

## Board Meeting

Date of Meeting	Monday 18 June 2018
Paper Title	Update on Regional Developing the Young Workforce Activity
Agenda Item	7
Paper Number	BM5-C
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Information

### 1. Report Purpose

- 1.1** To provide an overview of Regional Lead activity undertaken in 2018-19 to support the coherence, quality and impact of Senior Phase delivery across the Glasgow College Region.

### 2. Recommendations

- 2.1** The Board is invited to **note** this report and the related Board presentation and the evidence it provides of regional activity supporting the achievement of Developing the Young Workforce aims.

### 3. Update on Regional Developing the Young Workforce (DYW) Activity

- 3.1** 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 Curriculum for Excellence, the headline aim of Developing the Young Workforce is to reduce youth unemployment by 40% by 2021.
- 3.2** Education Working For All, the final report of the Commission for Developing Scotland's Young Workforce, was published in June 2014. The Government's response to this report was published in the form of the Youth Employment Strategy in December 2014. The strategy includes milestones for the seven-year programme across all sectors, challenging schools, colleges and employers to embrace the recommendations and implement the measures required to effect lasting change.
- 3.3** A key aim of the DYW strategy is for young people to be able to access more vocational options during the senior phase of secondary school, and delivering more effective routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners.
- 3.4** Given the strategic priority placed in this area of college activity, it was agreed that there would be a Regional DYW Lead, and John Rafferty, Assistant Principal at Glasgow Clyde College has fulfilled this role in 2018-19.

- 3.5** An initial focus of John's work was to collate and assess Senior Phase data across the three Glasgow colleges, to enable a more informed and collective understanding of the current offer and to identify areas for development.
- 3.6** A summary report from this work is attached as Annex A. The outputs of this work were discussed across a variety of regional groups, including with regional Education Directors and college Principals. These discussions informed the development of the 2018-19 DYW plan, as set out within the Glasgow Regional Outcome Agreement.
- 3.7** Another area of regional focus has been on developing CPD opportunities to support college and school staff to share practice and develop the skills required to meet DYW ambitions. Working jointly with the Regional CPD Lead Audrey Miller, Vice Principal at Glasgow Kelvin College, two DYW related CPD projects have been developed:
- Development of a half day shadowing opportunity for secondary school teachers and college lectures to experience a different teaching and learning environment; and
  - Development of an, 'informing the informers' programme for secondary teachers. This includes information on the college admissions process, student funding, etc. and also a professional dialogue session. These events will be held across the Glasgow colleges.
- 3.8** John and Audrey will provide a presentation on the regional school/college CPD activity at the Board meeting.

#### **4. Risk Analysis**

- 4.1** The DYW activity outlined in this report supports delivery of a more inclusive, responsive and effective Senior Phase curriculum and mitigates against GCRB risks related to a failure to effectively plan/monitor our educational delivery, fewer learners achieving positive outcomes and failure to achieve the targets set out in the Regional Outcome Agreement.

#### **5. Legal Implications**

- 5.1** No legal implications are identified.

#### **6. Financial Implications**

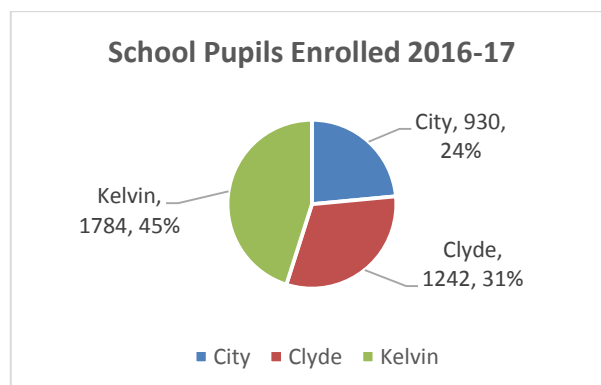
- 6.1** No resource needs are identified at present.

#### **7. Strategic Implications**

- 7.1** This report provides evidence of regional activity supporting the achievement of Developing the Young Workforce aims.

## Annex A: School Vocational Course Analysis (Session 2016-17)

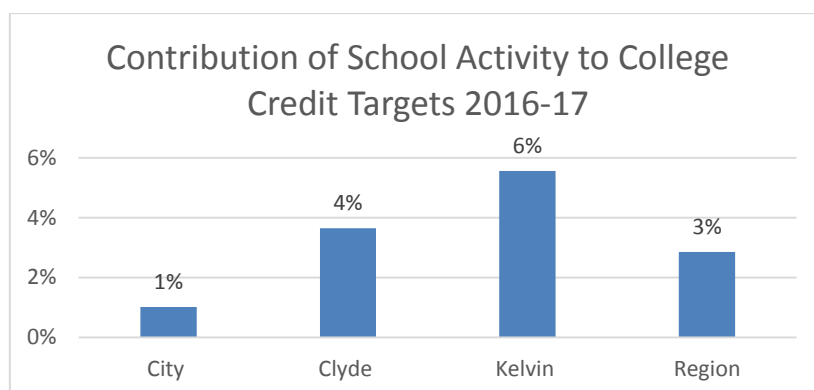
### 1. How large is school activity in Glasgow's Colleges?



#### *Key points and discussion questions:*

- In session 2016-17, almost 4000 school pupils were enrolled on school partnership vocational programmes.
- This excludes some large numbers attending the Chinese school, and some community evening delivery to school age learners. The former community campuses accounted for about three quarters of school pupil engagements in the region.
- Further growth is anticipated this year, especially with regards to Foundation Apprenticeships which will more than double in scale.

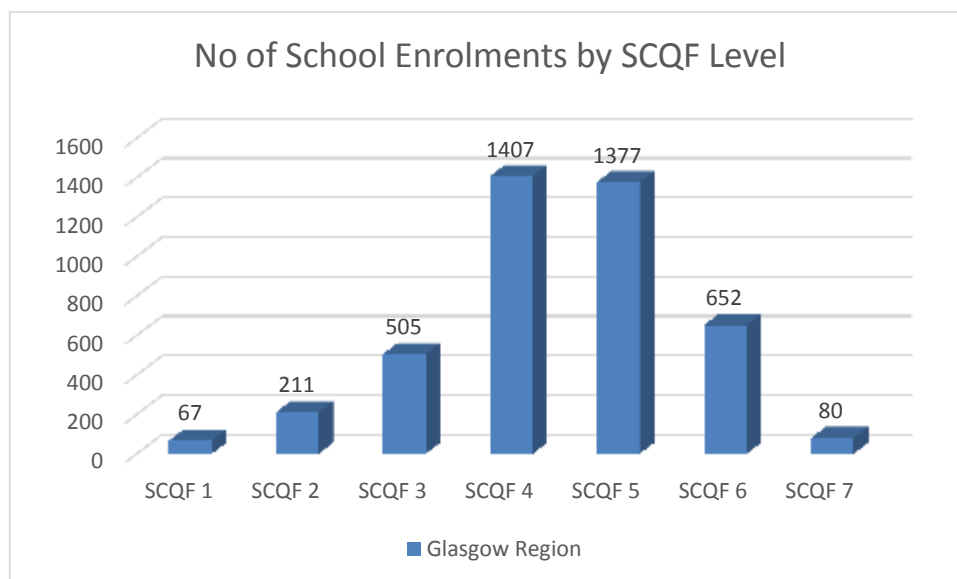
### 2. How important are school learners to college credit claims?



#### *Key points and discussion questions:*

- Schools activity accounts for about 3% of the regional credit claim but account for varying degrees of activity within each college.
- Should there be a regional schools' activity target? If so, how high should it be?

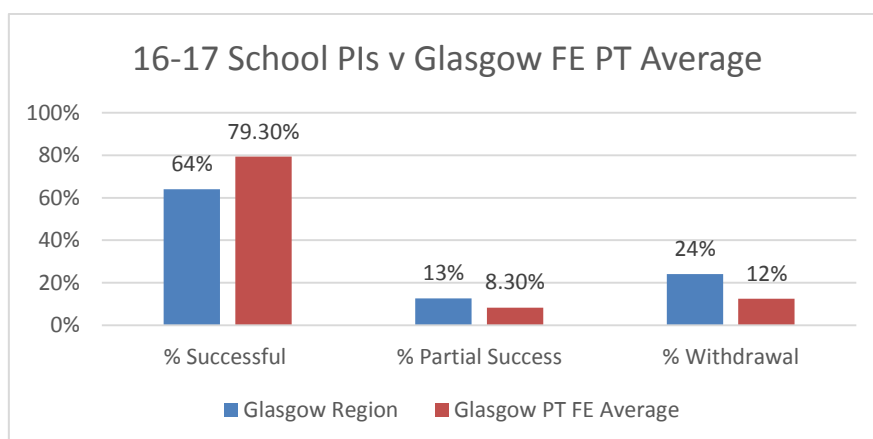
### 3. What range of qualification levels are offered to school pupils?



#### Key points and discussion questions:

- Government and SFC DYW targets focus only on 5, 6 and 7 – less than half of our delivery. Is this an issue or is level 4 an essential pathway to DYW?
- There are slight variances in SCQF spread between colleges which is presumably a consequence of demographic variance.
- Should there be more delivery at SCQF level 7 or does the Advanced Higher Hub at GCU account for low numbers?
- Are we serving the needs of ASN learners well at level 1, 2 and 3?

### 4. How successful are school learners on college programmes?

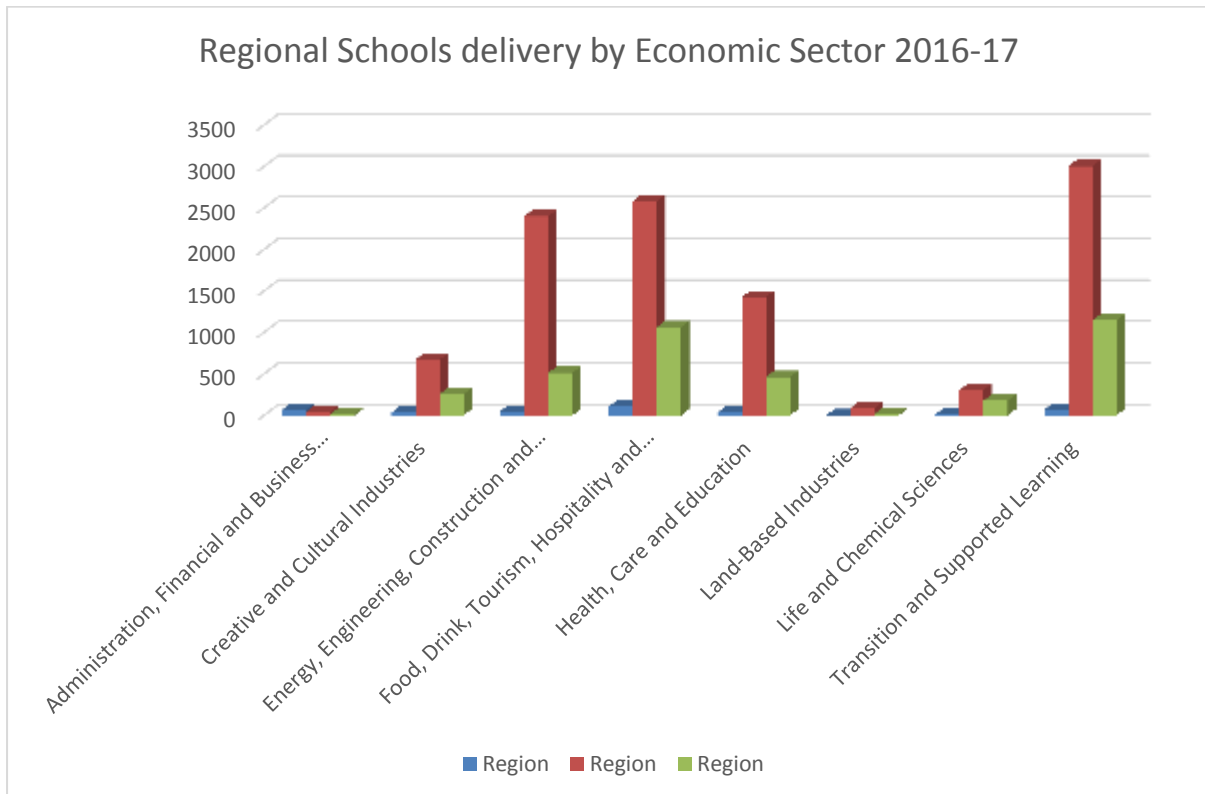


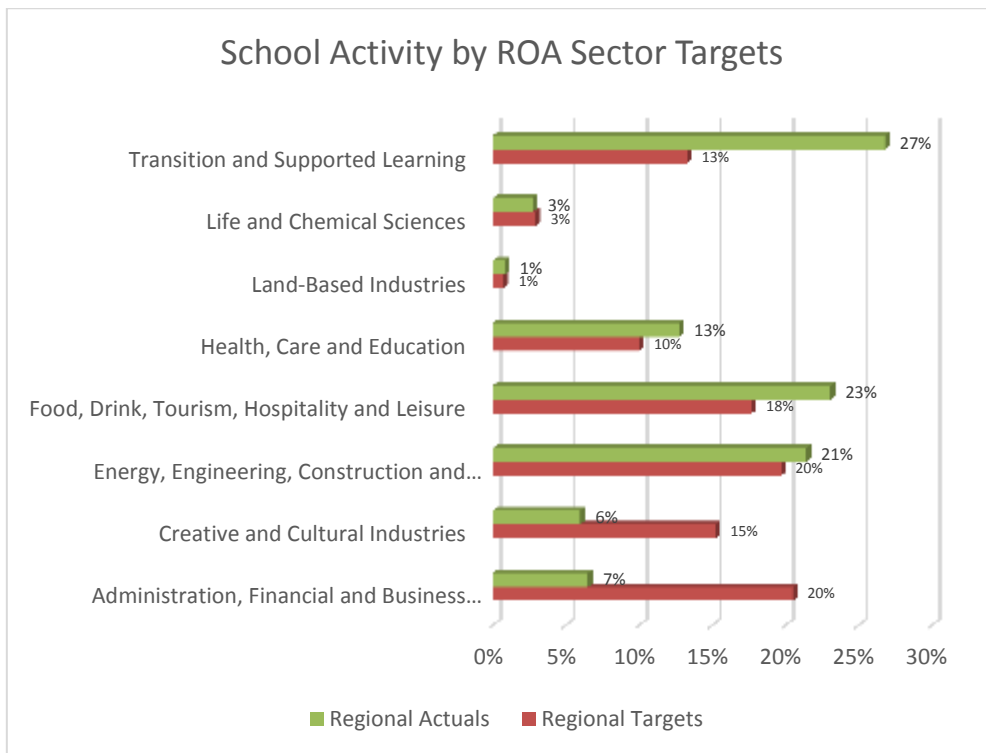
#### Key points and discussion questions:

- The average success rate for schools' programmes is low at 64% compared with the regional average for part-time FE of 79% - a full 15 points lower.
- Partial Success on college programs is normally 5-10%, so partial success is also comparatively high in schools' programmes at 13% compared to other part-time college courses.
- Taken together, withdrawal accounts for two thirds of those who don't achieve.

- A deeper analysis of withdrawal reveals that Early withdrawal is not significantly different in schools' programmes (at 8%) from other college courses (at 9%) but further withdrawal is relatively high (at 16%.)
- So, attainment on school's programmes can be improved by (a) ensuring that students don't drop out of courses after Christmas and (b) ensuring that those who do complete the course attain the full award.
- The impact of study leave and lack of access to learners at the end of the year for remediation almost certainly contribute to poor school attainment.

## 5. What employment sectors does school activity cover?





*Key points and discussion questions:*

- Admin courses and Creative and Cultural Industries courses appear to be under represented in the schools offer. Is this because schools can do this provision themselves?
- Food, Drink, Tourism and Leisure industries seem high but this is a very broad area with many discrete vocations within it including Sport and Beauty.
- There appears to be a larger than expected demand for transition and supported learning activity for schools.

## 6. Early Recommendations and Further Work

Initial recommendations suggested by this analysis are:

1. Schools provision is currently low compared to historical levels and government aspiration and possibly needs to be increased.
2. More delivery is possibly required at SCQF level 7 and should focus on programmes which add vocational content.
3. There needs to be a concerted and coordinated effort to improve PIs in schools activity in both retention and attainment. This is likely to involve better pre-entry information to school learners, careful approaches to the delivery of group awards like SFW, support from local authorities over issues like attendance and course completion, and possibly distinct provision for Winter leavers.
4. Some employment areas are underrepresented in the current regional offer, most notably the creative and cultural sector and administration, finance and business sector.
5. Other areas are arguably over represented such as transition and supported learning (in particular the general education component.)
6. A further breakdown of the large Food, Drink, Tourism, Hospitality and Leisure category is required to see if sub specialisms dominate this field and important areas are under-represented.
7. A separate gender analysis of school programmes is required to assess progress in priority areas for gender equality activity.
8. A SIMD analysis of the school populations of each college would be illuminating and possibly help inform PI improvement interventions.
9. A focused learner satisfaction analysis for school pupils is needed, with a view to improving attainment.
10. The levels of non-modular work are very high in some areas which merits further analysis.
11. The impact of significantly increased levels of FA delivery on existing provision needs scoping out.
12. An examination of school delivery and support mechanisms by local authority is required in order to share good practice between local authorities.
13. A DYW strategy should be produced, which integrates SFC and ROA objectives and directs activity based on analysis of the intelligence available.
14. A survey should be conducted with each Glasgow College to capture the breadth and variety of early engagement activity happening in the region. Most of this activity does not form part of the regional portfolio, so isn't captured in this report, and moreover is not always carried out by school liaison teams but by marketing teams, community engagement departments and faculties engaging directly with local school partners.