

# **Developing the Young Workforce**

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

Implementing the Recommendations of the Commission for  
Developing Scotland's Young Workforce

## Foreword

In *One Scotland*, our Programme for Government, we set out our vision of - and plan for - achieving a prosperous and fair country, a country which all citizens help to shape. We have made plain that we will work together with Scotland's people to build a society in which everyone can play their full part and share the benefits of success. A critical element of achieving this is in equipping our young people for employment.

Our commitment to improving youth employment in Scotland is not new. This Government responded quickly and effectively to support young people from the start of the global economic downturn, and has successfully implemented a range of ambitious reforms across the education and skills systems.

We should be proud of the record numbers of young people going into education, work or training. And the fact that youth employment in Scotland is on an improving trend is welcome.

Yet, as we continue to emerge from economic recession, it is right that our ambition is to improve youth employment levels beyond where they were pre-2008. This requires a fundamental examination of how we provide, promote, and value a range of learning which leads to a wide variety of jobs. It also means ensuring that *all* young people, whatever the barriers they face, have fair access to these opportunities.

These were the findings of the Commission for Developing Scotland's Young Workforce, chaired by Sir Ian Wood, which we established in January 2013. In reporting their expert review of Scotland's approach to vocational education and youth employment, the Commission laid out a compelling set of challenges to national and local government, to the education and training system, to employers, and indeed to young people themselves and all who support them.

Fundamentally, this is about ensuring a work relevant educational experience for our young people. It is about all of us valuing and understanding what a rich blend of learning, including vocational education, can offer. It is about employers playing an active role, both shaping and benefiting from Scotland's education system by helping to create the talent pool they need and recruiting young employees. Ultimately, it is about the future workforce, our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors.

The Commission's final report, published in June 2014, coupled stretching ambitions with a realistic blueprint of how to create the changes we need. The

positive responses to the report and the consensus around its recommendations have been striking and are immensely encouraging.

Since the summer, Government has embarked on planning a seven year national programme to develop the young workforce. We acted immediately to make clear our level of commitment, and to begin the process of implementing the recommendations in constructive partnership with the Convention of Scottish Local Authorities (COSLA) and Scotland's education and employer communities. In making available an initial £12m for implementation in 2014-15 and a further £16.6m in the 2015-16 draft budget, we have recognised that, while this effort must ultimately be about whole system response, testing new approaches and building capacity across the system requires investment.

Local government, with its responsibilities for our schools and local economic development, are central to this effort. It is therefore both fitting and significant that implementation of the Commission's recommendations - through our young workforce programme set out later in this document - is a fully collaborative effort. In jointly owning this implementation plan, central and local government are committing to working in tandem in the interests of our young people.

This implementation plan presents the detail of how Curriculum for Excellence, a regionalised college system, a significantly expanded Modern Apprenticeship programme and purposeful employer engagement will be brought together to drive the creation of a world class vocational education offer to sit proudly alongside our world renowned higher education system. And we will align this effort with our approach to widening access to higher education opportunities. Throughout this plan it is clear that success relies on meaningful engagement with Scotland's education and employer communities, many partners across the public sector and, of course, young people themselves, together with those who support and influence them.

Our focus is on creating, promoting and incentivising opportunities that avert the risk of young people becoming unemployed. However this Government will also do all it can to continue to provide targeted individual support to young people who are not in work helping them to be successful in the labour market. We will use whatever new powers are delivered to the Scottish Parliament to create a fairer and more prosperous country for everyone who lives here.

Alongside planning implementation of the Commission's report, we undertook a consultation with partners and stakeholders to review our existing youth employment measures – all of which represented an innovative range of

responses to the particular challenges for young people during economic recession. In this strategy, we set out how these measures will evolve to take account of the changing economic context.

This Government's commitment to improving youth employment has always been clear. We now set ourselves the target of reducing 2014 levels of youth unemployment by 40 per cent by 2021 and we will report annually on progress.

It will benefit all of us to work to create a society with the conditions to eradicate poverty and enable all individuals to fulfil their potential. The synergy between employment in fair work and social mobility is inarguable. And a fair society supports a strong economy. That is why we all have a stake in supporting our young people into the workforce. I take great pride in leading the role which Government will play in this effort.

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

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# Youth Employment: the strategy

## Responding to recession

1. The Scottish Government placed an all-Government, all-Scotland response to rising youth unemployment at the top of its agenda from the onset of the economic downturn which followed the 2008 global financial crisis. This involved innovative approaches, based on the principle of early intervention, and wide ranging partnership working by national and local government, government agencies, the education community, training providers, employers and the third sector.

2. These include the introduction of the Opportunities for All commitment of an offer of an appropriate place in learning or training to all 16-19 year olds not already in employment, education or training, Youth Employment Scotland Fund (YESF) which offers recruitment incentives to help employers employ young people, and Community Jobs Scotland which has provided over 5,000 job placement opportunities in a supportive third sector environment for young people.

3. Additionally, throughout the recession, the Scottish Government focused on the growth and development of the Modern Apprenticeship programme. The number of Modern Apprenticeship opportunities available each year has increased from over 21,000 starts in 2010/11 to over 25,000 in each of the last 3 years. Building on this success we have committed to a year on year increase to the annual number of new Modern Apprenticeships starts taking this to 30,000 per year by 2020.

4. Within the programme we have seen a number of successful initiatives to protect apprentices such as the Adopt an Apprentice scheme, which enabled apprentices to complete their training with a new employer if their current employer was unable to continue to employ them.

5. Critically, throughout this challenging period, we have maintained the employed status of Modern Apprentices in Scotland. This remains a fundamental element of our approach.

6. The Scottish Government prioritised provision for young people within college education throughout the recession. This, in the context of college regionalisation, has helped maintain and develop colleges' central position in our approach to developing the young workforce.

7. These and a range of other measures over the past 6 years represent our quick, strong and effective response to tackling youth unemployment. There is much to learn from what has been achieved. This is why we have continued to adapt, tailor and review our support, such as changing the eligibility of interventions including the Youth Employment Scotland Fund, to groups of young people facing the greatest disadvantages.

8. This strong track record for supporting young people into positive destinations shows that the powers we do have we have used well – an important point in the context of the debate about additional powers for our Parliament. We will continue to work across Government and with partners to make effective use of the powers and resources we do have to support those young people currently experiencing unemployment.

## The improving economic picture

9. As we look ahead, we see improved labour market conditions underpinned by a strengthening economy. Nonetheless, our ambitions go much further than simply returning to pre-recession levels of youth unemployment.

10. The cost of youth unemployment is significant. Being unemployed while young can affect future earnings as average wages remain lower throughout the person's working life, even if the person is not unemployed again. It can also increase the chances of being unemployed again. Other consequences of being unemployed when young can emerge later in life, and include lower life satisfaction and happiness, poorer health, a higher risk of depression and lower job satisfaction. The longer the initial spell of unemployment, the greater the negative effect.

11. Although most young people do move into a positive initial destination after leaving school, there is a complex picture underneath this headline position, and one in which it is apparent that some groups of young people are particularly disadvantaged.

- Of the 77,000 who were unemployed during July 2013 to June 2014, 50,000 were not in full-time education<sup>1</sup>.
- 4 out of 10 young people who attain qualifications at SCQF level 3 or below become unemployed upon leaving school<sup>2</sup>.
- 32 per cent of employers recruit young people directly from education, 37 per cent offer work experience placements and 12 per cent offer formal apprenticeships.<sup>3</sup>
- While 7 out of every 10 female school leavers remain in education after leaving school, they tend to cluster into specific subject areas, reflecting the wider occupational segregation seen in the labour market.
- Young people from Scotland's black and minority ethnic communities embark on a narrower range of pathways than young people from the population as a whole and are more likely to experience unemployment<sup>4</sup>. Allied to this, young people from minority ethnic groups represent less than 2 per cent of all Modern Apprenticeship entrants<sup>5</sup> even though they represent 6 per cent of all young people<sup>6</sup>.
- Half of all young people with a declared or assessed disability are in further education 9 months after leaving school. However, by the time they are 26 they are four times as likely to be unemployed as their non-disabled peers<sup>7</sup>.

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<sup>1</sup> Source: Annual Population Survey, July 2013-June 2014, Office for National Statistics.

<sup>2</sup> Source: Summary Statistics for Attainment, Leaver Destinations & Healthy Living No3 – Follow Up Destinations, 2011/12, Scottish Government

<sup>3</sup> Source: Employer Perspectives Survey 2014, UK Commission for Employment and Skills

<sup>4</sup> Source: Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014

<sup>5</sup> Source: Skills Development Scotland

<sup>6</sup> Source: 2011 Census, National Records of Scotland

<sup>7</sup> Source: Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014

- Looked after children are least likely to go into a positive destination after leaving school – 1 in 3 is unemployed 9 months after leaving school<sup>8</sup>.

12. It is through tackling these challenges that we will impact significantly on the underlying structural youth unemployment issues Scotland faces, as well as impacting positively on the inequalities many young people experience when they do move into the labour market.

13. In addressing these issues it is essential that we align new approaches with those parts of the labour market where employment opportunities exist and are emerging at a local, regional and national level. The programme of implementation seeks to address the equality challenges our young people face while contributing to short, medium and long term economic growth.

14. Our commitment, therefore, is to continue to focus concerted action permanently and significantly to reduce youth unemployment and in doing so to address the inequalities different groups of young people experience as they seek to move into the workforce.

15. We are also committed to working in partnership with employer representatives from all sectors across Scotland and trade unions to promote positive working relationships in the work place. One of our first responses to the '*Working Together Review*', chaired by Jim Mather was to establish a Fair Work Convention. This stakeholder body will provide leadership on Scottish Industrial relations and promote the principles behind Fair Work.

16. In November 2014 the Fair Work, Skills and Training portfolio was created to reflect the strategic importance of these policy areas to the overall economic ambition of Scotland. We are aiming to create a stronger, fairer and more resilient economy that supports a better balance of growth. We want growth that is evenly distributed across different regions of Scotland and whose benefits are widely shared. That is why equality and social justice are an important part of the Scottish Government's vision for a strong economy.

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<sup>8</sup> Source: Education Outcomes for Scotland's Looked after Children, 2011/2012. Scottish Government 2013



## The Commission for Developing Scotland's Young Workforce

17. In establishing the Commission for Developing Scotland's Young Workforce, the Scottish Government asked it to consider:

- How a high quality intermediate vocational and education and training system, which complements our world class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce;
- How to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged;
- How to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

18. The Commission published its final report, *Education Working For All!*<sup>9</sup>, in June 2014, in which it highlighted the need for concerted action to tackle structural and recurring youth unemployment. Its recommendations span the education and training system and call for more effective joint working between schools, colleges, training providers and employers. The aim must be to provide the best possible blend of learning for young people to equip them for work.

19. Importantly, the Commission highlighted the need for markedly different attitudes to options and qualifications which are of a more vocational nature.

20. The Commission's report contains stretching targets, to lead us to a sustained reduction in youth unemployment levels to those of the best performing European countries. The report received widespread support from Scotland's education and employer communities, from organisations representing young people and parents, and from across the political spectrum.

### Government response

21. *Education Working for All!* provided a blueprint to substantially and permanently improve the transition of all young people from education into sustainable, productive employment. The Government will now take this work forward through a seven year national programme to develop Scotland's young workforce, implementing the Commission's report jointly with COSLA. While we are looking to achieve much over the lifetime of the programme, we start from a strong position:

- Curriculum for Excellence allows for a blended and flexible approach to learning, where schools and their partners now have much greater flexibility to offer a wider range of pathways and options, including vocational qualifications, in line with modern labour market demands and which meet the needs of every learner;

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<sup>9</sup>Source: [Education Working For All! Commission for Developing Scotland's Young Workforce Final Report](#), June 2014

- Reforms to college education have created a regionalised college structure, much more focussed on responding to regional labour markets with a greater emphasis than ever before on employment outcomes;
- Growth in the number of Modern Apprenticeship opportunities has seen the emergence of work-based learning that is valued by both employers and young people;
- Scotland has a strong system of vocational qualifications that are informed by and recognised by employers across all sectors, underpinned by the well-established Scottish Credit and Qualifications Framework (SCQF);
- Scotland's approach to career services, much better informed by labour market information and delivered through a range of channels, provides better basis for young people to make decisions about their future;
- Opportunities for All, a critical measure put in place by Government at the height of the recession. This ensures that all 16-19 year olds are guaranteed an offer of a place in learning and provides a strong platform for our ambition to introduce the European Youth Guarantee (EYG) in Scotland. However it remains disappointing that the recommendations within [Lord Smith's report](#) falls well short of the proposals we would require to be able to fully implement the EYG;
- The move to a more flexible, labour market responsive approach to employability training through the introduction of the Employability Fund has improved the support we offer those experiencing unemployment. Again this approach can be enhanced with the devolution of more powers to the Scottish Parliament.

22. Moving forward we need to build on this strong base to develop an approach to vocational education and training and to youth employment which will position us among the best performing countries in Europe.

23. As well as implementing a wide range of ambitious system changes we need to see significant cultural changes over the lifetime of the implementation programme.

24. Access to free higher education is a key element of our approach to developing a fairer society in which all can contribute to economic success and share its benefits. In parallel we need to address any misperceptions about the economic and social benefits of a strong vocational education and training system.

## **Setting the ambition, measuring progress**

25. In setting out our initial response to the report, the Scottish Government committed to its headline target to reduce youth unemployment by 40 per cent by 2021. We have also, in line with the Commission's proposed approach, developed 11 key performance indicators reflecting those areas where we particularly need to focus our efforts. They are listed at annex B.

26. The Government will publish an annual report on our progress in relation to implementing the developing the young workforce programme, which will evidence the year on year progress towards these headline targets.

## **Investing**

27. The Government acted quickly to put early implementation funding in place. In 2014/15 £12 million of additional funding was allocated to support a package of early action. A further £16.6 million has been allocated in the draft Scottish budget for 2015/16. This will help begin the work required to develop and test new approaches.

28. Over the lifetime of the programme we need to consider how core provision and funding across the education and training system is applied to meet the demands arising from this programme of activity. This will require a genuine move to the more collaborative use of mainstream resources, as called for by the Commission. Our early work with local authorities, colleges, government agencies and employers provides a strong basis for achieving this move.

## **Working with partners**

29. Key to the success of our approach will be in pooling the efforts and commitment of partners across national and local government, the wider public sector – in particular with Education Scotland, Skills Development Scotland, the Scottish Funding Council and with employers. There are many individuals and organisations showing leadership on this agenda, and the part they are playing in the National Advisory Group and Programme Board which will oversee the Developing the Young Workforce Programme, together with the National Invest in Young People Group leading business engagement in education across the country, is invaluable. Membership of these groups is outlined at annex C.

## **Engaging people**

30. Key to success is the dialogue with those who influence young people, including parents, carers, careers advisors, teachers and practitioners, as well as young people themselves. A focussed and sustained approach to engagement and communication which involves people in the development and delivery of these changes will feature throughout our planned activity.

31. Employers are central to this effort. As well as supporting their greater engagement with education, Government will encourage employers to place recruitment of young people at the heart of their approach to workforce planning and to adapt their recruitment policies accordingly. The Commission's conclusion was that there is an appetite among many employers for this, recognising that it is in their interests to take a much more active role in the development of the young workforce. This has been borne out by the Government's own consultations with industry.

32. We already benefit in Scotland from a strong sense of cohesion – of partnership working between government and business. We want to continue to strengthen this by working with employers of all types and the trade union movement across our implementation programme, placing an early focus on the implementation of the Commission’s employer recommendations. We will seek to build on the strong response to the Commission’s final report from Scotland’s employer community.

## **Fair access to opportunities**

33. The Commission’s report explored many of the real equality issues which impact on the choices young people make while they are still in the education system and subsequently impact on their long term prospects when they move into the workforce.

34. This part of the Commission’s report highlighted a number of cultural factors which we all need to work together to address. This is important as we seek to harness all of the talent at our disposal to build economic prosperity and enable young people of all backgrounds to take their rightful place in a stronger, fairer and more equitable society.

35. Higher skill levels, greater participation in the labour market across all groups and reducing inequality across all areas of Scotland will be key measures of our efforts to strengthen our economy. As a society we will do better if we can benefit from the skills, talents and innovation of all our people. That is why we are committed to enabling everyone to participate fully in the workforce, especially groups that are currently underrepresented.

## **Implementation**

36. In the following sections - covering the contributions from schools, colleges, the apprenticeship programme, and employers, and considering the total programme impact on ensuring fair access to these opportunities - we set out more fully how and when, in partnership with local government, we will implement the Commission’s recommendations and take forward our programme to develop Scotland’s young workforce. Throughout our aim will be to create a reduction in youth unemployment by 2021 which can sustain changes in the economic cycle.

*Developing the Young Workforce*

**Scottish Government and Local  
Government Implementation Plans**

# Section 1: Schools

## Work Relevant Learning from 3 - 18

*The key message we have had from young people on our Interim Report is their need for significantly enhanced quality work experience while at school and college.*

**Sir Ian Wood, Education Working for All!**

### Context

The Commission's report takes as its starting point that Curriculum for Excellence, both through the broad general education from aged 3 to the end of S3 and the senior phase from S4 - S6, provide a strong basis for developing young people's skills for learning, life, and – crucially for this agenda - work.

School education through Curriculum for Excellence in Scotland continues to evolve and improve. At the early and primary stages children are developing a wide range of skills. In the senior phase this year saw the first group of young people sit the new National Qualifications and the Government remains committed to raising attainment for all and tackling inequality in educational outcomes. Alongside this, schools' role in developing the young workforce is about ensuring a wide range of work-related learning from the early years onwards with increased high quality vocational pathways in the senior phase. We have made plain our ambitions to raise attainment: on 26 November, the First Minister announced that Education Scotland would put in place an Attainment Advisor for each Local Authority, to reach into every learning community in Scotland to build capacity in our schools.

The scale of the challenge has been set out plainly by the Commission. There are still young people who leave school ill-equipped to progress – whether in the short or longer term – to employment. Our response must be to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong examples that already exist across the country. The challenge is to extend that offer to *all* young people, and to create a climate where young people, their parents, teachers and practitioners value – and demand – a range of routes into good jobs and careers, whether that is through our universities, colleges, apprenticeships or training provision.

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of this agenda. It is only through a partnership approach we will widen the range of choices available to young people and support them to make the most appropriate choices for their futures.

Employers play a central part in these efforts. Through their understanding of the skills they require, and of future labour market demand, employers can help to shape the workforce of the future by helping to develop and deliver young people's experiences of the world of work while at school, for example, in offering high quality work experience and in inputting to careers guidance. But employers have a role to play throughout education from the early years onwards. We need to increase the opportunities for employers to contribute to the broad general education phase - the period of education from pre-school to the end of S3. Employers and schools need to develop strong two way partnerships –

partnerships that deliver improvements to teaching and learning and bring real-life context into the classroom, particularly in relation to science, technology, engineering and mathematics (STEM).

This also requires collective support between national and local government and key national partners (including Skills Development Scotland, the Scottish Funding Council, Education Scotland, Scottish Qualifications Authority (SQA) and Scottish Credit and Qualifications Framework (SCQF) Partnership amongst others).

We will take forward the implementation of the schools' aspects of our plans as a fully integrated part of the Curriculum for Excellence programme, monitored through the Curriculum for Excellence Management Board and Implementation Group. We will also ensure alignment with - and capitalise upon - the opportunities provided by other key national programmes including [Teaching Scotland's Future](#), [Raising Attainment for All](#) and Insight – which are all focussed on improving the outcomes for our children and young people.

## **Involving people**

Young people, parents, carers, teachers and practitioners, careers professionals and employers are all key to this effort, and success will depend on ensuring that they are central to what is offered, and how it is delivered and promoted.

Work has already started nationally to raise awareness of the opportunities provided by the Developing the Young Workforce Programme.

Engagement with young people in shaping and delivering outcomes will run throughout the life of the programme. This work has already begun and builds on the feedback young people gave to the Commission.

Developing the Young Workforce was a key area of focus for participants at the Scottish Learning Festival in September this year with members of the Commission leading a seminar for some 250 teachers and practitioners. Since then, activity has been focused on raising awareness of the issues and challenges with school and local authority leaders.

Members of the Commission also met with parents at the National Parent Forum of Scotland conference in October to present and discuss the report's findings and recommendations. Discussions on how best to inform and involve parents are taking place. The expertise and knowledge of cross-authority groups with a track record of involvement in schools such as the Scottish Councils Enterprise in Education Network (SCEEN) and the World of Work network are informing our implementation plans.

Working relationships between national bodies such as Skills Development Scotland, Education Scotland, the Scottish Funding Council and local authorities are being strengthened to support the effective delivery of outcomes.

## **What will be different by 2021?**

As this plan's introduction sets out, developing the young workforce in Scotland requires a long term effort across many parts of the education and skills systems and by employers. From a schools' perspective, over the seven years of this young workforce programme, young people, their parents, teachers and practitioners, local authorities, those working in colleges, training providers and employers will be able to see the following headline changes:

**In year one**<sup>10</sup>, opportunities to learn more about developing the young workforce (DYW), explain what it means from early years through to the end of secondary education and look at what is already happening in practice. Testing out new approaches via the Scottish Funding Council's 'early adopter' activity<sup>11</sup> on school/ college partnerships and on Skills Development Scotland's foundation apprenticeship pathfinders. Initial communication and engagement with young people and parents on the range of routes into employment which are open to young people at school and college.

**In year two**, more opportunities in place for young people to undertake learning which connects more directly to employment, for example, through school/college partnerships. We will evaluate early activity through foundation apprenticeship pathfinder activity and consider how successful programmes can be expanded further. Engagement with learners, teachers and practitioners to change perceptions of the value of work related learning and qualifications.

**In year three**, more schools will be delivering a broader range of qualifications for young people from S4 – S6 in partnership with colleges and other providers. Schools will have more partnerships with employers to inform curriculum design and delivery and provide work related learning experiences. With the support of careers professionals, teachers and other practitioners, young people and parents will be more informed about routes into work, careers planning and employment opportunities.

**In year four**, school and college staff and other practitioners across Scotland will be supported to have a greater understanding of the world of work and routes into work to improve young people's learning. More schools will offer a fuller range of vocational qualifications, in partnership with colleges and other training providers. Pilot activity around foundation apprenticeships will continue to be evaluated with successful activity rolled out. All schools will have employers fully involved in informing curriculum planning and delivery and providing work related learning experiences.

**In years five and six**, as the programme matures and the new provision becomes established, visible and valued, there will be an expansion of year four activity to cover the majority of secondary schools and other learning settings in Scotland.

**In year seven**, there will be evidence of increased employer satisfaction, more young people completing vocational qualifications, more achieving qualifications at a higher level, more young people in all secondary schools in Scotland progressing to college, training, university and employment.

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<sup>10</sup> The current academic year, 2014-15

<sup>11</sup> Source: The seven 'early adopter' college regions are exploring and developing senior phase vocational pathways - aiming to bridge the gap between school, college, university and employment for 15-18 year old secondary school students. The early adopter regions are Aberdeen & Aberdeenshire, Dumfries and Galloway, Edinburgh, Fife, Central, Glasgow and West Lothian.



## 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 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 2014-2015, we will see or are already seeing:

- The aims of the Developing the Young Workforce (DYW) programme embedded within the Curriculum for Excellence Implementation Plan and monitored through the Curriculum for Excellence Management Board and Implementation Group;
- Communications and engagement work undertaken to develop understanding of routes into work amongst parents, teachers and practitioners, and young people;
- An initial evaluation of the starting point in terms of what secondary schools are already offering by way of vocational qualifications established;
- Appropriate measures of success for schools in relation to the DYW programme developed;
- 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.
- Education Scotland integrating DYW in inspection advice to schools;
- Scottish Funding Council early adopter activity on school/college partnerships undertaken in 7 college regions;
- Foundation apprenticeship engineering pathfinder projects undertaken in Fife and West Lothian.

### During 2015-16, we will see:

- An increase in uptake of vocational qualifications available to those in the senior phase;
- An increase in the quality and number of strategic partnerships between local authorities, schools, and colleges, to widen the offer to young people in the senior phase;
- DYW programme reflected in college outcome agreements and curriculum planning;
- DYW programme reflected in local authority strategic plans;
- Mechanism to influence community plans is established;
- Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners to support young people in S3 to learn about finding, applying and getting a job;

- Relaunch [My World of Work website](#) with a greater learner focus linked to career pathways;
- Guidance and support developed by Education Scotland and Skills Development Scotland for teachers and practitioners on the world of work aimed at ages 3-18;
- A new standard for work experience in place in schools;
- Lessons from Scottish Funding Council early adopter activity regions disseminated widely;
- Scaling up of the foundation apprenticeship pathfinders to other local authorities;
- Engagement with young people, teachers and practitioners, parents and employers to actively promote the range of options available;
- Expansion of wide range of qualifications included in Insight tool;
- A quality assurance review for the careers service as part of a continuous improvement regime is in place
- Agreed standard for careers guidance for all young people including those who require additional help and support is in place;
- Education Scotland publish an aspect review of My World of World;
- The establishment of Regional Invest in Young People Groups working in partnership with local authority education teams across Scotland.

**During 2016-17, we will see:**

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Evaluation of the initial foundation apprenticeship pathfinders completed and evidence used to inform the development of an agreed model;
- 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 experience and the quality of careers guidance as part of secondary school inspection programme.

**During 2017-18, we will see:**

- An increase in the uptake of vocational qualifications available to those in the senior phase;
- Further expansion of foundation apprenticeship across Scotland and covering other sectors;
- Delivery of mentoring support for young people in care as part of the Invest in Young People accolade<sup>12</sup>.

**During 2018-19, we will see:**

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

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<sup>12</sup> The accolade has been developed in response to the Young Workforce Commission's report

**During 2019-2020, we will see:**

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

**During 2020-2021, we will see:**

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

***Education Working for All! Recommendations***

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

**Measures**

KPI 1 - Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.

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

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

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

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

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

## **Section 2: Colleges**

### **A Valued and Valuable Choice**

*There is no doubt the establishment of the larger colleges on a regional basis and some good progressive leadership at Chair and Principal level are having a positive impact on the resources, innovation and enterprise that colleges will be able to apply in a range of ways to play their full role in developing Scotland's young workforce.*

**Education Working for All!**

#### **Context**

The Commission's report highlights the changes in the college sector over the last three years resulting in regionally based colleges of significant scale and influence. With the structural and governance reform of the sector complete, colleges are delivering a broad range of subjects and qualifications to meet local labour market demand as set out in their outcome agreements.

Recent years have seen government re-focusing college spend on full time courses designed to get people jobs – the type of provision the Commission for Developing Scotland's Young Workforce has made very clear that young people and our economy need. Coupled with funding set to exceed £1.5bn over the 3 years from 2013/14, the sector is exceptionally well placed to play what must be a pivotal role in developing Scotland's young workforce

Our objective is a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job, as a mainstream option for all pupils in the senior phase of secondary school. In doing so, we want to address gender imbalance in learning, and contribute to a significant reduction in youth unemployment by ensuring that what is on offer is relevant to labour market needs and addresses the needs of science, technology, engineering and mathematics (STEM).

Based on labour market intelligence and aligned with regional planning mechanisms, college outcome agreements set out how colleges will shape their curriculum and delivery arrangements, to address these priorities in the context of the regions they serve. Early adopter activity in seven college regions is exploring how more young people can have the opportunity to undertake college studies while still at school.

The key challenges for colleges lie in developing more productive partnerships with local authorities, schools and with employers, and to understand how these improve learner experiences and outcomes.

The Scottish Funding Council's role is to work with colleges and other partners at regional and national levels to plan and implement the changes required to meet the ambitions set out in the Commission's report.

## **Involving people**

Young people, parents, carers, teachers and practitioners, and employers are at the heart of this effort; success will depend on ensuring that they are central to what is offered, and to how it is delivered and promoted.

It is also crucial that colleges continue to build on the very significant progress that has been made to ensure education is tailored to the skills employers want and the skills young people need to get good jobs. That will require close engagement and strengthened partnerships with industry and employer groups. Key to that effort will be promoting the benefits to employers of working closely with colleges.

To ensure that young people can access the opportunities that are right for them, it is essential that they have a clear and accurate understanding of the value of a vocational education at college and the opportunities this can deliver. Key partners such as schools, colleges, local authorities and Skills Development Scotland all have a responsibility to engage with young people, and those who influence them, to ensure they have the right information to make informed choices.

### **What will be different by 2021?**

As this plan's introduction sets out, developing the young workforce in Scotland requires a long term effort across many parts of the education system and among employers. From a college perspective, over the seven years of this young workforce programme, young people, their parents, teachers and practitioners, those working in colleges, training providers and employers will be able to see the following headline changes:

**In year one**, thinking on senior phase vocational pathways, is being developed through school-college partnerships in seven early adopter college regions. These will explore and develop opportunities for young people to develop skills for work as part of a structured programme within their school curriculum, providing routes into further learning, training or work.

**In year two**, building on evaluation of the early adopter activity, we will see delivery of new vocational pathways, extended in range and scale. As part of their development, college outcome agreements, informed by Skills Investment Plans (SIPs) and Regional Skills Assessments (RSAs), will fully reflect the young workforce agenda in agreements for academic year 2015-16.

**In year three**, we will continue to develop and expand the offer to senior phase pupils. We will know more about the destinations of full time college leavers. College outcome agreements, informed by Skills Investment Plans and Regional Skills Assessments, will continue to improve, supported by enhanced partnerships with employers, local authorities and other regional planning partners.

**In year four**, colleges, secondary schools and local authorities will be working more effectively in partnership to deliver vocational pathways to a wider range of senior phase pupils, with all colleges offering vocational options to the majority of secondary schools in their region. Parents, teachers and practitioners, and young people will be able to understand how colleges help learners to progress into work and higher education. Most

young people will be informed about the new programmes available and the potential jobs and careers to which they lead.

**In years five and six**, colleges will be working in greatly improved partnership with all secondary schools and employers, with vocational course options available across all schools. Parents and young people will be fully informed with young people choosing the new, more relevant vocational programmes.

**In year seven**, the system is tested and its impact established, with more young people completing vocational qualifications, and progressing more efficiently to higher levels of study and employment.

## **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 2014-15, we will see or are already seeing:**

- Early adopter activity for senior phase pupils established in seven college regions;
- Key performance measures agreed with college sector;
- College outcome agreements for academic year 2015-16 developed with involvement from local authorities;
- A re-prioritised Service Level Agreement between Scottish Funding Council and Education Scotland, and Scottish Funding Council and College Development Network making clear how their work will support the Commission's objectives;
- A joint plan from Scottish Funding Council and Skills Development Scotland to support the use of Skills Investment Plans and Regional Skills Assessments to inform college outcome agreements and the allocation of Modern Apprenticeships.

### **During 2015-16, we will see:**

- Publication by Scottish Funding Council of an analysis of the commitments made by colleges in their 2015-16 outcome agreements – including plans to develop senior phase vocational pathways in all regions;

- A plan from Scottish Funding Council to enhance college engagement in Community Planning Partnerships;
- Young people benefitting from better work-related learning experiences;
- Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners;
- College outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities;
- Scottish Funding Council develops a strategy to promote the value to employers of engaging with colleges;
- Early adopter activity evaluated and lessons inform the development of college outcome agreement guidance;
- Capacity building to support enhanced employer engagement in the college sector;
- Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments.

**During 2016-17, we will see:**

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

**During 2017-18, we will see:**

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

**During 2018-19, we will see:**

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

**During 2019-2020, we will see:**

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

**During 2020-2021, we will see:**

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

## ***Education Working for All! Recommendations***

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

### **Measures**

KPI 1 - Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.

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

KPI 4 - Increase the percentage of young college students moving into employment or higher level study by 2021.

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

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



# Section 3: Apprenticeships

## Access to Work Based Learning for All Young People

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

**Education Working for All!**

### Context

Modern Apprenticeships (MAs) are widely recognised as being an excellent opportunity to gain skills, experience and a qualification while **in employment**. They support the development of our collective skills base and in doing so can contribute to economic development.

The Commission's report recognises the success and the potential of the MA programme and the Government's plans to build on this by expanding the MA offer to create more opportunities and to better align the programme with key sectors and areas of economic growth. Modern Apprenticeships are driven by employer demand and are well respected and understood.

In expanding the MA offer, the Government will also ensure that there are clear routes into apprenticeships in key and growth areas, for those in school through foundation apprenticeships and for those not in schools through early stage pre-apprenticeships. Working with partners, the Government will also look to break down some of the pre-conceptions surrounding the programme and in doing so encourage groups that are currently under-represented to participate in future. This includes challenging gender and cultural stereotypes and removing barriers where they exist for those who require additional support.

A new supervisory board, led by employers will ensure that Modern Apprenticeships continue to be closely linked to areas of economic growth and job opportunities. This will be guided by Skills Investments Plans and Regional Skills Assessments which will for the first time provide a regional level assessment that allows employers and providers to develop opportunities that will lead to sustained employment by making better informed decisions on which Modern Apprenticeships (MAs) should be supported.

An increased focus on higher level apprenticeships, particularly in STEM subjects, will encourage alternative models and improved pathways for progression to degree-level qualifications in a work-based setting.

### Involving people

Young people, parents, carers, teachers and practitioners and employers are all crucial to the development of Modern Apprenticeships and success will depend on ensuring that they are central to what is offered and how it is delivered and promoted.

Enhancing the perception of Modern Apprenticeships and other vocational and work-based learning is critical to the success of this work. This will involve close engagement with those participating in the scheme, as well as the engagement of parents, teachers and practitioners and other influencers to understand better the benefits of these options to both those who participate and for their employers.

There will be a concerted effort of promotional activity to support this change which will look to ensure fair access and to encourage more employers, particularly small and medium enterprises (SME) to participate and gain the benefits of doing so.

### **What will be different by 2021?**

Developing the young workforce in Scotland requires a long term effort across many parts of the education system and among employers. In terms of Modern Apprenticeships, over the seven years of this young workforce programme, young people, their parents, teachers and practitioners, those working in colleges, training providers and employers will be able to see the following headline changes:

**In year one**, we will establish the demand for further expansion so that activity can be targeted in key areas. We will develop and test new approaches such as foundation and advanced apprenticeships and will look to create new initiatives to encourage more people from under-represented groups to take part.

**In year two**, the new Modern Apprenticeship Supervisory Board will be established to help shape progress on expansion plans. We will evaluate early activity through foundation and advanced apprenticeship pathfinder activity and consider how successful programmes can be expanded further. New quality assurance processes will be in place alongside new incentives to encourage small and medium enterprise to take on more apprentices. Parents, and young people will have a greater awareness of and understanding of the opportunities brought by participating in the different levels of Modern Apprenticeships.

**In year three**, equality action plans will be put in place and the number of MA opportunities will be increasing, with a greater proportion at higher levels and in STEM. Alignment with industry needs will continually improve as the use of Skills Investment Plans and Regional Skills Assessments becomes more embedded and the influence of the Supervisory Board is felt more strongly. It will be easier for young people to find Modern Apprenticeship vacancies through the relaunched My World of Work.

**In year four**, the number of MA opportunities will continue to increase and participation from under-represented groups will be improving. Pilot activity will continue to be evaluated – particularly around foundation apprenticeships and early stage pathways with successful activity continuing to be rolled out.

**In years five and six**, MA opportunities will continue to increase and pathways will become more established with increasing numbers entering Modern Apprenticeships from foundation or pre-apprenticeship activity and more people taking high-level MAs or advanced apprenticeship options – particularly in STEM subjects.

**In year seven**, there will be at least 30,000 new Modern Apprenticeship starts each year. The system will be tested and its impact will be established. There will be evidence of increased employer satisfaction, more young people completing vocational qualifications, more achieving at a higher level and more successful progression into and within employment.

## Key themes and milestones for apprenticeships

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

- Development of foundation apprenticeships in schools
- Development of advanced apprenticeships
- Modern Apprenticeship expansion including STEM and higher level apprenticeships
- Supervisory Board established, supporting greater responsiveness to labour market need meaning MAs are better aligned with job opportunities
- Clearer pathways into apprenticeships for those not in work or those from previously under-represented groups

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

### During 2014-15, we will see:

- Foundation apprenticeship pathfinder in place in Fife and West Lothian;
- Terms for the Modern Apprentice Supervisory Board established;
- New Modern Apprenticeship Identity launched to support consistent branding aimed at raising the awareness and perception of the Modern Apprenticeship offer;
- Skills Development Scotland contracting strategy put in place each year for Modern Apprenticeships and the Employability Fund, in order that key changes each year are reflected to take into account the expansion plan, Skills Investment Plans and Regional Skills Assessments;
- Initial equalities pilot action implemented creating new opportunities for those from currently underrepresented groups.

### During 2015-16, we will see:

- Advanced apprenticeships model designed working with University of the Highlands and Islands and Strathclyde University Engineering Academy;
- Foundation apprenticeship pathfinders undertaken in other local authorities;
- Model and funding profile for MA expansion programme developed;
- STEM expansion plan produced as part of wider expansion plan;
- MA supervisory board meets for the first time with an initial focus on evaluating current MA processes and advising on where expansion activity is best focussed ;
- Modern Apprenticeship Group formally reviewed to ensure model for developing MA frameworks remain fit for purpose;
- Targeted MA campaign activity developed;
- Early assessment of engineering foundation apprenticeships pathfinder activity;
- Education Scotland quality assurance of MAs pathfinder begin;
- Pre-apprenticeship access pilot launched for those not in school and from the labour market;
- Support to small and medium enterprises to incentivise participation in MA programme developed;
- Easier access to Modern Apprenticeship vacancies available through My World of Work.

**During 2016-17, we will see:**

- Evaluation of initial foundation apprenticeship pathfinders completed;
- Early assessment of advanced apprenticeship pathfinder activity;
- Education Scotland's Modern Apprenticeship Quality Assurance programme rolled out;
- Individual equality action plans begin to increase participation by under-represented groups.

**During 2017-18, we will see:**

- Further expansion of foundation apprenticeships across Scotland and covering other sectors;
- Evaluation of pre-apprenticeship pilot for those furthest from the labour market;
- Evaluation of the advanced apprenticeships pathfinder undertaken and evidence used to inform the development of an agreed model.

**During 2018-19, we will see:**

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

**During 2019-2020, we will see:**

- Achievement of Modern Apprenticeship volume target and diversity targets.

**During 2020-2021, we will see:**

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

***Education Working for All! Recommendations***

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

**Measures**

KPI 1 - Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.

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

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

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

KPI 7 - Reduce to 60 per cent the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021.

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

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

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

# Section 4: Employers

## Their Investment in the Young Workforce

*Employers are in a unique position to help give young people the inspiration, knowledge, skills, and motivation they need to transition successfully from education to the workplace.*

**Education Working for All!**

### **Context**

The Commission's report made a number of challenges to industry in terms of its role in developing the young workforce. In their initial response to the report itself and through their emergence in the leadership of this programme, employers have demonstrated a commitment to develop a much more active approach to help build structures through which they can shape and provide opportunities for the development of the young workforce.

We have already launched the Invest in Young People accolade and are delighted that employers large and small are working towards the accolade. Rob Woodward, Chief Executive of STV, has agreed to chair the industry focussed National Invest in Young People Group which will guide the formation and development of Regional Invest in Young People Groups. These will work to create a bridge between employers and education, providing a resource for teachers and practitioners, and encourage and support employers to recruit and train young people.

Employers are central to preparing our young people for the world of work and helping them move successfully into the workforce. By creating mechanisms through which employers can more easily influence the education system, play an active part in its delivery and remove some of the real barriers to employing young people, we aim to transform the prospects of our young people and ultimately enhance Scotland's economic performance.

The Scottish Government will work with industry and other partners to ensure that we engage with employers on a systematic basis, taking account of the contribution that different types of employers can make. We will seek to engage with existing industry led groups and establish new industry led groups in those parts of the country where they do not currently exist. We will work with public sector employers to ensure that they make a structured contribution to the development of the young workforce alongside employers from other sectors. We will seek to ensure that larger employers encourage and support their supply chain partners to make a meaningful contribution. And we will publicly acknowledge the positive contribution of all types of employers to the development of our young workforce.

### **Involving people**

Encouraging and supporting the development of active industry leadership will be a central part of the work we will take forward. This has to be focussed on actions which make it easier for employers to make their full contribution to the development of the young workforce. Industry leaders, business representative and trade bodies, the trade union

movement and third sector organisations which work directly with industry will all be key partners in our efforts to influence employers of all types to make a direct contribution to the Programme as will our enterprise agencies, Scottish Enterprise, and Highlands and Islands Enterprise, and Skills Development Scotland.

The local authority economic development and employability leadership network will play a critical role in our partnership with local government.

### **What will be different by 2021?**

As this plan's introduction sets out, developing the young workforce in Scotland requires a long term effort across the education system and from employers themselves. From an employer engagement perspective, over the seven years of this young workforce programme, employers, young people, their parents and carers, teachers and practitioners, those working in colleges and training providers will be able to see the following headline changes.

**In year one**, we will have established a number of industry led Regional Invest in Young People Groups, providing a central resource for employers, schools and colleges in their region. The Invest in Young People accolade will be in place.

**In year two**, through the establishment of industry led Regional Invest in Young People Groups across the country, employers will begin to inform our approach nationally and locally. Employers will begin to inform education quality assurance processes. Growth companies and inward investors will be encouraged and supported to make a direct contribution to the development of the young workforce.

**In year three**, schools will have partnerships with employers to inform curriculum planning and delivery and provide work related learning experiences. Public sector employers will be making an enhanced contribution to the development of young people as they make their transition toward and into employment.

**In year four**, all secondary schools will have partnerships with employers to inform curriculum planning and delivery and provide work related learning experiences.

**In year five**, employers will inform the work related courses available in all colleges across Scotland.

**In year six**, regional curriculum planning between colleges and local authorities will be informed by schools and employers. Modern Apprenticeships will feature integrally in plans.

**In year seven**, the system will be tested and its impact established. We will see evidence of increased employer satisfaction, more young people completing vocational qualifications, more achieving at a higher level, more young people progressing to college, training and onto higher education all of which will contribute to significantly increased levels of sustained employment among young people.

## 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 2014-15, we will see or are already seeing:

- Industry led National Invest in Young People Group to oversee the establishment of Regional Invest in Young People Groups in place and joint Local Government and Scottish Government working group established;
- Establishment of first tranche of Regional Invest in Young People Groups;
- The Investors in Young People (IIYP) accolade launched;
- Education Scotland establishes external reference group in partnership with industry to inform the development of approaches to inspection and review across education sectors (schools, colleges, and other settings);
- Commitments to develop the young workforce agreed with public sector employers.

### During 2015-16, we will see:

- Industry led Regional Invest in Young People Groups established across Scotland;
- New services provided to growth companies by the enterprise bodies;
- Introduction of Regional Selective Assistance (RSA) conditionality where appropriate;
- A revised approach to the Scottish Government's recruitment incentives established with local authorities and other partners;
- Regional industry led groups established across Scotland;
- Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment;
- Lead body identified to support recruitment of young disabled people;
- Good practice in public and private sector procurement in relationship to the development of the young workforce identified and promoted;
- Development of options for introduction of voluntary levies in sectors experiencing skills shortages;
- Integration of the activity of Regional Invest in Young People Groups and that of Investors in People Scotland in the promotion of the Investors in Young People accolade;
- Education Scotland capacity building activities and approaches to external evaluation are more informed by the needs of employers;
- Education Scotland curriculum, learning and assessment groups will include industry representation;
- Guidance on school-industry partnerships established with input from local authorities and the National Invest in Young People Group.



**During 2016-17, we will see:**

- Resources available to support school leaders in promoting career pathway planning with opportunities for emerging school leaders to engage directly with industry;
- Regional Skills Assessments updated;
- 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**

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

**During 2018-19, 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.

**Measures**

KPI 1 - Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.

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

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

# Section 5: Equality

## Developing the Talents of All Our Young People

*Diversity in the workplace, reflecting the diversity in our communities, will make a tangible contribution to addressing wider inequality issues in society.*

**Education Working for All!**

### **Context and ambition**

At the heart of our programme is a commitment across Government and our delivery partners to advance the interests of all our young people. By offering young people - from as early as during their primary/nursery school education - a clear picture of all the career choices available to them, we will equip them with the skills and knowledge to make more informed choices throughout their school studies and beyond.

This underlines the Government's commitment to fairness and social solidarity. The First Minister has made clear that this Government will have a relentless focus on improving the public services and economy of Scotland, and tackling inequality.

To achieve sustainable economic growth, we will need to develop the talents of all our young people. The Commission's report sets out the challenge and our response is to see our action not as separate activity but as an approach to advancing equality embedded throughout our response to the report's recommendations.

Throughout the programme is the message, delivered in activity in schools, colleges and by employers, that all careers can be open to our young people. And through a national campaign, we will support parents and carers as they help young people to make choices at key points in their lives about the future. Similarly we will develop guidance to help teachers and practitioners work with young people as they explore the advanced provision on offer to them.

We recognise that this change in hearts and minds - the ability to realise opportunities are available to all - will not happen overnight: we are already working with delivery partners and local government to embed these principles of fairness and equality throughout their services to young people. There are specific actions throughout the programme that will address concerns in the Commission's report, for example, improving gender balance on some Modern Apprenticeship frameworks. Our success measures – at annex B - demonstrate we are ambitious about tackling this imbalance and have developed targets that encourage systemic change rather than small incremental improvements. We want young people quickly to see more options available to them.

While we are committed to a mainstream change of provision in education and training, we recognise that some groups need extra support and guidance. Throughout the plan, there are instances when specific interventions are needed to drive change, for example, in the plan being developed by the Scottish Funding Council, Skills Development Scotland and others to reduce the gender imbalance in education and training.

Taking an evidence based approach<sup>13</sup> the Commission concluded from an early stage that there are currently barriers which require specific measures to be taken. In particular they concluded that:

- Gender stereotyping in education exists as does gender segregation in a significant number of the occupations and careers young people pursue;
- Young people from Scotland's black and minority ethnic communities embark on a narrower range of pathways than young people from the population as a whole and are more likely to experience unemployment;
- Young disabled people are much more likely to experience difficult transitions through education and to be unemployed after they leave education;
- And young care leavers as a group experience some of the poorest educational and employment outcomes of any group of young people in society.

Our early action has already supported Skills Development Scotland to undertake further work to address gender segregation and support young disabled people, minority groups and care leavers into training and employment programmes. And we will go further to meet our targets for looked after young people and young disabled people who will be supported to take their place in the world of work.

This means concerted effort across the programme as well as a campaign to ensure no one thinks in terms of a "boy's job" or a "girl's job". We are already using pilot activity and early research to test our approach and ensure, through our programme management reporting, we see progress in line with our interim measures.

That approach will see changes in the demographic in the workplace as well as providing more of our young people with examples of their peers overcoming challenges with our support to take up a place in education, training or employment that is sustainable and allows them to make a full contribution to their community.

In order to achieve our overall purpose of sustainable economic growth, we need to create social and economic justice. This plan contains a coherent set of actions that will help more of our young people take their place in the labour market, find a role in their communities, and ensure that all our young people wake up in the morning, knowing that they are helping to move Scotland forward. We aim to achieve our aims with the powers we have at our disposal. With greater control over our own decision-making, we could achieve more.

**During 2014-2015, we will see or are already seeing:**

- Initial equalities pilot action implemented, creating new opportunities for those from currently underrepresented groups.

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<sup>13</sup> The Equality Impact Assessment for the Commission's report is at <http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/commissiondevelopingscotlandsyoungworkforce>

**During 2015-16, we will see:**

- Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners;
- Targeted Modern Apprenticeship campaign activity developed;
- Supported employment opportunities in the third sector provided for care leavers and other groups of young people who face significant barriers to employment. Lead body identified to support recruitment of young disabled people.

**During 2016-17, we will see:**

- Secondary school inspection of active gender targeting in relation to college based learning and foundation apprenticeships begins;
- Scottish Funding Council implementing their plan to reduce gender imbalance on courses which they will report on annually;
- Individual equality action plans begin to increase participation by under-represented groups;
- 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:**

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

**During 2018-19, we will see:**

- Achievement of our target to increase the percentage of employers recruiting young people directly from education to 35%.

**During 2019-2020, we will see:**

- Achievement of Modern Apprenticeship volume target and diversity targets.

**During 2020-2021, we will see:**

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

***Education Working for All! Recommendations***

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

**Measures**

KPI 1 – Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.

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

KPI 7 - Reduce to 60 per cent the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021.

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

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

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

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

# GLOSSARY

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

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

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

These are:

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

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

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

**Early adopter activity:** This refers to the seven 'early adopter' college regions who are exploring and developing senior phase vocational pathways - aiming to bridge the gap between school, college, university and employment for 15-18 year old secondary school

students. The early adopter regions are Aberdeen & Aberdeenshire, Dumfries and Galloway, Edinburgh, Fife, Central, Glasgow, and West Lothian.

**Foundation Apprenticeships:** a new approach to blended workbased learning which is carried out in the senior phase (S4 to S6) which encompasses some off-the-job elements of an apprenticeship, better preparing the young person to progress into a Modern Apprenticeship or further or higher education opportunity.

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

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

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

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

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

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

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

### 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.

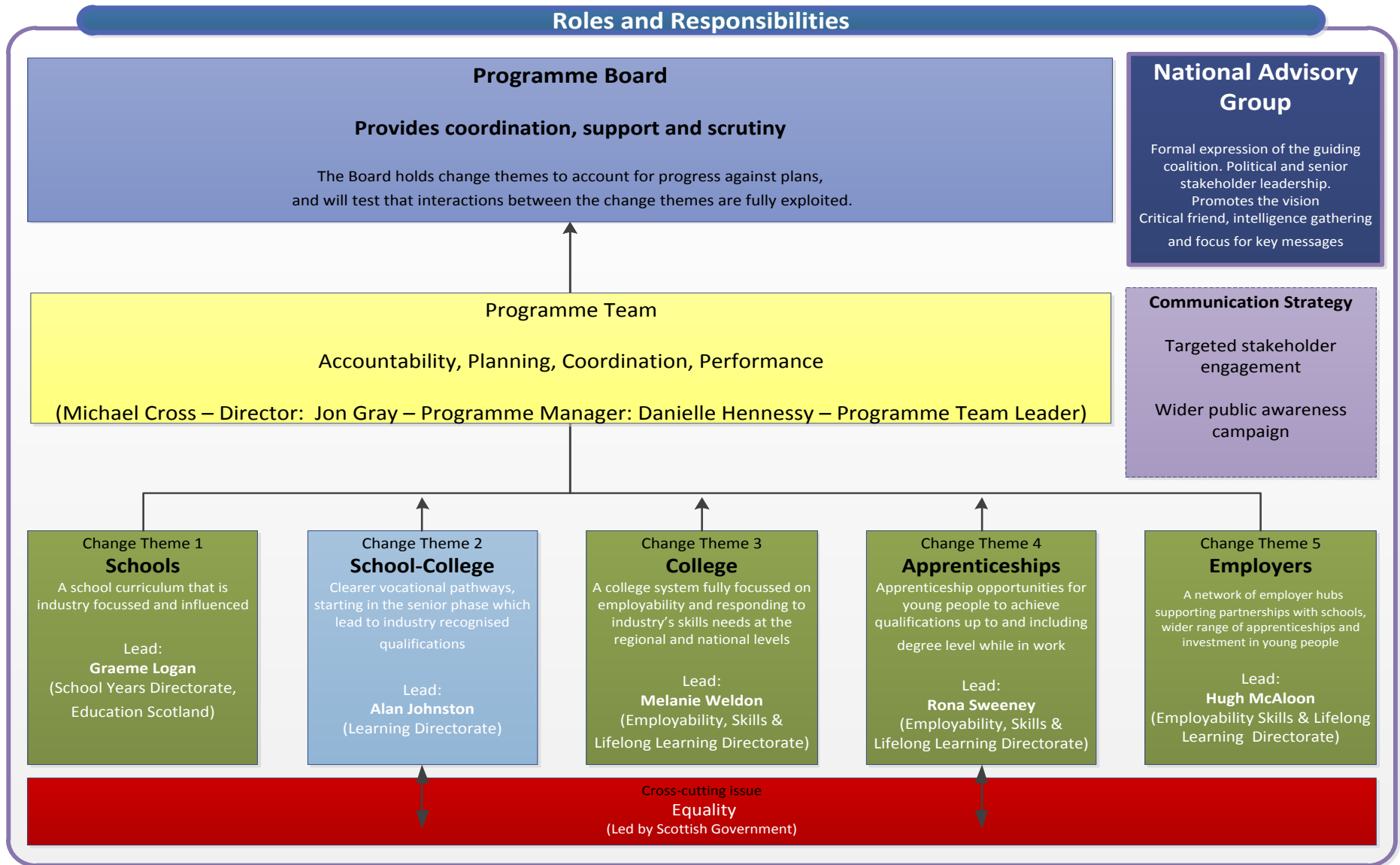
## KEY PERFORMANCE INDICATORS

- The following key performance indicators are based on those proposed by the Commission for Developing Scotland's Young, and have been endorsed by the Developing Scotland's Young Workforce Programme Board.
- The Scottish Government will report annually on performance and progress against these measures. A number of the measures require further refinement in order to capture fully the nature and level of the programme's ambition. The Programme Board will advise the Scottish Government on the total set of KPIs as part of their scrutiny of the programme and will advise of any changes recommended, which will in turn be reflected by the Scottish Government in its public facing material.

KPI	Baseline figure	Data source	Next data update
<b>Overarching Target</b>  To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021.	52,000 (Jan-Mar 2014)	Labour Force Survey	June 2015
<b>KPI 1</b>  Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.	3.7 (2013)	Annual Population Survey	March 2015
<b>KPI 2</b>  Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021.	19% (Jan-Mar 2014)	Eurostat, Labour Force Survey	June 2015
<b>KPI 3</b> Increase the percentage of school leavers attaining vocational qualifications* at SCQF level 5 and above by 2021.	TBA - Provisional data from 2013/14 leavers will be available in	Insight using data from awarding bodies, SDS and SG	Annual from February 2015

<p><b>*Vocational qualifications:</b> for the purposes of base lining, we are interpreting this as National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work at SCQF Level 5 and above but recognise that this should evolve to fully reflect vocational qualifications valued by employers. We will consult further with stakeholders on this.</p>	February 2015	pupil census	
<p><b>KPI 4</b></p> <p>Increase the percentage of young college students moving into employment or higher level study by 2021.</p>	TBA - Provisional data from 2013/14 leavers will be available in June 2015	To be confirmed	Annual from June 2015
<p><b>KPI 5</b></p> <p>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.</p>	15,655 (end 2013/14)	Skills Development Scotland data	June 2015
<p><b>KPI 6</b></p> <p>Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018.</p>	32% (2014 Employer Skills Survey)	UKCES Employer Perspectives Survey	2016 Employer Perspectives Survey
<p><b>KPI 7</b></p> <p>To reduce to 60 per cent the percentage of MA frameworks where the gender balance is 75:25 or worse by 2021.</p>	73% (2013-14)	Skills Development Scotland data	June 2015
<p><b>KPI 8</b></p> <p>Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses* by 2021.</p>	Minority gender share is between 2% and 9% in each of the 10 relevant superclasses. (2012/13)	Scottish Funding Council data	January 2015.

*Superclasses are subject groups in colleges.			
<b>KPI 9</b> Increase the number of MA starts from minority ethnic communities to equal the population share by 2021	1.1% (SDS Q4 2014 Report)	Skills Development Scotland data	June 2015
<b>KPI 10</b> Increase the employment rate for young disabled people to the population average by 2021	31.0% disabled youth employment rate (July 2013 – June 2014)	Annual Population Survey	June 2015
<b>KPI 11</b> Increase positive destinations for looked after children by 4 percentage point per annum resulting in parity by 2021	60.3% (2012/13)	Educational Outcomes for Looked After Children	June 2015



## **Developing the Young Workforce Programme**

The Scottish Government's response to the Commission for Developing Scotland's Young Workforce, chaired by Sir Ian Wood, is built around a programme management structure. The attached diagram highlights the main structures for driving activity to develop a world class vocational education system in Scotland, reducing youth unemployment levels to those of the best performing countries in Europe.

To provide oversight of - and direction on - the Change Theme plans, and to ensure connections are made across themes, the Scottish Government has established a programme board chaired by Andrew Scott, Director of Employability, Skills and Lifelong Learning, with membership drawn from local and central government, the college sector and the business community. The programme board takes political and senior stakeholder guidance from the National Advisory Group. Jointly chaired by Cabinet Secretary for Fair Work, Skills and Training and Councillor Douglas Chapman (COSLA), with Sir Ian Wood as a member, the inaugural meeting will be in early 2015. Oversight of the delivery of plans is provided by the programme board, which has met four times in 2014 and plans to meet again in early 2015 on a quarterly cycle.

The recommendations are grouped into Change Themes that map broadly against relevant parts of the system: provision in schools through the Broad General Education (Change Theme 1), senior phase of Curriculum for Excellence (Change Theme 2), college provision (Change Theme 3), training and apprenticeships (Change Theme 4), and engagement with employers (Change Theme 5).

Equality is addressed throughout the programme in line with Ministerial request that the final Commission report focus particularly on occupational segregation and reaching those young people furthest from the labour market. Collaboration is therefore central to our efforts: no Change Theme can deliver their part of the programme without input and buy-in from another. Change Theme Leads are drawn from Scottish Government and Education Scotland with input from delivery partners across the programme.

### **Programme Roles**

#### **Programme Board**

- Agrees the programme can start by approving the Programme Initiation Document
- Reviews progress
- Agrees the resources required
- Sets the overall strategy and looks at how the programme links in with other initiatives
- Provides expertise and advice to drive the strategy

#### **Senior Responsible Owner**

- Secures the relevant resource for the programme
- Ensures the success of the programme
- Establishes the business case
- Leads the strategic direction and progress of the programme
- Supports the Programme Director
- Chairs the Programme Board
- Accepts and signs off programme documents



### **Programme Director**

- Manages the programme team
- Supports the success of the programme
- Leads operational matters and progress of the programme
- Advise and manage issues of escalated risk

### **Programme Manager**

- Manages the programme day-to-day
- Plans, monitors and controls the work
- Reports progress through Highlight Reports
- Creates and maintains the Risk Register
- Ensure all risks are identified, recorded in the Risk Register and regularly reviewed
- Prepares the Quality Management Strategy

### **Programme Team**

- Supports Senior Responsible Owner, Programme Director and Programme Manager
- Ensures the programme is understood and has a profile with relevant policy interests across the Scottish Government and contributes to their development
- Advises Ministers
- Monitors and responds to political and other pressures
- Carries out the work required to coordinate and schedule activity of the programme.
- Ensures risks related to the Business Case are identified, assessed and controlled
- Assists the Programme Manager with the maintenance of the Risk Register
- Provides administrative support for quality controls
- Maintains the Quality Register and the quality records

### **Change Theme Leads**

- Establish a plan for change theme activity and controls its work
- Ensure progress against each milestone in the global plan
- Responsible for the delivery of the day-to-day work of each change theme
- Ensure risks to the achievement of milestones are identified, assessed and controlled
- Participate in the identification, assessment and control of risks
- Review risk management procedures to ensure they are performed in line with the Risk Management Strategy
- Establish stakeholder quality expectations and acceptance criteria
- Approve the Quality Management Strategy from a stakeholder perspective
- Approve any quality methods, techniques and tools

## **DEVELOPING THE YOUNG WORKFORCE (DYW) PROGRAMME**

### ***Programme Board***

Andrew Scott, Director, Employability, Skills and Lifelong Learning in the Scottish Government, will act as Senior Responsible Officer leading the DYW implementation programme, and chairing a programme board to which lead officials will be accountable for progress.

### ***Membership***

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

### ***The National Advisory Group***

The National Advisory Group is designed to provide formal expression of the guiding coalition that supports the DYW programme: through its members it will be able to promote the associated vision to stakeholders across Scotland.

### ***Membership***

- Cabinet Secretary for Fair Work, Skills and Training; Councillor Douglas Chapman, CoSLA (joint retained chair)
- Sir Ian Wood
- Brian Johnstone (Regional College Chair, Dumfries & Galloway)
- John Fyffe (President, Association of Directors of Education in Scotland)
- Iain Ellis (Chair, National Parents' Forum Scotland)
- Larry Flanagan (EIS General Secretary)
- Grahame Smith (STUC General Secretary, Wood Commissioner)
- Hamira Khan (Chief Executive, Scottish Youth Parliament)
- Polly Purvis (Executive Director ScotlandIS: trade body for ICT industry in Scotland)
- Morna Simpson (founder of Girl Geek Scotland, Managing Director of FlockEdu)
- Annag Maclean (Headteacher, Castlebay High)
- Elma Murray (SOLACE representative)

### **National Invest in Young People Group**

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

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