



Developing the Young Workforce in the Senior Phase

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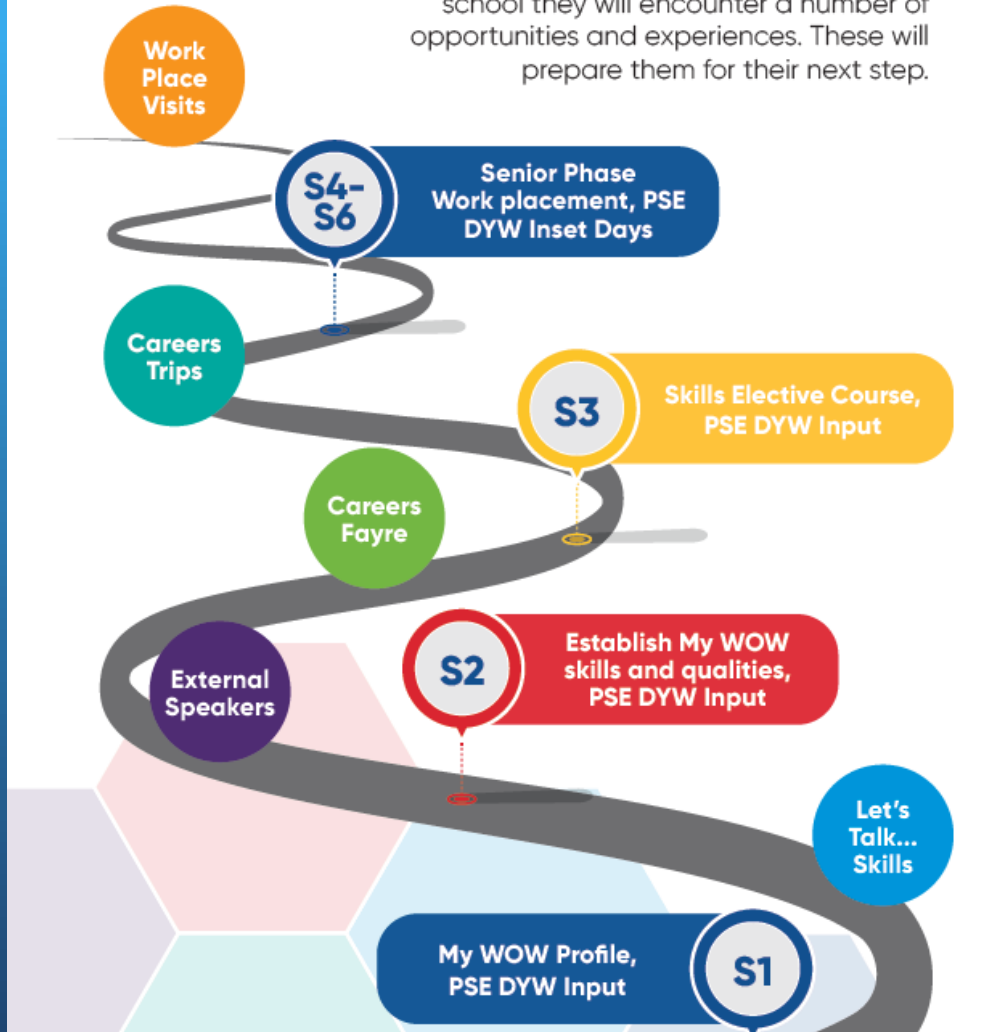
Local Context

In terms of replacement of existing staff and expansion requiring new staff, there are 4 key sectors within the Ayrshire economy:

- Hospitality & Tourism
- Engineering including Space and Aerospace
- Health and Social Care
- Construction

Your Child's DYW Journey

As your child progresses through school they will encounter a number of opportunities and experiences. These will prepare them for their next step.



My World of Work



- Opportunities
- CV writing help
- Interview guidance
- Career quizzes
- Profiling activities

S3 - DYW Trips

UWS Taster Session

09.30 - 09.40	Arrival, registration and Welcome (Lecture Theatre2)	
09:40 - 10:00	Session 1	Introduction to university: Lecture Theatre 2
10.10 - 10.55	Session 2	Academic workshops Sports - GT33 Education - Science lab (3.014) Creative Industries - Performance GT16
11.05 - 11.50	Session 3	Academic workshops Sports - Gymnasium/sports hall Education - Science lab (3.014) Creative Industries - Broadcast Production Radio, Television and Podcasting TV Studio 1
11.50 - 12.30	Lunch	
12.45 - 13.30	Session 2	Academic workshops Sports - Gymnasium/Sports Hall Education - Science lab (3.014) Creative Industries - GT35
13.30 - 13:50	Session 5	Library Talk: Lecture Theatre 2
13:50 - 14:00	Q&A, Evaluation and Departure: Lecture Theatre 2	



DYW Inset Day - 1st November 2024

S4

- Mock Interviews
 - GE Aviation, Storm Aviation, Ayrshire Stoves & Chimney Services, Carlton Consulting, Ashleigh (Scotland) Ltd, Thriving communities, Pzifer, Stagecoach, Crown Office & Procurator Fiscal Service, Keir Construction, Ayrshire Hospice
- UWS Higher Choices input
- V Wright (Careers Advisor) Pathways input

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S5

- UWS Application process workshop
- VASA (Voluntary Action South Ayrshire) workshop
- Glasgow Caledonian Pathways Workshop
- Wildpacks (America Summer camps) workshop

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S6

- Strathclyde University workshop
- Ayrshire College workshop
- SAAS Workshop
- Active Schools & UGSAS (University of Glasgow and Strathclyde Air Squadron)

Success stories

Pupil A – Made an excellent impression with Keir Construction at the Mock Interviews. At the end of the day this employer explained that she was very impressed and was discussing apprenticeship opportunities with him due to his engagement levels and the way he carried himself.

Pupil B –visiting Stagecoach Depot to have a 1-1 in-depth tour with the Operations Director. This only came about after he demonstrated his passion to these employers on the DYW inset day.

Pupil B & C - I absolutely loved to witness both these girls overcome such a challenge speaking to our external partners during the mock interviews. Both girls refused to go in, totally overwhelmed and very anxious about it all. By breaking it down as to why we were doing this session and explaining the benefits of this the girls eventually managed to go in and speak to the partners individually. The smile on their faces at the end was priceless, they were so proud that they managed to do it!

Pupil D – After experiencing presentations about volunteering opportunities, she asked to speak to all S3 girls alongside her Girls Guide Leader to speak about the amazing opportunities and experiences you can gain by being part of the Girls Guide. I think this is amazing from her, wanting to share her passion of volunteering with this organisation and showcasing this to our school community.



QUEEN MARGARET
ACADEMY

LET'S TALK... SKILLS

COMMUNITY | AMBITION | RESPONSIBILITY
EQUITY | FAITH | RESPECT



CREATIVITY AND ENTERPRISE

Innovation
Initiative
Imagination
Originality
Adapting



LITERACY

Reading
Writing
Listening & talking
Researching
Organising and using
information



NUMERACY

Time
Making calculations
Data & Analysis
Measurement
Money and personal
finance



DIGITAL LEARNING

Effective use of ICT
Online collaboration
Digital organisation
Online safety
Accessing digital
platforms



CRITICAL THINKING

Decision making
Problem solving
Analysing
Evaluating
Validating sources



SELF MANAGEMENT

Motivation
Organisation
Time management
Self-awareness
Resilience



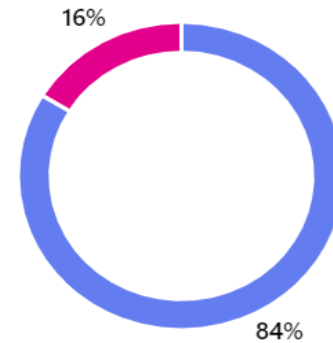
WORKING WITH OTHERS

Managing
relationships
Taking the lead
Collaborating
Negotiating
Planning

Pupil Data

Do you think the skills framework helps you make connections to the skills that are essential when you leave school? (e.g. applying for part time jobs/college applications/UCAS applications etc).

- Yes 31
- No 6



5. Give me an example of when the skills framework was referenced in any of your classes (e.g. In English when I was focusing on my solo talk, my teacher made links to the self management skill of organisation as I had to fully prepare my talk in my own time and ensure that I was ready for the deadline).

47 Responses

4	anonymous	When we were doing a relay race in higher mathematics for a mini quiz across our different topics in the course.
5	anonymous	In pe teacher the teacher refers back to skills framework in most things we do
6	anonymous	In PE , while doing the chosen activities the teacher shows a skill framework example and shows how we are working towards some of the part of the framework. Like critical thinking and evaluating the session we had
7	anonymous	In business we have to use digital learning with effective use of ict
8	anonymous	When we did our solo talk in English, my teacher referenced the months skill. When that months skill is relevant to the days task, that's when it's mentioned in most cases.

DYW Audit

- Takes place twice every school year
- We ask the pupils:
 - What they want to do when they are older
 - What they see as their next step
 - When do they see themselves leaving the school

DYW Noticeboard

- All pupils in the senior phase are on this MS Teams
- Opportunities and experiences are posted here
- Work placements
- Apprenticeships



Why do work experience?

- The Scottish Government's 2015 Developing the Young Workforce Work Placement Standard document outlines that all young people should have the entitlement to a work placement that;

“enables young people to experience a relevant, challenging, enjoyable and appropriate learning experience within the contemporary workplace. A placement should help the young person to make informed decisions about their future careers.”

- A well planned work placement, at the correct time for the young person, will empower them with knowledge and skills required to better help their career pathway decisions

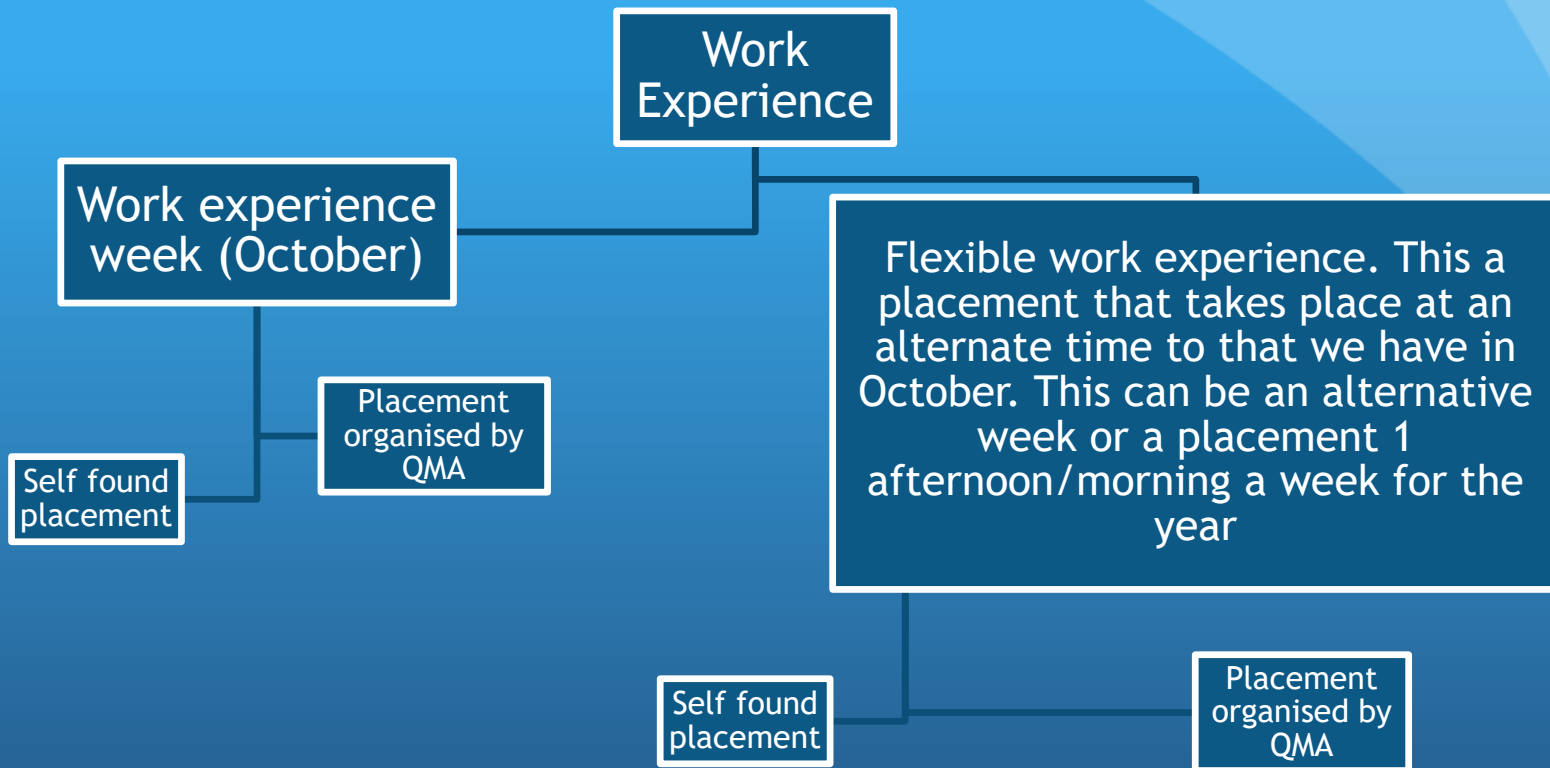
Who does work experience?

- Work experience is open to any young person from S4 to S6.
- We audit these pupils at the start of the academic year to establish their intended leave date (end of S4, S5 or S6). We then target the leavers cohort for the current academic year.
- However, a young person can request work experience at a time suitable to them. This may be a week out of school, evenings, weekends or during holidays

When does work experience happen?

- We work collaboratively with the Ayrshire Chamber who help place our young people in work placements
- Work placements usually happen in the month of October (however, some young people may carry out flexible work placements - next slide)

What are the work experience options?



Self-found requires a self-found form to be completed at least 10 weeks prior to placement starting

Successful completion of a placement and the placement booklet can result in an award from the SQA (SCQF Lv 4-6 Work Placement Award). This academic year, over 70 young people secured a work placement.

Questions?



DYW

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