

Board of Management Learning & Teaching Committee

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Action	For 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. In the 17/18 academic session, the City of Glasgow College was estimated to deliver 24% of the regional Schools programme activity .It is anticipated this will increase in session 18/19 with the corresponding increase in Foundation Apprenticeship frameworks offered by the College and relatively strong recruitment compared to other regional colleges.

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 employment prospects of the young workforce. Signalling the scale of its ambition in DYS: 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.

2.2 Colleges - A Valued and Valuable Choice – Glasgow ROA actions 17/18

- ❖ Develop a regional DYW action plan for 17/18 which sets out actions to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce including actions to:
 - strengthen existing partnerships and establish new ones to fully meet regional demand;
 - focus on STEM provision and delivering to labour market needs;
 - enhance marketing and promotion of the college vocational learning opportunities; extend early intervention approaches and seek to provide to all regional school pupils at least one opportunity to experience college before they make their Senior Phase subject choices;
 - improve gender balance and increase the impact on other protected groups; and
 - provide opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways;
- ❖ Deliver an enhanced regional Foundation Apprenticeships programme within the following areas: Engineering; Construction; Social Services and Healthcare; Financial Services; Children and Young People and Computing.
- ❖ Continue to develop and enhance delivery of high quality Modern Apprenticeships (MAs).

2.3 City of Glasgow College Key Actions and Objectives for 18/19

- Conduct an annual review of Senior Phase programmes across Faculties ensuring a clear pathway for progression and link to economic sector priorities.
- Sustain enrolment targets on Senior Phase programmes across all Faculties, in particular on Foundation Apprenticeship programmes.
- Evaluate success PI on Senior Phase programmes including Foundation Apprenticeship and work with the Regional Hub, local authority and schools to improve retention and success on College-based Senior Phase programmes.
- Continue to participate in events programmes with Regional and local authority partners that engage and raise awareness with young people, teachers and parents in vocational and technical programmes at College.
- Develop capacity for Modern Apprenticeship – technical and professional levels and pathways to Graduate Apprenticeship.

2.4 City of Glasgow Progress 18/19 Senior Phase

Regional Review and Curriculum Hubs are identifying areas of demand against delivery and economic sector need.

We are delivering a range of outreach programmes in four hubs for mainstream and ASN schools at level 3-4, engaging with 40-50 young people to introduce vocational skills and the College learning experience.

The College has developed and implemented a centralised online attendance register for all three local authorities and schools, this should assist in faster identification of students at risk of disengagement and collate attendance reporting to local authorities more effectively.

2.5 Foundation Apprenticeship Programmes

In 18/19 City of Glasgow College committed with the Regional Consortium to deliver nine of 12 available frameworks, an additional four from 17/18. These are in Financial Services, Engineering, ICT Software, Creative Media and Business Skills, continuing and also offering a year two and two new frameworks in Accounting and Food and Drink Technology over two years. We have also introduced a one year delivery of Social Services and Healthcare and Social Services Children and Young People, a first for the region and new nationally.

All programmes have recruited, some remain below target in week one of delivery. Ongoing monitoring and recruitment may increase numbers in some cohorts, the Foundation Apprenticeship Project team.

The College is now preparing our element of the Regional bid for 19/20 delivery and have agreed to offer one year delivery of Financial Services and Business Skills frameworks.

This model allows young people the opportunity to study at SCQF level 6 in 6th year and complete the programme in one year.

2.6 Modern Apprenticeship

The 18/19 bid has successfully secured a slight increase in initial allocation for Health and Care and Early Education and Childcare, new frameworks were also included in the bid in Customer Services and we are hopeful additional places will be secured to meet the employer demand going forward as with 17/18. This includes technical and professional level awards in Leadership and Management in Care.

We continue to deliver a total of 176 candidate MAs across the College in other areas such as Hairdressing/Supply Chain, Engineering and Construction.

The College has successfully appointed six Modern Apprentices to work across the College in Business and Administration roles, they are all progressing well and have been offered a further year and the opportunity to continue and progress to achieve SVQ level 3.

The College is preparing the bid for 19/20 and intends to increase offering in SCQF level 7 and 8 on a range of frameworks.

2.7 Graduate Apprenticeships

The College continues to engage with HEi partners to discuss delivery of graduate programmes.

2.8 Gender Balance programmes

Successful Women into Engineering and Men into Childcare programmes continue, with a number of students progressing to part-time HNC study in Childhood Practice. The college also appointed our first male Childhood Practitioner as a lecturer to support these programmes.

2.9 Engaging with parents, teachers and young people

Full commitment to Regional events and the College is hosting our second annual open evening with College and SDS partners in February for parents, school pupils and teachers.

Regional development of website and portal that provide programme and pathway options continues and Curriculum Hubs reviewing Senior Phase offerings and gaps in progression pathways across economic sectors.

There are a range of school/college carousel events and local authority events aimed at young people, teachers and parents and a number of teams across Colleges in the region attend these, primarily to promote full time admissions to College. A review of regional and College engagement with schools by all other teams and areas e.g. marketing, Faculties, World Skills etc and a collation of this activity would provide another channel to raise awareness and provide Senior Phase information. A schedule of diarised events across the Region may have more impact.

The Regional Colleges have developed and implemented a series of CPD and awareness events for secondary teaching colleagues, careers advisors and guidance staff.

2.10 Young People with disability

Collaborative approaches working with the Student Support team during visits to local authority events at recruitment for Senior Phase has facilitated early identification of learning needs, ensuring the young person has the best start on College programmes.

Project Search partnership has resulted in another successful year 100% enrolment and positive impact reporting through the partnership with Strathclyde University.

We launched City Works programme as a core curriculum offering in 17/18. This programme acts as a progression route from development and transitions full and school link programmes. Ten young people enrolled and will engage in work across support services in College and Townhead Community Café. Engagement from Support Teams across College has provided a range of different placement opportunities.

The increase of young people with disability within mainstream schools has led to an increased interest in the full range of Senior Phase College programmes, while providing equity of access, some challenges in ensuring the young people are accessing programmes at an appropriate level of learning and School staff are aware of College programme content and activity.

3. Finance and Resource Implications

There are no financial implications associated with this paper.

4. Risks to the College

There are no risks associated with this paper.