

The Contribution of Glasgow Kelvin College to the Glasgow Community Plan

Report to SMT by Craig Green September 2018

1. Introduction

This report provides the Sector Board with information about the College's contribution to the objectives of the Glasgow Community Plan and is provided as an annual update (previous versions have focussed on the previous Single Outcome Agreement).

The report provides programme detail in a series of appendices so that the contribution of individual aspects of the College's contribution is expressed clearly within the main priorities and themes of the Glasgow Community Plan. The report also covers in less detail the contribution the College makes to related plans: in particular, Glasgow's CLD plan and work underway to develop the Digital Glasgow strategy.

The College delivers a far greater proportion of its activity outwith its main campuses and in communities experiencing disadvantage than is the case for any other college in Scotland and much of this report concentrates on its flexible learning and community development programmes.

The College has main campuses in Easterhouse, the East End, Springburn and Maryhill. While the College would always seek to support its immediate communities, it prioritises the north east of Glasgow because of its relative need.

In the north east, the College's flexible learning and community capacity development programmes are greatly extended through the support of Integrated Grant Fund for the North East Learning Programme, which as a result constitutes three quarters of the College's community learning and development services.

The North East Learning Programme facilitates for partners a broad array of learning options, delivering a wide area, large scale inclusive learning programme providing digital inclusion, certification, community achievement and progression, capacity sharing and building support for young people and adults of all ages.

The North East Learning Programme significantly extends the College's community support capacity and its impact is that (in principle, all) local community groups and services and the networks which underpin them are able to count on the College to add new learning aspects to existing services and add value to partners' own learning programmes.

Where figures are provided, they are for the year ending end March 2018 because final figures for the session ending July 31 are not yet available. The figures relate unless stated to the north east of Glasgow, therefore the College's contribution to the city and the Glasgow Community Plan, but the majority of the community learning and development support provided by the College lies in the north east, as is explained below.

2. Inclusive Economic Growth

“Growth that combines increased prosperity with greater equity; that creates opportunities for all and distributes the dividends of increased prosperity fairly”¹

The slow but steady growth of the Scottish economy is having a positive impact on business and industry, seeing rising levels of employment and contributing to increased prosperity for many. However, this same period has also witnessed a stagnation in wages and increasing levels of ‘in-work poverty’. The gap between rich and poor is said to be widening and ‘growth’ is at the expense of those most vulnerable and with the least power.

The Scottish Government drive towards ‘inclusive growth’ is predicated on a number of factors which have emerged from analysis of the labour market and the Scottish economy.

Despite an increase in total employment, productivity growth has been limited and accompanied by an increase in part-time, temporary and less secure jobs. This has resulted in limited increases in real wages.

Overall, patterns of work are changing with a ‘hollowing out’ of the occupational structure with fewer mid-skilled jobs but an expansion in the requirement for advanced technical skills and in the need for elementary skills (occupations which cannot be automated). This has resulted in an ‘hour-glass’ shaped structure and a real fall in wages, polarising the labour market and resulting in increasing in-work poverty. Jobs which require ‘elementary skills’ tend to be clustered in the part-time, fixed-term or unsustainable occupations.

The private sector has become the engine of employment growth as it in-fills to functions normally performed by the now diminishing public sector. However, despite an increase in overall employment, there are 6,500 fewer public sector jobs in Scotland.

Despite a continuing bias towards higher skilled occupations there is also expected to be growth in caring, leisure and other service roles. The Scottish Government drive to expand childcare provision is also helping to fuel demand for skills in this sector.

With fewer opportunities for those in the mid-level occupations, it is this section of the labour market which may experience the full impact of artificial intelligence and automation, known as ‘Industry 4.0’. However, it is clear also that there is increased use of technology in low-skilled occupations such as Retail (with increasing closure of large retail chains due to online shopping).

In order to ‘bridge the gap’ and support people to progress to more sustainable jobs, it is incumbent on the College to ensure that it takes account of the challenges faced by people in its communities. It must ensure that it delivers the skills and an inclusive learning experience which supports individuals to access the many workplace opportunities that exist on their doorstep, equipping them to satisfy the skills needs of local employers and the wider economy.

Glasgow’s population, in particular in the North East of the City, has become characterised by above average levels of economic inactivity, neighbourhoods which experience high levels of multiple

¹ Scotland's Economic Strategy 2015

deprivation, wage levels below average, slower reduction in numbers of people with no qualifications and limited access to workplace opportunities.

Within the College catchment area, many of the indicators of deprivation which exist for Glasgow city are mirrored in these communities and are often magnified. Each community has a mix of relatively affluent population and large neighbourhoods which experience deprivation. The ability to access wider or city-based opportunities is often governed by limited resources. Indeed, in spite of a number of positive statistics within these communities, some of the more affluent neighbourhoods have the effect of skewing the data as many of the poorer pockets of housing are among the most deprived datazones in Scotland.

In Glasgow, 21% of the population are living in income deprivation (most deprived 10%) and of the ten most income deprived neighbourhoods in Glasgow, seven lie within the College catchment area. 32% of Scotland's most income deprived residents live in Glasgow.

746 (10.7%) of Scotland's 6976 data zones are within Glasgow City. Therefore, of the 1395 most deprived quintiles in Scotland (most deprived 20%) 47% are situated in Glasgow. As Glasgow holds 11% of the Scottish population, this is a clearly disproportionate number and underscores the levels of relative deprivation within the city.

Around 80% of the College's students are Glasgow residents and some 50% of Glasgow Kelvin students reside in the most deprived 10% of Scottish neighbourhoods, with 64% residing in the most deprived 20%. Importantly, this highlights the significant role the College plays in recruiting students from the SIMD20 quintile and in supporting the Scottish Government's Widening Access agenda. Of all college students in Scotland resident in SIMD20 datazones, Glasgow Kelvin delivers to more than a fifth (20.5%) which is a level significantly above that of any other Scottish college.

Although there is much debate around the drive to widen access to university for young people from deprived neighbourhoods, the College adopts a broader approach to enabling progression by focusing on barriers to accessing any learning and development opportunities. The eradication of child poverty is, the College contends, only possible through the development and improvement of families and communities.

Central to building resilience and progression is a resident's ability to access sustainable, well-paid employment.

Analysis of the average weekly wage for North East Glasgow residents evidences considerable disparities - £461 against a workplace-based figure of £541. This would indicate that, although sustainable well-paid jobs exist in the area, these are not being filled by residents, who may lack the qualifications and skillset to compete for these jobs.

Although Glasgow is ahead of the rest of Scotland in working-age residents qualified to SVQ4 level (44.6% compared to 43.7%), the concomitant figure for the North East of Glasgow is 36.7%. Similarly with the figures for those holding no qualifications – the Scottish figure of 8.7% is dwarfed by the figure for North East Glasgow which, at 17%, is almost double.

The College duty is therefore to address lower qualification levels within its communities by providing skills, learning and qualifications which will help Glasgow's most disadvantaged residents

to access employment opportunities in safe and sustainable sectors and satisfy the skills needs of local employers.

Overall, there are recognised skills shortages for the Engineering & Construction trades (the oil and gas industries are making a sluggish recovery), Scientists, IT occupations (a sector which has very recently received a healthy investment from the Scottish Government of £6.6m), Health & Social Care professionals, Digital Creative occupations and Chefs. Where identified skills needs exist, the College, through its Curriculum Review and Operational Planning processes, seeks to deliver programmes which address these clearly identified labour market requirements for qualified staff. In many cases this is achieved most effectively through working in partnership with identified stakeholders to improve opportunities for progressing students.

The College response also takes account of the radical changes occurring within the labour market, where it is anticipated there will be greater automation and technical advances. Patterns of working are changing significantly with increased non-linear career patterns, an expansion in flexible working hours and increased requirement for people in work to retrain. There is predicted to be an expansion in the demand for advanced level skills (SCQF level 6 and above) and in elementary skills. However an anticipated squeeze on medium level skills (levels 3-5) is predicted, which will show labour demand as an 'hourglass' shape. The impact of this on College provision is that there will likely be:

- a need to ensure progression from introductory through to advanced-level skills;
- a need for increased flexibility in the curriculum and timetable to accommodate in-work learning, retraining and upskilling;
- increased numbers of mature learners;
- a greater need for experience of work to be embedded within the learner journey; and
- a requirement to stay abreast of workplace technological advances to inform future skills needs

Glasgow Kelvin College and Glasgow City Council have formed a partnership to help create and upskill the city's Support for Learning workers, formerly known as Classroom Assistants.

The Council is investing in their workforce to ensure that they have the qualifications and skills which will help people to develop and progress, ensuring the city's school pupils have the best support available and the College delivers this on a part-time basis at its East End Campus.

Jobs & Business Glasgow work closely with the College to operate and deliver Early Years learning and childcare provision at Blairtummock house, which incorporates a state of the art nursery with extensive outdoor provision as well as modern teaching accommodation for Early Years students. In addition, this year the College is working in partnership with Jobs and Business Glasgow to enable accredited outcomes from the employability services in the Bridge in Easterhouse, with the intention to extend this partnership to other community services.

The College is very involved in the delivery of the SDS-supported Foundation Apprenticeships, which provide a college learning experience and work placement to young people whilst they are still

attending school. This supports them to progress either directly into an employer or Modern Apprenticeship on leaving school, or onto more advanced level programmes (HE) at college. In addition, it was the first Glasgow Regional college to introduce the Graduate Apprenticeship which allows, in this case civil engineering, apprentices to begin their degree-level learning at day-release in college while working full-time.

While access to university is a positive progression, it is only one possible route to success and is being supplanted by the apprenticeship model in many of the vocational skills areas. The value placed on workplace learning is now being reflected in the wider labour market where softer skills such as Industry Awareness, Self-reliance, Teamworking, Adaptability, Leadership and communication have an increased currency. The Apprenticeship model is a viable alternative to the university-based linear-form of progression – many of today’s most successful business people undertake their higher education qualifications in tandem with their career path rather than as a prelude to it.

3. Resilient Communities

The College would not be an effective contributor to the development of resilience in communities and would not be able to support learning programmes which were wanted by local people were it to simply act on its own.

The College is dependent on voluntary sector agencies to:

- identify local need;
- support local people into learning programmes; and
- support local people to sustain attendance in learning programmes.

The College, in return, shares its capacity to deliver infrastructure and learning support with its voluntary sector partners.

The College supports the development of resilience in local communities by extending its learning programmes, infrastructure and support services to local voluntary sector agencies, reducing service costs through economies of scale and acting as the learning and technical delivery partner for over 100 partners.

3.1. John Wheatley Learning Network

The John Wheatley Learning Network extends the College’s digital infrastructure and support capacity to voluntary sector agencies so that people in disadvantaged communities have access to secure Internet access, supported locally by learning centre host organisations who are in turn supported by the College.

The learning network deploys Windows 10 and Office 2016 and 365 services as well as a wide range of creative software for free use by local communities and the agencies which support them.

In the year ending 31 March 2018, there were in the north east of Glasgow 6,320 people supported through the learning network to access digital technologies and the Internet.

The John Wheatley Learning Network contributes to the development of resilient communities by providing digital inclusion as part of the service array offered by local (almost all voluntary sector) agencies in the local communities they serve. The support provided by the College includes hardware and software maintenance, access to online learning opportunities, technical advice and support, security and firewall services and training for volunteers and staff.

There are no costs for either learning network partners or people accessing the learning centres.

An example is the Sandyhills Learning Centre, around which the Sandyhills Community Organisation has been developed (from a report by the learning network partnership officer):

“The Sandyhills Community Organisation open up the hall on Thursday afternoons for both a music group and a digital drop in, and it was hoped that we could attract other volunteers to open up at other times during the week.

Five volunteers, including three GHA staff, have been trained in how to create accounts for people and provide digital support, however, due to other commitments, they have not always been able to support the centre.

The committee have used the learning centre to develop some of their digital skills, including using email, learning how to access documents, open files, save documents and click on links. In the picture is HH, the [committee] for Sandyhills Community Organisation, who although is very skilled in terms of using a mobile phone to text message and use Facebook, and make Internet searches using voice command, also wanted to develop her PC skills, starting with using a mouse. HH is pictured with her certificate for completing a mouse skills exercise.

HH has since been able to search online for a new tumble dryer and compare prices of these and can now log in to the PC and log in to the Sandyhills Community Organisation’s email account.

The SCO were also given a laptop by the Wheatley Group which Glasgow Kelvin College have also been supporting them to use.

Local residents come down to use the PCs but also come for a cup of tea and some chat.

One tenant said that the learning centre being open gave them an opportunity to get out of their flat and feeling “the four walls coming in around me”.

The music group look up songs on the Internet and print out chords and lyrics.

Other opportunities exist during the week for formal job searching, with Jobs and Business Glasgow now supporting a drop in on Tuesdays in the learning centre.

Glasgow Life have an Adult Literacy and Numeracy group in the learning centre on Wednesdays.

YOMO in partnership with Fuse support local young people to use the learning centre”.

Another example is the Tollcross Advice and Learning Centre (currently in the process of moving to a new location which will deliver a larger and enhanced learning centre):

Il said she’d been coming to Tollcross Advice and Learning Centre and attending the IT class for 4-5 years.

Il said she was new to computing: “I could do a few things, but I’ve learned how to create spreadsheets and do word processing and now I’ve completed my ECDL. I use this at home.

When my Mum died, I was an executor of her will. I was able to put everything into a spreadsheet clearly, which helped my sisters. Attending the IT class once a week and learning has had a very positive impact on me”.

Il said “I’ve had a few different tutors and I really like Colin, my current tutor who I feel has brought me on more quickly than the others and I’ve done a lot more”.

Il said her next steps now she’d completed her ECDL were “to move on to learn about “the Cloud” and Colin has given me some new work which is at Level 7, whereas ECDL was at Level 5”.

Il said, “If Colin’s not here, we’ll help one another and the volunteers, such as XX and YY and centre staff such as ZZ or AA at the centre will help us. I am local and stay in Tollcross and I regularly recommend this class and coming to Tollcross Advice and Learning Centre to people I know.

I think there is a lot to learn and now I don’t think twice about going online to look for something or find out how to do something.

My nephew has autism and needed a special weighted blanket at night. However, these were really expensive to buy, so I went online and figured out how to make it and now he sleeps better”.

Il went on to say, “I also look up recipes, use Internet Banking and do my Xmas shopping online; I didn’t go to the shops at Xmas last year; I couldn’t be bothered”!

“I’ve become more secure and confident online because I understand what I’m doing”.

Veronica Telfer, Project Co-ordinator at Tollcross Advice and Learning Centre said:

“having the learning centre had a big impact on the amount of visitors and people we support. We are an anti-poverty organisation and people need to go online to avoid sanctions from benefits and this provides them with local access to a PC to meet claimant commitments that they might not otherwise have. The learning centre gives people the opportunity to print off CVs, have support through volunteers, centre staff and partner organisations such as Jobs and Business Glasgow who are also based here. People can gain qualifications through the IT class, and through courses in the College’s Wider Access

programme such as First Aid and Food Hygiene, which can help with getting a job. We have a Jobs Board in the learning centre, so people can browse some current opportunities at a glance. The IT tutor Colin from Glasgow Kelvin College knows of the other services here, such as welfare and money advice, so he can refer people to these. Good partnership working is a big part of what we do here”.

Feedback from a learner at Rosemount Lifelong Learning’s learning centre, where learning services are delivered by Rosemount but supported by the College, includes the following:

“I was asked by the social to come as part of receiving my ESA. I would like to learn more about computers other than playing games. I have learned a lot more about word processing and spreadsheets. I didn’t know much about before I feel quite pleased with myself from what I have learned. Unfortunately I have a bad memory but the things I am learning seems to be sticking in my mind.

This is a nice place to learn computing skills with flexible times and good guidance instruction books. Nowadays it is essential knowing how to use computers for many purposes like purchasing online, write letters, emails booking and further education.

I have learned a lot and can now use Word, Excel and some others. I am more confident when I see a computer. I think I am pushing myself forward for not to be left back of technology.

I feel a lot more confident in applying for jobs and filling out application forms on line. The tutors are friendly and extremely helpful to everyone. I would highly recommend it.

I passed the ECDL unit. I am more confident it helps me with email. Job site. I am more confident at using a computer to fill in online job applications.

I wanted to my EDCL to help me get back in full time employment. I have learnt to use Microsoft [Word] and Excel so this has helped me create my own CV and with Excel this help me keep track of my finances. I feel more confident when applying for job as a lot of jobs like you to have computer skills. Coming to the centre has given me the skills to move forward.

The Job Centre advised me to apply for the ECDL at Rosemount as she knew I wanted to further my IT skills to help with future jobs. Most job nowadays entail IT skills and the ECDL contains most of the working knowledge required. I feel great having gained a pass mark in the modules.”

3.2. Wider Access programme

The Wider Access programme delivers to voluntary sector partners the opportunity to provide for adults in their local communities tutor services from the College.

In the year ending 31 March 2018 there were 1,022 adults enrolled in Wider Access tutor supported courses in the north east of Glasgow.

Wider Access tutor support programmes for adult learners include digital skills flexible learning, ESOL, photography, health and safety, first aid, food hygiene, art, licencing and general learning support for support for groups with learning difficulties.

An illustration of impact is provided by feedback from Michelle Kershaw, the Partnership Development Officer at St Andrew's:

"We carried out a basic evaluation on the parents' feelings re learning a few weeks ago and I wanted to share some of the messages which have come forward.

The parents are really enjoying learning, some of them for the first time in their life

They feel that the informal manner the lectures have is helping them massively to relax into learning.

All of our First Aid parents have now gained their certificates and are over the moon. All are now looking to progress onto Nat 4 English as they feel they really can achieve qualifications, something they didn't [think] was possible.

One of our parents used the sessions as a beginning of a new adventure. She has suffered from agoraphobia as well as ADHD for a large number of years. She came along to the first session of the first aid and managed to stay the whole session. Both her daughter and herself were over the moon at the end of the first night. I spoke with Andrea before the class started to make her aware of the parent's situation and Andrea was excellent at welcoming the individual, putting her at ease and supporting our parent to feel able to involve herself with the class. Andrea's support throughout the class has enabled this parent to gain a new lease of life.

Tom [the tutor] has a mixed group of parents with a very mixed level of skills within ICT. He is putting them at ease, allowing them to grow in confidence with ICT and they are now very happy to ask questions, which was not something they felt comfortable with at the start.

From a school perspective we are totally overwhelmed with the success of the classes. We have now doubled in numbers for our next session and adding a number of courses. We are very happy with our partnership of Kelvin College and embrace your support in enabling us to continue with our Community Parental Learning classes".

3.3. Youth Access programme

Tomorrow's resilient communities will be built through investment in today's young people.

The Youth Access programme supported in north east Glasgow communities 1472 young people aged 12 to 17 in learning activities in the evening and at weekends in the year ending March 31 2018.

The programme engages young people in learning activities in the context of learning centres and youth clubs and works during term times in partnership with between 12 and 14 voluntary sector youth work agencies, as well as Glasgow Life.

Most of the work of the Youth Access programme is delivered in the context of the learning centres that form the John Wheatley learning Network.

Working with young people in their own settings and in their own time requires a patient, youth centred, approach and success requires the development of trust relationships, which require time. Nonetheless, in the year ending March 31 394 north east Glasgow young people agreed with College CLD Workers personal learning targets (in the three years ending March 2018, 1015 young people achieved between them through the programme 6479 learning targets, 1232 of which were recognised through certification.

3.4. Community Development Qualification Programmes

The College delivers a range of community development programmes, supporting the development of community services and the people who work on a paid or voluntary basis for them, in turn providing a trained workforce supporting resilience in and of the communities that they serve.

These range from part time introductory programmes to the HNC Working in Communities (also available on a part time basis).

The College's community development programmes are delivered in either the East End or Easterhouse campuses.

The part time introductory programmes are:

- an Introduction to Community Development at SCQF levels 5 - 6;
- the National Progression Award in Youth Work (delivered as part of the College's Schools Liaison programme);
- the Professional Development Award in Youth Work at SCQF level 6; and
- the Certificate in Youth Work Practice at SCQF level 5.

The Certificate in Youth Work Practice was developed by the College in response to need identified through engagement with the Glasgow North East Strategic Youth Alliance and is designed to support on a part time basis people engaged on a paid or voluntary basis in youth work in the evenings or at weekends. Many people engaged in youth work are employed in other work or have caring responsibilities during the day.

With the exception of the National Progression Award delivered to school students, the College's Community Development programmes are designed to support practice as well as deliver its underpinning theory and the HNC, in accordance with CLD Standards Council requirements for higher education community development courses, requires 40% of the programme to be based on practice in community settings.

The consequence of basing qualifications on practice is that:

- existing staff and volunteers, and so the community services in which they are based, are supported to develop their capacity to deliver services based on the values, principles and standards which underpin Community Learning and Development; and
- people wishing to enter the field are supported in placements which add delivery capacity to the placement agencies.

Placements are determined through a process of matching student interest with placement settings and priority is given to settings in the north east of Glasgow and areas supported through Glasgow's Thriving Places partnerships.

In the year ending July 31 2018 there were 122 people enrolled in the College's Community Development qualification programmes.

3.5. Community Achievement Awards

The Glasgow Kelvin College Community Achievement Awards were designed in response to Glasgow's Thriving Places work in the north east, in recognition that:

- the College's routine requirements for a viable group of learners with common starting points, aspirations, interests and aptitudes meant that partners sometimes struggle to take advantage of the College's capacity to support learning in communities;
- flexible co-delivery and the adoption of the Awards framework adds value to voluntary sector partners in their direct engagement with people in local communities; and
- voluntary sector partners delivering local services are better placed than would be the College to support local people in their engagement with community activities.

The Community Achievement Awards are designed to allow people involved in, assisting in the delivery of, delivering or developing community activities the opportunity to design and gain recognition for their own learning:

- declaring personal goals;
- agreeing personal milestones;
- recording activity; and
- evaluating the impact of their engagement in community activities:
 - what they have learnt;
 - what others have gained; and
 - what difference has been made to others as a consequence of the engagement.

While designed for adults the Awards are available for people from the age of 12.

Local residents confident in themselves and their ability to learn build resilient communities, and the Community Achievement Awards support the development in people of the four capacities as:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

The Senior CLD Worker who manages the Community Achievement Awards programme was asked to provide a couple of illustrations of impact of the Awards:

Learner 'A' New Experiences Group GAMH

'A' is a male in his 50's who has experienced long term mental health problems. 'A' completed a Level 5 Award by assisting in the delivery of peer led recovery groups. His milestones included assisting in the delivery of the GAMH New Experiences Roadshow and developing his peer support skills.

'A' learned a number of skills including: group work, facilitation, planning, organisation and presentation skills. 'A' used these skills to liaise with members of the Department of Work and Pensions. He advised how the DWP could help break down barriers experienced by people with long term mental health problems when accessing the service.

'A' gained a sense of pride in himself and his peers. The learning from sharing his lived experience of mental health problems allowed him to see his experiences as natural and real. This increased his confidence and assertiveness to the levels he experienced prior to his mental health breakdown.

'A's' peer group gained from his support. By sharing his experience of recovery, he gave the group a role model and the realisation that recovery is possible.

"It was a natural engagement with other peers and I feel empowered to support/help others. During this process I have felt more in control and fulfilled"

'A' has subsequently achieved a PDA in Introduction to Community Development through Glasgow Kelvin College.

Case Study 2

Learner 'B' Tron St. Mary's

'B' is a woman in her 30s who gained her Level 5 Award by assisting in the delivery of numerous activities at Tron St. Mary's Church. Her milestones included improving her IT skills and organisational skills.

'B' learned how to create flyers to promote the Pre-Five and Women's groups. She has used these new skills to support other groups. 'A' reported that her skills and confidence in using IT equipment have increased. She has learned the importance of planning and organisation when delivering activities. This learning has given her the realisation that she is now aware of her own capabilities and what she is able to achieve when she has appropriate guidance. She has also learned bike maintenance and jewellery making.

'B' gained confidence in assisting in the delivery of many activities. This has allowed her to feel comfortable in approaching and speaking to new parents and other team members.

Group members benefited from 'B's skill set. She made women from the Women's group feel welcome, reducing their feelings of isolation and loneliness.

"Many of these people I have met through these activities and now class as very good friends and that can only be a good thing for myself and them."

Case Study 3

Learner 'C' Glasgow Life Bounce and Rhyme

'C' is a woman in her 30s who gained her Level 5 Award by assisting in the delivery of Bounce and Rhyme sessions. Her milestones included having the confidence to eventually lead one of the sessions and to gain knowledge of early years' education.

'C' learned knowledge of the services and opportunities available through Glasgow Life. She also learned parenting skills and early years' education. This learning has given her the confidence to talk to other parents about their children. Her communication skills with different groups have improved. She feels better able to talk to people regardless of their ethnicity.

'C' has gained a new circle of friends. She has increased her social circle and improved her health by participating in buggy walks.

Group members have benefited from 'C's knowledge in skills, which resulted in her leading several of the sessions and being able to signpost members to other services.

My confidence has risen and I have gained new responsibilities. [This] helped me realise that I am good at working with children and reassured me that I am on the right path in changing my career"

She has recently attended at interview as a support worker.

3.6. Recovery Communities

Some of the most vulnerable people are those recovering from addiction and consequent poor mental health and the College has over the past few years developed its support for recovery communities: in particular, Recovery Cafés including associated homework clubs.

Two of the north east Glasgow Recovery Cafés are delivered in College campuses: the Sunday Social in Easterhouse and SpARK in Springburn on Tuesday evenings. In addition, a homework club is delivered for young people whose families are affected by addiction in the College's East End campus on Thursday evenings.

Support is delivered by CLD Workers, based on the Youth Access programme model in which they work alongside partners to engage participants in a process of identifying learning targets and tracking progress towards them. In addition, the participants are supported to commission tutor support through the Wider Access programme where this is appropriate to their interests.

Recovery Cafés provide some of the best examples of service co-production, where service users participate in service review and decisions and participant volunteers deliver much of the service themselves. Volunteers in Recovery Cafes are supported partly through Community Achievement Awards.

In the year ending July 31 2018 there were [get figure from Jane] people engaged in Recovery Cafés who were supported by College CLD Workers or tutors.

David McDermott (Senior Social Worker) was asked to comment on the impact of the Learning Programme's services on the North East Recovery Community:

"The premises available to NERC to run services at GKC buildings are a great benefit to NERC and its participants. The modern, spacious, staffed premises at no cost are a great resource to NERC. This includes access to classrooms for groups, art rooms, IT Suites, Gyms, cooking facilities, complimentary therapies rooms.

The staff that GKC provide to link in with the NERC cafes are passionate about promoting learning opportunities for all those involved in NERC, and they are always helpful in finding solutions from the college to continue to improve the cafes in any way we can. The staff are completely on board with the recovery movement and how this ties in with the learning journey. The GKC staff have ensured that participants have had easy access to GKC facilities such as courses, gym, it classes etc.

The recent elements been brought in to PARC such as jewellery making, arts and crafts have improved the service greatly with participants and children getting involved and this has created a friendly social time for people while at the same time learning new skills and crafts in an enjoyable way.

NERC would not be able to offer as good a service to the community without the support from GKC and NERC is very grateful for this and would love to see this partnership continuing and growing much in to the future".

3.7. Support for Thriving Places

The College contributes to the Thriving Places agenda in the north east of Glasgow by representation on the Steering Groups for Parkhead/ Dalmarnock/ Camlachie, Easterhouse and Springboig/ Barlanark, as well as broader community partner networking ('breakfast') events.

The Community Achievement Awards programme was developed in response to the capacity building challenge of ambition to achieve co-production as the norm in delivery of public services, providing formal recognition of the learning arising from engagement in community activities at all levels.

The Wider Access programme, Youth Access programme and other community learning services are prioritised for Thriving Places areas and are available to voluntary sector partners in support of their community services.

The College has developed certificated support for participants in priority-setting work using the Place Standard (see below).

3.8. Information Services

While the deployment of learning software for use by communities may be obvious, and the deployment of Office and creative software would be expected as part of support for the John Wheatley Learning Network, the College also extends its capacity to deliver information services to communities as part of its support for resilient communities.

This take two forms. Firstly, the Pathfinder website² is maintained by the College as a free community service information resource. Secondly, the College also supports email distribution lists for local community service networks, including:

- youth@northeastglasgow.co.uk which provides support for staff and volunteers engaged in supporting young people in the sector;
- adultlearning@northeastglasgow.co.uk which provides similar support for staff and volunteers supporting adult learning in the sector; and
- bbi@northeastglasgow.co.uk which provides support for staff and volunteers engaged with the Barmulloch Balornock Initiative.

These services support the development of resilient communities by assisting in wide area communication and tend to be used to:

- advertise services;
- advertise vacancies or volunteer opportunities;
- distribute meeting papers to support transparency; and
- request support from other partners.

3.9. Community Lets

The College not only shares its learning and technical and infrastructure and support capacity, it shares its premises and facilities with local not for profit agencies when not otherwise in use for its learning programmes.

34 voluntary sector agencies used the College's north east Glasgow campuses free of charge in the year ending July 2018.

3.10. Place Standard

With other Thriving Places partners, the College has created a certificated outcome for participants who engage in priority setting using the Place Standard³.

The Place Standard offers a national standard in supporting the engagement of community members with local priority setting, which is the foundation for engagement in locality planning.

Two versions has been used: the standard format and one created for use in Parkhead/ Dalmarnock/ Camlachie based on early work, which developed local priority themes.

The College's support for this tool is dependent on partner identification of community groups interested in participation.

² <https://northeastglasgow.co.uk/>

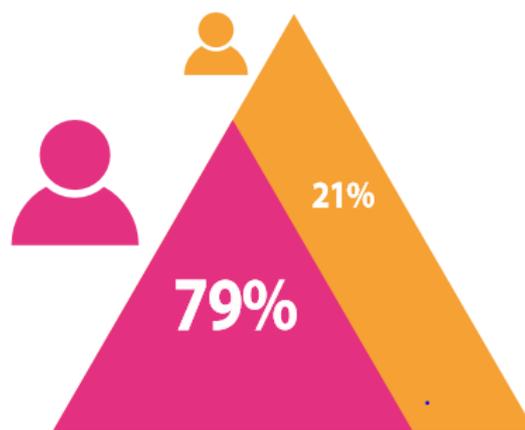
³ <https://placestandard.scot/>

Additional capacity for the adoption of the Place Standard tool is being developed through its adoption as part of placement practice for students enrolled in the College's Community Development qualification programmes.

4. A Fairer and More Equal Glasgow

The College's Access and Inclusion strategy⁴ includes a commitment to de-centralisation and outreach, providing a comprehensive service within easy reach of its potential learners. The College regards its youth access and wider access outreach programmes as a key resource in broadening the base of participation in post-compulsory education and training for underrepresented groups.

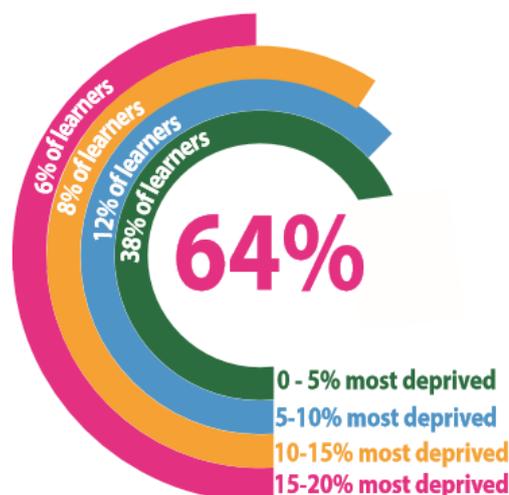
This approach supports Glasgow Kelvin to be Glasgow's college: 79% of its learners are from Glasgow, the majority from the north east.



We deliver learning to more Glasgow students than any other College. 79% of learners from Glasgow postcodes 21% from rest of Scotland

64% of the College's learners are from the most deprived 20% of Scotland's neighbourhoods: half from the 10% most deprived neighbourhoods and 38% from the 5% most deprived neighbourhoods.

⁴ <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf>



The College extends opportunities to learn to these areas through its community programmes and working in partnership with voluntary sector agencies their reach and extent are significantly extended through the North East Learning Programme with support from Integrated Grant Fund.

While the majority of the College’s activity, in terms of hours of learning, is devoted to supporting full time qualification programmes, the majority of its students are engaged in part time community based learning, which means that the College supports the whole of the communities it serves, not just the national priority age group of 16-19 year olds. This leads to an age profile which differs from other colleges: 49% of learners are over 25, and, equally unusually, XX% are under 16.

The College’s community learning programmes, which constitute the North East Learning Programme, contribute to making Glasgow fairer and more equal.

4.1. Wider Access programme

The Wider Access programme is designed to support adults most in need of tutor services, and sets aside a significant element of the College’s teaching budget to respond to requests from community groups and services for tutor support.

This programme contributes to Glasgow becoming fairer and more equal because priority is given to services supporting people who live in areas characterised by multiple deprivation and to groups of people experiencing disadvantage (such as people with disabilities, people recovering from poor mental health or addiction and people whose language is other than English).

4.2. Youth Access programme

The Youth Access programme works alongside other youth work partners to deliver in the evening and at weekends learning focussed youth work services.

This programme contributes to Glasgow becoming fairer and more equal by supporting young people in areas characterised by multiple deprivation to engage in learning activities at an age when many disengage from formal learning programmes, building relationships between young people and their local college, supporting confidence in lifelong learning opportunities.

The programme also engages girls in creative digital learning, supporting work to overcome the gender aspects of the 'digital divide'.

4.3. Recovery from Addiction

The College's community learning services are deployed in support of recovery cafés, extending the approach of the Youth Access programme to adult learning for some of the most vulnerable people in Glasgow. Recovery Cafés (in particular, the Sunday Social, SpARC, XXXXX and YYYYY) are supported by a combination of CLD Workers who work with participants (volunteers and services users) to agree and track progress towards personal learning targets and to commission additional tutor support where appropriate.

This work contributes to Glasgow becoming fairer and more equal by targeting services for some of the city's most vulnerable people in the evenings and at weekends, when services are arranged in support of people recovering from addiction, some of whom who are employed, but struggling.

In addition, work in partnership with the Marie Trust in co-delivery of learning programmes in the College's East End campus and support for the learning centre in the Lodging House Mission enables access to learning for people recovering from or suffering problems associated with addiction.

4.4. Recovery from Poor Mental Health

The College's Wider Access programme is deployed in support of people recovering from poor mental health in partnership with GAMH and the Marie Trust as well as XXXXXX.

This contributes to Glasgow becoming fairer and more equal through delivering learning for people lacking the confidence to engage fully with their communities and the local labour market.

4.5. People Experiencing or at Risk of Homelessness

Several of the College's community partners support people experiencing or at risk of homelessness, and the College prioritises provision for these most at risk groups. These include a learning centre in the Lodging House Mission, work with Glasgow Homelessness Network to co-deliver programmes in the community and the co-delivery with the Marie Trust of more extensive learning programmes in the East End campus.

4.6. Working with Offenders

Support for offenders is a vital aspect of avoiding reoffending and further harm to communities and people engaged in the criminal justice system tend to have lower than average literacy skills and formal qualifications.

The North East Learning Programme delivers support for the Enterprise Centre in Boden Street, which focusses its programmes for people engaged in Community Payback Order programmes and prisoners on day release.

In addition, the Community Achievement Awards programme has been adopted by Phoenix Futures in support of prisoners in recovery programmes in HNP Barlinnie.

4.7. Vulnerable Women

The Routes into Learning Project is a partnership initiative, working primarily with 218 Service, that takes a person centred approach in dealing with the issues that women offenders face, and latterly working with the Tomorrow's Women Service, a ground breaking project based at the Glasgow Community Justice Centre.

The project also provides services in partnership with other organisations supporting vulnerable women including work with the Liberated Prisoners Link Project, Glasgow YWCA, the BULB Partnership, the Lodging House Mission and Rosemount Lifelong Learning.

The Routes into Learning Project was initially established to meet the needs of women who have been involved in prostitution and has since expanded and now specialises in working with women within the criminal justice system.

This group of women experience a range of issues including gender based violence, addictions, homelessness, mental health, physical health, care experience, being separated from children and family, isolation, recidivism, low levels of educational attainment, low levels of employment, living on benefits and poverty and consequent issues of low self-esteem and confidence.

The Routes into Learning project aims to work with partners and their service users to develop and deliver adult literacy and numeracy services within our partners' premises to ensure that women have direct access to quality learning that will enhance their ability to progress to further education and employment.

Services are also offered within the College's East End campus, introducing these vulnerable women to the formal college environment.

The College also provides literacies support for women in the 'Tomorrow's Women' project (formally the Community Justice Centre in the Gorbals). The Gorbals centre offers a multi-agency approach, with a consultant psychologist, two mental health nurses, addiction experts and social workers and on secondment a prison officer and a housing officer, with access to police, procurators fiscal and sheriffs.

4.8. Vulnerable Young People

The Transitions to Learning and Work programmes arise from partnership between the College, Social Work and Education services, with a steering group chaired by the Head of Children's Services, North East.

The 'Transitions' programmes support young people aged 14 to 16 from backgrounds which have impeded successful school experiences

The majority of the students on this programme have care experience, with most looked after at home and are supported towards independence in living, learning and work.

The programme has three main groupings. For most of the young people supported in the core transitions groups, there has been no previously sustained attendance in any form of learning activity, but during the programme young people progress from a youth work programme into gaining experience of more formal vocational education supporting the development of skills and attitudes required for employability and responsible citizenship.

The suite of Transitions programmes also include the Youthstart and the Enhanced Vocational Inclusion Programme (EVIP), which are alternative vocational programmes for young people for whom mainstream school experiences have not been successful.

The EVIP programme is a partnership between the city's Education Services and colleges, with learners supported by a Glasgow City Council Vocational Coach as well as by a college tutor. Glasgow Kelvin College is the largest college delivery partner for these programmes.

Youthstart programmes have been developed in collaboration with individual local schools providing a vocational College programme for young people at risk of disengaging from school. These programmes normally result in positive destinations including more advanced College programmes.

Almost all of young people supported through the Transitions programmes, more than 80 young people each year, are recruited from the North East of Glasgow, mostly from areas characterised by multiple deprivation and often with social work and other formal supervisory links.

These programmes therefore also support the 'Vulnerable People' priority. The success of programmes like these and of the support arrangements that the College has developed for care experienced young people have led to a year on year increases in the numbers of care experienced learners who engage with the College. At the start of 2017/18 over 600 College students declared either current or previous care experience.

4.9. Ethnic Minority Communities

The College works in partnership with Glasgow Life and other Colleges to support English for Speakers of Other Languages (ESOL) working in the context of the Glasgow ESOL Register to allocate places. In addition, ESOL programmes are delivered as part of the Wider Access programme in the community in response to requests from community groups, with priority given to Thriving Places areas.

The College also works in close partnership with the Glasgow Chinese School to deliver Chinese language and cultural learning in its Springburn campus on Saturdays and is developing similar provision for the Glasgow Russian School.

As part of support for the Digital Glasgow programme the College is developing a range of online learning opportunities for people whose first language is other than English.

The integration this work supports assists in the development of resilient communities and the targeting of support for groups of people at disadvantage because of lack of English skills supports Glasgow to become fairer and more equal.

4.10. People requiring Literacies Support

Some of the most vulnerable people are those without literacy skills. The College works in close partnership with Glasgow Life, Jobs and Business Glasgow, the Department for Work and Pensions and local voluntary sector partners, to support local people to develop their literacy skills. This has a particular focus on the development of the skills to support obtaining or progressing in employment.

The College delivers an adult literacy and numeracy project in partnership with the Care Leavers Employment Service which targets these services on improving the employability of a particularly vulnerable group of young people, supporting the development of communications, numeracy and digital skills.

Support for the development of traditional literacy skills was also embedded in the range of College digital literacy support provided as part of the John Wheatley Learning Network.

In addition, the Routes into Learning and Tomorrow's Women programmes described in 4.3.9 below support the development of literacy skills for some of the City's most vulnerable people.

New developments in 2016/17 included the provision of adult literacy support for parents of pupils at Westmuir High School and the development of a literacies base in the Easterhouse campus.

4.11. The Digital Divide

Digital skills underpin all other learning and development and lack of them leaves people isolated and unable to participate fully in social, economic and civic life. A significant proportion of the College's work in communities is designed to support digital inclusion and participation.

The John Wheatley Learning Network supports voluntary sector partners to deliver access to digital technologies and learning programmes in some of the city's most disadvantaged communities and engages over 8,000 people annually in its services.

The 37 community based learning centres, which, with three main campus progression hubs, form the learning network, are managed independently of the College so that they deliver services of direct benefit to voluntary sector host organisations as well as providing a platform for access to College resources and courses.

This approach, of sharing College capacity with voluntary sector partners, supports the development of resilient communities and delivers learning opportunities in areas and for groups of people experiencing disadvantage, supporting Glasgow to become fairer and more equal.

In session 2017/18 the College reviewed its digital skills curriculum and has now begun to deliver with Glasgow Life a common curriculum (Code Works for Glasgow) for both the John Wheatley Learning Network and the public library network which supports progression from introductory programmes to courses supporting creative digital skills involving website and app creation.

This session, the College's Youth Access programme is reviewing its curriculum to take advantage of and add to the Code Works curriculum (for example, it is anticipated that coding for games will be added to app development coding options).

This development with Glasgow Life supports the aspiration of Digital Glasgow's Inclusion and Participation work stream to deliver inclusive services across Glasgow which support participation in economic (as well as social and civic) life, assisting in work to make Glasgow fairer and more equal.

4.12. Capacity Sharing and Capacity Development

The approach of sharing infrastructure and expertise with voluntary sector partners that underpins the learning network is extended to other work.

The Wider Access and Youth Access programmes both deliver college staff (tutors or CLD Workers) in support of other agencies' programmes.

The College's main campus buildings are available to community groups and services without cost to them.

The Community Achievement Awards programme enables voluntary sector partners to adopt the College's learning framework and support services as part of their own support for community activities, so that the learning involved in engaging with community activities is recognised by the College and the voluntary sector is provided with an effective support and supervision framework.

The College's credit rating team have provided support for voluntary sector agencies to add significant value to their own learning programmes, delivering enhanced quality and progression routes which would not otherwise have been part of the programmes. This work has included Scottish Sports Futures' Education Through Cashback training programme for young sports leaders, the Fuse Youth Café's anti-bullying programme and GEMAP's financial inclusion programme.

This capacity sharing underpins partners' work to support the development of resilient communities, supports inclusive growth through inclusive skills development programmes and enables people who would not otherwise gain access to learning programmes to do so, helping make Glasgow fairer and more equal.

5. Engagement in City and Community Planning Structures

The College engages with city and local community planning structures to inform College priorities, to contribute its experience and infrastructure and to develop the strategic and operational partnerships required to make a positive difference to people in the North East and the rest of Glasgow.

At city level, the Principal currently represents the Glasgow Region colleges on the CPP Executive Group which supported the transition to the new community planning model. The College is represented on the Vulnerable People Working Group and the Thriving Places Forum. It also contributes to the Strategic Volunteering Framework Governance Group.

The Principal represents Glasgow's Colleges on the Glasgow Community Learning and Development Strategic Partnership and the head of the Faculty of Community and Flexible Learning is a member of its Learner Support and Guidance group.

In the North East Sector, the Principal is a member of the Sector Partnership and the Senior Officers Group. The College is represented on the Glasgow North East Strategic Youth Alliance, the North East Glasgow Adult Learning Forum (which it chairs), the Alcohol and Drugs Partnership and the local Thriving Places planning groups.

In addition, the College is leading partnership work to support digital inclusion and participation as part of the renewed Digital Glasgow strategy.

6. CLD Plan

Glasgow Kelvin College represents the college sector as a member of the Glasgow CLD Strategic Partnership (GCLDSP) and is an active member of its planning subgroup.

While remaining focussed on the needs of the north east of Glasgow the College has consistently committed its community learning and development programmes:

- in support of the aspirations of the GCLDSP to deliver CLD in support of Glasgow’s Community Plan;
- working in partnership with Glasgow Council for the Voluntary Sector in delivering support for enhanced approaches to individual learning planning;
- developing CPD programmes for CLD staff throughout the city and
- leading on digital skills developments.

7. Digital Glasgow

The College has been asked to lead on digital inclusion and participation for Digital Glasgow and is contributing work to enable partners to:

- support inclusion by ensuring that services
 - are delivered across the city and
 - are designed for groups experiencing significant disadvantage (e.g. older people, younger people (especially care experienced young people), people with disabilities, people whose first language is other than English)
- support participation in
 - economic;
 - social; and
 - civic life.

The College will contribute its own community-based digital skills learning programmes as part of this work and will further develop them in response to partners.

8. Thriving Places

In addition to supporting locality planning for Thriving Places the College prioritises its learning programmes in these areas and has developed in response to the initiative both the Community Achievement Awards programme and the Locality Planning Award (used to support the Place Standard in local groups)

9. Conclusion

All of the College’s learning programmes support the aspirations of the Glasgow Community Plan.

Most of the College’s teaching activity is focussed on vocational qualifications programmes which support inclusive growth by enrolling Glaswegians in programmes designed to respond to labour market intelligence and delivered as part of the Regional **Plan**. Four fifths of the College’s students live in Glasgow and nearly three quarters live in the 20% most deprived areas. The College’s Access and Inclusion Strategy ensures that a wide range of effective support services enable disadvantaged people to succeed at College.

The College’s community learning and development programmes deliver learning in some of the most disadvantaged areas in Glasgow and include many of the most disadvantaged groups, supporting the development of resilient communities.

The College works in partnership with many dozens of voluntary sector partners to enable them to support access to learning and provides them with shared infrastructure and expertise as well as tutor and CLD support, which enables some of the most disadvantaged people to gain access to learning services which would not otherwise be available to them, supporting Glasgow to become fairer and more equal.

10. Further Information

Further information in respect of this report is available from:

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11. Appendices

This section of the report provides more detailed information about some of the College's key community learning programmes.

11.1. Wider Access programme

11.2. Youth Access Programme

11.3. John Wheatley Learning Network

11.4. Community Achievement Awards

11.5. Locality Planning Award