

2008–2009

Creating a Curriculum for Excellence

Part 3: Enterprise and Vocational Education



**PERTH &
KINROSS
COUNCIL**

Education &
Children's Services

Introduction

This paper is the third in a series of 5 papers which, when taken together, provide a framework for Education & Children's Services guidance for the development and implementation of *Curriculum for Excellence* in Perth and Kinross.

Rationale

Young people need to be prepared for a world which is changing rapidly. They need to have the skills and attitudes in order to cope with an unpredictable future and be able to make the most of their abilities to contribute to the world of work and the wider community. From the earliest age, children have a natural ability to be enterprising and it is important for that ability to be nurtured throughout education.

As Perth & Kinross Council moves towards an outcomes-focused approach for delivering and improving services, a strategy for implementing Enterprise and Vocational Education will contribute to the delivery of six of the strategic objectives of the Scottish Government:

- ❑ *We live in a Scotland that is the most attractive place for doing business in Europe.*
- ❑ *We realise our full economic potential with more and better employment opportunities for our people.*
- ❑ *We are better educated, more skilled and more successful, renowned for our research and innovation.*
- ❑ *Our young people are successful learners, confident individuals, effective contributors and responsible citizens.*
- ❑ *We have tackled the significant inequalities in Scottish society.*
- ❑ *We have improved the life chances for children, young people and families at risk.*

The strategy relates to a number of national indicators and targets concerning personal and social development as well as the following:

- ❑ *Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training).*
- ❑ *Increase the proportion of schools and pre-school centres receiving positive inspection reports.*

Enterprise and Vocational Experiences have been included as part of the Personal and Social Development opportunities for young people in Perth and Kinross schools for many years, and in a variety of forms eg work experience, work shadowing, extended work placements, mentoring, mock interviews, CV preparation.

Throughout a young person's school experience a range of skills are nurtured and developed, including the core skills of communication, numeracy, problem solving, information technology and working with others.

Evidence from a number of national reports suggest that employers expect potential employees to exhibit within these core skills:

- ❑ *effective time management, planning and organising;*
- ❑ *the ability to undertake tasks or make submissions at short notice;*
- ❑ *the ability to think analytically and creatively;*
- ❑ *the ability to take responsibility for continuous professional development; and*
- ❑ *the skills needed to manage, or be managed by, others.*

Perth & Kinross Council's Education & Children's Services will continue to work with schools and key partners to ensure that Enterprising and Vocational learning opportunities are flexible, reflect individual needs and circumstances and allow for a variety of learning pathways and directions.

In addition, the strategy will support the delivery of the *More Choices, More Chances* agenda and will ensure the continued implementation of the *Determined to Succeed* initiative at local level, as well as developments within *Curriculum for Excellence* and our aspirations for young people to demonstrate the skills and attributes of the four capacities of being successful learners, confident individuals, responsible citizens and effective contributors.

Principles

A successful strategy for Enterprise and Vocational Skills Education aims to:

- ❑ *encourage and promote an enterprising approach to learning to ensure we develop and nurture confident, responsible, effective and successful citizens for the future;*
- ❑ *consider local economic circumstances and employment opportunities through the life and work of schools;*
- ❑ *assist Secondary schools in offering an appropriate vocational skills curriculum that includes courses and experiences;*
- ❑ *make the world of work real and possible for all our young people by involving parents, businesses and communities in their learning.*

The Framework for progressing Perth & Kinross Council's Strategy on Enterprise and Vocational Skills Education will focus on the following themes:

- ❑ *Enterprising Learning and Teaching*
- ❑ *Vocational Skills - Training and Experiences*
- ❑ *Career Education*
- ❑ *Partnership Working*
- ❑ *Improvement Planning*

Section 1 – Enterprising Learning and Teaching

Our schools are fully committed to the enhancement of learning and teaching practices through innovative approaches which take account of the principles of a *Curriculum for Excellence* and Assessment is for Learning. They create a supportive and stimulating environment where everyone is valued and involved, and where learning is fun.

The schools appreciate that enterprise and vocational learning offers young people the opportunity to realise their potential through purposeful experiences and outcomes which are linked to the world of work. Schools recognise that well planned creative programmes of study which take account of continuity and progression in all aspects of entrepreneurship, vocational learning and career education enable young people to:

- ❑ *grow in self-confidence and self-awareness;*
- ❑ *increase their motivation;*
- ❑ *enhance their knowledge and understanding of the world of work;*
- ❑ *develop the appropriate qualities and skills necessary for their future role as active responsible citizens.*

Throughout Perth and Kinross, young people are involved in a wide range of enterprise experiences. The many activities, events and projects undertaken by young people show evidence of thematic contexts, interdisciplinary working, community and business engagement and cross-curricular approaches to learning across all stages.

Partnership working between schools, colleges, parents, businesses and members of the community contributes to the positive impact on enterprise and vocational learning by placing it in a real and relevant context. Through a collaborative approach to programme delivery by all parties, young people recognise the relevance and importance of their learning and make valued judgements about their future employability opportunities and their personal learning objectives in order to achieve their goal.

The delivery of a high quality professional development programme, which is reliant upon the dissemination of knowledge and skills to all members of the school community, ensures the sustainability of enterprising practices within our schools.

All staff members are becoming increasingly aware of the importance of their responsibility and leadership role in:

- ❑ *mentoring and encouraging innovation;*
- ❑ *enhancing enterprise and creativity;*
- ❑ *challenging pupils to realise potential;*
- ❑ *facilitating co-operative and independent learning opportunities;*
- ❑ *developing reflective and evaluative practices.*

By providing a supportive and stimulating environment pupils explore their ability to 'learn how to learn' and develop a 'can do, will do' attitude with ever increasing confidence through the acquisition of knowledge and development of core skills.

The development of well planned, coherent and progressive enterprise and vocational learning programmes is supported centrally through the dissemination of relevant information, organisation of events, distribution of funds, supply of additional resources, sharing of good practice and the delivery of quality training opportunities.

The following case studies exemplify good practice in curriculum flexibility and creative approaches to the development of vocational routes.

Case Studies



Moncreiffe Primary

All pupils at Moncreiffe Primary were given the opportunity to explore a range of books by Anne Fine and then the responsibility to plan a week of enterprising activities. The activities were supported by a group of artists and adults within the school through a flexible curriculum approach. Pupils planned visits to local businesses, explored the world of work, undertook research on issues related to their particular book and presented their work through a variety of media to parents, members of their local community and the author Anne Fine.

Crieff Road Pre-School Centre

Crieff Road Pre-School Centre links enterprise with citizenship to make it meaningful to their very young children. The nursery has a link with Lavela Nursery in Port Elizabeth, South Africa and the Perth children fundraise to support the school's feeding programme. Various activities throughout the year are also linked to the Nursery's sponsorship of a Guide Dog Puppy called Norris! They have regular visits from puppies and young dogs in training and work collaboratively with the Local Committee. As part of Crieff Road



Pre-School Centre's Eco Schools commitment, the young children produce a Recipe Book with favourite recipes from parents, staff and children.



Kinross High School and Associated Primary Schools

Pupils from Kinross High School and associated primary schools work in partnership with Scottish Natural Heritage and the RSPB to develop the 'Growing Up with Loch Leven' initiative. Pupils from P1-S6 are responsible for implementing cross-curricular projects using Loch Leven as a real and relevant learning context. The initiative has greatly

enhanced pupils understanding of the relevance of their learning, increased their engagement with their local environment and raised their awareness of future career opportunities.

Muthill Primary School

Muthill Primary School Council organise and run the school Tuck Shop. They have responsibility for liaising each week with the local Post Office to order stock, check prices and ensure that they get the best value. The pupils have responsibility for keeping accurate accounts and ensuring all profit supports their partner school in Ghana. The pupils also raise awareness of fair-trade within the school and local community.



Outcomes for Young People in Perth and Kinross Schools

Enterprising Learning and Teaching

Within Perth and Kinross Schools:

- Partnership working between schools, parents, businesses and members of the community contribute to the positive impact on enterprise and vocational learning.*
- Young people recognise the relevance of their learning experiences to their future employability chances.*
- The school curriculum encourages innovation and creativity and has opportunities for independent learning and the development of reflective practices.*
- Schools provide a supportive and stimulating environment for pupils to develop a 'can do, will do' attitude.*
- Well planned, coherent and progressive enterprise and vocational learning programmes in schools are supported centrally through the dissemination of relevant information, organisation of events, distribution of funds, supply of additional resources, sharing of good practice and the delivery of training opportunities.*

Section 2 – Vocational Education

Programmes in vocational education provide an important stimulus for young people as well as opportunities and contexts to extend and refine their personal and social skills, and to experience success in a wide range of settings. They often bring young people into contact with adults other than teachers, for example in work experience. Perth and Kinross schools will continue to adopt flexible approaches to providing opportunities in vocational education.

Curriculum Flexibility

Curriculum flexibility can be defined as the strategies that schools and local authorities implement when designing a customised curriculum that:

- ❑ *takes account of schools' local circumstances;*
- ❑ *helps schools to provide learning experiences designed to meet the needs and wishes of each individual pupil, and*
- ❑ *ensures that all pupils have the opportunity to fulfil their potential.*

By the later stages of secondary school the growth in the use of curriculum flexibility to provide vocational skills programmes, often in productive partnerships with further education colleges, has been a significant development. Increasing flexibility in the curriculum is a means of improving pupils' overall school experiences and supports a wide range of learning styles.

In 2006/07, Perth & Kinross Council reviewed the 14+ vocational skills curricular provision in each of its Secondary schools. Emerging practice included:

- ❑ *the introduction and development of pre-vocational and vocational taster programmes in conjunction with further education (FE) colleges;*
- ❑ *using SQA National Units and Courses in Skills for Work in S3-S6;*
- ❑ *the use of open, flexible and distance learning, often in conjunction with FE colleges, and including online learning, school-to-school and school-to-college.*

Work Experience

Work experience gives young people scope to show their skills in a range of contexts not available in schools. Such wider opportunities promote achievement and meet needs, including the need to experience success, even where other approaches to the curriculum and learning and teaching are less effective. Opportunities for work experience will continue to be offered by all Perth and Kinross secondary schools as part of the strategy for supporting Enterprise and Vocational Learning. Extended work placements will also be considered as an option for schools planning to meet pupil needs within a more flexible curriculum. Formal procedures for arranging work experience placements in Perth and Kinross schools will be finalised in October 2008.

Skills for Work

Since August 2007, a new range of Scottish Qualification Authority (SQA) Skills for Work Courses have been available mainly for pupils in third and fourth year of secondary school. They provide a variety of practical experiences that are linked to particular careers and will help young people to develop knowledge and skills that will be important for employment - and for life in general.

Young people taking one of these new Skills for Work Courses may spend some of their time at a local college, or with another training provider. The courses provide young people with an early chance to work on practical skills that relate directly to jobs to acquire knowledge and develop skills such as:

- ❑ *an understanding of the workplace, including their own responsibilities (eg time-keeping, appearance, customer care);*
- ❑ *how to evaluate their own progress, strengths and weaknesses;*
- ❑ *how to analyse and solve problems;*
- ❑ *how to be adaptable and have a positive attitude to change.*

A broad range of Skills for Work Courses are available to all schools from 2007-08. These Courses consist of individual units amounting to 40 hours of learning and have no final exam or grading. Assessment will involve a range of different tasks, including practical assignments and keeping personal records. The award will appear on the Scottish Qualifications Certificate in the same way as any other National Course.

The new courses will also widen students' opportunities and prepare them for further learning and employment.

Case Study



Blairgowrie High School

Having offered vocational courses in Rural Skills in a range of land based industries to S5/6 pupils, Blairgowrie High school considered it beneficial to provide a progression route for skills for work for younger pupils. Consequently, the skills for work Rural Skills course is now available to all pupils as part of the S3 course choice. It is offered as a full subject and timetabling arrangements have been made to allow pupils out of school for one afternoon per week. The national support materials are used for the delivery of the course with weekly practical work in two forest areas within travelling distance of the school.

Outcomes for Young People in Perth and Kinross Schools

Vocational Education

Within Perth and Kinross schools:

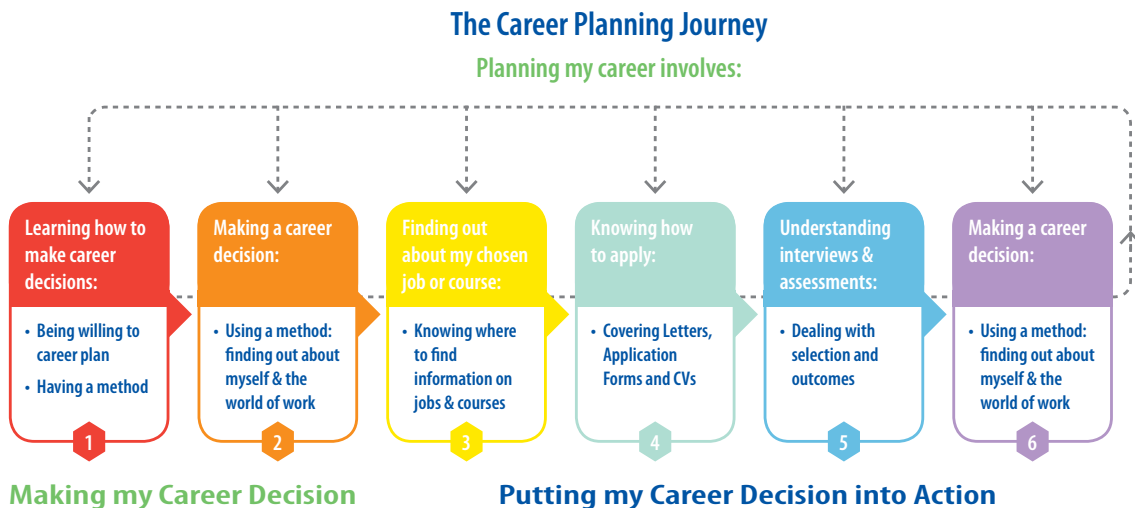
- ❑ *Pupils undertaking vocational courses with a college or other training provider will be able to work purposefully towards clear and challenging learning targets.*
- ❑ *Pupils will have opportunities to run business enterprises, work collaboratively with local entrepreneurs and/or employees and take responsibilities in teams.*
- ❑ *Opportunities will exist across a wide range of curricular areas for pupils to learn from real life contexts of the world of work - including work experience placements.*
- ❑ *Headteachers will effectively involve and inform parents, local business partners, voluntary groups and other relevant agencies to make use of any specialist contributions they may have to offer.*
- ❑ *There are effective arrangements in place to monitor and evaluate the overall experience of pupils undertaking vocational education.*

Section 3 – Career Education

Career Education and Guidance is a series of interventions designed to enable individuals to make well informed, realistic career decisions and manage subsequent transitions.

Career education provides young people with opportunities to learn and practise the career management skills they will need in order to make their future plans effectively. It also supports the development and practise of these skills in the context of choosing courses of study and of post-school options. It has been traditionally accepted that the delivery and responsibility for career education has been that of schools. Support material relating to progression in Career Education will be made available to all schools in October 2008 as part of the support for Enterprise and Vocational Education.

Career guidance applies what has been learned from career education to personal decision making by individuals. Career Scotland’s role is very much about “creating confident career planners”. It can be very difficult for young people to make effective decisions and gain a critical and informed insight into their individual strengths. Through use of the “Career Planning Journey” model of career planning (see below), it is hoped that career planning becomes more understandable for the individual.



This understanding can create confidence and lead to successful transitions, which in essence is the objective of the Careers Adviser in schools. The responsibility for delivery of this guidance is Career Scotland. However the delivery of career guidance by teachers undoubtedly continues, sometimes as part of an intervention by subject specialist teachers, through pupil support or by staff responsible for Guidance functions eg processing UCAS applicants.

Access to such advice is also a key focus of the emerging *Curriculum for Excellence* guidance for health and wellbeing which states.....

Throughout my learning I am supported in preparing for significant changes in my life by:

- developing strategies which help me to meet challenges, manage change and build my resilience;*
- reflecting regularly on my strengths and skills, to help me to plan my next steps;*
- raising my expectations, developing my potential and celebrating my achievements;*
- using available guidance and resources to help me to make informed choices and develop personal plans.*

Case Study

Careers Scotland

Joanne - S4 Guidance Interview

An appointment was arranged for Joanne with her Careers Adviser as it had been indicated she may leave school at the end of S4. On meeting Joanne in the January she confirmed she would like to leave. Joanne felt that she was not getting on well in school and was often late. Much of this was due to things going on at home and although she knew she should stick in and return to upgrade her qualifications, she really didn't like school.

She was interested in Air Cabin Crew as a career and routes to entry were discussed. Since entry is from age 19, Joanne would need to do something before she could apply. Many airlines prefer experience in working with the public in a related industry. She currently has some work experience in a Hairdresser's. It was suggested she think about college and doing a travel/tourism related course. Other options were also discussed and it emerged that she also liked the idea of travel agent work and liked to be kept busy. Skills and strengths were also discussed and Joanne found it hard to identify these and so some time was spent exploring this. The importance of thinking about who you are and your abilities was reinforced by carrying out some work on personality exercises (The Buzz).

Joanne was given advice and information about college courses, gaining relevant work experience and details about travel agent apprenticeships.

On following up Joanne it was confirmed she would be leaving school and had a place at Perth College to study NQ Skills for Travel Representatives and the Leisure Industries.

Outcomes for Young People in Perth and Kinross Schools Career Education

Young people will have opportunities to:

- ❑ *develop the appropriate skills to become effective career decision makers;*
- ❑ *have a clear understanding of their career choices, which are informed and well thought through;*
- ❑ *develop information handling skills and be aware of career opportunities locally, nationally and internationally;*
- ❑ *develop the skills to plan their career and to manage planned and unplanned change;*
- ❑ *access to good quality careers education provision and impartial information, in conjunction with up-to-date labour market information;*
- ❑ *use technology to support access to relevant information, advice and guidance.*

Section 4 – Partnership Working

Perth & Kinross Council is fully committed to the principle of integrated partnership working. It is fundamental to community planning and the wider delivery of services in which organisations come together to plan and provide for the wellbeing of the people that they serve.

No single service can provide effectively without inputs and support from other agencies. This is particularly relevant to the implementation and development of enterprise and vocational education. For example, employers from all sectors need to continue to play a central role in providing work experience placements and visits. It is important that schools build on current local business partnerships and encourage further engagement opportunities. In addition, Perth & Kinross Council will continue to promote partnership agreements for supporting school - college links (see appendix A) and for working closely with Careers Scotland.

It is implicit that partnership working is at the core of effective enterprise and vocational education in Perth and Kinross. Existing community planning arrangements will require to be utilised to full effect.

Case Study

Enterprising Education Business Links (EEBL) Placement at MacRosty Park

Through a carefully structured EEBL placement teachers can learn first-hand about the skills employers need from future employees and further develop their own personal and professional skills to contextualise learning and bring topics to life for the young people they teach.

The MacRosty Park placement offered 4 teachers a 4 day opportunity to work in partnership with Perth & Kinross Council staff (architects and planners) and Careers Scotland. The aim was to develop the £1.8 million regeneration proposal for the Heritage Lottery Fund's Parks for People programme in order to reverse disrepair and decline in the park and to make Crieff a more attractive place to live, work and visit by safeguarding the park's heritage and promoting its use.



By the end of the placement, the group had:

- identified physical and human resources required to run the healthy living, education and engagement aspects of the plan;*
- compiled a list of requirements for the pavilion/field studies centre;*
- produced a programme of use for the park and pavilion - based on a typical school year, eg number of classes;*
- provided thoughts for involvement in the live project, eg Bandstand, Tree and Woodland works, Art and interpretation proposals.*

Outcomes for Young People in Perth and Kinross Schools Partnership Working

Within Perth & Kinross Council:

- ❑ *a culture of respectful, mutually supportive and empowering working relationships exist and artificial boundaries between partners are reduced;*
- ❑ *learning involves partners working with schools in enterprising activities;*
- ❑ *there is close co-operation, from the planning to the action being taken, with key partners including College(s)/Careers Scotland/ Employers/Voluntary groups/Parents;*
- ❑ *schools have a variety of interactions with partners of various sizes; both one-off encounters and sustained over extended periods;*
- ❑ *individuals and Services, working together, learn and create opportunities to ensure that there is a wider, shared knowledge and understanding of the range of resources and expertise available.*

Section 5 – Improvement Planning

Enterprise in education needs to be given appropriate prominence in school improvement planning, to reflect its importance educationally and economically. The implementation of enterprise and vocational education as part of the Council's approach to *Creating a Curriculum for Excellence*, will require careful monitoring and self evaluation. As a core feature of the work of a school, enterprise in education needs to be evaluated systematically and improvements properly planned, in the context of wider school planning.

The nature of enterprise in education is such that schools will wish to involve a wider group of interests in any evaluations and in the processes of planning for improvements, reflecting the stake these interest groups have in the success of the school.

Existing processes for school improvement will be central to ensuring effective implementation and Service Managers from Education Services will ensure that necessary steps are taken by all schools to plan for improvement using the following core quality indicators taken from HMIE report "How Good Is Our School 3?" and which are central to Perth & Kinross Council's "Standard for Learning":

Curriculum

Improvements in Performance

Learning

Meeting Learners Needs (See Appendix B)

Appendix A

Perth College Partnership Agreement with Perth & Kinross Council Education & Children's Services for the Provision of Vocational Courses

Purpose of the Partnership

The purpose of this agreement is to set out the roles and responsibilities of all parties involved in providing Perth College courses to school pupils. This agreement will establish the arrangements through which all parties will collaborate to plan, organise and deliver effective college courses for pupils in S3 and above. This agreement between Perth College and Perth & Kinross Education & Children's Services (PKECS) will ensure curriculum development and delivery, this will help school pupils develop their capacities as outlined in **A Curriculum for Excellence**: to enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. This translates into the following purposes:

- ❑ to **widen** pupils' opportunities for progression and prepare them for further study;
- ❑ to **ease** pupils' transition from school to further learning, training or employment;
- ❑ to **broaden** pupils' curriculum choices; and
- ❑ to **enrich** pupils' educational experiences.

The agreement will be reviewed annually and modified and adapted in light of changing circumstances and needs.

Strategic Aim

The increasing flexibility in the school curriculum and the need for pupils to benefit from practical and contextualised vocational programmes which help them meet the purposes of the 3-18 curriculum review have offered an opportunity for the PKECS and Perth College to offer programmes for school pupils which will enhance their educational experience. Perth College and PKECS and Perth and Kinross schools will work together to promote programmes delivered through this partnership which will equip pupils to study, learn, plan, develop and apply work-related and key employability skills whilst accumulating credits which will support progression to positive destinations by contributing to further learning, training or employment.

Principles

Both the College and PKECS will identify a named manager who will be responsible for school/college links. All communication on the operational aspects of the course provision will flow through these individuals or their nominees.

This agreement establishes a framework within which Perth College will work with

PKECS. Any disputes will be managed between the nominated staff members in each establishment and brought to the attention of the Perth College Assistant Principal and Executive Director (Education & Children's Services) for final arbitration. The partnership agreement will be evaluated by the key stakeholders and will be led by the named College and local Authority Manager. The evaluation report will be presented to the Lifelong Learning Partnership.

Perth College and PKECS will agree viability of school/college courses on the basis of overall pupil numbers by end of February.

1 Responsibilities of the College

The College agrees to:

- 1.1 *Consult August to December with Schools and PKECS on the provision to be made available.*
- 1.2 *Provide taster sessions of college courses to 32 pupils between October and November.*
- 1.3 *Provide programmes which will result in certification for pupils from S3 and above at secondary schools within Perth and Kinross.*
- 1.4 *Provide comprehensive college course information to inform pupils of curricular choices.*
- 1.5 *Consult with schools and PKECS if, after the end of January, there is any intention to withdraw provision.*
- 1.6 *Allocate adequate and appropriately qualified staff and ensure cover in the event of staff absence.*
- 1.7 *Ensure all staff working with school pupils are subject to Disclosure checks prior to commencing work with such pupils.*
- 1.8 *Confirm it has the necessary approvals in line with awarding bodies criteria.*
- 1.9 *Ensure staff that teach pupils in College possess or are working towards an appropriate teaching qualification.*
- 1.10 *Allocate appropriate accommodation and physical resources.*
- 1.11 *Comply with Health and Safety requirements including completing risk assessments for school pupils in learning environments. See Section 7 of Regulation at Work Act.*
- 1.12 *Ensure that the enrolment of pupils on college courses delivered on school premises is managed by college staff.*
- 1.13 *Comply with provisions in respect to first aid and medication, informing schools immediately of any incident.*

- 1.14 *Implement appropriate selection procedures in conjunction with schools and other agencies as appropriate.*
- 1.15 *Provide an appropriate induction programme including a student handbook and ensure pupils sign the Pupil Agreement including introducing the Acceptable Use Policy for Information Technology.*
- 1.16 *Ensure pupils have access to appropriate support and guidance.*
- 1.17 *Provide at least an annual report on pupils' progress in line with schools calendar, reporting timelines and criteria.*
- 1.18 *Attend parents' evenings, if appropriate.*
- 1.19 *Ensure that information on pupils' attendance is passed to schools daily.*
- 1.20 *Ensure that information on pupils' achievements and likely success is passed to schools, eg NAB results, Skills for Work Units.*
- 1.21 *Attend progress meetings with school representatives and other partners (eg PKECS and Careers Scotland) in September, December and June and which would include reviewing HMle reports.*
- 1.22 *Indicate at an early stage with the school and SQA course changes if there are issues with an individual school pupil which are raising a cause for concern.*
- 1.23 *Ensure that child protection issues involving a school pupil that have taken place within the college are dealt with by the College's Child Protection Co-ordinator and appropriate school staff will be informed.*
- 1.24 *Ensure that the College Child Protection Co-ordinator informs the appropriate school of any disclosure of a Child Protection issue by a school pupil to a college staff member that has taken place out of the college, in order that it can be dealt with by the school.*
- 1.25 *College will evaluate pupils' experiences on SfW courses and share the results with schools.*

2 Responsibilities of the School/Perth & Kinross Education & Children's Services

The School/Perth & Kinross Education & Children's Services agrees to:

- 2.1 *Ensure all schools identify a member of staff who will be the named link with the College.*
- 2.2 *Provide College staff with support including accommodation, resources and a school handbook for all school-based delivery of college learning.*
- 2.3 *Comply with Health and Safety requirements including completing risk assessments for school pupils in learning environments for school based delivery.*

- 2.4 *Provide information and/or organise and deliver information sessions for parents/carers and pupils.*
- 2.5 *Provide structured guidance sessions for pupils wishing to enrol on agreed College programmes.*
- 2.6 *Ensure pupils are aware of the standards of behaviour expected of them whilst attending College.*
- 2.7 *Ensure pupils are appropriately briefed on the nature of an adult learning environment.*
- 2.8 *Ensure early discussions with pupils and their parent or carer, alongside discussions with teaching guidance and Careers Scotland staff take place as essential pre-requisites to meet the needs of the pupil.*
- 2.9 *Confirm College applications by end January.*
- 2.10 *Provide background information where relevant on the pupils' achievements, behaviour, health matters, additional support needs and any child protection matters.*
- 2.11 *Ensure all consent forms are in order and signed by the appropriate adult.*
- 2.12 *Work in partnership with the College, local employers and Careers Scotland to select pupils taking account of previous behaviour, achievement and attendance.*
- 2.13 *Reimburse the College for agreed entitlements such as free lunches and any other agreed costs such as material, equipment, overalls, course books and any entry costs for qualifications.*
- 2.14 *Fund additional College courses for pupils in their area in response to a particular local priority and where the College is able and willing to meet this demand.*
- 2.15 *Liaise closely with College staff ensuring support for pupils in order to facilitate a smooth transition to College.*
- 2.16 *Inform parents/carers that the school is their source of contact of school/college activities including the Winter/Summer Leaver groups.*
- 2.17 *Confirm pupil numbers by the end of March or schools might be held financially responsible for any pupil withdrawals if they cannot be filled from elsewhere.*
- 2.18 *Provide pupils with free and safe transport arrangements to and from College.*
- 2.19 *Provide the College with a yearly events calendar for each School including reporting to parents and carers.*
- 2.20 *Co-operate with an agreed recording and communication strategy on pupil absences.*

- 2.21 *Operate a tracking system for pupils to monitor their progress based on feedback from the College.*
- 2.22 *Use their best endeavours to make suitable on-going provision for all pupils with additional support needs.*
- 2.23 *Offer on-going provision of support to all pupils with additional support needs thereby meeting school statutory responsibilities and enabling school and college staff to work co-operatively in making arrangements for support in order to facilitate a smooth transition to college, and effective on-going support.*
- 2.24 *Liaise with parents on all issues of achievement, behaviour, attendance and discipline using information provided by the College.*
- 2.25 *Liaise with the named College manager when the College is proposing the withdrawal of a place for a pupil.*
- 2.26 *Evaluate pupils' experiences of College and its courses and share the results with the College.*

3 For School Based College Delivery

The School/Perth & Kinross Education & Children's Services agrees to:

- 3.1 *Provide College staff with support including accommodation, resources and a school handbook for all school-based delivery of college learning.*
- 3.2 *Comply with Health and Safety requirements including complete risk assessments for school pupils in learning environments. See Section 7 of Regulation at Work Act.*
- 3.3 *Provide an appropriate induction programme including a student handbook and ensure pupils sign the Pupil Agreement including introducing the Acceptable Use Policy for Information Technology.*

4 Annual Cycle

September	<i>Joint ECS/College visits to schools</i>
November tasters	<i>Perth College</i>
December	<i>Perth College confirm courses offered</i>
January	<i>Applications in from pupils</i>
End January	<i>College confirms provision</i>
9-19 February	<i>Interviews by Perth College</i>
2 March	<i>Perth College offers places</i>
27 March	<i>Schools accept college places</i>
April	<i>Timetable confirmed</i>

Appendix B

Enterprise and Vocational Education in Perth and Kinross – Self-Evaluation Support Materials

Curriculum

A 'course' can be defined as one specific contribution to a programme in enterprise in education. Some examples are: Enterprising Infants project; Mini-enterprise project at P7; Young Enterprise Scotland's business skills programme; Business dynamics courses; Standard Grade social and vocational skills; or specific relevant NQ Skills for Work courses.

A 'programme' in enterprise in education will bring together individual contributions or courses in a planned, progressive and coherent way. These contributions will include explicit enterprise and entrepreneurial activities, at all stages from early years through P1 to P7 and on to senior stages of secondary, in line with national policy expectations. Programmes will also include, for example, significant contributions from: career education; core skills and employability skills development; relevant content from curriculum areas and subjects; and key aspects of personal and social development and work experience.

All of these contributions need to be appropriate to the age and stage of development of the pupils. For example, career education for a pupil at P1-P3 has quite different purposes and activities from that for, say, a pupil in S5/S6. The breadth of possible contributions reflects and emphasises the important role of all teachers in delivering enterprise in education.

The identity of career education, its purposes and activities, will rightly differ significantly across the stages from early years to the senior stages of secondary schools. For the early stages, the focus will be on encouraging an awareness of the nature of work and the different forms of 'jobs' which people do and the 'roles' they fill including worker, student, employer and entrepreneur. These will be progressively related to young people's own growing awareness of their talents, interests and aspirations. By the later stages of secondary school, programmes will be increasingly focused on providing young people with the best possible service for career information, advice and guidance. The growth in the use of curriculum flexibility to provide vocational programmes, often in productive partnerships with further education colleges, has been a significant development. One important, continuing theme is that stereotypes of any kind, such as those associated with gender or with particular forms of work, are actively challenged. A further objective is to ensure that enterprise in education becomes as closely integrated into learning in the context of subjects and areas of the curriculum as is possible.

Questions to ask

- How well are the guidelines and policy statements for enterprise in education known and used by staff?*
- Are all pupils included in the programme and having their full entitlement met?*

Questions to ask (continued)

- ❑ *Is there a planned, coherent programme at each stage, building appropriately on earlier stages, which develops pupils' awareness of enterprise and entrepreneurship, career development, work and lifelong learning?*
- ❑ *Does the programme include an appropriate balance of specific 'courses' or activities, in combination with enterprising content and approaches to learning and teaching across the curriculum?*
- ❑ *How is national guidance, such as framework documents issued by LT Scotland, used in evaluating programmes?*
- ❑ *Is there a senior manager with a clear remit to support, manage and monitor the programme?*
- ❑ *To what extent is regular productive contact maintained with the local authority quality improvement officer responsible for enterprise in education, Careers Scotland staff, entrepreneurs, employers, trades unions and staff in further and higher education?*
- ❑ *What help do these other agencies give in delivering aspects of the curriculum and providing access to information and resources?*
- ❑ *What contact do young people have with local entrepreneurs and other employers from a wide range of trades and vocations, providers of further and higher education and Careers Scotland staff, representatives of trades unions, leaders from the voluntary and community sectors?*
- ❑ *What training do pupils have in accessing career information including use of the careers library and ICT sources?*
- ❑ *What opportunities are there for:*
 - *work experience and shadowing?*
 - *visits to a range of workplaces, careers conventions, colleges of further education, and higher education institutions?*
 - *presentations from visiting speakers from a range of enterprises and jobs?*
 - *personal research in school, in the community and on employers' premises?*
 - *support for transition to post-school opportunities through individual interviews with guidance staff and Careers Scotland staff?*
 - *personal reflection and challenging of limiting or stereotypical aspirations?*
 - *reflecting on needs and being proactive in career development?*
- ❑ *How good is the information about pupils' progress and attainment which is made available to staff who provide pupils' career education programme?*
- ❑ *How good is the range and quality of information, including through ICT, about labour market trends and training opportunities?*

Questions to ask (continued)

- ❑ *What opportunities do pupils have:*
 - *to participate in extra-curricular activities which develop core skills?*
 - *for direct feedback, for example, from business people conducting mock interviews?*
- ❑ *How effectively does the school inform and involve parents, including making use of any specialist contributions which they may have to offer?*

Improvement in Performance

The concepts of attainment and achievement in enterprise in education need careful consideration. Their scope encompasses how well each young person is performing in the attitudes, skills and knowledge and understanding associated with enterprise in education. Clearly, certificated courses and programmes such as those for Standard Grade social and vocational skills, or National Units in vocational areas provide relevant data on pupils' attainment and achievement. However, it is equally true that pupils' attainments in a wide range of subjects and areas of the curriculum are relevant to enterprise in education. Obvious examples include 5-14 attainment data in reading, writing and mathematics, and similar data for Standard Grade and beyond. This data should not be regarded as outwith the scope of enterprise in education, even when there is no claim that the attainments are directly or fully attributable to enterprise in education activities.

Questions to ask

- ❑ *What evidence is there of progression in pupils' attitudes, skills, and knowledge and understanding in enterprise in education?*
- ❑ *What progress are pupils making in learning about enterprise, career development, work, post-school education and lifelong learning?*
- ❑ *What are young people's attainments in relevant areas including:*
 - *5-14 aspects related to core skills, for example reading and writing in English language/communication, and mathematics including problem solving?*
 - *in the core skills, from SQA information?*
 - *specific relevant SQA courses (such as Standard Grade social and vocational skills) or National Units in Skills for Work, enterprise, careers, work-related aspects and vocational programmes?*
- ❑ *What evidence is there of pupils developing self-awareness and career action plans based on individual skills, interests and career aspirations?*
- ❑ *How well have pupils achieved in awards and competitions, across the curriculum, that relate to the aims and purposes of enterprise in education?*
- ❑ *What evidence is there that the quality of pupils' learning experiences has contributed to their achievements?*

Questions to ask (continued)

- What evidence is there that pupils' needs are well met, enabling them to achieve highly?*
- Do the school's aims embrace enterprise in education?*
- Is the audit for enterprise in education based on observable evidence and consultation with appropriate external sources, such as businesses, Careers Scotland and other agencies?*
- Does the plan make reference to national and local priorities for enterprise in education, in line with relevant guidance?*
- Does the action plan for enterprise in education draw appropriately on a wide range of material and people resources, including entrepreneurs and a wide range of job types, relevant local authority staff including quality improvement officers, Careers Scotland advisers, staff from further and higher education and the community and voluntary sectors and other support agencies?*
- Has an appropriate range of staff, representing the full range of aspects of enterprise in education, been engaged in improvement planning?*
- How have parents, pupils and key agencies, including those for children's services, been consulted about the priorities and planning for enterprise?*

Learning

The quality of pupils' learning experiences is the essence of enterprise in education. Primary, secondary and special schools with effective programmes have underlined the demonstrably positive effects which enterprise in education can have on the curriculum, on learning and teaching, on pupils' motivation and their appreciation of the relevance of the curriculum, and consequently on the quality of young people's learning experiences. Contexts in enterprise, entrepreneurship and career and work-related activities provide important opportunities for young people to play an active part in their own learning and experience responsibility for their own actions and decisions. Enterprise activities are particularly effective in encouraging pupils to think creatively, approach problems with determination and work closely with others to draw upon the benefits of team approaches.

Questions to ask

- What evidence is there that pupils' motivation has increased as a result of enterprise in education?*
- What evidence is there of increased levels of attendance, attainment and achievement?*
- What evidence is there of pupils' experience of enterprise in education promoting:*
 - *creative and enterprising attitudes?*
 - *independent research?*

Questions to ask (continued)

- *planning of their own activities and assessing their own progress?*
 - *decision making about their enterprise, career and work-related experiences?*
 - *the value of lifelong learning?*
 - *independence through activities such as starting and running business enterprises?*
- What opportunities do pupils have to investigate case studies and to work collaboratively with local entrepreneurs, businesses and other working people, and take responsibilities in group work and teams within and beyond the school?*
 - What opportunities are there, across the range of subjects and curriculum areas, for pupils to learn from real-life contexts?*
 - What opportunities are provided for pupils to learn about post-school education and lifelong learning?*

Meeting Learners Needs

The key issues for consideration relate to inclusion and entitlement. Enterprise in education is relevant to every young person in Scotland. Well-designed programmes have confirmed that enterprise in education can offer opportunities and experiences which meet the full range of needs of young people of all abilities, interests and aspirations. The breadth of scope of enterprise in education, reflected in the rich diversity evident in effective programmes, makes valuable experience available which is appropriate to the full spectrum of young people's needs including, importantly, additional support needs. For example, enterprise activities allow very wide scope for pupils' creativity, imagination and intellectual challenge. Effective career education provides comprehensive opportunities for all young people to reflect on their talents and interests, and align these with potential career routes and lifelong learning choices. Work experience and vocational programmes give young people scope to show their skills in a range of contexts not available in schools. Such wider opportunities promote achievement and meet needs, including the need to experience success, even where other approaches to the curriculum and learning and teaching are less effective.

Questions to ask

- To what extent do tasks, activities and resources demonstrate that enterprise in education is for all pupils?*
- What opportunities are there for all pupils to work with local entrepreneurs, employers, staff from further and higher education and external agencies in and beyond the school?*
- What support mechanisms are in place to ensure that all pupils can participate meaningfully in all activities, for example enterprise activities, workplace and career convention visits and work experience?*

Questions to ask (continued)

- ❑ *How aware of the enterprise in education programme are support staff, including those providing specialist support for pupils' additional support needs, and what involvement do they have with it?*
- ❑ *To what extent do activities provide sufficient structure for pupils with additional support needs including sufficient challenge for higher-attaining pupils?*
- ❑ *What is the evidence of use of a range of approaches to learning styles and thinking skills?*
- ❑ *How is the school using curriculum flexibility, and opportunities such as vocational contacts and programmes offered by providers outwith the school, to meet pupils' needs more closely?*

Further Information

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