

## College Outcome Agreement Guidance AY 2016-17

### Annex F: Employability

1. In order to respond to the Scottish Government's priorities of 'improved life chances' and 'jobs and growth', SFC wants college regions to support unemployed people to develop employability skills to enable them to get a job, keep a job and or train for a career. . In particular, SFC wants all college regions to set out in their outcome agreement their plans in relation to employability provision, particularly for those at stages 2, 3 and 4 of the strategic skills pipeline.
2. SFC conducted a short review of employability provision in 2013 with involvement from the college sector and key stakeholders. The review built on previous work on employability including two Education Scotland Aspect Reports – [Preparing learners in Scotland's colleges for employment or further study](#) and [Essential skills in Scotland's colleges](#) and the SFC circular [Learning to Work Two](#).
3. The review has informed SFC's approach to employability provision, which is designed to better support and develop the capacity in colleges, respond to local employability needs through close links with local employability planning arrangements and establish clearer links with Skills Development Scotland.

### **What does SFC want colleges to deliver?**

4. SFC wants college regions to deliver employability training to support unemployed people into a sustained job with a particular focus on ensuring more 16 to 19 year olds are employable.
5. Employability provision should be a high quality experience, coherent, have parity with other college activity and be delivered flexibly to allow progression to suit the needs of different learners.
6. Provision should be developmental and split into stages which align with the Strategic Skills Pipeline and respond to the needs of Local Employability Partnerships (LEP).

**Progression through an employability programme would work as follows:**

Skills Pipeline Stage	Activity	Output	Outcome	SCQF Level
2	Personal Development Activities Guidance / awareness / Awareness of gender stereotyping / Equality awareness Core skills / skills for the workplace / customer service skills Short simulated or real work experience (1 day a week)	Motivation / Work readiness / CV	More engaged More employable Able to progress to next level / stage Get a job	SCQF Level 3 or above
3	Vocational Skills Development A realistic work experience and more time in a real work experience (recognising Certificate for Work Readiness requires real work experience)	Accredited attainment / vocational skills for employment / learnt and can apply practice skills Certificate of Work Readiness Employer reference	More skilled to get a job Demonstrate work readiness Able to progress to next level / stage Get a job	SCQF Level 4 or above
4	Specific Vocational Skills Learn and apply technical vocational skills Learn and apply technical vocational skills for particular employers Most time in a real work experience	Accredited attainment / Vocational qualification Certificate of Work Readiness Employer reference	Skilled to get a job in a particular vocation Or able to progress on to a higher level to complete more academic study in pursuit of a specific career Get a job	SCQF Level 4/ 5 or above

7. Council will expect that the design and targeting of the programme is completed in partnership with LEPs and integrates (where they exist) with Youth Employability Activity Plans. Outcome agreement managers will discuss college plans with CPPs and LEPs.
8. Employability provision should involve the following:
  - Targets for the number of learner starts by stage and outcomes determined in partnership with CPPs or LEPs in their regions
  - Joint systems for referral, assessment and support with key partners including Jobcentre Plus, SDS, CPPs and local voluntary agencies
  - Individual learning plans establishing goals and commitments in terms of attendance, communication and behaviour
  - Progression opportunities to enable a learner to progress quickly into a job or train for longer and progress to get a specific job or on to a higher level qualification
  - Increasing levels of real work experience, considering both authenticity and duration as learners progress through stages
  - Input from local and national employers with a range of employer partnership models within programmes

### **Employer Engagement**

9. Outcome agreements will be required to show how programmes have been designed with input from local and national employers.
10. To deliver job outcomes and a high quality work experience, college regions should offer a range of partnership models with employers, extending from basic one day work experience opportunities to bespoke programmes designed to deliver progression to employment with specific employers.
11. Whilst mindful of the strengths of different regional economies, a high quality programme, therefore, would have greater employer involvement and a higher volume of bespoke provision. Effective examples of employer engagement would include employers:
  - Guaranteeing a job interview
  - Involved in course assessment

- Contributing to CV development, guidance and career planning
- Involved in the design and content of the curriculum
- Involved in the design and operation of college simulated work environments
- Involved in the selection of learners for placement
- Engaged with the college region in the on-going training / up-skilling of employed learners

### **Measures of success**

12. College regions are required to demonstrate impact with reference to the following measures of success:
  - Volume of activity; number of learners at age and stage in the pipeline
  - Completion and attainment of accredited units / qualifications
  - Learners achieving progression to a higher level of study/ progression to higher stage in LEP Skills Pipeline
  - Progression into jobs
  - Other positive outcomes

### **How will we fund this activity?**

13. All regions would be allocated a proportion of funding for employability provision as part of its overall allocation. Employability provision will be fully-funded at the outset; there are no staged payments or additional accounting requirements. However, all college regions are required to clearly set out in their outcome agreement the volume of activity / number of learners enrolled on pre-employability courses, the level of employer engagement along with a breakdown of forecast outcomes.
14. In advance of finalising an outcome agreement colleges in a region will need to work with LEPs to define client groups and design their employability provision in their region.

15. SFC wants particular attention to be paid to the delivery of this provision to drive improved outcomes. College regions are, therefore, required to ensure they measure the progress made, including outputs and outcomes delivered and Council will review this progress and apply the principles set out in Annex C, when assessing progress, outcome funding recovery and future funding allocations.

### **Evaluation**

16. To demonstrate the success of the college sector's contribution to Scotland's employability fund, we will undertake an evaluation of employability provision in AY 2014-15. This will report progress against the ambitions set out in outcome agreements and will hope to highlight in depth case examples of effective practice.

### **Further information**

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