



Glasgow Clyde College MCMC Programme:

Glasgow Clyde College MCMC programme addresses the South West Sector - Youth Employment & Young People programme.

The aim of the MCMC, programme is to provide young people from the South West Glasgow area, with effective interventions and activities which will enable them to move closer to the labour market and to ensure effective support for transition to suitable employment, education or training opportunities.

The target group of young people for this programme would include care leavers, young people with English as a Second Language, young people who have been identified as at risk of not making a smooth transition on leaving school and those for whom the first attempt at transition has not, for whatever reason, been successful.

The MCMC programme endeavours to provide suitable interventions based on needs identified by the South YEG which means provision changes annually. The programme is also flexible enough to respond to changes in its provision prior to implementation if required.

The MCMC Programme is a partnership approach which has been developed to support and to reduce the number of young people from the South West area who have not engaged with or who have been unsuccessful with applications for education, training or employment opportunities.

Partners include: SDS, JBG, YES, Volunteer Glasgow, SWAMP, Tomorrow's People, Glasgow CPP, Glasgow Clyde College, Glasgow Life, Scottish Fire and Rescue, Glasgow NHS, GAMH and Police Scotland.

Programme Outcome	Project Output	Target	Actual
Young people (16-24) are supported into and sustain employment	The number of young people provided with specific employment related advice / guidance	24 by March 2017 .	18 via GCC 40 via SWAMP 12 via Volunteer Glasgow 24 via GAMH 16 via YES 110 in total

Work undertaken and the services provided during 2016/17 include;

Glasgow Clyde College:

Clyde Kitchen: 18 Learners

This was a 12 week programme which ran from Sept - Dec then again from Jan - June 2017. The programme is aimed at 16-24 year olds who were interested in a career in Hospitality or Events. The programme is designed to develop the essentials skills required to successfully apply and progress onto a MA or NC/NQ college programme.

The programme aimed to create 'real-life' experiences of working in a busy kitchen, cafe and hotel in a supported college setting. This allowed students to decide, through participation, if Hospitality and Events is the correct career path.

Students worked towards seven L4 SQA units. Core Skills, Communications and Numeracy is contextualised through practical sessions to improve confidence. Students had weekly Guidance sessions to support college life and plan progression.

Students who successfully completed the 12 week programme and demonstrated the skills to successfully progress were offered an additional 4 week programme of industry recognised qualifications to enhance their employment prospects.

Clyde+

This 18 week programme (January - June) is a progression route for successful Clyde Kitchen graduates. The objective of Clyde+ is to transfer the skills learned in a supportive college environment into the workplace. Emphasis is placed on developing employability skills to understand and cope with high pressured, busy working environments. Hospitality and catering qualifications are delivered at L5, employability qualifications delivered at L4. Progression routes: either onto L5/6 programmes, full-time employment or MA.

SWAMP:

During the period 16/17 Swamp delivered four 12 week personal development programmes aimed at disadvantaged young people considered MCMC and requiring additional support to engage in and sustain any form of structured training activity.

We recruited 40 young people throughout the year into the stage one programme which was designed to build the confidence and communication skills of the young people to successfully progress into and sustain training placements within stage two of the EF skills pipeline which is a more demanding programme as there is an accredited element to the programme that requires the young people to complete several SQA employability units at levels 3 and 4.

During the programme the young people completed a series of personal development tasks and activities which were recorded within their stage one workbooks. These workbooks are designed with this client group in mind and cover a series of personal development tasks complimented by in-house training workshops delivered by ourself and partners. During their participation we address issue based subjects that have the potential to impact on their learning and future training opportunities.

As a result of this intervention some of the most disadvantaged young people within our community have been supported to engage in more structured training activities which has resulted in significant opportunities for these young people to compete with their peers in relation to future educational or employability opportunities.

VOLUNTEER GLASGOW:

Delivered 7 programmes of Volunteer Works, instead of 5 on a city wide basis, rather than try and concentrate all young people from the South West into 2 programmes, this would increase availability of programmes and provide a wider variety of tasters.

This consisted of a 5 week programme, where in the first week young people aged 18-24 get to try out 3 different volunteering tasters in a variety of sectors. The young person then decides which they liked best and continue working for this charity, one day a week for the remainder of the 5 weeks. In addition to the volunteering on 2 afternoons per week the young people will undertake the SQA Employability Award at SCQF Level 4, which is designed to help young people gain and sustain employment.

GAMH:

This was a collaborative project within GAMH (adult service centres and young carers project) to promote the life skills and wellbeing of young people aged 16-25years, particularly those experiencing mental health problems or young carers who are looking after someone with a mental health problem.

This was a 30 week programme which included:

- Mindfulness Sessions; wellbeing, stress management, yoga, breathing, kindness, relaxation
- Employability Programme; identifying skills needed in work, further education & training (i.e. communication, problem solving, teamwork, ICT, CVs, personal statements, applications). Young people used My World of Work & Work Star (mapping aspirations, job specific skills, social skills, job search & barriers).
- Motivational Sessions; emotional resilience, guided visualisation, health checks, sleep hygiene, brain food.
- Digital Mental Health Awareness: awareness of AyeMind Digital Resource which highlights mental health tools, services and resources available to young people.
- Social & Personal Development: Time out with peers to build friendships, confidence and resilience.

The majority of the sessions took place in Deaf Connections and our office in Govan.

1-1 support for young people facing particular difficulties was provided to help resolve some of the issues/barriers young person was facing.

YOUNG ENTERPRISE SCOTLAND

Two separate activities for young people were undertaken through our MCMC Partnership.

In August we delivered a 1 day landscaping project within our training centre at Rouken Glen Park. This included demonstrations and practical activities of hedge and grass cutting. The young people also worked in our greenhouse planting seeds for our community gardens.

Our second activity supported our 10 week Pathways into Landscaping course, this gave young people who were not engaging successfully in education or employment the opportunity to develop the basic practical skills necessary to work in land based disciplines such as horticulture and soft and hard landscaping. In addition to working on our site at Rouken Glen, the 12 young people worked on local community projects. They helped our project executives to build raised beds, erect fences, create social areas and clear land for a community garden with woodland walk ways at one of our local schools. They were also involved in creating a new edible garden at a local community centre.

All achieved an SQA employability award, completed their own CV's, had a mock interview and undertook activities to discover where their own skills and qualities lie.

All of the participants have shown an increase in confidence and self-esteem, an increase in their practical and transferable skills and are now better prepared to find employment.

Impact of Services

GLASGOW CLYDE COLLEGE:

Clyde Kitchen

achieved 75% retention and completion.

There was 100% achievement of 8 SQA units, at L4, for the 75% of students who completed Clyde Kitchen.

Only one student who completed Clyde Kitchen did not progress onto Clyde +. They moved into a January start programme for Travel and Tourism.

Clyde+ students completed successful work placements at BBC1 Scotland with two students securing zero hours contract whilst studying transferring to permanent contracts on successful completion of programme.

Clyde+ has successfully sustained three Roma young people and two Syrian refugees. Intensive ESOL sessions are timetabled to all non-native speakers to improve employability prospects.

Clyde+

has 100% attendance with 100% of students on course to complete and achieve 8 SQA units at L4/5 and successfully move into employment or L5 study.

SWAMP:

Many of the young people who participated in the programme exhibited some form of perceived barrier that they believed prevented them from engaging in training. Some of the young people within the programme had conditions including Autism, ADHD or Aspergers other were looked after young people with ASN and others demonstrated low levels self esteem and confidence.

Throughout the programme we received positive feedback from all young people engaged in the activities we recorded their journey as they developed their personal skills in various formats including written and visual recordings which demonstrated how they have overcome personal barriers. As a result of the intervention they have grown in their confidence and abilities which is evident in the fact that 98.8% of the young people who engaged in our stage one programme completed the 12 week course and successfully progressed into stage 2 of the employability programme. Many of the young people who engaged in the stage two completed all 7 SCFQ units in personal development and employability and moved into stage 3 where they have / or are completing the certificate for work readiness that will improve their prospects with regards to future employment.

Case Study:

YP1 came to Swamp through the stage one programme they had high anxiety and were on the autistic spectrum. When they first came to the centre they were really nervous, reluctant to participate in any team building activities and struggled to work with others however over the first few weeks they began to settle into the programme from where we were able to encourage them to become a camera person within the film studio in which they helped direct small productions. As a result they began to get more involved in activities and the wider group which helped build their confidence and self esteem leading to a reduction in personal barriers. YP1 is now engaged in stage two activities and is successfully achieving all SQA units, they have grown in confidence and are now able to present to camera. Once YP1 completes stage two they will move into stage three where we will identify a suitable work placement for them and support them to achieve a certificate of work readiness.

VOLUNTEER GLASGOW:

The Volunteering Works programme has given young people experience of volunteering; the majority for the first time, this experience has been beneficial in increasing their confidence, their interpersonal skills and provided them with work references. They also were able to achieve a recognised qualification in the SQA Employability Award, this helped to provide them with employability skills to help them find and sustain employment, e.g. Interview skills, up to date CV and how to complete application forms.

One young man who got a job as a banking analyst, sent us the following email, after he went through our Volunteering Works programme and subsequently went on to volunteer with South West Community Cycles:

"Thank you. I am so excited. Yes volunteering really helped me. For example, even in the interviews I was able to demonstrate my skills by using examples from my volunteering roles and I showed that I am an active person. I am very grateful both to you and to SWCC for your help and advice".

Other comments included:

"I am more confident about my CV and personal statement"

"It was very positive. There is a broad variety of volunteer roles. That way I found something relevant to what I am looking for."

GAMH:

Case Study:

"O" Age 19

'O' cares for her mum who has long history of depression. She was referred to Young Carers Project in December 2016 by a GP Community Linkworker. She joined the MCMC programme. 'O' has 3 younger brothers who are 15, 12 and 10 years old. Her family are currently going through the Asylum process.

'O' spends most of her time outside of College caring for her mum and looking after her three brothers. She is responsible for most of the household tasks including the cooking and cleaning. She also has a lot of responsibility for her younger brothers, making sure they are up and ready for school as well as making sure they get to the numerous after school clubs they attend.

In February 2017 mum attempted suicide which was witnessed by 'O' who had to intervene and call the police. Following mum's suicide attempt 'O' has been very anxious and experiencing low mood. 'O' attends college part-time and although she is very focussed and wants to go on to university, the recent suicide attempt has had a knock on affect on her grades at college.

During 1-1 support 'O' disclosed that she didn't feel that her situation was fully understood by those around her and that she needed time out to enjoy her own hobbies. She said she enjoyed running and would like more time to do this. Following the initial 1-1- session a support plan was put into place in partnership with her Support Worker:

1. 'O' would be matched with a volunteer from the Re-Connect peer mentoring service
2. Project Worker would go along to the college Student Support Service to discuss support options for 'O'
3. Project worker would identify a local running club she could join and apply to the Creative Breaks fund for running gear.

Outcomes:

'O' continues to come to the MCMC programme and receive 1-1 support

The family have been referred to the Freedom from Torture service who will begin family counselling.

'O' has now been matched up and introduced to a Peer Mentor and will continue to meet once a week.

The Student Support Services at her College are putting forward several recommendations to her tutors for additional support which has been a great sense of relief for 'O'

'O' would come to weekly study sessions to her to give her time and space to catch up with her coursework

A city centre running group which is free for individual seeking asylum has been identified. Referral to the project has been made for her younger siblings

YOUNG ENTERPRISE SCOTLAND

The Pathways to Landscaping course had a major impact on young people's employability skills. For example one of the learners had previously struggled with their attendance at school and had only attended sporadically throughout the year. His attendance throughout the course was at 93% - only missing one day from the full 10 weeks. This was due to the fact that he was fully engaged through the practical workshop elements of the course. In addition he gained a clearer understanding of the skills he had and how they could be used practically in the world of work, his confidence increased to such an extent that he was able to apply for college. He completed an application for Glasgow Kelvin College for NPA Construction courses at Level 5 in Carpentry/ Joinery; Bricklaying and Roofing and Tiling. He also felt confident enough to apply for a landscaping apprenticeship that he'd seen online. He could talk with confidence about the practical skills he had learned throughout the course and relate them to the area of work he is interested in.

Another student has secured an apprenticeship in landscape gardening which will begin in August 2017 and in the meantime he has continued to work with Young Enterprise Scotland at the Rouken Glen centre as a volunteer one day per week. He feels that volunteering is a good way to continue to develop and build on the skills he has gained throughout the course.