

Performance and Resources Committee

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Paper Title	Outcome Agreement 2022-2023
Agenda Item	15
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Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For discussion

1. Executive Summary

- 1.1 The Glasgow region's Outcome Agreement is the annual document which sets out key priorities for the forthcoming academic year, and sets key targets for learning and teaching across the Glasgow college system, including City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College, in academic year 2022-2023.
- 1.2 Scottish Funding Council, as part of its on-going review of Scotland's tertiary education system, had intended to replace the Regional Outcome Agreement format and replace it with a new National Impact Framework for 2022-23. However, this transition is now expected to be postponed until a future date, potentially for launch in conjunction with a transition to multi-year funding being introduced to the sector.
- 1.3 In lieu of this new format, an 'emergency years' single-year Outcome Agreement for 2022-23 is to be delivered – with a core focus on a focused set of Key Performance Indicators and a high-level direction to focus on key regional and national priorities. It is intended that this Outcome Agreement will emphasise priorities and set targets while continuing to lay foundations for recovery and transition.
- 1.4 This interim Outcome Agreement 2022-23 is still subject to guidance from Scottish Funding Council (SFC) which has not yet been published as well as discussion with colleagues across the Glasgow college system via the Glasgow Colleges Group Learning and Teaching Committee.
- 1.5 This paper should be considered in conjunction with the paper Approach to Regional Finance, also presented to this committee.

2 Recommendations

- 2.1 Committee is invited to **comment** on the content of this report, and **note** its interim position pending further development.

3 Context and Direction

- 3.1** The academic year will be one primarily focused on providing a degree of stability and recovery; allowing the Glasgow college system to continue to focus on achieving stability and security for the future while building from those foundations to support our wider community – our students, staff, and their communities – to recover from the significant, deep impact of the Covid-19 pandemic. It is also important to recognise that this is a year characterised by a challenging financial landscape and continued wider volatilities and uncertainties. It will be vital, therefore, to maintain a focus on smoothing transitions and providing stability as well as maintaining progression towards longer-term viability.
- 3.2** Unfettered access to high-quality education will provide a vital route to recovery right across our communities, and it is therefore vitally important that the Glasgow college system is focused on meeting that need, supporting those furthest from employment into education and training, contributing to a seamless transition from secondary education into tertiary education and on into employment, creating a fertile ground for lifelong learning which facilitates re-skilling and up-skilling to meet emerging needs, and cultivating the valued link between college and employers.
- 3.3** The actions and activity of the Glasgow college system must ensure that we progress the delivery of the emerging strategic aims, with strategic decisions actively seeking to forward these aims:
- For **learners**, change ensures that they are at the centre of the system, with ensured equality, fairness, lifetime access to learning, skills, qualifications, guidance and information to help you find an efficient learner journey with more right turns, effective progression, and appropriate progress. The Glasgow college system effectively supports those most in need.
 - For **communities**, change ensures colleges at the heart of their communities, with effective local decision making, effectively meeting the needs of those most in need to access effective life-changing education opportunities. Colleges will play a key role in strengthening communities and building partnerships that collectively address the challenges and opportunities for economic and social transformation.
 - For **colleges**, as anchor institutions at the heart of the Glasgow eco-system, they are enabled to deliver outstanding learning, skills and qualifications at all relevant levels of the SCQF ladder which enhances Glasgow and Scotland’s social and economic prosperity, across multiple modes and levels of study.
 - For the **Glasgow college system**, clear and effective strategic structures, direction and relationships deliver enhanced pan-regional planning and collaboration through strategic, coherent, clear governance and management.
 - For **Scotland’s education system, learners, communities, employers, employees and colleges**, Glasgow’s colleges are financially viable for the long term, including through further efficiency gains to secure quality and public value. The Glasgow college system is affordable, efficient in operating at the right scale, and with others to minimise unnecessary duplication, optimise digital technology, and tackle the climate crisis. The Glasgow college system plays an active role in working with partners to support economic and social recovery and development.

3.4 This should be maintained to deliver on the priorities which were articulated in Glasgow region Outcome Agreement 2021-22:

- 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.

3.5 In practice, the work, and directed funding, of the Glasgow college region in 2022-23 will include a specific focus on the following to deliver on national and regional priorities:

- A system-wide focus on **economic recovery** and **wider regeneration**, with particular focus on support for targeted programmes, including delivery across the Glasgow colleges of **Young Person's Guarantee**¹ programmes and refreshed approach to safeguarding, developing and growing a coherent, collaborative and cooperative **Foundation Apprenticeship** programme
- Ensure **widened access** to college education as an effective learning opportunity for everyone, whatever their age, ability or circumstance, and in particular that college education plays a key role in increasing opportunities in Glasgow for those furthest from employment, living in deprivation and in SIMD10 postcode areas
- Delivering a focus on **skills development**, working in conjunction with Scottish Funding Council (SFC) and Skills Development Scotland (SDS) to provide effectively aligned skills provision
- Supporting **innovation and creativity** by deepening links and partnerships with employers, while developing effective pilots which explore the delivery of meta-skills across SCQF levels to develop learners who are better equipped for a complex future
- Supporting a learner journey of **effective, seamless and coherent transitions** through the education eco-system, from secondary education in Glasgow into tertiary education and employment
- Support this
- Support and facilitate greater **pan-regional planning and activity** to enhance economic and social recovery, promote greater regional partnership work across internal and external stakeholders to deliver an enhanced role in economic recovery and wider regeneration, including exploration of strategic alignment to leverage more effective outcomes
- The Glasgow colleges leading the way on **digital transformation**, including the progression of the Digital Ambition for Scotland's Colleges² to support learners to access the most effective, high quality learning environments, both physically and digitally

¹ <https://youngpersonsguarantee.scot/>

² <https://www.cdn.ac.uk/wp-content/uploads/2020/10/Digital-Ambition-Report.pdf>

- Continue to progress the regional and national focus on the **environment and sustainability** in line with Scottish colleges' *Statement of Commitment on the Climate Emergency*³ and *Climate Action Road Map for FE Colleges*.

3.6 Key Priorities and Commitments: Regional and National

3.7 Fair access and transitions: The colleges will continue to maintain a coherent, coordinated policy of fair access, with application systems, digital and physical online open days, information sessions and engagement, student support services, and adherence to monitoring of performance indicators. Transitions are monitored to ensure that access to education at all levels is clear and accessible, with transitions and partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.

3.8 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. Learning and teaching is monitored at individual college level. In addition to reporting to individual college boards, high-level reporting from each college is maintained via the Performance and Resources Committee of GCRB and GCRB Board. 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 at board level. Individual colleges also monitor student voice via a series of surveys and overall student satisfaction is measured via the national student satisfaction survey.

3.9 Learning with impact – students are equipped and ready to take up appropriate employment in the future: The Glasgow colleges work 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 during the Covid-19 pandemic and will continue to be increased as colleges more fully open to on-site and on-placement learning activity. Where online learning was the only available mode, innovative solutions have been identified to ensure that practical activity continues, and best-practice examples will be maintained to effectively evolve hybrid learning and teaching practices which ensure a focus on effective student outcomes.

3.10 Student participation and engagement in their educational experience: Glasgow's Student Associations have been actively engaged in activity, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in 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 regional review activity. 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.

³ <https://www.cdn.ac.uk/wp-content/uploads/2021/05/Scottish-Colleges-Climate-Emergency-Commitment.pdf>

- 3.11 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 from the three colleges and is attended by GCRB members. Wherever possible planned coherent interventions are put in place to mitigate adverse impact, including partner working with other agencies to provide tailored support to learners and additional support via the regional Programme of Action.
- 3.12 High quality research and innovation:** While research is not the primary focus of college activity, innovation has been a strong thread through the response to the pandemic, as well as more broadly across college activity. 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, and now move beyond this to the development of a more complex and flexible hybrid approach to college-level education. The Glasgow colleges have continued to find innovative solutions for the delivery of qualifications, and much of this work is ground-breaking and will help inform future activity. In specific emerging areas such as environment and sustainability a research strand was planned for future implementation, and this approach to topic-specific research and innovation will be expanded to more fully consider key areas for the region.
- 3.13 Meeting future skills needs, including upskilling and reskilling:** During restricted access and lockdown periods, Glasgow continued to contribute to a wider skills agenda, and this will continue as we move to a new phase of delivery and response. Staff 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, is working with SQA on assessment issues and next-generation qualifications, and with partners to deliver new opportunities. The colleges continue to engage closely with industry partners to identify sector-specific opportunities and innovation, and the approach across the region will continue to emphasise high quality learning and teaching alongside the delivery of priority qualifications such as Foundation Apprenticeships and Young Person's Guarantee.
- 3.14 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. Led by a Project Manager (Environment and Sustainability), this cross-colleges role is delivering a consistent regional and strategic approach to the on-going work of the Glasgow colleges to contribute to the city region's ambitious targets. 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, and a new focus on identifying opportunities, including for funding and external partnership development. 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.

3.15 Contribution to economic recovery and social renewal

- 3.16** 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 continue to play in contributing to economic recovery and social renewal, and reassert the vitally important role of college in transforming lives and delivering life chances.
- 3.17** The Glasgow colleges have long been immersed in the key role of widening access and participation in 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. 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.
- 3.18** In addition, we continue to provide a coherent regional response to future planning by coordinating regional planning group meetings. 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. 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. This support will continue across the SCQF ladder of qualifications, in Young Person's Guarantee and Foundation Apprenticeships.
- 3.19** 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 have continued to seek to address access to work-based in education in areas such as care, engineering and construction, and maritime.
- 3.20** 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. In addition, the Glasgow colleges and GCRB have engaged with Glasgow City Council and associated partners including Glasgow Chamber of Commerce and the voluntary sector to identify new interventions which include pathways into education from secondary school as well as from placements funded by other interventions within the region. In addition, the colleges continue to develop a suite of interventions which are industry specific as well courses with focus on meta-skills, work-readiness and digital skills.

4 Programme of Action 2022-2023

- 4.1** The Glasgow Colleges' Regional Board Programme of Action provides an opportunity to deliver targeted support for projects, partnerships and research to advance the ambitions and strategic priorities above. For 2022-23 the proposed Programme of Action seeks to advance various key elements.

4.2 The proposed projects to be taken forward in the academic year are as follows:

Action for Children: For over 60 years, Action for Children has been working with young people and their families who are on the edge of crisis to meet their immediate needs, to ease mounting pressures and support them to access opportunities to change their lives for the better. Their services are primarily located in communities ranked in the top 20% most deprived areas on the Scottish Index of Multiple Deprivation. The families they support have low or insecure incomes and rarely have the resources to see them through difficulties. Their services support a range of people experiencing poverty and/or trauma including: fostering and residential resources to find children safe homes; support for those that have been abused, neglected or find themselves homeless; projects that give young people the tools to look after their mental wellbeing; residential breaks and support for young people with disabilities and their families; employability support for young people who are not in education, employment or training and support for young people who offend or are at risk of offending. Action for Children's STAY project works to support college students who are at greatest risk of withdrawal, non-attainment and poor transition, e.g. care experienced students, young carers, young people from the most deprived SIMD areas and those who have experienced an adverse childhood.

This project evidences very strong alignment with the strategic aims of the Glasgow college region, and it is proposed that an increase in funding be allocated in the coming year to support Action for Children to expand their services and to unlock greater match funding in partnership with the Robertson Trust.

Young Enterprise Scotland: The Bridge 2 Business scheme is Young Enterprise Scotland's Further Education programme, and national funding direct from Scottish Government is processed via GCRB for delivery of the programme to nine colleges across Scotland, including all three Glasgow colleges. In addition to this standard funding, GCRB was able to directly support the Bridge 2 Business+ offer in 2021-22, and it is proposed that support for this enhanced model is supported again in 2022-23 to allow it to be more fully rolled out and expanded to a wider cohort of learners in Glasgow. The programme seeks to inspire, connect and support learners in developing a wider practical understanding of business, enterprise and entrepreneurialism. Support for the enhanced offer will allow Glasgow colleges to benefit from the support of a dedicated Programme Executive, and unlock various opportunities enterprise initiatives, social enterprise challenges, workshops, cross-colleges link opportunities, support and mentoring. In 2022-23 we will look to support greater interaction with learners as well as seeking to bring enterprise and entrepreneur opportunities to learners at lower SCQF levels and greater need profiles.

ESOL: English for Speakers of Other Languages is of critical importance in Glasgow, where we have by far Scotland's largest cohort of learners as well as significant additional demand. ESOL is seen as a vitally important element of reaching learners who are often in Glasgow's most deprived communities and with limited or no access to Further Education. It is seen as an important stage in creating opportunities, and in ensuring that Further Education plays a key role in supporting transitions into learning and work. ESOL funding for the Glasgow college system is provided by GCRB to Glasgow Clyde College, and this has created an effect forum for strategic planning and operational delivery, with membership from all three of Glasgow's colleges as well as local authorities, third sector and other delivering agencies and partners. The group is currently working on evolving the offer and partnership to provide a more effective

system, and it is proposed that funding be maintained to ensure this effective partnership and evolution is able to continue.

Curriculum and Strategic Planning: In order to ensure that the strategic objectives identified in 3.5 above are progressed, it is proposed that a Curriculum and Strategic Planning allocation be made to facilitate greater strategic research and development activity at a regional level be incorporated into the Programme of Action. It is intended that this will ensure that activity which has been impacted the Covid-19 pandemic and Glasgow region review be given new momentum. This work will ensure that national and regional priorities be progressed, and that external partnership and engagement is increased in 2022-23. Skills development, innovation and creativity, progression of targeted qualifications, pan-regional partnership and planning, and coherent learner journey development will form core drivers for directing this activity, as will delivery of greater partnership working with agencies such as Skills Development Scotland.

Mental Health and Wellbeing: Regional investment in this area has enabled GCRB to facilitate partnership working, deliver training in colleges, and support provision of online support via an online system. Much of this activity is now embedded across the colleges, and is more fully served by direct, specific funding from SFC, so the time is right to explore the evolution of regional opportunities in this space. GCRB will provide assistance in colleges exploring an improved online support offer. In addition, we will work with the Glasgow Colleges' Student Executives to provide support to a regional mental health and wellbeing event.

Climate Change and Sustainability: This project will continue into 2022-23 academic year, ensuring that the Project Manager (Environment and Sustainability) post is able to continue for a full two years from date of commencement. During this time, the Regional Climate Change and Sustainability Strategy will be completed, linked to college strategies and the national roadmap for FE colleges. In addition, the cross-colleges working model will be embedded and sustained, learning and teaching opportunities will be expanded in collaboration with the colleges, and process and activity will be developed and delivered to identify and pursue external funding opportunities and wider partnerships.

5 Indicative Key Performance Indicators

- 5.1 Appendix A sets out core targets for 2022-23. The list of indicators is in line with those approved by the Scottish Funding Council in the previous year. They also reflect some of the changes that are already known for next year e.g. the ending of the credit funding for National Transitions Training Fund, Deferred Students and European Social Fund.
- 5.2 These indicators will be updated when the indicative allocations are announced (by the Scottish Funding Council) in March 2022.
- 5.3 Committee may also wish to comment on any Key Performance Indicators that they feel would be beneficial for inclusion to further aid the successful monitoring of delivery and performance across the Glasgow college system.

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 emerge from 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 the next academic year which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2022-23.

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 2022-23.

Key Performance Measures 2022-23

Performance Measure	2021-22 Forecast	2022-23 Target	Empowerment Change
Total Credits	393,897	384,714	-9,183
Core Credits	363,366	381,094	+17,728
National Transition Training Fund (NTTF) Credits ⁴	4,256	0	-4,256
Young Person's Guarantee (YPG) Credits ⁵	2,844	0	-2,844
Foundation Apprenticeship (FA) Credits	3,218	3,620	+402
Deferred Student Credits ⁶	6,780	0	-6,780
European Social Fund (ESF) Credits ⁷	13,433	0	-13,433
Proportion of Credits for SIMD10 postcode areas	25.7%	26.3%	0.6 pp
Proportion of Credits for learners with Care Experience	4.6%	5.5%	0.9 pp
Number of senior phase age pupils studying vocational qualifications at colleges	983	1,285	+302

⁴ National Transition Training Fund (NTTF) credits are not expected to continue in 2022-23

⁵ Young Person's Guarantee (YPG) credits are expected to continue in 2022-23 but no figures have been announced

⁶ Deferred Students credits are not expected to continue in 2022-23

⁷ European Social Fund (ESF) credits will not continue in 2022-23