D&A DEVELOPING THE YOUNG WORKFORCE BOARD – AN AGENT OF CHANGE FOR DUNDEE AND ANGUS

Proposal to Scottish Government, 24 July 2015
(Updated October 2015 and November 2015)

Abstract
This document outlines the Dundee and Angus Regional approach to engage the region’s business community towards the successful implementation of the Developing Scotland’s Young Workforce Strategy in the Dundee and Angus Region.

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D & A Developing the Young Workforce Board – An Agent of Change for Dundee & Angus

Chairman’s Statement

The Scottish Government’s initiative to regionalise the drive for the development of our young workforce provides us with a fabulous opportunity to harness the positive contributions which our young people can bring to our city and region for the next generation.

As Joint Managing Partner of a large local employer, I see on a daily basis the value which young employees can bring to a business. As Chair of the Dundee & Angus Regional Board, I am genuinely excited at the prospect of working with my colleagues to engage our region’s business community and work with a broad range of organisations to develop initiatives and solutions to prepare our youth for the workplace.

Our board offers a wide range of leaders and members from a variety of organisations including public and private sectors. The broad range of skills around the table will allow us to enable businesses to further enhance their relationships with our Councils, College, and other partners to build a shared focus, enthusiasm and determination to work with our young people.

All our board members have a passion for supporting young people and our economy. We have all personally committed to a minimum of 10 days per year of time towards D&A DYW Board commitments. Each board member has also committed to lead either a sector based theme or a Key Performance Indicator. Each member will also bring a minimum of 20 new businesses per annum to engage with young people and our education system which will ensure the Executive team are supported and can focus on providing solutions to harness those businesses commitment for the benefit of young people in partnership with schools and the College.

I look forward to working with them, the National Board and the Scottish Government to building a creative and sustainable platform from which to deliver the initiatives set out in this bid.

Craig Nicol
Joint Managing Partner, Thorntons Law LLP
Chair – D&A DYW Board
Developing the Young Workforce in D&A, an Agent of Change for Dundee and Angus

Introduction

A cross industry, agency partnership group in Dundee and Angus has been working since the summer of 2014 to promote the aims of the Developing Scotland’s Young Workforce (DSYW) report, to plan on a regional basis, and to bring employers together to make a key contribution in delivering the key performance indicators. A series of events and meetings has culminated in this bid to the Scottish Government to host a Regional Board which will support young people into employment and boost economic development in our region.

This Board will act as an Agent of Change within the Dundee and Angus Region to address the region’s specific problems of significant youth unemployment most of which are linked to a high number of areas of multiple deprivation:

- Youth unemployment stands at 7% against a national average of c5%
- 42,000 of the Dundee population live in areas designated as the 15% most deprived
- 50,000 people in the area are in receipt of working and child tax credits

We are committed to better preparing school leavers for the world of work:

- Improving vocational education to focus on employment and progression
- Promoting Modern Apprenticeships focussed on industry need
- Engaging with employers to work with schools and colleges and to recruit more young people directly from education
- To promote equalities and opportunities for all

Our Vision

*The Board’s vision is to maximise youth employment in Dundee and Angus through a cohesive partnership between industry and education to match employers’ needs with young people’s aspirations.*

Key Objective

The key objective of the Dundee and Angus Developing the Young Workforce (D&A DYW) Board will be to engage the Dundee and Angus business community to promote a deeper understanding of the factors affecting the relatively low rate of employment of young people in Dundee & Angus (against the national figures) and to develop initiatives and solutions to meet those challenges via employer engagement and partnership.

Key Rationale for this Bid

The Scottish Government is requested to provide £685,021.40 of funding, over the next 3 years to support the creation of the D&A DYW Board to act as an agent of change for youth employment, as part of the Region’s response to Developing Scotland’s Young Workforce Strategy, recommendation 14 reported in June 2014. This bid and the approach planned by the D&A DYW Board will also address all four of the key priorities in Scotland’s Economic Strategy, Investment, Innovation, Inclusive Growth and Internationalisation.
Partnership

The D&A DYW Board is private sector majority led, with a significant number of employers engaged in the work leading to this proposal, and a number of prominent figures now committed to lead the project. The Group Chair is Craig Nicol, Managing Partner at Thorntons Law LLP. Thorntons is a significant local private sector employer with over 300 employees in Dundee and Angus and over 430 nationally.

The key partners involved in this proposal are Dundee and Angus Chamber of Commerce, the Federation of Small Businesses, Angus Council, Dundee City Council, Dundee and Angus College, SDS and NHS Tayside. A more detailed breakdown of the D&A DYW Board is included at Appendix 1. Dundee and Angus College will take the role as host employer for the purposes of this bid.

Work has taken place to ensure that the Community Planning Partnerships (CPPs), Department of Work & Pensions (DWP), Job Centre Plus (JCP) and existing employer partnerships including SCDI are aware of, and connected to the D&A DYW and that this proposal will add value and avoid duplication of current activity. Young people are integral to the decision making of this group and are actively represented through Jaye Baird, Student Vice President, Dundee and Angus College. As a strategic member of the board, Jaye’s role will be to ensure the voice and needs of young people are addressed. In addition direct links will be made with additional groups of young people through the key partners listed above, for consultation when appropriate, i.e. Angus Council School Captains and House Captains and the City Wide Pupil Council in Dundee.

A number of excellent examples of employer partnerships with a small number of schools are already taking place in the Dundee and Angus Region. These will form the basis of communications with other employers in the region to encourage similar engagements in ways to suit each individual business. Examples are included at Appendix 2.

Dundee and Angus Economic Context

The D&A DYW board has agreed its vision and implementation plan in the context of addressing the Dundee and Angus key economic drivers for growth. These are:

- the growth of construction, hospitality and tourism in Dundee and Angus stimulated by the V&A museum development within Dundee’s £1bn Waterfront, projecting 40,000 visitors per annum to the region;
- the significant potential of the energy sector including in the North Sea and from renewables developments in the river Tay and offshore (particularly in wave and wind power), along with continued growth in installation of micro renewable technologies;
- the increased demands for coding, programming and digital skills to support the cluster of gaming, app and web based companies in the region. In fact, 13% of the UK’s digital entertainment industry is based in the city.
- the increasing need to provide skilled workers to meet demands within the care, IT and business services industries. In care professions particularly, the increased demands resulting from an ageing population and continued introductions of new technologies in patient care will require an increasingly adaptable workforce.
- the Angus economy’s dependence on small to medium sized businesses and in food production & processing, agriculture, forestry & fishing and textile industries. A key focus of the Angus economic strategy is to diversify and develop more growth industries, with a corresponding development of the relevant skills to achieve this.
- these economic opportunities are aligned with differing levels of deprivation across the region. Dundee has 30.7% of its population living in areas designated as the 15% most deprived in Scotland compared to Angus with only 2.1%.
Dundee and Angus Current Position in Developing the Young Workforce

In both Dundee City and in Angus, Employability is a key focus and each local authority has a group of partners implementing a number of solutions to reduce unemployment across the region. More specifically during the last 12 months since the Developing the Young Workforce report has been issued, there has been a renewed focus on the employability agenda in schools, much of this in partnership with D&A College supported by employers to address some of the challenges identified by the report.

Youth unemployment within the Dundee and Angus area is in line with Scottish average figures. These figures have shown a significant improvement in recent years, particularly in Dundee City. The role of the College is particularly important however, with the relative reduction in unemployment for the 16–19 year old age group being reflected in a similar increase in uptake of college places by this age group. Employment for the 16–19 year old age group within the region directly from school education is below the Scottish average of 26.4%, with only 22.7% in Angus and 21.6% of young people in Dundee entering employment.

In Angus, the overall positive destination rate of school leavers in Angus was 94.7%; the 5th highest of all Scottish local authorities and higher than the 91.4% Scottish average. Dundee was marginally behind the Scottish average at 90.2%.

Other Existing Projects with a fit to DYW

- Discussions have been held with Jim McColl on the experiences of the Newlands College model. He is proposing to establish an academy in Dundee and D&A College is discussing what support can be provided to create the Dundee model in partnership with DC Thomson who will provide the building for the facility.
- MAJR Business is establishing a social enterprise which will create pop up retail space for young entrepreneurs in Dundee City Centre. A focus on the 16-24 age group will be a key priority as key users of the space. In addition, the opportunity to engage young employees on Business and Administration SVQs will provide jobs for school and/or college leavers.
- Skills Development Scotland is taking space within the V&A Dundee (currently under construction with a target completion date of early 2018), to provide a ‘touch base’ centre for young people. It will support career opportunities within the design, creative and cultural industries.
- A shared apprenticeship scheme to support the Construction Industry has been created in Angus. This will offer 12 young people the opportunity to gain an apprenticeship across a number of construction businesses. This initiative will increase the engagement of small and micro construction businesses in the D&A DYW initiative.
- D&A College offers work placements for young people in different EU countries funded through the Erasmus+ programme. This enhances the work experience that local employers can offer and is another added value initiative to increase young people’s opportunities for employment beyond their studies.
- Appendix 2 contains further details of the excellent examples of employer partnerships with schools already taking place in the Dundee & Angus region.
Implementation of Developing Scotland’s Young Workforce in D&A during 2015/16, an Agent of Change for Youth Employment in Dundee and Angus

The D&A Developing the Young Workforce Board (D&A DYW) will work on a shared agenda to ensure that this group is the Agent of Change which engages all existing regional public/private partnership and industry groupings to work towards a collective goal to address the regional challenges of youth unemployment.

We will aim to do this by addressing all elements of the influences and influencers on the young person. This will ensure that young people are equipped to make the decisions they need to improve their life skills and skills for work. This will increase their ability to achieve success and act as key contributors and agents of change in their own right both for themselves and for the employers they represent throughout their careers.

D&A Developing the Young Workforce Board - Shared Focus

To meet the needs and demands of a constantly changing and economically unstable world, it is crucial that all partners work together to develop their young workforce at the earliest possible stage; to make sure they have the relevant qualifications and skills (Academic/Vocational), and are well prepared for employment, whether this be as part of an organisation or as an entrepreneur setting up an enterprise.

This new generation of workers will be the life blood of our society and essential to growing our economy. It is therefore vital that we find ways to engage, encourage, stimulate, support and maximise their untapped talent ensuring that they know how to contribute to society.

The board recognises that this issue cannot be tackled in isolation and requires a holistic approach. The board will join forces with the learner, educational establishments (schools/college), industry, government agencies and funding bodies to work in collaboration, pulling resources and talent together as Agents of Change to realise the key outcomes of full youth employment resulting in greater economic growth.

Since D&A College was formed in November 2013, a greater focus on joint initiatives across the Dundee and Angus area, including in the school curriculum planning and in planning and delivering initiatives to address the employability agenda has been undertaken. This is already beginning to ensure greater collaboration between partners and over 3,000 school pupils from Dundee and Angus will benefit from vocational opportunities within D&A College. As many of these pupils as possible will have engagement with employers as part of these opportunities to ensure the best possible experience for the young people.

For future years the College has identified modest, but important growth in activity levels, with a specific focus on the newer developments such as foundation apprenticeships and Higher National options for school pupils from Dundee and Angus schools. Critical to these developments is clarity around funding and support for this provision. The D&A DYW Board will support the College and the schools and other partners to ensure that coherent sustainable vocational pathways for our young people can be achieved through increased participation by employers and to support the development of coherent and sustainable funding arrangements.

The planned offer for academic year 2015/2016 is made up from a number of strands of school and College provision and summarised below. Each strand will continue to develop through the period of this project on a flexible and learner centric basis to ensure that the specific provision offered meets pupil, school, employer and employer/progression needs. **Appendix 3** shows examples of the type of engagements by which employers can influence education and support the engagement of young people in the workforce.
The curriculum is defined as the totality of the experiences which are planned for young people through their education, wherever they are being educated" (Building the Curriculum 3, p11, 2008). It is with this in mind that both Dundee and Angus local authorities, whilst providing curriculum guidelines, allow schools to plan their curriculum to meet the needs of their young people dependent on their local circumstances. It would be through these broad guidelines that joint planning opportunities will take place.

Historically both Angus and Dundee Council’s Education Departments have worked collaboratively and shared intelligence and resources around the employability and skills agenda with one single college, this has deepened this engagement further. This will continue and be enhanced under the auspices of the Dundee & Angus DYW Board. Joint planning for college provision is one example where a shared understanding of needs will lead to a broader offer of courses for young people. In turn this will impact on the delivery of the curriculum in schools as increasingly young people, parents and employers will recognise the value of this form of partnership.

Both local authorities will work together with the Dundee & Angus DYW Board to ensure that employers have access to schools to help support and shape the delivery of subjects within the curriculum as well as supporting employers to contextualise approaches to learning and teaching.

Both Dundee City and Angus Councils are currently consulting on the future structure of the secondary school week with proposals to change to a 33 period week from session 2016-17. A more flexible and unified approach to curriculum planning will allow greater scope to make the most of the opportunities that DYW presents. As an Authority we would look to have common core times during the week where schools would work collaboratively with strategic partners. We will work with our all our partners including Dundee & Angus College, employers, voluntary sector etc.to maximise the opportunities for our young people. In Angus, this will include joint planning at a strategic level based on the five core streams as detailed in Appendix 4.

In addition to this change in approach from the local authorities, SDS is also planning to adapt its approach to delivery of services as a result of DYW. SDS will work with pupils transitioning from P7/S1 where in clusters, these pupils attend a transition day/week with their new secondary school. SDS is also planning to deliver more group work and individual guidance in S2 and S3. This will create structured and focussed opportunities to work with the D&A DYW team in ensuring Career Planning support is delivered in partnership with employers and is more targeted towards Dundee and Angus employers’ future skills requirements.

Planned numbers for session 2015/16 are below, with discussions underway to determine future provision relative to overall College activity levels and local authority funding priorities.

<table>
<thead>
<tr>
<th>Local Authority</th>
<th>Activity 2013/2014</th>
<th>Activity 2014/2015</th>
<th>Target 2015/16#</th>
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<tr>
<td>Dundee City Council</td>
<td>716</td>
<td>1493</td>
<td>1,600</td>
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<tr>
<td>Angus*</td>
<td>1,683</td>
<td>1,782</td>
<td>1,800</td>
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<tr>
<td>Totals</td>
<td>2,339</td>
<td>3,275</td>
<td>3,400</td>
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<tr>
<td>Value</td>
<td>6,501 WSUMs</td>
<td>6,700 WSUMs</td>
<td>5,000 credits</td>
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* NB Angus figures also include provision for Aberdeenshire and Aberdeen councils which may not be offered in future years.
# figures still subject to final discussion and agreement with local authority partners.
**D&A Foundation Apprenticeship Academies**

During 2014/15 the College piloted a very successful Apprenticeship Academy foundation course preparing 11 S5 school pupils for entry to modern apprenticeship (MA) opportunities in the plumbing and electrical industry. With the support of Dundee City Education Department, Menzieshill High School was selected to promote positive destinations within that community.

The Apprenticeship Academy model has proven to be very effective and provision will be expanded in 2015/16 to cover Electrical, Plumbing, Engineering and Care disciplines, offering a combined 36 places for Dundee and Angus school pupils.

**Higher National Day Release**

Building upon a small number of opportunities in session 2014/15, the College will offer two discrete Higher National Certificate programmes for school pupils in September 2015, completing the full HNC course over two years, whilst undertaking other school based qualifications (Highers/Advanced Highers).

Through these developments, the College will work closely with our local authority partners to deliver 55 funded school pupil HN Day release places by 2018.

**Inclusion and strategy on engagement of educational partners from LAs with the group**

It is envisaged that, principally, the Employer Liaison Executives will act as a conduit between the Local Authorities and the business community. A structure currently exists in both Dundee and Angus to liaise with the business community and, whilst relatively successful, further support in this regard will be crucial to achieve the levels of engagement required to implement the D&A DYW plan successfully.

In Dundee, the Local Authority Skills Development Officer, as part of her role, engages with employers to help support schools deliver various activities around skills for work. In Angus, it is the responsibility of the Schools & Learning Team’s Business Liaison Officer to encourage and facilitate meaningful and sustainable school-employer partnerships.

With the advent of the DYW Regional Group and, given the proactive engagement role of the Liaison team, the pool of employers supporting the DYW agenda should be greatly enhanced. The liaison team will then work closely with Dundee’s Skills Development Officer and the Business Liaison Officer from Angus to allow ease of access for these employers to engage with schools across the region in a strategic, supported and planned fashion adding value and avoiding duplication of current activity.

The D&A DYW Group receives very high level support within both local authorities, with engagement and representation at planning meetings from Margo Williamson, Strategic Director of People Directorate within Angus Council, with responsibility for schools and learning, and services to children and young people, and Paul Clancy, Head of Service (Secondary, Support for Learners and Inclusion), Dundee City Council.

During a recent Dundee Partnership Forum chaired by David Martin, Chief Executive of Dundee City Council, run as part of a ‘Step Change in Improvement of Employability Outcomes in Dundee’ project, the D&A DYW group was highlighted as a key factor in the partnership working across our region in delivering better outcomes for our region’s young people.
Additional information on regional approach regarding equalities

The **Angus Offer** has been developed to ensure that all young people will leave school with the choice of a job, training or further education opportunity available to them. Working together local government, Skills Development Scotland, businesses, colleges, voluntary sector organisations and national programmes have created more opportunities for our young people. The aim is simple; to help every young person in Angus secure a job – or an educational, training or volunteering place as a stepping stone to realise their future career ambitions.

The Prince’s Trust Fairbridge programme is for young people aged 16-25 who are unemployed, face a range of significant challenges and barriers in their lives and have become disengaged. The programme helps empowers these young people, through positive opportunities and experiences, to re-engage and progress with their life and continued learning or work.

Darlings Coffee Shop is a social enterprise offering young people aged 16-30, who has a learning difficulty, the opportunity to gain experience of working in the hospitality and catering industry. The programme runs for a period of 16 weeks and is delivered over three days each week and may include some Saturdays. It gives the chance to build skills and increase confidence in a range of areas such as: Customer Service, Food Preparation, Food Hygiene, Team Work, Getting a job.

**Discover Opportunities** is the Dundee Partnership's Employability Programme. Activity Agreements is a programme for young people who have left school and are not involved in education, training or volunteering, set up to help young people get into work. To do this we fund a wide range of projects that help people with issues like skills, finding out about jobs that are available, preparation for job interviews, health, childcare and money advice.

The Dundee Employment Support Service helps people with disabilities, health problems and other significant barriers to find and sustain employment. The following key activities deliver a service to support the unmet employment needs of people within Dundee:

- Job Club to assist service users to look for employment
- Work Experience Placements to enable service users to develop their skills
- Support Team providing on-going support to people with significant barriers to employment
- Consultancy and Advisory Service to local employers, voluntary organisations and people who have disabilities and health problems regarding good employment practice

It also provides advice and guidance to people with disabilities and health problems who are in employment.
Gender and Equalities

Extensive work is currently undertaken by D&A College with education and social work partners to provide positive opportunities and managed transitions for large numbers of pupils into vocational pathways. This includes supported educational transition arrangements for c.350 school pupils pa with educational and other disabilities, looked after young people and care leavers. Ambitious KPI’s have been set by the board in engaging greater numbers of employers with young people with protected characteristics (additional 700 employers across 3 years from an estimated baseline of 100).

As a core element of D&A DYW Implementation Plan, the D&A DYW Board will support schools and the College to generate a greater awareness of gender segregation, challenges associated with disabilities and socio economic issues across the curriculum and workforce. This will include earlier interventions at school (from S1) as part of the broad general education phase by employers to enhance awareness of the career options available to young people with protected characteristics to support work readiness, and to provide positive role models for pupils considering career paths in non-traditional subject areas. Through these developments the College and schools will target a 33% increase by 2018 in non-traditional applications and enrolments for curriculum areas not showing a gender balance.

Taking examples from the demand for both school curriculum choices and for College places within the area of Science and from the Computing and Creative Media industries, this shows the extent of the work to be undertaken to refocus the interest from young people in these career opportunities. These are among the key areas of economic growth and opportunity within our region as well as being areas where traditional recruitment approaches have not delivered either a gender or SIMD balance across these career choices.

Computing and Creative Media achieves only 12% female recruitment, whilst Science subjects are 60:40 Female to Male overall but demonstrate a significant imbalance between individual subjects (eg SVQ3 Life Sciences are 100% female and SVQ3 Laboratory and Technical Science is 100% male). Both subject areas attract low numbers of applicants from the poorest 10% SIMD postcode areas and attract few care experienced leavers.

The D&A DYW will fully assess and benchmark existing practice and outcomes within these identified subject areas with a focus on the following project tasks. In undertaking each of these tasks the College will work in partnership with our schools and two education authorities; employers; universities; our regional Lift Off initiative; SWAP; the Children’s University; SDS; and other relevant partners.

**Increased D&A DYW Activities to influence this agenda**

1. Develop marketing information and approaches for senior phase and younger learners that will better promote study, progression and employment opportunities within these industries.
2. Further develop our regional approaches and collaborative working with existing partners to create and promote clearer learning, transition and employability pathways.
3. Develop and deliver tailored CPD inputs to inform key groups who play influencing roles on subject and career choices for learners (including school guidance staff, careers service, and parents).
Agents of Change

We have identified below a number of factors which create a gap between employers and young people. As an Agent of Change, the D&A DYW Board will bridge that gap. The common issues are:

1. The Learner

Research has shown that young people of today, known as Millennials are immensely talented and highly competent when using technology, but often are lacking in the social skills required to work as part of a team; and/or have the relevant vocational training and qualifications to meet the needs of industry.

The Millennials do not always understand what industry expects from them, and find it difficult to adjust and adapt to the needs and demands of industry where social skills and face to face communication are essential, and structure and order prevail. Aligned to this, the awareness of, and appropriate access to, vocational skills and opportunities, which provide increased chances of employment, can be perceived as being of lesser importance than academic pathways. Increasing the profile of vocational pathways to parents and carers of the young people will be a key part of the success of this approach.

2. Business/Industry

Employers often need help/guidance to better understand the Millennials. They understand the need for recruiting talented and creative employees, but they are often unsure how this generation fits into their organisation and how they can tap into it, maximise their potential and integrate them into the wider workforce. The D&A DYW Board will ensure that business also needs to recognise and accept that vocational qualifications are a valuable and strong currency for sustaining and growing the labour market.

3. Curriculum (Educational Establishments)

Curriculum content requires to be more closely aligned to the world of work. It is also important that the curriculum is aligned to and addresses industry skill gap priorities. In addition the Board will increase employer engagement to support and influence the curriculum so that it is able to accommodate innovation and entrepreneurship. Mentoring and support linking education with business partners at the earliest possible opportunity will be key. Curriculum for Excellence addresses these issues but schools require support to engage employers in learning and teaching and in influencing the curriculum to ensure it addresses the needs of industry both in approach and in content.

4. Staff (Learning & Teaching)

Learning and teaching staff need to continuously adapt and modify their learning materials and methodologies. They should be given the opportunity to spend a percentage of their time in industry to ensure materials support the employability agenda and are aligned to the skill gaps required to support economic growth. By increasing engagement with larger numbers of employers, the Board will ensure this is addressed. This industry experience would be provided to support staff’s ongoing Career Long Professional Learning (CLPL).

By tackling these common issues together, the D&A DYW Board will play a vital role in addressing the youth unemployment agenda. This will be realised through a variety of approaches including strong and engaging employer interventions, industry supported vocational pathways, support mechanisms to inform and enable career paths, innovative thinking, and the use of technology.
Working with Agents of Change

Agents Of Change – Learner/Young Person

The young person can act as an agent of change to increase innovation within the workplace by bringing new ideas and their knowledge and experience of social media and digital technologies. Also encouraging young people to influence their peers to engage in addressing economic skills gaps will be a key part of the D&A DYW Board’s strategy.

Agents of Change – Employers and Industry Groups

The D&A DYW Board will work with employers to influence their involvement to act as agents of change with young people and to help employers become partners in specific elements of curriculum design and delivery. Employers’ key role in helping to shape the learning and teaching, increasing work placement opportunities, including mentoring and support will be nurtured and each employer will be encouraged to engage as many of their existing workforce in supporting this agenda to harness the power that this support will bring towards driving this change. This will also serve as a leadership development opportunity for employees by enhancing their mentoring and coaching skills.

The D&A DYW Board will ensure that employers are fully engaged in:

- Understanding the impact that they, their management teams and wider employees can make to influence the success of this agenda and its contribution to the success and growth of the economy;
- Setting up and driving Industry Advisory Boards and Employer Forums within all College curriculum areas;
- Ensuring all schools are matched with an employer and have employer representation on Pupil Councils;
- Link employers with College and schools;
- Link employers with young people to offer mentoring, work placements and create opportunities for project based learning interventions which provide benefit both for the learners but also for the participating businesses;
- Offering work inspiration interventions to young people through career talks, mentoring support, interview experiences etc;
- Offering Modern Apprenticeships, Foundation Apprenticeships and supporting the development of new frameworks for vocational career pathways;
- Understanding the needs of the young workforce
3. Agents of Change – Learning & Teaching Staff Members

The D&A DYW Board will have a role to play in engaging employers to work with schools and D&A College to influence learning and teaching. Learning and teaching staff across the educational establishments have a key role to play as agents of change in influencing young people’s engagement and enthusiasm for learning. Staff have a key role in improving attainment and achievement as well as in influencing career choices and building confidence levels of the young people to achieve their full potential.

The D&A DYW Board will work with D&A College and schools across Dundee and Angus to ensure that learning and teaching staff are fully engaged in:

- Employing a variety of teaching approaches to suit the Millennials;
- Influencing the use of technology in the classroom to improve accessibility and diversity of learning while enabling a global dimension within the curriculum;
- Adapting programmes to address employer needs, challenges, and priorities;
- Ensuring provision addresses economic growth and regional skills priorities;

4. Agents of Change – Parents and Carers

The D&A DYW Board will have a key role to play in working with SDS, schools and the College to engage parents to increase their awareness of DYW agenda and specifically to increase the parity of esteem for vocational education as a positive career path for specific career choices. The role of parents working as a community will act as Agents of Change in encouraging their children towards the most appropriate choice of qualifications and progression routes into apprenticeships and other work-based learning opportunities.
Agents of Change

Figure 1 below illustrates the interfaces between the different audiences and shows all equally as important as each other. The D&A DYW Board will target resources at these 4 key audiences as each one will need to be aware of the options open to them and the benefits that engaging in this process will bring. For the purposes of this proposal, the largest balance of resources (approximately 80%) will be dedicated to the employer groups and individual business owners, as this is where the bulk of the job opportunities will originate and where the biggest drivers of growth will be created.

The regional board will have a significant influence in engaging businesses of all sizes with young people. The D&A DYW Board comprises organisations of different sizes with a significant number of the members being from small and micro businesses or representative organisations. These businesses will be the most difficult to engage due to their limited resources. Utilising examples of how their peers have engaged and benefited from participation in this agenda will be crucial to its success.
Engaging Dundee and Angus Employers in DYW

The D&A DYW Board will use its extensive networks to personally engage businesses in supporting the DYW agenda. Around 1,500 businesses are already engaged in offering work inspiration activities to young people. In addition, the existing network of businesses which are engaged with the regional partners annually number in excess of 2,000. While a number of these businesses are already engaged in offering work inspiration activities, there is scope to involve another 500 of these businesses in year 1 and a further 750 in each subsequent year.

While existing networks will form the initial target audience for board members to actively engage in events and activities with schools and the College, the board will reach out through the wider regional industry membership organisations and through a proactive campaign to expand the reach beyond those already engaged. In addition, by locating the D&A DYW team within the Dundee and Angus Chamber and Business Gateway offices within the city centre, this will provide a location frequented by a number of businesses which will generate interest from customers of these organisations.

The D&A DYW Board will utilise experiences of where industry engagement works well to influence the shaping of the curriculum resulting in tailored programmes for industry which involve work placements and ultimately apprenticeships to young people. These have been largely Academies based models which have been delivered by D&A College and have worked well within the Health and Care sector, the Energy Sector, and in Administration and Business Services. These types of models will be applied across a much wider range of industries and will also include opportunities for school pupils to gain foundation apprenticeships.

By following this approach, businesses from within the key growth sectors including Hospitality and Tourism, Creative and Digital Industries, Food and Drink as well as Finance will be engaged in the process of shaping the format of the qualifications and providing experience to meet the needs of their industry as well as their own specific business. This model will enable the growth sectors where there are strong demands for skills to be prioritised. By aligning the strengths from all partners to deliver this approach in a co-ordinated way, this will ensure the future pipeline of skills are created to support these key industries. The diagram below outlines this engagement approach.
Engaging Small and Micro-Businesses

The D&A DYW Board will have a specific focus on encouraging small and micro businesses with young people. The Federation of Small Business will be the key partner, working with other small and micro businesses on the Board to engage other peer businesses with the DYW agenda. The report, ‘Micro Businesses, the Untapped Potential’, reflects that this group have the potential to create significant employment opportunities, however are often fearful of employing new staff and in particular, young people. In addition, these businesses often do not have the resources or systems in place to support this. The D&A DYW, led by the FSB will work with the College and Schools to examine the opportunity to establish a Micro-Business Academy. This academy could match learners undertaking Business and Administration SVQs, Retail and Accounting vocational qualifications to microbusinesses. These young people will undertake a piece of work with the micro-businesses to establish systems for logging customer data, invoices, stock control etc which will provide an added value service to that business and increase the confidence for employing other young people in the future.

This approach has previously been delivered by D&A College supporting small businesses with the creation of websites. It also builds on the College’s experience in delivering the Healthcare Academy and the Health and Social Care Academy in partnership with NHS Tayside, DCC Social Work and private sector care providers, as well as the Admin Academy with industry partners. Lessons from this approach will be taken to widen the scope of the service offering as outlined above and the Board believes that this adapted approach will work well in the context of DYW. From previous experience, this requires a significant time commitment both to get the micro-businesses to participate in this Academy and to support the young people in the workplace but the benefits will be tangible for both parties.

This will be co-ordinated by the College supported by the Employer Liaison Executives but will also require an element of the project cost funding to establish the model and ensure this is delivered successfully. If the D&A DYW can make this work, this will increase the likelihood of these businesses employing these young people on a more permanent basis beyond the Academy intervention which will in turn lead to jobs growth in Dundee and Angus.
Organisational Structure

The D&A DYW Board will oversee the work of the Executive staff and the structure of that group is illustrated below. The DYW Manager post will report directly to the D&A DYW Board. This post will have operational responsibility for the Implementation plan. The Manager will also have line management responsibility for all team members.

Three Employer Engagement Executives (ELEs) will be appointed with a key focus on increasing the engagement of employers with all levels of education. These posts will have responsibility for targeting companies, primarily but not exclusively where the key economic growth opportunities for the region will be created. An example of the industries which will be a key focus of the roles is outlined below. This industry alignment may be adapted depending on experiences and backgrounds of the appointees. Engagement with employers will be based on approaches which suit the level of commitment each employer can provide to support the DYW agenda. All models of engagement between employers and education will be sought and offered across all types of businesses.

The Executive Team will have a key interface with staff from Dundee City and Angus Councils and D&A College who will bring the knowledge of the educational system and approaches to the team. The ELEs will work with the educational establishments to ensure that the employer engagement approaches can be implemented and facilitated within timelines to suit the various partners. The Board has identified the need for 3 ELE posts as a result of the high numbers of small and micro businesses in the regions and the resource intensive nature of engaging these employers in this activity.

For this model to work effectively, a single customer relationship management system will be utilised to ensure that all contacts are captured and tracked ensuring co-ordination of enquiries and to remove duplication. This collaborative approach will also enable the relevant Health and Safety risk assessments of workplaces to be captured and re-assessed annually with the minimum of intrusion for employers in order to streamline the employer engagement approach.
Outcomes

The D&A DYW Board will act as an Agent of Change in Dundee and Angus from 2015-2018 to increase the engagement of employers in learning and teaching, as well as encouraging more employers to recruit more young people. As a result of the Board’s engagement, by December 2018 the following outcomes will be achieved:

- The D&A DYW Board through its partnership working and strong leadership will establish a framework for employers to engage operationally or strategically in influencing learning, skills and employability provision within the Dundee and Angus Region
- D&A College and schools curriculum will be enhanced and delivered in partnership with employers
- All Dundee and Angus employers will develop an increased awareness of the benefits that working with the College and schools can bring to their business and for the development of their own workforce
- Dundee and Angus employers will actively recruit young people or at a minimum offer work experience opportunities
- Teaching staff in Dundee and Angus will all have the opportunity to experience industry engagement within the class environment or an industry placement during their teaching career
- Young people with protected characteristics will have an equal opportunity to engage in work experience and Modern Apprenticeships

Targets and Milestones (Baselines and KPI's)

An implementation plan has been agreed for the D&A DYW Board with key activities and timelines to be achieved during the first full year of operation of the Board (2015/16) and is outlined below. These activities include a range of quality employer engagements with schools as well as the timeline for achievement of specific targets. The implementation plan for 2016/17 and 2017/18 will be created during 2015/16, taking account of the progress and experiences as year one progresses. Once greater engagement with other Regional Boards has taken place, by considering good practices and experiences from these and EU partner organisations, supported by the National Board, the key future priorities will emerge.

A KPI plan (below) to include targets for a range of metrics specifies the baselines along with the annual target forecasts to 2018. A quarterly report will be provided to Scottish Government. The D&A DYW Board undertake to review the KPI's annually to confirm that these are still valid and whether new metrics need to be measured to track progress and impact being achieved by the Board and Executive staff. Where KPI's are achieved and if exceeded, these targets will be increased with the agreement of the Scottish Government.

Implementation Plans for D&A College and Dundee and Angus Authorities are included at Appendix 4.
Term Benefits

Both Dundee City and Angus Councils' Single Outcome Agreements have the reduction of Youth Unemployment as one of the key priorities. It is recognised by all partners that successfully implementing the DYW agenda will support the achievement of that objective. The Board’s particular focus will be on implementing the Dundee and Angus priorities of:

1. Engaging employers of all sizes in early interventions with young people;
2. Influencing the curriculum of school and College provision;
3. Focusing on the key areas of economic growth opportunity for the Dundee and Angus region;
4. Influencing the numbers of young people entering employment directly from education;
5. Targeting young people with protected characteristics.

The KPI’s relating to these priorities have been set as extremely challenging for the D&A DYW Board to achieve and will require all board members to play their part in supporting the Executive Team to achieve this. This approach will enable the D&A DYW Board to create a sustainable impact on the region’s economy and to create a legacy which will last beyond the initial three year period.

The D&A DYW Board propose to work towards quantifying the wider Public Value of the DYW in Dundee and Angus. A Social Return on Investment model to quantify the wider benefits of the partnership could be applied to assess the economic return from these interventions. Supporting young people to gain employment will increase health and wellbeing, reduce crime and provide a net contribution to the public purse through a resulting reduction in costs of health services, police, benefits payments etc. By demonstrating this wider impact and economic return, investment from external sources including company sponsorship or trust funding sources will be easier to target for continuing beyond 3 years. This will require project funding to undertake this exercise but this could be undertaken in partnership with all other DYW regional boards to ensure a regional and national impact is achieved. The D&A DYW would be willing to lead this exercise on behalf of other regional boards. This approach can be explored once the group collaboration gets underway.
Exit Strategy/ Sustainability

Scottish Government funding will provide the initial resources to establish the board and engage employers. This will provide the opportunity to seek alternative sources of funding to maintain the D&A DYW Board beyond the three year period. These sources would include a greater collective use of partner resources, a potential membership based model, the creation of collaborative EU funding bids, bids for Trust Funding, employer sponsorship funding to continue the momentum which will be created from this group. A demonstrable impact of the D&A DYW will be necessary to ensure sustainability.

In addition to the approaches outlined above, the board will examine the viability of creating a social enterprise model as a mechanism for sustaining this provision. Where businesses are engaging with the College and schools on a project which will be of benefit to their business, eg, the creation of a website, new brand, marketing strategy, establishing of administration or computer networking systems, provision of accounting services, construction work etc, a semi commercial contribution could be made by the business based on the value of that service agreed in advance and payable on completion of the service being delivered, or alternatively, a recruitment fee to employ the young person. It would be made clear to businesses commissioning young people to undertake these pieces of work that this service was supporting young people in training and would need to be positioned in a way and at a price point that would not have any detrimental impact on other local service providers and that the recruitment fee would not deter the business from recruiting that young person beyond the project.

The target customers for this social enterprise model would be medium and large businesses who are beyond the stage of the aforementioned Micro Business Academy but for whom, these services would still be valuable and who may be willing to commission young people to deliver the service on their behalf.

For areas where the business has benefitted from savings in recruitment costs in accessing new employees, particularly in areas where there are regional skills gaps, a small agency fee could be charged to the business. These measures would need to be market tested and piloted to determine the viability of this model. This would only be likely to be implemented in years 2 and 3 of the Board’s operation.
Digital Portal – Potential Solution to Sustainability

The D&A Board is proposing the creation of a digital platform to engage young people and employers which will provide the potential for the sustainability of the DYW beyond the three year period of funding. This will also have the potential to be rolled out beyond the Dundee and Angus Region if the functionality and increased engagement through this solution is successfully implemented. It is thought this would act as a central digital hub to grow the profile, brand and extend the reach to new stakeholders.

The proposed platform will be designed to mimic the way social media works today, encouraging young people to get involved and browse through a myriad of information without necessarily requiring interactive involvement. It is thought this type of social format adheres to the way young people today interact within the digital environment. Meaningful interaction between the two primary user groups – young persons and businesses will be effectively facilitated within this social context and also through a “matchmaking” like function to suggest optimal preference based career paths.

Businesses will be encouraged to be actively involved by providing specific job descriptions to provide young people with a description of what it would be like to work within the organisation. An interactive dashboard will display industry sectors and a variety of job categories. Upon selecting either an industry sector or job category the user will be able to see the range of positions available at various organisations.

Young people will be encouraged to create a profile detailing attributes about their passions in life, their career aspirations and skills they would wish to acquire. Following the young people’s exploration of industry sectors and job categories they will then be able to be informed of the various skills and qualifications required to get them to their preferred career choice.

The D&A DYW Board will explore the possibility over the course of three years, to develop a fully functional digital platform with the capacity of facilitating engagement between young people and employers. Over subsequent years, academic institutions would have a presence to interact with the user base to achieve the platforms goals. In addition, after having gained a full understanding of the needs of the users their interaction with the platform, the platform would be continuously optimised to better serve the user base. This concept has been developed by one of the D&A DYW Board members, Zudu.

The envisaged segmented release strategy is as follows:

- **Year 1 (Pilot Scheme)** – An informative online presence would be created focused on increasing awareness of the platform. The focus of engagement would be with employers and having them register and submit basic information.

- **Year 2** – Young persons would have the ability to create detailed profiles with a focus on their career aspirations. The platform will also evolve into a more social format, facilitating meaningful interaction between employers and young people.

- **Year 3** – Academic institutions and education bodies will be able to create profiles and interact within the user base. Data capture and ongoing optimisations such as improved gamification would also be performed in order to continuously improve the platform’s value.

Work will be done with SDS to determine the potential alignment and complementarity with My World of Work before any development work is undertaken.
Governance, Monitoring and Evaluation

The D&A DYW Board will be private sector majority led and will have a balance of private sector members from large organisations and from small and micro businesses. This industry membership will be complemented by public sector employer partners as well as the educational partners. As host employer, D&A College will be responsible for submitting the funding bid to the Scottish Government and for ensuring that the funding is subject to full monitoring and evaluation by both the D&A DYW Board and the Scottish Government. The D&A DYW Board will ensure the strategic direction is set and implemented and that the Executive appointments are made following due process.

Craig Nicol, Joint Managing Partner, Thorntons WS will chair the Dundee and Angus Developing the Young Workforce Board.

Craig was previously head of Thorntons Business Law Department, before becoming Joint Managing Partner in 2011 alongside Scott Milne. Craig is previously a Director of Dundee & Angus Chamber of Commerce and currently sits on the fundraising committee for the V&A Dundee.

Since 2012, Thorntons have grown their turnover by 67%, this year reaching £19.3m. They employ more than 420 staff – principally in Dundee city and Angus, but also with offices in Perth, Fife and Edinburgh.

Thorntons actively engage young people in the business. They have in the past 2 years appointed 4 Modern Apprentices and are in process of considering their business requirements with a view to appointing another 6.

In relation to the governance arrangements for the Scottish Government funding, the D&A DYW Board will ensure that the College prepares financial reports to support the Executive’s activity reports at timelines requested by the Scottish Government.

In relation to the quality of the implementation of the DYW agenda, Education Scotland is already beginning to include this within the annual inspection for all educational institutions as well as to the training associated with the Modern Apprenticeship frameworks. Education Scotland has published the Inspection Advice Note for session 2015-16 which supports colleagues in local authorities, schools and early learning and childcare (ELCC) settings with information on how inspections, carried out from August 2015 onwards, will take account of national expectations of progress in implementing Curriculum for Excellence (CfE). The Inspection Advice Note 2015-16 also makes clear the expectations around Developing the Young Workforce (DYW) – employability and skills.
Project Management

In order to manage the project effectively and conform to UK Government standards a PRINCE2 Methodology will be applied. A PRINCE2 qualified DYW Manager will be in charge of organising and controlling the project, making sure sufficient planning is in place and the deliverables are met as laid out in the KPI section on p19. In the interests of efficiency, learning from colleagues in the North East group on the project management procedures they have implemented will be undertaken.

Each of the Employer Liaison Executives will act as project support to the DYW Manager to aid with implementation and administration of the project. The senior stakeholders within the project will be the D&A DYW Board (of which some of the members are PRINCE2 Qualified), who will also act as the Project Board working in partnership with and representing all stakeholders. The D&A DYW Board will provide guidance and direction to the DYW Manager, acting as a reporting body for progress and potential risks and issues arising with the project. Within the D&A DYW Board, roles will be assigned to ensure costs vs. benefits are realised (business assurance), a suitable solution is delivered (specialist assurance) and that the stakeholders requirements are being met (user assurance).

Project planning will be put in place to ensure best practices are adopted throughout. This will primarily involve devising a project plan, adhering to the vision laid out within the DYW proposal and forming project initiation documentation, which will then be approved by the D&A DYW Board before proceeding with latter stages. Once the project has commenced the DYW Manager’s duty will be to ensure work is completed properly and on time whilst reporting any risks and issues to the D&A DYW Board. A communication plan will be formed to map out subsequent ‘gate’ meetings throughout the project to maintain consensus and stakeholders’ interests across every stage of the project. Yearly assessments will be held to monitor success and revaluate deliverables if required. At the end of the 3 year project a full validation of deliverables will be documented and the project handed onto the continuing team structure as proposed in the Exit Strategy/ Sustainability section on p21.
Risk Assessment

The key risk associated with the D&A DYW Board is the failure to deliver the implementation plan and/or non-achievement of the KPIs. This risk is mitigated by a number of actions:

- The strength of engagement of the private and public sector partners on the board from its inception.
- Quarterly monitoring of progress against activity plan and any trackable progress against KPIs. Remedial action would be able to be implemented at the earliest possible opportunity if progress is behind forecast. A full report will be prepared annually for funders to confirm achievements are captured.
- D&A College vocational pathways are scheduled and timelined for 15/16 and if any aspect of these pathways lack sufficient employer engagement opportunities for successful delivery, this will be flagged with the Board for remedial action.
- D&A Chamber of Commerce will be responsible for leading the Communications Strategy for the Board until the Executive members are appointed. This will ensure employers are engaged at the earliest possible opportunity and are aware of how they can engage and the benefits to them and their businesses.
- D&A College and Dundee and Angus local authorities will create the space within their curriculum teams and schools to capitalise on the opportunities that increasing engagement with employers will bring. Building on existing successful approaches and applying these across non-participating schools or teams will minimise any risks associated with limited participation. In addition, ensuring that the Employer Liaison Officers engage closely with the educational organisations to ensure that employer expectations and their needs are successfully managed.

It is worth highlighting the potential risk of having strategic buy in from all participating organisations but with operational teams within these organisations having limited time to devote to fully implementing these employer engagement opportunities and specific interventions. The funding from Scottish Government will significantly minimise that risk from becoming an issue. This scale of plan would be unable to be achieved without this funding.
Appendix 1 – Dundee and Angus Developing the Young Workforce Board (D&A DYW)

Craig Nicol, Thorntons WS (Chair)
Alison Henderson, Dundee and Angus Chamber (Medium and large industry lead)
Catherine Ward, Federation of Small Business (Small and micro business lead engagement)
Donald Mackenzie, Michelin (Lead – Energy, Science, Food, Manufacturing, Construction, Land Based industries)
James Buchan, Zudu (Lead – Creative, Digital, Cultural, Leisure, Sport, Retail, Hospitality, Tourism industries)
Julie Cosgrove, Caledonian Housing (Lead – Health, Care, Business Services, Administration, Other industries)

Other Board Members role to engage industry peers and wider employer networks in DYW

<table>
<thead>
<tr>
<th>Angus Based Employers</th>
<th>Dundee Based Employers</th>
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<tbody>
<tr>
<td>Jamie Kinghorn, GSK (Large)</td>
<td>Gary Bisset, Engaged Workplace (Micro)</td>
</tr>
<tr>
<td>Paul Grant, Mackays (Med)</td>
<td>Richard Meiklejohn, MAJR Group (Micro)</td>
</tr>
<tr>
<td>Archie Gibson, Agrico (Med)</td>
<td>Karen Webster, Tokheim (Large)</td>
</tr>
<tr>
<td>Margo Williamson, Angus Council</td>
<td>Paul Clancy, Dundee City Council</td>
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<thead>
<tr>
<th>Employers in both Angus and Dundee</th>
<th>Youth Representation</th>
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<tbody>
<tr>
<td>Alison Smith, NHS Tayside</td>
<td>Jaye Baird</td>
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<tr>
<td>Grant Ritchie, D&amp;A College</td>
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<tr>
<td>Gordon MacDougall, SDS</td>
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The D&A DYW Board is recognised by both local authorities Chief Executives, SDS and DWP as a credible industry led organisation who will influence the level of engagement that employers have in shaping school and vocational education.

Dundee City Council (DCC) is currently undergoing a review of the Employability Service in Dundee and the D&A DYW is viewed as a key partner in increasing the engagement by employers in addressing youth employment. The reporting structures for Employability and Enterprise groups will be likely to change as a result of that Employability review but the D&A DYW will be represented on the main CPP Strategic Group, Chaired by DCC.

Angus Council has also reviewed its CPP structure and the sub groups of the CPP are currently being reformed. A proposed employer led Economic Development group will be created for Angus and the D&A DYW will be a key part of that, feeding into the Angus CPP.

In both Angus and Dundee, there are members who are on both the Strategic CPP group and on the D&A DYW. These members will ensure the linkage of Board priorities are promoted and reported across groups.

The schematic below shows the existing industry groupings which the D&A DYW Board will complement and will ensure that no duplication of existing activity is undertaken. These groups will be a key part of the Communications Plan to maximise the engagement of industry with the DYW agenda. As noted above, the CPP groups are currently being reviewed but are shown in the schematic based on pre-review data.
Appendix 2 – Employer Engagement Case Studies

Michelin Dundee, partnership with Braeview Academy, Dundee

Michelin manufacturing facility in Dundee has entered into a 3 year partnership with Braeview Academy with the broad objective of providing support and practical help to pupils of Braeview Academy to gain employment in the future. During the first year in 2014/15, a number of support outcomes were delivered:

- Paired reading and paired numbers for selected S1 and S2 pupils (15-30) resulting in both reading age levels and understanding of the texts increased by between 2 and 4 additional points between October 14 and June 15. Numeracy levels also increased as a result of this intervention.
- Pupil mentoring by 6 Michelin staff for S3 and S4 pupils (5-10).
- A work experience week for S4 pupils (8). This has introduced pupils to managing personal time and deadlines, developing their skills academically and socially and gaining experience of working in an adult environment.
- Extended work experience programme for S5 and S6 pupils (20). Pupils shadow a Michelin employee for 10 weeks in a job area of interest, undertake bi-weekly activities in different departments of Michelin to experience different career paths and complete the Michelin recruitment process including a medical, interview and aptitude tests. Michelin have agreed to employ two people annually and will be subject to the annual review process as a Michelin employee.
- Expansion of Skillforce opportunity (12-25) to develop skills for life, learning and work
- Other additional support including access to waste materials for Craft, Design and Technology classes, drama sponsorship etc. Michelin staff raised funding to support the creation of a new learning centre at Braeview Academy focussed on DSYW. This will provide pupils with an environment to study pathways into employment and will be fully equipped with the most up to date technology to enhance the learning experience.

Michelin is planning to increase the number of staff volunteers to 30 for the 2015/16 academic year.

DC Thomson and Alliance Trust with Dundee Secondary Schools

A partnership between DC Thomson and Alliance trust has, for two years, seen volunteer staff from both organisations deliver employability workshops to secondary school pupils in Dundee. Feedback from these workshops has been generally positive however there it was recognised that the workshops could be improved.

Preparatory work has taken place, including consultation with Head Teachers from each secondary school, to further develop the programme to support pupils in understanding what employers are looking for.

The sessions, now known as Tomorrow’s Talent, will begin with a drama throughout which pupils will support the actors through a variety of job seeking challenges and scenarios. At the conclusion of the drama session pupils, in discussion groups, will be led through the themes and issues by volunteers from each of the organisations.

It is anticipated that to deliver this programme in nine secondary schools 195 volunteer opportunities will be available to staff in DC Thomson and Alliance Trust. This will bring a wealth of real life career experience to the pupils and give them the opportunity to understand and appreciate the number of roles, careers and opportunities that are available in large organisations.
YoYo Games with Menzieshill High School, Dundee

YoYo Games has supported the development and implementation of a games project within Menzieshill High School in partnership with D&A College working with a High School in Florida, USA. YoYo provided software licences, mentoring support and training to staff and pupils to ensure the game jointly developed with Florida partners was successfully created. This has continued towards a further relationship to provide gaming programming skills to a wider group of pupils who have the opportunity to progress into D&A College or into University of Abertay gaming courses.

GSK with Montrose Cluster of Schools

GSK has had a long-standing collaboration with Montrose schools which delivers and supports over 20 activities each year including: ‘Lunch and Learn’ events giving pupils the opportunity to see where GSKs products are made and speak to the people who make them; activities to support P7 transition to Montrose Academy; an S1 Interdisciplinary project; involvement in the Number Partners Programme; insight and inspiration talks to pupils regarding the industry and associated careers; Work Experience; Health & Safety Talks; representation at Careers Conventions; Interview Skills; Pupil Mentoring supporting 6th year science students with project management aspects of advanced studies and assignments; team entry into Go4SET competition; S6 Peer Support training; Team Work and Leadership CPD with school staff; GSK Orange Days where all GSK staff are given one paid day per year to take part in community activities including work in schools; teacher placements in industry to share working practices; and financial resources and personnel support for a wide range of activities across the cluster.

Most recently GSK have additionally been involved in planning, establishing and consolidating their involvement in: Smoking Cessation Talks and group follow-up from GSK International Doctor; inputs around World Asthma Day, Influenza education and World AIDS day educating pupils on the causes and associated risks, and the work done at GSK Montrose to treat/combat these illnesses; planning, sponsoring and supporting an annual 10k Race and Health Day in the community; photography projects providing opportunities for pupils to use GSK locations, products and events to enhance their portfolios as well as providing GSK with a number of PR appropriate images; Glasgow Science Centre visits and a range of science-based opportunities for the Academy and cluster primaries; a review of work experience provision; and a commitment to collaborate with the cluster in artistic and musical opportunities to enhance events and celebrations at GSK’s Montrose Site.

The GSK Montrose Schools Partnership has had a considerable impact and benefit for pupils at all ages and stages of their education in Montrose, enabling them to make connections between their learning and the world of work, with a specific focus on opportunities in their local area as well as a global perspective. Its foundations are built on developing skills for learning, life and work, and as such have improved literacy and numeracy skills, health and wellbeing outcomes, enterprise skills and team working skills, as well as improving facilities and providing development opportunities for staff from both the schools and GSK.

For GSK it also provides an insight into developments around Curriculum for Excellence and its impact for employers and provides them with a connection to their future employees.
Forster Group Ltd with Brechin High School

Forster Group has had a partnership with Brechin High School for many years. This has included the delivery of practical and bespoke vocational Skills for Work modules, careers and skills inputs, the development of interview techniques and experience in a real-life context, an annual residential team-building/leadership development course, and the development of a Trainee Employment Model recruiting home-grown talent straight from the school.

It is very much a team approach at Forster Group with all departments becoming involved in the school partnership, all of which is delivered with unfaltering support from John Forster, Group Chairman. The partnership lead within Forster Group is Maureen Douglas, HR Director supported by Lauren Forbes, HR Administrator and former Brechin High pupil who secured employment with the firm through the school partnership. Both of them bring a considerable wealth of skills and experience to the school, e.g. the development of a new Recruitment and Selection process for the School’s Head Boy/Head Girl team requiring all applicants to create a CV and Covering Letter which can also be used by the young people later in life when applying for jobs etc.

Forster Group also offers a permanent work placement every Thursday morning to pupils who were interested in the office-based employment sector. S5 and S6 pupils studying Business Management were offered a 7-week programme, working towards an agreed set of targets. The extended timescale enabled pupils to take on small ‘real-life’ projects alongside and supported by Forster Group staff. Having such an arrangement in place makes it a unique model itself however, taking it a step further, the company developed a system of recognition for the young people where they are rewarded for their efforts with an ‘Employer Endorsement’ – a reference outlining tasks completed, experience gained and personal attributes and traits shown by the pupils – giving added value to their experience and providing the young people with an extremely creditable piece of evidence that can be used by them in future job/college/university applications. Over two years, five senior students have engaged in this opportunity to date and all were extremely positive about their involvement with the company. One pupil was successful in securing a traineeship with the company.

For the future, Forster have committed to providing Work Experience as part of the School’s Enhancement Column in the Senior Phase timetable by offering further Work Experience placement opportunities in a variety of areas.

Agrico UK Ltd and the Scottish Food and Drink Federation with Glamis Primary School

Glamis and Eassie Primary Schools and Angus-based seed potato business Agrico UK Ltd have been working collaboratively on a project known as the ‘Tattie Tastic’ as part of the Scottish Food and Drink Federation’s (SFDF) innovative Schools programme – A Future in Food.

The partnership has involved Primary 6 and 7 pupils from Glamis joining the business twice a month for a series of interactive lessons designed to teach them all about potatoes – from farm to fork, including: how they are grown and multiplied; their health and nutritional benefits; how they are marketed and supplied and their place in the food supply chain. Careers within the food manufacturing and potato industries is also a focus including. Logistics, stock control and marketing.
The project also links into the schools Eco-School Action Plan and Climate Challenge Fund project allowing cross-curricular links to be made by both staff and pupils involved.

Agrico and the Scottish Food and Drink Federation have benefited from engaging with the local community, by reaching out to young consumers with the aim of helping to educate and waken their understanding of primary production and the food industry with myriad opportunities. All parties involved view this partnership as a year-on-year commitment and are delighted to be involved, with plans afoot to also team up with the science department in the local secondary school in the next school year.
Appendix 3 - Types of Engagement Across Dundee and Angus

In addition to the vocational pathways being delivered for school pupils across Dundee and Angus by the College, a variety of other flexible opportunities for companies to engage with young people exist. These include work inspiration activities which enable employers and the wider community to engage with and work in partnership with the College and directly with schools in Angus and Dundee, ranging from those that do not involve much hands-on commitment, i.e. the provision of resources to support the curriculum, to initiatives that require both the school and the organisation to work together to develop new thinking.

Involvement could be between one school and organisation in the local area; via multiple school/employer engagements, i.e. a cluster defined approach; Angus/Dundee wide or beyond—whatever is most appropriate to each specific project, the curricular needs of the school(s) and the nature and capabilities of each business. Opportunities include:

**Guest Speakers** -
*Delivering relevant presentations to classes and/or staff*

**Motivational Talks**
*Provision of support & advice as required. This may involve identification of role models in talks/presentations to inspire and encourage pupils.*

**Curriculum Inserts**
*Input to curriculum topics supporting subject work on specialist areas, e.g. People in Society, Economy and Business, Global Citizenship, Money, Report Writing and Analysis, Environmental Issues, Health, etc., covering the relevance and applications of the subjects studied in school to ‘real life’. This could also involve employers working with teachers to develop curriculum materials which link their core business with a subject the pupils are already studying.*

**Invited Participant as Facilitator/Judge/Advisor**
*Provision of advice & assistance, e.g. in role of group adviser, specialist panel member, coordinator, judge, etc. Typically based around a group/class challenge.*

**Employability & Core Skills Development**
*Running & supporting activities that introduce pupils to skills they will need throughout life and in the workplace, e.g. team building workshops, presentation & communication skills activity, health & safety briefing, etc.*

**Career Education**
*Provision of support & advice highlighting options available to pupils, including self-employment, role modelling by apprentices, management, etc. May involve input to industry focused projects or after-school clubs, or presentation/talks on particular companies/organisations covering what particular jobs entail, the skills and qualifications needed, etc.*

**Mentoring**
*Provision of support & encouragement to pupils as a role model to help pupils consider aspirations within and beyond school. Could be a one-to-one or group situation. This is very beneficial to support pupils who are not achieving as well as they might, and those who need encouragement to raise their ambitions and gain confidence.*

**Coaching**
*Instruction or advice in an area of expertise e.g. writing C.V.’s, interview techniques*

**School-based Enterprises**
*Acting as a role model from the world of work to advise, support and assist pupils gain practical experience of setting up and running their own business enterprise*

**Nationally Promoted Schemes/Programmes**
*Provide support to pupils through schemes such as Go4SET, Primary Engineer, Micro-Tyco, Young Enterprise, Achievers International, etc.*
Angus Council Response to DSYW

Overview

Working in partnership is pivotal to meaningfully and successfully achieving the Developing the Young Workforce milestones. Schools & Learning, Dundee & Angus College, Skills Development Scotland, Community Learning and Development, Economic Development and employers all have complementary roles in better equipping young people with the skills and qualifications necessary to progress into sustained employment. Our response will be through five streams:

<table>
<thead>
<tr>
<th>Stream 1</th>
<th>Stream 2</th>
<th>Stream 3</th>
<th>Stream 4</th>
<th>Stream 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Schools</strong></td>
<td><strong>College</strong></td>
<td><strong>Apprenticeships</strong></td>
<td><strong>Employers</strong></td>
<td><strong>Equality</strong></td>
</tr>
<tr>
<td>Business influenced focus on employability within CfE BGE and clearer vocational pathways in the Senior Phase</td>
<td>College system fully focussed on employability and responding to businesses’ skills needs at local and national levels</td>
<td>Apprenticeship opportunities for young people to achieve a flexible set of qualifications up to and including degree level</td>
<td>System underpinned by industry engagement delivering industry recognised qualifications where appropriate</td>
<td>Developing the talents of all our young people and embracing diversity in the workplace</td>
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Cross cutting issues: Digital Literacy, STEM, Quality