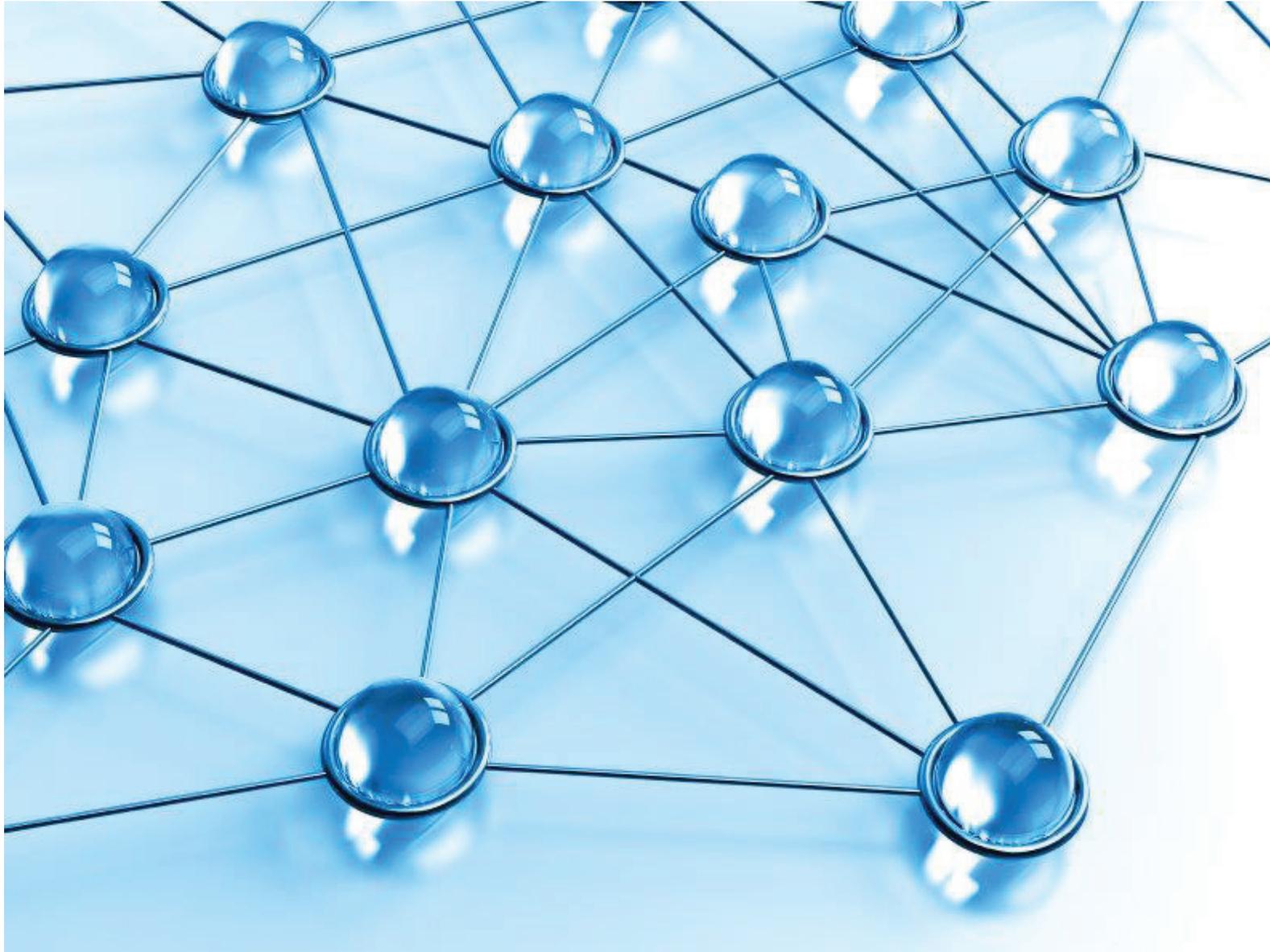


Formative Evaluation of the DYW Regional Groups

A Report to the Scottish Government

June 2018



Scottish Government
Riaghaltas na h-Alba
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SQW

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Executive Summary

Introduction

SQW was appointed by the Scottish Government to conduct a formative evaluation of the Developing the Young Workforce (DYW) Regional Groups. The study was carried out between December 2017 and April 2018. It involved in-depth exploration of what was working well and where challenges remained in four of the Groups: Ayrshire; Edinburgh, Midlothian and East Lothian; Inverness and Central Highland; and North East.

Methodology

There were three main stages involved in the evaluation. The work began with a **desk review and scoping consultations** with members of the National Delivery Group, as well as the Chairs and Executive Leads for each of the four Regional Groups. This was followed by the **main evidence gathering stage**, which involved surveys and consultations with employers, schools and Regional Group board members within each of the four areas. The final stage involved reporting the headline findings back to the four Regional Groups and the National Group via a **series of workshops**, which were used to test and further refine the analysis and interpretation of the results.

Policy context

- The Scottish Government set up the **Commission for Developing Scotland's Young Workforce** in January 2013 in response to the rapid rise in youth unemployment following the recession and concerns that relatively few employers were offering work experience or employment opportunities to young people. The Commission was led by Sir Ian Wood and tasked to develop recommendations to **improve young people's transitions** from education to employment.
- The Commission identified 39 recommendations – one of which was the establishment of **regional industry-led groups** to facilitate better engagement between employers and education.
- The **DYW Regional Groups** were established in response to this recommendation. They aim to provide leadership, a single point of contact and support to facilitate engagement between employers and education at a regional level.

- The DYW Regional Groups operate in a **complex policy and delivery landscape** amongst a wide range of other initiatives aimed at improving the labour market outcomes of young people.

Profile and operation of the Regional Groups

- The consensus amongst Regional Group Board Members was that the **governance arrangements for the Regional Groups were working well**, with 92% saying that they were effective or very effective.
- The Groups were found to be doing particularly well at **creating a single point of contact** for employers to engage with education, and for schools / colleges to engage with employers – one of their primary objectives.
- Most Regional Group Board Members were **clear on the strategic objectives** of DYW and the National Group, but were less positive about the **guidance and level of feedback from the National Group**.
- The **strengths and skills of the executive teams** were highlighted as key success factors for the Regional Groups. They were described as highly driven and essential for **bringing pace and momentum** to the work of the Groups.
- The funding received by DYW Regional Groups has been used for **staffing and other overheads, marketing, campaigns, events and project activity**. It has also been used to leverage significant additional investment from the Chambers themselves, employers, schools and other funding sources.

Monitoring and reporting

- The Scottish Government identified an **overarching set of KPIs** for the DYW programme of activity. Following their formation, each DYW Regional Group **agreed an individual set of KPIs** with the National Group. These were based on the National KPIs and tailored to suit their specific areas of focus.
- The four groups included within the evaluation were found to be reporting against a **combined total of 30 unique KPIs**, many of which were measuring similar things in slightly different ways.
- The monitoring and reporting arrangements for the Groups were found to **work well at the regional level**, mainly due to the comprehensive

CRM systems used by the Chambers, but were **less effective** for enabling reporting at the national level.

- It was not possible to **accurately assess how well or otherwise** each of the groups was performing based on analysis of their KPI reports due to issues in the way data has been collected and reported, and the lack of comparability.
- National and Regional consultees reported that they would welcome a **more streamlined and consistent set of KPIs** for the DYW Regional Groups to report against. This would form the basis for on-going monitoring and a possible future impact assessment.

Engaging employers

- **Improving the work-readiness of young people and giving back to the community** were more commonly cited reasons for employers to engage in DYW activities than tangible business benefits.
- The nature of employer engagement activity varied by region according to their priority areas of focus. Around 90% of employers surveyed reported having undertaken at least one type of activity organised through the Regional Group – most frequently **careers and skills fairs**.
- Employers reported engaging in **one off stand-alone activities** more frequently than **recurring activities** that were more deeply embedded within the curriculum.
- Whilst a significant proportion of employers reported having not experienced any barriers to participating in DYW activities, others faced challenges in **aligning their activities with school / college timetables and releasing staff**.
- Employers **valued the work of the Regional Groups** and reported positive experiences of engagement with the Groups. Across all regions, employers felt that the work of the Regional Groups had helped to **break down barriers to engagement with schools** and simplify the landscape for them.

Engaging schools and colleges

- Schools and colleges reported **similar motivations to employers** for engaging in DYW activities. These mainly focused on **improving the life chances of young people** through developing their work-

readiness, employability and job outcomes, rather than meeting statutory obligations.

- Schools and colleges reported a number of barriers to engaging with employers, including a **lack of resources (time and budget), timetabling issues and competing policy priorities.**
- Feedback from schools and colleges on the **quality** of the activities delivered through the Regional Groups was very positive. Several also commented on the **enthusiasm, commitment and professionalism** of the DYW staff teams.
- Potential areas for improvement highlighted by schools / colleges included: better targeting of **hard-to-reach students**, more opportunities to **share best practice**, and increased **resources** for schools to deliver.

Evidence of impact

- The evaluation found evidence of **changed behaviour amongst employers** that had participated in DYW activities, including offering more and / or better quality work experience placements and taking on more young people and apprentices.
- The majority (80%) of Regional Group Board Members that participated in the survey reported that the behaviour of employers in their region had **changed for the better** as a result of engagement with the DYW Regional Group.
- Almost all (96%) of the schools and colleges surveyed reported that engagement with the DYW Regional Group had led them to deliver **more and / or better quality employer engagement activities.**
- The majority (85%) of schools and colleges that participated in the survey reported that the activities delivered following engagement with the DYW Regional Groups had a **positive impact on their students.**
- Whilst the evidence gathered on the **potential for impact** was encouraging, it was widely acknowledged by consultees that it was still early days for the Regional Groups and therefore **too soon to make a full assessment of impact.**

Recommendations

The evaluation identified 13 recommendations for consideration by the Scottish Government, as well as National and Regional Group Members and stakeholders.

- Recommendation 1:** The strategic objectives of the DYW Regional Groups should be reaffirmed. This will provide a timely reminder of the long-term system change that the Groups are seeking to achieve, which will help inform decision making around priority areas of activity.
- Recommendation 2:** The restated strategic objectives should be aligned to the new streamlined KPIs that Regional Groups will be required to report against and should include guidance on future priority areas of activity.
- Recommendation 3:** The research tools used for the evaluation should be made available to all 21 Regional Groups to enable them to assess what they are doing well and where challenges remain in a consistent way. They should be encouraged to develop an action plan to address any areas identified for improvement through this process.
- Recommendation 4:** There are likely to be common areas identified for development and improvement across the Regional Groups and so consideration should be given to establishing a series of themed working groups to develop common approaches to addressing these. These should be led by the Regional Groups themselves, with the Scottish Government and National Group providing minimal input beyond establishing the process.
- Recommendation 5:** The Scottish Government should consider separating out responsibility for funding and development of the network. The Regional Groups are likely to be more willing to engage in open and developmental conversations if this was clearly decoupled from funding award and contract management processes.

- Recommendation 6:** The channels for communicating information from the National Group to the Regional Groups should be reviewed with a view to being strengthened. As part of this process, Link Members should liaise with the Chairs of each of the Regional Groups that they have been assigned to jointly agree an approach to future communication and engagement.
- Recommendation 7:** The new set of streamlined KPIs will need to be tightly defined, with clarity on how they should be measured and reported, if they are to be effective in enabling consistent reporting at the national level.
- Recommendation 8:** The National Group should take on a greater check and challenge role with the Regional Groups on their performance against the refreshed KPIs.
- Recommendation 9:** Consideration should be given as to how best to quantify the extent of employer investment that is being leveraged by the Regional Groups in a consistent way. This should form part of the guidance issued alongside the refreshed KPIs.
- Recommendation 10:** Consideration should be given as to whether the Regional Groups are doing enough to improve the work-readiness of young people given that this is the most frequently cited motivator for engagement by employers, schools and board members.
- Recommendation 11:** The Scottish Government should clarify their expectations for schools and colleges in relation to engaging employers. This could include guidance for local authorities in terms of their role in supporting the work of the Regional Groups. It could also involve placing a greater emphasis on the DYW agenda within the inspection framework for schools/colleges.
- Recommendation 12:** The next phase of development of the Network, including future priority areas of activity for the Regional Groups to focus on, should be informed by the views of young people.

Recommendation 13: A suite of standard tools / resources should be developed and shared with the Regional Groups to enable them to measure the outcomes and impact of their engagements with employers, schools, colleges and young people in a consistent way.

1. Introduction

- 1.1 SQW was appointed by the Scottish Government to conduct a formative evaluation of the Developing the Young Workforce (DYW) Regional Groups. The study was carried out between December 2016 and April 2017. It involved in-depth exploration of what was working well and where challenges remained in four of the Groups: Ayrshire; Edinburgh, Midlothian and East Lothian; Inverness and Central Highland; and North East. This document reports on the findings from this work.

Background and context

- 1.2 The DYW Regional Groups were established to **bridge the gap between education and employers**. They aim to provide leadership and a single point of contact and support to facilitate increased engagement between employers and education providers, particularly schools and colleges. The **DYW National Group** was established in November 2015 and oversaw the development of the **21 Regional Groups**, which were in place by June 2017.
- 1.3 The Regional Groups are each at **different stages of development**. They have different membership profiles, are operating in different contexts and have taken distinctive approaches to delivering DYW activity. However, they are all required to demonstrate adherence to a **core set of principles** set out in the National Framework for the establishment of the Groups¹. These principles include the need to demonstrate private sector leadership, senior level buy-in from local and regional partners and a commitment to engaging a wide range of employers.
- 1.4 Now that the initial set-up phase is complete, planning is underway for the next phase of development of the Regional Groups. This will involve **identifying, sharing and consolidating effective practice** across the 21 Groups. The evaluation will contribute to the developing evidence base for this. It will also provide a basis for evaluating the Scottish Government's policy interest in Developing the Young Workforce more generally.

Aims, objectives and approach

- 1.5 The overall aim of the evaluation, as set out in the brief for the study, was to **explore what is working well for the Regional Groups and to identify**

¹ <http://www.gov.scot/Resource/0047/00479016.pdf>

where challenges remain. The brief also identified eight specific objectives, which were to:

- Explore what is working **more or less well** in four Regional Groups
- Identify **best practice / success** factors
- Assess the level of **employer leadership** in the Regional Groups and whether the groups are meeting employer expectations
- Assess the **cultural change** being achieved as a result of the activity
- Assess what may be **blocking change** or acting as a barrier to the cultural shift desired through the DYW agenda
- Consider the **role and impact of the National Group** in setting strategic guidance and leadership
- Consider the **added value** that the groups are providing to the DYW ambitions
- Provide recommendations for **areas of improvement** across all Regional Groups, including driving and measuring performance and creating efficiencies.

Structure of document

1.6 The remainder of this document is structured as follows:

- **Chapter 2** provides an overview of the policy context for the DYW Regional Groups
- **Chapter 3** details the methodology used to deliver the evaluation
- **Chapter 4** reports on the profile and operation of the DYW Regional Groups
- **Chapter 5** looks at current arrangements for monitoring and reporting DYW activity
- **Chapter 6** covers lessons from engaging employers
- **Chapter 7** covers lessons from engaging schools and colleges
- **Chapter 8** reports on emerging evidence of the impact of the Regional Groups
- **Chapter 9** provides summary conclusions and recommendations.

2. Policy context

Chapter Summary

- Young people were **disproportionately impacted** by the economic recession that followed the global financial crash in 2008, resulting in a **sharp rise in youth unemployment** between 2008 and 2012.
- Many young people cite **lack of work experience** as a key barrier to employment, whilst at the same time relatively few employers offer work experience placements or recruit young people directly from education.
- The Scottish Government set up the **Commission for Developing Scotland's Young Workforce** in January 2013 in response to these issues. The Commission was led by Sir Ian Wood and tasked with developing recommendations to **improve young people's transitions** from education to employment.
- The Commission identified 39 recommendations – one of which was the establishment of **regional industry-led groups** to facilitate better engagement between employers and education.
- The **DYW Regional Groups** were established in response to this recommendation. They aim to provide leadership, a single point of contact and support to facilitate engagement between employers and education at a regional level.
- The DYW Regional Groups operate in a **complex policy and delivery landscape** amongst a wide range of other initiatives aimed at improving the labour market outcomes of young people.

Introduction

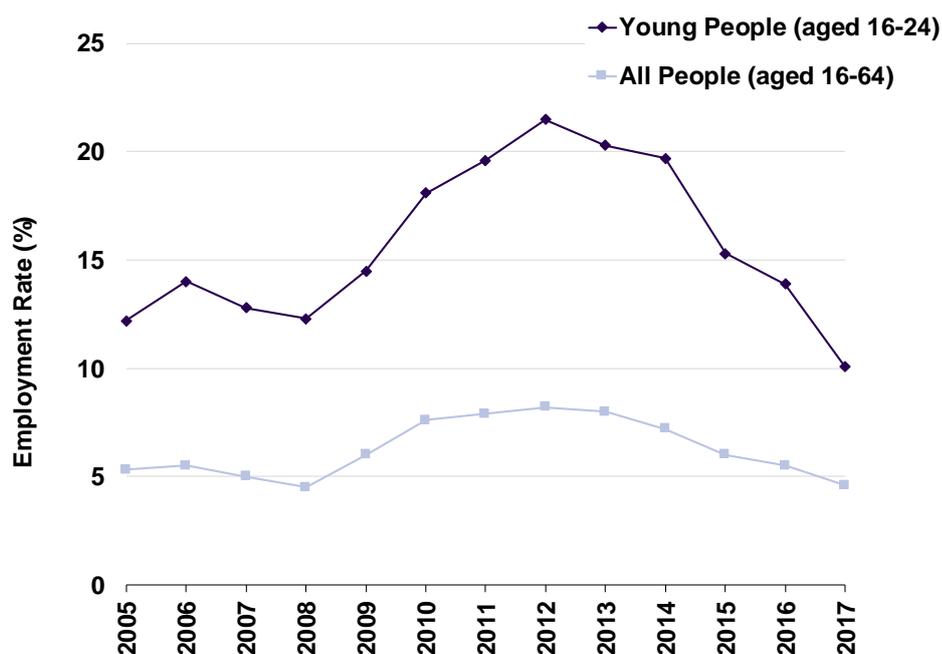
- 2.1 This chapter looks at the policy context and rationale for the establishment of the DYW Regional Groups. It begins with an overview of trends in the labour market immediately following the recession, particularly in relation to the rise in youth unemployment. This is followed by details of the Government's response to this, which led to the creation of the Regional Groups.

Labour market context

Young people were disproportionately impacted by the economic recession that followed the global financial crash in 2008.

- 2.2 The economic recession that followed the global financial crash in 2008 is widely regarded to have had **less of an impact on the UK labour market** than might have been expected given the scale of the downturn, and in comparison to previous recessions. Specifically, unemployment **did not go up at a rate that might have been expected** as employers held on to experienced workers or introduced more flexible working patterns.
- 2.3 However, there is strong evidence to suggest that the employment prospects of young people were **disproportionately impacted by the recession**. The unemployment rate of 16-24 year olds rose by **10 percentage points** between 2008 and 2012, more than double the equivalent four percentage point increase across the working age population as a whole (Figure 2-1). This position has since improved and the latest available data suggests that youth unemployment has now **returned to below pre-recession levels**.
- 2.4 However, it is worth noting that, even prior to the recession, youth unemployment was **more than double** the equivalent rate of the working age population as a whole. This points to an underlying **structural** (rather than cyclical) issue in the labour market that is preventing many young people from moving into work.

Figure 2-1: Unemployment rate, Scotland 2005-2017



Source: Annual Population Survey

Young people cite lack of work experience as a key barrier to employment, whilst at the same time relatively few employers offer work experience placements or recruit directly from education.

- 2.5 SQW carried out a review of young people's experiences of education and training from 16-24 years old on behalf of the Scottish Government in 2017². The study identified **lack of work experience** as one of the main barriers to employment facing young people in this age group. Fewer young people now combine work and study and many therefore leave education without ever having had a paid job. This puts them at a disadvantage, particularly when they find themselves competing against older, more experienced workers.
- 2.6 At the same time, there is evidence to suggest that **relatively few employers offer work experience placements or employment opportunities to young people**. The 2016 Employer Perspectives Survey found that less than a third (32%) of Scottish employers recruited young people directly from education or training and just 43% offered work experience placements and / or engaged with educational institutions to offer work inspiration activities to students.

Policy context

The Commission for Developing Scotland's Young Workforce identified 39 recommendations for improving young people's transitions from education to employment.

- 2.7 It was in the context of the rapid rise in youth unemployment following the recession, and evidence that relatively few employers were offering work experience or employment opportunities to young people, that the Scottish Government set up the **Commission for Developing Scotland's Young Workforce** in January 2013. The Commission was led by Sir Ian Wood and tasked with developing a series of recommendations to improve young people's transitions from education to employment.
- 2.8 The final report of the Commission was published in June 2014 and called for **more effective joint working** between schools, colleges, training providers and employers with the aim of better equipping young people for the world of work³. It identified **39 recommendations** for Government and wider partners and stakeholders to take forward. Of particular relevance for the current study was:

² <https://beta.gov.scot/publications/young-peoples-experience-education-training-15-24-years/documents/00525156.pdf?inline=true>

³ <http://www.gov.scot/Resource/0045/00451746.pdf>

Recommendation 14: The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.

- 2.9 The Scottish Government welcomed the recommendations from the Commission and published *Developing the Young Workforce – Scotland’s Youth Employment Strategy*, which detailed a seven-year plan to implement these. This included a commitment to establishing regional industry-led groups as per Recommendation 14, which subsequently became the DYW Regional Groups.
- 2.10 Underpinning the strategy was a target to **reduce 2014 levels of youth unemployment by 40 per cent by 2021**. This target was achieved four years ahead of schedule in 2017. However, as shown in Figure 2-1, the youth unemployment rate remains **twice that of the working age population as a whole** and so continues to be a policy priority.
- 2.11 The make-up of youth unemployment has also changed since the launch of the strategy, with many more young people choosing to **stay in for school for longer** and the vast majority (>90%) moving into a **positive destination** (further / higher education, training or employment) on leaving. However, the review of young people’s learner journeys found that **post-school destinations are often not sustained** and that many young people face significant challenges in successfully transitioning into work following completion of these. Key issues and challenges therefore remain, particularly for those at the **higher end of the 16-24 age band**.

The DYW Regional Groups operate in a complex policy and delivery landscape amongst a range of other initiatives aimed at improving the employment outcomes of young people.

- 2.12 The DYW Regional Groups were established in response to one of **39 recommendations** made by the Commission for Developing Scotland’s Young Workforce. They form just one part of the Government’s wider **DYW policy agenda**, with a broad range of other initiatives and programmes introduced in response to the other 38 recommendations. These are detailed in *Scotland’s Youth Employment Strategy* and include activities aimed at:
- Making the school curriculum more **industry-focussed and influenced**
 - Establishing **clearer vocational pathways** between schools and colleges

- Ensuring colleges are **responsive to industry's skills needs** at the regional and national level
- The development of **foundation and graduate-level apprenticeships**.

2.13 A key area of activity for the DYW Regional Groups, particularly in the early stages, was on mapping the range of existing activity already underway within their respective areas and identifying **where they could best add value** to the existing landscape. To varying degrees, the Groups have also taken on a **co-ordination role** to help avoid overlap and duplication of activity. This has involved **close partnership working** with relevant local, regional and national organisations operating in this space.

3. Methodology

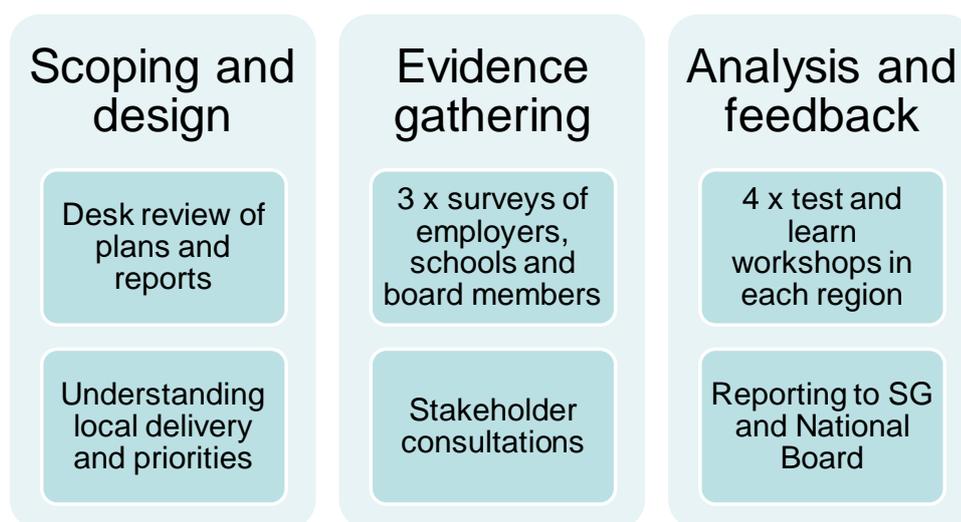
Introduction

- 3.1 This chapter reports on the evaluation methodology. It begins with an overview of the three main stages involved, followed by details of the approach taken to each. It concludes with an assessment of the relative strengths and weaknesses of the approach, as well as the lessons that can be learned to inform future evaluation activity – both for the DYW Regional Groups and the wider DYW policy agenda.

Overview

- 3.2 The evaluation focussed on **four of the 21 DYW Regional Groups** – Ayrshire; Edinburgh, Midlothian and East Lothian; Inverness and Central Highland; and North East. These Groups were **pre-selected** by the Scottish Government to ensure a mix of newer and more mature groups, urban and rural areas and different approaches taken to delivering DYW activity. All four Groups are hosted by local Chambers of Commerce.
- 3.3 The evaluation was carried out between **December 2017 and April 2018**. There were three main stages involved, as set out in Figure 3-1. The sections that follow report on the specifics of the activities associated with each stage.

Figure 3-1: Overview of methodology



Source: SQW

Scoping and design

- 3.4 The first stage of the evaluation involved developing an understanding of the key priorities and activities of the four Regional Groups. This was achieved through:
- **A desk review** – of background documentation pertaining to the four Regional Groups included within the evaluation. This included grant award letters and KPI / progress reports submitted to the Scottish Government.
 - **Scoping consultations** – with national and regional stakeholders, including members of the DYW National Group and the Chairs, Executive Leads and a selection of board members of each of the four DYW Regional Groups⁴.
- 3.5 The findings from the scoping stage were reported to the Scottish Government in January 2018. This was followed by a session with the *DYW Measuring Impact Working Group* in early February to discuss the key messages and agree on the approach to the evidence gathering stage, including the design of the research tools.

Evidence gathering

- 3.6 The evidence gathering stage was designed to capture both **breadth and depth** of feedback from stakeholders involved with the DYW Regional Groups. This was done through:
- **Online surveys** – three surveys were developed to gather feedback from Regional Group Board Members, schools and colleges and employers that had engaged with the Regional Groups⁵.
 - **In-depth consultations** – the surveys were followed up with one-to-one consultations with a selection of employers, schools and wider partners and stakeholders identified as having engaged with the DYW Regional Groups⁶.
- 3.7 It was agreed at the scoping stage that the online surveys would be **distributed by the Regional Groups** rather than the SQW evaluation team. The rationale was two-fold: to mitigate any data protection issues associated with sharing stakeholder contact details; and that people would be more likely to respond to a request from a known contact.

⁴ See Annex A for a list of scoping consultees.

⁵ See Annex E for the questions included within each of the three surveys.

⁶ See Annex B for the list of stakeholder consultees.

- 3.8 SQW prepared the online surveys and shared these with the Executive Leads for each the four Regional Groups on 16 February 2018, along with covering emails and suggested text and instructions for issuing reminders. The surveys remained open for just over two weeks, closing on 6 March 2018.
- 3.9 The Executive Leads were asked to issue the surveys to **all schools, colleges and employers that had engaged with the Regional Group, as well as all Regional Group Board Members**. Table 3-1 shows the total number of responses received and Table 3-2 shows the associated response rates⁷.

Table 3-1: Total survey responses

Regional Group	Regional Group Board Members	Schools / Colleges	Employers
Ayrshire	6	33	127
Edinburgh, Midlothian & East Lothian	7	20	17
Inverness & Central Highland	8	10	39
North East	5	8	48
Total (four Groups combined):	26	71	231

Source: SQW

Table 3-2: Survey response rates

Regional Group	Regional Group Board Members	Schools / Colleges	Employers
Ayrshire	86%	67%	17%
Edinburgh, Midlothian & East Lothian	47%	47%	6%
Inverness & Central Highland	62%	63%	31%
North East	38%	28%	6%
Total (four Groups combined):	54%	52%	12%

Source: SQW

- 3.10 The surveys were followed up with **25 in-depth consultations** with a selection of employers, schools and wider partners and stakeholders that had engaged in DYW activities organised through the Regional Groups⁸. The consultees were nominated by the Executive Leads for each of the groups.
- 3.11 The survey response rates for Regional Group Board Members and schools / colleges were **generally high across all areas** and so it is safe to assume

⁷ See Annex D for a profile of survey respondents.

⁸ See Annex B for the list of stakeholder consultees.

that the results are robust and representative. However, the response rates were **much lower for employers across all areas**, and were particularly low in the North East and in Edinburgh, Midlothian & East Lothian. Possible explanations for this were that:

- Employers in the North East received the survey **one week later** than those in the other regions and so had less time to complete it (one and a half weeks). Moreover, the weblink to the survey was **embedded within a newsletter** rather than in a standalone email and so it is possible that some did not see it.
- Employers in Edinburgh, Midlothian & East Lothian were reported to have recently been invited to participate in two other online surveys distributed by the Regional Group and so it is possible that they were suffering from **'survey fatigue'**.

Analysis and feedback

- 3.12 The findings from the surveys were analysed and reported back to each of the four groups via a series of **two-hour workshops** with Regional Group Board Members⁹. The format of the workshops involved SQW reporting back on the headline findings for the region, relative to the average for the four regions combined, and facilitating a discussion around these. The Regional Groups each received a **slide pack** with the survey findings for their region following the workshop.

Reflections on approach

- 3.13 A key strength of the evaluation is that it gathered both a **breadth of perspectives**, through the online surveys, as well as **in-depth feedback** through the one-to-one consultations. In addition, the regional workshops provided the opportunity for Board Members to review and reflect on what was going well and where challenges remained. These discussions helped to **strengthen the analysis and interpretation** of the evaluation findings.
- 3.14 However, there were some limitations. These mainly relate to a **lack of control** on the part of the evaluation team to recruit participants – both for the surveys and the consultations. A further (related) limitation is that feedback was only invited from those employers, schools, colleges and partners who had **actively engaged** with the Regional Groups. This limited the scope for exploring the **barriers faced** by those who had not engaged. Combined, these factors point to an element of **positive bias** in the evaluation findings.

⁹ See Annex C for the list of workshop participants.

- 3.15 A further important limitation of the evaluation is that it **did not incorporate feedback from young people**. This was raised as a concern at the scoping phase, and in one of the regional workshops, but was beyond the scope of the current assignment. We understand that discussions are underway around potential options for addressing this.
- 3.16 Another issue raised at various points throughout the study was a general lack of clarity on the **specific role and contribution of the Regional Groups** amongst the increasingly crowded landscape of initiatives aimed at improving the employment outcomes of young people, many of which relate to the wider DYW programme. The result was that some consultees were not clear on 'who had done what' and so struggled to comment on the effectiveness of the Regional Groups, or to attribute change to their activities.
- 3.17 The key lessons that can be learned to inform future evaluations – both of the DYW Regional Groups and the wider DYW policy agenda – relate to:
- **Access to stakeholder contact details** – a more robust approach would have involved the evaluation team having access to contact details for employers and schools in order to recruit participants directly. For this to be possible in future, the Regional Groups would need to request permission from the employers and schools they are working with for their contact details to be shared. Alternatively, if Marketplace is to be rolled out nationally, this could provide a potential route to accessing contact details. Although, again, permission would need to be sought for them to be used for the purposes of research / evaluation.
 - **Inclusion of non-participants** – future evaluations should consider how best to include employers, schools and local / regional partners that have not engaged in DYW activities. This would provide a more balanced view of how well or otherwise the Regional Groups are achieving their objectives. It would also generate valuable insights into the barriers faced by different stakeholder groups to engaging in this type of activity, as well as potential routes to overcoming these.
 - **Engaging young people** – the aim of DYW policy agenda is to improve the labour market and employment outcomes of young people. It will therefore be essential for any future evaluation to incorporate feedback from young people themselves. This is the only route to fully understanding how the range of activities being funded and delivered through this policy agenda are having an impact

- **Clarity on the specific role and contribution of the DYW Regional Groups** – it can be challenging for evaluation participants to isolate the activities and associated outcomes / impact of a single initiative, particularly when the ‘brand’ sits within a wider programme of activity (such as DYW). In future, consideration should be given as to: how far evaluation should focus on one element of the wider DYW programme; and whether the activities of the Regional Groups can be clearly described to assist evaluation participants to feedback on these.

4. Profile and operation of the Regional Groups

Chapter Summary

- The consensus amongst Regional Group Board Members was that **the governance arrangements for the Regional Groups are working well**, with 92% saying that they were effective or very effective.
- The Groups were found to be doing particularly well at **creating a single point of contact** for employers to engage with education, and for schools / colleges to engage with employers – one of their primary objectives.
- Employers were generally **more positive** about the effectiveness of the Regional Groups than schools / colleges.
- Most Regional Group Board Members were clear on the **strategic objectives of DYW and the National Group**, but were less positive about the **guidance and flow of information** from the National Group.
- The **strengths and skills of the executive teams** were highlighted as key success factors for the Regional Groups. They were described as being highly driven and essential for **bringing pace and momentum** to the work of the Groups.
- The funding received by DYW Regional Groups has been used for **staffing and other overheads, marketing, campaigns and events** and project activity. It has also been used to leverage additional investment from the Chambers themselves, employers, schools and other funding sources.

Introduction

- 4.1 This chapter looks at the profile and operation of the four DYW Regional Groups included within the evaluation. It begins with an overview of the structure and governance of the Groups, followed by details of how they liaise with the National Group. The operation of the Groups is then summarised, followed by an overview of their main areas of activity.

Structure and governance

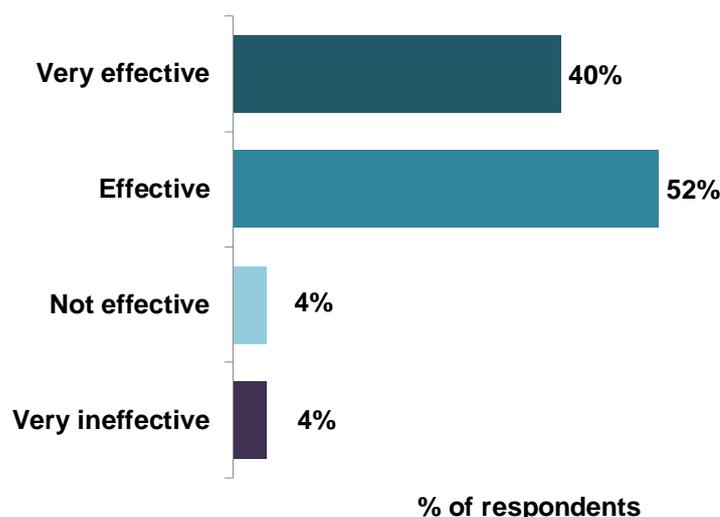
The four Regional Groups included within the evaluation are all Chamber-led and include representatives from both employers and education.

- 4.2 The four Regional Groups each have a **strategic board**, which meets quarterly and is chaired by an employer. The size and make-up of the boards vary between areas, but they each include representation from a number of local employers, as well as education representatives, such as local authorities, colleges and Skills Development Scotland. Some also include third sector delivery partners, such as the Princes Trust. They are each hosted by Chambers of Commerce, who provide secretariat support.
- 4.3 The strategic boards each have **sub-committees / working groups** that take the lead on decision-making in relation to particular aspects of DYW activity and report back on this to the strategic board. The number of sub-committees ranges across the groups from one to eight. They are **accountable to the strategic board**, who provide oversight and sign-off on key decisions, as well as challenge and support as appropriate. Examples of the themes and issues covered by these sub-committees include **finance, strategy, planning and operations**.

The consensus amongst Regional Group Board Members was that the governance arrangements for the Groups were working well.

- 4.4 More than half (52%) of the Board Members that responded to the survey reported that the governance arrangements for their DYW Regional Group were **effective**, and a further 40% reported that they were **very effective**. This suggests that the governance arrangements are working well, but that there is potentially **some scope for improvement**.
- 4.5 When probed on this during the regional workshops, one Board Member said that this finding was reflective of their attitude to *“always strive for better... I don't know if we'd ever reach a point where we all said ‘yes, this is perfect’”*. Others referenced challenges in the early stages to get the Groups up and running and all of the relevant partners on board.

Figure 4-1: Overall, how effective do you think the current governance arrangements are for the DYW Regional Group?



Source: SQW survey of Regional Group Board Members
Base: 25

Survey respondents were positive about the effectiveness of the Regional Groups in terms of creating a single point of contact for employers to engage with education and for school / colleges to engage with employers.

4.6 Schools, colleges and employers were asked to rate the effectiveness of their DYW Regional Group across the range of factors listed in Table 4-1. The findings suggest that the Groups are doing particularly well in terms of **creating a single point of contact** for employers to engage with education, and for schools / colleges to engage with employers – one of their primary objectives. This was further referenced in the regional workshops and the qualitative responses to the survey.

“The Group has a centralised and high-profile position in relation to both education and business stakeholders”

Employer survey respondents

4.7 There was **mixed feedback** from survey respondents in relation to the other factors listed, although employers were generally **more positive** about the effectiveness of the Regional Groups than schools / colleges. This was a point of discussion at the regional workshops, with the consensus being that the Groups **did have more of an employer focus in the early stages**. Being Chamber-led, they were more readily able to engage with employers through existing Chamber networks, whilst the process for engaging schools and colleges took longer. However, the feedback was that the balance was beginning to shift now that the Groups were developing **increasingly effective relationships with schools and colleges**.

“A key success factor has been having the Chamber as lead. This has ensured that it is truly private sector led. They could hit the ground running in terms of getting employers on board.” **Regional Group Board Member**

- 4.8 This analysis also points to a potential **mismatch** between employers and schools / colleges in terms of the extent to which they perceive the other to have changed their practices as a result of engagement with the DYW Regional Groups. Employers were **more likely** to report that the Group had been effective in changing their practices, and **less likely** to report that it had been effective in changing the practices of the education sector. The reverse is true for schools / colleges. This suggests that they each perceive themselves as having changed more through engagement with the Group. It could also point to a **lack of visibility or understanding of changing practices** between the two sectors.

Table 4-1: Feedback on the effectiveness of the DYW Regional Groups (% saying “effective” or “very effective”)

How would you rate the effectiveness of your DYW Regional Group in relation to:	Schools / Colleges	Employers
Creating a single point of contact for employers to engage with education	78%	77%
Creating a single point of contact for schools / colleges to engage with employers	82%	76%
Co-ordinating employer engagement with education	81%	74%
Encouraging more employers to offer work experience placements	58%	62%
Improving the quality of work experience placements	33%	58%
Encouraging more employers to deliver work inspiration activities	49%	62%
Improving the quality of work inspiration activities	49%	61%
Encouraging more employers to take on apprentices	35%	54%
Encouraging more young people to consider vocational career pathways	55%	65%
Encouraging employers to change their practices	21%	50%
Encouraging the education sector to change its practices	74%	49%

Source: SQW surveys of employers and schools / colleges
 Base: 231 employers; 70 schools / colleges

Liaison with the National Group

Liaison between the National Group and the Regional Groups is mainly through dedicated “Link Members”.

- 4.9 The Regional Groups each have a dedicated **Link Member** from the DYW National Group. Their role was described by consultees as being the “*first point of contact*” for any issues arising at the regional level, as well as a conduit for communicating messages from the National Group. They provide **challenge and support** to the Regional Groups that they are responsible for if and when required.
- 4.10 The consensus amongst consultees was **the Link Member model was good**. However, in practice, there is a **lot of variability** in how this is being implemented, particularly in relation of the level of engagement and support provided by Link Members. There was one example of where a new Link Member had been appointed and it took seven failed attempts on the part of the Regional Group to secure a meeting with them.
- 4.11 This variability appears to be based on:
- **Need** – Link Members step in with challenge and support if and when a particular need has been identified and take a more “*hands-off*” approach in areas where there are no issues.
 - **Individuals** – some Link Members seem to be more proactive and engaged than others. Similarly, some of the Regional Groups are more open to having oversight and engagement from a member of the National Group than others.
- 4.12 One consultee noted that DYW National Group members are not paid for their time as it is a volunteer role. The model is therefore dependent on a lot of “*good will*” on the part of Link Members to give up their time. There was a view that this might be **difficult to sustain in the long term** in the absence of tangible evidence of impact.

Most Regional Group Board Members were clear on the strategic objectives of DYW and the National Group, but were less positive about the guidance and flow of information from the National Group.

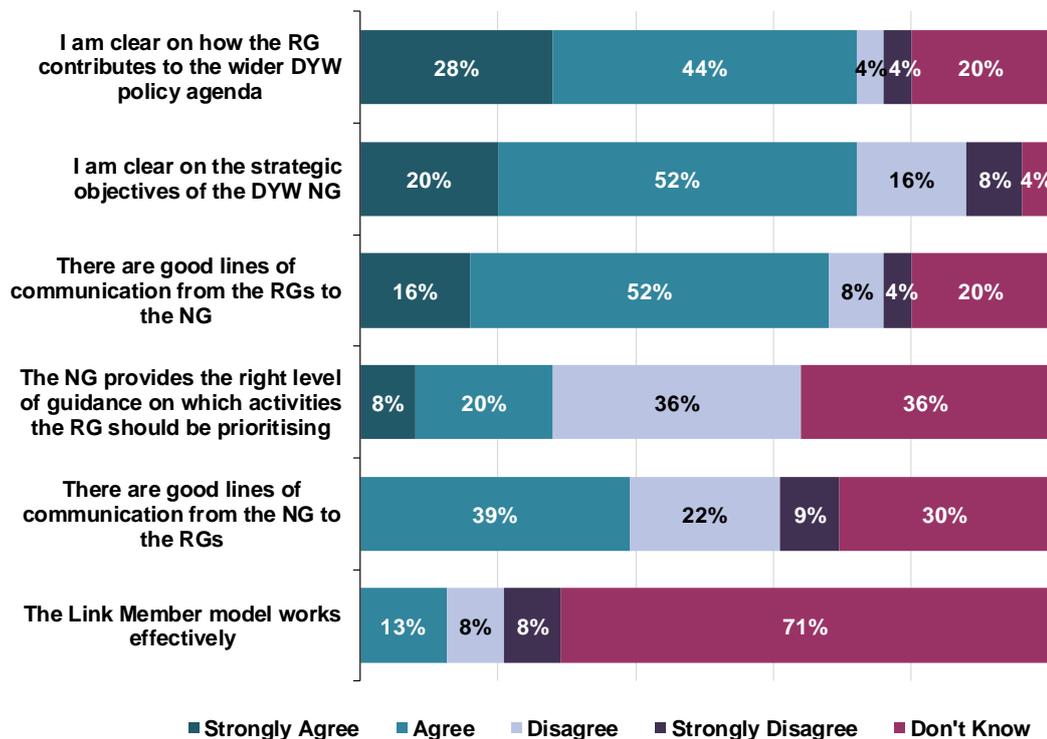
- 4.13 Regional Group Board Members were asked to provide feedback on the DYW National Group (see Figure 4-2). The findings suggest that Board Members were clear on how the Regional Groups **contribute to the wider DYW policy agenda**, as well as the **strategic objectives** of the National Group. They were also generally positive about the **lines of communication from the Regional Groups to the National Group**.

4.14 However, Board Members were less positive about the level of guidance provided by the National Group on **which activities they should be prioritising**. They were also less positive about the **lines of communication from the National Group to the Regional Group**, with less than half (39%) of survey respondents agreeing that these were “good”. This was supported by feedback from the consultations and regional workshops.

“We submit our performance reports to the Scottish Government every two months. We don’t get any feedback on how we are doing, or an overview of what is happening nationally or within the other Regional Groups.” **Regional Group Board Member**

The findings suggest a **general lack of awareness of the Link Member role amongst Regional Group Board Members**, with the majority (71%) saying that they did not know if this was working effectively. Again, this was supported by feedback gathered through the consultations and workshops that the role of the Link Member was unclear and that there was high variability between Groups in terms of how this was being implemented.

Figure 4-2: To what extent do you agree with the following statements relating to the DYW National Group?



Source: SQW survey of Regional Group Board Members
Base: 25

Operations

The Regional Groups each have a small executive team, who manage the day-to-day operation of the programme.

- 4.15 The **executive teams** within each of the four regions are based within the Chambers. They are typically made up of one Programme Manager / Director and two or three project executives. In one case, two Modern Apprentices have been recruited to the DYW team. In at least two cases, the DYW executive roles are co-funded by the Chamber and individuals in these roles have a broader remit than just DYW activities.
- 4.16 The executive teams typically have responsibility for:
- **Co-ordination** – they have a record of which employers are engaging with which schools in the area. They will also have an awareness of other (non-DYW) activities being delivered in this space. They use this information to avoid overlap and duplication, ensuring that DYW is adding value to the existing landscape of provision. A particular concern is to ensure that employers and schools are not over-burdened with multiple approaches and requests.
 - **Performance monitoring and reporting** – this includes managing CRM systems to ensure that all DYW activity is accurately monitored and tracked, preparing and submitting progress reports to the Scottish Government every two months (including reporting on progress towards KPIs) and reporting to the strategic board. Some groups also collect feedback from schools and employers that have engaged in DYW activities and use this to drive improvements.
 - **Employer and school engagement** – project executives take the lead on engaging employers and schools in DYW activity. As each of the groups are Chamber-led, they draw on existing contacts and networks from the employer side. For schools, they use a combination of direct approaches to senior staff (usually headteachers) and going through Directors of Education within Local Authorities.
 - **Brokering relationships between employers and schools** – a key part of the role of the executive team is to match employers to schools. This involves spending time to understand each parties' needs and expectations and matching them accordingly.
 - **Marketing and promotion** – including regular updates on DYW activities in Chamber newsletters and other promotional publications

and materials. They also host events through the year and raise awareness of the programme via social media and other PR activities.

The strengths and skills of the executive teams were highlighted as a key success factors for the Regional Groups.

- 4.17 Several consultees and survey respondents commented on the role of the DYW Executive Teams in **driving forward the work of the Regional Groups**. They were described as being highly flexible and responsive to the needs of employers, schools and wider stakeholders. The **pace** at which they operate was referenced by several consultees, with very short timescales from idea formation through to implementation.

“Friendly approachable team that are knowledgeable about the local area and incredibly enthusiastic” **Employer Survey Respondent**

“The main success, as always, has been the people. I have been very impressed by the regional group staff - committed, flexible, friendly, understanding of school constraints and helpful.” **School survey respondent**

“If the team had not been in place, the group would have been much less effective. They make things happen.” **Local authority consultee**

Activities

The majority of funding for the DYW Regional Groups goes on staff costs and other overheads, marketing / promotional events and project activity.

- 4.18 The four Regional Groups received grant awards of between £200k and £340k from the Scottish Government to support delivery of DYW activity in 2017-18. The contract award letters provide a breakdown of the allocation of this funding across different categories of spend. However, the level of detail provided is variable – ranging from two to eight categories of spend.
- 4.19 On the basis of the information that is available, and discussions with regional leads, there appear to be four main categories of spend:
- **Staffing** – accounting for 40-60% of total costs across the four groups.
 - **Marketing, campaigns and events** – this is the second main category of expenditure, although the proportion of funds being spent on this varied from 6-51% across the four groups.

- **Other overheads** – including office space, stationery, IT equipment and travel. This category accounted for 8–15% of expenditure across the four groups.
- **Project activity** – the final category of spend includes provision to fund bespoke projects and activities. The level of funding allocated to this varied considerably across the regions.

4.20 The funding for the DYW Regional Groups has been used to **leverage additional resource** from the Chambers themselves (for example, through access to shared services, such as CRM systems, and co-funding of project executive posts), from other funders (such as the Princes Trust) and from employers (mainly in-kind). The extent of this leverage is potentially quite significant, but it is not possible to quantify it at the moment as it is **not being measured and reported in a consistent way**.

The DYW Ayrshire Group used some of their resources to set up an Innovation Fund to support enterprise activities within schools.

4.21 DYW Ayrshire have set up an **Innovation Fund**, which schools in the region can bid into for financial support to deliver enterprise activities within schools. The grants awarded are typically between £5k and £10k. **Matched funding** is provided through the Princes Trust *Cash Back for Communities Fund* and **in-kind resources** (in the form of teaching support) are provided by the local college. The funded projects are mainly (although not exclusively) targeted at 'hard-to-reach' young people who are at risk of disengagement. The projects focus on activities aimed at developing their entrepreneurial and employability skills.

5. Monitoring and reporting

Chapter Summary

- The Scottish Government identified an **overarching set of KPIs** for the DYW programme of activity.
- After their formation, each DYW Regional Group **agreed an individual set of KPIs** with the National Group. These were based on the National KPIs and tailored to suit their specific areas of focus.
- The result is that the four groups included within the evaluation report against a **combined total of 30 unique KPIs**, even although they cover very similar measures.
- It is not possible to **accurately assess how well or otherwise** each of the groups are performing based on analysis of their KPI reports due to issues in the way data has been collected and reported.
- National and Regional consultees report that they would welcome a **more streamlined and consistent set of KPIs** for the DYW Regional Groups to report against. This would form the basis for any future impact assessment.
- The monitoring and reporting arrangements for the Groups were found to **work well at the regional level**, mainly due to the comprehensive CRM systems used by the Chambers, but were **less effective** for enabling reporting at the national level.

Introduction

- 5.1 This chapter looks at how DYW activity is being **monitored and reported** by the Regional Groups. It begins with an overview of the KPIs that the four groups included within the evaluation are currently reporting against. This is followed by a summary of the feedback received on the extent to which the current monitoring and reporting arrangements are meeting the information needs of regional and national stakeholders.

Key Performance Indicators (KPIs)

The Scottish Government identified an overarching set of KPIs for the DYW Regional Groups.

5.2 DYW Regional Groups are required to report against an **agreed set of KPIs** biannually in April and October. Prior to the formation of the Regional Groups, a number of KPIs were identified by the Scottish Government as being key to supporting wider DYW programme delivery¹⁰. These were:

- % of employers (all employers and small / micro businesses) offering work placements to young people (school, college and other programmes)
- % of employers (all employers and small / micro businesses) offering work inspiration activities (e.g. school visits, workplace visits, mentoring)
- Number of secondary schools in partnership with employers
- % of employers recruiting Modern Apprentices aged 16-24
- % of small and micro businesses recruiting Modern Apprentices aged 16-24
- Number of employers achieving Investors in Young People accreditation.

5.3 Following their formation, each of the DYW Regional Groups agreed a **unique set of KPIs** with the National Group that they would report against. These were based on those set out in the National Framework, but also tailored to the reflect planned areas of activity / focus within each of the regions.

The four DYW Regional Groups are reporting against a total of 30 unique KPIs.

5.4 The four DYW Regional Groups included within the evaluation each report against between six and 12 KPIs – **a combined total of 30**. Whilst there is a lot of similarity across the four groups in terms of the types of things they are measuring, their KPIs are all worded differently and therefore **not directly comparable**.

5.5 The 30 KPIs were categorised according to theme (Table 5-1). They point to a strong focus on employer and school engagement and the brokerage of links

¹⁰ National Framework for the establishment of Regional Invest in Young People Groups,

between these. The groups also all report on employer recruitment of Modern Apprentices and Investors in Young People accreditation. There are several KPIs that are unique to individual groups reflecting their priority areas of activity.

Table 5-1: Categorisation of current KPIs used by the four DYW Regional Groups

Category of KPI	No. of KPIs
Employer engagement and / or participation	9
Employer recruitment of Modern Apprenticeships	8
School engagement and / or participation	6
School and Employer Partnerships	4
Investors in Young People accreditation for Employers	4
Other employment outcomes for young people (not MAs)	1
Parent / Guardian Engagement	1
Innovation	1

Source: SQW review of 4 DYW Regional Group KPIs

*Base: 30 individual KPIs (some have been allocated to multiple categories)

There is limited scope for read-across and comparison of performance against the KPIs that the Regional Groups currently report against.

- 5.6 Whilst there is a reasonable level of consistency across the four sets of KPIs in terms of the broad themes that they relate to, the emphases differ between the groups and from the original set of national KPIs identified by the Scottish Government. A further issue is that there are variations between the groups in terms of how progress towards their KPIs is being measured and reported and the baselines are not always clear.
- 5.7 Table 52 details some other issues with the KPIs that that Regional Groups are currently reporting against, along with some examples to illustrate each point.

Table 5-2: Key issues with the KPIs being reported against by DYW Regional Groups

Issues	Examples
Focussed on activities / outputs rather than outcomes / impacts	<p>“Number of employers offering work placements to young people”</p> <p>“Number of parents / guardians engaged”</p> <p>“Number of employers offering apprenticeships”</p>
They are not SMART (Specific, Measurable, Attainable, Relevant, Time-bound)	<p>“Number of schools in membership of local business support organisation e.g. Chamber of Commerce”</p> <p>“Ensure all secondary pupils experience meaningful work placements”</p>
Variations in how similar indicators are described	<p>“Number of secondary schools in a partnership with an employer”</p> <p>“To achieve meaningful SME secondary school partnerships with employers”</p>
Indicators that are dependent on factors outside the direct influence of DYW Regional Groups	<p>“To increase the number of employers achieving liYP accreditation tenfold in 3 years”</p> <p>“To increase total number of Modern Apprenticeships (MAs) – 16 – 24yr olds”</p>

Source: SQW review of DYW Regional Group KPIs

There is appetite from regional stakeholders for greater clarity and consistency in the KPIs they are reporting against.

- 5.8 A general comment from regional stakeholders was that the KPIs they are currently reporting against **do not reflect the broad range of activities that they deliver**. A further complaint was that many of them are **out with their direct influence** and therefore not appropriate for them to be reporting against. For example, they all report against employer recruitment of apprenticeships. However, it would be very difficult for them to demonstrate a causal impact on this indicator given the range of factors that influence it.

“Our KPIs are other organisations’ performance indicators. We can have an influence on some outputs, but we are by no means responsible for them. We can raise awareness of Invest in Young People (IiYP) accreditation, but we are not the driving force behind it and therefore shouldn’t have KPIs relating to it. The same applies for MAs and FAs.”

DYW Regional Consultee.

- 5.9 At the time of the evaluation, the Scottish Government was in the process of developing a new **streamlined set of four National KPIs** that all Regional Groups would be required to report against. The intention was that this would bring **greater clarity and consistency**, enabling read-across and reporting at the National level. A draft of these was shared with the Regional Groups in

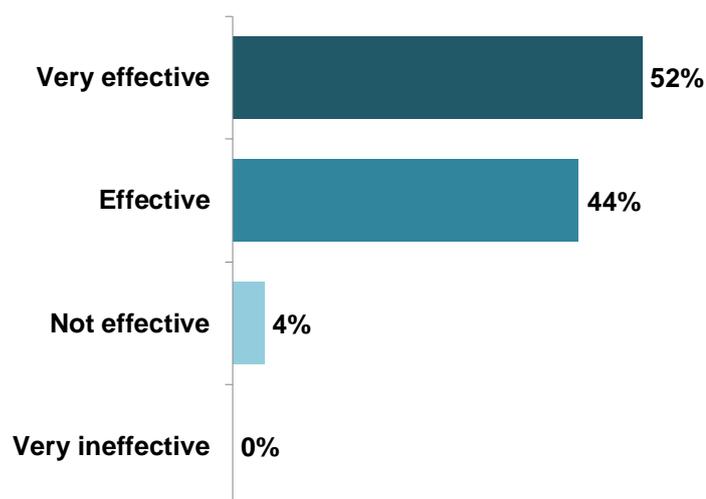
advance of the workshops. Whilst the feedback on these was **generally positive**, there were some concerns raised. In particular, some of the terminology used (such as “strategic partnerships”) was felt to be **open to interpretation**. The consensus was that any new KPIs introduced would need to be accompanied with **clear guidance on definitions**.

Feedback on monitoring and reporting

Board members reported high levels of satisfaction with the monitoring and reporting arrangements at the regional level.

- 5.10 More than half (52%) of Board Members that responded to the survey said they thought the current performance monitoring and arrangements of the Regional Group were **very effective** and a further 44% reported that they were **effective** (Figure 5-1). This suggests **high levels of satisfaction at the regional level** with current arrangements for reporting locally.
- 5.11 This was confirmed in the discussions at the regional workshops. When probed on the success factors, Board Members referenced the **comprehensive CRM systems used by the Chambers of Commerce**. These have enabling detailed tracking of all DYW-related activity, including all contact made with schools and employers within each region. They also enable comprehensive reports of activity, which form an agenda at the Regional Group Board Meetings.

Figure 5-1: How effective do you think the current performance monitoring and reporting arrangements are for the DYW Regional Group?



Source: SQW survey of Regional Group Board Members
Base: 25

National consultees described information on the performance and impact of the Regional Groups as “patchy”.

- 5.12 Feedback from National Group members on the monitoring and reporting arrangements for the Groups was generally less positive. Several referenced the high volume of unique KPIs that are currently being reported against by the Regional Groups (150+). This makes it impossible to read across and get an accurate picture of **what is being delivered nationally**. It is also thought to be contributing to a **general lack of clarity** around what the Groups as there to achieve.
- 5.13 In addition to reporting against their KPIs biannually, Regional Groups also submit a **narrative progress report** to the Scottish Government every two months. These reports are condensed into short summaries for circulating to all National Group Members. Link Members also provide a **verbal update on progress and any issues arising** within their respective regions at each National Group meeting. Again, there is limited potential for read-across and identification of common themes across these narrative reports, particularly the condensed versions that are accessed by National Group members.

Regional Groups report that they would like more feedback on progress and performance.

- 5.14 The narrative progress reports that the Regional Groups submit to the Scottish Government every two months detail progress towards their objectives, as well as details of what is working well and where there are issues / challenges. The Groups also submit a performance report twice a year reporting on progress towards their agreed KPIs. The consensus amongst regional consultees was that this **tends to be a one-way flow of information**, with little coming back in terms of feedback.
- 5.15 The view amongst the Regional Groups is that they would like **more of a two-way conversation with the Scottish Government on progress and performance**. They would like assurances that they are on track with what they are delivering. They would also like to know how they are performing relative to the other Regional Groups or the national picture.

Evidence on the scale of the in-kind contribution from employers that has been leveraged through the Regional Groups was described as a key gap.

- 5.16 An information gap identified by several consultees relates to the **value of the contribution of employers to DYW activities**. This is potentially huge and is not currently being captured anywhere. It is a significant **added value component to DYW** (as compared to other public sector interventions). One

suggestion was to introduce a consistent way of **measuring employer contributions** – for example, by hours.

- 5.17 Several consultees also commented on the need to report on the **profile of employers engaged**, for example by size. The consensus was that it was 'easier' to get larger employers on board, as they have available resources, but that there was higher added value from engaging small and medium sized firms. This was in fact identified as a **priority area of activity** within the National Framework for the establishment of the Groups, but is not currently being reported against.

“It’s all very well getting large employers on board. In a way, that is easy as they have more time and resource, as well as corporate objectives around CSR / recruitment. However, the major cultural change comes from getting SMEs on board. This is a much harder sell and therefore a bigger achievement.” **DYW National Consultee**

6. Engaging employers

Chapter Summary

- **Improving the work-readiness of young people and giving back to the community** were more often considered drivers for engagement for employers than tangible business benefits.
- The type and depth of employer engagement activity varied by region. Around 90% of employers reported undertaking at least one type of activity – most frequently **careers and skills fairs**.
- Employers reported engaging in **one off stand-alone activities** more frequently than recurring activities that were more deeply embedded within the curriculum.
- Whilst a significant proportion of employers reported having not experienced any barriers to participating in DYW activities, others faced challenges in **aligning their activities with school / college timetables and releasing staff**.
- Employers **valued the work of the Regional Groups** and have had positive experiences of engagement with the Groups.
- Across all regions, employers felt that the work of the Regional Groups had helped to **break down barriers to engagement with schools** and simplify the landscape for them.

Introduction

- 6.1 The DYW Regional Groups exist to **bridge the gap between employers and education**. Successful engagement of employers is therefore fundamental to the success of the Groups in achieving their objectives. This chapter reports on the findings from the evaluation in relation to engaging employers. It explores employers' motivations for engagement, the nature of the activities they have engaged with, barriers faced and overall levels of satisfaction with their experiences to date.

Overview

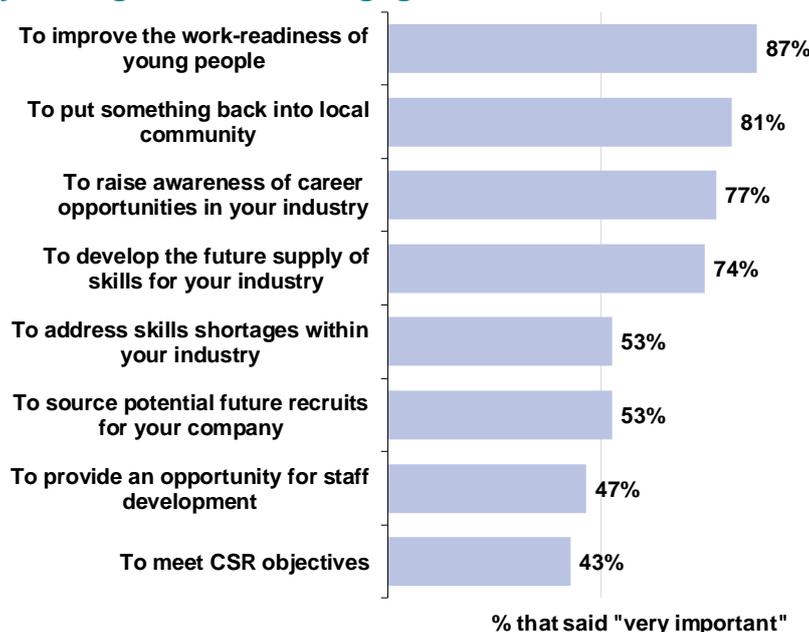
- 6.2 More than **1,300 employers** were reported to have engaged with the four Regional Groups included within the evaluation. All four Groups reported **capitalising on and further developing their existing connections** with employers. In particular, the Groups reported the advantages of having access to the employer databases held by the Chambers of Commerce, enabling them to further build on existing networks.

Motivations for engagement

A desire to help young people was a found to be a stronger motivator for employers to engage in DYW activities than the potential business benefits or opportunity to meet corporate social responsibility objectives.

- 6.3 The majority (87%) of employers that responded to the survey reported that they were motivated to engage in DYW activities to **improve the work-readiness of young people** (Figure 6-1). Other common motivators (cited by the majority of survey respondents) were to put something back into the local community, to raise awareness of career opportunities in their industry and to develop the future supply of skills for the sector.
- 6.4 Employers were generally **less motivated by the potential business benefits to them** from engagement and less than half cited **Corporate Social Responsibility objectives** as a key motivator. This lack of focus on the business benefits from engagement could impact on employers' continued commitment to engaging in DYW activities, as well as their willingness to pay to engage in these types of activities in future.

Figure 6-1: How important are the following factors as motivators for your organisation to engage in DYW activities?



Source: SQW survey of employers
Base: 225 employers

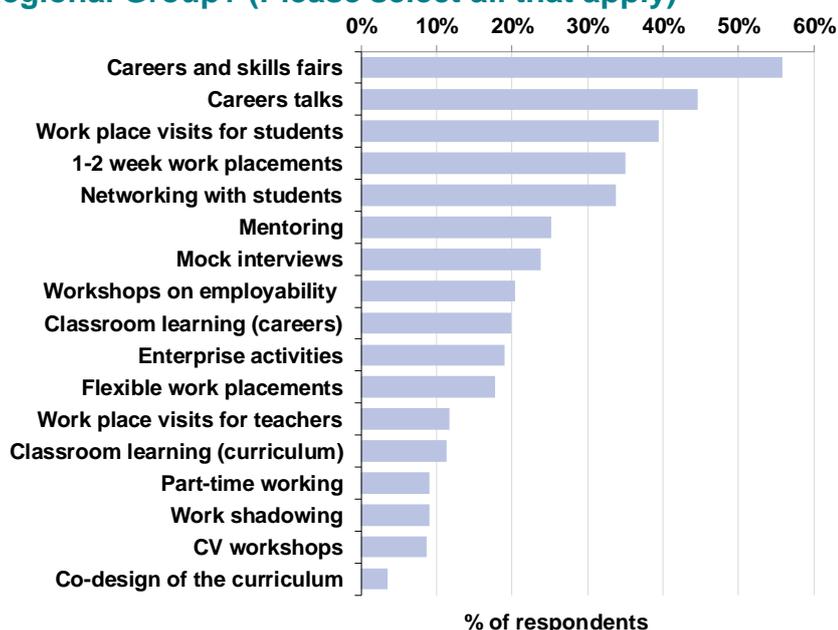
Nature of engagement

High-volume, stand-alone activities were most frequently undertaken, with activities requiring a higher level of embedding into the school curriculum being reported less frequently.

6.5 Figure 6-2 shows the activities that employers reported having engaged with through the DYW Regional Groups. This shows that:

- **High volume (usually stand-alone) activities** made up the largest proportion of activities undertaken by employers, with around a third of respondents having undertaken at least one activity of this type. This includes attendance at careers and skills fairs and careers talks.
- **Work place visits and work placements** featured highly, with more than a third of employers reported that they had organised these activities for young people as a result of engagement with the Regional Group.
- **Employability activities**, including mock interviews, workshops and CV building, were less frequently reported.
- Relatively few employers (less than 10% of those surveyed) reported having been involved in **co-designing the curriculum**. Discussions at the workshops confirmed that this had not been an area of focus for the Groups.

Figure 6-2: Which of the following activities have you / your organisation participated in or delivered as a direct result of engagement with Regional Group? (Please select all that apply)



Source: SQW Employer survey March 2018
Base: 222 employers

There were regional variations in the types of activities undertaken and in the depth of employer engagement.

- 6.6 **The types of activities that employers engaged in varied by region.** The nature of engagement depended on the types of activities the Groups themselves had decided to focus on, what had been requested by schools, and the presence of logistical barriers to some activities, for example difficulty in organising flexible work placements in more rural areas. The Board members consulted appeared comfortable with the choices they had made, essentially viewing them as a **suitable response to the needs in their areas** and a desire to **add value rather than duplicate existing activity**.
- 6.7 **The depth of engagement between employers and schools was also found to vary by region.** Whilst each of the Regional Groups were comfortable the choices they had made in terms of what they had decided to focus on, they did express contrasting views about some key issues. For example, one group was very positive about developing strategic partnerships – that is, in-depth and long term relationships between employers and schools – whilst another thought that this was not a good approach as having a large employer delivering in-depth support to just one school could be considered to be inequitable.

CASE STUDY: The Wood Group in partnership with Northfield Academy, Aberdeen

The Wood Group have partnered with Northfield Academy, providing career guidance and experience in a number of ways across all secondary school stages, including:

- One-to-one mentoring of 5th and 6th year pupils to provide an insight into the world of work and routes into careers
- Supporting the schools' engineering curriculum through classroom challenges that emulate real-life experience of problem solving
- Providing career advice to 4/5th year business administration pupils interested in a range of careers including HR, marketing, finance or IT
- Supporting job applications, providing CV guidance or interview practice
- Giving 1st/2nd year pupils an insight into how their math's curriculum applies to a potential future career in IT, engineering, commercial and finance

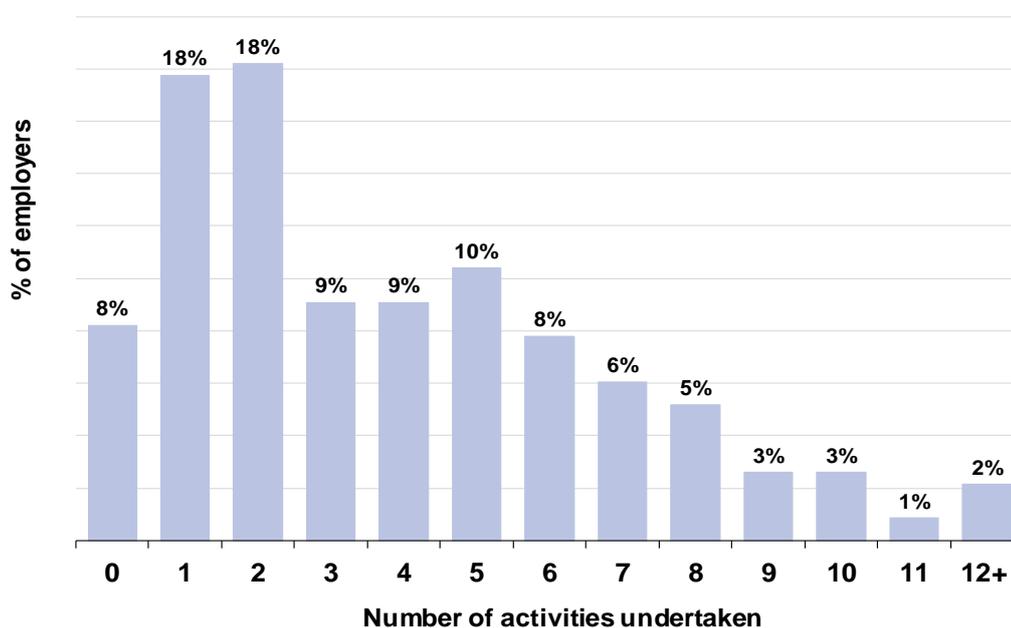
120 school pupils visited the Group's Sir Ian Wood House office over four separate sessions to understand more about career options for the future, the different types of jobs at Wood and how people work in an office. The students learned about the skills required for different jobs and discussed how that relates to what they are learning at school. They also completed a STEM activity which involved designing and building a car using balloons.

Source: The Wood Group, 2018

Most employers reported having engaged in multiple activities through the DYW Regional Group.

- 6.9 Employers were asked to indicate the types activities they had engaged with through the Regional Groups. Out of 231 respondents, 19 (8% of the total) reported that they had not engaged in any activities. Of those who had undertaken activity (n=212), around half had been involved in between **one and three different types of activity**. Figure 6-3 shows the distribution of the numbers of activities engaged with across the sample.
- 6.10 Employers were asked how many hours (approximately) they had spent on DYW activities over the past 12 months and around half of respondents (93) provided this information. The responses ranged from 1 to over 1,000 hours. **The median time committed by employers was 3 days (21 hours)**, indicating potentially high leverage from business engagement.

Figure 6-3: Number of different types of activities undertaken by employers



Source: SQW Employer survey March 2018
Base: 231 employers

Barriers to engagement

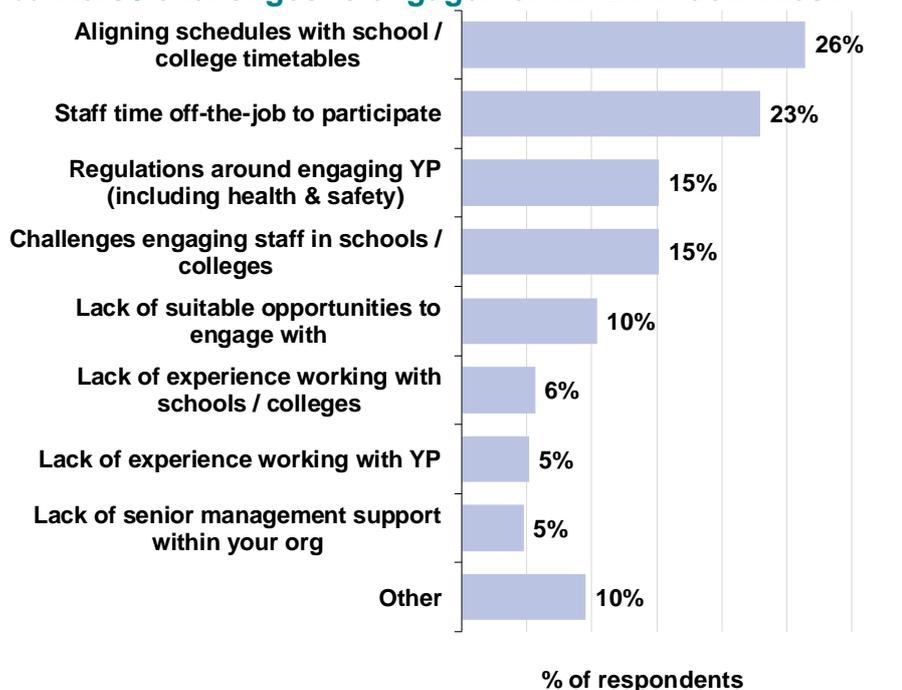
The most commonly cited barriers to engagement facing employers were issues aligning with school / college timetables and staff time off-the-job to participate.

- 6.11 Employers were asked whether they / their organisation had experienced any barriers or challenges to engagement in DYW activities. Almost two fifths (38%) of survey respondents reported that they had **not experienced any barriers to engagement**. Whilst this figure is encouraging, it needs to be caveated by the fact that the survey only reached those employers who had engaged and had therefore overcome any barriers faced.
- 6.12 Of the 143 respondents who had experienced barriers / challenges with engagement, a quarter cited issues **aligning their schedules with school / college timetables**, and just under a quarter found it **difficult to release staff from their job to participate in activities** (Figure 6-4). Other barriers faced include regulations around engaging young people (such as health and safety) and challenges engaging staff in schools / colleges, but these were less frequently cited.

6.13 Other (non-categorised) barriers / challenges referenced by employers include:

- Being asked to **attend events at short notice**
- **Arranging travel** for young people to attend events
- **Security clearance**, and the inability to offer work experience placements due to the nature of the work
- Schools **unable to release staff** to participate
- **A lack of time** when attending events, making them feel rushed
- **Too much of a focus on STEM** to the neglect of other sectors, such the arts and creative industries.

Figure 6-4: Has you / your organisation experienced any of the following barriers / challenges to engagement in DYW activities?



Source: SQW Employer survey March 2018
 Base: 151 employers

6.14 The findings from the survey were echoed in consultations with employers and in discussion with the Regional Groups:

- **Short notice of events** – one consultee reported that they were regularly asked to attend events at the last minute and, whilst they would be happy to help, they did not have the staffing capacity to resource this with just one days' notice.

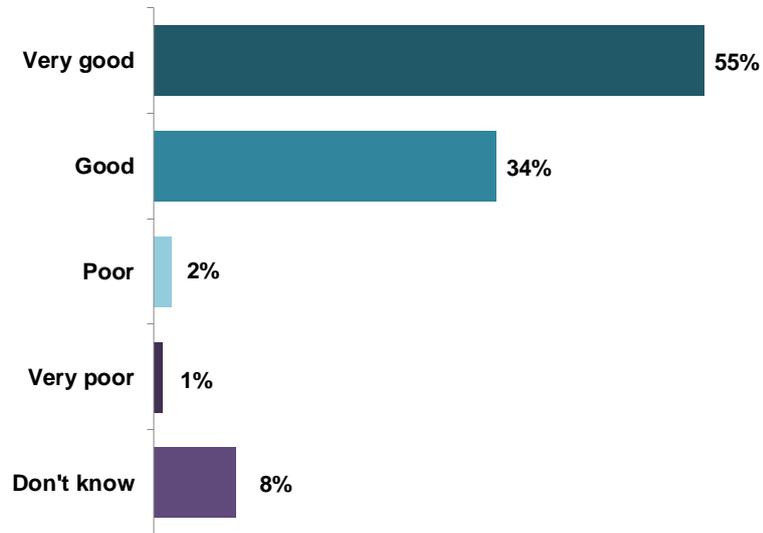
- **Increased importance of health and safety / regulation of industries** (with some sectors, such as construction, more impacted by this than others), which act to limit activities that can be undertaken with young people
- **Communication and co-ordination within schools** – messages often do not filter down from management to staff. A representative from one of the Regional Groups highlighted that successful engagement is contingent on finding a good connection with a teacher or headteacher.
- **Alignment with school timetables** – the extent of flexibility within the school timetable was found to be variable between and within areas. There was one example of a school that has to adhere to an authority-wide timetable, which restricts the scope to introduce any activities outside the core curriculum.
- **Geographic scale and rurality** – where both students and employer representatives may have to undertake long journeys to enable engagement.
- **In cases where Chambers of Commerce are predominantly working with urban businesses, rural enterprises may be less likely to engage with their work** – this is a particular issue for organisations attempting to span both rural and urban communities, which is always going to result in challenges covering those outside the densely populated area.

Employer experience

Employers were generally positive about their experiences of engaging in DYW activity and would recommend this to others.

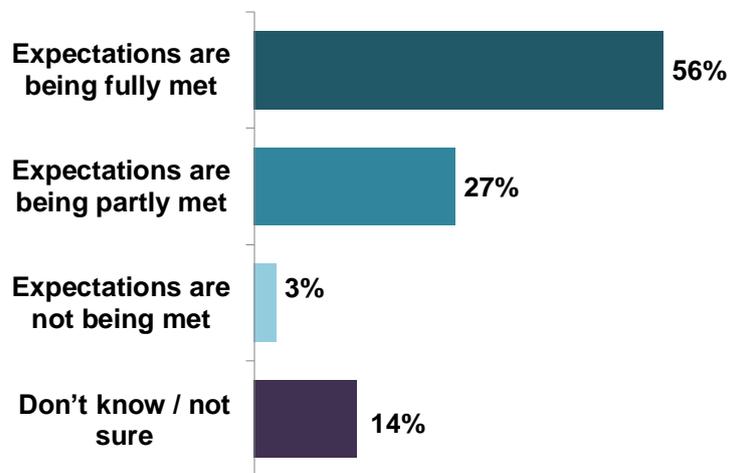
- 6.15 The survey results indicate that **employers are generally positive about the quality of their engagement with the DYW Regional Groups**. Moreover, most reported that their expectations from engagement had been met and that they would recommend engagement to others (Figure 6-5, Figure 6-6, and Figure 6-7). These are encouraging findings and credit to the work being done and facilitated by the Regional Groups. The fact that over 40% said they would recommend engagement with the Groups to others, but have not yet done so, suggests a **ready mechanism to promote DYW more widely**.

Figure 6-5: Overall, how would you rate the quality of the activities that you / your organisation has engaged with through the Regional Group?



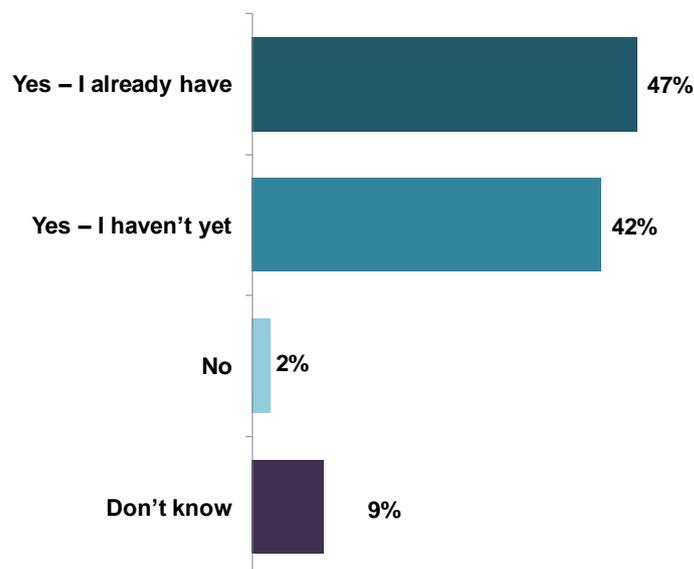
Source: SQW Employer survey March 2018
Base: 231 employers

Figure 6-6: To what extent are your organisation's expectations from engagement in DYW activities being met?



Source: SQW Employer survey March 2018
Base: 230 employers

Figure 6-7: Would you recommend engagement with the Regional Group to other employers in your area?



Source: SQW Employer survey March 2018
Base: 231 employers

The Regional Groups have helped to remove barriers to engagement and have been a valuable source of advice and support to employers developing their relationships with schools.

- 6.16 Consultees confirmed the **overall positive response from the survey**. Across all regions, consultees praised the work of the Regional Groups as having “*simplified the landscape*”, as well as “*opening doors, scene-setting, engaging with key parties and [giving] us the skills to better promote our offer...*”. Employers commented on the **range of connections and contacts** that the Groups have access to, and their ability to act as a **conduit to schools**.
- 6.17 Employers specifically highlighted how the Regional Groups had introduced them to **Marketplace**, enabling them to better understand the needs of schools. One consultee stated that, through engagement with the Group, they had a **much better understanding of knowledge gaps and misconceptions in the careers and enterprise landscape** (particularly surrounding apprenticeships). This has enabled them to better target their school outreach activity.
- 6.18 Although it is evident that barriers to engagement do exist, employers recognised the work of the Groups in either **removing them, or enabling companies to overcome them**: “*they have tackled a few root causes of*

delays in provision, like health and safety accreditation, and handle the slowness of schools well.”

- 6.19 Across all regions, consultees commented favourably on their **interactions with representatives from the Regional Groups**. Employers from all regions were in regular contact with staff from the Groups, and it was commented on explicitly in at least two regions that the Groups had a **strong brand and presence on social media**. Their flexibility and responsiveness to requests, queries and suggestions was frequently highlighted.

“The team are incredibly flexible and are dedicated to finding meaningful solutions for employers and positive destinations for young people.”

- 6.20 One consultee viewed their relationship with the Regional Group as a **partnership**. They would make suggestions to the Group, for example regarding the promotion of Apprenticeship Week, and the Group were there for “*advice and support*”. The **high level of personal support** offered by Regional Group staff was highlighted. Consultees across all regions recognised the importance of the relationships developed with individual staff on the Groups and **consistently praised the level of commitment and support** given in brokering relationships between employers and schools.

“[The DYW Regional Group are] an essential part of the landscape of provision ... things would be chaotic and ineffective without them!”

Most employers did not identify any areas for improvement, however improvement in sharing best practice and in engaging hard to reach students could be considered.

- 6.21 Although most employers did not identify any areas for improvement for the Regional Groups, five consultees raised some specific concerns and suggestions for improvements:

- **A greater focus on engaging hard to reach students** – who might be in most need of support
- The need for **better communication between employers to share best practice and experiences**. Two suggestions were made:
 - Quarterly meetings that both schools and business could attend to and have a conversation about their experiences.
 - The creation of a “roadmap” of provision detailing schools, who they are partnering with, and any gaps that need filled.

- Increased activity in the **employability landscape** to give young people life-skills, for example, giving them experience in balancing budgets etc.
- To **clarify the relationship between SDS and DYW** around their respective roles in order to prevent duplication of activity
- Clearer, more effective **lines of communication** between the National Board and Regional Groups would be beneficial.

7. Engaging schools / colleges

Chapter Summary

- Schools and colleges reported **similar motivations to employers** for engaging in DYW activities.
- These mainly focused on **improving the life chances of young people** through developing their work-readiness, employability and job outcomes, rather than meeting statutory obligations.
- Schools and colleges reported a number of barriers to engaging with employers, including a **lack of resources (time and budget), timetabling issues and competing policy priorities**.
- Feedback from schools and colleges on the **quality** of the activities delivered through the Regional Groups was very positive. Several also commented on the **enthusiasm, commitment and professionalism** of the DYW staff teams.
- Potential areas for improvement highlighted by schools / colleges include better targeting of **hard-to-reach students**, more opportunities to **share best practice**, increased **resources** for schools to deliver.

Introduction

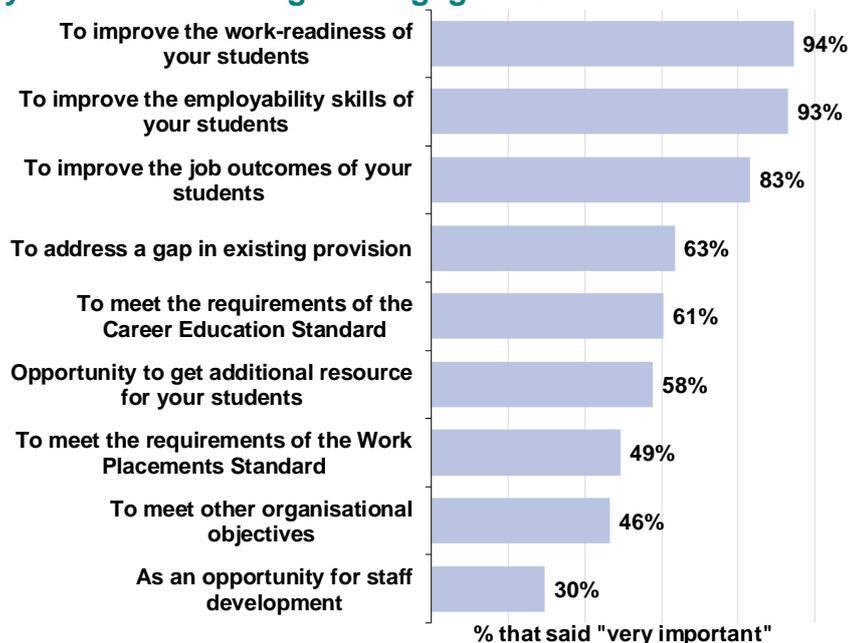
- 7.1 Engagement of schools is **fundamental to the success of the Regional Groups** – schools play a vital role in identifying young people who would benefit from increased encounters with employers and experiences of workplaces. Regional Groups need to build effective relationships with schools and colleges to identify the needs of their students and to connect them with suitable employers who can offer appropriate support.
- 7.2 This Chapter details the nature of school and college engagement with the DYW Regional Groups. It explores schools' motivations for engagement, the nature of their engagement, barriers faced and levels of satisfaction with their experiences to date.

Motivations for engagement

Schools were motivated to engage with DYW to increase opportunities for their students, rather than to meet individual, organisational or statutory objectives.

- 7.3 Schools reported very similar motivations to employers for engaging in DYW activities (Figure 7-1). These were most often focused on **improving the life chances of young people** through developing their work-readiness, employability and job outcomes. They were less often driven by the **statutory obligations** of meeting the Career Education Standard and the Work Placement Standard and also **less motivated by individual or organisational objectives**.
- 7.4 **Two thirds of schools were motivated to address a gap in existing provision.** This suggests that one in three did not recognise that they had a gap in provision before engagement. This was discussed in the regional workshops and in consultations with school representatives. It was reported that some schools that had not engaged with DYW activity **had existing connections with employers** established through parents or teachers, or through students approaching employers directly.

Figure 7-1: How important are the following factors as motivators for your school / college to engage in DYW activities?



Source: SQW school survey March 2018
Base: 71 schools/colleges

Barriers to engagement

Schools reported facing a number of barriers and challenges to engaging with employers such as a lack of staff time, timetabling issues and a lack of resources.

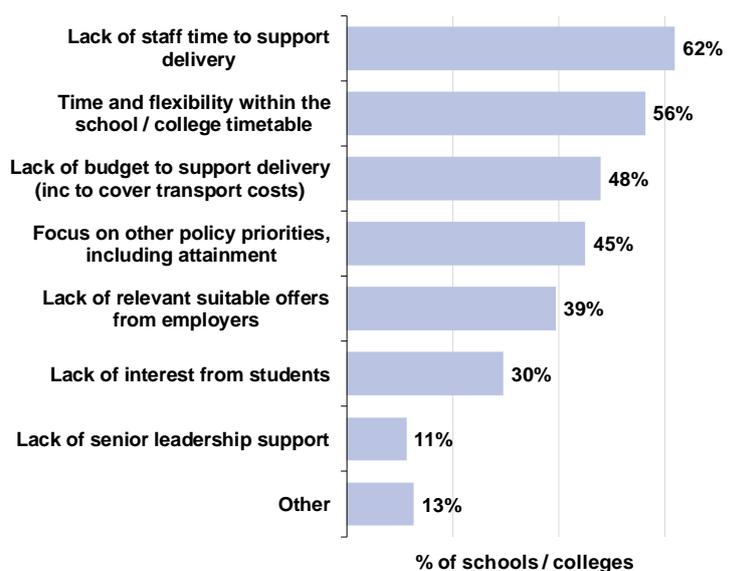
7.5 Schools were asked whether their organisation had experienced any barriers or challenges to engagement. Of the 71 respondents, just four (5% of the total) stated that they had **not experienced any barriers to engagement**. This can be contrasted to the results from the employer survey, where 38% of respondents had not faced any barriers to engagement.

7.6 Figure 7-2 shows the barriers / challenges to engagement faced by the remaining 67 survey respondents. This shows that:

- Almost two thirds cited a **lack of staff time** to support delivery
- More than half cited **time and flexibility within the school / college timetable** as a key barrier
- Around half reported a **lack of budget to support delivery**
- A focus on **attainment and other policy priorities**. The barriers faced by schools are set out in

7.7 Other barriers cited in the open responses to the survey include **buy-in from parents and senior leaders within schools**.

Figure 7-2: Has your organisation experienced any of the following barriers / challenges to engaging with DYW activities? Select all that apply



Source: SQW school survey March 2018
Base: 68 schools/colleges

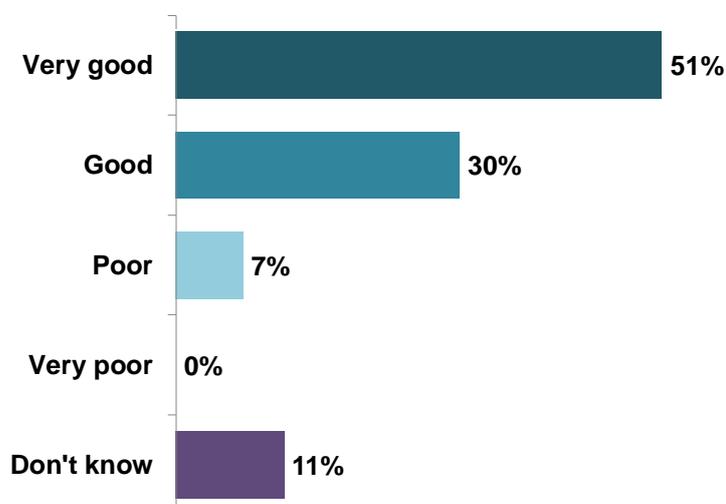
- 7.8 Discussion in two of the regional workshops explored a **lack of interest from students** as a barrier faced by schools to engaging in DYW activities. One possible explanation put forward for this was that young people were **confident that they would find a job after leaving school**, particularly in a tight labour market and with a broad range of support available through various funded initiatives. The consensus was that there was an **important role for teachers to “sell” the benefits of engagement to young people**, for example in terms of job quality.
- 7.9 It was evident from the consultations that many schools found it difficult to **isolate the specific contribution of the DYW Regional Groups from the wider DYW programme**, with at least one consultee reporting that they were unaware of the existence of a “Regional Group” despite having engaged with them directly. This raises questions about the division of DYW activities between Regional Groups and local authorities, and the visibility of the Regional Groups within schools. Although, this could be viewed as a positive thing as it suggests that the Regional Groups are integrating well with the range of other services available, although it does make evaluation of individual strands of activity more difficult.

Feedback on effectiveness

Schools were satisfied with the quality of the activities delivered through engagement with the Regional Group

- 7.10 Most (81%) of schools / colleges that responded to the survey rated the quality of activities engaged with through the DYW Regional Groups as **good or very good** (Figure 7-3).

Figure 7-3: Overall, how would you rate the quality of the activities delivered following your engagement with the Regional Group for your students?



Source: SQW school survey March 2018
Base: 70 schools/colleges

Respondents were satisfied with the networks, commitment, and professionalism of the Regional Groups.

7.11 Survey respondents (n=34) cited a number of success factors associated with the work of the Regional Groups. In particular, they highlighted:

- The importance of **enthusiasm from all parties** – schools, employers and Regional Group staff
“Enthusiasm for the whole project to work. It is very important both to employers and to pupils whose future is at stake.”
- The value of having **access to a network of employers**, and the role of Regional Group staff in making connections
“Supporting and being a point of contact to help us to deliver and design our curriculum. Putting us in touch with potential partners.”
- The **quality of staff** within the Regional Group
“Excellent coordinator allows for effective planning and delivery, full communication, support and advice which leads to positive impact on pupils”

7.12 These messages also came through in the individual consultations with schools across all regions. Consultees highlighted **staff members’ commitment to their remit**, their **passion for improving the young workforce**, their **overall competency in making connections** and responding to queries, and their **communication skills** in person and via social media.

Respondents highlighted better targeting of hard-to-reach students, better sharing of best practice, and increased resources for schools, and increased status of “non-traditional” pathways as factors for improvement

7.13 When asked what was working less well, survey respondents (n=25) highlighted a number of potential **areas for improvement**:

- The need for more of a focus on **hard to reach young people**, including young people with Additional Support Needs, and young people who may not have the typical qualifications one would expect when entering industry
“More ideas of what is possible and making it equitable for all schools. Perhaps more information about needs of the area and targeted support for young people who are hardest to reach or have ASN”

- More opportunities to **share best practice with other schools**

“Conferences should be focused on sharing practice, not always networking as there are great examples of DYW underway, and this would enhance confidence for teaching staff, not just SLT”

- Distraction of funds and time / resource implications for schools. DYW is only one aspect of a teacher’s remit

“The biggest challenge is in schools, where time and focus is at a premium. Staff are overwhelmed with countless priorities...”

7.14 The issues highlight the breadth of the DYW offer and the desire amongst some to broaden it further. Yet, for some, the issue of competing priorities was particularly acute. They believed that schools should see DYW as helping to deliver the remit of the school, but accept that there could be a tension between a (narrow) exam-based measure of attainment and wider views about young peoples’ transition beyond school. They also discussed the need for there to be **greater parity of esteem between the different pathways available to students**, with the mindset of a wide range of stakeholders including parents, school staff, and of the pupils themselves, needing to change in order to enable this.

8. Evidence of impact

Chapter Summary

- The evaluation found evidence of **changed behaviour amongst employers** that had participated in DYW activities, including offering more and / or better quality work experience placements and taking on more young people and apprentices.
- The majority (80%) of Regional Group Board Members that participated in the survey reported that the behaviour of employers in their region had **changed for the better** as a result of engagement with the DYW Regional Group
- Almost all (96%) of the schools and colleges surveyed reported that engagement with the DYW Regional Group had led them to deliver **more and / or better quality employer engagement activities**.
- The majority (85%) of schools and colleges that participated in the survey reported that the activities delivered following engagement with the DYW Regional Groups had a **positive impact on their students**.
- Consultees were also confident that the activities being delivered through the Regional Groups were having a **positive impact on young people**.
- The evidence gathered on the **potential for impact** was encouraging, although it was widely acknowledged by consultees that it was still early days for the Regional Groups and therefore **too early to make a full assessment of impact**.

Introduction

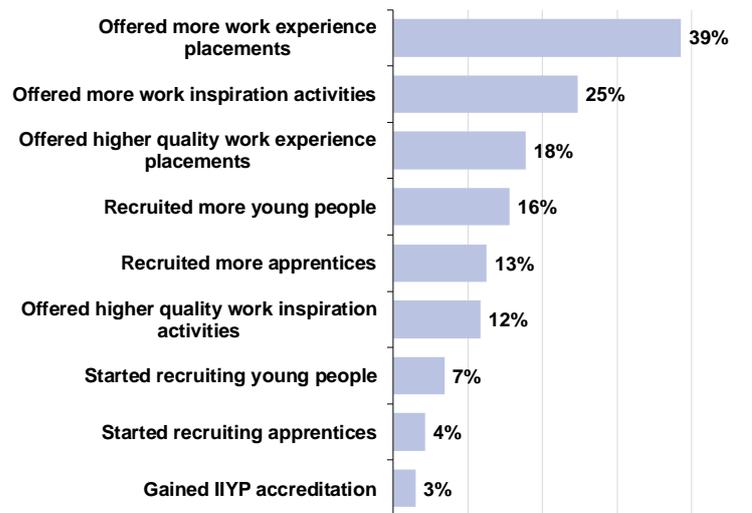
- 8.1 The evaluation was **primarily a formative exercise**, designed to capture lessons on what is working well and where challenges remain following the initial set up phase of the Regional Groups. However, some **early evidence of impact** was collected and this chapter reports on this, covering emerging evidence of impact on employers, schools and young people.

Employers

Employers reported offering more work experience placements, and taking on more young people and apprentices, as a result of engagement with the DYW Regional Groups.

- 8.2 One of the objectives of the evaluation was to assess the extent of **cultural change** being achieved through the activities of the DYW Regional Groups. Cultural change can be difficult to measure as it often involves subtle / imperceptible changes to the way in which an organisation operates or responds to opportunities – it can best be evidenced through **changed behaviour**.
- 8.3 The evaluation found evidence of changed behaviour amongst employers that had engaged in DYW activities through the Regional Groups. Figure 8-1 shows that these changes focussed on:
- **Offering more and / or higher quality work experience placements** – 39% of employers surveyed reported offering *more* work experience placements and 18% were offering *higher quality* placements
 - **Offering more and / or higher quality work inspiration activities** – a quarter of employers reported that they were offering *more* work inspiration activities (such as attendance at careers and skills fairs, delivering careers talks and participating in enterprise activities) and 12% were offering *higher quality* inspiration activities
 - **Recruiting young people** – almost a quarter of all employers surveyed reported that they had either *started* recruiting young people (7%) or recruited *more* young people (16%) as a result of engagement with the Regional Group
 - **Recruiting apprentices** – 13% of employers surveyed had recruited *more* apprentices as a result of the engagement and 4% had *started* recruiting apprentices.

Figure 8-1: What has your organisation done differently as a result of engagement with the DYW Regional Group? (Please select all that apply)



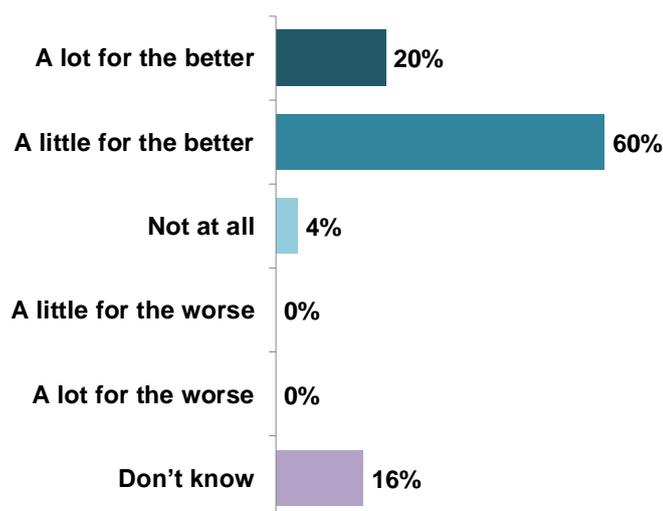
Source: SQW survey of employers
Base: 231

% of respondents

Board Members were confident that the behaviour of employers had changed for the better as a result of engagement with the Regional Group.

8.4 The majority (80%) of the Regional Group Board Members that participated in the survey reported that the behaviour of employers in their region had **changed for the better** as a result of engagement with the DYW Regional Group (Figure 82), including 20% thought that it had changed **a lot for the better**.

Figure 8-2: How far has the behaviour of employers in the region changed as a result of engagement with the DYW Regional Group?



Source: SQW survey of Regional Group Board Members
Base: 25

In addition to changed behaviour, employers reported wider benefits from engagement with the DYW Regional Groups.

- 8.5 As referenced in Chapter 6 (Figure 6-1), employer motivations for engaging with the DYW Regional Groups mainly centred around the **potential benefits for young people**, rather than themselves. Nonetheless, several employers consulted through the evaluation reported benefits to their organisation from engagement. One employer referenced the opportunity to **raise their profile amongst the local community** as being key benefit from engagement with the Regional Group. Another cited the opportunity to **build their networks** through attendance at regional events with other employers. A further benefit cited by one employer was the **development opportunity** for staff. DYW activities were considered aspirational, resulting in a strong “*feelgood factor*” for those involved.

Schools and colleges

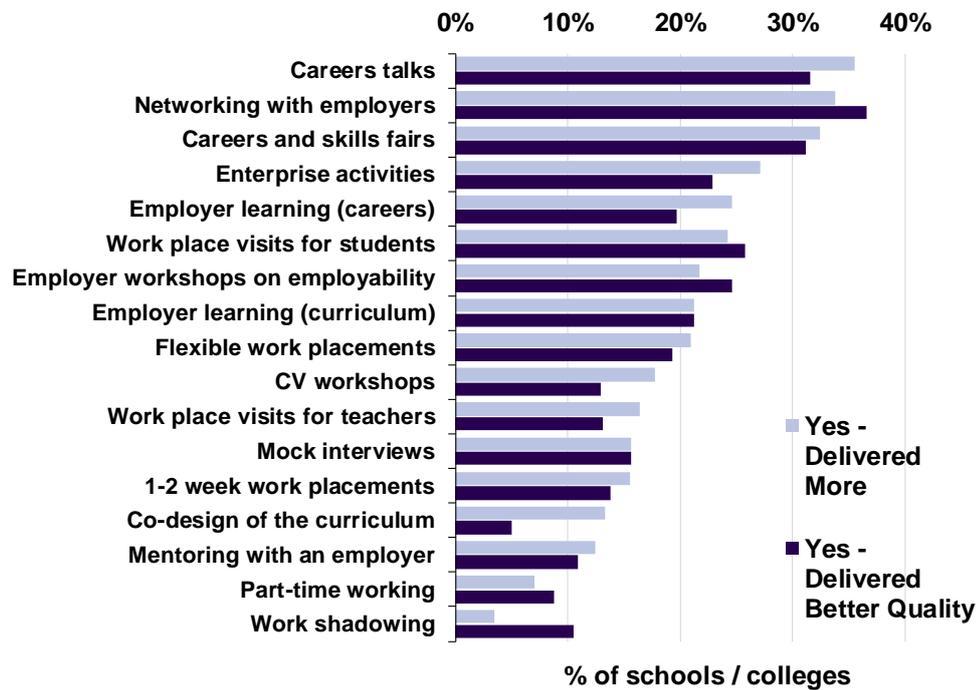
The DYW Regional Groups have resulted in an increase in the volume and quality of employer engagement within participating schools and colleges.

- 8.6 Of the 71 schools / colleges that responded to the survey, **96%** reported that engagement with the DYW Regional Group had led them to deliver **more and / or better quality employer engagement activities**.

Figure 8-3 shows that:

- The greatest increases were reported in **high volume activities**, such as careers talks, networking with employers and careers and skills fairs
- Around a quarter of schools and colleges reported that they were delivering more or better quality **enterprise activities** as a result of engagement with the Regional Group – this has been a key focus for many of the Groups
- Schools and colleges also reported delivering more and / or better quality activities aimed at **exposing young people to workplaces**, such as work placements and employer visits, as a result of engagement with the Regional Groups
- Activities aimed at developing the **employability skills** of young people (such as CV workshops and mock interviews) also featured as having increased in volume and / or quality.

Figure 8-3: Has your engagement with the DYW Regional Group led you to deliver more and / or better quality employer engagement activities for your students?

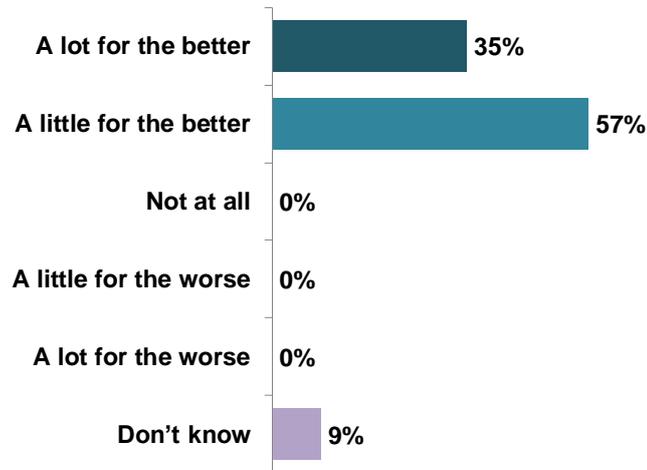


Source: SQW survey of schools and colleges
Base: 71

Most Board Members the work of the DYW Regional Groups has changed the behaviour of schools and colleges for the better.

8.7 The majority (92%) of the Regional Group Board Members that participated in the survey reported that the behaviour of schools and colleges in their region had **changed for the better** as a result of engagement with the DYW Regional Group (Figure 8-4), and over a third (35%) reported that it had changed **a lot for the better**.

Figure 8-4: How far has the behaviour of schools and colleges in the region changed as a result of engagement with the DYW Regional Group?



Source: SQW survey of Regional Group Board Members
Base: 23

Schools reported a range of wider benefits from engaging in DYW activities.

8.8 As with employers, schools and colleges reported that their primary motivation for engaging with the DYW Regional Groups was to improve the work-readiness and employability of young people. However, several reported wider benefits to their organisation from engagement. These mainly related to:

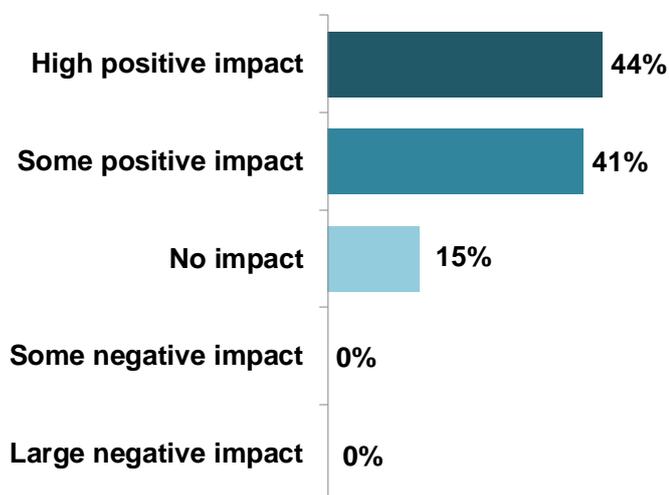
- **Improved profile within the local community** – several schools reported building and strengthening their relationships with a wide range of local partners, including employers, other schools and colleges, training providers and third sector organisations through engagement with their Regional Group. These connections were reported to be resulting in additional benefits to the schools beyond DYW, for example through access to different sources of funding and support.
- **Diversifying the curriculum** – one school that received funding through the DYW Ayrshire Innovation Fund reported that it had enabled them to introduce an alternative learning environment for young people who were at risk of not achieving their National 5s and who were more likely to pursue vocational routes / pathways to employment.
- **Resources** – one school reported that they had gained a template for delivering a skills workshop from an employer intervention organised through the DYW Group, which they can use with other cohorts of young people.

Young people

Schools and colleges reported that the activities delivered following engagement with the DYW Regional Groups had a positive impact on their students.

- 8.9 The majority (85%) of participating schools and colleges reported that the activities delivered following engagement with the DYW Regional Group had a **positive impact** on their students (Figure 8-5) and 44% said that the activities had a **high positive impact**. Whilst this is not a substitute for feedback from young people themselves, it is a useful proxy measure of the potential for impact amongst young people who have engaged.

Figure 8-5: Overall, how would you rate the impact of the activities delivered following your engagement with the DYW Regional Group on your students?



Source: SQW survey of schools and colleges
Base: 68

Consultees reported a wide range of outcomes and benefits to young people from engagement in DYW activities.

- 8.10 Consultees reported a range of benefits to the young people that had participated in activities organised through the DYW Regional Groups. These mainly focussed on:
- **Engagement** – one consultee reported a “*marked improvement*” in attendance rates amongst young people participating in DYW activities. Another cited an example of a group of young people who had given up their Saturday to attend a community event. This was particularly notable as the group had previously had poor attendance rates and were considered at high risk of disengagement.

“The students participating in the nail bar are experiencing enjoyment from school again. They are coming in with a smile on their face. Their work at the nail bar has given them a sense of ownership and belonging to the school that was lacking. They are very proud of what they have achieved. They are much more confident, happy and engaged in school life.” **School consultee**

- **Employability skills** – including improved confidence, team working skills, communication, negotiation and business skills.

“It has made young people much more marketable and employable. It has given them something substantial to put on their CV to demonstrate their skills to employers.” **School consultee**

- **Qualifications** – one school reported an increase in the proportion of young people gaining a National 5 in literacy as a result of engagement with the initiative supported through the DYW Ayrshire Innovation Fund.
- **Transitions** – one school reported that young people engaging in DYW activities were more likely to sustain their post-school destinations. This was attributed to them making more informed choices through greater exposure to different options.
- **Employment opportunities** – one consultee reported that engagement with the DYW Regional Group had opened up part-time employment opportunities for a number of young people in their area, particularly during peak tourist season. For example, a local café had taken on several young people they had engaged through work experience placements.

“The DYW Regional Group has created a lot of opportunities for young people in the region. Schools are now engaging directly with large employers that they would not otherwise have been able to. This has resulted in more varied and higher quality work experience placements and employment opportunities.” **Local Authority consultee**

The consensus was that it was too early to make a full assessment of the longer term impacts on young people from engagement in DYW activities.

- 8.11 Whilst consultees were generally confident that the activities being delivered through the Regional Groups were having a **positive impact** on young people, it was acknowledged that this was “*purely speculative*” at this stage as:

- **It was too early to tell** – the Regional Groups have only been in operation for up to three years, and part of this time was spent setting up, and so the longer term impact of the activities they are delivering have yet to be fully realised

“There is clear evidence that they have developed their employability skills, but the extent to which that will translate into improved job outcomes remains to be seen.” **School consultee**

- **There are no mechanisms in place to track impact** – several consultees commented on the lack of tracking measures in place to assess the longer term benefits and impacts to young people from engagement in DYW activities

“Pupils and skills practitioners have a greater awareness of the local labour market and the skills required to succeed. There are likely to be spill over benefits over the coming years, but we do not have the capacity to track progress / outcomes at the moment.” **Employer consultee**

- **It is difficult to attribute change** – the wide range of factors that influence a young person’s life and learner journey make difficult to isolate the specific impact of the interventions delivered through the DYW Regional Groups.

“It will be particularly difficult to measure this long term as it is hard to attribute positive destinations for young people to these types of activities.” **School consultee**

9. Conclusions and recommendations

- 9.1 This report has taken a detailed look at the operation of the DYW Regional Groups, through in-depth exploration of what is working well and where challenges remain in four of the Groups. This final chapter provides summary conclusions and resultant recommendations for consideration by the Scottish Government, the DYW National Group and the DYW Regional Groups.

Policy context

- 9.2 The DYW Regional Groups form one part of the Government's approach to improving the labour market and employment outcomes of young people in Scotland. They are operating in a complex policy and delivery landscape amongst a range of other initiatives with similar objectives. Their remit is to provide a single point of contact and support to facilitate increased engagement between employers and education. The long-term vision is for cultural change within the skills system, with many more employers engaged in education, provision better aligned to employer need and all young people given exposure to the world of work whilst in education.
- 9.3 When the strategic framework for the Regional Groups was launched more than three years ago, the messaging was focussed on addressing the rapid increase in youth unemployment following the recession. Since then, the labour market context has changed, with more young people choosing to stay in education for longer and youth unemployment at its lowest level in more than a decade. It is therefore a good time to re-emphasise the strategic priorities of the Regional Groups, with a greater emphasis on the long-term goal of achieving cultural change within the system.
- 9.4 This would help address feedback from Regional Group Board Members that they would like greater clarity from the National Group on their priority areas of activity. This is in part a response to them being asked to contribute across much of the policy landscape (and to do so alongside others and with limited resources). It is also in part due to the wide range of Key Performance Indicators (KPIs) they are currently required to report against, some of which they consider to be outside their direct influence (such as take up of Modern Apprenticeships).
- 9.5 The Scottish Government has developed a new streamlined set of KPIs that all the Regional Groups will be required to report against in future. Alongside a relaunch of the strategic objectives of the Groups, these should provide a firm basis for prioritising future activity.

Recommendation 1: The strategic objectives of the DYW Regional Groups should be reaffirmed. This will provide a timely reminder of the long-term system change that the Groups are seeking to achieve, which will help inform decision making around priority areas of activity.

Recommendation 2: The restated strategic objectives should be aligned to the new streamlined KPIs that Regional Groups will be required to report against and should include guidance on priority areas of activity.

Profile and operation of the Regional Groups

- 9.6 The governance arrangements for the Regional Groups were found to be working well. The Groups were reported to have been particularly successful in creating a single point of contact for employers to engage with education, and for schools / colleges to engage with employers – one of their primary objectives.
- 9.7 Regional Group Board Members were clear on how their activities contributed to the wider DYW policy agenda and to the strategic objectives of the National Group. However, they were less positive about the level of guidance and feedback received from the National Group. The main communication mechanism is through each Group having a dedicated Link Member on the National Group. The consensus was that, whilst the Link Member model was good, there was a lot of variability in how it was being implemented across the regions, particularly in relation of the level of engagement and support provided by Link Members.
- 9.8 The Scottish Government hosts meetings of the executive leads for each of the 21 Regional Groups. Whilst these were reported to be useful for networking, the consensus was that they were not conducive to collaborative working and sharing of best practice as they were too large, making it difficult to get into the detail. The fact that they were hosted by the funding body for the Groups (the Scottish Government) seemed to be creating an environment where individual Groups were keen to impress and showcase the work they were doing. This was found to be contributing to a culture of competition between the Groups, which was acting as a barrier to collaborative working.
- 9.9 Related to this, the evaluation found some resistance on the part of the Regional Groups to adopt tools and approaches that had been developed elsewhere, particularly where they felt these did not fit with their priority areas of activity or the needs of the region. One route to securing buy-in to national

approaches would be to provide the Regional Groups with the opportunity to contribute to their development.

Recommendation 3: The research tools used for the evaluation should be made available to all 21 Regional Groups to enable them to assess what they are doing well and where challenges remain in a consistent way. They should be encouraged to develop an action plan to address any areas identified for improvement through this process.

Recommendation 4: There are likely to be common areas identified for development and improvement across the Regional Groups and so consideration should be given to establishing a series of themed working groups to develop common approaches to addressing these. These should be led by the Regional Groups themselves, with the Scottish Government and National Group providing minimal input beyond establishing the process.

Recommendation 5: The Scottish Government should consider separating out responsibility for funding and development of the network. The Regional Groups are likely to be more willing to engage in open and developmental conversations if this was clearly decoupled from funding award and contract management processes.

Recommendation 6: The channels for communicating information from the National Group to the Regional Groups should be reviewed with a view to being strengthened. Link Members should liaise with the Chairs of each of the Regional Groups that they have been assigned to jointly agree an approach to future communication and engagement.

Monitoring and reporting

- 9.10 A key area for exploration through the evaluation was the effectiveness of the monitoring and reporting arrangements of the Regional Groups. These were found to be working well at the regional level, with Board Members generally happy that they were getting the right level of information required to inform decision making.

- 9.11 However, the process was not working as well at the national level due the range and diversity of KPIs that the Regional Groups were reporting against. This was making it impossible to read across the Groups to report on what was being delivered nationally or to fully understand relative performance, and provide appropriate check and challenge on performance against these.
- 9.12 A separate piece of work is underway to address this issue and develop a streamlined set of KPIs that all Regional Groups will be required to report against. Whilst this was welcomed by the Regional Groups, there was concern raised around the definition of the terminology within the new KPIs – “strategic partnerships” was identified by some as being particularly problematic. There were also concern about how the new KPIs could limit the potential for local discretion on the priority areas of activity for the groups.

Recommendation 7: The new set of streamlined KPIs will need to be tightly defined, with clarity on how they should be measured and reported, if they are to be effective in enabling consistent reporting at the national level.

Recommendation 8: The National Group should take on a greater check and challenge role with the Regional Groups on their performance against the refreshed KPIs.

Recommendation 9: Consideration should be given as to how best to quantify the extent of employer investment that is being leveraged by the Regional Groups in a consistent way. This should form part of the guidance issued alongside the refreshed KPIs.

Engaging stakeholders

- 9.13 The evaluation found the motivations for engagement with the DYW Regional Groups to be broadly aligned between schools, employers and Regional Group Board Members. These mainly focussed on improving the work-readiness, employability and job outcomes of young people, rather than individual, organisational or statutory objectives. This is a positive finding as it aligns with the policy expectation. However, it does raise a question around the extent to which employers will continue to engage in the absence of tangible business benefits, and also whether they would be willing to pay for such activities in future.
- 9.14 The Groups were found to have been successful in engaging a high volume of employers in DYW activities. This was helped by having access to Chamber networks and contacts from the outset. However, there is a question around how many ‘new’ employers they have managed to get on board, particularly

SMEs. The Groups got off to a slower start in terms of engaging schools / colleges, although they have all made good progress on this front and were found to be working with most of the schools / colleges within their respective areas. Schools referenced competing policy priorities as a barrier to engaging in DYW activities, as well as challenges navigating the cluttered landscape of provision.

- 9.15 A key challenge for the Regional Groups has been balancing the needs and priorities of both employers and schools, which are not always directly aligned. There also appears to have been a lack input from young people into what guidance and support they would like from employers to help them progress.

Recommendation 10: Consideration should be given as to whether the Regional Groups are doing enough to improve the work-readiness of young people given that this is the most frequently cited motivator for engagement by employers, schools and board members.

Recommendation 11: The Scottish Government should clarify their expectations for schools and colleges in relation to engaging employers. This could include guidance for local authorities in terms of their role in supporting the work of the Regional Groups. It could also involve placing a greater emphasis on the DYW agenda within the inspection framework for schools/colleges.

Recommendation 12: The next phase of development of the Network, including future priority areas of activity for the Regional Groups to focus on, should be informed by the views of young people.

Evidence of impact

- 9.16 Whilst it was too early to make a full assessment of impact, the evaluation did find evidence of changed behaviour amongst employers, schools and colleges as a direct result of engagement with the Regional Groups, as well as some evidence of positive impacts on young people. It also found that the Groups were taking different approaches to measuring impact locally. There is potential to introduce more consistent approaches to ensure both quality and consistency in how impact is being measured locally, and to enable collation of the results to report at the national level.

Recommendation 13: A suite of standard tools / resources should be developed and shared with the Regional Groups to enable them to measure the outcomes and impact of their engagements with employers, schools, colleges and young people in a consistent way.

Annex A: Scoping consultees

Table A-1: Scoping consultees

DYW Role	DYW Group	Organisation
Chair	DYW National Group	Ebiquity
Member	DYW National Group	Cela Consulting
Member	DYW National Group	Ayrshire College
Member	DYW National Group	North Ayrshire Council
Chair	DYW Ayrshire	Ashleigh Construction
Executive Lead	DYW Ayrshire	Ayrshire Chamber of Commerce
Member	DYW Ayrshire	Ayrshire Chamber of Commerce
Member	DYW Ayrshire	Independent Consultant
Member	DYW Ayrshire	Princes Trust
Chair	DYW Edinburgh, Midlothian & East Lothian	Standard Life
Executive Lead	DYW Edinburgh, Midlothian & East Lothian	Edinburgh Chamber of Commerce
Chair	DYW Inverness & Central Highland	Cairngorm Ltd
Lead Official	DYW Inverness & Central Highland	Inverness Chamber of Commerce
Programme Manager	DYW Inverness & Central Highland	Inverness Chamber of Commerce
Operations Manager	DYW Inverness & Central Highland	Inverness Chamber of Commerce
Chair	DYW North East	Bank of Scotland
Programme Director	DYW North East	Aberdeen Chamber of Commerce
Programme Manager	DYW North East	Aberdeen Chamber of Commerce

Source: SQW

Annex B: Stakeholder consultees

Table B-1: Stakeholder consultees

Organisation	DYW Regional Group
Irvine Royal Academy	Ayrshire
St Joseph's Academy	Ayrshire
Prestwick Academy	Ayrshire
Greenwood Academy	Ayrshire
Kyle Academy	Ayrshire
Princes Trust	Ayrshire
Leonardo	Edinburgh, Midlothian & East Lothian
Midlothian Council	Edinburgh, Midlothian & East Lothian
Lasswade High School	Edinburgh, Midlothian & East Lothian
St Mary's Cathedral Workshops	Edinburgh, Midlothian & East Lothian
Canon UK	Edinburgh, Midlothian & East Lothian
Dynamic Earth	Edinburgh, Midlothian & East Lothian
BT	Inverness & Central Highland
CITB	Inverness & Central Highland
Culloden Academy	Inverness & Central Highland
Skills Development Scotland	Inverness & Central Highland
Arnold Clark	Inverness & Central Highland
Shirlie project	Inverness & Central Highland
Cobbs Group	Inverness & Central Highland
Aberdeenshire Council	North East
Aberdeen City Council	North East
Cults Academy	North East
EC:OG	North East
Portlethen Academy	North East
Wood	North East

Source: SQW

Annex C: Workshop participants

Table C-1: Workshop participants

Organisation	DYW Regional Group
Ayrshire Chamber of Commerce (3 x attendees)	Ayrshire
Independent Consultant	Ayrshire
Princes Trust	Ayrshire
Edinburgh Chamber of Commerce (1 x attendee)	Edinburgh, Midlothian & East Lothian
Leonardo	Edinburgh, Midlothian & East Lothian
NHS Lothian	Edinburgh, Midlothian & East Lothian
Life Sciences	Edinburgh, Midlothian & East Lothian
Head Resourcing	Edinburgh, Midlothian & East Lothian
MacTaggart Scott	Edinburgh, Midlothian & East Lothian
Independent (Third Sector)	Edinburgh, Midlothian & East Lothian
Midlothian Council	Edinburgh, Midlothian & East Lothian
Skills Development Scotland	Edinburgh, Midlothian & East Lothian
Royal Bank of Scotland	Edinburgh, Midlothian & East Lothian
Standard Life Aberdeen	Edinburgh, Midlothian & East Lothian
Inverness Chamber of Commerce (3 x attendees)	Inverness & Central Highland
Cairngorm Group	Inverness & Central Highland
Financial Services	Inverness & Central Highland
Calman Trust	Inverness & Central Highland
Cairngorm Business Partnership	Inverness & Central Highland
Lifescan Scotland	Inverness & Central Highland
Inverness College	Inverness & Central Highland
Aberdeen & Grampian Chamber (2 x attendees)	North East
Skills Development Scotland	North East
Shell	North East

Wood Group	North East
Bank of Scotland	North East
Aberdeenshire Council	North East
Aberdeen City Council	North East
Balfour Beatty	North East

Source: SQW

Annex D: Profile of survey respondents

The following tables provide an overview of the profile of survey respondents, covering Regional Group Board Members, schools and colleges and employers.

Table D-1: Profile of survey respondents – Regional Group Board Members

	Total respondents	% of total
Type of organisation:		
Private sector employer	13	50%
Employer representative body	3	12%
School	0	0%
College	0	0%
Local authority	2	8%
Charity / third sector	3	12%
Other public sector body	2	8%
Other	3	12%
Total:	71	100%

Source: SQW survey of schools and colleges

Table D-2: Profile of survey respondents – schools and colleges

	Total respondents	% of total
Organisation:		
Early Years Establishment	0	0%
Primary School	10	14%
Secondary School	55	77%
Special Educational Needs School	4	6%
College	2	3%
Total:	71	100%
Job role:		
Headteacher / Deputy Head Teacher	27	38%
Primary classroom teacher	7	10%
Secondary classroom teacher / PT	22	31%

	Total respondents	% of total
Lecturer	1	1%
Guidance teacher	6	8%
Careers adviser	1	1%
DYW Co-ordinator	4	6%
Support staff	1	1%
Other	2	3%
Total:	71	100%

Source: SQW survey of schools and colleges

Table D-3: Profile of survey respondents – employers

	Total respondents	% of total
Industry		
Agriculture, forestry or fishing	4	2%
Utilities	2	1%
Manufacturing	14	6%
Construction	30	13%
Retail, hotels or restaurants	22	10%
Transport or communications	7	3%
Financial services	6	3%
Public services, including health and education	67	30%
Other services (including the care sector):	72	32%
No response	7	3%
Total:	224	100%
Number of employees - total		
0-9	46	20%
10-49	45	19%
50-249	34	15%
250+	78	34%
No response	28	12%
Total:	231	100%
Number of employees - in the region		
0-9	52	23%
10-49	50	22%
50-249	44	19%
250+	39	17%
No response	46	20%
Total:	231	100%

Source: SQW survey of employers

Annex E: Survey questions

Survey of DYW Regional Group Board Members

Profile

Q1. Which of the following best describes the organisation you work for?

- Private sector employer
- Employer representative body
- School
- College
- Local authority
- Charity / third sector
- Other public sector body
- Other (please specify)

Q2. Approximately how many hours per month do you spend on activities relating to the operation and governance of the [NAME OF REGION] DYW Regional Board? This includes attendance at all Board and sub-group / committee meetings.

- Number of hours

Engagement with DYW Regional Group

Q3. How important are the following factors as motivators for your ongoing membership of the [NAME OF REGION] DYW Regional Group?

RESPONSE OPTIONS: Not important / Moderately important / Very important / Don't know

- Alignment to your corporate objectives
- To put something back into the local community
- To address skills shortages in the region
- To help develop the future pipeline of skills for the region

- To improve links between employers and education
- To improve the employability skills of young people
- To improve the work-readiness of young people
- To improve the job outcomes of young people
- An opportunity for personal development
- Other (please specify)

Q4. To what extent are your expectations from membership of the [NAME OF REGION] DYW Regional Board being met?

- Expectations are not being met
- Expectations are being partly met
- Expectations are being fully met
- Don't know / not sure

FILTER: If expectations are not being fully met:

Q5. Can you explain in what way your expectations are not being fully met?

- Open Question

Q6. What would need to change to enable them to be met?

- Open Question

Governance and operation of DYW Regional Group

Q7. To what extent do you agree with the following statements relating to the [NAME OF REGION] DYW Regional Group?

RESPONSE OPTIONS: Strongly disagree / Disagree / Agree / Strongly Agree / Don't know

- I am clear on the strategic objectives of the Group
- I am clear on the priority areas of activity for the Group
- The Regional Board takes the lead on key decisions for the Group
- The Regional Board signs off on key decisions for the Group

- The sub-committees of the Board take the lead on key decisions for the Group
- The DYW Executive Team take the lead on key decisions for the Group
- There are good lines of communication between the Regional Board and the Executive Team
- There are good lines of communication between the Regional Board and its Sub-Committee(s)
- There are good lines of communication between the Executive Team and the Sub-Committee(s) of the Regional Board

Q8. To what extent do you agree with the following statements relating to the DYW National Group?

RESPONSE OPTIONS: Strongly disagree / Disagree / Agree / Strongly Agree / Don't know

- I am clear on the strategic objectives of the DYW National Group
- The National Group provides the right level of guidance on which activities the Regional Group should be prioritising
- I am clear on how the Regional Group contributes to the wider DYW policy agenda
- There are good lines of communication from the National Group to the Regional Groups
- There are good lines of communication from the Regional Groups to the National Group
- The Link Member model works effectively

Q9. Overall, how effective do you think the current governance arrangements are for the [NAME OF REGION] DYW Regional Group?

- Very ineffective
- Not effective
- Effective
- Very effective

- Don't know

Q10. FILTER IF NOT EFFECTIVE / VERY INEFFECTIVE:

Q11. How do you think the governance arrangements for the [NAME OF REGION] DYW Regional Group could be improved?

- Open Question

Q12. How effective do you think the current performance monitoring and reporting arrangements are for the [NAME OF REGION] DYW Regional Group?

- Very ineffective
- Not effective
- Effective
- Very effective
- Don't know

FILTER IF NOT EFFECTIVE / VERY INEFFECTIVE:

Q13. How do you think the performance monitoring and reporting arrangements for the [NAME OF REGION] DYW Regional Group could be improved?

- Open Question

Effectiveness and impact of DYW Regional Group

Q14. How would you rate the effectiveness of the [NAME OF REGION] DYW Regional Group in relation to:

- Creating a single point of contact for employers to engage with education
- Creating a single point of contact for schools / colleges to engage with employers
- Co-ordinating employer engagement with education
- Encouraging more employers to offer work experience placements
- Improving the quality of work experience placements
- Encouraging more employers to deliver work inspiration activities

- Improving the quality of work inspiration activities
- Encouraging more employers to take on apprentices
- Encouraging more young people to pursue vocational career pathways
- Encouraging employers to change their recruitment practices
- Encouraging the education sector to engage with employers

RESPONSE OPTIONS: Not effective / Effective / Very effective / Don't know

Q15. How far has the culture within schools and colleges in the region has changed as a result of engagement with the DYW Regional Group?

- A lot for the worse
- A little for the worse
- Not at all
- A little for the better
- A lot for the better
- Don't know

Q16. How far has the behaviour of schools and colleges in the region has changed as a result of engagement with the DYW Regional Group?

- A lot for the worse
- A little for the worse
- Not at all
- A little for the better
- A lot for the better
- Don't know

Q17. How far do you think the culture of employers in the region has changed as a result of engagement with the DYW Regional Group?

- A lot for the worse
- A little for the worse

- Not at all
- A little for the better
- A lot for the better
- Don't know

Q18. How far has the behaviour of employers in the region has changed as a result of engagement with the DYW Regional Group?

- A lot for the worse
- A little for the worse
- Not at all
- A little for the better
- A lot for the better
- Don't know

Success factors / Areas for improvement

Q19. How would you rate the [NAME OF REGION] DYW Regional Group in terms of:

- Clearly communicating their aims and objectives to others in the region
- Engaging senior leadership within schools / colleges
- Engaging senior leadership within employers
- Adding value to the existing landscape of provision
- Tailoring their offer to meet the needs of employers
- Tailoring their offer to meet the priorities of schools / colleges
- Responding to local needs / priorities
- Getting all of the relevant partners on board
- Reaching disengaged young people
- Reaching young people with additional support needs
- Demonstrating impact

RESPONSE OPTIONS: Very poor / Poor / Good / Very good / Don't know

Q20. Of those elements of the [NAME OF REGION] DYW Regional Group that you think are working particularly well, what are the success factors?

- Open question

Q21. Of those elements of the [NAME OF REGION] DYW Regional Group that you think are not working well, how do you think they be improved?

- Open question

Q22. How effective do you think each of the following would be in helping to improve the operation of the DYW Regional Groups?

RESPONSE OPTIONS: Not effective / Effective / Very effective / Don't know

- Access to shared services
- National DYW marketing campaign
- A more streamlined and consistent set of KPIs
- More opportunities to share best practice
- Access to a bank of toolkits and resources
- Guidance on measuring impact

Survey of schools / colleges

Profile

Q1. Which of the following best describes your organisation?

- Early Years Establishment
- Primary School
- Secondary School
- Special Educational Needs School
- College

Q2. Approximately how many students are in your school / college?

- Number

Q3. Which of the following best describes your MAIN job role?

- Headteacher / Deputy Head Teacher
- Primary classroom teacher
- Secondary classroom teacher / PT
- Lecturer
- Guidance teacher
- Careers adviser
- DYW Co-ordinator
- Support staff
- Other (please specify)

Q4. What is your role in relation to DYW? (tick all that apply)

- Engagement and communication with DYW Regional Group
- Managing programme of DYW activities
- Co-ordinating delivery of DYW activities
- Managing relationships with employers
- Identifying students to participate in DYW activities
- Other (please specify)

Q5. On average, how many hours per week do you spend on DYW-related activities?

- Number

Engagement with DYW Regional Group

Q6. How important are the following factors as motivators for your school / college to engage in DYW activities?

RESPONSE OPTIONS: Not important / Moderately important / Very important / Don't know

- To improve the work-readiness of your students
- To improve the job outcomes of your students
- Opportunity to get additional resource for your students
- To improve the employability skills of your students
- To meet the requirements of the Career Education Standard
- To meet the requirements of the Work Placements Standard
- To meet other organisational objectives
- To address a gap in existing provision
- As an opportunity for staff development
- Other (please specify)

Q7. Has your organisation experienced any of the following barriers / challenges to engaging with DYW activities?

Select all that apply

- Lack of staff time to support delivery
- Lack of budget to support delivery (including to cover transport costs)
- Lack of senior leadership support and value placed on outcomes for DYW
- Challenges with time and flexibility within the school / college timetable
- Focus on other policy priorities, including attainment

- Lack of relevant suitable offers from employers
- Lack of interest from students
- Other (please specify)

Q8. How many employers has your organisation engaged through the [NAME OF REGION] DYW Regional Group in each of the following categories?

Insert numbers next to each OR select “don’t know”

- **Strategic engagement with leadership within schools/colleges** – for example through the establishment of a formal partnership, collaborative working on programme / curriculum design and development (including Foundation Apprenticeships)
- **Involved in the planning and delivery of activities** – such as mentoring, curriculum development, project-based work, enterprise activities or work experience placements
- **Attendance and participation at events / activities** – such as careers fairs, business breakfasts, classroom or work place visits
- **Don’t know**

Q9. Has your engagement with the DYW Regional Group led you to deliver more and / or better quality employer engagement activities for your students?

RESPONSE OPTIONS: Yes – delivered more of these / Yes – delivered better quality / No change

- Careers and skills fairs
- Careers talks
- CV workshops
- Mock interviews
- Mentoring with an employer
- Employer-delivered workshops on employability skills
- Enterprise activities / competitions / challenges
- Employer-delivered classroom learning (on career pathways / opportunities)

- Employer-delivered classroom learning (curriculum)
- Co-design of the curriculum
- Networking with employers
- Work place visits for students
- Work place visits for teachers
- 1-2 week work placements
- Flexible work placements
- Part-time working
- Work shadowing
- Other (please specify)

Q10. How useful did you find the school / employer partnership guidance (produced by Education Scotland) for planning your work with employers?

- **Not at all useful**
- **Not useful**
- **Useful**
- **Very useful**
- **Not aware of this**

Q11 – Q12 – ADDITIONAL QUESTIONS FOR AYRSHIRE ONLY

Q11. Has your school / college sourced any additional investment through the Ayrshire DYW Innovation Fund?

- Yes
- No
- Don't know

FILTER, IF YES:

Q12. How would you rate the quality of the activity that was delivered through the Innovation Fund?

- Very poor

- Poor
- Good
- Very good

Q13. How would you rate the impact of the activity delivered through the Innovation Fund on young peoples’:

Response options: Negative impact / No impact / Positive impact / Don’t know

- Confidence
- Commitment
- Communication
- Customer Service
- Courtesy
- Customer Care

Feedback on DYW activities

Q14. Overall, how would you rate the quality of the activities delivered following your engagement with the [NAME OF REGION] DYW Regional Group for your students?

- Very poor
- Poor
- Good
- Very good

Q15. Overall, how would you rate the impact of the activities delivered following your engagement with the [NAME OF REGION] DYW Regional Group on your students?

- Large negative impact
- Some negative impact
- No impact
- Some positive impact
- High positive impact

Effectiveness of DYW Regional Group

Q16. How would you rate the effectiveness of your DYW Regional Group in relation to:

RESPONSE OPTIONS: Not effective / Effective / Very effective / Don't know

- Creating a single point of contact for employers to engage with education
- Creating a single point of contact for schools / colleges to engage with employers
- Co-ordinating employer engagement with education
- Encouraging more employers to offer work experience placements
- Improving the quality of work experience placements
- Encouraging more employers to deliver work inspiration activities
- Improving the quality of work inspiration activities
- Encouraging more employers to take on apprentices
- Encouraging more young people to pursue vocational career pathways
- Encouraging employers to change their recruitment practices
- Encouraging the education sector to engage with employers

Success factors / Areas for improvement

Q17. How would you rate the [NAME OF REGION] DYW Regional Group in terms of the following elements:

RESPONSE OPTIONS: Very poor / Poor / Good / Very good / Don't know

- Clearly communicating their aims and objectives
- Adding value to the existing landscape of provision
- Tailoring their offer to meet the needs of employers
- Tailoring their offer to meet the priorities of schools / colleges
- Engaging senior leadership within schools / colleges
- Engaging senior leadership within employers

- Responding to local needs / priorities
- Getting all of the relevant partners actively supporting the DYW agenda
- Reaching disengaged young people
- Reaching young people with additional support needs
- Demonstrating impact

Q18. Of those elements that you think are working particularly well, what are the success factors?

- Open question

Q19. Of those elements from Q14 above that you think are not working well, how do you think they could be improved?

- Open question

Survey of employers

Engagement in DYW activities

Q1. How important are the following factors as motivators for your organisation to engage in DYW activities?

RESPONSE OPTIONS: Not at all important / Moderately important / Very important

- To meet Corporate Social Responsibility objectives
- To put something back into the local community
- To improve the work-readiness of young people
- To raise awareness of the career opportunities available in your industry
- To develop the future supply of skills for your industry
- To address skills shortages within your industry
- To source potential future recruits for your company
- To provide an opportunity for staff development
- Other (please specify)

Q2. How would you describe the nature of engagement that your organisation has established with schools / colleges through the [NAME OF REGION] DYW Regional Group?

Select all that apply

- **Strategic engagement with leadership within schools/colleges** – for example through the establishment of a formal partnership, collaborative working on programme / curriculum design and development (including Foundation Apprenticeships)
- **Involved in the planning and delivery of activities** – such as mentoring, curriculum development, project-based work, enterprise activities or work experience placements
- **Attendance and participation at events / activities** – such as careers fairs, business breakfasts, classroom or work place visits
- **Don't know**

Q3. Which of the following activities have you / your organisation participated in or delivered as a direct result of engagement with the [NAME OF REGION] DYW Regional Group?

Select all that apply

- Careers and skills fairs
- Careers talks
- CV workshops
- Mock interviews
- Mentoring
- Delivery of workshops on employability skills
- Enterprise activities / competitions / challenges
- Employer-delivered classroom learning (on career pathways / opportunities)
- Employer-delivered classroom learning (curriculum)
- Co-design of the curriculum
- Networking with school / college students
- Work place visits for students
- Work place visits for teachers
- 1-2 week work placements
- Flexible work placements
- Part-time working
- Work shadowing
- Other (please specify)

Q4. Approximately how many hours has your organisation spent on activities organised through the [NAME OR REGION] DYW Regional Group over the past 12 months?

- Enter number
- Don't know

Q5. Has you / your organisation experienced any of the following barriers / challenges to engagement in DYW activities?

Select all that apply

- Staff time off-the-job to participate
- Aligning schedules with school / college timetables
- Regulations around engaging young people (including health & safety)
- Lack of senior management support within your organisation
- Lack of suitable opportunities for you to engage with
- Challenges engaging staff in schools / colleges
- Lack of experience of working with young people
- Lack of experience of working with schools / colleges
- Other (please specify)

Feedback on DYW activities

Q6. Overall, how would you rate the quality of the activities that you / your organisation has engaged with through the [NAME OF REGION] DYW Regional Group?

- Very poor
- Poor
- Good
- Very good

Q7. To what extent are your organisation's expectations from engagement in DYW activities being met?

- Expectations are not being met
- Expectations are being partly met
- Expectations are being fully met
- Don't know / not sure

Q8. Would you recommend engagement with the [NAME OF REGION] DYW Regional Group to other employers in your area in future?

- Yes – I already have
- Yes – I haven't yet
- No
- Don't know

Q9. Have you been able to influence the teaching within the schools that you have worked with through the DYW Regional Group?

- Yes
- No – despite trying
- No – have not tried
- Don't know

Effectiveness of DYW Regional Group

Q10. How would you rate the effectiveness of the [NAME OF REGION] DYW Regional Group in terms of the following?

RESPONSE OPTIONS: Not effective / Effective / Very effective / Don't know

- Creating a single point of contact for employers to engage with education
- Creating a single point of contact for schools / colleges to engage with employers
- Co-ordinating employer engagement with education
- Encouraging more employers to work experience placements
- Improving the quality of work experience placements
- Encouraging more employers to deliver work inspiration activities
- Improving the quality of work inspiration activities
- Encouraging more employers to take on apprentices
- Encouraging more young people to consider vocational career pathways
- Encouraging employers to change their practices
- Encouraging the education sector to change its practices

Impact of engagement with DYW Regional Group

Q11. What is your organisation doing differently as a result of engagement with the DYW Regional Group?

Select all that apply

- Offered more work experience placements
- Offered higher quality work experience placements
- Offered more work inspiration activities
- Offered higher quality work inspiration activities
- Started recruiting young people
- Recruited more young people
- Started recruiting apprentices
- Recruited more apprentices
- Gained Investors in Young People accreditation
- Other (please specify)

Success factors / Areas for improvement

Q12. What, if anything, do you think are the success factors enabling the DYW Regional Group to work well?

- Open question

Q13. What, if anything, do you think are the key barriers / challenges holding back the effectiveness of the DYW Regional Group?

- Open question

Profile

Q14. Which of the following best describes the industry that your organisation operates in?

- Agriculture, forestry or fishing
- Utilities
- Manufacturing
- Construction

- Retail, hotels or restaurants
- Transport or communications
- Financial services
- Public services, including health and education
- Other services (including care sector)

Q15. Approximately how many people does your organisation employ in total?

- Number

Q16. Approximately many people does your organisation employ within [NAME OF REGION]?

- Number



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