ADDITIONAL CIRCULATION

Community Planning Aberdeen
Management Group

The undernoted item is circulated in connection with the virtual - remote meeting of the **COMMUNITY PLANNING ABERDEEN MANAGEMENT GROUP** to be held on **WEDNESDAY, 12 AUGUST 2020 at 2.00 pm**.

B U S I N E S S

4.2   CPA Improvement Programme Quarterly Update + Appendices (Pages 3 - 16)

Appendix 2 – New Charters – Replacement Charter 6.7
Appendix 3 – Live Project Updates for projects 5.2, 5.4 and 5.5

Should you require any further information about this agenda, please contact Allison Swanson, tel (52)2822 or email aswanson@aberdeencity.gov.uk

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6.7 Future Skills

CPA CHARTER FEEDBACK FORM		
Project Aim:	Increasing understanding and awareness of pathways and future skills requirements; and Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.	
Project Manager	Nicola Graham, SDS	
	Training undertaken: Bootcamp	
Reviewed by:	James Simpson/Allison Swanson	
Date:	28/07/20	
Checklist	**Summary of feedback**	
1. Is the project aim consistent with aim in the LOIP?	Yes	Yes, the charter covers two improvement aims within the LOIP.
2. Is there a sound business case explaining why the project is important?	Yes	The charter provides a clear rationale for the project linking to the post covid environment, as well as national and regional direction and strategies.
3. Is it likely that the changes being tested will achieve the aim?	Yes	The changes proposed cover both of the aims and through a cumulative effect of all of the change ideas will support achievement of the aim.
4. Will the measures demonstrate whether a change is an improvement?	Yes	Measures relating to both aims included.
5. Is there a mix of partners involved in this project?	Yes	A range of partners have been included which appear to represent all key stakeholders. A Third sector/Health/Community representative is to be confirmed.
6. Clear outline project plan?	Yes	Project plan has been completed with key milestones and indicative timescales
CPA Management Group/ Board Ready? Yes		

Improvement Project Title: Increase understanding and awareness of pathways and future skills requirements and increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.
Executive Sponsor: Rob Polkinghorne (ICS Board Chair)
Project Lead: Nicola Graham
Aim statement: Increase children, young people and families' awareness and understanding of future skill requirements by June 2021; and Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.
Link to Local Outcome Improvement Plan: This project aligns with Stretch Outcome 6: *95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026;* Driver 6.3 Ensuring children, young people and families understand the pathways available to them and skills required for future.
Why is this important The impact of Covid-19 shows how vulnerable our economy is. The pandemic has accelerated workplace changes in a speed and manner we could never have envisaged. It is clear that the world of work has fundamentally changed forever. Education and Skills have been placed at the centre of the economic recovery. Skills serve as the bridge between knowledge and performance. As we emerge into the Recovery Phase of Covid-19, we are still waiting for labour market information data to settle and for the picture to become clearer but we know that in addition to job specific skills, we need young people and adults alike to have the ability to learn and update skills throughout their life so that they are able to take their place in an increasingly complex and competitive economic landscape. Nationally, the Scottish Government has identified key sectors that have the potential to make Scotland more economically competitive. These growth sectors are supported by the government with financial investment in creating more pathways into the sector – foundation apprenticeships, college and university courses, graduate apprenticeships and other work-based qualifications. This can create more, and better, opportunities for people working or starting a business in Scotland - better paid, more job opportunities, opportunities at higher professional levels and opportunities for progression. In order to grow, these sectors need to have the right elements in place. A key element is a supply of people with the right skills and qualifications, and ongoing upskilling and future focused leadership within the sectors.

In Aberdeen, *The Regional Economic Strategy* provides a long-term plan for the economic development of the North East to 2035. The Strategy outlines key sectors for the region, including: Energy/Oil and Gas; Food, Drink and primary industries; Tourism, Life Sciences, Digital and Entrepreneurship. Additionally, we know that there are also growth opportunities in Health and Social Care and Early Learning and Childcare. Opportunities within construction are also evident given the infrastructure projects planned within our Economic Strategy.

Pre-Covid-19, across developed countries we are seeing a gradual polarisation in jobs. Overall, we are seeing a decline in mid-skill jobs (such as skilled trades, office, admin etc) mainly as a result of automation and a growing demand for high skill jobs. Those in low skill jobs are being left behind. It's only a matter of time until many low skill jobs can economically be automated. We need to be prepared and equipped for a high skill future.

Skills 4.0 was published by SDS in 2018. It identifies a range of meta skills critical to thrive and flourish within a shifting labour market. The skills identified are similar to those identified by other reports (*Deloitte Insights Report and 'The Future of Jobs', the World Economic Forum).* All three reports highlight and share three common themes in terms of future skills and are event more relevant in this Covid-19 world:

- The ability to manage yourself
- To build and maintain complex relationships
- To be creative and innovative

It is right to note that the ability to do all of the above in a digital world is even more relevant now.

This also connects to the refreshed narrative on Curriculum for Excellence. It re-emphasises the importance of developing the four capacities as the fundamental purpose of Scottish education and that delivering this includes recognising "the knowledge, **skills and attributes** that children and **young people need to acquire to thrive in our interconnected, digital and rapidly changing world".**

Education Scotland inspections show that the next priority is for the Career Education Standard to be embedded across all subject areas. This project will therefore initially work with one ASG to test an approach that starts with the delivery of joint career and lifelong professional learning (CLPL) aiming to support the embedding of the Career Education Standard.

This project will initially work with an ASG to build the capacity and confidence of practitioners (teachers and other partners who work in schools) to discuss world of work and future skills needs with children, young people and families.

A key part of this will be sharing and exchanging learning as new tools and techniques are developed by classroom teachers.

Another part of this will be linking in subject staff with employers to bring the work/skills discussions to life. DYW NE will support with this piece.

The final piece will be to close the circle by increasing opportunities for pupils to reflect, to discuss and record the skills they are learning. This will be measured through the SDS Data Hub which provides the % of pupils in each school with My World of Work registrations for all year groups together with information on how this compares with the local authority and national average. The aim of a 20% increase will be recorded against current baseline and is to be achieved through a cumulative effect of all of the change ideas.

More broadly, this project will seek to collaborate and share learning with the improvement charter **Supporting the development of pathways with Parents and Carers ,** Project Aim *Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021*

This charter also links to the following charter:
Increase the number of young people taking up foundation apprenticeships to 142 by 2021.

SOURCES: Skills 4.0: A Skills Model to Drive Scotland's Future, https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf and **World Economic Forum, To Flourish in the Fourth Industrial Revolution We need 3 Things** https://www.weforum.org/agenda/2019/08/fourth-industrial-revolution-education
NESTA, The Future of Skills: Employment in 2030 https://www.nesta.org.uk/report/the-future-of-skills-employment-in-2030/

Measures: (How will we know if a change is an improvement?)

Outcome

- Teachers reporting increased confidence in talking about pathways and future skill requirements as part of classroom delivery
- Increase in awareness of pathways and future skills reported by young people and children in school
- Families reporting increased awareness of pathways and future skills
- Growth sector pathway embedded in curriculum
- Increase in the No. of formal opportunities to discuss and record skills for life, learning and work through the PSE curriculum
- Increase in the % of pupils in each school, by year group, with My World of Work registrations for all year groups

Process
- Number of staff trained in Career Education Standard suite of workshops
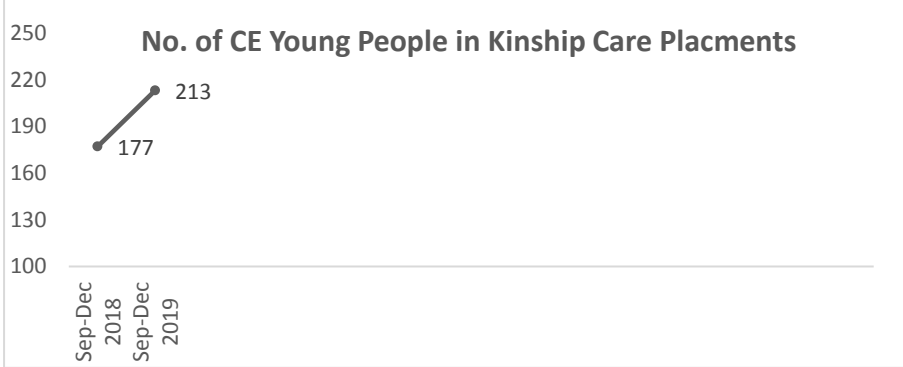- Number of staff who undertake the work based learning module

- Increase in registrations on My World of Work (Secondary Schools) and use of My WoW digital P5-P7 tools
- Increase number of pupils using skills profiling tools on My World of Work and able to articulate their skills
- Number of employers supporting the workshop delivery

Change ideas

- Training package developed as part of a "train the trainer" delivery of Careerlong Professional Learning (CLPL) offer to practitioners on Career Education Standard workshops (Future Skills, Labour market information and Career Management Skills) in Bridge of Don ASG (to include the Secondary and associated Primary Schools)
  Practitioners undertaking the workshops will develop and test means to increase awareness and understanding of future skills requirements; it is anticipated that these could include:
  - Defining and agreeing a common skills framework across the ASG and identifying ways that this can be used
  - Incorporating skills into learning outcomes and plenary sessions in lesson plans and encourage recording of these on My WoW profiles
  - Trialling use of new Lesson finishers in identified subject areas

- Develop an employer co-led input to the curriculum. We are proposing to pilot one of the growth sector areas to be decided at the next meeting of the Project Group in August/Sept - Life Sciences / Energy / Care / Digital.

- Data/skills sessions offered to primary and secondary schools

- Engage parents/carers in future skills/labour market information messages through different mediums (such as My WoW Ambassadors)

- Test the use of online CLPL module on Work Based Learning as a means to upskill a range of staff across Bridge of Don ASG

Potential risks and/or barriers to success & actions to address these

- Capacity of school staff and partners - need to ensure that this does not feel like additional work in an already busy workload – ensure that this is built into each School's Improvement Plan

Project Team: :
Daphne McWilliam, Head Teacher, Bridge of Don Academy
Mike Jamieson, DHT, Bridge of Don Academy
Jill Cruickshank, DHT, Bridge of Don Academy
Doug Haggarty, DHT, Bridge of Don Academy
Diane Duncan, HT Braehead Primary
Catriona Hogg, Chair, Parent Teacher Council, Braehead Primary

Balmedie Primary HT/rep
Scotstown Primary HT/rep
Martin Johnston, DYW NE
Lori Manson, City Growth
Donna Cuthill, ACC
Elizabeth Dumbell, Education Team, SDS
Gillian Shand, Careers Adviser, SDS
Nicola Graham, SDS
Third sector/Health/Community – (one) rep to be confirmed

Outline Project Plan - Set out your initial plan about the timeline for your project. (This should be reviewed regularly)

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	**What initial activities are required to get started?** Gather project team	February 2020
Designing and Testing Changes (Project Score 4-7)	**What activities are required to start testing changes?** Team to explore the following: • Workshop format • Evaluation processes • Start to gather what potential small tests of change might look like around skills in the classroom • Pull together RSA and data matrix workshop • Map what ASG currently does around this whole agenda to understand and learn from existing practice	September 2020
Implementing and sustaining changes that demonstrate improvement (Project Score 7-10)	**What actions would be required to implement and sustain the changes that have resulted in improvement?**	September 2020 - 2021

	Test/Implement Changes Work with Donna Cuthill and Parents Councils to establish different methods of communicating key messages about pathways and future skills	
Spreading Changes (Project Score 9-10)	**What actions are required to reach the full scale of the project?** Expand learning to more schools	2021

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5.2 Kinship and Foster Care

Project Aim		Start Date	Testing End Date	Progress Scale
Increase in the number of inhouse foster and kinship placements by 2021. **Project Manager:** Isabel McDonnell (ACC) Project Charter Approved July 2019		Jul 2019	Dec 2022	6 – Testing Changes
Changes Being Tested (Specify location/ test group)		**Are our changes resulting in improvement?**		
Work has been undertaken to support families over the lockdown through virtual means. Learning from this use of digital tools and a family survey (due to be carried out) on their experience of service through lockdown will help inform future tests of change. Assessments of potential foster carers have continued to be progressed utilising digital technology. Learning from this will continue to be utilised going forward.		There has been an increase in the number of Kinship care placements over the lockdown period There has also been an increase in the number of families expressing an interest in fostering over the past 4 months. These will be progressed as a priority.		
Improvement Data				

No. of CE Young People in Kinship Care Placments

250		
220	213	
190	177	
160		
130		
100		
	Sep-Dec 2018 Sep-Dec 2019	

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5.4 Trauma Skills and Knowledge

Project Aim	Start Date	Testing End Date	Progress Scale
Increase number of staff, including carers working with care experienced children and young people trained in trauma skills and knowledge, to 80% by 2021 **Project Manager:** Isobel MacDonnell (ACC) Project Charter Approved December 2019	Sep 2019	Dec 2021	5 – Designing Changes

Changes Being Tested (Specify location/ test group)	Are our changes resulting in improvement?
Coaching and Mentoring of carers and staff via digital platforms. Currently exploring delivery of digital training opportunities to expand continuing support to groups of carers/staff to further embed use of trauma informed practice.	Initial indications from individuals who have undertaken training have has been positive, in terms of their confidence to support Care Experienced Children and Young People

Improvement Data

No. of carers reporting increased confidence in meeting the needs of children with ACE's

100
80
60
40
20
0

2019

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5.5 Children and Young People in Care Placements

Project Aim	Start Date	Testing End Date	Progress Scale
Increase by 10% the number of children and young people remaining in a placement between 16-18 years old by 2021; and Reduce the number children who experience more than 1 placement over a year by 2022 **Project Manager:** Isobel MacDonnell (ACC)/Andrea McGill (ACC) Project Charter Approved December 2019	Dec 2019	Dec 2021/22	5 – Designing Changes

Changes Being Tested (Specify location/ test group)	Are our changes resulting in improvement?
Work has been undertaken throughout lockdown to support families to enable children to remain in their placement and reduce placement breakdowns. Learning from the use of virtual supports via feedback from children young people and their carers as well as from staff will help inform future tests of change to deliver effective support to enable children to remain within their family network where it is safe to do so.	Feedback from families has indicated that they have felt supported throughout lockdown and relationships with sw staff strengthened. We need to capture this learning to further adapt our support offer. Though there have been a small number of care placements that have broken down through the COVID crisis the majority have remained in placement. Numbers of accommodated children during lockdown have been lower than in previous years.

Improvement Data

No. of children and young people remaining in care placement

Insert Title

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