

The Highland Council

Education, Children and Adult Service Committee 26 January 2017

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| Agenda Item | 12. |
| Report No | ECAS 08/17 |

Developing Scotland's Young Workforce Update

Report by Director of Care and Learning

Summary

This paper provides an update on work done by our Developing the Young Workforce team in conjunction with schools and our partners - employers, colleges, parents and Skills Development Scotland. It supports a presentation introducing a new and improved work experience process for schools.

1. Background

- 1.1 In August 2015, a paper was presented to Committee outlining Highland's action plan to deliver the outcomes of the Developing Young Workforce programme, as outlined in Scotland's Youth Employment strategy announced by the Scottish Government in 2014. Since that time, much work has been done establishing and embedding the partnership working outlined in the 2015 paper.
- 1.2 There have been significant staffing challenges since the last update, with the 16+ team being re-structured in December 2015 (see **Appendix 1**), and various changes to staffing arrangements not being complete until October 2016. Proposed Development Officers were not appointed, due to financial constraints.
- 1.3 The team structure has now settled with clear strategy moving forward in all areas. The team continues to have links across Care and Learning and the structure includes officers whose roles link in to the work of the team, whilst maintaining areas of specialism. Strong links are also established with the Development and Infrastructure Service in relation to employability.
- 1.4 *Highland Works*, the multi-agency overarching planning group, continues to monitor updates from the different work streams of the strategy plan set out in the last update. This report provides an update to the education workstream sitting within that plan.
- 1.5 Regional Boards are now set up in the three college hub areas: Inverness and Central Highland; Caithness and Sutherland; and West Highland. These employer led boards are funded by the Scottish Government and consist of employers, colleges and schools. All have funded plans in place, and are working closely with Highland Council and establishing links with schools.
- 1.6 As outlined in the last report, there has been increased joint working between the Care and Learning Developing Young Workforce Team and the Development and Infrastructure Employability Team, with a recent plan to transfer the two Activity Agreement Co-ordinators to the Employability Team and with the Opportunities for All Co-ordinator providing the essential link between these two teams.

2. Actions linked to Developing Young Workforce Strategy Plan

2.1 Broad General Education - Primary

- 2.1.2 The key message to primary schools is to emphasise that 'skills for learning, life and work' are integrated into the curriculum and applied around the whole child's experiences of life. The preparation for work skills should be addressed explicitly as early as nursery.
- 2.1.3 Schools have been including skills based learning in their curriculum in recent years but explicit links to the developing young workforce agenda started in some schools during the last session (or beyond). A baseline questionnaire issued in February 2016, identified that around 80 schools included this in their improvement agenda for the next 2 years, and reflected that all were at different stages of the learning journey.
- 2.1.4 A variety of materials, activities and links to the My World of Work, Education Scotland and other websites has been produced and was included in a steer to schools launched in August 2016 to support Developing the Young Workforce (DYW) in Broad General Education within the school improvement agenda. The Primary Headteacher conferences in May 2016 included sharing of approaches to this agenda (Lochardil and Knockbreck), with others sharing via ASG events since the conference (Kilmuir, Skye) and Millburn ASG being recognised as an example of excellent practice in the recent Skills Development Scotland inspection. There has also been on-going support during 2016-17 for all schools to gain access to peer developments in the form of opt in network groups.

2.2 Nursery

- 2.2.1 Nursery staff are being offered training in developing the young workforce and will be expected to create action plans around this agenda. Some are making connections already between literacy, numeracy and DYW, and have created a renewed focus for learning. The Quality Improvement Team link to the early years team through a temporary strategic QIO post. This is a vital link to ensure early years education support officers can deliver appropriate support to schools in line with the authority improvement agenda.

2.3 Profiling Skills and Parental Engagement

- 2.3.1 Continuous profiling sits in the authority 3 year strategic improvement plan. Skills for learning, life and work are integrated into this profiling agenda, which aims to provide more pupil ownership of skills development, with regular updates on progress to parents.
- 2.3.2 Training to primary schools on effective profiling was rolled out in June 2016 and there will be further sessions in May 2017. The traditional engagement with parents in the annual written report will be phased out with the new version of profiling criteria to be used and personalised for every school by 2019. The key messages from this and the Developing Young Workforce Primary steer was shared at the recent Parent Council Partnership conference.
- 2.3.3 There has been continued close partnership working with Skills Development Scotland extending to Primary Schools through a new My World of Work resource in the SDS building in Inverness. This is a digital hub that provides opportunities to

engage and inspire young people to consider careers in Science, Technology, Engineering and Maths (STEM). All activities are designed to provide a short sharp burst of STEM inspiration and sign post to connected activities locally. 803 primary pupils have taken part in the first 4 months of activities. This work will be shared at the Headteacher conference in May 2017 to extend the range of schools taking part and to fully utilise this resource.

- 2.3.4 Social enterprise, creativity and the opportunity to learn about entrepreneurship should be integrated into the school curriculum. This is on-going with different approaches to providing opportunities for this in the curriculum being shared at events.
- 2.3.5 Most secondary schools are involved in the Youth Philanthropy Initiative - an active citizenship programme that develops enterprise skills for S2/3 pupils. In addition, the Young Enterprise Company Programme complements this for S5/S6 pupils.
- 2.3.6 There is an event being planned in partnership with Scotland's Enterprising Schools Initiative for March for Primary and Secondary staff and pupils to promote approaches to enterprise, creativity and entrepreneurship.

3. Developing Young Workforce Regional Groups

- 3.1 All three groups now have their operational sub-groups in place and are making contact with schools to support the DYW agenda. Although most engagement has started in secondary schools, there has been contact with primary schools in some areas.
- 3.2 A member of the authority DYW team sits on all of the Regional Boards and regular meetings take place with the DYW operational teams to share information on school engagement as well as the wider DYW agenda. The main aim of the work of the groups is the employer/education engagement agenda. Activities so far across the groups have included careers evenings, business partnerships, business breakfasts and a wide range of employability activities. A summary of each group's activities is given below.

3.3 DYW Inverness and Central Highlands

- 3.3.1 Activities include attending parent council meetings, signing up businesses for work experience and providing Innovation Funding to support DYW activities in some schools. A good example of this is supporting the setup of Invergordon Academy Employability Café and arranging the launch event to local businesses.
- 3.3.2 DYW Central Highlands have commissioned the creation of film "sound bites" which cover careers evenings, head teacher, employer, pupil and parent interviews. Their media campaign, under the heading "Leading the Highland Youth Invasion", has been featured in the local press across Highland. The content has focused on DYW groups, Hi Hope and the benefits of Saturday jobs for young people. Through various events, they have specifically targeted and engaged key groups, resulting in active communications or activity with 212 employers, 225 parents, 166 pupils and 50 teachers.
- 3.3.3 In addition, 2 senior pupils assumed the role of Inverness Chamber Chief Executive for a day, with their reports featuring in the local press.

3.3.4 The group has also provided transport to all pupils who attended the P&J skills event (549 pupils) held at Inverness College UHI on 23 November.

3.4 **DYW Caithness and Sutherland**

3.4.1 Work has started to map out activities in S1 and how they can be enhanced in S2/3 (this involves input from schools, Skills Development Scotland & DYW personnel).

3.4.2 S6 pupils from all Caithness and Sutherland secondary schools were trained to work with S1 pupils in a series of workshops to identify employability skills. S6 pupils were supported by business ambassadors in doing this.

3.4.3 The DYW group delivered World Host Principles of Customer Service Certificate to S5/S6 pupils who were interested as well as Tree of Knowledge Workshops to Farr and Thurso High Schools.

3.4.4 Short term future actions include:

- Raising awareness of additional support needs with Employers
- Apprentice week activity (March 2017) in conjunction with Employers, College & Schools
- Looking at some form of Enterprise Challenge for primary schools (based on a mini dragon's den) ~ linked into CfE and Skills identification follow-up (Feb – May 2017)
- Various business breakfast initiatives with some of the schools
- Kinlochbervie working on Subject / Employment pathway posters (supported by a local graphics design company)
- Attendance at parent's nights ~ parental engagement as both parents, employees and employers
- Development Curriculum inserts around Interview skills/CV production (Videos + pupil's activity packs) ~ aimed at S4-S6

3.5 **DYW West Highland**

3.5.1 Mock interview templates have been finalised and rolled out to all schools within DYW West Highland' area. The Investors in Young People Initiative was launched via press and social media. The Chronicles of Riddoch comic book project raised funds in a recent crowdfunding campaign, which will be used to offset costs of production of the first issue.

3.5.2 DYW West Highland was involved with numerous components of Ideas Week, including attending digital and sales workshops, participating in 'Dragon's Glen', 'Around Lochaber in 80 Tables' and supporting the Charles Kennedy Memorial Lecture.

3.5.3 Continued plans include:

- Development of Mentoring Talks Programme
- Looking at ways to live stream Mentor / industry expert talks given at one school so all schools can have simultaneous access
- Planning for two employment fairs in the North and South West Areas

4. Key actions from the strategy plan - Secondary

4.1 Work Experience

- 4.1.1 The organisational process of work experience placements has been challenging in recent years, due to the change of planning from the historic one week placement in S3/S4, to a model that is timetabled to meet individual needs. The reduction in central staffing and resource to fulfil increasing demands from schools to get new employers checked and onto the system has further compounded these challenges. In response to this, a new strategy and database has been established. This streamlines the organisational process, as well as provides a learning and teaching tool for staff and a more accessible resource for young people and parents that develops key employability skills for post-school life.
- 4.1.2 The Hi-Hopes website was created around 4 years ago to provide a directory of services, mapping of post-school training provision and a noticeboard facility to promote opportunities and events for young people and their supporters. Hi-Hopes now features a new work experience tab which allows young people, teachers and parent/carers access to employer training opportunities specific to their school/local context, as well as pan-Highland opportunities. Schools can use this to teach and discuss skills development, profiling and job sector roles, as well as key aspects of the job application process. This is a web based tool which allows young people access from home or mobile phones making it easier for discussion with parents/carers. An online application form is completed and submitted to the link teacher who then reviews, as part of the learning process for young people, and sends on to the employer.
- 4.1.3 This new tool has been a year in development and a huge amount of resource in terms of staff time and planning has gone into this. This system was launched to schools in October 2016 and has now been rolled out to schools through various staff events as well as to parents via Parent Council meetings and at the most recent Parent Council Partnership conference. Short term partnership agreements with some of the regional groups are now in place to provide financial and operational support of the expansion of the database to meet increasing employer demand. With this new strategy the database has seen an increase of a further 225 employer opportunities being registered across the Highland Council area.
- 4.1.4 There is a National system being piloted just now (Marketplace) which fulfils some of the same functions as our Hi-Hope work experience platform. However, there is local concern about the suitability of Marketplace in the short term as it is still not operationally available and does not currently have the functionality for our young people of our own existing system. It is likely that Highland would move to a Scotland wide solution in the future as long as this fulfills what we presently have and more. Given the superior functions of our present system, the investment of resource and positive feedback, we intend to remain with the authority system for the next school session, with a review taking place in Spring 2018.
- 4.1.5 There have been several school staff training events to promote and support the Developing Young Workforce programme, specifically with regard to the 'responsibility of all' agenda outlined in the Career Education Standard. This has a focus on staff awareness of this standard, integrating the world of work and skills into the different curricular areas. Secondary Headteacher meetings and middle manager training events have taken place providing opportunities to share good practice as well as hear from partners. A key focus has been the emphasis on the

use of data to support strategic planning and identify young people most 'at risk' from disengaging. A new Seemis data package - 'Risk Matrix' - has been introduced to schools, and training has taken place on how to utilise and analyse data to support planning to meet individual needs. The 16+ tab on SEEMiS also supports this, by capturing pupil intentions and preferred occupations.

- 4.1.6 Our Bridge to Employment programme has undergone a review this year. A strategic group has been set up involving representatives from the central team, employers (Life Scan, SSE and Cap Gemini) and schools, to consider the main aims of the programme and to target groups of young people. The new programme is being planned for two years, focusing on engaging young people in S3 into STEM related activities and work related learning, with the intention this will inform their subject choice if appropriate. There will be the opportunity for progression into Year 2 at any point appropriate to the young person across their senior phase. Employability, STEM pathways and some certification will be offered.
- 4.1.7 College partnership working remains strong, with a central Team Co-ordinator providing organisational and strategic planning. There is increasing demand from schools with regard to enhancing curricular pathways in partnership with the three college hubs. Foundation Apprenticeships continue to be offered to school pupils via the colleges and, while the uptake numbers are increasing across courses, more work is required to promote these courses and progression routes with pupils and parent/carers. There is on-going discussion with the Parent Council Partnership in conveying this information to the wider parent audience, as well as schools including this in parent/carer workshops and information evenings. The recent recognition of Foundation Apprenticeships within wider achievement will further increase demand going forward.
- 4.1.8 A recent funding bid has been approved by Skills Development Scotland for Highland Council to deliver a 2 year Foundation Apprenticeship in Engineering, in conjunction with Nigg Skills Academy as a sub contractor partner. This partnership working will allow pupils from seven schools in the mid Highland Area the opportunity to train in their local context, and gain an industry based qualification which they can then build on through various progression routes in further education or employment.

4.2 Transitions

- 4.2.1 A replacement Transition Coordinator was appointed in June 2016. This post enables close working with the Opportunities for All Coordinator around the positive destination agenda for all young people leaving school.
- 4.2.2 The Transitions Coordinator is also working closely with the NHS Adult Service Transition Project Manager to consider and track the transition to adult services for young people who are noted as requiring stage 3 or 4 intervention level on the ASN matrix. Early intervention work is underway around the P7 to S1 transition using the Seasons programme. The Transitions Protocol has recently been launched and will be monitored and reviewed over the next 12 months. Promotional work is underway with school staff and partners.
- 4.2.3 The Transitions Coordinator and Opportunities for All Coordinator sit on the Equalities Improvement Group. The action plan is currently under review and DYW Equalities targets will be incorporated into this plan.

4.3 Activity Agreements

4.3.1 Indicative Scottish Government funding for this programme for the next academic year will not be notified until January/February 2017. At the moment, this programme is being financed by the Scottish Government Opportunities for All Grant, with match funding since August 2016 from the European Union. As this is a post-school offer and is one element of the wider employability service, these posts will move to the Development and Infrastructure Service from March 2017.

5. Implications

5.1 **Resources:** There are several funding streams that support this plan in addition to Highland Council's mainstream budgets. The future of specific government funding allocated is uncertain but the recommendation from the 2015 committee report outlined a three year strategic funding plan based around existing government funding stands until 2017/18. Forward planning has allowed us to extend this funding as a contingency for a further year, up to the end of 2018/19.

5.2 **Rural:** It is important to ensure equity for pupils living in rural areas, and the 3 hub structure is intended to help achieve that and build capacity of provision. This will be an action on the refreshed DYW equalities action plan.

5.3 **Equalities:** It is important to ensure equity for young people from less advantaged backgrounds, and also for young people with additional support needs. The Risk Matrix data package will aid schools in identifying and planning to meet individual pupil need. This will be an action on the refreshed DYW equalities action plan.

5.4 **Gaelic:** On-going strategy will recognise opportunities for employment in Gaelic medium and we will continue to work with partners to develop this further.

5.5 There are no specific **risk, legal or climate change/carbon clever** implications.

6. Recommendation

6.1 Committee is asked

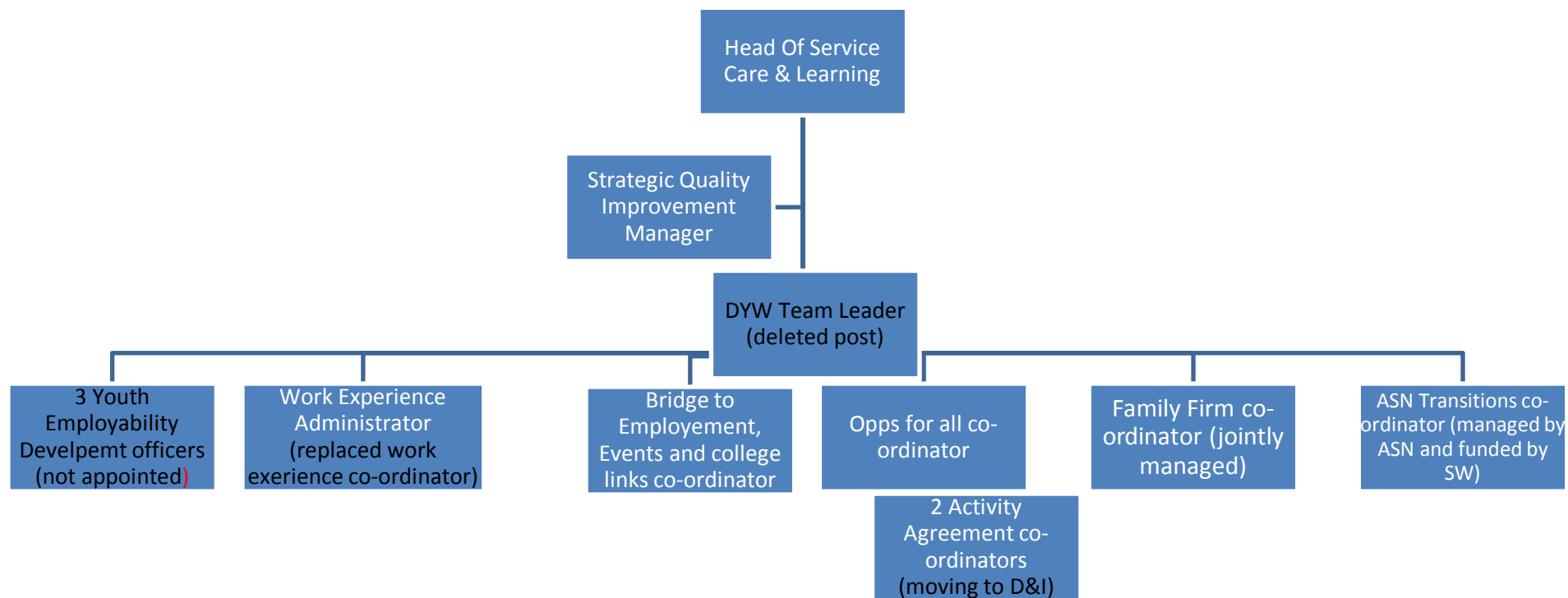
- to note the progress being made on Developing Scotland's Young Workforce agenda
- to endorse Hi-Hope work experience process as the common platform to be used by Highland Schools when organising work experience with a review of this taking place in Spring 2018.
- to agree to the extended funding plan to be ring fenced until the end of session 2018/19.

Designation: Director of Care and Learning

Date: 16 January 2017

Author: Beth Brown, Strategic Quality Improvement Manager

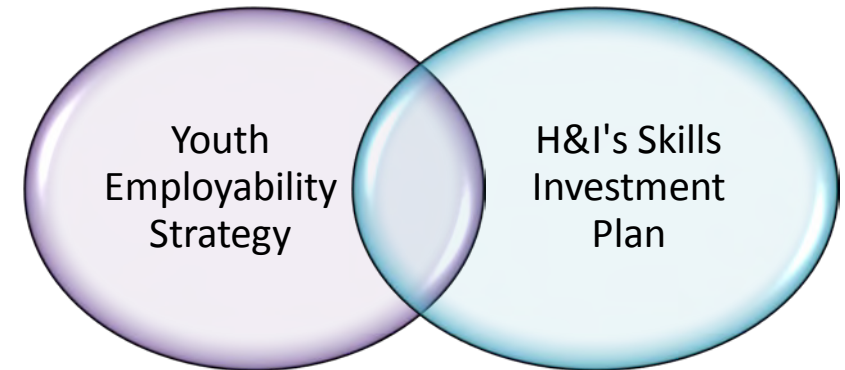
Developing Young Workforce – Team Structure



Highland Workforce Planning

Joint Vision:

- *Businesses have the skills set they need*
- *current needs met (3 yr)*
- *there is a better understanding/intelligence of future needs and this is shared (young/parents/etc.)*
- *Young people are inspired/informed, getting the service/support they need, they have the workplace skills/qualifications they need and have choices in their job/career path*



Our approach:

- **A three year focus on youth employment as our response to workforce planning with demonstrable change** (whilst recognising the cross over to adult services)

Guiding principles to inform our work:

- **Max/better use/realignment of resources**
- **Celebrate good practice within and outwith Highland and replicate**
- **Listen – what do our young people/parents/business say – and share this across our organisations**
- **Our (joint) systems evaluated (honest) and fit for purpose**
- **Co-ordinated communications – world of work/educ. & skills**

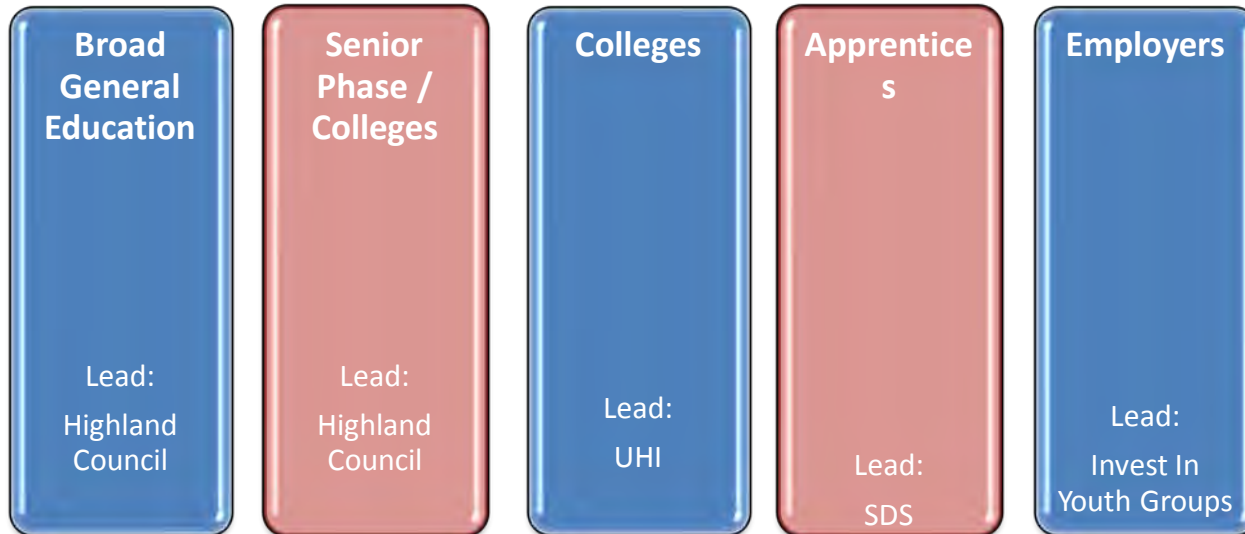
- Technology – embrace to drive new methods of learning
- Strategic Programme Board



Strategic cross cutting themes

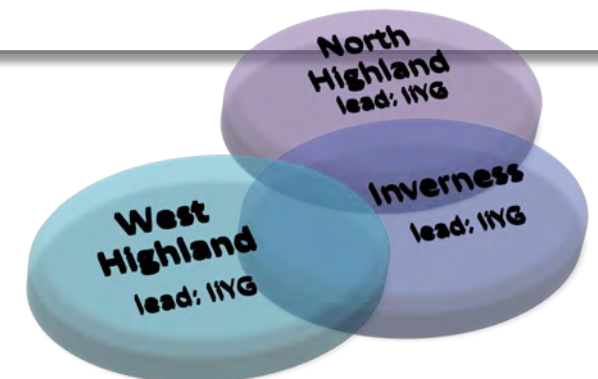


Strategic change themes/workstreams



Local Delivery

- Schools, employers and colleges organised around three College areas
- Responsible for coherent delivery of all elements of plan
- Responsive to local opportunities and needs



In – Depth Plan – 16/17

Development project - Developing the Young Workforce 3-18

● Review – 15/16 Progress -

- Continue to improve and better integrate services internally & externally that enable us to “get it right” for Highland’s Children, including into employment - 16+ tab in Seemis - Ann Gillies /Nicky MacLennan School visits to promote Seemis 16+ info and use of reports to facilitate action planning for children. **NMK/AG By Dec ‘15**
- Continue to develop pupil profiles to develop skills for learning life and work - Profiling - pathfinder schools - twilights - sharing findings of the pilot and training around essential key ingredients to good profiling -**ASG twilights from May ‘16**
- Raise awareness of DSYW and ensure that secondary schools have this on their improvement plans for 15/16 - DyW Event Oct ‘14- Information gathering / awareness raising; DYW partners event to network and raise awareness of partner agencies, employer links and colleges to work within BGE **NMK Dec ‘16**
- QI team gathering information - most schools have this on the improvement plans
- Initial resources paper and plan circulated by director Aug 2015
- Communications and engagement work undertaken to develop understanding of routes into work amongst parents, teachers and practitioners and young people - **DYW event December 2015; Review progress in plan and circulate to HTs with key focus areas - Jan 2015**
- Secondary Steer issued Jan ‘16
- Hi-Hopes Directory Live (regularly updated) with job opportunities, training, learning choices
- My World of Work, Careers Events in schools,
- Initial meeting held with SDS 29 October 2015.
- Establish a timeline and communication structure for college engagement with the council and schools – information disseminated by leaflet/presentation/meetings with parents and pupils raising awareness of menu of learning opportunities - **Timeline specific to ASN drafted and adapted for wider use.**
- Start times for all VPP standardised, on-line higher program,
- College meetings for 2015/16 delivery undertaken.
- Strategic meetings between college principals and HoE/SQIM re-established.
- Colleges attending school evenings and taster sessions / information days organised in each college area in February
- Colleges starting to attend Parents’ evenings to promote provision when asked by schools
- Enhancing current college information on Hi-hopes - **on-going**

16/17 In-Depth Plan

Linked to QIs

3.3 Increasing creativity and employability main QI with 2.2 curriculum, 2.6 transitions and 2.7 partnerships

What difference will it make for learners? (Why are we taking this forward?)

- Develop skills for learning, life and work in all our young workforce
- Learners will have a clear understanding of their current strengths, development needs and confidence to go forward in whichever phase of their career education
- Employers, parents, schools and further and higher education facilities will be partners to learners in providing positive destinations

Criteria for success

BGE

- All pupils in Highland to have a profile in place that articulates how they are developing skills for learning life and work. The quality of the profiles increase year upon year.
- The curriculum in Highland takes into account skills for learning life and work and pupils are offered experience of Enterprise type topics (R15)
- Appropriate staff have received training on careers advice and options (R2)
- Improved pupil and parental feedback on developing skills for learning life and work
- Each S1 pupil has a learning conversation with their key adult about their P7 profile by the end of the second term.

Senior Phase

- All secondary schools have explicit routes to pathways to employment in their senior phase and this is understood by parents and pupils (R1, 2,)
- All pupils in Highland to have access to a high quality work experience placement and work related learning experiences(R3)
- Improved positive destinations for all pupils including those identified as most 'at risk'

What are we going to do and when

Who will do this?

Primary / Secondary - blue text

Secondary Only - black text

- **Raise awareness of DYW** and ensure that this is a priority across secondary schools in 16/17 and primaries for 17/18
- Continue to develop **pupil profiles** to develop skills for learning life and work – see profiling action plan
- Establish baseline information on pupil experience of **developing skills for learning life and work – starter pack** with links to resources, examples of good practice and key documents on Glow –**Aug 2016**
- Schools identify where learners can develop skills important for the world of work in inter-disciplinary learning activities and curricular areas. (Education Scotland advice on career education) - **network group to be set up term 1**
- Use Seemis to capture and monitor the wider achievements of young people across Highland. Establish systems to ensure the accreditation of wider achievement where possible

- **Develop and maintain robust working relationships with the 3 DYW Regional Youth Groups to ensure we are addressing the recommendations with a specific focus on equalities and the Opps for All at risk indicators.**
 - contribute to a joint communications strategy
 - LA to have a nominated Lead on the Regional Group strategic board
 - Share LA targets and Highland/National statistics in relation to positive destinations and the intentions of young people – to support employer interventions
 - develop inspirational work experience opportunities for our ‘at risk’ cohort
 - further develop the hi-hope tool to include live opportunities and to promote employer offer
 - use the Careers Education standards to structure the development
 - Gather findings and good practice from Early adopter schools to inform next steps on scaling up (Career Education standard recommendations) - SDS lead - KLB, Nairn, Alness, Golspie

- Disseminate guidance and support by Education Scotland and SDS for teachers and practitioners to support young people to learn about finding, applying and getting a job
- Disseminate guidance from Education Scotland and SDS for teachers and practitioners on the world of work - **DYW lead CPD event – Nov ’16;**
- **Support schools in identifying and targeting groups of pupils ‘at risk’ from disengaging – Risk Matrix Package** set up and launched at HT events and integrated in CDP around DYW / Tracking from Sept ‘16
- **Use 16+ Seemis info** to inform strategy and support schools in identifying aspiration to inform pathways – to be included in DYW lead support events.

- **Data base for work experience established for each geographical area and sector based industries**

QIT
MB
AM

AM

AM

AM

AG – via school visits and Hi-Hopes

DYW team/ Regional groups

SDS

DYW team

BB/AG

BB/AG

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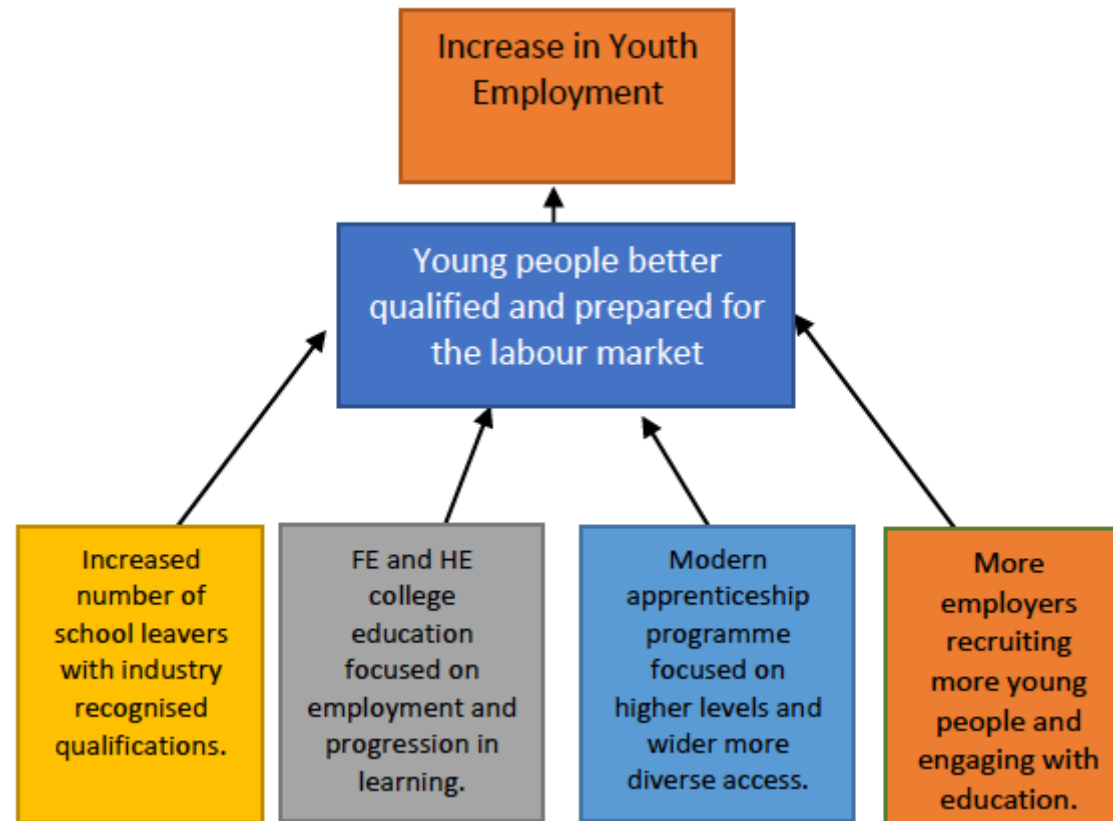
| Monitoring and evaluation procedures (evidence of success) | Who will do this? |
|---|--|
| <p>Overview of SIPs – measure DYW engagement and monitor reviews of impact</p> <p>Benchmarking tool – Use to measure progress and inform CPD needs</p> <p>Initial Destinations data –Insight / SDS breakdown</p> <p>Partner feedback on progress – regional groups; employers; SDS; Schools</p> <p>HMie feedback</p> <p>QIT / QIV engagement with schools</p> <p>School reviews of progress</p> <p>16+ Tab data – timings of updates; how it’s being used</p> <p>College reviews and course mapping</p> | <p>DYW team</p> <p>QIT</p> <p>Schools</p> <p>College</p> |
| Expected Resource Needs / Partnerships | |
| <p>Regional Groups</p> <p>SDS</p> <p>Colleges</p> <p>Employers</p> <p>Nigg Skills</p> <p>Parents</p> | |

Appendix - Performance Indicators from the Scottish Government

The implementation of the Commission's recommendations must be assessed against some key indicators.

The unifying purpose of all the work to implement the Commission's recommendations is to increase the rate of youth employment with better qualified young people who are better prepared to succeed in the modern labour market and to encourage more employers to recruit young people from education.

The drivers toward this outcome are the education and preparation of young people for the world of work and employers willing to engage with education and employ young people as illustrated in the following diagram.



Scotland's youth unemployment

The current youth unemployment rate in Scotland is 18.8%^[33] (UK is 18.4%) against the all age working population unemployment rate is 6.4%.^[34] Increasing youth employment levels will be the major impact of the successful implementation of the Commission's recommendations.

Increased number of school leavers with industry recognised qualifications

The senior phase vocational pathways which we have recommended will, if implemented successfully, see a significant increase in the number of young people leaving school with qualifications which better prepare them for further study, Modern Apprenticeships and other employment opportunities. The opportunity to study for NC/HNC and other vocational qualifications while still at school will help young people develop skills and attain knowledge, which will prepare them for life after school. Similarly the opportunity to undertake Foundation Apprenticeships in the senior phase will make young people much more attractive to employers seeking to recruit Modern Apprentices.

Attainment of these qualifications should be a key indicator to be tracked over time.

College education focused on employment and progression in learning

Colleges have a central role in the development of Scotland's young workforce. Young people choosing to go to college do so in order to improve their employment opportunities and chances to progress to higher levels of study. The gap in information here should be addressed as a priority and the employment and higher study outcomes of college education should be a key indicator to be tracked going forward.

Modern Apprenticeships focused on higher levels and wider more diverse access

The Commission has made a number of recommendations on the future development of Modern Apprenticeships. These are designed to widen the range of opportunities available within this increasingly important pathway and to offer an increased number of higher level Modern Apprenticeships. This development of the system should be carefully monitored over time.

More employers recruiting young people and engaging with education

Employers make by far the most important contribution to youth employment. Without more employers stepping forward and recruiting young people we will not see the improvements that we all wish to see. This and employers' contribution to education must therefore be key indicators.

Key Performance Indicators

The aim is to monitor a small number of indicators from existing sources or in some instances create a new baseline data set which can, where possible, be collected through existing mechanisms and to track progress over time. Key Performance Indicators and targets are detailed in the tables below.

National Key Performance Indicators

Outcomes

| No. | Measure | Current Baseline | Target | Source |
|-------------------|---|---|---|--|
| 1 | The relative ratio of youth unemployment to 16-64 unemployment. | Current multiple of 16-64 unemployment rate to 16-24 year old unemployment 2.9. | Decrease in the multiple of the 16-64 year old unemployment rate to the 16-44 year old unemployment rate, to 1.6 by 2020. | ONS Labour Force Survey (based on non-seasonally adjusted figures). |
| 2 | The youth unemployment rate in relation to the best performing European countries. | Top 5 European average currently 11.0% - Scotland currently 18.8%. Scotland currently ranked 9. | Improvement toward the average youth unemployment rate of the 5 best performing European countries by 2020. | Eurostat and ONS Labour Force Survey. |
| Indicators | | | | |
| 3 | School leavers not attaining a Higher, but attaining an industry relevant vocational qualification. | No baseline information currently collected in this form. | 60 per cent of pupils who don't achieve a Higher leave the senior phase with an industry recognised vocational qualification at SCQF level 5 and above by 2020. | This information is not currently published. It should be collected as part of school leaver destination statistics. |
| 4 | The number of young college students moving into employment or higher level study. | No baseline information currently collected. | A target up to 2020 should be set when baseline data is available. | This information is not currently collected - Scottish Funding Council is currently piloting collection of this information. |
| 5 | The number of Modern Apprenticeships at level 3 | In 2013/14 15,655 MA starts were at level 3 | 20,000 MA starts at level 3 | Skills Development |

| | | | | |
|------------|--|--|--|---|
| | and above. | and above. | and above by 2020. | Scotland. |
| 6 | Percentage of employers recruiting young people directly from education ? | In 2012 29% of employers recruited a young person directly from education. | 35% employers recruit a young person from education by 2018. | UKCES Employer Skills Survey. |
| No. | Measure | Current Baseline | Target | Source |
| 7 | Percentage of MA frameworks/College superclasses where the gender balance is 75%/25% or worse. | In 2012/13 three quarters of MA frameworks and half of college superclasses were in this position. | Reduces to 60% for MA frameworks and 40% for college superclasses by 2020. | SDS MA statistics. SFC college statistics. |
| 8 | MA starts from non-white BME groups. | In 2012/13 less than 2% of MA starts were from non-white BME groups. | Move toward population share by 2020. | SDS MA statistics. |
| 9 | Employment rate for disabled young people. | In 2012 41.3%. | Move toward population average by 2020. | ONS Annual Population Survey. |
| 10 | School leaver destinations among looked after children. | In 2013 1 in 3 were unemployed 9 months after leaving school. | Reduce toward population average by 2020. | Education Outcomes for Scotland's Looked After Children, Scottish Government. |