

**REPORT TO:** CHILDREN AND FAMILIES SERVICES COMMITTEE –  
26 JUNE 2017

**REPORT ON:** THE PROPOSAL TO INCREASE THE NUMBER OF YOUNG  
PEOPLE FROM DUNDEE AND ANGUS ACHIEVING SUSTAINED  
POSITIVE DESTINATIONS IN EMPLOYMENT THROUGH THE  
ESTABLISHMENT OF A NEW 'FUTURE SKILLS COLLEGE'

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 229-2017

## **1.0 PURPOSE OF REPORT**

1.1 This report contains the formal proposal to establish the Future Skills College (FSC) through a collegiate approach with the aforementioned partners, and others as appropriate, which will promote increased access to sustainable employment, in a range of sectors, for young people in Dundee and Angus. This report takes cognisance of the National Improvement Framework, the recommendations proposed by the Commission for Developing Scotland's Young Workforce and Scotland's Youth Employment Strategy and the Council's own emerging revised employability strategy.

## **2.0 RECOMMENDATION**

It is proposed that the Children and Families Services Committee:

- i notes the contents of this report
- ii agrees to the formation of the Future Skills College (FSC)
- iii instructs the Executive Director of Children and Families Service to proceed with the proposal.

## **3.0 FINANCIAL IMPLICATIONS**

- 3.1 The financial implications arising from the implementation of this project will amount to £57,700 in 2017/18 and £92,400 in a full financial year. This will cover the additional teaching staff required for the project and will be funded from the existing Children and Families Service Revenue budget.
- 3.2 Long-term funding of this project will be absorbed into the normal business of the core partners, in particular the two local authorities and Dundee and Angus College.
- 3.3 In addition to this, seed funding from Northwood Trust, 4J Studios and other private sector sources has been sought to cover the costs of the initial set up as well as running costs over the first five years of operation. These costs include the cost of a project coordinator. Teaching staff, as required, will be funded from existing Children and Families Service budgets. Dundee and Angus College has agreed to make a contribution in relation to lecturing staff, property and back office support. Skills Development Scotland has agreed to make a contribution in relation to staffing support around employability and skills development.

## 4.0 BACKGROUND

4.1 Through the National Improvement Framework, the Scottish Government states that its purpose is to: create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth. The premise of the FSC articulates well with a number of the National Improvement Framework key priorities namely:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Whilst all of these priorities will permeate the FSC curriculum, the primary measure of success will be the extent to which the young people sustain their employment activity beyond the locus of the college environment.

4.2 The Commission for Developing Scotland's Young Workforce, chaired by Sir Ian Wood published its findings in June 2014. This report reviewed Scotland's approach to vocational education and youth employment. It also posed a number of challenges to all of those involved with young people to ensure that every young person has a relevant educational experience leading to the relevant skills development necessary for attaining and sustaining employment.

4.3 The Scottish Government's response to this report, Scotland's Youth Employability Strategy, published in December 2014, sets out a seven-year programme which underpins and promotes the development of opportunities to ensure that young people are able to take their place in employment.

4.4 Central to this is the role of local government, the college sector, Skills Development Scotland and, importantly, employers. Within the strategy, the Scottish Government has set a target to reduce youth unemployment in Scotland by 40% by 2021. The formation of the FSC will form part of a range of strategies employed by Dundee City Council, Angus Council and Dundee & Angus College in order to meet this target.

4.5 The initial school leaver destination statistics 2014/2015 point to an increasing trend in Dundee with 93.5% of school leavers entering a positive destination. This fell in the follow up survey six months later to 91% indicating 2.5% of school leavers, for whatever reason, failed to sustain a positive destination. When this is coupled with the new participation measure which identifies those in a positive destination age 16 to 19, the Dundee rate is 85.7%. However, more starkly, the level of 19 year olds in a positive destination in Dundee in August 2016 was 78% with the second highest non-participation rate in Scotland of 12.7%. One of the aims of this proposal will be to ensure that this participation measure data shows year on year improvement. FSC will, through early intervention and increased partnership working equip the young people with the skills necessary to sustain a positive destination.

4.6 The scope of FSC will also encompass and support the, already good work, carried out by PACE and Helm. The young people in attendance at these two programmes are those with the most significant barriers to overcome in order to secure and sustain employment. By customising individual programmes and providing supported transition into a work place environment, the young people will be further

prepared to understand the benefits to themselves, their families and their communities in being in employment.

- 4.7 The principle of FSC and its subsequent development is based on some of the work currently being undertaken by Dundee secondary schools in the fields of plumbing and electrical trades. This work, in its third year, has been successful in providing pathways for young people, in partnership with Dundee and Angus College and employers, to secure sustained employment.

Up to 15 young people are selected through interview to participate on the course. They remain on a DCC school roll spending two days per week in school, two days per week in college and one day per week in a work placement with an allocated employer. If the young people successfully complete the course they are offered employment with the employer they have been on placement with.

FSC will develop this model to include other employment sectors using local labour market information from Skills Development Scotland, Dundee and Angus Developing the Young Workforce and D&A Chamber of Commerce. Initially this will be in Early Education and Childcare and then expanding further as suggested by the local employment landscape.

- 4.8 Whilst successful, the current model is not without its challenges. Pupils, for a variety of reasons such as lack of confidence, uncertainty around a programme that is not the norm and allegiance to their school and friends, can be reticent to participate in the programme. Parents have to be convinced that this pathway is as meaningful, relevant and has an equivalent currency to those offered by the school and school staff need to be informed and appraised of the value of recommending this pathway to the young people. Employers will also have to be convinced that the candidate selection process is sufficiently rigorous to meet their needs and that the support provided to the young people prepares them adequately for success in the workplace.

The success of this pathway will be the extent to which all parties work in partnership. All are committed to ensuring that young people are supported to become economically active citizens in Dundee and Angus, also that this activity can be sustained over time.

The status of the partners involved and the diverse nature of the funding streams indicate the breadth of support available to both raise the profile of the pathway and to underpin and ensure its success.

## **5.0 ESTABLISHMENT OF THE FUTURE SKILLS COLLEGE**

- 5.1 It is proposed that FSC be established based at Dundee and Angus College, Gardyne Campus, utilising other DCC and Angus Council facilities and employer premises as appropriate. Staffing for FSC will be provided by Dundee and Angus College, Dundee City Council, Angus Council as well as other partner organisations such as Skills Development Scotland.
- 5.2 The young people will, in the first instance, come from the senior phase of secondary education (S5-S6) in Dundee secondary schools and Carnoustie and Monifieth High Schools. They will remain on their respective school rolls but continue their formal education in the range of settings as described. The curriculum will be partly generic

and partly bespoke to the young person and the employment sector they will be entering.

5.3 The places available at FSC will be demand driven by employers. Young people participating will only do so if there is an offer of employment.

5.4 Currently over 200 young people participate each year in a shared curricular delivery model with Dundee and Angus College. Two afternoons per week senior phase pupils from the eight secondary schools in Dundee attend college to study courses as diverse as HNC Computing to National 5 Construction. Depending on their interest, it is possible for the young people to attend college throughout their senior phase, either following a specific programme with appropriate progression, to three individual and diverse subject areas depending on their interests. This model is successful at developing the relevant skills in our young people to provide them with a solid base for their next destination in education, training or employment.

The missing link in this model is the engagement with the employers and the guaranteed employment at the end of a course of study. The proposed FSC will bridge that gap and ensure that the employers are committed to offering employment opportunities to the young people.

5.5 For session 2017/2018 onwards the young people will spend two days per week at FSC completing their secondary education to the highest standard possible. This part of the curriculum will focus on: literacy; numeracy; Health & Wellbeing; generic employability skills; and the Duke of Edinburgh Programme. DCC teachers will lead these classes and activities, with support from external specialist staff as appropriate.

A further two days per week will be led by lecturing staff from Dundee and Angus College, focusing on the development of pre-apprenticeship job specific skills. The young people will spend their final day of the week on work placement with an employer.

The objective of FSC is that young people who successfully complete this course will graduate directly into a full-time traineeship or apprenticeship with the employer they have spent the year on work placement with.

5.7 It is estimated that the college will operate from session 2017/18 with 30 students building to around 200 students within five years.

For 2017/18 students will follow courses in electrical and plumbing trades, as successfully delivered over the last three years. The new area being added this session is early education and childcare.

In subsequent years additional areas of employment will be added to secondary school course choice options based on demand from employers and local labour market intelligence. These areas will be identified in close consultation with Dundee and Angus, Developing the Young Workforce, Dundee and Angus Chamber of Commerce and Skills Development Scotland.

## **6.0 APPROVAL OF THE PROPOSAL**

6.1 Approval of this proposal will support young people in Dundee and Angus to develop the requisite skills to support them into sustained employment. In the local context this will mean that the employment opportunities will exist based on employer

commitment and sectoral specific labour market information. This labour market intelligence will, in turn, enable DCC Children and Families Service to support innovative curricular change that continues to well-designed educationally, around the needs and aspirations of young people, whilst also being relevant to a diverse and rapidly changing local economy. Employers will also benefit from having a young workforce that has been effectively supported and developed through the crucially important life transition from an excellent education to sustained employment.

## **7.0 POLICY IMPLICATIONS**

7.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

## **8.0 CONSULTATIONS**

8.1 The Council management Team and Dundee and Angus College have been consulted in the preparation of this report.

## **9.0 BACKGROUND PAPERS**

9.1 None.

PAUL CLANCY  
Executive Director of Children and Families Service

May 2017



## DUNDEE CITY COUNCIL

### Equality and Diversity Impact Assessment Tool

#### Part 1

<b>Date of assessment</b> 24 May 2017	<b>Title of document being assessed</b> The Proposal to Increase the Number of Young People from Dundee and Angus Achieving Sustained Positive Destinations in Employment through the Establishment of a new 'Future Skills College'
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	Establish a Future Skills College
3) What is the intended outcome of this policy, procedure, strategy or practice?	To provide greater opportunities for young people in school to attain positive sustained vocational pathways
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Developing Scotland's Young Workforce
5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.	No
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Kenny McKeown
7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy? (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2

**Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?**

**NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.**

**If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.**

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3

<p><b>1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</b></p>	<p>No</p>
<p><b>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</b></p>	<p>No</p>
<p><b>3) What action is proposed to overcome any negative impacts? E.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. see Good Practice on DCC equalities web page</b></p>	<p>Not applicable</p>
<p><b>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice)</b></p>	<p>Not applicable</p>
<p><b>5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</b></p>	<p>No</p>
<p><b>6) How will the policy be monitored? (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.</b></p>	<p>Level of uptake and impact on positive sustained destinations. Feedback from employers.</p>

Part 4

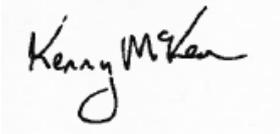
Name of Department or Partnership: **Children and Families Service**

**Type of Document**

<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input checked="" type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

**Contact Information**

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<b>Signature of author of the policy:</b>		<b>Date 24 May 2017</b>
<b>Signature of Executive Director/Head of Service area:</b>		<b>Date 24 May 2017</b>
<b>Name of Executive Director/Head of Service:</b>	<b>Paul Clancy</b>	