

## Developing the Young Workforce Plan 2018-2021

All College Action Plans adhere to the guidelines and ethos of Equality and Diversity

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| March 2018     | March 2018   | March 2019           | March 2018 | Assistant Principal: Learning and Teaching |

## 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   | 2019/20 Action   | 2020/2021 Action  | Person(s) Responsible  |
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| <b>Objective 1.1:</b> Ensure Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms support addressing under-representation. | <p>Develop clearer pathways for those not in work or from those groups under-represented.</p> <p>Work with partners HEIs to increase the range of SCQF Level 7 and 8 programmes articulating onto degree level programmes.</p> | <p>Work with South Lanarkshire College to develop common strategy for reporting and evaluating results for school-college programmes.</p> <p>Review articulation agreements to ensure smooth pathways exist to higher education, working to develop routes where gaps exist.</p> | <p>Joint reporting and evaluating results for school-college programme.</p> <p>Monitoring of articulation agreements to ensure smooth pathways continue to exist to higher education.</p> | Senior staff and staff responsible for school-college links. |

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|   | Set up a working group with partners to co-ordinate a centralised approach to expand work placement opportunities. Continue to review relevant policies against the protected characteristics to ensure no disadvantage to certain groups. Continue to monitor articulation agreements to ensure smooth pathways exist to higher education. |  |   |  |
| <b>Objective 1.2:</b> Humans: embedding in staff CPD, and reward and recognition processes support addressing needs of young people | Deliver CPD programmes to college staff that equip them to work with pupils and young people with ASN.<br><br>Further develop the work of the particular project groups related to learning and teaching, with emphasis on sharing and adopting good practice across college.   | Establish ongoing need for CPD to support the aims of DYW.<br><br>Continue to develop appropriate CPD programmes that support the development of staff working with young cohorts. | Deliver appropriate CPD to support the aims of DYW.   | Senior staff and staff responsible for school-college links. |
| <b>Objective 1.3:</b> Resources: research and understanding, time, finance and physical support                                     | Work with local authorities to develop appropriate timetables to maximise use of college resources.<br><br>Continue to review the areas in schools where college programmes are delivered, to   | Work with an HEI to develop a research-focused review of DYW activities, in terms of advantages to participants.   | Take appropriate action based on the research-focused review of DYW activities, to enhance provision. | Senior staff and staff responsible for school-college links. |

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|  | <p>ensure appropriate facilities for learning and teaching.</p> <p>Monitor the value of ongoing school-college partnership programmes to ensure good use of resources.</p>  |   |  |   |
| <p><b>Objective 1.4:</b><br/>Relationships: internal and external networks for collaboration</p> | <p>Facilitate representation from employers and local strategic partnerships on development of curriculum, to ensure we meet the needs of the local community.</p> <p>Continue to work with appropriate agencies, to ensure curriculum offerings are aligned to needs of local industry/employers.</p> <p>Continue to work with various HEIs to explore alternative pathways to degree study.</p> <p>Ensure partners are aware of the range of support available for vulnerable groups and care experienced learners.</p> | <p>Work with an HEI to develop a research-focused review of DYW activities, in terms of advantages to participants.</p> | <p>Engage with key stakeholders that are currently encountering challenges of recruiting from a specific gender group.</p> | <p>Senior staff and staff from Business Development Team.</p> |

| Priority 2. Influencing the influencers  | 2018/19 Action   | 2019/20 Action  | 2020/21 Action   | Person(s) Responsible   |
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| <p><b>Objective 2.1:</b><br/>Educators and careers advisers: training, CPD and resource creation, are engaged to support the DYW plan.</p> | <p>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>Pilot a plan of work with DYW staff in primary schools.</p> <p>Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p> <p>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>Foster a good working relationship between college staff and the DYW lead in each school.</p> | <p>Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p> <p>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 again showcase a wide range of vocational areas, with appropriate challenge to stereotypes.</p> <p>Develop a plan of work with DYW staff in primary schools, based on the success of the pilot.</p> <p>Continue the good working relationship between college staff and the DYW lead in each school.</p> | <p>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 again showcase a wide range of vocational areas, with appropriate challenge to stereotypes.</p> <p>Continue to work with schools to raise awareness of subject areas where there is a significant gender imbalance.</p> <p>Continue with plan of work with DYW staff in primary schools.</p> <p>Continue the good working relationship between college staff and the DYW lead in each school.</p> | <p>Staff responsible for school-college links and Heads of Faculty.</p> |

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| <p><b>Objective 2.2:</b> Parents: awareness raising and support are engaged to support the DYW plan.</p>   | <p>Communicate with parents regarding the vocational pathways clarifying the various options available (such as FAs, NPAs and SFW).</p> <p>Ensure parents/carers are aware of the range of support available for vulnerable groups and care experienced learners.</p> <p>Support local authorities or other agencies to deliver awareness raising events for care-experienced young people.</p> <p>School-college partnership staff will attend school parent events, where possible.</p> | <p>Continue to support local authorities or other agencies to deliver awareness raising events for care-experienced young people.</p> <p>School-college partnership staff will attend school parent events, where possible.</p> | <p>Continue to support local authorities or other agencies to deliver awareness raising events for care-experienced young people.</p> <p>School-college partnership staff will attend school parent events, where possible.</p> | <p>Staff responsible for school-college links.</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>Communicate successful pathways to current students that can showcase routes from school, through college to HE/work.</p> <p>Continue to use current students to showcase skills in school-college promotional events.</p>   | <p>Continue to showcase successful routes from school through college to HEI/work.</p>  | <p>Continue to showcase successful routes from school through college to HEI/work.</p>  | <p>Staff responsible for school-college links and curriculum leads.</p> |

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| <p><b>Objective 2.4:</b><br/>Employers: awareness raising and support</p> | <p>Work with Marketing Team to develop case studies of successful young people who completed school-college links.</p> <p>Communicate with employers regarding vocational pathways (e.g. newsletters).</p> <p>Continue to engage with the DYW regional group to enhance senior phase development and delivery.</p> <p>Continue to work with employers in developing their knowledge of pathways available to young people in progressing their qualifications and careers.</p> <p>Publicise internally a timeline of employer engagement events to increase representation from faculties.</p> <p>Continue to work with employers to increase employment opportunities for learners, including work placements.</p> | <p>Further develop employer contacts to support the development and delivery of senior phase curriculum and to enhance delivery and maximise employability for full-time programmes.</p> <p>Continue to have relevant engagement with the DYW regional group to enhance senior phase development and delivery.</p> <p>Continue to work with employers to increase employment opportunities for learners, including work placements.</p> | <p>Continue to have relevant engagement with the DYW regional group to enhance senior phase development and delivery.</p> <p>Continue to work with employers to increase employment opportunities for learners, including work placements.</p> | <p>Staff responsible for school-college links, curriculum leads and Business Development Team.</p> |
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| Priority 3. Raising awareness and aspiration  | 2018/19 Action   | 2019/20 Action  | 2020/21 Action  | Person(s) Responsible   |
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| <p><b>Objective 3.1:</b><br/>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 role models and activities.</p> | <p>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>Pilot a programme to work with a few local primary schools to highlight a range of vocational options that may be considered.</p> <p>Work with Focus West to support pupils with campus visits (S3 and S5).</p> <p>Provide support for SLC's Winter Leavers' and NLC's 'Summer Leavers' programmes.</p> <p>Continue to promote the Vex Robotics club for S5 and S6 pupils to increase STEM activity for DYW.</p> <p>Develop a project with taster sessions to increase</p> | <p>Ongoing presentations to school pupils in S1 to S3 to highlight college provision, including work with Focus West.</p> <p>Further develop a programme to work with a few local primary schools to highlight a range of vocational options that may be considered.</p> <p>Ongoing promotion of Digital Skills and Cyber Security through events such as Hackathons, inviting participation from schools and current students.</p> | <p>Deliver taster sessions to increase understanding of vocational areas, including with Focus West pupils.</p> <p>Review programmes delivered in terms of which form of publicity works well for raising awareness.</p> <p>Ongoing promotion of Digital Skills and Cyber Security through events such as Hackathons, inviting participation from schools and current students.</p> | <p>Senior Staff, staff responsible for school-college links and curriculum leads.</p> |

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|  | <p>understanding of vocational areas, specifically aimed at S1 to S3.</p> <p>Promotion of Digital Skills and Cyber Security through events such as Hackathons, inviting participation from schools and current students.</p>   |  |  |  |
| <p><b>Objective 3.1:</b><br/>Publications: thematic foci, newsletters and media campaigns.</p> | <p>Work with Marketing Team to develop DVD case studies of successful school to college transitions.</p> <p>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>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>Highlight further successful case studies of school to college transitions.</p> <p>Continue to publicise the various course options available to school pupils, including Foundation Apprenticeships and Skills for Work courses.</p> |  | <p>Staff responsible for school-college partnerships</p> |

| Priority 4. Encouraging applications  | 2018/19 Action   | 2019/20 Action  | 2020/21 Action  | Person(s) Responsible   |
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| <p><b>Objective 4.1:</b><br/>Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities</p> | <p>Develop the STEM agenda across provision, encouraging staff to support applications that address gender balance in engineering, construction care and beauty areas.</p> <p>Refresh and update Senior Phase offer in line with labour market demand.</p> <p>Monitor applications from those with protected characteristics, to ensure equity in recruitment.</p> <p>Establish a range of clear pathways for progression from FA to MA to GA.</p> <p>Grow the number of Apprenticeships at all levels.</p> <p>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>Continue to grow the number of Apprentices at all levels.</p> <p>Work with local authorities to meet targets for gender balance in specific subject areas.</p> <p>Widen the range of relevant curricular programmes with clear progression on to Apprenticeship pathways.</p> <p>Publicise the range of clear pathways for progression from FA to MA to GA.</p> <p>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>Review programmes delivered in terms of which form of publicity works well for raising awareness.</p> <p>Ensure increase in the numbers of Apprenticeships at all levels reaches Lanarkshire Regional Outcomes measure.</p> <p>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>Senior staff and staff from school-college partnership team.</p> |

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|  | Review the success of opening August applications early for Focus West pupils, with a view to repeating if successful.  |  |   |  |
| <b>Objective 4.2:</b><br>Marketing: embedding gender equality and counter stereotyping within prospectuses, websites and open day activities | <p>Work with Marketing Team to develop DVD case studies of successful school to college transitions.</p> <p>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>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>Where possible, provide presence at school open evenings to allow parents/carers and school staff to access information in good time.</p> | Promote positive marketing campaign to address gender imbalance in relevant subject areas. | Promote inspirational testimonials from former students who chose non-traditional courses and their subsequent careers – role models. | Senior staff and staff from school-college partnership team. |

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|  | Work with Marketing Team to develop a PR campaign to promote the New College Lanarkshire's work with employers.  |   |  |   |
| <b>Objective 4.3:</b><br>Course packaging: designing courses to attract non-traditional students and utilising access programmes to support DYW. | <p>Promote information on pathways from school programmes through college programmes and beyond.</p> <p>Work with SDS and local authorities to expand the offer of Foundation Apprenticeships by three subjects from those delivered in 2017/18.</p> <p>Deliver 2<sup>nd</sup> year of the 2 Foundation Apprenticeships delivered in 2017/18.</p> <p>Review availability of Modern Apprenticeships that provide progression for Foundation Apprenticeships and senior phase programmes.</p> <p>Expand number of Graduate Apprenticeships being developed in partnership with HEIs.</p> | <p>Deliver 1<sup>st</sup> year of additional Foundation Apprenticeships.</p> <p>Deliver 2<sup>nd</sup> year of the Foundation Apprenticeships delivered in 2018/19.</p> <p>Increase the number of STEM related programmes.</p> <p>Work to enhance availability of Modern Apprenticeships that provide progression for Foundation Apprenticeships and senior phase programmes.</p> | <p>Deliver 2<sup>nd</sup> year of the Foundation Apprenticeships delivered in 2019/20.</p> <p>Continue to promote STEM related programmes to young people.</p> | Senior staff and staff from school-college partnership team and Heads of Faculty. |

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|   | <p>Review full-time programmes to ensure employability is at the centre.</p> <p>Review full-time programmes to ensure appropriate pathways exist for articulation to HEIs or work.</p>  |   |  |  |
| <b>Priority 5. Supporting success</b>   | <b>2018/19 Action</b>   | <b>2019/20 Action</b>   | <b>2020/21 Action</b>  | <b>Person(s) Responsible</b>   |
| <b>Objective 5.1:</b> Creating inclusive environments: auditing for and tackling environmental and structural barriers and developing inclusive environments. | <p>Share information relating to equalities monitoring of performance indicators for those involved in school-college programmes with local authorities.</p> <p>Continue to work with local authorities to ensure suitable vocational opportunities are available for ASN pupils.</p> | Audit of environmental and structural barriers, with specific actions discussed with local authorities.   |  | Senior staff and staff from school-college partnership team.   |
| <b>Objective 5.2:</b> Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into careers.      | <p>Continue to create opportunities for competition entries for students/pupils in several subject areas to develop confidence.</p> <p>Continue to engage with employers through industry visits, speakers, work</p>  | Develop a student mentoring programme to support transition to school-college partnership programmes, focusing on Foundation Apprenticeships in the first instance. | <p>Review the impact of student mentoring programme across the year.</p> <p>Continue with discussion panels in a further 4 schools across Lanarkshire (if pilot successful).</p> | Senior staff and staff from school-college partnership team, curriculum leads and the Learner Engagement Team. |

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|  | <p>experience opportunities, volunteering opportunities and work-related projects across college provision, as appropriate.</p> <p>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>Continue with discussion panels in a further 4 schools across Lanarkshire (if pilot successful).</p>   |  |   |
| <p><b>Objective 5.3:</b><br/>Transitions: working with partners to enhance experience.</p>                     | <p>Work with partners, such as schools and SDS to develop a model of student mentoring, using care-experienced learners as a cohort.</p> <p>Work with partners to improve timeous information sharing to support transition.</p>  | <p>Work with local authority partners to develop a student mentoring programme to support transition to school-college partnership programmes, focusing on Foundation Apprenticeships in the first instance</p> | <p>Continue to improve school to college transition building on links already made.</p>  | <p>Staff from school-college partnership team and curriculum leads.</p>               |
| <p><b>Objective 5.4:</b> Auditing for success: Monitoring and evaluating KPIs, self-evaluation activities.</p> | <p>Continue to develop the model for self-evaluation of school-college partnerships.</p> <p>Continue to increase the % of school leavers attaining</p>  | <p>Review pathways available to ensure currency and success for Lanarkshire's young people.</p> <p>Further increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p>            | <p>Further increase the % of school leavers attaining vocational qualifications at SCQF level 5.</p> <p>Further increase the % of school pupils achieving recognised qualifications.</p> | <p>Senior staff, staff from school-college partnership team and curriculum leads.</p> |

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|  | <p>vocational qualifications at SCQF level 5.</p> <p>Continue to increase the % of school pupils achieving recognised qualifications.</p> <p>Work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p> <p>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>Further increase the % of school pupils achieving recognised qualifications.</p> <p>Continue work to ensure levels of achievement for Modern Apprenticeships meets achievement targets for college and national targets.</p> <p>Maintain high quality relevant work placements and work experience in full-time and senior phase programmes.</p> |  |  |
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