

EDUCATION WORKING FOR ALL

NATIONAL RECOMMENDATIONS AND MAPPING OF ACTIVITY/ACTIONS PROPOSED IN PERTH & KINROSS

SCHOOLS	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Senior Phase Vocational Pathways 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 training providers. Their delivery should be explicitly measured and published alongside other school performance indicators. Led by (Partner): ECS	All school are now engaged in enhancing their senior phase provision. This item is addressed in detail in the Schools' Enterprise and Employability Strategy and has been the subject of training for Headteachers and Principal Teachers during session 2014/15.	50 % of pupils without Highers to leave school with at least one industry recognised vocational qualification by end of session 2016-17. All schools to agree targets for significant growth of wider curriculum opportunities within their curriculum by 2016/17. All schools to provide for session 2015/16 an overview of how they currently deliver enterprise learning opportunities, with a more systematic approach implemented during 2016/17.	Good progress has been made towards this interim target with most schools achieving 50% for S4 and S5 in the 14/15 audit with better targeting planned for pupils in S6 going into 16/17. The PKC standard created by schools will be used by schools to guide their planning in 16/17. All schools have reviewed their enterprise offer. This will continue to evolve and the Enterprise and Employability network will meet in September 2016 to explore new ideas to pilot.
Preparing Young People for the World of Work 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, SDS, and employer rep 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. Led by (Partner/Officer): ECS & SDS	The Draft Standards for Work Placement and Career Education were published for consultation on 26 May (responses due by 6 July). These documents will be the strategic driver for local implementation. Discussions have taken place between reps from ECS and SDS to review authority level inputs from SDS to schools.	SLA between PKC and SDS defining collaboration in this area. In addition, all SDS school partnership agreements to indicate how collectively they will contribute towards them in 15/16. All school to have clear curriculum plan for careers support from S1-S6 for session 2016/17. All schools to audit their current careers provision to ensure that inputs from a range of staff are coherent and progressive.	SDS and PKC have a joint action plan for collaboration in this area. This will include CLPL on the new Career Education Standard and Career Management Skills. SDS has begun negotiating all the SPAs for the new academic year with schools; which includes an increased offer. They will be finalised by end of August. All schools have audited their current provision and the new Careers Education Standard (Sept 2015) will guide their planning in 16/17.

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Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies & SDS. This should involve input from young people. Work experience should feature in the senior phase Benchmarking Tool & in Education Scotland school inspections. Led by: Education Scotland SDS/Secondary Schools – HT's	The Draft Standard for Work Placement was published on the 26 May with comments due back by 6 July.	Schools will designate a member of staff at senior management level with responsibility for the area of Enterprise and Employability, including Work Experience.	All schools have an SMT lead for Enterprise and Employability as well as operational support. Most schools who have completed the ROSPA course for work placement personnel. All schools have increased employer engagement and work experience. In 16/17 schools will be guided by the Work Placement Standard (September 2015) and begin to evaluate the quality of work placements.
Regional Outcome Agreements Recommendation 4: Colleges' key role in the development of Scotland's Young Workforce should be recognised & managed through Regional Outcome Agreements. Led By: Perth College UHI and P&K School-College Strategic Group	Regional Outcome agreement in place between Perth College UHI and Scottish Funding Council. The new Outcome Agreement for academic year 15/16 explicitly links the SYW agenda to the regional outcomes. A schools-college strategic planning group was established in session 2014/15 to enhance the development and vocational elements within the school senior phase curriculum.	The new Schools-College Strategic Planning Group to establish a work programme to ensure the delivery of relevant vocational qualifications within the school senior phase curriculum.	School vocational pathways have been developed which are split into sector areas. Enabling S4-S6 pupils exposure to clusters of qualifications building towards full awards from NPA, NC's and HN's and can also include degree modules for S6 pupils. Projects and tasters are offered from Primary to S3 (BGE) developing vocational interest through pathways and themes. Specific taster offered to S3 pupils to inform next steps. The pathways being developed between the college and the PKC secondary schools reflects a position of development and progression pathways from S3 to S6. This is being refined and developed annually in respect of employment trends, new awards such as Foundation Apprenticeships and feedback. New programmes and delivery programmes are in place for 2016-17.

Focus on Employment	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 5: The new regional colleges should have a primary focus on employment outcomes & supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry & should be at the forefront of Regional Outcome Agreements & their measurement. Led By: Perth College UHI	Perth College UHI has already reviewed its curriculum offer in light of information gleaned from the new Regional Skills Assessment for Tayside. Perth College UHI has an extensive range of partnerships with local businesses. They also have employer forums in a number of curriculum areas which allow labour market information to inform curriculum design and planning. College staff are members of strategy groups, forums, partnerships and sector skills groups on a local, regional, national & international basis.	Perth College UHI aims to develop employer forums for all appropriate curriculum areas, and develop further strategic partnerships with national industry sector groups.	Employer forums have been established in key areas however in certain sectors there has been resistance to attending employer forums by some companies due to commercial sensitivities and they are engaging with the college on a one to one basis. Perth College UHI has developed further strategic partnerships at a national level in engineering, creative industries and food and drink sectors.
Recommendation 6: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Agreements. Led By: PC UHI	The new Regional Outcome agreement for academic year 15/16 for the UHI explicitly talks about the development and delivery of foundation apprenticeships.	In future through Regional Outcome Agreements the College propose to increase the no. of Foundation Apprenticeships, widen the spread of vocational areas, and industrial sectors covered.	Foundation Apprenticeships are being supported locally between college, schools and employers, and regionally through the UHI Work Based Learning Hub and SDS. FA's are being offered in Early Years and in Engineering in 2016-17, with ongoing discussions within schools and nationally about implementation and scaling up.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
MODERN APPRENTICESHIPS			
Alignment with Economic Growth			
Recommendation 7: Modern Apprenticeships should be aligned with the skills required to support economic growth. Led By: Perth College UHI	Perth College UHI delivers MAs in Care, Hospitality, Hairdressing, Customer Service, Automotive Services, Engineering, Plumbing, Electrical Installation, Joinery, and Business Administration. The College designs its' MA offer to meet local and national skills demand.	Perth College UHI is looking to develop MAs in Food & Drink Production, Payroll, and Creative Industries in order to further align its provision with Scotland's key industrial sectors.	Work is underway on engagement with employers in the food & drink production and Creative Industries sectors to promote the advantages and opportunities involved in taking on a MA.
Access and Higher Level Opportunities			
Recommendation 8: Development of Modern Apprenticeship access processes and progression pathways should be priorities. Led By: Perth College UHI ECS Schools-College Strategy Group	The Schools-College Strategy Group has developed more coherent pathways for young people in the senior phase, which should integrate with MA opportunities.	Health & Social Care and Engineering Foundation Apprenticeships supported by school-college collaboration to be piloted with five schools in session 2015/16. Discussions about growing the range of Foundation Apprenticeships to be a key focus of the Schools/College Group.	Health & Social Care and Engineering Foundation Apprenticeships were delivered to S5 pupils 2015/16. Foundation Apprenticeships in Social Services (Children and Young People) and Engineering will be delivered in session 2016/17 supported by the school/college collaboration. These apprenticeships have been offered to all S5 pupils. FA in ICT and Civil Engineering will be supported as a priority, and further opportunities explored with SDS, schools and employers as they become available. We will continue to work with the newly formed Developing Young Workforce Group to communicate vocational opportunities including FA and MA to parents, young people and employers.

Quality Improvement	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 9: An industry-led quality improvement regime should be introduced to oversee the development & promotion of MAs. Led By: Nationally by SDS			There are quality assurance and improvement arrangements in place for training providers who deliver the MAs as well as sector specific Education Scotland reviews. Sectors own the MA frameworks which are SCQF accredited and endorsed by SQA. We also have a range of MA campaigns to raise awareness and promote MAs.
Recommendation 10: If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion Led By: Scottish Government/SDS	Scottish Government announced ambition to increase MAs from 25,000 to 30,000 places by 2020	Scottish Government/SDS to implement.	Scottish Government has agreed to expand and SDS are continuing to promote. There is also a focus on equalities in an effort to raise the number of under-represented groups who take up MAs. We will try to focus expansion around sectors that are economically significant as evidenced in the Regional Skills Assessment
Recommendation 11: Employability must be a key focus within Education Scotland's work to support & quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations & their members to ensure their work is underpinned by an understanding of industry's needs & expectations. Led By: Education Scotland	Being led nationally by Education Scotland		Education Scotland convened and chairs an external reference group, ensuring that the needs of industry are reflected in inspection and review activities and quality improvement agendas. The ES Curriculum, learning and Assessment groups now includes appropriate employer representation from key networks. Over 14/15 there was a focus on increasing staff capacity in making links between their work and employability. An employer external reference group has been in operation since end 2014 and is increasingly advising on Education Scotland's work. In 15/16 inspection and development activity across 3-18 will have a specific focus on employability and skills. Evidence of improvements in career education and access to improved work placements will be gathered during secondary inspections in line with the YES milestones.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHS	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 12: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce. To be led by: ECS Secondary HT's Perth College UHI	Analysis has been conducted of STEM provision in all secondary schools. This has been discussed between authority reps and school leadership teams in March 2015. Perth College UHI has focused on growing its STEM provision in recent years. Delivering new qualifications in Science and Engineering from NC level to Master's degree.	Growth in STEM provision in schools, including the development of more vocational STEM subjects. STEM analysis to be part of annual attainment review process for schools. Propose to develop secondary school 'Beacon' departments for modelling and disseminating good practice. The College will continue to develop & grow its STEM provision & link to key local growth sectors.	Analysis has been conducted of STEM provision in all secondary schools. This has been discussed between authority reps and school leadership teams in May 2016. Some schools have increased their subject in this area by re-introducing Engineering Science and piloting the Foundation Apprenticeship in Engineering with SDS and Perth College UHI. In 16/17 Perth College UHI will lead a project with secondary school in partnership with the Food and Drink Manufacturing Association to highlight the STEM opportunities in this sector to staff, parents and pupils. This will include CPD for staff. The college has developed new STEM programmes including new degrees and master's degree in engineering. Employer engagement with industries in the STEM sector is growing.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 13: Support for young people at risk of disengaging from education & for those who have already done so should focus on early intervention & wide ranging, sustained support. This should relate to labour market demand & should be focused on helping young people engage on labour market relevant pathways that we have highlighted. To be led by: ECS Secondary DHT's Support 16+ Learning Coordinator, PKC	This area is already well developed through schools' support mechanisms and through collaboration with the 16+ co-ordinator. The SDS service offer is embedded within all schools in P&K. The nationally approved risk matrix is currently used to determine initial service offer to pupils from S4 upwards. From Autumn '15 earlier intervention with pupils from primary transition. Pupils at risk of not progressing or sustaining a positive destination are linked to a Career Coach. SDS, PKC and Job Centre Plus annually review and commission Employability Fund training provision at Stages 2, 3 and 4, with a focus on key labour market sectors. PKC delivers Activity Agreements for 16-19 year olds furthest from the labour market, both directly and via commissioned third sector partners, with 66% of participants moving into positive destinations.	Through schools and the Opportunities for All Management Group, it is proposed to use the data hub reports to ensure all young people have the best possible service. Schools/SDS to explore ways that the data from previous leavers is used to refine future practice. CPL opportunities explored to expand teachers' knowledge of opportunities post school. Increase equalities focus when promoting and commissioning Employability Fund opportunities, to improve their accessibility to young people with disabilities and young people from minority ethnic backgrounds. Activity Agreement coaches will engage with young people who will need an Activity Agreement before they have left school, to make the transition smoother and minimise the likelihood that they will disengage before they find a suitable onward destination.	We have now established a network of 16+ meetings within all 10 secondary schools. These groups include local partners, Council Youth Workers and SDS locality workers. This ensures more joined up activity and sharing of information to improve outcomes for young people. Through the 16+ meetings in each school we are now able to track from 3rd year onwards all pupils identified as requiring additional support. In 2015/16 a total of 81 Activity Agreements were offered, 58 young people left their AA during the year with 38 of these showing a positive progression (65.5%). This compares to 97 Activity Agreements offered in 2014/15 with a positive progression rate of 64.3%. The Youth Services team continue to work with young people in a group setting but are increasingly adopting a more 1 to 1 approach. Each individual develops an Action Plan with a route to progression mapped out which might include Youth Achievement Awards, Employability Fund training, FT education or into a programme run by The Princes Trust. New links are being built with other providers & partners including the Heritage Trust. The Employability Fund has supported 86 young people since April 2015. 64% have achieved a recognised qualification during that period, and 33% have progressed onto further training or a job.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 14: The Scottish Government should support the creation of regional industry-led invest in Youth Groups across Scotland to provide leadership & a single point of contact & support to facilitate engagement between employers and education.	Initial discussions have started to establish a Perth & Kinross Invest in Youth Group.	To progress plans for the Invest in Youth Group for Perth & Kinross.	Groups now established across most areas of Scotland. The Perth & Kinross Developing our Young Workforce Board were established in March 2016. 4 meetings have been held to date and they have developed a Bid for funding. This bid was presented to the DYW National Employer Group in June '16 and approved. The Board will be officially launched by the DFM at the end of August. Priorities for 16/17 are to recruit a small Executive Team and recruit more businesses to support the education sector locally.
Recommendation 15: Businesses across Scotland should be encouraged & supported to enter into 3-5 year partnerships with Secondary Schools. Every secondary school in Scotland & its feeder primaries should be supported by at least one business in a long-term partnership. Led by: ECS Secondary HTs	An initial authority-wide engagement with employers took place in the form of a conference in March involving all secondary schools and a range of local employers.	This event will be followed up with local engagement events, such as Business Breakfasts, in all secondary schools by December 2015. A 'sign-up' card has also been developed to provide employers with an at-a-glance overview of opportunities for collaboration with schools. All schools are required to have established a strategic collaboration with one or more business by session 2016/17. A local Schools Enterprise & Employability Forum to be established by end Sept. 2015. This Forum to provide a vehicle for strategic discussion with key stakeholders on the direction of enterprise & employability developments in schools.	Most schools held employer engagement events in 2015. A recall conference was held in June 2016 to showcase the good practice that has been developed in partnership with employers since March 2015 emphasising the impact on young people. The keynote speaker with the chair of the new formed DYE regional group who will work with schools to create further opportunities for employer support and engagement. Schools have created an Enterprise and Employability network which meets termly to share practice on key themes. An audit of primary school employer engagement will be undertaken by the end of Term 1 2016/17 to establish a baseline.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 16: Scotland's leading industry sector groups & companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry & careers. Led By: Nationally /Sector Groups	Being led Nationally		The Scottish College for Educational Leadership are incorporating links to industry and awareness of employability in their programmes: Into Headship; Fellowship programme and Framework for Educational Leadership.
Recommendation 17: Employers & national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant & full advantage is taken of work based learning & employment opportunities. Led By: Curriculum & Business Engagement director, Perth College UHI	Perth College UHI has employer forums in certain curriculum areas to ensure course content is industrially relevant & to facilitate work placements. The College has excellent partnerships with sector groups such as SNIPEF, CITB, etc.	Perth College UHI aims to develop employer forums for all curriculum areas; and develop further strategic partnerships with national industry sector groups.	Employer forums have been established in key areas however in certain sectors there has been resistance to attending employer forums by some companies due to commercial sensitivities and they are engaging with the college on a one to one basis. Perth College UHI has developed further strategic partnerships at a national level in engineering, creative industries, food and drink and care sectors
Recommendation 18: In the development of future industry Skills Investment Plans & Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment & the development of vocational pathways starting in the senior phase. Led By: SDS (nationally) Local Actions to be led by SDS	Being led nationally by SDS	Locally to explore the creation of a Forum with key personnel from Sector Development Industry & Enterprise Networks with senior leaders within schools & Perth College UHI	The Regional Skills Assessment has been updated and a Skills Investment Plan will be taken forward in 2016/17. SDS has also introduced Foundation Apprenticeships and Graduate Apprenticeships which helps widen pathways.

Recognising Good Practice - Invest in Youth Accolade	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 19: A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development & employment of Scotland's young workforce. Led by: Scottish Government	Few companies at national level signed up.	May be requirement for local publicity & marketing campaign to encourage local companies to sign up.	Investors in Young People accreditation now established & 326 businesses accredited across Scotland (incl. 46 Gold Awards & 35 Silver). Within P&K 9 organisations are accredited (3 at Gold level including the Council). Workshop planned for Sept. 16 to encourage more companies to sign up.
Recommendation 20: A small business Modern Apprenticeship recruitment incentive package should be developed to equip & support smaller & micro businesses to recruit & train more young people. Led By: Scottish Government	Being led nationally by the Scottish Government		Implementation of this recommendation was paused in 2015. Scottish Government will consider options as part of the forthcoming Spending Review.
Recommendation 21: Voluntary levy schemes to recruit & train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding. Led By: Scottish Govt/Industry	To be considered by the Scottish Government/Industry.		This recommendation is currently on hold. While the Scottish Government is yet to receive final details of the financial settlement that they will receive from the introduction of the Apprenticeship Levy in 2017, over the summer a consultation with employers and other interested parties to develop a distinctly Scottish approach was undertaken. Over 350 responses to this consultation were received. The Scottish Government will consider responses swiftly to ensure arrangements are in place to use the levy as soon as possible.
Recommendation 22: Procurement & supply chain policies in both the public & private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.			There is evidence that employers and purchasing professionals have been encouraged to do this as more offers of support have been received.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 23: Public sector employers should be encouraged by the Scottish Government & local authorities to be exemplars in a national Invest in Youth policy & this should be explicitly reflected in their published corporate plans.			The Public Sector Network encourages and promotes the public bodies at its meetings and events and through the knowledge hub. Public Network has set out KPIs that are awaiting full and final agreement.
Recommendation 24: Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people. Led By: Scottish Enterprise/SDI	New area.		The Scottish Government have introduced Regional Selective Assistance conditionality for SE/HIE account managed companies to encourage and support engagement with education and youth recruitment
Recommendation 25: Financial recruitment incentives should be re-examined & carefully targeted to achieve the most benefit in providing sustainable employment for young people.	Being reviewed by Scottish Government.		SERI was launched in June 2015 with a commitment to assist employers in supporting young people into jobs. The scheme was paused in December 2015, amid uncertainty following the Chancellor's spending review and how it would affect Scottish budget. SERI resumed on 1 April 2016 with a sharper focus on the job prospects of young people who face the greatest barriers to employment, including young carers. The programme re-opened to starts from 1 April 2016 to 31 January 2017. 1,036 employers have participated in the programme and over 1,250 young people have been supported into a sustainable job. SERI has already contributed toward our ambition to reduce youth unemployment by 40% by 2021.

ADVANCING EQUALITIES	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Cross Cutting Equality Issues			
Recommendation 26: Scotland should embed equality education across the Curriculum for Excellence.			This work is ongoing. Links with specialist equality groups have been active throughout the planning and delivery of DYW related products and services. The Diversity and Equalities Network (external) is being reconvened over 16/17.
Recommendation 27: Promotion & communication of career options should actively target equalities groups to promote diverse participation across gender, BME groups, young people with disabilities & care leavers. The promotion of MA opportunities should be to the fore of this activity.		Actions should be built into actions arising from Recommendation 2 & MA actions.	Skills Development Scotland have set out their targets and approaches for making apprenticeship opportunities accessible to all young people published in December 2015. The Scottish Funding Council have set out the work they will progress with colleges and universities to address gender imbalances and significantly reduce gender gaps in college and undergraduate courses in their Gender Action Plan published in August 2016.
Recommendation 28: Senior phase vocational pathways should be designed to encourage more gender balance across occupations. Led By: ECS Secondary HTs Perth College	Schools have been asked to review gender balance in STEM subjects. The schools-college strategy group has discussed the issue of gender stereotypes in curriculum offer.	STEM analysis including gender uptake to be part of annual attainment review process for schools. STEM analysis to be part of annual attainment review process for schools.	STEM analysis including gender uptake is part of the annual attainment review process for secondary schools. S2 and S3 tasters encourage wide participation across groups, and future events also focus on widening understanding of opportunities in STEM across a wide range of contexts.

	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 29: The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually. Led By: Perth College UHI	To be led nationally by Scottish Funding Council.	Perth College UHI is developing a local action plan to address gender disparities within its curriculum.	In line with national priorities, widening access and inclusion developments with a range of stakeholders including the education and employment pipeline are built in to the revised Strategic Plan 2016-21.
Recommendation 30: Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS to report on this annually. Led By: SDS (nationally)			SDS has done this but in a wider sense – looking at all under-represented groups. Work is being done locally by regional operations staff to identify ways of driving up representation. This will also include marketing information.
Recommendation 31: A targeted campaign to promote the full range of MAs to young people & parents from the BME community should be developed & launched to present the benefits of work based learning as a respected career option & alternative to university. Led by: SDS (nationally)			As per Recommendation 30
Recommendation 32: SDS should set a realistic but stretching target to increase the number of young people from BME groups starting MA's. Progress on this should be recorded annually. Led by: SDS (nationally)			As per Recommendation 30

Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised & tailored to help them realise their potential & focus positively on what they can do to achieve their career aspirations. Led By: ECS Secondary HTs	Schools will be asked to review their current practice in the context of this specific recommendation.	The Career Education Standard is explicit that opportunities for support in this area must include all young people.
Recommendation 34: Funding levels to colleges & MA training providers should be reviewed & adjusted to reflect the cost of providing additional support to young disabled people, & age restrictions should be relaxed for those whose transition may take longer.		On Modern Apprenticeships this is being considered as part of the work the Scottish Government are taking forward on the Apprenticeship Levy as part of the Spending Review. SFC has undertaken a review of Extended Learner Support (ELS) funding and its use. The review's recommendations have been incorporated within the College OA Guidance for AY 17-18 (to be published in September 2016). A key development will be the expectation for College regions to produce an Access and Inclusion strategy for AY 17-18.
Recommendation 35: Within Modern Apprenticeships, SDS should set a realistic but stretching target to increase the number of young disabled people. Progress against this should be reported on annually. Led by: SDS (Nationally)	Being led nationally by SDS	The intent is covered by SDS's work with partners to increase opportunities for under-represented groups.
Recommendation 36: Employers who want to employ a young disabled person should be encouraged & supported to do so.		The Scottish Chambers of Commerce have submitted a report to the Scottish Government to take forward the work of Rec 36, discussions are on-going with SDS and other delivery partners on how to take this work forward. A plan will be created on how to implement the recommendations.

Care Leavers	Baseline Position (June 2015)	Actions 2015/16	Summer 2016 Update
Recommendation 37: Educational & employment transition planning for young people in care should start early with sustained support from public & third sector bodies & employers available throughout their journey toward & into employment as is deemed necessary. Led by: ECS / Secondary HT's		Schools will be asked to review their current practice in the context of this specific recommendation.	The Career Education Standard is explicit that opportunities for support in this area must include all young people.
Recommendation 38: Across vocational education & training, age restrictions should be relaxed for those care leavers whose transition takes longer.			On Modern Apprenticeships this is being considered as part of the work we are taking forward on the Apprenticeship Levy as part of the Spending Review.
Recommendation 39: In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers. Led By: Scottish Government	Being led nationally by Scottish Government	Need to explore locally how we best support local care leavers into positive destinations.	The Scottish Government has invested over £6m for third sector employers to create up to 700 job training opportunities in 2016/17, as part of the next phase of Community Jobs Scotland. The programme offers longer support (up to 12 months) and an extended age range for vulnerable young people, including care leavers and those with a disability, delivering a key DYW recommendation.

ANNEX A

Performance Assessment: National Level Overview (Extracted from the DYW Scotland's Youth Employment Strategy Annual Progress Report 2014-15

The publication of the Developing the Young Workforce – Scotland's Youth Employment strategy last December in response to the *Education for All* report also set out the Government's commitment to report, on an annual basis, progress with implementing the programme over its seven year lifespan.

In line with the Commission's proposed approach, 11 key performance indicators (KPIs), were developed, reflecting those areas where efforts would be focussed. These indicators are long-term targets, reflecting the ambitions and lifespan of the programme. They have been endorsed by the Developing the Young Workforce Programme Board.

The programme's impact, in terms of achieving the targets set out in the 11 KPIs, will take time and in some instances the lifetime of the programme. This reflects both the level of ambition and the challenge involved. The strategy also set out a number of milestones for each theme which demonstrate what we expect to achieve over each year of the programme and progress against these will be evident each year. It should be noted that the indicators may be subject to further refinement to fully capture the nature and level of the programme's ambition.

Below is an extract from the first annual progress report, where progress has been assessed over the year against the headline target, KPIs and milestones. The headline target and KPIs relate to the programme as a whole, and progress against these measures is set out in the table on Annex A below. The government are currently in the process of developing an overall evaluation framework to enable them to assess the success of the programme as a whole against its intended outcomes.

Progress on Overarching Target and Key Performance Indicators

The table below sets out, for each KPI and the overarching target, the baseline figure and current figure to demonstrate progress made over the year. In addition, it sets out the data source for each indicator and the frequency with which that data is updated.

There are a number of KPIs where data is published for the first time this year (KPIs 3 and 4, explained in footnotes to the KPI table) or is not comparable with previous years (KPIs 6 and 10, explained in footnotes to the KPI table). For this reason, it is only possible to provide baselines figures at this stage. We will monitor and report on the progress of these indicators in forthcoming years.

NATIONAL Key Performance Indicators (KPIs) Table

KPI	Baseline figure	Current figure	Data source	Data frequency
Overarching target To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021	52,000 (Jan-Mar 2014)	41,000 (Jan-Mar 2015)	Labour Force Survey (ONS)	Annual, using Jan-Mar data
KPI 1 Be one of the top five performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021	3.7 (Jan-Dec 2013) The ratio of the fifth best country in the EU was 2.1	3.9 (Jan-Dec 2014) ^[8] The ratio of the fifth best country in the EU was 2.1	Scotland data: Annual Population Survey (ONS); EU data: OECD Stat	Scotland data: Annual, by calendar year; EU data: Annual
KPI 2 Be one of the top five performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021	19.0% (Jan-Mar 2014) The rate of the fifth best country in the EU was 14.7%	13.8% (Jan-Mar 2015) The rate of the fifth best country in the EU was 11.7%	Scotland data: Labour Force Survey (ONS); EU data: Eurostat (European Commission)	Scotland data: Annual, using Jan-Mar data; EU data: Annual, using February data
KPI 3 Increase the percentage of school leavers attaining vocational qualifications^[9] at SCQF level 5 and above by 2021	7% (2013/14)	7% (2013/14)	2013/14 School Leaver Statistics: data from Awarding Bodies (SQA for baseline data) and SG Pupil Census ^[10]	Annual
KPI 4 ^[11] Increase the percentage of 16-24 year old college students who have successfully completed a full time course moving into employment or higher level study^[12]	Baseline data available 15 December 2015	Baseline data available 15 December 2015	College Leaver Destination Survey (SFC) ^[13]	Annual, by college year

KPI 5 The number of Modern Apprentices at level 3 and above to be increased. The target is for 20,000 out of a total of 30,000 MA starts to be at this level by 2021, i.e. two-thirds	15,655 (2013/14)	16,112 (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April-March)
KPI 6 Increase the percentage of employers recruiting young people directly from education to 35 per cent by 2018	32% (2014)	32% (2014)	Employer Perspectives Survey (UKCES) ^[14]	Biennial, based on 'last 2-3 years' when respondents are surveyed
KPI 7 To reduce to 60 per cent the percentage of Modern Apprenticeship frameworks ^[15] where the gender balance is 75:25 or worse by 2021	73% (2013/14)	72% (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial year (April- March)
KPI 8 Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced college superclasses ^[16] by 2021	5% average (2012/13)	6% average^[17] (2013/14)	Further Education Statistics collection (SFC)	Annual, by college year
KPI 9 Increase the number of MA starts from minority ethnic communities to equal the population share by 2021	1.1% (2013/14)	1.4% (2014/15)	Modern Apprenticeship Statistics: Full Year Report (SDS)	Annual, by financial (April-March)
KPI 10 Increase the employment rate for young disabled people to the population average by 2021	35.9% (Jan-Dec 2014)	35.9% (Jan-Dec 2014)	Annual Population Survey (ONS) ^[18]	Annual, by calendar year
KPI 11 Increase positive destinations for looked after children by 4 percentage points per annum resulting in parity by 2021 ^[19]	70% (2012/13)	73% (2013/14)^[20]	Educational Outcomes for Looked After Children (SG)	Annual, by school year

Local (Perth and Kinross) Performance Indicators (Extracted from the Perth & Kinross Regional Board's Proposal to the Scottish Government

A full suite of performance indicators will be developed by the Regional Board once it is fully operational and the Executive Team are in place, these will be based on both increasing the levels of activity, but will importantly focus on the quality and sustainability of the Board's interventions. A draft list of KPI's is outlined below; these include the **six identified in the National Framework for the establishment of DYW Boards (in bold type)**.

KPI	Baseline	End of Yr 1 (Sept. 17)	End of Yr 2 (Sept.18)	End of Yr 3 (Sept.19)
Proportion of employers offering work placements to young people (school, college & other programmes)	10.3% (616)	15%	20%	25%
Proportion of employers offering work inspiration/other activities (school visits, workplace visits, mentoring)	18% (1100) but mostly with College	25%	30%	40%
No. of secondary schools in a partnership with employers	10	10	10	10
No. of secondary schools with 2 or more "gold" level partnerships	0	5	8	10
Percentage of employers recruiting MA's aged 16-24	3.45% (207)	3.6%	3.8%	4%
Percentage of small and micro businesses recruiting MA's aged 16-24	3.12% (184)	3.3%	3.5%	4%
No. of young people entering MA's (16-19)	380	400	450	500
No. of employers achieving Investors in Young People accreditation	9	30	50	80
No. of young people enrolled on Foundation Apprenticeships	8	20	27	40
Proportion of young people entering employment direct from school	24.1%	25%	25.5%	26%
No. of employers offering work based activities to young people with barriers to employment/at risk of negative destination	To be established	Targets to be set once baseline established		
No. of Young People experiencing enterprise education & activities	To be established	Targets to be set once baseline established		

