

HOT TOPICS

- 15–24 learner journey
- Life & chemical sciences, health & care, oil & gas, aquaculture & agriculture
- Future-proofing skills, teaching & talent
- Diversity, inclusivity & gender equality
- Widening access
- Digital & tech
- Skills gaps & shortages



Produced by

Contents

BUSINESS

- 3 PEOPLE
 - 3 EMPLOYMENT
 - 4 DEVELOPING THE YOUNG WORKFORCE (DYW)
 - 4 SKILLS, TRAINING & QUALIFICATIONS
 - 5 BUSINESS CONFIDENCE & THE ECONOMY
 - 6 APPRENTICESHIPS
 - 6 DIGITAL & TECH
 - 7 AGRICULTURE & AQUACULTURE
 - 7 BUSINESS CREATION, PRODUCTIVITY & DEVELOPMENT
 - 8 KNOWLEDGE EXCHANGE & RESEARCH
-

SCHOOLS

- 9 PEOPLE
 - 9 CURRICULUM, QUALIFICATIONS & ASSESSMENT
 - 9 ATTAINMENT CHALLENGE
 - 10 TEACHER EDUCATION, EMPLOYMENT & DEVELOPMENT
 - 10 THE DAILY MILE & ACTIVE TRAVEL
 - 11 SCIENCE & DIGITAL
 - 11 SUPPORT FOR VULNERABLE LEARNERS
 - 12 FUNDING SUPPORT
-

FURTHER & HIGHER EDUCATION

- 13 PEOPLE
 - 13 WIDENING ACCESS
 - 13 EQUALITY
 - 14 FUNDING & INNOVATION
 - 14 CREDIT, QUALIFICATIONS & PROFESSIONAL DEVELOPMENT
 - 15 INTERNATIONAL PROJECTS & COLLABORATION
 - 15 PARTNERSHIPS & AGREEMENTS
 - 16 COLLEGES & UNIVERSITIES
-

COMMUNITY & ADULT LEARNING

- 17 PEOPLE
 - 17 COMMUNITY LEARNING & DEVELOPMENT (CLD)
 - 17 DIGITAL LEARNING & SKILLS
 - 18 LIBRARIES, MUSEUMS & GALLERIES
 - 18 LEARNING CITIES & ENTREPRENEURSHIP
 - 19 YOUNG PEOPLE
-

GOVERNMENT & WIDER SOCIETY

- 20 PEOPLE
- 20 15-24 LEARNER JOURNEY
- 21 SCOTLAND'S POPULATION
- 21 EARLY LEARNING & CHILDCARE

- ANNEX 22 15-24 LEARNER JOURNEY REVIEW

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PEOPLE

SANDY MANSON

Chief Executive, Johnston Carmichael, is new President, **Institute of Chartered Accountants of Scotland**.

ANDREW MCRAE

independent retailer, is new Scotland Policy Chair, **FSB**, taking over from [Andy Willox](#).

MARTIN HOTTASS

UK Skills Partner, Siemens, is new Managing Director, **City & Guilds** Institutes of Advanced Technology network.

SARAH BAXTER

Coordinator, **DYW Moray**, is now Manager.

EMPLOYMENT

■ Unemployment figures in Scotland from January to March 2018:

- 118,000, down by 6,000 over the quarter at 4.3% (4.2% for UK), and from 4.4% in 2017.
- Male unemployment was 4.8% (4.2%), 3.7% for females (4.2%).
- Employment was 2.630m, down by 2,000 (up by 10,000 over the year) at 74.7% (75.6%).
- Male employment was 78.4% (80.0%), female was 71.1% (71.2%).

Useful [Labour Market Infographic from Skills Development Scotland \(SDS\)](#) & [SPICe Briefing](#).

■ **Fraser of Allander Institute** and **Scottish Centre for Employment Research** published the latest quarterly [Scottish Labour Market Trends](#). The market remains 'relatively robust' with high employment and low unemployment. Productivity growth and real earnings growth remain challenging.

■ The latest [IHS Markit UK Report on Jobs: Scotland](#) recorded sharp rises in permanent and temporary appointments. Growth of demand for staff was sharp & candidate availability fell further.

■ Scottish Government launched [A Job and A Joy](#) campaign to recruit more early learning & childcare staff, aimed at those considering a career change.

■ [Regional Employment Patterns in Scotland – Statistics from the Annual Population Survey 2017](#)

from Scotland's Chief Statistician include:

- 8.0% of all employees were underemployed (down from 8.4% in 2016).
- 48.4% of 16–64 year-old workers had SVQ level 4+ (down from 49.2%).
- 35.6% of workers aged 25–64 were graduates (down from 35.8%).
- Employment rate for those with SVQ level 4+ was 82.3% (unchanged), 50.5% (up from 47.9%) for those with below SVQ level 2.
- Employment rate for those aged 65+ was 8.5% (down from 9.1%); 55.8% of workers 65+ said they were not yet ready to retire.
- Employment rate for disabled people was 45.4% (up from 42.8%), 81.0% non-disabled.
- Employment rate for minority ethnic people was 60.6% (75.0% white); employment gap was much higher for minority ethnic women (22.8ppt compared to 5.7ppt for men).
- 152k aged 16+ had never worked (up 3k), excluding full-time students aged 16–24.
- 8.5% of 16–19 year-olds were not in employment, education or training (down from 10.7%).

■ [Police Officer Quarterly Strength Statistics 31 March 2018](#) showed there were 17,170 full-time equivalent police officers (down 86 since 2017).

DEVELOPING THE YOUNG WORKFORCE (DYW)

- Youth unemployment figures for 16 to 24 year-olds in Scotland from January to March 2018:
 - Unemployment rate was 10.5%, up from 9.4% a year ago (11.5% for UK, down from 12.0%).
 - Male unemployment rate was 9.8% (12.5% UK) compared to 11.3% for females (10.5%).
 - Employment was 55.6% (down 3.1ppt) (54.1% for UK, down 0.2ppt).

In Informed 1 in May 2012, youth unemployment was 23.1% and employment 51.9%.

- **Office for National Statistics** published *Young People Not in Education, Employment or Training (NEET)*. From January to March 2018:
 - 808k 16–24 year-olds in the UK were NEET (up 8k from 2017), comprising 11.5% of the age group (up 0.3ppt).
 - 39.9% of NEETs were classified as unemployed (down from 42%); the rest were economically inactive (unavailable/not looking for work).

- **Duke of Edinburgh's Award** published *findings of a poll* of over 250 business managers in Scotland.
 - 89% support the Scottish Government's pledge to 'invest in skills and training for young people as they enter the workforce'.
 - 96% agree young people would benefit from essential employability skills programmes.
 - 38% are not confident the young people they hire will have the communication, teamwork, resilience and multi-tasking skills needed.
 - 39% don't feel well informed about how to upskill young employees in the above areas.

SKILLS, TRAINING & QUALIFICATIONS

- **SDS** published *Skills Investment Plan [SIP] for Scotland's Life and Chemical Sciences*, a combined plan building on those launched separately for each sector in 2014. 3,800 extra workers are forecast to be needed by 2027. There are four priority themes:
 - Addressing specific skill shortages, particularly in engineering, biomanufacturing, regulation & compliance, digital, and combined business, commercial, entrepreneurial & leadership.
 - Ensuring national coverage of skills and training provision, beyond the central belt and east coast.
 - Increasing exposure to & understanding of industry, e.g. via relevant work experience.
 - Enhancing practical experience of those entering the sectors, particularly in labs.

A [blog post](#) highlights the work being carried out. The latest in a [series of SIPs](#) published by SDS.

- **OPITO** and **Robert Gordon University (RGU)** Oil & Gas Institute published *UKCS Workforce Dynamics 2018–2035: Shaping the skills of tomorrow* in the oil & gas sector.
 - 40k+ people are expected to join by 2035, including ~10k in new areas, e.g. data science & analytics, robotics, materials science, change management and remote operations.
 - 80k+ workers are likely to retire or leave the sector by 2035.
 - The industry should be able to sustain 130k+ roles in 2035, compared to ~170k in 2017.
 - Closer collaboration is needed between industry and training providers to upskill and reskill the workforce.
 - A new skills strategy is needed to ensure an effective response for future talent needs.

Business

- **SDS and Centre for Work-based Learning** published *Skills 4.0: A skills model to drive Scotland's future*, for policymakers, education and skills providers and bodies, and employers.
 - It seeks to provoke thought on the value society places on these skills, stimulate discussion on how they can be incorporated into learning programmes, and encourage testing of ways to deliver and measure them.
 - **Future skills** needed are self-management: *focusing, integrity, adapting, initiative*; social intelligence: *communicating, collaborating, feeling, leading*; and innovation: *curiosity, creativity, sense making, critical thinking*.
 - Fundamental **universal skills** are literacy, numeracy and digital intelligence.

*A must-read. Industry 4.0 refers to the fourth industrial revolution, featuring automation, data, globalisation, and an exponential rate of change. See Informed 58 for a related **SCDI** report.*

- The Refugee Doctors Project launched in 2017 by Scottish Government (*see Informed 48*) is to be expanded to include dentists. Run by **Bridges Programmes**, refugee dentists will be given training, language support, professional mentoring and work experience necessary for **General Dental Council** registration.

- **Women in Rail Scottish Regional Group (WR Scotland)** was launched to provide support and professional development for those in the rail industry. Working in partnership with organisations such as **National Skills Academy for Rail**, its objectives include attracting more women into rail from schools, colleges and universities.

*New **SQA** Mental Health & Wellbeing Awards are being developed – see page 9.*

BUSINESS CONFIDENCE & THE ECONOMY

- The **Bank of Scotland Business Barometer** found confidence for firms at 15% in May (down 15ppt from April). A net balance of 25% felt that the Brexit was having a negative impact on their expectations for business activity (up 12ppt).

- Scottish Government published *Quarterly National Accounts Scotland 2017 Q4* (including a summary of GDP as published separately). The Index of Manufactured Exports fell by 2.9% in Q4 and increased by 7.4% over the year.

- The latest **Highlands & Islands Enterprise (HIE) Business Panel Survey** found 79% of companies had good/steady performance over the past six months. 80% were very/fairly optimistic about their future prospects though 95% were facing challenges in the next year, including 55% with recruiting and retaining skilled staff.

- **Scottish Fiscal Commission** published *Scotland's Economic and Fiscal Forecasts May 2018*, its second biannual report.

- GDP growth is forecast to remain subdued below 1.0% to 2023.
- Employment growth is forecast to slow from 1.2% in 2017 to 0.1% in 2023, due to a falling working population and employment rates close to historic highs.

- **Aberdeen & Grampian Chamber of Commerce with Fraser of Allander Institute** published the 28th *Oil and Gas Survey*. It appears 'that a corner has been turned' for the sector.
 - 61% of contractors are more optimistic about the sector (up from 49% six months ago).
 - There was a 5.4% reduction in employment (down from 6.2% reduction).
 - Over the next year contractors anticipate increasing headcount by an average 3.9%.

Business

APPRENTICESHIPS

■ **Universities of Edinburgh** and **St Andrews** are working with **PwC** to pilot a new Data Science Graduate Apprenticeship (GA) programme, facilitated by **SDS**. 20 fully funded places will be available from September 2018, with the apprentices employed by PwC. The plan is to offer up to 80 places over four years.

This year 12 different types of GA are being offered by 14 universities and colleges in Scotland.

■ **University of the Highlands & Islands (UHI)** has created a regional apprenticeships programme, bringing together apprenticeships from across its college network. It will mean businesses can access apprentices in a range of subject areas, including hospitality, engineering, administration and retail.

DIGITAL & TECH

■ **Tech Nation** published Tech Nation 2018 examining the UK's 30 key 'digital clusters' including Dundee, Edinburgh and Glasgow.

- The sector grew 2.6x faster than rest of the UK economy in 2017.
- UK is third globally for total capital invested in digital tech companies, after USA and China.
- In 83% of clusters, digital tech businesses said access to talent is their biggest challenge.
- Digital tech workers are more productive than non-digital.
- Jobs that require digital skills command higher salaries than those that don't.
- Only 19% of the digital tech workforce is female (49% across all UK jobs).
- Ethnic diversity is above UK average: 15% of the workforce is black, Asian & ethnic minority (10% across all UK jobs).
- 72% of workers are over 35, older than the stereotype.
- Recommendations include business cultivating relationships with student tech societies and working with local codeclubs for children to help 'future-proof' the 'talent pipeline'.

■ **Openreach** is investing £400k in a fibre training school at its national training centre for Scotland in Livingston. Training will be provided for 400 new digital engineers.

■ Scottish Government extended funding for the national DigitalBoost training programme for SMEs, run by **Business Gateway**. Online tutorials, guides, 1:1 support & workshops are offered in social media, digital marketing, cyber resilience, data analytics and e-commerce.

*DigitalBoost was launched in 2016. **Scottish Parliament Economy, Jobs & Fair Work Committee** launched a Business Support Inquiry into support provided by Business Gateway.*

■ **National Centre for Universities & Business** published The Human Factor: Driving digital solutions for 21st century health and care.

Nine conclusions and recommendations include:

- Establish a national Campaign for Digital Health & Care Skills, as many professionals, patients, consumers and users lack the digital education and skills needed.
- There is a huge gap between workforce digital skills & system needs; universities & colleges must play a key role in training and upskilling.
- **UK Research & Innovation (UKRI)** and universities should establish well-funded mechanisms for innovation in digital health & social care, and translation into business.

***Scottish Health Innovations** is highlighted as an example of engaging 'more systematically with business schools and universities'; **Digital Health & Care Institute** is also cited as highly regarded.*

Business

AGRICULTURE & AQUACULTURE

■ Scottish Government published *A Future Strategy for Scottish Agriculture: Final Report by the Scottish Government's Agriculture Champions*.

Recommendations include:

- Farming must be more visible as a career option and must attract more young people, which will need a huge increase in focus from schools onwards.
- Future farm funding must go on a menu of schemes to boost production efficiency, improve skills and training, and enhance natural capital and biodiversity.
- Digital skills training is crucial for operational purposes; all efforts must be made to assist those with specific difficulties to fulfill potential.
- Detailed actions under the heading 'Careers' focused on schools and apprenticeships.

*One of the four 'champions' behind the strategy was Henry Graham, Chair of **Lantra Scotland**.*

■ **HIE** published *Skills Review for the Aquaculture Sector in Scotland* for the **Aquaculture Industry Leadership Group** in collaboration with **SDS**, highlighting opportunities and major challenges.

- The workforce is ageing and gender imbalanced with women severely under-represented in management.
- There are skills gaps and shortages in digital & IT, leadership & organisational management, engineering, health & safety, boat skills, fish health & disease control, high quality R&D, team working, career management, and relationship building.
- Skills supply levels are insufficient to meet demand; vocational training is concentrated in a small area.

Six **recommendations**:

- Promote the sector as a career destination.
- Develop leadership, management and business capacity.
- Improve the consistency and transferability of training and education across the sector.
- Develop a digitally enabled workforce.
- Enhance provision of work-based learning and vocational training.
- Widen the recruitment pool.

BUSINESS CREATION, PRODUCTIVITY & DEVELOPMENT

■ A 10-year **Stirling & Clackmannanshire City Region Deal** was agreed. Investors include UK and Scottish Governments (£45.1m each), and **Stirling** and **Clackmannanshire Councils**. Developments will include a new International Environment Centre and Aquaculture Innovation Hub at **University of Stirling**, and a programme of investments in digital skills, training and business developments.

City Region Deals also exist in Edinburgh & SE Scotland, Glasgow, Aberdeen, and Inverness & Highland, with others under consideration.

■ Scottish Government announced £5.5m funding for **Clyde Gateway** during a Scottish Cabinet meeting held there to mark ten years of regeneration investment. Funding will support job creation and attract private investment, and enable continued community development including a range of activities with schools.

*Clyde Gateway is a partnership between **Glasgow City Council**, **South Lanarkshire Council** and **Scottish Enterprise**.*

Business

■ **Economic & Social Research Council** is providing £1.5m for a new three-year Productivity Insights Network project to increase productivity across the UK. Researchers from **Glasgow, Strathclyde** and **Glasgow Caledonian Universities** are three of ten partners working with policymakers and business.

■ Scottish Government awarded £650k funding to **Entrepreneurial Scotland** to support their networks for sharing ideas, experience, support, investment and expertise.

KNOWLEDGE EXCHANGE & RESEARCH

■ **Innovate UK** awarded £1.99m to **Abertay University, Industrial Technology Systems Ltd, Teesside University, James Hutton Institute** and commercial partners for a research project into food safety standards in potatoes, cereals, bread and other food products.

■ **University of Strathclyde** and **Nokia** are creating a jointly operated testing facility to help utilities prepare power grids for emerging technologies. It connects Nokia's Energy Innovation Centre in Texas with Strathclyde's Dynamic Power Systems Laboratory in Glasgow.

■ **University of Glasgow** is to lead a four year European Joint Doctorate in Molecular Animal Nutrition, a partnership between education and industry in eight countries. It will offer research and career development to young animal and veterinary scientists funded by European Commission's Horizon 2020 programme.

■ **UKRI** published *Strategic Prospectus: Building the UKRI Strategy*, aiming to create a research and innovation system 'equipped to tackle the environmental, social and economic challenges'.

There are four underpinning areas:

- Leading and nurturing the pipeline of current and future talent.
- Driving a culture of equality, diversity and inclusivity, promoting the highest standards of research, collaboration and integrity.
- Global Britain – identifying and supporting the best opportunities for international collaboration.
- Delivering internationally-competitive infrastructure to ensure we have the best facilities for innovation and research.

Schools

PEOPLE

LAURENCE FINDLAY

Corporate Director for Education & Social Care, Moray Council, seconded as Regional Improvement Lead, Northern Alliance, will be Director of Education & Children's Services, **Aberdeenshire Council**, from July 2018.

GRAHAM JARVIS

Head of Lifelong Learning, Culture and Sport, **Moray Council**, is Acting Corporate Director for Education & Social Care.

MORAG REDFORD

Head of Teacher Education, **UHI**, has been awarded a personal chair (professorship).

CURRICULUM, QUALIFICATIONS & ASSESSMENT

■ **Scottish Qualifications Authority (SQA)**

National Qualifications exams took place from 30 April to 4 June 2018.

- Over 124k candidates (127k in 2017) sat over 500k exams from National 5 to Advanced Higher, in 480 (470) schools and colleges.
- 137,332 (139,822) candidates took SQA qualifications, including internally assessed Nationals 1–4 and Skills for Work courses.

Results will be issued on 7 August.

■ According to **Tes Scotland**, Gaelic versions of the new Scottish National Standardised Assessments in literacy and numeracy are to be introduced by Scottish Government in August 2018, costing £1.28m over three years.

■ **Education Scotland** published Music Composition Skills for teachers to plan for and assess progress in creating music throughout the broad general education levels.

■ **Tes Scotland** published findings of a **Scottish Secondary Teachers' Association survey** of 1,266 members, on teaching revised National 5s.

- 87% say overall workload has increased (66%) or not reduced as a result of changes.
- 82% say workload has increased (52%) or not reduced as a result of longer exams.
- 73% say workload has increased (34%) or not reduced as a result of changes to coursework.
- 68% say workload has increased (34%) or not reduced as a result of units being removed.

■ **SQA** is developing new Mental Health & Wellbeing Awards at Scottish Credit & Qualifications Framework (SCQF) levels 4 and 5, to improve understanding of the issues. The awards will be available for schools, colleges and training providers from August 2018.

The SCQF Partnership team is celebrating its 10th anniversary.

ATTAINMENT CHALLENGE

■ Scottish Government announced £50m Scottish Attainment Challenge funding in 2018/19 for nine local authorities plus 74 schools in a further 12 local authorities. The funding is to be used to help close the poverty-related attainment gap.

£750m Attainment Scotland Funding was committed for this parliamentary term up to 2021.

Schools

TEACHER EDUCATION, EMPLOYMENT & DEVELOPMENT

■ Researchers at **Moray House School of Education**, University of Edinburgh, published two papers on *Future Teaching trends* as part of a Near Future Teaching project:

- *Education and society* – an overview of the ‘global societal shifts likely to impact on education’ including global recruitment competition & UK demographics, lifelong learning, new degree models and automation.
- *Science and technology* – highlighting datafication, artificial intelligence, neuroscience & cognitive enhancement, virtual & augmented realities, and new forms of value as trends likely to have significant implications for the future of higher education.

■ **Argyll & Bute Council** in partnership with **University of Dundee** and **UHI** have developed a Post Graduate Diploma in Education programme for graduates living in the area, funded by a Scottish Government bursary.

- Student secondary teachers will be based in local schools over 18 months, able to study at home and in class supported by a mentor.
- Subjects included are chemistry, computing, home economics, maths and physics.
- The first intake is in December 2018.

*The programme is subject to approval by **General Teaching Council for Scotland (GTCS)**.*

■ **Tes Scotland** reported findings of **Glasgow City Council’s** research into *Ethnic Diversity in the Teaching Profession: a Glasgow perspective*.

- 75% of black & minority ethnic (BME) teachers felt promoted posts were difficult to obtain for BME teachers (9.4% of white teachers agree).
- 78.6% of BME teachers think more should be done to address discrimination/harrassment of BME teachers (33.7%).
- 66.1% of BME teachers saw potential discrimination from colleagues as a deterrent to becoming a teacher (10.7%).
- 32.1% of BME teachers had been appointed to a promoted post (65.1%).
- 30.2% of BME teachers had been encouraged to apply for a promoted post (64.8%).

*Prof Rowena Arshad is chairing a **Strategic Board for Teacher Education sub-group on diversity**.*

■ **Education Scotland** published a new Gaelic Medium Education self-evaluation activity on the **Scottish College for Educational Leadership (SCEL)** Framework for Educational Leadership.

THE DAILY MILE & ACTIVE TRAVEL

■ A study of the **Daily Mile** initiative, led by researchers at **University of Stirling** and **Moray House School of Education**, confirmed it improves children’s fitness, body composition and activity levels. The Daily Mile was founded by Elaine Wyllie, former headteacher, **St Ninians Primary School**, Stirling, and involves pupils running, jogging or walking for 15 minutes.

*A number of colleges, e.g. **Borders**, & universities, e.g. **Dundee**, are also getting involved.*

■ **Sustrans** published *Hands Up Scotland Survey 2017*, a review of how 515,005 pupils travel to 3,234 schools and nurseries. Findings include:

- 48.8% say they normally travel in an active way (down from 49.2% in 2016): 42.3% walk; 3.7% cycle; 2.8% scooter or skate.
- 16.5% travel by bus (16.7%).
- 9.7% ‘park and stride’ (9.3%).
- 24.4% travel by car or taxi (24.2%).

Schools

SCIENCE & DIGITAL

■ **UCL Institute of Education** published *Improving science participation: Five evidence-based recommendations for policy-makers and funders*, based on over five years' research by its *Enterprising Science* project. Recommendations for increasing and widening young people's engagement with science:

- Ensure their encounters with science (in and beyond the classroom) are based on the science capital* educational approach.
- Focus on changing institutional settings and systems – rather than young people.
- Take the long view: move from one-off to more sustained approaches.
- Use science capital survey tools appropriately.
- Improve connectivity: create pathways, progression and partnerships.

*'Science capital' refers to what young people know, think and do, and who they know related to science.

■ 38 schools, including the first three secondaries, achieved **Digital Schools Awards** this year, joining 43 primary schools accredited last year. The programme, supported by **HP, Microsoft, Intel, SDS** and Scottish Government, and accredited by **Education Scotland**, supports, encourages and recognises schools' efforts to integrate digital technology across the curriculum. 668 schools have registered to take part so far.

■ **National Parent Forum Scotland** published *Clicked – social media and your school community* guidance for parent councils and schools. The resources, developed with **Argyll & Bute Council** headteachers group, **Scottish Parental Involvement Officers Network** and **Scottish Learning Group**, comprise:

- a guide for parent councils to work with parents and school staff, including checklists and a sample school media agreement
- a short guide for parents, and a poster.

A really useful resource.

SUPPORT FOR VULNERABLE LEARNERS

■ Scottish Government is to introduce a universal monitoring system for bullying. From autumn 2018 schools will be able to record and monitor bullying using **SEEMIS** school management system.

■ **Connect** published *Parents' Voice Survey: Anti-Bullying with respectme* of 540 parents.

- 85% said they thought bullying goes on in their child's school; 46% had witnessed it.
- 88% knew who to contact to discuss concerns about bullying; 69% had not seen their child's school's anti-bullying policy.
- If their child was being bullied 81% would go to the headteacher, 75% would go to the class teacher, 71% would advise the child themselves, 42% would talk to other parents.

Connect is working with respectme on a guide to challenging bullying behaviour.

■ Scottish Government and **COSLA** are to provide over £4m for three years to recruit up to 90 extra educational psychology trainees; £1.5m is from the Attainment Scotland Fund. The funding will support training fees and living costs to encourage more specialists to train and work in Scotland.

■ **Abertay University** and **BREAKTHROUGH Dundee** are working together to help local care experienced and other vulnerable secondary school pupils into higher education. Abertay will:

- offer taster sessions and open days to S2–S5 pupils, including helping to inform National 4 and 5 subject choices
- recruit university students to provide up to two years mentoring support via the charity.

Schools

■ **Education Scotland** published *Milestones to support learners with complex additional support needs* for literacy and English, and numeracy and maths. Foundation milestones also outline key skills and competencies that underpin all curricular areas. The aim is to support practitioners in identifying learning progression.

FUNDING SUPPORT

■ Scotland's Chief Statistician published *Education Maintenance Allowances (EMA) 2016-17*. In 2016 EMA was extended to include college students on non-advanced part-time courses.

- £24.6m was spent, down from £24.8m in 2015-16.
- 31,675 school and college students and those on activity agreements received EMA payments (down 0.2%).
- 63.5% of EMA recipients were school pupils (down from 68%), 32.2% college students.
- 29% of all 16-19 year-old school pupils (down from 31%) and 33% of eligible 16-19 year-old full-time college students received EMA.
- 36.8% of EMA recipients lived in the 20% most deprived areas (up from 35%).

■ Scottish Government and **COSLA** announced an extra £6m to fund national minimum School Clothing Grants. From 2018/19, every eligible family across the country will have access to the same £100 minimum grant for school uniforms.

Further & Higher Education

PEOPLE

AUDREY CUMBERFORD

Principal, West College Scotland, will be new Principal, **Edinburgh College**, when **Annette Bruton** retires later this year.

JACKIE GALBRAITH

Vice Principal, Ayrshire College, will be Principal & Chief Executive, **West Lothian College** from August 2018 following **MHAIRI HARRINGTON**'s retirement.

ANDY KERR

Former Labour MSP for East Kilbride and Scottish Cabinet member, is new Chair, **South Lanarkshire College**.

WIDENING ACCESS

■ **Scottish Funding Council (SFC)** published the second *Report on Widening Access 2016–17* for Scottish domiciled students:

- 58.6% of **full-time higher education (HE) entrants** went to university (down 0.4ppt from 2015–16) 41.4% to college.
- 17.7% were from the 20% most deprived areas (unchanged).
- 58.1% were female (up 0.3ppt); the overall gender gap is 17.2% (the target is 5%).
- 13.8% of **full-time first degree entrants** were from the 20% most deprived areas (down 0.2ppt) (interim target is 16.0% by 2021).
- 0.6% were care experienced (unchanged).
- **Retention rates** of care experienced students were 4.8ppt below the sector (down from 6.1ppt); 4.4ppt lower from the 20% most deprived areas (up from 4.2ppt).
- 13.1% of **full-time first degree qualifiers from university** were from the 20% most deprived areas (up 0.8ppt).

***Colleges Scotland** highlighted the 'instrumental' role of colleges in providing further & HE to those from deprived backgrounds. **Universities Scotland** said the 'slight drop' in university entrants from deprived areas will be 'disappointing to those working incredibly hard'.*

■ **UCAS** has removed the requirement for those applying to higher education for 2019 onwards to declare whether they have any relevant unspent criminal convictions. Those applying to courses 'leading to certain professions, or occupations exempt from the Rehabilitation of Offenders Act (1974)' will still be asked to declare whether they have any criminal convictions.

■ **North East Scotland College** has joined the **Scottish Wider Access Programme (SWAP)**, which offers full-time one-year access programmes via colleges for adults who have been out of the education system. The College will offer SWAP courses from August 2018.

EQUALITY

■ **Advance HE** is to review the **Equality Challenge Unit (ECU)** Athena SWAN Charter that recognises universities' and research institutes'

work on gender equality, by early 2019. The aim is to ensure it is fit for the current and future needs of institutions, individuals and the sector.

Further & Higher Education

■ **ECU** published the first *Equality in colleges in Scotland: Results from the 2017 staff survey and focus groups*. Findings include:

- Disabled staff experienced greater levels of inequality across all aspects of working life.
- BME staff were more likely to report that race or ethnicity affected fair treatment e.g. in recruitment and promotion.
- Lesbian, gay & bisexual, over 60s and disabled staff tended to rate support from management particularly low.
- Female, disabled, and the youngest staff were significantly less informed about colleges' promotion processes and criteria.

Infographics and a [video](#) can also be viewed.

■ **ECU** published *Research Insight – Migrant female academics in higher education*, examining the 'influence of non-UK nationality and ethnicity on migrant female academics' role and position in UK higher education'. Findings suggest there are specific barriers to career progression for BME female academics, compounded by nationality for non-EU BME female staff. Institutions should address this if they wish to keep non-UK staff.

■ **University of Edinburgh** launched *EqualBITE: Gender equality in higher education*, a book exploring 'the messy reality of efforts' to improve matters 'from salaries and promotion, to representation in the curriculum'. It includes articles, papers, practical advice and examples, and highlights difficult and complex areas.

FUNDING & INNOVATION

■ Scottish Government launched a £500k College Innovation Fund to be managed by **SFC**; it will support new links between colleges and the eight innovation centres. Initiatives include:

- A FUTUREequipped pilot project involving colleges and four innovation centres developing a new skills training approach led by industry.
- A College Innovation Accelerator Fund.
- Support for the College Innovation Voucher Scheme.

SFC also manages a [University Innovation Fund](#).

■ **SFC** published:

- *Outcome Agreement Funding for Universities Final Allocations for 2018–19* – changes from the indicative funding announced in February (see *Informed 58*) include to the Research Excellence Grant.
- *Outcome Agreement Funding for Colleges Final Allocations for 2018–19* – changes include to student activity targets.

Latest Education Maintenance Allowances figures for college students are on page 12.

CREDIT, QUALIFICATIONS & PROFESSIONAL DEVELOPMENT

■ **SCQF Partnership** awarded SCQF College Ambassador status to **City of Glasgow, North East Scotland** and **Forth Valley Colleges**, the first to complete the College Ambassador pilot training programme. It aims to encourage colleges to engage with the Framework, raise awareness and understanding among a wider audience, and ensure it is seen as a vital tool for progression.

The plan is to open the programme to all colleges from autumn 2018. A [School Ambassador programme](#) already exists.

■ **College Development Network** is carrying out a review of its leadership training & development, with a view to taking a collaborative and collective approach.

Further & Higher Education

INTERNATIONAL PROJECTS & COLLABORATION

- **University of Dundee** set up new partnerships with institutions in Singapore:
 - **CSM Academy International** to offer a nursing degree, for registered nurses with a diploma, accredited by **Singapore Nursing Board**
 - **National University of Singapore** for a joint BSc (Hons) Biological and Biomedical Sciences degree with study shared between the two countries.
- **University of Stirling** signed an agreement with **Amity Global Institute** to allow students in Singapore to enrol on Stirling business and management related undergraduate and postgraduate degree courses.
- **West Lothian College** is to work in partnership with **UMgungundlovu TVET College**, South Africa, to develop new skills in emerging technologies in the construction industry, supported by **British Council**. The colleges will share knowledge and experience to support staff and students.
- **University of Edinburgh** has joined the **UNICA** network of 49 universities across 37 European capital cities. Founded in 1990, it includes **Kings College London** and **University College Dublin**.
- **University of Aberdeen** School of Education is working with universities in Sweden, Austria and Czech Republic on Kindergarten as a Factor of Inclusion for Migrant Children and their Families, a research project funded by Erasmus+. It aims to change attitudes and develop educational tools and professional development courses to facilitate the inclusion of migrants.
- **City of Glasgow College** announced a partnership with **Batam Tourism Polytechnic**, Indonesia. The College will deliver National Certificate professional cookery courses up to HND level in Batam from September 2018.
- **Colleges Scotland** published Parliamentary Briefing – Erasmus+ with information for the **Scottish Parliament Culture, Tourism, Europe & External Relations Committee**'s debate. It stresses the importance of the programme and calls for involvement to continue post-Brexit.

PARTNERSHIPS & AGREEMENTS

- **Queen Margaret University (QMU)** signed a memorandum of understanding with **Street Soccer Scotland** to support social justice and health improvement. Students and academics, including in occupational health, physiotherapy, film and psychology, will be able to get involved in volunteering and joint research projects.
- **Edinburgh Napier University** formed a partnership with **Melrose Rugby Club**, giving players access to Napier's facilities and sports science expertise, and students access to work experience opportunities at the Club.
- **UHI** is to offer registered adult nurses a new fast-track Postgraduate Midwifery Diploma in partnership with **NHS Highland** and **NHS Western Isles**.
 - A shortened, pre-registration, full-time programme will enable students to become fully qualified midwives in 20 months.
 - 20 funded places will be available from January 2019 subject to **Nursing Midwifery Council** approval.

Further & Higher Education

COLLEGES & UNIVERSITIES

- **RGU** is to launch a new:
 - startup accelerator programme funded by **Wood Foundation** to support entrepreneurial students, staff and recent alumni in creating new businesses with up to £10k of funding each. A new Entrepreneurship & Innovation Group is also to be set up.
 - MSc Strategic Service Planning and Delivery in Health and Social Care, developed in response to **NHS** skills shortage, from September 2018.
 - MSc Exercise Health and Wellness Coaching aimed at changing public perspective of exercise & keeping fit, from September 2018.
- **Abertay University's** MSc Ethical Hacking and Cyber Security course has been certified by the **National Cyber Security Centre**, part of **GCHQ**.
- **Lews Castle College UHI** is to create an Outer Hebrides Care Academy involving private providers, local authority, health board, and voluntary organisations. It will offer education and qualifications for the care sector.
- **Fife College** has been fully validated by **GTCS** for its professional review and development policy and processes for lecturing staff, up to 2023.
- **QMU** is to run a new MSc Digital Campaigning and Content Creation from September 2018, to help filmmakers, communications and PR specialists support their organisation's digital communication requirements.
- **QMU** launched a new Business School, incorporating its programmes in business, accounting & finance, marketing, events & hospitality and tourism management. It has become a member of the **Chartered Association of Business Schools**.
- **Higher Education Policy Institute** published *How different is Oxbridge?* comparing the experience of 1,625 students at **Universities of Oxford** and **Cambridge** with 18,354 at other **Russell Group** and 60,221 at all UK universities. The 'key lesson for policymakers is... don't get too obsessed about Oxbridge' as they are 'very different and exceptionally good'.
 - 59% of Oxbridge undergraduates are 'very satisfied' with their course (31% of students at other Russell Group institutions).
 - 77% at Oxbridge see their course as providing good/very good value for money (46% of other Russell Group students).
 - Oxbridge students work an average 43 hrs/week in term-time (12 hrs more than other Russell Group or all students).
 - 96% of Oxbridge students have at least 1hr/week in classes with 0–5 others (36% of other Russell Group students).
 - 42% of students at Oxbridge and overall have at least one class/week with over 100 others (59% of other Russell Group students).
 - 82% of Oxbridge students receive feedback within one week (13% of other Russell Group students).
 - 41% of Oxbridge students say their teachers use original or creative teaching methods a lot/quite a bit (45% of other Russell Group students, 52% of all UK students).

The 24 Russell Group universities include Edinburgh and Glasgow.

Community & Adult Learning

PEOPLE

DEE BIRD

Assistant Director, SFC, is Chair,
Children's University (CU)
Scotland.

EMILY MNYAYI

Head of Youth & Schools, Scotland
Malawi Partnership, is now Head of
Social Enterprise in Education,
Social Enterprise Academy.

COMMUNITY LEARNING & DEVELOPMENT (CLD)

■ **Education Scotland** announced changes to the organisation of, and responsibility for, CLD:

- CLD policy function is to transfer to Scottish Government Advanced Learning & Science Directorate – Colleges, Young Workforce & SFC Sponsorship Division by end of August 2018.
- Education Scotland will continue to provide CLD support & development and inspection functions, working closely with Scottish Government.
- **CLD Standards Council** is unaffected and will continue to be hosted by Education Scotland.

■ **Newbattle Bee Academy** was opened near Dalkeith by **Newbattle Beekeepers Association**, the first of its kind in Scotland. A one-year beginners' course will be offered, accredited by the **Scottish Beekeepers Association**.
A mentor – and bees! – will be provided.

■ **Scotland's Learning Partnership, Learning Link Scotland, Education Scotland and WEA Scotland** are holding a series of consultation events 'to build a common understanding and coordinated approach' to develop a strategy for adult learning. Feedback will be presented to the **National Strategic Forum for Adult Learning** for consideration.

■ **Education Scotland** published National Strategic Forum for Adult Learning in Scotland: Learner Voice Working Group, resources to promote learner participation in community based adult learning for those working in the sector. It features video clips and case studies, including from **Stirling Council, Glasgow Women's Library, Scottish Book Trust & Age Scotland**.
Adult Learning in Scotland: Statement of Ambition was published by Scottish Government and Education Scotland in 2014.

DIGITAL LEARNING & SKILLS

■ **Lloyds Bank** published UK Consumer Digital Index 2018: Benchmarking the digital and financial capability of people in the UK and a Spotlight on Scotland. Findings include:

- **In Scotland** 80% have all five Basic Digital Skills* (79% in UK); 7% have none (8% UK).
- 54% feel their skills have improved over the last year (60% UK).
- 7% of the workforce don't have all five (10% UK); they earn £13k less than those who do.

- 64% of those aged 60+ are online (72% UK).
- **Across the UK** 25% of those with a registered disability are offline.
- 18% of adults claiming benefits have low/no digital capability.
- 56% of those without a bank account have all five Basic Digital Skills.

**Basic Digital Skills are listed as: managing information, communicating, transacting, problem-solving and creating.*

Community & Adult Learning

LIBRARIES, MUSEUMS & GALLERIES

■ **West Lothian Libraries** was one of six in the UK and Ireland to be awarded **Carnegie UK Trust Library Lab** funding, for its STEMShops project.

Science and technology based activities including coding and robotics will be run, mainly for girls, to bring more young people into libraries and overcome gender bias in STEM.

■ **Stirling Council** is working with **Scottish Book Trust** and **Reading Agency** to pilot a Reading Friends project, a befriending programme which matches reading volunteers to people who feel isolated. The aim is to set up partnerships in care homes across the area, involving libraries and volunteers including high school students.

■ Scottish Government announced a £3.6m grant for university museums at **Aberdeen, Dundee, Edinburgh, Glasgow, Glasgow School of Art, Heriot-Watt, RGU, St Andrews** and **Stirling** over the next three academic years. The funding, managed by **SFC**, is to make the museums and galleries more accessible to the public. University museum collections account for ~18% of the national total.

■ **Museums Galleries Scotland** is to run new Skills for Success placements, a one-year entry route into museums work for non-graduates, from September 2018. Supported by **Heritage Lottery Fund Skills for the Future** initiative, 22 learners will complete an accredited vocational programme based at museums & galleries across Scotland.

■ **City of Glasgow College, Hunterian** and **Glasgow Museums** are to develop new SCQF-rated courses funded by **Museums Galleries Scotland's** Vocational Pathways Fund. The College will chair a qualifications design team and Glasgow Museums will deliver an employability programme at the **Burrell Collection**.

LEARNING CITIES & ENTREPRENEURSHIP

■ **PASCAL International Observatory** published Briefing Paper 15: Building entrepreneurship in sustainable learning cities.

Implications for policy and practice include:

- All learning cities and communities should develop planning and activities to foster entrepreneurship.
- All education sectors should contribute, with an important role for schools providing the foundations for entrepreneurial skills.
- Business and wider society should support education sectors through partnership.
- Entrepreneurship should be seen as assisting individuals to meet the challenges of life and thrive with entrepreneurial mindsets.

■ A wide range of resources can be used to build a sustainable entrepreneurial culture, including libraries, museums and education institutions.

■ Social enterprises for young people should be a prime vehicle for giving youth entrepreneurial and business skills and experience.

Briefing Paper 14: Integrating happiness in sustainable learning cities was also published.

Community & Adult Learning

YOUNG PEOPLE

■ **CU Scotland** launched Aspire, a digital platform for school-aged children to record and celebrate their learning outside school, at home and in the community.

- Aspire is a searchable database of learning opportunities.
- It grants 'virtual credit coins' in exchange for participation in educational activities, and records progress towards CU awards.
- Children can rate and review their activities and build a personal skills profile, developing a better understanding of skills needed for life, learning and work.

CU Scotland currently operates across 12 regions, with a wide range of partners, to 'raise aspirations, boost achievement and instil a love of learning'.

■ **Scouts Scotland** published its Census 2018, recording the 12th year of growth.

- There are 51,371 members (up 1,290 from 2017), including 11,946 adult volunteers.
- According to Scout Association research, 59% of volunteers feel more confident and 54% more motivated in their jobs since volunteering.

Government & Wider Society

PEOPLE

KAREN REID

Chief Executive, Care Inspectorate, will be new Chief Executive, **Perth & Kinross Council**, in July 2018 when **Bernadette Malone** retires.

PROF LYNN GLADDEN

Shell Professor of Chemical Engineering, University of Cambridge, will be Executive Chair, **Engineering & Physical Sciences Research Council** from October 2018.

15–24 LEARNER JOURNEY

■ Scottish Government published *The 15–24 Learner Journey Review*, the final report of the review set up in 2016. A more balanced, coherent approach to education & learning opportunities is needed, offering better advice and guidance, more work-based learning, and shorter post-15 learner journeys. Five key priorities for improvement:

- **Information, advice & support** to deliver greater personalisation, to make it easier for young people to understand their learning and career choices at the earliest stage.
- Real choice of **provision**, by broadening the approach to education, ensuring all young people access the work-based skills needed.
- **Alignment** to deliver 'system purpose', giving greater flexibility for learners moving from school and college into years two and three of the four year degree where appropriate.
- Building collective **leadership** across the education and skills system.
- Knowing how well the education and skills system is **performing**.

Significant and on-going work across schools, colleges and universities is expected in:

- Qualification design/joined up approaches to learning experiences
- Joint curriculum design and planning
- Transition planning for learners
- Resource sharing and logistical planning
- Shared measurements and integrated quality standards.

A full list of the 17 recommendations is in an Annex on pages 22–23.

■ **SPICe** published *Learner Journey: Education, Training and Work*, a survey of 15–24 year-olds about their experiences moving from school to work. It was commissioned by **Scottish Parliament Education & Skills Committee** for their new Young People's Pathways inquiry. Findings from 895 responses include:

- 60.1% felt that at school they were told more about how to get into university than other options (15.8% into college, 5.7% a job).
- 67.1% of school leavers had been able to take their chosen path; 21% left school not knowing what they wanted to do.
- 69.7% said their school offered work experience, 66.3% advice & support on what to do after leaving, 47.7% life skills support, 52.3% access to additional support services.
- Parents and teachers/lecturers were most cited as having helped with choices.

The Committee is now examining advice given to school pupils and the availability of vocational pathways in the senior phase.

Government & Wider Society

SCOTLAND'S POPULATION

■ **National Records of Scotland** published *Population by Country of Birth and Nationality in 2017*.

- 378,000 non-British nationals were living in Scotland (up 12% from 2016), 7% of the resident population.
 - 235,000 were EU nationals (up 26,000), and 142,000 non-EU nationals (up 14,000).
 - Polish was the most common non-British nationality (26% of the non-British total), 2% of residents in Scotland.
 - Aberdeen City had the highest proportion of non-British residents at 21%.
-

EARLY LEARNING & CHILDCARE

■ Scottish Government's new Early Learning & Childcare [ELC] Inclusion Fund, managed by **Children in Scotland**, opened for applications. It will distribute up to £500k per year for four years to selected registered ELC providers to support children with additional support needs to access their ELC entitlement. It will fund training for ELC staff, and resources, equipment and adaptations.

The first deadline for applications is 22 June 2018.

15–24 LEARNER JOURNEY REVIEW

A full list of the 17 recommendations, edited to include links for further information:

Information, Advice and Support

- **1** We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. **Starting in 2018; accessible by the start of 2019.**
- **2** We will support practitioners, parents, carers and learners to have access to an online prospectus setting out the learning choices available in their region, building towards a 'one-stop shop' approach. **Starting in 2018.**

1 & 2 led by Scottish Government working with **SDS, COSLA, local authorities, SQA, SCQF Partnership and Education Scotland.**

- **3** We will ensure learners in schools, colleges and universities receive a joined-up approach to careers, information, advice and guidance. **Starting in 2018; aiming to publish a careers strategy in 2019** aligned with the existing *Career Education Standard*.

3 led by Scottish Government working with **SFC, Colleges Scotland, Universities Scotland, Quality Assurance Agency and SDS.**

- **4** We will take account of the outcomes of the *Personal & Social Education Review*, due to be published **later this year**, and consider what further improvement is needed on wider personal support for young people in schools.
- **5** We will work with the college sector to improve the ease with which learners can apply to college. **Starting in 2018.**

5 led by Scottish Government working with the college sector, **SDS and SFC.**

Provision

- **6** We will develop a national communication strategy to explain and promote the breadth of choices in the 15–24 learner journey. This will build on the promotional activity undertaken in Scotland's *Year of Young People*. **To be ready by end of AY 2019/20.**
- **7** We will raise our aspiration and improve the offer and support for statutory leavers and looked after young people. We will want improvements **to be in place from 2019/20.**
- **8** We will better align our financial incentives to encourage continued participation in school for young people at risk of disengagement and we will ask **Young Scot** to assist us with this. **Starting in 2018.**
- **9** We will embed *Developing the Young Workforce* (DYW) in the school curriculum **by 2021**, having achieved the headline target for DYW four years early.
- **10** We will support and enable the *Foundation Apprenticeship* and other vocational qualifications to be embedded, providing a range of options for all learners in the senior phase **by 2021.**

6–10 led by Scottish Government working with Enterprise & Skills Strategic Board, **COSLA, schools, local authorities, Colleges Scotland, Universities Scotland, SFC, SDS, SQA, Education Scotland, SCQF Partnership and CLD.**

- **11** We will support colleges to maximise the vocational pathways learners and employers need. **From 2018.**

Annex

11 led by Scottish Government working with Enterprise & Skills Strategic Board, **Colleges Scotland, Universities Scotland, business, SFC, SDS, SCQF Partnership and SQA.**

- **12** We will improve choice through the expansion of Graduate Apprenticeships, to provide new higher level technical skills as part of a better balanced education and skills system. **Start with impetus in 2018.**

12 led by Scottish Government working with Enterprise & Skills Strategic Board, **SDS, SFC, Universities Scotland and Colleges Scotland.**

Alignment

- **13** We will minimise unnecessary duplication at SCQF level 7. We will make maximum use of the flexibility of the four year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme. **We think this will take a number of years.**

13 led by Scottish Government working with **COSLA, local authorities, Head Teachers Association [sic], ADES, SFC, Universities Scotland and Colleges Scotland.**

- **14** We will support colleges and universities to ensure more learners progress from college to all our universities without unnecessary duplication of SCQF credit.

14 led by **SFC** working with the Strategic Board, **Colleges Scotland, Universities Scotland, SQA and SCQF Partnership.**

Leadership

- **15** We will provide system leadership to ensure there is a shared vision about the purposes of post-15 education.
- **16** We will support greater alignment and collaboration across the education and skills system making best use of the Scottish Candidate Number to help support effective transitions.

15 & 16 led by Scottish Government with all key agencies and partners.

Performance

- **17** We will provide system leadership to ensure there is a shared vision about the purposes of post-15 education.

17 led by Scottish Government with a range of organisations including **SFC, SDS, local authorities, colleges, universities, Education Scotland, SQA** and alongside Enterprise & Skills Analytical Unit.

The 15–24 Learner Journey Review (Scottish Government 2018) can be found in full here: www.gov.scot/Publications/2018/05/4774

Details about the review, including progress reports from its five projects, can be found here: <https://beta.gov.scot/policies/young-people-training-employment/15-24-learner-journey-review>