

GLASGOW KELVIN COLLEGE

Board of Management Meeting of 29 August 2022

Partnership and Stakeholder Engagement

**Report by Director of Business Development & Director of Planning and
Performance and Curriculum**

1. Introduction

This paper is presented to inform the Board of Management on the nature of the College's engagement with stakeholders, partners, employers and community groups and how that engagement supports the College's strategic objectives.

2. Strategic Context

The activities outlined in this paper support a range of the College's strategic objectives. Whilst all objectives are supported to a greater or lesser degree, the following that are particularly strongly supported by this activity:

1 Deliver an Inspirational and Inclusive Student Experience

- 1.1 Develop employment and life skills through high quality learning teaching and assessment
- 1.2 Empower and Support our Students through their Life Changing Journey

2 Strengthen our Communities and Environment

- 2.1 Build capacity within vibrant communities and support inclusive economic growth
- 2.2 Deepen employer and industry engagement, earn our reputation as centres of excellence and be the partner of choice

3. Key Areas of Stakeholder Engagement – Business Development

Employer and stakeholder engagement is multifaceted and impacts on many areas of College activity. Delivery is driven by employer need which ensures that the College is aligned to national skill requirements in the commercial sector.

The key areas of engagement led by the Business Development Directorate are covered below.

- 3.1 Commercial Programmes
- 3.2 Work Placements
- 3.3 International Activity
- 3.4 Corporate Social Responsibility
- 3.5 Funding
- 3.6 Foundation Apprenticeships

3.1 Commercial Programmes

The College delivers a successful portfolio of commercial programmes, the main programmes are highlighted below.

3.1.1 Flexible Workforce Development Fund (FWDF)

This generates the greatest proportion of commercial income and many employers see Glasgow Kelvin College as their provider of choice. The reason for this is the employer-focused approach taken by the College where programmes are designed to meet specific employer needs. Feedback from employers to the commercial team, as well as to Education Scotland previously, suggests that many Colleges offer a set list of programmes which suits a particular College's delivery but is not what employers require.

From August 2021 to July 2022, the FWDF generated £581,000, exceeding its income target by £30,000 and generating a margin of around 30%. 22 of the employers accessing the fund were SMEs, with 35 being larger employers. The College has successfully engaged employers such as Coca Cola, BBC Scotland, Allied Vehicles, The MacTaggart Group, BT and The National Lottery. The employer needs focused approach of the College means that these employers have been successfully retained as repeat customers, both for FWDF programmes, and to engage in the College's broader portfolio of employer products and services.

3.1.2 City and Guilds

Within this broader portfolio are a number of open commercial courses in Electrical Engineering that run as an ongoing schedule throughout the year. As with all College commercial programmes, they are designed to generate a margin of at least 30% and are regularly filled to capacity. These courses include;

- City and Guilds 18th Edition Wiring regulations
- City and Guilds Award in Inspection and Testing
- City and Guilds Portable Appliance Testing

These courses are sought after by employers and by professionals who require to maintain their qualifications in order to carry out their work. The College has built a reputation in the electrical sector, for reliable delivery, where courses are not cancelled at the last minute, where high pass rates are achieved, and which run to suit employer needs.

To July 2022, the City and Guilds/Commercial short course programme generated £120,000 at approximately 30% margin.

3.1.3 Made Barbering Academy

The MADE Barbering Academy has now been transferred into the College credit funded mechanism and is now no longer a commercial venture.

However, during 2021/22, it generated commercial income of £180,000 in addition to developing a UK wide brand that is recognised and respected across the UK barbering industry. The Academy has won the title of Best Training School at the Scottish Hair and Beauty Awards and two students were recognised at the UK wide Mens Hairdressing Federation, City & Guilds Awards, one student winning a UK title and one Highly Commended.

3.2 Work Placements

The College engages extensively with employers across Scotland to provide work placements for its foundation apprenticeship programme and work experience for some of its senior phase school programmes. The relationships with these employers have been developed over several years and now, as well as providing placements, many of these employers will engage in the College's training programmes, thereby generating additional income. Around 80 employers per annum regularly provide work placements for foundation apprentices. Some of these employers, such as The MacTaggart Group and Keepmoat Homes, have become key partners of the College, supporting other initiatives including community engagement and best practice advice.

3.3 International Activity

The College's engagement of stakeholders and partners extends internationally across Europe and India. As a result of COVID and Brexit, the College's European activities are curtailed but the College is now reviewing how these can be renewed through programmes such as The Turing Fund. The College's successful India partnership has regained momentum following COVID. In May, the Consul General of India visited the College to discuss this partnership. The team was able to provide him with a very positive briefing around the following:

- Scottish Government funded programme into gender based violence in India and Scotland and how both countries can work together to address this. Total funding £15,000.
- Hero Cycles, one of the world's largest manufacturers of cycles, wishes to work with the College on areas of curriculum development, knowledge sharing, particularly around electric bike technology and collaborations around sustainable transport.
- The College has been invited to present its India collaborations at an international academic conference (Communicating Sustainability) hosted by Glasgow University in September

Greggs and Interstate Hotels have expressed an interest in collaborating with Lemon Tree Hotels, one of the College's Indian partners, to adopt training and employment practices aimed at people with additional support needs.

3.4 Corporate Social Responsibility (CSR)

Many employers have CSR targets associated with their business and contracts, along with Community Benefit and Social Impact objectives.

By engaging with Glasgow Kelvin College, they are able to meet some of these obligations as the income they generate for the College will support the College's broader community engagement activities. In addition, the College is able to act as a link between an employer and community groups. For example, the College is currently working with Keepmoat Homes to link its community activities in north Glasgow to the Sighthill development.

It is hoped that this will provide training and learning opportunities for those most distant from the labour market.

3.5 Funding

The Business Development team manages externally funded, multi partner projects. Whilst Brexit has impacted dramatically on the College's European and UK activities, the team continues to manage programmes worth £470,000 and is working to source new funding opportunities to replace those lost through Brexit.

3.6 Foundation Apprenticeships

The foundation apprenticeship regional model has changed and the regional team employed by Glasgow Kelvin College has been disbanded. Foundation Apprenticeships will continue to be delivered by Glasgow Kelvin College but City and Clyde Colleges will be responsible for their own delivery and compliance. The College will work in partnership with these Colleges, SDS and the SFC to ensure the highest possible quality of delivery and student satisfaction at Glasgow Kelvin.

4. Key Areas of Stakeholder Engagement – Faculties

While there is Faculty involvement in many of the areas covered at section 3 above, such as Foundation Apprenticeships and Funding, additional, more specific examples of Faculty led engagement are provided below.

4.1 Employer Engagement: Faculty of Engineering, Construction and Science

The Faculty of Engineering, Construction and Science teaches around 1200 employed students generating around 12,500 credits. This accounts for approximately 48% of planned faculty enrolments and 38% of planned faculty credits.

The faculty has well established relationships with trade, industry and relevant national bodies that have been developed and nurtured over many years. This provides the platform for faculty representatives to participate in working groups and forums with said groups. More importantly, this provides the opportunity to gain insight into national skills priorities and emerging needs. Further, participation allows the College to feed into and influence decision making, with respect to education delivery for engineering, construction, and science curricular areas

Examples include:

- BESA – 256 planned enrolments in AY2022/23
Highest number of recorded planned enrolments
- CITB – 336 planned enrolments in AY2022/23
- SECTT – 60 planned enrolments in AY2022/23
GKC began partnership with SECTT in 2018 (Single class) and has grown provision to five classes with plans to expand further.
- SNIPEF – 106 planned enrolments in AY2022/23
Highest number of recorded planned enrolments

BESA: [Building Engineering Services Association](#)

CITB: [Construction Industry Training Board](#)

SECTT: [Scottish Electrical Charitable Training Trust](#)

SNIPEF: [Scotland and Northern Ireland Plumbing Employers' Federation](#)

In addition to trade bodies, the faculty has strong relationships with several high-profile companies, examples include Arup, Mott McDonald, Jacobs, Robertson Construction, Morrison Construction, McLaughlin Harvey, Scottish Power and M&D Green.

This approach has allowed the faculty curriculum to remain current, relevant, and aligned to national skills agendas – evidenced through not only repeat business but growth in employed learner training (particularly craft construction and building services). Furthermore, the faculty has taken measures to ensure it is well placed to continue to meet expectations whilst being able to deliver emerging educational needs. Examples of developments include:

- Green Kelvin - A purpose built practical area for the teaching, training and certification of renewable and green technologies.
- Refrigeration – Approved and certified to deliver CO2 and hydrocarbon training.
- Advanced Manufacturing – Staff training and equipment investment.
- Rapid Prototyping – Equipment investment.
- Virtual Reality (for Engineering and Construction) – Equipment investment.

4.2 Employer Engagement: Faculty of Business and Creative Industries

The Faculty of Business and Creative Industries delivers a highly successful and innovative Modern Apprenticeship Programme in Creative Digital Media. This model has been developed to meet the needs of the BBC as part of their UK Regions core apprenticeship offer. Several of the apprentices who have completed this programme since its inception have secured full time posts in the BBC or other employers in the creative media sector. The Creative Digital Media foundation apprenticeship programme engages directly with employers including Glasgow Film Theatre, Glasgow City Council and Skills Development Scotland.

The faculty delivers VQ qualifications to employers including;

- Remade Network
- NHS: Medical Reception staff

4.3 Employer Engagement: Faculty of Health, Care, Community, Learning and Development

This engagement has been split into

- 4.3.1 Community Adult Learning
- 4.3.2 Community Youth Learning

4.3.1 Community Adult Learning

Glasgow Kelvin College works with local housing associations, charities, and varied local adult groups (some vulnerable), along with parent networks all based within North East Glasgow. Although not directly linked to employers, the learning provided through community classes give essential employability skills which can lead to employment or more directed further or higher education.

These community partners include:

- Rosemount learning
- NHS
- Cranhill Development Trust
- THENUE
- The Halliday Foundation
- FUSE

- FARE

Examples of learning topics provided and enrolment for 21/22:

- | | |
|------------------------------------|----------------|
| • Childcare/Parenting | - 227 learners |
| • Food safety/Cooking | - 372 learners |
| • First Aid | - 368 learners |
| • Health and Safety | - 140 learners |
| • Wellbeing Awareness | - 131 learners |
| • Digital Literacy and Photography | - 149 learners |

4.3.2 Community Youth Learning

The College works with local schools and youth agencies/groups, along with delivering its own HUB facility to provide learning for personal growth, employment essential skills and pathways to FE

In 2021/22, 426 young people were enrolled in the College's programmes (13 yrs to 17yrs). The College linked with partners to provide additional learning to these programmes - examples include:

- Partick Thistle Football Club
- Scottish Rowing
- Glasgow Rocks basketball team
- Duke of Edinburgh Award scheme
- Platform
- Scottish Fire & Rescue
- Police Scotland
- Glasgow Life Cycling Programme

The College's newest partner for community adults and young people is 'Innovation esports'. The College provided a summer school in August 2022 and will introduce, to its 22/23 Community and Youth hub, supported distance learning in digital creative design and development, linking to the local job market within this area.

This innovative partnership provides a unique opportunity to communities providing introductory learning in this subject with pathways to progress either personally or to career choices

Below shows research work undertaken by Esports to link this new partnership to local employment along with providing communities with introductory learning:

"Using the [Invest Glasgow](#) research resources we have reviewed the fastest growing start-ups and scale-ups in Glasgow and the surrounding areas. Focusing on those that are STEM by nature, we see the industries driving growth are fin-tech, health-tech, enterprise software, gaming, digital marketing, media, travel-tech, energy, prop-tech, event-tech, telecommunications and robotics ([see here](#)).

Breaking this down further we can see the key technologies sitting behind this growth are are deep-tech, mobile-apps, block-chain, internet-of-things, artificial intelligence, 3D printing, machine learning, virtual reality, hardware, connected devices, big-data, augmented realty, nanotech and autonomous and sensor technology ([see here](#)).

Based on the above, we propose aligning the activities IESA delivers with these rapidly growing industries and technologies. We will achieve this by providing young learners with fun and engaging tasters session as part of the Youth Hub activity at both Springburn and Easterhouse. Some of the subjects we discussed are digital marketing, social media, programming fundamentals, web development, ecommerce, graphic design, game development, communication and soft-skills, data management, connected devices, hardware builds, artificial intelligence, digital currencies, and robotics.”

Esports Research

5. Resource Implications

There are no specific financial implications arising from this paper. However, ongoing financial pressures, eg the expected reduction in the Glasgow Communities Fund (formerly Integrated Grant Fund) put continued levels of community engagement activity at risk.

6. Risk and Assurance

Apart from the financial risk identified at section 5, no additional risks identified as a consequence of this report.

7. Equality

No equality implications are identified as a consequence of this report.

8. Data Protection

There are no data protections issues as a consequence of this report.

9. Recommendations

Members of the Board of Management are recommended to note the content of this report, and the supporting presentation, a copy of which will follow after it has been delivered at the Board meeting.

10. Further Information

Further information on the content of this report can be obtained from:

- Alastair McGhee, Director Business Development, amcghee@glasgowkelvin.ac.uk
- Peter Brown, Director of Planning, Performance and Curriculum, pbrown@glasgowkelvin.ac.uk
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