

The Impact of Scotland's Developing Young Workforce Strategy on Education



CHILDREN, EDUCATION AND SKILLS

The Impact of Scotland's Developing Young Workforce Strategy on Education
The Lines Between

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Executive summary

The Developing the Young Workforce (DYW) strategy was introduced by the Scottish Government in 2014 to prepare learners for future employment pathways and opportunities as they transition into the world of work. The Lines Between was commissioned to carry out research into the impact of implementation of the strategy, focusing on provision in schools through Broad General Education (BGE), and the Senior Phase of Curriculum for Excellence (CfE). Key research tasks were to explore variance across implementation and to evidence the extent to which the DYW programme aims have been met, covering:

- the status of DYW and work-based learning in schools
- factors that encourage or hinder DYW implementation
- approaches to promoting DYW learning among young people
- the impact of DYW and work-based learning on young people.

Methodology

This study took place during 2022 and featured interviews with 67 staff from a sample of 15 schools across Scotland, interviews with 14 national and local stakeholders; and an online survey of staff within schools that took part in the research to extend the reach of participation from the school sample and gain the perspectives of wider staff groups within each school. We highlight that the limited sample of 15 schools means that survey findings are not to be considered statistically significant and the qualitative data may not represent all schools' experiences.

The status of DYW and work-based learning in schools

Activities aligned to DYW include curricular activity; extra-curricular projects; careers-focused events; work experience placements; workplace visits/tasters; one-to-one support; and sharing work-based learning opportunities and job vacancies.

Different approaches to delivering DYW at the BGE and Senior Phases of the curriculum were identified. In BGE, there is an emphasis on raising awareness of different job roles and the skills and qualifications they require; DYW activity

becomes more focused in the Senior Phase. By this time, young people are more likely to have identified career options they want to pursue so more personalised support is delivered to help achieve their aims. Schools that took part in the research all reported strong commitment to implementing DYW. However, there is some variation in the extent to which DYW and work-based learning opportunities have been embedded.

Factors that encourage or hinder DYW implementation

Five themes emerged in the analysis of factors which support DYW implementation within schools: staff and leadership; teamwork; monitoring, resources and funding; partnerships with employers and colleges; and parental and community involvement. Factors which discourage or prevent schools from embracing DYW and embedding work-based learning include: staff capacity, skills and funding; information management; geography and school type; pupil needs; and barriers to partnerships with employers and colleges.

Learner Journey

DYW's impact on the learner journey spans how work-based learning is promoted to pupils; impacts for young people; and contribution to a reduction of workplace and educational inequalities. Many interviewees suggested the DYW strategy has led to greater efforts to share information about vocational learning opportunities with pupils in recent years. The main benefits for young people identified in the research include: access to a much broader range of work-based learning opportunities; presenting as more prepared for the world of work; improved prospects of achieving and sustaining positive destinations; and being more engaged with and invested in their own education.

Many felt that the implementation of the DYW strategy has helped young people to improve their chances of achieving and sustaining positive destinations, and exposure to different styles of learning has helped some pupils to improve their focus and engagement. DYW has also helped to address educational and workplace inequalities.

Conclusions and recommendations

This report provides evidence that, among schools which participated in the research, the aims of the DYW programme are being met. DYW has been embraced by schools, and this willingness stems from the positive impacts staff have seen for pupils and their belief that DYW improves pupils learning experiences while at school and enhances their future employment prospects.

Twenty learning points to inform future policy related to preparing young people for work were identified in the research, and five main recommendations are made:

1. For the Scottish Government to share this report with stakeholders, including schools across Scotland and the range of agencies and organisations that contribute to the implementation of DYW.
2. Working in partnership with COSLA and other key stakeholders, we recommend the Scottish Government develops policy responses which address the learning points set out in chapter 5 and considers whether additional or reallocation of existing resources is required to fund any policy measures.
3. To further embed work-based learning into the curriculum, we recommend the Scottish Government ensures that the principles of DYW are incorporated into curriculum design processes at a national, regional and individual school level.
4. To build on the strengths and successes identified in this research, we recommend that the flexibility inherent to DYW is maintained. This includes enabling schools to learn from one another through sharing examples of good practice, providing support for tailored work with individual pupils, and the capacity to respond to local labour market opportunities.
5. Finally, to provide a holistic understanding of the impact of DYW, we recommend that any wider evaluation of DYW includes research with pupils and parents/caregivers to understand their experiences and perspectives on the implementation and impact of DYW.

1. Introduction

The Developing the Young Workforce (DYW) strategy was introduced by the Scottish Government in 2014 to prepare learners for future employment pathways and opportunities as they transition into the world of work. Building on foundations embedded in the Curriculum for Excellence, DYW engages pupils from early years through Senior Phase and beyond. The strategy promotes collaborative work between schools, colleges, employers and local government to ensure that career guidance and curricula reflect learners' abilities and preferences, and the labour market's needs.

The Lines Between was commissioned to understand the impact of implementation of the strategy, focusing on provision in schools through Broad General Education (BGE), and the Senior Phase of Curriculum for Excellence (CfE). Key research tasks were to explore variance across implementation and to evidence the extent to which the DYW programme aims have been met, exploring:

- the status of DYW and work-based learning in schools
- factors that encourage or hinder DYW implementation
- approaches to promoting DYW learning among young people
- the impact of DYW and work-based learning on young people.

Policy context

The Scottish Government created the Developing the Young Workforce strategy in response to the independent report, [“Education working for all: developing Scotland's young workforce”](#). This report suggested that gender, race, and disability significantly affected access to education and employment, as did experience of the care system. When the strategy was published in 2014, the youth unemployment rate in Scotland was 18.8%, with more than 50% of school leavers not continuing onto university.

Developing the Young Workforce was a joint partnership programme between Scottish Government and COSLA, which aimed to support young people to become

better qualified, more work ready and gain skills relevant to the current and anticipated job markets. To achieve these goals the Scottish Government funded 21 employer-led DYW Regional Groups to partner with local educational institutions.

Within this landscape, a number of other steps were taken to continue to improve, understand, expand and diversify the pathways to employment for young people in Scotland. This includes the:

- [Young Person's Guarantee](#), introduced by the Scottish Government Fair Work, Employability and Skills Directorate in 2022. An [update report on the Young Person's Guarantee](#) was recently published, setting out progress over the two years of the Guarantee and the direction of travel going forward.
- Response by the Scottish Government to recommendations in the [Careers By Design report](#) (2022) by Skills Development Scotland; and
- Recognition of DYW by the OECD in the 2021 report '[Scotland's Curriculum for Excellence into the Future](#)' as one of the three pillars of education, alongside the Curriculum for Excellence and Getting it Right for Every Child.
- Results of the [Employer Perspectives Survey](#), which cover awareness and engagement with DYW Regional Groups and highlights key skills sought by employers. Meta-skills were the most sought after attribute in candidates among employers, with 70% rating these as significant or crucial when recruiting staff. Meta-skills include problem solving, critical thinking, communication, creativity and leadership, and these are the kinds of skills that DYW and work-based learning can develop in young people.

Overall, efforts to address youth unemployment in Scotland appear to have been successful - the target to reduce youth unemployment by 40% was met in [2017](#), and the unemployment rate for 16- to 24-year-olds decreased by 3.3% over the period April 2021 to March 2022 compared to the previous [year](#).

The Scottish Government, on behalf of Scottish Ministers, commissioned independent research to evaluate the impact of the Developing the Young

Workforce (DYW) Strategy (December 2014-2021) on education in Scotland. The research was not intended as an evaluation of the entire DYW strategy and is part of a wider ongoing programme of research which includes an evaluation of DYW's engagement of employers and an internal evidence review by the Scottish Government.

Methodology

This study took place across 2022 and involved mixed methods, featuring:

- interviews with 67 staff from a sample of 15 schools across Scotland
- interviews with 14 national and local stakeholders; and
- an online survey of staff within schools that took part in the research to extend the reach of participation from the school sample and gain the perspectives of wider staff groups within each school, which achieved 63 responses.

In the research planning stages, the Scottish Government followed the access protocols for social research in school settings and sought all necessary opt-outs from Scotland's Directors of Education. They provided a list of eligible schools for the research team to draw their sample from. A sampling framework (see Appendix B) was developed to ensure engagement with a diverse mix of primary, secondary and ASN schools, spanning urban and rural locations, different school sizes, geographic spread across Scotland, and the percentage of the school roll living in the 20% most deprived areas of Scotland (SIMD Quintile 1). Once the sampling framework was approved, researchers identified multiple schools that met the criteria.

Headteachers were asked for consent for their school's participation in the research; if they declined or did not respond, the offer was extended to another school with a similar profile. Reasons for declining the invitation to participate in the research included: head teacher absences due to sickness or bereavement, and lack of capacity within schools due to staffing issues linked to COVID-19. In total the research team approached headteachers in 30 schools to achieve the required sample of 15 schools.

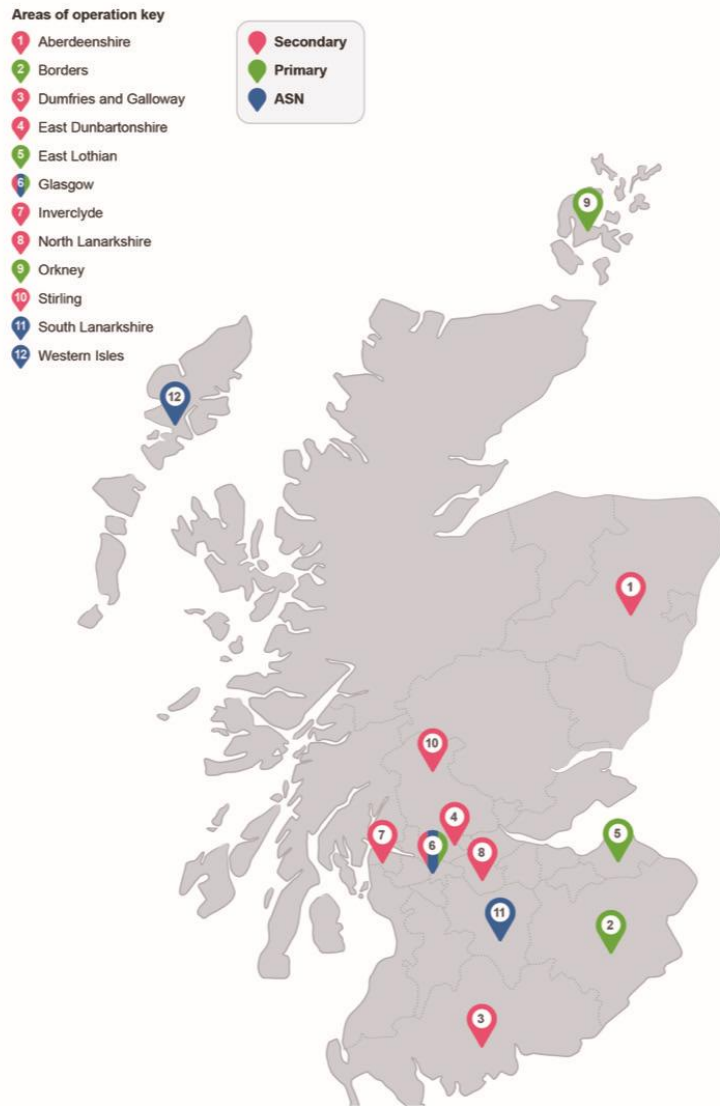
Tailored discussion guides were designed for staff in schools and stakeholders. These included core questions to be asked across all interviews, supplemented with specific questions tailored to the audience. The questions were designed to provide structure to conversations with interviewees, while providing the flexibility required to further explore different themes as they emerged. This allowed us to capture individual perspectives and experiences.

All interviews took place on an anonymous basis, to encourage openness, transparency and honesty on critical topics. Participants were emailed an information sheet before the interview and interviews were conducted virtually, either via phone call or Teams meeting. Where consent was given, interviews were recorded and transcribed.

Interviews were supplemented by an online survey of staff from schools that participated in the research. Headteachers, department heads, and senior management team members were asked to share the survey with teachers and other relevant staff within the school.

The location of schools which participated in the research is shown below:

Infographic map of Scotland showing spread of schools



Qualitative data gathered through interviews was converted into transcripts and any open-ended survey questions were downloaded. These data sets were then exported to Excel for thematic analysis. The thematic analysis process involved an initial read-through and review of the data to identify key themes, then coding all data in detail according to those themes and any other themes which emerged during the coding process. This ensured a full, robust and systematic qualitative analysis process with all data. It enabled the team to group the main themes in

responses to each question, consider the range of views across all stakeholders, and select illustrative examples and quotes.

Quantitative data collected through the survey was analysed using Microsoft Excel.

Data limitations

There are some limitations to consider with the data collected through this research, as summarised below.

- A limited sample: the research design allowed for interviews and an online survey with staff from 15 schools across Scotland. This sample, while limited, did reflect the breadth of types of school (in terms of size and geographical spread). This provided an opportunity to gather detailed quantitative and qualitative information, but it is a small sample of all schools in Scotland. The survey findings are not to be interpreted as statistically significant and the qualitative data may not represent all schools' experiences. However, this study does provide insight about experiences that has never been previously available, and a foundation that can be built on as the evidence base is further developed.
- Level of DYW engagement among participating schools: this was an opt-in study and it is possible that schools agreed to participate, at least in part, because they were already engaged with DYW. Some schools that were not involved may have lower levels of engagement with DYW and, again, it is important to note that other schools may have given different feedback to those involved in the research.
- Attribution: while the research explored the impact of DYW on schools, it should be noted that there are other initiatives and policies focused on work-based learning that may also have had an impact on schools.
- Feedback from young people and parents: the findings set out in this report are based on interviews and a survey with education professionals. While the research explored professionals' perceptions of attitudes among young people and parents, it did not involve any young people or parents directly.

Report structure

The findings set out in this report are structured as follows:

- Chapter 2 presents an analysis of the status of DYW and work-based learning in schools. It provides an overview of schools' work to implement DYW, examples of good practice, variance among schools including differences between BGE and Senior Phase, findings on the impact of COVID-19 on the status of work-based learning and schools' responses, the impact of DYW on the status of work-based learning in schools and any influence on attitudes to work-based learning.
- Chapter 3 covers factors that encourage or hinder DYW implementation.
- Chapter 4 addresses approaches to promoting DYW learning, and an analysis of the impact of DYW and work-based learning on young people.
- Chapter 5 summarises key learning points to inform future policy formation.
- Chapter 6 sets out conclusions.
- The full survey results are included as Appendix A and the research sampling framework is presented in Appendix B.

2. Findings: The status of DYW and work-based learning in schools

Introduction

This chapter explores the activities that schools have undertaken to implement DYW, the impact of COVID-19 on work-based learning in schools, and how far DYW has enhanced the status of work-based learning in schools.

Overview of schools' work to implement DYW

Schools that took part in the research described delivering a wide range of activities aligned to DYW. While there was variation in the activities, they are summarised below under categories that have emerged from the analysis of the data collected through this research: curricular activity; extra-curricular projects; careers-focused events; work experience placements; workplace visits/tasters; one-to-one support; and collation and dissemination of work-based learning opportunities and job vacancies.

DYW activity



Curricular activity



Extra-curricular projects



Careers-focused events



Work experience placements



Workplace tasters/visits



Collation and dissemination of work-based learning opportunities and job vacancies



One-to-one support

Curricular activity and design

Many secondary schools reported providing timetabled classes focused on the world of work. These include discussion of different career options and the skills and qualifications required, as well as CV development, interview preparation and support with college or university applications. The approach to this varies among schools but, for example, one school includes one period a week in S1 and S2, another is planning DYW-focused teaching time for S3s in 2022-23, and a third includes one period a week for senior pupils.

Some interviewees described adopting DYW principles into their school's curriculum development process and this has resulted in a more diverse range of options in the Senior Phase. One high school, for example, has introduced a focus on skills for life, learning and work through the provision of National 5 qualifications in early learning and childcare and National Progression Awards in horticulture and exercise and fitness leadership. Another described tailoring the curriculum to the needs of individual pupils, ensuring they can access work experience, placements and/or qualifications relevant to their aspirations. Similarly, there is an example of a school using its on-site growing space and professional kitchen to enhance the hospitality qualifications offered.

In addition, primary and secondary schools encourage class teachers to emphasise the relevance of skills and knowledge gained through classroom learning to the world of work. Examples include activities to demonstrate the link between home economics and the hospitality industry, and a 'stock market challenge' in maths. Some reported using the 'I Can' statements from the [Career Education Standard 3-18](#) to help pupils understand the relevance of their class activities to the skills they will need in employment.

Links with colleges are another important consideration. There were many examples where pupils attend college during school time to work towards vocational qualifications in subjects such as STEM, hair and beauty, mechanics, construction, engineering and health and social care.

Many interviewees mentioned the value of Foundation Apprenticeships for S5 and S6 pupils. They described these as an important option in combining work-based and academic learning, especially for young people with a vocational focus. Some interviewees reported that demand for these opportunities was increasing among young people, especially those who wanted to progress to employment after school. Examples of Foundation Apprenticeships mentioned by interviewees included nursing, IT, business, media, childcare, health and social care, hospitality and maritime studies. It is worth noting that vocational courses such as these offer approaches to assessment and learning similar to further and higher education.

Extra-curricular projects

Some schools gave examples of extra-curricular projects that pupils take part in to learn about the world of work. Examples included enterprise-based projects, such as one school where S1 pupils designed and made a product before selling it at a school fair. Another school gave an example of a successful partnership with a large engineering firm, whereby S2 and S5 pupils undertake their own engineering project, supported by an engineer from the firm. This also involved opportunities to visit the firm's offices and speak to staff to gain insight into working in that sector.

Other examples include opportunities for young people to gain skills through programmes such as [Micro-Tyco](#) entrepreneurial training, the [Youth Philanthropy Initiative](#), [Scotland's Enterprising Schools](#), [Social Enterprise Academy](#), [Young Enterprise Scotland](#) and [Fairtrade](#).

Careers-focused events

Schools described a range of events to raise young people's awareness of the different careers options open to them. These include large annual careers fairs with representation from employers, universities and colleges. Some schools also reported running more frequent events with a focus on DYW, including 'business breakfasts', 'business afternoons' and 'Future Fridays' involving speakers from different employers, as well as links with the [Founders4Schools](#) programme where business leaders speak to pupils. There were also examples of one-off or ad hoc events where employers visited schools to deliver presentations to pupils.

Work experience and placements

Schools reported that work experience and placements are an important component of work-based learning. Work experience is the more traditional model where senior pupils attend a workplace for one week of experience. Longer-term opportunities, known as work placements, are also available at many schools. Interviewees reported these are becoming more popular, and can offer more meaningful and valuable experiences for young people.

“We've got a group of kids who are in S3 at the moment... they are out working one afternoon a week with the park rangers. We also have links with community gardens... we've got a group of young people out working with them. What we're trying to do probably for next year is link those experiences with the Personal Development Award. So as we can get some accreditation around what they're doing and the work that they're doing in the classroom will link with the work placements that they're doing out there.” (Guidance Teacher, urban secondary school)

Foundation Apprenticeships are an example where work placements are aligned with meaningful curriculum experiences. Other examples of work placements include a school that offers six periods per week of work experience as an option in S5 and S6, and a different school that has a partnership with a law firm whereby pupils work there every afternoon for a six to eight week programme, with the opportunity to ‘win’ a week’s work experience during the summer holidays. In another school, S3 pupils work with local park rangers one afternoon per week, and there are plans for pupils to gain accreditation for this through Personal Development Awards.

There were also examples where pupils can gain work experience at school. One, for instance, reported that S6 pupils have the opportunity to work in a community café in the school, while another said there is a hair salon in the school where pupils can gain experience and take part in training.

Workplace tasters/visits

Some interviewees reported offering brief taster visits to workplaces for young people. Examples include enabling pupils to visit workplaces such as fire stations, pizza restaurants, wind farms and hydropower schemes.

One-to-one support

Individualised pupil support from school staff and Skills Development Scotland (SDS) Careers Advisors were described. These involve working closely with young people on a one-to-one basis to help them identify their career aspirations and plan the qualifications and experience required to achieve their objectives.

A few interviewees gave examples of one-to-one mentoring opportunities. For instance, in one school a teacher meets with pupils applying for college and apprenticeships to review their options and help with their applications. Another school links Senior Phase young people with mentors from local businesses who discuss career options with them and provide support such as mock interviews.

Collation and dissemination of work-based learning opportunities and job vacancies

School staff advertise opportunities via online and physical noticeboards and email bulletins. Interviewees explained that schools receive a large volume of information about different opportunities, and that it is helpful for a member of staff to select the information that is relevant and likely to be interesting to young people, before making it easily accessible for young people online and/or in physical form.

Differences between Broad General Education and Senior Phase

BGE is the phase of learning which lasts from when a child begins early learning and childcare through to the end of S3 in secondary school before moving on to the Senior Phase of the curriculum in S4 to S6. Interviewees reflected on the differences in approaches to delivering DYW at the BGE and Senior Phases of the curriculum.

Broad general education

The consensus was that the focus of DYW in BGE is on raising awareness of different job roles and the skills and qualifications they require. Activities typically

include career fairs, employer presentations and school trips, which aim to help learners make connections between school activities and the world of work.

Interviewees from primary schools reported that DYW activities are an important consideration for P7 pupils, most notably annual events where speakers from different employers deliver presentations. However, they stressed that DYW is a consideration with all year groups. The curriculum from P1 includes coverage of skills for work through role play and discussion of different roles in the community, sometimes including speakers from local employers.

“The priorities in our infant classes are literacy and numeracy... but I think the role play... [and] the people who help us topics feed into developing the young workforce... It's more discreet, because the priorities are slightly different.”
(Principal Teacher, urban primary school)

In S1, S2 and S3, several interviewees reported that their school provides timetabled DYW classes for pupils. These classes build on the work undertaken in primary schools by further raising awareness of different career opportunities and the skills they involve. Some interviewees said their school works intensively with S3 pupils to identify their career interests and ensure their course choices for S4 align with these.

“The way that we envisage it is that we will lay the foundations in the BGE phase... We're not asking you to pick a career at the BGE phase, but what are you good at and what are your interests, then hopefully that informs better subject choices.”
(Guidance Teacher, urban secondary school)

Senior phase

Interviewees explained that DYW activity becomes more focused in the Senior Phase. By this time, young people are more likely to have identified career options they want to pursue so more personalised support is delivered to help achieve their aims. This includes efforts to identify and access appropriate work experience and qualifications, such as support with university and college applications, as well as assistance with CV development and interview preparation. A few interviewees

emphasised that the support is tailored to the pathways that individual young people are pursuing, whether that is further or higher education, an apprenticeship, or employment.

“As young people go into the Senior Phase, then we’re starting to focus more thoroughly on exit points and preparation. So the types of events begin to change, we know our likely pathway for young people then so it’s about helping them build confidence around accessing that pathway.” (Head Teacher, rural secondary school)

Impact of COVID-19 on work-based learning

School staff often described the impact of COVID-19 on work-based learning in negative terms. Many activities could not take place, and there was less time to devote to DYW. However digital approaches allowed some schools to continue aspects of DYW activities during the pandemic, and the outlook improved in the 2021-22 academic year with more progress expected in 2022-23 as Scotland recovers from the pandemic.

Impact of COVID-19 on DYW activities

Activities that are key to implementing DYW such as work experience placements, employer presentations and careers fairs were affected by COVID-19. In a few cases (discussed below) these activities were pivoted to online delivery but, for the most part, they paused during the pandemic.

Interviewees reported that opportunities for work experience and placements have reduced since the pandemic. This is reinforced by evidence from the [Scottish Employer Perspectives Survey](#), which found that the proportion of employers providing work placements for young people at school over the previous 12 months reduced from 20% in 2019 to 8% in 2021. Similarly, the survey found that, in 2021, 8% of employers engaged with educational institutions over the previous 12 months to provide ‘work inspiration’ activities such as site visits or talking to pupils about careers, compared with 15% in 2019.

A common theme was disappointment at being unable to offer young people work experience or placement opportunities, as interviewees felt that these are important in helping pupils to develop work-based skills.

“We would always take great pride in sending our Senior Phase students out on work experience. But unfortunately, work experience was put on hold because of Covid.” (Principal Teacher, urban secondary school)

“[Work experience] has been really missed, that's been a big, big blow for the school because the kids get a lot out of work experience.” (Deputy Head Teacher, urban secondary school)

Restrictions on the time available to implement DYW during COVID-19

Interviewees explained that their priority during the pandemic was to adapt to remote learning and to support young people's well-being through the pandemic. This affected the time and opportunity to deliver work-based learning. Some interviewees noted that the pandemic meant that their school's DYW plans and activities “fell by the wayside”.

“[Work-based learning] has not perhaps been the focus when staff have been doing remote learning and things like that, it's more been a focus on getting through the qualifications and from a wellbeing point of view... a lot of our focus during that time was checking in with pupils and making sure that they were all okay.” (DYW Co-ordinator, urban secondary school)

Adapting to COVID-19

Despite the challenges posed by COVID-19, there are examples of schools adapting to ensure that some DYW activities continued during the pandemic.

Digital delivery of became an important feature of DYW for schools. They shared examples of employers providing online presentations for young people. These were either live, which had the benefit of allowing interaction with and questions from the young people, or pre-recorded. One secondary school reported successfully delivering a careers convention online, with input from multiple

employers and higher and further education providers. The importance of online resources available on DYW Live was mentioned by some, and a small number described accessing virtual workplace tours. One school reported making videos with careers information and posting these on its own YouTube channel. Another reported delivering digital training for pupils and parents to help them engage with these opportunities. While there was recognition that online events were not as effective as in-person activities, they were beneficial in allowing some work-based learning to take place during the pandemic.

“We had to run the careers convention as an online event. That was really difficult... I felt for what we were able to do it was a success... It just didn't have that same one-to-one discussion, it didn't have that same informal chat.” (Principal Teacher, urban secondary school)

While most interviewees said that work experience opportunities were paused during the pandemic, one described online placements provided by a bank, demonstrating that this way of accessing experience is a possibility. A few others said that a handful of pupils were able to arrange work experience via personal contacts.

“The flip side of that has been that pupils have had access to really high quality work experience opportunities online.” (Pastoral Support Teacher, urban secondary school)

Recovering from COVID-19

Interviewees reported improvements over the 2021-22 academic year with more progress expected in 2022-23 as schools and employers recover from the pandemic.

Many interviewees said that their focus now is on re-establishing links with employers they worked with before the pandemic, and/or creating new links with other organisations. Some reported challenges, including instances where employers they worked with pre-pandemic have gone out of business or no longer have the capacity to engage with DYW, but overall interviewees expressed

optimism that 2022-23 will see a return to normality in terms of DYW, work-based learning and access to work experience, employer presentations and career-focused events and activities.

“The link with employers I would say that over the last kind of year or so did take a dip. However, we're building that back.” (Depute Head Teacher, urban secondary school)

Digital delivery post-COVID-19

Some interviewees reported that a positive impact of the pandemic is improved familiarity with and skills in engaging with digital forms of delivery among pupils and parents. This has enabled the continued delivery of some online events and activities after the pandemic. This appears to be part of a wider mover towards the use of digital platforms in education through initiatives such as the [Excelerate Learning Hub](#).

“One of the silver linings of lockdown was that pupils have become more familiar with working in Microsoft Teams. What we do each week is those opportunities arise, for DYW particularly on a Friday afternoon, we put a Microsoft form out to pupils. So there's no real barrier to anyone at that point to then click in and say, well, I want to do the mechanics, I want to do the driving school, I want to hear from finance, I want to go to the Glasgow Uni and metacognition session, to whatever it may be to get that open access, really to buy into the opportunities.” (Head Teacher, urban secondary school)

Impact of DYW on the status of work-based learning in schools.

Schools that took part in our research all reported strong commitment to implementing DYW. However, the extent to which DYW and work-based learning opportunities have been embedded varied across the schools. This section explores the impact of DYW on the status of work-based learning in schools' curriculums and on views of work-based learning among education professionals, young people and parents.

Prioritisation of work-based learning

Our research has shown that DYW has had a largely positive impact on the status of work-based learning in schools. The consensus among interviewees was that DYW has raised awareness of work-based learning and the benefits of this approach in schools. As a result, work-based learning has increased in priority and is more likely to be viewed as having an equal status with more academic learning. Nearly four-fifths of survey respondents (79%) reported that DYW and work-based learning is a priority in their school.

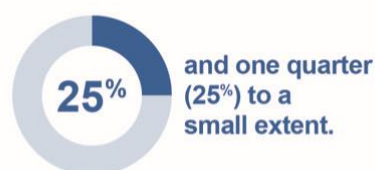
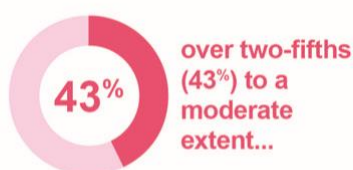
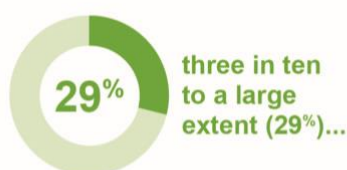
“It’s equal status within the school.” (Deputy Head Teacher, rural secondary school)

“It is a huge focus in our school, because the vision of our school is ambition for our young people, so that life after school for them is equally meaningful as their education.” (Depute Head Teacher, urban ASN school)

Impact on curriculum design

As noted earlier in this chapter, schools have delivered a wide range of activities to implement DYW, including embedding work-based learning in specific classes in the timetable, as well as encouraging class teachers to make the link between their subject and the world of work.

Virtually all survey respondents felt their school has integrated the principles of DYW into the curriculum...



“DYW influence is in every aspect of the curriculum.” (Head Teacher, rural secondary school)

“I think schools see DYW as part of their business.” (Stakeholder)

Survey respondents and interviewees reported that schools now offer more work-based learning opportunities as a result of DYW. Nine out of 10 survey respondents (90%) agreed that DYW has increased the range of opportunities available to pupils, with over one quarter (27%) strongly agreeing.

Many interviewees said there is now more focus on supporting young people to identify the most appropriate pathways for them based on their aspirations, interests and strengths, with a recognition that traditional academic learning and progression to university is not the best option for everyone.

“I think you're seeing a lot of kids coming through that are not as academic. Before, we didn't really have that much choice for them, but now we've got a good choice.”
(Pupil Support Worker, urban secondary school)

“We support a wealth of different opportunities. So if a young person is wanting to go to university, we've got the curriculum there for them. If a young person is wanting to go into the workplace, we've got supports there for that young person as well.” (Head Teacher, urban secondary school)

However, some felt there is still work to be done in some schools to further embed DYW. A quarter (25%) of survey respondents reported that the principles of DYW have been embedded in the curriculum only to some extent, while 2% said it had not been integrated at all. One fifth (21%) said that DYW and work-based learning was a priority in their school only to some extent. Some interviewees agreed: in particular, a few felt that, while good progress has been made in primary and secondary schools, the focus for future development should be primary schools.

“DYW is very well embedded in our secondary school architecture [but] I think we probably still have a job to do in our primary schools... I think we've been very good at doing the 15 to 18 bit, we need to really start drilling down to the earlier years.”
(Stakeholder)

“I would be lying if I didn't say that a lot of efforts have been focused on the Senior Phase and the latter stages of the Broad General Education.” (Stakeholder)

Views of work-based learning among education professionals

Overall, DYW appears to have resulted in improved awareness of the importance of work-based learning among education professionals. Almost three quarters of survey respondents (73%) reported that DYW has positively impacted views of work-based learning among staff. Many interviewees confirmed this, and gave several examples of teachers demonstrating increased understanding that education is not just about getting the highest possible exam results; rather, it is about preparing young people for a positive destination after school, whether that is work or further or higher education.

“I think what it has brought has been a sharp focus on ensuring young people are in a good place beyond school. I think that's the key thing.” (Head Teacher, rural secondary school)

High levels of support among teachers for DYW were described. Survey respondents were generally positive: 24% felt there is whole school buy-in to DYW and work-based learning to a large extent and 46% to a moderate extent. Interviewees also gave examples where school staff supported DYW.

“They're all very supportive, on board with DYW... I've not come across any challenges within the school in terms of resistance towards it. It's been very supported and welcomed in the school.” (Principal Teacher, urban secondary school)

“There definitely is whole school buy-in and we have had whole school meetings whereby we've picked certain areas of DYW that we've looked for a focus on... Every department, as part of the team improvement plan, have to have lessons which link in to the context of work and skills.” (Deputy Head Teacher, rural secondary school)

To demonstrate this, some interviewees gave examples where class teachers link learning with the world of work.

“I think it is certainly different now... The staff are able to make those connections with what the children are learning about... They're able to see that and support the children in understanding what they're doing.” (Depute Head Teacher, urban primary school)

“I can only speak with confidence about my own subject area, however I am constantly referring to potential careers and linking the creative skills taught in the classroom to the real world.” (Class Teacher, urban secondary school)

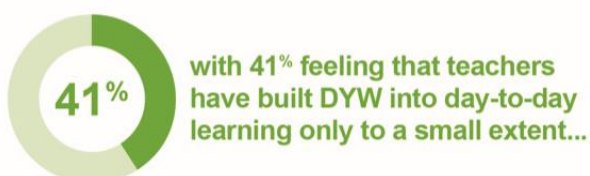
Another theme was the value of DYW in providing schools with the tools, structure and impetus for staff to promote work-based learning in a consistent way.

“I think it's the whole aspect of building the routines and structures: everybody's then singing from the same hymn sheet.” (Principal Teacher, primary school)

“School staff can no longer just go into their bubble and teach their subjects and close the door, they've got to look at skills development, they've got to look at the outside world and the world of work.” (Head Teacher, urban secondary school)

However, while most interviewees were positive about the extent to which staff had engaged with work-based learning, there is variation across schools and between individual teachers within schools: some staff have not been so supportive. Among survey respondents, 27% reported that there had been whole-school buy-in only to some extent, and 3% not at all.

While there are good examples of class teachers ensuring that the learning they provided connect with the world of work, some interviewees felt that more needs to be done. Survey responses provide further evidence of this:



“I would say [buy-in] maybe differs from teacher to teacher... I think a lot of people tend to think, well, that's not my job to get involved in that... Why should I be bothering about DYW and how it integrates into the school?” (Principal Teacher, urban secondary school)

Some interviewees described scope to further enable and encourage teachers to embrace work-based learning. Time was identified as a key challenge, with a suggestion that teachers need allocated time to incorporate work-based learning in their lessons. There was also recognition that some teachers may need support to reinforce a recognition that going straight into work from school, rather than progressing to higher education, can be a positive outcome. These issues are explored further in Chapter 3.

“It is challenging to fully integrate DYW into all subjects at all time as we are regularly working within the constraints of the curriculum and covering the material relevant for national exams.” (Class Teacher, urban secondary school)

Views of work-based learning among young people

A general theme in comments across interviews with and survey responses from school staff was that DYW has helped to enhance the status of work-based learning among young people. Almost all (92%) of survey respondents reported this, and many interviewees observed that work-based learning opportunities are perceived more positively among young people.

“I think definitely the overall impression and understanding of what these types of courses are offering has definitely improved; it's not seen as being an easy option, it's not even seen really as being a less academic option, it's just seen as being an alternative.” (Principal Teacher, urban secondary school)

An enhanced focus on work-based learning was identified by some interviewees, who suggested it has helped young people to identify a positive pathway. Some emphasised this was particularly beneficial for pupils who are not performing well in

traditional academic subjects. This has resulted in heightened aspirations and confidence among those young people.

“It's also given a focus to the kids, and got them thinking about the future.” (Depute Head Teacher, urban ASN school)

“With our young people, I think we've managed to raise aspirations there.” (Head Teacher, urban secondary school)

Some interviewees reported improved engagement and behaviour among young people because DYW has helped to enhance their aspirations and identify a suitable pathway.

“DYW is a hook that can get everyone engaged... It's a good place to start to talk about skills and give them more opportunities.” (Class Teacher, urban primary school)

“We get a lot better behaviour because young people are feeling better about themselves and more motivated.” (Principal Teacher, urban secondary school)

Although the overall consensus was of enhanced status for work-based learning among young people, some interviewees gave examples of negative perceptions among pupils. A few felt that some young people still view work-based or vocational courses as of lower status than more traditional subjects.

“We still need to do a lot of work with some young people to trust that and to have enough of them to make those courses viable, because our staffing is finite. I can fill a higher biology class three times over, but I might have six pupils that want to do a lab skills equivalent course.” (Head Teacher, rural secondary school)

Views of work-based learning among parents

An enhanced status of work-based learning among parents was described by school staff. Almost two thirds (65%) of school staff who responded to our survey reported that DYW has positively impacted views of work-based learning among parents. School staff gave examples in interviews where parents are now more

likely to appreciate the merit of work-based learning, whereas before they placed more value on traditional academic learning.

“Because we're catering for the range of young people in terms of experiences that they can have in school, I would say that the parents are supportive of that, and definitely our parents realise that there is a wealth of opportunities out there for young people.” (Head Teacher, urban secondary school)

However, there are still negative views or misunderstandings associated with work-based learning among some parents. Interviewees reported instances where parents are keen for their children to focus on traditional academic learning with the aim of progressing to university, and do not always see the value of work-based learning opportunities. A few suggested this attitude is more pronounced in more affluent areas where historically a higher proportion of young people have attended higher education.

“Some parents will still very much hold that view of five highers, straight to university.” (Careers Advisor, urban secondary school)

“We're a pretty middle class area, so many, if not most, of our parents are professional people whose frame of reference is you get your highers and you move on.” (Head Teacher, rural secondary school)

Examples of good practice

Throughout interviews, respondents identified examples of good practice, a selection of which are described in the quotes on the next page.

Examples of good practice

Throughout interviews, respondents identified examples of good practice, a selection of which are described in the quotes below.

“Our foundation apprenticeships have been growing over the last two years. We like the fact that the foundation apprenticeships come with a placement. So that’s very hands on. We have had two very successful cohorts of children and young people and also health and social care. They are run with local placements. The pupils are in local nurseries, our local early years providers, as their placement and that is definitely a big draw for the pupils that they get the hands on experience. Health and social care has been really successful and the authority have put on a very good one day course for those pupils, especially during lockdown and during recovery from COVID, where the pupils have gained an insight into how a practice nurse works, how a consultant works, how a GP works, that kind of thing. Some have been online obviously for obvious reasons during recovery. They’ve both been really successful and they are at level six.”

DYW lead, urban secondary school

“For example, with 3rd years when they were studying business, we look at interlinking them with P7 pupils, because P7 pupils looking at career areas, what they might be interested in as a career, how S3’s are doing business studies, how are they doing in particular recruitment and selection as part of HR. So the P7’s have to apply for jobs, and our S3’s do the interview for them through an interview process, as if it was to apply for a real job.”

Class Teacher, rural Secondary School

So we have these datahub meetings once a month, which I think is a really good way of making sure no one’s slipping through the net. And the people who need to discuss in the young person’s needs are there rather than having to like, you know, email so and so. So that’s been running in East Renfrewshire now for about six years. So it was on kind of just before we had our Education Scotland review that was identified as good practice, this can be spread out throughout the whole

Careers Advisor, urban Secondary School

Every school now has Future Fridays on a Friday afternoon... it’s a brilliant chance, because they’ve got a Friday afternoon, where they don’t have classes, they don’t have timetable classes, they, you know, as an opt in on Friday, so it’s a brilliant chance to get work experience and get them involved with local businesses and get them developing skills that they would need and given them those career opportunities.”

Principal Teacher, urban Secondary School

“We have a wonderful tutor who comes in... they’ve got a salon in the building. So she’s got her own hairdressing and beauty salon in the local community. So she comes in most mornings, young people will come from all across they work on cosmetology or National 4 hairdressing but also there is a barber unit as well. So she also works on delivering some barbering, and she also takes into her own salon as well, our Salon Services to buy products. So they get product awareness ticked off in terms of their qualification as well. So she is an exceptionally good sort of model of good practice.”

Depute Head Teacher, urban ASN School

3. Factors that encourage or hinder DYW implementation

Introduction

As conveyed in chapter 2, DYW works best when it is integrated within curriculum delivery, rather than viewed as an add on. This chapter explores the factors that encourage, enable, discourage or hinder schools to embed work-based learning and embrace DYW.

Facilitators

An analysis of elements which support DYW implementation within schools identified five overarching themes: staff and leadership; teamwork; monitoring, resources and funding; partnerships with employers and colleges; and parental and community involvement.

Staff and leadership

During interviews it emerged that the extent of implementation of DYW links strongly to how it is valued and prioritised by the school's senior leadership. Participants discussed a range of ways that senior staff demonstrate a commitment to DYW including: head teachers and deputy head teachers promoting and encouraging DYW activities; DYW being regularly discussed at staff meetings, assemblies, and within planning; and time being allocated to DYW within the timetable and curricular structure. Over half (51%) of survey respondents selected their Senior Leadership Team as being the most influential driver of DYW in their school.

DYW prioritisation at the Local Authority or Scottish Government level, through the Young Person's Guarantee was also noted by some staff as helpful in their efforts to drive DYW. Others reflected that leadership from the top created a culture of support for DYW and facilitated wider staff buy-in, which was described as crucial to DYW implementation.

“I think that the new SMT definitely really, really support that. And putting that period on the timetable specifically for DYW- that's been a big move... some things that you try and drive in a school you get backlash from staff, but we've definitely not found that. And I think that comes from comes from the top and the leadership of that.” (Principal Teacher, urban secondary school)

Some highlighted the benefits of an appointed staff lead with responsibility for, and time dedicated to, implementing DYW, such as a Principal Teacher for DYW or a DYW Lead. Specific DYW roles were described as helpful in: generating a school-wide approach; organising and driving the DYW agenda; establishing systems and management structures; acting as a main point of support; linking with partner agencies; conducting admin, and maintaining the prominence of DYW within a school. Staff in schools without a DYW dedicated role noted this led to siloed delivery of DYW or acted as a barrier to embedding work-based learning consistently across the school. Some talked about those in lead roles being particularly passionate about, or creative around, DYW, or felt this was key to its success. A few interviewees reflected on the risks to sustainability of over-relying on individuals to drive the DYW agenda.

“We're so so lucky that we've got (DYW Lead) because she's so passionate about DYW she just lives and breathes it. And I think a lot of the times, you are relying on individuals, rather than it being formalised. So, you know, I don't know how long we'll have her for it. I hope we'll have her for a very long time. But I would hope that the next person in that role is as passionate.” (Careers Advisor, urban secondary school)

Support from other school staff, such as Learning Assistants, Guidance or Pastoral Support Teachers, and departmental teachers, was also felt to be important. Examples were given of ASL staff supporting pupils to attend college placements, pastoral teachers coordinating vocational programmes and foundation apprenticeships, and departmental heads championing DYW.

A few commented on how the specific skills, backgrounds, or interests of teachers shaped DYW provision. Examples were given of a horticulture qualification being established because one teacher had a specific interest in this, and of the craft skills of another teacher being central to an enterprise initiative. Subject teachers spoke of, or were described as, drawing on their previous career experience, professional networks, or local contacts- in media, industry, business, science, woodwork, forestry, health and food technology, and ICT -to develop DYW content, activities and partnerships. Some identified subjects that seemed to fit more easily with the DYW agenda or highlighted specific departments as especially strong at implementing this, for example: ICT, Business, Science, Home Economics, and Geography. Others described structures that helped establish consistency across departments.

“We've got our DYW principal teacher of development, who's DYW link... And then as I said, it's filtering down through us, into departments as well. And there's a DYW Representative per department. So I'd say in terms of the management structure and the kind of cascade think it is quite strong-we're trying to make sure we've got every area targeted.” (Pastoral Support Teacher, urban secondary school)

Interviewees often described referenced SDS staff and DYW coordinators as being integral to the school's DYW provision. This echoes survey findings, where over two-thirds of respondents (69%) rated Regional DYW coordinators in the top three most influential DYW drivers within schools.

Beyond this, the research identified that schools work with, and value, contributions from a range of external partners, including pathways co-ordinators, employability co-ordinators, social workers, youth workers, community learning and development teams, local authorities, third sector organisations, and social enterprises. Staff in a combined school noted the senior school's relative advantage through its DYW coordinator and were keen for this to be rolled out to the primary school.

“I think another factor is probably the local authority DYW co-ordinator. So not every local authority has had them. And potentially some local authorities have had more staff than others, which I think has been a big help. So some of your bigger local authorities... have committed more staff to it. And it's been a really good tool and support in the schools with the DYW engagement, because it's been a separate resource, rather than teachers themselves doing some of the work.”

(Stakeholder)

Teamwork

Many interviewees highlighted the benefits of having a staff with diverse DYW focused roles, or having a strong sense of team. Good communication, shared goals and responsibilities, and a collaborative approach were seen as central to help clarify roles, minimise duplication of work, engage pupils, and embed work-based learning. A few noted the importance of peer learning and receiving support and validation from colleagues.

A variety of different staff working as DYW teams, core groups, datahub meetings, working groups, strategy meetings and networks were referred to at both school and local authority levels. These were valued for: managing referrals, tracking pupil destinations and targeting DYW interventions; increasing DYWs profile; generating ideas; sharing good practice; disseminating information and opportunities; providing training and support with planning, fostering partnerships with employers and colleges; offering informal support; and developing a shared vision across the authority. A few felt teacher buy-in, engagement and consistency of DYW provision increased when staff members from each department began attending DYW groups.

“I would say, being honest, that I feel we've had difficulties in getting partnerships on board... but that's perhaps when we didn't have this new, amazing working group that we've got... A lot of staff would have thought, This is not my job. This is guidance or this is a careers advisors job. But I do think that the new working group was getting staff on board and thinking, Oh, this isn't really that difficult.” (Principal Teacher, urban secondary school)

Monitoring, resources, and funding

Data collection and monitoring was felt by some to support meaningful embedding of work-based learning. A few, for example, described tracking the intended destinations of pupils in the Senior Phase, allowing them to better target DYW opportunities, increase support for those at risk of a negative destination, and enhance workforce planning. One school tracks pupil's self-ratings of their employability skills over time, and uses this information to tailor support. Key Performance Indicators, positive-destination rate monitoring, audits and quality assurance reviews - with Attainment Advisors or senior staff - were seen as helpful to promote accountability and consistency and recognise good practice.

The benefits of engaging in specific DYW planning or of incorporating DYW into school improvement and departmental plans was highlighted across interviews; where this was lacking, some staff felt the limited planning in their school hindered implementation.

In discussions on planning, a few mentioned useful tool kits or calendars, such as the Target Operating Model (TOM), to plan and monitor partnerships with employers. Key strategy, framework and policy documents, such as the Curriculum for Excellence and the Career Education and Work Experience Standards, were noted by some to support DYW planning and implementation. A few primary schools mentioned local authority frameworks or the 'I CAN' statements as useful tools to support understanding of how DYW fits with the curriculum and desired outcomes for each age group.

There were different perspectives on flexibility around DYW implementation; some valued this ability to be responsive to context, the labour market and individual

pupils' needs; however, a few school staff felt teachers had too much autonomy and called for more centralised planning support and guidance.

“It was on our school improvement plan for last session... sometimes if it's not written in black and white, it can be easily slipped off the radar especially in a busy school. But I think because we take the time at the initial planning stages to have a look at what the (I CAN) statements are and because they're very clear... they're quite easily slotted into different lessons.” (Principal Teacher, urban primary school)

Training and peer support were described by some as useful facilitators for DYW implementation. Examples include DYW focused CPD, conferences, inset days, case studies, mentoring, shadowing, coaching, and budding up systems with other schools. Valued contributions from Skills Development Scotland, Education Scotland, local authority attainment or quality improvement advisors, DYW teams, and universities, were also mentioned in interviews. One stakeholder explained their main aim, when delivering DYW training, was to communicate the links between DYW and current practice. DYW materials and online resources such as My World of Work, Social Enterprise Academy, DYW Live, and Twinkl were described as helpful to guide planning and generate ideas.

“One of the ways that we support it as a team, is we have quite an extensive suite of professional learning that relates to DYW, or career education... The best words I could possibly hear from a practitioner, who might have gone in cautious or a bit dismissive would be, ‘is that all it is?’, that would be music to my ear. Or ‘we do lots of that already’.” (Stakeholder)

Some flagged funding as key to signalling DYW as a priority and said this enabled partnership working, embedding work-based learning, and securing its sustainability. A small number of interviewees identify specific funding sources such as DYW, and regional funding. While most used funding for dedicated posts and protected staff time, some described using this to commission support services or facilitate DYW activities. A few said they appreciated flexibility to use funding to adapt to the needs of their setting. One interviewee, who said their school had not

been empowered to decide how DYW funding was spent, felt this lack of flexibility had been unhelpful.

Partnerships with employers and further/higher education

Over two thirds (68%) of survey respondents said supportive employers aided the implementation of DYW.

A huge variety of successful partnerships with employers were described, spanning industries including: agriculture, horticulture and forestry, armed forces, energy and renewables, health and social care, education, emergency services, legal, water, hospitality and tourism, IT and technology, banking and finance, planning, politics, hair and beauty, transport and automotive, retail, animal care, sports, media and culture and the arts, science and engineering and construction.



While some described actively seeking new partnerships, others spoke of trying to maximise the opportunities through existing contacts or the benefits of having the same employers back year on year, to build relationships and sustainability.

Partnerships with colleges and universities were also valued by some interviewees. They shared examples of pupils attending college courses or university access courses, college or university staff running in-house programmes, and universities providing schools with DYW resources. A few said they appreciated collaboration with colleges and universities around the widening participation agenda.

Interviewees identified a variety of partnership facilitators such as: DYW co-ordinators, SDS advisors, DYW Principal Teachers and subject teachers; local authority work experience units and vocational co-ordinators; DYW strategy groups; DYW websites, adverts and promotions; development awards, such as Saltire Volunteering or Princes Trust; Career Mentoring Programmes; Foundation and Modern Apprenticeship Programmes; Young Enterprise Networks; Scottish Enterprise; careers fairs and networking events; joint working with other schools; word of mouth; and employer-school partnership agreements. One stakeholder felt that pre-existing partnerships with colleges and the Chamber of Commerce had helped their region get a head-start on DYW implementation.

“We held an employer... engagement dinner, and we had pupils, you know, developing their culinary skills through providing that dinner and so on. And that gave us an opportunity to actually engage and start to generate a lot of employer links, and that shaped a lot of the stuff that we did for the kind of two or three sessions thereafter.” (Deputy Head Teacher, urban secondary school)

Some interviewees described the benefits of pupils actively participating in work-based activities alongside employers (through completing challenges etc), rather than employers simply giving a talk, or conducting mock interviews. A few shared specific events or programmes they felt had helped increase their variety of partnerships such as a countryside day, or Future Friday afternoons. Others felt that partnerships developed from strategic direction for instance by encouraging every department to link in with a business. Openness, pro-activeness, and buy-in from employers was also highlighted as key. A few suggested employer engagement was driven by corporate responsibility agendas, or policies such as

the Young Person's Guarantee, or the Recruitment Incentive Fund/No-one Left Behind funding stream.

Many interviewees recognised the benefits of partnerships with local employers. These made DYW activities easier to organise and more relatable for pupils. The importance of tailoring activities to the needs of local and future employment markets was also referenced. For instance, schools in the vicinity of renewable energy projects spoke about delivering classroom-based activities related to employment in that sector. Interviewees said this helped to increase pupil's work-based skills, competitiveness, and resilience.

DYW was also seen as important to support regional economic development and meet community needs, such as ageing populations and skills shortages. This was highlighted by some staff and stakeholders in rural locations, who spoke of a need to create and link young people with opportunities in the local area, so they do not need to move away for work. Some felt it was helpful to consider the job outlook for the region or be guided by local authority labour market intelligence when planning for DYW. A few mentioned that SDS labour market data informed their practice or curricular planning and was helpful to promote awareness of future training opportunities and employment trends. One flagged the importance of keeping staff informed about labour market patterns and accessibility of information here.

“Definitely the region keeps us on our toes.. and keeps us informed about what the labour market's looking at...Part of my job is to look at the labour market information. But if I'm honest, looking through numbers tends to not be my priority. If somebody else is doing it at the regional (level), and can tell me where I'm at, then that's, great. And we'll.. push the things that that we need to push.” (DYW Co-ordinator, rural secondary school)

While a few commented that for successful DYW implementation, pupil interests needed to be at the centre of both DYW and wider curricular provision, others emphasised the need to balance this with labour market intelligence. Examples

were given of creative ways staff had sought to strike this balance, make DYW relevant to young people, or engage them in DYW activities.

“You want them (pupils) to have their aspirations, and it's important that their aspirations are encouraged. But there needs to be meaningful conversations and meaningful understanding in terms of where the skill shortages are, what the emerging economy is, in relation to what the skills of the young person is, and in relation to what they're thinking is in terms of their pathway” (Stakeholder)

“So in PSE...they've had to look at whether what they want to do involves using digital technology or not....it's really opened their eyes as to how much they need to use technology. Being in like a really central farming community, they're always like, oh, I'm just gonna work on the farm, I don't need to know about computers...actually, your tractor and all the farm equipment...and if you run the farm, you need to know all this stuff” (Principal teacher, urban secondary school)

Parental/community involvement

Support and involvement from parents and other community members, were seen as key for DYW implementation by some. Examples included parents helping to organise work experience opportunities, facilitating partnership links, encouraging pupil uptake of DYW activities, and contributing to careers fairs, alongside alumni. One interviewee shared an example of retired community members helping out at DYW activities. A few reflected that it had taken work to encourage parental buy-in, or felt that this needed further focus, in order to support DYW implementation.

Barriers

The factors identified as discouraging or preventing schools from embracing DYW and embedding work-based learning largely fell into five overarching themes: staff capacity, skills and funding; coordination and information management; geography and school type; pupil needs; and barriers to partnerships with employers and colleges. The impact of COVID-19 is outlined in chapter 2.

Staff capacity, skills and funding

Survey respondents, most of whom were class or principal teachers, rated capacity issues as the biggest challenge to implementing DYW. Three-quarters (77%) reported difficulties finding time for DYW due to other responsibilities; three-fifths (61%) struggled to find time due to other curricular priorities. Interviewee comments support the survey results; there were many suggestions that workload, competing priorities and lack of capacity are barriers to DYW implementation. Examples shared included SDS advisors being stretched due to covering multiple schools; teachers being unable to prioritise DYW due to competing responsibilities, understaffing; and the DYW lead role being too much for one person.

Some suggested solutions to address capacity constraints, such as starting small or highlighting, celebrating, and building on current good practices. A few called for clearer guidance from the SQA or Education Scotland about curriculum links or argued for curriculum content to be scaled back.

“I’m talking to you today about DYW - but I could speak to 10 other people about other things that are priorities in the classroom just now. But I think that means more work needs to be done so that teachers don’t feel as though it’s an added-on thing - it actually becomes quite natural.” (Principal Teacher, urban secondary school)

Staff skills, confidence and understanding were also mentioned as barriers to DYW implementation. Some felt teaching staff were unsure of their role in implementing DYW or said they’d had to work on promoting an understanding that it is everyone’s responsibility. A few interviewees suggested that a lack of buy-in from staff stemmed from negative attitudes towards work-based learning or beliefs such as “that’s not my role”.

Communication, relationships, pacing, and emphasising that DYW’s natural fit with the curriculum, were felt important to overcome reluctance to implement DYW. A few stakeholders felt that DYW needed to receive greater focus within initial teacher training, or called for more teacher capacity building generally.

“I think we all understand the benefits of embracing it within every curricular area as much as you can... that’s sometimes a bit tricky, and it takes a bit of practice, I suppose. And I'm still new to teaching so it will take a few more years until I feel totally confident.” (Class Teacher, urban primary school)

As outlined under the ‘facilitators’ section above, the absence of a DYW dedicated role to drive the consistent embedding of DYW across the school, was highlighted as a challenge by some. However, amongst interviewees from schools with DYW dedicated roles, a lack of clarity about these was raised. This was noted to lead to duplication of effort, conflicting priorities, or confusion and lack of understanding for wider staff. One interviewee suggested clearly defined roles and responsibilities would be helpful.

Other barriers to joint working included different professional and personal backgrounds, a lack of shared language, different priorities amongst stakeholders, and historic relationship difficulties. Good communication and relationship building was seen as key to overcoming these challenges. Some stakeholders also advocated for better joined up working at strategic and policy levels. One felt the need for this was especially timely given the planned creation of a new qualifications body.

“We have one plan (for the local authority) and all of the council's work sits within that plan, and developing the young workforce is central to it... alongside employability and economic regeneration... the whole workforce for the future strategy.” (Stakeholder)

Funding constraints were seen as another barrier to implementation and sustainability of DYW approaches. In discussions on funding, the workload associated with developing funding applications and the restrictive nature of funding criteria were flagged as challenges.

High staff turnover and general staff shortages were also mentioned as barriers, with temporary contracts and poor pay of DYW-focused roles mentioned as

contributory factors. Staff from an ASN school flagged lack of funding and capacity among wider support agencies such as social work, mental health services, and third sector organisations. One Depute Head in an ASN setting expressed particular concern about gaps in service provision at the point of pupil's transition from school.

Co-ordination and information management

Some interviewees described being overwhelmed with DYW opportunities and information and the need for a centralised resource to help staff manage this was raised. One interviewee felt their DYW regional group could be more proactive at channelling the huge volume of information and distilling this down to schools.

"I must admit it felt like I was sinking under the weight of DYW.. as we've come through the second half of the pandemic... everybody and their granny has reached out throwing out opportunities and you are just bombarded by information, day in and day out... it's too much. There's no coordination. There's no central feeling to it all. There's no one DYW hub online that every school can go into." (Depute Head Teacher, urban secondary school)

One stakeholder felt that DYW progress was hampered by an over-focus on traditional qualifications and called for schools to increase their diversity of awards such as national progression awards. However, pressure on schools to perform well in academic league tables were seen by some to act as a barrier to achieving parity of esteem for, and implementation of, worked based learning. A move away from an 'attainment first' mindset was advocated for; the introduction of leaver destination tracking was identified by a few as helpful here.

"It almost feels to be a bit of a conflict between how schools are measured and what we help pupils achieve, because the way that we're measured, always, in league tables is about, you know, the number of A grades, the number of highers that pupils achieve on exit... I think that must be a huge frustration, to know the great work that goes on in (schools), and how much they've done for the pupils, and how much they've improved those young people's options, and life beyond

school... I just think that nationally, it's not really helpful to be measuring schools, in that way." (Principal Teacher, urban secondary school)

Practical and logistical challenges in DYW delivery methods and timetabling were also raised. For instance, one interviewee from a school where many pupils progress to higher education explained that DYW courses were sometimes not viable due to low uptake and finite staffing. They called for changes to course design to enable different pathways to be run within the same class.

Geography and school type

While some felt their school type or location conferred advantages, such as smaller schools being better able to tailor support to individuals, others experienced these as barriers to DYW implementation.

Interviewees in rural and island schools described challenges with: forming employer partnerships due to lack of career options in their area; limited travel links and travel costs and time burden, which impacted other studies or acted as a disincentive; lack of places/funding for pupils to stay overnight if required to access activities; pupil confidence to travel away from home; IT issues preventing online engagement; and staff shortages in rural areas. A few reflected on the inequality of opportunity their pupils experienced due to these factors. Appointing a dedicated DYW coordinator, additional DYW funding for travel costs and the introduction of free bus travel, were identified as helpful to overcome some of these challenges. Another suggested incentivising teacher posts in rural areas.

Staff from large schools commented on the volume of work experience placements they needed to find. Staff from ASN schools spoke of the logistical challenges to building partnerships, associated with a large catchment area and school bases being far from individual pupils' localities, or felt that their setting was deprioritised in terms of DYW partnership opportunities. Better communication and consideration of ASN or pupils with social, behavioural or emotional needs at a strategic level were called for to ensure inclusive DYW practice.

Pupil needs and aspirations

Another key theme under challenges to DYW implementation was meeting pupil preferences and needs. A few described pupils not wanting to be on a different timetable and away from their school friends as a disincentive to participation in DYW activities or courses. One interviewee from an ASN setting reflected that their pupil's "*already feel different enough without them then becoming even more different when they're put back in with their peers*". Some expressed concern about pupil resilience and confidence or their support needs not being understood within DYW activities and partnerships, which impacted their accessibility and sustainability. The importance of one-to-one support for pupils to help overcome the social, physical or mental health barriers to engaging with work experience placements was emphasised. Linking pupils with opportunities at the right time, allowing sufficient time for them to get to know staff and the DYW setting, and the need for flexibility was also highlighted as important.

"By the time you start to build those relationships.. that's the work placement over. So we need longer sustained placements, with an understanding of the support our young people require... We do end up with young people, for example, who have got risk assessments... they might need a male member of staff that can supervise them at all times. That then places a difficulty on us in a working environment... the support they require can be a big challenge at times and getting partners to understand that." (Depute Head Teacher, urban ASN school)

Barriers to partnerships with employers and colleges

Many interviewees mentioned challenges associated with working with employers, including: a lack of employer awareness, proactivity or buy-in to DYW; competition for, and limited availability of, work experience placements and apprenticeships; red-tape and health and safety constraints; communication issues and lack of a shared language; misunderstanding among employers about school contexts and academic requirements; over-reliance on individual staff contacts; and issues facing businesses, such as takeovers.

A few stakeholders highlighted employers' criticism of teachers in the early days of DYW implementation as barrier to joint working. Conversely, some others explained that motivated employers sometimes struggled to gain access to schools. More joined up planning between DYW co-ordinators to address competition for opportunities, better communication to promote a shared understanding of DYW pathways, greater promotion of the national DYW agenda to employers; increased clarity around the mutual benefits to schools and employers, and support to help employers diversify their offer to schools, were called for.

"I think there's something about a disconnect between what employers deem is necessary for getting a job compared to the actual realities... a National 4 should be enough to get you into a modern apprenticeship - because a modern apprenticeship is a level five, training and employability opportunity. And I think perhaps it would be handy if we could all sit down round the table and share the structure of what everybody's all working towards (so) everybody knows what progression is." (Principal Teacher, urban secondary school)

Although less frequently mentioned, challenges in partnership working with colleges were also raised. Issues included data sharing between school and college, timetabling constraints and clashes, historical relationship difficulties between education settings, duplication of curriculum content and outdated college curriculums. The need for collaboration and good communication was emphasised. One stakeholder also called for an increase in joint planning and communications between schools and colleges.

4. Findings: Learner Journey

Introduction

In this chapter, we set out findings about how the implementation of the DYW strategy has affected the learner journey, exploring: how work-based learning is promoted to pupils; the impact of DYW on young people; and how DYW has contributed to a reduction of workplace and educational inequalities.

Approaches to promoting work-based learning

Many interviewees suggested the DYW strategy has led to greater efforts being made to share information about vocational learning opportunities with pupils in recent years.

“We're really trying to encourage people to be involved in taking more vocational subjects, a different pathway to consider rather than just thinking that they need to go straight to university. We're really trying to raise the profile of vocational education and learning.” (Class Teacher, rural secondary school)

In discussions about how schools promote DYW activities work based learning/vocational courses to young people, different approaches were described. At most schools, work-based learning options are raised with pupils during discussions about subject choice or transition meetings when pupils approach the Senior Phase of high school; this is usually led by a guidance teacher. Staff noted that pupils and parents are often introduced to the school's work-based learning options in the lead-up to these transition points through school assemblies and parents evenings. Interviewees emphasised the importance of promoting the benefits of work-based learning pathways to pupils and parents, both in terms of academic merit (i.e. UCAS points) and as opportunities to gain experience and build skills.

Some interviewees drew attention to the contribution of their school's DYW Lead in promoting work-based learning for pupils within schools, noting that they acted as a

centralised source of information and disseminated opportunities to appropriate audiences throughout the school.

Different communication strategies to promote work-based learning pathways to pupils were described. These include targeted approaches (sharing opportunities with particular pupils or classes) and broader promotion efforts, for example through displays in the school building, or using the schools' social media channels, website, intranet or internal email systems.

“We now have all of our students on a careers and future planning Teams, and I set up tags for them so that when information has been put in the Teams that is relevant to their career choice - whether it be university course, job opportunities, webinars - they get an alert on their phones to tell them that there's something coming up. So that's been a really good way of highlighting to them what's going on in the world and what's available to them. They didn't have access to that before - it seems to have been very effective.” (DYW Lead, rural secondary school)

Impact of DYW on young people

Interviewees discussed the impact of the DYW strategy on young people. Analysis of the benefits for young people identified four overarching themes:

- access to a much broader range of work-based learning opportunities;
- presenting as more prepared for the world of work;
- improved prospects of achieving and sustaining positive destinations; and
- being more engaged with and invested in their own education.

Each aspect of the impact of DYW is discussed further in the sections below.

Access to more opportunities

During interviews, it emerged that the provision of work-based and vocational learning pathways has increased significantly throughout the lifetime of the DYW strategy. Before DYW launched, teachers recalled experiences where pupils would typically only have access to a limited choice of work experience placements for one week per year. They noted improvements in the range and availability of

options, and an increase in the number of pupils integrating work-based learning into their school timetable. Opportunities for work-based learning now span pupils' school careers, as opposed to only being offered once pupils reach a certain age or year group.

"I think it's opened up the number of pathways. The number of different subjects and different levels which we have offered over the past few years is definitely blossoming. The offer is out there and the various pathways are huge compared to five or six years ago." (Depute Head Teacher, rural secondary school)

"In the past few years, we have massively increased our offering of vocational qualifications. A part of our timetable is now set aside for college courses. I think we're definitely in a much stronger position than we were five years ago, where the students know they have options." (Stakeholder)

"Previously, they've done it in week blocks. So the pupils maybe only had a week's work experience in an entire career in secondary school. Whereas we now tend to get a long term work placement, so they are attending, maybe a morning, afternoon, full day a week. And sometimes that leads as well to apprenticeship opportunities for a full time employment." (Principal Teacher, urban ASN school)

Several teachers discussed how DYW activities such as work experience and careers talks have broadened pupils' horizons and exposed many to new career paths and industries which they wouldn't have known about or considered in the past.

"I think it gives pupils a wider perspective of what they can do with what they're learning in the classroom, because some of them are so closed-minded as to how many job opportunities are out there that they think 'I have to be a teacher or a doctor or a farmer'. So having somebody that can speak to them and dive into what opportunities are out there, I think really opens up their eyes." (Principal Teacher, urban secondary school)

“It helps them to start to recognise what might suit them career-wise, and I think it starts to plant some seeds for them as well. Some careers they’ve never even heard of at all. A couple of years ago, I had one boy who said, ‘I like ICT, I like computers, but I don’t know what to do with that.’ And a speaker came in and spoke about ethical hacking. It instantly planted a seed for him. And he researched the job and found universities that did that subject and companies that you could potentially work for. And I remember seeing him last year and he said, ‘I’m really excited to do it, that’s still my plan. I need to get X, Y and Z at higher level.’ So sometimes it can be speakers talk about careers that they had never thought about before, not just your stereotypical doctor, nurse, dentist.” (Class Teacher, urban primary school)

These findings were reinforced among responses to the survey - nine out of 10 (90%) respondents agreed that DYW has increased the range of opportunities available to pupils, with over one quarter (27%) strongly agreeing.

More prepared for the world of work

A theme across interviews with teachers was that embedding work-based learning into the school curriculum has made pupils more prepared for the world of work, and better equipped to move into employment. Work experience placements, foundation apprenticeships and careers events were described as critical in helping pupils to establish greater understanding of what is expected from them in the workplace, and then develop those skills and behaviours.

“DYW is helping young people to leave school with that complete understanding of what the workplace is and have the social and emotional capital to really move forward. We’re sending young people out there that are ready and able to shape the workplace of the future.” (Guidance Teacher, urban secondary school)

“Our young people that do foundation apprenticeships or go to college, we do notice a difference in them in terms of them being ready for the workplace.” (Depute Head Teacher, urban secondary school)

“There’s a lot of benefit that can be gained from pupils having access to business and industry before they go out into the workplace. It prepares them for what to

expect, it raises their standards so that they know how they have to perform in order to keep a job. It's very important to get that hands-on experience so that they know what they're actually aiming for right from the very beginning.” (DYW Lead, urban secondary school)



Technical
Abilities



Soft Skills

Several interviewees said they had witnessed an improvement in employability skills among the young people they work with in recent years, including technical abilities like IT skills and soft skills, including communication and team working. Many attributed this to young people having the opportunity to practice these skills and learn from practitioners in real-life work settings outwith the school environment.

“They're gaining skills that you don't necessarily gain in school, and putting knowledge into practice. I do think it's very valuable for the pupils. I think seeing pupils on placement and the employability skills that they are developing, I do see it as very beneficial to the pupils.” (Principal Teacher, urban secondary school)

“When we see them interacting with partners who are not teachers, I find it really encouraging, we can see that they are showing the interpersonal skills and the resilience to make judgements and be asked difficult questions on something that they've put a lot of work in.” (Principal Teacher, urban secondary school) Staff identified other skills pupils had developed through work-based learning, including leadership skills, financial literacy and technical skills specific to different industries like hairdressing, graphic design and mechanics. Increased confidence, maturity and resilience among young people who participated in work-based learning was also discussed by interviewees.

“We've had some great successes. One that stands out for me is a young person in sixth year, who's had a very difficult journey, both personally and at school, looked after residentially by the local authority and had lots of very challenging issues when they were younger. We managed to get her a childcare placement, and that worked like an absolute dream, to the point that they were calling us up after a couple of sessions saying, 'can we have her for longer?' And all that confidence

that built up in her was just amazing, and we really saw her thrive. It's been a really positive experience. So we know when we get it right, the impact is enormous.” (Depute Head Teacher, urban secondary school)

“There was a girl who wouldn't even speak to me at the start of the year, she would only email me. Now she is on Teams with me, she's got a camera on and she's talking really confidently. She's in the workplace. She's a changed girl. And it's all down to this foundation apprenticeship.” (DYW Co-ordinator, rural secondary school)

“The students find it very useful to have conversations with people that aren't school related. And their confidence really does build when they realise that the things they're doing are really relevant to what people in employment are looking for in future employees.” (DYW Lead, rural secondary school)

Achieving and sustaining positive destinations

Many teachers felt that the implementation of the DYW strategy has helped young people to improve their chances of achieving and sustaining positive destinations, which was recognised as a key priority of DYW. They suggested that the support provided through DYW has helped pupils to develop a clearer sense of direction for the future and identify pathways which are most suited to them, which will boost their prospects of successfully securing long-term positive destinations.

“We always look at the positive destinations, and we're seeing that it is improving year on year. The doors that are opened from the foundation apprenticeships have been excellent. A few of our students have actually chosen to go down that apprenticeship route, they're following that.” (Depute Head Teacher, urban secondary school)

“I think we'll see the dividends...in terms of destination rates, by having the focus on DYW and supporting young people. A lot of young people who, in previous generations, would have left school without a positive destination, now have an increased chance of getting something, and not just getting something for the sake of it, but something that they have put thought into, something that they have

experienced and have made the decision that it is right for them.” (Careers Advisor, urban secondary school)

“It’s starting to work very well - it’s filtering through and we are getting high percentages of our pupils are going into positive and sustained destinations.” (DYW Co-ordinator, urban secondary school)

“We’ve got a lot of students that are going on to more appropriate courses, rather than pushing them through UCAS routes. They’re definitely going into much more appropriate courses, which is not necessarily further education. A lot of them are going into employment, which is excellent.” (DYW Co-ordinator, rural secondary school)

Some noted that DYW-themed activities like CV writing workshops and mock interviews have helped equip young people with the skills and experience needed to successfully navigate recruitment and selection procedures when looking for jobs.

“All of our Senior Phase students now get the option for a virtual online interview with employers that we’ve made partnerships with from industry. And I’ve seen students are now confidently going out there, getting part-time jobs and building those skills.” (DYW Co-ordinator, rural secondary school)

A few discussed the tangible benefits of DYW for some young people, like gaining qualifications by completing foundation apprenticeships or other vocational courses. They noted that formal recognition of the skills and experience gained through such programmes can boost employability prospects. Some shared examples of young people securing future employment or training opportunities at the end of work experience placements or vocational courses.

“A lot of companies are very keen to keep on their apprentices. It’s great when you get a young person who’s really keen to do something like accountancy, and they get to stay in the accountancy firm where they’ve gotten to know the staff and the ways of working.” (Principal Teacher, urban secondary school)

“We had about ten or twelve pupils come to a presentation from the owner of a local garage, and then they offered up six blocks of work experience at the garage. And at the end of that, they offered an apprenticeship to one of the girls who went.” (Head Teacher, urban secondary school)

“Throughout the year, they do eight different courses: joinery, plumbing, painting, plastering, they get a wee shot of all these subjects. It’s been really good because I’ve got three kids that have went on and are now plumbers. So we have had a lot of positive outcomes regarding that.” (Pupil Support Team Leader, urban ASN school)

More engaged with and invested in their education

Exposure to different styles of learning has helped some pupils to improve their focus on and engagement with learning and personal development.

“The pupils who have completed foundation apprenticeships have really valued the experience. They love the different, hands on way that they are taught by providers.” (DYW Lead, urban secondary school)

“There’s been a massive impact from everything that we’ve done so far. It just completely brings a topic to life, having a different face come in and speak to the children. Their excitement levels just go through the roof and it makes it so real for them. They take so much more on board and it just becomes so much more real.” (Class Teacher, urban primary school)

Teachers shared examples of the DYW approach resonating strongly with pupils who do not engage well with other aspects of school.

“A partner from the garage came into school and offered an after-school session where young people could find out more about getting into mechanics. And we had a number of young people who had never in their life stayed after school go to that session and really engage with it. And so once he had delivered the career session, he did mini interviews with them and then offered them work placements. And from that, we've seen massive engagement. With one young person who didn't really

engage well with school, we were able to show him that there was a pathway and that he can go and get his chosen career. So even attainment wise, DYW can really help to drive young people forward in terms of them saying, ‘actually, I will get my Nat 4 English, I will attend school, because now I’ve seen my pathway and where I can go and what I can do.’ I think five years ago, a lot of young people like him would have just switched off.” (Class Teacher, urban secondary school)

“I’ve seen pupils who aren’t as engaged in school, but through this DYW approach and through the work that our DYW Co-ordinators have done, they are starting to find something that they can buy into, they’ve found something that has a hook for them.” (Careers Advisor, urban secondary school)

Reducing inequality

Interviewees described how the implementation of the DYW strategy has helped to address educational and workplace inequalities through targeted interventions.

Some schools ran DYW initiatives or programmes aimed at specific demographics or young people facing different disadvantages, such as those with care experience, learning disabilities or from deprived areas.

These findings were echoed in responses to the survey - respondents were asked whether their school has used DYW to address educational and workplace inequalities e.g. disability, gender, race, SIMD profile, care experience, geography, mental health, academic ability. Among those who answered (n=55), 26% felt this was the case to a large extent, 47% to a moderate extent and 18% to a small extent. One in ten (9%) indicated that this does not happen at all. More detail on discussions about the impact of DYW on addressing inequalities is provided throughout this section.

Gender inequality

Some schools make clear attempts to address gender inequality and imbalance in the workplace through DYW activity. For example, they encourage pupils to challenge their assumptions about jobs which they associated with a particular gender and confront these stereotypes when thinking about their future careers.

Teachers also deliver lessons and presentations about workplace gender issues in their subject area.

"We've done work mostly around gender within science, looking at equality in STEM. On International Science Day, we did a presentation on awareness of the role of women in science." (Principal Teacher, rural secondary school)

A few schools run programmes about traditionally male-dominated industries and target them at female pupils, for example groups for girls interested in careers in STEM, IT, property and energy. Staff observed that these groups were well-attended and well-received by female pupils, and led to many developing an interest in new career paths.

One school has made concerted efforts to have representation from female speakers at careers events, and another has a school-wide approach to integrate more female role models into their classrooms, through physical displays celebrating their successes and by using them as examples during lessons. However, many felt that there is further work to do on gender imbalance across industries, noting that enrolment in many vocational courses still reflects traditional workplace norms. For example, staff observed that courses on IT and construction were largely dominated by male pupils, and beauty therapy and early years courses were far more likely to attract female pupils.

Interviewees also mentioned that DYW was effective with young people who do not thrive in the school environment, and in many cases, the examples they shared were about boys who struggled in school. From that perspective, DYW may also be making a contribution to positive outcomes for young male learners, who are more likely to underperform in school, compared to female pupils.

Poverty-related attainment gap

In discussing DYW activity targeted at young people from deprived areas or low-income families, interviewees described attempts to remove barriers to participation in DYW activities by organising travel arrangements and paying for all expenses.

“They paid for taxis for some of our pupils to go out. But that made an absolutely massive difference to some of our students who never ever would have been able to do those sorts of placements otherwise.” (Classroom Teacher, rural secondary school)

“We have many trips and excursions for young people to attend. So if a member of staff wants to run one of those, before they start, they identify young people who may not be able to access it, whether it's because of money, or because they're a young carer, or whatever the issue. We then try to take away that barrier by saying, 'don't worry about X, Y or Z, we'll take care of that'.” (Head Teacher, rural secondary school)

Teachers described other ways their schools had committed to widening participation; for example, one school had a mentoring programme to support pupils from SIMD 1–4 areas to access university courses.

Teachers from schools with a high proportion of pupils living in deprived areas described the importance of pupils having role models from similar backgrounds, noting that it helped to boost aspirations. They made this representation a priority when hosting careers and industry events for pupils.

“We managed to get somebody in and the talk was brilliant. It was about how he was the first in his family to go to college, and how that was never really an expectation for him. So in terms of aspirations and looking at how we can help children and inspire them to think a little bit differently about their future, hearing from real people who are from this local area is the most important thing. It just absolutely inspires them.” (Deputy Head Teacher, urban primary school)

“A career at JP Morgan or Morgan Stanley, if you come from SIMD 1 or 2, you might think that's unachievable, but if you can see a peer's dad from the same area as you working for these companies, that's quite a positive and powerful thing.” (Class Teacher, urban secondary school)

Pupils with additional support needs

Interviewees described instances where DYW coordinators had sought out placements and experiences tailored to suit the needs and abilities of young people with additional support needs.

“We have a young man who is a bright academic boy but socially, he struggles, his social skills are a challenge. So we’re aware there’s a real employability gap for him there. And so [DYW Co-ordinator] has pursued a work placement in a local dog groomers. And he’s head over heels in love with this new placement.” (Depute Head Teacher, urban secondary school)

School staff described measures taken to improve access to work-based learning for pupils with additional support needs, by identifying individual’s needs and offering enhanced support. Examples included tailoring resources and lessons to meet different levels of literacy, accompanying pupils to placements and providing emotional and practical support such as scribing and advocating for them, and working with external agencies to provide an equitable experience of DYW.

“We look at identifying young people who require enhanced transition and working with our partners such as SDS, youth workers, social work, trying to identify the support that’s needed.” (Depute Head Teacher, urban secondary school)

“I think with the college placements, we’ve got to work really hard at that, especially if they’re going into somewhere unfamiliar. What we would do is take them for several visits first, familiarise themselves with where they’re going, what’s expected of them, what they’re walking into, because that’s so alien to our young people, if they’re doing something different. And for them to be doing that, it’s a big step to be able to do that. Especially if I’m taking them into a college environment, they’re so used to a small school, a small environment, small numbers, but if I’m going into college with hundreds and hundreds of other young people, and young adults, that’s a big shock. So even just getting through the doors is a huge achievement for them. But we all work together, all of our bases, work together collaboratively to try

and get the best deal possible for our young people.” (Pupil Support Team Leader, urban ASN school)

Other approaches to targeting intervention

While there was recognition among many interviewees that DYW principles inform the curriculum for all pupils, some schools focussed DYW efforts on those identified by staff as being furthest away from achieving a positive destination.

“Rather than stereotyping pupils by SIMD or anything like that, we go by pastoral care teachers who know the pupils really well. You're able to look at your class and say, this person has a really clear idea of what they want to do and they're on a good pathway to get there, so they need a bit less support from the likes of careers advisors, targeted information evenings, that kind of thing. And then at the other end, there is someone at risk of either not knowing what they want to do or leaving school without a clear plan - those learners would be targeted a lot more.” (Pastoral Support Teacher, urban secondary school)

“DYW has allowed that forensic focus on young people that are furthest away from the employment market. Although, as DYW is a universal offer, it's not just do it for those kids, but it does allow us to focus more strategically on that cohort.”

(Stakeholder)

Interviewees set out different actions by schools to target DYW support at those who are less likely to achieve a positive destination, or are less suited to the traditional academic pathways. For example, a few schools have designed alternative curriculum models, offering courses and qualifications outside of traditional academic subjects, such as beekeeping and jewellery making. Some teachers organise industry visits and information events about careers which do not require higher level education, to inspire pupils who choose not to pursue university.

“There's now a movement away from the idea that it's all about academia. There is much more of a focus on recognising that university is not for everybody and there are jobs out there that do not need degrees. And there definitely is more of a push in supporting those individuals.” (Careers Advisor, rural secondary school)

“In terms of equalities, it's about identifying young people early on and trying to come up with more bespoke approaches to their curriculum, whether it's work experience or skills for life, learning and work courses. We're working on an alternative curricular model to try and make it more inclusive to our range of learners, rather than just the traditional 'do your 5 Highers and then move on to university.' Some subject areas are offering a wider variety of NPAs (National Progression Awards) rather than just your traditional Higher Maths, English, Chemistry etc. We've got NPAs in energy, jewellery making and childcare.” (Depute Head Teacher, urban secondary school)

Interviewees said that their pupils responded positively when exposed to different type of roles, industries and professions.

“I got in touch with a few people from jobs that you don't necessarily need a degree for. One of the popular ones this year was a salesman... One of the kids asked, 'do you need any qualifications?' And he said, 'no, you don't need any formal qualifications, but what you do need is X, Y and Z, social skills and the ability to develop relationships with the customer.' I think it's good for them to hear that having a degree or qualification isn't always the be all and end all. For some jobs you do need it but for others you don't.”(Class Teacher, urban primary school)

However, some schools avoided offering targeted support based on pupils' backgrounds, characteristics or abilities, arguing that it is best to take an individualised, person-centred approach to each young person in order to identify the best path for them.

“They might be care experienced, they might have a learning difficulty, they might have a mental illness. But you've got some pupils that have those things but are absolutely fine, you know? You might have a pupil that is on the autistic spectrum, but they're really clear and well researched about what job they want to do, and they've got really good family support, so they don't need a lot of intervention. So you really have to go on an individual basis for each pupil.” (Careers Advisor, urban secondary school)

“DYW shouldn't just be focused at young people that traditionally wouldn't go down the academic route. I think that it can be for all young people, no matter what their path is going to be, whether they're going to go straight into work, an apprenticeship, college or university.” (Class Teacher, urban secondary school)

5. Learning points to inform future policy formation

Introduction

Our research has identified some key learning points that could inform future policy related to preparing young people for work. These are summarised below.

Supporting schools to deliver DYW and work-based learning activities

Schools deliver a wide range of activities to implement DYW, and staff valued the flexibility in DYW policy that allows them to identify activities that suit their local economic and employment context. Some called for more funding to be provided directly to schools to spend on DYW activities, but a few felt school staff have too much autonomy and suggested a need for more centralised planning and guidance.

Learning point 1: An element of flexibility and autonomy for schools is important, but policymakers could explore the value of providing more direction (at a national or local level) in the DYW activities that schools should be offering.

Interviewees also referred to the support and guidance that is already available, including training, mentoring and conferences co-ordinated by their own school, local authorities, SDS and Education Scotland as well as online resources such as My World of Work, DYW Live, Social Enterprise Academy and Twinkl.

Learning point 2: These sources of support are valued and there would appear to be merit in policymakers continuing to make provision for this.

Learning point 3: This research has highlighted a wealth of good practice across all areas of DYW. It would be beneficial to find effective ways to capture, collate and share good practice among schools, potentially using a dedicated website with different formats including written, pictorial and video content.

Learning point 4: In some cases, local authority DYW leads have provided effective mentoring to individual schools. In areas where this does not happen, it may be beneficial to expand the role of the local authority DYW lead to include this.

Learning point 5: There could be an enhanced role for the Regional Improvement Collaboratives in coordinating support for schools and/or acting as a hub for sharing good practice and professional development around DYW.

Status of work-based learning in schools

Most research participants reported that DYW was embedded in their school's curriculum with an increased range of work-based learning opportunities and qualifications available, as well as enhanced awareness among staff of the value of work-based learning and of the importance of supporting young people to identify pathways that suit their individual strengths and aspirations. Staff also reflected on the benefits of building work-based learning into classes across the curriculum. However, some noted that more needs to be done to enable and encourage some teachers to further embrace work-based learning. Barriers to obtaining buy-in from teachers include a lack of time and/or understanding of the value of work-based learning, as well as issues around skills and confidence. The majority of survey respondents, most of whom were teachers or principal teachers, reported other responsibilities (77%) and specifically other curricular priorities (61%) as a barrier to finding time for DYW.

Learning point 6: Schools may benefit from support in encouraging and enabling staff to further embrace work-based learning and implement more vocational or work-based pathways for learners. This could include training for teachers and greater inclusion of the topic in education for student teachers, as well as ensuring that teachers have the time to engage with work-based learning. There was a view among some interviewees that there has been good progress in secondary schools, but room for improvement in primary schools in particular.

Learning point 7: It may be important for schools' senior leadership, who were found to be highly influential in embedding DYW, to further prioritise DYW within the school culture and curriculum and to ensure teachers have capacity within their workload and curricular schedules to attend to DYW.

Research participants identified key facilitators to implementing DYW including support from the local authority (some mentioned regional planning groups and

individual officers with DYW responsibility) and the school's senior management team.

Learning point 8: Policymakers could consider activities to, where necessary, enhance understanding of and support for work-related and work-based learning at a local authority level and among schools' senior management teams.

While most interviewees recognised that DYW and work-based learning is relevant to all pupils, some viewed it as more relevant to pupils less suited to traditional academic subjects.

Learning point 9: Policymakers must ensure that school staff are aware that DYW and work-based learning is for all pupils, regardless of academic ability or grades.

Perceptions among young people, parents and the general public

Similarly, there is evidence of a shift in attitudes among young people and parents, with a greater understanding of the value of work-based learning opportunities and an increased interest in taking part in these. However, there were also some examples where young people and parents still view these as of lower value than more traditional subjects.

Learning point 10: It may be beneficial for policymakers to consider activities that could be undertaken to enhance the perception of work-based learning opportunities among young people and parents.

More widely, a common theme was the focus among the media and general public on exam results as a measure of the quality of a school. Interviewees reported this is not helpful when trying to promote work-based learning opportunities.

Learning point 11: Policymakers could consider what policy levers can be utilised to help enhance the value of work-based learning in the eyes of the general public and counteract the perception that the measure of a school's and pupil's success is based on performance in traditional academic subjects and exams.

Co-ordination of DYW at a school level

Some noted the value of appointing a staff lead within the school with responsibility for coordinating a school-wide approach to DYW, although others noted this was not always necessary.

Learning point 12: Policymakers should continue to provide targeted resource for schools to create and sustain roles where a school staff member is given responsibility for co-ordinating DYW in the school.

Partnership working

Another facilitator to success identified by research participants were effective relationships with employers, universities, colleges and other agencies such as SDS.

Learning point 13: There may be a role for policymakers in supporting schools to develop and maintain effective relationships with employers, universities, colleges and other agencies.

Framework for monitoring success

Some interviewees gave examples where there was effective monitoring of pupils' intended and achieved destinations, allowing them to better target and evaluate DYW opportunities. A few mentioned the value of national tools such as SDS' Target Operating Model (TOM) in planning and monitoring DYW activities. In other cases, however, some schools may require support in measuring the effectiveness of DYW activities.

Learning point 14: There may be a need to raise awareness of national tools such as TOM among schools to assist planning and monitoring DYW activities.

Learning point 15: Policymakers could support schools to identify and implement systems for monitoring and evaluating DYW activities.

Information collation and management

Some interviewees reported challenges in processing and disseminating information about the wealth of work-based learning opportunities available. In some cases, schools had appointed a member of staff as DYW coordinator, and

part of their role involved collating and disseminating this information. There is an example of this happening at a local authority level in at least one area, but some interviewees suggested a need for a centralised resource to process and disseminate this information.

Learning point 16: Policymakers could consider providing resources for a centralised function, either at a local authority or national level, to identify, collate and disseminate information about work-based learning opportunities to schools.

Geographical challenges

Rural and island schools that took part in our research reported difficulties in forming partnerships with employers due to a lack of local career options, challenges around travel time and transport infrastructure, IT issues, staff shortages and a lack of funding to finance overnight stays for young people to allow them to take part in work experience.

Learning point 17: While the Scottish Government provides funding for rural and island schools to support the implementation of DYW, these schools may require additional support from policymakers to overcome the barriers they face.

Additional support needs

Interviewees from ASN schools described the challenges that their pupils can face to engaging with work-based learning. These include, for example, social, emotional or health issues that mean pupils may need a higher level of support to take part in work-based learning than in the mainstream sector.

Learning point 18: It may be beneficial for policymakers to further engage with ASN schools to ensure staff and pupils are receiving all the support required to deliver DYW.

COVID-19

While some schools and young people were able to adapt to COVID-19 through online work-based learning activities, this was not the case for all.

Learning point 19: Policymakers should support schools, young people and employers to ensure that work-based as well as work-related learning can be

delivered online in the event of any future pandemic or public health emergency similar to COVID-19.

Individualised support

The findings of our research indicated that there is value in delivering DYW in an individualised manner, tailoring the support to each young person based on their aspirations rather than their socio-economic background or characteristics.

Learning point 20: This finding suggests that policymakers should promote this approach among schools and ensure that DYW delivery is based on a young person's individual circumstances rather than their socio-economic background.

6. Conclusions and recommendations

Many individuals and stakeholders with detailed knowledge of DYW took part in the research, sharing their reflections on the changes in recent years and examples of their efforts and experiences with pupils, colleagues and employers. These contributions provide valuable insights into how DYW has been implemented in schools and its impact on pupils.

This report provides evidence that, among schools which participated in the research, the aims of the DYW programme are being met. DYW has been embraced by schools, as demonstrated by the range of approaches identified in the research and the examples of commitment by staff and leadership. This willingness stems from the positive impacts staff have seen for pupils and their belief that DYW improves pupils learning experiences while at school and enhances their future employment prospects.

The research has identified a raft of ways that work-based learning has been embedded into curriculums. Given the flexibility afforded by DYW, these approaches vary, and there are many examples of good practices that interviewees felt to be worthy of consideration by other schools. This activity and focus align with a learner-centric approach to curriculum design and have contributed to changes within education, requiring schools and partners to work in new ways.

For pupils, DYW has meant that their experiences in education have changed. There is a greater focus on learners' preferences and consideration of how their education will link to their experiences in the workforce. Closer working with employers has enabled pupils to develop employability skills that meet the labour market requirements. DYW was found to enhance the employment prospects of pupils across the board, with particular effects on improving outcomes for young people who are less likely to thrive in a school environment. This has the potential to play a role in addressing the attainment gap.

While these findings are strongly positive, many challenges to implementation were identified in the research, including how to prioritise DYW in the context of

competing pressures on schools. The challenge of creating a culture change about the purpose of and nature of education among staff and parents is also clear.

Based on the findings set out in this report, we make five recommendations.

1. For the Scottish Government to share this report with stakeholders, including schools across Scotland and the range of agencies and organisations that contribute to the implementation of DYW.
2. Working in partnership with COSLA and other key stakeholders, we recommend the Scottish Government develops policy responses which address the learning points set out in chapter 5 and considers whether additional or reallocation of existing resources is required to fund any policy measures.
3. To further embed work-based learning into the curriculum, we recommend that the Scottish Government ensures that the principles of DYW are incorporated into curriculum design processes at a national, regional and individual school level.
4. To build on the strengths and successes identified in this research, we recommend that the flexibility inherent in DYW is maintained. This includes enabling schools to learn from one another through sharing examples of good practice, providing support for tailored work with individual pupils, and the capacity to respond to local labour market opportunities.
5. Finally, to provide a holistic understanding of the impact of DYW, we recommend that any wider evaluation of DYW includes research with pupils and parents/caregivers to understand their experiences and perspectives on the implementation and impact of DYW.

Appendix A: Survey analysis

Introduction

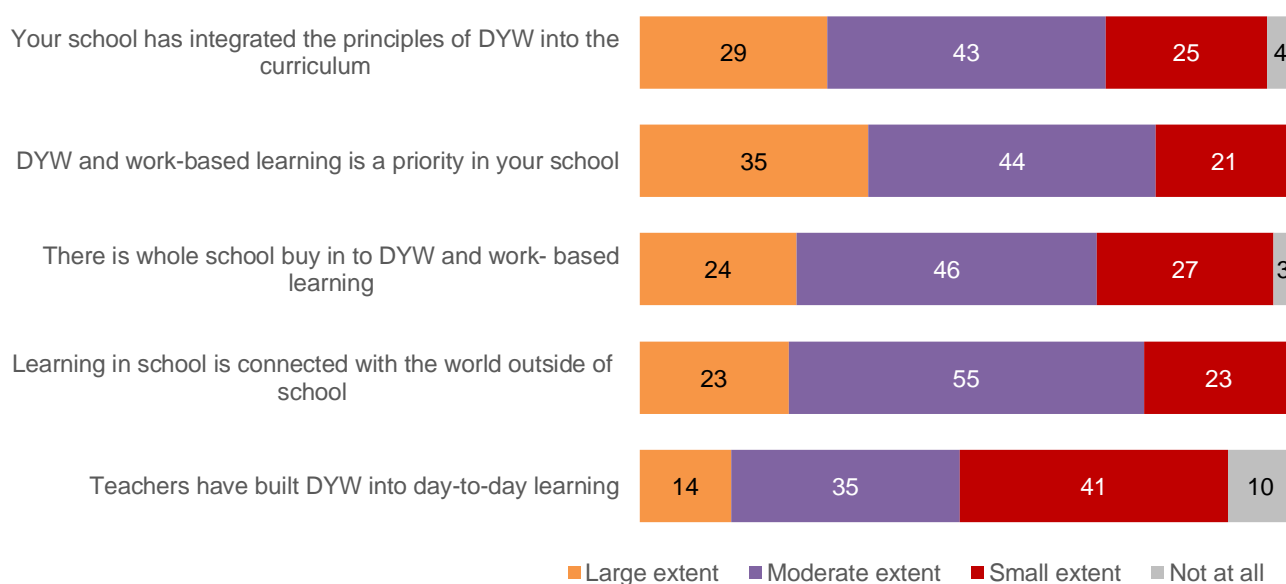
The research methodology featured interviews with key members of staff in the 15 participating schools. To understand the implementation and impact of DYW more widely, an online survey was created and sent to members of staff within each school.

In total, 63 survey responses were received, from nine of the 15 schools. Just over half (54%) of respondents were class teachers, with one third (33%) Principal Teachers and 8% guidance / pastoral care teachers. One careers advisor and a Depute Head also participated. Respondents covered all areas of the curriculum including English, social subjects, modern languages, STEM subjects, PE, art and design, and business.

Implementation of DYW

Virtually all respondents felt their school has integrated the principles of DYW into the curriculum – three in ten to a large extent (29%), over two fifths (43%) to a moderate extent and one quarter (25%) to a small extent.

Figure 1: To what extent do you feel...? (%) (Base: All respondents (63))



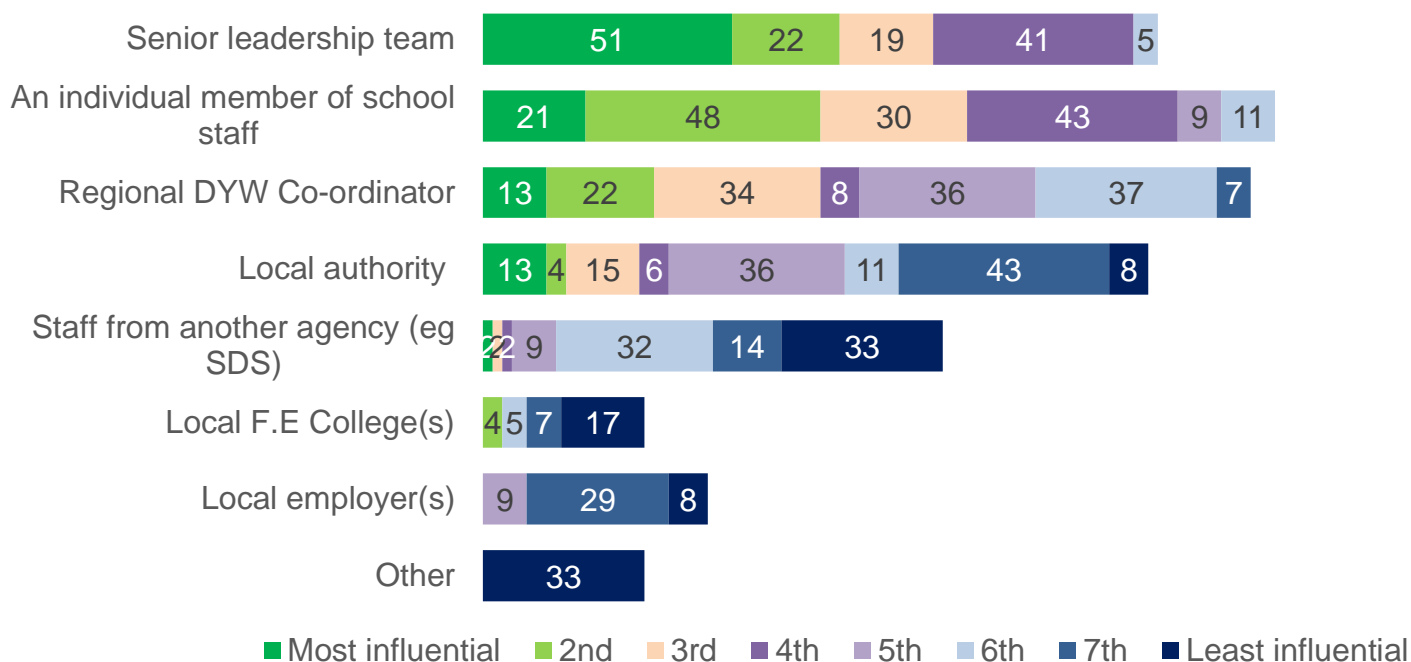
Views on the integration of DYW into the curriculum were explored in more detail. Respondents were most likely to feel that DYW and work-based learning is a priority in their school, with one third 35% indicating this is largely the case and 44% moderately so. Just under one quarter felt that there is whole school buy-in to DYW (24% to a large extent) and that learning in school relates to the world outside of school (23% to a large extent). However, there was less agreement that teachers have built DYW into day-to-day learning; 41% felt this is only happening to a small extent, with only 14% reporting it happens frequently.

Respondents were asked how whether they felt their school had been adequately supported in implementing DYW. One in ten (10%) felt they had been supported to a large extent, 63% to a moderate extent and one quarter (25%) to a small extent. One respondent felt they had not been supported at all.

To understand the main drivers of DYW in schools, respondents were given a list of options and asked to rank them in order of importance from most to least influential.

As show in Figure 2, school staff are widely seen as the driving force behind DYW. Over half (51%) selected their Senior Leadership Team as most influential (in dark green in Figure 2). One in five (21%) felt an individual member of staff was most influential, and the Regional DYW Co-ordinator and local authority were both selected by 13%.

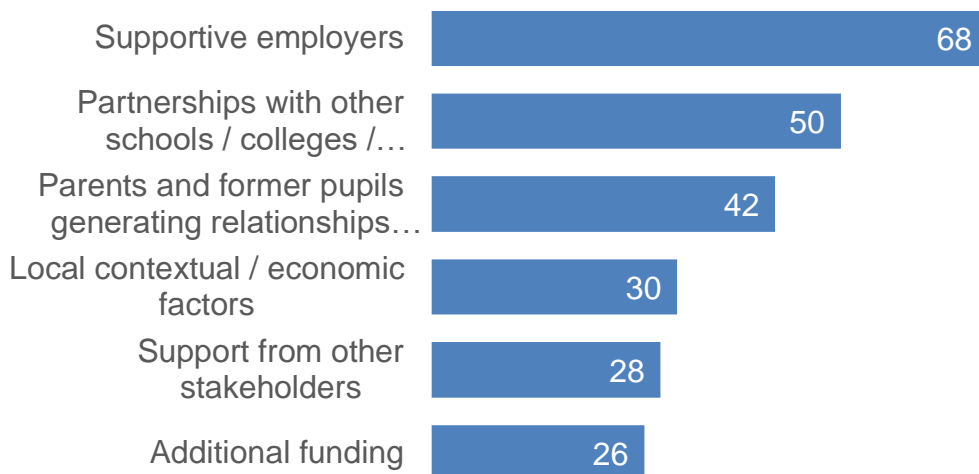
Figure 2: Who is/are the main driver(s) of DYW in your school? (%) (Base: All respondents (63))



While the SLT is key, across the whole ranking exercise the most influence was attributed to individual members of staff, followed by the Regional DYW co-ordinator. Views on the role of local authorities were mixed; some saw them as influential, but 8% considered them least influential (dark blue) and 43% the second least influential. Staff from other agencies, local colleges and local employers were generally considered as having limited influence.

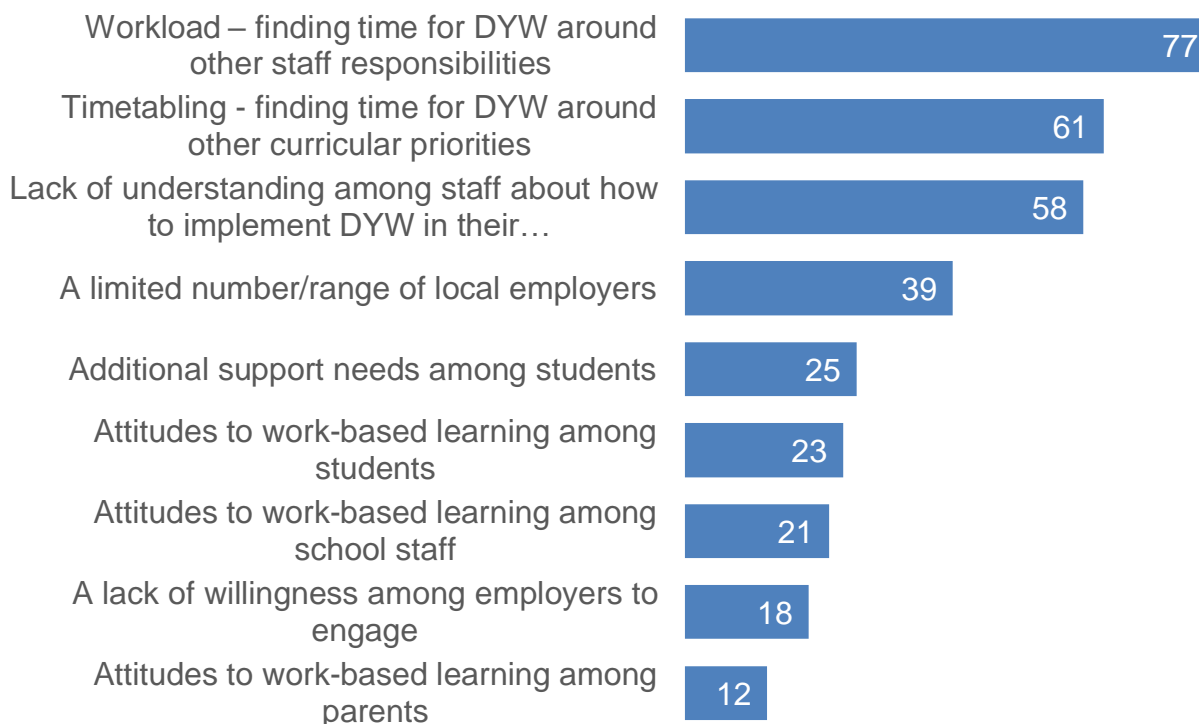
In addition to these drivers, respondents were asked what other factors have supported their implementation of DYW. Supportive employers were most commonly cited as aiding the implementation of DYW, being mentioned by 68% of respondents. Forging links with employers via parents and former pupils was also noted as being important by 42%. Half reported that partnerships with other educational institutions has supported their implementation. These are shown in Figure 3.

Figure 3: What other factors have supported the implementation of DYW in your school? Please select all that apply. (%) (Base: All respondents (63))



While there is evidence of support for DYW across a range of staff and stakeholders, respondents were also asked about the challenges they have faced in implementing DYW. These are shown in Figure 4.

Figure 4: What challenges have there been in implementing DYW? Please select all that apply. (%) (Base: All respondents (63))



Issues around capacity are the biggest challenge to implementing DYW and work-based learning. Three quarters (77%) reported difficulties of finding time for DYW around staff members' responsibilities, with three fifths (61%) challenged by finding

time for work-based learning within their other priorities. Perhaps more of a concern is that three fifths (58%) reported a lack of understanding about how to implement DYW as a barrier.

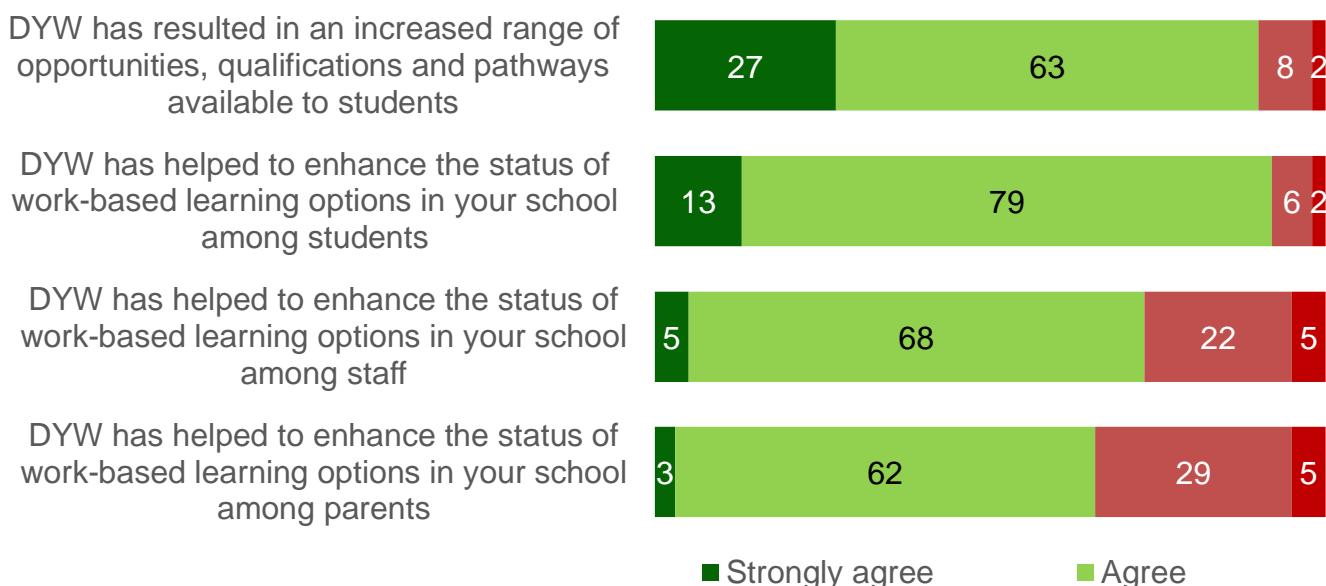
It is encouraging that employers appear willing to engage; only 18% cited a lack of willingness to engage as a challenge. However, two fifths (39%) reported that they have a limited number of local employers who they feel they can engage with.

Attitudes to work-based learning are also a less commonly mentioned concern. One fifth (21%) cited issues with attitudes among staff. While 23% felt attitudes to work-based learning among staff is a challenge, it is positive to note that only 12% felt that attitudes among parents is a barrier.

Impact of DYW

The survey also sought respondents' views on the impact of DYW in their schools. Respondents were asked whether they agreed or disagreed with four statements about impact. These are shown in Figure 5.

Figure 5: How far would you agree or disagree with the following? (%) (Base: All respondents (63))



Nine out of 10 (90%) agreed that DYW has increased the range of opportunities available to pupils, with over one quarter (27%) strongly agreeing.

Although 92% overall agree that DYW has enhanced the status of work-based learning among pupils, strong agreement with this option was slightly lower at 13%. The impact of DYW on the views of work-based learning among staff and parents is also evident, with almost three quarters (73%) reporting it has positively impacted views among staff and two thirds (65%) positively impacting parents.

Respondents were also asked whether their school has used DYW to address educational and workplace inequalities e.g. disability, gender, race, SIMD profile, care experience, geography, mental health, academic ability. Among those who answered (n=55), 26% felt this was the case to a large extent, 47% to a moderate extent and 18% to a small extent. One in ten (9%) indicated that this does not happen at all.

Appendix B: School sampling framework

Sampling requirement

The Scottish Government invited researchers to propose a sampling methodology for researching the impact of Scotland's Developing Young Workforce Strategy on education. As noted in the brief:

“Overall, we anticipate that the successful contractor will develop a sampling methodology which will allow the evaluation to attain an overview of DYW's impact across Scotland without the need to directly engage in fieldwork with each of the 32 Local Authority areas. The research should collect and analyse the perspectives of those working across the Education System”.

In The Lines Between's (TLB) proposal, we put forward the following approach:

Following the inception meeting, we will immediately begin designing our sampling plan to select local authorities and schools to include in the research. We will select a diverse sample of schools, considering and reflecting in the selection: urban and rural locations; different school sizes; geographic spread across Scotland (i.e. not just central belt); and percentage of school roll living in 20% most deprived areas of Scotland (based on SIMD profiles).

We anticipate varying levels of engagement with DYW across schools and, while the Scottish Government has suggested undertaking fieldwork with 10 schools, we feel that this sample may not provide a full picture of how the strategy has been implemented across Scotland, and the range of factors that influence progress. A sample of 10 schools may also not achieve the segmentation the SG requires (e.g. observations of differences between schools in rural urban settings). Our suggestion is to increase the sample of schools to 15 – this will give us a greater understanding of the scope of the impact of the strategy and enable us to fully explore factors which have affected implementation. While this is ambitious, we are confident it is achievable given the experienced and senior team of 6 researchers working on the project. A considerable number of days have been allocated to setting up fieldwork in schools, which reflects the careful, responsive and

concentrated approach we will take to liaising with head teachers to plan the fieldwork.

Our proposed sample will include 9 secondary schools, 4 primary schools and 2 ASN schools – we have allocated a greater number of slots to secondary schools as we anticipate that they will have more staff with direct experience of implementing DYW, and therefore more relevant data on impact (i.e. primary schools have fewer people involved in designing curriculum and do not have careers advisors, some ASN schools may not have the labour market as their primary target for pupils). We will work with head teachers to identify which members of staff will participate in interviews. It is likely they will include head teachers, depute head teachers, careers advisors, department heads, DYW coordinators, curriculum leads and class teachers. We plan to speak to 5 members of staff from each school; a total of 75 members of staff working in 15 schools. There may be occasions where either less or more staff are available from each school and can be flexible with the allocation. In addition, we plan to survey school staff within the sample of 15 schools so that all staff in the school have an opportunity to share perspectives and experiences.

A 'backup' sample of schools will be drawn up that share characteristics with our initial sample (e.g. similar location, similar size school) in case any of the selected schools are unable to accommodate the research in the timeframe.

To establish the sample dataset

Immediately after the research contract had been awarded to TLB, the Scottish Government provided high level school level data derived from publicly available [School level summary statistics - gov.scot \(www.gov.scot\)](http://www.gov.scot), for the sample to be drawn from (n=407 schools).

Prior to the contract award, the Scottish Government's access protocols for social research in a school setting were applied, which resulted in opt-in from most Directors of Education (n=328 accessible schools).

Some schools with the sample frame were deemed ineligible for sampling purposes, for example, because of concurrent involvement in another Scottish Government funded research project (n=238 eligible schools).

First filter: Yes (opt in from Director of Education) + Eligible for Sample, resulted in 238 schools spanning 26 local authorities. This comprised:

- 9 ASN (Special) Schools [desired sample = 2]
- 33 Primary Schools [desired sample = 4]
- 147 Secondary Schools [desired sample = 9]

Sampling criteria for inclusion in the sample

In the TLB proposal and following further conversation with Scottish Government and a review of the school data, categories to incorporate within the sample were identified:

- Mixture of Rural/Urban
- Range of SIMD representation
- Diverse ethnicity
- ASN in mainstream context
- Pupils facing additional barriers to labour market; for example, temporary exclusions or high unauthorised absence rates
- Diverse levels of engagement with DYW, based on the proxy indicator for a school's DYW commitment (total no of Senior Phase pupils / school's total number of college enrolments)
- School Size

Method of selection

TLB took a pyramid approach to sorting the database; beginning with a focus on the cohort with smallest selection of schools to choose from – the ASN (special) schools; then widening our search to primary schools; then finally secondary schools – assessing each of these data sets against the criteria described above.

Sampling

The team identified broad aims for the sample, with specific criteria for each school cohort.

Across the entire sample:

- 15 different local authorities
- A selection of schools where a high proportion of pupils come from a particular SIMD quintile, with the intention that across the sample, a full spread of quintiles is achieved.

ASN Schools

In the sample of 2 ASN schools:

- 1 large pupil roll, 1 small pupil roll (compared to others in the sample pool).

Primary Schools

In the sample of 4 primary schools:

- 1 each of island, rural, town, city
- 1 each of small, medium, big schools
- 1 with high levels of ethnic diversity compared to others in the sample pool.

Secondary Schools

Within the sample of 9 secondary schools:

- 1 with high numbers of pupils taught in Gaelic compared to others in the sample.
- 3 with high levels of ethnic diversity compared to others in the sample pool.

- 1 school with high numbers of ESOL pupils compared to others in the sample pool.
- 2 each of island, rural, town, city
- 2 small pupil roll, 2 large pupil roll, others spanning this range
- 1 denominational school
- 1 with relatively high level of temporary exclusions compared to others in the sample.
- 1 with relatively high unauthorised absence rate compared to others in the sample.
- 1 high level of ASN compared to others in the sample pool.

Using the methodology described above an initial sample of 15 schools was selected, which meets all broad and specific criteria set out in the sampling overview.

How to access background or source data

The data collected for this social research publication may be made available on request, subject to consideration of legal and ethical factors. Please contact ruth.mckenna@gov.scot



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