

# Education, Children and Families Committee

10am, Tuesday, 1 March 2022

## Pathways

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 note the achievements and next steps in DYW (Pathways) at City of Edinburgh schools
  - 1.1.2 note the continued hard work of teams across departments within City of Edinburgh, our staff in schools, and partners to improve employability skills and positive destinations of our children and young people, in particular, as part of the Covid-19 response.

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## Pathways

### 2. Executive Summary

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- 2.1 This report summarises the main areas of focus and approaches to improving employability skills and positive destinations of our children and young people, across City of Edinburgh's schools. Sustained school leaver destinations are of strategic focus in response to the impact of Covid-19 on our regional economy.

### 3. Background

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- 3.1 Developing the young workforce and ensuring flexible pathways are in place for all learners are fundamental to the Edinburgh Learns strategy for raising the attainment and achievement of our young people. This includes access to appropriate vocational learning with parity of esteem.
- 3.2 Improvement in employability skills and sustained, positive school-leaver destinations for all young people is one of the key priorities within the National Improvement Framework. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement.
- 3.3 Data to assess progress is gathered from a range of sources, including: the School Leaver Destination Results; annual and monthly Participation Measures and 16+ Data Hub reports; School measures of attendance, attainment, engagement and inclusion also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.
- 3.4 Edinburgh Learns DYW (Pathways) Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board. The objective of this workstream is to ensure our education system provides high-quality information, advice and support so children and young people are confident in making the right decisions about their curriculum pathway in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning and pathways across the system as a whole.

## 4. Main report

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### What Were our Strengths

- 4.1 The CEC 16+/DYW Network has continued to thrive during 2021/22 with joint briefings delivered to SDS Careers Advisers and our new DYW School Coordinators. These meetings are helping to drive consistency across the school estate, promoting improvement in employability skills and positive sustained destinations. Subsequently Edinburgh continues to demonstrate high completion rates across all three measures for the 16+ Data Hub (above national and regional trends).
- 4.2 The Edinburgh Learns professional learning offer has included introductory workshops on Skills, as a core component of the Teacher's Charter. We have also worked with SEIC colleagues to produce a staff SCQF briefing to improve the quality of career information and advice. My World of Work is now embedded as the digital platform for the P7 and S3 Learning Profile - 80% of school pupils now have a MyWOW login. These activities are supporting the implementation of the Career Education Standard across settings.
- 4.3 Although the nature of employer engagement with schools has had to be adapted due to Covid-19, our ability to establish both engaging and influencing partnerships has continued to improve with the appointment of DYW School Coordinators across our high schools.
- 4.4 Several young people have engaged with employer mentors through Career Ready and MCR Pathways and the JET Programme has continued to provide work-based learning projects. As part of our Service-level agreement with SDS, 15,299 Career Information, Advice and Guidance engagements for 7,692 school pupils through a mix of group and one-to-one session were delivered from 1 June 2020 to 31 May 2021.
- 4.5 Through IntoUniversity, Edinburgh University has established a new learning centre in Craigmillar to engage local children, young people, parents and carers. Utilising volunteers from local business and higher education, lifelong learning and career progression is being supported through a range of activities including, mentoring, academic support and school-based programmes.
- 4.6 The 2021 Annual Participation Measure showed that of the 13,468 16-19 years old in the City of Edinburgh 92.5% were in education, employment or training and personal development (0.1% increase from 2020). The most recent Monthly Participation Measure (January) shows that 97.2% of 16-17 years old are participating and Edinburgh is above the national average in all measures.

## 5. Next Steps

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### What Are our Next Steps

- 5.1 Our universal approach to Senior Transition must be driven by a commitment to all young people having a positive destination. This is achieved through high quality information, advice and guidance delivered by skilled and informed pupil support teams, working collaboratively with SDS, Edinburgh College and Higher education institutions.
- 5.2 Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust. Our Annual Participation Measure highlights the gap between the participation of 16-19 year olds living in the 20% most and least deprived – a sub-group of the Youth Employment Partnership will be convened to target appropriate interventions and resource to narrow this.
- 5.3 Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities. It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing. The initial School Leaver Destination Results 2021 will be published in February and we will review this data to ensure that all young people are known and being supported into a positive pathway.
- 5.4 Edinburgh College is upholding the guarantee offer of a place to all school leavers who apply though it may not be in the course of their first preference. The impact of SCP being delivered remotely last session has resulted in a decrease in the number of senior phase age pupils studying vocational qualifications at the college. Since 2018 there has been an improving trend in the number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college (from 304 to 492), however this dipped to 432 this session. Through the School College Partnership Governance Board and regular senior-level strategic meetings we are aiming to improve uptake and course completion rates at Edinburgh College. Our priorities include effective coursing of young people; better access to pastoral support; improved tracking of more vulnerable young people; early intervention with roles of Learning Development Tutor and SDS College adviser defined.

## 6. Financial impact

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- 6.1 There are no financial implications contained in this report.

## **7. Stakeholder/Community Impact**

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- 7.1 Edinburgh Learns DYW (Pathways) Board meets each term. All sectors, and a range of partners, are represented in the membership of this Board.
- 7.2 The Youth Employment Partnership now meets bi-monthly to track and monitor the impact of the young person's guarantee and identify appropriate resource.

## **8. Background reading/external references**

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None

## **9. Appendices**

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None