

Our Best Future: Briefing Sheet

Transition from secondary school to college

Our Best Future: Supporting colleges in recovery from the impact of COVID-19 pandemic

1 Introduction

The resource packages have been produced by Education Scotland to assist colleges to plan adjustments to provision and services in light of COVID-19. They have been designed to be used creatively and flexibly by college staff, learners and external partners to explore and harness ideas and approaches.

The resource packages are based on the following **four themes**:

Resource package 1: Curriculum, learning and teaching, and assessment

Resource package 2: Services to support learning

Resource package 3: Transitions

Resource package 4: Evaluation to facilitate improvement

2 The content of the resource packages

Each resource package comprises the following materials:

- Briefing sheet explaining the content and potential ways of using the resource packages.
- PowerPoint presentation for use in a workshop setting. (A benchmarking slide is incorporated at the beginning and at the end of the presentation, to help capture progress towards achieving expectations.)
- Workshop notes to support the use of the PowerPoint presentation.
- List of resources.

3 Format of resources

In each resource package, the **theme** is divided into a number of **sub-headings**. Under each sub-heading is a list of '**expectations**.' Alongside each 'expectation' are suggested roles of staff (and external partners) who could contribute towards achieving that specific 'expectation'. The list of expectations and roles of staff are not intended to be prescriptive or exhaustive and colleges may choose to create additional 'expectations' and further define staff roles to take account of their individual contexts and priorities.

The role of external partners is included to support colleges to engage partners that could contribute to specific 'expectations'. For example, employers, schools, college HMI, CDN, local authority, DWP etc.

Under each sub-heading, a box is included to capture effective practice that is worthy of wider dissemination, internally or externally.

4 Using the resources

The materials are intended to be used flexibly and creatively in ways which meet the specific needs and priorities of individual colleges.

For example, the materials could be used:

- **Horizontally**, to engage managers and practitioners across a range of roles or organisations in contributing to meeting 'expectation/s';
Or
- **Vertically**, to engage managers and practitioners in a similar role or single institution in contributing to meeting 'expectation/s'.

In light of current restrictions on face-to-face engagement, it is anticipated that the materials will be used electronically with participants. Although this may present some constraints, it also presents opportunities for engaging staff and external partners across different sites and organisations. In addition, it offers the facility to record and share discussions and workshop sessions with others.

The benchmarking tool can be adapted to reflect specific needs and priorities.

5 Specific information about this Resource Package

The following provides some details about the content of the resource package in relation to this theme.

5.1 Transitions

The **Transitions resource** package takes account of a range of external partners.

These are:

- Colleges
- Schools
- Skills Development Scotland (SDS)
- Local authorities

In light of the focus on the contribution of partners in relation to this theme, this resource package includes additional information to support interagency discussion. This is included in a series of Appendices at the end of this paper.

The resource package is comprised of sub-headings which form topics of workshops, as follows:

Transitions: Sub-headings which form the topics for workshops.	
1	Arrangements to adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19.
2	Arrangements for preparing and supporting young people to make informed decisions about their future learning.
3	Arrangements for selecting and recruiting young people on to post-school provision.
4	Arrangements for providing learners with access to support services to ease and enable transition to post-school options.
5	Arrangements for preparing and equipping young people to engage productively in post-school learning situations and activities.
6	Arrangements to provide an infrastructure which supports future learning.

A box is included under the sub-headings to capture effective practice that is worthy of wider dissemination, internally or externally.

6 Expectations and actions

6.1 Arrangements to adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19				
Expectations	Colleges	Secondary Sector	SDS	Local Authority
The curriculum offered to young people is accessible, relevant and supports progression.	Ensure the curriculum takes account of changes to the economic landscape and the needs of local, regional and national stakeholders.	Work with partners to provide joint approaches for determining, planning and designing the curriculum.	Work with stakeholders to support partnership working for determining, planning and promoting changes to curriculum opportunities.	Work with schools, SDS and partners to ensure that there is a joint approach to planning the curriculum.
The range of provision takes full account of local, regional	Work with local authorities to determine cohesive and mutually supportive arrangements for organising and coordinating provision and maximising	Contribute to local authority arrangements for influencing and informing provision and services.	Work with key stakeholders to support partnership working for determining, planning and	Ensure that schools and partners are aware of all potential provision and services.

and national priorities.	resources across educational partners.		promoting changes to curriculum opportunities.	
Arrangements for providing young people with advice and guidance takes full account of the options available.	Ensure learners on continuing programmes receive appropriate advice and information in relation to changes to their initial programme. This includes, for example, continuing students and learners on part-time schools programmes, including Foundation Apprenticeships (FA) and Modern Apprenticeships (MA).	Ensure staff convey information from post-16 opportunities to ensure staff are aware about changes to continuing programmes and relevant arrangements to pupils, parents and carers.	Ensure schools, colleges, independent training providers and employers receive appropriate advice and information on changes to FA and MA provision.	Work with schools, SDS and partners to ensure that all staff, parents and carers are aware of the programmes that are available to young people.
Practitioners are supported to develop their skills to engage purposely within a new learning environment.	Support teaching and non-teaching staff to gain and further skills for delivering provision and services in a changing operating environment.	Engage with Post-16 providers to enable staff to access appropriate joint professional learning opportunities.	Apply existing systems and approaches to support schools and colleges to engage with SDS services.	Ensure that schools are working in collaboration with partners to provide appropriate professional learning opportunities.
Effective practice that is worthy of wider dissemination, internally or externally.				

6.1.1

Workshop Questions

- What arrangements are in place to identify the range of options which will be available to young people from August 2020?
- How will the types and levels of programmes (SCQF) be understood and promoted by key influencers?
- How will we collaborate to ensure our shared knowledge of post-school options is up-to-date?
- How can we work together to maximise our resources and expertise, for the benefit of all our young people?

6.2 Arrangements for preparing and supporting young people to make informed decisions about their future learning.

Expectations	Colleges	Secondary Sector	SDS	Local Authority
Organisations and agencies work collaboratively to ensure a shared understanding of the options available to young people.	Ensure that schools and partner agencies are aware of the learner pathways available to young people.	Ensure young people are aware of all the options available to them. Encourage young people to have other plans to accommodate reductions in programme choices.	Support young people in schools to consider and identify their options through CIAG services and the development of Career Management Skills (CMS).	Work with schools, SDS and partners to ensure awareness of all learner pathways.
Information, advice and guidance about individual post-school options is clear, comprehensive and easily accessible.	Provide opportunities for young people to learn about the content of college programmes and progression routes.	Support young people to discuss and explore post-school learning opportunities.	Deliver CIAG services to schools in ways which encourage enquiry and exploration.	Work with schools, SDS and partners to ensure that young people are given appropriate post-school support.
Arrangements for communicating the options to key influencers are in place.	Expand opportunities for communicating with teachers, parents, carers and other influencers regarding post-school options.	Work in partnership with Post-16 providers to communicate the range of options available to young people across key stakeholder groups.	Support arrangements for disseminating information more widely to relevant parties.	Ensure that schools are aware of the support available to effectively communicate the range of options to young people.

Effective practice that is worthy of wider dissemination, internally or externally.

6.2.1**Workshop Questions**

- What arrangements are in place across partners to ensure all young people are provided with accessible opportunities to discuss and explore their post-school options?
- How will we ensure that young people receive sufficiently comprehensive information about the range of options available to them and the progression opportunities to work further learning?
- How will we raise the awareness of subject teachers of the range of post-school opportunities linked to their specific subject area?
- How will we ensure that young people and their parents/carers receive appropriate advice and information about ancillary services, such as funding and transport arrangements, to prepare for transition?
- How can we draw on feedback from young people to influence and improve arrangements?
- How can we work together to maximise our resources and expertise to support young people to make informed choices?

6.3 Arrangements for selecting and recruiting young people on to post-school provision

Expectations	Colleges	Secondary Sector	SDS	Local Authority
Selection and recruitment processes take good account of applicant needs.	Ensure that schools, SDS and partners are aware of arrangements and adjustments to selecting and recruiting students.	Ensure that staff, parents and carers are sufficiently aware of selection and recruitment processes.	Utilise CIAG services to support young people to engage in preparing for selection and recruitment processes.	Work with schools, SDS and partners to ensure that staff are aware of the range of selection and recruitment processes.
Selection and recruitment processes ensure that applicants are placed on appropriate types and levels of programmes.	Ensure selection processes are accessible and adjusted to take appropriate account of the skills and experiences required for entering a programme at the appropriate level.	Prepare young people for participating effectively in selection processes relevant to their programme application.	Utilise CIAG services to support young people to engage in preparing for selection and recruitment processes.	Work with schools, SDS and partners to ensure that young people are supported during the selection and recruitment process.
Selection and recruitment processes provide opportunities for young people to discuss their experiences of lockdown.	Take opportunities to engage young people in discussing their learning and life experiences during lockdown to inform future planning of learning activities.	Encourage young people to reflect on, discuss and explain their experiences of lockdown in terms of resilience, experience of remote learning and creativity.	Promote the impact of young peoples' experiences of lockdown in terms of resilience, experience of remote learning and creativity within CMS.	

Effective practice that is worthy of wider dissemination, internally or externally.

6.3.1**Workshop Questions**

- What processes are in place to select and recruit young people onto the various types of post-school options?
- How can we ensure that young people understand the different types of selection processes applied by different organisations?
- How will we prepare and equip our young people to engage productively in different types of selection processes?
- How can we draw on feedback from young people to influence and improve arrangements?
- How can we work together to maximise our resources and expertise to ensure young people enter appropriate post-school provision?

6.4 Arrangements for providing learners with access to support services to ease and enable transition to post-school options.

Expectations	Colleges	Secondary Sector	SDS	Local Authority
Arrangements are in place to provide learners with easy and swift access to support services.	Ensure that staff responsible for services to support learning, provide appropriate information about the full range of services available to applicants (and schools) including, funding arrangements, support for childcare, residential facilities, counselling and support services.	Ensure relevant staff are sufficiently aware of the support available to Post-16 learners and signpost young people to relevant digital resources.	Incorporate awareness of relevant information within CIAG activities.	Work with schools, SDS and partners to ensure that young people are aware of the digital resources that are available.
Receiving organisations are provided with comprehensive and timeous information about the support needs of young people.	Establish effective arrangements for ensuring schools provide appropriate and timeous information about the support needs of individual young people.	Ensure that Post-16 providers receive sufficient and relevant information regarding the support needs of learners.		Work with schools, SDS and partners to ensure that the relevant support information is conveyed to Post-16 providers.
Additional support is in place for the start of programmes.	Ensure that additional support requirements are in place for learners at the point of entry to programmes.			Ensure that the relevant support requirements are available to learners at point of entry to programmes.

<p>Provision is available to young people who require support to address gaps in learning including utilising digital skills and learning independently.</p>	<p>Provide opportunities for applicants to identify potential gaps in their learning and ensure access to services to address these issues. For example, utilising digital skills, and learning independently.</p>			
<p>Support services provide learners with ready access to additional support.</p>	<p>Ensure that the level and type of support available accommodates anticipated, increased demand, particularly in relation to financial hardship and mental health.</p>			<p>Work with schools, SDS and partners to ensure that support is available in relation to finance and other relevant services.</p>
<p>Effective practice that is worthy of wider dissemination, internally or externally.</p>				

6.4.1**Workshop Questions**

- How can we ensure that we all have up-to-date knowledge of the full range of support services available to young people within post-school options?
- How can we ensure that young people are aware of the support services available to them, and are able to access them quickly and easily?
- How can we ensure that additional support requirements are in place for young people at the point of entering post-school provision?
- How can we draw on feedback from young people to influence and improve arrangements?
- How can we work together to maximise our resources and expertise to ensure support services ease and enable successful transition to post-school options?

6.5 Arrangements for preparing and equipping young people to engage productively in post-school learning situations and activities.

Expectations	Colleges	Secondary Sector	SDS	Local Authority
Induction arrangements provide appropriate and relevant information.	Ensure arrangements are in place to introduce and induct young people to new learning environments, delivery methods and course content.	Work with SDS, Local Authority and partners to ensure that young people, parents and cares are aware of Post-16 induction arrangements.		Work with SDS, schools and partners to ensure that young people, parents and cares are aware of Post-16 induction arrangements.
Providers monitor the performance of young people and draw on the findings to enhance provision.	Ensure arrangements are in place to monitor the engagement and performance of young people experiencing different types of learning contexts.			
Providers work collaboratively to ensure young people are equipped to engage with learning.	Ensure that arrangements are in place to maximise resources and expertise to support young people to engage in different types of learning contexts.	Work with SDS, Local Authority and partners to ensure that staff are able to offer their expertise to effectively support young people during the transition process.		Work with SDS, schools and partners to ensure that resources and expertise are maximized to ensure a smooth and effective transition.
Evaluation arrangements take good account of feedback to influence and improve.	Ensure that arrangements are in place to draw on feedback from young people to influence and improve arrangements.			Ensure that providers and young people feedback is communicated to school to improve the process in the future.

Effective practice that is worthy of wider dissemination, internally or externally.

6.5.1

Workshop Questions

- What arrangements are in place to introduce and induct young people into new learning situations and environments?
- What arrangements are in place to assess the confidence and skills of young people to engage in projected types of learning activities?
- What arrangements are in place to support young people to identify and address the gaps in skills required to engage productively in all types of learning activities?
- What arrangements are in place to monitor the engagement and performance of young people experiencing different types of learning contexts?
- How can we work together to maximise our resources and expertise to support young people to engage in different types of learning contexts?
- How can we draw on feedback from young people to influence and improve arrangements?

6.6 Arrangements to provide an infrastructure which supports future learning.

Expectations	Colleges	Secondary Sector	SDS	Local Authority
Organisational policies take good account of the current and post-COVID-19 environment.	Ensure policies are adjusted to reflect the impact of COVID-19 on learners. This should include, attendance, discipline, learning and teaching, and assessment. Ensure appropriate impact assessments are carried out.	Ensure policies are adjusted to reflect the impact of COVID-19 on learners. This should include, attendance, discipline, learning and teaching, and assessment. Ensure appropriate impact assessments are carried out.	Ensure policies are adjusted to reflect the impact of COVID-19 on learners. This should include the provision of CIAG, ensure appropriate impact assessments are carried out.	Ensure policies are adjusted to reflect the impact of COVID-19 on learners. This should include, attendance, discipline, learning and teaching, and assessment. Ensure appropriate impact assessments are carried out.
Scheduling and timetabling arrangements enable young people to plan ahead.	Ensure timetabling arrangements are conveyed in sufficient advance to enable learners to plan learning around other personal, home and work commitments.	Ensure timetabling arrangements are conveyed in sufficient advance to enable learners to plan learning around other personal, home and work commitments.	Ensure timetabling arrangements are conveyed in sufficient advance to enable learners to plan learning around other personal, home and work commitments.	Ensure timetabling arrangements are conveyed in sufficient advance to enable learners to plan learning around other personal, home and work commitments.
Providers ensure that all learners have access to appropriate IT and online facilities.	Ensure that all learners have access to appropriate IT equipment and online facilities.	Ensure that all learners have access to appropriate IT equipment and online facilities.	Ensure that all learners have access to appropriate IT equipment and online facilities.	Ensure that all learners have access to appropriate IT equipment and online facilities
Provision for developing digital skills is well promoted and accessible.	Ensure that all learners have access to support to ensure they have the digital skills required to be able to engage fully in learning activities.	Ensure that all learners have access to support to ensure they have the digital skills required to be able to engage fully in learning activities.	Ensure that all learners have access to support to ensure they have the digital skills required to be able to engage fully in learning activities.	Ensure that all learners have access to support to ensure they have the digital skills required to be able to engage fully in learning activities.

<p>Employment and further learning opportunities are understood by key stakeholders.</p>	<p>Work with SDS and partners to identify and respond to opportunities available to young people.</p>	<p>Work with SDS and partners to identify and respond to opportunities available to young people and provide opportunities for young people to develop and apply CMS to make informed decisions.</p>	<p>Support providers to plan and convey employment and further learning opportunities to young people for example through school partnership agreements (SPA) and college partnership agreements.</p>	<p>Work with SDS and partners to identify and respond to opportunities available to young people.</p>
<p>Measures to ensure safety are clear and understood by practitioners and learners.</p>	<p>Ensure policies convey effectively to learners the measures to ensure safety during and post-COVID 19 pandemic. This should, for example include, physical distancing and hygiene.</p>	<p>Ensure policies convey effectively to learners the measures to ensure safety during and post-COVID 19 pandemic. This should, for example include, physical distancing and hygiene.</p>	<p>Ensure policies convey effectively to learners the measures to ensure safety during and post-COVID 19 pandemic. This should, for example include, physical distancing and hygiene.</p>	<p>Ensure policies convey effectively to learners the measures to ensure safety during and post-COVID 19 pandemic. This should, for example include, physical distancing and hygiene.</p>
<p>Effective practice that is worthy of wider dissemination, internally or externally.</p>				

6.6.1 Arrangements to provide an infrastructure which supports future learning.

- How can we share best practice to inform adjustment of internal and shared policies and practices to take account of the impact of COVID-19?
- How can we coordinate and timetable joint learning activities, to enable young people to access learning opportunities across different partners?
- How will funding arrangements take account of hardship and changing circumstances?
- How can we draw on feedback from young people to influence and improve arrangements?
- How will we monitor the effectiveness of our arrangements and draw collectively on our findings to refine and enhance our provision?

Additional information

Appendix 1

Progression and Pathways

Scottish Credit and Qualifications Framework (SCQF)

SCQF is a way of comparing Scottish qualifications. It covers achievements such as those from school, college, university, and many work-based qualifications. It does this by giving each qualification a level and a number of credit points. The level of a qualification shows how difficult the learning is. The credit points show how much learning is involved in achieving that qualification. Each credit point represents an average of 10 hours of learning.

SCQF can help:

- decide how you progress in your learning.
- understand qualifications you are not familiar with.
- employers understand different types of qualifications and help development of employee's skills.
- colleges and universities identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes.
- provide recognition for other areas of your learning that may contribute to your personal development and your future goals.

Colleges and Universities use SCQF Levels

All Scottish universities and colleges use SCQF levels and credit points to describe their courses. A wide range of other learning is also recognised using SCQF levels and credits.

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12				Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma		Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher				Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5				Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

Appendix 2

Scottish Government Destinations (updated February 2020)

Leaver destinations are categorised by SDS based on shared administrative data wherever possible. Alternatively, they have been captured by staff in data sharing organisations or through direct data input by SDS staff, as a result of contact with individuals, their parents/carers or organisations an individual is engaging with. The following categories for leaver destinations are included in this statistical bulletin:

Higher Education: includes leavers following HND (Higher National Diploma) or HNC (Higher National Certificate) courses, degree courses, courses for the education and training of teachers and higher level courses for professional qualifications. It includes programmes at a level higher than the standard of the National Qualifications, i.e. above SCQF Level 7. Leavers with a deferred, unconditional place in higher education have also been included in this category.

This can be recorded as 'Higher Education – College' or 'Higher Education University or other HEI' on SEEMiS depending on where the programme of study is likely to take place.

Further Education: includes leavers undertaking full-time education which is not higher education. This may include National Qualifications below HNC level such as SVQs, Highers, 'A' levels, access courses, portfolio preparation or pre-vocational courses.

Training: includes leavers who are on a training course and in receipt of an allowance or grant, such as the Employability Fund national training programme. It also includes leavers who are on local authority or third sector funded training programmes that are in receipt of a training allowance or those participating in Community Jobs Scotland.

From 2018/19 this category includes school leavers receiving support that would **previously have been recorded as 'Activity Agreements'**. This means that the proportion of 2018/19 school leavers with a destination category of Training cannot be directly compared to the proportion recorded for previous years. Further information can be found in the Activity Agreements definition below.

Employment: includes those who consider themselves to be employed and in receipt of payment from their employers whether on a seasonal, temporary or permanent contract. It includes young people undertaking training in employment through national training programmes such as MAs and Graduate Apprenticeships. Any employment over 16 hours per week would be classed as full-time.

Voluntary Work: includes those undertaking voluntary work/volunteering which will involve a young person giving of their time and energy through a third party with or without financial allowance.

Personal Skills Development: Young people who have a destination as Personal Skills Development (PSD) on the Opportunities for All shared dataset fall into one of two different categories:

PSD (Employability): including individuals who participate in activities with the aim of employment. For example programmes run by community learning and development (Highlife Highland) or third sector organisations.

PSD (Social & Health): includes individuals who may not be ready to enter the labour market and require access to support from support services to make transitions into learning/work or adulthood. An example of this is where an individual undertakes structured opportunities appropriate to their long-term needs or to address their barriers to engaging in education, employment or training.

The way in which school leavers undertaking Personal Skills Development are counted in these statistics has changed.

Activity Agreements: prior to 2018/19 this included those for whom there was an agreement between a young person and an advisor that the young person would take part in a programme of learning and activity which helped them become ready for formal learning or employment.

The integration of funding streams as part of the ongoing implementation of No One Left Behind means that although local authorities will provide the same type of support and opportunities for young people, this activity will no longer be funded under the banner of 'Activity Agreements'. This means it is no longer appropriate to record school leavers receiving this support using this category. Instead they are recorded in the **Training category for 2018/19 onwards**. Note that data for earlier years continues to include the Activity Agreements category reflecting the support that was available at the time.

Other Destinations:

Unemployed seeking: includes those known by SDS or their partners to be seeking employment or training. This includes those receiving support from SDS, Department of Work and Pensions (DWP) and other partners. It is based on regular contact between the supporting organisation and the individual. This does not refer to the definition of 'unemployed' used by the DWP to calculate published unemployment rates.

Unemployed not seeking: includes all those individuals who are not yet ready or are unavailable to enter the labour market for a range of reasons. The reasons may involve ill health/sickness, prison, pregnancy, caring for children or other dependents or taking time out.

Unknown: includes all leavers whose destination is not known either to Skills Development Scotland, the school attended, other partners or were not able to be contacted at the survey point.

Career Management Skills (CMS)

Through their careers services, SDS are working to equip young people with the skills and confidence they need to navigate the changes ahead and take advantage of opportunities that arise.

CMS empower individuals to identify the skills they have and the ones they need to develop, to help them realise their potential at any stage in their life.

There are four key themes:

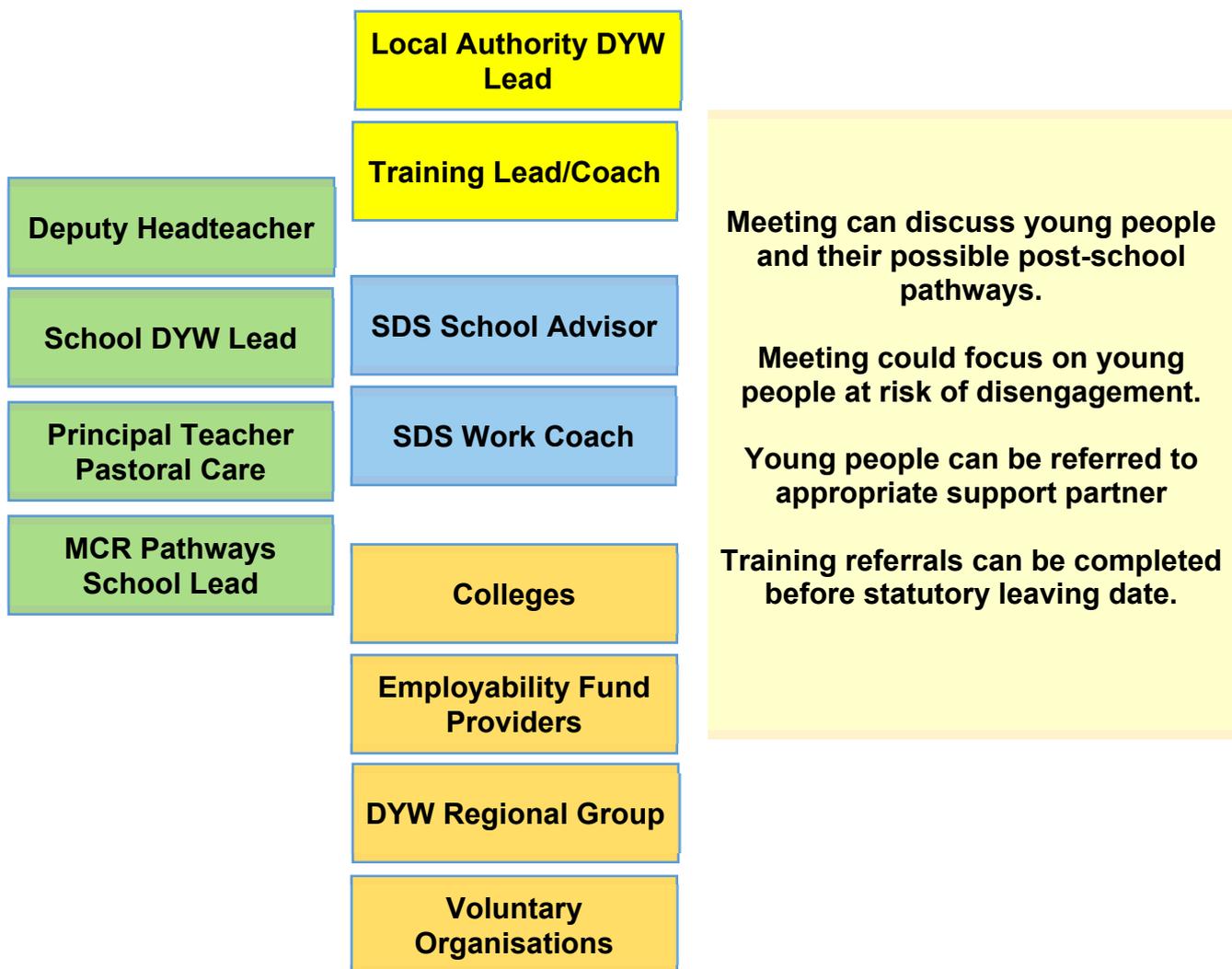
Self	Achieving a clear understanding of who you are, what is important to you and how you fit into the world around you
Strengths	Developing an understanding of what you're good at and how you can use your strengths
Horizons	Learning to visualise, plan and achieve career aspirations throughout your entire working life

Networks	Understanding the importance of work and social relationships in building your career
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Post-16 Planning Meetings

These meetings will allow schools and partners to discuss and provide an intended pathway for young people. Meetings are generally monthly and are led by a Depute Headteacher with a remit for the Senior Phase.

An example meeting is detailed below:



Post-16 Transitions



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

Building on Career Management Skills developed through Career Information Advice & Guidance will be through My World of Work and targeted support from Career and Job Coaches as required.

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

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

Post-16 Transitions – The Offer Process

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

All young people are identified by schools, SDS and Local Authority, working with other partners as required. Schools record relevant data on the 16+ Data Hub for sharing with appropriate partners to ensure that young people's support needs are planned appropriately.

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

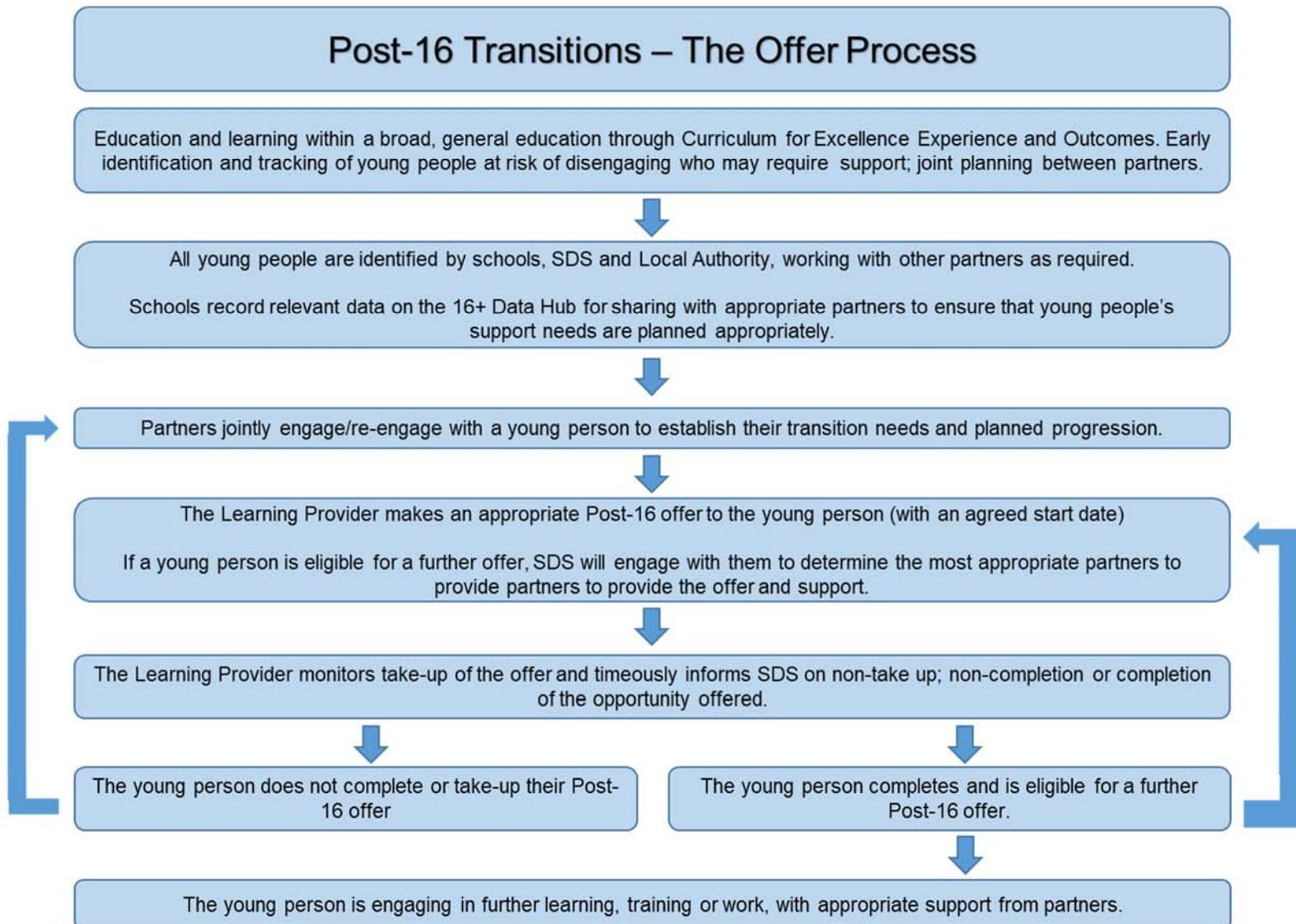
The Learning Provider makes an appropriate Post-16 offer to the young person (with an agreed start date)
If a young person is eligible for a further offer, SDS will engage with them to determine the most appropriate partners to provide partners to provide the offer and support.

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

The young person does not complete or take-up their Post-16 offer

The young person completes and is eligible for a further Post-16 offer.

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



Appendix 3

College Development Network (CDN) Support and capacity building for the college sector

Leadership Series

An online leadership series has been developed specifically to support colleges during the crisis. The online workshops are being delivered throughout May and include the following: Working remotely; Managing remotely; Leading remotely in a crisis; Preparing for Post-Crisis recovery (session for Vice Principals only).

Leadership and Governance

CDN's leadership team is hosting a week of online activity for college managers, senior leaders, principals, board members and chairs of college boards. The virtual series of one-hour workshops will focus on key topics including future-proofing the college workforce and creating a resilient organisation. The workshops incorporate The Three horizons of change; Using technology as an enabler in 2030; and Creative governance for an innovative sector.

Digital learning and teaching

CDN is working with Jisc to deliver 'Virtual Bridge' webinar sessions to support college staff to expand and extend delivery of remote learning, teaching and assessment. Daily (Tuesday – Friday) webinars are bringing together educational technology communities in Scotland and Northern Ireland to share expertise. All of the webinars are delivered live, with recordings available after each session.

Support for college teams

CDN is supporting practitioner networks to meet virtually. The Access and Inclusion Network, is meeting more frequently (fortnightly) to help respond to the changing demands of COVID-19. CDN is offering an online programme to support staff in college teams to respond to the changing educational environment. The programme is bespoke to the roles of individual staff teams and participants are able to share and learn about different types of approaches being used in other colleges, to help shape future arrangements for delivery of services.

National College Poverty and Deprivation Enquiry

In response to indications that the experience of poverty during lockdown is already bringing additional layers of deprivation, CDN is organising a national college sector enquiry into the ways in which colleges can work across the country to address complex poverty challenges in Scotland's communities. Representatives from six colleges have convened to design a project that will explore arrangements made by colleges to address poverty. The findings from the enquiry will be used to support colleges to extend effective practices and approaches which reduce the negative impact of poverty.

Online events and networks

The College Expo will be delivered virtually this year in June, providing a major online event for the college sector.

Appendix 4

SDS arrangements to support the transition of young people in secondary schools

SDS is adapting ways of working to meet the needs of colleagues, customer and partners throughout the COVID 19 crisis.

The SDS careers service has moved from face-to-face delivery of services to online and telephone services to:

- retain targeted support for school pupils in the senior phase, alongside the support of local authority partners;
- provide targeted and universal support for adult customers including Next Steps;
- deliver PACE redundancy support for employers, employees and apprentices, both online at www.redundancyscotland.co.uk and through a dedicated support helpline on 0800 917 8000.

New services have been introduced including a [My World of Work Job Hub](#), to enable employers across Scotland to quickly advertise immediate vacancies and to support individuals seeking employment at this critical time.

Throughout the pandemic, SDS will augment these services to provide further support for those that need it.

In the weeks ahead SDS will launch a range of interim services to support individuals affected by the pandemic. These will include:

- **Enhancing web content and launching a helpline for individuals who have been impacted by the pandemic** – using a partnership approach to ensure that individuals receive the right support, at the right time.
- **Enhancing web content and launching a helpline for pupils and their parents and carers** to enable young people to explore their options and make informed choices about their next steps, whether staying on at school or moving on to post-school learning.

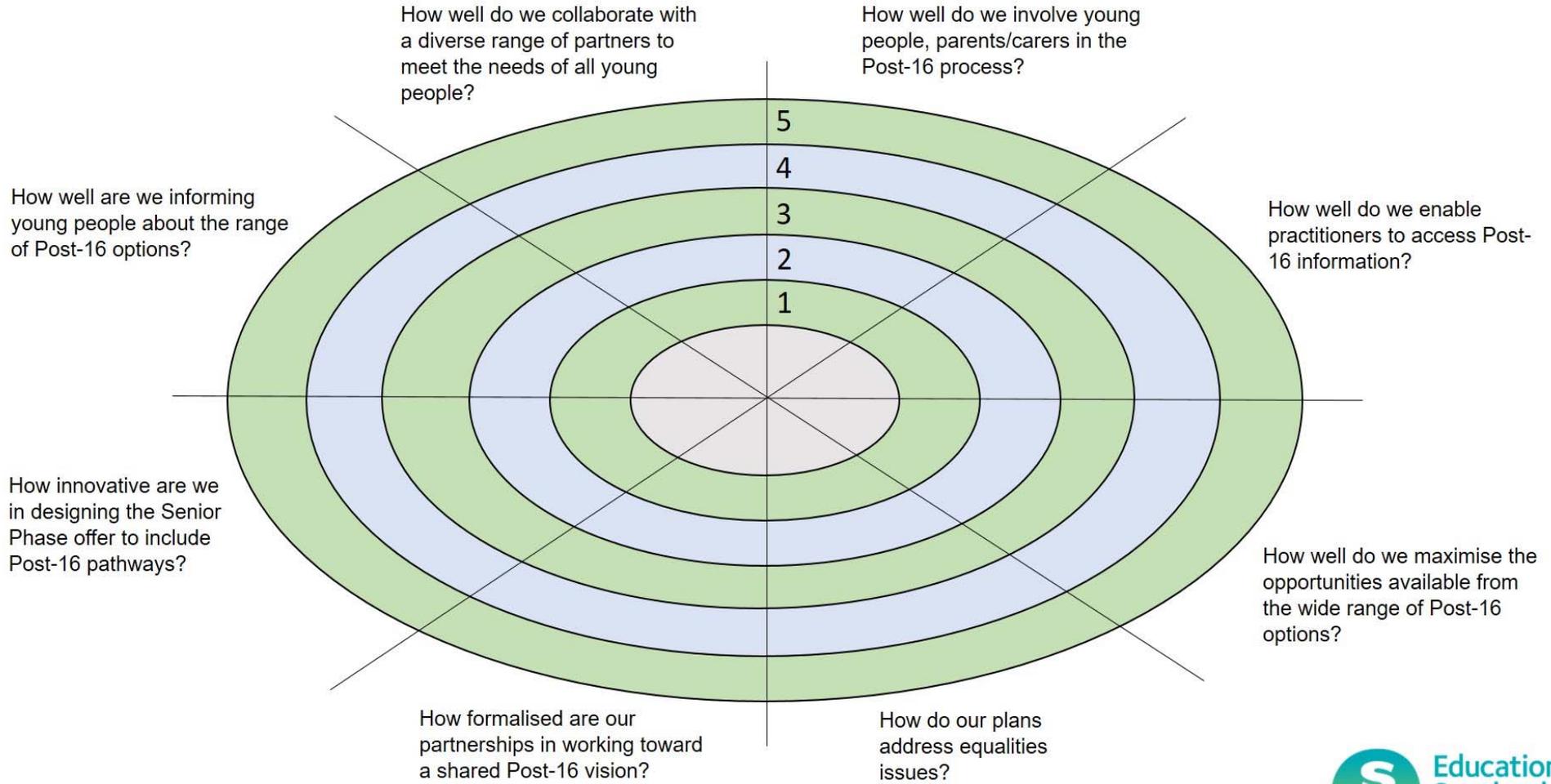


- **Developing a career education programme** – Comprising a blend of digital content and offline resources centred around the Career Education Standard (CES) and the SDS career management skills (CMS) Framework, working alongside the DYW Regional Groups.

SDS are working in partnership with other agencies and key stakeholders to shape these offers, recognising that many other national and local organisations are currently evolving their own delivery to support the national effort around COVID-19. SDS will continue to update partners on development of services in the days and weeks ahead.

Appendix 5

Post-16 Benchmarking Exercise



5 for confident, 1 for less confident

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