

Board Meeting

Date of Meeting	Monday 18 June 2018
Paper Title	2018-19 Final Regional Outcome Agreement Credit Targets
Agenda Item	12
Paper Number	BM5-J
Responsible Officer	Robin Ashton, Executive Director
Recommended Status	Disclosable
Action	For Noting

1. Report Purpose

- 1.1. To note the SFC Final Credit Allocations for 2018-19 and the revision and ongoing negotiation of Glasgow Region Childcare Training Credit activity targets.

2. Recommendations

- 2.1. The Board is invited to:

- **note** the final SFC Credit targets for the Glasgow Region;
- **note** that as the SFC final allocation is unchanged for the indicative allocation, the Credit targets for the Glasgow colleges remain as agreed by Board at its March 26 meeting, with the exception of the Childcare training targets;
- **note** the changes to the Glasgow Region Childcare training targets and the significant planned growth in this area of provision to meet the Scottish Government's commitment to double the free childcare entitlement by 2020; and
- **note** that the study level(s) of PDA level Childcare Training Targets have yet to be confirmed with the SFC and that GCRB will sign acceptance of the ROA funding on this basis.

3. Final 2018-19 Credit Allocations

- 3.1. On February 27, 2018 the SFC published its indicative allocations for 2018-19 outcome agreement funding for colleges.
- 3.2. On May 18, 2018 the SFC announced final allocations for 2018-19 Regional Outcome Agreement Funding for Colleges.
- 3.3. The final Credit activity targets remain unchanged from the indicative allocations for both Core Credits and European Social Funded Credits. For the Glasgow College Region,

there has only been a change to the Childcare Training Credit Targets and this is discussed in more detail in the section below.

3.4 A finalised ROA is attached as Annex A.

4. Childcare Training Credit Targets

4.1 The Scottish Government has pledged to increase the provision of free early learning and childcare provision to 1140 hours per year by 2020, for children who are 3 or 4 years old, as well for 2 year olds whose parents/carers are on qualifying benefits and are eligible for the 600 hours free entitlement through the Children & Young People's Act 2014.

4.2 Achieving this policy commitment will require a significant increase in the number of qualified childcare practitioners in the coming years. Scottish Government have committed to almost doubling the funded early learning and childcare. The training by colleges of additional practitioners, through the suite of Scottish Social Services Council (SSSC) accredited qualifications for early learning and childcare practitioners and Managers, forms a key part of the required workforce expansion.

4.3 Throughout this three year cycle of Outcome Agreements (2017-20), college regions are required to work closely with SFC and Scottish Government to respond to the demand for additional high quality early years staff to meet this commitment.

4.4 GCRB and the Glasgow Colleges have worked to develop a regional childcare expansion strategy focussed on attracting more people of all ages and backgrounds into the profession; increasing the volume, range and flexibility of childcare training opportunities and; establishing pathways between training and employment. This is being achieved by:

- Expanding flexible learning options that allow people to study while 'keeping their day jobs'.
- Speeding up learning with accelerated courses and staggered intakes throughout the year.
- Increasing diversity by attracting more men, more ethnically diverse people, and a wider age range into the profession.
- Developing more online learning options.
- Expanding our Foundation Apprenticeship programme to prepare and attract young people into the profession.
- Developing re-training and in-work progression options that support people seeking to enter the childcare profession at a later career stage.
- Marketing early years careers in the Glasgow Region.

4.5 To meet employers' specific needs, we are offering training opportunities in the heart of communities throughout the region. We are also expanding training options for people seeking to develop existing childcare careers by offering PDA courses that will qualify the managers needed to expand the sector.

4.6 The indicative 2018-19 Credit targets for the Glasgow Region were to deliver 5,532 Credits at HNC level and 1,400 Credits at PDA level. Following discussion between SFC,

GCRB and the Glasgow Colleges on the potential demand for training, this was amended to 5,932 Credits at HNC level and 1,000 Credits at PDA levels.

- 4.7** The following Childcare training Credit targets have therefore been set for each college in 2018-19:

	HNC	PDA
City of Glasgow	2,696	288
Glasgow Clyde	2,340	871
Glasgow Kelvin	900	0
Region	5,936	1,159

- 4.8** These activity levels will mean that the Glasgow colleges have collectively doubled the training volumes offered for Child Development Officer posts and managerial positions over a three year period.

- 4.9** A significant complicating factor to the planning of Childcare training has been the SFC request that the PDA delivery is only at level 9. Due to the fact that as there isn't wide scale delivery of level 8 Childcare courses, those level 8 candidates have to already be in the system for colleges to produce a growth at level 9 next session. GCRB have therefore asked the SFC to integrate both Level 8 and 9 study into training targets to increase managerial posts. SFC have committed to discussing further the make-up of PDA Childcare targets with the Scottish Government and have also agreed that GCRB will sign acceptance of the ROA funding on the basis that the PDA Childcare target is not finalised.

5 Risk Analysis

- 5.1** The ROA addresses directly a number of GCRB's strategic aspirations and therefore the GCRB's risk register addresses a range of associated risks. Of particular relevance is GCRB Risk 008: *Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs*. Key mitigation strategies are to enhance the quality and value of performance data, to regularly evaluate outcome performance, and to address areas for improvement through Enhancement Plans within new national quality arrangements.

6 Legal Implications

- 6.1** No legal implications are identified.

7 Resource Implications

- 7.1** Outcome agreement funding allocations are considered within another agenda item.

8 Strategic Plan Implications

- 8.1** The Regional Outcome Agreement addresses directly the regional strategic ambition to build Scotland's most inclusive, most responsive and most effective regional college system.

Ambitious for Glasgow
Ambitious for Learners
Ambitious for Colleges

2018 -19
Glasgow College Region
Regional Outcome Agreement

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Chair's foreword

It is my pleasure to introduce the 2018-19 Regional Outcome Agreement (ROA) for the Glasgow Region. It commits GCRB and the Glasgow colleges to increasing collaboration that enables us collectively to deliver a curriculum which widens access to high quality and efficient learning, and plays a significant role in the development of the regional and national workforce.

The ambitious targets and commitments set out within this ROA respond directly to this aim and to the Scottish Government's drive to deliver an intensification of Outcome Agreements; creating a clear 'line of sight' to our contribution to, and positive impact on, the delivery of national priorities.

In October 2017, we launched our first Regional Strategy for College Education (www.gcrb.ac.uk/strategy) with the overarching ambition of building Scotland's most inclusive, most responsive, and most effective regional college system. The Glasgow College Region represents just over one fifth of all of Scotland's college education and I believe that GCRB, working closely with the Glasgow colleges, and supported by an appropriate level of funding, has the capacity and flexibility to contribute significantly to meeting the economic and social needs of Scotland's largest city region.

The Glasgow colleges have achieved a great deal over recent years. We have exceeded the targets for learner recruitment and also increased attainment. GCRB and the three Glasgow Colleges work closely with a range of stakeholders, including more than 2,000 different employers, to ensure that our curriculum maximises opportunities for our learners to progress onto employment or further study. In 2017, national performance data showed that 98% of Glasgow full-time college leavers were in work, training and or further study 3-6 months after their qualifying. This considerable progress has been facilitated greatly by the strong partnership and support of the three colleges. For this, I wish to record the thanks of the Board and myself.



Janie McCusker

Chair of the Glasgow Colleges' Regional Board



Meeting the ambitions of Glasgow and Scotland

A coherent regional college system, where all its parts and people collaborate productively, will meet the skills needs of a dynamic economy and support the ambitions of our learners.

The Glasgow City Region Economic Strategy's vision for 2035 is of a strong, inclusive, competitive and outward-looking economy; sustaining growth and prosperity that allow every person and business to reach their full potential. Reflecting this ambitious vision, the Glasgow Economic Strategy: 2016-2023 aims to make Glasgow the most productive major city in the UK.

Glasgow already generates £22 billion GVA per annum, making it the fastest growing major city economy in the United Kingdom. It has thriving health, tourism, finance, digital and creative sectors and is a world leader in new industries such as stratified medicine and advanced manufacturing. Much of this success is already powered by people whose careers started with college learning.

Opportunities in Glasgow are immense, but we also face social, educational and economic challenges that must be addressed if the region and its residents are to fulfil their potential. Despite all the training and employment opportunities that the city offers, it still has the highest levels of deprivation in Scotland. A powerful college education can help to address many of Glasgow's issues. This Regional Outcome Agreement will provide learning which contributes to:

- more Glasgow region residents successfully achieving qualifications and improving their life chances;
- fewer Glasgow region residents being unemployed and without the skills or qualifications required to get a job; and
- more people able to progress their career through college training and move out of in-work poverty.

Meeting the ambitions of Glasgow and Scotland

All of Glasgow's people deserve the opportunities that result from a college education and we are committed to engaging with those people who are furthest from the labour market; helping them overcome barriers to learning and to succeed in college, work and life. Our Regional Strategy for College Education, supported by the commitments and delivery of this Regional Outcome Agreement, will unlock regional potential and harness our collective strengths.

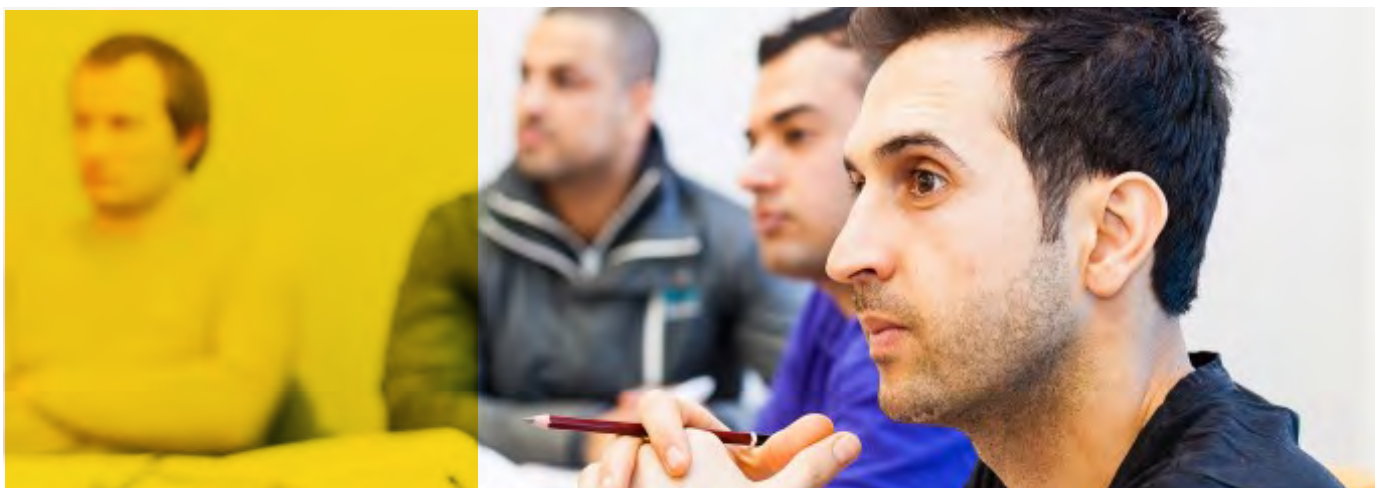
- **For our learners,** regional added value will amplify the opportunities created by regionalisation, providing: wider access; a broader and more responsive curriculum; inspiring learning environments right across our city region; strong industry links; and career chances that will power inclusive growth.
- **For college staff,** regional added value means having a greater say in the development of college services across the region. Fair work will drive success, wellbeing and prosperity. Regionalisation will also create more opportunities for professional development, sharing best practice across the region and supporting our staff to make a bigger difference to economic and
- **For our stakeholders,** our new regional approach will strengthen our partnerships and ensure that decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in this region.

Meeting the needs of the economy and employers

The Glasgow College Region offers just over one fifth of all of Scotland's college education. Glasgow Kelvin College, City of Glasgow College and Glasgow Clyde College work with more than 2,000 employers to deliver a range and depth of training opportunities that is unmatched in Scotland. Our regional approach is designed to build on the colleges' existing strengths and, together, to develop new strengths, influence and flexibility.

The Glasgow Regional Skills Assessment (RSA) has significantly informed our understanding of the socio-economic environment in which the Glasgow colleges operate. The RSA provides a single agreed evidence base on which to base future investment in skills. It is built from existing datasets and results produced by a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED). A summary of the most recent Glasgow Region RSA is provided in Annex B and the full RSA and associated data sets can be found online at:

<https://www.skillsdevelopmentscotland.co.uk/media/44101/rsa-indesign-glasgow-2.pdf>



Meeting the needs of the economy and employers

Based on this assessment of Glasgow's socio-economic needs, this Regional Outcome Agreement gives priority to curriculum activity which:

- **Meets the needs of employers.** We should continue to ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. These include: business services; financial and professional services; retail; social care; child care; and tourism. It is also important that we provide skills training which meets the region's infrastructure needs. We require adequate construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. Tackling gender imbalances in programmes should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen. However, more than 1 in 10 of our region's residents still have no qualifications, and proportions of deprivation remain similar to those of Scotland as a whole. Therefore, we will help more regional residents to take up employment opportunities.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels, professional and elementary occupations. We, therefore, aim to encourage and support people's progression to upper skills levels. The region's colleges will increase the supply of well-qualified learners and build the higher-level skilled base that businesses need to increase the value of their output, improve productivity and enhance competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy. It needs a strong skills supply to sustain this transition.
- **Provides more flexible provision.** Our skills training must be flexible enough to equip learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. Non-traditional employment patterns also lead to less conventional career paths and to more movement between sectors. Our skills training provision must be equally flexible and offer more work-based learning to meet the needs of employers and learners.

This Regional Outcome Agreement sets out how the learning opportunities provided by the Glasgow colleges in 2018-19 will meet these key imperatives of meeting employers' needs, improving lives, unlocking the region's human potential, and supporting inclusive economic growth.

“Collaboration and successful partnerships between the region’s colleges and partners in education, local government and industry will intensify positive outcomes in learning, employability, economic growth and throughout our communities.”

**David Newall,
Chair of Board of Management,
Glasgow Clyde College**



2018-19 funding and activity targets

The scale of the Glasgow College Region's delivery is impressive, and its three colleges will continue to work collaboratively in developing Scotland's largest, most inclusive, responsive and effective regional system. The Region will receive £89,025,816 main teaching and fee waiver grant from the Scottish Funding Council to plan and deliver an equivalent of 371,063 Credits of further and higher education. We will also deliver 20,383 Credits funded through £4,566,278 of European Social Funds.

Key national performance measures	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Core Teaching Grant	£89,025,816	£37,337,081	£30,258,445	£20,934,630
Core Credit Target	368,592	170,849	120,556	77,187
Core ESF Grant	£4,566,278	£2,366,842	£1,639,583	£559,853
ESF Credit Target	17,553	9,187	6,303	2,063
Total Teaching Grant	£93,592,094	£39,703,923	£31,898,028	£21,494,483
Total Credit Target	386,145	180,036	126,859	79,250

More than 29,000 students study annually in City of Glasgow College's Riverside and City Campuses. In 2018-19, City of Glasgow College will receive a total teaching grant of £39,703,923 to deliver 180,036 Credits.

Glasgow Clyde College delivers teaching to around 21,000 learners annually and has campuses in Anniesland, Cardonald and Langside. In 2018-19, Glasgow Clyde College will receive a total teaching grant of £31,898,028 to deliver 126,859 Credits.

Glasgow Kelvin College teaches more than 19,000 students annually and has campuses in Glasgow's East End, West End, Springburn and Easterhouse. In 2018-19, Glasgow Kelvin College will receive a total teaching grant of £21,494,483 to deliver 79,250 Credits.



"I welcome the progress that the SFC has made in developing and delivering Outcome Agreements, but I wish to see this process intensified. By building on this process, and scrutinising and reporting on the achievements of outcomes for learners and the Scottish economy across both the university and the college sectors, I expect the SFC to be able to demonstrate clearly how Scotland's colleges and universities are contributing to the delivery of our national priorities."

Shirley-Anne Somerville,
The Minister for Further Education, Higher
Education and Science.

Scottish Funding Council Letter of Guidance 2017-18

Intensifying our outcomes

Glasgow's Regional Strategy for College Education places us well in meeting the Government's expectations of intensifying our impact on learning and the economy and, thus, in supporting national priorities. Our commitment will be strengthened by our provision of greater support and alignment with Outcome Agreements in our institutions, and the heightened ambition of our targets for key priorities. Our regional aspirations are based on the footing that appropriate funding is provided to the Glasgow College Region, particularly given the high level of social and economic deprivation within the city. As with the allocation of additional Pupil Equity Funding, many of Glasgow's college learners face significant challenges due to poverty or other difficulties, and a comparable prioritisation of national resources will be critical to ensuring the achievement of performance targets for the Glasgow region.

The following targets exemplify our regional strategic ambitions.

Intensifying our outcomes

Regional Strategic Ambitions	Related Key National Performance Measure	16-17 Actual	18-19 Target	19-20 Target	20-21 Target	Planned Change as % of baseline
Increase participation of learners from deprived postcodes and other priority groups	Proportions of Credits delivered to:					
	SIMD10 postcode areas	30.2%	30.5%	31.2%	31.8%	5.4%
	BME learners	14.0%	14.3%	14.5%	14.7%	4.9%
	with a known disability	14.0%	14.2%	14.3%	14.5%	4.0%
	with Care Experience	1.5%	1.7%	1.9%	2.1%	33.7%
Improve retention and attainment rates	Proportion of FT FE students achieving a qualification	64.1%	68.7%	71.5%	75.0%	16.9%
	Proportion of PT FE students achieving a qualification	79.3%	83.4%	83.8%	85.7%	8.1%
	Proportion of FT HE students achieving a qualification	73.4%	75.8%	76.4%	76.9%	4.8%
	Proportion of PT HE students achieving a qualification	81.1%	83.5%	84.3%	85.1%	4.9%
Offering a curriculum which responds to economic needs	Volume of Credits to deliver to learners enrolled on STEM courses	83,637	88,098	91,801	95,700	14.4%
Deliver more coherent Senior Phase pathways	Volume of Credits delivered to senior phase age pupils	3,365	3,816	4,067	4,338	28.9%
Increase opportunities for learners to progress to degree level study with advanced standing	The proportion of students articulating to degree level courses with advanced standing	47.5%	52.2%	55.2%	55.6%	16.9%
Deliver a significant increase in work-based learning	Proportion of full-time learners with substantial 'work placement experience' in programme of study	12.3%	20.8%	24.2%	27.5%	124%
Deliver an inclusive and supportive student experience	The percentage of students overall, satisfied with their college experience	89.7%	93.9%	94.4%	94.8%	5.7%
Support every learner into a positive post-course destination	The proportion of full-time students progressing to work, training and/or further study	96.5%	97.0%	97.1%	97.2%	0.7%

A complete set of national Performance Measures is provided in Annex C.

Outcome one: widening access

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

A key priority of our 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. For many of our learners, college is a clear choice. However, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning opportunities. To intensify progress, we will work collaboratively to increase participation from under-represented groups across all subject areas and to ensure that learning opportunities are accessible, supportive and representative of all.

Our 2018-19 Outcome Agreement commitments:

- Our *Regional Strategy for College Education* and college *Access and Inclusion Strategies* will drive actions to widen access to college learning and increase the participation of learners from deprived postcodes and other priority groups.
- Our college *Gender Action Plans* will reduce gender disparities for learners within particular subject areas.
- We will use our regional and college engagement structures to work with partners and increase participation levels and successful outcomes of learners from priority groups such those with experience of care or with disabilities. We will also monitor and improve retention and attainment rates for different groups.
- Our regional **Equalities and Access and Inclusion groups** will promote the sharing of practice regarding the colleges' *Access and Inclusion Strategies*, in mainstreaming equality across college functions, and in conducting equality impact assessments.
- Our regional **Student Experience Lead** will lead collective action to:
 - improve the coherence and consistency of students' experience through the development of shared approaches to inclusive student services;
 - review admissions processes to identify and reduce barriers to access and facilitate seamless and successful progression from school, between colleges, and to university;
 - expand learners' choices by promoting access to the full Glasgow regional curriculum, and increasing rates of progression between Glasgow colleges; and
 - enhance access to information, advice and guidance for all learners at key transition phases.
- Our **Regional Curriculum Hub for Supported Learning** will maintain a dialogue with regional local authority education services to jointly assess and meet, within resource requirements, the level of college support required for learners with profound and complex needs.
- Our **Regional Partnership Group for English for Speakers of Other Languages (ESOL)** will coordinate a regional service, informed by regional demand data and delivered jointly with community-based partners.

Our 2018-2019 commitment to widening access

Key national performance measures	2016-17 Benchmark	2018-19 Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Proportion of Credits delivered to SIMD10 postcode areas*	30.2%	30.5%	24.8%	31.0%	42.6%
Proportion of Credits delivered to BME learners	14.0%	14.3%	12.5%	18.0%	12.5%
Proportion of Credits delivered to students with a known disability	14.0%	14.2%	10.1%	17.5%	18.1%
Proportion of Credits delivered to students with Care Experience	1.5%	1.7%	1.5%	1.0%	3.5%

(* Note: method of calculating SIMD10 Credits is not consistent over above academic years)

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The Glasgow College region is committed to reflecting, serving and celebrating the region's diversity. We work hard to reach people in all our communities and to improve their access to – an attainment through – life-changing college learning.

”

Irving Hodgson,
Chair of Board of Management, Glasgow Kelvin College

Outcome 1

Outcome 2: regional learning system

The following seven regional learning priorities will ensure that we provide an education service which values personal development, and which builds the skills and knowledge required for everyone to share the benefits of economic growth.

1. Engage with all our communities and provide the highest quality facilities and resources for learning.
2. Offer engaging learning experiences that develop skills for learning, work and life.
3. Promote high quality and innovative learning, teaching and assessment.
4. Deliver an inclusive and supportive student experience for all learners. This will include excellent guidance and learner support.
5. Encourage all students to enhance their learning as individuals, as representatives, and as officers in strong and effective student associations.
6. Provide more opportunities for learners to develop their skills in real work environments.
7. Offer clear pathways into work and further study; supporting every learner into a positive post-course destination.

Our 2018-19 Outcome Agreement Commitments:

- Our college *Evaluative Reviews* and *Enhancement Plans*, developed jointly with Education Scotland, will drive improvements in retention and attainment rates, including those for protected characteristic groups and learners from the 10% most deprived postcode areas.
- Our **Regional Lead for Curriculum and Quality** will work to strengthen partnerships with stakeholders including: education partners; universities and; local authority education services. This work will promote joint curriculum development and delivery and support effective learner pathways and progression.
- Our **Regional Curriculum Hubs** will build clear flexible vocational learning pathways across the regional curriculum; widening access, supporting more successful learner journeys and increasing inter-college progression.
- We will continue to strengthen university partnerships, increasing the number of students articulating with advanced standing and, where appropriate, we will develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.
- Our **Regional CPD Lead** will promote activity that nurtures a regional professional learning community, promotes and facilitates the sharing and development of practice across the colleges, and increases CPD opportunities.
- We will continue to work with community partners to review and provide appropriate levels of community-based adult learning, including English language and Adult Literacies learning tuition. This will match local population needs and support integration and access to employment.

Building our regional learning system in 2018-2019

Key national performance measures	2016-17 Benchmark	2018-19 Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Proportion of FT FE students achieving a qualification	64.1%	68.7%	73.1%	66.0%	67.5%
Proportion of PT FE students achieving a qualification	79.3%	83.4%	91.9%	70.0%	82.0%
Proportion of FT HE students achieving a qualification	73.4%	75.8%	76.7%	75.0%	72.7%
Proportion of PT HE students achieving a qualification	81.1%	83.5%	83.9%	84.0%	81.3%
Proportion of students articulating to degrees with advanced standing*	47.5%	52.2%	53.8%	50.0%	51.0%
Proportion of students overall, satisfied with their college experience	89.7%	93.9%	92.7%	96.2%	94.9%

* Note: Still to be agreed with the Scottish Funding Council

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Colleges in Glasgow have worked for many years in partnership across our city region, and will continue to meet the aspirations of learners, and the skill needs of employers, whilst supporting various government agencies to grow the regional economy and promote social inclusion.

”

Alisdair Barron MBE
Chair of Board of Management,
City of Glasgow College

Outcome three: Jobs and the economy

Our 2017-2022 Glasgow Region Strategic Plan for College Education will drive a regionally responsive curriculum that reacts effectively to changing economic and employment needs. Collaboration and coordination will advance an integrated regional curriculum, with each college offering a breadth and depth of inter-linked learning opportunities, developing skills, meeting the needs of employers and key industries, and supporting the growth of our regional economy. Our colleges will build closer partnerships with industries across the region to create more opportunities for learners to develop their skills in real work environments. Our collective actions will allow us to intensify our contribution to Glasgow's ambition to become the most productive major city economy in the UK.

Our 2018-19 Outcome Agreement commitments:

- Our **Regional Learning and Teaching Group** will continue to:
 - review the regional curriculum's alignment to the social and economic needs of the region by engaging with stakeholders and employers, evaluating national and local labour market intelligence and other relevant socio-demographic information, and by answering policy demands;
 - review and increase levels of work placements on all vocational courses; and
 - review and enhance the range and extent of learning modes offered; focusing on increasing the flexibility of learning opportunities and the volume of work-based learning to allow more employees to upskill and progress within the workplace.
- Our **Regional Childcare Expansion Strategy** will increase the volume, range and flexibility of learning opportunities, align delivery to local authority childcare provision, and strengthen vocational pathways from school and other employment.
- We will work collectively to support the *Scottish Government's Youth Employment Strategy*. In partnership with local authorities, schools and employers, we will develop a regional *Developing the Workforce Plan* to increase the range of high quality senior phase vocational pathways to employment.
- Our **Regional Foundation Apprenticeship Team** will lead an enhanced regional programme across all subject frameworks.
- We will provide more opportunities for our learners to develop their vocational skills in real-work environments, and to encourage them to showcase their skills, including through participation in Worldskills competitions.

Our 2018-2019 commitment to jobs and the economy


Our 2018-19 Outcome Agreement Commitments

- Our Regional Developing the Young Workforce Lead will promote joint school/college activity to:
 - improve the monitoring of pupil performance and learner outcomes;
 - support early intervention and address subject gender imbalances; and
 - promote opportunities for staff to share practice and develop their understanding of vocational learning pathways.
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships. We will also continue to promote opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnerships, we will ensure that college employability activities are directly aligned with the Strategic Skills Pipeline and that they respond to the needs of local employability partners.

Key national performance measures	2016-17 Benchmark	2018-19 Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Volume of Credits delivered to learners enrolled on STEM courses	83,637	88,098	35,327	32,983	19,788
Proportion of full-time learners with substantial work placements	12.3%	20.8%	23.9%	20.0%	12.5%
Additional Childcare Credits for a skilled workforce*	3,431	6,973	2,984	3,089	900
Proportion of FT students progressing to work and/or further study	96.5%	97.0%	96.5%	97.6%	97.1%

* Note: Still to be agreed with the Scottish Funding Council

Outcome four: high-performing institutions



The Glasgow College Region is well placed to meet regional and national ambitions with sound governance and a management structure designed to implement its strategy and this Regional Outcome Agreement. The Glasgow Colleges' Regional Board and the three Glasgow colleges will continue to operate as high-performing and effective public bodies, driving the delivery of an inclusive, responsive and effective regional college system. The Region's working relationship operates on the commitments agreed in our Memorandum of Understanding: Joint Commitments to Effective Partnership Working. These are: Open and Proactive Communication, Collaboration and Consultation, Joint Development and Networking, and principles that constructively avoid and resolve any conflict.

The Scottish Government, Scottish Funding Council and our stakeholders will experience the added value that a regional approach to funding can deliver. Evidence-based and regionally-prioritised funding will drive efficiencies and ensure that learners benefit from the value that our shared strategic focus adds to the regional curriculum and student experience.

Our performance commitment for 2018-2019

Our 2018-19 Outcome Agreement commitments:

- We commit fully to ROA intensification by: setting more ambitious targets for key priorities; providing greater support and commitment to Outcome Agreements in our institutions; producing more robust reports on performance; and more effective external engagement.
- We will work collectively with regional stakeholders to deliver our *Regional Strategy for College Education*; widening access to college learning and realising regional added value.
- Supported by our *Regional Memorandum of Understanding*, GCRB and the Glasgow colleges will continue to develop closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration.
- We will promote and embed Fair Work values and behaviours as key drivers for improving services for learners.
- Our regional governance structures will monitor and ensure implementation of our Regional Outcome Agreement's goals and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure to areas of greatest regional need and support regional efficiencies, including a regional approach to procurement.
- Our regional engagement structures will strengthen regional relationships by offering 'one door' access for our partners.
- We will continue to encourage distributed leadership through the further development of our regional collaborative management structure; ensuring that staff have a greater say in the organisation of college services across the Glasgow region.
- We will continue to promote gender equality and work to achieve a 50:50 gender balance on the regional and college boards.
- Our colleges will demonstrate their commitment to embedding environmental and social sustainability ambitions through their sustainability strategies and corporate strategic plans.
- We will contribute proactively to educational and economic policy development at local, regional and national levels.
- We will make increased use of data analytics to inform and improve our collective service delivery.
- We will report on our institutional performance regularly to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

A woman with dark curly hair, wearing a black blazer, white shirt, and black tie, is focused on operating a control panel. The panel features a red mouse and several illuminated buttons. In the background, a man in a blue sweater is looking through binoculars. The setting appears to be a modern office or control room with large windows overlooking a city and water.

“Our ambition is that Scotland will be the best place in the world to learn, educate, research and innovate. Our colleges have a role to play in stimulating innovation through their close links to business and industry, particularly small and medium sized enterprises (SMEs), which are a big part of the economy in Scotland.”

Scottish Funding Council

Outcome five: innovation and the economy

Promoting innovation is central to the delivery of our regional ambition to deliver Scotland's most inclusive, most responsive and most effective regional college system. We recognise innovation as a key driver for business and regional growth, and as a significant contributor to improved productivity and regional and national prosperity. Innovation in learning and teaching approaches is also central to ensuring continued effective learner engagement and high levels of attainment. GCRB and the Glasgow colleges are, therefore, committed to intensifying our culture of innovation so that it can flourish in all areas of our service delivery and in our work with business, industry, and the public sector. Together, we will find innovative solutions which support inclusive economic growth.

Our 2018-19 Outcome Agreement commitments:

- We will engage at both a collective regional and individual college level with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government's innovation reforms.
- The Glasgow colleges will continue to prioritise innovation in learning and teaching as a driver of improved learner outcomes. This will be done through quality review and development activity, and the delivery of college-designed projects to stimulate and encourage innovation activity.
- We will work in partnership with employers, industry bodies, education partners and other college stakeholders to promote innovation and enterprise in the development and delivery of vocational training qualifications.
- We will prioritise STEM innovation, supported by a review and further development of our regional and college STEM strategies. We will continue to implement and develop innovation models and frameworks to promote a culture of excellence through innovation. This will include frameworks such as HE Innovate and accreditation models such as the Investor in Innovation status.
- The Glasgow colleges will continue to prioritise and strengthen their customer focus; ensuring that the portfolios of services offered to students, employers and partners are relevant, flexible and add value.
- We will work with accreditation partners to offer professional recognition status awards and to develop a range of educational programmes mapped to qualifications frameworks, including in partnership with UK IKE. This will include a Certificate of Professionalism in Innovation Practice, Strategic Innovation for Business Leaders and an Innovation Booster Programme.

Developing the Young Workforce

Our Developing the Young Workforce plans will enhance the employment prospects of the young workforce, building on the strong school-college partnerships that already exist across the region. By strengthening partnerships between schools, colleges, training providers, employers, parents and young people themselves, we will widen the range of options and support young people in making the most appropriate choices for their futures. The three Glasgow colleges are working closely with local authority partners and building on well-established relationships to engage with 46 secondary schools throughout Glasgow, East Dunbartonshire and East Renfrewshire.

Key national performance measures	2016-17 Benchmark	2018-19 Target	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,244	11,581	1,705	5,126	4,749
Volume of Credits delivered to senior phase age pupils studying vocational qualifications	3,365	3,816	704	1,232	1,880
Number of senior phase pupils studying vocational qualifications	605	778	166	315	297

“Looking ahead, we expect to see the skills of our young people not only increase, but that these will better match the needs of employers to further the Scottish economy.”

Scottish Government.
Developing the Young Workforce: annual report 2016-2017

Our 2018-19 Developing the Young Workforce Plan

DYW Theme

Our 2018-19 Outcome Agreement commitments:

Young people will be able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners.

- We will deliver an enhanced regional senior phase and Foundation Apprenticeships programme. This will have an emphasis on efficiency and sustainability, and ensure meaningful certification of learning wherever possible.
- We will continue to offer access-level provision from SCQF 1-4 to provide pathways into higher level DYW study options.
- Our early intervention approaches will provide opportunities for S1 and S2 school pupils to experience college, or vocational activity facilitated by colleges, before they make their Senior Phase subject choices.
- We will enhance the marketing and promotion of college vocational learning opportunities through the creation and maintenance of regional curriculum maps and through collaborative marketing and CPD events.

Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up.


- We will work with our schools and local authorities to review and evaluate performance and identify and implement interventions, both in schools and in colleges, to improve retention and attainment on vocational programmes.
- We will continue to identify and implement actions to improve gender balance in the 20 SFC target subject areas and also to improve opportunities and outcomes for other protected groups such as learners with disabilities and BME learners.
- We will align the provision of Senior Phase work experience to college vocational pathways and Modern Apprenticeships.

Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate.

- We will promote a focus on STEM, both through the Senior Phase vocational offer and through wider school engagement initiatives for younger pupils.
- We will address any employment sector gaps in schools' vocational delivery as identified by labour market and strengthen partnerships and collaborative work, between colleges, schools and employers.

Supporting college leaders and staff to develop the skills required to meet DYW ambitions for the college sector.

- We will enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways through information sharing events and joint CPD initiatives.



We are ambitious for college learning in the Glasgow region and our new collective approach will benefit learners, educators and employers. Together GCRB and Glasgow's Colleges will build Scotland's most effective, inclusive and regionally responsive college system.

Robin Ashton,
GCRB Executive Director





Annex A: Cross Cutting Themes

1. Aligning the Regional Curriculum to regional and national economic, employment and social Needs
2. STEM
3. Childcare training provision
4. Work Experience and work-based Learning
5. Developing the Young Workforce (DYW)
6. Access and Equality
7. Meeting the needs of young people with care experience
8. Meeting the needs of carers
9. British Sign Language support
10. Meeting the Needs of Disabled Learners
11. Meeting the Needs of English for Speakers of Other Languages (ESOL) learners
12. Gaelic Language Ambitions and Current Provision

Annex B: Regional Context Statement

Annex C: National Performance Measures

Annex A: 1

1.

Aligning the regional curriculum to regional and national economic, employment and social needs

The primary goal of this Regional Outcome Agreement is to deliver a regional curriculum and learning opportunities which meet employers' demands, supports inclusive economic growth, and provides learners with the qualifications and skills they need to build successful long-term careers.

To enable and support the planning of a regionally coherent curriculum which responds effectively to economic, employment and social needs, the Glasgow regional curriculum has been grouped into the following eight sectors:

- Administration, Financial & Business Services
- Creative and Cultural Industries
- Engineering, Construction & Manufacturing
- Food, Drink, Tourism, Hospitality and Leisure
- Health, Care and Education
- Land-Based Industries
- Life and Chemical Sciences
- Transition and Supported Learning

Our regional Learning and Teaching group and Curriculum Hubs (corresponding to the above economic sectors) lead collective curriculum review activity. This has provided evidence that the region is continuing to adapt and develop a curriculum it aligns with known economic, employment and social needs.

To support 2018-19 curriculum planning, regional Curriculum Hubs were asked to undertake evaluative reviews of current regional delivery. They considered each curriculum's alignment with regional economic and social needs, and the effectiveness of Glasgow region learners' journeys and outcomes. Hubs analysed this curriculum data in the context of relevant labour market information and sector-specific development plans. They also used intelligence developed through the colleges' engagement with employers.

Based on this curriculum review activity, the following curriculum delivery volumes for 2018-19 have been agreed:

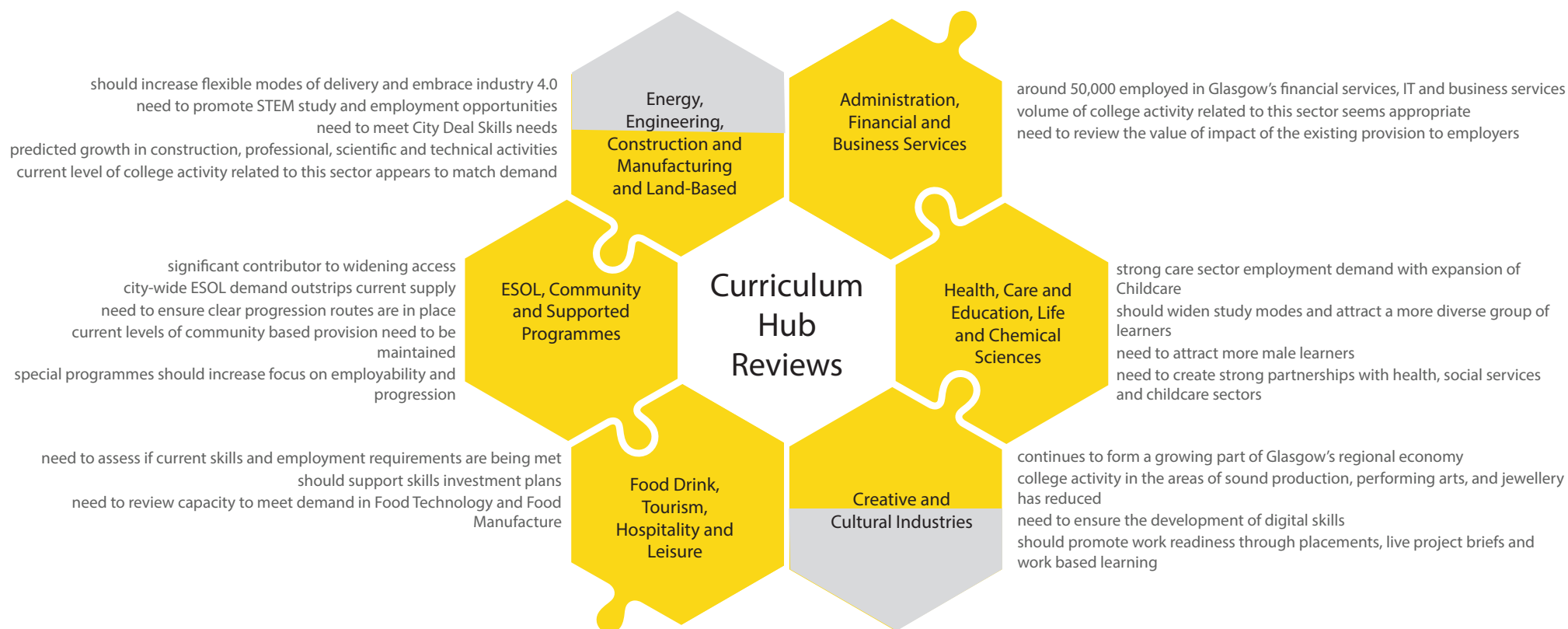
1.

Economic Sector	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Administration, Financial & Business Services	80,033	51,079	18,454	10,500
Creative and Cultural Industries	58,612	27,866	19,246	11,500
Engineering, Construction & Manufacturing	72,006	34,341	19,165	18,500
Food, Drink, Tourism, Hospitality and Leisure	65,575	40,182	16,893	8,500
Health, Care and Education	40,819	10,189	20,130	10,500
Land-Based Industries	2,790	0	2,790	0
Life and Chemical Sciences	12,126	962	7,164	4,000
Transition and Supported Learning	54,182	15,416	23,015	15,751

In addition to meeting these delivery targets, the focus of regional curriculum activity for the sector groupings, led by the work of Regional Curriculum Hubs, will be to:

- enhance regional engagement with employers and stakeholders;
- increase the volume and quality of work experience for full time students, and develop additional work-based learning options and pathways;
- strengthen vocational learning pathways, including seamless inter-college progression;
- increase opportunities for joint curriculum development and the sharing of practice within hub subject areas;
- promote increased participation and innovation in STEM-related course delivery;
- review subject level performance indicators and identify quality enhancement actions; and
- consider post-course progression data and identify actions to increase rates of direct progression into employment.

Summary of Curriculum Hub Reviews



Cross cutting themes:

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates
- A curriculum that is sufficiently agile to keep up with the key economic drivers for Glasgow and wider Scottish Government priorities
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This includes the range of FA's, GA's and Senior Phase programmes being offered.
- The need to tackle gender imbalances within sectors
- Harmonisation of entry requirements to ensure equity of access
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches for learning and teaching

Annex A: 2 | STEM: A regional priority

2.

The development of STEM provision and pathways is a particular strategic priority for the Glasgow region's colleges. In 2016, Glasgow's colleges worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. In 2018-19 these will be reviewed and developed further to contribute to the achievement of the Scottish Government's STEM Education and Training Strategy for Scotland. Colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university, and on to employment. This is led and supported by a range of partners and complementary initiatives and builds on the success of early programmes such as the Engineering Scholarship.

Regional STEM development focuses on improving its programmes by engaging with young people at an earlier stage in their learning. Current regional curriculum review activity seeks to ensure that provision has a strong focus on the labour market's need. It also seeks to create clear regional pathways to employment, both directly and via higher education. These pathways are a regional STEM priority and are being created through strong and well-defined links between school-college senior phase activity. The section above on economic sector volumes provides an indication of planned credit volumes for 2018-19 in the following STEM related economic sectors: ICT Services; Creative & Cultural Industries; Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

“Change is happening all around us and the pace of that change in the workplace, the economy and our everyday lives is relentless. It is driven largely by developments in STEM and, in particular, technology...To realise this future of opportunity for Scotland to have an innovative, growing economy, we must support the development of a skilled and adaptable workforce that can take advantage of the growing number and evolving range of STEM jobs.”

The Scottish Government's Science, Technology, Engineering and Mathematics: education and training strategy

We know that the most important driver of quality in ELC is a dedicated, highly skilled and well-qualified workforce, whose initial and continued training enables them to fulfil their own potential and equip our young children to do the same.

**A Blueprint for 2020: The
Expansion of Early Learning and
Childcare in Scotland 2017-18
Action Plan, Scottish
Government**



Annex A: 3 | childcare training provision

3.

Through our childcare expansion strategy, we will generate the growth in childcare provision required to meet the national policy objective of increasing the free childcare allowance from 600 hours to 1,140 hours by 2020. Our regional strategy sets the following high-level aims:

- To increase the volume, range and flexibility of college learning opportunities, we will:
 - increase capacity of college delivery and will expand conventional full-time delivery, evening part-time delivery, day Release HNC Provision, SVQs Levels 2-4, Modern Apprenticeships and PDA 8 and 9 provision;
 - develop more online/blended learning approaches, with the regional development of further online resources benefitting all three colleges;
 - provide accelerated routes and staggered intakes across the calendar year. We will also design bespoke courses to accelerate learners' paths through the NC/HNC levels.

- To align college training delivery to local authority childcare provision, we will:
 - ensure college representation and participation in local childcare consortia governance structures; and
 - co-locate delivery with childcare providers across the City Region. We will seek to replicate our partnership work with the Blairtummock Childcare Centre of Excellence in other areas of the city so that more students and local residents can benefit from our training opportunities.

- To strengthen vocational pathways from school and other employment, we will:
 - develop, promote and deliver routes into childcare within the Senior Phase and expand our Foundation Apprenticeship offer;
 - tackle gender imbalances by building on the success of programmes such as our 'Men into Childcare' courses; and
 - develop, promote and deliver routes into childcare from the workplace through programmes such as our 'Career Changers' initiative.

"Having listened to employers, a recurring message is that more emphasis on work-based learning and apprenticeships will support skills and an innovative, inclusive and growing economy."

Marion Beattie, Head of
Employer Services at Skills
Development Scotland



Annex A: 4 | work experience and work-based learning

4.

In September 2016, the Scottish Funding Council produced guidance on a Work Placement Standard for Colleges. Its aim is to improve, significantly and consistently, the future employment prospects of all learners studying in colleges in Scotland. In addition to providing direction and highlighting best practice, the guidance sets the expectation that all college learners should benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy.

The national DYW plan recommends that all vocational courses should include a significant element of work experience. Therefore, supported by the work of the Curriculum Hubs, Glasgow's colleges will review the scale and quality work experience/work simulation in place within courses during session 2018-19. This will support an increase in this type of activity, in line with the SFC recommendation that all vocational courses should include a significant element of work experience. They will work in closer partnership with employers and other stakeholders to deliver a range of activity that maximizes opportunities for contextualised learning and practical skills development. This will include including working with partners to align the provision of Senior Phase work experience elements with college vocational pathways. They will also consider how they can extend their work-based learning provision in ways which support progression within employment that is critical to Glasgow's aspiration for inclusive growth.



A young man with short brown hair is wearing a red shirt and a bright yellow high-visibility vest. He is standing outdoors next to a surveying instrument on a tripod. He is smiling and looking towards the camera.

Annex A: 5 | Developing the Young Workforce (DYW)

5.

Our 2018-19 Senior Phase course offer for school pupils will include:

- Foundation Apprenticeships – a full suite of 2-year programmes and select 1-year options;
- Personal Development Awards (PDA) and National Progression Awards (NPA);
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care;
- Senior Phase Supported Programmes;
- Transitions to Learning and Work;
- Winter leaver programmes;
- Local Open-Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes;
- HNC (SCQF level 7) delivery;
- NC (SCQF level 6) delivery; and
- Youth Access Programmes.

“.. through DYW, we aim to reduce youth unemployment levels by 40% by 2021. The strategy aims to create an excellent, work relevant education offer to young people in Scotland, giving them the skills for the current and anticipated jobs market. This includes creating new work based learning options; enabling young people to learn in a range of settings in their senior phase of school; embedding employer engagement in education; offering careers advice at an earlier point in school; and introducing new standards for career education and work placements.”

Developing the Young Workforce Scotland's Youth Employment Strategy
3rd Annual Progress Report 2016-2017

Annex A: 5 | Developing the Young Workforce (DYW)

Glasgow's Colleges are strongly committed to the growth of Foundation Apprenticeships. In 2018-19 we will collectively deliver the largest Regional Foundation Apprenticeship programme in Scotland. This will be achieved in partnership with SDS and coordinated regionally by a single team with specialist school and employer engagement staff. The table right provides a breakdown of Foundation Apprenticeship places to be offered for 2018-20 for each subject framework.

In the case of specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, one college will be nominated to take the lead on that framework on behalf of the partnership.

Frameworks	2017-18/19		2018-19/20	
	2-Year	1-Year	2-Year	1-Year
Accountancy			36	
Business Skills	16		24	
Civil Engineering	20		36	
Creative and Digital Media	26		48	
Engineering Systems	20	5	36	16
Financial Services	17		36	
Food & Drink Technologies			15	
ICT Hardware	3	9	16	20
ICT Software	26		40	
Mechanical Engineering	24		24	
Scientific Technologies			16	15
Social Services - Children and Young People	28		60	39
Social Services - Healthcare	23		44	15
TOTAL:	203	14	431	105

5.

Annex A: 6 | access and equality

6.

The Glasgow College Region is committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum.

To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

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

Each college has developed specific equality outcomes, together with action plans and measures to achieve them. We will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

Glasgow's colleges have also developed institutional-level Access and Inclusion Strategies to support their achievement of the regional outcomes and actions set out in the draft Glasgow ROA. These recognise that each college is provided with a specific allocation of ELS funding. They describe:

- the inclusive service that colleges provide;
- methods for monitoring effectiveness and impact;
- plans for partnership working;
- alignment with regional ambitions;
- commitment to ongoing access and inclusion CPD for staff in relation to access and inclusions ambitions; and
- processes for providing bespoke individualised support.

Annex A: 6 | access and equality

6.

An analysis of overall participation rates by gender does not suggest any under-representation. However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings. The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level, with a KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24-year olds by 2021.'

Within their current Gender Action Plans, each college has set clear target outcomes focused on the subjects with the greatest gender imbalances. These focus on addressing such imbalances in subjects where 90% or more learners are of one gender.

Glasgow's colleges will also continue to review, identify and outline targets to address any gender imbalances in completion rates. courses.

The Colleges' Access and Inclusion Strategies are available at:

- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/access%20and%20inclusionv5.pdf>
- <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf>
- www.cityofglasgowcollege.ac.uk/sites/default/files/170517%20SSEC3-G%20Access%20%26%20Inclusion%20Initiative.pdf

The Gender Action Plans are available at:

- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/CoGC%20GAP%20July%202017.pdf>
- www.glasgowclyde.ac.uk/assets/000/003/582/Gender-Action-Plan-2017_original.pdf?1513681806
- www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf

Annex A: 7 | Meeting the needs of young people with care experience

7.

Glasgow is a national “hotspot” in relation its numbers of young people with care experience. Many of these young people are looked after at home or in the community; increasing their likelihood of leaving school with few or no qualifications and of their failing to participate in the opportunities available nationally to all young people.

Glasgow’s colleges acknowledge this challenge and provide targeted approaches to working with care-experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school. Therefore, early intervention and partnership working is key to improving outcomes for these young people. Specific provision for care-experienced young people include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time pathway programme and “EVIP plus” for some of the most vulnerable and challenging young learners. EVIP plus has a significant personal development element and offers a more gradual introduction to vocational study.
- Each year, around 50 care-experienced young people receive targeted support from Transitions to Learning and Work programmes delivered in partnership with schools, social work services and health services. These flexible programmes offer personal development, youth work activities, and vocational skills development. They aim to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.

Annex A: 7 | Meeting the needs of young people with care experience

- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENS, a housing project for homeless young people. Run by NCH (Scotland), and working in partnership with colleges, GENS assesses and develops the independent living skills of young people who are being offered tenancies. It also supports their progression onto employability programmes. The Care Leavers' Employment Service is a partnership between Social Work Services, the Careers Service and colleges, and it supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.
- The region's colleges aim to make care-experienced learners' outcomes as successful as their peers. To this end, the colleges will continue to engage with partners to support access and increase the participation of learners from priority groups such as care-experienced learners. In 2018-19, the colleges will review and take actions to improve their engagement, retention and achievements.

7.

Annex A: 8 | Meeting the needs of carers

Glasgow's colleges are committed to enhancing support for students and staff who are carers. In 2018-19, this commitment will include college level improvements in identifying students and staff who become carers during the college year. The college region will also promote a positive declaration environment, and work in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

8.

Annex A: 9 | Meeting the needs of disabled learners

9.

Glasgow City has higher than average rates of residents classing themselves as disabled or incapable of work and the Glasgow colleges undertake a range of activity to ensure they identify and remove barriers to participation and reasons for non-disclosure. This includes work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Services has well-established arrangements with colleges. A range of specialist centres ensures that pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess the need for any greater levels of college support for learners with profound and complex needs. The Glasgow colleges maintain an ongoing dialogue with Glasgow Education Services to ensure that provision continues to be sufficient to meet needs. There is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is in place for those young people who are still at school and can benefit from college input.

Self-Directed Support improves social inclusion and independence for young people and adults with disabilities and colleges should support learners with additional needs so that they can make informed decisions about their further education. The Glasgow colleges provide tailored information about entry requirements so that pupils and their carers/agencies can make informed choices about their college learning and make best use of the resource provided by self-directed support. Colleges also promote accurate and full information about the support available to students with disabilities to help applicants make well-informed course choices. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are in place before a student with additional support for learning needs accepts their place.

Annex A: 10 | Meeting the needs of English for Speakers of Other Languages

Ethnicity data on population and our colleges' headcounts suggest that the Glasgow College Region broadly reflects and represents the ethnicity grouping of the regional population. However, the impact of migration and resultant demand for English tuition, as highlighted in the 2011 census data, showed that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

10.

Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of ESOL tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, its colleges will continue to provide appropriate levels of English language tuition to support integration and access to employment. The region's colleges will play a lead role in the successful delivery of ESOL tuition. This will include delivery through regional partnerships with community-based providers.

Annex A: 11 | Gaelic language ambitions and current provision


The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicants' demand. This provision is regularly reviewed, and includes the potential to offer mainstream, vocational subjects in the Gaelic medium, according to demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use the language in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'.

11.

Annex A: 12 | British Sign Language (BSL) support

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015 and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. As the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

12.



“A Glasgow which works for only some of its citizens is not a successful one. Economic growth is a fundamental priority for the city, but only if that growth is shared with all.”

**Glasgow Economic
Strategy 2016-2023**

Annex B | Regional context statement

The 2017 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- it has a diverse economy and this characteristic is stronger because it the region includes Glasgow City, East Dunbartonshire and East Renfrewshire;
- it benefits from its central location at the hub of Scotland's transport network, with easy access to jobs and markets in the central belt. However, parts of this region are more rural and remote;
- it benefits from Glasgow's successful transformation to a service-driven economy, with a strong cultural and tourism offer and large health and education sectors; and
- while this is a region with considerable strengths, it is also one which faces significant challenges in reducing concentrations of low income and workless households in some areas.

Glasgow's Population and Socio-Economic Context

Annex B | Glasgow's employment and skills context

During the recession, one in 11 jobs was lost in the Glasgow region. Employment has since recovered and is expected to continue to grow steadily over the forecast period. In 2017-2027 a predicted regional employment growth rate of 6.6 % will outstrip the projected Scottish growth rate of 3.1 %. Total employment in Glasgow is forecast to rise to 520,600 by 2027; an increase of 32,400 on current levels (2017) and this will surpass the pre-recession peak of 508,400 jobs in 2008.

The Glasgow Region has undergone a significant transformation in its occupational and sector structure. Professional occupations (44 per cent) and associate professional and technical occupations (46 per cent) have grown rapidly since 2000, along with certain other service occupations. These have replaced skilled trades and operative roles. Service occupations are expected to continue to grow as part of an increase in people in all occupational roles.

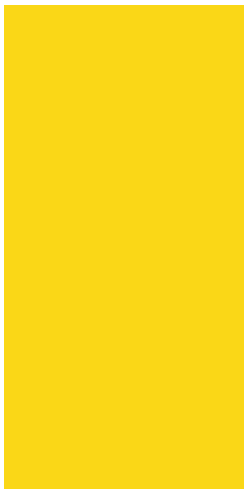
The occupational shifts reflect sector shifts. There has been strong growth in the service sectors of: administration and support services; professional, scientific and technical services and; in public services that include human health and social work. Employment in manufacturing continues to fall. These trends are forecast to continue, and jobs growth is expected in the largest four employment sectors: human health and social work; administration and support services; wholesale and retail; and professional, scientific and technical. Growth is also expected in other services and in construction.



Annex B | Glasgow's employment and skills context

Such jobs growth will create demand for jobs (expansion demand) and, combined with replacement demand, this is forecast to lead to some 241,300 openings. Expansion demand is projected in all occupational groups, with the greatest for professional occupations and elementary occupations. These are also the occupations that have the highest forecast replacement demand, meaning that, between them, (professional, 62,000 and elementary, 40,700) more than 100,000 openings are projected. In line with these trends, there is more employment projected at higher skill levels (SCQF levels 7-10) than intermediate skill levels (SCQF levels 5-6) or no/lower skills (SCQF levels 1-4). Just over half of all jobs (51 per cent) in Glasgow Region are currently at SCQF level 7 or above and this trend is forecast to continue. However, there is still likely to be substantial replacement demand for those with middle level and lower level skills.

Between 2009/10 and 2015/16, there has been an increase in the proportion of the region's school leavers progressing to study at higher education levels or into employment. Correspondingly, the proportion of young people entering further education level study or unemployment has decreased. In 2015/16, 42 per cent of school leavers in the Glasgow Region (above the Scottish average of 37 per cent) went into higher education level study, the majority of which was delivered by Glasgow's colleges. Overall, 20 per cent of school leavers in the Glasgow Region went into further education as their initial leaver destination. This was slightly lower than the national average of 22 per cent. Regionally, one quarter of school leavers entered employment.



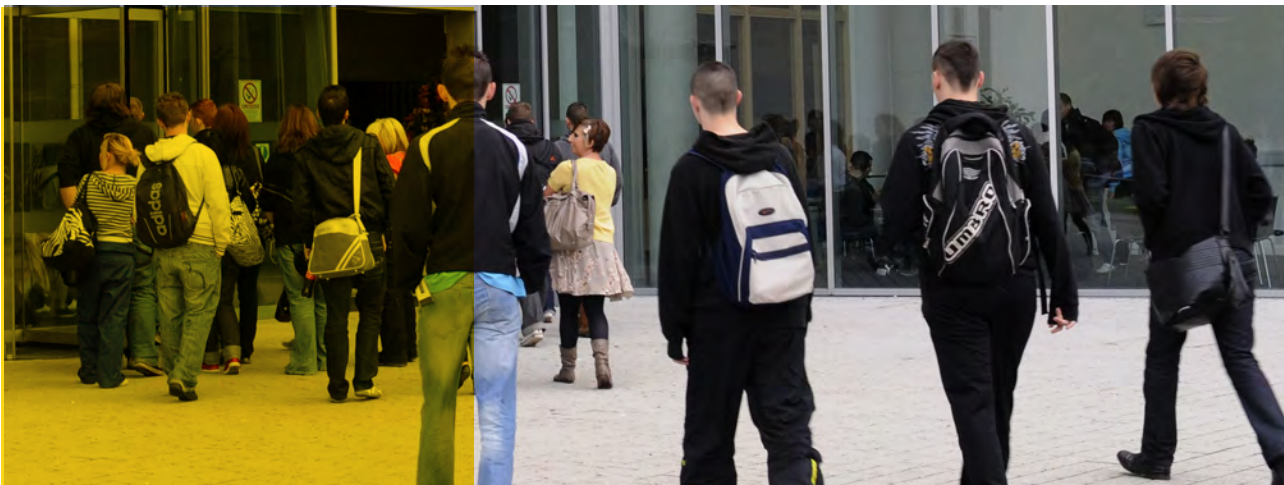
Annex B | Implications for Glasgow's skills planning

The 2017 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- Occupational structure: job openings throughout 2017-2027 will largely be because of replacement rather than expansion demand and they will be split by 44 per cent in higher level occupations, 24 per cent in middle level occupations and 32 per cent in lower level occupations.
- Sectoral make-up of the economy: there will be high volumes of employment in industrial sectors such as human health and social work, administration and support services, and wholesale and retail trade.
- Demand for qualifications: the trend towards more people being qualified at higher levels over the next 10 years.
- Wider policy issues: deprivation and inequality continue to pose significant issues for the region. Glasgow City has the highest levels of deprivation in Scotland although it is grouped with the two local authorities with some of the lowest levels of deprivation in Scotland. This inequality is the most pronounced of any of the RSA regions. For this reason, a 'one size fits all' approach is unlikely to be appropriate in Glasgow Region, where a more nuanced account of inequality and deep-rooted deprivation is required.
- Skills to increase productivity: Skills is one of five identified drivers of productivity (the others being innovation, enterprise, competition and investment). Although skills alone will not drive improvements in productivity, they are a critical part of the mix. Aligning provision with demand will help meet existing and future demand but that, in itself, will not necessarily address the issue of low productivity.

Annex B | Implications for Glasgow's skills planning

- Encouraging high value jobs: Glasgow Region has lower levels of employment in higher valued added sectors such as professional, scientific and technical. It also has more jobs in the public sector (particularly health) than other urban regions. It has the highest Scottish rates of employment in the intermediate skilled sector, business administration, and support services. Encouraging more employment in higher skilled and value-added sectors may help to boost Glasgow region's productivity.
- Fair work: non-standard jobs/in-work poverty: The Scottish Government's Economic Strategy states that 'increasing growth and tackling inequality are mutually supportive'. There is a need to ensure that Glasgow's inequalities and rates of deprivation do not 'trap' people who are at the lower end of the labour market in lower paid, non-standard, part-time or temporary jobs and self-employment. It is important that there are adequate progression routes out of low skilled work for those who choose to move, and that there is and decent pay and conditions for those who do not or cannot.



Annex C | National Performance Measures

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
Proportion of Credits delivered to learners aged 16-19	45.2%	44.4%	44.1%	43.8%
Proportion of Credits delivered to learners aged 20-24	24.5%	25.3%	25.5%	26.0%
Proportion of Credits delivered to full-time learners aged 16-19	51.3%	51.2%	51.1%	50.9%
Proportion of Credits delivered to full-time learners aged 20-24	26.5%	26.6%	26.6%	26.6%
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	30.2%	30.5%	31.2%	31.8%
Proportion of Credits delivered to Male learners	50.4%	50.7%	50.9%	51.1%
Proportion of Credits delivered to Female learners	49.6%	49.5%	49.3%	49.1%
Proportion of Credits delivered to BME learners	14.0%	14.3%	14.5%	14.7%
Proportion of Credits delivered to students with a known disability	14.0%	14.2%	14.3%	14.5%
Proportion of Credits delivered to students with Care Experience	1.5%	1.7%	1.9%	2.1%
The number of senior phase pupils studying vocational qualifications delivered by colleges	605	778	916	1035
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications	0.9%	1.0%	1.1%	1.1%
The proportion of Credits delivered to S3 and above as part of 'school-college' provision	2.9%	3.0%	3.1%	3.1%
Proportion of Credits delivered at HE level to learners from SHEP schools	15.2%	15.7%	16.4%	16.9%
Proportion of Credits delivered to learners enrolled on STEM courses	21.5%	22.8%	23.8%	24.8%
The percentage of FT FE enrolled students achieving a recognised qualification	64.1%	68.7%	71.5%	75.0%
The percentage of PT FE enrolled students achieving a recognised qualification	79.3%	83.4%	83.8%	85.7%
The percentage of FT HE enrolled students achieving a recognised qualification	73.4%	75.8%	76.4%	76.9%
The percentage of PT HE enrolled students achieving a recognised qualification	81.1%	83.5%	84.3%	85.1%

Annex C: National Performance Measures

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.2%	66.5%	69.4%	70.3%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	79.5%	82.7%	83.3%	85.1%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	71.7%	72.2%	73.2%	75.2%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.0%	79.3%	79.9%	80.8%
The percentage of senior phase FT FE pupils achieving a vocational qualification	47.8%	77.3%	79.6%	82.1%
The percentage of senior phase PT FE pupils achieving a vocational qualification	65.8%	69.1%	71.6%	73.5%
The percentage of CE FT FE enrolled students achieving a recognised qualification	53.1%	64.2%	66.1%	68.7%
The percentage of CE FT HE enrolled students achieving a recognised qualification	58.2%	66.2%	69.0%	71.5%
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	62.1%	64.7%	66.7%	69.6%
The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	1,095	1,680	1,795	1,900
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	12.3%	20.8%	24.2%	27.5%
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	47.5%	52.2%	55.2%	55.6%
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.0%	97.4%	97.5%	97.6%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%	96.5%	96.6%	96.7%
The proportion of ALL qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%	97.0%	97.1%	97.2%
The percentage of students overall, satisfied with their college experience (SSES)	89.7%	93.9%	94.4%	94.8%
Gross carbon footprint (tCO2e)	TBC	6,996	6,844	6,692

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