

Dumfries and Galloway's response to the recommendations in taking forward DYW Developing the Young Workforce

RECOMMENDATION 1

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.

1.1 Over the course of the senior phase, young people should have the option to study for a National Certificate from S4 onward and, where appropriate, to progress onto a Higher National Certificate in S5 and S6 alongside academic subjects. Other qualifications with labour market currency should also be included in the range of vocational qualifications offered.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>In the senior phase, every young person should have the opportunity to follow a range of achievement pathways, agreed at a school level, to develop skills for life and skills for work. Delivery may be coordinated at a regional, rather than school, level. Partners will include colleges, training providers and employers. The menu of achievement pathways in the senior phase will create a wide range of blended learning experiences for young people that will include:</p> <ul style="list-style-type: none"> • The option to complete vocational qualifications alongside N4 & N5, Highers and Advanced Highers • The option to achieve Skills for Work accreditation / SQA employability award in BGE or SP • The option to achieve vocational qualifications, with labour market currency, in addition to NC, HNC and MA credit • The option to achieve a National Certificate with planned progression to HNC • The option to achieve a Higher National Certificate (HNC) at level 7 or an SVQ at level 3 with the opportunity for planned progression to work, a Higher National Diploma(HND) in college or a place in university • The option to achieve a credit towards HNC at level 7 or SVQ at level 3 with planned progression to work or to college without duplication of study • The option to achieve a credit towards a Modern Apprenticeship (MA) with planned guaranteed progression to college / appropriate stage of an MA without duplication of study • Completion of a foundation-level MA with planned progression to an MA place • The opportunity to put learning in a practical context and experience a significant work placement experience. 	<p>Issues which affect delivery of the menu of suggestions include:</p> <ul style="list-style-type: none"> • staffing levels in schools/capacity of schools to deliver on their own; • training of school staff to deliver where possible. Links with DAGCol which are uneven and sometimes predicated by location; • timeous response to opportunities; the opportunity to plan properly in advance; • schools' links with local businesses which will be a mixed picture and, to some extent, dependent on location. <p>The message nationally and in the report is that developments should be driven by employers. School staff do not necessarily have the skills, qualifications, and more specifically experience and knowledge to deliver what is required in terms of the needs of local employers. Critically, employers need to be telling schools about the skill sets they want or need instead of lamenting the lack of these. The employability score card will help with this.</p>	<p>There needs to be a coordinated and strategic plan for engaging with employers. There should be a centrally employed figure to lead and inspire this (a la Terry West). The remit could be a wide ranging one from informing employers about the qualifications system to coordinating contact with employers (one phone call, not six). The Chamber of Commerce has a big role to play in engaging employers: from coordinating a programme of qualifications delivery on an area basis to organising programmes of learning mainly in the workplace. Satellite workplaces should be sought for each area (e.g. Castle Douglas, Dalbeattie, Kirkcudbright and Dalry). Further work is also needed on distance delivery and the use of IT.</p> <ul style="list-style-type: none"> • Could schools' budgets be top sliced to pay for this? • Should employers be asked to fund this (their investment would ensure serious and sustained engagement)? • Can funding be sought from another/Scottish Government source? <p>It was mentioned at the meeting that nationally a response is being formulated to the Wood Commission report. As part of this there may be opportunities to be involved in the process (to represent the region's needs), and funding may be available for local implementation. These matters should be pursued by the group.</p> <p>Should we look to set up area employer boards populated by companies who are known to want to engage and have the foresight to know that they will be the beneficiaries? There could be a database of businesses who wish to be involved including SMEs.</p> <p>Perhaps we need to explore delivery of courses and training outwith school time (evenings, Saturdays and holidays) to minimise difficulties presented by the restrictions of the school day/timetable. Perhaps this will motivate a willing group of teachers if they are paid for their efforts. Further discussion with the GTC is also required with respect to them 'relaxing' rules about who delivers courses. Siemens have a fully fleshed out Education for Work programme linked to the Experiences and Outcomes. Should we be seeking out and adapting such material for our own local context (rather than starting from scratch)? Again, funding to employ such a person is required.</p> <p>Looking at harmonising timetables on an area or even regional basis may also help to overcome some logistical and organisational issues.</p> <p>Employment Engagement Officers are now liaising with schools principally through ECGs. Their individual targets for this year (3 EEOs) are to engage with 800 employers. The challenge now is for schools and EEOs to liaise more productively in bringing together education and the workplace in a variety of ways. EEOs should identify a school's needs and find employers who will engage in that way.</p>	<ul style="list-style-type: none"> • Schools and Dumfries and Galloway College met together to see how they can work together to deliver the Senior Phase (March 2015) • BG has made contact with SRUC and asked if they are willing to sign up to the Authority response • Schools to plan how they can make use of the Employability Skills Score Card (August 2015 – June 2018) • Plan for engaging with employers developed by October 2015 • By June 2015 Colin Grant to be approached to discuss how we can appoint a lead individual to take this forward for Dumfries and Galloway (possibly making use of the £232,000 from Scottish Government) • By April 2015 BG also to contact Colin Grant for an Authority wide plan for employability • By February 2016 identified individual should investigate further funding to support our response to the Wood Commission • By August 2015 Dumfries and Galloway Council should ensure representation on the National Group which is looking at responses to the Wood Commission and regional Invest in Youth groups • By December 2015 investigate setting up Employer Boards, populated by local employers in order to support our response to the Wood Commission • By September 2016 to investigate partnership with Careers Academies UK. • By the same date to investigate the Aberdeen Guarantee to see if this approach could help to meet the employability needs of the young people of Dumfries and Galloway.

1.2 Within the senior phase, young people should also have the option to commence training and education which contributes to Modern Apprenticeship frameworks and helps them to prepare meaningfully for entry into a Modern Apprenticeship by attaining some course credit.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
	Currently this is not happening. However, currently there is little accreditation of pupils' part-time work or work experience.	How can we capture and accredit this valuable training and experience? There is a role for SDS here in advising schools about prior learning and how this might link into Modern Apprenticeships. Schools could deliver some baseline qualifications in administration or IT.	<ul style="list-style-type: none"> • By December 2015 investigate the creation of an employment experience/skills portfolio for pupils at school which captures this and which is based around region-wide agreed pro formas for employers • By October 2015 discussions to take place on how Dumfries and Galloway Council can work with SDS on how prior learning might link to Modern Apprenticeships • By December 2015 investigate who is employing modern apprentices in Dumfries & Galloway by geography and sector

1.4 Schools should have senior staff resources dedicated to the co-ordination of vocational education in the senior phase, liaison with colleges, and the promotion of college education and apprenticeships to pupils and parents.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
	All schools have people with vocational education in their remit, sometimes several. However, who is coordinating their work? Most schools are operating in isolation. Again, a centrally employed person/persons could maximise the impact of what is being done and ensure that wheels are not being constantly reinvented.	There is a need for a strategic overview of all services. Everyone involved in 'Education for Work', from schools to other agencies, should know what each person or group does. We need to draw these groups together to clarify roles and common purposes. We need to have an organisational map that delineates the roles of each person or group.	<ul style="list-style-type: none"> • By March 2016 conference organised by all stakeholders to clarify roles and common purposes

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.

2.1 By the end of S3 all pupils should have a demonstrable understanding of the process of finding, applying for and successfully getting and sustaining a job. If it supports delivery, consideration should be given to offering the SQA Employability Award from S4 onward.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
	<p>By the end of S3, the majority of pupils will have:</p> <ul style="list-style-type: none"> • Been introduced to different aspects of the My World of Work website. • Been exposed to aspects of Planning for Choices and Changes through Health and Wellbeing. • Experienced a variety of approaches to Careers Education via PSE curricula. 	<p>By the end of S3, all students will have:</p> <ul style="list-style-type: none"> • A clear understanding of the process of finding, applying for and successfully getting and sustaining a job. • Developed appropriate, relevant skills and attributes required to be successful in respect to Life, Learning and Work. • Access to appropriate, personalised pathways to employability qualification opportunities. 	<ul style="list-style-type: none"> • By May 2018 within the BGE all Curriculum Areas must be reviewed to ensure that they deliver appropriate skills development through HWB Planning for Choices and Changes (Responsibility of All) to level 3 and beyond. Discussions to take place with all Head Teachers in Dumfries & Galloway • By June 2015 employability award to be piloted in a number of Dumfries and Galloway Schools • By February 2018 to work with Head Teachers to see if it will be possible to audit the skills in the eight curricular areas

2.2 Initial teacher training and continuous professional development should include modules which help teachers deliver a broader understanding of employment and enterprise as part of the Curriculum for Excellence Broad General Education and the senior phase.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>We will produce career-long professional learning materials on employment and enterprise.</p>	<p>We do not have access to alter ITE. We do not currently run distinct Professional Learning opportunities regarding the delivery of employment and enterprise; however, individuals within schools possess expertise which could be used for this purpose.</p>	<p>Professional Learning Opportunities exist for all staff at all levels to broaden understanding of employment and enterprise within BGE and Senior Phase.</p>	<ul style="list-style-type: none"> • By June 2016, a regional Secondee will lead on implementation of the Wood Commission recommendations, together with a working group; this should be discussed and agreed with Colin Grant and other Directors within the Authority. Some third sector and public sector partners may also be included in this

2.3 Additionally, programmes should be developed in partnership with industry to provide teachers who will lead our schools in future with a wide-ranging understanding of industry and careers.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>We will increase teacher awareness of industry and careers through workplace visits. We will work with SCEL, TEIs, business and other relevant partners to support Leadership development</p>	<p>Pockets of good practice exist where there are well-established, productive links with local business and industry; however, this is inconsistent across the region. Teacher Business Placements are no longer as commonplace as they used to be.</p>	<p>Each school will have an established partnership with local business / industry. Workplace placements are available for staff. CLPL opportunities exist at a regional level for staff in addition to local links.</p>	<ul style="list-style-type: none"> • Starting in June 2015, a regional Secondee will lead on implementation of the Wood Commission recommendations, together with a working group • The regional STEM Coordinator will support the formation of partnerships and Keith Walker has now been given this responsibility. Drew Easton has responsibility for this at Dumfries & Galloway College and contact should be made with Glasgow University to find out the person that has this responsibility. • By November 2015 investigate the development of teacher placements in industry

2.4 Schools should have a dedicated senior leader focused on developing partnerships with business and industry aimed at providing meaningful work experience opportunities, careers advice and a range of activity exposing pupils to enterprise and the world of work. This will be an essential part of the long-term partnerships between schools and industry proposed in the section on the Involvement of Employers.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>We will share best practice with schools, facilitate workplace visits and support schools to develop the expertise to maintain these partnerships.</p>	<p>A wide variety of provision and practice aimed at providing work experience, enterprise activities, employability skills and careers advice exists across the region. Examples of best practice exist in various contexts</p>	<p>All schools will have a wide variety of work experience / placement opportunities which have been quality assured. By exit, every student will have had access to a high-quality, meaningful work experience /placement which articulates with their career aspirations. From S1, a Careers Programme will exist which is progressive, high-quality and tailored to pupil need. Elements of enterprise and the world of work need to be evidenced across all curricular areas.</p>	<ul style="list-style-type: none"> • By August 2017 discussions to take place with every secondary school with the aim of ensuring that a member of the SMT has this on their remit • By June 2015 the Total Access Point team will support the work experience programme and maintain an authority database of workplace opportunities for students • By June 2015 SDS will support school programmes to ensure that the highest quality support is consistently delivered • By December 2016 BYC Leads will ensure that employability and enterprise feature in exemplification of best practice • By June 2017 BGE and Senior Phase plans can demonstrate the development and progression of skills relating to enterprise and employability • By June 2016 ensure employers and Community Learning and Development are involved in these developments • Links to be made to Education Scotland's paper on work placement standards • Should we consider talking about experience of work rather than work experience?

2.5 There is a strong case to provide careers advice and knowledge of the world of work significantly earlier than the present system which prioritises this development from S4 onward. Skills Development Scotland, working with schools and local authorities, should aim to provide some early careers advice and world of work knowledge in S1 and S3 prior to the subject choice towards the end of S3.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
	<p>Schools vary considerably in terms of how much input there is prior to S4 in terms of careers guidance and knowledge of the world of work</p>	<ul style="list-style-type: none"> • From S1, a Careers Programme will exist which is progressive, high quality and tailored to pupil need. • Clusters should ensure there is a seamless transition which builds on the primary experience of careers advice and knowledge of the world of work. 	<ul style="list-style-type: none"> • By June 2015 SDS will support school programmes to ensure the highest quality of careers programmes exist to offer advice and guidance • By November 2016 ensure that discussions take place with SDS on how they can support primary schools and ensure that young people have an experience of work when they are in the upper primary

2.6 Education Scotland's new involvement in evaluating the quality and effectiveness of careers services in our schools and of the implementation of the modernisation programme is very important and progress on this should be a priority.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>Reviews will ensure a good understanding of the world of work and employment opportunities for all young people. This will enable the Scottish Government and SDS to continually improve the quality of careers, information, advice and guidance service delivery.</p> <p>We will develop new national standards for the quality of work experience placements.</p>	<p>Some schools already consult SDS and other partners when completing S&Q/SIP processes.</p>	<p>All schools should consult all stakeholders and evaluate all aspects of their work in relation to careers services and employability programmes.</p>	<ul style="list-style-type: none"> • SMT in each school will ensure this is a core part of self-evaluation policy and practice by 2018. They should work with other stakeholders to ensure that all aspects are covered fully.

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.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
<p>We will develop a new national standard for the quality of work experience placements.</p>	<p>We already have some examples of best practice, but no benchmark or quality standard to use.</p>	<p>We already have some examples of best practice, but no benchmark or quality standard to use.</p>	<ul style="list-style-type: none"> • Whilst we await the new standards, we must ensure we have robust systems in place to measure the relative successes of various approaches to work experience / work placements and be able to track the involvement in these statistically as well as in terms of skills development. Also, investigate work that is taking place within the Authority to see if we can build on some of these successes • See also recommendations 28.2 and 33.

RECOMMENDATION 4

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

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.

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.

RECOMMENDATION 7

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

RECOMMENDATION 8

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

RECOMMENDATION 9

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

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.

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.

RECOMMENDATION 12:

A focus on STEM should sit at the heart of the development of Scotland's young workforce.

What this means

Tangible steps to improving the popularity of STEM Education are needed to ensure success. A co-ordinated and sustained effort is needed across all parts of the vocational education system to bring about significant change.

Where are we?

DAGCOL currently going through quality assurance to become a STEM registered centre and will include demonstrating vocational pathways with schools in this area. Schools engage with STEM Ambassadors to promote an understanding of STEM and curriculum pathways

Where are we going?

College to gain full quality STEM approval and to engage with schools across the region, becoming partners to encourage that STEM is at the centre of regional development. Current schools pathways for 14/15 have 249 learners' target for 16/17 is 624 learners around STEM pathways. College achieves STEM assurance which increases the number of pathways for young people.

How will we get there? (SMART Targets)

- By January 2017 increased meaningful partnership working related to STEM to ensure progression routes for young people are available. Working group including all interested stakeholders to be set up
- D&G Council to share list of STEM Ambassadors with all stakeholders. This should take place each June.
- By August 2016 raise awareness of how STEM ambassadors can support young people
- By July 2016 links should be made with representatives of CITV and SEMTER to help investigate gender inequalities
- By June 2016 investigate what other authorities are doing to exchange knowledge of good practice
- By June 2016 working group to investigate and plan for STEM pathways with Glasgow University, UWS, SRUC, D&G College and other interested groups
- By January 2018 school representatives to link with key partners to share information on pupils and employees to help ensure successful destinations for all our young people
- By January 2016 investigate how the Scottish Schools Education and Research Centre can support the development of STEM. They are advocates for science, technology and safety

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 with relevant labour market pathways that we have highlighted.

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.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
College, Chamber of Commerce and Council have established a core group which is looking to create an industry-led regional Invest in Youth Group.	Application for funding to be made to the National Invest in Youth Group by April. Led by Chamber of Commerce members. Money will be used to employ up to three staff to set up and administer the regional group.	Aim to set up regional groups by end of year.	<ul style="list-style-type: none"> By June 2015 funding to be sourced for the industry led Invest in Youth Group Regional group to be up and running by August 2015 and to include youth representation By August 2015 BJ will go back to the national group to see if young people could be involved in this By December 2015 investigate what other groups are doing in other parts of the country to see whether we can learn from some of their good work

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.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
All schools to develop links with at least one business	D&G have lots of informal partnerships in existence. This needs to be formalised and, if appropriate, developed further.	Need to formalise partnerships. Possibility of event to get businesses on board, bringing businesses together to promote the benefits of partnership working. Big businesses should be involved directly with secondary schools. There is scope for exploring different types of relationships; for example, could a QI - type initiative be rolled out across all schools? Important to promote the local region. Pilot project between WHA and Gates Power Transmission. Tap into the contacts which each individual school has through parents and the local community. More promotion to pupils about the different industries out there, making students more informed. Making pupils more informed and prepared for the world of work. Set up visits to a range of businesses and invite employers into schools. Should we also explain where there are few posts available to young people?	<ul style="list-style-type: none"> By May 2015 pilot link between WHA and Gates Power Transmission to be organised By August 2015 all secondary schools to be encouraged to develop partnerships with employers By June 2015 Chamber of Commerce, Dumfries and Galloway College and schools to organise event with employers By June 2016 investigate how pupils and parents can be more informed about local industries and the world of work generally By June 2016 pilot schools to develop a statement about what we are asking from employers and how it will benefit employers; this should then be shared with other schools in D&G

RECOMMENDATION 16

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

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
Leading industry group working with educational leadership group. BG contacted SCEL and please see the 'Where are we?' box for further information.	We spoke on Friday about the recommendations in the DSYW report and the role for SCEL in supporting that. In speaking with Gillian Hamilton, my Chief Executive, SCEL will be ensuring that all programmes they develop will be referenced by, and include reference to, the emerging work and any potential changes in approaches to curriculum design, delivery and leadership. We are currently working with our partners and stakeholders to develop a new qualification for headship and also currently recruiting for our second cohort of the Fellowship programme and we'll ensure both these programmes take cognisance of, and support implementation of, the recommendations. Part of SCEL's work is also to undertake and share research and literature, and we'll also aim to ensure that we publicise relevant literature and resources on our website and through our Framework for Educational Leadership.	If we require any further information we can contact Lesley Whelan. Lesley.Whelan@SCELSScotland.org.uk	

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.

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.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
Need to ensure there are a variety of pathways to give pupils options within the Senior Phase. Regional Skills Assessments looks at specific geographical areas to identify gaps in skills. Identified that construction, care sector, health and social studies, tourism, hospitality and catering are areas which we need to prepare students for in Dumfries and Galloway.	Need to identify the supply and the demand for specific employability skills. Does D+G have a detailed plan?	Need more consultation locally. Need to bring in more data to reflect the local situation.	<ul style="list-style-type: none">• By December 2016 to ensure that Skills Investment Plans and Regional Skills Assessments are developed and made available to all interested parties• By March 2015 head teachers and Dumfries and Galloway College to meet and agree how we can work together to develop vocational pathways for the Senior Phase• By June 2017 a detailed plan which evaluates the supply and demand for specific employability skills for Dumfries and Galloway• From June 2017 employability data to be shared with all stakeholders each year

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.

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.

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.

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.

RECOMMENDATION 28

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

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
There should be an appropriate blend of courses available to young people across the region irrespective of gender.	DAGCOL's current gender balance across 1600 full time learners, both HE and FE, is 52% female and 48% male but this is not the same figure across curriculum areas: e.g. Hair and Beauty are predominantly female, Engineering predominantly male. SRUC in line with College. Schools are restricted in terms of provision by staffing and also accessibility of other providers. Physics is one example in HE provision. Partnership working between schools a possibility. Development of Concordat between SDS, HE and FE, schools and Council Employability and Skills team.	Collectively shared planning and resources. Dumfries Learning Town Hub to address curricular STEM pathways. Concordat agreed and signed off.	<ul style="list-style-type: none"> By April 2016 working group to investigate gender balance in various vocational pathways. They should investigate current gender balance data, information from employers, positive role models, success stories and how to raise awareness. A plan should be put in place By March 2016 investigate how Equate Scotland, training providers and third sector partners such as Princes' Trust and Barnardos, work on this area

28.1 Schools should actively monitor the gender balance of subject choices, and influence those choices through working with employers to help shape the curriculum and provide 'real life' context for learning which appeals to both genders. This is particularly important in STEM subjects.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
We should be raising awareness with employers of gender inequalities and encouraging young people and employers to consider gender balance in the workplace.	Schools deliver educational programmes in partnership with STEM to encourage pupils to alter perceptions about career pathways. Schools have an awareness of where gender imbalances exist but sometimes do not engage in positive discrimination targets.	DAGCOL in process of establishing Employment Advisory Boards across a number of curriculum areas which will focus on diverse issues. Employability skills are being embedded again across a range of curriculum areas, particularly in FE courses. Increase range of work placements for Senior Phase pupils. Some schools have inter-disciplinary activities in STEM subjects	<ul style="list-style-type: none"> By March 2015 DAGCOL - all self-evaluation for college programmes will include key stakeholder engagements with employers, learners and schools where appropriate, and Employer Advisory Boards where necessary By March 2016 work with D&G College to see if we could start this from the upper primary By June 2017 primary and secondary schools should raise awareness through the use of the Skills for Learning, Life and Work Toolkit about to be launched as part of D&G Skills Pathway: e.g. TW1 working with others of different ages irrespective of gender, race, religion or political persuasion

28.2 Schools and colleges should work with employers to design and deliver a gender-balanced range of work experience opportunities for young people.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
There is a range of gender balanced work experience placements available to young people.	DAGCOL - we have a variety of work experience opportunities for different curriculum areas: e.g. over 300 work placements within the childcare and care sectors, but some key areas still need to be developed in this context: e.g. Engineering. At the moment these curricular areas do not reflect gender balance.	DAGCOL - as part of Employer Advisory Boards and planned on an annual basis within the curriculum	<ul style="list-style-type: none"> By June 2016 work with the Employability Service to ensure a more co-ordinated approach across the region towards work experience placements By June 2016 working group organised to investigate curriculum planning between the Authority and FE/HE.

28.3 Vocational pathways and Foundation Apprenticeships starting in the school senior phase should actively target males or females depending on any occupational gender imbalance.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
Schools should identify particular individuals and target particular pathways.	Foundation apprenticeships to be fully explored and embedded in planning progression routes. DAGCOL - vocational pathways for the senior phase are being developed and plans for 15/16 have been agreed. These plans will include further discussion for 16/17 related to SDS regional skill analysis data. We need to investigate Modern Apprenticeships with stakeholders and look at how this can be developed further. This is a challenge for areas of hairdressing, hospitality and agriculture which have faced a clear cut in resources.	We need a shared understanding of progression via foundation apprentice route and awareness of growth industries in the local economies. As 2.8 re curriculum planning for vocational pathways and apprenticeships.	<ul style="list-style-type: none"> • DAGCOL - all self-evaluation for college programmes will involve key stakeholder engagements including employers, learners and schools where appropriate, and Employer Advisory Boards where necessary. This is already taking place? • By June 2018 establish an annual curriculum planning cycle with all schools across the region and FE/HE institutions

28.4 Realistic but challenging gender targets should be established for senior phase vocational pathways and Foundation Apprenticeships with the aim of increasing participation from the under-represented gender group.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
All employability partners should have a shared awareness of any gender imbalance attributed to course uptake/career pathways and should work together to plan learning journeys that seek to redress that imbalance, proactively targeting any under-represented groups.		Collective understanding of data and then agree target.	<ul style="list-style-type: none"> • By June 2016 all stakeholders will be able to access new base line data on gender imbalances; this will then be used to support planning

28.5 Schools should come up with specific measures to counter gender stereotyping in subject choice.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
Schools should work more closely with employability partners, including SDS to ensure that learners are aware of all career pathways open to them. Through Health and Wellbeing programmes, schools should include topics on gender and stereotyping to instil a greater understanding of equality of opportunity in the young workforce.	Some schools provide careers advice and focus on equality which looks at stereotyping and tries to promote positive role models. Careers Advisors could be more active in breaking down stereotypes.	Greater engagement with parents regarding career options. Work more closely with employers with regards to gender and challenge their gender imbalance. College should also engage similarly with parents and employers, reflecting the new strategy.	<ul style="list-style-type: none"> • By June 2018 all stakeholders will plan for and implement better mentoring and coaching of young people. This will focus on career pathways for all and the Dumfries and Galloway Employability Score Card. • By June 2017 CPD should be accessed by teachers to help develop their skills in this area

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 challenging improvement targets. SDS should report on this annually.

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 challenging improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this target should be reported on annually.

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.

What this means**Where are we?****Where are we going?****How will we get there? (SMART Targets)**

	<p>Lots of good practice, with tailored opportunities for pupils. Needs to be expanded though. Need to build more relationships with companies. Resources needed to focus on this in order to find best opportunities. Targeted support for disabled pupils is already in existence</p>	<p>Need earlier intervention within schools, not just in S4, 5 and 6. Career management skills need to be taught - pupils need to know what skills they need for specific jobs and how to develop these. Important that work experience is targeted. Needs to focus on qualifications but also experience and the life skills this brings. Need to identify an individual who can provide direct link. 'One stop shop' needed where everyone can gain the required information. Contact local employers and ask for their specific requirements. Speak to other young people and find out their experiences. Need to bring in another agency or someone with specialist experience of work placements for disabled pupils. Andy Majourison to be contacted by MG. BG will investigate from within school. AH to speak to Anne McCulloch within the Council Employability Service who may be able to help.</p>	<ul style="list-style-type: none"> • By June 2016 a working group from Dumfries and Galloway will meet and agree how to best support disabled young people by providing careers advice and work experience. Recommendations to be complete • By December 2017 investigate the pilot which D&G College are implementing and to see if aspects of this could be rolled out to D&G Schools • Group may include members of the Employability Team, young disabled people, business representatives, Kibble, The Princes Trust, Heather Hall and Linda Whitelaw from the Inspired Community Enterprise Trust, pressure groups and other interested parties.
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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 challenging improvement target to increase the number of young disabled people involved. Progress against this target should be reported on annually.

RECOMMENDATION 36

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

RECOMMENDATION 37

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

37.1 Transition planning for young people in care should start at 14 at the latest, not least so that young people who wish to do so should be able to access the senior phase vocational pathways we recommend. This should focus on the journey through to positive employment outcomes.

What this means	Where are we?	Where are we going?	How will we get there? (SMART Targets)
	Transition planning for LACs is already well advanced at a regional level. However, similar attention is required for pupils with particular additional needs (ASD) who will struggle to gain meaningful long-term employment.		<ul style="list-style-type: none">• By March 2017 build on good practice in transition plans for LACs and develop employability pathways for other vulnerable groups• Ensure that Corporate Parenting Strategy is supported by all stakeholders• By December 2015 work with GIRFEC team to ensure that this is happening

37.2 Large public and private sector employers should be encouraged and enabled to provide an ongoing package of mentoring, work experience and other employment-related support to young people in care. This should be reflected and highlighted in the assessment of the Invest in Youth Accolade for larger organisations. SMEs can also make a significant contribution in this area and should also be supported to achieve this.

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.

