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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
3 APRIL 2019**

**SUBJECT: INTRODUCTION OF SECTOR DAYS AS PART OF MORAY  
SKILLS PATHWAY**

**BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL  
CARE)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the significant development in implementing the Moray Skills Pathway through the introduction of 7 Sector Days, and acknowledge the significant contribution from Partners.
- 1.2 This report is submitted to Committee in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority.

**2. RECOMMENDATION**

- 2.1 It is recommended that Committee scrutinise and note the contents of this report.**

**3. BACKGROUND**

- 3.1 A report giving an update in relation to the recommendations in Developing the Young Workforce (DYW) nationally and locally was presented to Children and Young Peoples Committee on 8 March 2017 (para 14 of the minutes refers). This report outlined the introduction of the Moray Skills Pathway as the local strategic approach to the DYW recommendations.
- 3.2 The Moray Skills Pathways allows clear engagement 3-18 in the identified 8 key sectors as laid out in the Skills Investment Plan and through consultation with an employer group on 5 December 2016. The key sectors in Moray are Early Education and Childcare, Health & Social Care, Engineering, Construction, Food & Drink/Tourism, Information Technology/Creative Industries, Business/Professional Services and Land Based Sector. Each young person will have the opportunity to engage with each sector at each stage of education, early, first, second, and throughout the Broad General Education (BGE) in Secondary schools and before making option choices. As well as

attend a Sector led day highlighting the range of opportunities throughout S3. Thereafter, clear pathways within each sector will be developed throughout the senior phase in S4 to S6.

- 3.3 Academic year 2018/19 saw the full introduction of the Sector Days to support S3 students to have broader understanding of the range of careers available in the local area. A list of the businesses involved and the workshops (**APPENDIX 1**) demonstrates the breadth of engagement from partners supporting education. Moray College UHI has hosted all the days apart from GROWing your FUTURE which was kindly hosted by Burnside of Dipple Farm.

Sector Day	Date	Moray Skills Pathway Key Sector
GROWing your FUTURE	27 June 2018	Land Based Sector
CARING for your FUTURE	7 November 2018	Early Education and Childcare, Health & Social Care
CONSTRUCTing your FUTURE	14 November 2018	Construction
HOSTing your FUTURE	14 November 2018	Food & Drink/Tourism
Make your FUTURE your BUSINESS	28 November 2018	Business/Professional Services
CREATing your FUTURE	4 December 2018	Information Technology/Creative Industries
DESIGNing your FUTURE	29 January 2019	Engineering

- 3.4 The uptake of the Sector Days have been significant across S3 however it is evident that work still needs to be done to address the traditional gender bias towards the key sectors in the coming year, this will be addressed through the ASG & Sector groups, supported by DYW Leads in secondary schools. A key part of this will be around supporting teachers with training around Gender and Equality Balance.

Sector Day	Attendance	Male	Female	% of S3 students
GROWing your FUTURE	75	47	28	9%
CARING for your FUTURE	139	11	128	16%
CONSTRUCTing your FUTURE	112	103	9	13%
HOSTing your FUTURE	53	24	29	6%
Make your FUTURE your BUSINESS	70	37	33	8%
CREATing your FUTURE	119	49	70	14%
DESIGNing your FUTURE	68	61	7	8%

- 3.5 Each event has had a similar format with an overview of the sector with a speed dating type event so all young people attending hear from all employers in the sector attending, followed by hands on workshops which allowed the pupils to carry out a real life task undertaken by the role being covered, these were all chosen by the young people to attend.
- 3.6 The introduction of the Sector Days along with the S3 College Taster days has seen an 60% increase in applications for the Senior Phase curriculum delivered through Moray College UHI. 2018/19 356 applicants, 2019/20 571 applicants (to date).

SCQF Level	No of Pupils	Male	Female
4	147	59	88
5	232	138	94
6	169	42	128
7	22	9	13

- 3.7 Moray's young people are becoming more aware of the various pathways to a positive destination which include: college courses at both Further Education and Higher Education. This is supported by various programmes across the Senior Phase including Career Ready, Foundation Apprenticeships and Work Experience.
- 3.8 Evaluations have been extremely positive with nearly all young people expressing the day has increased their knowledge of the sector and the range of jobs available within each. In particular positive comments have been made in relation to the workshops being run by people doing the jobs themselves from local business that the students are familiar with.
- 3.9 Significant progress has been made around the implementation of Moray Skills Pathway with the introduction and willingness to embed the Sector Days annually to support S3 young people making informed choices as they enter the Senior Phase.
- 3.10 Working closely with the Moray Skills Pathway partners, Moray Council, DYW Moray, Moray College UHI, Skills Development Scotland, the sectors of the Moray Skills Pathway will be reviewed in order to ensure that they are relevant, up-to-date and in line with the Moray Economic Strategy 2019-2029.

#### **4. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

**(b) Policy and Legal**  
None

- (c) **Financial implications**  
None arising directly from the report.
- (d) **Risk Implications**  
None arising from this report.
- (e) **Staffing Implications**  
None.
- (f) **Property**  
None.
- (g) **Equalities**  
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Consultations**  
Senior Management Officers in Education and Social Care, Quality Improvement Officers, Don Toonen, Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## 5. **CONCLUSION**

### 5.1 **That the Committee scrutinise and note the contents of this report.**

Author of Report: Maxine Scott, Education Support Officer – Skills 3-18, Schools and Curriculum team

Background Papers:

Ref: