

EDUCATION AND SKILLS COMMITTEE

THE SENIOR PHASE OF SCHOOL: HELPING YOUNG PEOPLE PURSUE THE RIGHT PATHWAY FOR THEM

EDUCATION SCOTLAND

1. Education Scotland (ES) leads on the schools-based work of Developing the Young Workforce (DYW) within the Broad General Education (BGE). In addition we support wider aspects of the DYW programme. We work closely with partners nationally and locally to support and promote the development of senior phase pathways and address equalities issues. Through our quality assurance role, we evaluate and report on the quality of Modern Apprenticeships, and Careers information, Advice and Guidance (CIAG) delivered by Skills Development Scotland (SDS). Our lead role for aspects of the STEM strategy published in October 2017 builds on work previously carried out in relation to achieving the ambitions of DYW. We are in the process of integrating the recommendations from the 15-24 Learner Journey Review (published April 2018) into current and projected work plans.

2. It is important to note at the outset the significant level of partnership working needed between national and local partners to make DYW work in practice. We believe we have taken a strong lead in supporting and enabling the current level of collaborative working between partners.

3. DYW implementation in schools builds on the Curriculum for Excellence entitlements for children and young people agreed in 2008. During initial planning in 2014 we were acutely aware of workload issues and the launch later in the year of the Scottish Attainment Challenge (SAC). As such we sought to limit any additional advice or guidance to a minimum and to work with colleagues across schools, colleges and local authorities to build on what was already working.

Preparing Young People for the World Of Work (recommendation 2)

4. Since 2014 Education Scotland (ES) has worked in close partnership with SDS to address recommendation 2: *A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.*

5. Working closely with partners and stakeholders - young people, parents, employers, school, college and local authority practitioners - ES and SDS designed and developed the Career Education Standard (CES) 3-18 to address the requirements of recommendation 2 and wider recommendations to prepare children and young people for the world of work.

Progress with implementation

6. Overall, steady progress is being made with the implementation of CES. CES was published in September 2015 and supported by extensive promotion and development work across schools, local authorities and national partners. ES and SDS continue to work in close partnership to support the implementation of CES. This includes working with local authorities, contributing to a wide range of partner-led events, developing a Suite of CES Learning Resources, and extensive communications (ES Learning Blog, e-bulletin, Twitter).

7. The enhanced career information, advice and guidance offer from SDS was in place in all secondary schools for the start of academic year 2016/17. This includes earlier intervention for young people at the P7/S1 transition, for S2 and S3 and enhanced support for young people who need most support at S3. ES worked with SDS to incorporate the findings from the reviews of CIAG to strengthen the on-going use of My World of Work (MWOW) and to implement CES in schools. SDS School Partnership Agreements (SPAs) were revised to place a stronger focus on preparation for work at subject level.

8. A review of progress with the CES implementation was undertaken between December 2016 and March 2017. It drew on evidence from 68 secondary schools and from online surveys. It showed that senior staff in schools and local authorities and SDS careers staff were using the Standard (along with the Work Placements Standard and the Guidance on School/Employer Partnerships, published at the same time) to promote and develop DYW in their schools. At that point, the CES entitlements were not yet being used routinely to plan learning and teaching.

9. In a follow-up survey in June 2017 almost 70% who responded said they had CES in their implementation plans for 2017/18. (Sample size: 222 Primary, 116 Secondary, 20 ASN Schools, 2 Colleges, 15 EYC centres).

10. Feedback from inspection evidence over the period March 2017 to April 2018 shows an increase over that time in CES use, for example, the number of primary schools who are using the CES to shape children's learning experiences and their understanding of the world of work. Additionally, we now have exemplars of new practice built on the CES entitlements emerging from across the sectors.

Senior Phase Vocational Pathways (recommendation 1)

11. Since 2014 Education Scotland has worked with Scottish Government (SG), partner agencies and colleges, and the DYW Regional Employer groups as they were being set up, to support local and regional development of senior phase pathways in response to *recommendation 1: Pathways should start in the senior phase which leads to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.*

12. This began with a series of Learning Events over 2015, which brought together the main partners needed in order to design and deliver new senior phase pathways in their regional groupings. These partners included: economic development and education staff from local authorities; colleges and training providers, young people and parent groups; employer groups; national partners.

13. Following on from the Learning Events, the National DYW Leads (Authorities and Colleges) Network was established early in 2016 and meets quarterly to support capacity building across the system. In 2017 the DYW Employer Groups joined this network.

14. In April 2016 a group of 30 partners representing schools, local authorities, colleges, business/industry sectors, parents, third sector and national organisations held a senior phase design workshop facilitated by product and service design agency SNOOK. The tools developed from the workshop form part of a wider set to support senior phase planning and design. At the request of those who took part the group continues to meet to develop thinking and tools and to test ideas.

15. ES continues to work directly with schools, colleges and local authorities as they develop their curriculum offer. Support for DYW and the promotion and development of senior phase pathways has been built into a wide range of ES-led activities. This includes the annual Headteacher events, the Scottish Learning Festival and online support and is ongoing.

16. Inspection frameworks have been adapted to take account of DYW ambitions. How good is our school? Version 4 (implemented in August 2016) has a focus on employability and guides schools to reflect on their use of CES and to develop learning pathways that meet the needs of all young people. The revised quality framework for colleges - How Good is our College? (implemented in January 2017) - directs colleges to take account of the ambitions of DYW when designing and delivering the curriculum. This includes closer collaboration with schools and local authorities to inform and drive improvement.

17. Inspection and review activity across schools, colleges, training providers, Modern Apprenticeships, Community Learning and Development (CLD) and CIAG has a strong focus on learner pathways. Post-16 HM Inspectors have been part of secondary school inspections since August 2017 to support the focus on DYW.

18. The most recent review of evidence from inspections covering the period October 2017 to April 2018 showed that most secondary schools in the sample were developing flexible learning pathways in the senior phase. Almost all reported increasing partnerships which are supporting this work. This includes consortia arrangements with other schools, and working with colleges, community partners such as CLD colleagues, and local businesses to provide a range of options for young people in the senior phase. Almost all colleges cite positive practice in partnership working with schools and other partners.

19. Positive examples from the most recent sample reviewed include Greenfaulds High School in North Lanarkshire which is offering new courses in cyber security, legal studies and dental studies. Springburn Academy offers fourteen certified courses in conjunction with Glasgow Kelvin College, providing young people with opportunities to gain a variety of vocational qualifications. Kilwinning Academy in North Ayrshire, in conjunction with CLD colleagues, supports groups of young people to experience a link taster block of hospitality.

20. In most schools in this recent sample there is evidence of an increasing range of certification available at different SCQF levels. This includes a range of vocational qualifications such as National Progression Awards, Employability Awards, Higher National Certificates (HNC), Foundation Apprenticeships and Skills for Work courses.

Challenges and opportunities

21. The adoption by early learning settings and schools across the 3 to 18 spectrum of the CES (recommendation 2) and the development of senior phase pathways (recommendation 1) is a work in progress. We are now seeing noticeable engagement in DYW delivery, with examples of innovative and exemplary practice now in place. This reflects the commitment and appetite we are seeing in the system to expand the offer for children and young people.

22. Partners recognised at the outset of DYW that the challenges would be structural and cultural and have worked together to address these where they presented barriers to progress. The Learner Journey Review identifies many of the structural issues that will be addressed in the next phase.

23. Leadership at each level in the system is a significant factor in shifting cultural barriers and also in making sure that structural barriers are addressed. In particular, strong leadership for DYW at school and setting level is important in enabling staff to . develop capacity and capability and to help parents and carers understand what options are open to young people. We know, for example, that when staff across sectors (schools, colleges, employers) get to work together then the benefits for themselves and for young people can be significant. Time and staff availability can be a constraint in making this happen. We will continue to support networks and practitioners across sectors to understand the mutual benefits each bring to, for example, the development of pathways for learners.

24. We are working with Scottish College for Educational Leadership (SCEL), now part of Education Scotland, to embed DYW across its suite of leadership programmes. DYW is already included in the Excellence in Headship course.

25. We will continue to facilitate learning across regional groupings. Over 2017/18 we brought the DYW Employer Groups together with the DYW National Leads (local authorities and colleges) Network. A current focus for the wider group is the development of tools to evaluate the impact of school employer partnerships. We will strengthen this network in 2018/19 using shared data from across programmes such as SAC to understand what has most impact. We will also look to offer more focused and localised support for curriculum design.

26. ES and SDS will continue to work in close partnership supporting the implementation of CES. Current activity includes:

- the further development of the SDS MWOW website to meet the needs of an extended user base and to align with the standard.

- working with practitioners to support the use of profiling¹ in the context of career education and the development of skills for learning, life and work.
- completion of learning resources and career-long professional learning modules to support practitioners across sectors and
- co-delivery of workshops and training events.

27. We are working with partners who have knowledge and expertise to offer in the DYW space to establish a National DYW Professional Learning partnership group. This will co-ordinate the current professional development offer for practitioners and influence professional standards and Initial Teacher Education. Partners include SCEL, CDN, SCQF, General Teaching Council Scotland (GTCS), The Scottish Council of Deans of Education, Scotland's Enterprising Schools (SES), SDS and SG.

¹ Recognising achievement, profiling and reporting are integral elements of Curriculum for Excellence. High quality universal support (HGIOS²⁴ Quality Indicator 2.4 and How Good is Our College? Quality Indicator 2.2) requires children and young people to have frequent and regular opportunities to discuss and review their learning and plan next steps with those involved in their education.

Conclusion

28. As we move beyond the half-way point of the DYW programme, we are confident that we are seeing increasing access by children and young people to the entitlements set out in CES. We are also seeing learning pathways that are becoming more flexible and delivering a wider range of options for increasing numbers of young people in the senior phase. We are committed to building on these positive outcomes, informed by the evidence from our quality assurance reviews, and feedback from our national networks. Close and effective partnership work remains key to supporting promoting the

development of senior phase pathways, and we will continue to work closely with all the agencies involved to address the equalities issues and deliver our commitments from the 15-24 Learner Journey Review.

Examples of practice

- Dalgety Bay Primary School: CES 3-18 and the heart of school planning
- Flexible Learning Pathways Case Study – Sanderson High School
- Pre-Apprenticeship Programme at Govan High School
- Ferguslie-Pre Five Centre: Skills Development in Early Years.
- A partnership approach at Ardrossan Academy
- Clyde Gateway
- Angus Works – Extended work placements for senior phase pupils
- ‘Workout’ programme at South Ayrshire Council
- Work-based learning initiatives in Dumfries and Galloway
- Flexible Pathways Initiative - East Ayrshire Council