

## Board Meeting

Date of Meeting	Monday 18 December 2017
Paper Title	Curriculum Hub Reviews
Agenda Item	14
Paper Number	BM3-S
Responsible Officers	<ul style="list-style-type: none"> <li>Robin Ashton, GCRB Executive Director</li> <li>Joanna McGillivray, Vice Principal Student Experience, City of Glasgow College &amp; Regional Lead for Curriculum and Quality</li> </ul>
Status	Disclosable
Action	For Discussion

### 1. Report Purpose

- 1.1. To provide an update on curriculum review activity undertaken by regional Curriculum Hubs.

### 2. Recommendations

- 2.1. The Committee is invited to:
- note** the activity undertaken by regional Curriculum Hubs to review curriculum fit to economic and social needs; and
  - note** that this curriculum review activity will provide an evidence base for curriculum planning considerations for the 2018-19 ROA, following the announcement of indicative regional Credit allocations.

### 3. Curriculum Hub Reviews

- 3.1. Curriculum Hubs were established to provide structured opportunities for collaborative curriculum planning and stakeholder engagement. Each Curriculum Hub is formed of Faculty Directors and senior managers from across the three colleges.
- 3.2. To support the development of curriculum planning within the 2018-19 ROA, Curriculum Hubs were asked to undertake evaluative reviews of current regional delivery and consider curriculum fit to regional economic and social needs, and the effectiveness of learner journeys and outcomes.
- 3.3. The work of the Curriculum Hubs was jointly coordinated by the Chair of the regional Learning and Teaching Group (Joanna McGillivray) and the GCRB Executive Director.
- 3.4. In order to support the effective review of economic and employment information in relation to college delivery, Curriculum Hubs were grouped according to economic sectors.

- 3.5.** The following six Curriculum Hub areas were identified:
- Administration, Financial and Business Services
  - Creative and Cultural Industries
  - Energy, Engineering, Construction and Manufacturing and Land-Based Industries
  - Food Drink, Tourism, Hospitality and Leisure
  - Health, Care and Education, Life and Chemical Sciences
  - ESOL, Community and Supported Programmes
- 3.6.** Annex A provides the mapping of Education subject areas to these hub areas and their alignment to economic and employment sectors.
- 3.7.** To support Curriculum Hubs in their work, the Regional Lead for Student Data provided hubs with curriculum volume and performance data for each sector area.
- 3.8.** Hubs considered this curriculum data in the context of relevant labour market information and sector specific development plans, alongside intelligence provided through college employer engagement.
- 3.9.** Annex B of this report provides a summary of the initial outputs of the Curriculum Hub review activity.
- 3.10.** In terms of further work, this curriculum review information will provide an evidence base for curriculum planning considerations for the 2018-19 ROA, once regional Credit allocations are known.
- 3.11.** In addition to the work of the Curriculum Hubs, the regional Lead for Developing the Young Workforce (DYW) is undertaking a review of school/college partnership activity and the outputs of this review activity, including a regional DYW plan, will be presented to the next meeting of the GCRB Board.

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

- 4.1.** No new risks are identified within this paper.

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

- 5.1.** There are no specific legal implications associated with this paper.

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

- 6.1.** No significant financial implications have been identified by this initial curriculum review activity. However, as curriculum planning is further developed, there may be financial implications identified in relation to growth of specific curriculum areas.

## **7. Strategic Implications**

- 7.1.** The Curriculum Hub review work described in this report directly contributes to the achievement of the regional strategic ambitions to develop a regionally responsive curriculum which responds to economic and social needs, widens access and builds closer relationships with industries across the region.

## Annex A: Mapping of Education Scotland Subject Areas to Economic Sectors

Education Scotland Subject Area	Curriculum Hub	Economic Sub-Sector
Business, management and administration Computing and ICT	<b>Administration, Financial and Business Services</b>	Administration Services Financial Services Business Services (incl. property) ICT
Media Art and design Performing arts	<b>Creative and Cultural Industries</b>	Creative Industries Textiles
Construction Engineering Nautical studies Land-based industries	<b>Energy, Engineering, Construction, Manufacturing and Land-Based Industries</b>	Energy and Utilities Technology and Engineering Maritime Motor Trades Construction Manufacturing Agriculture and Fisheries Forest and Timber Technologies
Sport and leisure Hairdressing, beauty and complementary therapies Hospitality and tourism	<b>Food, Drink, Tourism, Hospitality and Leisure</b>	Food and Drink Tourism, Hospitality and Leisure Retail
Care Education and training Science	<b>Health, Care, Education, Life and Chemical Sciences</b>	Social care Health care Early Years Education Life Sciences Chemical Sciences
Languages and ESOL Social-subjects Special Programmes	<b>ESOL, Community and Supported Programme</b>	

## Annex B: Summary of Curriculum Hub Reviews



### Cross cutting themes:

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates.
- A curriculum that is sufficiently agile to keep pace with the key economic drivers for Glasgow and wider Scottish Government priorities.
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This include the range of FAs, GLAs and Senior Phase programmes being offered.
- The need to tackle gender imbalances within sectors.
- Harmonisation of entry requirements to ensure equity of access.
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches to for learning and teaching.

## **Regional Curriculum Hub Reviews – December 2017 update**

To support the delivery of a coherent regional curriculum which meets regional economic and social needs, the Glasgow college curriculum was grouped into six economic sectors and each area was analysed to review economic and employment demand. These curriculum areas were:

- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing and Land-Based Industries
- Food Drink, Tourism, Hospitality and Leisure
- Health, Care and Education, Life and Chemical Sciences
- ESOL, Community and Supported Programmes

On the basis of this Curriculum Hub review work and stakeholder engagement activity, the following assessments are made with respect to the six sectors:

### **ESOL, Community and Supported Programmes**

Community, transitions and special programmes are significant contributors to the widening access ambitions of the Glasgow College Region. A significant volume of what is contained within this aspect of college work is developed and delivered in partnership with other agencies within the region and immediate local areas and meets clearly identified needs and has a strong role to play in the Glasgow College curriculum. Whilst the level of provision for supported programmes appears sufficient, evidence from the Glasgow ESOL register suggests demand for ESOL significantly outstrips current supply. Given the crucial nature of this type of provision for those returning to learning, it would be advantageous to review what is being offered to further widen access and ensure clear progression routes are in place.

Glasgow Regional Colleges are committed to widening access and ensuring that education plays a key role in enhanced levels of social mobility therefore funding for community based programmes needs to be maintained. Furthermore, access to general education (National 5 and Highers) ensures those who fall short of the entry to further study, including into vocational areas have that opportunity. It is also essential to ensure special programmes focus on employability and educational progression.

### **Administration, Financial and Business**

The Financial and Business Services sector has been one of the principal drivers of the Glasgow economy in the first decade of the 21st century. The level of GVA from the sector doubled in that period to £6,170m. Glasgow has around 50,000 people employed in financial services, IT and business services. This includes 21,800 in Financial and Insurance Services, over 11,000 in Legal and Accounting, 12,779 in Information and Communication.

Administration, Financial and Business Services forms a significant and nationally distinctive part of Glasgow's regional economy. The Oxford Economics' 2012 Glasgow Economic review indicated that a key specialism city lay in financial and business service, with it comprising a much bigger share of the city's employment than is typical for Scotland as a whole.

Overall, the volume of college activity related to the Administration, Financial and Business Services economic sector seems appropriate but there is a need to review the value and impact of the existing provision to employers. Furthermore, the curriculum offered in these areas has not necessarily kept pace with the changing nature of jobs within these areas. The curriculum offered should be reviewed to encompass changes to the skills required to support these industries. The types of Computing provision offered need to ensure they are matched to industry skills levels (e.g. Software Engineers, Data Analytics and Cyber Security).

Within the college subject areas, the volume of Computing particularly in Technical Support and Networking subjects appears high compared to sector need. The Glasgow Economic Strategy, ambitions of a Smart City and the broader Scottish Government Digital Skills Strategy should provide a guide as to how college provision should reflect this.

### **Creative and Cultural Industries**

The Creative Industries continue to form a growing part of Glasgow's regional, and indeed, the national economy. The Scottish Government, Glasgow City Council, Skills Development Scotland and the Glasgow Economic Commission all recognise this broad sector as a growth area and the city boasts the largest concentration of creative industries in Scotland with SDS figures, from the Creative Skills Investment Plan, showing 2,000 Glasgow located creative businesses directly employing some 17,000 employees. The Regional Skills Assessment summarised that creative industries is an area of growth where evidence shows that the business base is strong and has sustained above average growth. The evidence clearly demonstrates the need for the regional colleges to continue to work collaboratively to ensure that the Creative and Cultural Industries is viewed as a regional offer by prospective and progressing students.

In terms of the changes to delivery in the period since the last regional review, there has been reductions in the areas of sound production, performing arts, and jewellery provision. Another notable changes across the region was the transfer of both the activity and staff in the area of Computer Games Development which resulted in Glasgow Kelvin specialising in Computing -Technical Support and City of Glasgow extending their Games Development activity. These regional curriculum transfers clarified the options for students in terms of where this activity is delivered and assisted in further providing seamless progression from introductory level to HND in the region.

There is a need to highlight the importance of the development of digital skills and what the benefits are of having a T shaped set of skills (specialist and general) allied to the need for higher level professional and technical skills in the creative sector.

As with other curriculum areas, the way in which the curriculum is delivered should promote the work readiness of learners through work placements, live project briefs and stakeholder links to progress opportunities for work based learning programmes.

### **Energy, Engineering, Construction, Manufacturing and Land-Based Industries**

The current level of college activity related to the engineering, energy, construction and nautical sectors appears to currently match demand. However, the predicted growth in the construction, professional, scientific and technical activities predicted to take place during 2016-24, means that there is a need to continually assess the scale of supply to meet the level of demand for specific skills. An increase in foundation, modern and graduate apprenticeship provision is also required in order to meet the forecast demand.

Efforts should be increased to retain, motivate and improve the skills of those already in the industry, and to encourage many more students to choose STEM subjects and maintain the option of a career in engineering and technology. There is a demand from industry for increased digitisation in both subject matter and in delivery of provision. More on-line materials and flexible modes of delivery that meet the requirements of a diverse workforce are required to be developed for the sector. Within curriculum development, there is a need to embrace Industry 4.0 which is seeing the internet of Things, cloud computing, data integration and other technological developments, such as artificial intelligence and virtual reality, advancing into the heart of production and manufacturing systems.

Ensuring there are sufficient locally skilled construction, civil engineering and other specialist skills to deliver City Deal projects should be a priority. Also, the use of community benefit clauses in the procurement process of City Deal contracts should be used to maximise the number of opportunities for new entrants, trainees and work placements.

Glasgow Region Colleges need to continue to work with each other and external stakeholders to improve the gender balance within the sector.

The way in which the curriculum is delivered should promote the work readiness of learners, there is a need to identify baseline indicators for levels of work placements on all courses, embed the new work experience standard in programme delivery, and develop more opportunities for learners to gain industry relevant experience through work placements and live project briefs.

### **Food, Drink, Tourism, Hospitality and Leisure**

While there is a balance of delivery volumes across the college subject areas which relate to these economic areas an assessment of where the demand is greatest is needed to ensure current and future skills development and employment requirements related to the current growth areas of sustainable tourism, events and hospitality (food and drink) are met.

Given the growth in certain areas of this sector it would be helpful to build on the TS2020 and the Skills Investment Plan for Scotland's Tourism and link with the Hospitality and Tourism sectors to ensure current training is meeting the skill sets required for employment.

One of the key current curriculum challenges was recognised as being in Food and Drink where there is currently a lot of demand for training in the Food and Drink Industry, including for Foundation Apprenticeships; however when the detail of this is unpacked it is evident that the demand is in Food Technology and Food Manufacture which are both areas that the Glasgow Colleges are not currently able to deliver due to the need for specialist facilities. As an area of potential growth, investment is required if unmet demand is to be met.

### **Healthcare and Education, Life and Chemical Sciences**

Overall, the current level of college activity related to the different areas of the care sector appears to be running below the level of employment demand across the sector.

The main curriculum demand in Care for the Glasgow Region over the next three years is the government's strategic priority around the expansion of Childcare provision. This provision should also seek to provide a wider variety of study modes to attract a more diverse group of learners.

The gender ratios in all care disciplines are particularly skewed towards female learners and innovative approaches should be explored to attract more male learners in healthcare, childcare and social care in line with colleges Gender Action Plan tariffs.

Greater numbers of entrants into nursing is also a government priority so increased levels of provision or articulation will be required in this discipline.

The region should grow the numbers of Foundation Apprenticeships and Modern Apprenticeships in Childcare and Health and Social Care to attract more young people into these fields.

There is a need to create strong partnerships with the health, social services and childcare sector in recognition of the significant level of economic and employment demand in the region and the complexity of dealing with a number of local authorities, third sector and private providers. Particular partnerships in strategic and specialist health and care provision, HSCP and childcare are essential in maintaining and driving a relevant curriculum that provides for increasingly diverse workforce skills in a changing environment for provision of health and care in prevention and reduction of hospital and residential admission time.