



2019-20

# Glasgow College Region Regional Outcome Agreement

Empowering Scotland's most **inclusive**, responsive, and effective regional college system

*“My college course gives me more job opportunities. I’m more likely to get hired with real workplace experience.”*

**Saul McNulty**  
**Senior Phase Pupil**



# Introduction and context

Welcome to the 2019-20 Regional Outcome Agreement for the Glasgow College Region. Our region encompasses the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire and City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College are assigned colleges within the Glasgow College Region.

The Glasgow Colleges' Regional Board (GCRB) is responsible for ensuring that college provision across the Glasgow region is coherent and aligned to regional and national strategy priorities, and that it reflects the needs of the regional economy and communities. GCRB allocates funding to colleges within the region to enable delivery of national and regional strategies and priorities, and it monitors the achievement of strategic goals and college performance.

GCRB develops on an annual basis, a Regional Outcome Agreement which sets out how the funding allocated by the Scottish Funding Council will be used to fund an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy. This document provides the constituent parts of the Glasgow Regional Outcome Agreement for 2019-20 and contains:

- A Programme of Action which sets out at a high-level regional commitments and planned outcomes for that academic year, reflecting GCRB's position as a Regional Strategic Body responsible for planning and funding college delivery. Information on how we will deliver of the Programme of Action is contained within a summary operational plan provided at Annex A.
- A mapping of planned outcomes to SFC strategic priorities is provided at Annex B demonstrating the strong alignment, and contribution, of GCRB's action to national goals.
- Further information on regional commitments and planned outcomes for a range of cross cutting themes is provided at Annex C.
- An equality impact assessment of planned actions is set out at Annex D, providing assurance that we should proceed to implement the Glasgow 2019-20 Programme of Action.
- Links to other strategic and planning information is provided Annex E, and targets for the years 2019-20 to 2021-22 for all national performance measures are provided within a separate Annex.

This Regional Outcome Agreement is the result of an extensive stakeholder engagement process, including with students and staff and their representative bodies, local authorities, employers and other partners, and I thank all those who have contributed to its development.



Robin Ashton

GCRB Executive Director

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*“Childcare is a lifelong career. In the longer term, I’d like to work with prisoners’ families and help give children the best chance of building self-esteem, good relationships and happy lives.”*

*Dominique Meikle Level 7 Student in  
Childcare and Early Years*

# Chair's foreword to our Programme of Action for 2019-20

It is my pleasure to introduce this 2019-20 Regional Programme of Action for the Glasgow College Region. This is an exciting time in our development. Having built the governance, structures and collaborative culture that the college region needs, we are now entering a more empowered and progressive phase during which our regional approach will impact even more positively on the lives of our learners, our colleges and on Glasgow's communities and economy.

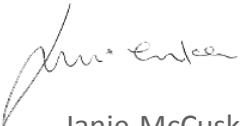
In October 2017, we launched Glasgow's first Regional Strategy for College Learning. Developed collaboratively between GCRB and Glasgow's three colleges and based on substantial stakeholder engagement, it set itself the ambitious objective of collectively building Scotland's most inclusive, most responsive and most effective regional college system.

This plan commits the Glasgow Colleges' Regional Board (GCRB), City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College to working together and delivering our shared ambitions. 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 a requisite level of funding, has the capacity and flexibility to contribute significantly to meeting the economic and social needs of Scotland's largest city region.

GCRB and the three Glasgow colleges are leading a new regional approach to create a college system which works as an effective whole; delivering greater impact and value than each of the individual parts could on their own. We are ambitious for Glasgow and are leading coherent regional planning and delivery. We are ambitious for colleges and are working collaboratively to respond cohesively to skills and training needs. We are ambitious for all of Glasgow's learners, and we are working to widen their access to college education and to improve their learning experiences and outcomes.

The Glasgow colleges have achieved a great deal over recent years; exceeding targets for learner recruitment, increasing attainment, and increasing successful progression into employment or further study. This considerable progress is a product of the strong partnership and support of the three colleges and our partners. GCRB and I wish to record our appreciation for the effort of all those who are contributing so collaboratively to our regional success.



  
Janie McCusker

Chair of the Glasgow  
Colleges' Regional Board



*“College is a great opportunity for young people to go forward in life, do what we want to do, and achieve.”*

*Jack Reidford*

# Ambitious for learners, ambitious for colleges, ambitious for Glasgow

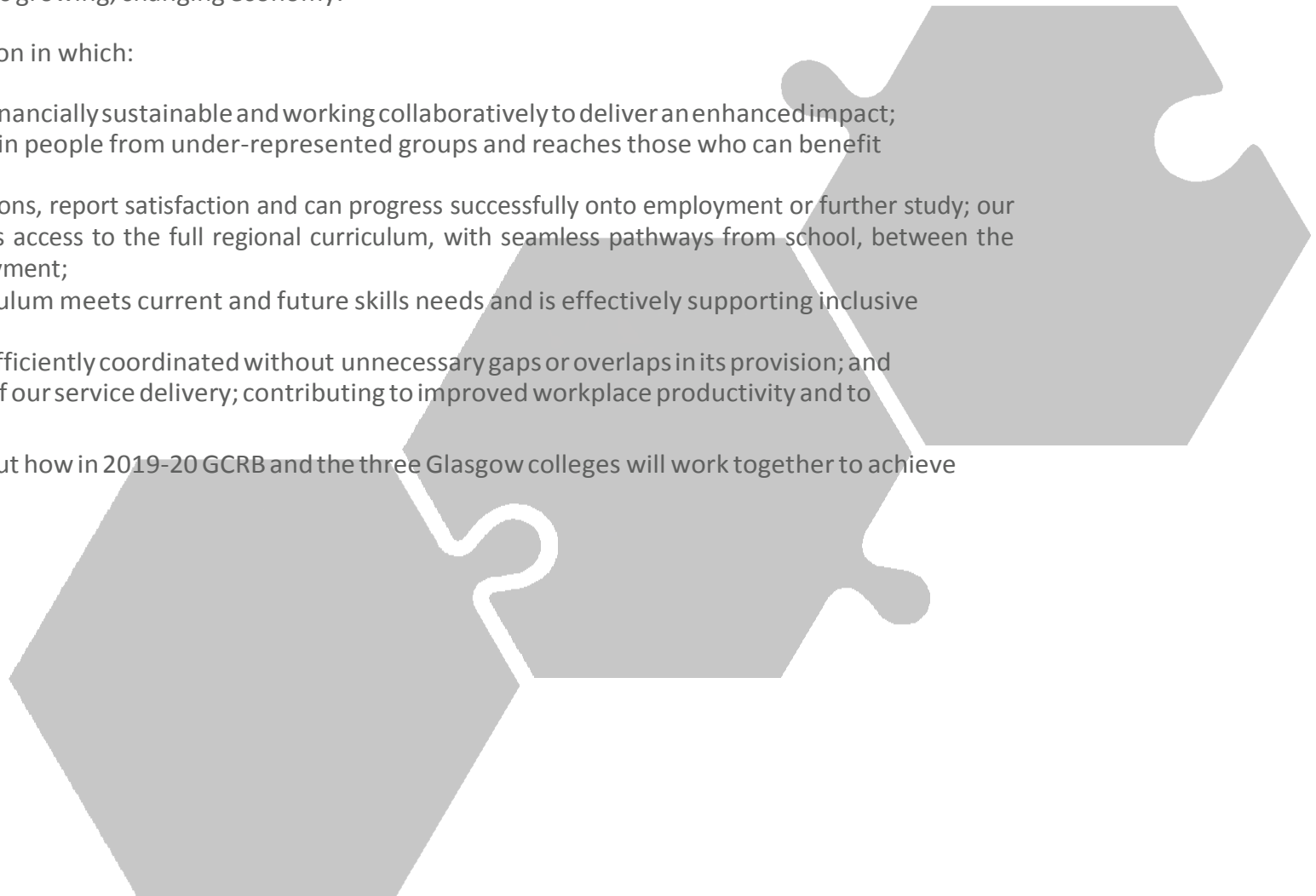
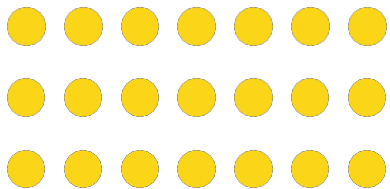
We are building Scotland's most inclusive, most responsive, and most effective regional college system in Glasgow.

This means a regional college system where more Glasgow residents can enter employment with the skills and qualifications they need, providing learning opportunities at all stages of their careers, helping them to prosper and avoid in-work poverty, building flexible skills and contributing to Glasgow's growing, changing economy.

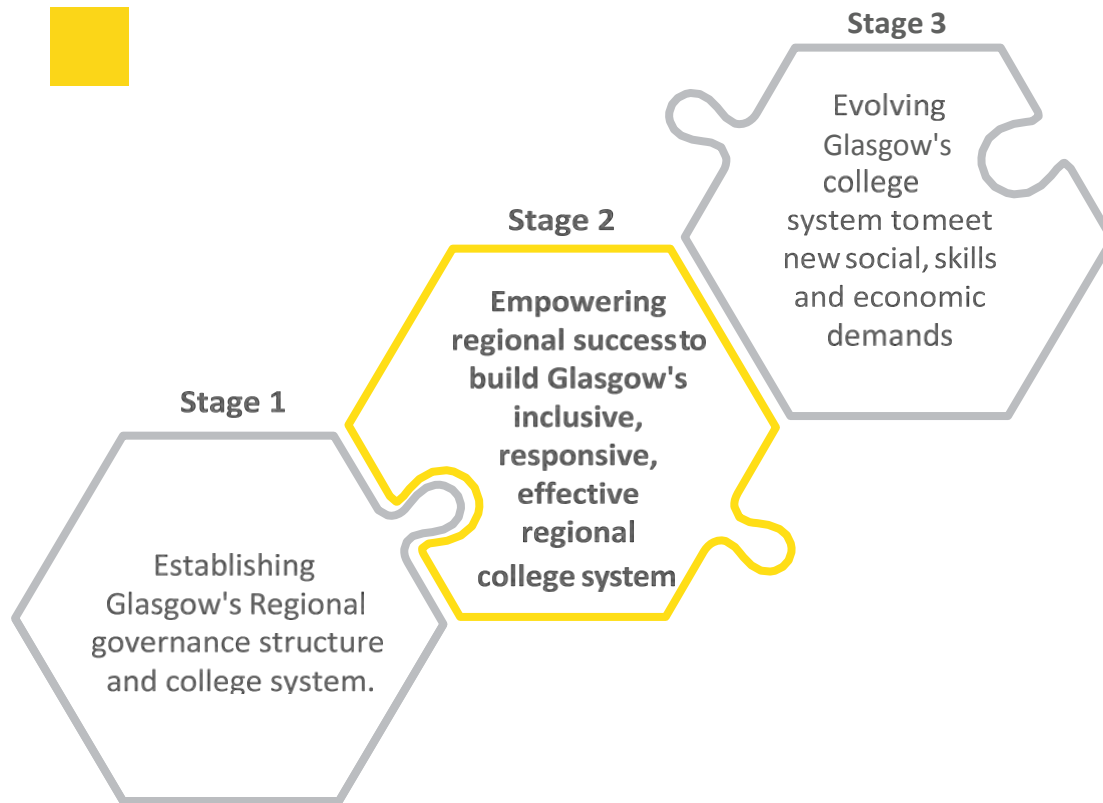
Our vision is that we create a college region in which:

- our institutions are high performing, financially sustainable and working collaboratively to deliver an enhanced impact;
- our curriculum widens access, draws in people from under-represented groups and reaches those who can benefit most from college learning;
- high levels of learners attain qualifications, report satisfaction and can progress successfully onto employment or further study; our
- colleges provide all Glasgow's learners access to the full regional curriculum, with seamless pathways from school, between the colleges, and onto university or employment;
- we can prove that our regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- our combined regional curriculum is efficiently coordinated without unnecessary gaps or overlaps in its provision; and
- innovation is encouraged in all areas of our service delivery; contributing to improved workplace productivity and to regional and national prosperity.

This Regional Programme of Action sets out how in 2019-20 GCRB and the three Glasgow colleges will work together to achieve these aims.



# Empowerment: our second strategic stage



The Scottish Government created college regions so that college provision was more effectively coordinated to meet regional and national economic and social needs. Working at a regional level means that we can better align the supply of skills training with the demands of the region's employers and economy. It also means that we can deliver a complete and responsive curriculum, without gaps or the unnecessary costs of duplicated provision.

In Glasgow, a Regional Strategic Board was established in 2014 to enable collaboration and coordination between the region's three colleges and the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire.

We have **established** a fully-operational Glasgow College Region and a stable and effective regional strategic body, with sound financial and risk management, and a positive, pro-active approach to delivering and shaping government policy. It is a system built on the shared ambitions, expertise and commitment of all its partners and, together, we have already built the basis for truly regional success.

We are now **empowering** collaborative change, so that more Glasgow region residents succeed, achieve qualifications and improve their life chances.

Having built a solid foundation of governance, we are now entering a dynamic second stage of regionalisation; identifying, implementing and empowering actions that will strengthen and develop our collaborative planning and delivery structures and align funding more closely to regional strategic outcomes.

This second stage will intensify the impact of regionalisation; unlocking our collective potential and harnessing our combined strengths to realise our shared ambitions for Glasgow's learners, its colleges and for the city's future.



# Regional empowerment means

**Greater choice and smoother transitions.** Access to a broader and more responsive regional curriculum taught in inspiring learning environments right across our city region.

**More work ready learners.** Stronger regional connections with Glasgow's employers with more learners are gaining workplace experience as part of their college courses.

**Successful careers.** Because our regional curriculum matches Glasgow's skills needs, our learners are more employable and can find jobs that meet their ambitions and get them earning quickly. And our in-work and lifelong learning provisions mean that people can up-skill or re-skill at any point in their careers and respond to changes in the regional economy and in their own lives.

**A stronger professional learning community.** College staff have a greater say in the development of the region's college provision, with more opportunities to lead regional work, undertake professional development and share best practice with peers and partners throughout the region.

**Deeper more productive partnerships.** Our stakeholders and funders see their goals met through strengthened regional partnerships, as decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in this region.

**A stronger and more inclusive economy.** Stronger links with industry and our regional commitment to reaching and teaching people from all our communities ensures that Glasgow's economic growth is truly inclusive.

By **empowering** regional structures and approaches in this second stage, we are building a strong strategic and operational coherence. We will deliver a greater collective impact on Glasgow's economic and social needs, and build Scotland's most inclusive, most responsive, and most effective regional college system.

*"It is clear that regional collaboration is reaping great results for Glasgow's students and colleges. The advantages of a regional approach are creating opportunities that benefit learners, their future employers and the city's economy as a whole. I look forward to working with GCRB to realise the government's ambitions for college education in Glasgow."*

Richard Lochhead MSP,

Minister for Further Education,  
Higher Education and Science



# We empower regional inclusion

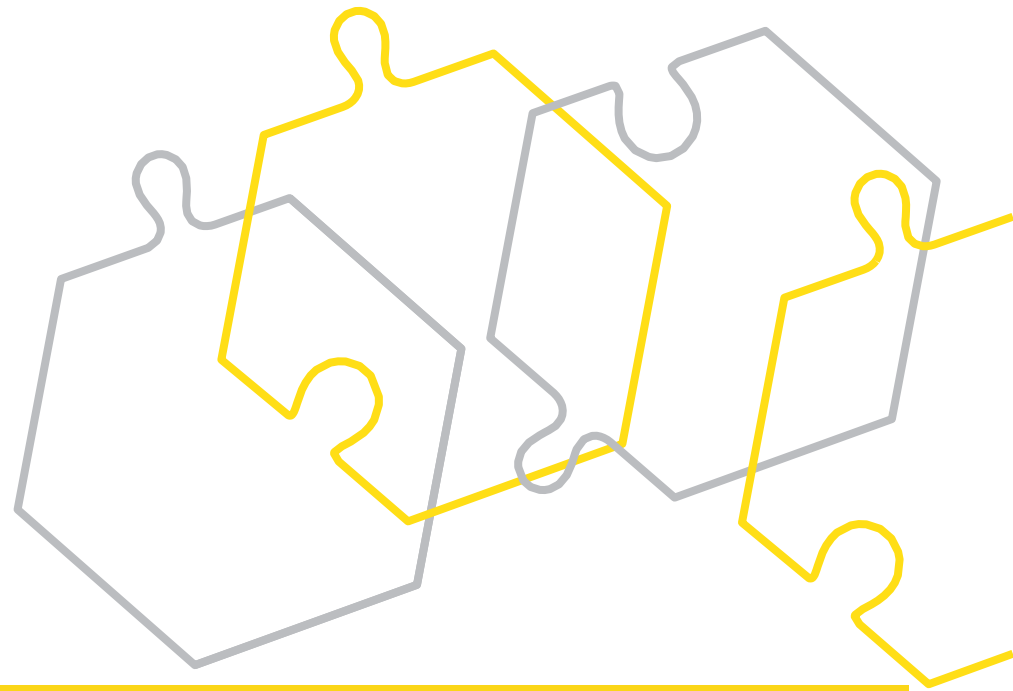
A key priority of our 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. For many of our learners, college is a clear choice. However, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning.

Opportunities 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. Our pivotal position between the worlds of education and work means that we contribute hugely to social mobility and to people's life chances. Our new regional approach means that we can look at Glasgow's population as a whole and plan a provision that meets the needs of this city's complex, diverse and dynamic population. Collaboration is also key to facilitating and supporting efficient and effective learner journeys. We enable learners to access study throughout their lives and to move seamlessly within the education and skills system.

*“The Glasgow College Region’s commitment to inclusion means that we are reaching into all our communities to attract those people who need and can benefit most from a college education. By reflecting, serving and celebrating the region’s diversity, we are also nurturing the creativity and valuing experiences that will add resilience and flexibility to the city’s workforce. We are changing lives, creating life chances and helping to build careers. We are also building the region’s human capital, strengthening communities and contributing to the region’s growth, productivity and potential.”*

Ian Patrick,  
Chair of Board of Management,  
Glasgow Kelvin College



## By 2020 we will have...

## Making our Region more inclusive

widened access and increased participation in college learning by residents from deprived postcodes, careleavers, disabled learners and those from black and minority ethnic backgrounds, so that all Glasgow's learners can be part of inclusive economic growth;

built seamless pathways across the Glasgow region curriculum and created guaranteed articulation agreements which allow students on programmes at one Glasgow college to progress directly to programmes at the next level at another Glasgow college;

developed digital curriculum maps which provide students and stakeholders with an overview of vocational progression pathways and study options across the three colleges, and which link to colleges' live curriculum offerings to give students a clear view of where a course sits within the regional curriculum and of the progression pathways available to them;

strengthened our partnerships with Glasgow's universities and developed more articulation routes to offer more college learners the opportunity to progress to university with advanced standing, including the expansion of our new articulation programme with Glasgow University;

empowered our ESOL Partnership of college, local authority and third sector partners, to deliver a regional access and learning service that responds efficiently to the needs of migrants and new arrivals;

established a new proactive student support service for care experienced young people with the Action for Children charity, providing support beyond the college walls to learners who are most at risk of not completing their studies and of failing to meet their full potential;

developed a joined-up and high-quality mental health and well-being service for students and staff which includes professionally-qualified Mental Health Services leadership capacity and an improved counselling offer;

identified and tackled gender imbalances, increasing the minority gender share in each of the 10 largest and most imbalanced subject areas.

# We empower a responsive regional curriculum

By definition, a responsive college system responds to the needs of the regional economy and we have committed to the goal of the Glasgow Economic Strategy – that this will be the most productive major city economy in the UK by 2023.

Our regional approach means we can align the complete Glasgow college provision with the complete economic need; linking learning to jobs, business success and economic growth. Our collaborative regional curriculum planning is better aligning our skills training to supply areas of greatest economic and social need. We are also forging stronger links between our colleges' delivery and industry requirements. All this supports economic growth.

We are committed to contributing fully to the achievement of our local authorities' and the City Region's economic development plans and our curriculum will:

**meet the needs of employers**, ensuring that the volume and content of delivery is matched to employer demand. We will meet replacement demand in sectors such as business services, financial and professional services, retail, social and child care, and tourism. We will meet existing and anticipated skills gaps throughout the labour market.

**widen access and increase the pool of labour**. Glasgow's economic activity levels have risen but more than 1 in 10 of our region's residents still has no qualifications and proportions of deprivation remain similar to those of Scotland. We need to help more regional residents to take up employment opportunities.

**enhance progression**. Regional skills demands are highest at the upper and lower skills levels. We therefore aim to encourage and support people's progression to higher skills levels, building the advanced skills base that businesses need to increase the value of their output, improve productivity and enhance competitiveness.

**provide more flexible provision** to prepare learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. We will create more opportunities for work-based learning to meet the needs of employers and learners.

*"Colleges in Glasgow have worked in partnership for many years and, as part of the region, we will continue to meet the aspirations of learners, and the skills needs of employers, while supporting various government agencies in growing the regional economy and promoting social inclusion".*

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

This Regional Programme of Action sets out how the learning opportunities provided by the Glasgow colleges in 2019-20 will meet employers' needs and unlock individuals' potential in the region, supporting inclusive economic growth.

# Making our Region more responsive

## By 2020 we will have...

aligned our curriculum more closely to regional and national skills needs, with more of our delivery targeted at areas of employment growth;

significantly increased work-based learning opportunities and the volume of courses that include substantial elements of work placement experience;

increased the range and volume of high-quality senior phase vocational pathways to employment, improved attainment and provided more opportunities for school and college staff to share practice;

created a new curriculum and resources plan for the Glasgow College Region, replacing the current 2015-2020 plan and improving the alignment of our training supply to employment needs;

increased participation in lifelong learning by adults in work, and particularly employed residents with low or no qualifications,

implemented our refreshed regional STEM strategy and increased the proportion of learners undertaking STEM-related learning, ensuring our regional curriculum offer responds to the needs of the STEM economy;

expanded our delivery of Foundation Apprenticeships to Senior Phase pupils, including to learners at SCQF levels 4 and 5 and those studying full-time at college, increasing the scale of work-based learning and helping to improve learners' attainment and successful progression to employment;

completed and reported on our pilot to implement the 5-step skills planning model across Glasgow's skills training supply, delivered in partnership with Skills Development Scotland and the Scottish Funding Council;

delivered an expanded Flexible Workforce Development programme for employers to fill skills gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy;

increased the volume and range of childcare training opportunities, and develop new online learning resources, to deliver on the Scottish Government's commitment to double the entitlement to free childcare;

developed and enhanced our programme of high-quality Modern Apprenticeships, and further developed partnerships with universities to deliver Graduate Level Apprenticeships;

contributed fully to the implementation and achievement of Community Planning Partnership goals, including Local Outcomes Improvement Plans and Locality Plans.

# We empower an effective regional college system

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively. This is how we will best meet the skills needs of a dynamic economy and support the ambitions of our learners. Collaboration will make us more effective. Empowering collaboration will intensify that effectiveness.

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 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 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.

***“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



# Making our Region more effective

## By 2020 we will have...

improved retention and attainment rates, including for people with protected characteristics and learners from the 10% most deprived postcode areas;

strengthened institutional sustainability and long-term financial planning;

developed further our regional collaborative management structure, ensuring that college staff have a greater say in the organisation of college services across the Glasgow region;

improved the environmental and social sustainability of our institutions through our sustainability strategies and corporate strategic plans;

achieved our college and regional Credit targets for core delivery and European Support Funded activity, contributing fully to the Scottish Government's commitment to deliver 116,000 full-time equivalent

maintained our Scottish living wage commitments across all our institutions;

expanded a programme of regional CPD opportunities that includes courses and initiatives from our colleges and from national bodies such as the Colleges Development Network;

contributed proactively to the development of educational and economic policy at local, regional and national levels and reported on our institutional performance to national and regional stakeholders.

developed closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration, supported by our Regional Memorandum of Understanding;

aligned our expenditure more closely to our strategic ambitions and supported regional efficiencies, including through a regional approach to procurement;

promoted gender equality and improved gender balance on the regional and college boards;

made greater use of data analytics to inform and improve our regional service delivery, including 'pooling' data from college systems to inform the development of common data standards and support the Scottish Government's Learner Journey Review;

# Senior Phase Vocational Pathways

Our Developing the Young Workforce (DYW) 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.

The Glasgow College Region is strongly committed to the growth of Foundation Apprenticeships. In 2019-20 we will collectively deliver one of the largest Regional Foundation Apprenticeship programmes in Scotland. This will be achieved in partnership with Skills Development Scotland (SDS) and coordinated regionally by a single team with specialist school and employer engagement staff.

Building on the success of the regional Foundation Apprenticeship programme, in 2019-20 SDS, GCRB and the Glasgow colleges will work jointly on two areas as opportunities for pilot activity which would extend the opportunity of Foundation Apprenticeship type learning to Senior Phase pupils who currently do not participate in standard delivery. These pilots will provide new learning opportunities at SCQF level 4/5 for school pupils and at level 6 for college learners. These developments will deliver greater alignment of current skills training supply to employment needs, converting existing course delivery into more employment relevant and modern qualifications with an enhanced range of post-course progression opportunities.

***“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 2019-20 Developing the Young Workforce Plan

## **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.

# Key 2019-20 Performance Measures

	Performance Measure	2017-18 Baseline	2019-20 Target	Empowerment Change
Inclusive	Proportion of Credits for SIMD10 postcode areas	29.4%	31.1%	+1.7pp
	Proportion of Credits for BME learners	14.9%	15.0%	+0.1 pp
	Proportion of Credits for learners with a disability	14.8%	15.0%	+0.2 pp
	Proportion of Credits for learners with Care Experience	2.6%	3.1%	+0.5 pp
Responsive	Volume of Credits for Childcare training	5,341	6,387	+1,046 Credits
	Volume of Credits for STEM related training	101,160	104,045	+2,885 Credits
	Volume of Credits for Senior Phase age pupils	2,672	3,270	+598 Credits
	Proportion of full-time learners with substantial work placement experience	19.5%	25.5%	+6.0 pp
	Proportion of full-time Further Education level learners achieving a qualification	65.5%	69.7%	+4.2 pp
Effective	Proportion of full-time Higher Education level learners achieving a qualification	73.4%	76.2%	+2.8 pp
	Proportion of learners articulating to degree level courses at a university	45.6%	55.6%	+10.0 pp
	Proportion of learners overall, satisfied with their college experience	88.6%	89.8%	+1.2 pp
	Proportion of full-time learners progressing to work, training or study	96.9%	97.5%	+0.6 pp

# Annex A: Summary Operational Plan for 2019-20 Regional Programme of Action

## 1. Making our region more inclusive

### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase participation of SIMD10 learners	31.0% of Credits delivered to SIMD10 learners	24.9%	32.5%	42.7%	Achievement supported by college Access and Inclusion Strategies
Increase participation of care leavers	15.0% of Credits delivered to care leavers	1.1%	1.2%	10.5%	
Increase participation of disabled learners	15.0% of Credits delivered to disabled learners	11.0%	18.3%	18.9%	
Increase participation of BME learners	3.1% of Credits of delivered to BME learners	12.6%	18.5%	14.8%	

### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Deliver and develop more articulation routes	Three University of Glasgow 'enhanced HNC' articulation courses delivered, one per college. City of Glasgow College to deliver Engineering, Glasgow Clyde College Social-Science and Glasgow Kelvin College Science courses.	Project supported by University and GCRB Regional Articulation Leads.
Create seamless pathways through guaranteed articulation agreements	A regional guaranteed articulation agreement made by the three colleges which delivers seamless transitions from college to college, agreed courses where this applies, and a systematic method for successful learners to progress without barriers.	Initial focus on identification of vocational pathway 'dead ends, supported by curriculum review work. Project supported by Regional Student Experience Lead.
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.	Work to be undertaken in partnership with SDS in response to Learner Journey recommendation to improve the way learners can search and access course applications and apply to college.
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.	Supplemented by in-kind resources provided by local authority and community partners.
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.	Co-funded and delivery led by Action for Children Charity.
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.

## 2. Making our region more responsive

### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase the proportion STEM-related Credits	104,045 Credits delivered for STEM-related learning	42,325 Credits	35,520 Credits	26,200 Credits	Achievement supported by Regional STEM Strategy and by Regional STEM Lead
Deliver an expanded Flexible Workforce Development programme	Upskilling training delivered to 128 employers	60 employers	42 employers	26 employers	Split of funding based on core credit share
Increase the volume and range of childcare training	6,387 Level 7-9 Credits delivered for childcare training	3,434 Credits	2,979 Credits	900 Credits	Achievement supported by Regional Childcare Expansion Plan

### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand our delivery of Foundation Apprenticeships to Senior Phase pupils	Delivery of new pilot Foundation Apprenticeships at levels 4, 5 and 6 across the three colleges, enabling senior phase learners to access new work-based learning courses with progression pathways to apprenticeships.	Development and course delivery and monitoring to be supported by SDS.
Develop new online learning resources for HNC childcare courses	Online HNC training course materials developed and shared with the three colleges.	Responds to Glasgow College Region Childcare Expansion Strategy goal to increase the volume, range and flexibility of training opportunities.
Align our curriculum more closely to regional and national skills needs	Delivery with SDS and SDS of 5-Step Planning and Provision Pilot. Deliverables to include evaluation of skills alignment and identification of curriculum development recommendations.	Supported by regional Learning and Teaching Group and curriculum hubs.
Create a new curriculum and resources plan for the Glasgow College Region	Regional Curriculum and Resources Plan for 2020-25 developed and agreed by the GCRB Board.	Supported by regional Learning and Teaching Group and curriculum hubs.
Deliver a Gaelic Immersion Residential course	Gaelic Immersion Residential course delivered in partnership with Lews Castle College Gaelic department	Supported by SFC strategic funding for course delivery, travel and accommodation.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Enhance our programme of high-quality Modern Apprenticeships
- Contribute fully to the implementation and achievement of Community Planning Partnership goals

### 3. Making our region more effective

#### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Achieve Core Credit targets	368,592 Core Credits delivered	170,848	120,556	77,188	
Achieve European Support Funded targets	17,268 ESF Credits delivered	9,052	6,208	2,008	
Improve attainment rates:					Achievement supported by college Enhancement Plans and Regional Improvement Lead
Full-Time Further Education	Regional attainment level of at least 69.7%	74.3%	68.0%	66.0%	
Part-Time Further Education	Regional attainment level of at least 83.8%	91.6%	73.0%	81.5%	
Full-Time Higher Education	Regional attainment level of at least 76.2%	77.0%	76.0%	71.7%	
Full-Time Higher Education	Regional attainment level of at least 83.7%	84.4%	85.0%	78.0%	
Improve the environmental and social sustainability of our institutions	Gross carbon footprint (tCO2e) of 9,994	5,094	3,150	1,750	

#### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand a programme of regional CPD opportunities	An expanded of regional CPD programme delivered across the three colleges.	Individual colleges to contribute CPD opportunities to regional programme.
Make greater use of data analytics to inform and improve our regional service delivery	A regional data tool which automatically pulls FES data from across the three colleges and provides regional data reports.	Project supported by Regional Student Data Lead.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Develop closer and more effective regional relationships and our regional collaborative management structure;
- Strengthen institutional sustainability and long-term financial planning, aligning expenditure more closely to strategic ambitions and supporting regional efficiencies;
- Maintain our Scottish living wage commitments;
- Promote gender equality and improved gender balance on the regional and college boards;
- Contribute proactively to the development of educational and economic policy at local, regional and national levels; and
- Report on our institutional performance to national and regional stakeholder

## Annex B: Mapping of SFC Priorities to GCRB 2019-20 Programme of Action Commitments

The actions set out within the 2019-20 Glasgow College Region Programme of Action align strongly with Scottish Funding Council priorities. The actions we plan to take to deliver our ambition to build Scotland’s most inclusive, responsive and effective regional college system, will create an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy.

The tables below evidence the scope and strength of the alignment between the commitments listed in our 2019-20 Programme of Action and the strategic priorities of the Scottish Funding Council.

SFC Priority 1: High Quality learning and teaching					Making our Region more Inclusive	
A more equal society	An outstanding system of learning	A more successful economy	High-performing institutions	Greater innovation in the economy		
✓		✓		✓		Widened access and increased participation for priority groups
	✓		✓			Built seamless pathways across the Glasgow region curriculum
✓	✓		✓			Developed digital curriculum maps
✓	✓			✓		Strengthened our partnerships with Glasgow’s universities
✓		✓		✓		Empowered our ESOL Partnership
✓		✓				Established a student support services for care experienced learners
✓			✓		Developed a joined-up mental health and well-being service	
✓		✓		✓	Tackled gender imbalances and promoted gender equality	

SFC Priority 1: High Quality learning and teaching						
A more equal society	An outstanding system of learning	A more successful economy	High-performing institutions	Greater innovation in the economy		
		✓		✓	Increased participation in lifelong learning by adults in work	Making our Region more responsive
	✓	✓		✓	Delivered an expanded Flexible Workforce Development programme	
	✓	✓			Significantly increased work-based learning opportunities	
✓	✓	✓	✓	✓	Implemented our refreshed regional STEM strategy	
	✓	✓			Increased the volume and range of childcare training opportunities	
✓	✓	✓			Developed new online learning resources for HNC childcare courses	
	✓	✓			Increased the range and volume of senior phase vocational pathways	
	✓	✓		✓	Expanded our delivery of Foundation and Modern Apprenticeships	
	✓		✓		Created a new curriculum and resources plan for the Glasgow Region	
	✓		✓		Completed our pilot to implement the 5-step skills planning model	
✓		✓			Contributed Community Planning Partnership goals	

	✓	✓			Improved retention and attainment rates	Making our Region more effective
	✓		✓		Developed closer and more effective regional relationships	
			✓		Strengthened institutional sustainability	
✓					Maintained our Scottish living wage commitments	
✓	✓	✓	✓	✓	Aligned our expenditure more closely to our strategic ambitions	
	✓		✓		Developed further our regional collaborative management structure	
			✓	✓	Expanded a programme of regional CPD opportunities	
			✓		Improved the environmental sustainability of our institutions	
		✓		✓	Contributed to the development of educational and economic policy	
			✓		Made greater use of data analytics	
	✓		✓		Reported on our institutional performance	

## Annex C: Cross Cutting Themes

### 1. Aligning the regional curriculum to regional and national needs

A primary goal of the 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 economic sectors and the following Credit targets set for 2019-20:

Economic Sector:	Glasgow Region Credits	City of Glasgow Credits	Glasgow Clyde Credits	Glasgow Kelvin Credits
Administration, Financial and Business Services	78,428	49,810	18,119	10,500
Creative and Cultural Industries	58,634	27,862	19,271	11,500
Energy, Engineering, Construction and Manufacturing	72,817	35,278	19,039	18,500
Food, Drink, Tourism, Hospitality and Leisure	62,319	37,347	16,473	8,500
Health, Care and Education	44,026	13,691	19,835	10,500
Land-Based Industries	3,088	0	3,088	0
Life and Chemical Sciences	11,025	519	6,506	4,000
Transition and Supported Learning	55,522	15,394	24,433	15,696

Curriculum Hubs corresponding to the economic sectors lead collective curriculum review activity and ensure that the region is continuing to adapt and develop a curriculum which aligns with known economic, employment and social needs. Building on this strong collaborative base, GCRB will lead a pilot in 2019-20 with Skills Development Scotland and the Scottish Funding Council to jointly implement a five step planning and provision model, identifying opportunities for the alignment, collaboration and joint leadership of a responsive and inclusive regional curriculum which meets identified skills needs. This will support the implementation of the Enterprise and Skills Review recommendation to deliver increased skills planning alignment between the SFC and SDS, so that their shared investment better reflects the needs of employers and the economy.

### 2. STEM: A regional priority

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. Our 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. In 2019-20, we will publish a refreshed regional STEM strategy to increase further our contribution to the achievement of the Scottish Government's STEM Education and Training Strategy for Scotland.

### **3. Childcare training provision**

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.

### **4. Work experience and work-based learning**

Supported by the work of the Curriculum Hubs, Glasgow's colleges will continue to review the scale and quality work experience/work simulation in place within courses to 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. Curriculum Hubs 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.

## 5. Access and equality

### Equality Outcome Themes

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:

1. The diversity of students and staff reflects the communities the college serves;
2. All students and staff experience and contribute to a culture of dignity and respect;
3. 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;
4. 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. These will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

### Access and Inclusion Strategies

Glasgow's colleges have 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 and alignment with regional ambitions, commitment to ongoing access and inclusion CPD for staff, and processes for providing bespoke individualised support.

### Gender Imbalances

The Glasgow College Region proactively promotes gender equality in relation to students, staff and its governing bodies. Glasgow's colleges will also continue to review, identify and outline targets to address any gender imbalances. Alongside reporting on actions related to improving gender balance across Boards and staff cohorts, all three Glasgow colleges have in place institutional Gender Action Plans. 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 of the Glasgow colleges has set clear target outcomes focused on the subjects with the greatest gender imbalances.

### Gender Based Violence

The Glasgow colleges have in place safeguarding procedures which ensure that colleges respond appropriately to reports of gender-based violence. All three colleges have implemented the Equally Safe in Higher Education toolkit in partnership with Student's associations.

## Care Experienced Learners

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 Glasgow colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and 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.
- 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.

Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people. Run by NCH (Scotland), and working in partnership with colleges, GENR8 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.

## Carers

Glasgow’s colleges are committed to enhancing support for students and staff who are carers. In 2019-20, 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.

## Disabled Learners

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. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are place before a student with additional support for learning needs accepts their place.

#### Estranged students

Glasgow's colleges are committed to supporting estranged students. This includes collaboration across internal teams such as Admissions, Student Advisors, Student Funding, Learning Support and the Students' Association to promote support available for estranged students, alongside providing bespoke training to ensure that staff have the knowledge and expertise to support and provide guidance for estranged students.

#### English Language Support

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 census data, suggests that approximately 17,000 Glasgow College Region residents speak little or no English. 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.

#### British Sign Language

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. Weblinks to institutional British Sign Language plans are provided in Annex E and as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

### **5. Health and Wellbeing**

#### Mental Health

The Glasgow College Region has placed a priority of improving the quality and scope of college mental health services for learners and staff. The three colleges have significantly developed their service provision over recent years and this outcome agreement commits to further expansion of services to support good mental health and wellbeing. A 'Regional Conversation on Mental Health and Wellbeing' event was organised to support the development of strategic and operational

approaches to supporting good student and staff mental health and wellbeing across the Glasgow College Region. The event included representation from across college students and staff, alongside regional and national stakeholders, and the following development themes were identified:

- Glasgow College Region should take a proactive approach which focuses on prevention and building resilience, developing the skills of staff and learners to effectively tackle mental health issues.
- We need a mapping exercise of mental health and well-being services for both students and staff. This will give a greater understanding of current services available and to support more coherent and collaborative future delivery/development.
- Counselling alone is not the answer and we need to develop services and approaches that are multi-dimensional. We need a whole systems approach, not just across the colleges, but with partners such as the NHS to deliver a coherent, joined up and efficient service.
- Lack of resources is an issue and this often leads to insufficient time for college staff to support students. There are also concerns regarding expectations on the role and expertise of college staff in this area, and how to improve the link with health professionals.
- There can be cultural challenges for some groups about accessing counselling so we need to work with external organisations to better understand these areas.
- The focus on improving services for students should be balanced with effective and supportive services for college staff.

Further collaborative work will be undertaken in 2019-20 to develop more fully strategic approaches to supporting mental health and wellbeing. This will include continuing partnership working with Scottish Government and NHS Greater Glasgow and Clyde, and will be supported by a commitment to resource and develop professionally-qualified Mental Health Services leadership capacity across the region. All three Glasgow colleges plan to have institutional mental health strategies by June 2019.

#### Diet and Healthy Weight

All three Glasgow colleges undertake actions to support improvements in diet and maintaining a healthy weight, including in relation to college food outlets and work on physical health. Glasgow's colleges are actively involved in Healthy Working Lives awards and promote good health through initiatives, including action undertaken in partnership with the CPP and NHS.

### **6. 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 but currently meets regional 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'. In addition, in 2019-20, we will deliver a Gaelic Immersion Residential course in partnership with Lews Castle College Gaelic department.

# Annex D: Glasgow Regional Outcome Agreement 2019-20 Equality Impact Assessment

## 1. Identification and Scope

### 1.1 Description of the decision, policy or practice being assessed

The commitments made in the 2019-20 Glasgow Regional Outcome Agreement.

### 1.2 Aims of the decision, policy or practice

The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The Regional Outcome Agreement is a key element in meeting these responsibilities and it seeks to deliver outputs and outcomes which create a more inclusive, responsive and effective regional college system.

### 1.3 People affected by the decision, policy or practice

Students (both current and potential) and college staff

## 2. Research and Consultation

### 2.1 Outline evidence/research

The development of the 2019-20 ROA has been informed by a wide range of information related to stakeholder and employer needs. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, Community Planning Partnership and local authority action plans, and regional employment supply and demand levels.

A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's economic strategy for 2016-2023. The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from 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).

## 2.2 Consultation Undertaken on the Regional Outcome Agreement

As part of the development of the 2019-20 Glasgow Regional Outcome Agreement, GCRB has consulted with the three assigned colleges, stakeholders including representatives from student associations, staff trades unions, Scottish Funding Council, Skills Development Scotland and local authorities. Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

### 3. Research Key Findings

The 2018 Glasgow Regional Skills Assessment highlights a set of key implications for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- meets the needs of employers;
- widens access and increases the pool of labour;
- enhances progression routes and pathways; and
- provides more flexible provision.

### 4. Step 3 – Assessing the Impact

The table below suggests likely impacts which implementing the 2019-20 Glasgow Regional Outcome Agreement may have on people who share protected characteristics.

<b>Protected Characteristic</b>	<b>Likely Impact</b>
Age	<u>Potential Impact</u> A number of actions within the Glasgow 2019-20 ROA target specific age groups. Work to support delivery of the recommendations of the Commission for Developing Scotland’s Young Workforce will seek to increase the number of school aged pupils studying college vocational courses and to strengthen pathways from school to college. Actions to enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities will seek to increase the number of employed learners who are likely to be older. Further, a range of actions focussed on widening access will target those furthest from the labour market which could also potentially increase the proportion of college provision provided to those aged over 25. As

	the majority of college learners are currently aged 16-24, increasing participation from an older age group would have a positive impact in terms of the age profile of the college region reflecting the regional population.
Disability	<u>Positive Impact</u> ROA targets commit the region to increasing both the proportion of Credits delivered to students with a known disability, and to increase successful outcomes of disabled learners. This will include partnership work with Community Planning Partnerships and disability support agencies. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are place before a student with additional support for learning needs accepts their place. Glasgow Colleges will also maintain a dialogue with the Education Department and jointly assess with them if any greater level of college support for students with profound and complex needs is required.
Gender	<u>Positive Impact</u> The Glasgow 2018-19 ROA notes the commitment of the Glasgow colleges to outline their key ambitions to tackle gender imbalances at a subject level within Gender Action Plans. These set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female students within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.
Gender reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage and Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy and Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial group	<u>Positive Impact</u> In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Region colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment, including that coordinated through Community Planning Partnerships.
Religion or belief	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Sexual orientation	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Deprivation	<u>Positive Impact</u>



	<p>A number of aims and actions within the ROA seek to widen access to education for people from the widest range of backgrounds. In particular, our commitments in 'Making our region more inclusive' sets out how the region's colleges will work collaboratively to increase participation from under-represented groups across all subject areas, ensuring that learning opportunities are accessible, supportive and representative.</p>
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**5. Action to Remove or Minimise Any Actual or Potential Negative Impacts Identified**

No negative impacts on protected characteristic groups are identified.

**6. Monitoring and Evaluation**

The 2019-20 Glasgow Regional Outcome Agreement results from an ongoing review of the regional curriculum based on the most up to date labour market, economic and demographic information. Therefore, refinements will be made annually as appropriate to ensure a continued best fit of the curriculum to employment opportunities within the Glasgow region. This joint curriculum planning activity will take place within Regional Outcome Agreement development and delivery arrangements and within this activity participation rates for protected characteristic groups will continue to be monitored and reviewed.

**7. Equality Impact Assessment Outcome**

Glasgow's colleges should proceed to implement the 2019-20 Glasgow Regional Outcome Agreement, including the actions outlined in Section 4 above to better advance equality.

## Annex E: Links to Other Strategic and Planning Information

### Glasgow Colleges' Regional Board:

#### **Glasgow Region Strategic Plan for College Education 2017-2022**

[www.gcrb.ac.uk/strategy](http://www.gcrb.ac.uk/strategy)

#### **Mainstreaming Report and Equality Outcomes**

<https://www.gcrb.ac.uk/publications>

#### **Board Diversity**

<https://www.gcrb.ac.uk/nominations-committee/4-october-2018>

### Glasgow Colleges:

#### **Mainstreaming Reports and Equality Outcomes:**

[www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties](http://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/equality-diversity/](http://www.glasgowkelvin.ac.uk/equality-diversity/)

#### **Access and Inclusion Strategies:**

[www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports](http://www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf)

#### **Corporate Parenting Plans:**

[www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students](http://www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students)

[www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students](http://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf)

#### **Gender Action Plans:**

[www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties](http://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf)

#### **British Sign Language Plans:**

[www.cityofglasgowcollege.ac.uk/bsl](http://www.cityofglasgowcollege.ac.uk/bsl)

[www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan](http://www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan)

[www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/](http://www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/)

#### **Enhancement Plans**

<https://education.gov.scot/other-sectors/further-education/688504>

<https://education.gov.scot/other-sectors/further-education/811922>

<https://education.gov.scot/other-sectors/further-education/825806>

**Further information:**

**Glasgow Colleges' Regional Board**

**190 Cathedral Street**

**Glasgow G4 0RF**

**0141 375 6821**

**[www.gcrb.ac.uk](http://www.gcrb.ac.uk)**

**[enquiries@gcrb.ac.uk](mailto:enquiries@gcrb.ac.uk)**



## SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
<b>1(a)* The volume of Credits delivered</b>				
The volume of Credits delivered (core)	395,687	368,592	368,592	368,592
Core Credits target (region)	0	368,592	368,592	368,592
% towards core Credits target (region)	-	100%	100%	100%
The volume of Credits delivered (ESF)	0	17,268	17,317	17,317
The volume of Credits delivered (core + ESF)	395,687	385,860	385,909	385,909
<b>1(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	29.4%	31.1%	31.6%	32.1%
<b>1(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	49.7%	50.8%	51.1%	51.0%
Proportion of Credits delivered to Female learners	50.2%	49.5%	49.1%	49.1%
Proportion of Credits delivered to Other learners	0.1%	0.1%	0.1%	0.1%
Proportion of Credits delivered to BME learners	14.9%	15.0%	15.2%	15.3%
Proportion of Credits delivered to students with a known disability	14.8%	15.0%	15.2%	15.5%
Proportion of Credits delivered to learners aged under 16	2.3%	0.00%	0.00%	0.00%
Proportion of Credits delivered to learners aged 16-19	43.6%	43.9%	43.6%	43.5%
Proportion of Credits delivered to learners aged 20-24	24.1%	25.0%	25.4%	25.6%
Proportion of Credits delivered to learners age 25 and over	30.1%	0.0%	0.0%	0.0%
Proportion of Credits delivered to students with Care Experience	2.6%	3.1%	3.2%	3.4%
<b>2* 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	0.7%	0.8%	0.9%	0.9%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2.6%	2.7%	2.8%	2.9%

Proportion of Credits delivered at HE level to learners from SHEP schools	15.7%	15.9%	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	25.6%	27.0%	27.8%	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	65.5%	69.7%	71.3%	72.6%
The percentage of PT FE enrolled students achieving a recognised qualification	80.3%	83.8%	84.7%	85.5%
The percentage of FT HE enrolled students achieving a recognised qualification	73.4%	76.2%	76.6%	77.0%
The percentage of PT HE enrolled students achieving a recognised qualification	79.4%	83.7%	84.3%	84.5%
<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	65.0%	68.2%	69.6%	70.4%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.2%	82.6%	85.0%	85.1%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	70.3%	73.6%	75.6%	76.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	73.1%	79.3%	80.0%	80.1%
<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**	52.6%	67.4%	70.8%	72.0%
The percentage of senior phase PT FE pupils achieving a vocational qualification	70.7%	72.7%	75.4%	76.4%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	100.0%	0.0%	0.0%	0.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	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	61.0%	65.2%	66.5%	68.2%
The percentage of CE FT HE enrolled students achieving a recognised qualification	69.2%	70.4%	71.9%	73.4%
<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	65.1%	68.5%	72.0%	73.7%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	1,187	1,600	1,655	1,770
<b>6. 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	19.5%	25.5%	29.0%	30.8%
<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to</b>				

<b>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%
<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	96.7%	97.6%	97.8%	97.8%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.1%	97.3%	97.6%	97.6%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>				
Response rate	12258			
Full-time	87.8%	89.1%	90.0%	90.8%
Part-time	91.3%	91.6%	91.7%	92.3%
Distance Learning	90.6%	93.2%	93.7%	93.9%



## Outcome Agreement between Glasgow Colleges Regional Board and the Scottish Funding Council for AY 2019-20

### On behalf of Glasgow Colleges Regional Board:

Signed:

Print name: Robin Ashton

Position: Executive Director

Date:

8/8/19

Signed:

Print name: Janie McCusker

Position: Chair

Date:

### On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date:

7 August 2019