

*"I never dreamed  
about success; I  
worked for it."  
Estee Lauder*

# Developing Young Workforce

School Policy



Sabrina McCready: DHT of Senior Phase



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## Rationale:

As part of an Education Scotland initiative, Developing the Young Workforce (DYW) began as a seven-year programme planned from 2014-21 that aimed to better prepare children and young people aged 3–18 for the world of work. It built on the foundations already in place through Curriculum for Excellence with the headline aim to reduce youth unemployment by 40% by 2021. At Inverclyde Academy, we have actively engaged in this programme since 2017 and have made significant achievements in a range of measures as a result.

The continued emphasis on skills development in Inverclyde Academy is rooted in our understanding of the need for our young people to be adaptable to the continually changing employment landscape in our local community and beyond. We strive to open up opportunities for all young people regardless of ability or background.

The original policy drivers were developed from *Building the Curriculum 4* and *Education Working for All!* which outlined the need to develop a skills-based curriculum that widens the curricular offer and has much greater employer involvement in moving education forward. Fundamentally, these policy documents highlighted the upcoming shifts in the Scottish, UK and Global economies towards a new, automated and flexible way of working for which we endeavour to prepare our young people.

## Our curriculum:

Our curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Inverclyde Academy. We aim to provide opportunities to develop skills for learning, life and work and create pathways which allow young people to move into positive destinations.

We work proactively with a range of partners including parents and carers, local, regional and national employers and many other practitioners such as Active Schools and CLD to modify and deliver an appropriately personalised curriculum that takes account of the individual needs of our children and young people and attempts to equip them for learning, life and work in all settings including colleges, apprenticeships and other training and education providers.

The development of employability skills in our school is part of our commitment to our young people, ensuring that they have the capabilities and necessary skills to sustain their chosen pathways post-school.

At Inverclyde Academy, our young people have various pathways open to them and are given advice at key transitional points in their school career about the options open to them. However, we continue to work closely with our local authority colleagues to diversify our curriculum at all levels.



Figure 1: S6 pupils running the school barista bar

This policy serves to guide staff at all levels on the direction of the next cycle of the DYW agenda, particularly given the Scottish Government's *Young Person Guarantee: No one left behind* (Sep 2020) and the continued funding of the agenda at local level through the appointment of DYW School Co-ordinators.

## Position statement:

Increasingly, over the past 6 years, we have worked hard to engage all children and young people in meaningful discussion about skills development and assist them in profiling to support career journeys. This has been enhanced since 2020 by the introduction of S1/2 and S5/6 DYW lessons. We also developed a progression map and calendar to plot these journeys from P7 to S6 (Appendix 1).

During the first three yearly cycle of the agenda from 2017-20, we focused on embedding DYW as part of teaching and learning across all year groups, but particularly in the Senior Phase. There were several initiatives introduced and sustained including, though not limited to:

- Staff CLPL (e.g. Pathways Day)
- MyWoW sign up for staff as well as all pupils
- Using MyWoW through PSE/DYW as a vehicle to track skills and highlight career pathways
- Introduction of wider qualifications (NPAs, NCs, Wider Awards) – e.g. L5 Lab Science
- Skills Spotlight weeks, highlighted through Registration time
- DYW Champions and a Working Group
- SCQF Accreditation and Ambassador Programme
- PLP workflow formalised and adhered to for greater auditable clarity
- Developing business links with local and wider community to support learning and teaching
- Utilising DYW as a platform for P7 Transition activities

Since 2020 and the outbreak of the Covid-19 pandemic, we have tried to sustain the embedded activities wherever possible and now work more closely with SDS colleagues to develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these. Our DYW Coordinator has been vital in taking this forward since being appointed in January 2022 with plans for further expansion and focused support this session including the introduction of workshops on job and college applications, mock apprenticeship assessment centres and mock interviews as part of the annual calendar of activities.



Figure 2: Greenpower Race Team

Before the pandemic, we had worked on relating relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment. We will be picking this back up in session 22-23. In particular, we are planning a careers event this session with a focus on Food & Drink Technologies as this is an identified growth area in our locality and we have several links in the business community to facilitate this and increase pupils' understanding of jobs they may not even know exist.

For several years now, we have developed children and young people's understanding of the responsibilities and duties placed on employees and employers by ensuring our annual visit from the STUC and through discussions around employability and legislation in senior phase DYW classes. This is also explored in more detail with those young people identified for work experiences or placements.

In line with the national increased focus on digital technologies, we are making more effective use of relevant digital and online resources, in particular My World of Work where we have improved our usage to be in 40th position across Scotland. We are working hard to continue using and developing our MyWoW work across the S1-6 DYW and PSE programmes.

We encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities by having an extensive and detailed options programme, careers events, specific STEM events and facilitating employer placements for young people. We

facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities through our DYW and PSE lessons as well as work placements.

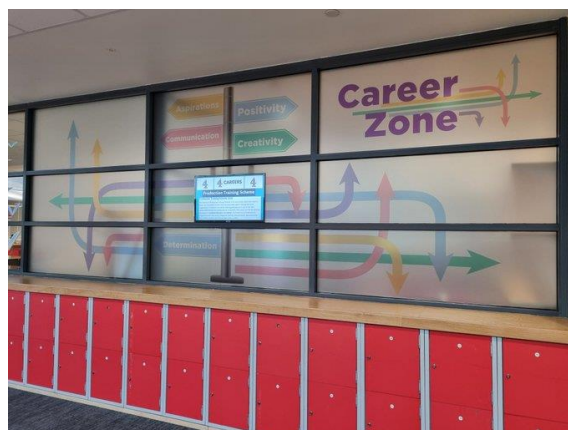
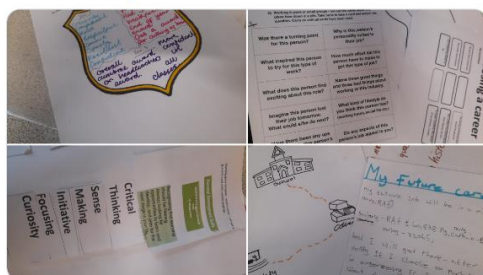
We continue to develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, SDS and the local authority.

We take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate through SDS, our DYW Coordinator and by linking with colleagues in Guidance and external agencies such as corporate parenting, social work and NHS.

In summary, our key themes are:

- Expanding the offer – increasing the routes from schools into employment, apprenticeships, further and higher education including providing access to vocational options in school and with our college partners
- Promoting and shaping the offer – engaging with young people, parents, teachers and practitioners, partners and employers to ensure strong partnerships
- Developing young people's learning about the world of work
- Providing relevant, labour-market focused career advice when young people need it
- Embedding meaningful employer involvement
- Improving opportunities for all learners, with a focus on reducing gender imbalance on course take-up e.g. girls in Physics or boys in Business.
- Continued promotion of the Apprenticeship Family.

S1 and S2 have finished unit 1 of the DYW course - we learned all about our successes, future goals, our employability skills and qualities and started to think about our future pathways. Personal finance unit next - well done all! @invacadDYW @invacadps @MsMcCready @InvacadICT



Fabulous to meet so many parents and carers of our S1 pupils this evening. This pic shows S chatting to H about the pathways that our senior pupil has followed towards higher education and beyond. If you can see it, you can be it! @invacad





## Local and National Directives:

The direction of our school's policy can be attributed, though not limited to, local and national policies which we have effectively embedded and continue to build upon. Whilst policy documents remain important in framing the DYW agenda, the documents below should be regarded as the key drivers across our school.

## National Improvement Framework (NIF):

The NIF makes specific reference to the importance of DYW and the necessary implementation of the skills-based curriculum as part of the continued drive to increase attainment and close the gap. The most recent NIFP published in Dec 2021 places DYW as the 4<sup>th</sup> Key Priority: *Improvement in skills and sustained, positive school-leaver destinations for all young people.*

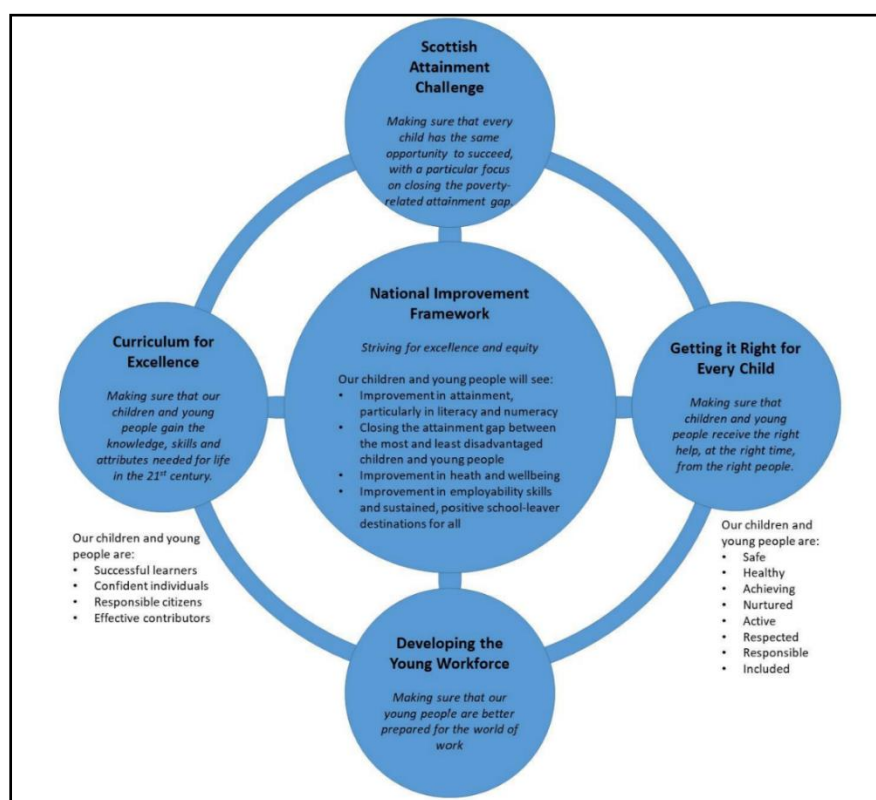


Figure 3: NIF 2021, 17th Dec 2020

Specific reference to the importance of the DYW agenda has been noted in each yearly cycle of the NIF and this continues to be one of the key priorities outlined by the Scottish Government. The latest NIFP also recognises how this policy has been impacted by the pandemic and so identifies two key areas of support:

- **Supporting Positive Destinations for Children and Young People** - The disruption caused by COVID-19 to in-person learning has been extremely challenging for students of colleges, universities and community learning settings. The Scottish Government and partners have put in place a range of measures to support online learning and recovery.
- **Supporting the Workforce** - The workforce will continue to play a vital role in supporting our children and young people to recover from the impacts of the pandemic, and it is essential that staff in all education settings are given the support they need to do this.

As a result, we are keeping the NIFP priorities and drivers central to our whole school and department approaches.

## Careers Education Standards 3-18 (CES):

The CES remains the main driver of implementing the skills-based curriculum, outlining the entitlements of pupils and the role of teachers, local authorities, regional groups, employers and parents. Of note for staff is the use of the “I can” statements, which are to be used as a measure of young people’s understanding of careers education. For example, learners in the BGE may self-reflect on how a body of work in Geography has developed their employability skills through the “I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work” statement. The CES also highlights the ‘roadmap’ of a learner’s journey through education noting that the route may not be direct but that support is available throughout.

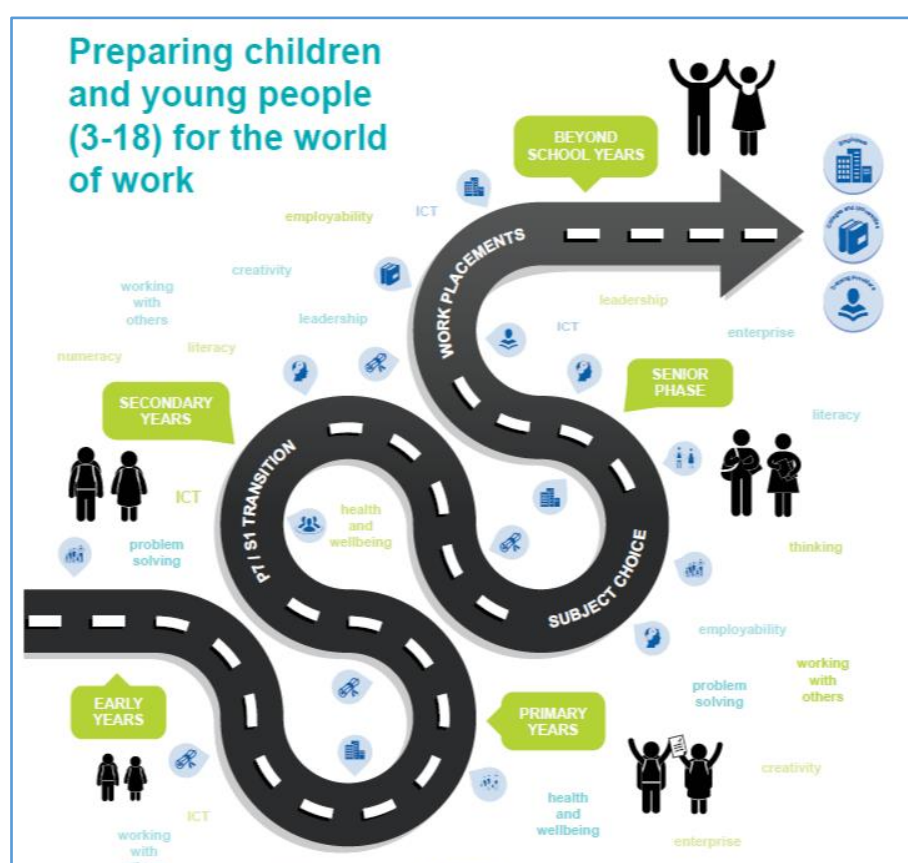


Figure 4: Developing the Young Workforce – Career Education Standard (3-18), September 2015

## Work Placements Standard:

The Work Placement Standard outlines the need to support young people into employment and making informed career choices by experiencing the world of work in a flexible, ongoing manner.

The Standard highlights the responsibilities of each partner in providing effective work placement experiences for young people. However, it should be noted that there is an increasing move away from the traditional work experience model of completing this over one week in a particular stage of school e.g. S4. Instead, there is a greater move towards a flexible model of young people accessing this during free periods, school holidays or being supported through the flexible curricular offer which is a model that has worked successfully for a number of young people at Inverclyde Academy in recent years. For example, pupils in S6 using a subject column to attend a twice weekly placement in Early Years in readiness for an application into childcare, education or healthcare post-school.

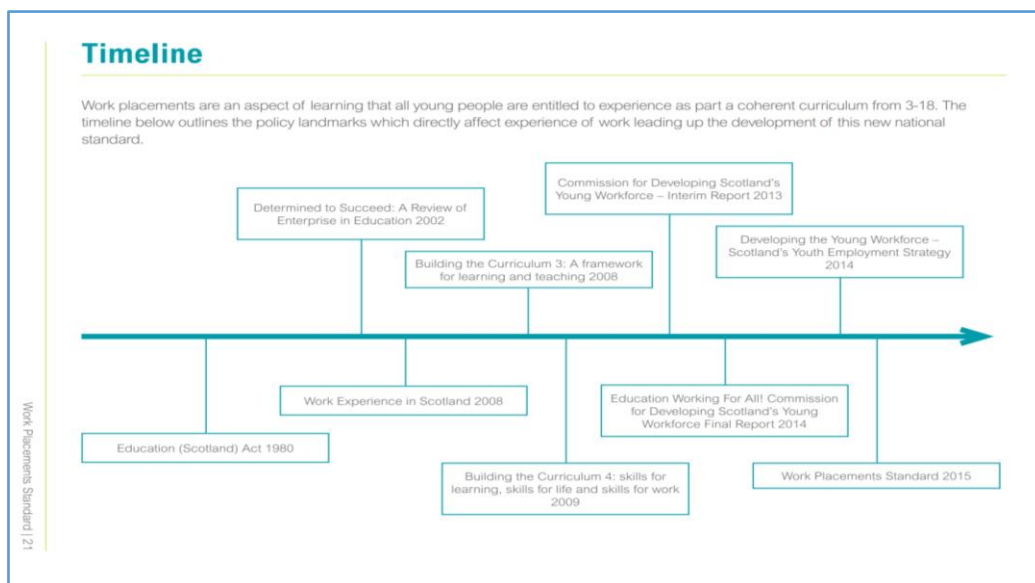


Figure 5: Developing the Young Workforce: Work Placements Standard, September 2015

## Inverclyde Council School Leavers Guidance:

The decision making process for all school leavers at Inverclyde Academy is aligned to the Inverclyde Council Guidance (2021) which outlines the offer as follows:

### The Inverclyde Offer

- ✓ Ensuring every young person aged 15-18 receives their senior phase entitlement is the Inverclyde **guarantee**.
- ✓ Offering ongoing support for all school leavers and care experienced young people is the Inverclyde **standard**.
- ✓ Providing the appropriate advice and support for all school leavers and care experienced young people when it is needed is the Inverclyde **offer**.
- ✓ Guaranteeing all leavers a positive and sustained destination is the Inverclyde **vision**.

### The School Level Offer

All young people in S4-6 will receive:

- ✓ An individualised Senior Phase experience aligned to their chosen pathway;
- ✓ Careers guidance support through PSE and wider achievement experiences;
- ✓ Skills Development Scotland Careers Information and Guidance (CIAG);
- ✓ Skills Development Scotland Targeted Intervention (where appropriate);
- ✓ Access to products and services offered by West College Scotland;
- ✓ Support to find a positive and sustained destination before leaving school;
- ✓ A Named Person transition process as appropriate and required;
- ✓ A partnership approach to ensure that every young person receives the most appropriate support at every stage in the process.

The use of this policy ensures that every young person is afforded all possible opportunities and support at each stage of the learner journey to ensure that all possibilities have been exhausted thereby minimising the number who do not achieve or sustain a positive destination on exit.



## School Leaver Destinations:

Our positive destination figures have seen an inconsistent but improving picture over the last 5 years, culminating in our best ever results in 2018-19, where we outperformed the Local Authority, West Partnership, National and, crucially, the Virtual Comparator averages. However, the impact of covid-19 was stark in 2019/20 and so we are tracking and monitoring all senior pupils' pathways monthly to ensure that future challenges can be tackled at the earliest opportunity.

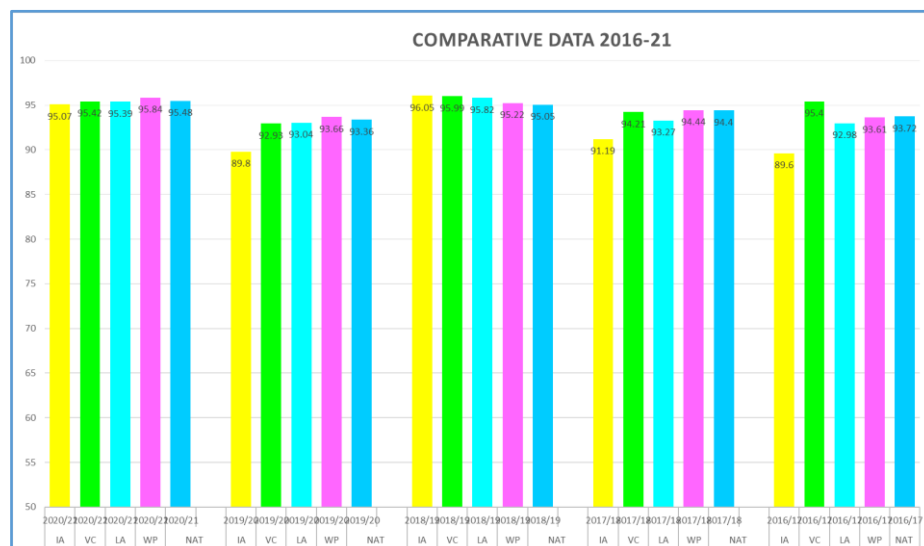


Figure 6: Insight February 2022

While there are small changes on a yearly basis, on average upwards of 60% of our pupils reside in SIMD 1-3 and around 38% have Free School Meal entitlement. The majority of our leavers enter employment (including apprenticeships), further and higher education as their positive destinations while the remainder enter associated work programmes, e.g. through SDS led Activity Agreements.

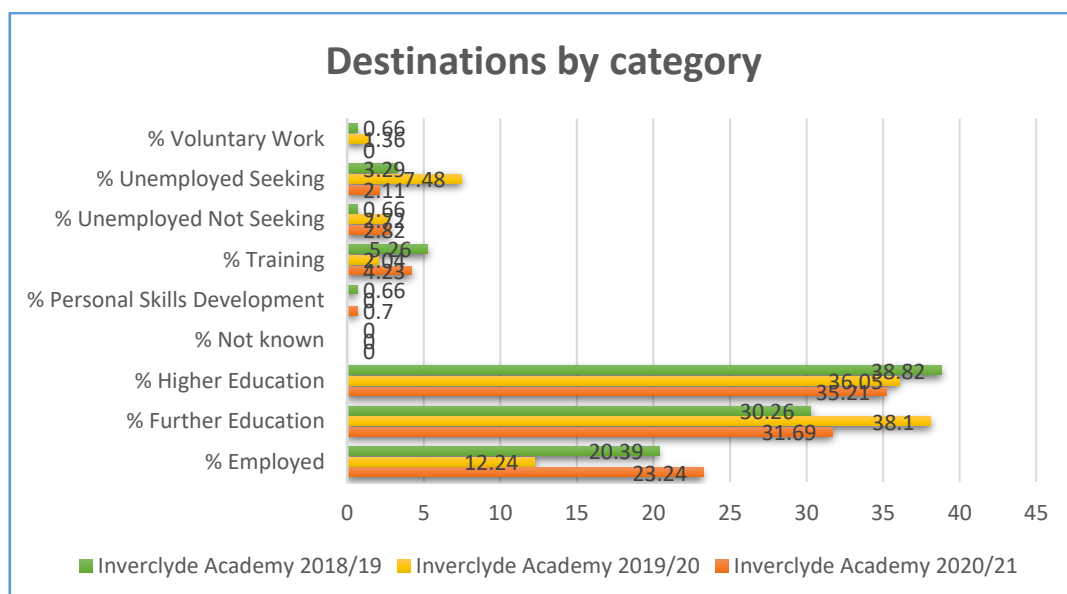


Figure 7: Insight, February 2022

The annual School Leaver Destination Report in October and its follow-up in January are our biggest indicators of the impact of the agenda's implementation and should be seen as a key measure by departments and one to which they can contribute with targeted work on areas such as those outlined below.

## Skills for Learning, Life and Work:

As well as knowledge about specific subjects that young people gain in classes, it is important they recognise how all of this learning is also helping them to develop certain skills which will benefit them throughout their life. More about the Skills for Life, Learning and Work can be found below.

### Numeracy:

Numeracy is the ability to use numbers to solve problems by counting, doing calculations, measuring, understanding graphs and charts and the ability to understand the results. The key skills are:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Analysis and data
- Ideas of chance and uncertainty

### Literacy:

Literacy is the ability to communicate, understand and articulate ideas effectively. The key skills are:

- Listening and Talking
- Reading
- Writing

### Health and Wellbeing:

Health and Wellbeing is taking care of yourself and others; being responsible for your learning, wellbeing and welfare. It includes managing emotions and building self-esteem. Having good health and wellbeing is at the centre of successful learning for everyone. The key areas are:

- Mental and emotional wellbeing
- Planning for choice and change
- Social wellbeing
- Physical wellbeing
- Relationships

### Employability, Enterprise and Citizenship

Employability, enterprise and citizenship is about developing a positive attitude to work, to others and to the world's resources. The key employability, enterprise and citizenship skills are:

- Employability
- Information and Communication Technology (ICT)
- Working with others
- Enterprise
- Leadership
- Citizenship

### Thinking skills:

Thinking skills are cognitive processes that we use to solve problems, make different decisions, asking questions, making plans, organising and creating information. The key thinking skills are:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

## Employability Skills:

All schools in Inverclyde make use of the Employability Skills 3-18 information. These posters can be seen in classrooms and learning areas across the school. After discussion with partners and the DYW Coordinator, it has been agreed that the 3 key areas of focus for pupils in Session 2022-23 will be:

- Personal Development – Willingness to Learn
- Inter-personal Skills – Communication
- Enterprise Skills – Resilience

As part of the learning process, pupils should be directed to these three key areas regularly and encouraged to contextualise their learning so that they are able to see how the skills learned in the classroom environment can be implemented in life beyond school.

Departments should be seeking to make their DYW policy, agenda and teaching practice more visible. As part of this, they may use the Departmental Audit Document to support a curricular review of the DYW offer in their department (Appendix 2). *This is not mandatory, but should be actively encouraged especially in the BGE.*

In addition, the DYW Coordinator is using these key areas to gather data from young people when they first refer to her, when they accept a placement or experience and once they complete that placement or experience. She will collate and analyse that data with the DHT to evaluate progress being made at the end of the session and to steer our direction going forward into the next session (Appendix 3).

Employability Skills 3-18								
Personal Development Skills			Inter-Personal Skills			Enterprise Skills		
	Early Years & Primary	Secondary		Early Years & Primary	Secondary		Early Years & Primary	Secondary
ICT	Learning to understand and use technology.	Develop an understanding of ICT and awareness of commonly used packages, in particular those used in the industry sector you are interested in.	Communication	Being able to communicate in different ways and becoming more confident when voicing opinions, contributing to discussions and active listening.	The ability to communicate via a variety of platforms, to convey information through written, oral, presentations and interview style. An important part of communication that is often forgotten is being able to listen. Understand how to maximise social media and make it work for and not against you.	Positive Attitude	Always doing your best and looking for solutions rather than problems. Offering to help and keen to be involved.	Acting in a positive way, leading by example, and seeing problems as challenges where you will find solutions. Demonstrating drive, enthusiasm and strong work ethic.
Time Management	The ability to manage time, complete tasks to required deadlines, being punctual.	The ability to manage time, achieve tasks on or ahead of schedule, to be able to plan and multitask, to always maximise your time.	Teamwork	Working with and relating to others. Teamwork skills are not just developed in school but during participation in hobbies, teams and clubs.	Being able to demonstrate how you are able to work with others on shared tasks. The ability to engage/support others to achieve a common task, recognising your own strengths as well as the strengths of others.	Creativity	Finding solutions to challenges or working in an innovative way.	The act of turning new and imaginative ideas into reality.
Willingness to Learn	Having the mindset to always want to learn something new and progress through different learning stages.	Recognising that learning should be lifelong. Always looking for opportunities to learn and develop, and plan for the next stage in your life.	Taking Responsibility	Being able to be responsible for your own learning, looking for opportunities to learn and develop.	Being responsible for your own actions. Being self-aware and responsible for your own development.	Enterprise	Learning about business, running a company and maximising opportunities.	Having the ability to recognise and maximise opportunities. Understanding how businesses operate and the roles within them.
Numeracy	Learning to count and use numerical information.	The ability to count, to use numerical information, graphs, tables, read diagrams, and follow instructions.	Self-Awareness	Being aware of yourself. Knowing your strengths as well as any weaknesses. Knowing where and how you can add value to situations.	Thinking about and planning for your future. Recognising your own skills and qualities, and which career path you are best suited to.	Resilience	To always do your best and not give up trying. Having a can do attitude.	Being resilient is an important skill to have, to never give up, to see tasks through to completion, and to always do your best.
Literacy	Being able to read and write, to understand written text, drawings, recipes, instructions.	Being able to read, write and produce written work including reports, CVs, job applications and letters.	Leadership	Showing a willingness to help and support others.	The ability to lead an individual or a group of people to achieve a desired outcome. To inspire and motivate, to lead by example.	Problem Solving	Being able to find and apply solutions to challenges / situations.	The ability to overcome problems and challenges by thinking and acting in a creative way to solve a situation.
Research	Being able to find information to help you complete a task.	Being able to search and find relevant information, and apply it to any situation.	People Skills	Being able to form friendships, relate to others and participate in activities with others. Being polite and courteous to others. Respecting people's views and beliefs.	Being able to relate to people, quickly develop a rapport, feel comfortable when working in a team or dealing with new people. Being polite and courteous to others. Respecting people's views and beliefs.	Planning & Organising	Being able to plan tasks, identify resources and see things through to completion.	Being able to plan tasks, identify resources and see things through to completion.
What Employers Want!	A positive attitude	A strong work ethic	Customer awareness	Paying attention to detail	Reliability	Trust	A determination to succeed	Supportive

Inverclyde  
council

Figure 8: Employability Skills poster from Inverclyde Council

## Meta-skills:

SDS describe meta-skills as innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings.

We know that all children use meta-skills from early development to explore the world around them. These skills can lead on to and unlock other transferable and technical skills as young people develop throughout their lives.

Reference to these skills is still in its infancy at Inverclyde Academy but we recognise their importance and how they could create opportunities for learners alongside our work with SDS.

The Skills Development Scotland Meta-skills Progression Framework has been developed in collaboration with partners and practitioners from across Scotland and aims to help with identifying and understanding what meta-skills look like in the classroom.

The skills have been classified under three headings:

- Self-management: Manage the now
- Social intelligence: Connect with the world
- Innovation: Create our own change

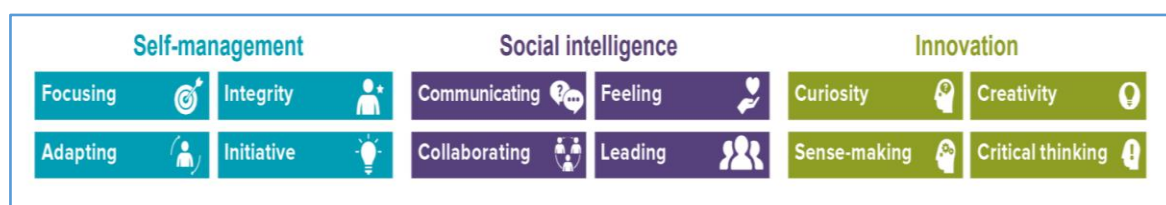
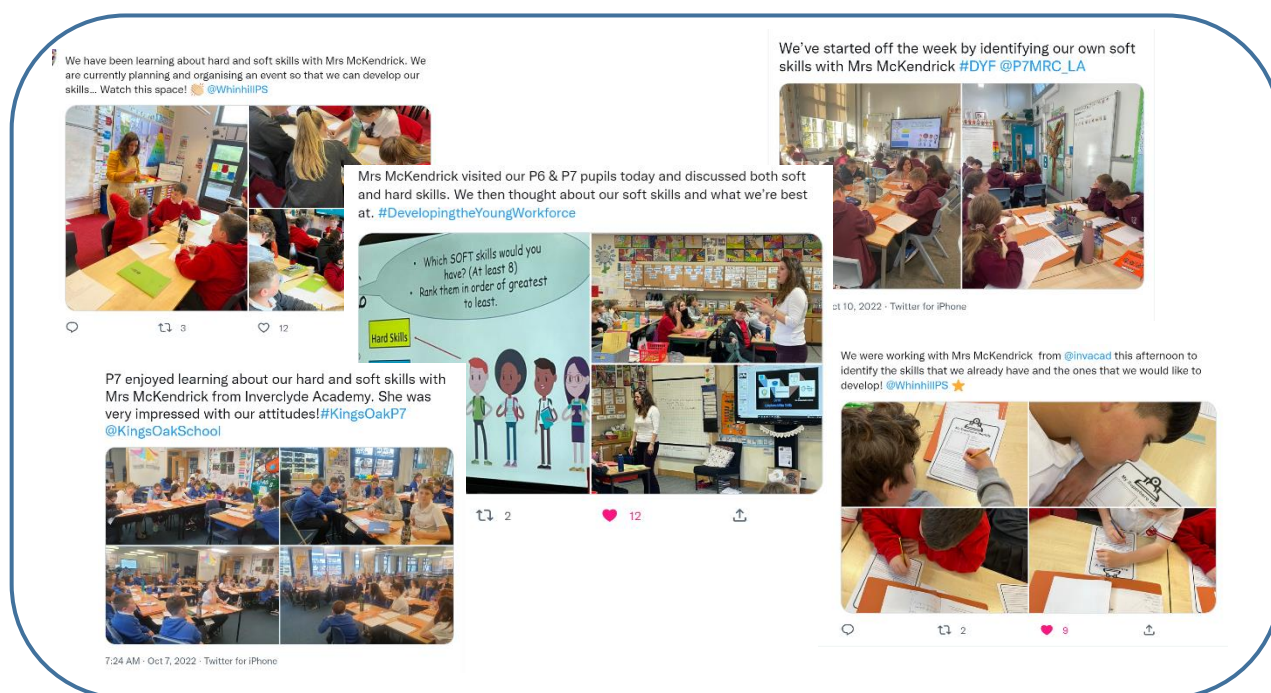


Figure 9: SDS Meta-skills Progression Framework overview

To begin work on the meta-skills, our Transition Teacher has used the progression framework to build explicit references into DYW transition lessons being delivered in our cluster primary schools.



## Partnership Approach to DYW:

We have a number of key partners who have supported the implementation and continued development of DYW within Inverclyde Academy. Each partner provides input, either through consultation or by offering supportive experiences for our young people.

As part of the DYW agenda, there is clear guidance on the need and role of partnerships between schools and employers. Despite the impact of Covid-19, we continue to strive towards each department having some form of employer engagement in lessons within the BGE and, where applicable, Senior Phase. Department leads can access information for existing partners through the DYW Coordinator or can initiate new links relevant to their planned activities.



Partner	Support for young people/school
Parents	Encourage attainment Pathways advice and guidance Contacts for local employers Providing work-based learning opportunities
Skills Development Scotland	MyWoW guidance and support One to one and group career interviews Labour Market Information (LMI)
Business/Work Placement Partners	Work shadowing/placements/experiences CV/Mock Interview support Chamber of commerce
Local Authority/MCMC	Authority-wide events Data Analysis 16+ canvassing
Universities and Colleges	Vocational programme Foundation Apprenticeships Taster Sessions/Visits Focus West/REACH/Top Up
DYW West	Regional events Employer engagement



## Inverclyde Academy Career Zone:

In August 2021, Inverclyde Academy created a central hub area within our existing library where we envisioned a team of practitioners working together with staff across the school and beyond to support all young people into the appropriate pathways and a sustained, positive leaver destination.

Throughout session 2021-22, three key practitioners were appointed to complete this team and they are now established in their roles in session 2022-23.



## Skills Development Scotland (SDS):

Every state secondary school in Scotland has a designated Careers Adviser who works with pupils across S1-6 to help them develop their Career Management Skills. Our current adviser is Larry Hansen, appointed full-time in August 2022, he is available to pupils through the Career Zone 4 days per week. Our comprehensive service includes:

- Intensive one-to-one career coaching (S4-6)
- Group sessions every year (S1-6)
- Drop-in clinics (S1-6)
- Assembly input
- Attendance at school events, e.g. Parents Evenings and Careers Days.

Larry will support pupils to identify and develop their Career Management Skills. These skills come under 4 themes: Self, Strengths, Horizons and Networks. They will help to ensure young people are effective career planners in school and throughout their lives.

Additional help can also be found on the award-winning SDS career information and advice web service, **My World of Work** which is packed with information to help teachers, young people, parents and carers explore the many career pathways available to them and can be accessed at: <https://www.myworldofwork.co.uk/>



## DYW Coordinator:

Since January 2022, our appointed coordinator, Chloe McKay, has been working with our young people to target and support them with career and education opportunities. Taking referrals from SDS and the Guidance Team, Chloe uses a #nowrongpath approach to provide targeted support to young people who are struggling with the application and interview processes for university, college, apprenticeships, employment and training.

Throughout the study leave period in the summer term, she called and emailed S6 pupils every day to support them with final leavers destinations and offered support to those in S4 and S5 who were also considering making that next step beyond school.

This session, Chloe is coordinating a range of opportunities for all school leavers but with a carefully targeted offer particularly for those young people who have been identified as at risk of not achieving

or sustaining a destination for a variety of reasons including LAC, ASN and Young Carer responsibilities. She will be offering a wide range of supports including:

- Regular newsletter with links to jobs, apprenticeships and placements/experiences;
- Employer placements;
- Work experience;
- Careers events;
- Apprenticeship focused events;
- Application workshops;
- Mock assessment centres;
- Mock interviews;
- 1:1 support for pupils referred by SDS, Guidance and/or DHT.



## MCR Pathways:

Our MCR Coordinator, Karen Cracknell, was appointed in January 2022 to support our most vulnerable young people to realise their potential. She has been recruiting mentors from all walks of life to spend one hour a week with identified young people.

Mentors are there to chat, listen and offer support and advice on all aspects of a young person's learner journey, experiences and destination pathways, supporting and encouraging them to make positive choices in line with their interests, qualifications and skills. Research shows that having a mentor can be a powerful stimulus for a young person making a huge difference to confidence, educational outcomes and life chances.

In September 2022, one of our first partnerships was featured in the Greenock Telegraph to highlight the early success of the programme as well as encouraging more local people to come forward as mentors for the programme.



Figure 10: one of our MCR partnerships

## Senior Phase Careers Team:

Coordinated by the DHT of Senior Phase, Sabrina McCreedy, the Career Zone Team links with Pupil Support and the Impact Zone under the heading of the **Senior Phase Careers Team** which works together to provide flexibility and bespoke pathways in the Senior Phase Curriculum. Team members work with partners to create and develop meaningful learning journeys and career opportunities for all our young people. **At monthly full team meetings, tracking data is discussed with a focus on:**

- 'at risk' leavers including ASN, LAC and Young Carers;
- student centred, evidence based engagement;
- attainment and wider achievement;
- progression in work placements and/or post-school learning;
- preparing young people for the evolving labour market;
- positive destinations for all.

### Aims and objectives of the team:

- effective and responsive curriculum planning;
- developing learning links with HE/FE;
- increase employers and partners' direct curriculum input;
- increase visibility of career pathway options;
- increase targeted vocational opportunities;
- deliver specific events;
- expand teacher insights;
- make DYW meaningful and understandable to young people and their parents.

## School College Partnership:

We have strong links with West College Scotland, Greenock and work closely with them to maximise the pathways offer for young people at Inverclyde Academy. We do this in a number of ways:

### Vocational Offer - S4:

This introductory programme allows pupils in S4 to select one area of interest and attend a course at college on a Wednesday afternoon. This usually culminates in certificated units or a full short course.

### Vocational Offer - S5/6:

Progressing on from S4, WCS offers a wide range of opportunities for pupils in S5 and S6 who are now ready to make more specialist choices. They attend two afternoons per week, taking one subject column from their options, and achieve a certificated course such as an NPA as a result.



### HNC Infill:

In S6, young people can make the choice to infill into HNC courses allowing them to complete parts or the whole award in a year. To complete the whole award, they must attend up to 3 days per week. We create a bespoke timetable around this to continue school certification alongside this.

All of these opportunities also facilitate the application process for young people who decide to go on to further and higher education at West College Scotland after school, strengthening their applications for full-time courses.

## Higher Education Support:

Approximately 40% of our senior pupils will apply to Higher Education courses. For those planning on going to university, they apply via the 'Universities and Colleges Admissions Service' (UCAS).

Pupils considering applying through UCAS must research the universities and courses in which they are interested to ensure that they are well informed about their choices and are confident that they have chosen suitable SQA courses to meet entry conditions. To facilitate this process, we create UCAS focused DYW classes in S5 and S6 which take pupils through the process in a highly supported way so that they are ready to apply with suitably strong applications in January each year.

Further information about UCAS and support materials can be found at: [www.ucas.com](http://www.ucas.com)

## Work experiences:

We actively encourage all of our S4-6 pupils to participate in a work placement or experience to help them gain an insight into the world of work and enhance their employability skills. These work placements can take different forms, for example:

- *work experience e.g. a week long experience*
- *work placement blocks e.g. every Wednesday pm for a term*
- *ongoing timetabled weekly work experiences e.g. in a local nursery*

All work experiences must be logged on WorkIT and monitored by the DYW Coordinator. Some pupils may achieve an SQA Employability Award at L3/4/5 if they wish to complete the relevant activities and paperwork with the DYW Coordinator. This is particularly encouraged for pupils who are working with the Impact Zone when in school.

## **Work related events and experiences:**

As outlined at the start, our curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Inverclyde Academy. As such, here are some of the events and experiences that young people can access during their journey through the school:

### **IA Careers Fair**

Each Autumn, we invite partners from across Further and Higher Education, apprenticeships, employment and training organisations into the school for an evening. These representatives chat to young people and their families and answer questions about courses, entry requirements and opportunities beyond school in general. All families are invited to attend.

### **Careers Events**

We attend targeted events across the local and regional area, allowing young people the opportunity to talk directly with representatives from industry, education and employers.

### **Mock Interviews**

Young people are given interview skills training and mock interviews co-ordinated by Chloe and involving selected business partners when available e.g. using Founders4Schools.

### **Apprenticeship Tests**

Young people have the opportunity to learn and practice numeracy tests for apprenticeships, colleges and universities. This is coordinated by Chloe and will also involve particular employers such as BAE when possible.

### **Numeracy events**

Making links between numeracy used in subjects across the school and how numeracy is used in the world of work by participating in the Maths Challenge with cluster primaries, completing Strive for Five Maths Challenges for the top 40% and taking teams to maths events throughout the year.

### **Widening Participation**

Educational support and guidance programmes designed to widen access to higher education as outlined in more detail above.

### **Young Enterprise**

The Company Programme is the ultimate business experience for young people in S6. They set up and run their own company and develop a range of skills throughout this entrepreneurial experience. We regularly have two or more teams each year and have had consistent success at the regional finals.

### **Skills Academy**

Working with a range of partners, young people who are studying less than two National 5 qualifications are invited to attend a programme during Study Leave that helps develop crucial knowledge and understanding of wider achievement and employability skills.

### **Flexible Work Placement Model**

Our flexible approach to work placements is available to all young people through the DYW Coordinator. More detail is provided above.

### **Social Media**

All information relating to DYW and employability is advertised on the DYW Twitter and Teams pages to ensure parents and pupils are aware of the range of opportunities and supports available.

## Key documents for reference:

### 1. Standards and guidance:

- [Career Education Standard \(3–18\)](#)
- [Work Placements Standard \(English version\)](#)
- [School/Employer Partnership](#)
- [Review of the implementation of the Career Education Standard \(3-18\), the Work Placement Standard and Guidance on School/Employer Partnerships](#)
- [DYW Annual reports](#)
- [Learner Journey Review 15 - 24](#)
- [Developing employability, creativity and skills](#)

### 2. Career education and guidance 3-18

- [PowerPoint file: Learning Resource 1 - Introduction to Career Education Standard \(4.14 MB\)](#)
- [CES 3-18 Reflection tool and Self-evaluation Wheel](#)

### 3. Skills and Profiling

- [Guidance and learning resource: Profiling skills and achievements in the context of career education](#)
- [Scotland's Enterprising Schools](#)

### 4. Work placement and work-related learning

- [Overview](#)
- [Work placements](#)
- [Work-related learning](#)
- [Virtual Work Placements Guidance](#)

### 5. Partnership working

- [Education-Employer Partnerships - Key documents to support planning, implementation and evaluation](#)
- [A self-evaluation guide for school/college partnerships](#)

### 6. Curriculum design

- [Senior Phase Benchmarking Tool](#)
- [Learning pathways: Senior Phase design](#)
- [Preparing Young People for the Future – Senior phase in Scotland's colleges](#)

### 7. Foundation Apprenticeships

- [DYW senior phase developments - Foundation Apprenticeships](#)
- [Professional Learning Module: An overview of work-based learning and Foundation, Modern and Graduate Apprenticeships](#)
- [My Wow Apprenticeships zone](#)

### 8. Equalities

- [PDF file: Learning resource 7: Ensuring equality of opportunities](#)
- [DYW- Embedding equality into resources for learning' guide](#)
- [Improving gender balance from 3-18](#)

### 9. Parents

- [National Parent Forum Scotland: Information flyers for parents on career education, pathways and skills](#)
- [Parentzone Scotland - DYW:](#)

### 10. DYW Online Support

- [Developing the Young Workforce - online support](#)



## Appendix 1: DYW Calendar

Stage	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
P7											
SDS											
Events											P7 Transition Visits
DYW Coord								Coord Visit & DYW transition lessons	Coord Visit & DYW transition lessons		
S1 Lessons	Intro to Wow & PD	Intro to Wow & PD	Personal Finance	Personal Finance	Jobs of the Future	Gen+	Gen+	Gen+	DYW Profiling	DYW Profiling	New TT
SDS		Transition Group Work						Scot App Week			
Events				Scot Careers Week		S1/S2 Leadership/teambuilding/metaskills event					Women in Engineering Event
S2	Strengths & PD	Intro to Wow & PD	Personal Finance	Personal Finance	Jobs of the Future 2	Gen+	Gen+/ Options lessons	Gen+	DYW Profiling 2	DYW Profiling 2	Intro to S2: 9-5
SDS						Option Choice for Pers & Choice			S2 Group Session		
Events				Scot Careers Week	Women into Green Energies Workshops	S1/S2 Leadership/teambuilding/metaskills event		Scot App Week			
S3	N/A	N/A	N/A	PSE - Careers & options intro	N/A	PSE - YPI/ Options input	PSE - YPI	PSE - YPI/ 16+ update	N/A	N/A	16+ data gathering
SDS		Options Choices 1:1	Options Choices 1:1	Options Choices 1:1	Options Choices 1:1	Options Choices 1:1/ Group Session	Options Choices 1:1	Options Choices 1:1			
Events		Future Asset Programme	Careers Fair (before Oct Week)	Scot Careers Week/ STEM West Event		Women into STEM Business Breakfast	Love your Career Event (school day) - if possible	YPI Finals/ Scot App Week		STEM Women into Business Visit	YPI Network Event
S4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SDS	Targeted Offer	Targeted Offer	Targeted Offer	Senior Option Choice Group Work	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Study Leave	Study Leave	S4/5/6 Leavers
DYW Coord	PTPS & DYW Coord confirming work placements										PTPS & DYW Coord to begin sourcing possible work placements

Events			Careers Fair (before Oct Week)	Scot Careers Week Skills Scotland Event (targeted groups)			Love your Career Event (school day)	Scot App Week 6-10/ International Women's Day - STEM Women Event			
S5	Strengths & Skills - MyWow	Personal Development Award	Personal Development Award	Personal Development Award	Personal Development Award	CES Booklet – Employment Prep/ Options Support	CES Booklet – Employment Prep	CES Booklet – Employment Prep	Study Leave	Study Leave	Intro to DYW & MyWoW
SDS	Targeted Offer	Targeted Offer	Targeted Offer	Senior Option Choice Group Work	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Study Leave	Study Leave	S4/5/6 Leavers
					Targeted College Application Support Workshop			Targeted Apprenticeship Assessment/Application Centre Support			
Events		Future Asset Programme (targeted group of 3-6 girls)	Careers Fair (before Oct Week)	Scot Careers Week Skills Scotland Event (targeted groups)			Love your Career Event (school day)	Scot App Week			
UCAS								Focus West 1:1	SASS Workshop and Care Experienced Workshop		
S6	PDA Cont'd or Leadership L5/6	PDA Cont'd or Leadership L5/6	PDA Cont'd or Leadership L5/6	PDA Cont'd or Leadership L5/6	PDA Cont'd or Leadership L5/6	CES Booklet – Employment Prep 2/ Options Support	CES Booklet – Employment Prep 2	CES Booklet – Employment Prep 2	Study Leave	Study Leave	MyWoW Refresh
SDS	Targeted Offer	Targeted Offer	Targeted Offer	Senior Option Choice Group Work	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Targeted & Flexible Offer	Study Leave	Study Leave	S4/5/6 Leavers
DYW Coord					Targeted College Application Support Workshop			Targeted Apprenticeship Assessment Centre Support			
Events		Future Asset Programme (targeted group of 3-6 girls)	Careers Fair (before Oct Week)	Scot Careers Week Skills Scotland Event (targeted groups)			Love your Career Event (school day)	Scot App Week			
UCAS			Early Applications to be submitted	Applications to be submitted to Guidance					SASS Workshop and Care Experienced Workshop		Early Applicant Support/Focus West Workshops

## Appendix 2: Departmental DYW Audit document

	Entitlement and Expectation	Where is this/could this be seen?	Date(s)	Evidence?	R/A/G	Next Steps?
1	Meaningful discussion about skills development					
2	Labour Market awareness					
3	Learning experiences about labour market					
4	Developing employer-employee relationship understanding					
5	Use of resources (Skills profiles, skills groups, MyWoW etc)					
6	Develop links with employer(s)					
7	Diverse range of qualifications, some of which should relate to Skills for Work					
8	DYW and employability is considered when planning courses/ lessons					

Appendix 3: Employability Skills Data Gathering

First referral:

5. What opportunity are you hoping for? \*

☐ Work experience

☐ Work placement

☐ Work taster session

6. What are you hoping to gain from this experience? \*

Enter your answer

7. Personal Development Skills

Willingness to Learn - Recognising that learning should be lifelong. Always looking for opportunities to learn and develop, and plan for the next stage in your life.

How would you rate your willingness to learn at this moment? \*

1

2

3

4

5

6

7

8

9

10

8. Inter-Personal Skills

Taking Responsibility - Being responsible for your own actions. Being self-aware and responsible for your own development.

How would you rate your level of responsibility right now? \*

1

2

3

4

5

6

7

8

9

10

9. Enterprise Skills

Resilience - Being resilient in an important skill to have, to never give up, to see tasks through to completion and to always do your best.

How resilient are you just now? \*

1

2

3

4

5

6

7

8

9

10

After placement/experience:

5. Personal Development Skills

Willingness to Learn - Recognising that learning should be lifelong. Always looking for opportunities to learn and develop, and plan for the next stage in your life.

How would you rate their willingness to learn now? \*

1

2

3

4

5

6

7

8

9

10

6. Inter-Personal Skills

Taking Responsibility - Being responsible for your own actions. Being self-aware and responsible for your own development.

Have you increased your level of responsibility? How would you now rate this? \*

1

2

3

4

5

6

7

8

9

10

7. Enterprise Skills

Resilience - Being resilient in an important skill to have, to never give up, to see tasks through to completion and to always do your best.

Has your resilience improved? How would you now rate this? \*

1

2

3

4

5

6

7

8

9

10

8. Did you enjoy this opportunity? Would you recommend others to do it? \*

☐ Yes

☐ No

9. Do you now have a better understanding and insight into this career?

Is this the correct career for you? \*

☐ Yes, this is the correct career me

☐ No, this is not the correct career for me

For employer/organisation post-experience:

4. What role/tasks were carried out by the young person? \*

Enter your answer

5. What experience and skills have they gained from this opportunity? \*

Enter your answer

6. Personal Development Skills

Willingness to Learn - Recognising that learning should be lifelong. Always looking for opportunities to learn and develop, and plan for the next stage in your life.

How would you rate their willingness to learn?

1

2

3

4

5

6

7

8

9

10

7. Inter-Personal Skills

Taking Responsibility - Being responsible for your own actions. Being self-aware and responsible for your own development.

How would you rate their level of responsibility?

1

2

3

4

5

6

7

8

9

10

8. Enterprise Skills

Resilience - Being resilient in an important skill to have, to never give up, to see tasks through to completion and to always do your best.

How resilient were they during this opportunity?

1

2

3

4

5

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7

8

9

10

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