

Scottish Funding Council Follow up information from Skills Alignment with business needs inquiry.

Annexe A, B and C

Table 1.

Delivery partner	Project name	Budget
Universities	Micro credentials	£1.5 million
Colleges	Skills Boosts	£2.2 million
Sectoral Projects		£3.2 million

Table 2.

Delivery partner	Project name	Budget (£)
Construction Scotland Innovation Centre	Green construction and engineering skills - online	37,000
	Green construction and engineering skills - physical	231,000
Energy Skills Partnership	Energy Efficiency Transition Support and Heat Pump Training	320,080
Strathclyde University and SRPE	Supporting Skills 4.0 - Aircraft decommissioning and electrification	600,000
National Manufacturing Institute of Scotland	Supporting Skills 4.0 - Advanced Manufacturing	1.45m
Forth Valley College	Covid Lab Skills	650,000

Table 3.

	Scottish domiciled full-time first degree university entrants	College (160 hours+)
A long standing illness or health condition	1.3%	1.0%
A mental health condition	3.9%	3.8%
A physical impairment or mobility issues	0.3%	0.9%
A social/communication impairment	0.9%	1.4%
A specific learning difficulty	5.5%	5.0%
Blind/serious visual impairment uncorrected by glasses	0.1%	0.2%
Deaf/serious hearing impairment	0.3%	0.4%
A disability, impairment/medical condition not listed above	1.3%	1.8%
Two or more impairments/disabling medical conditions	1.3%	5.1%
Total Disability	15.0%	19.8%
Total No Known Disability	85.0%	80.2%

Annex A: Case Studies on NTTF and YPG

NTTF College Delivery

Case Study: West Lothian College and Scottish Ambulance Service

West Lothian College in collaboration with the Scottish Ambulance Service developed a new national Skills Boost, Gateway to Health and Social Care, for key staff working at their Mobile Testing Units (MTUs) and who were at risk of unemployment when their temporary contracts came to an end.

The course provides MTU operatives with the opportunity to formally demonstrate current skills and knowledge which they've developed in their work at the testing centres. The course is a stepping stone for those who are interested in pursuing a career in Health and Social Care, as successful completion of this short course can be used towards the full SVQ award.

It will provide MTU operatives with transferable qualifications to apply for opportunities within the care sector once MTUs are no longer required.

The MTU Operative role has now been established for over 12 months giving employees a strong opportunity to develop key skills such communication, safeguarding and health and safety practices including infection control. With the implementation of the Covid vaccination programme the MTU Operative role will start to be phased out over the coming year as MTU are no longer required. This leaves these individuals at risk of unemployment and leaving the role without any formal training.

Due to Covid restrictions and the demographic of the student which included full time workers with family commitments, the course was developed as online delivery via Workshops on Microsoft Teams at a range of days and times to fit

around working shifts. These sessions were also recorded to allow review at convenient times.

The first cohort attracted 90 students and they benefited from additional opportunities to support them back into employment in the care sector through input with CV development and interview preparation.

YPG College Delivery

Case Study: Edinburgh College and NHS Lothian

Edinburgh College is represented on NHS Lothian IJB, Health & Workforce planning and other local communities, where skills gaps and hard to fill posts are regularly discussed. As part of the discussions the college proposed to develop a bespoke course for individuals to assist them into these roles if NHS Lothian could guarantee them an interview for employment at the end of their course. NHS Lothian guaranteed successful candidates employment as Health Care support Workers Band 2. In addition the college and NHS Lothian agreed to:

- reduce the NHS recruitment processes from 12 weeks to 6 weeks
- work in partnership with the college to co-create a bespoke college programme (incorporating NHS induction)
- jointly interview prospective candidates (students) onto the course.
- Joint delivery of the programme.

On completion of the course over 50 students gained full-time employment in a NHS health care support worker role in four different locations.

Annex B: College Support for Neurodivergent Young People

CASE STUDY: West Lothian College: CYBER SECURITY COURSE FOR NEURODIVERGENT YOUNG PEOPLE

West Lothian College delivered an Introduction to Cyber Security course for neurodiverse young people in late 2020 and will be delivering another in February 2022. The first course was designed and delivered in partnership with Donaldson's Trust and West Lothian Council's Supported Employment Service. All students passed the course.

Background

Skills Development Scotland launched a grants programme to build the capacity of partners to develop learning pathways that would support neurodivergent people into cyber security courses and onto employment. The programme was developed following a pilot at Edinburgh Napier University and was aligned with research undertaken by SDS into neurodiversity in the digital technology sector. Funding was provided by the Scottish Government through the Cyber Resilience Learning and Skills Action Plan 2018-2020.

Design and Delivery of the Course

The college designed and delivered Introduction to Cyber Security over ten weeks through which students achieved SQA Cyber Security Fundamentals. The course was delivered on campus in one of the college's purpose-built Cyber Labs.

Working collaboratively with Donaldson's Trust and West Lothian Council's Supported Employment Service, the college drew on their knowledge and expertise to ensure there was effective recruitment to the course. Students were positive and enthusiastic about the course and their learning experience.

Staff capacity building was a key element of this project, to build lecturers confidence and understanding on how to deliver courses to neurodiverse students alongside neurotypical. The lecturer received individual training from IntoWork on dealing with students with autism. The training gave a greater insight into dealing with various challenges the young people faced and gave the lecturer confidence in how to deal with these.

Pandemic restrictions had a positive effect on this class as they had the building to themselves as the majority of students on computing course were learning remotely. This meant they had no busy corridors to navigate, alleviating some anxieties. The lecturer created interesting, interactive activities and challenges meeting the needs of all levels of students.

Students were asked to comment on different elements of the course and suggest how it could be improved. Some had anxieties about moving on after the course finished and were worried about not being able to cope in a different environment. All students agreed that the lecturer was inspirational and one of the best parts of the course. She delivered the course to each individual's level to ensure they all achieved their full potential. A mid-point course evaluation was undertaken to find out how students were coping in the class, if they needed support with the upcoming assessment and if they were interested in having additional classes in topics such as networking, forensics or programming.

While participating on the course students engaged with external industry and university partners. For example, InfinitePro, Adarma and the NCC Group gave talks on cyber careers, illustrating the jobs they themselves have or jobs that the students could aspire to. Although all speakers delivered their presentations and activities on Zoom, the students took to this extremely well and participated enthusiastically in question and answer sessions.

Professor Basil Manoussos from Napier University gave a presentation on forensics, sharing insights from some of the cases that he has worked on. IntoWork gave a presentation on moving into the workplace, sharing useful tips on CV building and pointers to further information.

Following on from the course, a third of students progressed onto NQ Computing which, in turn, will lead them onto HNC in Computing or Cyber Security.

A wider group of college staff were able to attend training through the Autism Initiative and nineteen took up this opportunity. The training session was recorded and shared on Moodle for other staff to access. The college has benefited from thinking about capacity building throughout the project, building on training available to lecturers and support staff and ensuring they continue to receive training in new knowledge, skills and behaviours.

Partners were complimentary of the support the young people received from the start to the end of the course. They felt the structure and organisation of classes was good and, although there was a lot of information to take in, it was delivered in a fun and easy to digest way. The lecturer made a lasting impression with the students and they were made very comfortable by her honest and accessible approach.

The delivery of the course was very successful. The most important factors for the lecturer and college were to ensure the environment was comfortable, the individual support needs of students were addressed, and learning styles assessed so course materials could be adapted effectively. The lecturer established a relationship with each student and ensured they were comfortable raising any issues. Communication and continuous feedback was key to the effective delivery of this course.

While the lecturer took a flexible approach to teaching style and content delivery there was a need for course structure to be in place from the beginning. Visual, verbal, social, logical, and solitary styles were combined throughout. One of the lessons learnt by the lecturer was that people on the spectrum are not all stereotypical and one solution does not fit all. The lecturer sits on the autistic spectrum herself and felt this helped her to establish an honest and trustworthy relationship with students from the start of the course. Letting them know that even today she still has struggles in daily life made the students feel more confident and helped them see how she has overcome and managed these. This led to very open conversations between the lecturer and students.

Content and course delivery had to be flexible and adaptable, making sure that it was delivered in many ways, from students working on their own to working in teams. Students would often get frustrated with each other and sometimes not aware of boundaries.

Conclusion

In summary, the neurodivergent course was a success story for the students and the college. Students undertook a challenging course and finished with 100% success. The course highlighted the importance of staff training and ensuring pre-course activities are completed prior to preparation and delivery of course content/materials. A range of tools and the skills gained in delivering the course are being adapted and integrated into mainstream classes.

All of the lessons learned will be reflected in the next course for neurodiverse students that begins in February 2022.

Annex C: Examples of Colleges Delivering to Tackle Child Poverty

West Lothian College:

West Lothian College was awarded £122,890 for its 'Eliminating Poverty through Trauma-responsive Action' project to work with local partners to improve the situation of students and their families who are facing poverty and have experienced trauma in their life.

The college has created The Den, a specially adapted, safe space for students who are experiencing or have experienced trauma in their life. The funding will enable college staff to complete Mental Wellbeing and Health training delivered by S.M.I.L.E. Counselling that will enhance their ability to support students experiencing challenges with their mental wellbeing.

This new project builds on the facilities the college already has to support students who are struggling financially. Last month, the college installed outdoor washing machines that can be used by students and their families, with pre-paid tokens for those who need them. Through the college's student association, students have access at the college to healthy pre-cooked meals that are provided by local social enterprise, The Larder, that they can eat on campus or at home.

Glasgow Clyde College and Glasgow Kelvin College:

Glasgow Clyde College and Glasgow Kelvin College teamed up to deliver the Building Better Futures Project. The project provides opportunities for young people and parents across all of Glasgow's communities to develop the skills they need to lead healthy, successful lives, building better futures for themselves and their families and tackle local Child Poverty. The colleges were awarded £98,000 and the Glasgow Colleges' Regional Body provided an additional £50,000 to support this citywide, collaborative project as part of its commitment to deliver education, support and opportunities to those most in need.

The Building Better Futures project is delivering additional and bespoke activities in collaboration with community partners. Glasgow Clyde and Kelvin Colleges are offering training which includes: Child Development; Building Healthy Body and Mind; Parenting Skills; Healthy Eating Budgeting; Routes to Education; bespoke Childminders Training; and Social Health – An Alternative to Unhealthy Lifeskills.

Programme courses are short, defined and provide certification based around employment growth sectors, and qualifications to allow participants to move into better and more secure employment or move onto further higher-level studies and gain more sustainable qualifications.

North East Scotland College

North East Scotland College teamed up with Aberdeen Foyer to deliver Foyer Families, a partnership programme tackling child poverty through online family learning. The Foyer Families Programme seeks to build on a successful pilot

programme at the College's Fraserburgh campus and hopes to replicate this success at the Aberdeen City site.

The Family Learning & Employability programme seeks to support parents with young children by developing their personal confidence and helping them to gain accredited qualifications as well as helping them learn how to further support a child's learning and play.