

## Board of Management Learning and Teaching Committee

<b>Date of Meeting</b>	<b>Tuesday 5 November 2019</b>
<b>Paper No.</b>	<b>LTC1-L</b>
<b>Agenda Item</b>	<b>17</b>
<b>Subject of Paper</b>	<b>Developing the Young Workforce</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Gillian Plunkett, Student Experience Director</b>
<b>Date of production</b>	<b>October 2019</b>
<b>Action</b>	<b>For Noting</b>

### 1. Recommendations

- 1.1. The Learning and Teaching Committee is asked to note progress with schools/college activity.

## 2. Purpose of Report

2.1. The purpose of this paper is to provide the Learning and Teaching Committee with an update of activity undertaken in support of Developing the Young Workforce (DYW) at City of Glasgow College in 2019/20.

## 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'** and is committed to delivering the Scottish Government's youth employment strategy spearheaded by Developing the Young Workforce (DYW) (2014-2021) which aims to better prepare children and young people aged 3–18 for the world of work.

3.2. These programmes work alongside the recommendations of the Commission on Widening Access (CoWA) to ensure that every child, no matter their background, has an equal chance to realise their full potential. In addition, the Glasgow Regional Outcome Agreement includes targets and measures for the delivery of school/college activity across the three Glasgow Colleges.

3.3. To deliver on this commitment the College works collaboratively with schools and employers across the Region, and with Education Scotland through the DYW Leads groups to develop and deliver DYW programmes. This landscape has become rather complex with schools, colleges, employer and local authority groups meeting both locally and nationally to take forward policy and delivery improvements. However, there still remains considerable challenges with both Foundation Apprenticeships and Senior Phase activity.

## 4. Foundation Apprenticeships

4.1. Foundation Apprenticeships (FAs) offer a work-based learning opportunity for senior-phase secondary school pupils. Lasting one or two years, pupils typically begin their Foundation Apprenticeship in S5. Young people spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects for example National 5s and Highers.

4.2. Foundation Apprenticeships are currently available in 12 subjects (frameworks) and the College delivers in nine of these subjects. In 2019/20 the College enrolled 235 young people on FAs as shown in Table 1.

**Table 1 – Foundation Apprenticeships 2019/20**

Foundation Apprenticeship Programmes	School Pupils
Foundation Apprenticeship In Accounting	27
Foundation Apprenticeship in Creative and Digital Media	13
Foundation Apprenticeship in Engineering/ SVQ Performing Engineering Operations	46
Foundation Apprenticeship In Engineering/NC Mechanical Engineering	16
Foundation Apprenticeship in Financial Services	10
Foundation Apprenticeship in Financial Services	13
Foundation Apprenticeship In Food And Drink Operations	3
Foundation Apprenticeship in IT Software/ NPA Software Development	18
Foundation Apprenticeship In Social Services And Health Care / NPA Social Services and Health Care (Level 6)	25
Foundation Apprenticeship in Social Services, Children and Young People / NPA Social Services Children and Young People	14
Foundation Apprenticeship: Business Skills	35
Foundation Apprenticeship: Business Skills	15
<b>Total School Pupils</b>	<b>235</b>

- 4.3. The College works in a consortium with Glasgow Clyde and Glasgow Kelvin College to deliver Foundation Apprenticeships (FAs). Glasgow Kelvin lead the consortium, Chair the FA Board (which consists of representatives of the Colleges, Local Authorities (Glasgow, East Dunbartonshire and East Renfrewshire) and SDS) and are responsible for employment of the FA administrative team (8) who work out of Glasgow Kelvin College.
- 4.4. The College does not receive credits for FA activity but makes a bid to SDS as part of the Glasgow Colleges Consortium.
- 4.5. The administrative team led by a Manager, liaises with SDS in relation to FA bids, awards and delivery of milestone achievements which trigger payments.
- 4.6. Contract variation is the name given to the reduction in award applied when the number of places awarded reduces due to pupil drop out.
- 4.7. School pupils make an application for a place on a Foundation Apprenticeship programme through an application portal which sits on the Glasgow Kelvin College website.
- 4.8. There a number of challenges related to the delivery of Foundation Apprenticeships as follows:-
- There are logistical delivery issues with FAs – some areas are easier to staff and resource than others. Finding an assessor for Science, for example, is much harder than finding an assessor for Care and they have also put considerable pressure on assessor teams.
  - Not all frameworks are the same length – e.g. engineering v childcare. Some embed NPAs, many use SVQ units, some use other professional qualifications though frustratingly don't complete whole awards. Some repeat content elsewhere in the school curriculum.
  - Not all frameworks have been viable in terms of interest from school pupils – Food and Drink has struggled, as has ICT Hardware.
  - FAs are only offered at level 6 – possibly forcing learners to study at the wrong level and there is statistical evidence for this.
  - The 2-year delivery model doesn't suit all pupils and at least 1/3 of pupils don't progress to year 2, though usually for a positive reason.

- Uptake of FAs is beginning to plateau in terms of uptake using current delivery models and the Tuesday/Thursday delivery days.
- The administrative team which operates out of Glasgow Kelvin College struggle to find suitable employers to provide placement opportunities for the young people.
- The process which is run by SDS is very burdensome and bureaucratic.
- FAs have converted a lot of credit-funded activity into cash funded activity. Delays with payments from SDS have meant payment for the previous year's FA activity arrives in the following financial year.
- As a result of the 'contract variation' rule applied by SDS if school pupil numbers fall below fourteen on average, the course is no longer financially viable.

## 5. Senior Phase

5.1. The senior phase follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. In 2019/20 the College enrolled 282 young people on senior phase programmes as shown in Table 2.

**Table 2 – Senior Phase Programmes 2019/20**

Senior Phase Programmes	School Pupils
Construction Crafts Skills For Work (National 5)	45
Creative Industries Skills for Work (National 5)	16
Engineering Skills (South Lanarkshire Council GRADU8)	23
Financial Services Skills for Work (National 5)	16
Higher Psychology	47
Maritime Skills for Work (National 5)	7
NPA Bakery (GVP/Schools) (Various)(Senior Phase)	19
NPA Health and Social Care: Skills for Practice	15
NPA Legal Studies	21
NPA Marketing Communication	11
NPA Professional Cookery (Level 4)	13
NPA Social Services, Children and Young People	11

NPA Supply Chain Operations	15
NPA Television Production	10
Personal and Social Development Transitions School Link (DPG18)	13
<b>Total School Pupils</b>	<b>282</b>

5.2. The College works directly with Local Authorities (LAs) to deliver Senior Phase activity. Our LA partners include:

- Glasgow City Council (GCC);
- East Renfrewshire;
- East Dunbartonshire; and
- South Lanarkshire.

5.3. GCC is our largest partner in senior phase activity and they produce a Glasgow Region prospectus for Glasgow School Pupils in March each year. Pupils then apply through via the Glasgow City Council Education Services' website.

5.4. The College receives credits for this activity. However, the administration of the senior phase programmes has a number of challenges.

- Information on numbers, the names and courses of school pupils participating comes late and is often incorrect. This can lead to logistical issues with timetabling which has a knock on effect in other areas and can result in a poor first experience for pupils.
- Class sizes are variable which is inefficient.
- Schools do not use the correct channel of communication through LAs and tend to contact the college direct on individual matters which is time consuming for staff.
- Providing external staff with access to attendance information can be logistically challenging and time-consuming.
- Quality and timeous receipt of transitions information from schools can be variable and can impact negatively on the learner.
- Quality of guidance and advice on college courses by school staff can be variable and lead to students being misinformed and attend college

for a course that is not what they desired or is repeating curriculum taught in school time.

## 6. Other School/College Activity

6.1. In addition to FAs and Senior Phase programmes the College has a further 287 school pupils on full time courses, short course activity and tasters. More than 50% of this activity is targeted to learners with additional support needs.

**Table 3 – Other School/College Activity**

Other School/College Activity Programmes	School Pupils
ASL Cookery (In-School Programme) (Various/Glasgow) (Sch) (DPG18)	17
Construction Crafts Skills for Work (National 5) (Various/Glasgow) (Sch)/ Construction Skills for Young Women	27
Cosmetology (Various/Glasgow) (Sch) (DPG18)	11
Craft Baking (Various/Glasgow) (Sch) (DPG18)	7
Hospitality and Events (Shawlands Academy/Glasgow) (Sch)	16
Introduction to Crafts (Sch) (DPG18)	31
Introduction to Food Service Skills (Various/Glasgow) (Sch) (DPG18)	22
Introduction to Information Technology (Sch) (DPG18)	18
NPA Professional Cookery (Level 3) (Various) (Sch)	23
NQ Child, Health and Social Care (Various) (Sch)	20
NQ Cosmetology (Various/Glasgow) (Sch) (DPG18)	10
NQ Hairdressing (Various/Glasgow) (Sch)	17
Personal Grooming (Various/Glasgow) (Sch) (DPG18)	8
Professional Cookery Wk Exp Taster (Various) (Sch)	29
Up In the Air and on the Ground (Sch)	31
<b>Grand Total</b>	<b>287</b>

## 7. Update on Future Activity

7.1. The College remains committed to partnership working with schools, local authorities and employers in the delivery of school programmes and development of school links.

7.2. From 2018-19, 78% of school students successfully completed their course at the College.

7.3. Improvements to date:

- A **level 4/5 pre-apprenticeship** in Construction has been piloted. This has diversified our curriculum portfolio, increased our recruitment pool for progression and we are working more closely with SDS and the employer Bell Group.
- City is 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.



#### 7.4. Future Improvements:

- Continue to improve and streamline application process.
- Continue to work more closely with schools and teachers to organise visits and information sessions to raise awareness of college opportunities.
- Continue to improve the system for sharing transitions information.
- Continue to improve the attendance reporting systems and processes.
- Continue to improve the regional prospectus including a bookmark contents page.
- Enable students to experience college at an earlier stage – end June and mid August – to improve the induction experience and retention.

#### **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. This includes increased resource required for Administration.