
Board Meeting

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Scottish Funding Council

Promoting further and higher education

Our ref: 242640050

Comhairle Maoinachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd-ìre

The Rt Hon Henry McLeish
Chair
Glasgow Colleges' Regional Board
Glasgow Caledonian University
70 Cowcaddens Road
GLASGOW G4 0BA

4 August 2014

Dear Henry

**SFC update for the Glasgow Regional Chair
July 2014**

I am writing to keep you informed of progress with the work that we have been jointly undertaking with the three Glasgow Colleges on the curriculum and estates review. I agreed as part of the Strategic Agreement with the colleges that I would meet with the three Principals monthly from March 2014 through to April 2015 to ensure momentum and buy-in to the process and during this period I would update you on progress at our regular meetings. This report provides additional update information in writing on the activity undertaken during the period April-July 2014.

The end of June marked a significant point as the colleges completed the early phases of work outlined in the Strategic Agreement, and produced their document *The Glasgow Regional Curriculum: Initial Review*. This allowed them to move to an early engagement/consultation event with key stakeholders as planned. This is a key milestone and an appropriate point to reflect on what has been achieved, the phases of work completed and any emerging challenges or issues that may be on the horizon.

I am greatly heartened by progress to-date and the way in which the colleges, through the Glasgow Colleges Strategic Partnership, have stepped up to address the regional issues. My assessment is that progress on the curriculum and location review in particular is positive and will contribute to the strategic planning which will be an early priority for the Regional Board. My report confirms that we are currently broadly in line with the timescale outlined in the strategic agreement but it is fair to say that we have not yet resolved the issue of transfer of the required volume of SUMs to the City of Glasgow College.

My staff are working with the colleges to look at the scope and location of industry relevant provision aligned to economic need, particularly science and engineering, utilising the excellent facilities that will exist both in the city centre and in some of the other college campuses. They are also discussing key issues around SCQF level 4 provision and pathways to employment. As we move into the 2014-15 Academic Year (AY) it is clear that critical decisions will need to be made at an early point by the colleges to allow appropriate planning for the 2015-16 AY. I will look to the Regional Board to assume its role in this process and to contribute to challenging these curriculum, location and estates decisions to achieve the right outcome for Glasgow.

I note the commitment, enthusiasm and willingness that the senior staff of all three colleges have brought to this work during a period when two of the colleges are still in the first year of delivery of successful mergers. (I would be happy to have a separate discussion with you about the outcomes of our early post-merger evaluations of Clyde College and Kelvin College but suffice to say that the concerns we may have highlighted are already being addressed by the colleges). The Vice-Principals in particular but also Assistant Principals and Directors of Curriculum have given their time to make this regional curriculum planning work rigorous and successful to underpin the emerging location/estate plan. We should not underestimate this commitment from the colleges. They are working together in their desire to achieve the best outcomes for Glasgow and their learners.

Yours sincerely



Laurence Howells
Chief Executive

What has been achieved since April 2014?

Regional curriculum mapping and review

This regional curriculum review process has been led by the Glasgow Colleges' Strategic Partnership (GCSP) Learning and Teaching (L&T) Group, in conjunction with college Principals, and undertaken jointly with SFC representation, including the FED engagements. The L&T Group report regularly to the Principals and Operational Leaders Group (POLG) on progress made.

Between April and June substantial progress was made on the curriculum mapping and review work which will provide the evidence base for decisions to be made on the Curriculum and Estates Plan for 2015-2020 to ensure that across the Region the right college courses are in the right place, and the best possible use is made of the resources and facilities of all three Glasgow colleges. SFC has made available key staff to provide the data that underpins this activity. This work built on the earlier evidence base that was developed between January and March 2014.

The first phase of the Curriculum and Estates review considered a wide base of desk based evidence reflecting the priorities of stakeholder groups. This review led to the identification of five key issues for the Colleges to prioritise. These are to:

- Align the supply of skills and knowledge to the business demands of the city's key economic sectors;
- Improve and extend the quality and nature of engagement with business and industry;
- Significantly increase appropriate vocational learning opportunities for those in the Glasgow Communities who are furthest from the labour market;
- Significantly increase retention and achievement levels for FE level courses;
- Working with enterprise partners, increase support for entrepreneurship.

For the purposes of the review the L&T Group aligned the curriculum under eight key economic areas:

- Administration, Management and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Life and Chemical Sciences
- Health, Care and Education
- Land Based Industries
- Transition and Supported Learning (Special Programmes and ESOL)

Each area was analysed to determine their contribution to the five key priorities identified by College stakeholders. An initial review document was developed outlining the results of this process and identifying key issues for discussion with stakeholders. It included:

- A review of stakeholder needs, encompassing the regional 'asks' of Glasgow colleges and the identification of a 2020 curriculum vision; and
- An evaluation of current Glasgow college performance in relation to these stakeholder asks and identification of key issues to consider in advance of determining a more detailed transition plan containing timelines and milestones.

Early consultation with internal and external stakeholders

Following focused discussion on the early outcomes with the Principals and the key leads from the L&T Group in early June SFC agreed that the colleges were now in a position to move to the early engagement/consultation event with key stakeholders as outlined in the Strategic Agreement. As there was an urgency to seek feedback prior to staff leaving for the holiday period the date of 20 June was agreed for the event. Despite the short notice over 40 participants attended on the day at the Glasgow City Chambers, including staff and union representatives, employer representatives and other key stakeholders.

The objective was to explain the purpose of the exercise, the eventual goal, the underlying principles and how the curriculum was mapped and reviewed. The colleges issued an agenda and summary report in advance of the meeting, with the full report ***Glasgow Regional Curriculum: Initial Review*** available on the day (see attached document). In recognition that the full report could not be read at the event the colleges confirmed that further time would be available for responses.

Key issues flowing from the consultation event

At a meeting with the three Principals in early July SFC discussed the issues flowing from the early consultation event and identified the key challenges moving forward, recognising that ongoing engagement with staff and unions on this matter is a critical part of the process. The Principals are keen to map out the steps and stages of engagement and consultation on the curriculum review as a priority. SFC acknowledges that that this will require a conversation with the Regional Board to understand their priorities and approach to consultation.

The Principals also highlighted the need to be prepared in advance of discussions with staff and unions about transition plans, particularly where issues of transfer of activity or curriculum may be required. SFC confirmed that it would be helpful to give advance thought to the main issues which will be raised and therefore considered in advance by all relevant parties: SFC as the funding body; the Regional Strategic Board which will be ultimately responsible for decisions which lead to transfer issues, and the three Assigned Colleges as the employers. Ensuring a robust evidence base for decision-making and developing an adequate and efficient consultation framework in partnership with Trades

Unions representatives prior to any transfer discussion is a sensible way forward. SFC has asked the Principals to work together, with some additional HR/legal expertise to look at these issues between now and the end of September.

In summary this early consultation was instructive in highlighting the issues and challenges that will need to be addressed prior to the completion of the curriculum and location/estates plan and any transition plan, and the preparation required in advance of the next phase of consultation/engagement. SFC has confirmed that it will work closely with the Principals and the L&T Group in addressing these issues.

Other issues arising

1. Movement of provision from Glasgow Kelvin College City Campus (Shamrock Street)

Earlier in May SFC was alerted that Kelvin College had plans to move a substantial proportion of provision currently made in City Campus to other sites. Laurence Howells wrote to the Principal, Alan Sherry, as SFC was concerned that some of this provision might be identified in the curriculum review for future location in the new city centre college estate currently under construction, and due to open from 2015.

Following further dialogue the Principal agreed with Laurence Howells that any planned moves would be fully discussed with the other colleges, that staff involved in any moves would be informed that some moves may not be permanent, and any decisions on spend on current buildings in other campuses should be in the context of the regional curriculum and estates planning. The Principal further restated the commitment of Kelvin College to the curriculum and estates strategic agreement and his desire to keep the interest of learners at the heart of all decisions.

These issues outlined apply equally to all three colleges in Glasgow and Laurence Howells wrote to all three Principals with the same message seeking reassurance that they do not take any actions which would pre-empt the work that SFC and the three colleges are doing on creating a curriculum and estates plan for Glasgow or lead to a loss of the trust that is necessary to carry out that review.

2. Response to early STEM thinking and how to move forward collaboratively, including Wood Review response

In response to early discussions with SFC, the City of Glasgow College prepared an initial plan for discussion for a STEM Academy for Glasgow which would work collaboratively between schools, colleges, universities and industry to deliver vocational pathways into work and further study and additional opportunities for school pupils, and clearly linking into the outcomes of the Wood Review. It would centre around provision in purpose built science labs and engineering workshops in the new City of Glasgow. All three colleges are keen to jointly explore the potential for the development of STEM provision in Glasgow

Region and the best model for this. We have been discussing with the Principals the idea of a STEM Colloquium in September which would bring the colleges together to focus on their delivery in this high priority area and appropriate models for this development.

Independently of this Maureen McKenna, Executive Director of Education, Glasgow City Council, has produced a high level paper which outlines a collaborative proposal for the development of a centre of excellence for STEM in Glasgow (to be based in the new City of Glasgow College) building on the already strong partnerships between Education Services, Glasgow City Council, the three colleges and the universities in the city. Maureen will progress this proposal through a working group approach with key partners. This proposal is entirely consistent with the strategic thinking that the three colleges are also beginning and should be a central element of the future development of STEM provision across the Glasgow Colleges.

3. Provision at SCQF level 4

The early curriculum review work identified that there is a gap at SCQF level 4 provision (the key access level for the large proportion of the regional population with low or no qualifications) in some curriculum areas and that overall the volume of activity at lower levels may not be meeting need. This could be a barrier to participation in Glasgow for those who are furthest from the labour market. Tackling this issue is critical to Glasgow's success. SFC has had initial discussions with the colleges about existing approaches to outreach and flexible and part-time learning opportunities and how to engage with more learners from deprived datazones around the city. There is agreement that this will be a priority moving forward and renewed partnership working with agencies also skilled in dealing with this group of learners will be required. The colleges need to explore urgently how this provision is grown to meet future demand, and where and how it is best delivered. SFC is willing to work closely with the colleges to consider what approaches and additional expertise and resource might be required to facilitate the appropriate developments.

Next steps and timeline

As outlined above the curriculum planning process is currently on schedule. The second phase of the review is now planning course provision to 2020 in each economic area at all three levels, advanced, non-advanced and access level. Cross college curriculum groups have been established to create curriculum roadmaps, which will plan the transition of the curriculum from year to year to 2020. As a component of this curriculum work, the campus location of each area of the curriculum will also be planned to ensure that access to curriculum is widest at access and non-advanced levels and more specialised at advanced level. Alongside this work is ongoing to plan further consultation with learners, external stakeholders unions and individual college boards so that their views inform the final report.

In anticipation of reaching this point the colleges have agreed a date of 1 October 2014 for their three boards to meet, in advance of the meeting of the Regional Board scheduled for 6 October.

The curriculum roadmaps will focus on what provision will be available at what level, and will also consider location. They will provide a strong evidence base for decisions to be made but it has become clear that they will not tackle the key issue of transfer of activity (SUMs). These critical decisions will need to be taken by the Principals in discussion with SFC within a short timeframe in order to plan appropriately for 2015-16 AY.

As outlined earlier, preparatory work is required urgently on the anticipated transition issues, on the planning for STEM provision and the planning of provision at SCQF level 4. SFC has made a commitment to provide continued expertise and support via the FED engagement which provides a specialist resource to the Learning and Teaching Group. SFC will also liaise with the Principals to secure appropriate HR/legal advice for the next phase of the transition work.

In summary

The curriculum planning process for 2020 is currently on schedule to deliver by the end of September and an initial outline location plan will be available in October. From this a more detailed transition plan will follow. However, key decisions on transfer of activity (SUMs) and location/estates will need to be made by the colleges.

The steps still to be taken are ambitious and challenging and SFC will continue to work closely with the Principals to keep on track with the key milestones and timelines. The Regional Board will have a key role in monitoring progress of this work and challenging the direction taken to ensure that the colleges make decisions that will deliver the appropriate curriculum and estates outcomes for Glasgow.

Glasgow Colleges' Strategic Partnership

The Glasgow Regional Curriculum: Initial Review

(June 2014)

CITY OF GLASGOW
COLLEGE


GLASGOW CLYDE
COLLEGE

 Glasgow
Kelvin
College

Version Date: 20/06/2014

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1. Executive Summary

- In order to ensure Glasgow's colleges deliver a coherent regional curriculum which meets national, regional and local learner and employer needs in an efficient way, this initial review of the Glasgow regional curriculum presents a high-level analysis of the Glasgow Region college curriculum and highlights a set of key curriculum issues.
- The findings in this report are based on a review of current regional college performance set against a backdrop of an analysis of stakeholder needs and the determination of a vision of a 2020 Glasgow regional curriculum which would meet these regional college asks.
- The evaluation of the regional curriculum asks four key evaluative questions:
 - How well is our curriculum delivery aligned to economic needs?
 - How well does our curriculum promote inclusion and economic and social mobility?
 - How well do our learners successfully complete and attain qualifications?
 - How well do our learners progress to further study and/or employment?
- In terms of improving our curriculum alignment to economic needs, the analysis highlights potential changes which could be made to some regional subject area volumes, alongside altering aspects of subject content and focus to ensure our delivery better supports the employment prospects of our learners.
- In order to ensure access for learners from the widest range of backgrounds, this review suggests that increasing the volume of provision offered at lower Scottish Credit and Qualifications Framework (SCQF) levels, alongside increasing the range and extent of part-time learning opportunities could support an increase in the proportion of our learners from Scottish Index of Multiple Deprivation (SIMD) backgrounds.
- In terms of access according to delivery location, current regional delivery data shows that at access levels a broad range of courses are offered across all of the region's colleges, and that at higher levels, provision is available at fewer locations and with a larger proportion available in the city centre. However, further analysis is required at both regional and subject level to ensure we make the most economic and effective use of our regional estate and enhance the quality of the learning experience.

- A range of targets relating to access according to protected characteristics were contained within the 2014/15 – 2016/17 Regional Outcome Agreement and this review reiterates Glasgow colleges' commitment to achieving these.
- With respect learner progression, this review suggests Glasgow colleges should increase the rates of learners progressing from school to college, and from college to university and/or employment.
- Regional learner attainment data shows that whilst Glasgow colleges have over recent years significantly increased the proportion of learners successfully achieving their qualification, a step-change improvement in retention levels is required to bring Glasgow colleges up to at least national norms.
- In order to implement the above recommendations, alongside re-purposing existing resources, additional resources would be required to achieve the above curriculum changes whilst continuing to maintain the delivery commitments as outlined within the 2014/15 – 2016/17 Regional Outcome Agreement.
- This review has been undertaken jointly by the Glasgow Colleges and Scottish Funding Council staff over March to June 2014.
- Appendix 1 provides a summary of all key issues highlighted within the review.

2. Introduction

The Glasgow colleges have a long history of working together to meet the learning needs of the Glasgow region and beyond. For many years Glasgow colleges worked under the auspices of Glasgow, and latterly Strathclyde, Regional Council and following incorporation in 1992, the colleges continued to work closely both informally and formally through the Glasgow Colleges' Group and more recently within the Glasgow Colleges Strategic Partnership.

Putting Learners at the Centre, the Scottish Government's 2011 post-16 education reform programme has facilitated even closer regional working through the development of a Regional Outcome Agreement (ROA) for each academic year since 2012/13. The continuation of this regionalisation process in the form of the development of a Regional Strategic Board to oversee college delivery in Glasgow from August 2014 will provide further opportunities for Glasgow colleges to work together to better meet national, regional and local learner and employer needs. The Glasgow Regional Strategic Board will be responsible for ensuring the strategic planning of college provision across the Glasgow region, and the allocation of funding within the region. The Regional Strategic Board will also monitor college performance and have regard to ensuring that its funds are used as efficiently and effectively as possible.

This working paper provides an initial review of the Glasgow Region college curriculum as existing in 2013/14. The key issues highlighted within this report are intended to provide high level direction and support to more detailed individual curriculum reviews at subject-level. Taken together and complemented by a review of Glasgow College estates, these review documents will support the development of a Glasgow Region Curriculum and Estates Plan which will set out how, over the 5 years from 2015-2020, Glasgow colleges will work together to ensure that across the region, the right provision in the right place, and the best possible use of the three colleges' resources and facilities are made. The phrase 'right provision in the right place,' means the best match of courses, qualifications, locations, facilities and teaching to help students '*get a job (however far they are from the labour market), keep a job, or get a better job and develop a good career*'. Therefore, the plan needs to be informed by both learners' and employers' needs, other relevant educational institutions, and by the vision for the future of the Region and Glasgow, as set out, for example, in Glasgow City Council: Strategic Plan 2012-2017 and the Glasgow Single Outcome Agreement.

In the planning of provision and in any decision to move curriculum across the Glasgow Colleges, the interest of learners is paramount. The outcome will be informed by sound, evidence-based research and analysis which will:

- meet the needs of the economy, support access and social inclusion and develop community capacity;
- meet the needs of learners, employers and communities;
- be based on comprehensive, and routinely updated, LMI and demographic evidence and analysis;

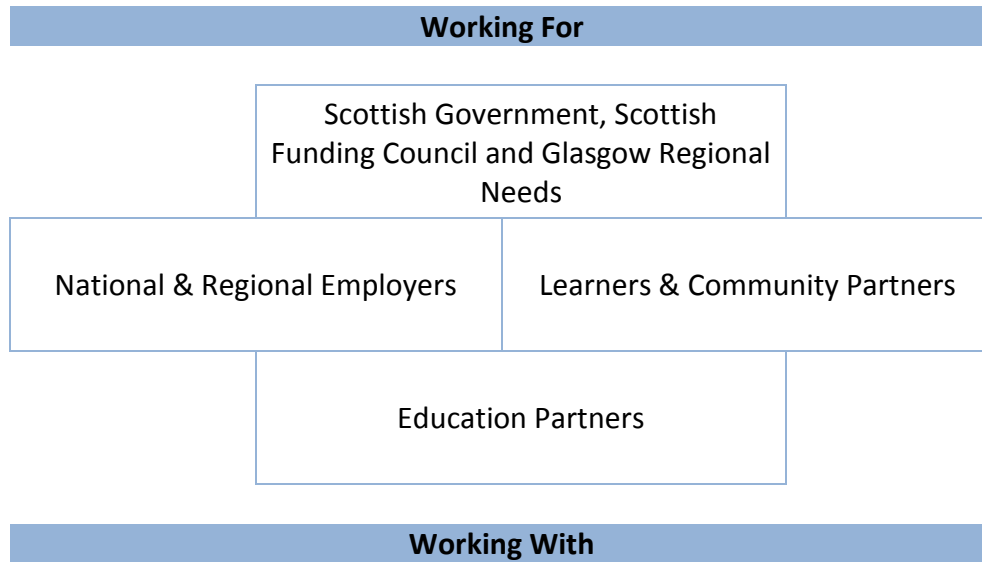
- provide clear progression and articulation routes to enable learners to move to more specialist provision across the three colleges.
- maintain the breadth, depth and coherence of curriculum provision at all three colleges encouraging high aspirations while avoiding unnecessary duplication;
- provide appropriate access for learners which takes account of the physical environment of buildings, SIMD information, local transport, employer links/engagement, placement and employment opportunities;
- make the most economic and effective use of public investment in the college estate and other resources in order to enhance the quality of the learning experience:
- take account of provision offered by Glasgow City Council and other Local Authorities across the Region to ensure no unnecessary duplication and that effective partnership working is in place to maximise the benefits for all stakeholders;
- support the delivery of the Glasgow Regional Outcome Agreement; and
- ensure – through planning and transitional arrangements – that all three colleges in the city remain both educationally and financially sustainable.

This initial curriculum review, undertaken jointly by the Scottish Funding Council and Glasgow's Colleges, puts these principles into practice and highlights a set of high level, regional curriculum issues based on an assessment of stakeholder needs and an evaluation of current college performance.

3. Assessment of Stakeholder Needs

The first section of this curriculum review provides an overview of college stakeholder needs. These ‘asks’ of Glasgow College delivery are grouped into four broad areas as outlined in the diagram below.

Figure 1. Sources of Regional College Activity ‘Asks’



The table below provides overviews of these four areas.

3.1 Scottish Government, Scottish Funding Council and Glasgow Regional Needs

The Government have indicated that they want the Glasgow Region colleges to at least maintain their current level of activity with the provision being delivered aligning to both the targeted economic growth areas and employer needs. Glasgow City Council have identified the business demands of the city’s key sectors as engineering, design and manufacturing, finance, business and tourism and events, low carbon and life sciences, and would seek college sector training to support these industries. Additionally the city needs a trained workforce to meet employer demand for both new and replacement demand and training which provides flexibility of delivery patterns and re/up -skilling provision for existing staff. In short, all require our delivery to underpin economic growth, specifically in relation to technician, technical and support level posts.

In meeting the above there is also a desire for greater participation and co-investment with employers and an expansion of work experience placements and internships, especially in key sectors. Greater support for entrepreneurship is also requested.

The focus for the above is to be the 16 to 24 year old age group in the first instance.

Beyond the immediate economic drivers these stakeholders are also looking to ensure that we significantly support and improve the performance of those at the low end of the skills ladder and furthest from the labour market to access education, training and employment. Specifically for the local population this would mean through a focus on the 16 to 24 year old age group, adults with low or no qualifications, provision for those finding difficulty finding employment, aligning provision to the strategic pipeline needs of local employability partners, the meeting of jointly agreed priorities set out in Single Outcome Agreement (SOA) and Community Planning Partnership (CPP) targets, and the maintenance of current levels of English for Speakers of Other Languages (ESOL) provision.

3.2 National & Regional Employer Needs

Employers whether at national or regional level require that our portfolio responds to the estimated level of demand for the sector and their business in particular. There are a range of information sources providing data on sector and employer demand such as:

- the Sector Investment Plans (SIPs) in Financial Services, ICT & Digital Technologies, Energy, Scottish Tourism, Food & Drink and Life Sciences (Engineering SIP still at draft stage)
- Business Register and Employment Survey (BRES) and Office for National Statistics (NOMIS) statistics
- Scottish Government Local Authority Area Growth Sector Database
- SQW Regional Skills Assessment: Glasgow and West Region
- Local LMI data acquired through existing employer relationships

The table overleaf summarises the wide range of economic sectors identified by national and regional groups (including regional colleges) as key areas of economic activity, as outlined in ROA Supporting Paper 1: *Regional Context Statement*. The table shows that sectors such as Creative Industries, Energy and Utilities, Life Sciences and Financial and Business Services are highlighted by all groups as key areas of economic activity.

Figure 2. Future Economic Growth and Current Key Employers by Economic Sector

	*Current Key Employers	Future Economic Growth			
	Glasgow and Clyde Valley Key Employers	Scottish Government Economic Strategy	Scottish Enterprise Business Plan	Glasgow City Council & Economic Commission	College Employer Engagement
Creative Industries	✓	✓	✓	✓	✓
Textiles			✓		✓
Energy and Utilities	✓	✓	✓	✓	✓
Technology and Engineering	✓		✓	✓	✓
Maritime					✓
Motor Trades	✓				
Construction	✓		✓	✓	✓
Manufacturing	✓				
Life Sciences	✓	✓	✓	✓	✓
Chemical Sciences	✓		✓		
Food and Drink	✓	✓	✓	✓	
Tourism, Hospitality and Leisure	✓	✓	✓	✓	
Retail	✓			✓	
Administration Services	✓				
Financial Services	✓	✓	✓	✓	✓
Business Services (incl. property)	✓	✓	✓	✓	✓
ICT	✓				✓
Social care	✓				✓
Health care	✓				✓
Early Years					✓
Education	✓				
Agriculture and Fisheries	✓				✓
Forest and Timber Technologies			✓		

* As identified within SQW Glasgow and Clyde Valley Regional Skills Assessment, 2013

The 'ask' from employers is that we match our provision against the analysis of scale and skillset required by each sector and make changes to our curriculum where required.

3.3 Learner and Community Partner Needs

In line with *Opportunities for All*, the key Scottish Government policy initiative which Glasgow City Council have embraced on behalf of young learners, there is a significant focus within the city seeking to offer a place in learning or training for all 16-19 year olds who are not already engaged, and prioritisation of places for those aged 20-24. In line with this policy, and in acknowledgement of the fact that the Glasgow Region has higher than average proportions of residents within these age groupings, Glasgow Region colleges have prioritised activity for ages 16-19 and 20-24 over recent years. Much of this has been achieved through working with and responding to Community Planning Partnerships (CPP) Youth Employability Groups and schools involving agencies such as SDS, Jobs and Business Glasgow and Glasgow Life.

Quite separately to the above set of drivers there are another set of factors influencing the provision of Glasgow Colleges. Given the high level of deprivation in the region, the needs of the older population, the number of vulnerable learners and the low levels of qualifications there is a need to address the 'asks' of these learners, ensuring access for learners from all backgrounds. Through working with a range of community partners – CPP, Glasgow Life, the Adult Literacy and Numeracy Network, Glasgow ESOL Strategy Group, voluntary organisations, Social Work - the college learner population should reflect the diversity of the region. The college sector is being asked to give a commitment to widening access and ensuring that education plays a key role in enhanced levels of social mobility. Part of this process will involve engaging with more learners from deprived datazones across the Glasgow City region.

Glasgow's role as a city region has a significant impact on the regional population and economic profile of the region and a review of learner needs related to this requires taking cognisance of the wider regional and national demands for educational services within the Glasgow region.

3.4 Education Partner Needs

There is a shared aspiration of the Glasgow College Region and local authorities to fully meet the Senior Phase recommendations outlined in the interim Wood's Commission Report. Glasgow Colleges are working closely with Glasgow City Council Education Services to gain a better oversight of an appropriate level of school/college activity related to need and develop the capacity of regional college and local authority structures to strategically direct and deliver improved outcomes, enhanced school/college services and articulation. The aim of achieving guaranteed progression routes from school to college will be a key outcome of the joint Regional college and Education Services activity.

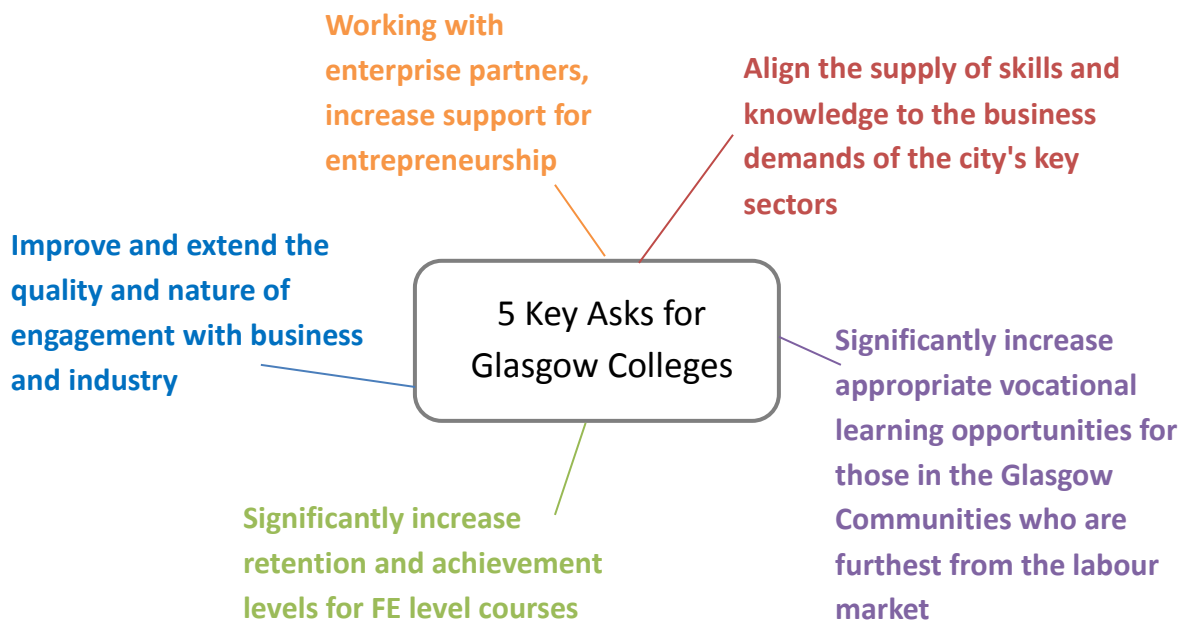
In terms of meeting the needs of the local universities, as outlined in their Outcome Agreements, Glasgow Region Colleges recognise the requirement to increase number of college students articulating to university with advanced standing by 20% over the three-year period, raising the number articulating from 1,043 to 1,252 by 2016/17. This emphasis has been placed by both the

Scottish Government and Funding Council on widening access to university study and as part of this, increasing the numbers of college learners entering university with advanced standing.

3.5 Summary of Stakeholder Asks

Taking the above stakeholder information into account, the diagram below presents as a summary five key asks for the Glasgow region colleges.

Figure 3. Summary of Key Asks for Glasgow Colleges



3.6 Response to Stakeholder Needs: What Success Would Look Like

In response to the above stakeholder information, the table below provides a vision of a potential future regional curriculum which would successfully meet the full range of regional college asks.

Figure 4. Aims of the Future Glasgow Region Curriculum

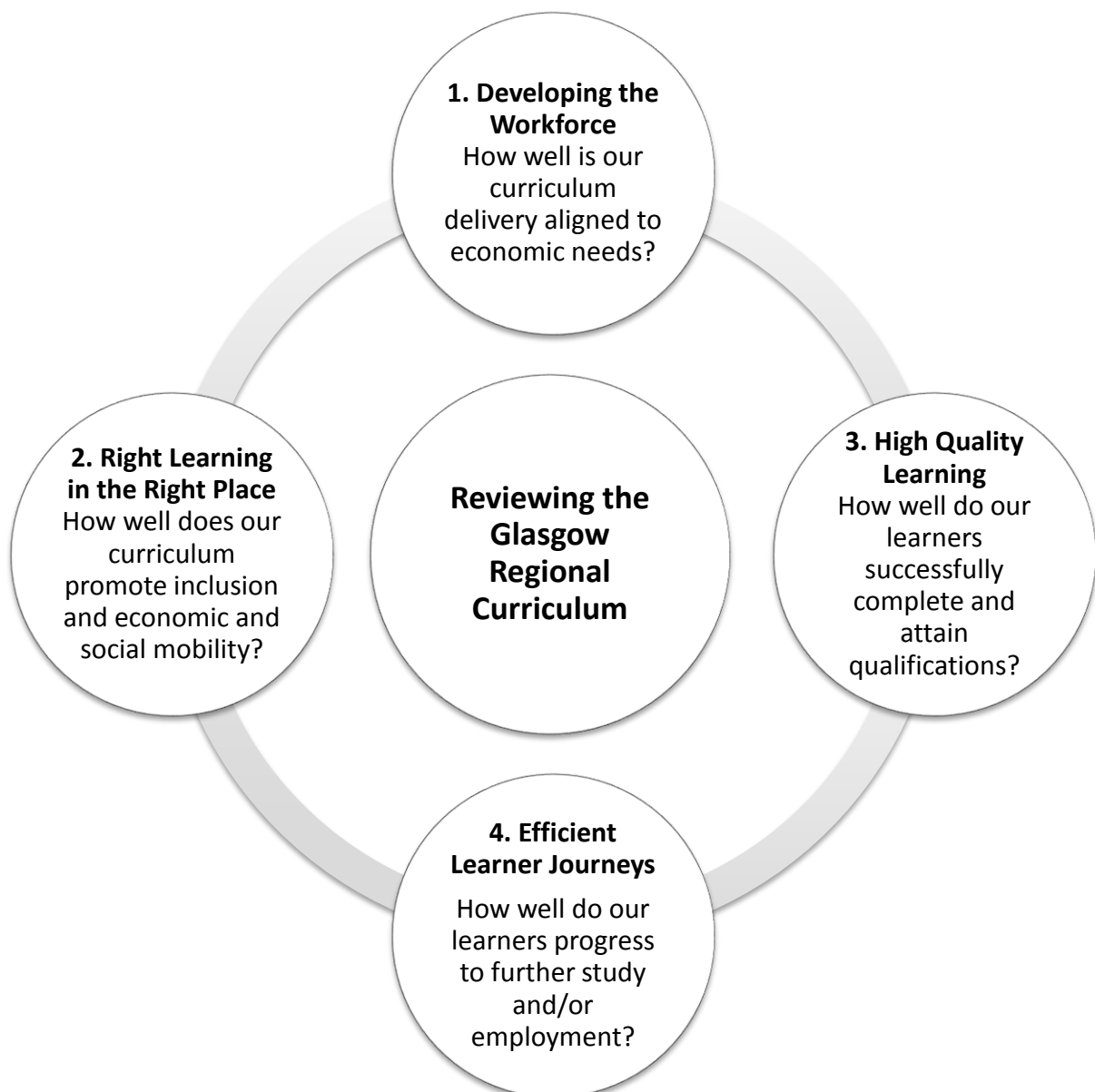
Area	Success Indicators
Developed Workforce	<ul style="list-style-type: none"> ▪ Young people are prepared for work and achieve employment outcomes; ▪ Provision responds to the needs of local, national and regional employers; ▪ Employees are re-skilled/up-skilled to sustain or progress in employment; and ▪ Enterprise and new business ventures are promoted and supported.
Right Learning, Right Place	<ul style="list-style-type: none"> ▪ Breadth and depth and aspirational learning provided; ▪ Provision which supports local access/starting points; ▪ Engagement which ensures inclusion and promotes equality of opportunity; ▪ The needs of the economy; employer and our communities are met; and ▪ Glasgow College’s metropolitan and national role is supported.
Efficient Learner Journeys	<ul style="list-style-type: none"> ▪ Well supported progression from school to college; ▪ Efficient pathways exist through college and onto employment or higher education institutions; ▪ Innovative programmes which prepare young people for sustainable employment (in partnership with schools/employers); and ▪ Glasgow College provision is coherent and connected and makes sense to learners and stakeholders on a regional basis.
High Quality Learning	<ul style="list-style-type: none"> ▪ Glasgow College attainment levels are raised to match national norms; ▪ Retention is significantly improved (Glasgow College’s real quality enhancement issue); ▪ 21st century learning approaches adopted; and ▪ 21st century learning resources provided.

4 Review of Current Glasgow Region Curriculum

4.1 Scope of the Regional Curriculum Review

Following the assessment of stakeholder needs above, this section review seeks to evaluate the Glasgow Region Curriculum in comparison to the aspects of a future, successful regional curriculum identified previously. In doing so, it will address four key evaluative questions shown in the diagram below.

Figure 5. Evaluative Framework for the Glasgow Region Curriculum Review



The following sections of this report will now address each of these four aspects in turn.

4.2 Developing the Workforce: Evaluation of Economic/Employer Curricular Alignment

Key Evaluative Prompt: How well is curriculum delivery aligned to economic needs?

<u>Key Stakeholder Asks:</u>	<u>Key Evaluative Criteria:</u>
<ul style="list-style-type: none"> ○ Maintain current levels of activity with provision aligned to both economic growth areas and employer needs. ○ Greater participation and co-investment with employers. ○ Increased work experience and support for entrepreneurship. ○ Aligning provision to the strategic pipeline needs of local employability partners. 	<p>Volume of college delivery by related economic sector and subject area compared to:</p> <ul style="list-style-type: none"> ○ Current and future employment data ○ Regional and national economic growth strategies

4.2.1 Introduction to Evaluation of Curriculum Alignment

Relating curricular activity data to economic and employer related information can be challenging given the differing descriptions and categorisations of college courses as compared to employment groupings. However, in high-level terms, it is possible to group curricular areas in terms of their relationships to broad economic areas and the table overleaf provides a mapping of Education Scotland Categories to seven broad economic areas.

Three college subjects do relate directly to a specific economic category.

- Languages and ESOL – this delivery provides development of language skills. With respect provision in Glasgow, the majority of this activity is focussed on supporting the development of English language skills for the large migrant population within this city.
- Social-subjects – this can includes general education such as the National Course qualifications used within schools (e.g. Highers), alongside Social Science related study. For the purposes of this review, due to the links between business and management roles and social science study, full-time courses at SCQF level 5 and above (i.e. National Qualifications and Higher National Certificates/Diplomas) have been mapped to the Administration, Financial and Business Services economic sector.
- Special Programmes – this encompasses a range of supported learning activity. The majority of this delivery relates to providing support to residents with additional learning needs.

Therefore, in addition to the seven economic areas identified below, a further category of ‘Transition and Supported Learning’ has been used to group activity related to these three non-vocationally specific areas.

Figure 6. Mapping of Education Scotland Subject Areas to Economic Sectors

Education Scotland Subject Areas	Corresponding Economic Sector	Economic Sub-Sectors
Business, management and administration Computing and ICT	1. Administration, Financial and Business Services	Administration Services Financial Services Business Services (incl. property) ICT
Media Art and design Performing arts	2. Creative and Cultural Industries	Creative Industries Textiles
Construction Engineering Nautical studies	3. Energy, Engineering, Construction and Manufacturing	Energy and Utilities Technology and Engineering Maritime Motor Trades Construction Manufacturing
Sport and leisure Hairdressing, beauty and complementary therapies Hospitality and tourism	4. Food, Drink, Tourism, Hospitality and Leisure	Food and Drink Tourism, Hospitality and Leisure Retail
Care Education and training	5. Health, Care and Education	Social care Health care Early Years Education
Land-based industries	6. Land-Based Industries	Agriculture and Fisheries Forest and Timber Technologies
Science	7. Life and Chemical Sciences	Life Sciences Chemical Sciences

The above eight categorisations provide a basis for comparing college activity volumes with economic and employer demand information. The charts overleaf show overall college activity levels (SUMs and enrolments) for each of the eight categories identified and provide a summary of curricular economic alignment. Following these charts, this report provides more detailed evaluations for each economic sector of college activity related to labour market information.

Figure 7. Glasgow College SUMs Related to Economic Categories

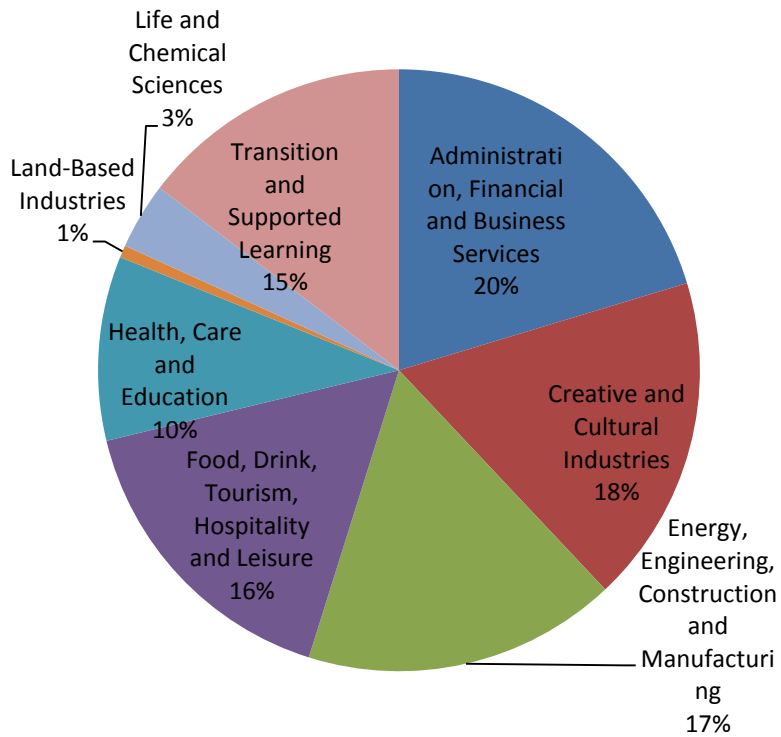
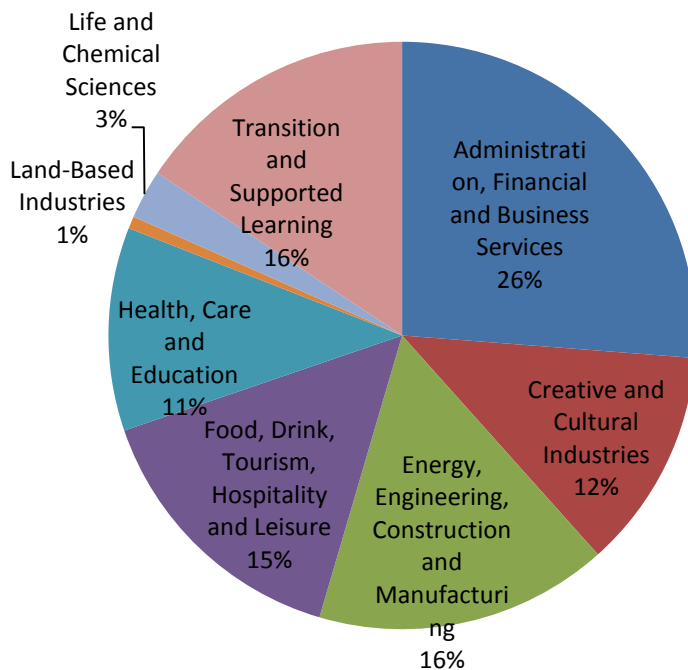


Figure 8. Glasgow College Enrolments Related to Economic Categories



Source: FedOnline, 2014

4.2.2 Review of Administration, Financial and Business Services

The economic sector Administration, Financial and Business Services relates to the college subject areas of Business, management and administration, Computing and ICT and Social Science (SCQF Level 5+). The table below shows regional college activity levels in these subject areas.

Figure 9. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Business, management & administration	47,784	56.2%	11.4%	5,270	31.4%	8.2%
Computing and ICT	31,213	36.7%	7.4%	11,122	66.3%	17.4%
Social Science	6,061	7.1%	1.4%	390	2.3%	0.6%
Total:	85,058	100.0%	20.2%	16,782	100.0%	26.2%

Administration, Financial and Business Services forms a significant and nationally distinctive part of Glasgow's regional economy. Financial and Business Services is both a Scottish Government and Glasgow City Council recognised growth area. The Oxford Economics' 2012 Glasgow Economic review indicated that a key specialism city lay in financial and business service, with it comprising as a much bigger share of the city's employment than is typical for Scotland as a whole.

With respect Computing and ICT, the Government's Economic strategy also states that there are growth opportunities in Scotland's technology and advanced engineering sectors. An ICT Skills Investment Plans developed by SDS, shows that the ICT sector makes a substantial contribution to the national economy with 73,000 people (3%) employed in ICT sector occupations. The plan identifies areas of growth in mobile technologies, cloud services and on line retail sales with an increase in employment forecast to increase by 1,800 new opportunities, alongside a replacement demand of 9,000. The SDS report also suggests that the current IT workforce is aging (the proportion of 16-24 year old IT and Telecoms professionals is half that of other occupations) and skill shortages are reported for software engineers, NET web development and security and cyber-crime, alongside recruiting individuals with the correct mix of technology and commercial skills.

College activity data shows that the majority of enrolments (66.3%) relate to Computing and ICT, but that in terms of SUMs, the largest share of volume relates to Business, management & administration (56.2%). Underpinning this is the greater number of part-time Computing and ICT courses (88% of computing enrolments are part-time as compared to 44% for Business, management & administration). However, it should be noted that much of this low level computing delivery relates to the development of core ICT skills for learners with no or low levels of qualifications, rather than simply providing access routes to higher level study in computing.

In terms of relating this information on college activity levels to current employment demand, difficulties are posed by the non-specialised nature of many of the jobs within the business and administration sector. Data from Business Register and Employment Survey (BRES) shows that in

2012, in the Glasgow College Region, 52,100 jobs related to Business administration & support services. This represents 12.2% of all regional employment, compared to 11.4% of all college SUM activity.

In contrast to this greater share of employment as compared to college activity, the share of jobs related to Information & communication (15,000 and 3.5% of all regional employment) is significantly lower than the share of college activity related to Computing and ICT (7.4% of all SUMs).

Taking into account additional BRES data for employment in Financial & insurance sectors (23,100) and Public administration & defence (26,500), total jobs in the Administration, Financial and Business Services sector represent 23.8% (101,700) of all regional employment. This compares to 20.3% of all college SUM activity.

Key Issues:

- Overall, the volume of college activity related to the Administration, Financial and Business Services economic sector may appear appropriate but there may be a need to review the value and impact of the existing provision to employers.
- Within the college subject areas, the volume of computing provision appears high compared to sector need. Should there be a rebalancing towards business and administration occupations?
- The types of computing provision offered need to ensure they are matched to industry skills levels (e.g. software engineers and web development).

4.2.3 Review of Creative and Cultural Industries

The economic sector of Creative and Cultural Industries relates to the college subject areas of Art and design, Computing and ICT, Media and Performing arts. The table below shows regional college activity levels in these subject areas.

Figure 10. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Art and design	37,523	50.2%	8.9%	4,428	57.1%	6.9%
Computing and ICT	6,857	9.2%	1.6%	626	8.1%	1.0%
Media	13,582	18.2%	3.2%	1,556	20.1%	2.4%
Performing arts	16,789	22.5%	4.0%	1,140	14.7%	1.8%
Total:	74,750	100.0%	17.8%	7,750	100.0%	12.1%

Creative industries form a growing part of Glasgow’s regional economy and the national economy. Both the Scottish Government and Glasgow City Council recognise this broad sector as a growth area. The City Council specifically noted digital media, TV and film production, music and design for development. The Glasgow Economic Commission also recognised the important contribution of the creative industries to Glasgow proposing that a strategy be developed to support the commercial exploitation of the city’s creative assets and talent. Scottish Enterprise has explicitly targeted growth in and support for the Scottish textiles sector. Creative Clyde, which has many digital media companies based at Pacific Quay, Glasgow continues to grow with the BBC, SMG and a number of independent film and digital media companies based there and with this an increasing range of creative industry skills are required. Also many of the Scottish Creative Media companies based in the Glasgow Region operate in a global marketplace. For example, TV broadcasting and production are aiming to secure a greater share of the UK market and are seeking indigenous staff with high-end production talent. In another area of creative media, the publishing sector is moving towards and needs a skills base in new approaches to exploiting emerging digital technologies. A Scottish Textiles Skills Strategy and Action Plan has been developed to maximise the economic impact of the textiles and leather sector on the Scottish economy through increased investment in skills.

College activity data shows that the majority of enrolments (57.1%) and activity (50.2%) relate to Art and Design with Media having a much lower level at 20.1% enrolments and 18.2% of activity. The nature of some Art and Design provision however means that it can also cover what could be termed media skills. There is no distinct difference in the scale of part-time activity delivered by each, with Media at 10.7% and Art and Design 8.9%. Also of significance is the level of delivery in Performing Arts at 22.5% of activity.

Data from Business Register and Employment Survey (BRES) shows that in 2012, in the Glasgow College Region, 20,400 jobs related to Arts, Entertainment and other services and Scottish wide. This represents 4.8% (Arts & Entertainment) of all regional employment. As indicated Creative

Industries has been designated a growth sector and as such it is expected to see growth in jobs within Glasgow and Scotland over future years.

Glasgow College's current level of activity for this sector is 17.7% of all college SUM activity. It should be noted that evidence suggests that students choosing to train within the Glasgow Colleges in this area come from a national base and equally progress into a UK and International market once their training is completed. As such the Colleges appear to be providing specialisms which are meeting national as well as regional needs.

Key Issues:

- The level of college activity related to the Creative Industry sector appears high overall compared to economic demand, even given the recognition that the Colleges are meeting a national market.
- There may be a need to determine the appropriate level and type of provision required by this sector given the regional and national supply and demand needs met by this area of provision.
- Within the subject areas performing arts provision looks particularly well provided.
- A fuller understanding of the nature and scale of provision in Art and Design (e.g. in digital media and/or design skills) would be helpful to ensure it meets desired skill sets and needs of the sector.

4.2.4 Review of Energy, Engineering, Construction and Manufacturing

The economic sector of Energy, Engineering, Construction and Manufacturing relates to the college subject areas of Construction, Engineering and Nautical studies. The table below shows regional college activity levels in these subject areas.

Figure 11. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Construction	36,133	50.9%	8.6%	3,661	35.1%	5.7%
Engineering	25,129	35.4%	6.0%	2,999	28.8%	4.7%
Nautical studies	9,770	13.8%	2.3%	3,765	36.1%	5.9%
Total:	71,033	100.0%	16.9%	10,425	100.0%	16.3%

Engineering, including energy and construction form a significant and nationally distinctive part of Glasgow's regional economy. Energy, construction and ship/marine technologies (naval shipbuilding, commercial ship management and training) are identified as key growth sectors by Glasgow City Council, while engineering, design and manufacture and low carbon industries, all government key growth sectors, are seen as having a strong asset base in Glasgow and offering significant economic and employment opportunities. Scottish Enterprise has also named technology and advanced engineering, renewable energy and low carbon industries as areas it is seeking to support

The engineering sector makes a significant contribution to the Scottish economy and there are 13,300 enterprises in the industry, 8% of all Scottish firms, employing 126,720 people, and 5.5% of total employment. Approximately 26% of this employment is in the West of Scotland. The age composition of the sector is slightly older compared to all other sectors and approximately 11% of the workforce will have to be replaced over the 2010-2026 period, equating to approximately 15,000 people or a need for 2,500 skilled people per year

The SIP for Energy identifies the potential for up to 95,000 job opportunities within the sector to 2020. This comprises a mixture of replacement demand to sustain more established energy sectors as well as new jobs in emerging sectors. It is predicted that the majority of jobs will be at technician level (SVQ level 3), supported through apprenticeships with expected levels of additional demand at 170 to 610 apprentices per year against 40 to 150 graduates. In addition growth of maritime offshore support is expected to increase as the offshore renewable energy industry becomes more prevalent.

In addition to skilled jobs at sea there are also many maritime jobs associated with the ports located in Scotland. Although shipbuilding and marine engineering services has diminished in scale over time both are still significant industries within Glasgow. There has been a government decision to retain shipbuilding in Glasgow and reassurance given by relevant employers that the level of apprenticeship training will not be decreased.

College activity data shows that while the majority of activity (50.9%) relates to construction, the scale of enrolment in construction is very similar to that in nautical at 35.1% and 36.1% respectively. With the level of activity in nautical at 13.8% this reflects a high volume of part time delivery in this area. Engineering has 35.4% of the activity and 28.8% of the enrolments.

In terms of relating this information on college activity levels to current employment demand data from Business Register and Employment Survey (BRES) shows that in 2012, in the Glasgow College Region, 45,900 jobs related to manufacturing , construction and the motor trade. This represents 10.7% of all regional employment. BRES also highlighted 26,500 public administration and defence jobs, 6.2% of all regional employment. This compared to 16.9% of all college SUM activity. The Regional Skills Analysis carried out by SQW identified construction and facilities support activity as two of the top 20 employment categories within Glasgow and the West Region.

Key Issues :

- The levels of college activity related to the engineering, energy, construction and nautical sectors appears to match demand but there is a need to continually assess scale of supply to the level of demand.
- Nautical provision is recognised as meeting a national and international demand rather than regional and wider analysis may be needed to ensure it meets desired skill sets for the sector and if level of supply is appropriate to demand levels.
- With a significant regional and national focus on the energy and low carbon industries a review of this provision may be helpful, to ensure it matches sector requirements and need for growth.
- There is a need to optimise the scale of apprenticeship training for this sector and this is something that could be addressed with employers and SDS.

4.2.5 Review of Food, Drink, Tourism, Hospitality and Leisure

The economic sector of Food, Drink, Tourism, Hospitality and Leisure relates to the college subject areas of Sport and leisure, Hairdressing, beauty and complementary therapies, and Hospitality and tourism. The table below shows regional college activity levels in these subject areas.

Figure 12. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Hairdressing, Beauty and Complementary Therapies	23,808	34.5%	5.7%	3,071	31.5%	4.8%
Hospitality and tourism	23,555	34.2%	5.6%	4,191	43.0%	6.5%
Sport and Leisure	21,602	31.3%	5.1%	2,485	25.5%	3.9%
Total:	68,965	100.0%	16.4%	9,747	100.0%	15.2%

This is a particularly broad grouping of sectors. The Scottish Government has identified Food and Drink and Sustainable Tourism as growth sectors. Scottish Enterprise is investing over £6 million in the Food and Drink sector. A Tourism Scotland 2020 strategy sets out the vision to make Scotland a first choice for high quality, value for money and memorable vacations and tourism activities. Glasgow City Council has also indicated food and drink and business/leisure tourism as a key sector for the city. In terms of the latter Mackintosh related, discretionary business tourism, city breaks, large-scale events were specific highlighted. The City Council also sees tourism and events as having a strong asset base in Glasgow and offering significant economic and employment opportunities

Scotland's food and drink industry is both broad and varied including businesses in agriculture, horticulture and food and drink manufacturing. It is thought the sector employs some 115,000 people with just over half in agriculture and approximately 40,000 in food and drink. There is evidence that accessing the right technical skills to support future growth ambitions may be a challenge and there is difficulty in recruiting food technologists which is thought to be linked to a shortage of supply of food technology courses

The tourism industry is varied including businesses in hotels and accommodation, bars and restaurants, tour operators, museums, visitor attractions and other sports and recreation activities. The sector employed approximately 186,000 in 2011 with over half employed on a part time basis. The largest proportions of the sector (45%) are restaurants and mobile food service with significant proportions also in bars (26%) and hotels (14%). Specific areas identified as having growth potential include golf tourism, sailing, cruise activities and adventure tourism and mountain biking. Glasgow is the UK's 2nd largest shopping destination with 2.55 billion spent per year. Retail employs 235,000 Scots which is 8.5% of the workforce. The Oxford Economic Report shows Glasgow has significant numbers of jobs in accommodation and food services and wholesaling and retailing (80,000 jobs)

College activity data shows that while there is an even spread of activity across the subject areas contained within these economic sectors hairdressing, beauty and complementary therapies has

the marginally highest level of activity at 34.5% compared to a joint tourism and hospitality total of 34.2% and a sport and leisure level of 31.3%. , the balance of enrolments shows a higher number undertaking tourism and hospitality (43%) compared to hairdressing, beauty and complementary therapies (31.5%) and sport and leisure (25.5%)

In terms of relating this information on college activity levels to current employment demand data from Business Register and Employment Survey (BRES) shows that in 2012, in the Glasgow College Region, 45,100 jobs related to retail and 27,600 jobs related to accommodation and food services. Between the two areas this represents 17% of all regional employment. This compared to 16.4% of all college SUM activity. .The Regional Skills Analysis carried out by SQW identified retail and hospitality as two of the top 20 employment categories within Glasgow and the West Region

Key Issues:

- Overall the level of provision in this area does not appear adequate to match that required of the food, drink, hospitality and leisure sectors.
- While there is a balance of delivery volumes across the college subject areas which relate to this economic area an assessment of where the demand is greatest may be needed to ensure the requirements related to the current growth areas of sustainable tourism, events and hospitality (food and drink) are met.
- Given the growth in certain areas of this sector it would be helpful to work with the hospitality and tourism sectors to identify and deliver any gaps in training or skill sets required for employment.

4.2.6 Review of Health, Care and Education

The economic sector of Health, Care and Education relates to the college subject areas of Care and Education and training. The table below shows regional college activity levels in these subject areas.

Figure 13. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Care	37,313	89.5%	8.9%	6,417	89.4%	10.0%
Education and training	4,358	10.5%	1.0%	760	10.6%	1.2%
Total:	41,671	100.0%	9.9%	7,177	100.0%	11.2%

The care sector does not feature as a Scottish Government or Glasgow City Council growth sector. Neither does it receive any specific support from Scottish Enterprise. However, the Scottish Government Economic Strategy recognises that alongside the named growth sectors, other sectors currently account for significant proportions of the Scottish economy and will continue to provide considerable employment and growth opportunities. In doing so, the Government stresses the importance of providing all businesses across Scotland with the necessary support and opportunity to succeed. Included in this, the Economic Strategy highlights Scotland’s strengths in public sector dominated industries, including Education and Healthcare.

Analysis of BRES Data contained in the Regional Skills Assessment for the Glasgow and Clyde Valley however suggested that health care was one of the largest employment sectors in Glasgow and West Region. Data provided by the Oxford Economics’ report showed that whilst overall, net employment had in Glasgow grown by 34,000 since 1991, this growth reflects sharply different experiences across individual sectors and that health was one of the important job creators, adding 17,000 jobs. Greater Glasgow & Clyde Health Board is the largest employer in Scotland and obviously therefore in Glasgow and the creation of the new South Glasgow Hospital and associated medical laboratories will bring with it new workforce configurations leading to new types of occupations and opportunities for local people in health care, medical sciences and administrative and support posts.

Employment in the social care is also growing. The Social Services Sector in Scotland has 5000 new people per year coming into the sector over the last 14 years. Approximately 80,000 employees (around 50% of the workforce) do not have a relevant qualification. Also in Early Years education a key government initiative GIRFEC (Getting it Right for Every Child) has been instrumental in terms of providing an updated benchmark for childhood practice, standards and a further commitment to professionalisation in childcare. All of this will drive continued professional training in both social care and early years.

The Regional Skills Analysis carried out by SQW identified care as at the top, of the top 20 employment categories within Glasgow and the West Region

Employment opportunities within the education sector are high with the SQW report also showing primary, secondary and tertiary education as in the top 20 employment categories with Glasgow and the West Region.

In terms of relating this information on college activity levels to current employment demand data from Business Register and Employment Survey (BRES) shows that in 2012, in the Glasgow College Region, 65,900 jobs related to health representing 15.4% of all regional employment. It does not identify the number of jobs related to the other two care areas. This compared to an overall care volume of 8.9% of all college SUM activity, significantly lower than the employment opportunities available. There is a small amount of provision in education and training, delivering qualifications designed to support industry rather than public sector education qualifications which are currently delivered by the University sector subject to Government regulation of numbers.

Key Issues:

- Overall, the level of college activity related to the different areas of the care sector appears to be running below the level of employment demand across the sector, especially in health.
- There is a need to strong partnerships with the health care sector in recognition of the significant level of economic and employment demand in the region.
- The level of provision in education and training is low and evaluation of the contribution this makes could be worthwhile.

4.2.7 Review of Land-Based Industries

The economic sector of Land-Based Industries relates to the college subject areas of Land-based industries and Water. The table below shows regional college activity levels in these subject areas.

Figure 14. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Land-based industries	2,762	100.0%	0.7%	435	100.0%	0.7%
Total:	2,762	100.0%	0.7%	435	100.0%	0.7%

This area of activity forms a very small proportion of Regional college activity. Within the Scottish Government key sectors it includes agriculture and fisheries within the food and drink industry. Horticulture is mentioned briefly in the Food & Drink Skills Investment Plan. Also alongside supporting the seven Scottish Government key growth sectors, Scottish Enterprise seeks to support activity in the forest and timber technologies. Within Glasgow there is a strong partnership between Glasgow Colleges and Glasgow City Council in terms of shared use of the City Council's horticulture and landscaping facilities to provide training for local employment opportunities in this sector

The Scottish Government has been looking at the purpose and focus of Scottish Water (Building the Hydro Nation, Scottish Government, 2011). Water is seen as being an emergent market opportunity due to the rapid transformation of the global economic status of water as shortages of supply in areas of large population increase prices. This may lead to important emergent new market opportunities for Scotland in a comparable manner to the developments in the renewable energy sector with Scottish Water having a key role.

In terms of information on current employment demand data from Business Register and Employment Survey (BRES) shows that while agriculture and fisheries is significant across Scotland there are few jobs in this sector within Glasgow College Region. In relation to the water industry The Oxford Economic Report: Glasgow Labour Market Study 2012 indicates that the Water industry is one of Glasgow's economic specialisms. Given this background the overall volume of college SUM activity for this sector at 0.7% appears to reflect the level of employment demand

Key Issues:

- While it is a very small element of the college's delivery, given that horticulture and landscaping is not a key sector for the regional economy it may be helpful to review the role of this provision.
- Water based courses meet national and regional interests and given the link to the energy sector there may be opportunities to identify new opportunities in this industry.

4.2.8 Review of Life and Chemical Sciences

The economic sector of Life and Chemical Sciences relates to the college subject area of Science. The table below shows regional college activity levels in these subject areas.

Figure 15. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Science	15,036	100.0%	3.6%	1,732	100.0%	2.7%
Total:	15,036	100.0%	3.6%	1,732	100.0%	2.7%

The development of the Life Sciences sector is a significant part of the Scottish Government’s economic strategy, including the ambitious target to double Life Sciences turnover to £6.2 billion by 2020. The sector is represented by up to 630 businesses and around 32,000 employees based on the wide definition of the sector as used by Scottish Enterprise. Most recent data shows that the number of businesses has risen by around 5% between 2008 and 2012. In terms of skills issues employers have raised concerns about a lack of basic lab skills, soft skills and work experience within many new graduates. Employers have also reported challenges filling technician level posts and having to fill them with over-qualified graduates rather than school leavers or those with HNC/D qualifications.

The Life Sciences Skills Investment Plan indicates that the sector offers enormous growth potential that there is a need to ensure continued investment in a highly skilled workforce to support the sector with employers able to develop, invest and grow by having access to a talent pool with exceptional skills. Innovative life science companies are seen as thriving and depending on the availability of the best talent to realise their growth aspirations. With ever-increasing global growth, the sector will increasingly offer exciting and rewarding career prospects.

Glasgow City Council has also identified Life Sciences as one of its key growth areas. Equally the creation of the new South Glasgow Hospital and associated medical laboratories, one of the largest health complexes in Europe, will bring with it new workforce configurations leading to new types of occupations and opportunities for employment in health care, medical sciences and laboratory technician roles.

Life Sciences as a sector does not currently feature highly in terms of employment opportunities. However many of the types of jobs available within Glasgow are contained within other key sectors, namely health and education, both of which have previously been shown to have a high demand. The SUM activity level of 3.6% and the 2.6% enrolments provided by Glasgow Colleges would appear low compared to the potential increase in demand from this growth sector.

Key Issues:

- Overall, the level of college activity related to this sector is small and given the targeted growth for this area of the economy, regionally and nationally there may be a need to consider increasing the level of delivery in this area of provision
- Linked to the above point there would appear to be a requirement to work with employers to identify and meet STEM based training needs within the Glasgow Region.

4.2.9 Review of Transition and Supported Learning

The college activity classified as Transition and Supported Learning encompasses Languages and ESOL, Special Programmes including provision targeted at those with additional learning needs, alongside general education and social science at SCQF levels 1-4.

The level of regional activity within this grouping is significant both in terms of SUMs and enrolments as shown in the table below.

Figure 16. Overview of College Activity Levels

College Subject Area	SUMs			Enrolments		
	Total	% Sector	% All	Total	% Sector	% All
Languages and ESOL	25,470	41.3%	6.1%	4,940	49.2%	7.7%
Social subjects	17,593	28.6%	4.2%	1,348	13.4%	2.1%
Special Programmes	18,549	30.1%	4.4%	3,753	37.4%	5.9%
Total:	61,612	100.0%	14.6%	10,041	100.0%	15.7%

A significant volume of what is contained within this aspect of college work is developed and delivered in partnership with other agencies within the region and immediate local areas. The main focus of this provision is to offer access routes into learning which then have clear progression outcomes onto employment or further study. Therefore, while some of the subject areas may not be immediately vocational in nature they provide the foundation for eventual entry into employment. Glasgow Region Colleges are committed to widening access and ensuring that education plays a key role in enhanced levels of social mobility, this type of provision assist meeting this aim.

In terms of the impact of migration on resultant demand for English tuition, 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 Colleges provide a significant level of English for Speakers of Other Languages (ESOL) tuition. For example, in 2009/10, Glasgow Colleges provided 43% of all of Scotland's ESOL delivery (SFC, Additional ESOL Funding Circular 2010/11) and in 2012/13 approximately 5,000 enrolments related to the Languages and ESOL subject area (FedOnline Data). Given the rising numbers of non-UK nationals resident in Glasgow, 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. In doing so, colleges will play a lead role in the successful delivery of ESOL tuition and support funded through additional ESOL funding and overseen by Community Planning Partnerships.

Another significant area of provision is additional support for learning (special programmes). In recent years however there has been a move towards the personalisation of care and this has resulted in some instances in a move away from the use of college based education by some referring centres. Also the Scottish Government focus on 16-19 year olds and vocational training has impacted on the overall level of provision in additional support for learning.

Key Issues:

- Overall, the level of college activity related to this area, particularly ESOL, appears to meet clearly identified need and has a strong role to play in the Glasgow College curriculum
- Given the crucial nature of this type of provision for those returning to learning it would be advantageous to review what is being offered to further widen access and ensure clear progression routes are in place.
- It is essential to ensure special programmes focus on employability and educational progression.

4.3 Right Learning in the Right Place: Evaluation of Curricular Access and Inclusion

Key Evaluative Prompt: How well does our curriculum promote inclusion and economic and social mobility?

Key Stakeholder Asks:

- Given the high levels of deprivation in the region, the needs of the older population, the number of vulnerable learners and the low levels of qualifications there is a need to address the ‘asks’ of these learners, ensuring access for learners from all backgrounds.

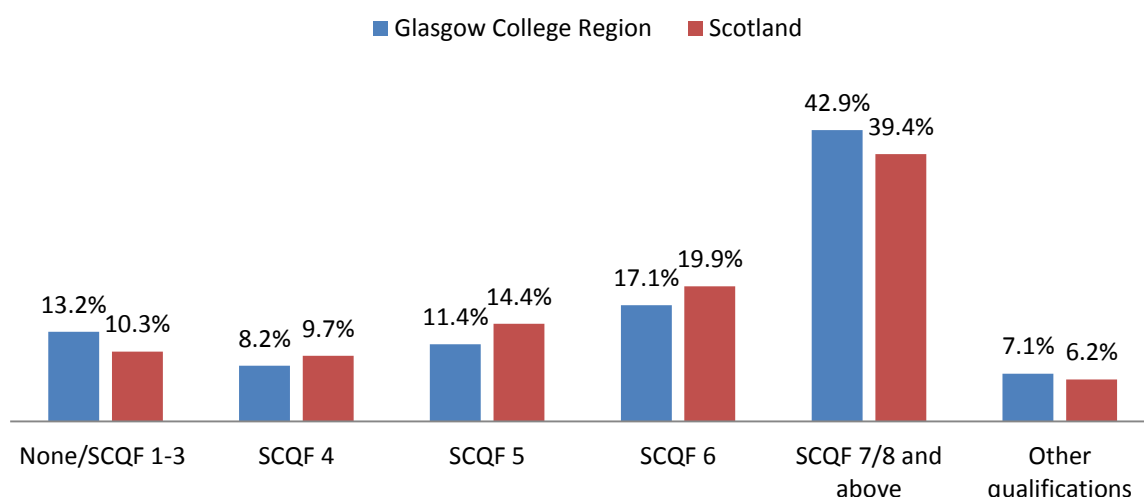
Key Evaluative Criteria:

- How well our regional curriculum promotes inclusion and economic and social mobility according to four aspects:
 - level of study
 - mode of study
 - place of residence/study; and
 - protected characteristics.

4.3.1 Access According to Study Level

As compared to Scotland as a whole, our regional area (as composed of Glasgow City, East Dunbartonshire and East Renfrewshire local authority areas) is distinctive in terms of the large proportions of residents with low (SCQF levels 1-3) or no qualifications and for those with high level qualifications (SCQF level 8 and above). The chart below shows that in terms of highest qualification held, there are almost 3% more residents with low/no qualifications and similar for SCQF level 8 qualifications and above.

Figure 17. Scotland and Glasgow College Region Highest Level of Resident Qualification Held



Source: www.nomisweb.co.uk

Within our regional college area, the data for the Glasgow City local authority area is particularly distinctive. The table below shows that of the Glasgow City working aged residents aged 16-64,

approximately 65,000 (15.9%) do not hold a qualification above SCQF level 3, and that just under half (48%) of the city’s population do not hold a qualification above SCQF level 5.

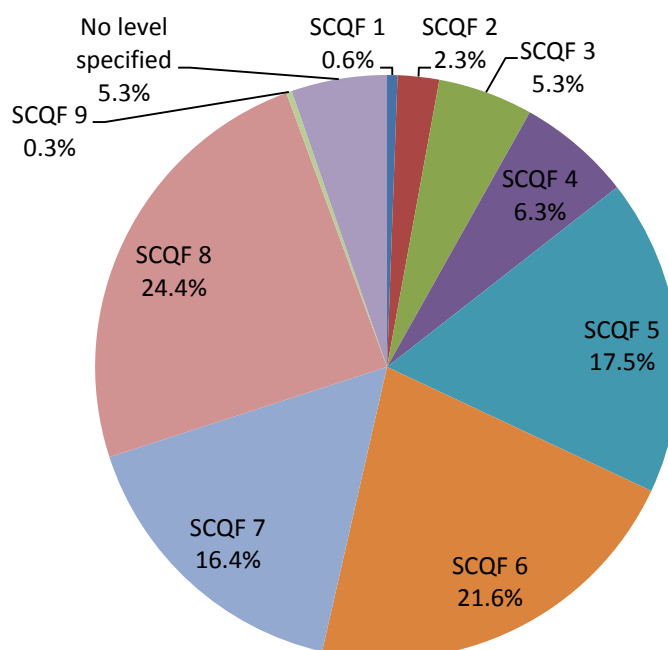
Figure 18. Glasgow City Council Area Highest Qualification Held

Highest Qualification Held	Glasgow City		Scotland
	Residents	% of Population	
None/SCQF 1-3	65,400	15.9%	10.3%
SCQF 4	37,200	9.0%	9.7%
SCQF 5	45,300	11.0%	14.4%
SCQF 6	65,700	16.0%	19.9%
SCQF 7/8 and above	167,600	40.8%	39.4%
Other qualifications	29,900	7.3%	6.2%

Source: www.nomisweb.co.uk

The above data emphasises the need for access to qualifications provided at lower SCQF levels to facilitate the educational progression and social and economic mobility of residents with low or no qualifications. However, when college activity data is examined, as in the chart below, it shows that the majority of our activity is provided at higher SCQF levels with approximately 40% of our activity provided at HN level (SCQF 7/8) and a similar proportion at NQ level (SCQF 5/6) and with only just over 6% of our provided at SCQF level 4, the key access level for the large proportion of the Regional population with low or no qualifications.

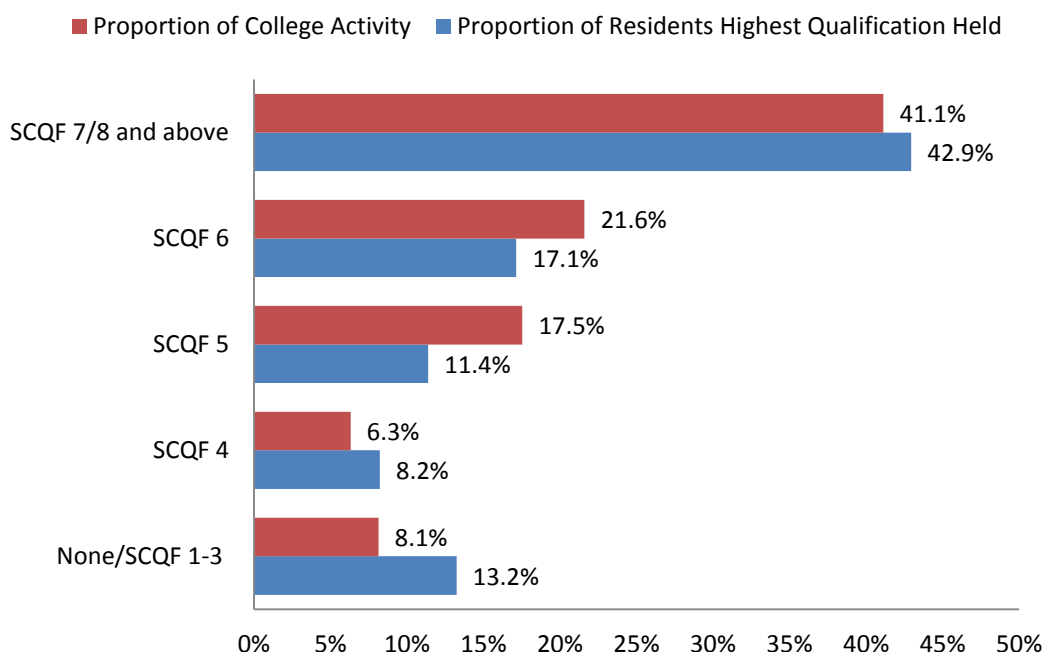
Figure 19. Glasgow College SUMs by SCQF Level of Study, 2012/13



Source: FedOnline 2014

The chart below provides further comparison between qualification levels of the regional population and volumes of Glasgow college provision. It shows that at SCQF levels 5 and above, the proportions of our provision per level are greater than the proportions of the resident population with qualifications at that level (bearing in mind that at SCQF 7/8 and above, our provision is complemented by university delivery), and that we provide less activity proportionately at SCQF levels 4 and below.

Figure 20. Comparison of Proportions of College Activity Levels and Proportions of Resident Qualification Levels*



Source: FedOnline 2014 and www.nomisweb.co.uk

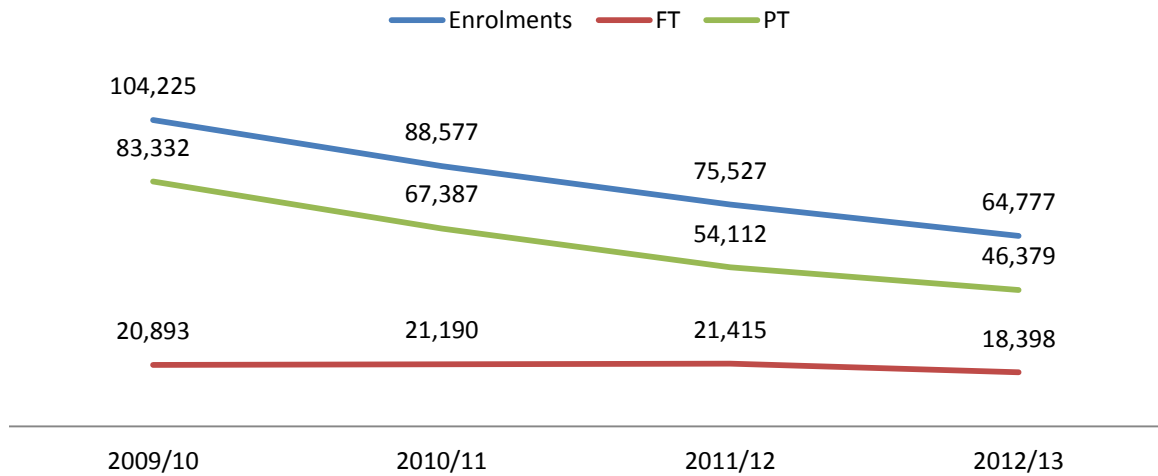
(* Not including college activity classed as 'no SCQF level specified' and resident qualifications classed as 'other')

Taking all of the above information on resident qualification levels compared to college delivery volumes into account, there is therefore strong evidence that there is undersupply in our delivery at access levels (particularly at SCQF levels 3 – 5).

4.3.2 Access According to Study Mode

The chart overleaf provides an overview of our regional enrolment rates for 2009/10 to 2012/13. The chart highlights the almost 40% overall reduction in our enrolments over the 4-year period (from 104,225 enrolments in 2009/10 to 64,777 enrolments in 2012/13) and shows that the majority of this reduction relates to a significant drop part-time enrolments which have reduced by almost half (44.3%) from 83,332 enrolments to 46,379 enrolments.

Figure 21. Glasgow Region College Enrolment Levels, 2009/10 - 2012/13

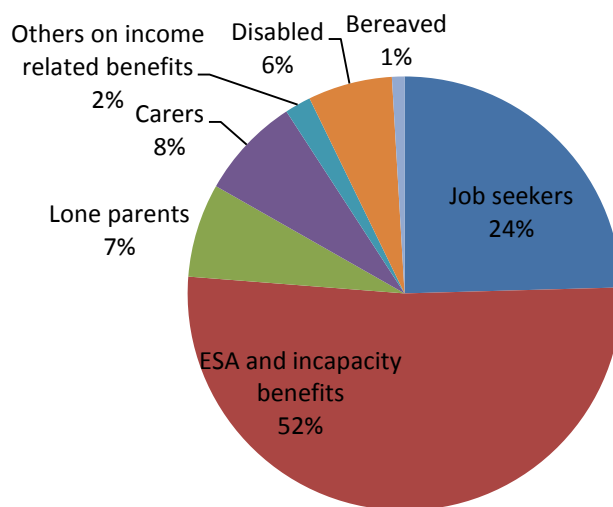


Source: SFC In Fact Database

Whilst there has clearly been a significant reduction in the number of part-time study opportunities we provide, data on the high levels of Glasgow Region residents in out of work benefits would suggest that access to, and demand for, part-time provision remains a potential route into employment for a significant proportion of the region’s population.

For example, a 2012 report on benefit claimant rates in UK constituencies, demonstrated that 4 out of 5 of Glasgow’s parliamentary constituencies are in a group of the 20 constituencies with the highest claimant rates. The same report suggested that on average, 12.6% of Glasgow’s working age adults are claiming Employment Support Allowance and Incapacity Benefits, compared to a Scottish average of 8.2%. (Library of the House of Commons, *ESA and incapacity benefits – constituency statistics for Great Britain*, May 2012). The chart below highlights these higher than average rates of ESA and incapacity claimant rates in the Glasgow region.

Figure 22. Benefit Claimants by Category (February 2013)



Source: Office for National Statistics, www.nomisweb.ac.uk

For many of these residents in receipt of state benefits, personal circumstances (such as being in receipt of disability or housing benefit support) mean that full-time study is not a viable or attractive option, particularly for those seeking access to study at pre-HN levels. Therefore, given the high levels of residents within the Glasgow region continuing to claim out of work benefits, the recent significant reduction in part-time college study opportunities would suggest that access to college for the many Glasgow region residents whose living circumstances do not allow full-time study has been significantly lessened.

4.3.3 Access According to Place of Residence/Study

Following the publication of the Scottish Government's Post-16 education reform proposals contained in *Putting Learners at The Centre*, a joint Scottish Government and Scottish Funding Council consultation document, *Proposals for Implementing Putting Learners at The Centre* the Glasgow College Region was described as serving Glasgow City local authority area exclusively, and having shared responsibility for East Renfrewshire (with the West College Region) and East Dunbartonshire (with the Lanarkshire College Region) and in some subjects a wider regional and national coverage.

Despite this narrow geographic description of 'our region', Glasgow's role as a wider city region has a significant impact on the regional population and economic profile. In her forward to *Scotland's Cities: Delivering for Scotland*, Nicola Sturgeon MSP highlights the vital contribution that Scotland's major population centres can make in delivering the aspirations of the Government Economic Strategy, noting that,

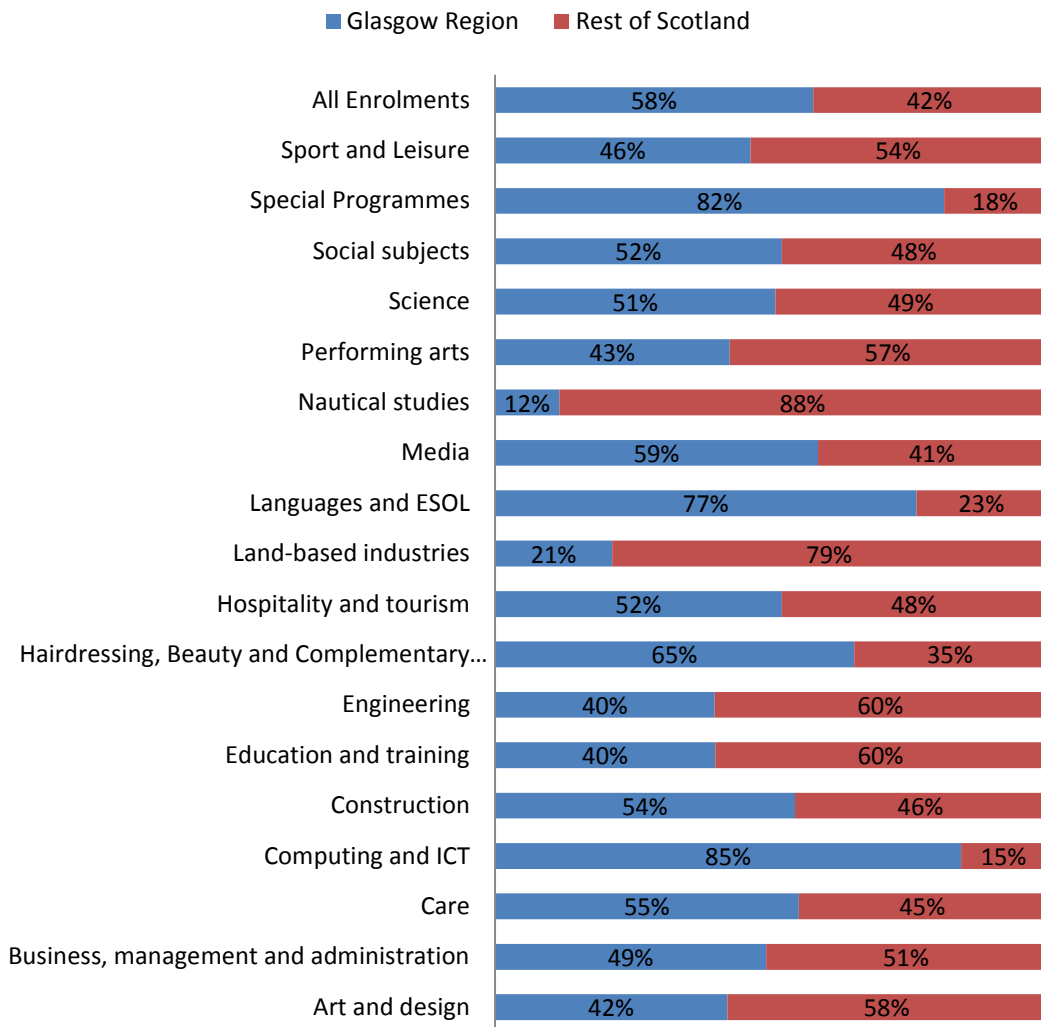
"...in focussing on our cities we do so as a catalyst to deliver wider benefits for the city regions and for all of Scotland, and in the understanding that our cities must continue to strengthen effective partnerships that recognise the co-dependent relationship they have with their neighbours and with the other cities. Cities rely on their immediate neighbours for access to labour and [...] equally, surrounding areas rely on cities for employment opportunities and access to a concentration of social and cultural services and activities." (Scottish Government, 2011, p.3)

In 2011 Skills Development Scotland reported that the influence of Glasgow and Edinburgh extended well beyond current Structure Plan areas and that for Glasgow, in addition to the existing Glasgow and Clyde Valley Structure Plan area, there were strong links with North Ayrshire and Stirling. In line with this, General Register Office for Scotland (GROS) research suggests that Scotland's major cities draw workers in from surrounding authorities which may not have the same range or depth of local employment and that the gain in "daytime population" was largest, both in terms of numbers and percentage of population, in Glasgow City which gained 22 per cent of its population (125,100). (GROS, *Occasional Paper No. 12: Statistics on Travel to Work or Study*, 2006)

To exemplify the dual role of Glasgow colleges as constituting collectively both a national metropolitan centre and also regional and local provider, the chart overleaf shows by subject

sector, the proportion of our enrolments relating to Glasgow Region residents, as compared to rest of Scotland.

Figure 23. Place of Residence of Glasgow Region College Enrolments, 2012/13



Source: SFC, 2014

In terms of resident participation in college education, the table overleaf shows that our region has higher than average rates of resident participation overall, with 7.1% of the Glasgow Region resident population participating in college education as compared to 6.2% nationally, with in particular, higher regional participation levels for those aged 16-19.

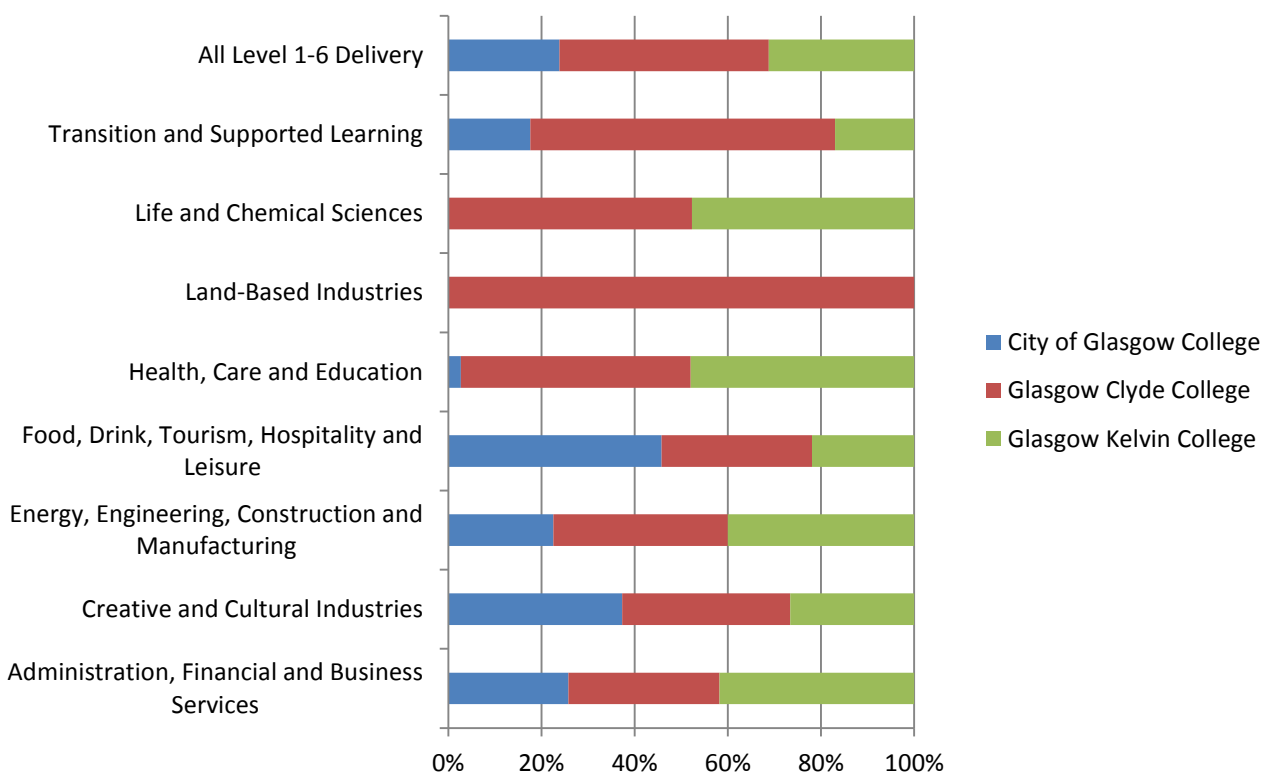
Figure 24. Glasgow College Headcount Participation Rates, 2012/13

Cohort	Glasgow Region	Scotland
Aged 16 to 19	30.1%	28.5%
Aged 20 to 24	9.9%	10.6%
Aged 25 to 64	4.5%	3.6%
Aged 16 to 64 Total	7.1%	6.2%

Source: SFC, 2014

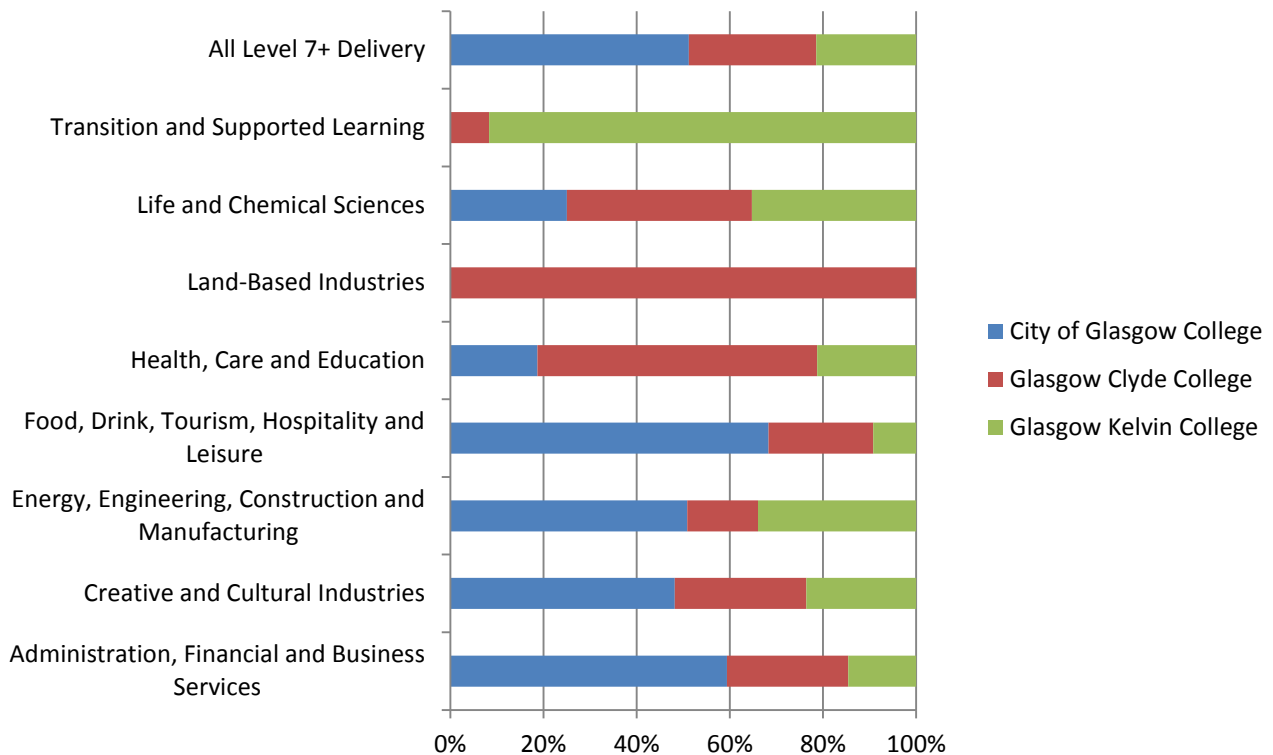
Data on Glasgow College delivery shows that all three colleges (and particularly the two geographically diverse colleges) share delivery of subjects at lower access levels (SCQF 6 and below), and at HN levels (SCQF 7+) and above, delivery is both more specialised by college and more city-centre located as illustrated in the diagrams below and overleaf.

Figure 25. College Shares of SCQF 1-6 Delivery by Economic Sector, SUMs 2012/13



Source: FedOnline 2014

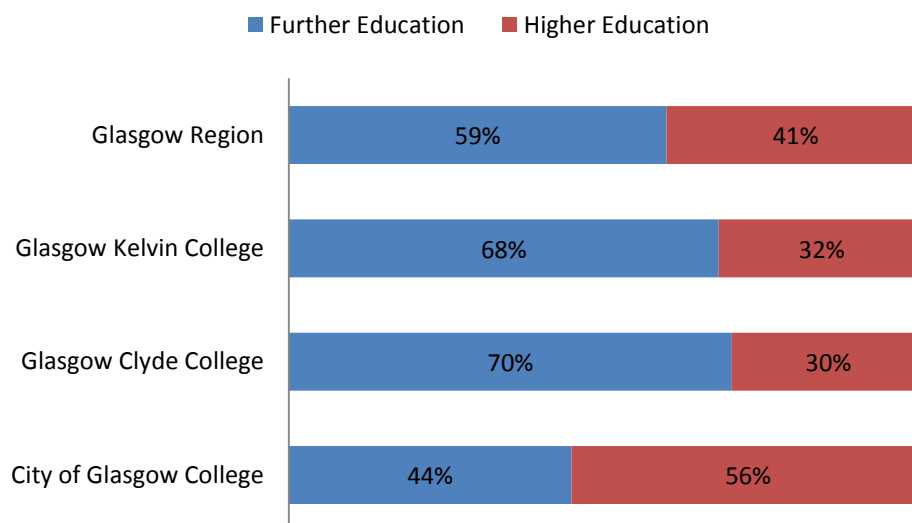
Figure 26. College Shares of SCQF 7+ Delivery by Economic Sector, SUMs 2012/13



Source: FedOnline 2014

This wider spread across the region of lower level access provision is also highlighted by the Further and Higher Education level profiles of the three Glasgow region colleges, with the two more geographically diverse colleges having very similar ‘majority FE’ profiles and the city centre based college having a majority of its delivery at an HE level, as shown in the diagram below.

Figure 27. Region and College Study Level Profiles, SUMs 2012/13



Source: FedOnline 2014

Both of the above sets of data demonstrate clear alignment with Scottish Government policy as described in the 2011 reform paper, *Putting Learners at the Centre*, which states that regions should ensure that, “*delivery of access provision is widely available locally – that is, in more local centres – than advanced or specialist provision.*” (Scottish Government, 2011, p. 46) However, notwithstanding this broad alignment to government policy objectives, further analysis of delivery location is required to ensure that we:

- maintain the breadth, depth and coherence of curriculum provision at all three Colleges encouraging high aspirations while avoiding unnecessary duplication;
- provide appropriate access for learners which takes account of the physical environment of buildings, SIMD information, local transport, employer links/engagement, placement and employment opportunities; and
- make the most economic and effective use of public investment in the college estate and other resources in order to enhance the quality of the learning experience.

When the analysis of resident access by place is restricted to solely to those residents who live in the datazones classed within the 10% most deprived, regional participation data suggests higher levels of participation both in terms of comparison to general participation rates for the Glasgow College Region and also in comparison to Scotland as a whole as shown below.

Figure 28. Glasgow College 10% SIMD Headcount Participation Rates, 2012/13

Cohort	Glasgow Region	Scotland
Aged 16 to 19	41.2%	35.1%
Aged 20 to 24	15.1%	13.4%
Aged 25 to 64	6.4%	4.8%
Aged 16 to 64 Total	10.0%	8.1%

Source: SFC, 2014

Within these overall regional rates of participation, there exists significant variation at both Community Planning Partnership Sectoral and Glasgow Electoral Ward levels as shown in the tables below and overleaf.

Figure 29. Glasgow Region College Headcount Participation Rates, 2012/13

Area	All	
	Residents	10% SIMD
North East Glasgow CPP Sector	9.4%	11.5%
North West Glasgow CPP Sector	5.6%	8.3%
South Glasgow CPP Sector	6.6%	7.9%
East Dunbartonshire Area (within Glasgow College Region)	5.0%	Data not available
East Renfrewshire Area (within Glasgow College Region)	3.8%	available

Source: SFC, 2014

Figure 30. Glasgow City Ward College Headcount Participation Rates, 2012/13

Area	All Residents
Anderston/City Ward	4.7%
Baillieston Ward	10.1%
Calton Ward	7.4%
Canal Ward	6.2%
Craigton Ward	7.1%
Drumchapel/Annie'sland Ward	7.4%
East Centre Ward	8.7%
Garscadden/Scotstounhill Ward	7.4%
Govan Ward	7.6%
Greater Pollok Ward	6.5%
Hillhead Ward	4.1%
Langside Ward	5.4%
Linn Ward	6.0%
Maryhill/Kelvin Ward	6.0%
Newlands/Auldburn Ward	6.4%
North East (Glasgow City) Ward	12.4%
Partick West Ward	4.5%
Pollokshields Ward	5.9%
Shettleston Ward	8.0%
Southside Central Ward	7.5%
Springburn Ward	8.7%

Source: SFC, 2014

When considering educational participation rates such as the above, cognisance has to be taken of the range of educational opportunities available to residents including school, university and training providers, and the impact of cross-regional student flow as outlined earlier.

Within the 2014/15 – 2016/17 Glasgow Regional Outcome Agreement, Glasgow Colleges have made a commitment to further analysing educational participation rates as shown above and identifying actions where evidence suggests rates of participation in education can be raised. Colleges will undertake this work in cooperation with Community Planning Partners to ensure it is aligned and supports Single Outcome Agreements.

Further, taking account of the above recognition of Glasgow's multiple roles as a college region, a city region, and a national centre, Glasgow colleges will continue to monitor enrolments by residence to ensure that colleges within the Glasgow College Region provide services which meet the population needs of local communities, the SFC defined Glasgow College Region, the wider city-region and beyond. In doing so, Glasgow's colleges have, within the 2014/15 – 2016/187 Regional

Outcome Agreement, committed to increasing by 3% the proportion of Glasgow College Region residents studying in Glasgow Colleges over the three-year ROA period.

In terms of participation rates relating to residents from the 10% most deprived households, given the significant levels of deprivation within the Glasgow College Region and the key role Further Education can make in facilitating social mobility, Glasgow Colleges have committed to increasing the volume of activity delivered to students from the 10% most deprived postcodes, increasing SUM volumes for this target group by at least 5% over the three-year period of the 2014/15 to 2016/17 Regional Outcome Agreement from 116,891 SUMs to 122,736 SUMs (equating to 28.5 % of all SUM activity at 2011/12 levels of activity).

4.3.4 Access According to Protected Characteristics

The 2014/14 – 2016/17 Glasgow Regional Outcome Agreement provides an overview of learner needs in terms of protected characteristics and related college performance data with respect to these. This evaluation provided a basis for a range of Glasgow College commitments to better meet learner needs and the table below provides a summary overview of this information.

Figure 31. Overview of 2014/15 – 2016/17 Regional Outcome Agreement Commitments Related to Protected Characteristics

Aspect	Glasgow Colleges' Evaluation	Regional Outcome Agreement Commitments
Age	<ul style="list-style-type: none"> ▪ In line with the <i>Opportunities for All</i> policy, Glasgow Region colleges have sought to prioritise activity for ages 16-19 and 20-24, despite significant recent reductions to core WSUM funding. ▪ Proportions of student enrolments by age groups show greater proportions of college students aged 16-24 as compared to the population shares for the same age groupings. ▪ SFC data from 2011/12 suggests that almost 70% of Glasgow Region college SUM activity relates to learners ages 16-24 and this proportion rises to almost 80% for full-time learners. 	<ul style="list-style-type: none"> ▪ Ensure that provision is provided which attracts and supports high levels of participation by young learners. ▪ Work with GCC and SDS to support young people not in employment, education or training to progress to college. ▪ Seek to maintain 2011/12 proportions of activity for the 16-19 and 20-24 age groups across all enrolments and within full-time provision

Figure 31. Continued

Aspect	Glasgow Colleges' Evaluation	Regional Outcome Agreement Commitment
Gender	<ul style="list-style-type: none"> ▪ Comparison of Regional population shares and proportions of Glasgow College students by gender show a close similarity. ▪ However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings. ▪ The rate for male unemployment in Glasgow City is almost double that for females at 14.1% for males as compared to 7.6% for females. 	<ul style="list-style-type: none"> ▪ Increase representation of both genders across all subject areas. ▪ Increase the proportion of unemployed male college enrolments whilst continuing to appropriately reflect the gender balance of the regional population.
Ethnicity	<ul style="list-style-type: none"> ▪ Ethnicity data suggests that in many respects, the Glasgow College population broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. ▪ The impact of migration on resultant demand for English tuition - 17,000 Glasgow College Region residents claim to speak little or no English. 	<ul style="list-style-type: none"> ▪ Continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment.
Disability	<ul style="list-style-type: none"> ▪ The proportion of Glasgow Region college students who disclosed a disability is slightly less than as across Scotland as a whole. ▪ In comparison to the above, 2011 Census data for Scotland showed that 22.7% of Glasgow City's population classed themselves as having a long-term activity-limiting health problem or disability, 3% higher than the national average of 19.6%. ▪ Alongside this, 12.6% of Glasgow's working age adults are claiming Employment Support Allowance and Incapacity Benefits, compared to a Scottish average of 8.2%. 	<ul style="list-style-type: none"> ▪ Increase the proportion of college students classing themselves as disabled from 11.2% to at least 12.7%. ▪ Jointly assess with the Education Services if any greater level of college support for students with profound and complex needs is required. ▪ Ensure that best use is made of the resource provided by self-directed support.

Key Issues:

- When undertaking more detailed reviews at subject level, Glasgow Colleges should:
 - evaluate the extent of regional delivery volumes (including part-time delivery options) at lower levels (particularly at SCQF levels 3 - 5) to ensure accessibility and inclusion are fully supported.
- Additional resources are likely to be required to allow an expansion of low-level and part-time provision whilst continuing to meet delivery commitments as outlined within the 2014/15 – 2016/17 Regional Outcome Agreement.
- As part of both the subject area curriculum reviews and the regional review of college estates, further consideration of delivery locations is required to ensure that we:
 - maintain the breadth, depth and coherence of curriculum provision at all three Colleges encouraging high aspirations while avoiding unnecessary duplication;
 - provide appropriate access for learners which takes account of the physical environment of buildings, SIMD information, local transport, employer links/engagement, placement and employment opportunities; and
 - make the most economic and effective use of public investment in the college estate and other resources in order to enhance the quality of the learning experience
- The participation data provided in this report should be used to underpin the achievement of the deprivation targets contained within the 2014/15 Regional Outcome Agreement.
- At both individual college and regional level, we need to ensure the achievement of the protected characteristics outcomes as listed above over the course of the 2014/15 – 2016/17 Regional Outcome Agreement.

4.4 High Quality Learning: Evaluation of Learner Attainment

Key Evaluative Prompt: How well do our learners successfully complete and attain qualifications?

Key Stakeholder Asks:

- Learners experience the highest quality learning and teaching.
- Improve retention.
- Meet targets for student success in Outcome Agreements.

Key Evaluative Criteria:

- Analysis of trends and regional college retention and attainment data and comparison to national success rates.

4.4.1 Evaluation of Regional Retention and Attainment Levels

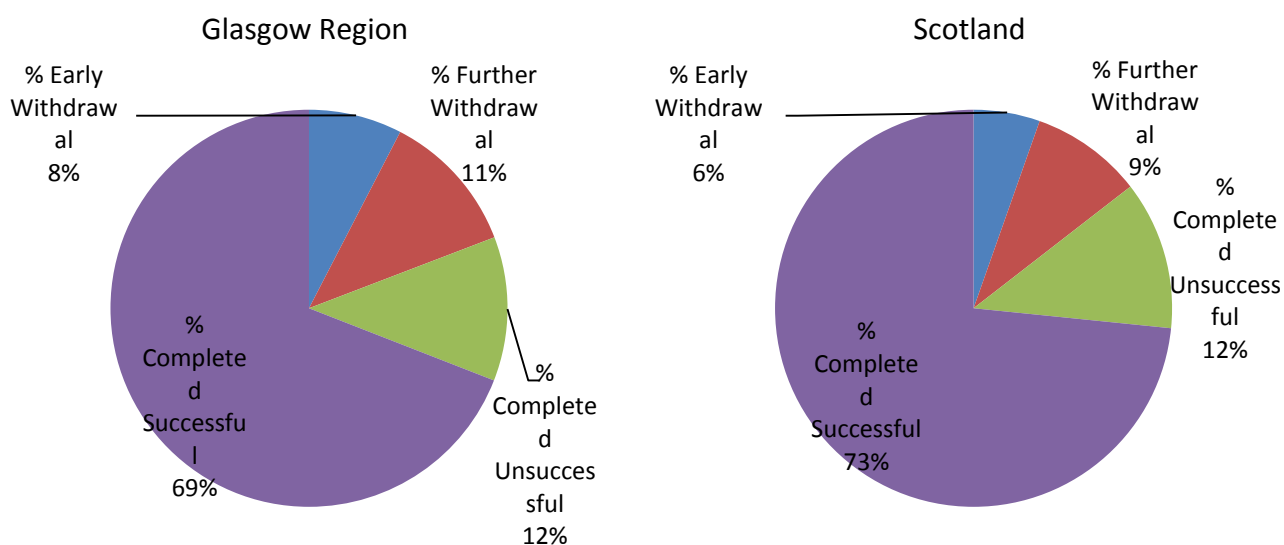
Three-year attainment trend data for Glasgow Colleges shows an average improvement of approximately 1% in successful completion rates across all enrolments both regionally and nationally as shown below.

Figure 32. Percentage Successful Rates for All Enrolments, 2010/11 – 2012/13

College/Region	2010/11	2011/2	2012/13	Change
Glasgow Region	68.00%	69.80%	69.10%	1.10%
Scotland	72.00%	73.10%	73.10%	1.10%
Scotland/Glasgow Variance	-4.00%	-3.30%	-4.00%	0.00%

As can be seen above though, despite regional improvements, successful completion rates in Glasgow Region lag approximately 4% behind national levels. These variances in successful completion from national averages relate mainly to higher than average student withdrawal rates across the Glasgow Region. For example, across all enrolments approximately 5% more learners in the Glasgow region withdraw before the end of their course as compared to Scotland as a whole as highlighted by the two charts overleaf.

Figure 33. Student Outcomes for Glasgow Region and Scotland, 2012/13 (all enrolments)



The table below shows that the variance in successful completion is greatest for Further Education (SCQF 6 and below) enrolments, with the full-time Further Education successful completion rate 3.3% below the national average and the part-time Further Education rate 7.3% below the rate for Scotland as a whole. In contrast to the lower than average performance of Further Education courses, Glasgow Region full-time Higher Education achievement levels compare favourably to national averages, but regional part-time Higher Education achievement is slightly below the rate for Scotland as a whole.

Figure 34. Successful Completion Rates by Level and Mode, 2012/13

College/Region	Further Education		Higher Education	
	Full-Time	Part-Time	Full-Time	Part-Time
Glasgow Region	62.1%	70.2%	71.0%	75.2%
Scotland	65.4%	77.6%	70.4%	76.3%
Scotland/Glasgow Variance	-3.3%	-7.4%	0.6%	-1.1%

Glasgow colleges are committed to improving attainment levels and closing the gap between regional and national success rates. This work will be undertaken in the context of particularly high regional levels of deprivation and low attainment as outlined earlier. Given that FE delivery accounts for approximately 60% of Glasgow College SUMs, in response to lower than average FE attainment rates, within the 2014/15 – 16/17 Regional Outcome Agreement, Glasgow Region colleges have committed to improving Further Education achievement rates, both in terms of increasing the proportion of successful learners and in terms of reducing the number of Glasgow region residents with limited or no qualifications.

In terms of Further Education achievement targets, Glasgow Region colleges have targeted an improvement in success rates of at least 3% over the 3-years of the Regional Outcome Agreement term leading to a regional Further Education full-time target of 65% and Further Education part-time target of 77% by 2016/17. In terms of Higher Education achievement targets, Glasgow Region colleges will seek to improve success rates by at least 1.5% over the three years of the Regional Outcome Agreement term, leading to a regional Higher Education full-time target of 70.8% and Higher Education part-time target of 77.2% by 2016/17.

Key Issues:

- Average Glasgow Region regional achievement rates and in particular, student non-completion levels, are significantly below national rates. In order to effect a step change in regional retention and achievement levels, alongside individual college actions to improve student performance on all courses, the Glasgow College regional Quality and Progression Group should identify specific which could include:
 - further research into the reasons for the lower than average retention across the region and the identification of practice which improves staying on rates, or commissioning of pilot work to address this;
 - more effective partnership work between colleges and local authority education services and the Careers Service (SDS) to put in place a more joined up and responsive system of support to vulnerable individuals at risk of dropping out of courses; and
 - evaluation of, and sharing of practice related to, support systems which respond to non-attendance.

4.5 Efficient Learner Journeys: Evaluation of Learner Progression to Further Study and/or Employment

Key Evaluative Prompt: How well do our learners progress to further study and/or employment?

Key Stakeholder Asks:

- Learners' journeys through the learning system are as short, efficient and effective as possible.
- Fully meet the Senior Phase recommendations outlined in the interim Wood's Commission Report, achieving guaranteed progression routes from school to college.
- Increase number of college students articulating to university with advanced standing.

Key Evaluative Criteria:

- Scope of current school/college partnership activity and effectiveness as indicated by progression data.
- Extent of learner progress into positive destinations through evaluation of student progression data for full-time Further and Higher Education learners.
- Trends in College/University articulation data.

4.5.1 School/College Partnership and Progression Activity

In 2012/13, approximately 6% of Glasgow SUM activity related to school/colleges partnership work, greater than the national average of 5%. Recent evaluation of this delivery by Glasgow College and city council education staff concluded that whilst there is good coverage across curriculum areas such as Hairdressing and Beauty; Hospitality, Childcare and Early Years, Construction and Automotive Engineering, there was scope for greater expansion of delivery in STEM subjects including Engineering, Science and some Technology areas, Creative Industries, Business and Finance and Health Care and Sport and Recreation.

The quantity of school-college partnership activity across Scotland has decreased over recent years, as colleges have responded to the Scottish Government's policy of focussing on full-time delivery to 16-24 year olds. However, The Commission for Developing Scotland's Young Workforce's September 2013 interim report has brought a renewed focus on school/college links.

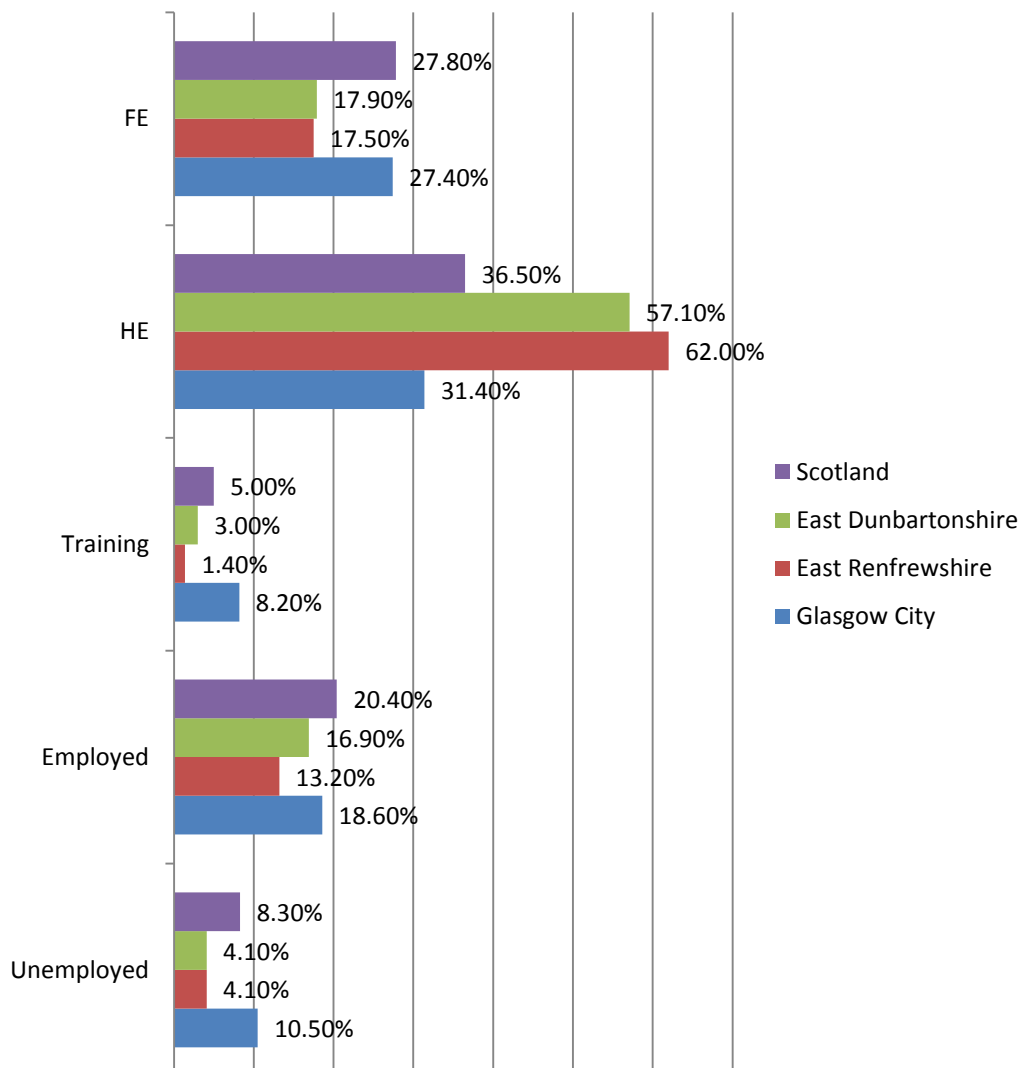
In response to the Wood's interim report, a joint Glasgow College Region and Glasgow City Council Education Services event was held to identify outcomes for the Glasgow Region and the Council to work together with the focus on developing employability skills, improving attainment and enhancing wider personal skills. The outcomes identified for the Glasgow Region include developing new pathways for senior phase including NCs and HNs (and where appropriate NPAs) and improving and extending the quality and nature of engagement with business and industry.

Glasgow Colleges and Glasgow City Council have been successful in gaining specific funding from the SFC to support the further development of school/college activity. Through the course of this

funded work and over the three-year Regional Outcome Agreement period, Glasgow Colleges have committed to working closely with Local Authority partners to gain a better oversight of an appropriate level of school/college activity related to need and develop the capacity of regional college and local authority structures to strategically direct and deliver enhanced school/college services and articulation, including the outcomes highlighted above.

In terms of rates of school leaver progression to college, the chart below shows that in 2012/13, 27.4% of Glasgow City school leavers progressed to Further Education study at SCQF levels 1-6, 0.4% below the national average of 27.8%. In terms of study at Higher Education levels (SCQF Levels 7 and 8), 31.4% of Glasgow School leavers progressed to study at this level, compared to 36.5% nationally (5.1% below). Almost 40% of those leavers progressing to HE did so at college rather than at university, with approximately 85% of those leavers studying at one of Glasgow’s colleges.

Figure 35. Percentage Destinations of Glasgow College Region School Leavers, 2012/13



Source: www.skillsdevelopmentscotland.co.uk

These lower than average rates of progression from school give cause for concern in terms of effective progression, given that school leaver attainment rates Glasgow sits below national norms. For example, at 166, Glasgow has second worst S4 tariff scores as compared to other local authorities, with the Scottish average being 184 (Source: The Improvement Service, *Educational Attainment in Glasgow*, 2013). This would suggest that there is a basis and capacity for increased levels of progression from school to college across the Glasgow Region.

4.5.2 College Progression to Further Study and/or Work

With respect progression from Glasgow College courses, the table below provides an overview of 2012/13 full-time Further Education (SCQF 6 and below) and Higher Education (SCQF levels 7 and 8) progression data as returned by Glasgow Colleges to the SFC in 2014.

Figure 36. Full-Time Further and Higher Learner Destination Statistics, 2012/13

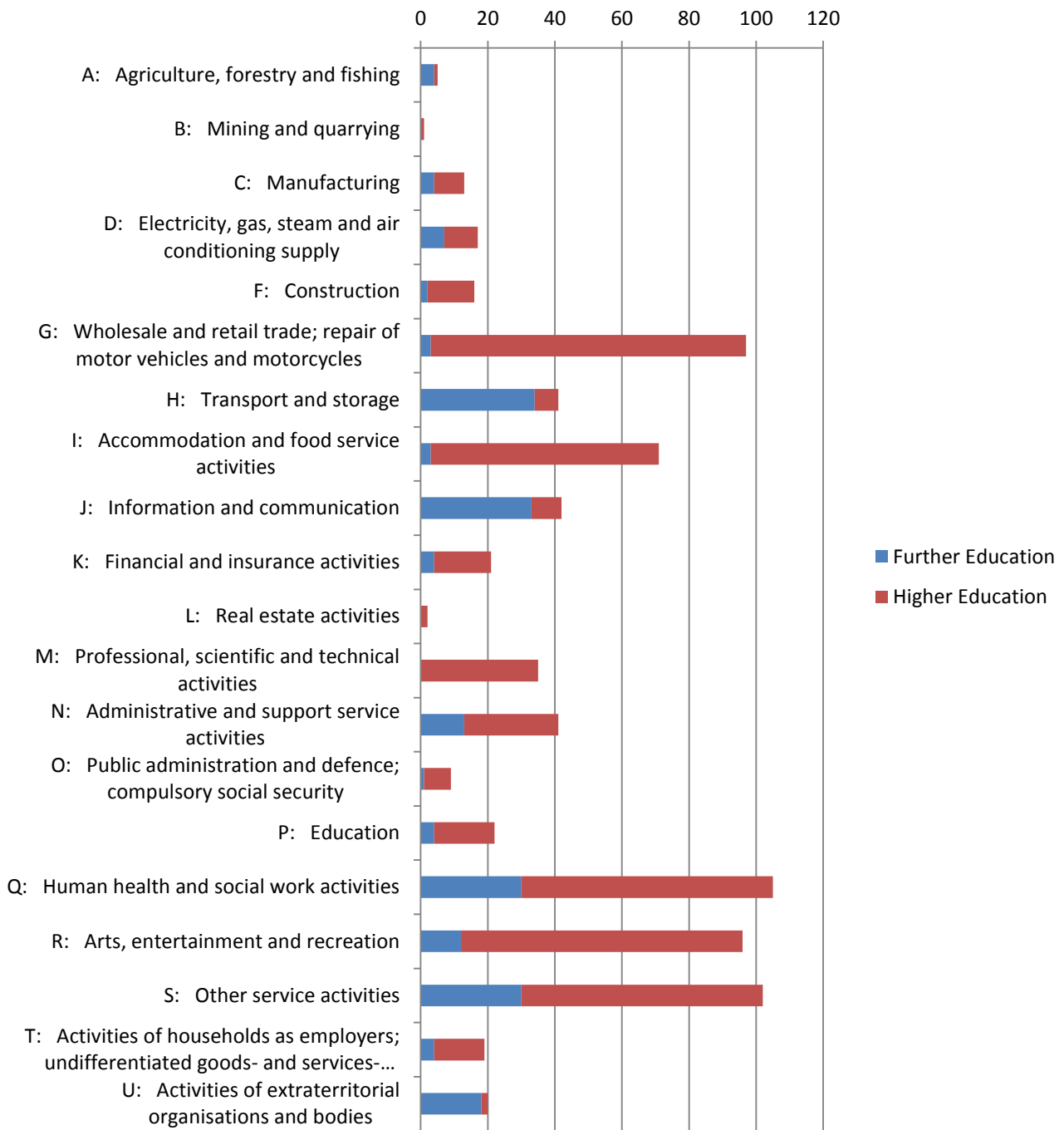
Level	Total Known Destination	In Employment	In Further Study	Not Working or Studying	Unknown Destination
Full-Time Further Education	4,568	4.5%	92.4%	3.1%	967
Full-Time Higher Education	3,290	18.9%	76.3%	4.8%	1,584
Total	7,858	10.5%	85.6%	3.8%	2,551

Source: SFC, 2014

It should be noted that progression data such as this requires to be treated with caution as collection of robust data on learners who no longer study at an institution can be challenging. In addition, many of those categorised as ‘unknown’ (approximately 1/4 overall) are often the most likely to be in employment. However, notwithstanding these caveats, the data suggests that for those whose destination is known, an average of 85.6% of leavers progress into further study, with only a very small proportion of FE learners progressing directly into employment (4.5% of Further Education) and with almost a fifth (18.9%) of Higher Education leavers. For both cohorts, the proportion progressing to a ‘negative’ destination (not working or studying) is consistently low at approximately 3 -5%.

In terms of employment destinations, the chart overleaf shows employment sector destinations for both Further and Higher Education. The table highlights the key role of service industries in the regional economy with just over half (52%) of all students employed across wholesale and retail trade, repair of motor vehicles and motorcycles, arts, entertainment and recreation, accommodation, food and other service activities. At 12%, human health and social work activities also forms a significant employment destination for college learners. The fact that these economic categories are most significant in terms of learner progression into post-course employment supports the earlier economic and employment analysis contained in section 4.2 which highlighted these areas of as key regional specialisms for the Glasgow economy.

Figure 37. Employment Destinations for Full-Time Further and Higher Education Learners, 2012/13



Source: SFC 2014

In terms of progression to further study, the SFC data suggests that almost 90% of all Further and Higher Education learners progress internally to further study at a Glasgow College.

With respect to articulation to university courses with advanced standing, the SFC data does not include articulation to non-Scottish universities. However, the data that does exist for Scottish only articulation shows that despite an increase of 32% between 2009/10 and 2011/12 in numbers of successful college HNC and HND students, numbers of articulating students from Glasgow Colleges

remained almost static at approximately 1,000 per year over the same three-year period. This shows that responsibility for improving articulation rates lies ultimately with universities. However, in the time since this data has been compiled, greater emphasis has been placed by both the Scottish Government and Funding Council on widening access to university study and as part of this, increasing the numbers of college learners entering university with advanced standing. Examples outputs of this work include the additional HN places provided in academic year 2013/14 and the increased college to university articulation targets set by universities. At a regional level, Glasgow Colleges have worked jointly with universities to strengthen relationships at a regional strategic level to facilitate improved articulation levels.

In terms of setting Regional Outcome Agreement targets, Glasgow Region colleges have made a commitment to increase number of college students articulating to university with advanced standing by 20% over the three-year period, raising the number articulating from 1,043 to 1,252 by 2016/17. However, it must be noted that with respect to this target, ultimately the power to accept college applicants with advanced standing lies with universities.

Key Issues:

- Evidence suggests that in order to better support progression Glasgow Colleges should work with Education Services to increase proportions of Glasgow city school leavers progressing into college, given that school leaver attainment rates Glasgow sits below national norms.
- Post-course progression data suggests that as part of the more detailed reviews at subject level, we should evaluate the relevance of provision to employment opportunities, and where relevant, identify of actions to increase rates of direct progression into employment. Alongside this, colleges should continue to work both regionally and with the SFC to improve the comprehensiveness and robustness of regional leaver destination data.
- Colleges should work both individually and jointly through the regional Quality and Progression workgroup to support the achievement of Regional Outcome Agreement commitments to increase articulation levels.

Appendix 1. Summary of Review Key Issues

Sector	Section 4.2 Curricular Alignment Key Issues
1. Administration, Financial and Business Services	<ul style="list-style-type: none"> ▪ Overall, the volume of college activity related to the Administration, Financial and Business Services economic sector may appear appropriate but there may be a need to review the value and impact of the existing provision to employers. ▪ Within the college subject areas, the volume of computing provision appears high compared to sector need. Should there be a rebalancing towards business and administration occupations? ▪ The types of computing provision offered need to ensure they are matched to industry skills levels (e.g. software engineers and web development).
2. Creative and Cultural Industries	<ul style="list-style-type: none"> ▪ The level of college activity related to the Creative Industry sector appears high overall compared to economic demand even given the recognition that the Colleges are meeting a national market,. ▪ There may be a need to determine the appropriate level and type of provision required by this sector given the regional and national supply and demand needs met by this area of provision. ▪ Within the subject areas, performing arts provision looks particularly well provided. ▪ A fuller understanding of the nature and scale of provision in Art and Design (e.g. in digital media and/or design skills) would be helpful.to ensure it meets desired skill sets and needs of the sector.

Appendix 1. Continued

Sector	Section 4.2 Curricular Alignment Key Issues
3. Energy, Engineering, Construction and Manufacturing	<ul style="list-style-type: none"> ▪ The levels of college activity related to the engineering, energy, construction and nautical sectors appear to match demand but there is a need to continually assess scale of supply to the level of demand. ▪ Nautical provision is recognised as meeting a national and international demand rather than regional and wider analysis may be required to ensure it meets desired skill sets for the sector and if level of supply is appropriate to demand levels. ▪ With a significant regional and national focus on the energy and low carbon industries a review of this provision may be helpful, to ensure it matches sector requirements and need for growth. ▪ There is a need to optimise the scale of apprenticeship training for this sector and this is something that could be addressed with employers and SDS.
4. Food, Drink, Tourism, Hospitality and Leisure	<ul style="list-style-type: none"> ▪ Overall the level of provision in this area does not appear to match that required of the food, drink, hospitality and leisure sectors. ▪ While there is a balance of delivery volumes across the college subject areas which relate to this economic area an assessment of where the demand is greatest may be needed to ensure the requirements related to the current growth areas of sustainable tourism, events and hospitality (food and drink) are met. ▪ Given the growth in certain areas of this sector it would be helpful to work with the hospitality and tourism sectors to identify and deliver any gaps in training or skill sets required for employment.

Appendix 1. Continued

Sector	Section 4.2 Curricular Alignment Key Issues
5. Health, Care and Education	<ul style="list-style-type: none"> ▪ Overall, the level of college activity related to the different areas of the care sector appears to be running below the level of employment demand across the sector, especially in health. ▪ There is a need to strong partnerships with the health care sector in recognition of the significant level of economic and employment demand in the region. ▪ The level of provision in education and training is low and evaluation of the contribution this makes could be worthwhile.
6. Land-Based Industries	<ul style="list-style-type: none"> ▪ While it is a very small element of the college’s delivery, given that horticulture and landscaping is not a key sector for the regional economy it may be helpful to review the role of this provision. ▪ Water based courses meet national and regional interests and given the link to the energy sector there may be opportunities to identify new opportunities in this industry.
7. Life and Chemical Sciences	<ul style="list-style-type: none"> ▪ Overall, the level of college activity related to this sector is small and given the targeted growth for this area of the economy, regionally and nationally there may be a need to consider increasing the level of delivery in this area of provision ▪ Linked to the above point there would appear to be a requirement to work with employers to identify and meet STEM based training needs within the Glasgow Region.
8. Transition and Supported Learning	<ul style="list-style-type: none"> ▪ Overall, the level of college activity related to this area, particularly ESOL, appears to meet clearly identified need and has a strong role to play in the Glasgow College curriculum. ▪ Given the crucial nature of this type of provision for those returning to learning it would be advantageous to review what is being offered to further widen access and ensure clear progression routes are in place. ▪ It is essential to ensure special programmes focus on employability and educational progression.

Appendix 1. Continued

Section 4.3 Curricular Access and Inclusion Key Issues:

- When undertaking more detailed reviews at subject level, Glasgow Colleges should:
 - evaluate the extent of regional delivery volumes (including part-time delivery options) at lower levels (particularly at SCQF levels 3 - 5) to ensure accessibility and inclusion are fully supported.
- Additional resources are likely to be required to allow an expansion of low-level and part-time provision whilst continuing to meet delivery commitments as outlined within the 2014/15 – 2016/17 Regional Outcome Agreement.
- As part of both the subject area curriculum reviews and the regional review of college estates, further consideration of delivery locations is required to ensure that we:
 - maintain the breadth, depth and coherence of curriculum provision at all three Colleges encouraging high aspirations while avoiding unnecessary duplication;
 - provide appropriate access for learners which takes account of the physical environment of buildings, SIMD information, local transport, employer links/engagement, placement and employment opportunities; and
 - make the most economic and effective use of public investment in the college estate and other resources in order to enhance the quality of the learning experience
- The participation data provided in this report should be used to underpin the achievement of the deprivation targets contained within the 2014/15 Regional Outcome Agreement.
- At both individual college and regional level, we need to ensure the achievement of the protected characteristics outcomes as listed above over the course of the 2014/15 – 2016/17 Regional Outcome Agreement.

Appendix 1. Continued

Section 4.4 Learner Attainment Key Issues:

- Average Glasgow Region regional achievement rates and in particular, student non-completion levels, are significantly below national rates. In order to effect a step change in regional retention and achievement levels, alongside individual college actions to improve student performance on all courses, the Glasgow College regional Quality and Progression Group should identify specific which could include:
 - further research into the reasons for the lower than average retention across the region and the identification of practice which improves staying on rates, or commissioning of pilot work to address this;
 - more effective partnership work between colleges and local authority education services and the Careers Service (SDS) to put in place a more joined up and responsive system of support to vulnerable individuals at risk of dropping out of courses; and
 - evaluation of, and sharing of practice related to, support systems which respond to non-attendance.

Section 4.5 Learner Progression Key Issues:

- Evidence suggests that in order to better support progression Glasgow Colleges should work with Education Services to increase proportions of Glasgow city school leavers progressing into college, given that school leaver attainment rates Glasgow sits below national norms.
- Post-course progression data suggests that as part of the more detailed reviews at subject level, we should evaluate the relevance of provision to employment opportunities, and where relevant, identify of actions to increase rates of direct progression into employment. Alongside this, colleges should continue to work both regionally and with the SFC to improve the comprehensiveness and robustness of regional leaver destination data.
- Colleges should work both individually and jointly through the regional Quality and Progression workgroup to support the achievement of Regional Outcome Agreement commitments to increase articulation levels.

