

Board of Management Learning & Teaching Committee

Date of Meeting	Tuesday 6 February 2018
Paper No.	LTC3-D
Agenda Item	7
Subject of Paper	Regional Curriculum Update – Regional Curriculum Review
Status of Paper	Disclosable
Primary Contact	Joanna Campbell, Vice Principal, Student Experience
Date of Paper	22 December 2017
Action Required	For noting

1. Recommendation

The Learning and Teaching Committee is asked to **note** the activity undertaken by regional Curriculum Hubs to review curriculum fit to economic and social needs.

2. Purpose of Report

The purpose of this report is to provide an update on curriculum review activity undertaken by the six regional Curriculum Hubs. This curriculum review activity will provide an evidence base for curriculum planning considerations for the 2018-19 Regional Outcome Agreement (ROA), following the announcement of indicative regional Credit allocations.

3. Context

Curriculum Hubs were established to provide structured opportunities for collaborative curriculum planning and stakeholder engagement. Each Curriculum Hub is formed of Faculty Directors and senior managers from across the three assigned colleges.

To support the development of curriculum planning within the 2018-19 ROA, Curriculum Hubs were asked to undertake evaluative reviews of current regional delivery and consider curriculum fit to regional economic and social needs, and the effectiveness of learner journeys and outcomes.

In order to support the effective review of economic and employment information in relation to college delivery, Curriculum Hubs were grouped according to economic sectors.

The following six Curriculum Hub areas were identified:

- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing and Land-Based Industries
- Food Drink, Tourism, Hospitality and Leisure
- Health, Care and Education, Life and Chemical Sciences
- ESOL, Community and Supported Programmes

Appendix 1 provides the mapping of Education subject areas to these hub areas and their alignment to economic and employment sectors.

To support Curriculum Hubs in their work, the Regional Lead for Student Data provided hubs with curriculum volume and performance data for each sector area. Hubs considered this curriculum data in the context of relevant labour market information and sector specific development plans, alongside intelligence provided through college employer engagement.

Appendix 2 provides a summary of the initial outputs of the Curriculum Hub review activity. **Appendix 3** provides a more detailed summary of the collated curriculum hub updates for December 2017.

In relation to further work, this curriculum review information will provide an evidence base for curriculum planning considerations for the 2018-19 ROA, once regional credit allocations are known.

In addition to the work of the Curriculum Hubs, the regional lead for Developing the Young Workforce (DYW) is undertaking a review of school/college partnership activity and the outputs of this review activity, including a regional DYW plan, will be presented to the next meeting of the GCRB Board.

4. **Risk Analysis**

There are no significant risks associated with this activity.

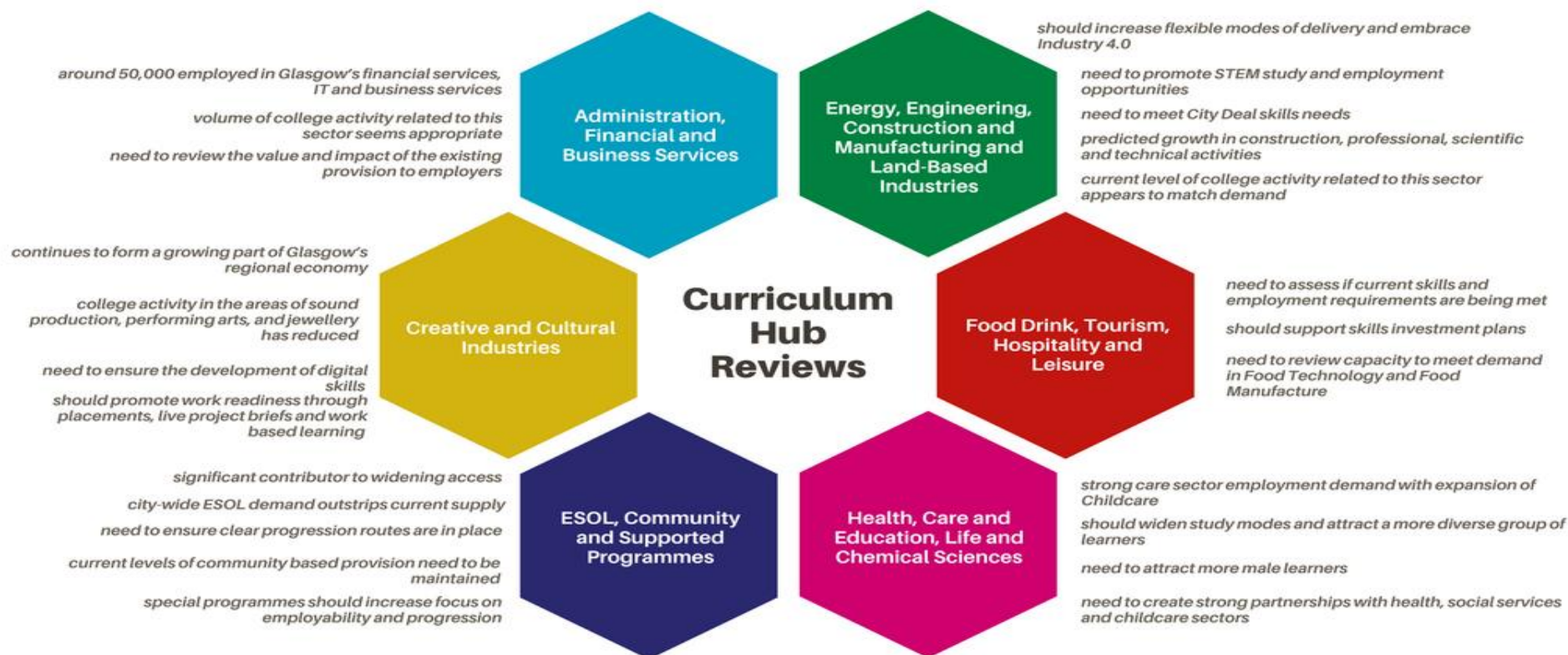
5. **Financial Implications**

There are no significant financial implications that have been identified by this initial curriculum review activity. However, as curriculum planning is further developed, there may be financial implications identified in relation to growth of specific curriculum areas.

Appendix 1: Mapping of Education Scotland Subject Areas to Economic Sectors

Education Scotland Subject Area	Curriculum Hub	Economic Sub-Sector
Business, management and administration Computing and ICT	Administration, Financial and Business Services	Administration Services Financial Services Business Services (incl. property) ICT
Media Art and design Performing arts	Creative and Cultural Industries	Creative Industries Textiles
Construction Engineering Nautical studies Land-based industries	Energy, Engineering, Construction, Manufacturing and Land-Based Industries	Energy and Utilities Technology and Engineering Maritime Motor Trades Construction Manufacturing Agriculture and Fisheries Forest and Timber Technologies
Sport and leisure Hairdressing, beauty and complementary therapies Hospitality and tourism	Food, Drink, Tourism, Hospitality and Leisure	Food and Drink Tourism, Hospitality and Leisure Retail
Care Education and training Science	Health, Care, Education, Life and Chemical Sciences	Social care Health care Early Years Education Life Sciences Chemical Sciences
Languages and ESOL Social-subjects Special Programmes	ESOL, Community and Supported Programme	

Appendix 2: Summary of Curriculum Hub Reviews



Cross cutting themes:

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates.
- A curriculum that is sufficiently agile to keep pace with the key economic drivers for Glasgow and wider Scottish Government priorities.
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This include the range of FAs, GLAs and Senior Phase programmes being offered.
- The need to tackle gender imbalances within sectors.
- Harmonisation of entry requirements to ensure equity of access.
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches to for learning and teaching.

Appendix 3: Curriculum Hub Update (December 2017)

For the purposes of the Regional Curriculum Review, the Glasgow college curriculum was grouped into six key sectors and each area was analysed to determine their contribution to the five key priorities as identified by College stakeholders. These curriculum areas were:

- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Health, Care and Education, Life and Chemical Sciences
- ESOL, Community and Supported Programmes

On the basis of the Initial Curriculum Review work and stakeholder engagement activity, the following proposals are made with respect to the six sectors:

ESOL, Community and Supported Programmes

Community, transitions and special programmes are a key aspect of the Region's Access and Inclusion Strategy. A significant volume of what is contained within this aspect of college work is developed and delivered in partnership with other agencies within the region and immediate local areas. Overall, the level of college activity related to this area, particularly ESOL, appears to meet clearly identified need and has a strong role to play in the Glasgow College curriculum. Given the crucial nature of this type of provision for those returning to learning, it would be advantageous to review what is being offered to further widen access and ensure clear progression routes are in place.

Glasgow region colleges are committed to widening access and ensuring that education plays a key role in enhanced levels of social mobility therefore funding for community based programmes needs to be maintained. Furthermore, access to general education (National 5 and Highers) ensures those who fall short of the entry to further study, including into vocational areas, have that opportunity. It is also essential to ensure special programmes focus on employability and educational progression.

Administration, Financial and Business Services

The Financial and Business Services sector has been one of the principal drivers of the Glasgow economy in the first decade of the 21st century. The level of Gross Value Added (GVA) from the sector doubled in that period to £6,170m. Glasgow has around 50,000 people employed in financial services, IT and business services. This includes 21,800 in Financial and Insurance Services, over 11,000 in Legal and Accounting, 12,779 in Information and Communication.

Administration, Financial and Business Services forms a significant and nationally distinctive part of Glasgow's regional economy. The Oxford Economics' 2012 Glasgow Economic review indicated that a key specialism city lay in financial and business service, with it comprising a much bigger share of the city's employment than is typical for Scotland as a whole.

Overall, the volume of college activity related to the Administration, Financial and Business Services economic sector is appropriate but there is a need to review the value and impact of the existing provision to employers. Furthermore, the curriculum offered in these areas has not necessarily kept pace with the changing nature of jobs within these areas. The curriculum offered should be reviewed to encompass changes to the skills required to support these industries.

Within the college subject areas, the volume of computing particularly in technical support and networking subjects appears high compared to sector need. A key economic need to support the Glasgow Economic Strategy, ambitions of a Smart City and the broader Scottish Government Digital Skills Strategy should provide a guide as to how college provision should reflect this.

The types of computing provision offered need to ensure they are matched to industry skills levels (e.g. software engineers, data analytics and cyber security).

Creative and Cultural Industries

The Creative Industries continue to form a growing part of Glasgow's regional, and indeed, the national economy. The Scottish Government, Glasgow City Council, Skills Development Scotland and the Glasgow Economic Commission all recognise this broad sector as a definite growth area. The city boasts the largest concentration of creative industries in Scotland with SDS figures, from the Creative Skills Investment Plan, showing 2000 Glasgow-located creative businesses directly employing some 17,000 employees. The Regional Skills Assessment summarised that creative industries is an area of growth where evidence shows that the business base is strong and has sustained above-average growth. The evidence clearly demonstrates the need for the regional colleges to continue to work collaboratively to ensure that the Creative and Cultural Industries is viewed as a regional offer by prospective and progressing students.

In terms of the changes to the individual college delivery profiles in the period since the last regional review of CCI, Glasgow Kelvin College (GKC) has seen a reduction in the areas of sound production and performing arts, Glasgow Clyde has ceased their jewellery provision and while City of Glasgow have not removed any actual areas of curriculum, they have reduced credit production in certain areas by decreasing the number of cohorts. One of the notable changes across the region was due to the transfer of both the activity and staff in the area of Computer Games Development where City of Glasgow received the previous GKC activity and related staff as part of the TUPE moves finalised for session 16/17. This resulted in GKC

specialising in Computing -Technical Support and City of Glasgow extending their Games Development activity to include previously undelivered NQ level course. This regional arrangement clarified the options for students in terms of where this activity is delivered and assisted in further providing seamless progression from introductory level to HND in the region.

There is a need to highlight the importance of the development of digital skills and what the benefits are of having a T shaped set of skills (specialist and general) allied to the need for higher level professional and technical skills in the creative sector.

As with other curriculum areas, the way in which the curriculum is delivered should promote the work readiness of learners through work placements, live project briefs and stakeholder links to progress opportunities for work based learning programmes.

Energy, Engineering, Construction, Manufacturing and Land-Based Industries

The current level of college activity related to the engineering, energy, construction and nautical sectors appears to currently match demand. However, the predicted growth in the construction, professional, scientific and technical activities predicted to take place during 2016-24, means that there is a need to continually assess the scale of supply to meet the level of demand for specific skills. An increase in foundation, modern and graduate apprenticeship provision is also required in order to meet the forecast demand.

Efforts should be increased to retain, motivate and improve the skills of those already in the industry, and to encourage many more pupils to choose STEM subjects and maintain the option of a career in engineering and technology. There is a demand from industry for increased digitisation in both subject matter and in delivery of provision. More online materials and flexible modes of delivery that meet the requirements of a diverse workforce are required to be developed for the sector. Within curriculum development, there is a need to embrace Industry 4.0 which is seeing the Internet of Things, cloud computing, data integration and other technological developments, such as artificial intelligence and virtual reality, advancing into the heart of production and manufacturing systems.

Ensuring there are sufficient locally skilled construction, civil engineering and other specialist skills to deliver City Deal projects should be a priority. Also, the use of community benefit clauses in the procurement process of City Deal contracts should be used to maximise the number of opportunities for new entrants, trainees and work placements.

Glasgow Region Colleges need to continue to work with each other and external stakeholders to improve the gender balance within the sector.

The way in which the curriculum is delivered should promote the work-readiness of learners, there is a need to identify baseline indicators for levels of work placements on all courses, embed the new work experience standard in programme delivery,

and develop more opportunities for learners to gain industry relevant experience through work placements and live project briefs.

Food, Drink, Tourism, Hospitality and Leisure

Overall the level of provision in this area does not appear adequate to match that required of the food, drink, hospitality and leisure sectors.

While there is a balance of delivery volumes across the college subject areas which relate to this economic areas an assessment of where the demand is greatest may be needed to ensure the requirements related to the current growth areas of sustainable tourism, events and hospitality (food and drink) are met.

Given the growth in certain areas of this sector it would be helpful to build on the TS2020 and the Skills Investment Plan for Scotland's Tourism and link with the Hospitality and Tourism sectors to ensure current training is meeting the skill sets required for employment.

One of the key current curriculum challenges was recognised as being in Food and Drink. There is currently a lot of demand for training in the food and drink industry, including the Foundation Apprenticeships; however when the detail of this is unpacked it is evident that the demand is in Food Technology and Food Manufacture which are both areas that the Glasgow Colleges are not currently able to deliver due to the need for specialist facilities. As an area of potential growth, investment is required if unmet demand is to be met.

Healthcare and Education, Life and Chemical Sciences

Overall, the current level of college activity related to the different areas of the care sector appears to be running below the level of employment demand across the sector.

The main curriculum demand in Care for the Glasgow Region over the next three years is the government's strategic priority around the expansion of childcare provision. This provision should also seek to provide a wider variety of study modes to attract a more diverse group of learners.

The gender ratios in all care disciplines are particularly skewed towards female learners and innovative approaches should be explored to attract more male learners in healthcare, childcare and social care in line with colleges' Gender Action Plan tariffs.

Greater numbers of entrants into nursing is also a government priority so increased levels of provision or articulation will be required in this discipline.

The region should grow the numbers of foundation apprenticeships and modern apprenticeships in Childcare and Health and Social Care to attract more young people into these fields.

There is a need to create strong partnerships with the health, social services and childcare sector in recognition of the significant level of economic and employment demand in the region and the complexity of dealing with a number of local authorities, third sector and private providers. Particular partnerships in strategic and specialist health and care provision are essential in maintaining and driving a relevant curriculum.

Cross Cutting Themes

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates
- A curriculum that is sufficiently agile to keep pace with the key economic drivers for Glasgow
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This include the range of FAs, GLAs and Senior Phase programmes being offered.
- Harmonisation of entry requirements
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches to for learning and teaching.