

**Glasgow City Council****Education, Skills & Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Gerry Lyons Ext. 74561****Leavers' destinations and Towards Better Futures  
Employability 100****Purpose of Report:**

This report outlines Education Services' commitment to continuing to improve post-school destinations, our progress to date and how the service plans to improve.

**Recommendations:**

The Committee is asked to

- consider the contents of the report;
- ask the Executive Director to bring back a further report on the SLDR; and
- ask the Executive Director to bring back further reports on *Towards Better Futures – Employability 100*

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes  No  consulted: Yes  No **PLEASE NOTE THE FOLLOWING:**

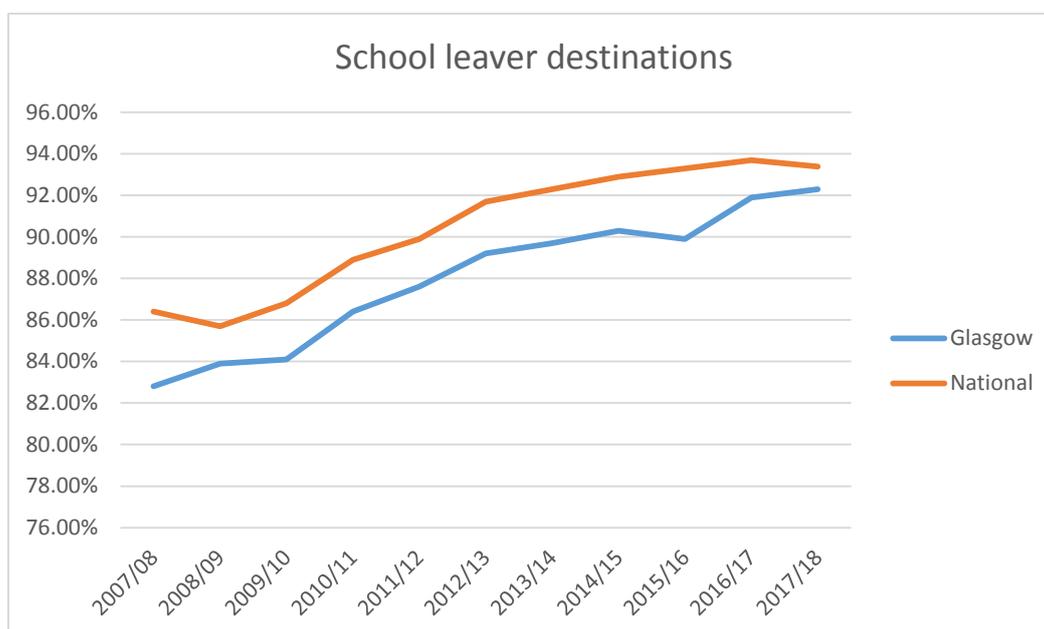
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## 1 School Leavers Destinations

1.1 This section provides a brief analysis of school leavers' destinations which were published on the Insight analytical tool at the end of February. A fuller report will be brought to the Policy Committee in due course.

1.2 Glasgow recorded the highest positive destination rate of **92.3%** in the 2017/18 SDS SLDR (September). The graph below shows that we have closed the gap with the national figures to its closest (1.1%) in the last ten years.

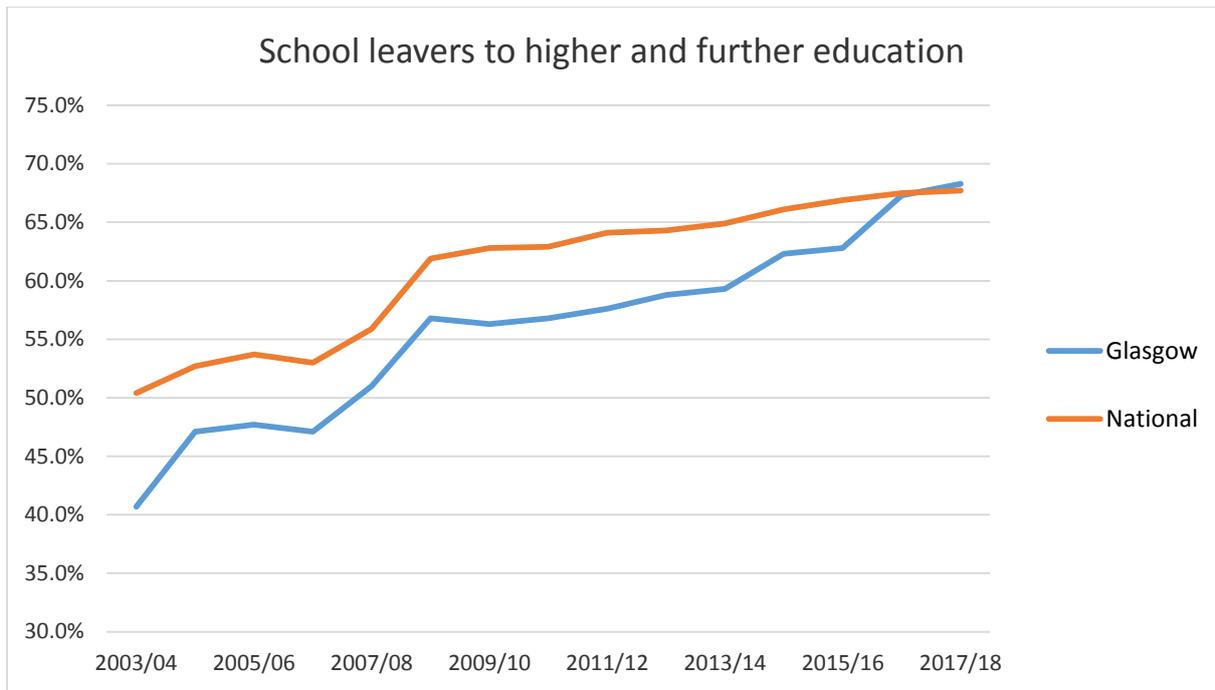


1.3 The proportion of leavers entering higher education (either at college or university) increased yet again to 38.9% representing Glasgow's highest ever proportion of young people progressing into higher education from school.

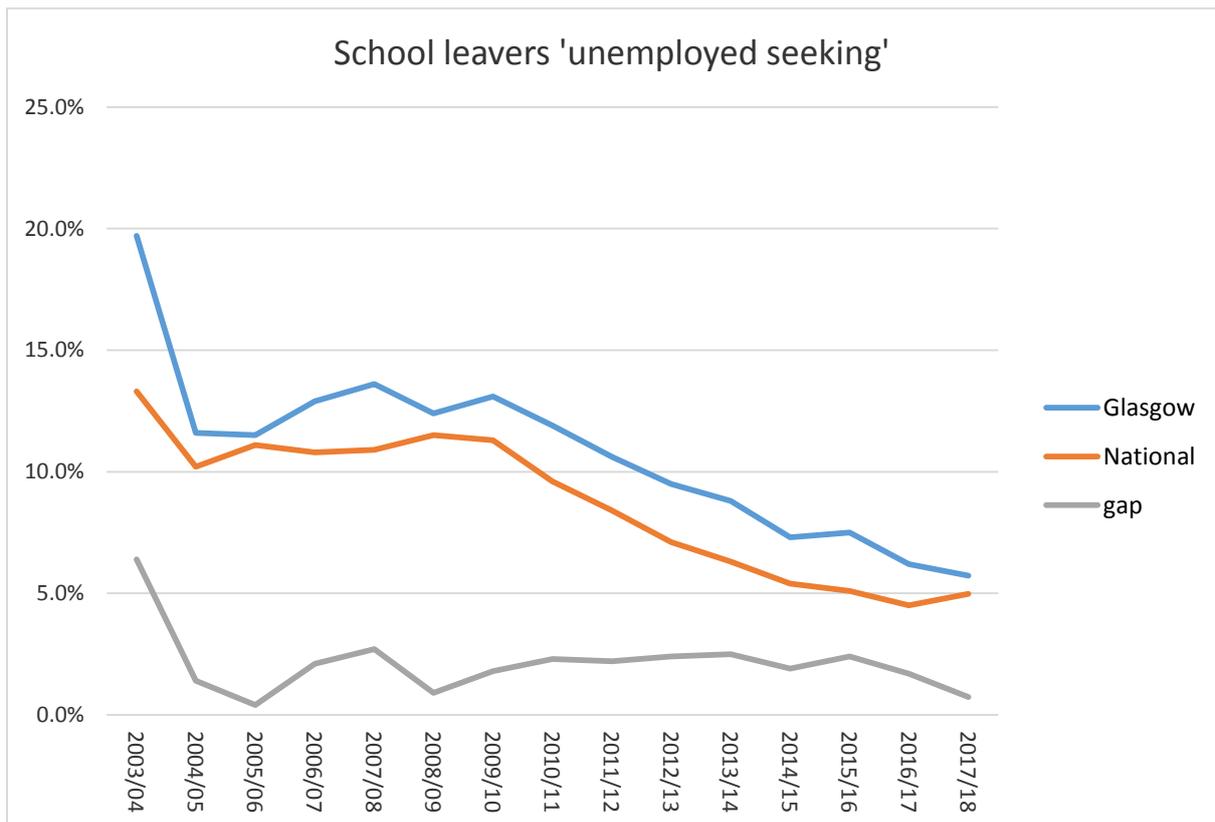
1.4 Higher education destinations in Glasgow have increased year on year with particularly strong performance in the last five years. From 2016/17 to 2017/18, there was a 2.8% increase. The percentage going to higher education remains below the national figure, however, Glasgow's performance is more consistent than the national performance and we are consistently closing the gap.

1.5 The proportion of leavers entering further education dropped by 2.3%. Positively, though the percentage going to both higher and further education is continuing to increase and is for the very first time above the national figure.

1.6 This is an excellent achievement for our schools as the international evidence shows that the longer young people stay in education past the statutory leaving date the better their longer term outcomes will be. The increase in higher education is linked to our success in raising attainment at Higher level.



1.7 The percentage of leavers recorded as unemployed seeking decreased again to 5.7% - the city's lowest ever percentage of school leavers recorded as unemployed and fit to take part in activity. The graph shows that we are closing the gap with the national figure.



## **2 Towards Better Futures - Employability 100**

2.1 The foundations of the employability strategy are a range of national and local policies and a number of key drivers at the present time. There is a wide range of policies in this area which provide the foundation for this strategy. Some are listed below:

*A Thriving Economy* : Glasgow City Council Plan 2017 - 2022

*Curriculum for Excellence* : Curriculum for Excellence has six entitlements. The most important in this context are:

“Every young person is entitled to:

- experience opportunities to develop skills for learning; skills for life and skills for work.
- Support in moving into a positive, sustained destination”

*National Improvement Framework* – Scottish Government

Priority: Improvement in Employability skills and sustained positive leaver destinations for young people.

*Education Working for All* -final report of the commission for Developing Scotland’s Young Workforce

Scottish Government Youth Employment Strategy December 2014

*Developing the Young Workforce: School Employer Partnerships* – Education Scotland September 2015

*15 -24 Learner Journey Review* – Scottish Government May 2017

*Developing the Young Workforce – Careers Education Standard* – Education Scotland

*Developing the Young Workforce – Work Placement Standard* – Education Scotland

2.2 We want all of our young people to achieve to their fullest potential and to leave school fully equipped to be able to contribute positively to the economy of the city and the nation.

*‘A resilient, growing and diverse city economy where businesses thrive’*

*‘More Glaswegians are in work or training’*

Glasgow City Council Plan 2017 to 2022

- 2.3 Our *Towards Better Futures - Employability 100* commitment is composed of two components:

*An Aspirational Target*

This strategy aims to achieve 100% initial and sustained positive destinations for Glasgow's School Leavers over the next five years. This will be measured in the SLDR (School Leavers Destination Return). This year the figure for Glasgow is 92.3% which is the best ever for the city. This will be the starting point and the strategy will use this as a starting point for the drive towards 100%.

*A Series of Entitlements*

The strategy would design and deliver an entitlement to a series of activities for young people to develop their employability and career management skills. The activities which make up the entitlement should contribute directly to achieving our aspirational target of 100% initial and sustained positive destinations for Glasgow's School Leavers over the next five years.

- 2.4 These activities will use research gathered by the Chamber of Commerce to identify the right activities and the right engagement with employers at the right time for all Glasgow's children and young people to have the biggest impact on their employability skills and their understanding of careers.
- 2.5 The Entitlements which constitute the strategy will be directly aligned to the 10 entitlements for young people of the Careers Education Standard. Young people will be entitled to:
1. Experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities.
  2. Develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these.
  3. Opportunities to engage in profiling that supports learning and the development of skills for work and future career choices
  4. A learning environment that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination.
  5. Develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity.
  6. Know where to find information and access support making effective use of online resources such as My World of Work.
  7. Develop CMS (Career Management Skills) through the involvement of SDS Careers Advisers in group and individual session as appropriate to personal circumstances and needs

8. Have access to a broad range of pathways through their senior phase including learning opportunities leading to work-related activities.

- 2.6 Alongside these two components will be important principles which will be a commitment to equity for all our young people and to deliver the strategy with a clear focus and recognition of the diversity of young people in our city. These will act as the overarching drivers for all aspects of the strategy.

### **3 Partnership**

- 3.1 There are two groups of partners whose involvement is critical to the success of the strategy:

#### Partnership with the Council Family

While this strategy will be for Education Services and will be taken forward by schools and the Employability and Skills Partnership Team, there is a full recognition that we cannot achieve our aspirations and deliver on our entitlements either in isolation from the drive by the whole council family to improve the economy of our city; the increase employment for people of all ages and to counteract poverty. This means that partnership with different people and services within the Council family is central to our strategy.

#### Partnership outwith the Council Family

Similarly, the aspirations of the strategy of cannot be achieved without a full range of partners who are outwith the Council Family but who are key contributors to the activities within the strategy. For example, Glasgow Chamber of Commerce – the DYW Regional Group has been central partners in the development of this strategy and in engaging others with it.

- 3.2 A strategic group has been put in place with wide representation from schools and partners with a small number of sub-groups to take forward work.
- 3.3 The two main objectives of the group are to improve what is already in place in schools and the wider work of Education Services; and to develop initiatives which will enhance the experience of young people and provide greater opportunities for them to achieve high quality post school destinations.

### **4 Improvements in existing provision**

- 4.1 There are a wide range of components of employability which are already established in our schools and on which our schools have been working for a substantial period of time.

#### Flexible Learner pathways

“We will embed DYW in the school curriculum by 2021, having achieved the headline target for DYW four years earlier”. 15 -24 Learner Journey<sup>1</sup>

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<sup>1</sup> <https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

- 4.2 The intention of the strategy is that “Developing the Young Workforce” will be delivered through the curriculum in Glasgow school as an integral part of the experiences and opportunities which are provided for young people. The experience of young people should be a flexible and responsive learner pathway through the whole of their school career from 3-18.
- 4.3 There is a particular focus for the secondary curriculum, where schools will be empowered and supported to provide flexible pathways for young people linked to their needs and aspirations, but aimed at each young person achieving the most aspirational post school destination possible, and equipping each young person to sustain that destination.

#### School/College Partnerships

“We will support colleges to maximise the vocational routes learners and employers need” 15-24 Learner Journey Review

- 4.4 There are well established partnerships between schools and the city’s Colleges. There is a college prospectus which is developed in partnership between the Employability and Skills Partnership Team and the three colleges working together as a region. The prospectus allows young people in the senior phase to select vocational pathways as part of their learning pathway. A notable part of the college offer is delivered through a synthesising of the school timetables on a Tuesday and Thursday afternoon allowing for a delivery of a range of courses and programmes for young people. Harmonising timetables in this way maximizes choice for young people.
- 4.5 A key aspect of the strategy will be to identify areas where this experience can be improved and to develop enhance and, where appropriate, extend the partnerships between schools and colleges.
- 4.6 In the report which came to last year’s Policy Development Committee on sustained destinations, the analysis showed that more young people sustained their places in higher education than those in further education. The strategy will identify how, in partnership with colleges, we can develop approaches to increase the proportions of young people achieving successful outcomes in these courses.

#### The Development of Foundation Apprenticeships

“We will support and enable the Foundation Apprenticeship and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase by 2021. As a starting point, we will continue with our commitment to 5,000 FAs by 2019.” 15-24 Learner Journey Review

- 4.7 Foundation Apprenticeships are a programme which is a significant focus of the Government and for Skills Development Scotland. Foundation Apprenticeship programme enhance the Senior Phase curricular pathways available to young people.

- 4.8 As a key element of the strategy, the service will work with secondary schools and providers to deliver the full range of Foundation Apprenticeship Frameworks to ensure that all young people for whom this would be an appropriate curricular element are given the opportunity to participate.

#### Education/Business Partnerships/Employer Engagement

“All schools will have employers fully involved in informing curriculum planning and delivery and providing work-related learning experiences.” 15-24 Learner Journey Review

- 4.9 Building on existing strong partnerships between employers and schools and in partnership with the Chamber of Commerce, we will increase and enhance the partnerships between schools and employers/business. Chamber of Commerce have been working on this in partnership with Education Services. The findings of this research will inform plans to develop a potential entitlement for young people about the number of engagements with an employer and the timing and nature of these engagements.

#### Widening Access to Higher Education: A Blueprint for Fairness<sup>2</sup>

- 4.10 There is a well-developed range of Widening Access activity running in partnership with Focus West and the city’s Universities. In the last two years, Education Services has been working with universities and colleges to consider how we can better plan the wide range of activities which take place. Research, funded by the Scottish Education Council, was recently carried out across the west of Scotland. Further work is now taking place based on the research to plan for ‘A Blueprint for Fairness for Glasgow’. This work will ensure that we continue to increase the proportion of school leavers going to higher education.

#### Careers Information Advice and Guidance/Career Management Skills

- 4.11 There is well established partnerships between Education Service and Skills Development Scotland (SDS). Every secondary school has a partnership agreement with SDS. We will identify best practice in the current partnerships with SDS and build on this to ensure that all young people get both the careers information, advice and guidance as well as developing the career management skills they require to gain their desired post school destination.

#### Stem Strategy

- 4.12 STEM is a major growth area for employment. There is very strong work in place currently promoting STEM education and STEM careers. Our innovative approach targets both learning and teaching and increasing young people and teachers’ awareness and understanding of STEM careers. Our strategy would build on this to enhance and extend it with the aim of increasing the number of

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<sup>2</sup> <https://www.gov.scot/publications/blueprint-fairness-final-report-commission-widening-access/>

young people moving into the extensive range of employment opportunities in STEM.

#### Work Placement Standard

- 4.13 We will review our approach to work placements/experience to deliver on the entitlements of the Work Placement Standard to ensure that all young people have a work based learning experience at a time in their Learner Journey which is most relevant to them.

#### Mentoring

- 4.14 There two highly successful mentoring programmes working in our schools. These are MCR Pathways supporting care experienced young people and Career Ready which provides career support, internships and mentoring for young people in S5 and S6. Career Ready works with a wider cohort of young people than MCR pathways with a different model of mentoring. In addition, some schools provide mentoring in different ways, for example, inter-generational mentoring and teachers delivering mentoring to targeted young people in their school. We will continue to promote and support these programmes but also learn from the practice that exists within them to explore where this could be used more widely in our schools.

#### Activity Agreements<sup>3</sup>

- 4.15 Activity Agreements (AAs) provide key workers (AA coaches) to work with some of our most vulnerable young people. They aim to put plans in place to get young people ready for a positive destination. We will reposition Activity Agreements to ensure that the right young people are on them. We want to reduce the numbers of young people with an AA as their positive destination but rather use AAs more effectively to form a pathway to a sustained positive destination. To do this we will review of the way we deliver and support AAs which will be informed by the changes in the management of AAs announced by the Scottish Government, once the details of that change are fully known.

#### New Initiatives to enhance learning experiences and increase Employment opportunities

- 4.16 During 2018/19, five new posts funded by Scottish Government have been created to pilot a school-based approach to the management of Developing the Young Workforce. They are based in Smithycroft Secondary School, Drumchapel High School, Eastbank Academy, Hillpark Secondary School, Castlemilk and St. Margaret Mary's Secondary Schools. The schools were selected taking into account deprivation, current employability support and pattern of school leaver destinations. The new posts are being carefully monitored in partnership with Scottish Government to ensure that learning is gathered and informs future practice.

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<sup>3</sup> <https://www.mygov.scot/activity-agreements/>

## Bridges to Employment Curricular Pathways

- 4.17 This is a new initiative which will be developed to enhance young people's employability skills. Through negotiation with employers, we will co-design Bridges to Employment programmes. These will be based on the knowledge, skills and qualities they require in their employees. Working with the employers, schools will design short curricular programmes to develop these skills. These will be supplemented by other activities including Talent tasters, Industry Challenges; work-based learning projects and work placements/experience.
- 4.18 The Chamber of Commerce are key partners in the programme. They are working with Education Services to identify the growth employment areas in the city and to identify employers who would be interested in being involved in the programme. Further reports will be provided to the Policy Development Committee as the programme develops.

## 5 Policy and Resource Implications

### **Resource Implications:**

*Financial:* Within existing resources.

*Legal:* n/a

*Personnel:* n/a

*Procurement:* n/a

**Council Strategic Plan:** Excellent and Inclusive Education 22  
A Thriving Economy 3

### **Equality and Socio-Economic Impacts:**

*Does the proposal support the Council's Equality Outcomes 2017-22* Yes, outcome 9 – barriers to participation in learning are reduced.

*What are the potential equality impacts as a result of this report?* Limited impact

*Please highlight if the policy/proposal* Yes, having more young people with high quality employability skills will benefit the

*will help address socio economic disadvantage.*

economy of the city and help address socio economic disadvantage.

**Sustainability Impacts:**

*Environmental:* n/a

*Social, including Article 19 opportunities:* If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.

*Economic:* Young people who are better educated are able to contribute more positively to the growing economy of the city.

**Privacy and Data Protection impacts:** n/a

**7 Recommendations**

7.1 The committee is asked to

- consider the contents of the report;
- ask the Executive Director to bring back a further report on the SLDR; and
- ask the Executive Director to bring back further reports on *Towards Better Futures – Employability 100*