

# **Post-16 transitions**

## **Policy and Practice Framework**

**Supporting all young people to participate  
in post-16 learning, training or work**

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## **WHO IS THIS FRAMEWORK FOR?**

This Framework is for **all** partners who have a role in supporting 16-19 year olds in Scotland to participate in post-16 learning, training and employment.

## **WHO ARE THESE PARTNERS?**

All those involved in planning and delivering learning, training and employment opportunities and support for these young people, including:

young people and their parents, carers and families;

practitioners in all learning and training settings, i.e. secondary and special schools; colleges; universities; community learning and development; Third Sector organisations and other learning, training and support providers; and

local authorities; Skills Development Scotland; Education Scotland; Scottish Funding Council; Department for Work and Pensions; support agencies and professionals in wider child, youth and adult services; Sector Skills Councils; the National Union of Students Scotland and employers.

## **PURPOSE OF THE FRAMEWORK**

This Framework positions 16+ Learning Choices - our national post-16 transition planning model - within the context of the delivery of both Curriculum for Excellence and Opportunities for All. It clarifies the Government's expectations for delivery and the roles and responsibilities for the partners involved in supporting young people into further learning and training which in turn will help them to progress towards and into work. As such, it offers local partnerships a useful framework for extending existing approaches to post-16 transitions to ensure that all 16-19 year olds have an appropriate offer of learning or training. While the model itself is not prescriptive, the process of tracking and monitoring young people requires consistent practice within and across local authority areas.

Local partnerships should use this Framework to guide their detailed strategic and operational planning and to establish more formal agreements across and between services to ensure sustainable local delivery.

## **OTHER RELEVANT FRAMEWORKS**

Partners will wish to refer to the resources highlighted in Appendix 1 which relate to aspects of the post-16 learning and support system and wider employability. The Scottish Government and its agencies may produce further materials to support delivery as circumstances and practices evolve.

## POST-16 TRANSITIONS – KEY MESSAGES

- Participating in learning beyond age 16 is the best way for a young person to improve their long-term employment prospects; successful post-16 transitions are key to enabling this.
- 16+ Learning Choices, our post-16 transition planning model, supports delivery of both Curriculum for Excellence and Opportunities for All. It facilitates the offer of an appropriate place in learning or training for every 16-19 year old in advance of them leaving school and before leaving subsequent episodes of learning or training. The offer will focus on personalisation, choice and progression and will encompass relevant supports to help young people to progress on their career path.
- Successful delivery demands multi-agency collaboration with robust systems and processes and ongoing tracking and monitoring of individual young people to ensure they can access the opportunities and support they need to participate in learning, training and employment.
- This model is central to facilitating delivery of the Scottish Government's National Indicator to ***increase the proportion of young people in learning, training or work***. It is against this Indicator that the success of Opportunities for All and, by extension, 16+ Learning Choices will be measured.
- Through Opportunities for All, every 16-19 year old who is not already in learning, training or work will receive an offer of an appropriate place in learning or training.
- The focus is on 16-19 year olds; however, in recognising that progress for young people with additional support needs often takes longer, the offer of learning or training may be extended appropriately.
- Effective delivery requires universal and targeted service delivery. The transition process will be managed most effectively by adopting the integrated service approach promoted by Getting It Right For Every Child – based on the wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
- Transition planning should comply with and complement relevant legislation.

## STRATEGIC CONTEXT

“Scotland's capacity to become a more successful country in the rapidly changing global, innovation driven economy will be significantly influenced by the skills of its people. Continuing to develop a highly, relevantly skilled population, whether in schools, colleges, universities, communities or workplaces, and ensuring this talent and ability is applied effectively in sustainable employment is a priority.”

*Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth, October 2010*

The Scottish Government's ambition is for all of Scotland's young people to progress in learning and training, towards and into employment. This is supported by a range of strategies and policies, spanning early years through to adulthood, aimed at driving whole-system improvements, across the learning and wider support system, to improve the life chances of all children and young people. Undoubtedly, this is challenging and requires early and on-going intervention, with the individual placed firmly at the centre of planning and delivery in line with the principles of Getting It Right For Every Child (GIRFEC)<sup>1</sup>.

This ambition is central to empowering young people so that they can both contribute to and benefit from economic success. It demands that young people have access to the right opportunities, advice and support to enable them to acquire the skills, knowledge and attributes required for modern day life and work.

The Government's priority to this is reflected in the **National Indicator**<sup>2</sup> in Scotland's National Performance Framework – **to increase the proportion of young people in learning, training or work**.

### Curriculum for Excellence

Consistent with the Government's ambitions to improve the educational outcomes and life chances of all children and young people, Curriculum for Excellence<sup>3</sup> is being delivered in all publicly funded schools across the country and is transforming education in Scotland. It is enabling schools and their partners to build a more responsive and flexible learning system, from age 3-18, offering personalisation and choice to meet the needs of all children and young people wherever their learning is taking place. In the senior phase (broadly age 15-18) young people will expect to build on their broad general education delivered to the end of S3, through specific entitlements which will ensure:

- 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, life and 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.

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<sup>1</sup> <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications>

<sup>2</sup> <http://www.scotland.gov.uk/About/Performance/scotPerforms/indicator/youngpeople>

<sup>3</sup> <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

During the senior phase it will become more common for some young people to learn through a range of providers and in a range of settings. Progression into, through and beyond this phase is critical to ensuring a young person's ongoing participation in learning, training and ultimately work. In designing and delivering their senior phase offer to young people, schools and their partners should take account of young people's achievements so far and their needs and aspirations within the context of both lifelong learning and labour market demands.

## **More Choices, More Chances**

Introduced in 2006, More Choices, More Chances<sup>4</sup> is part of the Government's broad strategic framework for improving outcomes for all young people and focuses on reducing the number of 16-19 year olds not in education, employment or training. It recognises the wide and complex composition of this group and the barriers which prevent or limit individuals' engagement and promotes multi-agency collaboration as the driver for improvement, focusing on prevention, intervention and sustainability by ensuring:

- Curriculum for Excellence provides opportunities tailored to individual need, with flexibility and appropriate support (as early as possible) for those who need it;
- every young person has an offer of post-16 learning and a clear pathway into it, with supported transitions and sustained opportunities;
- learning is a financially viable option, by considering the financial support available to young people;
- the right support is available to young people to find out about, engage with and sustain learning and employment;
- joint commitment to action between central and local government, employers, learning providers and support agencies to develop the service infrastructure required to meet the needs of those at risk of disengaging and those who have already done so.

## **16+ Learning Choices**

Implementation of Curriculum for Excellence and More Choices, More Chances highlighted the importance of robust transition planning in enabling young people to participate and progress beyond compulsory education. 16+ Learning Choices,<sup>5</sup> therefore, was introduced in 2008 as the transition planning model for *ensuring an offer of an appropriate place in post-16 learning for every 16-18 year old*. It aims to improve the transition for young people choosing to stay on at school; leaving school and for those moving from one post-16 option to another. Integral to Curriculum for Excellence, it supports all young people to make effective transitions.

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<sup>4</sup> <http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

<sup>5</sup> <http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

## Career Information, Advice and Guidance

Undoubtedly, career information, advice and guidance is an essential part of a young person's learner journey and long-term job prospects. Career practitioners have a vital role in helping young people to develop the skills they need to manage their careers throughout their working lives.

Skills Development Scotland are modernising their service delivery in line with the Career Strategy,<sup>6</sup> published in March 2011. This involves refocusing the way they work to offer a modern service that uses the latest technology, training and labour market research to ensure more individuals than ever before get the right support to help them build lasting careers. Career services will focus on providing a universal offer to all, directed predominantly through Skills Development Scotland's online service - *My World of Work*<sup>7</sup>. Individuals will also be able to access career centres across Scotland and telephone the Skills Development Scotland contact centre for further information, advice and guidance. Intensive, targeted services will be focused where most required.

## Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government<sup>8</sup> in September 2011. This is an explicit commitment to *an offer of an appropriate place in learning or training for every 16-19 year old not currently in employment, education or training*. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16<sup>th</sup>, until at least their 20<sup>th</sup>, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.

## Post-16 Reform

It is important to recognise that Opportunities for All is developing against the backdrop of the Government's extensive reform of the post-16 education system which aims to put the needs of learners - especially young learners - and employers at the heart of the system. This will drive a sustainable post-16 education system that improves people's life chances and meets the needs of employers and Scotland's economy. The programme of reform will help make the delivery of Opportunities for All possible.

The college sector is restructuring on a regional basis, supported by a process of mergers and federations. Colleges are now demonstrating their delivery through annual outcome agreements. Partners will wish to take account of how the changes proposed through this work impact on the planning and delivery of local services in order to best support young people to participate in positive and progressive activity.

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<sup>6</sup> <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

<sup>7</sup> <http://www.myworldofwork.co.uk/>

<sup>8</sup> <http://www.scotland.gov.uk/Publications/2011/09/08102006/0>

## Youth Employment

The challenging economic circumstances and high numbers of unemployed young people in Scotland places an increased priority on improving both the post-16 system and young people's journey through it. Scotland's Youth Employment Strategy, Action for Jobs – Supporting Young Scots into Work<sup>9</sup>, sets out the Scottish Government's approach to delivering a national response to this challenge and highlights the importance of successful transitions in enabling young people to progress towards and into employment. Local Youth Employment Action Plans will support delivery of this strategy by focusing the action to be taken locally by both strategic and operational partners to improve the employment prospects for young people.

Specific action by the Scottish Government includes improving the range of learning opportunities and support available to young people, with targeted intervention for those in greatest need; improving financial support arrangements for those from the lowest income families; improving the tracking and monitoring of young people and the gathering and use of data about young people and their learning choices. Additionally, the development and delivery of Activity Agreements<sup>10</sup> – for those at greatest risk of disengagement - across all 32 local authorities forms a critical element of the post-16 landscape.

## PLANNING AND DELIVERING POST-16 TRANSITIONS

### The Model

The principles and practice around which the 16+ Learning Choices model was originally designed remain true today. It is a tried and tested model, based on clear, robust systems and processes which facilitate a suitable, high quality offer of post-16 learning or training. This is a universal offer, within which particular attention is directed to those who are at risk of not progressing post-16 or who have already disengaged. As well as supporting young people to progress from compulsory education and from school to post-school, the model should be extended to support young people's progression from subsequent episodes of learning, training or employment up until at least their 20<sup>th</sup> birthday. While the focus is on 16-19 year olds it is important to recognise that progress for young people with additional support needs often takes longer; in such cases the offer of learning or training may be extended appropriately. The model includes the following **3 critical elements**:

- the **right learning or training**, based on personalisation, choice and progression
- the **right support**, including timely personal support and career information, advice and guidance
- the **right financial support** to help young people to participate in the option which is right for them.

An explanation of what constitutes an offer of learning or training is provided in Appendix 2.

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<sup>9</sup> <http://www.scotland.gov.uk/Publications/2012/06/9210/0>

<sup>10</sup> <http://www.youthlinkscotland.org/Index.asp?MainID=12711>

Successful delivery of these elements requires local partnerships to develop systematic approaches to the way transitions are planned, delivered and supported and the way individual young people are tracked and monitored. Central to such success are the following key interdependencies:

- data management and data sharing
- financial support
- delivery of career information, advice and guidance
- tracking and monitoring of young people
- on-going development of the senior phase of Curriculum for Excellence
- on-going development of post-school provision, including Activity Agreements.

Furthermore, the transition process will be managed most effectively by adopting the integrated service approach promoted by Getting it Right for Every Child, based on the eight indicators of wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

## **Eligibility**

Every 16-19 year old preparing to make a transition and those currently not in education, training or work is eligible for an offer of learning or training up until their 20<sup>th</sup> birthday. The offer may be extended as appropriate to support those whose transition has been delayed due to significant barriers.

While our aim is to engage all young people in learning or training it is important to recognise that some may not immediately be in the position or able to take up such an offer. For example, a young parent who has caring responsibilities; a young carer; someone experiencing ill-health; or a young person who has a court case pending. In such cases partners should monitor individuals' changing circumstances and take steps to help them re-engage when they are in a position to do so.

## **Delivery**

Partners will need to support the following transitions:

- from compulsory school to S5/6
- from school to post-school
- from one post-school option to another, with multiple transitions, where required.

Additionally, partners will support any 16-19 year old who is not already participating in learning, training or work to re-engage them in appropriate learning or training.

### Young people eligible to leave school

In developing their senior phase 'offer' for young people choosing to stay on at school for S5/6, schools should work with relevant partners to provide an appropriate curriculum which provides a rich experience that prepares their young people for moving on to appropriate post-school options.

Experience indicates that young people's progression from school to post-school is being planned and co-ordinated more thoroughly and systematically as a result of increased priority on post-16 transitions. Schools and their partners should continue to build on the good practice and lessons learnt to ensure ongoing improvements.

Local authorities should take account of their statutory responsibility for young people who are eligible to leave school, including those:

- on the roll of publicly-funded secondary schools, including grant-maintained secondaries (including non-attenders);
- in publicly-funded special schools;
- on a school roll but attending other provision commissioned by the authority in or outwith the authority area, for example, on a purchased placement;
- in residential and secure settings;
- missing from a school roll but known to other partners, eg social services, youth services, the police.

Young people should be treated as individuals in respect of their post-16 transitions rather than as cohorts or year groups. The "passport" for all young people to a post-16 offer of learning or training is reaching their eligible school leaving date. Schools and Skills Development Scotland will identify and engage appropriately with all young people - those who are progressing from compulsory education, and those who are making a later transition from school. In doing so, they should take special account of young people:

- in S3, but have repeated a year in education;
- in S4, but eligible to leave school in the winter of their fifth year;
- in S5, but approaching their eligible leaving date;
- staying in education ie on a school roll, beyond age 18 in, eg special schools;
- in identified priority groups such as those with additional support needs, including looked after children, care leavers, young carers and young offenders.

For young people who are eligible to leave school in the winter of their fifth year, there will be an additional focus on those:

- attending special programmes/courses between August and December;
- who have exceptional entry to a full-time college course from August.

### Home educated young people

Where parents/carers choose to educate their children at home, the local authority and other partners will often have limited scope to provide advice or support for young people making a post-16 transition. However, these young people have the same learner entitlements as those attending school or learning elsewhere. It will be for local authorities to ensure that these young people are aware of the opportunities and supports available to them and for authorities and their partners to respond to requests for support in line with their overall responsibilities for young people.

### The independent sector

Similarly, the senior phase entitlements apply to young people being educated in the independent sector. It will be important, therefore, for schools in the independent sector to consider how they work with partners to ensure that their young people have access to the opportunities and support they need to participate in further learning, training or employment.

### Moving from one post-school option to another

Partners will require to support any young person who has formally left school and is moving from one post-16 option to another – as often as required up until their 20<sup>th</sup> birthday.

It is recognised that it will be more challenging for partners to engage with some young people at subsequent transitions when they are moving between different post-school options. Nonetheless, local and national partners should have robust processes in place to ensure every young person has access to the opportunities they need to enable them to continue to participate. Particular attention should be given to those who are at risk of disengaging, including those:

- whose transition has been delayed due to their additional support needs;
- who progressed initially to a one-year course at a college;
- who progressed initially to an Activity Agreement, a pre-employment or personal and skills development programme; and
- who fail to sustain their initial progression from school.

### Young people not in education, training or employment

Skills Development Scotland have the lead role, working with partners locally, to identify any 16-17 year olds who require an offer of learning or training to ensure that those who want an offer receive one and are supported to take up and sustain their offer. Similarly, the Department for Work and Pensions have the lead role, working with Skills Development Scotland, to engage and support 18-19 year olds.

#### **Jobcentre Plus working with Skills Development Scotland to engage and support 18-19 year olds.**

Chloe is 18 and left school at 16 to work in a newsagents as a sales person. Unfortunately the business closed and Chloe found herself out of work, claiming benefit for the first time. She explained to Margaret, the JCP Adviser for young people, that she had been interested in social care when at school but didn't know if she could still pursue this as she has no qualifications. Margaret referred Chloe to Alan, the SDS Adviser, to see if he could help Chloe explore her options.

Alan worked with Chloe to help her learn how to plan and manage her career by developing her career management skills and building a Career Development Plan. She registered on *My World of Work* and did the profile of Self and Strengths and My DNA. Chloe felt a career in social care was right for her and, together with Alan identified actions she could take to realise this. Chloe would apply for a National Certificate in health and social care at the local college starting in 7 months. To gain insight into this career area Alan referred her to a local employability service for a 4 week introduction to social care. He also spoke to Margaret about referring Chloe for pre-employment work experience in social care through a Sector Based Work Academy. To prepare Chloe for applications and interviews Margaret also referred her to a local Work Club.

Margaret and Alan will, together, continue to monitor Chloe's progress.

## PREPARING FOR TRANSITIONS

All transitions must be planned appropriately, thoroughly and in a timely manner. Schools and their partners should place greater priority on transition planning, giving added attention to those young people who are at risk of not progressing to further learning, training or employment.

The foundations for successful post-16 transition should be laid throughout a young person's education. The level of support a young person needs at this stage will be determined by the quality and appropriateness of the curriculum, culture and support which they experience throughout their whole school career. In delivering the senior phase entitlements, therefore, partners should provide a continuum for learning which takes account of a young person's broad circumstances. It will be critical for partners to track and monitor individuals' progress on their learning journey to ensure their ongoing achievement and progression.

Partners should take appropriate action to ensure compliance with relevant legislation and associated guidance. For example, where one exists, it will be important to use the Child's Plan for individual young people, ensuring that the Named Person or Lead Professional works with the young person and other services appropriately. In this context, partners should be mindful of the Scottish Government's proposed Children's Services Bill and take appropriate action to respond to any duties which the legislation imposes.

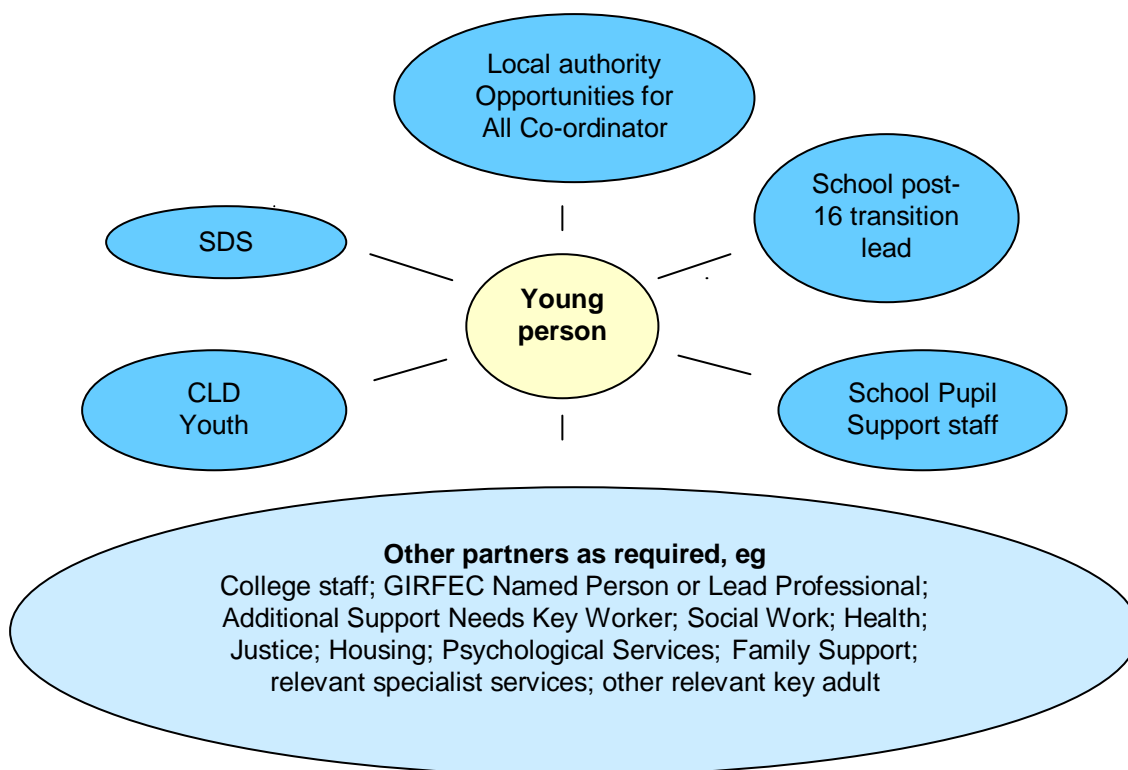
### **S3 Profiling**

Falkirk Council are supporting schools in preparing S3 profiles as required for all pupils by June 2013. Following the principles of Curriculum for Excellence, no single template is being imposed; instead a set of clear guidelines for material to be included is being issued to all secondary schools and the special secondary school in the area. As well as ensuring that achievement in its widest sense is recognised, the guidelines focus on skills for learning, life and work with a strong emphasis on the core skills required for the future employability of all Falkirk's young people. Building on the Primary 7 profile, put in place in June 2012, schools are being encouraged to continue the profiling process throughout the broad general education stage. This will support young people to make informed course choice in the Senior Phase and to develop career management skills for their future.

As young people progress through the senior phase they should expect more focused support to plan and prepare for moving on, both within and beyond school. Regardless of where individual young people are learning, it is essential that this process is tailored to their needs. Importantly, it should begin early enough to ensure an agreed progression pathway and any required additional support are established before they move on.

This will require specific action from partners at certain points in the year as well as on-going activity with young people and between partners. Schools have the lead role in supporting a young person's transition from school and should facilitate the process required to help them make and take up their preferred progression pathway. This will involve a range of partners and agreed approaches, building on good practice and established relationships.

Local practice highlights the significant benefits of having a dedicated Post-16 Transition Team in school, with key partners actively supporting individual young people. The following diagram illustrates the range of partners who are likely to be involved, although their input will vary depending on the particular needs and circumstances of the young person.



### Transition planning in Highland schools

A 'core' 16+ group has been established in each school, comprising the 16+ Learning Choices School Co-ordinator; school Guidance/Pupil Support staff; Skills Development Scotland; Youth Worker and a member of the authority's 16+ Learning Choices Team, with other partners attending as appropriate. The group has a clear, agreed remit and involves two meetings a year to discuss 'intending leavers'; and a further two meetings at which partners plan and review the school's post-16 transition planning and which reflect on the progression pathways of recent leavers. The involvement of other partners, such as the local college and Third Sector organisations, enables the group to influence and support senior phase Curriculum planning.

Highland's approach gives partners the opportunity to see themselves as part of a larger group supporting the needs of young people and schools. It brings their broad expertise and knowledge to the table to promote healthy, diverse discussion which promotes mutual trust between organisations and individuals and a rounded approach to transition planning.

## THE OFFER

Responsibility for ensuring there is sufficient suitable provision – formal and non-formal – available to young people lies with a number of partners: local authorities, including schools; community learning and development; and other relevant services, Skills Development Scotland, the Scottish Funding Council, colleges, universities and other training providers and support agencies.

Local partnerships should continue to prioritise the on-going mapping of provision as the basis for ensuring that sufficient appropriate and high quality opportunities are in place across the strategic skills pipeline. In planning and commissioning provision, partners should consider a range of information to ensure that provision responds to both young people and employers, including information on young people's needs and career ambitions; data provided through the 16+ Learning Choices Data Hub and relevant labour market information.

The offer to young people should be based on their informed choices. Young people should, therefore, be able to access accurate and up-to-date information about the range of opportunities available to them. Hence, it is crucial for individual providers to ensure that information on their provision is included in the National Learning Opportunities Database, particularly as this database supports the core search tool for *My World of Work*. Young people will also have access to appropriate career information, advice and guidance to help support their decision-making, with Skills Development Scotland playing a central – but not exclusive - role.

An offer of learning or training must be agreed by both the young person and provider and must include an agreed start date. A place on a waiting list does not count as an offer. Where there is a gap between a young person receiving and taking up an offer, on-going support will be essential to ensure the young person remains motivated and engaged. In such cases, it may be appropriate for partners to work with the young person to put in place an interim offer, eg personal skills development or volunteering, until they can start their chosen option. In such cases, it will be for partners to agree locally which agency is best placed to fulfil this role.

### **Staying engaged and motivated through volunteering**

Rob left school last summer when he was 16 and wanted to follow his brother into the army. He discussed this with his Skills Development Scotland Adviser, his parents and the local Army Careers Officer and knew what was expected of him before he could join up when he turned 17. He enrolled for an army-prep course at his local college, starting in September. However, Rob's SDS Adviser suggested he could usefully develop his skills doing some sort of programme before his college course started. Rob was introduced to a local Youth Project which involved voluntary work building mountain bike tracks in the local country park. He thrived in this environment since he is a mountain biker himself: he loved being active, working with a team and doing something for his community. Supported by the Project Coach, he learned valuable skills that would stand him in good stead for his college course and army career.

It is acknowledged that where a young person has received a 'conditional' offer of a place at university, their place will not be confirmed until after exam results in August. In such cases, any young person who does not secure a university place and who contacts Skills Development Scotland's Exam Help Line or wider

partnership services will be supported to consider and take up alternative options. While the survey of school leaver destinations, carried out in September, will formally identify those who, at that time, are not in further learning, training or work and with whom partners need to engage, it is not in a young person's interest to be disengaged for any length of time. Local partnerships, should, therefore, be alert to this scenario and take all steps possible to engage as quickly as possible with any young person who is at risk of failing to progress.

Partners should recognise that for some young people (particularly those with chaotic lives) it may take longer to identify appropriate provision. With that in mind, Government's overall expectations are that:

- all summer leavers should have an agreed offer in place by the end of September following their leaving date, with a start date no later than the coming January (the only exceptions being where a young person has a confirmed deferred place in higher education or has positively chosen to take a 'gap year' in order to broaden their experiences;
- any young people leaving school in December should have an agreed offer in place by the end of the following March, with a start date no later than August of that year;
- all 16-19 year olds who are not in education, employment or training will be supported by local partners to take up an offer, where appropriate, of a place in learning or training as part of Government's commitment to Opportunities for All, this includes those:
  - known to and engaging with Skills Development Scotland;
  - unemployed and registered with the Department for Work and Pensions;
  - not previously engaging with any agency, but presenting to either Skills Development Scotland or the Department for Work and Pensions;
  - known to Community Learning and Development but not otherwise engaging;
  - known but not engaging at all.

The tracking of young people who are without an offer will be monitored through the 16+ Learning Choices Data Hub. This will enable Skills Development Scotland, in the first instance, to target their services to those most in need, referring to other partners as required. The Post-16 Transitions Data Practice Framework which supports delivery of Opportunities for All explains the action required by partners to facilitate effective tracking and monitoring of individuals, thereby prompting Skills Development Scotland's support.

Local authorities, as leaders of Community Planning Partnerships, should actively work with Skills Development Scotland to monitor and facilitate ongoing support for young people who are still to receive an offer and who do not take up an offer. In doing so, it will be important to establish the reasons for a young person either not having an offer or not taking up their offer. It will be for local authorities to take the lead in working with partners to address any barriers identified.

## **SUPPORTING SUBSEQUENT POST-16 TRANSITIONS**

It will be for Skills Development Scotland, in the first instance, to engage with any young person who does not sustain their post-16 option and to support them into another suitable option. However, if the young person has registered with the Department for Work and Pensions, it will be for them to work with the young person to move them into appropriate provision or employment.

In order for Skills Development Scotland to engage with a young person who has not sustained, it is vital that information on a young person's current status is kept up to date within individual partners' management information systems for uploading through the data-hub.

## **SUPPORTING TRANSITIONS FOR YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS**

Partners will recognise that some groups of young people have additional support needs and/or personal circumstances which present significant barriers to learning and employment. Some young people have particularly complex additional support needs and may not, therefore, be able to take up employment. In such cases, partners should work together locally – with the young person and their parents or carers - to ensure the young person can engage in appropriate progressive activity. Inevitably, some young people might take longer to progress and local partners may wish to extend their offer of learning or training accordingly.

Due attention should be given to the following groups of young people who are most at risk of disengagement, many of whom will have clearly identifiable additional support needs such as:

- Looked after children, young people and care leavers;
- Young carers;
- Young parents;
- Young offenders, including those in custody;
- Young people with low attainment in school;
- Young people on a school roll who persistently truant;
- Young people with physical or mental health problems or disabilities;
- Young people involved in alcohol or drug misuse;
- Young people with behavioural issues;
- Young people for whom English is an additional language;
- Winter leavers;
- Young people leaving special schools;
- Young people who are homeless;
- Young people who are a risk to themselves or others;
- Young people who have interrupted learning, including as a result of transient lifestyles;
- Young people who do not sustain an initial progression path on leaving school; and
- Young people with other identified additional support needs;

Building on early identification and tracking of 'at risk' children and young people – an ongoing priority for local More Choices More Choices Partnerships – partners should be aware of the circumstances and needs of these young people; be alert to

specific issues likely to impact on their post-16 transition; and put in place the provision required to enable them to participate and progress. For these young people, needs-led targeted assessment and planning must start early, often at the transition from primary to secondary school; and should bring in wider services as appropriate, in keeping with the GIRFEC principles.

### **Early identification of needs**

Building on the Risk Matrix system established by West Dunbartonshire Council, Glasgow's 16+ Learning Choices Team has developed and rolled out its own Risk Matrix to ensure the early identification of young people who are at risk of disengagement. The wide range of partners involved: SEEMIS, Educational Psychology, Social Work, and pastoral care teachers reflects a shared commitment to better support this group.

Integrated into SEEMIS, the Risk Matrix is being used by all Glasgow secondary schools - mainstream and special - as the basis for their regular 16+ meetings, using the Red, Amber, Green ratings as the starting point for multi-agency case conference discussions about the needs of individual young people as they approach their school leaving date. The Risk Matrix is an important component of the broader needs assessment process overseen by the host school and underpinned by multi-agency case management following the principles of Getting it Right for Every Child.

The Risk Matrix has been crucial in helping to create a more systematic and rigorous process for the early identification of needs and supports for Glasgow's young people as they prepare for transition. One positive consequence of this approach is the early intervention of Activity Agreement Coaches with young people as they prepare to leave school, ensuring that the most vulnerable young people are supported directly into established and agreed activity immediately on leaving school.

Local partnerships should also reflect on the requirements under the Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009<sup>11</sup> for young people with identified additional support needs. The related Code of Practice<sup>12</sup> clarifies the role for schools and other agencies in supporting a young person's transition and associated timescales. Although the 2004 Act sets out the minimum timescale for planning post-school transitions, partners should - depending on the complexity of individual cases - consider whether this allows sufficient time to negotiate and agree provision across relevant children's and adult services. Partners will wish to be clear about the young people who are likely to fall within the scope of this legislation, including those who:

- have a co-ordinated support plan;
- are in a specialist placement such as a specialist unit or a day or residential special school;
- have additional support needs arising from a disability within the meaning of the Equality Act 2010;
- are otherwise at risk of not making a successful transition.

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<sup>11</sup> <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

<sup>12</sup> <http://www.scotland.gov.uk/Publications/2011/04/04090720/0>

They should also agree locally how, collectively, they will fulfil the required transitional duties, including:

- seeking and taking account of the learner's views when planning for the post-school transition;
- parents being part of the planning process, having their views sought and taken into account and supported, as required, during the transition process;
- early consultation with the post-school provider with whom the learner is likely to be involved, such as college, university, private or voluntary sector provider, or Skills Development Scotland;
- ensuring that the necessary supports are in place to support the transition process;
- other agencies being included, as necessary.

### **Looked After young people and careleavers**

The Scottish Government's aim is that there should be no discernible difference between the outcomes of young people who have experienced care and those who have not. Under the Education (Additional Support for Learning) (Scotland) Act 2009 all looked after young people will be considered to have additional support needs unless they are identified as not having them. Despite recent improvements in post-16 progression for young people in general, the outcomes for this group have shown little improvement. All partners should, therefore, accord a high priority to this group, who we know are less likely to progress successfully beyond school.

Local authorities, together with their partners, will require to fulfil specific responsibilities as the 'Corporate Parent' for young people who are looked after or leaving care. In supporting these young people to develop their employability, consideration should be given to the 'family firm' concept and how this might better support this group to engage in learning or training.

Partners should pay particular attention to young people ceasing to be looked after outwith the home local area as such young people often face a protracted and complex series of transitions before they are able to enter further learning or work.

#### **Improving progression for Looked After young people**

North Lanarkshire Council's integrated service delivery across key partners is supporting Looked After young people to progress from school to further learning based on:

- a GIRFEC approach complemented by implementation of the ASL Act, bringing partners together on assessment, planning and support. Health and Wellbeing Resource Teams focus on helping young people to move on to relevant post-school opportunities.
- an awareness within schools and support agencies of the potential issues faced by these young people, driven by the work of the Inclusion Support Base.
- a strong commitment to Corporate Parenting, with elected members understanding the barriers faced by careleavers.
- Responsibility, across North Lanarkshire Children's Services, for taking forward agreed aspects of this work to ensure improved engagement, increased qualifications and post-school progression.  
Appropriate early intervention programmes, eg Flexible Learning, ensuring individually tailored programmes of multi agency interventions to re-engage young people.
- Early identification of support needs and appropriate early intervention, particularly at transitions from Primary to Secondary and Secondary to post-school – maximising the skills and expertise of the Looked After Support teachers to build the capacity in school staff to support individual learners.

## Young people in and leaving custody

Poor progression, frequent repetition and sustaining engagement in learning are key challenges for young people in detention. The Scottish Government, working with the Scottish Prison Service and other local and national partners will seek to develop more coordinated support for offenders to improve learning participation rates, increase opportunities for young people leaving detention to become employed and ultimately reduce reoffending.

Young people who are detained in custody can, if they wish, get access to a range of opportunities to participate in learning or training. Where a young person takes up such an opportunity, their prior achievements are considered as part of an Individual Learning Plan to support progression towards further learning and the development of employability skills. This process supports the young person to develop during their time in detention and as they prepare to leave custody, the Scottish Prison Service, Skills Development Scotland and other relevant partners work together to identify the range of ongoing needs of the young person and to work with community based partners to facilitate community reintegration.

### Activity Agreements – first step learning

Partners will be aware that some young people's circumstances may mean that they are not yet ready for or able to take up a 'formal' progression route. In such cases, an Activity Agreement – offering non-formal learning, including personal and skills development - is likely to be more appropriate. Since an Activity Agreement is expected to be of relatively short duration, the young person remains entitled to further choices and chances on completion, to enable them to progress to formal learning, training or employment. Young people taking this path will require intensive, often sustained, support from a suitable professional within the local partnership. For some vulnerable and high risk young people longer periods in an Activity Agreement may be necessary. In all cases progression to more formal options should be the outcome for the participant. Skills Development Scotland will track and monitor Activity Agreement participants through the 16+ Learning Choices Data Hub.

#### Preparing for an Activity Agreement while still at school

In Fife, local partners offer a supported pathway to help young people who have been identified as being at high risk of disengagement to make a successful transition from school.

This involves the early identification of those in need of a high level of transition support and the offer of a place on an '*Icebreaker*' in-school programme delivered as part of the senior phase curriculum. The Icebreaker programme gives young people an opportunity to prepare for their next steps, and to begin to develop employability skills.

The strong links between this preparation support and post-school *Activity Agreements* as the most likely progression pathway for this vulnerable group of young people has been crucial in enabling these young people to stay engaged and progress.

## Partnership Matters

Partners will wish to reflect on Partnership Matters<sup>13</sup> – a resource intended to guide those involved in the decision making process and the day to day management of support for those students with additional support needs seeking to access further or higher education. It describes the roles and responsibilities of agencies supporting students with additional support needs at, or as they prepare to go from, school into college or university, or from college or university into employment.

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<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/partnershipmatters/PartnershipMatters>

## **ROLES AND RESPONSIBILITIES**

Supporting young people to progress to further learning, training or work demands a multi-agency partnership response across the post-16 learning and support system, with shared-ownership and clearly defined roles and responsibilities for the partners involved. The Scottish Government is continuing to prioritise young people: working strategically across Government and with national partners and supporting local delivery partners to achieve better outcomes for Scotland's young people.

Through local agreements partners will, individually and collectively, be clear about what they need to do to effect and sustain improvements on the National Indicator. They will need to be clear about each other's roles and responsibilities - strategically and operationally - and to deploy the resources available to achieve greatest impact. Inevitably, this will involve continuous professional learning opportunities for relevant staff to ensure they have the skills and knowledge to maximise their contribution; and rigorous mechanisms for quality assuring and reviewing service delivery, premised on continuous improvement and value for money.

In fulfilling their commitments, partners should work together to effect improvements across the range of service delivery. Here, effective use of data will be critical and individual partners will require to support the 16+ Learning Choices Data Hub. This means maintaining accurate and up-to-date records of the young people they are working with on their respective management information systems for uploading into the Data Hub. Skills Development Scotland will then be able to provide partners with comprehensive information on young people and their post-16 journey, thereby facilitating a data-led approach to service delivery. Skills Development Scotland will also be able to carry out the Survey of School Leaver Destinations and the follow-up survey in a resource-efficient manner which does not detract from their core purpose of supporting young people. In this context, the Post-16 Transitions Data Practice Framework provides details on procedures and expected practice.

The views of both young people and employers will be critical in determining the opportunities and support to be provided locally and parents and carers will be key to achieving the best outcomes for young people.

This section sets out the roles and responsibilities for the key partners, focusing on:

- Learning and training opportunities;
- Support for young people; and
- Data management.

Schools, whilst under the auspices of local authorities, are shown separately to ensure clarity about their central role in successful post-16 transition planning and delivery.

### **Local authorities**

It is for local authorities, through Community Planning Partnerships, to provide leadership on strategy and to agree, with partners, local priorities and related delivery. Community Planning Partnerships should ensure that partners are clear about what is expected of them as part of a multi-agency partnership and their contribution to Single Outcome Agreements. Specifically, authorities will wish to consider how the School Improvement process supports young people's ongoing

participation in learning, training or employment, including through their obligations for those with additional support needs. Authorities should lead on the development and delivery of Youth Employment Action Plans, working collaboratively with Skills Development Scotland and other partners to identify the priority cohort of unemployed young people; where they are geographically; who is delivering what for them; and referral arrangements between partners.

Specific local authority responsibilities include:

*Learning and training opportunities*

- Working with partners locally across all sectors to ensure the overall supply of learning and training places (type and level) balances the demand from young people throughout the year and employers' needs;
- Supporting schools and their partners to develop and deliver a curriculum which meets the needs of all learners;
- Working with partners to identify appropriate offers for young people leaving school;
- Working with partners to identify appropriate alternative offers for any young person whose intended learning choice is not taken up;
- Ensuring that the National Learning Opportunities Database reflects the range of provision available for young people locally and that it is current and accurate;
- Working with partners to develop a local Youth Employment Action Plan;
- Monitoring and managing the availability of opportunities and ensuring, with Skills Development Scotland and other providers, that an adequate range of high quality provision is available across the employability pipeline when required;
- Monitoring delivery, challenging performance across the partnership and co-ordinating collaborative approaches to resolve difficulties.

*Support for young people*

- Working with Skills Development Scotland to agree the career information, advice and guidance to be provided, including through local Service Delivery Agreements;
- Working with Community Learning and Development and other support agencies to ensure appropriate targeted support where it is needed;
- Commissioning specific/specialist supports for young people facing particular barriers;
- Putting in place an offer of post-16 learning or training for any young person choosing to attend school or other learning establishment in another authority;
- Retaining responsibility for a young person who, at the discretion of the home authority, is placed in a learning setting outwith the home authority: this will include making and recording offers and monitoring take up;
- Ensuring that any young person who is engaged in learning or training in a school or other establishment outwith the home authority has an agreed co-ordinated package of support both before and after leaving school.

## *Data Management*

- Working with partners, notably schools and Skills Development Scotland, to ensure schools' management information systems are accurate and up-to-date in order to facilitate tracking and monitoring of young people;
- Recording offers and monitoring take up in relation to young people who are learning outwith the home authority area;
- Notifying Skills Development Scotland of young people starting and leaving an Activity Agreement, the start date being the date the young person signs the Agreement;
- Notifying Skills Development Scotland of a young person reaching their eligible school leaving date who is educated at home;
- Working with partners to analyse relevant data in order to shape local services;
- Working with partners to evaluate the impact of their transition planning approaches;
- Adopting relevant practice set out in the Post-16 Transitions Data Practice Framework;
- Working with Skills Development Scotland to review/renew Data Sharing Agreements, ensuring that relevant staff understand the scope of the Agreements.

## **Schools**

Schools are integral to local authorities' role and responsibilities as outlined above. They are also the primary partner for delivering the senior phase of Curriculum for Excellence and helping young people to progress on the path of lifelong learning. In doing so, schools should continue to work with relevant partners to ensure that this important transition is managed systematically and appropriately for all young people. They will wish to consider how the School Improvement process can help them to strengthen their offer for both those staying on at school beyond age 16 and those moving on to further learning, training or work. Their partnership with Skills Development Scotland is vital in ensuring that young people can access the right level of career information, advice and guidance. As well as maintaining ongoing dialogue with Skills Development Scotland Advisers, schools should ensure that accurate and up-to-date information on their young people is recorded on their own management information system for uploading into the 16+ Learning Choices Data Hub.

### School responsibilities include:

#### *Learning and training opportunities*

- Working with partners to develop and deliver a senior phase curriculum which meets the needs of all learners and which supports agreed outcomes, including progression;
- Seeking opportunities to engage with employers as an effective way to make the world of work real for all young people;
- Ensuring school staff understand the range of post-16 provision available locally and use this information to support their young people.

### *Support for young people*

- Ensuring nominated lead responsibility within the school for post-16 transitions and that said staff work closely with Designated School Managers for Looked After children and young people and the Named Person required within the GIRFEC Framework;
- Ensuring school staff understand and support the principles and practice around effective post-16 transitions and advise young people and their parents and carers appropriately;
- Working with Skills Development Scotland and other services to support those at risk of not having an offer;
- Supporting young people to develop career management skills, including by making effective use of *My World of Work* and other relevant tools;
- Taking joint action with Skills Development Scotland on key dates (eg prelim results, SQA results days, UCAS acceptances) to confirm provisional offers, and to give additional support to those choosing an alternative route in light of their results.

### *Data Management*

- Identifying early those young people eligible to leave school across S3-S6, prioritising those likely to leave at their first opportunity and those at risk of not having an offer;
- Providing predicted S4-S6 achievement and assessment results to local authorities and Skills Development Scotland to inform the planning of future post-16 provision;
- Maintaining up-to-date information on the school management information system about an agreed offer of a place in S5 and S6;
- Notifying Skills Development Scotland of young people not taking up their intended S5 or S6 places and those leaving during or at the end of S5 or S6;
- Updating the school management information system to reflect a young person's progression to post-school options where there is evidence of that progression;
- Ensuring that Transition Planning Forms for young people with identified additional support needs are shared in a timely manner with appropriate post-16 partners and that the school management information system reflects this;
- Supporting Skills Development Scotland to compile the School Leaver Destination Return and follow-up;
- Completing the School Leaver Form and sharing agreed data with Skills Development Scotland;
- Adopt relevant practice set out in the Post-16 Transitions Data Practice Framework.

### **Skills Development Scotland**

Skills Development Scotland have a pivotal role – both strategically and operationally - in supporting young people to participate and progress to work. This falls within three areas of activity: career information, advice and guidance; tracking and monitoring of young people; and managing delivery of training programmes.

In delivering effective career information, advice and guidance, Skills Development Scotland will provide a universal service for all young people and targeted support for those who need it most. The universal service will be provided largely through Skills Development Scotland's on-line service *My World of Work*. Those young people in school who require further support to make an effective transition will be offered support from a Career Coach up until they leave school and move into the opportunity chosen or identified. Any 16-19 year olds who are leaving or have left school and who are most at risk of unemployment will be offered a Work Coach or Career Coach in order to fully develop their career management skills.

Skills Development Scotland will engage and negotiate with all local partnership resources available to progress a young person into employment and encourage them to continue using *My World of Work* to prepare for and access employment. This support will build on career interventions provided throughout a young person's education and should reflect both individuals' needs, circumstances, achievements and ambitions as well as labour market intelligence. Skills Development Scotland will agree with local authorities and schools the services to be implemented and delivered locally.

Skills Development Scotland will track and monitor young people as they progress in order to provide the right level of support that individuals require. The 16+ Learning Choices Data Hub will enable them to articulate a range of agreed information on individual young people and their journey.

It is also for Skills Development Scotland to manage the delivery of Modern Apprenticeship and pre-employment training programmes, and to develop new provision to address particular challenges in the labour market, including through co-commissioning arrangements with local authorities.

#### Responsibilities for Skills Development Scotland include:

##### *Learning and training opportunities*

- Working with partners locally through the joint commissioning process to ensure the supply of SDS pre-employment learning and training places (type and level) balances the demand from young people throughout the year and employers' needs;
- Working with partners to ensure the supply of places on National Training Programmes is in line with national policy and local agreements;
- Working with colleges to ensure places on Skills Development Scotland funded college courses achieve agreed outcomes for both young people and the labour market;
- Ensuring Skills Development Scotland-funded opportunities support delivery of Curriculum for Excellence.

## *Support for Young People*

- Working proactively with schools and other partners to identify any young person who requires SDS Adviser support from a Career Coach or Work Coach: those without an offer of learning or training; those to whom an offer has been made but not taken up; and those who have not sustained participation. SDS will offer intensive support to help individuals while the wider partnership identifies an appropriate offer and alternative support, if appropriate;
- Joint action with schools on key dates (eg prelim results, SQA results days, UCAS acceptances) to confirm provisional offers, and to give additional support to those choosing an alternative route in light of their results;
- Ensuring that young people who have an offer of post-16 learning or training outwith their home local authority area know how to engage with Skills Development Scotland should they subsequently need support;
- Tracking young people with confirmed deferred offers of a place in higher education, to ensure that they have the support they need to engage in learning;
- Tracking young people who are engaged on an Activity Agreement, undertaking other tailored provision for personal skills development and those on short courses;
- Supporting young people to investigate and access opportunities presented through *My World of Work* and other appropriate resources;
- Tracking and reporting on the participation of 16-19 year olds who have taken up an offer of a post-16 learning;
- Working with the Department for Work and Pensions to engage young people up until their 20<sup>th</sup> birthday who have dropped out of or completed a course or programme of learning or training to re-engage them;
- Leading, with other partners, to engage 16-17 year olds without an offer;
- Supporting Department for Work and Pensions to engage 18-19 year olds without an offer.

## *Data Management*

- Ensuring all eligible young people (and their current contact details) are recorded on the Skills Development Scotland management information system;
- Recording on Skills Development Scotland management information system offers made to young people;
- Working with schools and other providers to track and monitor individuals between their 16<sup>th</sup> and 20<sup>th</sup> birthdays;
- Reviewing/renewing, at agreed intervals, Data Sharing Agreements with authorities and other partners, ensuring staff understand and honour the scope of the Agreements;
- Establishing Service Delivery Agreements with local authorities and other agreements with specific learning establishments in respect of young people in residential schools or other learning establishments within and outwith the authority area;
- Joint working with Department for Work and Pensions to provide data to local partnerships on 16-19 year olds who are engaging with both organisations;
- Compiling the School Leaver Destination Return for initial and follow-up destinations and providing analyses in line with Data Sharing Agreements;

- Articulating and sharing agreed information and data internally and with other partners, including the Scottish Government, to support ongoing policy development; monitoring; evaluation and improvements in service delivery;
- Informing local authorities when a young person previously engaged on an Activity Agreement drops out of or completes their subsequent post-16 option;
- Adopting relevant practice set out in the Post-16 Transitions Data Practice Framework.

## Colleges

Colleges are prominent within local and regional communities and offer many young people opportunities to develop the skills they need to get a job, keep a job or get a better job and develop a career.

As part of the college regionalisation agenda, the Scottish Funding Council has re-purposed the funding for colleges to ensure that colleges are better placed to respond to the needs of young people and better supported to fulfil their major role in the delivery of Opportunities for All. Working with the Funding Council's dedicated Outcome Managers and their strategic partners, colleges will ensure that they offer courses that both young people and employers need.

Colleges have committed to prioritise opportunities for young people and will make available a range of courses informed by the needs of local employers, regional economies and the national key industry sectors. Colleges and other providers will deliver pre-employment training aimed specifically at 16-19 year olds who have little or no formal qualifications and who face significant barriers to employment.

As part of the Post-16 reforms, colleges will develop Outcome Agreements with the Scottish Funding Council, contribute to Opportunities for All and other Government priorities, and work with partners to engage young people seeking learning or training opportunities.

### Responsibilities for colleges include:

#### *Learning and training opportunities*

- Prioritising provision for 16-19 year olds in the first instance; thereafter 20–24 year olds;
- Working with strategic partners to ensure that learning and training opportunities (in relation to type, level and timetabling) match demand from young people, including those who are attending college for part of their S5/S6 school curriculum, and those who are progressing to college as their preferred post-16 option;
- Working with universities and employers on the design of courses to ensure there is meaningful progression for young people both onto degree level study and into sustainable employment;
- Ensuring entry-level learning and training opportunities are available as widely as possible;
- Ensuring courses, programmes and qualifications delivered through school-college partnerships articulate with relevant post-16 opportunities;
- Ensuring learning and training opportunities are available on a flexible entry basis;

- Collaborating with local partners to find suitable provision for young people yet to receive an appropriate offer of learning or training;
- Ensuring young people experience the highest quality learning and teaching and work with appropriate quality assurance agencies to achieve this.

### *Supporting young people*

- Working with schools to ensure young people are aware of the college courses available to them and what college life involves;
- Ensuring that college staff understand the principles of effective transition planning and communicate on this with young people and their parents and carers, where appropriate;
- Ensuring young people's support needs – including financial support - are met in a timely manner in order to improve retention and progression;
- Ensuring that information on college provision is current and accurate and is uploaded to the National Learning Opportunities Database.

### *Data*

- Maintaining data about a young person's application to, enrolment in and leaving from a college course on the college management information system for uploading into the 16+ Learning Choices Data Hub;
- Analysing young people's experience and outcomes from courses and programmes delivered through school-college partnerships to inform progress to post-16 options;
- Working with Skills Development Scotland to review/renew Data Sharing Agreements at agreed intervals; and ensuring relevant staff are familiar with and honour the scope of the Agreements;
- Adopting relevant practice set out in the Post-16 Transitions Data Practice Framework;
- In due course, fulfilling their duty in relation to data management under the Post-16 Education Bill.

## **Universities**

Scotland's universities have a broad mission and diverse roles to play in supporting sustainable economic growth, from their role in research; their work with businesses and other organisations to enhance innovation; and providing learning opportunities for individuals at all levels to enhance their life chances.

Universities, as learning institutions, provide valuable opportunities for many young people to pursue higher level courses to help them progress towards and into work. They should build on their existing responsibilities for supporting students to enable them to make a smooth transition into university; to complete their course of learning and to progress on their chosen career path.

Through Outcome Agreements with the Scottish Funding Council, universities will be better able to plan transitions for young people from both school and college. This will involve universities ensuring courses are designed to support articulation, providing seamless and efficient progression for young people, and that aspiration and potential are promoted through their widening access strategies. Outcome

Agreements will also support universities to enhance the employability and enterprise skills of young people.

The Scottish Government will continue to work with the Scottish Funding Council, the Student Awards Agency for Scotland and Universities Scotland to improve the tracking and monitoring of students' participation as they move through higher education.

Universities' responsibilities include:

*Learning and training opportunities*

- Working with employers in the design of courses to ensure there is meaningful progression for young people into sustainable employment;
- Working with colleges in the design of courses to support seamless and efficient progression for young people onto degree level study;
- Ensuring young people experience the highest quality learning and teaching through internal and external quality assurance.

*Supporting young people*

- Working with schools and young people to ensure young people are aware of the courses available to them and what university life involves;
- Ensuring appropriate and timely personal support for any young person who may be struggling to sustain their place or otherwise at risk of dropping out, including those who enter university young; through clearing or via widening access arrangements;
- Ensuring any practical support, including equipment, is available for a student commencing a university course.

*Data management*

- Continuing to share data with UCAS about student applications and sharing data with Student Awards Agency Scotland to satisfy the current reporting arrangements;
- UCAS and Student Awards Agency Scotland will work with Skills Development Scotland on behalf of universities to ensure that, through Skills Development Scotland, Community Planning partners have access to the most recent and appropriate data to support young people into and sustain training and learning.

**Education Scotland**

Education Scotland is the key national body for supporting quality and improvement in Scottish Education. Its broad remit includes:

- Leading and implementing Curriculum for Excellence;
- Building the capacity of learning providers and practitioners to improve practice and the quality of provision;
- Promoting high quality professional learning and leadership;
- Providing independent evaluation of the quality of provision;
- Providing evidence-based advice to inform national policy.

Improving outcomes for Scotland's young people is at the heart of Education Scotland's work; this includes ensuring that post-16 transitions is a key priority for the organisation.

Responsibilities for Education Scotland include:

*Learning and Development Opportunities*

- Supporting and challenging learning partners across schools, community learning and development and colleges to improve planning within, through and beyond the senior phase of Curriculum for Excellence;
- Providing development opportunities and a range of resources to support and improve practice in post-16 transitions;
- Encouraging partners to provide joint development opportunities which lead to improved joint planning and shared self-evaluation;
- Identifying, highlighting and promoting innovative practice in supporting young people through post-16 transitions including learner journeys and case studies;
- Supporting practitioner networks to share practice and build capacity nationally.

*Support for young people*

- Listening to young people and reflecting their experiences as part of inspection, review and development activities;
- Ensuring that learning providers and practitioners are providing a coherent curriculum where young people are receiving their entitlement to support in their post-16 transitions;
- Supporting and encouraging all partners to work effectively together to plan and develop flexible systems which lead to young people having more efficient and effective learner journeys into further learning, training and work;
- Evaluating the quality of services and provision for young people in supporting them in their post-16 transitions.

*Data Management*

- Encouraging partners to build knowledge and understanding of the 16-19 year olds they are engaging with;
- Supporting partners in developing effective systems for gathering and sharing robust data and monitoring and tracking progress through inspection and review;
- Highlighting and promoting good practice in data management across partners;
- Ensuring that partners are able to evidence the impact of their work in improving post-16 transitions.

## Other providers of learning, training and support

The diverse range of provision and supports which young people can expect to receive post-16 brings a wide range of other learning and training providers and support agencies firmly into local partnerships. This includes public, private and Third Sector organisations delivering National Training Programmes and other flexible, innovative and personalised programmes and courses; together with needs-led support in a wide range of settings and contexts. These partners make a valuable contribution to the post-16 system, whether they are supporting schools to enrich the school offer; as a partner in college-led courses; or as the lead provider in a training centre or in the wider community. Whatever their contribution, they should support delivery of the senior phase of Curriculum for Excellence.

Responsibilities for other providers and support agencies include:

### *Learning and training opportunities*

- Working with partners locally to develop and deliver learning and training opportunities which respond to local Youth Employment Action Plans and demand from young people, with clear progression to further learning, training or employment;
- Ensuring learning opportunities are available on a flexible entry basis;
- Collaborating with partners locally to find suitable opportunities for young people yet to receive an appropriate offer of learning or training.

### *Supporting Young People*

- Working with schools and young people to ensure young people are aware of both the courses and programmes available to them and related practical issues;
- Ensuring young people's support needs are met in order to improve retention and progression;
- Working with Skills Development Scotland to ensure appropriate support for young people with identified additional support needs;
- Working with other partners to ensure a smooth transition between episodes of learning and training;
- Ensuring information on relevant provision is current and accurate and is uploaded to the National Learning Opportunities Database;
- Ensuring the quality assurance of contracted provision.

### *Data Management*

- Maintaining data in their respective management information systems about a young person's application to, enrolment in and leaving from, a course or programme and sharing such data appropriately with Skills Development Scotland;
- Working with Skills Development Scotland to review/renew Data Sharing Agreements at agreed intervals and ensuring relevant staff are familiar with and honour the scope of the Agreements;
- Working with the wider local partnership to scrutinise data in order to inform future service delivery.

## Department for Work and Pensions

The Department for Work and Pensions supports young people of working age from welfare into work. Their role in enabling young people to participate in training and employment will mainly be through joint-work with Skills Development Scotland. It will provide support for young people who have not already taken up a place in further learning, training or work. After 9 months unemployment, 18-19 year olds will transfer to the Work Programme.

Responsibilities for Department for Work and Pensions include:

### *Training and employment opportunities*

- Ensuring information on local employment opportunities and Department for Work and Pensions provision for 18-19 year olds is available to them.

### *Supporting Young People*

- Working with Skills Development Scotland to support young people through the benefit application process, where appropriate;
- Engaging with young people who have registered as unemployed to re-engage them in employment or appropriate Department for Work and Pensions provision;
- Where appropriate, referring 18-19 year olds registered as unemployed to Skills Development Scotland for career information, advice and guidance.

### *Data Management*

- Providing Skills Development Scotland with appropriate information on young people who are claiming benefits.

## Parents/carers and young people

**Parents and carers** will wish to be active partners in supporting their children to progress to further learning, training and employment and to fulfil their potential generally. They will want to encourage them to be both ambitious and realistic about their future learning and training and their longer term career aspirations, and to help them to take advantage of the opportunities and support available. Undoubtedly, parents and carers are key influencers in their children's decisions and play a major role in helping them to consider their options and make informed decisions.

It will be important for partners to engage parents and carers (including local authorities as Corporate Parents) in their children's post-16 options. Information for helping parents understand what the senior phase can offer their children, leaving school and post-16 opportunities can be found at [www.educationscotland.gov.uk/parentzone/cfe/index.asp](http://www.educationscotland.gov.uk/parentzone/cfe/index.asp)

Skills Development Scotland's on-line career information service – *My World of Work*, available at <http://www.myworldofwork.co.uk> - can help young people to plan and manage their careers.

**Young people** should be fully engaged in, and take responsibility for, their post-16 learning training and employment. While young people will receive the professional support they need, it is for them themselves to make the most of the opportunities available to them.

Receiving the right opportunities and support requires young people's agreement to their data being shared with relevant partners. Such data sharing should be seen as a positive step and is one that all young people should consider opting into. Young people should also actively consider any offers made to them and not dismiss them without valid reason.

It will be important for individual young people to inform their school - as soon as possible - that they have accepted an offer of a place in learning or training or of employment. They should also inform any colleges who have offered them a place whether they will take up the place. Similarly, those young people who have already left school should confirm to Skills Development Scotland or the Department for Work and Pensions that they have accepted a post-16 offer.

Young people will wish to be reassured that support and further opportunities, where appropriate, will continue to be provided up until their 20<sup>th</sup> birthday and that both Skills Development Scotland and the Department for Work and Pensions will help them to enter and sustain learning, training and employment.

## MEASURING THE SUCCESS OF POST-16 TRANSITIONS

The success of post-16 transition planning will be measured on the basis of the proportion of 16-19 year olds participating in learning, training or work. Within the National Performance Framework the National Indicator on positive post school destinations has been amended accordingly.

The Scottish Government is working with Skills Development Scotland and other partners to improve data sharing in order to establish a credible data set on which to track progress on the National Indicator. This depends on partners adopting the practice set out in the Post-16 Transitions Data Practice Framework as well as the duty to share data which will be imposed on learning institutions as part of the forthcoming Post-16 Reform Bill. In the interim, the School Leaver Destination Return will continue to be the proxy for the National Indicator.

Opportunities for All acknowledges that all participation is positive and, in the period between a young person's 16<sup>th</sup> and 20<sup>th</sup> birthdays, should be regarded as transitional rather than a destination. While education and training are important phases in a young person's life which can improve their job options, they are not in themselves destinations. Through active data sharing across partners, the 16+ Learning Choices Data Hub will enable Skills Development Scotland to monitor and track young people's participation across the post-16 learning system.

In measuring success, local partnerships should establish the number of young people who are participating in learning, training or employment, including:

- remaining at or returning to school, ie on the school roll;
- taking a course of further or higher education, including those supported by European funding;
- undertaking a Skills Development Scotland-funded programme, including those supported by European funding;
- engaging in an Activity Agreement;
- engaging in learning through an Individual Learning Account;
- participating in learning or training offered by Third Sector providers;
- participating in learning or training offered by Social Enterprises;
- participating in learning or training offered by Community Learning and Development;
- voluntary work and some other volunteering activity;
- work experience, where it is part of a recognised course or programme;
- participating in the Department for Work and Pensions Single Work Programme or other DWP training and support programmes; and
- being employed, including undertaking an internship or self employed.

A young person should only be counted as participating once they have commenced their course of learning or training or have taken up employment. It may not be necessary for partners to continue supporting a young person who has accepted, but not yet started, their planned course or job; however, they should continue to monitor the individual's circumstances to ensure the place is taken up.

Clearly, it is important for partners to have a good understanding of individual young people's learning journeys so that, collectively, they can take steps to mitigate particular barriers. In doing so, and until the participation measure has been developed and relevant reports have been agreed, partners should continue to analyse data provided through the annual School Leaver Destination Return and related follow-up, together with the detailed local analyses made available by Skills Development Scotland to local authorities in line with local Data Sharing Agreements.

Additionally, through the 16+ Learning Choices Data Hub, Skills Development Scotland will be able to provide local partners with the detailed 'real time' data that is needed to support young people's on-going participation. This includes agreed data on individual young people, their learning journey and outcomes. It is crucial, therefore, that partners share their data with Skills Development Scotland so that all available data is reflected in planning and delivery.

## USEFUL RESOURCES

A guide to Getting it Right for Every Child -

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Curriculum for Excellence: various support materials -

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

More Choices, More Chances -

<http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

16+ Learning Choices Policy and Practice Framework -

<http://www.scotland.gov.uk/Publications/2010/03/30180354/0>

Career Information, Advice and Guidance Strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/8>

Opportunities for All Implementation Paper –

<http://www.scotland.gov.uk/ofa>

Post-16 Data Practice Framework –

<http://www.scotland.gov.uk/post16data>

Scotland's Youth Employment Strategy: Action for Scotland – Supporting Young Scots into Work - <http://www.scotland.gov.uk/Publications/2012/06/9210/0>

Community Learning and Development Strategic Guidance -

<http://www.scotland.gov.uk/Publications/2012/06/2208>

Working for Growth - <http://www.scotland.gov.uk/Publications/2012/09/5609>

Employability in Scotland website - <http://www.employabilityinscotland.com/>

Partnership Matters –

<http://www.scotland.gov.uk/Topics/Education/UniversitiesColleges/16640/stakeholdergroups/disabledstudents>

The Scottish Labour Market Information and Intelligence (LMI) Framework –

<http://www.scotland.gov.uk/Topics/Economy/labour-market/LMI/ScottishLMIFrameworkdoc>

### WHAT CONSTITUTES 'PARTICIPATION' IN POST-16 LEARNING OR TRAINING

Within the context of Opportunities for All, all participation is regarded as positive and should be regarded as transitional. Although education and training are important phases in a young person's career which can improve their job prospects they are not, in themselves destinations. Similarly, the jobs that young people do on entering the labour market should be viewed as the first step on their career path.

- **School education**

Remaining at or returning to school for all or part of the curriculum, in S4-S6. It might include a curriculum delivered wholly by the school or one that involves both the school and other providers (further and higher education, employers, community-based and Third Sector providers) working in partnership to enable the young person to achieve as much as possible from their education. The school should retain overall responsibility for planning the most appropriate educational provision for the young person.

- **Full- or part-time Further or Higher Education**

Attending college and studying below SCQF level 7, eg National Qualifications, Access courses, portfolio courses, portfolio preparation, pre-vocational courses, S/NVQs.

Attending university to study at or above SCQF level 9 (degree level), or an FE/HE college to study at SCQF levels 7-8 (HNC/HND level).

- **Skills Development Scotland-funded training programme**

Undertaking a training programme, involving a contractual arrangement between Skills Development Scotland and a provider, including:

- Modern Apprenticeship – employed and undertaking a vocational qualification at SCQF levels 5-11 in a specific sector
- Pre-employability training
- Vocational skills training for adult unemployed

This is a dynamic environment, particularly as a result of specific programmes designed to respond to the impacts of recession. In this context, partners will require to keep abreast of national and local developments.

- **Engaging in an Activity Agreement**

An Activity Agreement is a signed agreement between a young person and an adviser that the young person will take part in a programme of learning and activity (non-formal options including community learning and development type activity) which helps them to become ready for formal learning or employment. Activity Agreements are focussed on young people who, on leaving school, are likely to enter a negative destination.

Activity Agreements provide 'stepping stone' provision, in a community or third-sector setting for those young people who are not ready or able to access formal learning post-16.

- **Engaging in learning or training through an Individual Learning Account**

An Individual Learning Account is a demand-led source of funding, providing up to £200 per year towards the cost of learning. It is targeted at low paid, low skilled and unemployed individuals. The funding can be used towards a wide range of courses and supports individuals to improve their skills, gain qualifications and be better placed to get into or stay in employment. Full details are at <http://www.ilascotland.org.uk/ILA+Homepage.htm>.

- **Third Sector provision**

Participating in a training or skills development programme delivered by a Third Sector organisation.

- **Volunteering**

Undertaking voluntary work/volunteering, which will involve a young person giving of his/her time and energy through a third party. It will benefit both the young person and others, including individuals, groups and organisations, communities, the environment and society at large. A young person will get involved in volunteering through choice, and should not be motivated primarily by financial gain or by a wage or salary. Some volunteering may include a financial allowance.

- **Department for Work and Pensions provision**

The Work Programme is the Department for Work and Pensions' main contracted element of provision for people who are longer term unemployed. As well as Jobseekers, this may include recipients of health-related benefits such as Employment and Support Allowance. The two Prime Contractors in Scotland are Ingeus UK Ltd and Working Links; referral, by Department for Work and Pensions, is from 9 months unemployment for 18-24 year olds. Provision can last up to 2 years.

Prior to entering the Work Programme, the following 'Get Britain Working' measures are offered:

- New Enterprise Allowance (self-employment)
- Working Together (volunteering)
- Work Experience (initially for young people)
- Work Clubs (community-led activity)
- Enterprise Clubs (community-led activity)
- Sector-based Work Academies (pre-employment training plus work experience)

Through the Youth Contract, launched in April 2012, additional support is provided to help 18-24 year olds into work. Measures relevant to Scotland are:

- additional personal adviser time with young people who have been unemployed for 3 months;
- additional work experience opportunities and places on sector-based work academies; and
- a wage subsidy of up to £2,275 to employers recruiting young people from the Work Programme, Work Choice or (in some areas) Jobcentre Plus.

#### • **Personal/Skills Development**

Some young people are not yet ready for, or in the position to participate in any of the foregoing opportunities. Where this is the case, individuals should be able to engage in Personal/Skills Development often, but not exclusively delivered by a community-based or Third Sector organisation, as a stepping-stone to more formal opportunities. This includes a wide range of what will often be short-term learning and development combined with appropriate personalised support, such as:

- Pre-employment training delivered through Skills Development Scotland or other providers;
- Employment involving less than 16 hours and including either job-related training or Personal/Skills Development;
- Personalised programmes of support aimed at supporting progression to further positive progressive activity;
- Activity Agreement (see above).

#### • **Employment and Self-Employment**

Beyond the Opportunities for All commitment, any young person who wants to progress to employment should be supported to do so. This includes employment (where this is not a Modern Apprenticeship) and self-employment, including:

- full- or part-time employment (with a minimum of 16 hours);
- self-employment and earning a living by working independently of an employer either freelance or by running their own business;
- undertaking an internship, where a young person, has completed an agreed course and is working for a set period in an organisation to enhance their skills and knowledge through practical work experience and for which the young person should be paid.

## POST-16 TRANSITIONS – THE OFFER PROCESS



Planning starts well before young person's eligible school leaving date; with early identification of those at risk of disengaging. Tracking, monitoring and support are central to the process for all young people.

Building on Career Management Skills developed throughout school, Career IAG will be available through *My World of Work* and targeted support from Career and Job Coaches as required.

Learning providers are responsible for sharing data on young people with SDS, via the 16+ LC Data Hub, so that individuals are tracked, monitored and supported.

An offer can be recorded once it is confirmed; it must be agreed by the young person and the provider. There must be a start date.

Education and learning within a broad, general education through Curriculum for Excellence Experiences and Outcomes.  
Early identification and tracking of young people at risk of disengaging who may require support; joint planning between partners.



All young people are identified by the local authority, schools, SDS, working with other partners as required.  
Schools record relevant data on MIS for sharing with partners to ensure young people's support needs are planned for appropriately.



Partners jointly engage/re-engage with young person to establish their transition needs and planned progression..



Learning provider makes an appropriate post-16 offer to the young person (with agreed start date).  
If young person is eligible for a further offer, SDS will engage with them to determine the most appropriate partners to provide the offer and support.



Learning provider monitors take-up of the offer and timeously informs SDS of non take-up; non-completion or completion of the opportunity offered.



Young person does not complete or take-up their post-16 offer.



Young person completes and is eligible for a further post-16 offer.



Young person is engaging in further learning, training or work, with appropriate support from partners.

## **DEFINING OUR TERMS**

### **Transition**

Moving from one post-16 option to another, i.e.: from compulsory school to S5/6; from school to post-school; and from one post-school option to another.

### **Eligible school leaving date**

The date after which a young person can officially leave school.

### **16-19 year olds**

Young people, between their 16<sup>th</sup> and 20<sup>th</sup> birthdays.

### **School Leaver Destination Return (SLDR)**

Carried out by Skills Development Scotland, it provides data on where young people (from public sector schools) are 3 and 9 months after the academic year from which they left school.

### **Participation**

A young person is deemed to be participating when they are actively engaged with an organisation for the purpose of learning, training or work.

### **Corporate Parenting**

The formal and local partnerships needed between local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of Looked After children and young people and care leavers.

### **Family firm**

The approach taken by local authorities and their partners to support careleavers to develop employability skills within their organisations.



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