

The Highland Council

Agenda Item	4.
Report No	EDU/7/24

Committee: Education

Date: 30 May 2024

Report Title: Positive Destinations

Report By: Assistant Chief Executive - People

1. Purpose/Executive Summary

- 1.1 This report provides Members with an update on the School Leaver Destinations for 2022/23, including updates on work undertaken by the Education and Learning Service and with partners, to support our young people to develop skills through work-based learning and mentoring. This has ensured our young people in our communities secure positive and sustained destinations.

2. Recommendations

2.1 Members are asked to:

- i. Note the content of the report and the progress made in improving positive destinations for all.
- ii. Note the work developed to support the most vulnerable young people to secure positive destinations through work-related learning and MFMS (My Future, My Success).

3. Implications

3.1 Resource

Resources have been identified through The Highland Council, Our Future Highland, Operational Delivery Plan 2024/2027.

3.2 Legal

There are no implications.

3.3 Community (Equality, Poverty, Rural and Island)

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

There are a number of risks that the work of the Service is intended to mitigate:

- Some young people may not respond to these interventions and may enter a negative post-school destination and potentially become long-term unemployed. This can have a long-term adverse impact on their Health & Wellbeing.
- Young people are unable to make informed choices about their post-school pathways despite signposting and individualised mentoring and support.

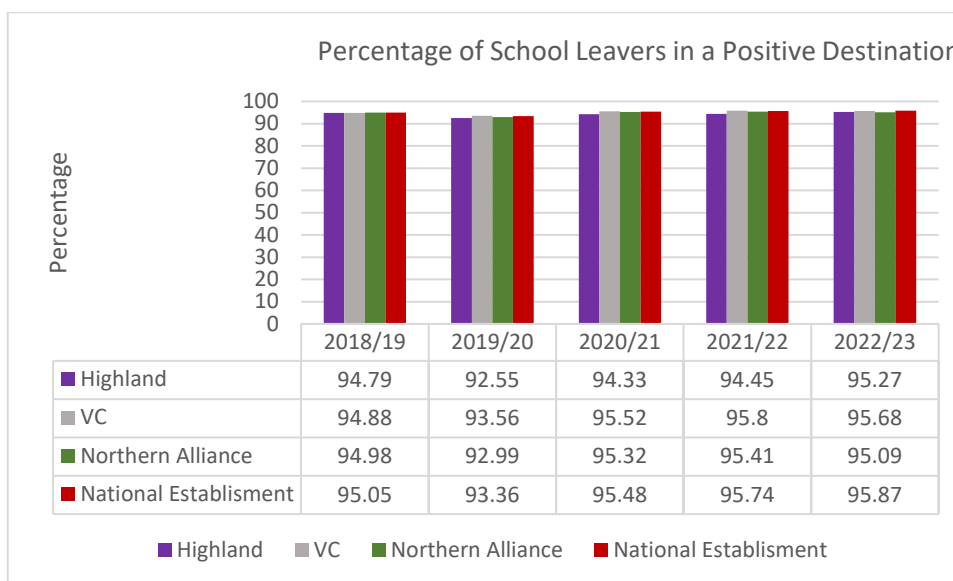
3.6 Health and Safety (risks arising from changes to plant, equipment, process, or people)
There are no implications.

3.7 Gaelic

The Council 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 Work Force for the Future to support Gaelic provision will be developed.

4. School Leaver Initial Destinations for academic year 2022/2023

4.1

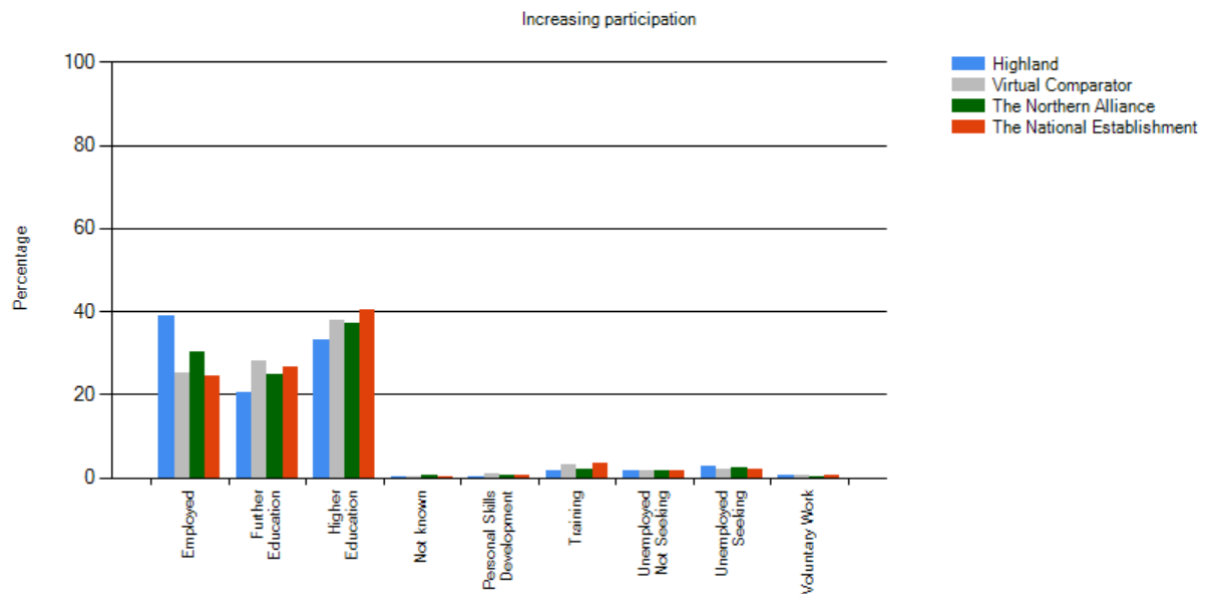


4.2 In 2022/23 Highland has achieved its highest positive destinations for 5 years and reduced the gap with the National average. Positive destinations sit at 95.27% performing above the Northern Alliance and reducing the gap with both the Virtual comparator and National measure from 1.29% in 2021/22 to 0.6% in 2022/23.

The 0.82% rise in positive destinations is mainly due to an increase in young people entering employment. Employment includes Modern and Graduate Apprenticeships (252 Modern Apprenticeships). Further and Higher Education continued to be below all 3 comparators and employment continues to be above.

Destination figures reflect choices made by pupils along with opportunities available to them upon leaving school. The availability of opportunities (e.g. apprenticeships and employment opportunities) extend options available to school leavers. As a result, this

may have impacted on the number of young people progressing on to Further and Higher Education as destination pathways.

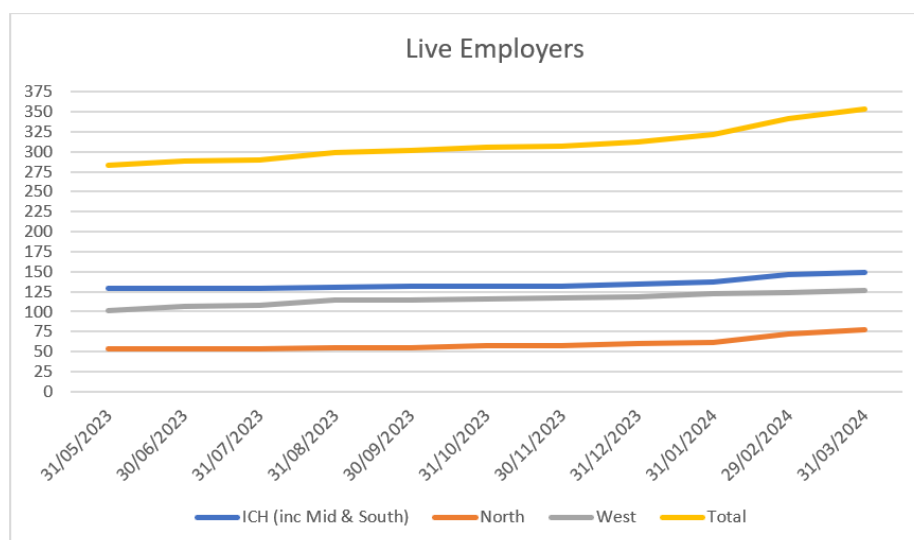


5 Work-related Learning

5.1 Work Experience

A focus on work experience and working in close partnership with our Developing the Young Workforce (DYW) groups has seen a significant increase in employers offering placements. The upward trend shows employers increasing on a month-by-month basis. Work continues to increase the number of employers on the system, particularly for young people whose work placement forms part of their learning offer and young people gaining work-based qualifications.

Figure 1



The process to onboard new employers requires the employer to undergo a work placement site visit to ensure we are fulfilling our duty of care to young people when they are on placement. The MFMS Development Officers and Employability Officers undertook 'IOSH work placement' training to provide more coverage for placement checks, thereby reducing costs, and speeding up the process by reducing the use of external contractors. The average placement onboarding takes 17 days from being received by the work placement co-ordinator.

Figure 2



5.2 Foundation Apprenticeships

It has been possible to offer a more bespoke in-school delivery model with the external providers. Foundation Apprenticeships developed by Skills Development Scotland give pupils work-based learning opportunities to develop skills for their future. Courses are delivered face to face, online or blended through UHI and five external training companies.

The number of young people undertaking FA qualifications continues to grow year on year. Construction saw almost a 7-fold increase in uptake and a college added a new course this year. Hospitality numbers almost doubled, due to extra classes delivered in schools that have offered this bespoke model for the last few years.

Figure 3

Foundation Apprenticeships 22/23		Foundation Apprenticeships 23/24	
Courses	Nos	Courses	Nos
FA Automotive L4	111	FA Automotive L4	111
FA Construction L4	11	FA Construction L4	76
FA Construction L5	14	FA Construction L5	59
FA Hospitality L4	38	FA Hospitality L4	116
FA Hospitality L5	80	FA Hospitality L5	91
FA Business Skills L6	28	FA Business Skills L6	33
FA Children & Young People L6	42	FA Children & Young People L6	55
FA Creative & Digital Media L6	21	FA Creative & Digital Media L6	14
FA Health & Social Care L6	18	FA Health & Social Care L6	20
FA Software L6	9	FA Software L6	5
Overall Numbers	372	Overall Numbers	580

Highlights this year saw Charleston Academy pupils meet the Prince & Princess of Wales on 2 November when they visited Day1/Inverness Kart Raceway. The pupils talked about what they were learning, why they enjoyed the course as well as showing

off some of their driving skills. The company links up with local automotive companies and saw one of the pupils gain an apprenticeship with Jaguar & Landrover. Royal visit video: <https://www.youtube.com/watch?v=CTyfaRDjkYc>

The Creative & Digital Media course saw three pupils spend a day making a film about the benefits of the course with local employer DP Digital. Pupils experienced hands-on activities creating a production from start to finish on how a film is made, looking at lighting, text, using cameras as well as editing to fit within a timeframe. The day finished with them being able to fly a drone. The event was hosted by Golspie High School.

6. My Future, My Success (Appendix 1)

6.1 My Future, My Success is a member-led programme and was introduced in 2021-2022, as part of the Ambitious Highland budget settlement. The programme of work was agreed at the Education Committee in February 2022.

The MFMS team members were appointed during the Summer of 2022 and began working with young people, schools, and partners in September 2022. The School Leaver Destination Return released in February 2024 is the first National Measure to indicate the impact of the person-centred approach to supporting our most vulnerable young people during their transition.

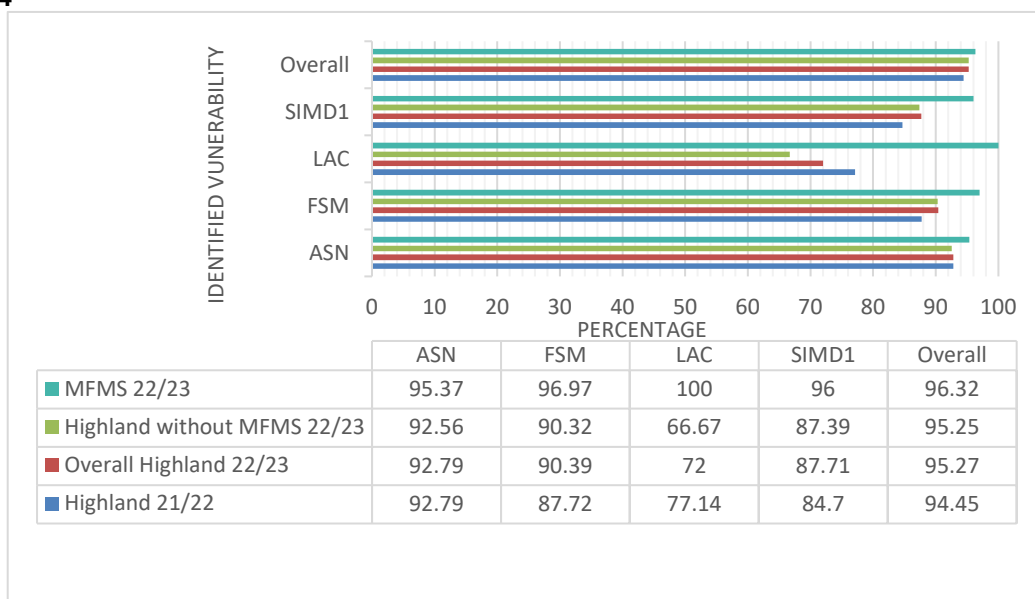
Up until 15 April 2024, MFMS has supported 721 young people, across all 32 of our secondary and special schools with the support of more than 68 businesses offering mentoring and work-related opportunities.

6.2 The table in Figure 3 above illustrates the breakdown in destinations for each cohort of young people and compares it with our Virtual Comparator, Northern Alliance average and National average, as well as Highland overall and the cohort who did not have support from MFMS.

One of the key successes of MFMS was its contribution to reducing the gap between Highland's overall positive destinations and those of SIMD1 (Scottish Index of Multiple Deprivation) LAC (Looked After Children), FSM (Free School Meals) and ASN (Additional Support Needs) young people, all of which are national measures.

The table below (Fig 4), shows the percentage of young people achieving a positive destination, by measured vulnerability. This demonstrates that the targeted, focused, person-centred approach of MFMS has had a significant impact on the outcomes for our school leavers.

Figure 4



6.3 National Certificate in Employability & Citizenship (SCQF3)

The National Certificate in Employability and Citizenship (SCQF3) creates 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 in partnership with key employers, social enterprise academy and the Highland Council Employability Team, young people work towards gaining a full National Certificate award. Work is ongoing with DYW (Inverness & Central) and the MFMS team to develop supported work placement offers for young people undertaking this award which will work towards young people gaining valuable skills and networks towards gaining employment or supported employment depending on individual needs.

6.4 Healthcare Pathway Pilot

The Highland Council is one of 5 NHS Huddle groups that has piloted the Healthcare Pathway through NHS Academy, Skills Development Scotland and UHI in 23/24. Four schools are currently involved with 12 young people completing a SCQF 5 qualification. All young people have had a combination of online learning, site visits and mentoring by NHS professionals trained as part of MFMS.

From the 12 young people 84% of the cohort intend to follow a Healthcare career post school.

7. Planning for Ambitious & Sustained Destinations for our Young people in Highland (May 2024) (Appendix 2)

7.1 Securing positive and sustained destinations is imperative for all our young people, a short life working group including THC and Skills Development Scotland (SDS) have produced Rational and Guidance to enhance the work within our schools. Consideration has been given to the policy context as laid out in the guidance.

8. Next Steps

8.1 The work undertaken to help increase the number of young people achieving a positive destination in session 2022/23 provides a firm foundation for moving forward with the

development of Workforce for the Future Portfolio as part of The Highland Council Operational Delivery Plan.

This will include universal, targeted, and intensive approaches and support from early years to adult life. We know that the health and wellbeing of children and young people suffered during the pandemic, impacting on school attendance and engagement with learning. This has presented barriers to attainment, achievement and securing a positive destination. By transitioning to a new Highland model of mentoring and support, more children, young people, and families will receive timely and effective interventions, resulting in improved outcomes.

All children and young people will be able to take advantage of the learning and employment opportunities available to them and be well placed to benefit from future economic growth and prosperity.

Designation: Assistant Chief Executive - People

Date: 17 May 2024

Author: Maxine Garson, Senior Lead Employability and Skills

Appendices:

Appendix 1 – My Future My Success 2024 Report

Appendix 2 – Pathway Planning Rationale and Guidance



**My Future
My Success**

**Mo Theachd-àin
Mo Shoirbheas**

**ANNUAL REPORT
2022 - 2023**

John Finlayson
Education Committee Chairperson
The Highland Council

My Future, My Success was introduced in 2021 as a member-led program to support vulnerable young people to achieve a positive and sustained destination.

It now works with all 32 secondary and special schools in Highland connecting young people with their community to see the opportunities available to them once they leave school through employment, volunteering or further learning.

MFMS has worked with 721 young people since August 2022, being supported by 68 businesses through mentoring and work related learning opportunities. It provides a solid foundation on which to build a Highland-wide mentoring and employability offer for all our children & young people to ensure all young people have a place in Highlands economy.



Introduction

My Future, My Success is a collaborative program using place based principles to ensure that public, private, 3rd sector and schools can come together to provide timely support to our most vulnerable young people during their transition into the world beyond school.

Central to the approach is to raise the aspirations of all our young people and develop their skills and attributes to enable them to see opportunities and a future for themselves within their own communities and beyond. Using a person-centered approach, the programme supports each referred young person to develop the skills to move on to a positive and sustained destination. 95.27% of the 2022/23 leavers achieved a positive destination with 53% entering local employment including apprenticeships.

The collaboration between NHS Highland and other partners have created unique learning offers for our young people. This work will be further developed through the implementation of the Council's Operational Delivery Plan, specifically with the Work Force of the Future Portfolio but with linkages made across the Plan to enable all our young people to have a place within Highland's future growth and prosperity.

Through a partnership approach "My Future My Success" empowers Young People in the Highlands to think about their future careers and aspirations. Offering them genuine support, links with employability & enterprise learning, mentoring and building upon their personal skills ensures that their futures are determined by potential and not by background or the postcode.



THE ASK:

Strengthen support for MENTORING young people and upskilling mentors

Develop the PATHWAYS to apprenticeships for our most vulnerable school leavers

Expand training, skills & learning opportunities through PARTNERSHIPS

Support for SOCIAL ENTERPRISE and the 3RD SECTOR

Work placement programme linking to the PUBLIC SECTOR.

The MFMS development officers use a person-centered approach when working with young people so that each young person has a bespoke offer which develops their 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 Team Leader

MFMS supports young people to re-engage in the right type of learning for them, sometimes after months or years out of education. Building confidence and providing tools for them to move on independently is a joy. Revisiting the impact it has had on their love for learning as well as their wider happiness adds weight to the impact MFMS can have on our young people.

Development Officer - Mid Ross

MFMS allows young people the space to be curious and have someone walk beside them to support them to change direction rather than them feeling they have failed.

Development Officer - Lochaber

MFMS sets out the vision and plans for ambitious and sustained destinations for young people in Highland. As Development Officers I feel we make a difference. Our wealth of experience and knowledge allows us to design bespoke packages to create opportunities and help them to find positive destinations.

Development Officer - Nairn, Badenoch & Strathspey

MFMS contributes towards supporting young people who have barriers within our education system and making sure they don't go unnoticed.

Development Officer - Inverness West

Meeting and engaging with referrals and making positive break through's with those most disengaged and allowing them to see their full potential

Development Officer - Caithness

MFMS is a project greatly received within my area, it has been a great alternative for young people to gain a positive pathway back into education. My biggest achievement has been seeing young people move forward and become more confident and positive, with guidance and support to enable them to make choices on their future pathways.

Development Officer - **Skye, Lochalsh & Wester Ross**

MFMS is important in our local communities as the identified need is great. It is a unique opportunity to guide young people towards positive destinations that I hope will be sustainable for years to come.

Development Officer - **Aliness & Inverness**

MFMS has a hugely positive impact on young lives within my community. It is a great feeling to see young people that I work with develop their confidence and motivate themselves to re-engage in education.

Development Officer - **West Sutherland**

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Development Officer - **East Ross & Sutherland East**

I have loved helping young people that were highlighted as 'will never go to college' apply for their course, supporting them prior to interview and seeing them be accepted onto the course. MFMS has been a lifeline to some young people in my area.

Modern Apprentice Youth Worker

MFMS has been a great opportunity to gain knowledge in working with young people who need an opportunity and mix with a team of professionals who care about their futures.

My Future, My Success Team approach

- Offer a person centered learning environment.
- MFMS Development Officer's commitment to not give up on any young people.
- Young people's future should be determined by their potential not their background.
- Support young people to see their potential and grow to become more confident about achieving their ambitions.
- Use a mentoring approach to guide young people into a positive destination.
- Collaborative partnership working to give young people the best possible opportunities.

2022/23 MFMS Learning Offer



Mentor
Treòraiche

My Future My Success | Mo Theachd-àin Mo Shoirbheas

Mentoring is an integral part of My Future My Success. Recruiting 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 Child Protection and Mentoring/Coaching skills and tools, ensuring mentors are well supported throughout their journey. The mentors often develop new skills themselves that they can use within their own lives and workplaces. All Mentors benefit from Continuous Professional Development and Supervision.

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.

UHI



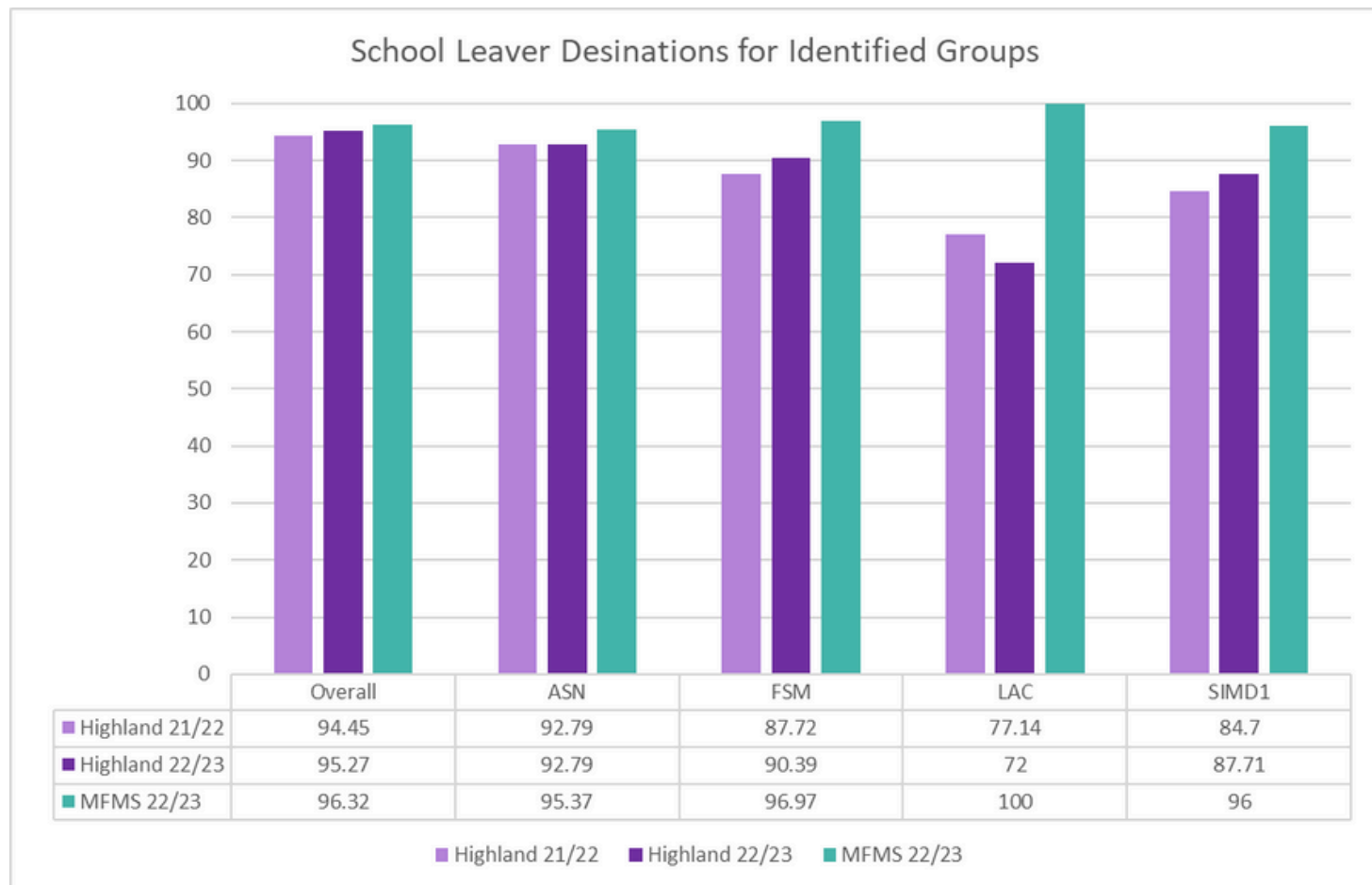
Young people have had the opportunity to engage in Social Enterprise. This has enabled them to develop key skills such as teamwork, creative thinking and recognising the needs of their community. The young people involved identified a social aim that is important to them, drafted a business plan and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



2022/23 Leavers

SLDR Data February 2024

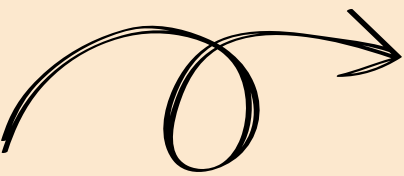
The table above demonstrates the positive impact of the My Future, My Success on the young people who were referred to the programme by their schools.



Please Note: National data records LAC (young people currently in care) and not those who are care experienced.

Criteria for Referral by the School: any one from the list below

- At risk of not entering a positive destination after leaving school
- In their final year of Senior Phase at school
- Attendance below 70%
- 1 or more of the following indicators: Additional Support Needs, Free School Meals, SIMD 1&2 or Care Experienced Young Person.

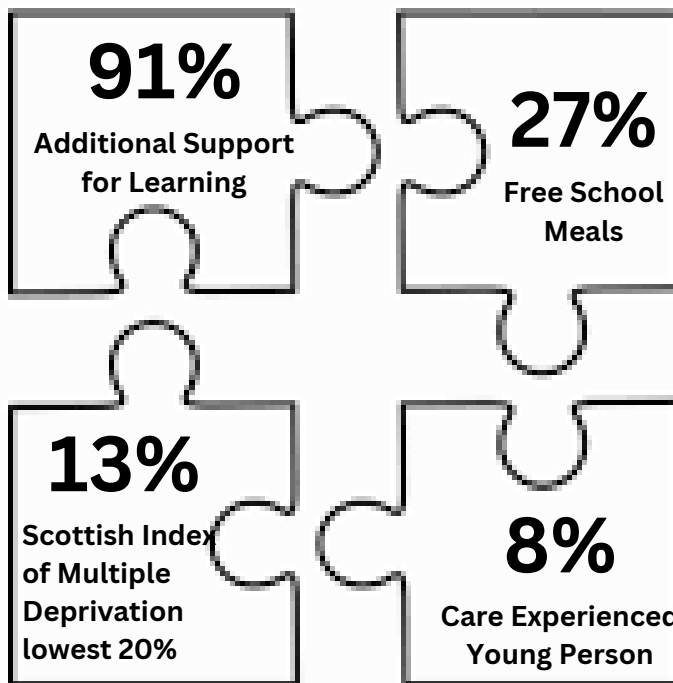
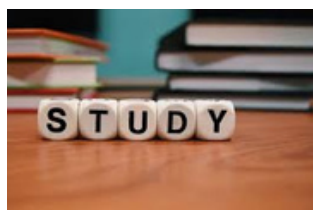


2022/23 Leavers

All data is up until 6th October 2023



29 young people extended their school leaving date for up to 12 months to May 2024 and are now engaging with the MFMS Learning offer or continuing their learning in school.



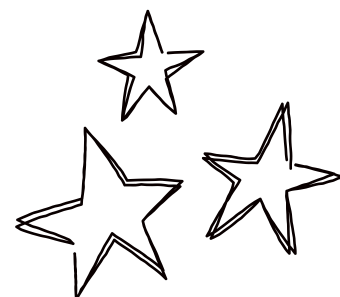
52 YP had a Volunteer Mentor 1-1

Mentor Treòraiche
My Future My Success | Mo Theachd-àin Mo Shoirbheas

43 YP set up and ran a Social Enterprise.

SOCIAL ENTERPRISE ACADEMY

UHI 55 YP achieved qualifications through the Learning Offer delivered at local UHI partner college





2022/23 Leavers

91% Of Young People felt more positive about their **FUTURE**



Young people's 3 words describing MFMS

“I like how we can choose whether to meet up in person or use Google Meet, it takes the pressure off & allows me flexibility on how we meet.”

“I enjoy making new friends that I now have a great friendship with, the very relaxed environment and the fact that it is based around what you would like to do works for me”

“Thank you for my weekly mentor sessions – I find our times together put me in a positive head space for the week ahead.”

“It’s helped me with my confidence, the team building tasks we do have also helped. you get opportunity’s and have a say in what you would like to learn. A good and comfortable environment.”

“It gives me hope for my future and gives me something to work to”

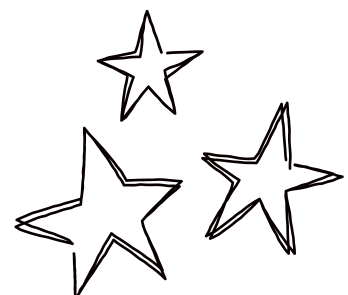
97%

Young People’s relationship with Development Officer is Excellent/Good

“I really enjoyed being able to talk about potential future opportunities with someone with so many cool life experiences.”

“this is the longest time that I have ever spent doing anything to do with school”

“Meeting new people and the leaders are really great and understanding and its made me more confident about my future cause I didn’t think I had a shot at getting any job but now I think my future is looking good”



R was 15 when I met her, she was experiencing many barriers to learning and looking towards her future. She is a young carer to a parent who has significant drug and alcohol problems. Her father is well known in the local area and appeared regularly in the local press, resulting in her being made fun of and judged by her peers. She struggled with her own mental health experiencing anxiety, having ideas about suicide and had little resilience to cope with any stress factors. She has a loving, nurturing family environment, However there has been social work support, due to her showing some anti-social behaviours in the community. She found it hard to trust and develop new relationships, she felt everyone judged her family and that her future was already mapped out.

It was agreed with the school that she would no longer be expected to attend. Her attendance was 26% at the time of referral, and it was evident that she was not going to achieve success with so such little time in school. She found school so stressful, she was unable to learn. She agreed to work with a mentor and to look at what needed to change for her to move forward and make plans that were purely for her, while supporting her to develop healthy boundaries.

She met with her mentor for up to 2 hours each week, working on agreed targets such as independent bus travel, going into shops independently, being more confident meeting new people, saying no to others, exploring ideas about her future, what changes she wanted to make, and visiting new environments.

She started to attend college twice weekly, using the skills she had been learning with her mentor and continuing to be supported by her development officer. This was challenging, as independent travel was very difficult for her and it was decided that college wasn't the right place for her at this time. It was agreed that she would work on difficult tasks and her mentor noticed that things she saw as impossible challenges, changed to difficult challenges, and she was able to overcome them in time.

She identified that she would like to work in the care sector, and she had suggested working with older adults, after exploring this with her mentor, they decided working with children was more suitable which complimented her caring nature and supported the college course she had started when in school.

She started to work with the Highland Council Employability Team and secured a paid placement in her local primary school. She has built up professional relationships and learns new skills everyday. She is hopeful she will gain permanent employment when there is a vacancy. She now travels on the bus independently and her world has opened up as a result.

She states that without the space, the 1:1 support, the mentoring and the understanding of her situation, none of this would have been possible.

J is a Young Carer who has Autism with Pathological Demand Avoidance (PDA) and started to feel overwhelming anxiety during the COVID 19 pandemic. At the time, his parent had recently undergone surgery, resulting in complications. This made him concerned about leaving the house and this continued after lockdown was lifted.

Learning online was overwhelming, tasks would make little sense and soon became a demand that he needed to avoid. In the most difficult situations, it could lead to anger and frustration at home, which distressed him a great deal.

When restrictions eased and schools re-opened, J found the new routine incredibly stressful. The busy school environment was hard to integrate back into, with crowded places and loud noises being a trigger for sensory overload. He also felt that he had fallen too far behind with his learning at school to ever catch up.

J started engaging with My Future My Success, having not attended school for two years. Planning for leaving school was made clearer by his interest in working with animals. J shared his experiences of lambing, looking after chickens and said he enjoyed spending time with his parent who worked as a vet. He was unsure where to find opportunities locally in his community to pursue his interests.

J was matched with MFMS mentor, Lucy – local manager of the Cairngorms Rangers service. They found shared interests in the rural environment and its wildlife. As mentoring developed, J started to regain his confidence by being in the outdoors, learning about conservation in his local area and he has recently been learning camera skills to monitor native species safely.

With a network of support, J decided to return to school for S6. He is now studying a range of national qualifications including Rural Skills, where he can continue to develop his land-based knowledge. He said,

“It was better for me to follow a routine, if things changed, I could feel upset or even angry. I didn’t like the classroom, with instructions, taking no as an answer was difficult to understand. Since I’ve been back at school, I go out with my friends a lot more and feel more aware of how to deal with PDA. I am looking forward to going back to school in August and continuing to meet with Lucy as part of My Future My Success.”

10

A was on the cusp of leaving school. A quiet young person, who kept himself to himself and lacked confidence in his capabilities.

He moved into a rural Highland area in his early teens, having previously lived in a deprived urban community. He had experienced violence that caused him to be very reserved when meeting new people and taking a long time to trust those who offered him support. These experiences resulted in a lack of confidence, he was hesitant to try something new and want to leave school as soon as he could.

He decided to try MFMS mentoring. His mentor had only 5 weeks to guide him towards a positive destination post school. Fortunately, their match was excellent.

A positively engaged and enjoyed working with his mentor, albeit. In a short space of time, trust was mutual and A is now working in his first full-time job in hospitality in his local area. The whole experience had been a big confidence boost for him and he now realises his potential and is considering further education in the not too distant future.

“Been able to be proactive in supporting young people
Able to feedback this information to parents ,
strong communication Great in supporting transitions for young people”

“I feel we are very clear on who our at risk pupils are and we get excellent communication and updates allowing us to respond dynamically to needs. Some of our at risk pupils have agreed positive destinations now”

“I have young people engaging with MFMS who have not engaged with school in the last year plus. I'm looking forward to seeing where this progresses.”

“I feel that the current MFMS programme works really well as it is, and that Heather is excellent with the pupils.”

“An invaluable service for many pupils who would otherwise be lost in the cracks. MFMS has been brilliant - so calm, professional and solution focussed!”

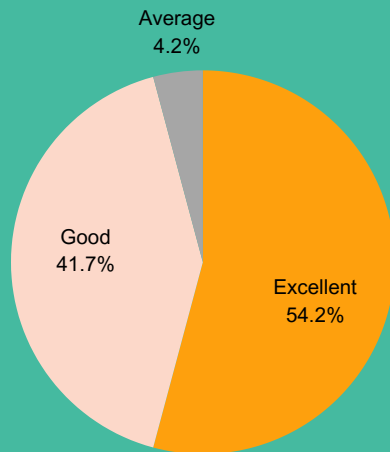
“Keep doing it please! If there was something similar for younger pupils too it would be fantastic.”

Schools feedback

79%
Of the schools were Very Clear on the objectives of MFMS

100%
Thought the Development Officers Support was Excellent.

MFMS Impact on Young People Referred



96%
Rated the impact on young people as Good/Excellent

88%
Found the weekly feedback Very Helpful

“For us, MFMS has had a person-centered focus that has been lacking in other similar interventions. There is a dedication to problem-solving and working with schools. Organisationally it has been a huge success and the sheer number of young people who have been seen and offered assistance is testament to this”

“One student who had not engaged with school or associated support for two years, began to engage with MFMS, went to college and applied for a full time course. His mental health has improved and his parents are delighted that he has a vision for his future.”

“I think the increased engagement by some pupils has been positive. I believe many of the young people are happier within themselves, however I believe we need longer to get an accurate measure of impact.”

“We have gone from 93% of pupils in a positive destination in 22/23 to 98% in 23/24 (Feb 2024 uplift data). MFMS has had a direct impact on this improvement. Attendance at parental meetings, whilst difficult to measure impact, has been very useful as has attending 16+ meetings”

“More of the same, please -this is an intervention that is making a difference to identified pupils.”

“MFMS offers further support, training, opportunities that school cannot, offering hope and positive destinations to our most vulnerable pupils.”

M was referred to MFMS from Invergordon Academy in August 2022, with attendance of 61%. In school, she worked entirely at the 'Hub', not managing 'mainstream' classes due to anxiety. At home she was relied on to be a young carer for her mother. Initial Development Officer meetings were supported by the Children Services Worker from the school, as she did not want to engage with me alone. Working on her profile together, we began to build a relationship and after a short while she was happy to see me 1-2-1. M is very practical, due to the responsibilities she has at home (cooking, cleaning, childcare), but she had low self-esteem and did not consider herself to have any skills. I remember having a conversation with her where I highlighted how caring I thought she was, due to the help she provided at home, but she couldn't see it that way. Most of her time in school was not spent constructively and her peer group were involved in drugs, antisocial behaviour and bullying. She agreed to come along to the social enterprise group that we ran in partnership with 'The Place Youth Hub' and after one session, when asked if she would come back, she replied that she would 'probably be ill'. She returned the next week, and by the end, her attendance overall was better than anyone else's involved. Through support from MFMS and the youth workers at 'The Place', she began to grow in confidence, due to having a safe place to be and non-judgemental listening ears. When the MFMS College course started a few months later, it was a similar non-committal start, but her attendance kept up. She even kept going after all her main friend group stopped, displaying real courage and discipline. The culmination of her growth in confidence and attitude was evident at the Social Enterprise Awards at Eden Court - setting up and running a market stall; She spoke confidently about the products she and her peers had made, traded and talked about her journey with MFMS/SEA. Supported by the MFMS DO and NHC staff, she applied to the Pathway to College and Employment course at Tern House and was accepted after an impressive interview. She also supported others from the group with their interview preparation. She started college in September 2023. When she spoke at the SEA Award/Marketplace she said; *"my life was going in the wrong direction, I was hanging around with the wrong people and not doing the right things. Throughout my MFMS journey, with help from everyone involved, I have been able to turn my life around, leave friend groups that weren't right for me and now I have a chance to have a better future"*.





My Future
My Success

Mo Theachd-àim
Mo Shoirbheas

LEARNING OFFER - COMMUNITY BASED 2023/24

Offering a bespoke learning offer within a community setting, we are developing young people's entrepreneurial and employability skills to support them into a positive destination. This is done through the delivery of SQA (Scottish Qualifications Authority) units' social enterprise, employability, and youth achievement awards. The bulk of this is delivered face to face, twice weekly, using small groups, with visitors from businesses and services in the local community and structured into bite sized learning activities.

Our delivery styles include capturing the autonomy of the young people, practical workshops, and opportunities for one-to-one development. Young people work towards work placement opportunities to increase their practical skills and confidence.

Dual outcomes, to ensure the young people achieve accreditation from their learning as well as increased purpose, increased confidence, making friends, developing social skills and independence. Young people are supported into a positive destination of further learning, training or employment.

In addition to the offer at Planefield Road, those young people not attending are given the opportunities to achieve adaptations of the same learning offer within small groups in schools or on a one-to-one basis with their development office or my future my success mentor.



UHI | NORTH, WEST AND HEBRIDES A TUATH, AN IAR IS INNSE GALL

The Development Officers support the young people's transition from non-attendance to MFMS at college. Time is spent building relationships, towards applying and enrolling at Thurso and Dornoch Campuses and online for Lochaber, Skye and Ullapool. The course is delivered over two days with the Development Officers leading Social Enterprise and college tutor delivery on the second day. We work closely with Social Enterprise Academy to plan and deliver a Social Enterprise within the community. The course has been designed to give the Young People a great introduction to college study, while building on their skills, qualifications, and confidence. We support young people with their progress and what options are available to them in both employment and further study. Development Officers play a supportive role within the college environment and out with to encourage young people to a positive destination.

Outcome; The main aim of the MFMS college course is to give young people a feel for a relaxed college environment and to prepare them for leaving school. After completion of the course, young people hold an NPA award in Enterprise & Employability, Mental Health Award and other core skills. Development Officer's support young people with further opportunities such as work placement, further study, apprenticeships etc.

2023/24 Current Referrals

All data is up until 30th March 2024

497

Young People Referred



Schools

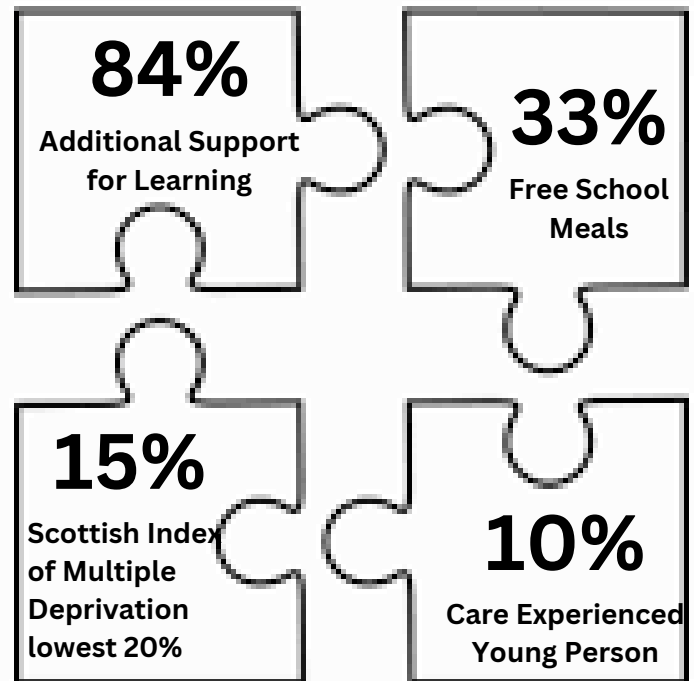
Expected School Leaving Date

Dec 2023 (left)	May 2024	Dec 2024	May 2025	Other
78	283	61	95	58

Learning Offer	62	
My Future My Success Mo Theachd-àin Mo Shoirbheas	139	Learning Offer
Developing a Social Enterprise	80	
Mentor Treòraiche	64	Matched with a Mentor
Work Experience	33	

5% of referrals choose not to participate, mainly due to mental ill health.

Identified characteristics of Referred Group



What our mentors say.

“I recently bumped into a young person I mentored until the end of the school year. To see them smiling and speak enthusiastically as they told me what they were up to, how they were doing at college was really special. They were still thanking me for my support. I reminded them they had done the hard work. The difference in them from the very first time I met them was world’s apart.”

“Mentoring has been engaging, exciting and challenging, all at the same time. Feeling that I can possibly inspire a young person and bring out the best in them is rewarding”

“I’ve really enjoyed supporting the MFMS programme as a mentor, after being a mentee over 15 years ago. I’m delighted to give back to a mentoring scheme. I had a wonderful student that I supported last year, who was perfectly matched to me via the great team and she is now out there smashing goals. I am so proud to be part of the programme.”

D had previously attended school, but wasn't attending now and was referred to My Future, My Success (MFMS). She was clear about a future in Childcare, but lacked purpose and hope about how to achieve that due to low attendance at school and lack of experience. She had previously struggled with behaviour at school and felt her relationship with school was at a low point. Collaborative working was imperative as she had a good relationship with her SDS worker, who was helpful in promoting the value of MFMS to her.

D lacked direction and self-belief that she could achieve her goals. MFMS provided her with a mentor, Ariane. Ariane had attended the same school as D and had experienced similar challenges to her. She had also been through a previous mentoring programme herself, knowing how positive this could be for a young person and had chosen to give back to her community by going onto being a mentor herself. When they met, the resonance between them was clear to see and this spurred D's engagement and trust, with Ariane. Ariane was able to talk to her about her journey, overcoming challenges and point her in the direction of some independent learning she could start immediately. D completed Scottish Social Services Council Open Badges and met with Ariane regularly. Their relationship continued to blossom over the weeks and months and D would regularly share her achievements in a 3-way chat which highlighted the positive impact MFMS was having on her.

As D's development officer, it was vital to use the information we covered in her MFMS profile to make this mentor match so successful. I was able to step back knowing she was being supported and her needs were being met. We met regularly as a 3 to monitor success and highlight any areas of support needed in addition to the mentoring.

I was able to support her to complete her application for Childcare at UHI as well as take D for a tour of the college. We also arranged to meet the lecturers who deliver the course and made brief introductions. All of this resulted in her feeling at ease with attending college and gave her the best start possible for transition.

D received an unconditional offer for 'Step into Care' at UHI and is excited to start her journey in college. The mentoring has continued right up to her first week at college to ensure she is successful in that transition and feels supported to make that step.

When D received the unconditional offer, she told me and Ariane “this is all thanks to the both of you.” We were able to feedback to her that we had been the guidance however the action to make her aspirations come to life was down to her.

Following on from that D independently interviewed for a job at Drummond School working in SNAP (Special Needs Action Project) where she will be supporting with the clubs that run to support children and young adults who have additional support needs. This part time work will run alongside college giving life and experience to the knowledge she will gain on the course.

For all three of us, mentee, mentor and development officer, this had proven to be a positive experience with an amazing outcome achieved by the young person.

National Certificate in Employability & Citizenship SCQF 3

As part of My Future My Success course materials were created for the National Certificate in Employability and Citizenship. The course aims to empower young people with additional support needs to effectively progress towards education and/or employment. Each session encourages the young people to develop new skills while showing them what they are already capable of.

For young people with additional needs the path from school to life beyond can be challenging and the likelihood of accessing employment can be reduced. The reasons for this are many and varied. My Future My Success has begun to challenge these barriers through the National Certificate and by beginning a project to encourage employers to offer work placements. Unlike mainstream education it can be difficult to organise appropriate work placements for pupils with ASN which in turn reduces their outlook as to the opportunities that exist.

Full suite of materials available for school across Highlands on Google which can be delivered over full senior phase

Made up of 4 group awards that can be delivered and certificated individually as well as part of the full NC



Our partners include the Highland Council Employability Team and the Social Enterprise Academy including Trial work placement model with the Glen Mhor Hotel

Evidence of Success

- 21 schools have demonstrated an interest (23/24) in using resources.
- 27 young people have begun courses this session (23/24). (St Clements, The Bridge and The Hub at Milburn Academy)
- 9 students from St Clements and St Duthus benefited from trial work placement at the Glen Mhor
- During the session 2022/23 10 students achieved the Digital Literacy Course and 13 students achieved the Personal Development course.

Did you enjoy practicing skills in school?

"Yes, because it was a good education."

"YES, because it's more relaxing :)"

"Yes - we got more time to do it in school"

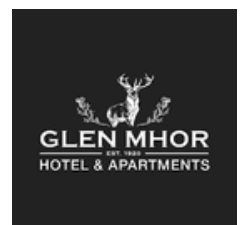
What would your advice to other workplaces thinking of providing work experiences for St Clements pupils

"I don't like it when I don't get included in stuff - it makes me feel lonely." "Workplaces should include everyone."

"It will be a good thing to do so that pupils can learn new skills and it means they are including everyone."

Parental quote

"I would love to see my daughter with a job, but it will take her time to adjust and learn what she needs to know. Work placement with school would really help"



M is a kind, engaging and hard working pupil with an Autistic Spectrum Disorder. She attends St Clements in the Highlands and is in her senior phase. Historically pupils in this school have struggled to access work experience placements, which in turn has the negative consequence of narrowing their outlook for opportunities in the world of work post school.

M took part in the National Certificate for Employability & Citizenship, successfully completing the Digital Literacy and Personal Development units. She was also one of pupils involved in a work experience trial, as part of the Work Placement unit organised by the Highland Employability team, alongside the Glen Mhor Hotel. This was a hugely beneficial experience for M and the other pupils attending. For the first time they were getting a chance to develop their skills in a real life work situation and enabling them to imagine this as a possibility for their future.

The work experience was organised to best suit the pupils and started with Victoria, the hotel owner visiting the school. This allowed the pupils to become familiar with a staff member and she had prepared stories and pictures of it allowing pupils a chance to familiarise themselves with the hotel, prior to them visiting. The first visit was a tour, with the pupils meeting the staff and learning about what types of jobs exist in hospitality. This visit concluded with the opportunity to make their own mocktail behind the bar and have lunch in the hotel restaurant. M really enjoyed the visit:

"I really liked making my own drink, doing the laundry, and meeting the staff. It has helped me with my confidence and to cope in new places".

When M was asked what she would say to others to encourage them to try a work placement she said, *"It is fun and helps make you more confident"*. In addition to the activities on site at the Glen Mhor, the students were set tasks to practice in school. This was beneficial, as it allowed the pupils to continue to experience work related activities without the stress of being in a new environment. It also allowed the pupils who had visited the hotel to share their new skills with classmates who had not attended.

Other young people's feedback:

What would you say to other pupils thinking about trying out work experience?

"You get to see and try new things".

"Give it a try to see if you like it".

"It gets you used to lots of different things."

Which work related skills did you try?

"Making beds, folding the toilet roll and setting the table by laying the table cloth and laying out the cutlery. We went to the laundry room and put the towels and the sheets in the tumble dryer."

"I like setting the tables, I like visiting the laundry and I like making my own mocktail."

St Duthus School is an all-through specialist educational provision for children and young people with severe and complex learning needs. S was referred to the My Future, My Success Programme for support in January 2023, as a May 2023 school leaver. Before meeting with him, the MFMS Development Officer met with the Head Teacher to discuss a plan of support for him, considering his Additional Support for Learning needs. S has Down Syndrome and Associated Global Development Delay and needs to be always supported for his safety. A transition plan was agreed with the school, MFMS and the Highland Employability Service (HES), in which the DO's initial role was to engage with S to help him begin to understand that his life would be changing with new people entering it. Up to this point, his life had largely been St Duthus School, Blooming Gardeners and Glachbeg. The DO met with him every Friday, at the same time in the Rose Garden in Tain. One of his favourite activities is litter picking, so we felt it was an appropriate way to get to know him. This Routine was suited to him as he responds well to environments that are structured. As the DO got to know him each week, a relationship developed that enabled S to open up and feel safe. This relationship was also beneficial for the DO and Head Teacher to be able to provide a detailed Initial Needs Assessment to Highland Employability Service. They met over a period of 10 weeks leading up to his school leaving date. In this time, HES had secured an agreement to fund a support package provided by For You Training (FYT). At the end of the 10 weeks, the DO introduced S to Sarah and Hugh from the FYT team in The Rose Garden while they were litter picking. The DO and Hugh met with S and his parents at their home in the first week of the summer holidays. This was done to establish a plan for the summer and a transition from MFMS to FYT support. The DO continued to meet S over the next two weeks and the third and fourth week was accompanied by Hugh. Hugh was able to show S the site where FYT are building a community campus in Tain as the plan is that S will be involved with this project. In planning his support, consideration was given to including general tasks that are routine in nature to suit his needs. Hugh then took S, his mother, and the DO to Alladale Estate to show him the hydroponic garden that he had established there when he was estate manager. This was to help him visualize what the project in Tain will be like. After this trip was the point at which it was felt that support could be handed over to FYT. S is currently helping to build a herb garden at Café Eleven in Tain (another community focused FYT Project) and is looking forward to getting stuck into working on the community campus with Hugh. There are plans for this placement to become a paid placement. This collaboration with MFMS and HES has provided a useful blueprint for future referrals with complex learning needs whether from St Duthus or mainstream education. It also demonstrated successful partnership working from MFMS, St Duthus School, HES and FYT. Most importantly it gave a young person a chance to move into a positive destination with appropriate support and a chance to develop employability skills that could help transform his life.

"My Future, My Success helped S a lot with building his confidence in preparation for leaving school and gave him the right support when it was needed" S's Mum



Four Youth Hubs are actively engaged with Social Enterprise Academy (SEA) - Balintore, Aness, The Buzz project and The Clay Studio. This has been achieved by the SEA facilitators forming a mentor relationship with youth leaders - Advice, resources and planning support readily available.

Balintore involved a group of young people who organised 'The Big Balti Bash' which was a community festival with music.

They led a café every Friday in order to raise funds to pay for the bands and logistics. The social enterprise festival had the focus of being a family-friendly event which was affordable. Local business paid to have stalls and they received funding to buy T shirts to print to sell as BBB festival 'merch'. The young people faced challenges along the way yet used the entrepreneurial skills to overcome challenges and create solutions. Music was delivered by local acts including including a young person who is involved in a campaign for mental health support called "Where's your head at..."

The event was a huge success and planning has started for next year.

Aness saw 7 young people named as 'The Place' be supported in developing a Strategy and Business Plan for the Field. Academy facilitators worked directly with the young people, supporting them to develop existing ideas around purpose and product. The product are items from made from whisky staves.

They held a community summer fete to sell their products with profit going towards running a community bonfire with silent fireworks.

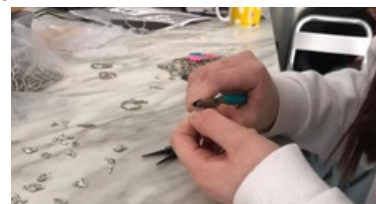
Young people at the **Buzz Project** developed a project around jewellery and music and wanted to take it to the next level. They decided to expand on their existing project by meeting with Lochaber Environmental Group, who have a bike kitchen and also regularly throw out bike parts that can be upcycled in to jewellery. They wish to continue this project and possibly develop another to have 2 running at the same time. SEA continues to work with the young people to support them in developing their social enterprise.

Next Steps, and continued support....

Social Enterprise Academy were successful in securing a grant from The Children's Lottery, enabling them to continue to add value and scope to the current Social Enterprise Schools offer, presently funded by Scottish Government. Young people involved in building their Social Enterprise will be offered two workshops with a social entrepreneur, entry into a Dragons' Den competition, a visit to a local social enterprise, a reflection/celebration event, invitation to trade at the Social Enterprise Academy annual marketplace and receive their social enterprise in education award at the VIP event in June. The Children's Lottery fund has enabled Social Enterprise Academy to recruit a part time role dedicated to co-ordinating the delivery of Social Enterprise Schools to the MFMS cohorts. The role will provide a main point of contact for the groups and help create a community of practice for MFMS Development Officers in order to strengthen their understanding of the benefits of social enterprise and the wider third sector. Currently a 6 month post and 3.5 hours a week, this role will also be looking to gather evidence of impact and building case studies.

The Impact of the whole experience this project gave a young person is evident in the following case study:

A is care experienced and accesses Free School Meals. She is dyslexic and has ADHD. Prior to her involvement in MFMS, her school attendance was at 30%, and whenever she attended school, she was disengaged and disruptive in class. Numerous services were involved, including Social Work, Youth Action Team, Children Services Worker and Skills Development Scotland. A's relationship with her mum had broken down and there was little positive communication between them. A's dad had spent some time in prison and A was not allowed to see or meet him unsupervised. At our first meeting, it was clear that A had little respect for her mum, and this was noted by the school who said that although her mum tried to set boundaries for A, she was having little impact and had no clear direction for her future.



As A had expressed an interest in music, the *My Future My Success* development officer encouraged her to attend the Buzz Project, a social enterprise which aims to provide safe spaces for young people in the area. It also provides opportunities for young people to create and perform music. A began attending the youth club 3 nights a week and quickly formed relationships with some of the music students from the local college, who also attended. The manager of the project became a MFMS mentor to her and she noted the 'strong influences some of the older young people' who attended the project, commenting 'I have watched A try to walk away from challenges and have the rest of the group support her to work through these challenges and achieve these goals. She has become much more resilient and really accepts challenges now.'

A decided she wanted to attend the local college to study music, which motivated her to attend MFMS programme activities for 2 days a week. She had 100% attendance at both over the 6 month period and achieved all the units on offer. She was part of a small group who formed a social enterprise, making jewellery to sell in order to support the Buzz Project. As part of this she presented to a group of Business Dragons, gaining both excellent feedback and a start-up fund.

A currently runs the social enterprise which is continually expanding. The social enterprise project allowed A to see what she was capable of. The project manager commented that 'A really shone in the tasks and was able to see the rewards of her hard work. The skills A has learned will be transferable for her in years to come and have already has such an impact in her life.'



As well as attending the MFMS programme, A started to engage with the school through a CSW in order to complete some SQA qualifications. A has achieved qualifications in N4 English and Music. Some of the college music students supported her to improve her performing skills and A subsequently applied and had a successful audition for the NC Creative Industries course at West Highland College starting in September 2023.

The school are delighted with the progress A has made, even agreeing to an early release from school so that she can enrol at the college from September (her leaving date is officially Christmas 2023). A's mum says that her daughter's behaviour at home has improved significantly, and their relationship is much better since she joined the MFMS programme. A is positive about the future and looking forward to college starting in September. Adults working with A highlighted 'The positive pathway she has been supported to create for herself is nothing short of extraordinary and it has been a privilege to watch her journey.'

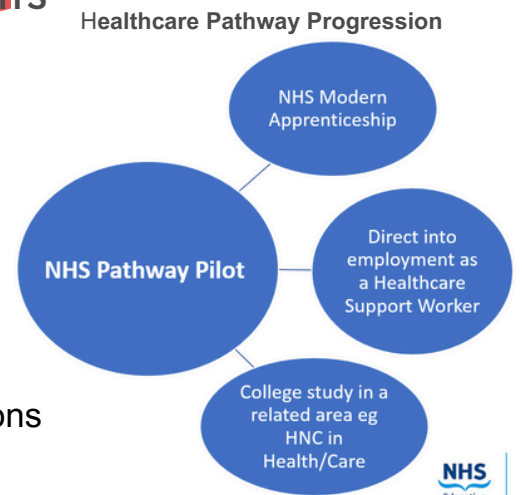
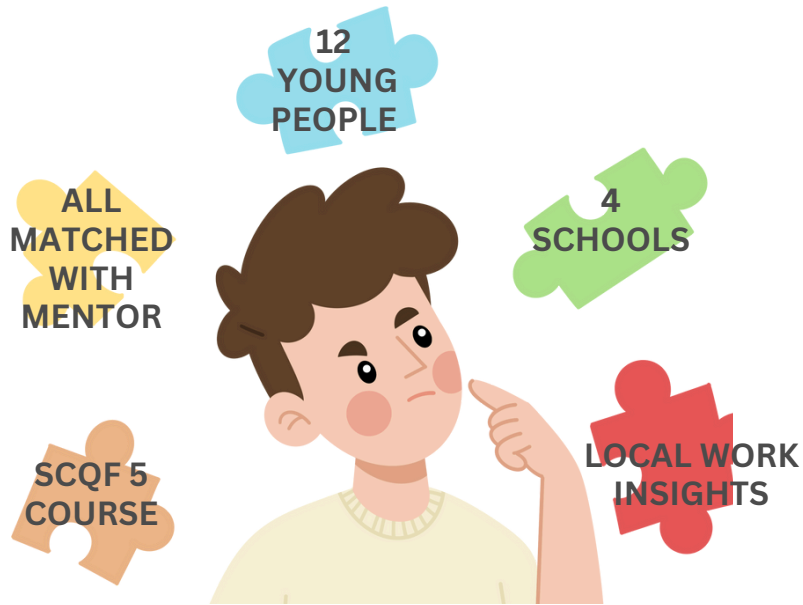
As well as working with the Youth Hubs, the Social Enterprise Academy will continue to work with young people in schools through 'Social Enterprise Schools'. Young people who are dis-engaged with education can benefit from social enterprise projects that pivot around the issues that affect them and things that are important to them to change within the communities in which they live. This giving a 'value' to what they learn and achieve.

HEALTHCARE PATHWAYS PILOT

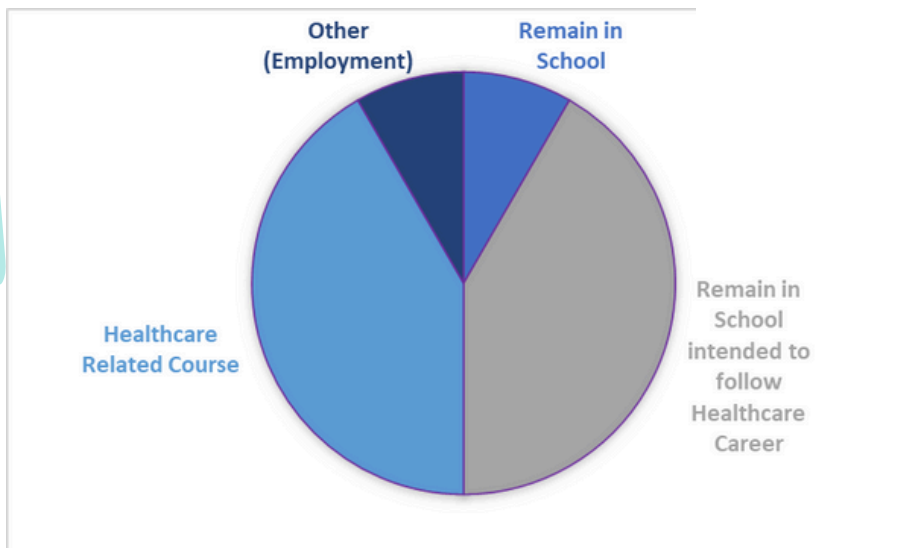


The NHS Pathway Pilot qualification will help young people progress into a range of great careers in health and care, by developing their transferable skills. It will also help young people understand the modern health and care workforce, by active project-based learning. It is a great example of NHS,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



Young Peoples planned Destinations on completion of course.



In partnership with My Future, My Success, NHS Highland created a pilot sponsorship scheme one young person from Wick High School was able to secure this opportunity and has now started at RGU just completing her first year of study.

"Recruitment and retention of pharmacists in remote and rural areas like Caithness can be challenging. Studies have shown 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 so we were delighted to be able to offer the opportunity for Joanne to be sponsored during her MPharm undergraduate studies and early career through the pharmacy department at Caithness General Hospital. We are looking forward to welcoming her to the pharmacy team as she begins her summer work experience with us as a pharmacy support worker in June. This practical work experience will enable her to consolidate and apply the knowledge she is learning during her university studies as well as allowing her to gain new work-based skills and experience in a rural healthcare environment".

Catriona Innes, Pharmacy Team Lead - Caithness

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.
- 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

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'.

find out more contact
mfms@highland.gov.uk



**My Future
My Success**

**Mo Theachd-àin
Mo Shoirbheas**



Planning for Ambitious and Sustained Destinations for Children and Young People in Highland

Pathway Planning Rationale and Guidance

A Guide for Practitioners and Partners

Background:

What is pathway planning?

Pathway planning is a support mechanism to ensure a strategic and solution-focused approach to improving positive and sustained destinations for all young people in Highland. The focus is our “maximum risk” young people, who are identified at an early stage during secondary school, with a rigorous approach enacted during S3 and throughout the senior phase.

Pathway planning is a partnership methodology, supporting Getting it Right for Every Child (GIRFEC).

Why do we need it?

Pathway planning ensures that all young people are supported to secure a positive and sustained destination, ensuring strategies are in place to make sure no one falls through the net. This partnership approach is planned, strategic and responsive, to deliver on this aim and provide equity and equality for learners across Highland.

What are our outcomes?

Our outcomes aim to meet the requirements of the National Improvement Framework, Learner Pathway Review 15-25 and Developing the Young Workforce, as noted below. We aspire to 100% of young people going into positive and sustained destinations.

National Improvement Framework

Priority: Improvement in skills and sustained, positive school leaver destinations for all young people.

Young Person Guarantee sets out 5 main priorities:

- preparing young people for the world of work through engaging with education, work experience and work-based learning opportunities
- engaging with and providing opportunities to young people who face barriers to work
- creating apprenticeships, training and upskilling opportunities for young people
- creating jobs and opportunities for young people
- creating an inclusive workplace to enable young people to meet their potential

No One Left Behind

To ensure the right support is in place for people taking their first steps into the labour market; for disabled people and other groups experiencing disadvantage in the labour market; for workers who need further support to find and sustain work.

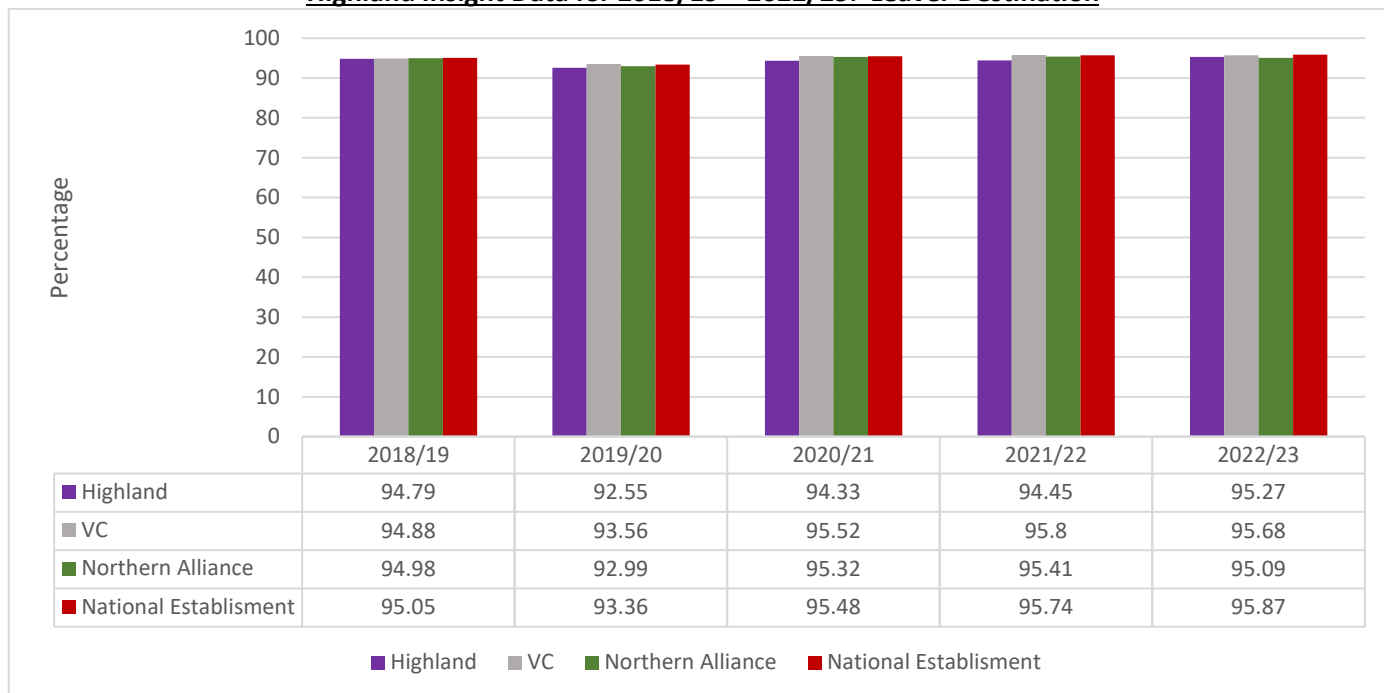
Learner Pathway Review 15-25

Recommendation 6 - Even against a backdrop of historically low youth unemployment rates, the review reinforces the importance of the Developing the Young Workforce (DYW) programme, our youth employment strategy. On 9 October 2017, the Scottish Government announced the achievement of the headline target of DYW - to reduce youth unemployment in Scotland, excluding those in full-time education, by 40% by 2021 – four years ahead of schedule. DYW continues to be central to our approach to education, both to meet the needs of the economy and to provide young people with the start to their working lives we want them to have.

Developing Young Workforce

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that is highlighted in the Council’s Operational Delivery Plan under the Workforce for the Future portfolio.

Highland Insight Data for 2018/19 – 2022/23: Leaver Destination

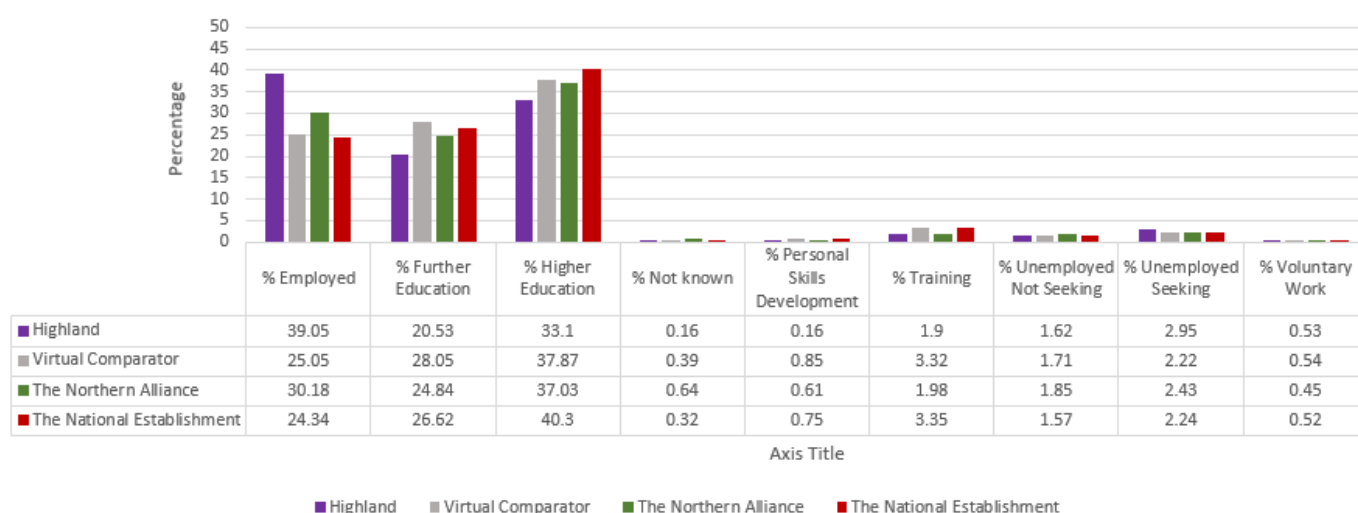


In Highland, the destination figure for 2022/23 is the highest in 5 years but remains below the VC and National level. As part of the response for this, the review of pathway planning aims to create closer working partnership to support pathways and young people into positive and sustained destinations post school.

Traditionally Highland destinations differ significantly to much of Scotland with Employment being the most popular and the most sustainable for our young people. 14.71% more young people entered Employment in Highland compared to The National Establishment.

The breakdown of destinations below shows the initial routes for Highland young people.

Initial Leaver Destinations



Rationale

Dedicated pathway planning meetings provide an opportunity to plan and review maximum risk pupils (including all equalities groups) who may not have a clear pathway in place and/or concerns about their pathway. A minimum of 4 meetings per school year will involve a specific focus on pupils identified through pupil support meetings in the school prior. These tracking meetings are for professionals only and compliment child's planning processes and multi-agency/pupil support meetings which concentrate on health and wellbeing concerns.

Aims - What do we want to achieve?

- Early identification of pupils requiring additional support (including all equalities groups) with their pathway:
 - Young people with protected characteristic (Disability, Gender Reassignment, Race, Religion/Belief, Pregnancy/Maternity)
 - Additional Support Needs
 - Young Carers
 - Care experienced young people – previously looked after and currently looked after.
 - Gypsy travellers
 - Ethnic and minority groups
 - Asylum seekers/Refugees
 - Young People with part-time timetables
- Promote and support partnership working to support learner pathways for maximum risk pupils as identified through the SDS/school pupil validation process.
- Support young people with barriers to attendance.
- A full range of opportunities are promoted to support learner pathways and track their progress into positive destinations.
- To support ongoing universal pathway planning processes (out with the meetings)
- Schools and partners use data appropriate to their context to track and monitor progress i.e. SEEMIS, Datahub
- Utilise data appropriate to their context to support curriculum planning and labour market requirements.

Membership/Attendance

The membership and attendance for the Pathway Planning meetings can be tailored to suit the context and needs of the school but should typically include:

- Deputy Head Teacher (chair) – usually DHT Pastoral Care
- DYW school lead, if different from DHT Pastoral Care
- Guidance team as required.
- PT ASL/SfL
- SDS School Adviser(s)
- My Future, My Success Development Officer
- The Highland Council Employability Officer
- UHI Partner
- Any other relevant partner who has significant input to destinations (these should be detailed in the Data Sharing Agreement, page 12)
- Senior Education Lead Skills, Employability & Prosperity (Invited)
- Positive Pathway Co-ordinator (Invited)

Outline of suggested focus areas for each meeting

Termly partner updates and offers in geographical areas via TEAMS at the beginning of each term. These will be facilitated by the Positive Pathway Co-ordinator, all sessions will be recorded and shared on the schools hub so they can be recapped.

Term 1 – August to October

- Maximum risk pupils of concern, including equalities groups, S3-S6 (No pathway in place or concerns with pathway)
- December leavers
- Exceptional entrants update
- Young people receiving alternative education provision – SIL, Airport House, Out of Authority etc
- School Leaver from current academic year

Term 2 – October to December

- Maximum risk pupils of concern, including equalities groups, S3-S6
- December leavers
- Exceptional entrants update
- Young people receiving alternative education provision – SIL, Airport House, Out of Authority etc
- School Leaver from current academic year

Term 3 – December to April

- Maximum risk pupils of concern, including equalities groups, S3-S6
- Maximum risk summer leavers, early identification
- Young people receiving alternative education provision – SIL, Airport House, Out of Authority etc
- School Leaver from current academic year
- Review destinations (if term 3 meeting after Insight data released)

Term 4 – April to June

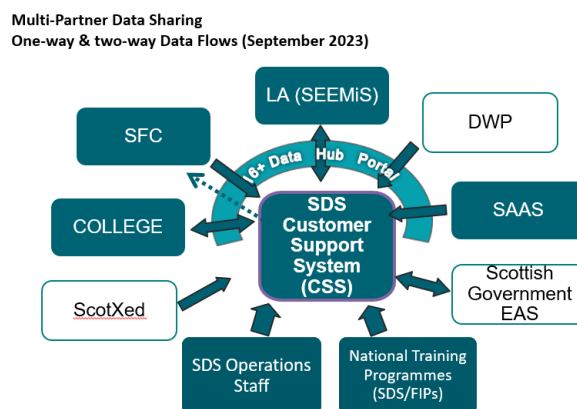
- Maximum risk pupils of concern, including equalities groups, S3-S6
- Maximum risk summer leavers
- Named person handover
- Young people receiving alternative education provision – SIL, Airport House, Out of Authority etc
- School Leaver from current academic year
- Review destinations (if term 3 meeting before Insight data released)

THE DATAHUB

The [16+ Data Hub](#) is a secure online portal which allows a range of partners including Skills Development Scotland (SDS) to input to and access a combined database of information on individuals as outlined in the legislation requirements.

The hub holds information on 16 to 24-year-olds that can be shared securely between partners, including Local Authorities, Colleges, the Scottish Funding Council, the Student Awards Agency for Scotland and the Department for Work and Pensions.

The details held in a central area include expected school leaving dates, where young people intend to go after school, whether this be into a job, Modern Apprenticeship, college or university, and information on those who are receiving career services and welfare benefits.



Data Sharing

Data sharing forms a key pillar around the [No one left behind](#) policy agenda, which promises to offer training or education to every 16 to 19-year-old in Scotland as they move towards employment.

We want to ensure every young person can receive all the relevant support available to them. This approach includes providing regular contact with SDS careers advisers.

Having a complete set of data supplied by a range of partners enables front line staff to provide more effective, targeted support to those not in learning, training or employment and who are at risk of disengagement.

It is crucial that the right support is in place for this age group as they move through each transition in education, training or employment. Effective information sharing between partners allows for quick identification and engagement with any young person who has not secured a positive destination after school, who has failed to complete a course of learning/training or who is not in employment.

The School Leaver Destination Return (SLDR)

Uploads are made to the Datahub from SEEMIS by The Local Authority on an agreed timetable. The accuracy of the information is dependent on the quality of the data inputted to the 16+ tab on SEEMIS. Once a young person has left school updates to young people's destinations will be made via the SDS team. SLDR is updated on Insight as part of the February update.

What data is gathered?

The Post 16 Education (Scotland) Act and its associated legislation requires schools in Scotland to provide specific information on all pupils in the senior phase (S4-S6) and those in S3 who would be eligible to leave in the next academic session.

Data is uploaded to datahub from 15.5 years old but should be add to 16+ tab from S1 to support curriculum planning.

The information required is:

- The intended school leaving date
- Preferred route
- Preferred occupation
- Actual school leaving date
- Actual destination

Why is the data gathered?

The gathering of this data ensures the following:

- Curriculum planning for the senior phase
- pupils receive the level of service they are entitled to from SDS advisers both in school and post-school
- the school and local authority can plan DYW and Career Education Standard activities that align to pupil occupational and route preferences
- the school can identify appropriate pupils for participation in school leaver programmes and sector specific employer led activities
- accurate compilation of school leaver data for the Scottish Government participation measure
- intensive support is implemented for pupils who have not successfully secured an employment, education or training opportunity on leaving school
- the local authority and relevant partners can plan and implement appropriate provision for school leavers
- the local authority and relevant partners have a guide to capacity requirements for local post-school provision
- the local authority and relevant partners can, as part of their corporate parenting responsibilities, support our care experienced young people to achieve their preferred occupations and routes

Post School Guidance

Unable to determine	Use this status where the status is unknown or uncertain or the school leaver is undecided. SDS Advisers will be notified of all pupils with this status so that they can follow up and offer intensive support.
Personal Skills Development (Employability)	This is a signed learning agreement for an individualised ACTION PLAN considering attendance, protected factors, barriers and skills already developed, programmes can be delivered by Highland Council Employability service by or other partners including community learning and development and third sector organisations. The aim is for Individuals who participate to improve their employability skills to secure employment or move into supported employment.
Personal Skills Development (Social & Health)	Some young people may not be ready to enter the labour market and will require to access support from specialist services to make transitions into adulthood. This status relates to individuals who are undertaking structured opportunities appropriate to their long-term needs or to address their barriers to participation. It includes those whose entry to opportunities will have been planned through the transition planning process and take account of the strengths, abilities, wishes and needs of the young person as well as identification of relevant support strategies which may be required. In addition, it includes individuals who are facing barriers to participation and are participating in “structured” support for the removal of barriers prior to concentrating on employability.
Employment	Any employment over 16hrs should be classed as full-time employment
Further Education – College	This is any course studied below HNC level such as NC, NQ, access courses, portfolio preparation etc
Higher Education - College	This is any course studied at HNC, HND or Degree level at a college
Higher Education - University	This includes HNC, HND, Certificate in Higher Education, Diploma in Higher Education or Degree at a University
For all university and college courses enter the actual start date if known otherwise use the following dates:	
<ul style="list-style-type: none"> • Further Education - 1 September • Higher Education - 30 September 	
Modern Apprenticeship	Enter the start date and training provider if known
Moved out with Scotland	This status is for any individual who moves out with Scotland on a permanent basis

Form A – Future Plans Personal Details

Full name:	Date of Birth:
Address:	Year Group:
Postcode:	Email:
Home Phone No:	Mobile No:

What is the preferred route you want to take when you leave school?	
Please tick	
	Personal Skills Development (Employability)
	Personal Skills Development (Social and Health)
	Employment – including part-time, full-time, self-employment, graduate apprenticeship
	Further Education (College – courses up to and including NC level)
	Higher Education (College – courses including HNC / HND, Degree)
	Higher Education (University – Foundation Degree, Degree)
	Modern Apprenticeship
	Other Formal Training
	Voluntary Work
	Time Out to Travel
	Do not know yet*
	Other - please provide details:

When do you think you might leave school?	
Please tick	
	Christmas in S4
	End of S4
	Christmas in S5
	End of S5
	End of S6
	Do not know yet*
<p>*If you do not know what your future plans are at this stage please do not worry, there is support available from your school Careers Adviser and school staff.</p>	

Preferred Occupation
<p>Please turn over and select your preferred occupation. Please tick one sector and one job which you are most interested in.</p> <p>Sectors are highlighted in grey with specific jobs listed below.</p>

Administration, Business & management		Construction & Building		Garage Services	
Administration / Clerical Work		Architect / Technician		Body Repair Trades	
Administration, Management & Business Studies		Building Technology & Management		Garage Services	
Insurance		Civil & Structural engineering / technician		Mechanic & Vehicle Maintenance	
Other		Construction		Parts Person	
Alternative Therapies		Construction Skills Craft Trades		Tyre / Exhaust Fitter	
Holistic Therapy		Other Professional Construction		Other	
Complimentary Therapy		Other		Hairdressing & Beauty	
Other		Education & Training		Beauty Therapist & Other	
Animals, Land and Environment		Childcare Occupations		Hairdresser	
Animal Care / Veterinary Nurse		Classroom Support		Hairdressing & Beauty	
Animals, Land & Environment		Teaching		Other	
Farm Worker		Careers Adviser		Healthcare	
Fishing & Aquaculture		Other		Dental Services	
Forestry Worker		Engineering		Health & Medicine	
Gamekeeper		Chemical Engineering		Health Care Assistant	
Gardening / Landscaping		Electrical / electronic engineer / technician		Medicine	
Greenkeeper		Engineering		Nursing & Midwifery	
Veterinary Science		Engineering Craft Trades (incl ECITB)		Optician / Optical Technician	
Work with Horses		Mechanical Engineer / Technician		Paramedic & Ambulance Work	
Zoologist		Oil & Gas		Pharmacist / Pharmacy Technician	
Other		Software Design / Engineering		Professions Allied to Medicine	
Computing and ICT		Other		Other	
Computing Services Technician		Facilities & Property Services		Heritage, Culture and Libraries	
Other		Cleaning & Related Services		Libraries, Museums and Archaeology	
Design, Arts and Crafts		Electrician & Electrical Installation		Other	
Art & Design		General Building Operative		Languages	
Clothing & Textile Operations		Plumber, Gas & Heating / Ventilation		Languages	
Design (Graphic, Interior etc)		Other		Other	
Creative Crafts					
Hospitality, Catering & Tourism		Performing Arts & Media		Social Sciences & Religion	

Baker	Communication & Media	Arts & Social Sciences	
Butcher	Journalist	Other	
Chef & Other Food Preparation	Music Technology	Social Work and Caring Services	
Food & Beverage Service	Performing Arts	Social, Caring & Advisory Services	
Hospitality, Catering & Tourism	Theatre Technology & Management	Other	
Hotel Services – non food	Other	Sport & Leisure	
Travel Agency & Travel Services	Print & Publishing, Marketing & Advertising	Leisure Centre Assistant	
Other	Photographic Work	Sport, Leisure & Sport Science	
Legal & Court Services	Printing	Sportsperson	
Law	Sales & Marketing	Other	
Legal Support Services	Other		
Other	Retail & Customer Services	Other not listed	
Manufacturing & Production	Call Centre Workers	Please specify:	
Factory Work – Food	Retail & Sales Occupations		
Factory Work – Non-Food	Florist		
Furniture Crafts	Other	*Do not know yet	
Laboratory Technician	Science, Maths & Statistics		
Manufacturing	Science & Maths		
Warehouse Operations	Other		
Other	Security, Uniformed & Protective Services		
Transport & Distribution	Army		
Air Transport	Fire Service		
Merchant Navy / Sea Transport	Naval Services		
Road Transport (including driving occupations)	Police		
Rail Transport	Prison Officer		
Transport & Distribution	RAF		
Other	Security & Protective Services		
	Security Work		
	Other		

Data Sharing Consent Form

The Highland Council is fully committed to compliance with the requirements of the EU General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA). The Council will take appropriate measures to ensure that all employees, elected members, contractors, agents, consultants, and partners of the Council who have access to any personal data, held by or on behalf of the Council, are fully aware of and abide by their duties and responsibilities under Data Protection Legislation.

DATA PROTECTION ACT 1998

The Highland Council respects your personal information and undertakes to comply with the Data Protection Act 1998*.

The data will be used to support your progression towards a positive a sustained destination in employment, education or training**.

To provide services it may be necessary for agencies to share information about you in connection with your post school destination. This will only be done if necessary and all agencies will keep this information confidential. These agencies will include **Skills Development Scotland, Highlife Highland, Highland Council Employability Team** and the **University of the Highlands and Islands and/or any college affiliated to the UHI**. By signing this form, you agree to your information being shared in this way. You do not have to agree to this, but if you do not, it may take longer to provide services and you may have to provide the same information to several agencies.

Name (block capitals)

Signature

Date

School

Date

* http://www.highland.gov.uk/downloads/file/12714/data_protection_policy

**WHAT YOUR INFORMATION WILL BE USED FOR:

The data will be used to support your progression towards employment, education, training or other positive outcomes, where appropriate, and as such may be used for the following purpose:

To allow organisations to monitor the success and performance of services offered and to undertake evaluations.

To contact you for feedback regarding the quality of services provided to you

To monitor compliance with equal opportunities legislation

To enable organisations working with the Highland Council Employability Service to identify the most appropriate support for you.

You can withdraw your consent at any time in writing by contacting your guidance teacher while at school or mfms@highland.gov.uk Highland Council Glenurquhart Road, Inverness IV3 5NX