

# **Developing the Young Workforce**

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

**2nd Annual Progress Report  
2015-2016**

**December 2016**

**DYW** | Developing the  
Young Workforce



**Scottish Government**  
Riaghaltas na h-Alba  
gov.scot

## Foreword

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



**Minister for  
Employability  
and Training**



It gives us great pleasure to present the second annual report of our progress in implementing the recommendations from the Commission for Developing Scotland's Young Workforce.

Sir Ian Wood's 2014 report is one of the most important and robust contributions to Government's thinking on education. It is a clear and compelling plan of action for giving young people the skills, experiences and qualifications they need to move to positive destinations after school, and make informed choices about the jobs and careers they want to pursue.

Since taking up our respective posts as Education Secretary and Minister for Employability and Training, we have emphasised the place of Developing the Young Workforce (DYW) at the heart of this Government's approach to education. Central to achieving our ambitions for attainment, DYW comes together with Getting it Right for Every Child and Curriculum for Excellence, forming the foundation for a system which equips every young person with the skills they need for life, learning and work.

Developing the Young Workforce is about early intervention on youth unemployment. It is about changing how we work together across the education and training systems to create the best opportunities for our young people: transforming how employers and educators work together to create the workforce of the future; expanding the options for work-based learning and changing how we value that vocational offer.

Whilst there is still more to do in taking forward the agenda, we can be encouraged by the significant progress made to date and by what we have seen first-hand in schools, colleges and with employers across the country, pulling together to give young people high quality, work relevant learning opportunities. We set out an overarching target to reduce the level of youth unemployment (excluding full-time education) by 40 per cent in 2021. Despite a small increase in the level in the year to 2016, we remain on track to achieve our target. In the first two years of the programme, we have seen a decrease of 18 per cent in Scotland (excluding full-time education) from our baseline position in 2014.

This progress is down to a partnership effort between the Scottish Government, local government and many other partners across the education and training system, as well as Scotland's employers. Together with COSLA, whose valuable joint leadership of the programme remains central to its success, we want to thank all those pursuing DYW at the local, regional and national level for their continued commitment and energy.

As we look forward to the next 12 months of implementation, you will see in this report our plans to expand these opportunities for young people. The challenge as we move into the middle stage of implementation is testing the impact and reach of what we have put in place. These new partnerships, qualifications and the ways of embedding employability across schools and colleges must be improving life chances for *all* children and young people in Scotland.

The approach we take to Developing the Young Workforce will inform, and be shaped by, reforms this Government is pursuing across education, skills and enterprise to achieve equity and excellence in education and inclusive economic growth in Scotland. Within a rapidly changing and challenging wider environment, we need an ever sharper focus on how effectively we are investing in a skilled, diverse and ambitious future workforce. We look forward to working with local government and other key partners across Scotland to achieve this goal.

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

**Jamie Hepburn**  
**Minister for Employability and Training**

**December 2016**

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



I am delighted to present the second annual report on the Developing the Young Workforce (DYW) programme.

As COSLA Spokesperson for Education, Children and Young People, I'm very pleased to see the progress being made by local government, Scottish Government and other key partners to implement DYW. This is a real testament to partnership working and the efforts of all involved to put young people and their futures at the heart of everything we do.

The DYW programme rests at the heart of local government with a wide diversity of council services coming together such as education, economic development, human resources and social work to take the programme forward. Local Authority politicians and staff are entirely supportive of the programme and we are making real progress at a local level - working with employers, colleges and other key partners.

We have seen the implementation of a number of successful local DYW related initiatives across the country such as the Scottish Education Award 2016 finalists Bonhill Primary School at West Dunbartonshire Council and Braeview Academy, Dundee City Council that provide enterprise and employability skills.

In my own local authority at East Ayrshire, the '2 + 3 programme' has supported young people to develop employability skills that has enabled them to progress into positive destinations as well as improve their motivation.

I'm also aware that a great deal of progress is being driven in local authority schools across the country with many schools establishing DYW champions as a dedicated staff resource. In addition, it has been pleasing this year that

the first school pupils in Scotland completed Foundation Apprenticeships which is a very positive development.

I am clear that there is still much to be done if we are to truly transform the potential economic life of young people. There are a number of challenges and opportunities ahead such as the need to ensure that the Apprenticeship Levy positively contributes to the DYW Programme and that best practice from local authorities and other partners is captured and disseminated, given that in many instances success can be achieved by ensuring it is embedded locally.

Overall, the progress being made on the DYW Programme has been encouraging. As such, I look forward to the year ahead and the continued co-operation between local government, Scottish Government and our partners to build on our strong beginnings.

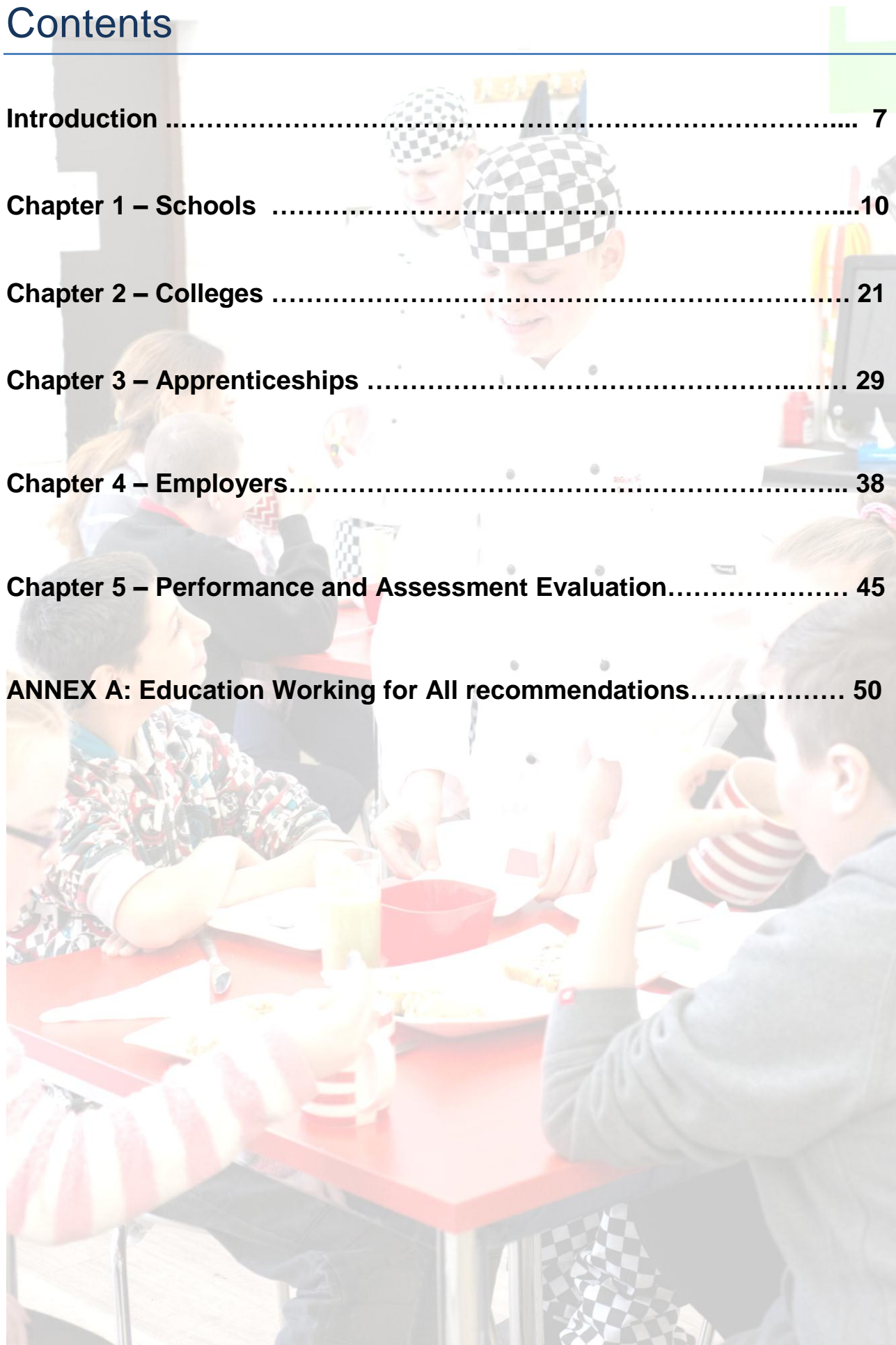
**Councillor Stephanie Primrose, COSLA Education, Children and Young People Spokesperson**

**December 2016**

# Contents

---

<b>Introduction .....</b>	<b>7</b>
<b>Chapter 1 – Schools .....</b>	<b>10</b>
<b>Chapter 2 – Colleges .....</b>	<b>21</b>
<b>Chapter 3 – Apprenticeships .....</b>	<b>29</b>
<b>Chapter 4 – Employers.....</b>	<b>38</b>
<b>Chapter 5 – Performance and Assessment Evaluation.....</b>	<b>45</b>
<b>ANNEX A: Education Working for All recommendations.....</b>	<b>50</b>



# Introduction

---



## **REDUCING YOUTH UNEMPLOYMENT BY 40% by 2021**

In publishing our Youth Employment Strategy, *Developing the Young Workforce*, in December 2014, the Scottish Government committed to annual reporting on progress. This second annual report largely covers academic year 2015/16 and highlights early progress made in the first part of academic year 2016/17.

The report sets out the improvements being made across the learning system and with employers to prepare young people for working lives. It details the way in which, two years into implementation, expansion and enhancement of the reach, range, quality and impact of work based and work relevant opportunities for young people continues apace.

### **Progress**

Headlines include:

- 17 regional DYW employer groups in place working with schools and colleges across the country;
- vocational provision for young people in the senior phase is growing, including a significant expansion of Foundation Apprenticeships;
- our first increased target for Modern Apprenticeships was exceeded;
- the introduction of careers advice earlier in schools and creation of new standards for careers education and for work placements in schools and colleges;
- A gender action plan in place for further and higher education, and an equalities plan for apprenticeships to ensure we are doing all we can to shift under representation in certain subjects and careers.

## Next steps

Looking ahead we need to maintain this momentum as we move to the middle phase of the programme. Now that the establishment of regional employer groups is well underway, we will focus on raising their profile and impact in schools and colleges, and consider their sustainability. We will also assess the impact of the new careers standard and how it is changing practice and consider how the work placement standard is developing employer engagement in schools and colleges. The continued expansion of vocational courses will also be a focus in the year ahead, and we will be able to assess how the experience in schools is changing for all young people, especially those from different equality protected characteristics.

## Measuring impact

At the level of assessing the high level impact we need to make, 11 Key Performance Indicators (KPIs) have been established which underpin the programme. The headline target for the programme is to reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021. Chapter 5 of the report sets out the current position on KPIs in detail. We are seeing encouraging movement in:

- increase the percentage of school leavers attaining vocational qualifications at SCQF (Scottish Credit and Qualifications Framework) level 5 and above by 2021 (**KPI 3**);
- 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 5**);
- increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses by 2021 (**KPI 8**).

And that we still have further progress to make in:

- Being 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 2**);
- To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks where the gender balance is 75:25 or worse by 2021 (**KPI 7**).

## RUNNING THE SEVEN YEAR PROGRAMME

2014



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 current and anticipated employment opportunities.

- Following this, the Scottish Government's Youth Employment Strategy, *Developing the Young Workforce*, was published in December 2014, which accepted all recommendations in the Commission's report and set out how the Government would implement them.



- A Programme Board with membership from the Wood Commission, national and local government, colleges and employers was established by the Scottish Government to provide strategic advice and challenge on progress. The Board meets quarterly and in its first year convened in West College Scotland, Scottish Power Learning, GTG Training, and Dunfermline High School.
- A National Advisory Group was also established to promote the vision of the plans, maintain the political will and represent the views of senior stakeholders. An assessment framework with 11 Key Performance Indicators was also agreed and is jointly led by Local Government.

**2015**



The first [DYW Annual Report](#) was published in December. In 2015 we:

- held 4 Programme Board meetings in locations including Forth Valley College, Armadale Academy, Annahill Primary School.
- held 1 National Advisory Group meeting

**2016**



We published this second annual report in December 2016 and:

- held 4 Programme Board meetings in locations including New College Lanarkshire and Thornton Primary School.

## Case Studies

Case studies from rural, central belt and island areas of Scotland, illustrating the impact of Developing the Young Workforce on young people from primary school through to employment, helping practitioners involved in the planning, implementing and evaluating the Developing the Young Workforce agenda can be found at the following website:

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/resources/interestingpracticeexamples.asp>

## Equality

An Equality Impact Assessment (EQIA) is being developed for the programme and will be published in 2017. The EQIA will be updated annually throughout the remainder of the programme in line with policy developments.

To demonstrate where milestones and deliverables are specifically related to equality aspects throughout the programme, the following symbol is used:



## Further Information

Further information on the following can be found at:

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

- Glossary
- Governance Structure
- Programme Board Membership
- National Advisory Group Membership
- DYW National Employer Group

# Progress in Schools



The percentage of school leavers attaining vocational qualifications at SCQF level 5 or above rose 1.7% from 7.3% in 2013/14 to 9% in 2014/15



Attainment of SQA Awards, Skills for Work, Personal Development, National Certificates and National Progression Awards was up by 17% in August 2016 compared with August 2015



Foundation apprenticeships in Engineering and Financial Services were completed by 66 young people in summer 2016



**10%**

of secondary schools tested the earlier careers service offer as set out in the Career Education Scotland Standard (3-18)



**2,393**

senior phase pupils enrolled in college courses in 2014/15 compared to 2,101 in 2013/14



**6**

tools and resources created for schools, teachers and practitioners to support careers learning



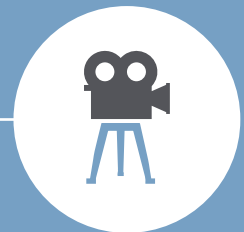
**15**

colleges offering Foundation Apprenticeships across 5 sectors in academic year 2015-16



**3**

DYW learning events held to facilitate partnership working



**13**

exemplars of interesting practice published

# Work Relevant Learning from 3 - 18

## Overview

The Deputy First Minister and Cabinet Secretary for Education & Skills has made it clear that DYW is one of the three key pillars of education policy in Scotland, alongside Getting it Right for Every Child and Curriculum for Excellence.

As we move into the third year of DYW implementation, the importance of strengthening partnerships and links between our education system and the world of work remain key in the drive towards closing the attainment gap and ensuring that all our young people can fulfil their potential.

These principles have been reflected in the [Education Delivery Plan - Delivering Equity and Excellence in Scottish Education](#), published in June 2016, which reinforces the Scottish Government's commitment to DYW. A further key commitment within the Education Delivery Plan is to review the 15-24 learner journey. This is to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support.

Good progress has been made in early years settings, primary and secondary schools over 2015/16 in developing a shared understanding and ambition for DYW in schools, starting from the early years. There is a growing awareness that a greater focus on skills is critical to enabling children and young people make direct links with the world of work and what it has to offer. The standards and guidance<sup>1</sup> published in September 2015 are supporting practitioners across 3 to 18 provision to develop their thinking and practice. We are already seeing some notable examples of a commitment to the 3-18 approach.

A key aim of DYW in early years and schools is to ensure that all children and young people develop an understanding of how their own skills, aspirations and capabilities link to the world of work. Equally important is that they have access to work relevant learning, a wider range of pathways and more opportunities to access vocational qualifications in the senior phase. Secondary schools and their partners are thinking more about pathway choices rather than individual qualifications; however, despite an increase in the range of pathways emerging in the senior phase, the offers are not yet universal.

We want all young people to have access to these opportunities and as such we must maintain momentum until there is an overarching shift in the curriculum offer in schools. Indications of a shift are starting to be reflected in the rise in attainment of vocational qualifications and the increasing numbers of senior phase pupils enrolled in colleges. The development and expansion of Foundation Apprenticeships will play a key role in helping us to meet these ambitions.

Improving partnerships is key to increasing the breadth of opportunity and choice for children and young people. DYW is strengthening existing partnerships and generating

---

<sup>1</sup> [https://www.educationscotland.gov.uk/Images/WorkPlacementStandard0915\\_tcm4-870517.pdf](https://www.educationscotland.gov.uk/Images/WorkPlacementStandard0915_tcm4-870517.pdf)  
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/schoolemployerpartnerships/index.asp>  
[https://www.educationscotland.gov.uk/Images/CareerEducationStandard0915\\_tcm4-869208.pdf](https://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf)

opportunities for new partnerships, with provision being co-ordinated by groups and strategies at a local authority or regional level. A number of local authorities are now aligning their secondary school timetables with other authorities and colleges, which increases the options available to young people. In addition almost all secondary schools have a senior member of staff with responsibility for DYW.

Supporting improvements across early years settings, primary and secondary schools in Science Technology Engineering and Maths (STEM) education and training in line with DYW has also been a focus of activity during 2015/16. The principles of DYW are embedded in the Scottish Government's draft STEM Education and Training Strategy for Scotland. STEM work based pathways and opportunities for children and young people (3-18) form an important part of the [consultation on a STEM Strategy for Education and Training](#), which will inform a final version of the Strategy for delivery. This consultation closes on 31 January 2017.

### **Key deliverables:**

- The percentage of school leavers attaining vocational qualifications at SCQF 5 or above rose from 7.3% in 2013/14 to 9.0% in 2014/15, with increases in 28 of the 32 local authorities. During this period the percentage of school leavers attaining vocational qualifications increased at all SCQF levels from 2 to 6. Attainment at SCQF level 7 remained the same at 0.1%.
- Attainment of Scottish Qualifications Authority (SQA) Awards, Skills for Work Courses, Personal Development Courses, National Certificates and National Progression Awards in total was up by 17.0% (to over 51,000) in August 2016 compared to August 2015.
- Foundation Apprenticeships were launched in AY 2014/15, with 2 pathfinders in Engineering in 2 local authorities and involving 2 colleges, expanding in AY 2015/16 to 5 frameworks across 20 local authorities and involving 15 colleges. As of AY 2016/17, there are more than 480 young people participating in Foundation Apprenticeships. Delivery covers 8 frameworks across 25 local authorities and involves 18 colleges. Two new frameworks will be available for delivery in AY 2017/18.
- Skills Development Scotland (SDS) tested the new expectations set out in the Careers Education Standard (3-18) in 10% of secondary schools, ahead of full roll out in 2016/17. SDS also launched an early digital offer called 'I can' designed for children in P5 to P7.
- Scottish Funding Council (SFC) data shows that 2,393 senior phase pupils were enrolled in college courses in 2014/15 compared to 2,101 in 2013/14 - an increase of 14%
- The final evaluation of the SFC Early Adopter Programme was published in July 2016, emphasising the importance of strategic regional partnership working, the role of regional co-ordinators and effective employer engagement.
- [SQA Journeys](#) has been designed to support DYW and SQA has produced a range of success stories and resources to highlight where their qualifications fit within the DYW programme. The [SQA Journeys video](#) gives an overview of how SQA can support Scotland's young workforce by working together with training providers, colleges and schools to ensure young people have the skills and qualifications employers are looking for. Their [National 4 case study](#) highlights some of the pathways available to young people who have studied National Qualifications, including employment.

- Local authorities have been supported to play their part in implementation, receiving £12.3m over 2014/15 and 2015/16 from the DYW implementation budget.
- During 2015/16 Education Scotland and SDS worked collaboratively with a range of partners and local authority DYW leads to promote the Career Education Standard (3-18), the Work Placements Standard and the Guidance for School/Employer Partnerships, and to support early implementation work in schools.
- Guidance and support for early years, primary and secondary practitioners include professional learning resources, self-evaluation tools and sample lesson inserts for specific curriculum areas.
- Exemplars of emerging practice are provided on the new National Improvement Hub and promoted via twitter, the monthly Education Scotland e-bulletin and the Education Scotland Learning Blog. DYW was a main focus of activity at the Scottish Learning Festival in September 2016.
- The SFC Gender action plan outlines a range of actions to address gender imbalance in subjects within Colleges and Universities. SFC will now work with national partners to implement these actions and also include schools interests to support and share approaches to this issue.
- Five school clusters from four authorities have been involved in a programme to develop whole learning community approaches to STEM with clear links being made to careers and work. The clusters all included primary and secondary schools and one included a strong focus on early learning centres.
- Since August 2015 project officers have been working with primary and secondary schools in six school clusters to develop approaches to promoting gender balance in STEM. The learning from the Improving Gender Balance project was showcased at the Scottish Learning Festival in September 2016. The project will have an increased focus on early learning and childcare in 2016/17.
- Education Scotland's general inspection and review activity focussed on increased dialogue with early years centres, primary and secondary schools about DYW. Specific reviews covered topics such as: curriculum planning in colleges; youth awards in Scotland; the senior phase in one local authority; and the quality of provision for engineering in colleges.

## Progress So Far

DELIVERY YEAR 2 – ACADEMIC YEAR 2015 – 2016		
Milestone Over-View	Progress	Detailed Update
DYW programme reflected in college Outcome Agreements and curriculum planning;	<b>Completed</b>	College Outcome Agreements contain DYW plans which outline how regions will prioritise STEM provision, enhance employer engagement and develop pathways from school through college and into employment as part of their wider contribution to DYW.
Guidance on school/employer partnerships developed with input from employers, local authorities, DYW National Group and other partners;	<b>Completed</b>	The <a href="#">Guidance on School/Employer Partnerships</a> sets out the benefits and value of partnerships which can enrich learning across the curriculum and help young people's readiness for employment. Following the publication of this guidance for DYW Regional Groups and local authorities, employers, and schools, we have been supporting the development of the Regional Groups' consideration of the criteria of an effective school/employer partnership
A new standard for work placements;	<b>Completed</b>	The <a href="#">Work Placements Standard</a> , aims to support young people in their career choices by providing a relevant, challenging and enjoyable experience within the workplace
Considerable scaling up of Foundation Apprenticeship pathfinders;	<b>Completed</b>	<p>Foundation Apprenticeships were launched in AY 2014/15, with 2 pathfinders in Engineering in 2 local authorities and involving 2 colleges, expanding in AY 2015/16 to 5 frameworks across 20 local authorities and involving 15 colleges. As of AY 2016/17, there has been further expansion with more than 480 young people now participating in Foundation Apprenticeships. Delivery covers 8 frameworks across 25 local authorities and involves 18 colleges. Expansion of frameworks across years is as follows:</p> <ul style="list-style-type: none"> <li>Business Skills – available from 2016</li> <li>Civil Engineering – from 2015</li> <li>Engineering – from 2014</li> <li>Financial Services - 2015</li> <li>IT Hardware Systems Support – from 2016</li> <li>IT Software Development – from 2016</li> <li>Social Services and Healthcare – from 2015</li> <li>Social Services: Children and Young People – from 2015</li> </ul> <p>Two new frameworks, Creative and Digital Media and Laboratory Skills, will be available for delivery in AY 2017/18.</p>

		<p>A review of the early Foundation Apprenticeship pathfinders delivered during 2014-16 was completed in 2016 to capture insight and learning is being shared with stakeholders and delivery partners to inform future development and delivery. The learning has highlighted the benefits of Foundation Apprenticeships to the work-based learning agenda and also included suggestions from delivery partners and participants on ways in which delivery could be further improved.</p> <p>All Foundation Apprenticeships have an allocated SCQF credit rating and 7 out of 8 have been uploaded onto the SCQF database. The remaining Foundation Apprenticeship in Business Skills will be uploaded in December.</p> <p>Insight tariff values have been agreed for all Foundation Apprenticeships and will be reflected in the Insight system from 2016/17. An increasing number of universities have agreed to accept Foundation Apprenticeships as part of their entry requirements – both general and faculty admissions. Further work is being progressed with Universities and Colleges Admissions Services (UCAS) to ensure there is a proper recognition for Foundation Apprenticeships.</p>
Engagement with children, young people, teachers and practitioners, parents and employers to actively promote the range of options available;	<b>Completed</b>	Schools and their partners are using the guidance and standards documents to support children and young people in thinking about their skills development, links to the world of work and possible career pathways. They are using the documents to reflect on the curriculum and how practitioners can make relevant and meaningful links between subject areas and the economy.
A new standard for careers education (3-18) for all children and young people is in place;	<b>Completed</b>	<a href="#">The Career Education Standard (3-18)</a> , aims to improve learning about the world of work for children and young people. The standard sets out entitlements for children and young people and the expectations of those most closely involved in supporting their learning and the choices they make about possible pathways.
An interim evaluation of the early adopter programme published by SFC in November 2015 with a final report to be published early in 2016;	<b>Completed</b>	The <a href="#">SFC Early Adopter Programme - Final Evaluation Report</a> was published in July 2016 and emphasises the importance of strategic regional partnership working, the role of regional co-ordinators and effective employer engagement.
A partnership baselining	<b>Completed</b>	A partnership baselining exercise was carried out July - September 2015. This provided

<p>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.</p>		<p>an insight into how partnerships between local authorities, schools and colleges were being further developed in relation to Senior Phase Vocational Pathways. An analysis of the responses was produced and disseminated to partners in November 2015.</p>
<p>An increase in uptake and attainment of vocational qualifications available to those in the senior phase;</p>	<p><b>Completed</b></p>	<p><u>The attainment and leaver destinations statistics 2014-15</u> published in June 2016 show that the percentage of school leavers attaining vocational qualifications at SCQF 5 or above rose from 7.3% in 2013/14 to 9.0% in 2014/15, with increases in 28 of the 32 local authorities. During this period the percentage of school leavers attaining vocational qualifications increased at all SCQF levels from 2 to 6. Attainment at SCQF level 7 remained the same at 0.1%.</p> <p>SFC data shows that 2,393 senior phase pupils were enrolled in college courses in 2014-15 compared to 2,101 in 2013-14 (an increase of 14%).</p> <p>Attainment of SQA Awards, Skills for Work Courses, Personal Development Courses, National Certificates and National Progression Awards in total was up by 17.0% (to over 51,000) in August 2016 compared to August 2015.</p>
<p>An increase in the quality and number of strategic partnerships between local authorities, early years, schools and colleges, to widen the offer to young people in the senior phase;</p>	<p><b>Ongoing</b></p>	<p>Expectations around the development of Senior Phase Vocational Pathways have been set out clearly, as a priority, within the SFC Outcome Agreement Guidance for colleges.</p> <p>Discussions on growing senior phase vocational pathways were held with Directors of Education and College Principals in all college regions in 2015-16.</p> <p>During 2015-16 guidance and arrangements to align inspection and review activities with DYW was progressed. This includes the development of new quality arrangements for colleges requiring a greater focus on partnership working.</p> <p>Secondary schools have designated DYW staff and are using them to foster partnerships, as well as curriculum planning and liaising with career advisors.</p>



		<p>In September 2015 Education Scotland published, <a href="#">Secondary Fieldwork Visits - A Summary Report</a> reflecting information gathered across 40 schools from November 2015 to March 2016. Almost all schools in the sample were developing important links with local employers and partner providers such as colleges, universities and youth groups; all schools in the sample had a range of work relevant learning opportunities in place; and almost all schools hope to introduce more vocational qualifications within curriculum areas going forward.</p> <p>The third Learning Event – bringing together local and national delivery partners - was focussed on the development of the senior phase offer. This was followed up by a more in depth senior phase service design workshop with a representative group of partners and provides a clear focus for the next stage of work in 2016/17.</p>
DYW reflected in local authority strategic plans and opportunities taken to influence community plans;	<b>Ongoing</b>	Discussions were held with directors of Education and College principals across Scotland in 2015-16 to look at how they were growing DYW provision, with a particular focus on senior phase vocational pathways. From these discussions it was clear that there is real support for DYW and many regions across Scotland have groups and strategies in place at a local authority or region level to co-ordinate local approaches. Each authority and college has a named DYW lead person, who has been involved in a range of DYW engagement activities and learning events.
Guidance and support developed by Education Scotland and SDS for teachers and practitioners to support young people in S3 to learn about finding, applying and getting a job;	<b>Completed</b>	The new offer for young people in S2/ S3 as set out in Career Education Standard 3-18 from SDS was tested in a sample of schools over 2015/16 in preparation for the full roll out starting in 2016/17. Learning from this early demonstrator activity was built into guidance and support.
Relaunch My World of Work website with a greater learner focus linked to career pathways.	<b>Completed</b>	The revised <a href="#">'My World of Work'</a> portal was launched in March 2016.
Guidance and support developed by Education Scotland and SDS for teachers and practitioners on the world of	<b>Completed</b>	The first of a suite of Learning resources to support the expectations of teachers and practitioners set out in the Career Education Standard 3 – 18 was published. Lesson plans for careers/guidance staff and lesson inserts for all subject teachers are being co-produced with practitioners. Education Scotland e-bulletin established to share

work aimed at ages 3-18;		information and links to emerging practice.
Lessons from SFC early adopter activity regions disseminated widely;	<b>Completed</b>	The <a href="#">SFC Early Adopter Programme - Final Evaluation Report</a> was published in July 2016, emphasising the importance of strategic regional partnership working, the role of regional co-ordinators and effective employer engagement.
A quality assurance review for the careers service as part of a continuous improvement regime is in place;	<b>Completed</b>	Education Scotland has a programme in place for review and follow-up visits of careers services delivered by SDS to adults and young people.
The continued establishment of DYW Regional Groups working in partnership with local authority education teams across Scotland.	<b>Ongoing</b>	Good progress is being made in establishing partnership working across the education authorities and DYW Regional Groups.
Appropriate further measures of success for early years, primary and secondary schools in relation to the DYW programme developed.	<b>Ongoing</b>	Improvement in employability skills and sustained, positive school leaver destinations for all young people is one of the four current priorities for the National Improvement Framework. Employability and partnerships are also highlighted in <a href="#">HGIOS 4</a> with quality indicators looking at the development and promotion of partnerships and increasing employability skills. This will be reflected in ES inspections going forward.

## 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 2016-17, we will see:

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- The review of the early Foundation Apprenticeship pathfinders was completed in November 2016 and the insight and learning captured is being used to inform future development and delivery;
- More local authorities engaged in Foundation Apprenticeship pathfinders;
- Delivery of Foundation Apprenticeships across 8 frameworks, across 25 local authorities and in 18 colleges;
- 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 Apprenticeships across Scotland with new Foundation Apprenticeships in Laboratory Skills and Creative Digital Media available to study, increasing the number of frameworks to ten
- A significant expansion in the number of pupils participating in Foundation Apprenticeships and covering every Scottish local authority area.
- Delivery of mentoring support for young people in care as part of the Investors in Young People accolade;
- Two new frameworks available for delivery in AY 2017/18;
- 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.

- School/employer partnerships operating in most secondary schools

**During 2018 – 2019, we will see:**

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Pathfinder activity on Foundation Apprenticeships and equalities being rolled out across the country;
- All secondary schools will have active partnerships with regional colleges;
- Further expansion of Foundation Apprenticeship delivery across Scotland;
- 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;



One  
Scotland

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.

# Progress in Colleges



of 16-24 year old college leavers progressed either to higher study, training, work or modern Apprenticeships in 2014/15



increase in Senior phase enrolments on vocational pathways in 2014/15 compared to 2013/14



received by colleges over 2014/15 and 2015/16 to support the development of new opportunities for young people, employer engagement and trial gender action to address gender under-representation in subjects



SFC Gender Action Plan for Further and Higher Education published outlining actions to be taken with partners to address gender imbalances



College work placement standard published, to promote work placements for all college learners



All College Outcome Agreements for 2016/17 contain DYW plans. Colleges will prioritise STEM, enhance employer engagement, and develop pathways from school to college to employment



New vocational opportunities with partners and employers expanding the offer and opportunities for senior phase pupils

## Overview

Colleges and regional partnerships have built on progress made in AY 2014/15 to increase their vocational offering to senior phase pupils across Scotland. The experience of the 7 Early Adopter Regions, with findings from the pilot published in [July 2016](#), have helped to inform this expansion. An important milestone was achieved in August 2016, when the SFC published its Gender Action Plan. This sets out the framework, timelines and actions required to address gender imbalance within further and higher education.

Significant progress has been achieved in re-shaping the quality assurance process to better respond to the scale of regional colleges and provide assurances to stakeholders around quality enhancement. The three pilot regions for this work reported in October 2016 and the new approach will be rolled out in partnership with Education Scotland across the sector in 2016/17. A greater emphasis will be placed on work placements within college provision and the College Work Placement Standard Implementation Plan will provide the basis for this work in 2016/17.

The College Outcome Agreement Guidance for AY 17-18 outlines the key priorities for colleges, including DYW, with a continuing emphasis on growing senior phase vocational pathways, employer engagement, STEM and gender action. Key challenges include:

- Supporting regional partnerships to grow the volume of higher level vocational pathways.
- Implementing the Gender Action Plan including colleges' plans to address regional subject level imbalances.
- Implementing the College Work Placement standard.
- Rolling out the new college quality arrangements across the sector.
- Formalising college links with new DYW Groups and further developing employer engagement with colleges.

## Key Deliverables

- Colleges have created new vocational opportunities with partners and employers expanding the offer and opportunities for senior phase pupils across Scotland.
- In AY 2015/16, college regions worked with their partner local authorities to develop new senior phase vocational pathways and deliver their DYW plans. This built on the work of the SFC supported early adopter pilots in AY 2014/15 which involved 7 college regions, in partnership with 9 local authorities and 61 schools, developing 19 new courses at SCQF level 5 and above.
- SFC data shows there were 2,393 senior phase enrolments on college courses in 2014/15 compared to 2,101 in 2013/14 - an increase of 14%.
- Final statistics are yet to be published for AY 2015/16, however based on estimates the trend for increasing uptake of senior phase pathways is predicted to have continued in AY 2015/16 and early signs for AY 2016/17 recruitment also indicate continued growth.
- Foundation Apprenticeships were launched in AY 2014/15, with 2 pathfinders in Engineering in 2 local authorities and involving 2 colleges, expanding in AY 2015/16 to 5 frameworks across 20 local authorities and involving 15 colleges. As of AY 2016/17, there are more than 480 young people participating in Foundation Apprenticeships. Delivery covers 8 frameworks across 25 local authorities and involves 18 colleges. Two new frameworks will be available for delivery in AY 2017/18.

- Analysis of the AY 2016/17 Outcome Agreements provides evidence that colleges are continuing to develop their curriculum offering to meet employer and regional skills needs. Outcome Agreements contain DYW plans which outline how regions will prioritise STEM provision, enhance employer engagement and develop pathways from school through college and into employment as part of their wider contribution to DYW.
- The SFC's Gender Action Plan for Further and Higher Education was published in August.
- Colleges received £1.5m from the DYW Budget over AY 2014/15 and AY 2015/16, this supported a range of activity including capacity building to develop opportunities for young people, targeted employer engagement and development of gender action to address gender under-representation in subjects.

## Progress So Far

DELIVERY YEAR 2 – ACADEMIC YEAR 2015 – 2016		
Milestone Over-View	Progress	Detailed Update
An interim evaluation of the early adopter programme published by SFC in November 2015 with a final report to be published early in 2016;	<b>Completed</b>	The Interim Evaluation was published in November 2015, with key findings promoted at the 3 <sup>rd</sup> DYW Learning Event on 2 <sup>nd</sup> December 2015. The Final Report was published in July 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;	<b>Completed</b>	A baselining exercise was undertaken to understand the nature, arrangements and effectiveness of local-authority – school- college partnerships in relation to Senior phase vocational pathways. This was shared with sector representatives and stakeholders.
Publication by SFC 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;	<b>Completed</b>	A summary of the aspirations and commitments made within the AY 2016-17 Outcome Agreements was published in April 2016. This included an overview of the plans for DYW including growing the senior phase vocational pathway offer.
Meetings with SG, Directors of Education and their Regional College Principals to consider how these partnerships are	<b>Completed</b>	A summary report of the strategic dialogue meetings with SG, Directors of Education and Regional College Principals was produced in Autumn 2016. Discussions with Directors of Education and College Principles on growing senior phase vocational pathways were held in all college regions in 2015/16. A key message from these was that the implementation of DYW has had an energising effect on partnership working



developing at a strategic level and the changes that have been introduced with the implementation of DYW.		across Scotland, raising expectations and demand for more effective shared delivery, helping partners to agree a shared vision of aims and priorities and to articulate their intended outcomes more clearly.
A plan from SFC to enhance college engagement in Community Planning Partnerships;	<b>Ongoing</b>	This work is being taken forward through direction contained within the College Outcome Agreement Guidance for AY 2017/18 around engagement with CPP partners in the development of the Outcome Agreement. Levels of engagement with CPPs will be gauged through a survey to be issued in AY 2016/17.
Young people benefitting from better work-related learning experiences;	<b>Ongoing</b>	The Work Placement Standard was developed in collaboration with College representatives and key stakeholders, employers were consulted for their input. It was launched in August 2016 and an Implementation Group alongside College Development Network will be taking this work forward in AY 2016/17 to highlight good practice and enhance and broaden the scope of work placements within college provision.
SFC report on college leaver destinations for 2013-14 leavers;	<b>Completed</b>	The College Leaver Destination Survey for AY 2014/15 was published in September 2016, it was enhanced from the previous year's survey to provide a readout for DYW KPI 4, of the 16-24 year olds for whom destinations were confirmed, 82.9% progressed either to higher study, training, work or modern apprenticeships.
SFC publishing their Gender Action Plan in early 2016 focussing on addressing gender imbalances and plans to address gender inequality more broadly working with SDS and other partners;	<b>Completed</b>	The SFC's <b>Gender Action plan</b> for Further and Higher Education was published in August 2016 it outlines the actions which will be taken in collaboration with colleges, universities and other partners to address gender imbalances. In outlining work to develop a regional school engagement strategy and combine the various strands of schools activity including advice, pathways and bridging programmes a key purpose and element of this work will be to tackle gender under-representation at subject level and overall male under-representation.
College Outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities;	<b>Completed</b>	Outcome Agreements for AY 2016/17 were published in summer 2016, including plans for their contribution to DYW priorities.

SFC developing a strategy to promote the value to employers of engaging with colleges;	<b>Ongoing</b>	SFC working with key partners including College principals to scope work required to promote the value to employers of engaging with colleges.
Capacity building to support enhanced employer engagement in the college sector;	<b>Ongoing</b>	The Work Placement Standard was developed in collaboration with College representatives and key stakeholders, employers were consulted for their input. It was launched in September 2016 and an Implementation Group alongside College Development Network will be taking this work forward in AY 2016/17 to highlight good practice and enhance and broaden the scope of work placements within college provision.
Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments;	<b>Completed</b>	SDS has agreed with SFC a process for the finalisation of Outcome Agreements for colleges that makes full use of Regional Skills Assessments and Skills Investment Plans. The guidance for 2017-18 Outcome Agreements reflects the need to make use of Regional Skills Assessments and Skills Investment Plans in the planning of college delivery.
New work placement standards for college learners published.	<b>Completed</b>	The College Work Placement Standard was launched in September 2016.

## 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 2016 – 2017, we will see:

- College Outcome Agreements for AY 2017/18 demonstrating more opportunities for young people, building on the development of senior phase vocational pathways by April 2017;

 **One Scotland** SFC 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 by September 2016;
- SFC report on college leaver destinations for 2014/15 leavers by October 2016;
- 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 by April 2016.

### During 2017 – 2018, we will see:

- All colleges offering vocational options to the majority of secondary schools in their region;
- College Outcome Agreements for AY 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 AY 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 AY 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:**



One  
Scotland

College Outcome Agreements for AY 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.

# Progress with Apprenticeships

---



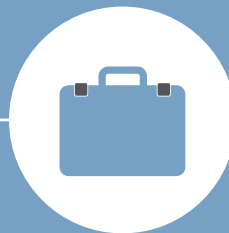
Modern Apprenticeships started in 2015/16, exceeding the target of 25,500



On track to achieve this year's target of 26,000 Modern Apprenticeship starts as the next step towards 30,000 starts per year by 2020



Established the Scottish Apprenticeship Advisory Board to provide industry leadership into our plans to grow, widen and enhance the apprenticeship offer in Scotland



Through [www.apprenticeships.scot](http://www.apprenticeships.scot) employers can advertise live apprenticeship vacancies with the ability for young people to apply directly from the website



Revised the Modern Apprenticeship contribution rates to provide young disabled people and those with experience of care with the highest level of Modern Apprenticeship funding for their chosen framework up to the age of 29

## Overview

This Government is committed to ensuring that more employers and more young people can benefit from work based learning including apprenticeships. We are therefore continuing to grow, widen and enhance Modern, Foundation and Graduate Level Apprenticeship in the coming year.

Employers are increasingly recognising the benefits that MA's bring to their workplaces. Employer response has meant that we provided 25,518 new MA starts in 2015/16 – exceeding our interim target of 25,500 as the first step towards our 30,000 target.

Through the establishment of the new industry led Scottish Apprenticeship Advisory Board, a significant number of senior industry representatives from a range of sectors across the Scottish economy are providing direct industry leadership in driving forward the on-going improvement and expansion of our apprenticeship offer in Scotland.

Apprenticeships need to work for employers and their leadership is vital to collectively shaping how the programme better meets their needs as well as providing invaluable employment opportunities for our young people. And we have made it simpler for young people, their parents and employers to find out about apprenticeship opportunities through a dedicated website from SDS [www.apprenticeships.scot](http://www.apprenticeships.scot). For the first time the site allows young people to search for live apprenticeship vacancies and employers to upload vacancies for free.

We are also making progress in pathways into Modern Apprenticeships for young people while they are still at school through our expansion of Foundation Apprenticeships. By increasing the range of Foundation Apprenticeships available – aligned to future industry demand and career prospects – we are providing more opportunities to a greater number of pupils; supporting parity of esteem between work based and academic learning and bringing industry and education closer together.

As of AY 2016/17, there are more than 480 young people participating in Foundation Apprenticeships. Expansion of frameworks across years is as follows:

- Business Skills – available from 2016
- Civil Engineering – from 2015
- Engineering – from 2014
- Financial Services - 2015
- IT Hardware Systems Support – from 2016
- IT Software Development – from 2016
- Social Services and Healthcare – from 2015
- Social Services: Children and Young People – from 2015

Two new frameworks, Creative and Digital Media and Laboratory Skills, will be available for delivery in AY 2017/18.

The introduction of a small number of new Graduate Level Apprenticeships this year is providing a new approach to developing graduate level skills, allowing employers to grow their own graduate level talent while the employee can apply what they are learning to their specific job role. SDS is continuing to work on the development of Graduate Level

Apprenticeships in collaboration with employers, universities and colleges. SDS, with partners, has:

- Established the principles for Graduate Level Apprenticeships at SCQF levels 8, 10 and 11
- Completed two Graduate Level Apprenticeship frameworks (IT Software Development (level 10) and IT Management for Business (level 10)), is nearing completion of a further two frameworks (Civil Engineering (level 8) and Engineering Design and Manufacturing (level 10)) and has started work on a further four (Business Management and Financial Services (level 10), Engineering Instrumentation Measurement and Control (level 10), IT Cyber Security (level 10) and Civil Engineering/ Construction (level 10)).
- Tendered for the delivery of Graduate Level Apprenticeships beginning from January 2017.

We are working to ensure that apprenticeship opportunities are open to all having published the Equalities Action Plan for Modern Apprenticeships; SDS is working with partners to take forward the measures set out in the plan. A wide range of activities have been delivered including: supporting our regional pipeline approach; engaging employers and industry in recruiting and assisting MAs to succeed in the workplace; campaigns and wider promotional activity focused on under-represented groups; supporting training providers through continuing professional development and information resources; reviewing and improving self-reporting procedures; and enhancing our contracting and funding processes. An annual report on the action plan will be published early in the New Year.

Over the summer we consulted on a Scottish response to the introduction of the UK Apprenticeship Levy with a commitment to developing a distinctly Scottish approach to apprenticeships and wider skills development and to drive closer engagement with industry in our efforts to enhance productivity and economic growth. There were over 400 responses to the consultation with broad employer support for the ambitions within it. [The analysis from the consultation responses was published in November](#) with the findings being used to finalise the response in Scotland.

### **Bullets of key deliverables**

- Exceeded the target to deliver 25,500 MA starts in 2015/16 providing 25,818 opportunities during this year.
- We have increased the number of MA opportunities from 25,500 in 2015/16 to 26,000 in 2016/17 as the next step toward increasing the number of MA opportunities to 30,000 a year by 2020/21.
- [www.apprenticeships.scot](http://www.apprenticeships.scot) provides information for young people; employers and parents on the apprenticeship opportunities available in Scotland.
- Employers can advertise live apprenticeship vacancies which young people can apply for directly from the website.
- Foundation Apprenticeships were launched in AY 2014/15, with 2 pathfinders in Engineering in 2 local authorities and involving 2 colleges, expanding in AY 2015/16 to 5 frameworks across 20 local authorities and involving 15 colleges. As of AY 2016/17, there are more than 480 young people participating in Foundation Apprenticeships. Delivery covers 8 frameworks across 25 local authorities and involves 18 colleges. Two new frameworks will be available for delivery in AY 2017/18.
- From the early pathfinders, of the 66 pupils who completed a Foundation Apprenticeships in Engineering and Financial Services, 21 went into employment

including a Modern Apprenticeship, 20 progressed into further education at college, 10 went on to HE at university, 13 participants still had the opportunity to complete their 6th year studies and returned to school to further their qualifications and two were undecided.

- Established the Scottish Apprenticeship Advisory Board (SAAB) to provide industry leadership into our plans to grow, widen and enhance the apprenticeship offer in Scotland.
- We have revised the MA contribution rates to provide young disabled people and those with experience of care with the highest level of Modern Apprenticeship funding for their chosen MA Framework up to the age of 29.
- Progressed the development of Graduate Level Apprenticeships – principles, frameworks, delivery.
- Consulted on the Scottish Government's proposed response to the introduction of the UK Apprenticeship Levy from April 2017.
- Published the analysis of consultation responses and initial actions that will be taken in Scotland.



## Progress So Far

DELIVERY YEAR 2 – ACADEMIC YEAR 2015-2016		
Milestone Over-view	Progress	Detailed update
Publication of MA equalities action plan;	<b>Completed</b>	<p>SDS published its <a href="#">MA Equalities action plan</a> on 2 December 2015 setting out the long term approach for improving participation in the MA programme.</p> <p>SDS will report on this plan annually with the first annual report due early in 2017.</p>
Foundation Apprenticeship pathfinders undertaken in additional local authorities.	<b>Completed</b>	<p>Foundation Apprenticeships were launched in AY 2014/15, with 2 pathfinders in Engineering in 2 local authorities and involving 2 colleges, expanding in AY 2015/16 to 5 frameworks across 20 local authorities and involving 15 colleges. As of AY 2016/17, there are more than 480 young people participating in Foundation Apprenticeships. Delivery covers 8 frameworks across 25 local authorities and involves 18 colleges. Two new frameworks will be available for delivery in AY 2017/18.</p>
First stage of expansion of the MA programme;	<b>Completed</b>	<p>Interim target for 2015/16 was to deliver 25,500 starts. Total delivered in the year was 25,818.</p> <p>The target for 2016/17 is to delivery 26,000 starts.</p>
Ongoing design of Graduate Level Apprenticeship model;	<b>Completed</b>	<p>The principles for Graduate Level Apprenticeships (GLAs) have been agreed with partners. GLAs will be available at SCQF levels 8 (HND), 10 (Honours degree) and 11 (Masters Degree), with flexible entry and exit points to allow individuals to learn at the level that suits them. The majority of learning will take place in the workplace, supplemented by time spent in a university or college during a work week. This means that if an individual participates in a GLA they are able to access the same learning opportunities as those who go down the more traditional route of direct entry into college or university.</p> <p>A cohort of employees of Highlands-based construction companies enrolled on a GLA in Civil Engineering (SCQF level 8) in AY 2015/16. These are being delivered by Inverness College UHI, in partnership with SDS, the Construction Industry Technology Board (CITB) and supporting employers.</p> <p>Additional frameworks have been developed in partnership with employers, industry bodies, and universities. SDS has:</p> <ul style="list-style-type: none"> <li>Established the principles for Graduate Level Apprenticeships at SCQF levels 8, 10 and 11.</li> </ul>

		<ul style="list-style-type: none"> <li>Completed two Graduate Level Apprenticeship frameworks (IT Software Development (level 10) and IT Management for Business (level 10)), is nearing completion of a further two frameworks (Civil Engineering (level 8) and Engineering Design and Manufacturing (level 10)) and has started work on a further four (Business Management and Financial Services (level 10), Engineering Instrumentation Measurement and Control (level 10), IT Cyber Security (level 10) and Civil Engineering/ Construction (level 10)).</li> <li>Tendered for the delivery of Graduate Level Apprenticeships beginning from January 2017 with the aim of delivering 125 Graduate Level Apprenticeships.</li> </ul>
Model and funding profile for MA expansion programme developed;	<b>Completed</b>	This has been developed and will inform future Spending Review decisions.
Terms for the Modern Apprentice Advisory Board established;	<b>Completed</b>	These were agreed by Scottish Ministers in 2016.
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;	<b>Completed</b>	The Scottish Apprenticeship Advisory Board (SAAB) was established and held its first meeting in April 2016.
MA Group reviewed to ensure model for developing MA frameworks remain fit for purpose;	<b>On-going</b>	<p>The initial review has taken place. The finding and options for changes will be considered by the SAAB Standards and Frameworks Groups before being agreed by Ministers.</p> <p>The review has been aligned with parallel activity to transfer the activity on Universal Services (National Occupational Standards, SVQs, and MA Frameworks) previously undertaken by the UKCES, to SDS on behalf of Scottish, Welsh and Northern Irish Governments following the decision by the UK Government to stop funding NOS and the UKCES.</p>

<p>Early assessment of engineering Foundation Apprenticeship pathfinder activity;</p>	<p><b>Completed</b></p>	<p>In summer 2016, 66 pupils completed Foundation Apprenticeship's in Engineering and Financial Services. Early indications show that 21 went into employment including a Modern Apprenticeship, 20 progressed into further education at college, 10 went on to higher education at university, 13 participants still had the opportunity to complete their 6th year studies and returned to school to further their qualifications and two were undecided.</p> <p>A review of the early Foundation Apprenticeship pathfinders delivered during 2014-16 was completed in 2016 to capture insight and learning is being shared with stakeholders and delivery partners to inform future development and delivery. The learning has highlighted the benefits of Foundation Apprenticeship's to the work-based learning agenda and also included suggestions from delivery partners and participants on ways in which delivery could be further improved.</p> <p>Following discussion with stakeholders and employers, SDS has developed a draft pre-Foundation Apprenticeship framework in Engineering. This aims to provide young people with the necessary knowledge skills and capability to make a success of the Engineering Foundation Apprenticeship. SDS is currently working to establish the need for similar frameworks in other sectors.</p>
<p>Education Scotland quality assurance of MA commences;</p>	<p><b>Completed</b></p>	<p>Report on Engineering Frameworks Review published in November 2015  <a href="http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/modernapprenticeship/engineering.asp">http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/modernapprenticeship/engineering.asp</a></p> <p>The report on Hairdressing Frameworks Review was published in November 2016  <a href="http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/modernapprenticeship/hairdressing.asp">http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/modernapprenticeship/hairdressing.asp</a></p>
<p>Easier access to MA vacancies available through My World of Work.</p>	<p><b>Completed</b></p>	<p><a href="http://www.apprenticeships.scot">www.apprenticeships.scot</a> launched which includes access to a number of live MA vacancies with the ability to apply directly from the website.</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 Graduate Level Apprenticeships.
- Focus on STEM MAs and development of higher level apprenticeships.
- Scottish Apprenticeship Advisory Board (SAAB) 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 2016 – 2017, we will see:

- Review of the early Foundation Apprenticeship pathfinders completed to capture insight and learning;
  - Ongoing development of Graduate Level 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;
-  **One Scotland** Ongoing implementation of Equalities Action Plan for Modern Apprenticeships to increase participation by under-represented groups.


### During 2017 – 2018, we will see:

- Pupils will have the opportunity to take part in a Foundation Apprenticeships in every Scottish Local Authority area and new frameworks will be developed in Laboratory Skills and Creative Digital Media.
- Further expansion and evaluation of the Graduate Level Apprenticeships pathfinder undertaken and evidence used to inform future expansion.
- Strengthened employer leadership in apprenticeships through the work of the Scottish Apprenticeship Advisory Board (SAAB).
- Exploration of alignment of MA Frameworks and underpinning standards with other Devolved Administrations.

 **One Scotland** On-going implementation of Equalities Action Plan for Modern Apprenticeships to increase participation by under-represented groups.

### During 2018 – 2019, we will see:

- Improved planning of MA's with opportunities more closely aligned with key areas of growth;

 **One Scotland** Pilot activity on Foundation and Graduate Level Apprenticeships and equalities being rolled out across the country.

**During 2019 – 2020, we will see:**



**One Scotland** Achievement of MA 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.

# Progress with Employers



DYW regional groups have been established in:

Ayrshire | Edinburgh, Midlothian & East Lothian | Fife | Glasgow  
North East | North Highland | West Highland | West | Perth & Kinross  
Lanarkshire & East Dunbartonshire | Borders | Dumfries & Galloway  
Forth Valley | Dundee & Angus | West Lothian | Moray  
Inverness & Central Highland



Work Inspiration



Work Placements



School/Industry  
partnerships



Recruitment



Equalities



Encouraging meaningful and  
productive partnerships through  
the publication of Guidance for  
school/employer partnerships



Ensuring all young people have  
the opportunity to experience  
exciting, hands-on learning  
through the creation of National  
Standards for work placements  
in schools and colleges



Better preparing children and  
young people for the world of  
work through the new standard  
for Careers Education (3-18)



Over 340 businesses awarded the  
Investors in Young People Accolade



Digital matching platform  
Marketplace, successful  
launched in Edinburgh to facilitate  
better engagement between  
schools and employers

## Overview

We are continuing our mission to achieve a sustainable, industry-led approach to support employers to engage with the education system and to recruit more young people. We are supporting a national network of strong Regional Groups that add value and challenge structural issues in the labour market and will ultimately achieve a changed culture across Scotland's employer community and its relationship with education and young people. We have 17 industry led DYW regional groups whose focus is on school industry partnerships, work inspiration, work placements, recruitment and equalities. Some of the work of the regional groups can be viewed through our case study section on the groups' [DYW website](#).

The Regional Groups' establishment has been overseen by the DYW National Group, whose membership comprises of individuals who provide strong leadership and demonstrate a strong track record of industry, business and education engagement. The focus of the National Group is shifting from supporting the establishment of the Regional Groups to the development of the network that will deliver a self-sustaining industry led infrastructure. Rob Woodward, Chair of the DYW National Group has a strong vision for the Regional Groups and believes they will help develop a movement among employers to deliver a more significant and consistent contribution to the development of the young workforce.

The DYW Regional Groups work with schools and employers to gain a better understanding of their needs at a regional level. The membership on the Regional Groups is built to reflect the local labour market and includes representative employers from private sector, third sector and public sector. The groups draw on input from local authorities and national agencies, such as SDS, who offer expertise on engagement with education and young people and insights around labour market demand.

DYW Regional Groups in Argyll & Bute and the Island communities have yet to be established. We continue to engage with employers, Local Authorities, colleges and other stakeholders in these regions to investigate the specific needs of the local young people in order to create a meaningful approach to develop regional groups in these areas.

### Bullets of key deliverables

- We continue to ensure our approach to employer engagement has strong private sector leadership. The DYW National group, an expert group drawing its membership from industry, local government, education and the trade unions is chaired by Rob Woodward, STV Chief Executive and has met 12 times since its establishment in 2014. ([membership of the groups](#) can be found [here](#))
- We continue to establish industry led DYW regional Group across the country, 17 groups have been launched in: Ayrshire; Edinburgh, Midlothian & East Lothian; Fife; Glasgow; North East; North Highland; West Highland; West Region; Borders; Perth and Kinross; Lanarkshire and East Dunbartonshire; Dumfries and Galloway; Forth Valley; Dundee and Angus; West Lothian; Moray; Inverness and Central Highland.
- We are facilitating better engagement between employers, schools and colleges through the creation and rollout of a digital matching platform called Marketplace.
- 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 DYW 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.
- In financial year 2016/17 the DYW regional group will have a budget of £3.7 million.



## Progress So Far

DELIVERY YEAR 2 – ACADEMIC YEAR 2015 – 2016		
Milestone	Progress	Detailed Update
Guidance on school/employer partnerships developed with input from employers, local authorities, DYW National Group and other partners;	<b>Completed</b>	<p>The <a href="#">guidance for school/employer partnerships</a> was published in September 2015. The guidance was developed by the Scottish Government in partnership with relevant national bodies and informed by consultation with a range of stakeholders, including education and business interests.</p> <p>The guidance documents are linked to <a href="#">the new standards for Career Education and Work Placements</a>.</p>
Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment;	<b>Completed</b>	<p>We're delivering a key recommendation of the DYW programme by refocusing our interventions to tackle the structural issues which lie behind our youth unemployment rates. Employability programmes like Community Jobs Scotland offer support and job training for up to 12 months for disadvantaged young people aged 16 to 29 who are historically the furthest from the labour market. Information can be found at the <a href="#">Employability in Scotland Website</a>.</p> <p>We've also established Scotland's Employer Recruitment Incentive (SERI) which supports employers to recruit young people who face the greatest barriers to employment, into a sustainable job or a Modern Apprenticeship. Companies participating in SERI are also supported to become Living Wage employers. Further information on SERI can be found on the <a href="#">OurSkillsforce website</a>.</p>
Introduction of Regional Selective Assistance (RSA) conditionality where appropriate;	<b>Ongoing</b>	All offers of RSA since 1 April 2015 have a condition regarding satisfactory progress being made in developing an Invest in Youth policy, which includes setting a target for youth employment as a percentage of the partnership's workforce.
Lead body identified to identify good practice in the recruitment of young disabled people.	<b>Ongoing</b>	<p><a href="#">Skills Development Scotland's Equalities Action Plan for Modern Apprenticeships</a> launched in December 2015 setting out our aims to support more young people from diverse backgrounds to take up a MA.</p> <p>SDS provides a range of support to employers on equality and diversity in the</p>

		workplace, the information can be found on the <a href="#">Our Skillsforce website</a> . We will take forward further work on this recommendation in 2017.
Industry led DYW Regional Groups established in more parts of Scotland;	<b>Ongoing</b>	To date the industry led DYW regional groups have been established in 17 regions across the country. We continue to engage with Local Authorities, employers and stakeholders in the Island communities to establish the remaining 4 groups. <a href="#">A list of established groups along with their contact details can be found here on the DYW page on the Employability in Scotland website.</a>
New services provided to growth companies by the enterprise bodies;	<b>Ongoing</b>	<p>Highlands and Islands Enterprise (HIE) focus in the youth agenda centres on addressing demographic imbalances, developing and retaining young people to become economically active and be able as a region to promise an education and skills system that can and will satisfy the labour needs of business and social enterprises to support growth across all sectors and subjects now and in the future. Further work on strategically and operationally linking HIE's proactive attention towards skills development both within HIE and alongside partners will continue into 2017.</p> <p>Scottish Enterprise (SE) has introduced 3 new areas of support for growth companies in 2015/16.</p> <p>A specialist service assisting growing account managed companies to develop youth appropriate recruitment strategies, training plans and HR practices has been introduced. This is delivered through a new emphasis on youth employment in our Organisational Development Reviews, which encourage companies to think strategically about their recruitment, up-skilling and wider organisational change. As a further incentive to encourage businesses to recruit or up-skill young people, SE provided "top-up" financial support to strategic growth projects with an added youth dimension. Recipients of Regional Selective Assistance (RSA) are now also supported to develop an Invest in Youth Policy.</p> <p>In addition SE has equipped account managers and other customer facing staff with the key messages and knowledge to engage positively with business around youth employment, as part of their conversations to encourage companies to sign up to the Scottish Business Pledge.</p> <p>A case study of this work can be found on the <a href="#">Scottish Enterprise website here</a>.</p>

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;	<b>Completed</b>	<p>The DYW Regional groups actively promote the Investor in Young People accolade through their networks. Since the launch of the Investors in Young People Accolade over 340 businesses have achieved the Investors in Young People Accolade.</p> <p>Information on how employers can achieve Investors in Young People accredited can be found on the <a href="#">IYP website</a>.</p>
Education Scotland capacity building activities and approaches to external evaluation are more informed by the needs of employers;	<b>Completed</b>	<p>From August 2016 new approaches to inspection will be used. The main approach will be a full establishment model. The aspiration is to develop a suite of approaches with different models which can be used depending on the context. The models which will continue to be developed in addition to the full establishment model are;</p> <ul style="list-style-type: none"> <li>• short visit model;</li> <li>• thematic review; and</li> <li>• neighbourhood review.</li> </ul>
New work placement standards for college learners published.	<b>Completed</b>	<p>The <a href="#">Work Placement Standard for colleges</a> was launched on the 28 September 2016. The aim of The Standard is to significantly and consistently improve the future employment prospects of all students studying in colleges in Scotland, by allowing them to refine their soft skills and academic learning in the workplace, or similar working environment.</p>
Creation of a new digital matching platform called Marketplace to encouraging better working between employers and education.	<b>Ongoing</b>	<p>Marketplace was created through a partnership between SDS and DYW Edinburgh and Lothian Group. The system was initially launched in Edinburgh in August 2016 and has received over 30 offers from employers during its initial rollout.</p> <p>The system provides schools with the opportunity to take up offers of work inspiration, workshops and other work related activities from employers. Teachers and practitioners access the system through <a href="#">My World Of Work</a> and employers through <a href="#">Our Skills Force</a></p> <p>More information on the system can be found on both <a href="#">My World Of Work</a> and <a href="#">Our Skills Force</a>. Further roll out of Marketplace to other regional groups is envisaged for 2017.</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 2016 – 2017, we will see:

- Support school leaders in promoting career pathway planning with opportunities for emerging school leaders to engage directly with industry; - On an ongoing basis
- Regional Skills Assessments updated – On an ongoing basis

 **One Scotland** 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;

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

- Digital matching platform Marketplace rolled out to the remaining DYW Regional groups.

### 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.

# Chapter 5 – Performance Assessment & Evaluation

---

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

Eleven key performance indicators (KPIs) were developed, reflecting our areas of focus and the long-term ambitions for the programme. These are stretching and ambitious targets given the scale of change proposed, its complexity and the range of factors which will influence the programme’s success. Alongside these, a number of milestones were identified for each theme which demonstrates what we expect the programme to achieve each year. We have also been developing an overall evaluation framework which will provide a broader assessment of the programme as a whole against its intended outcomes.

Progress towards the overarching target and KPIs for the programme over the past year are set out in the table overleaf. The programme is still in its early stages and so it worth noting that for some of the KPIs, data has only recently become available or has yet to update since our last annual report in 2015. This limits what we can say about our KPIs at this time. However, there are some for which we have data and are able to track progress. Over the past year, there has been:

- an overall reduction in the rate of youth employment against the baseline figure;
- an increase in the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above;
- an increase in the number of Modern Apprenticeships at level 3 and above and an increase in the percentage of ethnic minority MA starts;
- an increase in the employment rate for disabled people; and
- an increase in the gender balance in our most imbalanced subject groups at college.

In our previous annual report, a number of milestones were set out under each theme for each academic year across the programme’s lifespan. This year’s report sets out progress to date on those for AY 2016/17, with many milestones already completed across all of the themes. Other milestones are on-going and we will report on these in our 2017 annual report.

In addition to developing our KPIs and milestones, over the past year we have undertaken a range of activity to develop an evaluation framework which will provide further insight as to how the programme is performing. This includes data mapping and gap analysis of evidence relative to DYW, and the establishment of an evaluation project team comprising key delivery partners Education Scotland, SDS and the SFC. In the coming year, the evaluation project team will identify priority areas for DYW that require further analysis. This analysis will complement our existing measures of progress and provide a more comprehensive overview of the performance of the programme.

## Key Performance Indicators (KPIs) Table

<b>KPI</b>	<b>Baseline figure</b>	<b>1<sup>st</sup> Annual report figure</b>	<b>Current figure</b>	<b>Data source</b>	<b>Data frequency</b>	<b>Area of the Programme</b>
<p><b>Overarching target</b></p> <p>To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021</p>	52,000 (Jan-Mar 2014)	41,000 (Jan-Mar 2015)	42,000 (Jan-Mar 2016)	Labour Force Survey (ONS)	Annual, using Jan-Mar data	Schools Colleges Apprenticeships Employers
<p><b>KPI 1</b></p> <p>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</p>	<p>3.7 (Jan-Dec 2013)</p> <p>The ratio of the fifth best country in the EU was 2.1</p>	<p>3.9 (Jan-Dec 2014)</p> <p>The ratio of the fifth best country in the EU was 2.1</p>	<p>3.2 (Jan-Dec 2015)</p> <p>The ratio of the fifth best country in the EU was 1.9</p>	Scotland data: Annual Population Survey (ONS); EU data: OECD Stat	Scotland data: Annual, by calendar year; EU data: Annual	Schools Colleges Apprenticeships Employers
<p><b>KPI 2</b></p> <p>Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021</p>	<p>19.0% (Jan-Mar 2014)</p> <p>The rate of the fifth best country in the EU was 14.7%</p>	<p>13.8% (Jan-Mar 2015)</p> <p>The rate of the fifth best country in the EU was 11.7%</p>	<p>15.8% (Jan-Mar 2016)</p> <p>The rate of the fifth best country in the EU was 11.9%</p>	Scotland data: Labour Force Survey (ONS); EU data: Eurostat (European Commission)	Scotland data: Annual, using Jan-Mar data; EU data: Annual, using February data	Schools Colleges Apprenticeships Employers

KPI	Baseline figure	1 <sup>st</sup> Annual Report Figure	Current figure	Data source	Data frequency	Area of the Programme
<b>KPI 3</b> Increase the percentage of school leavers attaining vocational qualifications <sup>2</sup> at SCQF level 5 and above by 2021	7% (2013/14)	7% (2013/14)	9% (2014/15)	2013/14 School Leaver Statistics: data from Awarding Bodies (SQA for baseline data) and SG Pupil Census <sup>3</sup>	Annual	Schools
<b>KPI 4<sup>4</sup></b> 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	82.9%	Experimental Data <sup>5</sup>	82.9%	College Leaver Destination Survey (SFC) <sup>6</sup>	Annual, by college year	Colleges

<sup>2</sup> For the purposes of baselining, we are interpreting this as National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work at SCQF Level 5 and above but recognise that this should evolve to fully reflect vocational qualifications valued by employers. We will consult further with stakeholders on this.

<sup>3</sup> 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.

<sup>4</sup> The wording of KPI 4 has been amended. The College Leaver Destination Survey KPI4 readout captures students moving into employment and only those students entering a higher level course of study.

<sup>5</sup> The data for 13/14 has not been used to baseline this KPI as it was experimental data that captured students moving into further study at any level, not just those moving into higher level study.

<sup>6</sup> Data for this indicator will be published for the first time in December 2015. Comparisons with previous years are therefore not possible.

<b>KPI</b>	<b>Baseline figure</b>	<b>1<sup>st</sup> Annual Report figure</b>	<b>Current figure</b>	<b>Data source</b>	<b>Data frequency</b>	<b>Area of the Programme</b>
<b>KPI 5</b> 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)	16,763 (2015/16)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April-March)	Apprenticeships
<b>KPI 6</b> Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018	32% (2014)	32% (2014)	32% (2014)	Employer Perspectives Survey (UKCES) <sup>7</sup>	Biennial, based on 'last 2-3 years' when respondents are surveyed	Schools Colleges Apprenticeships Employers
<b>KPI 7</b> To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks <sup>8</sup> where the gender balance is 75:25 or worse by 2021	73% (2013/14)	72% (2014/15)	74% (2015/16)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April- March)	Apprenticeships

<sup>7</sup> 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.

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



KPI	Baseline figure	1 <sup>st</sup> Annual Report figure	Current figure	Data source	Data frequency	Area of the Programme
<b>KPI 8</b> Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses <sup>9</sup> by 2021	5% average (2012/13)	6% average (2013/14)	7% Average (2014/15)	Further Education Statistics collection (SFC)	Annual, by college year	Colleges
<b>KPI 9</b> 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)	1.6% (2015/16)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial (April-March)	Apprenticeships
<b>KPI 10</b> Increase the employment rate for young disabled people to the population average by 2021	35.2% <sup>10</sup> (Jan-Dec 2014)	35.2% (Jan-Dec 2014)	40.8% (Jan-Dec 2015)	Annual Population Survey (ONS) <sup>11</sup>	Annual, by calendar year	Schools Apprenticeships
<b>KPI 11</b> Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021 <sup>12</sup>	69.3% (2012/13)	71.6% (2013/14) <sup>13</sup>	69.3% (2014/15)	Educational Outcomes for Looked After Children (SG)	Annual, by school year	Schools Apprenticeships

<sup>9</sup> Superclasses are subject groups in colleges.

<sup>10</sup> Annual Population Survey figures for 2014 have been reweighted.

<sup>11</sup> 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.

<sup>12</sup> Following a review of the data source, for the purposes of this KPI, the 'looked after children' cohort has been revised from 'children who have been looked after for part of the year or the full year' to 'children who have been looked after for the full year' only.

<sup>13</sup> The figures for this KPI have been revised. The figured report on the first DYW annual report was revised down from 73.3% to 71.6%. All figures have been updated following improvements in linking methodology and better coverage of Scottish Candidate Numbers.

## ANNEX A

# Education Working for All! – Recommendations

---

### SCHOOLS

#### Senior Phase Vocational Pathways

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

#### Preparing Young People For The World Of Work

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

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

### COLLEGES

#### Regional Outcome Agreements

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

#### Focus On Employment

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

### SCHOOLS AND COLLEGES WORKING IN PARTNERSHIP

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

### MODERN APPRENTICESHIPS

#### Alignment with Economic Growth

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

## Access and Higher Level Opportunities

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

## Quality Improvement

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

## Growth

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

## QUALITY ASSURANCE

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

## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

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

## MORE CHOICES MORE CHANCES

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

## INVOLVEMENT OF EMPLOYERS

### Regional Invest in Youth Groups

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

### Business and Industry Partnerships with Schools

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

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

### Business and Industry Partnerships with Colleges

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

## Industry Led Skills Planning

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

## Recognising Good Practice – Invest in Youth Accolade

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

## Additional Support for Businesses Recruiting and Training Modern Apprentices

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

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

## Incentivising and Supporting More Employers to Recruit More Young People

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

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

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

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

## ADVANCING EQUALITIES

### Cross Cutting Equality Issues

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

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

### Gender

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

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

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

### Young People From Black and Minority Ethnic Groups

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

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

### Young Disabled People

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

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

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

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

### Care Leavers

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

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

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



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

© Crown copyright 2016

**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](http://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](mailto: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](http://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: 978-1-78652-682-3 (web only)

Published by The Scottish Government, December 2016

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA  
PPDAS83674 (12/16)

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