

Agenda Item	6.
Report No	EDU/11/23

HIGHLAND COUNCIL

Committee:	Education Committee
Date:	1st June 2023
Report Title:	Positive Destinations and Key Transitions
Report By:	Executive Chief Officer, Education & Learning

1. Purpose/Executive Summary

- 1.1 This report provides members with information on work undertaken to update Committee on progress and activity currently being undertaken within The Education and Learning Directorate in relation to our Developing the Young Workforce (DYW) commitments and Employability/ Mentoring. Which aims to support our young people in our communities into a positive and sustained destination.

2. Recommendations

- 2.1 Members are invited to:
- i. Note the continuing progress made on our developing the young workforce, employability and mentoring programmes;
 - ii. Approve the updated draft DYW strategic implementation plan for 2022-2023, including the key outcomes identified in section 4.1.2 of this report

3. Implications

- 3.1 **Resource:** The priorities have been identified through the Education and Learning Service Plan, the DYW strategic plan (**Appendix 1**) and also the Council's Corporate Plan, agreed at the time of writing the most recent Council Committee.
- 3.2 **Legal:** There are no legal implications.
- 3.3 **Community (Equality, Poverty and Rural):** The work reduces the impact on our most vulnerable children and families by delivering bespoke programmes of support for those children and young people facing complex and multiple barriers to learning, further education and employment.

- 3.4 **Climate Change / Carbon Clever:** There are no implications.
- 3.5 **Risk:** Without this work taking place there is a risk that:
- Young people leave school without the skills, qualifications and experiences to support them to access a relevant career pathway and contribute to local and national economic growth;
 - The percentage of young people entering a negative post-school destination and potentially long-term unemployment may rise, and;
 - Young people are unable to make informed choices about their post-school pathways through signposting and individualised mentoring support.
- 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 My future My Success and MCR Pathways to support Gaelic provision will be explored.

4. Overview

- 4.1 Employer led Developing the Young Workforce (DYW) Groups were set up across Scotland to connect employers with education in 2016 following the Wood Commission Report. Highland is served by three chambers of commerce hosted DYW groups: North Highland, West Highland and Inverness & Central. In session 2020/21, as part of the Young Person's Guarantee, the Scottish Government provided additional funding to strengthen DYW by tasking the DYW groups to recruit and place a DYW coordinator in every secondary school to support the aims of the Young Person's Guarantee / 'No-one Left Behind' agenda. A service level agreement and data sharing agreement is in place between Highland Council and the DYW groups and most large secondary schools have 1FTE DYW co-ordinator post while mid to small schools have 0.5FTE. A collective strategic group with representation of the 3 DYW groups and other core partners leads and oversee key workstreams that are integrated into the education DYW strategic plan. (**Appendix 1**)
- 4.1.2 DYW has provided a catalyst for the ongoing focus of attention on the development of skills for work, as well as life and learning, for all young people whatever their ambitions. The DYW 22/23 strategy plan with March review sets out the improvements that have been made within Highland across schools, colleges and employers to prepare young people for their working lives. The plan details 2021/22 progress and impact related to various measures listed and also provides detail around actions and progress to date on our 2022/23 plan to support progress in our 4 key outcomes:
- Support schools to improve school leaver destinations and reduce negative outcomes
 - Support schools to develop a skills-based curriculum / experiences linked to pupil aspiration and economic growth areas
 - Support schools to widen curriculum options and increase vocational qualification options
 - Empower young people and their supporters to increase opportunities linked to pathways planning
- 4.1.3 There is more detail on each area linked to progress through this report but key highlights of impact include:

- Learners have more opportunities to develop skills for learning, life and work through relevant, real-life contexts via
- Improved practices in utilising national data hub to increase participation in education, training or employment for 16-19-year-olds
- Highland has a positive destination rate of 94.5%. This has increased by 0.2% since 2020-21 and by 2% since 2019/20.
- Employment rates are the highest ever recorded at 38.7%.

4.1.4 **Using Aspiration Data:** For many years schools nationally have been tasked with gathering data on senior phase pupil 16+ aspirations relating to anticipated leave date, desired route and preferred occupation upon leaving. This data provides a school DYW Profile and is crucial, as a minimum, to set priorities around leaving date, inform DYW focus/employer engagement and to initiate and direct further partner interactions to support proactive transitions from school. It also flags up pupils who are most at risk of not achieving positive post-school participation which is a focus at School 16+ planning meetings.

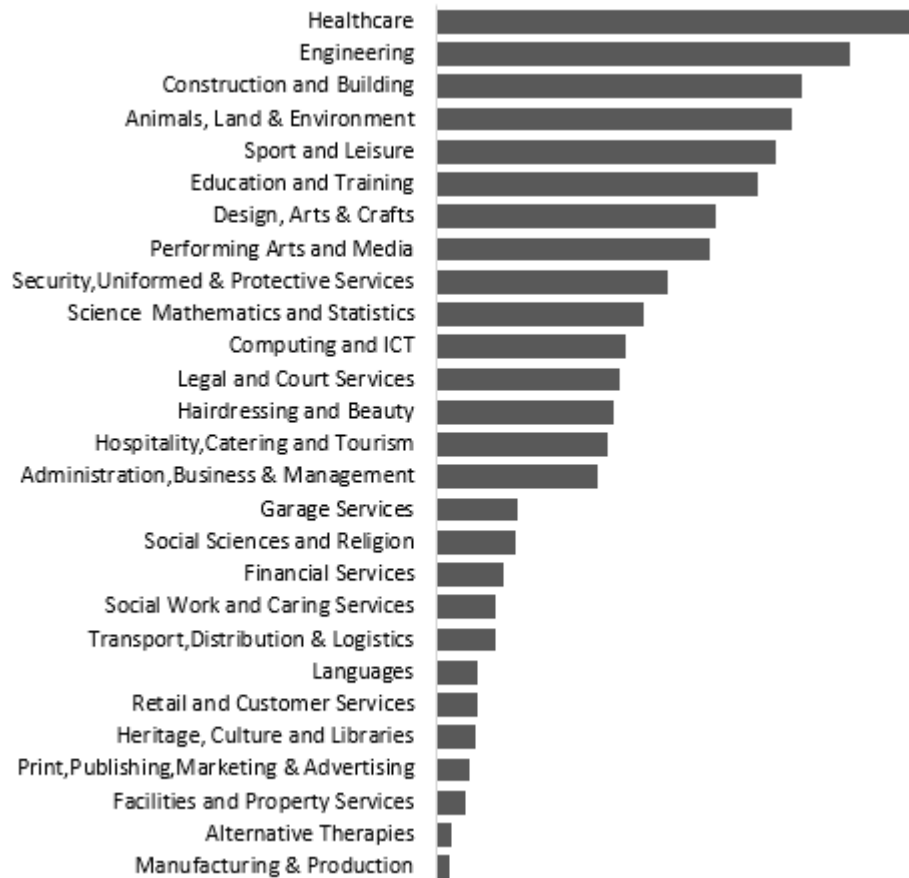
Initial school leaver destinations are measured annually every October. Summary statistics show that Highland participation for all 16-19-year-olds is higher than the Scottish average.

Participation Measure - Snapshot December 2022 (most recent report)			
All 16-19 year olds	Participating	Not participating	Unconfirmed
Scotland - all	90.5%	4.7%	4.8%
Highland - all	91.6%	4.0%	4.5%
20% most deprived	Participating	Not participating	Unconfirmed
Scotland	84.5%	8.7%	6.8%
Highland	85.0%	9.4%	5.7%

Further breakdown of the participation measure statistics for all 16–19-year-olds shows that Highland has higher numbers staying on at school and significantly higher numbers going into employment, as is usual (includes full-time, part-time, self-employment and apprenticeships).

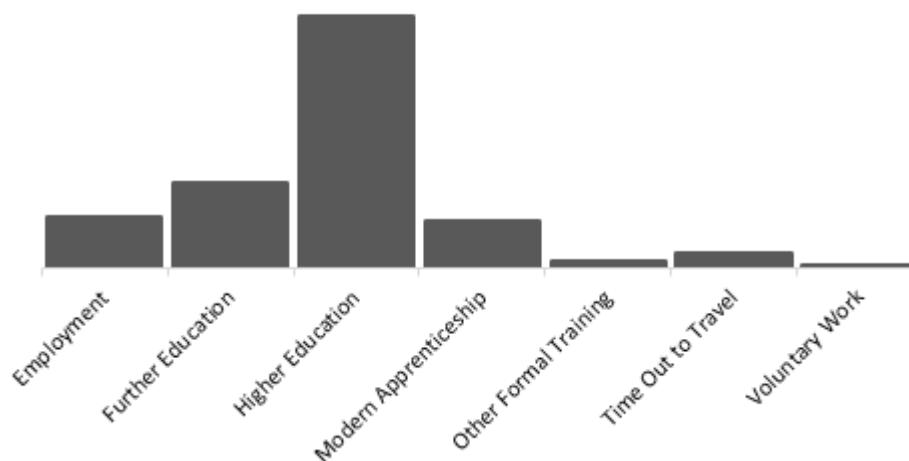
The Highland employment rate is significantly higher than the national average, however further study and training numbers are much lower than those noted in the participation measure.

4.2 **Informing and supporting choice:** The Learner Journey Dashboard To aid school learner journey analysis and planning for improved and relevant destinations, officers have established a Learner Journey Dashboard. This data tool provides access to all school destination profiles, which are then linked to pupil attainment cohorts. This information provides a picture of pathways and provides information for schools to then think deeper using datasets to examine curriculum provision and pupil specific context regarding individual and cohort learner journeys.



16+ Aspiration Chart shows current preferred occupation choices for all S4-S6 pupils in Highland

This data includes anticipated leave dates, preferred routes and preferred occupation data which is then charted for school staff and DYW coordinators to more effectively plan engagement opportunities to inform choice and support aspiration to positive destinations.



16+ aspiration chart shows current preferred route choices for all S4-S6 pupils in Highland

The reflection aspect of the dashboard allows schools to gauge how well young people were supported to make realistic aspirations around their preferred route and if the aspiration was achieved upon leaving. The tool compares the preferred route chosen in school with the outcome at point of initial destination.

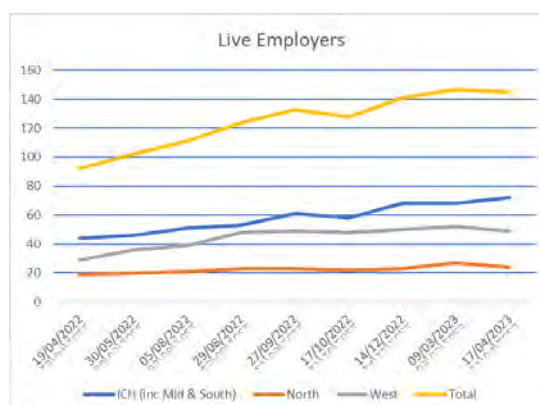
Further development of the dashboard includes an Economic Growth section taken from the Highland Regional Skills Assessment report. It includes information and infographics relating to future demand for skills in Highland including both replacement and expansion demand to understand the context of total job openings. The Highland forecast shows a breakdown by industry and employment growth by occupation linked to Scottish Qualification levels. The information is further broken down into local profiles for Caithness & Sutherland, Inner Moray Firth and Lochaber, Skye and Wester Ross to align with College and DYW areas.

4.2.1 **Hi-hope website:** www.hi-hope.org

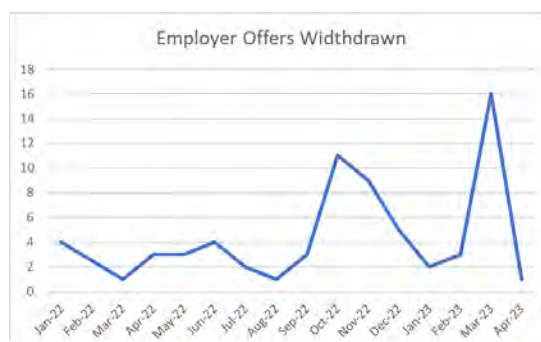
The hi-hope website was developed in 2011 through a working group involving Education, NHS Highland, Social Work and Third Sector. The site was launched in 2012 as an interactive directory to support transition planning from school into adulthood. Further development of the tool included a section on training opportunities in Highland by stage of the employability pipeline as directed by Scottish Government under the national Youth Employability Activity Plan (YEAP), a noticeboard listing news, updates, jobs, events, volunteering, and other opportunities. In 2017 as part of development work of the core DYW Team and supported by the DYW Groups, the work experience section was launched to provide a list of current employer work placement opportunities. This ensures that live placements have had a successful health & safety workplace assessment to ensure that workplace duties are age and stage appropriate and that they are compliant with up-to-date insurance. With the support of schools, SDS, parents or DYW Coordinators pupils are encouraged to apply using a short application form which when used as a teaching and learning tool encourages the development of employability skills and provides a framework for subsequent job applications. As a further benefit it also allows the employer to obtain prior knowledge about student aspirations and needs before taking them on placement. This suite of tools aligns to provide a range of practical assistance to schools and partners supporting young people with the ultimate aim of increasing positive and sustained post-school participation.

4.3 **Widening Curricular Access**

4.3.1 **Work Experience:** Following Covid, the number of workplaces able to offer work experience places significantly declined. Work has been ongoing since the pandemic to increase the number of employers available for our young people. The graph below shows an upward trend with numbers of private employers increasing on a month-by-month basis. We currently have 319 total live employers (including educational establishments), an increase of 145 new private employers since August.



The work experience landscape is constantly ebbing and flowing and although, the most recent figures show a drop in live employers, this is due employers falling off the system due to an employer not responding to Employers Liability Certificate (ELI) requests or due to natural employer attrition. This can be seen demonstrated in the table below. There are often numerous reasons why employers do not want to renew ELI or continue providing an offer, this is often unavoidable and anecdotal evidence suggests that during busy spells, work experience requests can fall lower on an employer's list of priorities.



Work continues to increase the number of employers on the system, we have been able to reinstate existing employers who fell off the system during covid with the use of an internal health and safety check questionnaire. The process to onboard new employers requires the employer to undergo a health and safety site visit to ensure we are fulfilling our duty of care to young when out on placement. We identify these opportunities with the assistance of our partners in the DYW groups to identify placement opportunities based on aspirational data available through SEEMIs.

4.3.2 **Foundation Apprenticeships (FAs):** Level 4 to Level 6 courses are delivered over 1 or 2 years have continued to expand in Highland year on year with a total of 372 starting or continuing in August 2023 (see table below). For some pupils, undertaking their FA courses has seen them progress into Modern or Graduate Apprenticeships relating to the course they studied.

Courses are taught by 5 external partners and 3 colleges and the different delivery models provide pupils various options to access in addition to their other school subjects, choosing a delivery model that suits their needs. In particular, online delivery provides equity of access as it provides opportunities to all pupils regardless of where they are based.

Foundation Apprenticeships 20/21		Foundation Apprenticeships 21/22		Foundation Apprenticeships 22/23 *	
Courses	Nos	Courses	Nos	Courses	Total Starts
FA Automotive L4	55	FA Automotive L4	103	FA Automotive L4	111
FA Construction L4	0	FA Construction L4	9	FA Construction L4	11
FA Construction L5	0	FA Construction L5	11	FA Construction L5	14
FA Hospitality L4	52	FA Hospitality L4	55	FA Hospitality L4	38

FA Hospitality L5	9	FA Hospitality L5	55	FA Hospitality L5	80
FA Business Skills L6	25	FA Business Skills L6	27	FA Business Skills L6	28
FA Children & Young People L6	43	FA Children & Young People L6	40	FA Children & Young People L6	42
FA Creative & Digital Media L6	54	FA Creative & Digital Media L6	21	FA Creative & Digital Media L6	21
FA Health & Social Care L6	18	FA Health & Social Care L6	19	FA Health & Social Care L6	18
FA Software L6	14	FA Software L6	7	FA Software L6	9
Overall Numbers	270	Overall Numbers	348	Overall Numbers	372

4.3.4 **Next Steps:** The service will look to expand the number of Foundation Apprenticeship courses at all levels by working with schools to deliver or grow their existing provision. Given the current climate how FAs are funded further exploration is being undertaken with partners and SDS on how we meet the expected demand.

4.3.5 **Partnerships:** Our DYW Collective Partnership involves joint planning and implementation with our three colleges, Skills Development Scotland (SDS) and DYW Chamber Groups in the main. We also have close partnership working with the council employability service, Aspire North, MCR and Young Enterprise Scotland.

DYW groups support schools to engage with employers directly to plan events and curriculum inserts. There are three levels of this employer engagement that is termed by the Scottish Government as Engaging; Collaborating; Influencing. The aim is to gradually shift and grow relationships with employers to move up the levels of engagement from planning of one-off events in the engagement stage to close working relationships where employers are collaborating on industry relevant learning and then influencing curriculum options/ offer. Our FA external partner offer is made up of employers influencing the curriculum and embedding business led, industry relevant qualifications in our curriculum offer in schools.

As part of the Highland Council schools programme, UHI deliver a full range of courses from SCQF Level 1 up to SCQF Level 7 with a total of 202 courses available, an increase of 25 new course from last year. The majority of courses are taught on campuses (Fort William Wednesday and Thursday; Portree Wednesday, Inverness/North Highland Friday), but there is also some in-school delivery across the week to suit school timetables, and online courses either on a set day or following our virtual timetable.

In 22/23 over 2,400 pupils applied for courses, with over 2000 offers given and a total of 22 pupils returned to continue year 2 of their Foundation Apprenticeship course. Early release/exceptional entry applications to full time courses for pupils in the last few months of their education saw 85 pupils apply and 59 pupils offered places.

Officers have partnered up with UHI Moray this year to offer the Foundation Apprenticeship Food & Drink L6 course and Sabhal Mor Ostaig offering the Foundation Apprenticeship Creative Digital Media and Children & Young People courses, solely taught in Gaelic – both courses are a mix of online and work placements.

This year, two surveys relating to Foundation Apprenticeships and curriculum mapping have been undertaken with schools to look at short, mid, and long term needs for subject areas to allow us to identify gaps across Highland. The group have a working group with depute DYW/college lead reps which will feed into strategy planning with colleges and external partners for the schools programme offering going forward.

This session, an education college strategy group has been set up involving the strategic lead reps in each of the three colleges plus lead council education staff. This has resulted in a redrafted strategy paper currently being considered detailing collaborative outcomes and workstreams:

- To build collective leadership for the Senior Phase
- To develop and co-create a relevant, valued, and accessible Senior Phase curriculum.
- To ensure effective transitions across the Senior Phase learner journey to support successful outcomes for all.

Officers meet with our school rep focus group this term to agree and inform these workstreams to identify an action plan linked to each to be implemented from August 2023.

4.4 Supporting learners at risk of non-positive destinations

4.4.1 **My Future, My Success (MFMS):** MFMS is a partnership approach to empowering young people in the Highlands to think about their future careers and aspirations by connecting them with a network of genuine support, employability & enterprise learning, mentoring and personal skills building ensuring that their future is determined by potential not by background, barriers or postcode that they come from.

MFMS Referrals

MFMS Development Officers employed and in partnership with HLH are based throughout the Highlands within the Community Planning Partnership areas. The MFMS Highland Initiative supports and develops some of our most vulnerable learners who are all referred with barriers to attending, engagement and achieving positive destinations post school.

The development officers use a person centred, systemic coaching and mentoring approach when working with young people, meeting the learners where they are at. Working with partners and families, MFMS brings a bespoke offer to each young person, developing skills for life, work, and learning. Each development officer knows their geographical area well and brings together Mentors, Employers, Partners, and Education in a professional, efficient, accessible, and mutually beneficial community.

MFMS has now been operational since August 2022, the interim report (**Appendix 2**) gives a 6-month progress report up until 22nd February 2023, below gives you a current picture.

Currently MFMS has 296 referrals from 31 schools across The Highland Council area

- 233 Additional Support for Learning
- 104 Free School Meals
- 33 Care Experienced
- 26 SIMD1

- 77 with attendance below 20%
- 86% of young people referred to MFMS engage, where they are unable to engage this is largely due to mental ill health.

Currently MFMS has 125 May 2023 leavers, with current projections 109 are expected to achieve a positive destination, development officers will continue to work with the young people throughout the transition and support young people who are still not yet in a positive destination.

94% of young people engaging with MFMS felt more positive about their future, each programme is designed to meet the young person where they are through a CLD approach, 3 key components are:

- Mentoring focuses on rich conversations and goals around the young person's aspirations, through a network of 96 mentors from a range of background young people are matched and mentors help to expand their networks and understanding of life beyond school. All mentors receive coaching/mentoring training and child protection R&R. Mentors also engage in supervision and CPD to further develop skills and knowledge. 96% of mentors expressing that the training met their expectations.
- MFMS UHI course
A bespoke course around developing young people's skills, through practical learning opportunities incorporating core skills young people gain a suite of qualifications including employability, personal finance, and mental health
- Social Enterprise, young people have an opportunity to address a social issue within their own communities. By putting together a business plan and pitching the ideas they secure seed funding enabling them to address the social issue.

National Certificate in Employability & Citizenship (SCQF3)

Expands the opportunity for young people working at SCQF level 3 to develop skills and gain a qualification that will raise aspirations and opportunities post school. Working closely in partnership with key employers, social enterprise academy and the Highland Council Employability Team, young people work towards gaining a full National Certificate. All units have been developed and are available on google classroom. During session 2023/24 a further 13 settings plan to roll out this qualification.

Healthcare Pathway Pilot

The Highland Council is one of 5 NHS Huddle groups who are piloting the Healthcare Pathway pilot through NHS Academy, Skills Development Scotland and UHI beginning in session 2023/24. Six schools are currently involved with 29 young people and they will work towards a SCQF 5 qualification with the qualification leading into a direct NHS pathway through a Modern Apprenticeship, College related course or direct employment. All young people will have a combination of online learning, site visits and mentoring by NHS professionals trained as part of MFMS.

"The NHS Pathway Pilot qualification will help young people progress into a range of great careers in health and care, by developing their transferable skills. It will also help young people understand the modern health and care workforce, by active project-based learning. It is a great example of NHS, local authorities, and schools across Highland working together to help develop the workforce of the future." Dylan White, Academy Principal Lead: Widening Access and Sustainable Workforce, NHS Scotland Academy.

4.4.2 **MCR Pathways:** Partnership working to meet the needs of all and especially our most vulnerable young people is vital. [MCR Pathways](#) is a nationwide relationship based mentoring Programme and charity that helps Care Experienced and disadvantaged young people build motivation, commitment, and resilience. Their vision is that “every care-experienced and disadvantaged young person in the country gets the same education outcomes, career opportunities and life chances as every other young person”. They support young people in or on the edge of care system to realise their full potential through education.

The three key elements of the programme are relationship based mentoring, talent tasters and partnerships, working alongside the school’s high expectations and aspirations for each and every young person in their care. MCR recruits, trains, and supports high quality mentors who meet their young people weekly for a minimum of a year. Building relationships, confidence and self-esteem are the prerequisite to helping the young people find, grow, and use their talents. Subsequent pathways and career ‘Talent Tasters’ help effective school transitions to higher education, further education, employment and re-engage those who have become or are on the edge of becoming disillusioned.

This is a Scottish Government endorsed programme with the intention of a funded roll out to every school in Scotland over the next 5 years. Our initial fully funded partnership with MCR (through Scottish Equity Funding) was piloted in seven secondary schools last session and has continued this session with Highland Council committing to the staffing costs for the Pathways Co-ordinators across the current seven schools for another session. The additional Scottish Government funding then covers the cost of the regional and national team of nine posts and infrastructure that support the Highland programme.

The seven schools involved so far were chosen based on the high number of Care Experienced and disadvantaged young people on roll. Most schools have 1 FTE Pathways Coordinator in post working with young people in weekly group work sessions and supporting and coordinating S3-6 mentoring with employer partners. Schools currently involved are:

- Dingwall Academy
- Inverness Royal Academy
- Inverness High School
- Wick High School
- Lochaber High School
- Alness Academy
- Invergordon Academy

MCR Mentees are initially identified on their care experienced status. The range and definition used includes both those that are ‘current’ or have been ‘previously’ looked after. Personal support staff in the school agree to the involvement of the young person, who will be initially approached to participate in S1 and S2 year group work and offered more individualised mentoring support from S3 onwards. In the early stages of the programme being established in a school, mentoring is offered to young people from S3 to S6. At all stages MCR young people have control of whether they wish to participate in all elements of the programme, individual parts or not at all. Once the care experienced young people are settled, Pathways Coordinators work with school staff to identify other young people who would benefit focusing, on those that are young carers, those on the cusp of social work involvement, the emotionally vulnerable or those in a family with addiction issues.

MCR Talent Tasters are a menu of bite-sized experiences which include workplace, college and university designed by young people for young people. Talent Tasters provide a unique opportunity to experience the world of work in a way that can be more engaging and inspiring for young people, and sustainable for the organisation and staff supporting and delivering it. They are designed to motivate young people, build aspirations, and help them make positive choices about their future careers.

5. Next Steps

5.1 There is a lot to be celebrated in our support of all our young people into a positive destination, including our most vulnerable. The report highlights the need to have early pathway conversations with our Children and Families, as well as offer a curriculum that is accessible and relevant to the world of work. The addition of “My Future, My Success and MCR Pathways” ensures that our most vulnerable young people have the signposting and access to individual mentor conversations to support them with their dreams and aspirations, which is unique to our Highland context and should be widely celebrated. These pathways are essential for targeted work and the data already provided within this report should be used to investigate the possibilities of sharing this tested mentoring method with colleagues within UHI and the NHS given the high level of health and social care vacancies within the Highlands.

The universal support of DYW groups, Chamber of Commerce and our growing collaboration with our colleges and UHI whether that be through employment, further education or university means that we can maximise the success of our young people going onto a positive and sustained destination.

The opportunities provided by the Inverness and Cromarty Firth Freeport announcement through renewable energy products, must be considered as part of longer-term strategic priorities within the Education and Learning Directorate as well as the benefits of cross Council and cross Authority collaboration. These sectors will generate significant opportunities for our Children and Young People of the Highlands in the Future.

Designation: Executive Chief Officer – Education & Learning

Date: 11 May 2023

Authors: Beth Brown – Senior Lead Manager (DYW 3-18)
Maxine Garson – Quality Improvement Officer
Ann Gillies – 16+ Opportunities for All Coordinator
John Rigby – Work Experience Coordinator
Linda King – Schools, College, Curriculum & Foundation
Apprenticeships Coordinator

Highland Council - Developing the Young Workforce Strategy Plan 22/23

Supporting the Learner Journey into Positive and Sustained Destinations

KEY AIMS of the Highland DYW Strategy - Working in partnership with SDS; DYW regional groups; colleges, training providers, Employability NOLB(No-one left behind); MCR Pathways & Corporate Parenting Board, we will increase the number of young people leaving school into a positive and sustained destination by:

- *Providing and supporting the entitlements of Career Education and work placements for all our Young People*
- *Enhancing and informing the Learner Journey through pathways planning and effective use of data*
- *Supporting our schools curriculum to be flexible, widening access and providing equity of opportunity for all*
- *Increasing work related learning opportunities to meet the aspirational and economic demand.*
- *Supporting the wider outcomes of the Young Person's Guarantee through joined up approaches with partners*
- *Promoting equity of provision through additional, targeted support of our most vulnerable groups.*
- *Embedding work related learning and skills into our core curriculum and support profiling approaches*
- *Empowering all stakeholders to lead and develop DYW within their own context.*

Improvement Context and 21/22 Progress

Outcomes	Aims	21/22 Progress Summary
Entitlement <i>Providing and supporting the entitlements of Career Education and Work Placement standards for all our Children and</i>	Support the DYW Coordinator Role to help embed CES entitlements in Secondary Schools: Support integration of skills profiling and Enterprise Education into 3-18 curriculum planning utilising the new SDS skills framework resources and	<p>This work has involved close partnership working with the 3 DYW regional groups leading to our team running regular training and information sessions with all DYW coordinators to promote tools, resources and partnership working to help embed CES into School settings. Training events have been well attended and involved other school based teams - guidance and careers advisors and have covered Learner Journey Dashboard data; 3 networking events; Profiling and enterprise CPD.</p> <p>Partnership working with SDS development team, Education Scotland and YES (Young Enterprise Scotland) SES (Scotland's Enterprising Schools) has resulted in training events to NQTs, guidance and SMT staff promoting CES and Enterprise, skills within the curriculum and utilising the My Wow profiling tool in the classroom.</p>

<p>Young People</p> <p><i>Increasing work related learning opportunities to meet the aspirational and economic demand.</i></p>	<p>training.</p> <p>Gradually increase the employer database of Wexp opportunities to meet needs and allow all planned placements and provide increasing choice –</p>	<p>The impact of Covid devastated our work experience database on HI Hope of ‘live’ employers (checked for pupils to visit). Progress this session has involved:</p> <p>Working with the school DYW coordinators -work exp survey; process flowchart; school aspiration data booklet issued; networking events; on-going communication; to increase the number of employers live on the system and prioritising to need of senior phase leavers using Learner Journey data to target specific employers for work experience to take place. By Summer ‘22 there were 111 live employers with 82 pupil applications being made for work experience</p>
<p>Empowerment</p> <p><i>Enhancing and informing the Learner Journey through pathways planning and effective use of data.</i></p> <p><i>Empowering all stakeholders to lead and develop DYW within their own context.</i></p>	<p>Improve school learner journey planning through improved use of data and partnership working- Learner Journey Dashboard and training</p> <p>Empower young people and their supporters to access information on experiences and opportunities to support their positive pathways through the redesign and launch of Hi-Hope 2.0</p>	<p>Since the launch of Highland Learner Journey Dashboard in may’21 session 21/22 saw further development of the tool with Economic Growth information and expanded filters added. Ongoing training was offered to guidance SMT and DYW coordinators to promote the tool being used in the context of DYW planning and to frame improvement. We delivered bespoke school SMT/ DYW teams sessions in 5 schools and received positive feedback on the use of the data displayed. We have showcased our approach with National partners - SDS/ DYW and colleges in sharing good practice sessions.</p> <p>Hi Hope has been our school pathways planning resource for a number of years with ongoing support for school, pupils, parents and any supporters of young people to access resources; policy docs; training opportunities, employment opps as well as being the platform to apply for work experience. Development work has been ongoing in developing a redesign of hi Hope with more streamlined functions around work experience and improved search function linked to skills. Support sessions have been offered to schools to support registration and navigating new functions of the portal..</p> <p>Feedback so far is :The new platform is much more young person focused and streamlined in relation to search functions. Work experience platform is now much more fluid and puts schools and the young person in more control of applications and links to the employer. So far we have had 1253 registrations on the new site.</p>
<p>Equity</p> <p><i>Promoting equity of provision through additional, targeted support of our most vulnerable</i></p>	<p>Improved outcomes for vulnerable groups through mentored relationships and informed choice - through partnership working with MCR Pathways</p>	<p>Since August ‘21 we have launched a pilot mentoring programme in 7 identified Secondary schools. This programme targets Care Experienced young people and additional vulnerable groups. All schools now have a dedicated coordinator in post and are working with pupils identified as vulnerable status across the school with S3-6 matched to employer mentors.</p> <p>Over 100 Highland employers have registered and are in the MCR Mentoring pipeline, some going through initial stages and some fully trained, matched and now meeting their young person on a weekly basis with the target of each school having 15 mentored relationships by October is on track. By end of session 185 pupils were engaging across the 7 schools with a further 45 pupils identified to participate. Baseline data is now being collected to measure against at end of 22/23 session.</p>

<p><i>groups.</i></p> <p><i>Supporting our schools curriculum to be flexible, widening access and providing equity of opportunity for all.</i></p>	<p>Improved partnership planning with colleges to enhance senior phase offering - joint working; shared data/ strategy / outcomes.</p> <p>Increase Foundation Apprenticeship opportunities for our YP through private provider /public sector/ college partnerships</p>	<p>All college partners and SDS have attended Learner Journey Dashboard events this session and this wider highland / area aspirational data is being used to consider college curriculum provision</p> <ul style="list-style-type: none"> • A consistent approach to reporting of progress has been established for all college/external partners provision and the first tracking period to provide schools with progress information for young people in college courses is next month. • A short life Schools Curriculum Focus group set up with 8 deutes from across the areas. 2 meetings resulted in core feedback on partnership provision, strengths, challenges and opportunities. Key themes from these meets will be taken to the partner curriculum focus group this term <p>Work has taken place over the session to increase FA L4/5 offering and extend our own provision in school to deliver to suit a range of contexts and support equity of provision in some rural settings. A range of approaches were offered to schools for consideration linked to context: using existing schools staff, offering school accommodation to act as a hub for other schools; employer partnerships to deliver in locality linked to external provider through face to face or online model. Resulting work has seen alternative delivery of Construction, Hospitality & Business in 7 schools</p>
--	---	---

KEY MEASUREMENT- Updated Performance Milestones against Feb' 23 Stretch Targets					
Aim	19/20	20/21 Trgt	20/21	21/22 /23 trgt	21/22/23
1. Increase % of young people leaving school into an initial positive destination.	92.5%	93.6 (vc)	94.3	95.3 (nat)	94.5
2. Sustained destinations - % young people in a positive destination in follow up March reports	91.3	92.2 (nat)	93.1	93.5	tbc
3. Equity - Increase % young people entering a positive destination from our most deprived areas	84.8	89.4 (vc)	89.5	90 (nat)	84.7
4. Increase % of CEYP entering a positive destination	75.8	81.4 (nat)	79.4	82	77.1
5. MCR Pathways-Increase number of CEYP/ vulnerable young people being mentored				130	
5. % of school leavers with one or more passes at a vocational qualification at					Still to be

<ul style="list-style-type: none"> • L3 • L4 • L5 	32.7	33 (+ LA)	33.6	34 (+LA)	published
	32.7	33 (+LA)	33.5	34 (+LA)	
	21.5	22.5 (nat)	23.8	26 (nat)	
6. Increase the number of work placements opportunities available across the region	20	100	111	200 (pre covid)	149
7. Increase Hi Hope registrations	441	1000	1251	3000 (SP)	tbc
8. Increase the numbers of applications made through hi hope to access work experience per session		75	82	200	258
9. Increase the number of young people on a Foundation Apprenticeship		250	294	310	348
10. Increase in variety of FA delivery models - number of courses/ delivery methods		16	17	18	18
11. Widening the Curriculum - Increase in number of pupils attending college/ partner course	14.6%	21%	21%		

22/23 DYW Strategy to support improvements in employability skills and sustained, positive destinations for all young people in Highland

High Level Outcomes: *Support schools to improve school leaver destinations and reduce negative outcomes*
Support schools to develop a skills based curriculum / experiences linked to pupil aspiration and economic growth areas
Support schools to widen curriculum options and increase vocational qualification options
Empower young people and their supporters to increase opportunities linked to pathways planning

Priority 1: Support schools to develop skills based curriculum / experiences linked to pupil aspiration and economic growth areas

OUTCOMES	ACTIONS	INVOLVED/ LEAD	PROGRESS/ IMPACT -
<p>Increased awareness of growth sectors and more links to curriculum experiences and work related learning opportunities within these via employer partnerships</p>	<p>Workstream to consider the following areas:</p> <ul style="list-style-type: none"> ● LMI for Highland - update ● Promotion to parents ● Delivery from Primary into secondary awareness ● Research impact of risk to local economy & recruitment crisis <ul style="list-style-type: none"> ○ Hospitality ○ Care ○ Green skills ○ Construction ● CPD for schools around this agenda ● STEM Caithness Space Port ● Central hub of STEM employers Curriculum support (DYW Co-ord contacts) <p>An interactive web based leaflet tool to be developed for a pilot occupational sector listed above. To be pupil and parent friendly and to provide industry LMI data in locality based settings across Highlands. To include information for curriculum choices; widening pathways considerations; post school options; employer led information.</p> <p>Actions:</p> <ul style="list-style-type: none"> ● Design of tool & employer engagement - EE - DYW ● Learner Journey aspect - LK ● LMI data - RB ● Promotion to stakeholders - BB 	<p>Collective workstream - RB (SDS) - lead Beth Brown (BB) (HC DYW) Linda King (LK) (HC DYW) EE (DYW Grp)</p>	<p>MAY REVIEW- DYW collective partners have met to consider best approaches to promotion of opportunities in key growth sector areas and are currently working on a green skills interactive web leaflet which will provide key information to all involved in supporting young people into the particular employment sector and will be relevant to locality. The 'Thinklink' tool will provide:</p> <ul style="list-style-type: none"> ● Sector linked to geography of highlands ● Key LMI data to capture sector current and growth data ● Employment opportunities and videos from local employers ● A specific learner journey example of a young person currently in or moving towards industry - including the subjects studied, work experience taken, college course if relevant, wider achievement and post school pathway <p>March - current progress has been scoping the detail above, identifying appropriate learner journey examples; collecting LMI data and designing the tool with a web designer.</p> <p>Once complete feedback will be gathered from key stakeholders in regard to the usefulness of the tool to</p>

			<p>inform and inspire. These will include schools; young people; parents; careers advisors and DYW coordinators.</p> <p>The template will then be developed for the other growth sectors listed</p>
<p>Increased understanding and scope in the use of the TOM (Target Operating Model) to plan, capture and align DYW improvement activity across all partners.</p>	<ul style="list-style-type: none"> • Development and use at school level • Link to 16+ meetings & share practice with partners • Use TOM as Audit tool to promote consistent improvement framework approach • Assess school/ employer partnership engagement to inform exemplars at each level of framework. • Tracking the impact and use of community benefit funding • Central event to promote and raise awareness at school level • Consider use of TOM through Secondary destination analysis templates and follow up meetings with HTs 	<p>Collective workstream - BB (HC DYW) - Lead GU (SDS) BP (DYW grp) GC DYW grp)</p>	<p>MAY REVIEW - Awareness raising activities in use of the TOM to plan and map activity being promoted through DYW coordinators in schools..</p> <p>FEB Inset event - 90 attendees - schools ; SDS; Colleges; MCR; DYW; sharing of good practice linked to the TOM - Careers advisor from Galashiels promotion how use it in school. Audit tool at this event suggested most schools not using TOM or have just started considering its use.</p> <p>Use of TOM included in Secondary destination review templates issued in March and will be included in discussion with HTs in April.</p>
<p>Skills profiling is supported across the curriculum</p>	<p>Continue to promote SDS metaskills framework and toolkits to support curriculum delivery. Profiling approaches - audit</p>	<p>Ann Gillies (AG) (HC DYW) BB (HC DYW) SDS - Steve Bone</p>	<p>Ongoing sessions with schools delivered by Steve Bone around Career Education Standard and meta skills framework. Work in priority 4 will incorporate metaskills measurement into e-learning work experience journal to capture and evidence work-related learning for accreditation.</p>

Priority 2: Support schools to improve school leaver destinations and reduce negative outcomes for our most vulnerable

OUTCOMES	ACTIONS	INVOLVED/LEAD	PROGRESS/IMPACT
<p>Increase completion of 16+ info and use of datahub/SEEMiS reports to target early intervention for leavers most at risk of a negative destination</p>	<ul style="list-style-type: none"> • Increased feedback and engagement with schools following report release to support completion • Share practice and provide information sessions for schools to support 16+ meeting planning and engagement. • Incorporate use of Risk Matrix into training and engagement with schools • Check Risk matrix rating with 3 sample schools to see if fit for purpose - comparison with SDS risk rating 	<p>AG (HC DYW) ME (SDS) AM (HC Ed - school) JC (MCR)</p>	<p>MAY REVIEW: FEB Inset event attended by 90+ participants from schools/ careers advisors and DYW coordinators. This event allowed for HMle input to the key aspects of good practise linked to 16+ agenda and use of partners. It also included a sharing of good practice session from a school in Highland around 16+ [planning and set up / impact of partner meetings as well as discussion of key data that is gathered and how it is used.</p> <p>Analysis shows that Highland 16+ aspiration data is consistently above Scotland and continues to increase each month. Detail in committee paper. This data is being used to support DYW activity and to prioritise pupil entitlements for those most in need by combining anticipated leave date and preferred occupation information.</p>
<p>Support pathways planning through college, employability and training provider support linked to 'NOLB' framework</p>	<ul style="list-style-type: none"> • Pilot SMT/ guidance team meets with target schools to pilot Inverclyde approach - forensic analysis of at risk leavers - 10 schools identified • Collate key themes/ barriers from school meets to progress with partners - inc employability team and SDS. • Roll out Secondary destination review templates and data packs to all Secondary schools to frame HT meets on data and analysis to promote sharing of good practise and increased awareness of partner involvement and planning 	<p>BB (HC DYW) AG (HC DYW) AH - Employability (HC)</p>	<p>MAY REVIEW- individual school meets took place between central DYW officers and SMT/ Guidance teams in identified schools to promote joint working and access to information for young people most at risk.</p> <p>A report was produced pulling common barriers from schools engagement pilot and taken to SLT and employability services to inform central strategy for next session.</p>

			New destination review templates issued to all Secondary schools to support data review of destinations and analysis of school mechanisms of support. Trio meetings now taking place with all Secondary HTs to share good practice around this agenda and consider best working with partners.
Support relationship based mentoring support for our Care Experienced and vulnerable groups to improve engagement, aspiration, achievement and progress into a positive destination	<ul style="list-style-type: none"> ● Continue support and monitoring of MCR Pathways programme in schools including: <ul style="list-style-type: none"> ○ Recruitment of replacement coordinators ○ Transfer of coordinators to HC employment ○ Monitoring progress ongoing with regard to numbers of pupils being mentored and engagement with group work ○ Communication of progress through DYW newsletter and reporting to SLT 	BB - (HC- DYW) JC - MCR	See MCR March report (appendix 1)

Priority 3: Support schools to widen curriculum options and increase vocational qualification options

OUTCOMES	ACTIONS	INVOLVED	PROGRESS/ IMPACT
Increased options for vocational routes linked to school context to enhance equity of access for all.	<ul style="list-style-type: none"> ● FA expansion of delivery model approaches through partnership working <p>TMR - all partners and colleges to use standardised format. Some tweaks & training required for lecturers in format going forward.</p>	LK (HC DYW)	1 st report: w/c 28 th November completed. 2 nd report: w/c 27 th February.
College Strategy to include data informed curriculum offer and streamlined process's to TMR and data gathering	<ul style="list-style-type: none"> ● HC and 3 colleges to review the strategic plan to include keys themes: <ul style="list-style-type: none"> ○ Self evaluation through gathering views and analysis f data ○ Curriculum / Aspiration ○ Communication 	BB (HC DYW) LK (HC DYW) College Leads School reps Employers	<p>MAY REVIEW - 2 meets with colleges taken place to review draft college/HC strategy paper with key workstreams identified to be taken forward. Being:</p> <p>Strategic Objectives:</p> <p>1.To build collective leadership for the</p>

- Partner Curriculum offer informed by self evaluation - gathering of views inc. pupil voice
- School curriculum survey to assess gaps and provide strategic overview across highland
- Schools focus group - school rep strategy group
- Nairn & Alness Construction, FA Business within Nairn, Computing requests from schools. Look at working with colleges & external partners.
- SDS model to promote Food & Drink Technology with UHI Moray College and Creative Digital Media & Children and Young People aimed specifically at Gaelic speaking pupils.

Senior Phase

2. To develop and cocreate a relevant, valued and accessible Senior Phase curriculum

3. To ensure effective transitions across the Senior Phase learner journey to support successful outcomes for all.

A meet between partner data teams has taken place to streamline approaches to sharing attainment/uptake data.

HC shared own SE activity data with colleges and colleges attend Feb inset event.

Focus group of schools reps set up to inform draft strategy with colleges and link to workstreams moving forward.

- Initial survey analysis to be completed by 16th December with follow up with schools for detailed information where wanting to explore other course options.

- Increase options within school for forthcoming academic year where requested by schools. Expansion of Construction & hospitality - subject to SDS funding.

- Meeting with UHI Moray & UHI Sabhal Mor Ostaig before Christmas to open up courses for January onwards.

Ongoing Work on survey for current pupils - similar to schools. Have in place & out to pupils to be returned and analysed by end of session.

Priority 4: Empower young people and their supporters to increase opportunities linked to pathways planning

OUTCOMES	ACTIONS	Involved/ Lead	Progress/ Impact
<p>Improved work experience process and opportunities for all stakeholders based on self evaluation of data and gathering views</p> <p>Improved and more relevant job related information shared with young people</p> <p>Support articulation of skills linked to work placements through profiling approaches</p> <p>Increase in use of New Hi Hope to empower young people and their supporters to access work related and pathways support</p> <p>Work Exp</p>	<ul style="list-style-type: none"> ● Work experience questionnaire for employers/pupils/schools <ul style="list-style-type: none"> ○ Hi Hope post application teacher / pupil feedback form ○ Term 4 live employer questionnaire ● Refresh of job cards <ul style="list-style-type: none"> ○ Link to progressive real job options / descriptions ○ Key transferable skills - meta skills framework embedded into job card design ○ Possible pupil comment where relevant - linked to feedback form above? ● Scoping of ways to measure occupational pathways linked to aspirational data ● Consider social media comms to push notifications of Wexp opps - targeted - possible FA / MA project brief ● Create virtual work experience offers similar to Springpod offers / Industry challenge ● Ed Scot - SQA - Work Placement Evidence booklet for award 	<p>AG (HC) JR (HC) AM (ED) GU (SDS) RK (DYW)</p>	<p>MAY REVIEW: Draft questionnaires are being piloted in school for both students and employers who have completed a work experience. Feedback will inform improvement.</p> <p>Historic job cards have undergone a refresh by the MAs. They have reviewed content and language to ensure they are more appropriate for target audience. This work has also highlighted some improvements that can be made to the job card template to increase young person engagement. Further links with metaskills to be developed.</p> <p>As part of 16+ planning schools are receiving focused work experience planning checklist based on aspirational data. This will be taken forward in next AY to ensure placements related to aspirations are in place at the appropriate time to meet school need.</p>

Learner Journey
Hi Hope

Social media activity reviewed following feedback from working group. Monthly content confirms opportunities for schools.

Virtual work experience platforms are already in existence and operate well, so it was decided by the group that we are unable to better the existing platforms with current budget. These are promoted via the hi-hope noticeboard.

Current work experience journal is under review and being redesigned to create an e-learning journal to capture and evidence work-related learning activity. Plan to launch after summer.



MCR Pathways
Highland

Progress Report published April
2023



Highland programme context

This report shows the progress of the MCR programme, as part of the additional support services in Inverness High School, Inverness Royal Academy, Dingwall Academy, Wick High School, Lochaber High School, Alness Academy, Invergordon Academy in partnership with Highland Council using confirmed data and case studies for 2021-2022. MCR Pathways Coordinators work as part of school pastoral support and guidance teams, and very closely with the wider schools team, DYW and SDS Coordinators to provide enhanced integrated support for the young people we work with.

***Names of young people and mentors have been changed throughout this report to protect their privacy.**

Young people supported

As of March 2023 **232** young people were supported by the MCR programme in Highland. The tables below show the cohort characteristics and support type. Young People in Group 1 are usually prioritised for support. Participation is always by choice of the young person. Young people in Group 2 are referred to MCR by school pastoral staff.

MCR Scotland Group Definitions

YOUNG PEOPLE
Group 1 WITH SOCIAL WORK INVOLVEMENT

- Looked After At Home
- Looked After Away from Home
- Informal Social Work supervision
- Previously Looked After

YOUNG PEOPLE
Group 2 WITH CONTINUOUS INSTABILITY AT HOME

- Addiction issues
- Asylum seekers & refugees
- At risk of homelessness
- At risk of Social Work involvement
- Informal kinship care
- Parent in prison
- Parental bereavement
- Prolonged financial hardship
- Safeguarding concern
- Serious illness
- Teenage pregnancy
- Lack of 'one good or consistent adult'
- Young carer

Number of young people in each MCR group

Group 1 (S1-S6)	69
Group 2 (S1-S6)	163

Number of young people in each year group

S1	S2	S3	S4	S5	S6	Total
37	59	70	48	13	5	232

Support type

S1/2 Group Work Young people participating in weekly group work. Group work focuses on building self-esteem and confidence, strengths and interests, teamwork, problem solving and employability skills.	96
Engaging with mentor Young people matched and meeting with their mentor on a weekly basis	83
PC supported Young people provided with additional, individual support from the PC. This is on a frequent and regular basis; 45 minutes or more each week. Often PCs are asked to work with young people to support their wellbeing or attendance, and help prepare them to have a mentor in the future.	7
Young people engaging with PC towards mentoring The number of young people who have been identified for mentoring and PC will engage with.	46

Individual impact

A great way to understand the programme's impact is to look at individual experiences. Every story is unique. We've captured a few examples in the case studies below and encourage a visit to the website and YouTube to hear young people, mentors and schools speaking about their MCR experience.

Joseph* and Sean's* Story – Wick High School

Sean, a once quiet and self-doubting individual, has undergone a significant transformation with the help of his mentor, Joseph. At the onset of their relationship, Sean expressed his lack of confidence and uncertainty regarding his future path, despite his desire to attend college. He struggled to prioritise his own needs and ambitions, often putting others before himself. Recognising the value of having a mentor to guide him, Sean sought someone who had similar school experiences and could empathise with his situation.

Joseph proved to be an excellent choice, providing Sean with much-needed support and encouragement. Initially reserved and hesitant, Sean gradually became more open and expressive as the relationship between him and his mentor deepened. Joseph offered guidance and support in areas such as managing exam-related stress, developing social skills, and building assertiveness to improve his relationships with friends at school.

With Joseph's help, Sean began to see positive results, gaining greater clarity about his goals and finding the confidence to pursue them. He even landed a part-time job at Tesco to improve his social skills and expand his social circle. Sean's progress has been remarkable, and his mentor has played a pivotal role in his transformation. As a testament to their strong bond, Sean and Joseph are now volunteering together at a local food bank, where Sean is working towards earning a Saltire award.

Through the guidance and support of his mentor, Sean has developed newfound confidence, self-belief, and a clearer sense of direction for his future. His experience is a testament to the power of mentorship in fostering personal growth and development.

Harry* and Mark's* Story - Inverness Royal Academy

Harry is a young person with care experience who, at the start of the programme, was in S3 and struggling with social isolation and feeling overwhelmed in school due to his autism. As a result, Harry had low self-confidence and was reluctant to open up to others about his challenges. However, Harry had niche interests and specific ideas for his future career, which made finding the right mentor important.

Once Harry was matched with his mentor, they quickly discovered a shared passion for solving speed cubes. Harry was delighted to teach his mentor about his hobby and began to build a strong relationship with him. In return, the mentor offered to teach Harry how to play chess, and through sharing these mutual interests, their bond grew stronger. Harry's confidence increased significantly as he became more comfortable sharing his interests with others.

As their relationship grew, Harry's mentor was there to support him when his friend passed away unexpectedly. Harry's mentor was able to provide the support he needed during this difficult time. The mentor was also instrumental in supporting Harry's ambitions to work in public transport by connecting him with a former colleague who works for ScotRail, providing Harry with tips and advice.

Harry's increased confidence and newfound interest in sharing his hobbies with others has led him to start a speed cubing lunchtime club, teach his friends how to cube and play chess, and even participate in a cubing competition in Glasgow. Furthermore, he has started a Twitch social media channel to share his cubing with a wider audience. His progress from social isolation to social networking has been remarkable, and his mentor has played a vital role in helping him achieve this transformation.

Jordan* and Kate's* Story - Invergordon Academy

Jordan joined the programme as a Group 1 young person. However, their autism presented an initial challenge as they had difficulty reading social situations, leading to misunderstandings with other students and difficulty socialising with their peers. Jordan always wanted to connect with others, but struggled to communicate their needs effectively, which left them feeling isolated even though their attendance was 100%.

Fortunately, when Jordan was matched with their mentor, Kate, they immediately hit it off. The matching system was effective, and the Pathways Coordinator made an excellent choice. Kate has had previous experience with family members who have autism, which means that she understands Jordan's traits well, where others may have misunderstood or misinterpreted them. This has been incredibly encouraging for Jordan.

Since the start of their relationship, staff have noticed a significant improvement in Jordan's self-confidence. They are better able to communicate and are more willing to open up about their personal challenges, providing regular updates where they may have struggled before. Jordan's Pathways Coordinator has noted that their progression indicates an increase in self-worth.

This newfound confidence has allowed Jordan to pursue their desired career path more actively. They recently participated in the 'Future Chef' competition, earning second place with a recipe they created and prepared themselves. Jordan is now aiming to take first place in the next competition, demonstrating their growing self-assurance and ambition.

Overall, the mentorship programme has had a positive impact on Jordan's life. With Kate's support, Jordan has made significant strides in their personal and academic growth, and their increased confidence and improved communication skills have opened doors to new opportunities.

Chloe's* Story - Dingwall Academy

Chloe is a student in Group 1 who had started S2 at Dingwall Academy when her group work sessions were about to commence. Upon receiving guidance, invitations were sent out for a starter information session, which Chloe attended. However, she appeared extremely shy and uncomfortable in the room, avoiding all eye contact and needing reassurance from her peers. Subsequently, her home contacted the school for further information and advice, providing her with extra reassurance and a better explanation of the group's purpose. Despite repeated attempts to persuade her to join, Chloe refused to participate and avoided any contact with her group leader, repeatedly informing her guidance teacher of her reluctance.

After a few months, a second group was started with a pupil who was a close friend of Chloe's, as well as other pupils from the same house group. Chloe eventually agreed to join this group, still being shy and closed off during the sessions. However, since the group was calm and quiet, and she knew most of the pupils, she gradually found her voice and quickly became one of the most confident members of the group.

Chloe struggles with friendships, and on occasions, she can be defiant towards authority figures. However, she is usually very respectful towards adults and staff. She lacks confidence in herself, worries about what other people think or say about her, and struggles to trust new people. Once she does, she becomes very open, caring, and willing to admit mistakes. Chloe was bullied at another school and had to move to Dingwall at the beginning of S2, which had a significant impact on her feelings of safety and trust in others. Once she began engaging in the group, a close relationship developed with her group leader, and she would often seek her out for information about upcoming group sessions.

Chloe had always been keen to have a mentor, but the thought of meeting someone new scared her. Fortunately, her group leader had already built a relationship with Chloe, which helped to establish trust throughout the process. During the induction meeting with her mentor, Chloe needed her group leader to stay with her during the time when the pupils were usually sent off with their new mentor. However, going forward, she was comfortable enough to meet her mentor alone, and they developed a strong bond. Chloe would light up when she saw her group leader, always wearing a big smile on her face. She frequently inquired about her mentor and appeared much happier, content, relaxed, and more confident in herself.

Chloe's transformation has been significant. At the beginning of this academic year, her group leader took her to a DYW (Developing the Young Workforce) organised school excursion to LifeScan. Although Chloe needed a lot of convincing and reassurance, particularly about not encountering her old classmates, she eventually relaxed and engaged in the activities with her group leader's encouragement. She appeared happy and grateful for the experience, despite it being a real struggle for her at times.

Now, with DYW, another trip to Eden Court is being organised, and Chloe is eagerly looking forward to it. While she previously asked about the other schools attending, she does not appear to be phased by it anymore. Her group leader believes that there will be a significant difference in Chloe's demeanour on the day, and she no longer needs to be convinced to participate.

Elaine* and Polly's* Story - Inverness High School

Polly and Elaine have established a strong relationship since their induction, and it was clear from the outset that they would get along well. Their rapport developed organically, with minimal intervention from the Pathways Coordinator. While some relationships require more support in their early stages, Polly and Elaine hit it off immediately and were happy to engage with each other without excessive involvement from the Pathways Coordinator.

During their meetings, Polly and Elaine enjoy chatting with one another. Elaine expressed some concerns about whether this was sufficient, but was reassured that if that was what Polly wanted, then it was perfectly acceptable. Polly relishes their one-to-one sessions, as she has a great deal of conversation to share. This hour each week is solely for her, allowing her to tell someone everything that is happening in her life.

Elaine is a valuable sounding board for Polly, helping her navigate various situations and making decisions. Polly can sometimes be impulsive in her decision-making, and Elaine assists her in evaluating the options. Elaine is a role model for Polly, and her positive influence is evident.

Mentors may struggle to perceive the difference they make to their young people. However, as Pathways Coordinators, we have a distinct perspective, and it is gratifying to witness the positive impact that the programme has on young people like Polly.

Cameron* and Darren's* Story - Alness Academy

Cameron is a student at the school who is known for being a challenging character among the school staff, but is very popular among his peers. Despite this, he was eager to join our mentoring programme as part of Group 2. One of the main concerns for Cameron was the lack of a positive male role model in his life, which had led him down the wrong path in the past. However, he is now determined to turn things around and get back on track.

The Pathways Coordinator carefully considered who would be the best mentor for Cameron, and found a great match with Darren. Cameron and Darren have developed a strong bond and Cameron looks forward to their weekly meetings. He even greets Darren with a handshake each time they meet, which is a sign of the respect he has for his mentor.

Cameron's relationship with Darren has grown significantly, from meeting in secret to Cameron introducing Darren to his peers. Other students have even approached the Pathways Coordinator asking if they could also have a mentor like Darren. This is a testament to the positive impact that the mentoring relationship can have on young people.

Darren has helped Cameron realise that not all adults are confrontational and by listening and respecting them, they will also listen and respect him. This has resulted in a noticeable change in Cameron's attitude, showing an increased level of maturity. While he may not be fully engaged in all of his classes yet, he is making a positive effort in the ones he knows will benefit him in the future.

The Pathways Coordinator was delighted to learn that Cameron brought his options form to his meeting with Darren to discuss. This shows the level of trust and respect he has for his mentor and sees Darren as his go-to person. Initially, when Darren met Cameron, he found him guarded, defensive, and disengaged. However, as they got to know each other, Cameron became more open and comfortable. They have talked about Cameron's family and life experiences, and Darren senses that Cameron is now comfortable with him, as there is no judgement or recrimination. Cameron's confidence has grown significantly since he began working with Darren and he now seems very comfortable introducing him to others.

Jamie* and Anna's* Story - Lochaber High School

Jamie, who uses the pronouns they/them, has been enrolled in Lochaber High School since S1. However, being a non-native English speaker has made their academic journey challenging. As a result, Jamie was referred to the Pathways Coordinator by the school and joined our Group 1 programme. The referral was aimed at providing Jamie with additional support and guidance, particularly in areas where they struggled, including mental health issues, sexual orientation, and a lack of motivation in classes that did not pique their interest.

Upon joining the programme, Jamie was assigned a mentor, Anna, who immediately formed a positive and supportive relationship with them. Anna provided Jamie with a calming presence and an outlet to express their thoughts and feelings freely. Through these interactions, Jamie's confidence grew, and they began to mature.

Jamie's interest in the arts is a shared passion with Anna, and they even collaborated to make bobbles out of old music sheets for Christmas decorations. Anna also learned a lot from Jamie on LGBT rights and respecting their chosen pronouns.

Since beginning their mentorship with Anna, Jamie has demonstrated significant growth, particularly in terms of their self-awareness and taking ownership of their mental health and wellbeing. Jamie has also decided on their subjects for S4 and set their sights on pursuing a career in costume design.

Anna enjoys being a mentor to Jamie and has noticed the positive impact their relationship has had on Jamie's life. Jamie's transformation has been remarkable, and they have gained the confidence to pursue their dreams with the support of a mentor who believes in them.

Overall, Jamie's experience in the programme exemplifies the power of mentorship in fostering personal growth, confidence, and a sense of purpose. We are proud of Jamie's progress and look forward to supporting them as they continue on their academic and personal journey.

Key Performance Indicators

During the academic year 2021- 22, as the programme was established in newer schools there weren't any mentored young people who had 10+ meetings to report on. We have included the table below as an illustration of outcome data that we will be able to share for future academic years.

- Literacy & Numeracy at Level 4+
- 5+ qualifications at Level 4+
- 1+ qualification at Level 5+
- 3+ qualifications at Level 5+
- S5 staying-on rate
- MCR Positive destinations (college, university and employment)

	Lit. & Num. at Nat. 4+	5+ qualifications at Nat. 4+	1+ qualifications at Level 5+	3+ qualifications at Level 5 +
Group 1 mentored	N/A	N/A	N/A	N/A
Group 1 non-mentored	9/16 (56.3%)	9/16 (56.3%)	12/16 (75.0%)	8/16 (50.0%)
Group 2 mentored	N/A	N/A	N/A	N/A
LA care-exp.	17/28 (60.7%)	15/28 (53.57%)	17/28 (60.71%)	10/28 (35.71%)
National care-exp.	556/789 (70.5%)	492/789 (62.4%)	503/789 (63.8%)	343/789 (43.5%)
National all students	43531/47430 (91.8%)	42708/47430 (90.0%)	43835/47430 (92.4%)	39612/47430 (83.5%)

Good News Stories



Inverness Royal Academy

In recent mentoring meetings, this duo has devoted their time to mastering the Rubik's cube. The mentee has taken on the role of instructor, patiently teaching their mentor 157 distinct algorithms, all of which have been committed to muscle memory. This unique dynamic serves as a testament to the reciprocal nature of mentorship, wherein both parties stand to gain from the relationship. In this case, the mentee's instructional role has allowed them to hone a variety of valuable skills, ultimately leading to enhanced self-confidence and belief in their own abilities. This impressive feat highlights the power of mentorship to foster growth and development in individuals of all ages.



Inverness High School

Over the past few weeks, one of our mentoring pairs and Inverness High School has been exploring the art of spray painting, resulting in the creation of awe-inspiring planet-themed paintings. The mentor and young person involved in this project have skillfully combined their talents and passion for art to produce stunning works that showcase their creativity and ingenuity. This type of creative expression can be a powerful tool for promoting self-expression, enhancing self-esteem, and cultivating a sense of accomplishment and pride. The dedication and enthusiasm displayed by this mentoring duo and their collaborators at Inverness High School serve as a testament to the boundless potential of mentorship to inspire growth and learning in young people.



Inverness High School

Inverness High School recently hosted its first Coffee Conversation event, which proved to be a resounding success. The occasion brought together mentors, staff, and young people in a lively and enjoyable setting, creating a positive atmosphere for all involved. Adding to the festive atmosphere, an S1 class was given an opportunity to gain some hands-on cafe experience, serving tea, coffee, cakes, and even providing entertainment. During the event, the S1 class spoke about their recent residential trips, showcased their art projects, and displayed the beautiful lamps they had crafted in woodwork class.

The Coffee Conversation event also attracted 52 students from the Young Talent programme, who had the chance to meet with the mentors and witness their outstanding contributions to the programme. The young people involved in the programme put their heads together and created eye-catching posters that were used to promote the event throughout the school, showcasing their creative abilities and sense of ownership over the programme's success. Overall, the Coffee Conversation event was an exceptional opportunity for mentors, staff, and young people to come together, share their experiences, and celebrate their collective achievements.



Inverness High School

A group of artistic and imaginative young people who are involved with MCR Pathways were recently given the opportunity to decorate the Pathways Coordinator's room. The young people put their creative talents to work, adorning the walls with colourful handprints that reflect their unique personalities and brighten up the space. The handprints serve as a meaningful representation of the young people's individuality and creative spirit, and their contributions to the room will undoubtedly bring joy and inspiration to anyone who enters. Through activities like these, MCR Pathways continues to empower and support young people in their personal and creative growth, helping them to develop a sense of pride, belonging, and self-worth.



Inverness Royal Academy

Over the past year, a young person and their mentor at Inverness Royal Academy have developed a strong bond through their shared interests and activities. They have spent time playing games, chatting, and exploring new hobbies together.

Recently, the pair has discovered a new shared passion for making crafts out of pinecones. This creative pursuit has allowed them to work together to create unique and beautiful pieces whilst fostering their creativity.

As they continue to explore this new hobby, the young person and their mentor are sure to deepen their connection and continue to grow together. Their partnership serves as a shining example of the positive impact that mentoring relationships can have on young people.



Inverness Royal Academy

In S2 group work, students have been actively working towards building stronger relationships with each other by sharing their interests and skills. As a part of this effort, the students were asked to decorate gingerbread men with their ideal outfit on.

The students enthusiastically participated in this activity, using their creativity and imagination to design unique outfits for their gingerbread men. The end results were truly impressive, with each student's individual personality and style shining through in their designs.

This fun and engaging activity not only allowed the students to showcase their creativity but also helped them to learn more about each other's interests and preferences. By working together and sharing their ideas, they were able to build a stronger sense of community and connection within the group.

Voices from Highland schools

"I signed up to be a mentor because I am energised by helping young people to grow in confidence and achieve what they want to. I love the idea of helping young people broaden their horizons and fulfil their potential."

Mentor, Dingwall Academy

"It's easy to think that this is an inner-city problem, but it's not, it's across the Highlands. There are still so many young people who would benefit from having a mentor, somebody that they can trust that they can go to with their problems. It has been an incredibly humbling experience to hear about my young person's background and what they have been through. To hear about the things they have had to overcome in their past, and how they are still incredibly resilient is so powerful."

Mentor, Inverness Royal Academy

"My confidence is improving so much and I'm finding things. I'm good at whilst organising work experience and considering my career options."

Young Person, Inverness Royal Academy

"I started mentoring a few months ago and have enjoyed the training and the opportunity to meet other mentors. Working with my young person has been great fun. He was shy at first but we have a great relationship now. I would highly recommend mentoring to anyone who's interested - it is not nearly as intimidating as you might think. It's an hour of my week that I always look forward to."

Mentor, Invergordon Academy

"When I first met my mentor I was happy because I love meeting new people. I'm pleased she's my mentor and I look forward to meeting her every week."

Young Person, Invergordon Academy

"My mentor helps me talk about things and I feel comfortable around her because she's a really nice person. I feel like I can talk to her about anything."

Young Person, Wick High School

"I like my mentor because I can talk to her about anything and I don't feel like she judges me. She has cool hobbies and is very interesting to talk to. It's great having someone who isn't a member of staff to talk to."

Young Person, Lochaber High School

"It's the hour in my week that I most look forward to."

Mentor, Lochaber High School

"When I first met my young person, he was guarded and shy. However, as we've gotten to know each other better, he has become more open and comfortable around me. I am excited to continue our conversations and hope to help him gain confidence and achieve his goals. I look forward to seeing where our mentoring relationship takes us."

Mentor, Alness Academy

"My mentor is really great!"

Young Person, Alness Academy

"I get some time to reflect outside of my classes and have something to look forward to every week. We go walking outside which I really enjoy."

Young Person, Inverness High School

"My mentee and I have established an open and comfortable relationship, and we have even found a small space that we consider 'ours' to meet. During the summer, we enjoy taking walks outside."

Mentor, Inverness High School

"I like being there for my young person and listening to their views. Visiting my young person every week is something I look forward to, and I hope she does too. It's nice to take my mind off of everything else and just focus on my mentee."

Mentor, Wick High School

About our Mentors

Mentors come from a diverse range of backgrounds, all sharing the desire to give something back to their local community. Mentoring is both challenging and highly rewarding, with mentors often telling us they get more out of the experience than they feel they give. Feedback demonstrates that mentors really value Coffee Conversations (short information sharing and networking events) both virtually and even more so in person. Hearing from or meeting teachers or school leaders (for example giving a brief overview of subject choices) at Coffee Conversations is the aspect that mentors value most; they tell us they find this both informative and also how it makes them feel connected to the community.

Continuous support for mentors

MCR Pathways remains committed to investing in the technology offering, resources and additional training opportunities for our mentor community. Our goal is to ensure that every mentor feels supported through each stage of their mentoring relationship.

- Our mentor recruitment process now offers self-service booking at the mentor interview and mentor training stage. This means mentors can choose the time and date that suits them best for these important steps, without having to wait for a confirmation email or phone calls. This has sped up mentor recruitment as well as improving the experience for mentors.
- In 2022, we launched the Mentor Voice platform, a video advice platform with over 1000 bite-sized mentor advice videos mapped to each stage of the mentoring relationship, as well as wellbeing and safeguarding tips. This platform has allowed experienced mentors to share meaningful advice with newer mentors across the country. Mentors have recorded short videos on topics such as how to build rapport, how to set goals, how to deal with challenges and how to celebrate successes. Mentors can access these videos anytime, anywhere and get inspired and motivated by their fellow mentors.
- For existing mentors, the Mentor Hub is being relaunched with self service additional training opportunities as well as mentor support resources that are completely bespoke to the mentor and their relationship. For example, depending on how many meetings the mentor and the young person have had, different relationship building advice and resources will be shown.

Highland team

Your Highland MCR team is very happy to be contacted about anything, at any time! Key team details are below.

Team	Name	Role	Contact details
Schools	Shannon Kelly	Pathways Coordinator, Wick	shannon.kelly@mcrpathways.org
	Mairi Stewart	Pathways Coordinator, Inverness Royal	mairi.stewart@mcrpathways.org
	Emma Skinner	Pathways Coordinator, Invergordon Academy	emma.skinner@mcrpathways.org
	Asiya Cunningham	Pathways Coordinator, Dingwall	asiya.cunningham@mcrpathways.org
	Shannon Kelly	Pathways Coordinator, Inverness High	shannon.kelly@mcrpathways.org
	Emma Skinner	Pathways Coordinator, Alness	emma.skinner@mcrpathways.org
	Holli Salmond	Pathways Coordinator, Lochaber	holli.salmond@mcrpathways.org
	James Cameron	Programme Manager, Highlands	james.cameron@mcrpathways.org
	Natalie Smith	Senior Programme Manager	natalie.smith@mcrpathways.org
Programme Development	Stephanie Craig	Programme Development Lead	stephanie.craig@mcrpathways.org
	Ashleigh Donaldson	Programme Development Lead	ashleigh.donaldson@mcrpathways.org
Mentoring Services	Julia Dall	Mentor Services Coordinator	julia.dall@mcrpathways.org
	Pamela Armstrong	National Mentor Recruitment Manager	pamela.armstrong@mcrpathways.org
	Mhairi Middleton	Partnerships and Recruitment Manager, North	mhairimiddleton@mcrpathways.org
	Mandy Choi	National Mentor Relationships Manager	mandy.choi@mcrpathways.org
	Danya Mackenzie	National Marketing Manager	danya.mackenzie@mcrpathways.org



**My Future
My Success**

**Mo Theachd-àmh
Mo Shoirbheas**

INTERIM REPORT APRIL 2023

Names of young people and mentors have been changed throughout this report to protect privacy
The MFMS project launched in August 2022, data in this report is up until the 20th February 2023.

Through a partnership approach “My Future My Success” empowers Young People in the Highlands to think about their future careers and aspirations by connecting them with a network of genuine support, employability & enterprise learning, mentoring and personal skills building ensuring that their future is determined by potential and not by background or the postcode that they come from.



THE ASK:

1. Strengthen support for **MENTORING** young people and upskilling mentors
 -
2. Develop the **PATHWAYS** to apprenticeships for our most vulnerable school leavers
 -
3. Expand training, skills & learning opportunities through **PARTNERSHIPS.**
 -
4. Support for **SOCIAL ENTERPRISE** and the 3rd sector
 -
5. Work Placement programme linking to the **PUBLIC SECTOR.**

**PARTNERSHIP
APPROACH**



UHI | NORTH HIGHLAND



UHI | INVERNESS

MAIN PARTNERS

Key Statistics since August 2022

All data is up until 20th February 2023

Leavers



24

22 Positive
2 Negative



128



70



52

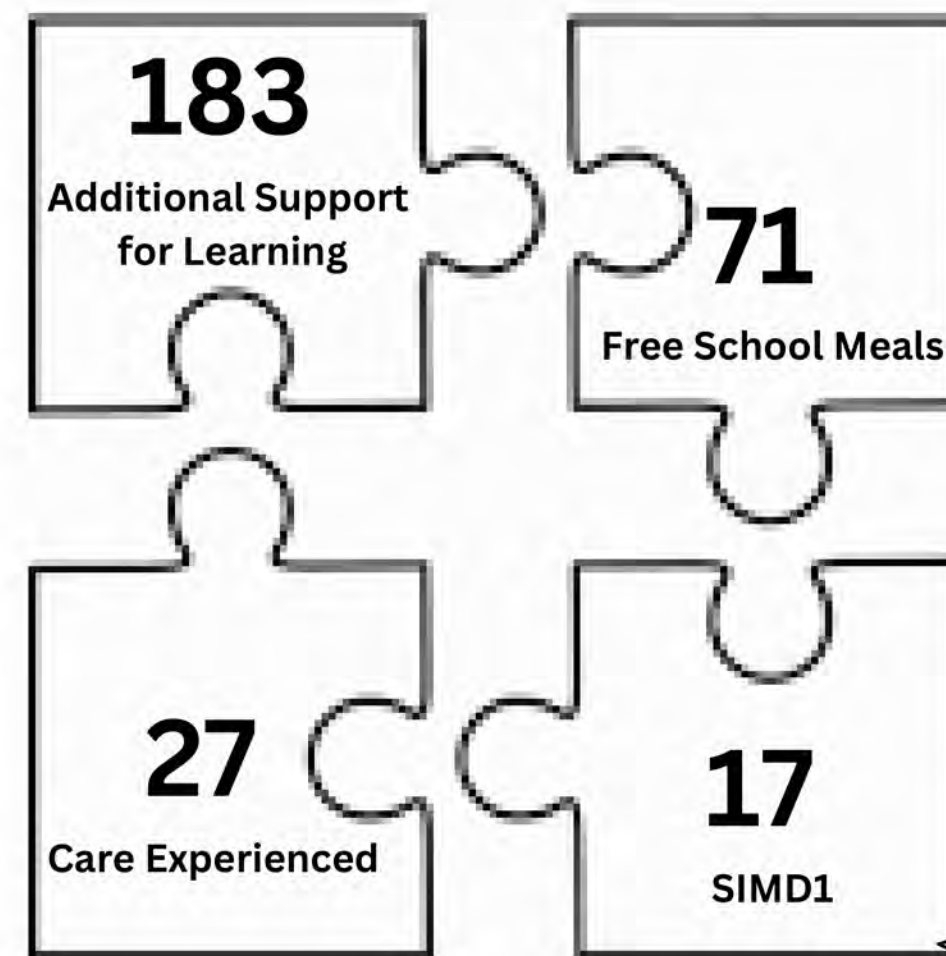
43



CHI 55

222

Young People Referred.



INSPIRING YOUNG PEOPLE TO FALL IN LOVE WITH LEARNING AGAIN.



**My Future
My Success**

**Mo Theachd-àim
Mo Shoirbheas**

My Future, My Success Development Officers are based throughout the Highlands within the Community Planning Partnership areas. This bespoke Highland Initiative supports and develops some of our most vulnerable learners who have barriers to attending, engagement and positive destinations post school.

The development officers use a person centred, systemic coaching and mentoring approach when working with young people, meeting the learners where they are at. Working with partners and families, MFMS brings a bespoke offer to each young person, developing skills for life, work and learning. Each development officer knows their geographical area well and brings together Mentors, Employers, Partners and Education in a professional, efficient, accessible and mutually beneficial community.

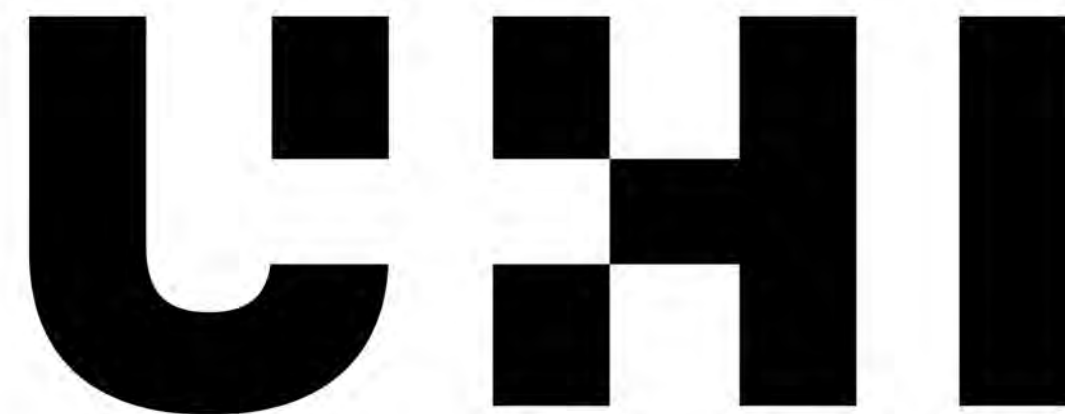
MFMS Development Officer



Mentoring is an integral part of My Future My Success. During the soft launch, we recruited a wide range of mentors, each coming from a unique background and sharing a common goal of putting our young people and their aspirations first. The mentor training consists of three core elements, ensuring mentors are well supported throughout their journey and often developing new skills themselves : Introduction to MFMS, Preparing to Mentor and Ready to Mentor.

"THE ABILITY TO PUT A YOUNG PERSON FIRST IS THE ONLY QUALIFICATION YOU NEED TO BE A MFMS MENTOR"

Young people have had the opportunity to attend UHI college courses in their local area. This provides young people an opportunity to re engage with learning and achieve in a bespoke setting that inspires them to make positive choices about their future. The course covers practical learning opportunities incorporating core skills ensuring the young person can explore their chosen pathway. The Young People achieve qualifications enabling them to progress into an apprenticeship, further education and/or employment.



**SOCIAL
ENTERPRISE
ACADEMY**

Young people have had the opportunity to engage in Social Enterprise. This has enabled the young people to develop key skills such as teamwork, creative thinking and recognising the needs of their community. The young people have all identified a social aim that is important to them, drafted a business plan and presented a pitch to a Dragons den panel, to access funding to bring their ideas to life.

Leaver December 2022

07

Between 29th August - 13th December, 32 young people from 16 different schools were referred with a December 2022 leaving date.

- **22 moved into a positive destination**
- **8 choose to remain in education**
- **2 left without engaging with MFMS**

A young person with 50% school attendance, however missing periods within that, now sits at 100% at college and is enjoying learning again.

A young person with 0% attendance is now attending college 3 days a week and has started an application to continue this academic path next year. He has a clear goal and is now making independent choices to reach it.

A young person who was a school refuser, struggled to engage with peers, not interested in employment and various ASN challenges. Now successfully engaging in the MFMS WHC course, engaging well with fellow students, engaged well in 4 months MFMS 1-2-1 mentoring and is now employed part time in a local community business.

A young person who had 0% school attendance since early high school, struggled with low self-esteem and had CAMHS intervention. Successfully engaged in 4 months MFMS 1-2-1 mentoring and is now confidently employed full time in a local business with a view to pursue a career in the Navy in the future.

One young person left school with a part time job however wished to move into Childcare. She left school with low confidence and couldn't imagine being able to attend college. We set up a volunteering opportunity and continued a light touch of checking in and she now feels her confidence has grown so much that she is able to apply for a full-time college course for the next academic year.

December 22 Leaver

Case Study

X was referred to MFMS having not attended school since before lockdown with 0% attendance and had a Dec 2022 leaving date. X has Social Work support via the Youth Action Team due to previous involvement in county lines. English is also an additional language within the family home. School had limited success in engaging X and a negative destination post school leaving date seemed inevitable. The relationship between Mum and X was in a negative place and Mum felt hopeless regarding how she was able to support and at the lack of engagement with other professionals.

It took some perseverance to make contact with X and Mum however eventually this paid off and a home visit was arranged. My Future, My Success was explained to both X and Mum and various options about what that may look like were explored together. The voice of X was paramount in making an authentic plan that was realistic and progressive. Mum commented that she was so impressed that X engaged with the MFMS DO on the first meet and she had not expected that to happen as it had been non-existent or limited with school and other professionals previously.

The process began with a personal profile being put together to really get to know X, the reasons behind 0% attendance to school as well as looking to the positives to understand the skills and aspirations of X. MFMS provided an opportunity to focus on the positives and the opportunities that lay before X rather than looking too much into what hadn't worked and focusing on negatives. It was also vital to have informal chats to really grasp the personality of X and build trust progressively to make MFMS something that X felt confident to buy into.

After completing the profile it was clear that X had a clear interest in Mechanics however did not know the path that would make this possible. We looked at what the options would be and decided a college course would be the right fit, however we didn't make a decision on timescale keeping both the options in place to leave school and start an access course in January or remain on the school roll to work for a longer period of time and start next academic year.

Having looked into the barriers within the profile we were able to work together to gradually remove or begin to overcome the barriers that existed. We did this by mapping out goals and visually placing the barriers as hurdles to overcome and we used this a plan for each session to keep the support targeted and useful. These involved working on routines, self-esteem and choices and consequences work. We came to the point in a short space of time where X felt it was realistic to aim for a January start course and felt positive about re-engaging in learning.

A tour of the college was arranged and carried out to help with confidence of walking into the college and get a feel for the place. Support to complete the college application and preparation for a college interview was also provided by MFMS.

X completed an interview in person with the college lecturer who commented that he came across well and was someone he would be happy to offer the opportunity to. We worked out practicalities of travel, money and equipment. Multi-agency work was key with MFMS working closely with school, Action for Children and the transition at UHI. This included support with travel gradually leading to independent travel and resourcefulness.

In just a few months X went from attending school 0% to consistently attending a college course 3 days a week. He is positive about the future, has a clear plan and individual goals to work towards and knows how to reach the goals but more importantly that this is possible! The next step is an application for a full-time course in September or an apprenticeship. X and the DO will remain in contact as part of the transition. Alongside that X has developed positive friendships with peers who have common goals and interests and the relationship with Mum is also improving.

YOUNG PEOPLES' VOICE

'I absolutely everything, got all the right help & support i needed, they understood my struggles and helped me best they can they never made me feel like i wasn't doing enough, they always tried to encourage me and support me on my good & bad days.'

I've enjoyed the opportunities I've been given and help I've received, I've had help to set up many things and I'm thankful that I can finally see a good future for myself.

3 WORDS TO DESCRIBE MFMS?



It's nice to know that, despite my past, I still have a good chance to do well in what I want to study, so thanks for taking time to believe in me. Your support is really changing my low self-image and anxiety to know I can do it.

'I've enjoyed everything about it. it's made me more sociable and comfortable around a lot of things'

"You get opportunities and have a say in what you would like to learn."

'MFMS DAYS ARE THE BEST DAYS OF MY WEEK'

94% OF YOUNG PEOPLE FELT MORE POSITIVE ABOUT THEIR FUTURE

64% OF YOUNG PEOPLE RATED THEIR RELATIONSHIP WITH THE DEVELOPMENT OFFICER AS EXCELLENT

'BEING LISTENED TO'

I'm glad I'm not the only one going though tough times.

'Being able to have things recommended to me based off what I like'

'GETTING OUT OF THE HOUSE AND DOING SOMETHING FOR MY FUTURE'

Q was referred to My Future My Success on 7th September 2022, she had not attended school for nearly two years, suffering from social anxiety and social & emotional needs. Q's brother had passed away at the start of Covid which had an obvious impact on Q, who now had no friendships outside the family home.

Q's parents did not think she would engage stating she won't speak to anyone and struggled with verbal communication. Dad agreed to come along with Q for her first appointment, where dad chatted, and I tried to engage in conversation with Q however this proved difficult.

I decided to take out our skills cards and asked Q if she would be happy to do them with me as she could communicate without engaging in verbal conversation. Under the titles 'A lot like me', 'A bit like me' and 'Not like me', Q was able to identify the skills relevant to her and place them in appropriate piles. Once completed I asked if she had any pets and she then spoke for the first time explaining she had a cat. This was the beginning of her engagement and she agreed to come back to see me with her dad. Her dad was very emotional and did not expect this, he also stated he had learnt a lot about his daughter today.

Q continued to grow through attending MFMS appointments completing her profile where she slowly began to chat more. She agreed to come along to college but stated this would be very difficult for her. I worked closely with her parents to ensure this was possible arranging to meet mum and Q at college to show them around. Further tours followed including one with the rest of the group. Q came along with mums support. I spent time reassuring Q about college and the benefits for her.

An additional barrier was transport as she was not comfortable travelling by bus. Her parents agreed to transport her to college each week as they could see what an amazing opportunity this was for her.

Q now attends college each week and has very good attendance. Socially it has been a long and slow process for her to engage with others in the college environment and feel comfortable. I have strived to ensure that Q has always felt included by keeping close contact with her tutor and seeing her myself for her social enterprise day.

It has been amazing to see the college group be so supportive and empowering towards each other with no judgement which has made Q feel safe and enabled her to be herself in this environment. Q herself states this process has been great for her although she still struggles with anxiety. It's a work in progress! She has made a best friend and smiles and chats to others whilst enjoying learning again.

Q is now looking towards her future and considering college course applications. She has also been matched with a mentor from MFMS which will support her growth and enable her to progress further towards her positive destination. Agreeing to a mentor was a huge step for Q as this was another new person to introduce into her life, however based on the trust she has for the project so far and helping her to understand the benefits of mentoring, she is looking forward to where this will lead.

“Your project is amazing! I have been so worried about my daughter not leaving this house, it’s great to see her keen to meet you and taking about her future for the first time”

‘My son being involved in MFMS is like a weight off my shoulders’

“She seems to be really enjoying it, I actually hear about her day now and she wants to go unlike the battle I have to get her to school and to stay there. Wednesdays are now my favorite day of the week.”

“My daughter is like a different girl since being involved with MFMS – she is much less angry and life at home is much easier.”



FAMILIES FEEDBACK

“YOUR PROJECT IS A LIFELINE TO US!”

‘My Son was like a different boy after our meeting, it’s the first time I’ve seen him positive about anything to do with education for years’

“Thank you for taking time to meet with my child & I – it’s clear that you genuinely care about guiding them towards what they want to do in future.”

“THANK YOU FOR GIVING MY CHILD ANOTHER CHANCE & LISTENING TO THEIR STORY”

"The level of commitment the Development Officer has shown our vulnerable young people has been fantastic and is much appreciated. We are very keen to work more closely with My Future My Success over the coming years"

She has been in constant contact and is doing great things with the young people she is supporting. It has been a real help to have her work with those that might otherwise have slipped through the system.

'I just wanted to say how delighted I am with the progress you have made with these pupils; you are achieving things we certainly couldn't and were struggling to find capacity to support them'

94%
Of schools were clear on the objectives of MFMS

88%

Thought the support from the development officer was Good or Excellent

76%
Rated the impact on young people as Good/Excellent

Schools feedback

'I LOOK FORWARD TO THE WEEKLY UPDATE AS IT'S ALWAYS GOT GOOD NEWS.'

WE HAVE FOUND THAT A NUMBER OF YOUNG PEOPLE WHO HADN'T ENGAGED WITH OTHER FORMS OF SUPPORT ARE ATTENDING THIS PROGRAMME ON A CONSISTENT BASIS

'I AM SO EXCITED ABOUT MFMS AS IT IS REALLY ENGAGING THE MOST DISENGAGED YOUNG PEOPLE'

96% of Mentors thought the training met their expectations.

"I like the goals that are personal to my mentee"

100% OF MFMS MENTORS FEEL SUPPORTED BY THEIR LOCAL DEVELOPMENT OFFICER



Trained 64
54 Matched
Mentoring 23

OUR FACE-TO-FACE SESSIONS WENT WELL AS WE MET IN A RELAXED & SUITABLE PUBLIC SPACE. THANK YOU FOR THE EXCELLENT TRAINING, I FOUND IT VERY HELPFUL & PRACTICAL. THANK YOU FOR THE OPPORTUNITY TO BE AN MFMS MENTOR. I LOOK FORWARD TO IT!

"I THINK IT'S A WONDERFUL PROGRAM AND I WILL ENCOURAGE OTHERS TO DO IT"

"This is a great opportunity for young people and I am looking forward to where this journey leads"



13 PUPILS WORKING TOWARDS THE FULL SCQF 3 NATIONAL CERTIFICATE

10 PUPILS ACHIEVING DIGITAL LITERACY
15 PUPILS ACHIEVING PERSONAL DEVELOPMENT

- Full 11-unit National Certificate Course
- Development Officer has developed all materials on google classroom for use but individual schools and departments
- Delivered over the full Senior Phase
- Made up of 4 group awards that can be delivered and certificated individually as well as part of the full NC.
- Full support from partners in delivery including Employability Team & Social Enterprise Academy
- 3 Pilot settings - St Clements, Millburn Academy HUB & The Bridge



Empowering our young people with the skills:
To know what to do if they are stuck or struggling or make a mistake
To ask for help, to make changes, and to keep trying
But also giving them the tools to know how to do this effectively



Pilot FeedBACK

Being in the school was the best part of my day yesterday. I loved meeting the pupils and staff and was made to feel so welcome

This course is so relevant to the future of young people

ALL THE MATERIALS WERE BOTH RELEVANT AND ENGAGING.

I would recommend it as it is great for helping us get used to running a club.

It was wonderful to meet you all again, and thank you to the inspiring young folks for taking the time to hear my ReBOOT story, and for making me a coffee

PLANNING FOR SESSION 2023/24

- 16 schools are interested/planning to start delivery in the coming session
- Engaging with more employers to support delivery.



Provides all the materials necessary to deliver the course and gain the qualification.

I am looking forward to my certificate.

I am working at getting better at things with help from my team.

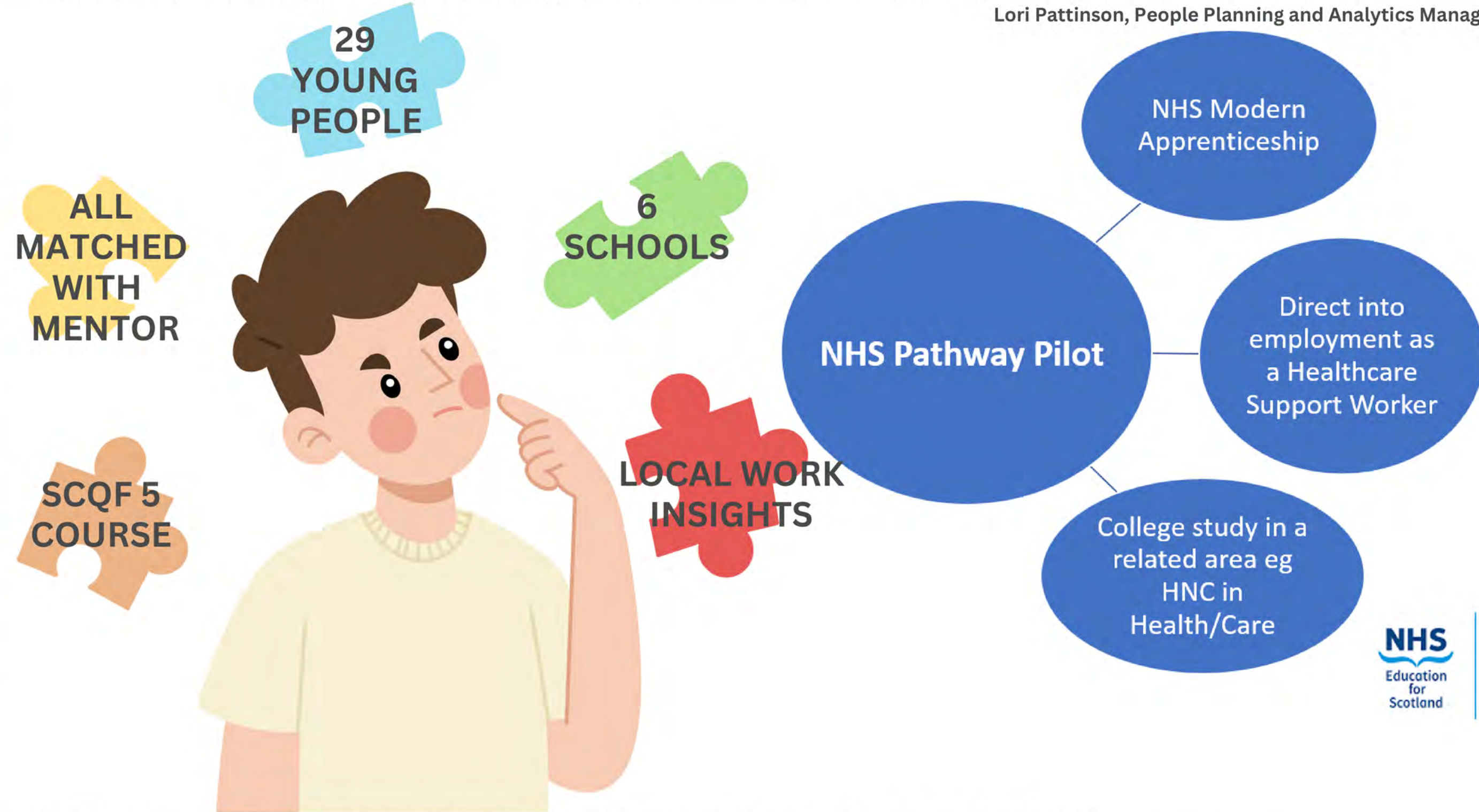
I loved meeting all the different staff in the hotel. There are so many jobs to do!

"As their teacher, I have been so impressed with how the pupils working on the Personal Development Unit are beginning to see problems and think of solutions independently, how their confidence and self-esteem is growing and how seriously they are taking the running of their club".



“NHS Highland were very keen to support this new Healthcare Pathway pilot. Giving young people the opportunity to engage with NHS employees from a range of different environments is key to long-term sustainability of our workforce. With support from mentors and peers we are hopeful to give pupils insight into entry level /accessible careers our local pupils are keen to pursue. NHS Highland employees have worked in partnership with Highland Council, Skills development Scotland, UHI and other partners to ensure that the curriculum provides the stepping stone into either an addition learning pathway or career choice. NHS Highland is committed to supporting our future workforce thrive in within their local area with a long term career on their door step”.

Lori Pattinson, People Planning and Analytics Manager



The NHS Pathway Pilot qualification will help young people progress into a range of great careers in health and care, by developing their transferable skills. It will also help young people understand the modern health and care workforce, by active project-based learning. It is a great example of NHS, local authorities and schools across Highland working together to help develop the workforce of the future.

Dylan White, Academy Principal Lead: Widening Access and Sustainable Workforce, NHS Scotland Academy



In partnership with My Future, My Success, NHS Highland has created a pilot sponsorship scheme on the premise that people educated and trained in their local community are more likely to continue to work in that community when they have completed their education and training. In the hope to offer a sponsorship programme in on our most challenged communities NHS Highland attended Wick High School on the 16th February to show care the Pharmacy opportunity.

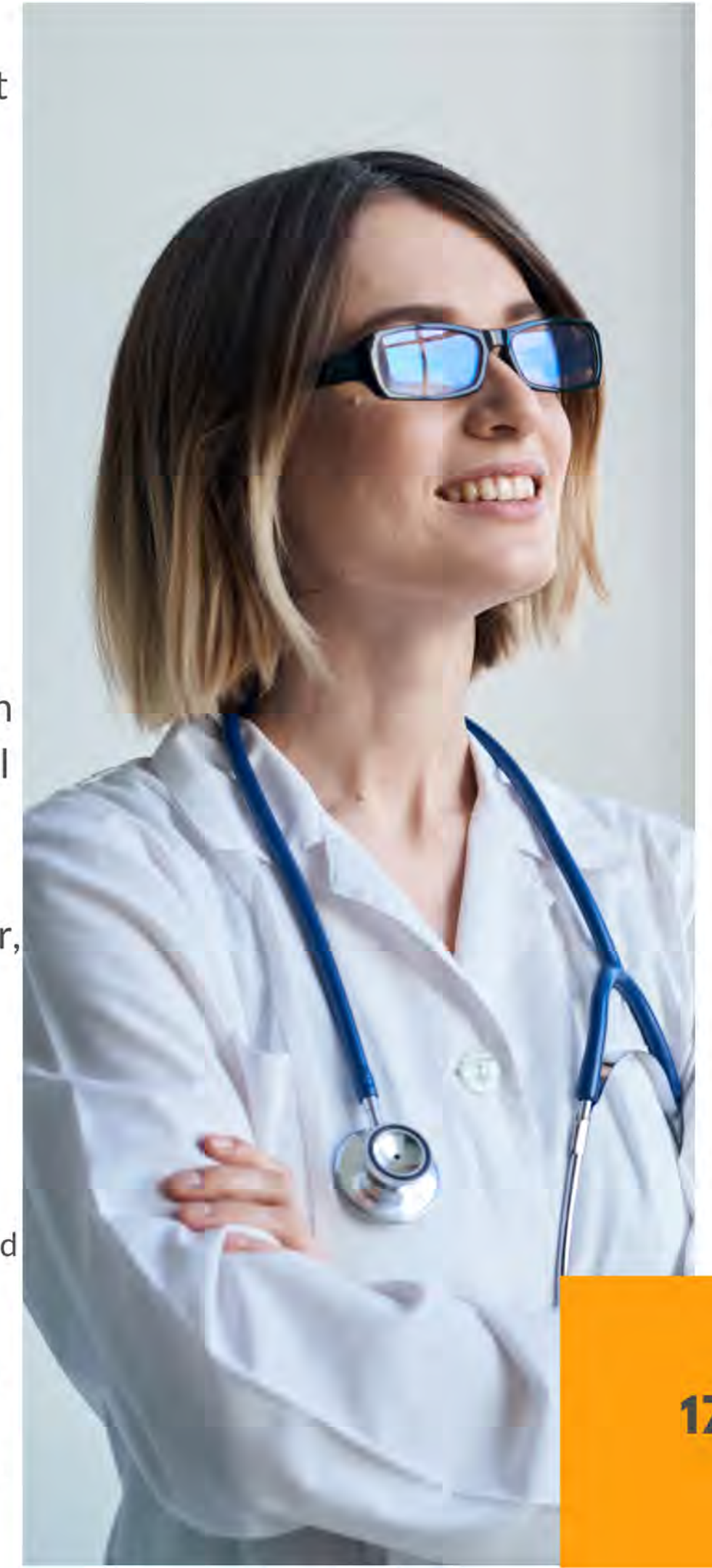
The programme offers:

- up to 20 weeks of paid work per year during their university holidays and employment within Caithness General Hospital for through out the scheme
- £3,000 per year to support with expenses, travel, accommodation, and specifically for materials to support study such as laptop, books or materials.
- Provide the student with a mentor from the service who is accessible to them throughout their studies.
- Work in partnership with NHS Education for Scotland (NES) to ensure that, on graduation, the foundation pharmacist enters the (NES) Foundation Pharmacist Training Scheme based in Caithness General Hospital with cross sector training in other hospitals, primary care and community pharmacy

1 pupil from Wick High School has successfully secured on offer and awaits confirmation on their UCAS offer, all going well the student will start in post.

NHS Highland continues to face challenges in attracting and recruiting staff. These challenges include national shortages of specialist roles, as well as those specific to NHS Highland's remote, rural, urban and island geographies. There is a national (UK) shortage of pharmacists across all pharmacy sectors (community pharmacy, primary care and secondary care). A more strategic approach is required to build a sustainable pipeline of recruits to ensure a resilient workforce with the right skills in the right location.

There are two Schools of Pharmacy (SoP) in Scotland, one is at the University of Strathclyde in Glasgow and the other is at the Robert Gordon's University in Aberdeen. There is a desire within Pharmacy Services in NHS Highland to develop a remote and rural training programme for pharmacists with one of the SoP so that able local students can be trained closer to 'home'. Explorative discussions are underway with RGU.



find out more contact
mfms@highland.gov.uk



**My Future
My Success**

**Mo Theachd-àim
Mo Shoirbheas**

