

# **Developing the Young Workforce**

## **Scotland's Youth Employment Strategy**

**Fifth Annual Progress Report 2018-2019**

**December 2019**

# Foreword

**Deputy First Minister and  
Cabinet Secretary for  
Education and Skills**



**Minister for Business,  
Fair Work and Skills**



We want all of our young people to have the skills and knowledge required to reach their full potential. It is important that they have the breadth of choices and pathways to thrive in their careers and wider lives.

Our Developing the Young Workforce (DYW) programme is central to this and sits alongside Curriculum for Excellence and GIRFEC<sup>1</sup> as part of three interrelated programmes that underpin our ambitions for Scottish education.

DYW is a partnership between local government, schools, colleges, training providers and employers.

In this year, we are delighted that this partnership approach has been internationally recognised by the World Future Council, who awarded the DYW the Future Policy Silver Award 2019. The World Future Council are a National Government Organisation made up of 50 eminent Global change makers who look at the best policies for development and sustainability across world. The award; in partnership with UN Agencies and the Interparliamentary Union acknowledges policies that create better living conditions for current and future generations, and each year they identify one topic on which policy progress is particularly urgent.

Above all, the award recognises the success of Scotland's young people who continue to achieve at school in record numbers and who, as the work progress on pages 7 and 8 of this report progresses, are changing the way we celebrate young people's successes.

Building on our engagement with young people, parents and teachers, this year we published a refreshed [narrative](#) for Scotland's Curriculum, - providing the platform for early learning settings and schools to ensure that our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. It allows for local

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<sup>1</sup> Getting it Right for Every Child

flexibility to best meet the needs of all young people and supports us in meeting the ambitions of the Commission for Widening Access.

Responding to the needs of young people and employers, we continue to increase the breadth of opportunities available. There are now a wider range of exciting industry-led technical and professional courses and qualifications, at a range of SCQF levels, alongside existing, well-established pathways. This ensures young people have the opportunity to not only study different things, but can also participate in different ways of learning.

This includes in one of the 5,000 Foundation Apprenticeship (FA) opportunities available this academic year. We are very grateful to Skills Development Scotland, our colleges and local authorities in supporting the expansion of the FA. The case study on page 32 of this report make clear the way in which it can impact on a range of different learners.

Central to the success of the FA has been the increasing number of employers engaging with education to ensure our young people for the world of work. Our network of 21 employer-led DYW Regional Groups continues to support industry to engage with the education system. We see an ever increasing number of new and innovative approaches to school-employer partnerships in schools, which is creating a broader curriculum offer and an enhanced offer of work inspiration activity in schools.

Overall we are delighted that we continue to achieve the programme's headline target, of reducing youth unemployment by 40% by 2021 – having achieved this in May 2017. Youth unemployment continues to be at a historic low, but we know these are changing times and continue to be mindful of the wider political and economic uncertainties.

### **Increasing the pace of change**

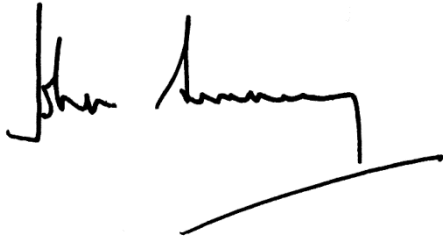
There is still much to do, therefore we have engaged with agencies to succession plan for 2021 and beyond – this has included a focus on work we expect to continue beyond DYW.

To strengthen our partnerships, we are continuing to invest in Scotland's regional capacity for collaboration and improvement. We have provided extra funding to the Regional Improvement Collaboratives (RICs), bodies formed with the purpose of improving education and closing the poverty-related attainment gap in the schools in their areas, to build on the support and expertise provided by individual local authorities and further strengthens the learner journey for children and young people.

To ensure we are getting it right for all young people, we have also announced an independent review of the Senior Phase. The review will explore how the curriculum is being implemented for young people in S4-S6 across the country and will identify any areas for improvement.

Looking ahead, we are well placed to deliver on the ambitions of DYW. We welcome the continued engagement and support of all those pursuing DYW at a local, regional and national level.

You will see in this report our ambition to look beyond 2021. Over the course of the year ahead we will seek your input to help us shape the future of DYW and with it Scottish education.



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



**Jamie Hepburn**  
**Minister for Business, Fair Work**  
**and Skills**

**December 2019**



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



I am very pleased to present this fifth annual report of the Developing the Young Workforce (DYW) Programme. Through DYW local government demonstrates our commitment to providing young people with improved opportunities to learn the skills and gain the experience required to move on to the next stages in their lives and thrive. As COSLA's Spokesperson for Children and Young People, I'm very pleased that the whole of our education system, Local Government, Scottish Government, Colleges and other key partners are pulling together to implement DYW. This is a real testament to the partnership working and the efforts of all involved to put young people and their futures at the heart of everything we do.

I have been greatly enthused by the progress that we have made in implementing DYW. Across Scotland there has been a step-change in how we approach vocational education, work-based learning and greater collaboration between schools, colleges and employers. Crucially equipping young people with new skills and abilities, supports not just them but also our local economies and ensures that the Scottish economy is fit for the future.

These efforts have resulted in us continuing to meet the target for the DYW Programme of reducing youth unemployment by 40%, well ahead of our original 2021 deadline. The programme has led to more school leavers attaining vocational qualifications at Higher level, over 3,000 starts to the new Foundation Apprenticeship and record numbers of young people in positive destinations. I was particularly pleased to see that Developing the Young Workforce has received international recognition, winning the Future Policy Silver Award 2019 from the World Future Council in recognition of the effort being made to support current and future generations.

Whilst we continue to meet our high-level targets, we also need to keep in mind the challenging goals we have set for ourselves, and where we still need to go further to fully delivering DYW by 2021. For the remainder of DYW there is a need to prioritise activities that will make progress in addressing equalities issues, particularly for disable young people, care-experienced young people and young people from minority ethnic

communities - we must do more to make sure that we support those who have had the least from DYW to date.

I look forward to continuing this fantastic partnership over the next few years, working together ensure that we provide all our young people with the skills and abilities for they need for their future.

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# Using this report

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Progress in the implementation of the Developing the Young Workforce programme can be understood in terms of:

- Outcomes (monitored primarily through Key Performance Indicators, or KPIs) and outputs which result from our activity;
- 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 in the context of the wider challenges DYW is seeking to address, including:

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

Progress is assessed against the evidence that recommendations have been completed, in terms of:

- Inputs achieved – this is in relation to the completion of planned activity;
- 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;
- The impact made – this is in relation to change observed in programme KPIs (Chapter 6).

## **Key terms used within this report**

- **Scotland's Curriculum for Excellence (CfE):** the curriculum framework for Scottish schools for learners from the ages 3-15. It is made up of the Broad General Education from Early Learning and Childcare (ELC) up until the end of S3, and the Senior Phase (S4 to S6), in which young people can take qualifications that suit their abilities and interests, do further study, improve their skills and get work experience. In the Senior Phase, young people can choose whether to stay on at school, go to college or university, do work-based learning, community-based learning, volunteering or a combination of these.
- **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 programme can be found at:

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

# Prologue

## #MyLearnerJourney – Promoting all pathways

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Thanks to Young Scot – the national information and citizenship organisation for 11-26 year olds – young people continue to be at the heart of the programme. The voice of children and young people lies at the heart of the strategy.

Over the last year, Young Scot has brought together young people from across Scotland to gather first hand experiences of education and training. Groups of young people met throughout the year to explore different learner journeys and the way in which education and skills are provided and promoted in Scotland

To deepen their knowledge they gathered opinions and experiences from other young people along with educators, stakeholders and policymakers. These discussions provided the them with opportunity to challenge the system and start to build solutions for any identified issues by having open discussions with other young people and decision-makers.

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### Creating the conditions for success

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The groups undertook a range of engagements with schools, colleges, third sector organisations and agencies working with young people. This allowed them to understand the challenges and opportunities within education services. It also helped them to understand the variety of barriers that exist for young people from different circumstances in accessing education, and what an improved system would feel like for them.

The outputs gained from these engagements, along with those from an earlier co-design stage, allowed the group to start developing messages to promote all pathways available to young people and explored ideas for a shared vision for education.

Young people then worked to develop these ideas into a visual campaign.

## **Considering proposed approaches**

The group formed a communication working group with Scottish Credit and Qualifications Framework, YouthLink Scotland and Skills Development Scotland. The group considered the emerging themes and ideas and tested these with young people, educators, policymakers, parents, careers advisors and other stakeholders, this included:

- Challenging employers and teachers to promote all routes/pathways;
- Looking at teacher and youth work training in education;
- Developing a whole system approach;
- More advice from earlier on (CIAG, mental health, financial and others);
- Promoting all pathways, and not just one – equal mix include MAs, colleges etc;
- Promoting the benefits of different modes and styles of learning;
- Preparing people for their environment as well as their academic pursuits;
- Building messaging around skills and achievements earlier in school;
- Including parents and families in the conversation throughout.

## **Next steps**

We will continue to work with young people and stakeholders during 2020 to develop and launch a national communications campaign to promote wider achievement and the learner journey more broadly.

## Case study: Getting the message

### #MyLearnerJourney social media campaign

During the summer, the Scottish Government worked with Young Scot and a range of partners across education to develop a campaign to promote and celebrate the achievements of all our young people and their journeys or pathways.

As part of this, a social media campaign was established, #MyLearnerJourney, running from 15 July and culminating in a Celebration Event on 6 August, the SQA school exam results day.

#MyLearnerJourney aimed to:

- Creatively highlight the range of pathways available to young people, through showcasing and celebrating young people's achievements across a range of awards and qualifications, not just those certificated on Results Day;
- Showcase examples where educational settings are providing a diverse Senior Phase offering for learners, tailored to their needs and aspirations;
- Emphasise that the purpose of the Senior Phase curriculum is to; provide young people with the skills, knowledge and experiences that will prepare them for their future; and the best possible opportunity to fulfil their potential;
- Achieve better informed and a more balanced media coverage on SQA Results Day which better reflects the Scottish Government's policy ambitions to ensure our young people secure positive destinations which are right for them.

Agreeing key messages up front was central to the success of the campaign. These key messages will form the basis of our approach to a national communications campaign during 2020. The key messages were:

- There is no wrong pathway for our young people; everyone's learner journey is different;
- School is not just about attaining the highest level of qualifications but also receiving the best possible educational experience;
- Our curriculum is designed to support a wide range of innovative and flexible routes for young people – ensuring they can become successful learners, confident individuals, responsible citizens and effective contributors throughout their lives;
- Increased collaboration between industry and education means the routes into employment available are the most diverse they have ever been and the uptake in vocational qualifications has increased substantially year on year.

This year's Result's Day Celebration Event, hosted by Forth Valley College, showcased the diversity of our young people and the many different routes they choose to take.

### **Our results**

The #MyLearnerJourney campaign delivered positive results, both from partners and media outlets.

Over a short period of time we were able to measure the impact of this activity, including:

- A significant increase to our followers, engagements and impressions on the same time period last year;
- #MyLearnerJourney was ninth in trending charts for Glasgow and Edinburgh throughout results day itself;
- 450,521 impressions (the number of times #MyLearnerJourney appeared on someone's Twitter timeline) from 15 July through to August.

### **Partnership working underpins our approach**

To ensure we captured a diverse range of messaging, young people from Young Scot, YouthLink Scotland, Colleges, Skills Development Scotland and the Scottish Credit and Qualifications Framework Partnership participated in this work.

We want to take this opportunity to thank partners for their contribution and their commitment to this work and look forward to continuing this in the year ahead.

Discover the variety offered in the  
Senior Phase and share your  
experiences:



**#MyLearnerJourney**



# Introduction

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Developing the Young Workforce (DYW) is Scotland's youth employment strategy - to reduce youth unemployment levels by 40% by 2021.

DYW aims to increase choices for young people in schools and 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 other relevant partners.

The Scottish Government committed to annual reporting on the progress of the Developing the Young Workforce Programme. This fifth annual report covers academic year 2018/19 and highlights early progress made in the first part of academic year 2019/20.

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?**

In October 2019, the Developing Young Workforce programme was awarded the Silver Future Policy Award by the World Future Council. The World Future Council is an National Government Organisation made up of 50 eminent Global change makers who look at the best policies for development and sustainability across the world. The award, in partnership with UN Agencies and the Inter-parliamentary Union, acknowledges policies that create better living conditions for current and future generations. Each year one topic is identified on which policy progress is particularly urgent. Also known as "Oscar for Best Policies", the Future Policy Award highlights the world's most impactful policies which empower youth. The other winning laws and policies come from Rwanda, Estonia, Nepal, USA, Senegal, South Africa and Europe.

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 initially achieved this in 2017 – four years ahead of schedule.

Due to the substantial decrease in the unemployment level and rate (excluding those in full-time education) for 16-24 year olds over recent years, we now measure the headline target differently. The data source for this KPI is now based on estimates from the Annual Population Survey (APS), rather than the previously used Labour Force Survey (LFS). Changes in the unemployment level and rate mean that the LFS sample size is now too small to provide reliable estimates. The APS has a larger sample size than the LFS, and provides more robust information for this measure.

As a result of this change in data source, the numerical target has been revised from 31,000 to 29,000 in order to maintain the overarching 40 per cent target specified in the KPI. In 2018, the number of 16-24 year olds who were unemployed (excluding those in full-time education) was 25,000 – a slight increase from 24,000 in 2017.

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 23,000 (47.4 %) since the baseline in 2014.

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 equity 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. 14.8% of 2017/18 school leavers achieved a vocational qualification. This is an increase of 2 percentage points since 2016/17, and an increase of 7.5 percentage points since the baseline in 2013/14;
- An increasing number of senior phase pupils are enrolling on vocational qualifications at college, at SCQF level 5 and above, since DYW was introduced. 5,216 young people were enrolled on these courses as of 2017/18, an increase of 692 in 2016/17 (when the figure was 4,510) and an increase of 3,101 since the baseline in 2013/14 (when the figure was 2,101);
- Over 5,000 Foundation Apprenticeship opportunities are available this academic year. We also see an increasing number of young people starting Foundation Apprenticeships. In 2018, 1,532 young people enrolled on a Foundation

Apprenticeship. This is an increase of 287 since 2017, when 1,245 people enrolled, Each year since baseline, Foundation Apprenticeship enrolments have increased:

- 346 enrolments in 2016
- 269 enrolments in 2015
- 63 enrolments in 2014, the baseline figure
- An expansion of Modern Apprenticeships starts, with 27,270 MA starts in 2018/19. This is an increase of 125 compared to 2017/18, and an increase of 1,986 on the baseline figure (2013/14).

## **Promoting diversity and inclusion**

We want DYW to impact on all young people, regardless of their circumstance or background. Indeed, we have progressed much already, for example, by meeting the Wood Commission's expectation for there to be gender and equality actions plans, taken forward by the Scottish Funding Council (SFC) and Skills Development Scotland (SDS).

There is much to do and in this year, we have consulted with a number of specialist organisations to enhance our approach. We continue to engage with Close the Gap to consider additional steps to remove gender stereotyping within education and are aligning this activity with the recommendations from A Fairer Scotland for Women: gender pay gap action plan. In schools we have engaged with the Scottish Transitions Forum to support increased focus on equalities. Looking forward we will be seeking to bring expert partners closer to DYW implementation, to support the shaping of future activity.

In addition, as part of the STEM Strategy, Education Scotland's 'Improving Gender Balance and Equalities' (IGBE) team has been in place since January 2019 and are tackling issues around equity in subject choice and learner pathways. They engage with teachers and practitioners to identify and address the underlying causes of gender imbalances in participation and attainment at every stage for ages 3-18 years, and will establish local networks of practitioners to enable the expansion of the programme with the aim of improving the support available to teachers and practitioners. This also includes the delivery of key messages around employability, career choices, gender pay gap etc. alongside their core priorities of challenging gender stereotypes, addressing unconscious bias, and promoting whole-establishment approaches to equality.

To date the team have had direct engagement with 45 clusters and over 500 practitioners have attended CLPL through a range of opportunities and events. The teams engagement also included workshops for 470 learners led by an IGBE officer. Over the next year the team will focus on embedding their work across the RICs. The overall aim is for the team to have embedded positive approaches to tackling gender imbalance and other inequities in STEM learning by 2022.



## **Supporting employers to deliver positive outcomes for disabled and care experienced young people**

The DYW Regional Groups have placed additional focus on supporting both disabled and care-experienced young people into work inspiration activity and employment. This will involve the identifying and sharing of good practice, to better understand the impacts and outcomes of such practice.

## **Responding to the Education and Skills Committee and progress**

In this year the Education and Skills Committee set the programme a further challenge following their inquiry into young people's pathways. We have set out our response to this in ANNEX A. Partners have adapted the Committee's recommendations as part of their ongoing work and they have been included in our succession planning beyond 2021.

## **The year ahead**

### **As we enter the sixth year of implementation, we are focused on:**

- Improving outcomes for disabled and care-experienced young people;
- Increasing the number of opportunities for young people to engage in work-based learning; and
- Supporting more employers to engage in DYW activity, including increasing the number of school-employer partnerships.

## **Senior Phase Review**

In December 2019, the Deputy First Minister commissioned a review of the Senior Phase curriculum. This review will be an opportunity for the system as a whole to learn together. It will explore further how Curriculum for Excellence (CfE) is being implemented for young people in S4-S6 across the country, and identify any improvements that might be made to support the best outcomes for all learners.

The Review is in response to the Education and Skills Committee Inquiry into Subject Choices conducted in 2019. During its Inquiry, the committee gathered evidence that schools are offering a wider range of courses and qualifications than ever before, in part due to the good progress of the DYW programme.

The Review recognises the need for stability in the system and, as such, this review will not focus exclusively on national qualifications. Instead, it will address many of the themes in the Committee's report and the breadth of the "offer" throughout the Senior Phase. In particular, this will focus on:

- The current understanding of the purpose of the Senior Phase;
- The pace of change;

- Existing national and local support for implementation of the Senior Phase;
- The Senior Phase curriculum offer in S4, S5 and S6 and equality of the offer across the country;
- The impact of different Senior Phase approaches on attainment/outcomes;
- The impact of approaches to learning and teaching;
- Reviewing the Coherence between the Broad General Education (BGE) and Senior Phase;
- The impact on specific subjects.

The Review will present a useful opportunity to gather a greater understanding of the broader educational offer presented to today's young people and will support us in identifying future activity, between now and 2021 and will also provide an evidence base and clear focus for post-DYW activity.

### **Planning for beyond 2021**

At its most recent meeting, the DYW Programme Board considered in detail the likelihood of the programme's successful completion.

The board was of the opinion that:

- A significant step-change had occurred, which in part had created the challenges that were now being faced;
- What had been developed was of real value, but that this needed to be fully evidenced in terms of the impact on the learner and the employer;
- We should protect what has been achieved as part of a continuing commitment for further change;
- We haven't yet sufficiently achieved a culture change within and across the education system, such that if we were to stop we could be confident the progress would be sustained.

Looking ahead, the Board agreed that, at the end of the programme:

- There will likely be a sub-set of legacy issues that will require continued focus;
- There will be a requirement of some form of governance and oversight, recognising the cross system change that will continue to be required.

In support of the programme's successful completion, the Board identified four strategic priorities that it felt now needed to be addressed:

- The Foundation Apprenticeship and getting its design right as part of a sustainable vocational offer in school;
- Messaging & addressing the subject choice challenge;
- Measuring the right things to support uptake;
- Equalities and ensuring we are reaching the right groups.

In the final years of the programme, we will have continued focus on the Science, Technology, Engineering and Mathematics (STEM) Education and Training Strategy, which aims to promote and support the development of STEM skills for life as well as for work throughout the education and training landscape. We published our first annual report on the progress of the strategy in February 2019, with a clear focus on supporting DYW implementation.

We will see DYW continue to be progressed as part of the implementation of the recommendations from the 15-24 Learner Journey review. Additionally, in September, the Scottish Government published its Future Skills Action Plan, developed in conjunction with stakeholders across the education system. It outlines our vision for Scotland's skills system, a system which understands and responds at pace to the needs of business and is responsive to shifting wider economic circumstances, building on the progress in establishing school, college and employer partnerships through the DYW programme.

## Case Study: Inver Racers – four young learners on pole position for their learner journeys.

Inver Racers is an example of school, college and employer collaboration and a prime example of how DYW has supported partnership working to give young people the opportunity to participate in new ways of learning. West College Scotland work in partnership with schools in Inverclyde to deliver projects where S4 pupils from schools in the region attend the college 1 day a week and are taught the necessary skills by the college motor vehicle and engineering team to build and race a Formula 24 electric race kart.

To support West College Scotland with the project, the DYW West Regional Group engages with employers in the region to support the pupils to develop other skills to get them to the race – for example PR across social media, press releases, video blogs and sponsorship. The team of young people attend Chamber of Commerce and other associated business gatherings to promote their work and seek sponsorship for their race kart.

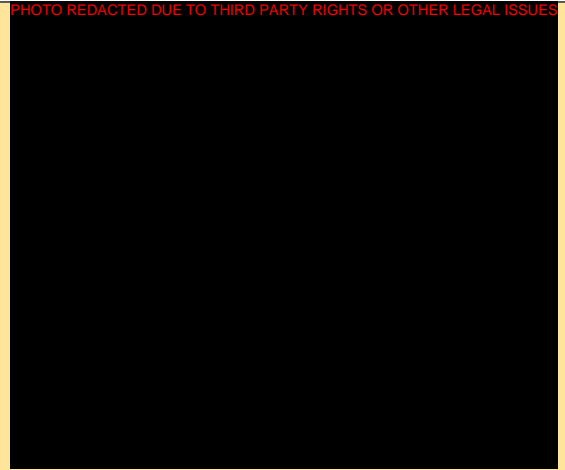
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This year, the Inver Racers were four pupils from Inverclyde Academy. They entered and won the main Scottish heat of Greenpower at East Fortune in Easter 2019. This was followed up by a second place finish at the next race in Aberdeen. As a result of their success they earned a place at the International Final in October 2019 at Silverstone the British home of Formula 1.

In August, Stuart McMillan, MSP for Greenock and Inverclyde, met the team and helped arrange a visit by the Deputy First Minister John Swinney – helping the pupils raise further funds towards all race costs that include race fees, travel, accommodation, car hire, spare parts, clothing and race branding.

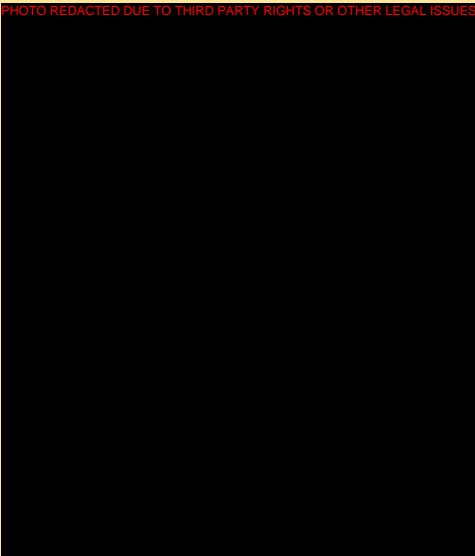
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During the international final, the Inver Racers completed the race beating many established teams from all over the world. On the day the Inver Racers were interviewed by the BBC and filmed by ITV Anglia West- both recordings were broadcast. At the prize giving Inver Racers were awarded the prize for best social media from the 100 teams that reached the final.

The four pupils have now completed their motor vehicle qualification and continue to attend the college progressing to the next level of qualification.

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Inver Racers provided the pupils with the opportunity to build their confidence, develop real tangible employability skills and have achieved something that they will remember for all their lives, can put in CVs, discuss at interviews and talk about with their families and friends for years to come.

# Chapter 1 – Schools

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**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. 14.8% of 2017/18 school leavers attained 1+ award at SCQF 5 or better. This is an increase of 2.0 percentage points since 2016/17, and an increase of 7.5 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

- An increasing number of senior phase pupils are enrolling on vocational qualifications at college, at SCQF level 5 and above, since DYW was introduced. 5,216 young people were enrolled on these courses as of 2017/18, an increase of 692 in 2016/17 (when the figure was 4,510) and an increase of 3,101 since the baseline in 2013/14 (when the figure was 2,101);
- In 2018, 1,532 young people enrolled on a Foundation Apprenticeship. This is an increase of 287 since 2017, when 1,245 people enrolled, Each year since baseline, Foundation Apprenticeship enrolments have increased:
  - 346 enrolments in 2016;
  - 269 enrolments in 2015;
  - 63 enrolments 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 curriculum provision in secondary schools that includes an increasingly diverse range of courses delivered primarily by colleges; the development of a new qualification – the Foundation Apprenticeship; the introduction of a national standard for careers education and work placements 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 work-based learning offer in school is part of a blended learning approach that is available to 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 to ensure that all young people have access to a relevant breadth of choice to meet their needs.

### **A [refreshed narrative](#) for Scotland's curriculum**

To embed DYW within the broader curriculum offer, we have been working with partners to establish a new approach to support young people to engage with work-based learning. This approach, a refreshed narrative on Scotland's curriculum can be used by all education settings 3-18 and their partners. It was launched at the Scottish Learning Festival 2019 by the Deputy First Minister and is a product of collaboration between education practitioners, academics, local government, Education Scotland and key educational bodies. It has been widely endorsed across the leadership of Scottish education.

DYW and GIRFEC are embedded with CfE in the refreshed narrative. Principles and practices that lie at the heart of DYW are woven throughout. The narrative restates the longstanding aims of the curriculum within our current context in Scotland. It is a resource that will allow practitioners to engage with the core principles of the curriculum and support them to continue to design and develop a curriculum offer that meets the needs and aspirations of all children and young people.

### **National Improvement Framework (NIF)**

To support the implementation 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 DYW as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination.

Key priorities for this year were recognised as being:

- Support and encourage the empowerment of school leaders and school communities, and to create a culture of collaborative and system leadership;
- Education Scotland to work with partners to develop a range of resources to support teachers and professional learning providers in using the new national model of professional learning;
- Continue to support use of the Insight Senior Phase Benchmarking Tool at a local level, and the new BGE Benchmarking Tool for use by schools, local authorities and RICs to inform and support their improvement activities.

This year's NIF and Improvement Plan will be published on 10 December 2019.

## **Progress**

### **Key themes and milestones for schools**

We want to:

- Engage with the refreshed narrative for Scotland's curriculum, using it as an opportunity to ensure that employers are included in curriculum development and to ensure that the curriculum reflects the world of work;
- Expand the curriculum offer to increase the pathways from school into employment;
- Engage young people, parents, teachers, practitioners, partners and employers in curriculum design and 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 aims to increase the range of subject choices and provide pathways to more courses which start at SCQF level 5 and above. In schools, we want to see more of these level 5 vocational courses connect with other courses to provide pathways to higher level skills, to enhance young people's readiness for the world of work. We refer to such courses as evidence of Senior Phase vocational pathways (SPVPs). Courses below this level play a key role in ensuring progression to the appropriate level 5 qualifications, as well as being important achievements in their own right.

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 the Scottish Funding Council, 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. Skills Development Scotland and wider partners have continued to develop and promote information and support materials for parents, who are a vital influence and support to young people as they make their decisions in the Senior Phase.

Figures from the Scottish Funding Council show:

- There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above. 14.8% of 2017/18 school leavers achieved a vocational qualification. This is an increase of 2 percentage points since 2016/17, and an increase of 7.5 percentage points since the baseline in 2013/14;
- There has been an increase in the number of senior phase pupils studying vocational qualifications, at SCQF 5 and above, delivered by Colleges. In 2017/18, 5,216 young people were studying these courses, an increase of 692 from 2016/17 (when the figure was 4,510) and an increase of 3,101 from 2013/14 (the baseline, when the figure was 2,101);
- The number of 16 – 24 years olds enrolled on STEM-related courses in college has increased. In 2017/18, 40,517 young people were enrolled on these qualifications, an increase of 1,202 from 2016/17 (when the figure was 39,315) and an increase of 2,477 from 2013/14 (the baseline, when the figure was 38,040);
- The successful completion rate for Senior Phase pupils studying vocational qualifications at college has increased. In 2017/18, 66.9% of senior phase pupils studying vocational qualifications at college successfully completed – this is an increase of 3.6 percentage points since 2016/17 (when the figure was 63.3%), and an increase of 0.9 percentage points since 2013/14 (the baseline, when the figure was 66%);

- There has been an increase in the proportion of 16 – 24 year old college students who have successfully completed a full time course and then moved into employment or higher level study. In 2017/18, 86.4% of college leavers who successfully completed a full time course went onto employment or higher level study. This is an increase of 1.1 percentage points from 2016/17 (when the figure was 85.3%) and an increase of 3.5 percentage points since 2014/15<sup>2</sup> (the baseline year, when the figure was 82.9%).

Looking ahead, and at the forecast activity from colleges over the next three years, colleges project a continued expansion of vocational pathways. SFC forecasts that for AY 2019/20 to AY 2020/21 propose further increases with recruitment of over 7,470 enrolments on Senior Phase vocational pathways projected for AY 2019/20 and 7,848 enrolments projected by AY 2020/21. This is in addition to the range of activity delivered by schools nationally.

### **Foundation Apprenticeships**

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 (FA). This is a school based apprenticeship connected to the family of apprenticeships, which provide young people with higher level work based learning and employment experience.

FAs have been designed and developed with industry and the Scottish Qualifications Authority (SQA) and are aligned to key sectors of the economy that have current skills shortages and projected future jobs growth. The qualification is set at the same level of learning as a Higher (SCQF level 6) and includes SQA certified qualifications at SCQF level 6 incorporating: National Certificates, National Progression Award (NPA) units and SVQ units.

The FA programme is delivered through partnerships between schools, a local college or learning provider, and local employers. FAs offer a blend of academic and work-based learning for young people in the senior phase of secondary school.

A progress report on the delivery of FAs was published on 19 February 2019. In this year, there has been further progress in the expansion of FA opportunities, with over 5,000 available from AY 2019/20. Looking ahead, we will focus on supporting schools, colleges and employers to engage with SDS to address regional and sectoral gaps in the FA offer, and promote the benefit of these new opportunities to young people, parents, practitioners and employers.

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<sup>2</sup> Data for 2014/15 has been used to baseline - this represents the percentage of confirmed destinations of 16-24 year olds in a positive progression. Data for 2013/14 has not been used as these figures were experimental data.

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.

To ensure the qualification meets the needs of the learner and employers, we have committed to evaluating the FA over the coming year. This will include reviewing the current design and delivery models to maximise learner success and reduce the proportion of early leavers. We will also work with Education Scotland and SDS to evaluate the effectiveness of FA and vocational education delivery in schools.

### **Supporting more young people to engage in work-based learning**

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 within available resource. The partnership nature of FA delivery also requires alignment of these resources across 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.

To do this, we expect schools and colleges choices to build pathways to the FA. In support of this, SDS is 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.

### **Timetabling that meets the needs of the learner**

We continue to be mindful of the challenge of timetabling, and achieving a flexible approach that meets the needs of young people and supports learners in experiencing a blended form of learning. To help us in assessing our progress towards this an online survey was distributed to all secondary school headteachers in June 2019. The survey was intended to encourage headteachers to provide their views and experiences of implementing the Senior Phase curriculum.

A total of 159 responses forms the basis of the report. The response rate was 45% and the sample was broadly representative of secondary schools in Scotland in relation to size of school, urban/rural location, and proportion of pupils from 20% most deprived areas.

Key messages to note are:

- 97% of headteachers reported that they are flexible in their approach and offer individualised timetables where possible;
- 95% of headteachers say that young people can shape their senior phase. For example, 90% of schools reported offering N4, N5, Highers, Foundation Apprenticeships and college provision in S5;
- The majority of headteachers (85%) feel they are achieving an “integrated, progressive and coherent experience for young people in the Senior Phase”;
- The majority of headteachers (77%) are very confident or confident that their school provides a sufficient variety of learning pathways to meet the needs of all their young people across the Senior Phase;
- A majority (88%) also felt they had sufficient autonomy to determine the pathways that their school offers in the Senior Phase;
- Schools offered a wide range of courses and qualifications, including college provision (93% of schools at S5), Duke of Edinburgh Award (91% of schools at S4), Foundation Apprenticeship (94% at S5), and Saltire Awards (69% at S6);
- Over half of headteachers (54%) start initial planning for the Senior Phase when young people are in S2.

### **A higher standard of Careers Information and Guidance**

To raise young people’s awareness of the different pathways and careers available 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.

We continue to see evidence of more schools using the Career Education Standard to support young people’s preparation for the world of work. Analysis of the evidence gathered from inspections carried out in 2018-19 indicate that across all sectors schools are supporting children and young people well to develop skills for learning, life and work. Evidence also suggests the strategic leadership within secondary schools for the development and implementation of DYW has improved overall. In a recent information gathering exercise, local authority DYW leads reported that 85% of secondary schools were using the entitlements for young people set out in the Career Education Standard to shape learning. However, the pace of progress across sectors continues to be slower than

expected at this stage of the programme, and we expect to see all partners support more schools to implement the standard over the next year.

To further 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.

## **STEM**

Work is continuing to implement the STEM Education and Training Strategy to support STEM learning in schools and contribute to the aims of the DYW programme. In this year, this has included:

- Ongoing provision of bursaries to support career changers to re-train as STEM secondary school teachers, and development of contextualised learning resources for teachers by Skills Development Scotland, to help ensure that learners can link their learning to real-life situations and careers;
- Provision of grants by Education Scotland for the development of STEM professional learning for practitioners in schools, early learning and community learning settings, to build teacher confidence in STEM and allow for groups of practitioners to work together locally as well as for regional and national partners to provide CLPL. Relevant outputs will be shared online;
- Regional STEM Advisers, working with the Regional Improvement Collaboratives, schools, local authorities and regional partners;
- Delivery of a pilot of the Young STEM Leaders programme by the Scottish Schools Education Research Centre to support young people to inspire each other to get involved in STEM;
- Continued funding for Scotland's four science centres, including a school transport and community subsidy to enable engagement with a greater diversity of people;
- 'Aye For Ideas' – a shared communications approach to inspire and engage people of all ages and backgrounds with STEM.

Looking forward, through the implementation of the Learner Journey Programme, we will seek to enhance our approach to careers information. We have launched an all-age online learner account which will support young people when planning their pathways through school, regardless of their destination, whether that be college, university, apprenticeships and employment. We will soon publish a Careers' Strategy to support the alignment of existing services and set the vision for high quality career information, advice and guidance services that are accessible to all.

## **Challenges**

We are mindful of the need to increase the pace of change within schools, and support more young people onto positive destinations. To assist us in identifying challenges and to discuss potential solutions, four strategic events were held in February and March 2019, chaired by the Scottish Government and the Scottish Funding Council. These brought together Directors of Education, college principals and other stakeholders to share ideas, identify challenges and discuss potential solutions, to ensure continued progress towards achieving the aims of DYW. These identified the following concerns:

- Timetabling and resourcing remains a barrier to providing an equitable work-based experience for all young people;
- More work is needed to support disabled and care experienced young people to engage in DYW activity, such as work experience placements;
- Clear communication, including consistency of messages and language, is needed to ensure understanding across the sector, including young people and parents;
- Recent research into the influence of parents and carers in terms of young people's subject choice found that DYW is not fully understood by these groups;
- Work still needs to be done to achieve a culture shift and establish parity of esteem across all pathways;
- 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 education-employer partnerships, to be responsive to local needs and ensure that quality opportunities are created, including work placements in line with the Work Placement Standard.

## **Next Steps**

### **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: Foundation Apprentice of the Year – Joe Pirrie

A Foundation Apprenticeship supports Fife’s Joe Pirrie to progress onto a full-time job at a local nursery.

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After completing his school journey earlier this year, the 17-year-old now finds himself working, learning and earning through a Modern Apprenticeship at the Ladybird Family Nurture Centre in Glenrothes.

Joe’s progress was such that he was awarded Foundation Apprentice of the year on 7 November at the Scottish Apprenticeship Awards.

Just three years ago, Joe was ready to leave school for college but didn’t have the qualifications to follow his dream career in childcare – thankfully there was a solution.

Joe explained: “I completed a childcare course at school in second and third year and also worked as a kids party host, so I knew what I wanted to do but wasn’t sure how to actually get there.

“My deputy head teacher then told me about the Children and Young People Foundation Apprenticeship, which would allow me to stay at school and get my National 5s in English and Maths.”

Foundation Apprenticeships are subject choices for pupils in the senior phase and can be taken over one or two years. Pupils spend time out the classroom with a learning provider and in a workplace to gain a qualification at the same level as a Higher – which is recognised by all of Scotland’s universities and colleges.

Joe completed a placement at Little Einsteins Nursery in sixth year after spending time at college two afternoons a week in fifth year.

He advised “I was beginning to think that it would be impossible for me to become an Early Years Officer because learning in the classroom didn’t really work for me. Putting the theory into practice through the Foundation Apprenticeship was the perfect combination.”

Having dyslexia and dyspraxia meant the practical side of apprenticeships suited him.



He said: "I was beginning to think that it would be impossible for me to become an Early Years Officer because learning in the classroom didn't really work for me.

"Putting the theory into practice through the Foundation Apprenticeship was the perfect combination."

Joe added: "There's no doubting progressing onto a Modern Apprenticeship has massively increased my confidence.

"My mum's really proud because she can see how happy I am when I come in at night."

There was also a message for anyone else considering a Foundation Apprenticeship: "If you believe in yourself then you can definitely do it.

"I hadn't thought about an apprenticeship before but now know I want to work in childcare for the rest of my life."

**Joe Pirrie, Modern Apprentice**

Ladybird Nurture Centre Head Teacher Wendy Anthony explained the benefits of apprenticeships to Joe and the childcare sector overall.

She said: "The Foundation Apprenticeship allowed Joe to take on responsibility which is crucial for stepping into the world of work – this made it an easy decision to employ him as a Modern Apprentice.

"Apprenticeships are hugely important during the current expansion of childcare hours across Scotland. Work-based learning alongside academic study means we'll have a successful generation of practitioners for years to come."

"The Foundation Apprenticeship allowed Joe to take on responsibility which is crucial for stepping into the world of work – this made it an easy decision to employ him as a Modern Apprentice."

**Wendy Anthony, Ladybird Nurture Centre Head Teacher**

## Chapter 2 – Colleges

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### More 16-24 year olds achieving positive destinations from college.

#### Key Indicators

##### Outcomes (KPIs)

- In 2017/18, 86.4% of college leavers who successfully completed a full time course went onto employment or higher level study. This is an increase of 1.1 percentage points from 2016/17 (when the figure was 85.3%) and an increase of 3.5 percentage points since 2014/15<sup>3</sup> (the baseline year, when the figure was 82.9%);
- Figures for 2016/17 show that the minority gender share across college courses 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 since the baseline measurement in 2012/13. The target is a 5% increase across each superclass, and/or a 10% average share, by 2021.

##### Outputs

- Figures for 2017/18 show that 68.5% of college learners aged 16 – 24 successfully completed their course. This is an increase of 0.7 percentage points from 67.8% in 2016/17, and an increase of 0.4 percentage points compared to the 2012/13 baseline figure (68.1%);
- In 2017/18, 66.9% of senior phase pupils studying vocational qualifications at college successfully completed – this is an increase of 3.6 percentage points since 2016/17 (when the figure was 63.3%), and an increase of 0.9 percentage points since 2013/14 (the baseline, when the figure was 66%).

(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

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<sup>3</sup> Data for 2014/15 has been used to baseline - this represents the percentage of confirmed destinations of 16-24 year olds in a positive progression. Data for 2013/14 has not been used as these figures were experimental data.

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 or work.

DYW states an ambition for 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.

To support this activity, 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; and
- Develop college outcome agreements to underpin improvements and measure progress.

## **Progress**

SFC continues to make good progress in supporting colleges in engaging in DYW activity, including senior phase expansion, employer engagement and improving gender balance and tackling gender stereotyping.

Colleges are focused on increasing the number of vocational opportunities available to young people in the Senior Phase and supporting them to sustain and complete these courses alongside their broader curriculum offer. We see further evidence of positive progress in this area – with a slight increase in the number of young people completing these courses during this reporting year. Figures for 2017/18 show that 66.9% of senior phase pupils studying vocational qualifications delivered by college

successfully completed. This is an increase of 3.6 percentage points since 2016/17 and an increase of 0.9 percentage points since 2013/14, the baseline year.

We continue to see more students successfully completing a full time course and moving into Higher Education or employment. Figures for 2017/18 show that 86.4% of college leavers who have successfully completed a full time course go onto employment or higher level study. This is an increase of 1.1 percentage points from 2016/17, when 85.3% of young people made this transition, and an increase of 3.5 percentage points since the baseline year, 2014/15 (when the figure was 82.9%).

At the same time we see more college learners aged 16-24 successfully completing their course. Figures for 2017/18 show that 68.5% of college learners aged 16 – 24 successfully completed their course. This is an increase of 0.7 percentage points from 67.8% in 2016/17, and an increase of 0.4 percentage points compared to the 2012/13 (68.1%), the baseline figures against which progress is measured.

## **Outputs**

We continue to see more and more young people engage in Senior Phase vocational pathways. The SFC supports colleges to create these new opportunities and reports on this activity annually. We expect to see figures for 2018/19 published in February 2020.

From the data above, we see a year on year increase in the number of Senior Phase students taking up this offer, and SFC projects these figures to continue to increase, so that we see this activity accounting for around 10% of college activity by the end of the programme (2021).

## **Creating the conditions for expansion**

SFC supports colleges to engage in DYW through the Outcome Agreement process. These are also used to illustrate the progress of Senior Phase expansion and provide information on the courses young people are undertaking nationally.

The SFC support colleges to deliver Skills for Work courses that focus on employability skills that are needed for success in the workplace. The courses offer opportunities to learn these skills through a variety of practical experiences that are linked to vocational areas. The courses provide progression pathways to further education, training and employment. Experiential learning in appropriate learning environments is an essential feature of each course.

These awards are designed to be a pathway to higher level qualifications as part of a broad Senior Phase offer and whilst we see good progress in increasing numbers of

enrolments, a focus for SFC in the years ahead will be to explore how progression to HNC or equivalent opportunities can be supported.

### **Supporting Employer Engagement in Further Education**

Meeting the needs of employers and industry is central to the planning and delivery of provision for Scotland’s colleges. Partnerships between individual colleges and employers develop continuously and reflect national priorities and local and regional employer needs. A priority for the DYW programme is to support the college sector to work closely with employers to continuously review and enhance the curriculum and quality of provision.

The SFC and Education Scotland work collaboratively on [arrangements](#) for assuring and improving the quality of provision and services in Scotland’s colleges. From AY 2018/19 this process has included evaluating and enhancing college-employer engagement.

Through this process colleges are asked to evaluate the quality of employer engagement at strategic, operational and practitioner levels. In July 2019, all colleges provided an update on this activity within their Evaluation Report, and have identified areas for improvement within their Enhancement Plan (EREP).

SFC have been working in collaboration with Education Scotland to understand the extent of employer engagement and to establish areas of good practice and areas requiring further work. In September 2019, a [report](#) summarising this activity was published, identifying strengths and areas for further development. These are summarised in the table below:

<b>Strengths</b>	<b>Areas for improvement</b>
Almost all colleges cite strengths in developing the curriculum in line with national priorities and the ambitions of DYW. These predominantly refer to the portfolio of provision and design of the curriculum being informed by national policy and supporting local and regional economic demand.	A quarter of colleges recognise a need to involve employers more systematically in evaluation and curriculum planning processes, particularly in relation to identifying current and emerging industry skill requirements.
Almost all colleges cite strengths in the effective use of Labour Market Intelligence to plan the curriculum and in eliciting and incorporating the views	A few colleges report an area for development in improving the consistency and productivity of curriculum teams in engaging

of employers and industry stakeholders to plan for improvement. These mainly refer to the range of approaches used to engage employers.	employers and industry partners in evaluation and planning processes.
Almost all colleges report strengths in providing suitable entry and exit points to ease access and transition to learning, and progression to further learning and work.	More than a few colleges report an area for development regarding the need to increase work placement and work-based learning opportunities to equip learners for the workplace; and raising the profile and prioritising of work-based learning activities within curriculum planning processes.
Almost all colleges report strengths in lecturer maintenance and application of up-to-date knowledge of industry and workplace practice to support learning.	
The majority of colleges cite strengths in the incorporation and planning of work-based learning activities to develop employability.	

The findings will be used by SFC to direct colleges to focus on themes pertaining to employer collaboration within the next cycle of Outcome Agreements (AY 2020/21) and evaluative reporting. In addition, College Development Network (CDN) is working with Education Scotland to devise training programmes for colleges based on the needs identified in the aforementioned report.

### **Increasing employer engagement with colleges**

The most recent published Outcome Agreements (AY 2019/20) set out how college regions are working to forge closer links with employers, to better align curriculum planning and employer demand, address skills shortages and create more work placements for learners by:

- Establishing employer/industry advisory boards to review and enhance curriculum quality, planning and outcomes. Advisory boards ensure that the curriculum addresses current needs, forecasts future skills demands and provision is aligned with the employment priorities of local business;
- Engaging with local DYW Boards and the benefits of this engagement in providing structured vocational pathways that support young people into sustained and successful careers;
- Developing the college-led Regional STEM Hubs, leveraging momentum around the national STEM Strategy and fostering close links with employers,

schools and universities around Career-Long Professional Learning (CLPL) and STEM engagement;

- Setting out ambitions to further develop vocational pathways, apprenticeships and workplace learning in partnership with employers;
- Increasing the number of courses with significant work placement opportunities available.

We are pleased to see a number of examples of employer engagement that meet the needs of students, and enable them to gain the skills required to succeed and move into positive destinations, such as:

- Fife College - who work closely with a wide range of employers such as Babcock, Fife Council, SSE, SGN, Oceaneering, Diageo, Marine Harvest and Edinburgh City Council, to design and deliver bespoke courses which provide employees with the skills and qualifications necessary for their current roles and / or successful career progression;
- NESCOL - the Moray East Windfarm and proposed Moray West Windfarm projects are specifically highlighted as strategic opportunities for NESCOL. The College's partnership with the Fraserburgh Harbour Commissioners and Aberdeenshire Council is instrumental in securing the long-term operation and maintenance activity for Fraserburgh.

From next year, all colleges will provide an update on this work to support us in establishing a robust evidence base of colleges' contribution to DYW activity.

A picture is developing of the rationale and activity around employer engagement colleges are engaging in. The challenge will be how this is used as an evidence base to drive future activity. We will continue to work with partners to consider how we can further support and galvanise productive college and employer collaboration.

### **Gender Action Plan**

We are pleased to see progress in the delivery of SFC's ambitious Gender Action Plan (GAP). Figures for 2016/17 show that 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 since the baseline measurement in 2012/13. The target is a 5% increase across each superclass, and/or a 10% average share, by 2021.

SFC report on this progress annually, the latest progress [report](#) having been published in February 2019.

To support colleges engage with the plan, SFC held the National Gender Conference on 25 October 2018. This event examined the impact of intersectional approaches to tackling GAP aims and targets. In addition, SFC conducted a survey with the sector to analyse progress in tackling gender imbalances. The purpose of the survey was to gather in-depth feedback from institutions, practitioners and sector bodies to further enhance the work of the GAP. Feedback highlighted institutional GAPs were having a positive impact on increasing momentum and a range of positive activity (such as the Men in Early Years case study example within this report).

To put learners at the heart of this activity, colleges continue to engage with students to seek their views on how the sector can overcome gender inequality and imbalance. This work is driven by a joint SPARQS/NUS project working with colleges and universities to develop student bodies' capacity to engage with institutional Gender Action Plans. A [report](#) summarising this activity is being used by SFC as a basis to support all institutions to involve students in this work.

Despite the range of activity to tackle gender imbalance, data on course/subject choices being made by SPVP students indicates a persistent pattern of gender imbalance. The trend in SPVP subjects with the biggest gender imbalances remains consistent. Gender imbalances in SPVP subject choices appear more entrenched than those for the wider college population.

The average minority gender share across the 10 most imbalanced college superclasses is 8% for 2016/17. Although the target of 10% has not been achieved, we have seen positive progress towards this with an increase from 5% in 2012/13. We note progress with the minority gender share currently ranges from 3% in Building/Construction Operations to 16% in Engineering/Technology.

The college sector has also had success in increasing the volume and proportion of male students undertaking qualifications in Early Learning and Childcare (ELC), to support the Scottish Government commitment to increasing the entitlement of fully funded, high quality, early years education for all 3 year olds and eligible 2 year olds, to 1140 hours each year.

### **Supporting more effective learner journeys**

To support the sector in establishing the range of activity being progressed in support of young people's transitions, SFC conducted a survey to assess the extent to which colleges engage with Community Planning Partnership Local Outcome Improvement Plans (CPP-LOIPs), Developing the Young Workforce Regional Groups and employment search services. The survey sought to establish a baseline of college engagement across each.



Through survey responses, colleges described a range of activity being undertaken to support different stages of the learner journey. SFC data show that 90% colleges have undertaken jointly planned activity with their DYW Regional Group. These included both general information sharing and subject/industry specific activities:

- Insight events for teachers/lecturers;
- Best practice sharing events and forums with relevant stakeholders;
- Information events for employers;
- Taster days, roadshows and events for pupils;
- Annual DYW conferences;
- Employer forums;
- Career and job fayres.

In addition, 85% colleges have worked with their DYW Regional Group to increase opportunities for work based learning and work opportunities.

## **Challenges**

We will build on progress to date and that of the College Improvement Project, a project aimed at improving retention and raising attainment in Further Education by using a quality improvement approach to developing evidence based practice, to support institutions to provide a bespoke learning experience for all students. SFC will continue to focus on supporting more school and college learners to successfully complete their courses. In addition, SFC are mindful of the need to:

- Support the ongoing professional development of schools and colleges to increase collaboration for the benefit of the learner;
- Overcome regional variability, and that 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;
- Develop more education-employer partnerships, to be responsive to local needs and ensure that quality opportunities are created, including work placements in line with the Work Placement Standard.

## **Next Steps**

**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: Ayrshire College support the Aerospace sector to reach new heights

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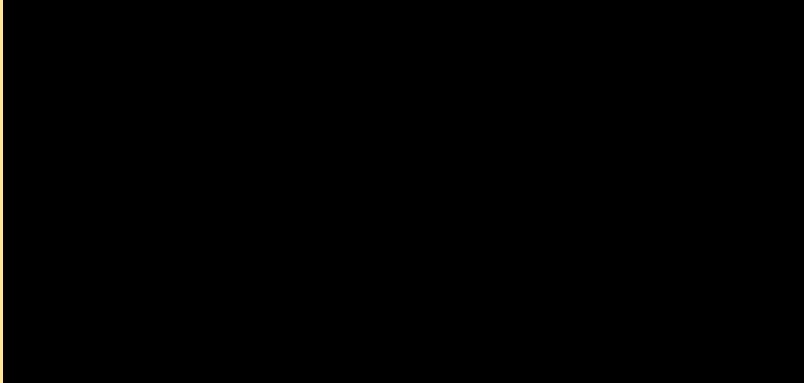
Aerospace plays a major part in the Ayrshire economy and is a regional niche sector. The local cluster currently has a combined turnover of around £575 million, with ambitions to increase this to £1.6 billion. As a partner of the Prestwick Aerospace Strategic Partnership, Ayrshire College supports employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs.

The College has strong relationships with employers, as evidenced through an innovative technical training solution with Spirit Aerosystems, implemented in January 2018. The College entered a new partnership with Spirit Aerosystems to provide technical training solutions to their current and new staff. This is in addition to the extensive apprenticeship programme already provided to the company. The new technical training was delivered by a dedicated vocational trainer employed by the College, who provided accreditation and upskilling of Spirit's current 1,000-strong workforce as well as providing introductory training to new employees at the Prestwick site. In 2019-20, the College will continue to support this initiative and help develop the training being offered to meet the needs of newly acquired production lines being introduced in 2019.

Following the creation of industry standard composites centre on the Ayr Campus, Ayrshire College will continue to be the partner of choice for composite repair and

testing for the aerospace and renewables sectors. This will include increasing the number of full-time students trained in composites, as well as bespoke courses for industry partners. The College work with industry to monitor and respond to changes in technology and practices, ensuring provision remains current and relevant. The College work with the Prestwick Spaceport team to develop and plan for the skills required for this venture and provide the support required to maximise the opportunity for success.

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The College uses Industry Skills Forums to develop and validate their curriculum offer to ensure it responds to industry sector needs, for example in aerospace, engineering, science, digital, and health & social care.

Externally established groups include Prestwick Aerospace Group and the Ayrshire Engineering Alliance, as well as a partnership with the Hospitality Industry Trust Scotland.

Recent developments from the Scottish and UK governments mean that the Ayrshire Growth Deal (AGD) is now entering a period of development leading to implementation. Associated projects such as the Spaceport, innovation centres in advanced manufacturing and life sciences, and coastal regeneration will transfer the regional economy over time. In AY2018-19, the College continued to work with the AGD team, local authority economic development teams, the emerging regional economic development pilot and local industry to support this activity and maximise the benefits of the developments for Ayrshire's communities. Current and future skills needs will be defined and developed as these projects and discussions evolve.

## Chapter 3 - Apprenticeships

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### Record numbers of young people are undertaking a Modern Apprenticeship.

#### Key Indicators

##### Outcomes (KPIs)

- The number of Apprenticeship starts at SCQF Level 6+<sup>4</sup> increased by 1,996, from 18,524 in 2017/18 to 20,520 in 2018/19;
- The percentage of Modern Apprenticeship (MA) frameworks where the gender balance is 75:25 increased by 0.7 percentage points, but remains at 72% (71.6% in 2017/18 to 72.3% 2018/19). This is a decrease of 1 percentage point on the baseline (2013/14);
- The percentage of MA starts from minority ethnic communities increased from 1.9% in 2017/18 to 2.3% in 2018/19. The 2018/19 target<sup>5</sup> is 4.1%. This is an increase of 1.2 percentage points since the baseline (2013/14).

##### Outputs

- In 2018/19, there were 27,750 MA starts. This is an increase of 125 from 2017/18 (when the figure was 27,145), and an increase of 1,986 from the baseline 2013/14 (when the figure was 25,284);
- In 2018/19, the overall number of MA achievements increased compared to 2017/18, from 20,309 to 21,767. This also represents an increase from baseline in 2013/14 (when the figure was 20,576);
- In 2018/19, there were 15,121 achievements of MAs at SCQF Level 6 and above<sup>6</sup>, an increase of 960 from 14,161 in 2017/18 and an increase of 2,624 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

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<sup>4</sup> When drawing conclusions about trends, it should be noted that as of 2018/19 the total number of Apprenticeship starts at SVQ Level 3 / SCQF Level 6 + will be artificially increased by approximately 2.0% as a result of SVQ – SCQF Level changes

<sup>5</sup> The target is for MA starts from minority ethnic communities to be equal to the population share, and will change year on year as the population share figure is updated.

<sup>6</sup> When drawing conclusions about trends, it should be noted that as of 2018/19 the total for MA achievements at SVQ Level 3+ / SCQF Level 6+ will be artificially increased by approximately 2.0% as a result of SVQ – SCQF Level changes.

apprenticeships needs to work for employers. Their leadership is vital to collectively shape how the apprenticeship programme meets the needs of the wider economy.

DYW also set an ambition for there to be more apprenticeships to be at a higher level – SCQF level 6 and above. To achieve this, DYW has supported the development of the Apprenticeship Advisory Group. This is part of new quality assurance arrangements developed to oversee the approval of apprenticeship frameworks and qualifications. This new approvals groups will complement and enhance existing quality assurance arrangements, including SDS and Education Scotland’s work to review the quality of these newly created apprenticeship opportunities.

### **Delivering skills for both current and future labour markets**

As apprenticeship expansion grows, we continue to be mindful of the wider context within which the DYW programme operates. Youth unemployment remains at historically low levels, however we must continue to focus on providing young people with the skills to succeed in an ever-evolving labour market.

In September this year the Scottish Government published [Scotland’s Future Skills Action Plan](#) which sets out our ambition for an agile and flexible skills system able to respond at pace to changing labour market skills demands. It responds to and endorses the Future Skills Mission in the Enterprise and Skills Board’s Strategic Plan.

The Plan recognises the many challenges we face in Scotland, including EU Exit, the global climate emergency, demographic change, and technological advance and in this first phase details work already underway to address these and considers future policy questions.

Our ambition to tackle inequality and achieve sustained inclusive growth will be at the heart of our work as we implement the Plan and work with stakeholders to take this work forward.

Employers have a critical role in shaping and delivering our ambitions. To ensure they remain close to this work, we have committed to supporting the DYW Regional Groups for at least a further 4 years.

We will work with the DYW Regional Groups and others to review their the priorities and ensure that they can contribute to achieving the Scottish Government’s vision to build sustainable and inclusive economic growth and tackle child poverty by focussing on opportunities for young people most likely to be left behind.

## **Key themes and milestones:**

- Achieving 30,000 Apprenticeships by 2020/21;
- Focus on the delivery of Graduate Apprenticeships;
- 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.

## **Scotland's Apprenticeship Family**

We are delivering more Apprenticeships in Scotland than ever before with a record number of starts in 2018/19. Statistics published on 11 June 2019 show there were 28,191 starts in 2018/19, including 921 Graduate Apprenticeships. This is an increase on 2017/18 levels (27,145<sup>7</sup>) and also exceeds our annual target to provide 28,000 starts.

So to date, over the course of this administration, the Scottish Government has funded training for over a quarter of a million Modern Apprentices (278,500 from April 2007 – March 2019). Work is already underway to increase this further with our target to provide 29,000 new starts in 2019/2020, which will include over 1,300 Graduate Apprenticeships.

SDS continues to expand work based opportunities and strengthen the pathways between the new Foundation Apprenticeship in school, Modern Apprenticeships and Graduate Apprenticeships.

## **Progress**

### **Modern Apprenticeships (MAs)**

The Modern Apprenticeship In Training Survey was published by Skills Development Scotland on 12 September 2019. The survey was last carried out in 2014 and is a key source of information about MAs' perceptions of their training experience.

The results show that the majority of Modern Apprentices who completed the survey (79%) reported a satisfaction level of 8 or above out of 10 with their MA. Lower satisfaction levels (5 out of 10 or below) were relatively infrequent at around 10% of survey respondents. The survey also showed that 96% of survey respondents would recommend an apprenticeship to others.

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<sup>7</sup> 2017/18 figures do not include Graduate Apprenticeship starts

Further key findings from the survey include:

- For the majority of survey respondents, the main reason for selecting an MA was 'learning new skills' (69%). Other reasons selected by more than half of the respondents were the 'qualification level [of an MA]' (59%), 'advancement within the company' (57%) and 'to earn while learning' (55%);
- 77% of survey respondents would rate the quality of their apprenticeship training highly (a score of 8 out of 10 or above);
- The majority of survey respondents (95%) said they know who to approach for help and support while training;
- The majority of survey respondents (79%) expect to 'stay with their current employer' upon completion of their apprenticeship.

From SDS's [annual progress report on Modern Apprenticeships](#), published in June 2019, we can see the following progress:

- There were 27,270 Modern Apprenticeship starts in 2018/19;
- Additionally, there were 921 Graduate Apprenticeship (GA) starts in 2018/19;
- The total number of apprenticeship starts (MAs and GAs) in 2018/19 was 28,191 against a target of 28,000;
- This year, the majority of MA starts (68%) were aged 16-24, -2.4 percentage points lower than 2017/18. The majority of MA starts (71%) were at SCQF level 6 or above;
- 41% of all MA starts in 2018/19 were in STEM frameworks.
- The gender breakdown of MA starts was 62% male to 38% female; the proportion of female starts remained around the same as last year (-0.04 percentage points), but there was an increase of 38 female starts. Of all female starts 72.1% were working towards SCQF level 6 or above and VQ level 3 compared to 71.8% for males;
- The proportion of MA starts self-identifying an impairment, health condition or learning difficulty was 14.1% (2.9 percentage points higher than 2017/18);
- The proportion of MAs who self-identified as being from a Mixed or Multiple; Asian; African; Caribbean or Black; and Other ethnic group has continued to increase and was 2.3% in 2018/19, an increase of 0.4 percentage points and 113 starts on 2017/18;
- 24.3% of MA starts in 2018/19 lived in the 20% most deprived areas, a decrease of 0.4 percentage points since 2017/18. This is compared to 13.7% of 2018/19 MA starts living in the 20% least deprived areas, an increase of 0.4 percentage points. This shows a similar pattern over the last five years;
- 21,767 individuals achieved their MA in 2018/19. This equates to an achievement rate of 76% in 2018/19, compared to 78% last year (-1.3 percentage points).



## **Uptake in STEM Frameworks**

- Almost half (41%) of all Modern Apprenticeship (MA) starts in 2018/19 were in STEM frameworks an increase on 2017/18, when the figure was 38%. 65% were aged 16-24 and 79% of STEM starts were at SCQF Level 6 and above or VQ level 3;
- Starts to the IT & Other Services grouping accounted for 9% of MA starts in 2018/19 (+0.8 percentage points compared to 2017/18).

## **Graduate Apprenticeships (GA)**

Graduate Apprenticeships were launched in 2017 and are a direct response to industry need, bringing the skills system, leading universities and employers closer together, to help create the skills and capabilities required to power the Scottish labour market of the future.

921 GA places were taken up during 2018-19, up from 278 in 2017/18. Our successful initial delivery of GAs is now formally recognised within the Apprenticeship delivery targets, opening up more opportunities in key highly skilled areas such as Business and Management, Construction and Cyber Security. This is in recognition of the increasing demand for GAs and supports our continuing commitment to prioritise higher level skills considered to bring the greatest economic benefits, linked to higher paid jobs and increased productivity.

The programme will grow within 2019/20 and it will make available more than 1,300 Graduate Apprenticeship places across a range of 14 different types of apprenticeship frameworks at 15 university or college providers. Two new frameworks, 'Accounting' and 'Early Learning & Childcare', will also become available as pilot schemes.

The first report on the GA programme, [Graduate Apprenticeships: Early activity and progress 2017/18 and 2018/19](#), was published on 14 August 2019. Key findings from the report include:

### **2017/18**

- There were 278 starts registered on a GA in 2017/18;
- 82.2% of starts in 2017/18 were male and 17.8% were female;
- There were 6 frameworks available in 2017/18 across 9 institutions;
- There were 4 local authorities without any employers taking part in the GA programme;
- As of the 8th March 2019, 15.5% of the 2017/18 starts had left the programme early, 82.4% remained in training;
- Of the 2017/18 starts, two Graduate Apprentices have achieved their full qualification in IT Software Development (after accelerated entry due to

recognition of prior learning). In addition four Higher Apprentices achieved their full qualification in Civil Engineering at SCQF level 8.

## **2018/19**

- There were 921 starts registered on a GA in 2018/19;
- 65.7% of starts in 2018/19 were male and 34.3% of starts were female;
- There were 12 frameworks available in 2018/19, across 13 institutions;
- All local authorities have at least one employer taking part in the GA programme;
- As of the 8th March 2019, 5.5% of the 2018/19 starts had left the programme early and 94.5% remained in training.

We recognise that there is still work to be done to support more women into Graduate Apprenticeship roles and SDS is working in partnership with a range of organisations to address gender imbalance in Apprenticeships.

## **SAAB**

Ensuring the employer voice continues to influence our approach, SDS facilitate the SAAB Employer Engagement Group, SAAB Standards and Frameworks 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.

In March 2019, the First Minister launched Scotland's Apprentice Network to promote the benefits of apprenticeships to young people and businesses across Scotland. Facilitated by SDS, the Network is open to current and former apprentices who can share their experiences and use their own first-hand experiences to communicate the benefits of Foundation, Modern and Graduate apprenticeships to young people, employers, parents, schools and other stakeholders.

## **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 2019/20 Scotland's share of forecast Levy receipts totalled £239m, 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.

All employers are able to access funding for approved apprenticeships, regardless of their size or whether they pay the Levy. This includes a contribution towards training costs for Modern Apprentices; the cost of training Graduate and Foundation Apprentices; and recruiting from an employability programme. Levy paying employers in Scotland are able to access the Flexible Workforce Development Fund which provides up to a fixed cap of £15,000 to purchase college learning.

### **Aligning Scotland's Apprenticeship Programmes**

Recognising the changing skills landscape a new approach to the development and approval process of Apprenticeships is being introduced. This will help to align framework approvals across Scotland's Apprenticeship Family and build on existing structures and processes.

By positioning the new approvals function within SAAB, it will fully incorporate employer leadership into apprenticeship development and will provide the opportunity to harness the available skills infrastructure in Scotland to respond rapidly to emerging needs. From 31st March 2020 it is intended that the new Apprenticeship Approvals Group will approve all of Scotland's Apprenticeship Programme Frameworks and Standards and the Modern Apprenticeship Group will be dissolved. The SAAB Standard and Frameworks Group was instrumental in this governance change.

### **Next steps**

#### **During 2019 - 2020, we expect to see:**

- We will see the continued growth of Scotland's Apprenticeships programme including more opportunities in STEM;
- Targets announced during Scottish Apprenticeship Week 2019:
- 29,000 Modern Apprenticeships including at least 1,300 Graduate Apprenticeships;
- 5,000 Foundation Apprenticeship opportunities.

#### **During 2020 - 2021, we expect to see:**

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

## Case study: Anything but a Standard Life for Graduate Apprentice Shannon.

Based in Edinburgh, Shannon Macnamara's "very proactive and positive" approach led to her working as a credit research assistant while completing a business management Graduate Apprenticeship with a global asset management company.

Shannon had planned to study psychology at university until she was offered a Modern Apprenticeship after a work experience placement with Standard Life Aberdeen.

"I enjoyed working in the Edinburgh office so much that when I was given the opportunity of a Modern Apprenticeship, I jumped at the chance to complete qualifications on the job." explained Shannon.

She was based in the Fixed Income Investment team when she was offered a Graduate Apprenticeship.

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### **Learning first-hand**

Graduate Apprenticeships allow individuals the opportunity to work, get paid and get a degree – up to masters level.

The former Woodmill High School pupil had four-month placements in operations, compliance and finance before moving into the investments side of the business.

While on placement in the Fixed Income department, Shannon spent time shadowing portfolio managers and worked with the research team before being offered a role as a credit research assistant and her Graduate Apprenticeship.

### **Employer support**

Shannon said: "The thing I enjoy most about my role is being challenged every day. Graduate Apprenticeships are great because you learn first-hand how a business operates and you can develop experience and skills from working with a wide variety of people which cannot be taught in a classroom."

“The Graduate Apprenticeship is a fantastic opportunity. It was a very difficult decision for me to join the company as an apprentice in 2016 as opposed to attending university, however, I think I now have the best of both worlds.

“A lot of people view going to university as the only option to be successful in this industry – that’s not the case. It is also becoming increasingly difficult for students to secure a role after graduating due to the competitive job market.”

Shannon was quick to credit the support of her employers, her line manager Nick Kordowski, who is currently Head of Credit Research, and her university workplace mentor Luke Hickmore, an Investment Director at Standard Life Aberdeen, as she works towards her Business Management degree.

“The company really does support the apprenticeship programme. I’m coming to the end of my first year at Robert Gordon University and have been given lots of support from my colleagues,” said Shannon.

### **An inclusive approach to recruitment**

Nick said: “Shannon is doing very well. She has a very proactive and very positive approach, with a can-do attitude and energy to support that. We’re always looking for new talent and when Shannon was in the team for her placement as a Modern Apprentice, she started on the front foot in terms of intellect and her willingness to do her own leg work.

“We’ve given her a lot of responsibility and she now owns a sector of the market, writes up her views and shares them with team. That all leads to her getting the recognition she deserves.”

Luke said the company was keen to attract people from different backgrounds. He explained: “If you don’t have that, there’s a danger that you could have everyone thinking in the same direction, so we want to encourage people who have different approaches.”

Skills Development Scotland Relationship Accounts Executive June Gallagher said: “This is yet another example of how Standard Life Aberdeen is offering fantastic opportunities using the apprenticeship family which has provided Shannon with an alternative route to a degree. Shannon has been able to progress in the business very quickly, becoming a productive member of the team while earning while she is learning.”

## Chapter 4 - Employers

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

### Key Indicators

#### Outcomes (KPIs)

- The percentage of employers recruiting young people directly from education has remained stable at 32% since the baseline was measured in 2014;
- The 2019 Scottish Employer Perspectives Survey 2019 shows 20% of employers had offered a work placement to a school pupil in the last 12 months – a reduction of 1 percentage point from 21% in 2016 (UK CES Employer Perspectives Survey);
- This survey also shows 15% of Scottish employers have conducted work inspiration activities (for example, mentoring support or employer visits to speak at schools, colleges and universities, an increase from 13% in 2016 – (UK CES Employer Perspectives Survey).

#### 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 points since 2013 (baseline year, when the figure was 17%);
- In 2016, 39% of employers offered a work experience placement, an increase of 2 percentage points from 37% in 2014 (baseline year). The proportion of employers offering work inspiration activities decreased by 8 percentage points since 2014 and 2016, from 21% to 13%.

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

Through DYW we are committed to bringing employers and education together to support the development of a curriculum offer that equips young people with the skills, knowledge and experience that is relevant for both existing and future labour markets. Central to this ambition is the development of a network of 21 DYW employer-led regional groups – covering the length and breadth of the country.

This year, Ministers reaffirmed their commitment to the groups in recognition of the positive progress they have made since the outset of the programme.

We continue to prioritise engaging employers with education to support the development of strategic partnerships, leading to a higher standard of work inspiration activity within schools and an increasing vocational offer for young people across the education system.

We are also supporting employers, from the public, private and third sectors to engage in DYW to contribute to the Scottish Government's ambition for every school cluster, i.e. secondary schools and associated primaries, to be working with a STEM partner.

## **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.

Last year we developed guidance on school employer partnerships in conjunction with partners across education, local authorities, employers and the DYW Regional Groups. The guidance makes clear our ambition to increase the number of influential partnerships – 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.

### **Are we seeing more employers engaging with schools?**

Schools and the DYW Regional Groups have been using this guidance to develop new and innovative partnerships and to increase the level of school-employer engagements. In October, the groups reported the following number of partnerships nationally:

- 2,350 at engagement level - where employers engage with schools to deliver one-off events, such as careers fayres;
- 1,099 at collaborating level - where employers and schools co-deliver projects; and
- 102 influencing partnerships - employers participating in curriculum design and delivery.

Based on this data all schools now have some degree of school/employer partnership in place. In addition, the DYW Regional Groups have supported

employers to create 100 partnerships with Additional Support Needs schools or units. The groups are focused on increasing the level of these partnerships in order to deliver more influencing partnerships in the years ahead.

This year Education Scotland completed an information gathering exercise in partnership with the National DYW Leads Network which included a question on school-employer partnerships. Output from this showed;

- 80% of secondary schools were benefitting from meaningful and productive school-employer partnerships;
- 84% work with partners develop the senior phase offer;
- 78% utilise the Work Placements Standard to shape an offer for young people.

In the year ahead we will be using this information to better understand how these partnerships are benefitting learners and assess the extent to which existing good practice can be replicated nationally.

## DYW Regional Group profile: DYW Ayrshire

Developing the Young Workforce (DYW) Ayrshire was awarded funding in August 2015. We work closely with our host organisation Ayrshire Chamber of Commerce and our key stakeholders including East, North and South Ayrshire Councils, Ayrshire College, Skills Development Scotland, and the wider business community.

Now in its fourth year of delivery our aim is to increase engagement between employers and education. We continue to develop new innovative approaches to education-employer partnerships; develop work based learning options which enable our young people to learn in a range of settings and ensure they have the skills and knowledge required to reach their full potential.

A key focus for us has been our innovative school projects which we continue to fund in partnership with The Princes Trust and Ayrshire College. The projects help to develop the employability skills of our young people and since our inception 80 projects have been funded. Examples include barista, rural, bike repair, construction, early years & cyber security projects. Over 1200 accreditations were awarded in the last academic session 2018-19.

Priorities for the coming year include:

- Working with partners to ensure DYW continues to be embedded within the curriculum and across the wider system;



- Continuing to ensure that the needs of those who face additional barriers when progressing through the education system and into employment are recognised;
- Engaging more employers in education as well as supporting those who are already involved to sustain their engagement;
- Supporting our education colleagues in ensuring the messages within the Careers Education Standard 3-18 and Work Placements Standard are reaching the classroom;
- Strengthening school/employer partnerships in schools;
- Continuing to have an equalities focus which will support the development of fairer and more diverse workplaces that deliver outcomes for every individual.

### **Our commitment to Fair Work**

Building on the First Minister's '[Fair Work First](#)' announcement in October 2018, a Fair Work Action Plan was published, in February 2019. The action plan includes a commitment to a new benchmarking tool to help employers assess their current practices and to provide guidance on how to make their workplaces fairer. The approach to delivering Fair Work is built on collaboration and engagement.

Actions from the plan cover three broad themes aiming to;

- Support employers to adopt Fair Work practices;
- Deliver Fair Work to a diverse and inclusive workforce;
- Embed Fair Work across the Scottish Government.

Achievements this year include:

- Meeting and exceeding the target of 1000 Scots-based [living wage accredited employers](#) (now over 1300);
- Almost 600 [Scottish Business Pledge](#) signatories;
- Introducing [Statutory Guidance on Addressing Fair Work Practices, including the real Living Wage, in Procurement](#) and supporting [Best Practice Guidance](#) and [Toolkit](#);
- Introducing the [Workplace Equality Fund](#);
- Establishing the [Carer Positive](#) scheme to encourage flexible, fair and supportive policies to support carers in the workforce;
- Launch of the Fairer Scotland for Women: Gender Pay Gap [Action Plan](#).

We can expect to see further impact on the employment of young people as a result of the Fair Work Action Plans implementation and are committed to working with employer organisations to support them to adopt and benefit from fairer workplace

practices. Embedding Fair Work in the workplace is good for businesses and their sustainable growth and we will seek to align the activity within this area with that of the DYW Regional Groups.

### **Disability Employment Action Plan**

The DYW programme is committed to enhancing the experience of all learners within the education system, with a particular focus in supporting more disabled young people into employment. This work contributes to the wider Scottish Government objective, through the [A Fairer for Disabled People: Employment Action Plan](#), of reducing the disability employment gap by at least half by 2038.

The difference in employment rates between disabled people and the rest of the working age population (the disability employment gap ) currently stands at 35.5 percentage points, with 45.6% of disabled people in employment, compared to 81.1% of non-disabled people (APS, 2018).

The plan identified three themes: supporting employers to recruit and retain disabled people; supporting disabled people to enter work, and young people and transitions.

Disabled young people (16-24 years) have the second lowest employment rate of any age group, and are more than twice as likely to be unemployed as non-disabled 16-24 year olds. Key actions within the plan to support young disabled people moving from school to further or higher education include:

- Building on the Seven Principles of Good Transitions, and broader recommendations from sector experts, disabled young people and their families and carers, and work across Government to improve transitions. This includes considering how we can extend the current public sector internship scheme to see greater use by the private sector;
- Providing young disabled people with the highest level of Modern Apprenticeship funding, and removing the barriers that have previously prevented young disabled people entering Modern Apprenticeships (MA), through the implementation of [The Equalities Action Plan for Modern Apprenticeships in Scotland](#);
- Supporting DYW Regional Groups to develop actions to support the recruitment of disabled people; and
- Initiating a practice and improvement evaluation of the equality outcomes in Developing the Young Workforce to support policy and delivery improvement.

We will continue to work across Scottish Government, and with partners (including: local government; Scottish Funding Council; and Skills Development Scotland) to ensure delivery of these commitments.

## **Challenges**

Achieving greater consistency of employer engagement across the country continues to be a challenge which we need to address as we progress into the final years of DYW.

To allow us to better demonstrate and evidence the work being undertaken across the country by DYW Regional Groups, the Scottish Government has been collecting best practice examples from all DYW Regional Groups. This has been an opportunity for the groups to highlight opportunities and challenges and share experiences across the network.

As well as collecting examples of best practice, we have created a shared resource on the national DYW website for these to be shared and accessed by schools, employers and other DYW Regional Groups. which can be accessed at any time by all Regional Groups.

## **Next steps**

### **A commitment to sustain employer engagement with education**

With the 21 Regional Groups now established and focused on embedding within education we have been exploring options to sustain employer engagement post-2021. To support greater consistency across the country and assist with benchmarking, new Key Performance Indicators (KPIs) have been developed for the employer groups.

The KPIs will support the regional groups to evidence their impact in various areas, for example:

- School-employer partnerships;
- The number of young people undertaking meaningful work experience; and
- Employer engagement with young people.

This activity will help us understand how the groups are achieving their key objectives, and support the development of a national picture of this activity.

### **Evidencing impact**

During this reporting year, we have supported the groups in establishing KPIs to evidence their progress. We are particularly interested in their work to advance:

- Equalities activity, including supporting more disabled and care experienced young people into positive destinations;
- Supporting schools to enhance the offer of work inspiration activity within the curriculum offer, including a higher standard of work experience placements;
- Engagement with SMEs, to support their participation in DYW activity.

The data gathered through both national and regional KPIs will allow us to support the work of the Regional Groups going forward, inform our work with partners, demonstrate progress and impact made by the Regional Groups and help inform wider policy considerations.

**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 – Providing a gateway to a new career

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DYW Dumfries and Galloway first approached the Gretna Gateway in early 2017, to discuss and develop their work ready service. Gretna Gateway were keen to address the issue of recruiting on the site. The group met with senior representatives from Gretna Gateway the possibility of holding a career fair there. The Regional Group are clear that in order to support such activity, any careers event they

present must have actual jobs associated with the recruiters in attendance, so that everyone visiting the event can leave with an opportunity.

The careers event showcased the many jobs and careers currently available at Gretna Gateway, with employers such as Costa Coffee, Jane Plum Interiors, Claire's Accessories, The Bodyshop, Molton Brown, Superdry, Thornton's Chocolate Café, Cotton Traders, The Gap, Pizza Express and many more.

Scott Wells, Gretna Gateway Centre Manager said, "As a centre that employs 550 people, recruitment is vitally important to us. Therefore we are thrilled to be working with DYW. Physical retail is still very much alive and thriving, and our brands offer promising careers. Therefore we are always looking for talented individuals to work here at the Gateway. Justin and the DYW team are offering a fantastic service bringing local employers and employees together."

Naomi Warwick, Retail Liaison officer at the outlet added, "The biggest surprise for me was the amount of local people who came along, "One lady said to me, "Why am I travelling half an hour to work when I have all of this on my doorstep?" It was great to have this event, where people could walk in and discuss opportunities available throughout the retail village which they perhaps hadn't thought about before, and with genuine excitement about staying and working in Dumfries and Galloway."

DYW Dumfries and Galloway have established a strong working relationship with the Gretna Gateway Outlet Village through this event and look forward to supporting them with future engagements. [Find out more about Gretna Gateway.](#)

## Chapter 5 – Equalities

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### **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 13, 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 fifteen recommendations (13, 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.

From the outset of DYW, we have accepted the challenge set by the Wood Commission to maximise the contribution of all young people, and have been absolutely clear that the DYW programme delivers positive outcomes for all, including traditionally under-represented groups. We set ambitious targets to improve outcomes for these cohorts and in the past year we have engaged with expert organisations to further refine our approach to implementation.

### **Progress**

This year we have commenced a series of engagements with specialist organisations to support the shaping of future activity, both within DYW and beyond 2021.

To support more employers to contribute to improved outcomes for learners, the DYW Regional Groups have been undertaking work to raise awareness of existing good practice.

This work has included:

- An assessment of existing good practice conducted by the groups;
- The collation and sharing of such practice across the network of DYW Regional Groups; and
- The identification of barriers to progress and how these may be overcome to ensure the ambitions of DYW are realised.

Through this work, we will also seek to engage with several employers to develop detailed case studies of employer engagement in DYW equalities activity. The ambition of this work will be to articulate the path each employer has taken to deliver

improved outcomes for disadvantaged young people (For example, how employers have embedded this practice within existing corporate functions).

## **Schools**

(Recommendations 13, 26, 27, 28, 33 and 37)

The proportion of looked after children in a positive destination currently sits as 76% for 2017/18 and has remained static from 2016/17. Although the target of 89.3% has not yet been achieved, the gap is reducing as at 2014/15 the proportion of looked after children in positive destinations was 69.3%. This is an increase of 6.7 percentage points since the programme commenced.

Education Scotland continue their work to embed equalities activity across Curriculum for Excellence, including the publication of an ELC Gender resource in December 2018. This resource was developed for early years educators, practitioners and for parents, to explain the importance of challenging gender stereotyping in the early years and to provide examples of existing practice across Scotland.

As part of the expansion of the Improving Gender balance (IGB) Programme, six Improving Gender Balance and Equalities (IGBE) officers were recruited to support our aims for gender equality. These roles involve delivering training to school clusters, early learning and childcare centres and local authorities across the Regional Improvement Collaboratives to help tackle unconscious bias and address gender stereotyping as well as wider equality issues. A suite of Improving Gender Balance Action Guides were published on the National Improvement Hub to support this activity in schools. A new professional learning offer for Improving Gender Balance and Equalities was developed and rolled out nationally by the IGBE Team from Autumn 2019.

In partnership with the National DYW Leads, Education Scotland has undertaken a data gathering exercise with secondary schools across Scotland. The survey included questions regarding equalities activity and highlighted that 83% of schools were actively supporting care experienced young people and 94% were targeting those who are or at risk of disengaging from education.

An [online professional learning module](#) was launched for education practitioners and local authorities on inclusion and equality set within the context of Scottish Education. This module is designed to support practitioners to develop an awareness of information and approaches which support inclusive education.

## Next Steps

In the year ahead, Schools and Education Scotland will focus on:

- Delivering the recommendations of the recent [Personal and Social Education \(PSE\) review](#);
- Engaging with schools to challenge unconscious bias in STEM;
- Publish and Equality Action Plan highlighting issues of gender-segregation in education; and
- Continuing to engage with employers, local authorities and colleges to help support care experienced young people transitioning from education through to employment.

## Summary

We are pleased to see the positive progress within schools, in particular, addressing gender imbalance. However, there is more work to be done to better support care experienced and disabled young people in transitioning into the world of work. 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 will include Education Scotland working in partnership with Local Authorities and the DYW Regional Groups, to explore how the development of school-employer partnerships can do more to support both disabled and care-experienced young people into positive and sustainable destinations.

## Colleges

(Recommendations 29 and 34)

The SFC published its Gender Action Plan (GAP) in August 2016. As part of the GAP, SFC requested all colleges develop their own institutional Gender Action Plan (iGAP) 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 6 February 2019 at the SFC national conference on gender. Notable achievements included the development of targeted initiatives to address subject-based gender imbalances.

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

There has also been progress within particular college subject imbalances, including Building Services (from 2% in 2012/13 to 9% in 2016/17) and Engineering & Technology (9% in 2012/13 to 16% in 2016/17).



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 2019/20.

### **Next Steps**

Colleges will continue to engage with schools to ensure Senior Phase pathways are helping to address gender imbalance. The SFC will continue to review the GAP through the Gender Governance Group with Education Scotland and the National Union of Students (NUS) to make recommendations for practice, both regionally and at a national level.

Over the next year the SFC will undertake an analysis of retention and completion rates by gender across all institutions and use it as part of their Outcome Agreement discussions to seek improvements in this area.

### **Summary**

Whilst both recommendations have been completed, we recognise there is a need for institutions to measure the impact of programmes and initiatives, and the need for institutions to set out firm and sustainable plans to increase the capacity of staff.

### **Apprenticeships**

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

SDS continues to prioritise traditionally underrepresented groups to engage in their Apprenticeship family. To do this, they work closely with schools and other providers to better understand the barriers such groups often face when transitioning from school into their next destination.

To support SDS in shaping this work, the SAAB recently considered current trends within apprenticeships and identified the need to provide visible, industry leadership on this issue by setting up a Commission to address gender imbalance. The SAAB Gender Commission was subsequently set up in response to these findings and held its first meeting in October 2019.

The Commission is led by Natalie Buxton (Managing Director, Weber Shandwick, and SAAB Group Board member) and engages senior figures in the world of business and education in re-examining what works and what can be done to improve the balance in uptake. It draws upon the experience of businesses and practice from OECD economies and will be expected to draw preliminary

conclusions in late 2020, with final recommendations in early 2021 to lead and shape the business response.

We have seen positive progress in advancing equalities across the apprenticeship family. SDS published their Apprenticeship Equalities Action Plan in 2016 – and have since broadened this to include Foundation and Graduate Apprenticeships. Their third [Annual Progress Report](#) was published in July 2019. This latest update highlights a range of work, in partnership with others, to help drive change, including:

- SDS delivering an Employability Club with Central Scotland Regional Equality Council. This included workshops in Stirling and Falkirk to promote Modern Apprenticeships and how to access them to ethnic minority communities and other groups facing barriers to employment in the labour market. The club improved participants employability skills and built understanding among participants and parents of the different pathways to work;
- SDS working in collaboration with Fife Council to support Accessible Fife, an employability programme to help young people with a disability or health condition to access apprenticeships and, where possible, support them to progress into an apprenticeship or paid job;
- With support from SDS, Microcom Training has been working with organisation such as Barnardo's and Enable Scotland to offer Modern Apprenticeships to vulnerable young people, including care experienced young people. This has involved using the expertise of the charities' staff to put in place a support plan for both individuals and employers before apprenticeships are in place;
- SDS facilitating sessions alongside SAAB to enable individuals from ethnic minority groups and employers to raise awareness of apprenticeship opportunities. These sessions will also promote to employers good mental well-being within the workplace.

SDS are in the process of refreshing their equality impact assessment of apprenticeships, which will support the identification of evidence-based actions to inform activity for the remainder of the programme. This will be published in the coming months.

As apprenticeship expansion continues, we must ensure equality and diversity is understood and embraced by employers and providers. To support this, SDS launched a communications campaign to raise awareness and help support more young people to engage with the FA. Also, to further increase the accessibility of FAs, SDS have piloted a new offer of work-based learning qualifications at SCQF Levels 4 and 5. This pilot involved project-based learning with direct employer engagement to support progression and develop pathways into apprenticeships.

We recognise 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.

According to SDS data, we have seen 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. Figures for 2018/19 show 14.1% of starts self-identified an impairment, health condition or learning difficulty. This is an increase of 2.9 percentage points since 2017/18 (when the figure was 11.3%) and an increase of 5.5 percentage points since 2016/17<sup>8</sup> (when the figure was 8.6%);
- 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<sup>9</sup>. 2.3% of MA starts in 2018/19 identified as being from an ethnic minority group, an increase from 1.9% in 2017/18;
- The proportion of MA starts who are care-experienced has slightly decreased from last year. In 2018/19, 1.5% of care leavers took up a MA, a decrease of 0.1 percentage points since 2017/18 (when the figure was 1.6%);

However, in 2018/19, 72% of MA frameworks had a gender balance of 75:25 or worse (60 of 83 frameworks), an increase of +0.7 pp on 2017/18.

The ethnic intersectional initiative pilot programme launched last year by SDS as well as the pre-apprenticeship support for people from Minority Ethnic backgrounds in their application to apprenticeship opportunities has been extended for a further year. Following the extended pilot, SDS will expand and embed best practice learning from this work and report on this activity in the months ahead.

## **Next Steps**

This year, SDS are looking to develop an Equality Action Plan for the Careers Information, Advice and Guidance service. This will involve reviewing current evidence and consultation with partners to identify and refine actions. The plan will consider specific equality groups including ASN/disability, care experience, ethnic minority and gender.

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<sup>8</sup> In 2016/17, SDS introduced a disability disclosure monitoring question was introduced. This question is likely to have contributed to the increase in disability disclosure - 2016/17 is used as a baseline here.

<sup>9</sup> KPI 9's target is for MA starts from minority ethnic communities to be equal to the population share. The target will change year on year as the population share figure is updated. The 2018/19 target is 4.1%.

## 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 for Minority Ethnic individuals, disabled and care experienced young people. This will include SDS developing a bespoke marketing campaign to target Minority Ethnic communities and further work to identify existing effective practice, to assess the extent to which this can be replicated nationally. There has been a slight increase in the number of Minority Ethnic learners starting a Modern Apprenticeship, however the rate of this progress will require additional focus between now and 2021.

Looking ahead, and being mindful of gender balance remaining static at 72%, the newly established SAAB Gender Commission will prioritise this work to help reduce this to the target figure of 60%.

## Employers

(Recommendations 36 and 39)

For the period January to December 2018, we have seen a reduction in the employment rate for disabled young people. In the period of January to December 2017, the employment rate for disabled young people was 43.2%. This has decreased to 35.8% for the same period in 2018. Whilst this represents a significant reduction, this in part reflects the small size of the cohort, such that year to year changes in numbers can result in a large change in the overall percentage.

To support our understanding of the DYW Regional Groups' contribution to this work, the DYW National Employer Forum agreed four National Key Performance Indicators for 2019/20 which have now been rolled out across the 21 regions. Two of the KPIs seek additional information about the number of young people from ASN schools who are involved in employer engagement activity and the number who have not participated in meaningful work experience by the end of S5. A third KPI requires school-employer partnerships are established within all schools including ASN schools and units.

This year, the DYW Regional Groups have established an Equalities Working Group consisting of representatives from DYW Regional Groups and partners from several policy areas. This forum will promote the sharing of equalities activity and suggest solutions and further actions to support equality groups, in particular young disabled people.

A social media campaign based on #ajobforeverybody was launched by the DYW Regional Groups on 11 November 2018. The basis of the campaign was to

showcase young people from a variety of backgrounds including those from minority ethnic communities and those with disabilities undertaking employment and work experience opportunities in unexpected settings.

### **Next Steps**

The Hand Picked employability programme which supports young people with varying needs into employment continues to be supported by the DYW Regional Groups. In the months ahead, we will undertake a review of the programme to assess the impact this is having for young people including those who are care experienced.

The Scottish Government published a Disability Employment Action Plan (DEAP) in December 2018, which set out our ambition to reduce the disability employment gap by at least half and build on work underway across a number of programmes of activity. We are in the process of planning and delivering actions from the DEAP, including the action regarding young people accessing the right support at the right time to enable them to enter fair work. We are working across government and with partners to establish the actions already underway to support this KPI and to assess what further work is required to ensure an increase in the disability employment rate.

### **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 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.

## **Looking ahead**

### **A bespoke approach to equalities activity**

Reflecting on progress to date, and the pace of change we are seeing across all equalities activity, we have identified the need to develop a focused approach to this work.

This year we have been working in partnership with Inclusion Scotland to support our understanding of progress, identify existing good practice and to consider how this can be utilised to accelerate the pace of change nationally. This work identified the need to share and reflect on this activity.

Whilst there is a significant volume of activity taking place in schools, there remains limited evidence of a tailored approach to supporting young people who face additional barriers in engaging with work experience, work inspiration and vocational qualifications.

In addition to the proposed approach to supporting DYW Regional Groups in the months ahead, we will engage with schools colleagues to support the development of additional resources for school staff:

- To assist teachers' understanding of existing good practice in supporting disabled and care-experienced young people (and others) to engage in work experience placements;
- To assist teachers and curriculum planning practitioners in supporting engagement in vocational pathways.

We will also work with partners to prioritise the development of a suite of resources, including case studies that showcase existing good practice in this area. This will support our understanding of the degree of change seen within the education system during DYW implementation.

### **Addressing gender imbalance and gender stereotyping**

To overcome barriers linked to gender balance and stereotyping, we have been engaging with Close the Gap, a specialist organisation who support organisations to encourage and enable action to address the causes of women's inequality at work, to consider how we may enhance our approach to this activity.

Close the Gap engaged with the Commission on Developing the Young Workforce and called for specific and measurable action on gender stereotyping, and for the consideration of gender throughout the development of the strategy. Since the launch of DYW, Close the Gap has engaged DYW stakeholders to advocate for a sustained focus on the specific gender recommendations and KPIs, and for the

mainstreaming of gender across the strategy's key focus areas. Specific and measurable actions and outcomes for young women and girls provides a framework from which action can progress, and sends a clear message to all stakeholders that gender equality.

More recently, they have supported us in shaping activity between now and 2021. We will work in partnership with Close the Gap and stakeholders to:

- Develop a strategic approach to building gender competence in teachers and other education practitioners;
- Ensure the DYW Regional Groups review is informed by gender expertise;
- Develop guidance for employers engaged with DYW on tackling gendered occupational segregation, and build capacity on the importance of gender equality at work in realising the ambitions of DYW;
- Ensure any new resources developed for teachers and careers practitioners are gender-sensitive and include guidance on tackling gender stereotyping and segregation.

We expect to continue this work and engage with other organisations during 2020.

As we move into year six, and indeed the final years, of the programme, we must challenge ourselves and partners to prioritise this activity, to ensure we give ourselves the best possible opportunity to meet the ambition of the Wood Commission, and deliver positive outcomes for those young people who continue to face barriers in an improving labour market.

## **Next Steps**

### **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 of vocational pathways fully embedded within the curriculum, 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.

## Case Study: Improving Gender Balance

### Challenge Fund supports more males into Early Learning and Childcare

Men have been historically underrepresented in Early Learning Childcare (ELC) – in 2018 just under 4% of nursery staff in the UK were male, compared with 7% in Portugal, and 23% in Denmark.

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The Men in Childcare Challenge Fund was designed to help tackle this imbalance by increasing the number of men applying for and successfully completing Scottish Social Services Council (SSSC) registered qualifications in ELC. It came as the ELC workforce expansion continued, ahead of the Scottish Government's launch of the 1140 hours ELC

expansion in 2020. This workforce planning activity identified a demand for 11,000 additional trained staff in the ELC sector by 2020. It was also launched against a policy backdrop which brought greater focus on gender segregation in tertiary education in Scotland through the SFC Gender Action Plan. One of the aims of the plan was to improve the participation by under-represented genders and reduce the gap at a course level to no greater than 75:25. ELC has historically been one of the most gender segregated curriculum areas in both Further and Higher education across the UK.

Inverness College, with UHI partners, developed a project to respond to the Challenge Fund. The project covers the whole of the UHI Subject Network in Early Years, in order to maximise the opportunities for delivery in a broad geographical area. The Children and Men in Practice (CHAMP) project consists of 4 units and SCQF level 6 that would best allow progression onto HNC Childhood Practice if suitable. The units are:

- Development of Children and Young People;
- Play with Children and Young People;
- Promoting the Wellbeing of Children and Young People;
- Safeguarding of Children and Young People.



The first cohort of students completed the course in June 2019. Of the 16 who started the course, 8 completed; 4 students moved onto the HNC Childhood Practice; and 2 were offered level 6 Childhood Practice as an alternative; and a further 2 are using the qualification to further their own career (STEM/youthwork).

Other positive impacts on the programme –

- ICUHI appointed their first male lecturer in early years, who also brings significant experience in delivering outdoor learning to children;
- The staff involved in delivering the programme have benefitted greatly from the experience - they are both strong advocates of men in early years, and yet identified unexpected areas of reflection. This was particularly around how comfortably the group created good 'flow' of play and how adaptable they were to changing circumstances.

ICUHI intend to enrol another two cohorts of male ELC students through this route and have taken steps where possible to implement suggestions for improvement put forward by the initial cohort. These included more opportunities to work with children on some tasks, hearing from external speakers and the potential to develop outdoor learning. One of these cohorts will be taught by a male lecturer in an all-male environment and further feedback will be sought from this approach. These additional cohorts will also be recruited from across the wider UHI region, with attention on areas where there was low/no uptake, for example, Caithness and Sutherland, the Western Isles, and West Highland.

ICUHI will also intend to broaden out to engage primary and secondary schools across the region in order to address the development of stereotyping in early years. An offer will be made to local primary age schoolboys to come in for a session to spend active time with the HNC Childhood Practice class and CHAMP students will be invited to attend, and lead the activities. Teachers and guidance staff will be invited to come along too. The college is also developing plans to engage with parents on a late afternoon/early evening, to create an experience to enhance the 'normality' of men working in an early years environment.

## Chapter 6 – Performance Assessment & Evaluation

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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 11 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. This chapter lists our progress to date against these 11 areas.

### **DYW Evaluation**

To support us in better understanding the impact of the DYW programme, in addition to the KPIs, we have commenced a programme-wide evaluation. The evaluation focuses on 'priority' aspects of the programme that aim to provide us with evidence about the effectiveness of DYW overall. This approach has been tested with evaluation experts internal and external to the Scottish Government.

We have worked in collaboration with stakeholders and identified priority DYW outcomes. These were selected on the basis of:

- The likely significance of their impact;
- The anticipated level of public interest in the outcome;
- The resources being invested in the outcome;
- The feasibility of carrying out a robust evaluation; and
- Perceived scope for improvement (i.e. a distribution of outcomes that are close or less close to being achieved).

This process led to 18 outcomes being taken forward in the evaluation.

Workshops were then held with stakeholders to identify the DYW activities that are contributing to each priority outcome. This process identified a total of 46 activities for consideration in the evaluation.

## DYW evaluation framework

Last year we developed a DYW evaluation framework in order to assess whether the ambitions of the Wood Commission have been fully achieved as we progress with implementation. This provides a 'roadmap' for evaluating the 18 priority outcomes and 46 priority activities, and includes :

- The evaluation questions to answer;
- Details of the evidence that needs to be collected to answer the questions; and
- The qualitative and quantitative criteria that will be used to judge success.

While aspects of this evaluation framework can be analysed using existing quantitative data from the DYW performance framework, many questions will require additional mixed and qualitative evidence to be answered robustly. Qualitative evidence will help us to consider nuanced longer term outcomes, such as attitude and behaviour changes towards parity of esteem between academic and vocational qualifications.

## Case studies for the evaluation

To support our understanding of the extent and distribution of change, we have identified a set of in-depth thematic case studies. This was aided by selection criteria which sought to identify case studies that:

- Cover a range of DYW activities that are working well/less well;
- Cover multiple aspects of the education and skills system (interpreted as cutting across two or more DYW Change Themes);
- Offer a representative analysis of DYW across Scotland;
- Consider at least two protected characteristics<sup>10</sup>; and
- Can be underpinned by a robust evidence base.

Application of the selection criteria and discussions with Scottish Government Officials and partners reduced a long-list of 15 potential case studies to a preferred short-list of 5, which are:

- **Stakeholder perceptions of the DYW offer:** To explore how stakeholder perceptions of all aspects of the 'DYW offer'<sup>11</sup> have changed, especially in terms of a shift towards parity of esteem between academic and vocational pathways. The case study will consider drivers and motivations for behaviour change amongst all key stakeholders (e.g. parents / carers, young people, teachers / practitioners);

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<sup>10</sup> As defined in the Equality Act (2010)

<sup>11</sup> Defined as work-based learning, vocational qualifications / Apprenticeships, and work placements

- **Foundation Apprenticeships in the Senior Phase and beyond:** This case study will consider the potential ‘bridging’ role Foundation Apprenticeships (FAs) have provided between lower level vocational qualifications available in school, and higher level vocational qualifications and / or vocational employment destinations. A particular focus will be on the added value FAs have provided throughout the Senior Phase and beyond;
- **The rural experience of DYW:** This case study will address the specific issue of young people living in rural areas in Scotland and their experience(s) accessing the full range of activities and outcomes that should be available as part of the ‘DYW offer’. It will pay particular consideration to identifying the main challenges (e.g. transport, curriculum offer) and / or opportunities (e.g. local labour markets) in rural areas and how this relates to the urban experience;
- **Addressing labour market needs:** This case study will consider the role of DYW supporting an education and skills system providing a range of work based and work relevant learning that can meet the skills needs of the labour market, including at different scales (national / regional / local), in different regions, for different sectors / sizes of employer and for different occupation types; and
- **Regional Groups - added value:** This case study will consider how and to what extent the DYW Regional Groups have added value across the DYW programme in terms of: (a) education - employer engagement; (b) the ‘DYW offer’; and (c) increased and improved recruitment / employment / retention / job quality of / for young people, at the regional and local level.

Case studies will be prepared using mixed methods, including participatory workshops, focus groups, interviews and surveys, to explore in detail why we are seeing the (quantitative) results suggested by the DYW performance framework. For example, KPI 4 shows that since 2014, an increasing percentage of 16 – 24 year old college qualifiers are moving into higher level study or employment; KPI 10 shows that since 2014, the employment rate for disabled young people has increased and decreased. We anticipate that young people, parents / carers, teachers / school / college staff, employers, training providers, and DYW Regional Groups will be involved as participants in the case study research.

The integrated nature of the case studies means that they will each help to answer multiple evaluation questions. Case study findings will also be considered alongside additional targeted primary data collection, quantitative data from the DYW performance framework and relevant secondary datasets (e.g. from SDS, Education Scotland, DYW Regional Groups) to provide a comprehensive evidence base to answer the full range of questions in the evaluation framework.

## Evaluation activities with equalities groups

Alongside activities to develop a programme-wide evaluation framework and in-depth thematic case studies, we have been working with stakeholders from or representing different equalities groups.

In Spring 2019, officials attended a Youth Action Success<sup>12</sup> forum meeting where a workshop to discuss issues around employment was held. Participants discussed work placements, routes to employment, employer understandings of their needs and experience, and ways to support young disabled people to take up and benefit from vocational qualifications and Apprenticeships. Recommendations from this session were presented to relevant Policy teams, and the programme-wide evaluation will consider the extent to which issues within the scope of DYW that affect young disabled people have improved (e.g. quantitative and qualitative evidence relating to KPI 10 *Increase the employment rate for disabled young people to the population average by 2021*).

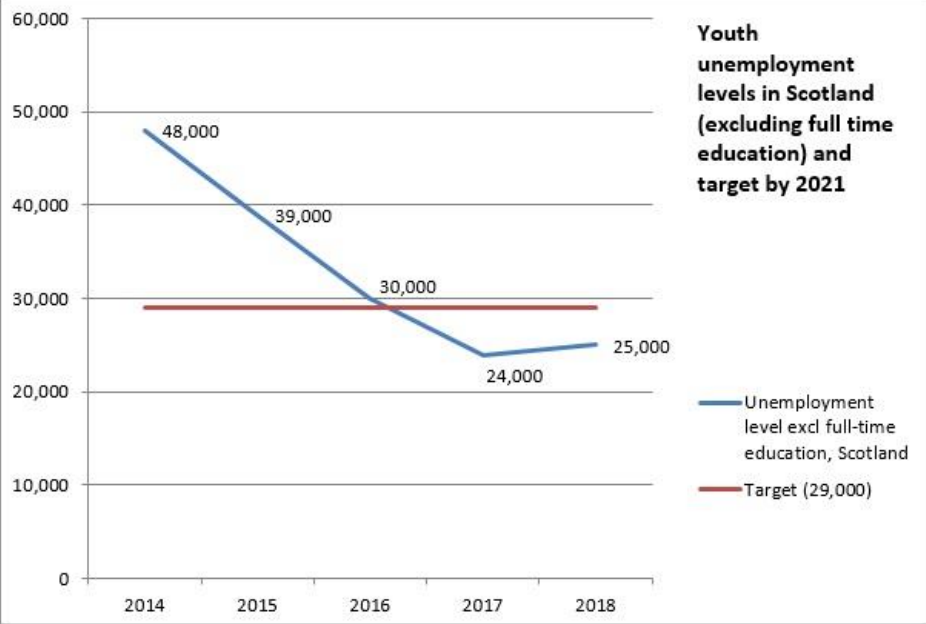
We have also been working with third sector organisations that support care experienced young people. An initial workshop with staff highlighted a range of challenges faced by care experienced young people in relation to education, routes to work, and undertaking vocational qualifications, including Apprenticeships. In Autumn 2019, this will be further developed through DYW-focused sessions with care experienced young people, to establish: their knowledge of work placements, work-based learning and vocational qualifications and Apprenticeships; the extent to which they perceive these as useful and accessible; and to identify areas for change and improvement.

Sessions with young people from minority ethnic backgrounds and girls and young women considering or undertaking STEM subject pathways / careers are also planned as part of the programme-wide evaluation.

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<sup>12</sup> The Youth Action Success forum was set up to promote and facilitate on-going engagement and participation of disabled young people in the development and implementation of relevant legislation and policies

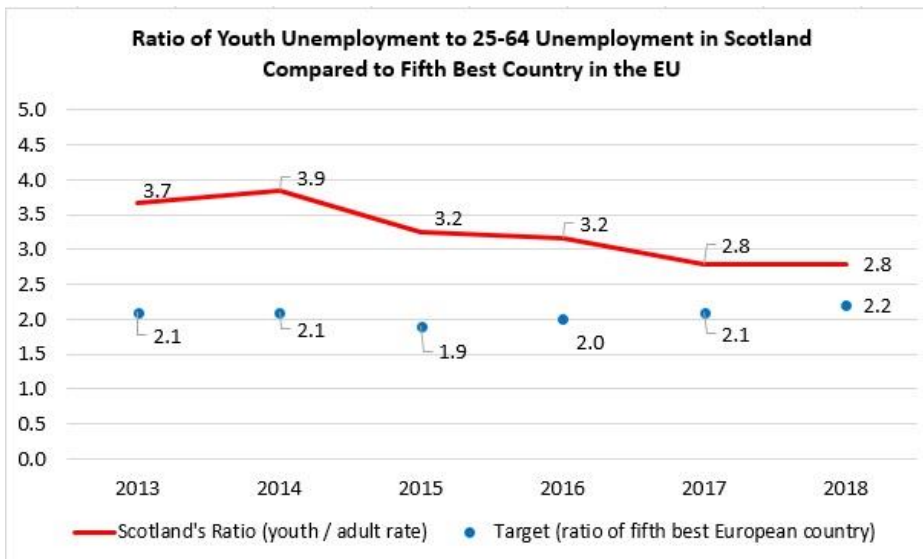
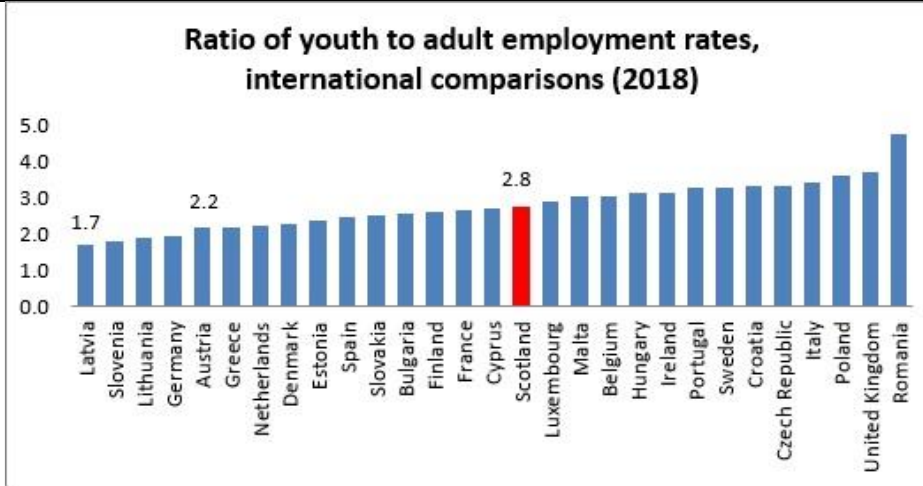
## Key Performance Indicators

KPI		Lines to take																		
<p><b>Overarching target</b></p> <p>To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021</p>	 <p><b>Youth unemployment levels in Scotland (excluding full-time education) and target by 2021</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Unemployment level excl full-time education, Scotland</th> <th>Target (29,000)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>48,000</td> <td>29,000</td> </tr> <tr> <td>2015</td> <td>39,000</td> <td>29,000</td> </tr> <tr> <td>2016</td> <td>30,000</td> <td>29,000</td> </tr> <tr> <td>2017</td> <td>24,000</td> <td>29,000</td> </tr> <tr> <td>2018</td> <td>25,000</td> <td>29,000</td> </tr> </tbody> </table>	Year	Unemployment level excl full-time education, Scotland	Target (29,000)	2014	48,000	29,000	2015	39,000	29,000	2016	30,000	29,000	2017	24,000	29,000	2018	25,000	29,000	<ul style="list-style-type: none"> <li>The number of 16-24 year olds who were unemployed (excluding those in full-time education) increased slightly from 24,000 in 2017 to 25,000 in 2018.</li> <li>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 23,000 (47.4 %) since the baseline in 2014.</li> </ul> <p><b>Please note:</b> The most recent update to this KPI has required a revision of its data source.</p> <p>As a result of this, the numerical target has been revised from 31,000 to 29,000, in order to maintain the overarching 40 per cent target specified in the KPI.</p>
Year	Unemployment level excl full-time education, Scotland	Target (29,000)																		
2014	48,000	29,000																		
2015	39,000	29,000																		
2016	30,000	29,000																		
2017	24,000	29,000																		
2018	25,000	29,000																		

		<p>The data source for this KPI is now based on estimates from the Annual Population Survey (APS), rather than the previously used Labour Force Survey (LFS). Due to the substantial decrease in the unemployment level and rate (excluding those in full-time education) for 16-24 year olds over recent years, the LFS sample size is now too small to provide reliable estimates. APS has a larger sample size than LFS, and provides more robust information for smaller groups.</p>
	<p><u>Data Source and Frequency:</u></p> <p>Annual Population Survey, Jan-Dec datasets, ONS</p> <ol style="list-style-type: none"> <li>1. Figures rounded to the nearest 1,000</li> <li>2. Overarching target is now based on estimates from the Annual Population Survey as Labour Force Survey estimates are too small to provide reliable estimates for the latest data</li> </ol>	

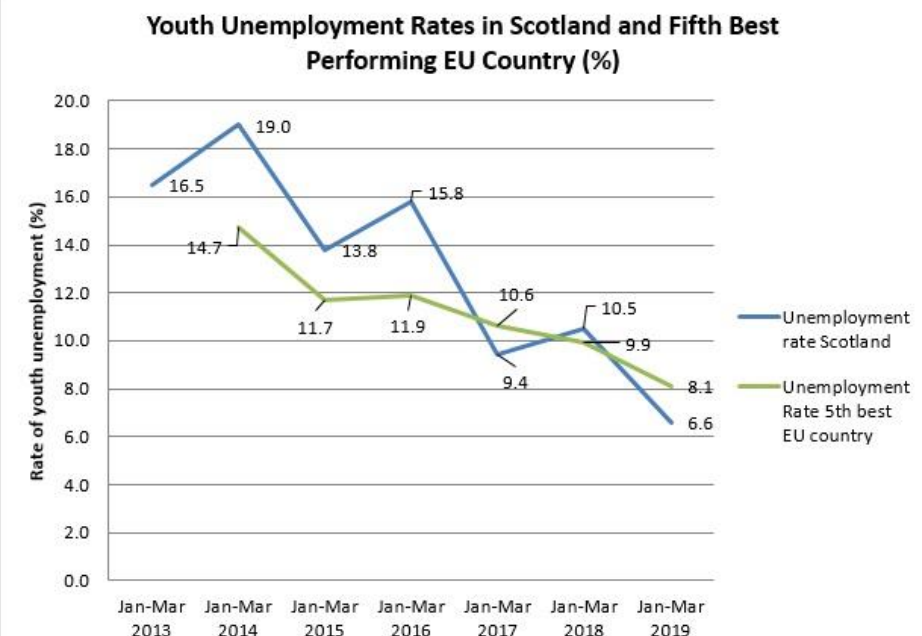
### KPI 1

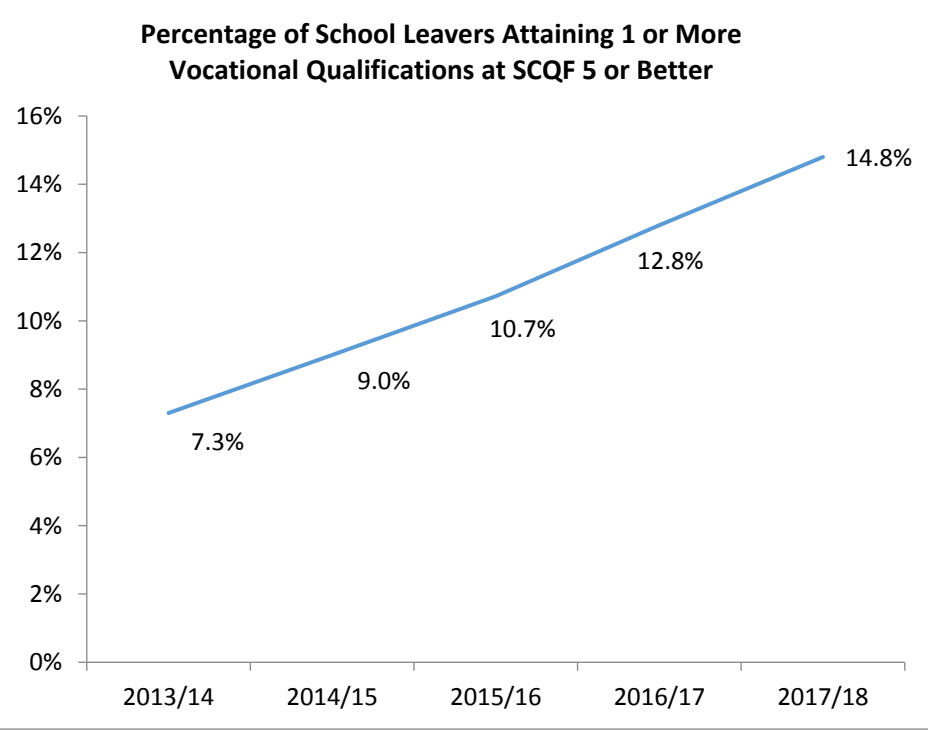
Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021



- 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 in 2013. This is due to the reduction in the youth unemployment rate relative to the adult unemployment rate. (For every 1 percentage point drop in the adult unemployment rate, the youth unemployment rate needs to fall by about 2.8 percentage points for the ratio to remain at this level.)
- This ratio has remained at 2.8 since 2017.
- For 2018, the ratio of the fifth best performing country in Europe is 2.2 (Austria).
- For 2018, Scotland is the 14<sup>th</sup> best performing country in Europe in terms of the ratio of youth to adult employment.



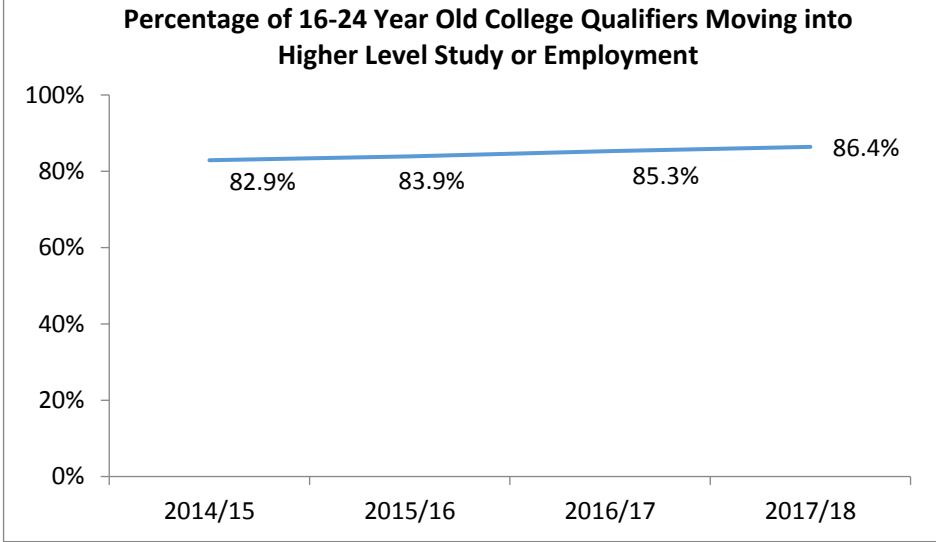
	<p><u>Data Source and Frequency:</u> Scotland data: Annual Population Survey (ONS); EU data: OECD Stat. Scotland data: Annual, by calendar year; EU data: Annual</p>																									
<p><b>KPI 2</b></p> <p>Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021</p>	 <table border="1"> <caption>Youth Unemployment Rates in Scotland and Fifth Best Performing EU Country (%)</caption> <thead> <tr> <th>Period</th> <th>Unemployment rate Scotland (%)</th> <th>Unemployment Rate 5th best EU country (%)</th> </tr> </thead> <tbody> <tr> <td>Jan-Mar 2013</td> <td>16.5</td> <td>14.7</td> </tr> <tr> <td>Jan-Mar 2014</td> <td>19.0</td> <td>11.7</td> </tr> <tr> <td>Jan-Mar 2015</td> <td>13.8</td> <td>11.9</td> </tr> <tr> <td>Jan-Mar 2016</td> <td>15.8</td> <td>11.9</td> </tr> <tr> <td>Jan-Mar 2017</td> <td>9.4</td> <td>10.6</td> </tr> <tr> <td>Jan-Mar 2018</td> <td>10.5</td> <td>9.9</td> </tr> <tr> <td>Jan-Mar 2019</td> <td>6.6</td> <td>8.1</td> </tr> </tbody> </table>	Period	Unemployment rate Scotland (%)	Unemployment Rate 5th best EU country (%)	Jan-Mar 2013	16.5	14.7	Jan-Mar 2014	19.0	11.7	Jan-Mar 2015	13.8	11.9	Jan-Mar 2016	15.8	11.9	Jan-Mar 2017	9.4	10.6	Jan-Mar 2018	10.5	9.9	Jan-Mar 2019	6.6	8.1	<ul style="list-style-type: none"> <li>• For the period January - March 2019 the youth unemployment rate has decreased over the year to 6.6%.</li> <li>• Scotland is the third best performing EU country over this period.</li> <li>• The fifth best performing EU country over this period has a youth unemployment rate of 8.1%. This is 1.5 percentage points higher than the Scotland youth unemployment rate for the same period.</li> <li>• The youth unemployment rate in the UK is 10.3% for January - March 2019, 3.8 percentage points higher than the rate in Scotland for this period.</li> <li>• <b>Please note:</b> As of July 2019, these figures have been revised to use latest and most accurate available Eurostat data for all time points. This has resulted in changes to previous years' figures.</li> </ul>
Period	Unemployment rate Scotland (%)	Unemployment Rate 5th best EU country (%)																								
Jan-Mar 2013	16.5	14.7																								
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Jan-Mar 2019	6.6	8.1																								
	<p><u>Data Source and Frequency:</u></p> <p>Labour Force Survey, Jan-Mar datasets, ONS</p> <p>1. Unemployment Levels rounded to the nearest 1,000</p>																									

	<p>2. Unemployment Rates are based on unrounded figures.</p> <p>3. EU data for February each year – Eurostat (<a href="http://epp.eurostat.ec.europa.eu">http://epp.eurostat.ec.europa.eu</a>), accessed 23 July 2019</p>													
<p><b>KPI 3</b></p> <p>Increase the percentage of school leavers attaining vocational qualifications<sup>13</sup> at SCQF level 5 and above by 2021</p>	 <p style="text-align: center;"><b>Percentage of School Leavers Attaining 1 or More Vocational Qualifications at SCQF 5 or Better</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>7.3%</td> </tr> <tr> <td>2014/15</td> <td>9.0%</td> </tr> <tr> <td>2015/16</td> <td>10.7%</td> </tr> <tr> <td>2016/17</td> <td>12.8%</td> </tr> <tr> <td>2017/18</td> <td>14.8%</td> </tr> </tbody> </table>	Year	Percentage	2013/14	7.3%	2014/15	9.0%	2015/16	10.7%	2016/17	12.8%	2017/18	14.8%	<ul style="list-style-type: none"> <li>• There has been a year on year increase in the number of school leavers achieving vocational qualifications at SCQF level 5 and above.</li> <li>• 14.8% of 2017/18 school leavers achieved a vocational qualification. This is an increase of 2 percentage points since 2016/17, and an increase of 7.5 percentage points since the baseline in 2013/14.</li> </ul>
Year	Percentage													
2013/14	7.3%													
2014/15	9.0%													
2015/16	10.7%													
2016/17	12.8%													
2017/18	14.8%													
	<p>Data Source and Frequency: annual School Leavers Statistics: data from Awarding Bodies (SQA for baseline data) and SG Pupil Census. Annual Data.</p>													

<sup>13</sup> 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.

**KPI 4<sup>14</sup>**

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



- 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 1.1 percentage points from 2016/17, and by 3.5 percentage points from 2014/15 (baseline).
- 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.)

Data Source and Frequency: College Leaver Destination Survey (SFC) Annual, by college year

<sup>14</sup> 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.

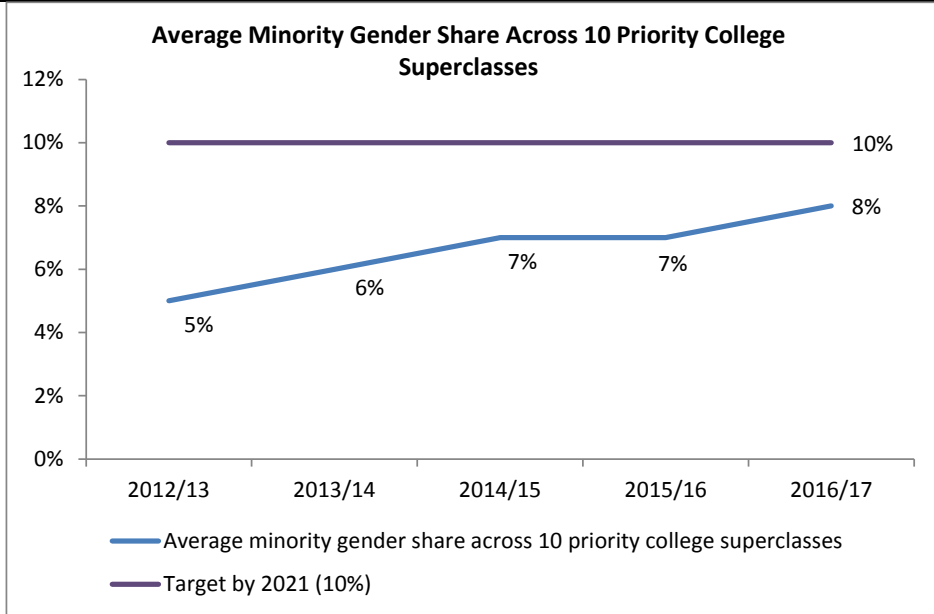
<p><b>KPI 5</b></p> <p>The number of Modern and Graduate Apprentices at SCQF Level 6 and above to be increased. The target is for 20,500 out of a total of 30,000 Modern and Graduate Apprentice starts to be at this level by 2021, i.e. two-thirds</p>	<table border="1"> <caption>Number of Apprentices SVQ Level 3+ / SCQF Level 6+</caption> <thead> <tr> <th>Year</th> <th>No. of MAs and GAs at SVQ Level 3+ / SCQF Level 6+</th> <th>Target by 2021 (20,500)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>15,655</td> <td>20,500</td> </tr> <tr> <td>2014/15</td> <td>16,112</td> <td>20,500</td> </tr> <tr> <td>2015/16</td> <td>16,763</td> <td>20,500</td> </tr> <tr> <td>2016/17</td> <td>17,263</td> <td>20,500</td> </tr> <tr> <td>2017/18</td> <td>18,524</td> <td>20,500</td> </tr> <tr> <td>2018/19</td> <td>20,520</td> <td>20,500</td> </tr> </tbody> </table>	Year	No. of MAs and GAs at SVQ Level 3+ / SCQF Level 6+	Target by 2021 (20,500)	2013/14	15,655	20,500	2014/15	16,112	20,500	2015/16	16,763	20,500	2016/17	17,263	20,500	2017/18	18,524	20,500	2018/19	20,520	20,500	<p>In 2018/19 SCQF Levels replaced SVQ Levels for MA frameworks.</p> <p>As of 2018/19, KPI 5 figures include Graduate Apprenticeships, all of which are SCQF Level 6+.</p> <p>The number of Apprenticeship starts at SCQF Level 6+ increased by 1,996, from 18,524 in 2017/18 to 20,520 in 2018/19.</p> <p>This is an increase of 4,865 since the baseline in 2013/14.</p>
Year	No. of MAs and GAs at SVQ Level 3+ / SCQF Level 6+	Target by 2021 (20,500)																					
2013/14	15,655	20,500																					
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	<p>Data Source and Frequency: Modern Apprenticeship Statistics: Full Year Report (SDS). Annual, by financial year (April-March)</p> <p><b>Notes: When drawing conclusions about trends, it should be noted that as of 2018/19 the total number of Apprenticeship starts at VQ Level 3 / SCQF Level 6 + will be artificially increased by approximately 2.0% as a result of SVQ – SCQF Level changes.</b></p>																						
<p><b>KPI 6</b></p> <p>Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018</p>	<ul style="list-style-type: none"> <li>• Baseline figure (2014): 32%</li> <li>• Previous figure (2016): 32%</li> <li>• Current figure (2019): 30%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of employers recruiting young people directly from education has reduced to 30% since the baseline was measured in 2014.</li> </ul>																					

	Data Source and Frequency: Employer Perspectives Survey, 2019																						
<p><b>KPI 7</b></p> <p>To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks<sup>15</sup> where the gender balance is 75:25 or worse by 2021</p>	<p style="text-align: center;"><b>Percentage of Modern Apprenticeship Frameworks where the Gender Balance is 75:25 or Worse</b></p> <table border="1"> <thead> <tr> <th>Financial 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> <tr> <td>2018/19</td> <td>72%</td> <td>60%</td> </tr> </tbody> </table>	Financial 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%	2018/19	72%	60%	<ul style="list-style-type: none"> <li>• The percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 increased by 0.7 percentage points, but remains at 72% (71.6% in 2017/18 to 72.3% 2018/19).</li> <li>• This is a decrease of 1 percentage point on the baseline (2013/14).</li> </ul>
Financial 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%																					
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2017/18	72%	60%																					
2018/19	72%	60%																					
	Data Source and Frequency: Modern Apprenticeship Statistics: Full Year Report (SDS). Annual, by financial year (April- March)																						

<sup>15</sup> 'Modern Apprenticeship frameworks' refers to those MA frameworks where there was at least one start during the measurement period.

**KPI 8**

Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses<sup>16</sup> by 2021



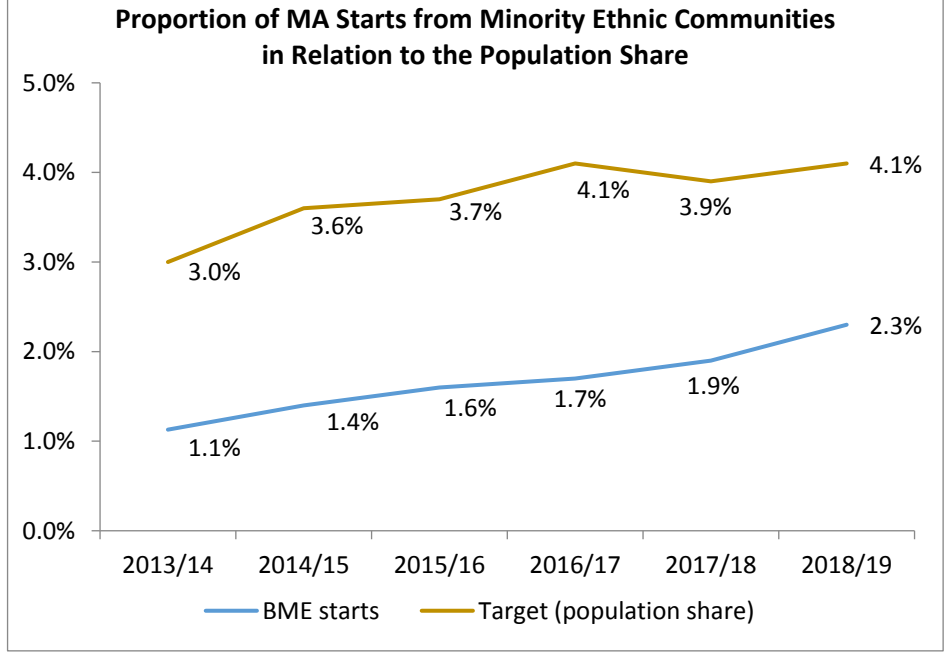
- The minority gender share currently ranges from 3% in Building/Construction Operations to 16% in Engineering/Technology (general).
- The minority gender share increased by at least 1 percentage point in 6 out of the 10 largest and most imbalanced college superclasses between 2015/16 and 2016/17.
- 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%.

Data Source and Frequency: Further Education Statistics collection (SFC). Annual, by college year

<sup>16</sup> Superclasses are subject groups in colleges.

**KPI 9**

Increase the number of MA starts from minority ethnic communities to equal the population share by 2021



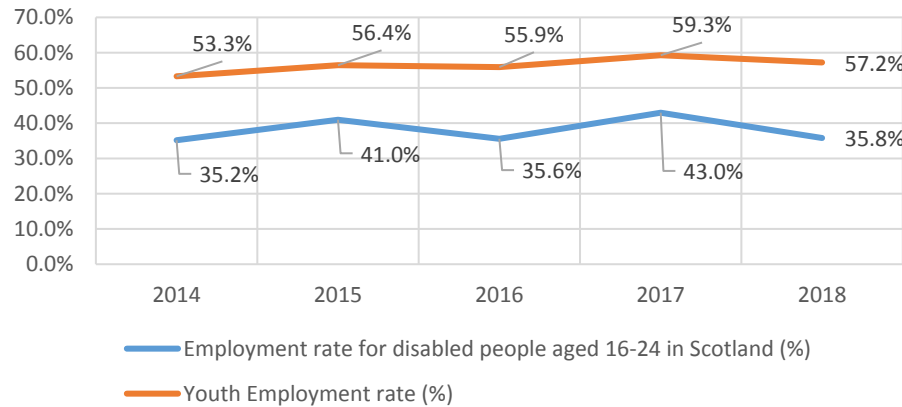
- The percentage of MA starts from minority ethnic communities increased from 1.9% in 2017/18 to 2.3% in 2018/19. This is an increase of 1.2 percentage points since the baseline (2013/14).
- This target will change year on year as the population share figure is updated.

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 decreased from 43.2% in January – December 2017 to 35.8% for the same period in 2018.
- This is an increase of 0.6 percentage points compared to the baseline figure of 35.2% (January - December 2014).
- The target for 2018 is 57.2% – the target will change each year as the youth employment rate changes.
- There is currently a gap of 21.4 percentage points between the rate and the target. This gap has increased by 3.3 percentage points from 18.1 percentage points in 2014 (baseline).

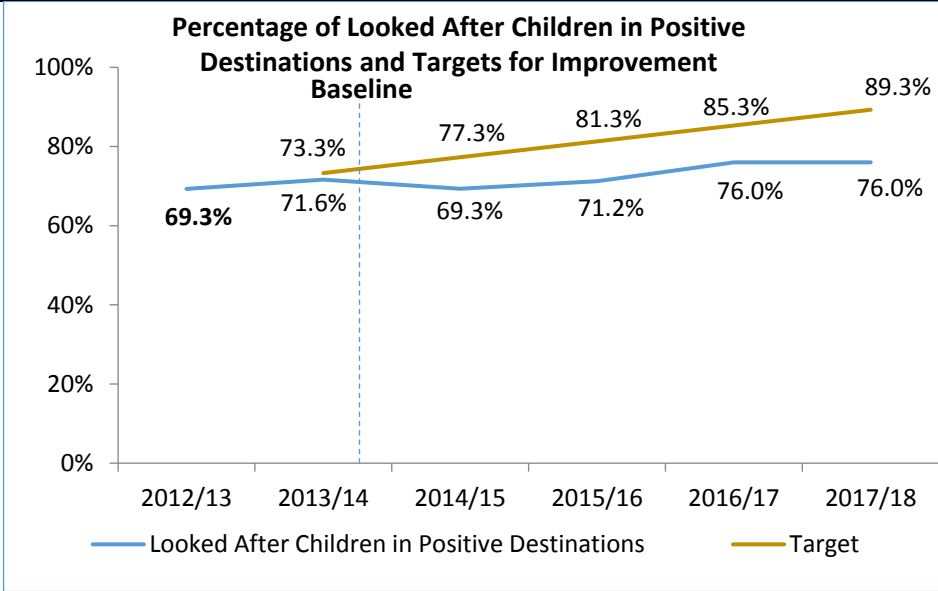
Data Source and Frequency: Annual Population Survey (ONS) Annual, by calendar year

NB. the Labour Force Survey and Annual Population Survey data was recently reweighted based on updated population estimates. As a result, there are some small differences to previous estimates for KPIs 1, 2A, 2B, 9 (proportion of the Scottish population who are from a minority ethnic background) and 10.



**KPI 11**

Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021<sup>17</sup>



- The proportion of looked after children in positive destinations is 76% in 2017/18. There has been no change since 2016/17, and an increase of 6.7 percentage points since the baseline figures were recorded in 2012/13.
- The “looked after children” cohort reflects children who have been looked after for the full year only.

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

<sup>17</sup> 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

### Update on the progress of the Education and Skills Committee Inquiry recommendations

Recommendation	Scottish Government response
<p>3. A key indicator of a culture shift generated from DYW would be if, by the end of the programme, young people consider there is parity of information provision on all the options available to them. The Committee recommends that the Government undertakes a large-scale quantitative survey of young people to seek to establish whether DYW has sufficiently progressed the culture shift towards achieving parity of information on options. The survey should take place by the end of 2021</p>	<p>The Scottish Government have engaged with Ipsos MORI to participate in the 2019 Young People in Scotland survey, a schools-based survey which explores the views experience and aspirations of young people. Through this process we have asked young people about their views on work-based learning, its promotion within schools, their participation in work experience and engagement with employers more broadly. The survey took place at the beginning of this academic year, results will be available in early 2020. We will use the data gathered from this to baseline progress, and will participate in the 2021 survey to review the progress DYW has made by the end of the programme.</p> <p>Scottish Government and a range of partners also ran a social media campaign promoting and celebrating the breadth of options available to young people throughout their Senior Phase, using the hashtag #MyLearnerJourney. This included a successful SQA results day event held at Forth Valley College in August 2019. The campaign showcased the variety of options available and celebrated young people’s achievements across a range of awards, qualifications and pathways.</p> <p>In addition, work has been taken forward on Learner Journey Recommendation 2, on the development of Regional Prospectuses. A set of draft design principles have been identified and further work will be undertaken on testing and exemplification.</p>
<p>4. The Committee welcomes the Scottish Government's review of careers information as an opportunity to further improve provision of one-to-one careers advice. The Committee considers that, now that Skills Development Scotland has completed much of the work establishing elements of the DYW structure, its resources should be redeployed to increase its focus on the provision of one-to-one advice for young people. The Committee recommends that the Government makes clear,</p>	<p>As referenced in our response to the Committee, the Scottish Government is not conducting a review of careers information, but is undertaking, in collaboration with partners, the development of a new careers strategy, which will be published shortly. The Scottish Government have developed this strategy collaboratively with the careers provision sector.</p> <p>The new strategy will build on the significant redesign and improvement of careers services since 2011, when the last careers strategy was published, and the Career Education Standard 3 – 18 delivered through DYW. The Standard states that in order to realise the ambitions set out in the document it will require “real and effective partnership working between parents/carers, local authorities, teachers/practitioners, Skills Development Scotland, employers and others”. The Strategy will take these principles and seek to embed them across the all age service, which Scottish Government is absolutely committed to.</p>

<p>including in its next letter of guidance to SDS, and in associated funding allocations, that a key priority for SDS in schools is increasing the provision of high quality and sustained advice.</p>	
<p>5. The Committee considers the careers information review should focus on increasing the level of advice available on a universal basis and also to target groups. To ensure mutual understanding of what young people want and need from careers advice, young people should be central to this review. Any changes that need to be developed, for example to expand the 'universal offer', should be co-designed with young people. Finally, the review should seek the views of young people as to whether they require careers advice at an earlier stage, and in what form.</p>	<p>Skills Development Scotland (SDS) are our national delivery body who ensure careers services are delivered to national standards and are shaped to meet the needs of local service users. The Scottish Government fully endorses the targeted delivery model that ensures those young people identified as requiring further support, in addition to the standard offer, receive additional support at the point in time they need it. This approach to service delivery is continually informed by service user experience and SDS, and is externally reviewed by Education Scotland.</p> <p>We note the Committee's recommendation and views regarding the importance of one-to-one advice, particularly for groups who are in need of additional support in engaging with the education and skills system.</p>
<p>6. The Committee considers that the value of one-to-one advice exceeds that of online resources particularly for some target groups such as disadvantaged young people who often require the most support. This can include those living in low income households that</p> <p>Education and Skills Committee Young People's Pathways: a progress report on Developing the Young Workforce, 6th Report, 2018 (Session 5) do not have digital access outside school. Progressing personal online accounts for young people, however sophisticated, will not have the same impact on certain target groups as one-to-one advice. The Committee recommends that where there are funding or other resource allocation decisions to be made</p>	<p>The Scottish Government endorses the targeted delivery model that ensures those young people identified as requiring further support, in addition to the standard offer, receive additional support at the point in time they need it. The Scottish Government engages regularly with SDS to review their service offer, ensuring these are being delivered in line with our expectations. We want to reassure the committee that digital solutions, such as the MyWoW website, are intended to complement and enhance face to face support for those receiving it, not replace it. A high standard of Careers IAG provision and one-to-one engagement continues to be a priority for SDS. This is continually monitored to ensure the service meets user needs, particularly for those who require additional support.</p>

<p>between progressing online work and increasing one-to-one advice, there should be a significant weighting towards one-to-one provision.</p>	
<p>8. The Committee recommends the Scottish Government explores the extent to which implementation of the National Action Plan on parental involvement in their children's learning could usefully include further work to assist parental involvement in careers advice.</p>	<p>The Scottish Government has worked with the National Parent Forum Scotland to produce a series of Nutshell guides, providing information and context for parents in relation to Curriculum for Excellence, Wider Achievement and the Senior Phase.</p>
<p>9: The Committee recognises the considerable amount of positive work being undertaken at school level towards DYW implementation. The Committee considers that realistic expectations for this work should be placed on schools at the present time given the resource constraints highlighted in evidence to the Committee, and the multiple policy initiatives schools are implementing at the present time. In this context, fresh consideration needs to be given to the adequacy of available funding and staff time for schools given their key role in the delivery of DYW. The Committee reiterates its view from its previous inquiry reports that a continued emphasis on reducing teacher workload is vital.</p>	<p>The Scottish Government continues to monitor the impact of DYW, and other strategies, on school resource and teacher workloads.</p> <p>It is important to recognise that decisions around curriculum design and delivery rest with local authorities and we look to them to ensure education is being delivered in ways which are manageable and achievable.</p>

<p>10: The Committee recommends that the expectation that resourcing for DYW will be met from school core funding should be revisited to assess: • whether it is realistic that DYW can be fully implemented in schools by 2021; and • whether the expectation DYW will be met from core funding diminishes the likelihood of a focus on implementing DYW in the longer term.</p>	<p>The Scottish Government acknowledges that progress in implementing DYW will be variable across Scotland. This reflects the different starting points – reflecting history, geography and demography - of each local authority. Recognising this, it is the programme’s reasonable ambition to achieve a step-change in practice in most schools which we can further refine and develop over time to deliver a consistent learner experience in all schools.</p> <p>To help capacity build this step-change, we were absolutely clear at the outset of DYW, that there would be funding available for the first two years of the programme. The aim being that this investment would establish sustainable networks and partnerships which would provide the platform for further change, encouraging change from within the system rather than dependency on additional resource for additional activity.</p> <p>The programme is based upon a mainstreaming ambition to achieve different outcomes from existing investment, by doing different things with existing resources and by partners working differently together. We will continue to monitor progress against the implementation plan – to assess the full cost and benefits of the programme.</p>
<p>12. The Committee requests a detailed update from the Scottish Government and Education Scotland on work towards creating new performance indicators on vocational pathways that are to be measured and published alongside other school performance indicators. The Committee wants to know why performance indicators have not been produced by this stage. The Committee also wants to know what resources have been allocated to this work and which part of Education Scotland is responsible for the delivery of work towards milestones. The Committee requests this update, including a timeline with milestones for delivery, in formal responses to this report from the Scottish Government and Education Scotland.</p>	<p>Scottish Government officials are working with statisticians on options to include a wider range of qualifications and awards in the National Statistics on school leaver attainment and the National Improvement Framework (NIF). There is an aim to publish some experimental data in February 2020, which would then start a formal consultation on the inclusion of a wider range of qualification/ awards in the National Statistics (a formal consultation is required for changes to National Statistics).</p>

<p>13. The Committee has agreed that Personal and Social Education, including the variability in the time it receives in schools, and the importance placed upon it in schools, is a priority for further scrutiny. Once the Scottish Government's PSE review is complete the Committee will undertake further work on this important issue.</p>	<p>The PSE Review, published in January 2019, identified 16 recommendations to strengthen delivery of PSE in Scottish schools. Specific recommendations from the PSE review align with recommendations from the Learner Journey Review (LJR).</p> <p>The recommendations centre on giving teachers a clear direction on where to access support for senior phase pupils preparing for life after school. The proposed PSE Toolkit can include the relevant signposts for teachers to the information and support mechanisms the LJR recommendations will help deliver.</p> <p>The Review also recommends the creation of a senior phase mentoring programme for pupils to design and deliver aspects of PSE while working towards an award, is being taken forward in collaboration with the LJR where a number of well-established programmes offering mentoring to different cohorts of young people have been highlighted. These will be collated and any potential gaps identified by the Learner Journey Directors Group, who will also contribute thoughts on further work required in this area. Outcomes from this work can be signposted to from the proposed PSE Toolkit.</p>
<p>14. The Committee considers that there should be equal support provided in schools for making applications regardless of the route a young person plans to take. The Committee highlights to the Association of Directors of Education in Scotland the potential unintended consequence of the lack of an equivalent to the UCAS process for those going to college or direct into employment. Cohorts of students may feel at a disadvantage, or less of a priority, compared to those who are applying through the UCAS process during lesson time. The Committee recommends that, where resources allow, schools are seeking to ensure that students who do not want to apply to university are also being supported in progressing their career pathways during the lesson time used for the completion of UCAS forms.</p>	<p>Education Scotland in collaboration with a national steering group has developed guidance to support teachers and practitioners to realise the entitlement expressed within the Career Education Standard to profile learner experiences and skills in relation to their future career pathways. In addition, SDS have enhanced their My World of Work website to support learners record their achievements and skills and the planning of their learner journeys.</p>

<p>16. The Committee recommends that the Scottish Government instructs an amendment to the Work Placement Standard to include a module on 'what to expect on work placements'. The Committee seeks further information from the Scottish Government as to whether consideration has previously been given to this proposal made by Sir Ian Wood, including whether any education authorities undertake work of this kind that could be highlighted to others as best practice.</p>	<p>At this time, the Scottish Government's position remains that no amendment is necessary to the Work Placement Standard.</p> <p>We have, however, been working in collaboration with Education Scotland, Local Authorities and the DYW Regional Groups to create online resource to provide guidance and case study examples of work placements and work-related learning. This includes showcasing senior phase work placement models that support a learner-specific approach to work placement delivery.</p>
<p>17. The Committee was struck by the importance placed by young people on practical experience through work placements and the range of benefits work placements, based on young people's preferences, can have. Evidence reflected the fact that early and varied work placements can be of particular importance and value for those who choose to leave school on the statutory date. The Committee recommends that, where it is possible to identify in advance students who are clear that their intention is to leave school at this stage, these young people should be offered an enhanced opportunity for work placements.</p>	<p>Education Scotland's national steering group on the implementation of the Work Placement Standard has developed a suite of <a href="#">resources</a> to support schools to deliver flexible or extended work experience placements, particularly at key transition stages, including statutory leavers.</p>
<p>18. Where appropriate and practical, young people termed 'statutory leavers' should take priority in opportunities for work experience of their choosing. In addition, SDS and schools should ensure that, where possible, work experience for these students should be in excess of what is provided for in the Work Placements Standard, with the assumption</p>	<p>The Scottish Government is working closely with Education Scotland to take forward a piece of work to look at the offer currently available for statutory leavers across the country, joining up work on DYW Recommendation 13 and Learner Journey Recommendation 7.</p>

<p>being they will have the chance to undertake at least two work placements.</p>	
<p>21. The Committee highlights to the Scottish Government and SDS the amount of evidence it has received on barriers to the increased provision and uptake of foundation apprenticeships. It welcomes assurances from SDS that 5,000 foundation apprenticeships will be available for the 2019-20 academic year and requests an update from SDS on the actual number available and the uptake achieved in due course.</p>	<p>The Committee will welcome SDS's delivery commitment to provider of over 5,000 Foundation Apprenticeship opportunities this academic year. SDS are in the process of determining the uptake of this offer will publish their progress report on Foundation Apprenticeships in February 2020 and this will include data on uptake for Cohort 4 (2019-21).</p>
<p>22. The Committee is concerned that KPIs on positive destinations for care experienced young people and on the employment rate for disabled young people are not being met. This is the case despite a focus from SDS, Education Scotland and schools to provide targeted support.</p> <p>23. The Committee recommends that the Scottish Government commissions an independent piece of research to establish why the targeted work is not resulting in the percentage increase in positive destinations and employment rates for young people as intended in the Government's milestones for DYW. This should have a specific focus on young people with disabilities and also care experienced young people.</p> <p>24. The Committee further recommends that the review focuses on qualitative evidence gathered from young people to gain their perspective on the support</p>	<p>The Committee rightly recognises the work that SDS, Education Scotland and schools are undertaking to provide targeted support for care experienced young people and disabled young people.</p> <p>Apprenticeships are only one of the positive destinations available, but SDS has implemented a range of measures to support disabled and care experienced young people to access and sustain apprenticeships. For example, SDS now provides enhanced funding for Modern Apprentices up to the age of 29 for disabled and care experienced young people. This recognises that these young people often experience later entry to the labour market than their peers. SDS is undertaking an evaluation of the uptake, effectiveness and impact of this funding and this will be concluded in 2019-20.</p>



<p>received and on what further support would have been beneficial.</p>	
<p>26. The Committee notes the emphasis and importance placed on DYW regional groups in engaging with SMEs. The Committee recommends that the Government ensures that trade bodies have a stronger presence on regional groups, to seek to improve the links between DYW groups and small to medium sized enterprises.</p>	<p>The Committee is right to note the importance of engagement with SME's as these make up the majority of employers within most regions. Regional Groups have reported increased engagement with SME's across the board and are providing support to a number to allow them to either engage more with schools in their region or participate at a board level.</p>
<p>27. The Committee is concerned that the key performance indicator target on increasing the percentage of employers recruiting young people directly from education has not been achieved, with recorded performance against this target remaining the same since 2014.</p>	<p>The DYW Regional Groups continue to work with Education Scotland and schools to prioritise this work. The Scottish Government have carried out a survey of approximately 2,650 employers to better understand the progress of this work and will publish output from this on 10 December 2019. The survey looked at employers participation in work placements, their direct recruitment of young people and young peoples' preparedness for work.</p>
<p>31. The Committee invites the Scottish Government to set out in its response to this report what work is underway at a national level to assist rural and island communities in:</p> <ul style="list-style-type: none"> <li>• generating opportunities locally with an emphasis on transferable skills; and</li> <li>• ensuring young people are aware of and able to take part in national initiatives, such as opportunities generated by the STEM strategy.</li> </ul>	<p>The Scottish Government continues to prioritise supporting rural communities to engage with DYW and the STEM Strategy.</p> <p>The DYW regional groups are now operational in all of Scotland – and are focused on ensuring the employer groups are active in all parts of Scotland and that their efforts are aligned with other Government initiatives. This includes the rural apprenticeship supplement which the Scottish Government launched to provide additional support to training providers in these areas.</p> <p>In addition, the STEM strategy encompasses a wide range of initiatives, some of these have a national focus and some are more regional and local. Each of the 13 college regions, for example, have led the development of regional STEM strategies, including the development of regional partnerships – to raise the profile of stem with young people, communities and adult learners.</p>
<p>34. As highlighted in this report, the pace of progress in implementing DYW is not presently sufficient to ensure the programme will be fully embedded by 2021. The Committee highlights this risk to the</p>	<p>As members will note from this annual report, the Scottish Government have undertaken a process of reviewing implementation plans, in conjunction with agencies and partners. This resulted in updated plans being submitted to, and</p>

<p>Government at this mid-way stage in the programme to enable it to look at ways for the programme to find a renewed emphasis in the next three years. While the priority must be on increasing momentum to deliver the programme by 2021, the Committee also recommends that the Scottish Government gives early consideration to contingency planning, including producing milestones for DYW that extend beyond 2021.</p>	<p>subsequently approved by, the DYW Programme Board on 13 November. Activity focused on increasing the pace of change is detailed throughout this report.</p>
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## ANNEX B

### Education Working for All! – Recommendations

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#### 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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