

Board of Management Performance & Nominations Committee

Date of Meeting	24 June 2020
Paper No.	PNC5-F
Agenda Item	4.5
Subject of Paper	Scenario Planning – Upskilling and Reskilling (FWDF)
FOISA Status	Disclosable
Primary Contact	Roy Gardner (Vice Principal, Corporate Development & Innovation)
Date of production	22 June 2020
Action	For discussion and decision

1. Recommendations

That the Committee discusses the College's proposals for up- and re-skilling provision, delivered through the Flexible Workforce Development Fund (FWDF).

2. Purpose of report

To update on FWDF activity to date and, the College's response since lockdown; and in particular, to facilitate discussion on our Industry Academy Skills Canvas and Online Delivery Models.

3. Context

The purpose of the FWDF is to provide employers with flexible workforce 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 Levy Paying Companies. Given the urgent need for Re- and Up-Skilling, the fund is expected to be significantly expanded to allow for a Skills and Investment led recovery.

4. Impact and implications

Overall, colleges will have to tackle a skills-led recovery sector by sector. It is therefore crucial that rules and regulations around the administration of the FWDF are relaxed to include the SME sector and mandatory training for representative industries allowing Colleges to engage with a wider ecosystem of key stakeholders including employers, employees, universities, Chamber and College network, Sector Skills bodies, Industry groups, local and national governments and agencies such as DWP.

If the Fund is expanded to £30M, this would allow the college sector to set out detailed proposals to reinforce incentives to employers and employees, support and train the unemployed. This increase in FWDF funding would enable colleges to do what they do best, work directly with industry, stakeholders and communities which will ultimately impact positively on the business community and economy for Scotland.

1. Background:

The Scottish Government allocated £10 million for the FWDF in its pilot year 2017/18, distributed by the Scottish Funding Council (SFC) to all regional colleges/strategic bodies across Scotland. The Fund focused on up- and re-skilling existing employees of any age, with individual businesses (but only those that paid the Apprenticeship Levy) able to apply for up to £10,000. Now in its 3rd year, the Fund has increased to £15k per company, with eligibility extended to non-levy payers, provided they form part of a Levy payers' supply chain. The annual allocation has remained at £10m each year since 17/18, of City's regional allocation – within the funds available to GCRB - has been £895k.

Like all colleges, City is required to develop a regional suite of training provision consistent with the ethos of the FWDF: a Fund driven by employers who access training provision to meet recognised skills gaps. City continues to support this by helping employers develop their applications and working with Levy-paying employers in our region to identify the training required to make a demonstrable return on investment.

The majority of FWDF delivery sits within Corporate Development, relying on 1 FTE Manager and 1 FTE Admin Officer, 10 bank staff and 10 Associate Trainers to deliver the programmes. A core team of 2 fixed term and 2 bank lecturing staff have been undertaking initial development work and course delivery. As online delivery increases the work has expanded to the wider team of FWDF bank lecturers and Associate Trainers as required.

2. Lockdown – March to date:

From late January 2020, an increasing number of FWDF clients contacted the college expressing concern about scheduled training given the escalation of COVID-19. Many began to postpone training as their management teams made decisions on how to respond. On 17th March, City suspended face-to-face training, and switching to home working, ahead of the national UK-wide lockdown from 23rd March.

3. Initial response

The CoGC response to this situation was twofold:

3.1 We postponed all training for the remainder of March and all of April, notifying affected clients.

3.2 We established a development team to switch materials to a format that could be used for online delivery through platforms like Zoom, Microsoft Teams and Google Hangouts. We targeted re-establishing scheduled training delivery from 1st May onwards.

4. Client contact.

While we developed new material, the FWDF Team continuously liaised with clients, maintaining relationships and, where possible, helped them re-schedule or postpone training as they adjusted to the new situation. Initially clients seemed hopeful the situation was short-term, with the number of courses in May reflecting this, but June was much busier as companies adjusted to the reality of COVID, and the likelihood of constraints in place for the foreseeable future.

5. Skills Led Recovery

While COGC's priority is ensuring staff and learners can safely resume online, blended and face-to-face learning, we recognise our crucial role in supporting economic recovery through re- and up-skilling individuals to support the changed labour markets created by COVID-19.

The Association of Colleges¹ has identified four key challenges colleges should address; City is urgently establishing plans to address each of these challenges

1. More young people (16 to 25-year olds) needing college places owing to high unemployment and being crowded out of jobs;
2. A large cohort of young people, particularly new college starters, needing support to 'catch up' in learning after several months of lockdown;
3. Fewer apprenticeship places, leading to a large number of apprentice redundancies and a shortage of new places for aspirant apprentices; and
4. Large numbers of adults needing training to help them move from the sectors most at risk, into those which might expand or recover more quickly. This issue may be escalate if furloughed workers subsequently face redundancy.

In summary, the learning landscape has changed in ways that will require us to deliver new skills to students and employees: adapting skills supply will be crucial to supporting economic recovery.

For many businesses, a first priority has been crisis management, with a focus on health and safety and essential services. But as they begin to emerge from the response phase, focusing on the next set of workforce challenges in planning for recovery, and the changed ways of working that implies, will be a priority².

City has developed significant and positive employer relationships over the years - particularly in priority keyworker and 'recoverable' sectors. We are therefore extremely well placed to offer a suite of employment-related, skills-based training programmes to match targeted re- and/or up-skilling demand.

6. Re- and Up-skilling: the Industry Academy Skills Canvas

According to the Cambridge Dictionary:

- *Upskilling is the process of learning new skills or of teaching workers new skills.*
- *Reskilling is the process of learning new skills so you can do a different job, or of training people to do a different job.*

¹ <https://www.aoc.co.uk/rebuild-skills-led-recovery-plan>

² <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/covid-19/covid-19-workforce-strategies-for-post-covid-recovery.html>

Reskilling means looking for people with ‘adjacent skills’, close to those a company requires, while upskilling means helping employees acquire new, advanced skills to close talent gaps.

Upskilling and reskilling are effective strategies for employers to address skills shortages: the example at **Appendix A** (Industry Academy Skills Canvas) illustrates how City has addressed the reskilling and upskilling of individuals in the Supply Chain Sector.

We have developed programmes with employers designed to be delivered flexibly either online, blended or face to face. Programme duration can vary to meet employer 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 with 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 list of currently available online programmes.

7. Current Costing Model: Lecturer Hourly Rate

The Lecturer Hourly rate (with profit margin) is shown below:

£105/hour	30% profit margin
£92/hour	20% profit margin
£82/hour	10% profit margin

8. FWDF Delivery

Year 2 figures for FWDF below offers a full year’s delivery reflecting face to face delivery in **2018/19**:

Hours of Training Delivered	4,218.5
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No. of Employee's undertaken training	9,476
No. of Courses Delivered	751

The Year 3 figures for FWDF below offers courses delivered and scheduled to be delivered online from, 1st May 2020 to end December 2020.

Hours of Training Delivered or scheduled to be delivered	1,620
No. of Students undertaking or scheduled to undertake training	3,612
No. of Courses Delivered or scheduled	259

9. City Enterprises Delivery

The figures for City Enterprises below offers a full year's delivery reflecting face to face delivery in 2018/19:

Hours of Training Delivered	1,707.5
No. of Students undertaken training	1,059
No. of Courses Delivered	152

10. Online Delivery Models

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 a series of assumptions based on the scenario of the Flexible Workforce Development Fund being used to administer the Skills Led recovery.

11. SUMMARY OF ASSUMPTIONS:

OPTIMISTIC ASSUMPTION	REALISTIC ASSUMPTION	PESSIMISTIC ASSUMPTION
<ul style="list-style-type: none"> • Increase FWDF budget to £30M • Rules & Regulations relaxed and made appropriate for Skills Led Recovery • SME sector can access the fund up to £15k • Mandatory Training included and not limited • Private Training Providers can be sub-contracted quickly via shorter procurement routes for contracted training • College sector retains autonomy and responsibility for Skills led recovery • Definite Job offer at the end of training 	<ul style="list-style-type: none"> • Increase in fund to £20M • Fund allows SME's to undertake training • City can double income potential of regional fund to £1.8M • Mandatory training included but limited to an amount per company • Private Training Providers allowed to be sub-contracted through normal procurement routes 	<ul style="list-style-type: none"> • Fund marginally increased • Existing rules & regulations still apply • Private Training Providers can access fund • SME's excluded from accessing the fund • Mandatory Training still restricted

12. Next steps.

The SFC and wider college sector colleagues need to clearly distinguish between a re-skilling and an up-skilling approach and credentialisation for all those workers who are either recently unemployed or currently furloughed and who may be at risk of unemployment.

Matching demand with targeted re- and/or up-skilling can be pursued through the Colleges' Business Development Manager's network, in collaboration with the Chamber of Commerce network and Federation of Small Businesses.

Both up- and re-skilling can be delivered at scale, but will require an expanded and more flexible FWDF approach (from SFC). With a supportive approach from SFC, we could scale up during the remainder of June, July and with perhaps a greater capacity from mid-August onwards (given the constraints of staff summer leave entitlement) though staff may be attracted by the possibility of a second contract/ overtime. One suggestion to SFC from the Business Development Network was to include Private Training Providers as sub-contractors, administered through colleges to upscale and increase capacity quickly. Were that approach adopted, the Scottish Training Federation could help signpost private training providers (PTP), many of which are currently furloughed.

Re-skilling will be needed as an urgent PACE-type intervention for workers in the hardest hit sectors (Hospitality, Leisure, Tourism, Retail, Oil & Gas, 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. For example E-Commerce programmes would immediately help those furloughed in retail, while hospitality workers might move into Care.

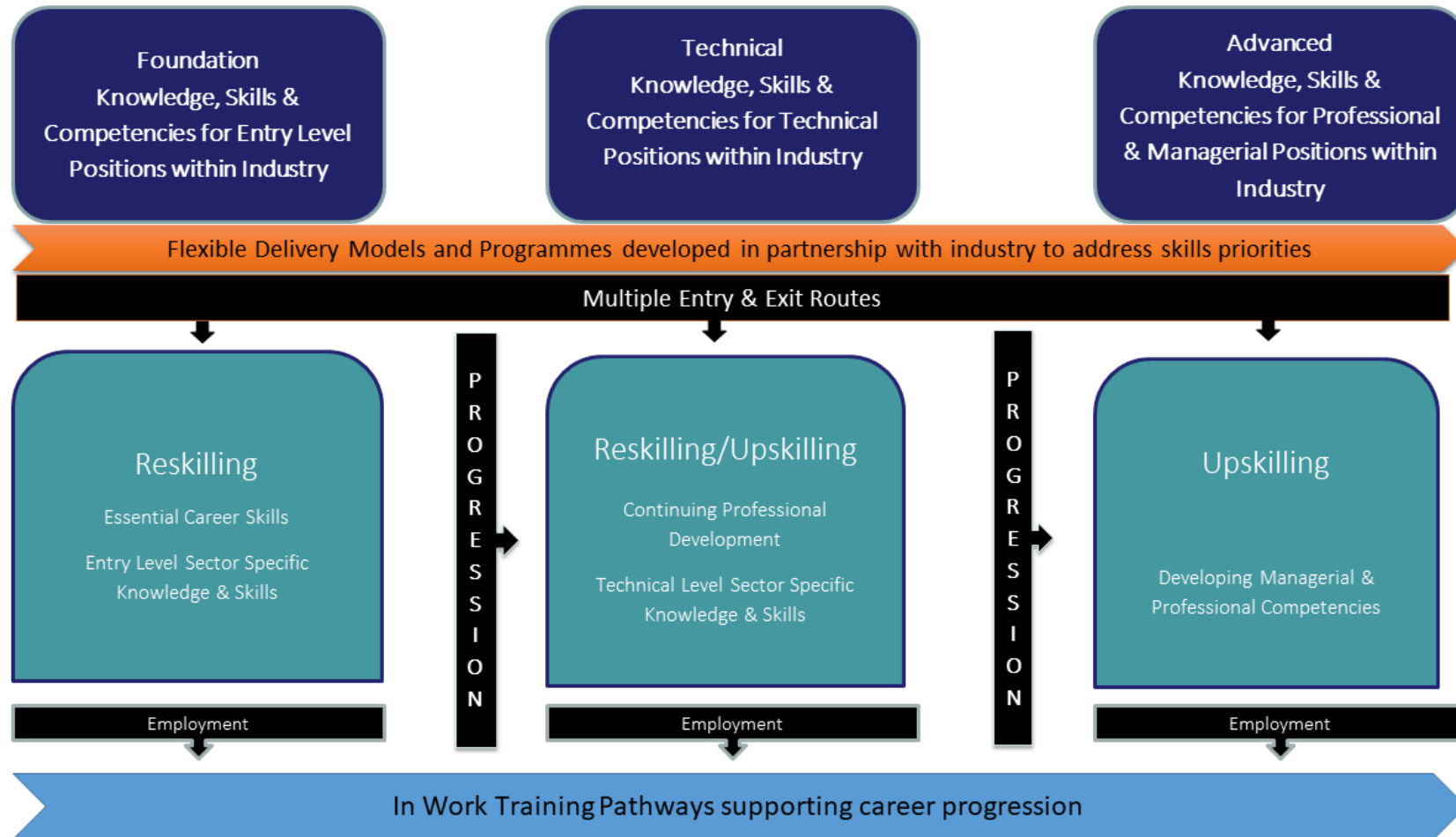
Up-skilling and learning new skills and competencies to enable workers to stay within their current job / sector might mean that workers, managers or micro-owners in key Economic Sectors could acquire digital skills, coding, social media, selling, marketing, creativity, emotional intelligence, decision-making skills (etc.) to help them pivot to new markets or adapt to new business models. Up-skilling could 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 6 week and 13 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 use) – as recommended in the Cumberland-Little report - could provide credit for both up- and re-skilling Intervention. But it might not be required by some employer, particularly those who urgently need skilled-up workers. Employers can also access the extensive range of College accredited courses.

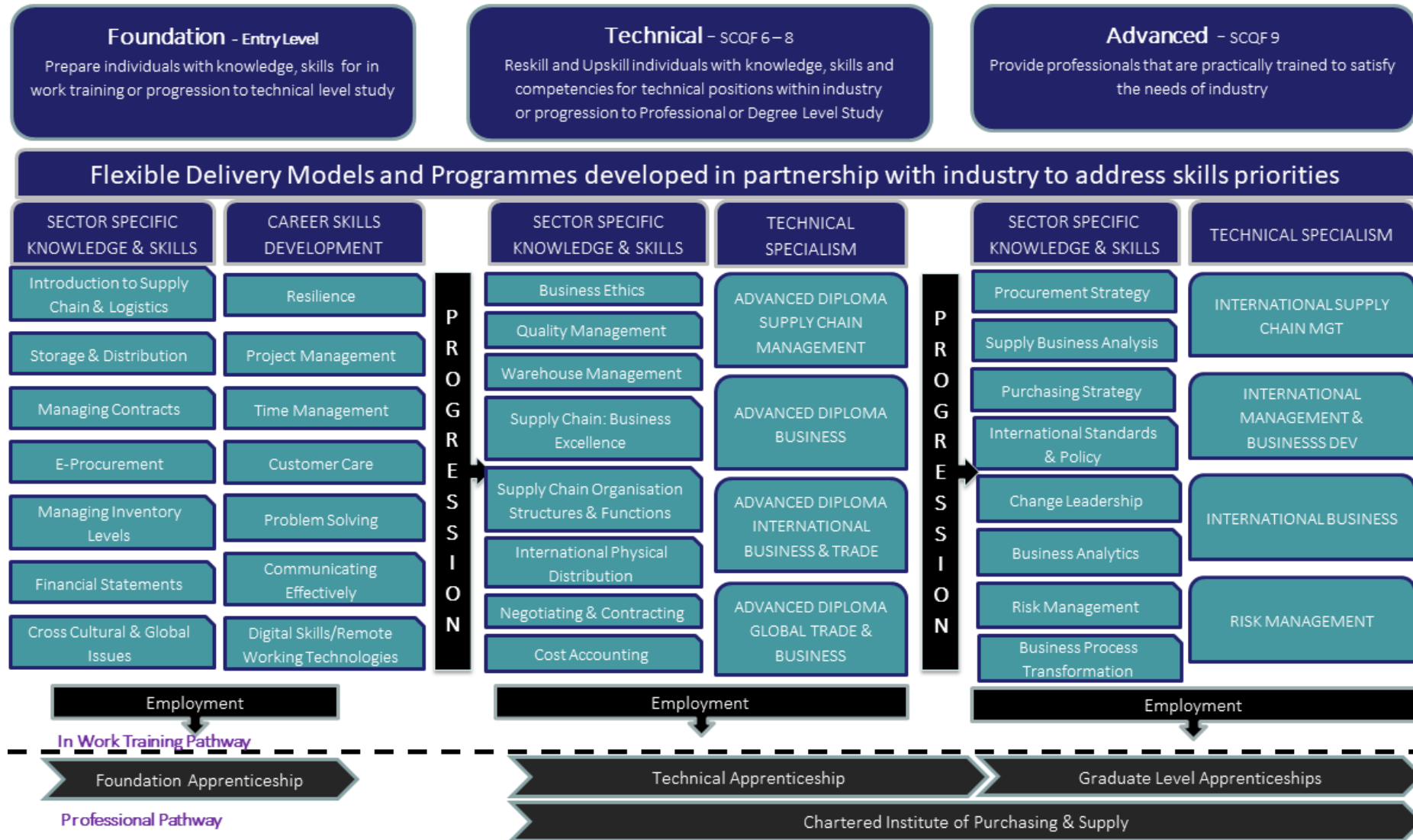
Credentialisation - licence to practice - on the other hand is needed more for those practical based occupations that have a safety, IT or professional component and which could be a pre-requisite to enter a particular job. For example if a worker in retail or hospitality or any hard-hit sector wanted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

APPENDIX A

Industry Academy Skills Canvas



Industry Academy Skills Canvas – Supply Chain Management



APPENDIX B

CITY ENTERPRISES ONLINE PROGRAMMES - 17

- 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 3 ,4 & 5
- Chartered Institute of Marketing - course in the progress of being approved for remote delivery

FWDF ONLINE PROGRAMMES - 44

- Supply Chain Fundamentals
- Supply Chain Logistics & Introduction
- Supply Chain International Physical Distribution
- Supply Chain Structures & Functions
- Supply Chain Business Analysis
- Bidding for Business
- CMI Level 3 Award in Principles of Management and Leadership
- CMI Level 5 Award in Coaching and Mentoring
- CMI Level 5 Award in Management and Leadership
- Assertiveness
- Building and Leading Teams
- Building Successful Relationships
- Dealing with Difficult People
- Developing Personal Resilience
- Dignity at Work
- Effective Leadership
- Emotional Intelligence
- Facilitation Skills: Using Zoom for Online Learning
- Giving and Receiving Feedback
- Influencing Skills
- Interview Techniques
- Introduction to Coaching and Mentoring
- 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
- The Role of the Manager
- Thinking Creatively
- Time Management and Prioritisation
- Writing Effective Emails
- Writing for Impact

The following (7) courses are currently in development:

- Coaching Conversations
- Group Facilitation Skills
- Managing Change
- Managing Communication
- Managing Effective Meetings
- Risk Management
- Social Media Awareness