

Developing the Young Workforce SQA Work Placements Unit Launch

April 2016

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Overarching Target

- To reduce the level of youth unemployment (excluding those in full-time education) by 40% by 2021
- Baseline: 52,000 (Jan-Mar 14). Update June 15

Preparing young people for the world of work

- ◉ **Recommendation 3**
- ◉ A modern standard should be established for the acceptable content and quality of ***work experience***, and guidelines should be made available to employers.
- ◉ This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people.
- ◉ Work experience should feature in the ***Senior Phase Benchmarking Tool*** and in Education Scotland school inspections.
- ◉ **Recommendation 33:** Career advice and work experience for young disabled people
- ◉ who are still at school should be prioritised and tailored to help them realise their potential
- ◉ and focus positively on what they can do to achieve their career aspirations.

Work experience needs to improve

This is just too short!

Work experience
1 week in S4

Work placements standard

We need preparation before placement and follow up

Development of the Work Placements Standard

- **Young Persons Conversation Days (secondary focus)**
- **New Cumnock October 2014 & Montrose March 2015**
(attended by young people, parents, employers, third sector, school staff and local authority officers/managers, training providers, SDS, Scottish Government, SQA, FE & HE establishments, Education Scotland)
- **Inter-authority World of Work Group – 32 local authority networks of**
- **Scottish Council’s Enterprise in Education Network**
- **Education Scotland – External Reference Group (Employers, FE, HE)**
- **National DYW Group**
- **National survey feedback May – July 2015**



THIS WORK PLACEMENT SHOULD BE SEEN AS A UNIQUE OPPORTUNITY TO ACCESS SOME OF THE COUNTRY'S MOST POWERFUL AND INFLUENTIAL PEOPLE, AND MAKE THEM CUPS OF COFFEE

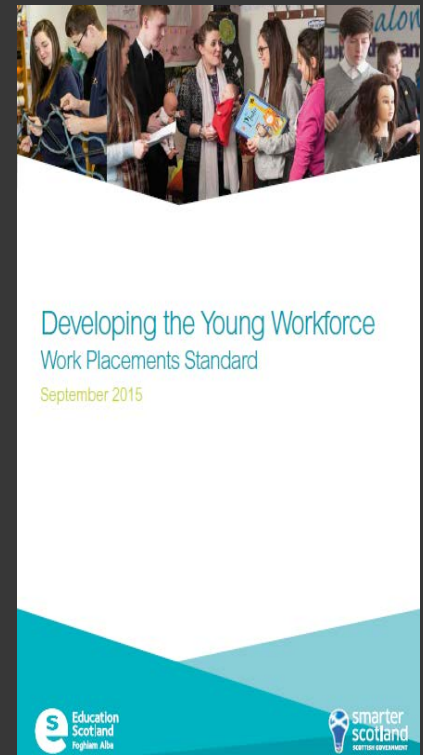


- The standard recognises the rich learning that a young person can experience when they use and develop their skills in a work environment.
- It recognises that a work placement should help a young person to make informed career choices.
- The standard sets out expectations for the young person, employer, school and local authority and parent/carer before, during and after work placements
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- Implementation of the standard will significantly improve the quality of learning undertaken in the workplace



Expectations

- Strong links with Building the Curriculum 4
- HGIOS 4: 3.3 Increasing Creativity and Employability – features in Inspection Advice Note for 2015/16
- Close co-ordination throughout development with SQA – 2 way process and supporting the development of the new certification following the launch of the WPS
- Set out before, during and after a placement
- Clarity for the 4 main partners involved in the success of any work placement:
 - Young person
 - Employer
 - Parent and carer
 - School and local authority



Key Aspects

- The standard is a universal entitlement – taking account of challenges
- Structured approach – aids benchmarking and quality assurance
- Set out to maximise the learning from placements
- Supports CLPL of staff as new models emerge to share placement learning
- Supports Career Education of younger students – senior phase students sharing placement learning to younger learners undertaking broad general education
- Sets out project based working – Workplace Learning Plan

Where are we now?

- ◉ **Work on supporting toolkits underway – produced to support implementation:**
- ◉ **Kibble Education and Care, Dumfries & Galloway, West Lothian, Falkirk and Argyll & Bute**
- ◉ **Self-evaluation resource available**
- ◉ **Support for testing new models for work placements via ES representation at WoW Network**
- ◉ **Sharing models as they emerge:**
- ◉ www.educationscotland.gov.uk/developingtheyoungworkforce
- ◉ **Inspection Advice & Guidance Note 2015/16:**
- ◉ *Staff are becoming familiar with the new national draft Standards for Career Education (3-18) and Work Placements, and the guidance on school-employer partnerships*
- ◉ *Schools are exploring ways to maximise the learning derived from work placements*

Benchmarking exercise: Work Placements Standard, where are we now?

Self-evaluation tool:

Mark your level of confidence along the lines dividing the circle.

10, for challenges fully met
1, for challenges farthest away

10. How do we maximise the learning potential from work placements to gain maximum benefit for the whole school community including CLPL opportunities?

1. How do we work with employers to help develop appropriate project-based learning for our young people?

9. How do we know if our placements are relevant, challenging, enjoyable and appropriate?

2. How do our plans address Equalities issues? (e.g. gender, BME, disabilities & learners in care)

8. How effective is our quality assurance process for our work placement programme, including feedback from young people, parents/carers and employers?

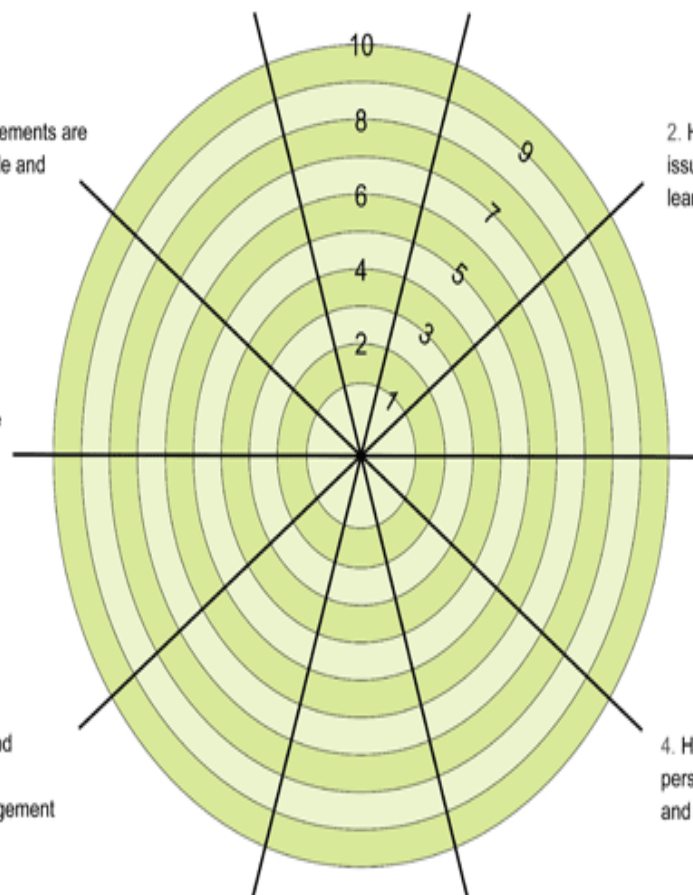
3. How do we ensure that work placements are mutually agreed between young people, parents/carers and employers?

7. How do we maintain quality communication with parents/carers and employers throughout the placement process, including the effective management of any issues which may arise?

4. How do we effectively align the young person's studies, career aspirations, abilities and capabilities with any work placement?

6. How do we support young people to set appropriate goals for work placements, and to monitor and track their progress to maximise their learning?

5. How do we share information with employers relating to the young person's physical, social and emotional wellbeing and any specific support needs?





Young Workforce Development at Kibble

Kibble



Jobs Change Lives

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