

## Board of Management Performance & Nominations Committee

<b>Date of Meeting</b>	<b>Monday 24 January 2022</b>
<b>Paper No.</b>	<b>PNC3-G</b>
<b>Agenda Item</b>	<b>4.4.4</b>
<b>Subject of Paper</b>	<b>Scenario Planning – Upskilling &amp; Reskilling – Jan 22</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Roy Gardner (Vice Principal, Corporate Development &amp; Innovation)</b>
<b>Date of production</b>	<b>13 January 2022</b>
<b>Action</b>	<b>For Noting</b>

### 1. Recommendations

That the PNC note the College's activity to date and continued plans for Up- and Re-skilling provision, delivered through both the Young Person's Guarantee (YPG), National Transition Training Fund (NTTF) and the Flexible Workforce Development Fund (FWDF).

## 2. Purpose of report

- To update the PNC about related activity to date.
- To highlight the College's response from August to date.
- To detail next steps, by way of planning for the College's contribution to Scotland's 'Skills Led Recovery'.

## 3. Key Insights

### **Flexible Workforce Development Fund (FWDF)**

The FWDF aims to provide employers with flexible development training opportunities to support inclusive economic growth through upskilling or re-skilling of employees. The Fund is in addition to apprenticeship support and is available to SME's and Apprenticeship Levy Paying Companies.

### **Young Person's Guarantee (YPG)**

The Young Person's Guarantee aims to *"guarantee every young person aged between 16 and 24 in Scotland the opportunity, based on their own personal circumstances and ambitions, of going to university or college, an apprenticeship programme, training, fair employment including work experience, or participating in a formal volunteering programme."*

In session 2020/21 the GCRB allocated the College had a limited number of credits for YPG activity. We expect a similar allocation and funding methodology for session 2021/22.

### **National Transition Training Fund (NTTF)**

Re-launched in October 2020 to tackle the rise in unemployment caused by COVID-19, the National Transition Training Fund is administered by Skills Development Scotland (SDS) and helps people prepare for a new career by offering short, sharp training opportunities for in-demand skills. It is available to > 25 year olds who are unemployed, at risk thereof, or at risk of redundancy. SDS administers the Fund, and links it to PACE interventions as appropriate. However, we expect funding will again be available to colleges and local authorities.

### **2021/22 Activity & Planning:**

**FWDF** - For Year 5 (2021/22) the FWDF is offered to levy-paying employers (under Phase 1 of the fund) and to SME employers (under Phase 2). Levy-paying employers retain the raised cap of up to £15,000 per applicant originally set in year 2. SME employers can access up to £5,000 in training funds as introduced in year 4. As introduced in year two, levy-paying employers have the flexibility to pass on the benefits of the Fund to their supply chain (including SME's) though it is anticipated that most SMEs in this situation would choose to make their own application under Phase 2 of the fund.

At the time of writing £17m has been released to run through colleges,

- £13m through Phase 1
- £4m through Phase 2
- The remaining £3m has been released through Open University in Scotland and SDS to support other training applications for specialist subjects.
- CoGC's allocation for 21/22 is **£1,136M**

*FWDF Table of activity to date:*

<b>FWDF 21/22 Phase 1 Levy</b>		<b>FWDF 21/22 Phase 2 SME</b>	
Approved Applications	£59,355.00	Approved Applications	£16,521.00
Applications in progress	£1,150,500	Applications in progress	£219,100.00
Value	<b>£1,209,855.00</b>	Value	<b>£235,351.00</b>
		Total	<b>£1,445,206.00*</b>

*\*although this is above the initial allocation of funds dialogue with GCRB/SFC is ongoing to ensure we can exceed this amount.*

- We established a development team to switch materials to a format that could be used for online delivery through platforms such as Zoom, Microsoft Teams and Google Hangouts.
- We have now developed **85 courses** that can be undertaken exclusively online (see details at **Appendix B**).
- FWDF Courses have a satisfaction rating of over 90%
- FWDF activity has a client retention rate of 65%
- In addition, we have worked across each Faculty with the Associate Deans, to develop our online course to include a further **122 courses**. Faculties are now utilizing these courses for the YPG/NTTF activity.
- From the start of lockdown to the end of December 2021, we have delivered **2,126 courses, training over 10,000 employees for FWDF alone.**

**Young Persons Guarantee /National Transition Training Fund** - SFC recently announced the 2021-22 funding and targets for NTTTF & YPG activity. The College have agreed with GCRB to deliver an additional **7,000 Credits generating £2m of teaching grant with associated £1m of student support and £163k** of course development. All Faculties are now fully engaged in the process of course development for planned delivery before end of July 2022. It should also be noted that the guidance for both funds was issued later than expected (October 2021) therefore some Colleges are not able to use their credit allocation and/or develop appropriate courses for industry/individuals.

Our course activity will range from HNC fast-track (typically 6 months in durations) and a series of shorter courses from 2 weeks – 12 weeks.

The teaching delivery, student enrolments, retention and planned courses will be closely monitored to ensure that participants are satisfied, and that they are fit for purpose and to ensure that the credit allocation is achieved.

#### **4. Impact and implications**

##### **4.1 Skills Led Recovery (REFRESH, RESKILL, REBUILD)**

We naturally recognise the critical role of Scotland's leading tertiary institution in supporting the economic recovery through Re- and Up- skilling. Through the various schemes outlined earlier and to support the changing labour markets created by COVID-19, the team will continue to work with the Scottish Funding Council, Skills Development Scotland and the relevant local authorities across the Glasgow City Region (GCR) – 8 in total, to ensure that City is front and centre. As you will be aware, City enjoys a symbiotic relationship with business therefore, we are extremely well placed to offer a suite of employment-related, skills-based training programmes to match targeted re- and/or up-skilling demand on an ongoing basis.

It is also worth noting here one of the significant opportunities that the College is leading on; (Home Energy Retrofit Programme) through Glasgow City Region:

[\\*https://glasgowcityregion.co.uk/what-we-do/strategy-and-programmes/economic-recovery/housing-energy-retrofit/](https://glasgowcityregion.co.uk/what-we-do/strategy-and-programmes/economic-recovery/housing-energy-retrofit/)

The Associate Dean for Construction & Built Environment is leading on this on behalf of the sector in establishing what infrastructure is required in line with future development and delivery of skills training.\*

For many businesses across the Glasgow City Region since March 2020, their priority has been crisis management, focusing on health and safety, operational restrictions and business survival. Working with our employer partners, we did expect to have more traction and participation than we ultimately have experienced to date, particularly around PACE activity through SDS and DWP with the projected unemployment figures. This hasn't yet happened and it has been widely reported that there are recruitment shortfalls across a number of key areas, including those most affected by the pandemic. However as businesses begin to embrace the 'new normal' focusing on the next set of workforce challenges and planning for recovery, the

changed ways of working that this brings, will be a priority<sup>1</sup>. The College is continually working with a wide range of stakeholders ensuring that their skills requirements are being addressed.

#### 4.2 Re- and Up-skilling: Industry Academy Skills Canvas

According to the Cumberford-Little Report:

- Upskilling is the process of learning new competencies to stay in a current role, due to the change in skills required, addressing certain competencies for career progression.*
- Reskilling is the process of learning new competencies to transition to a completely different role.*

<sup>1</sup> <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/covid-19/covid-19-workforce-strategies-for-post-covid-recovery.html>

Upskilling and Reskilling are effective strategies for employers to address skills shortages: the example at **Appendix A**. (Industry Academy Skills Canvas) illustrates how the Corporate Development Team addresses the approach taken with businesses and individuals.

We have now developed a comprehensive range of programmes with employers designed to be delivered flexibly either online, blended or face to face.

Programme duration can vary to meet employer/individual need, for example:

- Workshop format over one to two days**
- Programmes of one or two weeks duration**
- Grouping a set of skills areas to create industry relevant micro-credentials**
- Longer programmes of study**

The Canvas helps employers build skill sets that will address critical technical skills gaps while also building cognitive and emotional skills to support employees to adapt and respond to business change including:

- Developing Skills to work in a digital environment**
- Developing Cognitive Skills to respond to the need for change and innovation**
- Developing Social and Emotional Skills to encourage effective collaboration**
- Developing adaptability and resilience skills to adapt to changing business situations**

This Canvas can also help engage employers to address skills gaps they are experiencing now and in the future and support their workforce development needs; *and* act as a tool to engage employers to build a programme of up- and re-skilling training to meet skills needs across Scotland.

**Appendix B** provides a full list of FWDF available online programmes (85 in total).

### 4.3 Online Delivery Models currently used by CoGC.

Type of Delivery	Delivery Information	Duration	No of Students	No of Trainers	Comment
Webinar - Asynchronous	Online Presentation	One Hour	Any number	None	Can be delivered to any number of learners, however, no Trainer/Lecturer Interaction.
Webinar – Synchronous with chat facility for participants to ask questions	Online Presentation	One to 1.5 hours	50	One to deliver presentation and two Facilitators to support Chat and Moderate	Mostly one way directional delivery with the opportunity for Participants to ask questions. However, difficult to answer all questions, they can be asked out of context if the presentation is moved on and question can be lost. Would need to follow up and answer questions and email to participants after Webinar.
Webinar – Synchronous	Online Presentation	One hour run 4 times per day	Any number	One Trainer to deliver presentation 4 times per day	Can be delivered to any number of learners, however, no Trainer/Lecturer Interaction.
Webinar/ Delivery – Asynchronous/ Synchronous	Online Presentation (using H5P on My City) supported with a Case	5 Days	100 students	4 Facilitators for the 2 hour session	Added value of self-directed study and Trainer/Lecturer input.

Type of Delivery	Delivery Information	Duration	No of Students	No of Trainers	Comment
Current China Model	Study/video/ links to further reference material. Presentation can include questions (eg fill the blanks) and solutions	3 hours/day self-directed study: presentation/case study and questions.  2 hours – break in to online breakout rooms with Trainer to answer questions and clarification and discussion around presentation/case study.	25 students in each break out room		
Trainer/Lecturer Delivery – Synchronous  Current FWDF Model	Presentations/ Videos/ exercises	Half, one or two days	15	One Trainer	Good interaction with learner and trainer/lecturer. Opportunity to ask questions and have real meaningful engagement in the training. Preferred model of online delivery.

Below is an outline plan based on the Upskilling & Reskilling for Flexible Workforce Development Fund (FWDF) Young Person's Guarantee (YPG) and National Transition Training Fund (NTTF);

ONGOING ACTIVITY <i>(X) No of developed courses for sectors</i>	EMERGING ACTIVITY (JAN-JULY 2021)	KEY CONSIDERATIONS
<ul style="list-style-type: none"> <li>• 200+ courses per month – FWDF</li> <li>• Target Key sectors, utilizing agencies and industry contacts for:               <ul style="list-style-type: none"> <li>• Retail (6)</li> <li>• Hospitality &amp; Culinary (8)</li> <li>• Construction (24)</li> <li>• Financial Services (2)</li> <li>• Health &amp; Safety (9)</li> <li>• Bus &amp; Mngt (30+)</li> </ul> </li> <li>• Ongoing procurement of temporary &amp; flexible bank/delivery staff</li> <li>• Establish working model for out-with normal opening times</li> <li>• Share info/activity with GCRB, SDS, DWP and Community Planning Partnerships (CPP) when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Faculties to finalize course content across their respective areas</li> <li>• Publish content with start/end dates go to recruitment</li> <li>• Streamline enrolment and admissions processes</li> <li>• Identify key personnel within each Faculty area</li> <li>• Create a Promotional campaign</li> <li>• Establish relevant industry contacts to follow up on job opportunities post course</li> <li>• Establish appropriate reportage with demonstrable outcomes</li> <li>• Further scoping of activity around the Home Energy Retrofit requirement</li> </ul>	<ul style="list-style-type: none"> <li>• COVID restrictions impacting on delivery               <ul style="list-style-type: none"> <li>• Student numbers per space,</li> <li>• Restrictions including physical space for 'Vocational &amp; Practical based delivery'</li> <li>• Ventilation of teaching spaces</li> <li>• Transportation to Campus</li> <li>• Work from Home 'if you can' guidance</li> </ul> </li> <li>• Funding rules models 'YPG &amp; NTTF' and accessibility of funding</li> <li>• Minimum No of participants (ensuring cohort is financially viable)</li> <li>• Costings for course materials (practical)</li> <li>• Extended opening costs &amp; expenditure</li> <li>• Additional PPE costs &amp; expenditure if applicable</li> <li>• Ongoing or re-introduction of rules/restrictions at short notice</li> </ul>



## **Next steps**

Matching demand with targeted re- and/or up-skilling can be pursued through collaboration with all the associated agencies and bodies involved, including The Chamber of Commerce network and Federation of Small Businesses. This activity can be delivered at scale, but will require an expanded and more flexible approach from the SFC.

**Re-skilling** will be needed as a continual PACE-type intervention for workers in the hardest hit sectors (Hospitality, Leisure, Tourism, Retail, Service sectors and Manufacturing) and for some of our most vulnerable groups who were previously employed in zero-contract and 'gig economy' jobs pre- COVID. These workers will need quickly to learn new skills and competencies (either at entry, intermediate or advanced levels) to enable easier transitioning into more resilient sectors.

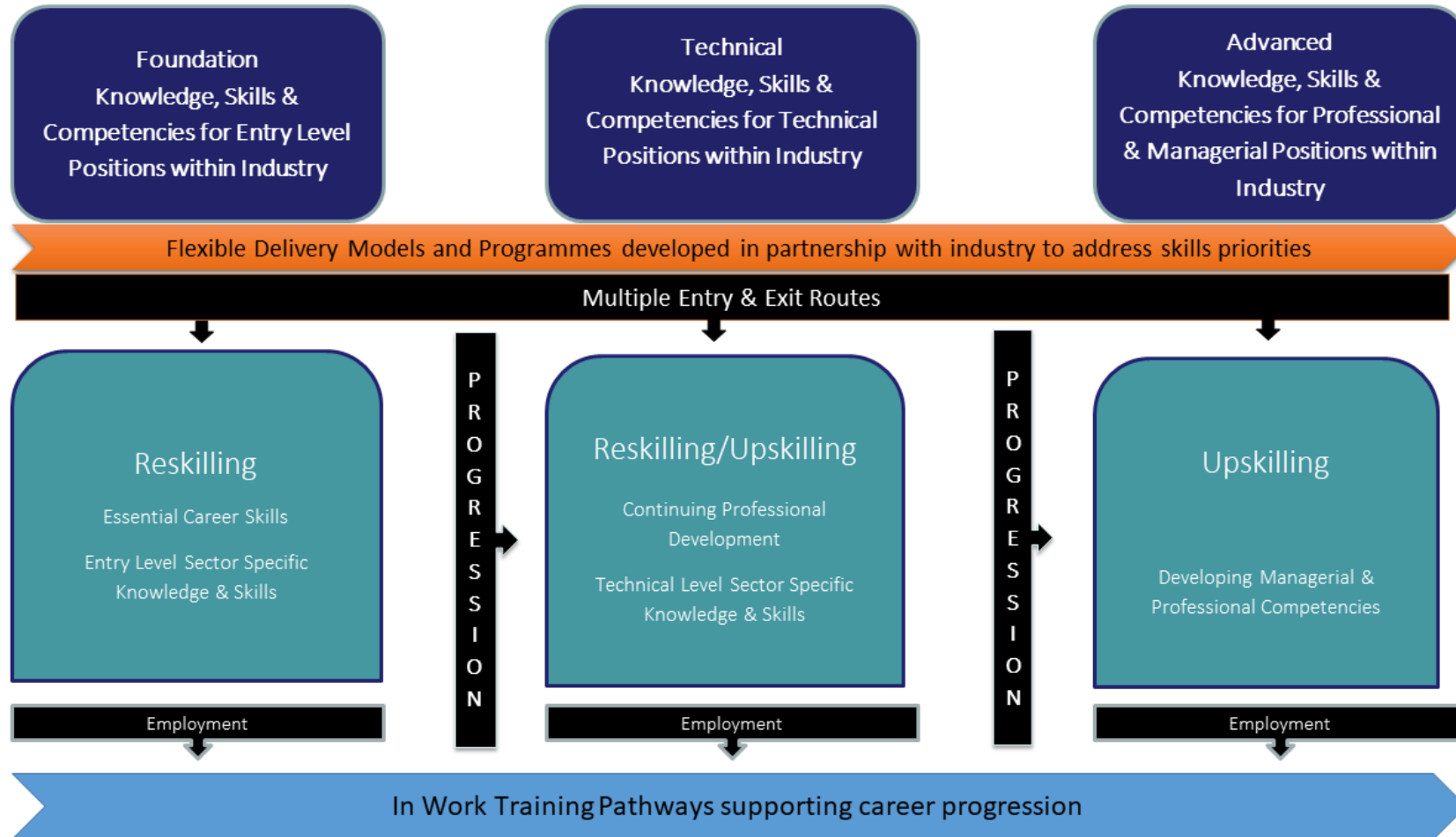
**Up-skilling** and learning new skills and competencies to enable workers to stay within their current job / sector might mean that workers, managers or micro-owners in key Economic Sectors could acquire digital skills, coding, social media, selling, marketing, creativity, emotional intelligence, decision-making skills (etc.) to help them pivot to new markets or adapt to new business models. Up-skilling can also prove helpful to transition back-office staff from hospitality, retail and manufacturing to Fintech and financial services. The Barclays model in Glasgow is an excellent example of how college & industry partnership developed and delivered a successful 13 and 6 week Up-skilling conversion course.

**Credentialisation**, including the acquisition of micro-credentials, from SCQF /SQA or from over 100 other Awarding Bodies that the College sector currently uses – (consistent with the Cumberland- Little report) – can provide credit for both up- and re-skilling interventions. But it might not be required by some employers, particularly those who urgently need skilled-up workers. Employers can also access the extensive range of College accredited courses.

Licence to practice - on the other hand is needed more for those practical based occupations that have a safety, IT or professional component and which could be a pre-requisite to enter a particular job. For example if a worker in retail or hospitality or any hard-hit sector wanted to transition to an intermediate role in Health, Maritime or Construction they would likely need a credential / qualification.

**APPENDIX A**

Industry Academy Skills Canvas



## **APPENDIX B**

### **FWDF courses – 85 Courses**

The following courses are available for online delivery:

- CMI Level 3 Award in Principles of Management and Leadership
- CMI Level 3 Certificate in Principles of Management and Leadership
- CMI Level 5 Award in Coaching and Mentoring
- CMI Level 5 Certificate in Coaching and Mentoring
- CMI Level 5 Award in Management and Leadership
- CMI Level 5 Certificate in Management and Leadership
- Accountability and Responsibility
- Assertiveness
- Better Conversations: Effective Feedback
- Bidding for Business
- Building and Leading Teams
- Building Successful Relationships
- Coaching And Mentoring Skills for Senior Leadership
- Coaching Conversations for Managers
- Coaching Skills
- Customer Service
- Dealing with Difficult People
- Dealing with Difficult Situations and Relationship Building
- Developing Personal Resilience
- Dignity at Work
- Effective Leadership
- Emotional Intelligence
- Facilitation Skills
- Facilitation Skills: Using Zoom for Online Learning
- Fire Marshalling
- GDPR Awareness
- Giving and Receiving Feedback
- Group Facilitation Skills for Young People
- Influencing Skills
- Interview Techniques
- Introduction to Coaching and Mentoring
- Managing Agile Performance (MAP) for Managers
- Managing Change
- Managing Communication
- Managing Difficult Communications

- Managing Difficult People
- Managing Meetings and Briefings
- Managing Remote Teams
- Managing Team Expectations
- Mental Health Awareness
- Microsoft Excel: Introductory
- Microsoft Excel: Intermediate
- Microsoft Excel: Advanced
- Microsoft Word: Introductory
- Microsoft Word: Intermediate
- Microsoft Word: Advanced
- Mindfulness
- Motivating Your Team
- Negotiation Skills
- Positive Psychology
- Presentation Skills
- Procurement's Key Role in an Organisation
- Risk Assessment Awareness
- Risk Management
- Social Media Awareness
- Strategic Business Planning
- Strategic Marketing
- The Role of the Manager
- Thinking Creatively
- Time Management and Prioritisation
- Writing Effective Emails
- Writing for Impact
- Basic Supervisory Skills
- Diversity Awareness for Business
- Managing Agile Performance (MAP) and Values for Employees
- Managing Effective Meetings
- Religious Awareness
- Train the Trainer
- Elementary Food Hygiene
- Intermediate Food Hygiene
- Advanced Food Hygiene
- IOSH Working Safely / Equiv
- IOSH Managing Safely / Equiv
- NEBOSH National General Certificate in Occupational Health and Safety
- NEBOSH National Certificate in Construction Health and Safety
- NEBOSH National Diploma in Occupational Health and Safety
- CIOB Chartered Membership Programme

- Scottish Certificate for Personal Licence Holders
- Scottish Certificate for Personal Licence Holders (Refresher)
- HABC Customer Service
- Management of Legionella
- Wines and Spirits Education Trust Course
- Infection Control
- Mental Health Awareness SQQF levels 4, 5 and 6
- Chartered Institute of Marketing

## GLOSSARY:

<b>ASYNCHRONOUS LEARNING</b>	Learning not in real time that can be delivered to any number of learners, however, no Trainer/Lecturer Interaction takes place.
<b>BUSINESS DIRECTORS GROUP</b>	Group of Business Development representatives from Colleges across Scotland
<b>CPP</b>	Community Planning Partnerships (associated with Local Authorities)
<b>DWP</b>	Department of Work & Pensions
<b>FWDF</b>	Flexible Workforce Development Fund
<b>GCR</b>	Glasgow City Region, 8 partner councils that make up Glasgow City Region working with local and national stakeholders to drive Regional economic growth and improvement
<b>JRS</b>	Job Retention Scheme
<b>INDUSTRY ACADEMY SKILLS CANVAS</b>	City's model for assessing and undertaking Training Needs Analysis with Small & Medium size enterprises
<b>PACE</b>	Partnership Action Continuing Employment
<b>PTP</b>	Private Training Providers
<b>SYNCHRONOUS LEARNING</b>	Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place <i>(for example, some students may participate onsite while others may participate remotely, both at the same time).</i>
<b>SDS</b>	Skills Development Scotland