

## Angus Council Response to Commission for Developing Scotland's Young Workforce

Recommendation	Current Activity	Next Steps															
<p><b>Recommendation 1:</b> Pathways should start in the senior phase which lead 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.</p>	<ul style="list-style-type: none"> <li>• Extensive uptake of vocational learning via School-College Partnership, Murton and schools in partnership with employers but Skills for Work awards are not an industry recognised qualification</li> <li>• Some National Certificate (NC)/Higher National Certificate (HNC) 'infill' in previous years</li> <li>• Work Related Learning Steering Group discuss and share practice</li> <li>• Early stages of development of an 'Angus Campus' to increase flexibility and broaden senior phase</li> </ul> <table border="1" data-bbox="817 997 1415 1204"> <thead> <tr> <th>Local Authority</th> <th>Activity 2013/2014</th> <th>Target 2014/2015</th> </tr> </thead> <tbody> <tr> <td>Dundee City Council</td> <td>716</td> <td>720</td> </tr> <tr> <td>Angus</td> <td>1,683*</td> <td>1,600</td> </tr> <tr> <td>Totals</td> <td>2,339</td> <td>2,320</td> </tr> <tr> <td>WSUMs Value</td> <td>6,501</td> <td>6,500</td> </tr> </tbody> </table> <p>* NB Angus 2013/14 figures also include provision for Aberdeenshire and Aberdeen councils which may not be offered in future years.</p> <p style="text-align: right;"><i>D&amp;A College ROA 2014/2015</i></p>	Local Authority	Activity 2013/2014	Target 2014/2015	Dundee City Council	716	720	Angus	1,683*	1,600	Totals	2,339	2,320	WSUMs Value	6,501	6,500	<ul style="list-style-type: none"> <li>• Review School-College Partnership with a focus on: <ul style="list-style-type: none"> <li>➢ developing provision and uptake of NC/HNC in senior phase (drawing on experience of small scale pilots in 2012/13)</li> <li>➢ Ensure link between Labour Market Intelligence and vocational courses offered via School-College partnership and others (focus on construction / engineering / care / hospitality)</li> <li>➢ Develop revised financial model</li> </ul> </li> <li>• Work Related Learning Steering Group to focus on Wood recommendations in 2014/15</li> <li>• Consider how best to involve employer representatives in Work Related Learning Steering Group</li> <li>• Continue development of Angus Campus model to enhance senior phase flexibility (including the use of the new community campus in Brechin and Forfar)</li> <li>• Liaise with Economic Development to</li> </ul>
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		<p>explore how aspects of Modern Apprenticeships could be offered within senior phase (early non-workplace content)</p> <ul style="list-style-type: none"> <li>• Agree with schools how to provide “<i>senior staff resource dedicated to the co-ordination</i>” of Work Related Learning in senior phase (role and remit?)</li> <li>• Work Related Learning facilities within new community campus (Brechin / Forfar) used effectively to deliver accredited learning with partners</li> <li>• Explore the opportunity for employers to support/lead the delivery of industry recognised vocational qualifications within the senior phase.</li> <li>• In partnership with local industry, support schools to establish greater parity of esteem between vocational and academic with parents, pupils and teachers.</li> </ul>
<p><b>Recommendation 2:</b> 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</p>	<ul style="list-style-type: none"> <li>• Guidance on Skills for Learning, Life and Work to all schools in 2011 – appendix describes expected progression in career education/management and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and share examples of effective delivery of career information by schools including use of My World of Work</li> <li>• Develop role of ‘business mentor’ to</li> </ul>

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<p>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.</p>	<p>of the world of work</p> <ul style="list-style-type: none"> <li>• Skills for Learning, Life and Work Continuing Professional Development offered to all probationer teachers</li> <li>• Wide range of established employer partnerships</li> <li>• Support/ Continuing Professional Development for schools in using My World of Work</li> <li>• Skills Development Scotland adopting a targeted approach to career guidance</li> <li>• 1<sup>st</sup> Authority wide Careers Fair – November 2013 attended by over 1500 pupils (S4-6) and appropriate school staff from every secondary school in Angus. Open evening also provided opportunity for young people to visit alongside, parents/carers/families.</li> <li>• Programmes developed in partnership with industry to provide teachers (Pupil Care and Support &amp; subject specialists) with a wide ranging understanding of industry, careers and the modern labour market – e.g. GE Oil &amp; Gas, GSK, CITB, Michelin, Armed Forces</li> </ul>	<p>support targeted pupils</p> <ul style="list-style-type: none"> <li>• Explore with schools how provision of a 'dedicated senior resource' focused on developing employer partnerships can be actioned (including examples from other areas)</li> <li>• Revisit and review Skills for Learning, Life &amp; Work guidance and support materials (notably career education and world of work) with access to Continuing Professional Development on request</li> <li>• Cluster based Events showcasing links with local employers and exploring opportunities for employment / training within local communities</li> <li>• Liaise with Skills Development Scotland to agree how capacity within school can be developed around providing Career Information Advice and Guidance for young people</li> <li>• Greater focus on probationers and newly qualified teachers regarding employability, careers and the world of work highlighting the possibilities that exist and resultant benefits that can ensue from</li> </ul>

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	<ul style="list-style-type: none"> <li>• Introduction to the world of work in Primary schools using local employer partners/parent links to input into appropriate areas of the curriculum and support events (e.g. Seaview, Whitehills, Carlogie)</li> <li>• Pupil Care and Support (Careers) Focus Group met quarterly to share practice surrounding approaches to careers guidance and activities in school.</li> </ul>	<p>working in partnership with employers</p> <ul style="list-style-type: none"> <li>• Provide wider opportunities for Career Information Advice and Guidance input prior to Senior Phase</li> <li>• Organise and deliver 2<sup>nd</sup> authority wide Careers Fair – 19 November 2014</li> </ul>
<p><b>Recommendation 3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Flexible and proportionate approach to Work Experience in place and encouraged for a number of years</li> <li>• Extensive well-managed database of employers</li> <li>• Support for schools in accrediting Work Experience at Access 3/Intermediate 1</li> <li>• Annual Work Experience Coordinators meeting allows for sharing of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise if necessary Work Experience guidance as needed (informed by working in partnership with World of Work Network, Inter-authority Skills Network, Scottish Councils Enterprise in Education Network (SCEEN) and Skills Development Scotland to establish current picture of work experience models in each local authority)</li> <li>• Explore how extended Work Experience / internships can form an integral part of a more flexible Senior Phase</li> </ul>
<p><b>Recommendation 6:</b> A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National</p>	<ul style="list-style-type: none"> <li>• Extensive uptake of Skills for Work vocational learning via School-College Partnership, Murton Educational Trust and schools working with employers and high success rate but ...in the main, not industry</li> </ul>	<ul style="list-style-type: none"> <li>• See recommendation 1</li> </ul>

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Performance Framework, Community Plans and College Regional Outcome Agreements.	<p>recognised qualifications</p> <ul style="list-style-type: none"> <li>Build on previous small scale trials of infill to NC / HNC courses as part of blended senior phase</li> </ul>	
<p><b>Recommendation 12:</b> A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.</p>	<ul style="list-style-type: none"> <li>S5/6 science and maths uptake is above national average (but attainment below)</li> <li>Support for schools offering science / engineering clubs is well established</li> <li>Schools participation in Go4SET, Crest awards etc</li> <li>Pilot of Primary Engineer Programme involving 6 Angus schools</li> <li>Schools access to STEM (science, technology, engineering, maths) Ambassadors (managed by Dundee Science Centre)</li> <li>Continuing Professional Development from local STEM employers for Pupil Care and Support staff to raise awareness and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Work with schools to promote STEM subject and career choices including through use of STEM Ambassadors / visits etc</li> <li>Work with Dundee &amp; Angus College to ensure that School-College Partnership provision reflects STEM related areas of the local labour market</li> <li>Ensure relevant Curriculum Advisory Groups / Subject Network Groups / subject teachers are informed about and actively promote STEM course and career choices</li> <li>Further develop schools' collaboration with NE Scotland STEM Coordinator based at Dundee Science Centre</li> <li>Consider way(s) to offer short college / university 'taster experiences' in STEM areas to inform pupils course and career choices</li> <li>Promote uptake of work experience and Work Related Learning in STEM areas</li> </ul>

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		<ul style="list-style-type: none"> <li>• Work with Skills Development Scotland and employers to ensure that Pupil Care and Support staff and others involved in Career Information Advice and Guidance in schools have current understanding of STEM careers national and local labour markets</li> </ul>
<p><b>Recommendation 13:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Angus risk matrix in SEEMIS used as one means of identifying those at risk and potentially requiring early intervention</li> <li>• On2FEET (On to Future Employment Education and Training) programmes in place in all secondary schools and aimed at those at risk of not making / sustaining a positive destination but variable quality and impact</li> <li>• Through Prince's Trust Fairbridge places available for under-16s from S1/2 for the most disengaged - managed through Extended Support for Pupils, Panbride</li> <li>• Separate Fairbridge places available for 16+ in school and post school</li> <li>• XI Clubs (Prince's Trust) / ASDAN (Award Scheme Development and Accreditation Network) already operate in a number of</li> </ul>	<ul style="list-style-type: none"> <li>• Review range of provision and evaluate current impact of On2FEET (On to Future Employment Education and Training) and share good practice identified</li> <li>• Establish typical number of winter leavers in school full/part time and not on college link courses to determine viability of winter school leaver transition programme and develop programme for December 14 if applicable</li> <li>• Maintain Summer leaver programme in last two in May/June 2015</li> <li>• Explore potential for use of suitably adapted Towards Employment Team led employability and/or sector skills academies</li> </ul>

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	<p>Angus schools</p> <ul style="list-style-type: none"> <li>Transition programme established in 2014 running up to and through the 31 May leaving date for school leavers with no confirmed 16+ offer (mainly aimed at 'at risk' S4) as part of the Angus (Opportunities for All) Offer</li> </ul>	
<p><b>Recommendation 15:</b> 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.</p>	<ul style="list-style-type: none"> <li>Wide range of existing partnerships in primary and secondary schools (recognised locally and nationally)</li> <li>Small number of notable and extended partnerships eg GE, NOV, GSK, RNLI / Montrose Port Authority, Links Park Community Trust, Brechin Castle Garden Centre, Forster Roofing - some of these already link to accredited Work Related Learning</li> <li>Secondary School led (cluster)events / invites extended to information sessions aimed at fostering closer, meaningful, links with local employers and the school community (e.g. Brechin High, Montrose Academy)</li> <li>Employer Recruitment programmes aimed at educating and preparing young people for entry into 'real' vacancies –</li> </ul>	<ul style="list-style-type: none"> <li>Establish other cluster models similar to Montrose / GSK and link to employer representation on Work Related Learning Steering Group</li> <li>Further encourage employer partners already active and engaged with schools/education in Angus to act as Ambassadors</li> <li>Explore with schools how provision of a 'dedicated senior resource' focused on developing employer partnerships can be actioned (inc. examples from other areas)</li> </ul>

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	<p>Forster Group, Murray Taylor, EQ</p> <ul style="list-style-type: none"> <li>Business Liaison Officer role aimed at easing/facilitating the process for employers to become involved with education in Angus.</li> </ul>	
<p><b>Recommendation 19:</b> 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.</p>	<ul style="list-style-type: none"> <li>Local annual Partnership Recognition Event to acknowledge and publicise the excellent partnerships between education, employers and the wider community (115 businesses recognised with a 'Partners in Learning' award in 2013/14)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain awareness of national developments and respond as further information becomes available</li> <li>Continue to share and showcase effective employer / school partnerships through case studies in Partnership quarterly ezine, VIEW, Work Related Learning Steering Group and other media</li> </ul>
<p><b>Recommendation 22:</b> 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.</p>	<p>Further information to be included by Economic Development</p>	<ul style="list-style-type: none"> <li>Build on European Social Fund recruitment incentives targeted at supporting small to medium sized employers to recruit young people</li> </ul>
<p><b>Recommendation 23:</b> 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.</p>	<p>Further information to be included by Economic Development</p>	



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<p><b>Recommendation 24:</b> Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.</p>	<p>Further information to be included by Economic Development</p>	
<p><b>Recommendation 25:</b> Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.</p>	<p>Further information to be included by Economic Development</p>	
<p><b>Recommendation 28:</b> Senior phase vocational pathways should be designed to encourage more gender balance across occupations.</p>	<ul style="list-style-type: none"> <li>• Gender balance in accredited WRL and destinations reflects national pattern as do post-school destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Work with schools to promote STEM subject and career choices for girls including through use of STEM Ambassadors</li> <li>• Consider way(s) to offer dedicated short college/university 'experiences' in STEM areas to inform and motivate</li> <li>• Promote uptake of work experience in STEM areas by girls</li> </ul>
<p><b>Recommendation 33:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Enhanced transition planning in place for all young people with additional support needs</li> <li>• Skills Development Scotland identify and target career guidance for 'at risk' pupils in discussion with schools</li> <li>• Well established working relationship with</li> </ul>	<ul style="list-style-type: none"> <li>• Review with schools the current uptake and nature of S4/5/6 work experience by Additional Support Needs pupils</li> <li>• Work with schools and employers to seek to overcome barriers to participation</li> </ul>

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	Enable Scotland including as part of Opportunities for All	
<p><b>Recommendation 37:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Enhanced transition planning in place</li> <li>• Priority group for all aspects of Opportunities for All provision</li> <li>• Close liaison and good working relationship between 16+/Opportunities for All and Through Care After Care team</li> <li>• Destinations of Looked After Children tracked through School Leaver Destination Report and shared as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Explore potential for selected guaranteed interview schemes for looked after young people in training /employment with Angus Council e.g. Modern Apprenticeships and similarly seek to influence other third sector bodies</li> <li>• Further develop the role of Angus Council as a corporate parent</li> <li>• Ensure that Skills Development Scotland consistently target Looked After Children in their proportionate approach to Career Information Advice and Guidance in secondary schools</li> </ul>
<p><b>Recommendation 38:</b> Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.</p>	<p>Further information to be included by Economic Development</p>	<ul style="list-style-type: none"> <li>•</li> </ul>