

## Board Meeting

Date of Meeting	Monday 15 December 2014
Paper Title	Draft 2015/16 Glasgow Regional Outcome Agreement
Agenda Item	6
Paper Number	BM4-D
Responsible Officer	Glasgow Colleges' Strategic Partnership Principals Lead – Robin Ashton, ROA Coordinator & Director of Curriculum, Glasgow Kelvin College
Status	Disclosable
Action	For Decision

### 1. Report Purpose

**1.1** Members will be aware that it is a condition of grant that college regions agree a Regional Outcome Agreement (ROA) with the Scottish Funding Council (SFC). A draft Glasgow ROA for session 2015/16 is attached as an appendix to this report. The report seeks to apprise members of the progress made in developing the draft 2015/16 academic year ROA and arrangements for finalising agreement of the ROA with the Funding Council in January/February 2015.

### 2. Recommendations

**2.1** The Board is asked to approve the draft Glasgow ROA for session 2015/16, subject to any proposed and agreed amendments.

### 3. Background

**3.1** Outcome agreements were introduced in academic session 2012/13 to enable the SFC and colleges to demonstrate in a consistent way across Scotland the impact of the sector and its contribution to meeting Scottish Government and regional priorities.

**3.2** The outcome agreement is a joint funding commitment, in which each college region must set out the regional context within which it operates and the outcomes and outputs a college region will deliver, mindful of this regional context, in response to Scottish Government priorities. In addition it must take cognisance of the Single Outcome Agreement(s) for the local authority areas which the college region serves.

**3.3** The draft Glasgow Region 2015/16 ROA is attached to this report. Academic Year 2015/16 is the second year of a three year outcome agreement planning period and as such the ROA for

this session is primarily a restatement of the previously agreed priorities and targets set out in the 2014/15 to 2016/17 outcome agreement approved last year by the three college boards and the SFC.

**3.4** Members should note however, that there are a number of significant changes to the content, format and process for the 2015/16 ROA. These changes are set out below:

- a) as this is the second year of a three year planning period the supporting paper, Regional Context Statement, attached as Appendix 2, has not been significantly altered;
- b) the other previous supporting paper Regional College Response has now been integrated with the Regional Outcome Agreement document to simplify the format;
- c) a key ROA priority is “right learning in the right place”. For Glasgow, this has been the specific focus of the Curriculum and Estates review, which was considered at a previous meeting of the Board, and it is therefore that review which is included in the draft ROA;
- d) SFC have updated the ROA guidance and associated key measures to take account of the Ministerial Letter of Guidance for academic year 2015/16. As a consequence of this guidance there is particular emphasis on the need for college regions to respond to the recommendation contained within *Education Working for All!* and a focus on addressing gender balance within specific vocational pathways. The attached draft responds to this most recent guidance;
- e) a number of outcome performance monitoring targets have been recalibrated in light of the ROA 2013/14 self-evaluation (considered elsewhere on this agenda); and
- f) as it is now the responsibility of the Glasgow Colleges’ Regional Board to agree the Regional Outcome Agreement with SFC, the final ROA will require to contain additional information relating to the specific targets for each of the assigned colleges, rather than regional summary figures. Members will be aware that these individual college targets will provide the basis for the Region’s allocation of funding to its assigned colleges. Following submission of the attached draft ROA, SFC will support the Region to develop these individual college agreements within the final version ROA to be submitted in January/February 2015.

**3.5** The above ROA development work has been undertaken primarily by the Glasgow Colleges’ Strategic Partnership (GCSP) Learning and Teaching Group and associated sub-groups in liaison with the SFC Regional Outcome Manager and the Advisor to the Regional Board. In addition this report will be considered by the three assigned college boards at their December 2014 meetings.

**3.6** Colleges are required to provide SFC with a well-developed ROA draft by December 2014 for review. Following this exercise, outcome agreement managers will discuss potential amendments in December 2014 and January 2015 in the light of the sector-wide analysis of all thirteen college region draft ROAs and consider how well the draft outcome agreements address Scottish Government priorities. The final outcome agreement requires to be submitted by no later than 28 February 2015.

**3.7** SFC Board will meet in January 2015 to approve draft outcome agreements and make indicative funding allocation decisions. Allocations remain indicative at this time as the Scottish Government Budget will not be finalised until February 2015.

**3.8** Members should note that these timescales have been set by the Funding Council for the submission of all college region outcome agreements and are therefore were not negotiable. In these circumstances the Board may wish to consider delegating to the Chair the authority to approve any minor revisions to the attached draft ROA which may arise.

#### **4. Risk Analysis**

**4.1** There is a financial risk for the region if a ROA is not agreed with SFC within the timescales set out for this process, or if the specified outcomes and outputs are not effectively achieved.

**4.2** ROA Outcome 1: *Right Learning in the Right Place* contains a series of curricular proposals which are intended to align the portfolio and its delivery more closely with economic need and therefor there is a potential strategic risk if this is not agreed and implemented.

**4.3** ROA output targets consist of regional targets which require to be broken down into assigned college targets prior to submission of the final ROA in January/February 2015. Failure to coordinate implementation and monitoring of these individual college outputs in the context of regional target achievement represents an operational risk. To mitigate this risk, the GCSP Principals' Operational Leadership Group and Learning and Teaching Group will take responsibility for coordinating and monitoring regional and assigned college progress against these output targets and reporting on this to the Regional Board on a quarterly basis.

#### **5. Legal Implications**

**5.1** Performance and progress towards agreed outcomes is the responsibility of colleges and their respective boards. In allocating funding to achieve specific outcomes, the SFC expects colleges to comply with the conditions attached to that funding.

#### **6. Financial Implications**

**6.1** Submission of a draft ROA in December 2014 will allow the SFC to consider regional funding allocations with indicative funding levels due to be provided in January 2015.

**6.2** In addition, SFC ROA guidance states that whilst it is recognised that college regions are working alongside others in the achievement of outcomes and that some factors are outwith of direct college control, future funding will be dependent upon delivery against ROA outcomes, and negotiations in relation to past performance will be used to adjust funding. The SFC state that decisions to reduce funding would be proportionate and based on holistic considerations of a college region's performance rather than a mechanistic or formulaic reduction.

## **Glasgow Regional Outcome Agreement 2015/16**

### **Overview of Main Changes from Previous ROA**

A number of changes have been made to the Glasgow 2015/16 ROA in response to both new SFC ROA guidance and regional and national curriculum developments.

In terms of document structure, the supporting paper, Regional College Response has now been integrated within the ROA document to simplify the format, and the 2015/16 ROA split into 4 outcomes:

1. Right Learning in the Right Place
2. Widening Access
3. High Quality & Efficient Learning
4. Developing the Workforce

The number of performance targets specified has been reduced to the national priority KPIs as identified in SFC guidance, plus regional curriculum targets as specified in the *Vision for College Learning* document.

Scope has been made for these targets to be broken down by college in the final version ROA to underpin college funding awards.

Alongside general updating, the 2015/16 ROA includes the outcome related changes:

1. Right Learning in the Right Place:
  - includes curriculum proposals contained in the *Vision for College Learning* document (targets for WSUMs by college, subject area and FE/HE level); and
  - added in section responding to National Gaelic Language Plan.
2. Widening Access:
  - added in section on supporting care leavers; and
  - removed target for % disabled learners for this to be reviewed as part of work of the GCSP Access and Equality Group.
3. High Quality & Efficient Learning:
  - updated PI targets following data from 2013/14 showing increased PIs (previous 14/15 targets set on 12/13 benchmark) but target increases over 3-year period remain same (+3% for FE and +1.5% for HE);
  - significantly extended section on School/College Partnership and Progression Activity in response to Education Working for All! developments; and
  - added in section on Supporting Quality Enhancement through Staff Continuous Professional Development
4. Developing the Workforce:
  - updated info on employer engagement, including overview s of Curriculum Hubs and Industry Academies;
  - updated and extended information on SDS employability fund and MA activity; and
  - added in target for post-course success rates based on benchmark data collated by Glasgow colleges in 2013/14.

Note also, that as this is the second year of a three year planning period the supporting paper, *Glasgow Regional Context Statement*, has not been significantly altered.

(Status: draft as at: 02/12/14)

**Glasgow College Region  
Regional Outcome Agreement  
2014/15 – 2016/17**

**Supporting Paper:  
*Glasgow Regional Context Statement***

**CITY OF GLASGOW  
COLLEGE**

  
GLASGOW CLYDE  
COLLEGE

  
Glasgow  
Kelvin  
College

## Version Control

Date of change	Page	Section	Amendment
13/01/2014	11	4.3.1	Added content on <i>Self-Directed Support</i> .
13/01/2014	14	5.4	Updated SDS school leaver data to 2012/13.
12/03/2014	4	2	Added in new section: 'Regional Population Overview'
07/04/2014	7-34	7-34	Reformatted section and paragraph numbering

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## 1. Introduction

In order to make achievable but stretching ambitions to deliver outcomes and meet Scottish Funding Council and Scottish Government priorities, it is critical that these ambitions are understood relative to the context of each unique college region.

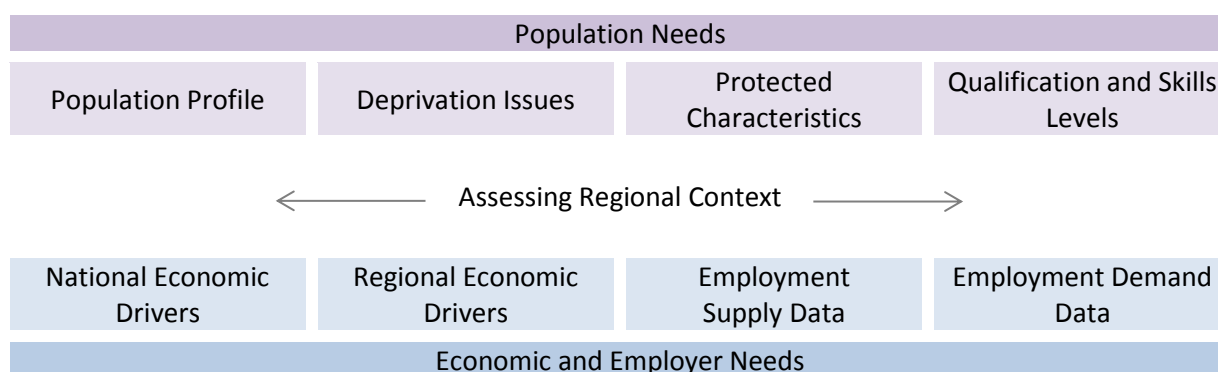
This regional context statement provides a range of key socio-demographic and economic data relative to the operating environment of the colleges within the Glasgow College Region.

Two broad types of information are presented:

- Data relating to population needs including deprivation and protected characteristics
- Data relating to economic and employer needs including an overview of national and regional economic drivers.

The diagram below provides an overview of the range of information provided within this document.

**Figure 1. Range and Type of Regional Contextual information**



Accompanying this document is Regional Outcome Agreement (ROA) Supporting Paper 2: *Regional College Response* which outlines a regional college response to the contextual information contained within this analysis. The *Glasgow Regional Outcome Agreement 2014/15* provides a summary of the regional college commitments for the three-year outcome period, and an overview of the priority impacts and outputs which the region's colleges aim to achieve.



## Part A. Overview of Population Needs

### 2. Regional Population Overview

The SFC have categorised the Glasgow College Region as serving Glasgow City Council exclusively, and having shared responsibility for East Renfrewshire and East Dunbartonshire.

In terms of population overview for these three local authority areas:

- The 2012 population for Glasgow City was 595,080; an increase of 0.3% from 593,060 in 2011. The population of Glasgow City accounts for 11.2% of the total population of Scotland. In recent years Glasgow City's population has risen, although since 1986 Glasgow City's total population has fallen overall whilst Scotland's population has risen over this same period. A key factor in Glasgow's growing population is migration with, for example, a net inflow of 2,285 people into Glasgow City in 2010-11. By 2035 the population of Glasgow City is projected to be 660,005, an increase of 11.3% compared to the population in 2010. The population of Scotland is projected to increase by 10.2% between 2010 and 2035.
- The 2012 population of East Dunbartonshire is 105,880, an increase of 0.8% over 2011. Since 1986, the population of East Dunbartonshire has fallen slightly. In terms of migration, there was a small net inflow of 24 during 2011-12.
- The 2012 population for East Renfrewshire is 91,030; an increase of 0.2% from 90,810 in 2011. The population of East Renfrewshire accounts for 1.7% of the total population of Scotland. Since 1986, East Renfrewshire's total population has risen overall and on average in 2010-12 there was a net inflow of 275 people into the local authority area.

### 3. Regional Population by Age

The SFC have categorised the Glasgow College Region as serving Glasgow City Council exclusively, and having shared responsibility for East Renfrewshire and East Dunbartonshire.

The table overleaf shows the population aggregated by age groupings as calculated in the 2011 census of the 3 local authority areas identified as constituting the Glasgow College Region

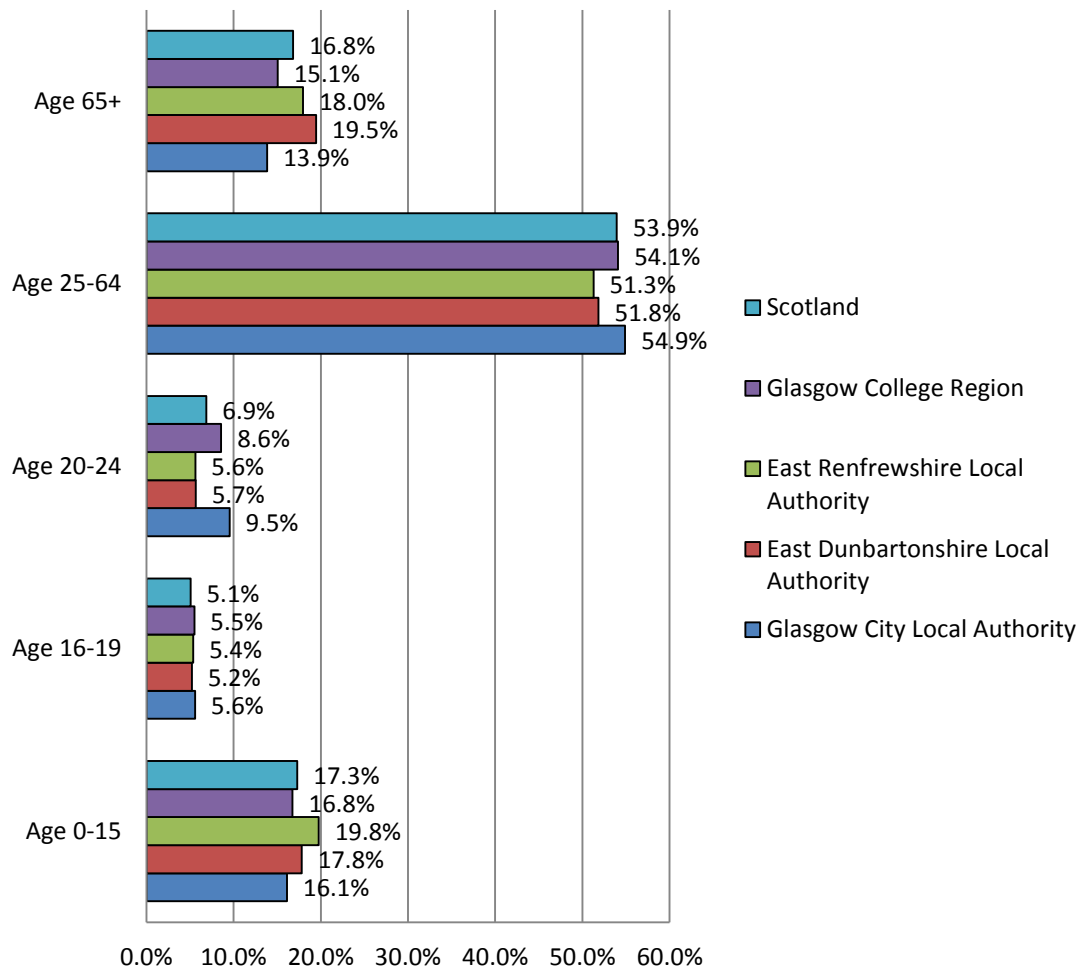
Figure 2. Glasgow College Region Populations by Age Groups

Area	Total Population	Age 0-15	Age 16-19	Age 20-24	Age 25-64	Age 65+
Glasgow City	593,245	95,627	33,080	56,642	325,731	82,165
East Dunbartonshire	105,026	18,714	5,479	5,950	54,455	20,428
East Renfrewshire	90,574	17,901	4,866	5,085	46,442	16,280
<b>Glasgow College Region</b>	<b>788,845</b>	<b>132,242</b>	<b>43,425</b>	<b>67,677</b>	<b>426,628</b>	<b>118,873</b>
<b>Scotland</b>	<b>5,295,403</b>	<b>916,331</b>	<b>268,548</b>	<b>363,940</b>	<b>2,856,250</b>	<b>890,334</b>

Source: General Register Office for Scotland, Census 2011, Table KS102SC - Age structure

In terms of the relative proportions of residents within age groupings, the chart below shows that both the Glasgow City local authority area and the Glasgow College Regional area, have proportionately more residents aged 16-19, 20-24 and 25-64, with the greatest regional variance for age 20-24 where the Glasgow College Region has 2.7% more of its population in this grouping, as compared to Scotland.

**Figure 3. Glasgow College Region Population by Proportional Age Groupings**



Source: General Register Office for Scotland, Census 2011, Table KS102SC - Age structure

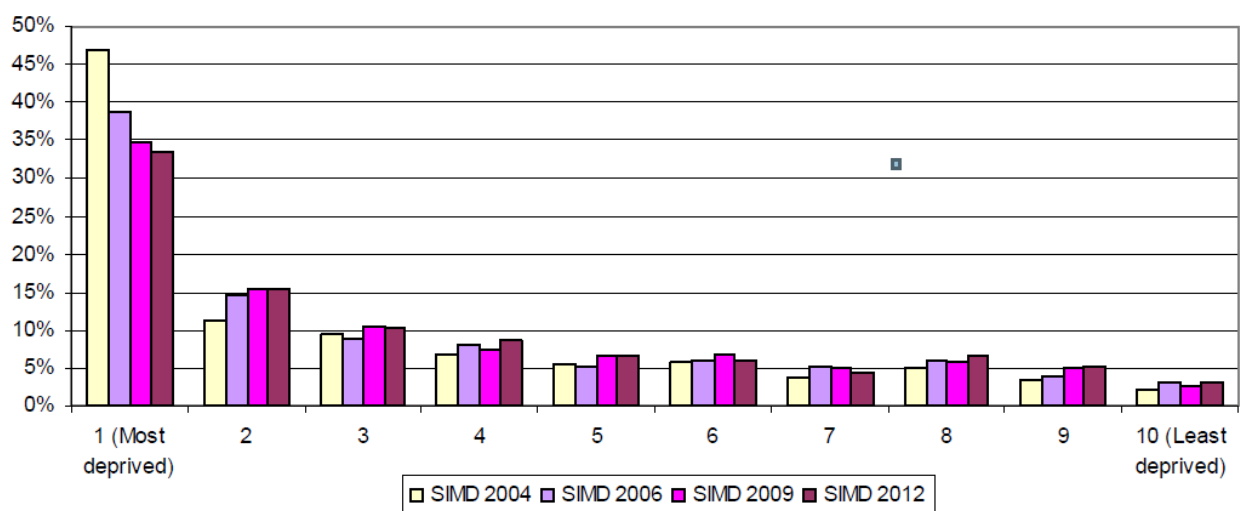
#### 4. Deprivation Levels in the Glasgow Region

The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation. It incorporates several different aspects of deprivation, combining them into a single index. The seven domains in SIMD 2012, used to measure the multiple aspects of deprivation were:

- Employment
- Income
- Health
- Education, Skills, and Training
- Geographic Access to Services
- Crime
- Housing

Aside from Geographic Access to Services, Glasgow has significantly higher than national average rates across all six of the remaining deprivation indicators. The chart below shows that most of Glasgow City's datazones are found in the more deprived deciles across each of the four SIMD years.

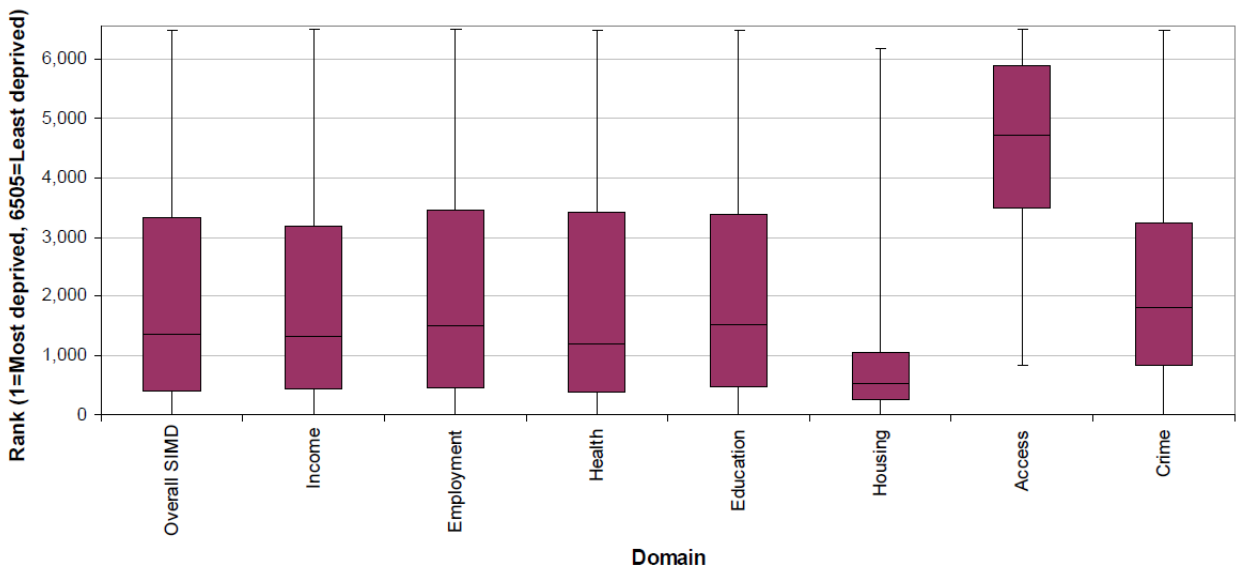
Figure 4. Distribution of Glasgow City's Datazones



Source: Glasgow City Local Authority SIMD Summary, [www.simd.scotland.gov.uk/publication-2012](http://www.simd.scotland.gov.uk/publication-2012)

The chart overleaf provides an overview of Glasgow City's relative position on each of the seven domains, and provides evidence that Glasgow has relatively deprived levels across all SIMD domains excluding access to services. The boxes show the middle 50% of values and the median value, the whiskers show the minimum and maximum ranks.

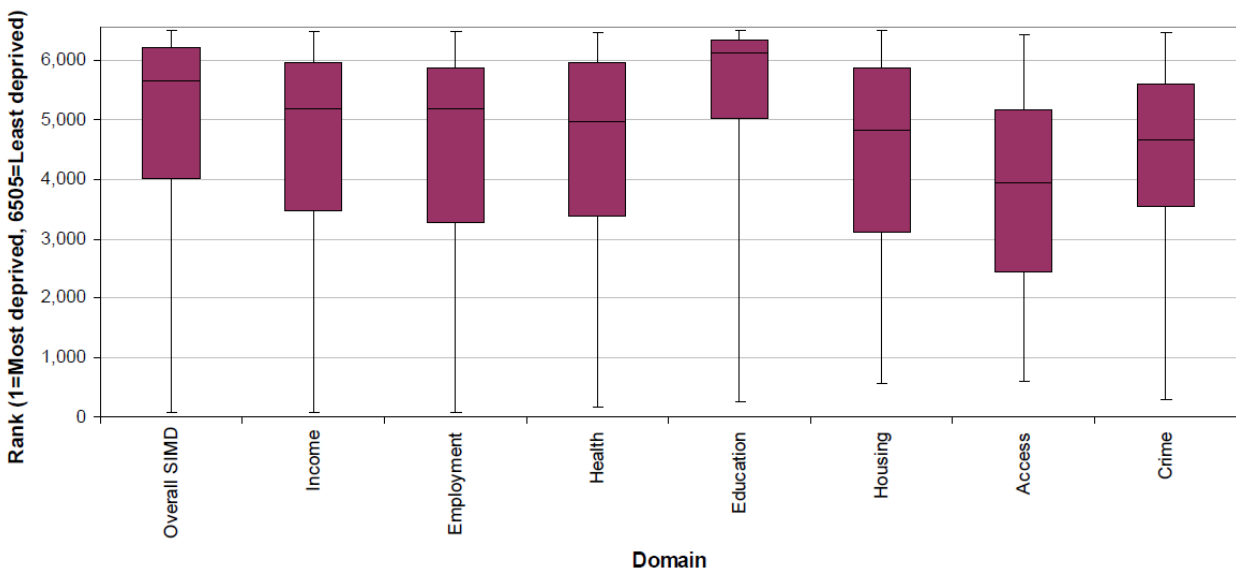
Figure 5. Box Plot of Individual SIMD Domains for Glasgow City



Source: Glasgow City Local Authority SIMD Summary, [www.simd.scotland.gov.uk/publication-2012](http://www.simd.scotland.gov.uk/publication-2012)

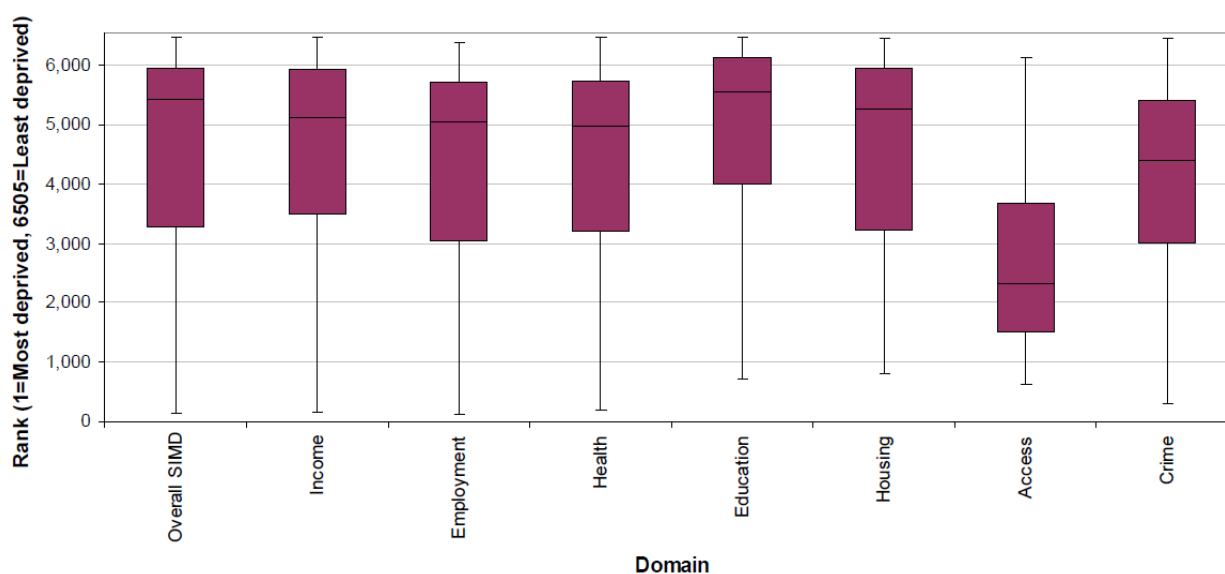
In contrast to the above, box plots charts for East Renfrewshire and East Dunbartonshire show an almost inverse position with in all domains, excluding Access, the datazones being found in the less deprived deciles.

Figure 6. Box Plot of Individual SIMD Domains for East Renfrewshire



Source: East Renfrewshire Local Authority SIMD Summary, [www.simd.scotland.gov.uk/publication-2012](http://www.simd.scotland.gov.uk/publication-2012)

Figure 7. Box Plot of Individual SIMD Domains for East Dunbartonshire



Source: East Dunbartonshire Local Authority SIMD Summary, [www.simd.scotland.gov.uk/publication-2012](http://www.simd.scotland.gov.uk/publication-2012)

With respect to the Employment and Education, Skills and Training SIMD index, cognisance is taken of aspects such as school pupil performance, working age people with no qualifications and FE/HE participation rates and Glasgow City has over two-fifths (41.2%) of the 5% most education deprived datazones and almost a quarter (24.2%) of the 20% most deprived datazones.

In terms of income deprivation (calculated on basis of proportion of people claiming key state benefits), the table below shows that Glasgow City has a higher proportion of its population experiencing income deprivation than any other local authority at 21.5%, compared to 13.4% nationally.

Figure 8. Proportion of Glasgow College Region Population Classified as Income Deprived

Area	Population	Number of Income Deprived Residents	Proportion of Population
East Dunbartonshire	104,580	8,265	7.9%
East Renfrewshire	89,540	7,010	7.8%
Glasgow City	592,820	127,170	21.5%
<b>Glasgow College Region</b>	<b>786,940</b>	<b>142,445</b>	<b>18.1%</b>
<b>Scotland</b>	<b>5,222,100</b>	<b>700,475</b>	<b>13.4%</b>

Source: [www.simd.scotland.gov.uk](http://www.simd.scotland.gov.uk)

In relation to employment-related deprivation, the SIMD analyses aspects related to working age unemployment and incapacity claimant counts. On this index, Glasgow City has a higher proportion of working age people experiencing employment deprivation than any other local authority at 13.0% as shown by the table below.

Figure 9. Proportion of Glasgow College Region Population Classified as Employment Deprived

<b>Area</b>	<b>Population</b>	<b>Number of Employment Deprived Residents</b>	<b>Proportion of Population</b>
East Dunbartonshire	104,580	5,365	5.1%
East Renfrewshire	89,540	4,455	5.0%
Glasgow City	592,820	77,220	13.0%
<b>Glasgow College Region</b>	<b>786,940</b>	<b>87,040</b>	<b>11.1%</b>
<b>Scotland</b>	<b>5,222,100</b>	<b>423,245</b>	<b>8.1%</b>

Source: [www.simd.scotland.gov.uk](http://www.simd.scotland.gov.uk)

## 5. The Glasgow College Region Population by Protected Characteristics

### 5.1 Regional Population by Gender

As shown by the table below, overall proportions of males and females in all three Glasgow College Region local authority areas are similar to the national average, with slightly higher proportions of females over males.

Figure 10. Resident Population by Gender, 2011

Council area	Number		Proportion	
	Males	Females	Males	Females
East Dunbartonshire	50,600	54,400	48.2%	51.8%
East Renfrewshire	43,200	47,400	47.7%	52.3%
Glasgow City	286,100	307,200	48.2%	51.8%
<b>Glasgow College Region</b>	<b>379,900</b>	<b>409,000</b>	<b>48.2%</b>	<b>51.9%</b>
<b>Scotland</b>	<b>2,567,400</b>	<b>2,728,000</b>	<b>48.5%</b>	<b>51.5%</b>

Source: General Register Office for Scotland, Census 2011

### 5.2 The Regional Population by Ethnicity

Glasgow College Region has significantly higher rates of Black and Minority Ethnic (BME) residents than across Scotland as a whole, as shown by the table below.

Figure 11. Proportions of Residents from Ethnic Groups

	White	Mixed	Asian, Asian Scottish or Asian British	Black, Black Scottish or Black British	Other ethnic background
Glasgow City	88.4%	0.5%	8.1%	2.1%	0.6%
East Renfrewshire	94.1%	0.4%	5.0%	0.1%	0.3%
East Dunbartonshire	95.8%	0.4%	3.3%	0.2%	0.3%
<b>Scotland</b>	<b>96.0%</b>	<b>0.4%</b>	<b>2.7%</b>	<b>0.6%</b>	<b>0.3%</b>

Source: National Records of Scotland, Table KS201SC - Ethnic group

### 5.3 The Regional Population by Disability

The introduction of Self-Directed Support for young people and adults with disabilities to improve social inclusion and independence means that colleges have to ensure that students with Additional Support needs are making informed decisions about further education. Through a co-production approach to agreeing individual outcomes, options can be considered for ways in which available resources can be used so people can have greater levels of control over how their support needs are met, and by whom.

The table below shows the proportion of Glasgow College Region residents who consider themselves to have a long-term activity-limiting health problem or disability within the three SFC identified, Glasgow College Region local authorities. The table shows that Glasgow City has a higher than average proportion than compared to the national figure, although over the course of the ten year census period, the proportion has reduced by 3.5% from 26.2% of the population to 22.7%. Conversely, the rates for both East Dunbartonshire and East Renfrewshire are below the national average and have risen over the past 10 years.

Figure 12. Long-Term Activity-Limiting Health Problem or Disability, Scotland, 2001 And 2011

<b>Area</b>	<b>2001</b>	<b>2011</b>
East Dunbartonshire	16.6%	17.4%
East Renfrewshire	15.9%	16.8%
Glasgow City	26.2%	22.7%
<b>Scotland</b>	<b>20.3%</b>	<b>19.6%</b>

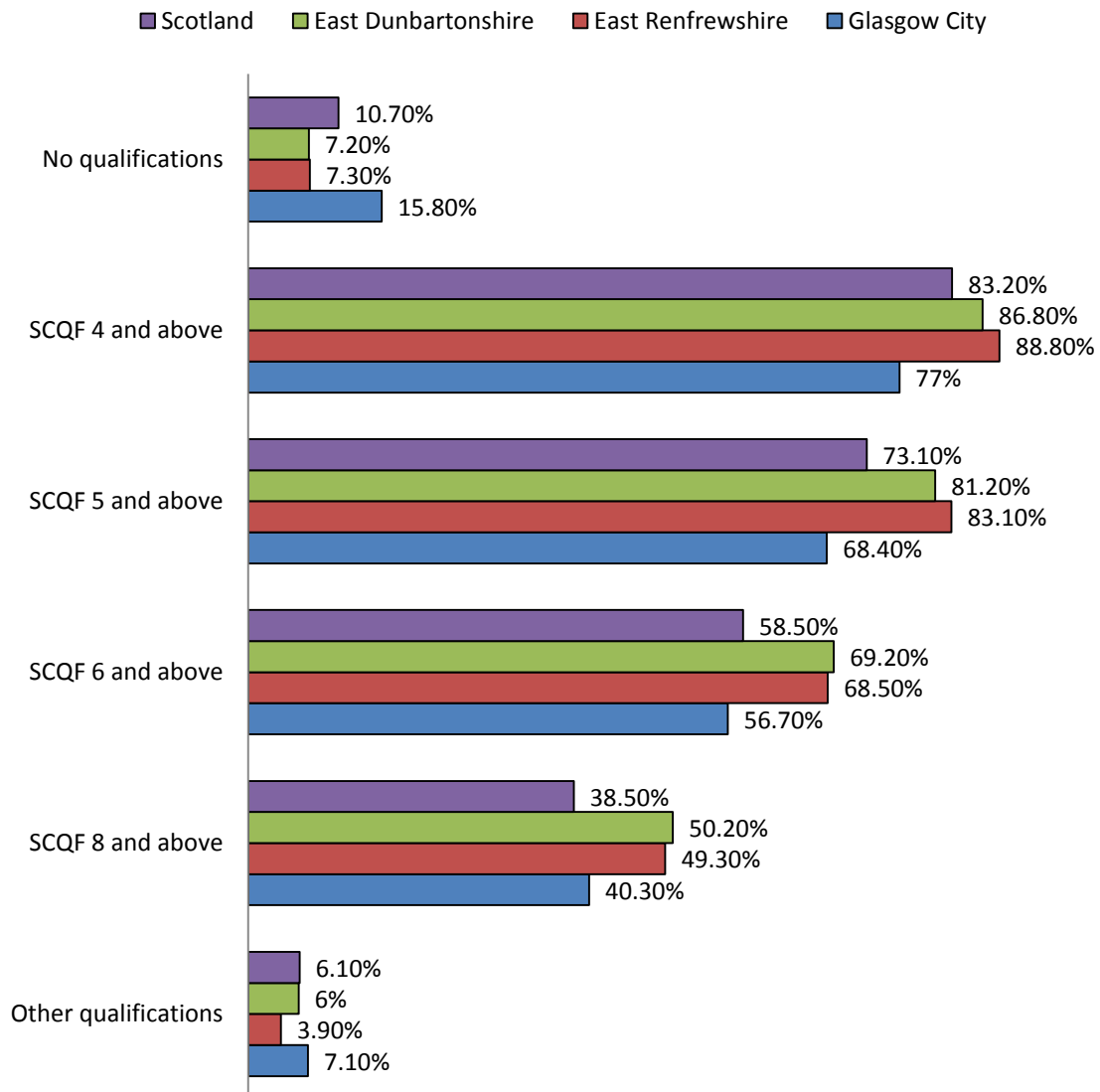
Source: General Register Office for Scotland, Census 2011



## 6. Qualification Levels in the Glasgow Region

As shown by the chart below, whilst the proportion of residents with SCQF level 8 and above qualifications is greater in all 3 Glasgow College Region local authorities, the rates for qualifications below this level in Glasgow City lag behind national levels.

Figure 13. Highest level of qualification held by people aged 16-64



Source: SDS Local Authority and Scotland LMI Profiles, November 2013

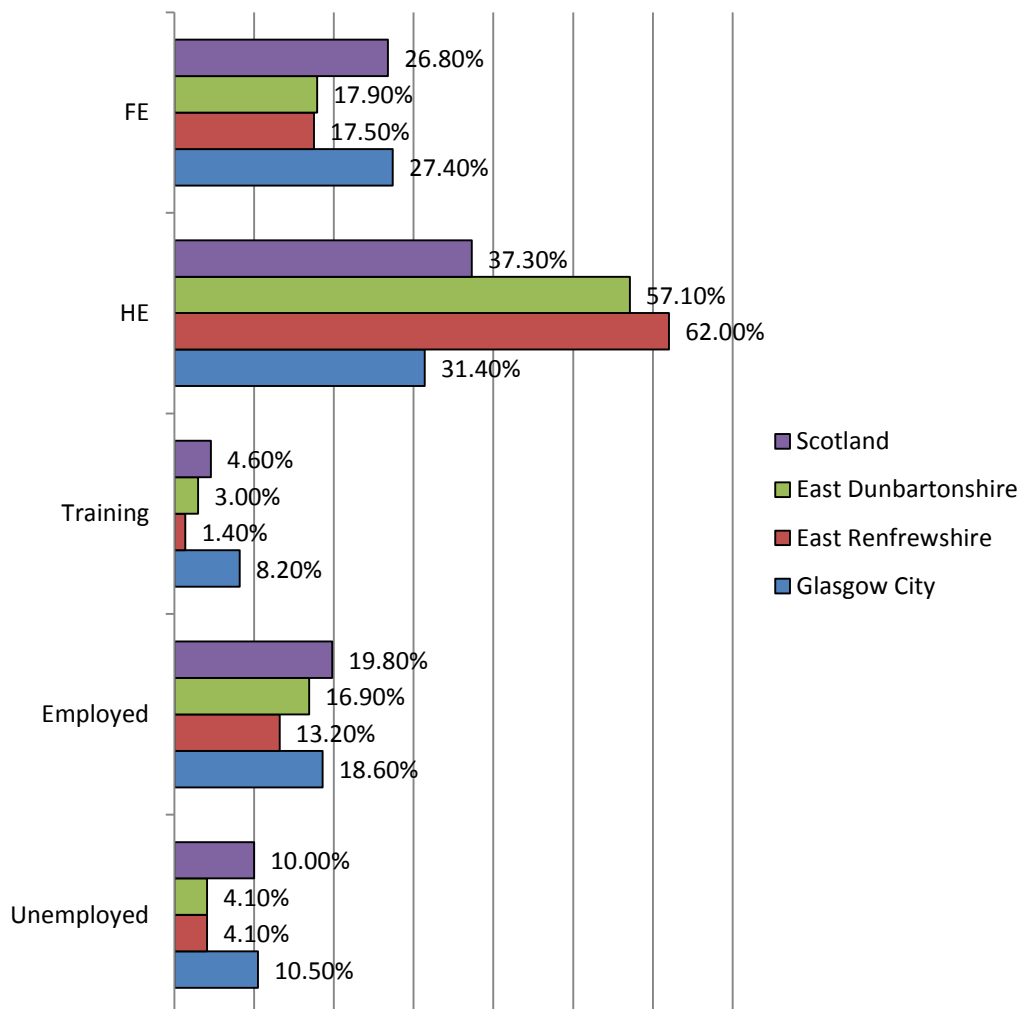
As indicated above, the attainment gap between Glasgow and Scotland as a whole increases in relation to the lower qualification levels, and with respect to those with no formal qualifications, Glasgow has significantly more residents in this category (15.8% compared to 10.7% for Scotland).

In terms of school pupil achievement rates, at 166, Glasgow has second worst S4 tariff scores as compared to other local authorities, with the Scottish average being 184. In contrast, East Dunbartonshire and East Renfrewshire have the highest national tariff scores, at 218 and 250 respectively. (Source: The Improvement Service, *Educational Attainment in Glasgow*, 2013)

Destinations of School Leavers reflect Glasgow’s lower than average performance in terms of school pupil performance. The chart below shows that in 2012/13, of the 4,572 school leavers in Glasgow City in 2010/11, 18.6% went on to employment and 10.5% became unemployed. For Scotland, the figures were 20.4% into employment and 8.3% unemployed.

In terms of leavers entering study, 31.4% of Glasgow School leavers progressed to HE level study (SCQF level 7 and above), compared to 36.5% nationally. 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. In terms of FE level (up to SCQF level 6), 27.4% of Glasgow City leavers undertook study at these levels, 0.4% below the national average.

**Figure 14. Percentage Destinations of Glasgow College Region School Leavers, 2012/13**



Source: [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

## 7. National Economic Drivers

### 7.1 Scottish Government Economic Strategy

In its 2011 Economic Strategy, the Scottish Government placed education at the heart of economic and social growth stating that,

*“Our Strategic Priority on Learning, Skills and Well-being acknowledges that our people are our greatest economic asset. A skilled educated and healthy workforce is essential to building our comparative advantage and to the delivery of sustainable economic growth. Learning and skills development is also vital to developing a more adaptable and resilient economy. It is also an effective way of addressing inequality and promoting the health and well-being of individuals and strengthening the fabric of our communities.”* (Scottish Government, 2011, page 20)

The Government Economic Strategy stated that the first step towards achieving this strategic priority would be to ensure that post-16 learning has with a system-wide focus on jobs and growth and is more responsive to, and aligned with, the demands of business. The Scottish Government Economic Strategy states that,

*“... certain sectors offer particular opportunities for growth ...due to existing comparative advantages or through the potential to capitalise on Scotland’s unique natural assets. These are sectors where Scotland typically has distinctive capabilities and businesses with the potential to be internationally successful.”* (2011, p.45)

Seven growth sectors have been identified by the Scottish Government:

- Creative Industries (including digital)
- Energy (including renewables)
- Financial and Business Services
- Food and Drink (including agriculture and fisheries)
- Life Sciences
- Sustainable Tourism
- Universities

The Government Economic strategy also states that there are growth opportunities in Scotland’s science, technology and advanced engineering sectors. In addition, the Scottish Government Economic Strategy recognises that alongside these 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.

A 2012 update of the Government Economic Strategy reiterated this approach to promoting growth and jobs through these identified growth sectors and a number of specific drivers were outlined:

- Scottish Enterprise are investing over £6 million in the Food and Drink sector, on major projects such as the Food and Health Innovation Service, the Scotland Food and Drink Insights project and the National Food Forums;
- In the Creative Industries sector Scotland's industry strategy for the Digital Media sector, *Digital Inspirations*, sets a series of ambitious targets, including a doubling of sector revenues to £6.3 billion by the end of 2012;
- Refreshing the *Strategy for the Financial Services Industry in Scotland* to identify new growth opportunities and the support required to realise those opportunities;
- Delivering the ambitious target to double Life Sciences turnover to £6.2 billion by 2020.
- Working closely with the tourism industry to take forward the recently published *Tourism Scotland 2020* strategy. This sets out the vision to make Scotland a first choice for high quality, value for money and memorable vacations and tourism activities.

## 7.2 Scottish Enterprise Business Plan 2013-16

Scottish Enterprise's Business Plan 2013-14 seeks to identify actions to develop and grow Scottish companies operating within Scottish Government growth sectors, alongside the significant opportunities for growth from Scotland's science, technology and advanced engineering assets. Scottish Enterprise state that between them, these sectors account for around 45% of Scotland's GVA and about 30% of employment.

Scottish Enterprise has identified five strategic priorities as a response to the Scottish economic context. These are:

- I. Renewable Energy: To focus investment on where there is clear market potential, based on existing competitive advantage and to initiate significant actions to develop commercial manufacturing in offshore renewables, including the development of supply-chains and attract up to £350 million of additional private-sector investment by 2016.
- II. Growth Companies: To seek to support companies in Scotland with the strongest growth ambitions, helping them achieve scale, stimulate trade in overseas markets and support growth in Scotland's key sectors. During 2013 -2014, aim for Scottish Enterprise account managed companies to achieve turnover growth of up to £1.3 billion.
- III. Innovation: To take a more integrated approach to stimulating innovation, knowledge transfer and commercialisation, with a focus on getting more new products and services into global markets, helping companies to achieve additional revenues from innovation, worth up to £100 million over the next three years.
- IV. International Trade and Investment: To support more companies to start exporting and help more experienced exporters to enter new overseas markets and grow their international sales, alongside targeting strategic inward investment which develops the competitiveness of Scotland's sectors and helps to create employment. Aim to achieve an increase of up to £1.7 billion in international sales from supported businesses. and deliver up to 35,000 planned jobs through the attraction of foreign investment, of which up to 12,000 are planned high value jobs by 2015.

- V. Low carbon: To improve resource efficiency and adopt new low carbon business models and identify up to 100,000 tonnes of CO2 savings arising from our projects and company support that improves efficiency.

In working to achieve these strategic aims, Scottish Enterprise commits to working with business to stimulate demand and optimise the use of digital technologies to help Scotland become a world-leading digital economy.

Alongside supporting the seven Scottish Government key growth sectors, Scottish Enterprise also seek to support activity in the following additional economic sectors:

- Technology and Advanced Engineering
- Chemical Sciences
- Construction
- Forest and Timber Technologies
- Textiles

### **7.3 National Skills Investment Plans**

Skills Development Scotland, supported by the Scottish Funding Council have overseen the development of Skills Investment Plans, designed to create system wide plans which address the strategic skills development needs of key economic sectors. To date, finalised plans have been provided for Energy, Food and Drink and Tourism, and draft plans for Life Sciences, ICT, Engineering, and Financial Services. The table sections overleaf provide an overview of the main aspects of each plan.

**Figure 14. Overview of Skills Investment Plans**

**Energy Investment Plan (2011)**

The skills investment plan 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 such as oil and gas, as well as new jobs in emerging sectors including offshore wind and carbon capture and storage. The main skills requirements are recognised as engineers (especially civil, marine, engineering, structural and mechanical), project managers, welders, turbine technicians and divers. Feedback suggests that the majority of jobs will be at technician level (SVQ level 3) which can be supported through apprenticeships with expected levels of additional demand at 170 to 610 apprentices per year against 40 to 150 graduates. However, it is still forecast that the majority of demand will be filled by those already in the workforce and therefore training will be required for a range of technician focused and postgraduate courses.

**Food and Drink (2012)**

Scotland's food and drink industry is both broad and varied including businesses in agriculture, fishing, production, horticulture, aquaculture, the game and wildlife sector 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. Smaller numbers are found in fishing and aquaculture and the game and wildlife sectors. Growth ambitions for the sector are to raise the attractiveness of the sector to new entrants and retain talent, support company capacity to innovate, drive leadership and management excellence and support the development of skills for growth in the workplace. There is evidence that accessing the right technical skills to support future growth ambitions may be a challenge and there is also difficulty in recruiting food technologists which is thought to be linked to a shortage of supply of food technology courses, many of which were withdrawn by colleges and universities as they faced difficulty in sustaining numbers. A shortage of engineers was also reported.

**Tourism (2013)**

The vision for the Scottish tourism industry as set out in Tourism Scotland 2020 strategy is that of *"making Scotland a destination of first choice for a high quality, value for money and memorable customer experience, delivered by skilled and passionate people."* The 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. The skills identified as being required include improving management, leadership and enterprise, customer service skills for more experienced staff and the technical skills the sector needs such as housekeeping, chefs and front of house. Specialist customer service skills in the use of social media, understanding customer requirements and expectations, cultural and disability awareness training have all been identified as gaps.

### Life Sciences

Scotland's Life Sciences sector encompasses a wide range of activities from the discovery, development and manufacture of therapeutics, the design and manufacture of medical and surgical equipment, diagnostics and devices. 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. While larger organisations account for the majority of employment within the sector the sector is dominated by smaller organisations. 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. There is a view by some that school leavers are being steered towards university rather than other vocational routes such as MAs, HNCs and HND and, alongside it being a relatively new route to working in the sector, is reflected in the fact that take up of MAs in the sector has been low since launch in 2009.

### ICT

The ICT sector makes a substantial contribution to the economy with 73,000 people employed in ICT sector occupations, accounting for 3% of the total number of people employed in Scotland. It is estimated that there are approximately 6,000 businesses operational in the ICT sector in Scotland in 2010, with many optimistic regarding growth. Areas of growth are likely to be 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 flow of suitably qualified graduates comes through HE, FE and apprenticeships, with the uptake of MAs increasing since 2008/09. In 2010/11 approximately 11% of college students were studying a computing related course, a decline from 14% in 2005/06. 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.

### Engineering

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. Three regions account for almost  $\frac{3}{4}$  of all engineering jobs in Scotland: 29% in the North East, 26% in the West and 26% in the rest of Scotland. Replacement demand is expected to create a large number of job opportunities with the majority of these managerial, professional, skilled trades and process, plant and machine operative roles. The age composition of the sector is slightly older compared to all other sectors (a higher proportion aged 45 or older) 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. In terms of qualification levels this means that 40% of new recruits should be at SVQ level 4-5 (Degree/PG) and 40% of new recruits should be at SVQ level 2-3 (Technician/MA.). Evidence from employers shows that demand for MAs has held up in the current recession, but that a number of employers have a lack of knowledge and awareness of MAs and college/training providers.

## Financial Services

The Financial Services sector comprises five key sub-sectors in Scotland: banking, asset management, general insurance, life and pensions and financial intermediation. The sector is of crucial importance to the Scottish economy as a source of employment and is internationally recognised. Ninety percent of the workforce is employed by a relatively small number of firms, with graduates forming a major part of the new entrants and compared to other sectors there is a higher proportion of managers and senior officials and more highly qualified staff. While the attraction and retention of top talent was seen as a priority, recruitment at entry level was seen as less of an issue in the short term given the current labour market, although medium term there were concerns on the attractiveness of the sector. There was concern about the need to improve the employability skills of new entrants and over the availability of ICT skills to support the sector. The importance of greater collaboration between the industry and education to co-design course provision and placements and improve the delivery of employability skills was stressed. Interest in Modern Apprenticeships was high but the sector made relatively little use of them as an entry route into the sector with comment made about their perceived lack of flexibility and bureaucracy.

### 7.4 Scottish Government Youth Employment Strategy 2012

As part of its programme for action the Scottish Government in February 2012 published a Youth Employment Strategy. This has now been supplemented by further details within *Action for Jobs – Supporting Young Scots into Work: Scotland’s Youth Employment Strategy* published in June 2012.

The overall strategy builds upon the proposed reforms to post-16 learning first outlined in ‘*Putting Learners at the Centre*’ published in October 2011. The Scottish Government states that the changes are based on three objectives: to align the post 16 education system more purposefully with the government’s ambitions for jobs and growth; to improve people’s life chances; and to ensure the sustainability of the system.

The strategy includes a pledge to deliver 25,000 modern apprenticeships each year over the lifetime of the current parliament and the commitment to offer a training place to all 16-19 year olds not in an apprenticeship, training, full-time education or a job. The strategy calls on colleges to:

- prioritise college places on those aged 16 to 19 and 20 to 24;
- make provision for those with no or low skills;
- meet industry needs more effectively by engaging employers in the design of education and training provision;
- reduce college drop-out rates; and
- develop a regional delivery model of college provision to improve coherence, prevent duplication and better meet learners’ needs, while protecting local access within that model.



## 8. Regional Economic Drivers

### 8.1 Glasgow City Council Action Plan 2013

Following on from the national perspective Glasgow colleges also work within a Glasgow regional context and the key sectors identified in the Glasgow City Council (GCC) Action Plan are:

- life sciences (oncology, clinical research, translational medicine, etc.);
- financial/business services (general insurance, shared services);
- business/leisure tourism (Mackintosh related, discretionary business tourism, city breaks, large-scale events);
- creative/cultural industries (digital media, TV and film production, music and design);
- enabling technologies (optoelectronics);
- food and drink (whisky and drinks sector);
- energy (power companies plus range of engineering/energy consultancies);
- ship/marine technologies (naval shipbuilding, commercial ship management and training);
- retail; and
- construction.

While the strategy continues GCC established the Glasgow Economic Commission to “...*identify current or anticipated opportunities for economic and employment growth in Glasgow*” and “...*make recommendations on any new initiatives which could be brought forward over the next 5 years*”. The Commission published its findings in July 2011 and concluded that there should be a focus on building a small number of strong, competitive industry sectors to help Glasgow be competitive and gain national and international market share.

Glasgow is seen as having a uniquely strong asset base across many of the Scottish Government priority sectors with the following key sectors having the greatest economic and employment opportunities:

- Low Carbon Industries
- Engineering, Design and Manufacturing
- Life Science
- Financial and Business Services
- Tourism and Events

The Glasgow Economic Commission also recognised the important contribution of the Creative Industries to Glasgow and felt that a strategy should be developed focussing on the commercial exploitation of the city’s creative assets and talent.

For Glasgow to grow its key sectors, boost innovation, productivity and employment, the Commission saw it as vital that the Colleges and Universities were fully engaged with key sectors and working with businesses to produce the skills, knowledge, design and innovation needed to be world class. The Commission’s vision was of a “triple helix” of companies, public agencies and the further and higher education institutions where all are involved in helping the key sectors realise their growth ambitions, to their mutual benefit.

Another aspect highlighted by the Commission is the need to improve the level of business start-ups and innovation across the city, including the need for more entrepreneurs.

## **8.2 Local Authority Single Outcome Agreement Priorities**

All three of the Community Planning Partnerships which comprise the Glasgow College Region identify the improvement of resident employment skills as a future Single Outcome Agreement (SOA) priority.

The Glasgow City 2013-2023 SOA seeks to ensure that all young people (aged 16-24) are supported to progress into and sustain employment. In support of this, the Glasgow City SOA aspires to achieve:

- an increase in the number of employers recruiting Glasgow young people;
- all young people developing the skills, attitude and resilience required for employment; and
- all key employability partners using an agreed data hub.

East Renfrewshire Community Planning Partnership SOA 2013-16 identifies five strategic outcomes focussing on life stages and includes the aspiration for all East Renfrewshire Residents to be fit, active and have the skills for learning, life and work. To support this, the East Renfrewshire SOA aims for all residents to have the skills for employment through increased take up of education and training opportunities.

East Dunbartonshire Community Planning Partnership SOA 2013-2016 also identifies skills training as a key aim, setting a strategic goal of ensuring that residents are equipped with knowledge, skills and training to enable them to progress to employment

## 9. Regional Employment Supply Levels

In terms of employment supply, a detailed labour market study commissioned by Glasgow City Council from Oxford Economics suggested that there would be a an over-supply of labour of approximately 10,000 people per annum in relation to Glasgow employment opportunities over 2012-17, with labour demand in the city estimated to be 10,230 per annum and supply estimated at 20,650 people seeking employment within Glasgow. (Oxford Economics, *Glasgow Labour Market Study*, 2012)

The table below based on the most recent Department of Work and Pensions employment statistics shows that both Glasgow City and the Glasgow College Region as a whole has a significantly lower economically active proportion of the total working age population (67.3% and 69.9% as compared to 76.7% nationally).

Figure 15. Economic Activity Levels, July 2012-June 2013

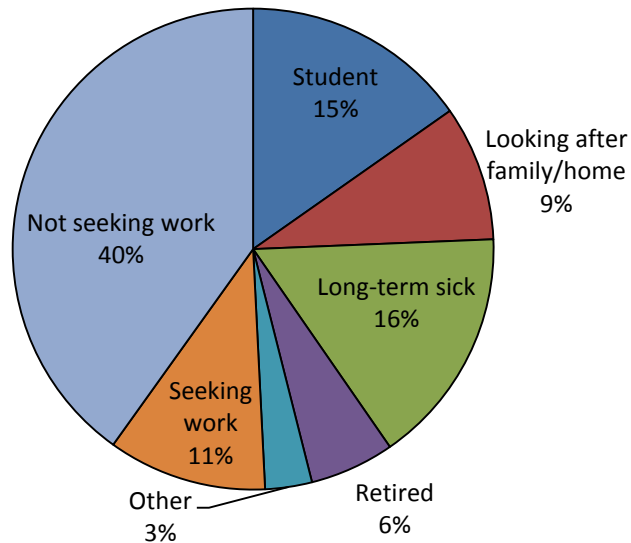
Area	In employment	Employees	Self employed	Total Economically active	% of Total Working Age Population
Glasgow City	250,100	223,000	25,000	281,100	67.30%
East Renfrewshire	41,300	35,700	5,500	43,900	77.30%
East Dunbartonshire	51,000	43,200	7,400	53,200	80.50%
<b>Glasgow College Region</b>	<b>342,400</b>	<b>301,900</b>	<b>37,900</b>	<b>378,200</b>	<b>69.96%</b>
<b>Scotland</b>	<b>2,467,600</b>	<b>2,150,800</b>	<b>295,500</b>	<b>2,676,900</b>	<b>76.70%</b>

Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

In terms of numbers of those economically inactive, Office for National Statistics data suggests that currently 134,800 are economically inactive in Glasgow City, and 12,500 in both East Renfrewshire and East Dunbartonshire, totalling 159,800 for the Glasgow College Region and equating to approximately 30% of the resident population, significantly higher than the national rate of 22.7%.

With respect to reasons for economic inactivity, the chart overleaf shows this on a proportionate basis for the Glasgow College Region.

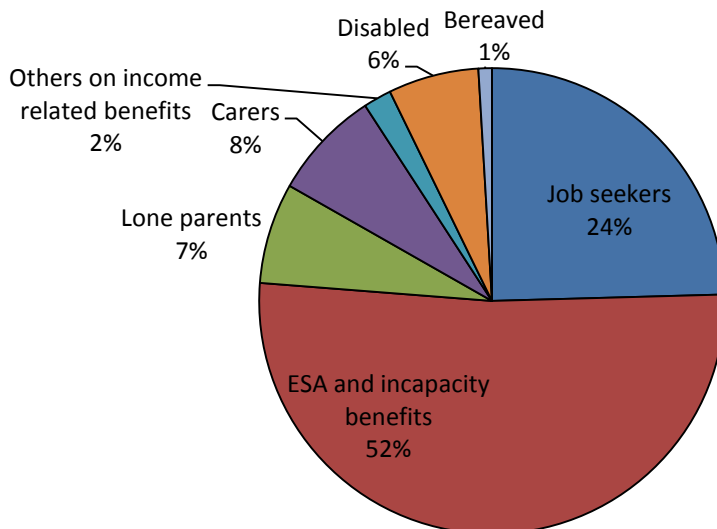
Figure 16. Reasons for Economic Inactivity in the Glasgow College Region, July 2012-June 2013



Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

A 2012 report benefit claimant rates in UK constituencies, suggested 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 the higher than average rates of ESA and incapacity claimant rates in the Glasgow region.

Figure 17. Benefit Claimants by Category (February 2013)



Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

With respect to those the Glasgow College Region claiming Job Seekers Allowance (JSA), the table below shows that there are currently estimated to be 22,480 residents a claiming this benefit with approximately one quarter (24.6%), aged 18 to 24.

Figure 18. JSA claimants by Age, June 2012 - July 2012-June 2013

Area	Aged 18 - 24	Aged 25 - 49	Aged 50 - 64	Total
Glasgow City	4,790	11,975	3,345	20,110
East Renfrewshire	320	545	195	1,060
East Dunbartonshire	410	640	260	1,310
<b>Glasgow College Region</b>	<b>5,520</b>	<b>13,160</b>	<b>3,800</b>	<b>22,480</b>

Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

If this analysis by age categories is focussed on solely those aged 16-24 (those within the *Opportunities for All* catchment group), then the disparity between unemployment rates in Glasgow City as compared to Scotland as a whole is even more significant, as shown by the table below.

Figure 19. Percentage aged 16-24 Unemployed

Area	% Unemployment (Aged 16-24)		
	2011	2012	2013
East Dunbartonshire	19.3%	24.4%	17.9%
East Renfrewshire	19.9%	21.7%	12.5%
Glasgow City	23.7%	28.2%	31.3%
<b>Scotland</b>	<b>19.9%</b>	<b>21.4%</b>	<b>20.5%</b>

Source: SQW Regional Skills Assessments Data Matrix, 2013

The table above shows that whilst in the regions of East Dunbartonshire and East Renfrewshire and across Scotland as a whole, youth unemployment fell between 2012 and 2013, in Glasgow City, the rate has continued to rise and a significantly higher proportion of 16-24 are currently unemployed in Glasgow (31.3%) as compared to Scotland as a whole (20.5%).

Analysis of JSA claimants by gender shows proportionately higher rates of males classed as unemployed, particularly in Glasgow City where the rate for male unemployment is almost double than that for females, as shown in the table below.

Figure 20. Proportion of Population Classed as Unemployed, by Gender

	Glasgow City %	East Renfrewshire %	East Dunbartonshire %
All people	11.5%	5.8%	7.8%
Females	7.6%	5.2%	6.5%
Males	14.1%	6.6%	9%

Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

## 10. Regional Employment Demand

The table below shows the proportions of full and part-time jobs across the three local authorities within the Glasgow College Region, and the higher than average proportions of part-time employment opportunities within East Renfrewshire and East Dunbartonshire.

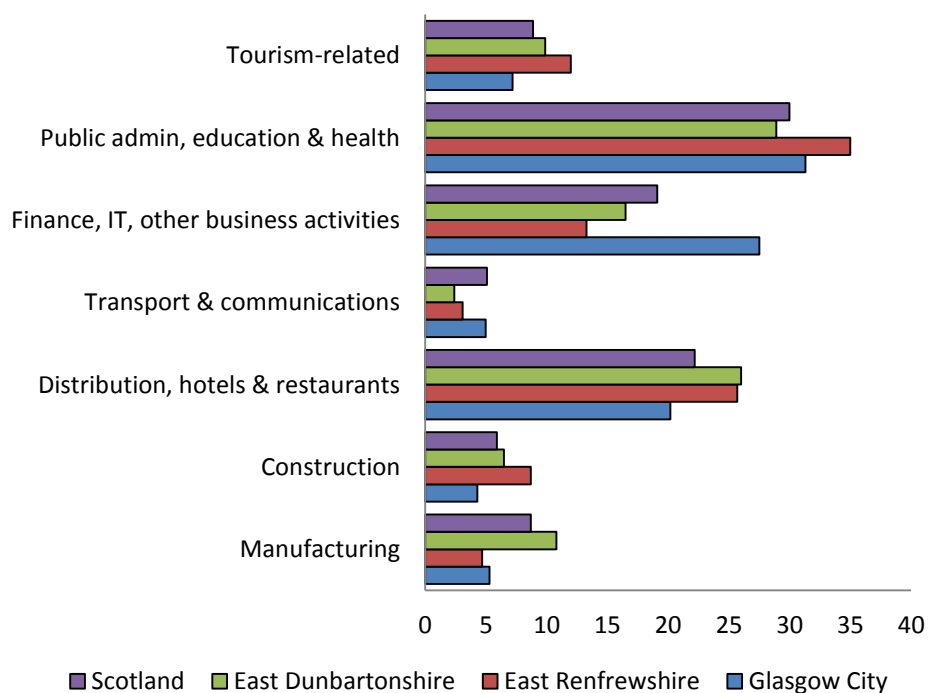
Figure 20. Employment by Mode, 2008

Area	Total Employee Jobs	Full-time	Part-time
Glasgow City	413,500	69.5%	30.5%
East Renfrewshire	18,200	62.1%	37.9%
East Dunbartonshire	24,500	63.9%	36.1%
<b>Glasgow College Region</b>	<b>456,200</b>	<b>69.0%</b>	<b>31.0%</b>
<b>Scotland</b>		<b>67.8%</b>	<b>32.2%</b>

Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

10.1 In terms of employment by sector, the chart below provides a breakdown of the proportions of jobs available in differing economic sectors and in comparison to national proportions. In doing so, it highlights the differences between both the three Glasgow College Region local authorities and between them and Scotland as a whole. For example, both East Renfrewshire and East Dunbartonshire have higher than average proportions of employment in Distribution, hotels and restaurants, whereas Glasgow has a significantly higher proportion of jobs in finance, IT, other business activities as compared to other geographical areas.

Figure 21. Employment Proportions by Sector, June 2008

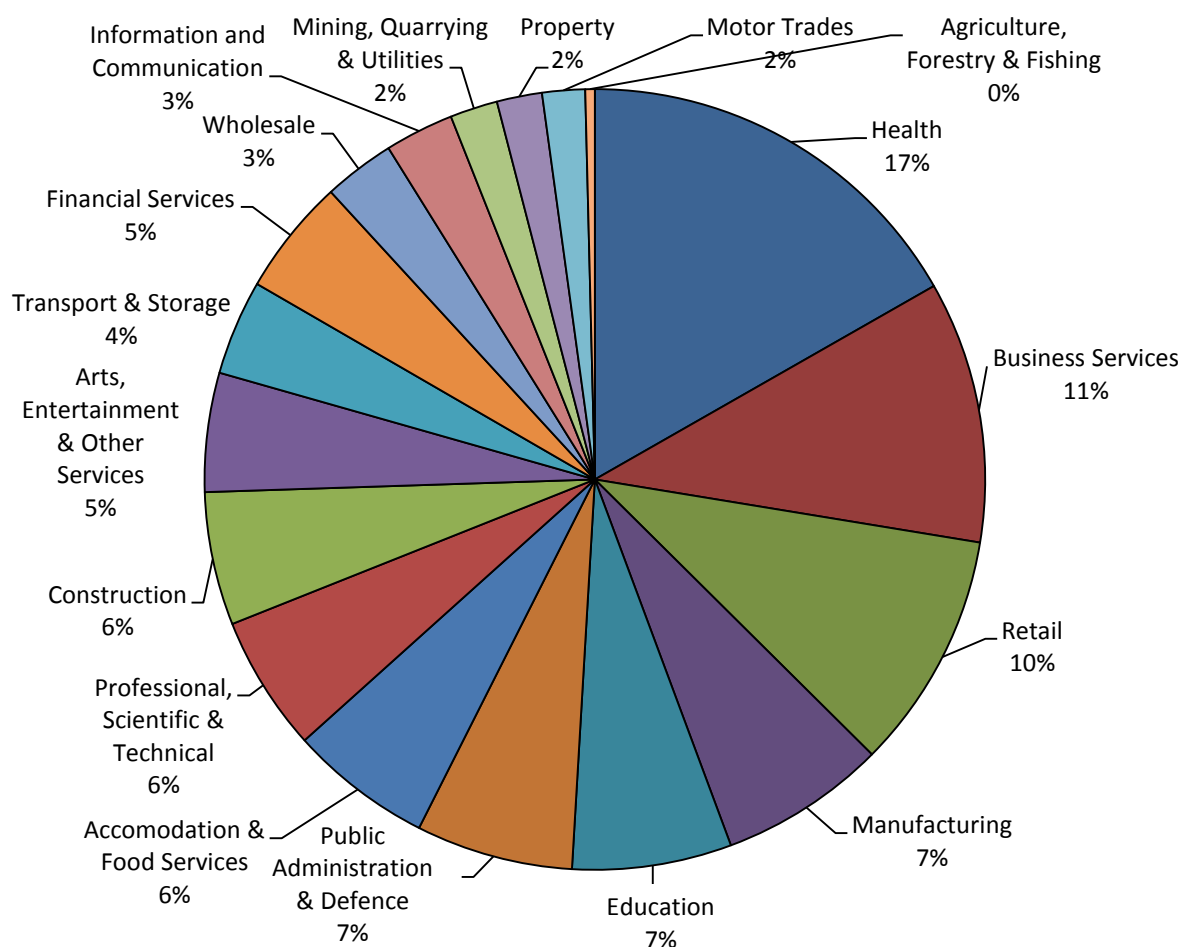


Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

An Oxford Economics labour market study provided further evidence that service industries dominated the Glasgow city's economy, calculating that nearly 90% of Glasgow's workers were employed within a diverse range of services. (Source: Oxford Economics, *Glasgow Labour Market Study*, 2012, p.12)

Analysis of BRES Data contained in the Regional Skills Assessment for the Glasgow and Clyde Valley suggested that health business services and retail were the largest employment sectors across this geographical area, as shown by the chart below.

**Figure 22. Glasgow and Clyde Valley Employment Sectors by Proportion of Jobs**

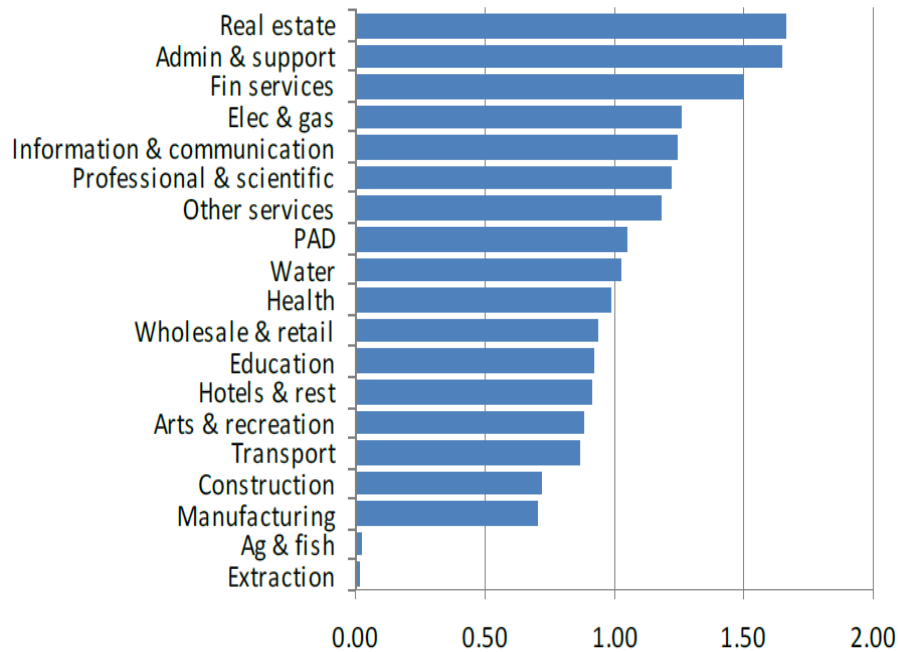


Source: SQW, Draft Glasgow and Clyde Valley Regional Skills Assessment, November 2013

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 with business-related services including administration, professional, scientific and technical services, real estate activities and information and communication showing the greatest growth in terms of net gain in jobs, adding 43,000 jobs and with health another important job creator, adding 17,000 jobs. However, manufacturing (-23,000) and construction (-12,000) saw the biggest falls in employment over the same 20-year period.

The table below from the Oxford Economics’ report further highlights the importance of service activities in Glasgow by showing the location quotient by sector for Glasgow. Sector scores of greater than 1 for the location quotient show that the City has a higher share of its total employment in that sector than is the case for Scotland as a whole. The ranking of Glasgow’s sectorial location quotients shows that the City’s key specialisms lie in financial and business service as a much bigger share of the City’s employment is in sectors such as real estate, administrative & support services and financial services than is typical for Scotland as a whole.

Figure 23. Glasgow’s Economic Specialisms



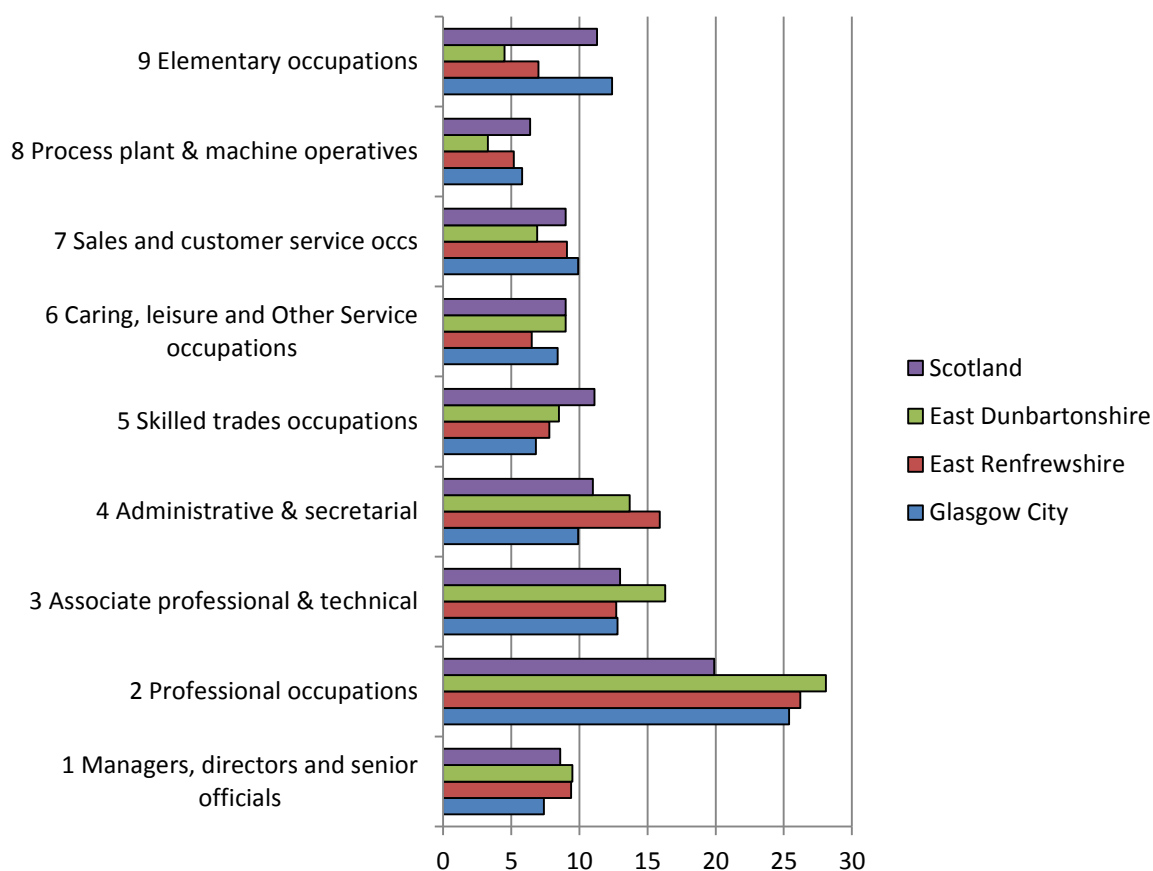
Source: Oxford Economics, *Glasgow Labour Market Study*, 2012, p.14

Therefore, whilst Glasgow has significant numbers of jobs in sectors such as accommodation and food services and wholesaling and retailing (80,000 jobs) and health and education sectors (90,000 jobs), in terms of share of overall jobs Glasgow has slightly fewer of its jobs in these sectors than is the case across Scotland as a whole.

In terms of occupation levels, the chart below suggests that Glasgow has proportionately fewer managers, directors and senior officials and skilled trades occupations and more elementary occupations, sales and customer service and caring, leisure positions than Scotland as a whole as shown by the chart overleaf.



**Figure 24. Employment by Occupation, July 2012-June 2013**



Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

Business registrations in all Glasgow College Region local authorities are higher than that for Scotland as a whole. However, the table below also shows that businesses deregistration rates for all three local authorities are also higher than the Scotland wide figure of 6.8%.

**Figure 25. VAT registered Businesses, 2007**

	Glasgow City		East Dunbartonshire		East Renfrewshire		Scotland
	Registrations	Deregistrations	Registrations	Deregistrations	Registrations	Deregistrations	
Registrations	1,750	12.7%	275	12.1%	210	10.7%	10.3%
Deregistrations	1,280	9.3%	165	7.3%	155	7.9%	6.8%
Stock	13,750	-	2,270	-	1,960	-	-

Source: Office for National Statistics, [www.nomisweb.ac.uk](http://www.nomisweb.ac.uk)

With respect to employment demand by qualification levels, Oxford Economics report that over 40% of Glasgow City’s employment is in functions in service sector areas which require a high level of educational attainment, with only around 13% of jobs classed as elementary occupations where advanced skills are not demanded.

Data for occupations collated by Oxford Economics demonstrates the extent to which individual sectors require different people with different occupations. For example, professional staff occupations are most prevalent in the education; professional, scientific and technical and health sectors, accounting for 65% of professional jobs in Glasgow. The leading sectors for elementary jobs are administration and support; accommodation and food; and wholesale and retail trade, employing 68% of all those classified to elementary occupations. Construction, manufacturing, and accommodation and food are the leading employers of skilled trades, with 55% of all skilled employees accounted for by these three sectors.

## 11. Regional College Employer Engagement

In addition to the wider economic and skills analysis outlined above, the Colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector. A summary of some of the key information influencing college portfolio development is given below.

### Financial and Business Services

- In the Financial and Business Services sector there will be a need to support the developments of existing and new employers in Glasgow and within the International and Financial Services District (IFSD)
- A feature emerging is that having the technical skills to work in a sector is a given, but in a competitive industry what has to be developed is an understanding of the business skills essential for that position. These would include management skills, marketing, negotiating, financial skills, costing, budgeting. This appears to be the situation for areas as diverse as the creative industries, financial services, life sciences and IT. There will, therefore, be a need to embed business training creatively. In addition the need to encourage and support entrepreneurship continues to be highlighted.

### Care Sector and Early Years

- There is a continuing driver in the influence of legislation and workforce regulation, particularly in the growing social services sector, which has a significant presence in Glasgow. The changing Health and Social Care workforce and regulations prompted by, the NHS career framework and the 21<sup>st</sup> Century Social Work Review Report (*Changing Lives*) will mean that more support workers will be required. Currently the Social Services Sector in Scotland is growing with 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. The provision of SVQs and PDAs is essential to up-skilling this workforce.
- The decision by Glasgow City Council to outsource its training for childcare and playwork to designated city areas including the south and north west will mean opportunities for training providers and colleges to provide this service
- 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. It is no longer essential to have a teaching qualification to manage nurseries but managers must have HNC with further PDAs. There is a drive to up-skill existing employees and provide training for new staff. All these qualifications can be delivered at FE level with further articulation partnerships with HE sector partners.

## Energy, Engineering, Construction and Marine

- The Scottish Government anticipates that there will be 16,000 jobs created in the renewable sector in Scotland over the coming years (Department for Business, Enterprise and Regulatory Reform (BERR) analysis). Scottish and Southern Energy have plans to become the biggest renewable energy providers in Scotland in the near future and are already increasing their shareholdings in wind turbine manufacturers.
- BAE Surface Ships Limited has an order for the type 26 destroyers in 2015 and the recent government announcement confirms that shipbuilding will continue in Glasgow. Reassurance has been given that forecast reductions will not impact on Glasgow College apprenticeship levels.
- While the very large engineering companies are still finding it difficult in the current economic climate SMEs are strongly bucking the trend and apprentice numbers are increasing. This trend is also reflected in the apprentice numbers that are being sent by Training Providers and in some cases they are sending more apprentices than the very large employers.
- There is an ongoing demand from electrical employers for their staff to undertake provision to comply with the 17<sup>th</sup> Edition Electrical Regulations.
- COGENT sector skills council represents a number of companies operating industrial processes which utilise water and dispose of waste products. They have indicated that the industry should focus more on establishing qualifications and that the possibility of a regulated workforce may emerge.
- Figures from 2009 show that 85.5 million tonnes of cargo passed through the major Scottish ports. With regard to passenger transport 10,048,738 passengers and 2,873,611 cars were carried in 2009. In addition to cargo vessels and passenger ferries Scotland also has a rich heritage in the fishing sector and a more recent tradition in supply ships and support for the North Sea Oil and Gas Industry.
- Growth of maritime offshore support will increase as the offshore renewable energy industry becomes more prevalent. Collaboration between colleges and the marine industry is vital in ensuring that the skilled workforce required to operate these vessels is trained in Scotland.
- In addition to skilled jobs at sea there are also many maritime jobs associated with the ports located in Scotland. It was estimated in 2006 that 18000 jobs in Scotland were associated with port activities. Scotland has a great tradition in the shipbuilding Industry. Although this has diminished shipbuilding and marine engineering services are still carried out on the Clyde and training for the skilled workforce associated with these industries is essential to maintain this.

## Health Care and Life Sciences

- 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. In particular GGHB has identified a new curriculum and qualification framework covering levels 1 to 4 of the NHS Career Framework.

- NHS Greater Glasgow & Clyde have recruited 50 new MAs across their organisation and across a wide range of occupations. The Glasgow Colleges are delivering these MAs and also supporting a wide range of upskilling projects in health and facilities.

#### Food, Drink, Tourism, Hospitality and Leisure

- In sport and fitness the national agenda of promoting health and well-being across the curriculum and the need for well qualified volunteers and employees will continue to lead to specific demands in this sector.
- The high profile of the Commonwealth Games in summer 2014 has raised awareness and consolidated the need for the development of relevant skills for the build up to and during the Commonwealth Games across all areas of Travel, Tourism and Hospitality

#### Retail

- 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. There are 23,500 outlets in Scotland which is 11.9% of business outlets. 99% of the retail outlets employ fewer than 50 people.
- The retail sector has a significant part to play in the Scottish economy and with the number of people employed in the sector it is important that they have access to quality vocational qualifications via HNC/D programmes. However the retail sector is facing challenges through the increased pace of technological change through the use of the internet for shopping, multi-channel operations and the increased use of IT within the retail supply chain.

#### Land Based

- The Scottish Government is currently 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.
- Partnership between Glasgow Colleges and Glasgow City Council in terms of shared use of the City Council's horticulture and landscaping facilities ensures training is well placed to meet local employment opportunities in this sector.

#### Creative and Cultural Industries

- A Scottish Textiles Skills Strategy and Action Plan has been developed on behalf of the industry by the Scottish Textiles Skills Partnership (STSP). It demonstrates the commitment shared by the industry and its partners to maximising the economic impact of the textiles and leather sector on the Scottish economy through increased investment in skills and is

aligned to the priorities of the public sector agencies at both Scottish and UK level. Glasgow Colleges are one of the key partners in this partnership

- The Glasgow Colleges Harris Tweed Weavers' programme for the Western Islands Council continues and in addition there is a significant demand growing from textiles companies both in the Borders and Tayside for the MA in Heritage Textiles.
- Scottish Creative Media companies, many of which are based in the Glasgow Region, operate in a global marketplace with many challenges and opportunities. TV broadcasting and production aims to secure a greater share of the UK market for example, but there are issues around availability of indigenous high-end production talent. Success in this drive will require a sharp focus on entrepreneurial and business development skills. In another area of the Creative Media footprint, the Publishing sector needs to develop new approaches to exploiting emerging digital technologies.
- 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 required.
- In the creative sector there is also evidence of a continued demand for digital convergence programmes from the National Union of Journalists within Scotland and now across the UK.

## Glasgow Regional Outcome Agreement 2015/16

<b>College region:</b>	Glasgow
<b>College regional grouping:</b>	City of Glasgow College, Glasgow Clyde College, Glasgow Kelvin College

### Funding and Outcomes

Glasgow College region will receive £\_\_\_\_\_ from the Scottish Funding Council for academic year 2015-16 to plan and deliver further and higher education in the region.

This funding is on the condition that the regional body signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2016-17:

1. right learning in the right in the right place - more people in Glasgow and Scotland in employment, education or training;
2. widening access - learning opportunities are accessible, supportive and representative of all;
3. high quality and efficient learning - more learners achieve qualifications and can progress to further study and/or work; and
4. developing the workforce - more students develop the appropriate skills needed to get a job, keep a job or get a better job.

Priority Outputs to be delivered in AY 2015-16:

- delivery of 451,382 WSUMs;
- 120,787 WSUMs (28.0%) delivered to learners in the most deprived 10% postcode areas in Scotland;
- increases in attainment levels of 1% for FE learners and 0.5% for HE learners;
- 1,182 students articulate to degree level courses with advanced standing at Scottish Universities; and
- 96.5% of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

Signed by College Region	Signed by SFC
Date:	Date:

**Version Control**

Date	Page	Section	Amendment



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## Summary of Glasgow Region Outcomes, Priority Impacts and Outputs

Outcome	Priority Impact	Priority Outputs	Intermediate Level Outcomes
1. Right Learning in the Right Place	Fewer people in Glasgow and Scotland not in employment, education or training	<ul style="list-style-type: none"><li>▪ delivery of 451,382 WSUMs.</li></ul>	<ul style="list-style-type: none"><li>▪ employer needs are met, economic growth sectors are supported and college learning leads to job opportunities and/or further training or education;</li><li>▪ people access a wide range of education and training courses in Glasgow;</li><li>▪ young people study and train at Glasgow's colleges; and</li><li>▪ people access flexible and inclusive college programmes and services.</li></ul>
2. Widening Access	Learning opportunities are accessible, supportive and representative of all.	<ul style="list-style-type: none"><li>▪ 120,787 WSUMs (28.0%) delivered to learners in the most deprived 10% postcode areas in Scotland.</li></ul>	<ul style="list-style-type: none"><li>▪ the diversity of students and staff reflects the communities the College serves;</li><li>▪ students and staff experience and contribute to a culture of dignity and respect;</li><li>▪ students and staff benefit from inclusive and accessible spaces, environments and services;</li><li>▪ students and staff actively engage in fully inclusive and accessible learning and teaching; and</li><li>▪ successful student and staff outcomes are increased irrespective of protected characteristics.</li></ul>
3. High Quality & Efficient Learning	More learners achieve qualifications and can progress to further study and/or work	<ul style="list-style-type: none"><li>▪ increases in attainment levels of 1% for FE learners and 0.5% for HE learners.</li><li>▪ 1,182 students articulate to degree level courses with advanced standing at Scottish Universities.</li></ul>	<ul style="list-style-type: none"><li>▪ learners sustain their learning and achieve qualifications;</li><li>▪ learners progress to positive destinations;</li><li>▪ young people access school/college courses as part of the Senior Phase of Curriculum for Excellence;</li><li>▪ learners progress efficiently onto degree level provision; and</li><li>▪ Glasgow's colleges have effective arrangements to maintain and improve the quality of learning and are delivering high quality learning experiences</li></ul>
4. Developing the Workforce	More students develop the appropriate skills needed to get a job, keep a job or get a better job.	<ul style="list-style-type: none"><li>▪ 96.5% of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.</li></ul>	<ul style="list-style-type: none"><li>▪ people are job ready and able to access a range of employment opportunities;</li><li>▪ colleges identify and respond to the needs of local, regional and national employers; and</li><li>▪ people can access apprenticeship opportunities.</li></ul>



## Outcome 1. Right Learning in the Right Place

<b>Priority Impact</b>
<ul style="list-style-type: none"><li>more people in Glasgow and Scotland in employment, education or training.</li></ul>
<b>Priority Output</b>
<ul style="list-style-type: none"><li>delivery of 451,382 WSUMs.</li></ul>
<b>Intermediate Level Outcomes</b>
<ul style="list-style-type: none"><li>employer needs are met, economic growth sectors are supported and college learning leads to job opportunities and/or further training or education;</li><li>people access a wide range of education and training courses in Glasgow;</li><li>young people study and train at Glasgow's colleges; and</li><li>people access flexible and inclusive college programmes and services.</li></ul>

### 1.1 Curriculum Development Rationale

The supporting paper, *Glasgow Regional Context Statement*, provides an analysis of the regional operating context for Glasgow colleges. This document provides an overview of the regional college response to this context, and explains how the Glasgow Region's colleges will respond to learner and employer needs. In doing so it attempts to demonstrate the contribution being made to more coherent education and skills provision in a region, how the Glasgow Region's colleges will prioritise courses according to identified skills issues, how colleges will meet the needs of major employers in the region, and how colleges will give consideration to access and regional and national specialisms.

The three Glasgow colleges, in partnership with the Regional Chair and the Scottish Funding Council developed a set of principles on which these curriculum proposals are based. These are that curriculum decisions should be:

- meet the needs of learners, employers and communities;
- support access and social inclusion;
- 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;
- provide clear progression and articulation routes to enable learners to move to more specialist provision across the three colleges;
- 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 education partners across the region and support effective partnership working to maximise the benefits for all stakeholders;
- ensure that all three colleges in the city remain both educationally and financially sustainable; and
- be based on comprehensive evidence and analysis.

## 1.2 Curriculum Proposals Scope and Timelines

These Curriculum proposals 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.

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 Glasgow Colleges' Regional Board has considered and agreed the Curriculum and Estates Plan and the Transition Plan, the Regional 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.

## 1.3 Subject Area Proposals

For the purposes of this Curriculum Review, the Glasgow college curriculum is grouped into eight key sectors:

- 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; and
- Transition and Supported Learning (Special Programmes and ESOL).

Following extensive curriculum review work and stakeholder engagement activity, the following proposals are made with respect to the eight sectors:

### **Administration, Financial and Business Services Proposals**

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.

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.

### **Creative and Cultural Industries Proposals**

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.

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 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.

In addition to the above curriculum considerations, the SFC have requested that Regional Outcome Agreements should include reference to the National Gaelic Language Plan (NGLP) 2012-1710 and indicate how regions will protect and build on their Gaelic provision.

Glasgow Kelvin College is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets applicant demand. To further promote Gaelic provision, the other Glasgow region colleges will direct potential Gaelic learners to Glasgow Kelvin College. In addition, Glasgow Kelvin will review the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use their Gaelic language skills in a variety of learning situations meets the aims of the NGLP to 'normalise Gaelic'.

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 1. Summary of Proposed Curriculum Area Volume Changes

<b>Curriculum Area</b>	<b>12/13 % Share</b>	<b>2020 Target % Share</b>	<b>Change</b>
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%

#### **1.4 Curriculum Level Proposals**

A key focus of regional curriculum review work has been 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](http://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 (5-8) and that only just over 6% of our provision is at SCQF level 4, a 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), Glasgow's colleges will 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.

Glasgow's colleges will collectively increase by 2% the proportion of Further Education activity, creating a regional balance of approximately 60% Further Education and 40% Higher Education. This would significantly increase the volume of part-time opportunities for learners with low or no qualifications, without substantially impacting on the level of provision which supports access to Higher Education study. 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.

### 1.5 Curriculum Location Proposals

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' Strategic Partnership Sustainable Institutions group has undertaken work to evaluate the regional college estate, and the table below provides an overview of current campus size and condition.

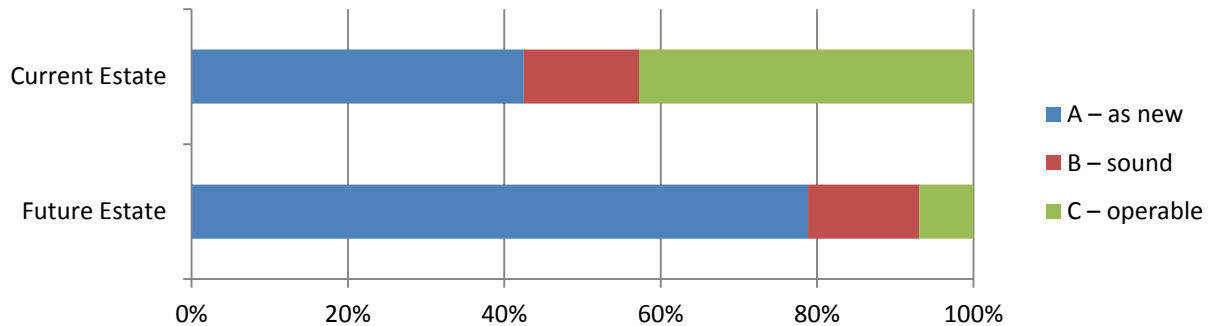
Figure 2. Overview of Current Regional College Estate

College	Campus	Size (m <sup>2</sup> )	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	City locations	2,463 / 55,190	A – as new / C – operable
	Riverside locations	3,167 / 862 / 6,427	A – as new / B – sound / C – operable

With the development and opening of the new City of Glasgow campuses (Riverside in 2015/16 and City in 2016/17) the volume of estate categorised at the lowest quality of 'C – operable' will reduce

significantly, with only the Glasgow Kelvin College City Campus remaining to be classed within this category as shown by the chart below.

Figure 3. Impact of City of Glasgow New Campus Development on Quality of Regional Estate



The completion of the new City of Glasgow campuses will both improve the quality of the regional college estate and increase the capacity for curriculum delivery. 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.

Figures 5 and 6 above showed that once the City of Glasgow new campuses are operational, Glasgow Kelvin College’s City Campus will be the lowest quality part of the regional estate. With the increased capacity provided by the new City of Glasgow College development, there is therefore an opportunity to close Glasgow Kelvin College’s City Campus and redistribute curriculum within the remaining better quality regional college estate in order to enhance the quality of the learner experience.

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, it is proposed that the existing activity located within the Glasgow Kelvin College City Campus is transferred to a combination of both the two new City of Glasgow campuses and the other Glasgow Kelvin College campuses in the north and east of the city. Deprivation levels and economic non-participation rates are significantly higher in the north and east, and the Glasgow Kelvin College remaining estate is relatively new and includes a comprehensive community learning centre network with high levels of resident participation.

There will also be a small transfer of Glasgow Kelvin College City Campus life science activity to Glasgow Clyde College to utilise their state of the art laboratory facilities in close proximity to the new South Glasgow University Hospital which will be the regional hub for this type of work.

Alongside this transfer of activity from Glasgow Kelvin College to City of Glasgow College, it is further proposed that to both support the implementation of the subject area proposals outlined earlier and to enable best use of the new city centre estate, a proportion of activity from Glasgow Clyde College should be transferred to City of Glasgow College. The subject area proposals in Section 3.1 show

that key curriculum growth areas for the region include areas of existing specialisation by City of Glasgow College such as Administration, Financial and Business Services, Food, Drink, Hospitality and Leisure, and Chemical Sciences. Therefore, transfer of activity from Glasgow Kelvin College and Glasgow Clyde College to City of Glasgow College will support the region's plans for growth in these curriculum areas.

It should be noted that notwithstanding the transfers to city-centre curriculum locations proposed above, due to the planned increase of activity in the north and east of the city, the proposals contained within this plan will actually increase overall levels of activity in community (i.e. non city-centre) locations by approximately 2.5% of all regional college activity (or approximately 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, a key aspiration of this Curriculum and Estates Plan.

In addition to these transfers of curriculum activity, some additional activity funding from the Scottish Funding Council supported by a significant efficiency based activity increase generated by the City of Glasgow College will ensure that the new 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 4. Proposed Changes to Activity Delivery Locations

<b>Year</b>	<b>Glasgow Kelvin WSUMs</b>	<b>Glasgow Clyde WSUMs</b>	<b>City of Glasgow WSUMs</b>	<b>Glasgow Region WSUMs</b>
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.

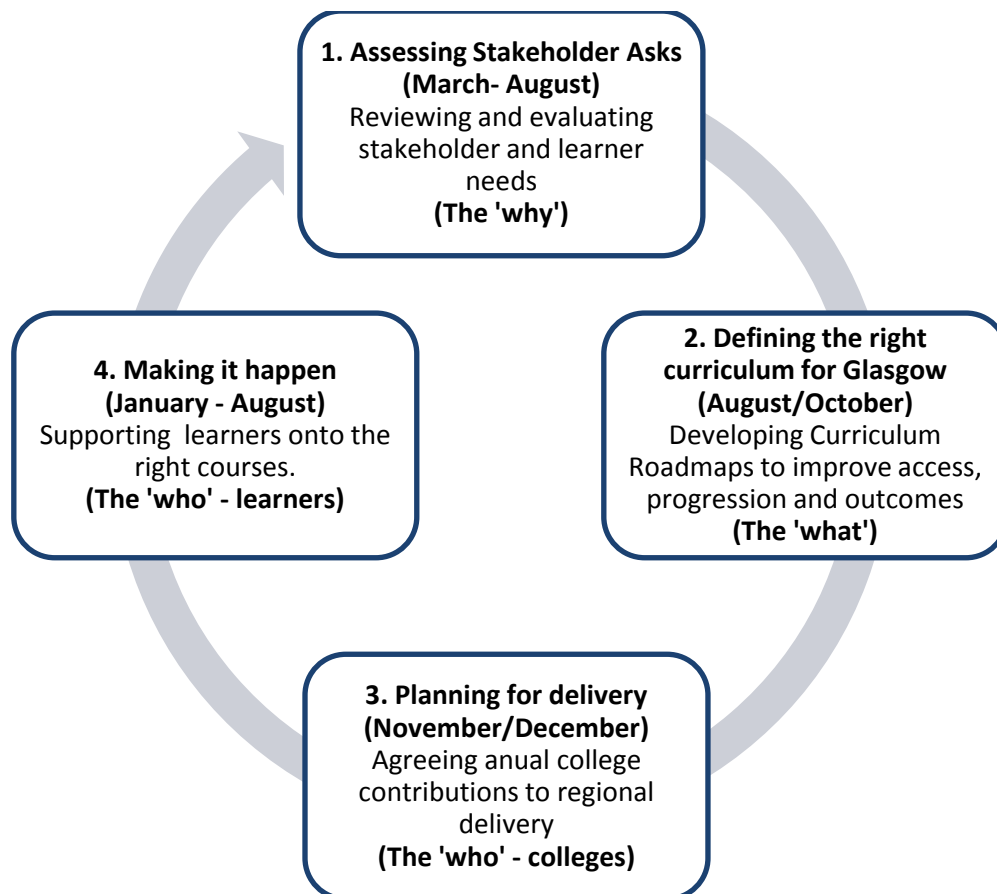
## **1.6 Curriculum Implementation Plan**

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 5. 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.

## Outcome 2. Widening Access

<b>Priority Impact</b>
<ul style="list-style-type: none"><li>learning opportunities are accessible, supportive and representative of all.</li></ul>
<b>Priority Output</b>
<ul style="list-style-type: none"><li>120,787 WSUMs (28.0%) delivered to learners in the most deprived 10% postcode areas in Scotland.</li></ul>
<b>Intermediate Level Outcomes</b>
<ul style="list-style-type: none"><li>the diversity of students and staff reflects the communities the College serves;</li><li>students and staff experience and contribute to a culture of dignity and respect;</li><li>students and staff benefit from inclusive and accessible spaces, environments and services;</li><li>students and staff actively engage in fully inclusive and accessible learning and teaching; and</li><li>successful student and staff outcomes are increased irrespective of protected characteristics.</li></ul>

### 2.1 Regional Commitment to Equality of Access

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

The colleges have jointly developed the regional equalities outcomes, outlined above within the Intermediate Level Outcomes. These outcomes are intended to support college activity to enhance accessibility and encourage greater participation from learners from all protected characteristic groups, challenging stereotypes and under-representation.

The supporting paper, *Glasgow ROA Context Statement* provides a range of evidence which shows that the Glasgow Region population is distinctive from other areas of Scotland in a number ways. These include:

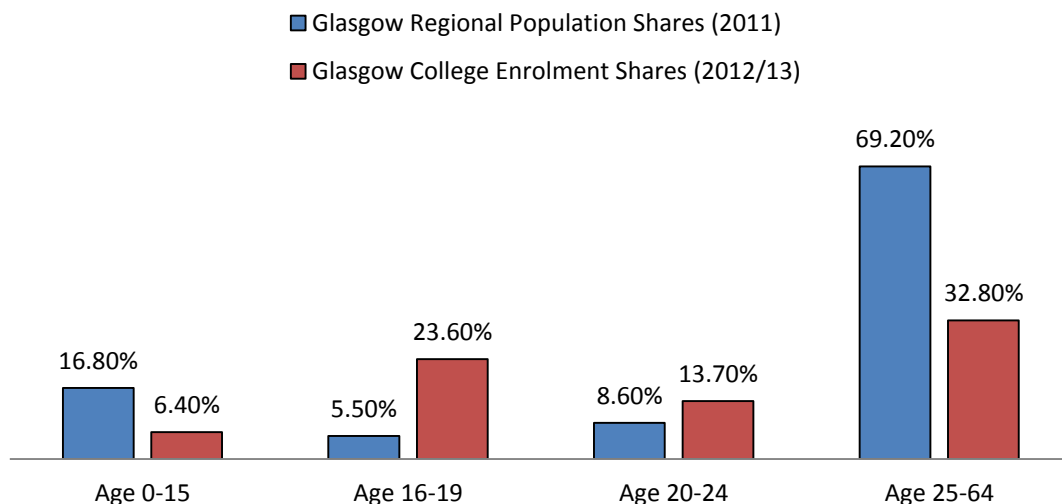
- Glasgow City has almost a quarter (24.2%) of the 20% most deprived neighbourhoods in Scotland and over two-fifths (41.2%) of the 5% most education deprived datazones.
- There are significant proportions of residents with low and no qualifications. For example, 48% of the city population do not hold a qualification above SCQF level 5 and 25% Glasgow city residents do not hold a qualification above SCQF level 4.
- 18.1% of Glasgow College Region residents are classed as being income deprived and 11.1% as employment deprived.
- The Glasgow Region population has significantly higher proportions of Black and Minority Ethnic (BME) residents than as across Scotland as a whole (approximately 12% of the Glasgow population compared to 4% nationally).
- A higher than average proportion of Glasgow City's population class themselves as having a long-term work or activity-limiting health problem, or disability (22.7% for Glasgow compared to 19.6% nationally).

Given this distinctive regional operating environment Glasgow's colleges have worked to ensure equality of opportunity for all who can benefit, especially for under-represented groups. Research undertaken as part of ROA activity and also through the work of the GCSP Equality and Access Group suggests that in aspects such as gender or ethnicity, the overall regional college population reflects the diversity of the regional resident population. With respect to age, given the role of colleges as providers of post-16 education, comparison of regional population shares and 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. However, in relation to some population groupings such as disability or relative deprivation status, evidence suggests that college representation levels could be improved so as to better meet the needs of these groups of learners. The following sections provide greater detail on the match between the regional resident and college populations, and where representation could be enhanced, improvement actions for GSCP colleges are outlined.

## 2.2 Access According to Age

Given the role of colleges as providers of post-16 education, comparison of regional population shares and 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 as illustrated in the chart below.

Figure 6. Comparison of Population and Enrolment Proportions by Age Groupings

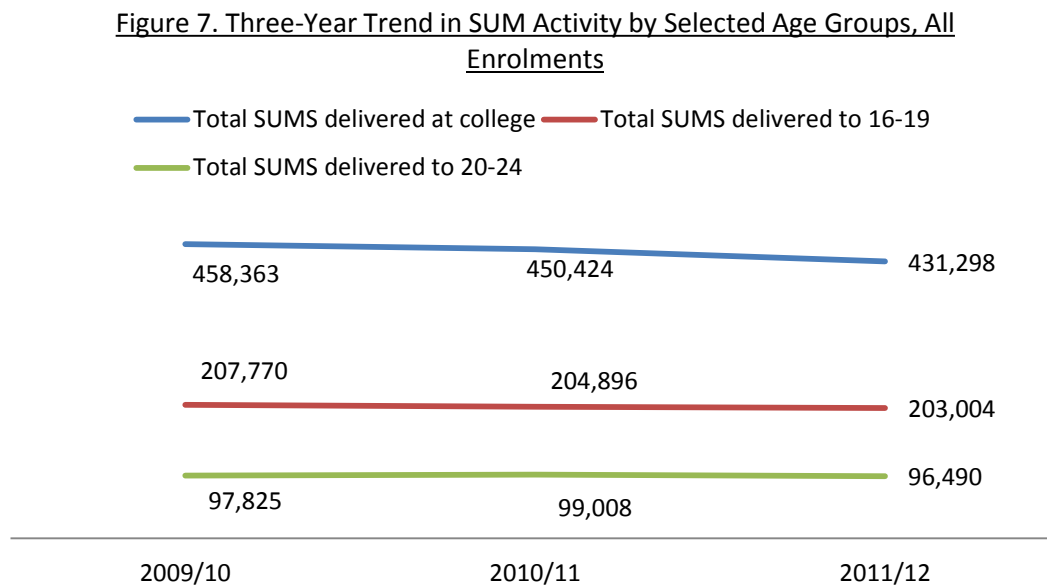


Source: Scotland's Census and FedOnline Enrolment Data

*Opportunities for All* is a key Scottish Government policy initiative which seeks to offer of 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 sought to prioritise activity for ages 16-19 and 20-24, despite significant recent reductions to core funding.

In terms of activity volumes, 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.

In terms of trend data, between 2009/10 and 2010/11 Glasgow Region colleges delivered an increase in the proportions of SUM activity related to 16-19 and 20-24 age groupings across all enrolments and within full-time courses. The diagram below illustrates this for all enrolments and shows that despite slight reductions in overall levels of SUM activity related to the 16-19 and 20-24 age groupings, overall SUM levels have fallen further.



Source: SFC Data for National Performance Measures, 2013

When considering future levels of activity volumes for the 16-19 and 20-24 age groups, cognisance must be taken of WSUM transfer activity from colleges to SDS and the fact that this activity is specifically targeted at ages 16-24. As SDS activity is not funded directly by the SFC, this activity sits outwith normal SFC data monitoring processes and therefore SFC reports on college activity with young people under-report the extent of this.

In terms of future regional activity related to age groupings, Glasgow Region colleges will continue to support full achievement of the *Opportunity for All* commitment to young people through portfolio review at both regional and individual college level, to ensure that provision is provided which attracts and supports high levels of participation by young learners. Glasgow Region colleges will also work with GCC and SDS through Youth Employability Gateway structures to support young people not in employment, education or training to progress to college.

With respect to three-year ROA targets, Glasgow Colleges believe that given the demographics of the region and needs of the older population, including retraining to meet employer workforce needs, that current levels of provision for ages 16-24 provide an appropriate balance of delivery. Glasgow Region colleges will therefore 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. In doing so, Glasgow Region colleges will continue to provide at least 47.1% of all SUMs to ages 16-19 and 22.4% of SUMs



to ages 20-24, and with respect to full-time only SUMs, 54.7% to ages 16-19 and 24.7% of SUMs to ages 20-24.

### 2.3 Access According to Ethnicity

In terms of ethnicity, the table below provides an overview of ethnicity proportions for both Glasgow Region Colleges and for that of the three Glasgow College Region local authorities.

Figure 8. Proportions of Ethnic Groupings within Glasgow Colleges and Local Authorities

<b>Ethnic Category</b>	<b>Glasgow Colleges</b>	<b>Glasgow City</b>	<b>East Renfrewshire</b>	<b>East Dunbartonshire</b>
White	86%	88.4%	94.1%	95.8%
Mixed	1%	0.5%	0.4%	0.4%
Asian, Asian Scottish or Asian British	8%	8.1%	5.0%	3.3%
Black, Black Scottish or Black British	4%	2.1%	0.1%	0.2%
Other ethnic background	1%	0.6%	0.3%	0.3%

Source: FedOnline Data, 2013, Scotland's Census 2011.

The table above shows that in many respects, the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings.

In terms of the impact of migration on resultant demand for English tuition, the table below shows that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

Figure 9. Levels of Proficiency in Spoken English

<b>Area</b>	<b>Total Population</b>	<b>Does not speak English well or at all</b>
Glasgow City	572,633	15,351
East Renfrewshire	87,685	764
East Dunbartonshire	101,999	771
Glasgow College Region Total	762,317	16,886

Source: National Records of Scotland, Table KS206SC - Language

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.

## 2.4 Access According to Gender

Comparison of Regional population shares and proportions of Glasgow College students by gender show a close similarity as indicated by the table below.

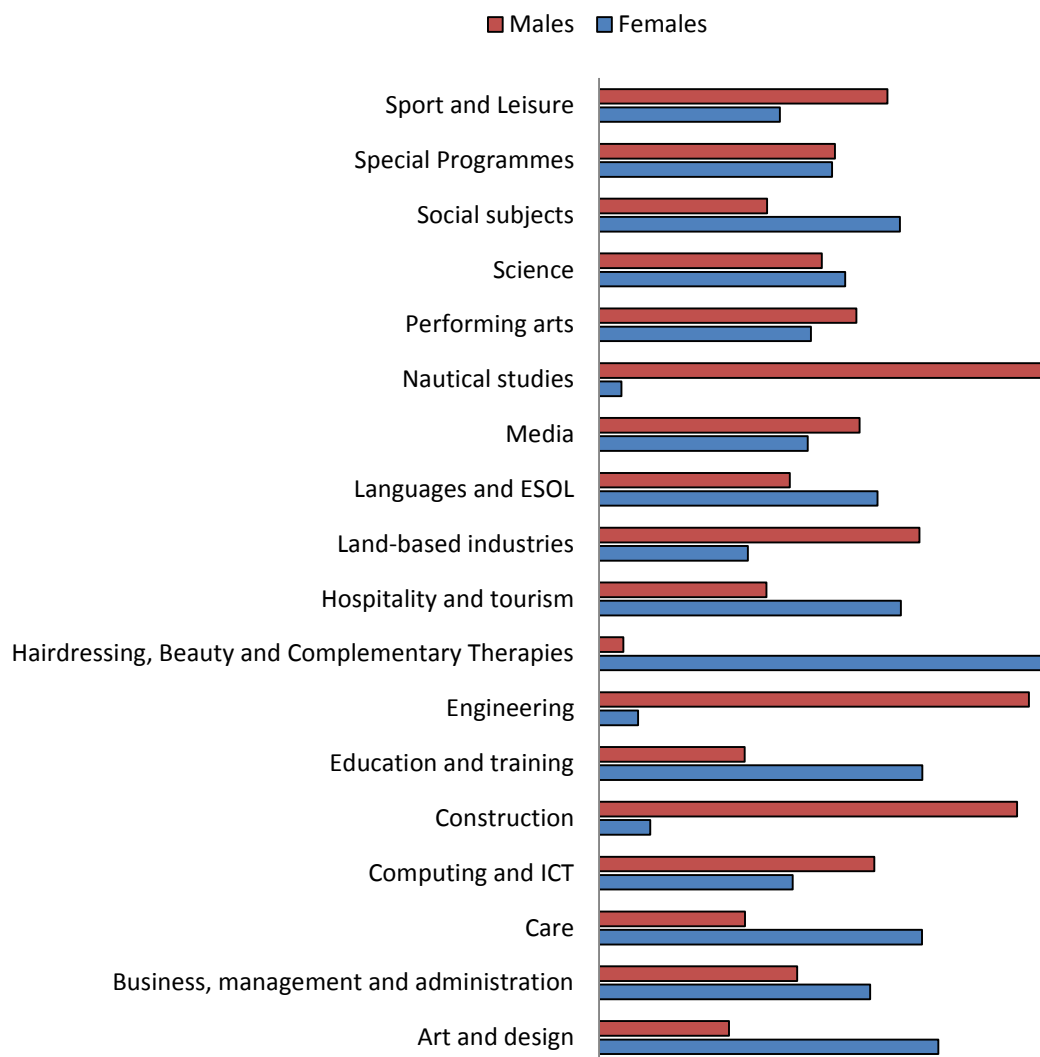
Figure 10. Comparison of Male/Female Regional Population and Student Headcount Shares

Measure	Males	Females
Glasgow Regional Population Shares (2011)	48.2%	51.9%
Glasgow College Headcount Shares (2010/11)	48.5%	51.5%

Source: Scotland's Census and SFC In Fact Database

However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings as shown by the graph below.

Figure11. Proportions of Males/Females by Subject Area, 2012/13



Source: FedOnline Data, November 2013 (enrolments)

Given these wide variances in gender rates at subject, Glasgow Region Colleges commit to work together to challenge occupational stereotypes and increase representation of both genders across all subject areas. This activity will include partnership work with sector organisations and schools to engage with learners at an earlier stage and promotion of role models to the target group.

## 2.5 Access According to Disability Status

The table below provides an overview of Glasgow Region college students in 2011/12 who disclosed a disability and shows that the proportion in Glasgow Colleges is slightly less than as across Scotland as a whole.

Figure 12. Number and Proportion of Students Classing Themselves as Disabled, 2011/12

Area	Total	Info not Disclosed	No Disability	Disabled	% Disabled
Glasgow College Region	56,237	1,250	48,679	6,308	11.2%
Scotland	244,099	6,908	205,685	31,506	12.9%

Source: SFC InFact Database

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, in Section 5.4 data provided on incapacity benefit claimants showed that in Glasgow City, 12.6% of Glasgow's working age adults are claiming Employment Support Allowance and Incapacity Benefits, compared to a Scottish average of 8.2%.

Given the higher than average rates of residents classing themselves as disabled or incapable of work, and the lower than average rates of Glasgow college disabled students, Glasgow College Region will investigate more fully the rates of those classing themselves as disabled and seek to increase the proportion of college students classing themselves as disabled. This will include partnership work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Department have well established arrangements with colleges and a range of specialist centres to ensure these pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow Colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess with them if any greater level of college support for students with profound and complex needs is required.

The introduction of *Self-Directed Support* to improve social inclusion and independence for young people and adults with disabilities means that colleges should support students with additional support needs to make informed decisions about further education.

In response, Glasgow Colleges will ensure that they provide accurate information about requirements for entry to college to allow pupils and their carers/agencies to make an informed choice with regard to available college provision to ensure that best use is made of the resource provided by self-directed support. Colleges will also promote accurate and full information about support available on courses on offer to ensure that applicants can make a fully informed choice.

Working in partnership with appropriate others, Glasgow Region Colleges will also ensure that all reasonable support is in place prior to a place being accepted by a student with additional support for learning needs.

## 2.6 Access According to Place of Residence and Deprivation Status

The *Glasgow ROA Context Statement* highlights the especially high levels of deprivation in Glasgow City across six of the seven deprivation indicators.

Glasgow Region Colleges are committed to widening access and ensuring that education plays a key role in enhanced levels of social mobility, and a key aspect of delivering this aspiration will involve seeking to engage more learners from deprived datazones across the Glasgow City region.

In terms of overall resident participation in college education, the table below 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 13. Glasgow College Headcount Participation Rates, 2012/13

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

Source: SFC, 2014

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

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

Source: SFC, 2014

Within these overall regional rates of participation, there exists variation at Community Planning Partnership Sectoral level as shown in the table overleaf.

Figure 15. 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%	

Source: SFC, 2014

However, when Glasgow is compared to national participation rates for 10% most deprived, this suggests lower than average participation levels for this population grouping. The table below shows data provided by the SFC which suggests that if Glasgow colleges had similar levels of participation from 10% most deprived residents, an additional 11% of regional activity would be delivered to those from most deprived 10% datazones.

Figure 16. College Activity Delivered to 10% Most Deprived for Glasgow City and Scotland

Measure	%
Share of activity delivered to those from most deprived 10% areas within the Glasgow City	43.4%
Share of activity delivered if Glasgow had national average levels of participation from 10% most deprived residents.	54.9%

Source: SFC 2014

Given this evidence of lower than average participation for 10% most deprived residents and the key role Further Education can make in facilitating social mobility, Glasgow Colleges have committed to increasing the volume of SUMs 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 2014/15 to 2016/17 from 116,891 SUMs to 122,736 SUMs (equating to 28.5 % of all SUM activity at 2011/12 levels of activity).

Glasgow Colleges also commit 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 will increase by 3% the proportion of Glasgow College Region residents studying in Glasgow Colleges over the 2014/15 – 2016/17 period.

## 2.7 Support for Care Leavers

Glasgow colleges take a number of specific approaches to working with looked after children and care leavers. The colleges recognise that it can be difficult to engage with this group of learners after they have left school and as a consequence see early intervention and partnership working as key to improving outcomes for this group of young people. Approaches include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes in areas such as Construction, Creative Industries, Hairdressing and Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time SE pathway programme and “EVIP plus” for some of the most vulnerable and challenging young learners which has a significant youth work/personal development element and a more gradual vocational element.
- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), who work in partnership with colleges to assess and develop the independent living skills of young people being offered tenancies as well as to support their progression on to employability programmes, and the Care Leavers’ Employment Service, a partnership between Social Work Services, the Careers Service and colleges which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.
- The Glasgow Kelvin College Transitions to Learning and Work programme, which is supported by the Big Lottery Fund, works with schools, social work services and health services to engage and support over 50 looked after children and care leavers each year. It provides individually flexible programmes of personal development and introductory vocational skills development which re-engage care leavers in formal learning and support their progression to further study, training or employment.

The colleges recognise that care leavers are particularly vulnerable in relation to prior educational attainment and risk of not achieving a positive post-school destination and therefore the colleges will continue to prioritise the provision of alternative approaches and additional support as outlined above.

### Outcome 3. High Quality & Efficient Learning

<b>Priority Impact</b>
<ul style="list-style-type: none"> <li>more learners achieve qualifications and can progress to further study and/or work.</li> </ul>
<b>Priority Outputs</b>
<ul style="list-style-type: none"> <li>increases in attainment levels of 1% for FE learners and 0.5% for HE learners; and</li> <li>1,182 students articulate to degree level courses with advanced standing at Scottish Universities.</li> </ul>
<b>Intermediate Level Outcomes</b>
<ul style="list-style-type: none"> <li>learners sustain their learning and achieve qualifications;</li> <li>learners progress to positive destinations;</li> <li>learners progress efficiently onto degree level provision;</li> <li>Glasgow's colleges have effective arrangements to maintain and improve the quality of learning and are delivering high quality learning experiences; and</li> <li>young people access school/college courses as part of the Senior Phase of Curriculum for Excellence.</li> </ul>

#### 3.1 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.

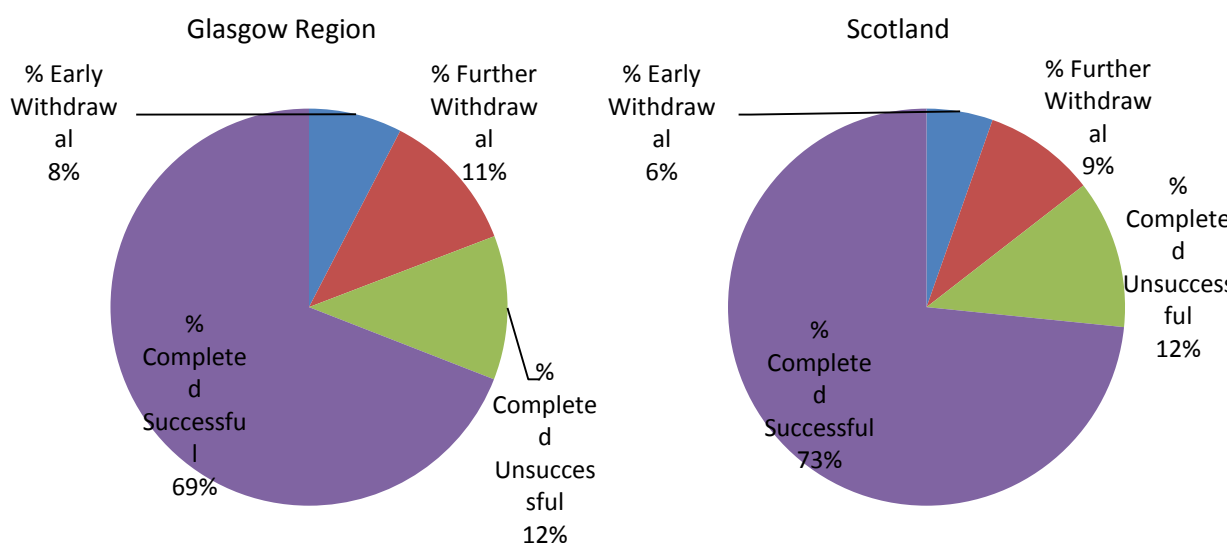
Figure 17. Percentage Successful Rates for All Enrolments, 2010/11 – 2012/13

College/Region	2010/11	2011/2	2012/13	Change
Glasgow Region	68.0%	69.8%	69.1%	1.1%
Scotland	72.0%	73.1%	73.1%	1.1%
Scotland/Glasgow Variance	-4.0%	-3.3%	-4.0%	0.0%

Source: SFC, 2014

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



Initial regional college data on 2013/14 performance levels suggests that there has been an approximate 2% increase in overall attainment rates from 69.1% to 71.4%. However, at the time of writing, a national figure for comparison is not available.

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 19. 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%

Source: SFC, 2014

As the table above shows, whilst Higher Education (SCQF 7+) achievement rates are above national averages, regional Further Education (SCQF 1-6) achievement rates lag behind national levels for full-time FE learners, despite an over 6% increase in the regional rate over the 3-year period.

In line with the overall increase of regional attainment for 2013/14 suggested above, initial regional college data suggests improvements across all modes and levels as shown by the table overleaf.



Figure 20. Indicative 2013/14 Attainment Data for Glasgow Colleges

Mode/Level	2012/13	2013/14	Change
Full-time Further Education	62%	65%	+3%
Part-time Further Education	70%	73%	+3%
Full-time Higher Education	71%	73%	+2%
Full-time Higher Education	75%	79%	+4%

Source: FedOnline, 2014

Glasgow colleges will liaise annually with the SFC regarding targeted increases and 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 in ROA Supporting Paper 1: Regional Context Statement.

Given that FE delivery accounts for approximately 60% of Glasgow College SUMs, in response to lower than average FE attainment rates, Glasgow Region colleges will seek to continue to improve 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 will aspire to improve success rates by at least 3% over the 3-years of the Regional Outcome Agreement term. Based on indicative 2013/14 attainment, this means a regional Further Education full-time target of 68% and a Further Education part-time target of 76% by 2016/17.

In terms of Higher Education achievement targets, Glasgow Region colleges will aspire to improve success rates by at least 1.5% over the three years of the Regional Outcome Agreement term. Again, based on indicative 2013/14 attainment data, this leads to a regional Higher Education full-time target of 74.5% and Higher Education part-time target of 78.5% by 2016/17.

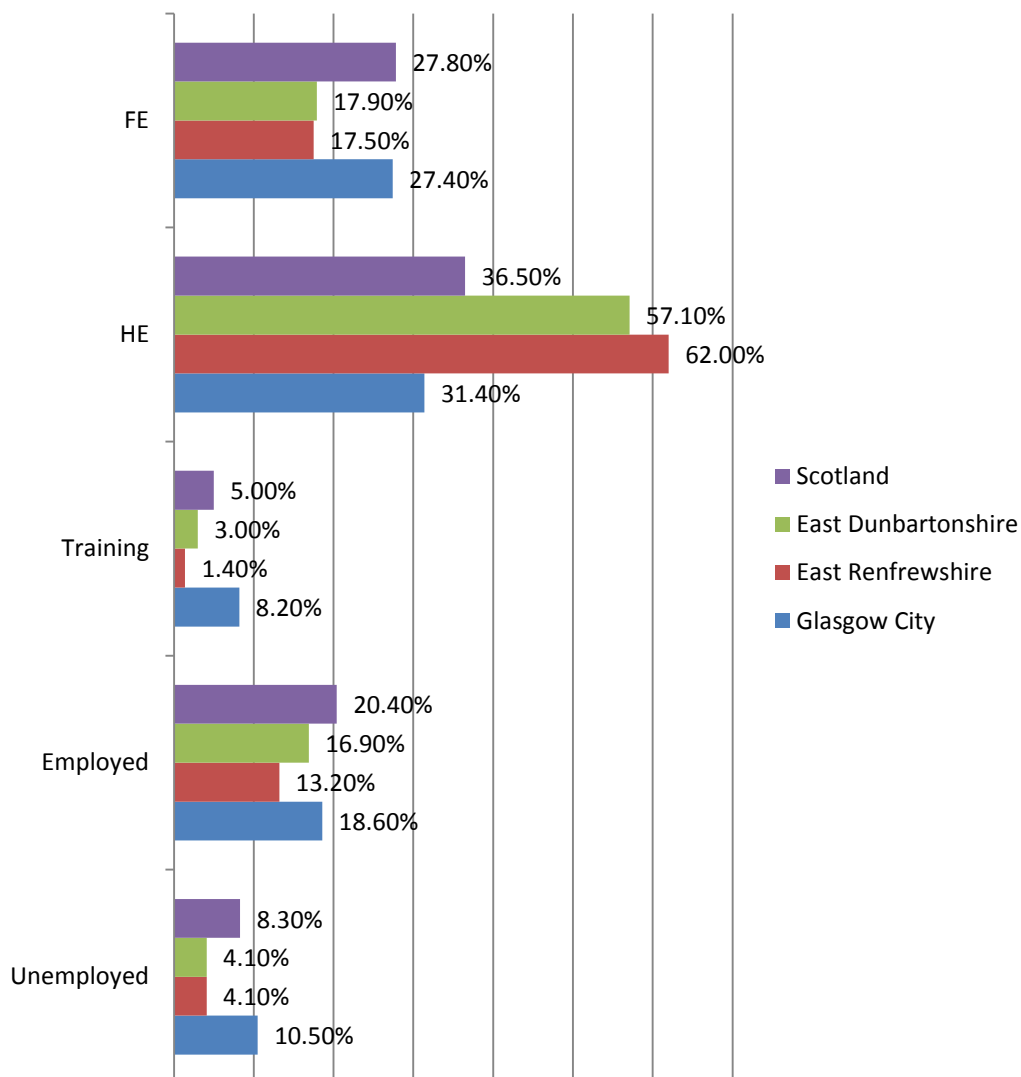
Included in this work to improve attainment levels, Glasgow Colleges will seek to improve course retention rates with a focus on enhancing support systems which respond to non-attendance and in the case of young people, more effective partnership work between colleges and local authority education services 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

Enhanced school/college delivery will also support sustainment of college learning as for example, currently in Glasgow City, 98% of those completing a school college qualification are progressing into a positive destination, with the majority taking up a college place.

### 3.2 School/College Partnership and Progression Activity

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



Source: [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

Glasgow's colleges have well established partnership arrangements with the schools and local authorities within Glasgow Region (Glasgow City Council, East Dunbartonshire and East Renfrewshire). In the main, these arrangements bring together individual colleges and the schools within their most immediate catchment areas to deliver a range of senior phase vocational options.

More recently, the colleges have started to develop a more regional approach to the planning of Senior Phase provision. This has focussed initially on work with Glasgow City Council as part of a SFC funded “early adopter” response to the Commission for Developing Scotland’s Young Workforce’s *Education Working for All!* recommendations. The work has sought to develop clearer employment pathways from school via senior phase vocational options and through developing links with employers to support meaningful work experience as part of that provision.

The colleges consult regularly with the region’s local authorities to develop programmes of Senior Phase options for Glasgow, East Dunbartonshire and East Renfrewshire. Increasingly these programmes are being developed in genuine partnership, with the Glasgow City Council Scholarship programme being a notable success in terms of bringing together school and college provision with employer support for work placements to improve employment outcomes for young people. A similar schools/college/employer for young people from East Dunbartonshire is now supporting progression to careers in construction. A joint programme in engineering is also running with East Renfrewshire and East Dunbartonshire.

Glasgow’s colleges see extending such school/college/employer collaboration as key to the development of Senior Phase pathways which genuinely develop Scotland’s young workforce and which progressively expand of the number of senior phase opportunities to fully meet regional demand. Strategically a particular priority has been placed on the development of STEM provision and pathways. This builds on the success of early initiatives such as the Engineering Scholarship and is being both led and supported by a range of partners and complimentary initiatives. Glasgow’s colleges have agreed to work with the NEF to develop a College Region STEM strategy. They are also supporting the development of a Glasgow City Council Education Services STEM Academy with a hub in the new City of Glasgow College estate but with supporting delivery throughout the region’s schools and colleges. At the same time the colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university and to employment.

Specific programmes have been developed in partnership to ensure that provision delivers appropriate support for the participation of groups currently experiencing inequalities in vocational education. This includes supported vocational programmes for young people with disabilities or learning difficulties as well as progression pathways from school to college with additional employability support provided in partnership with Enable. The EVIP programme, delivered in partnership with Glasgow City Council, provides a vocational alternative to S4 for vulnerable young people who are looked after. Representation from black and minority ethnic groups across Glasgow colleges is generally in line with local population rates. Gender balance within specific vocational pathways remains a challenge however (as it does nationally) and is a recognised priority. Supporting improved gender balance on STEM programmes through earlier engagement of young people with STEM pathways is a specific focus of regional STEM developments. Winter leavers have also been recognised as significantly at risk of not finding positive destinations and colleges have developed a range of programmes which offer a vocational alternative at the start of S5 with guaranteed progression to full-time FE in January.

The Curriculum and Estates review currently being undertaken, with SFC support, seeks to ensure that provision has a strong focus on labour market need and that there are clear regional pathways

to employment, both directly and via higher education. This process includes establishing clear links between school-college senior phase activity and these employment pathways and again STEM provision has been prioritised for regional development

Glasgow Region colleges work with all secondary schools in Glasgow, East Dunbartonshire and East Renfrewshire. Pathways are aligned to regional and employer need (consistent with the demands identified through the curriculum and estates review and the Glasgow ROA curriculum planning over recent years). This includes the following programmes at SCQF levels 3, 4, 5 and 6:

- **National Certificates** – full time 3 days in college
- **Senior Phase Programmes** – two half days in college leading to recognised qualifications including Skills for Work, National Progression Awards and Professional Development Awards
- **Scholarship Programme** – Engineering partnership with employers
- **Enhanced Vocational Inclusion Programmes (EVIP)** – full time courses (4 days) for pupils not attending school and more vulnerable looked after young people
- **Senior Phase Supported Programmes** – a wide range of full time and part time vocational courses for learners currently attending special schools
- **Transitions to Learning and Work** – S4 alternatives for looked after young people or those leaving care
- **Winter leaver programmes** – full-time vocational alternatives to S5 including both discreet and infill options
- **Local Open Door Programmes** – bespoke arrangements with local schools in addition to the formal vocational programmes (range from half day to 3 days in college)
- **Youth Access Programme** – evening and weekend programmes for young people in the North and east of the city

The following table summarises the school-college vocational pathways currently planned to be delivered (around 100 in total) with the three main local authority partners in 2015/16. This covers the range of programmes listed above with the majority made up of senior phase programmes (two half days) but also includes four full time NC programmes and eleven EVIP programmes. The range of levels on offer (SCQF 3 – 6) ensures the availability of progression within the school-college programme. The Curriculum maps being developed by the Regional Curriculum Hubs with SFC support further link these pathways through further and higher education and to employment. In addition to the provision described above and listed overleaf, a smaller number of opportunities at SCQF level 7 (HN units) are currently being discussed and developed with local authority partners.

Figure 22. Proposed School/College Programmes for 2015/16 (excluding supported learning)

Curriculum Areas	Programme Occurrences		
Administration, Financial and Business Services	8	Glasgow	5
		East Renfrewshire	1
		East Dunbartonshire	2
Creative and Cultural Industries	13	Glasgow	9
		East Renfrewshire	1
		East Dunbartonshire	3
Energy, Engineering, Construction and Manufacturing	23	Glasgow	15
		East Renfrewshire	5
		East Dunbartonshire	3
Food, Drink, Tourism, Hospitality and Leisure	27	Glasgow	18
		East Renfrewshire	6
		East Dunbartonshire	3
Health, Care and Education	16	Glasgow	10
		East Renfrewshire	4
		East Dunbartonshire	2
Life and Chemical Sciences	3	Glasgow	1
		East Renfrewshire	
		East Dunbartonshire	2
Transition and Supported Learning	tbc	Glasgow	
		East Renfrewshire	
		East Dunbartonshire	

### 3.3 College Articulation to University

With respect to articulation with advanced standing from college to university, the table below provides an overview of numbers and proportions of regional college students articulating with advanced standing to Scottish universities.

Figure 23. The Number and Proportion of Successful College Students Articulating to Scottish Universities

	2009/10	2010/11	2011/12
Number of AS articulating students	1,005	1,039	1,043
Number of HNC/HND leavers	3,720	3,685	4,906
Proportion	27.0%	28.2%	21.3%

Source: SFC Data for National Performance Measures, 2013

The data above suggests, that whilst regional numbers of successful college HNC and HND students have increased significantly by 32% from 3,720 to 4,906, numbers of articulating students have remained fairly static at approximately 1,000 per year, increasing by only 4% over the same three-year period.

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 will aspire 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. Activity to support this will include the development and strengthening of strategic agreements with universities. However, it must be noted that with respect to this target, ultimately the power to accept college applicants with advanced standing lies with universities.

### **3.4 Supporting Quality Enhancement through Staff Continuous Professional Development**

Glasgow colleges are committed to ensuring that comprehensive arrangements for regional organisational development exist, including enhanced opportunities for professional development.

In relation to supporting quality enhancement through staff continuous professional development, all colleges offer a minimum of 6 days or 40 hours of CPD per annum to all staff (pro rata for part time staff). This applies to all staff whether teaching, support or management and is supported by professional (or personal) development cycles which include an annual review for all individual staff.

Currently within each college a main priority is to ensure lecturing staff are appropriately professionally qualified to ensure that learners effectively to achieve the best possible learning outcomes and this includes approach the following types of activity:

- PDA Teaching Practice in Scotland's Colleges at SCQF level 9  
The Teaching in Colleges Scotland Professional development Award (PDA) product was developed by College Development Network as an induction tool for new teaching staff. The PDA is a valuable tool for staff who are taking their first steps into teaching and offers an initial teaching qualification at SCQF level 7. The award covers the core requirements of the lecturer's role in terms of lesson planning, sequencing, delivery and assessment and includes 2 hours of observed practice, feedback and reflection. It serves as an effective good introduction to staff new to further education and has value for existing staff without a current recognised teaching qualification. It is recommended that this award continues to be across all three colleges and a collaborative approach to delivering the PDA will be developed, with new teaching staff accessing mentors from all three colleges as a means of developing best practice within the Glasgow Region. This would form part of a structured progression route which would be followed by the PDA and TQFE.
- Teaching Qualification- Further Education (TQFE)  
There are three current accredited University providers of TQFE (Aberdeen, Dundee and Stirling) and the Glasgow colleges will work with both Dundee and Stirling during session 2015/16.

- Enhancing TQ

Ongoing CPD for qualified teachers is available through a range of external agencies and is also offered in-house by all three colleges. In 2015/16, the colleges will identify opportunities to jointly deliver a programme of CPD, allowing sharing of good practice and maximising budgets if bringing in external expertise.

Alongside these formal CPD programmes, there will also be opportunities for ongoing teaching staff CPD in relation to curriculum development and delivery. In particular, the development of cross-college Curriculum Hubs will provide greater scope for teaching staff to collaborate and share practice, both in terms of across the three colleges and with employers through joint curriculum development.

Complementing the above, support staff continuous professional development has a key focus on improving service delivery and enhancing the learner experience with each college offering a comprehensive programme of CPD to support staff, including opportunities for staff to undertake Professional Qualifications. In addition, to ensure college leaders and managers are best equipped to develop best practice within the sector, region and their own specific college all three colleges provide leadership development opportunities.

## Outcome 4. Developing the Workforce

<b>Priority Impact</b>
<ul style="list-style-type: none"><li>more students develop the appropriate skills needed to get a job, keep a job or get a better job.</li></ul>
<b>Priority Output</b>
<ul style="list-style-type: none"><li>96.5% of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.</li></ul>
<b>Intermediate Level Outcomes</b>
<ul style="list-style-type: none"><li>people are job ready and able to access a range of employment opportunities;</li><li>Colleges identify and respond to the needs of local, regional and national employers; and</li><li>people can access apprenticeship opportunities.</li></ul>

### 4.1 Introduction to College Employer Engagement Activity

Glasgow Colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector. Through its representation on the Glasgow Economic Forum and membership and involvement with the Glasgow Chamber of Commerce GCSP has contributed to strategic economic thinking and developments within Glasgow.

### 4.2 Alignment to Single Outcome Agreement Youth Employment Priorities

As a large metropolitan centre, Glasgow Colleges work closely with a number of Community Planning Partnerships, including Glasgow City, East Renfrewshire and East Dunbartonshire, as well as the Clyde Valley Community Planning Partnership. Glasgow Colleges work closely with Community Planning Partnership partners through regional college structures and Community Planning Partnership structures to support achievement of Regional Outcome Agreement and Single Outcome Agreement youth employment commitments.

The Glasgow Single Outcome Agreement has youth employability as one of its three key city priorities. Work to address this has included a review of youth employment services to identify how best to deliver services that prepare young people for employment in Glasgow and give them the best possible chance of competing for the jobs available. Although Glasgow has improved its youth employment position recently, the City Council feel this could be further improved by ensuring that their youth employment services across the city are provided in a more co-ordinated way to complement partner services and business requirements.

Through the Community Planning Partnership infrastructure the Glasgow Region Colleges will work closely with local partners to implement the agreed action following this report and in so doing ensure our employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.



### **4.3 Alignment of Curriculum to Economic and Employment Needs**

A wide range of regional and national economic information is used by Glasgow Region colleges to influence curriculum planning and development. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, local authority action plans, local authority Single Outcome Agreement priorities, regional employment supply and demand levels.

In addition to the wider economic and skills analysis outlined above, the Colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

In order to ensure Glasgow's colleges deliver a coherent regional curriculum which meets national, regional and local economic and employer needs a regional curriculum review has been undertaken over 2013/14, culminating in the curriculum proposals described in Outcome 1. Right Learning in the Right Place within this document. In terms of improving our curriculum alignment to economic needs, the analysis completed 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

Having identified eight economic sectors, Glasgow Colleges Strategic Partnership (GCSP) has set up a series of Curriculum Hubs which reflect related curriculum areas and these are now working collectively to jointly plan the Glasgow curriculum. Each Curriculum Hub is mapping the full range of provision being delivered by the colleges across Glasgow and determining if this matches to economic and employer need, and proposing changes to improve matching where appropriate.

### **4.4 Industry and Employer Engagement**

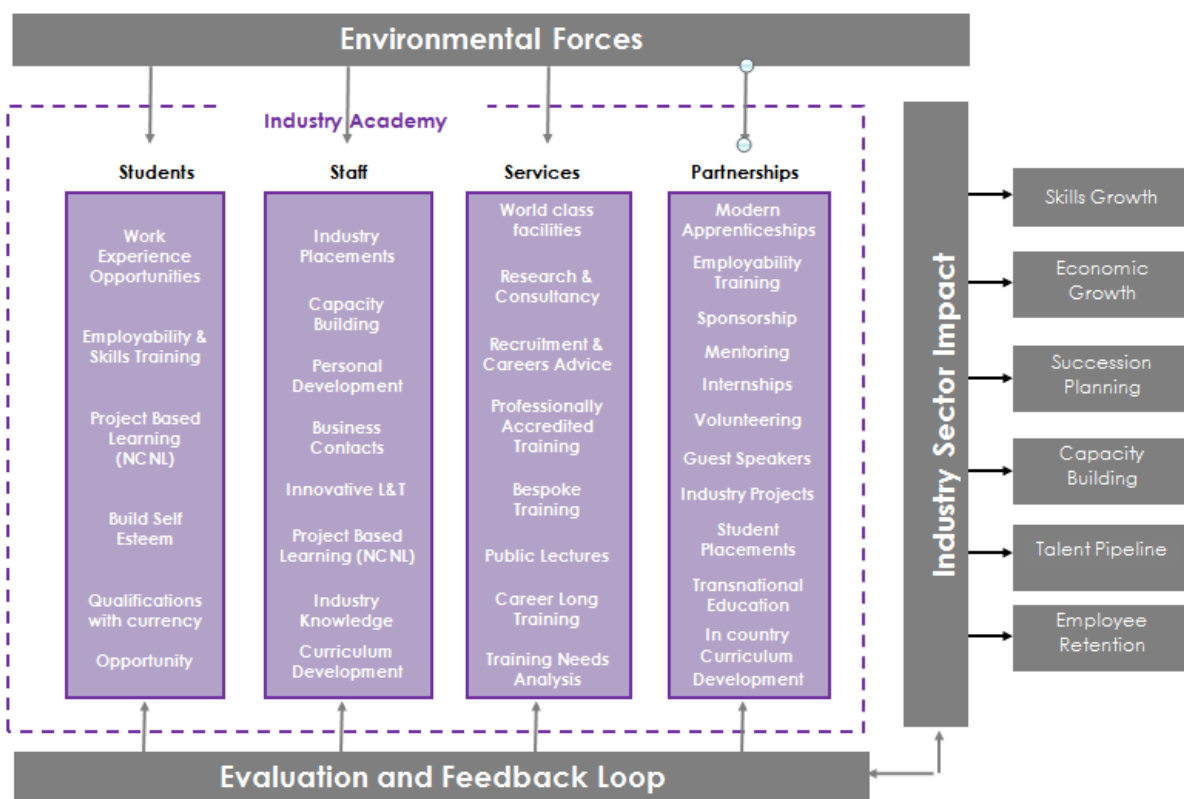
Glasgow Region Colleges engage with over 2,000 different employers and the colleges implement a variety of strategic approaches and operational plans related to employer engagement. This includes work at both an individual organisational level, as well as work done with regional and national groupings. The colleges are committed to maximising existing partnerships and developing new ones to provide additional opportunities and better employment outcomes for learners. Appendix 1, illustrates the scale and range of current employer engagement activity undertaken by colleges with employers.

Curriculum Hubs are also now taking a role in enhancing employer engagement and developing new partnerships, including targeting key regional employers and sectors not currently engaging with the region. Two examples are the Creative Industries sector and STEM, specifically Engineering and Science sectors. In each area the Hubs are holding seminars to directly engage with employers and other key stakeholders. Also GCSP is collectively working with NEF to develop a Regional STEM

Academy Strategy which will significantly develop employer partnerships and each college has committed to becoming a STEM Assured College. Additionally the Care and Life Sciences Hubs will become involved in supporting the outcomes of the refreshed NHS GG&C Education Partnership Strategy.

An Industry Academy Model is being adopted by GCSP colleges to enhance employer engagement and support work experience opportunities. This model (outlined below) will support each College Faculty to build its specific response to meeting employer and economic needs in the context of its own cohort of learners and other stakeholder requirements.

Figure 24. Industry Academy Model



Work is ongoing within each College Faculty to determine targets for expansion of general work experience places in 2015-16 as well as coordinated GCSP activity to seek to increase the scale of SDS Employability Fund work placement opportunities. Over session 2013 to 2014 GCSP has seen a reduction in places provided through the SDS Employability programme, with approximately 400 places offered in 2013/14, compared to 358 in 2014/15. Given this reduction in the SDS allocation to the college sector within Glasgow, GCSP will present a coordinated region wide bid to SDS, to provide an improved approach to offering and delivering SDS Employability Fund programmes.

In addition each college will assess the scale of work experience/work simulation in place within non SDS courses during session 2014/15 to identify a baseline of such activity and then determine an increase in this type of activity for different curriculum areas for future years, in line with the Commission's recommendation that all vocational courses should include a significant element of this.

#### 4.5 Modern Apprenticeships

It is recognised that MAs are a key vehicle for effective workforce development. The recent announcement to increase the number of MAs to 30,000 by 2020 highlights the potential for colleges to make a greater contribution to the development and delivery of high quality MAs and for MAs to form a key part of the overall measurement of colleges' performance.

The current numbers of apprenticeships supported in the region are approximately 600 with the college as managing agent and 1,500 for which the college has been subcontracted to deliver.

Each College works closely with partner organisations in terms of subcontracted delivery and will continue to develop this area of work. A significant aspect of it is work within the construction and engineering fields. Where the College is the Managing Agent this tends to be a commercial contract and the spread of MAs supported is considerable e.g. engineering, care, textiles, administration, facilities, health, life science. The aspirations for the growth of this area of work are high with some colleges securing significant employer contracts over the last year. There will also be a focus on continuing improvement of quality and flexibility around delivery of MAs

#### 4.6 Post Course Destination Monitoring

In 2013 Glasgow Colleges participated in SFC pilot activity to monitor post-course destinations of all full-time leavers. 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.

Figure 25. Full-Time Further and Higher Learner Destination Statistics, 2012/13

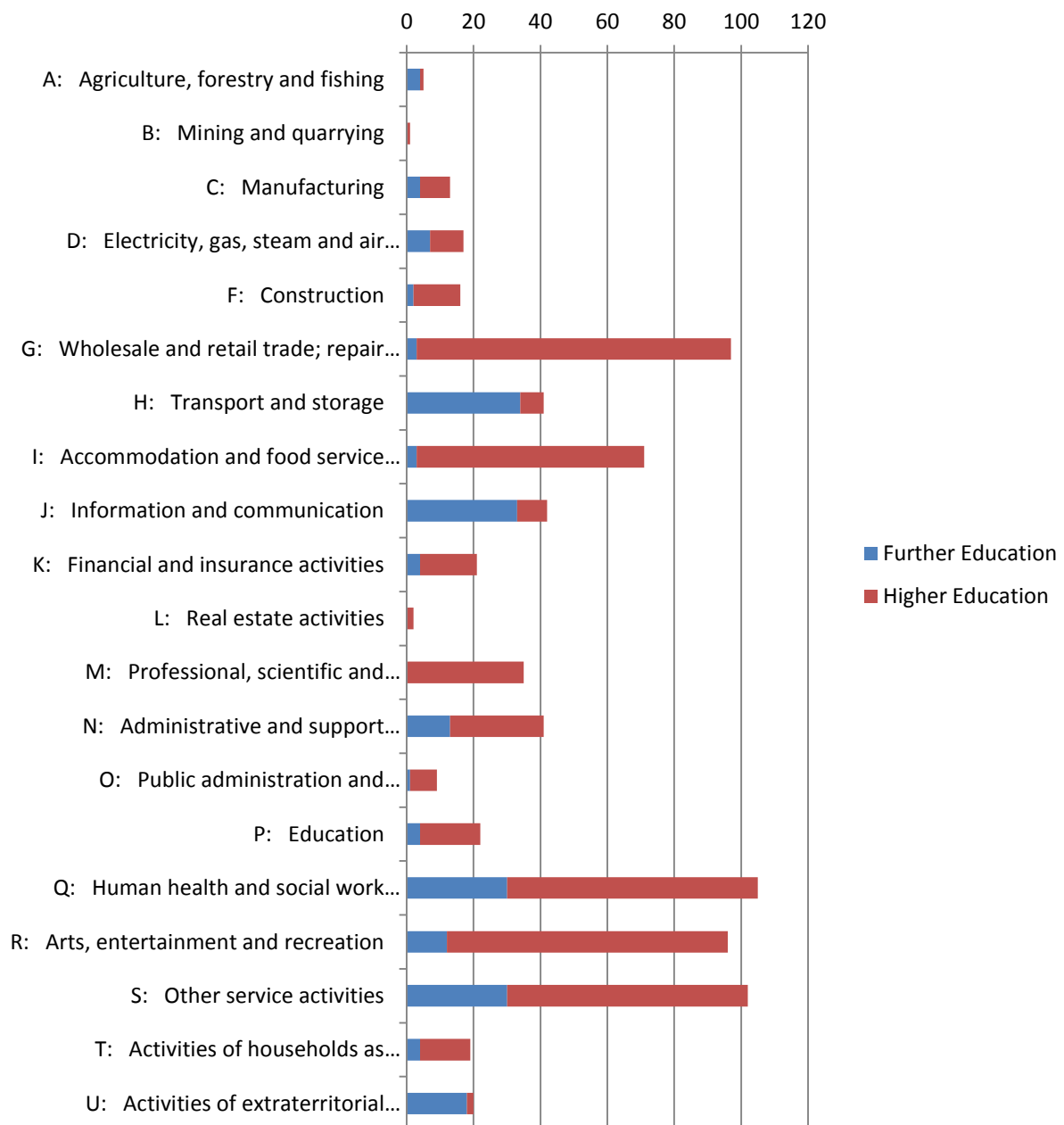
Level	Total Known Destination	In Employment	In Further Study	Not Working or Studying	Unknown Destination
Full-Time Further Education	4,568	4.5%	92.4%	3.1%	967
Full-Time Higher Education	3,290	18.9%	76.3%	4.8%	1,584
<b>Total</b>	<b>7,858</b>	<b>10.5%</b>	<b>85.6%</b>	<b>3.8%</b>	<b>2,551</b>

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 below 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 26. Employment Destinations for Full-Time Further and Higher Education Learners, 2012/13



Source: SFC 2014

Post-course progression data suggests that as part of ongoing curriculum work at subject level, colleges 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 will continue to work both regionally and with the SFC to improve the comprehensiveness and robustness of regional leaver destination data.

## Appendix 1. Examples of College Employer Engagement Activity

### Energy, Engineering, Construction and Manufacturing

- Glasgow Colleges work with a number of employers and trade representatives such as Construction ITB, SNIPEF, SECCT and Thermal .
- Glasgow Colleges engage with a number of engineering firms on a regular basis including BAE Systems; Rolls Royce; East Kilbride Training, Steel Engineering, Castle Precision Engineering, Devol Engineering, SSE, Doosan Babcock, Diageo, Jacobs Engineering, McAlpine & Company, Walker Precision Engineering, MB Aerospace, TATA Steel, Thales Optronics, GE Energy, Weir Power and Allied Vehicles.
- There is also significant engagement with employers such as Scottish Power and Scottish Water in terms of designing customised courses.
- Colleges deliver apprenticeship training for a number of Gas and Energy companies including Scottish Power, Saltire Facilities Management, BEST Training Ltd and City Technical Services.
- Regional College activity related to major shipping companies includes Ship Safe Training, Zodiac Maritime Agencies Ltd, Vroon Offshore Services Ltd, Clyde Marine Training, Calmac Ferries Ltd and Northern Marine Management Ltd.
- Glasgow Colleges provide training of apprenticeships for CITB Constructions Skills and in partnership with Sir Robert McAlpine offer student apprenticeships and placements through the community benefits scheme.

### Creative and Cultural Industries

- An extremely close Glasgow College partnerships exists with the Scottish Textiles Academic Group and Scottish Textiles and Leather Association, Creative Skillset and Scottish Textiles with Glasgow Region Colleges having written the Scottish Textiles Skills Strategy and Action Plan and an industry development plan to further research future demands.
- Glasgow colleges have also developed an MA in Fashion and Textiles Heritage , delivering to 138 apprentices.
- Glasgow Colleges organised a Creative Skills Summit in partnership with Creative Clyde to help drive engagement between the creative industries and FE institutions in Glasgow.
- DF Concerts provide work placements for Glasgow College Events Management and Music Business students to participate in T in the Park.
- Glasgow Colleges Technical Theatre students undertake work placements as theatre technicians with Pavilion Theatre and with South Lanarkshire Council.
- There are excellent Glasgow College links with Scottish Ballet, the Royal Conservatoire of Scotland, Welsh Ballet and the Glasgow Region's Scottish Dance School .
- Glasgow Region Colleges have developed digital convergence programmes and delivered over 800 CPD days to the media industry alongside identifying an appropriate MA in Creative and Digital Media to deliver to the media sector
- Glasgow Colleges created an industry partnership to deliver accredited training in the media sector. This has been achieved through working with Creative Loop, Creative Skillset, NUJ, BBC, STUC the Scottish Media Academy and Bauer Media.
- Students from Glasgow Region Colleges will receive broadcast training and work experience at Glasgow 2014 as part of a Legacy 2014 programme, delivered by host broadcasters Sunset+Vine and Global Television (SVGTV) in partnership with Creative Loop.

## Appendix 1. Continued

### Food, Drink, Tourism, Hospitality and Leisure

- Glasgow Region Colleges work with a wide range of hotels, restaurants and food suppliers including hotel chains such as The Hilton, Thistle Group, Principal Hayley, Morrisons and Braehead Foods.
- Glasgow Colleges undertake Catering, Hospitality and Tourism work with an wide range of private and voluntary placement partners ensuring strong employer links including Thomson Airways, Scottish Tourist Association, Carlson Wagon Lee, and National Trust for Scotland.

### Health, Care and Education

- Glasgow Region Colleges deliver a PDA in Supported Employment in Practice in partnership with Scottish Government and SUSE.
- Glasgow Colleges work closely with the acute sector within NHS Greater Glasgow and Clyde and NHS Education Scotland (NES) and this has allowed extension of collaboration to include other Health Boards such as Lothian.
- NHS GG&C launched a Modern apprentices programme in September which is delivered by one of the Glasgow Region Colleges and expands over various areas and roles within the NHS in both Primary and Secondary Care.
- A Glasgow College staff member Chairs NES Healthcare Science Advisory Board.
- There is also close work with Primary Care for Greater Glasgow & Clyde, including GP staff who require up-skilling. There is contact with two other Health Boards for similar provision.
- Numerous Glasgow College commercial contracts provided employer engagement nationally, regionally and locally. These include various sectors such as the Child-Minders Association, The Mungo Foundation, Glasgow Centre for Inclusive Living and Ingeus.
- There is close Glasgow College work with NHS GG&C, the College of Occupational Therapists and practitioners to ensure specialist programmes such as that of Occupational Therapy meet sector professional requirements.
- Glasgow Colleges undertake work with a range of local authority, private and voluntary Early Years Education and Social Care placement partners ensuring relevance of provision.

### Life and Chemical Sciences

- Glasgow Colleges deliver HNC Applied Science and HND Biomedical Science in partnership with NHS to laboratory assistants and deliver NC Pharmacy Services to NHS Dispensing Pharmacy Technicians.
- Regional Colleges also deliver Modern Apprenticeship in Life Science.
- Glasgow Colleges have representation on the Board of Glasgow Economic Leadership Life Science group, and Chair the skills sub-group working with employers to identify skills gaps.
- The new South Glasgow Hospital currently being built has a new state of art laboratory where all Glasgow medical laboratory facilities will be based. Through membership of the NHS GG&C Education Partnership there is knowledge and development of life skills provision to assist meeting the skills required for the roles required.
- Glasgow Colleges work with the Scottish Council for Development of Industry and Young Engineers for Scotland (part funded by STEM: Science, Technology, Engineering and & Maths). Glasgow Colleges also work with STEM through joint sharing of resources and facilities.

## Appendix 1. Continued

### Administration, Financial and Business Services

- There are strong Glasgow Colleges links with Cisco, Microsoft, Oracle, Dell, CIW, CompTIA, British Computer Society, Police Scotland, Skills Development Scotland, E-Skills, Scotland IS, and You Train through either delivering their vendor qualifications or providing training to employees
- Glasgow Region Colleges are also certified to offer exams under Certiport, Prometric and PearsonVUE test centres.
- Glasgow Colleges deliver ICT training to a range of employer clients in Glasgow and the Central belt such as Clydesdale Bank.
- Glasgow College staff are members of the Glasgow Economic Leadership (GEL) Workstream and through this have obtained funding from SDS to appoint the GEL Coordinator based in a Glasgow Region college, who will work with the entire International Financial Services District (IFSD) to identify the skills gaps that exist for Vocational Training within the finance industry. Companies involved in this include JP Morgan, Morgan Stanley, Price Waterhouse Cooper and Clydesdale Bank.
- Glasgow Colleges delivered Business and Administration Sector Training Academy in March 2013 and in future will extend this to include Retail. The Business and Retail Sector Based Work Academies will provide industry focussed training for unemployed 16 to 19 year olds who have been engaged in employability training through the Glasgow's Youth Employability Pipeline, and are now considered "job ready". The academy will provide youths with employer led, sector specific training and work experience which will be linked to employment opportunities secured by the training provider.

### Land-Based Industries

- Glasgow Region Colleges have a partnership arrangement with Glasgow City Council which allows sharing of their horticulture and landscaping facilities.
- Glasgow Colleges engage with a number of SME's particularly in the area of Floristry and work directly with East and West Dunbartonshire Council, North Lanarkshire Council, Glasgow Council, Land Based Engineering, David Livingstone Centre delivering Horticulture and Landscape training for their employees.