



Evaluation of the Certificate of Work Readiness Programme

Final Report for Skills Development Scotland

August 2015

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Executive Summary

Introduction and Approach

- i. The report presents the findings of the evaluation of the Certificate of Work Readiness (CWR). The research was commissioned by Skills Development Scotland (SDS) in August 2014. The overarching aim of the evaluation was to understand the impact of the CWR as a new programme of support, having first been introduced in April 2013.
- ii. The CWR is placed at Scottish Credit and Qualifications Framework (SCQF) Level 4, and was developed by SDS in response to concerns from employers about the work readiness of individuals and a request from employers in Scotland to have a national set of generic competencies that indicate whether an individual is work ready.
- iii. The evaluation has been based on a multi-stranded programme of primary research, including ten fieldwork visits to training providers; 20 focus groups with trainers and trainees; surveys of CWR delivery staff, employers, completers and early leavers; interviews with SDS staff, Careers Information, Advice and Guidance (CIAG) staff and wider stakeholders; and analysis of the Corporate Training System (CTS) monitoring database.
- iv. The evaluation was completed over two waves. An Interim Report was produced in December 2014 after Wave 1 of the study, drawing on primary research undertaken over September and October 2014. Wave 2 ran from March to May 2015 and supplemented the primary research from the first wave. This final evaluation report presents the findings from both Wave 1 and Wave 2 of the research.

CWR in Context and Delivery Model

- v. The CWR sits at Stage 3 of the Strategic Skills Pipeline (SSP) and is largely, although not exclusively delivered under the umbrella of the Employability Fund (EF) – Scottish Government funding administered through SDS to support a range of youth employability initiatives. The EF is part of the range of employability provision available to individuals in each of the 32 Community Planning Partnership (CPP) areas across Scotland. To ensure local needs are met, CPPs map provision onto the Youth Employment Action Plans to ensure appropriate opportunities are in place across the SSP. Local Employability Partnership (LEP) partners play a key role in the commissioning of EF. It is a co-decision making process and the LEP partners decide on the volumes of activity (starts) they wish to assign by age and stage of the skills pipeline. They review this position throughout the year. To maximise resources locally, the decisions made take into account other funded offers made in the area.
- vi. The CWR qualification comprises five units, including one SDS customised unit which involves a 190 hour work placement with an employer. This packages classroom-based training and learning with real and substantive work experience. The qualification and length of placement was designed to respond to employer demand. Although not exclusively so, the CWR has a strong focus on the work readiness of young people.
- vii. Depending on the nature of the training provider, the group of trainees and the engaged employers, the CWR has been delivered in different ways. The conventional form of delivery involves the course taught elements first, followed by the work placement, although there are many variants of this. Formal monitoring data is fed back to SDS from providers and the CWR follows an outcome-based payment system.

Key Findings: Performance to Date

- viii. In total, **4,670 trainees started on the CWR** between April 2013 and December 2014, almost two thirds of whom were male, and the vast majority (79%) aged 16 to 17 years old. Most of young people enter the CWR following school, and are motivated to engage because they want to obtain a job and/or work experience.
- ix. There is provision for the CWR in all 32 Local Authorities in Scotland, with the largest number of starts having occurred in Glasgow City, Fife and North Lanarkshire. Some 69 training providers delivered the Award over the monitoring period – a mix of private providers, Further Education (FE) colleges, Third sector organisations and Local Authorities – and there are now 116 approved providers. Private training providers have delivered over half of the total starts. Although a number of FE colleges have taken up delivery of the CWR, there continues to be challenges increasing the number of FE college providers delivering the Award.
- x. Some 1,460 different employers had engaged with CWR by December 2014, and employers typically take on one or two trainees, with a few bigger companies accommodating larger groups of trainees. Construction, retail and hospitality have been particularly popular sectors for CWR.
- xi. During the 2013/14 financial year, young people on the CWR achieved a **51% completion (output) rate and 41% progression (outcome) rate**. These are positive findings and are likely to rise further as CWR matures. The progression rate compares favourably with other current Stage 3 provision under the EF, such as Connect 3 (from Glasgow's Opportunities for All), and to the previous Get Ready for Work programme.
- xii. Of the CWR trainee progression, three quarters achieve **job-related outcomes** i.e. moving into a job or an MA, and 57% of these are with the CWR employer. The remaining one quarter are achieving **progression-related outcomes** i.e. moving to the next stage of the SSP or more advanced learning. In all, some **60% of completers are progressing into a positive destination**, again comparing favourably to comparators.

Key Findings: Young Person Experiences and Benefits

- xiii. In all, **95% of young people rate the CWR as either 'excellent' or 'good'**, giving feedback that the whole process has been enjoyable and helped improve their confidence. **Nearly all (97%) trainees reported that CWR had improved their work readiness skills**, a key finding demonstrating CWR to be achieving its principal aim of supporting employers by ensuring young people recruited are work ready.
- xiv. Young people surveyed tend to enjoy the work placement aspect of the CWR the most, and also find it the most beneficial element, citing that it improves their future job prospects. Generally, the amount of paperwork required for the course is reported to be the least *enjoyable* element, yet beneficiaries regard this as more beneficial.
- xv. **97% also report increases in self-confidence and team-working** and **93% report an increased understanding of what work entails**. Self-confidence is identified as being by far the most improved aspect. Fewer reported the development of numeracy, literacy and IT skills – CWR trainees already tended to perceive their skills sufficient in this area, although this was not always the employers' view of trainee skills at the start of the placement..
- xvi. The majority of young people **expect to progress, or have already progressed into employment (66%) or FE college (31%) after completing the CWR**.. It was felt that the work experience will be of greatest benefit in helping them to achieve this. **Some 86% of CWR completers surveyed had already progressed into a positive destination** (higher than the database monitoring), stating their experiences with CWR had been pivotal in this.

xvii. The majority of young people surveyed who left the CWR early did so for positive reasons, progressing into jobs or MAs. Where negative reasons were cited, these were more typically the trainee's personal/ home life, or occasions inappropriate referrals to the Award in the first place, rather than any criticism of the CWR itself. Early leavers still tended to feel the experience had been valuable.

Key Findings: Provider Experiences and Benefits

xviii. CWR providers consider that the Certificate is important and complements other existing initiatives. **More than three in four providers feel the required 190 hours to be appropriate** for preparing the young people for the world of work and persuading employers to participate. Fewer than one in four feel the number of hours should be less.

xix. **More than six in 10 providers reported the level of demand amongst young people for CWR to be high or moderate.** Nonetheless, almost four in 10 considers demand to be low and demand is insufficient to match the available supply of places at half of the providers. Awareness of CWR could therefore continue to be increased, including amongst referral agencies. Seven in ten (71%) providers state that the young people referred are at the right stage for CWR, and SDS is a key source of referrals.

xx. Similarly, the **level of demand from employers for learners to date has been mixed**, although more than a quarter of providers (26%) reported demand from employers as high. Providers tend to use an existing pool of engaged employers, but most have been required to engage new employers also. **Two thirds of providers think it is easy or easier to engage employers in CWR compared to previous initiatives**, and three quarters feel they have always been able to arrange appropriate and/or rewarding placements for trainees.

xxi. Providers use a range of delivery models, including roll-on, roll-off courses and intakes of cohorts, and the length of time the young person spends in the classroom and on placement varies, with the average being 2-3 weeks at the provider and 10 weeks on work placement.

xxii. Providers rate the four CWR units highly, although most modify the materials to suit their delivery style, add more information and/or deliver innovative activities to increase young person engagement. Providers cite the 'Personal Development: Self & Work' in particular as harder to engage with and deliver, although SQA support is available to help address Unit delivery challenges.

xxiii. Providers give substantial support to young people throughout the CWR, including one-to-one feedback, site visits, allocated provider time during the placement, and reviewing the young person's scorecard with them. This level of support is valued by both the young person and the employer.

xxiv. All providers feel that CWR, at least to some extent, allows young people to develop important skills sought by employers. **Team working, communication and time keeping** in particular are identified skills, – and understanding the responsibilities and demands of employees.

xxv. In all, **97% of providers believe that CWR enhances young people's chances of moving into positive destinations.** Around half feel that the CWR Award is more effective than previous initiatives in doing so.

xxvi. Providers feel that improvements could be made to the payments processes and the EF contract structure – stating that "front-end delivery for back-end payment" is difficult, although it is cost effective if the young person progresses into employment. This is not unique to CWR. On the whole, providers consider progression to FE is not sufficiently remunerated. . For many, their EF contract is either too restrictive or too rigid and those who are able to deliver more should be better enabled to do so. However, it has to be recognised that the contracting process for EF is

allocated as part of the local co-commissioning process in partnership with the LEP. Contracts are allocated based on LEP area need.

Key Findings: Employer Experiences and Benefits

- xxvii. Many **employers use CWR as a recruitment tool** by taking trainees on akin to a 'trial' period to assess if the young person is suited to the employer and, equally, if the employer is suited to the young person. Employers typically will have specific vacancies in mind if the young person performs to a standard, although not all employers do this.
- xxviii. **Employer views on the suitability of trainees varied widely**, with some reporting that simple instructions were not followed and others finding that trainees could complete tasks at a much higher level than initially anticipated. Trainee work placement tasks were, however, generally at a menial level.
- xxix. **Employers reported self-confidence and inter-personal skills to be the greatest improvement they saw in the young people** throughout the course of the work placement. All reported this. Employers not offering trainees a job or MA, typically provided further work experience or an employer reference.
- xxx. **Many employers have experienced unexpected benefits of engaging with the CWR**, such as employing trainees when they previously had not intended to do so and the development of staff as managers or mentors for the CWR placement.
- xxxi. **The 190 hours work placement was deemed to be suitable by the majority of employers** If anything, some employers would prefer even longer placements, most usually large employers. Smaller, local businesses are the ones most likely to find the 190 hours more difficult to offer. **Employers greatly value the support given throughout the placement by provider staff.**
- xxxii. **SDS partnership working with organisations has worked well in terms of raising awareness of the CWR amongst employers.** SDS have worked with partners such as the Chamber of Commerce, Scottish Food & Drink Skills Academy (SFDSA) and Investors in Young People (IYYP), although there have been instances of breakdowns in communication between the organisations, providers and employers, which is being addressed by SDS.

John Wheatley College

- xxxiii. During the 2013/14 academic year, a CWR pilot was delivered by John Wheatley College, with the Award embedded in the FE college curriculum – the 'unconventional model'. The CWR was piloted with two subjects – childcare and construction. The work placement was carried out one-day-a-week for a year, and students were not paid for their in-course work placement. The experiences of the two were very different.
- xxxiv. The construction department, which had traditionally had difficulties with students being resistant to work placements, found delivering the CWR to be challenging. Although placements were sourced, there was little activity on site during the pilot and some sites were outside the city. There was a lack of employer contact, and trainees moved around a number of different sites making mentor liaison, and gathering meaningful feedback, difficult. The pilot was abandoned mid-way through the academic year.
- xxxv. In contrast, the childcare department was relatively successful in delivering the CWR. Work placements are a typical element of childcare courses, and the college was able to make use of existing relationships with employers. Furthermore, trainers found that the CWR units have a good fit with the course content and that students tended to value the Award. In all, 16 of 18 childcare trainees completed the CWR.

xxxvi. Lessons learned from the pilot were that **employers need to be engaged early**; there is a need to overcome negative perceptions of work placements particularly in some sectors; and that the one-day-a-week model does not fit all courses. These lessons are more to do with work placements within colleges generally, rather than being CWR specific.

Conclusions and Recommendations

xxxvii. **CWR is offering something new, and, even at this early stage in its implementation, is valued by employers, providers and young people.** The 190 hours are deemed a substantial and appropriate work placement element which prepares trainees for the world of work.

xxxviii. Key impacts of the CWR Award are on the trainees' work readiness and confidence, and providers think that the CWR is important and complements other initiatives. Many employers are using the CWR as a trial, and feel the 190 hours is the minimum needed to assess a trainees' work readiness. **Importantly, CWR is increasingly focused on placements where there is a real prospect of employment at the end of the work experience period.**

xxxix. CWR is meeting its objectives and is fit-for-purpose, and there is now a need to broaden the take-up and delivery of the Award. The evaluation therefore outlines 12 recommendations for the future delivery of the CWR, as outlined below:

Recommendation 1) Retaining the 190 Hours: although some providers report difficulty in engaging employers for a commitment this large, the 190 hours was found to be valued by both employers and trainees, and so should remain the same.

Recommendation 2) The Self and Work Unit: feedback from providers and trainees was of this unit being too repetitive and simple. SDS should consider revising the unit and monitoring the effectiveness of new materials when developed.

Recommendation 3) The 100 Hour Rule: this was felt to be unfair to trainees whose placement has ended through no fault of their own, and there have been instances where trainees have disengaged completely. It is recommended that SDS revises this rule.

Recommendation 4) Pre-CWR Programme: there is an appetite among providers and CIAG staff for a Stage 2 Award with a lesser work placement element (e.g. 100-150 hours) to be a precursor to CWR, similar to the idea behind the Introduction to Work Place Skills (IWPS). This could be particularly useful within schools. It is recommended that SDS explores this possibility. IWPS is a core skills based qualification. It is the first step into the world of work and focuses on work tasters and shorter placements with flexibilities around the workplace environment therefore can act as a precursor to progression onto CWR and should therefore avoid confusion to employers.

Recommendation 5) Aftercare: although training providers monitor young people once they leave the CWR in order to claim outcome payments, there is no formal aftercare procedure. It is recommended that work coaches complete exit interviews with trainees just prior to completion, as this will help give direction and assess possible next steps.

Recommendation 6) Monitoring: Previously there was no requirement for training providers to monitor and record CWR placement details. This has now been addressed and it is part of the provider's contract that they record placement details and employer details which help with the aftercare process. Also, SDS continued monitoring of providers (classroom) delivery allows for feedback and ensure a high quality of training is sustained.

Recommendation 7) Awareness (external): the CWR is a young award and has relatively limited (but growing) awareness. A marketing campaign, exhibitions, events and roadshows, or even having larger employers as 'ambassadors' of CWR will help grow awareness of the Award nationally and therefore ease employer engagement.

Recommendation 8) Awareness (internal): similarly, keeping frontline SDS staff informed of progress is crucial to raising awareness. As they are the first point of contact for many on Stage 3, ongoing and continued regular contact with CIAG staff through updates of numbers, success stories etc. and also area office visits by the CWR team will help grow awareness and referral numbers.

Recommendation 9) Improved Partnership Working: continued (and increased) working with the Chambers and other partners is advised, and a similar agreement can be adopted with other membership organisations (e.g. trade bodies for key employment sectors). A better resourcing of the referral system will ensure seamless referrals.

Recommendation 10) Promoting the Take-up Amongst Colleges: the long planning periods of colleges has stunted the take-up of CWR within FEs to date. SDS should persevere now that mergers have been worked through, and continue their work with the CDN to plan how colleges can effectively deliver the CWR.

Recommendation 11) Briefing Paper for Employers: there has been evidence of the process and different organisations involved being confusing to employers. Briefing papers have been produced by SDS, which could be reviewed and refreshed, and providers should be encouraged to use them.

Recommendation 12) Resource Sharing: there is a definite appetite for further provider events/forums to promote resource sharing, with many currently unaware of other providers delivering in their area. It is recommended that SDS continues to facilitate and promote CWR training provider forums and events to exchange best practice. These events are already being delivered by SDS in 2014/15.

1 Introduction

1.1 This report presents the findings of the evaluation of the Certificate of Work Readiness (CWR).

1.2 The full evaluation was undertaken over 10 months, from August 2014 to May 2015, and was commissioned by Skills Development Scotland (SDS) to understand the impact of the CWR as a new programme of support. This evaluation was undertaken over two waves. An Interim Report was produced in December 2014 for Wave 1 of the study, drawing on research undertaken over September and October 2014, during the second year of the programme. This final evaluation report presents the findings from both Wave 1 and Wave 2 of the research.

The Certificate of Work Readiness (CWR)

1.3 SDS developed the CWR, which sits at Scottish Credit and Qualifications Framework (SCQF) Level 4, in 2013 in response to concerns about the work readiness of individuals and a request from employers in Scotland to have a national set of generic competencies that indicate whether an individual is ready to join the world of work at entry level.

1.4 The principal aims of the CWR Award are to enable young people to:

- Identify the skills, behaviour and personal attributes that employers seek in their employees;
- Understand and demonstrate the responsibilities and demands of the employee in the workplace;
- Understand and demonstrate the skills to interact with other employees and customers in the workplace;
- Develop and demonstrate core skills in communication, numeracy, ICT, working with others and problem solving to a work ready standard;
- Identify and reflect on their own strengths and experiences in relation to the world of work; and,
- Develop their work-readiness in order to support employers by ensuring that they are recruiting young people who are work ready.

Scope and Objectives of the Review

1.5 The aim of the evaluation is to provide SDS with a better understanding of the performance of the CWR since its initial introduction in 2013, and to provide recommendations for the future delivery of the Award. Specifically, the objectives are to identify:

- How well the CWR meets the aims set out at 1.4;
- Compare how well the award meets the high level outcomes of the Employability Fund in relation to other learning programmes/awards delivered for Stage 3 of the employability pipeline;
- What is the added value of CWR as part of the Employability Fund over and above a standalone initiative?
- How well the CWR Award prepares learners for employment in specific industry settings;
- Comparatively how well does the CWR meet its aims when delivered in the more flexible manner that the John Wheatley (now Glasgow Kelvin) project intends to deliver the Award, as set out at 2.14?

Approach

Wave One

1.6 Wave One of this study involved a combination of extensive primary research and desk-based research. Specifically, the work has involved:

- A desk-based review of existing management information documentation, including the CWR SDS CTS monitoring system, training materials provided by the SQA and those used by providers, promotional materials and high-level strategic documents.
- Consultations with four key personnel from SDS.
- Fieldwork visits to 10 CWR providers throughout Scotland, selected in a representative manner in terms of geography and type of delivery organisation. Each visit consisted of a focus group with young people who are currently participating in the CWR and a focus group with provider delivery staff.
- An online survey of 85 CWR delivery staff, employed at all CWR providers (who were not selected as part of the fieldwork visits) throughout Scotland, achieving an excellent response rate of 42% (or 36 responses).
- Telephone interviews with six CWR employers in order to gather their views and experiences of engagement with the Award.
- Telephone surveys with 14 young people who have completed CWR and seven young people who left the CWR early, in order to gather information on what they are doing now, how CWR has impacted their lives, and any reasons for non-completion.
- A visit to John Wheatley College (now Glasgow Kelvin College) to conduct a focus group with 4 staff members who delivered the CWR pilot in the 2013/14 academic year, to further discuss the benefits/challenges of embedding the CWR within a college curriculum.

Wave Two

1.7 Wave Two of the evaluation involved consultation with various, wider groups connected with the CWR, designed to explore some of the issues arising from the Wave 1 research and to provide a more rounded evidence base. These included:

- Wider stakeholders with an interest in the CWR;
- SDS Careers Information, Advice and Guidance (CIAG) staff;
- Accredited, but non-delivering training providers;
- Larger CWR employers;
- Early leavers;
- Re-connecting with training providers who were visited in Wave One
- Analysis of the CTS monitoring database for the 21 month period of April 2013 to December 2014.

Structure of the Report

1.8 The report is structured in the following way:

- Chapter 2 – sets out CWR in context, giving more detail on the Certificate, in terms of the Employability Fund, the different units comprising the Certificate and the various delivery models used by CWR providers.

- Chapter 3 – analyses the performance of CWR to date, including young person participation, completion and progression into a positive destination.
- Chapter 4 – details the young people’s journey through the CWR, and sets out the key benefits and impacts experienced by young people as a result of engagement with the Award, as well as challenges and recommendations.
- Chapter 5 – sets out the experience of CWR providers, and the main benefits and challenges for them.
- Chapter 6 – sets out the experience of CWR employers, and the main benefits and challenges for them.
- Chapter 7 – provides a case study of Glasgow Kelvin College (formerly John Wheatley College) detailing the CWR pilot in 2013/14 and lessons learned.
- Chapter 8 – provides conclusions and recommendations for the future delivery of CWR.
- Appendix A – provides a list of training providers visited during Wave 1 and consultees consulted in Wave 2 of the evaluation.

2 CWR in Context and Delivery Model

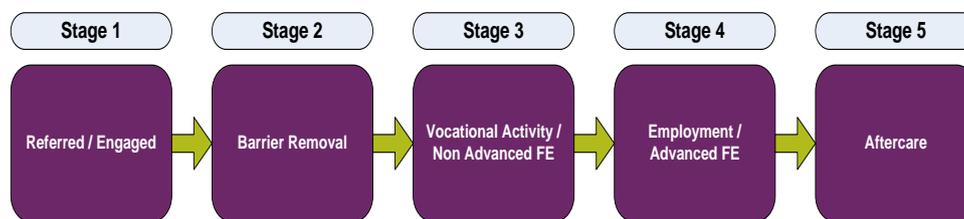
Introduction

2.1 CWR has been introduced against a backdrop of a range of employability initiatives and Funds. This is important context since CWR is seeking to deliver something new i.e. an assessed work placement, which includes employers in the assessment process, as part of the qualification providing a framework and structure to the process. The section also outlines the delivery model, and how this differs between different types of provider.

CWR and the Employability Fund

2.2 The Employability Fund (EF) was introduced in Scotland on 1st April 2013, and replaces a number of previous national training programmes, such as Get Ready for Work, Lifeskills, Training for Work, Targeted Pathways to Apprenticeships and the New College Learning Programme¹. The EF is Scottish Government funding administered through SDS which supports a range of interventions to help move young people into the world of work. It is structured around the five phases of the Strategic Skills employability pipeline, as shown below, which recognises that individual young people require varying types and intensity of support depending on their distance from the labour market. Stage 1, for example, supports those furthest from the labour market in terms of skills, competencies and experience, and Stage 5 supports those with simulated work experience. SDS delivers employability support for Stages 2, 3 and 4. SDS delivers Stage 5, although this is outwith the EF, and Stage 1 is covered by partners. The allocation of EF starts to providers is decided locally as part of the co-commissioning process with the local LEPs and is based on local need.

Figure 2.1 – The Strategic Skills Pipeline



2.3 CWR sits at Stage 3 of the pipeline. CWR can be EF funded, or not. This is expanded upon below, however in order to further establish the CWR qualification as a standard of work readiness SDS are keen to promote and see CWR supported through non-EF resources, given that demands for EF funding is high. EF funds are awarded to providers who then have a contract to deliver activity and outcomes for their EF. Where CWR is part of the EF contract – and this is currently the majority of CWR – the amount of CWR activity provided (at least in payments to the provider) is determined by the EF contract.

2.4 As indicated, we return to this issue later in the report. However, there is a difference between EF-supported CWR awards and non-EF supported CWR in the way in which the provider can approach CWR delivery. For the CWR provision which is funded through the EF, there is less flexibility for the provider, in so far as the CWR is part of their EF contract. Due to the co-commissioning process and the allocation of contracts at the start of the contracting year, EF providers can be limited to delivery in line with their contract. However, this is reviewed on a month to month basis in line with performance, achievements and local need and there is flexibility to amend contract based on this evidence.

¹ <http://www.skillsdevelopmentscotland.co.uk/statistics/employability-fund/>

CWR Core Features and Units

2.5 CWR is pitched at SCQF level 4, and this has been a deliberate attempt to ensure the CWR is appropriate for Stage 3 of the pipeline. It comprises five units, including one SDS customised unit called Practical Work Place Skills, which involves a placement with an employer. The five CWR units are:

1. Responsibilities of Employment (mandatory unit)
2. Dealing with Work Situations (mandatory unit)
3. Skills for Customer Care (mandatory unit)
4. Personal Development: Self and Work (mandatory unit, two options)
5. Practical Work Place Skills (mandatory unit)

2.6 As the report, will demonstrate the five units are generally regarded as appropriate by providers, although not all are regarded as equally useful or effective for what the programme is seeking to achieve and the groups it is working with. This principally relates to the Personal Development: Self and Work unit.

2.7 CWR deliberately combines accredited units and the work placement element in a single certificated qualification. Alternative employability support (such as the SQA Employability Award does not have an *assessed* work experience element.

2.8 CWR requires the work placement to be 190 hours in total. Again, this was a deliberate decision, with the rationale that the placement must be meaningful to both the employer and to the young person. The Certificate is the only national award, other than the 2011 Falkirk Employability Award², that currently combines an employer assessed work experience element with a qualification. CWR is accredited by the Scottish Qualifications Authority (SQA) and the SQA have been supportive in both the development of CWR as one of their awards and in its support for providers wishing to deliver the award. The SQA assess providers for their ability to deliver the CWR.

Delivery Models

2.9 CWR has been delivered in different ways depending on the nature of the provider and the group of young people or employers that the provider is working with. There are varying degrees of additional interpretation of the materials, for example. This is explored in Chapter 5. In essence, however, despite these variations, there are two principal forms of delivery: the 'conventional' – the form of delivery used by the majority; and the 'unconventional' – the approach piloted by John Wheatley College during the 2013/14 academic year.

'Conventional' Model of Delivery

2.10 The conventional form of delivery is the course taught elements, followed by the work placement, or a variant on this basic model. For some, the variation comes in the duration over which the initial course element is carried out; for others, the variation is the extent to which the learner formally returns to the provider centre throughout their work placement.

'Unconventional' Model of Delivery

2.11 The alternative model trialled by John Wheatley College (now Glasgow Kelvin College) is where the CWR is embedded in the curriculum. John Wheatley piloted the initiative in the 2013/14 academic year, with the CWR embedded within the curriculum for childcare and construction. For childcare, work placements have long been a feature of the course, and so the CWR was used as an

² <http://www.sqa.org.uk/sqa/72815.html>

extension of existing practice. For the construction department, however, past attempts to embed work placements in the curriculum have been unsuccessful due to a lack of student engagement, and therefore the CWR was trialled with the hope of more success within childcare. A full case study of the John Wheatley College approach is provided in Chapter 7.

Monitoring, Reporting and Payments

Monitoring and Reporting Procedures

2.12 There are formal monitoring and reporting processes back to SDS, and this information forms the basis of the analysis in Chapter 3. Monitoring data from each provider is fed back to SDS on the number of starts, the number of completions and destinations. The reasons for early leaving of CWR are also reported. Unfortunately, it is not mandatory for providers to record the name of the employer with whom the young person is placed, which does not make post-CWR follow-up and evaluation as complete as it could be if this was a requirement of providers.

2.13 There is also feedback on the young person from the employer, the 'scorecard'. This is an important part of CWR. The scorecard is a relatively simple document for employers to complete (and there are minimal complaints about this) and this is used by many providers to discuss progress and performance of the young person with the young persons themselves. Similarly, on the whole, providers regard the scorecard as a simple and effective feedback mechanism.

Payments

2.14 CWR follows the outcome-based payments system in line with EF and Scottish Government policy. Payments are made for starts (and for EF funded providers this is agreed as part of the EF contract for Stage 3) and for outcomes. The 2013/14 and 2014/15 EF funding models are displayed at Table 2.1, from the start of the evaluation period, although this model has since changed for 2015/16. Payments for outcomes vary according to outcome – whether into employment or into College. The payment for the employment outcome (the £500 for 2013/14 and £600 for 2014/15) is far greater than for progression into Further Education (£100). Some providers consider this to be an unequal balance (see Chapter 5) and some providers also consider that more work is required to deliver the CWR than the payments allow (again covered in Chapter 5).

Table 2.1 – EF Funding Model for 2013/14 and 2014/15

Stage 3	2013/14	2014/15
Recruitment payment	£750	£750
Output payment	£709	£709
Outcome payments		
Modern Apprenticeship	£800	£1,000
Job	£500	£600
Sustained job	£300	£400
From Stage 3 or 4	£100	£100
More advanced forms of learning (e.g. FE)	£100	£100

Key Point Summary

2.15 CWR has been established with a number of features which combine to create a unique qualification that puts together accredited units with the work placement. This has been a conscious attempt to package classroom based training and learning with actual work experience. Further, the requirement to achieve 190 hours of work experience via the placement has been a deliberate

attempt to ensure that the experience is of sufficient value to employers and that it provides a sufficiently in-depth and meaningful experience for the young people. Both the qualification, and the length of employer assessed work placement, responded to employer demand.

3 Performance to Date

Introduction

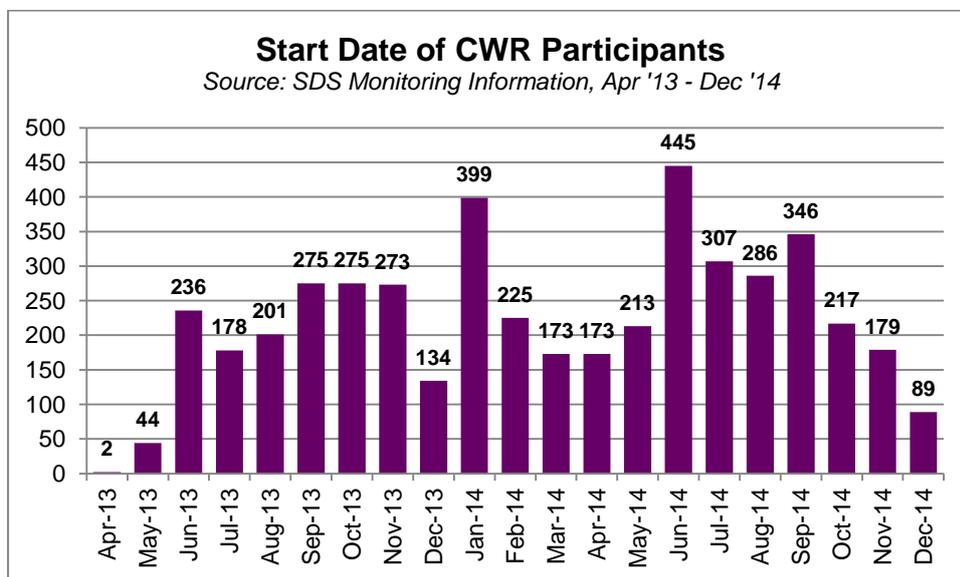
3.1 This chapter profiles the performance of the CWR to date, since it was first delivered in April 2013. This is broken down into three key indicators – namely, the participation in CWR (by young people, providers and employers) and also the typical profile of those groups participating; the completion of CWR by the young people engaged; and the progression by those young people into a positive destination. This information is largely based on SDS monthly Monitoring Information which has been anonymised in this report.

3.2 The most recent SDS Corporate Training System (CTS) database available at the time of reporting (April 2013 to December 2014, inclusive), upon which the analysis is based, includes data on the young person’s gender, age, location, the provider they trained with, the employer they began their placement with, start date on CWR, expected end date and actual leaving date.

Profile of Young People (starts)

3.3 In all, **4,670 young people started on the CWR** in the twenty-one months between April 2013 and December 2014. As shown in Figure 3.1, the largest delivery by quarter occurred in the second quarter of 2014/15 (July to September 2014), when 939 of the 4,670 (or 20% of young people) started on the CWR. Since the CWR’s inception, delivery has increased every quarter (excluding the final quarter reported – October to December 2014), with the increasing numbers of young people participating in CWR demonstrating the increasing profile of CWR, as more providers have come on board and delivered the qualification.

Figure 3.1

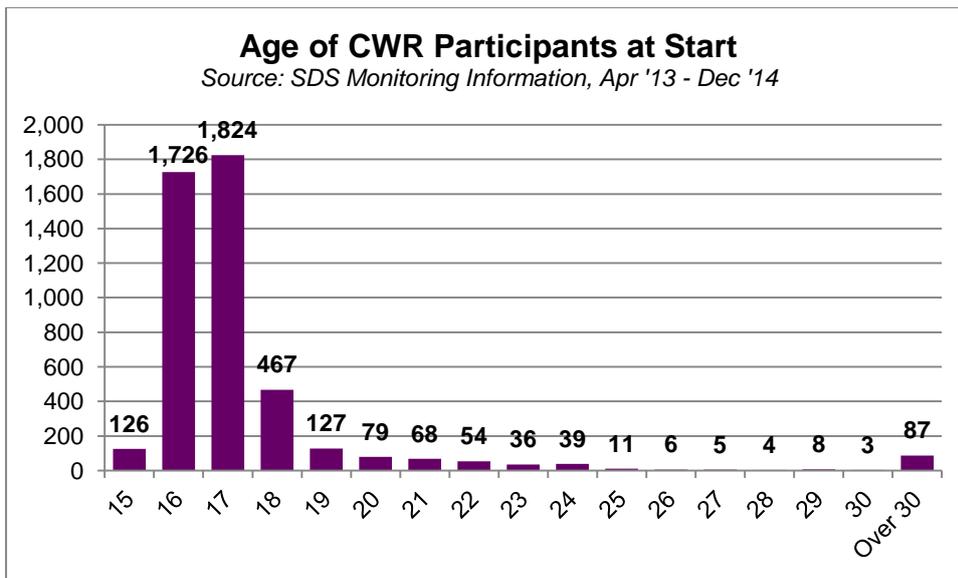


3.4 Almost two thirds (63%) of those who have started on the CWR in this period have been male, with the remaining 37% female. This reflects the nature of some sectors in which providers are focussing their CWR delivery, such as construction (e.g. Sibbald Ltd) and joinery/ plumbing (e.g. Forth

Valley College) which remain male-dominated. This is broadly in line with EF Stage 3 as a whole for the same period, at 61% male and 39% female³.

3.5 The vast majority of CWR starts have been in the youngest age bracket, 16 to 17 year olds⁴ (3,676 of 4,670, or 79%), although a smaller number of starts have been by 18 to 24 year olds (870, or 19%) and 25 years and over (124, or 3%). Figure 3.2 shows the age profile of the 4,670 CWR participants over the review period, with the vast majority being aged 16 or 17 years old. One in ten (10%) young people were aged 18 years when they first engaged with CWR. The small number of 15 years olds reflect the unconventional delivery of CWR in schools, such as Braes High School in Falkirk. Similarly, with the CWR being open to all ages, a small group of CWR participants were aged 25 years and above, with the oldest participant being 59 years old at their start date.

Figure 3.2



3.6 In comparison to official EF statistics⁵ for Stage 3 starts during the same period, the age bands of CWR starts and EF Stage 3 starts are broadly similar, although there is a slightly higher proportion of 16-17 year olds starting on the CWR. The importance of the Award to this age group is reinforced by the fact that CWR has accounted for one third (33%) of all Stage 3 starts for 16-17 year olds in Scotland (and one quarter of 18-24 year olds at Stage 3).

Table 3.1 – CWR and EF Stage 3 Starts by Age Group

Age Group	CWR Starts	%	EF Stage 3 Starts	%	CWR as % of EF
16-17	3,676	79	10,981	71	33
18-24	870	19	3,514	23	25
25+	124	3	890	6	14
Total	4,670	100	15,385	100	30

Source: SDS CTS Database and SDS Employability Fund Statistics (2013/14 to 2014/15 Q3).

3.7 During the review period, CWR had been delivered in almost all parts of Scotland, covering 31 of the 32 Local Authority areas⁶, which by the time of reporting had increased to all Local Authority of areas. Figure 3.3 shows the top 15 locations of CWR starters. Glasgow City and Fife have seen the highest number of young people start on CWR over the twenty-one month period covered by the data,

³ Employability Fund Statistics, 2013/14 and 2014/15 to Quarter 3.

⁴ This also includes 126 young people who were 15 years old at their start date.

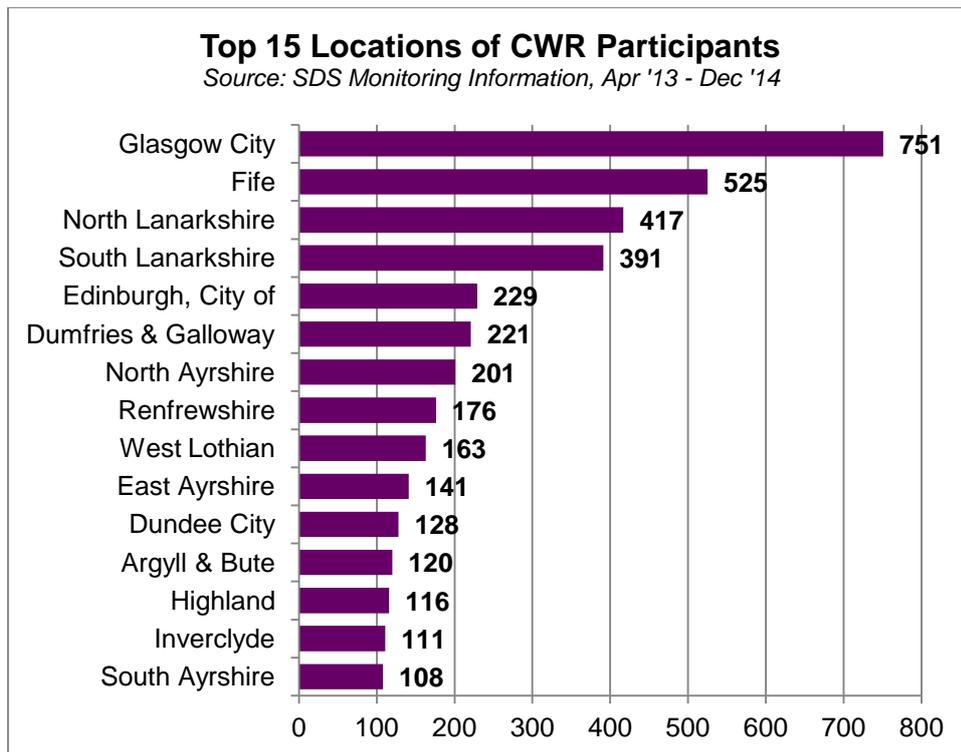
⁵ <https://www.skillsdevelopmentscotland.co.uk/statistics/employability-fund/>

⁶ At the time of reporting, all 32 Local Authority areas were delivering CWR. It had recently been delivered in Orkney (although delivery there is non-EF funded).

with 1,276 young people (27% of the total) starting. North and South Lanarkshire have both had around 400 young people starting on CWR (around 9% of total starts each). The City of Edinburgh, North Ayrshire and Dumfries and Galloway have also been significant areas for CWR delivery. With the exception of Dumfries and Galloway, these are the more urban Local Authorities, and there have typically been greater challenges delivering CWR in rural areas. There has not been delivery in Orkney and only eight starts from the Shetland Islands, although provider provision is available in both places, as it is across the whole of Scotland.

3.8 As shown later at Table 3.3, the Local Authority areas with the largest number of CWR providers in Scotland are Glasgow City, South Lanarkshire and North Lanarkshire, who deliver CWR to the first, fourth and third highest number of young people respectively.

Figure 3.3



3.9 This geographic distribution of CWR starts is, again, broadly representative with the latest EF statistics (for the same period, April 2013 to December 2014) which shows that the highest number of Stage 3 starts have been in Glasgow City, North Lanarkshire, South Lanarkshire, Fife and Edinburgh. All of these areas have experienced over 1,000 EF Stage 3 starts. Around one third (32%) of Glasgow City Stage 3 starts are on the CWR.

3.10 Local Authority areas are ranked by the volume of CWR starts as a proportion of EF Stage 3 starts in Table 3.2, below. The importance of the CWR at Stage 3 of the EF is highlighted in the more rural/remote areas of Scotland where the CWR accounts for at least half, and often much more, of EF Stage 3 starts - for example in the rural areas of Eilean Siar (92% of EF Stage 3 starts), Moray (75%), Argyll and Bute (69%), Dumfries and Galloway (65%), Aberdeenshire (58%) and Highland (50%).

Table 3.2 – CWR and EF Stage 3 Starts by Local Authority (2013/14 and 2014/15 to Q3)

Local Authority	CWR Starts	%	EF Stage 3 Starts	%	CWR as % of EF
Eilean Siar	47	1	51	0	92
Moray	66	1	88	1	75
Argyll & Bute	120	3	174	1	69
Dumfries & Galloway	221	5	341	2	65
Aberdeenshire	94	2	163	1	58
Highland	116	2	230	1	50
Fife	525	11	1,161	8	45
Inverclyde	111	2	276	2	40
East Dunbartonshire	83	2	226	1	37
Perth & Kinross	98	2	267	2	37
Renfrewshire	176	4	484	3	36
South Ayrshire	108	2	297	2	36
Aberdeen City	53	1	151	1	35
East Renfrewshire	40	1	119	1	34
Glasgow City	751	16	2,345	15	32
Clackmannanshire	71	2	227	1	31
South Lanarkshire	391	8	1,258	8	31
North Ayrshire	201	4	650	4	31
North Lanarkshire	417	9	1,479	10	28
Scottish Borders	43	1	163	1	26
West Lothian	163	3	667	4	24
Shetland Islands	8	0	33	0	24
East Lothian	57	1	252	2	23
East Ayrshire	141	3	627	4	22
Edinburgh, City of	229	5	1,114	7	21
Dundee City	128	3	675	4	19
Midlothian	54	1	337	2	16
Stirling	31	1	212	1	15
West Dunbartonshire	46	1	396	3	12
Falkirk	69	1	632	4	11
Angus	12	0	246	2	5
Orkney Islands	0	0	44	0	0

Source: SDS CTS Database and SDS Employability Fund Statistics (2013/14 to 2014/15 Q3).

3.11 Similarly, as shown in Table 3.3 below and taken from the most recent Scottish Government figures (2013), the highest number of young people aged 16-19 not in education, employment or training are in Glasgow City, Fife, North Lanarkshire and South Lanarkshire. These are also the four Local Authorities that have seen the highest number of CWR starts (highlighted in green), showing CWR delivery to be in the greatest numbers at the areas where it is in most need.

3.12 However, when comparing the number of 16-19 year old young people starting on CWR in 2013/14 against the 16-19 year old not in education, employment or training figures 2013, the highest proportion of CWR starts are again in the more rural areas of Eilean Siar (70%), Argyll and Bute (25%), Dumfries and Galloway (20%) and Inverclyde (18%). Table 3.3 is ranked by CWR starts as a proportion of those not in education, employment or training.

3.13 In all, and for illustration, CWR 16-19 year old starts during that period amounted to some 11% of 16-19 year olds not in education, employment or training in Scotland⁷. North Ayrshire (17%), Fife (16%), Clackmannanshire (15%), East Dunbartonshire (14%), Perth and Kinross (13%), South Lanarkshire (12%), Moray (12%) and Glasgow City (12%) are all areas over-represented by young people not in education, employment or training participating in CWR, although the City of Edinburgh

⁷ Please note that this is a proxy figure – not all CWR starts will have previously been classed as ‘not in education, employment or training’.

(7%) and Aberdeen City (4%) are had a lower proportion of CWR starts compared to their number of young people not in education, employment or training.

Table 3.3 – Young People Not in Education, Employment or Training and CWR Starts by Local Authority (2013)

Local Authority	No. not in ed/ emp/ training (aged 16-19) (2013)	No. CWR starts (16-19 yrs) (2013)	CWR providers ¹	CWR starts as % of those not in ed/ emp/ training
Eilean Siar	40	28	1	70%
Argyll and Bute	260	65	5	25%
Dumfries and Galloway	580	115	4	20%
Inverclyde	340	60	2	18%
North Ayrshire	650	112	10	17%
Fife	1,740	285	5	16%
Clackmannanshire	300	46	3	15%
East Dunbartonshire	240	34	3	14%
Perth and Kinross	390	51	4	13%
South Lanarkshire	1,520	189	11	12%
Moray	260	32	4	12%
Glasgow City	2,680	321	13	12%
North Lanarkshire	1,720	189	11	11%
Renfrewshire	720	78	6	11%
South Ayrshire	360	38	5	11%
Aberdeenshire	460	43	6	9%
East Ayrshire	610	57	6	9%
Dundee City	730	63	4	9%
Midlothian	380	31	8	8%
East Renfrewshire	240	19	4	8%
Highland	600	45	5	8%
Edinburgh, City of	1,300	94	9	7%
West Lothian	760	54	6	7%
Falkirk	640	41	2	6%
Scottish Borders	370	23	2	6%
Stirling	310	19	1	6%
East Lothian	380	19	6	5%
West Dunbartonshire	460	20	6	4%
Aberdeen City	500	18	3	4%
Angus	350	8	3	2%
Shetland Islands	50	0	0	0%
Orkney Islands	50	0	0	0%
Total	19,970	2,197	-	11%

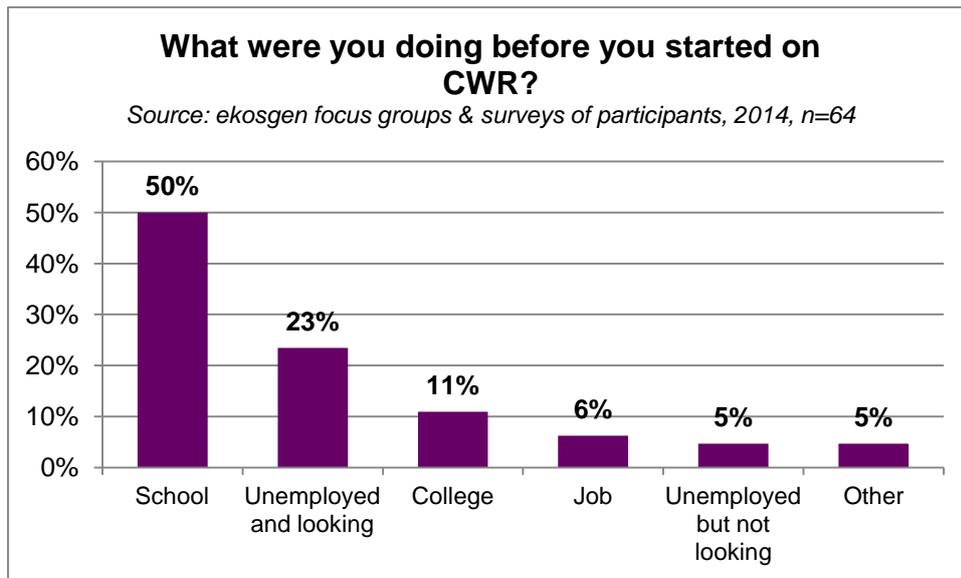
Source: Scottish Government Not in Education, Employment or Training Estimates at a Local Authority Level and SDS CTS Database (starts for 2013/14 financial year).

¹Number of providers who have delivered the CWR to young people based in that Local Authority.

Pre-CWR Activity/Status

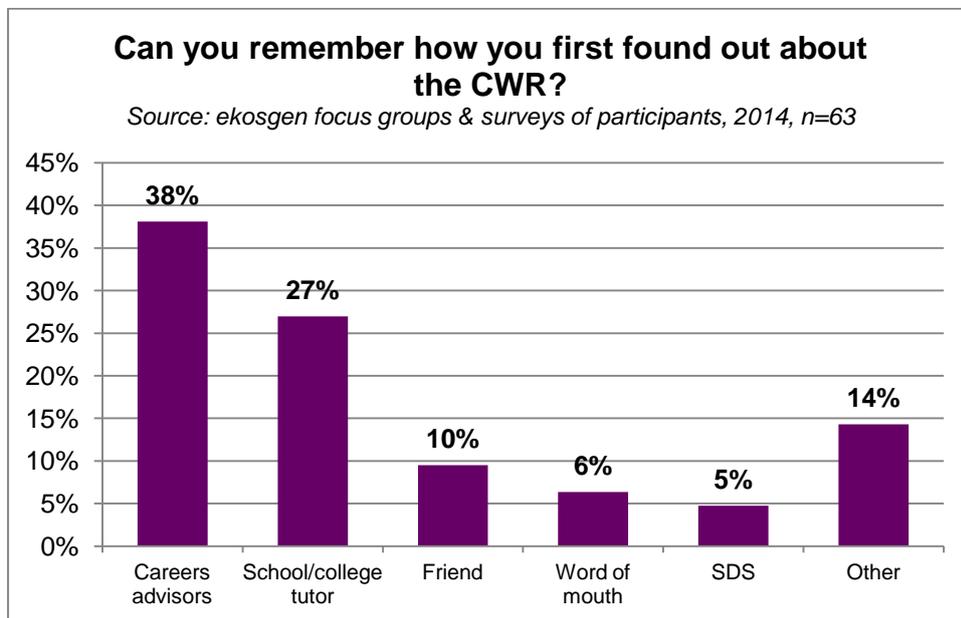
3.14 Based on feedback from the focus groups with those engaged with CWR and the telephone surveys with CWR completers and early leavers, young people had a range of different education/employment statuses prior to starting on the CWR. Half (50%) were at school before taking up CWR (although only 1% of the starts to December 2014 were delivered in schools themselves). The remainder were unemployed but looking for work (23%), enrolled at college (11%) or unemployed but not actively looking for work (5%) or doing other activities (5%). In all, 6% said they were working, either part-time or full-time (6%), although this may well have been inaccurate recollection on the part of the young person.

Figure 3.4



3.15 With the largest proportion of young people starting on the CWR following school, most of the young people (65%) found out about the Certificate either from careers advisors (from SDS or at their school) or from school teachers/ college tutors. One in six (16%) first heard about the CWR through their friends or word of mouth – and this is good feedback for CWR since there is certainly a degree of peer recommendation emerging with regards the Award. The remainder first found out about the Award through other methods such as parents, social workers, youth clubs, online or directly from SDS.

Figure 3.5

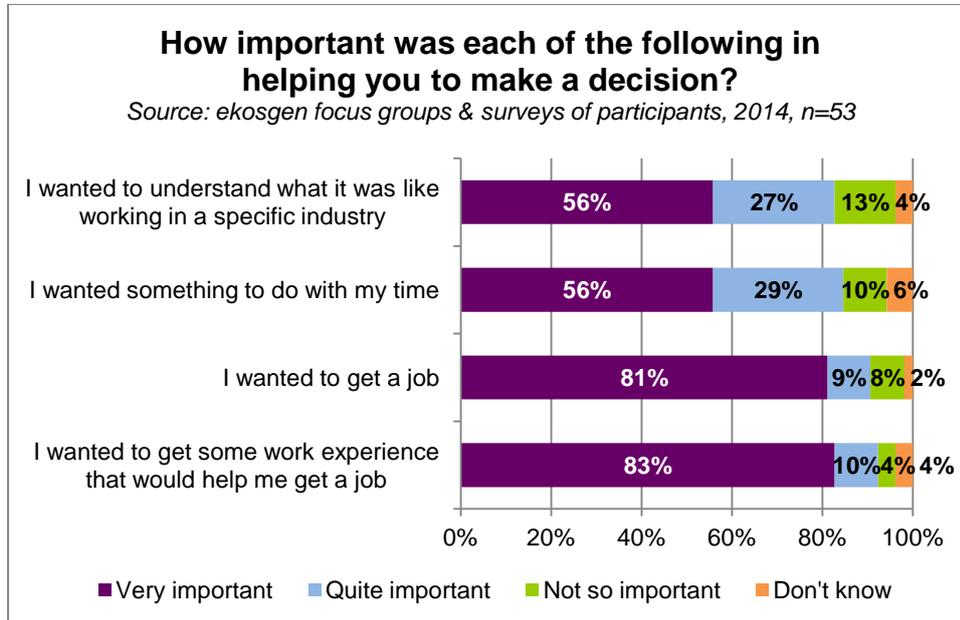


3.16 Young people are motivated by the desire to get a job, either directly (39%) or to undertake work experience which would help them into employment afterwards (69%). A quarter (25%) of young people wanted something to do with their time, while around one in five (20%) wanted to gain some experience in a specific industry and just 3% had other motivations.

3.17 Young people were asked to rate how important each of the above options were when helping them make the decision to engage with CWR. 'I wanted to get a job' and 'I wanted to get

some work experience that would help me get a job' were seen as very important by young people, showing their intention to use the Certificate to gain employment, rather than using the experience to trial work in a particular industry, filling a stop-gap between school and further or higher education, or just something to fill their time.

Figure 3.6



Profile of Providers

3.18 Over the monitoring period, there have been some 69 training providers delivering the CWR throughout Scotland, many in multiple Local Authority areas. At the time of reporting the number of SQA approved providers had risen to 116 providers (although not all of these are currently delivering the CWR), with another four centres progressing their accreditation. The delivery of CWR is funded by SDS for the majority of these providers, though it is funded through other means for a small group. Of these 12 non-SDS funded providers, there are six private training providers, four third sector organisations, one school and one college. All 12 non-SDS funded providers deliver the CWR in just one Local Authority area each.

3.19 CWR delivery has been taken up by a wide range of providers, from private training companies to colleges, charities and Local Authorities. More recently, schools have also started to deliver CWR (although outwith the EF). Table 3.4, below, shows the breakdown of CWR providers for the monitoring period by organisation type, while Table 3.5 shows the split of the 4,670 young person starts by the type of provider organisation. At 23%, the number of providers who are Further Education (FE) Colleges is relatively high; this proportion has increased over time due to SDS taking active steps to increase the take-up of CWR in Colleges, specifically through partnership working with the College Development Network (CDN), although the majority of Colleges still do not deliver the CWR (the reasons for which are explored in Chapter 5).

Table 3.4 – CWR Provider by Organisation Type

Provider organisation type	Number of Providers	Percentage
Private training provider	27	39%
FE college	16	23%
Third sector	16	23%
Local Authority	10	14%
Total	69	100%

Source: SDS CTS Database. Percentages may not sum due to rounding.

Note: 'Other' includes Jobs & Business Glasgow, an ALEO to Glasgow City Council, and the Capital City Partnership, which is the lead partner in the delivery of Edinburgh's employability strategy and programme.

3.20 While private training providers make up 39% of all CWR providers, they were responsible for 56% of all starts (for the monitoring period). This reflects the fact that a number of private sector providers are established employability training organisations that are well set-up to accommodate larger numbers of young people through the Certificate than, say, charities or community groups. FE colleges and Third sector organisations, although each accounting for 23% of all providers, delivered 14% and 18% of the CWR starts over the monitoring period respectively, suggesting that they are more suited to smaller-scale delivery, or in the case of Colleges, that CWR forms a minor part of their provision.

Table 3.5 – CWR Starts by Provider Organisation Type

Provider organisation type	Number of Starts	Percentage
Private training provider	2,637	56%
Third sector	838	18%
FE college	639	14%
Local Authority	556	12%
Total	4,670	100%

Source: SDS CTS Database.

3.21 The CWR has a wide reach throughout Scotland, with provision for delivery in all 32 Scottish Local Authority areas. Some providers deliver the CWR throughout multiple areas in Scotland. For example, Life Skills Central Ltd have delivered the CWR to young people from 17 Local Authority areas spread throughout Scotland, Working Rite have delivered to 13 areas, predominantly around Edinburgh and the North East, and Barnardo's have delivered the Certificate to 11 Local Authority areas, particularly around the Highland and the North East regions. However, the majority of providers (43 providers – 62%) deliver the Certificate in one or two Local Authority areas, with a full breakdown shown in the table below.

Table 3.5 – Spread of CWR Providers across LA Areas

No of LAs delivered in	Number of Providers	Percentage
1	30	43%
2	13	19%
3	6	9%
4	7	10%
5	5	7%
6-9	5	7%
10 or more	3	4%
Total	69	100%

Source: SDS CTS Database.

3.22 As shown in Table 3.6 below, as expected, the Local Authority areas with the highest number of providers delivering the CWR are the main population centres, Glasgow City (17), South and North Lanarkshire (16 and 14 respectively) and the City of Edinburgh (13). In North Ayrshire, Midlothian,

Renfrewshire and East Lothian there are 10 providers delivering the award. Aberdeen City, despite being the third largest population cluster in Scotland, only has five providers delivering the award. In some Local Authority areas, such as Fife and City of Edinburgh, there are sub-contracting arrangements which means there are additional CWR providers (e.g. the Capital City Partnership). There will also be a greater number of providers in those areas with higher levels of youth unemployment.

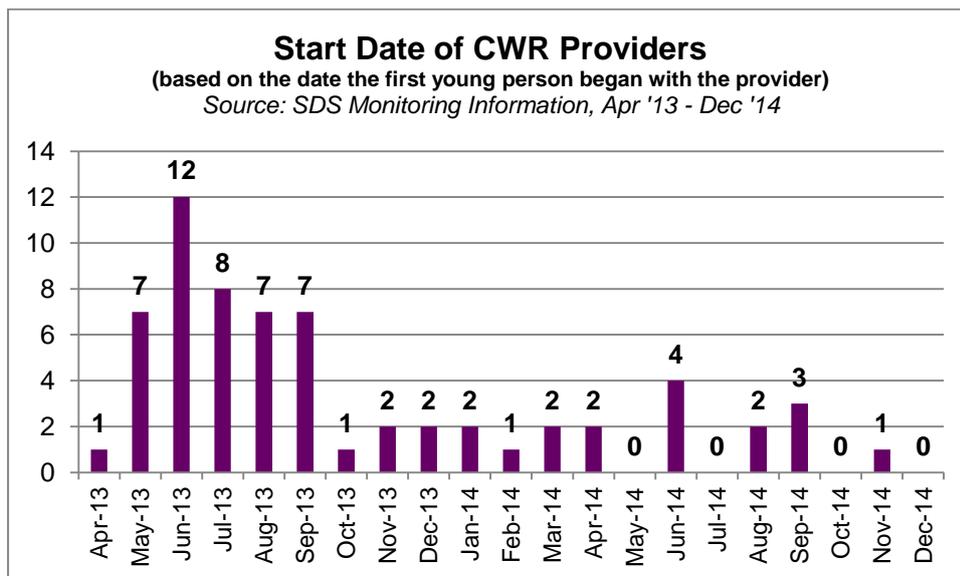
Table 3.6 – Number of Providers who have Delivered CWR in each LA

Local Authority Area	No of Providers	Local Authority Area	No of Providers	Local Authority Area	No of Providers
Glasgow City	17	Dumfries & Galloway	6	Aberdeen City	5
South Lanarkshire	16	Fife	6	Angus	5
North Lanarkshire	14	Dundee City	6	East Renfrewshire	4
City of Edinburgh	13	East Dunbartonshire	6	Clackmannanshire	3
North Ayrshire	10	Aberdeenshire	5	Falkirk	3
Midlothian	10	Perth & Kinross	5	Scottish Borders	2
Renfrewshire	10	Highland	5	Inverclyde	2
East Lothian	10	Argyll & Bute	5	Eilean Siar	2
West Lothian	9	Moray	5	Stirling	1
East Ayrshire	8	South Ayrshire	5	Shetland	1
West Dunbartonshire	6				

Source: SDS CTS Database.

3.23 New providers continue to come on stream to deliver the CWR, although the number of new providers peaked in June 2013, two months into the life of the Award. Figure 3.7 below shows the date that each CWR provider first began delivering the Award (based on the date of their first trainee start). The higher number of new providers coming on stream to deliver CWR in August/September 2013 broadly reflects the beginning of academic terms, where school or college providers are most likely to begin delivery of the Award. For other types of providers, such as private training providers, the trend is not seasonal as they can deliver the Certificate all year-round.

Figure 3.7



3.24 Although new providers continued to come on stream to provide CWR over the period to December 2014, SDS have been keen to add to this stock of providers, especially those not funded by SDS, including Colleges. As stated, 116 providers are approved by SQA to deliver the CWR (although not all do actively deliver the Award), and most of these are funded by SDS. With an

estimated 144 training providers nationally⁸, including 29 colleges⁹ and 20 Local Authority councils (110 of whom are approved to deliver EF Stage 3), there is still scope to extend the network of CWR providers across the country.

Profile of Employers

3.25 Evidence from the SDS CTS database shows that, of the 3,013 young person placements that have been recorded, approximately 1,460 different employers¹⁰ in total have been engaged, an average of just over two young people per employer (1,657 placement employers had either not been recorded or were yet to be arranged). This implies that employers typically take small numbers of young people at a time, and that providers are working with a wide range of employers to identify those for whom CWR may be appropriate. Fewer employers are taking large groups of young people to undertake the Certificate, a reflection that many employers are small and medium-sized enterprises (SMEs) and that many are using CWR as a means of recruitment and a form of trial period.

3.26 However, there are a number of exceptions. In all, 32 businesses took on ten or more CWR placements during the monitoring period. By far the most engaged employer is a large discount retailer, who has taken 75 young people from 11 different Local Authorities on to the CWR, working closely with Fife Council, Fife College, Argyll Training, M I Technologies and ten other providers, although not all placements will result in employment. Some 16 of these learners have since progressed into employment, nine of whom were recruited by the retailer once their placement was completed. Other major employers that have taken on larger numbers of CWR placements have tended to be charities, other larger 'household name' retailers or automobile services. Colleges – such as Forth Valley College (54) and Newbattle Abbey College (15) - and councils – such as Fife Council (38) and East Ayrshire Council (22) - have also taken significant numbers of CWR beneficiaries on placements. Table 3.7 below displays the ten most engaged CWR placement employers and the main providers and areas that they deliver CWR to.

3.27 It was the view, however, of one CIAG staff member that training providers use 'the same old people' and that the CWR caters to a 'different client group' and so placements have to be tailored – *'you can't just stick the young person in a placement at [large retail shop]'*. Despite this, however, some 74% of providers feel they have managed to organise rewarding and appropriate placements for their trainees (see Chapter 5).

⁸ http://www.skillsdevelopmentscotland.co.uk/media/797712/approved_ef_providers_201314__2_.pdf

⁹ <http://www.collegesscotland.ac.uk/colleges-scotland-about-us/facts-and-figures?Itemid=0>

¹⁰ Placements at different departments/venues are coded as one employer e.g. the different departments within East Ayrshire Council, different MacDonald Hotels, different Barnardo's and NHS associated organisations are only counted once.

Table 3.7 – Key CWR Placement Employers

CWR Employer Sector	No of Placements	Main Providers and Areas
Retail	75	M I Technologies (Glasgow); Argyll Training (Inverclyde); Fife College (Fife)
Construction	54	Forth Valley College (Falkirk & Stirling)
Retail	34	M I Technologies (Glasgow)
Wholesale	33	IDTC Ltd (Dundee); Argyll Training (Inverclyde)
Facilities Management	33	The Wise Group (East Ayrshire)
Hospitality	27	Capital City Partnership (Edinburgh); South Lanarkshire College (South Lanarkshire); Borders College (Borders)
Construction	25	TIGERS STA (Glasgow & Lanarkshire)
Automobile	22	M I Technologies (Glasgow)
Automobile	21	TIGERS STA (Glasgow & Renfrewshire)
Retail	20	Life Skills Central (Highland & West Lothian); Barnardos (Moray)

3.28 Due to their specific areas of expertise and/or their relationship with key employers, some CWR providers arrange placements in solely one, or a small number, of sectors/industries. For example, Sibbald and TIGERS STA only work with the construction industry, and Forth Valley College specialise in the construction, hospitality and retail sectors. The care sector is another that is popular among a large number of providers.

3.29 Evidence gathered from the ten provider visits suggest that, on the whole, the young people have a placement arranged in a sector of their choice. Some providers ask participants for their preferred (or top three) sector/ industry and make strong attempts to organise a work placement within that sector. This method helps to keep the young person engaged and providers find this approach increases the completion rate of placements.

3.30 Some providers have managed to arrange placements with large, multinational employers, particularly in the retail sector. This has been aided by corporate social responsibility strategies of large companies (e.g. Tesco, The Co-operative Group) who often wish to engage with initiatives such as CWR to fill quotas of placements that they have available.

3.31 The geographical location of the employers closely mirrors the location of the CWR participants as shown at Figure 3.3 above. This is because provider staff tend to make a conscious effort to arrange an employer placement near to the young person's home or near to the provider, as travelling long distances to placements is found to demotivate the young person and increase drop-out rates.

Completion and Progression

3.32 As per EF official statistics, outputs and outcomes for those who **left** the CWR during the 2013/14 financial year only are analysed. In all, there were 1,722 CWR leavers in the 2013/14 financial year, with Table 3.8 below showing a breakdown of 2013/14 leavers by age. The vast majority of CWR leavers during this time were aged 16-17 (80%).

Table 3.8 – 2013/14 Leavers by Age

Age Band	n	%
15	34	2
16-17	1,369	80
18-24	289	17
25+	30	2
Total	1,722	100

3.33 A CWR completion, or an output, is defined as SCQF credit rated certification including a full employability award¹¹. In all, of the 2013/14 CWR leavers, 882 achieved an output at Stage 3 – a **completion rate of 51%**. This is a positive result for SDS and the CWR, and is higher than the total output rate for EF Stage 3 for the same period (47%), as shown below in Table 3.9.

3.34 A CWR progression, or an outcome, is defined as either a job related outcome (progression to a job, Modern Apprenticeship or self-employment) or a progression outcome (progression to the next stage of the Strategic Skills Pipeline (SSP) or a more advanced form of learning). In all, 708 of the 2013/14 CWR leavers achieved an outcome. This translates to a **progression rate of 41%**. Again, as shown at Table 3.9, this is slightly above EF Stage 3 total outcome rate of 40% for the 2013/14 financial year.

Table 3.9 – Leavers, Outputs and Outcomes for CWR and EF Stage 3

2013/14	CWR		EF Stage 3	
Leavers	1,722	-	6,596	-
Outputs	877	51%	3,092	47%
Outcomes	702	41%	2,635	40%

3.35 In addition, of those 877 trainees who completed the Certificate in 2013/14, some 530 trainees progressed to an outcome, meaning that **of those that complete CWR, 60% are progressing**. This is encouraging and close to more targeted and/or longer forms of support. For example, CWR at 60% progression is close to Glasgow City's Opportunities for All (OfA) youth employability programme (64% progression for completers¹²) which also offers a number of Stage 4 projects and some specific targeting, and Highland Council's Youth Trainee Project (YTP) (69%¹³), which involves a much longer, six month work placement at the council and is aimed at 16-24 year olds on Stage 4 of the SSP. The destination of CWR leavers are shown in the table below – some 45% of completers progress into employment (job or MA), while 16% progress to Stage 4 or to a more advanced form of learning.

Table 3.10 – Outcomes Types for 2013/14 Outputs

2013/14	CWR	
Outputs	877	100%
Job	242	28%
MA	149	17%
Stage 4	113	13%
More advanced learning	26	3%
Total	530	60%

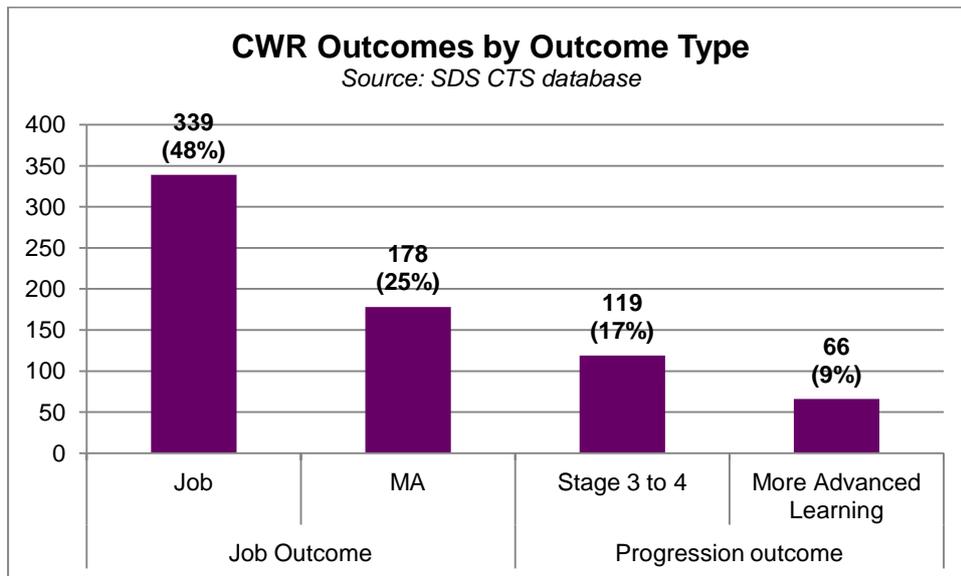
¹¹ SDS Employability Fund Statistics (outcomes and outputs for leavers in 2013/14) published 10th Feb 2015.

¹² ekosgen (2014) *Evaluation of Opportunities for All*. Page 18. Produced for Glasgow City Council.

¹³ ekosgen (2015) *Evaluation of the Youth Trainee Project*. Page 15. Produced for Highland Council.

3.36 Of the total number (702) of CWR outcomes achieved, 74% (517) were job related outcomes (progression to a job or a MA), as shown by Figure 3.8 overleaf. The remaining 26% were progression related outcomes (progression to the next stage of the SSP or a more advanced form of learning). Outcomes achieved are slightly over-represented by 16-17 year olds, (83% of the outcomes have been achieved by 16-17 year olds, who make up 80% of all leavers) and slightly under-represented by 18-24 year olds (14% of outcomes have been achieved by 18-24 year olds, who make up 17% of all leavers).

Figure 3.8



3.37 As shown at Table 3.10, some 61% of CWR leavers in 2013/14 achieved an output, an outcome or both. This is slightly lower than the corresponding figure for all leavers on EF Stage 3 (63%). However, of these, CWR delivers a higher proportion of trainees who achieve both an output and an outcome (31%) than EF Stage 3 as a whole (25%), which suggests that gaining CWR certification stands trainees in good stead when looking to progress to employment or further training.

Table 3.10 – Output, Outcome or Both for CWR and EF Stage 3

2013/14	CWR		EF Stage 3	
Leavers	1,722	-	6,596	-
Output, outcome or both	1,049	61%	4,138	63%
No output or outcome	673	39%	2,458	37%

3.38 The CWR progression rate of 41% for all those who left the CWR during 2013/14 is a positive return for the CWR and SDS, especially during the first year of delivery. As stated, it is in line with the progression rate for EF Stage 3 (which also includes the Falkirk Employability Award and other employability awards). For 2014/15 EF statistics published in 2015 shows that at Stages 2 and 3, leavers that achieved a CWR or Falkirk employability award were more likely to have a job outcome compared to leavers with other SCQF rated employability certification (44% of leavers with a CWR/Falkirk Award compared to 19% of leavers with other employability certification).

3.39 It also compares favourably to a 2006 evaluation of Get Ready for Work (GRFW) and Lifeskills which estimated a GRFW progression rate of 35% for the four years to 2006 and 13% for Lifeskills for the same period¹⁴. The 2014 evaluation of the OfA programme for Glasgow City Council,

¹⁴ Smart Consultancy and Eddy Adams Consultants (2006) *Get Ready for Work Programme Evaluation*. Produced for Scottish Enterprise National.

a youth employability initiative consisting of 12 different projects, found a 31% progression rate for the largest project, Connect 3, which sits at Stage 3 of the SSP¹⁵..

3.40 Where there were progressions into employment or MAs, and both the CWR placement employer and the outcome employer were recorded, some 57% of young people progressed **with their CWR placement employer**, split 73% for those into employment and 27% for those into a MA. The 57% is likely to be an under-estimation due to some placement and progression employers not being accurately recorded by training providers. This is substantial evidence that a large proportion of employers are using the CWR as a recruitment tool, with specific vacancies in mind for the young people at the end of the placement if they perform sufficiently.

Key Point Summary

- In total, 4,670 young people started on the CWR between April 2013 and December 2014, over one third of whom (38%) started in the first six month period April to September 2014.
- Almost two thirds (63%) of CWR starts have been male, and the vast majority of starts (79%) are aged 16 to 17 years old. The CWR starts are spread across Scotland, with delivery in 31 Local Authorities.
- Glasgow City, Fife and North Lanarkshire have delivered the highest numbers of young people starts, although starts as a proportion of 16-19 year olds not in education, training or employment have been highest in Eilean Siar, Argyll and Bute and Dumfries and Galloway.
- Almost half (49%) of young people entered the CWR following school, some were previously unemployed but looking for a job and some came from college. Most found out about the Certificate through a careers advisor or school teacher/ college tutor, and were motivated to engage because they wanted to get a job and/or work experience.
- A large number of providers have engaged with CWR although SDS is keen to increase this number. Of the 69 CWR providers in Scotland as of December 2014, 18 were private training providers, who delivered 55% of total starts. Other provider types at that point in time included FE colleges (16), Third sector organisations (15) and Local Authorities (10).
- A wide range of employers have been engaged with, with 1,460 recorded by December 2014. Employers are typically taking on single or double placements, as opposed to groups of young people, although some larger companies have accommodated more placements.
- Construction, retail, hospitality and care are popular sectors for the CWR. Colleges and Local Authorities have also taken on significant numbers of placements, although this may be due to mis-coding when reporting, and there continue to be challenges increasing the number of College providers delivering the Award.
- During the 2013/14 financial year, young people on the CWR achieved a 51% completion (output) rate and 41% progression (outcome) rate. The progression rate compares favourably with other Stage 3 provision, and 57% of those progressing to employment are doing so with their placement provider.

¹⁵ ekosgen (2014) *Evaluation of Opportunities for All*. Page 18. Produced for Glasgow City Council.

4 Young Person Experiences and Benefits

Introduction

4.1 This chapter describes the journey undertaken by young people through the CWR process, and provides feedback on their experiences of the Award.

4.2 The analysis here is based on the views of 65 young people, broken down into 43 young people currently engaged with the CWR, gathered through the 10 CWR provider fieldwork visits, and telephone surveys of 14 young people who have previously completed the Award and eight who left early. The current young people's views were gathered either from focus groups or one-to-one interviews. Where answers do not tally to 65 this is because not all the young people gave responses to every question. A full list of the providers engaged with through the fieldwork visits is included at Appendix A.

Profile of Surveyed Young People

4.3 The young people varied in age from 15 years to 19 years old. They were spread across a number of different Local Authority areas in Scotland, including Glasgow City, Edinburgh, Falkirk, Lanarkshire, Fife, West Lothian and Aberdeen City and Shire, drawn from both urban and rural areas.

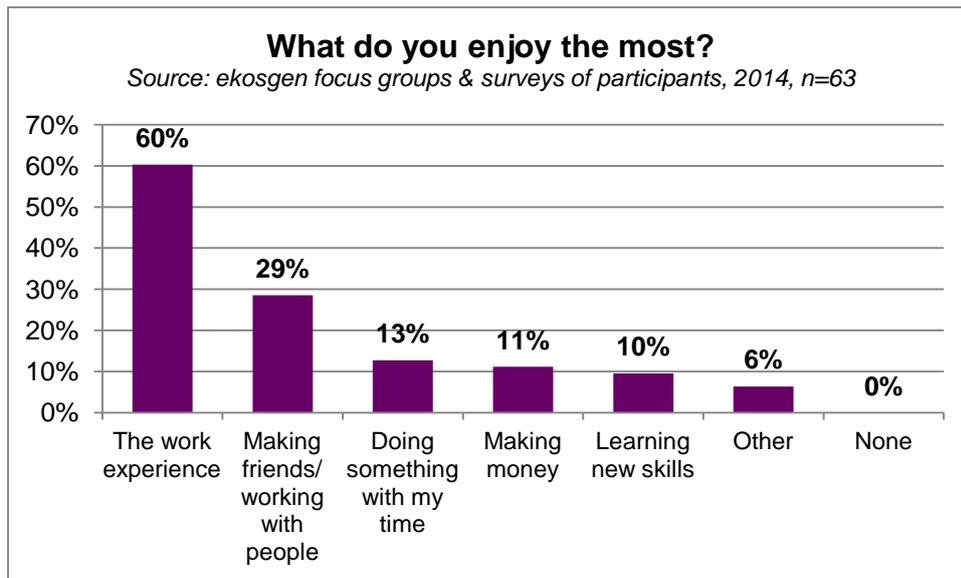
4.4 The 43 young people were engaged with 10 CWR providers – made up of four private training organisations, two FE/HE institutions, two third sector organisations, one school and one Local Authority arms-length organisation – in order to attain a varied sample of provider type. Some providers, for example Barnardo's, work with more disadvantaged young people than are generally found at Stage 3 of the pipeline.

4.5 The vast majority of the young people who participated in the focus groups were currently participating in the CWR, with most around the half-way stage of their employer placement, having completed the course-based elements. This meant that they were able to give meaningful feedback regarding their time spent with the provider, their experiences of the placement, and their expectations for the future after completing the CWR. Occasionally some young people who had already completed the whole Certificate were asked back by the provider to participate in the workshop to help provide more varied perspectives.

Experience of CWR

4.6 The majority of the young people found the work experience the most enjoyable aspect of the course, as shown at Figure 4.1. This is positive and is good feedback given the strong motivation of young people engaged with CWR to gain employment. At the same time, there is a strong social element and benefit of CWR ('making friends' and 'working with people'), reported by more than a quarter of beneficiaries. This suggests a social benefit/ impact is being generated as a result of the class-based element of CWR, as well as the work placement.

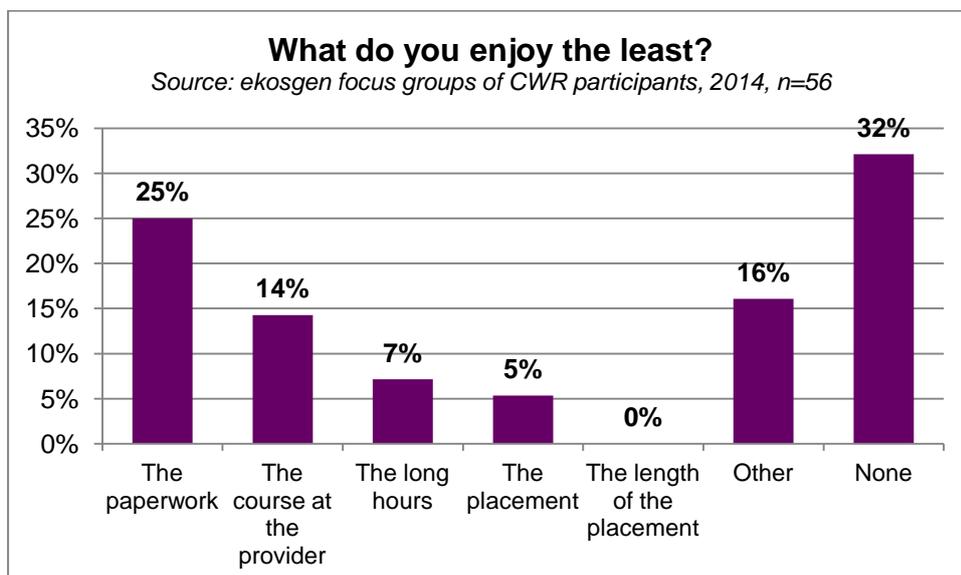
Figure 4.1



4.7 The most beneficial element of CWR cited (which could be different from the ‘most enjoyable’ elements) was the work experience i.e. improving job prospects (33 of 63 responses, 52%). A small number of young people found the most beneficial aspect to be earning an income (11%) and enjoyment (8%), and there was a wide variety of other responses including a boost in confidence; increased self-esteem; an improvement in social skills; the support of the provider staff throughout the Certificate; being part of a team; and the realisation of career ambitions.

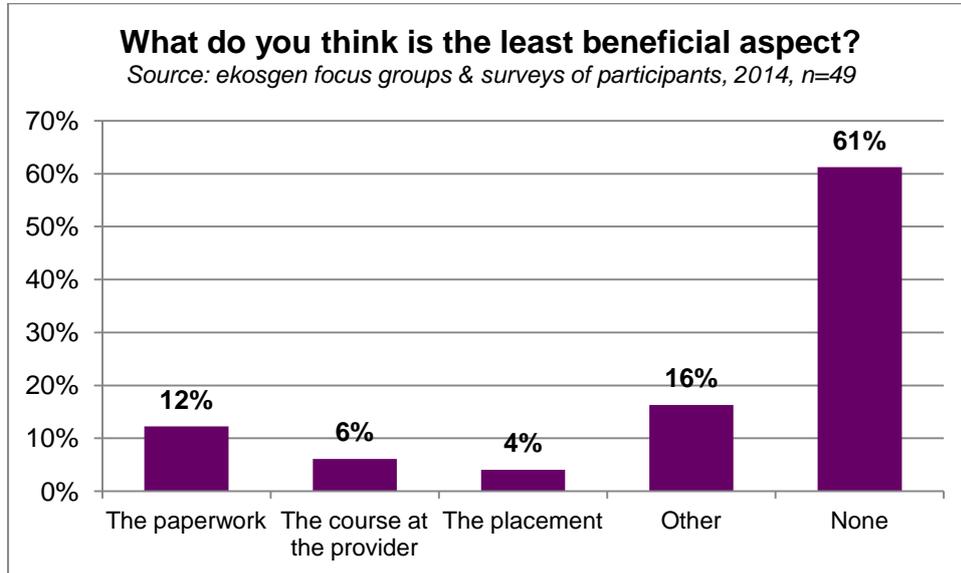
4.8 Around a third of the young people said there were no elements of CWR that they enjoyed the least (18 of 56, 32%), as shown in Figure 4.2. Where there was negative feedback, this related to the levels of paperwork (14 responses, 25%), the course at the provider (8, 14%) and the long hours involved in the class room element and the placement (4, 7%). Just three found the placement itself the least enjoyable component of the Certificate, although this was related to specific tasks in particular, and, whilst there was some inevitable pushback around the paperwork/class-based elements when asked, the young people generally found the class-based element useful, along with the work experience.

Figure 4.2



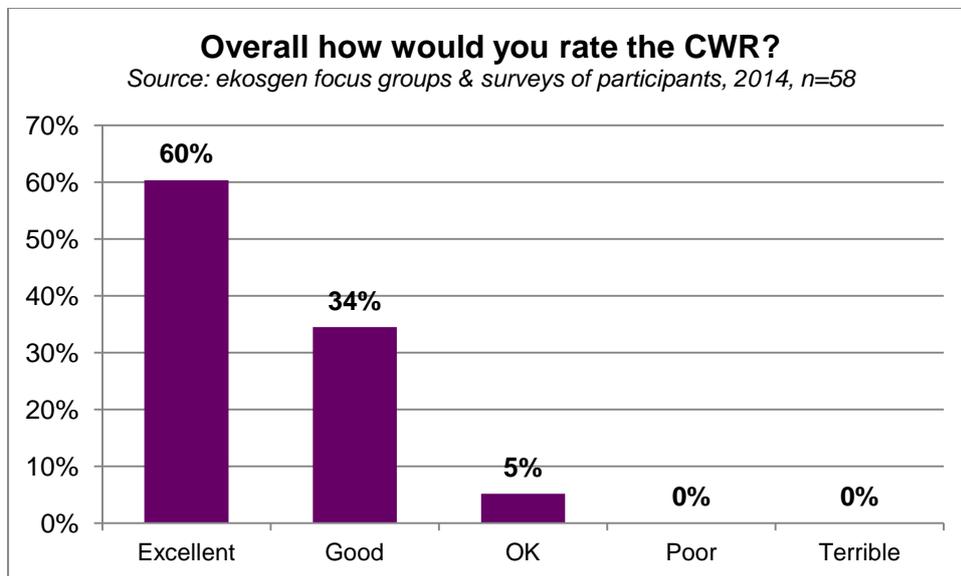
4.9 The following chart illustrates the point that whilst the young person may not have *enjoyed* the paperwork or the course (25% and 14%), far fewer said that this was not beneficial (12% and 6%). Nearly two thirds (30 out of 49, 61%) stated that no elements of CWR were ‘the least beneficial’.

Figure 4.3



4.10 The positive feedback is reflected in the following chart. In all, 60% (35 of 59 respondents) rated CWR as excellent and 34% (20 respondents) rated it good. Just three participants said that CWR was OK, no participant responded negatively. This is extremely good feedback on the class/ assessed work-experience combination provided through the CWR.

Figure 4.4



4.11 Young people were asked to explain the reasons for their rating of the CWR, with some of the reasons given for positive ratings as follows:

[without the CWR] I would be pulling my hair out'

[without the CWR] I would be at the job centre'

[it has] made me comfortable talking to people and projecting confidence'

*'I have gained confidence, discovered what I want to do, and tried out new things'
'has improved my confidence, [I have] learned new skills and awareness of what work is like'
'the money was good. We were all showed how to do tasks on placement and treated like an
employee. Also, we had mentors.'*

4.12 Comments from two of the young people who rated the CWR as 'good' are provided below, providing slightly negative feedback of the repetitiveness of the CWR units and the ease of the work placement:

*[CWR] has taught me a variety of different aspects of the construction course, would be excellent if
the class work was less repetitive'*

'I'm doing admin on my placement so it's too easy'

Reported Benefits by Young People

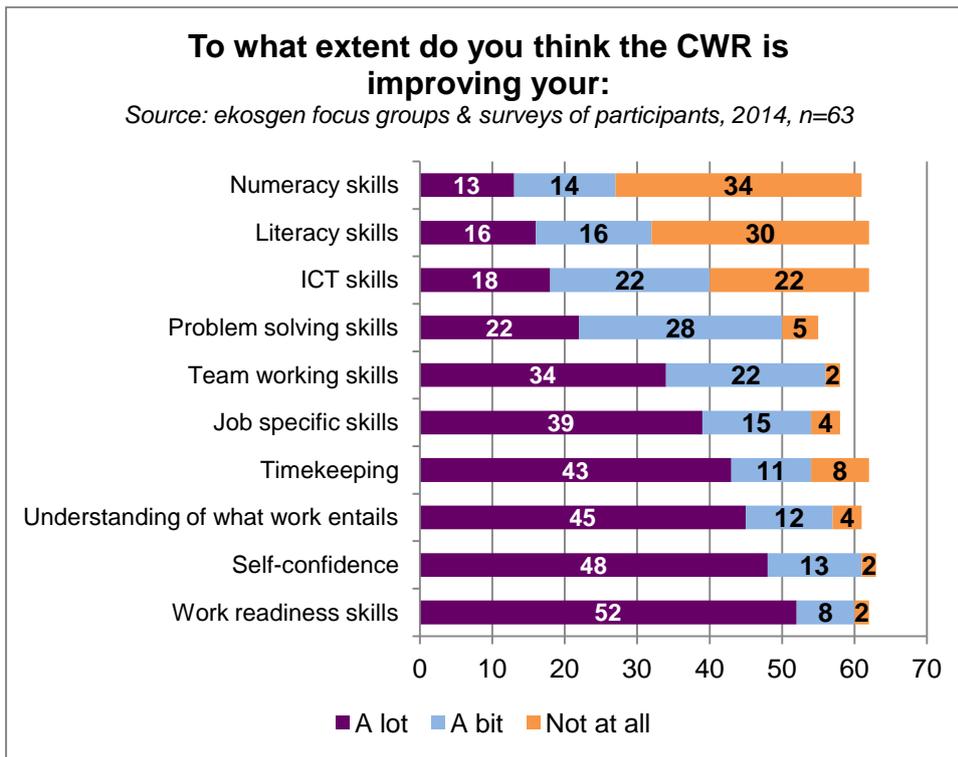
4.13 CWR is improving a range of different skills amongst young people. Nearly all (97%) reported that CWR improved their work readiness skills, and following this, the next most frequently cited improvement was around self-confidence. This was reinforced with providers and trainers who report that the level of self-confidence on Day 1 for many young people was very low indeed; but that this improved markedly during the class-based element and further still as a result of the work placement.

4.14 CWR clearly helps improve the work readiness of young people; the majority reported that CWR both improved their understanding of what work entails and that it had improved job specific skills (many were doing very practical jobs or placements, such as plumbing or joinery).

4.15 The group work nature of the CWR class-based element was the principal reason for strong feedback that CWR helps young people to develop their team working skills. This was often identified as the part that was most fun and rewarding. In all, 56 of the 58 respondents (97%) stated that their team working had improved a lot (34), or a bit (22) as a result of the CWR. The work placement also helped the young person feel part of a team.

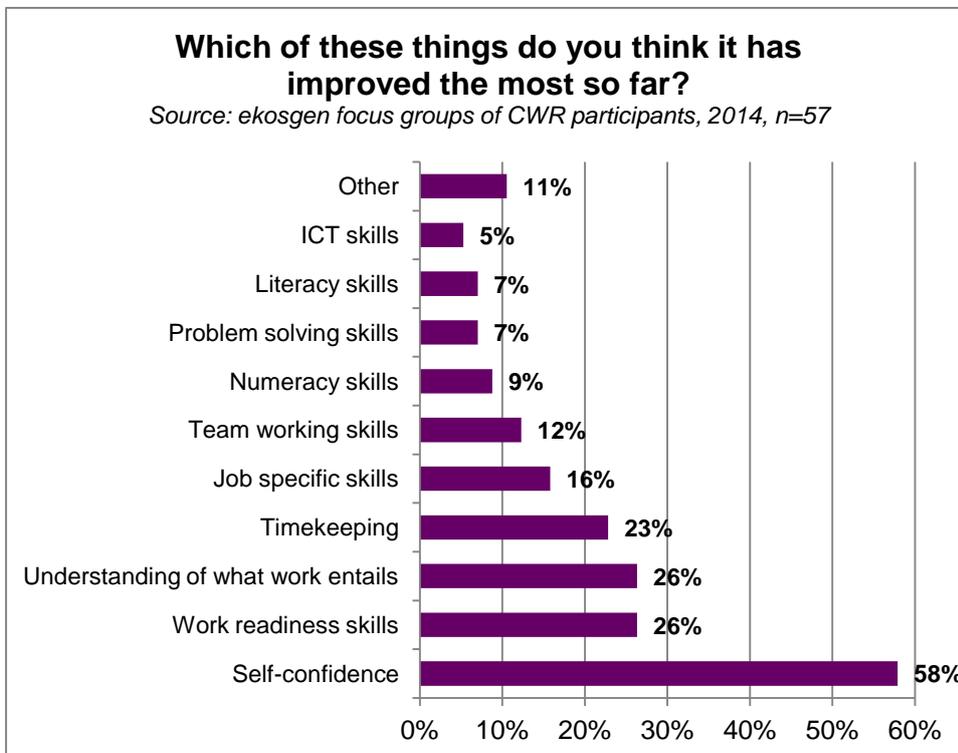
4.16 The skills less frequently cited as improved included numeracy and literacy. Young people (rightly or wrongly) typically felt their skills were already adequate in this area. Less than a quarter stated that they had improved their literacy or numeracy skills a lot through CWR, although trainers often commented on the basic or even weak existing level of skill in these areas.

Figure 4.5



4.17 Self-confidence is clearly the aspect that young people felt they had improved the most. In all, 58% of respondents stated that they had improved their self-confidence.

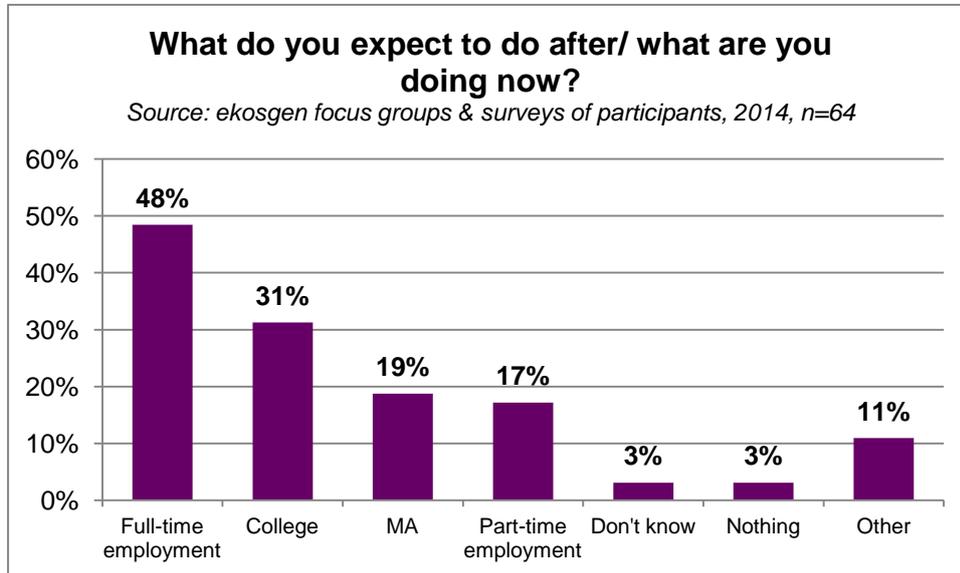
Figure 4.6



4.18 In terms of their plans after the CWR (for those currently engaged) or what they're currently doing (for the completers and early leavers), the largest proportion of young people (42, 66%) expect

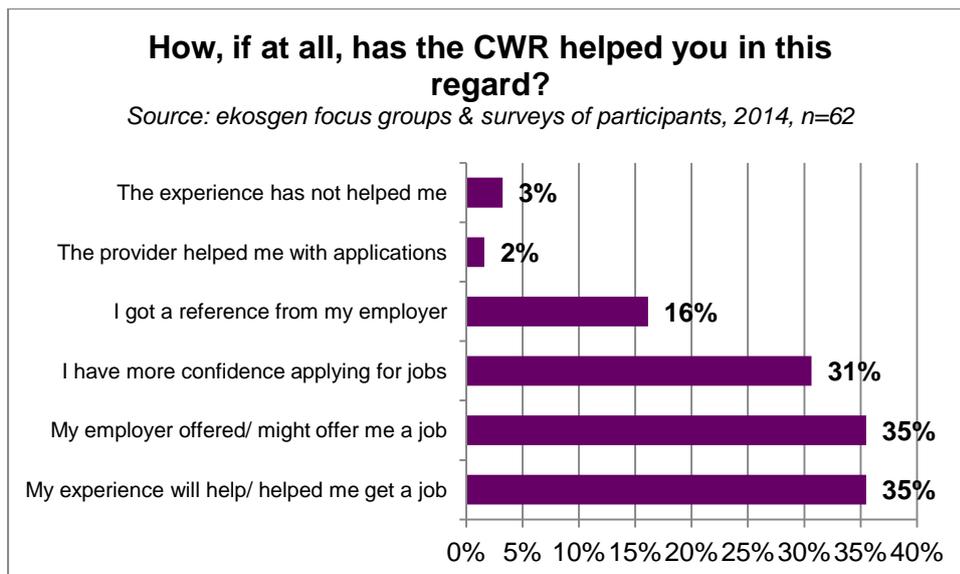
to go/have gone in to employment, although a significant proportion also expect to go/ have gone on to College post-CWR (20, 31%). Encouragingly, 12 (19%) expected to progress/ have progressed to a Modern Apprenticeship. These are higher proportions of young people than those 2013/14 leavers who have already progressed into employment (48%), an MA (25%) and college (9%), as previously analysed at Figure 3.8.

Figure 4.7



4.19 The work placement experience and gaining a job from the placement employer were cited as the most important aspects of CWR in helping the young person achieve the positive outcome expected above (both 22 responses, 35% each). Several young people from each group (current, completers and early leavers) had actually been offered a job post-placement. A further ten (16%) had received a reference from their employer. The value of CWR in increasing the self-confidence of young people is also clear, with 19 (31%) reporting that they have more confidence to apply for jobs.

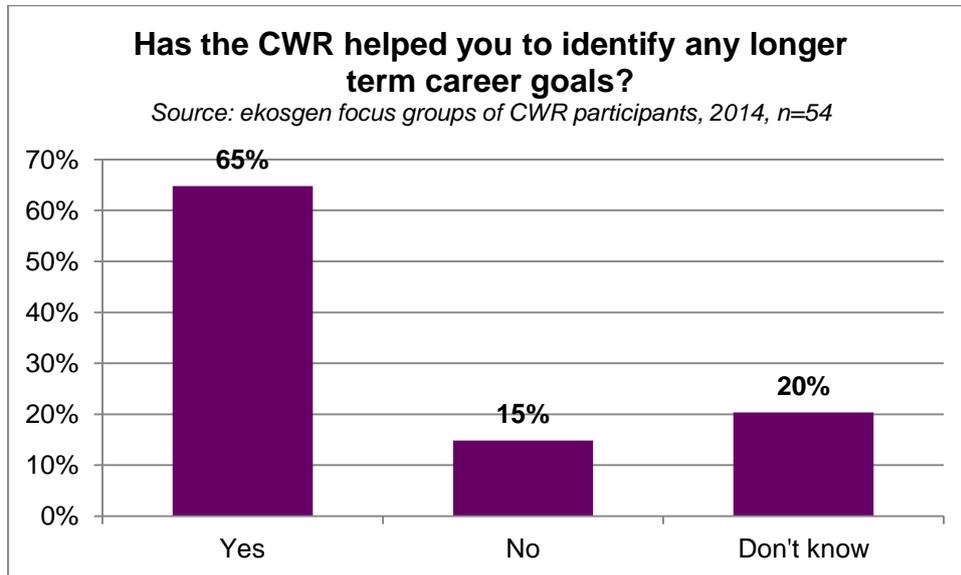
Figure 4.8



4.20 CWR has helped to crystallise the longer-term career goals of many participants (35 respondents, 65%). Some were clear on what career they wished to pursue prior to CWR, and a

number had taken up placements related to their preferred career. For the majority of others however, taking part in CWR and gaining experience with an employer has helped them to decide their longer-term career aspirations.

Figure 4.9

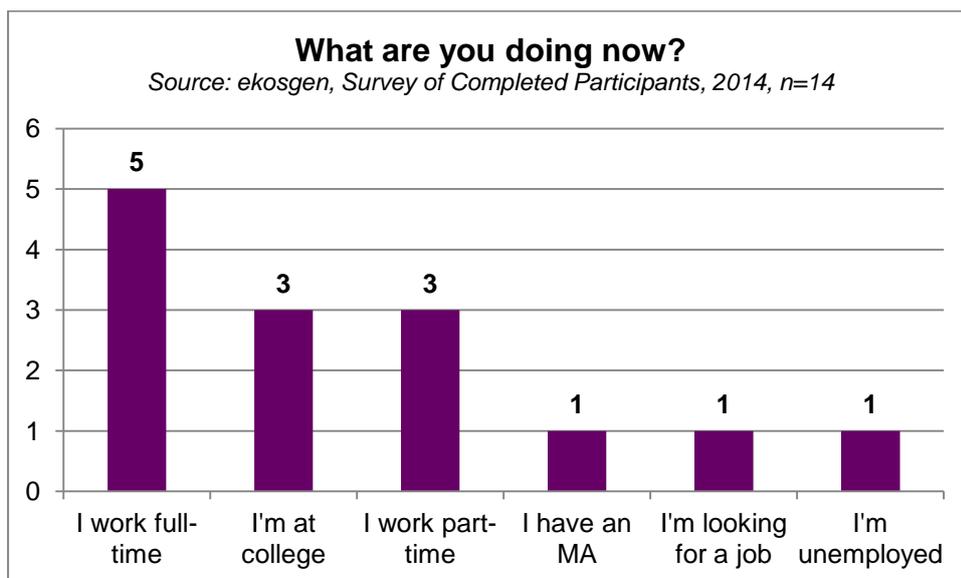


4.21 Young people were asked if they would recommend the CWR to other young people, with 58 of 59 stating that they would, and one unsure, a very strong endorsement of the CWR approach.

Completed Participants

4.22 As previously mentioned, 14 CWR completers were surveyed by telephone. Nine completers (64%) are now working, either full-time or part-time, and three are studying at college. Of the remaining two CWR completers, one is looking for a job, and one is unemployed but not actively searching for a job.

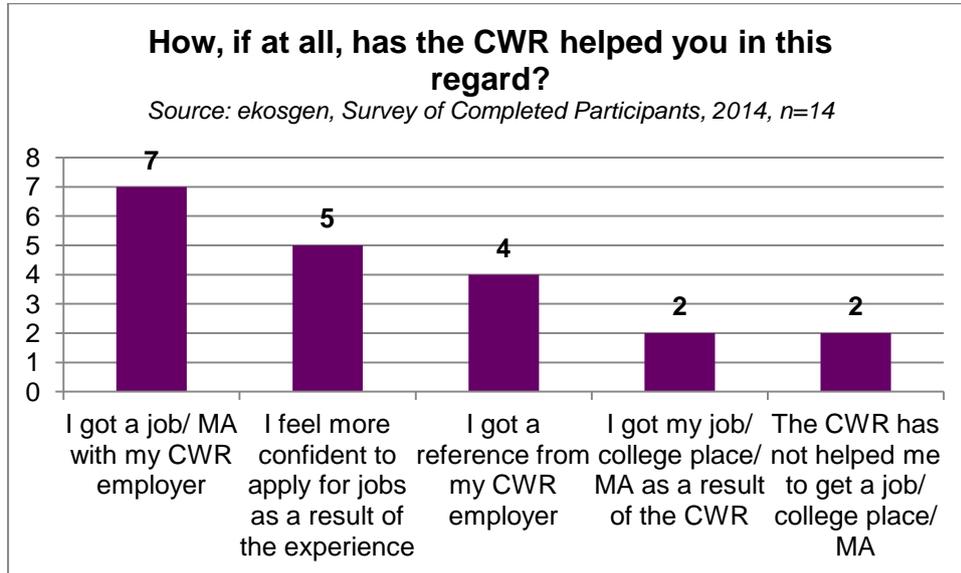
Figure 4.10



4.23 Completers were asked how, if at all, completing the CWR has helped them get to where they are now. Half (50%) of completers gained employment or an MA with their CWR employer, while

an increase in confidence when applying for jobs and an employer reference were also deemed helpful elements of the young people’s experiences. Two CWR completers (14%) stated that the experience had not helped them to progress to a positive destination.

Figure 4.11



Early Leavers

4.24 We surveyed eight young people who left the CWR early. Seven of the young people left during the work placement part of the Certificate and one left pre-placement during the time spent with the provider.

4.25 Six of the eight early leavers left the Certificate because they were progressing into positive destinations, despite not completing the CWR – three young people were offered a job, two gained a place at college and one went into a Modern Apprenticeship. Whilst the provider could have completed the CWR with the young person whilst they had moved in to employment early this does not appear to have been the case. SDS are actively encouraging providers and young people to complete CWR, even after they go into employment. One young person left due to personal reasons, and the young person who left pre-placement did so because ‘the match-up with the employer was not suitable’.

4.26 When asked what they are doing now, two young people were at college, two worked full-time two had a Modern Apprenticeship and two were looking for a job. Furthermore, the early leavers were asked how, if at all, the CWR had helped them to get to where they are now. The two young people working full-time were employed by their CWR employer, while of the two doing the MA, one got a reference from their CWR employer and one cited their ‘improved behaviour and attitude’ as the reason for gaining an MA, with their trainer happy to let them go early. Similarly, the two young people at college felt that they gained their college place as a result of the CWR despite the non-completion. Lastly, the two young people who are searching for employment stated that they now feel more confident applying for jobs as a result of their CWR experiences.

4.27 Training providers involved in the fieldwork at Wave One (September - October 2014) were revisited in Wave Two (April – May 2015), to allow significant time to have lapsed for them to reflect on any changes or developments in the delivery of CWR. All were asked about the reasons for any early leavers departing from their programme. For many providers, those leaving CWR early had done so for positive reasons (i.e. to go into employment or an MA). A number of other, non-CWR related issues were cited, including issues at home preventing the young person from continuing (3),

a change of career goals (1), sign-off through injury (1), mental health issues (1), deciding to return to school (1), personal issues (1) and substance abuse (1).

4.28 There were, however, a relatively significant number (over ten) of early leavers who left due to negative reasons associated with the Award – these being mainly poor attendance/ time-keeping (at the training provider and on the work placement) and behavioural issues. One college, with a focus on delivering the CWR to young people wishing to work in the construction sector, who had perhaps had the largest number of early leavers, indicated that inconsistent and poor behaviour, the early starting time required for construction, and a lack of effort whilst on placement were the main reasons for drop-outs.

4.29 There was feedback from CIAG staff and wider stakeholders, many stating that they were unaware of negative reasons for leaving early, or that there was no single main reason. One SDS staff member felt that non-completion largely occurred where training providers had placed inappropriate young people on the CWR, or where young people had self-referred and found that the CWR was not what they had expected.

4.30 On the whole, this is very positive feedback for the Certificate. Not all beneficiaries may be completing the course, but this is due to some gaining employment or college places during their time on the CWR and deciding to leave for these positive destinations. The feedback from those that left early for other reasons was that the CWR experience had still been helpful for their confidence and/or future employment prospects. It is important to note however that this is a small survey of sample of early leavers which is unlikely to be fully representative of the total number of early leavers, especially since those early leavers most likely to respond to the survey may also have been the ones with a more positive experience than the all early leaver group.

Key Point Summary

- Young people tend to enjoy the work placement aspect of the CWR the most, and also find it the most beneficial element, citing that it improves their future job prospects.
- Young people generally find the amount of paperwork required for the course to be the least enjoyable element of the experience although a smaller proportion identify this as least beneficial.
- In all, 95% of young people rate the CWR as either 'excellent' or 'good', giving feedback that the whole process has been enjoyable and helped improve their confidence. A big increase in work-readiness skills (84%), self-confidence (76%) and an understanding of what work entails (74%) were experienced by CWR participants with self-confidence identified as being by far the most improved aspect.
- The majority of young people expect to progress/ have progressed into employment (66%) or college (31%) after completing the CWR, a very positive finding. It was felt that the work experience will be of greatest benefit in helping them to achieve this.
- Some 86% of CWR completers surveyed had already progressed into a positive destination, and felt that their experiences with CWR had been pivotal in this (i.e. some had been employed by their CWR employer). This is higher than the positive destination rate recorded in the monitoring data in Chapter 3 (60%).
- Where there are young people leaving the CWR early, this tends to be for positive reasons (progressing into jobs or MAs). Where negative reasons were cited, these were more to do

with issues with the trainee's personal/ home life, or that on occasions they were inappropriate referrals to the Award in the first place, rather than any criticism of the CWR itself.

- Finally, there was still positive feedback on CWR from providers and the small number of young people surveyed who had left the course early, as most had left to progress into employment/MA or Further Education, while others who left for more negative reasons tended to still felt the experience had been valuable.

5 Provider Experiences and Benefits

Introduction

5.1 This chapter reviews CWR from the perspective of providers. For all providers CWR is new, however some providers were better set-up to take on CWR at the outset, for example those with strong existing relationships with employers or those with already qualified/accredited trainers. Nonetheless, even for these providers, CWR is a new Award and there have been a range of responses to this challenge.

Profile of Surveyed Providers

5.2 The analysis below is based on a survey of 36 provider staff, a 42% response rate of those invited to participate. Their views were gathered via an online survey. More in-depth provider perspectives were gathered from provider staff focus groups during the 10 site visits and these views are reflected in the commentary. The breakdown of provider respondents by organisation type are shown in the table below, and are, on the whole, representative of the total sample of CWR providers in Scotland.

Table 5.1 – Representativeness of Provider Survey Sample (by organisation type)

Provider Organisation Type	Surveyed Providers	All Providers
Private training provider	55%	44%
Third sector	29%	24%
FE college	6%	15%
Local Authority	10%	15%
School	0%	2%
Total	100%	100%

Source: SDS List of CWR Providers (2014) and ekosgen 2014 online survey of providers.

Note: breakdown of all providers different to that at Table 3.4 because it includes non-EF funded providers.

5.3 Similarly, as shown in the table below, the sample of surveyed providers (both online and those visited) is representative of the total number of CWR providers who are SDS funded and those who are non-SDS funded.

Table 5.2 – Representativeness of Provider Survey Sample (by funding model)

Provider Funding	Surveyed Providers	All Providers
SDS funded	85%	83%
Non-SDS funded	15%	17%
Total	100%	100%

Source: SDS List of CWR Providers (2014) and ekosgen 2014 online survey of providers.

5.4 In all, providers had started an average of 41 young people on CWR, ranging from 1 start to 250. Amongst the providers surveyed, 60% of their starts were male and 40% female (and some delivered CWR for all male or all female cohorts), which is a higher proportion of females than in the overall statistics. This may suggest that the male take up of CWR is increasing (the monitoring data analysed in Chapter 3 captured slightly more recent data than our provider survey), although the higher representation may also be due to the nature of our sample.

5.5 In all, 73% of surveyed provider starts were aged 16-17, lower than indicated by the overall monitoring data (79%), and 27% are aged 18+. Again the slight change in representation (see Table 3.1) may be due to an increase in take up from older young people, or due to our survey sample.

CWR from a Provider Perspective

Added Value

5.6 Amongst providers delivering CWR the Award has largely been welcomed. As shown in Figure 5.1 below, just 2 (6%) consider that CWR is duplicating existing provision, and for 9 (26%) CWR is vital – with nothing else being delivered which is similar in any way. For the most part, providers consider CWR as important, with 22 (65%) regarding it as complementary to other provision.

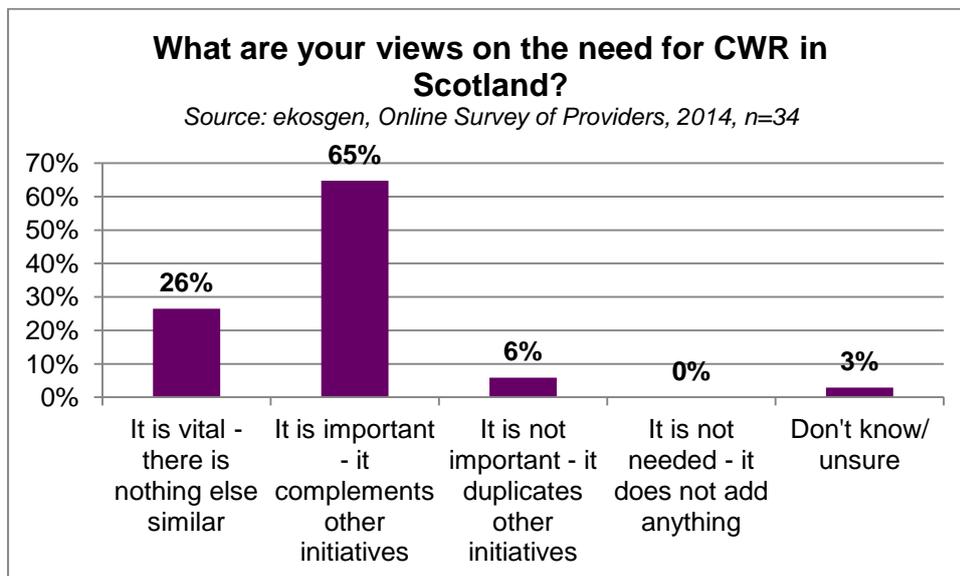
5.7 A number of providers consider the work placement element as adding most value, with one stating that *'it provides work placement in a real working environment. The experience is an invaluable insight into real working life'*. However, for most it is the combination of the work placement and the qualification that is the most valuable, as shown by the following feedback:

'Work placement element of award adds value as it allows young people not only to gain valuable real work experience but gain a qualification in the process.'

'Direct input from placement employer makes a difference between passing or failing, it gives real work experience and qualification'

5.8 This combination of qualification and experience was identified as the key differentiator to other employability initiatives or awards available. A minority of views (less than 10%) were more negative, with one provider saying they do not feel it adds anything and another critical of the amount of paperwork involved.

Figure 5.1



Views on the 190 Hours

5.9 More than seven in 10 providers report that the 190 hours is important in preparing participants for the world of work. A sizeable minority (23%) think that this should be less, although this proportion is lower than may have been thought prior to the research. For the majority, the 190 is appropriate – a view borne out by the 10 site visits. A provider view is shown below.

'I think the minimum 190 hours work experience is key because I feel the participants respond better at their placement. However, to get the qualification on top of this makes it a very worthwhile award.'

'keep the 190 hours, it teaches the stickability factor'

5.10 Further, the majority of providers (60%) reported that it was appropriate in terms of the easy/difficulty in persuading employers to sign up. However, around one third of providers (32%) felt that this was not appropriate – with nearly all thinking less hours would be more appropriate. This proportion consisted of all types of providers (private, colleges, third sector and LAs) suggested that employer engagement can be just as challenging for all provider types. Of interest, however, is feedback from employers which suggests the 190 hours is appropriate, or that it should be longer still.

5.11 Views on the appropriateness of CWR in preparing young people for the world of work, and the ease of signing up employers to participate in CWR, do not vary by the type of provider organisation.

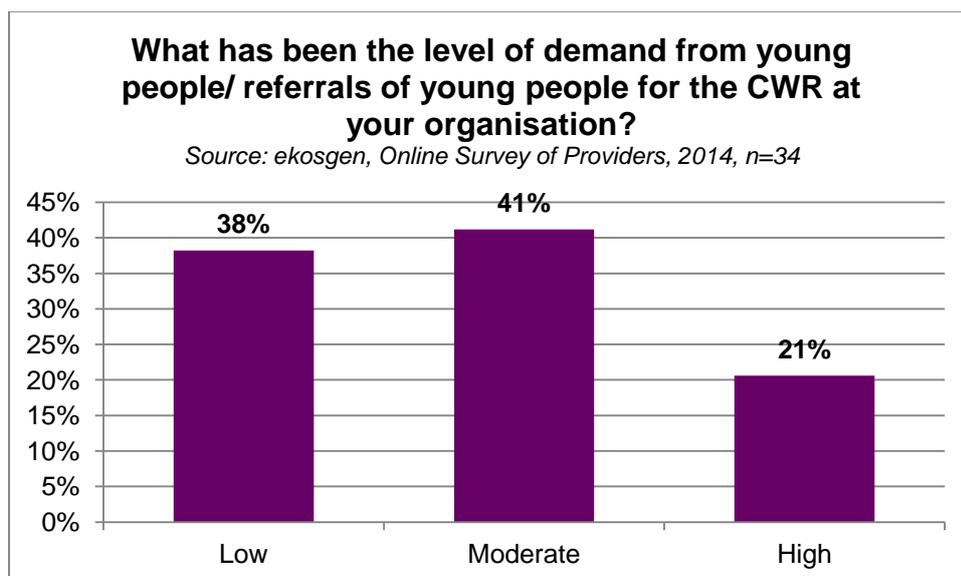
Table 5.3 – Provider Views on the 190 Hours

What are your views on the CWR requirement for a young person to have 190 hours of work experience, in terms of:				
	Appropriate	Not appropriate – should be more hours	Not appropriate – should be less hours	Don't know
The extent to which this prepares participants for the world of work?	25 (71%)	1 (3%)	8 (23%)	1 (3%)
The ease/difficulty of persuading employers to sign up to a commitment of this size?	21 (60%)	1 (3%)	10 (29%)	3 (9%)

Referrals

5.12 The level of demand for the CWR varies for providers. In all, 61% of providers felt that demand from young people/ referrals of young people for the CWR at their organisation was moderate (41%) or high (21%). However, 38% felt that demand was low which is likely to reflect that the Award is relatively new and awareness levels are low.

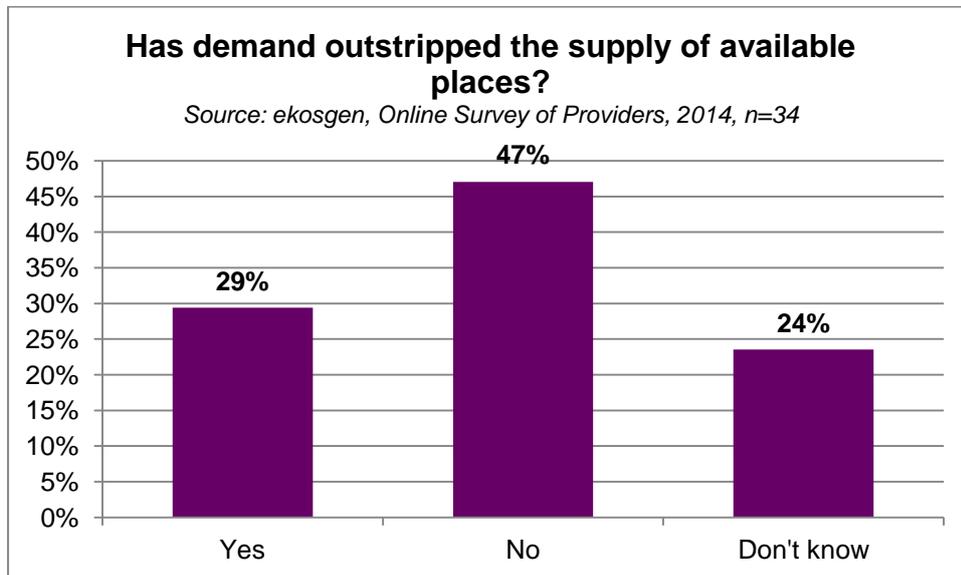
Figure 5.2



5.13 Overall, as shown below in Figure 5.3, just under half of providers (47%) felt that demand had not outstripped the supply of available places. Nevertheless, 29% of providers felt that demand

had outstripped supply of available places, higher than the 21% who stated, in Figure 5.2 above, that demand was high.

Figure 5.3



5.14 Of those who stated that demand had outstripped the supply of available places, some providers are constrained by their EF contract. Comments included:

'We have had a high success rate of stage 2 moving onto stage 3 as well as a high demand for stage 3 places'

'The EF contract only allows 15 outputs to be claimed under CWR and we have potentially 30 candidates'

'Yes due to our contract being used within first 6 months we have only 43 places available from Oct 14 - Mar 15 ,and we have the capacity to take at least 10 per week'

5.15 However, not all organisations had experienced high demand, with further comments from those who had a surplus in the supply of available places including:

'We are struggling to get young people to sign up for this qualification'

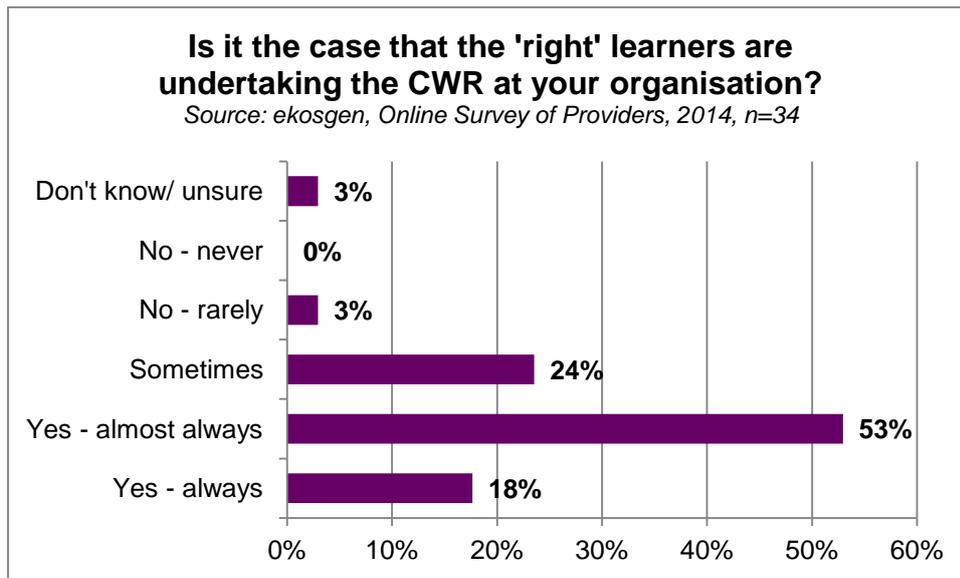
'We are having to interview many times to get suitable applicants and even when we do we don't get enough turning up for interview'

'Direct referrals to Stage 3 (and completion of CWR) have been slow. Far better uptake from young people who have started on our Stage 2 and move up to Stage 3'

'Referral agents slow to generate interest.'

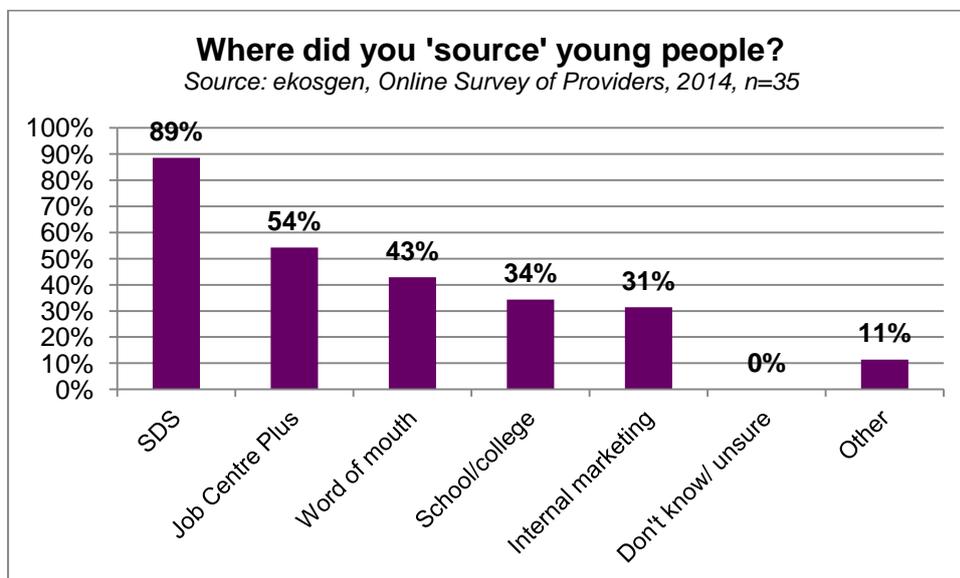
5.16 In terms of the suitability of learners undertaking the programme, providers generally felt that the 'right' learners were undertaking the CWR – with 24 respondents (71%) stating that this was always or almost always the case. Just under a quarter (24%) felt that the right learners were 'sometimes' undertaking the programme. Just one respondent felt that this was rarely the case.

Figure 5.4



5.17 SDS's referral mechanisms appear to be relatively strong, with SDS being one of the key sources of young people amongst the majority of providers – 89%. Other common sources were Job Centre Plus, initially expected to be a key referral source for the Award, with just over half of respondents providing this answer (54%), word of mouth (43%), schools/ colleges (34%) and internal marketing (31%). Other responses included self-referrals, friends of young people (which is in effect word of mouth) and employers. The focus groups with young people clearly showed that an increasing number of young people are recommending CWR to other young people.

Figure 5.5



5.18 Over four in five of providers (82%) played a role in the assessment of young people and their readiness for CWR, while 18% did not. When asked to explain, comments included:

'By assessing their needs when progressing from Activity Agreements and EF Stage 2'

'We complete an initial assessment of their core skills and interview the young person/ manage their expectations'

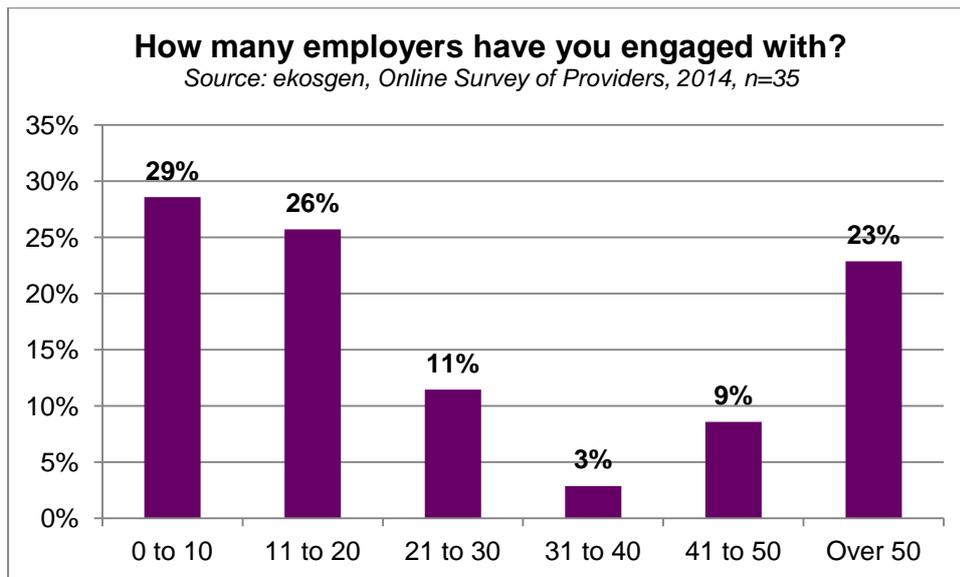
‘Through initial assessment, 1 to 1 interviews, induction and review throughout training.’

5.19 Overall, demand for the CWR appears to be relatively strong, with demand outstripping supply at around one third of organisations and some providers commenting that their EF contract for the number of placements that they are able to provide are too restrictive in relation to demand. It should be noted that the number of EF starts awarded to providers is determined as part of a co-commissioning exercise with LEPs and is based on local need. However, some respondents felt that the levels of referrals were insufficient, or that the quality of referrals was not high enough, which may also reflect that providers’ knowledge of their ability to self refer may be limited. Nevertheless, overall, respondents felt that the suitability of applicants was generally good.

Employer Engagement

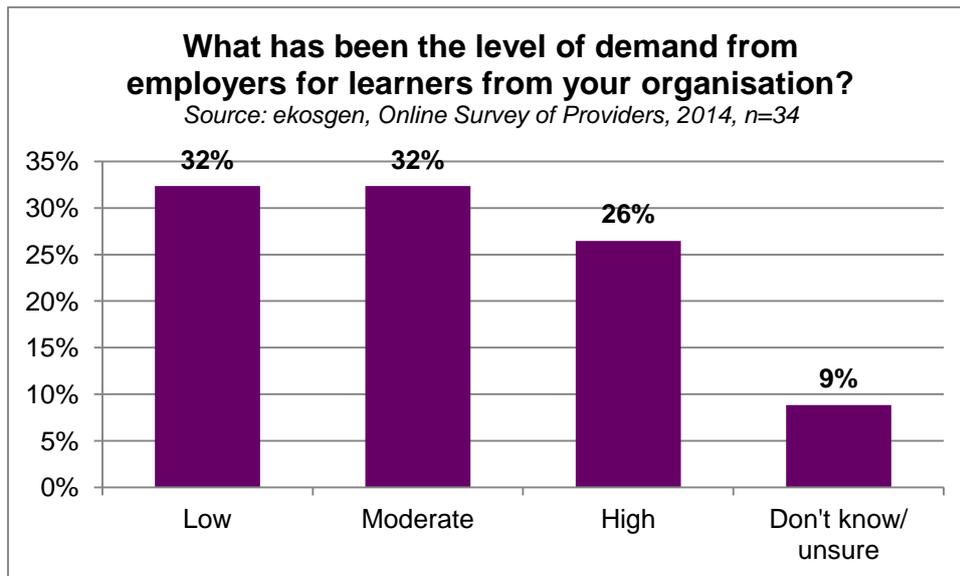
5.20 In all, each provider has engaged with an average of 26 employers, although this varies quite considerably, with providers tending to engage with either few employers or quite a lot (i.e. more than 50); the most common answer – with just under 30% of providers offering this answer – was 0-10 employers, followed by 11-20 (26%) and over 50 (23%). It should be noted however, that provider contracts for EF Stage 3 vary widely, and so small contracts would only require a small amount of employer engagement. A lower proportion of providers had engaged with the middle ranges, with 11% having engaged with 21 to 30, 9% with 41 to 50 and 3% with 31 to 40.

Figure 5.6



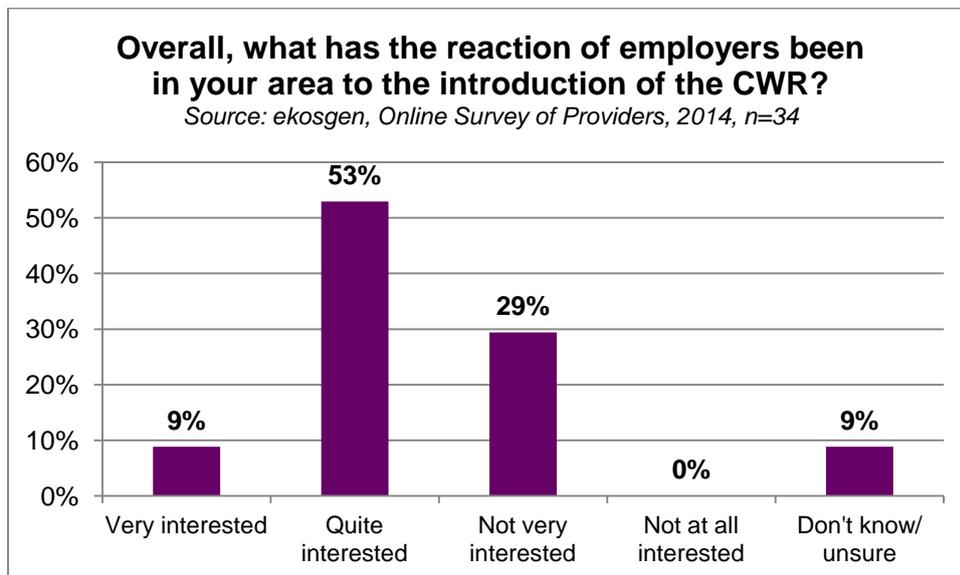
5.21 Again, demand from employers for learners from each provider is relatively moderate; 65% of providers rated this as either moderate or low, while just over a quarter (26%) stated that demand was high. The remaining 9% either did not know or were unsure. To some extent, the fact that more than a quarter of providers are reporting strong demand from employers is positive feedback on the degree to which employers are starting to embrace and value the Award.

Figure 5.7



5.22 In all, nearly two-thirds (62%) of providers felt that employers were either very interested or quite interested in the introduction of the CWR in their area; a positive sign. Nevertheless, there was still a sizeable minority of providers (29%) who felt that employers were not very interested in the introduction of the CWR. This 29% was made up of a representative mix of provider types, suggesting that FE colleges do not find it any more difficult to engage employers than private training providers or third sector organisations, although wider fieldwork and consultation with FE colleges suggested that employer engagement was a key challenge for them. Again 9% were unsure/ did not know, perhaps suggesting a lower level of engagement amongst these providers.

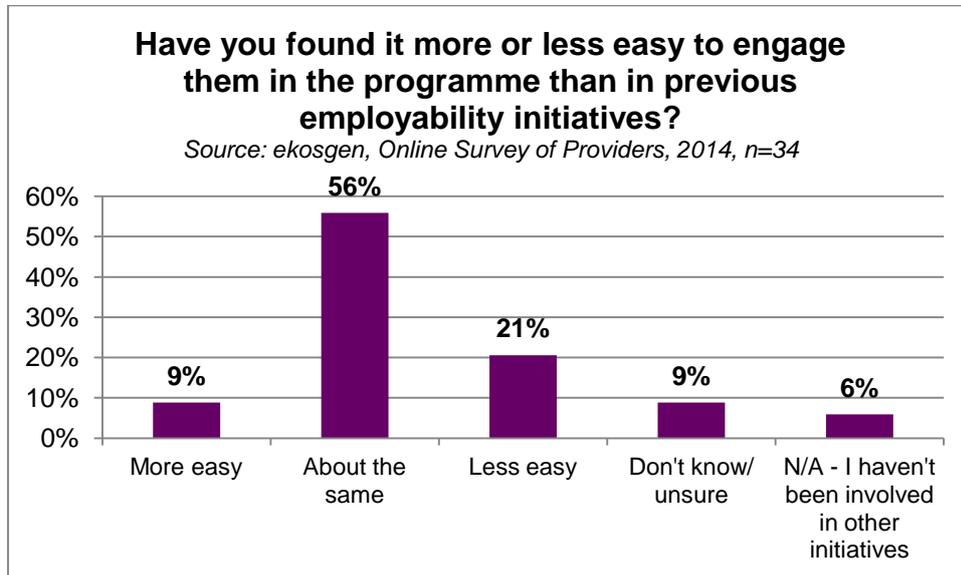
Figure 5.8



5.23 Two thirds of providers (65%) felt that, compared to previous employability initiatives, it is either as easy to engage employers in CWR (56%) or easier (9%), despite the fact that the CWR requires 190 hours on the work placement which may have been regarded as a barrier to employer engagement at the outset by some providers. Just over one in five providers (21%) said that they had

found it less easy to engage employers than in previous initiatives, partly reflecting that it is a new Award but also reflecting some (minority) views that the work placement is too long or that there is insufficient value in the Certificate for employers.

Figure 5.9



5.24 Of those that had found it more easy to engage employers, responses included:

[the employer] has to let us know exactly what the job role is about, the times the candidate will be with them, how they are expected to behave. That key document ensures a very strong start from the outset, the H & S check also engages the employer and close working relationships and supporting the employer too throughout has allowed the excellent results we have had. A number of employers have also provided mentors to the learners and they have found this useful in developing some of their own staff.'

'We have a good reputation with employers - they trust our judgement.'

5.25 Those who had experienced difficulties engaging employers provided a number of reasons, including the amount of paperwork, time constraints and the type of qualification offered:

'Because of the amount of paperwork they have to complete and the length of the placement is too long.'

'Employers sometimes feel it is very time consuming allocating their own staff to train a work experience, there is more health & safety restrictions now and some employers have been put off with bad apples from the past.'

'Employers seem to be more interested in vocational qualifications especially those that relate to their sector.'

5.26 In terms of what has worked well with regards to employer engagement, a common theme that emerged from the survey was around using existing relationships and developing new ones:

'Keeping in contact with [the employers] and building rapport has always engaged the employers. We discuss things in more detail now due to the Practical Workplace Scorecard which also helps engage them.'

'With employers we were already used to working with, the good working relationship we had with them was a key aspect. With new employers taking work experience, it was about how we

approached them and the information provided on the programme plus our ongoing engagement thereafter. Employers know we will contact them at least once per week and will deal with any issues promptly. They are bought into the fact that they will benefit from the employability training and CWR units we work on in the Centre beforehand, plus the work experience and ongoing support over the period of time agreed will help both them and the clients.'

5.27 Other responses included:

'Employers have on the whole been happy to have a young person in their place of work. It has been beneficial for those who are looking for an MA and use it as a trial.'

'Being able to explain the value of the young people obtaining a qualification whilst on programme to aid future development.'

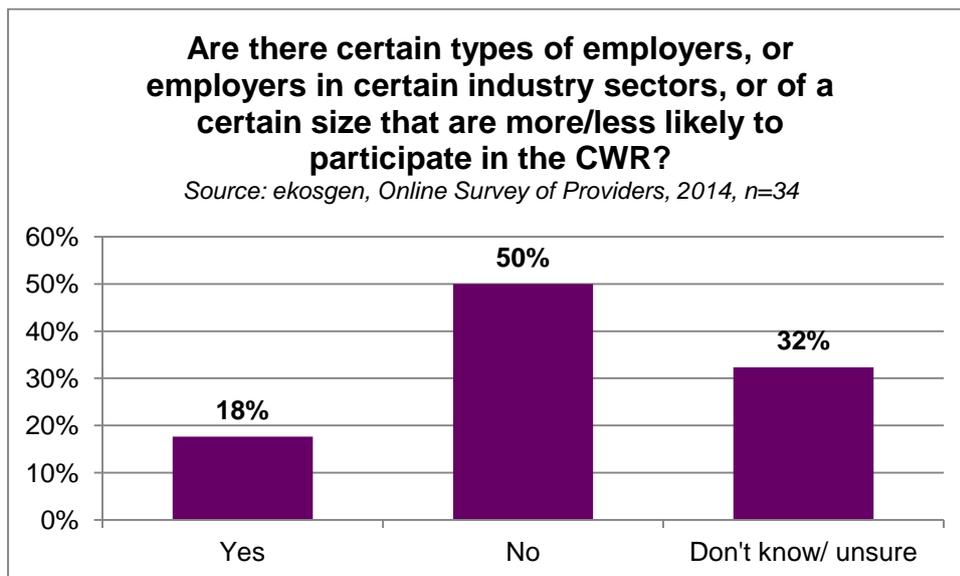
'Agreeing to find a candidate who has a real interest in their business or trade makes a big difference.'

'The fact that the programme is accredited is acknowledged by employers plus the regular 1-1 support we offer the trainees.'

'Matching the right young person to the relevant job role and securing employment.'

5.28 Just under one in five (18%) training providers felt that CWR is more appropriate to certain types of employers, or employers in certain industry sectors, or of a certain size, although half did not. The remaining 32% were unsure.

Figure 5.10



5.29 Of those that thought there were, comments regarding the specific sectors or sizes that were more or less likely to participate included:

'Care sector, high engagement. The construction sector can be difficult to engage employers to complete more paperwork. Can vary depending on the size of the organisation. Smaller organisations finding time and desire very challenging.'

'Yes - Retail, office/admin, leisure. No - Trade jobs.'

'I have had more success with small employers.'

'Local companies engage well, large national companies can be prohibited from participating by their head offices and sole traders don't have/can't afford the insurance and so don't participate often.'

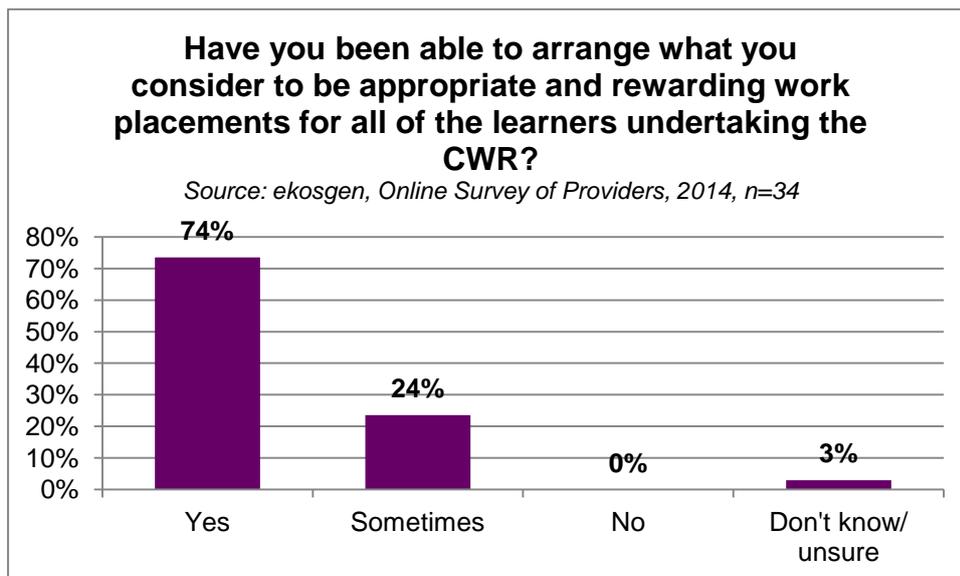
5.30 These views were strongly supported by further, more in-depth consultation with stakeholders and providers. Two non-delivering colleges, working mainly with the construction industry, ceased delivering the CWR because they found that employers felt they were unable to give the necessary time to deal with what they perceived to be the considerable mentoring and health and safety requirements for the CWR. Similarly, several large employers felt that, although they themselves had adequate resources to take on placements, small, local businesses would struggle with the time commitments required.

5.31 There has been relative success with promoting the CWR in the food and drink sector. The Scottish Food and Drink Skills Academy (SFDSA), who have an agreement and small contract with SDS, play a facilitator role in promoting the Award to employers as a ‘try before you buy’ initiative. This helps signpost to, and source, providers, and encourages them to give alternative training (e.g. specific knife skills etc). The SFDSA created the ‘Tasty Jobs’ brand to enhance attractiveness to employers in the sector.

The Work Placements

5.32 Overall, providers were positive that the work placements that had been arranged were appropriate and rewarding for the learners undertaking the CWR, with just under three-quarters of providers (74%) stating that they had been able to provide appropriate and rewarding work placements in all cases, and just under a quarter (24%) feeling that they had in some cases.

Figure 5.11



5.33 Further comments from those who answered yes included:

‘We have been thrilled at the breadth of opportunity made available. By having controlled numbers and quality places has helped. We had a dedicated person to oversee and work closely with the young person and the employers.’

5.34 Just over two thirds of providers (23 respondents – 68%) had been able to provide learners with the target of 190 hours work experience, while 11 providers (32%) felt that they had not been able to do so. In such cases, reasons included:

‘Learners leave for employment or other opportunities, struggle to commit to 190 hours.’

‘Some learners drop out before end of placement (sometimes for positive reasons - job, college etc) some just don't complete.’

'Many have, but some changed placements and/or did insufficient hours to assess for the practical workplace skills unit.'

Provider Support to Employers

5.35 Providers state they are generally offering a lot of support to employers regarding CWR, including one-to-one discussions, regular site visits and meetings and continual, ad-hoc advice and guidance. This was borne out by the 10 site visits. Particular comments included:

'Site visits, telephone calls, support with employment initiatives and modern apprenticeships'

'Complete expectations with employer and trainee. Weekly review and feedback'

'Daily phone calls, weekly visits'

'Business Liaison Support - help to complete forms if required, any other advice required.'

Employer Support to Learners

5.36 In terms of the support provided by employers to learners, providers on the whole regard this support as relatively minimal, although the majority do consider the employer to be fulfilling at last a basic supporting role. Support identified included:

'1-2-1 mentors during placement.'

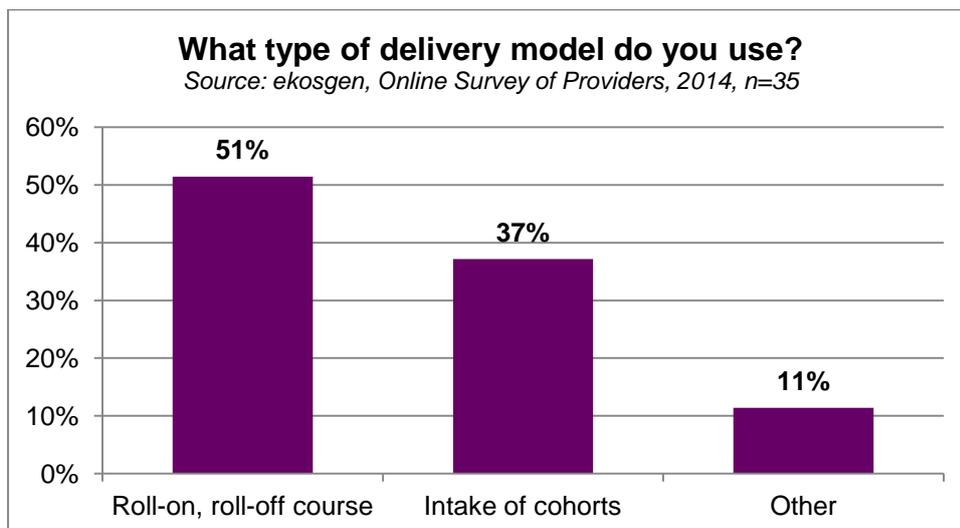
'One member of staff takes responsibility for young person and ensures that they are fully inducted into the working processes of the organisation.'

'The majority are supportive, although they don't always have a dedicated mentor, there is usually a member of staff who will be a 'buddy' to the client.'

Delivery

5.37 Showing the flexibility of the CWR model, providers use varying models of delivery for the Certificate, with just over half (51%) of providers implementing a roll-on roll-off approach for young people wishing to start on CWR, and 37% having cohort intakes, although those reporting a roll-on roll-off approach may have meant they take a number of consecutive cohorts per year. A few 'other' models included a combination of cohorts and roll-on, roll-off depending on need/demand, and a pilot course with small numbers of young people.

Figure 5.12



5.38 Providers have the flexibility to run the CWR classroom element and the employer placement over as long a time period as they see fit. Providers deliver the CWR over a differing number of weeks, split between the young person’s time at the provider and time on the placement, although the usual length of time is 12-13 weeks, two or three of which will be time spent at the provider completing the classroom-based units at the outset.

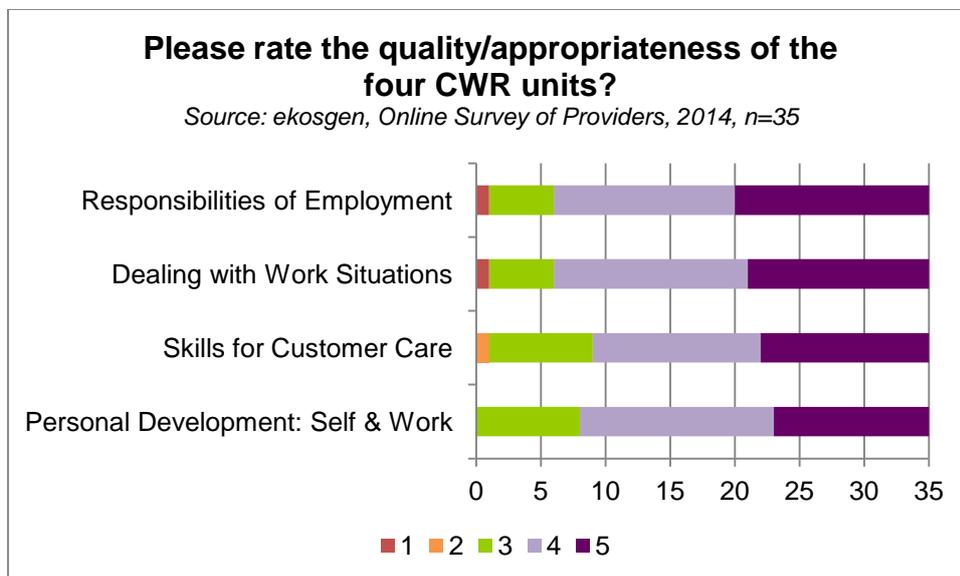
5.39 In addition, providers/employers have the flexibility to dictate the number of weeks over which the 190 hour work placement, and indeed the entire Award, is delivered. A number of providers welcome the flexibility of the CWR delivery model in this regard, and are keen for the flexibility to remain. One college stated that ‘it would be a disaster if they [SDS] told providers they had to deliver 190 hours over X weeks’.

5.40 Among the providers surveyed, the total number of weeks for running the CWR ranged from eight weeks to 20 weeks.

5.41 Surveyed providers were asked to rate the quality/appropriateness of the four CWR units (excluding the practical work placement unit), with the results displayed below in Table 5.13. Providers rated all four units broadly similarly, with ‘Responsibilities of Employment’ unit receiving the largest number of ‘5 out of 5’ votes (by 15 out of 35 providers).

5.42 The ‘Personal Development: Self and Work’ unit was identified by providers and young people during the fieldwork visits (and confirmed through consultation with CIAG staff) as being a particularly difficult unit to deliver, requiring more work by the trainer to make the unit relevant and enjoyable for the young person. This unit scored the lowest 5 out of 5 scores, but not significantly lower (by 12 out of 35 providers).

Figure 5.13



5.43 Although not shown in the ratings above, feedback from the provider visits showed varying views on the different CWR units. Some of the units appear to work well, with the ‘Skills for Customer Service’ unit identified by some providers as ‘very good’ and ‘Dealing with Work Situations’ also particularly valued by providers because it gives real life situations for the young person to learn from.

5.44 However, feedback from provider visits suggested that some units were found to be somewhat ‘pedantic’, in particular, the ‘Personal Development: Self and Work’ unit. Four providers stated that this unit was ‘very repetitive’ and needed to be changed, as the participant had to write two original goals (for example, ‘to be punctual’) and then relate two tasks to help them get there (for example, ‘setting the alarm clock’), which was difficult to make interesting for young people and/or not

always relevant. A different provider stated that 'confidence building' was not a goal to chose from, although it should be, since it is one of the key impacts of the CWR. A number of providers found it difficult to get young people engaged with this unit.

5.45 Support has since been put in place by SDS for training providers to discuss unit delivery with their SQA Regional Business Manager. Providers also have the option of asking for a development day with SQA External Verifiers to examine the assessment of units, and this service is free of charge for providers who are within their first six months of CWR delivery.

Modification of Materials

5.46 On the whole, providers tend to modify/alter the SDS suggested materials to suit their style of delivery. When asked for their views on the quality/effectiveness of the suggested materials for CWR, and the extent to which they modify them, there was only a small proportion of providers who viewed the materials to be appropriate as they are:

'Good quality, effective tools'

'Good, have not modified'

'Very good, they are incorporated into our delivery'

'I generally use the tools provided as I feel these are sufficient for the course and do not feel the need to modify.'

5.47 One of the providers visited (a college) stated that they had a limited budget to purchase external materials, though they believe that the materials *'more or less cover all the skills needed'*. Similarly, SDS's 'My World of Work' online tools are utilised by a lot of providers who find them useful for complementing the existing materials.

5.48 However, the majority of providers tend to either modify the existing materials or add tools of their own. Some provider feedback is provided below.

'We use them but have added some of our own materials to them'

'The material is quite straightforward. Though we do use other material that we have developed to give a bit more information.'

'We have modified 2 units (Personal Development: Self & Work and Skills for Customer Care) to suit our clients and placement opportunities. The personal development unit was altered to make it more obvious as a goal setting exercise. The customer care unit has been altered to suit placements where clients would not be customer facing or allowed to work with customers. We can use a role play phone call and a case study instead of observation in the workplace.'

'Units have had to be modified to make them relevant and suitable'

5.49 One of the providers visited stated that *'we add bits to it [the materials] each year as we find out what works. Each unit is embedded all the way through'*. Two other providers (a school and a college) make use of the SQA materials and add their own materials on an ad hoc basis. Some of the units are integrated with other regular school work/ college course work (as part of the 'unconventional delivery' model).

5.50 The development of the CWR units is an ongoing process. SDS has recently launched a new suite of tools to help training providers with the delivery of CWR, in particular to support the Personal Development: Self and Work unit which, as mentioned, has been reported as challenging for trainers to engage trainees with. These new tools are expected to increase engagement with and interest in the units.

Young Person Engagement and Support

5.51 Providers also attempt to increase young person engagement and focus by adopting innovative methods of delivering the units, including visual props and videos, live work examples in workshops, and ICT-working. Some gave feedback that the materials need to be constantly improved to make the CWR more enjoyable and/or challenging for the young people, and the content needs to be enhanced to keep it relevant. However, these providers tend to stick to the SDS assessment process because it needs approval to be altered. One provider delivering the CWR on a large scale stated that they 'make add-ons and tweaks to the SQA materials to make them more interesting'.

5.52 In order to support this, in March 2015, SDS launched new interactive online resources for CWR at a best practice event at New College Lanarkshire. All Scottish training providers were invited to attend. These new resources supplement lessons to support the delivery of all CWR units.

5.53 The most common forms of support given to young people by providers, throughout their engagement with the CWR qualification, include one-to-one feedback, site visits, and ear-marked time at the provider throughout the work placement. The following are examples of support given to the young people through CWR.

'1-2-1 feedback, group training, site visits, ongoing evaluation'

'Site visits, 1-2-1's, in depth reviews, discussion with both trainee and employer, and back to training centre to complete SQA CWR units'

'Site visits fortnightly. Weekly phone calls. Candidates in centre one day per week to discuss any issues'

'Site visits and 1 to 1 coaching sessions weekly - sometimes small group working with peer input'

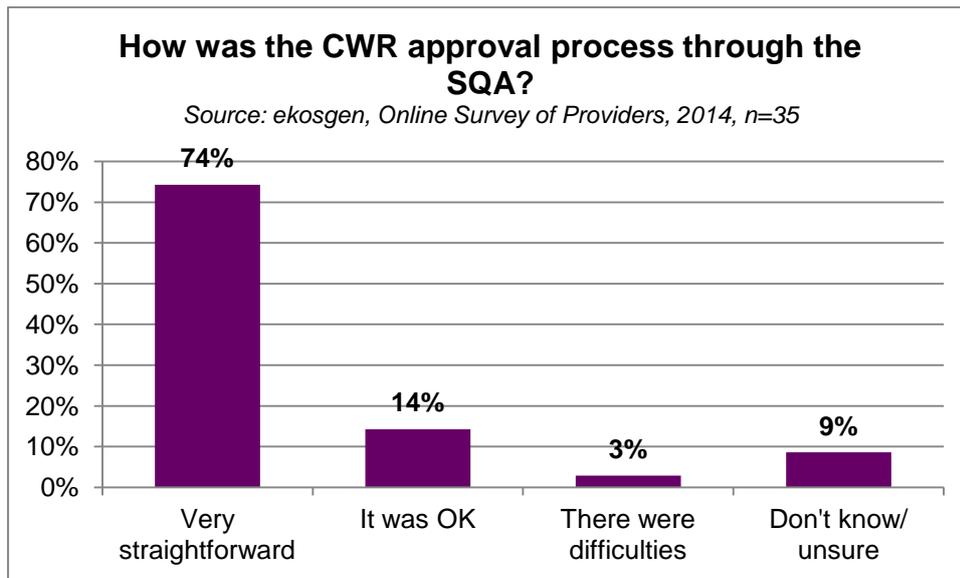
'One-one reviews, site visits, weekly employer feedback'

SDS and Funding

5.54 The majority of providers (74%) found the SQA Awarding Body approval process to be very straightforward. The feedback from the 10 provider visits concurred with this view. Some private training providers can carry out their own, internal accreditation which simplifies the process. One such provider stated that CWR was '*very quick to get off the ground because we are a training centre and have a lot of the procedures already in place. CWR delivery is straightforward*'. The feedback from non-private providers did not indicate they thought CWR was difficult to get started.

5.55 The only provider to state that there were difficulties with the SQA approval process said so because '*we have never had a visit from SQA to tell us if our alterations are appropriate*'. For one of the visited providers it took six months from the initial request to approval, though, in all, they found the process to be 'fine'.

Figure 5.14



5.56 In terms of the relationship between the provider and SDS, again, there were very few issues which came to light through the survey. The vast majority of providers felt that they had good communication channels with SDS and SQA. Feedback from the 10 visited providers was that they feel sufficiently connected with SDS, who is 'always on the end of the phone' and who are generally supportive of them as providers. Some providers receive administrative help directly from SDS, and this is deemed useful.

Funding and Payments

5.57 As previously explored in Chapter 3, around 85% of CWR providers are funded directly through SDS, with the remainder funding CWR through other means. Providers receive a small upfront payment for a young person starting on the CWR, and a significant payment if the young person progresses into a positive destination (employment, or to a lesser amount further education). The progression has to be achieved by the young person within six months of completing the Certificate, and some providers feel this can be restrictive given that it can take time for a young person to get a job post-CWR, even where the Certificate has given the young person the skills and experience to acquire the job.

5.58 For other providers, the difference between the payments for employment and the payment for into further education is too great, especially for colleges where a greater proportion of young people may progress or return to college (at a higher level) post CWR. For these providers, the further education progression is seen as just as valuable to the young person as employment, yet the payment system does not reflect this.

5.59 Overall, providers report that the payment system seems to work fairly well, although some providers noted that they sometimes extend a young person's stay on the course to allow them to complete the necessary units, although some providers state they are not always compensated for this extension financially (though it is the case that the provider can extend and receive payment, and they are entitled to claim student support, a training allowance for the additional time, if this occurs). Indeed, a number of providers have extended their timeframe for delivering CWR in order to provide the support required by the young person, and have borne this cost themselves. This is particularly the case for those young persons who may be Stage 3 (just) but who have greater support needs than others at Stage 3, and some providers are consciously working with these young people.

5.60 Due to the nature of the EF, where the number of starts awarded to providers is determined as part of a co-commissioning exercise with LEPs based on local need, CWR providers are given a contracted number of funded EF CWR starts which they can use to deliver CWR. The feedback from a large number of providers is that there is enough demand from young people and employers for them to deliver more starts on CWR than they are currently contracted to deliver. Occasionally contracts have been renegotiated to accommodate the high demand for CWR.

5.61 One of the colleges visited delivers the CWR over three different local authority areas, and are contracted for a total number of starts which they are free to swap between the three areas as demand dictates. This flexibility works well as one of the areas in particular has experienced an unexpectedly high demand for the Certificate.

5.62 Those who are funded outwith SDS include Edinburgh Zoo, who deliver the CWR on a small-scale, and are funded to a fixed amount (i.e. they are not paid on outcomes) privately through Baillie Gifford, an international investment company.

Provider Peer Communication

5.63 On the whole, CWR providers appear to have little contact with one another, although SDS delivered a number of 'best practice' events and workshops across Scotland in 2013/14 and 2014/15, aimed at promoted provider-provider engagement. This is an area which providers feel there is significant potential for a greater pooling of resources/ best practice in order to continually improve their delivery and effectiveness. One such provider stated that '[another provider] are happy to share their resources, but we've had no contact with other CWR providers over resources or best practice'. Indeed, most providers were unaware of who else was delivering the Certificate in their area.

5.64 There was, however, some limited evidence of provider-provider engagement. One of the largest training providers stated that they attend forums at a higher level, and occasionally hold provider forums at their own training centre, though the take-up of these events is reasonably low.

5.65 There are opportunities for training providers around this, and it is an area in which SDS can (and does) encourage training provider peer-level communication through the hosting of both regular training provider (and CWR specific) forums or events, where best practice on materials, training and employer engagement is shared. These events will continue throughout 2015/16, focusing on continuous improvement and development for providers. There is also an SDS staff member in every Scottish Local Authority area appointed to raise awareness of the CWR and provider forums.

Outcomes

5.66 Nearly half (16 respondents – 47%) of providers agreed that CWR allows young people to develop and demonstrate important skills, behaviours and personal attributes that employers seek in their employees 'to a large extent'. Just over half (18 respondents – 53%) thought that CWR does this to some extent. No respondents thought that it did not. Additional comments with regards to this question included:

'Key skills such as evaluation of timekeeping, attendance, initiative are all high demand factors across all employers and industries we currently work with.'

'Most clients will develop and benefit from CWR training. Some clients already have good behaviours and skills which they will build on, but some will not engage despite every effort to.'

'The length of the programme allows them the time to show this. Any shorter than 12 weeks does not give a true picture and with our 20 week programme this has certainly allowed [a] very high percentage of young people going into employment after. This programme is an ideal transition from school/college/unemployment in to the workplace.'

'It enables the young person, in a nurturing environment, to develop the skills required to progress into employment.'

5.67 In all, half of respondents thought that CWR enabled young people to understand and demonstrate the responsibilities and demands of the employee in the workplace 'to a large extent', while the other 50% thought that it did 'to some extent'. Further comments included:

'The units cover all the key areas and are at an introductory level which enables young people to achieve if they are committed to the programme and take on board the guidance/training given.'

'Time keeping, attitude, listening, appearance, communication skills, behaviour, customer service, working with others, importance of accuracy at passing on information, starting to think more for themselves etc. The list just grows but it has so much more meaning when it is real and for quite a period of time.'

'Young people learn the importance of core skills, working with others, taking responsibilities, timekeeping and dependency etc.'

'Lets them see work can be very hard, but also rewarding, again builds confidence and shows responsibility.'

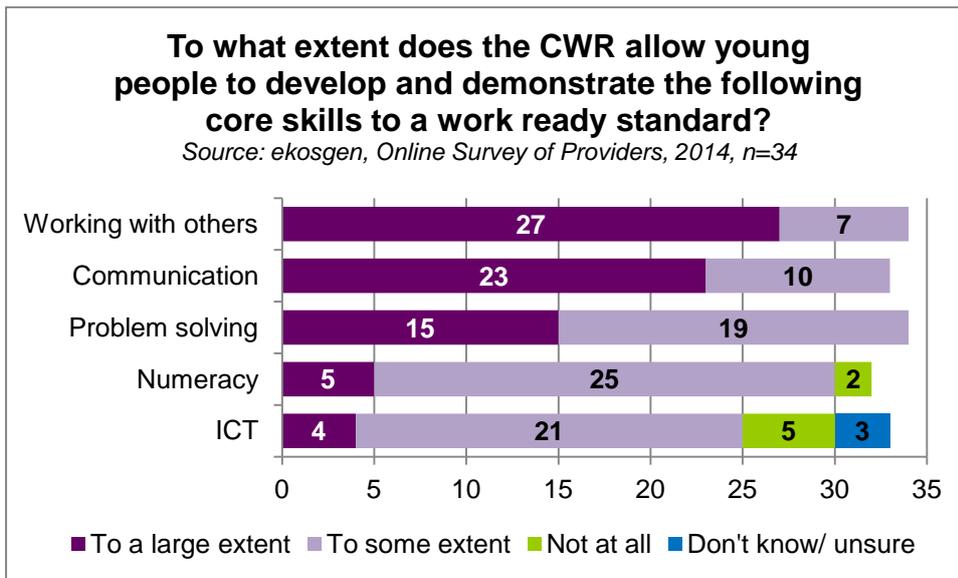
5.68 Thus, responses suggest that the programme is well designed and targeted, enabling young people to understand their responsibilities and demands in the workplace, as well as enabling them to develop and demonstrate important skills, behaviours and personal attributes that employers seek in their employees.

5.69 Nearly four in five respondents (27 respondents – 79%) felt that CWR has allowed young people to develop and demonstrate core skills in working with others to a large extent, while seven respondents (21%) thought it had to some extent. Providers generally also thought the programme had allowed young people to develop their communication skills (70% to a large extent and 30% to some extent) and their problem solving skills (44% to a large extent and 56% to some extent).

5.70 Providers generally felt that young people had made less progress in terms of their numeracy and ICT skills, with five respondents stating that the CWR had allowed young people to develop and demonstrate numeracy skills to a great extent (16%), 25 respondents stating that it had to some extent (78%), while two respondents (6%) stated that it had not at all. In terms of IT skills, just 12% thought that these skills had been developed and demonstrated to a large extent, 64% that they had to some extent and 15% that they had not been at all.

5.71 Overall, CWR is regarded by both providers and young person's themselves as having a more modest effect on developing core skills around numeracy, literacy and IT, rather it is the core skills around teamworking, communication and problem solving which are of greatest value within CWR. In part this reflects the very practical nature of the Award and work readiness skills. There is not a strong IT element to CWR, and this may be an area to look at going forward if more employers are demanding IT skills in the workplace.

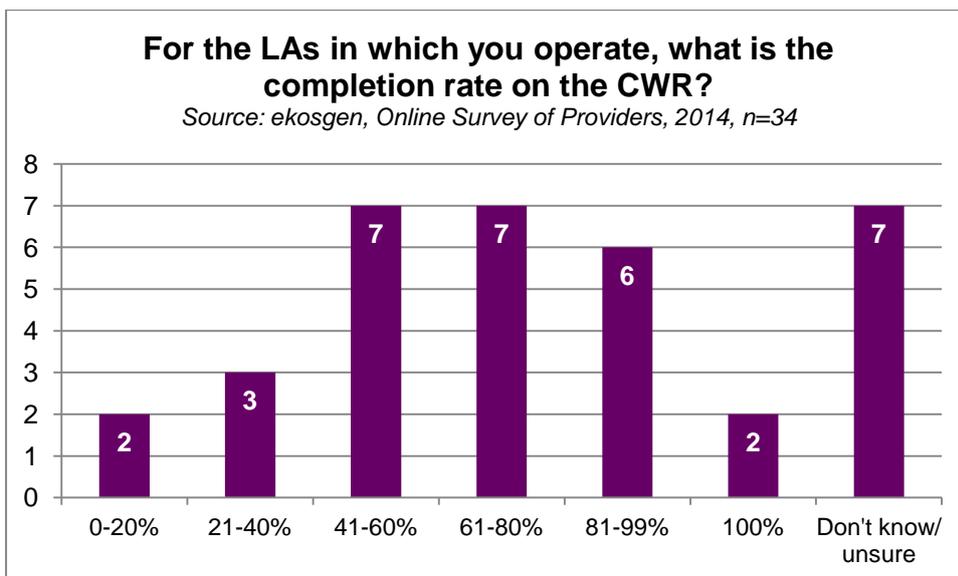
Figure 5.15



Estimated Completion Rates

5.72 Across the survey sample, the most common *estimated* completion rate was between 41-60% and 61-80%, both cited by seven respondents (21%). Six respondents (18%) cited that the completion rate had been 81-99%, including an established private training provider from Argyll and Bute, while 6% (two respondents) said that the completion rate had been 100%, including a large Local Authority. Five respondents cited lower completion rates – with 6% citing between 0 and 20% and 9% citing between 21-40%, although these were generally from very low start rates. The remaining 21% did not know or were unsure. However, as noted in Chapter 3, based on CTS monitoring data, the average completion rate is 51%, so this sample of providers appear to have experienced slightly higher completion rates than average.

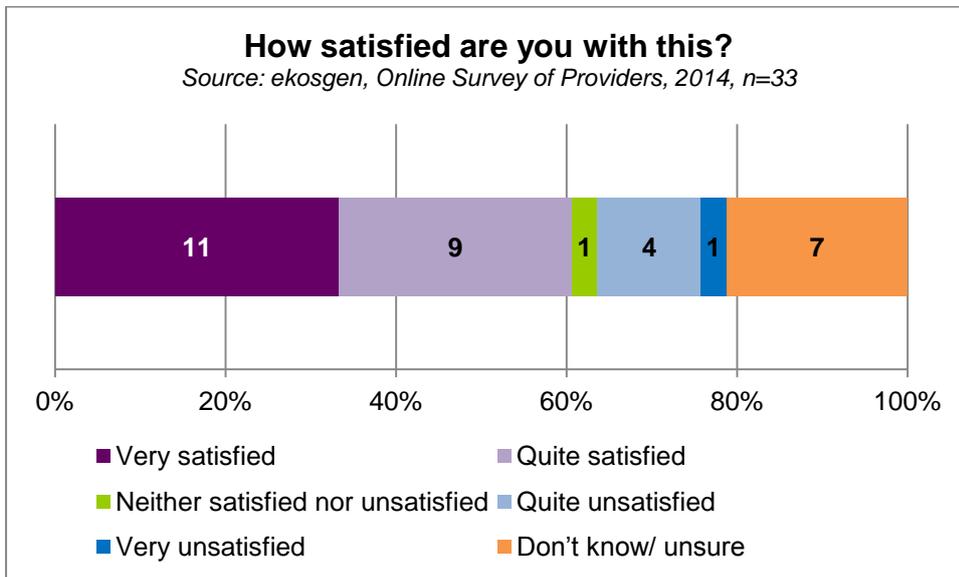
Figure 5.16



5.73 In all, one third (33%) of providers were satisfied with the completion rates cited, while 27% were quite satisfied. Overall, five respondents (15%) cited they were either quite or very unsatisfied.

No colleges or Local Authorities were unsatisfied, although they are perhaps less financially bound by completion/ progression rates than is the case with private training providers.

Figure 5.17



5.74 Of those young people who do not complete the programme, the most common reason given by providers was that it was due to issues arising for the young person's themselves, while some young people got a job before the placement finished so did not complete the placement. Comments included:

'Drop out early - personal problems, chaotic lifestyles, health issues.'

'Drop out early or keen only on the work experience so do not wish to work on completing all of the units.'

'Mostly drop out as they don't feel it helps with their employment goals - some have been employed before finishing and choose not to carry on.'

'The young person has progressed straight into employment and isn't able or doesn't want to complete.'

5.75 Reasons for non-completion gathered during Wave Two are further explored in the young person's chapter at 4.24.

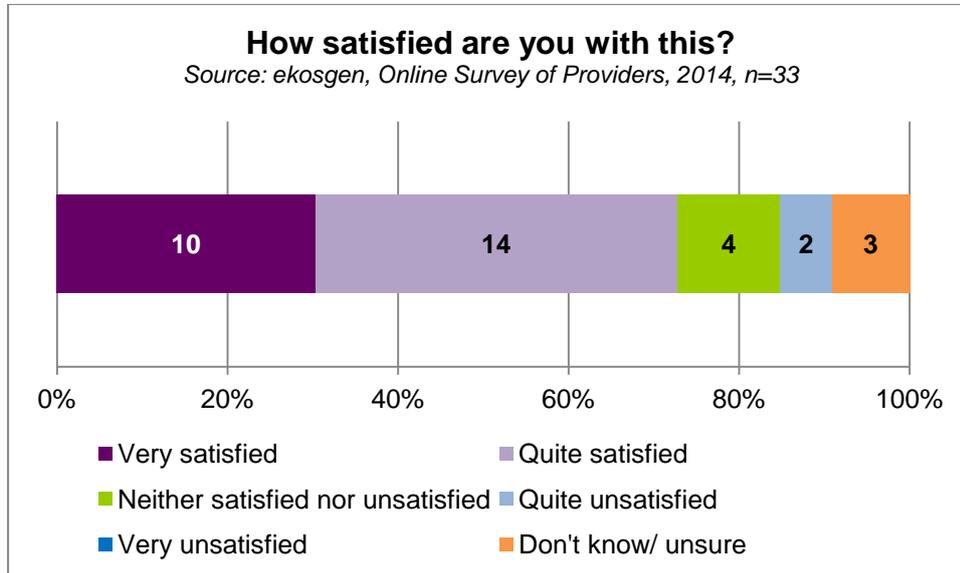
5.76 In all, across the local authorities in which providers operate, nearly four in ten (39% - 13 respondents) stated that either 61-80% or 81-99% of young people progressed to a positive destination (either employment, further education or further training); a positive sign.

Table 5.4 - What proportion progress to positive destinations for the LA in which you operate?

	Employment	Further Education	Further Training
100%	0	0	0
81-99%	2	0	1
61-80%	9	0	1
41-60%	5	3	3
21-40%	9	2	2
1-20%	0	12	5
0%	0	1	2
Don't know	3	1	2

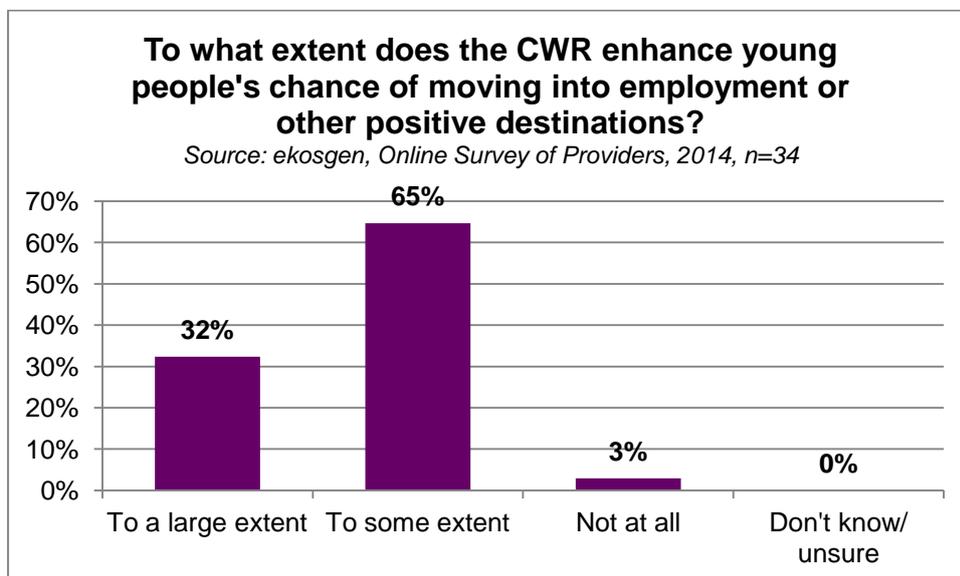
5.77 Satisfaction with the percentages of young people entering positive destinations was generally good, with just under three-quarters (73% - 24 responses) stating that they were either quite or very satisfied. Around one in eight (12%) were neither satisfied nor satisfied, while 6% were quite unsatisfied. No respondents stated that they were very unsatisfied.

Figure 5.19



5.78 Just under a third (32%) of providers stated that CWR enhances young people’s chance of moving into employment or other positive destinations to a large extent, while around two thirds (65%) thought that it did to some extent. Just one respondents (3%) stated that it did not at all.

Figure 5.20



5.79 Overall CWR was also seen as effective at enhancing young people’s chance of moving into employment or other positive destinations *when compared to other employability awards/ initiatives*. Nearly three quarters (73%) stated that it was, while six respondents (27%) felt that it was not. There were 12 respondents who either did not know or had not been involved in other employability initiatives, and they have been discounted. Given the newness of CWR this is extremely good

feedback as to the effectiveness of the Award in progressing young people to positive outcomes, and reflects the assessed work placement and class-based units combination.

Summary

5.80 CWR is generally viewed as contributing positively to young people's work readiness, in terms of skills, behaviours and personal attributes, as well as helping them to understand the responsibilities and demands of employees in the workplace. A number of key skills are being developed and demonstrated, particularly working with others, communication and problem solving, while ICT and numeracy skills have seemingly been developed to a lesser extent.

5.81 Completion rates estimated by providers are seemingly higher than those recorded in the monitoring records. Approximately 61% of providers were either quite or very satisfied with their completion rates. Of those who do not complete the programme, this is usually due to issues with the young person, or simply because the young person was offered employment before completing their placement (which can often occur given the length of CWR).

5.82 Across the local authorities in which providers operate, nearly 40% of providers stated that either 61-80% or 81-99% of young people progress to a positive destination. Overall, satisfaction with the percentages of young people entering positive destinations was generally good, with 73% stating that they were either quite or very satisfied. Further, 97% of respondents stated that the CWR enhances young people's chances of moving into employment or other positive destinations to either a large or some extent. Nearly three quarters (73%) of respondents think that the CWR is more effective in this regard when compared to other employability awards/ initiatives, a very positive sign.

Non-Delivering Providers

5.83 One strand of Wave Two of the evaluation was to review a small number of training providers who are accredited to deliver the CWR, but do not currently deliver the Award. In all, 15 training providers were identified by SDS who fell under this category, seven of whom participated in the research.

5.84 The main reasons for non-delivery are outlined in the table below. The training providers are anonymised. In some cases, the provider has now since started delivering CWR, or is about to do so. For others, CWR is not considered by the individual provider to be a good fit with their organisation. This is most apparent amongst those working closely with the construction sector. Similarly, the inappropriate referrals of young people undertaking CWR within FE colleges is evident in a few instances.

Table 5.5

Provider	Reasons for non-delivery
A	<ul style="list-style-type: none"> • They were sub-contracted to deliver ~12 CWR starts, but lost their CWR staff member 4 months into the contract and did not have the staffing resource to complete it. • They will 'definitely deliver in the future' and will take the contract back up when a staff member is in place.
B	<ul style="list-style-type: none"> • They previously delivered CWR to 4 young people but have had low referral rates from JCP and have since stopped. • They feel they need more communication with SDS and that JCP advisers need to inform young people as to what is available to them.
C	<ul style="list-style-type: none"> • They mainly work at Stage 2, but have recently been awarded funding for a small amount of Stage 3 starts. They are looking at the possibility of splitting the 190 hours between two employers to keep the young person engaged and increase employer take-up. • They find SDS very supportive and are 'looking forward to delivering the CWR this year'.
D	<ul style="list-style-type: none"> • They previously delivered CWR to ~130 young people, however they found the 190 hours to be too much for young people and employers, particularly as they concentrate on the construction industry and they find the CWR mentoring and health and safety requirements to be too much for employers. • They are probably not looking to deliver the CWR in the future. They wouldn't make any revisions/recommendations, they 'just don't feel it's a good fit' for them.
E	<ul style="list-style-type: none"> • They delivered a pilot of the CWR in 2013/14, embedded within two college courses – childcare and construction. The pilot was successful in childcare, however with construction it was felt more difficult to engage employers, there were not enough local sites, it was difficult to gather placement feedback, and health and safety requirements caused issues. • They have since decided to stop delivering the CWR within the construction courses, and are unlikely to do so in the future. SDS are currently working with the College Development Network to look at ways of incorporating work experience and CWR into non advanced level courses.
F	<ul style="list-style-type: none"> • They have recently begun delivering the Award. They embed CWR on a college course and also deliver a small amount in partnership with the Local Authority (placements are within the Local Authority).
G	<ul style="list-style-type: none"> • They have recently begun delivering. They have delivered four CWR starts and have recently been awarded a larger contract for Stage 3.

5.85 There were no issues identified with respect to payments and the profitability or not of delivering the Award.

Provider Recommendations

Potential Improvements

5.86 Providers were asked if there are any components of the CWR delivery model that they think should be revised or improved. The majority of the feedback was around CWR funding/ the claims process. The following provider comments are around this topic:

'Approve of the funding but only if we have achievements. There is a huge amount of work engaging with employers from the outset, carrying out the H&S, guiding them on how to provide the necessary

support and in a rural area this takes time to visit the companies. Many candidates have issues so require specialised support and this has been extremely difficult to find on a number of occasions. When this happens we find not all candidates are able to achieve the CWR and the time and effort put in does not cover costs if CWR not achieved. If we are successful moving them on to Modern Apprenticeships then this is an extremely valuable programme and cost effective with positive results for absolutely everyone involved but it does not always happen. Also if we manage to move them in to jobs it is so worthwhile again for all concerned.'

'Payments on milestones similar to MA claims. Front end delivery for back end payment.... There needs to be clear alignment between completion of CWR and gaining employment and not just a qualification with no obvious outcome / destination. [That said]... the minimum of 190 hours should not be reduced and must remain within a real life work experience placement. Any changes to this model will reduce the credibility of CWR whilst increasing completion rates (not the objective of implementation of CWR).'

'The payment level needs to remain higher than other outputs in consideration for the level of resources required to support a young to achieve the award and support for the employer.'

'Increase in training allowance. If employer fails in one item they fail the CWR, this needs to be revised.'

'The evidence requirements for this award is very high and there is a lot of commitment not just from the learner/employer but also the Training Provider - this should be reflected in the funding model for EF.'

'For childcare we have to pay for PVG (DISCLOSURE) £59.00 per candidate and this at the moment is not reimbursed.'

5.87 Providers also gave feedback on the rigidity of their EF contracts for the CWR, SDS continue to monitor these contracts taking into account performance, achievement rates and local need to increase provision this is led by the LEPs.

'The current EF contract is too restrictive in terms of numbers for each age and stage. Currently as there is another provider in our area who does not deliver CWR for the Stage 3 16-17 we cannot move starts from other ages and stages as we would wish.'

'EF Contract: It would be better if we could have a fixed number of starts which we could assign to either Stage 2 or Stage 3 as and when we have referrals. This would allow us to be more flexible and maximise our contract based on local needs.'

'We expected to be awarded a higher number of CWR outputs to our contract - we were awarded 16 - which means we have had to limit the number we can deliver, even though this seems to be a priority.'

5.88 Finally, there was some feedback on the number of hours, the amount of paperwork and the young person scorecards, as shown by the following provider quotes, although these views were not in the majority:

'The amount of hours can be difficult for some young people who are struggling to commit to 190 hours.'

'I like the fact it is still a choice for providers in offering the award. I feel the hours are very restrictive as our programme is participant lead. The hours should be left to the professional judgement of the qualified assessor to decide with the employer.'

'...the employment team who are responsible for delivery of the Practical Workplace Skills unit feel they have difficulty in encouraging the employers to participate because of the amount of time required to complete their part of the paperwork. Other work experience units require more instructor

assessment and less employer paperwork. Also we feel the timescale of the placement is too long. The CWR is for participants who are work ready and we... feel we can progress these participants into employment with fewer weeks on placement.'

'The placement endorsement card should be changed. Some of the questions and also the scoring 1-4 is hard. 1-8 would be better as you should get a more accurate score.'

Final Comments

5.89 Lastly, providers were asked if they had any final comments about the CWR which they would like to feed back to SDS. Generally, providers gave some very positive comments about the value of the CWR in progressing young people into employment, as shown by the following:

'It is good that the young people get something (a qualification) at the end of the course as the previous programme (Get Ready for Work) had nothing at the end if they didn't get a job.'

'CWR is a positive stepping stone for participants and also works well for employers. Only negative is not being able to move people within the ages and stages of employability fund as previously mentioned.'

'It has been an excellent tool to get young people to understand the difference between the world of school and the world of work, it shows the youngster how they can expect to be treated and how they should treat others. Notwithstanding the clear benefits of understanding how to self develop, working to deadlines, health and safety, using initiative and how to deal with conflict in the workplace. These in my view are vital components of the survival skills needed for a young person to adapt and fit into the world of work.'

5.90 Some providers highlighted the inflexibility of the '100 hour rule'. This rule states that where a young person changes to employment (with a different employer) when they're entering the final stages of CWR, or the placement falls through (e.g. due to the employer going out of business), the trainee must complete a further 100 hours to gain their Certificate. This is so that the new employer has sufficient time to assess the young person. However, this was felt that be unfair by a number of providers (and also some CIAG staff), as shown by the following provider quote:

'if the young person completes 150 hours and then becomes employed, they still have to do 100 hours to complete the CWR. This is very demoralising for the young person. I think they should just have to make up their time'

5.91 There was mention of the need for further promotion of the CWR qualification:

'There's still work to be done in promoting the value of the CWR to employers, young people, schools and parents and also as part of recruitment selection.'

'I think a promotional push towards the employers in our area can be achieved to give them more information in order for more to give a participant a chance. This is something I feel can be looked at to create more interest because the award is good for participant and employer.'

'CWR is a relatively unknown concept by employers.'

5.92 Finally, one respondent suggested a sharing of best practice between CWR providers as shown by the subsequent quote, discussed earlier, and which is consistent with the views gathered during the provider fieldwork visits.

'Given that the CWR is a reasonably new initiative, which I feel could develop further and be successful, it would be good to bring providers, employers/ potential employers and SDS together to identify areas of best practice and help promote the initiative.'

Key Point Summary

- On the whole, CWR providers feel that the Certificate is important and complements other existing initiatives. Providers generally feel that the required 190 hours is appropriate when preparing the young people for the world of work and persuading employers to participate. Although a quarter feel the number of hours should be less, it may have been expected that this proportion would have been higher given this is a significant number of hours.
- More than six in 10 (61%) report the level of demand to be high or moderate, although almost four in 10 consider demand low, which is insufficient to match the available supply of places at half of the providers (and which may in part reflect the newness of the Award). However, seven in ten (71%) providers state that the young people referred are at the right stage for CWR. SDS is a key source of referrals.
- Similarly, the level of demand from employers for learners has been mixed, although more than a quarter of providers (26%) reported demand from employers as high. Providers have engaged with an average of 26 employers, most of which are from an existing pool of engaged employers, but some of which are new employers. Two thirds of providers think it is easy or easier to engage employers in CWR compared to previous initiatives. Providers tend to use existing relationships with a pool of employers from previous initiatives when securing CWR placements.
- Three quarters (74%) of providers feel they have always been able to arrange appropriate/rewarding placements for young people. Half felt that no particular industry/ employer size was more likely to engage – although those that did identified the retail and care sectors, and medium sized businesses as more likely to participate.
- Providers use a range of delivery models (roll-on, roll-off courses and intakes of cohorts) and the length of time the young person spends on the classroom element and on placement varies from provider to provider. The average is 2-3 weeks at the provider and 10 on placement.
- Providers rate the four CWR units highly, although nearly all modify the materials to suit their delivery style, add more information or deliver innovative activities to increase young person engagement. The 'Personal Development: Self & Work' in particular is viewed as harder to engage with by provider staff. Support is available through SQA Regional Business Managers and External Verifiers for providers to discuss any issues with the delivery of CWR units.
- Providers give substantial support to young people throughout the CWR, including one-to-one feedback, site visits, allocated provider time during the placement, and reviewing the young person's scorecard with them.
- There have been no issues with provider SQA approval or communication with SDS.
- All providers feel that CWR, to some extent, allows young people to develop important skills sought by employers and to understand the responsibilities and demands of employees. Team working, communication and time keeping are all skills that young people are thought to have developed to a large extent.
- Around half of providers are satisfied with their completion rates while half feel they could be improved. Three quarters (73%) are satisfied with their progression rates.

- In all, 97% of providers believe that CWR enhances young people's chances of moving into positive destinations, and around half feel that the Award is more effective than previous initiatives in doing so.
- Providers felt that improvements could be made to the payments processes and the EF contract structure – stating that front-end delivery for back-end payment is difficult, although it is cost effective if the young person progresses into employment. Progression to FE is not regarded as sufficiently rewarded in payment terms. For many, the (EF) contract is either too restrictive or too rigid (if they can deliver more, they feel they should be given a contract extension to do so).

6 Employer Experiences and Benefits

Introduction

6.1 This chapter reviews CWR from the perspective of the employers who take young people on placement. Most of the engaged employers have previously been involved with employability initiatives and have an existing relationship with their respective provider, although there have also been a substantial number of small, local employers who have been engaged for the first time.

6.2 The section draws upon 13 telephone interviews with employers who have taken on one (or more) CWR placements, as well as in-depth feedback from provider staff on employer engagement and experiences gained from the ten fieldwork visits. It also reflects on the views of key stakeholders and SDS staff, including those of representatives from two Chambers of Commerce, who have partnership agreements with SDS to promote the CWR.

Profile of Surveyed Employers

6.3 The employers interviewed consisted of micro, small, medium-sized and large organisations, across a variety of sectors (including hospitality, food and drink, professional services, personal services, real estate and telecommunications), mainly from the private sector. Feedback from a public sector organisation, a third sector organisation and a Local Authority employer was also gathered.

6.4 Most of the employers surveyed had hosted, or were actively hosting, a total of 48 CWR placements, ranging from one to 16 placements. Two other employers (including the Local Authority and a large, multinational company) had taken rolling intakes of a small group (eight to ten usually) of young people each and so had had a large number of young people placements at the time of survey, estimated in the region of 65 combined. Having had extensive experience with the CWR, providers and young people, these employers were therefore in a good position to feed back about their experiences having hosted well in excess of 100 CWR placements. Further, one employer who was awaiting their first placement trainee was interviewed in order to gain feedback on the initial engagement process and their expectations of CWR.

6.5 Most of the employers already had an existing relationship with the provider they were engaging with, and this was their main reason for participating in the CWR. Other businesses were engaged through their Chamber of Commerce, as a result of the Chamber arrangement with SDS to promote the CWR to member organisations, participating because they wanted to 'give something back' to the community (usually with no job specifically earmarked for the end of the placement). Others were simply seeking help during a busy time. One business was told by one of their main contractors (who informed all of their suppliers) about the CWR initiative and was therefore encouraged to participate through this route. One public organisation employer was advised by Government to reduce their age profile and so they used CWR to help achieve this.

Employer Expectations

6.6 Businesses typically take on young person placements as a 'trial' period to assess if the young person is suited to the employer and, equally, the employer is suited to the young person, rather than taking the young person for the sake of providing work experience, although some employers (e.g. those wanting to 'give something back') had no intention of taking the young person on permanently. Employers recognise the value of the Certificate (and the length of work placement) and the way in which it readies the young person for the world of work.

6.7 When asked what their expectations were in terms of business benefits, employers gave the following comments around staff recruitment:

'we had a couple vacancies we were advertising for and so were looking for talent'

'it was a chance to see if the young people have skills, or are good enough to be kept on'

'we were looking for staff'

'[we] can use the placement as a 10-week trial when we're potentially looking for staff'

'we had a specific project in mind that we didn't have resource to do'

6.8 Employers expected the young people to benefit most of all from the experience gained, in terms of gaining a certificate, increasing their skills and employability

'a chance to get a job'

'learning new skills'

'good experience in a range of different departments'

'hands-on experience'

'it's good experience for them – [the young people] were actually interested in the sector as opposed to other work experience placements we've had. Also, the young people get a certificate with is very good, and different to work experience.'

6.9 None of the employers had any doubts about becoming involved with the CWR. This was, mainly because they already had an existing working relationship with the provider or because they had previously delivered similar employability initiatives, or as a result of the effectiveness of the 'sales pitch' by their local Chamber.

Suitability

6.10 The readiness for work of young people embarking on the work placement tended to vary considerably. Most employers stated that young people's work readiness was 'very mixed'. One, the food manufacturer stated, that 'some were engaged, others had no clue'. This employer believed that the placements, all around 17 years' old, were 'still in a school mentality', for example they were asking to go home due to illness, or requesting to work with their mobile phone. A private personal services business found one young person to be 'ready for employment, whilst the other was not', while a third sector organisation thought the work readiness of placements was 'very good'. A large hospitality employer reported to be surprised at the initial lack of work-readiness of the young people, with trainees initially 'having problems with simple instructions', while a public sector organisation reported that managers 'didn't realise at the start how little the trainees could do' in terms of IT skills, including packages such as Microsoft Word and PowerPoint.

6.11 Similarly, the young person's behaviour and attitude in the workplace was reported as being variable. Some employers were surprised at how well the young people behaved, and thought this was down to the skills and discipline learned during the provider course pre-placement. Other employers found attitudes to be 'OK' as the young people had to adjust to the workplace, while the other two employers, including the electrical company, found behaviours and attitudes to be mixed.

6.12 The greatest improvement throughout the placement was unanimously reported to be the young person's interpersonal skills/ self confidence. The vast majority of employers found their placements to be fairly 'shy' and 'quiet' at the start, as expected with it being most young person's first experience in the workplace, and all the employers reported an improvement as the placement went on, as shown by the following quotes:

'the first day they had their head down and didn't want to speak, now they pitch in with ideas and solutions'

[He was] very shy and quiet at the start. He's better now he is employed with us'

'initially very timid but now they've come out of their shell'

'the biggest improvement was in the young people's confidence and social skills'

'both weren't great initially [in terms of interpersonal/ communication skills] but they got better as they went on'

'one girl was very successful. She was very shy to begin with, but there was a huge increase in confidence and she made a presentation to strangers at the end [of the placement]'

6.13 Timeliness and appearance were reported by employers to be fine, with no major issues. When asked about the young people's skills to do the job or complete tasks required of them, most employers stated that these were good, or better than expected at the outset, with one saying that they were *'pleasantly surprised because this is the hardest to engage young people we are working with. They have been fantastic'*. The remainder reported that all tasks were 'menial' so the young people were more than capable of completing them, with just two of the 14 employers stating that some of their placements performed below expectations (due to low self-confidence and poor behaviour)..

Participation

6.14 Young people have generally been employed to undertake basic tasks, as shown by the following:

'mainly warehousing duties – delivering, cleaning, putting stock away, helping unload the van etc'

'the first project was filing-centred, updating a huge database of contractors (via phone and email) and converting them from paper to online'

'in assurance they did team-working, prepared materials for hospital inspections, did research, set up meetings, In the corporate office they worked with PAs, took minutes, set up meetings, prepared rooms etc'

'a number of admin tasks, simple IT tasks and customer service so that the young person gets all the basic skills'

'they do a wide variety of tasks including painting, electrical, plumbing, planning room maintenance, testing water temperatures'

'currently they are refurbishing two wishing wells – dismantling, re-building and re-roofing, getting tools ready, securing the site, brickwork repair. They will also do other tasks such as painting the barn and fencing'

'during placement they will meet with clients, look at plan/materials, contact businesses and make enquiries about materials. Tasks such as measuring site, laying aggregate, plants etc. The hardest task is planning'

'preparing equipment/tools, shampooing, customer care. They were age-limited and health and safety limited in what they could do'

6.15 On occasions, some of the businesses, particularly those who have had extensive involvement with the CWR to date, have developed a system whereby they rotate the young person around various departments to give them full exposure of the business and to avoid diminishing engagement due to repetitive, dull tasks.

6.16 The feedback from employers was that young people could generally perform to the level expected of them, or higher, when undertaking tasks, although there was some recognition that this may have been expected given they were largely menial tasks. One large manufacturer had a placement who was extremely quiet and timid at the beginning, but then the young person 'transformed': *'their personality came out and they showed work ethic'*. That individual is now in full-time employment at the company.

6.17 The support the employers provided to the young people included mentoring, supervising and scorecard discussions with the young person and their provider staff. Employers tend to prefer interviewing the young people themselves, rather than relying entirely on the providers' assessment of the individual.

Outcomes

6.18 Of the employers surveyed, most had offered the young people further opportunities or, if not, had provided a reference or recommendation to another employer, as shown in the table below.

Table 6.1 – Have you offered the young person/people:

Employer	Further work experience?	An MA?	Employment?	A trainee recommendation to another employer?
A	No	No	Yes	No
B	N/A – the young people are still enrolled at school			
C	Yes	No	No	Yes
D	Yes	Yes	No	No
E	Yes	Yes	Yes	No
F	Yes	No	No	Yes
G	No	No	Yes	No
H	Placement not complete, but likely to get further work experience			
I	N/A – young person not yet started on placement			
J	No	No	No	Yes
K	No	No	No	Yes
L	No	No	Yes	No
M	No	No	Yes	No

6.19 Employers experienced outcomes or impacts that they had not expected to arise. For three businesses this outcome was employing some of the young people on a permanent basis, when they had not initially expected to do so. One such employer stated that the young person was *'doing well'*, *'growing in confidence still'*, and that they *'couldn't believe that he hadn't managed to get a job before here'* – a testament to the hard work put in by the individual.

6.20 The Local Authority employer reported themselves as being *'surprised at how the young people know how to handle themselves, especially in deprived areas where they often work...'* and another business found one of their placements to have experienced a *'big improvement in her confidence and social skills'*.

6.21 The development of existing staff was also reported to be unexpected business benefit as a result of taking on placements. The majority of employers appointed an existing member of staff as a mentor or supervisor to the trainee(s). A number of employers were delighted with the number of staff members who volunteered to be a mentor. Some employers deliberately appointed staff who were not in managerial roles to manage the placements, with some employers monitoring the trainee manager and CWR placement together, and reported that it was *'as much a learning experience for the managers as it was for the young people'*. Furthermore, the large public organisation reported that it was refreshing for staff to *'see their jobs, and the company, through others' eyes'*. The third sector organisation, had found there to be an unexpected fall in vandalism around the park were the placements were working, thought to be because *'the work of the young people has filtered out'*

throughout the community'. In summary, there are key benefits/outcomes to the employer from the CWR other than securing the services of the young person.

6.22 Some of the employers had previously been involved in other work placement schemes, whereas others had not. The third sector organisation found the CWR to involve more 'practical, hands-on' work than other initiatives, and felt that the work being done by young people through CWR was of greater benefit to the organisation. The personal services business is also a training academy, and runs Level 1, Level 3 entry level, as well as MAs, and works closely with the Employability Training Unit. When asked how the CWR differs from these, they replied:

'work experience is only 1 week whereas MA is a programme for maybe a couple years. CWR is somewhere in between, and actually gives young people a certificate which they can show to employers'

6.23 The hospitality business, who had previously been involved with Prince's Trust, Yes Chef! (Action for Children) and individual training providers, stated that the CWR is 'not entirely different' to previous work placement schemes, but it had delivered better impacts for the business (both placements were offered jobs) because candidates were *'hand-picked and tended to have a better attitude'*.

6.24 For some well-established businesses, participation with the CWR was the first time they had engaged with any youth employability initiative.

Delivery Model

6.25 On the whole, employers gave positive feedback on the suitability of the CWR delivery model (in particular, the 190 hours element) for themselves and for the young people. This aligns with the view of seven in 10 providers (at Table 5.3) who felt that the 190 hours of work experience was appropriate in preparing participants for the working world. This is particularly the case with larger organisations who have more available resource to mentor and manage placements, and who have typically been involved in a number of other employability initiatives. Some of the comments shown below:

'12 weeks is fine, though we've found the young person was being taken off placement for a day or two at a time to be at the provider'

'it [the placement] gives enough time to teach the young people about tasks'

'it works fine. They were very timid and quiet at first... however, now they have come out of their shells, are confident, and the project is almost student-led'

'it is good – long enough to try different things, different departments'

'we could identify quickly who it suited well and who would likely drop out'

'the 190 hours is not an issue for us at all because we are a large, 24 hour business'

'I actually think the 190 hours makes it EASIER – the manager gets to see them grow and develop. One or two weeks would be a struggle to give them worthwhile tasks, but within nine weeks the employer is able to get something out of the placement'

6.26 If anything, some employers would welcome a longer placement, as shown by the following:

'works well though we would like to have the young person for longer'

'it is not long enough. It only gives the young person a very small taste...'

'we would like to keep the young person if they've completed their hours but the project isn't finished'

6.27 This view runs contrary to the sizeable minority of providers (25%) who felt that the 190 hours should be reduced to help employer engagement. Typically, providers feel that a shorter placement would be an 'easier sell', however employers prefer a long placement, especially when they use them as a 'trial' with a view to permanent employment. The only counter view was from a small, local business, as follows:

'for [large, multinational business], with considerable resource, [the 190 hours] is suitable. Although, I think for small, local businesses it's not – it's a huge ask. I think 100/120 hour work placement is still just as sufficient at smaller employers and shows the same level of commitment [for the trainee]'

6.28 Employers were asked if there was anything about the delivery model that they think should be revised, with only two suggestions - including one employer suggesting a longer placement (although this employer worked with a school provider, and so placement hours had to fit around schoolwork) and one asking for more flexibility around the 190 hours so that young people could complete their projects from start to finish, which would benefit them as the employer greatly. There were no issues with the delivery of CWR split between provider time and employer time, or in general with the allocated provider time during the placement.

Partnership Working

Employers and Providers

6.29 Partnership working between employers and providers has been very positive. This is particularly true for those who already had an established relationship – providers will tend to give employers a full briefing of the CWR, what is expected of them (the employer) and what is expected of the young person. These initial meetings were valued highly by employers, giving them an opportunity to address any questions they may have. Regular visits from training provider staff, whether to check the progress of the placement or to complete the scorecard with the employer and young person, were also valued highly by employers. In the vast majority of cases provider support is of great benefit to the employer, especially within busy departments or those with no or little experience of delivering placements.

6.30 Other employers who have recently developed a relationship with a provider due to the CWR reported there to be no communication issues, and that relationships are expected to strengthen as the Certificate continues. Only two employers had slight issues with partnership working. One, a food manufacturer, reported that they would provide feedback to the provider every week, in the way of scorecards, but found this was rarely passed onto the young people. Another, a property management business, had good ongoing communication with the provider but felt that they should be able to ask the provider to work on specific areas with the young person during their allocated weekly provider time, which it was felt would greatly increase their work-readiness. In the case the employer was not always sure what the trainee did during their provider time. Again, these were newly established relationship and are expected to improve in time.

Employers and SDS

6.31 As previously touched upon, SDS has proactively sought to develop relationships organisational bodies/ representatives – in particular Chambers of Commerce (Glasgow and Ayrshire) and SFDSA – in order to raise awareness of the CWR amongst employers. The partnership agreement with the Chambers sees them using their extensive local business membership and relationships to involve more businesses in taking CWR placements, in exchange for a small payment from SDS. The Chambers are incentivised to 'sell' the CWR to their member businesses. This partnership working has been fairly effective way of increase business awareness and take-up of the CWR.

6.32 However, it has not been without its challenges. A small number of businesses, from both areas reviewed, reported long delays between signing up to the CWR and receiving any communication from training providers. Indeed, some employers were yet to receive a trainee at the time of consultation, having signed up to the programme some 8 or 9 months previously. It should be noted, however, that this has been an issue encountered by the EF as a whole, rather than being CWR-specific. SDS has since refreshed the operational guidance in place to support the linkages of employers to providers, and furthermore introduced procedures to flag up any future instances of this occurring, although these checks may benefit from refinement or refreshment. The Chambers have subsequently felt 'let down' and 'embarrassed' in cases where training providers could not provide a trainee to an employer who had a work placement opportunity ready. This was often the result of opportunities in areas of high youth employment or on occasion with difficult to fill vacancies or at a time in contracting year when starts were at a maximum. It is also interesting that this would appear to contradict the view of some providers that CWR can be a difficult sell to employers.

6.33 Furthermore, although there was extremely positive feedback from employers on the information, 'sales pitch' and subsequent communication and support given by the Chambers – with some employers reporting the availability of CWR to be 'very encouraging' and being 'surprised that not all employers are signing up' – there was evidence of the process being confusing to other employers. Businesses are not always fully aware of all the parts of the CWR. Some were unaware of the role of SDS in delivering the CWR, and some were contacted by unknown training providers without introduction – an unsatisfactory experience. It was cited that SDS could do more in the facilitator role to allow longer term employer-provider relationships to develop, between an employer agreeing to the placement and providers contacting them

6.34 Similarly, it was felt that an employer briefing paper would be a useful tool for those employers who have been newly engaged, showing where SDS, the Chamber and providers are positioned in the delivery of the CWR, including what the next steps will be, and what the timescales are (e.g. 'that SDS will be in touch within two weeks and will introduce you to at least two local training providers who will contact you to discuss your trainee requirements' etc). Employer briefing/information type papers have already been produced by SDS, so it is perhaps that training providers need to be encouraged to use these tools more often. Some positive CWR case studies have also been produced by SDS. Some employers will (and have) taken on trainees irrespective of the delay, although there is the danger that other businesses will become disillusioned with the process and Award.

6.35 Glasgow Chamber of Commerce, for one, will continue to promote the CWR to its members this year, although less intensively and without a target. It is recommended that SDS continues to utilise the existing, readily-available business membership and contacts held by the various Chambers in order to widen the reach of CWR to new and potential employers. Although not all are large enough to work with, and some areas with have limited supply of, and demand for, CWR, with 21 Chambers of Commerce in Scotland, there is room for this approach to be applied in other areas, especially in areas where providers say they find employer engagement particularly difficult.

6.36 In addition to the work with the Chambers of Commerce, SDS has built significant capacity within their own Employer Teams to engage with clients on the topic of CWR – 308 discussions were recorded in 2014/15 with employers. Furthermore, SDS has mapped the CWR to the Investors in Young People (IYYP) team, and carried out sessions with all IYYP specialist who were recruited to support the CWR.

Final Remarks

6.37 When asked what they believed to be the single biggest positive aspect of the CWR, the responses were mixed between the opportunity for the employer's ability to identify potential staff and the self-development experienced by the trainee. Employer quotes are as follows:

'helps identify potential staff, and likewise helps the young person get a job if they work hard.'

'the progress the young people make and the quality of their work. [We were] quite impressed by the young people.'

'the hands-on experience they're gaining for employment or FE/HE is invaluable.'

[the CWR] allows the individual to see real life work experience.'

'identifying new young talent. We got an MPD student and an engineer out of it, vacancies which we'd been advertising for some time. We have four new areas identified for the next cohort.'

6.38 There were few improvements that employers would make to the whole process, other than increasing the length of the placement, as previously discussed. Three employers stated that they would not change anything, although they reported slight issues around placements being too short (in particular, for the employer engaged with the school), and the young person time being taken away by the provider for a day or two at a time which 'disrupted our work pattern'.

6.39 Employers are also self-developing their methods and approaches to recruiting and accommodating CWR placements. Feedback from three large employers, who are taking cohorts of CWR placements, was as follows:

[we] have learned from this cohort. Are using a different provider next time, will take on the same number of young people, but will train mentors and have 'drop-in days for parents'. Also, at the end of the placement they will do a 'mop-up week' at the provider for young people to cover any aspects they didn't while on placement'

'the managers didn't realise at the start how little the young people could do, with Word and PowerPoint etc. So this time round we've changed some of the interview questions and given managers a much clearer briefing on what to expect – "they make take more work but..."'

'recruiting the right people is key... in Glasgow, attracting the right young people with the right motives is key'

6.40 One employer did, however, suggest that a follow-on initiative for the CWR might be beneficial for those young people who were not quite ready to progress into employment.

'...there should be a follow-on programme for after CWR, which could be Level 1 and HAS to be with an employer. I realise that the follow-on is meant to be employment, but I don't think these young people are ready.'

6.41 All employers surveyed stated that they would definitely recommend the CWR to other employers, positive feedback for the Award. Lastly, final comments given by employers were complementary about the CWR, as follows:

[it has been] very positive, the work on site has been great for [the third sector organisation]. We are a great supporter of this kind of thing.'

'it is a brilliant initiative'

Key Point Summary

- Many employers typically use CWR as a recruitment tool by taking trainees on as a trial period, with specific vacancies in mind if the young person performs to a standard, although not all employers do this.
- The suitability of trainees varied widely, with some employers reporting that simple instructions were not followed and others finding that trainees could complete tasks at a much higher level than initially anticipated. Trainee tasks were, however, generally at a menial level.
- All employers reported self-confidence and inter-personal skills to be the greatest improvement in the young people throughout the course of the work placement to
- Outcomes were typically very good for trainees. Those that weren't offered employment or an MA usually benefited from further work experience, or a recommendation to another employer/ employer reference.
- Many employers have experienced unexpected benefits of engaging with the CWR, such as employing trainees when they previously hadn't set out to do so and the development of staff as managers/ mentors.
- The 190 hours was deemed to be suitable by the majority of employers and, if anything, some would prefer even longer placements. However, evidence suggested that smaller, local businesses might occasionally struggle with this commitment. Employers value the support given throughout the placement by provider staff.
- SDS partnership working with organisations such as the Chamber of Commerce and SFDSA have worked well in terms of raising awareness of the CWR amongst employers, although there have been instances of breakdowns in communication between the organisations, providers and employers. Many would still recommend the CWR to others.

7 John Wheatley College Case Study

Introduction

7.1 This chapter provides a case study of the approach taken by John Wheatley College (now Glasgow Kelvin College) when running a pilot of the CWR, embedded in the college curriculum, during the 2013/14 academic year. This information was gathered during a focus group with four staff members who delivered the pilot; two staff members from the construction department, one from the childcare department and one from college management.

Case Study

The CWR had been piloted with 2 subjects in the last academic year (2013/14): Construction and Childcare. The experiences of the two have been quite different and are summarised here. Young people come from the regular student course intake (unlike CWR referrals from SDS and other in the conventional CWR model). Students are also not paid for their in-course work placement, unlike the paid placements under the conventional model.

The Construction CWR

Background

The construction department had tried work placements in the past, but has traditionally found a lack of engagement by students (they referred to a fairly strong local culture of students and parents being resistant to doing any 'unpaid' activities (even though this experience might be of medium-long term benefit). The College thought this would be the case regardless of whether it was a 1-day-a-week or block release. They also cited certain additional barriers, such as site safety certificates.

Placements

Jobs and Business Glasgow sourced places for the construction students. These were mainly Legacy Partners in the Commonwealth Games i.e. major construction companies. However, there was little actual activity on site during the period of the CWR pilot. Accordingly, there was a requirement to send students to more distant locations (e.g. suburban sites).

The Employers

FE Colleges have historically found construction a difficult sector to engage with for offering work experience. There was a further issue in working with the large construction employers which was a lack of a contact who was directly responsible for students on-site. Whilst there was a key employer contact, students could be placed at a number of sites, and even move between them. This led to a lack of continuity for the student and difficulty for the student (and College) in liaising with immediate supervisors. This also made it difficult for the College to arrange meaningful employer feedback.

Delivery

Students/staff effectively abandoned the Construction CWR mid-way through the academic year following very limited engagement (24 students in year). None completed the CWR.

Outcomes

The Construction department dropped CWR. There were a number of issues which included:

- Requirements for additional site safety qualifications for students to work on site- not all had this.
- There were insufficient sites close to the students and not enough sites in the city in general to support the level of placements. This required placements travelling to outlying sites in e.g. Newton Mearns - and students and parents were not happy with this (1-1.5 hrs travel).

- The CWR was adding time onto an existing programme with no financial gain for students (this was not appealing to students who seemed very resistant to this and the College found it hard to get across the potential value of the placement).
- A general culture of not participating in 'unpaid' activities - re-enforced by parental and peer pressures not to do this.
- Employers were not keen on one day a week on site, citing a lack of continuity. The employer preferred blocks of time, which is easier to plan and arrange work activities for. This did not fit well with the 1-day a week college release approach they had taken.

No construction students completed the CWR- it was effectively dropped by Feb 2014. Only 1 placement was left and peer pressure led to them dropping out.

The Childcare CWR

Background

In contrast to construction, a work placement has been an established feature of the College's childcare course, and delivering CWR was therefore an extension of existing practice.

Placements

The Childcare Department had existing relationships with a number of employers; and the CWR made use of these existing links. However, it meant additional paperwork for employers. This was considered a bit 'tick box' and not that useful (i.e. the employer feedback sheet). The College considered this feedback as not very in-depth or meaningful.

More generally, the College reported there to be a limited awareness amongst employers of the CWR.

Delivery

In all, 16 of the 18 students completed the Childcare CWR. The CWR 'dovetailed' in to the course, with students doing 1 day a week on placement already, prior to the introduction of the CWR. A lot of the topics covered by the CWR were also being covered already by the College course. The material provided by SDS/SQA was adapted to childcare scenarios. Of the two who did not complete, one had poor attendance; the other 'was not work ready'. The Childcare department would go out to visit a placement on site at least twice over the year, plus phone calls as required.

Outcomes

The Childcare Department delivery of the CWR was seen as successful (with high completion rate) and as an effective addition to existing practice, providing an additional recognised Certificate. It will continue again this academic year (2014/15). It was reported that the Childcare students value the CWR.

Lessons from the Two

For CWR to work, the Construction course would need to be re-designed to fit around the CWR, with employers being brought into the process early to embed work experience within colleges. Although this was not a realistic prospect in the short term, the College recognises the growing emphasis on work placement in college provision, so they will review the situation in the future. The initial conclusion is that the CWR does not fit well with the Construction course and it is not currently being taken forward. This has typically been found, not just for the CWR, but for work experience in general. SDS are currently working with CDN to look at ways of improving the delivery of work experience in non-advanced level courses in colleges.

More generally, the college recognises the 'bigger picture' push to promote work experience, and they see the role of CWR or similar as a growing one. In this regard, some programmes may need to adapt to take account of this.

In order to overcome some of the negative attitudes towards work placement (i.e. amongst construction students) there may need to be more done earlier at school, to 'get them on board'.

It was perceived that the '1-day a week over a year' model followed by the college did not necessarily fit with all courses, especially construction, with CWR designed for a more full time work placement. It was also thought that there was a degree of overlap and duplication between SDS and SQA supporting material, leading to some confusion (not necessarily at the college, but amongst providers generally) over what should be used when.

8 Conclusions and Recommendations

Introduction

8.1 CWR is moving through its first full phase of delivery following an initial pilot phase, and the time has been right to undertake a review of the delivery of the Certificate to date. CWR combines an employer assessed work placement element with a qualification and is new for providers, employers and young people alike. This Chapter presents the review conclusions and sets out some recommendations for the future delivery of the Certificate.

Overall Conclusion

8.2 CWR is offering something new in the sphere of employability, and is being valued by young people and employers. Young people themselves are reporting increased work readiness and self-confidence following their participation in CWR, and the outcomes recorded for progression to a positive destination are good, and are comparing favourably with previous/other employability initiatives at Stage 3. For employers, there is real value in being able to take on a young person for 190 hours and, if anything, employers would prefer this to increase, rather than fall, with the possible exception of smaller employers.

8.3 For providers, most welcome CWR and see it as additional and valuable in helping to make Stage 3 young people work ready. Although not universal, the provider view is that CWR is of benefit to the young person by combining the class-based and work placement elements. More providers value the 190 hours than not, and more believe that CWR is a better 'sell' to employers than not. Whilst there remains scope to increase the number of providers delivering CWR – especially those not funded via SDS – those that *are* delivering CWR are recognising the value of doing so for young people.

Benefits for Young People

8.4 Young people are experiencing a wide range of benefits, and some 95% of participants rate the CWR as good or excellent. All report that CWR has improved their work readiness skills, with improved self confidence the next most cited benefit (and the one they feel has been most improved). Work readiness includes their understanding of what work entails as well as job specific skills (such as plumbing or joinery).

8.5 Almost all young people (97%) reported improved team working, either a lot (58%), or a bit (38%) as a result of the CWR, with strong feedback on the class-based group working. The work placement also helped the young person feel part of a team and contributed to increased self-confidence. Fewer young people cited improved numeracy and literacy, although trainers reported improvements in both these areas.

8.6 Of those taking part in the focus groups, the majority of young people expect to progress, or have already progressed, into employment (66%) or college (31%) after completing the CWR. This is positive, and the work experience will be of greatest benefit in helping them to achieve this. Of CWR completers surveyed, 86% had already progressed into a positive destination, with CWR central to this. Overall, SDS's CTS database suggests 41% are progressing to a positive destination, comparing favourably to previous initiatives. Evidence suggests even early leavers, many leaving to progress into employment or Further Education, felt CWR to be valuable.

Provider Experiences and Learning

8.7 CWR providers have largely been positive about CWR, including its ability to prepare young people for the world of work. In particular, providers recognise the value of the qualification and work

placement combination. Providers feel that the Certificate is important and complements other existing initiatives – for those delivering CWR it has become a valuable part of their Stage 3 provision.

8.8 Providers, in the main, regard the required 190 hours as appropriate when preparing the young people for the world of work, which is positive given that many providers will not have been used to delivering support over such a timescale. Providers have also generally been able to engage employers (and more easily if anything than in the past), who value this length of work placement. More than a quarter report demand from employers to be high.

8.9 Referrals in to CWR are generally at the right level, and more than six in 10 (61%) report the level of demand to be high or moderate. At the same time, almost four in 10 consider demand low, and half of providers report that it is insufficient to match the available supply of places (this may, in part, reflect the newness of the Award). Some providers feel constrained by the EF contract and would like to deliver more CWR.

8.10 Providers also typically rate the four CWR units highly, and nearly all modify the materials to suit their delivery style, add more information or deliver innovative activities to increase young person engagement, which can itself be seen positively as providers are showing they are owning delivery of the CWR. The 'Personal Development: Self & Work' in particular is viewed as harder to engage with by provider staff.

8.11 Although there are some issues with increasing demand and securing wider employer engagement, all providers feel that CWR, at least to some extent, allows young people to develop important skills sought by employers and to understand the responsibilities and demands of employees. Providers consider CWR to be increasing team working, communication and time keeping to a significant degree. 97% of providers believe that CWR enhances young people's chances of moving into positive destinations, and around half feel that the Award is more effective than previous initiatives in doing so.

8.12 Where providers are negatively critical of CWR this typically relates to the payment model, and the differential between the payment for a FE outcome as a positive destination and employment when next stage FE may represent important progression for the young person. Some also consider the six month window for the young person to start employment to be restrictive.

Employer Experiences and Learning

8.13 Employers are also positive about CWR, with the 190 hours valued by them in particular. If anything, employers see the 190 hours as the minimum required to see whether the young person is suitable. Employers want to take on the young person if suitable, and are not motivated by offering work experience per se. Those consulted were positive about the contribution and progression of the young person whilst at their placement, with many of the young people visibly growing in confidence during their time with the employer.

8.14 There were few negative criticisms of CWR although employers can be resistant to the young person returning to the provider once a week as part of the course (this is common, but not compulsory). Nonetheless, employers consulted are seeking to continue with CWR and to develop and improve their own processes, for example in mentoring and developing CWR beneficiaries.

8.15 SDS has worked with partner organisations, such as Investors in Young People and Chambers of Commerce, in order to promote take-up of the CWR among Chamber member businesses. This has worked well in terms of raising awareness of the Award amongst local employers, although there have been cases where a breakdown in the communication chain has led to engaged employers waiting a long time for young people to become available to them for the CWR placement.

Meeting CWR Objectives

8.16 From the three key perspectives – young people, providers and employers – CWR is delivering against its intended objectives. It is **identifying the skills, behaviour and personal attributes that employers seek in their employees** through ensuring young people behave in the right way in the workplace, which is actively supervised by the provider as part of CWR. Employers provide feedback to the provider via the scorecard and, where CWR works well, this is used constructively to develop and improve the young person. Employers report being ‘pleasantly surprised’ with the young people, and young people themselves appear to be responding positively to the opportunity to work.

8.17 CWR is also helping young people to **understand and demonstrate the responsibilities and demands of the employee in the workplace**. This is an important part of the up-front class-based element which is valued by the young people, many of whom admit they ‘did not know about these things’. These responsibilities and awareness of them is being taken forward in to the workplace.

8.18 Team working is a positive feature of CWR, recognised by young people and provider. This, and other ways the class-based elements are delivered, is helping young people to **understand and demonstrate the skills to interact with other employees and customers in the workplace**. Again, young people, providers and employers are positively reporting on young people’s attitudes in the workplace, albeit some of the tasks/jobs involved are relatively low level.

8.19 CWR is perhaps less clearly and demonstrably developing some core skills, although this is not an explicit objective. CWR seeks to **develop and demonstrate core skills in communication, numeracy, ICT, working with others and problem solving to a work ready standard**. Problem solving is a key feature of CWR although the extent to which CWR formally improves literacy and numeracy standards is less pronounced (although some of this is hidden in the more practical-based elements of the course). ICT is not a strong dimension of CWR, and can be limited due to delivery. Given its importance in the workplace this may be an area in which SDS may wish to work with providers to develop the CWR going forward.

8.20 Lastly, CWR is helping young people to **identify and reflect on their own strengths and experiences in relation to the world of work**. Many young people participating in the focus groups were very articulate and able to reflect well on their experiences. Although personal development and goal setting was not always considered the most dynamic part of CWR (and harder to deliver in an engaging manner), CWR nonetheless has encouraged a strong degree of self-reflection in participants.

Conventional and Unconventional Approaches

8.21 There is evidence that less conventional approaches to delivering CWR can also be effective, as demonstrated by the John Wheatley College delivery of the childcare CWR. Where this has worked best there has already been a strong work placement element to the curriculum course which CWR can be an extension to. Other sectors, such as construction, for example, have typically been a hard-to-engage sectors for colleges. However, it is also clear that within ‘conventional’ approaches there are a variety of different ways of delivering CWR. Providers have worked flexibly and creatively to enhance materials to improve the relevance of CWR to their young persons and placements, particularly where this may be sector-related or to make the CWR units more engaging.

The CWR and the EF

8.22 Some 69 SDS-funded providers currently deliver CWR and this has been increasing over time. SDS is keen to increase the number of providers, especially those not delivering CWR as part of

EF to widen the reach of CWR. SDS is actively encouraging delivery of CWR through the College network and this is being planned for the 2016/17 academic year.

8.23 Provision of CWR nonetheless remains dominated by those funded via the EF. These providers clearly see CWR as a valuable addition to the Stage 3 offer and regard CWR as occupying a broadly unique place. Many would like to deliver more, and some are doing more through changes and renegotiations of their EF contract. SDS should work flexibly with providers who are willing and capable of delivering more CWR, and the EF contract should not act as a brake of providers in this regard. However, it should be noted that the allocation of EF starts is made via the co-commissioning process and LEPS, and not by SDS alone. Budgets are allocated based on evidence of need.

Concluding Remark

8.24 The feedback from this first full review of CWR is very positive and CWR appears well designed and fit for purpose from an employer perspective - which is the one of the most important tests of the effectiveness of CWR. Young people are also valuing CWR and see its benefits, including the class-based elements. The next stage is to broaden the take-up and delivery of CWR more widely, and to communicate to more providers (including Colleges) and to more employers some of the positive messages here.

8.25 Broadening CWR will not be without its challenges – providers will want to deliver CWR with more larger employers in larger numbers which may be difficult given that CWR – at least in the classroom – best suits groups of 8-10. There are also challenges in delivering CWR in certain geographies, given it is harder to bring groups together, and some sectors (e.g. construction) remain as yet less convinced of its value. Nonetheless, there are good opportunities for providers to develop and tailor their CWR offer further, particularly around certain sectors and employers.

8.26 Scotland's youth employment challenges were set out in the Commission for Developing Scotland's Young Workforce¹⁶ (the Wood Commission) in 2014. The Commission was undertaken against a backdrop of high youth unemployment and a perception that young people are not being prepared adequately for work. It considered, among other things, how a high quality intermediate vocational education and training system can be developed to enhance sustainable economic growth with a skilled workforce. The CWR, as with Modern Apprenticeships, is highly relevant in this context, in readying young people for the world of work and encouraging better connectivity and co-operation between education and employers.

Recommendations

8.27 The review gives rise to a set of recommendations for SDS in relation to the CWR moving forward. It is based on our ten fieldwork visits and feedback from early leaver and completers in Wave 1, and on consultation with wider stakeholders, CIAG staff, employers, non-delivering providers and follow-up with Wave 1 providers in Wave 2.

Award Design and Content

Recommendation 1 – Retaining the 190 hours: whilst 190 hours is a substantial commitment for both the employer providing the placement and the young person completing the placement, it is valued by both. Although there is some feedback from training providers that it can at times make CWR a more 'difficult sell' to employers, the 190 hours is appropriate to and valued by employers and trainees. Any reduction would make the placement less meaningful to the employer and trainee, and might not fully allow the commitment required by the trainee to complete the Award to be demonstrated. Increasing the duration may discourage both employers and trainees from participation.

¹⁶ <http://www.gov.scot/Resource/0045/00451746.pdf>

Recommendation 2 – Personal Development: Self and Work Unit: the units required for completing the CWR are generally well received, and training providers often augment materials to suit their own delivery style. However, there is a certain dissatisfaction with respect to the Self and Work unit, due to its repetitive and simple nature, felt by both providers and trainees, many of whom completed similar units at school. Whilst SDS is aware of this and has developed new materials, it is recommended that the effectiveness of these are monitored and that consideration is given to revising the unit to make it less standardised and more creative, to off-set the risk that this unit undermines the attractiveness of CWR. Recent digital and interactive resources launched by SDS should help with unit delivery.

Recommendation 3 – The 100 Hour Rule: where trainees' placements have been stopped mid-way through, through no fault of the young person, or they move into employment with a different employer, they are then required to complete another placement of 100 hours in order to complete the CWR (even if they have already done the majority of the hours, say 150 hours). This is to allow the new employer to have a reasonable length of time to assess the trainee. However, there have been instances where CWR trainees have disengaged with the Award, rather than complete another 100 hours. It is recommended that this rule is amended to allow trainees to 'make up' their remaining hours to soften drop-out rates (there could be a minimum of 50 hours with the new employer for those who have less than 50 hours to make up the full 190 hours, to allow the new employer time to assess the trainee).

Recommendation 4 – Pre-CWR Programme: referrals onto the CWR have generally been suitable, although when this is not the case, the young person is typically deemed to be more suited to Stage 2 of the SSP. In these cases, providers will often work with them anyway. It is recommended that a Stage 2 Award, with a lesser work placement (e.g. 100-150 hours), similar to the idea behind the Introduction to Work Placement Schemes (IWPS) not reviewed here, or some variation of it, is introduced as a pre-cursor to the CWR. There is a demand and appetite for this type of intervention, and it could be particularly useful within schools (as the CWR is within Braes High School), thus aligning well with the Developing Scotland's Young Workforce recommendation on better preparing school leavers for the world of work. IWPS is a core skills based qualification. It is the first step into the world of work and focuses on work tasters and shorter placements with flexibilities around the workplace environment. In this way they can therefore act as a precursor to progression onto CWR and should therefore avoid confusion to employers.

Award Processes and Systems

Recommendation 5 – Aftercare: training providers monitor young people once they leave the CWR in order to be able to claim an outcome payment, however there is currently no formal aftercare procedure. It is recommended that work coaches complete exit interviews just **prior** to the young person completing the CWR (in addition to scorecards). This is an important step to align the young person's desired next steps (which may have changed throughout the placement) with what is available (either in the workplace or in education), and will help SDS to track the progress of trainees once they leave CWR. However, any development of this would have resource implications for SDS.

Recommendation 6 – Monitoring: previously, training provider monitoring and recording of CWR placement details was not compulsory. This is now compulsory and is part of the SDS EF contractual agreement with providers. Regular SDS monitoring of training providers is part of providers contractual obligation and SDS should continue to work with providers to monitor and improve delivery. Some SDS staff have a remit to monitor trainers by observing provider training in order to ensure a high quality of training is delivered and that trainers are encouraged to improve techniques.

Marketing and Partnership Working

Recommendation 7 – Awareness (external): the CWR is still at an early stage, and as such there is relatively limited (although growing) awareness and recognition of the Award among employers. SDS is proactively working with partners, such as Glasgow and Ayrshire Chambers of Commerce, to promote the CWR to employers, and this is working to an extent. Increased awareness amongst the business base will improve recognition of the Award as a worthy qualification, in turn making it easier for training providers to promote CWR to employers. A marketing campaign, exhibitions, events and roadshows, or even having larger employers as ‘ambassadors’ of CWR, would help to raise awareness of the Award nationally. Similarly, more can be done with Job Centre Plus, expected to be a key referral source, to encourage referrals to the CWR (and indeed the EF as a whole).

Recommendation 8 – Awareness (internal): similarly, keeping frontline SDS staff informed of how CWR is progressing is crucial to raising awareness of the Award. There is generally good awareness of the CWR amongst CIAG staff, although, as the first point of contact for many Stage 3 young people, there is an ongoing need to make sure that they continue to be well informed of the Award, its processes and delivery requirements, and the target groups for signposting. Regular contact from the project manager and contract managers and visits to area offices, as well as updates of the numbers of young people taking up CWR, as well as success story case studies and so on, will help to keep the CWR at the forefront of advisers’ minds.

Recommendation 9 – Improved Partnership Working: following on from Recommendation 7 and 8, continued partnership working with the Chambers is advised due to their extensive membership and ongoing relationships with key local businesses. This approach could be rolled-out across Scotland to other Chambers and other organisations, such as trade associations in key employment sectors (e.g. construction, childcare) and sectors identified within the sector-specific Skills Investment Plans. However, the approach needs to be more joined up, with ‘no break in the chain’ between, say, the Chamber and an employer becoming engaged, the Chamber referring this employer to SDS, SDS sourcing the right provider, SDS facilitating the introduction between the provider and the employer, and the provider following-up with the employer. SDS have implemented a protocol to respond to this recommendation.

Recommendation 10 – Promoting the Take-Up of CWR amongst Colleges: SDS has worked closely with the College Development Network (CDN) in seeking to increase College delivery of the CWR. Supplementary research into the issue indicates one of the greatest barriers to increased College delivery of CWR is the long planning period required to introduce a new qualification. This has been made far more difficult during the College merger process, but now that this is being worked through and new Colleges are becoming more established, there is an opportunity for SDS to work with Colleges to plan how the Colleges can effectively deliver the CWR.

Recommendation 11 – Briefing Paper for Employers: due to a number of instances where new employers have been confused as to the partner organisations (SDS, Chambers, providers) and their respective roles, it is recommended that the current briefing paper is reviewed and refreshed, with a particular reference to reviewing the online presence, and clearly explains the role of each organisation, the delivery requirements for CWR, and what the next steps and timescales are after the employer has signed-up (e.g. ‘*SDS will contact you within X weeks to introduced you to X local training providers*’). This will help raise CWR awareness and to keep employers engaged and enforce a process for SDS to follow. SDS have now in place a protocol to ensure that employers and providers are working in partnership and are clear on each others roles and responsibilities.

Recommendation 12 – Resource Sharing: it is recommended that SDS continues to facilitate and promote CWR training provider forums and events to all provider staff, which can be used by providers to exchange best practice on elements such as unit materials, training methods, employer engagement, and alternative ways of delivery of the 190 hours. Feedback from providers showed that

there is an appetite for this type of opportunity, and many feel they have had limited knowledge of who/how others are delivering the CWR. SDS's next large scale best practice event will focus on the key objectives of the CWR and engaging with online resources.

Appendix A: Consultee List

Wave 1 Fieldwork	
Training Provider fieldwork day visits	Barnardo's Scotland
	Braes High School
	Edinburgh Zoo
	Forth Valley College
	IDTC Limited
	Jobs & Business Glasgow
	New College Lanarkshire
	Port of Leith Housing Association
	Sibbald
	Spark of Genius
SDS Staff	Project Manager Head of Partnerships Learning Provider Network Support Adviser
Survey of CWR Providers	
Survey of CWR Employers	
Survey of Early Leavers	
Survey of Completers	

Wave 2 Fieldwork	
SDS Staff	Head of Region (1) Team Leader (1) Work Coach/ Careers Adviser (5)
Stakeholders	Representatives from: <ul style="list-style-type: none"> • Glasgow Chamber of Commerce • Ayrshire Chamber of Commerce • College Development Network • Forward Training • SFDSA
Follow-up with Wave 1 Providers	
Survey of CWR Employers	
Survey of Non-Delivering Providers	
Survey of Early Leavers	