

Agenda Item	8.
Report No	EDU/3/22

## HIGHLAND COUNCIL

**Committee:** Education

**Date:** 24 February 2022

**Report Title:** Ambitious Highland - My Future, My Success

**Report By:** Executive Chief Officer - Education & Learning

### 1. Purpose/Executive Summary

1.1 This report sets out the vision and next steps for the Education and Learning element of the Economic Prosperity fund, which is set in the Highland Council's Health and Prosperity Strategy 2021/22. There are 5 ambitious projects/workstreams which have been identified and highlighted initially in the "Economic Prosperity updated report" which was presented at the Infrastructure, Environment and Economy Committee meeting on the 1 September 2021. This report exemplifies in detail the programmes of work which have been initiated to outcomes and positive destinations for some of our most vulnerable children and young people and families across the Highlands which is set out in **Appendix 1** and titled – "My Future, My Success" Planning for Ambitious and Sustained Destinations for our Children and Young People in the Highlands. (PASDCYP)

### 2. Recommendations

2.1 Education and Learning Committee Members are asked to approve the detailed plan "My Future, My Success" (PASDCYP) as set out in Appendix 1.

2.2 Agree that future reports will be brought back to the Education Committee detailing the progress made for people across the 5 workstreams identified.

### 3. Implications

3.1 **Resource:** The paper has been informed by the priorities within the [Council's Health and Prosperity Strategy](#) and the [Education and Learning service plan](#). Resources have been allocated to each of the workstreams as agreed at the most recent [Environment and Infrastructure Committee](#).

- 3.2 **Legal:** There are no legal implications contained within the contents of this report.
- 3.3 **Community (Equality, Poverty and Rural):** Planned improvements and the highlighting of good practice will support better outcomes and take cognisance of the specific challenges related to equality, poverty, and rurality. The focus of the workstreams will primarily deliver better outcomes for our most vulnerable children and young people and families.
- 3.4 **Climate Change / Carbon Clever:** There are no climate change issues arising from this report.
- 3.5 **Risk:** That the Highland Council (THC) demonstrates that any policy position enables them to secure best value. This means making an objective assessment of cost, quality, and other service benefits. Otherwise, there is a risk the council will miss the best options to sustain or improve a service. Risk elements however, will be managed within each workstream .
- 3.6 **Gaelic:** THC has a requirement to implement the Gaelic Language Plan under the Gaelic Language (Scotland) Act of 2005 and the Education Scotland Act 2016. The Education (Scotland) Act 2016 contains provisions on Gaelic Education, these include placing a duty on education authorities to promote and support Gaelic Medium Education (GME) and Gaelic Learner Education (GLE). Working with Innovate2Educate to support Gaelic provision will be explored.

#### 4. Overview

- 4.1 The vision for the “My Future, My Success” (PASDCYP)  
*To empower young people to make the right decisions at the right time, by connecting them with a network of support, work placements, career insights and spotlight sessions ensuring that children and young people’s future is determined by potential not background.*
- 4.2 **The Need:** (appendix 1 page 7,8 & 9)  
The post school destinations for our most vulnerable young people in the past have been on a negative trajectory, this is a similar picture nationally and has been increased by the impact of COVID-19, economic labour market challenges that have been widely highlighted and the need to ensure closer alignment between their opportunities and aspirations. Vulnerable learners/families are included in measures for Looked After Children, Additional Support Needs and Free School Meals.  
There have been significant changes to the Scottish Governments “[No one left behind](#)” and the “[Young Person’s Guarantee](#)” (YPG) – work is required to align learner pathways to post school destinations to support these changes. It is anticipated that the vision for “My Future, My Success” (PASDCYP) will address many, if not all, of the challenges presented.  
Robust rationale and strategy around Pathway Planning will ensure that pathways are appropriately planned and supported for all our young people but particularly the equalities groups, leading to positive and sustained destinations. Pathway planning is a support mechanism to provide a strategic and solution focused approach to ensure improved and sustained destinations for young people in Highland. This is mainly

focused towards our “maximum risk” young people who are identified at an early stage in secondary school, with a rigorous approach enacted during S3 and on to the senior phase.

Pathway planning is a partnership methodology across Highland, with input from partners.

#### 4.3 **Strengthen support for mentoring and upskilling Mentors:** (*appendix 1: page 10&11*)

A bespoke Highland model has been proposed and will be developed through a place-based approach to mentoring and coaching. The My Future, My Success Team leader has been recruited and the team of CLD practitioners are currently advertised they will be employed to offer high quality, up to date and appropriate training for mentors, matching of young people and supporting the project within localities. Through procurement we will ensure sector leading developers design, build and train the team to deliver a bespoke Highland Model. Mentors will be recruited from local employers and community groups who have a genuine interest and experience in and an appetite for mentoring and inspiring some of our most vulnerable learners. Mentoring will be supported by sessions delivered as a spotlight session on key common areas (*appendix page 11*) these will be available to all young people, mentors, and families. All children and young people in Highland will benefit from tools to enhance the development of Skills based language that will support children and young people to articulate where they are and what their next steps are in relation to Skills for Life. Learning & Work Training will be given to schools and partners to ensure a consistent delivery.



The diagram above demonstrates how the 5 work streams will be mutually beneficial but can stand alone depending on the need of the young person.

Progress to date:

- Procurement of Coaching/Mentoring company to co-design the program is underway

- MOU with Highlife Highland to host the My Future, My Success roles, ensuring a CLD approach is taken to the programme.
- Team Leader recruited & Co-ordinator posts advertised
- Links with each Community Planning Partnership/CLD Lead to support a place-based approach.
- Skills cards development for primary/secondary
- Pathway planning guidance working document
- 6 weekly collaborative development sessions with partners
- Monthly monitoring of young people leaving in session 2021/22 in negative destinations.
- Key performance indicators between Education and CLD frameworks how good is our documents identified.

**4.4 Develop the Modern Apprenticeship scheme for our most vulnerable school leavers:** (*appendix 1: page 12*) The My Future, My Success team will directly employ 2 young people in business administration and digital marketing to gain apprenticeship qualifications. The MA posts will be directly involved in developing the program to ensure young people's voice is included along with the youth convenor. The posts will ensure that young people have skills and employability feeds directly to chrome books with the support of the Digital Team.

Progress to date:

- Recruitment process to recruit Modern Apprentices
- Alignment of work with L&D apprenticeship team
- Working with Digital Learning team for chromebook front cover
- Highland Huddle (NHS Highland) pathways to apprenticeship program design

**4.5 Expand training skills and learning opportunities and deliver in partnership with UHI/SDS including vocational and formal qualifications** (*appendix 1: page 13&14*) Development of a range of work-related learning opportunities that are accredited and delivered through partnerships. Working with local labour market information, qualifications will be delivered to ensure young people have the skills to meet the current opportunities. This will expand the curriculum offer particularly in relation to work related learning and supporting the future skills gap in Highlands Economy.

Progress to date:

- 0.2 FTE teacher working on NC Employability & Citizenship curriculum design
- ASL co-design of offer with Inverness College UHI
- Interrupted learning collaboration with UHI partners

**4.6 Targeted support for Social Enterprise and recognising the third sector** (*appendix 1: page 15*)

The Scottish Government by 2024, want to ensure every school child can engage with a social enterprise. Through the place-based delivery model of youth hub social enterprises and school social enterprise projects we can ensure that every child and young person in Highland can develop entrepreneurial skills while understanding their local context and social needs. Through the development officer, we will set up social enterprises within third sector youth hubs to support them to become self-funding and

expand the youth work service in local communities as well as work placement and employability skills training.

Progress to date:

- 26<sup>th</sup> January, Launch “a difference in my community” social enterprise project in partnership with Pat Munro Foundation and Shawcor
- MOU with Social Enterprise Academy for Development Officer to progress the creation of Self-sustaining social enterprises in youth hubs

#### 4.7 **Work Placement Programme Linking to the Public Sector** (*appendix 1: page 17*)

Working across directorate to support young people to have a better understanding of the public sector and the opportunities that it can offer as well as the breadth of apprenticeships.

The partnership will work to promote the apprenticeship family during Scottish Apprenticeship week in March, through a number of online events aimed at pupils, parents and professionals delivered in partnership.

- Alignment of opportunities to apprenticeship opportunities coming up in both Highland Council & NHS
- Recruitment of Mentors for mentoring programme who currently can't offer work placements (work based learning through mentoring)

### 5. **Next Steps**

5.1 To work with the My Future, My Success development partnership to ensure that all provision is put in place as per the plan and any additional offers as a direct and indirect benefit of closer working as a partnership.

- Increasing the opportunities for vulnerable young people to move into a positive and sustained destination with a collaborative approach
- Tracking pathways & participation of our most vulnerable young people through pathway planning.
- Create positive and sustained partnerships and business links to work in collaboration for all planning.
- Contribute to the wider Highland economic prosperity in collaboration with partners.

Designation: Executive Chief Officer – Education and Learning

Date: 13 January 2022

Author: Maxine Garson, Senior Lead Skills, Employability & Prosperity

## Appendix 1:

# My Future, My Choices

January 2022

Planning for ambitious and sustained positive destinations for our Children and Young People in Highland



Ambitious

Sustainable

Connected

## Vision:

*To empower young people to make the right decisions at the right time, by connecting them with a network of support, work placements, career insights and spotlight sessions ensuring that children and young people's future is determined by potential not background.*

Initial focus will be on our most vulnerable young people and those at danger of leaving school without a positive destination in Session 2021/2022. With option choices being offered for session 2022/23 and intervention support for any young person in danger of not having a positive destination post school throughout the year.

The focus of the 5 strands within [Ambitious Highland](#), that sit within the Education Directorate, is to create a language of skills. Where children and young people know and can articulate who they are, where they are in their journey and their future ambition in relation to their skills and next step beyond school whether that be learning, training or work.

## Background & Context

The [National Improvement Framework](#) has 4 priorities one of which is:

*“Improvement in employability skills and sustained, positive school leaver destinations for all young people.”*

### [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](#)

Curriculum for Excellence – supports our children and young people to gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century placing learners at the heart through the 4 capacities.

Scotland's curriculum has 3 main pillars

- Getting it right for every child
- Curriculum for Excellence
- Developing the Young Workforce



### [Career Education Standard](#)

The Career Education Standard recognises the journeys that children and young people make as they progress from age 3-18 and role of key influencers in these journeys. It recognises that not all young people will progress in the same way and that not all face the same challenges nor require the same support and interventions. The entitlements and expectations for children and young people should have coherence and consistency through the contributions of all partners involved.

### [Work Placement Standard](#)

The national 3-18 guidance on work related learning. Implementing this guidance will have a positive impact by ensuring that work related learning is broader than just traditional work experience and an entitlement of children and young people 3-18 years. This will be achieved through a range of planned interactions with industry, built into the curriculum supporting the local context of the ASG, Highland and its place in the wider world.

Work placements should enable young people to experience a relevant, challenging, enjoyable and appropriate learning experience within the contemporary workplace. A placement should help the young person to make informed decisions about their future careers and raise aspirations both in their locality, regionally and nationally. Work Placements should adhere to a set of clear expectations of delivery expectations for young people, employers, parents/carers, schools, and local authorities. The standard will also be used within the school inspection process.

There are a number of ways young people can develop skills for work 3-18 some of these are listed below

- Learning in a simulated work environment
- Enterprise activities
- Mock interviews
- Career events
- Research tasks
- Employer presentations
- Site visits
- Personal skills analysis activities
- Work placement activities (Senior Phase)

### **Meta Skills Toolkit | Skills Development Scotland**

Meta-skills are innate skills built into human DNA - they underpin development of other 'learned' skills and the ability to engage in learning.

Providing a learning environment where visibility of skills, meaningful discussion and reflection on skills and the opportunity to profile skills experiences supports young people with their ability to understand, recognise and articulate their skills development. Adopting this as a natural part of everyday curriculum and pedagogy will empower young people to be - successful learners, confident individuals, responsible citizens, and effective contributors – ultimately allowing them to reach their fullest potential throughout their learner journey and into sustained destinations.

### **Highland Community Learning and Development Plan 2021-24**

Linking directly to Outcome 4 – Employment, Volunteering & Training

Highland presents a unique set of circumstances in which CLD based learner pathways towards employment, volunteering and training are important. CLD partners report that their offers of individualised learning programmes are in demand, address multiple barriers to progress and increase the chances of learners securing and sustaining the opportunities available.

### **The United Nations Convention on the Rights of the Child**

Article 28 (right to education) Every child has the right to an education. Primary education must be free and **different forms of secondary education** must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop **every child's personality, talents and abilities to the full**. It must encourage the child's respect for human



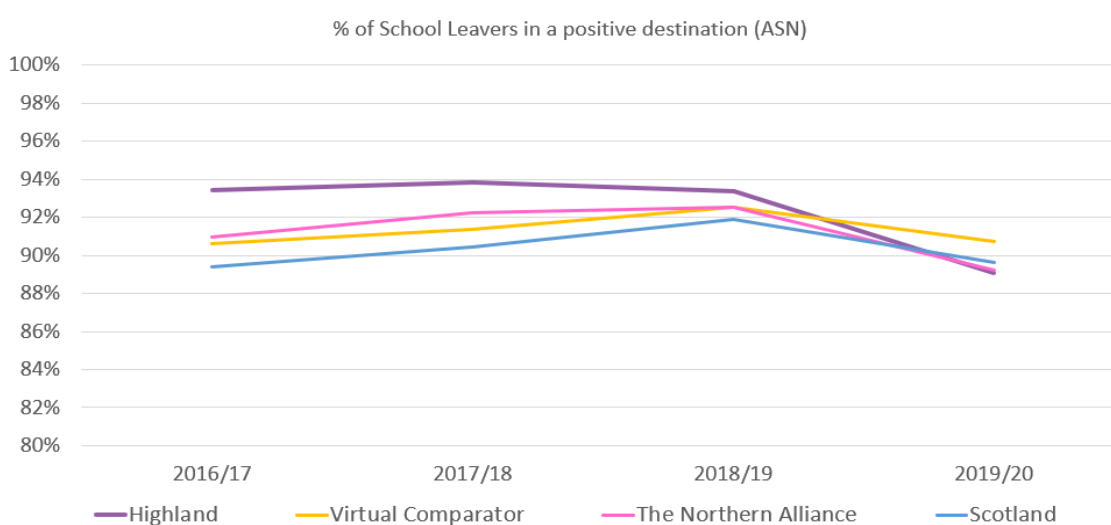
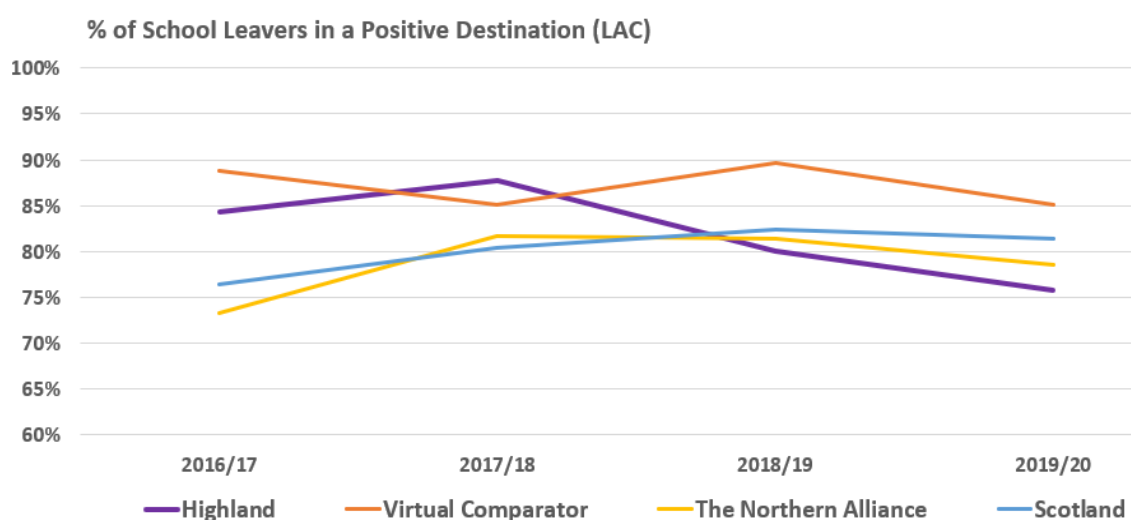
rights, as well as respect for their parents, their own and other cultures, and the environment.

### **The Need**

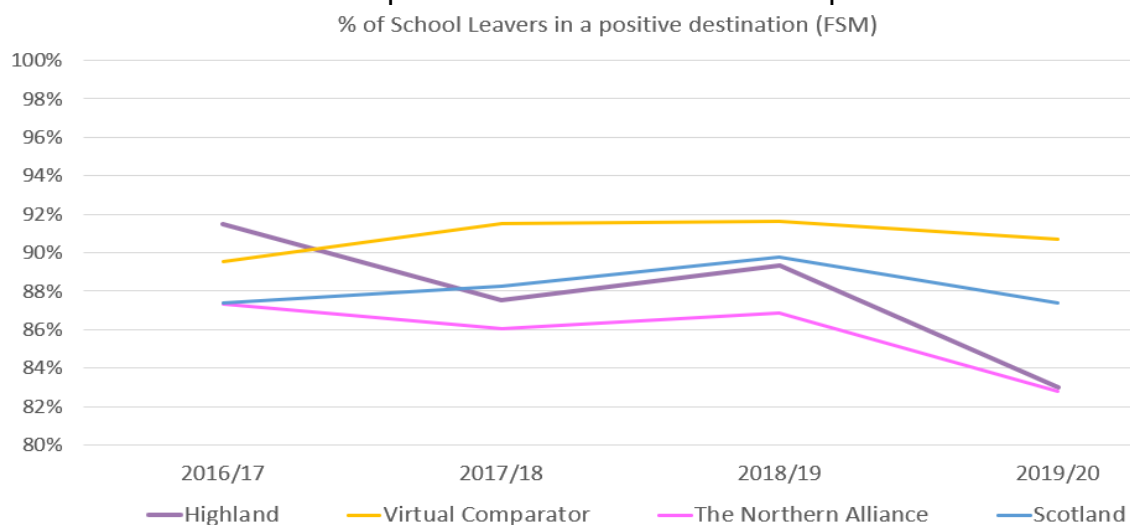
*The impact of COVID-19 on education at all ages and stages has been unparalleled. "Children with special educational needs and disabilities have been particularly vulnerable to the sweeping changes that have accompanied the Covid-19 pandemic, in particular the closure of schools and cutbacks on additional support services during lockdown."*

*Post-pandemic, evidence suggests this group of young people will require additional educational support including the provision of alternative employment/employability pathways, and targeted employment support.*

*(Economics Observatory 2021).*



The number of young people receiving Free School Meals has increased over the pandemic by 11.5%. 83% of Young People in Highland receiving FSM left to a positive destination in 2019/20 compared to 91% in the virtual comparator.



My Future, My Success will support our Young People into positive and sustained destinations through maximising partnership working and ensuring a place-based approach to the support.

Robust rational and strategy around Pathway Planning will ensuring that pathways are appropriately planned and supported for all our young people but particularly the equalities groups.

A baseline survey was taken across the secondary provision in September. The outcome of this survey helped formulate the plans around the five work streams outlined in this paper. The Underpinning principles of the workstreams are:

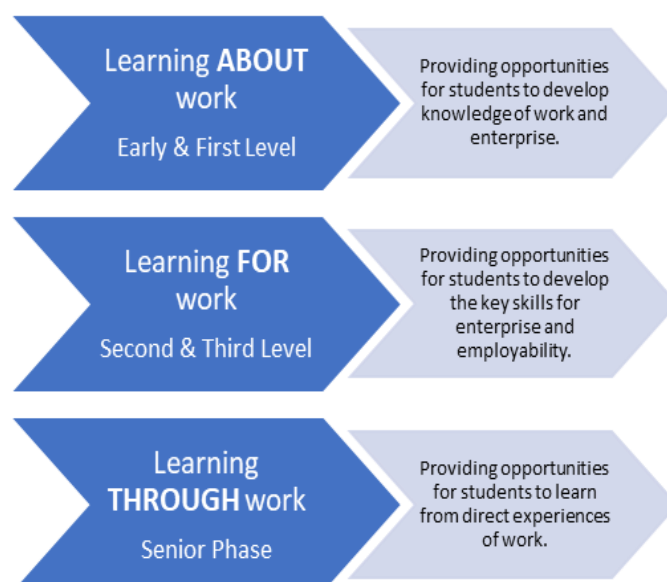
1. A collaborative partnership approach will be taken
2. Additional capacity should be built to support children and young people achieve positive and sustained destinations.
3. Should follow youth work principles and be place based
4. Focus on aspirations and potential of children and young people
5. Ensure all children, young people and families understand the Highland Economy and the potential opportunities.

A development group has been set up to oversee the My Future, My Success project. Partners on the group include Highland Council Education, Highland Council Employability Team, University of Highlands & Islands, Skills Development Scotland, Developing the Young Workforce, Youth Highland, Social Enterprise Academy and Highlife Highland. This group will meet monthly throughout the project, with subgroups set up as required.

## Key Work Streams for Ambitious Highland

### 1: Strengthening support for mentoring young people and upskilling mentors

Through the, to be created My Future, My Success mentoring network, which would be supported by CLD workers in a mentor co-ordinators role based in each community planning partnership (x9), will ensure that young people and mentors have a supportive and mutually respectful relationship. The bespoke training and supervision programme will support mentors to support young people to develop the skills to achieve the individual's ambition and potential, through both group and individual mentoring. Mentors will be recruited from across business (particularly growth sectors) and community partners and matched according to interest and skills to support the young person. Mentoring can take place in or out of school/online depending on what is best for the young person – walking meetings will be encouraged to support with Health & Wellbeing.



**Learning ABOUT Work (Early Years – P4)** – talking tubs will be created across the early learning and primary schools to support discussion and engagement with mentors in the key sectors as well as parental/community sessions around equalities issues e.g., Improving gender balance and equality.

**Leaning FOR Work (P5-S3)** – Skills cards will support the development of skills language across BGE with challenges being set that are supported by mentors. Pupils can have a skills journal/profile where skills are recorded and reflected on through the google platform.

Potential challenges, linking to the career education standard “I can statement”

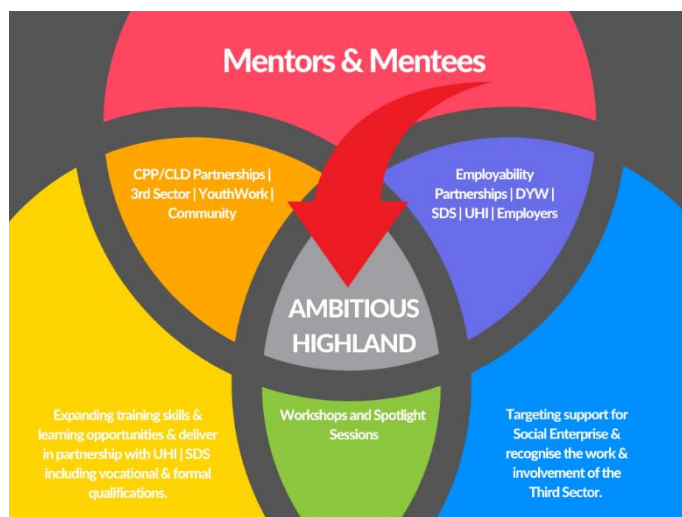
- using a creative method, demonstrate 8 different jobs in your local community
- share your strengths, interests, and skills and how these relate to future ambitions

- I own and can manage my profile and can use it to help discuss my interests, strengths and skills with my parents/carers and others
- Social Enterprise Dragons Den

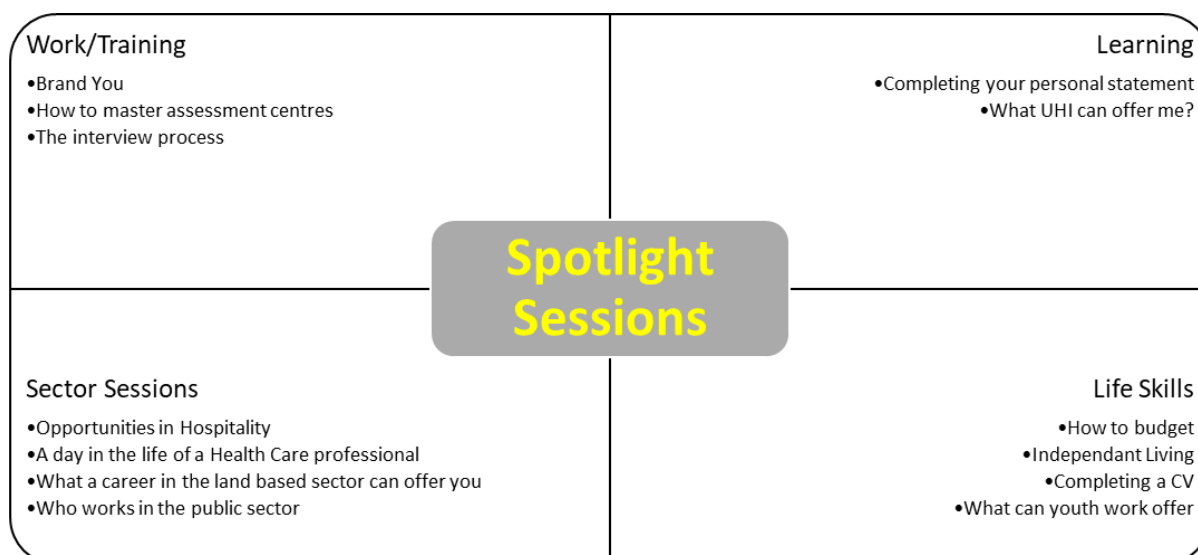
**Learning THROUGH work (S4-6)** – Individual mentors matched with young people to support career aspirations; these young people might be also taking part in a range of priorities across the My Future, My Success programme. All young people should gain accreditation for the work undertaken.

All mentors will be guided through training through google classroom in both statutory requirements (i.e., child protection) and also mentoring development as well as offered supervision and support from the mentor co-ordinators.

Supervision will be offered to support mentors with any additional training and helping to signpost young people to opportunities both in and out of school. (see diagram below)



Spotlight sessions will be run regularly and open for all you people and mentors to sign up to, mentees will be encouraged by mentors and mentor co-ordinators to attend, sessions will be recorded to allow young people to watch at convenient times.



All mentoring will be delivered through the google platform following [ICT policies](#)

## **2: Developing the Modern Apprenticeship scheme for our most vulnerable school leavers**

The Modern and Graduate Apprenticeship route is a post school destination, what we can influence is how prepared our young people are to engage in the apprenticeship family, through priority 1 & 3.

Through the digital learning team create a news feed of appropriate opportunities that are feed to the young people's chrome books home pages directly, this can be used to showcase opportunities in the local area, case studies of young people and spotlight sessions young people can attend as well as other key information across the partnership.

Working closely with the Modern Apprenticeship team in Highland offer work experience linking to priority 3 as a taster to future skills gaps.

Work closely with partners to create a better understanding of the apprenticeship family including routes in via foundation apprenticeships

By creating 2 Modern Apprenticeship posts, we will be able to offer an opportunity to vulnerable young person who can add the young person's voice into designing and raising awareness supported by the Digital Team and My Future, My Success

### 3: Expanding training skills and learning opportunities and deliver in partnership with UHI/SDS including vocational and formal qualifications.

Offering alternative pathways and routes for the curriculum developing employability skills and sector-based experience through work related learning and virtual learning supported by partners and mentors.

The top 6 sectors currently sought out by our young people in terms of gaining further information on employment opportunities are:

- Engineering
- Education & Training
- Animals, Land & Environment
- Healthcare
- Construction & Building
- Sport & Leisure

Largely these are in line with the Labour Market information but a clear lack of desire to work within Tourism/Hospitality industries. It is intended to address this through work with industry partners.

Current provision across Highland is limited in relation to awards, NPA's and SfW courses, mainly due to capacity and viable numbers schools – by offering provision digitally this will allow expansion of the offer to meet the needs of young people and the economy allowing central support for local partnership delivery.

Provision	Potential to be delivered Nationally	Highland Delivery 2020	Highland Delivery 2021
<b>Awards</b>			
SCQF 1	4	3	2
SCQF 2	6	3	4
SCQF 3	10	5	3
SCQF 4	17	6	8
SCQF 5	11	5	6
SCQF 6	6	1	2
<b>Skills for Work</b>			
SCQF 4	12	6	5
SCQF 5	15	9	8
<b>National Progression Awards</b>			
SCQF 3	1	0	0
SCQF 4	19	8	6
SCQF 5	42	6	12
SCQF 6	35	10	12

**Short interventions, up to 2 weeks, sector specific:**

Initial work has commenced to create a “Work ready” programme within the Alness ASG as a pilot with the support of Pat Munro (Alness) Ltd. This will see up to 10 young people undertaking a work-related learning opportunity that is structured around seeing the whole company and the range of opportunities within a local firm. The placement will be underpinned with a mentor and young people achieving SQA accreditation for the placement and an exit interview which will help the young people identify what their next steps are.

This model will be replicated for key sectors and large employers who are both Growth and Volume in the Highlands – initial plans are around Construction, Hospitality, Energy/Renewables, Landbased and Health & Social Care as Labour Market Information becomes more available post pandemic additional sectors can be added.

**Leavers programme, up to a month: based in each CPP with partner input where a need is identified.**

Meaningful May model where locality-based program is developed and delivered initially with a week around employability skills followed by 2 weeks work related learning linking to career aspirations the programme will be underpinned with SQA accreditation and an exit interview which will help the young people identify what their next steps are.

**Longer term interventions, up to 1 year, sector specific:**

Work placement is offered by an employer who has a potential skills gap, the placement will be regular throughout the year with young person completing accreditation for work placement. Working with Morrison Construction creating role around the new recycling plant for up to 3 young people in Inverness Area – to be replicated with any employer. These roles may lead to future employment and training.

**Longer term intervention, up to 1 year, timetabled:**

Partnership approach to the delivery of employability skills and support with finding, preparing, and securing employment post school. Accreditation through the prince trust as well as SQA.

**Longer term interventions, up to 3 years, Additional Support for Learners:**

The development of the [NC in Employability and Citizenship, SCQF 3](#) to be delivered over the senior phase in some of our Special schools and ASL departments allows the thread of employability and citizenship to be woven throughout the whole senior phase. With young people building on 4 different group awards to achieve a National Certificate.



By scaffolding the NC it allows for the skills development and a good understanding of the world of work ensuring that in the final 6 months of the award the young people can access a supported work placement through the employability team.

**Summer programme:**

Working closely with all partners an employability and life skills programme for young people who are in danger of not meeting their positive destination – likely to run 2 half days per week between school leaving date (31<sup>st</sup> May) and FE enrolment (mid-August)



#### **4: Targeting support for Social Enterprise and recognise the work and involvement of the Third Sector.**

Creating a partnership with Youth Highland and Social Enterprise Academy the Youth Hubs would create social enterprises, working toward having one in each Community Planning Partnership (CPP) area.

The youth Hubs would offer both in school and out with school training opportunities where young people could access work placements as part of priority 3 and mentoring priority 1.

A grant fund developed in partnership would allow youth hubs start-up funding both social enterprise and Youth Highland to find match funding/sponsorship. The creation of a development post will evolve the model to all the youth hubs to becoming self-sustaining providing a 3<sup>rd</sup> sector youth work offer within each CPP both in school and the community.

Both Youth Highland and Social Enterprise Academy will seek external match funding to support the development of the work.

Social Enterprise Academy will offer support to all schools to develop a Social Enterprise, this will be supported by My Future, My Success team, both digitally and in person. The pilot delivered in the Mid-Ross area, sponsored by Pat Munro Foundation & Shawcor will see up to 45 young people develop a number of social enterprises. Through the difference in my community programme, the young people will set up and run a social enterprise, working in teams to research, understand a need within their community and find a solution where in groups they will pitch to a dragon's den to secure start-up funding. This will be supported with team building and input from sponsors around employability skills.

Working with the digital learning team create an online selling platform for schools and youth hubs to sell products and raise funds out with the normal revenue channels – this could be marketed as part of a tourism strategy and promoted widely raising the profile of the Social Enterprise network in the Highlands.

## **5: Work Placement programme linking to the public sector.**

Ensuring linkage to the work placement standard public sector bodies in the Highland Council area will be supported and encouraged to engage in a multi-layer approach to work placement activities through priority **1: Strengthening support for mentoring young people and upskilling mentors**

- Learning in a simulated work environment
- Enterprise activities
- Mock interviews
- Career events
- Research tasks
- Employer presentations
- Site visits
- Personal skills analysis activities
- Work placement activities (linking to priority 3)

Linking to priority **3: Expanding training skills and learning opportunities and deliver in partnership with UHI/SDS including vocational and formal qualifications**, currently Highland has 19 work placements signed off and ready for a young person to engage with, of these 3 are with public bodies. With approximately 25% of Highland employment in the public sector, higher than the national average of 21.9% it is key that work with work force planning supports our young people to engage in work placement activities that offer accreditation across all elements of the public sector.

Linking with Organisational Development, future skills gaps and pan Highland departments will be supported by workplace assessors to engage in the My Future, My Success programme. Supporting Early Years through to Senior Phase and post school.

NHS Highland – Youth Academy, Highland Huddle will pilot a new pathway to apprenticeship qualification. Working with Inverness High, Golspie High and Wick High School up to 20 young people will have the opportunity to gain SCQF 4/5 qualification which is designed to lead directly on to apprenticeships or Further Education.

Developing alternative routes into NHS roles through Skills boost programmes will allow the skills gaps identified by work force planning to be targeted. Initially this will look at Health & Social Care support workers with the training programme guaranteeing an interview for a potential role.

Delivering the education outcomes for the Employability Partnership Group as part of a pre-school leavers programme.

Through the 5 workstreams we will support and develop better pathways for your young people that are supported within the communities they live and learn.

Key Outcomes:

- Supported alternative curriculum provision
- Improved sustained destinations
- Better alignment to Labour Market Intelligence
- Embedded partnerships within communities to support children and young people
- Retention of talent within Highland

Measures will be recorded through My Future, My Success Project Plan and reported in line with the requirements.