
Board Meeting

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Glasgow Colleges' Strategic Partnership

**Glasgow College Region Curriculum and Estates Plan
2015 - 2020**

Right Provision in the Right Place

**CITY OF GLASGOW
COLLEGE**


GLASGOW CLYDE
COLLEGE


Glasgow
Kelvin
College

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Executive Summary

- In order to ensure Glasgow's colleges deliver a coherent regional curriculum which meets national, regional and local learner employer and stakeholder needs in an efficient way, this Curriculum and Estates Plan makes a series of proposals with respect to the Glasgow Region college curriculum and its delivery locations over the period 2015/16 to 2019/20.
- The findings and proposals in this report are based on a review of current regional college provision set against a backdrop of an analysis of stakeholder needs, alongside the determination of a 2020 Glasgow regional curriculum vision which would meet these regional college asks.
- The report therefore proposes changes which could be made to a number of regional subject area volumes. It also sets out proposals to alter aspects of subject content and focus in order that our delivery better supports the employment prospects of our learners. These proposals include growth in college delivery related to the key economic sectors of Administration, Financial and Business Services, Food and Drink, Tourism and Hospitality, Health, Care and Education and Life and Chemical Sciences, and a reduction in provision related to Creative and Cultural Industries.
- In order to ensure access for learners from the widest range of backgrounds, and in particular to support access for learners with low or no qualifications, this report proposes that Glasgow colleges increase the volume of provision offered at Further Education levels in order to increase opportunities for those individuals with low or no qualifications.
- This report recognises that once the city-centre new build is complete the region will have sufficient modern, high quality estates capacity to be able to deliver appropriate volumes of provision without use of the Glasgow Kelvin City Campus, the oldest and poorest quality building within the Glasgow college estate. It is therefore proposed that the Glasgow Kelvin City Campus is closed permanently at the conclusion of academic year 2016.
- This report recommends that the activity currently delivered in the Glasgow Kelvin City Campus is transferred:
 - in part to the Glasgow Kelvin College campuses in the north and east of the city to increase provision for those furthest from the labour market who in the main reside in the poorest SIMD areas of the City;
 - in part to the City of Glasgow College new campuses to make best use of our new regional estate; and
 - in part to Glasgow Clyde College with respect high level specialist Health Science provision in recognition of the impact the opening of the new Southern General Hospital will have on employment opportunities in this sector.

- Alongside this transfer of activity from Glasgow Kelvin College to City of Glasgow College, this report proposes that to further maximise the benefits of the new city centre estate:
 - a proportion of activity from Glasgow Clyde College is transferred to City of Glasgow College;
 - additional activity funding is provided to City of Glasgow College by the Scottish Funding Council to recognise the metropolitan pull of the city centre and responds to the recommendations of the Scottish Government commissioned *Education Working for All*; and
 - an efficiency based activity increase is generated by the City of Glasgow College.
- Overall, these changes to delivery locations are intended to be in line with the curriculum development recommendations and therefore any resulting individual college reductions, transfers or growth of activity should relate to these regional curriculum change proposals.

1. Context to the Curriculum and Estates Plan

1.1 Introduction

Glasgow's colleges have a long and productive 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, currently within the framework of Glasgow Colleges Strategic Partnership (GCSP).

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 will provide further opportunities for Glasgow colleges to work collaboratively to better meet national, regional and local learner and employer needs.

This Curriculum and Estates Plan will set out how, over the 5 years from 2015-2020, the Glasgow colleges will work together to ensure that across the region, the right college courses are 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 .

This plan seeks to be ambitious, yet also pragmatic and based on sound evidence. Such a fundamental rethink of Glasgow's college landscape cannot be implemented in one stage, and we recognise there are constraints within which we will have to operate. However, we start from a very solid base:

- three strong colleges, all the result of recent mergers, are committed to work together to make the very best possible college provision for the region;
- very good buildings and facilities in much of Glasgow thanks to recent investment by the Scottish Funding Council on behalf of the Scottish Government, with support from European Regional Development Funds in some instances, and new £228 million city-centre campuses presently being constructed and due to open from 2015;
- excellent partnerships with Glasgow City Council and with the wider region including East Dunbartonshire and East Renfrewshire, with the other regions that send large numbers of learners to Glasgow, and across Scotland;
- strong and productive partnerships with Glasgow's universities and with other Higher Education Institutions within the city, across Scotland and the rest of the UK;
- a well-developed evidence base built up as a result of the colleges' work on preparing Regional Outcome Agreements, which for the first time enables us to map needs and provision across the whole Region; and
- commitment from the Scottish Funding Council to help develop and deliver the plan.

1.2 Underlying Principles

The three Glasgow colleges, in partnership with the Regional Chair and the Scottish Funding Council developed a set of principles on which this review is based. These are that the outcome should be informed by sound, evidence-based research and analysis which should:

- meet the needs of learners, employers and communities;
- meet the needs of the economy, support access and social inclusion and develop community capacity;
- provide clear progression and articulation routes to enable learners to move to more specialist provision across the three colleges;
- be based on comprehensive, and routinely updated, labour market intelligence and demographic evidence and analysis;
- 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, deprivation 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.

1.3 Scope and Timelines

The Curriculum and Estates Plan provides for consideration by college Boards and the Regional Strategic Board a set of proposals which outline:

- 2020 curriculum goals in terms of the volumes of learning and teaching activity related to economic sectors, the proportions of Further and Higher education study activity and the delivery locations for the Glasgow college curriculum;
- any required changes which will be made in a phased transition including early incremental progress from academic year 2015/2016, and each academic year thereafter from 2015 to 2020, so that by 2020 we are as close as possible to the 'Right Provision in the Right Place'; and
- how from 2015 we will make best use of the redeveloped estate across the whole city to ensure best value from the investment of public funds and the timescale by which poorer quality estate will be vacated and provision transferred to more optimal locations.

Following consideration by individual college boards, a final set of Curriculum and Estates proposals will be provided to the Regional Strategic Board by end of October.

Alongside the curriculum and estates proposals contained within this document, a Transition Plan has been developed which considers the implications of any change from existing provision to optimal provision and the transitional funding support from the Scottish Funding Council needed for the early years of the plan to enable its delivery.

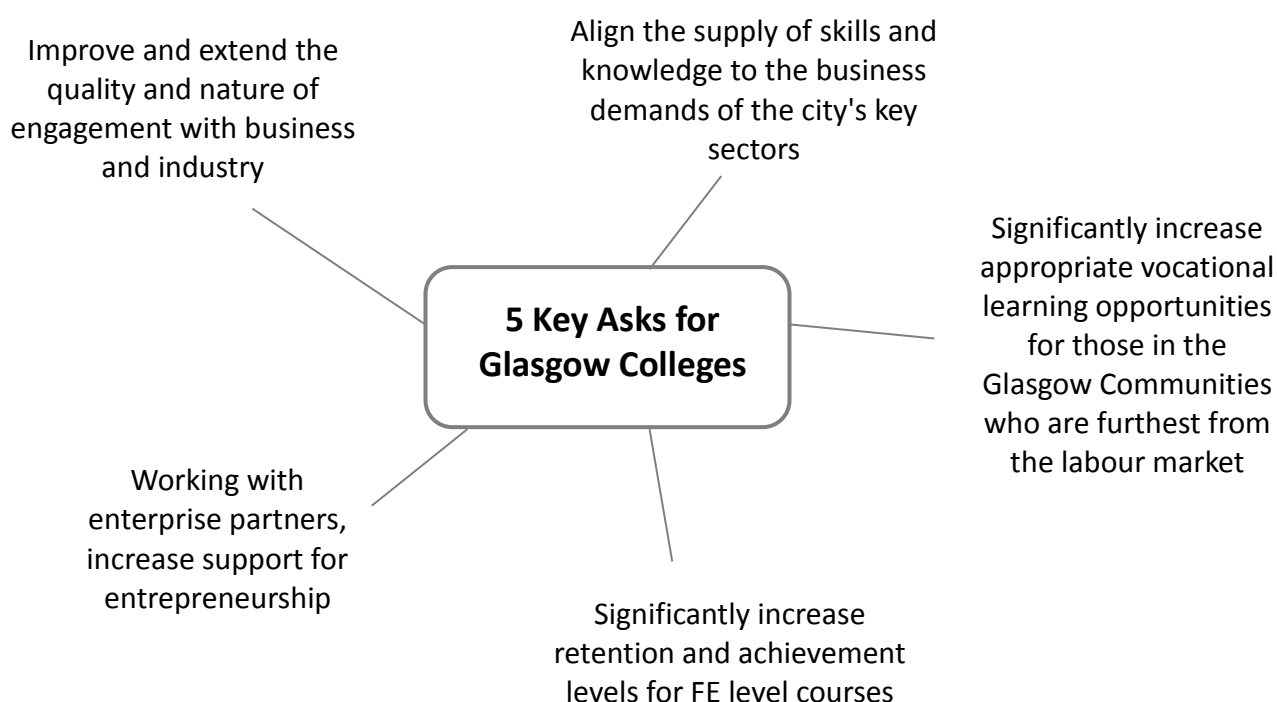
Once the Regional Strategic Board has considered and agreed the Curriculum and Estates Plan and the Transition Plan, the Regional Strategic Board and colleges will then proceed to consult with employees, learners and stakeholders prior to the implementation of the plans. The plans will, however, be live documents and therefore will be subject to revision, adjustment and improvement as necessary, taking into account changing circumstances, new policies, priorities and new evidence.

2. Overview of curriculum review process

2.1 Assessment of Stakeholder and Learner Needs

The first phase of the regional curriculum and estates review considered a wide base of desk-based evidence reflecting the priorities of stakeholder groups, including Government, local authorities, economic development agencies, employers, secondary schools and community partners. The outputs of this environmental scanning exercise are contained within the supporting paper, *Glasgow Colleges Environmental Scan*. This review led to the identification of five 'key asks' for colleges to prioritise and respond to and these are summarised below.

Figure 1. Summary of Key Asks for Glasgow Region Colleges



2.2 Initial Curriculum Review Process and Outcomes

Between March and July 2014, senior staff from Glasgow Region colleges and the Scottish Funding Council worked jointly on an initial review of the Glasgow college curriculum. The review sought to respond to four evaluative criteria:

1. Developing the Workforce: ➤ How well is curriculum delivery aligned to economic needs?
2. Right Learning in the Right Place: ➤ How well does our curriculum promote inclusion and economic and social mobility?
3. High Quality Learning: ➤ How well do learners successfully complete and attain qualifications?
4. Efficient Learner Journeys: ➤ How well do learners progress to further study and/or employment?

In responding to these prompts, the review considered a wide range of evidence relating to economic and employer alignment, access and inclusion (including access according to study level, mode of study, place of residence/study and according to protected characteristics), learner attainment and learner progression to further study and/or employment.

Following this evaluative work, an initial curriculum 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 Curriculum 2020 vision; and
- an evaluation of current Glasgow performance in relation to these stakeholder asks and identification of key issues to consider in advance of determining more detailed plans with proposals, timelines and milestones.

With respect this latter aspect, the Initial Curriculum Review document concluded that the considerable majority of the current curriculum offer is appropriate for the needs of the region and Scotland, and right for the needs and ambitions of learners. However, evidence also suggested that there were areas where improvements could be made:

- in terms of the curriculum offer, whilst the majority of this is well aligned to economic needs, some changes to subject volumes, types and modes of learning could be considered to further enhance vocational relevance;
- Glasgow region resident qualification levels are distinctive in the Scottish context with a substantial proportion of residents with low or no qualifications and there is scope within our regional college curriculum profile to better develop learning programmes which meets the needs of this group, and those furthest from the labour market, which would support an increase in the participation of Glasgow region learners resident who reside in deprived neighbourhoods;

- data on learner performance and outcomes of learning suggests that at higher levels, Glasgow college learner attainment compares favourably to national levels but at lower Further Education levels, regional performance lags behind national norms and a significant contributory cause for this is higher than average non-completion rates; and
- progression data is incomplete, but that which exists shows good levels of progression into positive outcomes. However, whilst there is good evidence of progression into further study at college or university, there is limited evidence to demonstrate Glasgow college learners moving into employment either directly from college or from further study.

Following publication of the initial review document, a stakeholder engagement event was held to elicit feedback on the draft curricular recommendations. Over 40 stakeholders attended the event at Glasgow City Chambers, including local authority and public sector staff, student association members, employers, and staff and union representatives from all three colleges. In addition to this event, the document was provided to college staff and Board members for comment, and consultation was also undertaken with key staff in the colleges representing curriculum groupings.

The outcomes and impacts of this stakeholder engagement activity are summarised in Appendix 1.

3. Curriculum Proposals

3.1 Curriculum Area Proposals

For the purposes of the Initial Curriculum Review, the Glasgow college curriculum was grouped into eight key sectors and each area was analysed to determine their contribution to the five key priorities as identified by College stakeholders. These curriculum areas were:

- Administration, Financial 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)

On the basis of the Initial Curriculum Review work and stakeholder engagement activity, the following proposals are made with respect to the eight sectors:

Administration, Financial and Business Services Proposals
<p>Administration, Financial and Business Services forms a significant and nationally distinctive part of Glasgow's regional economy and Financial and Business Services is both a Scottish Government and Glasgow City Council recognised growth area. Regional Skills Assessment employment data indicates that a key specialism of Glasgow lay in financial and business services, with it comprising as a much bigger share of the city's employment than is typical for Scotland as a whole.</p> <p>Following evaluation of the current level of provision across the region, this report proposes that Glasgow colleges should seek to increase activity related to this economic sector. Alongside this growth, there is a need to review the value and impact of the existing provision to employers, both with respect to Business, management and administration, and Computing and ICT activity.</p>

Creative and Cultural Industries Proposals
<p>Creative industries form a growing part of Glasgow's regional economy and the national economy and both the Scottish Government and Glasgow City Council recognise this broad sector as a growth area. The Glasgow Economic Commission also recognised the important contribution of the creative industries to Glasgow and beyond with many of the Scottish Creative Media companies based in the Glasgow Region operating in a global marketplace.</p> <p>The current scale of college activity across related subject areas is significant (approximately 16% of all activity) and the level of college activity related to the Creative Industry sector appears high overall compared to economic demand, even given the recognition that Glasgow has a significant creative employment base and that the colleges are meeting a national market. Therefore, this report proposes that college activity related to this sector should be reduced to allow resources to</p>

re-allocated to other subject areas where employment evidence suggests growth is required. In addition, college staff should seek to develop a fuller understanding of the nature and scale of provision in Art and Design (e.g. in digital media and/or design skills) to ensure it meets desired skill sets and needs of the sector.

Energy, Engineering, Construction and Manufacturing Proposals

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 levels of college activity related to the engineering, energy, construction and nautical sectors matches demand and this report therefore proposes that college activity in this sector should be maintained, but also recommends that Glasgow colleges continue to assess scale of supply to the level of demand as the economy grows. Nautical provision is recognised as meeting a national and international demand rather than regional, and wider analysis should be undertaken 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 would also be helpful, to ensure it matches sector requirements and need for growth. Finally, 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 Skills Development Scotland.

Food, Drink, Tourism, Hospitality and Leisure Proposals

This is a particularly broad grouping of sectors and both the Scottish Government and the City Council have identified food and drink and tourism as growth sectors, with the latter having a strong asset base in Glasgow and offering significant economic and employment opportunities.

Overall the level of college provision in this area does not appear adequate to match that required of the food, drink, hospitality and leisure sectors and this report therefore proposes that college activity in this sector should be increased. 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 should be undertaken 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, colleges should continue to work with the hospitality and tourism sectors to identify and deliver any gaps in training or skill sets required for employment.

Health, Care and Education Proposals

The care sector does not feature as a Scottish Government, Scottish Enterprise or Glasgow City Council growth sectors. 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 employment data contained in the Regional Skills Assessment for the Glasgow and Clyde Valley area show that health care was one of the largest employment sectors in Glasgow and West Region.

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, and this report therefore proposes that college activity for this sector is increased. In growing provision in this sector, there is a need to continue to develop strong partnerships with the health care sector in recognition of the significant level of economic and employment demand in the region. Finally, it is of note that the level of provision in education and training is comparatively low and an evaluation of the contribution this makes should be undertaken.

Land-Based Industries Proposals

This area of activity forms a very small proportion of regional college activity. Within the Scottish Government key sectors, agriculture and fisheries is included within the food and drink industry and 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. This report therefore proposes that college activity in this sector is maintained. However, given that horticulture and landscaping is not a key sector for the regional economy the role of this provision should be further reviewed. Finally, 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.

Life and Chemical Sciences Proposals

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 and 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 the lack of basic laboratory skills, employability skills and work experience of 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.

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, this report proposes that college activity related to this sector is increased. In further developing activity, colleges should work with employers and education partners to identify and meet STEM based training needs within the Glasgow Region.

Transition and Supported Learning Proposals

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, and this type of provision assists in meeting this aim. 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. Therefore, this report proposes that college activity across these curricular areas is maintained. In addition, 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. Finally, it is essential that colleges ensure special programmes for learners with additional support needs focus on employability and educational progression.

The table below provides a summary of the curriculum area volume proposals based on 2012/13 proportions of activity and proposed target volumes shares for 2020.

Figure 3. Summary of Proposed Curriculum Area Volume Changes

Curriculum Area	12/13 % Share	2020 Target % Share	Change
Administration, Financial & Business Services	23.0%	24.0%	1.0%
Creative & Cultural Industries	16.0%	13.0%	-3.0%
Energy, Engineering, Construction & Manufacturing	20.0%	20.0%	0.0%
Food, Drink, Hospitality & Leisure	17.0%	17.5%	0.5%
Health, Care & Education	8.5%	9.5%	1.0%
Land-based Industries	1.0%	1.0%	0.0%
Life & Chemical Sciences	3.5%	4.0%	0.5%
Transition & Supported Learning	11.0%	11.0%	0.0%

3.2 Curriculum Level Proposals

A key focus of the Initial Curriculum Review work was an evaluation of access in relation to SCQF levels of study. This is a particularly significant issue for the Glasgow region as compared to Scotland as a whole, as our regional area is distinctive in terms of the large proportions of residents with low (SCQF levels 1-3) or no qualifications and also for those with high level qualifications (SCQF level 8 and above). For example, current Office for National Statistics data suggests 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 population do not hold a qualification above SCQF level 5 (source: www.nomisweb.co.uk).

In contrast to this information on resident qualification levels, when college activity data is examined, it shows that the majority of current 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 NC level (SCQF 5/6) and with only just over 6% of our provision at SCQF level 4, the key access level for the large proportion of the regional population with low or no qualifications.

In response to this strong evidence of undersupply in college delivery at access levels (particularly at SCQF level 4), this report proposes that Glasgow's colleges increase the proportion of activity provided at Further Education levels. In undertaking this change, colleges need to be mindful of the principles underpinning this curriculum plan, and in particular the commitments to maintain the breadth, depth and coherence of curriculum provision at all three colleges, and to provide all learners with clear progression and articulation routes to enable them to move to more advanced or specialist provision across the three colleges.

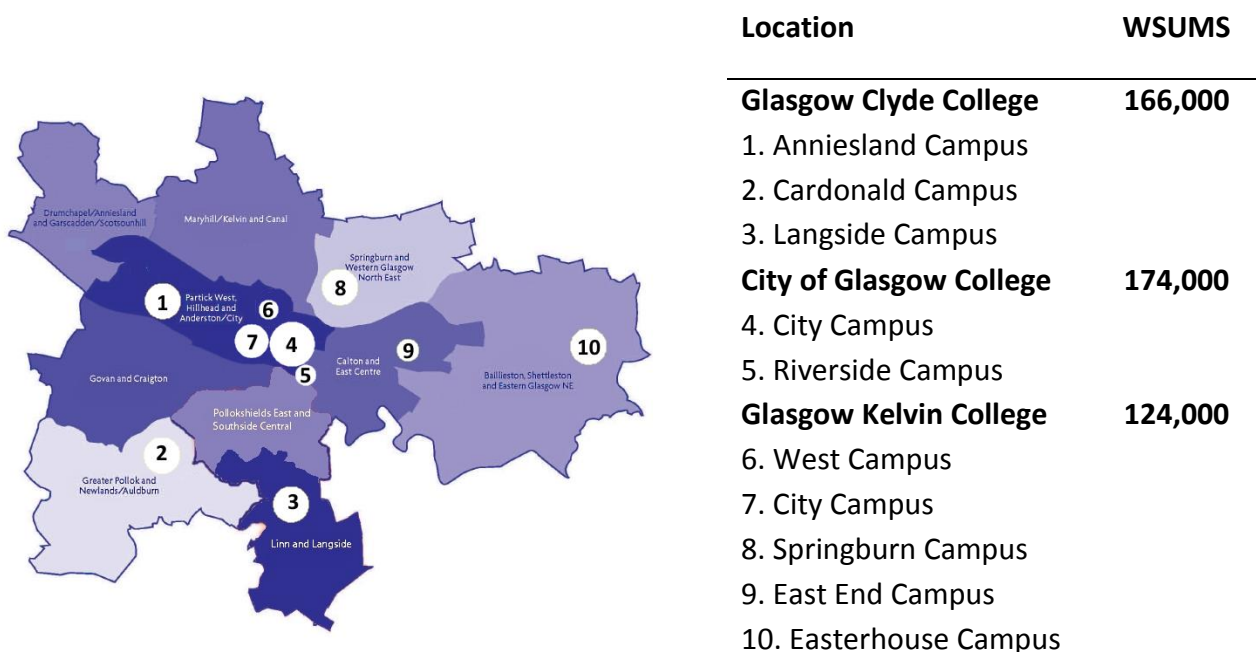
This paper therefore proposes that the Glasgow college region seeks to increase by 2% the proportion of Further Education activity, creating a regional balance of approximately 60/62% Further Education and 38/40% Higher Education. This would significantly increase the volume of part-time opportunities for learners with low or no qualifications. Note that this is a target for the region and it is likely the proportion of FE/HE will be different across the three colleges reflecting their different missions and the communities which they serve.

4. Estates Proposals

4.1 Current and Future College Estate

The map below shows the locations of Glasgow college campuses and the respective teaching activity targets for 2014/15.

Figure 5. Locations of Glasgow Region College Campuses



The development of the two new City of Glasgow College buildings (Riverside campus in 2015/16 and City Campus in 2016/17) will significantly alter the regional college estate, providing an increase in both the quality and capacity of available of teaching accommodation. The Glasgow Colleges’ Sustainable Institutions group has undertaken work to consider this future regional college estate, and the table below provides an overview of campus size and condition with the new City of Glasgow campuses operational.

Figure 6. Overview of Regional College Estate with new City of Glasgow Campuses

College	Campus	Size (m ²)	Condition
Glasgow Clyde College	Anniesland	16,579	A – as new
	Cardonald	6,613 / 19,861	A – as new / B – sound
	Langside	14,191 / 2,643	A – as new / B – sound
Glasgow Kelvin College	City	11,764	C – operable
	West	1,922	B – sound
	Springburn	18,715	A – as new
	East End	6,459	A – as new
	Easterhouse	4,771	A – as new
City of Glasgow College	Riverside (2015/16)	14,281	A – as new
	City (2016/17)	53,191	A – as new

4.2 Curriculum Delivery Proposals

The completion of the new City of Glasgow campuses will increase the capacity and improve the quality of the regional college estate. Alongside the approximate 20% reduction in national and regional college activity levels since 2010/11 this provides scope within the Glasgow region to reconfigure college activity totals to enhance the quality of the learning experience and make the most economic and effective use of the college estate. The proposals also take account of key factors such as local transport services, employer links/engagement, deprivation information, placement and employment opportunities.

Figure 6. above showed that of all the campus locations, Glasgow Kelvin College's City Campus is assessed as being in the poorest physical condition. With the development of the City of Glasgow new build there will be increased capacity within the city centre and therefore this provides the opportunity to close Glasgow Kelvin College's City Campus. Taking into account the principles underpinning this curriculum and estates plan, the findings of the curriculum review process and the clear need to increase provision for those with no or low qualifications and/or those furthest from the labour market, this report proposes that the existing activity located within the Kelvin College City Campus is transferred to a combination of both the two new City of Glasgow campuses and the Glasgow Kelvin College campuses in the north and east of the city. There will also be a small transfer of activity to Glasgow Clyde College to utilise their state of the art laboratory facilities.

Alongside this transfer of activity from Glasgow Kelvin College to City of Glasgow College, this report further proposes that to enable best use of the new city centre estate, a proportion of activity from Glasgow Clyde College is transferred to City of Glasgow College. This, along with some additional activity funding from the Scottish Funding Council supported an efficiency based activity increase generated by the City of Glasgow College as a result of the opening of its new estate will ensure that the city-centre buildings become fully utilised within a short timescale.

The table below provides a summary of these delivery location changes from 2015/16 – 2019/20.

Figure 7. Proposed Changes to Activity Delivery Locations

Year	Glasgow Kelvin WSUMs	Glasgow Clyde WSUMs	City of Glasgow WSUMs	Glasgow Region WSUMs
2014/15	123,367	166,441	173,726	464,000
2015/16	117,000	162,500	184,000	466,000
2016/17	111,000	157,500	202,000	471,000
2017/18	109,500	156,500	209,000	475,000
2018/19	109,500	156,500	210,000	476,000
2019/20	109,500	156,500	210,000	476,000
WSUMs Change	-13,867	-9,941	36,274	12,000
% Change	-11.2%	-6.0%	20.9%	2.6%

It is anticipated that these phasings are reviewed on an annual basis and that these changes to curriculum delivery locations are in line with the curriculum development proposals contained in this report. Therefore any college reductions, transfers or growth of activity will relate directly to the proposals for curriculum change described within the earlier sections of this document.

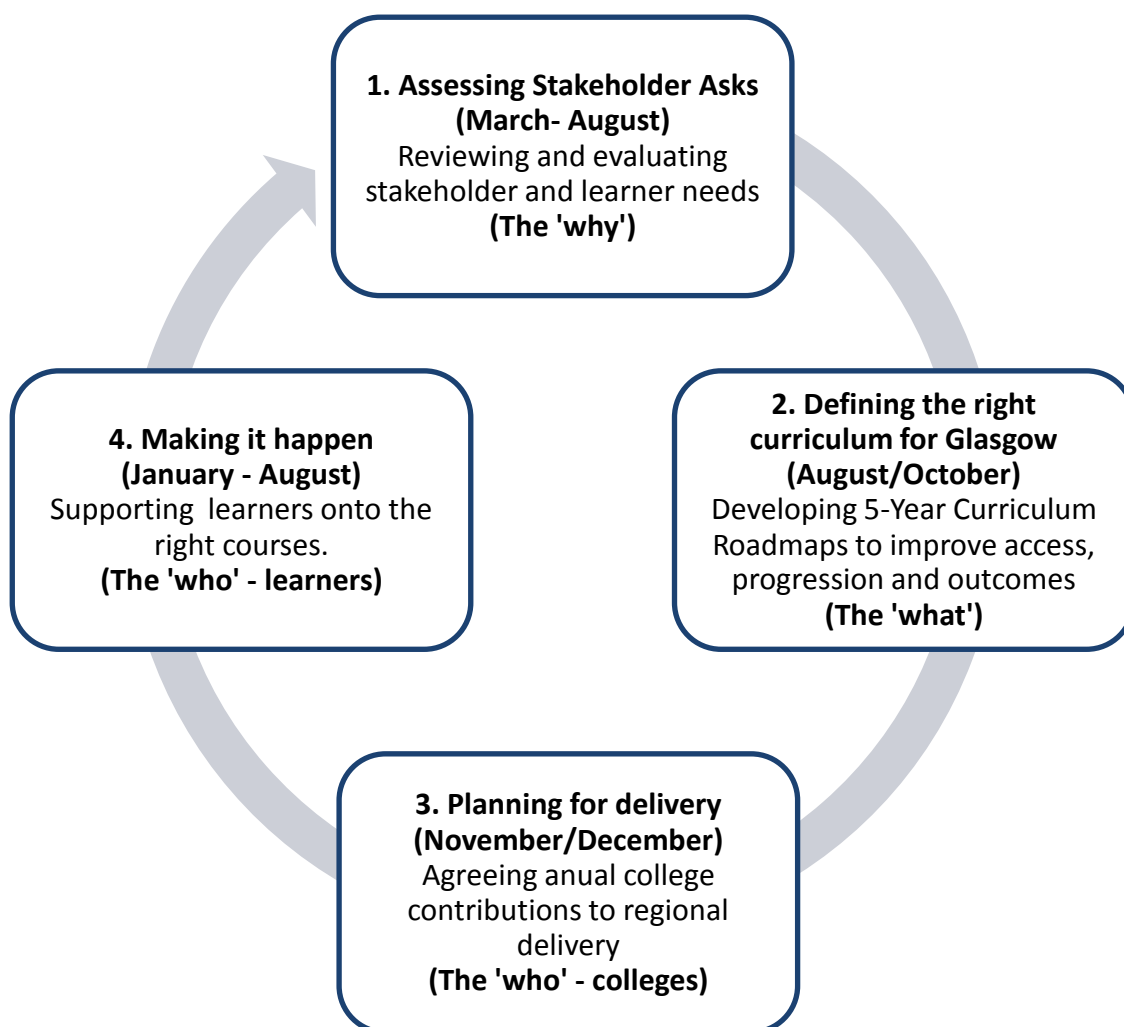
It should also be noted that the curriculum location transfers proposed above, mean that we are able to both maximise use of the city centre estate and increase activity outwith the city-centre (by approximately 2.5% of all activity or 625 full-time equivalent students) and therefore support increased participation from both residents who reside in the most deprived SIMD datazones and from learners with low or no qualifications.

5. Curriculum Implementation Plan

The Transition Plan which accompanies this document identifies human resources and estates development related issues which require consideration to enable the implementation of the curriculum and estates proposals contained within this document. However, in terms solely of curriculum development, it is proposed that the Learning and Teaching Group of the Glasgow Colleges' Strategic Partnership oversee an annual curriculum development cycle which seeks to implement the proposals contained within this report.

The diagram below provides an overview of a proposed cycle of activity which would allow a continual review and refresh of stakeholder and learner need information and allow this to impact on regional and individual college annual curriculum delivery planning processes.

Figure 11. Proposed Annual Curriculum Development Cycle



The above cycle of activity would involve the regional Curriculum Hub groupings which have been established for each of the eight curriculum sectors. These hub groupings are intended to support sharing of information within curricular areas and the development of a coherent regional curriculum, alongside providing a central point of contact for employers and other stakeholders related to areas of economic activity. Within the proposed development cycle, Curriculum Hubs would work to ensure that provision within their subject areas remains relevant to the modern workplace and that inter-college progression is maximised and supports efficient learner journeys.

In terms of planning for delivery, individual colleges would be expected to collaborate and define their contribution to the regional curriculum and Regional Outcome Agreement, through the annual development of college portfolio plans and within the context of the Glasgow Colleges' Regional Board strategic priorities.

Appendix 1. Summary of Initial Curriculum Review Stakeholder Feedback

Engagement Prompt	Consultation Feedback Themes	Glasgow Colleges' Response
<p>Are the stakeholder asks we have identified right or are there any additional stakeholder needs we should take account of?</p>	<ul style="list-style-type: none"> ▪ The assessment of stakeholder needs could have taken more account of the views of individual employers and show more evidence of employer engagement forming part of the review process. ▪ The voice of students, and prospective students, should have been more prominent in the assessment of stakeholder asks. College staff and union representatives should also have been more involved in the assessment of stakeholder needs. ▪ Greater cognisance could have been taken of the needs of education partners such as schools and universities. 	<ul style="list-style-type: none"> ▪ Glasgow colleges will invite employers to participate in the work of Curriculum Hubs to define a 2020 regional curriculum. ▪ Consultation with student and staff representatives will form a significant part of the second round of curriculum review consultations (including consultation on arrangements for engagement and dialogue with staff). ▪ Direct engagement with education partners will form part of the second round of curriculum review consultation
<p>How far do you agree with the vision of a successful regional curriculum?</p>	<ul style="list-style-type: none"> ▪ High quality and comprehensive learner support services are key to successful learner outcomes and this is not highlighted appropriately within the 2020 curriculum vision. ▪ The term 'efficient' in the phrase 'efficient learner journeys' should be amended to 'successful' or 'effective.' 	<ul style="list-style-type: none"> ▪ The importance of high quality learner services will be recognised within work to develop a regional strategic plan. This review is intended to focus on the why, what and where of curriculum delivery. ▪ The phrase 'efficient learner journeys' reflects Scottish Funding Council use of the term in its strategic and operation planning and is used to identify progression or articulation arrangements which allow learners to progress from one SCQF level to another. This term will therefore be used for consistency.

Appendix 1. Continued

Engagement Prompt	Consultation Feedback Themes	Glasgow Colleges' Response
<p>How far do you consider the initial review evidence, analysis and conclusions appropriate, adequate and robust?</p>	<ul style="list-style-type: none"> ▪ More robust data on learner progression and non-completion is required to support the curriculum analysis. ▪ The review of Administration, Financial and Business Services does not take adequate account of actual demand for IT trained employees across a range of digital services. 	<ul style="list-style-type: none"> ▪ The need for more robust progression data is recognised. Glasgow colleges participated in the 2013/14 SFC pilot work to develop improved College Leaver Destination Statistics (CLDS) and will continue to work to enhance this data for session 2014/15 and beyond. ▪ The volume of provision in this area will be maintained and further analysis of demand for specific IT related training will be undertaken in partnership with employers.

