studies to highlight areas of significant progress, and we encourage you to consider these in detail.

Reflecting on these, we are pleased, for example, to continue to see an increase in the range of options now available to young people in school. This includes the expansion of Foundation Apprenticeship opportunities, now seen as a recognised and credible part of the senior phase offer for many young people. All local authorities now provide young people with the opportunity to study a Foundation Apprenticeship and figures from Skills Development Scotland tell us that they are available in 70% of schools. We are committed to ensure they are available across all of Scotland, and, over the coming year, we will look to the support all parts of the system in working toward this.

We are pleased we now have a network of 21-employer-led DYW Regional Groups and that we have seen new innovative approaches to school-employer partnerships in many schools, and the creation of a broader curriculum offer as a result. Looking ahead, it will be important that we ensure DYW becomes embedded within the curriculum and across the wider system, making sure that we bring into sharp focus the needs of those who face additional barriers when progressing through the education system and into employment.

On the theme of progress, earlier this month, the Education and Skills Committee published its final [report](#) and findings following their inquiry into young people's pathways. We welcome this report and will respond fully to their recommendations, embracing the challenge set for us to increase the pace of change.

As we move into the final years of the programme, we continue to be impressed by the on-going commitment and dedication of local government, stakeholders, partners and employers in supporting the DYW agenda. It is through this commitment we will develop more of the examples of effective practice seen throughout this report.

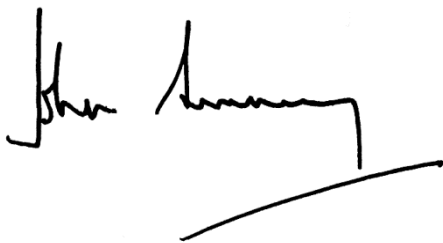
Creating the conditions for further progress

As we take forward the programme, much continues to change. In May, the Scottish Government reported the findings from a review of the 15-24 Learner Journey. The final report highlighted why Scotland is quite rightly proud of its education system, but also acknowledged the need for additional focus to ensure that all young people get as much as possible from that system, in terms of how we provide better advice, better choice and shorter journeys.

In October, the Enterprise and Skills Strategic Board published its first [Strategic Plan](#), which alongside the Scottish Government's [Economic Action Plan](#), will support our ambition to drive greater productivity and inclusive growth through the enterprise and skills system in all parts of Scotland.

At the same time, we have created new opportunities for greater regional collaboration through the Regional Improvement Collaboratives (RICs). Over the next year, we expect each collaborative to strengthen regional capacity for collaboration and increase support for DYW and curriculum development within the senior phase.

Taken all together, we think we are well placed to respond to the Education and Skills Committee's challenge on the pace of change. Mindful of the need for energy and commitment, we are particularly thankful to the young people who have supported us in preparing this report, and we look forward to their continued engagement to help further the promotion of our DYW ambition. We recognise the energy and commitment invested by all those pursuing DYW at the local, regional and national level and look forward to continuing this positive progress in the year ahead.



John Swinney
Deputy First Minister and Cabinet
Secretary for Education & Skills



Jamie Hepburn
Minister for Business, Fair Work
and Skills

December 2018

Thank You

Partnership is at the heart of our approach

We continue to be impressed by the energy and commitment all of our partners continue to show as we take forward the DYW Programme.

Thanks to this partnership effort, across schools and colleges, more and more of our young people have the opportunity to undertake high quality, work relevant learning whilst at school.

Much of the progress you will see in this report is a result of this collaborative approach.

We would like to thank our partners for their continued energy and enthusiasm and look forward to taking forward the programme in the year ahead.



Foreword from Councillor Stephen McCabe, COSLA Education, Children and Young People Spokesperson

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I am very pleased to present this fourth annual report of the Developing the Young Workforce (DYW) Programme.

2018 was of course Scotland's 'Year of Young People', a valuable opportunity for us all to mark the success of our young people and commit our support to ensure they reach their goals and aspirations.

With this in mind, I have been enthused by the progress of work for implementing the seven-year DYW Programme which is now well past the halfway point, given its contribution most prominently in reducing youth unemployment in Scotland.

The DYW Programme is also contributing to the transformation of the education system through achieving a step change in how we work. This is evident in the wide range of local examples of good practice led by councils, who play such a pivotal role in taking the DYW Programme forward across a wide range of services.

South Lanarkshire Council have, for example, more than doubled the college work-based learning offer in schools and the number of pupils taking part in Foundation Apprenticeships has increased by over 400%. A communications strategy with school staff, parents and young people has also resulted in increased interest and confidence in the work-based learning opportunities.

Fife Council, working in collaboration with Fife College have seen a notable increase in the uptake of Foundation Apprenticeships, with school-based DYW coordinators appointed to further enhance the links between schools and local businesses. And this work is not just limited to Secondary schools, it can be seen in new ways of thinking about employment and new approaches introduced in classrooms of local primary schools across Scotland.

Councils have also contributed to the DYW effort in their roles as employers. Aberdeenshire Council have created a WorkPlus programme for young care experienced people, providing them with an 8-week paid work placement in the local authority's

services alongside employability and job searching support. As a result, all of the initial participants have progressed into either employment or further training.

Whilst we have achieved the headline target for the DYW Programme of reducing youth unemployment by 40% already, it is important that there isn't any complacency. Presently, there are a number of key targets still to be achieved, with only a couple of years of the programme remaining.

To date, the DYW Programme has still to make sufficient progress in relation to addressing equalities issues relating to gender, disability and care experience young people. Therefore, I hope that we build on the successes accomplished during the 'Year of Young People' to bolster our shared endeavours for the programme, as an inclusive way to address inequalities for all our young people.

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Getting the message

Young people leading a national campaign to promote choice.

Young Scot has been supporting the Scottish Government's work on DYW and its review of the 15 – 24 Learner Journey throughout 2018.

This has seen young people positioned at the heart of key decision making and policy development as part of the Year of Young People. We want the legacy of their work this year to live on so that young people continue to be involved in this work and continue to be at the centre of the learner journey, and DYW implementation, until 2021.

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Young people have been clear with us about the developments they'd like to see within the learner journey – and these included; an education and learning system that was less focussed on university, and more on what the student wants; college as a positive option and for vocational courses to be seen as a worthwhile step to work or a degree; and an acknowledgement that learning skills can help them contribute to the needs of the Scottish economy.

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The development of the DYW programme by the Scottish Government aims to offer greater choice for learners in school by broadening choice and to motivate more young people to continue to learn and progress through the education and learning system effectively. Young people tell us that it's a real improvement that, for example, by completing a college course whilst in school, they can take charge of their learning pathway and don't have to wait to leave school to study things which are of interest to them.

To help everyone understand the message, young people are now working across Scotland to develop a DYW national campaign. Young Scot will support these young people to change perceptions about choices and where they can lead to. Young Scot will be supporting a codesign group of young people who in the months ahead, young people will be engaging with schools, colleges, employers, parents and practitioners to support the creation of key information, and to inform the development of a national communications strategy to support the message that there is no wrong path.

To ensure these messages capture the needs of all young people, Young Scot will be working with young people from YouthLink Scotland, Colleges, Skills Development Scotland and the Scottish Credit and Qualifications Framework Partnership.

We look forward to supporting the Scottish Government in this activity and encourage young people to participate in the codesign of this programme.

We also look forward to reporting back our findings in next year's annual report.

For further information please contact: PaulG@young.scot

Case study: No wrong pathway to getting to higher education and work.

Iona, young person



Looking back, school was challenging for me. I felt that there was not enough support in place for individuals with extra needs e.g. anxiety or depression. My dad passed away in 2011 (when I was 16) which also wouldn't have helped my confidence or general happiness at school in the later stages. I left school aged 17 and went to Perth College to do HNC Social Care. The smaller classes and extra lecturers meant we got a lot more help and more informative feedback on our work. I can't remember ever getting as good feedback in school. Also, in College the lecturers speak to you in a more respectable manner meaning my confidence grew in buckets here.

After college I volunteered in South Africa for 9 months with a charity called Project Trust. Thankfully, they had come to do a talk at my school just before I left. Whilst I was at college I had been fundraising to go on this trip. Schools could do more to bring up these opportunities, for example at assemblies, or discussing other work opportunities that are not what young people typically go into. Working for NGO's or taking a volunteering gap year is something I never heard about before College.

I also feel that more could be done to promote common career paths such as social care or council jobs. Schools need to look at and discuss a much wider range of careers. Most of the time schools are pushing for students to attend university to keep their stats high. This system doesn't work because university only suits some people and isn't always the most beneficial route.

As I needed a bit of extra help at school I was invited to workshops that prepared you for the workplace. I think everyone in the year should have had this opportunity. Other workshops that should be introduced should be aimed at building confidence and self-esteem and managing your own finances in aid of preparing pupils for life post school. It would be fantastic if within the DYW scheme university/college students, or those recently employed, came to present in schools as to what life is like and how to prepare for it.

Introduction

Developing the Young Workforce (DYW) is Scotland's youth employment strategy and through DYW, we aim to reduce youth unemployment levels by 40% by 2021.

The strategy aims to create an enhanced curriculum offer for young people in schools, colleges and to increase opportunities for employment. It does this by bringing together schools, colleges, training providers and employers to promote the pathways young people need to participate in current and future work opportunities. This includes creating new work based learning options; enabling young people to learn in a range of settings in their senior phase of school; embedding employer engagement in education; offering careers advice at an earlier point in school; and introducing new standards for career education and work placements.

The strategy continues to be supported by local authorities, who have a lead role in the implementation of DYW, enabling young people to have access to a wide range of work-related learning opportunities within their area. This is achieved through partnership working across schools, colleges, training providers, employers and relevant partners.

The Scottish Government committed to annual reporting on the progress of the Developing the Young Workforce Programme. This fourth annual report covers academic year 2017/18 and highlights early progress made in the first part of academic year 2018/19.

This report offers an assessment of progress through each chapter, and an overall assessment through our performance against Key Performance Indicators, which are explained in chapter 6 of this report.

How are we doing?

We are delighted to report that we continue to meet the DYW Programme's headline target, *to reduce youth unemployment in Scotland, excluding those in full-time education, by 40% by 2021*, having achieved this last year – four years ahead of schedule.

For this target to be achieved, the youth unemployment level for those not in full-time education needs to be 31,000 or below. Whilst, the wider macro-economic and social factors can create flux in these figures, official statistics calculated in May 2017, shows that youth unemployment in Scotland, excluding those in full-time education has reduced from 52,000 in 2014 down to 27,000 in 2017. Figures from May 2018 show youth unemployment at 28,000.

Although the target continues to be achieved, we are mindful of the role played by wider economic and social factors. It remains important therefore that we continue our long term plans to strengthen education and skills partnerships. This is to ensure we can better

guarantee the equality of experience across Scotland and minimise any downturn in youth employment should economic conditions become less favourable.

Other headlines this year include:

- There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above. 12.8% of 2016/17 school leavers attained 1+ award at SCQF 5 or better. This is an increase of 2.1 percentage points since 2015/16, and an increase of 5.5 percentage points since the baseline in 2013/14;
- There is an increasing number of senior phase enrolments on vocational pathways, at SCQF level 5 and above, since DYW was introduced. 4,510 young people were enrolled on these pathways as of 2016/17, an increase of 1,496 in 2015/16 (3,014) and an increase of 2,409 since the baseline in 2013/14 (2,101);
- There has been an increase in the number of young people starting Foundation Apprenticeships. In 2018, over 1,500 young people were enrolled on a Foundation Apprenticeship, an increase 1,245 in 2017, 346 in 2016, 269 in 2015 and 63 in 2014, the baseline figure;
- In 2017/18, there were 27,145 MA starts, an increase from 26,262 in 2016/17 and an increase from 25,284 in 2013/14, the baseline figure;
- In 2017/18, 18,524 Modern Apprenticeship (MA) starts were at level 3 or above. This is an increase from 17,263 in 2016/17 and an increase from 15,655 in 2013/14, the baseline figure;
- The proportion of looked after children in positive destinations is 76.0% in 2016/17. This is an increase of 4.8 percentage points since 2015/16, and an increase of 6.7 percentage points since the baseline figures were recorded in 2012/13. An increase in the disability employment rate;
- The employment rate for young disabled people increased from 35.6% in January–December 2016 to 43.2% for the same period in 2017. This is an increase of 8.0 percentage points compared to the baseline figure of 35.2% (Jan-Dec 2014).

More opportunities for all young people

In taking forward DYW, we aim to make an important contribution towards Scotland's Economic Strategy in promoting inclusive growth. Through the expansion of new work-based learning opportunities in Scotland, DYW helps improve the opportunities, life chances and wellbeing of all our young people.

As we develop and expand the new DYW opportunities for our young people, encouraging diversity in the workforce by removing real and perceived barriers for young people is key. We have progressed much already, and met the Wood Commission's expectation for there to be gender and equality action plans in Skills Development Scotland (SDS) and the Scottish Funding Council (SFC).

We have built on existing approaches to support equalities activity, such as The Stepping Up Programme, run by Enable Scotland to support disabled young people. We have also seen the DYW Regional Groups support disabled and care-experienced young people onto work-experience placements and employment. We know, though, that persistent barriers remain for many young people, and that they won't be tackled within DYW alone.

Recognising this, our partnership approach is critical to improving opportunities for young people and we are particularly grateful all those pursuing the DYW agenda at the local, regional and national level for their continued commitment and energy.

Looking ahead, we expect to see the skills of our young people not only increase, but that these will better match the needs of employers to further the Scottish economy. As work advances on equalities, covered in Chapter 5 of this report, we also expect to see developments in addressing gender imbalance in work and a decrease in the disability participation gap, in addition to improved outcomes for care-experienced young people.

What's next

As we move into the final years of the programme, the DYW Programme Board met in November to reflect on the progress set out within this report relative to the ambition set out in 2014. Board members identified three key improvement priorities:

- There will continue to be more to do to ensure that DYW is well understood by teachers, young people and their parents/carers and schools have a key role to play in this;
- Schools and Colleges need to develop their approaches to data collection to better demonstrate the progress of DYW;
- The DYW Employer Groups should focus on building a coherent evidence base to demonstrate what has changed in schools, including equalities activity. This should seek to build on existing good practice to improve outcomes from those who face additional barriers when transitioning from education to the world of work.

The recent review of the 15-24 learner journey will act to intensify our approach to DYW. The Review highlighted the need for additional focus on employability and ensuring young people make the learning and career choices that are right for them. This is central to our approach to education as we continue efforts to develop the workforce the economy requires.

Responding to the challenge of messaging

Over the course of 2019, we will work with Young Scot and a partnership of organisations to help us to refine messages and develop new ways to better promote DYW. Young people will be at the heart of this national DYW communications strategy, involving Skills Development Scotland, the Scottish Funding Council, Colleges Scotland, Youthlink

Scotland and others, to ensure the messages developed are easily understood by parents, teachers and young people themselves.

Next year, our focus is on:

- Ensuring the messages within the Careers Education Standard 3-18 and Work Placements Standard are reaching the classroom;
- Expanding the college offer in schools and with it more opportunities to undertake Foundation Apprenticeships;
- Doing more for disabled young people;
- Strengthening school/employer partnerships in all secondary schools.

In taking this work forward, we will seek to align our efforts with the broad range of policy priorities currently underway across the Scottish Government, including the implementation of the 15-24 learner journey recommendations, the Commission on Widening Access, the Student Support Review. We will also seek to align with the Scottish Government's STEM Education and Training Strategy, which will publish its first annual report by February 2019. This strategy, and the learner journey, build on the delivery of a number of DYW recommendations, and we will continue to co-ordinate our activity across each of these programmes.

Using this report

Progress in the implementation of DYW can be understood in terms of:

- Outcomes (monitored primarily through Key Performance Indicators), which follow activities/inputs and the outputs that result from these;
- Growth in partnerships and collaboration;
- Development of new and changing practice;
- Evidence of involvement and engagement with young people in new ways of working.

The progress made needs to be considered mindful of the challenges DYW as a change programme is trying to overcome:

- Achieving collaboration and buy-in across different parts of the system;
- Aligning and maximising resources and capacity within the system;
- Existing constraints in the design of the system.

We have reflected on the progress contained within each chapter against evidence of the completion of recommendations and provided an assessment of this progress, in terms of:

- the impact made – this is in relation to change observed in programme KPIs (Chapter 6);
- outputs delivered – this is in relation to the things that have been created by the programme, so for example, increases in the number of vocational qualifications delivered in school;
- inputs achieved – this is in relation to the completion of planned activity.

Key terms used within this report

- Curriculum for Excellence (CfE): the national **curriculum** for Scottish schools for learners from the ages 3-15;
- Scottish Credit and Qualification Framework (SCQF): The Scottish Credit and Qualifications Framework is the national credit transfer system for all levels of qualifications in Scotland;
- DYW Regional Groups: Employer-led regional groups, focused on supporting young people into employment by bridging the gap between education and employers.

Governance

Who oversees the programme?

- The DYW Programme is managed by the Scottish Government and is accountable to Scottish Ministers;
- The partnership between national and local government is monitored and developed through the National Advisory Group. This group's role is to provide formal expression of the guiding coalition that supports the DYW programme: through its members it will be able to promote the associated vision to stakeholders across Scotland.
- Progress is overseen by the DYW Programme Board, who provide the leadership and co-ordination between the workstreams (also known as Change Themes). It ensures connections are made across Change Themes and monitors progress against plans.

Further Information

Further information on the following can be found at:

<http://www.gov.scot/Topics/Education/developingtheyoungworkforce>

Case Study – Kingussie High School – DYW is raising attainment

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Kingussie High, based in the heart of the Cairngorms National Park has responded to DYW by changing its curriculum to meet the needs of their young people and the local economy. The effect has been more than doubling of the number of subjects on offer and an increase in pupils' attainment from below the national average to above it.

To achieve this, Kingussie moved away from the traditional view of focussing on 'grades', to embrace the SCQF, to take full advantage of the breadth of learning opportunities available to young people. This meant pupils had the chance to study a range of vocational qualifications which were built into the timetable through partnership working with the local college.

13/14 - 18/19 Curriculum Evolution

The result of this is that the number of subjects available to pupils has more than doubled from 13/14 to 18/19 with departments across the school challenged to offer a wider range of courses. This had an impact on the motivation and engagement of everyone involved in learning and teaching at Kingussie. With such a range of courses and qualifications now on offer, learners are more likely to be able to select subjects of their interest at Kingussie High School which has a positive impact on their motivation, particularly for those young people at risk of disengaging. The positive attainment figures at the school could indicate the benefits of this innovative approach to curriculum planning.

The commitment and motivation of teachers and the support of partners alongside parental engagement has been an integral component in changing the whole school ethos on learning and teaching.

KHS Curriculum Rationale 2018 - 2019

Here just some of the things that make the Kingussie curriculum different:

- Assembly and pupil support time is an integrated part of the curriculum.
- Electives offered in the Broad General Education (some of these are stage-not-age electives).
- Thursday afternoon is a flexible provision to support the Broad General Education.
- S4 - S6 timetabled together.
- S4 students take Higher awards if they are appropriate (again stage-not-age).
- Three different types of interlocking Senior Phase timetables are run.
- Some courses run on a Saturday (for example, Drama through Eden Court).
- Kingussie have made a considerable and long term investment in digital technologies.
- Partners work with the school to deliver many of the courses, with the timetable being built around the school being flexible to the partners they work with, rather than the other way around.
- A comprehensive extra-curricular and community programme is provided to extend the curriculum.

KHS Timetabling - In a Nutshell

At Kingussie High School great emphasis is placed on the development of learners' skills. Regular learning conversations result in monitoring and tracking skills progression and allow young people to reflect on both formal learning and their wider achievement which they capture in their personal profiles. This reflects the school's holistic view on the learner journey towards future career pathways.

Kingussie High is one example of a school where you can see the philosophy of CfE and DYW in action and working.

"We can do things differently – and, actually, we have demonstrated that if you do things differently, it can have a significant impact."

Ollie Bray, Kingussie High, 19 October 2018

Chapter 1 - Schools

Increasing numbers of young people are now studying higher level vocational qualifications at school.

Key Indicators

Outcomes (KPIs)

- There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above. 12.8% of 2016/17 school leavers attained 1+ award at SCQF 5 or better. This is an increase of 2.1 percentage points since 2015/16, and an increase of 5.5 percentage points since the baseline in 2013/14;
- The percentage of employers recruiting young people directly from education has remained stable at 32% since the baseline was measured in 2014.

Outputs

- There is an increasing number of senior phase pupil enrolments on vocational pathways, at SCQF level 5 and above, since DYW was introduced. 4,510 young people were enrolled in these pathways as of 2016/17, an increase of 1,496 in 2015/16 (3,014) and an increase of 2,409 since the baseline in 2013/14 (2,101).
- There has been an increase in the number of young people starting Foundation Apprenticeships. In 2018, over 1,500 young people were enrolled on a Foundation Apprenticeship, an increase from 1,245 in 2017, 346 in 2016, 269 in 2015 and 63 in 2014, the baseline figure.

(This activity delivers on Developing the Young Workforce Recommendations 1, 2, 3, 16, 26, 27, 28, 33, 37)

At its outset DYW achieved overwhelming support from all parts of the learning and skills system. Since then, the implementation of the programme has seen an expansion in collaborative activity between schools, colleges and employers.

As these partnerships have strengthened, we have seen an expansion in senior phase vocational provision – courses delivered primarily by colleges in schools and explained overleaf; the development of a new qualification – the Foundation Apprenticeship; the introduction of a national standard for careers education in school; and new networks to facilitate cross system working, including the development of the national DYW leads

network where leads in support of DYW come together from local authorities, colleges and the DYW Regional Groups.

We also have ensured that the vocational offer in school is part of a blended learning approach that is available for all learners, focused on providing options at different levels and with different progression opportunities. DYW has set the agenda for establishing and embedding a range of learning options, offering more choice to all learners. However, more work needs to be done to reduce regional variances in the curriculum offer and also to reduce inconsistencies to ensure that all young people have access to a relevant breadth of choice to meet their needs.

National Improvement Framework

To ensure we give sufficient recognition of DYW within the school curriculum we have included it within the Scottish Government's National Improvement Framework.

This framework exists to build understanding of what works to drive improvements for children and young people across all parts of the Scottish education system. It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver the key priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

As part of this we include focusing on delivery of Developing the Young Workforce as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination. This year's NIF and Improvement Plan will be published on 11 December.

Progress

Key themes and milestones for schools

We want to:

- Expand the curriculum offer to increase the pathways from school into employment;
- Engage young people, parents, teachers, practitioners, partners and employers in promoting greater choice in school;
- Support teachers and practitioners to develop children's and young people's

- knowledge of the world of work;
- Provide careers advice when young people need it, leading to better knowledge of capabilities and more informed choice to progress to those opportunities;
- Involve employers in both developing and delivering the school curriculum;
- Consolidate partnership working between schools, colleges and other training providers.

Senior Phase Vocational Pathways

To raise attainment in schools, DYW wants to increase the range of subject choices and provide pathways to more courses which start at SCQF level 5 and above. We think that courses at this level are the key to helping learners get the right job or to support their chance of progressing to further and higher education. In schools, we want to see more of these level 5 vocational courses connect with other courses to provide pathways to higher level skills, enhancing young people's readiness for the world of work. We refer to such courses as evidence of senior phase vocational pathways (SPVPs).

In this year, we continue to see good progress in the expansion of choices for young people through an increased number of college courses delivered within schools. According to Scottish Funding Council figures, there has been a continued increase in the number of senior phase enrolments on vocational pathways, at SCQF level 5 and above, since DYW was introduced. This increase is also reflected in an increase in overall credit activity (a measure of college activity) that Colleges are committing to SPVPs.

There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above. 12.8% of 2016/17 school leavers achieved a vocational qualification. This is an increase of 2.1 percentage points since 2015/16, and an increase of 5.5 percentage points since the baseline in 2013/14.

Figures from the Scottish Funding Council show us:

- The number of SCQF level 5 courses continued to increase between 2015-16 and 2016-17;
- There has been an increase in the number of senior phase pupils studying vocational qualifications, at SCQF 5 and above, delivered by Colleges, independent training providers or schools. In 2016/17, 4,510 young people were studying these courses, an increase of 1,496 from 2015/16 (3,014) and an increase of 2,409 from 2013/14 (2,101), the baseline figure;
- Considerable increases in the uptake in Construction, Engineering, Science, Care and Hair and Beauty;
- A continuing increase in the number of courses lasting over 160 hrs, which could indicate that partnerships and provision are becoming more substantive;

- The number of enrolments studying STEM qualifications continues to increase. In 2016/17, 39,315 young people were enrolled on these qualifications, an increase of 123 from 2015/16 (39,192) and an increase of 1,275 from 2013-14 (38,040), the baseline figure;
- The overall proportions of males and females on SPVP has become more balanced over the past three years, and for the first time there are more males on SPVP (52.2%) than females (mirroring the national trend for a greater number of males in colleges);
- The proportion of disabled learners has increased to 16% in 2016/17, an increase of 2 percentage points from 2015/16 (14%).

Looking ahead, and at the forecast activity from colleges over the next three years, colleges project a continued expansion: for example for academic year (AY) 17-18 an increase of 110% on AY 16-17 and by the end of the three year cycle, an increase of over 130% in enrolments. SFC forecasts that for AY 18-19 to AY 20-21 propose further increases with recruitment of over 6,679 enrolments on senior phase vocational pathways projected for AY 18-19 and 7,593 enrolments projected by AY 20-21. This is in addition to the range of activity delivered by schools nationally.

Foundation Apprenticeships (FAs)

To ensure vocational courses can lead to higher level skills, both at university as well as work, Skills Development Scotland (SDS), in partnership with the Scottish Qualifications Authority (SQA), local authorities, and industry, developed a new qualification, the Foundation Apprenticeship. This is a school based apprenticeship connected to the family of apprenticeships, which provides young people with higher level work based learning and employment experience. To address issues of the parity of work based learning, this qualification is at SCQF level 6, so helps young people achieve an industry recognised qualification whilst in school. FAs have been developed to align to key sectors of the economy where there are current skills shortages or projected future jobs growth.

A progress report on the delivery of Foundation Apprenticeships will be published in the coming weeks.

In this year, there has been further progress in the expansion of Foundation Apprenticeship opportunities, with over 1,500 young people enrolled on a FA in 2018. Looking ahead, our focus will be on supporting schools, colleges and employers in engaging with SDS to address regional and sectoral gaps in the FA offer, and seeking to promote the benefit of these new opportunities to young people, parents and practitioners.

We want FAs to be available in all secondary schools so that all young people have the opportunity to take up these opportunities irrespective of the school they attend or geographical region they study.

Challenges

Achieving greater choice in schools by introducing, developing and delivering a new qualification for young people in their senior phase is not without its challenges. New options must be embedded as an integral part of the curriculum, including the school timetable and available resources. The partnership nature of delivery also requires alignment of these resources across, often a number of schools, and colleges. This is not withstanding a range of practical issues which also require careful consideration, including transport and health and safety.

As such, establishment of the FA programme across the country continues to require cross partner leadership.

In this year, we have already seen evidence of this commitment. For example we have seen an increase the number of FA opportunities in:

- Glasgow, where 157 young people enrolled on a FA, an increase from 100 in 2017 and 31 in 2016. These are taking place in 25 of 29 schools in the area, an increase from just 11 schools in 2016;
- Fife, where 200 young people enrolled on a FA, a decrease from 239 in 2017, but a substantial increase from just 27 in 2016. These are available in all 18 schools in Fife;
- South Lanarkshire, where 200 young people enrolled, increasing from 46 in 2017 and 0 in 2016.

Building more pathways

To further this expansion, and to ensure as many people as possible have the opportunity to start a FA opportunity. To do this, we expect schools and colleges choices to create pathways to the FA. In support of this, SDS is also piloting new courses with employers to provide an earlier introduction to the skills required on a FA.

These new courses will be available at SCQF level 4 and 5. At SCQF level 4, the qualifications will offer the opportunity to experience a range of skills, in order to aid understanding of a sector, and to apply the skills learned in a practical context. At SCQF level 5, a young person will be able to specialise from the range of sector options available. These new courses will build on and add to the existing skills based qualifications that provide an introduction to employability and industry skills and knowledge forming a useful precursor to the FA portfolio. Working with SQA, we will provide more details of these Awards, Skills for Work and National Progression Awards and how they relate to Foundation Apprenticeship subject areas as part of the DYW response during 2018/19.

Next Steps

We will continue to support a partnership approach to help expand the number of FA opportunities available next academic year.

To achieve this, we will work together with partners to respond to the challenges of:

- Timetabling, resourcing, and the logistics in terms of the feasibility of providing work based experience;
- Subject mix and choice;
- The current makeup of the senior phase and how we best embed vocational options as part of the wider offer to young people;
- The need to improve collaboration between schools, colleges and employers for the benefit of the learner.

Careers Education Standard

To raise young people's awareness of the different pathways and careers available we said we would improve careers information and guidance for people in Scotland no matter their age. To do this, we developed the Career Education Standard (3-18) (CES 3-18). This supports starting career education and careers advice and guidance earlier in schools, to help young people understand their capabilities and develop their aspirations to make informed learning and careers choices as they progress through their learning.

The Career Education Standard (3-18) is one of a suite of three documents developed, along with Work Placements Standard and Guidance on School/Employer Partnerships, that provide support and guidance to those within the education system. A wide range of support materials are now available to teachers and practitioners on the National Improvement Hub to support the implementation of the standard.

A first review of progress towards the implementation of the Career Education Standard (CES) 3-18 and the Work Placement Standard took place in May 2017. Since then, a focus on the implementation of CES 3-18 has been included in the regular Education Scotland Career Information, Advice and Guidance (CIAG) review programme.

This programme inspects provision at local authority level and includes focussed evaluation activities with schools and young people. Findings from CIAG reviews conducted over 2017/18 indicate that through the School Partnership Agreements with SDS, the CES 3-18 and its entitlements are now central to career services delivered by SDS in schools.

Education Scotland is currently working with the National DYW Leads Network to gather information at secondary school level.

Responses so far suggest that almost all secondary schools are:

- using the entitlements for young people set out in the Career Education Standard (CES) 3-18 to shape learning;
- supporting young people to profile their skills, attributes and achievement; and
- actively supporting young people who are – or at risk of – disengaging from education into relevant and sustainable pathways.

Careers advice and guidance

To support and enable young people in considering their career pathways, Skills Development Scotland (SDS) continues to deliver a comprehensive range of career information advice and guidance (CIAG) services. This includes:

- An early career education digital offer for primary schools P5-P7 via My World of Work (MyWoW);
- SDS's web service for individuals, MyWoW;
- Group engagements at P7/S1 through to Senior Phase;
- Parental engagement from P7/S1 to S6;
- Career guidance 1:1 support at subject choice phase including 1:1 offer for parents/carers;
- A sustained coaching relationship from S3 to S6 delivering 1:1 career guidance interventions.

Of the seven CIAG inspections carried out between August 2017 and June 2018, all were graded as good or better against 'Customer progression and achievement of relevant high quality outcomes'. Data shows that local authority secondary schools are working with SDS careers staff through the School Partnership Agreement, and other activities, to help improve the participation measure in schools and the positive destinations for young people.

Challenges

- Timetabling and resourcing continues to present a challenge in terms of the provision of an equitable work-based experience for all young people;
- Recent research into the influence of parents in carers in terms of young people's subject choice found that DYW is not fully understood by these groups;
- There is a need to better support the ongoing professional development of the sectors to support improved joint working for the benefit of the learner;
- Whilst we are seeing impact at a local level, there remains inconsistency across the system and we must work to address this to ensure the consistent delivery of outcomes for all of our young people;
- Further progress is needed to develop school-employer partnerships, to ensure that quality work placements are available in line with the Work Placement Standard;

- An analysis of school inspection evidence, from March to June 2017, suggests improvement is needed in broad general education at S1 to S3 to develop/promote diverse pathways, and additional focus on the promotion of STEM subjects.

Looking ahead: building and strengthening capacity

To help strengthen capacity in the system, we will build on the development and the role of the National DYW Leads Network. This consists of local authority leads, college leads and regional employer group leads with a focus on building the capacity needed to ensure that the system change identified by the DYW programme is realised. The Network aims to collectively identify and address common challenges. There has been a strong focus on developing and strengthening the links and relationships needed between schools, colleges and employers to improve the curriculum offer to children and young people. To assess impact to date, the Network is currently gathering information on the DYW recommendations on a school by school basis.

To further strengthen this joint-working, we will continue to support the national DYW Professional Learning Partnership group to coordinate national support for professional learning across the system. Work is also in progress with SCEL (Scottish College for Educational Leadership) to ensure that DYW relevant learning is included in each of its professional learning programmes.

As they continue to enhance and extend their impact, the Regional Improvement Collaboratives will support new and further collaborative approaches to improvement, between schools, authorities and other partners. To support them in this, the Scottish Government is providing additional support to the RICs and to Education Scotland during the 2018/19 school year, to strengthen their regional capacity and to support delivery of a range of region-wide improvement activities. Delivering positive outcomes for children and young people is central to that work.

Education Scotland is, for example, currently working in collaboration with RICs to develop a professional learning model for middle leaders to be trialled in the first half of 2019 in order to build leadership capacity around DYW. This will be based on SCEL's Collaborative Middle Leadership Programme and a 'case clinic' approach for participants to progress current DYW challenges.

We will work to achieve greater alignment with the Scottish Government's STEM Strategy and the implementation of the learner journey recommendations. In particular, joining up our efforts in relation to the report's recommendations.

Next Steps

During 2018 - 2019, we expect to see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Foundation Apprenticeship opportunities increasing across the country;
- All secondary schools in active partnerships with regional colleges;
- Further expansion of Foundation Apprenticeship delivery across Scotland; and
- Strengthened school/employer partnerships operating in all secondary schools.

During 2019 - 2020, we expect to see:

- An increase in the uptake of vocational qualifications available to those in the senior phase.

During 2020-2021, we expect to see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Sustainable school/employer partnerships.

Case study: Civil engineering apprenticeship has laid foundation for Sophia's career

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Taking a Foundation Apprenticeship gave Sophia Findlay the chance to find out what a career in engineering would be like and now it's cemented her plans for the future.

The 17-year-old from Springboig in Glasgow was planning to leave school at the end of fifth year and didn't know what she wanted to do for a living.

Then, her mum told her about opportunities through Foundation Apprenticeships.

The St. Andrew's RC Secondary pupil chose to take a Foundation Apprenticeship in Civil Engineering in fifth year, alongside other school subjects.

Foundation Apprenticeships give senior school pupils the chance to spend time out of the classroom with a learning provider and gain experience in a work environment.

Completion leads to a qualification at the same level as a Higher, to progress into work including Modern and Graduate Apprenticeships as well as being recognised for entry into colleges and universities across Scotland.

Sophia explained: "I had no real plan about what I wanted to do and thought I could maybe go to college and take up an art course.

“My mum told me about Foundation Apprenticeships and thought it would be worth doing because I would get work experience with a qualification and be able to stay in school until sixth year.”

Sophia took the Foundation Apprenticeship in Civil Engineering at Glasgow Kelvin College alongside her other school subjects.

In the first year, Sophia went to college two half days a week.

“My first year at college was really good” said Sophia. “I wasn’t sure what to expect, but there were also two other girls doing the Foundation Apprenticeship, so I felt more comfortable. The learning eased us in well because we weren’t bombarded with a lot of information.”

Now Sophia’s out of school one day a week getting her hands dirty, working on building sites with social housing developer, McTaggart Construction.

“At the moment I get to watch and learn,” said Sophia. “I’m looking forward to learn on the job and get hands on experience.”

Doing the Foundation Apprenticeship has opened her eyes up to different aspects of engineering Sophia didn’t know about, which has now given her a clear idea of what career she wants to pursue.

Sophia said: “I got to find out more about the career choices in Civil Engineering through the Foundation Apprenticeship and I thought they were fascinating.

“There is an opportunity to work in areas like flood protection and environmental protection, which really appeals to me because they are dealing with important issues.”

Ross Hammell, Sustainable Communities Programme Manager at McTaggart Construction:

“McTaggart Construction sees FA’s as a key element of our talent pipeline mix, alongside other traditional academic and vocational routes. The construction industry needs many more confident, hardworking young people across all disciplines to address the current skills shortage we face. The world of work can be a shock to a lot of school leavers, therefore FA’s offer the opportunity to gain a true understanding of a potential career path before they’ve even left school.”

“Since starting her FA with McTaggart Construction, Sophia has gained a lot of confidence which has enabled her to ask more questions and get more from her time on site, applying academic learning.”

Taking the Foundation Apprenticeship has changed Sophia’s opinion of school.

She explained: "Taking the Foundation Apprenticeship has given me something to look forward to and I'm excited to learn what the career would be like.

"Getting the experience of college and the workplace with my Foundation Apprenticeship has made me happier and more confident."

Peter Brown, Senior Curriculum Manager from Glasgow Kelvin College said: "The Foundation Apprenticeship programme provides a range of benefits to our learners, chief among these being the opportunity to undertake a long-term work placement with an employer.

"During this time learners are given an invaluable insight into the world of work and a hands-on experience which inspires and shapes their future career paths whilst also preparing and equipping them with skills that are valued by industry.

"Furthermore, the Foundation Apprenticeship offers them the opportunity to learn in a programme and environment that has been solely designed with employment in mind. Subjects they are currently studying at school e.g. Maths, Physics or IT are given real-world value through contextualisation and simulation of industry. As a result, many learners better engage at school as abstract concepts now have real meaning and importance to their future career aspirations."

Foundation Apprenticeships are developed by Skills Development Scotland, in partnership with employers and funded by European Social Fund.

Chapter 2 – Colleges

More 16-24 year olds achieving positive destinations from college

Key Indicators

Outcomes (KPIs)

- 85.3% of leavers who have successfully completed a full time course go onto positive destinations, further study or work, an increase of 1.4 percentage points from 2015/16 (83.9%) and an increase of 2.4 percentage points since 2014/15 (82.9%).
- The minority gender share increased by at least 1 percentage point in 6 out of the 10 largest and most imbalanced college superclasses between 2015/16 and 2016/17. This has increased by at least 1 percentage point in 9 out of the 10 largest and most imbalanced college superclasses from the baseline measurement in 2012/13. The target is a 5% increase across each superclass, and/or a 10% average share, by 2021.

Outputs

- 67.8% of full-time college learners successfully completed their course in 2016/17. This is a decrease of 0.2 percentage points from 68% in 2015/16, and a decrease of 0.2 percentage points compared to the baseline figure, (68%, 2013/14).
- 63.3% of senior phase pupils studying vocational qualifications delivered by colleges successfully completed in 2016/17, a decrease of 2 percentage points since 2015/16 and a decrease of 2.7 percentage points since 2013/14.

(This activity delivers on Developing the Young Workforce Recommendations 4, 5, 6, 12, 17, 29, 34.)

Raising attainment is a shared priority across education. It's important, therefore, that the different parts of the education and skills system work well together to make it as easy as possible for learners to achieve and progress successfully into employment.

Responding to the different learning styles and support needs of a diverse group of learners is a key priority for colleges, to ensure students successfully complete their course and progress to higher level study and or work.

DYW states an ambition for measured collaboration between colleges and schools, and the progress of this was set out in Chapter one. In addition, DYW supports the Scottish

Government's ambition for a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job, and building a career through further and higher education.

In support of this, the Scottish Funding Council (SFC) works with colleges and other partners at regional and national levels to oversee and support the college sector to:

- Ensure young people are able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners;
- Improve opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up;
- Align college provision with economic needs and regional planning, with a focus on STEM where appropriate;
- Support college leaders and staff to develop the skills required to meet the Commission's ambitions for the sector;
- Maximise employer engagement;
- Develop college outcome agreements to underpin improvements and measure progress.

Progress

This year we have seen an increase in the percentage of 16-24 year old college students who have successfully completed a full time course and who have moved into employment or higher level study. In 2016/17, 85.3% of young people made this transition, an increase from 83.9% in 2015/16 and 82.9% in 2014/15.

At the same time, we have also seen a very slight decrease in the proportion of full time college learners successfully completing their course. In 2016/17, 67.8% of college learners completed their course, a decrease from 68% in 2015/16 and 68% in 2013/14, the baseline figure on which progress is measured.

Gender Action Plans

Progress continues to be made in delivering the SFC's ambitious Gender Action Plan. Review meetings have been held with a sample of institutions to discuss progress made in AY2017-18. Along with a commentary on progress to date, the outcomes of these meetings will be available in the Gender Action Plan Annual Progress Report 2018, which will be published by January 2019. Review meetings with institutions will continue in AY2018/19.

SFC held the National Gender Conference on 25 October 2018, the event focused on 'Intersectional Gender Equalities in Colleges and Universities'. Best practice in GAPs from

across Colleges and Universities was showcased including - *Enhancing Student Engagement* in GAPs, *Preventing and Responding to Gender Based Violence*, and *Addressing the Gender Pay Gap* in Scotland's colleges and universities. Learning from the event will be captured within the Annual Report and the updates of existing institutional GAPs (iGAPs) that Colleges and Universities will undertake in AY 18-19.

Case Study: City of Glasgow College – Addressing gender underrepresentation at subject-level

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For its institutional Gender Action Plan (iGAP), City of Glasgow College developed a comprehensive framework covering the whole institution, identifying the need to engage with DYW leads on its new plan. Taking as its starting point with the most pronounced gender imbalances and developed individual Faculty Gender

The action plan has prioritised action in: Faculty of Building, Engineering & Energy; Faculty of Business; Faculty of Creative Industry; Faculty of Education & Lifestyle; Faculty of Leisure & Lifestyle; and the Faculty of Nautical Studies.

The College has utilised equality self-assessment tools and Equality Impact Assessments (EIAs) to assist individual faculties to develop their action plans. Each faculty-level GAP outlines current and forthcoming actions to address subject-based gender imbalances, in among wider work consistent with the key aims and strategic themes of SFC's Gender Action Plan.

City of Glasgow College's iGAP states:

“Our College will work with the Glasgow Region Developing Scotland's Young Workforce lead to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce, including actions to improve gender balance and increase the intersectional benefits for other protected groups... Our Gender Action Plan will support improving opportunities and experiences for all students, with a focus on reducing gender imbalance on course take-up with a view to developing the young workforce.”

Full CoGC iGAP:

<https://www.cityofglasgowcollege.ac.uk/sites/default/files/CoGC%20GAP%20July%202017.pdf>

College Employer Engagement Framework

SFC uses the Outcome Agreement process to evidence the level and extent to which colleges engage with employers and industry groups. To further enhance levels of employer engagement and improve the evidence base an Employer Engagement Framework has been developed and is currently being consulted on with sector representatives. The intention is to incorporate the framework within the college quality arrangements for AY 2018-19 - as part of their evaluative processes colleges would evaluate their provision against criteria within the framework.

Challenges

The priorities for College Outcome Agreements and associated College funding were outlined in the Outcome Agreement Guidance for 2019-20 issued in October 2018. The 'Intensification' of OA targets and negotiations- begun in AY 18-19 will continue into AY 19-20, this will include an emphasis on improving the learner journey, and with it retention and attainment.

We will seek to build on the work of the Colleges Improvement Project in support of more institutions working to increase numbers of young learners successfully completing their courses.

As part of this, four strategic engagements across Scotland are planned for early 2019 to include Colleges, HMIs, OA Managers, Local Authority Directors of Education, RICs and other stakeholders to discuss improved regional curriculum planning and in support of improved outcomes for senior phase learners.

Looking ahead

Employer Engagement framework – To be tested with colleges and stakeholders and incorporated within College quality arrangements for AY 2018-19

Next Steps

During 2018 - 2019, we expect to see:

- College outcome agreements for academic year 2019-20 signed off, showing evidence of well-developed partnerships with secondary schools, local authorities and employers;
- Vocational course options available across all schools;
- Increased numbers of 16-24 year olds successfully completing courses;
- Increased numbers of sustained positive destinations from college for 16-24 year olds.

During 2019 - 2020, we expect to see:

- College outcome agreements for academic year 2020-21 reflect a regional curriculum, with vocational options widely available, informed by secondary schools, local authorities and employers;
- Reporting on employer engagement.

During 2020 - 2021, we expect to see:

- College outcome agreements for academic year 2021-22 reflect a regional curriculum, with vocational options widely available, informed by secondary schools, local authorities and employers.

Case Study:

West Lothian College – Employer Engagement Engineering Project with Mitsubishi Electric

Eight HND Engineering students successfully completed a work experience project with Mitsubishi Electric. The students received support from College teaching staff and Mitsubishi staff during the project that included approximately 20 days of placement in Mitsubishi premises. The students developed training manuals for processes and procedures associated with the manufacture of air-conditioning units, which Mitsubishi staff will use for future training purposes.

Whilst the main purpose of the project was for the students to obtain work experience, the placement also allowed the college to identify where classroom delivery could be replaced with learning on the job. The placement also demonstrated the value that work based learning provides:

“The project helped me to see the link between my College theory work and the practical work carried out in the manufacturing industry. I learned a lot by working with engineers in the factory, and how they all work with each other. It also helped me with my College studies, in Project Planning, research work, Health and Safety and team-working”

“I really enjoyed working with College and Mitsubishi staff on this project. It made me understand college theory work so much better. I’m going to University next year and it has helped me to carry out research work. I feel that I am much more employable now too”

In addition to the support from Mitsubishi staff, the students got to see the application of innovative technologies and experience, its current practices, and an industrial environment. Through this they were able to develop employability skills and soft skills, such as timekeeping and attendance, attention to detail, accuracy, team-working, and problem solving.

The benefits to the learning experience were clear, with the students achieving about 25% of their coursework whilst taking part in this project.

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The Project has gained national and International recognition, winning the following Awards.

- British Council International Skills Partnership Award - Winners of the Sustainable Collaboration Category. March 2018.
- Herald Higher Education Awards – Winners of the Outstanding Employer Engagement Award in Colleges and Universities. June 2018.
- Scottish Training Federation – Winners of the Success in Partnership Award. September 2018.

Chapter 3 - Apprenticeships

Record numbers of young people are undertaking a Modern Apprenticeship.

Key Indicators

Outcomes (KPIs)

- In 2017/18, 18,524 Modern Apprenticeship (MA) starts were at level 3 or above. This is an increase from 17,263 in 2016/17 and an increase from 15,655 in 2013/14, the baseline figure.
- In 2017/18, 72% (58 of 81) of MA frameworks had a gender balance of 75:25 (or worse). This is an increase from 70% in 2016/17, but a slight decrease from 73% in 2013/14, the baseline figure.
- In 2017/18, 1.9% of MA starts were from minority ethnic communities, an increase from 1.7% in 2016/17 and from 1.1% in 2013/14, the baseline figure.

Outputs

- In 2017/18, there were 27,145 MA starts, an increase from 26,262 in 2016/17 and an increase from 25,284 in 2013/14, the baseline figure.
- In 2017/18, the overall number of MA achievements had decreased slightly compared to 2016/17, from 20,404 to 20,309. This also represents a slight decrease from baseline in 2013/14 (20,576).
- In 2017/18, there were 14,161 achievements of MAs at level 3 and above, an increase from 13,503 in 2016/17 and an increase from 12,497 in 2013/14, the baseline figure.

(This activity delivers on the Developing the Young Workforce Recommendations 7, 8, 9, 10, 13, 20, 30, 31, 32, 34, 35, 38.)

Through DYW, we want to see increasing numbers of young people taking up apprenticeship opportunities. We have also been clear any expansion in apprenticeships needs to work for employers, and their leadership is vital to collectively shape how the apprenticeship programme meets the needs of the employer, and the wider economy.

DYW also set an ambition for there to be more apprenticeships to be at a higher level - level 3 and above. To achieve this, and still ensure the quality of the apprenticeship meets the needs of employers. DYW has supported the development of the Modern Apprenticeship Group. This is part of new quality assurance arrangements developed to oversee the approval of apprenticeship frameworks and qualifications. This now means

that Skills Development Scotland (SDS) and Education Scotland work collaboratively to review quality at a provider level and as part of thematic reviews at sector/framework level.

Key themes and milestones:

- Achieving 30,000 Apprenticeship by 2020;
- Development of further Apprenticeship opportunities to graduate level;
- Focus on STEM Apprenticeships;
- Establishment of a Scottish Apprenticeship Advisory Board (SAAB), supporting greater responsiveness to labour market need meaning Modern and Graduate Apprenticeships are better aligned with job opportunities;
- Clearer pathways into Apprenticeships for those not in work or those from previously under-represented groups.

Progress

From SDS's annual progress report on Modern Apprenticeships, published in June 2017, we can see the following progress:

- There were 27,145 Modern Apprenticeships (MA) starts in 2017/18. This is an increase on 2016/17 levels (26,262). This exceeds the annual target of 27,000 starts, and is in keeping with the Scottish Government's commitment to increase MA starts to 30,000 by 2020;
- Additionally, there were 278 Graduate Apprenticeships (GA) starts in 2017/18. This programme is in its early stages of development and it is anticipated that numbers will increase in future years;
- In 2017/18, 70% of starts were aged 16-24, a decrease of 5.6 percentage points compared to 2016/17;
- The majority (68%) of starts were in higher level apprenticeships (Level 3 or above), a total of 18,524 in 2017/18. This is an increase of 2.5 percentage points on 2016/17, in which 65.7% of starts (17,263) were in higher level apprenticeships;
- The largest proportion of starts (22%, or 6,104 starts) were in Construction & Related frameworks;
- 39% (10,451) of starts were female and 61% (16,694) were male in 2017/18. The proportion of female starts decreased by 1.3 percentage points since 2016/17, when there were 10,440 (39.8%) female starts and 15,822 (60.2%) male starts. Over the last five years, the number of females at Level 3 or above has increased by 22% (+1,220 starts) compared to a 16% increase for males (+1,649 starts). In contrast, the number of females at level 2 has decreased by 25% compared to an increase of 4% for males;
- 11.3% of MA starts self-identified an impairment, health condition or learning difficulty in 2017/18 (2.7 percentage points higher than 2016/17);

- 508 or 1.9% of 2017/18 MA starts self-identified being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group. This is an increase of 0.2 percentage points on 2016/17 when 436 MA starts self-identified being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group;
- 24.7% of MA starts reside in the 20% most deprived areas of Scotland. This is a decrease of 0.7 percentage points compared to 2016/17. This analysis shows a similar pattern over the past four years;
- 20,309 individuals achieved their MA, an achievement rate of 78%. This is a decrease of 0.6 percentage points compared to 2016/17, when 20,404 individuals achieved their MA.

Uptake in STEM Frameworks

- Over a third (38.1%) of all Modern Apprenticeship (MA) starts in 2017/18 were in STEM frameworks (an increase of 1.3 percentage points on 2016/17). 65% of STEM framework starts were aged 16-24 and 79.9% were at level 3 or above;
- In 2017/18, there were 2,107 starts to the IT & Other Services grouping. This is an increase of 805 starts or 62% compared to 2016/17, when there were 1,302 starts in this grouping. This is a three-fold increase in the number of starts in 2013/14 (609);
- Starts to the IT & Other Services grouping accounted for 8% of MA starts in 2017/18 (+5.4 percentage points compared to 2013/14). For the first time, the IT & Other Services was within the top 5 high volume MA groupings.

Scotland's Apprenticeship Family

SDS continues to expand work based opportunities and strengthen the pathways between the new Foundation Apprenticeship in school, Modern Apprenticeships and Graduate Apprenticeships. This relationship can be seen in the case study on page 41 of this report, demonstrating how completing a FA in school fast-tracked 18-year old Fraser Wallace into year two of a Modern Apprenticeship as part of his employment with Irvine Engineering.

Graduate Apprenticeships

This year, SDS engaged with employers to develop a new apprenticeship opportunity at graduate level as a way for individuals to develop the necessary knowledge, skills and competence required by Scottish industries. These opportunities provide individuals with an opportunity to participate in paid employment, whilst gaining qualifications at SCQF levels 8-11.

As of 2018, we aim to grow the volume of Graduate Apprentice opportunities to 887. This is an increase from 278 starts in 2017. These opportunities are available in fourteen of Scotland's universities and colleges, in thirteen subject areas, including: ICT/Digital, Cyber Security, Data, Civil Engineering, Engineering, Construction and Business.

Looking forward, SDS continue to focus on the expansion of Graduate Apprenticeships, providing more opportunities for young people to combine an academic degree with learning in the workplace.

Challenges

Apprenticeship Levy

In this year, we have continued to monitor the impact of the UK wide Apprenticeship Levy. This is a UK Government tax imposed through reserved powers without consultation with devolved nations where skills policy is devolved.

In 2018/2019 Scotland's share of forecast Levy receipts totalled £230m, which represented an overall reduction in public sector spending power in Scotland. The Scottish Government has been clear that the Scottish share of the Levy receipts largely replaces money previously received and will continue to be invested in skills, training and employability to meet the needs of Scotland's economy, employers, and the workforce.

As a result, employers can benefit from a whole range of publicly funded programmes paid for by the proceeds of the Apprenticeship Levy, including a contribution towards training costs for Modern Apprentices; the cost of training Graduate apprentices; recruiting from an employability programme; and the use of a new Flexible Workforce Development Fund available to purchase college learning.

Ensuring the employer voice continues to influence our approach, we have established the SAAB Employer Engagement Group and SAAB Employer Equality Group to support and encourage employer participation in apprenticeships. Recognising how valuable apprenticeships are to Scotland's future workforce, the SAAB also established an Apprentice Engagement Group (AEG) to take on an ambassadorial role, communicating the benefits of Scotland Apprenticeship Family to young people, employers, parents and other stakeholders.

Next steps

During 2018 - 2019, we expect to see:

- We will continue to grow and develop Scotland's Apprenticeship Family opportunities.

During 2019 - 2020, we expect to see:

- We will see the continued growth of Scotland's Apprenticeships programme including more opportunities in STEM.

During 2020 - 2021, we expect to see:

- At least 30,000 new Apprenticeship starts;
- A sustainable and fully embedded family of apprenticeships.

Case study: Apprentice of the Year Fraser Flying High and Fast In Engineering

From work experience to a Foundation Apprenticeship to a Modern Apprenticeship

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Irvine engineering apprentice, Fraser Wallace's career has soared since he started on his Foundation Apprenticeship at Ayrshire College as a Greenwood Academy pupil, gaining work-based learning at aviation experts GE Caledonian as part of his qualification.

The 18 year-old is now able to work, earn and learn by landing a Modern Apprenticeship at the firm this year, after impressing the bosses with his performance and passion for the job.

The passion and commitment Fraser demonstrated on his Foundation Apprenticeship led to him being named Skills Development Scotland Scottish Apprentice of the Year 2018.

Fraser had always wanted to do an apprenticeship as he liked the idea of practical, on-the-job learning while earning.

The teen was drawn to a Foundation Apprenticeship in engineering because of his love of problem solving and working with his hands.

Fraser said: "I chose engineering because it was always something I was interested in. All the people who work here at GE Caledonian are very supportive and, if you ask, they are willing to help you as much as they can."

Fraser's skills with hand tools are at a level where he can start at year two of the MA.

Through his FA, he built strong foundation skills in electrical wiring and soldering, mathematics application, CAD, and testing processes and controls.

Stephen McNab of GE Caledonian says: “The impression that Fraser left was an everlasting one when he did his work experience with us. He had a genuine interest and a genuine passion which came through and it carried him forward to the next stage of his FA. He really excelled and was one of the top performers in his year.”

GE Caledonian has 600 employees and 27 MAs on its apprentice programme and this set to grow again next year. The company started another Foundation Apprentice in August 2018 and said there are some potentially great students scheduled to complete their FAs by 2019, five of which have had work experience at GE.

Stephen feels FAs give young people a vehicle to take them from a school environment to the workplace, while gaining vital skills.

Explains Stephen: “It is also about Foundation Apprenticeships giving us a solid talent pipeline a year in advance. We get an idea of peoples’ potential a year earlier and, without a doubt, it helps us find the right people.”

Stephen is a former apprentice, who has been an engineer for 37 years. He believes an ideal apprentice is someone who demonstrates loyalty, is a team player and who has a passion for what they do.

Kirsty Taylor, Foundation Apprentice and Employer Engagement Lead at Ayrshire College says: “Fraser has developed core skills essential for the work place such as time-keeping, working independently, responsibility and flexibility. His enthusiasm and commitment to the FA has led to him, alongside GE Caledonian, discussing the benefits of the course at public events and conferences.

“Fraser has excelled at putting the theory and skills he learned into practice at GE Caledonian.”

Chapter 4 - Employers

A network of 21 employer-led regional groups in place, supporting the delivery of school-employer partnerships across the country

Key Indicators

Outcomes (KPIs)

- In 2016, 32% of employers recruited a young person directly from education. This figure was also 32% in 2014.²

Outputs

- In 2018, 358 employers achieved the Investors in Young People accolade, an increase of 14 from 2016 (344).
- In 2016, 19% of employers recruited a school leaver, the same percentage as in 2014, and an increase of 2 percentage
- In 2016, 39% of employers offered a work experience placement, an increase from 37% in 2014.

(This activity delivers on the Developing the Young Workforce Recommendations 11, 14, 15, 18, 19, 21, 22, 23, 24, 24, 36, 39.)

One of the key recommendations of DYW is to bring employers and education closer together in collaborative partnerships. By doing so, the key ambition – aligned to the wider ambitions of Developing the Young Workforce – is that all young people, through support from employers to co-design the curriculum, will become better equipped with the skills, knowledge and experience they need to flourish in work. We also want to support employers to make a strong contribution to realising the Scottish Government’s ambition for every school cluster (i.e. secondary and associated primary schools) to be working with a STEM partner from the public, private or third sector by 2020.

² The Employer Perspectives Survey (EPS), which is the data source for KPI 6, was not updated in 2018. The EPS was previously carried out by DfE for the whole of the UK, however DfE decided to not proceed with the EPS. As a result, the Scottish Government have commissioned a Scotland EPS to be carried out at the end of 2018/2019. This will produce an updated figure in October 2019.

Progress

Key themes and milestones for employer engagement

- Enhanced industry leadership and engagement.
- Stronger, effective partnerships between employers and education.
- Recruitment of young people at the heart of workforce planning across the private, public and third sectors.

In this year, we have developed new guidance on school employer partnerships collaboratively with education, local authorities, employers and the DYW Regional Groups

The guidance establishes an ambition for increasing numbers of strategic level partnerships. This describes a type of partnership where schools and employers are working together to inform curriculum planning and delivery and provide work-related and contextualised learning experiences and opportunities which meet the needs of all learners.

Schools as well as the DYW Regional Groups are now being asked to use the guidance to further develop their partnerships over the coming year.

Supporting and encouraging publicly funded growth businesses and investment companies

To support and enhance our approach to DYW, in October 2018, The First Minister set out a new approach of *Fair Work First* that will seek to agree with business how we consider the application of fair work policies in procurement, grants and other support. This will include a commitment to

- investment in skills and training;
- no exploitative zero hours contracts;
- action on gender pay;
- genuine workforce engagement, including with trade unions; and
- payment of the Real Living Wage.

We can expect to see a positive impact on the employment of young people as a result of Fair Work First's implementation, and we will seek to align the activity within this area with that of the DYW Regional Groups.

Scotland's Employer Recruitment Incentive (SERI)

Scotland's Employer Recruitment Incentive (SERI) has a focus on supporting employment of targeted groups of young people including supporting SMEs to employ young people, including apprentices. Employers and local authorities value the simplicity of the SERI offer and the payment structure. We have seen SERI being successful and has been used to support 550 young people in the period 2016/17.

In the past year, SERI has been refocused to concentrate support on young people facing barriers to employment with an additional focus on those with additional support needs.

To support young people who face additional barriers to entering the workplace, we are working with Enable and Open Doors Scotland to provide additional support for up to 60 young people undertaking Modern Apprenticeships, who due to these barriers might otherwise not be able to undertake an apprenticeship. One of the aims of the programme is to train co-workers and supervisors to make it easier for employers to recruit people with similar barriers in the future.

Challenges

As we move into year five of the programme, our focus will be on more systematic and purposeful engagement to improve outcomes for young people, particularly those who require additional support, as we enhance the relationship between employers and education. We will work to increase the momentum and ensure more is done to address the disability employment gap and reforming current employability programmes. In addition we will work with Education Scotland to ensure all young people have access to meaningful work experience and other employer supported activity whilst at school.

DYW continues to contribute towards the Scottish Government's ambition to reduce the disability employment gap by at least half. Currently, the gap between those with and those without disabilities is 16.2 percentage points, with only 43.2% of disabled people and people with long term health conditions in employment compared to 59.4% of non-disabled people. This means that many disabled people who want to work are being denied the social and financial benefits of employment, while employers across Scotland are often missing out on a talented and skilled workforce.

There is evidence of positive impact in this area – for example the employment rate for young disabled people has increased from 35.6% in January–December 2016 to 43.2% for the same period in 2017. This is also an increase of 8.0 percentage points compared to the baseline figure of 35.2% in 2014. DYW's annually updated target for the employment rate of young disabled people is, as of January-December 2017, 59.4%.

Disability Employment Action Plan

In 2016, the Scottish Government committed in A Fairer Scotland for Disabled People to seek to reduce the disability employment gap by at least half. Currently, the gap between those with and those without disabilities is 35.8 percentage points, with only 45.4% of disabled people and people with long term health conditions in employment compared to 81.2% of those with no disabilities. (APS, Jan-Dec 2017). This means that many disabled people who want to work are being denied the social and financial benefits of employment, while employers across Scotland are often missing out on a talented and skilled workforce. Later this year, the Scottish Government will publish a Disability Employment Action Plan setting out our initial steps towards achieving our ambition, and building on work underway across the Scottish Government, from Early Years through to supporting older workers. Links between health and employability support are a key element of this.

In developing the plan, young disabled people have told us that they feel they and their families are not always supported consistently to make successful transitions from school into employment learning or training. While supporting the DYW recommendations, we are working across Scottish Government, local government and organisations such as the Scottish Funding Council and Skills Development Scotland to ensure that the work to support the equalities strands of DYW is agreed to secure better outcomes for disabled young people.

Next Steps

During 2018 - 2019, we expect to see:

- Meaningful and productive school/employer partnerships operating in all secondary schools;
- The increasing uptake of the on-line matching service “MarketPlace” which links the requirements of schools and learners with activity offered by employers;
- Greater emphasis on the promotion of the apprentice family and particular Foundation Apprenticeships.

During 2019 - 2020, we expect to see:

- Employer satisfaction driving parts of the system nationally and informing regional curriculum planning fully;
- Greater emphasis on teacher and employer education.

During 2020 - 2021, we expect to see:

- Sustainable structures to support employers' active contribution in place and contributing effectively to the development of the young workforce.

Case Study: DYW Dumfries and Galloway

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Two senior pupils at Douglas Ewart High School in Newton Stewart joined Forestry Enterprise Scotland as new apprentices. The two pupils took part in a rigorous selection process and were among eight successful candidates chosen from over 350 applicants to join the apprenticeship scheme.

In March 2017, DYW Dumfries & Galloway was invited to attend the CONFOR South of Scotland quarterly conference. The brief from the organisers was for the DYW Regional Group to explain how it could help Forestry Enterprise Scotland (FES), who were faced with the challenge of an ageing workforce and the lack of attraction into the industry, FES needed to find a way to inspire, encourage and recruit young people to work in forestry. Following the conference, the Group was introduced to senior managers at FES Dumfries & Galloway and Scottish Woodlands, with whom possible initiatives to attract new talent were discussed.

In November of 2017, Forestry Enterprise Scotland (FES) advertised for eight new apprentices in Forest and Timber based in Dumfries and Galloway. These apprentices work towards a Trees and Timber Modern Apprentice Level 2 and 3 qualifications. Scotland's Rural College (SRUC) Barony provides training & assessment. DYW Dumfries & Galloway programme managers promoted this opportunity in local high schools and four pupils were selected from Douglas Ewart High School to attend an interview.

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During the application and interview process the high school's Youth Guarantee Coordinator helped the pupils with their applications forms and with suggestions for their interviews. Both young people had previously considered going to college or university, but were also looking at apprenticeship options. When the Group brought the FES apprenticeship to the school's attention, both knew this was something they should consider. Throughout this process there was support from the local DYW programme manager, who helped with things like accessing extra application advice from FES. The school also arranged with FES for time off at the start of their apprenticeship for the young people to return to school to sit their exams. Upon 2 years successful completion of the apprenticeship, the two young people will have the opportunity to apply for a range of permanent roles within Forestry Enterprise Scotland; both are hopeful they'll stay in the industry.

Chapter 5 – Equalities

We are improving outcomes for minority ethnic groups, care-experienced young people, disabled young people and addressing gender inequality

(This activity delivers on the Developing the Young Workforce Recommendations 26, 27,28,29,30,31,32,33,34,35,36,37,38,39.)

In response to the Commission's report we have committed to fourteen recommendations (26 – 39) related to action on equality and diversity.

In taking forward these recommendations, we have drawn on the expertise of a number of partners to promote training, education and jobs where young people experience difficulty in engaging with the labour market.

A significant challenge laid out in the Commission's report was the need to maximise the contribution of all young people in the world of work. In response to the Commission and at the outset of DYW, ambitious targets were set to improve outcomes for under-represented groups. These targets were set to focus stakeholders, partners and the sector on supporting all young people, in particular, those who face additional barriers to the world of work.

To date, we have seen good progress in reducing youth unemployment, such as the creation of additional opportunities for young people and improving employer engagement with the sector since DYW began. As we move into year five of the programme, the challenge will be ensuring that we prioritise those young people who continue to face barriers in an improving labour market, to enable them to achieve within an evolving employability and apprenticeship landscape.

Schools

	Baseline	Target	Actual Figure
KPI 11: Increase positive destinations for looked after children by 4 percentage point per annum resulting in parity by 2021	69.3% (2012/13)	4% increase per annum (current target: 85.3%)	76% (2016/17)

(Recommendations 26, 27, 28, 33 and 37)

The proportion of looked after children in a positive destination currently sits as 76% for 2016/17. Although the target has not been achieved, the gap is reducing, with an increase of 4.8 percentage points since 2015/16 and an increase of 6.7 percentage points since 2012/13.

To encourage the sharing of best practice, Education Scotland have published a toolkit on the hub to highlight Kibble's work to support looked after and accommodated young people and showcase good practice exemplars such as East Ayrshire's Flexible Pathways Programme to improve outcomes for this cohort of learners.

In recognition of some care experienced individuals having a later transition into the labour market, through DYW, SDS now offer enhanced funding up to age 29 in relation to the Modern Apprenticeship programme. Employers can also access Scotland's Employer Recruitment Incentive scheme to provide additional funding and in-work support to care experienced young people in recognition of the additional barriers they may face.

Next Steps

Education Scotland will work with the Scottish Commission on Learning Disability from December 2018 to address the recommendations of their Employment Task Group.

Summary

We are pleased to see the positive progress in improving outcomes for care experienced young people this reporting period, and the sharing of good practice across the sector. Looking forward, we can expect to see greater emphasis on this work, and the prioritisation of this cohort of learners, to ensure they achieve the best possible outcomes. In the year ahead this includes work to enhance CIAG provision, improve and increase work experience opportunities and improved support for undertaking apprenticeship opportunities.

Colleges (CT 3)

	Baseline	Target	Actual Figure
KPI 8: Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses* among 16-24 year olds by 2021	2-10% range, 5% average (2012/13)	5% increase in each of 10 priority superclasses and/or 10% average share	8% average (2016/17)

(Recommendation 29 and 34)

In Colleges, the Scottish Funding Council published its Gender Action Plan in August 2016. As part of the GAP, SFC requested all institutions develop their own Gender Action Plan outlining the activities they would undertake to tackle gender imbalances. These were published in 2017.

The Annual Progress report on the Scottish Funding Council's Gender Action Plan was published on 4 December 2017 at the SFC national conference on gender. Notable achievements include the development and implementation of institutional GAPs (iGAPs) at both institutional level and faculty/department level and targeted initiatives to address subject-based gender imbalances.

However, there is a need for institutions to more closely measure impact of programmes and initiatives, and the need for institutions to set out firm and sustainable plans to increase the capacity of staff.

The average minority gender share across the 10 most imbalanced college superclasses is 8% for 2016/17. We have seen progress towards the 10% target, with an increase from 5% in 2012/13.

There has also been progress within particular college subject imbalances, including Building Service (3.6% increase to 6.6% minority share between 2011/12 to 2015/16) and Mechanical Engineering (2.4% increase to 8.5% minority share between 2011/12 and 2015/16). The SFC are in the process of arranging review meetings with a sample of institutions to discuss the progress made in academic year 2017/18. We will have a better understanding of the outcomes of these meetings when the Gender Action Plan Annual Progress Report 2018 is published early next year. SFC will continue to have review meetings with institutions in academic year 2018/19

Next Steps

Colleges will continue to engage with schools to ensure senior phase pathways are helping to address gender imbalance. SFC are currently reviewing the GAP through the Gender Governance Group and with Education Scotland and NUS to make recommendations for practice, both regionally and nationally.

Summary

We are pleased to note the activity in this area, and look forward to further evidence of this progress being captured in the next reporting period. The GAP was published in 2016 and so we might not expect to see greater levels of progress against targets at this stage, however, we will be working with the SFC to understand their assessment of progress, in regard to institutional activity. Through the review meetings of the institutional GAP and the publication of the annual progress report in January 2019, we hope to see further evidence of progress and clear next steps.

Apprenticeships (CT 4)

	Baseline	Target	Actual Figure
KPI 7: To reduce to 60% the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021	73% (2013/14)	60% by 2020/21	72% (2017/18)
KPI 9: Increase the number of minority ethnic MA starts to equal the population share by 2021	1.1% (2013-14)	The target will change year on year as the population share figure is updated (3.9% in 2016/17)	1.9% (2016/17)

(Recommendations 30, 31, 32, 34, 35 and 38)

To increase the number of young people taking up an apprenticeship in traditionally segregated sectors, we will continue to work closely with schools and other providers.

Education Scotland continue their work to embed equality education across Curriculum for Excellence. We have seen this extend into pre-school education, where Early Learning and Childcare (ELC) are challenging occupational stereotyping to support improvement in gender equality. In addition, they continue to work with the Care Inspectorate on developing a new ELC Gender resource which is due to be published by January 2019.

This is in recognition of the importance of early intervention in the shaping of an individual's bias and stereotyping.

In addition, the Minister for Further Education, Higher Education and Science launched the next phase of the Improving Gender Balance Programme on 7 June. The proposed new activity aims to embed effective approaches to tackling stereotypes and addressing unconscious bias in every school cluster by 2022. To resource this activity, Education Scotland are currently recruiting a team of six gender balance equality officers to lead on this activity across the Regional Improvement Collaboratives. We have seen examples of good practice within the sector, and these have been included within a book of IGB case studies on the National Improvement Hub (NIH).

Gender imbalance in certain sectors continues to be a challenge. Ongoing MA expansion is mainly in sectors such as STEM and Construction, two areas which show marked gender segregation in the workforce and so this impacts the overall gender balance.

Alongside the IGB project, SDS have worked with Equate Scotland to develop an employer mentoring network module with the aim of supporting employers to retain women in male dominated occupational sectors. SDS is also supporting employers to undertake positive action in relation to attracting and recruiting individuals into sectors that are traditionally gender imbalanced.

We have seen positive progress in advancing equalities across the apprenticeship family. SDS published their Equalities Action Plan in 2016 – and have since broadened this to include Foundation and Graduate Apprenticeships. Their second Annual Progress Report was published in July 2018. This latest update highlights a range of work, in partnership with others, to help drive change, including:

- A partnership between SDS and Xtra-Mile.com, a training provider in Edinburgh, helping to improve the uptake of Modern Apprenticeships in the Hospitality sector from individuals from black and minority ethnic (BME) backgrounds;
- SDS working with OPITO and the OGTAP sponsors to carry out activities aimed to help employers engage more positively with young women and encourage more females to consider an apprenticeship within the industry;
- With support from SDS, a local consortium was formed by Fife Voluntary Action, Fife College, Fife Council and Department for Work and Pensions. The consortium developed Accessible Fife: a project that aimed to improve access to Modern Apprenticeships in Fife for disabled people and/or those with health conditions.

As apprenticeship expansion continues, we must ensure equality and diversity is understood and embraced by employers and providers. To support this, SDS has launched an Employer Guide to Inclusive Recruitment. This provides practical advice to source, attract and retain apprentices or employees that businesses may have overlooked or had difficulty in accessing. Equality Executives and CIAG Advisors work within schools

and community groups to promote pathways into apprenticeships for underrepresented groups.

These projects, and others like them, noted in the plan highlight SDS's commitment to greater equality across apprenticeships. However, it is clear that more is to be done to overcome barriers in both education and the labour market which gives rise to under-representation. This is particularly true regarding gender segregation, where we continue to face cultural and societal inhibitors.

According to SDS data, we have also seen positive progress across a number of equalities groups, notably:

- The number of MA starts who self-identify as disabled has improved year on year since the action plan commenced. 11.3% of starts self-identified an impairment, health condition or learning difficulty, an increase of 2.7 percentage points in 2016/17 (8.6%) and an increase of 7.4 percentage points since 2015/16 (3/9%), the baseline figure;
- Participation from ethnic minority groups has also increased year-on-year since the start of the action plan, but has not yet reached the level we would have hoped at this stage;
- The proportion of MA starts who are care-experienced has also increased year on year. In 2017/18, 1.6% of care leavers took up a MA, an increase on 0.3 percentage points in 2016/17 (1.3%) and an increase of 0.7 percentage points in 2015/16 (0.9%), the baseline figure;
- Since 2015/16, some improvement has been made to the gender breakdown of occupational groupings. For example, the proportion of starts who are female within the IT & Other Services occupational grouping has increased to 35% (+17 percentage points).

DYW KPI	2015/16	2016/17	2017/18
KPI 7: To reduce to 60% the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021	74%	70%	72%
KPI 9: Increase the number of minority ethnic MA starts to equal the population share by 2021: Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group*	1.6%	1.7%	1.9%

Further progress is being made by SDS to target equalities groups in promoting and communicating career options. ES has worked in partnership with SDS's dedicated apprenticeship equality team to agree a coherent approach to contracting and reviewing MA training programmes.

In addition, SDS has built equality outcomes into the key performance measures that training providers are expected to demonstrate in their recruitment of apprentices. As a result, providers are expected to engage more with young people in schools and take positive action in their recruitment marketing e.g. running girls only taster activities.

To support this activity in schools, Education Scotland's Post-16 team have identified transitions as a priority for their inspection team and will assess the current support available for young people transitioning from school onto apprenticeships. This will include, for example, reviewing the explicit action that schools take to encourage more diverse and under-represented groups into Foundation and Modern Apprenticeships.

Next Steps

This year, SDS have launched an ethnic intersectional initiative pilot programme as well as pre-apprenticeship support for people from EM backgrounds in their application to apprenticeship opportunities. It is expected that this will support an increase in the number of applicants from this cohort, and potentially enrolments. Following the pilot, SDS will expand and embed best practice learning from this work and report on this activity in the months ahead.

Following on from this work, SDS will publish a full equality impact assessment of apprenticeships in 2019, reviewing the evidence for any differences in needs or outcomes between equality groups.

Summary

To increase the numbers of young people taking up an apprenticeship in traditionally gender segregated sectors, we will continue to work closely with schools and other partners. In addition, SDS will continue to support the uptake and achievement of MAs by disabled and care experienced young people, with a particular focus on those with more complex needs. This includes further work focussed on supporting the uptake of MAs by EM individuals, expanding and embedding effective practice and learning from our work. There has been a slight increase in the number of minority ethnic starting a Modern Apprenticeship, however the rate of this progress will require additional focus between now and 2021.

Looking ahead, and being mindful of research undertaken by SG and SDS, published in May 2018, regarding the influence of parents and carers in determining young people's pathways, we will be undertaking work to engage with parents to better support their understanding of the curriculum offer in schools, enabling them to provide the best possible support to their children – overcoming unconscious gender bias or stereotyping.

Employers (CT 5)

	Baseline	Target	Actual Figure
KPI 10: Increase the employment rate for disabled young people to the population average by 2021	35.2% (Jan-Dec 2014)	The employment rate for young people for 2017 is 59.4% – this target will change each year as the youth employment rate changes. (Jan-Dec 2017).	43.2% (Jan-Dec 2017)

(Recommendations 36 and 39)

In 2017/18 we have seen some evidence of progress in the introduction of supported work experience programmes for disabled young people. For example, the Scottish Government have a contract in place with Enable and Open Doors Scotland to support disabled young people undertaking their Modern Apprenticeships. This complements other related activity for disabled individuals, including enhanced apprenticeship funding up to the age of 29, and the SERI initiative to support employers to recruit disabled individuals.

To support teachers and practitioners, ES has published a number of key exemplars that highlight good practice in preparing young disabled people for the world of work and better develop their employability skills. For example, Sanderson High School's flexible pathways programme, Parkhill Secondary School's Enterprise Academy programme and Enable Scotland's 'Stepping Up' Programme.

Next Steps

We now have a school-employer partnership framework to further assist us in understanding the array of partnerships present across each of the 21 regions. In the year ahead, we can expect to see the development of a coherent strategy for the DYW Regional Groups to support and engage with disabled young people. This will include the identification and sharing of existing good practice, and the consideration as to whether this activity can be represented across regions and nationally.

The Scottish Government will publish a Disability Employment Action Plan (DEAP) later this year, setting out initial steps towards achieving our ambition to reduce the disability employment gap by at least half and building on work underway across a number of programmes of activity. We can expect this work to accelerate the progress made to date.

Employers are key to increasing disability employment rates and the DEAP will set out how we will invest the £1m funding announced earlier this year to support employers in this. Disabled young people have highlighted the difficulty they often experience in moving through school, education or training and into work. We are working across SG and

related bodies to try to establish what actions are underway to address the lack of progress on the DYW KPI to improve the disability employment rate and what further work is required.

Additional funding mechanisms have also been put in place with Skills Development Scotland and Local Authorities to encourage employers to continue to provide employment related support to care-experienced young people. The funding for this will continue until 2019.

Summary

Whilst we have seen some examples of good practice, the priority for both Education Scotland and the DYW Regional Groups will be to move from isolated examples of good practice and one-off engagements, to a coherent network of meaningful and productive school/employer partnerships operating in all secondary schools.

Further activity needs to be undertaken by the DYW Regional Groups to help increase the employment rate for disabled young people. In addition, further discussions are required with Education Scotland on broadening work experience opportunities for young disabled people.

While there is a range of activity underway across the programme, we note the difficulty in supporting cultural and societal shifts to support those traditionally underrepresented groups in engaging with the system and indeed the new opportunities the DYW Programme has created since its inception in 2014. In the year ahead we can expect to see further work undertaken to better support these groups, including the broadening of work experience opportunities of these cohorts of learners, particularly disabled young people.

Next Steps

During 2018 – 2019, we expect to see:

- On-going implementation and impact assessment of MA Equality Action Plan;
- On-going implementation and impact assessment of SFC Gender Action Plan.

During 2019 – 2020, we expect to see:

- Achievement of Modern Apprenticeship volume target and diversity targets.

During 2020 – 2021, we expect to see:

- Expanded provision fully embedded within Curriculum for Excellence, tested by Education Scotland, and valued by young people, their parents and teachers and practitioners as evidenced by uptake and outcomes;
- College outcome agreements academic year 2021-22 reflect a regional curriculum, with vocational options widely available, informed by secondary schools, local authorities and employers;
- Activity fully embedded and expansion sustained.

Chapter 6 – Performance Assessment & Evaluation

Key Performance Indicators

When we published Developing the Young Workforce (DYW) - Scotland's Youth Unemployment Strategy in December 2015, we made a commitment to report annually on the progress of its implementation over its seven year life span.

The DYW programme has eleven Key Performance Indicators (KPIs) which underpin the programme in terms of areas where we are focusing on improvement. Established at the programme's outset were deliberately ambitious. We were clear that implementation would require significant changes to how young people, practitioners, schools, colleges, training providers and employers behave and interact. The programme also required the collective support of a number of public bodies and organisations to provide further detail on each measure.

Alongside the programme's KPIs, a number of milestones were identified for each part of the system to demonstrate what we might expect to change each year. The table overleaf lists our progress to date against these eleven areas.

Looking ahead, we are developing a programme-wide evaluation of DYW. This evaluation will involve both formative (process) and summative (outcome) aspects, offering opportunities for evidence-based practice improvement alongside an evaluation of DYW's impacts.

The evaluation will commence with a structuring phase. Drawing on our logic model of impact, DYW outcomes will be prioritised and the output of each used to develop a series of questions which will guide all subsequent stages of the evaluation.

In terms of formative evaluation, we will prioritise equalities, and the work of the DYW Regional Groups. Existing evidence from DYW KPIs, and from the [DYW Regional Groups Evaluation Report](#)³, highlights the potential value that formative evaluation in these areas can offer in terms of practice development in support of improved outcomes.

³ Scottish Government, (2018), Formative Evaluation of the DYW Regional Groups: a report to the Scottish Government

The formative evaluation activity will lead us onto the summative programme-wide evaluation. This will include evidence mapping exercises, workshops with key stakeholders, attribution analysis, and thematic case studies.

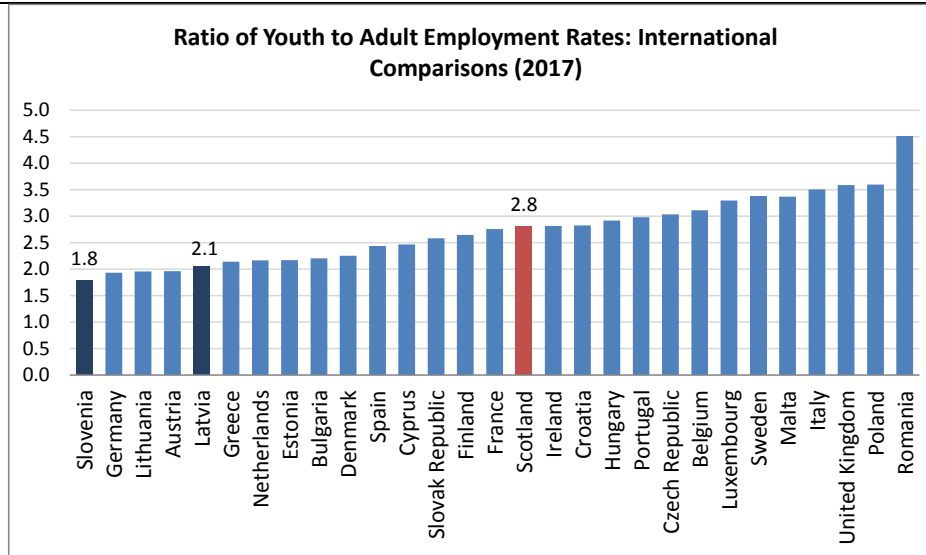
The programme-wide evaluation will complement smaller scale evaluation activities to be undertaken within each DYW Change Theme.

We will provide an update on this activity in the next annual progress report, and commit to reporting on this between now and 2021.

KPI																				
<p>Overarching target</p> <p>To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021</p>	<p>Youth Unemployment Levels in Scotland (excluding those in full-time education) and Target by 2021</p> <table border="1"> <caption>Youth Unemployment Levels in Scotland (excluding those in full-time education) and Target by 2021</caption> <thead> <tr> <th>Period</th> <th>Youth Unemployment Level (excl. full-time education)</th> <th>Target by 2021 (31,000)</th> </tr> </thead> <tbody> <tr> <td>Jan-Mar 2014</td> <td>52,000</td> <td>31,000</td> </tr> <tr> <td>Jan-Mar 2015</td> <td>41,000</td> <td>31,000</td> </tr> <tr> <td>Jan-Mar 2016</td> <td>42,000</td> <td>31,000</td> </tr> <tr> <td>Jan-Mar 2017</td> <td>27,000</td> <td>31,000</td> </tr> <tr> <td>Jan-Mar 2018</td> <td>28,000</td> <td>31,000</td> </tr> </tbody> </table>	Period	Youth Unemployment Level (excl. full-time education)	Target by 2021 (31,000)	Jan-Mar 2014	52,000	31,000	Jan-Mar 2015	41,000	31,000	Jan-Mar 2016	42,000	31,000	Jan-Mar 2017	27,000	31,000	Jan-Mar 2018	28,000	31,000	<ul style="list-style-type: none"> • The number of 16-24 year olds who were unemployed (excluding those in full-time education) increased slightly from 27,000 in Jan-Mar 2017 to 28,000 in Jan-Mar 2018. • Despite the small increase in the level of youth unemployment over the year, we have continued to achieve the headline target for the Developing the Young Workforce programme, with a decrease of 24,000 (46.4%) since the baseline in 2014.
Period	Youth Unemployment Level (excl. full-time education)	Target by 2021 (31,000)																		
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	<p>Data Source and Frequency: Labour Force Survey (ONS). Annual, using Jan-Mar data.</p>																			

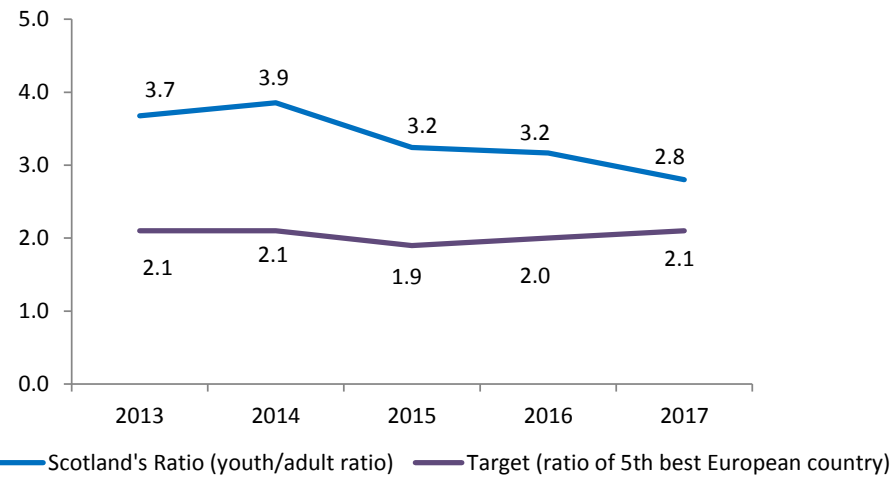
KPI 1

Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021



- The ratio of youth (16-24) unemployment to 25-64 unemployment has decreased from 3.7 to 2.8 since the baseline rates were measured. This is due to the reduction in the youth unemployment rate relative to the adult unemployment rate. (E.g. for every 1 percentage point drop in the adult unemployment rate, the youth unemployment rate needs to fall about 2.8 percentage points for the ratio to remain at this level.)
- This ratio has decreased from 3.2 in 2016 to 2.8 in 2017.
- The ratio of the 5th best performing country in Europe is 2.1 (Latvia).
- Scotland is the 16th best performing country in Europe in terms of the ratio of youth to adult employment.

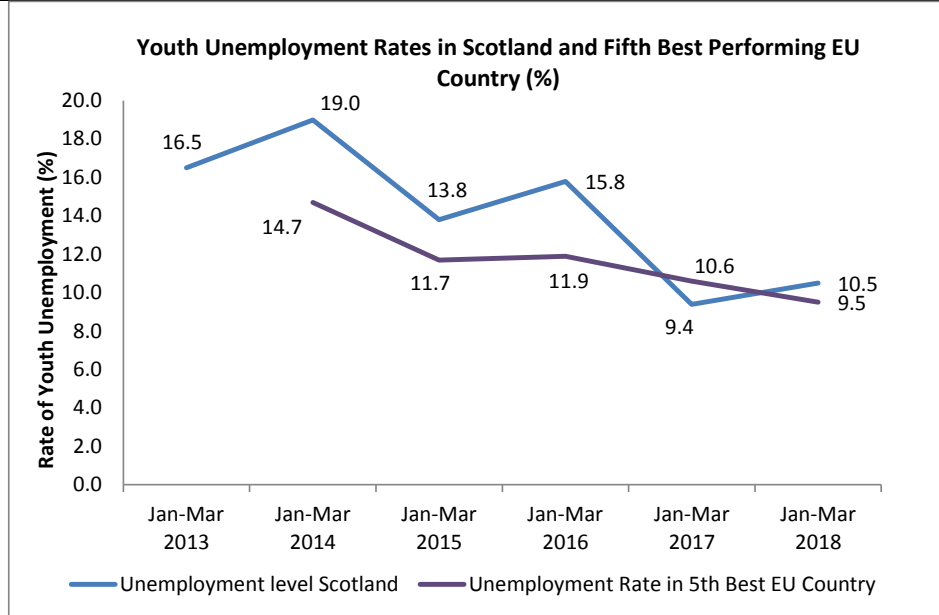
Ratio of Youth Unemployment to 25-64 Unemployment in Scotland Compared to Fifth Best Country in the EU



Data Source and Frequency: Scotland data: Annual Population Survey (ONS); EU data: OECD Stat.
Scotland data: Annual, by calendar year; EU data: Annual

KPI 2

Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021

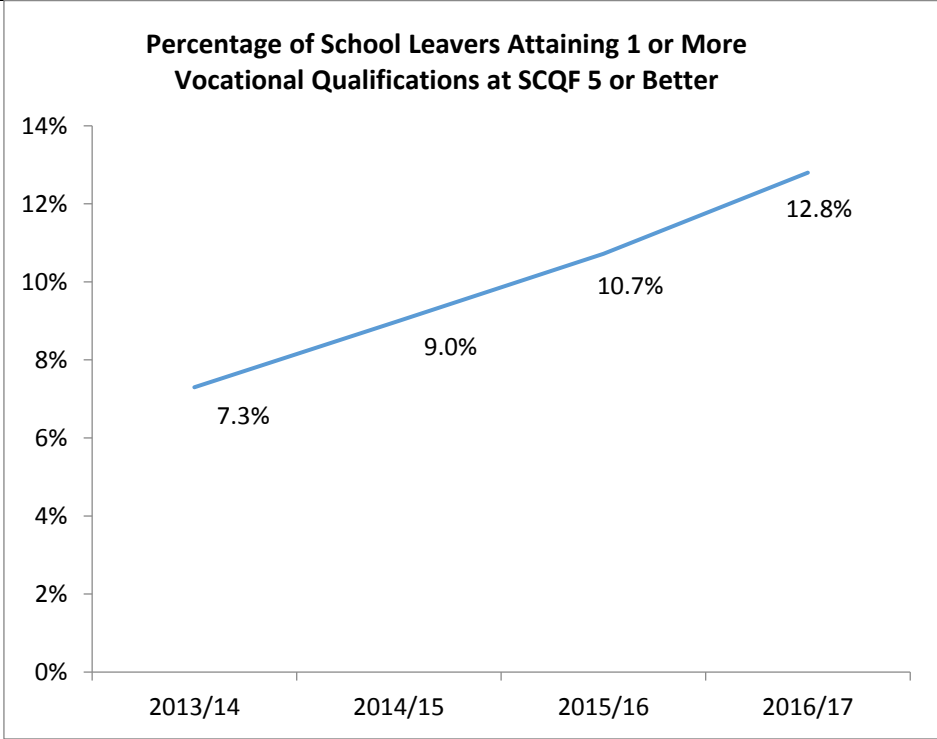


- For the period January- March 2018 the youth unemployment rate has increased over the year to 10.5%; making Scotland the ninth best performing EU country.
- The fifth best performing EU country is Bulgaria, with a youth unemployment rate of 9.5%. This is 1 percentage point lower than the Scotland youth unemployment rate for the same period.
- The youth unemployment rate in the UK is 11.5% for January - March 2018, 1pp higher than the rate in Scotland for this period

Data Source and Frequency: Scotland data: Labour Force Survey (ONS); EU data: Eurostat (European Commission). Scotland data: Annual, using Jan-Mar data; EU data: Annual, using February data

KPI 3

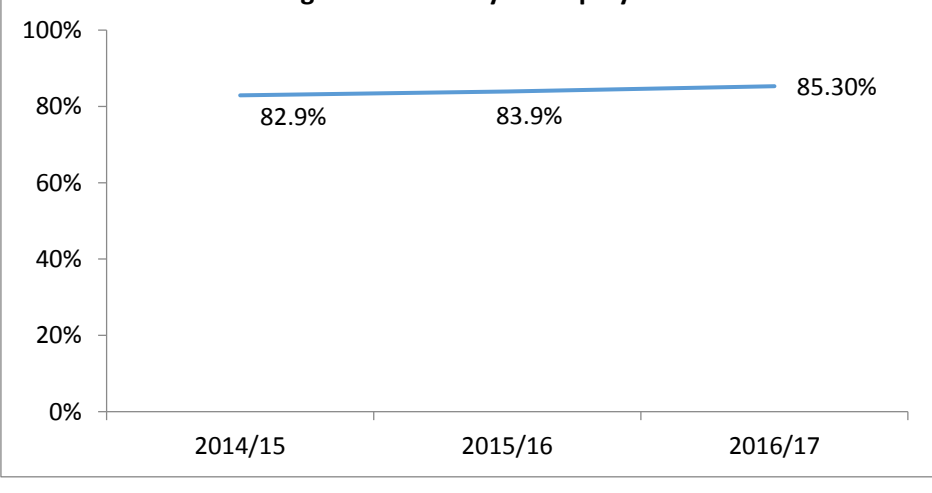
Increase the percentage of school leavers attaining vocational qualifications⁴ at SCQF level 5 and above by 2021



- There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above. 12.8% of 2016/17 school leavers achieved a vocational qualification. This is an increase of 2.1 percentage points since 2015/16, and an increase of 5.5 percentage points since the baseline in 2013/14.

Data Source and Frequency: 2016/17 School Leaver Statistics: data from Awarding Bodies (SQA for baseline data) and SG Pupil Census. Annual Data.

⁴ For the purposes of baselining, we are interpreting this as National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work at SCQF Level 5 and above but recognise that this should evolve to fully reflect vocational qualifications valued by employers. We will consult further with stakeholders on this.

<p>KPI 4⁵</p> <p>Increase the percentage of 16-24 year old college students who have successfully completed a full time course moving into employment or higher level study</p>	<p style="text-align: center;">Percentage of 16-24 Year Old College Qualifiers Moving into Higher Level Study or Employment</p>  <table border="1" data-bbox="504 239 1433 734"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>82.9%</td> </tr> <tr> <td>2015/16</td> <td>83.9%</td> </tr> <tr> <td>2016/17</td> <td>85.30%</td> </tr> </tbody> </table>	Year	Percentage	2014/15	82.9%	2015/16	83.9%	2016/17	85.30%	<ul style="list-style-type: none"> • The data for 2014/15 has been used to baseline as this represents the % of confirmed destinations of 16-24 year olds in a positive progression. (The data for 2013/14 has not been used as this was experimental data.) • The number of 16-24 year old college students moving into employment or higher level study after successfully completing a full-time course has increased by 2.4 percentage points from 2014/15 to 2016/17.
Year	Percentage									
2014/15	82.9%									
2015/16	83.9%									
2016/17	85.30%									
<p>Data Source and Frequency: College Leaver Destination Survey (SFC) Annual, by college year</p>										

⁵ The wording of KPI 4 has been amended to improve accuracy and better reflect the coverage of the data source. To improve accuracy, “young” college students has been revised to “16-24 year old’ college students”. To better reflect the coverage of the data source, which is a survey of full-time college students who have successfully completed their course, the phrase “who have successfully completed a full-time course” has been added.

<p>KPI 5</p> <p>Increase the number of Modern Apprentices at level 3 and above. The target is for 20,000 out of a total of 30,000 MA starts to be at this level by 2021, i.e. two-thirds</p>	<p style="text-align: center;">Number of Modern Apprentices at Level 3 and Above</p> <table border="1"> <thead> <tr> <th>Financial Year</th> <th>No. of MAs at Level 3 and Above</th> <th>Target by 2021 (20,000)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>15,655</td> <td>20,000</td> </tr> <tr> <td>2014/15</td> <td>16,112</td> <td>20,000</td> </tr> <tr> <td>2015/16</td> <td>16,763</td> <td>20,000</td> </tr> <tr> <td>2016/17</td> <td>17,263</td> <td>20,000</td> </tr> <tr> <td>2017/18</td> <td>18,524</td> <td>20,000</td> </tr> </tbody> </table>	Financial Year	No. of MAs at Level 3 and Above	Target by 2021 (20,000)	2013/14	15,655	20,000	2014/15	16,112	20,000	2015/16	16,763	20,000	2016/17	17,263	20,000	2017/18	18,524	20,000	<ul style="list-style-type: none"> • The number of MA starts at level 3 and above increased from 17,263 in 2016/17 to 18,524 in 2017/18. • This is an increase of 2,869 since the baseline in 2013/14. • This year on year increase suggests we are on target to achieve the target of 20,000 MA starts at level 3 and above by 2021.
Financial Year	No. of MAs at Level 3 and Above	Target by 2021 (20,000)																		
2013/14	15,655	20,000																		
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2016/17	17,263	20,000																		
2017/18	18,524	20,000																		
	<p>Data Source and Frequency: Modern Apprenticeship Statistics: Full Year Report (SDS). Annual, by financial year (April-March)</p>																			
<p>KPI 6</p> <p>Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2021</p>	<ul style="list-style-type: none"> • Baseline figure (2014): 32% • Current figure (2016): 32% 	<ul style="list-style-type: none"> • The percentage of employers recruiting young people directly from education has remained stable at 32% since the baseline was measured in 2014. • The Employer Perspectives Survey (EPS), which is the data source for this KPI, was not updated in 2018. The EPS was previously carried out by DfE for the whole of the UK, however DfE decided to not proceed 																		

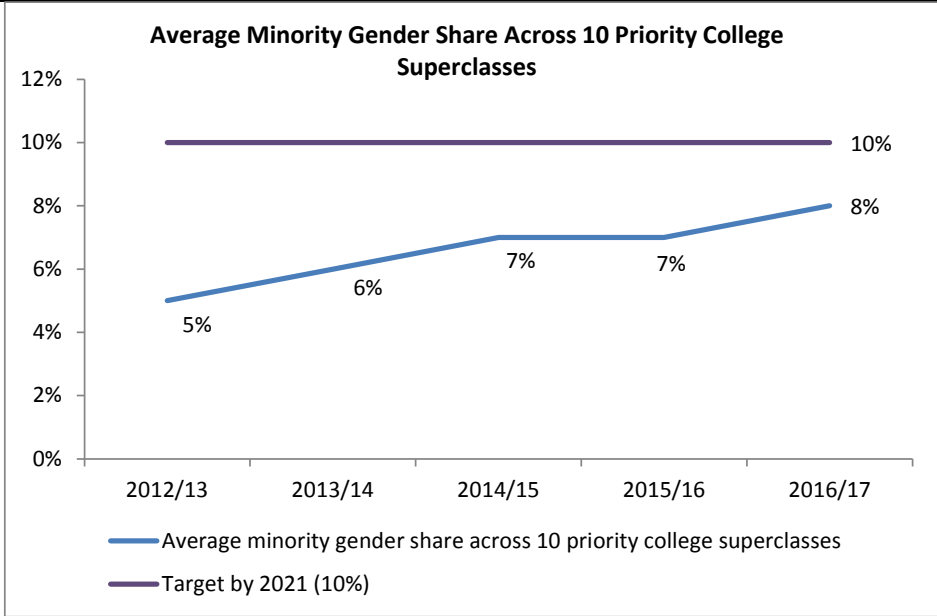
		<p>with the EPS. As a result, the Scottish Government have commissioned a Scotland EPS to be carried out at the end of 2018/2019. This will produce an updated figure in October 2019.</p>																		
	<p>Data Source: EPS Scotland. Frequency TBC.</p>																			
<p>KPI 7</p> <p>To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks⁶ where the gender balance is 75:25 or worse by 2021</p>	<p style="text-align: center;">Percentage of Modern Apprenticeship Frameworks where the Gender Balance is 75:25 or Worse</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage of MA frameworks where the gender balance is 75:25 or worse</th> <th>Target by 2021 (60%)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>73%</td> <td>60%</td> </tr> <tr> <td>2014/15</td> <td>72%</td> <td>60%</td> </tr> <tr> <td>2015/16</td> <td>74%</td> <td>60%</td> </tr> <tr> <td>2016/17</td> <td>70%</td> <td>60%</td> </tr> <tr> <td>2017/18</td> <td>72%</td> <td>60%</td> </tr> </tbody> </table>	Year	Percentage of MA frameworks where the gender balance is 75:25 or worse	Target by 2021 (60%)	2013/14	73%	60%	2014/15	72%	60%	2015/16	74%	60%	2016/17	70%	60%	2017/18	72%	60%	<ul style="list-style-type: none"> The percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 increased from 70% in 2016/17 to 72% in 2017/18.
Year	Percentage of MA frameworks where the gender balance is 75:25 or worse	Target by 2021 (60%)																		
2013/14	73%	60%																		
2014/15	72%	60%																		
2015/16	74%	60%																		
2016/17	70%	60%																		
2017/18	72%	60%																		

⁶ 'Modern Apprenticeship frameworks' refers to those MA frameworks where there was at least one start during the measurement period.

Data Source and Frequency: Modern Apprenticeship Statistics: Full Year Report (SDS). Annual, by financial year (April- March)

KPI 8

Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses⁷ by 2021



- The minority gender share currently ranges from 3% in Building/Construction Operations to 16% in Engineering/Technology (general).
- The minority gender share increased by at least 1 percentage point in 6 out of the 10 largest and most imbalanced college superclasses between 2015/16 and 2016/17.
- This has increased by at least 1 percentage point in 9 out of the 10 largest and most imbalanced college superclasses from the baseline measurement in 2012/13.
- The largest increases from the baseline have been in Building Services (2% in 2012/13 to 9% in 2016/17) and Engineering/Technology (9% in 2012/13 to 16% in 2016/17). The minority gender share in each of these superclasses has increased by 7%.

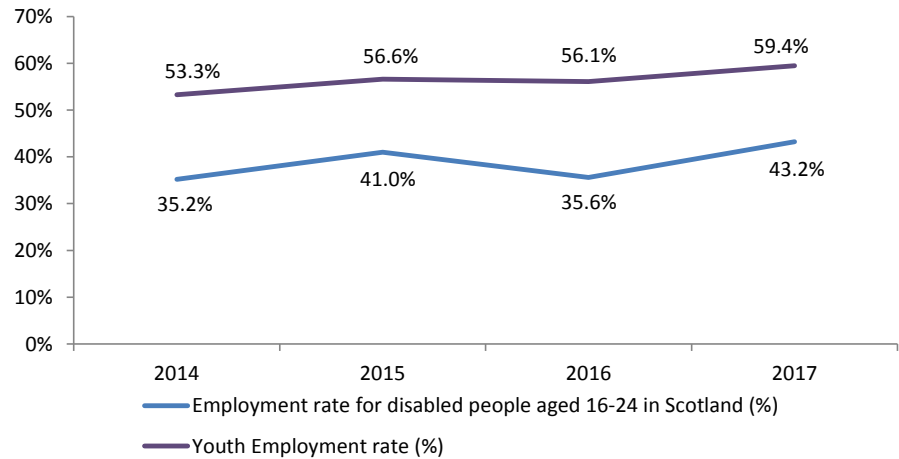
⁷ Superclasses are subject groups in colleges.

	Data Source and Frequency: Further Education Statistics collection (SFC). Annual, by college year																			
<p>KPI 9</p> <p>Increase the number of MA starts from minority ethnic communities to equal the population share by 2021</p>	<p style="text-align: center;">Proportion of MA Starts from Minority Ethnic Communities in Relation to the Population Share</p> <table border="1"> <thead> <tr> <th>College Year</th> <th>BME starts (%)</th> <th>Target (population share) (%)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>1.1%</td> <td>3.0%</td> </tr> <tr> <td>2014/15</td> <td>1.4%</td> <td>3.6%</td> </tr> <tr> <td>2015/16</td> <td>1.6%</td> <td>3.7%</td> </tr> <tr> <td>2016/17</td> <td>1.7%</td> <td>4.1%</td> </tr> <tr> <td>2017/18</td> <td>1.9%</td> <td>3.9%</td> </tr> </tbody> </table>	College Year	BME starts (%)	Target (population share) (%)	2013/14	1.1%	3.0%	2014/15	1.4%	3.6%	2015/16	1.6%	3.7%	2016/17	1.7%	4.1%	2017/18	1.9%	3.9%	<ul style="list-style-type: none"> • This target will change year on year as the population share figure is updated • The percentage of MA starts from minority ethnic communities increased from 1.7% in 2016/17 to 1.9% in 2017/18. This is an increase of 0.2 percentage points since the baseline (2013/14).
College Year	BME starts (%)	Target (population share) (%)																		
2013/14	1.1%	3.0%																		
2014/15	1.4%	3.6%																		
2015/16	1.6%	3.7%																		
2016/17	1.7%	4.1%																		
2017/18	1.9%	3.9%																		
	Data Source and Frequency: Modern Apprenticeship Statistics: Full Year Report (SDS). Annual, by financial (April-March). Annual Population Survey (ONS) (April-March).																			

KPI 10

Increase the employment rate for young disabled people to the population average by 2021

The Employment Rate for Disabled Young People Aged 16-24 Compared to the Population Average

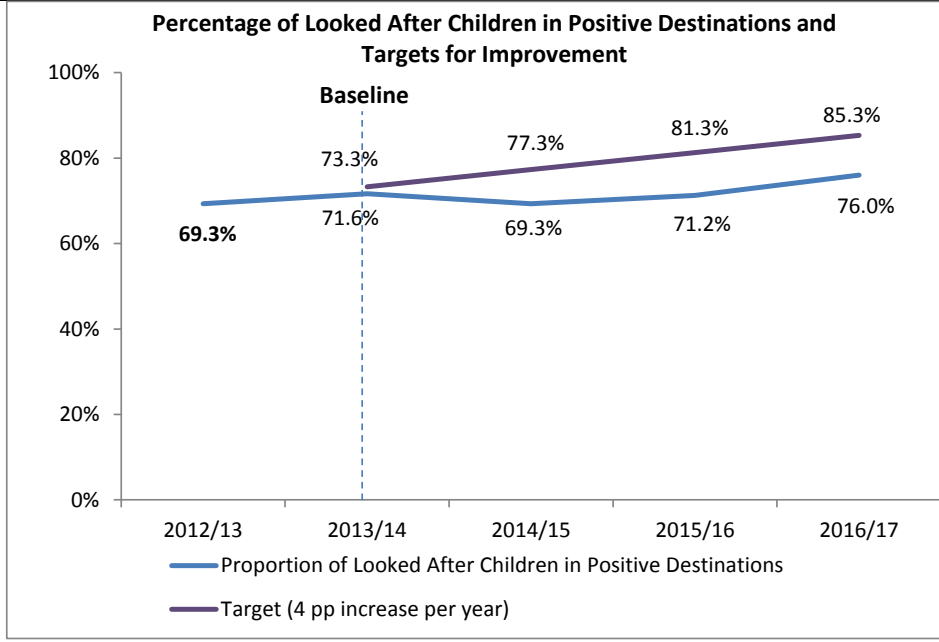


- The employment rate for young disabled people increased from 35.6% in January–December 2016 to 43.2% for the same period in 2017.
- This is an increase of 8.0 percentage points compared to the baseline figure of 35.2% (Jan-Dec 2014).
- The target for 2017 is 59.4% – the target will change each year as the youth employment rate changes.
- There is currently a gap of 16.2 percentage points; down 1.9 percentage points from 18.1% in 2014.

Data Source and Frequency: Annual Population Survey (ONS) Annual, by calendar year

KPI 11

Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021⁸



- The “looked after children” cohort reflects children who have been looked after for the full year only.
- The proportion of looked after children in positive destinations is 76.0% in 2016/17. This is an increase of 4.8 percentage points since 2015/16, and an increase of 6.7 percentage points since the baseline figures were recorded in 2012/13.

Data Source and Frequency: Educational Outcomes for Looked After Children (SG). Annual, by school year

⁸ Following a review of the data source, for the purposes of this KPI, the ‘looked after children’ cohort has been revised from ‘children who have been looked after for part of the year or the full year’ to ‘children who have been looked after for the full year’ only.

ANNEX A

Education Working for All! – Recommendations

SCHOOLS

Senior Phase Vocational Pathways

Recommendation 1: Pathways should start in the senior phase which leads 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 training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.

Preparing Young People For The World Of Work

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. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.

Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the senior phase Benchmarking Tool and in Education Scotland school inspections.

COLLEGES

Regional Outcome Agreements

Recommendation 4: Colleges' key role in the development of Scotland's young workforce should be recognised and managed through Regional Outcome Agreements.

Focus On Employment

Recommendation 5: 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.

SCHOOLS AND COLLEGES WORKING IN PARTNERSHIP

Recommendation 6: 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.

MODERN APPRENTICESHIPS

Alignment with Economic Growth

Recommendation 7: Modern Apprenticeships should be aligned with the skills required to support economic growth.

Access and Higher Level Opportunities

Recommendation 8: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.

Quality Improvement

Recommendation 9: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.

Growth

Recommendation 10: If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.

QUALITY ASSURANCE

Recommendation 11: 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.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

Recommendation 12: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.

MORE CHOICES MORE CHANCES

Recommendation 13: 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 focused on helping young people engage on the labour market relevant pathways that we have highlighted.

INVOLVEMENT OF EMPLOYERS

Regional Invest in Youth Groups

Recommendation 14: The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.

Business and Industry Partnerships with Schools

Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.

Recommendation 16: Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.

Business and Industry Partnerships with Colleges

Recommendation 17: Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.

Industry Led Skills Planning

Recommendation 18: In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.

Recognising Good Practice – Invest in Youth Accolade

Recommendation 19: A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce.

Additional Support for Businesses Recruiting and Training Modern Apprentices

Recommendation 20: A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people.

Recommendation 21: Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding.

Incentivising and Supporting More Employers to Recruit More Young People

Recommendation 22: Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.

Recommendation 23: Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly reflected in their published corporate plans.

Recommendation 24: Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.

Recommendation 25: Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.

ADVANCING EQUALITIES

Cross Cutting Equality Issues

Recommendation 26: Scotland should embed equality education across Curriculum for Excellence.

Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

Gender

Recommendation 28: Senior phase vocational pathways should be designed to encourage more gender balance across occupations.

Recommendation 29: The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually.

Recommendation 30: Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.

Young People from Black and Minority Ethnic Groups

Recommendation 31: A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the BME community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.

Recommendation 32: SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.

Young Disabled People

Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.

Recommendation 34: Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.

Recommendation 35: Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.

Recommendation 36: Employers who want to employ a young disabled person should be encouraged and supported to do so.

Care Leavers

Recommendation 37: Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.

Recommendation 38: Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.

Recommendation 39: In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.



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