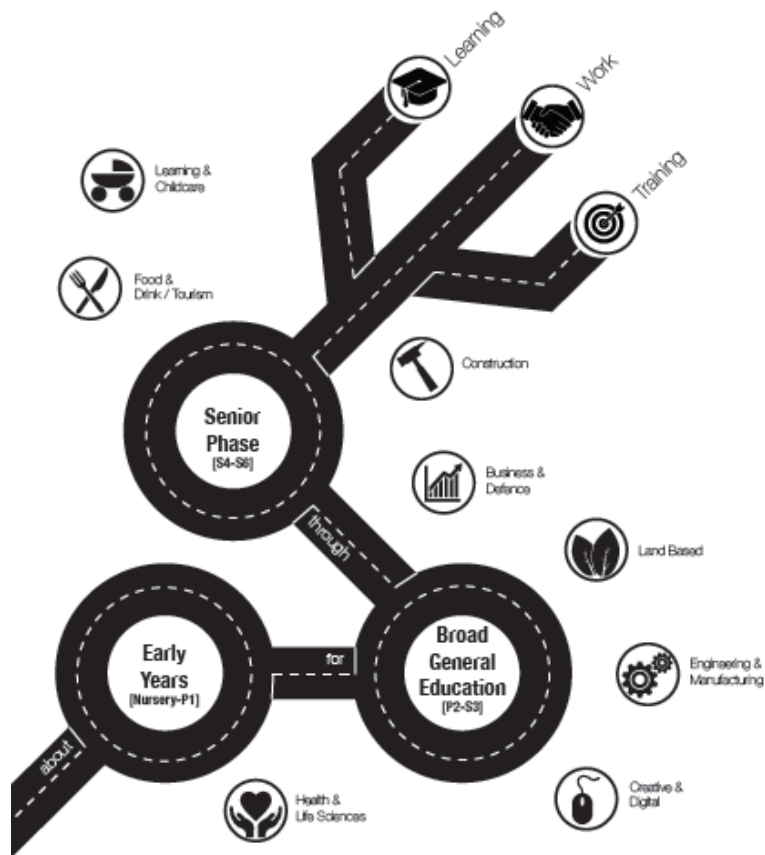


DEVELOPING THE YOUNG WORKFORCE



PROGRESS REPORT 2018/19



Moray **Skills**
Pathway

Skills
Development
Scotland



DYW

MORAY
Developing the
Young Workforce

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BACKGROUND

Nationally, Developing the Young Workforce (DYW) was published in 2014 as a direct result of a commission under Sir Ian Wood and set out an ambitious set of recommendations.

DYW is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work.

This programme builds on the foundations already in place through Curriculum for Excellence.

The headline aim of DYW is to reduce youth unemployment by 40% by 2021, this was achieved nationally in 2017.

This has been supported by the establishment of 21 regional groups of which DYW Moray is one, with the key objective to engage employers with education.

Education Scotland and Scottish Government released a suite of key documents in collaboration with SDS and parent and employer representations:

- [Career Education Standards \(3-18\)](#)
- [Work Placements Standards](#)
- [School/Employer Partnerships](#)

An ambition of DYW is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce.

The key measures from the youth engagement strategy were:

- increased uptake of work-related learning from 3-18, including vocational qualifications
- and opportunities for example in Foundation Apprenticeships in the senior phase
- earlier careers guidance available from 2015/16
- new standard for work experience by 2015/16
- new 'pre-apprenticeship' (now known as Foundation Apprenticeships) pilot to help those furthest from the labour market by 2015/16
- all secondary schools to have active partnerships with employers by 2018/19
- all secondary schools to have active partnerships with regional colleges by 2018/19

The collective approach from existing good partnerships allows for the Moray Skills Pathway structure to be supported. An agreed bid to form the DYW Moray employers group was agreed collectively with Moray Chamber of Commerce; from this the DYW Moray regional group was formed in April 2016.

CONTEXT

Moray is in the North-East of Scotland and is strategically located between the two cities of Inverness and Aberdeen. In 2018, the Moray population stood at 95520, and in 2017 22902 (24%) of these were between the age of 3-24 years old. Moray has 60 Early Years, 45 Primary schools and 8 secondary schools, learning also takes place through Moray College UHI and through Addition Support Provision. Moray has 3,832 16-19 year olds in the area with 91.2% of them now participating in Education, Training or Work, a 1.4% increase since 2016.

Moray is a mixture of rural and urban communities with Scottish Index of Multiple Deprivation (SIMD) indicators between 2-10, connectivity both in transport and digital area both area which cause barriers to progression.

Moray has an area of 2,238 km² and is the 11th most sparsely populated area in Scotland; 42.2% of the population live in a rural area and 4.1% live in settlements with fewer than 500 people.

In 2019, Moray's [participation measure](#) was 91.3% a 1.4% rise from 2017, the national average is 91.8%

Moray College Students (2017/18) presented 69% successful completions in Further Education, with the Scottish average 74.6% and had 1,962 full time/part time students (up from 1,556 in 2012/13).

The qualifications of the working age population in 2018 had 38.5% with NVQ 4+ (Scotland: 44.2%) and 8.2% have no qualifications (Scotland: 9.7%).

The 2019–2029 Moray Economic Strategy was published and supports the Skills Investment Plan (SIP) for the area. Within the SIP, Moray Skills Pathway provides a structured pathway for young people from age 3–24 years into education, training or work. This coordinated approach links labour market information, learning pathways and local employers with the provision of careers advice and guidance. The Moray SIP is focused on working with Education and Training providers to ensure that there are enhanced curriculum and training opportunities available locally that are aligned to local, regional and national priorities.

Vision

The vision of the DYW Partnership Group is to develop the capacity of all young people in Moray to be successful in their learning, have confidence in their ability, effectively contribute to the school, community and society and able to make responsible decisions now and in the future.

Values

Person-centred values, culture and practice ensures positive outcomes for all Children and Young People in Moray.

Aims

- All young people in Moray throughout the Broad General Education (3-14 years) will have 4 activities with each key sector prior to Senior Phase choices
- There are clear pathways developed for each key sector with young people progressing through these within the Senior Phase and beyond
- An increase in the number of opportunities for young people who may have barriers to employment by addressing inequalities
- A partnership approach to the joint design and delivery of the learning offer within the curriculum
- Science, Technology, Engineering and Maths (STEM) will sit at the heart of the development of the Moray Skills Pathway

Purpose

A proactive partnership approach to provide a framework to ensure young people develop the skills, knowledge and attitudes throughout the curriculum which are required for the workplace thus supporting employers and Moray's growing economy.

THE MORAY SKILLS PATHWAY

The Moray Skills Pathway is a single framework to progress gainful employment for all young people through offering opportunities to develop the skills, knowledge and attitudes required for the workplace thus supporting employers and Moray's economy. This is achieved through ensuring that all young people, 3-15, have exposure to at least 4 meaningful engagements with each of the key volume and growth sectors prior to making subject choices and clear pathways within the senior phase and beyond to support each sector and pupils aspirations.



The Moray Skills Pathway is primarily supported by 4 key partners:

- Moray Council
- Moray College UHI
- Skills Development Scotland, Moray
- DYW Moray Regional Group

This supports the delivery of Key Performance Indicators and ensures that entitlements for young people from the Career Education Standards are met.

The 2016-19 growth sectors within the Moray Skills Pathway were:

- Early Learning and Childcare
- Health and Social Care
- Engineering
- Construction
- Food and Drink/Tourism
- IT and Creative Industries
- Business and Professional Services
- Land Based

In line with the Moray Economic Strategy the proposal for 2019 onwards for growth & volume sectors are:

- Learning and Childcare
- Health and Life Sciences
- Engineering and Manufacturing
- Construction
- Food and Drink/Tourism
- Creative and Digital
- Business and Defence
- Land Based

The key outcomes of the sectoral and ASG programmes are:

- Delivery the aims of the Moray Skills Pathway
- Establish the sector network and learn from good practice
- Develop and review activity overview guides
- Plan and delivery sector taster days for S3 students
- Influence senior phase and post school pathways in line with local labour market needs
- Maximise the accreditation of wider achievement
- Actively engage with the Career Education Standards

REVIEW OF DYW PARTNERSHIP ACTION PLAN

THEME	OUTCOME	RAG
Pathways	All children & young people have a pathway profile – 3-24 years	
	All children and young people requiring additional support have a transition plan in place – 3-24 years	
	All post-school young people are entitled to have support to ensure they sustain positive destinations	
	Clear pathways established for the 8 key sector for children & young people to progress from ages 3-24 years (Moray Skills Pathway Governance) <ul style="list-style-type: none"> • Key Outcomes Sectoral Programme • Key Outcomes ASG Programme 	
	Increase the number of Work Related Qualifications offered in the Senior Phase	
	Pathways are linked to the Skills Investment Plan and Moray's Economy	

Moray Skills Pathway is embedded in almost all schools with in Moray, the interactions created for the children and young people has given a better understanding of the world of work and are in line with Labour Market information for Moray. Sector Days have been introduced in all Volume and Growth Sector areas for S3 pupils to allow them to make more informed choices in the Senior Phase.

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.

Through the introduction of Foundation Apprenticeships, widening the schools senior phase offer and creating more bespoke work related learning placements like Career Ready the offer of work related qualifications has broadened.

The My World of Work profile through SDS is available from session 2019/20 and roll out for this has started which should support a significant increase in children & young having a profile. All schools and key partners have access to Moray Skills Pathway, Skills Cards which have been developed over session 2018/19 to support profiling development.

THEME	OUTCOME	RAG
Quality Assurance	Our data is accurate – valid and reliable	
	Annual data analysis to identify areas for improvement in line with QI's	
	Review data of young people not participating in learning, training or work	
	Gathering and learning from Partners Voice (parents/young people/employers)	
	Robust data sharing agreement between DYW Partnership group	

All schools have had training on SEEMIS to support data accuracy particularly in relation to ASN and other equity groups; this data is being used to inform future planning through pathway planning meetings. Through the datahub Moray College UHI is using the data to inform curriculum planning, Moray College report their data to be very accurate.

School leaver data is more accurate and plans are underway to further improve the accuracy of post school data. Employability is embedded in the Local Outcome Improvement Plans (LOIP) with Moray Skills Pathway and Moray Pathways Consortium leading under Education and Employment.

Data sharing is now place between some partners and work is being undertaken to expand this particularly to support equality groups so early interventions can be put in place.

THEME	OUTCOME	RAG
Early Intervention & Prevention	All partners understand the interventions and can access these in a timely manner	Yellow
	All young people in Moray throughout the BGE (3-14 years) will have 4 activities with each key sector prior to Senior Phase	Yellow
	Pilot Authority for Raising Attainment in Science Education (RAiSE)	Green
	Parental Engagement	Yellow

Moray Pathways website was launched in May 2019 as a one stop shop for all age Employability in Moray. All schools have links through the Moray Skills Pathway to enable networks allowing the 4 interactions in each sector to take place. The Activity Overview Guide template is in place to ensure co-design and co-deliver of activities can take place supporting the Career Education Standard and the Work Placements Standard. The Sector Days and Moray College taster days are available to all S3 students in Moray to support them in making decisions about their senior phase pathways. Through the introduction of the 33pw almost all schools have a more relevant offer within the senior phase supporting young people to achieve and realise individual aspirations and providing pathways supporting young people to achieve these. A fuller data set around the Moray Skills Pathway will be available in Dec 2019, this will allow targeted support to be put in where required, significant work has been done by almost all schools in embedding interventions through the Moray Skills Pathway.

As a RAiSE authority all primary and early year setting had access to training to upskill teachers in the delivery of STEM curriculum, the STEM Strategy for Moray further supports this with STEM in the WORKPLACE and STEM week being embedded in the annual calendar

Children and Young People are developing an awareness and language of skills and have an understanding of how this supports them in their future, in best practice schools are sharing skills development through profiles and annual reports.

While parental engagement was the focus, much more work has been done through community engagement with intergenerational projects, credit union projects, Rotakids, John Muir awards and young people's participatory budget to name a few.

THEME	OUTCOME	RAG
Promoting Equity	Early identification of pupils experiencing barriers to full participation through Pathway Planning	Green
	Gender balance, unconscious bias training	Green
	An increase in the number of opportunities for young people with barrier to employment.	Yellow
	All schools achieved Rights Respecting Schools Awards (RRSA) Bronze level, now known as ROC	Yellow

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.

Gender balance and unconscious bias training is on offer to all schools and partners the training has been adapted to be offered to Primary pupils and initial evaluations are very positive.

Funding through Care Experience Attainment Fund has been secured to test a new employability mentoring programme in 2 schools.

Pupil equity funding has been used in almost all schools to develop skills for life, work and learning as well as Health & Wellbeing.

41 schools are now involved in Rights Respecting Schools in Moray, with 8 schools achieved silver and 3gold level.

THEME	OUTCOME	RAG
Culture & Practice	Shared language between partners to ensure common understanding of vision, values, aims and purpose	Yellow
	Secure a greater understanding of the pathway planning process	Green
	A partnership approach to the co-design and co-delivery of the learning offer	Yellow
	STEMD rich economy and curriculum in Moray	Yellow

The Moray Skills Pathway is a shared strategy across the partnership to ensure all partners have a common approach.

Significant work has been done to support schools to implement Pathway Planning which involves key partners, through close partnership working with Skills Development Scotland both schools and college has improved their data.

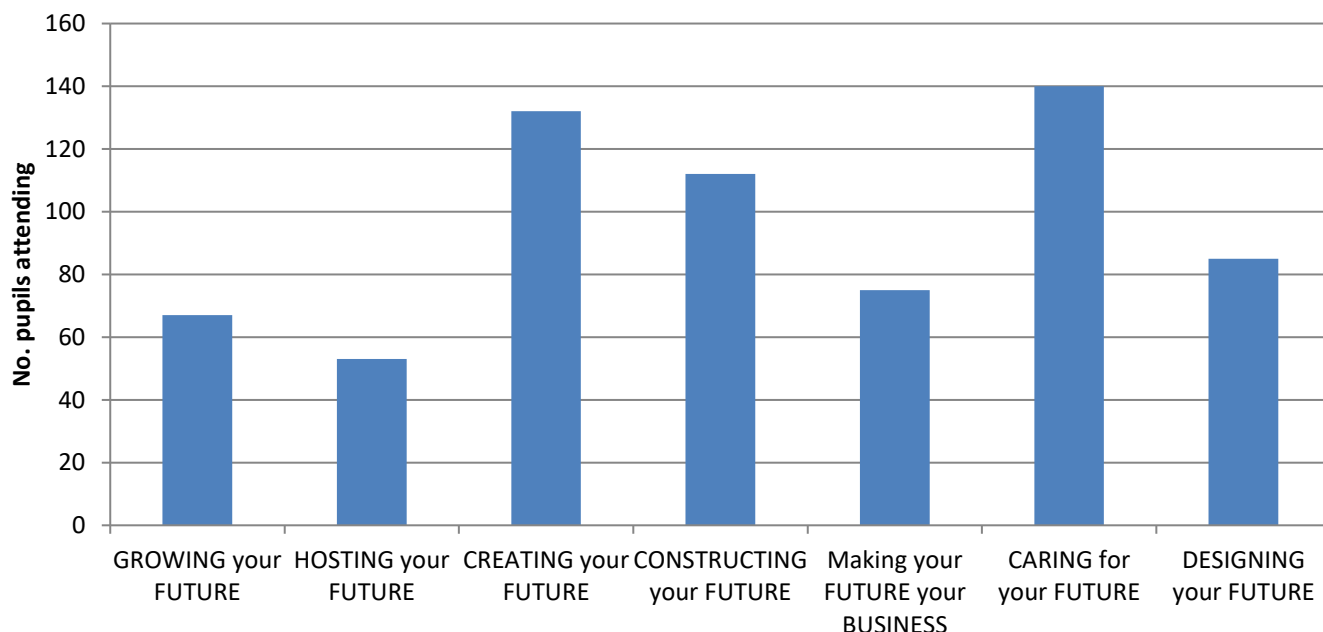
Following the introduction of the 33period week a short life working group of all key partners worked to develop a better learning offer, this is still in development and aligned to the Labour Market Information available.

In seeking a diverse and partnership approach, DYW Partnership group has established some good workforce connections within the third sector, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge.

Moray has a partnership STEM strategy which fully supports the Moray Skills Pathway, this has seen significant additional offers being made.

KEY ACHIEVEMENTS

- **All schools** involved in Career Education Standards in service training delivered through partnership, upskilling all in Local Labour Market information.
- STEM in the workplace delivered in partnership with RAF Lossiemouth and Moray Council in year 3 had **every P6 pupil (1200)** attend over the 3 days, sponsorship from Veolia UK we offered equity for transport.
- **634** S3 pupils attended Sector days over the course of 2018/19 all employer led through the Moray Skills Pathway



- Through Creativity funding 80 early years setting have received a **Talking Tub** which supports the 8 keys sectors and allows child led discussion around skills for work, this fund has also supported the development of **Moray Skills Pathway Skills Cards** supporting profiling and learning conversations in primary, secondary and post school.
- Career Ready is now embedded in **all 8 secondary schools** with annual growth in both students and companies supporting.

Programme Year	Young People Graduated/Participating.
2014 - 2016	22
2015 - 2017	28
2016 – 2018	36
2017 - 2019	39
2018 - 2020	44
2019 - 2021	55



- Pathway planning for all S3-S6 pupils in place in all secondary schools involving school/college links **to support our most vulnerable and disengaged young people.**
- Employer engagement supporting education has increased, in **2018/19 158 employer engaged, 84 collaborated and 17 employer influenced.**

- The number of Work Related Learning placements are available, currently on the Work-it database **845 placements** are available nearly all placements are now individual to the learner and vary from week placements, day a week placement to more significant blocks of time in the workplace.
- **All** S3 pupils from all 8 secondary schools attended taster days at Moray College UHI, to ensure they understand the options available throughout the Senior Phase.
- All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses.

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

Further breakdowns are below:

Foundation Apprenticeships are offered in 6 of the 11 frameworks in line with the key sectors, the offer is increasing annual.

Foundation Apprenticeship	2017 - 18	2018 – 19	2019 - 20
Business Skills	7	6	10
Children & Young People	6	14	23
Healthcare	10	15	29
Creative & Digital Media	-	9	18
Hardware & System Support	-	-	5
Engineering	-	-	5
Total	23	44	90

Senior phase pathways in secondary schools have broadened the range of work related qualifications offered to pupils, these include NPAs and Skills for Work courses. Over the course of 3 years the uptake has increased.

2017 – 2018	2018 - 2019	2019 - 2020
190	187	225

All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

- Primary and Secondary pupils **are increasingly being provided** with opportunities to engage with local employers; evidence abounds in this area through school newsletters, Twitter feed and school webpage activity, further data capture is done by the schools to ensure all young people have a broad range of experiences.
- All secondary schools and more primaries are promoting My World of Work in Moray through PSE, UPS and parental engagement sessions. During session 2017/18, 3606 young people in Moray secondary schools were active users of My World of Work (**77% of Moray young people which compares to 74% nationally**)
- Moray schools and partners are promoting a **range of pathways** post-school including the apprenticeship family through pupil and parent engagement

- The **#nowrongpaths** campaign which has been led by DYW Moray takes place annually in August and was supported by a wide variety of employers.
- A large number of work place visits have taken place for educators and other partners as **CLPL** to support their understanding of Morays Economy and Skills for Work required by young people.
- The DYW Moray Board represents a wide range of local employers, local authority officers, partners and college representatives. During session 2018/19 there was **16 active** board members.
- All secondary schools have agreed an additional block of time in addition to the traditional Wednesday (Moray College UHI Senior Phase day) to enable **consortia approaches** to delivery.
- All National 4 pupils are offered an Employability programme, **Meaningful May** for the duration of exam leave – this includes a 2 week work related learning placements. Through this pupils gain the Nat 4 employability award and the Nat 4 Work placement unit. Over the **4 years 393 young people** have been part of the programme.
- There has been an increase in engagement with schools at job centres and for post-school young people through **employability programmes**.
- In seeking a diverse and partnership approach, the Moray Skills Pathway has established some **good workforce connections within the third sector**, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge – there has been significant increase in engagement with schools.

WHAT ARE OUR NEXT STEPS?

- Equity of access to the breadth of the senior phase offer across Moray continues in terms of:
 - Transport and access to partner institutions and employers for all schools
 - Availability of teacher/lecturer staff capacity to deliver STEM subjects
 - Variable size of senior phase cohorts within the 8 Moray Schools
 - Technology issues which have prevented timely progress of digital and VLE opportunities
- Development of a Moray Skills Progression to support Profiling and Reporting
- Development of pupil owned profiles that allows all young people to understand skills, next steps and where it might lead them
- Continue to develop the range of work related qualifications on offer to learners.
- There are a limited number of large businesses in Moray; only 10 are classified as large, making interactions with and coordination of a large number of Small and Medium Enterprises a challenge. This makes the coordination of Sector and ASG meetings a challenge in many of the sectors; consideration to be given how this can be addressed.
- School buildings not fit for purpose to deliver a number of industry-focussed courses in schools; progress re consortia approaches and partnership working to support this initiative.
- Teaching staff require further training and development for industry focussed courses.
- Gender stereotypes remain very strong within Moray communities; further roll out Gender bias training to schools, partners and employers.
- Clear data on the impact of DYW activities in equality groups is lacking; there is some additional tracking and analysis being undertaken in this area.
- Enterprise building and self-employment skills could be more fully developed within all stages of the curriculum; consider school and partner approaches for this within BGE and also senior phase, aligning to Moray Skills Framework.
- Support mechanisms for young people with limited support, challenge and networks at home are limited, particularly for young people who are care experienced and other equality groups. Evaluate the actions within the Corporate Parenting education and employability action plan sub group.
- Deliver and evaluate the new Mentoring Young Talent (MYT) employability programme. This programme is being tested out in session 2019/20 with S3 pupils in Elgin High School and Buckie High School. This will be provide group work, work related learning and 1:1 mentoring support to care experienced and other disadvantaged young people.
- Range of courses that meet the young persons need/work based learning reacts to the need of young people; schools to be more responsive, using a range of data to be able to develop this at an early stage.
- Ensure all courses and curricular pathways lead to a positive sustained destination.

EXTERNAL VALIDATION

Moray Council – CLD Inspection

In April 2018, HM Inspectors published a report on community learning and development (CLD) in Moray Council and in the Buckie area and to a lesser extent Portknockie, Cullen, Findochty and Portgordon. A further monitoring visit was carried out in October 2018.

This report extract is based on a continuing engagement which was carried out in March 2019.

... “During this visit we met with a range of staff, volunteers and partners. We focused on the areas for improvement identified in the original inspection. As a result, we were able to find out how well partners across the authority are now working together to support learners and communities to improve life chances CLD work across the Buckie area remains good overall.

... Young people in Buckie High School continue to gain important life skills through a range of youth work programmes. Increasing numbers are gaining awards although there is scope to better track and monitor this.

... High numbers of young people attend the primary transition programme and the Steps to Work group are improving skills and confidence. Young people facing challenges enjoy good support from the Activity Agreement programme. Several are gaining awards as a result.

... Community groups across Buckie continue to thrive. Several are tackling social isolation and improving health and wellbeing. Those seeking to secure community asset transfer are well supported by Community Support Unit (CSU) staff. Volunteers are now improving local community facilities such as the Cullen Men’s Shed. The Lampie Hoose, Buckie Community Theatre and the Well Park Road group all engage well with their local community and enhance the volunteering offer.”

Moray SDS – CIAG Inspection

The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Moray.

The main findings which relate to the DYW Partnership Group Action Plan are noted below.

Customer progression and achievement

- In all schools in Moray, careers staff are highly accessible and deliver a flexible service. All young people value the support they receive to make decisions about pathways and future career choices
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased significantly over the last three years and is now above the minimum expectation
- The proportion of P7-S1 pupils receiving a group engagement has improved significantly over the last two years from 35% to 97%, and is now above the national performance figure
- The percentage of S2-S3 pupils making subject choice with a one-to-one engagement has increased significantly from 25% in 2016-17, to 90% in 2017-18
- Overall, the percentage of secondary school pupils in Moray with a My World of Work (MyWoW) registration is above the national performance figure
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work is 62%. This is above the minimum expectation of 50%
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, sustaining for six months is 61%, above national performance level of 58%

Delivery of key services

- Pathway Planning meetings are supported well by SDS staff to support transition planning, particularly for those customers at risk of not entering a positive destination on leaving school
- Strong links between school and SDS staff in the development and the promotion of the Moray Skills Pathway, are effective in supporting further employment and training opportunities for pupils in Moray
- The use of skills profiling for all third year pupils in secondary schools, has increased their awareness of the importance of developing and using their CMS as they progress through school to plan for their future opportunities
- There are strong relationships between careers staff and school guidance teams which ensure timely and effective referrals for pupils, in accordance with their individual needs
- The delivery of services by careers staff helps pupils to explain confidently, the importance of developing their CMS, to understand the vocabulary of the CMS framework, and relate it to examples where they have developed relevant skills
- The area team contribute to both the planning and delivery of opportunities for targeted S4 pupils. For example, the Meaningful May programme includes a range of appropriate activities to assist young people in further developing their CMS and their knowledge of the world of work.

Management of service delivery

SDS staff have worked well with local schools to raise awareness of the importance of accurate data capture within management information systems (MIS). Schools are now more aware of the importance of the Data Hub in planning for positive destinations

Area of Excellent Practice:

- There is one example of excellent practice identified during the review.
- The use of targeted, seasonal Activity Agreement programmes to support vulnerable young people to progress to a positive destination.

- Activity agreements are individualised programmes, designed to allow young people, who are at risk of not entering a positive destination on leaving school, to develop their skills and confidence. Through engagement in a variety of activities, young people are supported to prepare for employment, training, education or volunteering. The majority of young people who are referred to an activity agreement experience barriers to progression, such as lacking in confidence, having low self-esteem, or experiencing social anxiety. Due to the nature and complexity of these support needs, many are initially difficult to access or have problems sustaining engagement.
- In Moray, the activity agreement programme is delivered on an individual basis. Staff from SDS and partners identified that this approach proved difficult to sustain during peak times, particularly for referral of school leavers in May or December. In response to the unmet need of this targeted group of post-school customers, SDS careers staff and Activity Agreement co-ordinators, led the development of an innovative new approach. The revised programmes, based on seasonal provision, is planned to coincide with peak demand, such as with summer and winter school leavers.
- A more coordinated and systematic approach, builds on and utilises, the resources and skills of a range of partners. These include SDS careers staff, The Moray Council community learning and development team, and a range of employability providers, to broaden the number of activities available to customers. The introduction of a group-based approach supports young people well to develop both as individuals, and as part of a team, to gain new skills and build confidence. This approach also allows careers staff and other support agencies, to keep in touch more easily with traditionally hard-to-reach customers. Regular access to a range of key staff is supporting young people well to discuss and review their progress and plan for their next steps. In turn, careers staff and other agencies can intervene quickly if required, to provide additional, individualised support.
- Engagement with the new programme supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.
- Feedback from young people who have engaged with the new programme is very positive. Some of the young people involved describe their experience in the following short film clip: <https://vimeo.com/261092692>.

LINKS TO USEFUL DOCUMENTS

National Improvement Framework

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan-summary-document/>

Moray 10-Year Plan - Local Outcomes Improvement Plan (Loip) – Moray 2027

<http://www.moray.gov.uk/downloads/file119323.pdf>

Corporate Plan

<http://www.moray.gov.uk/downloads/file119976.pdf>

Regional Improvement Collaborative – Northern Alliance Workstreams

<https://northernalliance.scot/>

Moray Children’s Services Plan 2017-2020

<http://www.moray.gov.uk/downloads/file112627.pdf>

Moray Economic Strategy 2019-2029

<http://www.moray.gov.uk/downloads/file123287.pdf>

Moray Community Planning Partnership – Community Engagement Strategy

[Moray CPP Community Engagement Strategy](#)

DYW – Youth Employment Strategy

<https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>

No One Left Behind – Scottish Government

<https://www.gov.scot/publications/one-left-behind-next-steps-integration-alignment-employability-support-scotland/>

DWY – Education Scotland

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/Developing%20the%20Young%20Workforce%20\(DYW\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/Developing%20the%20Young%20Workforce%20(DYW))

Education Scotland - Moray CLD Inspection Report – Continuing Engagement

<https://education.gov.scot/assets/contactorganisationinspectionreports/cldmoraycouncil100619.pdf>

Education Scotland - Moray SDS CIAG Report

<https://education.gov.scot/assets/contactorganisationinspectionreports/morayciag091118.pdf>

15-24 Learner Journey Review

<https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

DYW PARTNERSHIP GROUP MEMBERSHIP.



Moray **Skills** Pathway

