



# SFC Guidance

**College Outcome Agreement Guidance 2020-21**

**Additional Information: DYW Developing the Young Workforce Progress Report 2020-21**



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## **DYW Developing the Young Workforce Progress Report 2020-21**

1. The Scottish Government and the DYW Programme Board will seek a programme-wide evaluation at the end of the DYW Programme. A key output will be telling the story of progress in developing school-college partnership for Senior Phase Vocational Pathways (SPVP). We will want to evaluate how far the change is embedded across the system and what the impact is for students. To help shape the programme evaluation, colleges are asked for a DYW Progress Report as an annex to their 2020-21 Outcome Agreements.
2. Separately from evaluation of the DYW Programme, The Scottish Government has announced an independent review of the Senior Phase in its entirety. The purpose of the Review will be to explore further how Curriculum for Excellence is being implemented for young people in S4-S6 and identify any improvements that might be made to support the best outcomes for all learners. It will be important to inform the Review with a clear picture of the impact of DYW.

### **DYW Progress Report**

3. DYW is about delivering a work relevant vocational education experience for *all* young people at Senior Phase, including those at risk of missing out on achieving their potential. Colleges are asked to outline how they are addressing the DYW aims - report progress, evidence impact and identify next steps, using the areas below as a guide.
4. The Report should combine qualitative and quantitative evidence. This should include Outcome Agreement National Measures, Education Scotland quality process, Skills Development Scotland's Regional Skills Assessments and Skills Investment Plans and other LMI to ensure alignment to national expectations and provide robust evidence of, and recognition for, the sector's contribution and progress.
5. DYW started in AY2014-15 and AY2020-21 will be the final year. From AY 2021-22 DYW will become an embedded part of the 15-24 Learner Journey.
6. The following section sets out the kind of detail we will be looking for in your DYW Report.

### **School-college partnership planning**

7. How are schools and colleges working together differently to plan and deliver vocational pathways?

8. We want to see evidence that planning frameworks and mechanisms are well established in all college and regional curriculum planning, design and delivery. Progress Reports should:
- Map the DYW framework (relationships and structure) for each college or college region as appropriate. The relationship with the local authority and the Regional Improvement Collaborative (RIC) should be clear.
  - Demonstrate how the DYW offer meets evidenced regional need.
  - Identify opportunities for joint school-college career-long professional learning (CLPL).
  - Broad General Education (BGE) - we want to understand what pathways have emerged through the BGE into Senior Phase in support of increased participation.
  - Identify what is the next set of regional priorities and how will they be implemented?

### Senior Phase Vocational Pathways SPVP

9. What has the impact been on ensuring parity between vocational and academic qualifications and choices at Senior Phase?
10. The central element of DYW is creating choice for *all* young people in Senior Phase to study vocational qualifications alongside other learning. In their DYW Report, colleges should outline progress towards this.
- We want to see colleges deliver the target volume for SPVP 2020-21 (number and proportion) identified in AY2018-19 OAs. Colleges should be clear that ambitions for growth in SPVP are focused on an increase in *vocational* options (S4-6, SCQF Level 5 and above, but **not** Highers).
  - We want to understand how the range of SPVP courses and qualifications are developing and increasing as a result of DYW.
  - We want to understand the course and qualification choices students are making and how DYW is influencing this; have they changed over the Programme? Are they becoming more significant in terms of time commitment and level?
  - Colleges should also outline what they know, and how they know it, about what other qualifications students are doing alongside the new vocational ones. In the final programme evaluation we would like a better understanding of the academic profile of students taking SPVP options. Consideration from colleges at this stage will help shape that work.
  - How much of the SPVP provision is in STEM? The STEM strategy identifies STEM Hubs as college-led centres. Colleges should outline the impact of this activity on the SPVP offer and uptake.
  - Identify 'what next'?

### **Who SPVP is benefitting?**

11. What has the impact of DYW been on improving choice and outcomes for a wider range of students?
12. We want to understand the students taking up the SPVP offer. Who are they and what outcomes do they achieve by age, stage, protected characteristics and by SIMD background. We will collate this through the NM Table data and FES returns, but colleges should outline what the impact of the DYW Programme is on choice and success.
  - How has the success rate for SPVP students at SCQF Level 5 and above changed as a result of DYW?
  - Colleges should outline the impact of their Gender Actions Plans on the SPVP offer and uptake.
  - Identify 'what next'?

### **Employer engagement**

13. Has engagement with employers strengthened and what is the impact for SPVP students?
14. Colleges will undertake a self-assessment of their industry and employer collaboration through the Education Scotland quality process, using the College Employer Collaboration Framework included there. However, we want to understand the activity and impact employer collaboration is having on SPVP and colleges are asked to detail this in their DYW Progress Report.

### **Work-based learning**

15. Colleges should provide a narrative around work-based learning for SPVP students. In doing so, colleges should provide evidence of impact and an assessment of overall scope or reach of this mode of learning (for students, the college and for employers).