

## Developing the Young Workforce Plan for 2018-2021

### March 2019 Review

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## Developing the Young Workforce Plan 2018-2021

This *Developing the Young Workforce* plan builds on the outcomes and ambitions from the ROA of 2017-20. The current plan supports the further development of high quality Senior Phase vocational pathways and experiences, engagement with employers, building capacity of schools to support employability and progress for young people, as well as improving gender balance in specific subjects and ensuring the equalities agenda is met.

New College Lanarkshire has well developed partnerships with the 3 local authorities and with the local schools. Other partners include SDS, Focus West, HEIs and employers. Lanarkshire region delivers above the national average in terms of credits delivered to Senior Phase pupils and to S3 and above, working to deliver a wide range of vocational areas and levels. This work is enhanced by joint planning with local authorities, using the Regional Skills Assessments as a basis for decisions on provision, as well as ensuring both partners and learners' aspirations are met. We deliver a range of SCQF levels, and have developed pathways that include National Progression Awards (NPAs), Skills for Work (SfW), Higher National Certificates (HNCs) and Foundation Apprenticeships (FAs) in areas that should increase the likelihood of employment. These pathways are under constant review, to ensure the most appropriate skills are being developed, leading to opportunities for success for our young people. Themes are being aligned to other ROA action plans, where appropriate.

Priority 1. Development of the Infrastructure	2018/19 Action	Heads to complete for faculty activities that contribute to any action listed	Faculties involved
<p><b>Objective 1.1:</b> Ensure Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms support addressing under-representation.</p>	<p>1. Develop clearer pathways for those not in work or from those groups under-represented.</p>	<p>1. New College Lanarkshire (NCL) has pathways diagrams on its website for all Senior Phase Curriculum areas:  <a href="https://www.nclanarkshire.ac.uk/courses/schools-partnership-programme">https://www.nclanarkshire.ac.uk/courses/schools-partnership-programme</a>                      (scroll to bottom).</p> <p>The Faculty of Care and Science (CS) has a well-developed infrastructure in place demonstrating clear articulation pathways for those not in work/groups underrepresented. This includes: Foundation Apprenticeships in Science, Early Years and Health and Social Care; Modern Apprenticeships in Science and Dental Nursing; SWAP Access programmes in Nursing, Social Services, Early Years, and Childcare.</p> <p>The Faculty of Engineering and Automotive (EA) also has a well-developed infrastructure in place. This includes: significant SFW programmes in Engineering, Construction and Automotive; Foundation Apprenticeships in</p>	<p>All faculties – Care &amp; Science (CS), Engineering &amp; Automotive (EA), Computing &amp; Creative Industries (CCI), Service Industries (SI), Business, Social Sciences &amp; Sport (BSS), Supported Learning (SL)</p>

		<p>Engineering and Modern Apprenticeships in Engineering, Construction and Automotive.</p> <p>SWAP Access programmes in Engineering will be introduced for session 2019-20 in partnership with South Lanarkshire Council (SLC), Strathclyde University and New College Lanarkshire (NCL).</p> <p>Also, an Engineering Academy partnership programme aimed at widening access to Engineering degree opportunities at University of Strathclyde.</p> <p>The Faculty of Supported Learning (SL) is developing an Interactive PowerPoint to share with school partners which clearly outlines the pathways for students attending school link programmes in the Faculty. This will help to signpost school staff, students and other pastoral stakeholders in advising students with ASN at transition stages.</p> <p>Other Faculty Management Teams (FMTs) attend specific articulation meetings with HEIs to discuss relevant pathways and articulation agreements. They, too, have well-developed pathways, and engage with HEIs to increase opportunities for students to progress through suitable pathways.</p> <p>The Regional Business Development (RBD) team is responsible for one of the largest SDS Employability Fund contracts in the region. RBD work with SDS, large and small to medium sized enterprises, Local Authorities, Sector Skills Councils and various other organisations to deliver a wide range of national, bespoke and non-bespoke programmes that encompass local initiatives. The team aim to tackle key themes of Economic Development incorporating; employability and specifically targeting Lanarkshire people not in work and those from underrepresented groups.</p> <p>In conjunction with the College's Equality and Diversity Adviser, RBD has developed a Provider Equality Action Plan (PEAP) for Employability Fund,</p>	
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		<p>which targets and notes actions for the recruitment of learners from protected characteristic groups.</p> <p>We provide guidance to under-represented individuals from interview / referral stage, through to completion of course. We support learners' progression ensuring they move on to positive destinations. We have delivered a 'Men into Care courses' targeting the lack of males in the Care Sector. In addition, we are currently working with Syrian refugee groups to support their progress into FE.</p> <p>Thus far in March 2019, 167 North and South Lanarkshire unemployed learners have secured positive outcomes through the College's Employability Fund programmes. This equates to a 116% outcome achievement rate in South Lanarkshire and 69% in North Lanarkshire. This compares favourably to the North Lanarkshire regional average of 60% and the South Lanarkshire regional average of 65.1%.</p> <p>We continue to empower our learners, strengthen partnerships and support local employers. We have developed effective partnership working with three local authorities, Jobcentre Plus (DWP), Careers Scotland, Scottish Enterprise, SDS Interventions, NHS Lanarkshire and many local employers has created opportunities for local residents to take up employment. Employability is a clear aim of 'Get Lanarkshire Working', 'Closing the Opportunity Gap', SFC's Corporate Plan, Community Planning Partnership and Developing Scotland's Young Workforce.</p> <p>The Community Programme function of RBD is to develop partnership working and liaise with faculties to coordinate and deliver programmes, focusing support and services on the most vulnerable groups and individuals in our communities.</p>	
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		<p>The role involves the development and delivery of accredited and non-accredited community based activity in locations throughout North Lanarkshire, South Lanarkshire and East Dunbartonshire.</p> <p>In addition, RBD supports the college’s contribution to Community Planning Partnership, Community Learning and Development partnerships/strategic plans and management of the Digital North Lanarkshire (DNL) project. NCL staff acts as Chair of the DNL project, which aims to ensure equitable access to digital services for all the community.</p> <p>The community arm of RBD works with external partners to facilitate partnership opportunities and develop the role and profile of the college in the community. The aim is to demonstrate, encourage and support the transition to Further Education and ensure the college meets its statutory, operational and partnership requirements in the community. Recent examples include supporting the ‘Hospitality Works’ Campaign in partnership with DWP with over 30 unemployed clients visiting the college to receive information on careers in the service industry. In addition, the college has hosted visits from Syrian Refugee groups in partnership with North Lanarkshire Council, highlighting the range of programmes and support the college can offer. Another example is recent partnership with St Philip’s Care Home in Airdrie, identifying opportunities for college partnership and support of vulnerable young people in residential care.</p> <p>Over the past year we have established the Prince’s Trust Team Programmes in our Motherwell, Cumbernauld and Coatbridge Campuses. Since the restart of the 12 week full-time Team programmes in January 2018, over 115 unemployed 16-25 year old young people have benefitted, improving their skills, confidence, qualifications and future prospects. This includes 11 young people classed as being Care Experienced.</p>	
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	<p><b>2. Work with partners</b> HEIs to increase the range of SCQF Level 7 and 8 programmes articulating onto degree level programmes.</p> <p><b>3. Set up a working group</b> with partners to co-ordinate a centralised approach to expand work placement opportunities.</p>	<p>The Community function signposts clear pathways for those not in work facilitates liaison with college faculties to support the transition to FE and to examine opportunities for partnership work.</p> <p><b>2.</b> The Faculty of Computing and Creative Industries (CCI) is currently working with UWS on our BA Commercial Sound production degree course. At present, only students from our HND Sound Production course are able to articulate to the degree course. The aim is for an amended course that will enable articulation from HND Music and HND Music Business as well. It is hoped to have this in place for AY 2020/21. CCI has developed a good partnership with Aspirare/Made in Scotland, Hamilton, who provide invaluable work experience for some of our HND Web Development and Digital Design students.</p> <p>Across CS, there is a range of programmes at SCQF level 7-9. With robust HE partnerships with UWS, GCU, Strathclyde and Stirling universities.</p> <p>In EA, there are several programmes at SCQF level 7-9. HE partnerships are with GCU and Strathclyde universities. Other HN provision progress to a range of degree programmes at UWS/Napier and Strathclyde without formal partnership agreements. Initial discussion has taken place to investigate possible partnership working on Graduate Apprenticeship opportunities with UWS.</p> <p><b>3.</b> NCL now has a partnership with North Lanarkshire Council (NLC) for delivery of Foundation Apprenticeships through an SDS contract. This entails a more centralised approach to ensuring appropriate work placements. NCL will organise some of the placements in agreed subject areas and NLC will do others.</p> <p>There is also a centralised approach to work placement for Supported Learning students, with a partnership team based in the Faculty.</p>	<p>CS, EA, CCI</p> <p>CS, EA, CCI, BSS, SL</p>
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	<p><b>4.</b> Continue to review relevant policies against the protected characteristics to ensure no disadvantage to certain groups.</p> <p><b>5.</b> Continue to monitor articulation agreements to ensure smooth pathways exist to higher education.</p>	<p>CS has long standing Service Level Agreements with NHS Lanarkshire. Partner arrangements also exist with the Private and Independent Sectors. This affords all HE learners and 80% of FE learners Placement experience.</p> <p>Other faculties are actively working with employers, Business Development Unit, the International Team and the NCL's Foundation Apprenticeship Co-ordinator to improve and extend the number of work placement opportunities in all areas of the curriculum.</p> <p>EA - Work placement opportunities identified across the faculty, and several informal partnerships have been established within the diverse curriculum being offered.</p> <p>Due to the wide range of curriculum offered across NCL, it is better that curriculum areas work with employers relevant to them to increase work placement opportunities. All contacts are logged via the college's employer database through Business Development.</p> <p><b>4.</b> NCL has appointed an Equality Adviser, who is working to ensure no disadvantage to certain groups is taking place. All Policies and Procedures must have an Equality Impact Review before publication.</p> <p>Faculties adhere to the directive that the college's Equality and Impact Assessment Form should be used for all strategies and policies.</p> <p><b>5.</b> Assistant Principal: Learning and Teaching (AP: L&amp;T) and appropriate HOFs meet with HEIs, including UWS, GCU, Aberdeen to discuss pathways, guaranteed places and articulation agreements. There is also attendance at College Connect meetings and College University Subject Partnerships (CUSPs) to discuss aspects of articulation with specific GCU programmes. This year, we have had more organised visits from GCU College Connect staff to promote pathways to our students, as well as from UWS. We also promote</p>	<p>All faculties</p> <p>CS, EA, CCI, BSS</p>
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		<p>NCL's annual HEI Fair (held in Nov in 3 campuses) to all our learners, to allow them to speak first-hand with HEIs. 8 HEIs attended in Nov 2018.</p> <p>The college and faculties work in partnership with Universities (GCU/UWS/Strathclyde/Stirling/Queen Margaret and Edinburgh's Napier) and with the Director for SWAP Access programmes, to monitor articulation agreements to ensure smooth pathways at HE level exist.</p> <p>Faculties of CCI, EA and Business, Social Sciences and Sport (BSS) currently have articulation agreements with Glasgow Caledonian University (GCU) that are discussed annually, and staff from GCU visit the College to talk to students who are thinking about applying. GCU also delivered 'GCU Ready' talks in March 2019, to those who have an offer through UCAS, to prepare them for transition to GCU.</p>	
<p><b>Objective 1.2:</b> Humans: embedding in staff CPD, and reward and recognition processes support addressing needs of young people</p>	<p><b>6.</b> Deliver CPD programmes to college staff that equip them to work with pupils and young people with ASN.</p> <p><b>7.</b> Further develop the work of the particular project groups related to learning and teaching, with emphasis on sharing and adopting good practice across college.</p>	<p><b>6.</b> CPD request are made on an individual basis by staff across faculties. Faculties support/promote CDP opportunities for staff to equip them to work with individuals with ASN.</p> <p>Staff from SL delivered 3 Disability Awareness Training sessions during Flexible Week in January 2019 to staff in all three main campuses. The AHOF has been liaising with the college's Equality and Diversity Officer to provide further training, including the development of an Autism Awareness course. BSL training sessions were delivered to staff in June 2018 from across the College. Further sessions will be offered later in the year.</p> <p><b>7.</b> BSS supports delivery of a suite of 3 Learning and Teaching Programmes for new and experienced staff who wish to develop their skills and knowledge in this area. In addition, all members of staff across college are invited to attend regular CPD events including from E-learning 'Food for Thought' workshops. A Learning and Teaching Teachmeet event, showcasing new and innovative teaching methodologies, occurs twice a year, with good attendance from all</p>	<p>All faculties</p> <p>All faculties</p>

		<p>faculties. Approx. 55 staff and external guests from school and university partners attended the 2 events in 2018.</p> <p>CS is represented at the strategic Lanarkshire STEM Group to support the Governments STEM agenda. An example of this is the ‘baby bang’ project, which supports the development of the skills of FE learners to enable them to transfer STEM learning and teaching into the nursery setting.</p> <p>The CS Faculty will be supporting science learners to engage in World Skills events, this will further develop their employability skills.</p> <p>Staff within Health and Social Care and Engineering engage in the ‘FutureQuipped’ project, this will develop digital health skills, which will be cascaded to FE and HE learners.</p> <p>EA – the faculty is represented at the strategic Lanarkshire STEM Group to support the Governments STEM agenda. Faculty staff participate in ongoing STEM projects which includes VEX Robotics, Green Power Project, Steps into STEM, Big Bang, etc.</p> <p>Several faculties - EA, CCI, SL and Service Industries (SI) are significantly engaged in providing opportunities for participation for both students and staff in WorldSkills UK competitions. Students will further develop their employability skills and staff gain CPD and engagement with an industry led network of practitioners. NCL has been recognised for their work in this area as this is the sixth year New College Lanarkshire has been named as a top three institution at the competitions (second overall in 2018). Staff members act as WorldSkills experts and judges, overseeing the competitions in CAD, IT and BIM, skills they then use in learning and teaching activities, to promote confidence in their learners.</p>	
<p><b>Objective1.3:</b> Resources: research and understanding, time,</p>	<p><b>8.</b> Work with local authorities to develop appropriate timetables to</p>	<p><b>8.</b> NCL continues to advocate for more efficient timetables via North Lanarkshire Council’s School-College Vocational Group. This groups has membership of Heads from the 3 localities, as well as staff from Education in</p>	<p>All faculties</p>

finance and physical support	<p>maximise use of college resources.</p> <p><b>9.</b> Continue to review the areas in schools where college programmes are delivered, to ensure appropriate facilities for learning and teaching.</p>	<p>the council. At this time, it is not possible to make the required changes without agreement from the Head-teachers of all schools in the NL authority. It is extremely challenging and although AHOFs and CQLs work closely with Local Authority it becomes very difficult to maximise the use of college resource due to the misalignment of timetables and travel between schools.</p> <p><b>9.</b> Staff who deliver in schools continually review learning environments to ensure that facilities are appropriate.</p> <p>All faculties engage in a range of school programmes, which involves students attending the three campuses of Motherwell, Cumbernauld and Coatbridge, experiencing learning in a state of the art environment, which represents industry standards. Examples of this include dental nursing, early years, construction, automotive, hairdressing, beauty, professional cookery, makeup artistry and legal studies. NCL also delivers classes in school buildings in areas converted for the purpose, particularly in North Lanarkshire schools. Staff who deliver in schools continually review learning environments to ensure that facilities are fit for purpose and, where required, are delivered in realistic working environments in line with Awarding Body requirements.</p>	<p>All faculties</p>
	<p><b>10.</b> Monitor the value of ongoing school-college partnership programmes to ensure good use of resources.</p>	<p><b>10.</b> College senior staff and staff responsible for school-college links staff meet with local authority representatives to review school-college vocational provision. This includes consideration of good use of resources.</p> <p>Faculties discuss school-college partnerships at Faculty Management Team (FMT) meetings to ensure good use of resources. This transfers into an action plan with agreed timelines.</p> <p>Completion of ACE for all schools groups is now embedded within Faculties and changes to subjects being delivered has been implemented as a result. CQLs are looking at ways of consulting with school students more regularly as part of the review process.</p>	<p>All faculties</p>

<p><b>Objective 1.4:</b> Relationships: internal and external networks for collaboration</p>	<p><b>11.</b> Facilitate representation from employers and local strategic partnerships on development of curriculum, to ensure we meet the needs of the local community.</p>	<p><b>11.</b> All faculties review and consider Regional Skills Assessments at each Faculty's Curriculum Review.</p> <p>CS - The faculty works very closely with the main employers in Lanarkshire, NHS Lanarkshire and North Lanarkshire Council. In addition, there are strong links with the independent and private sectors. These partnerships are valuable in shaping the development of the curriculum to ensure the needs of the local community are supported. Other examples include representation at: North Lanarkshire Care Academy Sub-groups; UWS Regional Strategic Partnership Group; Care Strategy Steering Group; Scottish Dental Nursing Steering Group.</p> <p>SL - the Assistant Head of Faculty (AHOF) attends the Skills Development Scotland Additional Support Needs (SDS ASN) Sector meeting on a quarterly basis and also attends Developing the Young Workforce Lanarkshire and East Dunbartonshire (DYW LED) Equality Partnership meeting to ensure that the Faculty are engaging with third party stakeholders in relation to local employers, to support employment pathways for their students.</p>	<p>All faculties</p>
	<p><b>12.</b> Continue to work with appropriate agencies, to ensure curriculum offerings are aligned to needs of local industry/employers.</p>	<p><b>12.</b> Faculties work closely with range of internal and external partners across all areas of the curriculum, including: Business Development Team (significant employer driven delivery - Apprenticeships, Commercial and FWDF programmes); DYW; STEM Hub partners; SWAPWest; HEIs and LAs.</p> <p>Regional Skills Assessments are reviewed and considered within each Faculties' Curriculum Review.</p> <p>BSS is now using post 16 data hub information for its own current learners after collaboration meetings with SDS. The aim is to extend this to aggregated information from NLC, EDC and SLC that would allow the college to view career preferences and preferred routes of current secondary school learners according to geographical area. This will help the college to meet the needs</p>	<p>All faculties</p>

	<p><b>13.</b> Continue to work with various HEIs to explore alternative pathways to degree study.</p>	<p>of local communities in the future by providing the appropriate curriculum in the short, medium and long term.</p> <p>DYW Market Place tool is now being used across several faculties to identify opportunities for engagement with interested employers.</p> <p>CCI - As part of our involvement in the Digital Skills Partnership (DSP), two members of Computing staff now have 'Critical Friends' in industry. This collaboration is about enabling business to see and discuss what is being delivered in the College curriculum and to influence that by working together to make appropriate changes. This partnership only began at the end of 2018 and we hope to have lots to report from it as time goes on.</p> <p>SL - the AHOF attends the SDS ASN Sector meeting on a quarterly basis and also attends DYW LED Equality Partnership meeting to ensure that the Faculty are engaging with third party stakeholders in relation to local employers and students with ASN.</p> <p><b>13.</b> Faculties work closely with HEIs. This includes UWS, GCU, Strathclyde and Stirling to explore alternative pathways to degree study.</p> <p>Example from EA: In session 2019-20 a new pilot programme for SWAPWest: Access to Engineering will be delivered to school pupils for the first time. Successful candidates will be given the opportunity to progress to the first year of the Engineering Academy in partnership with Strathclyde University.</p> <p>Relevant staff from NCL attend articulation meetings with some HEIs to discuss relevant pathways and articulation agreements through various meetings at subject level, as well as strategic level (e.g. UWS, GCU, Edinburgh's Napier).</p> <p>CCI is currently working with University of the West of Scotland (UWS) on a Graduate Apprenticeship (GA) programme. We currently have 22 learners at</p>	<p>CS, EA, CCI, SI, BSS</p>
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	<p><b>14.</b> Ensure partners are aware of the range of support available for vulnerable groups and care experienced learners.</p>	<p>different stages in their degrees. The programme started in 2018 and the current run is until 2021. So far, good progress is being made.</p> <p><b>14.</b> Local Authority partners have been issued with the college information leaflet on support for care experienced learners.</p> <p>SL - continues to liaise with schools, parents/carers and social work representatives to ensure that appropriate support is in place for all learners with ASN within the curriculum side of the Faculty. The AHOF attends Corporate Parenting meetings and is part of the working group. Information from these meetings is cascaded through the Faculty Team meeting structure, both management and lecturing staff.</p> <p>Educational Learning Support (ELS) continues to complete Personal Learning and Support Plans (PLSPs) for students and are tracking input of ELS engagement on Key Performance Indicators (KPIs). The team are exploring ways of increasing staff engagement with PLSPs and communicating and changes that may take place during the year.</p>	SL
<b>Priority 2. Influencing the influencers</b>	<b>2018/19 Action</b>	<b>Heads to complete for faculty activities that contribute to any action listed</b>	<b>Faculties involved</b>
<p><b>Objective 2.1:</b> Educators and careers advisers: training, CPD and resource creation, are engaged to support the DYW plan.</p>	<p><b>15.</b> Plan and host an event for pupils, pupil guidance teachers and career advisers (Have A Go) to support individuals making an educational choice. This event will showcase a wide range of vocational areas, with appropriate challenge to stereotypes.</p>	<p><b>15.</b> CCI has been involved in the delivery of STEM activities for Primary 7 and 3<sup>rd</sup> and 4<sup>th</sup> Year Secondary pupils. The first event took place on 31<sup>st</sup> May 2018 in Coatbridge for around 70 Primary pupils. The event for the Secondary pupils (around 200) took place on 3<sup>rd</sup> October in Motherwell and 4<sup>th</sup> October in Coatbridge. These events involved all STEM-related areas, 'Have A Go' activities and employer engagement for the October events. The plan is to repeat and extend the events in 2019. This includes Nursery children (in February). The Primary School event will be extended to Motherwell Campus this year in May and the Secondary School event will be extended to Cumbernauld Campus in October.</p>	CS, EA, EA, SI, BSS

	<p><b>16.</b> Pilot a plan of work with DYW staff in primary schools.</p>	<p>Faculties (particularly CS and EA) hosts pupil, guidance teachers and career advisers' events. Examples include:</p> <ul style="list-style-type: none"> <li>• 'Big Bang' and 'Mini Bang' events;</li> <li>• Attendance at school open events;</li> <li>• Foundation Apprenticeship awareness events;</li> <li>• Attending careers events at Airdrie Football stadium for Winter Leavers;</li> <li>• World Skills UK events;</li> <li>• Presenting at the annual Modern Apprenticeship week at the CSIC in partnership with DYW.</li> </ul> <p>SI Faculty is actively involved in events organised via the schools-college partnership. SI staff have visited several local secondary schools to showcase the curriculum. The faculty will be delivering a Hairdressing, Make up and beauty therapy workshop with hospitality and professional cookery video clips at the March 2019 'Have a Go' event.</p> <p>Faculty of BSS are actively involved in events organised via the schools-college partnership. Staff visit local secondary schools to showcase the curriculum. The faculty will be delivering a Psychology workshop at the March 2019 'Have a Go' event.</p> <p><b>16.</b> This has been taken on by the STEM Group, as part of their activities – see above.</p> <p>Good partnership work between NL Schools and NCLAN in female participation in Engineering, ICT and Robotics via the Vex programme. The project promotes FAs in Engineering and IT, with the first female pupils now studying the FA in Engineering, after successfully participating in the VEX programme.</p>	<p>CS, EA, EA, SI, BSS</p>
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	<p><b>17.</b> Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p> <p><b>18.</b> Work with Marketing Team to ensure educators and careers advisers are aware of the range of support available for vulnerable groups and care-experienced learners.</p> <p><b>19.</b> Foster a good working relationship between college staff and the DYW lead in each school.</p>	<p><b>17.</b> Bespoke targeted marketing for 'Women into Football' course, which will be launched in August 2019.</p> <p>Marketing for all courses to promote better gender balance is in constant review, promoting learning for all. Faculties are mindful of showing positive representations of minority gender in their subjects information.</p> <p><b>18.</b> Still to progress. Information is available on the website, but could signposted more clearly to those looking for it.</p> <p><b>19.</b> DYW leads in secondary schools are aware of the key school-college links staff contacts in college. Most work/discussion is done via local authority (LA) leads, with these LAs leads liaising with school leads.</p>	CS, EA, CCI, SI, BSS
<p><b>Objective 2.2:</b> Parents: awareness raising and support are engaged to support the DYW plan.</p>	<p><b>20.</b> Communicate with parents regarding the vocational pathways clarifying the various options available (such as FAs, NPAs and SfW).</p>	<p><b>20.</b> The school-college team have so far attended 50 parents' evenings in schools to give information on school-college vocational programmes and Foundation Apprenticeships. They also attend SDS events related to Foundation Apprenticeships, such as a Lanarkshire event, held in Motherwell Concert Hall, with times for pupils, schools staff and parents to attend and ask questions.</p> <p>Faculties engage with parents/carers regarding vocational pathway via:</p> <ul style="list-style-type: none"> <li>• Attendance at school/careers events;</li> <li>• Hosting college open evening events;</li> <li>• Presenting at the annual Modern Apprenticeship week.</li> </ul>	CS, EA, CCI



	<p><b>21.</b> Ensure parents/carers are aware of the range of support available for vulnerable groups and care experienced learners.</p> <p><b>22.</b> Support local authorities or other agencies to deliver awareness raising events for care-experienced young people.</p>	<p>Development of prospectuses for schools, pupils and parents to outline courses, pathways and future positive destinations post-college. There are prospectuses available for mainstream full-time college courses and school-college mainstream vocational courses. NCL also works with local authorities to support their developments of prospectuses for Senior Phase pupils.</p> <p>SL – is developing a school-college ASN links prospectus. This will include information about opportunities for work placements, site visits, visiting speakers from local employers and support on offer within the Faculty.</p> <p><b>21.</b> SL - continues to liaise with schools, parents/carers and social work representatives to ensure that appropriate support is in place for all learners with ASN within the curriculum side of the Faculty. The AHOF attends cross-college Corporate Parenting meetings and is part of the working group. Information from these meetings is cascaded through the Faculty Team meeting structure, both management and lecturing staff.</p> <p>FMTs use a range of self-evaluation processes and systems to monitor the support provided to vulnerable groups and care experienced learners.</p> <p><b>22.</b> There has been less involvement with local authority plans this session, as the LAs have not had the regular meetings as Corporate Parents (CP) that they had the previous 2 years (NCL were members of their CP groups). NCL remains ready to support events, as they arise. NCL hosted events across our campuses for Care Day 2019 in Feb 2019. This was to raise awareness across the college population, as well as a way of offering support for care-experienced learners in our own role as a Corporate Parent.</p> <p>NCL supported Who Cares? Scotland and College Development Network to develop an online Corporate Parenting module for use in all colleges. Over 600 of our staff have now completed that.</p>	<p>All faculties</p> <p>All faculties</p> <p>EA, CCI, SL</p>
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	<p><b>23.</b> School-college partnership staff will attend school parent events, where possible.</p>	<p><b>23.</b> School-college link staff attend as many school parent events as possible, across North and South Lanarkshire and East Dunbartonshire (50 events so far this session).</p> <p>Some Faculty staff have participated in a range of school parent events throughout this session also.</p> <p>SL - there has been representation from the Faculty at a number of parent evenings at schools from across North and South Lanarkshire. There is also one planned for Merkland School in East Dunbartonshire in this session.</p>	
<p><b>Objective 2.3:</b> Current students: embedding in the curriculum and co-curricular activities; awareness raising and training are engaged to support DYW plan.</p>	<p><b>24.</b> Communicate successful pathways to current students that can showcase routes from school, through college to HE/work.</p>	<p><b>24.</b> Opportunities to fully inform students are maximised. For example, this is communicated to students during guidance slots and during one-to-one student/staff interviews.</p> <p>Marketing materials in the form of flyers and posters are in place to highlight routes from school, through college to HE work. The school-college partnership course guide contains information on what to move on to, as well as information on the school pages of the website to show students appropriate pathways for each school-college course.</p> <p>EA - the faculty highlights successful learners at promotional events. Examples include students presenting at the annual Modern Apprenticeship (MA) event.</p> <p>CS - Opportunities to showcase students' skills are prompted via good news stories etc. in The CLAN, NCL's internal Intranet. The faculty highlights successful learners at promotional events, such as students presenting at the annual MA event.</p> <p>BSS - Lecturers within the areas of Legal Services, Social Sciences and Sport provide accessible and up to date curriculum information for presentation across a range of media as well as participating in events where possible. The faculty has provided flow chart information to clearly indicate to learners and</p>	<p>CS, EA, CCI, SI, BSS</p>

	<p><b>25.</b> Continue to use current students to showcase skills in school-college promotional events.</p>	<p>school partners the progression routes available in the areas of Legal Studies, Sport and Social Sciences.</p> <p>SI - Lecturers within the areas of hairdressing, beauty therapy, makeup hospitality and professional cookery provide accessible and up to date curriculum information for presentation across a range of media as well as participating in events where possible. The faculty has provided flow chart information to clearly indicate to learners and school partners the progression routes available for all subject areas within the faculty. They also showcase students' skills via good news stories etc. in The CLAN.</p> <p><b>25.</b> CCI currently offers Open Days in curricular areas, eg, Photography and Animation at Motherwell Campus. These 'days' are advertised via social media and emailed to schools and careers advisers. They are invited in at a certain time, get a tour of our facilities and are able to meet and talk to the current students as well. The main purpose of these events is to raise awareness of the work we are doing and to ensure information about our courses is communicated.</p> <p>CS - current students from Science courses showcased their skills at the recent launch of the national STEM strategy, by the Minister for FE at Coatbridge campus, working with nursery pupils to promote early year's STEM activity.</p> <p>SI – in January 2019, this faculty hosted a roadshow in St Maurice's High, with 4th year pupils given live demos in Hospitality, Make-up Artistry, Barbering, Hairdressing and Beauty by current students from the Cumbernauld Campus, to give them an idea of the range of careers available in Service Industries.</p> <p>Several faculties (CS, CCI, SI, BSS) supported an event for 5<sup>th</sup> years in St Andrew's High to showcase possible career paths.</p>	<p>CS, CCI, SI, BSS</p>
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<p><b>Objective 2.4:</b> Employers: awareness raising and support</p>	<p><b>26.</b> Work with Marketing Team to develop case studies of successful young people who completed school-college links.</p> <p><b>27.</b> Communicate with employers regarding vocational pathways (e.g. newsletters).</p>	<p><b>26.</b> Case study currently being developed promoting FAs to female pupils.</p> <p>SI - Hairdressing and Make-up teams work with Marketing to promote success of schools pupils on school-college vocational courses, who are successful medal winners in the AHT competitions.</p> <p>CS - this is communicated via the partnerships, which exist with the NHS/Independent and Private sector.</p> <p><b>27.</b> NCL's School-College Team has produced and sent out to all secondary schools and local employers Issue 5 of the school-college newsletter, which showcases specific activities with schools. Faculties are committed to supporting this by providing suitable examples of activities.</p> <p>Employability and Community: We have a range of mechanisms to communicate with employers, including job fairs &amp; networking events and using our own social media and college websites. We promote opportunities and signpost individuals/companies to relevant contacts. In addition, news of all college activities, including employability, is promoted at the well-established Lanarkshire Business Hub.</p> <p>Over the past year we have engaged with Amey, Hampton by Hilton, NHS Lanarkshire, amongst others, along with employer intermediary services such as Routes to Work in North and South Lanarkshire.</p> <p>The College regularly communicates with community partners through a range of personal interactions, meetings and social media. The college has over 250 individuals and agencies on a community distribution list and regularly emails updates on college activities, programmes and new initiatives.</p> <p>New College Lanarkshire is one of the most prominent Colleges in Scotland in the engagement and delivery of programmes through the Flexible Workforce</p>	<p>CS, EA, SI</p> <p>CS, EA, CCI, SI, BSS</p>
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	<p><b>28.</b> Continue to engage with the DYW regional group to enhance senior phase development and delivery.</p> <p><b>29.</b> Continue to work with employers in developing their knowledge of pathways available to young people in progressing their qualifications and careers.</p>	<p>Development Fund. (FWDF) In its second phase, thus far, the college is supporting 56 employers for staff development and their business needs.</p> <p><b>28.</b> The AP: L&amp;T and the Schools Development Manager attend the DYW LED Leads Regional Group to learn from others' delivery of DYW. The Schools Development Manager is also Chair of the College Liaison group: CLASS, which showcases activities for senior phase.</p> <p>CCI works well with the SDS Programme Manager, and her team at DYW LED on STEM activities and other schools activities.</p> <p>EA - Range of work being done directly with DYW, this includes the introduction of the Green Power project currently being run at Caldervale and St Maurice's High Schools.</p> <p><b>29.</b> CS – information on pathways is communicated via the partnerships, which exist with the NHS/Independent and Private sector.</p> <p>Faculties are working in collaboration with Business Development to promote FA in Accounting, Business and Financial Services and in Food and Drinks Operations to employers.</p> <p>SL – the Partnership Team engage with employers and supports students whilst out on placement. This helps to increase employer awareness of our courses and how we develop employability skills.</p> <p>Staff communicate with Employers through student work placement to develop their knowledge and understanding of qualification skills levels.</p> <p>SL Faculty held a recent Transition event for parents and carers, to support their learners to progress to positive destinations. A range of organisations were invited to host stands giving information on possible opportunities.</p>	<p>EA, CCI</p> <p>All faculties</p>
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	<p><b>30.</b> Publicise internally a timeline of employer engagement events to increase representation from faculties.</p>	<p>These included Enable, social work, Modern Apprenticeship providers and local employers.</p> <p>Other faculties use a range of face-to-face meetings and employer events used to raise awareness of pathways for young people.</p> <p>While learners are on placement RBD staff communicate with placement providers to offer advice on progression and support opportunities. We support employers to engage Scottish Employer Recruitment Incentive (SERI) fund to secure wage support when progressing learners to employment.</p> <p>The college current SDS Employability Fund 2018/19 contract is for 231 learners in North and South Lanarkshire. All learners have a placement element incorporated as part of their programmes. Placements are arranged in partnership with a range of regional agencies such as NHS Lanarkshire in our Clinical Support programmes and with a range of local employers and Small to Medium Enterprises.</p> <p>The business development team are in continual contact with employers and industry to develop knowledge of pathways available to young people in progressing their qualifications and careers. Recent examples include work with XPO, Hampton by Hilton, DWP and Amey.</p> <p><b>30.</b> NCL uses The Clan to publicise up-coming events to all staff, as well as reporting on its News pages details of events held. Staff are able to see what events have taken place. Information on events/activity is cascaded to relevant contacts across the college and sent to marketing to be placed on website or added to The CLAN.</p> <p>Business Development coordinates the monthly Lanarkshire Business Hub monthly events which has over 400 members. The forthcoming March event is being run by Lanarkshire Business Partnership that was formed by Lanarkshire Business Hub, New College Lanarkshire, FSB, Lanarkshire Chamber</p>	<p>All faculties</p>
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	<p><b>31.</b> Continue to work with employers to increase employment opportunities for learners, including work placements.</p>	<p>of Commerce and RBS to provide a greater platform for local businesses to network, learn and collaborate. This event provides opportunities for networking and presentations from other organisations. At the March event, Rachel Morrison provided an input on Living Wage Accreditation on 'Making the Living Wage Work for Lanarkshire' and Matt Donnelly of AD+ with 'Making Tax Digital: What you must do and how your business could benefit'. This is publicised to relevant staff.</p> <p><b>31.</b> CS - this is a strength of the faculty. Currently, all HE students and 80% of FE learners experience work placement. This represents circa 2,800 learners.</p> <p>BSS – the faculty has established links with a wide range of employers who are consulted throughout the academic year. Work placements take place particularly within the Sport curriculum. The faculty has met with seven volunteering organisations and has shared opportunities with learners, especially focusing on those relevant to their curriculum. Work-related learning is now fully embedded into every full time and part time course within the faculty.</p> <p>SL – the Partnership Team engages with employers and seeks out work placement opportunities for students. We have a mixed-model approach to work placements in order to support both the employer needs and those of the students. Some work placements are extended throughout the whole year and some are concentrated in to a short space of time. We have also worked in partnership with the Leonard Cheshire Group to provide volunteering placements for students with complex additional support needs at a local nursing home.</p> <p>SI – the faculty has established links with a wide range of employers who are consulted throughout the academic year. Work placements take place within all subject areas. Work-related learning is now fully embedded into most full time and part time courses within the faculty.</p>	<p>CS, EA, SI, BSS, SL</p>
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		<p>EA - strong faculty engagement across the curriculum with employers. Work placement opportunities secured for majority of courses. Work in progress to maximise opportunities.</p> <p>Most faculties take part in Erasmus+ trips to enhance students' skills and prepare them for work.</p> <p>Through RBD NCL continually works with employers, to promote the advantages of providing placement opportunities for learners on our programmes. We promote support that the college can provide and identify opportunities for further work in conjunction with the faculties. This also looks promotes opportunities for Foundation, Modern and Graduate Apprenticeships.</p>	
<b>Priority 3. Raising awareness and aspiration</b>	<b>2018/19 Action</b>	<b>2019/20 Action</b>	<b>Faculties involved</b>
<p><b>Objective 3.1:</b> Outreach: workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of</p>	<p><b>32.</b> Continue to provide support for parents evenings, open days/evenings and other events that target sharing of information between schools and college staff, parents and young people.</p>	<p><b>32.</b> The school-college team have attended 50 school parents' events so far this session.</p> <p>CS and EA faculties continue to host pupils, guidance teachers and career advisers' events. Examples include</p> <ul style="list-style-type: none"> <li>• 'Big Bang' and 'Mini Bang' events;</li> <li>• Attendance at school open events;</li> <li>• Foundation Apprenticeship awareness events;</li> <li>• Attending careers events at Airdrie Football stadium;</li> <li>• World Skills UK events;</li> <li>• Presenting at the annual Modern Apprenticeship week.</li> </ul> <p>BSS – faculty staff have supported various events for parents and young people to promote the accessibility of vocational options and raising greater awareness of pathways into employment and/or education.</p>	<p>CS, EA, SI, BSS, SL</p>



<p>role models and activities.</p>	<p><b>33.</b> Pilot a programme to work with a few local primary schools to highlight a range of vocational options that may be considered.</p> <p><b>34.</b> Work with Focus West to support pupils with campus visits (S3 and S5).</p>	<p>SL - there has been representation from the faculty at a number of parent evenings at schools from across North and South Lanarkshire. There is also one planned for Merkland High in East Dunbartonshire this session. Furthermore, we have been present at an event for parents organised by Sense Scotland and at an SDS event in the Kirkintilloch campus. We will also attend a forthcoming employability event within East Dunbartonshire Council at the end of March 2019. Within some of our partner satellite sites, NCL has hosted open days to attract applications, as well as to share information with parents/carers, such as the recent one hosted at Newmains Community Trust. More are planned for Mather's Café and St. Mungo's Café. There have been discussions within the ELS team of how to improve links with schools and engage with prospective students earlier.</p> <p>Other faculties' staff have supported various events for parents and young people to promote the accessibility of vocational options and raising greater awareness of pathways into employment and/or education.</p> <p><b>33.</b> Discussions underway to work with secondary and primary schools to promote engineering and ICT via Vex Robotics programme. Funding of equipment is required to allow this project to progress. Recent Scottish Council for Development and Industry (SCDI) bid for funding via Digital Xtra was unsuccessful. Currently, we are discussing opportunities with DYW. This is a positive programme that has a good gender balance (about half females and half males).</p> <p><b>34.</b> This session UWS Routes to All held events in December at their new Lanarkshire campus. Our Schools Development Manager attended during 2 days to speak to 120 pupils about college options. There is a planned campus visit for S5/6 pupils in June.</p>	<p>EA, CCI</p> <p>EA, SI</p>
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	<p><b>35.</b> Provide support for SLC's Winter Leavers' and NLC's 'Summer Leavers' programmes.</p>	<p><b>35.</b> Faculties engage where resource permits in all school programmes. The SLC Winter Leavers' programme is successful in attracting pupils to a college experience at Motherwell campus. Programmes include Construction, Hairdressing and Beauty and will include Make Up Artistry from 2019/20.</p> <p>NCL is in discussion with NLC to develop a Winter Leavers' programme for their pupils for Aug 2019 start. There was a restricted Summer Leavers' programme for NLC in May 2018, across 3 campuses, with 128 places in 7 subject areas.</p>	
	<p><b>36.</b> Continue to promote the Vex Robotics club for S5 and S6 pupils to increase STEM activity for DYW.</p>	<p><b>36.</b> Vex Robotics club is on-going and working well, further expansion in session 2019-20 is expected. This may be taken into primary schools as part of DYW partnership and promotion of STEM activity via the STEM hub.</p> <p>CCI and EA continue to work in partnership to develop and deliver this activity that runs at Motherwell Campus on Wednesday evenings. At present, there are 49 pupils (gender balance around half and half). Four High Schools are involved (Braidhurst, Airdrie, St Andrew's, Brannock) with Fir Park School looking to join in bringing a further 30 pupils.</p>	EA, CCI
	<p><b>37.</b> Develop a project with taster sessions to increase understanding of vocational areas, specifically aimed at S1 to S3.</p>	<p><b>37.</b> CCI took part in an event, organised by SmartSTEMS, at St Andrew's High School in Coatbridge on 26th Feb 19. This was a half day event for 45 pupils and involved pupils taking part in activities around Lego Robots and Smart Bits. We are looking at hosting another event at the College soon.</p>	CCI
	<p><b>38.</b> Promotion of Digital Skills and Cyber Security through events such as Hackathons, inviting participation from</p>	<p><b>38.</b> CCI will host the first Hackathon of the year at St Ninian's High School, Kirkintilloch on 6th March 19. Over 100 pupils will be involved and a team of students from the College will compete with the Schools team. A further Hackathon is being planned for May/June 2019.</p>	CCI

	schools and current students.	Other faculties continue to support digital skills and will embed this into learning and teaching for schools and current students.	
<b>Objective 3.1:</b> Publications: thematic foci, newsletters and media campaigns.	<p><b>39.</b> Work with Marketing Team to develop DVD case studies of successful school to college transitions.</p> <p><b>40.</b> Produce further editions of a school-college newsletter to showcase work to improve employability with schools – will be sent to all schools and local employers.</p> <p><b>41.</b> School-college information will be made available to school staff and parents. Work with Marketing Team to improve the schools area</p>	<p><b>39.</b> CCI has already developed a DVD case study for our FA pupils in 2017/18. The plan is to do ‘part 2’ this year with the same pupils talking about their progress and their work experience.</p> <p>The faculty of SI have produced a digital case study used by the Cumbernauld campus teams to promote all SI courses when visiting schools for careers talks.</p> <p>CS - the faculty will continue to work with marketing to promote successful case studies via the social media platform.</p> <p>EA continues to work with marketing to promote successful case studies via the social media platform. Case study under development for progression from VEX to FA in Engineering.</p> <p><b>40.</b> NCL’s School-College Team has produced and sent out to all secondary schools Issue 5 of the school-college newsletter, which showcases specific activities with schools. Faculties are committed to supporting this by providing suitable examples of activities.</p> <p><b>41.</b> This is, and will continue to be, represented in the college’s Course Publisher. FA and MA promotional flyers detailing educational and employment articulation routes are included. Some work still required to make the information more prominent on the website.</p>	<p>CS, EA, CCI, SI</p> <p>CS, EA, CCI, SI, BSS</p>

	of the website, including Foundation Apprenticeship information on those pages.																														
<b>Priority 4. Encouraging applications</b>	<b>2018/19 Action</b>	<b>Heads to complete for faculty activities that contribute to any action listed</b>	<b>Faculties involved</b>																												
<b>Objective 4.1:</b> Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities	<b>42.</b> Develop the STEM agenda across provision, encouraging staff to support applications that address gender balance in engineering, construction care and beauty areas.	<p><b>42.</b> CS, EA and CCI has been involved in planning, organising and running successful STEM events in 2018. We are building on this programme in 2019 as follows:-</p> <table border="1"> <thead> <tr> <th>Event</th> <th>Date</th> <th>Campus</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Toddle into STEM</td> <td>14 March</td> <td>Coatbridge</td> <td>Nursery</td> </tr> <tr> <td>STEP into STEM Juniors</td> <td>9 May</td> <td>Coatbridge</td> <td>Primary 7</td> </tr> <tr> <td>STEP into STEM Juniors</td> <td>10 May</td> <td>Motherwell</td> <td>Primary 7</td> </tr> <tr> <td>STEP into STEM</td> <td>1 October</td> <td>Cumbernauld</td> <td>Secondary 3&amp;4</td> </tr> <tr> <td>STEP into STEM</td> <td>2 October</td> <td>Motherwell</td> <td>Secondary 3&amp;4</td> </tr> <tr> <td>STEP into STEM</td> <td>3 October</td> <td>Coatbridge</td> <td>Secondary 3&amp;4</td> </tr> </tbody> </table> <p>Faculties, such as EA and CS, have a strategic STEM Hub role and maximise opportunities to promote STEM. Current examples include 'Big Bang', 'Step into STEM', 'Mini Bang' events, Worldskills UK Competitions, VEX Robotics, Green Power and 'Females into Construction' programme.</p> <p>BSS - NQ Women into Football course will be offered in session 2019/20. The faculty is currently working with the marketing team to produce promotional literature.</p> <p>SI - the faculty are working with the marketing team to produce promotional literature to identify and promote STEM activity within non-traditional subject areas such as Beauty.</p>	Event	Date	Campus	Level	Toddle into STEM	14 March	Coatbridge	Nursery	STEP into STEM Juniors	9 May	Coatbridge	Primary 7	STEP into STEM Juniors	10 May	Motherwell	Primary 7	STEP into STEM	1 October	Cumbernauld	Secondary 3&4	STEP into STEM	2 October	Motherwell	Secondary 3&4	STEP into STEM	3 October	Coatbridge	Secondary 3&4	CS, EA, CCI, SI, BSS
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	<p><b>43.</b> Refresh and update Senior Phase offer in line with labour market demand.</p> <p><b>44.</b> Monitor applications from those with protected characteristics, to ensure equity in recruitment.</p> <p><b>45.</b> Establish a range of clear pathways for progression from FA to MA to GA.</p>	<p><b>43.</b> CS - Faculty plan to increase FA provision in AY 2019/20. Planned activity includes:</p> <ul style="list-style-type: none"> <li>• 210 FAs in Social Services (Children and Young People)</li> <li>• 48 FAs in Social Services and Healthcare</li> <li>• 25 FAs in Scientific Technologies</li> </ul> <p>Pathways from FAs to MAs exist in Science. FAs in Social Services and Healthcare and in Social Services: Children and Young People afford articulation onto FT college programmes at HE level.</p> <p>EA Faculty are committed to increase FA provision in AY 2019/20 from 32 year 1 FAs to 64 Year 1 FAs.</p> <p>SWAP Access programme in Engineering is aimed at Senior Phase pupils for the purpose of widening access to Engineering Academy.</p> <p>Other options for new senior phase subjects are suggested to local authorities from various curriculum areas, such as Computer Architectural Design.</p> <p><b>44.</b> This is done as a matter of course via Admissions and MIS. Faculties monitor progress from those enrolled with protected characteristics through ACE. The Equality Adviser's role includes supporting faculties in monitoring and reviewing protected characteristics.</p> <p><b>45.</b> Growth is planned for FA provision across 11 of 12 frameworks. MA provision will be monitored in line with workforce needs.</p> <p>CCI has been working in partnership with UWS since 2017 to offer the Graduate Apprenticeship (GA) in IT: Software Development. We have 22 students this year and the programme will run until 2021 initially. We do promote our FA-MA-GA pathway but it will take some time for this to develop. We have FA learners on work placements this year and we hope</p>	<p>CS, EA, CCI</p> <p>CS, EA, CCI, BSS</p>
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	<p><b>46.</b> Grow the number of Apprenticeships at all levels.</p>	<p>that, upon leaving school, some of them are offered jobs by these employers and can progress to MA/GA.</p> <p>The Faculty of BSS currently delivers MA Business and Administration a MA Achieving Excellence in Sports Performance. The faculty is offering FAs in Business, Accounting and Financial Services and is exploring the GA in Business Management for potential delivery in the future. BSS aims to deliver up to 75 FA in session 2019/20.</p> <p><b>46.</b> There are more FAs being offered to NLC schools this coming session. CCI is offering the three FA programmes – Software Development, Hardware and System Support and Creative and Digital Media. We are working with schools, SDS and local authorities to grow the number of applications and recruits. Our MA programmes – Digital Applications Support and IT and Telecommunications have reduced numbers at present, mainly due to the introduction of the GA programme. For example, JP Morgan had participants on the MA programme previously but they took a strategic decision to move to GAs, so staff are now taking that route. Work is ongoing with Business Development to retain the MA programmes with smaller numbers, building from there. The faculty has also introduced the MA in Technical Theatre, starting this year with one person.</p> <p>Growth is planned for FA provision in EA faculty subjects. The Faculty will continue to drive growth in MA provision and seek opportunities to partner with HEIs in the delivery of GA routes.</p> <p>Faculties, such as EA, CS and CCI currently support this and will continue to do so.</p>	<p>CS, EA, CCI, BSS</p>
	<p><b>47.</b> Continue to provide support for parents evenings, open days/evenings and other</p>	<p><b>47.</b> School- college team supported 50 events in schools from North Lanarkshire, South Lanarkshire and East Dunbartonshire. Occasionally faculty staff are in attendance too.</p>	<p>SL, EA, CCI, SI</p>

	<p>events that target sharing of information between schools and college staff, parents and young people.</p> <p><b>48.</b> Review the success of opening August applications early for Focus West pupils, with a view to repeating if successful.</p>	<p>Faculty staff supported an SDS/local authority Foundation Apprenticeship event in Motherwell Concert Hall in March to promote FAs to school pupils in North Lanarkshire schools.</p> <p>SL - there has been representation from the Faculty at a number of parent evenings at schools from across North and South Lanarkshire. There is also one planned for Merkland School in East Dunbartonshire. Furthermore, we have been present at an event for parents organised by Sense Scotland and at an SDS event in the Kirkintilloch campus. We will also attend a forthcoming employability event within East Dunbartonshire Council at the end of March 2019. Within some of our partner satellite sites, we have hosted open days to attract applications, as well as to share information with parents/carers, such as the recent one hosted at Newmains Community Trust. More are planned for Mather's Café and St. Mungo's Café. There have been discussions within the ELS team of how to improve links with schools and engage with prospective students earlier.</p> <p><b>48.</b> Positive feedback on this from Focus West, and from schools involved. As NCL opened the online applications earlier this session (in Dec rather than Jan), there was insufficient time to have all applications on paper, and many young people just applied online in Dec. The plan is to open in Dec again next session (SDS and other partners will be informed). Other colleges are being encouraged by Focus West to do similar.</p>	
<p><b>Objective 4.2:</b> Marketing: embedding gender equality and counter stereotyping within prospectuses, websites and open day activities</p>	<p><b>49.</b> Work with Marketing Team to develop DVD case studies of successful school to college transitions.</p>	<p><b>49.</b> The Film &amp; TV students within CCI produced a video in 2018 of learners on the FA programme. This year, we will create a second version interviewing the same pupils who have now progressed to 6<sup>th</sup> year and year 2 of their FA. The plan is to update each year as we follow the progress of the FA pupils through the programmes and into work.</p> <p>CS - the faculty will continue to work with marketing to promote successful case studies via the social media platform.</p>	<p>CS, EA, CCI, SI</p>

	<p><b>50.</b> Produce further editions of a school-college newsletter to showcase work to improve employability with schools – will be sent to all schools and local employers.</p> <p><b>51.</b> School-college information will be made available to school staff and parents. Work with Marketing Team to improve the schools area of the website, including Foundation Apprenticeship information on those pages.</p> <p><b>52.</b> Where possible, provide presence at school open evenings to allow parents/carers and school staff to access information in good time.</p>	<p>EA - Work currently being done to create case study from VEX Programme to FA in Engineering.</p> <p>SI - have produced a digital case study used by the Cumbernauld campus teams to promote all SI courses when visiting schools for careers talks.</p> <p><b>50.</b> NCL's School-College Team has produced and sent out to all secondary schools Issue 5 of the school-college newsletter, which showcases specific activities with schools. There is another one planned after Easter break.</p> <p><b>51.</b> This is still to be progressed. Information is available on the website, but could signposted more clearly to those looking for it.</p> <p><b>52.</b> Some faculties, such as EA and CCI, currently support this and will continue to do so.</p> <p>SL - there has been representation from the Faculty at a number of parent evenings at schools from across North and South Lanarkshire. There is also one planned for Merkland School in East Dunbartonshire.</p>	<p>CS, EA, CCI, SI, BSS</p> <p>EA, CCI</p>
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	<p><b>53.</b> Work with Marketing Team to develop a PR campaign to promote New College Lanarkshire’s work with employers.</p>	<p><b>53.</b> This is currently showcased in The CLAN. Faculties will continue to use this platform and any other social media platform to promote this work.</p>	All faculties
<p><b>Objective 4.3:</b> Course packaging: designing courses to attract non-traditional students and utilising access programmes to support DYW.</p>	<p><b>54.</b> Promote information on pathways from school programmes through college programmes and beyond.</p> <p><b>55.</b> Work with SDS and local authorities to expand the offer of Foundation Apprenticeships by three subjects from those delivered in 2017/18.</p>	<p><b>54.</b> New College Lanarkshire (NCL) has pathways diagrams on its website for all Senior Phase Curriculum areas <a href="https://www.nclanarkshire.ac.uk/courses/schools-partnership-programme">https://www.nclanarkshire.ac.uk/courses/schools-partnership-programme</a> (scroll to bottom).</p> <p>Within CCI, Music &amp; Sound and Photography &amp; Animation have produced flyers to promote College programmes to school pupils and contacts have been made with schools in order that these are distributed.</p> <p>SL - Development of prospectus for schools, pupils and parents to outline courses, pathways and future positive destinations post college. This will include information about opportunities for work placements, site visits, visiting speakers from local employers and support on offer within the Faculty.</p> <p>EA – automotive section has worked with Marketing to publish a school-college leaflet on automotive courses, using titles more familiar to the young people and their parents, to support understanding of appropriate pathways.</p> <p><b>55.</b> The offer across the college is expanded for 2019/20 delivery. In 2017/18, CCI offered two FA programmes but only had enough successful applicants to run one. In 2018/19, CCI offered three FA programmes and were able to run two – see table below. They are offering one group in each programme but could extend this if the numbers were forthcoming.</p>	<p>All faculties</p> <p>CS, EA, CCI, SI, BSS</p>

	<p><b>56.</b> Deliver 2<sup>nd</sup> year of the 2 Foundation Apprenticeships delivered in 2017/18.</p> <p><b>57.</b> Review availability of Modern Apprenticeships that provide progression for Foundation Apprenticeships and</p>	<p>CS - Faculty plan to increase FA provision in 2019/20. Planned activity includes: 210 FAs in Social Services (Children and Young People); 48 FAs in Social Services and Healthcare and 25 FAs in Scientific Technologies.</p> <p>EA - Faculty plan to increase FA provision in AY 19/20 (Engineering).</p> <p>BSS – plan to offer Accountancy, Business Skills and Financial Services, dependent on numbers applying.</p> <table border="1" data-bbox="864 517 1756 948"> <thead> <tr> <th>FA Programme</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20 planned offer</th> </tr> </thead> <tbody> <tr> <td>Hardware &amp; Systems Support</td> <td>Yes</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Software Development</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Creative &amp; Digital Media</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Social Services: Children &amp; Young People</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Social Services and Healthcare</td> <td>No</td> <td></td> <td>Yes</td> </tr> <tr> <td>Scientific Technologies</td> <td>No</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Engineering</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Business Skills</td> <td>No</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Accountancy</td> <td>No</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Financial Skills</td> <td>No</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Food and Drink Operations</td> <td>No</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table> <p><b>56.</b> Several FAs Year 2 are running in 2018/19. Hardware &amp; Systems Support; Engineering, and Social Services: Children &amp; Young People. Near completion, all apprentices who started Year 2 are currently on course and progressing well.</p> <p><b>57.</b> MA provision is monitored in line with workforce needs.</p> <p>CCI has a well-developed Apprenticeship Pathway that we are constantly promoting. They hope that successful FA pupils who leave school in June 2019, will be offered employment and progress to MA/GA following that. Good case studies will be forthcoming from such progression/success.</p>	FA Programme	2017/18	2018/19	2019/20 planned offer	Hardware & Systems Support	Yes	No	Yes	Software Development	No	Yes	Yes	Creative & Digital Media	No	Yes	Yes	Social Services: Children & Young People	No	Yes	Yes	Social Services and Healthcare	No		Yes	Scientific Technologies	No	No	Yes	Engineering	Yes	Yes	Yes	Business Skills	No	No	Yes	Accountancy	No	No	Yes	Financial Skills	No	No	Yes	Food and Drink Operations	No	No	Yes	<p>CS, EA, CCI</p> <p>CS, EA, CCI, BSS</p>
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	<p>senior phase programmes.</p> <p><b>58.</b> Expand number of Graduate Apprenticeships (GA) being developed in partnership with HEIs.</p> <p><b>59.</b> Review full-time programmes to ensure employability is at the centre.</p>	<p>FAs in Social Services and Healthcare and in Social Services: Children and Young People afford articulation onto FT college programmes at HE level. Pathways from FAs to MAs exist in Science.</p> <p>CCI currently has 22 GAs in a partnership with UWS (currently for four years 2017-2021).</p> <p><b>58.</b> EA Faculty have had initial discussion with UWS to develop a GA partnership.</p> <p>CCI delivers a partnership for GAs with UWS.</p> <p>The Faculty of BSS is exploring the GA in Business Management for potential delivery in the future.</p> <p><b>59.</b> Full-time programmes are reviewed annually through Annual Curriculum Review (ACE) to ensure course content/ frameworks delivered meet employer demand, increasing employability.</p> <p>Within most faculties, all full time and part time courses have work-related learning fully embedded.</p> <p>CCI is currently attempting to expand the number of work placements on HEFT programmes to enable students to progress to employment after their courses. We have a partnership at present with one company in Hamilton who currently employ one of our former students and provide work placements for a further three (2 x HND and 1 x HNC). The company speaks very highly of the College and the skills of the students and we are currently working on a case study with them. The plan is to expand this partnership in the future.</p>	<p>EA, CCI, BSS</p> <p>All faculties</p>
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	<p><b>60.</b> Review full-time programmes to ensure appropriate pathways exist for articulation to HEIs or work.</p>	<p>SL - Course Review Policy and ACE reviews fully embedded as part of self-evaluation calendar. This has led to an increase in the focus on employability with all courses having subjects which develop employability skills or provide students with an externally accredited employability qualification. L3/4 courses include the completion of a work placement and all students leave with a full CV. Additionally, students on these courses work with lecturers and employability workers to sources positive destinations post college and use WoW to plan their career. Courses in Motherwell campus for those learners with more complex needs engage with employability by completing work placements, where appropriate, undertaking subjects which develop 'soft' employability skills, such as through Enterprise, go on site visits, complete volunteering tasks and/or placements and have guest speakers' visits to their class.</p> <p>CS and EA both have placement provision that offers employment opportunities to learners. They continue review all programmes to ensure employability is at the centre. This includes inviting employers in to speak to learners and including an employability unit in lower level programmes.</p> <p>In 2018 the CS faculty hosted a recruitment event involving NHS Lanarkshire and the Independent/Private sector the event was used as a platform to recruit potential employees and raise awareness of employer's needs. This will be replicate in 2019.</p> <p><b>60.</b> All new provision is discussed at the Academic Standards, Planning and Monitoring Committee. Faculties must show appropriate pathways exist for new provision to be agreed. Faculties are asked through self-evaluation activities and curriculum review to check currency of provision.</p> <p>All HN provision within faculties has routes to HEI degree programmes, some of which are delivered in NCL as collaborative or franchise provision.</p>	<p>All faculties</p>
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		<p>CCI delivers year 3 of four collaborative degree programmes from two Universities at present – see table. At present only students from HND Sound Production are able to progress to the BA Commercial Sound Production degree. This is currently under review with a view to broadening the degree programme to enable our HND Music and HND Music Business to progress too. Any changes will be from AY 2020/21 at the earliest.</p> <p>CS delivers a year 3 franchise degree for Dental Nursing PT and a BA Childhood Practice degree part-time. The Dental Nursing degree will be offered FT from AY 2019/20 to improve articulation for the HND Dental Nursing students.</p> <p>SI delivers a year 3 franchise degree for Hospitality Management.</p> <p>BSS delivers year 3 of an Accountancy degree.</p> <table border="1" data-bbox="864 770 1599 1109"> <thead> <tr> <th colspan="2">Year 3 programmes delivered by NCL in partnership</th> </tr> <tr> <th>University</th> <th>Programme</th> </tr> </thead> <tbody> <tr> <td>University of the West of Scotland</td> <td>BSc Computer Networking</td> </tr> <tr> <td>University of the West of Scotland</td> <td>BA Commercial Sound Production</td> </tr> <tr> <td>University of the West of Scotland</td> <td>BA Accountancy</td> </tr> <tr> <td>University of the West of Scotland</td> <td>BA Childhood Practice PT</td> </tr> <tr> <td>University of the West of Scotland</td> <td>BA Hospitality Business Management</td> </tr> <tr> <td>University of the West of Scotland</td> <td>BSc Dental Nursing PT</td> </tr> <tr> <td>Queen Margaret University</td> <td>BA Acting</td> </tr> <tr> <td>Queen Margaret University</td> <td>BA Musical Theatre</td> </tr> </tbody> </table> <p>There are discussions ongoing regarding other subject areas.</p>	Year 3 programmes delivered by NCL in partnership		University	Programme	University of the West of Scotland	BSc Computer Networking	University of the West of Scotland	BA Commercial Sound Production	University of the West of Scotland	BA Accountancy	University of the West of Scotland	BA Childhood Practice PT	University of the West of Scotland	BA Hospitality Business Management	University of the West of Scotland	BSc Dental Nursing PT	Queen Margaret University	BA Acting	Queen Margaret University	BA Musical Theatre	
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<p><b>Priority 5. Supporting success</b></p>	<p><b>2018/19 Action</b></p>	<p><b>Heads to complete for faculty activities that contribute to any action listed</b></p>	<p><b>Faculties involved</b></p>																				
<p><b>Objective 5.1:</b> Creating inclusive environments:</p>	<p><b>61.</b> Share information relating to equalities</p>	<p><b>61.</b> This was done through the local authority meetings, with some discussion on provision that requires better recruitment processes to ensure right person</p>																					

<p>auditing for and tackling environmental and structural barriers and developing inclusive environments.</p>	<p>monitoring of performance indicators for those involved in school-college programmes with local authorities.</p> <p><b>62.</b> Continue to work with local authorities to ensure suitable vocational opportunities are available for ASN pupils.</p>	<p>on right course. Some provision has been reduced, with others being promoted better. This is an ongoing issue.</p> <p><b>62.</b> SL - ASN School Certificate of Work Readiness course piloted this year for school leavers. In addition, two new partnership projects launched: Newmains Community Trust and St. Mungo's Café (Introduction to Employability Skills). Continue to promote Project Search, Work it Out at the Coalyard and Steps to Work as suitable vocational courses for ASN pupils and as progressions courses for those within NCL courses.</p> <p>Through the NLC school-college vocational group, NCL supports a wide range of subject areas, with delivery in ASN schools. Curriculum areas include Automotive, Beauty, Construction, Early Education and Childcare, Hairdressing, Hospitality, Make-up Artistry and Digital Media.</p>	<p>EA, CCI, SI, SL</p>
<p><b>Objective 5.2:</b> Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into careers.</p>	<p><b>63.</b> Continue to create opportunities for competition entries for students/pupils in several subject areas to develop confidence.</p>	<p><b>63.</b> CCI is part of the Skills Team established in the College in December 2018 to ensure the momentum built up around WorldSkills continues throughout the year. At present, the plan is that NCL will enter students into at least 20 national qualifier competitions in March 2019. As well as that, NCL will host around 13 national qualifiers in Motherwell and Coatbridge Campuses.</p> <p>EA - Students within the faculty are given opportunity to compete in the following skills competitions: CAD, BIM, Welding, Construction Metalwork, Automotive Body Repair, Automotive Refinishing, Automotive Technology, Electrical Installation, Securities, Joinery and VEX Robotics</p> <p>SI - school pupils on school-college vocational programmes enter Hairdressing, Beauty Therapy and Make Up competitions in February, and if regional medal</p>	<p>EA, CCI, SI</p>

	<p><b>64.</b> Continue to engage with employers through industry visits, speakers, work experience opportunities, volunteering opportunities and work-related projects across college provision, as appropriate.</p>	<p>winners, March in Blackpool at the National finals of AHT competitions – we will be represented there again this session.</p> <p><b>64.</b> CCI is involved with employers at present through the Digital Skills Partnership (DSP) and ‘critical friends’ and also directly with employers via student work placements and FA programmes.</p> <p>CS - the faculty support industry visits and work experience for students. Examples include:</p> <ul style="list-style-type: none"> <li>• Residential animal care experience at Barony College;</li> <li>• Visits to a state of the art dental technology laboratory;</li> <li>• Erasmus visits to Spain France and Malta.</li> </ul> <p>SL - All courses have subjects which develop employability skills or provide students with an externally accredited employability qualification. L3/4 courses include the completion of a work placement and all students leave with a full CV. Additionally, students on these courses work with lecturers and employability workers to sources positive destinations post college and use WoW to plan their career. Courses in Motherwell campus for those learners with more complex needs engage with employability by competing work placements where appropriate, undertaking subjects which develop ‘soft’ employability skills, such as Enterprise, go on site visits, complete volunteering tasks and/ or placements and have guest speakers visits their class.</p> <p>The Partnership Team engages with employers and seeks out work placement opportunities for students. We have a mixed-model approach to work placements in order to support both the employer needs and those of the students. Some work placements are extended throughout the whole year and some are concentrated in to a short space of time. NCL has worked in partnership with Leonard Cheshire Group to provide volunteering placements for students with complex additional support needs at a local nursing home.</p>	<p>CS, EA, CCI, SI, SL</p>
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	<p><b>65.</b> Pilot discussion panels in 2 Lanarkshire schools for S3 to S6 pupils to discuss college options such as apprenticeships, FE programmes leading to HE (panels to include college staff and students, as well as pupils) as part of a 'Be Engaged – Be Educated' initiative.</p>	<p>EA - the faculty support industry visits and work experience for students. Examples include:</p> <ul style="list-style-type: none"> <li>• Morrisons' Construction partnership</li> <li>• Architectural Technology Student placements with 24 employers</li> <li>• Erasmus visits to France and Austria.</li> </ul> <p>SI - educational visits take place across faculty throughout the session. Work placement and work experience is included in the vast majority of FE courses - this includes Erasmus+ European exchange.</p> <p><b>65.</b> This is still to be progressed.</p>	
<p><b>Objective 5.3:</b> Transitions: working with partners to enhance experience.</p>	<p><b>66.</b> Work with partners, such as schools and SDS to develop a model of student mentoring, using care-experienced learners as a cohort.</p> <p><b>67.</b> Work with partners to improve timeous information sharing to support transition.</p>	<p><b>66.</b> This is still to be progressed for this cohort particularly. However, NCL has embarked on a Mentoring project in some subject areas, to enhance the transition for students into FEFT, using HEFT or higher level programmes to act as mentors, in Care and Dental Nursing. The results of this will inform plans for care-experienced learners.</p> <p><b>67.</b> More work is needed with local authority partners re any additional support needs for senior phase pupils attending PT college provision being given in good time.</p>	<p>CS</p> <p>All faculties</p>



		<p>BSS - the faculty is developing online systems that integrate pastoral support with post 16 data hub information that pulls information but could in the future potentially feed back into the data hub. This online support system also facilitates discussion and guidance between the tutor, the learner and My World of Work.</p> <p>The faculty of BSS has contributed to developments within MY WOW including a Skills Profiling Tool. Learners from Sport and Fitness were invited to test the tool to help inform its development. The faculty is in discussion with SDS to explore any events or communication that can narrow the temporal gap between learners withdrawing from courses and being contacted by SDS.</p> <p>SL - Review of transition process has taken place and new procedures being implemented across the Faculty. This includes offer being sent out earlier and letters indicating support needs being sent out more timeously. Staff attending transition meetings for those student with more complex needs attending college in 2019/20. The AHOF has had regular meetings with NCL Transitions team to improve information sharing regarding support requirements. Furthermore, ELS team exploring 16+ data hub as a source of information to support students transitioning from school with additional support needs.</p> <p>Tutorial support sessions which are part of many FEFT courses contributes to improving transition to college for most students.</p>	
<p><b>Objective 5.4:</b> Auditing for success: Monitoring and evaluating KPIs, self-evaluation activities.</p>	<p><b>68.</b> Continue to develop the model for self-evaluation of school-college partnerships.</p>	<p><b>68.</b> SL - Exploring ways of engaging with school partners to review courses and consult with them on subjects on offer. Piloting use of Team through Microsoft Office 365 as a way to communicate informally with staff and get feedback. In Motherwell campus, school staff are invited in for meetings twice a year to support links. These work fairly well and we are looking to standardise across the Faculty in all campuses.</p>	<p>CS, SL</p>

	<p><b>69.</b> Continue to increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p> <p><b>70.</b> Continue to increase the % of school pupils achieving recognised qualifications.</p> <p><b>71.</b> Work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p>	<p>Self-evaluation work was carried out to identify improvements to be made for the school-college partnership with North Lanarkshire Council. This resulted in a range of specific actions for the college and for local authority, for example, a new way to transport pupils from schools to college is being piloted.</p> <p><b>69.</b> Faculties offers a range vocational programmes at SCQF level 5. Plans are in place to increase % of learners achieving a level 5 qualification this includes: Innovation in L&amp;T, celebrating success and students participating in external visits related to the curriculum.</p> <p><b>70.</b> Faculties review their curriculum offerings and results through ACE. This session NCL added ‘Spotlight on Curriculum’ to consider trends in KPIs for low and high performing FT provision. This will be extended next session to PT programmes, such as schools provision. NCL presented local authorities with summary results at end of session 2017/18, with a view to considering low performing areas to make improvements in getting ‘right person on right course’. Schools get their own results in June.</p> <p>Faculties are committed to increase quality FA delivery which is aimed at increasing % of school pupils achieving recognised qualifications.</p> <p><b>71.</b> Level of MAs are monitored and reflect employer/workforce needs. Business Development’s Vocational Programmes Manager works with FMT’s to review achievement of targets and completions and plan for improvement.</p> <p>EA - overall, MA achieve to leaver rate is above or equal to national figures. Focused work currently being done to improve Automotive figures. Faculty have realigned management of programme and monitoring of delivery and outcomes.</p>	<p>CS, EA, CCI, SI, BSS</p> <p>All faculties</p> <p>EA, CCI, BSS</p>
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	<p><b>72.</b> Increase the number of high quality relevant work placements and work experience in both full-time and senior phase programmes, to increase employability skills for learners.</p>	<p><b>72.</b> Faculties fully support this and will continue to look for appropriate opportunities, including voluntary work placements. This includes taking part in Erasmus+ trips to enhance students’ skills and prepares them for work.</p> <p>Growth in delivery of Foundation Apprenticeships has increased the number of Senior Phase pupils taking part in college work experience. This will continue to increase as more FAs are enrolled.</p> <p>BSS - each CQL within the faculty maintains close relations with specific employers including: SFA; Scottish Rugby; North Lanarkshire Leisure; South Lanarkshire Leisure; Blantyre Soccer Academy; Motherwell FC; Airdrie FC; Queens Park FC; Clyde Football Club; Hostelling Scotland; Urquhart Travel; TUI, Crown Office – Procurator Fiscal Office; Scottish Government; The Law Society of Scotland; Clydesdale Bank, NHS Lanarkshire; Various Housing Associations; Police Scotland; Chartered Institute of Housing; North and South Lanarkshire Councils; Parliamentary Constituency offices.</p> <p>Given the diverse nature of the curriculum delivered within the faculty, staff engage in simulated work experience environments as part of their course. Where possible, learners are also encouraged to apply for either paid or voluntary work with a number of organisations within the areas of tourism, administration, business, management, sport and social science.</p> <p>As a result of continuous engagement with employers, the faculty has embedded up-to-date work-related learning into every full-time and part-time course, within its curriculum portfolio.</p> <p>SI - Work Placement/ experience is now part of most FEFT courses.</p> <p>SL - All courses have subjects which develop employability skills or provide students with an externally accredited employability qualification. L3/4 courses include the completion of a work placement and all students leave with a full CV. Additionally, students on these courses work with lecturers and</p>	<p>All faculties</p>
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