

## Board Meeting

|                     |  |
|---------------------|--|
| Date of Meeting     | Monday 25 January 2021                               |
| Paper Title         | 2019-20 Regional Outcome Agreement: Final Evaluation |
| Agenda Item         | 11   |
| Paper Number        | BM4-J  |
| Responsible Officer | Martin Boyle, Executive Director                     |
| Recommended Status  | Disclosable  |
| Action              | For Decision   |

### 1. Report Purpose

1.1. Consider the evaluation of the 2019-20 Glasgow Regional Outcome Agreement (ROA).

### 2. Recommendations

2.1. The Board is invited to:

- **Consider** the evaluation of the 2019-20 Glasgow Regional Outcome Agreement, and
- Subject to any revisions, **approve** that it should be submitted to the Scottish Funding Council.

### 3. Regional Outcome Agreement 2019-20

3.1. The evaluation of the Regional Outcome Agreement 2019-20 is summarised in 3 parts:

- Analysis of Performance Indicators
- Programme of Action
- College Feedback/Perspective

3.2. The detailed information relating to each section is reproduced as Annexes to this report.

### 4. Risk Analysis

4.1. This paper addresses GCRB Risk 009: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.

**5. Equalities Implications**

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

**6. Legal Implications**

**6.1.** There are no specific legal implications associated with this paper.

**7. Financial Implications**

**7.1.** If the region does not achieve its planned activity target this could have a negative financial impact on future levels of funding.

**8. Strategic Implications**

**8.1.** This report provides evidence of actions taken to support achievement of targets as agreed within the 2019-20 Regional Outcome Agreement.

## **Annex A**

### **Analysis of Performance Indicators**

1. The projected Credit data was provided by the assigned colleges in November 2020 and is summarised in the table below. The data is based upon the final submissions to the FES database and the college returns have also been the subject of independent audit.
2. The final report shows that the Glasgow college region delivered 3,699 Credits above the combined Core and ESF target.
3. The credit outturn for additional Childcare highlights that the region will meet the target level of activity. This is an improvement on the position reported during the year when a shortfall was forecast.
4. The volume of activity delivered to learners in the most deprived postcode areas was 29.6% in 2018-19. However, the ROA for 2019-20 identified that the volume of activity would increase to 31.1%. The final outturn for 2019-20 is 29.2%, which is below target and below the previous year. Of the three colleges, the trend at Glasgow Kelvin College is the most significant with the proportion of students (in SIMD10) falling by 13.7% between 2016-17 and 2019-20.
5. The volume of credit activity related to learners from different protected groups, and care experienced learners, is significantly above target. For example, the volume of credits delivered to Black and Minority Ethnic students is 16.3% above target. Similarly, credit activity for students with a known disability is 10.8% above target.
6. The amount of activity delivered to students who have experienced care is 190% of the target level. This increase is on top of substantial growth in previous years. The support for learners, for example additional bursary funding and higher levels of support, such as our project with Action for Children, are having a positive impact. It is interesting to note that the volume of credit activity for care experienced learners is evenly distributed across the Glasgow college region
7. Recruitment of Senior Phase age pupils studying vocational qualifications (at SCQF 5+) is 25.7% below target. 2018-19 saw growth in this particular area of activity but activity for 2019-20 has returned to the levels observed in 2017-18.
8. Progress in respect of regional targets for economic sector activity show some relatively minor variations against planned levels. Growth can be seen in areas such as Transition and Supported Learning and Food, Drink, Tourism, Hospitality and Leisure. Areas with lower levels of activity include Health, Care and Education and Administration, Financial and Business Services.
9. It is noted that the Covid-19 pandemic has created significant crises across public health, the economy and society. As such, college activity was not immune from significant, fast-paced change from March 2020 onwards, meaning that the end of the 2019-20 academic year was characterised by significant upheaval and a necessary change to remote delivery and working. This will have a continued impact on KPIs and on the longer-term look and aim of the ROA process, and SFC will provide an update soon on reporting and future direction.

## 2019-20 Credit Volume Projections (November 2020)

|  | Regional target | Regional projected | Projected variance from target | City of Glasgow College |                   | Glasgow Clyde College |                   | Glasgow Kelvin College |                   |
|--|-----------------|--------------------|--------------------------------|-------------------------|-------------------|-----------------------|-------------------|------------------------|-------------------|
|  |                 |                    |                                | College target          | College projected | College target        | College projected | College target         | College projected |
| 1(a) The volume of credits delivered   |                 |                    |                                |                         |                   |                       |                   |                        |                   |
| Core credits   | 368,925         | 371,517            | 2,592                          | 171,098                 | 172,632           | 120,556               | 121,688           | 77,271                 | 77,197            |
| ESF credits  | 17,268          | 18,375             | 1,107                          | 9,052                   | 10,052            | 6,208                 | 6,208             | 2,008                  | 2,115             |
| Volume of credits for childcare training (included within Core credits above)          | 6,387           | 6,467              | 80                             | 2,700                   | 2,596             | 2,788                 | 2,919             | 899                    | 952               |
| 1(b) Volume of credits delivered to learners in the most deprived postcode areas       | 119,866         | 113,674            | (6,192)                        | 44,800                  | 43,253            | 41,229                | 40,170            | 33,837                 | 30,251            |
| <i>Percentage of credits delivered to learners in the most deprived postcode areas</i> | 31.1%           | 29.2%              | (5.2%)                         | 24.9%                   | 23.7%             | 32.5%                 | 31.4%             | 42.7%                  | 38.1%             |
| 1(c) Volume of credits delivered to BME students                                       | 57,843          | 66,960             | 9,416                          | 22,624                  | 24,769            | 23,469                | 27,658            | 11,750                 | 14,533            |
| <i>Percentage of credits delivered to BME students</i>                                 | 15.0%           | 17.2%              | 16.3%                          | 12.6%                   | 13.6%             | 18.5%                 | 21.6%             | 14.8%                  | 18.3%             |
| 1(c) Volume of credits delivered to students with a disability                         | 57,955          | 64,226             | 6,271                          | 19,755                  | 25,641            | 23,200                | 23,079            | 15,000                 | 15,506            |
| <i>Percentage of credits delivered to learners with a disability</i>                   | 15.0%           | 16.5%              | 10.8%                          | 11.0%                   | 14.0%             | 18.3%                 | 18.0%             | 18.9%                  | 19.6%             |
| 1(c) Volume of credits delivered to care experienced students                          | 11,802          | 22,063             | 10,261                         | 1,980                   | 7,673             | 1,522                 | 6,993             | 8,300                  | 7,397             |
| <i>Percentage of credits delivered to care experienced students</i>                    | 3.1%            | 5.7%               | 86.9%                          | 1.1%                    | 4.2%              | 1.2%                  | 5.5%              | 10.5%                  | 9.3%              |
| 2(b) Volume of credits delivered to senior phase age pupils studying at college        | 3,270           | 2,429              | (841)                          | 720                     | 804               | 1,200                 | 817               | 1,350                  | 808               |
| 3 Volume of credits delivered to learners enrolled on STEM courses                     | 104,045         | 97,423             | (6,622)                        | 42,325                  | 39,040            | 35,520                | 31,919            | 26,200                 | 26,464            |

|   | 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 |
| Economic Sector:                                    |                 |                    |                                |                         |                   |                       |                   |                        |                   |
| Administration, Financial and Business Services     | 78,428          | 72,685             | (4,122)                        | 49,809                  | 46,557            | 18,119                | 15,881            | 10,500                 | 10,247            |
| Creative and Cultural Industries                    | 58,633          | 61,163             | 2,563                          | 27,862                  | 30,114            | 19,271                | 19,730            | 11,500                 | 11,319            |
| Energy, Engineering, Construction and Manufacturing | 72,817          | 74,097             | 1,215                          | 35,278                  | 35,144            | 19,039                | 19,175            | 18,500                 | 19,778            |
| Food, Drink, Tourism, Hospitality and Leisure       | 62,320          | 67,152             | 4,834                          | 37,347                  | 42,191            | 16,473                | 16,145            | 8,500                  | 8,816             |
| Health, Care and Education                          | 44,026          | 39,704             | (4,322)                        | 13,691                  | 9,868             | 19,835                | 19,504            | 10,500                 | 10,332            |
| Land-Based Industries                               | 3,088           | 2,990              | (103)                          | 0                       | 0                 | 3,088                 | 2,990             | 0                      | 0                 |
| Life and Chemical Sciences                          | 11,025          | 11,253             | 223                            | 519                     | 637               | 6,506                 | 6,396             | 4,000                  | 4,220             |
| Transition and Supported Learning                   | 55,523          | 60,848             | 3,624                          | 15,394                  | 18,173            | 24,433                | 28,075            | 15,696                 | 14,600            |
| <i>Total<sup>1</sup></i>                            | <i>385,860</i>  | <i>389,892</i>     | <i>3,912</i>                   | <i>179,900</i>          | <i>182,684</i>    | <i>126,764</i>        | <i>127,896</i>    | <i>79,196</i>          | <i>79,312</i>     |

<sup>1</sup> In January 2020, the Glasgow College Region was allocated an additional 333 credits by SFC. As a result an additional 250 credits were provided to City of Glasgow College and 83 credits were provided to Glasgow Kelvin College. The additional credits are reflected in the college core credit target on page 6. However, these additional credits are not included in the economic sector figures on page 7.

## Annex B

### Programme of Action

1. The following sections provide members with an update on regional collaborative work and developments relating to agreed regional outcomes.
2. The Programme for Action is making a contribution to some of the ambitions within the Regional Outcome Agreement. Progress is as follows:

| <b>Commitment</b>   | <b>Regional output/outcome</b>   | <b>Progress Update</b>   |
|---|--|--|
| Develop digital curriculum maps   | A digital prospectus, linked to the live college offer, which provides a high-level overview of vocational progression pathways across the region. This regional prospectus to be publicised through college, school and SDS websites. | Initial work was undertaken in partnership with SDS in response to Learner Journey recommendation. The aim is to improve the way learners can search and access course applications and apply to college. Discussions have taken place a national, and regional, level involving GCRB, SDS and college representatives. A meeting took place with Scottish Government representatives but the original budget (£50,000) was not been committed. Work with SDS, college and Glasgow City Council is on-going to review a coherent revised offering. |
| Empower our ESOL Partnership  | Leadership of the city-wide ESOL network, management and continued development of the city-wide ESOL register, and delivery by community partners of access provision.   | Glasgow Clyde College delivered the regional ESOL project in 2019-20. This funding is supplemented by in-kind resources provided by local authority, and community, partners. The ESOL Register (which forms an important component of the ESOL project) has been the subject of a review which has recommended a number of improvements. A review of the ESOL project was presented to the Board in October 2020 and resulting actions pursued.   |
| Align our curriculum more closely to regional and national skills needs | Delivery with SDS of 5-Step Planning and Provision Pilot. Deliverables to include evaluation of skills alignment and identification of curriculum development recommendations.   | The pilot project has been completed in partnership with SDS. The draft report was considered in January and final changes agreed. The financial commitment (of GCRB) for this initial phase of the work equates to £10,000 (from the allocated budget of £30,000). The work to date constitutes steps 1 and 2 of the 5-Step model.  |

| Commitment   | Regional output/outcome   | Progress Update   |
|--|---|---|
| Develop new online learning resources for HNC childcare courses  | Online HNC training course materials developed and shared with the three colleges.  | This project did not proceed and the funding was re-distributed to the three colleges in June 2020.   |
| Establish new student support service for care experienced young people  | Regional care-experienced support service established across the three colleges, with Action for Children staff working alongside college student support staff to provide additional support both in college and off site, for care experienced learners.                            | The project commenced in August 2019 and is co-funded, and delivered by, Action for Children. An official project launch took place in January 2020 with support of Scottish Government and the First Minister. The contract for services is in place and the regional costs of £60,000 (together with additional matched funding of a similar amount). An additional grant of £5,000 was provided in May 2020 to enable the purchase of devices to enable learners to access remote learning. A review of the year 2019-20 was presented to the Board in October 2020. |
| Develop a mental health service which includes professionally-qualified Mental Health Services leadership capacity and an improved counselling offer | Development of a regional approach to mental health services which supports and integrates with individual college approaches, and which includes access to professionally-qualified Mental Health leadership capacity. To be complemented by SFC additional funding for counsellors. | The project was delivered by the Charlie Waller Memorial Trust in 2019-20 at a total cost of £58,800 (less than the original budget). The project was completed in August 2020 and the final report presented to the Board in October 2020.   |

## Annex C

### College Feedback – Glasgow Clyde College

Scottish Funding Council have delayed publication of the updated Outcome Agreement process guidance as they work to take into account changing Covid-19 restrictions, including Tier 4 impact on colleges.

The following narrative applies to both the end of the academic session 2019/20 (from the early days of lockdown in March 20) to the first months of academic session 2020/21.

#### 1. Outcomes for Students

**1.1. Fair access and transitions:** Education is accessible to learners from all backgrounds and learners are supported through successful pathways.

- The number of places offered through the SWAP partnership – targeting students who are BAME, disabled, unemployed adults, first generation HE applicants and lower SIMD categories – have been extended to all campuses and in greater numbers. SWAP programmes in Science, Nursing and Social Care added to the college offer at Anniesland Campus for session 2021-22 session;
- EVIP programmes for socially excluded school learners extended to more vocational areas now covering Hospitality, Sport, Childcare and Hair and Beauty;
- A new HNC in Applied Sciences delivered in partnership with The University of Glasgow was introduced this session, guaranteeing advanced articulation places to sciences degrees and offering added value elements to ease transition from those from deprived SIMD areas;
- Glasgow Clyde is the only college in the country whose articulating student profile is higher than the national average in each of the measurable categories – disabled, SIMD-20 and BME;
- The college’s holistic approach to the assessment of SQA qualifications focused on ensuring there was disadvantage to any learners who were unable to engage effectively with limited face to face teaching. This ensured learners from all backgrounds, who may not have been able to engage fully, were able to successfully complete qualifications and progress to the next level of study;
- The recent pandemic has highlighted the importance of CLD in terms of being able to reach some of the most disadvantaged communities. With so many learners facing digital inequality, it has been through working with community partners that we have been able to support learners in the community with both digital devices and connectivity;
- Despite the fact that many community centres remained closed throughout the pandemic, CLD remained focused on providing support to our learners and responding to their educational needs by providing relevant online learning. During the period of homeschooling, CLD provided relevant family learning courses to parents in core literacy and numeracy, which helped parents improve their own core skills but also helped them to support their own children with home learning. There has also been an emphasis on improving and supporting learners with their digital skills through SCQF credit rated courses in using digital platforms along with Basic ICT skills;

- In relation to ESOL learners, Glasgow Clyde provides over 2600 enrolments, the largest proportion in the City. The majority of these learners come with no qualifications and 72% of these learners come from the most deprived areas in Glasgow.

**1.2. Quality learning, teaching and support:** Learners receive a high-quality, safe and supportive learning experience that enables them to succeed in their studies.

- For academic session 2019/20, PI data shows an improvement in all 4 categories ( FE FT / FE PT / HE FT / HE PT ) by a few % points in each of the categories;
- The college's Early Impressions survey received feedback from over 4000 learners on the pre-entry and early learning experience in 2020-21. The feedback demonstrated that all learners were very positive of the support, time and guidance being offered by teaching staff to enable effective learning to take place. Whilst many students found remote learning challenging, they recognised and valued the teaching approaches being used to support their learning;
- Our team of Development Advisors carried out a wide range of support, sharing practice and capacity building sessions to support staff in developing their approaches to online learning. This ranged from one to one mentoring, themed webinars and workshops and a sharing practice intranet site - all designed to ensure that learners received a high quality learning experience;
- The development of Canvas as a high quality learning platform – and extensive support for staff to create high quality online learning materials. This resource was highlighted positively by many students as supporting their learning experience in our student survey;
- One of the most troubling outcomes of the pandemic is the impact this has had on the mental health of our students. Due to this the School of Employability developed a Wellbeing Unit which was included in all courses to support students with their mental health and resilience while studying;
- Due to the profile of the student cohort, the Faculty of Access and Continuing learning has faced some of the biggest challenges in terms of supporting learners who face digital inequality. In response to this, the Faculty has introduced two Digital Champions who aim to support learners in engaging with their learning in a digital environment;
- The college provides both pro-active and responsive activity to support the mental health of our learners. This includes online resources, counselling, a mental health helpline, a team of Mental Health First Aiders, free access to Togetherall and customised, online resources for all levels and profiles of learners;
- The DELTA project, established as a mechanism through which a new VLE would be identified and implemented, has very significantly increased the digital capacity and confidence of both students and staff through a structured programme of CPD, the procurement of "Canvas" as a bespoke VLE ( the first college in Scotland to adopt this platform ) and the provision of a team of learning technologist who can guide, support and advise staff on digital delivery and enhancement of learning and teaching;
- A Student ICT team has been recruited to work exclusively with our learners and provide support and ICT troubleshooting for our learners during the pandemic;
- The college is in the last phase of providing over 1300 devices to support learning on a remote and blended basis. Over 700 devices have been distributed to learners to

promote digital inclusion and we have rolled out almost 300 wi-fi dongles to those students most in need. Funding for this initiative came from a range of sources and this work continues presently. The logistical challenge of this exercise must not be understated and has placed a very significant burden on college resources, especially at a time when access to campuses is limited;

- Given the off-site nature of the current delivery mechanisms, online delivery of induction sessions has been developed for new students.

**1.3. *Learning with impact:*** Students are equipped to flourish in employment, further study and lead fulfilling lives.

- Leaver destination statistics evidence this strongly, both in employment and HE progression;
- Glasgow Clyde has agreed formal articulation routes with more HEs than any other college in the country. Based upon the most recent information from SFC we are the only college in the country who has students articulating to every single university in the country, demonstrating the strength of our relationship with the HEI sector;
- The college has a partnership agreement with SDS to ensure that specialist careers and employability is provided to the Scottish Government's key target group of young people;
- We have prioritised the use of My WoW for student groups and we are embarking on pilot work with SDS to support the embedding of careers education within the curriculum;
- The relationship with employers across a wide tranche of the curriculum continues to be strong. New relationships have been developed through the use of the FWDF.

**1.4. *Partnership and participation:*** Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.

- The college has worked in partnership with GCCSA to ensure that student voices have been heard through a college-wide class rep system. Over 400 class reps were registered on a course-by-course basis. Generic class rep training was provided by college staff in partnership with SPARQs and customised training was provided for ESOL students, ASN learners and our school-link pupils;
- GCCSA and the college ensure that all Board of Management mechanisms and college committees have student representation to ensure that learners are involved in the strategic and day-to-day operations of college life;
- The college Executive Team and GCCSA team meet every 6 weeks to discuss the student experience and ensure that learners can be heard, valued and their needs are addressed at the highest level;
- GCCSA have provided work experience opportunities for some college learners.

**1.5. Equalities and inclusion:** Every student has their individual needs recognised in terms of protected characteristics.

- The college's Learning Inclusion department provides support for any learner that may encounter a barrier to learning. Over 1300 students have benefitted from support that will be individually assessed and could include study support, additional time, access to assistive technology or mentoring to ensure that barriers do not impede the learning and progress of our students;
- An IDEAS group was introduced, comprising a wide range of staff and students from across the college, to concentrate on all aspects of equalities, discuss and identify issues to ensure that our practices represent sector leading practice.

## **2. Outcomes for Economic and Social Renewal**

**2.1. Economic renewal:** Institutions play their part in the national mission to recover from the COVID-19 public health emergency.

- The College response to the pandemic included a shift from face-to-face teaching to online delivery. For example, 80% of the FWDF training for employers was shifted to online delivery;
- There has been an increase in Gateway courses, which aim to support those with few or no qualifications develop the meta and vocational skills with which to begin to engage with college learning and develop their understanding of vocational pathways. There has been an emphasis on vocational courses which have been highlighted as skills gaps especially in social care, childcare, healthcare and sciences;
- There has also been an increase in Future Confident courses which support those who have lost employment and which aims to provide digital upskilling, confidence building and relevant career guidance to help learners to move either into work or into further learning;
- The college successfully bid for a number of places on the Apprenticeship Pathways initiative and is currently engaging with learners on this programme;
- We have successfully engaged with a range of partners to deliver initiatives designed to support the recovery of the economy. These include activities funded through the YPG and NTTf funding.

**2.2. Innovation and engagement with industry:** Institutions develop long-term collaborative relationships with industry across a range of activities, for maximum impact.

- During 2020-21, the College will build upon the engagement work of Session 2019-20 with FWDF continuing to support the development of employees with existing employers. In 2020-21, we will expand the service to new employers, including SMEs. Under the FWDF activity, we will engage with over 50 companies with a total of 600 employees benefitting from the college's services;
- The college will continue to support employers through the delivery of Modern Apprenticeships, adapting to meet the needs of the employer and learner in the context of the pandemic. During 2020-21, we will target 850 MAs across a wide range of Frameworks;

- We have been approached by the UK Fashion and Textile Association to become the National Fashion & Textiles Artisan Skills Centre in Kilt making and Bespoke Cutting and Tailoring;
- The college has worked in collaboration with the Life Sciences Industry and other Colleges and Universities, to design and deliver Science Technicians at high volume for the Lighthouse testing lab at QEUH and the proposed Megalab. Up to 80 students will be recruited this session with significant scaling up should the Megalab proposal move forwards;
- Glasgow Clyde College offers a wide range of computing courses and pathways beyond the standard IT units, the curriculum caters for students looking for alternative tech careers from cyber security and software development through to game design, eSports and streaming. This year has seen eSports being offered in each of our campuses, which allowed student groups not only compete across campuses but also go on to compete at the British eSports Championship Grand Final where Clyde HOT Shots took second place. The industry supports well over 1 million jobs and eSports competitions and regularly boast seven figure prizes and represents a multi-billion-pound global industry which our students are truly engaged with. The curriculum is designed with gaming as the hook into computing however covers a number of subject areas including software development and web development.

**2.3. *Work-ready graduates and employer needs:*** Students are equipped to take up employment and succeed; and institutions are responsive to employer and industry needs and to current and future skills requirements.

- The college will provide training to support the new Pathways to Apprenticeships programmes in four Frameworks. In addition, we have engaged at an early stage with the Kickstart programme to offer employers the opportunity to be introduced to and supported in the early stages of employing new entrant employees from the DWP Kickstart programme;
- We are working in partnership with other colleges, SDS and Glasgow City Council as a Glasgow City Region group to identify the skills needs of employers and the economy in order to focus the curriculum on those areas identified as key industry sectors and ensure the alignment of college curricula with required skills.

**2.4. *Entrepreneurial activity:*** Institutions provide leadership in creating entrepreneurial thinking and action in their students and staff, including from research and knowledge exchange activities.

- The school of Hair, Beauty and Complementary Therapies have set up a series of Instagram TV masterclasses with industry leaders and business owners, designed to encourage students to consider business startup opportunities in their discipline. This initiative is sector leading and attracting significant interest from top-name salon owners and stylists to participate;
- The HNC in Counselling now embeds a PDA in Setting up A Counselling Practice, taught by members of staff who own their own counselling businesses;
- Sports programmes at the Cardonald Campus feature an embedded business unit focusing on developing a business startup proposal which is taught by a member of staff who won Entrepreneur of the Year at the Glasgow Business Awards;

- In science, links with the Industrial Biotechnology Innovation Hub (IBioIC) and Scottish Universities Life Sciences Alliance (SULSA) provide opportunities for students to attend virtual conferences which include guest talks and workshops featuring positive role models and business leaders in the sector;
- A Glasgow Clyde Horticulture student was a big winner at this year's Pre-lockdown LANTRA awards, scooping top prize in the horticulture category at the prestigious ceremony. Ross started his horticulture journey with Glasgow Clyde College at National Certificate level and is now in his final year of HND Horticulture and throughout his studies demonstrated a real passion and commitment to his studies and work in horticulture.

**2.5. *International reputation and impact:*** Institutions help secure economic and reputational gain through their international activities, networks, collaborations and excellence.

- The college will continue to contribute to EU Programmes through Erasmus European Key Action-1, 2 and 3, along with AMIF and Skill Sector Alliance projects to support the development of staff expertise, and the development of new and innovative training materials. Session 20-21 will see an increase in EU Erasmus + funded programmes and the college will deliver 7 individual projects across a variety of sectors. Through the development and delivery of these projects we will support 125 staff and student mobilities;
- We will continue to work with partner institutions in China to deliver teacher education services and quality standards for courses delivered in China. We will seek to create opportunities for international students to join online courses;
- The Travel and Tourism department have this year (2021) initiated a 3-year European project focusing on E-Learning development and delivery;
- The Hair and Beauty department has initiated links with colleges in England to share practice and deliver joint sessions to students.

**2.6. *Anchor institutions:*** Institutions act with agency and civic purpose to sustain and renew places and communities; and play a key role in a creative, vibrant society, supporting public engagement and our understanding of the world around us.

- Facilities not used during lockdown, such as catering kitchens, have been loaned to local charities to provide hot meals for socially disadvantaged communities. This has gained recognition through a range of press and media coverage;
- Computers are recycled and gifted to community groups through our 'Gift Tech' initiative. Again this initiative has gained significant traction and extensive media coverage in collaboration and partnerships with many community organisations and local elected members;
- Glasgow Clyde College cleared its campuses of medical equipment and PPE in order to donate them to the NHS as part of the COVID 19 response. Resources normally used in the engineering, horticulture, construction, nursing and beauty departments were gathered and donated to the Queen Elizabeth University Hospital. In addition, staff and students put their learning to good use by producing face visors and scrubs to be used in nursing homes and medical practices.

### 3. Governance and Sustainability

**3.1. Good governance:** Institutions demonstrate adherence to high standards of governance and accountability, show leadership and integrity in their decision making and the way they conduct their business, comply with SFC's requirements, and have regard to the principles of Fair Work.

**3.2. Financial viability:** Institutions plan and manage their activities to secure a financially sustainable future or to transition to other arrangements.

**3.3. Public health emergency:** Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students and communities, and remedy situations as they arise.

- All teaching areas have redesigned their timetables to create opportunities for essential and safe face-to-face delivery where it needs to occur. This includes repeating sessions multiple times to permit smaller group sizes, so making practical science labs and Hair and Beauty sessions possible;
- All student resource kits have been procured to include additional items to facilitate learning from home which has included digital devices, individual rather than shared PPE (such as labcoats and goggles) and items they can use from home (e.g. practice 'heads' with stands in hairdressing);
- The college has ensured that students and staff have been fully informed of the latest position of the College and have robustly promoted adherence to Scottish Government guidance and restrictions through multiple communication channels. The college's website, social media channels, intranet all carry messages and updates to keep staff and students fully informed of ongoing developments. Similarly, GCCSA are utilising all of their communication channels, working closely with the college's marketing team, to provide information to the student population.

**3.4. Equalities and inclusion:** Equalities outcomes are actively pursued and legislation complied with.

- The college has ensured all PSED reporting requirements have been met and is currently researching and developing a new set of Equality Outcomes;
- We have just been selected for participation in the Advance HE 'Introduction to race equality' training and piloting resources' project;
- The College has worked closely with our regional partners to develop college specific Trans Guidance for staff and students;
- As detailed above, a college wide "IDEAS" group regularly meets to discuss continual improvement to our equalities agenda.

**3.5. Collaboration:** There is active collaboration with other institutions to support coherent, sustainable provision, research and financially viable institutions in Scotland.

- This year, the college has worked in partnership with SDS and the Glasgow FA consortium to provide a wide range of Foundation Apprenticeships, Pilot level 6 programmes in Social Care and Level 4/5 Pilots in Construction;

- Glasgow Clyde College, the UK partner of the European Water project. “As a partner we were able to share our experience and knowledge of delivering vocational education training to our water industry, and the benefits of our partnership with Scottish Water, which has undoubtedly helped to improve the skills base of the water sector in Scotland. We work closely with them to deliver the HNC qualification to a range of their employees across the organisation, making sure they understand the legislative, environmental, technological and organisational requirements of the water industry. "Being part of the Platform of Vocational Excellence project, creates a number of benefits, working with our European partners on water, sharing good practice and exchanging knowledge across the sector. What has become clear is how water as a resource is valued differently in each country which raises challenges, for example in terms of skill shortages, water quality and usage. This project not only allows for knowledge to be shared but also a new curriculum to be developed for both staff and students to benefit from;
- Glasgow Clyde College’s construction department in collaboration with the CITB seek to build the capacity in work-based assessment by creating a pool of occupationally competent and qualified training and assessment staff. The aim of the project is to facilitate delivery of the new work-based assessments that are being introduced to construction trades Modern Apprenticeships, particularly for those that are within scope of the CITB in Scotland. Through significantly increasing the number of qualified assessors, the project enabled Glasgow Clyde College to provide:
  - Work based assessments for CITB Modern Apprentices who are completing their programmes with Glasgow Clyde College (currently over 200 places with projected 30% growth in coming years).
  - Offer this ‘Gold Standard’ service to other providers and ‘in scope’ employers across Scotland who do not have the capacity locally to fully cover the new work-based assessment requirements of the CITB related MA programmes.

**3.6. *Climate emergency:*** Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

- Environmental awareness forms a thread running throughout all curriculum delivery areas – for example sustainable tourism (travel and tourism), sustainable product lines (beauty), environmental science (science);
- The Scottish Government has set out an ambition to phase out the need for new petrol and diesel cars and vans by 2032. Moreover, the registration figures for new battery electric and plug-in hybrid vehicles, has grown by 46% over the past year in Scotland comparison to the 33% in the rest of the UK. As a result, Glasgow Clyde College expertise in the Electrical sector was commissioned to work with other Further Education Colleges across Scotland to establish a baseline of data including Colleges ambitions in the area of Electric Charging curriculum delivery. This includes both the level and suitability of suitable qualifications. This will increase the sectors capacity to deliver bespoke training qualifications to support the Scottish Governments ambitious emission targets. The project will also identify how to build capacity across the sector whilst support good practices that already exists within the FE sector. In addition to the research project, Glasgow Clyde secured Innovation funding to develop capacity within the Electrical Charging Station installation, maintenance and testing field. This has seen the establishment of a bespoke workshop and separate testing facility being developed over the year;

- In 2020, the Early Years department embedded Forest Kindergarten training into all HNC programmes at every campus (over 150 students). This significantly supported more sustainable models of childcare delivery whilst encouraging a much deeper understanding of the local environment to students. Partnerships with Outdoor nurseries all over Glasgow further enhanced this curriculum focus and reinforced the employer demand for this skillset;
- A range of new catering innovations were targeted at reducing the carbon footprint of the college. This included investment in re-usable drinks holders and sustainable cutlery;
- GCCSA have worked with Cycling Scotland and the college to deliver secure cycle shelters on our campuses to promote sustainable travel. They have also provided our students with security locks and worked with Police Scotland to provide bike marking for student and staff bikes.

## Annex D

### College Feedback – Glasgow Kelvin College

#### Outcome and Impact Framework Planning

Scottish Funding Council have delayed publication of the updated Outcome Agreement process guidance as they work to take into account changing Covid-19 restrictions, including Tier 4 impact on colleges.

In order for the Glasgow region to prepare for this work, work has begun on preparing Key Performance Indicators for the region. In addition, SFC are seeking a narrative report on key outcomes, for students, economic and social renewal, and governance.

#### 1. Outcomes for Students

**1.1. Fair access and transitions:** Education is accessible to learners from all backgrounds and learners are supported through successful pathways.

- Continue to offer where possible within Covid-19 guidance a wide range of College access routes, including significant SWAP, community outreach and youth access services.
- Continue to offer where possible within Covid-19 guidance Senior Phase provision initially through online delivery and moving on site if/when conditions allow.
- Continue to deliver and develop a range of university articulation programmes, including a new HNC Engineering route to Glasgow University.
- Offer new and short course access provision with start dates across the academic year.

**1.2. Quality learning, teaching and support:** Learners receive a high-quality, safe and supportive learning experience that enables them to succeed in their studies.

- Continue to review learner outcomes and identify opportunities to improve learner experiences and successful completion rates.

**1.3. Learning with impact:** Students are equipped to flourish in employment, further study and lead fulfilling lives.

- Continue to provide industry and employment relevant course content and promote opportunities for learners to develop core, technical and meta-skills.

**1.4. Partnership and participation:** Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.

- Continue to promote learner engagement through funded Student's Association officers, a comprehensive Class Representatives system and participation of student representatives in the life and work of the college.
- Implement 'MyKelvin' a new interactive digital student support application providing greater access to college student support services.

**1.5. Equalities and inclusion:** Every student has their individual needs recognised in terms of protected.

- Continue to operate an extensive 'Class Tutor' system across all full-time provision so that students receive regular and bespoke 1:1 support for their studies and progression in life.

## **2. Outcomes for Economic and Social Renewal**

**2.1. Economic renewal:** Institutions play their part in the national mission to recover from the COVID-19 public health emergency.

- Deliver range of new course provision targeted at residents impacted by the coronavirus pandemic, including pre-apprenticeship and employability programmes.

**2.2. Innovation and engagement with industry:** Institutions develop long-term collaborative relationships with industry across a range of activities, for maximum impact.

- Jointly identify and develop new apprenticeship and pre-apprenticeship courses with industry partners.

**2.3. Work-ready graduates and employer needs:** Students are equipped to take up employment and succeed; and institutions are responsive to employer and industry needs and to current and future skills requirements.

- Through annual review and improvement arrangements, ensure course provision provides learners with opportunities to develop skills which meet current and future employer needs.

**2.4. Entrepreneurial activity:** Institutions provide leadership in creating entrepreneurial thinking and action in their students and staff, including from research and knowledge exchange activities.

- Encourage and promote entrepreneurial activity both within subject areas and through cross college student engagement activity.

**2.5. International reputation and impact:** Institutions help secure economic and reputational gain through their international activities, networks, collaborations and excellence.

- Continue to maintain international links on a remote basis whilst travel is not possible.

**2.6. Anchor institutions:** Institutions act with agency and civic purpose to sustain and renew places and communities; and play a key role in a creative, vibrant society, supporting public engagement and our understanding of the world around us.

- Continue to play a lead role in the economic and social regeneration of North-East Glasgow, including through community outreach and youth access activities.

### 3. Governance and Sustainability

- 3.1. Good governance:** Institutions demonstrate adherence to high standards of governance and accountability, show leadership and integrity in their decision making and the way they conduct their business, comply with SFC's requirements, and have regard to the principles of Fair Work.
- Continue to operate to the highest standards of governance and to monitor our effectiveness in this through an externally verified evaluation of College governance.
- 3.2. Financial viability:** Institutions plan and manage their activities to secure a financially sustainable future or to transition to other arrangements.
- Develop, agree and begin to implement a Business Transformation Plan which will support the long-term financial viability of the college through more efficient service delivery.
  - As part of this Business Transformation Plan implement a voluntary service scheme to reduce college expenditure.
- 3.3. Public health emergency:** Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students and communities, and remedy situations as they arise.
- Continue to respond quickly and appropriately to Covid-19 guidance and to communicate our actions and arrangements effectively to students and staff.
- 3.4. Equalities and inclusion:** Equalities outcomes are actively pursued and legislation complied with.
- Develop, agree and implement a revised College Access and Inclusion strategy.
  - Undertake an equality review and publish an Annual Equality and Diversity Report.
- 3.5. Collaboration:** There is active collaboration with other institutions to support coherent, sustainable provision, research and financially viable institutions in Scotland.
- Continue to lead, and contribute to, regional college collaborative activity, including an extensive regional foundation apprenticeship programme.
  - Host a new regional environmental sustainability post.
- 3.6. Climate emergency:** Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.
- Continue to identify and implement estate and service delivery improvements which help reduce our impact on the environment.
  - Promote environmental sustainability within our curriculum offer and student engagement activity.
  - The College Estates and Sustainability Working Group meets quarterly. At its meeting in December 2020, the Public Sector Climate Change Report 2019-20 was reviewed, which highlighted the positive results from the projects undertaken to support the College in managing its environmental impact more effectively.

- Continue to allow and encourage working from home as an element of normal working life beyond the Covid-19 pandemic.
- Take due cognisance of the Scottish Government's Environmental Strategy for Scotland and the SDG Accord.

**Annex E**

**College Feedback – City of Glasgow College**

# **City of Glasgow College**

**Interim Self-Evaluation Report AY 2019-20**

**Outcome and Impact Framework Planning AY 2020-21**

January 2021

DRAFT NOT FOR WIDER CIRCULATION

## Context – the COVID year

1. On 17 March 2020, the City of Glasgow College pivoted overnight from face-to-face to online learning & teaching delivery, and in that moment over 23,000 learners and 1500 staff went on-line.
2. The impact has been unprecedented and brought with it many challenges. Some of these could be anticipated, whilst others have emerged at exceptional pace, reflecting the enormity of switching two campuses, libraries, teaching and student support facilities to remote operation. The challenge for teaching staff, who had largely delivered on campus, to fully reshape and deliver L&T was enormous, requiring considerable support from our Learning and Teaching Academy over the lockdown period.
3. The challenge for students was largely around access to digital equipment and the college invested significantly in laptops so that all students in need had access. In this emergency context, our emphasis was on student engagement and ensuring that all students, where possible, were able to continue their learning.
4. With the recent introduction of tiered restrictions and further periods of lockdown, the challenge continues, not just in terms of institutional management and leadership, but in terms of the very nature of vocational education.
5. Glasgow has suffered disproportionately - 36% of furloughed staff are in Glasgow, with an estimated 160,000 jobs in the city region in jeopardy. With only 1 in 8 office workers now returning to the city centre, the retail and hospitality sectors remain severely restricted.
6. COVID has also created manifold challenges for the Glasgow Region in particular, considerably weakening future financial sustainability, disrupting the traditional operating model, limiting future capital investment, creating a backlog of deferred assessments, and short changing the futures and learning experience of nearly 70,000 Glasgow learners.
7. During lockdowns, College campuses are closed, and in Tier 3 and 4 restrictions on campus provision was significantly curtailed - focussing primarily on practical activities and laterally (in Tier 4) only those that were time critical - limiting the basic acquisition of critical skills, undermining skills competency and limiting higher levels of proficiency. Apprenticeship placements largely disappeared, and school-college partnerships for senior phase learners were compromised. More generally, COVID has seen a marked deterioration in the mental health and wellbeing of both learners and staff, with prolonged remote emergency teaching and disrupted working patterns taking a toll.
8. In this exceptional context, this report provides the Scottish Funding Council with an update on the key outcomes delivered for learners. It also highlights City's contribution to economic and social renewal and regional coherence.
9. The report covers AY 19-20; refers to the impact and mitigation of COVID; and considers the implications for commitments and outcomes for AY20-21.
10. The format follows the SFC's Outcome Agreement Framework.
11. Performance relative to Regional Outcome Agreement targets is set out in **annex A**.

## Outcomes for Learners

**Fair access and transitions: Education is accessible to learners from all backgrounds and learners are supported through successful pathways.**

### ROA Summary Extract

#### 19/20

- Exceeded credit volume target, including for ESF; met volume targets for protected characteristic groups and sustained SPVP (Senior Phase Vocational Pathways) volume

#### Lockdown

- Successful Completions improved, especially for FT provision
- Major investment made in support to learners and COVID contingency planning – including £1.7 million invested in laptops for learners

#### 20/21

- Early Engagement survey evidence highlights effectiveness of the college application process and the ease of access to financial and application information. Approach endorsed by sustained recruitment levels
- Credit target volumes expected to be sustained
- No early evident disruption to articulation volume commitments
- Significant and material impact expected on SPVP volumes and number and type of courses

12. For AY 19-20 the college exceeded its credit target by an excess of 2,500 plus credits. Targets for European Social Fund (ESF) credits were also exceeded. Within this increasing volume of provision, the college also principally met its targets for the recruitment of protected characteristic groups and, mindful of future Scottish Government policy on lifetime learning, expanded its recruitment of learners over 25 years of age. Pre-COVID, the volume of senior phase activity was also sustained, although this would be noticeably affected in 2020.
13. Post March 2020, we have continued to invest in people, equipment and learner engagement. Reflecting this effort, we have seen positive trends in recruitment and participation in learning, such that enrolments have largely been sustained, early withdrawals reduced, for both full-time FE and HE, and we see higher rates of attendance compared with the same time last year.
14. Most significantly, for AY20-21 there has been no disproportionate impact on enrolments by protected characteristic groups, the majority of which have seen increased rates of enrolment. The exception is learners with a disability, where enrolments are down by around 100, year-on-year. In contrast, recruitment from the 20% most deprived postcodes is up by over 650 learners.
15. In contributing to this outcome, the college can point to the results of its *My Student Experience* Survey for session 2020-21, which was carried out between 19th October 2020 and November 6<sup>th</sup>, 2020. Although, the response rate overall was down on last year, nearly 10,000 Full Time College learners were surveyed, and over 84% were highly satisfied with the accessibility of information about student funding – up by 7.5pp.
16. Other key activity undertaken this year in support of fair access includes:
  - Provision of a 'one stop shop' from enquiry through application, enrolment and completion

- Early proactive communication with learners to initiate Personal Learning Support Plans (PLSP)
- Online application process that enables learners to plan interview dates
- A team of advisors supports prospective learners to make informed programme choices about the level and modes of attendance.

17. For AY20-21 we anticipate meeting our recruitment targets and that overall credit delivery will be either sustained or exceeded.

18. For AY20-21 one of the largest areas of disruption has been in senior phase activity. The challenges faced by the college, which are set out in more detail below, have been significant and reflect the consortia involved in the planning and delivery of this provision. Senior Phase programmes are managed in partnership with Local Authorities, but also involve Glasgow Clyde and Glasgow Kelvin Colleges, Skills Development Scotland (SDS) in the planning of Foundation Apprenticeships (FAs), which make up a key part of the college offer in school.

### **Senior Phase**

At the point of lockdown in March 2020, FA and Senior Phase planned activity for 2020/21 had already been published and applications were being received from school pupils. Understandably LAs were eager that Colleges maintained activity and sought confirmation before the end of the school term in June 2020 as to which programmes could be offered online and which on campus. These discussions took place in May/June while still in lockdown, having to reconcile:

- College physical capacity to deliver 'on campus' school activity in addition to the needs of deferred students, and new and continuing mainstream students while adhering to social distancing and safety protocols
- Attractiveness of a reduced work placement and a 100% online learning experience
- Pupil connectivity – although many pupils have ipads these are not suitable for the delivery of some courses – the FA in Accountancy and Financial Services for example
- School timetables – it was not clear if pupils could be supervised on school premises when timetables required them to be off site.

Given the requirement to confirm the status of courses by mid-June, the College decided to provide all senior phase activity online, prioritising the continuation of Year 2 FA programmes. Mindful of the impact of these challenges, FA enrolments fell slightly in 2020/21 by 13%, from 260 to 226, whilst other senior phase activity has been impacted significantly with enrolments down 86% from 802 to 109.

During 2020/21 further issues have been experienced:

- Communication – Hard won improvements in communication with Local Authorities and Schools in recent years were once again challenging in 2020/21.
- Remote enrolment – Unforeseen technical issues with enrolments were encountered due to a combination of technical ability of school pupils/Schools, and familiarity with different platforms. Workarounds were found and future improvements can be made in this area.
- Limitations of Microsoft Teams as a learning platform - Due to security issues with Zoom, Teams is the only platform approved by Local Authorities. Email accounts were difficult to set up and Teams functionality for blended delivery is limited. This latter issue is more difficult to overcome and until the functionality of the Microsoft Teams product improved there is concern for engagement and retention in 2020/21 and beyond.
- Completion and success - Attendance during College timetabled classes is not consistently happening from school premises. Lecturers report concerns about attendance, behaviour,

staying on task and the general learning environment when students are accessing online learning at home.

- Student Experience - Key experiential components which were a hallmark of the success of DYW, have greatly diminished the student and learning experience, namely coming on campus to an adult learning environment, and work experience with an employer. It will be a challenge to keep young people engaged in 2020/21 without these components.

Looking ahead, work on the senior phase prospectus for the Glasgow Region for 2021/22 is complete. The college has provided a similar level of provision as in 2019/20 trying to balance the levels of on-campus and online provision if restrictions are still in place in 2021/22. Glasgow City Council continue to be our main LA partner, with around 400 places offered across all participating secondary schools: East Dumbarton providing 240 places, East Renfrewshire 40 places and South Lanarkshire 140 places.

19. On articulation, partnerships are continuing, and the college is not anticipating any changes to existing institutional commitments. HN recruitment this year has largely been sustained, with recruitment levels exceeding 7,000 learners. Challenges, however, are anticipated in relation to the disruption to assessment and the coherence of the student experience, both of which are expected to impact on the final numbers progressing. Decisions taken by SQA are also anticipated to impact (see later section). Considerable work will be needed across the tertiary sector to ensure those learners articulating at the end of the last session are known, monitored and supported; and those completing this session, achieve advanced standing irrespective of overall numbers.

**Quality learning, teaching and support: Learners receive a high-quality, safe and supportive learning experience that enables them to succeed in their studies.**

#### **ROA Summary Extract**

##### **19/20**

- Percentage of Successful Completions improved, especially for FT provision – HE outcomes, 3pp above national target, at 77%. Outcome targets for most learners achieved, with exceptions for the most disadvantaged
- Education Scotland endorsement of 3 areas of excellent practice
- Awarded Investors in Innovations® Validation - the very first institution to be awarded Best Practice in all six of the framework's categories.

##### **Lockdown**

- All learning moved on-line. No practical activity delivered in March-July. Practical delivery resumed later in the year, although numbers reduced again during Tier 4 restrictions
- Significant investment made in on-line resources for both staff and learners. Thousands of laptops distributed for learners
- Evident challenges in the successful completion rates of both SIMD10% and Care Experienced Learners, reflecting exacerbated disruption to home learning
- Major investment made in support to learners and COVID contingency planning

##### **20/21**

- Early evidence points to high levels of learner engagement and retention, with reductions in early withdrawal rates
- Real challenges in sustaining the quality of the learning experience, although on-line participation levels are high at 84%
- Early Engagement survey results make clear learner preference for face-to-face engagement
- Significant progress made with connectivity and transitioning from emergency learning to on-line norm. Digital challenge is significant and cannot be tackled by the college alone.
- SQA assessment guidance has been slow to materialise and, arguably has revealed a failure to understand the college context and prioritise the needs of the sector
- We forecast increasing numbers of assessment deferrals with material impact on successful completion rates
- Significant affordability challenges in meeting costs of deferred assessments

20. For AY19-20, the college achieved its highest ever HE FT successful completion rate, up by 5pp to almost 77% - almost 2pp above the SFC's national target. In FT FE there was a similar story, with successful completions up by 3pp to almost 69%, although we note this remains below the SFC's national target. Whilst across part time study, successful completion is down very slightly overall, within FE, it remains high for the sector, at 84%.

21. The College had been on an improving trajectory over the course of the last couple of years and the range of activities that have been put in place include a comprehensive Student Engagement Dashboard that allows for easy mapping and tracking of student engagement and targeting of resources. This is coupled with an active student engagement team and targeting of those students and courses where there are known issues.

22. Further endorsement comes from an Education Scotland progress visit in February 2020, whereby the panel highlighted 3 areas of Excellent Practise for sharing with the rest of the sector:
- Employer engagement in work-based learning (see later sections of this report)
  - Promotion and Delivery of the College Mental Health Action Plan  
***“The City of Glasgow College Student Mental Health and Wellbeing Action Plan has eight key interrelated themes which respond to the diverse and evolving needs of learners. The college believes early intervention is essential, and that it is important that prospective learners, their families and carers know what services and support the college can provide to those with additional support needs, before they arrive on campus. To support their approaches the college has developed a wide range of accessible information available on the college website”.***
  - Delivery of the college leadership programme (see later sections of this report)
23. Over the course of this year, challenges remain in sustaining outcomes for the SIMD10%. While we are mindful of the large volume of learners supported, we will want to do more to tackle the reductions in both FE and HE successful completion rates. Moreover, we note the significant disruption COVID has had on the outcomes of care experienced learners, largely in relation to access to online learning & stability in the home learning environment, whereby a deviation against target of over 10pp was observed.
24. We remain committed to improving these outcomes – mindful of the wider structural barriers - and have already put in place measures to support learners. Central to this is a new online induction process. The Student Experience Directorate has worked closely with faculty to arrange ‘first formal’ online induction meetings via zoom. In total, 171 online inductions were set up for the first 2 weeks of the current academic term. This was a new and considerable undertaking and attendance at sessions was close to 100% across all Faculty areas. Other areas of support include:
- Prioritisation of IT devices and data for vulnerable groups
  - Access to library and learning support study spaces for those requiring them
  - Welfare assessments for vulnerable students including care experienced, carers, those with mental health issues and students with COVID and those isolating. Welfare assessments also include signposting to additional academic support through learning support and/or Faculties.
25. Respect to all learners and all backgrounds is at the heart of our approach, and impact is already manifesting in the views of learners. For example, the highest satisfaction scores reported in our Early Engagement survey, were *"I understand I have a responsibility to treat others fairly and with respect"* and *"I am aware I have the right to be treated fairly and with respect"* with satisfaction rates of 96.9% and 96.6% respectively.
26. Equally positive were the successful completion rates for learners with a disability, which were up by 2pp at 74%. Those learners with caring responsibilities also saw an increase in successful completion rates, up by 3pp to 79%.

### **Safeguarding Learner Well-Being**

From lockdown in March, on-campus counselling services transitioned to telephone counselling, which was made easier by staff having already been trained in telephone counselling. During lockdown both referrals and engagement dropped and many issues impacting on learners while on campus (i.e., relationships with other learners, social anxiety, exam and assessment stress) were supplanted by concerns about COVID.

In a survey of 50 class reps, 88% reported that COVID had made a medium to high impact on their mental health and well-being as a student. During this period City procured *Togetherall* to offer learners (and staff) a safe community to support mental health 24/7; over a thousand logins to the service have been made. Other services offered during lockdown included:

- weekly welfare checks undertaken with most vulnerable learners – mental health/care experienced
- specific support and welfare check for learners in City Halls of Residence
- a series of short 'well-being' videos were created for social media including on social isolation/loneliness, and Let's Talk
- website and social media channels were updated with relevant mental health and well-being information, videos, crisis contact numbers etc.
- promotion on social media of information on gender-based violence
- networking meetings with other colleges and universities, and student accommodation providers to share practice and development ideas
- live online Yoga and Mindfulness sessions and through CitySA, a range of other physical and entertaining activities: Virtual 5k, Step Count Challenge, Staff Awards Ceremony, Pet Competition
- The provision of a Mindfulness Living Based Course for learners.

In addition, and to counter some of the L&T difficulties, teaching staff have: -

- offered guidance on remote and online learning
- ensured teaching includes peer support and open chat rooms
- limited zoom meetings to 60 minutes

Further action will continue and, in support of this, a new *Wellbeing* survey is planned for our January intake.

27. In 20-21, we are cautiously reassured by the fact that FT attendance overall is currently up 6pp on the same point last year – 85% for FE and almost 90% for HE at the end of November. Early Withdrawal is also down in all categories of Full-Time provision, both FE and HE – at 2% and 1% of all enrolments respectively. This is an improvement on this time last year by 4pp and 2pp respectively.
28. Despite the recent restrictions to on campus provision, student on-line engagement remains high. Internal usage of MyCity learner services, for example, is at 84% across all four faculties. This reinforces the results of the recent Early Engagement survey that highlighted high rates of student satisfaction with the accessibility of online learning.
29. Further assurance around the student experience can be observed in the decline in the total number of learner complaints received, which have decreased significantly by 60%, from 127 to 51, with fewer complaints upheld.
30. In terms of external validation of the quality of our learning and teaching, we can also refer to the breadth of awards achieved in 2020. This is set out in the table below.

## City of Glasgow College: Awards/Nominations 2020

### January

- Young Chef Olympiad: college represented by HND professional cookery learners three years in a row – coached/mentored by Gary Maclean.

### February

- Awarded Investors in Innovations® Validation - very first institution to be awarded Best Practice in all six of the framework's categories.
- RTS Scotland 2020 Student Television Awards: media learners, Cameron Thom, Ryan Price and Emma Cunningham, win short form category for 'Tom Ure: Mental Health and Depression'.

### March

- F&C Investment Trust Prize: HND Legal Services Student, Kirstie Ann Duncan, Scotland winner.

### May

- CitySA awarded the NUS Students' Association of the Year Award
- CitySA awarded the NUS Diversity Award for 'City Goes Exploring' Project
- F&C Investment Trust Prize: legal student, Kirstie Ann Duncan, overall winner.

### June

- Awarded the People 1st International Gold Accreditation for Hospitality and Culinary Arts provision – and appointed Centre of Excellence for Food & Beverage Service, Patisserie & Confectionery, and Front Office & Reception.
- Bridge2Business Educator Awards: Diploma of Higher Education Business student, Alistair Lee, won Enterprising Student of the Year.

### September

- 2020 Catey Awards: Associate Dean for Hospitality & Tourism, Gordon McIntyre, shortlisted in Education and Training category (third year in row).
- Nestle Toque d'Or 2020: HND Hospitality Management student, Alex Dick, won Front of House.

### October

- GO Awards Scotland 20/21: shortlisted for Procurement Team of the Year
- Green Gown Awards 2020: shortlisted in two categories; Campus Health Food and Drink / Enterprise (winners to be announced)

### November/December

- Winner Procurement Team of the Year at the 2020/21 GO Awards Scotland
- Two TV learners awarded STV and Royal Television Society (RTS) joint undergraduate bursary
- College photography lecturer, Peter Iain Campbell, finalist in Scottish Portrait Awards
- Finalist in the Public Sector Fleet of the Year (Small to Medium) Green-Fleet Awards
- Winners of CDN Climate Emergency Action and Digital Learning Awards and Highly Commended for Student and Staff Mental Health and Well Being Strategy
- CDN Student of the Year won by legal services student, Kirstie Ann Duncan - also won the Viewers' Choice Award.

31. Achieving this level of participation and outcome, while maintaining the quality of the student experience has been a huge undertaking. At a strategic level we have developed Learning and Teaching Guidance for staff (for 20/21) which acts as a 'live' document and provides broad principles for L&T, including student engagement and Assessment and Feedback. In addition, several policies and procedures have been updated in response to the changed nature of LT delivery including: Guidance Policy, Academic Advisors Handbook, Student Withdrawal procedure, Student Attendance Procedure, Student Disciplinary Procedure and most recently

the Assessment Policy and related procedure. The strength of the partnership with the Student Association has also been evident throughout, whom have actively informed and supported engagement with learners during the lockdown period.

32. While bringing an additional urgency to delivering many of the College's digital ambitions, COVID has exacerbated the related challenges and introduced significant new ones. Some of these, set out below, are system-wide issues and their resolution will require cross-sector working and leadership from the Scottish Government. Access to equipment and connectivity remain a priority; but the sheer pace of change has brought to the fore the issues of digital literacy and digital competencies. For example, we know that our ESOL learners and adult returners are facing additional challenges in participating in online learning (see section below, which sets out the specific work undertaken in support of our ESOL learners).
33. Reflecting more broadly on our COVID response, we have made significant progress with connectivity and the provision of emergency learning. Achieving our own expectations for a coherent and high-quality blended learning experience is, however, more challenging. At the heart of this is delivering a safe environment whilst ensuring learners continue to build underpinning subject knowledge. In response, faculties are piloting different approaches. The faculty of Nautical Studies and STEM, for example, has established a new learning enrichment zone. Adhering to necessary health and safety protocols, this provides a safe space for peer-to-peer learning support and learning and teaching engagement. The ambition is to tackle isolation and build resilient learning communities, in turn an important step forward in managing the risk of learner retention.
34. In support of digital delivery, the Learning and Teaching Academy have evolved their CPD programme of activity from 'tech how to' webinars in the early days of lockdown to refocussing on more pedagogical approaches to managing and developing digital 'classrooms'. The LTA is also about to pilot a sector leading Lecturer Integration programme which all new lecturers will complete when joining the College. This will include five components including digital delivery and set the standard expected from the outset.
35. New Tier restrictions have brought new challenges and the college has successfully demonstrated its responsiveness whilst maintaining coherent learning and teaching. This has seen a significant decrease in numbers of learners in both the City and Riverside campuses, whilst learning has continued on-line. At the same time, the college has successfully planned and delivered its Maritime exam diet, enabling safe access for hundreds of learners.
36. While we continue to monitor all outcomes, we expect there to be a sizeable negative impact on the college senior phase cohort where enrolments and outcomes are likely to fall markedly because of the impact of social distancing and the re-prioritisation of school timetables. For those joining new programmes, we also expect challenges with continued retention and completion, especially given the current difficulty in securing meaningful employer engagement.
37. In all of this, one of the challenges emerging from lockdown is interpreting the current high levels of learner participation. For example, we are mindful of the transparency of online delivery and how it can mask both levels of learner participation and the extent to which learners are developing subject knowledge. Specific interventions will be needed to support our most at-risk learners.

### **Blended Learning – the student view**

Our *Early Engagement* survey sets out the challenges to the student experience. Across all faculties there was an overwhelming sense of fatigue and dissatisfaction with blended learning. Most learners stated they did not blame the College for this and overwhelmingly missed the benefits of face-to-face learning. Some of the feedback included:

- *Learners feel a lack of motivation learning online – common words seen to express this were “boredom”, “exhaustion”, “connection”, “engaged”, “isolated”, “learning alone”, “distraction”.*
- *Learners overwhelmingly feel disengaged when other learners are not on camera and would prefer learners to be seen to create a human connection between them.*
- *Learners feel communication and social cues are missed between lecturers, staff and learners online*
- *It takes longer for learners and staff to communicate and get to know each other.*
- *Learners miss the supportive college atmosphere and community*
- *Learners miss their friends*
- *Learners feel disconnected*
- *Learners feel lonely*
- *Learners have suggested they would like to visit the campus to study there safely since the atmosphere for studying at home is not beneficial to them and is distracting.*
- *Learners love coming into the College for social connection, a sense of community, for activities and to meet new people. They feel a sense of loss of that environment this year.*
- *Learners miss peer support and feel lonely when fully remote.*

### **The Digital Challenge**

The digital challenge is more than just connectivity. Issues identified include to date:

- Digital inclusion - access to services and support as well as equipment. We introduced an innovative laptop loan scheme for those learners without the resource to acquire the necessary equipment. But this comes as an additional cost - in our case of some £1.7m
- The sustainability of digital provision may require a new public private partnership to manage the user costs of participation through zero rated provision and data commitments from telecom providers. This highlights the role of JISC, as the UK's digital support network for colleges and universities
- Digital literacy, and the ability for those most disadvantaged to be able to participate in public life
- Digital skills - developing the capacity of the sector to meet current and future employer demand, including from overseas companies
- Digital well-being and the oversight of safe and supportive educational experiences
- Digital capacity and capability and investment in people
- Digital infrastructure
- Licensing – the cost to the college of the additional licences for learners studying at home is anticipated to be in excess of £100,000. This will be a sector wide issue and something the Scottish Government could, along with JISC, have done more to anticipate and offset.

### **The Assessment & Compliance Challenge**

The impact of COVID meant that overnight, course teams had to adapt learning and teaching materials, timetables as well as convert closed book exams to open book assessments.

The cancellation and disruption has affected cohorts differently. Those entered for Nat 5 and Higher provision, for example, are normally part-time and so had less opportunity to generate

evidence for assessment, in comparison with full-time learners in schools. Additionally, we had no prelim evidence for exam-only learners (this was scheduled for the week in which the UK first entered lockdown in late-March). While SQA guidance clarifying that prelims did not need to take place, was helpful, we still had to run prelims since we had no other basis for assessment. The confusion this created among different groups of learners ultimately resulted in an increase in learner complaints about disparity and unfairness.

There were also practical challenges: in many incidences, coursework evidence, to be used as part of assessments, was unavailable as it was locked in College, meaning lecturers had no access to marks and grading information. The College also teaches learners registered at other centres, who sit the exam in college but, for example, are presented by schools. The disruption to timetables in one part of the system therefore affected these learners, whose assessment took place in another.

Given our unique nautical provision, we also had to oversee the cancellation of all MCA exam diets in March, May and July, delivering an 'exceptional exam' diet for over 140 learners in August 2020, using internal staff in the absence of external invigilators. In some instances where specific health and safety or competence requirements were expected to be met, these elements also had to be deferred. In total we deferred 4071 units.

Responding to the challenge, we have utilised and adapted our internal quality assurance processes to support a holistic model for internal assessment. Internal Assessment Guidance was developed, in support of no detriment to the student and equity of opportunity and attainment. In addition, a decision tree was developed in line with SQA guidance to support course teams to implement a holistic approach to gathering evidence and making assessment decisions. Internal Quality Assurance (IQA) panels were adapted to complement and strengthen the work being carried out by course teams and to ensure standardisation in implementing Colleges Scotland and SQA guidance. This was a huge undertaking, involving over 30 panels.

During this time, recertification of ISO9001:2015 was successfully achieved via remote verification process with no requirement for improvements. Assessors complimented the work of the college and were impressed with how the college had collated and presented data for audit.

The approach taken by SQA has brought additional complexities, especially for course teams who require time to be able to adapt. Problems with SQA remain. Guidance on the approach to the inclusion of the graded unit within certain vocational qualifications was slow to appear. How this is interpreted across different subjects and faculties, whilst ensuring parity for learners, remains a challenge. Earlier resolution by SQA and the sector would have been helpful, especially as we approached the first cycle of assessments with both course lecturers and learners unsure of the agreed approach. Generally, SQA has been unresponsive to the college context and at the time of writing, we still await guidance in relation to HN/VQ assessment in 20-21.

**Learning with impact: Learners are equipped to flourish in employment, further study and lead fulfilling lives.**

#### **ROA Summary Extract**

##### **19/20**

- Confirmed leaver destinations were obtained for 89% of learners sampled, matching the performance of the sector. Of these leavers, just over 96% were in a positive destination, which was above the college sector average
- Of those progressing into employment, 73% work in an area related to their study, some 7pp above the college sector average
- There remains a challenge in reducing the number of FE learners experiencing unemployment upon leaving, and we can expect this to become even more challenging over subsequent years
- Of those college completers continuing within the college, over 92% do so at a higher level of study, some 5pp above the college average
- Endorsement of our employer engagement, comes from an Education Scotland's progress visit in February 2020, whereby the panel highlighted employer engagement in work-based learning as an area of *Excellent Practise* worthy of sharing with the rest of the sector

##### **Lockdown**

- Outcomes for current and AY 19-20 learners are unknown but are anticipated to be materially impacted, mindful of the scale of local, regional and national economic challenges, especially the decimation of the hospitality and leisure sector in Glasgow. Whilst this demand will build back, outcomes for learners on existing courses will face significant barriers to work

##### **20/21**

- Looking ahead, we would anticipate a more unpredictable leaver pattern for 20-21 through to 22-23, mindful of the unknown effects of both economic opportunities elsewhere, and the impact of the disruption to the student experience from COVID
- Regarding subjects allied to strategic sectors, as with other colleges we anticipate being below target in AY20-21 on additional Childcare & Early Years places. The difference is not material and reflects the challenge of sustaining work placement opportunities during COVID. This will be expected to recover, although it remains hard to predict if the impetus will be in this academic year or next.

38. The improving AY18-19 College Leaver Destination survey results helps to demonstrate the college's effectiveness in building the needs of business and industry within the curriculum. Moreover, it endorses the work we have been doing to build partnerships and connections with employers across the college.

39. We are particularly pleased by the success in tracking the highest number of learners across the college sector – a total of 5530 learners- and achieving confirmed destinations for 89% of these, matching the performance of the sector. Of these leavers, just over 96% were in a positive destination, which was above the college sector average.

40. Of those progressing into employment, 73% work in an area related to their study, some 7pp above the college sector average. As expected, FE learners are more likely to progress into work than those studying HE, where the majority use their HN to continue their higher education studies. There remains a challenge in reducing the number of FE learners experiencing

unemployment upon leaving, and we can expect this to become even more challenging over subsequent years (see below). Importantly, of those college completers continuing within the college, over 92% do so at a higher level of study, some 5pp above the college average.

41. To support the College's engagement with key stakeholders we are continuing to refine an Industry Academy Model designed to ensure employers have the workforce they need to grow in a global competitive marketplace. We achieve this through the delivery of an employability-focussed curriculum addressing the skills and knowledge that employers need while supporting learners into sustainable employment.
42. Each Faculty has a Curriculum Head responsible for engagement with stakeholders. This is secured through Industry involvement in the design, evaluation and delivery of the curriculum, allowing employers to support development not only of the key core and technical skills but also of the values and behaviours they are looking for in their employees. Learners develop a range of relevant essential skills through their programmes which prepare them well for progression and success in advanced study and/or employment.
43. Attainment rates at FE and HE in essential skills are better or on a par with national sector performance. The College is the Scottish lead in the World Skills UK and draws extensively on its involvement to provide learners with wider experiences. Many learners have gained significant achievement at national and international levels (see below).
44. Further endorsement of our employer engagement comes from an Education Scotland's progress visit in February 2020, whereby the panel highlighted employer engagement in work-based learning as an area of Excellent Practise worthy of sharing with the rest of the sector: ***"The college has invested significantly in continuously enhancing links with industry to provide learners with real and enriching work-based learning opportunities. It recognises the importance of effective employer engagement in delivering and enriching high quality learning experiences"***.

### **Meta skills through World Skills**

Teaching to excellence is a key expectation of our Cumberford – Little report. In achieving this, we see World Skills as one means for providing a framework for the enhancement of practice. Research conducted by SKOPE, as part of the University of Oxford, and World Skills UK (2019), for example, concluded that through the WSUK network, Training Managers have access to international best practice - refreshed every two years - that provides a framework for excellence. At City, we see the full potential of World Skills and as a result of this commitment typically outperform other colleges in the UK Skills League table each year. World Skills is now a significant part of our strategic ambition, helping to drive the development of international standards in skills. We see the benefit to the College of mainstreaming World Skills expertise and standards in teaching and learning, which is why we have well over 40 skills coaches in the college. Having pioneered much of this work for several years we are now championing the WSUK Centre of Excellence programme, to some 18 Colleges. This will also support the drive in Scotland to world class standards by connecting staff, boosting teacher training (in line with GTCS requirements) and building greater confidence in the delivery of world class technical or technological education.

### **Case study: Mark Scott**

Mark Scott has represented City of Glasgow College in World Skills competitions since 2017. The Wall and Floor Tiling graduate won gold in his specialism at World Skills LIVE in 2017, an achievement that earned him a spot with Team UK at EuroSkills Budapest 2018. In 2019 Mark was one of just five Scots to gain a coveted place on Team UK for the world's largest skills

competition, World Skills Kazan. He returned with a Medallion of Excellence which is given to competitors who have achieved the international standard in their skill.

*“I faced regional, national and European competitions, and team selection, but World Skills Kazan was the biggest challenge of all. I did it for my college, my country, my family and everyone that helped me get to that point.”*

Mark continues to support City of Glasgow College’s World Skills Academy as an Alumni and Skills Ambassador for the current UK Squad working toward Shanghai 2022.

45. In AY20-21 we are particularly mindful of the scale of local, regional and national economic challenges, especially the decimation of the hospitality and leisure sector in Glasgow. Whilst this demand will build back, outcomes for learners on existing courses will face significant barriers to work.
46. Looking ahead, we would anticipate a more unpredictable leaver pattern for 20-21 through to 22-23. This is because of the unknown effects of both economic opportunities elsewhere, primarily BREXIT and the impact of the disruption to the student experience from COVID. It could be, for example, that more learners leave at the end of their one-year programmes, with a negative impact on HN throughput, or we could see larger numbers continuing overall, especially moving from FE to HE.
47. Regarding subjects allied to strategic skills sectors, as with other colleges we anticipate being below target in AY20-21 on additional Childcare & Early Years places. The difference is not material and reflects the challenge of sustaining work placement opportunities during COVID. This will be expected to recover, although it remains hard to predict if the impetus will be in this academic year or next.
48. Responding to such dramatic economic fluctuations in year is difficult but we are committed to maintaining an economically relevant curriculum informed by national and regional economic priorities.

### **BAE Systems Partnership**

In 2019, City tendered to deliver BAE Systems entire Modern Apprenticeship programme in Scotland. Informal discussions had indicated that BAE Systems wanted to increase the quality of curriculum delivery and enhance traditional college provision with a focus on excellence.

COGC won the tender in early 2020. This meant the start of 44 apprentices across 7 Modern Apprenticeship Frameworks delivered across both campuses for the 20/21 session. Almost all feedback from BAE Systems staff and apprentices has been positive in what has been a difficult year for curriculum delivery. This is a testimony both to BAE Systems staff and to the wide range of COGC staff who have adapted their practice during the pandemic. The rapid adoption of online platforms, for example, continue to provide the best possible learning and teaching practice available and should be particularly commended.

Where other organisations have faltered, COGC and BAE Systems have forged ahead to provide career opportunities for 44 of Scotland’s young people in a period where opportunities are sparse. Moreover, BAE Systems have provisionally confirmed similar numbers for 21/22. Flexibility, communication and a move towards less bureaucratic systems have been key to overcoming the challenges of Covid-19.

BAE systems were the first to move their training needs to COGC and they have subsequently been joined by Thales and WGM, to give the college over 70 new apprentices for 20/21. As these apprentices move into their second year in 21/22 the number of first year's coming behind them has also grown. Moreover, other major employers are also making inquiries to move their modern apprentices to the college.

As the case example shows, starting with effective self-evaluation, COGC is meeting its strategic priority to deliver an industry focussed curriculum, addressing the skills and knowledge that employers need, while supporting learners into sustainable employment.

DRAFT NOT FOR WIDER CIRCULATION

**Partnership and participation: Learners find it easy to participate, have their voice heard and valued, and influence their educational and student experience.**

**ROA Summary Extract**

**19/20**

- Partnership arrangements with the Student Association were sustained and student projects continued

**Lockdown**

- Partnership working increased despite disruption to on-campus student engagement
- Early Engagement survey maintained

**20/21**

- Whilst the responses to the Early Engagement survey fell, overall satisfaction levels remained high, above threshold and increasing for two of the four faculties

49. In AY19-20 the Student Engagement team and the Students' Association continued to collaborate to align the student voice in course and college. At the centre of this partnership is the *My Voice/Student Partnership Agreement*, established in October 2017 by the College and the Students' Association, and which provides a live digital platform to share ideas and provide feedback.
50. This system supports the on-going development of partnership projects, to improve the student experience, devised by learners, and, which this year included:
- How can we support students to stay at college until the end of their course?
  - How can staff and students contribute to a more sustainable future?
  - How can we improve your student experience at City of Glasgow College?
51. In addition, in this year through the *My Voice* partnership we have been able to secure improvements in terms of:
- Community Clean Up – The first community clean up took place in March 2020 with both staff and students working together to keep City Campus clean and tidy.
  - Safe Cycle storage at Riverside – A new bike shed was created in our Riverside Campus, ensuring that bikes are kept secure while they're at college.
  - LGBTQ+ Society – Established an LGBTQ+ Society specifically for Riverside students.
  - More meat Free Options introduced on campus
  - First Staff Awards event held in June 2020 to recognise teaching and support staff
52. Post lockdown there has inevitably been disruption to on-campus student engagement, given the absence of the in-person wider student community and the support and benefits that come with that.
53. Mindful of this, staying connected with learners has continued to be a priority. In that regard, the college maintained its Early Engagement survey and was pleased that a large proportion of the student body responded, especially given the absence of the usual cross-College support and engagement with staff and the student body.
54. Overall satisfaction rates are high and increased across two of the four faculties - Education and Humanities up by 1.7pp to 88.4% and Hospitality and Leisure up by 1.1pp to 88.9%. All faculties achieved satisfaction levels above an 80% threshold. Moreover, despite the recent restrictions,

student on-line engagement remains high – MyCity engagement, for example, is at 84% across all four faculties.

55. In AY20-21, to bolster learner and tutor engagement and maximize peer support, faculties are testing new approaches. We are especially mindful that simply more online guidance and engagement is not a solution in of itself. We plan to coalesce the experience and practice from across the College and use this a focus for our Learning & Teaching Academy, an academic staff development service that supports and enables the enhancement of learning and teaching using innovative pedagogy, appropriate technology, and use of learning spaces. Digital is its top priority, especially delivering digital transformation in learning and teaching while providing digital resources and networking opportunities to engage academic staff and improve online delivery.

DRAFT NOT FOR WIDER CIRCULATION

**Equalities and inclusion: Every student has their individual needs recognised in terms of protected characteristics.**

#### **ROA Summary Extract**

(See earlier sections on fair access and work in support of the equality of learner outcomes)

#### **19/20**

- Trans and Gender Reassignment Guidance revised
- Five 'super-classes' exceed their gender balance target for 2020
- Counselling services expanded in support of young men, including a new partnership established with mental health charity, *Brothers In Arms*.
- New smartphone app, *Citizen Literacy*, launched as part of a ground-breaking City Phonics programme for adult literacy learners.

#### **Lockdown**

- Embracing Diversity Competition suspended, and planning commenced for an online event in 2021
- Investment of over £300,000 to support the distribution of over 450 Chromebooks to ESOL learners, packaged with 24/7 internet access and one years' worth of unlimited data.
- Partnership established with Connect Scotland to provide 100 digital champions to support ESOL learners
- Established a Memorandum of Agreement (MoA) with Glasgow Caledonian University for the joint delivery of a Skills Recognition Project for migrants
- Maintained the MoA with k2l –on-line tech company- in support of on-line learning. The partnership won this year's CDN digital award.
- Expanded networking and collaboration, providing leadership in the ESOL community across a range of sectors.

#### **20/21**

- Embracing Diversity Competition moved online.
- Prioritising community-based adult ESOL learners.

56. The college collects information on all nine protected characteristics at both the application and enrolment stages. It also encourages students to provide this information through positive messaging on the importance of equality data to improve access and services to support learning. The college compares application and enrolment data annually, ensuring that the characteristics of students enrolling reflect those at application and students are treated fairly throughout the admissions process. This and trend data are reported annually to the Board of Management (BoM).

57. All services that support students, such as counselling and student funding, are annually reviewed to assess uptake by protected characteristic groups to maintain fair access to services. Analysis of counselling services in 2019/20 showed that male students were under-represented, and action was taken to develop partnerships with the mental health charity Brothers in Arms and campaigns run by the Sailors' Society - Not on My Watch, to encourage male students to talk about mental health and well-being and to access college services.

58. Support for those with protected characteristics is embedded within the Personal learning planning process. These plans help to identify adjustments to both curriculum and assessment, and include the provision of educational support workers, note-takers, recording devices, laptops and sign language interpreters for example.
59. Students also have access to EDI (Equality Diversity & Inclusion) training and EDI is incorporated into key learning areas; students can use this work to submit to the Embracing Diversity competition. In 2020 the Embracing Diversity competition was unable to progress due to lockdown and for 20/21 has been reconfigured as an online competition.
60. During lockdown, staff were supported to ensure that Equality Impact Assessments were conducted as part of the change management arrangements during the pandemic. The Trans and Gender Reassignment Guidance was also revised to reflect current best practice for the support of both Trans students and staff.
61. Equalities in faculties continues to be supported by the Equality Working group and faculties have hosted a range of EDI focused work, such as the Stem Equate Championship Partnership of which over 40 girls are now members. The City Campus STEM Girls Group has continued to develop, and one girl was nominated for the Equate Women of the Year Award in 2020.
62. The Gender Action Plan has not yet resulted in gender balance across all programmes. A key aim was to increase, by 5 percent points, the minority gender share in each of the largest and most imbalanced “super classes” amongst 16-to-24-year-olds, and to date, five have exceeded the target for 2020, two are progressing and three have still to make progress. The work on the gender action plan is no longer required to be reported directly to the Scottish Funding Council and so will become part of the action plan for the Public Sector Duty from April 2021. Progress will be reported in the next PSED (Public Sector Equality Duty) mainstreaming report.
63. The City of Glasgow College is committed to tackling racism and held an event in 2020, as part of Black History Month to provide students with an opportunity to talk openly about experiences of racism and micro aggressions. The College is a member of the Race Expert Group supported by Advance HE and is the Chair of the Scottish Equality Forum, representing all Equality Practitioners across Universities and Colleges in Scotland. Participation in this forum supports the development of EDI practice within the college and connects staff to wider sector practice.

#### **COVID: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

COVID and its associated remote working has amplified the difficulties in working with ESOL applicants and learners. Application, enrolment, fee-waiver, induction, teaching and learning have all faced additional challenges, in part because of diversity of need, of digital capacity and of digital skills. ESOL learners at City of Glasgow College include speakers of over 60 different languages. Their familiarity and proficiency in English varies hugely, ranging from literacy learners who have had little or no formal schooling to university graduates aiming to re-join their professions. The socio-economic and immigration background of the ESOL learners is also very diverse. In the current year, there are 1,813 live ESOL enrolments, of which 469 are Asylum Seeker or Humanitarian Protection status, who are, by definition “destitute”. This diversity and economic uncertainty presents a significant challenge to student retention, and this has been exacerbated by COVID.

ESOL Enrolments each year are in the range 2500 to 2750 involving around 1300 learners. Of these, around 85% are successfully retained. Provision is entirely part-time, ranging from Literacy (SCQF 2) to Higher (SCQF 6). In AY2019-20, retention improved slightly, and a contributing factor was the successful introduction of blended learning – pre COVID. This allowed learners, with family or work commitments, to participate more fully. Crucially, it provided ESOL lecturers with valuable experience of designing blended / remote learning prior to COVID necessitating the move on-line. In response to COVID, the college has:

- Diversified how it engages with learners including using SMS, virtual telephone and even postal mail to keep in touch.
- Invested over £300,000 to support the distribution of over 450 Chromebooks, packaged with 24/7 internet access and one year's worth of unlimited data.
- Worked with Connect Scotland to provide 100 digital champions to support learners
- Established a Memorandum of Agreement (MoA) with Glasgow Caledonian University for the joint delivery of a Skills Recognition Project for migrants
- Maintained the MoA with k2l –on-line tech company- in support of on-line learning, having maintained the partnership and co design for many years. The partnership won this year's CDN digital award
- Focused on Support for Self-Regulated Learning
- Enabled networking and collaboration, providing leadership in the ESOL community across a range of sectors.

Over the course of 2020, the college has continued to prioritise community-based delivery. Over 300 learners have benefitted, including: Roma learners; refugee medical practitioners; those on job club and employability programmes; and those interested in developing their literacy and learning needs. Responding to COVID, work has been undertaken to maintain and bolster provision – increasing the number of hours delivered to local job clubs and maintaining partnerships with community groups. The college, for example, provided places for 200 graduates from community organisations, including from the Red Cross. Looking ahead, the college is now focussed on building on these programmes to replicate and expand provision.

### **Digital Inclusion, Literacy & Citizenship**

In AY19-20, City of Glasgow College launched its new smartphone app, Citizen Literacy, as part of its ground-breaking City Phonics programme for adult literacy learners. This is the first phonics-based adult literacy app to include the four-skill approach; reading, writing, speaking and listening, with an interface especially designed for low literacy users' interactivity. Citizen Literacy programme is led by the college, in a unique partnership with, Scottish Union Learn, Micro-phonics Ltd., ReachWill Ltd., Claire Collins Consultancy Ltd., and TRT etc Ltd.

The project is being funded by Ufi Charitable Trust, which supports the use of technology in vocational education, and Nesta, the UK innovation foundation. The app builds on City of Glasgow College's successful City Phonics programme which is City and Guilds accredited and offers a fresh approach to teaching adults to read and write. Technical leadership on the project is being provided by City of Glasgow College's newly established Learning and Teaching Academy and uses AI tools to identify and respond to regional accents. Using machine learning, the app gets better the more it is used.

Right now, the partnership is working on developing and releasing its first set of resources for review by the adult literacy community in the UK and wider afield. This includes drafting a 'white paper' to raise awareness of the scale and nature of the adult literacy challenge in the UK and to provide a context and background for ideas, activities and an approach towards a solution.

## Outcomes for Economic and Social Renewal

### ROA Summary Extract

#### 19/20

- Delivered 822 courses worth over £760,000 as part of the FWDF
- Levered an additional £56,000 in commercial income from FWDF
- Utilised Interface Innovation Voucher scheme to support SME growth and innovation to tackle economic and environmental challenges
- Delivered innovation projects with the Maritime Education Foundation (MEF) to address the dangers of oxygen depletion in enclosed spaces; CIRIA (the Construction Industry Research and Information Association); Zero Waste Scotland; and AWS Educate, the latter bringing industry standard training and development in cloud computing to students and staff

#### Lockdown

- Significant impact on projected commercial income for session 2019/20, with only 78% of target achieved (£3,000,000)
- Provision rescheduled and adapted for off-campus delivery
- Significant drop in demand for compliance training

#### 20/21

- Continuing to deliver certified innovation development programmes to organisations across the private and public sectors including Glasgow Life, Police Scotland, the Crown Office and Procurator Fiscal Service (COPFS) and Leidos UK
- Investment made to expand the FWDF team to 7 full time lecturers, and additional Business Development and Support staff to meet the increased level of demand in 2021. This reflects expanded college delivery to SMEs as well UK Apprenticeship Levy-paying companies

***Economic renewal:*** Institutions play their part in the national mission to recover from the COVID-19 public health emergency.

***International reputation and impact:*** Institutions help secure economic and reputational gain through their international activities, networks, collaborations and excellence.

64. The COVID 19 health crisis had a significant impact on projected commercial income for session 2019/20, with only 78% of target achieved (£3,000,000). Face to face training programmes were either cancelled or postponed allowing time for conversion to remote delivery and to seek approval from the relevant Professional/Awarding body. The demand for compliance training, particularly for the industries which have been closed as a result of lockdowns, e.g. Hospitality, has dropped significantly with only 55% of income target for these programmes achieved in 2019/20. It is anticipated that this will continue into 2020/21 whilst lockdowns are still impacting the industry.

65. Maintaining contact with our partners throughout lockdown and the following months has allowed us to identify the support required and meet the upskilling and reskilling needs of their staff. Through the Business Development Team's engagement with employers, a wide range of new programmes have been identified and developed, such as Remote Working, Management and Mental Health Awareness.

66. The move to remote delivery models for commercial programmes has also opened up new markets and has allowed the college to make more efficient use of its resources as there is no longer a consideration in terms of the geographical location of the client and class sizes are no longer restricted by the size of the available accommodation.
67. Demand for courses from International Students has remained high despite COVID 19 restrictions. Faculties have revised their delivery models, delivering the first semester remotely, and moving to face to face delivery when restrictions eased. We have also seen an increase in applications from individual HE students for session 20/21 which is supplementing the income from our 1+1 partnerships.

**Innovation and engagement with industry: Institutions develop long-term collaborative relationships with industry across a range of activities, for maximum impact.**

68. Since 2017, the Scottish branch of the Institute of Innovation and Knowledge Exchange (Scottish IKE) has been based at City of Glasgow College. Its role is to spearhead the college's innovation offer to industry and the institute. It is supported by the Innovation & STEM team at the college and has successfully sustained partnerships over the past year through project work, accredited innovation training programmes and applied research.
69. Throughout session 2019/2020 we supported SME growth and focussed our innovation work on tackling economic and environmental challenges, utilising Interface's Innovation Voucher scheme and other funded projects via Scotland's Innovation Centres. An example of this is the Aquabot project. Projects have also been completed with industry at a national level. For example, the BCTG project and Offsite Ready, have both helped key sectors overcome national skills challenges and assist workforce development. In addition, in 2020, we have continued to deliver certified innovation development programmes across the private and public sectors including for: Glasgow Life, Police Scotland, the Crown Office and Procurator Fiscal Service (COPFS) and Leidos UK.
70. In 2020, the college and the institute have continued to work strategically with industry, initiating and implementing a range of applied research projects and strategic agreements, all aimed at facilitating large scale change in key areas of industry. Notable projects in the past year include research funded by the Maritime Education Foundation (MEF) to address the dangers of oxygen depletion in enclosed spaces; and partnerships with CIRIA (the Construction Industry Research and Information Association), Zero Waste Scotland and AWS Educate, the latter bringing industry standard training and development in cloud computing to students and staff.

Additional Links:

Aquabot: <https://wwtonline.co.uk/news/college-funding-to-support-environmental-revolution-for-waterways>

AWS Educate: <https://www.cityofglasgowcollege.ac.uk/news-events/news/city-glasgow-college-rolls-out-cloud-learning>

BCTG: <https://www.heraldscotland.com/news/18483521.city-glasgow-colleges-lesson-altruism-clear-success/>

BODE: [https://www.heraldscotland.com/business\\_hq/17931864.getting-breathing-space-can-save-lives/](https://www.heraldscotland.com/business_hq/17931864.getting-breathing-space-can-save-lives/)

Offsite Ready: <https://businessnewswales.com/23rd-april-online-offsite-ready-national-launch/>

**Work-ready graduates and employer needs:** Learners are equipped to take up employment and succeed; and institutions are responsive to employer and industry needs and to current and future skills requirements.

**Entrepreneurial activity:** Institutions provide leadership in creating entrepreneurial thinking and action in their learners and staff, including from research and knowledge exchange activities.

71. Since 2017/18 City of Glasgow College has been working with clients across a variety of sectors to deliver training to address skills gaps, under the Flexible Workforce Development Fund. In academic year 2019/20 (from 1st August 2019 to 31st July 2020), City of Glasgow College delivered 822 courses for employers worth £762,029.13.
72. Most of these courses (532, 64.7%) were in the SFC category AA – Business (General), covering management / interpersonal / communication / “soft skills”. Other areas of demand include technical training under category CC – Using Software (72, 8.8%), PL – Health and Safety (70, 8.5%) and PS – Counselling / Advice Work / Crisis Support (66, 8%). A full breakdown is as follows:

| SFC Subject area   | Number | %     |
|--|--------|-------|
| AA - Business (General)                                  | 532    | 64.7% |
| CC - Using Software                                      | 72     | 8.8%  |
| PL - Health and Safety                                   | 70     | 8.5%  |
| PS - Counselling/Advice Work/Crisis Support              | 66     | 8.0%  |
| NA - Hospitality/Catering                                | 41     | 5.0%  |
| PB - Medical Sciences                                    | 9      | 1.1%  |
| AK - Financial Management/Accounting                     | 7      | 0.9%  |
| PV - First Aid   | 5      | 0.6%  |
| PR - Social/Family/Community Work                        | 4      | 0.5%  |
| CA - Information and Communications Technology (General) | 4      | 0.5%  |
| BA - Marketing/PR  | 3      | 0.4%  |
| EC - Law   | 2      | 0.2%  |
| PA - Health Care Management/Health Studies               | 2      | 0.2%  |
| AC - Public Administration                               | 1      | 0.1%  |
| TC - Property: Surveying/Planning/Development            | 1      | 0.1%  |
| VH - Facilities Management                               | 1      | 0.1%  |
| DD - Religion  | 1      | 0.1%  |
| TF - Construction Management                             | 1      | 0.1%  |

73. Provision has matched reported skills gaps, principally in relation to the ability of first line supervisors / managers (and more senior managers) to effectively lead their teams. Feedback received by the college has consistently highlighted the positive impact the training has had on organisational effectiveness and productivity.
74. Equally, FWDF activity is having an extremely positive impact on the college: academically, staff are being exposed to an extremely diverse range of organisational cultures, which is enabling the college to more effectively contextualise the training being delivered and consider a wider

range of issues under each subject areas; reputationally, the FWDF is helping to strengthen and create new links between the college and businesses, who might not have turned to the college sector to address any skills gaps; and financially, the FWDF is also having a positive impact as businesses engaging with the fund are coming back to the college to book additional training and generating extra commercial income. In session 2019/20, this equated to an additional £56,000 and early indications show this is likely to increase in session 2020/21.

75. The college is committed to fully supporting Scottish employers in 2021 and the years beyond, enabling employers to become more productive and enhance their contribution to the Scottish economy. In support of this, the FWDF team is being expanded to seven full time lecturers, alongside additional Business Development and Support staff. This will ensure the college is well placed to meet the increased level of demand as the FWDF expands to include SMEs under Phase 2 funding.

### **Tennent Caledonian Breweries**

Up until recently, Tennent Caledonian Breweries used their internal Training Academy for most of their training needs. Following the introduction of the FWDF, Tennent's have worked more extensively with City of Glasgow College, expanding their provision to positive effect:

*"City of Glasgow College has been a fundamental training partner over the last four years when we first accessed FWDF.*

*"Something that at first seemed complicated was made simple for us, and the college's capacity to adapt to our ways of working and training needs has been outstanding."*

Radisson Hotels UK have also responded positively to working with City of Glasgow College under the FWDF:

*"For the first time this year Radisson Hotel Group used the Flexible Workforce Development Fund, and it has been an absolute pleasure to partner with City of Glasgow College for our 2019/2020 course offering.*

*"Feedback from our employees has been amazingly positive with many saying it has improved their confidence. I can't commend City of Glasgow College enough. Considering Covid-19 they have been outstanding at rescheduling courses and even changing to a digital format where required. We look forward to continuing our partnership into 2021."*

***Anchor institutions: Institutions act with agency and civic purpose to sustain and renew places and communities; and play a key role in a creative, vibrant society, supporting public engagement and our understanding of the world around us.***

76. City of Glasgow College has - and continues to build – an unparalleled capacity to play a pivotal role as a civic anchor institution in the social and economic regeneration of Glasgow, Scotland and beyond; for example, since this March we have developed and delivered over 300 digital courses engaging more than 3000 employees.

77. The college is committed to a skills-led inclusive growth recovery for Glasgow and Scotland. Through the implementation of the Cumberland-Little report, the college is pursuing coherent tertiary technological and professional education within the region, and is committed to:

- expanding learner pathways that provide continuity and progression, from school to further, to higher education, to continuing and lifetime study, and into jobs in a clear, coherent and collaborative learning environment
- coordinating large scale re- and up-skilling capability for those who face the prospect of redundancy. This effort must be characterised by tailored, flexible interventions, helping individuals transition from one sector to another; and deep and symbiotic engagement with employers to understand and deliver the emerging skills they require
- better alignment of the outreach to communities and neighbourhoods, recognising that Glasgow's vulnerable groups – hit the hardest by this pandemic - are at particular risk of acute and chronic exclusion as the regional and national economic position continues to deteriorate.

DRAFT NOT FOR WIDER CIRCULATION

## 4. Governance and Sustainability

### ROA Summary Extract

#### 19/20

- Continued implementation of the college *Blue Ocean Strategy*
- HMI practice visit endorses work being undertaken to develop leadership across the college
- New Student Experience strategy in development

#### Lockdown

- Public health protocols implemented. At the end of December 2020, of the 23,000 learners and 1500 staff, 94 learners and 29 staff had been diagnosed with COVID
- 2019-20 small operating deficit reported, in part reflecting the significant investment in Covid contingency action (over £350,000 invested to date)

#### 20/21

- £1.7m of capital expenditure to replace IT equipment and provide laptops to learners
- Cash balance forecast for the end of academic session 2020-21 is currently a reduced balance of £4.3m

**Good governance: Institutions demonstrate adherence to high standards of governance and accountability, show leadership and integrity in their decision making and the way they conduct their business, comply with SFC's requirements, and have regard to the principles of Fair Work.**

78. In AY19-20 the College has continued implementation of its Blue Ocean Strategy, which is underpinned by five key strategies. The targets set in the strategy are both realistic and stretching for the College and its staff teams, to achieve its ambitions for the region and nation. The CoGC Executive team and the College's Board of Management effectively monitor and review progress on meeting College and curriculum targets. This strategic plan is communicated to all staff and ensures that teaching and support areas develop effective operational plans which result in the delivery of credits in line with regional and national priorities.

79. The effectiveness of leadership and management in the college was highlighted and identified as sector leading practice within the February HMI practice visit: ***"To support leadership for a sustainable college, a dispersed leadership model was established by City of Glasgow College. The Leadership Programme was also designed to support college reorganisation and to equip staff for new roles. It helped staff understand college ambitions and helped create a culture of openness and cross collaboration"***.

80. Managers are encouraged to work collaboratively to improve College performance, particularly in relation to recruitment, attainment and progression. The Student Experience strategy sets clear direction for cross College working to improve and enhance the student experience. Effective learning and teaching are incorporated within all strategies to provide a holistic and unified approach to supporting learners to succeed.

81. In AY 20-21 these approaches have been sustained, and as can be seen below, have underpinned the college's contribution to the effective management of the public health emergency.

**Financial viability: Institutions plan and manage their activities to secure a financially sustainable future or to transition to other arrangements.**

82. As a consequence of COVID college finances have been acutely exposed with increased risks to liquidity and funding. With nearly 35% of income from no-grant aid sources, managing the costs of COVID has been challenging.
83. Impressively then, the actual financial performance for 2019-20 has only been a small deficit of £360k. Moreover, the projected financial performance to 31st July 2021 is of a reduced deficit of £1.8m, reflecting:
- Increases in SFC FWDF funding
  - Very good full-time enrolments in September 2020
  - Increased projected fee income reflecting enrolments and courses successfully being taught online
  - Increased commercial and international income
84. At the same time, we note the real challenges in offsetting the increasing costs of:
- COVID precautions and contingencies
  - staffing to deliver the increased courses and achieve related fee income
  - additional short-term staffing to cover assessment deferrals and other provision gaps
  - capital expenditure to replace IT equipment and provide laptops to learners.
85. Taken together, the cash balance forecast for the end of academic session 2020-21 is currently a reduced balance of £4.3m.

**Public health emergency: Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with learners and communities, and remedy situations as they arise.**

86. As of the end of December, of the 23,000 learners and 1500 staff, 94 learners and 29 staff had been diagnosed with COVID. We are pleased that the numbers overall are so low and attribute that to the speed at which we took measures to mitigate risks. At the outset, we were the first college to close, (we closed our two campuses overnight), and physically re-opened as soon as possible to ensure continuity of learning for those courses where practical assessment is essential.
87. Whilst many colleges were unprepared for Covid, the college had already revised its business recovery planning, building in emergency contingency and creating fifteen new recovery plans in the process. Arguably it was this planning, allied to strong leadership that gave the college the confidence to act; close the college overnight; and within one day, move everything on-line.
88. Also, the transition to remote working was made easier because the college had already been thinking about the collapse of its systems to deliver remotely as part of the planning for COP26 (UN Climate Change Conference). All operations, including finance and human resources alongside core teaching and assessment went on-line.
89. A commitment to on-going planning meant that the college was also well prepared for re-opening. Throughout, our commitment to protecting the safety of our learners and staff has been the top priority. That commitment is visible in the physical environment and in the on-campus experience – from the signage, the state-of-the-art thermometers installed on

entrance, and the increased presence of facilities staff. The associated costs borne by the College, run to some £350,000, and climbing.

90. The measures taken were validated in an impromptu health and safety audit of our hair and beauty programmes undertaken by the Health and Safety Executive and Environmental Health Officers who together concluded it was the best practice they had seen and suggested using the College as a benchmark.
91. Delivering a safe environment whilst ensuring learners continue to build underpinning subject knowledge is the key challenge. In the faculty of Nautical Studies and STEM a new learning enrichment zone has been established. Adhering to necessary H&S protocols this provides a safe space for peer to peer learning support and learning and teaching engagement. The ambition is to tackle isolation and build resilient learning communities, managing the risk of learner retention.

**Equalities and inclusion: Equalities outcomes are actively pursued, and legislation complied with -** (See earlier section above)

**Collaboration: There is active collaboration with other institutions to support coherent, sustainable provision, research and financially viable institutions in Scotland.**

92. College Managers have established productive working relationships with regional partners and national partners. They work collaboratively to ensure that the development of strategies and provision of services take full cognisance of current and projected needs. Regional Outcome priorities are well embedded in the College's Blue Ocean strategy to 2025.

**Climate emergency: Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.**

93. The College recognises the Scottish Government's climate emergency and continues to drive efficiencies and look at innovative ways to reduce our impact on the environment. The College is committed to Environmental Sustainability setting ambitious targets, delivering project and activities to support of our aims and objectives.
94. The College has established an Environmental Sustainability Working Group to discuss, agree initiatives / projects and monitor progress. Some of the recent initiatives are
  - Substantial reduction in our carbon footprint
  - Resource Efficient Scotland – Platinum Pledge
  - IEMA Training
  - Moving to electric vehicles & bikes
  - New Secure Cycle Store
  - Onsite General Waste and Mixed Recycling Compactors
  - Onsite Composter
95. The progress and commitment to climate change and supporting environmental sustainability measures has been recognised in the winning / commendation for several awards:
  - CDN Awards
  - Go Awards
  - Green Gown / Green Fleet Awards

GLASGOW REGIONAL OUTCOME MEASURE

|   | CITY OF GLASGOW COLLEGE |                |                   | REGION             |                    |                    | CITY OF GLASGOW COLLEGE |                    |                    | ADDITIONAL CITY DATA (20-21 To Date) |                          |                            |
|---|-------------------------|----------------|-------------------|--------------------|--------------------|--------------------|-------------------------|--------------------|--------------------|--------------------------------------|--------------------------|----------------------------|
|   | Projection 2019-20      | Actual 2019-20 | Deviation 2019-20 | Projection 2019-20 | Projection 2020-21 | Projection 2021-22 | Target 2020-21          | Projection 2020-21 | Projection 2021-22 | Enrols 2020-21                       | Early Withdrawal 2020-21 | Further Withdrawal 2020-21 |
| <b>3(a)* The volume of Credits delivered</b>  |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The volume of Credits delivered (core)  | 180,150                 | 182,702        | 2,552             | 368,592            | 368,592            | 368,592            | 170,848                 | 176,147            |                    |                                      |                          |                            |
| Core Credits target (region)  | 368,842                 |                |                   | 368,592            | 368,592            | 368,592            | 368,592                 |                    |                    |                                      |                          |                            |
| % towards core Credits target (region)  | 46.4%                   | 46.8%          | 0                 | 100%               | 100%               | 100%               | 48.8%                   | 49.5%              |                    |                                      |                          |                            |
| The volume of Credits delivered (ESP)   | 9,052                   | 10,052         | 1,000             | 17,268             | 17,317             | 17,317             | 8,388                   | 9,500              |                    |                                      |                          |                            |
| The volume of Credits delivered (core + ESP)  | 189,202                 | 192,754        | 3,552             | 385,860            | 385,909            | 385,909            | 179,436                 | 185,647            |                    |                                      |                          |                            |
| <b>3(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>   |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Proportion of Credits delivered to learners in the most deprived 10% postcode areas   | 24.9%                   | 24.6%          | -0.3%             | 31.1%              | 31.6%              | 32.1%              | 24.0%                   | 24.0%              | 32.1%              | 4393                                 | 3.3%                     | 2.4%                       |
| <b>3(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>                           |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Proportion of Credits delivered to Male learners  | 50.8%                   | 50.6%          | -0.2%             | 50.8%              | 51.1%              | 51.0%              | 51.1%                   | 49.9%              | 51.0%              | 12030                                | 2.2%                     | 1.8%                       |
| Proportion of Credits delivered to Female learners  | 49.2%                   | 49.4%          | 0.2%              | 49.2%              | 48.9%              | 49.0%              | 48.9%                   | 50.1%              | 49.0%              | 9083                                 | 2.8%                     | 2.0%                       |
| Proportion of Credits delivered to Other learners   | 0.1%                    | 0.3%           | 0.2%              | 0.1%               | 0.1%               | 0.1%               | 0.1%                    | 0.8%               | 0.1%               | 249                                  | 0.0%                     | 0.0%                       |
| Proportion of Credits delivered to SME learners   | 15.0%                   | 14.9%          | -0.1%             | 15.0%              | 15.2%              | 15.3%              | 13.9%                   | 13.9%              | 15.3%              | 4304                                 | 2.5%                     | 1.4%                       |
| Proportion of Credits delivered to students with a known disability   | 15.0%                   | 14.3%          | -0.7%             | 15.0%              | 15.2%              | 15.5%              | 13.4%                   | 15.1%              | 15.5%              | 2465                                 | 3.6%                     | 2.3%                       |
| Proportion of Credits delivered to learners aged under 16   | 0.0%                    | 0.5%           | 0.5%              | 0.0%               | 0.0%               | 0.0%               | 0.0%                    | 0.0%               | 0.0%               | 63                                   | 7.9%                     | 3.2%                       |
| Proportion of Credits delivered to learners aged 16-19  | 43.9%                   | 47.9%          | 4.0%              | 43.9%              | 43.6%              | 43.5%              | 43.6%                   | 49.9%              | 43.5%              | 8407                                 | 2.6%                     | 2.3%                       |
| Proportion of Credits delivered to learners aged 20-24  | 25.0%                   | 26.5%          | 1.5%              | 25.0%              | 25.4%              | 25.6%              | 25.4%                   | 28.7%              | 25.6%              | 5473                                 | 1.7%                     | 1.6%                       |
| Proportion of Credits delivered to learners age 25 and over   | 0.0%                    | 25.9%          | 25.9%             | 0.0%               | 0.0%               | 0.0%               | 31.0%                   | 21.4%              | 0.0%               | 7379                                 | 2.7%                     | 1.6%                       |
| Proportion of Credits delivered to students with Care Experience  | 1.1%                    | 4.2%           | 3.1%              | 3.1%               | 3.2%               | 3.4%               | 3.3%                    | 4.3%               | 3.4%               | 666                                  | 3.3%                     | 3.6%                       |
| <b>3* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>  |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges   | 0.8%                    | 0.4%           | -0.4%             | 0.8%               | 0.9%               | 0.9%               | 1.1%                    | 0.0%               | 0.9%               | 302                                  | 12.9%                    | 1.7%                       |
| The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision   | 2.7%                    | 1.6%           | -1.1%             | 2.7%               | 2.8%               | 2.9%               | 2.8%                    | 0.0%               | 2.9%               |                                      |                          |                            |
| Proportion of Credits delivered at HE level to learners from SHEP schools   |                         |                |                   | 15.9%              | 16.1%              | 16.2%              | 16.1%                   |                    | 16.2%              |                                      |                          |                            |
| <b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>   |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Proportion of Credits delivered to learners enrolled on STEM courses  | 27.0%                   | 21.4%          | -5.6%             | 27.0%              | 27.8%              | 28.6%              | 22.8%                   | 22.1%              | 28.6%              |                                      |                          |                            |
| <b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>  |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The percentage of FT FE enrolled students achieving a recognised qualification  | 69.7%                   | 69.2%          | -0.5%             | 69.7%              | 71.3%              | 72.6%              | 71.3%                   | See EW & FW        | 72.6%              | 3165                                 | 4.8%                     | 3.9%                       |
| The percentage of FT FE enrolled students achieving a recognised qualification  | 83.8%                   | 83.9%          | 0.1%              | 83.8%              | 84.7%              | 85.5%              | 84.7%                   | See EW & FW        | 85.5%              | 7492                                 | 1.2%                     | 0.7%                       |
| The percentage of FT HE enrolled students achieving a recognised qualification  | 76.2%                   | 76.9%          | 0.7%              | 76.2%              | 76.6%              | 77.0%              | 76.6%                   | See EW & FW        | 77.0%              | 7466                                 | 2.3%                     | 2.2%                       |
| The percentage of FT HE enrolled students achieving a recognised qualification  | 83.7%                   | 81.5%          | -2.2%             | 83.7%              | 84.3%              | 84.5%              | 84.3%                   | See EW & FW        | 84.5%              | 1602                                 | 1.3%                     | 0.2%                       |
| <b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>   |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The percentage of MD10 FT FE enrolled students achieving a recognised qualification   | 68.2%                   | 63.1%          | -5.1%             | 68.2%              | 69.6%              | 70.4%              | 69.6%                   | See EW & FW        | 70.4%              | 792                                  | 6.4%                     | 5.3%                       |
| The percentage of MD10 FT FE enrolled students achieving a recognised qualification   | 82.6%                   | 83.7%          | 1.1%              | 82.6%              | 85.0%              | 85.1%              | 85.0%                   | See EW & FW        | 85.1%              | 2130                                 | 2.3%                     | 1.5%                       |
| The percentage of MD10 FT HE enrolled students achieving a recognised qualification   | 73.6%                   | 71.4%          | -2.2%             | 73.6%              | 75.6%              | 76.0%              | 75.6%                   | See EW & FW        | 76.0%              | 1192                                 | 3.1%                     | 2.5%                       |
| The percentage of MD10 FT HE enrolled students achieving a recognised qualification   | 79.3%                   | 72.4%          | -6.9%             | 79.3%              | 80.0%              | 80.1%              | 80.0%                   | See EW & FW        | 80.1%              | 279                                  | 1.8%                     | 0.7%                       |
| <b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>  |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The percentage of senior phase FT FE pupils achieving a vocational qualification**  | 67.4%                   | 0.0%           | -67.4%            | 67.4%              | 70.8%              | 72.0%              | 67.4%                   | See EW & FW        | 72.0%              | 0                                    |                          |                            |
| The percentage of senior phase FT FE pupils achieving a vocational qualification  | 72.7%                   | 74.2%          | 1.5%              | 72.7%              | 75.4%              | 76.4%              | 72.7%                   | See EW & FW        | 76.4%              | 302                                  | 12.9%                    | 1.7%                       |
| The percentage of senior phase FT HE pupils achieving a vocational qualification**  | 0.0%                    | 0.0%           | 0.0%              | 0.0%               | 0.0%               | 0.0%               | 0.0%                    | 0.0%               | 0.0%               | 0                                    |                          |                            |
| The percentage of senior phase FT HE pupils achieving a vocational qualification**  | 0.0%                    | 0.0%           | 0.0%              | 0.0%               | 0.0%               | 0.0%               | 0.0%                    | 0.0%               | 0.0%               | 0                                    |                          |                            |
| <b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>   |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The percentage of CE FT FE enrolled students achieving a recognised qualification   | 65.2%                   | 46.8%          | -18.4%            | 65.2%              | 66.5%              | 68.2%              | 66.5%                   | See EW & FW        | 68.2%              | 188                                  | 8.5%                     | 6.9%                       |
| The percentage of CE FT HE enrolled students achieving a recognised qualification   | 70.4%                   | 56.3%          | -14.1%            | 70.4%              | 71.9%              | 73.4%              | 71.9%                   | See EW & FW        | 73.4%              | 154                                  | 0.6%                     | 4.5%                       |
| <b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>  |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification   | 68.5%                   | 68.4%          | -0.1%             | 68.5%              | 72.0%              | 73.7%              | 72.0%                   |                    | 73.7%              | 1942                                 | 4.4%                     | 3.7%                       |
| <b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>  |                         |                |                   | 1,600              | 1,655              | 1,770              |                         |                    | 1,770              |                                      |                          |                            |
| <b>5. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>                              |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study   |                         |                |                   | 25.5%              | 29.0%              | 30.8%              | 29.0%                   |                    | 30.8%              |                                      |                          |                            |
| <b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b> |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing                       |                         |                |                   | 55.6%              | 56.7%              | 57.5%              | 56.7%                   | 56.7%              | 57.5%              |                                      |                          |                            |
| <b>8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>                             |                         |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying  | 97.8%                   | 96.2%          | -1.6%             | 97.6%              | 97.8%              | 97.8%              | 97.8%                   | 97.8%              | 97.8%              |                                      |                          |                            |
| The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying  | 97.6%                   | 96.4%          | -1.2%             | 97.3%              | 97.6%              | 97.6%              | 97.6%                   | 97.6%              | 97.6%              |                                      |                          |                            |

GLASGOW REGIONAL OUTCOME MEASURE

|   | CITY OF GLASGOW COLLEGE                          |                |                   | REGION             |                    |                    | CITY OF GLASGOW COLLEGE |                    |                    | ADDITIONAL CITY DATA (20-21 To Date) |                          |                            |
|---|--|----------------|-------------------|--------------------|--------------------|--------------------|-------------------------|--------------------|--------------------|--------------------------------------|--------------------------|----------------------------|
|   | Projection 2019-20                               | Actual 2019-20 | Deviation 2019-20 | Projection 2019-20 | Projection 2020-21 | Projection 2021-22 | Target 2020-21          | Projection 2020-21 | Projection 2021-22 | Enrols 2020-21                       | Early Withdrawal 2020-21 | Further Withdrawal 2020-21 |
| <b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b> | The College did not make a submission in 2019-20 |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Response rate   |  |                |                   |                    |                    |                    |                         |                    |                    |                                      |                          |                            |
| Full-time   |  |                |                   | 89.1%              | 90.0%              | 90.8%              | 90.0%                   | 90.0%              | 90.8%              |                                      |                          |                            |
| Part-time   |  |                |                   | 91.6%              | 91.7%              | 92.3%              | 91.7%                   | 91.7%              | 92.3%              |                                      |                          |                            |
| Distance Learning   |  |                |                   | 93.2%              | 93.7%              | 93.9%              | 93.7%                   | 93.7%              | 93.9%              |                                      |                          |                            |