

## Lifelong Learning Committee

28 January 2015

**Strategy on Enterprise and Employability  
in Secondary Schools****Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

This report provides an overview of the authority's expectations with regard to learning for enterprise and employability in secondary schools and identifies necessary actions to ensure all our young people have appropriate experiences to support their transition into the workplace.

**1. BACKGROUND / MAIN ISSUES****1.1 Context**

- 1.1.1 The recommendations of the Commission for Developing Scotland's Young Workforce ('Education Working for All!', June 2014) point to a need for schools to further develop their role in preparing young people for work.
- 1.1.2 This report refers to the attached 'Enterprise and Employability in Secondary Schools' strategy paper (Appendix 1) which seeks to build on existing developments in our secondary schools, as well as responding directly to the recommendations set out in 'Education Working for All!'.
- 1.1.3 The strategy seeks to consolidate and extend the developments arising from the Council's 'Creating a Curriculum for Excellence (Part 3: Enterprise and Vocational Education)' (2009).

**1.2 The School Curriculum**

- 1.2.1 Whilst all schools have made progress in recent years in widening the curriculum offering to pupils, 'Education Working for All!' suggests there is an on-going lack of coherence in approaches towards the development of skills for work.
- 1.2.2 The strategy requires schools to increase the quantity and quality of such provision, both in terms of SQA vocational and employability courses offered and those courses and experiences aimed at developing wider achievement in young people. The strategic focus for this growth should be on providing a range of coherent and progressive pathways for young people that systematically develop their skills for work.

- 1.2.3 As part of this process, schools are expected to take steps to ensure a greater parity of esteem between academic and vocational pathways, in part by challenging the unhelpful dichotomy between the two.
- 1.2.4 The local and national economies will continue to depend upon entrepreneurship for much of their vitality, so schools should also be able to demonstrate how enterprise skills are developed in young people during their school careers.
- 1.2.5 The strategy takes account of the critical importance to the economy of encouraging vocational pathways in Science, Technology, Engineering and Maths (STEM) subjects, and seeks to incorporate specific measures in this area into its procedures for monitoring schools' attainment.
- 1.2.6 To ensure that the challenges of the enterprise and employability agenda are given due priority, the strategy requires that schools designate a member of their senior management team to assume strategic responsibility for this area.

### **1.3 Partnership with Perth College/UHI**

- 1.3.1 'Education Working for All!' recommends that schools and colleges work together more strategically to address the employability agenda. Whilst there has been much positive collaboration between Perth and Kinross Council (PKC) schools and Perth College/UHI, there is now a need for the partnership to adopt a more strategic approach towards the development of coherent pathways which lead to positive and sustained destinations for our young people.

### **1.4 Work Experience**

- 1.4.1 The aspiration has already been established within secondary schools that all young people should have an offer of relevant and meaningful work experience at an appropriate stage.
- 1.4.2 However, in practice, the provision across schools is inconsistent. This strategy sets firm and realisable targets for 2016/17 which will lead to an incremental but sustainable increase in this provision.

### **1.5 Business Engagement**

- 1.5.1 'Education Working for All!' identifies employers as key partners in moving forward the enterprise and employability agenda. Whilst all secondary schools currently engage with business partners in a range of ways, such collaborations are seldom strategic in nature. The strategy exhorts schools to adopt such an approach, and requires them to involve such partners in the planning of their curriculum from 2016/17 onwards.
- 1.5.2 The strategy also proposes the creation of a Schools Enterprise and Employability Forum as a vehicle for authority-level collaboration with key stakeholders within Perth and Kinross on this agenda.

## 1.6 Supporting Career Pathways

1.6.1 'Education Working for All!' has called for a 'more comprehensive standard for careers guidance'. In line with this national development, the strategy requires schools to audit their current provision for careers advice and guidance, including their partnership with Skills Development Scotland. Schools should be able to demonstrate a coherent, progressive and universal provision for young people in this respect as they move through secondary school.

## 1.7 A Perth and Kinross 'Standard'

1.7.1 Alongside the provision of careers support should naturally sit the progressive development of young people's attitudes and skills. Whilst all schools have made progress in this area, again there is work to be done in ensuring that provisions are coherent, progressive and universal.

1.7.2 This strategy proposes that current best practice in schools is drawn together into an authority-wide 'standard' that will define the entitlement of all young people in this regard during their secondary school career in Perth and Kinross.

1.7.3 In terms of enterprise and employability such core entitlements may, for example, include: a mock job interview; the creation of a curriculum vitae; attendance at a careers fayre and an opportunity to plan/engage in an enterprise activity.

## 2. PROPOSALS

2.1 Schools should agree targets with the authority, based upon baseline measurements undertaken in September 2014, for significant growth of wider achievement opportunities within their curriculum by 2016-17. These targets should reflect the expectation that all young people will be guaranteed such experiences as an entitlement by this time, and should contribute to a broader strategic outcome of developing young people's skills and attitudes.

2.2 Schools should provide for session 2015/16 an overview of how they currently deliver enterprise learning opportunities. This overview should be used as a planning document during 2015/16 for the implementation of a more systematic approach in 2016/17.

2.3 In order to bring about a change in the balance of the curriculum, all schools will work towards the recommendation set out in 'Education Working for All!' that 60% of school leavers not attaining Highers should leave school with a meaningful industry relevant qualification by 2020. PKC will provide schools with a baseline measure for this group (based on existing vocational courses) for their own leavers during session 2013/14. As an interim target schools should aim for a figure of 50% of such pupils leaving school with at least one vocational course in session 2016/17.

- 2.4 A Schools-College Strategic Planning Group will be established in session 2014/15 which will create a strategy for the enhancement of schools' senior phase curricula, with key milestones established by March 2015.
- 2.5 By session 2016/17, **all** young people who plan to leave school at the end of S4 will experience a work placement, as will **most** young people likely to leave school without Highers. There will obviously not be an upper limit to the number of pupils for whom a school can provide work experience, but these two groups should be given the highest priority.
- 2.6 School will designate a member of staff at senior management level with responsibility for the area of Enterprise and Employability, including work experience.
- 2.7 All schools will review their links with local businesses to ensure that these are being developed at a strategic level. All schools should be able to demonstrate that they have involved business partners in the development of their 2016-17 curriculum.
- 2.8 A Schools Enterprise and Employability Forum will be established by March 2015. The purpose of this forum will be to provide a vehicle for strategic discussion with key stakeholders on the direction of enterprise and employability developments in schools, including the curriculum offered and potential contributions from employers in this area.
- 2.9 Schools will review their current provision for careers guidance, and draw together an overview plan which illustrates how this is imparted in a systematic way by the school and its partners throughout a young person's school career. This review should also consider how such inputs cohere with information currently provided by pupils about their career aspirations, and how both serve to support young people into appropriate post-school destinations.
- 2.10 A short-life working group will be established to create a Perth and Kinross Standard, reporting in May 2015. This standard should be developed in all secondary schools in the course of session 2015/16 and fully implemented in session 2016/17.

### **3. CONCLUSION AND RECOMMENDATIONS**

- 3.1 The enterprise and employability strategy will significantly strengthen our approach to developing skills for work in our young people, and support their transition from the senior phase into positive and sustained destinations.
- 3.2 It is recommended that the Committee:
  - (i) Approves the strategy paper attached as Appendix 1, and supports the planned initiatives; and
  - (ii) Requires a progress report to be made to the Committee by January 2016.

**Author(s)**

<b>Name</b>	<b>Designation</b>	<b>Contact Details</b>
John Devine	Quality Improvement Officer, Secondary	<a href="mailto:jdevine@pkc.gov.uk">jdevine@pkc.gov.uk</a> 01738 476221

**Approved**

<b>Name</b>	<b>Designation</b>	<b>Date</b>
<b>John Fyffe</b>	<b>Executive Director</b>	<b>11 December 2014</b>

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>No</b>
Workforce	<b>No</b>
Asset Management (land, property, IST)	<b>No</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>Yes</b>
Strategic Environmental Assessment	<b>No</b>
Sustainability (community, economic, environmental)	<b>No</b>
Legal and Governance	<b>No</b>
Risk	<b>Yes</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>Yes</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The strategy on Enterprise and Employability relates to the delivery of the Perth and Kinross Community Plan/Single Outcome agreement in terms of the following priority:

(iii) Developing educated, responsible and informed citizens

It does so by seeking to improve the skills for work of our young people.

#### Corporate Plan

- 1.2 The strategy on Enterprise and Employability relates to the delivery of the Council's Corporate Plan in terms of the following priority:

(ii) Developing educated, responsible and informed citizens

It does so by seeking to improve the skills for work of our young people.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Learning: Realising Potential.

## **2. Resource Implications**

### Financial

- 2.1 The following funding has previously been specifically allocated to skills for work developments:

2012/13	£100,000
2013/14	£100,000

There are no specific additional costs associated with this report's proposals.

### Workforce

- 2.2 There are no workforce implications arising from this report.

### Asset Management (land, property, IT)

- 2.3 There are no land and property implications arising from this report.

## **3. Assessments**

### Equality Impact Assessment

- 3.1.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups.
- 3.1.2 An Equality Impact Assessment has been carried out for this strategy which is predicated upon the assumption of inclusion for all. Schools will implement proposals within the existing Council and Government policy frameworks in this area.

### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The strategy has been assessed under the Act but no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003 the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- in the way best calculated to delivery of the Act's emissions reduction targets;
- in the way best calculated to deliver any statutory adaptation programmes; and
- in a way that it considers most sustainable.

Following an assessment using the Integrated Appraisal Toolkit, it has been determined that the proposal highlights no significant implications for sustainability.

#### Legal and Governance

- 3.4 There are no legal implications arising from these proposals.

#### Risk

- 3.5 Risks and controls for this strategy are covered by the ECS Risk Profile 2014/15, in particular 'risk number 1': There is a risk that we fail to deliver on Curriculum for Excellence (CfE).

### **4. Consultation**

#### Internal

- 4.1 This strategy has been subject to internal consultation over September and October 2014. Consulted parties included all secondary schools, representatives from Community Learning and Development and the Economic Development Unit. The strategy has also been shared with the teachers' side of the JNCT.

#### 4.2 External

The strategy has been shared with Perth College/UHI and Skills Development Scotland, and was presented to a range of stakeholders at the Economy and Lifelong Learning Outcome Delivery Group in October 2014.

### **5. Communication**

- 5.1 This strategy will be communicated to all Headteachers during the Headteachers' Development Day in January 2015. It is planned to hold a conference in March 2015, with a range of key stakeholders, as a means of providing a public launch for the strategy.

### **2. BACKGROUND PAPERS**

Relevant papers are referenced in the strategy paper attached as Appendix 1.

### **3. APPENDICES**

Appendix 1: 'Enterprise and Employability in Secondary Schools' strategy paper.



# Enterprise and Employability in Secondary Schools

## Strategy Paper



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## 1 SCOPE

Enterprise and employability are aspects of learning that should be embedded in our young people's school experience from an early age, and the work done in nursery and primary schools will be critical in laying the foundations for further development of these skills in the secondary school curriculum. The 'Perth and Kinross Skills Framework' (2011) provides an effective overview of those skills that should be developed throughout a young person's school experience, and underpins much of the effective work that is currently being undertaken in the 3-18 curriculum.

However, this paper is aimed specifically at reviewing and improving the secondary school experience in these areas, with a view to ensuring that all our young people are given the best opportunity to maximise their potential.

## 2 BACKGROUND

### 2.1 National context

This paper sits within the broader Curriculum for Excellence development and promotes the principle that schools should equip learners with skills for life and work. These skills are outlined in 'Building the Curriculum 4', which describes learning for enterprise and employability in the following way:

*At the heart of enterprise in education are young learners who have a knowledge and practical understanding of the world of work – organisations across the private, public and third sectors, entrepreneurship (including social entrepreneurship and volunteering) – and the skills and positive attitude required to support sustained economic growth.*

*Enterprise skills are often linked to employability skills. Collectively such skills ensure a young person is ready for the world of work in general, rather than for a specific occupation and are transferable to a variety of contexts.*

('Building the Curriculum 4', The Scottish Government, 2009, page 18)

More recently, the report of the Commission for Developing Scotland's Young Workforce ('Education Working for All!', June 2014) suggests schools should further develop their role in preparing young people for work through such areas as increased vocational training, enhanced opportunities for work experience and improved careers advice. The report also stresses the importance of improved partnership working as a key to delivering these to learners.

### 2.2 Local context

This policy builds on the Council's 'Creating a Curriculum for Excellence (Part 3: Enterprise and Vocational Education)' guidance (2009), and exists within the framework of the Perth and Kinross Community Planning Partnership Single Outcome Agreement 2013-23. In particular it describes how the work of schools will support the following two local outcomes, which underpin the strategic objective of 'developing educated, responsible and informed citizens':

- **Young people reach their potential**  
In Perth and Kinross we aspire to see every single child being successful and reaching their potential and to see the gap reduced between the lowest and the highest achievers.
- **People are ready for life and work**  
To ensure we have a well-skilled and qualified workforce that can effectively contribute to the maintenance and growth of the economy, we need to improve skills at all levels within our current and potential workforce, from basic entry level skills, through to higher level skills.

This paper should also be read in the context of the 'Community Planning Partnership Employability Strategy and Action Plan' (October 2012). The actions proposed in this paper will be subject to overview by the CCP Outcome Delivery Group on Economy and Life Long Learning.

The assumption of inclusion is made throughout this paper, and the proposals within apply to all young people, including those with additional support needs. As with all aspects of the curriculum, schools should, as appropriate, ensure equality of opportunity for all young people.

### **3 THE SCHOOL CURRICULUM**

#### **3.1 Definition of curriculum and principles of design**

'Building the Curriculum 3' (Scottish Government, 2008) defines the curriculum as *the totality of experiences which are planned for children and young people through their education, wherever they are being educated*. It is only through adopting such a broad understanding of the curriculum that schools will be able to audit and develop the range of experiences they offer, with a view to ensuring all the entitlements of Curriculum for Excellence are met.

The curriculum in schools, particularly in the senior phase, should be designed in such a way as to ensure that all young people have the best chance of being prepared for life and work and so are best placed to maximise their potential. This should raise fundamental questions for schools about the construction of their curriculum. As well as the culturally and intellectually rich pursuits reflected in traditional subject areas, the curriculum should support *in practical terms* the aspiration that all young people will move on from school into a positive destination which reflects their aptitudes and ambitions. For this reason, it is critical that schools take into consideration both the career aspirations of their young people, as well as the constantly changing jobs marketplace both locally and nationally - and can demonstrate how they have done so. To support this end, all schools will be provided by the authority with an 'employment profile' that will offer an overview of trends in both the local and national labour market. This profile, updated every two years, should inform an on-going audit of school curricula to ensure that they are appropriately constructed to support young people into work or further relevant studies.

### 3.2 SQA courses

*A consistent theme in discussion with many parents was that those pupils not academically orientated going into 4<sup>th</sup> year school who don't want to leave school ... but who see no pathway or destination, drift, with no real purpose, fast becoming bored and frustrated.  
(‘Education Working for All!’ page 20)*

Since the beginning of Curriculum for Excellence, the SQA has placed a high priority on developing courses that are more vocational in nature to provide an alternative to traditional academic courses. Such ‘Skills for Work’ and ‘Employability’ courses should be offered by all schools to expand opportunities for young people to whom a wholly academic curriculum in the senior phase is unsuited. In addition to addressing the needs of this particular group, schools should also give consideration as to how the school experience of **all** young people might be enhanced through exposure to such courses.

SQA ‘Skills for Work’ courses provide a wide range of choices which can be offered to pupils with a particular career in mind. Further, it should be stressed that such courses span SCQF level 3 up to level 6 (Higher), and should not therefore be restricted to pupils of lower academic ability.

As well as those courses designed to develop a young person’s skills and knowledge in a particular vocational area, SQA also offers generic courses aimed at developing transferable employability skills. As almost all young people will end up working at some point in their life, these are courses which might lend themselves to a ‘core’ approach in timetabling. Whether by this means or others, schools should be able to demonstrate how, through their curriculum, they have supported young people in developing the skills and attitudes they will require for the workplace.

(A summary of courses offered by SQA, alongside current take-up in schools is attached as Appendix 1.1).

### 3.3 Wider achievement courses, including enterprise activities

Increasingly, schools are also looking beyond the SQA for taught curriculum experiences that enrich young people’s learning and serve to develop skills and positive attitudes. Some obvious examples of these are ‘Duke of Edinburgh’s Award’, ‘John Muir Award’, ‘Community Sports Leader Award’ and ‘Saltire Awards’. Increasingly such experiences are being offered as timetabled opportunities for young people and are an integral part of the curriculum in some schools.

Schools are also increasingly engaging with business enterprise activities such as ‘Micro Tyco’ and ‘Business Dynamics’. However, at present, such activities often involve small numbers and are available only to pupils within Business Education departments.

With a view to developing a more systemic approach to this area, schools will be provided with detailed information on wider achievement courses offered across all authority secondary schools in session 2013/14. This should allow them to

establish baselines against which ambitious targets can be set for the expansion in both the number and range of such activities. This information will also assist headteachers in establishing where good practice already exists within the authority.

Schools will agree targets with the authority which ensure that such opportunities form a significant percentage of the curriculum and - importantly - are experienced by all young people at some point in their school career. These targets should also be informed by a consideration of strategic impact. Wherever possible, such course should lead to certification. Though the development of this area is already well underway in all schools, initial targets will apply to session 2016/17, which should provide adequate time for relevant curriculum planning and professional development for staff.

Bearing in mind the expectations set out in 'Building the Curriculum 4' (and noting, too, that the Education Scotland's 'raised expectations' document for 2014-15 has a new reference to developing enterprising skills) schools should also take steps to ensure that the area of enterprise is something that is experienced by all pupils at some point during their school career. Any definition of enterprise must also go beyond that of traditional business enterprise so as to include third sector organisations and social enterprises. At the heart of enterprise learning should also be the principles of business ethics and the commitment to sustainability.

### **3.4 Courses and other opportunities offered by partners**

As well as courses delivered by school staff, some schools now engage with partners to deliver or support in the delivery of courses. This is best illustrated by the work of the 'Business Support Group' and YMCA Perth, both of which provided courses in 13/14 to almost all secondary schools. In addition, many schools work closely with Perth & Kinross Youth Services staff to deliver provision within the curriculum, such as the 'Facing the Future' programme delivered in school, or 'Achievement Academy' at Scott Street Youth Services. Such partnership working allows schools to draw upon an expertise beyond that which exists within the school and so enhance the experiences of its young people. Such involvement with partners can also take place as inserts into existing curriculum areas. All schools should, wherever possible, develop and exploit such partnerships.

### **3.5 Raising the value and increasing the range of vocational pathways**

As well as making changes to the structure and content of the curriculum on offer, schools should give consideration to how they can establish a genuine parity of esteem between traditional academic courses and those of a vocational or wider achievement nature. The latter should have a firm and embedded place in the school experience rather than being seen as an afterthought or embellishment to the 'main' curriculum. Part of this process will involve significantly increasing the number of such courses on offer and the range of pupils who undertake them so as to challenge the perception of a 'ghetto' group of young people or courses. It will also be important to break down traditional barriers between 'academic' and 'vocational' qualifications by emphasising the vocational aspect of many 'academic' courses, most obviously those of Science, Technology, Engineering and Maths (STEM).

The Commission for Developing Scotland's Young Workforce has set the specific target that 60% of young people leaving school without a Higher in 2020 should have at least one 'industry relevant qualification', and targets set for schools will be based on this principle.

Schools should also give thought to the way in which existing events in some schools such as prizegivings and S6 proms unconsciously reinforce prejudices about which pursuits and which types of pupils are more or less 'important' within the school.

### **3.6 Encouraging growth in STEM subjects**

Perth and Kinross Council supports the national drive to improve the amount, range and gender balance of STEM subjects, and is committed to increasing the numbers of young people embarking on and sustaining career pathways leading to STEM-related careers. Such a commitment is critical to the maintenance and development of the local and national economies.

The authority will provide an overview of STEM take-up across schools and use this as a baseline against which to measure progress in this area. A review of performance within STEM subjects will be built into the authority's quality improvement processes for review of school attainment.

## **4. PARTNERSHIP WITH PERTH COLLEGE/UHI**

### **4.1 Operational**

Almost all schools have successfully engaged with Perth College and there are well-developed mechanisms for liaison with the College, both directly between schools and colleges, and through the Perth College-Schools Operational Group which meets regularly.

(Details of courses offered to schools by Perth College/UHI are in Appendix 1.2).

### **4.2 Strategic**

The Perth City Campus development has already demonstrated the value of collaboration at a more strategic level. However, as the Commission for Developing Scotland's Young Workforce suggests, there is still scope for greater collaboration with the College on a strategic level, and to this end a strategic group will be established involving representatives from the College, schools, Perth and Kinross Council, and any other partners whose contribution might be of value. The primary purpose of this group will be to look at how schools' senior phase curricula can be enhanced through greater strategic collaboration with the College. This will include consideration as to how schools can collaborate with the College on apprenticeship training, and in offering National and Higher National course pathways, that have traditionally been the sole preserve of the College. This group should also give consideration as to how the Perth City Campus model can be further improved, and how a similarly enhanced collaboration can be developed for rural schools.

## **5 WORK EXPERIENCE**

It is recognised that a critical way of preparing young people for work is by providing them with a real experience of this when still at school. Work experience is not a new development, and is clearly one that significantly supports the outcome of developing skills for life and work.

### **5.1 The guarantee of a placement**

The aspiration already exists in our secondary schools that all young people will have an offer of relevant and meaningful work experience at an appropriate stage. This chimes with the recommendation of 'Education Working for All!' which lays emphasis in particular on ensuring that such placements are of a high quality.

The challenge that these aspirations generate for schools cannot be underestimated. Ensuring that every young person has a work experience placement will involve a great deal of work for schools, and will require a similar amount of goodwill from employers. Many employers take their work experience responsibilities extremely seriously and prefer to plan a meaningful programme for pupils. Schools should not underestimate the amount of work involved for such businesses, and can encourage and support this commitment by ensuring that communication and planning is well managed.

One current impediment to work experience placements identified by schools is the workload associated with health and safety legislation. It is important that associated processes are streamlined as much as is possible, whilst maintaining the principle that young people's safety is of primary concern. Such streamlining will require a review of roles and responsibilities in this area of staff within schools and the Council.

Whilst schools should work towards achieving the aspiration that all young people should experience a work placement, the scale of this challenge would be best tackled by an incremental approach, in which schools began by guaranteeing work experience for targeted groups.

### **5.2 Leadership of work experience**

All schools currently have work experience co-ordinators who are brought together throughout the year to discuss operational issues. This arrangement has worked well and will continue. However, in addition to this, there is a need to approach work experience at a strategic level, particularly as schools attempt to rise to the challenge of providing an enhanced provision by session 2016/17.

## **6. BUSINESS ENGAGEMENT**

All schools already engage with a range of businesses in a variety of ways, whether through curriculum inputs, work experience, or sponsorship of prizes, and it is recognised that there is much to be gained by both parties from such partnerships. (An overview of current employer engagement with schools is attached as Appendix 1.3).

However, in many cases such relationships have been ad hoc and under-developed. Schools must now consider how they can add coherence to these partnerships and draw upon the expertise of business in the widest way possible. This aim can be advanced by having a clearer strategic view of the 'offer' that schools can make to businesses and vice versa.

## 6.1 The 'why' of business engagement with schools

Schools will engage with employers for some or all of the following reasons:

- To seek opportunities for work experience
- To seek opportunities for workplace visits
- To seek business mentors for young people and staff
- To seek their expertise in curriculum development
- To seek their expertise in the development or delivery of enterprise education
- To enhance curriculum delivery, through the addition of a 'real world' context for pupils' learning
- To seek their views on the work of the school, in particular in preparing pupils for the world of work.

In working with schools, employers may derive the following opportunities:

- To fulfil their social obligation to support the community from which their workforce is drawn
- To contribute towards the preparation of a more employable workforce in the future
- To influence the curriculum in schools
- To keep in touch with the changing world of school education
- To meet the next generation of employees and customers
- Through work experience or paid internships, to offer extended trials for possible future employees
- Through the business mentors scheme, to offer professional development for staff
- To experience the healthy challenge to 'world view' and 'fixed thinking' that engagement with young people frequently entails
- To achieve a heightened profile within the local community.

In order to maximise the benefit of business partnership, schools should think about what they can offer to employers as well as the benefits that accrue to the school. In so doing, schools can maximise the engagement as well as recognising that employers are more likely to engage and stay engaged where they can see the benefits to themselves.

## **6.2 Enhancing self-evaluation through partnership with business**

In order to create a curriculum that truly meets the needs of young people and the community the school serves, it is important that schools engage with business as part of any consultation on the design of their curriculum, particularly at the senior phase. In some schools across Scotland such involvement has been extended to permanent membership for business representatives on school curriculum planning groups.

It is also good practice for schools to involve business contacts in discussion which takes place as part of annual self-evaluation and improvement planning processes.

## **6.3 A strategic approach at authority level**

Whilst school links with employers are best developed and maintained by schools themselves, there is scope for the authority to develop a more strategic collaboration with Perth and Kinross employers and the organisations which represent them.

### **6.3.1 Career Academy**

The 'Career Academy' development has provided a good template for how strategic working with businesses can be developed and maintained. Seven of the ten secondary schools will have an involvement in this programme in session 2014-15 with all schools involved by session 2015-16. The programme has built good working relationships with a range of businesses, and - as well as providing meaningful work experience opportunities - has also proved a successful vehicle for the development of business mentors for young people.

### **6.3.2 Schools' Enterprise and Employability Forum**

Over session 2013/14 authority representatives have developed positive contacts with the Federation of Small Businesses, Enterprise North East and the Chamber of Commerce and it is now time to engage such partners on a more strategic level. It is proposed, therefore, to create a Schools Enterprise and Employability Forum to which these bodies will be invited, along with representatives from school senior management teams and other relevant partners such as Skills Development Scotland and Perth and Kinross Association of Voluntary Services (PKAVS). The purpose of this forum will be to provide a vehicle for strategic discussion with key stakeholders on the direction of enterprise and employability developments in schools, including the curriculum offered and potential contributions from employers in this area.

### **6.3.3 Third parties**

There are a number of third sector organisations that broker specialist links between schools and businesses, such as STEM Scotland and Nuffield Foundation. There should be authority level engagement with such organisations with a view to ensuring that all schools benefit from their services.

## **7 SUPPORTING CAREER PATHWAYS**

‘Education Working for All!’ has called for a ‘more comprehensive standard for careers guidance’. Whilst all pupils receive careers information, advice and guidance during their school career, there is room to develop both the scope and consistency of this input across schools.

### **7.1 Partnership with Skills Development Scotland**

Schools currently work in partnership with Skills Development Scotland (SDS) in supporting young people with careers advice. All schools have support from an SDS Career Coach, a qualified careers adviser who is tasked with providing a targeted service to those pupils most in need of specialist careers guidance. Such targeted pupils are identified by career coaches at an early stage each school session, in discussion with Pupil Support staff.

Pupils not targeted for Career Coach support are encouraged to access the Skills Development Scotland web service, ‘MyWorldofWork.co.uk’ and given information about ‘career management skills’ at presentations or workshops. All careers advice, delivered face to face or via the web service, is underpinned by a ‘Career Management Skills Framework’ that addresses four key areas of ‘self’, ‘strengths’, ‘horizons’ and ‘networks’. There is scope to utilise this framework, in conjunction with pupil profiling, for the development of pupils’ employability skills across the curriculum.

### **7.2 Inputs from school staff**

Other career-related inputs are built into Personal and Social Education, and some schools are also beginning to harness personal support time for this purpose. Additionally, many schools support careers guidance through whole school events such as assemblies and career fayres, and provision that aims to develop pupils’ wider employability skills typically also includes elements of careers information, advice and guidance. However, inputs on careers guidance can vary widely across schools and there is scope for all schools to delineate a clear plan of such inputs, both universal and targeted, across all year groups, which includes those from Skills Development Scotland and any other partners.

It is also important that schools establish the clear expectation among staff that developing skills for work is a responsibility of all, and, with this in mind, consider how personal support time can be harnessed to further this end.

### 7.3 Data Hub

The national data hub has been developed to support the aspiration that every young person has the offer of a place in continued learning, training or employment when they leave school. In the past, schools have recorded pupils' 'likely destination post-16' in SEEMiS, but new legislation requires schools to be more detailed in the data they record. Using such data, schools should be able to build a picture well in advance of a young person's departure of what their likely destination will be, and to take action to ensure, wherever possible, that all young people have an offer confirmed before they leave school. Where pupils do not have a suitable offer, schools should target support to them as needed, drawing upon other partners, including Skills Development Scotland, as appropriate.

## 8 A PERTH AND KINROSS 'STANDARD'

The skills and attitudes a young person can demonstrate will be fundamental to his or her chances of gaining and sustaining employment. It makes sense, therefore, that as well as a qualifications certificate, a pupil should be able to leave school with a record of personal growth that has taken place as a result of a wide range of learning experiences which include, but also extend beyond, the traditional academic setting.

Schools have now begun to examine how such learning takes place across various contexts, and how a young person's progression in this respect can be tracked and recorded. Where most progress has been made, schools have been explicit about the experiences young people will encounter and also where and when during school these will take place. Such approaches have also sought to measure progression by creating levels of award within a larger programme of learning.

In Perth High School, for example, pupils now work their way through levels of the 'Perth High Experience': a programme that progressively records a range of learning opportunities such as outdoor experience, voluntary work and enterprise activities.

There would be considerable value in now drawing upon best practice to develop a common approach towards developing and recording such personal growth for all authority secondary schools. Such a 'standard' would delineate the core entitlements that all young people would be guaranteed to receive during their secondary school career.

In terms of enterprise and employability such entitlements may include:

- a mock job interview
- the creation of a curriculum vitae
- attendance at a careers fayre
- the opportunity to research/visit a local workplace
- presentations from local businesses, and representatives of the voluntary sector
- an opportunity to plan/engage in an enterprise activity
- an opportunity to explore the concepts of business ethics, corporate responsibility and sustainability.

This standard should be designed to articulate with the existing secondary profiling development, and should serve to add substance to the profiles of all Perth and Kinross secondary pupils.

The existing 'Perth and Kinross Skill Framework' and related 'attitudes and skills development indicators' very effectively delineate the attitudes and skills we aim to develop in our young people throughout the 3-18 curriculum. This framework creates a meaningful bridge in continuity between the primary and secondary school experiences, and should form the bedrock for the development of the secondary 'standard'.

## **9 CONCLUSION**

'Building the Curriculum 4' reflects the long term ambition in Scottish education to give appropriate weight and esteem in our schools to vocational pathways, and to afford greater prominence in school curricula to the purpose of preparing young people for the workplace.

'Education Working for All!' continues this theme, and identifies practical steps that can be taken at school, authority and national level to further the skills for work agenda.

This strategy aims to identify and build on best practice in our schools to ensure that all our young people, irrespective of background or ability, are provided the very best supports to enable them to maximise their potential and find positive and sustained post-school destinations.



## SQA SKILLS FOR WORK AND EMPLOYABILITY COURSES

COURSE NAME	SCQF LEVEL	CURRENTLY DELIVERED	PUPILS NUMBERS 2013/14*
Automotive Skills	4	✓	27
Beauty	6	✓	21
Building Services Engineering	4		
Construction Crafts	4		
Construction Crafts	5		
Creative Digital Media	4		
Creative Industries	5	✓	27
Early Education and Childcare	4	✓	128
Early Education and Childcare	5	✓	28
Early Education and Childcare	6	✓	4
Energy	5		
Engineering Skills	4		
Engineering Skills	5	✓	8
Financial Services	5		
Hairdressing	4	✓	83
Hairdressing	5	✓	2
Health Sector	4		
Health Sector	5		
Health and Social Care	6	✓	3
Hospitality	4	✓	9
Hospitality	5		
Laboratory Science	5	✓	84
Maritime Skills	5		
Practical Experiences: Construction and Engineering	3		
Retailing	5	✓	4
Rural Skills	4	✓	6
Skills for Languages, Life & Work	4	✓	5
Sport and Recreation	4	✓	86
Sport and Recreation	5	✓	106
Travel and Tourism	4	✓	10
Travel and Tourism	5		
Uniformed and Emergency Services	4	✓	53
Employability Award	3	✓	16
Employability Award	4	✓	9
Steps to Work	3	✓	17
Steps to Work	4		
NPA in Enterprise & Employability	4		
<b>Total</b>			<b>736</b>

\*This information has not yet been collated for academic year 2014/15



APPENDIX 1.2

COURSES CURRENTLY OFFERED TO PKC SCHOOLS BY PERTH COLLEGE/UHI

COURSE TITLE	SCQF LEVEL	YEAR GROUP	PUPILS NUMBERS 2014/15
Early Education and Childcare	4	S3/4	37
Construction	4		10
Automotive	4	S3/S4	32
Rural Skills	4	S3	6
Sport & Recreation	4	S3/S4	30
Intro to Hairdressing	4	S3	41
Hairdressing	4	S3/S4	63
Hairdressing	5	S5/6	15
Beauty Therapy	6	S5/6	18
Hospitality	5	S5/6	12
PDA General Insurance		S5	1
Childcare	5	S5/6	45
Higher Childcare	6	S6	8
Higher Photography	6	S6	30
Higher Psychology	6	S6	28
Health Studies: The Nature of Health		S6	5
<b>Total</b>			<b>382</b>



**OVERVIEW OF CURRENT SCHOOL-EMPLOYER LINKS****Career Academies supporting businesses (24)**

Original supporters:

Aviva, SSE, PKC, I&H Brown, George Stubbs Insurance, Clark Thomson, A Proctor Group, Kilmac Construction, Bank of Scotland.

New supporters:

Gleneagles Hotel, Highland Spring Group, Federation of Small Business, Crieff Hydro Hotel, FES Ltd, Robertson Group Ltd, Balhousie Care Group, Craigie Hill Golf Club, Stagecoach, The Hutton Institute, Branston Ltd, Campbell Dallas LLP, Hilton Dunkeld House Hotel, Castlecroft Securities Ltd, Visit Scotland, Sandvik Engineering.

**One-week and 'flexible' work experience providers (200+ opportunities)**

A & J Stephen Ltd  
 A C Miller Mackay  
 A Proctor Group  
 Active Breaks  
 Ad-Lib Theatre Arts  
 Algo Blairgowrie Ltd  
 Allan Robertson and Son  
 Allardyce Healthcare  
 Angus Gordon Hairdressing  
 Angus Hotel  
 Atholl Arms Hotel  
 Atholl Estates  
 Atholl Palace Hotel  
 Auchengarrich Wildlife Park  
 B.R Autoservices  
 Balhousie Care Group  
 Balhousie Glazing  
 Balhousie Pitlochry Care Home  
 Balhousie Ruthven Towers Nursing Home  
 Bandwagon Musical Supplies  
 Barnardos  
 Baxters Food Group  
 St Ninians Residential Home  
 Beauty Within  
 Beech Manor Care Home  
 Bell Ingram Design Limited  
 Bield Housing  
 Blair Castle International Horse Trials  
 Blairgowrie Day Opportunities  
 Blairgowrie Dental Care  
 Blairgowrie Golf Club Pro Shop  
 Blairgowrie Vet Practice  
 Boots Ltd  
 Boots The Chemist Ltd  
 British Heart Foundation  
 BVG Joinery Cafe M  
 Cameron & Greig  
 Campbell Dallas LLP  
 Camperdown Country Park  
 Campus Sports  
 Cancer Research UK  
 Care Dental

Cargills Restaurant  
Castle Furniture Project  
Castleton Motors  
Catriona Glass  
Celebration Station  
Charlie Taylor Hair & Beauty  
Cheeky Monkey's Nursery  
Children's Hospice Association Scotland  
Clare M Hair & Beauty  
Clark Thomson Insurance Ltd  
Cloan Engineering  
Community Treecycle  
Computer Service Centre  
Condies  
Co-op  
Cornerstones Nursery  
Crieff Hydro Hotel  
Croftspardon Boarding Kennels  
Curiositeaz  
Curl up 'n Dye  
Currys PC World  
D M Cameron & Co  
D&B Grant  
Davidson's Chemists  
Davidsons Veterinary Supplies  
Defence Medical Welfare Service  
Deja Hair & Beauty  
Dick Farquharson Ltd  
Do It Outdoors  
Doodlebugs Nursery  
Douglas Baillie Ltd  
Drummond Estate  
Dunning Stepping Stones  
Earn Equestrian & County Sports  
Eclipse Hair & Nails  
Edwards Engineering  
Elena Costella Yarn  
Escape Route  
Essentials Newsagent  
Eva Lucia  
Even keel Ltd  
Fairfield Housing Co-Operative  
Farmer Autocare  
Fergus Purdie Architects  
Fine Iron Design  
Fusion Hair & Beauty  
G Cramb Plumbing  
G M Auto Services  
G S Brown Construction  
GDK Landscaping  
Gem Travel  
Giraffe, Check in Works  
Glendoick Garden Centre  
Gleneagles Day Opportunities  
Glenfarg Riding School  
Graham Environmental Services  
Grandtully Bridge Galleries  
Grassicks Garage  
GS Group  
H W Irvine  
Hardies Chartered Surveyors

Heartland FM  
Heartland Veterinary Services Ltd  
Heathergems  
Hetties Tea Rooms  
Hilton Dunkeld House Hotel  
Honey Pot Nursery  
Horsecross  
House of Bruar Ltd  
I & H Brown  
J.W.Wheatley & Son  
James McIntyre & Sons  
James Pringle Weavers of Inverness  
Jameson & Mackay  
Jammy Things  
Karen's Childminding  
Keppie Architects  
Kims Kids Childminding  
Kinnoull Church Nursery  
Kinross Day Centre  
Kinross Plumbing & Heating  
Kinross Polo Club  
Ledcrieff Fisheries  
Leila Wilson Hair Design  
Little Scallywags Nursery  
Littles Restaurant  
Live Active  
Lorna Davies Florist  
Lorraine's Childminding  
Louisa Clements Professional Haircare  
Macdonald Arms Hotel  
MacDonald Brothers Butcher  
MacRae & Dick (Ford - Perth)  
Marks & Spencer  
McDonalds  
McEwens of Perth  
McKenzie Strickland Associates  
McNaughton's of Pitlochry  
Mercure Hotel Perth  
MHC Joiners  
Mike Lindsay Personal Training  
Mike Macfarlane Joiners and All Trades  
Mini Me Childcare  
Mint Energy  
Moncrieffe Nursing Home  
Motorland Car Sales  
Moulin Hotel/RTR Catering  
Muirton Community Nursery  
National Tyres & Autocare  
NCR  
Netherton Montessori Nursery School  
NHS  
Nicki Soutar Associates  
Nisa  
Noahs Ark Golf Centre  
Noahs Softplay  
Northern Lights Project  
Northlands Nursing Home  
Old Oak Nursery  
P20 Hair & Beauty  
Paint Pots Nursery  
PC Solutions

Peapod Riding  
People With A Mission Ministries  
Perth & District YMCA  
Perth & Kinross Council  
Perth Chiropractic Clinic  
Perth College  
Perth Registrars  
Perth Sheriff Court  
Perthshire Advertiser  
Perthshire Visitor Centre  
Pets at Home  
Pighalle Restaurant  
Pitlochry Festival Theatre  
Pitlochry Golf Ltd.  
Pitlochry Hydro Hotel  
PKAVS  
PKC Youth Services  
Project Northern Lights  
Rattrays Bar and Restaurant  
RDM Care Home  
Red House Hotel  
Reids Cafe  
Remony Estates  
Robert Gray Carpets  
Robin Baker Architects Ltd  
Royal Mail  
Royal Scottish Geographical Society  
Ruth Trotter Photography  
RW Bell  
Ryan Peter Davidson  
S@A Devine Childcare  
Safe Haven B&B  
Salutation Hotel  
Scottish Fire and Rescue  
SCYD  
Shear Success  
Shore Laminates Ltd  
Simpson Electrical Services  
Smith & Sons Coaches  
Speakeasy Productions Ltd  
Specsavers  
Spittalfield Village Shop  
St Johnstone Football Club  
Stewart Bros Ltd  
Strathmore Day Opportunities  
Struan Motors  
Struans Garage Services  
Summers Restaurant  
Lovat Hotel  
Technology Answers Ltd  
Teddy Bear Care Nursery  
The Architecture Workshop Ltd  
The Bike Station  
The Computer Shop  
The Grass Company  
The Hardware Centre  
The Little Hair Co.  
The Old Mill Inn  
The Steading  
Thrums Vets  
Thyme Out

Topknots  
 Topstyle Hairdresser  
 Tracey Robertson Childminding Services  
 Transform Furniture Ltd  
 Trev's House of Tattoos  
 Trinity Mirror  
 Tulchan of Glenisla Highland Estate  
 Visit Scotland  
 Volvo Truck and Bus Centre  
 W Gilmore & Son  
 Walton Kilgour Chartered Accountants  
 Web Smart Media  
 Little Einsteins Nursery  
 YMCA

### **Whole school engagement e.g. assemblies & careers talks**

Armed Forces – Army, RAF, Marines  
 BAM  
 Bank of Scotland  
 Business Gateway  
 CITB  
 DC Thomson  
 Horse Cross  
 Johnson Carmichael  
 Mitie  
 NHS  
 North East Enterprise  
 Perth and Kinross Council  
 Police  
 Scottish Ambulance  
 SSE  
 Stagecoach  
 The Hilton Group  
 The Rotary Club of Great Britain  
 University of Dundee – Medicine and Architecture

### **Examples of employer engagement in specific curriculum areas**

School	Subject	Year Group	Employer
Perth Grammar School	Technical	S2	Nicoll Russell Studios, Architects
St John's Academy	PSE	S4/5	The Financial Education Partnership
Community School of Auchterarder	PSE	S4	PKC/CAB
Perth Academy	Business	S3/S4	Coca-Cola
Pitlochry High School	Technical	S3	BBC
Perth High School	Music	S1-S6	SNO
Kinross High School	Modern Languages	S5/6	Edrington
Blairgowrie High School	Hospitality	S5/6	Local chefs
Breadalbane Academy	Science	S4/5	Dewars
Crieff High School	Scottish Studies	S4	Historic Scotland

