
Board Meeting

Date of Meeting	Monday 06 October 2014
Paper Title	Curriculum and Estates Review - Glasgow Colleges Environmental Scan
Agenda Item	4
Paper Number	BM3-B Appendix 2b
Responsible Officer	Principals Lead – Eleanor Harris, Depute Principal Glasgow Clyde College
Status	Disclosable
Action	For Decision

GLASGOW COLLEGES ENVIRONMENTAL SCAN

Prepared by the SFC Research Team

September 2014

Introduction

This series of mindmaps has been prepared by the Scottish Funding Council Research Team under the guidance of Dame Ruth Silver to support those involved in the planning processes for the Glasgow Regional Colleges. It is intended as a helpful reference guide for Board members, Senior Managers, Curriculum planners and staff unions.

Contents

What are the issues facing Glasgow?

A Vision for Glasgow

Page 7

This report details what success would look like as set out in Glasgow's ten year economic development plan 2006. Although a dated plan, much of the ambition and vision remains relevant given the impact of the economic recession in 2008. In many areas, Glasgow has moved definitely forward in other areas progress is less obvious.

How does Glasgow compare with other UK Cities?

Page 8

This data relates to a Centre for Cities – Cities Outlook 2014 Report. The report compares data and performance across a range of relevant areas concerned with economic and social issues. Figures in red reflect Glasgow's league position in relation to 64 other UK cities e.g. (31/64). In general terms Glasgow is performing well in qualification levels above level 4 but very poorly in those with no qualifications. In most areas, Glasgow is performing on or below average.

What are the key challenges facing Glasgow?

Page 9

In 2006, Glasgow established an economic commission to establish a plan of action to underpin its ambitions to be “A World Class City achieving its potential to deliver sustainable wealth and well being for its citizens”.

Despite this report being aged, the key recommendations remain pertinent. The general messages emanating from this report for Colleges services are the mismatch between emerging job opportunities and the high levels of unqualified people available to fill these jobs. Without positive action, incoming workers to the city region will fill these jobs.

What are the relevant National Policies applying to Colleges?

This series of reports provides an overview of the relevant policies, which apply to the College sector.

Pages 11-15

What do stakeholders require from the Colleges?

What does Government require from Colleges

Page 17

Each year, the Cabinet Secretary sets out in letter to the Chair of the SFC, the priorities for the year ahead. It is referred to as the letter of guidance. Five of the objectives have been in place since the current government came to office but this year a further two objectives have been set to address gender inequality and to support the implementation of the recommendations contained in Developing Scotland's Young Workforce – Wood Commission.

What does the local economy require from Colleges

Page 18

This report relies heavily on the work of the Economic Commission, which identifies a range of priority recommendations for the sector. In broad terms, the commission recommend that the sector prioritise and align their portfolio with emerging sectors in the economy and increase provision to attract those furthest from the market place

What do the key Industry sectors require from Colleges

Page 19

Skills Development Scotland has commissioned a series of Skills Investment Plans to support the development of key economic sectors. To date, five sectors have completed their plans and further sectors will follow. There are no consistent messages across all of the reports; rather they provide detailed actions for curriculum areas within the Colleges.

What do Secondary Schools require from Colleges

Page 20

This is an area, which is currently under review due to the recent publication of Developing Scotland's Workforce – Wood Commission. The report recommends that all S5/6 school students should be offered courses offered in partnership with Colleges/Training providers leading to recognised vocational qualifications. This challenge will, properly met will transform the interface between Schools, Colleges and employers and greatly enhance the employment prospects of many young people.

What does the Local Community require from Colleges

Page 21

The Colleges are a key partner in the Community Planning Partnership (CPP), which develops strategy and operational targets for addressing key social issues in the communities. The Colleges have a key role in delivering targets for young people.

Summary of key stakeholder asks (extended version)

Page 22

This report prides a summary of the key “asks” from the main stakeholders

Key strategic drivers derived from stakeholder asks

Page 23

This report converts the key asks into strategic drivers for the Colleges

Where are the jobs and where will the jobs be in future in the Glasgow Region

Regional skills assessment 2014

Page 25

This report commissioned by Skills Development Scotland provides a detailed analysis of the local economy and provides forecasts on skills needs in the Glasgow Region to 2020.

Labour market forecast 2020/2030

Pages 26-28

These reports provide an overview of the labour market in 2012 and forecasts changes in sector profile within the economy to 2020 and 2030. This provides valuable information for curriculum planning. Labour market forecasting is notoriously difficult and can be subject to political change and global economic conditions.

How do the Colleges currently perform?

HMIE Inspectors Reports

Page 30

This report provides an overview of College Reviews carried out by Her Majesties Inspectors of Education (HMIE) on the Colleges prior to merger. In all cases, the Inspectors were confident that:-

- the Colleges have in place high quality learning and teaching processes;
- learners are actively engaged in enhancing their own learning and the work and life of the college.
- Overall learners are progressing well, and achieving relevant, high quality outcomes, However, in a few Colleges programmes attainment rates are low;
- The colleges are led well and they are enhancing the quality of its services for learners and other stakeholders.
-

College programmes

Page 31

There is a wide a varied portfolio of provision in the Glasgow Colleges provision. The first region wide review of curriculum has identified areas of over provision in Creative Arts and under provision in courses at SCQF level four. Curriculum Teams are currently engaged in detailed curriculum planning to 2020.

Student profile

Page 32

This report provides a breakdown of our students in session 2012/13. Since the onset of the recession, priority has been given to full time courses for young people under 24 years of age.

College partners

Page 33

The College has a broad range of productive partnerships as illustrated by this report.

School/College links

Page 34

As a result of the Developing Scotland's Young Workforce Report, partnership arrangements with Secondary Schools and employers will require to strengthen and widen.

Progression to Universities

Page 35

Approximately two thousand seven hundred students (2700) progressed to University study at the end of 2012/13. 49% of students receive full advanced standing (entry to 2nd or 3rd Year), 10% receive partial advanced standing and 34% receive none at all.

Lecturers teaching qualification levels

Page 36

This report illustrates a high level of teaching qualifications amongst College staff throughout the region. The City Colleges support staff employed as Lecturers who are vocationally qualified to also obtain formal qualifications to teach in Colleges, through in service training

Regional Outcome Agreement (ROA) – Targets 2017

Page 37

Regional Outcome Agreements have recently been introduced to establish greater performance accountability between the Scottish Funding Council and Colleges and Universities. This report provides a summary of the main targets set within the current plan

What are the issues facing Glasgow?

The Vision for Glasgow

A City which is known internationally for its vigour and direction. Its economic and business specialisms are known and globally promoted.

A City whose institutions, businesses and city government are internationally networked and successful in competing for international investment and talent.

Glasgow PLC' is recognised as a powerful international actor with agreed target markets and propositions. It is a city that has successfully built upon its Glasgow:Scotland with Style brand.

International positioning

A City with more people contributing to the Glasgow economy with average UK levels of unemployment and welfare dependency.

A City with an improved health and social profile, with labour market policies more focused on raising skill levels and encouraging in-work development and progression to meet the needs of expanding, high productivity employers.

Work for those without

A Glasgow transformed physically and economically, with regenerated areas that play a critical role in the Glasgow economy.

A City where people are equipped and motivated to contribute to creating the city's wealth and well-being. Glasgow's approach to regeneration is internationally acclaimed and regeneration makes a substantial contribution to making Glasgow an environmentally sustainable city.

Leaders in strategic area regeneration

A City who will collaborate with Edinburgh to compete successfully for international investment and talent.

A City, where domestically their contributions to the Scottish and UK economies are recognised and valued.

Collaborating to compete

Building a strong metropolitan core

A City with a thriving, expanded city centre, with higher levels of density, economically and environmentally sustainable and better connected to the wider region and Edinburgh.

A City with an expanded further and higher education and research sector, with internationally competitive retail, conference/ event and cultural/leisure offers.

Education at the heart of the economy

A City where people value education as the touchstone of success and progression and excellent school attainment provides a foundation for further education and much higher participation in higher education.

A City where the private sector exploits research strengths, especially in key sectors. A city with a strong and growing educational sector that attracts people and talent on an international basis.

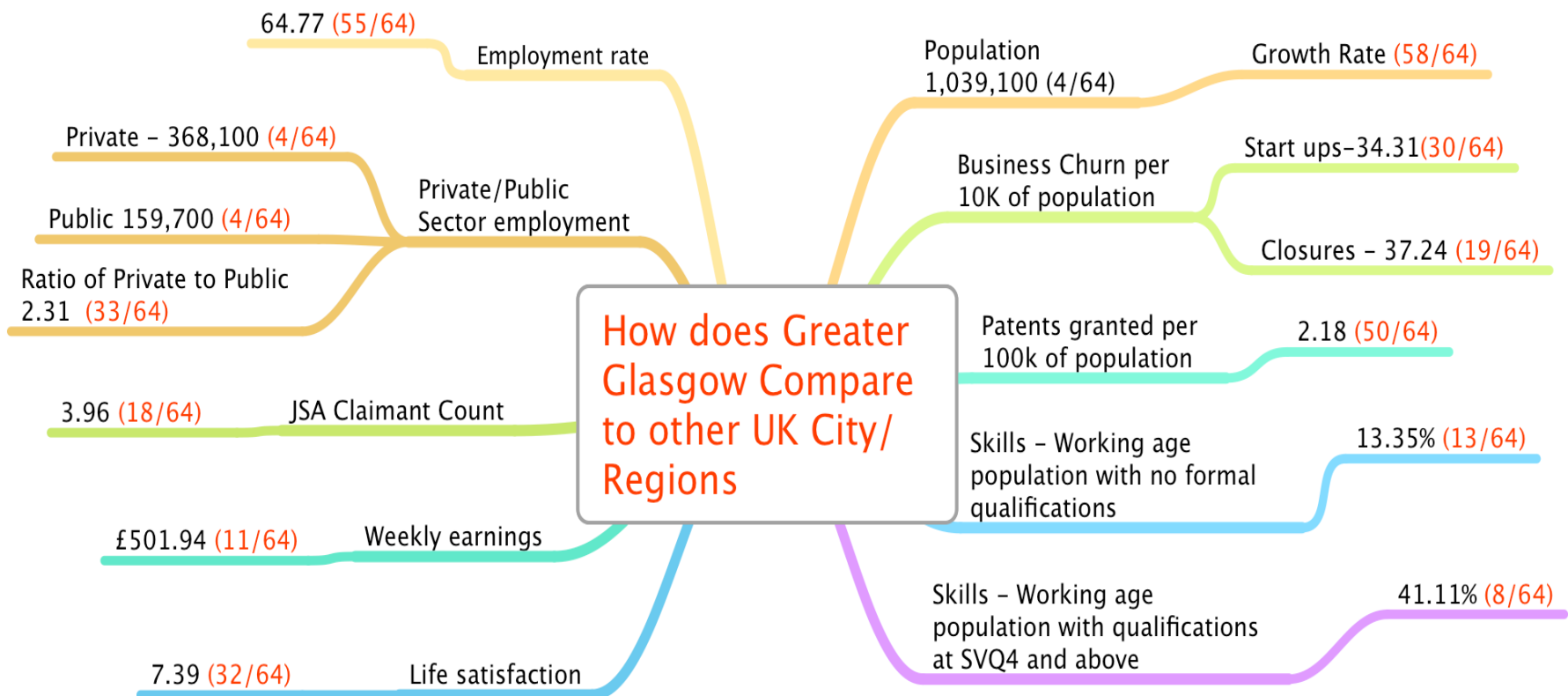
A Culture of Entrepreneurship

A City with a thriving business base, with people who are orientated to think of and set up in business. Where businesses seek to serve not only local and regional markets but national and international ones, using skills, education and innovation as a basis for their success.

A City where Entrepreneurs are actively involved in supporting new entrepreneurs and entrepreneurialism is supported by the school, further and higher education system who value it as an important life choice.

Source: A Step change for Glasgow

Glasgow Colleges 2020 Project



Sources: Centre for Cities Report – January 2014 Glasgow Colleges 2020 Project

Figures in red reflect Glasgow's league position in relation to 64 other UK cities e.g. (31/64)

Glasgow Economic Vision - A World Class City achieving its potential to deliver sustainable wealth and well being for its citizens. (Economic Development Strategy – Nov 2006)

In common with all other areas, there will be a general trend to grow produce private sector jobs and reduce jobs in the public sector

Glasgow's priorities should be to focus on key sectors where where it has demonstrated success (e.g. Financial and Business Services, Tourism & Events), newer areas of growth (Low Carbon Industries, Life Sciences) and its traditional strengths of Engineering, Design and Manufacturing. (Glasgow Economic Commission - June 2011)

Glasgow region has a lower number of business start ups and patents registered than the national average

Economic Issues

What are the Key Challenges facing Glasgow?

Demographic issues

G&CV population has been fairly static which contrasts with strong and consistent population growth across Scotland and the UK

There will be an 18% decline in 16-19 year olds and 23% decline in 20-24 year olds from 2010 to 2020

The proportion of residents with qualifications at SCQF level 8 and below is greater in Glasgow than the rest of Scotland;

Young people qualification's broadly matches that of Scotland, but a higher proportion of the working age population have no qualifications

FE achievement rates are lower in Glasgow than the rest of Scotland;

A quarter of all students live in neighbourhoods ranked amongst the most deprived in Scotland

The proportion of residents with qualifications at SCQF level 8 and below is greater in Glasgow than the rest of Scotland;

Labour market issues

The employment rate in G&CV is consistently below the national average

There were almost 12,000 fewer residents in employment in 2013 than in 2005 – the majority of which are now unemployed and looking for work

Youth unemployment is 31.3% in Glasgow as compared with 20.5% in the rest of Scotland;

The male unemployment rate is Glasgow City almost double than that for females (14.1% compared to 7.6%);

A higher than average proportion of Glasgow City's population class themselves as having a long-term work and activity-limiting health problem or disability (22.7% for Glasgow compared to 19.6% nationally);

Educational issues

What are the relevant National Policies applying to Colleges?

The curriculum aims to ensure that learners develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future

Successful learners

With:-

- ¥ enthusiasm and motivation for learning
- ¥ determination to reach high standards of achievement
- ¥ openness to new thinking and ideas

and able to:-

- ¥ use literacy, communication and numeracy skills
- ¥ use technology for learning
- ¥ think creatively and independently
- ¥ learn independently and as part of a group
- ¥ make reasoned evaluations
- ¥ link and apply different kinds of learning in new

Confident individuals

With:-

- ¥ self respect
- ¥ a sense of physical, mental and emotional wellbeing
- ¥ secure values and beliefs

and able to:-

- ¥ relate to others and manage themselves
- ¥ pursue a healthy and active lifestyle
- ¥ be self aware
- ¥ develop and communicate their own beliefs and view of the world
- ¥ live as independently as they can
- ¥ assess risk and take informed decisions
- ¥ achieve success in different areas of activity

Curriculum for Excellence?

Responsible citizens

With:-

- ¥ respect for others
- ¥ commitment to participate responsibly in political, economic, social and cultural life

and able to:-

- ¥ develop knowledge and understanding of the world and Scotland's place in it
- ¥ understand different beliefs and cultures
- ¥ make informed choices and decisions
- ¥ evaluate environmental, scientific and technological issues
- ¥ develop informed, ethical views of complex issues

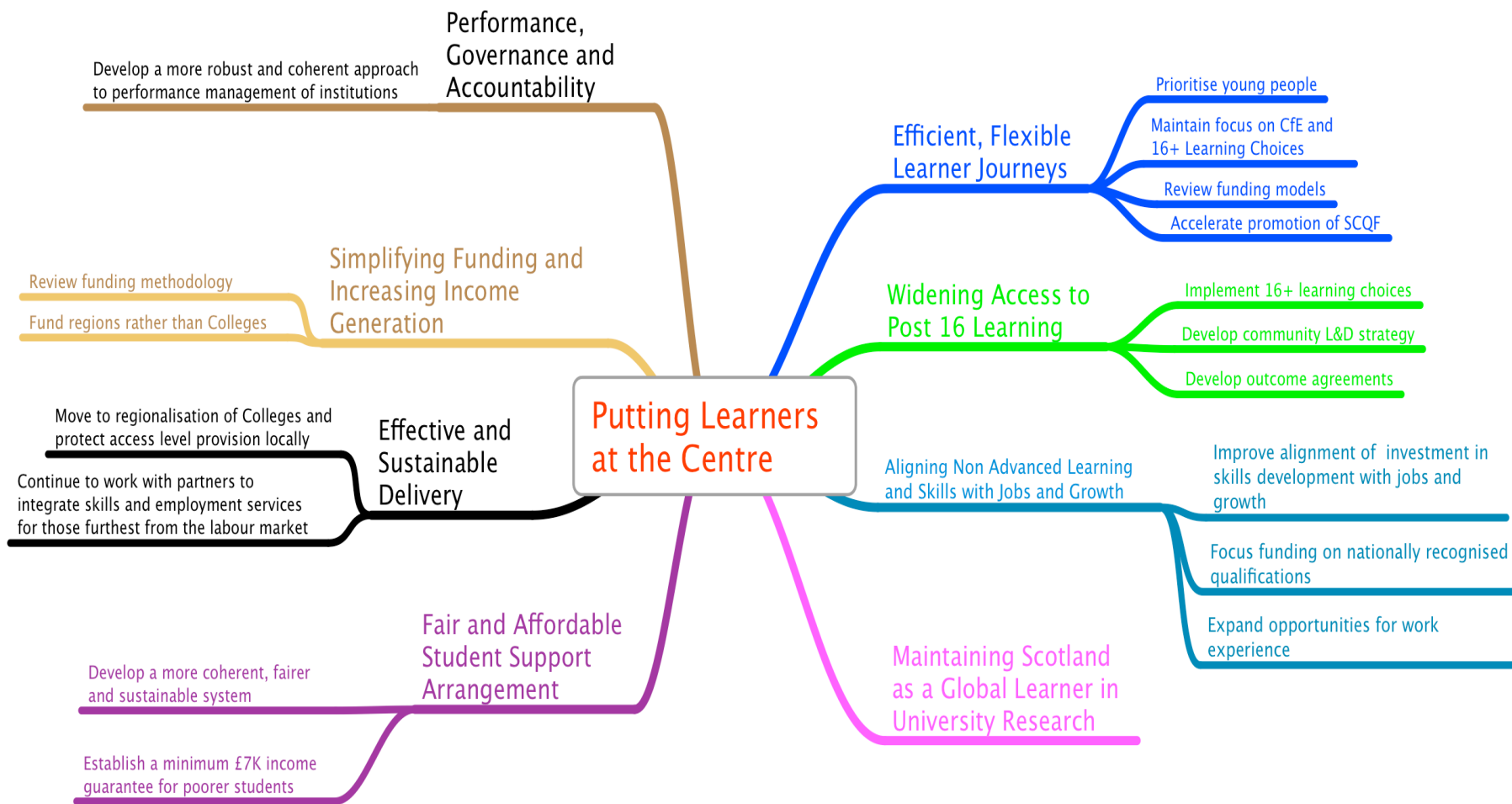
Effective contributors

With:-

- ¥ an enterprising attitude
- ¥ resilience
- ¥ self-reliance

and able to:-

- ¥ communicate in different ways and different settings
- ¥ work in partnership and in teams
- ¥ take the initiative and lead
- ¥ apply critical thinking in new concepts
- ¥ create and develop
- ¥ solve problems



to offer a place in Learning or Training to every 16-19 year old who is not currently in employment, education or training

Commitment

Opportunities for All

Principles

Early identification of need through needs led assessment

A clear rationale for a young person pursuing a learning route with clearly defined agreed outcome

Learning is appropriate to local, regional and national labour markets

Learning is planned and accredited as appropriate

College provision is prioritised for young people paying particular attention to those at those at risk of disengaging after school

Tracking and monitoring of young people as they move through the learning system

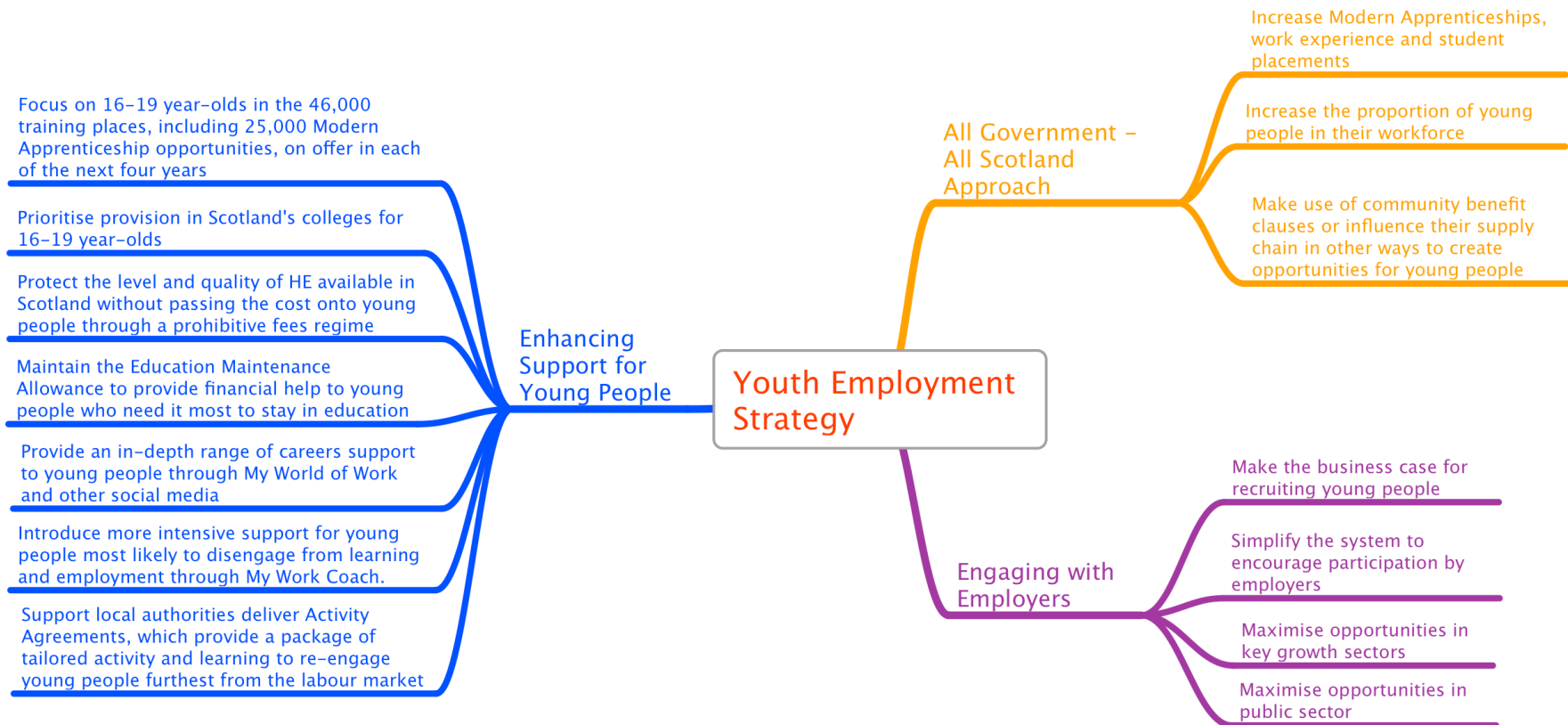
Compliance with the Additional Support for Learning Act and reflect the Get it Right for Every Child GIRFEC Model

Work with partner agencies to support young offenders transition from custody to community

Outcome measures and related funding recognise the need for more tailored provision and often longer times cales for desired outcomes.

ensure access for all Scotland's young people to a range of opportunities, including staying on at school, national training programmes, university and college courses

Aim



Government should establish Invest in Youth Groups across Scotland to provide leadership and focus for engagement between employers and education

Businesses should be encouraged to enter 3–5 year partnerships with Secondary Schools

Scotland's leading companies should work with Scottish College for Educational Leadership

Employers should form partnerships with Colleges to ensure courses are relevant to maximise work experience, work based learning and employment opportunities

In future Skills Investment Plans and Regional Skills Assessments, there should be a focus on youth employment and vocational pathways.

A nationally defined Invest in Youth accolade should be developed to recognise industry's engagement with young people

A small business MA recruitment incentive should be developed to encourage participation

Groups of employers should be supported to work in collaboration to address skills shortages with government match funding

Public sector agencies should utilise access to financial incentives, procurement policies to require businesses to invest in developing Scotland's Young Workforce

Involvement of Employers

Developing Scotland's Young Workforce (Wood Commission)

Education & Training

All S5/6 school students should be offered courses offered in partnership with Colleges/Training providers leading to recognised vocational qualifications

Focus should be on preparing all young people for employment through CfE

Work experience should be to a newly defined "modern standard"

Colleges key role should be recognised and managed through ROA

Colleges should have a primary focus on employment outcomes and supporting local economic activity

Colleges should have meaningful and wide ranging partnerships with industry and these should be at the forefront of ROA

Commitment to develop Scotland's young workforce should feature prominently in the National Performance Framework, Community Plans and ROA

Modern Apprenticeships should be aligned to economic growth, and access and progression pathways should be prioritised

Quality improvement regime should be introduced oversee development of MA's

Increase number of MA's if sufficient support from employers

Education Scotland should work more closely with industry to ensure employability is prioritised

STEM should sit at the heart of the development of Scotland's Young Workforce

Support for young people "at risk" should focus on early intervention and wide ranging sustained support

Equality education should be embedded across CfE

Promotion and communication of career options should be actively target equalities groups to promote diverse participation.

Senior phase vocational pathways should be designed to encourage more gender balance

The SFC and Colleges should develop an action plan to address gender disparities within College education

SDS should develop an action plan to address gender disparities in MA's and report progress annually

Careers advice and work experience for young disabled people should be prioritised

Funding and support arrangements should be reviewed to support more young people to participate in MA programmes

Support arrangements for care leavers should be reviewed and enhanced

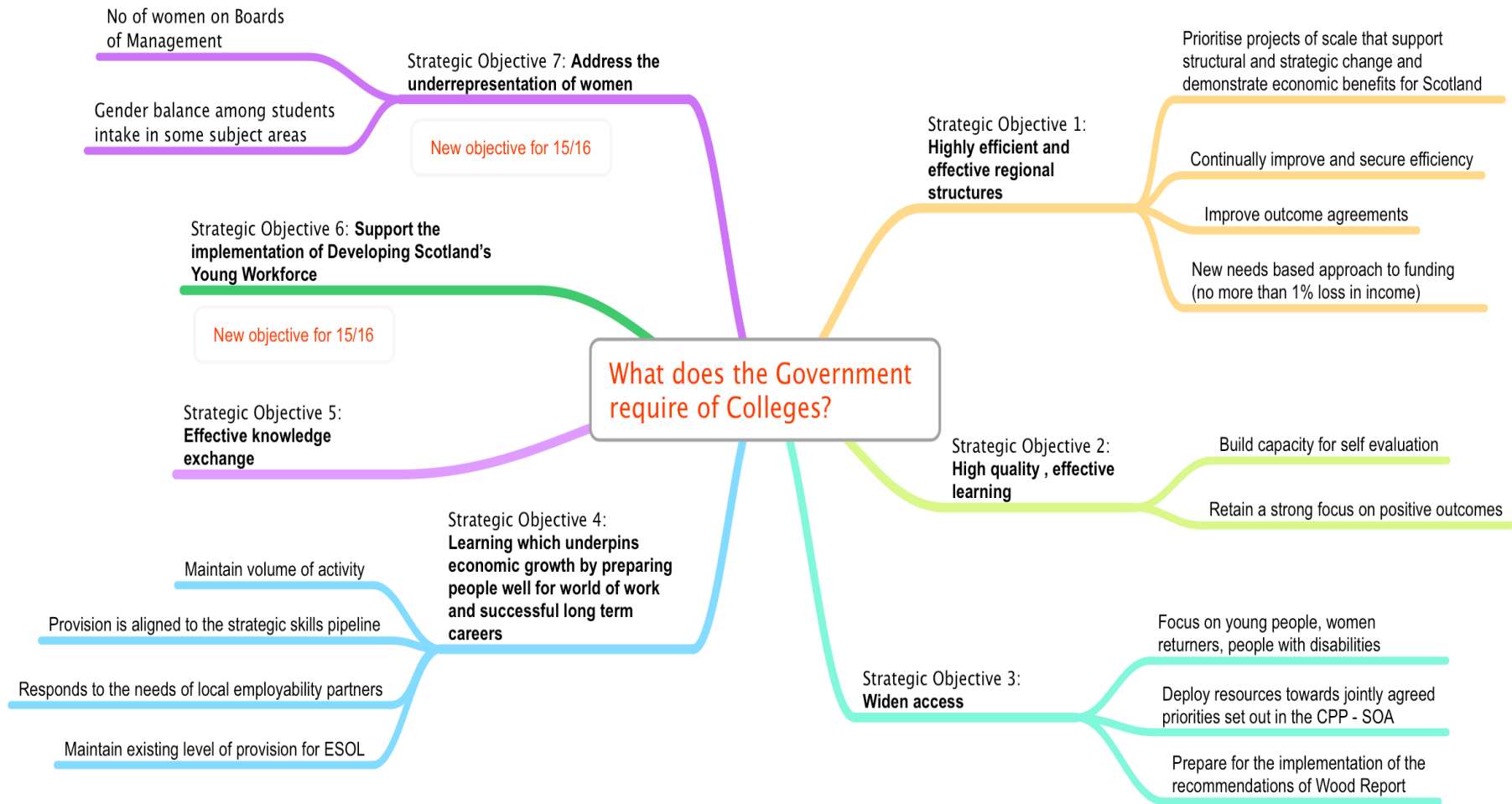
Scottish Government in partnership with the 3rd sector should consider developing supported employment opportunities for care leavers

Advancing Equalities

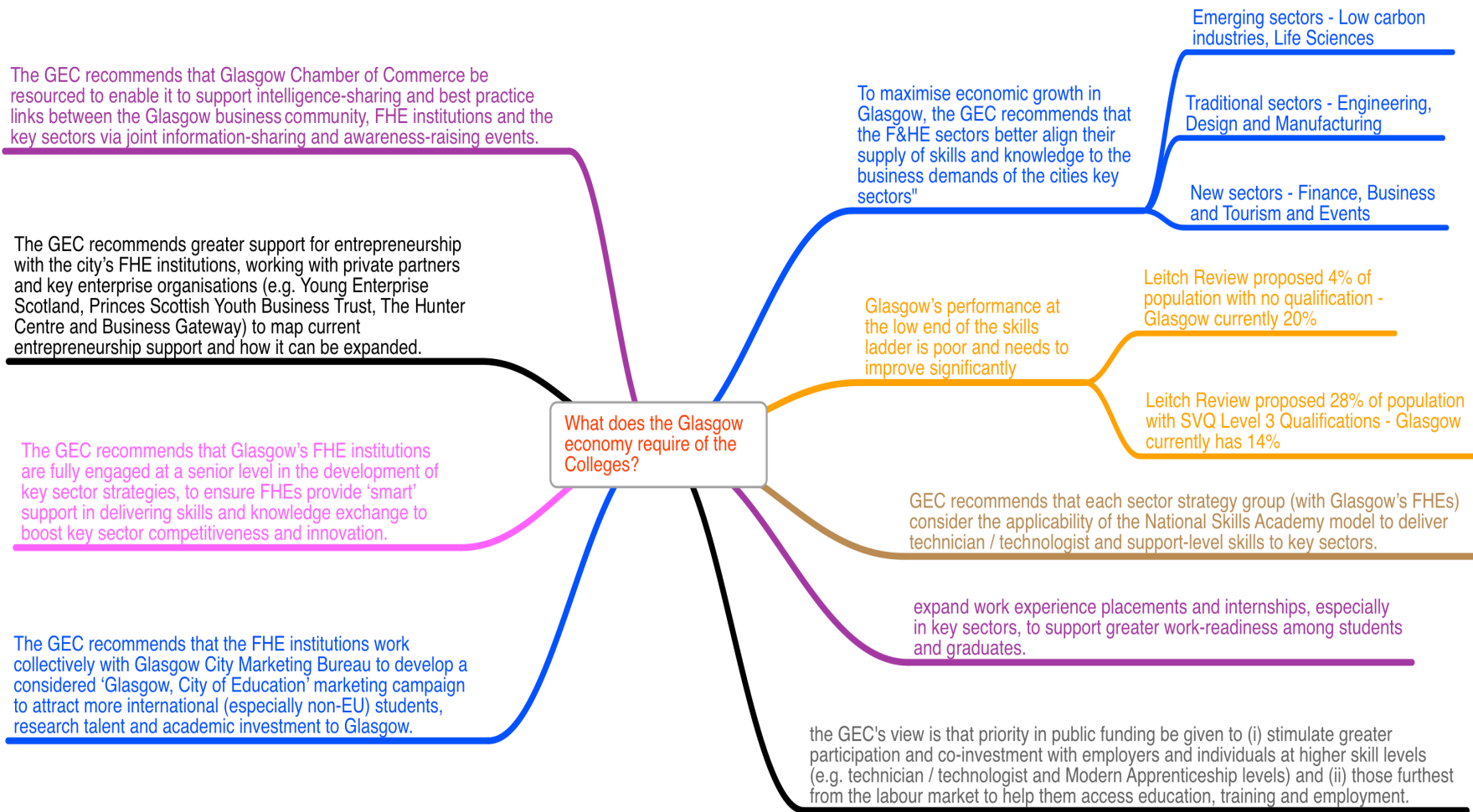
National Policy overview

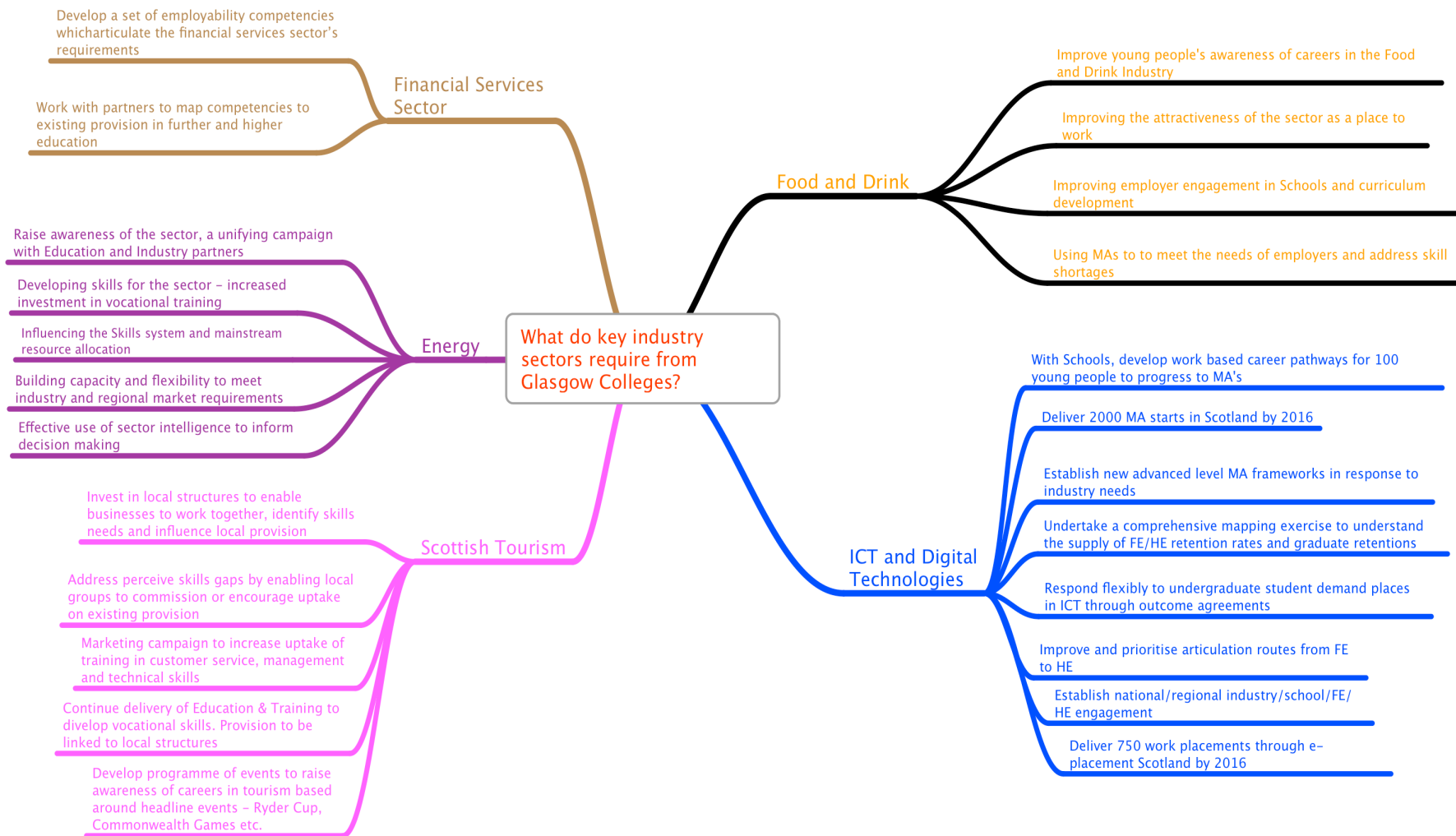
Glasgow Colleges 2020 Project

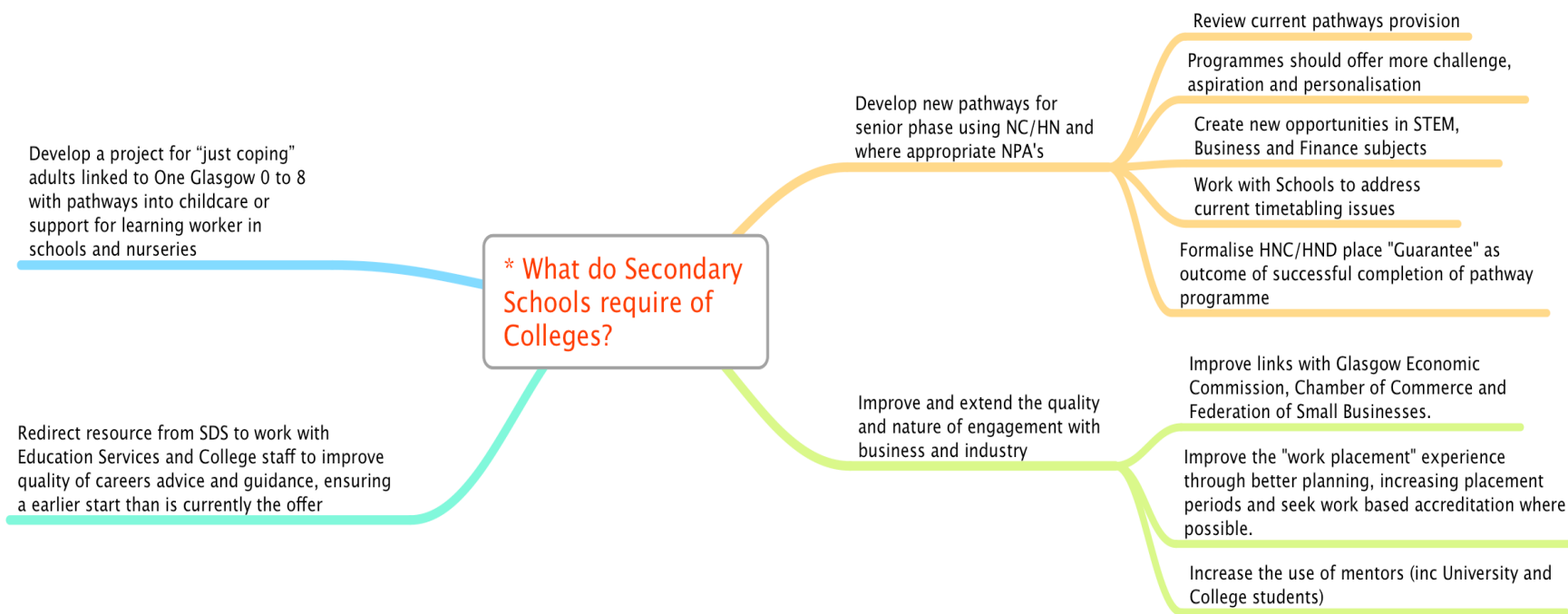
What do stakeholders require from the Colleges?



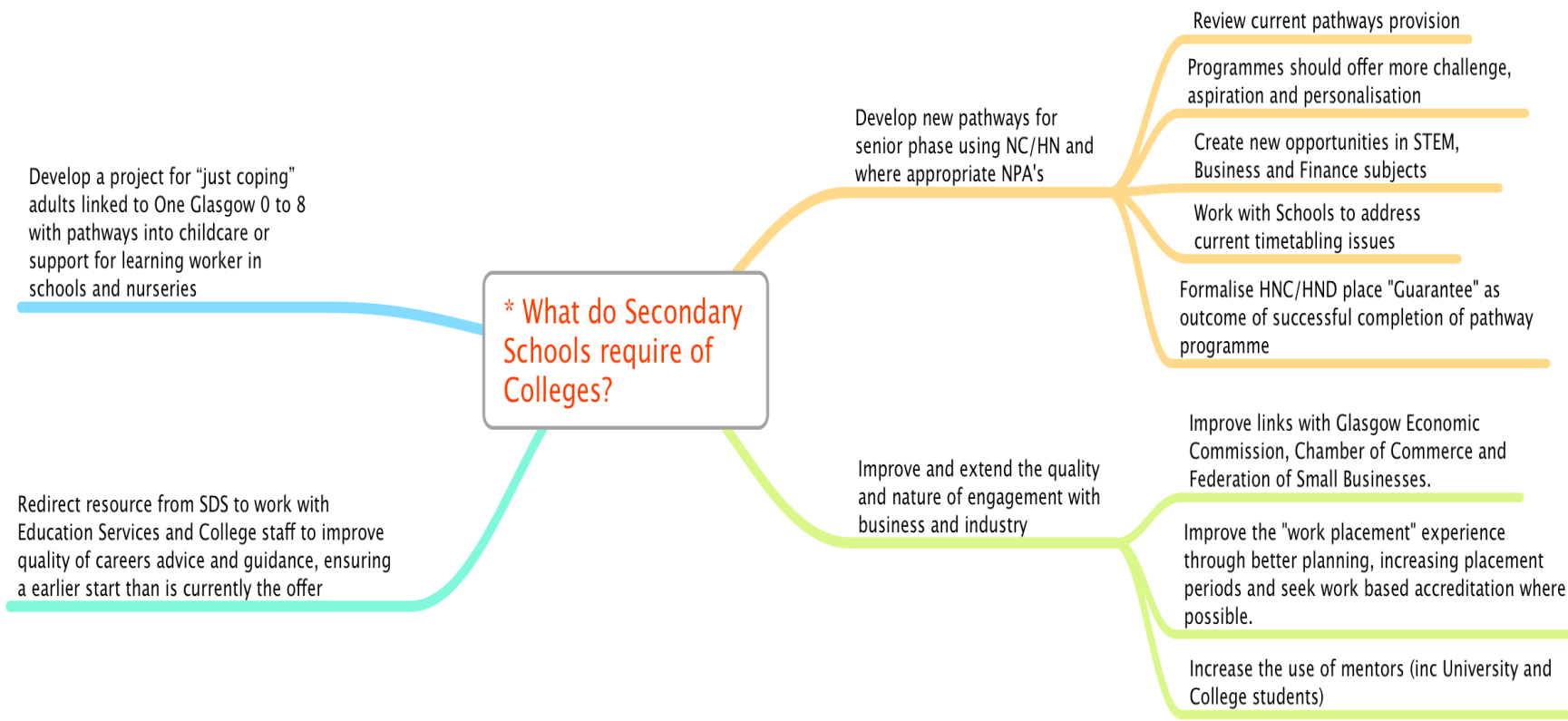
Source: Letter of Guidance from Cabinet Secretary to SFC July 2014 Glasgow Colleges 2020 Project







* To be reviewed, enhanced and updated following publication of Developing Scotland's Young Workforce



Develop a project for "just coping" adults linked to One Glasgow 0 to 8 with pathways into childcare or support for learning worker in schools and nurseries

*** What do Secondary Schools require of Colleges?**

Develop new pathways for senior phase using NC/HN and where appropriate NPA's

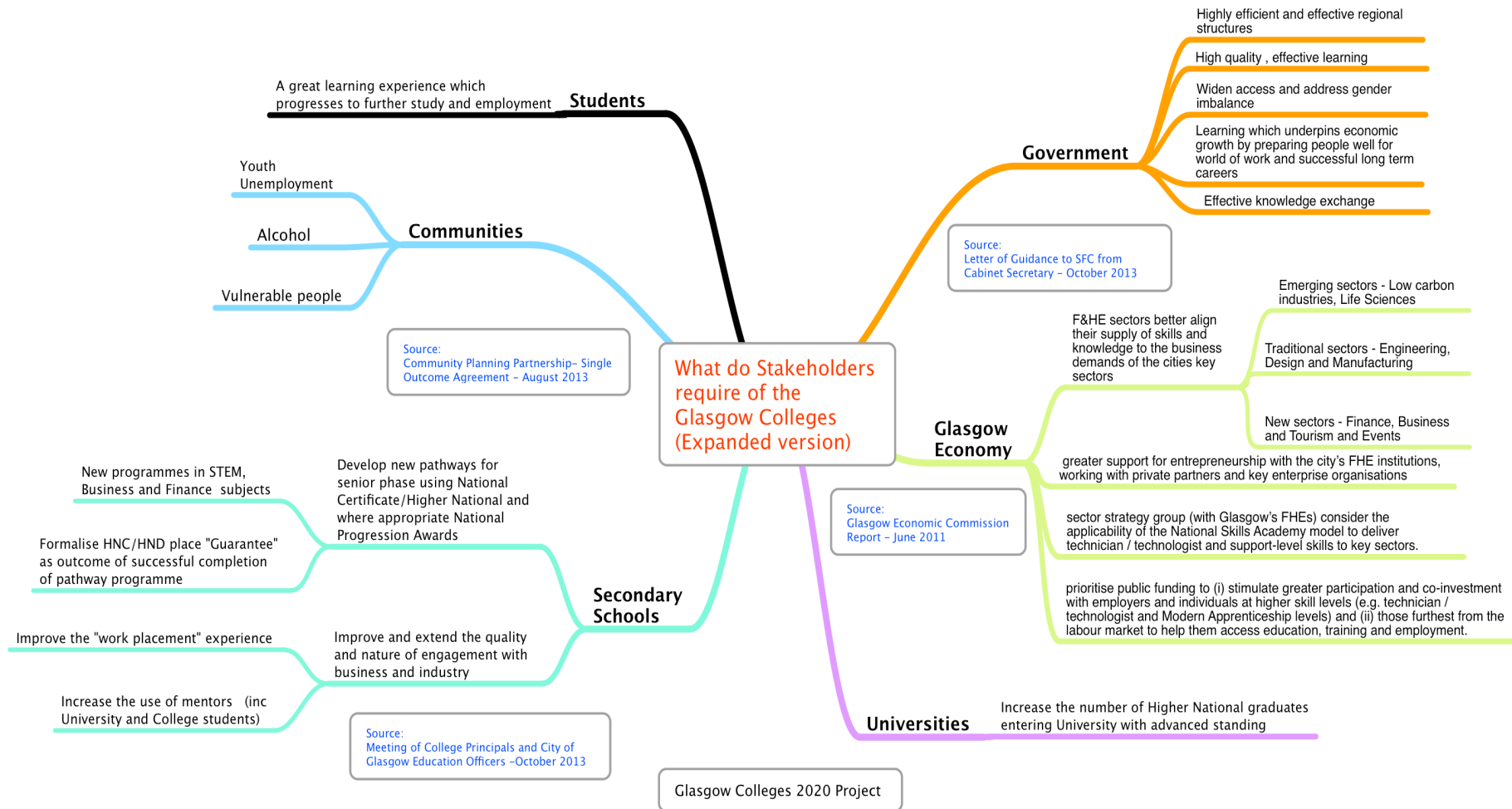
- Review current pathways provision
- Programmes should offer more challenge, aspiration and personalisation
- Create new opportunities in STEM, Business and Finance subjects
- Work with Schools to address current timetabling issues
- Formalise HNC/HND place "Guarantee" as outcome of successful completion of pathway programme

Improve and extend the quality and nature of engagement with business and industry

- Improve links with Glasgow Economic Commission, Chamber of Commerce and Federation of Small Businesses.
- Improve the "work placement" experience through better planning, increasing placement periods and seek work based accreditation where possible.
- Increase the use of mentors (inc University and College students)

Redirect resource from SDS to work with Education Services and College staff to improve quality of careers advice and guidance, ensuring a earlier start than is currently the offer

* To be reviewed, enhanced and updated following publication of Developing Scotland's Young Workforce





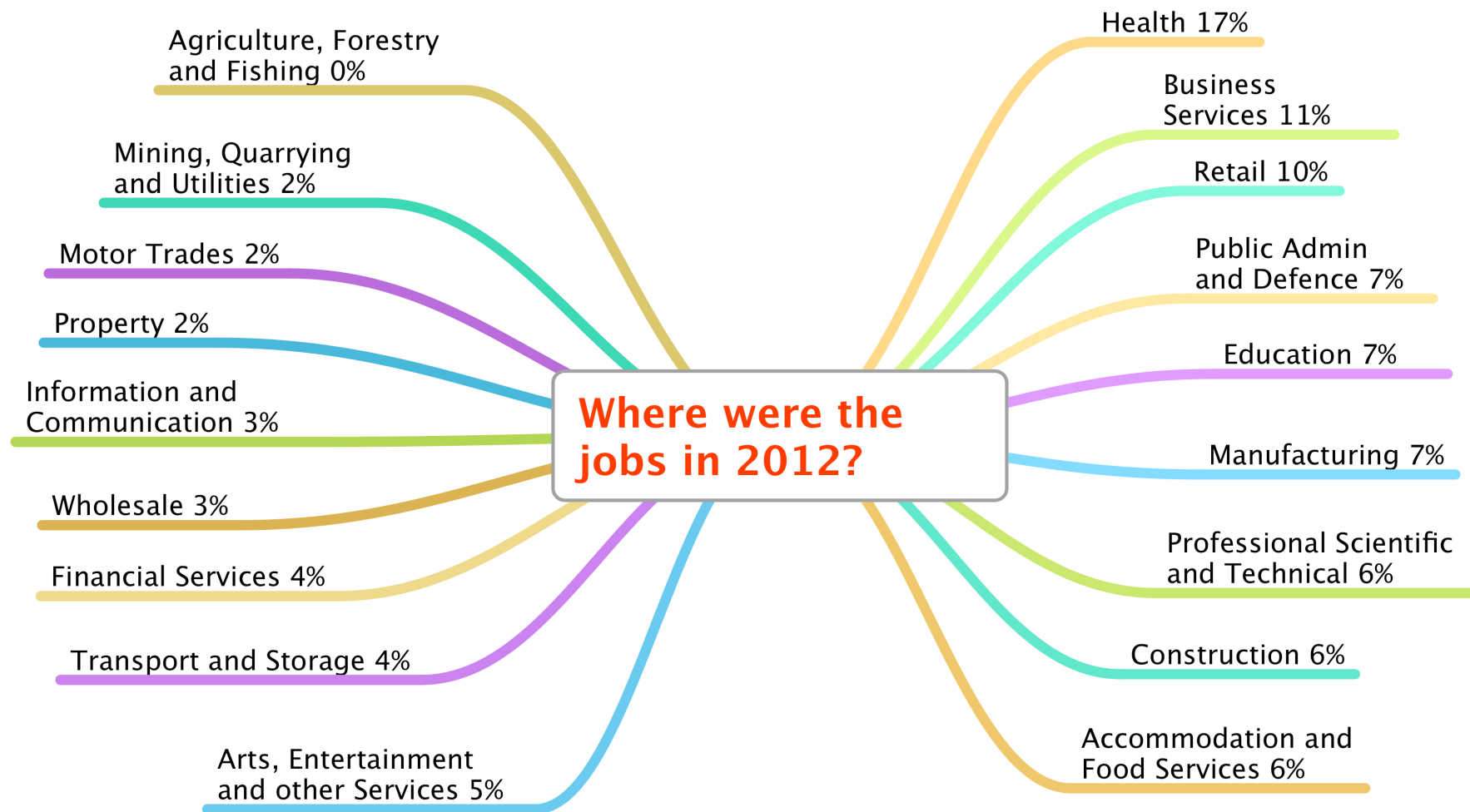
Derived from Stakeholder Request Analysis

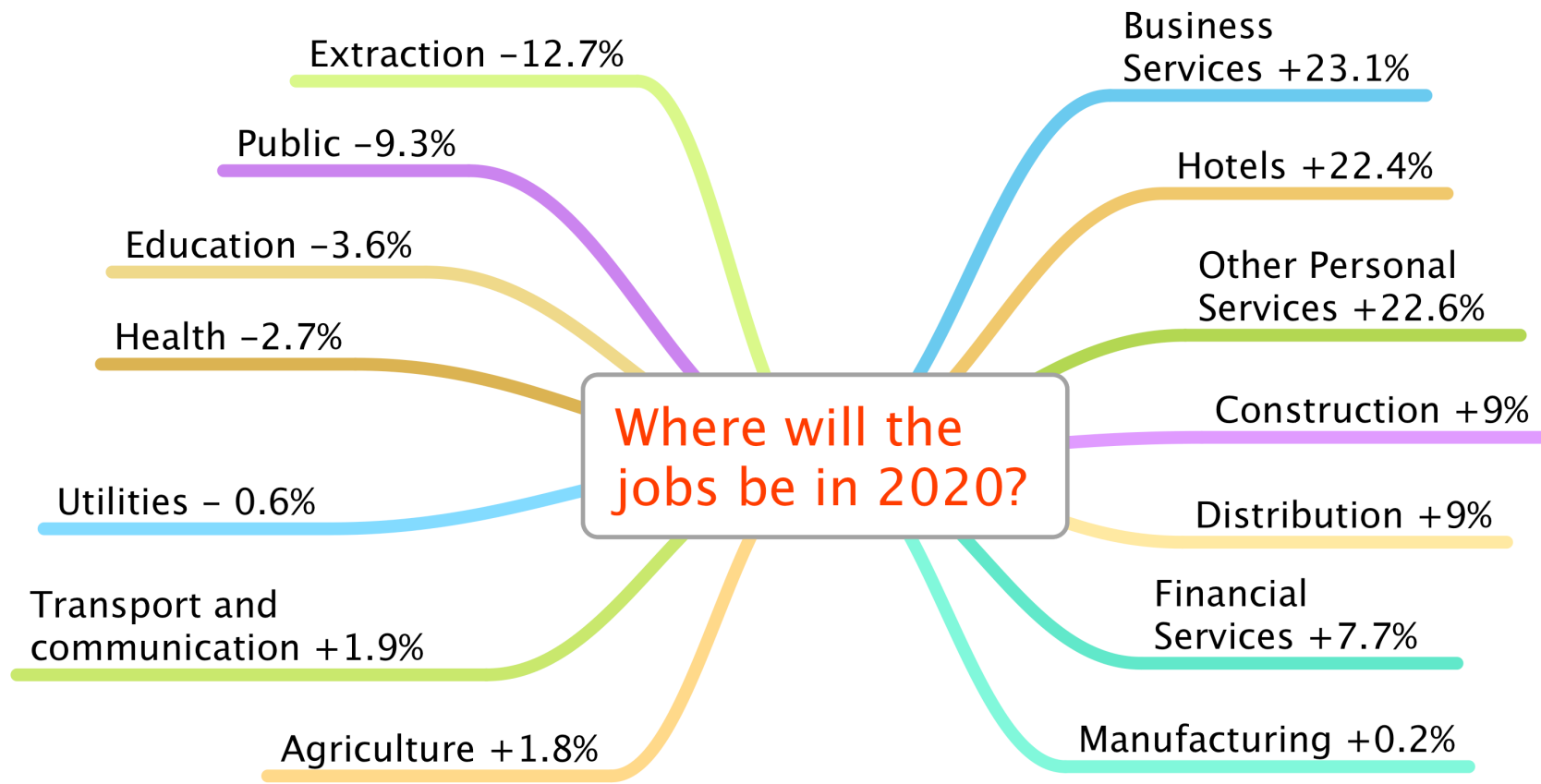
Glasgow Colleges 2020 Project

Where are the jobs and where will the jobs be in future in the Glasgow Region?



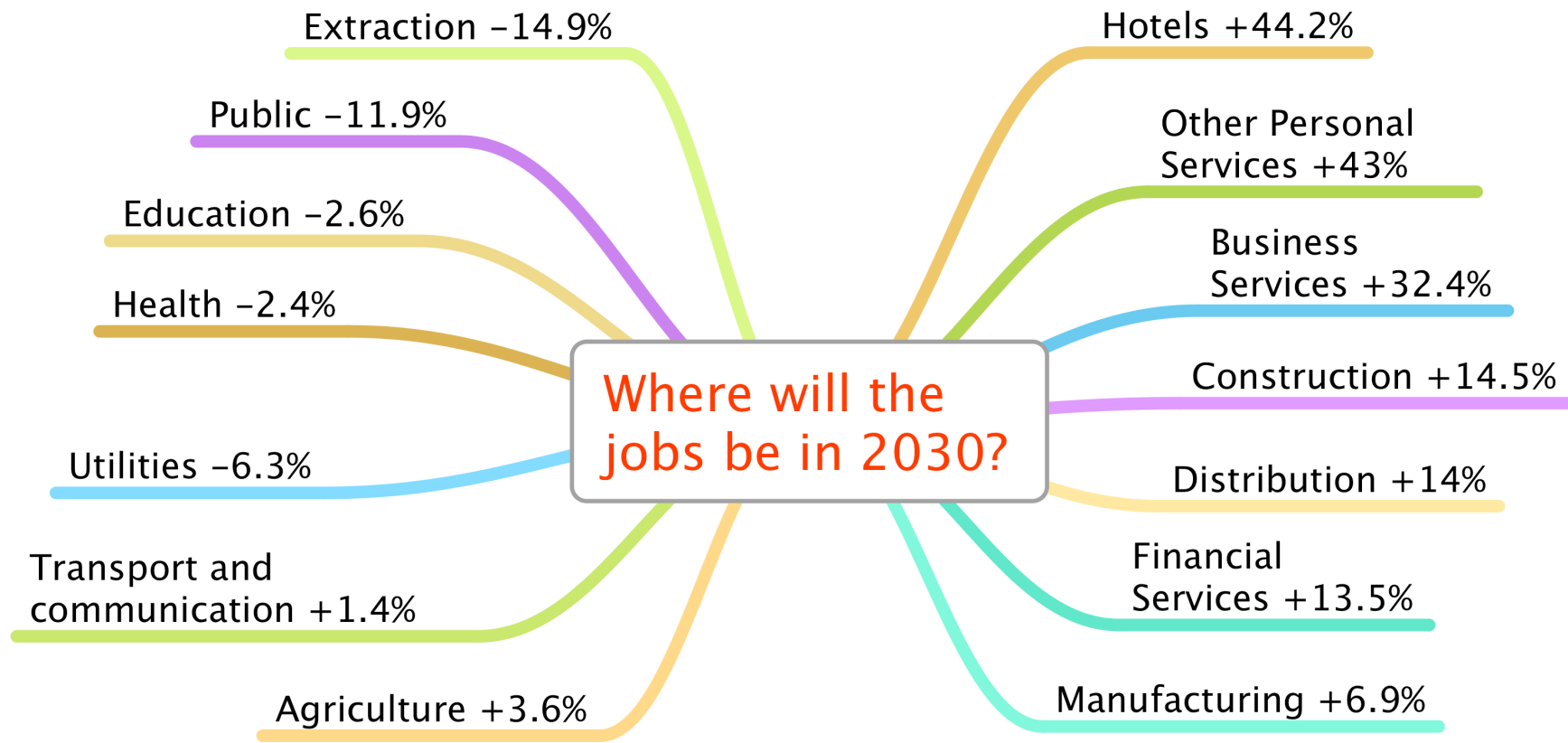
Source: Regional Skills Assessment - Glasgow Region (draft) Glasgow 2020 Project





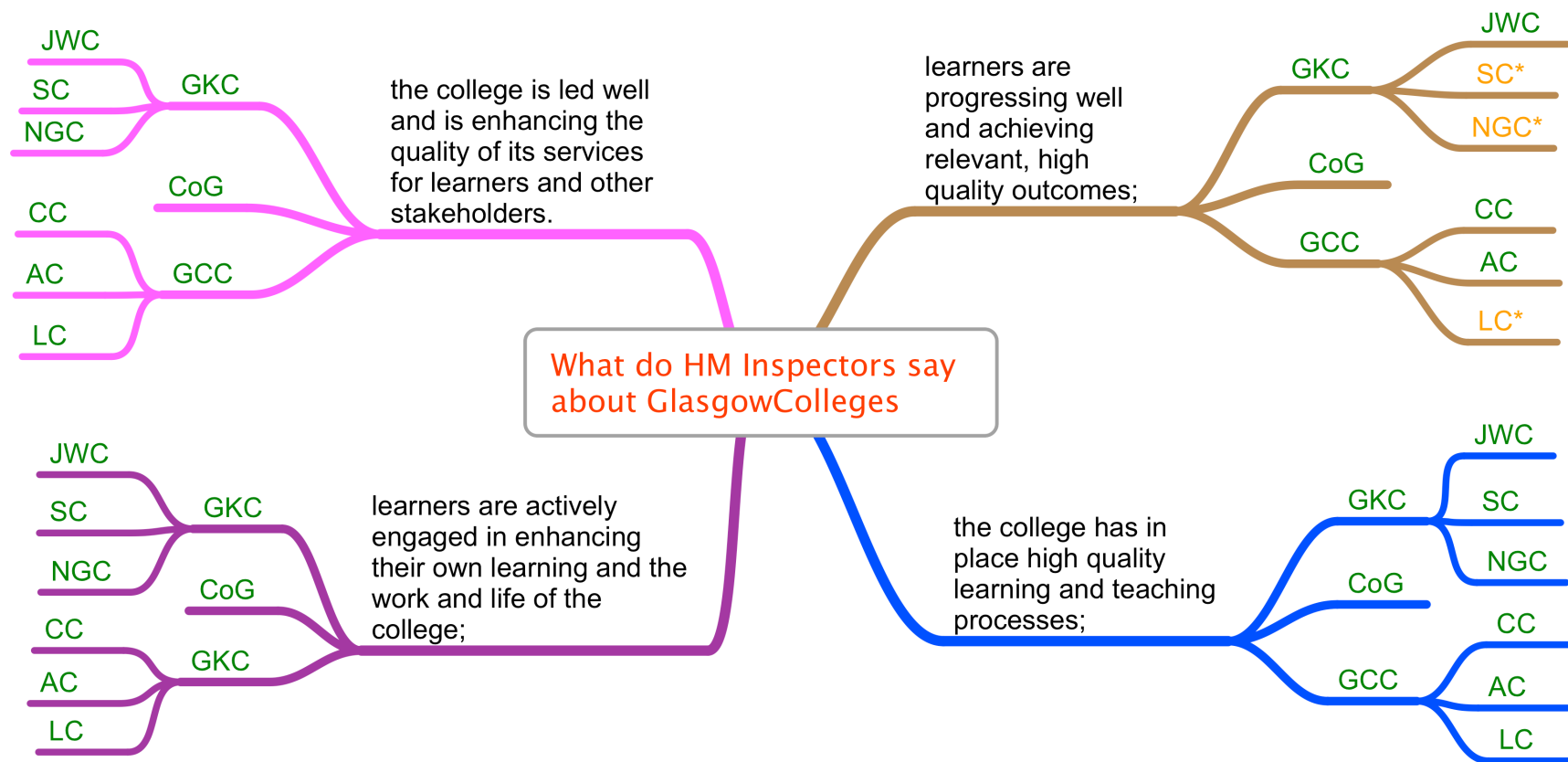
Source: Glasgow and Clyde Valley Strategic Development Plan

Glasgow Colleges 2020 Project



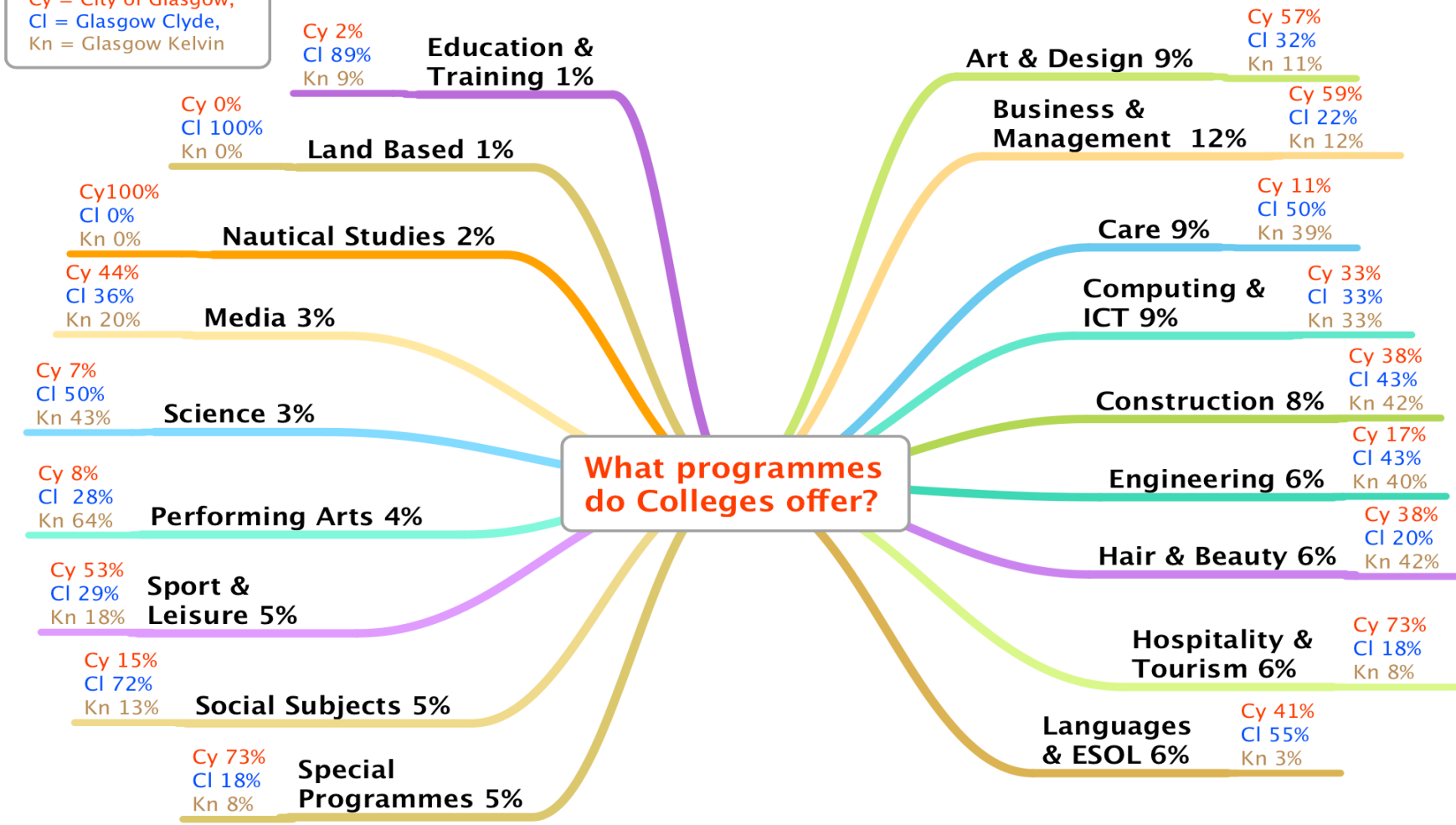
Source: Glasgow and Clyde Valley Strategic Development Plan Glasgow Colleges 2020 Project

How do the Colleges currently perform?

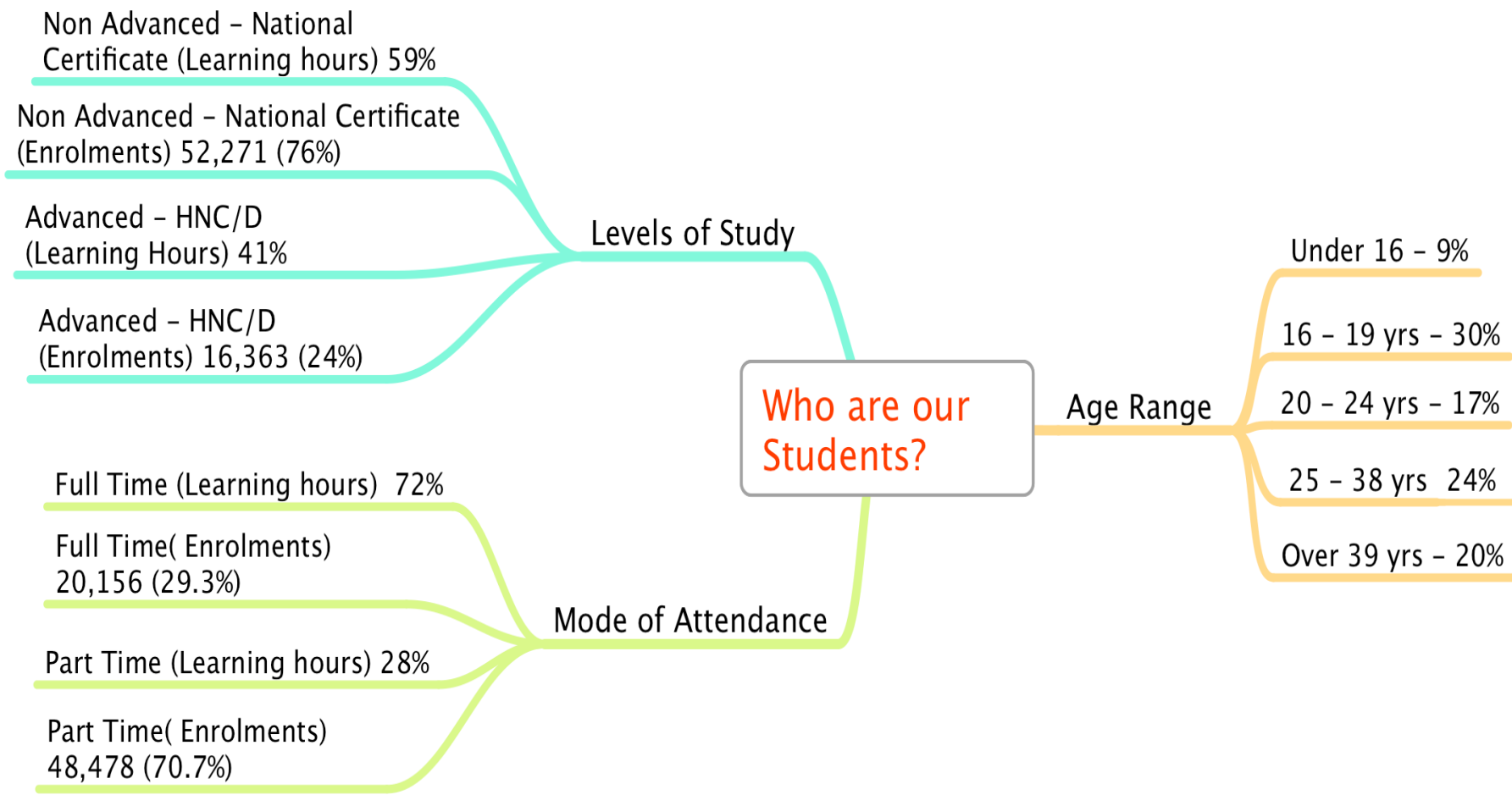


HMIE Inspection Reports relate to College reviews carried out as follows: – City of Glasgow (CoG) – 2013, John Wheatley College (JWC) – 2009, Stow College (SC) – 2013, Langside College (LC) – 2011, Anniesland College (AC) 2011, Cardonald College (CG) – 2012, North Glasgow (NGC)- 2011
Glasgow Colleges 2020 Project

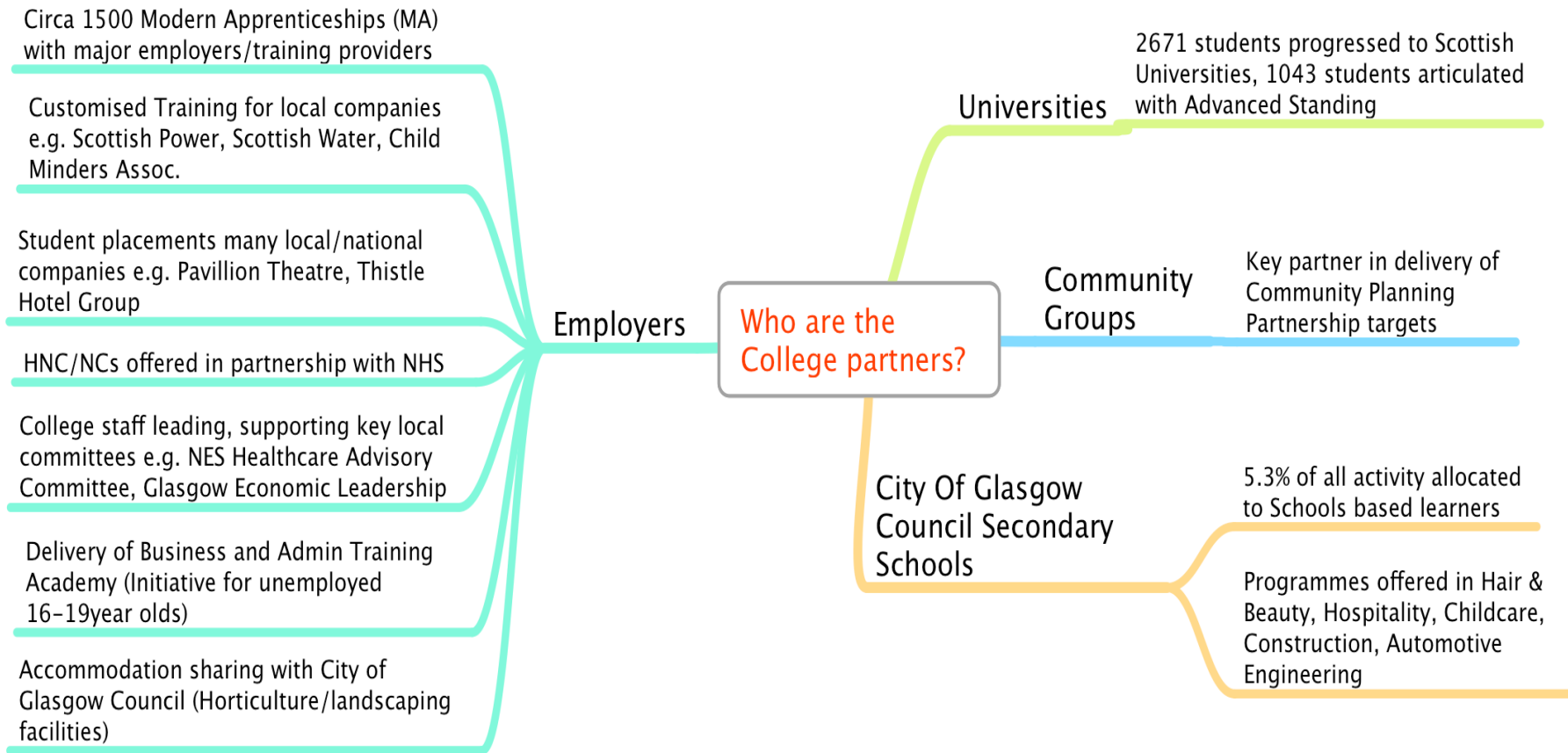
Cy = City of Glasgow,
 Cl = Glasgow Clyde,
 Kn = Glasgow Kelvin



Source: Scottish Funding Council FES Database Glasgow Colleges 2020 Project

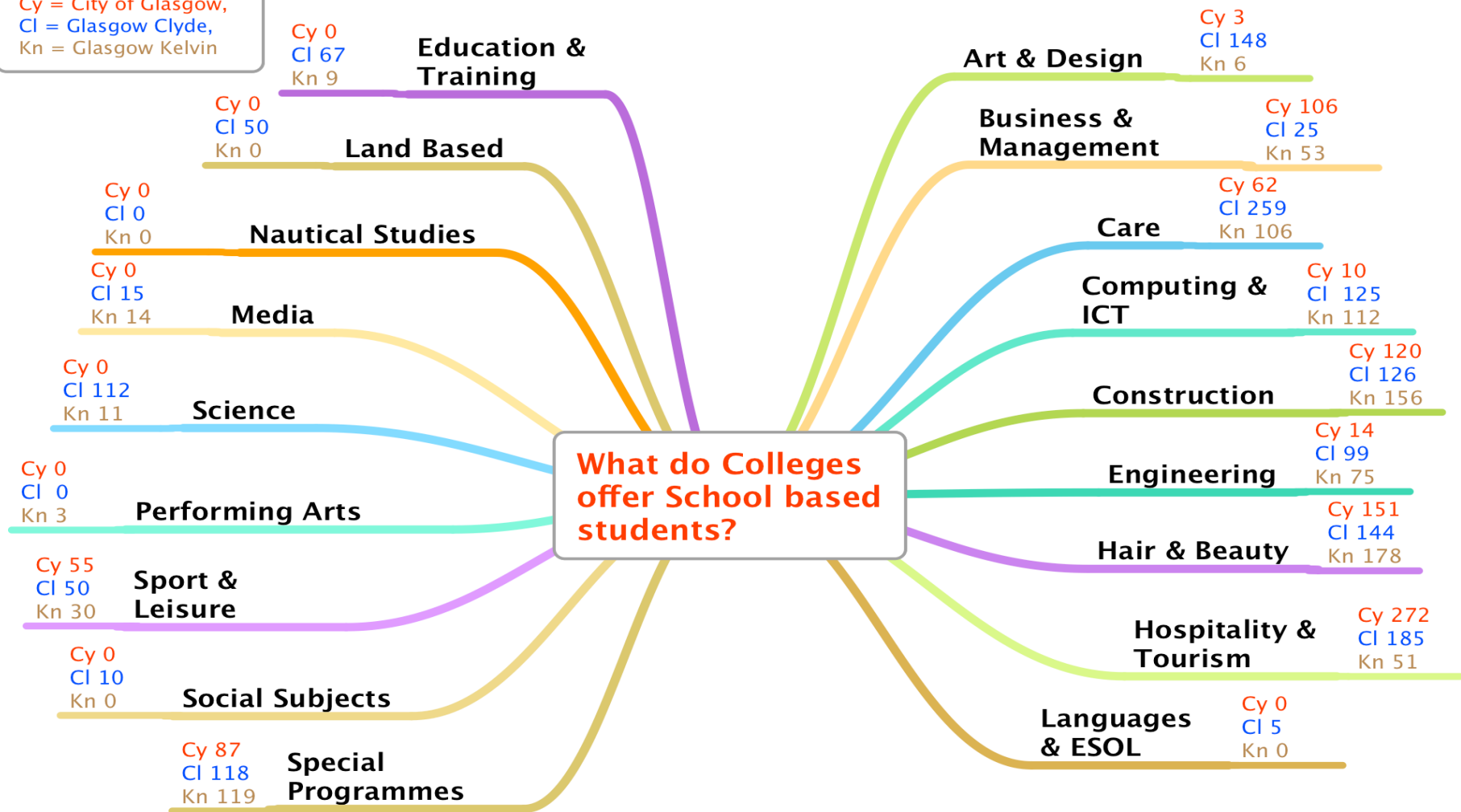


Source: Scottish Funding Council FES Database Glasgow Colleges 2020 Project

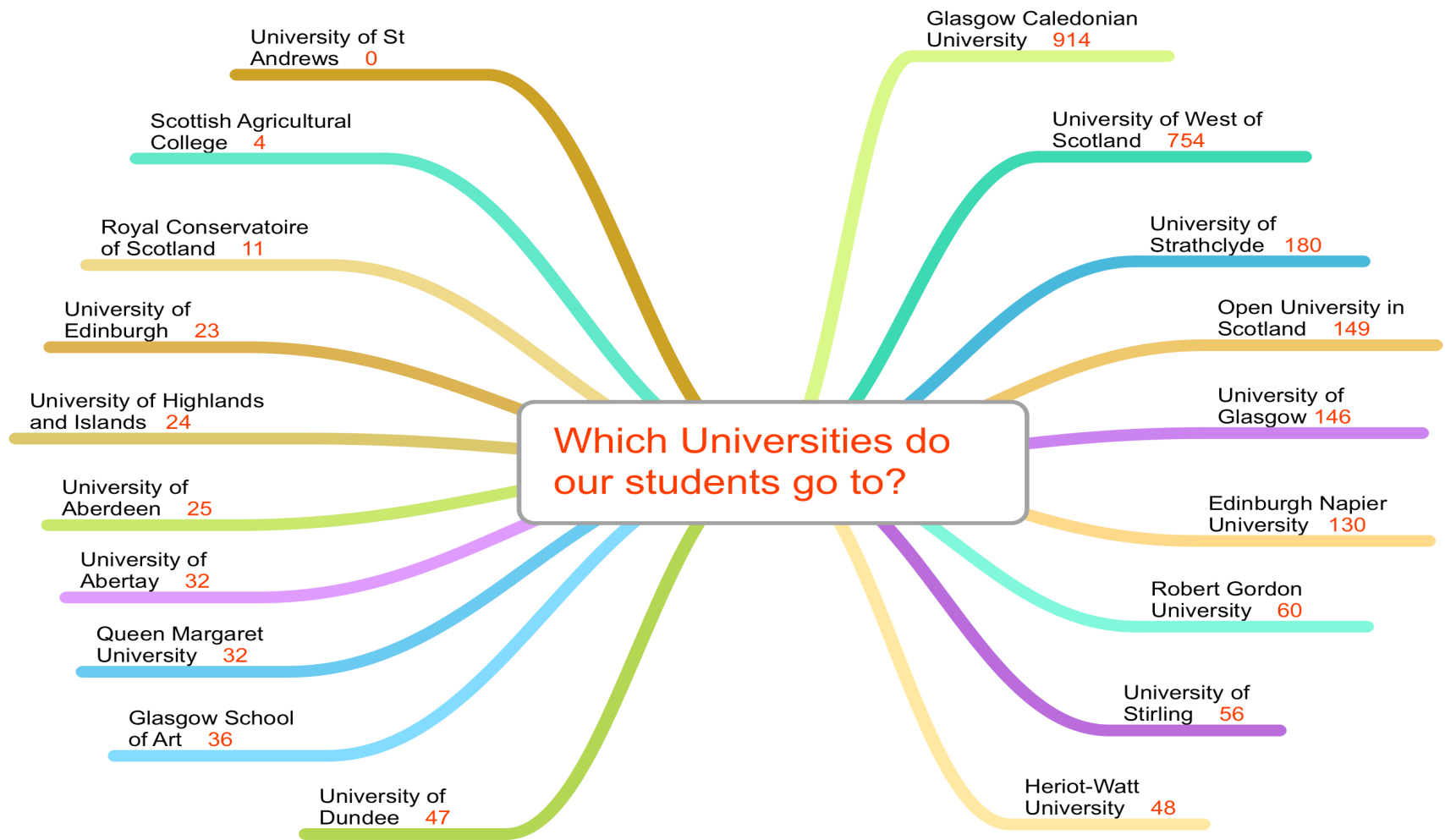


Source: Regional Outcome Agreement 2014 -2017 Glasgow Colleges 2020 Project

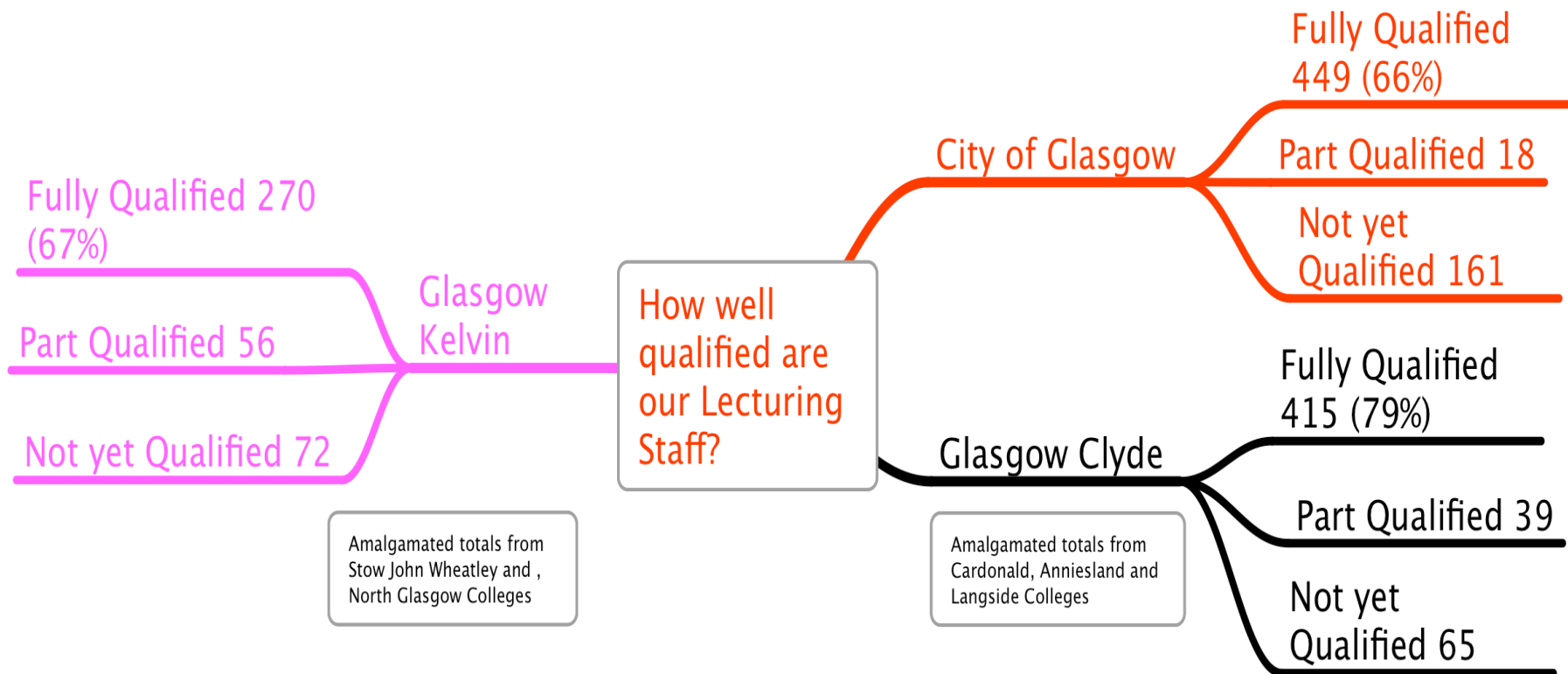
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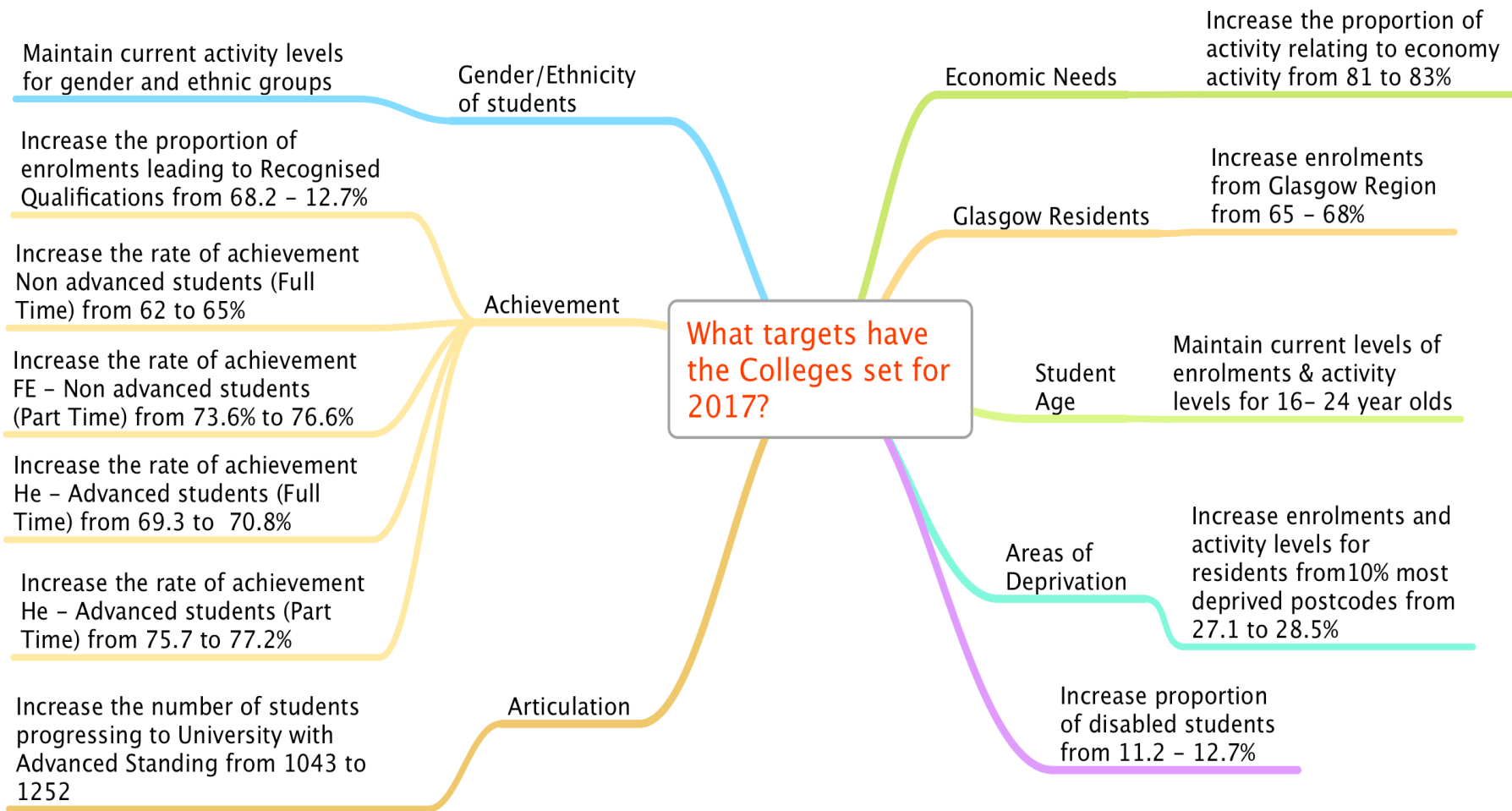
Source: Scottish Funding Council FES Database Glasgow Colleges 2020 Project



Source: SFC Database 2012/13 Glasgow Colleges 2020 Project



Source: SFC Report Staffing return 2012/13 Glasgow Colleges 2020 Project



Source: Regional Outcome Agreement 2014 –2017

Glasgow Colleges 2020 Project

