

Board of Management

Date of Meeting	Wednesday 15 June 2022
Paper No.	BoM4-J
Agenda Item	4.2.4
Subject of Paper	Upskilling & Reskilling Scenario
FOISA Status	Disclosable
Primary Contact	Roy Gardner (Vice Principal, Corporate Development & Innovation)
Date of production	06th June 2022
Action	For Noting

1. Recommendations

That the Board of Management 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) and the Flexible Workforce Development Fund (FWDF)

2. Purpose of report

- To update the BOM about related activity to date
- To highlight the College's response for session 2021/22
- To detail next steps, by way of planning for the College's contribution to Scotland's 'Skills Led Recovery'.

3. Context

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.

Please note; The NTTF will no longer be used for session 2022/23.

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 May 2022:

FWDF 21/22 Phase 1 Levy		FWDF 21/22 Phase 2 SME	
No of Courses	1016	No of Courses	261
(£) Value	£920,991	(£) Value	£188,978
		Total	£1,109,969*

**This is the amount for session 21/22 only. The previous sessions are also being undertaken within the allocated deadline.*

- 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%
- **CoGC is expected to exceed its allocation for 21/22**
- In addition, we have worked across each Faculty with the Associate Deans, to develop our online course to include a further **122 courses**.
- From the start of lockdown to the end of December 2021, we have delivered almost **3000 courses, training over 14,000 employees for FWDF alone**.

Young Persons Guarantee /National Transition Training Fund – Towards the end of 2021, SFC announced the 2021-22 funding and targets for NTTF & YPG activity. The College 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 have been engaged in the process of course development for planned delivery before end of July 2022.

May 2022

As part of the ongoing discussions about in-year redistribution, we were approached by GCRB to see if the College could accept additional funding. We are therefore continuing to champion the cause of the Glasgow region, with confirmation of the following:

- £100,000 additional funding for FWDF SME employer fund, and work has begun to distribute to colleges
- A new £881,000 allocation (3000 Credits from national returns) to meet City of Glasgow College's request for additional YPG
- £165,000 (372 Credits) available for allocation across Glasgow colleges for YPG activity

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 both represented and involved in the Skills delivery ambition

The College is 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.

Glasgow City Region (GCR)

The College has been leading on the research required across the College network within the GCR for the (Home Energy Retrofit Programme)

<https://glasgowcityregion.co.uk/what-we-do/strategy-and-programmes/economic-recovery/housing-energy-retrofit/>

The Associate Dean for Construction & Built Environment has lead on this on behalf of the sector, establishing what infrastructure is required in line with future

development and delivery of skills training*. An announcement is expected over summer 2022, with the first phase of activity expected to commence in session 2022/23.

Climate Emergency Skills Action Plan (CESAP)

*[*https://www.skillsdevelopmentscotland.co.uk/media/47336/climate-emergency-skills-action-plan-2020-2025.pdf](https://www.skillsdevelopmentscotland.co.uk/media/47336/climate-emergency-skills-action-plan-2020-2025.pdf)*

Published in December 2020, the [Climate Emergency Skills Action Plan](#)* sets out the government's plan to maximise the transition to net-zero for Scotland, ensuring that Scotland's workforce has the skills required to make the transition to net-zero a just transition, fair and inclusive to all. It will act as a driver towards Scotland's ambition to be a world leader in decarbonisation, aiming to reduce reach zero greenhouse gases by 2045, with an interim reduction of 45 per cent by 2030

Through discussion with the Energy Skills Partnership, it is clear that this document will be one of the main policy drivers and used as a plan to enact a range of initiatives that the sector will have to respond to.

National Strategy for Economic Transformation (NSET)

<https://www.gov.scot/publications/scotlands-national-strategy-economic-transformation/>

A new National Strategy for Economic Transformation, was published in March 2022. The strategy contains over 70 actions across five key priority programmes that have been identified as having the greatest potential to deliver economic growth that significantly outperforms the last decade within the current constitutional arrangements. Investment will be prioritised in **entrepreneurialism, skills and retraining and the development of new markets and opportunities, particularly in the Just Transition to net zero**

Through dialogue with SFC, there is an opportunity for the College to re-establish work with Start-Up businesses and the creation of enterprises spaces and activity.

For many businesses across the Glasgow City Region their priority has been crisis management, focusing on health & safety and economic recovery. Working with SDS, Glasgow Chamber of Commerce, Glasgow City Council and through our extensive employer network, we did expect to have more traction and participation than we ultimately have experienced to date, particularly around PACE activity through SDS and DWP. As you will be aware there has been an ongoing contradiction with widely reported recruitment shortfalls across a number of key sectors and an expected rise in unemployment. 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 priority¹. The College is continually working with a wide range of stakeholders ensuring that their skills requirements are continually 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.*

¹ <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.

Ongoing Activity

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

The College is represented on a range of planning, policy and steering groups relevant to the skills led recovery.

Re-skilling will be needed as an 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.

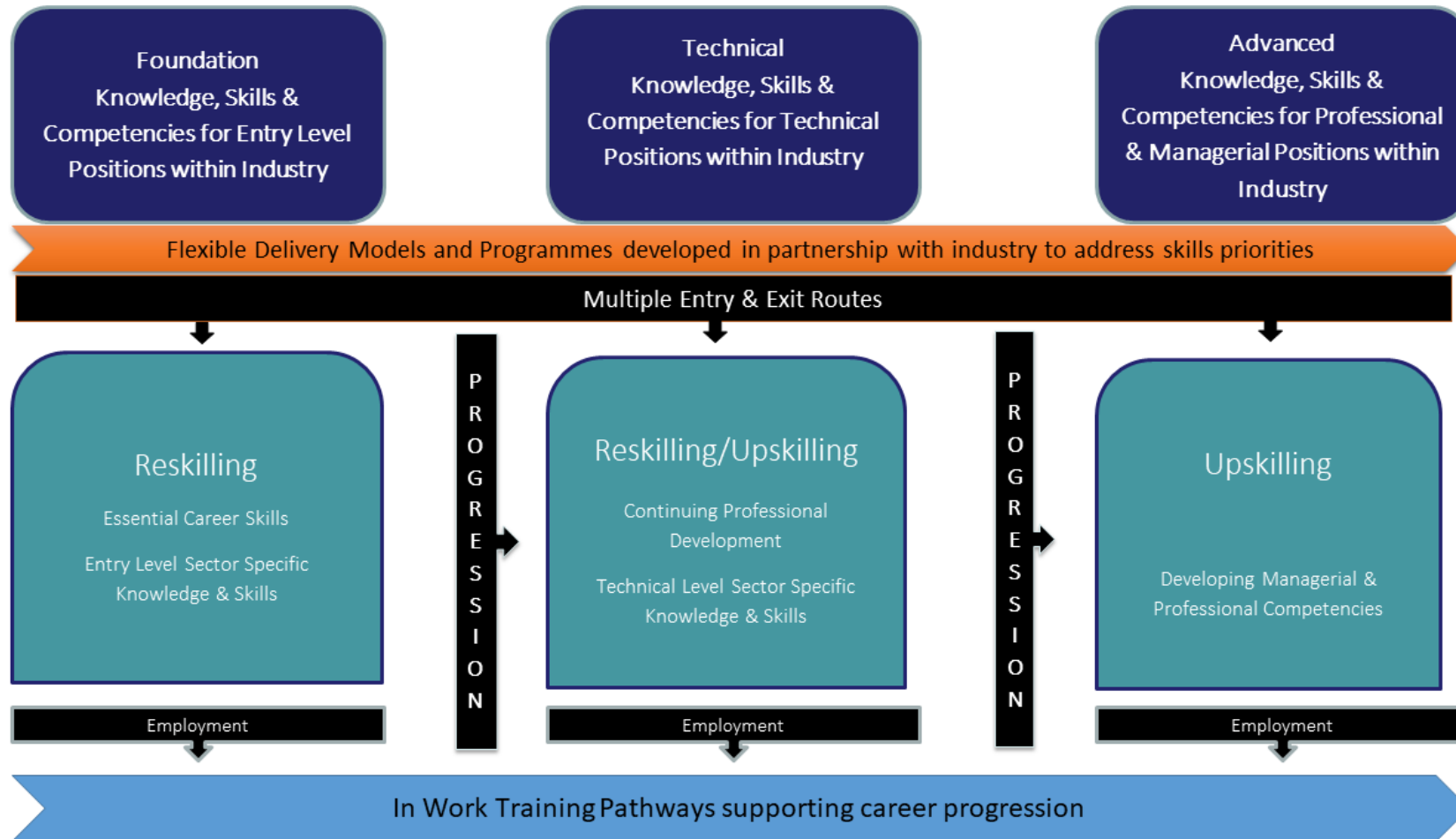
Up-skilling and learning new skills and competencies to enable workers to stay within their current job / sector might mean that workers, managers or micro-owners in key Economic Sectors could acquire digital skills, coding, social media, selling, marketing, creativity, emotional intelligence, decision-making 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 Cumberford-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 SQF levels 4, 5 and 6
- Chartered Institute of Marketing

GLOSSARY:

ASYNCHRONOUS LEARNING	Learning not in real time that can be delivered to any number of learners, however, no Trainer/Lecturer Interaction takes place.
BUSINESS DIRECTORS GROUP	Group of Business Development representatives from Colleges across Scotland
CESAP	Climate Emergency Skills Action Plan
CPP	Community Planning Partnerships (associated with Local Authorities)
DWP	Department of Work & Pensions
FWDF	Flexible Workforce Development Fund
GCR	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
JRS	Job Retention Scheme
INDUSTRY ACADEMY SKILLS CANVAS	City's model for assessing and undertaking Training Needs Analysis with Small & Medium size enterprises
NSET	National Strategy for Economic Transformation
NTTF	National Transition Training Fund
PACE	Partnership Action Continuing Employment
PTP	Private Training Providers
SYNCHRONOUS LEARNING	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>
SDS	Skills Development Scotland
YPG	Young Persons Guarantee