

EMPLOYABILITY SKILLS

Review 2012



Contents

- Section 1 Links with skill development and Curriculum for Excellence

- Section 2 Employability skills placement
 - 1. Organisation of the Programme
 - 1.1 The interview process
 - 1.2 Range/types of placements
 - 2. Pupil participation
 - 2.1 Growth of the programme year on year
 - 2.2 Numbers of pupils completing their placement
 - 3. Post course destinations
 - 4. Evaluations
 - 4.1 Pupil evaluations
 - 4.2 Employer evaluations
 - 4.3 Coordinator evaluations
 - 4.4 Parent evaluations
 - 5. Next steps

- Appendix 1 Employers who support the West Dunbartonshire Council schools placement programme

- Appendix 2 Information and comments from pupil evaluations

- Appendix 3 Example employer evaluation form and employer quotes

- Appendix 4 Draft parents evaluation form

Section 1 Links with skill development and Curriculum for Excellence

There has been a wealth of material written about the acquisition of skills and the benefits to young people in terms of their transition into employment, training or further education. West Dunbartonshire Council's employability skills and vocational programmes support this documentation.

In the Senior Phase all young people can expect the entitlements set out in *Curriculum for Excellence – Building the Curriculum 3: A Framework for Learning and Teaching* to be delivered, whatever their individual needs and wherever their learning is taking place. Specifically these are:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as to **continue to develop the attributes and capabilities of the four capacities;**
- **opportunities to continue to develop skills for learning, skills for life and skills for work** with a continuous focus on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that *Curriculum for Excellence* can provide; and
- **support in moving into positive and sustained destinations beyond school.**

WDC programmes being offered in schools sit well with the messages contained in all the national documentation which has a recurring theme around skill development and the practice of skills in action.

The Curriculum for Excellence Newsletter, Spring 2005 states...

¹ 'The aim is to offer a curriculum that meets the needs of all of our young people to achieve a better balance between academic and vocational subjects to broaden the range of learning experiences for young people.'

'National and local government policies for investment, enterprise, skills, innovation and competition support the development and best use of skill in the workplace.'

Further development of the skills agenda is being considered within the wider planning for Broad General Education and Senior Phase. Part of our Planning Day Conference in December 2011 was based on information and discussion around Baccalaureate, SQA Wider Achievement Awards and other recognised awards that are available for young people, to celebrate personal development and achievement both within the school and in the wider community. As a result of the planning day, a working group has been set up to support curricular development.

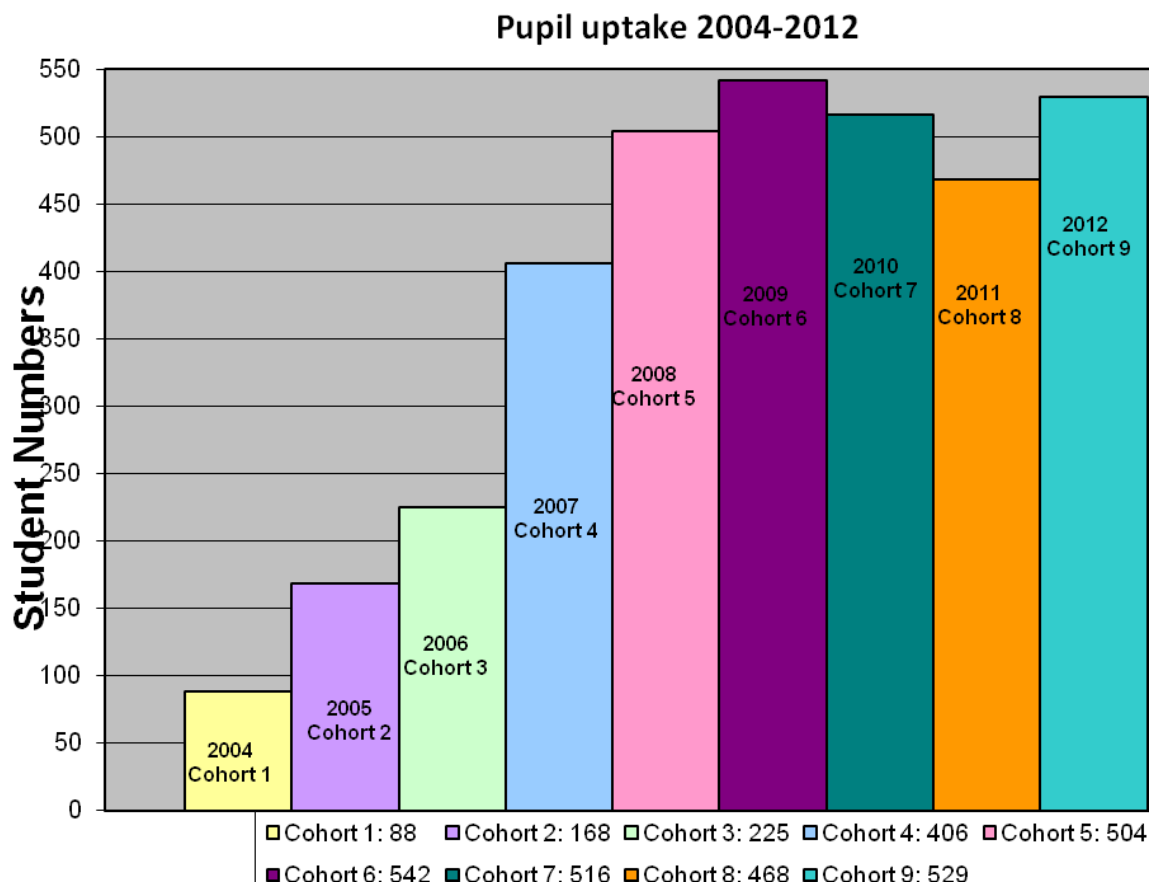
¹ *Curriculum for Excellence Newsletter Spring 2005*

'Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth' 2010, talks about the development of Skills for Work qualifications.

² 'Skills for Work qualifications have been extended to provide practical learning opportunities for school pupils in a range of subject areas and these are now available in all local authority areas in Scotland, supporting the Concordat commitment to give more school pupils opportunities to experience learning in a vocational context.'

WDC aims to offer all our young people an opportunity to experience employability skills either through our Skills for Work Programme, the Employability Skills Programme or both. The Skills for Work Vocational options, which include links with a University course, has a core programme which is offered to all secondary schools.

The core programme began in 2004 with the only options being Construction or Hospitality and has grown each year. We now have Groups of S3/4 pupils, completing mainly Intermediate1 Awards and some City and Guilds Awards, one afternoon per week over two years. There is opportunity for progression to an Intermediate 2 Award and some Higher Awards in S5 and/or S6, attending college two afternoons per week in a consortia arrangement.



² Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth 2010

The option choice for the pupils has expanded greatly, with some variation year on year. Typically the pupils can choose from the following options –

S3/4 Options	S5/6 Options
<ul style="list-style-type: none"> • Early Education & Childcare - Int 1 • Hairdressing - Int 1 • Hospitality - Int 1 • Sport and Recreation - Int 1 • Construction Crafts - Int 1 • Rural Skills – Int 1 • Tourism – C & G • Automotive Skills - C & G/Int 1 	<ul style="list-style-type: none"> • Early Education & Childcare - Int 2 • Hairdressing - Int 2 • Hospitality - Int 2 • Sport and Recreation - Int 2 • Construction Crafts - Int 2 • Motor Vehicle Engineering - C & G • Tourism - C & G • Beauty and Make Up - College certificate/Higher • Psychology – Higher • Photography – Higher • Fashion Brand Retailing - (University)

The core Programme is organised centrally, however, schools are being encouraged to expand on these options to provide more opportunities in-house. Facilities are being developed within schools across West Dunbartonshire, to give pupils an opportunity to experience a range of activities. Hair Salons have been installed in the Vale of Leven Academy and Dumbarton Academy, there are also multipurpose technical rooms in the Vale of Leven Academy and planned for the new Dumbarton Academy which allows staff to deliver aspects of Skills for Work Construction courses. Plans are underway to develop facilities which will support the development of courses in customer care and contact centre skills. Courses will be developed in partnership with WDC Contact Centre and delivered with the support of the contact centre team. The proposed school contact centre bases would be within Our Lady and St Patrick’s High School and Clydebank High School. All facilities are for the use of pupils across the authority and not confined to only those pupils within the school where the facility sits., e.g. pupils from Our Lady and St Patrick’s High School, Clydebank High School and St Peter the Apostle High School have attended the Hairdressing Salon in Dumbarton Academy. Current issues regarding the economy and increased number of school pupils returning to S5 mean we have to be more creative to broaden the range of experiences and fulfil the needs of all pupils. Various options are being considered along with the senior phase. There has been an audit of wider achievement across the 5 secondary schools to help identify needs and fill gaps. The questionnaire, results and award range included in the responses can be seen in **Appendix 1**.

The audit was a snapshot taken in May 2010 as part of a review to identify those young people who may not be being exposed to a range of opportunities to experience those skills related to employability and personal achievement. It was to assist with planning of the developing Employability Skills Programme. The results showed that a large number of pupils appear not to be involved in wider achievement. It should be noted that this is an area which is fluid and is dependent on young people being willing and confident to share their achievements where they happen out with the school day. Officers are working closely with Community Learning and Development and looking at recording wider achievement. The results also show that a very small number of pupils complete a range of experiences, with a larger number starting an activity and not going on to complete the full award. The more personal, flexible approach of the Employability Skills Programme will take note of this as it concentrates on the interests and experiences of the individual pupil, exploring a tailor made placement. This should encourage young people to develop the determination and motivation needed to see a project to completion. The Employability Skills Programme looks at preparing young people for transition into Further Education, Training or Employment. The placement has a more personalised approach to suit the needs of the individual, in a more flexible manner. It is recognised that skill development happens across the curriculum with all areas having a contribution to make and schools are encouraged to look carefully at course content to avoid duplication of work. The Employability Skills Programme attempts to draw together an opportunity for employability skill development using course work which could be delivered through PSHE S1 –S4, which would fit well with a work placement /work shadowing to complete an overall award before leaving school. As Curriculum for Excellence addresses 3-18, we have been piloting some work in Primary schools. Skills for Learning Life and Work is an integral part of the development of Curriculum for Excellence across all ages and stages.

³ 'Building the Curriculum 3 highlights partnership working as an important element in curriculum planning, with the framework for the curriculum emphasising the need for each young person to experience a coherent curriculum, enabling them to develop their skills and attributes and reach the highest levels of achievement.'

⁴Building the Curriculum 4: Key Messages

'9. Curriculum for Excellence can best be delivered through **partnership working**. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people'.

In order to ensure our pupils have access to a curriculum that provides an opportunity to develop skills and attributes for personal development and achievement to the highest level, we work and plan with a wide range of partners when considering our employability strategy. Our partners include 2 Colleges, Universities, Skills Development Scotland, local employers, Chamber of Commerce, Councillors, Community Learning and Development, Tulloch Trust.

³ Building the Curriculum 3: A Framework for Learning and Teaching 2008

⁴ Building the Curriculum 4: Skills for Learning, Skills for Life, Skills for Work 2009

Main Findings

⁵3. Schools should make consistently effective use of enterprise in education as part of their strategies for employability and high quality vocational experience, providing broad, enriching opportunities for all learners 3-18 whatever their abilities, interests and career aspirations.’

WDC has worked closely with schools on strategies to embed Enterprise in the curriculum and explore curricular planning as we implement and embed Building the Curriculum 3. Work is being done to further develop Interdisciplinary Learning across all ages and stages. Links are being strengthened to encompass employability; vocational experiences and enterprise as part of course work across curricular departments. The opportunity for employer engagement is considered and implemented where appropriate. Care is taken not to stretch the use of particular employers too much and where possible there is consultation with WDC Employability Unit regarding the employer link. A second group set up after the senior phase planning day is looking at developing the employer /partner framework.

Working groups contain representatives from our partners allowing for appropriate understanding of educational developments and ways in which the services can best support each other.

⁶Government Strategy

Keith Brown MSP – Former Minister for Skills Lifelong Learning

- Increasing the opportunities for individuals to develop and use their skills as best they can... is an effective way of improving the satisfaction and security of work and promoting health and wellbeing of individuals.
- Scotland must make more of the skills and talent that is available...

⁷Ambition 2020: World Class Skills and jobs for the UK

‘We must increase the ambition and aspiration of individuals to gain new skills – not just once, but throughout their working lives.’

‘Skills are vital to both employment and productivity. They increase the likelihood of individuals being in employment and the wages they can earn.’

The report further emphasised –

‘For the individual, an increase in skills can have a two-fold effect. It can:

- increase the likelihood of an individual being in employment (and to help them remain in the labour market) increase the wage returns that individuals can earn’

⁵ *Improving Enterprise in Education: HMIe Report 2008*

⁶ *Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth*

⁷ *Ambition 2020: World Class Skills and jobs for the UK: 2009*

Thinking ahead - WDC recognises that it is important to equip our young people with the skills they need to assist them into further education, training or employment and the resilience to stay there or accept change as the economy fluctuates.

Transferable and soft skills have become more important as career pathways have become more fluid over the years. Young people are given the opportunity to recognise the best in themselves, given help to plan to develop their skills and set goals for the future. There is opportunity and encouragement to put skills into practice and appreciate how these can be taken forward into life-long learning.

Pupils are encouraged to discuss and celebrate achievement through the learning and profiling process that happens within the curriculum along with activities and achievements within the wider community. The Amazing Things Awards which have been running for 2 years encourage young people to share their experiences, showcase their work and celebrate their achievement. This is an opportunity for the young people to celebrate with the partners who have supported them in their work.

Section 2 Employability Skills Placement

Background

Following a National and Local review of work experience, both identifying similar strengths and weaknesses, it was agreed that the one week traditional method of placement was no longer fit for purpose and a re-focus was planned. School leaver data showed that there was a move away from young people leaving school at the end of S4 therefore the one week for all in S4 was no longer meeting the needs of the young people.

This, along with a challenging economy and a need to support positive sustained destinations, led to the implementation of a more appropriate Employability Skills Programme. The aim of the programme was to develop pupils' employability skills and vocational awareness through a placement which was flexible, focused, fully embedded in the curriculum and relevant to their experience and aspirations.

There was a need to understand where young people were currently experiencing employability skills both within the school setting and in the community. WDC carried out a survey of S4, 5 and 6 pupils in all 5 Secondary schools to explore how Employability Skills were being gained in the wider community. This information helped to audit current provision and highlight the gaps.

It was difficult to gain an accurate measure of the involvement of young people in the *community* as not all pupils returned a questionnaire; however the audit gave some understanding of the variety of employability experiences young people may be gaining. It also indicated that some young people were engaged in a number of activities, while a large number of pupils had no community involvement at all. See **Appendix 1**

It was found that the main *school* sources of employability experiences were through:-

- Vocational Programmes – Skills for Work
- PSHE classes
- Information/workshops – Skills Development Scotland
- Work experience
- Some university taster courses
- Conferences
- Asdan courses
- A variety of SQA awards
- Enterprises activities
- Charity work
- Curricular activities

The programme was initiated in session 2009 – 10 and has been rolled out over three academic sessions. It began with S4 leavers in session one, S5 winter and summer leavers in session two and in session three, S6 pupils were involved. Ongoing evaluation has shown that the numbers of pupils participating has grown as expected over the three year development period. The current review of the programme identifies areas that need to be given further consideration and an action plan will be drawn up to plan development during session 2012-13. It is essential that future developments continue to be embedded within the implementation of Curriculum for Excellence.

1. Organisation

1.1 Interview process

- There is an initial meeting in school between the employability skills coordinator, mcmc coordinator, careers service and employability officer. There is discussion around potential school leavers in each year group, when they are likely to leave and how much support they may require. Timing of the placements is also considered.
- The first meeting with the pupil takes place with the school coordinator and employability officer. There is a discussion with the pupil about their interests, current employability experience and career aspirations. Personal circumstances and an appropriate time for placement is part of the planning. The pupil's other school commitments and timetable are also taken into account.
- At the second meeting with the pupil, the employability officer will confirm the placement and talk through any situations/issues that may occur in the workplace. There is also an opportunity to explore the expectations of both the pupil and employer with regards to work ethics and behaviour.

There are plans to introduce a post placement interview with the most appropriate member of staff at the school; this may be the employability coordinator, pastoral care teacher or a member of staff the pupil relates to. At this meeting there would be an opportunity to discuss how well the placement had met the needs of the young person and allow for constructive feedback to be collated to aid discussion with employers. At this meeting the young person will also complete a written evaluation which will be used to help develop the programme further. Assistance in completing this task will be available where necessary. Evaluations completed by the employer are useful evidence for young people when they are completing applications for their next step.

1.2 Range / types of Placements

Placements have ranged from one day a week for 6 weeks, to one full week, or a day visit/ employability taster. The placements differ in length to accommodate business constraints along with pupil need. Supported study and exams, coursework and school responsibilities all have to be taken into consideration when arranging a placement. The nature of the employers business can influence the type of placement. For example - If the placement is with a joiner who is fitting a kitchen, a week may be best to view the complete process. Spending time with an accountant may be better done over a few weeks to see what happens over a period of time.

Placements are designed to be adaptable and flexible. There is not a 'one size fits all' policy, it is very much pupil and business centred.

The following are examples of **some** of the placements the young people might have experienced during session 2011-12. The employers named in each of the sections below also offered other placements of varying lengths, to suit both their own circumstances and the needs of the pupil. The variety of experiences has increased as the programme has developed over the three years

Type of placement	Establishment
One week full week	Carousel Nursery Alexandria Glenbrae Vet Clinic Haldane Primary Lomond Dental Care WDC Joiners Rainbow Room Hair Salon WDC Council Garage Depot WDC JOINERY
One day x 6 weeks	Vale of Leven Physiotherapy Vale of Leven Golf Club Vale of Leven Swimming Pool Victim Support Scotland Stobhill Hospital
2 x day only	Lennox Herald newspaper
1 x day visit	BBC Studio
Employability taster	Visit to Aggreko plus school apprenticeship visit
University Experience	Reach programme Top up programme S@S summer school Glasgow university biochemist 1 week
College Experience	Cardonald college

Employers who have/are supporting the WDC Employability Programme can be found in **Appendix 2**

2. Numbers of pupils by school and by year group

2.1 Pupils who attended a placement in preparation for transition, having indicated that they would probably be leaving school.

School	Year 1 2009-10			Year 2 2010-11					Year 3 2011-12				
	S4	S5 Summer Leaver	S6 Summer Leaver	S4	S5 Winter Leaver	S5 Summer Leaver	S6 Winter Leaver	S6 Summer Leaver	S4	S5 Winter Leaver	S5 Summer Leaver	S6 Winter Leaver	S6 Summer Leaver
Clydebank High School	34	1	1	42	7	15	0	1	13	1	28	0	83
Dumbarton Academy	6	1	1	15	4	14	0	0	4	0	17	0	46
Our Lady and St Patrick's High School	12	0	0	22	5	25	1	0	20	7	13	0	79
St Peter the Apostle High School	19	0	0	12	5	24	5	0	12	0	23	0	126
Vale of Leven Academy	5	1	0	25	3	32	0	0	11	11	8	1	45
Totals	76	3	2	116	24	110	6	1	60	19	89	1	379
Overall	81 pupils			257 pupils					548 pupils				

2.2

The majority of pupils secured and completed their first choice of placement. By taking account of the pupil's interests and career aspirations, it has been possible to more accurately match the needs of the pupil which has helped to maintain their enthusiasm and desire to be successful.

Percentage of pupils who completed their experience

Year	Number starting placements	Number completing placements	%	Comments
09-10	81	81	100	
10-11	257	242	96	<ul style="list-style-type: none">• 8 pupils completed 2 out of 6 possible weeks – illness• 6 pupils left school before the placement was complete• 1 pupil was withdrawn by the school
11-12	548	546	99.6	<ul style="list-style-type: none">• 2 pupils did not complete due to ill health

There have been one or two occasions when a pupil has started a placement and realised it was not what they had expected or, not what they ultimately wanted to do. On these occasions the pupil was interviewed by school staff and the employability officer to ascertain the nature of the problem and clarify where the pupil's interest lay. Another placement was sought and followed through. The employability officer worked through any issues with the employer.

3. Post Course Destinations

The following table shows the outcome for the young people taking part in the placement programme. The figures are taken from those collated by Skills Development Scotland as part of the School Leaver Destination Record. It is recognised that the employability experience is only part of the young person's development; however it is a crucial element in supporting the young person with the transition to their next steps.

Destination	2009-10		2010-2011	
	Initial Destination (October of the year of leaving)	Follow up Destination (March the following year)	Initial Destination (October of the year of leaving)	Follow up Destination (March the following year)
Return to School	34	34	109	109
Further Education	22	15	67	57
Training	11	6	27	15
Unemployed Seeking	2	8	12	24
Employed	6	12	35	41
Unemployed Not Seeking	0	0	0	2
Higher Education	2	2	2	2
Activity Agreement	0	0	5	4
Voluntary Work	0	0	0	3
Moved out of WDC	4	4	0	0
Cannot find pupil	0	0	0	0
Total	81	81	257	257

2011-12

Figures for this session are not yet available.

Apprenticeships

A number of young people chose to apply for an apprenticeship with WDC following their placement. The details below show how many of them secured positions.

	2009 - 2010	2010 - 2011	2011 - 2012
Greenspace			2
Roofer			2
Plumber			1
Painter			2
Electrician			1
Health and Safety			1
Construction (Technical)			1
Mechanic			1
Administration	2	1	7
Totals	2	1	18

A much larger number of pupils were successful in attaining an apprenticeship in year 2011-2012 which may be attributed to the fact that there were 548 pupils taking part in the programme– an increase of 467 pupils since the first year of the programme. There is also a drive to offer more apprenticeships within the council.

The Modern Apprenticeship (MA) scheme is a critical part of the Council's overall jobs growth programme. This year the Council's Level 3 MA scheme was expanded from approximately 20 new starts in previous years to 56 starts during 2012. Apprenticeships have been developed in new occupational areas, consistent with the Council's Economic Development Strategy and workforce planning assumptions. The apprenticeships last between two and four years and afford the apprentice the opportunity to gain an SVQ Level 3 qualification, in addition to valuable work experience.

A new Level 2 MA scheme has been implemented which lasts nine months in most cases, and provides the apprentice with valuable work experience, skills, and the opportunity to achieve an SVQ Level 2 qualification. This initiative is designed to provide the apprentice with work experience, a qualification, employability skills, an employer's reference and the support required to progress into full-time permanent employment.

The above activity will form part of the Council's commitment to create 1000 jobs in 1000 days.

4. Evaluations

4.1 Pupil Evaluations

While pupil evaluations were gathered during the first 2 years of the programme, there was a lack of consistency and clarity for recording what the pupils were saying.

Work was done during session 2011-12 to develop a more user friendly questionnaire. The quality and quantity of the returns by the pupils was much improved, however work still needs to be done and will form part of the action plan. Some of the pupils still return the forms to the wrong person which can cause confusion in the compilation of the evaluation. To alleviate this problem, there are plans to add a post placement interview to debrief the pupil and complete their evaluation. The responses will then be more easily collated and should add consistency and accuracy to the completion of the pupil evaluation. Information received from the pupils during the placement was acted upon immediately. This has possibly had an influence on the large number of pupils who have reported either in their evaluation or verbally to the school staff / employability officer, that they had a 'very good' or 'good' experience. There have been very few issues reported to the employability officer during the day to day running of the placements. Anything that needed to be actioned was done at the time and resolutions found.

Pupil evaluations 2011-12

Year	Number of participants	Evaluations returned
11-12	548	528

See **Appendix 3** for pupil comments

4.2 Employer evaluations

Year	Number of participants	Evaluations returned	Positive experience
09-10	81	N/A	
10-11	257	244 (96%) (Qualitative response)	94%
11-12	548	511 (93.2%)	100%

The information gathered from employers in year one was mainly through contact with the Employability Officer. Feedback was given verbally to coordinators at meetings. In year two a more formal method of information gathering was used and an employer evaluation form was developed. Despite more information being gathered and available, it was still a challenge to evaluate the comments as they were qualitative. The evaluation form was changed for year three to allow both quantitative and qualitative remarks to be recorded. A sufficient number of forms were collected which will allow employers views to be considered during future planning. There will be continued development of the method of collection of the forms to make it as easy as possible for employers. There are plans to introduce an electronic version of the evaluation that can be e mailed to employers which they may find more convenient. A paper copy will still be available for those smaller businesses which may not always have access to the internet. The employability officer will follow up any non- return of evaluations to allow continued contact with the employer. This will help to establish if there are areas of concern that need to be addressed, and will allow for support and development to take place.

Employers play an important part in the organisation and preparation for a pupil placement. As well as sharing their experience after the placement, employers are involved in the Health and Safety check, planning of the timetable of events and induction of the pupils.

The overall response from employers was supportive and encouraging. There was a general feeling that pupils fitted in well, were suited to the work and had shown a keen interest in the work they were doing.

See **Appendix 4** for the employer questionnaire and sample comments.

4.3 Coordinators evaluations

The school coordinators have commented:-

- the placement has shown a positive impact on the pupil,
- given them a wider understanding of the modern working environment
- It has helped pupils to build their confidence and self esteem
- has helped confirm a career choice
- has made the young person recognise to the need to focus on their next steps.
- having the officer on site enabled staff and pupils to clarify and discuss any aspects of the placement more easily.

Example Evaluation can be seen in **Appendix 5**

4.4 Parent evaluations

Parents have not been involved in the evaluation process so far. We intend to begin to consult with parents in the session 2012/13. Gathering opinions from parents will be undertaken using one or more of the following methods .The pupils will be given a Parent Evaluation form to take home when they have their post placement interview. Evaluation forms will also be available at parent's nights for those parents who did not receive the initial form. A sample will be collected at the end of the academic year. This should help us to gather a sufficient number of evaluations to gain a worthwhile parental view of the programme.

A draft parent's evaluation can be found in **Appendix 6**

5. Next Steps

The programme has become established over the last 3 years, with ongoing evaluation and development as part of the process. Meetings which included school coordinators, the employability officer and WDC support officers, allowed for meaningful feedback, discussion and an opportunity to share experiences. Issues were raised and addressed as they arose. Excellent links have been built up between the schools and a large number of local and national companies. A wide variety of departments within WDC have become involved with the programme and their continued support for the pupils is crucial.

During the development of the programme, the employability officer found it extremely beneficial to spend dedicated time in each of the schools. By setting up base times each week, the officer built up knowledge of the school and the pupils, as well as developing professional working relationship with the staff. The system was popular with staff and pupils, finding it useful to know when the officer would be available for consultation and interviews. This time needed to be maintained and where possible increased to accommodate the numbers of pupils participating in the programme. We have done this by establishing work bases within two secondary schools, one at each end of the authority, with the employability officers working in a regional area. This increased time within the schools and close working with the staff means that they are becoming familiar faces and better known by both staff and pupils.

Further developmental work is required and must take account of the Entitlements as outlined in CfE:-

A broad general education: – Planning experiences and outcomes across all the curriculum areas from 3-15, including understanding the world, Scotland's place in it and the environment.

Positive destinations: - Responsibility of planning for and supporting young people to make successful transitions to young adulthood and the world of work.

A coherent curriculum: - The entitlement of all learners to experience a curriculum which is coherent from 3 to 18.

Senior phase: - The entitlement of all learners to experience a senior phase where they can continue to develop the four capacities and achieve qualifications.

Skills for Learning, Life and Work: - Supporting all children and young people in developing skills which they will use throughout their life and in their work

Support: - Making sure to include the entitlements within ***‘Getting it right for every child***

The embedding of Skills for Learning, Life and Work within the developing curriculum can achieve more coherence by streamlining the MCMC and ‘Mainstream’ employability programmes. Bringing them together helps us to manage the caseload effectively, strengthen partnerships within the school and with the staff and allows time to be managed efficiently.

Some work has been done to develop the role of the employability officers and how they can support employability within the curriculum and the life of the school. For example, assistance with planning for employability events and linking with employers to support this has taken place in two schools over the last two years. There has also been links with a Business Studies department who wished to support their Intermediate 2 class by forming a partnership with an employer. A programme was set up with a local retailer and the class attended one afternoon a week for 10 weeks, learning first hand from experienced employers and supporting the work of their course.

As part of the development of Senior Phase we have a planning group looking at 'Business Links and Partnership working'. They plan to hold an employer's event in Spring 2013 to raise awareness of the New Qualifications, show how employers can contribute to the Employability Skills Programme, showcase some of the support currently being given by employers and invite them to ask for more information on how they can build partnerships within education.

There will be ongoing evaluation of all stakeholders and continued development of the programme as part of Curriculum for Excellence.

Appendices

Appendix 1

Employability Questionnaire



School: _____
Pupil Name: _____
S4/S5/S6) _____
Date of Birth: _____

Reg Group: _____ (i.e. 4A1)
Year: _____ (i.e. _____)

Please indicate when you intend leaving school:

- I am definitely leaving Summer ****
- I am thinking about leaving Summer ****
- I am definitely leaving Xmas ****
- I am thinking about leaving Xmas ****
- I am staying until Summer **** ****

Please complete the table below

Award Provider	Award	Please tick all boxes that apply to you	
		Part	Full
Army Cadet Force Association	Army Proficiency Certificate		
ASDAN	Short Course Awards - Bronze		
ASDAN	Short Course Awards - Silver		
ASDAN	Community Volunteering Qualifications - Bronze		
ASDAN	Community Volunteering Qualifications - Silver		
ASDAN	Certificate of Personal Effectiveness		
Boys Brigade	The Queen's Badge		
Duke of Edinburgh	Bronze Award		
Duke of Edinburgh	Silver Award		
Duke of Edinburgh	Gold Award		
Various	First Aid Certificate		
Girl-guiding Scotland	Queen's Guide Award		
Girl's Brigade in Scotland	Queen's Award		
John Muir Trust	John Muir Award		
Mark Scott Foundation	Mark Scott Award		
Prince's Trust Scotland	Prince's Trust Xlerate with xl		
Scottish Qualification Authority	Personal Development Units		
Scottish Council The Scout Association	Queen's Scout Award		
Scottish Council The Scout Association	Chief Scouts Award		
Sports Leaders UK	Sports Leadership Award		
Sports Leaders UK	Dance Leadership Award		
Tall Ship	Tall Ship Award		
Youth Scotland	Dynamic Youth Awards		
Youth Scotland	Youth Achievement Award		
Volunteer Development Scotland/the Volunteer Centre Network Scotland	MV Award /Millennium Youth Award		
Other, give details:			

Part Time Job	Leisure	Shop	Catering	Other
Volunteering	e.g. Tulloch Trust , Working in local pre-5 establishments, Working in local Primaries			
Leadership	e.g. Columba 1400, Prefect, Head Boy/Girl, House Captain			

Appendix 1 (Continued) the following is a list of the Awards that the pupils reported on.

AWARD PROVIDER	AWARD TYPE
5th Vale Explorers	Leadership Training
Air Cadets	Flight Proficiency Certificate
Air Training Corps	NCO Leadership Course Certificate
Army Cadet Force Association	Army Proficiency Certificate
ASDAN	Certificate of Personal Effectiveness
ASDAN	Community Volunteering Qualification - Bronze
ASDAN	Community Volunteering Qualification - Silver
ASDAN	Short Course Awards - Bronze
ASDAN	Short Course Awards - Silver
Boys Brigade	The Queen's Badge
British Association of Teachers of Dancing	Dance Leadership Award
British Dance & Theatre Association	Bronze Award
British Dance & Theatre Association	Silver Award
Duke of Edinburgh	Bronze Award
Duke of Edinburgh	Gold Award
Duke of Edinburgh	Silver Award
EDGE	Encouraging Dynamic Global Entrepreneurs Award
Girl Guiding Scotland	Baden Powell Award
Girl Guiding Scotland	Queen's Guide Award
Girl's Brigade in Scotland	Leadership 1, 2 & 3 Warrant Officer
Institute of Qualified Lifeguards	NLPQ
John Muir Trust	John Muir Award
Mark Scott Foundation	Mark Scott Award
Other	Business Dynamics Award
Other	Disabled Swim Coach
Other	Financial Maths
Other	Fire Reach
Other	Leader of the Year Award
Other	Outdoor Centre Certificate
Other	Toe by Toe
Other	UICC, SFA, Jogscotland
Other	Young Enterprise Scotland
Other	Youth Achievement
Other	Youth Trust Award
Prince's Trust Scotland	Prince's Trust Xlerate with xl
Princess Diana Trust	Diana Award
Robert Burns Poetry	Certificate
Scottish Council The Scout Association	Chiefs Scouts Award
Scottish Council The Scout Association	Queen's Scout Award
Scottish Football Association	Coaching Badges
Scottish Qualifications Authority	Personal Development Units
Sports Development - WDC	Sports Coaching
Sports Leaders UK	Dance Leadership Award
SRU	Coaching Award
Strathclyde Fire Brigade	Fire Cadet Award
Tall Ship	Tall Ship Award
Tullochan Trust	Young Leader of The Year
Various	First Aid Certificate
Volunteer Development Scotland/the Volunteer Centre Network Scotland	MV Award /Millennium Youth Award
Wrestling	Olympic Youth Award
Young Enterprise	Achievers Award
Youth Scotland	Dynamic Youth Awards
Youth Scotland	Youth Achievement Award

Results for a snapshot in May2010

School	Forms Returned (Possible 2422 – 561 not returned)	Students with No Awards	Students with Part/Full Awards
Clydebank High School	477	368	109
Dumbarton Academy	269	175	94
Our Lady and St Patrick's High School	391	317	74
St Peter the Apostle High School	451	357	94
Vale of Leven Academy	273	204	69
Totals	1861	1421	440

The table below shows the number of multiple, full and part awards achieved by pupils.

The majority of responses have shown that the pupil has only 1 achievement award, with the number of pupils achieving multiple awards decreasing very quickly.

Amount of Awards from 440 Students)	No of Students Part Awards	No of Students Full Awards
1 Award	209	145
2 Awards	42	50
3 Awards	15	28
4 Awards	3	9
5 Awards	1	1
6 Awards	1	0
7 Awards	0	1
8 Awards	1	0
Total Awards	272	234

Appendix 2**Section 1.2 - Employers currently supporting the WDC Employability programme**

Placement	Placement
Abbotsford Hotel	Clydebank Credit Union
Aggreko Ltd	Clydebank Fire Station
All Weather Roofing	Clydebank HC Physio
AM Builders	Clydebank Library
Andrew B Cameron EECC	Clydebank Post
Andy Christie Joiners	Clydebank Taxi Repairs
Antonine Primary School	Clydemuir Primary
Army	Clydesdale Bank
Arnold Clark(Various departments/outlets)	Coia Dental Surgery
Asda Café Clydebank	Crowne Plaza Hotel
Atkins Limited	Cunningham Engineering
Audi Technic Centre	Currie and Quirk Opticians
Baby Grand Productions	Cut 46
BAE Systems	Cutting Crew
BBC Scotland	D T Motors
Beardmore Golden Jubilee Hospital	Daily Record
Beardmore Lab	Dalmonach Nursery
BHS	Dalmuir EECC
Bio Reliance	Dalmuir Library
Bonhill Primary	Dalreoch Care Home
Braehead Primary	Dalreoch Day Centre
Bright Beginnings Nursery	Dalreoch Primary School
Brookland Nursery	Dance Development Officer
Brookland Nursery	Datalink Services
Brucehill Nursery	DCF Joiners
Cairns Browns Solicitors	DLA Piper
Cardonald College	DNA Language
Carleith Primary School	Doosan Babcock
Carousel Nursery Alexandria	Drumchapel Pool/Donald Dewar Centre
Carousel Nursery Dumbarton	Dumbarton Fire Station
CHAOS Art Project	Dumbarton Football Club
Children's Hour Nursery	Dumbarton Golf Club
Chivas Regal	Dumbarton Golf Club - Pro Shop
Christie Park Primary	Dumbarton Library
Citroen Glasgow	Edrington Group
Clark Contracts	Elaine Graham Photography
Clyde Power Tech	Elements Hair Salon
Clydebank College	Equator Scotland Limited
Clydebank Co-op Café	Ferryfield Nursery
Clydebank Cooperative Funeral Care	Fire Brigade

Placement	Placement
First Choice Dumbarton	Kilpatrick School
Frank Downie House Care Home	Kilted Skirlie
Fusion Barbers	Knoxland Primary
G L T Garage	Ladyton Primary
Garshake Nursery	Lennox Herald
Gavinburn Nursery	Lennox Nursery
Gavinburn Primary School	Leven Garage
Gil Paterson MSP	Levensgrove Dental Practise
Glasgow Audi Accident and Repair Centre	Levensvale Primary School
Glasgow Flying Club	Linnvale Primary School
Glasgow School of Art	Linnvale EECC
Glenbrae Vet Clinic	Loch Lomond Shores Aquarium
Golden Jubilee Hospital	Lomond Care and Repair
Goldenhill Primary School	Lomond Dental Care
Gordon Aidie Electricians	Lucky Break Snooker Club
Govan Law Centre	Magic Cycles
Grants Garage	Matalan
Hairobics	McColl's Coaches
Haldane Primary	Mei Beauty
Halo Hair	Midwifery Team
Harper McLeod Law	Milton Cat and Dog Home
HBR Accident Repair	Mitchell Library
Headrush	Mount Pleasant Nursing Home
Helena Beauty	Mountblow Depot - Bus
Helensburgh Toyota	Music Motivator/Singing
Hessilhead Wildlife Centre	National Museum of Scotland
Hi Flow	Navy
Highdykes Primary School	NHS
HMB Naval Base Clyde	Nicholas Mark The Salon
Hollywoof	Nicole Rea
Hugh Smith Painter and Decorators	Old Mill Garage
Hutton Engineering Ltd	One Step Ahead
Hymans Roberson Ltd	Parklands School
Jack Duff	Partners
Jackie Ballie MSP	Pets @ Home
Jacobs Engineering	Physio Direct
Jamestown Nursery	Quiz Clothing
Jamestown Primary	Radnor Park Hotel
Jim Law Cars	RAF 1740 SQUADRON
Jon and Co Hairdressers	RAF Cosford
Kilbowie Primary School	RAF Prestwick
Kilpatrick Primary School	Rainbow Room Hair Salon

Placement	Placement
Remploy	University of Glasgow - Chemistry Department
Remploy Manager	University of Glasgow - Geology
Renton Language Unit	URS Scott Wilson Ltd
R.G. Hardie & Co. Ltd - Bagpipe maker	Vale of Leven Academy - Janitors
Riding for the Disabled	Vale of Leven Golf Club
Riverside Nursery	Vale of Leven Physiotherapy
Robyn House	Vale of Leven Swimming Pool
Rolls Royce	Victim Support Scotland
Rosie's - Hair	Volkspport _ Garage
Royal Conservatoire of Scotland	WDC - Performance & Strategy
Royal Navy (HM Naval base)	WDC Electrician
SB Plumbing and Heating	WDC HR AND OD
Scarlett Hairdressers	WDC Plumbing
SEL Law	WDC Arts and Heritage Team
Shoezone	WDC Building and Architecture
Skypoint Cafe	WDC Building and Standards Team
Smith and Williamson Stockbrokers	WDC Business HR and OD
Specsavers	WDC Cochno Street
Sports Development	WDC Council Garage Depot
St Andrews First Aid	WDC Dance Officer
St Eunan's Nursery	WDC Diet and Nutrition
St Eunan's Primary School	WDC Educational Psychologist
St Kessog's Primary School	WDC Electricians
St Margaret's Hospice	WDC Environmental Health Pest Control
St Martin's Primary School	WDC Finance
St Marys Nursery	WDC Football Development
St Patricks Primary School	WDC Garage Services
St Peter the Apostle (kitchen)	WDC Greenspace
St Peters Nursery	WDC Halls & Events - Skypoint
St Stephens Primary School	WDC Horticulture and Parks
Stobhill Hospital	WDC IT
Strathclyde Police	WDC Joinery
STV	WDC Kilbowie PS - kitchen
Sunflower Nursery	WDC Levensgrove Park
SW Team	WDC Meadow Centre
TB Dunn	WDC Mount Pleasant Home
Tennents Caledonian - Business Unit	WDC Music Motivators
The Salon	WDC Occupational Health
The Stand	WDC Our Lady of Loretto PS - kitchen
Transport Scotland	WDC Overburn
Tullochan Trust	WDC Painting and Decorating
Ultimate Look	WDC Photography

Placement
WDC Planning Admin
WDC Planning and Architecture
WDC Planning Office
WDC Playdrome
WDC PR AND MARKETING
WDC Psychologist Service
WDC Repairs Centre
WDC Rugby Development
WDC Social Work Service
WDC Technician Service
WDC Transport
WDC Tuition (Instrumental)
West Dunbartonshire Citizens Advice Bureau
Western Infirmary
Westpark Hotel
WH Malcolm
Whispering Willows
Whitecrook EE & CC Centre
Whitecrook Primary School
Wilkie and Rider Opticians
Y Sort It
Your Radio
Zenit Contracts

Appendix 3

4.1 Pupil evaluations - Comments from pupil evaluations 2011-12

- Enjoyed my placement .Want to work in childcare after I have been to college.
- Excellent placement had good fun
- Placement was great. Found it fun and enjoyable. It will be really useful for me as I want to do this as my career
- I enjoyed working with the chef as this is what I want to do when I leave school.
- I loved my placement at the nursery
- Enjoyed my placement, was good fun
- I enjoyed working on the different houses during the week. I am applying for apprenticeship with the council for painting and decorating and hope this helps me,
- Enjoyed working in the babies room. All the staff were really nice to me.
- I think the placement has helped me to make up my mind of what I want to do in the future. Really want to work in the leisure industry and hopefully this experience can help me.
- Placement was good. Has helped me to decide for certain that I want to work in childcare when I leave school at the end of this term.
- Had a brilliant time on placement. Learned so much from Stephen the head chef, all the other stuff really nice as well.
- Absolutely loved working in the nursery. The staff were so nice and helped me fit in. I am looking forward to going to college now and studying childcare.
- Placement was really good staff were really helpful and nice. It has made me more focused on achieving my goal of becoming a primary school teacher.
- I really enjoyed my placement. I hope to work in this kind of business environment after I have been to university
- Placement was good, enjoyed finding out what the different departments did, interested in doing social work course at college/university.
- The time I have spent on placement will help me greatly as I am applying to do dentistry at university next year and this experience has been vital.
- Liked my placement going to apply for the council apprenticeships
- Enjoyed my placement and found it really interesting, Will hopefully put this experience to good use next year at university
- I enjoyed everything I done on placement and learned so much from all the staff
- I found the placement interesting, was good to see the different aspects involved in social work
- I had an excellent time at St Kessog's everyone was so helpful and encouraged me to go on and become a teacher after my time at university
- I learned so much from my time at St Stephens, hopefully I will be able to put this experience into good use as I hope to go and study primary teaching at the end of next year.
- I enjoyed all of my work experience, all the staff were really nice and helped make me feel part of the team
- Placement was good. Looking for an apprenticeship in this type of work
- Placement was helpful and interesting
- Liked my placement got to work on broken gearboxes; I am going to apply for council apprenticeships
- Enjoyable placement. Staff made me feel part of the team.

Appendix 4

Section 4.2 Employers evaluation form

**West Dunbartonshire Council
Employability Skills Programme 12/13
Pupil Assessment Form**

Name/Class:

Firm/Placement:

Start Date of Placement:

Supervisor's Name:

Position:

Please tick the appropriate boxes and make comment where possible. Comments will be welcomed by pupils who will use this form in the debriefing after their placement and for their Record of Achievement.

4 = Very Good

3 = Good

2 = Satisfactory

1 = In Need of Improvement

	4	3	2	1	Comment
Timekeeping					
Attendance					
Appearance					
Politeness and courtesy to staff and / or public					
Ability to Communicate and / or mix with staff					
Understanding/Confidence with given tasks					
Display of initiative					
Compliance with Health & Safety Regulations					

Overall impression/other comments:

Signature:

Please give this form to the pupil to return to school or request an electronic copy from
Allan.Shields@west-dunbarton.gov.uk

Appendix 4 Cont'd

Section 4.2 Sample comments from employers

Marlene has been a delight to have in the department. She has mixed well and tackled all tasks with enthusiasm. I would be delighted to have her back as a student.

Found Daniel very eager to participate in workshop tasks and able to work as part of a team. Able to take instructions and shows great initiative at times. Would do well in an apprenticeship in the motor trade.

Kirsty would make an excellent practitioner in early years. She was polite and courteous at all times, a great team player and showed a caring attitude towards the children.

Aimee seemed very keen and interested in pursuing Geology/Geotech Engineering at university. She has the attitude, personality and work ethic to succeed.

Heather was a credit to herself and her school during her week here. We can only hope that with her obvious ability and potential that she decides to pursue a career in engineering.

Ciaran has been superb in his ability to work and inspire pupils with wide ranging abilities. He carried out duties with a greater than expected level of maturity.

Anita's overall understanding and development of key issues in the department would indicate that she would be an ideal candidate to engage formal study and a career in Accountancy. Her project answer was excellent and of a very high standard showing an extremely capable insight into the key relevant issues

Appendix 5

Section 4.3 - School coordinator evaluation

Employability Skills Placement Coordinators Evaluation

School

Date

Please complete the following table and then add any further comments as appropriate.

A more personalised approach to the employability placement.....	Comments
What impact has it had on the pupil?	
How aware are teaching staff of the changes to the programme?	
Have teaching staff made any negative comments? If yes, please explain	
What do you think are the strengths of the programme?	
Are there any weaknesses in the programme? If yes, please comment.	
What are the benefits of having the employability officer based in the school on allocated days?	
How can we build in SQA units to support employability across the curriculum?	
What could we do to improve the service?	
Any further comments	

Thank you for your help and support

Appendix 6

Section 4.4 - Parent / Guardian Evaluation Form



Employability Skills Placement Parent/ Guardian Evaluation Form

Thank you for taking the time to help us review your child's Employability Skills Placement. We will use this information to help make ongoing developments to the programme

The placement has:

Score 1 – 4 (1 = Low, 4 = High)

- Raised his/her aspirations
- Improved his/her confidence
- Improved his/her ability to work with others
- helped him/her to value school studies
- Helped him/her consider further career opportunities
- Been helpful in improving his/her understanding of the employability skills required for the world of work.

Please add any other comments you may like to make:

Signed parent/guardian:..... Date:.....