

Developing the Young Workforce

Scotland's Youth Employment Strategy

Annual Progress Report

2014-2015

December 2015

Foreword from the Cabinet Secretary for Fair Work, Skills and Training



I'm delighted to present the first annual report of progress against our plans to implement the recommendations from the Commission for Developing Scotland's Young Workforce.

18 months after the publication of *Education Working for All!* and 12 months on from launching our implementation plans in Developing the Young Workforce – Scotland's Youth Employment Strategy, this report details considerable progress made to date as well as refreshing our milestones for the period to 2021.

In pursuing this Government's twin goals of achieving a fairer and more prosperous Scotland, we remain committed to this seven year campaign. This report confirms the breadth and effectiveness of our actions to strengthen the skills of our young people, to their own benefit and that of Scotland's economy.

I'd like to thank our partners, including COSLA with whom we jointly lead the programme, for the energy and enthusiasm with which they are implementing Developing the Young Workforce. We have seen widespread support for our actions and we have responded in kind, including committing £12m in 2014/15 and £16.6m in 2015/16 to fund early implementation.

However this strategy is about providing work relevant learning opportunities for young people through mainstream provision. Our focus is therefore not on initiatives but rather on how the core offer to young people through our schools, colleges and training providers can best prepare them for future jobs and careers.

Scotland's success in emerging industries, including but not solely those in science, technology, engineering and maths, is reliant on young people coming through the system with the right skills, abilities and qualifications. All

of our young people should know about these exciting employment opportunities and be able to access routes into them. These options should be of an equally high quality whether they are delivered through college, an employer, other training provider or university.

Our schools are embracing the agenda, with Developing the Young Workforce offering a blueprint through which young people can develop skills for work. The reformed college sector is embracing the challenge of further enhancing its reach into schools and to employers, and the apprenticeship offer is evolving to offer work related learning to young people whilst at school.

At the heart of this effort is the ambition to bring employers closer to our education system, enabling them to help design and deliver what young people are learning.

We have enjoyed enthusiastic support from industry on this endeavour, as can be seen in the uptake of the Investors in Young People Accolade and the participation of a wide range of business interests in our new Developing the Young Workforce Regional Groups. This represents great progress in embedding employer engagement in education. Looking ahead I want to see a culture where it is unusual for an employer not to participate in shaping education, skills and training.

Ultimately, the success of this approach to youth unemployment will be seen in how it address inequalities and enables all young people, including those who face particular challenges, to move into the workforce. From challenging gender stereotypes in career choices to ensuring that young people with disabilities are able to thrive in work, this is challenging territory and we rightly continue to set ourselves stretching targets and commit to concrete actions to address it.

The next twelve months will not be easy, with significant reductions in public funding as a result of the UK Government's Spending Review felt widely, potentially impacting on the scale and pace of our implementation plans. Our commitment to this approach will not change, and I look forward to working with partners across Scotland to do all we can to provide the best opportunities for young people to enjoy fulfilling working lives.

Roseanna Cunningham, Cabinet Secretary for Fair Work, Skills & Training

December 2015

Foreword from Councillor Stephanie Primrose, COSLA Education, Children and Young People Spokesperson



As COSLA's Education, Children and Young People Spokesperson since the summer it gives me pleasure to present this first annual report of progress on the recommendations from Sir Ian Wood's Commission for Developing Scotland's Young Workforce.

The Developing the Young Workforce (DYW) programme is very close to my heart as a former school teacher, particularly to make education more work relevant to young people. As such, it has been very encouraging to see the progress that has been made through the hard working efforts of local authority staff and other partners locally.

The DYW programme is without doubt a transformative agenda that is geared to not only give Scotland a motivated, highly skilled and well qualified young workforce, but also to reduce youth unemployment which of course is hugely important for the economic vitality of our local communities.

Local government has a pivotal role in the delivery of the aims of the DYW programme through a wide range of council services including economic development, education, human resources and social work. Therefore, it is very much a corporate agenda for local authorities. It is also a shared endeavour for local authorities with partners such as colleges and local employers to take the programme forward.

We are of course still at the early stages of this complex seven year programme and it is clear there will be significant challenges ahead for this crucial area of work to 2021. These range from a very tight financial context

for the Scottish public sector and the need to ensure that there is sufficient capacity at a local level to take the agenda forward.

Nevertheless, I am very hopeful that the enthusiasm, drive and commitment of local government, Scottish Government and other partners will maintain the momentum over the years ahead, given the strong support the programme has received to date.

Councillor Stephanie Primrose, COSLA Education, Children and Young People Spokesperson

December 2015

Contents

Introduction	1
Chapter 1 – Schools	5
Work Relevant Learning from 3 – 18.....	5
Progress So Far.....	9
Case Study - Schools and Partnerships.....	15
Chapter 2 – Colleges	17
Progress So Far.....	19
Case Study – Colleges	23
Chapter 3 - Apprenticeships	24
Progress So Far.....	27
Case Study - Apprenticeships	32
Chapter 4 – Employers	34
Progress So Far.....	37
Case Study – Employers	42
Chapter 5 - Equality	43
Progress So Far.....	46
Case Study – Equality	49
GLOSSARY	51
ANNEX A	53
Performance Assessment.....	53
Key Performance Indicators (KPIs) Table	54
ANNEX B	58
Developing the Young Workforce: early implementation budgets – breakdown for 2014-15 and planned breakdown for 2015-16.....	58
ANNEX C.....	60
Developing the Young Workforce programme - Governance Structure.....	60
ANNEX D.....	61
DYW – managing the seven year national programme.....	61
ANNEX E.....	62
Developing The Young Workforce – Membership Of Groups	62
ANNEX F	64
Developing the Young Workforce National Group (formerly known as the National Invest in Young People Group).....	64
ANNEX G.....	65
Education Working for All! – Recommendations	65
Get Involved.....	70



Introduction

Background – the Wood Commission report and Youth Employment Strategy

The independent Commission for Developing Scotland’s Young Workforce, chaired by Sir Ian Wood, published *Education Working for All!* in June 2014. The report set out a series of recommendations to help Scotland produce better qualified, work ready young people with skills relevant to modern employment opportunities.

The Scottish Government welcomed their report, accepted their recommendations and published *Developing the Young Workforce – Scotland’s Youth Employment Strategy* in December 2014. This included implementation plans and a performance assessment framework agreed and jointly led with local government. A programme board and National Advisory Group, with members from across the education system and business, provide oversight, challenge and support to this process.

This annual report fulfils Ministers’ commitment to public reporting on progress, setting out the great work underway across Scotland in making meaningful connections between schools, colleges, training providers and employers and creating more and better opportunities for young people.

Economic context

The economic context in relation to employment is a mixed picture. Scotland continues to outperform the UK as a whole on employment, youth employment and female employment rates. However we need to monitor the unemployment rate, and as we move further into implementation we are increasingly targeting structural youth unemployment. The challenge will become more pronounced in the future as we aim to affect the lives of those young people who face the greatest barriers in getting into employment.

Future labour market challenges

In looking ahead, we can anticipate some of the challenges our young people will face. The skills needed for the labour market change, and change quickly, often reflecting the impact of rapid technological advances that earlier generations did not experience. This requires employees who can bring transferable skills to new roles. The need for business to be clear about its skills needs and for education to respond swiftly and meaningfully has never been greater.

Reducing inequality

Sustainable, inclusive economic growth requires means that we must utilise the talents of all our young people. The Commission was clear that economically we could not continue to see a persistent percentage of our young people, particularly those from some vulnerable groups, excluded from training and the workplace. By definition this represents the toughest challenges for developing the young workforce. However we have put in place early measures – in our schools and colleges and through our apprenticeship programme – to ensure all young people consider a full range of careers and training open to them, and are enabled to access them. You can read more about this in the section on equality.

Fair Work

Alongside pursuing these measures to prepare young people for future employment, we are working with employers to help ensure that they can enjoy challenging and fulfilling jobs when they do enter the labour market. This Government is committed to promoting fair work – an essential element of inclusive, sustainable economic growth – and we are using the levers we have to engage with employers in making work places fairer. This includes actions such as the Business Pledge and the establishment of the Fair Work Convention: many employers in Scotland are already actively embracing these challenges and reaping the benefits.

Public sector

The public sector makes a significant contribution to the delivery of the DYW programme, not only as providers of education and other services for young people, but also as large employers in their own right. Working in partnership with Skills Development Scotland, the Scottish Government has developed a network for public bodies to support government and public sector collaboration on the implementation of Developing the Young Workforce. The main aims of the group are to:

- Create more opportunities for work inspiration, work placement and employment for young people in the public sector;
- Develop a set of key performance measures to capture all activity delivered by public bodies;
- Provide a forum to identify learning and share best practice;
- Work with IIP Scotland to encourage Public Bodies to make progress and achieve Investors in Young People accolade.

Developing the Young Workforce: the learner journey

Through Developing the Young Workforce we are expanding high quality, high value opportunities for young people to develop the skills and earn the qualifications required to gain fulfilling employment. These opportunities are principally delivered through our reformed college sector. In order to meet Government's ambitions to create a modern, skilled workforce and raise attainment levels, we focus on industry recognised qualifications at SCQF level 5 and above.

As the Commission's report acknowledged, our ambitions are built on strong foundations. Curriculum for Excellence has always been about providing learners with the range of learning pathways that meet their individual needs and aspirations, and prepare them for learning, life and work. From early years onwards, teachers, parents and young people have been developing a strong awareness and understanding of the skills needed to succeed in the workplace and in life.

Attainment

We want all young people to have the chance to access these new opportunities and be able to progress on from them as part of pathways into further & higher education and employment.

In the 2015 Programme for Government, the First Minister articulated her goal to tackle inequality as early as possible in a young person's education. The development of the Scottish Attainment Challenge, creating an environment where every child can succeed in school and gain the skills they need for life is supported by an investment of £100m, aims to bring a renewed urgency and priority for everyone in Scottish education to focus relentlessly on narrowing the gap.

A new National Improvement Framework will support the challenge over time through data and evidence. These developments work in tandem with our efforts to ensure young people see the importance of their studies for their own personal development and enjoyment, and in terms of the value they represent to their future working lives.

Colleges, training and skills

The reformed college sector, with its acknowledged existing strong links to local labour markets, is well equipped to share its networks and expertise across the education and training systems. And our successful Modern Apprenticeship programme offers a framework through which new approaches are being tested.

This provision must be responsive to the needs of employers. Scotland's enterprise agencies have worked together to deliver progress on Skills Investment Plans to map

future skills needs. This is a whole Scotland approach, utilising the experience and expertise of partners and stakeholders across the country. Throughout the report, you can read more about the work of our partners with examples of where change has affected individuals and enabled people to work across what have previously been seen as boundaries.

Widening access to university

Our approach through Developing the Young Workforce is to develop and promote a wide range of options for young people to pursue in order to prepare for sustainable and fulfilling jobs. The Government's ambition is that a child born today in one of our most deprived communities should, by the time he or she leaves school, have the same chance of pursuing the university route as a child born in one of our least deprived communities. The Commission on Widening Access, chaired by Dame Ruth Silver, has produced an [interim report](#) which recognises the role Developing the Young Workforce is playing in creating alternative pathways into higher education, amidst a range of wider opportunities.

DYW – progress to date and next steps

In line with the Commission's proposed approach, Government developed 11 key performance indicators to reflect those areas where we are focusing our efforts in developing the young workforce. These indicators are long-term targets, reflecting the ambitions and lifespan of the programme. The full picture is set out at Annex A. Good progress is being made to date, including towards our overarching target of reducing the level of youth unemployment by 40% by 2021.

The following chapters expand on that progress, set out future plans and examine our priorities as we enter the next phase of implementation. While the report considers the contribution of schools, colleges, apprenticeships, employer engagement and equalities in turn, this is about a joined up, whole system effort and throughout the report there are examples of developments which are relevant across the system.

Chapter 1 – Schools

Work Relevant Learning from 3 – 18

Overview

- Senior phase pupils from schools across Scotland benefited from new vocational opportunities delivered by colleges.
- In academic year (AY) 2014-15, in addition to the existing school-college activity, the Scottish Funding Council (SFC) supported 7 college regions, in partnership with 9 local authorities and 61 schools, to develop 19 new courses at SCQF level 5 and above. These courses recruited over **290 senior phase pupils** as part of pilots (called early adopters) to explore and develop new senior phase vocational pathways.
- For AY 2015-16, this activity has grown to include all college regions working with 24 local authorities across 223 schools. Early SFC estimates suggest that over 170 courses have been provided and these have recruited over **2,500 senior phase pupils**.
- In AY 2014-15, Skills Development Scotland (SDS) developed **2 pilot foundation apprenticeships** (called pathfinders) in partnership with Fife and West Lothian College, recruiting a total of **75 pupils** on to these courses. A foundation apprenticeship offers young people the chance to start an MA in school, alongside other qualifications and awards.
- For AY 2015-16, SDS has expanded the number of foundation apprenticeships pathfinders to 29 across 6 skills sectors, recruiting **around 300 senior phase pupils** from across 20 local authorities and involving 9 college regions.
- More generally, in 2015 a total of 43,911 **skills for life and work qualifications** were attained – an increase of 18.3% on 2014.
- Guidance documents have been published for use by partners and practitioners, to support our ambitions for employer engagement in education, careers advice, and quality work placements. The **Guidance for School/ Employer Partnerships, new Career Education Standard (3-18), and new Work Placements Standard** were developed with input from a wide range of partners, including employers and young people, and were published in autumn 2015.
- **School inspections** are now taking account of how well young people are being prepared for work. This was captured in a new edition of [*How good is our school?*](#), which schools use as a basis for self-evaluation, published in September 2015.
- The programme has engaged around **800 primary and 700 secondary head and deputy teachers** through national events, and around 300 young people and other stakeholders at conversation days. Two national learning events – bringing together

local and national partners who have a key role in supporting the implementation of DYW – have been held this year.

- **Careers advice** is now being given to young people at an earlier stage in school, funded by £1.5m of the Developing the Young Workforce implementation budget.
- **Local authorities** have been supported to play their part in implementation, receiving £12.3m over 14-15 and 15-16 from the Developing the Young Workforce implementation budget to support pathways for young people into sustained and quality jobs that align with local circumstances and labour market.
- A partnership of Education Scotland, Skills Development Scotland and the Institute of Physics are collaborating on evidence based projects in six school clusters to investigate and identify the most effective approaches for increasing pupil participation in **STEM subjects**, in particular girls, to improve gender balance in these subjects.
- The Scottish Funding Council **Gender Action plan** for Further and Higher Education will reflect and align with the work being developed in schools to address gender balance in senior phase vocational pathways. The interim plan will be published in early 2016.



Schools: Introduction

“Skills development is crucial for all our young people; as is the opportunity to experience motivational, work-related learning as part of their curriculum from 3-18. I am passionate about the DYW agenda and the potential it offers to both raise attainment and improve outcomes for our young people”.

These were the words of Angela Constance, Cabinet Secretary for Education and Lifelong Learning, in her keynote address at the Scottish Learning Festival on 23 September.

The Developing the Young Workforce approach to giving young people more and better opportunities to gain the skills and qualifications they need for future jobs and careers – particularly in the senior phase of school - builds on our existing key policies on education, in particular Curriculum for Excellence, Teaching Scotland’s Future and increasing attainment.

This is a partnership effort and, in this first year of implementation, we have been working with partners and practitioners across Scotland to learn from schools and regions which are already very successful in connecting education with employment, and to establish where further support is needed. A significant focus of our efforts has also been about communicating the value of work-related learning and raising awareness of the many high quality options on offer.

Local authorities have a lead role in the implementation of Developing the Young Workforce, working with colleges, employers and other relevant partners to ensure that all young people in all of their schools have access to a wide range of work-related learning opportunities, throughout the curriculum from 3-18. A central aim of Developing the Young Workforce is closer and more meaningful engagement between education and employers. Through new guidance for school/employer partnerships and a new standard for work placements, which were developed with input from business, we are making good progress towards embedding this effort.

It is vital that young people, and those supporting them in making choices about learning and careers, are aware of all the options available and are actively promoting the widest range of opportunities. The enhanced careers guidance now available to young people has therefore been an important development, as has the creation of the career education standard (3-18) with its focus on developing an understanding of the world of work from the early stages.

We expect these early successes to be built on as we move further into implementation. Colleges are key providers of work-related learning and vocational qualifications for young people in the senior phase. As such, we have set out our expectations of the sector in this regard, through the Scottish Funding Council Outcome Agreement Guidance for Colleges in [2015-16](#) and [2016-17](#). This guidance details our expectations of increased work-related options in the senior phase, including vocational qualifications, being offered across the country in academic year 15-16.

The ambitions set out in outcome agreements show that for academic year 2015-16, this activity has grown to include all college regions working with 24 local authorities across 223 schools. Early SFC estimates suggest that over 170 courses have been provided and these have recruited over 2,500 senior phase pupils. Together with an expansion of the apprenticeship programme, in particular around 300 new Foundation Apprenticeship opportunities, there has been a significant expansion in the options open to young people in the senior phase.

Looking ahead, some challenges will be to:

- Maintain a focus on Developing the Young Workforce and its aims amidst a climate of budgetary constraints and considerable demands on the education system;
- Ensure that there is a focus on learning about the world of work from the early stages of school onwards as set out in Career Education Standards 3-18.
- Ensure that those advising young people on their senior phase pathways have a good understanding and appreciation of the full range of opportunities available to them;
- Ensure planning, timetables and logistical arrangements are able to accommodate growing numbers of young people choosing vocational pathways in the senior phase;
- Widen access to careers advice from S1;
- Expand the professional learning and development opportunities available to teachers and other practitioners around DYW.

Progress So Far

Delivery Year 1 – Academic Year 2014 – 2015		
Milestone	Programme Progress	Detailed Update
The aims of the Developing the Young Workforce (DYW) programme embedded within the Curriculum for Excellence Implementation Plan and monitored through the Curriculum for Excellence Management Board and Implementation Group;	Completed	DYW is now reflected in the CfE implementation plan 2015/16 , with regular consideration of DYW at CfE Management Board and Implementation Group.
Communications and engagement work undertaken to develop understanding of routes into work amongst parents, teachers and practitioners, and young people;	Ongoing	Key products including the new Career Education Standard (3-18) , Standard for Work Placements and Guidance for School/Employer Partnerships have been developed with extensive involvement from partners. The national parent stakeholder group have been partners in the National Learning events. The National Parent Forum Scotland have been involved in the development of the standards and in shaping parental communications. They have also produced Learning pathways in the Senior Phase and Beyond and Career Education: A world of possibilities
An initial evaluation of the starting point in terms of what secondary schools are already offering by way of vocational qualifications established;	Completed	The baseline position has been established (as set out in KPI 3 ¹ for this strategy): 7% of young people left school in 2013/14 with vocational qualifications at SCQF level 5 or above. For the purposes of this KPI, vocational qualifications include National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills

¹ KPI3 - Increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by 2021.

		for Work at SCQF Level 5 and above. This will evolve as we ensure we are fully reflecting all vocational qualifications valued by employers.
Appropriate measures of success for schools in relation to the DYW programme developed:	Underway in 14/15 – will be completed in 15/16	In addition to KPI 3 and markers within 'How Good is our School 4', additional measures are being built into the development of the key 'DYW products' with additional links also being made other education priorities like the National Improvement Framework.
From inception the Insight online benchmarking tool reflects a wide range of awards, including a range of vocational qualifications, undertaken in schools or through school college partnerships where these awards meet the criteria for inclusion.	Completed	Insight includes attainment data on the full range of vocational qualifications currently captured by KPI 3. There are on-going discussions with other awards providers on their potential inclusion in future updates to the tool. Two new awards providers were included in the September 2015 Update to Insight: the Princes Trust Personal Development and Employability Skills award and Open University YASS courses.
Education Scotland integrating DYW in inspection advice to schools;	Completed	The inspection advice note for schools for 2015/16 made specific reference to DYW. The new How Good is Our School 4 was published in September 2015 with a clear focus on employability and skills.
Scottish Funding Council early adopter activity on school/college partnerships undertaken in 7 college regions	Completed	In AY 2014-15, the Scottish Funding Council (SFC) supported 7 college regions, in partnership with 9 local authorities and 61 schools, to develop 19 new courses at SCQF level 5 and above. These courses recruited over 290 senior phase pupils as part of pilots (called early adopters) to explore and develop new senior phase vocational pathways. An interim evaluation of the early adopter programme was published by SFC in November 2015 and a final report will follow.

Foundation apprenticeship engineering pathfinder projects undertaken in Fife and West Lothian	Completed	Two pathfinder foundation apprenticeships in engineering commenced in academic year 2014/15 with 75 pupils from secondary schools in Fife and West Lothian taking part. The second and final year of these pathfinders started in August 2015.
---	-----------	--

Key themes and milestones for schools

Achieving our ambitions for the young workforce requires a focus on the following **themes** by local authorities, schools and their delivery partners:

- Expanding the offer – increasing the routes from school into employment, or further and higher education which is closely linked to employment.
- Promoting and shaping the offer - engaging with young people, parents, teachers and practitioners, partners and employers.
- Supporting teachers and practitioners to develop children's and young people's learning about the world of work.
- Providing earlier relevant labour market focussed careers advice when young people need it, leading to better outcomes.
- Embedding meaningful employer involvement.
- Consolidating partnership working with colleges and other training providers.

The **milestones** set out below detail what this will involve over the lifetime of the programme.

During 2015-16 we are already seeing:

- DYW programme reflected in college outcome agreements and curriculum planning;
- Guidance on school/employer partnerships developed with input from employers, local authorities, DYW National Group and other partners;
- A new standard for work placements;
- Considerable scaling up of foundation apprenticeship pathfinders;
- Engagement with young people, teachers and practitioners, parents and employers to actively promote the range of options available;
- A new standard for careers education (3-18) for all young people is in place;
- Education Scotland published an aspect review of My World of Work;
- An interim evaluation of the early adopter programme published by SFC in November 2015 with a final report to be published early in 2016;
- A partnership baselining exercise undertaken to establish the nature and effectiveness of local authority-school-college partnership in relation to Senior Phase Vocational Pathways, with a national level analysis disseminated to partners in November 2015.

And in the remainder of 2015-16 we expect to see:

- An increase in uptake and attainment of vocational qualifications available to those in the senior phase;
- An increase in the quality and number of strategic partnerships between local authorities, schools, and colleges, to widen the offer to young people in the senior phase;
- DYW reflected in local authority strategic plans and opportunities taken to influence community plans;

- Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners to support young people in S3 to learn about finding, applying and getting a job;
- Relaunch My World of Work website with a greater learner focus linked to career pathways;
- Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners on the world of work aimed at ages 3-18;
- Lessons from Scottish Funding Council early adopter activity regions disseminated widely;
- A quality assurance review for the careers service as part of a continuous improvement regime is in place;
- The continued establishment of DYW Regional Groups working in partnership with local authority education teams across Scotland;
- Appropriate further measures of success for schools in relation to the DYW programme developed.

During 2016-17, we will see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Evaluation of the initial foundation apprenticeship pathfinders completed and evidence used to inform the development of an agreed model;
- More local authorities engaged in foundation apprenticeship pathfinders;
- Employability and enterprise professional standards in development;
- Education Scotland further develops its capacity to evaluate in relation to employability and employment;
- A new focus on work placements and the quality of careers guidance as part of secondary school inspection programme.
- New work experience model for young disabled people introduced and improved approach to careers services for young disabled people implemented.

During 2017-18, we will see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Further expansion of foundation apprenticeship across Scotland and covering other sectors;
- Delivery of mentoring support for young people in care as part of the Investors in Young People accolade;
- From inception the Insight online benchmarking tool reflects a wide range of awards, including a range of vocational qualifications, undertaken in schools or through school college partnerships where these awards meet the criteria for inclusion.

During 2018 – 2019, we will see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Pilot activity on foundation and advanced apprenticeships and equalities being rolled out across the country;
- All secondary schools will have active partnerships with regional colleges;

- Meaningful and productive school/employer partnerships operating in all secondary schools.

During 2019 – 2020, we will see:

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

During 2020-2021, we will see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Expanded provision fully embedded within Curriculum for Excellence, tested by Education Scotland, and valued by young people, their parents and teachers and practitioners as evidenced by uptake and outcomes.

Education Working for All! Recommendations

This activity delivers recommendations 1, 2, 3, 16, 26, 27, 28, 33, 37.

Measures²

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.

KPI 2 - Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.

KPI 3 - Increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by 2021.

KPI 6 - Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018.

KPI 10 - Increase the employment rate for young disabled people to the population average by 2021.

KPI 11 - Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021.

² Progress on this activity is being monitored against the following key performance indicators (KPIs). Please see the table Annex A for details on progress made on these measures.

Case Study - Schools and Partnerships

Developing the Young Workforce Activity in Perth and Kinross

Partnership event

In March 2015 Perth and Kinross Council hosted a conference at Perth Racecourse gathering together over 100 stakeholders involved in the Developing Young Workforce agenda. As well as launching a new local policy about Enterprise and Employability and how secondary schools will take this forward, delegates considered how local stakeholders can work together to improve the employment prospects of young people. Those at the conference were given the opportunity to hear different points of view on the subject having received presentations from the Scottish Government, Perth and Kinross Council, local employers, Skills Development Scotland, Perth College, as well as head-teachers and pupils themselves.



Picture courtesy of Perth and Kinross Council

“As a global company, with a local presence we are committed to working with secondary schools in Perth and Kinross and our message to pupils is that qualifications open the door but only a positive attitude and growth mindset guarantee success.” (Representative of Aviva, Theresa Ewan)

Feedback from the event was very positive with a greater understanding achieved on all sides. Schools have been following up with business breakfasts locally, organised by their newly appointed Enterprise and Employability project officers. The conference and the business breakfasts have built upon partnerships, both new and existing, to create new opportunities for work experience, mentoring, enterprise projects and other longer-term projects exploring skills, qualifications and attributes for particular pathways and sectors. Specifically, employers asked for more communication on key dates to allow them to better plan their engagement with schools and for a follow-up event which is provisionally planned to take place in March 2016 to update all stakeholders on the progress to-date and to share good practice.

Crieff High School

Recently, Crieff High School in Perth and Kinross held a Developing the Young Workforce staff conference to give teachers the opportunity to discuss what it means to create world class work relevant learning opportunities for their young people. Deputy Head Teacher, David MacLuskey had this to say about the event:

“In Crieff High School we have included DYW as one of our key priorities within our School Improvement Plan this year. We wanted to highlight our commitment by organising this conference. The morning of the conference was really well received with many great ideas and key partnerships coming from it. We were lucky to attract some really engaging and inspiring speakers and facilitators and staff have told us since, that this really helped them in their plans to take more DYW activity forward. From the event, each department within the school has decided on three DYW priorities and all are developing Curricular Business Partners as part of this.”

DYW programme board member Paul McKelvie OBE, spoke at the event to highlight the important part teachers and practitioners have in influencing young people, and commented:

“I was delighted to be invited to speak to staff at Crieff High School on Developing the Young Workforce. Teachers and practitioners are pivotal to the implementation of the DYW programme so it’s very important they are involved from the beginning. The enthusiasm and motivation amongst staff at Crieff High School for their young people was really inspirational. As a member of the DYW Programme board, it is great to talk to teachers about how they are influencing young people to think about future jobs and careers, and the many options open to them after school.”



Chapter 2 – Colleges

A Valued and Valuable Choice

Overview

- Senior phase pupils from schools across Scotland benefited from new vocational opportunities delivered by colleges.
- In academic year (AY) 2014-15, in addition to the existing school-college activity, the Scottish Funding Council (SFC) supported 7 college regions, in partnership with 9 local authorities and 61 schools, to develop 19 new courses at SCQF level 5 and above. These courses recruited over **290 senior phase pupils** as part of pilots (called early adopters) to explore and develop new senior phase vocational pathways.
- For AY 2015-16, this activity has grown to include all college regions working with 24 local authorities across 223 schools. Early SFC estimates suggest that over 170 courses have been provided and these have recruited over **2,500 senior phase pupils**.
- In AY 2014-15, Skills Development Scotland (SDS) developed **2 pilot foundation apprenticeships** (called pathfinders) in partnership with Fife and West Lothian College, recruiting a total of **75 pupils** on to these courses. A foundation apprenticeship offers young people the chance to start an MA in school, alongside other qualifications and awards.
- For AY 2015-16, SDS has expanded the number of foundation apprenticeship pathfinders to 29 across 6 skills sectors, recruiting **around 300 senior phase pupils** from across 20 local authorities and involving 9 college regions.
- Analysis of the AY 15-16 Outcome Agreements provide evidence that the majority of colleges have, or are in the process of, realigning their curriculum to better meet the needs of employers. This includes all college OAs outlining how to **develop STEM provision and uptake** within the context of their broader contribution to Developing the Young Workforce.
- SFC plan to publish their interim **Gender Action Plan** early in 2016 - focused on addressing gender imbalances and signposting intentions to address gender inequality more broadly. The second phase will be published by mid-2016.
- Colleges supported to play their part in implementation, receiving **£1.5m** over 14-15 and 15-16 from the Developing the Young Workforce implementation budget to develop their gender action plan and build the sector's capacity to expand opportunities for young people.

Colleges: Introduction

Colleges in Scotland contribute a significant amount to Scotland's economy and represent a national resource of skills and training expertise. The Commission's report recognised this and highlighted the reformed sector as having a positive impact on the resources, innovation and enterprise that colleges will play in implementing their recommendations.

Fresh from implementing the most profound set of public sector reforms in Scottish tertiary education for more than a generation, colleges have risen to the challenge set out in the Youth Employment Strategy. As a sector already focused on promoting skills which help people get in to the world of work and which support economic growth, colleges have focused their efforts on enhancing their existing strong links with schools and employers.

In capturing the progress colleges are making in implementing Developing the Young Workforce, this report outlines the key role they are playing in working with schools and local authorities to plan and deliver an enriched senior phase curriculum offer and increase the range of learning options available to young people. This includes new foundation apprenticeships which enable school pupils to undertake elements of a Modern Apprenticeship during the senior phase of school.

From academic year 2015-16 all college outcome agreements contain clear statements outlining the college's contribution to senior phase vocational pathways, demonstrating how the planned offering relates to the needs in the region and how it engages employers. The ambitions set out in outcome agreements forecast a significant increase in the number of young people participating in pathways at college to over 2500 in this academic year. Colleges also represent a strong model of employer engagement, working closely with regional, national – sometimes international – employers to align provision with industry need.

However, there are many challenges ahead, not least in relation to public funding. Colleges will also have to break through barriers to demonstrate how vocational pathways are valued by employers and therefore a secure option for young people to pursue. They will need to develop consistency in the quality of the school/college partnerships ensuring that planning cycles in colleges, schools and LAs are aligned so choices for young people are available at the right time. And they must promote the uptake of new opportunities so that more young people are able to benefit from the increased range of options on offer in the senior phase.

Progress So Far

DELIVERY YEAR 1 – ACADEMIC YEAR 2014 – 2015		
Milestone	Programme Progress	Detailed Update
Early adopter activity for senior phase pupils established in seven college regions;	Completed	In academic year 2014/15 SFC supported seven early adopter college regions to work in partnership with local authorities, schools, employers and other key partners to explore and develop senior phase vocational pathways. The learning emerging from this activity has been used to shape the expectations set out for colleges in SFC College Outcome Agreement Guidance for 2015-16. An interim evaluation of the early adopter programme was published by SFC in November 2015 with a final report following early in the new Year .
Key performance measures agreed with college sector;	Completed	For AY 2015-16, college regions have committed to increases in activity for pupils in their senior phase, demonstrating the ambition to offer a wider range of courses.
College outcome agreements for academic year 2015-16 developed with involvement from local authorities;	Completed	From AY 2015-16, all college outcome agreements contain clear statements outlining the college's contribution to senior phase vocational pathways in their region, developed in partnership with schools, local authorities and others, demonstrating how the planned offering relates to the needs in the region and how it engages employers. You can view the College Outcome Agreements here.
A joint plan from Scottish Funding Council and Skills Development Scotland to support the use of Skills Investment Plans and Regional Skills Assessments to inform college outcome agreements and the allocation of Modern Apprenticeships.	Completed	Joint plan published in April 2015. The framework reaffirms the commitment from both partners to working together to achieve the best possible outcomes for young people in Scotland. Agreed that underpinning data for RSAs to be refreshed and presented to sector in AY 2015/16 for use in 2016/14 OAs.

Key themes and milestones for colleges

Achieving our ambitions for the young workforce requires a focus on the following **themes** in relation to colleges:

- Young people 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.
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up.
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate.
- Supporting college leaders and staff to develop the skills required to meet the Commission's ambitions for the sector.
- Further developing college outcome agreements to underpin improvements and measure progress.

The **milestones** set out below detail what this will involve over the lifetime of the programme.

During 2015 – 2016, we are already seeing:

- An interim evaluation of the early adopter programme published by SFC in November 2015 with a final report to be published early in 2016;
- A partnership baselining exercise undertaken to establish the nature and effectiveness of local authority-school-college partnership in relation to Senior Phase Vocational Pathways, with a national level analysis disseminated to partners in November 2015;
- Publication by Scottish Funding Council of an analysis of the commitments made by colleges in their 2015-16 outcome agreements – including plans to develop senior phase vocational pathways in all regions;
- Meetings with SG, Directors of Education and their Regional College Principals to consider how these partnerships are developing at a strategic level and the changes that have been introduced with the implementation of DYW.

And in the remainder of 2015-16 we expect to see:

- A plan from Scottish Funding Council to enhance college engagement in Community Planning Partnerships;
- Young people benefitting from better work-related learning experiences;
- Scottish Funding Council report on college leaver destinations for 2013-14 leavers;
- Scottish Funding Council publishing their Gender Action Plan in early 2016 focussing on addressing gender imbalances and plans to address gender inequality more broadly working with Skills Development Scotland and other partners;
- College outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities;
- Scottish Funding Council developing a strategy to promote the value to employers of engaging with colleges;
- Capacity building to support enhanced employer engagement in the college sector;

- Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments;
- New work placement standards for college learners published.

During 2016 – 2017, we will see:

- College outcome agreements for academic year 2017-18 demonstrating more opportunities for young people, building on the development of senior phase vocational pathways;
- Scottish Funding Council implementing their plan to reduce gender imbalance on courses which they will report on annually;
- STEM prioritised within college curriculum planning, where appropriate;
- A new standard for work experience in place for colleges;
- Scottish Funding Council report on college leaver destinations for 2014-15 leavers;
- Colleges outcome agreements will reflect active and effective engagement with employers and in the community planning process, regional curriculum planning established, informed by Skills Investment Plans and Regional Skills Assessments.

During 2017 – 2018, we will see:

- All colleges offering vocational options to the majority of secondary schools in their region;
- College outcome agreements for academic year 2018-19 signed off, showing evidence of well-developed partnerships with secondary schools, local authorities and employers;
- Publication of improved college quality and performance information.

During 2018 – 2019, we will see:

- College outcome agreements for academic year 2019-20 signed off, showing evidence of well-developed partnerships with secondary schools, local authorities and employers;
- Vocational course options available across all schools.

During 2019 – 2020, we will 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.

During 2020 – 2021, we will 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.

Education Working for All! Recommendations

This activity delivers recommendations 4, 5, 6, 12, 17, 29, 34.

Measures³

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.

KPI 2 - Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.

KPI 4 - 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.

KPI 6 - Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018.

KPI 8 - Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses by 2021.

³ Progress on this activity is being monitored against the following key performance indicators (KPIs). Please see the table Annex A for details on progress made on these measures.

Case Study – Colleges

Glasgow colleges – STEM skills

The three Glasgow colleges' commitment to delivering top quality STEM skills that meet the needs of business and industry is underlined by achievement of the prestigious STEM Assured status from the New Engineering Foundation in October 2015. Being awarded STEM Assured status is strengthening their standing as recognised centres of STEM technical and professional excellence.



Employers recognise the value of this focus on STEM skills:-

“City of Glasgow College have embedded and championed STEM skills development through innovative thinking and excellent delivery through real world relevance.” (Colin McMurray Managing Director Clyde Marine Training) Picture courtesy of City of Glasgow College

Together, the colleges' individual STEM manifestos support the region's strategy for progressing STEM education in Glasgow, Scotland and beyond through specific commitments.

Taking the example of City of Glasgow College, since launching its manifesto in June 2015, the college has been positively supporting the development of Scotland's young workforce. From the college's new state-of-the-art Riverside campus, great successes are being achieved, including raising the proportion of females on engineering programmes to 12.9% (with an industry sector average of 2%)⁴ through its sector-leading, women into engineering initiative, and delivering the first engineering foundation apprenticeship in Glasgow in collaboration with local schools.

**CITY OF GLASGOW
COLLEGE**

⁴ Source: Skills Development Scotland

Chapter 3 - Apprenticeships

Access to Work Based Learning for All Young People

Overview

- We have **increased the number of Modern Apprenticeship opportunities** from 25,000 in 2014/15 to 25,500 in 2015/16 as the step toward increasing the number of Modern Apprenticeship opportunities to 30,000 a year by 2020/21.
- SDS have been supported to play their part in implementation receiving **£7.3m** over 14-15 and 15-16 from the Developing the Young Workforce implementation budget to expand and develop the MA programme.
- In AY 2014-15, Skills Development Scotland (SDS) developed **2 pilot foundation apprenticeships** (called pathfinders) in partnership with Fife and West Lothian College, recruiting a total of **75 pupils** on to these courses. A foundation apprenticeship offers school pupils the chance to start a Modern Apprenticeship in school.
- For AY 2015-16, SDS has expanded the number of foundation apprenticeships pathfinders to 29 across 6 skills sectors, recruiting **around 300 senior phase pupils** from across 20 LAs and involving 9 college regions.
- SDS received £0.5m from Government to finalise and support the implementation of the **Modern Apprenticeship Equality Action Plan**. This includes specific improvement targets for MA participation among disabled people, young people from BME communities, young care leavers and on addressing gender segregation;



Apprenticeships: Introduction

As the Commission made clear in its report last year, the growth of the Modern Apprenticeship (MA) programme in recent years has provided a strong foundation on which to build. The expertise and experience of Skills Development Scotland in driving MA expansion was the catalyst for some innovative thinking from the Commission on how Modern Apprenticeships could contribute further to addressing structural youth unemployment. The recommendations from the Commission have been taken forward in a number of ways, most notably through pathfinder activity on foundation apprenticeships and work to develop Graduate Apprenticeships.

This new provision has formalised much of the school-college partnership activity already underway in pathfinder regions. And it has drawn on the existing good practice in colleges which are well equipped to work closely with local authorities on blending more work focused learning into school provision.

Foundation Apprenticeships have proved very popular both with pupils and with practitioners and we have seen good practice in Fife and West Lothian pathfinders in 2014-15 overcoming some of the long standing challenges of timetabling and travel. This good practice is informing the roll-out of foundation apprenticeships to 20 local authorities in 2015-16 with an aspiration of growing this further for 2016-17.

Looking to the future, the advanced or Graduate Apprenticeship model is being developed through partnerships between SDS, universities and employers, indicating once more the capacity for Scotland's world-class universities to flex to the needs of industry and increasing access to higher education for more young people. Articulation routes already in place between colleges and universities have informed this work. SDS has made good progress further embedding the use of Skills Investment Plans and Regional Skills Assessments in the annual contracting strategy for Modern Apprenticeships.

Key to all of this has been the aim of broadening young people's horizons and ensuring they consider all careers, and the routes into them, as attractive options. As well as delivering careers advice earlier in schools, SDS has led a number of campaigns to target the message that specific careers – once thought of as a girl's job or a boy's job – are

considered by all young people. Further, specific equality pilot actions led by SDS in partnership with BEMIS and Rathbone have sought to address the imbalance in uptake of training and education by some under-represented groups such as young disabled people and young people from minority ethnic backgrounds.

We have made good progress. But the context is continually evolving. The key challenge for the next phase of implementation is about achieving the most effective use of public funds, prioritising investment and alignment across the skills landscape. The full details and implications of the UK Government's plans to introduce an apprenticeship levy are not yet evident. And we have redeveloped our thinking on the MA Supervisory Board, with the date for a new model moved to April 2016.

This allows us time to design an approach in Scotland which takes account a changing apprenticeship environment across the UK, and ensure that we build employer leadership into our programme taking full account of changes in how Modern Apprenticeships will be developed and funded in future.

Progress So Far

DELIVERY YEAR 1 – ACADEMIC YEAR 2014-2015		
Milestone	Programme Progress	Detailed update
Foundation apprenticeship pathfinder in place in Fife and West Lothian;	Completed	Delivery led by Skills Developing Scotland, who estimate that 75 pupils were enrolled on pathfinders in 2014/15.
Terms for the Modern Apprenticeship Advisory Board established;	Underway in 14/15 – will be completed in 15/16	Establishment of new model moved to April 2016. This allows us time to design an approach in Scotland which takes account of the impacts of a changing apprenticeship environment across the UK, and ensures that we build employer leadership into our programme, taking full account of changes in how Modern Apprenticeships will be developed and funded in future.
New Modern Apprenticeship Identity launched to support consistent branding aimed at raising the awareness and perception of the Modern Apprenticeship offer;	Completed	First stage of brand development now being undertaken. incorporating Foundation and Graduate Apprenticeships. Further consultation required with training providers and other partners regarding branding levels of MA. Consideration also being given to timings of FA / GA identity launch. Campaign concluded first week in April. Mix of digital, press and direct marketing to key and growth sectors.
Skills Development Scotland contracting strategy put in place each year for Modern Apprenticeships and the Employability Fund, in order that key changes each year are reflected to take into account the expansion plan, Skills Investment Plans (SIPs) and Regional Skills Assessments (RSAs);	Underway in 14/15 – will be completed in 15/16	The Modern Apprentice contracting strategy for deliver in 2016/17 has been published and is open for bids until 10 December 2015. RSAs and SIPs have informed the contracting strategy.

<p>MA Equalities action plan published, Initial equalities pilot action implemented creating new opportunities for those from currently underrepresented groups.</p>	<p>Completed and ongoing</p>	<p>SDS has published an MA equalities action plan outlining activities to address under representation in the MA programme and setting equality targets.</p> <p>Initial pilot activity ongoing in West Lothian. Marketing planning for under-represented groups based on research completed.</p> <p>Discussions are underway with a wide range of stakeholder groups covering gender stereotyping, employability issues around minority ethnic groups, inclusion of young disabled people and those in care (eg. Kibble Education Centre). This area will be taken forward by the equalities team at Education Scotland as part of their overall work around inclusion and equalities.</p>
--	------------------------------	--

Key themes and milestones for apprenticeships

Achieving our ambitions for the young workforce requires a focus on the following **themes** in relation to apprenticeships:

- Expansion of MA opportunities to 30,000 by 2020/21.
- Development of foundation apprenticeships in schools.
- Development of advanced apprenticeships.
- Focus on STEM MAs and development of higher level apprenticeships.
- Advisory Board established, supporting greater responsiveness to labour market need meaning MAs are better aligned with job opportunities.
- Clearer pathways into apprenticeships for those not in work or those from previously under-represented groups.

The **milestones** set out below detail what this will involve over the lifetime of the programme.

During 2015 – 2016, we have already seen:

- Publication of MA equalities action plan;
- Foundation apprenticeship pathfinders undertaken in additional local authorities.

And in the remainder of 2015-16 we expect to see:

- First stage of expansion of the MA programme;
- Ongoing design of graduate apprenticeship model;
- Model and funding profile for MA expansion programme developed;
- Terms for the Modern Apprentice Advisory Board established;
- MA Advisory Board meets for the first time with an initial focus on evaluating current MA processes and advising on where expansion activity is best focussed;
- Modern Apprenticeship Group reviewed to ensure model for developing MA frameworks remain fit for purpose;
- Targeted MA campaign activity developed;
- Early assessment of engineering foundation apprenticeships pathfinder activity;
- Education Scotland quality assurance of MA commences;
- Easier access to Modern Apprenticeship vacancies available through My World of Work.

During 2016 – 2017, we will see:

- Evaluation of initial foundation apprenticeship pathfinders completed;
- Ongoing development of Graduate Apprenticeships;
- Work with employers and other stakeholders to ensure that the introduction of the UK wide apprenticeship levy supports our ambitions to develop the MA pathway;
- Ongoing implementation of Modern Apprenticeship equality action plan to increase participation by under-represented groups.

During 2017 – 2018, we will see:

- Further expansion of foundation apprenticeships across Scotland and covering other sectors;
- Evaluation of the graduate apprenticeships pathfinder undertaken and evidence used to inform the development of an agreed model.

During 2018 – 2019, we will see:

- Improved planning of Modern Apprenticeships with opportunities more closely aligned with key areas of growth;
- Pilot activity on foundation and graduate apprenticeships and equalities being rolled out across the country.

During 2019 – 2020, we will see:

- Achievement of Modern Apprenticeship volume target and diversity targets.

During 2020 – 2021, we will see:

- At least 30,000 new MA starts each year;
- Activity fully embedded and expansion sustained.

Education Working for All! Recommendations

This activity delivers recommendations 7, 8, 9, 10, 13, 20, 30, 31, 32, 34, 35, and 38.

Measures⁵

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.

KPI 2 - Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.

KPI 5 - The number of Modern Apprentices at level 3 and above to be increased. The target is for 20,000 out of a total of 30,000 MA starts to be at this level by 2021, i.e. two-thirds.

KPI 6 - Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018.

KPI 7 - To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 or worse by 2021.

⁵ Progress on this activity is being monitored against the following key performance indicators (KPIs). Please see the table Annex A for details on progress made on these measures.

KPI 9 - Increase the number of MA starts from minority ethnic communities to equal the population share by 2021.

KPI 10 - Increase the employment rate for young disabled people to the population average by 2021.

KPI 11 - Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021.

Case Study - Apprenticeships

Understanding financial risk, bonds, premiums and derivatives is not how most fifth year pupils spend their week, but for Monisha Sandhu the chance to complete a Foundation Apprenticeship has unlocked a career in financial services she had never considered.

After hearing about Foundation Apprenticeships from her school's guidance teacher Monisha, a fifth year pupil from Bishopbriggs in East Dunbartonshire, decided to enrol on a new Foundation Apprenticeship in financial services and is currently learning about the sector during weekly classes at City of Glasgow

College and on weekly placements with the stockbroking arm of Barclays.

“As soon as my guidance teacher mentioned ‘financial services’ I instantly thought of maths and I thought ‘nope’. But it’s not really about maths, it’s much more interesting!”, Monisha explains. “My favourite part about going to college is the friends that I’ve made from different schools, which was a new and fun experience for me.

“I’m spending a lot of time with Barclays Stockbrokers in Glasgow city centre. On my first day I was so nervous – I was the youngest person on the course and I wasn’t really sure what to expect. But I love it – the staff treat us like adults and just another member of the team. I’m learning so much about life on the trading floor of a busy stockbroker, and I definitely want to pursue this as a career when I leave school”.

Monisha is completing the Foundation Apprenticeship as well as Highers and believes that the time she spends in college and in the workplace will give her a competitive advantage. Monisha added “I honestly couldn’t have asked for a better opportunity – the experience I’m getting at such a young age will be very advantageous when I apply for jobs in the future.”

Foundation Apprenticeships - background

Foundation Apprenticeships are being developed to create better links between young people, education and employers and to better prepare young people for the world of work.

A Foundation Apprenticeship lasts for two years and is studied alongside other school subjects (typically National 5s and Highers). Starting in fourth or fifth year, pupils get the opportunity to complete elements of a Modern Apprenticeship while still in full-time education. Upon successful completion of a Foundation Apprenticeship young people can continue their studies at college or university, go into direct employment or gain accelerated entry onto a related Modern Apprenticeship.



Picture courtesy of Skills Development Scotland

A number of employers have been engaged to deliver the work-based elements of the new programme. Participating employers benefit from working with enthusiastic, committed and highly motivated young people. They can also help to influence the skills pipeline in their local area and identify and attract the next generation of talent their business needs.

More information can be found at - www.apprenticeships.scot/foundation



Chapter 4 – Employers

Employers' Investment in the Young Workforce

Overview

- We are ensuring that our approach has **strong leadership from industry**. Rob Woodward (STV) is chairing the National Developing the Young Workforce Group, an expert group drawing its membership from industry, local government, education and the trade unions.
- **Regional DYW Regional Groups** have been launched in **Ayrshire, Edinburgh, East Lothian & Midlothian, Fife, Glasgow, North East, North Highland and West Region**. In all cases industry leadership and local authority (school and economic development) and college partnership have been central to the establishment of the groups.
- **Employer Engagement has** been supported by £2.6m from the Developing the Young Workforce implementation budget in 2014-15 and 2015-16.
- £0.75m from the Developing the Young Workforce implementation budget in 2014-15 and 2015-16 has been invested in the **Investors in Young People Accolade**, as part of a total £1m Scottish Government investment over the two years. To date, 193 employers have been awarded the accolade and Investors in People Scotland are currently working with 100 more on IIYP.



Employers: Introduction

The Commission indicated that employer engagement in the implementation of its recommendations would be crucial and we knew that progress on implementation would not be made without employer buy-in. The aim is to involve employers, in a range of practical ways, in better preparing young people for the world of work. It was also obvious to employers large and small that key to their own succession planning and economic growth would be a pipeline of future talent, drawn from a wider range of young people better reflecting Scottish society.

And that has proven to be a significant factor in the early success of the Developing the Young Workforce programme. The industry-led National DYW Group driving the creation and development of the DYW Regional Groups, led by Rob Woodward of STV, together with a team of experts drawn from the private and public sectors who have championed the development of industry-led infrastructure to support the involvement employers in DYW activity.

There are now seven Regional DYW Groups operating across Scotland. These have been built on enthusiastic partnership between the private and public sectors with work taking place across the country to establish full national coverage.

The Scottish Government has committed to three years of funding for DYW Regional Groups. Crucially, the Regional Groups should be self-supporting after this, creating a sustainable focus for employer engagement in the region. A number of the groups already established represent some of the good practice that has existed in regions and nationally, as the Commission recognised.

However our strategy is to spread good practice across the country and the network of Regional Groups will help drive this in the years ahead. No longer should strong employer ties with education be based solely on individual relationships with those ties broken when individuals move on from their post in a school, college or employer.

Equally successful has been the Investors in Young People accolade. There are two parts to this accreditation: the accolade itself as a benchmark of success for employers large and small, and the accreditation framework. For some employers exploring how they can engage with young people has proved invaluable. The IYYP framework and support from Investors in People Scotland has helped place the recruitment and development of young people on a strong footing for employers of all types across the country.

Employer organisations and a range of individual employers provided a valuable input to the development of the Guidance for School/Employer partnerships, and the new Standard for Work Placements, in particular stressing the benefits to employers.

This work with employers sits alongside our wider efforts on Fair Work and the Business Pledge which has DYW activity as a key element.

Scottish Government is working with the Scottish Futures Trust to identify and promote best practice in the use of procurement in the recruitment and development of young people. Scottish Government in partnership with SDS has created a public sector network to support the public sector's contribution to the DYW implementation programme.

The Scottish Government itself has set a target of 100 apprenticeship opportunities in 2015/16, achieved the Investors in Young People Standard and has entered into a long term school/employer partnership with John Paul Academy in Glasgow, facilitated by the Glasgow DYW Regional Group.

As we move through the second year of implementation and beyond, we need to focus our efforts on getting maximum value out of these reinvigorated connections between education and employment. A programme of activity will be developed and implemented to share and extend best practice across the network of Regional Groups with ongoing input and support from the DYW National Group.

Progress So Far

DELIVERY YEAR 1 – ACADEMIC YEAR 2014 - 2015		
Milestone	Programme Progress	Detailed Update
Industry led DYW National Group to oversee the establishment of DYW Regional Groups in place and joint Local Government and Scottish Government working group established.	Completed The National DYW group was established on the 8 December 2014, membership of which can be found in Annex D.	A national framework outlining the process is now in place to support the establishment of the remaining Regional DYW Groups. Across Scotland partners are working to develop proposals to establish Regional DYW Groups in all parts of Scotland.
Establishment of first tranche of DYW Regional Groups.	Completed	Regional DYW Groups have been established in: <ul style="list-style-type: none"> • Ayrshire • Edinburgh, East Lothian & Midlothian • Fife • Glasgow • North East • North Highland • West Region <p>In all cases industry leadership and local authority and college partnership have been central to the establishment of the groups.</p> <p>The National Group is considering further regional proposals as we work towards full roll out across Scotland.</p>
The Investors in Young People (IYYP) accolade launched.	Completed	The IYYP accolade was launched in July 2014 and, as at 20 November 2015, 193 organisations across the public and private sector have achieved IYYP accreditation.

<p>Education Scotland establishes external reference group in partnership with industry to inform the development of approaches to inspection and review across education sectors (schools, colleges, and other settings).</p>	<p>Completed</p>	<p>The group has been established and provided a strong emphasis on how employers can help to influence the curriculum and contribute to more employer-focussed inspection and review procedures.</p>
<p>Commitments to develop the young workforce agreed with public sector employers.</p>	<p>Completed</p>	<p>NHS has committed to providing a total of 500 Modern Apprenticeship opportunities over a 3 year period. NHS reports annually on its contribution to DYW implementation.</p> <p>Scottish Government has set a target for 100 additional apprenticeship opportunities in 2015/16 as well as achieving the Investors in Young People Standard.</p> <p>Local authorities are developing a framework to report on their contribution as employers to the delivery of DYW.</p> <p>Public bodies have been asked by Ministers to develop invest in youth plans. Progress will be monitored annually.</p>

Key themes and milestones for employer engagement

Achieving our ambitions for the young workforce requires a focus on the following **themes** in relation to employer engagement:

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

The **milestones** set out below detail what this will involve over the lifetime of the programme.

During 2015 – 2016, we are already seeing:

- More DYW Regional Groups in place;
- Guidance on school/employer partnerships developed with input from employers, local authorities, DYW National Group and other partners;
- Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment;
- Introduction of Regional Selective Assistance (RSA) conditionality where appropriate;
- Lead body identified to identify good practice in the recruitment of young disabled people.

And in the remainder of 2015-16 we expect to see:

- Industry led DYW Regional Groups established in more parts of Scotland;
- New services provided to growth companies by the enterprise bodies;
- Alignment of the activity of DYW Regional Groups and that of Investors in People Scotland in the promotion of the Investors in Young People accolade;
- Education Scotland capacity building activities and approaches to external evaluation are more informed by the needs of employers;
- New work placement standards for college learners published.

During 2016 – 2017, we will see:

- Support school leaders in promoting career pathway planning with opportunities for emerging school leaders to engage directly with industry;
- Regional Skills Assessments updated;
- Refocus general employability support to young people to those who face greatest barriers to employment.

During 2017 – 2018, we will see:

- School/employer partnerships operating in most secondary schools;
- Introduction of supported work placement programme for young disabled people;
- Skills Investment Plans refreshed taking account of senior phase vocational pathways;

- Delivery of mentoring support for young people in care as part of the Investors in Young People accolade.

During 2018 – 2019, we will see:

- Meaningful and productive school/employer partnerships operating in all secondary schools.

During 2019 – 2020, we will see:

- Employer satisfaction driving parts of the system nationally and informing regional curriculum planning fully.

During 2020 – 2021, we will see:

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

Education Working for All! Recommendations

This activity delivers recommendations 11, 14, 15, 18, 19, 21, 22, 23, 24, 25, 36, 39.

Measures⁶

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.

KPI 2 - Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.

KPI 6 - Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018.

⁶ Progress on this activity is being monitored against the following key performance indicators (KPIs). Please see the table Annex A for details on progress made on these measures.

Case Study – Employers

Entier Limited is an independent contract catering and support services company based in Aberdeen providing catering, housekeeping, maintenance and hospitality services to the oil and gas, education and business sectors as well as catering for corporate events, private functions and their latest diversification into the retail sector. As a business, they prioritise investment in their people and are accredited to IIP standards and have just achieved the new Investors In Young People accolade at Gold Standard.

Entier's award-winning Fresh Olives programme, launched in 2010, is a pioneering apprentice award competition aimed at school leavers. Backed by the Scottish Government's business to education programme, it won the CIS Excellence Award for Innovation in Training in 2014. During the last school session, the competition attracted 165 aspiring hospitality and events managers and cooks from four Aberdeen schools. Danielle Ritchie who graduated from the Fresh Olive Apprenticeship programme last year and went on to become a finalist in the Northern Star business awards 2015 'Rising Star', said this.

"I see schools as a vehicle to encouraging young people into the industry. Showing youngsters how they can do it – especially through apprenticeship programmes – is really important."

Peter Bruce CEO said that he was proud to have achieved the new IIP Gold Standard as recognition of the success of their apprenticeship programme.

"This is how we bring fresh and exciting talent into our company and develop them for the future success of the business"

Sylvia Halkerston DYW Programme Board members and DYW National Group member had this to say about Entier's achievements;

"I believe passionately in investing in young people and Entier do just that. In achieving the new Investors In Young People accolade at Gold Standard they are rightly being recognised for their contribution to developing the young workforce, setting standards high for other organisations. In my role as a DYW Programme Board and DYW National Group member it's fantastic to see real life examples of young people getting meaningful, work relevant education which will set them up for rewarding careers."



The local, global food family



Chapter 5 - Equality

Developing the Talents of All Our Young People

Overview

- Skills Development Scotland have developed and published a [Modern Apprenticeship Equality Action Plan](#), setting out a range of actions to promote more diversity in the successful uptake of MA frameworks.
- SDS received **£0.5m** in 14-15 to encourage under-represented groups to take up an MA.
- CareerWISE received £125,000 for their MA initiative to raise the profile of **STEM MAs** to young women and parents.
- Skills Development Scotland ran a number of pilot projects to identify best practice that can be shared and replicated. These pilots include:
 - Targeted projects looking to get more **care leavers** into Modern Apprenticeships with Who Cares Scotland, Action for Children Scotland, Barnardos and Quarriers.
 - Work to encourage **more young women into construction** MAs with industry representatives, supported by Equate.
 - A partnership project in West Lothian to encourage **women into STEM** subjects.
 - Work with Barnardos, Remploy and training providers to support **people with disabilities** to take up and sustain MA and Employability Fund opportunities.
 - Projects with BEMIS and Rathbone to increase the participation of those from **Minority Ethnic groups**.
- Together with action to maximise the support offered to young disabled students and care leavers in learning, the Scottish Funding Council are working with Skills Development Scotland and other key stakeholders to develop a plan to **address gender imbalance across further and higher education**.



Equality: Introduction

Developing the Talents of All Our Young People

One of the major challenges laid out in the Commission's report was the need to maximise the contribution of all our young people in the world of work. In practice, that meant setting out actions in the first instance to determine the barriers – both real and perceived – that meant some training, education and workplaces did not reflect the wide spectrum of young people in Scotland. Throughout the first year of implementation we have drawn on the expertise of a number of partners to take forward this research and to build on the experience of some of our delivery partners to promote training, education and jobs where the barriers were ones of perception.

Our delivery partners Skills Development Scotland set out in their [MA Equality Action Plan](#) a range of actions to promote more diversity in the successful uptake of Modern Apprenticeship frameworks, including:

- Support young people with disabilities through transition periods in their education and into employment.
- Reduce gender stereotyping and gender segregation in career choices and occupational routes chosen by young people in education.
- Broaden the range of career pathways taken by young people from Scotland's Minority Ethnic (ME) communities.
- Support young people in care and leaving care through transition periods in their education and into employment.

SDS's actions have been developed in partnership with stakeholders and a review of available evidence which highlights that many of the factors affecting participation in MAs reflect the position and treatment of different groups within the labour market and society as a whole. The plan further highlights the outcomes and timescales set against each action along with a commitment to update the plan on an annual basis.

Similarly, the Scottish Funding Council is developing a gender action plan to address imbalance on college super courses and university courses. Although not part of the remit of the report, the SFC has decided to extend the ask of the recommendations to encompass university provision, reflecting our view that this is about systemic change across education and training.

We have invested £0.5m (2014-15) to Scottish Funding Council to target gender imbalance in colleges as well as £3m to Skills Development Scotland to deliver this range of targeted activity. We recognise that we are addressing long standing challenges in ensuring all young people have equal access to education, training and employment. That is why we will continue to review and refresh the equality milestones for the next six years of the programme, reflecting the evolution of our strategy and taking into account the findings of research and the input from partners.

The challenge going forward will be to ensure that we prioritise those young people who continue to face barriers in an improving labour market, within a changing employability service and apprenticeship landscape.

Progress So Far

DELIVERY YEAR 1 – ACADEMIC YEAR 2014 – 2015		
Milestone	Programme Progress	Detailed update
Initial equalities pilot action implemented, creating new opportunities for those from currently underrepresented groups	Completed and ongoing	Initial pilot activity ongoing in West Lothian. Marketing planning for under-represented groups based on research completed.

During 2015 – we are already seeing:

- Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment;
- Lead body identified to identify good practice in the recruitment of young disabled people.

And in the remainder of 2015-16 we expect to see:

- Scottish Funding Council publishing their Gender Action Plan in early 2016 focussing on addressing gender imbalances and plans to address gender inequality more broadly working with Skills Development Scotland and other partners;
- Targeted Modern Apprenticeship campaign activity developed.

During 2016 – 2017, we will see:

- Secondary school inspection of active gender targeting in relation to college based learning and foundation apprenticeships begins;
- Scottish Funding Council implementing their plan to reduce gender imbalance on courses which they will report on annually;
- On-going implementation of Modern Apprenticeship equality action plan to increase participation by under-represented groups;
- Refocus general employability support to young people to those who face greatest barriers to employment;
- New work experience model for young disabled people introduced and improved approach to careers services for young disabled people implemented.

During 2017 – 2018, we will see:

- Delivery of mentoring support for young people in care as part of the Investors in Young People accolade;
- Introduction of supported work experience programme for young disabled people.

During 2018 – 2019, we will see:

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

During 2019 – 2020, we will see:

- Achievement of Modern Apprenticeship volume target and diversity targets.

During 2020 – 2021, we will see:

- Expanded provision fully embedded within Curriculum for Excellence, tested by Education Scotland, and valued by young people, their parents and teachers and practitioners as evidenced by uptake and outcomes;

- College outcome agreements academic year 2021-22 reflect a regional curriculum, with vocational options widely available, informed by secondary schools, local authorities and employers;
- Activity fully embedded and expansion sustained.

Education Working for All! Recommendations

This activity delivers recommendations 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

Measures⁷

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

KPI 2 - Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.

KPI 7 - To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 or worse by 2021.

KPI 8 - Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses by 2021.

KPI 9 - Increase the number of MA starts from minority ethnic communities to equal the population share by 2021.

KPI 10 - Increase the employment rate for young disabled people to the population average by 2021.

KPI 11 - Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021.

⁷ Progress on this activity is being monitored against the following key performance indicators (KPIs). Please see the table Annex A for details on progress made on these measures.

Case Study – Equality

When Greenock schoolgirl Hannah Blue was given the chance to study at West College Scotland's Greenock Campus she jumped at it. Hannah studied IMI Car Body Repair Level 1 (SCQF level 4) turning her interest in cars into valuable skills, before even leaving high school, and it's already paying off.

“My school, Notre Dame High, have an agreement with West College Scotland where 5th and 6th years can study a course at the college alongside their school subjects. The courses on offer were very different, and it meant while still at school I could do something I really enjoy, that could lead straight to a career.

I love cars, and was really interested in learning how to work with them, so I took the course in Car Body Repair. It gave me a chance to learn the basics, and see if it was what I really wanted to do, and it meant when leaving school I knew where I wanted to be.

As part of West College Scotland's work to improve young people's employability, senior pupils can study college courses while still at school. The college has a strong partnership with schools across Inverclyde and other local authority areas, and is continuing to develop and improve what's on offer.

One benefit is that pupils have a chance to study for vocational qualifications not normally available in school. Pupils can gain practical experience in a new subject, see if it's for them, and be in a great position to make their choices for leaving school.

“I didn't know what to expect; though I seriously love cars, I'd never worked with them. I went in with an open mind though, and I was keen to show a girl can do this job just as well anyone else. The college was great. Even though I was studying at a higher level, it was more relaxed than at school. It was a great place to make new friends too. I thought being the only girl would be awkward, but I was made to feel welcome and we all got on really well. I think they liked having a girl about the place!”

Hannah settled in very well to her course, and lecturer Ryan Horn was more than pleased with her work.

“Hannah showed great talent and initiative throughout her studies here, working hard to build her knowledge and develop her skills. As the only girl it could have been difficult for her, but this wasn't an issue for Hannah, or the rest of the class. It's a male-dominated profession so it's fantastic to see a young girl like Hannah show such enthusiasm and skill.



Hannah Blue – Picture courtesy of West College Scotland

“I haven’t wasted anytime; I’m now employed as a Motor Vehicle Refinisher on a 3-year Modern Apprenticeship with Arnold Clark. It’s going well so far, the course at college was a good taste of what to expect, and prepared me well.”



GLOSSARY

Advanced Apprenticeships: a new approach to blended workbased learning which includes elements of academic, as well as work-based learning to degree equivalent or above.

Curriculum for Excellence Management Board: The [Curriculum for Excellence Management Board](#) has overall responsibility for ensuring that the programme of curriculum change is delivered.

A range of organisations with a part to play in bringing about the changes in educational outcomes is represented on the Board.

These are:

- Association of Directors of Education in Scotland (ADES)
- Association of Headteachers and Deputies in Scotland (AHDS)
- College Development Network (CDN)
- Community Learning and Development Manager Group (CLDMG)
- Convention of Scottish Local Authorities (COSLA)
- Education Scotland
- Educational Institute of Scotland (EIS)
- General Teaching Council for Scotland (GTCS)
- National Association of Schoolmasters Union of Women Teachers Scotland (NASUWT)
- National Parent Forum of Scotland (NPFS)
- School Leaders Scotland (SLS)
- Scottish Council of Independent Schools (SCIS)
- Scottish Government
- Scottish Qualifications Authority (SQA)
- Scottish Teacher Education Committee (STEC)
- Skills Development Scotland (SDS)
- Universities Scotland

Curriculum for Excellence Implementation Group: The Curriculum for Excellence [Implementation Group](#) brings together those who are directly responsible for major aspects of delivery of Curriculum for Excellence. It provides a mechanism for identifying and jointly addressing key issues with a view to resolving them and so achieving successful outcomes through the implementation of Curriculum for Excellence.

College outcome agreements: Set out what colleges plan to deliver in return for their funding from the Scottish Funding Council. Their focus is on the contribution that the college makes towards improving life chances and creating sustainable economic growth for Scotland. Outcome agreements span a 3-year period and comprise a regional context statement and an outcome progress table.

Early adopter activity: This refers to the seven 'early adopter' college regions who are exploring and developing senior phase vocational pathways - aiming to bridge the gap

between school, college, university and employment for 15-18 year old secondary school students. The early adopter regions are Aberdeen & Aberdeenshire, Dumfries and Galloway, Edinburgh, Fife, Central, Glasgow, and West Lothian.

Foundation Apprenticeships: an option in the senior phase of secondary school (S4-S6) that combines nationally recognised qualifications and the acquisition of industry recognised work based skills and capabilities, through learning undertaken in the workplace and school/college. Derived from the existing Modern Apprenticeship frameworks, they better prepare the young person to progress into further or higher education, employment or offer a head start and second year entry into a Modern Apprenticeship.

Insight benchmarking tool: Insight is a new online benchmarking tool designed to help bring about improvements for pupils in the senior phase (S4 to S6). It is a professional tool for secondary schools and local authorities to identify areas of success and where improvements can be made. Insight has a focus on helping to reduce the gap between higher and lower attainers, raising attainment for all, improving literacy and numeracy and helping more young people to reach positive post-school destinations. Insight will continue to reflect the wide range of awards undertaken in school or through school college partnerships where these awards meet the criteria for inclusion. These criteria are: be SCQF credit rated; fit in with Curriculum for Excellence principles; and meet the Insight technical requirements.

Modern Apprenticeship: Modern Apprenticeships are workbased learning with employed status following a framework approved by the Modern Apprenticeship Group (MAG).

Pathfinders: the term used to describe early activity being undertaken to test new models, including foundation and advanced apprenticeships.

Regional Skills Assessments (RSA) provide a high quality and consistent source of evidence about economic and skills performance and delivery at a regional level across Scotland. They are intended as a resource that can be used to identify regional strengths and any issues or mismatches arising, and so inform thinking about future skills planning and investment at a regional level.

SCEEN: SCEEN serves as a national network of strategic lead officers on enterprise in education in local authorities. The network operates as an independent and non-representative body to facilitate discourse on all aspects related to enterprise in an education setting 3-18.

Skills Investment Plans (SIPs): statements of industry skills development needs facing each economic growth sector, and some enabling sectors, on behalf of the relevant Industry Leadership Groups with significant employer input.

STEM: refers to subjects of science, technology, engineering and mathematics.

Performance Assessment

The publication of the Developing the Young Workforce – Scotland’s Youth Employment strategy last December in response to the *Education for All!* report also set out our commitment to report, on an annual basis, progress with implementing the programme over its seven year lifespan.

In line with the Commission’s proposed approach, 11 key performance indicators (KPIs), were developed, reflecting those areas where we would focus our efforts. These indicators are long-term targets, reflecting the ambitions and lifespan of the programme. They have been endorsed by the Developing the Young Workforce Programme Board.

The programme’s impact, in terms of achieving the targets set out in the 11 KPIs, will take time and in some instances the lifetime of the programme. This reflects both the level of ambition and the challenge involved. The strategy also set out a number of milestones for each theme which demonstrate what we expect to achieve over each year of the programme and progress against these will be evident each year. It should be noted that the indicators may be subject to further refinement to fully capture the nature and level of the programme’s ambition.

In this first annual progress report, and those that will follow, we assess progress made over the year against our headline target, KPIs and milestones. The headline target and KPIs relate to the programme as a whole, and progress against these measures is set out in the table on Annex A below. Progress against the theme-specific milestones is set out in the chapters which follow.

We are currently in the process of developing an overall evaluation framework to enable us to assess the success of the programme as a whole against its intended outcomes.

Progress on Overarching Target and Key Performance Indicators

The table below sets out, for each KPI and our overarching target, the baseline figure and current figure to demonstrate progress made over the year. In addition, it sets out the data source for each indicator and the frequency with which that data is updated.

There are a number of KPIs where data is published for the first time this year (KPIs 3 and 4, explained in footnotes to the KPI table) or is not comparable with previous years (KPIs 6 and 10, explained in footnotes to the KPI table). For this reason, it is only possible to provide baselines figures at this stage. We will monitor and report on the progress of these indicators in forthcoming years.

Key Performance Indicators (KPIs) Table

KPI	Baseline figure	Current figure	Data source	Data frequency
Overarching target To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021	52,000 (Jan-Mar 2014)	41,000 (Jan-Mar 2015)	Labour Force Survey (ONS)	Annual, using Jan-Mar data
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	3.7 (Jan-Dec 2013) The ratio of the fifth best country in the EU was 2.1	3.9 (Jan-Dec 2014)¹ The ratio of the fifth best country in the EU was 2.1	Scotland data: Annual Population Survey (ONS); EU data: OECD Stat	Scotland data: Annual, by calendar year; EU data: Annual
KPI 2 Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021	19.0% (Jan-Mar 2014) The rate of the fifth best country in the EU was 14.7%	13.8% (Jan-Mar 2015) The rate of the fifth best country in the EU was 11.7%	Scotland data: Labour Force Survey (ONS); EU data: Eurostat (European Commission)	Scotland data: Annual, using Jan-Mar data; EU data: Annual, using February data

¹ The ratio has increased over the year because the unemployment rate for young people (16-24) has improved at a faster rate than the adult population (25-64). This data reflect the latest published data (13/14) which predates the DYW programme.

KPI	Baseline figure	Current figure	Data source	Data frequency
KPI 3 Increase the percentage of school leavers attaining vocational qualifications ² at SCQF level 5 and above by 2021	7% (2013/14)	7% (2013/14)	2013/14 School Leaver Statistics: data from Awarding Bodies (SQA for baseline data) and SG Pupil Census ³	Annual
KPI 4⁴ 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 ⁵	Baseline data available 15 December 2015	Baseline data available 15 December 2015	College Leaver Destination Survey (SFC) ⁶	Annual, by college year

² 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.

³ Secondary and special school leavers from publicly funded schools in Scotland are used for this measure. Data for this indicator was published for the first time this year in December 2015. Comparisons with previous years are therefore not possible. The next update will be data for 2014/15 school leavers which will be available June 2016. This data reflect the latest published data (13/14) which predates the DYW programme.

⁴ 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.

⁵ The College Leaver Destination Survey currently captures students moving into further study at any level, not just those moving into higher level study.

⁶ Data for this indicator will be published for the first time in December 2015. Comparisons with previous years are therefore not possible. The data will cover leavers from academic year 2013-14 and capture destinations 3-6 months after graduation.

KPI	Baseline figure	Current figure	Data source	Data frequency
KPI 5 The number of Modern Apprentices at level 3 and above to be increased. The target is for 20,000 out of a total of 30,000 MA starts to be at this level by 2021, i.e. two-thirds	15,655 (2013/14)	16,112 (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April-March)
KPI 6 Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018	32% (2014)	32% (2014)	Employer Perspectives Survey (UKCES) ⁷	Biennial, based on 'last 2-3 years' when respondents are surveyed
KPI 7 To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks ⁸ where the gender balance is 75:25 or worse by 2021	73% (2013/14)	72% (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April- March)

⁷ The relevant question moved from the UKCES Employer Skills Survey (2013) to the UKCES Employer Perspectives Survey (2014). Data from years prior to 2014 is therefore not comparable with data published from 2014 onwards. The next update for this figure will be in 2016 when the Employer Perspectives Survey next reports.

⁸ 'Modern Apprenticeship frameworks' refers to those MA frameworks where there was at least one start during the measurement period.

KPI	Baseline figure	Current figure	Data source	Data frequency
KPI 8 Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses ⁹ by 2021	5% average (2012/13)	6% average¹⁰ (2013/14)	Further Education Statistics collection (SFC)	Annual, by college year
KPI 9 Increase the number of MA starts from minority ethnic communities to equal the population share by 2021	1.1% (2013/14)	1.4% (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial (April-March)
KPI 10 Increase the employment rate for young disabled people to the population average by 2021	35.9% (Jan-Dec 2014)	35.9% (Jan-Dec 2014)	Annual Population Survey (ONS) ¹¹	Annual, by calendar year
KPI 11 Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021 ¹²	70% (2012/13)	73% (2013/14)¹³	Educational Outcomes for Looked After Children (SG)	Annual, by school year

⁹ Superclasses are subject groups in colleges.

¹⁰ The minority gender share in the 10 largest and most imbalanced college superclasses ranged from 2% to 9% in 2012/13 and from 3% to 12% in 2013/14. This data reflect the latest published data (13/14) which predates the DYW programme.

¹¹ The definition of disability in the Annual Population Survey changed during 2013. As a result, estimates for 2014 are not directly comparable with previous years.

¹² 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.

¹³ This data reflect the latest published data (13/14) which predates the DYW programme.

Developing the Young Workforce: early implementation budgets – breakdown for 2014-15 and planned breakdown for 2015-16

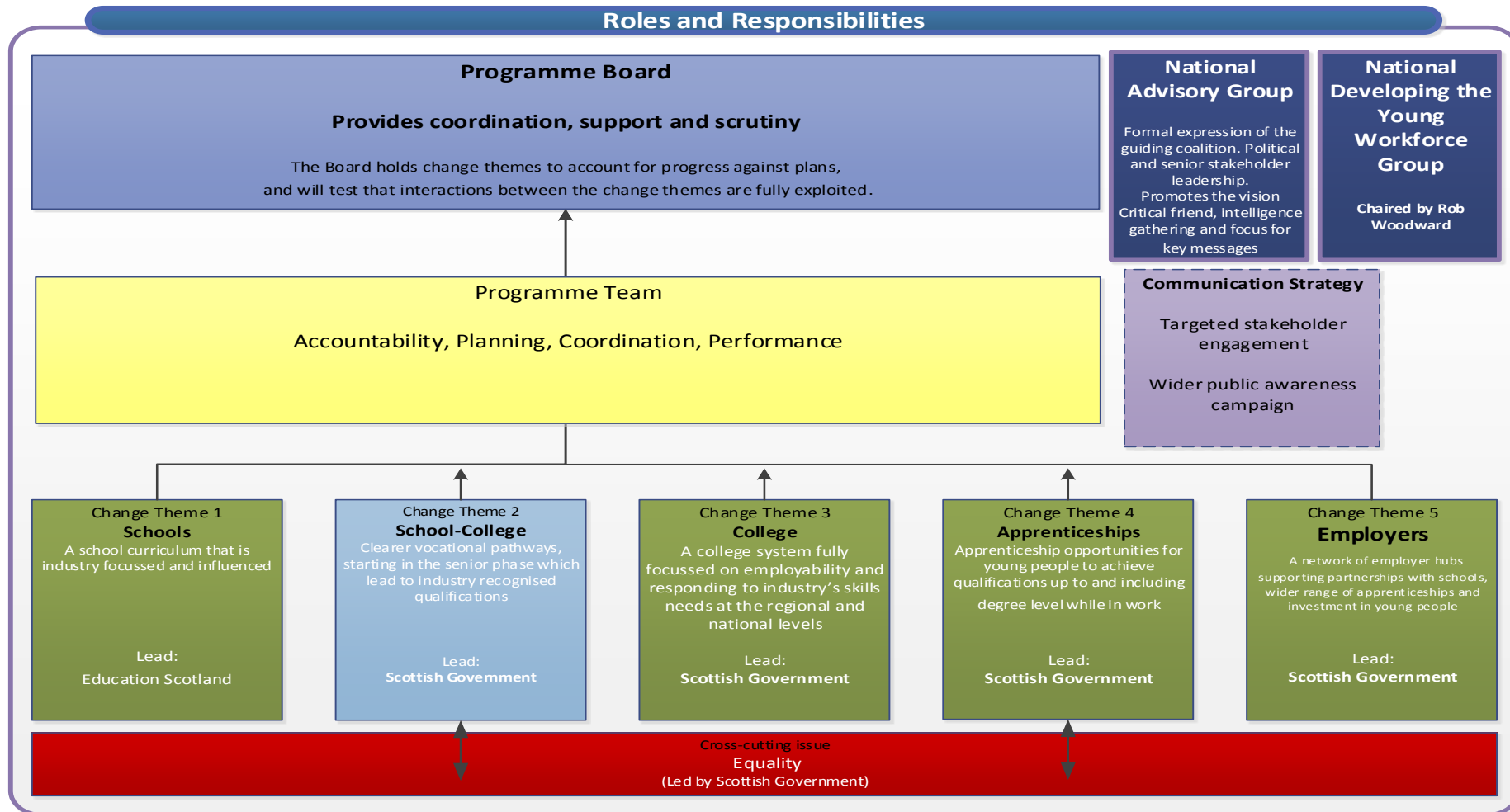
The Developing Scotland's Young Workforce programme budget for 2014-15 was £12 million, broken down as follows:

Activity	Delivered by	Budget
Developing pathways for young people into sustained and quality jobs that align with local circumstances and labour market.	Local Government Distributed across all authorities. The breakdown can be seen here.	£6.5m
Skills package including development of advanced and foundation apprenticeships.	Skills Development Scotland	£3m
Establishing new regional employer partnerships.	DYW Regional Groups	£0.1m
Implementing a new accolade for employers.	Investors in People	£0.5m
Supporting the college sector's approach to planning for DYW delivery.	Scottish Funding Council – colleges	£0.5m
Developing resources to support young people towards work.	Education Scotland	£0.5m
Running the seven year programme at a national level.	Scottish Government	£0.9m
	Total	£12m

The Developing Scotland's Young Workforce programme budget for 2015-16 is £16.6 million, planned breakdown as follows:

Activity	Delivered by	Budget
Developing pathways for young people into sustained and quality jobs that align with local circumstances and labour market.	Local Government Distributed across all authorities. The breakdown can be seen here.	£5.8m
Funding a skills package including the development of advanced and foundation apprenticeships and an enhanced careers offer.	Skills Development Scotland	£5.3m
Establishing new DYW regional employer partnerships and related activity and continued support for the Investors in Young People Accolade.	DYW Regional Groups, Investors in People	£2.75m
Supporting the college sector's approach to planning for DYW delivery.	Scottish Funding Council – colleges	£1m
Developing resources to support young people towards work.	Education Scotland	£0.5m
Running the seven year programme at a national level.	Scottish Government	£1.25m
	Total	£16.6m

Developing the Young Workforce programme - Governance Structure



DYW – managing the seven year national programme

Implementation of Developing the Young Workforce, is managed as a programme of activity, given the breadth and cross-cutting nature of the activities and ambitions.

A programme board chaired by Aileen McKechnie, Director of Advanced Learning and Science in the Scottish Government, and with membership drawn from local and central government, the college sector and the business community provides oversight of - and direction on - plans, and ensure connections are made across the programme.

The programme board meets on a quarterly cycle. It considers progress against the report's original recommendations, which are grouped into Change Themes: provision in schools through the Broad General Education (Change Theme 1), senior phase of Curriculum for Excellence (Change Theme 2), college provision (Change Theme 3), training and apprenticeships (Change Theme 4), and engagement with employers (Change Theme 5). Change Theme teams are drawn from Scottish Government and Education Scotland with input from delivery partners across the programme.

Political and senior stakeholder input comes from the National Advisory Group. Jointly chaired by Cabinet Secretary for Fair Work, Skills and Training and Councillor Stephanie Primrose, COSLA spokesperson for Education, Children and Young People, and with Sir Ian Wood as a member, the National Advisory Group meets twice a year.

Developing The Young Workforce – Membership Of Groups

Programme Board

The programme board sets the overall strategy and looks at how the programme links in with other strategic and policy developments. It provides expertise and advice to drive implementation.

Membership:

- Aileen McKechnie - Chair (Scottish Government, Director of Advanced Learning and Science)
- Linda McKay (ex-Principal, Forth Valley College; Wood Commissioner)
- Christine Pollock (ex-Director of Education North Lanarkshire, Wood Commissioner)
- Sylvia Halkerston (Former HR Director, Macphie of Glenberrie; Scottish Funding Council/Skills Development Scotland Joint Skills Committee; Wood Commissioner)
- Fiona Robertson (Scottish Government, Director of Learning)
- Mhairi Harrington (Principal, West Lothian College)
- Terry Lanagan (Director of Education West Dunbartonshire, Curriculum for Excellence Management. Board)
- Carol Henry (HR Director, Arnold Clark)
- Paul McKelvie OBE (Board member Skills Development Scotland I)
- Ken Milroy (Chair, North East Scotland College)
- Mike Callaghan (CoSLA)

The National Advisory Group

The National Advisory Group is designed 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.

Membership:

- Roseanna Cunningham Cabinet Secretary for Fair Work, Skills and Training;
- Councillor Stephanie Primrose, CoSLA (joint retained chair)
- Sir Ian Wood
- Brian Johnstone (Regional College Chair, Dumfries & Galloway)
- John Fyffe (President, Association of Directors of Education in Scotland)
- Iain Ellis (Chair, National Parents' Forum Scotland)
- Larry Flanagan (EIS General Secretary)
- Grahame Smith (STUC General Secretary, Wood Commissioner)
- Ben McKendrick (Chief Executive, Scottish Youth Parliament)
- Polly Purvis (Executive Director ScotlandIS: trade body for ICT industry in Scotland)
- Morna Simpson (founder of Girl Geek Scotland, Managing Director of FlockEdu)

- Annag Maclean (Headteacher, Castlebay High)
- Elma Murray (SOLACE representative)



Developing the Young Workforce National Group (formerly known as the National Invest in Young People Group)

The Developing the Young Workforce National Group provides expert guidance from industry, local government, the college and trade unions to oversee the establishment of a network of regional employer-led groups, a key recommendation of the Commission for Developing Scotland's Young Workforce. The National Group is chaired by Rob Woodward.

- Rob Woodward (CE, STV) - Chair
- Grahame Smith (STUC General Secretary; Skills Development Scotland and Scottish Enterprise Board; Wood Commissioner)
- Sylvia Halkerston (Former HR Director, Macphie of Glenbervie; Scottish Funding Council/Skills Development Scotland Joint Skills Committee; Wood Commissioner)
- Liz Cameron (CE, Scottish Chambers of Commerce)
- Colin Borland (Head of External Affairs Scotland, Federation of Small Businesses)
- John Stewart (Director of HR, Scottish and Southern Energy)
- Heather Dunk (Principal, Ayrshire College)
- Elma Murray (CE, North Ayrshire Council)
- Graeme Waddell (Skills Development Scotland Board, ex. Rolls Royce, Chair of Energen Biogas)

Education Working for All! – Recommendations

SCHOOLS

Senior Phase Vocational Pathways

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

Preparing Young People For The World Of Work

Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.

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

COLLEGES

Regional Outcome Agreements

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

Focus On Employment

Recommendation 5: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.

SCHOOLS AND COLLEGES WORKING IN PARTNERSHIP

Recommendation 6: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.

MODERN APPRENTICESHIPS

Alignment with Economic Growth

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

Access and Higher Level Opportunities

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

Quality Improvement

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

Growth

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

QUALITY ASSURANCE

Recommendation 11: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

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

MORE CHOICES MORE CHANCES

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.

INVOLVEMENT OF EMPLOYERS

Regional Invest in Youth Groups

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

Business and Industry Partnerships with Schools

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

Recommendation 16: Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a

programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.

Business and Industry Partnerships with Colleges

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

Industry Led Skills Planning

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

Recognising Good Practice – Invest in Youth Accolade

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

Additional Support for Businesses Recruiting and Training Modern Apprentices

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

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

Incentivising and Supporting More Employers to Recruit More Young People

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

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

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

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

ADVANCING EQUALITIES

Cross Cutting Equality Issues

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

Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority

Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

Gender

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

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

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

Young People From Black and Minority Ethnic Groups

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

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

Young Disabled People

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

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

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

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

Care Leavers

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

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

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

Get Involved

Twitter: [@scotgovfairer](#) [#youngworkforce](#)

Blog: <http://blogs.scotland.gov.uk/developing-the-young-workforce/>

E-mail: youngworkforce@gov.scot



© Crown copyright 2015

OGL

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-1-78544-883-6 (web only)

Published by The Scottish Government, December 2015

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS61309 (12/15)

W W W . G O V . S C O T