

Board of Management

Learning and Teaching Committee

Date of Meeting	Tuesday 23 April 2019
Paper No.	LTC4-H
Agenda Item	11
Subject of Paper	Developing the Young Workforce_version 2
FOISA Status	Disclosable
Primary Contact	Gillian Plunkett Student Experience Director
Date of production	15 April 2019
Action	For Noting

1. Recommendations

The Learning and Teaching Committee is invited to note the contents of this paper.

2. Purpose of Report

The purpose of this paper is to provide the Learning and Teaching Committee with an overview of activity undertaken in support of Developing the Young Workforce (DYW) at City of Glasgow College.

3. Strategic Context

3.1. City of Glasgow College is committed to widening access through its **Strategic Priority 2 ‘To enable individuals to excel and realise their full potential’**, while the College’s Student Experience Strategy sets out a commitment to be a college where **“Individual needs are anticipated at every step of the student journey and are met in a proactive and meaningful way with clear and appropriate progression pathways”**. Recognising that access should mean access to success, the College also commits to delivering meaningful progression pathways and skills for learning, life and work.

3.2. Developing the Young Workforce (DYW) is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work, building on the foundations already in place through Getting It Right for Every Child (GIRFEC) and Curriculum for Excellence, as part of the three interrelated drivers of the Government’s ambitions for Scottish education. These programmes also work alongside the recommendations of the Commission on Widening Access to ensure that every child, no matter their background, has an equal chance to realise their full potential.

3.3. The headline aim of Developing the Young Workforce is to reduce youth unemployment by 40% by 2021 and in the Government’s fourth annual progress report on DYW issued in December 2018, it was announced that while the programme was on target to achieve this objective, further expansion in the range of opportunities available to young people is essential in order to provide a blend of both well-established academic routes, together with exciting industry-led technical and professional courses and qualifications.

4. School/College Partnerships (Including Senior Phase and Foundation Apprenticeships)

4.1. The College works collaboratively with schools and colleges across the Region, and beyond, to develop and deliver DYW programmes responding to employer/ economic sector and school needs and requirements. Significant improvements have been achieved in the last 2 years, with a greater emphasis on a centralised approach to the recruitment of school pupils, including a single Glasgow region prospectus for college programmes and a shift in timetabling of senior phase options. These changes have had a positive impact. For example, alignment of the day of the week that programmes are offered across 3 Local Authorities has streamlined timetabling and improved integration and consistency in delivery. This has also improved efficiency around class sizes and enrolment targets which are now more likely to be met.

4.2. Within the College, responsibility for the coordination of senior phase and foundation apprenticeship activity has also been centralised within the Student Experience Directorate for 2018/19. The rationale for this is to embed and align activity more firmly within existing processes and student support, improving efficiency and ultimately the retention, success and progression of senior phase pupils and thus influencing their decision to make City of Glasgow College their first choice destination on leaving school.

4.3. The information in Table 1 below is based on the Scottish Funding Council guidance for the development of College outcome agreements and measures of progress and shows that the College has grown its DYW activity by 120% over the last year.

Measure 2a - includes all senior phase and foundation apprenticeship pupils where their school year is between S4 and S6 and the qualification being undertaken is SCQF level 5 and above.

Measure 2b – shows that the number of credits delivered has reduced while the number of participants has increased which is a result of the decision to offer shorter sessions to improve uptake and retention.

Measure 2c – shows all school activity which is not included in measure 2a above. For example this measure will include very short taster sessions, provision targeted at S3 and below, provision at SCQF level 4 and below and provision which does not lead to a SQA qualification.

Measure 2d – shows the volume of delivery for pupils from SHEP schools where the college is increasingly working with Government funded initiatives such as FOCUS West to encourage young people to consider College as an option on leaving school.

Table 1 – Outcome Agreement Measures

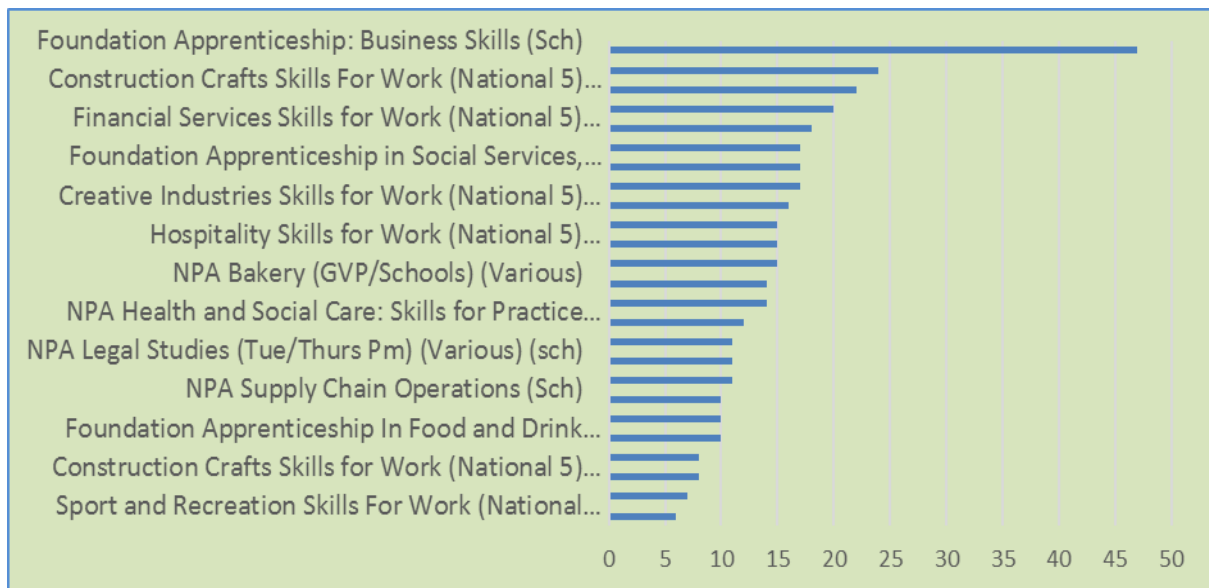
	Outcome Agreement Measures of Progress	Actual 2016/17	Actual 2017/18	Target 2018/19
2a	Number of senior phase age pupils studying vocational qualifications delivered by the college.	115	253	166
2b	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	665 (0.4%)	614 (0.3%)	704 (0.4%)
2c	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.	1,660 (0.9%)	1,910 (1%)	1,705 (0.9%)
2d	Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education.	14,458 (13.7%)	15,174 (14.1%)	15,002 (14%)

4.4 Activity in 2018/19

Senior Phase and Foundation Apprenticeships (Table 2) - City of Glasgow

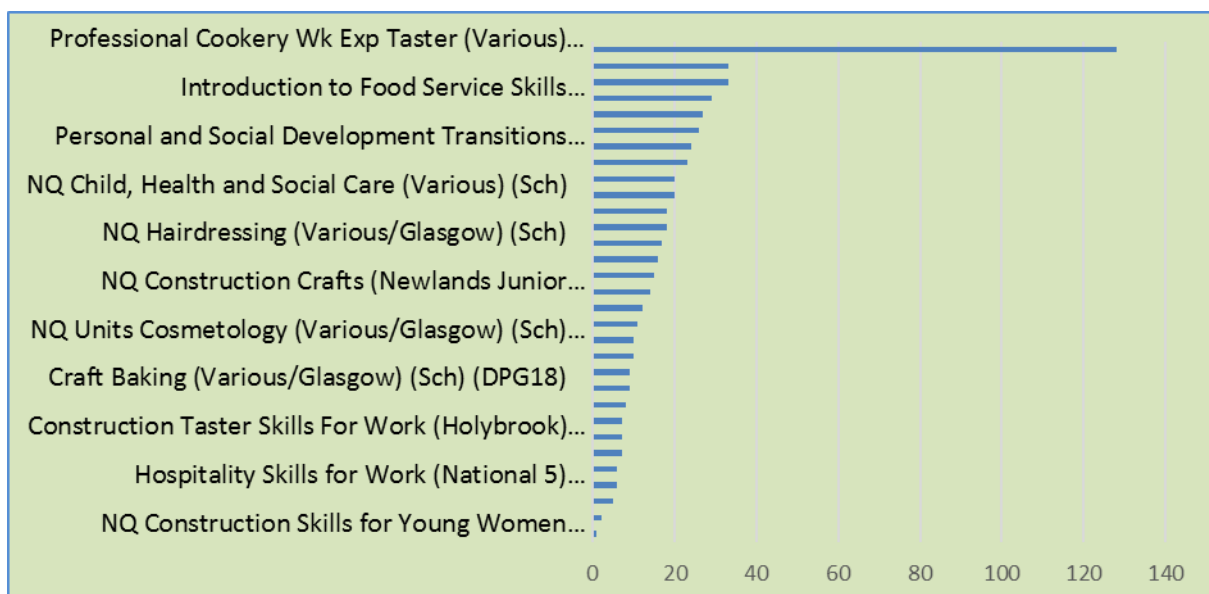
College offered 30 senior phase (2a and 2b) courses at SCQF levels 5 and 6, to 375 school pupils including delivery of Foundation Apprenticeships over 6 frameworks.

Table 2 – Senior Phase and Foundation Apprenticeship Activity 2018/19



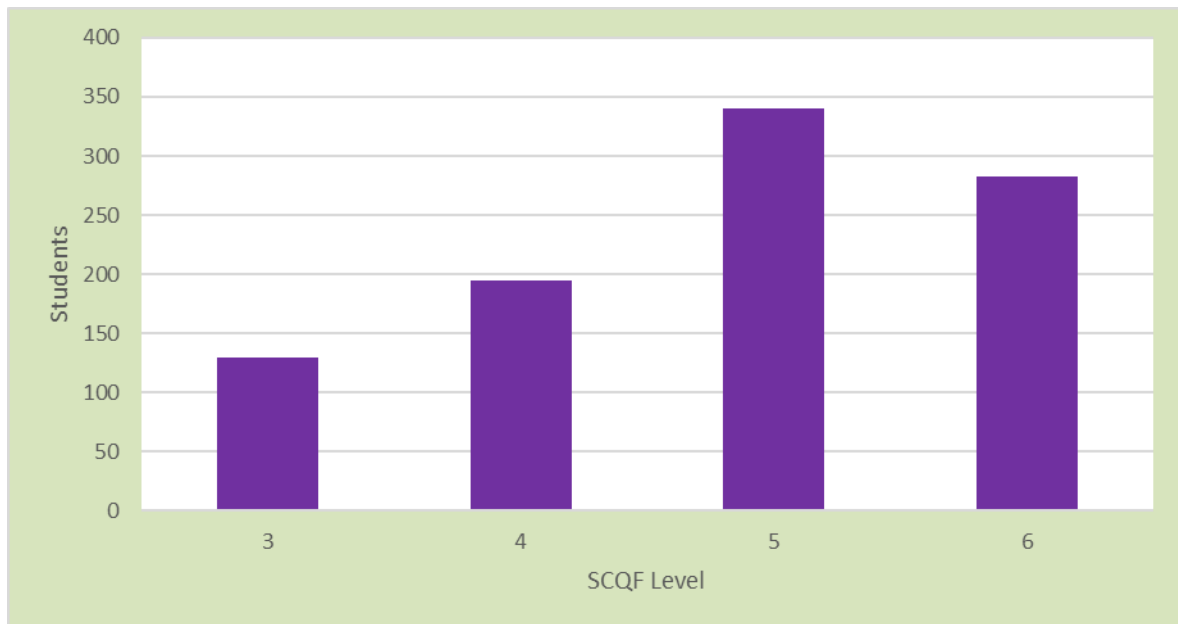
Schools Programmes (Table 3) - City of Glasgow College offered 31 schools programmes (2c) at SCQF level 4 and below to 571 school pupils which included a variety of tasters, National Progression Awards and Foundation Apprenticeships. Some course programmes are specifically for young people with an Autistic Spectrum Disorder (ASD) diagnosis preparing them for coming to college post school.

Table 3 - School Programmes Activity 2018/19



SCQF Levels - Government and Scottish Funding Council DYW targets focus only on SCQF levels 5, 6 and 7 – and Table 4 shows that level 5 and 6 are predominant at City of Glasgow College. However, recent analysis by Skills Development Scotland (SDS) has highlighted the need for Level 4 pre-foundation provision and as a result the College is participating in a level 4 pilot with SDS in 2019/20.

Table 4 – School Enrolments by SCQF Level



STEM and Gender Balance – In 2018/19 approximately 17% of school pupils participated in STEM related activity covering Computer Science, Building/Construction Operations, Engineering Technology and Mechanical Engineering. Of those participating in STEM related provision only 10% were female, however over all programmes the balance between females/males is evenly split at 49.6% females and 50.4% males.

5. Modern Apprenticeships

Modern Apprenticeships (MAs) at City of Glasgow College are managed by the Workforce Development Coordinator under Finance and Infrastructure. MAs are an ideal way of gaining a qualification in addition to valuable work experience. A

Modern Apprenticeship is classed as an employee and the main benefit of the programme is that the learner can earn as they learn.

City of Glasgow College is involved in MAs in 3 ways:-

1. As a training provider we make a bid each year to SDS for funding to support our own students in a MA covering a range of curriculum areas including Hairdressing, Social Services, Children and Young People, Social Services and Healthcare, Business Administration, Maritime Studies and Hospitality. In 2018/19 we delivered 167 new MAs, but as these are 2-3 year programmes we support up to 350 students in any one year.
2. As an employer we offer on the job training to some of our own students on MAs. For example we currently support seven MAs at Levels 5 and 6 in: Student Records, Reception, Finance, World Skills, Schools, Corporate Development and Events.
3. As a training provider we work with other employers to deliver training to support their MA programmes.

6. External Partnerships and Activity

6.1. At the core of DYW is the requirement for a genuine, long-term partnership approach between the Scottish Government, Education Scotland, schools, colleges, training providers and employers. To facilitate this the College is involved in a number of external partnerships, working groups and project groups aimed at widening the aim and scope of DYW. A summary of our partnership work is provided below.

6.2. Glasgow regional vocational partnership – regular partnership meetings with Glasgow City Council and the other two Glasgow regional colleges to look at operational issues such as marketing, applications, recruitment events, funding and transportation.

6.3. DYW Chamber of Commerce Glasgow Employer Board - The Glasgow Employer Board (GEB) is a unique employer-led forum which sits within Glasgow Chamber of Commerce. The GEB has a membership of over 40 organisations from Glasgow.

The main objectives of the GEB are to:

- Provide employer leadership to the DYW Regional Group as per recommendation 14 of the Commission for Developing the Young Workforce.
- Provide employer insight to the employment and skills agenda in Glasgow and beyond.
- Where relevant, create and develop task forces to consider relevant areas of work relating to employment and skills.
- Produce employer-led responses to local and national consultations on employment and skills.
- Inspire business and public sector leaders to help actions in and for the benefit of the city.

6.4. The Learner Journey (Senior Phase) Working Group - comprised of senior representatives from colleges, local authorities, National Parent Forum, Education Scotland, Scottish Funding Council, secondary schools, Third Sector, universities and unions. The group is looking at specific recommendations in the Learner Journey Review and the College is represented on a number of groups.

6.5. The National DYW Leads' Network is a multi-agency group looking at several developments:

- Draft SDS School – Employer engagement model.
- Continue to increase SCQF accreditation for non-mainstream programmes, and continue to expand and utilise SCQF Ambassadors.
- Working on eight proposals including the Measuring Impact Tool.
- School DYW delivery survey has been conducted.

7. Update on Future Activity

There are a number of planned activities in 2019/20 aimed at improving processes, retention, achievement and progression within the colleges DYW offering. These include:-

- Piloting two **level 4/5 pre-apprenticeships** in Hospitality and Construction. . Employers will be involved in the design and delivery of the course with support from Skills Development Scotland (SDS).
- City will also be hosting work placements for six **Foundation Apprenticeships** in 2019-20. These will be in the areas of: Student Association, Learning Support, World Skills, Finance, Performance & Improvement and IT.
- Including schools groups, particularly those applying for Senior Phase and Foundation Apprenticeships, in the college's Get Ready for College event(s).
- Developing a fuller and more personalised induction for schools groups.
- Involving schools groups in aspects of class rep activities to encourage participation, democracy and the student voice.
- Developing a City of Glasgow College DYW operational group to coordinate programmes and make recommendations on progression pathways.
- Creating a school programme evaluation questionnaire to assist with focused improvements and attainment for this group.
- Developing a parent/stakeholder event to showcase the College facilities and services and further engender affiliation.
- Delivering an inter-block careers week to support career choices and option and progression.
- Review of provision for Winter Leavers.

8. Finance and Resource Implications

The College receives Credits for its DYW and Schools activity, however there are resource implications involved in the increasing amount of partnership working, sectoral events and project work required.