
Performance and Resources Committee

Date of Meeting	Wednesday 16 March 2022
Paper Title	Outcome Agreement Progress Report 2021-22
Agenda Item	13
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Responsible Officer	Martin Boyle, Executive Director
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Action	For Noting

1 Executive Summary

- 1.1 The Outcome Agreement 2021-22 was developed under the guidance of the Scottish Funding Council (SFC) 'emergency' year's guidance, which recognised that colleges and universities were still at various stages of recovery and therefore maintained the approach introduced in AY 2020-21 of consolidating, streamlining and simplifying the range of asks to keep the focus on strategic outcomes.
- 1.2 The Glasgow Outcome Agreement 2021-2022, therefore, took a similar approach to the 2020-2021 Outcome Agreement in seeking to be a high-level strategic document which provided a consistent message aligned to Glasgow Colleges' Regional Boards strategy, national priorities and streamlined reporting Key Performance Indicators.
- 1.3 This update to committee provides an update on progress across the Glasgow college system since completion of the Outcome Agreement in November 2021 in line with SFC guidance.

2 Recommendations

- 2.1 Committee is invited to **note** current progress towards delivery of the region's Outcome Agreement 2021-202

3 Background

3.1 The clear expectation set out in the Outcome Agreement was that colleges continue with commitments to widen access, and ensure a high-quality learning experience for all students while recognising that in most cases be different in shape, structure and mode to previous years. This has been particularly true of Glasgow which has been through significant periods of impact created by the Covid-19 pandemic, including continual periods of full or partial lockdown, periods of low-level in-person attendance focused on ensuring completion of qualifications for returning students and the continuation of practical experiential learning wherever possible. More recently, colleges have been able to increase attendance, and a gradual increase in on-site learning and teaching has been achieved, though it is noted that this has been subject to regular disruption because of individual and group requirements to self-isolate.

3.2 For Glasgow, we have sought to develop an Outcome Agreement which recognises the particular context, which builds on pre-existing strategic development, and which turns focus to key development areas including:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- High quality research and innovation.
- Meeting future skills needs, skills alignment and including upskilling and reskilling.
- Responding to the climate emergency.

3.3 This update provides a progress report based on the most recent Key Performance Indicators as well as updates on activity undertaken as part of the regional Programme of Action, which seeks to continue to provide support in the key development areas above.

4 Programme of Action Update

- 4.1 Bridge 2 Business:** We have been able to support the on-going Bridge 2 Business project, in association with Young Enterprise Scotland, which aims to: enhance the entrepreneurial attitudes of young people in Scotland; improve the enterprise skills of young people in Scotland; Strengthen the work readiness of Scotland's young people. This project has meant that there are Glasgow-focused YES team members working directly with Glasgow's colleges to provide a range of activities specifically focused on enterprise and entrepreneurialism. This has included a move to a continued range of online support and training opportunities, as well as working in collaboration on specific projects focused on the environment and climate change. During the 21-22 period GCRB has also been able to provide funding to support the Bridge 2 Business+ opportunity to the Glasgow colleges, enabling an expansion of activity and opportunities. This has included competitions, guest speakers, and interaction with companies including Accenture, Changing Point and Royal Bank of Scotland.
- 4.2 Action 4 Children:** The Action 4 Children project works in collaboration with this external agency and provides additional support for care-experienced learners in the Glasgow colleges system. Through 2021-22 Action 4 Children has continued to provide dedicated support workers as well as additional IT equipment and remote access, which continued from 20-21 through the pandemic. The impact of this project has meant that we have been able to explore opportunities for expansion and development which will be varied through into the 2022-23 Programme of Action.
- 4.3 Child Poverty:** A grant award enabled the Glasgow region to support action against child poverty in the form of the second Building Better Futures project. This work seeks to contribute to reducing levels of child poverty by supporting parents to increase their incomes, through development of new/enhanced skills, and/or supporting a preventative approach by supporting young people at risk to achieve better outcomes. All courses and interventions are offered in areas of the city within the identified SIMD 10%, and have continued to engage through the pandemic.
- 4.4 Environment and Sustainability:** Funded directly via the Programme of Action, GCRB has been able to employ a Project Manager (Environment and Sustainability). The core duty of the role has been commencement of the development of a Regional Strategy for Environment and Sustainability which incorporates existing Scottish Government strategy while primarily ensuring that Glasgow is working towards meeting the Scottish Colleges' Statement of Commitment in the Climate Emergency and its associated Climate action road map for FE colleges. The post holder has been in place for six months, has begun development of the strategy, convened a cross-colleges working group, developed internal and external stakeholder engagement with key individuals and organisations, supported a wide range of college activity including collaborative activity during COP26, delivered presentations and CPD across colleges, and began to flag potential funding opportunities where relevant. During this session the strategy will be developed for sharing with board and the colleges, and all other aspects will be progressed.

- 4.5 ESOL:** The collaborative cross-Glasgow approach to ESOL planning and partnership working continues to be supported via direct funding from the Programme of Action to Glasgow Clyde College. This facilitates a working group which includes relevant representatives of the Glasgow colleges as well local authority, delivery partners and relevant third sector bodies. This collaborative approach continues to ensure progress is joined up, relevant and inclusive of partners. During the current period the group is working on delivering coherent and efficient changes to the register-based approach to identifying ESOL learners and continuing to explore future models of delivery.
- 4.6 Mental Health:** During 2020-21 and 2021-22, GCRB has worked with the Charlie Waller Trust to develop its approach to mental health support, and alongside this we have been able to provide funding to offer the online 24/7 Big White Wall, later rebranded as TogetherAll, via the separate funding for counsellors. This provided a continual online resource for people within the Glasgow college system who required support. The project was of particular use during the full lockdown stage of the pandemic, though with 1701 registrations and 6019 logins (as of January 2022) the project is only reaching a fraction of eligible people within the Glasgow college system. The engagement with Charlie Waller Trust has changed markedly with staff changes, and funding has been put in place to maintain TogetherAll to summer 2022 in lieu of colleges progressing proposals for alternative options for wraparound counselling provision.
- 4.7 Regional Review:** Activity initially allocated within the Programme of Action to support regional review development, including in the consultation phase, was changed at the direction of the Scottish Funding Council.

5 Key Performance Indicators

- 5.1** The Outcome Agreement 2021-22 Monitoring Proforma (Appendix A) provides an overview of the most recent set of Glasgow region data, and is presented to committee for information. It is noted that this is a mid-point report and final outcomes may be subject to change.
- 5.2** The Covid-19 pandemic continues to have a significant impact on learning and teaching, particularly as this remains an emergency year in which full in-college attendance has not been possible. This is most noticeable in the overall total credit target, which is projected to be down 9,485 to 393,897 against a target of 403,382. It is important to note that SFC has commended an in-year reallocation exercise, seeking to provide additional credits to a number of colleges in Scotland that have indicated an ability to deliver more. City of Glasgow College has indicated an ability to be considered in this regard.
- 5.3** Core credit activity is most notably down against target at Glasgow Clyde College, projected at this monitoring stage as being down 7,206 against target, though this has subsequently improved due to successful January recruitment and the college currently estimates a final position closer to 2,500 short of total credit target.
- 5.4** City of Glasgow College has taken on delivery of the region's National Transition Training Fund and Young Persons Guarantee provision, which is seen as a significant element of the Scottish Government's Covid-19 response in providing meaningful training opportunities and transitional skills training needs. At present the region, via City of Glasgow College, is on track to meet the target in both allocations of funding.

- 5.5** In line with many qualifications which require direct work placement activity, Foundation Apprenticeship delivery has been a challenge throughout 2021-22, and the region is expected to be 1,405 credits below target. In all, 1,309 of that shortfall sits with Glasgow Kelvin College, with Kelvin having taken the long-standing lead on this project for the Glasgow region. This approach has been subject to review and is due to be changed in 2022-23 subject to further development work across the Glasgow colleges.
- 5.6** Significant successful work has been undertaken across the region in the delivery of qualifications for students deferred during the pandemic, with a total of 6,780 credits delivered, 265 short of target.
- 5.7** The volume of credits delivered to the lowest 10% SIMD cohort is projected to be 14,068 credits short of target, and projected to sit at 25.7%, 2.9% below the agreed regional target of 28.6%. City of Glasgow College achieved 21.9%, Glasgow Clyde College 28.2% and Glasgow Kelvin College 30.9%.
- 5.8** The volume of credits delivered to care experienced learners was down 4,013 credits on target, at 4.6% for the region against a target of 5.5%. The majority of this shortfall currently sits with Glasgow Kelvin College, with City of Glasgow College down a small amount and Glasgow Clyde College currently exceeding their target.
- 5.9** The number of senior phase pupils studying vocational qualifications at college was down 302 against the target of 1,285.

6 Risk and Compliance Analysis

- 6.1** The following risks are identified on the GCRB risk register:
- Risk 004: Opportunities to deliver regional strategy are missed/not resourced appropriately
 - Risk 006: Ineffective regional curriculum planning impacts regional, economic and social needs
 - Risk 007: Fewer learners achieve positive outcomes
 - Risk 009: Failure to achieve core targets lessens our ability to meet regional needs
- 6.2** Close collaboration with SFC and the Glasgow colleges is on-going as we seek to continue to mitigate the impact of Covid-19 and ensure effective planning and resource management.

7 Financial and Resource Analysis

- 7.1** The Glasgow Outcome Agreement ensures an agreement is in place between SFC, the Glasgow college region and Glasgow colleges during this transition year which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2021-22.

8 Equalities Implications

- 8.1** The Glasgow Outcome Agreement includes specific details on equalities, including consideration of impact on learner outcomes, and a broader equalities impact assessment.

9 Learner Implications

- 9.1** The Glasgow Outcome Agreement includes wide-ranging coverage of the strategic regional and national priorities for learners during 2021-22.

	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
The volume of credits delivered									
Total credits	403,382	393,897	(9,485)	190,847	191,596	129,328	121,153	83,207	81,137
Core credits	371,031	363,366	(7,665)	171,978	172,019	121,354	114,148	77,699	77,199
NTTF credits	4,189	4,256	67	4,189	4,256	0	0	0	0
YPG credits	2,811	2,844	33	2,811	2,844	0	0	0	0
Foundation Apprenticeship credits	4,623	3,218	(1,405)	1,282	1,213	672	645	2,669	1,360
Deferred Students credits	7,045	6,780	(265)	3,266	3,943	2,304	1,362	1,475	1,475
ESF credits	13,683	13,433	(250)	7,321	7,321	4,998	4,998	1,364	1,114
Volume of credits delivered to learners in the lowest 10% SIMD 2016	115,300	101,232	(14,068)	43,500	42,000	41,000	34,119	30,800	25,113
<i>Percentage of credits delivered to learners in the lowest 10% SIMD 2016</i>	28.6%	25.7%	(12.2%)	22.8%	21.9%	31.7%	28.2%	37.0%	31.0%
Volume of credits delivered to care experienced students	22,000	17,987	(4,013)	7,900	6,970	7,900	8,676	6,200	2,341
<i>Percentage of credits delivered to care experienced students</i>	5.5%	4.6%	(18.2%)	4.1%	3.6%	6.1%	7.2%	7.5%	2.9%
Number of senior phase age pupils studying vocational qualifications at college	1,285	983	(302)	450	362	525	340	310	281