
Board Meeting

Date of Meeting	Monday 29 November 2021
Paper Title	Regional Outcome Agreement 2020-2021 Evaluation
Agenda Item	15
Paper Number	BM2-J
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For Decision

1. Executive Summary

- 1.1. This report provides an evaluative update on progress against the 2020-21 Glasgow Region Outcome Agreement.

2. Recommendations

- 2.1. The board is invited to **approve** the contents of this progress report.

3. Outcome Agreement 2020-21 Progress Report

A) Introduction and Context

- 3.1.** The 2020-21 Outcome Agreement for the Glasgow College Region was an ambitious, broad articulation of college activity across the city region. Our region encompasses the local authority areas of Glasgow City, parts of East Renfrewshire and East Dunbartonshire, and City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College are assigned colleges within the Glasgow College Region.
- 3.2.** The Glasgow Colleges' Regional Board (GCRB) is responsible for ensuring that college provision across the Glasgow region is coherent and aligned to regional and national strategy priorities, and that it reflects the needs of the regional economy and communities. GCRB allocates funding to colleges within the region to enable delivery of national and regional strategies and priorities, and it monitors the achievement of strategic goals and college performance.
- 3.3.** GCRB develops, on an annual basis, an Outcome Agreement which sets out how the funding allocated by the Scottish Funding Council will be used to fund an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy. This document restates the ambition of the Glasgow Region Outcome Agreement for 2020-21, which contained:
- A Programme of Action which sets out at a high-level regional commitments and planned outcomes for that academic year, reflecting GCRB's position as a Regional Strategic Body responsible for planning and funding college delivery.
 - A mapping of planned outcomes to SFC strategic priorities demonstrating the strong alignment, and contribution, of GCRB's action to national goals.
 - Information on regional commitments and planned outcomes for a range of cross cutting themes.
 - An equality impact assessment of planned actions, providing assurance that we should proceed to implement the Glasgow 2020-21 Programme of Action.
 - Links to other strategic and planning, and targets for the years 2020-21 to 2022-23 for all national performance measures.
- 3.4.** This Outcome Agreement was the result of a stakeholder engagement process, including with students and staff and their representative bodies, and Glasgow's constituent colleges, while recognising the impact of Covid-19 on normal development practices.
- 3.5.** Its core ambition is the continuation of our mission to build Scotland's most inclusive, most responsive, and most effective regional college system in Glasgow.
- 3.6.** This means a regional college system where more Glasgow residents can enter employment with the skills and qualifications they need, providing learning opportunities at all stages of their careers, helping them to prosper and avoid in-work poverty, building flexible skills and contributing to Glasgow's growing, changing economy.

3.7. Our vision is that we create a college region in which:

- Our institutions are high performing, financially sustainable and working collaboratively to deliver an enhanced impact;
- Our curriculum widens access, draws in people from under-represented groups and reaches those who can benefit most from college learning;
- High levels of learners attain qualifications, report satisfaction and can progress successfully onto employment or further study;
- Our colleges provide all Glasgow’s learners access to the full regional curriculum, with seamless pathways from school, between the colleges, and onto university or employment;
- We can prove that our regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- Our combined regional curriculum is efficiently coordinated without unnecessary gaps or overlaps in its provision; and
- Innovation is encouraged in all areas of our service delivery; contributing to improved workplace productivity and to regional and national prosperity.

3.8. While we restate this mission and vision here, we recognise that the national and regional context has changed considerably, and here we seek to recognise this change against our continued progress. In the context, discussed below, this report seeks to:

- Focus on the delivery of outcomes and impact for students.
- Ensure colleges and universities outline their contributions to a more focused set of priority issues.
- Promote and reflect individual and collective responses to recovery with narrative on commitments, deliverables, and expected impact.
- Ensure transparency and clear accountability for public funding.

A) Context: COVID-19, Regional and National Review

3.9. While the 2020-2021 report is intended to capture the position of the Glasgow college system, it is vitally important to reflect that it is a position, and indeed a world, which has radically changed since the initial development of the Outcome Agreement.

3.10. It is impossible to report on the position of the Glasgow colleges without first recognising the extraordinary context within which we are all operating. The immediate impact of the global COVID-19 pandemic was that 2020-2021 began with the significant majority of learning happening online while some crucial practical work was able to operate within college campuses. As the year progressed, Glasgow moved early into Tier 4 restrictions with in-college activity reducing to around 5%, before further lockdown measures led to the closure of campuses through January and February. The latter part of the academic year saw some further increases in activity across the college, in line with evolving government advice, though a cautious approach has been maintained which recognised the challenges of managing and mitigating Covid-19 risks while seeking to ensure an increase in student activity, mindful of the significant positive impact of social engagement, learner support, and practical, experiential hands-on learning in a college context.

- 3.11.** This response was agreed across the region as a clear and decisive response to the COVID crisis, delivering a blended learning approach, ensuring the well-being of students and staff, while seeking to deliver an education-led economic recovery for Glasgow and Scotland.
- 3.12.** As the Glasgow colleges were able to begin to open up to 5% of capacity attendance, the predominant focus was on seeking to address the existing backlog of deferred students while providing campus access to those practical courses which require specialist facilities. Larger-scale reopening and increase in activity was latterly hugely important in delivering the very best outcome for learners, but remained closely aligned to national guidelines and restrictions. Through these actions, the Glasgow colleges were able to mitigate against non-completion in the vast majority of cases.
- 3.13.** Through all of our actions as a region we have sought to keep the health and well-being of all of our students and staff at the heart of our decision-making while retaining our very real commitment to ambition for the region, its students, colleges and stakeholders.
- 3.14.** In addition to the continuing challenges of COVID-19, we recognise that Glasgow continues to operate within a unique context with three colleges and a Regional Strategic Body, and that much of our future activity is the subject of Scottish Funding Council's national *Review of Coherent Provision and Sustainability in Further and Higher Education*. In addition, the national review delivered the *Review of Regional Strategic Bodies – Glasgow Colleges' Regional Board* and a significant amount of 2020-21 activity for the region has been on the planning and delivery of a process designed to deliver the recommendations of this review.
- 3.15.** Taken in the round, the activity of the Glasgow colleges has sought to meet all of these challenges head on, but it is clear that this has been a particularly challenging set of circumstances. In the first instance, this has meant seeking to maintain the volume of planned activity across the colleges, via a mixture of predominantly online learning mixed with in-college and placement learning and assessment wherever possible. Teams across the Glasgow colleges have carefully monitored activity and alleviated the significant issue of deferred students with incomplete qualifications from both the 2019-2020 and 2020-2021 cohorts. This was a core priority for the colleges working closely in a coordinated fashion across learning and teaching departments, student support, HR and finance colleagues.
- 3.16.** In general terms we have continued to deliver the planned curriculum across the region and maintained a minimal-risk model, and this approach will continue. However, there is significant activity across the three colleges which are a direct response to the COVID-19 pandemic and the emerging impact on our learners, communities and industries.
- 3.17.** Short online courses and so-called 'micro-credentials' allow people to access the wealth of college learning and teaching resources to develop new skills, from CV and interview preparation through to embracing new digital technologies to ensure that college learners are work-ready and able to progress into a complex and unstable landscape. Each college made use of both existing and new courses, tailored to their specific cohorts, specialisms and communities.
- 3.18.** The colleges have taken on new pre-Apprenticeship qualifications, launched new activity under the Young Persons' Guarantee and National Transition Training Fund programmes, and fast-track activity to ensure that we strike a balance between maintaining provision and seeking to provide new education opportunities to address new and emerging needs.

- 3.19.** Working closely with employers, the Glasgow colleges have sought to identify and embrace new COVID-safe ways of working to ensure that students are able to continue with work placements in nationally important sectors such as care and engineering.
- 3.20.** While it is impossible to underplay the genuine impact of the pandemic on learning and teaching, the Glasgow colleges have a clear shared regional focus on supporting individual learners and their communities as a key step in supporting the region and nation's economic recovery. The current focus is on seeking to ensure that the highest possible number of deferred and current students are able to complete their studies and/or progress to their intended next point, while supporting our colleges to have a responsive curriculum which places our learners, communities and the economic recovery of the region and nation at its heart.

B) Key Priorities and Commitments

- 3.21.** Through all of the challenge and change outlined above, there remains a clear commitment to the following areas:

- **Fair access and transitions**

The colleges continued to maintain a coherent, coordinated policy of fair access, with application systems, digital online open days and information sessions, student support and information sessions, online interviews and adherence to monitoring of performance indicators. Transitions are monitored to ensure that there are clear and accessible, with transitions with partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.

- **Quality learning and teaching**

Overall approaches to the planning of learning and teaching are shared collaboratively at the cross-college Glasgow Colleges Group Learning and Teaching Group, with representation from Vice Principals and the GCRB Executive Director, supporting a coherent regional response and communication wherever possible. Learning and teaching is monitored at individual college level with each college maintaining a college-wide COVID response group. In addition to reporting to individual college boards, high-level reporting from each college is maintained via the Performance and Resources Committee of GCRB. In addition, GCRB works closely with the Student Associations of the three colleges and their cross-college regional group to monitor and nurture the student voice, and this continues to provide valuable insight, both informally and formally at board level. Individual colleges also monitored student voice via a series of surveys.

- **Learning with impact – students are equipped and ready to take up appropriate employment in the future**

The Glasgow colleges worked closely with employers and industry at a faculty level to deliver learning with real impact which supports provision. Where practical in-college work has been required to ensure that learners progress, this has been safeguarded; for example with City of Glasgow Sea Cadets progressing to at-sea placements or Glasgow Kelvin College's in-work engineering students who require to have their training continue while working. Where online learning was the only available mode, innovative solutions have been identified to ensure that practical activity continues, for example with Glasgow Clyde College's successful online delivery of practical dance classes in their performing arts area.

- **Student participation and engagement in their educational experience**

Glasgow's Student Associations have been actively engaged in activity throughout 2020-2021, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in lockdown planning, student communication, and contributing to national and regional review work. There has been a highly successful ethos of open collaboration across the three colleges' Student Associations which has led to effective joint presentations to the GCRB board as well as in strong contributions to the regional review. Students' voices are actively sought and their insights are acted upon. In addition, the individual colleges have continued to engage via various communication channels as well as further developing student insights with questionnaires to benchmark and identify issues.

- **Equalities and inclusion**

Outcome Agreement Performance Indicators are monitored by the Glasgow Colleges Group Lead Group, which includes the three Glasgow College Principals as well as the GCRB Executive Director. Equalities and inclusion measures are monitored closely and discussed, as well as being reported to the GCRB board. In addition, the cross-colleges Equalities and Inclusions Group includes representation of relevant managers from the three colleges and is attended by GCRB members. There is emerging data from PI analysis which suggests unequal impact of COVID-19 and lockdown which requires further consideration and the potential of planned coherent intervention to mitigate in the future.

- **High quality research and innovation**

While research is not the primary focus of college activity, innovation has clearly been a strong thread through the response of the past 12 months. The colleges have moved at significant pace, and with significant challenge, to remote online delivery for the vast majority of activity, being able to maintain courses as well as student support functions. The Glasgow colleges have continued to find innovative solutions for the delivery of qualifications in an online setting, and much of this work is ground-breaking and will help inform future activity. In addition, the Glasgow-wide work with the Charlie Waller Trust to deliver the online mental health support resource, TogetherAll, has proven to be a valuable resource. Mental health training for staff across the colleges has continued online with Charlie Waller Trust, with hundreds of participants taking part during lockdown periods and ensuring that we continue to develop the capacity for mental health support. In specific emerging areas such as climate change, environment and sustainability, a research strand was planned during 2020-2021 and will be delivered in the subsequent academic year.

- **Meeting future skills needs, including upskilling and reskilling**

During restricted access with Tier 4 and full lockdown periods, Glasgow continued to contribute to a wider skills agenda. Staff from across the colleges and GCRB are members and contributors to Community Planning Partnerships, Council Strategy Groups, including for future planning, pandemic response, finance and education, environment and sustainability action, and 'just transition' planning. In addition, Glasgow hosted a region-wide review group meeting to consider new partnership models, was the first region to host a launch event for the College of the Future project's completion, is working with SQA on assessment issues and next-generation qualifications, and with a wide range of partners to deliver new

opportunities. The colleges continue to engage closely with industry partners to identify sector-specific opportunities and continue to innovate to deliver on-going training opportunities.

- **Responding to the climate emergency**

GCRB included the provision of a coherent Glasgow response to the climate emergency in the initial Regional Outcome Agreement 2020-2021 and that commitment remains steadfast despite the significant challenges of the year. The first stage in this commitment was commencement of recruitment of a Project Manager (Environment and Sustainability), and this progressed in the latter half of 2020, culminating in a successful appointment starting in mid-2021. This cross-colleges role brought a consistent regional and strategic approach to the on-going work of the Glasgow colleges to contribute to the city region's ambitious targets, while creating opportunity aligned to the COP26 Climate Summit. In addition, the project has convened a cross-colleges leadership group, and sought to include the broader consideration of developments towards a 'Green curriculum', identifying new opportunities to evolve the curriculum, to create new opportunities for learners and communities, and to eventually offer a new suite of qualifications in this area. In addition, individual colleges are developing qualifications, staff and student CPD and other experiences which begin to shift the focus of the Glasgow college system to a significantly more climate emergency-aware footing.

C) *Contribution to economic recovery and social renewal*

- 3.22.** Glasgow is Scotland's largest city region, serving a significant population as well as learners who travel into the city from beyond. Serving just under one quarter of the Scottish college system, we recognise the vital role that Glasgow's colleges will play in contributing to economic recovery and social renewal.
- 3.23.** The Glasgow colleges have long been immersed in the key role of widening access and participation to learning, and we continue to work in close collaboration with partners across various local authorities to provide opportunities for progressing learners, as well as contributing to the planning of regional responses.
- 3.24.** Members of GCRB and the college are members of key community planning, regional strategic response and specific response groups with local authorities, and we will continue to ensure that the work of meeting the needs of learners and communities is at the heart of our activity.
- 3.25.** In addition, we continue to provide a coherent regional response to future planning by coordinating regional planning group meetings.
- 3.26.** The ambition to provide new courses which are responsive to emerging needs is clearly stated by all of our colleges, as is the central commitment to providing real, lasting positive social impact at the heart of our communities.
- 3.27.** In particular, new short courses and fast-track qualifications have been launched which have a focus on employability skills, digital skills, and/or targeted qualifications in key regional sectors in line with most recent job market data delivery by our partners at Skills Development Scotland, with this data being analysed as part of the planning process at college and board level.

- 3.28.** While it would be reasonable to say that there has been no major increase in unemployed people seeking college interventions at this stage in the pandemic through 2020-2021, it is broadly recognised that various government interventions may have been successful in moving this expected impact further into the planning cycle, and this opportunity to continue to engage in the development of new courses, for example tied to NTTF and YPG funding, is ongoing. It is noted that restrictions around these funds made it complex to deliver consistently, and the requirements for greater flexibility and for the ability to use the funds for development were clear, consistent messages.
- 3.29.** The Glasgow colleges continue to provide opportunity in work-based learning, and its provision is one of the priority areas which will be increased as colleges reopen to increased levels of activity. It is inevitable that this area is one which has had severe impact as industry, education and society have lived through lockdown, though we continue to seek to address access to work-based in education in areas such as care, engineering and construction, and maritime.

D) *Economic Recovery and Social Renewal*

- 3.30.** Across the Glasgow college region, in-depth labour market intelligence is developed in conjunction with work from Skills Development Scotland as well as local authorities and key industry partners across a variety of sectors. This has been carefully analysed at college level and high-level partnership review is included at the Glasgow Colleges Group cross-colleges meetings.
- 3.31.** There was clear evidence of new qualifications being launched across the city region, aligned to funding opportunities and national strategies to offer interventions for those in work and seeking work, including reskilling and upskilling in specific areas such as digital and more generic work and meta skills development. Flexible Workforce Development Fund activity has continued with increased investment and digital migration to safeguard delivery. Colleges have continued to support existing talent pipelines with, for example, maritime specialism continuing at City of Glasgow College to allow candidates to progress to at-sea placements; Glasgow Clyde College continued to safeguard activity across key areas such as health and care; Glasgow Kelvin College has safeguarded practical activity for in-work learners in areas such as engineering.
- 3.32. Economic Renewal:** Each of the Glasgow colleges has delivered significant new offering in response to the social and economic impact of COVID-19.
- 3.33.** City of Glasgow College has delivered certified innovation development programmes to organisations across the private and public sectors including Glasgow Life, Police Scotland, the Crown Office and Procurator Fiscal Service (COPFS) and Leidos UK. Investment was made to expand the FWDF team to seven full-time lecturers, and additional Business Development and Support staff to meet the increased level of demand in 2021. This reflects expanded college delivery to SMEs as well UK Apprenticeship Levy-paying companies.
- 3.34.** Glasgow Clyde College was able to shift much of its available FWDF activity online during this period, delivered a significant increase in Gateway courses for those with no, or few, qualifications to deliver work and meta skills, increased Future Confident courses including digital upskilling, and focused vocational delivery on identified skills gap areas including social care, childcare, health and the sciences. Apprentice Pathway courses were successfully launched as well as a range of NTTF and YPG-funded interventions across the region.

3.35. Similarly, Glasgow Kelvin College worked closely with existing industry partners to devise and launch a range of interventions linked to these strategic funds. New Apprenticeship and Pre-Apprenticeship qualifications were launched in identified skills gap areas. A range of short courses provided a focus on work-readiness, capacity building and preparing people for re-entry into the workforce via reskilling and upskilling opportunities. Working closely with industry partners, the college were able to continue to support the in-work learning and development in key industry areas including engineering.

E) *Responsive and Collaborative Institutions*

3.36. In direct response to the public health emergency, all Glasgow colleges made significant investment in providing 'Covid-safe' workplaces, including changes to physical spaces, development of new safe ways of working, signage, communications and procedures for use of buildings. The Glasgow colleges have adhered to government guidelines and restrictions throughout the pandemic, while recognising the significant challenge this has delivered. Campus access has been fully restricted during the peaks of the pandemic, and carefully managed during tier periods.

3.37. Health and wellbeing were key priorities, with colleges moving at pace to provide digital equipment to ensure home access. In addition, individual colleges and the region have continued to support mental health support via counselling teams, continued professional development for lecturers in conjunction with Charlie Waller Trust, and provision of the online mental health and community support platform Togetherall.

3.38. Cross-regional collaborative groups continued across Glasgow, in areas including cross-college equalities group, marketing and communications group, ESOL partnership including other key stakeholders.

3.39. The regional Programme of Action has continued across Glasgow, with partnership work designed to have positive impact on student activity, including targeted activity for mental health support, care-experienced students, students from SIMD-specific areas and ESOL.

3.40. Glasgow has also delivered a renewed commitment to having a positive impact on the climate emergency. The regional board has created a new Environment Sustainability Manager to develop a new regional strategy, work in collaboration with colleagues across the colleges, support the Student Associations, and develop sustainable partnerships at a regional and national level.

4. *Credit Data Analysis*

4.1. Attached as Annex A to this report is the projected Credit data provided by the assigned colleges in November 2021. This is based on recruitment for the 2020-21 year and the data within the FES database.

4.2. The report provided in Annex A shows that the Glasgow college region is currently projecting to deliver 392,058 credits against a revised target of 391,673. This information is based upon the current data within the college management information systems. The revised target includes an additional 6,698 credits to deliver the National Transition Training Fund and Young Persons Guarantee¹.

¹ Allocation agreed by GCRB in February 2021 (decision of the Board by correspondence)

- 4.3.** Credit projections for additional Childcare suggest that the region will exceed the targets by 2,228 credits (52% above target). The level of projected activity in 2020-21 is expected to be higher than the previous year (and a reversal of the recent trend).
- 4.4.** The volume of activity delivered to learners in the most deprived postcode areas was 29.1% in 2019-20. However, the ROA for 2020-21 identified that the target volume of activity would exceed 30%. Current predictions indicate that the forecast outturn is 28.6% which is below target and below the previous year. The reduction is significant in Glasgow Clyde College and Glasgow Kelvin College whereas City of Glasgow College has actually increased delivery to learners in the most deprived postcodes.
- 4.5.** The volume of credit activity related to learners from different protected groups, and care experienced learners, shows a mixed picture. For example, the volume of credits delivered to Black and Minority Ethnic students is predicted to be above target by 7%. However, credit activity for students with a known disability is 4.6% below target. This also contrasts with the levels achieved in 2019-20 and represents a reduction compared to the previous year.
- 4.6.** It is important to consider if there is a correlation between the reduced levels of student participation identified in the previous paragraphs and Covid-19, and whether these groups have faced additional barriers in attending college in 2020-21, both on a regional and national level. There may be, for example, an emerging Covid impact which has an adverse impact on various cohorts, including access to education for learners from the most deprived postcodes and access to education for learners with a disability. There may be an intersectional risk of significant, multiplying adverse impacts for learners who are included in multiple KPIs.
- 4.7.** The amount of activity delivered to students who have experienced care is predicted to be just beyond 40% above the target level. The support for learners, for example additional bursary funding and higher levels of support, such as our project with Action for Children, continue to have a positive impact. However, activity for this group of students in 2020-21 is forecast to be 17% below that achieved in 2019-20. One of the reasons is a reduction in activity at Glasgow Kelvin College in 2020-21 due to difficulties delivering short courses to care-experienced students during the pandemic. Glasgow Clyde College and City of Glasgow College have significantly increased their activity for care experienced students in 2020-21 whereas Glasgow Kelvin College has seen a reduction of 18%.
- 4.8.** The volume of credit activity for senior phase pupils has fallen markedly as a result of the impact of Covid-19. Credit activity is expected to be just 33% of the target. 2018-19 saw growth in this particular area of activity but projected activity for 2019-20 returned to the levels observed in 2017-18.
- 4.9.** Progress in respect of regional targets for economic sector activity show some relatively minor variations against planned levels. Growth can be seen in areas such as Creative and Cultural Industries, Food, Drink, Tourism, Hospitality and Leisure. Areas with lower levels of activity include Health, Care and Education and Energy, Engineering, Construction and Manufacturing Services. This pattern is similar to previous years and indicates a shifting trend in curriculum delivery. It is likely that additional work will be required in this area to consider the overarching curriculum planning and direction for the future, with an eye towards the evolution of 'green' opportunities in areas such as engineering, construction and others.

4.10. As we move towards a renewed regional curriculum plan, working in collaboration with the Glasgow colleges, SFC, SDS and other regional partners, it will be important to gauge economic sector activity in relation to current and emerging future needs.

Performance Indicators of Success

- 4.11.** It is impossible to evaluate the performance of the national, or regional, performance of college without emphasising the significantly challenging position created by, or exacerbated by, the Covid-19 pandemic. The SFC's 'emergency years' context was seen to be a useful and accurate description of the period under consideration. All of the region's Performance Indicators are reported in this context, with significant, on-going impact on learning, teaching and assessment, for colleges, people facilitating and supporting learning, for learners and for their communities.
- 4.12.** In terms of the headline figures, the proportion of enrolled students successfully obtaining a recognised qualification (Full-time FE) was down to 61.5%, down 7.8% on target. Part-time FE learners obtaining a recognised qualification was down 4.1% on target to 79%.
- 4.13.** Meanwhile, in HE, proportion of enrolled students successfully obtaining a recognised qualification (Full-time HE) was actually 1% up on target at 74.5%, while for part time HE learners, successful achievement of a recognised qualification was down 2.8% to 80%.
- 4.14.** That full-time HE success rates actually improved slightly while other cohorts saw success rates dip is noted and may indicate that learners at SCQF7+ were best placed to move at pace to online learning and to maintain their learning and assessment regime with fewer direct interventions. This does indicate that greater support networks around online learners at lower SCQF levels will be of critical importance if hybrid or online learning models remain at this level.
- 4.15.** There is clear evidence that learners on full-time qualifications had the greatest adverse impact of lockdown and subsequent hybrid and blended models of online and physical attendance, seeing the largest percentage of their education impacted. It is also evident the FE learners were adversely impacted to a larger extent than HE counterparts, with the pandemic seen to magnify existing success disparity between the learners at FE and HE.
- 4.16.** As referenced above, it may be reasonable to conclude significant, magnifying impacts for learners in FE from SIMD areas and with identified disabilities, placing this learning cohort as one of the most impacted, and therefore most at risk, from the current period.
- 4.17.** Indicators for progression to advanced-level further study, such as progression to university qualification, remained stable, while the proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying moved down slightly to 94.3%, down 3.2% on target. This could be seen to have been impacted by a number of contributing factors, including the on-going furlough position at the time of course completion, institutions' primary focus on completion of existing students' qualifications, and a complex position regarding employment opportunities during the peak of the pandemic.
- 4.18.** The GCRB Executive Director, and the regional Learning and Teaching Group, will continue to monitor and support progress towards achievement of the Outcome Agreement targets.

4.19. In conclusion, the Covid-19 pandemic has created significant crises across public health, the economy and society. As such, college activity was not immune from significant, fast-paced change from March 2020 onwards, meaning that the end of the 2019-20 and the 2020-21 academic year were characterised by significant upheaval and a necessary change to remote delivery and working. This will have a continued impact on KPIs and on the longer-term look and aim of the Outcome Agreement process.

Regional Actions

4.20. The following sections provide members with an update on regional collaborative work and developments relating to agreed regional outcomes.

4.21. The Programme for Action is contributing to some of the ambitions within the Regional Outcome Agreement. Progress is as follows:

Commitment	Regional output/outcome	Progress Update
Bridge 2 Business (£201,000 via SFC strategic funds)	The Bridge 2 Business programme provides colleges students with opportunities to engage with entrepreneurial role models. It also provides a range of services to inspire and support college students into business.	The project has operated successfully for a number of years. The project has been awarded £201,425 by SFC ² for 2020-21. The project continued to be delivered in 2020-21 albeit activities were impacted by Covid-19. The annual project report was provided in October 2021. In addition to main activity, GCRB has been able to fund the B2B+ extended activity, for future development.
Empower our ESOL Partnership (£96,000)	Leadership of the city-wide ESOL network, management and continued development of the city-wide ESOL register, and delivery by community partners of access provision.	Glasgow Clyde College delivered the regional ESOL project in 2020-21. This funding is supplemented by in-kind resources provided by local authority, and community, partners. The ESOL Register (which forms an important component of the ESOL project) has been the subject of a review which has recommended a number of improvements.
Child Poverty (£148,000) of which £98,000 was provided by SFC strategic funds with a Glasgow region contribution of £50,000.	Delivery of projects in communities facing the highest levels of deprivation. The projects will be delivered in conjunction with partners to address issues such as child development, health, parenting, pathways to education.	The project was approved by SFC in September 2020, albeit scaled back from the original proposal. The project progressed subject to the constraints of Covid-19. The final project report was provided in October 2021.

² This is the total value of the project which is administered/hosted by GCRB. It is worth noting that the project is delivered throughout Scotland with around 33% delivered in the Glasgow college region.

Commitment	Regional output/outcome	Progress Update
Sustainability (£21,000)	The project is intended to provide a collaborative approach to the Climate Change emergency declared by the Scottish Government. In doing so it will seek to support projects within individual colleges and throughout the Glasgow College Region.	GCRB has joined the EAUC (the Environmental Association of Universities and Colleges). The Environmental Sustainability Manager was in post for the final four months of the year. Actual expenditure for the financial year was £21,000 compared to a budget of £70,000 due to the delays in recruiting to the post (as a result of Covid-19).
Deliver a support service for care experienced young people (£60,000 plus £12,000 VAT)	Regional care-experienced support service established across the three colleges, with Action for Children staff working alongside college student support staff to provide additional support both in college and off site, for care experienced learners.	The project commenced in August 2019 and is co-funded, and delivered by, Action for Children. The contract for services is in place and the regional costs are £60,000 (together with additional matched funding of a similar amount). The final project report was provided in November 2021.

5. Risk and Compliance Analysis

- 5.1. This paper addresses *GCRB Risk 009: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.*
- 5.2. There are no specific legal implications associated with this paper.

6. Finance and Resource Implications

- 6.1. If the region, as a whole, does not achieve its planned activity targets this could have a negative financial impact on future levels of funding.

7. Equalities Implications

- 7.1. There are no specific equalities implications associated with this paper. However, the targets set out within the Regional Outcome Agreement support the ambition to improve access to the region's colleges.

8. Learner Implications

- 8.1. This report provides evidence of actions taken to support achievement of targets as agreed within the 2020-21 Regional Outcome Agreement. As such, this report reports delivery against the regional targets and regional strategic plan for Glasgow colleges.

Annex A: 2020-21 Credit Volume Projections (November 2021)

	Regional target	Regional projected	Projected variance from target	City of Glasgow College		Glasgow Clyde College		Glasgow Kelvin College	
				College target	College projected	College target	College projected	College target	College projected
1(a) The volume of credits delivered									
Core credits	368,592	371,229	2,637	170,848	173,485	120,556	120,556	77,188	77,188
NTTF/YPG credits	6,698	6,006	(692)	6,598	5,936	100	70	0	0
ESF credits	16,383	14,823	(1,560)	8,588	9,285	5,890	4,035	1,905	1,503
Volume of credits for childcare training (included within Core credits above)	4,266	6,324	2,228	1,400	2,848	2,266	2,395	600	1,081
1(b) Volume of credits delivered to learners in the most deprived postcode areas	118,632	111,948	(6,684)	43,000	43,361	43,132	39,825	32,500	28,762
<i>Percentage of credits delivered to learners in the most deprived postcode areas</i>	30.3%	28.6%	(5.6%)	23.1%	23.1%	34.1%	31.9%	41.1%	36.6%
1(c) Volume of credits delivered to BME students	62,853	67,255	4,402	25,000	25,526	25,353	26,714	12,500	15,015
<i>Percentage of credits delivered to BME students</i>	16.0%	17.2%	7.0%	13.4%	13.6%	20.0%	21.4%	15.0%	19.1%
1(c) Volume of credits delivered to students with a disability	64,465	61,493	(2,972)	24,000	28,637	24,465	18,516	16,000	14,340
<i>Percentage of credits delivered to learners with a disability</i>	16.5%	15.7%	(4.6%)	12.9%	15.3%	19.3%	14.9%	19.3%	18.2%
1(c) Volume of credits delivered to care experienced students	15,235	21,349	6,114	6,000	7,666	2,535	8,183	6,700	5,500
<i>Percentage of credits delivered to care experienced students</i>	3.9%	5.5%	40.1%	3.2%	4.1%	2.0%	6.6%	8.1%	7.0%
2(b) Volume of credits delivered to senior phase age pupils studying at college	6,028	2,011	(4,017)	2,000	279	2,028	1,256	2,000	476
3 Volume of credits delivered to learners enrolled on STEM courses	105,258	96,244	(9,014)	41,000	39,490	38,058	28,868	26,200	27,886

	Regional target ³	Regional projected	Projected variance from target	City of Glasgow College		Glasgow Clyde College		Glasgow Kelvin College	
				College target	College projected	College target	College projected	College target	College projected
Proportion of enrolled students successfully obtaining a recognised qualification (Full-time FE).	69.3%	61.5%	(7.8%)	69.8%	62.0%	70.0%	63.0%	66.9%	57.6%
Proportion of enrolled students successfully obtaining a recognised qualification (Part-time FE).	83.1%	79.0%	(4.1%)	87.5%	84.0%	76.5%	71.0%	82.5%	78.7%
Proportion of enrolled students successfully obtaining a recognised qualification (Full-time HE).	73.5%	74.5%	1.0%	72.9%	76.6%	77.0%	71.0%	69.4%	69.2%
Proportion of enrolled students successfully obtaining a recognised qualification (Part-time HE).	82.8%	80.0%	(2.8%)	82.9%	82.0%	86.0%	77.0%	76.4%	75.9%
Proportion of students achieving HNC/D qualification articulating to degree level courses with advanced standing.	53.0%	53.0%	(0.0%)	53.8%	53.8%	50.6%	50.6%	53.8%	53.8%
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying.	97.6%	97.6%	(0.0%)	97.1%	97.1%	98.0%	98.0%	97.6%	97.6%
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying.	97.4%	94.3%	(3.2%)	97.4%	92.5%	98.0%	98.0%	96.1%	96.1%
Percentage of students overall satisfied with their colleges experience (SSES survey).	92.0%	TBC	TBC	90.0%	76.0%	95.0%	95.0%	90.0%	83.0%

³ This is the original target before the 6,698 additional credits were provided by SFC to support the National Transitions Training Fund and Young Persons' Guarantee

	Regional target ⁴	Regional projected	Projected variance from target	City of Glasgow College		Glasgow Clyde College		Glasgow Kelvin College	
				College target	College projected	College target	College projected	College target	College projected
Economic Sector:									
Administration, Financial and Business Services	78,240	78,996	471	49,680	47,618	18,074	18,003	10,486	13,375
Creative and Cultural Industries	58,499	61,644	4,098	27,790	33,048	19,224	19,184	11,485	9,412
Energy, Engineering, Construction and Manufacturing	72,654	70,452	(1,198)	35,187	33,390	18,991	15,842	18,476	21,220
Food, Drink, Tourism, Hospitality and Leisure	62,172	66,645	4,387	37,251	43,008	16,432	16,157	8,489	7,480
Health, Care and Education	43,927	39,961	(3,699)	13,656	10,025	19,785	18,348	10,486	11,588
Land-Based Industries	3,080	2,702	(376)	0	0	3,080	2,702	0	0
Life and Chemical Sciences	11,003	11,959	1,341	518	478	6,490	6,833	3,995	4,648
Transition and Supported Learning	55,400	56,128	(1,598)	15,354	17,638	24,370	27,522	15,676	10,968
National Transition Training Fund/YP Guarantee	6,698	2,592	(1,755)	6,598	2,522	100	70	0	0
<i>Total</i>	<i>391,673</i>	<i>391,079</i>	<i>(594)</i>	<i>186,034</i>	<i>187,727</i>	<i>126,546</i>	<i>124,661</i>	<i>79,093</i>	<i>78,691</i>

⁴ This is the original target before the 6,698 additional credits were provided by SFC to support the National Transitions Training Fund and Young Persons' Guarantee