

<b>Board Meeting</b>	
Date of Meeting	Monday 29 October 2018
Paper Title	2017-18 Glasgow Regional Outcome Agreement Evaluation
Agenda Item	12
Paper Number	BM1-L
Responsible Officer	Robin Ashton, Executive Director
Status	Disclosable
Action	For Decision

## 1. Purpose of Report

**1.1** To provide for Board approval an evaluation of progress, based on finalised college data, towards the achievement of targets and goals set out within the Glasgow Regional Outcome Agreement for 2017-18 (available at: [www.gcrb.ac.uk/publications](http://www.gcrb.ac.uk/publications)).

## 2. Recommendations

**2.1** Members are recommended to:

- **consider** and **discuss** the attached evaluation of progress towards the achievement of targets and goals set out within the Glasgow Regional Outcome Agreement for 2017-18; and
- **approve** this report, subject to any amendments, for submission to the Scottish Funding Council by October 31, 2018.

## 3. 2017-18 Glasgow Regional Outcome Agreement Evaluation

**3.1** GCRB are required to provide the SFC with an evaluation of progress made towards the achievement of 2017-18 Regional Outcome Agreement goals by October 31, 2018.

**3.2** This attached evaluation report was considered by the GCRB Performance and Resources Committee at its meeting on September 26, 2018. Attached at Annex A is a summary of 2017-18 Glasgow region activity volumes and learner outcomes compared to ROA targets. Annex B provides a more detailed evaluation of outcomes, and Annex C gives data at individual college levels.

- 3.3** The evaluation responds to SFC guidance on the required content of the evaluation, and provides an opportunity for the GCRB Board to consider progress made in 2017-18 towards the achievement of Regional Outcome Agreement targets, and to review, and where appropriate modify, targets set within the 2018-19 Regional Outcome Agreement.
- 3.4** The quantitative analysis is based on finalised data provided by the colleges following internal audit. Members should note that with respect to attainment data, this is further refined by the SFC prior to formal publication, and may therefore be subject to additional minor change.
- 3.5** The draft evaluation has been informed by discussions held at regional operational groups and has been influenced by related quality review and enhancement activity being led by the colleges and Education Scotland. This report will be complemented by college Evaluative Reports and Enhancement Plans, which form part of the emerging quality arrangements for Scotland's Colleges and which are due to be submitted to Education Scotland and the Scottish Funding Council by October 31.
- 3.6** The attached evaluation provides evidence of significant collective progress made towards improved regional skills alignment and student outcomes, through achievement of targets contained within the 2017-18 Glasgow Regional Outcome Agreement, and in particular:
- delivery above target by all three colleges of core and additional European Social Funded Credits;
  - evidence of improved skills alignment to identified regional and national economic needs, including delivery over target of Childcare training at SCQF levels 7-9;
  - evidence that the region as a whole has prioritised the delivery which widens access, with the region exceeding Credit targets related to SIMD10 and access level delivery;
  - an overall improvement in student outcomes, particularly for Further Education learners;
  - leaver destination data shows increased proportions of learners moving on to positive post course destinations; and
  - continued expansion of *Developing the Young Workforce* school/college partnership activity, both in terms of the volume and the range of college learning opportunities offered to Senior Phase pupils.
- 3.7** In terms of continuing to improve student outcomes, the Glasgow colleges are working with Education Scotland on the implementation of new quality arrangements for Scotland's colleges and that in addition to this, a regional improvement group was recently established. This college and regional level enhancement planning activity will focus on identifying improvement actions related to increasing positive student outcomes.
- 3.8** With respect to improving skills alignment, work is currently underway with SFC, SDS and the colleges to review economic development trends and labour market information to support the development of refreshed regional curriculum plans for 2019-20 onwards.

#### 4. Review of 2018-19 ROA Targets

4.1 The SFC ROA evaluation guidance states that it should consider any rationale for changes to targets in the draft outcome agreement.

4.2 The table below provides an overview of 2017-18 data compared to 2018-19 targets for key national performance indicators.

Performance Measure	2017-18 Actual	2018-19 Target	Gap to target
SIMD 10% Credits	116,271	117,716	-1,445
SIMD10% proportion	29.4%	30.5%	-1.1pp
Number of Senior phase pupils (SCQF 5+)	856	778	78
FT FE percentage success	65.6%	68.7%	-3.1pp
PT FE percentage success	79.9%	83.4%	-3.5pp
FT HE percentage success	73.0%	75.8%	-2.8pp
PT HE percentage success	77.5%	83.5%	-6.0pp
Proportion progressing to work and/or study	97.4%	97.0%	0.4pp
Percentage of students overall satisfied	87.1%	93.9%	-6.8pp

4.3 Whilst the gap between current performance and future targets is for some of these measures significant, members will be aware that a range of activities are in place to support target achievement, including college quality enhancement activity supported by Education Scotland. Given this ongoing activity, it is not proposed that GCRB should seek to gain SFC agreement to alter ROA targets for 2018-19.

4.4 In terms of targets beyond 2018-19, this evaluation will be used to inform review and setting of targets for the 2019-20 to 2021-22 Regional Outcome Agreement.

#### 5. Risk Analysis

5.1 The process undertaken to develop this evaluation addresses *GCRB Risk 005: A failure to effectively plan/monitor our educational delivery results in the curriculum not meeting regional economic and social needs.*

5.2 The achievement overall of the majority of ROA targets provides evidence that there has not been an increase in risks related to *GCRB Risk 006: The quality of learning and teaching falls and fewer learners achieving positive outcomes.* However, the gap between current attainment levels for full-time further education courses and longer term attainment targets, would suggest a slight increase in *GCRB Risk 008: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.*

#### 6. Equalities Implications

6.1 The finalisation of student activity data for 2017-18 enables analysis of performance by equalities characteristics. GCRB have requested a collated data set from the SFC to facilitate

this and the outcomes of analytical work will be reported to the GCRB Board and Committees within future ROA reporting and development activity.

## **7. Legal Implications**

**7.1** No legal implications are identified.

## **8. Resource Implications**

**8.1** No significant resource implications are identified.

## **9. Strategic Plan Implications**

**9.1** The curriculum delivery funded through the Regional Outcome Agreement directly underpins the GCRB strategic ambition to build Scotland's most inclusive, most responsive and most effective regional college system (*Glasgow College Region Strategic Plan 2017-2022, p.2*).

**9.2** The evidence outlined within the evaluation report suggests significant progress is being made towards achieving this strategic ambition, particularly with respect to regional strategic goals to widen access (evidenced by the achievement SIMD10 and FE volume targets), to improve levels of attainment and progression to work or further study, and to develop a regionally responsive curriculum which aligns to skills needs (for example, evidenced by the delivery of additional childcare activity and the delivery of DYW commitments).

**9.3** The evaluation report also suggests more limited progress is being made with regards achieving the strategic ambition to increase full-time further education attainment to 75% by 2020/21 (*Glasgow Regional Outcome Agreement 2018/19 – 2020/21, p.9*), and the strategic ambition to build clear and flexible learning pathways which widen access and support inter-college progression (*Glasgow College Region Strategic Plan 2017-2022, p.5*).

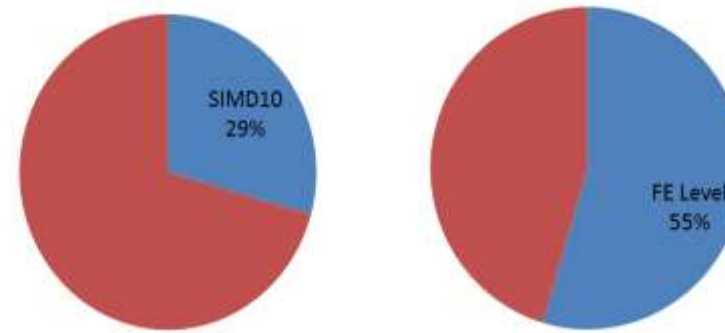
# Annex A: Summary of 2017-18 Glasgow Region Learning and Teaching Performance Indicator Data\*

## Overall Credits Delivered



All three colleges met their overall Credit targets and the region collectively delivered just over 3,600 additional Credits (equivalent to 0.9% above target).

## Widening Access



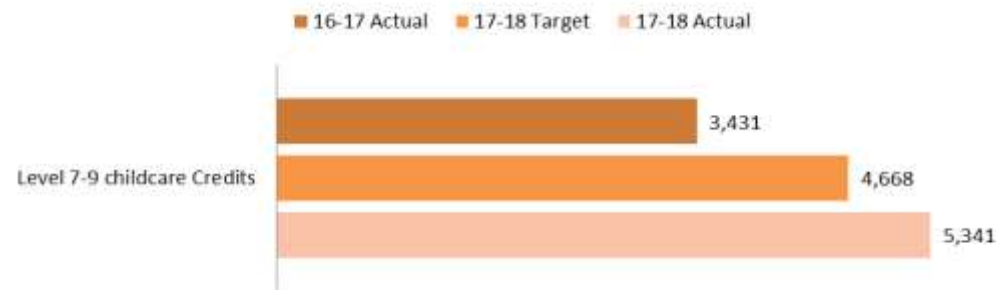
The region exceeded its targets for both indicators of widening access, with over half of all learning hours delivered at SCQF levels 1-6 and 29% accessed by learners from Scotland's most deprived postcodes.

## Developing the Young Workforce



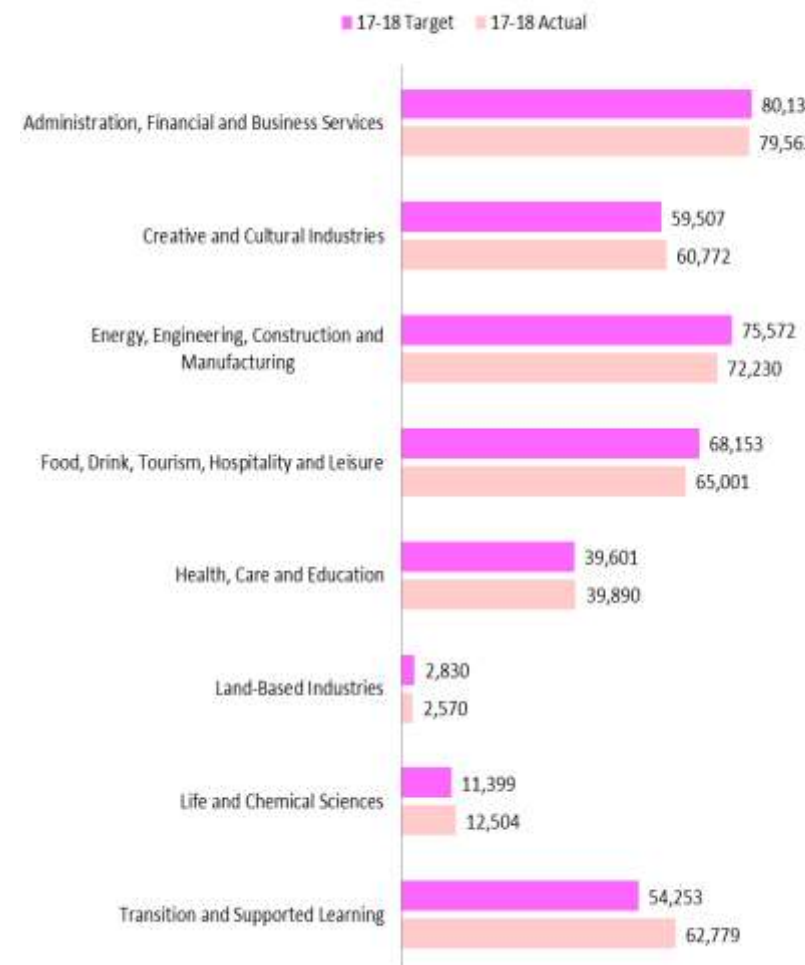
The colleges collectively increased the number of Senior Phase pupils by over 40% and exceeded the regional target for 2017-18.

## Level 7-9 Childcare Credits



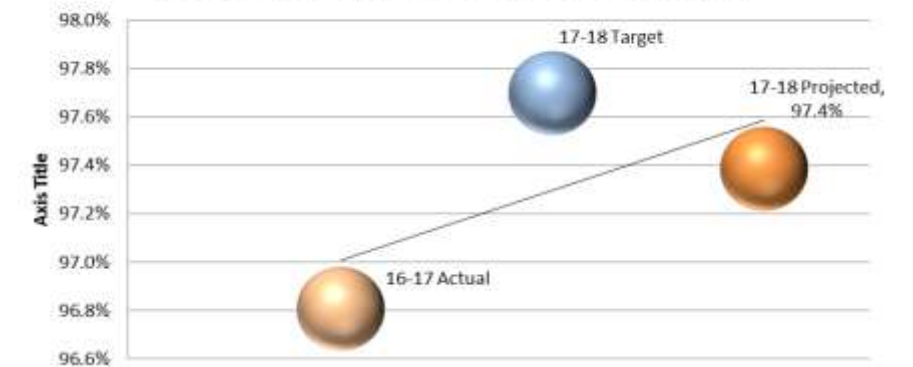
The colleges collectively increased level 7-9 childcare Credit volumes by 55% compared to the previous year and exceeded the regional growth target by 14%.

## Skills Alignment\*



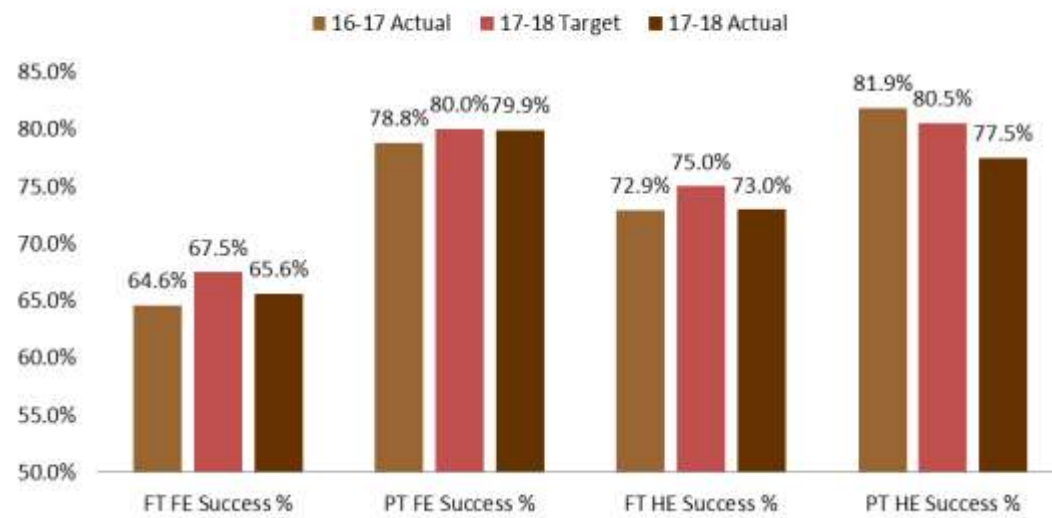
Overall, Credit delivery by economic sectors were broadly in line with targeted volumes with the greatest variances in delivery against target under-delivery of Credits in Energy, Engineering, Construction and Manufacturing and Food, Drink, Hospitality, and Leisure sectors, mainly due to displacement of Credit funded activity and increased delivery in Transition and Supported Learning to support the regional priority given to widening access.

## Successful progression to work or study



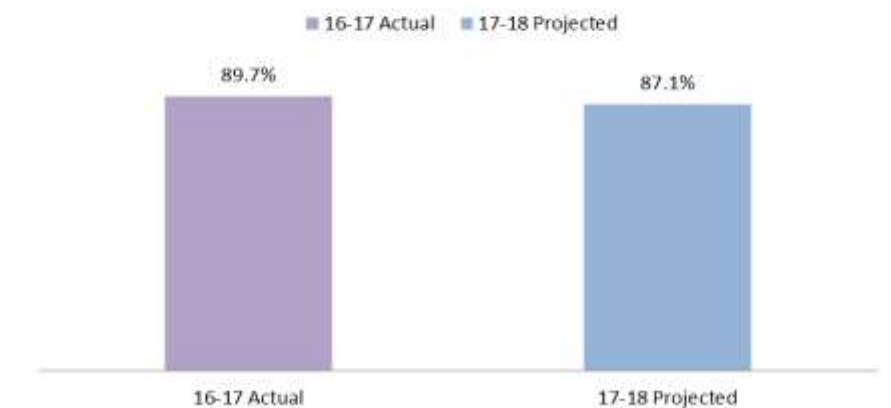
The region collectively increased (by 0.6pp) the proportion of full-time qualifiers successfully progressing to work or study, although this fell slightly short of the targeted increase. In addition, levels of known destinations were increased by 3.6pp to over 89% of all qualifiers.

## Attainment Levels



2017-18 attainment levels are improved from 2016-17 levels across three of the four mode and level categories, with a fall only in attainment levels for part-time Higher Education learners. However, all four 2017-18 improvement targets were not achieved.

## Percentage of students overall satisfied



The percentage of students overall satisfied with their course fell slightly compared to the 2016-17 level. No target was set for 2017-18 courses but the target set for 2018-19 is nearly 7pp above the level achieved in 2017-18.

\*Note that due to a late change to college data management procedures, the economic sector figures used for City of Glasgow College relate to pre-audit August 31, 2018 data.

## Annex B: Evaluation of the Delivery of the 2017-18 Glasgow Regional Outcome Agreement

### 1. Evaluation of Credit Delivery and Skills Alignment Performance

The table below sets out regional curriculum volumes delivered by type in relation to outcome agreement targets.

#### Volume of core credits and ESF credits

<b>Curriculum Type:</b>	<b>17-18 Target</b>	<b>17-18 Projected</b>	<b>Target Variance</b>	<b>% from target</b>
Core credits	371,063	374,088	3,025	0.8%
ESF credits	21,011	21,602	591	2.8%
<b>Total credits</b>	<b>392,074</b>	<b>395,690</b>	<b>3,616</b>	<b>0.9%</b>

The table above shows that the region met its overall Credit targets for core and ESF funded activity, with a cumulative over-delivery of 3,025 Credits equating to 0.8% over target.

In addition to delivering main grant funded activity, in 2017-18 the Glasgow colleges successfully delivered additional learning opportunities equivalent to over 21,000 Credits as part of the third and final year of an SFC-led, European Social Fund Youth Employment Initiative project.

These overall delivery levels represent a significant achievement by the Glasgow colleges, particularly given that the target for 2017-18 was approximately 5,000 Credits higher than that delivered in 2016-17 and in a context of reported reduced national demand for college places.

In terms of activity related to economic sectors, each year, the GCRB board considers and agrees a regional curriculum development plan which responds coherently and efficiently to the most recent assessments of skills and employment demand.

Performance data from 2017-18 teaching delivery provides substantial evidence of the positive impact of regional curriculum planning, with more of Glasgow's teaching grant invested in areas of greatest economic and social need, and stronger alignment and links between college delivery and industry needs, supporting inclusive economic growth.

#### Volume of Credits by economic sector\*

	<b>16-17 Actual</b>	<b>17-18 Target</b>	<b>17-18 Projected</b>	<b>Target Variance</b>
Administration, Financial & Business Services	78,543	80,132	79,563	1,020
Creative and Cultural Industries	60,899	59,507	60,772	-127
Engineering, Construction & Manufacturing	72,526	75,572	72,230	-297
Food, Drink, Tourism, Hospitality and Leisure	66,100	68,153	65,001	-1,099
Health, Care and Education	38,082	39,601	39,890	1,808
Land-Based Industries	2,591	2,830	2,570	-21
Life and Chemical Sciences	12,370	11,399	12,504	134
Transition and Supported Learning	58,559	54,253	62,779	4,220

\*Note that due to a late change to college data management procedures, the economic sector figures used for City of Glasgow College relate to pre-audit August 31, 2018 data.

In 2017-18, the Regional Board targeted an increase in teaching activity related to Administration, Financial and Business Services in response to employment demand, with jobs in health, business services and retail accounting for more than one in every three jobs in the region. In response to this curriculum growth target, the Glasgow colleges collectively delivered an additional 1,020 Credits, a shift of approximately £225k learning and teaching grant to a priority area of regional skills training need.

There are increasing demands being placed on Glasgow's health and social care services due to changing regional demography, including a growing proportion of elderly residents, and as a result of patterns of demand for specific services such as childcare and mental health support. In response, in 2017-18 the Regional Board set a growth target for Health and Care delivery levels, and the colleges delivered approximately 1,800 extra Health and Care Credits of skills training. This amounts to an additional investment of almost £400k of regional teaching funding, supporting the health and care service providers to respond effectively to the significant changes in the social needs of the Glasgow region.

In terms specifically of our response to the Scottish Government commitment to double the entitlement to free childcare to 1,140 hours, the Regional Board worked strategically to increase the volume, range and flexibility of college learning opportunities, to align college training delivery to local authority and private sector childcare provision, and to strengthen vocational pathways from school and other employment. The region exceeded its 2017-18 childcare growth target and the Regional Board have set further stretching expansion targets for the year ahead. Taken together, this will mean that the region will have doubled the number of Childcare learning opportunities offered, with almost £1.5 million allocated by GCRB to delivering professional childcare qualifications at level 7-9 by 2019.

Whilst there had been a slight reduction in activity related to Creative Industries planned for 2017-18, in a context of more recent regional skills assessments highlighting further employment growth of this sector with continuing strong student demand, and having regard to the management of risks relating to the meeting of overall activity targets and efficient staff utilisation, levels of activity for this sector in 2017-18 were similar to previous years.

Widening access to life-changing college learning is a central aim of the new Glasgow Region Strategic Plan for College Education, and to deliver on this, the colleges increased delivery of courses related to the Transition and Supported Learning sector by 4,220 Credits, representing additional funding of almost £1 million for this priority group. This priority given to widening access activities is also reflected in the substantial increase in delivery to SIMD10 learners and the delivery of SCQF levels 1-6 provision, including additional English for Speakers of Other Languages delivery.

Whilst STEM-related employment continues to form a substantial element of the Glasgow Region economy, STEM related Credit funded teaching activity has not increased in line with targeted rises due to a slight reduction in the volume of employed learners supported by industry and also a significant growth in the number of Engineering students who are now funded through non-Credit funding (e.g. additional articulation places with local universities and Foundation Apprenticeships funded through Skills Development Scotland). It is therefore estimated that overall levels of college STEM related activity have not decreased.

There was a similar under-delivery of targeted Credits for the Food, Drink, Tourism, Hospitality and Leisure sector, (-1,099 Credits) due to under recruitment in some Hospitality and Events

programmes and the re-profiling of some provision in this area as access level provision, which moved the programmes to the Transition and Supported Learning sector.

## **2. Evaluation Widening Access Performance**

Widening access to life-changing college learning is a central aim of the new Glasgow Region Strategic Plan for College Education, and to deliver on this, the regional Board targeted an increase in teaching activity delivered to learners residing in Scotland’s 10% poorest neighbourhoods, and to learners with low or no qualifications.

In support of the regional commitment to widening access and in line with new SFC ROA requirements, over the course of 2017-18, the three Glasgow Colleges put in place actions to implement institutional Access and Inclusion Strategies and Gender Action Plans. These align to ROA targets and provide forward looking action plans to continue to support increased representation of priority groups. In addition, over the year, college equality managers regularly met to share practice with respect to college level equalities activity, including development of college level equality mainstreaming reports.

Two key performance measures are used to evaluate regional progress towards ensuring that learning opportunities are accessible, supportive and representative of all:

- volume of Credits delivered to residents from postcodes classed within the 10% most deprived in Scotland, recognising that around 1/3 of Glasgow City households fall within this category; and
- volume of Credits delivered at Further Education levels, directly addressing the significantly high levels of residents in Glasgow with low or no qualifications.

The table below shows curriculum volumes for 2016-17, with respect to these two measures.

Credit Levels for SIMD10 and SCQF Levels 1-6

<b>Measure</b>	<b>17-18 Target</b>	<b>17-18 Actual</b>	<b>Variance</b>	<b>% over target</b>
Credits delivered to SIMD10 learners	112,265	116,271	4,006	3.6%
Credits delivered at SCQF levels 1 to 6	213,995	216,239	2,244	1.0%

The data above provides evidence of the positive impact of action taken in response to regional needs and the high levels of Glasgow region residents living in deprived postcodes and/or with low levels of qualifications, with over £25m funding allocated to learners from our most deprived neighbourhoods (equating to nearly one third of all teaching activity), and approximately £47m funding allocated to learners with low or no qualifications (over one half of all teaching activity).



### 3. Evaluation Learner Attainment Performance

The table below sets out attainment data for 2017-18, and compares this to both target data and 2016-17 actual data.

Percentage Successful Attainment Rates

Cohort:	17-18 Target	17-18 Projected	Variance from target	2016/17 Actual	Change from 2016/17
Full-time Further Education % Successful	67.5%	65.6%	-1.9pp	64.6%	1.0pp
Part-time Further Education % Successful	80.0%	79.9%	-0.1pp	78.8%	1.1pp
Full-time Higher Education % Successful	75.0%	73.0%	-2.0pp	72.9%	0.1pp
Part-time Higher Education % Successful	80.5%	77.5%	-3.0pp	81.9%	-4.4pp
All Learners % Successful	(no target)	75.3%		74.7%	0.5pp

The data provided suggests that 2017-18 attainment levels were broadly similar to 2016-17 levels, with slight increases in rates of success for full and part-time further education, and full-time higher education. However, the overall success rate for part-time higher education courses fell, and improvement targets for all four level/mode categories have not been met. Members should note that detailed evaluation of these attainment levels, including analysis of retention, will be provided within individual college Evaluative Reports, and an outline of college improvement strategies and actions are set out in college Enhancement Plans. Both of these documents will be reviewed by the GCRB Board following external endorsement by Education Scotland.

Overall, notwithstanding the gap between current and targeted achievement levels for 2018-19 and beyond, across all provision, over 75% of Glasgow's learners successfully completed their course of study which in a national context, still represents very good performance (the comparator figure for Scotland in 2016-17 was 73% successful attainment across all learners).

### 4. Evaluation Learner Satisfaction Performance

In 2015-16 the SFC established a national College Student Satisfaction and Engagement Survey. The national survey assesses student satisfaction levels across 10 statements. The table below shows the proportion of students from 2017-18 and 2016-17 who agreed with each of these prompts.

Glasgow Region Student Satisfaction Levels, 2016-17 and 2017-18

Questionnaire prompt	2017-18 % Agree	2016-17 % Agree	Change
Overall, I am satisfied with my college experience.	87.1%	89.7%	-2.6pp
Staff regularly discuss my progress with me.	77.3%	80.0%	-2.7pp
Staff encourage students to take responsibility for their learning.	89.9%	93.0%	-3.1pp
I am able to influence learning on my course.	81.0%	84.0%	-3.0pp
I receive useful feedback which informs my future learning.	81.5%	82.0%	-0.5pp
The way I'm taught helps me learn.	81.4%	83.0%	-1.6pp
My time at college has helped me develop knowledge and skills for the workplace.	85.6%	87.0%	-1.4pp
I believe student suggestions are taken seriously.	74.0%	74.0%	0.0pp
I believe all students at the college are treated equally and fairly by staff.	82.7%	84.0%	-1.3pp
The college Students' Association influences change for the better.	54.9%	54.0%	0.9pp

The proportion overall of students with overall satisfaction with their college experience is around 80% across mode/level categories with students on part-time courses most satisfied (85%) and students on full-time courses least satisfied (78%). Being a new national performance measure, no target was set for 2017-18. However, it should be noted that the Glasgow ROA ambition for 2018-19 is that 93.9% of learners to agree that overall, they are satisfied with their college experience and this would require an increase of approximately 7pp from the level reported for 2017-18.

Overall, 44% of students responded to the survey, with response rates ranging from 57.6% of full-time learners with much lower response rates for part-time (28.1%) and distance/flexible courses (3.4%).

As part of national college quality arrangements, college evaluative reviews and enhancement plans will consider student satisfaction levels and identify improvement actions where appropriate.

### **5. Evaluation of Post Course Destination Performance**

A significant aspect of regionalisation and the development of outcome agreements has been a stronger focus on the positive effects of college learning on the lives of learners. Post-course destination data provides a key measure of the impact of undertaking a college course and is now included in the Scottish Funding Council's list of 13 national sector measures.

Members should note that this performance measure does not take account of the significant volume of part-time learners who progress directly to employment or who are already in employment, such as those undertaking apprenticeships.

The table below shows data collected for Glasgow region full-time qualifiers, 3-6 months after the course end for 2016-17 leavers, with comparator data for 2015-16.

Glasgow Region Positive Post-Course Destination Rates for 2016-17 qualifiers

<b>Measure:</b>	<b>2016-17 Target</b>	<b>2016-17 Actual</b>	<b>Variance from target</b>	<b>2015-16 Actual</b>
% of full-time college qualifiers in work, training and/or further study after 3-6 months	97.7%	97.4%	-0.3pp	96.8%
Response rate for post-course destination survey respondents	87.0%	89.2%	2.2pp	85.6%

The post course progression data for the 2016-17 leaver cohort shows that the levels for both post course success and for response rate have increased slightly from levels achieved for the 2015-16 leaver cohort. Whilst the percentage of full-time college qualifiers in work, training and/or further study after 3-6 months fell slightly short of the targeted increase (0.3pp), levels of known destinations were increased by 3.6pp to over 89% of all qualifiers (2.2pp above target).

The table overleaf provides a further breakdown of the 2016-17 leaver cohort, showing data for Further Education level qualifiers (SCQF levels 1-6) and Higher Education level learners.

### Primary Destinations of FE and HE Level Qualifiers

	<b>Further Education</b>	<b>Higher Education</b>	<b>All qualifiers</b>
Negative Destination	2%	2%	2%
Studying	77%	60%	69%
Working	11%	25%	18%
Unconfirmed	9%	12%	11%
Total number of qualifiers	5,587	5,181	10,768

The table below shows a classification by industry type of qualifiers progressing to employment (for classifications with 10 or more entrants). The largest volume of learners progress to Professional, scientific and technical activities and this includes a large number of nautical study related employers.

### Classification by Industry of those who Progressed to Employment

<b>Industry Classification</b>	<b>Number</b>	<b>Proportion</b>
Professional, scientific and technical activities	314	17%
Retail and motor vehicles repair	256	13%
Accommodation and food services	233	12%
Arts, entertainment and recreation	199	10%
Human health and social work activities	170	9%
Other leisure service activities	155	8%
Transport and storage	97	5%
Manufacturing	90	5%
Construction	77	4%
Administrative and support service activities	54	3%
Education	52	3%
Information and communication	51	3%
Public administration and defence	48	3%
Electricity, gas, steam and air conditioning supply	39	2%
Financial and insurance activities	35	2%
Agriculture, forestry and fishing	12	1%

In terms of progression to further study, similar volumes of learners progressed from 2016-17 as did in 2015-16 (approximately 7,500 of the 11,000 leavers).

Members will recall that as part of implementation work related to the Glasgow Region Strategic Plan for College Education, a key objective is to improve the ease and equity with which learners can progress through their learning, with all learners supported to access to the full range of courses within the regional college system. The data for 2016-17 leavers suggests that the majority (approximately 57%) of these qualifiers progressed to further study within their own college, with levels of progression between the colleges within the Glasgow Region remaining low (at 3% of all qualifiers), as illustrated in the table overleaf.

### Inter-college progression volumes

Place of study:	Next destination:		
	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
City of Glasgow College	1,951	147	65
Glasgow Clyde College	54	1,628	30
Glasgow Kelvin College	39	35	668

Levels of progression to university for the 2016-17 cohort also remained relatively consistent with 2015-16 data with 2,301 college students progressing to a university or Higher Education Institution, and the table below provides data on destinations for universities where more than 30 qualifiers progressed, with a comparison to data for 2015-16 qualifiers.

### Destinations for students progressing to university

University	Number of 2016-17 qualifiers progressing	Number of 2015-16 qualifiers progressing
Glasgow Caledonian University	807	858
West of Scotland, The University of	552	508
Strathclyde, The University of	278	258
Glasgow, The University of	108	148
Stirling, The University of	91	78
Edinburgh Napier University	80	87
Heriot-Watt University	57	79
Robert Gordon University, The	55	39
Glasgow School of Art	52	49
Dundee, The University of	41	69

## **6. Evaluation of ROA Delivery of Developing the Young Workforce (DYW) Commitments**

In support of the priorities set out within Scotland's Youth Employment Strategy (Scottish Government, 2014), the region collectively continues to prioritise the strengthening of vocational progression partnership activity with schools, universities and employers.

Overall, in 2017/18 the Glasgow colleges delivered a 14% increase in the number of senior phase pupils studying at college on courses at SCQF levels 5 and above.

Colleges also increased the scope and extent of early intervention activity with schools. This included significant primary and secondary school taster programmes, attendance at S2 option choice information evenings (a crucial moment where senior phase pathways are determined for school pupils), lectures in partnership with the Glasgow Science Centre, online initiatives and classroom activities for use at S2 level in schools.

A successful regional vocational options day for Glasgow schools was held to showcase vocational options at all three colleges to young people and their parents and guardians. The three colleges also collaborated on a single presentation all secondary school head teachers at three locations in

the city, which outlined ways in which the FE service in Glasgow could help schools meet their DYW obligations. The colleges also delivered increasing volumes of Modern Apprenticeship provision, and participated in project Search which delivers work-based learning to young people with additional support needs and in FOCUS West activities for S5 and S6.

The regional Foundation Apprenticeships (FA) programme was further extended in 2017-18, with 209 Senior Phase pupils recruited over 13 FA frameworks. 2017-18 also witnessed the completion of the first FA programmes, both for two-year programmes initiated in 2016 or one-year programmes in 2017. Of the 77 starts in the 2016-18 cohort, 39 completed successfully representing a success rate of just over half. Whilst this is disappointing, it should be viewed in the context of it being the first cohort of an entirely new type of qualification requiring complex interactions between a number of organisations and individuals to operate successfully. Initial data for following cohorts suggest significantly improved performance, with the (albeit smaller) one-year 2017-18 cohort achieving a success rate of 86% which is significantly above the average success rate for other part-time Further Education level courses .

In summary, given the timescales and the early stage of Foundation Apprenticeship delivery, significant regional progress has been made to establish this new type of Senior Phase programme.

## Annex C: Individual College Data

### City of Glasgow College

	16-17 Actual	17-18 Target	17-18 Actual	Variance from target
Total credits	177,822	183,290	183,681	391
ESF credits	8,357	11,296	11,871	575
Administration, Financial and Business Services*	49,346	51,337	52,003	666
Creative and Cultural Industries*	29,817	28,397	30,040	1,643
Energy, Engineering, Construction and Manufacturing*	33,517	35,370	34,895	-475
Food, Drink, Tourism, Hospitality and Leisure*	40,928	42,445	39,881	-2,564
Health, Care and Education*	8,326	10,120	10,326	206
Land-Based Industries*	0	0	12	12
Life and Chemical Sciences*	288	101	388	287
Transition and Supported Learning*	15,600	14,892	15,755	863
Total childcare credits	1,172	1,603	2,255	652
Senior phase pupils (SCQF 5+)	115	34	258	224
Volume of credits at SCQF levels 1 to 6	72,754	75,000	76,233	1,233
Percentage of credits at SCQF levels 1 to 6	40.9%	40.9%	41.5%	0.6pp
Volume of credits delivered to learners in 10% SIMD**	43,677	44,465	43,033	-1,432
Percentage of credits delivered to learners in 10% SIMD**	24.6%	24.3%	23.4%	-0.8pp
FT FE Success %	70.4%	72.2%	67.8%	-4.4pp
PT FE Success %	86.9%	87.5%	86.8%	-0.7pp
FT HE Success %	73.1%	76.7%	73.9%	-2.8pp
PT HE Success %	82.2%	81.8%	82.1%	0.3pp
Percentage of students overall satisfied	86.4%	NA	81.4%	NA
Full-time % successful progression to work or study	96.5%	96.8%	97.3%	0.5pp
% destinations known of qualifiers	89.2%	91.4%	93.7%	2.3pp

\*Note that due to a late change to college data management procedures, the 2017-18 economic sector figures used for City of Glasgow College relate to pre-audit August 2018 data.

\*\* Note that method of measuring SIMD10 changed in 2017-18 and reduced the number of postcodes categorised as SIMD10.

	16-17 Actual	17-18 Target	17-18 Actual	Variance from target
Total credits	128,744	128,683	130,030	1,347
ESF credits	6,619	7,319	7,333	14
Administration, Financial and Business Services	18,178	18,720	17,454	-1,266
Creative and Cultural Industries	19,208	19,523	19,135	-388
Energy, Engineering, Construction and Manufacturing	17,813	19,441	18,374	-1,067
Food, Drink, Tourism, Hospitality and Leisure	16,307	17,136	16,945	-191
Health, Care and Education	21,383	19,406	19,829	423
Land-Based Industries	2,591	2,830	2,558	-272
Life and Chemical Sciences	7,799	7,267	7,951	684
Transition and Supported Learning	25,465	24,361	27,785	3,424
Total childcare credits	1,731	2,221	2,202	-19
Senior phase pupils (SCQF 5+)	289	285	334	49
Volume of credits at SCQF levels 1 to 6	85,271	86,770	84,257	-2,513
Percentage of credits at SCQF levels 1 to 6	66.2%	67.4%	64.8%	-2.6pp
Volume of credits delivered to learners in 10% SIMD*	39,011	37,388	38,784	1,396
Percentage of credits delivered to learners in 10% SIMD*	30.3%	29.1%	29.8%	0.8pp
FT FE Success %	62.2%	66.5%	66.1%	-0.4pp
PT FE Success %	68.3%	71.0%	72.3%	1.3pp
FT HE Success %	73.5%	75.1%	74.8%	-0.3pp
PT HE Success %	82.5%	82.5%	77.5%	-5.0pp
Percentage of students overall satisfied	95.8%	NA	95.7%	NA
Full-time % successful progression to work or study	97.4%	98.0%	97.8%	-0.2pp
% destinations known of qualifiers	83.9%	80.0%	84.7%	4.7pp

\* Note that method of measuring SIMD10 changed in 2017-18 and reduced the number of postcodes categorised as SIMD10.

## Glasgow Kelvin College

	16-17 Actual	17-18 Target	17-18 Actual	Variance from target
Total credits	83,104	80,101	81,979	1,878
ESF credits	3,801	2,396	2,398	2
Administration, Financial and Business Services	11,019	10,075	10,106	31
Creative and Cultural Industries	11,874	11,587	11,597	10
Energy, Engineering, Construction and Manufacturing	21,196	20,761	18,961	-1,800
Food, Drink, Tourism, Hospitality and Leisure	8,865	8,572	8,176	-396
Health, Care and Education	8,373	10,075	9,735	-340
Land-Based Industries		0		0
Life and Chemical Sciences	4,283	4,031	4,165	134
Transition and Supported Learning	17,494	15,000	19,239	4,239
Total childcare credits	528	844	884	40
Senior phase pupils (SCQF 5+)	201	350	264	-86
Volume of credits at SCQF levels 1 to 6	55,343	52,226	55,749	3,523
Percentage of credits at SCQF levels 1 to 6	66.6%	65.2%	68.0%	2.8pp
Volume of credits delivered to learners in 10% SIMD*	35,080	30,412	34,454	4,042
Percentage of credits delivered to learners in 10% SIMD*	42.2%	38.0%	42.0%	4.1pp
FT FE Success %	60.7%	67.0%	60.7%	-6.3pp
PT FE Success %	80.7%	81.5%	80.6%	-0.9pp
FT HE Success %	70.7%	72.0%	68.2%	-3.8pp
PT HE Success %	80.7%	80.0%	73.8%	-6.2pp
Percentage of students overall satisfied	94.5%	NA	97.0%	NA
Full-time % successful progression to work or study	96.4%	98.0%	96.6%	-1.4pp
% destinations known of qualifiers	79.8%	80.0%	85.8%	5.8pp

\* Note that method of measuring SIMD10 changed in 2017-18 and reduced the number of postcodes categorised as SIMD10.



## Glasgow Region

	16-17 Actual	17-18 Target	17-18 Actual	Variance from target
Total credits	389,670	392,074	395,690	3,616
ESF credits	18,777	21,011	21,602	591
Administration, Financial and Business Services	78,543	80,132	79,563	-569
Creative and Cultural Industries	60,899	59,507	60,772	1,265
Energy, Engineering, Construction and Manufacturing	72,526	75,572	72,230	-3,342
Food, Drink, Tourism, Hospitality and Leisure	66,100	68,153	65,001	-3,151
Health, Care and Education	38,082	39,601	39,890	289
Land-Based Industries	2,591	2,830	2,570	-260
Life and Chemical Sciences	12,370	11,399	12,504	1,105
Transition and Supported Learning	58,559	54,253	62,779	8,526
Total childcare credits	3,431	4,668	5,341	673
Senior phase pupils (SCQF 5+)	605	669	856	187
Volume of credits at SCQF levels 1 to 6	213,368	213,995	216,239	2,244
Percentage of credits at SCQF levels 1 to 6	54.8%	54.6%	54.6%	0.1pp
Volume of credits delivered to learners in 10% SIMD*	117,768	112,265	116,271	4,006
Percentage of credits delivered to learners in 10% SIMD*	30.2%	28.6%	29.4%	0.8pp
FT FE Success %	64.6%	67.5%	65.6%	-1.9pp
PT FE Success %	78.8%	80.0%	79.9%	-0.1pp
FT HE Success %	72.9%	75.0%	73.0%	-2.0pp
PT HE Success %	81.9%	80.5%	77.5%	-3.0pp
Percentage of students overall satisfied	89.7%	NA	87.1%	
Full-time % successful progression to work or study	96.8%	97.7%	97.4%	-0.3pp
% destinations known of qualifiers	85.6%	87.0%	89.2%	2.2pp

\* Note that method of measuring SIMD10 changed in 2017-18 and reduced the number of postcodes categorised as SIMD10