



Glasgow  
Kelvin  
College

***Context Statement 2019-21***



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## **1. Introduction**

- 1.1** The Context Statement aims to set out an overview of Glasgow Kelvin College's (GKC) operational context in 2019/20 and for the medium term.
- 1.2** It seeks to provide background information on the approach which the College takes to address the identified needs of the communities it serves, as well as those of the Glasgow region and beyond as a rationale for its strategic and operational plans.
- 1.3** The information contained in the report will serve to provide the context for the available statistical data and provide a useful background for key stakeholders. In addition it provides a basis for curriculum planning and a comprehensive narrative to be deployed in funding applications, nominations, College presentations, staff recruitment and a range of other business and sectoral proposals.
- 1.4** As a rationale for its strategic and operational plans the report will help to align the College as a key player in delivering the Glasgow Regional Outcome Agreement (ROA), the Glasgow Colleges Regional Board Strategic Plan 2018-21, Glasgow City Council's Community Plan, Glasgow Economic Strategy, the Enterprise and Strategic Skills Board Strategic Plan June 2018 and the Scottish Government's Economic Strategy.
- 1.5** The report draws on a number of other statistical publications which are routinely provided by the College to its Board, the Scottish Funding Council (SFC) and other funders and stakeholders.
- 1.6** This Context Statement utilises, where possible, the most recent available data from a variety of sources, most notably the SFC's InFact Database, Education Scotland's Schools Dashboard, NOMIS, Glasgow City Council Understanding Glasgow website, Skills Development Scotland, Glasgow Centre for Population Health, Fraser of Allander Institute, the Scottish Government and other sources cited within the text.
- 1.7** By outlining Glasgow Kelvin College's relative position within the region, the Context Statement seeks to underscore the 'fit' of Glasgow's three learning FE institutions, Glasgow Clyde College (GCC) and City of Glasgow College (CoG) establishing the College's distinctive nature and its essential role in ensuring a comprehensive Glasgow regional response which addresses the unique profile and needs of the city's population and its economy.
- 1.8** The report also provides analysis of the College's catchment area, its identified needs and opportunities.
- 1.9** The report takes account of the College's regional comparators and will seek to define the Student Profile for Glasgow Kelvin College and provide an overview of College performance.
- 1.10** The Context Statement also considers the policy environment under which the College operates. In light of the Scottish Government's agenda for partnership between colleges, schools and employers in Developing Scotland's Young Workforce and the key strategic priorities laid out in the refreshed plans in Scotland's Economic Strategy, the College is reassured that its own strategy is aligning with national government policy.
- 1.11** In the uncertainty surrounding the UK's proposed exit from the European Union, it is challenging to analyse existing and possible impact this will have.

**1.12** Of significance to the development of the College curriculum in the coming period is the increased impetus to align with the skills requirements of Industry 4.0 where digitalisation and automation will radically alter demand for skills. This will involve the College in the gradual introduction of;

- demand-led skills in partnership with employers involving reskilling and upskilling of employees
- improved progression / articulation to advanced-level skills, within and beyond the College
- flexible and episodic learning for students in employment
- embedding of metaskills such as problem solving, entrepreneurship, self-management
- a focus on digital skills to support all subjects
- a potential realignment of funding
- changes to accreditation frameworks
- new monitoring, evaluation and reporting processes

## **1.2 Executive Summary**

**1.2.1.** The College continues to attract more learners from the Glasgow City local authority than any other part of the college region.

**1.2.2.** The College student body consists predominantly of residents from Glasgow and the Glasgow Region (77%).

**1.2.3.** As in previous years, the College recruits students from some of Scotland's most challenged communities. Circa 48% of College enrolments are from students resident in the most deprived decile in Scotland with 63% from the most deprived quintile. It is, therefore, uniquely placed to address the Scottish Government's Widening Access agenda.

**1.2.4.** College catchment area communities continue to experience high levels of deprivation, unemployment and ill-health, all factors which may impact on residents' ability to access and retain learning opportunities.

**1.2.5.** A comparison of residence-based and workplace-based weekly income reveals that these are influenced by commuter flows, with higher wage earners residing outwith the local community/City.

**1.2.6.** Low qualification levels and lack of skills contribute to catchment area residents' ability to compete for sustainable, well-paid jobs.

**1.2.7.** Attainment levels at local schools, following a long period of slow improvement, now appear to be plateauing and there is no apparent trend with levels fluctuating. With the exception of one school, all local schools' attainment is below that for Scotland, with only two exceeding the figure for Glasgow.

**1.2.8.** A national increase in school-leavers accessing HE, with a concomitant reduction progressing to FE, disguises the fact that a significant proportion of school leavers are going to college rather than to university to study HE.

**1.2.9.** The number of school leavers going directly into employment is unchanged from last year

- 1.2.10. College Leaver Destination Results show a considerable increase in the response rate and figures reveal that, year on year, similar numbers of students from the College are progressing to positive destinations in either employment or more advanced learning.
- 1.2.11. There is very slow growth in the Scottish economy and this remains behind that of the rest of the UK as a whole.
- 1.2.12. The College has built into its developmental planning the key priorities from the Glasgow Colleges' Regional Board, Glasgow City Council, the Glasgow Community Planning Partnership, the Scottish Funding Council/ the Enterprise & Skills Strategic Board and the Scottish Government. It remains aware of the challenges which lie ahead in the shape of the slow recovery in the oil & gas industry, the decline of the high street retail industry and the potential, as yet unquantifiable, impact of Brexit.

## 2. Student Profile

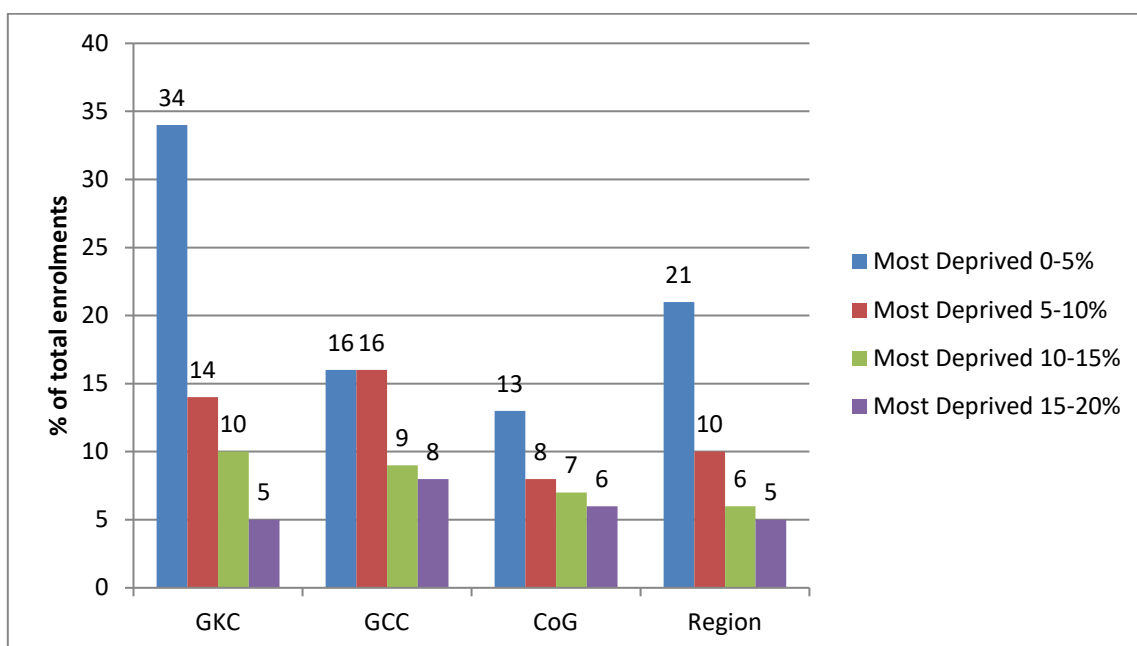
### 2.1 Geography

An examination of Students' place of residence prior to study uptake reveals that, of Glasgow Kelvin College 19,528 enrolments in session 2017/18, some 77% are from the Glasgow City local authority area, compared to 62% for Glasgow Clyde College and 43% for City of Glasgow College.

### 2.2 Deprivation

In 2017/18, GKC had 19,528 enrolments from 16,725 students, 48% of whom were from the most deprived decile (10%) in Scotland (SIMD 2016). This is as a result of the College's long-standing commitment to its local communities and its close partnership links with the local authority, community and third sector organisations. Of GCC's 15,508 students (18,656 enrolments), 32% are from the most deprived decile and the concomitant figure for CoG is 21%. The colleges' share of the most deprived 20% is broken down as follows and includes the Glasgow Regional average:

### 2.3 % Enrolments by Most Deprived 5% Zones



Source: Infact database, Scottish Funding Council

**2.3.1.** It is evident therefore that GKC provides learning opportunities for residents of many of Glasgow’s most deprived communities as it seeks to support the social and economic regeneration of the city. Indeed, an analysis of the College’s community profile (Section 3) highlights the deprivation challenges which many Glasgow communities face and how the College is best positioned to work with other key partners as it seeks to address these and provide opportunities for residents. The chart demonstrates that 63% of the College’s enrolments come from students in the most deprived 20% of the population, as against a regional average of 44%. GKC works to ensure wider access for students from a range of backgrounds.

**2.3.2.** Importantly, this highlights the significant role the College plays in recruiting students from the SIMD20 quintile and supporting the Scottish Government’s Widening Access agenda. Of the 66,217 college students in Scotland from SIMD20, GKC attracts 16% which is significantly above that of any other Scottish college.

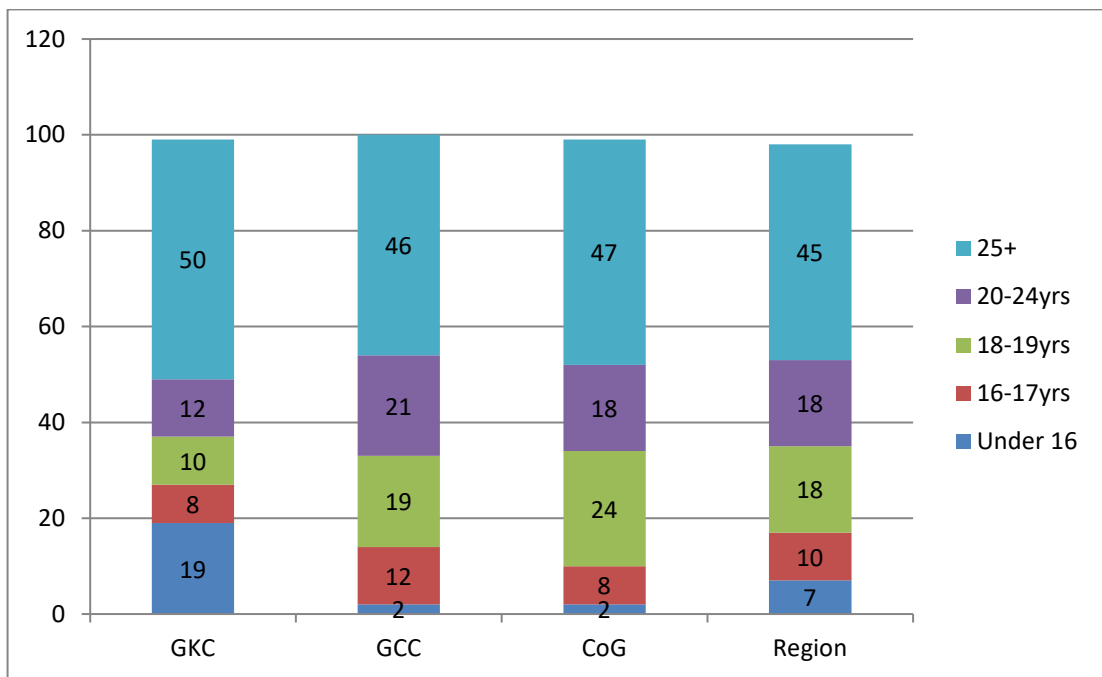
**2.4 Qualifications**

There is an accepted correlation between levels of attainment in formal qualifications and poverty. The College has recruited high levels of learners with low or no qualifications on entry and progressed them through to more advanced qualifications during their learning journey. NOMIS data for North East Glasgow posits that 17% of the population in this area has no qualifications, against a figure of 8.7% for Scotland.

**2.5 Age**

The age profile of the student body for GKC compared with GCC and CoG is quite distinctive, as illustrated from the following table:

**2.6 Students by Age Cohort – 2017/18**



Source: Infact database, Scottish Funding Council

There is a fairly even split within the Glasgow Region of students aged 25+ across the three colleges. However it is clear that the closer ties which the College has developed with local secondary schools and the provision of programmes specifically aimed at S2-4 pupils to support improving attainment strategies impacts on the age range of its student body (19% compared to GCC 2% and CoG 2%). In addition, the College delivers a significant amount of activity to young people who face specific challenges, through the Glasgow City Council Enhanced Vocational Inclusion Programme and its Transitions to Learning & Work for care experienced young people.

## **2.7 Gender**

An examination of the data highlights that there are a more or less equal number of male and female students in Glasgow colleges (51% vs 49%). The gender split for GKC is fairly similar to the regional total, 53% male compared to 47% female. However, this divide becomes more apparent within the 18-24 yrs age group, where there is a preponderance of males (61% compared to 39%). This is as a consequence of the over-representation of males in traditional apprenticeship programmes which are a key element of College STEM provision. Proactive strategies to address this imbalance are already in place to encourage young women into the more traditional 'male' skilled trades' areas and the College has in place a Gender Action Plan.

## **2.8 Ethnicity**

Within its student body GKC has 15% of students from a Minority Ethnic background, compared to 20% at GCC and 15% at CoG. It should be noted, however, that significant numbers of students elected not to respond to this question at enrolment. Minority Ethnic residents comprise some 12% of the total Glasgow population with the figure for the North East area being around 8.3%. Therefore, the College attracts above average rates of students from a Minority Ethnic background from its community. However, the city-wide data derives from the 2011 Census and is increasingly out of date.

## **2.9 Disability**

In 2017/18, 16% of GKC's students had a declared disability and 4% of total students reported as having Dyslexia. Higher levels of disability and health-related problems are also associated with the poverty which characterises North East Glasgow's communities.

## **2.10 Mode of Attendance**

Around 84% of College students attended on a part-time basis or flexible basis. However, 58% of credits were delivered on full-time programmes, with 42% on part-time.



## **3.0 Community Profile**

- 3.0.1** This report examines the communities of East and North East Glasgow (UK parliamentary constituencies) as these are the main local communities which are served by Glasgow Kelvin College, although it is recognised that some learners are from other areas within the city and from outwith the city. These learners are drawn from a variety of local authority areas which makes meaningful analysis difficult.
- 3.0.2** The Glasgow City Community Health & Social Care Partnership includes both East and North East Glasgow within its North East boundaries and Glasgow City Council Education Services includes both these communities within their North East administrative area, encompassing ten secondary schools.
- 3.0.3** This geographic area is also covered by the North East Sector Community Planning Partnership (CPP) Board and the information on the 'Understanding Glasgow' site produces profiles based on this boundary. Data on the College communities derives from NOMIS, the Understanding Glasgow site, NHS Greater Glasgow and Clyde and the Glasgow City Council Local Area Plan.
- 3.0.4** Many of the indicators of deprivation which exist for Glasgow city are mirrored in these communities and are often magnified. Each community has a mix of relatively affluent population and large neighbourhoods which experience deprivation, characterised by high unemployment, low incomes, ill health and relatively high rates of offending. The ability to access wider or city-based opportunities is often governed by limited resources and services. Indeed, in spite of a number of positive statistics within these communities, some of the more affluent neighbourhoods have the effect of skewing the data as many of the poorer pockets of housing are among the most deprived neighbourhoods in Scotland.
- 3.0.5** There are several major public sector employers in the North East of the city, especially in the field of healthcare. However, analysis of the data indicates that many of these jobs are disproportionately held by in-commuters and not by local residents
- 3.0.6** Moreover, with the current focus of Scotland's Economic Strategy moving towards tackling 'Wider Access' and 'inclusive growth' this section looks to demonstrate the levels of inequality which are magnified in the College catchment areas when compared to the city as a whole and, indeed, the rest of Scotland as the disparities between the city-wide and national figure are marked.

### **3.1 Population**

- 3.1.1** In 2017, the working age population of Glasgow East and Glasgow North East UK Parliamentary constituencies was 62,200 and 59,200 respectively. This illustrates a sizeable increase in population over two years (around 2,000 in each area) continuing an upward trend.
- 3.1.2** According to the Local Area Plan 2016, within the North East area Health & Social Care Partnership boundary, holding 28.2% of the city's population, the age cohort 0-17yrs comprises 19.5% of the area's population and is, within the city, younger than average. It also contains the highest level of older people (65+yrs) at 14.8%.
- 3.1.3** It should be noted that, from the most recent data in 2014, 46.9% of children in the North East area were classed by Social Work criteria as 'vulnerable', against a total Glasgow rate of 18.8% and this has implications when allocating resources within the city region.

Of the then North East Social Work area's Children & Families Service Users, 31.8% are classified as 'looked after', ahead of the city average of 28.8%.

- 3.1.4** In 2017 in Glasgow North East, 42.2% (an increase of 3.5%) of children were living in poverty, against a Glasgow figure of 34% which in itself is higher than any other Scottish city.
- 3.1.5** In Glasgow, some 25% of households are workless against a Scotland figure of 18.3%. Glasgow has the second highest rate of workless households in the UK. However, of some significant concern is the level of those experiencing in-work poverty due to low levels of wages and household income. 24.6% of North East Glasgow's population are income deprived, a figure which is 86% greater than that for Scotland.
- 3.1.6** Residents aged 65+ comprise around 15% of the area's population, which is the highest rate of 'older' population within the city's three health areas. In Glasgow, 13.6% of the population are aged 65+. The comparator figure for Scotland in 2017 is 19%, highlighting that Glasgow's older population is not expanding at the rate of other areas and mortality rates in the city remain an issue. However, age poverty and vulnerability are a challenge and this could have implications for public services and resource allocation within the city.
- 3.1.7** Within the Glasgow City Council Local Area Plans, those classed as 'vulnerable' are a key target group for the city's strategy and, in terms of Scotland's Economic Strategy, are those who experience the most acute levels of inequality. The impending cuts to local authority budgets will affect vulnerable populations more severely than others with the threat of loss or curtailment of necessary resources and services.

## **3.2 Employment and the Labour Market**

- 3.2.1** In spite of recent gains in employment across many areas, Glasgow appears to lag behind the rest of Scotland. The employment figure in 2018 in Glasgow East and Glasgow North East was 73.2% and 59.2% respectively, both reductions on the previous year. This lags behind a Scotland figure of more than 77%
- 3.2.2** By occupational sector, the major group in Glasgow East is Managers, Professionals and Technical level at 37.6% of those in work. The concomitant figure for the North East is 39.8%, an increase of 5% over last year in this sector. The Scottish figure is 42.2%.
- 3.2.3** An examination of employee jobs by industry in the local communities evidences that the Services sector is the main employment sector. In Glasgow East, the highest number of jobs is in the Wholesale and Retail sector as a result of proximity to the city, at 9,000 jobs (25.7%) with Public Administration, Education and Health accounting for 7,750 jobs (15%), a reduction of 5% over the previous year. In the North East, however, although the bulk of jobs are in the Services sector, 21.1% are in Administration & Support services, far in excess of the Scottish average of 7.8%. 23% are in the Public Administration, Education & Health sector, which may be due to the siting of Glasgow Royal Infirmary in this area. However, the majority of local residents employed there tend to hold lower skilled roles in these sectors.
- 3.2.4** In both communities, there are around twice as many full-time jobs as there are part-time, similar to the Scottish average.

### **3.3 Skills and Wages**

- 3.3.1** The difference between the skills levels of residence-based and workplace-based jobs is borne out by an examination of average weekly wages. In 2018, residents in the East and North East communities in full-time employment earned £517.60 and £485.30 respectively, compared to a Glasgow figure of £548.60 and Scotland figure of £562.70. The effect of in-commuting employees can be seen here by the fact that the workplace based full-time weekly wage in these communities is £563.60 and £572.30 respectively. These figures are ahead of the £563.20 for Scotland.
- 3.3.2** The workplace-based earnings in the North East of Glasgow compare favourably with that of the Scottish average as a consequence of the agglomeration of care and health-related professionals in the community which contains both the Royal Infirmary and Stobhill Hospital. The disparity in this area between the residence-based wage and the workplace-based wage highlights the level of in-commuting and the lower skills levels of residents. Clearly, highly paid workers such as doctors and Senior Health Professionals, whose salaries inflate the workplace based average wage, live outwith the area.
- 3.3.3** The tendency towards lower residence-based wages in Glasgow East also illustrates that the resident population is unable to access better paid work opportunities due to lack of qualifications, skills or experience.
- 3.3.4** Of some significance for the whole of the UK as well as local communities is the disparity between male and female workplace-based full-time average weekly earnings - £599.00 compared to £515.40 in Scotland and £592.10 against £508.20 in Glasgow in 2018. This disparity continues to grow year on year. Despite a considerable increase in the participation of women in the labour market, it becomes clear that they are clustered in low-paid, part-time and insecure jobs. This requires the College to consider how best to address its student gender balance by specifically targeting women, particularly young women, to programmes in the STEM curriculum area which will provide qualifications and skills leading to employment in more sustainable advanced-level jobs. The Scottish Government's focus on addressing inequality will support a drive towards tackling gender imbalance and, indeed, work is already being undertaken in the field of gender stereotyping in occupations. The College is adhering to a Gender Action Plan and there are further proposals to implement quotas in courses by 2030.

### **3.4 Unemployment and Benefit Dependency**

- 3.4.1** The College catchment area experiences significantly high levels of unemployment and out-of-work benefit dependency. As a consequence many residents are 'distant' from the workplace and will therefore benefit from provision which incorporates employability skills. This is particularly significant for the 16-24yrs age group, a strategic group for Scottish Government policy but, just as importantly, a key target group for Glasgow City Council.
- 3.4.2** Levels of economic inactivity in the local communities far exceed that for Scotland, with Glasgow East exhibiting a figure of 26.8% and North East 40.8%, compared to a Scottish figure of 22.4%.
- 3.4.3** In both College communities, the largest group within the economically inactive population is the 'long-term sick' which at 40.7% (an increase of some 6% over last year) in Glasgow East highlights the challenging health indicators in that community as this is compared to a Glasgow-wide figure for 'long-term sick' of 26.4% and Scotland figure of 26.5%. Indeed, some neighbourhoods have a male life expectancy of less than 64 years against a Scotland figure of 77.4yrs

**3.4.4** In Glasgow North East, the out-of-work benefit claimant rates are almost consistently well above that of Scotland as a whole with 23.6% claiming benefits against a Scottish rate of 13%. This is most marked in the 18-21 cohort.

### **3.5 Health Inequalities**

**3.5.1** An examination of the Health & Community Profiles for Glasgow North East sector reveals that the community experiences considerably higher rates of coronary heart disease and cardio-vascular disease than the Scottish average. Indeed, rates are the highest of any health area in Scotland. Equally there are significantly higher levels of alcohol and drug addiction and male life expectancy, at 72.9yrs, is some 4.5% lower than the Scottish figure.

**3.5.2** The direct and indirect effects of ill health, as they affect individuals and their carers, can have a significant impact on the ability of local residents to develop and progress, particularly in their learning, and this should be borne in mind when considering programme structure.

**3.5.3** The recent Glasgow Health & Inequality Commission identified the links between mental health and good physical health & wellbeing – ‘There is no health without good mental health’ and underscores the impact of mental ill health, especially in more disadvantaged communities.

**3.5.4** An examination of mental health in the Greater Glasgow and Clyde area reveals that, using the Warwick-Edinburgh scale of mental well-being, Glasgow’s mean mental wellbeing score is now similar to that of Edinburgh, Aberdeen and Scotland as a whole. Indeed, at 49.3 (Edinburgh scores 50) it has improved from its 2008 figure. It should be noted, however, that mental ill health plays a significant role in residents’ ability and motivation to access services and opportunities in learning.

### **3.6 Ethnicity**

**3.6.1** Some 12% of Glasgow’s population are from a BME background and the comparator figure for the North East area is 8.3% with wide variations within the area, some as high (Sighthill, Robroyston) as 28.3% and others as low as 2.9% (Mount Vernon). These figures derive from the 2011 Census data and do not provide an up to date picture.

### **3.7 Deprivation**

**3.7.1** In Glasgow, 21% of the population are living in income deprivation (most deprived 10%) and of the ten most income deprived neighbourhoods in Glasgow, seven lie within the College catchment area. 32% of Scotland's most income deprived residents live in Glasgow.

**3.7.2** 746 (10.7%) of Scotland’s 6976 data zones are within Glasgow City. Of the 1395 most deprived quintiles in Scotland (most deprived 20%) 47% are situated in Glasgow. This is a clearly disproportionate number and underscores the levels of relative deprivation within the city.

### **3.8 Qualifications**

- 3.8.1** Compared to the Scotland figure, at December 2016 Glasgow's resident and working age population has a slightly higher rate of residents qualified to S/NVQ 4 (SCQF8/9) level and above, 46.3% (an increase of around 2% over the previous year) compared to Scotland's 43.9% (roughly similar to last year). This continues to represent progress as Glasgow has only recently overtaken Scotland in this indicator. This change is due in part to recent housing development in the city which has reversed the trend of young families moving outwith the Glasgow Local Authority area while continuing to commute for employment.
- 3.8.2** However, in local communities the level of residents qualified to SVQ4 and above is 30.6% in Glasgow East and 35.8% in Glasgow North East, which constitutes a respective reduction of 5.2% and 2.9% over last year.
- 3.8.3** Of further significance is the level of those who have no qualifications, which is 12.4% in Glasgow, compared to a Scotland figure of 8.7%. Low qualification rates remain an issue in the 25-60 age cohort.
- 3.8.4** Once again the picture in the College's local area shows a stark difference, with 14.9% of the population in Glasgow East with no qualifications and 19% in the North East. However, it is clear this is a structural problem which the College will be required to consider when developing its curriculum portfolio. A lack of qualifications is very evident among unemployed people. Therefore there is much to be done locally to enable residents to progress to SVQ level 3 and 4 qualifications and beyond to address the identified skills gap in the labour market, especially in the light of trends identified under Industry 4.0.

### **3.9 Local Schools**

- 3.9.1** In order to provide a full backdrop, the College examines the most recent data from its ten local secondary schools:
- All Saints Secondary School
  - Bannerman High School
  - Eastbank Academy
  - Lochend Community High School
  - Smithycroft Secondary School
  - Springburn Academy
  - St Andrews Secondary School
  - St Mungo's Academy
  - St Roch's Secondary School
  - Whitehill Secondary School
- 3.9.2** This analysis focuses on School Leaver Destinations, Attainment and Deprivation levels and considers these within the context of Glasgow City and the national picture (appendix 1).

- 3.9.3** The trend in attainment levels would appear to be that there is no trend. Attainment continues to fluctuate between and within schools. Attainment of 5 or more qualifications at SCQF level 5 is more or less similar to the previous year, with some schools exhibiting a reduction in attainment in 2017/18. Others have increased this figure, most especially St Mungos Secondary, Whitehill Secondary and Springburn Academy which have increased this figure by 14 percentage points, 14 and 15 respectively over last year.
- 3.9.4** Although some significant improvements are evident, this is by no means universal and attainment at each school fluctuates year on year.
- 3.9.5** There is no available data on free school meals which is ordinarily an indicator of relative deprivation in school catchment areas. This year the data provides an indicator of relative poverty by including statistics on the percentage of leavers who reside in the most deprived 20% of neighbourhoods (as defined by SIMD2016). Ordinarily, the indication is that the lower the levels of deprivation, the higher the attainment levels at a school. However, in spite of higher deprivation levels some schools perform relatively well. It should also be borne in mind that some pupils from deprived datazones live in fairly affluent homes.
- 3.9.6** In Glasgow in 2017/18, 57% of school leavers resided in the most deprived 20% of neighbourhoods (the overall figure for Scotland is, unsurprisingly, 21%). With the exception of Bannerman High School (31%) the deprivation figures for school leavers in the College catchment area are persistently and significantly higher than the Glasgow norm with one school (Springburn Academy) exhibiting deprivation levels of 88% of leavers in the most deprived quintile. The data shows levels of between 70%-90% generally. Local school leavers, therefore, continue to face a series of challenges.
- 3.9.7** Within Glasgow, the reduction in school leavers is 0.9% over last year and, for Scotland, there is a reduction of almost 3%. This would indicate that the decline in school leaver numbers is significantly more pronounced at a national level than a city-wide level.
- 3.9.8** The School Leaver Destination Returns for 2017/18 were made available in March 2019. Overall for Scotland, there is a reported slight increase in those entering HE qualifications (41.1%, an increase of 0.1%) and a small reduction in those entering FE qualifications (26.5%, a reduction of 0.5%). However, the picture is more complex than that. Within Glasgow, the numbers entering HE qualifications has risen by 2.9% over last year to 38.9% but the figures for those entering FE shows a reduction of 1.6%, taking this to 29.4%.
- 3.9.9** However, the statistics fail to take account of the fact that a significant amount (generally around 30%) of HE qualifications are delivered at colleges.
- 3.9.10** It is clear that increased numbers of young people are entering HE qualifications when they leave school in Glasgow. It could be that this is a direct result of increasing engagement with colleges under the Developing the Young Workforce (DYW) initiative, where senior phase pupils attend college as part of their school week and undertake level 3 and 4 qualifications in vocational skills before they leave school. The expansion of Foundation Apprenticeship provision means that more young people are undertaking Level 6 qualifications whilst at school. They are, therefore, prepared for HN level provision by the time they reach college. This reinforces the need for the College to continue to provide HN qualifications within its portfolio.

- 3.9.11** For those who come to college with few or no qualifications, the challenge is to provide learning and skills which will enable local young learners to progress to more advanced qualifications during their time at College, by ensuring access level programmes which articulate ultimately with HN and other advanced provision. It is anticipated this will enable learners to progress to sustainable employment in growth areas of the labour market and access the advanced-level skills which will be required under Industry 4.0.
- 3.9.12** This highlights the key role which the colleges play in the Glasgow learning landscape for young people, particularly those from disadvantaged neighbourhoods. In addition, there is clear evidence which indicates that participation in university education remains stubbornly low within many communities in North East Glasgow. The data from 2016/17 illustrated that a young person leaving school in Glasgow's East End can be more than four times more likely to progress to college than to university. This underscores the need for quality, relevant and accessible college provision in the communities of Glasgow East and North East.
- 3.9.13** The issue of widening access to university for people from deprived backgrounds has been a key tenet of Scottish Government policy to address Inequality. There are pertinent issues surrounding the impact of funding on universities' ability to recruit students from deprived backgrounds. The role of the College in ensuring people from the local catchment area are able to access university places is increasingly important and widening access can only be achieved through continuing to work in partnership with schools and universities. Indeed, recent research highlights that the rate of students not progressing to the second year of their degree is higher in Scotland than in the UK as a whole. Those universities who enrol higher levels of students from deprived datazones exhibit, in some cases, an attrition rate twice as high as the UK rate.
- 3.9.14** For those entering employment. There has been a slight reduction in the Glasgow figure from 18% to 17.8% and the figure for Scotland remains similar to last year at 22.7% from 22%.
- 3.9.15** Over the previous year, the number of young people leaving school in Glasgow decreased by 126, with 4357 young Glaswegians leaving school in 2017/18 from S5 and S6, and the figure in Scotland decreased by 1552.

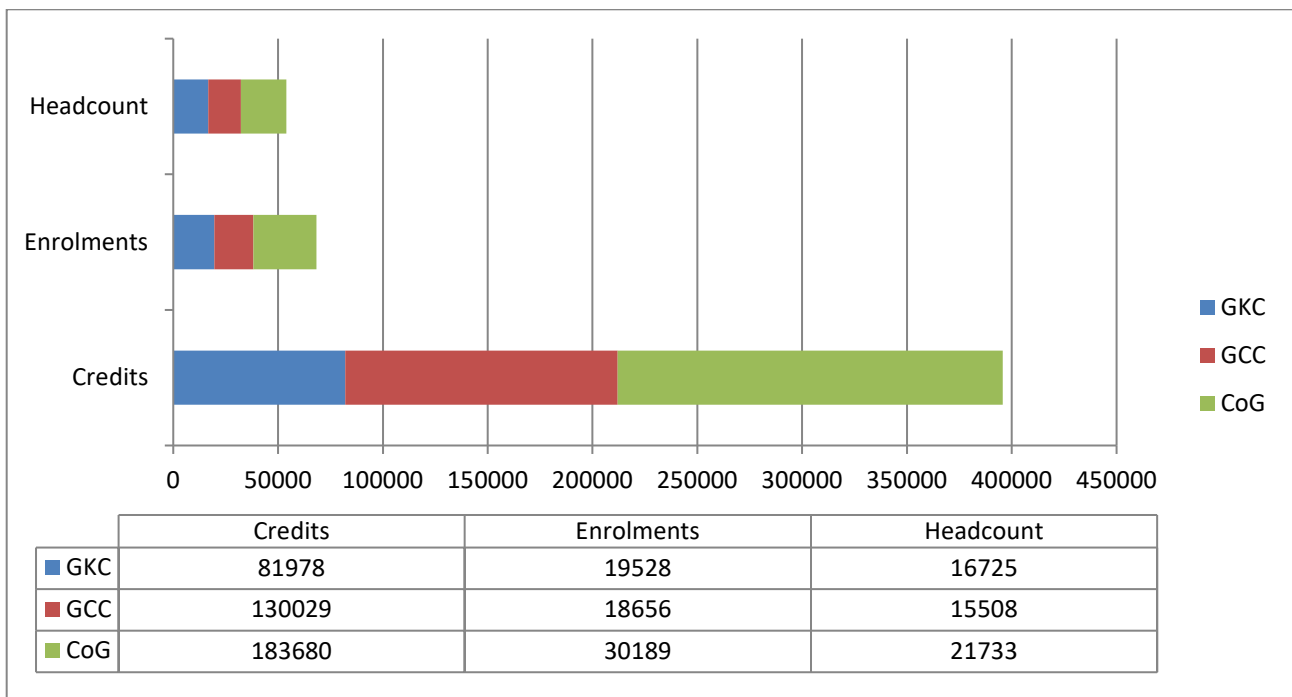
## 4. College Profile

**4.0.1** Glasgow Kelvin College is one of three FE colleges within the Glasgow Region and delivers learning opportunities in accordance with the regional Curriculum and Estates Review undertaken in 2015.

**4.0.2** The College currently operates from four campus buildings in Easterhouse, East End, Springburn, and West End. In addition, the College operates forty-one learning centres throughout Easterhouse, East End and North Glasgow, now known as the John Wheatley Learning Network, which are supported by the College in partnership with a range of organisations and funded through Glasgow City Council and GHA (The Wheatley Group).

**4.0.3** Within the Glasgow Region, GKC delivers 81,978 credits against 130,029 from GCC and 183,680 from CoG. GKC’s headcount, at 16,725, is ahead of GCC’s 15,508. CoG delivers to 21,733 students. Delivering learning to a total of 53,966 students, the Glasgow Region therefore provides learning opportunities to 22% of Scotland’s total college student population (238,660).

### 4.1



**4.1** However, as outlined previously, much of the CoG student body originally resided outwith the Glasgow region, while GKC retains its focus on Glasgow residents and therefore has a significant role to play in the realisation of the aims of the Glasgow Regional Outcome Agreement and the Glasgow Community Plan.

**4.2** Glasgow Kelvin College exceeded its activity target for 2017/18 by around 2.3% however withdrawal rates continued to be higher than the national norm at 31% for Full Time FE and 23.1% for Full Time HE.



## **4.2 Key Performance Indicators**

- 4.2.1** 60.2% of Full Time FE students successfully completed their course which is a 0.6 percentage point reduction on the previous year.
- 4.2.2** 67.7% of Full Time HE students successfully completed their course which is a 3 percentage point reduction on the previous year.
- 4.2.3** These figures are broadly in line with sector norms but are significantly below the target which the Scottish Funding Council have established for 2019/20.
- 4.2.4** Notwithstanding, the College contends that challenges in learner retention, especially in FE, are primarily a reflection of the realities of its own catchment area, many of which are beyond its direct control. The impacts of ill health on a student's ability to sustain their learning and achieve their qualification can be considerable, whether directly or indirectly affected as many learners have responsibilities as a carer.
- 4.2.5** Moreover, the College operates in areas which witness some of the highest levels of deprivation and worst health statistics in Scotland while also recruiting the highest rate of Glasgow residents from a deprived background. Its performance at that level of retention is a reflection of strategies in place to support learners.
- 4.2.6** The number of learners who do not attain or complete their course remains however a key concern for the College and continues to be the focus of College quality enhancement efforts. The development of the class tutor role and the termly reviewing of learner progress at class level are central to how the College is trying to support sustained learner engagement as well as improvements in learner success. The College's Empowered to Take Action initiative is an innovative approach to raising both learner and staff engagement and the Modern Learning Environment Working Group is exploring new pedagogical environments to stimulate and engage participative learning.
- 4.2.7** A significant element of GKC's provision is specifically aimed at encouraging local people to re-engage with learning, ensuring a flexible and supportive environment for the most vulnerable of learners.

## **4.3 College Leaver Destinations**

- 4.3.1** Following a successful post-course destination review exercise in 2019 which witnessed an 86% response rate from all full time learners (against a Glasgow regional average last year of 75.5%) it was determined that 97% of all full-time leaver respondents have progressed to employment or further study. The response rate is almost a 2 percentage point increase over last year.
- 4.3.2** Of Further Education level students, 6% have progressed to employment and 91% to further study. These figures represent a 2% reduction in employment but a 2% increase in progression to more advanced study. This is significant for College leavers given the emphasis being placed on the requirement for advanced-level qualifications and skills for a sustainable career. 2% are unemployed.
- 4.3.3** Of Higher Education level students, 30% (increased from 21% in the previous year) have progressed to employment with 65% progressing to further study (a reduction from 75% in the previous year). 1% are unemployed.
- 4.3.4** As with school leavers in Glasgow, the College's progression rate to positive destinations is similar to last year's figure.

**4.3.5** It should be noted that, of all Scottish domiciled first-degree learners entering Scottish universities in 2018/19, 26.1% had come through the Scottish college HN level route. 41.6% of all SIMD20 students entering university had come through that same college route.

#### **4.4 *Services to Support the Learner***

**4.4.1** The College has a range of service for learners to support them on their Learner Journey. The learner-centred approach ensures that mechanisms are in place to remove barriers to learning, providing centralised Admissions services offering support through reasonable adjustments for those with disabilities, Advice and Guidance wrap-around services and funding support. The College also adapts services to meet needs in line with government priorities including a whole-college approach to Mental Health and Wellbeing and being the first college in Scotland to provide on-line support through the Big White Wall, a global online support community.

#### **4.5 *Financial Sustainability***

**4.5.1** Glasgow Kelvin College is committed to delivering best value in respect of the public investment in the education opportunities it provides to the people of Scotland. The College is in the process of delivering on the efficiency savings which underpin the Regional Curriculum and Estates Review for Glasgow. The College has identified key areas of capital expenditure which require to be made to ensure a high-quality learning environment and experience for its students and produced a five-year Investment Plan to allow it to continue to serve Glasgow in the long term.

**4.5.2** The College works in partnership with the Glasgow Kelvin Learning Foundation, the Scottish Charitable Incorporated Organisation, to seek to ensure its learners and community have access to learning opportunities in high quality and well-resourced campus buildings.

#### **4.6 *Funding and Income***

**4.6.1** The College will continue to be funded primarily by the Scottish Government via the Glasgow Colleges' Regional Board. However, it is recognised that there will be further pressures on public funds in the coming years and the College will require to develop new ways of generating additional income and activity. This will include on-going partnership work which generates additional income from a variety of sources including Glasgow City Council Thriving Places Integrated Grant Funding, The Wheatley Group and Skills Development Scotland. However, exit from the European Union will impact significantly on the availability of funding as several key programmes draw their principal source of income from European Structural Funds. How this will be fully resolved remains unclear.

**4.6.2** An important strategic priority for the College is growth in its commercial income portfolio and employer engagement activities. This both provides an additional source of income for the College and ensures it remains an important part of the economic landscape of Glasgow.

**4.6.3** The Business Development Team have secured recently funding from SDS for the Graduate Apprenticeship programme which commenced in summer of 2017. Again, the continuing contribution of EU funding for this remains unclear. In addition, the College has acquired and allocated funding under the Scottish Government's Flexible Workforce Development Fund.

## **4.7 Estates**

- 4.7.1** The College has an Estate which is well-utilised, fully operational, efficient and is matched to the curriculum offer and operational requirement of the College in line with the Regional Curriculum and Estates Review. The learner experience for our students has improved due to recent ICT investment and building improvements with learning taking place in a more modern and sustainable environment with improved facilities. As discussed previously, the College has established a Modern Learning Environment Working Group to consider the physical environment and pedagogies which keep pace with new and expanding technological developments.
- 4.7.2** The timetabling guidelines and the need to maximise facilities within the campus locations will continue to be developed and will allow the college ensure further improvement to effective room utilisation. A Capital Investment Plan is in place and is being implemented over the short, medium and long term.

## **4.8 Governance**

- 4.8.1** The Board of Management of Glasgow Kelvin College currently comprises 16 members and operates the following Standing Committees – Audit and Risk Committee, Financial Control Committee, Human Resources Committee, Learning and Teaching Committee, Nominations Committee, Remuneration Committee and Academic Board.
- 4.8.2** Board appointments are made in line with Nolan principles, overseen by the Glasgow Colleges' Regional Board (GCRB), and the College operates a separation of duties which ascribes strategic matters to the Board and operational matters to the College's management. Elected staff and students are represented within this.
- 4.8.3** The College Board operates in a transparent way with relevant reports, agenda, minutes and other papers being placed in the public domain on the College's website. This is also the case for Standing Committee papers. It is responsible for the strategic direction and management of the College, supported by an independent clerk
- 4.8.4** In its report on Scotland's Colleges in 2016, Audit Scotland cited Glasgow Kelvin College as a model of best practice in the field of governance and transparent operations. In addition, the College recently undertook a Governance Internal Audit which raised no concerns nor delivered any recommendations.
- 4.8.5** Conscious of the changes being wrought by the new GDPR legislation, the College continues to ensure compliance and has put in place appropriate CPD and staff support to implement and control this.

## **4.9 Curriculum**

- 4.9.1** Following extensive review Glasgow Kelvin College's curriculum has a primary focus in order to:
- Align the curriculum to employer and economic needs, support entrepreneurship and increase the employment prospects of learners through work placement opportunities;
  - Work in partnership to promote inclusion and participation in lifelong learning from our communities;

- Maximise learner success and support achievement of a wide range of vocationally relevant qualifications which lead to positive sustainable destinations;
- Enhance vocational pathways and support effective progression and transition from school or community to college, and from college to work or to further, more advanced study.
- Enhance opportunities for in-work learners.
- Ready its processes and staff for the challenges and opportunities of Industry 4.0 where flexible, episodic learning will be key to upskilling the current workforce; and,
- Through its Modern Learning Environment Working Group and a consultation/CPD process, identify opportunities for a developed approach to the learning environment and pedagogical frameworks.

**4.9.2** College activity is closely aligned with the economic sectors which are of key importance to Glasgow City and Region and to its metropolitan area:

- Health & Social Care, Early Years & Childcare
- Administration, Financial and Business Services;
- Creative and Digital Industries;
- Engineering and Construction
- Food, Drink, Hospitality and Leisure;
- Life and Chemical Sciences

**4.9.3** The College has, in line with the Glasgow Regional colleges, refreshed its STEM (Science, Technology, Engineering & Mathematics) Manifesto which outlines its commitment to the delivery of quality skills learning in this growth area. Significant investment in new plant & machinery and the establishment of the Kelvin Innovation Centre is contributing to innovation and project-based research for students and staff involved in the many engineering disciplines across the College. The main aims of the Glasgow Regional Strategy STEM are to:

- Align the STEM provision to strengthen and create capacity in key areas of economic importance;
- Address weaknesses or gaps in provision to meet employer and student needs;
- Create the conditions for collaborative working to optimise both the collective offer and resources;
- Foster innovation in STEM education thus enriching the student journey; and, Maximise progression opportunities for students into higher education and employment.

**4.9.4** In addition, to engage and support progression for learners with low or no qualifications the College delivers programmes in the areas of:

<b>Economic Sectors</b>	<b>College Programmes</b>	<b>% of College Activity</b>
Administration, Financial and Business Services	Business, Management and Administration Computing and ICT	13%
Creative and Cultural Industries	Media Art and Design Performing Arts	14.5%
Energy, Engineering Construction and Manufacturing	Construction Engineering Manufacturing	23.5%
Food, Drink, Tourism, Hospitality and Leisure	Sport and Leisure Hairdressing, beauty and complementary therapies Hospitality & Catering Events Management	11%
Health, Care and Education	Health Care Social Care Early Education and Childcare Education and Training Community Development	13%
Life and Chemical Sciences	Science	5%
Access, Transition and supported Learning	Special programmes Community based provision ALN ESOL School Link Programmes	20%

**4.9.5** Glasgow Kelvin College offers a wide range of vocational and development skills learning, from introductory level up to degree level. With core values of accessibility and progression many of the introductory or SCQF (Scottish Credit and Qualifications Framework) level 2-3 programmes do not require pre-entry qualifications. Students are encouraged and supported to progress to more advanced learning, where appropriate.

**4.9.6** Programmes are delivered through a variety of modes including full-time, part-time, flexible learning, evening provision, online learning, and blended learning, and students are signposted towards the mode of learning that best suits their needs. The majority of courses offered by the College are accredited by the Scottish Qualifications Authority (SQA), with a few internally-accredited or externally accredited by other organisations, including City & Guilds and BESA Scotland.

**4.9.7** A significant proportion of the College's provision is geared towards specific 'vulnerable' groups of learners, people with special needs, learning disabilities, addiction issues, challenging behaviours, or young people who are being supported through Glasgow City Council Department of Social Work (Care Experienced Young People). As well as the provision of vocational skills to these groups, a range of personal / social development and employability skills are delivered, where appropriate, as a pre-cursor to studying on a mainstream programme or looking for employment. The College is seeking new funding streams in order to develop further learner achievements in these areas.

**4.9.8** In order to fulfil the identified skills needs of its immediate and wider communities, the College also operates an extensive programme of community-based learning, either directly to community groups utilising Glasgow City Council Thriving Places Integrated Grant Funding (the North East Learning Programme) or as part of its provision under the John Wheatley Learning Network (supported in part by The Wheatley Group). This latter initiative is delivered on an asset-based approach through a network of 41 partnership-run learning centres spread throughout the local community which encourages residents to re-engage with learning at an introductory level and creates progression opportunities for more advanced learning. Also within the North East Learning Programme, the College delivers the highly successful Youth Access programme which targets local 12-17yr olds in an informal but structured learning environment.

**4.9.9** The College also makes substantial provision for its local secondary schools. This ensures that learners in the senior phase have access to a range of vocational qualifications. It also provides alternative education programmes for young people in S3/4 who are not engaging effectively with compulsory schooling. To ensure continuity of experience for these pupils, as well as to ensure that all learners are able to develop skills for learning, life and work, the College actively seeks to embed the Curriculum for Excellence capacities within all of its courses. The College's provision in this area substantially pre-dates the Scottish Government 'Developing Scotland's Young Workforce' (DYW) initiative and it is anticipated that delivery to the schools sector will continue to develop.

**4.9.10** In order to support achievement of the aims of the Scotland's Youth Employment Strategy, the College has undertaken significant work to:

- Increase the range of vocational options provided in the Senior Phase Programme;
- Increase Foundation Apprenticeship provision
- Increase the proportion of courses which lead to externally accredited awards;
- Review and enhance progression routes onto College programmes;
- Provide pupil induction and taster events using curriculum progression maps; and,
- Offer prioritised admissions for Senior Phase pupils on College programmes.

The Strategy has now produced its third review and has impressively achieved its 2021 target of reducing unemployment in young people by 40% three years ahead of schedule.

**4.9.11** Operating as the Lead Partner, the College supports a SDS programme framework incorporating a three-college approach to Foundation Apprenticeships across the Glasgow Region. The programme seeks to deliver 408 places for S5 & S6 pupils across

the three local authorities of the Glasgow Consortium - Glasgow City, East Dunbartonshire and East Renfrewshire in the first instance, with pupils from four further local authorities in west and central Scotland. Skills training and work experience compliments pupils' school-based learning in the areas of civil engineering, mechanical engineering, finance and accounting, child care, ICT, digital, health and social care. The College works closely with both City of Glasgow, Glasgow Clyde colleges and employers to achieve positive outcomes for the pupils.

- 4.9.12** The College is now in its second year of delivering Graduate Apprenticeships which allow the apprentices to access degree level learning & qualifications, opening doors to career opportunities and advancement. The programme, which is funded through Skills Development Scotland (SDS), supports around fifteen Civil Engineering students to attain a graduate SCQF level 8 qualification each year for the next two years. This enhances the HND level in Civil Engineering by adding a level 4 vocational qualification to an exciting and stimulating programme of study.
- 4.9.13** The majority of its full-time provision primarily targets young people and, wherever appropriate and possible, the College seeks to include a work placement experience within vocational programmes. The College is seeking to further embed a work experience element in all of its relevant programmes. Modern Apprenticeship training also forms a key part of the College's provision and these approaches ensure that the portfolio continues to deliver industry-relevant qualifications. The College also seeks, as a matter of course, to embed citizenship and enterprise skills into its programmes.
- 4.9.14** A substantial amount of inclusion-orientated activity is provided by the College. This addresses the Scottish Government aim (Theme 2) of Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up. Through the Enhanced Vocational Inclusion Programmes (EVIP), the Transitions to Learning and Work programme, Winter Leaver programmes and the Youth Access programme, the College seeks to improve opportunities for some of Glasgow's most vulnerable young people.
- 4.9.15** The College has worked with GCRB and SFC to collate baseline information on regional initiatives to address gender imbalance and develop a region-wide gender action plan as part of the Regional Outcome Agreement arrangements. Work is underway to implement college-wide initiatives aimed at reducing gender imbalance and early interventions are being piloted with local primary school pupils.
- 4.9.16** A large proportion of the College's provision is delivered at advanced level where many programmes articulate with degree-level qualifications or enable learners to compete for jobs beyond "entry level". This is particularly significant given the predicted contraction in jobs at mid-level with the increased introduction of automated practices.
- 4.9.17** Additionally a wide range of Scottish Wider Access Programmes (SWAP) is also delivered by the College creating pathways to university degree programmes at many Scottish universities for adult returners.
- 4.9.18** The College's SCQF accredited Community Achievement Awards programme has been and continues to be very successfully rolled out to existing community partner organisations and is a key tool for engagement with new organisations, learners and stakeholders.

## **4.10 Partnership Provision**

- 4.10.1** To ensure best use of resources and talent, the College seeks to avoid unnecessary duplication of provision by working, where possible, in partnership with other statutory bodies, stakeholders and learning providers. A considerable proportion of provision is delivered to meet the needs of College partner organisations, who in turn provide additional support for individuals whilst they learn.
- 4.10.2** The College consults regularly with established and potential partners and responds to an identified and expressed skills need by tailoring programmes to meet their aims. This helps stakeholder partners build capacity within their own organisation / business / community.
- 4.10.3** Under the Flexible Workforce Development Fund, the College works with its regional sister colleges to help deliver employer-identified training to organisations who contribute to the Apprenticeship Levy. The College has met with significant success in this area, establishing new and effective partnerships with a wide range of employers. The College has delivered more than £500k worth of training through the fund over the past two years by developing programmes that have the priorities and needs of the employer at the heart of its design. These employers have become partner organisations of the College and have in turn offered College students a host of opportunities ranging from work experiences and placements through to bespoke projects and employment. This partnership approach with industry has been of significant benefit to both our students and our customers.
- 4.10.4** A long-established partnership with BESA (formerly the Building Engineering Services Association) has been galvanised by an agreement with them to become the sole Scottish Training/Assessment Centre for a range of new trade skills and qualifications in addition to those trades which we already deliver through partnership. This will allow the College to expand its offer in Building Services provision and reinforce relationships with local employers.
- 4.10.5** A strong partnership developed with Glasgow's only professional basketball team, Glasgow Rocks, over the years has resulted in an innovative approach to coaching potential future players. The Rocks Academy recruits promising players from the College's applicant cohort and the programme delivers structured basketball coaching at times throughout the week. The students involved are also undertaking a wide variety of mainstream programmes at NC and HN levels at the College and sessions are built around their availability outwith normal study hours.
- 4.10.6** A well-established aspect of Glasgow Kelvin's approach to community-based learning which encourages people to re-engage with learning is the College's 'Wider Access' programme, in which a significant part of the College's teaching activity is reserved so that community groups and local 'anchor' organisations are empowered to determine local learning requirements and work in partnership with the College to meet these needs. Customised programmes are developed and delivered in the community at times and locations which suit local requirements and in partnership with these agencies who are able to provide additional individualised support for local people. The award-winning Community Achievement Awards are delivered under the auspices of the Wider Access programme.
- 4.10.7** The College is now the anchor organisation for x 2 Community Connector posts under the Thriving Places programme, funded through Glasgow City Council Integrated Grant Fund. These posts support capacity-building on communities in two areas of North East Glasgow.



#### 4.10.8 The College works with a wide range of partners including:

- Skills Development Scotland (SDS) with whom the College works closely in partnership to deliver a programme of Careers Management Skills to learners of all ages and shared training and Professional Learning activity is ongoing to enhance staff knowledge and skills. The College negotiates a partnership agreement with SDS annually which formalises the working arrangements. The aim is to provide clarity around who will deliver agreed services within the College to key priority groups, to outline joint professional learning activity and to establish the role of each partner in data-sharing and in other partnership activity.
- Rosemount Lifelong Learning, who recruit and support learners for the Time for a Change programme which is co-designed and co-delivered with the College, usually with elements of the programme delivered in the community and elements of the programme designed to introduce local people to their local campus;
- Thenue Housing Association, who co-designed the successful 'Learning Works' programme and where the College now helps to deliver the Choices for Change initiative which supports the development of essential and employability skills;
- Connect Community Trust and the Cranhill Development Trust, who both incorporate the College's IT Flexible Learning, ESOL and Literacy and Numeracy services into their 'work club' services;
- Addaction, who support people recovering from problem alcohol and drug use to gain essential skills and consequent confidence in their ability to learn and develop as part of recovery;
- Glasgow Association for Mental Health who work with the College to support transitions in learning programmes between specialist provision in community venues to learning programmes based in main campuses;
- The NHS North East Health Improvement Team who deliver community based health promotion and one-to-one counselling from some of the College's campus buildings. In addition, the North East Glasgow Healthy Living Community (Axis) team use College expertise and resources to provide healthy eating programmes to groups of local residents.
- Addiction recovery programmes such as Sunday Social and SpARC who use College resources to gain access to flexible learning opportunities and run their inclusion projects from campus buildings out-of-hours.
- Bridgeton Community Learning Campus (BCLC) where the College supports a range of inclusive learning programmes, including those based in the learning centre. The College Principal is a member of the BCLC Board and helps to drive this resident-focused resource in the East End community.
- The Marie Trust has co-designed and co-delivers with the College learning programmes for people who are, or at risk of being, homeless based in main campus locations. A new partnership with Glasgow Homelessness Network will see the college deliver learning programmes to other people with similar experience of homelessness across the city, in partnership with City of Glasgow College.
- The College supports many of its community partners through its practice-based capacity building programmes, which support placements in local agencies and provide in-work training for existing staff and volunteers. These programmes have for many years included the PDA in Youth Work

and the HNC Working with Communities but more recently the College has extended support to access these programmes through delivery of a part time Introduction to Community Development and the new Certificate in Youth Work Practice (delivered mostly online to provide flexibility for people in work).

- The College has also extended its credit rating capacity to accredit learning programmes to community partners including Fuse youth Café, Parent Network Scotland, GEMAP and Scottish Sports Futures.
- Glasgow East Arts Company, Platform and Glasgow Life are integral partners to the provision of learning and Youth Access services in the College at its Easterhouse Campus through the joint operational management of The Bridge.
- The College continues to work closely with City Building, one of Glasgow's largest employers of skilled construction tradespeople, to provide apprenticeship training and support and continuous professional development for the workforce.
- Jobs & Business Glasgow work closely with the College to operate and deliver Early Years learning and childcare provision at Blairtummock house, which incorporates a state of the art nursery with extensive outdoor provision as well as modern teaching accommodation for Early Years students. In addition, this year the College is working in partnership with Jobs and Business Glasgow to enable accredited outcomes from the employability services in the Bridge in Easterhouse, with the intention to extend this partnership to other community services.

**4.10.9** The most extensive partnership networks supported by the College are those associated with the local learning network and area-wide youth services.

**4.10.10** The John Wheatley Learning Network currently comprises 41 community-based learning centres and three main College flexible learning progression hubs across the north and north east of Glasgow. The College adopts an asset-based approach and community based learning centres are supported by community partners.

**4.10.11** The strategic partnership with the Wheatley Group has enabled significant investment in refurbishment and expansion of the John Wheatley Learning Network, as well as contributing to the revenue costs of the network's community based digital inclusion and learning programmes.

**4.10.12** As an addition to providing a priority focus for the College's Wider Access programme, the learning network also supports the College's Youth Access programme which enrolls over 1,200 young people annually. The programme delivers core skills to 12-17yr olds in learning centres at evenings and weekends, recognising their learning through a combination of Dynamic Youth and Youth Achievement Awards and College certificates benchmarked against SCQF levels.

**4.10.13** The College helped to drive the Digital Glasgow programme, in particular in the Digital Participation work stream led by the Wheatley Group, through which it has, in partnership with Glasgow Life, Jobs and Business Glasgow and others, developed a standard for volunteer and staff support for digital inclusion in recognition of the economic and other benefits this affords everyone. Addressing the digital exclusion faced by the most deprived communities was a key element of this strategy.

- 4.10.14** In addition, and in line with the Glasgow Community Plan, the College offers the Community Achievement Awards which provide formalised SCQF credit-rated recognition of the transferrable learning and skills development associated with local people's involvement, delivery and development of community activities in a wide range of community settings. The Community Achievement Awards have proven effective in supporting learner journeys in partnership with a variety of organisations enabling learners to evidence the skills needed for employment or further study.
- 4.10.15** The College delivers a complete suite of SCQF credit-rated personal and social achievement awards for young people (Youth Achievement Awards), adults engaged in community activities (Community Achievement Awards) and personal learning programmes (Adult Achievement Awards), so supporting routes to formal qualifications based on nationally recognised standards.
- 4.10.16** The Youth Access programme is supported as part of the North East Learning Programme by a combination of Glasgow North East Community Planning Partnership, Glasgow Housing Association and College funds and is led by youth workers employed by the College, who broker support from College tutors for skills development and certification. The programme is delivered in 14 venues with 20 partners delivering learning opportunities for young people as a key early intervention strategy to promote attainment.
- 4.10.17** As a key provider of youthwork services, the College has also introduced the first Certificate in Youthwork Practice which delivers an introductory qualification to workers who are already involved with the provision of services for young people. This formalises the experience of youthworkers and prepares them for free entry onto the PDA in Youthwork at the College. The programme is delivered mostly online to support people already in work.
- 4.10.18** Furthermore, the College plays an active role in the Glasgow North East Strategic Youth Alliance, which provides a strategic support framework for youth services in the north east of Glasgow and acts with delegated authority to determine priorities for youth work elements of the City Council's Integrated Grants Fund.
- 4.10.19** An extensive network of industry and business links exist in order that learners can have access to realistic workplace experience as part of their learning. The College also works closely with local training agencies in aspects of its delivery through the sector skills councils.
- 4.10.20** The College works closely with a wide range of employers to identify and address skills needs within their organisation which will, in turn, support them to grow their business and the Scottish economy. An example of this is the strong partnership with Fujitsu has resulted in the College providing training on their heating and venting equipment, embedding this within their programme. In addition, several partners including Toshiba have donated kit to the Building Engineering Services workshops to ensure apprentices are trained on industry-standard technology. Fujitsu work in partnership with the College to utilise these training resources.

#### **4.11 *International***

- 4.11.1** The College is involved with a range of international initiatives, including EU programmes. Under the auspices of Erasmus Plus, the College is running currently two programmes which have a focus on employability and creative industries (using music and fashion design) plus a further programme which focuses on continuous professional development for staff with European HE partners. Partners include learning providers in Malta, Estonia, Latvia, Finland and Germany. These initiatives are not expected to continue beyond exit from the EU.
- 4.11.2** The College has developed strong relationships with educational partners and government agencies across India including Andhra Pradesh, Tamil Nadu and Punjab. These relationships have generated significant learning outcomes for students and staff from Glasgow Kelvin College and Indian partner colleges. Much of this work is underpinned by support from UKIERI (United Kingdom and India Education Research Initiative) and the British Council. It is anticipated that this work will continue to be developed.
- 4.11.3** Through its partnership with Lemon Tree Hotels and the Skill Council for Persons with Disability in India, the college is helping to develop and establish paid apprenticeship training at levels 2 and 3 to provide work-based learning opportunities for people who have additional support needs. The Lemon Tree Hotels initiative is an award-winning model of best practice and the College is in the process of engaging other hospitality-based employers in the programme.

#### **4.12 *Quality***

- 4.12.1** Successful implementation of the College's Evaluative Report and Enhancement Plan has ensured that the Quality Agenda continues to progress. This supports the continued implementation of a Glasgow Kelvin College approach to Quality Improvement and Enhancement.
- 4.12.2** The College has created, developed and monitored the Glasgow Kelvin College Quality framework and provided appropriate training for staff throughout session 2016/17, and 2017/18. This framework has been successfully externally audited by two awarding bodies (SQA & Pearson) and has provided staff and learners with a Glasgow Kelvin culture for Quality Enhancement.
- 4.12.3** The College will continue to prioritise, over the coming years the continual improvement of the totality of the learner experience through systematic monitoring, evaluation and review.
- 4.12.4** The College produces an annual Institution-led Evaluation Report and Enhancement Plan for consideration by the Board of Management.

#### **4.13 *Operational and Strategic Planning***

- 4.13.1** The College consults on and produces an annual Self Evaluation report, Context Statement and Strategic Plan, supported by robust environmental scanning and labour market intelligence. The College's Corporate Planning process received a favourable audit in 2018.

- 4.13.2** Managers participate in a series of consultation meetings with key partners which ensures that College strategy aligns appropriately with local, national and sectoral aims and objectives. This exercise is essential to ensuring that its services and provision support its stakeholders and partners, thus avoiding any duplication and targeting resources effectively.
- 4.13.3** In addition, external stakeholders, including employers and schools, are consulted on the relevance of the College's Strategic Planning objectives to their own organisation's aims and targets. In 2018, the College undertook a comprehensive external stakeholder consultation event, The Big Ask, to seek discussion with and recommendations from around 40 stakeholders on the framework of its Strategic Plan for 2018-21.
- 4.13.4** The College Board of Management is involved actively in framing the Strategic Aims through a consultative and collaborative development event which feeds into the Strategic and Operational Planning processes.
- 4.13.5** The College Operational Management team consult on and contribute to the Planning Calendar and Strategic Aims through a series of Operational Planning sessions throughout the academic year. Managers work with Faculty and Support teams to conduct self-evaluation and create appropriate operational and action plans for the forthcoming session.
- 4.13.6** A Workforce Plan is in place to inform staff and students and to assist the College in its skills and staffing requirements in the medium term. It will also help direct the College in its Professional Development goals for academic and support staff.

#### **4.14** *Equality, Diversity and Inclusion*

- 4.14.1** Glasgow Kelvin College is committed to providing all of its learners, staff and stakeholders with an environment in which individuals are welcomed, respected, valued and supported. The College opposes all forms of discrimination, harassment and victimisation on any grounds and aims to ensure that the College is a place where learning and working exists in an ethos that advances equality, celebrates diversity and allows everyone to achieve their fullest potential. Equality is embedded within all workplace practices and learning and teaching at the College. Regular continuing professional development sessions are provided for staff where appropriate to ensure staff are informed of the requirements of the legislation and good practice. Continuous professional development aims to increase knowledge and understanding on equality and diversity to ensure that staff and learners are equipped to advance equality, challenge discrimination and victimisation and foster good relations.

The College Equality, Diversity and Inclusion policies, procedures and associated practices apply to all learners, staff, partnership organisations, contractors and service providers who are required to comply with their requirements. All staff are involved in working towards progressing the College's Equality Outcomes which were developed in partnership with its stakeholders. As outlined previously, the College has established a regional gender plan to tackle gender based stereotyping in delivery of skills. This work supports one of the five College equality outcomes.

- 4.14.2** The Mainstreaming Report has this year been refreshed by the College and the results of performance monitoring are made available through the Equality Outcomes report.
- 4.14.3** Glasgow Kelvin College is both an accredited Glasgow Living Wage employer and a Scottish Government Accredited Living Wage employer.

## **5. Employer, Vocational & Stakeholder Needs**

- 5.1** In 2018, the College held a Stakeholder Consultation event (The Big Ask) for external stakeholders to contribute to and help frame the College's Strategic Plan for 2018-21.
- 5.2** Scotland has witnessed a general shift from lower to higher skilled occupations which is set to continue with a projected increase in white collar occupations (Managers, Professionals and Associate Professionals). In addition, in less skilled areas, there is a predicted growth in Caring, Leisure and Other Services.
- 5.3** The highest rate of job losses is expected in Administrative, Skilled Trades and Operative occupations.
- 5.4** Overall, there are recognised skills shortages for the Engineering & Construction trades (especially in the oil and gas industries although employment in this sector has declined and is making a sluggish recovery which has been minimal), Scientists, IT occupations (a sector which has very recently received a healthy investment from the Scottish Government of £6.6m), Health & Social Care professionals, Digital Creative occupations and Chefs. Where identified skills needs exist, the College, through its Curriculum Review and Operational Planning processes, seeks to deliver programmes which address these clearly identified labour market requirements for qualified staff. In many cases this is achieved most effectively through working in partnership with identified stakeholders.
- 5.5** The College has helped to establish the regional Foundation Apprenticeship programme which delivers apprenticeship training to S5 and S6 school pupils across three local authority areas. Working in partnership with its two sister colleges, a range of schools and employers, the College leads on the programme which delivers skills in the key vocational areas of civil engineering, mechanical engineering, child care, health & social care, finance and accounting. Funded by SDS, the programme allows pupils to undertake apprenticeship training and gain workplace experience while still attending school. The College, therefore, now provides a vocational learning journey that starts at school and allows an apprentice, depending on the framework, to continue to Graduate Apprenticeship qualifications through the college's partnership with universities.
- 5.6** As outlined under 'Partnership Working' the College works collaboratively with public, private and third sector stakeholders to deliver services and programmes of learning which meet identified needs of the existing and planned workforce.
- 5.7** The College has extensive ESOL (English for Speakers of Other Languages) for Work provision which specifically addresses a range of strategies, embedding employability skills within the ESOL framework and ensuring employees will be equipped with appropriate communication skills within the workplace.

- 5.8** As the only College in the Glasgow region to deliver the PDA in Youthwork, the College provides training and qualifications for workers and volunteers already involved in the youthwork sector. In addition, the College provides the Certificate in Youthwork Practice as a pre-cursor to study on the PDA. The programme is undertaken in collaboration with the student's employer, ensuring a flexible delivery pattern and helping build capacity and a strong skillsbase within their organisation. This demonstrates a clear commitment to the Glasgow Community Plan strategic aim of supporting vulnerable young people.
- 5.9** Many of the community partners the College works with in turn support community volunteers to deliver local services. The College's Community Achievement Awards programme is used as a framework for supporting volunteers to gain accreditation and the College is part of the City's Strategic Volunteering Framework Governance Group which has developed Glasgow's Charter for Volunteering.
- 5.10** The UK Commission Employer Skills Survey for Scotland 2015 (2018 update) highlighted that 19% of employers interviewed reported vacancies, with 6% attributed to skills shortages. In Scotland, despite an increase in reported vacancies overall, the indication is that this is stagnant or reducing in Financial Services, manufacturing and agriculture.
- 5.11** By occupation in Scotland, the density of skill shortage vacancies highlights an increase among Associate Professionals, Sales & Customer Service, Machine Operatives and Elementary Occupations.
- 5.12** Practical Skills lacking among applicants identified by employers include Basic IT (17%), Reading and Understanding Instructions (23%) and Basic Numeracy (16%). Among softer skills, Ability to Manage or Prioritise (47%), Customer Handling (41%) and Team Working (36%) require to be addressed.
- 5.13** The Glasgow Regional Skills Assessment from Skills Development Scotland once again highlights the need for employability skills, citing Oral and Written Communication as a particular issue. Among younger candidates, Scottish employers cited 'a lack of life experience/ maturity' as skills and attributes absent in many young people, with 'poor attitude & lack of motivation' a close second, both ahead of the 'necessary technical skills'. The College will take cognisance of these comments when setting out its curriculum design principles to ensure that these employability skills are embedded within all provision.
- 5.14** The share of regional growth by sector illustrates that the main contributors will be Financial & business industries, Health & Social Care, Creative Industries and ICT/digital industries.
- 5.15** By employment, current data highlights that currently 48% of regional jobs are in 'high level' occupations with the service sector dominating, with 27% in 'mid-level' and 24% in 'low level' occupations.
- 5.16** To 2028, employment in the region is set to grow by around 0.6% per year, ahead of Scotland as a whole, predominantly in full-time jobs. The largest job increases are expected in Administration and Support services (mid level) and Professional, Scientific and Technical occupations (high level). Construction is set to expand as is Wholesale & Retail and Health & Social Work. Overall, it is anticipated that around 30,000 additional jobs will exist to 2028, with both Construction and Financial & Business services growing by around 6,000 each. Significantly, child day-care jobs are set to expand by around 3,000.

**5.17** However, Scottish employers felt that 74% of college leavers were 'well' or 'very well' prepared for work, reporting 83% of University leavers in the same category. More recently, DfE identified that 80% of employers thought that young FE leavers were 'Well or Very Well Prepared' for work, with the concomitant figure for University/HE leavers being 84%.

**5.18** An analysis of the available literature points to the radical changes occurring within the labour market, with increasing automation and technological advances. In addition, patterns of working are changing significantly with increased non-linear career patterns, an expansion in flexible working hours and increased requirement for people to retrain. There is predicted to be an expansion in the demand for advanced level skills (SCQF level 6 and above) and in elementary skills. However an anticipated squeeze on medium level skills (levels 3-5) is predicted, which will show labour demand as an 'hourglass' shape. The impact of this on provision is that there will likely be;

- a need to ensure progression from introductory through to advanced-level skills;
- a need for increased flexibility in the curriculum and timetable to accommodate in-work learning, retraining and upskilling, involving episodic and short-course learning;
- increased numbers of mature learners returning to learning;
- a requirement to stay abreast of workplace technological advances to inform of future skills needs;
- embedding of the 'meta-skills' required under Industry 4.0;
- an increased need for an 'agile' and adaptable workforce

**5.19** The College has taken cognisance of these future challenges and, in consultation with staff, is building contingencies into its planning processes to accommodate these.



## 6. National and Local Economy

- 6.1** It is generally accepted that Scotland and the UK are slowly emerging from the longest and deepest recession since the 1920s and, almost ten years down the line, recovery has been weaker than would normally have been expected, particularly in Scotland. The recovery is, therefore, fragile but positive although gains have, in the recent past, been hampered by the downturn in the oil & gas industry. This sector is now experiencing limited recovery, although has been targeted by UK Government investment to explore and recover new fossil fuel resources.

Within Scotland, the Fraser of Allander Institute report GDP growth as follows:	2018	2019	2020
<b>GDP growth (%) and by sector:</b>	1.4	1.4	1.5
• Production	2.9	1.6	1.7
• Construction	-2.6	1.1	1.1
• Services	1.4	1.4	1.4
<b>Forecast unemployment rate (%)</b>	5.7	3.8	3.9

- 6.2** Fraser of Allander Institute point out that there remains a high degree of uncertainty around near-term forecasts for Scotland's economy in the light of the EU referendum outcome and its potential impact on the independence debate. Forecasts are that the Scottish economy will continue to expand, though at a much slower rate than the UK economy and recent research seems to bear this out.
- 6.3** However, the most recent reports indicate that there is a continued downward trend in unemployment in Scotland to Q4 2018, a quarter which traditionally witnesses high employment rates. The Scottish unemployment rate sits at 3.4%. Employment in Scotland in Q4 was, at 75.3%, around 0.5% above that for the UK.
- 6.4** The seasonally adjusted headline Bank of Scotland PMI – a single-figure measure of the month-on-month change in combined manufacturing and services output – posted 51.7 in December. Although marginal, this marks a sustained increase in Scottish private sector business activity over 13 months.
- 6.5** The labour market has restructured considerably in the past five years, with a tendency towards part-time and flexible working, where many people now hold 'portfolio' career patterns, that is, several part-time jobs at any one time including self-employment. Although this has ensured levels of employment not normally associated with a recession, it has resulted in a high demand for upskilling by those in employment as they seek to acquire the qualifications required for sustainable full-time employment.

- 6.6** Of the Scottish Government's Key Growth Industries, Life Sciences, Creative Industries, Sustainable Tourism, Energy, Financial & Business Services and Food & Drink, the Glasgow & Clyde Valley area perform well in both Creative Digital Industries and Financial & Business Services and these industries tend to be located in the city.
- 6.7** The fortunes of the retail sector have varied massively throughout the year but are currently facing a reduction in employment due to this year's unsatisfactory financial results from some of the key players, such as Debenhams, House of Fraser and Marks & Spencer who are facing potential store closures. Sales have tended to be down with the ever-present spectre of decline in in-store shopping threatening many high streets in communities across the city. In Scotland, the net change in high street retail outlets is - 3.65%, a net rate of 500 store closures. The shift to online shopping may prove to be structural and therefore have significant ongoing impact on employment within the retail sector.

## **7. *Glasgow Economic Development***

- 7.0.1** Economic development within Glasgow and the surrounding areas benefitted greatly from the 2014 Commonwealth Games Host City status. However, much of the infrastructure planning which has contributed to this has been in place for some time. Glasgow Kelvin College has sought to play a key role in the implementation of the innovative social and economic regeneration initiatives associated with the Games by working in partnership with a range of public and third sector organisations who share its core values. As a key learning provider, the College has supported a range of organisations in their efforts to improve and develop their services by building their capacity and helping them achieve their strategic objectives.

### **7.1 *Clyde Gateway Urban Regeneration Company***

- 7.1.1** Clyde Gateway is an urban regeneration company established in 2007 by Glasgow City Council, South Lanarkshire Council, Scottish Enterprise and through the Scottish Government. The initiative was set up to drive a large investment programme to bring about social, economic and physical transformation to the east of the city through land development (much of which was linked to the 2014 Commonwealth Games), community housing, business support and employment initiatives. This includes substantial infrastructure investment which it is anticipated will lead to growth in local employment.
- 7.1.2** In addition, the College is a partner in the Clyde Gateway 'Get Into Engineering' programme which introduces school pupils in the Clyde Gateway catchment area to careers and opportunities in engineering and construction and seeks to inspire young people to pursue an interest in STEM subjects.
- 7.1.3** Recent announcements of grant funding totalling £6.5m to the URC will provide a distinct opportunity for investment in and around the College's catchment areas. Indeed, developments relating to the Glasgow Geothermal Energy Research field site have provided a focus for potential opportunities in the College catchment area.

### **7.2 *City Deal***

- 7.2.1** Over £1bn of investment has been established under the Glasgow City Region City Deal initiative which will see significant investment in infrastructure projects, life sciences, business innovation and tackling unemployment.

**7.2.2** Already there are significant regeneration and remediation projects established throughout the city with the Sighthill development and the forthcoming development of a centre for Social Security which is set to create over 700 jobs. New housing and business infrastructure on the doorstep of the College's campus buildings mean that the College is well-placed to support skills requirements for these projects and, through its own network of partnerships, will seek to gain a foothold in key projects. As a college with a community-facing ethos, the College will help business and contractors to satisfy their 'community benefit' requirement in any contract. Links with Scottish Canals, a key partner in the Sighthill development, have been established and it is envisioned that several faculty areas will look to develop their offer to address planned skills needs for this key initiative

### **7.3 Key Growth Sectors**

**7.3.1** It is anticipated that the funding provided under the 'City Deal' initiative will contribute directly to the development of infrastructure, creating further labour market opportunities in both the construction and operational phases

**7.3.2** College curriculum provision is designed to reflect the predicted growth in the following key sector areas; Life Sciences, Low Carbon Industries, Hospitality & Events and Engineering & Construction.

**7.3.3** Responding to the Glasgow Regional Curriculum Review, provision of key vocational skills has been redistributed across the three colleges and GKC has retained its investment in several of the key growth sectors with a view to developing these further. In engineering especially, the new Foundation Apprenticeships are a significant step towards realising its commitment to these sectors.

**7.3.4** The College recognises the importance of IT skills in supporting economic development and is a key player in the Digital Glasgow programme in both its Participation and Business workstreams. As well as supporting digital inclusion for citizens through the John Wheatley Learning Network the College has developed flexible learning programmes which will be supported in its Springburn Campus Library and Flexible Learning Centre.

### **7.4 Scottish Canals**

**7.4.1** Links with Scottish Canals have been established and discussions are underway to help address skills needs and opportunities emerging from the range of developments in and around the water sites within the catchment area. Key to this is the redevelopment of the Sighthill area which is experiencing significant redevelopment and regeneration. Plans to participate in the regeneration opportunities available through Scottish Canals are being established and it is anticipated that this partnership will give rise to a wide range of learning and collaborative opportunities.

**7.4.2** The College participated recently in a successful partnership bid to the Construction Industry Training Board (CITB) Pathways into Construction Fund. This funding will provide opportunities for young people to access the training and employment opportunities which will arise through the Sighthill development.

## **8. Key areas of Scottish Government Policy**

**8.0.1** The College operates within a series of policy frameworks which are set at Local Authority, Region, Sector and National level. There is a high degree of consistency in objectives and the College seeks to ensure responses are congruent with policy aims. In implementing the various policy frameworks, the College can demonstrate impact as follows:

### **8.1 Developing the Young Workforce:**

**8.1.01** The College has an extensive network of work placement providers and works closely with current and potential employers to ensure learners have the opportunity to obtain experience of work throughout their programme. Skills acquired are vocational and personal in terms of development, confidence building, team working and these support learners as they move into employment.

**8.1.02** As lead provider of the Foundation Apprenticeship programme in the Glasgow College Region, Glasgow Kelvin College builds work placement into this programme. Young people who still attend school also have the opportunity to spend part of their week in College and some time with partner employers, such as Network Rail and Scottish Water to name but a few, working towards level 5 and 6 qualifications in a range of vocational skills areas in preparation for further study or apprenticeship employment.

**8.1.03** Working closely with local schools, the College delivers a wide range of vocational learning to school pupils under the Skills for Work programme and Schools Senior Phase programmes enhancing the curricular choice available to pupils and promoting the STEM agenda. The College works effectively to develop and maintain positive relationships with schools, guidance tutors and other key professionals to support this significant aspect of curricular provision.

**8.1.04** School partnerships are further enhanced by College staff attendance at events for pupils based around progression, employability and preparation for work, including year group talks about college as an option, application and interview preparation support, mock interviews and careers information. This supports pupils in their future choices and helps with well informed decision making at the transition stage.

**8.1.05** As an active partner within its local and wider communities, the College seeks to make best use of this role in the provision of work experience opportunities for students which contribute to the development of learners, the host organisation and the wider community. The majority of placements are undertaken on a voluntary basis, either as regular volunteers through the Community Achievement Awards

**8.1.06** Glasgow Kelvin College has established a partnership with Who Cares? Scotland to support their excellent work in helping care-experienced young people into employment, providing skills, qualifications and experience to give them a strong foothold in the jobs market. Vulnerable young people work towards SVQ2 and 3 in Administration while gaining experience of work.

## **8.2 Flexible Workforce Development Fund**

- 8.2.1** Under the auspices of GCRB, the three colleges agreed to a collaborative approach to the utilisation of the FWDF with an apportioned allocation of funding per college. The fund has been established to utilise funds from the Apprenticeship Levy and make £15,000 per employer available to train or upskill their existing workforce. The College has met with relative success in utilising this funding.
- 8.2.2** Launched in 2017 by the Scottish Government, the Flexible Workforce Development Fund has benefited over 30 companies through the programme at the College.
- 8.2.3** During the past two years, the College has delivered this training within a wide range of industry sectors including construction, engineering, health care, transport, food & drink, facilities management and hospitality.
- 8.2.4** The training has ranged from change management programmes to specialist engineering and construction skills. Learners have undertaken the training both within the College campuses as well as in the workplace, which can take place Scotland-wide.
- 8.2.5** The College has delivered more than £500k worth of training through the fund over the past two years by developing programmes that have the priorities and needs of the employer at the heart of its design. These employers have become partner organisations of the College and have in turn offered College students a host of opportunities ranging from work experiences and placements through to bespoke projects and employment. This partnership approach with industry has been of significant benefit to both our students and our customers.

## **8.3 Supporting the STEM Agenda**

- 8.3.1** The College has a recently refreshed STEM Manifesto, has achieved STEM Assured status and works as part of the Glasgow Regional STEM strategy in partnership with its two sister colleges to develop and deliver high quality learning in the STEM curricular area.
- 8.3.2** STEM is embedded across the College curriculum, with almost 30% of provision considered to be STEM related, supporting skills in a range of areas such as jewellery –making and technical theatre skills.
- 8.3.3** As outlined previously, the College is the recognised lead partner in the Foundation Apprenticeship programme and the Graduate Apprenticeship programme, both of which promote Science, Technology, Engineering and Maths through the wide range of subjects on the programmes developing the vocational skills required by employers.
- 8.3.4** The College has invested extensively in the creation of new science facilities at two of its campus buildings in the last year to expand its provision in this curricular area and to support the delivery of high quality, relevant learning resources for learners in this sector. More recently, it has invested in new plant & machinery in the manufacturing workshop and, in consultation with staff, has established the Kelvin Innovation Centre at its Springburn Campus, where students and staff can undertake project-based research using state-of-the-art technologies and equipment.
- 8.3.5** A network of employer partnerships within the fast-moving STEM sector ensures that students receive industry-relevant learning experiences. The innovative 'Survey Camp' for Civil Engineers is a prime example of the many learning initiatives which enhance the learner experience developing both vocational and employability skills.

**8.3.6** College-based learning is provided to Modern Apprentices in a variety of STEM related industries and a range of accolades have been won by College learners in national competitions evidencing the high quality of learning and teaching. The Engineering curriculum at the College has seen extensive investment in industry-standard resources and estates, including the development of the Innovation Lab.

**8.3.7** A long-time partner with BESA Scotland, the College has expanded and developed its valued relationship to become the key provider of several Building Engineering Services skills in Scotland which BESA accredit.

## **8.4 Raising Attainment**

**8.4.1** The College delivers access to qualifications in a number of ways. Under the Scottish Wider Access Programme (SWAP) mature learners with few or no qualifications can study on a range of programmes, including STEM subjects, which fast-track, in a single year, to a level 6 qualification which offers guaranteed progression to higher education.

**8.4.2** In addition, many subjects commence at level 3 and 4 which progress onto articulation pathways to more advanced learning in the following year. In this way, learners with few or no qualifications have clear articulation and progression pathways to more advanced study in the skills required by the labour market.

**8.4.3** The College provides a comprehensive programme of senior phase vocational options for its local secondary schools.

**8.4.4** Specialist programmes which target vulnerable young learners such as Transitions to Learning & Work and CLES, aimed primarily at care-experienced young people, provide students with a supportive environment in which to gain skills and qualifications to progress onto further learning or into work. Programmes for vulnerable groups are delivered in conjunction with partner agencies and stakeholders in order to provide a comprehensive support network for learners.

**8.4.5** The EVIP initiative (Enhanced Vocational Inclusion Programme) in partnership with Glasgow City Council and Glasgow Clyde College continues to ensure that disengaged young learners attend college and gain entry-level qualifications in a range of skills areas, as well as extensive core & personal development skills. The intensive support provided by College staff and Glasgow City Council Education Department coaches is a key element of the programme's success.

**8.4.6** The College retains a comprehensive Advice, Guidance and Learner Support service which tailors solutions to individual need and supports retention and attainment while developing self-confidence and independent study skills. The newly piloted 'Keep Warm' initiative continues to have a positive effect on combating attrition rates at enrolments and students have cited this as a key element of their final decision to take up a place.

**8.4.7** Teaching staff provide both vocational and pastoral support through Individual Learning Plans and guidance sessions for students, allowing them to plan and sustain their learning journey and to achieve qualifications in order to progress to positive destinations.

**8.4.8** The College Youth Access Programme works with over 1200 young people each year in a variety of community settings. The young people are primarily 12-15 years of age and many are vulnerable or exhibit challenging behaviours. The programme is an early intervention which particularly supports the development of IT and citizenship skills and which supports young people to sustain their engagement with learning.

## **8.5 Employability**

- 8.5.1** Employability lies at the heart of all College provision supported by a comprehensive learning and teaching policy framework. This systematic approach supports students in gaining the confidence to move into the job market for the first time and the vocational and interpersonal skills which are required by employers. The College seeks to ensure learners progress with the appropriate skills for a competitive jobs market.
- 8.5.2** Meta-skills are developed through innovative measures, such as the Survey Camp, and these are introduced to programmes to enhance the learner experience and develop further skills which aid learners' employability and workplace knowledge.
- 8.5.3** Through internships and volunteering, students gain workplace and citizenship skills developing self-confidence, problem solving and other meta-skills valued by employers.
- 8.5.4** Short periods of part-time employment in a range of support team areas within the College are also made available to learners.
- 8.5.5** Relationships with a wide variety of employer stakeholders ensures that their input to curriculum provision results in students emerging with a skillset to support the Scottish economy. The college has engaged with the BBC to offer a Modern Apprenticeship in Creative Digital Media at SVQ Level3. Selection of optional content was in discussion with the BBC ensuring the qualification is relevant to sector requirements. In its sixth year of operation, all participants have successfully articulated into HE or employment in the media sector. For session 2016/17 the College has piloted one place undertaken in a Gaelic speaking work environment under the auspices of BBC Alba. The College also links with local sports organisations to provide paid work placements and experience for Sports Coaching students (St Mirren FC and Partick Thistle FC).
- 8.5.6** Enterprise activity is embedded into programmes to develop resilience and independence in learners and this is achieved through collaborative and innovative curriculum design. The College's 'Empowered to Take Action' programme encourages new ideas and practice in delivering the curriculum to further enhance the learner experience.

## **8.6 Sustainable Employment**

- 8.6.1** The College delivers a broad portfolio of programmes which encompass flexible entry and exit points, allowing learners to gain qualifications at a pace which suits them and their lifestyle, especially if they are planning career progression in their workplace.
- 8.6.2** The College HE Strategy has been developed to ensure that more than 30% of College provision continues to be at HE level in order to support learners to progress to economically sustainable employment with opportunities for further career development.
- 8.6.3** Meta-skills, core and transferable skills are embedded within programmes to support students to grow personally and gain qualifications which support progression to sustainable jobs.
- 8.6.4** Although much of the curriculum is aimed at full-time learners, a significant proportion of provision is delivered to those seeking or already in work, upskilling them in preparation for new and more sustainable jobs in a competitive labour market and supporting improved productivity within the economy.

**8.6.5** Strong relationships with local employers ensures that College provision addresses identified needs and skills requirements in the Glasgow labour market.

## **8.7 Child Poverty**

**8.7.1** The College maintains that the most effective way to address child poverty is to support parents as they improve their opportunities, knowledge and skills to gain sustainable employment. Individually and in partnership with local and community organisations, the College provides locally-delivered, flexible introductory and advanced learning to vulnerable residents in its communities. Many of these comprise the most deprived neighbourhoods in Scotland and witness significant levels of child poverty. Provision is achieved through effective and targeted use of the College Wider Access programme and continues to evidence success in progressing community learners to more advanced qualifications. This provision includes Thenu Housing Association Learning Works programme, The Marie Trust programme and Rosemount Time For A Change programme delivered in partnership with community organisations in order to reach under-represented groups.

**8.7.2** Discretionary funding and Childcare Support is provided by the College through the student support funds to ensure that learners, including parents, are supported while attending college.

**8.7.3** Many of the partner organisations within the John Wheatley Learning Network deliver Family Learning opportunities which the College endeavours to support.

**8.7.4** Glasgow Kelvin College Youth Access programme for local young people 12-17 years operates as 'early intervention' for young people. This is a digital technology-based programme which is provided for young people.

## **8.8 Early Years Education**

**8.8.1** In 2017 in response to the Scottish Government's planned expansion of childcare provision, the College helped to establish the Blairtummock Childcare Centre of Excellence in partnership with Jobs & Business Glasgow. The refurbished site provides childcare places for 70+ children and young people in a stimulating and healthy setting, as well as providing learning space to deliver to all Glasgow Kelvin Early Years & Childcare students. The College is a key provider of Childcare and Early Years Education and plays a significant role in curriculum planning for the childcare providers of the future. These programmes, through close partnership working with Jobs & Business Glasgow and other community childcare organisations, embed a considerable amount of workplace-based learning. The Blairtummock CCE combines extensive opportunities for work experience with state-of-the-art learning facilities. The College is exploring how best to replicate this facility at a further campus.

**8.8.2** These work placements provide the skills only available through practical experience and enhance the underpinning knowledge which is delivered in College preparing learners effectively for the world of work.

**8.8.3** In turn, curricular provision continues to benefit from the input of students to compliment an industry-relevant learning experience where new sector developments, such as outdoor play initiatives, are incorporated and delivered in learning and teaching.

**8.8.4** Particular efforts are made to attract men into the childcare profession and promotion of these opportunities attempts to ensure that images are non –gender stereotyped.



## **8.9 Widening Access and Inclusion**

- 8.9.1** Glasgow Kelvin College is seen as a sector leader in the provision of learning to some of Scotland's most vulnerable groups and plays a key role in the field of community-capacity building. The college seeks to be an inclusive and accessible college offering all learners a parity of opportunity. Three high level cross-college outcomes for Access and Inclusion have been identified and outlined in the Access and Inclusion Strategy 2016/20. These are:
- all groups within the communities that the College serves are equally likely to access learning opportunities;
  - all groups within the communities that the College serves are equally likely to complete learning successfully; and
  - all groups within the communities that the College serves are equally likely to progress to work or further study.
- 8.9.2** As a leading Glasgow provider of community based learning, the College has worked in partnership with Wheatley Group and the North East Community Planning Partnership to establish and expand the John Wheatley Learning Network whose purpose is outlined elsewhere in the report.
- 8.9.3** Around 77% of the College's students are Glasgow residents and some 48% reside in the most deprived 10% of Scottish neighbourhoods.
- 8.9.4** The College makes available tutors through its Wider Access programme to provide community based learning to local organisations who identify the learning needs of service-users and support College tutors to deliver this. It is anticipated that learners who have few or no qualifications will use this service to take a first step back into learning.
- 8.9.5** Sharing of best practice with other learning providers in the field of community capacity building is a key service which the College provides. As the anchor organisation in two of Glasgow City Council Community Planning Partnership's Thriving Places initiative, the College helps build collaborative links between organisations.
- 8.9.6** Through the delivery of the Community Achievement Awards to volunteers and workers in third sector organisations, the College provides accredited qualifications and supports skills development for people within these vital community organisations. In many cases, the College trains coaching mentors within the organisation who then support others through the Community Achievement Award process. In this way, the College builds capacity and sustainability into key third sector organisations to support and develop their service delivery.
- 8.9.7** ESOL learning delivers courses from Access one level, to provide language skills designed to assist with progression and to enable people to function in their communities. Help with form filling for outside agencies assists individuals to remain in College by removing barriers around finance and housing issues
- 8.9.8** Offering internal applicants early interviews and operating an internal Admissions procedure provides a smooth progression route. College Admissions are reviewed every year in order to maintain good practice and develop systems to meet the needs of applicants. Pupils from partnership schools are given the first opportunity to apply to college before applications are opened to the wider public.

- 8.9.9** The College is also an employer and works to support its staff in their workplace and personal development. MCR Pathways are a key partner for the College in terms of student opportunity and staff development as staff members are encouraged and supported to become mentors for the organisation which provides services and support for care-experienced young people.
- 8.10 Gender Action Planning**
- 8.10.1** An acute awareness of equalities and gender issues within the College is demonstrated in departmental and Faculty operational plans where compliance with the Scottish Funding Council's Gender Action Plan is ensured and innovative ideas for addressing differential rates of participation are encouraged and developed.
- 8.10.2** There is a recognition that gender stereotypes tend to be formed at an early stage and the College seeks to address this by linking with S1, S2 and primary school aged pupils, inviting them into the College and exposing them to non-gender stereotype examples of learning, such as women in engineering, men in fashion design and men in childcare. This also benefits school staff and supports them in their work helping to address issues around unconscious bias and stereotyping. The College also works with SmartSTEMS, a Scottish Government funded project, to engage with primary and secondary age pupils at local schools to encourage participation in STEM-related activity.
- 8.10.3** The College's investment in up to date facilities, such as separate changing rooms in construction areas, supports the gender action plan.
- 8.10.4** Non-gender stereotype examples are promoted both internally and externally through Public Relations and Marketing.
- 8.10.5** Innovative approaches to address gender under-representation in particular areas are encouraged and implemented, such as the establishment of the Ada Lovelace Group for women in STEM related subjects.
- 8.10.6** The College has become the first College to achieve White Ribbon status as an active partner in the campaign for Men Working To End Violence Against Women. Students and staff have been trained as White Ribbon Speakers to promote the campaign, both within the College and in the local community. Links with local elected members have prompted them to roll the programme out to bookmaker outlets in West Central Scotland, where workers are being trained to engage their customers in signing up to 'The Pledge'. The initiative has been recognised nationally by the Diversity Award at the 2018 NUS Scotland Awards and the College Student Association was delighted to win the Student Engagement category at the 2018 Green Gown Awards for the White Ribbon campaign. The College Principal is a White Ribbon Ambassador.
- 8.10.7** In response to identified under participation of young men in post-school education the College's Youth Access programme operates to engage young men in a positive learning environment and provides encouragement and confidence for them to move into vocational skills learning at College when appropriate while supporting school based learning.
- 8.10.8** To further diversify its workforce and progress its Equality Outcomes the College is working in partnership with a number of external partners including Equate Scotland, Coalition for Race Equality and Rights, Close the Gap, Advance HE, Scottish Race Equality Forum, Trans Community of Practice and Equally Safe in colleges and universities.

**8.10.9** The College's successful programme in India is now focussing on issues relating to social justice. In particular, the partnership will be developing routes to training and employment for women who have escaped from domestic abuse, survivors of acid attacks, disabled people, and others who face significant barriers to employment. This programme will involve staff and learners from Glasgow Kelvin College working with different project partners across India and reciprocal work taking place in Scotland.

## **8.11 Digital Inclusion**

**8.11.1** Glasgow Kelvin College is a key partner in establishing and supporting the delivery of the Digital Glasgow Strategy which acknowledges the impact and implications of technological change on the City economy and public services. The plan seeks to engage businesses to help stimulate innovation and promote the technology sector, establishing Glasgow as a pioneering 'smart' City and applying technology to transform public services.

**8.11.2** A significant number of Glasgow residents in deprived communities have no access to digital technologies at home and are therefore excluded from a wide variety of opportunities to improve their lives. Working in partnership with Wheatley Group, Glasgow City Council and a wide range of host organisations, the College endeavours to mitigate this through the John Wheatley Learning Network in some of Scotland's most deprived communities.

**8.11.3** As outlined previously, the College's Wider Access programme is made available to community organisations within the College's catchment area to support flexible digital technology learning, through the Learning Network.

**8.11.4** All enrolled students at Glasgow Kelvin College have access to Moodle, the virtual learning environment which supports digital communication and development across the College. Moodle also underpins the learning services provided for the learning network and i-Develop, the national community learning and development forum, used to deliver the College's CLD qualifications.

**8.11.5** IT and digital technology skills are embedded within the College curriculum to ensure that students acquire the necessary transferable skills for life and work outwith the learning environment. This is set to become increasingly important in the skills required under Industry 4.0 where a working knowledge of digital and technological skills will form an essential part of most workplaces with the onset of automation.

**8.11.6** The ICT team at the College operates a Bring Your Own Device service which provides all students with access to the full Microsoft Office suite of software at no additional cost on their own electronic devices.

**8.11.7** Flexible Learning Centres and IT resources are available across all campuses for students to use outwith their timetabled IT classes, providing access to coursework, materials and resources for study and faculty communications for residents of communities which home access to broadband connection is limited.

**8.11.8** The College Youth Access programme centres on the provision and development of digital skills through access to digital technologies in a youth work setting outwith school hours and environment.

## **8.12 Scotland's International Framework: India Engagement Strategy**

**8.12.1** The College's strong relationships with educational partners across India have generated significant learning outcomes for students and staff from Glasgow Kelvin College and Indian partner colleges. Supported by UKIERI (United Kingdom and India Education Research Initiative) and the British Council, it is anticipated that this work will continue to be developed.

**8.12.2** Through its partnership with Lemon Tree Hotels and the Skill Council for Persons with Disability in India, the College is helping to develop and establish paid apprenticeship training at levels 2 and 3 to provide work-based learning opportunities for people who have additional support needs. The College has already gained the interest of several key hospitality sector employers and is working to cement further these relationships. In this instance, the College is adapting a 'best-practice' model from and knowledge exchange with the Indian example.

## **9. Sectoral Strategic Environment**

**9.0.1** This section examines the key strategic drivers for the FE sector and the College, namely;

- the Glasgow Regional Outcome Agreement from Glasgow Regional Colleges' Board,
- the continuation of the Scottish Funding Council Strategic Priorities in preparation for the operation of the Enterprise & Skills Strategic Board (ESSB), and,
- The first set of strategic priorities of the ESSB and what impact this will have on College operations and direction.

**9.0.2** The College is committed to providing a high quality learning experience and works to support the strategic aims of the Regional Outcome Agreement.

**9.0.3** It is clear from an examination of the College's provision that the vast majority of programmes address their strategic priorities and the following is a small selection of key examples.

### **9.1 Better Lives in a Better Economy**

**9.1.1** The College's ultimate aim is to ensure that its many communities and stakeholders can access opportunities and learning which will benefit them, their families, the economy and society as a whole. This is in line with the City and Scottish Government's aims to achieve 'Inclusive Growth' which improves the lives of everyone.

**9.1.2** The Glasgow Colleges' Regional Board have approved a regional Curriculum & Estates Plan to ensure appropriate access and best value in the provision of learning across the region, making optimum use of facilities and resources to benefit learners. Glasgow Kelvin College has already implemented plans to review and relocate elements of its curriculum provision in line with this regional strategy.

**9.1.3** The breadth, depth and coherence of the College's curriculum portfolio is essential to the continuum of Lifelong Learning to support social and economic regeneration of the communities which it serves and that of the wider region.

- 9.1.4** The location of the main College campus buildings within the most deprived communities in Glasgow provides opportunities for those residents to access learning which will provide them with the skills for further study or sustainable employment.
- 9.1.5** Once again, The John Wheatley Learning Network with 41 community-based learning centres supports partner digital inclusion programmes at a local level, delivering through the Wider Access programme and Youth Access programme.
- 9.1.6** Through work in the Senior Phase of Curriculum for Excellence, the College links with its partner schools and local authorities (Glasgow City, East Dunbartonshire and East Renfrewshire) to provide skills and relevant qualifications to assist young people as they progress to jobs or more advanced learning on leaving school.
- 9.1.7** As a College which engages extensively with its local community, GKC is a valued and trusted provider of learning programmes to particularly 'challenging' groups. This includes care experienced young people, people on Community Service orders through the justice system, individuals with mental health issues and those with addiction problems. These programmes assist students to re-engage with the learning process and gain qualifications while benefiting from the continued support of their referring agencies.
- 9.1.8** Working closely with ESP, a partnership of Scottish colleges, the College aims to increase Scotland's capacity to deliver skills and prevent duplication of effort in the provision of industry standard qualifications in this growth sector. This ensures the appropriate skills are being delivered in the most effective and efficient way and is a comprehensive response to the future requirements of the energy, engineering & construction sectors in Scotland.
- 9.1.9** The College delivers an extensive portfolio of very successful Modern Apprenticeship programmes providing skills delivered to target specific local employer needs and identified skills gaps. They equip young people with the required workplace skills and experience.
- 9.1.10** In order to deliver the new Foundation Apprenticeship programme, the College has liaised extensively with its sister colleges in the Glasgow region to identify skills needs and areas of specialism within each institution. As the Lead for the programme framework, GKC will continue to monitor and review provision.
- 9.1.11** Included within the College's portfolio of programmes are particular areas of specialism, such as Building Services Engineering, Community Development, Civil Engineering, Creative Industries and the Gaelic Language,
- 9.2** ***Widening Access to Life-changing Learning:***
- 9.2.1** Glasgow Kelvin College provides a wide range of access to learning programmes which not only encourage people to re-engage with learning, but provide progression opportunities through to advanced level qualifications and HE. The College is continuing to review and develop its Higher Education provision to ensure that it provides an appropriate range of programmes which meet the needs of learners and its stakeholders.
- 9.2.2** With an extensive programme of community-based learning, the College's aim is to create pathways from the community into more formalised campus-based learning for its local residents, opening up progression opportunities into either work or further learning.

- 9.2.3** The College has implemented recommendations of its Curriculum Review in order to create clear internal progression pathways from National level programmes to HN provision. This will enable learners to follow a coherent pathway to progress to sustainable employment or more advanced study within the College and elsewhere.
- 9.2.4** In addition the College is working with other education providers in the city and beyond to develop still further guaranteed articulation to specialist higher education provision. The College is a partner in the Strathclyde University Engineering Academy and also has agreed articulation pathways with all local universities.
- 9.2.5** The College's Youth Access programme is a prime example of supporting young people to gain the skills needed for Lifelong Learning while encouraging them to engage with College learning opportunities.
- 9.2.6** National 4/5 qualifications in a wide range of subject areas, including Life Sciences & Engineering, both Social Care and Early Education and Childcare, Hospitality & Professional Cookery to name but a few, create access to further learning opportunities for young people as part of the Senior Phase of Curriculum for Excellence. This is offered through several local authority areas and with individual local partnership schools.
- 9.2.7** There is extensive provision for ESOL learning across the College, addressing the linguistic needs of non-English speaking residents and supporting them as they access further learning and services.
- 9.2.8** The College runs a suite of learning programmes from National 1-3 levels which are specifically designed for students who require support to learn as a result of learning and/or physical disabilities. The programmes deliver important independent living and personal development skills as well as vocational skills, with a view to progressing learners onto NQ level programmes where appropriate.
- 9.2.9** In Partnership with the Scottish Wider Access Programme (SWAP) the College provides a wide range of access to university programmes in a variety of areas, including Medicine, Health Studies, STEM subjects, Humanities and Nursing.
- 9.2.10** The College's Wider Access programme encourages community-based learners to progress to progress to more formal, campus-based programmes.
- 9.2.11** FOCUS West, with the Scottish Funding Council, in their recent evaluation of access to Higher Education opportunities have analysed how their programme has impacted on general awareness of higher education opportunities in their 37 targeted schools in the West of Scotland. Although increase has, in the main, improved 2011-2015, there remain some significant challenges in schools in some deprived areas where awareness appears to have reduced over that period. In addition, there is still the tendency to equate 'higher education' with university learning and there remains much to be done to establish college learning as an aspirational goal.

### **9.3 *Unlocking Regional Potential***

- 9.3.1** The College continues to work with its Regional college partners to develop a coherent regional framework and enhanced curriculum pathways to meet learner needs. Through the GCRB and separately with the two sister Colleges, Glasgow Kelvin works to deliver a comprehensive approach to the provision of learning across the City.

- 9.3.2 A range of initiatives engage staff in regional professional learning and management skills training where skills and knowledge are shared.
- 9.3.3 The curriculum offer across the region ensures effective articulation routes for learners to progress and flexible vocational pathways exist to future-proof provision and address the requirements of Industry 4.0.
- 9.3.4 The College links with Glasgow Clyde College and Glasgow City Council to deliver the successful and award-winning EVIP programme for Glasgow's young people.
- 9.3.5 The Foundation Apprenticeship programme is a prime example of collaboration across the Glasgow Region. As lead partner, Glasgow Kelvin College works to support the programme and engage all three colleges in the collaborative arrangement with SDS.

#### **9.4 *A Developed Workforce and Regional Foundation Apprenticeships***

- 9.4.1 As lead partner in the Glasgow Regional Foundation Apprenticeships programme, the College has helped to design, develop and deliver several of the frameworks which have been funded by SDS. These programmes are being made available to S5 and S6 pupils at schools throughout some of Scotland's most deprived communities to encourage young people to gain skills, qualifications and work experience whilst they are attending school.
- 9.4.2 Employability and Enterprise skills are embedded within the majority of programmes, however the College also runs specialised courses which deliver enterprise and other skills with a view to business development. Information and support are provided to these learners who are potential future employers.
- 9.4.3 The College helps build community capacity by working in partnership with local third sector organisations to up-skill volunteers and employees in a variety of areas. Most notable of these is through the provision of the PDA in Youthwork which provides skills and qualifications to existing youthworkers.
- 9.4.4 To provide a formal qualification for community and volunteer workers, the College has developed the Community Achievement Awards which recognise and encourage specialist and transferable skills in community development. This is in the process of being validated by the SQA.
- 9.4.5 Early Education and Childcare students benefit from regular placement experiences within the community. Workplace relevant skills are delivered as a core element of this programme where students gain a Certificate of Work Readiness, Heartstart Training, First Aid training, REHIS food hygiene and their HIV units. There is also the opportunity to work with children's arts and drama projects such as Starcatchers, gaining experience in Playwork. This ensures that all graduates from the College's programmes arrive in the workforce or at university with a portfolio of skills and industry-standard qualifications.
- 9.4.6 As well as the relevant employability skills which are provided by Construction and Engineering skills programmes at the College through National Progression and Professional Development Awards, the faculty has also developed Ventilation and Legionella courses for NHS Greater Glasgow & Clyde maintenance staff.
- 9.4.7 The College Sports Coaching programmes which cover three specialist disciplines including Football, Games and Sport and Outdoor Education and embed the need for practical experience which has resulted in successful progression into employment and

further study for most learners. It is recognised that in order for learners to become 'work-ready' there is a need for them to have essential external qualifications from National Governing Bodies alongside their full-time study in order to make them deployable in industry. All programmes now have these recognised qualifications embedded as an essential element, often integrating this external work into the academic units. Learners put these qualifications into practice through a range of units including working to coach peers, working in external sports clubs and also through extensive industry links such as Scottish Sports Futures and Pinkston Water Basin. Planning design allows learners to engage with industry in some way throughout their learner journey.

- 9.4.8** Both day and evening provision support the local business community by providing a range of programmes in the key areas of Business and Administration.
- 9.4.9** The College is the first in Scotland to establish, in partnership with a professional basketball team, the Rocks Academy, where young learners on a wide range of College programmes undertake intensive basketball training at Springburn Campus at times which work around their study timetable. It is anticipated this will provide a pipeline of promising young players for the Glasgow Rocks Basketball Team, but will also provide the participants with skills and qualifications for a sustainable alternative career.
- 9.4.10** Further examples of workforce development are cited under section 5 on Employer and Stakeholder Needs.
- 9.4.11** The Enterprise & Skills Strategic Board (ESSB) has been established by the Scottish Government to provide strategic direction and oversight of service alignment across the Scottish Funding Council, Scottish Enterprise, Highlands & Islands Enterprise, Skills Development Scotland and the new South of Scotland Economic Partnership. It has a focus on sustainable and inclusive economic growth, improved skills provision and quality jobs to create a better economic environment across Scotland.
- 9.4.12** The ESSB has now produced a Strategic Plan – *Working Collaboratively for a Better Scotland* – to signpost the new direction of travel for the agencies and the collaboration required in this undertaking.
- 9.4.13** The main thrust of the plan is to improve Scotland's economic performance and make it more competitive in line with other OECD countries of a similar size. The report acknowledges the issues surrounding demographic change in Scotland and its impact on the dependency ratio, that is, the percentage of the non-working population vs. those in work. In addition, it takes account of the changing nature of required workforce skills to optimise performance and improve productivity in the face of increased automation.
- 9.4.14** The ESSB Strategic Plan seeks to expand 'inclusive growth' through four interconnected missions:
- the enhancement of productivity, equality and sustainability by harnessing the potential of business models, workplace innovation and Fair Work and promoting sustainable business growth;
  - enabling a responsive demand-led skills system that responds to future skills needs of employers and the economy;
  - promoting business creation and growth through promoting entrepreneurship; and
  - increasing the number and value of Scotland's exporters creating export growth.



**9.4.15** To achieve these missions, ESSB has developed a framework of summary recommendations and the impacts for the College are, principally:

- the promotion of upskilling for existing employees and a closer working relationship with employers seeking to achieve inclusive growth to identify and deliver these skills. This will necessitate a more flexible and responsive delivery system which will include training providers. This is already evident at the College under the provisions of the FWDF and the Modern Learning Environment Working Group, feeding into the College planning process to consider how best to implement the recommendations;
- the development of robust progression routes to take learners beyond 'mid-level skills'. The College already has established articulation routes and strong partnerships with local and other national HE institutions;
- preparation for an increase in mature learners as a result of the move to an all-age careers service which encourages workers to upskill throughout their careers, however it should be recognised that more than 50% of College learners are aged 25+ already and the Guidance Advice Team are skilled in supporting such learners;
- an increasing importance on digital skills and the delivery of meta-skills such as self-management, emotional intelligence and innovation skills. Through the MLA and curriculum planning process, consultation is underway as to how best to support teaching staff to embed these skills in new pedagogies;
- working with a demand-led system which responds to employer and informed learner needs and, in line with the National Retraining Partnership which encourages lifelong learning for an agile workforce. The College's Stakeholder Engagement Strategy is key to ensuring the curriculum delivers skills needs identified by employers and other stakeholders;
- the creation of a flexible, sustainable funding model to meet future workplace-based expansion in skills provision;
- preparing for the implementation of the 5 stage skills alignment model (SDS and SFC) providing support for upskilling and reskilling;
- increasing the speed at which learners can progress through the Learner Journey by reducing duplication and creating more effective pathways, which may involve realigning funding to support this process. The College will endeavour to be involved in any consultation or national work surrounding this matter;
- expanding, with accompanying funding, the provision of entrepreneurial skills to encourage start-up business. Discussions with curriculum teams are focussing on the expansion of entrepreneurial/innovative skills and Curriculum areas are looking to increase the number of industry ambassadors who inspire learners;
- the introduction of an international focus in programmes involving college/university partnerships; and
- preparation for the introduction of a comprehensive performance framework common across the partner agencies.

## **10. Glasgow Community Plan**

- 10.1** Glasgow City Council provides support for community based partnerships, through Integrated Grant Funding administered by the Community Planning Partnerships, for initiatives which align with the strategic priorities set in the Local Outcome Improvement Plan (LOIC) – the Glasgow Community Plan.
- 10.2** The College is represented on the Board of the North East Sector Community Planning Partnership and on several of its thematic groups, with senior and operational managers providing consistent attendance which offers support to the strategic guidance and influence in decision making which affects services.
- 10.3** The two key areas of intervention for Glasgow Kelvin College are those surrounding Youth Employment and the tackling of ‘vulnerability’ and the College plays a significant role in youth engagement/employment in the broader community. Indeed, the CPP has recently expanded its target group for youth employment to include the 20-24yrs cohort, a move which is welcomed by the College.
- 10.4** As a respected learning provider, the College works in partnership to deliver a range of programmes which address key aspects of the Glasgow Community Plan. For example, the Youth Access programme supports the Glasgow Community Plan’s approach to ‘early intervention and prevention’ in young people’s lives, as well as preparing its young learners with many of the skills needed for future employment.
- 10.5** The College works closely with local groups and agencies such as AddAction and Phoenix Futures to deliver relevant learning to people recovering from addiction issues, be that alcohol or drugs-related. This tends to be delivered as part of a structured rehabilitation programme and is delivered in conjunction with other relevant support services. The College’s Community Achievement Awards programme has been widely used in north east Glasgow recovery café services.
- 10.6** Students classed as ‘vulnerable’ form a key part of the College’s provision, whether that is through programmes like Transitions to Learning & Work (for care experienced young people) or the Glasgow City Council Enhanced Vocational Inclusion Programme for young reluctant or challenging learners, or through community based programmes. Many of these programmes are delivered on an outreach basis in a community setting and in response to identified service user needs within specific organisations.
- 10.7** Furthermore the College provides specialist programmes designed to support groups of people most at risk of homelessness, such as The Marie Trust programme. This service targets women with experience of the criminal justice system, gender based violence, addictions and homelessness.
- 10.8** The Community Plan identifies areas which persistently remain characterised by multiple deprivation for a ‘Thriving Places’ approach.
- 10.9** The North East of Glasgow, in which the majority of the College’s main campuses are located, contains three of these areas: Parkhead/Dalmarnock/Barrowfield; Easterhouse and Springboig/Barlanark.
- 10.10** ‘Thriving Places’ is a positive, asset-based approach based on co-production which seeks to build from existing community assets and ‘anchor’ organisations. It aims to involve the engagement of local people in the determination and delivery of services to

overcome the persistence of deprivation. The College has, from the beginning, played an active role in the development of this approach.

**10.11** The College, as part of *Thriving Places*:

- hosts two Community Connectors posts which are established to engage local residents in community development and active citizenship;
- continues to be involved in the development of community initiatives in the targeted areas through active membership of the planning groups;
- continues to support capacity building through CPD programmes recruiting local staff and residents to its National Certificate and Higher National Certificate 'Working with Communities' programmes and the Professional Development Award in Youth Work;
- seeks to place students from these programmes with agencies supporting community development in the areas identified for targeted development as 'Thriving Places';
- has further extended the learning network into the Thriving Places targeted areas; and
- makes available the 'Community Achievement Awards' (created in response to the Thriving Places agenda) based on the principles of personal and social development to recognise learning and community impact as well as personal achievement arising from engagement in community activities.

**10.12** The College is aware that recent legislation will require it to demonstrate even more clearly its contribution to Community Planning Partnership priorities and to the Glasgow Community Plan.

## **11. *The Modern Learning Environment and Industry 4.0***

**11.1** Meeting the challenges of the Fourth Industrial Revolution – Industry 4.0 will require significant change to the ways in which people learn and use their skills, as well as to the types of skills involved. Readyng the workforce to meet these demands will certainly impact on how/what skills are delivered, funded and utilised. Glasgow Kelvin College is already consulting on and planning for this impact.

**11.2** In response to the opportunities and challenges outlined, the College established a Modern Learning Environment Working Group which has explored how best to plan for and implement new frameworks, physical environments, technologies and pedagogical practices which address these.

**11.3** Glasgow Kelvin College contends that the essential skills for becoming an effective learner and a resilient and adaptable individual are the self-management to focus on current priorities, the social intelligence to work collaboratively, the ability to be analytical and innovate in resolving problems, and strong skills in literacy, numeracy and digital literacy.

**11.4** This view sits comfortably with the recent thinking of Scotland’s national skills agency and its Qualifications Authority. Skills Development Scotland have published recently Skills 4.0 which sets out their definition of meta-skills and the Scottish Qualifications Agency are placing these meta-skills alongside literacy, numeracy and digital literacy at the heart of their next generation of qualifications.

**11.5** Glasgow Kelvin College defines essential skills more fully as:

- **self management** – taking responsibility for your own behaviour and wellbeing through focussing, integrity, adapting and initiative;
- **social intelligence** – awareness of the feelings, needs and concerns of others in order to navigate and negotiate social relationships and environments through communicating, feeling, collaborating and leading;
- **innovation** – the ability to define and create positive change through curiosity, creativity, sense making and critical thinking;
- **literacy** – the ability to read and write and to communicate orally;
- **numeracy** – the ability to work with numbers or graphical information; and
- **digital literacy** – the ability to work online safely, proficiently and productively to access information and create content.

**11.6** The College also emphasises, both in its Learning, Teaching and Assessment Strategy and through its professional learning programmes, its view that:

- learners develop skills as much as a consequence of how they are taught and learn, as what they are taught or learn; and
- the development of these essential skills is most effective when they are practised in a work related or “live” context in which their development is explicitly discussed in a constructive and timely manner.

**11.7** The College particularly recognises that approaches that develop the ability to learn through planning, implementing and reviewing, which encourage learners to work and learn together as well as independently, and which ensure that learners receive timely, constructive feedback on their performance can have a significant role in closing the attainment gap