

GLASGOW KELVIN COLLEGE

Academic Board – 7 November 2025

Meeting Glasgow's Future Skills Needs

Report by Vice Principal Curriculum and Quality

1. Introduction

A new strategic project focussed on developing a long-term curriculum development plan has been undertaken to ensure the College's curriculum meets Glasgow's skills training needs. This has considered potential employer, stakeholder and learner needs and identified six key future 'asks' of the College's curriculum. The attached report outlines these asks and a related curriculum development plan for the College which will strengthen alignment to future employer and student needs.

2. Review of Regional Employment and Skills Needs

Steered by a short-life Curriculum Review Advisory Group including staff and student representatives, curriculum review activity considered potential future curriculum 'asks' of the College curriculum through an assessment of information related to national economic policy and labour market intelligence relating to economic and employment indicators for the Glasgow region. Alongside this, the College undertook external engagement activities with employers and industry representatives, complemented by engagement with course teams and their local employer and stakeholder contacts.

Based on this comprehensive review activity, the attached report was developed. This includes an assessment of the impact of the six key asks on our curriculum and delivery planning, alongside setting out a series of actions to ensure that our curriculum meets Glasgow's future skills needs. Given the scale and importance of this work, delivery of these actions will be a key improvement priority for the College going forwards.

3. Impact on Students

By delivering a more relevant and higher performing curriculum, we will be able to support more students to progress to further study or work, and in doing so contribute more effectively to meeting the skills needs of Glasgow and beyond.

4. Resource Implications

The attached report outlines changes we need to make to our curriculum subject areas and delivery methods. To achieve this, additional resources will be required for estates reconfiguration and classroom resources so that we can create the physical capacity to deliver training in growth areas identified such as Engineering and Science which could require substantial re-investment to create the appropriate industry relevant facilities. In addition to this, there will likely be additional costs associated with staffing changes, training support and digital investment to ensure our curriculum offer is aligned to future skills needs. Work is currently underway to scope out these potential resource costs and a further paper proposing additional investment will be provided in due course.

5. Equalities

Any significant curriculum changes will be evaluated for equalities impacts.

6. Risk and Assurance

This report provides assurance that the College is reviewing and developing its curriculum to ensure relevance, impact on skills needs and deliver high levels of performance.

7. Data Protection

There are no data protection implications arising directly from this report.

8. Recommendations

Members are recommended to:

- i. consider and discuss the attached curriculum review report: and
- ii. endorse the curriculum review outcomes and associated year 1 implementation actions.

9. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

RA, 31/10/2025



**Glasgow
Kelvin
College**

Appendix 1

Future Skills



**Meeting Glasgow's Future Skills Needs
Glasgow Kelvin College Curriculum Review**

2025

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1. Introduction and summary of curriculum review approach

Here at Glasgow Kelvin College, we support around 14,000 students on an annual basis to realise their potential and improve their life chances. We do this through a curriculum offer tailored to local, regional and national needs, and prioritising inclusive and accessible opportunities which ensure high levels of engagement from some of Scotland's most economically deprived neighbourhoods.

In order to ensure our curriculum remains relevant and aligned to future skills and employment needs, this curriculum review has been undertaken. Overseen by a steering group composed of College managers and student and staff representatives, this has reviewed potential future curriculum 'asks' of the College curriculum through an assessment of information related to national economic policy and labour market intelligence relating to economic and employment indicators for the Glasgow region. Alongside this, the College undertook external engagement activities with employers and industry representatives, complemented by engagement with course teams and their local employer and stakeholder contacts.

As a result of this approach, we were able to assess both 'top-down' nationally supplied information on curriculum demand with our own 'bottom-up' engagement with employers and industry partners on their skills training needs. Based on this comprehensive review activity, the following future curriculum asks have been identified to inform our course planning:

1. Supporting Priority Growth Sectors
2. Developing our Students' Digital and AI Capabilities
3. Enhancing Flexibility and Strengthening Employer Co-Design
4. Prioritising Employability and 'Work-Ready' Meta-Skills
5. Creating Inclusive and Supportive Pathways for All Learners
6. Driving Efficiency and Contributing to Public Service Reform

This Curriculum Review has evaluated our current curriculum offer in relation to these future asks and identified how we can strengthen alignment to these future needs. This includes an assessment of the impact of the six key asks on our curriculum and delivery planning.

The final section of this review sets out a series of concrete and timebound actions to deliver our first steps towards meeting the identified key curriculum asks and ensuring that our curriculum meets Glasgow's future skills needs.

2. Potential Asks of our Future Curriculum

In terms of economic policy initiatives and labour market intelligence, a number of national and regional documents were reviewed to assess key signals for future skills needs and also how this could impact on our curriculum delivery at Glasgow Kelvin College. A summary of this review activity is set out in the table below.

Review of National and Regional Skills Demands Reports

Report	Author / Year	Scope / Purpose	Key labour-market signals	Potential impact on our curriculum
Scotland's National Strategy for Economic Transformation (NSET)	Scottish Government, 2022	National economic strategy setting 10-year priorities (wellbeing economy, productivity, key sectors)	Push to grow productive, higher-value industries; emphasis on green transition, digital and innovation; regional delivery and employer engagement.	Need to strengthen employer-aligned pathways into priority sectors (green energy, advanced manufacturing, digital); closer employer partnerships and regional programmes.
Green Industrial Strategy	Scottish Government, 2024	Sets out industrial opportunities in the net-zero transition (wind, hydrogen, CCUS, low-carbon supply chain)	Employers signalling strong demand for green technical skills, supply-chain roles, and enabling skills (project management, health & safety, compliance).	Curriculum expansion/updating for green skills, retrofit, renewables, and cross-cutting modules (sustainability literacies, net-zero project skills). Consider short courses and micro-credentials for rapid upskilling.
Climate Emergency Skills Action Plan (CESAP) 2020–25	Skills Development Scotland (SDS) lead; national plan	Practical route-map for skills needed to deliver Scotland's net-zero/just transition.	Evidence base identifying shortages in retrofit, renewables, environmental management; need for rapid retraining and clear occupational pathways.	Update courses to include climate-related competencies; create stackable micro-credentials and employer co-designed short routes into green roles. Staff CPD for new content.
SDS Strategic Plan: "Skills for a Changing World" (2022–27)	Skills Development Scotland, 2022	National skills system strategy (intelligence-led skills planning; employer engagement; apprenticeships)	Calls for agile, employer-led skills ecosystem; greater use of labour market intelligence; focus on upskilling, apprenticeships and flexible delivery.	Adopt LMI-driven curriculum review cycles and scale apprenticeship offers and employer co-design of content.

Report	Author / Year	Scope / Purpose	Key labour-market signals	Potential impact on our curriculum
No One Left Behind: Employability Strategic Plan 2024–27	Scottish Government, 2024	National employability framework to ensure inclusive routes to work / training.	Employers need better routes for disadvantaged groups; emphasis on supported employment pathways and local employer engagement.	Design bridge programmes, supported internships, flexible delivery and stronger employer partnership models to place learners into work.
UK Employer Skills Survey (ESS) — Scotland results (2022) & ESS 2024	Department for Education / UK statisticians	Largest employer survey of recruitment issues, skill-shortage vacancies, training and skills gaps.	Persistent skill-shortage vacancies in specific occupations; falling employer training investment; entry-level shortages and hard-to-fill specialist roles; changing patterns 2022→2024.	Use ESS LMI to prioritise programmes where vacancies are concentrated; evidence to negotiate employer-funded training or apprenticeships; focus on entry-level preparedness plus specialist upskilling.
Regional Skills Assessment — Glasgow / Glasgow City Region	Skills Development Scotland / RSA 2024	Regional labour market intelligence & forecasts for Glasgow / City Region	Regionally-specific demand signals: growth sectors, occupational forecasts, industry clusters; skills gaps at certain levels and occupations in Glasgow City Region.	Align college offer to City Region priorities; develop regional employer panels, shared regional programmes, targeted micro-credentials; use RSA data to forecast intake and capacity.
CBI / Employer surveys (CBI Education & Skills Survey; Employment Trends)	CBI / CBI economics (2022-24)	Business voice on skills, recruitment, graduate readiness, and employer-education engagement.	Employers flag recruitment/retention challenges, desire for workplace experience, employability skills, and clearer engagement with colleges; colleges seen as under-utilised partners.	Expand employer engagement, embed work placements and project-based assessment; focus on employability skills, employer co-design and better marketing of college offers to business.
OECD: Future-proofing the skills system in the Glasgow City Region	OECD, 2024	Independent analysis of regional skills system and recommendations for resilience and responsiveness.	Need for stronger skills governance, lifelong learning pathways, better use of LMI, and multi-stakeholder collaboration to meet employer needs.	Consider governance changes for curriculum planning (regional employer boards, frequent LMI review), invest in lifelong learning models and stackable credentials.

Report	Author / Year	Scope / Purpose	Key labour-market signals	Potential impact on our curriculum
A Vision for the Delivery of Skills, Vocational and Technical Education in Scotland	Professor Joe Little for Colleges Scotland, 2025	Futures-looking paper considering global / technological / societal shifts; what “world-class” VTET delivery might look like; signals for how the colleges sector needs to evolve.	Employers will need workers with digital / AI literacy; adaptability; blended & immersive learning; micro-credentials; increased employer-college collaboration; soft/transversal skills; support for learners with Additional Support Needs; responsiveness to global disruption (tech, climate, demographics).	Design more flexible and immersive learning modes (blended, hands-on + digital); build curriculum for AI / tech change; strengthen employer consultation in course design; increase micro-credentials; ensure staff development for new pedagogies; embed soft skills and supports for diverse learners.
Glasgow City Region Economic Strategy	Glasgow City Region Partnership, 2021	Sets out regional economy baseline, challenges & opportunities, missions & priority programmes in the region; transformational opportunities including skills, green transition, technology.	Need to address skills gaps & under-utilisation; growth in high growth sectors (digital, advanced manufacturing, tech); demand for green / retrofit / climate skills; foundational economy roles (health, social care, hospitality etc.); technology adoption; importance of inclusive economy.	Respond to region-level sector growth (digital / high growth / green), foundational sectors; expand growth in foundational roles; embed technology adoption, green / retrofit practices; improve pathways for under-served communities; build capacity for flexible delivery models.
Scotland's Colleges 2025	Audit Scotland, 2025	National briefing reviewing the financial, operational and strategic position of Scotland's colleges in 2023/24, with analysis of funding, teaching volumes, workforce capacity and alignment with wider reform.	Colleges currently face rising demand from students and employers but are constrained by funding and staff shortages. Apprenticeship demand is outstripping funded places, especially in engineering, digital, healthcare and renewables. Employer demand is strongest in STEM and net-zero sectors. Demographic shifts show more younger students and greater need for digital learning.	Protect high-cost, high-demand provision (STEM, health, digital, renewables) despite funding pressures. Expansion of apprenticeship and technical routes is essential. The college should prioritise digital and flexible delivery to serve changing learner profiles, and ensure close alignment with regional employer needs and national reform priorities.

Based on the above analysis of national skills demand reports, the following cross-cutting future needs are identified:

- We should focus our provision on Scotland's and Glasgow's priority growth sectors such as green energy, advanced manufacturing, or health and social care.
- We need to continue to embed green and net-zero skills across the curriculum with sustainability and climate literacy embedded across all areas, alongside dedicated green skills pathways.
- We should build more flexibility and responsiveness into our delivery, making the most of our modular qualifications to enable more rapid upskilling and reskilling in line with employer demands.
- We should strengthen employer co-design and regional partnerships, involving employers directly in course design, alongside responding to City Region skills development activity.
- We need to develop digital, AI and innovation skills for all learners, ensuring that every learner develops digital confidence and competence.
- We must continue to widen participation and equip learners for employability, providing accessible pathways for under-represented groups and embedding employability, and metaskills development alongside technical expertise.



3. Employer Engagement Outputs

The College organised an employer engagement event to discuss directly with local employers their skills needs. Around 20 companies and organisations were represented and the following key points were made during the event:

- Whilst employers value the technical skills of new recruits, wider metaskills are of key importance and often they are not as well developed as employers need. Personal skills such as those involved in communication, presentation, independent problem solving and relationship building were highlighted as by a number of employers as critical to employees flourishing in their workforce. For example, a construction company representative shared their 'ABC' framework of Attitude, Behaviour and Commitment which they use to evaluate new recruits
- Employers also highlighted the growing importance of AI on working practices and the need for students to have well developed digital skills to cope with a rapidly changing technology environment.
- Significant skills gap were referenced by a number of Engineering related employers. This included skills training needs resulting from both net-zero ambitions as well as the expansion of defence related expenditure with employers highlighting new shipbuilding contracts with Norway, Denmark and Sweden in addition to increased expenditure by the UK Government. Taken together, there will be a long-term demand for a range of engineering disciplines, particularly those based around fabrication.
- Employers also highlighted their needs for upskilling training for existing employees, with asks around more flexible training offering including online and part-time study options, as well as noting their disappointment in the Scottish Government's removal of the Flexible Workforce Fund. There was also support for expansion of apprenticeship training models, including Graduate apprenticeship offers delivered in partnership with universities.

There was also an appetite from employers to explore more co-design options. Employers who hadn't experience of this were keen to know more about previous good practice examples and how they might be applied to their training needs.



Employers at our Future Skills engagement event.

4. Insights from Curriculum Teams

In addition to College level employer engagement activity, all College Curriculum managers were asked to consult with their teams to consider their current and future curriculum in response to a number of set responses. A central element of this was to ensure local employer and stakeholder views provided an input into our curriculum review activity. The prompts considered and a summary of curriculum team responses are set out below.

Prompt 1: What local intelligence do you have on student, employer or stakeholder needs for your subject areas?

- Many departments reported as having excellent relationships with local employers and stakeholders. For example, Early Learning and Childcare highlighted a strong partnership with Glasgow City Council embedding additional training like Forest School into the HNC course to meet employer needs. Similarly, Music Business and Sound Production reported close ties with industry bodies and venues, ensuring their courses are responsive and create clear employment pathways for students.
- A recurring theme from curriculum teams was the increasing complexity of student needs. For example, Support for Learning highlighted that many students face significant barriers to employment, education, and basic life skills, requiring initiatives like counselling and provision of basic meals to support engagement. Hairdressing, Beauty, and Barbering also highlighted that many students are "legacy Covid pupils" who are not ready to learn or work, facing challenges like poverty, disengagement, and a lack of consistent caregiving, whilst the Communications team reported that students are leaving school with lower levels of literacy and communication skills, which is a barrier to success.

Prompt 2: Are there student, employer and stakeholder needs we are currently not meeting?

- Several areas identified clear skills gaps and high demand for their courses. This included some Engineering areas such as refrigeration and air Conditioning, the Adventure sports sector, and the Health and Social Care workforce to meet changed regulatory requirements. Engineering teams also highlighted increased demand for skills in renewables and manufacturing related to defence industries.
- Course teams also predicted a shift towards self-employment and freelance work with over 60% of the Hairdressing, Beauty, and Barbering workforce now self-employed and this model also common for graduates in Music Performance and Performing Arts.
- There was also a focus on meeting general employer demand for more "work-ready" graduates who are not just technically proficient but also possessing crucial meta-skills such as resilience, adaptability, problem-solving, and communication.
- Course teams also identified a demand for more flexible course delivery to accommodate working students and those with other commitments. This

includes requests for evening classes, part-time options, and day-release models in Early Learning and Childcare, Social Care, and Care.

- Identified skills gaps in our current curriculum also included stronger support for technical and digital skills, such as the use of Artificial Intelligence technologies, more support in developing entrepreneurial skills for freelance work, and social skills like public speaking and professional behaviours.
- There is also a growing need for provision tailored to younger, more vulnerable learners, with for example, Support for Learning, Early Learning and Childcare and Hairdressing, Beauty, and Barbering all highlighting an increase in students with negative school experiences and a lack of academic confidence and a need for a more tailored and supportive educational offering.

Prompt 3: What insights do you have on how the vocational area you serve might change in the future?

- Course Teams anticipate significant changes driven by technology (especially AI), a shift towards self-employment, and evolving student and societal needs. The development of AI is a major point of uncertainty and opportunity, with for example Music Performance and Music Business sectors are under threat from AI's effect on copyright and creation, whilst Care and Communications foresee AI becoming more integrated into professional practice, handling routine tasks and requiring new skills to use it effectively.

Prompt 4: What changes do we need to make to our curriculum offer to meet future student, employer and stakeholder needs?

- To meet future needs, staff proposed a range of curriculum changes focused on creating more flexible pathways, embedding essential meta-skills, integrating new technologies, and developing new courses.
- A consistent recommendation across a number of teams was to offer more flexible provision, such as evening, day-release, and part-time courses, to meet the needs of employers and students who are already in work (e.g. for Health and Social Care).
- There were also suggestions to develop more "bridging" and "pre-entry" courses, supporting vulnerable students. For example, Hairdressing, Beauty, and Barbering suggested pre-courses to build resilience and "readiness to learn" before students commit to a full vocational course, Support for Learning recommended a "Readiness to Study" unit to prepare students for the demands of a college course, and Music Performance proposed a "bridging the gap" summer school for applicants who need to fill specific skills gaps.
- Course teams also highlighted opportunities to embed entrepreneurial, business, and communication skills more strongly into our delivery. For example, Performing Arts aims to embed entrepreneurial and business modules covering self-employment, funding applications, and project management, whilst Art & Photography is adding new units in public and community art to give students experience in areas where freelance commissions are growing.

- Communications staff also stressed the need to prioritise verbal communication skills like teamwork and pitching ideas, and to embed communication skills more deeply into all vocational courses.
- There is also a clear call to integrate technology more formally into the curriculum. This includes teaching the practical and appropriate use of AI in vocational contexts like patient communication in Health & Social Care or administrative tasks in Business, as well as using advanced technology in teaching and assessment processes in Care.

Some course teams also suggested that we review and revise some of the qualification levels we offer. For example, Sport suggested moving some courses from HN level to NQ Level 6 to better meet student and employer needs for practical and accredited qualifications, whilst ESOL proposed creating a Higher ESOL course to provide a clear progression route for students.



5. Summary of Key Asks of our Future Curriculum

The following six 'key asks' of the College's future curriculum offer have been identified:

1. Supporting Priority Growth Sectors

The curriculum should focus on national and regional priority sectors such as green energy engineering and health and care addressing key skills shortages and strengthening pathways into high-growth areas.

2. Developing Students' Digital and AI Capabilities

All learners must gain the digital confidence and Artificial Intelligence literacy needed for modern workplaces, with practical AI use embedded across vocational contexts.

3. Enhancing Flexibility and Strengthening Employer Co-Design

The curriculum must be more agile and responsive through flexible delivery (evening, part-time, modular) with stronger employer involvement in course design and workforce upskilling.

4. Prioritising Employability and 'Work-Ready' Meta-Skills

Employers value communication, problem-solving, teamwork, and resilience as much as technical skills. These meta-skills, alongside entrepreneurship, should be embedded across all programmes.

5. Creating Inclusive and Supportive Pathways for All Learners

The College must continue to expand accessible and supportive routes — including bridging and pre-entry courses — to help learners facing barriers such as poverty, low confidence, or additional needs.

6. Driving Efficiency and Contributing to Public Service Reform

Curriculum planning should focus on high-value provision, making use of blended delivery where appropriate, and collaboration with public partners to maximise impact and contribute to wider reform goals.

6. Meeting the Key Curriculum Asks – what this means for our Future Curriculum

This review will now set out for each of the key curriculum asks, what this means for our future curriculum development.

Future Curriculum Ask 1: Supporting Priority Growth Sectors

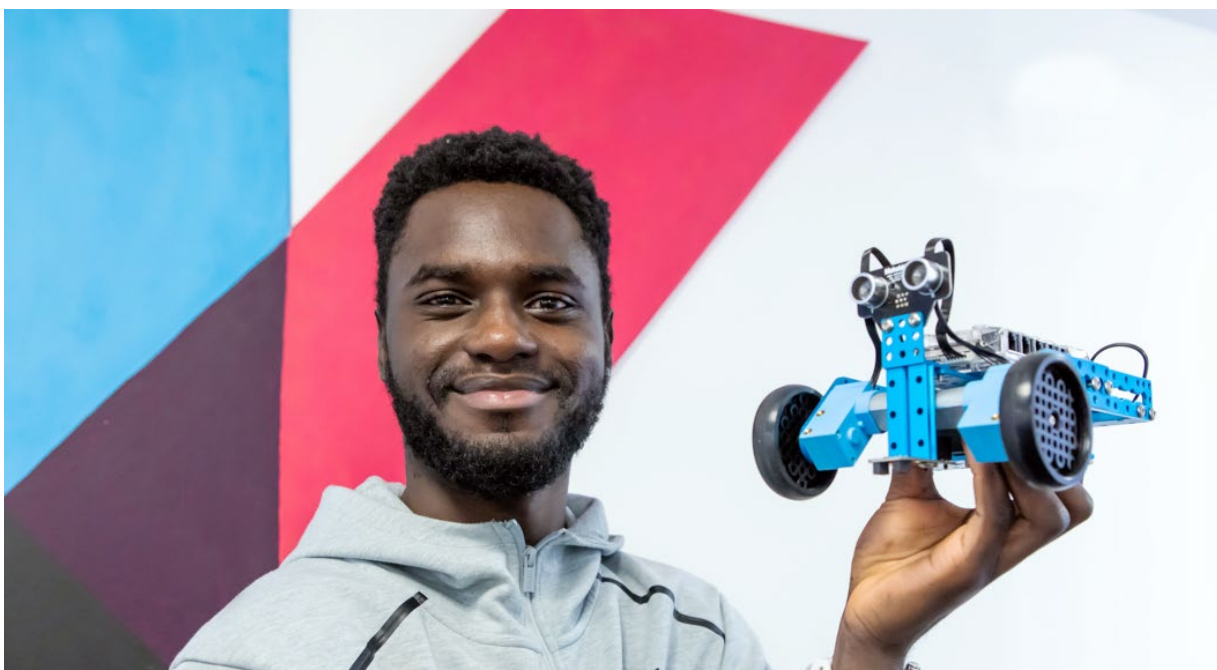
The table below sets out the main economic growth sectors identified at national and Glasgow City Region levels with an indication of the potential implications on our curriculum delivery.

Priority Growth Sectors: Glasgow City Region and Scotland

Sector / Theme	Glasgow City Region Priority	Scotland National Priority	Implications for our curriculum development
Advanced Manufacturing & Precision Engineering (incl. Space, Semiconductors, Maritime)	✓	✓	Strong overlap — big push on engineering, high-tech, export-driven skills.
Energy and Net Zero / Green Industries	✓	✓	Core to both strategies: renewable energy, decarbonisation, retrofit, sustainable technologies.
Life Sciences and Health Innovation	✓	✓	Reinforces demand in science, health, biotech, and digital health skills.
Digital and Enabling Technologies (e.g. data, cyber, and AI)	✓	✓	High demand for computing, digital skills, AI, and data literacy across sectors.
Creative and Cultural Industries (broader than digital)	✓	✓	Cultural production, arts, music, design — important for inclusive growth, tourism, exports.
Financial Services / FinTech	✗	✓	A national priority; may still be relevant locally for business/computing curriculum.

Suggested implications of these growth areas on the College's curriculum are:

- Prioritise the Green Economy and meet demand from employers and national strategy for skills in the green transition. In particular our Engineering curriculum must expand to meet significant skills shortages in specialist areas like Refrigeration and Air Conditioning alongside considering new, courses in subject areas such as Renewable Energy and Electrification. Additionally, the College should continue to explore Rail Industry training opportunities building on recent activity in relation to track maintenance.
- Work with industry and City Region partners to grow activity related to new shipbuilding contracts and the expansion of the defence sector. The curriculum should develop provision that directly supports these high-value industries.
- Strengthen the foundational economy and continue to support foundational sectors like Health and Social Care, which are identified as a regional priority. This includes providing courses that allow the existing workforce to gain the registerable qualifications required by regulators like the SSSC.
- Expand Science provision to align with the projected significant increases in demand for science, research and technical associate roles, with growth concentrated in areas such as biotechnology, pharmaceuticals, and digital health. The College should consider developing new laboratory technician pathways, applied science courses linked to life sciences employers, and cross-disciplinary programmes that integrate data analytics and digital skills into scientific practice.



Taking these growth areas into account would mean the following shifts in College curriculum activity:

Curriculum Area	Share of College Credit Activity	Proposed Direction of Travel	Comments
Engineering	19%	Grow	The College should strengthen its specialist Engineering offer, particularly in net-zero and defence-related skills.
Health and Childcare	15%	Grow	Health and Childcare have the highest regional demand, so our delivery must support both new entrants and ongoing upskilling.
Science	6%	Grow	Science pathways should be developed with employers, focusing on direct routes into employment at Levels 7 and 8.
Construction	10%	Maintain	Construction demand is high, but regional supply is strong, so our current delivery level remains appropriate.
Access, Languages and Communication	23%	Maintain	Access, Languages and Communication play a vital role in engaging local residents furthest from the labour market.
Creative Industries	13%	Refine	Creative Industries employ around 5% locally and there is significant training supply across Glasgow, so it is important our provision aligns to student and employment demand.
Business and Computing	6%	Refine	Our Business and Computing curriculum should be limited to access-level provision, with progression routes into HN delivery at Clyde and City Colleges.
Service Industries	9%	Refine	Service Industries employ many residents but often require lower-level skills so it is important our offer aligns to student and employment demand.

Future Curriculum Ask 2: Developing our Students' Digital and AI Capabilities

A recurring theme of this curriculum review is that all learners must be equipped with the digital confidence, competence, and critical understanding of Artificial Intelligence needed to thrive in a rapidly changing world of work. Implications for our curriculum are therefore:

- The curriculum must move beyond generic IT skills to teach the practical and appropriate use of AI within specific vocational settings. Examples from curriculum teams include using AI for administrative tasks in Business, drafting patient referral letters in Health & Social Care, and understanding its impact on copyright and creation in the Music industry.
- In some of our specialist areas we need to deliver advanced skills to meet employer expectations. This includes CAD and 3D printing for Jewellery; digital

manipulation, moving images, and AI expertise for Photography; and knowledge of digital technologies for ordering and payment in Hospitality.

- We should teach both the 'How' and the 'Why' of AI: Our curriculum needs to foster a critical understanding of AI. As routine tasks become automated, uniquely human skills like emotional and collaborative communication become more valuable. Learners must be taught how to use AI effectively and how to evaluate its outputs, including tone and appropriateness.
- We should explore opportunities to create new digital and AI-focused courses: To meet emerging needs, the college could explore demand for short courses on AI, tailored for different audiences such as businesses, community groups, or beginners.

Future Curriculum Ask 3: Enhancing Flexibility and Strengthening Employer Co-Design

There is a consistent demand from both employers and students for a more agile, responsive, and collaborative curriculum model. Implications for our curriculum include:

- We need to diversify our course delivery models beyond full-time study routes. There is a clear, unmet need for more flexible provision, including evening, part-time, and day-release courses. This is particularly critical for upskilling the existing workforce in sectors like Health and Social Care, Childcare, and Engineering. To enable rapid upskilling, the curriculum should also make better use of modular qualifications to create short courses and stackable micro-credentials. There is a clear commercial opportunity to offer specialist training courses that employers are actively requesting, such as those in F-Gas, Heat Pumps, and Brazing.
- We must strengthen employer co-design and partnerships. Employers we engaged with as part of this review expressed a strong appetite to be more involved in the curriculum. Our curriculum should therefore scale up employer co-design of content, using existing good practice like the Jewellery department's CLIC projects and the Early Learning and Childcare team's partnership with Glasgow City Council as models.
- We should work with partners to expand apprenticeship models: The college should respond to employer support for an expansion of apprenticeship training, including Graduate Apprenticeships delivered in partnership with universities. In doing so, we should ensure we work closely with sector colleagues on national changes to apprenticeship delivery so that arrangements work well for our industries and students.

Future Curriculum Ask 4: Prioritising Employability and 'Work-Ready' Meta-Skills

Employers consistently state that while technical skills are important, it is the broader meta-skills that are critical for success in the workplace and are often underdeveloped in new recruits. The implications for our curriculum are:

- We must embed Meta-Skills more explicitly across all College courses. The curriculum must deliberately focus on developing skills such as communication, independent problem-solving, resilience, and teamwork. Additionally, we need to recognise that students are leaving school with lower levels of literacy and communication skills, the curriculum must prioritise verbal communication, including teamwork and presentation skills, and embed these skills more deeply into all vocational courses.
- We should support the development of entrepreneurial skills, particularly for those subject areas with high levels of self-employment (e.g. Hairdressing and the Creative Industries). This should include practical training on self-employment, funding applications, and project management.

Future Curriculum Ask 5: Creating Inclusive and Supportive Pathways for All Learners

A strong theme across the curriculum review process was the need to adapt the curriculum to support an increasingly diverse student population facing significant barriers to learning and progression. Implications for our curriculum include:

- Creating a stronger role for preparatory and bridging programmes for learners who are not fully ready for our existing curriculum offer. These courses, suggested by areas from Hairdressing to Support for Learning and Music, would focus on building resilience, confidence, and readiness to study before a student commits to a full-time vocational programme.
- Expanding integrated support models like ESOL, building on the success of combined courses that teach ESOL alongside a vocational subject like Care or Business. This model should be expanded to other areas like Science and Engineering to provide a supportive pathway into a priority sector.
- Developing pathways for younger, more vulnerable Learners. Our curriculum must respond to the growing number of 15-16 year olds with ASN who have had a negative experience of school. This requires creating tailored, supportive educational offerings that can act as a bridge between school and a full-time college course.
- Establishing clearer internal progression routes to ensure all students can progress. Our curriculum should fill identified gaps in its pathways such as a Higher ESOL course which would provide a clear progression route for students and align the college's offer with other institutions in the city.

Future Curriculum Ask 6: Driving Efficiency and Contributing to Public Service Reform

The Audit Scotland Scotland's Colleges 2025 report makes clear that the college sector is being asked to do more with less while playing a central role in wider public service reform. To remain effective, our curriculum must not only address employer and student demand but also demonstrate efficiency, value for money, and alignment with national reform agendas. The implications for our curriculum are:

- Focus on high-value, high-demand provision – Curriculum planning must prioritise sectors where economic and social impact is greatest, such as health, digital, engineering, construction, and net-zero industries. Provision in areas of limited employment and student demand should be carefully reviewed to ensure resources are targeted where they deliver the most benefit.
- Maximise efficiency in curriculum delivery – We must embrace flexible and blended learning models that allow us to reach more students with the same or fewer resources. This includes greater use of digital delivery where appropriate, modular and stackable provision that can serve multiple learner groups, and shared delivery models developed in collaboration with regional partners to avoid duplication.
- Embed value and accountability in provision design – Curriculum teams should consider cost-effectiveness alongside learner and employer demand when developing new courses. This means planning delivery with an awareness of staff expertise, resource intensity, and financial sustainability, ensuring the college can continue to offer high-cost but high-impact programmes.
- Strengthen collaboration across the public sector – The college should explore opportunities to work more closely with schools, universities, local authorities, NHS Scotland, and other partners to pool resources, share delivery, and co-design provision that meets shared objectives. In doing so, the curriculum can directly support Scotland's wider public service reform agenda and help build a resilient skills system.



7. Year 1 Action Plan: First Steps in Meeting the Key Curriculum Asks

Curriculum Ask	Key Actions	Lead(s)	Timescale
1. Supporting Priority Growth Sectors	Develop a plan to expand Engineering provision in growth areas, including specifying future staffing, resource and estate needs.	Peter Brown	December 2025
	Review current curriculum delivery in Health and Social Care and create a 2026-27 curriculum plan which remodels this to meets regulatory and workforce demand, including flexible CPD routes.	Tracy Leavy	December 2025
	Scope the development of new science technician and applied science pathways.	Steven Donnelly	December 2025
2. Developing our Students' Digital and AI Capabilities	Map current AI activity within vocational areas and identify and share good practice.	AI Working Group	February 2026
	Pilot enhanced AI integration models within Block 2 or 3 units (e.g. AI for Photography) as part of Teaching Development Lead activity.	John Clarke	November 2025 – June 2026
	Survey staff AI skill and knowledge levels and organise staff CPD to upskill teaching staff on AI and digital practice.	Jason Quinn	March 2026
	Support students and staff to participate in the upcoming regional 'No Code' initiative.	Alastair McGhee	November 2025 – June 2026
3. Enhancing Flexibility and Strengthening Employer Co-Design	Review the balance of full and part-time delivery options and explore short course delivery across high-demand subjects (e.g. F-Gas, Heat Pumps).	Peter Brown & Tracy Leavy	March 2026
	Establish structured employer panels for co-design in priority sectors.	Peter Brown & Tracy Leavy	June 2026
4. Prioritising Employability and 'Work-Ready' Meta-Skills	Create a college-wide framework to embed meta-skills (e.g. communication, teamwork, resilience, problem-solving) across all courses.	Claire Walters/John Clarke	December 2025
	Working with the Entrepreneur in Residence initiative, identify opportunities to integrate enterprise and entrepreneurship content into Blocks 2 and 3 (e.g. Creative and Hairdressing).	Alastair McGhee	November 2025 – June 2026

Curriculum Ask	Key Actions	Lead(s)	Timescale
5. Creating Inclusive and Supportive Pathways for All Learners	Explore options to expand ESOL + vocational models into Science and Engineering, alongside Higher ESOL in 2025-26 (within existing Credit activity levels).	George McGuire	December 2025
	Consider options to re-establish EVIP delivery for younger/vulnerable learners with negative school experience.	Peter Brown & Tracy Leavy	March 2026
6. Driving Efficiency and Contributing to Public Service Reform	Review recruitment levels in areas identified for reduction and remodel/remove course options to protect overall student numbers through fewer course occurrences and more efficient class sizes.	Peter Brown & Tracy Leavy	December 2025
	Review options to consolidate specialist Construction provision at single campuses to strengthen depth of expertise and efficient delivery.	Peter Brown	March 2026
	In each Faculty remodel delivery on one course so that it can make greater use of digital resources and reduce face to face contact time in order to test this approach in 2025-26.	Peter Brown, Tracy Leavy & Michelle Harding	June 2026
	Within the alternative income streams working group, identify options to grow alternative income sources for curriculum delivery, particularly in high-demand, high-value sectors (e.g. STEM, health, digital, net-zero).	Alastair McGhee, Peter Brown & Tracy Leavy	June 2026

