

## Performance & Resources Committee Meeting

Date of Meeting	Monday 15 August 2016
Paper Title	2016/17 Regional Outcome Agreement
Agenda Item	7
Paper Number	PRC1-C
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Information

### 1. Report Purpose

- 1.1. To consider the 2016/17 Glasgow Regional Outcome Agreement (ROA) due to be submitted to the Scottish Funding Council following agreement of funding recommendations by the GCRB board.

### 2. Recommendations

- 2.1. The Committee is invited to **note** the attached 2016/17 Glasgow Regional Outcome Agreement (ROA) , particularly the allocation of college contributions to regional targets and the development of an operational planning section.

### 3. Draft 2016/17 Glasgow Regional Outcome Agreement

- 3.1. The 2016/17 Glasgow ROA represents the final year of a three-year outcome agreement planning period.
- 3.2. The draft ROA therefore continues to set out agreed regional outcomes under the following four themes:
  - Outcome 1: Right Learning in the Right Place
  - Outcome 2: Widening Access
  - Outcome 3: High Quality and Efficient Learning
  - Outcome 4: Developing the Workforce
- 3.3. The ROA has been jointly developed by GCRB and college managers, and informed by partnership working with external stakeholders, including employers, education providers, local authorities and economic regeneration agencies.
- 3.4. For each outcome there is defined a priority impact, priority outputs and intermediate level outcomes.
- 3.5. Although previous GCRB Board discussion has considered removing the individual college detail from the Glasgow ROA, as this draft ROA will be used as a condition of

grant for the assigned colleges, college contributions to regional targets have been specified.

- 3.6.** The announcement of 2016/17 outcome agreement funding by the SFC allowed ROA targets relating to Credit activity to be finalised. Significant numerical targets for the region in 2016/17 include:
- increase by 1.2% the volume of learning delivered (including European Social Funded activity);
  - increase by 0.5% the proportion of learning delivered to learners from the most deprived 10% postcode areas in Scotland;
  - increase attainment levels by 1% for FE learners and 0.5% for HE learners;
  - increase by over 4,000 Credits the volume of activity delivered at Further Education levels;
  - increase to 1,594 the number of students articulating to degree level courses with advanced standing at Scottish Universities; and
  - maintain the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying at 97%.
- 3.7.** Overall progress in achieving these aims will be reported regularly to the GCRB throughout 2016/17, with the Performance and Resources Committee reviewing individual college level contributions.
- 3.8.** Since its last review by the GCRB Board, a new Annex setting out operational actions was developed in collaboration with GCRB and college managers. This section sets out a range of actions which the Glasgow colleges will jointly undertake to enhance the coherent provision of high quality college education in the Glasgow region, complimenting and supporting achievement of the performance targets specified within the Glasgow ROA. Areas of particular significance include:
- implementing year 2 of the aims of the regional Curriculum and Estates plan and undertaking a review of curriculum alignment to the social and economic needs of the region, and following this, developing a refreshed curriculum plan for 2017/18 to 2019/20;
  - further developing Curriculum Hub activity to enhance regional engagement with employers/stakeholders, develop and increase opportunities for joint curriculum and staff development and inter-college progression and efficient learner journeys;
  - building on the work undertaken to date to develop regional and college STEM strategies and identify and implement a regional action plan which promotes participation and innovation in STEM-related course delivery;
  - establishing a regional Access and Inclusion workgroup which has representation from college curriculum and support staff, student representatives and stakeholders to identify significant regional access issues and develop a regional

widening access action plan to address issues of under representation and/or lower than average achievement;

- establishing a Glasgow Colleges Professional Development Group to promote and facilitate the sharing and development of practice across the region's colleges, including developing a regional and collaborative approach to delivery of the PDA in teaching development, and which develops online teaching resources, accessible by Glasgow college staff;
- developing a regional DYW action plan for 2016/17 which sets out actions to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce, and which enhances marketing and promotion of college vocational learning opportunities, extends early intervention approaches and includes the delivery of a comprehensive regional Foundation Apprenticeships programme; and
- undertaking a cost benefit review of shared service options, including partnerships with external organisations.

**3.9.** The Glasgow Colleges' strategic partnership structures and groups will be reviewed in light of these commitments and used to lead and report on collaborative regional actions.

**3.10.** Annex 2 of the draft ROA contains further supporting narrative, setting out in more detail regional commitments to the range of aspects identified within SFC ROA guidance.

**3.11.** Following approval of the ROA and associated assigned college funding allocations, the GCRB Executive Director will submit the ROA to the Scottish Funding Council. When assigned colleges are made an offer of grant from the SFC, a condition of this will be delivering the commitments made within the Glasgow ROA.

#### **4. Risk Analysis**

**4.1.** Since the ROA represents the region's strategic aspirations, the risks are those contained in GCRB's risk register.

#### **5. Legal Implications**

**5.1.** Performance and progress towards agreed regional outcomes is the responsibility of colleges and their respective boards. In allocating funding to achieve specific outcomes, the SFC expects colleges to comply with the conditions attached to that funding.

#### **6. Financial Implications**

**6.1.** SFC ROA guidance states that whilst it is recognised that college regions are working alongside others in the achievement of outcomes and that some factors are outwith of direct college control, future funding will be dependent upon delivery against ROA outcomes, and negotiations in relation to past performance will be used to adjust funding. The SFC state that decisions to reduce funding would be proportionate and based on holistic considerations of a college region's performance rather than a mechanistic or formulaic reduction.

**7. Regional Outcome Agreement Implications**

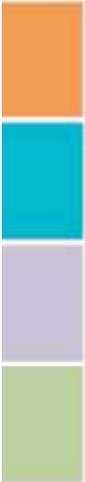
**7.1.** This paper provides the agreed 2016/17 Glasgow ROA.

# Glasgow Regional Outcome Agreement 2016/17



right learning in the right place

widening access



## Glasgow Regional Outcome Agreement 2016/17



high quality and efficient learning

developing the workforce

It is our pleasure to introduce the 2016/17 Regional Outcome Agreement for the Glasgow Region.

As Chairs of our respective organisations, we have been delighted to observe many examples of the excellent work of the colleges both collectively and individually. The Glasgow colleges have achieved a great deal in the past two years, including exceeding the targets for learner opportunities and increasing the share of provision delivered to 16-24 year olds and for those from our most deprived communities.

A key theme of the 2016/17 Regional Outcome Agreement is building on that collaboration to make it easier for learners to make best use of the opportunities which we have to offer.

The Glasgow Colleges' Regional Board (GCRB) itself was established on 1 May 2014. Since then the GCRB has been focussed on establishing the structures, systems and procedures which it requires to be fully-operational. Almost all the necessary arrangements were established during the latter part of 2015 and we are now on track to become fully-functional from the beginning of academic year 2016-17. That progress has been helped greatly by the strong support of the three colleges, for which we wish to record here the thanks of both ourselves and our boards. That support has been instrumental in enabling the GCRB to make positive progress in an efficient manner.



**Margaret Cook**  
Chair of the Glasgow Colleges' Regional Board



**Alisdair Barron**  
Chair of City of Glasgow College



**Alex Linkston**  
Chair of Glasgow Clyde College



**Irving Hodgson**  
Chair of Glasgow Kelvin College



## Executive summary

The Glasgow Colleges' Regional Board (GCRB), City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College are united in our ambition to provide our current and future learners with the skills and knowledge to be successful in their future careers.

We are also ambitious for the Glasgow region. Working with our key partners, and particularly employers and local authorities, we believe we can make an important contribution to achieving a more prosperous economy and a fairer society.

## Progress so far

We are proud of our achievements over the last two years. Highlights include:

- Exceeding our targets for learning provision, so that more students have been able to take advantage of the opportunities we provide to acquire new skills and knowledge.
- Significant realignment of the curriculum to support those most distant from the labour market.
- Continuing to improve rates of attainment so that more Glasgow college learners are able to progress to positive destinations.
- An increased proportion of activity for the 16-24 year olds age.
- Completion of an extensive evaluation of the regional curriculum and development of a curriculum and estates implementation plan, A Vision for College Learning, to enhance economic relevance of the curriculum and support improved access and social inclusion for 2015/16 – 2019/20.
- Extensive employer engagement activity, including direct consultation with a range of employers, representative bodies and stakeholders.
- An increase in the proportion of courses which lead to accredited and vocationally relevant qualifications.
- Joint work to develop shared equalities outcomes.
- The extension of vocational progression partnership activity with schools, universities and employers.
- Significant work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies, leading to the award of STEM assured status for all three colleges.

### Priority outcomes and impacts:

#### Outcome 1

#### **right learning in the right place -**

more people in Glasgow and Scotland in employment, education or training

#### Outcome 2

#### **widening access -**

learning opportunities are accessible, supportive and representative of all

#### Outcome 3

#### **high quality and efficient learning -**

more learners achieve qualifications and can progress to further study and/or work

#### Outcome 4

#### **developing the workforce -**

more students develop the appropriate skills needed to get a job, keep a job or get a better job

### A regional approach ...

This regional outcome agreement will make a real difference to the life chances of learners through an improved focus on curriculum which is even more closely connected to employment opportunities. We recognise that we need to work together even more closely to make it easier for future learners to access the right courses for them. We will support that ambition by:

- Delivering **the right learning in the right place**, aligning the curriculum to economic and social needs and providing a range of study modes and entry and exit points. For example, we will undertake a review of curriculum alignment to the social and economic needs of the region and develop a refreshed curriculum development plan to inform the regional outcome agreements over the period 2017/18 – 2019/20.
- **Widening access** and increasing participation from under-represented groups across all subject areas. For example, we will establish an Access and Inclusion workgroup to develop a regional widening access action plan.
- Delivering **high quality and efficient learning**, improving learner success and positive progression in work or further study. For example, we will promote and facilitate the sharing and development of practice and resources across the region's colleges through a new Glasgow Colleges Professional Development Group.
- **Developing the workforce** providing learners with more opportunities to experience work and develop employment relevant skills. For example, delivering to Senior Phase school pupils a regional Foundation Apprenticeship programmes in Engineering; Construction; Social Services and Healthcare; Financial Services; Children and Young People and Computing.

### ... supported by an effective Regional Board

GCRB is working towards becoming fully operational on 1 August 2016. During 2015/16 it has developed and implemented the structures and processes required for it to operate effectively. And it has also begun to play its part in supporting even greater cohesion and collaboration between the colleges, both in the development of this Outcome Agreement and joined-up approaches to other strategic issues.

### Priority outputs:

- increase by 1.5% the volume of learning delivered (including European Social Funded activity);
- increase by 0.5% the proportion of learning delivered to learners from the most deprived 10% postcode areas in Scotland;
- increase attainment levels by 1% for FE learners and 0.5% for HE learners;
- increase by over 4,000 Credits the volume of activity delivered at Further Education levels;
- increase to 1,594 the number of students articulating to degree level courses with advanced standing at Scottish Universities; and
- maintain the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying at 97%.

Glasgow College region will receive £78,849,115 main teaching and fee waiver grant from the Scottish Funding Council for academic year 2016-17 to plan and deliver an equivalent of 368,574 Credits of further and higher education in the region. In addition to this the region will deliver 17,544 Credits funded through the European Social Fund.

Overall region and college activity targets are:

	Glasgow region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
SFC Credit target for 2016-17 (including efficiencies)	368,574	169,431	121,401	77,742
ESF Credits 2016-17	17,544	8,053	5,690	3,801
Total Credit target for 2016-17	386,118	177,484	127,091	81,543

This funding is on the condition that the region signs and commits to deliver the outcomes set out in this document.

Signed by SFC:

Date:

Signed by GCRB:	Signed by Glasgow Clyde College:
Date:	Date:
Signed by City of Glasgow College:	Signed by Glasgow Kelvin College:
Date:	Date:

## Outcome 1: Right Learning in the Right Place

### Priority Impact:

- more people in Glasgow and Scotland in employment, education or training.

### Priority Output for 2016/17:

- increase to 386,118 Credits the volume of learning delivered (including European Social Funded activity).

### Intermediate Level Outcomes:

- employer needs are met, economic growth sectors are supported and college learning leads to job opportunities and/or further training or education;
- people access a wide range of education and training courses in Glasgow;
- young people study and train at Glasgow's colleges; and
- people access flexible and inclusive college programmes and services.

### Glasgow Region Key Outputs:

	2014/15 Actual	2015/16 Target	2016/17 Target
1. Volume of Credits	382,534	380,438	386,118
2. Proportion of Credits delivered within economic sectors:			
o Administration, Financial & Business Services	74,885	78,898	80,450
o Creative & Cultural Industries	66,115	62,257	59,167
o Energy, Engineering, Construction & Manufacturing	67,533	70,260	74,891
o Food, Drink, Hospitality & Leisure	62,800	64,062	67,333
o Health, Care & Education	36,159	35,680	38,687
o Land-based Industries	2,897	2,859	2,828
o Life & Chemical Sciences	15,187	14,583	12,384
o Transition & Supported Learning	56,957	51,838	50,379

### Assigned College 2016/17 Targets:

	City of Glasgow College 2016/17 Target	Glasgow Clyde College 2016/17 Target	Glasgow Kelvin College 2016/17 Target
1. Volume of Credits	177,484	127,091	81,543
2. Proportion of Credits delivered within economic sectors:			
o Administration, Financial & Business Services	51,099	19,221	10,130
o Creative & Cultural Industries	28,097	18,408	12,662
o Energy, Engineering, Construction & Manufacturing	33,504	19,101	22,285
o Food, Drink, Hospitality & Leisure	41,541	16,169	9,623
o Health, Care & Education	9,432	19,125	10,130
o Land-based Industries	0	2,828	0
o Life & Chemical Sciences	95	7,985	4,305
o Transition & Supported Learning	13,717	24,254	12,409

## Outcome 2: Widening Access

### Priority

- learning opportunities are accessible, supportive and representative of all.

### Priority Outputs for 2016/17:

- increase to 110,404 Credits the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland; and
- increase by over 4,000 Credits the volume of activity delivered at Further Education levels.

### Intermediate Level Outcomes:

- the diversity of students and staff reflects the communities the colleges serve;
- students and staff experience and contribute to a culture of dignity and respect;
- students and staff benefit from inclusive and accessible spaces, environments and services;
- students and staff actively engage in fully inclusive and accessible learning and teaching; and
- successful student and staff outcomes are increased irrespective of protected characteristics.

### Glasgow Region Key Outputs:

	2014/15 Actual	2015/16 Target	2016/17 Target
3. a) Volume of Credits delivered to learners in the 10% SIMD	106,853	107,060	110,404
3. b) Percentage of Credits delivered to learners in the 10% SIMD	27.9%	28.1%	28.6%
4. a) Volume of Credits delivered at Further Education Levels	210,195	208,048	212,434
4. b) Proportion of Credits delivered at Further Education Levels	56.4%	54.3%	55.0%

### Assigned College 2016/17 Targets:

	City of Glasgow College 2016/17 Target	Glasgow Clyde College 2016/17 Target	Glasgow Kelvin College 2016/17 Target
3. a) Volume of Credits delivered to learners in the 10% SIMD	42,765	36,923	30,715
3. b) Percentage of Credits delivered to learners in the 10% SIMD	24.1%	29.1%	37.7%
4. a) Volume of Credits delivered at Further Education Levels	78,093	81,338	53,003
4. b) Proportion of Credits delivered at Further Education Levels	44.0%	64.0%	65.0%

## Outcome 3: High Quality & Efficient Learning

### Priority Impact:

- more learners achieve qualifications and can progress to further study and/or work.

### Priority Outputs for 2016/17:

- increase attainment levels by 1% for FE learners and 0.5% for HE learners; and
- increase to 1,594 the number of students articulating to degree level courses with advanced standing at Scottish Universities.

### Intermediate Level Outcomes:

- learners sustain their learning and achieve qualifications;
- learners progress to positive destinations;
- learners progress efficiently onto degree level provision;
- Glasgow's colleges have effective arrangements to maintain and improve the quality of learning and are delivering high quality learning experiences; and
- young people access school/college courses as part of the Senior Phase of Curriculum for Excellence.

### Glasgow Region Key Outputs:

		2014/15 Actual	2015/16 Target	2016/17 Target
5. Percentage successfully achieving a recognised qualification	FT FE	66.2%	67.6%	68.6%
	PT FE	76.6%	75.2%	76.6%
	FT HE	74.1%	73.6%	74.1%
	PT HE	79.7%	81.9%	82.4%
6. Number articulating at a Scottish university		1,319	1,495	1,594

### Assigned College 2016/17 Targets:

		City of Glasgow College 2016/17 Target	Glasgow Clyde College 2016/17 Target	Glasgow Kelvin College 2016/17 Target
5. Percentage successfully achieving a recognised qualification	FT FE	71.4%	66.5%	66.5%
	PT FE	80.0%	71.0%	81.0%
	FT HE	76.1%	75.1%	71.0%
	PT HE	84.8%	84.5%	80.5%
6. Number articulating at a Scottish university		1,000	371	223

## Outcome 4: Developing the Workforce

### Priority Impact:

- more students develop the appropriate skills needed to get a job, keep a job or get a better job.

### Priority Output

- maintain the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying at 96.7%.

### Intermediate Level Outcomes

- people are job ready and able to access a range of employment opportunities;
- Colleges identify and respond to the needs of local, regional and national employers; and
- people can access apprenticeship opportunities.

### Glasgow Region Key Outputs:

	2013/14 Actual	2015/16 Target	2016/17 Target
7.a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	96.2%	96.7%	96.7%
7. b) Response rate for post-course destination survey respondents	75.5%	76.5%	81.0%

### Assigned College 2016/17 Targets:

	City of Glasgow College 2016/17 Target	Glasgow Clyde College 2016/17 Target	Glasgow Kelvin College 2016/17 Target
7.a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	95.5%	98.0%	97.0%
7. b) Response rate for post-course destination survey respondents	87.0%	80.0%	80.0%

## Annex A. Glasgow Regional Outcome Agreement 2016-17 Operational Action Plan

The tables below set out a range of actions which the Glasgow colleges will jointly undertake to enhance the coherent provision of high quality college education in the Glasgow region, enhancing economic and social wellbeing, and complimenting and supporting achievement of the performance targets specified within the Glasgow Regional Outcome Agreement.

### Actions for Outcome 1: Right Learning in the right place

Action	Lead	Timescale
Implement year 2 of the aims of the regional Curriculum and Estates plan, making changes to the overall shares of core curriculum activity related to specific economic sectors and in particular, reducing activity related to Creative and Cultural Industries employment and growing activity related to Administration, Financial & Business Services, Food, Drink, Hospitality & Leisure, Health, Care & Education and Life & Chemical Sciences, alongside implementing the agreed activity transfers between colleges and increasing curriculum activity at the City of Glasgow College.	Regional Learning and Teaching Group	August 2016 to June 2017
Undertake a review of curriculum alignment to the social and economic needs of the region through an evaluation of national and local labour market intelligence, Skills Investment Plans, Regional Skills Assessments, local authority Single Outcome Agreements, economic regeneration plans and any other relevant policy, socio-demographic or environmental information.	Regional Learning and Teaching Group	October/November 2016
Following the curriculum review process outlined above, develop a refreshed curriculum development plan to inform the regional outcome agreements over the period 2017/18 – 2019/20.	Regional Learning and Teaching Group	November/December 2016
Develop and implement Curriculum Hub level actions which: <ul style="list-style-type: none"> <li>○ enhance regional engagement with employers/stakeholders; and</li> <li>○ develop and increase opportunities for joint curriculum and staff development.</li> <li>○ build on the work undertaken to date to develop regional and college STEM strategies and identify and implement a regional action plan which promotes participation and innovation in STEM-related course delivery;</li> </ul>	Regional Curriculum Hubs	August 2016 to June 2017
Continue to review and provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment and play a lead role in the successful delivery of ESOL tuition and support funded through additional ESOL funding and overseen by Community Planning Partnerships.	Regional Access and Transition Curriculum Hub	August 2016 to June 2017
Review current levels of foreign language delivery and develop appropriate growth strategies and actions based on an assessment of learner needs with the aim of increasing the number of college leavers with practical foreign language skills.	Regional Learning and Teaching Group	August 2016 to June 2017

## Actions for Outcome 2: Widening Access

Action	Lead	Timescale
<p>Establish a regional Access and Inclusion workgroup which has representation from college curriculum and support staff, student representatives and stakeholders to:</p> <ul style="list-style-type: none"> <li>○ identify significant regional access issues through a review of college participation data at both regional and individual college level, including consideration of data relating to course application, enrolment and achievement;</li> <li>○ consider the recommendations of the Commission on Widening Access within the context of the above review and develop a regional widening access action plan to address issues of under representation and/or lower than average achievement;</li> <li>○ engage with partners to support access from priority groups such as care leavers or disabled students;</li> <li>○ share practice with respect to the development of college Access and Inclusion strategies in response to the SFC review of extended learning support; and</li> <li>○ develop a shared approach to planning for and demonstrating mainstreaming across College functions, and to conducting equality impact assessments.</li> </ul>	Regional Learning and Teaching Group	August 2016 to June 2017
<p>Develop a regional gender action plan which identifies cross-college actions to address gender imbalances in the most imbalanced subjects and which outlines how the region's colleges will contribute to the Government's KPIs on gender.</p> <p>This activity will include partnership work with sector organisations and schools to engage with learners at an earlier stage and promotion of role models to the target group.</p>	Regional Learning and Teaching Group	August 2016 to June 2017
<p>Maintain a dialogue with the Regional Education Departments during the period of the Regional Outcome Agreement and jointly assess with them, within resource requirements, if any greater level of college support for students with profound and complex needs is required.</p>	Regional Access and Transition Curriculum Hub	August to December 2016
<p>Develop and implement Curriculum Hub level actions which address gender imbalances in the most imbalanced subjects</p>	Regional Curriculum Hubs	August 2016 to June 2017
<p>Continue to develop a regional approach to admissions, including the development of:</p> <ul style="list-style-type: none"> <li>○ a regional guidance statement;</li> <li>○ a regional clearing system;</li> <li>○ a regional learner charter which describes entitlements and expectations; and</li> <li>○ a regionally consistent, high quality exit and progression service.</li> </ul>	Regional Admissions working group	August 2016 to June 2017

### Actions for Outcome 3: High Quality and Efficient Learning

Action	Lead	Timescale
Where appropriate, develop regional strategic partnership agreements with education partners which provide a simplified interface for Glasgow college liaison.	Regional Learning and Teaching Group	August 2016 to June 2017
Establish a Glasgow Colleges Professional Development Group which: <ul style="list-style-type: none"> <li>○ promotes and facilitates the sharing and development of practice across the region's colleges</li> <li>○ develops online teaching resources, accessible by Glasgow college staff; and</li> <li>○ develops a regional and collaborative approach to delivery of the PDA in teaching development and which allows new teaching staff to access mentors from all three colleges as a means of developing best practice within the Glasgow Region.</li> </ul>	Regional Sustainable Institutions Group	August 2016 to June 2017
Develop and implement Curriculum Hub level actions which enhance: <ul style="list-style-type: none"> <li>○ subject level performance indicators and identification of quality enhancement actions;</li> <li>○ inter-college progression and efficient learner journeys; and</li> <li>○ regional college staff sharing of practice within hub subject areas.</li> </ul>	Regional Curriculum Hubs	August 2016 to June 2017

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## Actions for Outcome 4: Developing the Workforce

Action	Lead	Timescale
<p>Develop a regional DYW action plan for 2016/17 which sets out actions to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce including actions to:</p> <ul style="list-style-type: none"> <li>○ strengthen existing partnerships and establish new ones to fully meet regional demand;</li> <li>○ focus on STEM provision and delivering to labour market needs;</li> <li>○ enhance marketing and promotion of the college vocational learning opportunities; extend early intervention approaches and seek to provide to all regional school pupils at least one opportunity to experience college before they make their Senior Phase subject choices;</li> <li>○ improve gender balance and increase the impact on other protected groups; and</li> <li>○ provide opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways;</li> </ul>	Regional Learning and Teaching Group	August 2016 to June 2017
Deliver an enhanced regional Foundation Apprenticeships programme within the following areas: Engineering; Construction; Social Services and Healthcare; Financial Services; Children and Young People and Computing.	Regional Learning and Teaching Group	August 2016 to June 2017
Continue to develop and enhance delivery of high quality Modern Apprenticeships (MAs).	Regional Learning and Teaching Group	August 2016 to June 2017
Through the Community Planning Partnership infrastructure, work with local partners to ensure college employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.	Regional Learning and Teaching Group	August 2016 to June 2017
Identify baseline indicators for levels of work placements on vocational courses and develop an action plan to increase these.	Regional Learning and Teaching Group	August 2016 to June 2017
Present a coordinated region wide bid to SDS which provides an improved approach to offering and delivering SDS Employability Fund programmes.	Regional Learning and Teaching Group	August 2016 to June 2017
Consider post-course progression data and identify actions to increase rates of direct progression into employment.	Regional Curriculum Hubs	August 2016 to June 2017

## Actions for Sustainable Institutions and Efficient Regional Structures

Alongside the activity outlined above related specifically to achievement of the four Glasgow regional priority impacts, the colleges have committed to undertaking the following actions to support college sustainability and the enhancement of Efficient Regional Structures.

Action	Lead	Timescale
Review Glasgow College's strategic partnership structures and group remits and consider improvements to facilitate the delivery of strategic and operational regional objectives.	Glasgow Colleges Principals Group	August 2016
Undertake a cost benefit review of shared service options, including partnerships with external organisations, and provide a report on this to the GCRB Board.	Regional Sustainable Institutions Group	December 2016
Review individual college data and develop a regional action plan which indicates how the region's colleges intend to achieve their 2020 target for carbon reduction and contribute to the delivery of Climate Change (Scotland) Act 2009 targets for significantly reduced greenhouse gas emissions.	Regional Sustainable Institutions Group	August 2016 to June 2017
Review the regional funding distribution method, including allocation of capital grant.	Regional Sustainable Institutions Finance Sub-Group	August 2016 to February 2017

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## Annex B. Supporting Narrative

### Curriculum

Our priorities include:

- delivering a coherent regional curriculum which responds to regional and national needs and improves the fit between the skills of the region's population and those required by employment and industry sectors;
- continuing to develop data and information on local, regional and national employer needs and use this to support curriculum review;
- evaluating regional college delivery in terms of its relevance to economic and employer needs, and seek to identify areas where alignment of curriculum delivery to these needs can be enhanced;
- increasing the proportion of learners achieving vocationally relevant qualifications, undertaking employability skills training, undertaking work placements and gaining employment;
- ensuring full delivery of provision related to employability orientated funding streams which is developmental and split into stages which align with the Strategic Skills Pipeline and responds to the needs of Local Employability Partnerships; and

The Vision for College Learning curriculum proposals were based on a set of high level principles which sought to ensure that the region's colleges offered the right learning in the right place and that over the period 2015/16 to 2019/20 Glasgow's colleges should:

- make changes to the overall shares of core curriculum activity related to specific economic sectors and in particular, reduce activity related to Creative and Cultural Industries employment and grow activity related to Administration, Financial & Business Services, Food, Drink, Hospitality & Leisure, Health, Care & Education and Life & Chemical Sciences;
- in response to the strong evidence of undersupply in college delivery at access levels (particularly at SCQF level 4), increase by 2% the overall proportion of activity provided at Further Education levels; and
- increase core curriculum activity at the City of Glasgow College as its new build completes so that it delivers the equivalent of 210k WSUMs of activity. This is to be achieved through activity redistribution from Glasgow Kelvin and Glasgow Clyde colleges, efficiency savings delivered by the City of Glasgow College and additional activity funding provided by the Scottish Funding Council to recognise the metropolitan pull of the city centre. As part of these changes to overall college activity volumes, this will allow Glasgow Kelvin College to close its City Campus, the oldest and poorest quality building within the Glasgow college estate.

Key planned developments for 2016-17 are:

- Transfer of around 4,400 Credits from Glasgow Kelvin College to City of Glasgow College in the economic sector area of administration, financial and business services.
- Transfer of around 3,900 Credits from Glasgow Clyde College to City of Glasgow to be deployed to support growth sectors.

- Transfer of around 2,000 Credits from Glasgow Kelvin College to Glasgow Clyde College in the economic sector area of life and chemical sciences. This will enable utilisation of the modern laboratory facilities in Glasgow Clyde College and in close proximity to the new The Queen Elizabeth University Hospital.
- An increase of around 5,000 Credits activity at City of Glasgow college, due to increased SFC funding and efficiency savings as agreed within the Glasgow Region Curriculum and Estates Plan.

Related to these curriculum changes:

- City of Glasgow College's new and iconic City Campus is due to open at the beginning of the 2016/17 academic year; and
- the Glasgow Kelvin College City Campus, the oldest and poorest quality building within the Glasgow college estate, is expected to be closed permanently at the conclusion of academic year 2015/16.

In 2016/17 we will undertake a review of curriculum alignment to the social and economic needs of the region through an evaluation of national and local labour market intelligence, Skills Investment Plans, Regional Skills Assessments, local authority Single Outcome Agreements, economic regeneration plans and any other relevant policy, socio-demographic or environmental information. Following the curriculum review process outlined above, develop a refreshed curriculum development plan to inform the regional outcome agreements over the period 2017/18 – 2019/20.

### **European Social Fund**

SFC has made £17.8m of European Social Funds available to the Glasgow Region colleges over the three year period 2015/16 to 2017/18. The total SFC ESF grant of £17.8m equates to approximately £7.1m Student Support and £10.7m teaching grant for 45,656 Credits of activity. This funding includes elements of both resource related to mainstream ESF and to the South West Scotland Youth Employment Initiative which is intended to provide high quality opportunities to support the sustainable integration into the labour market of young persons (aged 16 to 19) who are already outside the education system.

The Glasgow colleges agreed with SFC to phase this additional ESF activity over the 3 year period 2015/16 to 2017/18 so that overall total activity across the Glasgow Region would rise by approximately 2-3% each year over the 3-year period and in a manner which is consistent with the direction of travel of the Curriculum and Estates Review.

For 2016/17 the colleges will deliver a total of 17,544 credits (providing additional income of around £6.45m) split on the following basis:

<b>Total</b>	<b>City of Glasgow</b>	<b>Glasgow Clyde College</b>	<b>Glasgow Kelvin College</b>
17,544	8,053	5,690	3,801

### **Use of Skills Investment Plans for Curriculum Planning**

A wide range of regional and national economic information is used by Glasgow Region colleges to influence curriculum planning and development. This includes information on national economic drivers such as the

Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

In addition to the wider economic and skills analysis outlined above, the Colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

In order to ensure Glasgow's colleges deliver a coherent regional curriculum which meets national, regional and local economic and employer needs, a regional curriculum review has been undertaken, culminating in the a 5-year curriculum and estates plan. In terms of improving our curriculum alignment to economic needs, the analysis completed highlighted potential changes which could be made to some regional subject area volumes, alongside altering aspects of subject content and focus to ensure our delivery better supports the employment prospects of our learners.

Having identified eight economic sectors, Glasgow's colleges have set up a series of Curriculum Hubs which reflect related curriculum areas and these are now working collectively to jointly plan the Glasgow curriculum. Each Curriculum Hub has mapped the full range of provision being delivered by the colleges across Glasgow and this has provided a basis to review if this matches to economic and employer need, and proposing changes to improve matching where appropriate.

### ***Employer Engagement***

Glasgow Region Colleges engage with over 2,000 different employers and the colleges implement a variety of strategic approaches and operational plans related to employer engagement. This includes work at both an individual organisational level, as well as work done with regional and national groupings. The colleges are committed to maximising existing partnerships and developing new ones to provide additional opportunities and better employment outcomes for learners.

Regional Curriculum Hubs also contribute to enhancing employer engagement and developing new partnerships, including targeting key regional employers and sectors not currently engaging with the region. Two examples are the Creative Industries sector and STEM, specifically Engineering and Science sectors. In each area the Hubs are holding seminars to directly engage with employers and other key stakeholders. Additionally the Care and Life Sciences Hubs are involved in supporting the outcomes of the refreshed NHS/College Education Partnership Strategy.

An Industry Academy Model is being developed to enhance employer engagement and support work experience opportunities. This model supports curricular areas to build its specific response to meeting employer and economic needs in the context of its own cohort of learners and other stakeholder requirements.

The colleges are committed to enhancing work experience opportunities, as well as coordinated activity to seek to increase the scale of SDS Employability Fund work placement opportunities. In addition, each college is assessing the scale of work experience/work simulation in place within non SDS courses during session to

identify baselines and target increases in this type of activity for different curriculum areas, in line with the Commission's recommendation that all vocational courses should include a significant element of this.

### ***STEM programmes***

Strategically a particular priority has been placed by the colleges on the development of STEM provision and pathways. Glasgow's colleges have worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. The colleges are also supporting the development of a Glasgow City Council Education Services STEM Academy with a hub in the new City of Glasgow College estate but with supporting delivery throughout the region's schools and colleges. At the same time the colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university and to employment. This builds on the success of early initiatives such as the Engineering Scholarship and is being both led and supported by a range of partners and complimentary initiatives.

Supporting improved gender balance on STEM programmes through earlier engagement of young people with STEM pathways is a specific focus of regional STEM developments. Current regional curriculum review activity seeks to ensure that provision has a strong focus on labour market need and that there are clear regional pathways to employment, both directly and via higher education. This process includes establishing clear links between school-college senior phase activity and these employment pathways and again STEM provision has been prioritised for regional development. In terms of volume targets, the regional outcome agreement for 2016/17 provides an indication of planned credit volumes for the following STEM related economic sectors: ICT Services, Creative & Cultural Industries, Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

### ***Focus on Redressing Gender Imbalances***

In response to "Developing Scotland's Young Workforce", the Scottish Funding Council has tasked the Glasgow Region and individual Colleges to:

1. Outline how they will contribute to the Government's KPIs on gender including ambitious targets for 2016-17 and actions to which the region and partners commit in order to make early progress.
2. As the KPIs are focused on 16-24 year olds, outline what further action their region will undertake over and above that which is required to achieve the KPIs, to ensure gender imbalances for students above 24 years old and part-time students are being tackled.

Glasgow College Region is committed to reducing gender imbalance for learners within particular subject areas. Examples of developments in this area include:

- Glasgow Kelvin College developing taster events which introduce primary school pupils to vocational tasters at an early age

- Glasgow Clyde College providing a taster programme to a group of 60 young S4 pupils in equally mixed gender groups where they all experienced a variety of vocational options prior to making senior phase vocational choices
- City of Glasgow College developing 2 programmes specifically aimed at women - an HNC in Mechanical Engineering and an SCQF Level 3 qualification in Construction with guaranteed work placements

### ***Young people with care experience***

Glasgow is a national “hotspot” in relation to numbers of young people with care experience and many are looked after at home or in the community, which increases the likelihood that they leave school with low or no qualifications and that they do not then participate in the opportunities available nationally to all young people.

Glasgow colleges acknowledge this challenge and take a number of targeted approaches to working with care experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and as a consequence early intervention and partnership working become key to improving outcomes for this group of young people. Specific provision for care experienced young people includes:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time SE pathway programme and “EVIP plus” for some of the most vulnerable and challenging young learners, which has a significant youth work/personal development element and a more gradual vocational element.
- The Glasgow Kelvin College Transitions to Learning and Work programme, which is supported by the Big Lottery Fund, works with schools, social work services and health services to engage and support around 50 care experienced children/young people. It provides individually flexible programmes of personal development through youth work activities, together with introductory vocational skills development in order to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.
- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), which works in partnership with colleges to assess and develop the independent living skills of young people being offered tenancies as well as to support their progression on to employability programmes. The colleges also work with the Care Leavers’ Employment Service, a partnership between Social Work Services, the Careers Service and colleges, which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

In addition, Glasgow Kelvin College has agreed to participate in the national Corporate Parenting Pilot Project being led by *Who Cares? Scotland*. This involves a 12 month commitment to work with *Who Cares? Scotland*, the signing of a "Pledge to Listen", training for Board members and senior staff, the development of a Corporate Parenting plan, access to online training for 250 staff, and opportunity to share practice with other colleges and universities.

### **Articulation**

With respect to articulation to university courses with advanced standing, we will continue to work to increase the number of college learners articulating. A significant contributor to this work is the additional HN places scheme introduced in academic year 2013/14 which continued to expand over 2014/15. Prior to this the Glasgow colleges already had extremely well-established partnership agreements in place with Glasgow Caledonian University and the University of the West of Scotland to increase and support articulation to these universities, and the creation of the additional places scheme has led to even closer collaboration between all partners. Specifically, the additional HN places approach assisted in the establishment of two new HEI partnerships. The first with Strathclyde University was set up in 2013/14, through its Engineering Academy, which now has an increased number of places available in 2015/16, with the university also seeking to expand the range of subject areas where it runs an Academy. Similarly the additional HN places approach is currently supporting a new partnership between the colleges and Glasgow School of Art.

### **Developing the Young Workforce**

The Developing the Young Workforce (DYW) implementation programme is a seven year long programme to deliver the policy agenda of the Scottish Government in relation to increasing the employment prospects of the young workforce.

DYW recommendations are clear for colleges. The main aim is to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong school-college partnerships that already exist across the country.

The challenge is to extend that offer to all young people, and to create a climate where young people, their parents, teachers and practitioners value – and demand – a range of routes into good jobs and careers, whether that is through our universities, colleges, apprenticeships or training provision. Colleges, as Scotland's primary providers of vocational education, will have a central role in supporting delivery of this national programme.

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of this agenda. It is only through a partnership approach we will widen the range of options available to young people and support them to make the most appropriate choices for their futures.

Our objective is a world-class system of vocational education, in which colleges work with schools and employers to deliver learning that is directly relevant to getting a job, as a mainstream option for all pupils in the senior phase of secondary school.

The Regional Outcome Agreement guidance sets specific targets for colleges in relation to delivering DYW. These themes include:

- Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate
- Further developing college outcome agreements to underpin improvements and measure progress
- Modern Apprenticeships focused on higher level skills and industry needs
- More employers engaging with education and recruiting more young people
- Advancing Equalities

The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools across Glasgow, East Dunbartonshire and East Renfrewshire. An increased number of discrete programmes will be offered in 2016/17. This includes:

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Foundation Apprenticeships
- Personal Development Awards (PDA) in Youth Work (SCQF level 5)
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes
- Youth Access Programmes

The establishment of a Regional Invest in Youth Group led by the Chamber of Commerce's Youth Employment Board aims to increase the influence of employers in the development of vocational pathways. School-Business partnerships are now in place across the majority of the city's schools with plans to replicate in college Curriculum Hubs

The colleges have sharpened the focus on Science, Technology, Engineering and Maths (STEM) by recently launching a regional STEM strategy to support our young and emerging workforce. All three colleges have also gained UK recognised STEM Assured accreditation with NEF (The Innovation Institute) - the first UK wide STEM development by a region.

This commits the colleges to strengthening economic growth by ensuring our vocational programmes are fit for purpose and our emerging workforce have the technical and transferable skills required to engage effectively in a rapidly changing world of work.

### ***Foundation Apprenticeships***

Foundation Apprenticeships were recommended as part of the DYW report and pathfinder programmes have been running in 2015-16 in Engineering and Financial Services. Planning is underway to work in partnership with education services to significantly increase delivery in 2016-17 to cover the following areas: Engineering; Construction; Social Services and Healthcare; Financial Services; Children and Young People and Computing.

Glasgow's Colleges are committed to the delivery of Foundation Apprenticeships. The frameworks directly support the Developing Scotland's Young Workforce (DSYW) and will play a major role in further strengthening the partnership between employers, colleges, schools and the Glasgow community. This commitment led to a decision being taken by the Glasgow Colleges Group in 2015 that a single regional bid would be submitted on behalf of the three Glasgow colleges to deliver Foundation Apprenticeships. The rationale for reaching this decision was to develop a coherent regional response to local authorities, schools and employer stakeholders and to provide young people with regional opportunities that are in line with regional labour market needs. The partnership wishes to build high quality and comparable offers that are consistent, as far as possible, across Glasgow. This would mean that a learner would experience the same level of learning and teaching and programme engagement, regardless of which college they attended. It is recognised that some frameworks are still at an early stage of development, and therefore developing this consistent approach across frameworks and across three colleges will require a significant commitment and focus of resources between contract award and the programme commencing.

A single regional bid on behalf of Glasgow Kelvin College, City of Glasgow College and Glasgow Clyde College, has been approved by SDS. A Project Board, governing how the three colleges and partners will work together within this single bid is currently being formed and will include participation from Glasgow City, East Renfrewshire and East Dunbartonshire Councils. Further dialogue will take place with organisations such as Glasgow Chamber of Commerce, Glasgow Economic Leadership as well as industry representative bodies to ensure that a comprehensive stakeholder engagement plan is implemented.

With regards to specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, it is likely that one college will take the lead on that framework on behalf of the partnership, and will report directly to the Project Board. Individual framework leads are listed below.

The colleges already work with a range of employers who have expressed interest in supporting this programme. New partners, such as DYW regional group, will also be approached with a view to extending the employer reach of the partnership. It is anticipated that employers will be engaged through a campaign that will include employer events, direct marketing, face to face engagement and a partner referral framework. At the heart of this plan will be a joint branded, consistent approach ensuring that the same message is delivered to

employers, regardless of geographic location. An Employer Relations function to nurture support for the FA programme across all the frameworks offered, is included within this bid.

Stakeholders will include organisations such as Skills Development Scotland, ESF, the Scottish Funding Council etc. Again, a consistent engagement plan with these organisations will be agreed, with single points of contact for them from within the partnership. The regional group will liaise extensively with Colleges Scotland to ensure efficient communications and networking with colleges across Scotland and with SDS itself with regards to information and knowledge sharing. Because the bid is at a regional level, it will closely align with relevant regional and national agreements.

### ***Skills Development Scotland***

A regional approach to the management and delivery of agreed learning programmes will enhance accessibility for learners and generate efficiencies in programme management. Currently, the three Glasgow colleges manage a significant volume of programmes on behalf of employers across a range of industry sectors. The colleges will continue to provide these services to employers in a manner that meets employer demand and in line with individual college plans within the framework of the Regional Outcome Agreement. Overall, the regional colleges expect modest growth in Modern Apprenticeships and the Employability Fund. The Foundation Apprenticeship numbers will increase significantly, reflecting the fact that the programme is relatively new and existing numbers are low.

### ***Gaelic language ambitions and current provision***

Glasgow Kelvin College is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicant demand. To promote Gaelic provision, the other Glasgow region colleges direct any potential Gaelic learners to Glasgow Kelvin College. In addition, Glasgow Kelvin regularly reviews its provision and this includes the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use their Gaelic language skills in a variety of learning situations would support achievement of the aims of the NGLP to 'normalise Gaelic'.

### ***Foreign Language Skills***

Students at City of Glasgow College are able to gain the employability benefits of learning languages in the tourism vocational context. Four cohorts (80+) students of NC Travel and Tourism level 5 and 6 study three single credit units, choosing three languages from French, German, Italian and Spanish. HND Travel and Tourism students (100+) take a triple credit unit in both first and second year, chosen from French, German, Spanish or Italian. Students take SQA units at the appropriate level. Language learning focusses on practical skills for the work place, with an emphasis on the spoken language. Cultural awareness and business practices form part of the curriculum.

The Glasgow Caledonian University and City of Glasgow College languages collaboration entails c. 400 students in each academic session taking their languages modules at degree level in French, German Italian Spanish and Mandarin

City of Glasgow College also has a partnership with the Confucius Institute at Glasgow University where college students are given the opportunity to learn Mandarin. The first group of ten students will be taking their Mandarin examination in July.

### ***Extended Learning Support***

Glasgow's colleges are committed to supporting all students, including those with additional needs, to achieve their educational and personal goals, and provide appropriate and effective support to reflect this.

The colleges use a needs-led mode to support students, many of whom have difficult and often complex circumstances and backgrounds including mental health and/or learning difficulties, and who may or not have a formal diagnosis and/or disability.

In delivering this extended learning support, the colleges seek to provide bespoke support within an inclusive environment and which supports the development of independent learning skills. The support provided to learners encompasses a range of aspects, from physical/technical support, to emotional/self-help support, and is based on individual needs assessment. The colleges seek to encourage early identification of need and students are provided with a range of opportunities to disclose additional support needs.

All students who receive ELS have a Personal Learning Support Plan (PLSP) which documents the process of assessment and arrangement of support measures, and which has been agreed by both the student and the member of staff initiating the plan.