

Board of Management Learning & Teaching Committee

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Action	For Information and Noting

1 Purpose of report

- 1.1 This paper is intended as a thematic update for inclusion as a standing item on the agenda of the Learning and Teaching Committee of the Board of Management. It will highlight the key points for noting and progress made by City of Glasgow College and contribution to the Regional response to Developing the Young Workforce.

2 Context

2.1 Developing the Young Workforce

The Developing the Young Workforce (DYW) implementation programme is a seven year long programme to deliver the policy agenda of the Scottish Government in relation to increasing the employment prospects of the young workforce. Signalling the scale of its ambition in DYW: Scotland's Youth Employment Strategy, the Government has set a target to achieve a 40% reduction in youth unemployment by 2021, establishing Scotland as one of the top performing European youth labour markets. While this work will extend across a wide range of organisations and sectors, colleges, as Scotland's primary providers of vocational education, have a central role in supporting delivery of the national programme.

DYW recommendations are clear for schools and colleges. The main aim is to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong examples that already exist across the country. The challenge is to extend that offer to *all* young people, and to create a climate where young people, their parents, teachers and practitioners value – and demand – a range of routes into good jobs and careers, whether that is through our universities, colleges, apprenticeships or training provision

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of the agenda. It is only through a partnership approach we will widen the range of options available to young people and support them to make the most appropriate choices for their futures. Our objective is a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job, as a mainstream option for all pupils in the senior phase of secondary school.

- 2.2 The Regional Outcome Agreement guidance sets specific targets for colleges in relation to delivering DYW. These themes include:

Key themes and milestones for Colleges

Achieving our ambitions for the young workforce requires a focus on the following themes in relation to

- Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners;
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up;
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate;
- Further developing college outcome agreements to underpin improvements and measure progress;
- Modern Apprenticeships focused on higher level skills and industry needs;
- More employers engaging with education and recruiting more young people;
- Advancing Equalities
- Scotland's Youth Employment Strategy- Scottish Government and Local Government Implementation Plans

Colleges- A Valued and Valuable Choice- Milestones for 1516

- Publication by Scottish Funding Council of an analysis of the commitments made by colleges in their 2015-16 outcome agreements – including plans to develop senior phase vocational pathways in all regions;
- A plan from Scottish Funding Council to enhance college engagement in Community Planning Partnerships;
- Young people benefitting from better work-related learning experiences;
- Scottish Funding Council publishing a plan to reduce gender imbalance on courses in joint action with Skills Development Scotland and other partners;
- College outcome agreements signed off for academic year 2016-17, with implementation plans agreed with local authorities;
- Scottish Funding Council develops a strategy to promote the value to employers of engaging with colleges;
- Early adopter activity evaluated and lessons inform the development of college outcome agreement guidance;
- Capacity building to support enhanced employer engagement in the college sector;
- Regional curriculum planning established informed by Skills Investment Plans and Regional Skills Assessments.

2.3 City of Glasgow College Update against Progress Against Milestones 1516

- Through our strategic partnership working within the Region, School College Strategic Partnership Group and the Glasgow, Chamber of Commerce – Education and Industry Partnership, we are working to deliver the Regional objectives for DYW, engaging with employers in meaningful partnerships to support more young people into employment from School and College.
- The Industry Academy Model facilitates engagement with industry sectors and employers.
- We developed and delivered senior phase vocational pathways with schools across the local authority areas we work in – Glasgow, East Renfrewshire and East Dunbartonshire, this in collaboration with the other regional colleges to ensure a varied curriculum offering across the region that meets the needs of young people, the economy and industry sectors and aligns with the Regional outcome agreement and curriculum planning.
- .A joint regional Schools College prospectus has been published for Glasgow and East Dunbartonshire.
- In 1516, we engaged with 36 schools – mainstream and supported through 14 programmes delivered in College and outreach to a total of 368 school pupils.
- We increased the number and widened our offering of Foundation and Modern apprenticeship pathways .The College is a key partner in the Engineering Foundation Apprenticeships for the Glasgow Region and in development of future Graduate apprenticeship in Engineering. Delivery partner for pathfinders Foundation Apprenticeship in Financial services with GEL.
- In addition in 1617 we offered delivery of three additional Foundation Apprenticeship frameworks in ICT Hardware, ICT Software and Business Services.
- Delivering programmes that challenge gender stereotype and promote gender balance eg Women into Engineering and Men into Childcare have been extremely successful this year .Women into Construction developed for 1617 delivery.
- Through the Industry Academy model we promote industry engagement that provides meaningful partnership, employer led curriculum and increases positive employment and articulation destinations for all our students.
- Increase engagement with employers and real work experiences for our young people within group profiles that are furthest from employment , -our ongoing partnership with ENABLE and Strathclyde University , through Project Search, has secured positive employment destinations for more young people with supported educational needs than ever before.
- In addition new access routes to progression have been piloted – City Passport, January start collaborative programmes across three curriculum areas, offering young people leaving School a taster type programme to support decision making for progression. City Works will mirror the successful Project Search

model with City of Glasgow College as the employer , this is a collaborative project between curriculum and the support services across College aimed at Young People with Autism

2.4 City of Glasgow College Objectives to achieve Milestones 1617

Milestones for 1617 as per Scotland's Youth Employment Strategy- Scottish Government and Local Government Implementation Plans- Colleges-A Valued and Valuable Choice

During 2016-17, we will see:

- College outcome agreements for academic year 2017-18 demonstrate more opportunities for young people, building on the development of senior phase vocational pathways;
- Scottish Funding Council implementing their plan to reduce gender imbalance on courses which they will report on annually;
- STEM prioritised within college curriculum planning, where appropriate;
- A new standard for work experience in place for colleges;
- Scottish Funding Council report on college leaver destinations for 2014-15 leavers;
- Colleges outcome agreements will reflect active and effective engagement with employers and in the community planning process, regional curriculum planning established, informed by Skills Investment Plans and Regional Skills Assessments

2.5 City of Glasgow College Key Actions and Objectives for 1617

- Evaluation and review of Senior Phase Programmes across Faculties
- Increase on Programmes and learners engaged in Senior Phase programmes across all Faculties
- Specific programmes to engage gender balances on courses identified – Engineering, Construction , Health and Care
- Events programmes that engages with young people, teachers and parents in
- Increase in STEM related offering curriculum development plan for 1718, refocus STEM to include wider science, life sciences options.
- Implement standards for College work placement as appropriate
- Increase number of young people with learning disability engaged in vocational pathways leading to employment
- Fully engage with Regional curriculum Hub activity – Senior phase programme planning included as key priority for each sectoral hub

2.6 City of Glasgow In Year Progress against Objective

September 1617

Senior Phase

- Engaged with two main Local authorities , 39 schools plus 12 ASL schools
- projection enrolment Senior Phase -192
- Actual enrolments across College on Senior Phase vocational programmes – 190
- Increase of 2 programmes , new delivery at Higher and in Creative Industry and young people
- Minimum class size 12

Foundation Apprenticeship Programmes

In 1516 City of Glasgow committed with the Region in the regional bid to deliver 5 of the frameworks in Financial services, Engineering, ICT and Business:-.

- As with national engagement of the 178 projected places offered by the region, we have 76 young people as starters.
- Projected enrolment 60 actual enrolment 17
- City of Glasgow removed ICT from its offering to ensure sustainable cohort at Kelvin
- Continue to offer FA Financial Services and Engineering, no increase in programmes offered as anticipated, however, delivering pilot NPA at lower level as pre FA route with strong cohort for Clyde Gateway (South Lanarkshire) projected 20 enrolments.

Gender Balance programmes

- Successful Women into Engineering and men into Childcare in previous session, senior phase offering aimed at Young Women from School onto Construction programme.
- Total of 26 enrolments

Young People with disability

- Engagement with ASL schools and the increase of engagement with Project Search – another successful year with young people, 100% enrolled.
- Launch of City works as a core curriculum offering , acts as a progression route from Development and Transitions Full and school link programmes , 10 young people enrolled and will engage in work across support services in College and Townhead Community Café

- Increase in young people with disability within Mainstream schools are accessing with Equity full range of College programmes on in senior phase
- Successful progression of 4 young people from Transitions programmes to NC full time across College

Modern Apprenticeships

- Delivering 9 frameworks and increase of 8 on last year with projected 95 starters

Employer partnerships

Through Industry Academy we continue to engage with Employers and sector to ensure validity and currency of offerings .

The College is fully participative in the

- Employers Board – Chamber of Commerce
- Regional Education and Industry Partnership – Chamber of Commerce – Investing in Young People
- Regional School College Partnerships Group
- Regional Partnership DYW / FA Group – SDS

2.8 Forward and Strategic Planning Proposal 1617

- Evaluation and Review of City of Glasgow Approach and structures to support DYW
- Develop COGC Implementation and Growth strategy for DYW – in particular including Senior Phase vocational programmes- these will include Foundation Apprenticeships
- Increase the progression opportunities either through articulation pathways in full time or through Modern Apprenticeship partnerships
- Develop a coordinated approach to provide STEM programmes and event opportunities through specialist and interactive facilities and engagement with existing liaison and engagement with local authority, school and educational partnership networks.
- Widen STEM related activity to include related curricular Life sciences , applied maths and digital technology
- Develop capacity for delivery of Graduate Apprenticeship Frameworks
- Fully engage in development and introduction of the proposed new work experience model for young disabled people, building on and sharing excellent practice already in place within the College for implementation 1718.
- Plan for delivery of pre-apprenticeship pilot for those furthest from the labour market in two sectoral areas identified as skills gap for implementation 1718

