

## Board Meeting

Date of Meeting	Monday 30 October 2023
Paper Title	Evaluation of Delivery of Outcome Agreement 2022-23
Agenda Item	12
Paper Number	BM1-E
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For noting

### 1. Executive Summary

- 1.1 The Glasgow Region Outcome Agreement 2022-2023 provided an overview of the outcomes delivered by the Glasgow college system in the academic year 2022-23 against the targets set by GCRB and the Glasgow colleges in line with Scottish Funding Council (SFC) guidance. The Outcome Agreement and associated review provides assurance and oversight to GCRB and SFC in terms of the delivery of college education for Glasgow.
- 1.2 The report also seeks to provide a high-level overview of delivery and activity in the complex context of the post-pandemic phase, subsequent recovery, return to learning and subsequent challenges around cost of living and rising costs.
- 1.3 This evaluation, and Appendix A data, provides information from the data available at the time of publication. Subsequent data will be shared with board as available.

### 2. Recommendations

- 2.1 Board is invited to **note** the available data presented as outcomes for 2022-23. A further review of 2022-23 activity will be provided once colleges have completed their individual evaluative work.

### **3. Background**

- 3.1** The academic year 2022-23 was one in which the Outcome Agreement primarily emphasised stability and recovery; allowing the Glasgow college system to continue to focus on achieving security for the future while building from those foundations to support our wider community – our students, staff, and their communities right across Glasgow – to recover from the significant, deep impact of the Covid-19 pandemic. It was also important to recognise that this was a year characterised by a significantly challenging financial landscape and wider volatilities and uncertainties - which are set to continue. It was vital, therefore, to maintain a focus on smoothing transitions and providing consistency as well as maintaining progression towards longer-term viability.
- 3.2** This evaluation report provides an overview of 2022-23 data available currently. Additional information will be shared with board as additional data is made available and as colleges conclude their individual review activity.

### **4. Report**

- 4.1.** The Glasgow college system continues to deliver a major contribution to Scotland Higher Education and Further Education tertiary provision, accounting for between one quarter and one fifth of the entire Scottish college education sector.
- 4.2.** A total of 374,921 Credits, or 98.24%, were delivered in 2022-23 against an initial ambitious total Credit target of 381,624. This continues to illustrate a significant investment in maintaining college education across multiple levels, and in maximising new opportunities and interventions for Glasgow's learners and communities, as well learners from a wider geographical area. It is also an increased percentage performance over 2021-22, showing some sign of continued recovery in the aftermath of the Covid-19 pandemic and its associated impact on learning and teaching.
- 4.3.** City of Glasgow College delivered 172,510 total Credits against a target of 175,333 (98.38%). Glasgow Clyde College delivered 124,940 against a target of 126,357 (98.87%). Glasgow Kelvin College delivered 77,471 Credits against a target of 79,934 (96.91%).
- 4.4.** There were, however, significant challenges in meeting targets. The delivery of Foundation Apprenticeships was also of particular challenge, and the total Credits delivered was 3644 against a target of 6960 (45.63%). This did, however, constitute some modest growth on the previous year's FA delivery (3176 Credits), but remains indicative of a particularly challenging product to deliver and maintain. This, allied to challenges in delivering to senior phase aged pupils across various qualifications, is identified as a continuing trend in the region. This issue has been raised with the Directors of Education of the local authorities in the area and a working group is set to consider the issue further.
- 4.5.** The number of senior phase age pupils studying vocational qualifications at college is indicative of this challenge. 984 learners were enrolled against a target of 1285
- 4.6.** The number of Credits delivered to learners from the lowest SIMD 10% continues to be a success story for the Glasgow college region and is maintained as a core focus.
- 4.7.** A total of 104,818 Credits were delivered against a target of 101,000 (3.7% above target), with City of Glasgow College delivering 38,759 against a target of 40,000 (-1242), Glasgow Clyde College delivering 37,148 against a target of 36,000 (+624), and Glasgow Kelvin College delivering 28,912 against a target of 25,000 (+3912).

- 4.8. Similarly, the number of learners disclosing as care-experienced continues to grow. The target of 21,000 Credits is projected to be surpassed with delivery of 27,030 Credits (28.7% above target). Glasgow Kelvin College delivered 7990 Credits against a target of 5000, Glasgow Clyde College 9624 against a target of 9000, and City of Glasgow College 9416 against a target of 7000.
- 4.9. This constitutes a significant success story in the disclosure and inclusion of care-experienced learners in the Glasgow college system, accounting for an increase in 20,000 Credits delivered per year in the space of the last decade.
- 4.10. For 2023-24, we intent to seek to maintain progress in providing access to life-changing college education across the Glasgow region, meeting overall Credit targets, continuing to develop and safeguard our wider offering, while seeking to have a positive impact on outcomes for students from specific demographic groups and building on our overall student satisfaction.
- 4.11. Board is also invited to note that longer-term data regarding a wider suite of KPIs from 2014-15 onwards are included in the Outcome Agreement 2023-2024 paper for this meeting, enabling a broader comparison of performance over time. However, it should be noted that the Covid-19 period means this data does require to be considered in a significantly different context.

## **5. Programme of Action Review 2022-2023**

- 5.1. This paper also provides an overview of projects supported via the Glasgow Colleges' Regional Board's Programme of Action. There is an overview of activity undertaken in 2022-23, much of which is planned to be on-going in 2024.
- 5.2. Regional investment contained within the GCRB Programme of Action seeks to ensure that activity is:
  - Student-focused, delivering direct benefit to students within the Glasgow college system, and building coherent, sustainable approaches, or;
  - Strategic activity which furthers the strategic effectiveness of the Glasgow college system, particularly in relation to regional and national drivers and priorities.
- 5.3. The Programme of Action (POA) is Glasgow Colleges' Regional Board's limited investment opportunity in projects and activity which seek to deliver coordinated regional benefits, to foster effective cooperation, to attract additional funding or leverage greater impact than individual approaches. In addition, POA projects have a clear focus on seeking to provide clear benefits to learners within the Glasgow college system, either directly or via activity which safeguards their learning.
- 5.4. Reporting and monitoring of active projects is led via annual reporting from all project leads to the GCRB Executive Director. This report provides a brief overview of activity undertaken in 2022-2023. Committee is also invited to comment on any initial opportunities for potential focus in subsequent allocations, should circumstances permit.
- 5.5. The following projects were identified a priorities for the 2022-2023 session, and included in the Glasgow Region Outcome Agreement 2022-2023:

**Action for Children:** For over 60 years, Action for Children has been working with young people and their families who are on the edge of crisis to meet their immediate needs, to ease mounting pressures and support them to access opportunities to change their lives for the better. Their services are primarily located in communities ranked in the top 20% most deprived areas on the Scottish Index of Multiple Deprivation. The families they support have low or insecure incomes and rarely have the resources to see them through difficulties. Their services support a range of people experiencing poverty and/or trauma including: fostering and residential resources to find children safe homes; support for those that have been abused, neglected or find themselves homeless; projects that give young people the tools to look after their mental wellbeing; residential breaks and support for young people with disabilities and their families; employability support for young people who are not in education, employment or training and support for young people who offend or are at risk of offending. Action for Children's STAY project works to support college students who are at greatest risk of withdrawal, non-attainment and poor transition, e.g. care experienced students, young carers, young people from the most deprived SIMD areas and those who have experienced an adverse childhood.

This project evidences very strong alignment with the strategic aims of the Glasgow college region, and an increase in funding is allocated in this year to support Action for Children to expand their services and to unlock greater match funding in partnership with the Robertson Trust.

**Update:** The STAY mentoring service works alongside and in collaboration with the traditional support services provided by the colleges, to provide wider holistic support to students. Much of this additional support was put in place as a response to the rise in the number of Care Experienced students who were attending College due to the introduction of the Care Experienced student Bursary (CESB). 22/23 saw an expansion to the partnership delivered in partnership to work with GCRB, the Robertson Trust, and Glasgow City Council's Towards Better Futures initiative and Action for Children, with more effective integration into college services. Nicki Campbell, team leader, advice and guidance at Glasgow Kelvin College said: "Since Glasgow Kelvin College began working with Action for Children on the STAY project it has evolved and has become an essential part of our service delivery. The STAY Workers have been invaluable in plugging the gap between college support and external support. The students feel seamlessly supported...meaning that don't feel like they are being passed on."

**Young Enterprise Scotland:** The Bridge 2 Business scheme is Young Enterprise Scotland's Further Education programme, and national funding direct from Scottish Government to nine colleges across Scotland, including all three Glasgow colleges. In addition to this standard funding, GCRB was able to directly support the Bridge 2 Business+ offer in 2021-22 and 2022-23 to allow it to be more fully rolled out and expanded to a wider cohort of learners in Glasgow. The programme seeks to inspire, connect and support learners in developing a wider practical understanding of business, enterprise and entrepreneurialism. Support for the enhanced offer will allow Glasgow colleges to benefit from the support of a dedicated Programme Executive, and unlock various opportunities enterprise initiatives, social enterprise challenges, workshops, cross-colleges link opportunities, support and mentoring. In 2022-23 we will look to support greater interaction with learners as well as seeking to bring enterprise and entrepreneur opportunities to learners at lower SCQF levels and greater need profiles.

**Update:** The Bridge 2 Business scheme's expansion continues to be supported with all three colleges in Glasgow now having access to the Bridge 2 Business + model, with greater mentoring, projects, guest speakers and a wider range of activity. This has been most

successful where lecturers and departments have fully engaged in integrating the experience into learning and teaching. Young Enterprise Scotland also organised a visit to Barcelona which was well attended by Glasgow college learners, and have opened an incubator space on the south side of Glasgow which is now promoted to Glasgow college learners and graduates. I intend to seek views of Glasgow colleges in 2023-24 to review this programme.

**ESOL:** English for Speakers of Other Languages is of critical importance in Glasgow, where we have by far Scotland's largest cohort of learners as well as significant additional demand. ESOL is seen as a vitally important element of reaching learners who are often in Glasgow's most deprived communities and with limited or no access to Further Education. It is seen as an important stage in creating opportunities, and in ensuring that Further Education plays a key role in supporting transitions into learning and work. ESOL funding for the Glasgow college system is provided by GCRB to Glasgow Clyde College, and this has created an effective forum for strategic planning and operational delivery, with membership from all three of Glasgow's colleges as well as local authorities, third sector and other delivering agencies and partners. The group is currently working on evolving the offer and partnership to provide a more effective system, and it is proposed that funding is maintained to ensure this effective partnership and evolution is able to continue.

**Update:** The ESOL programme continues to be effectively administered, convened and guided via Glasgow Clyde College, with a forum including membership from City of Glasgow College, Glasgow Kelvin College, local councils, Glasgow Life and WEA. This approach continues to deliver a coordinated response to a complex challenge – with significant demand which outstrips funding, and a shifting demographic.

Via the ESOL Forum the partnership continues to closely monitor activity, to plan and deliver new programmes and approaches, and to coordinate activity. Activity continues to offer entry-level and 'emergency' support through to SQA accredited qualifications, supports teacher development, and has been shown to be responsive in meeting needs against a complex background.

**Curriculum and Strategic Planning:** In order to ensure that the strategic objectives of the region are progressed, a Curriculum and Strategic Planning allocation is made, to facilitate greater strategic research and development activity at a regional level. This will ensure that activity which has been impacted the Covid-19 pandemic and Glasgow region review be given new momentum. This work will ensure that national and regional priorities be progressed, and that external partnership and engagement is increased in 2022-23. Skills development, innovation and creativity, progression of targeted qualifications, pan-regional partnership and planning, and coherent learner journey development will form core drivers for directing this activity, as will delivery of greater partnership working with agencies such as Skills Development Scotland. In 2022-23 this will primarily involve developing baseline data in estates and resources to support SFC's national estates strategy, progression of stakeholder mapping and engagement in tandem with the Economic recovery Group, and a renewed look at the Glasgow curriculum and effective skills alignment.

**Update:** GCRB worked with College Development Network and their Economic Recovery Group project to convene a high-level strategic discussion which included GCRB, and executive and governance leads representing the three Glasgow college as well as the three colleges (New College Lanarkshire, South Lanarkshire College, and West College Scotland) who form the college system of the wider Glasgow economic region. A wide range of views, opportunities and options were considered, and it was agreed that the executive lead for each of the seven organisations would convene to further explore. This group is now functioning,

currently under the name 'College Partnership West' and exploring future opportunities on a project-led basis. In the meantime, the ERG group will complete a report to CDN outlining the initial work undertaken on this project to support the commencement of this project.

In other elements of curriculum and strategic planning:

- GCRB completed a new strategic regional document to direct activity in the current period, and an in-year operational plan to direct 23-24 work.
- GCRB has worked with colleges undertaking staff restructures and other changes in the delivery of a reduced Credit target, seeking to understand curriculum changes and the impact on delivery. This continues to be reported to SFC, while the Glasgow College Group's Learning and Teaching Committee is used as a cross-organisation opportunity to coordinate activity wherever possible.
- Initial discussions and work have commenced with various groups, including Innovate UK and Glasgow City Council to progress focused work on new curriculum approaches, in areas such as innovative practice and green skills aligned to Glasgow's Just Transition plan.
- GCRB is supporting a range of external review activities in 2023-24, including with OECD and the Glasgow colleges, to more fully consider the wider Glasgow curriculum offering in line with our requirement to plan and safeguard provision.

**Mental Health and Wellbeing:** Regional investment in this area has enabled GCRB to facilitate partnership working, deliver training in colleges, and support provision of online support via an online system. Much of this activity is now embedded across the colleges, and is more fully served by direct, specific funding from SFC, so the time is right to explore the evolution of regional opportunities in this space. GCRB will provide assistance in colleges exploring an improved online support offer. In addition, we will work with the Glasgow Colleges' Student Executives to provide support to a regional mental health and wellbeing event. In addition, we will convene regional and national experts to identify additional activity which can potentially be piloted in Glasgow to make positive change in this vital area.

**Update:** During 2022-2023 there was a lack of clarity and stability in terms of future funding for mental health support in colleges. Therefore, a plan was developed to invest in this area from the Programme of Action 2023-24, and this is now being implemented. Pressures on Student Association activity meant that it was not possible to deliver additional events, but discussions have been on-going with NHS Greater Glasgow to explore further pilot opportunities and projects, and to learn from practice in Glasgow's universities.

**Climate Change and Sustainability:** This project will continue into 2022-23 academic year, ensuring that the Project Manager (Environment and Sustainability) post is able to continue. During this time, the Regional Climate Change and Sustainability Strategy will continue to be delivered, linked to college strategies and the national roadmap for FE colleges. In addition, the cross-colleges working model will be embedded and sustained, learning and teaching opportunities will be expanded in collaboration with the colleges, and process and activity will be developed and delivered to identify and pursue external funding opportunities and wider partnerships.

Glasgow Colleges' Regional Board and the Glasgow colleges recognise the climate emergency and seek to continue to lead by example in a number of ways. This includes our regional

commitment to the development and delivery of the Glasgow regional climate action strategy and associated roadmap, our commitment to the national Colleges' Climate Commitment, our partnership and membership of EAUC, and in a wide range of projects and commitments right across the Glasgow college system.

**Update:** A review of 2022-2023 activity has been completed, and it being used to map activity in 2023-2024. A number of college departures have led to a diminished number of staff across the colleges contributing to the cross-organisations Regional Environmental Group, and this has slowed collaborative activity in some area, particularly where colleges have their own strategies. The remaining members continue to collaborate where possible, and this may be sufficient. Colleges may, however, wish to consider further relevant membership to drive progress and collaboration more effectively and coherently.

Progress has been most effective in direct partnership work with individual colleges, where the Project Manager (Environment and Sustainability) resource is being effectively used and regularly contributing to activity in colleges. This is particularly true at curriculum level where effective relationship building has led to a wide range of projects.

The development and delivery of a significant survey of both staff and students was also planned and delivered in 2022-23, and this provides useful baseline data for continued work with the colleges, EAUC, and CDN. In addition, partnership engagement and work with Glasgow City Council is increasing, and is likely to lead to positive outcomes for the Glasgow colleges.

## **6. Risk and Compliance Analysis**

- 6.1** The *Glasgow Region Outcome Agreement 2022-2023* and associated reporting, assurance and evaluation activity seeks to provide a clear overview of the Glasgow college system's compliance with the direction of Scottish Funding Council in the delivery of college education in Glasgow, and in line with GCRB's regional strategy.

## **7. Financial and Resource Analysis**

- 7.1** The delivery of Credit targets across the various streams of funding has direct implications for the access to finance and for the stability of the Glasgow college region.

## **8. Equalities Implications**

- 8.1** Data considered in the report, including data relating to impact on learning and teaching, highlights areas where there are evident implications for equalities. In particular, this report highlights outcomes for students from SIMD10 postcode areas and care-experienced learners.

## **9. Learner Implications**

- 9.1** This report provides a high-level overview of outcomes, including volume of Credits delivered at various levels, volumes for SIMD10, care experienced and school students.

**Performance Indicators - Sep 2023**

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	Target	Projected	Variance	Target	Projected	Variance	Target	Projected	Variance	Target	Projected	Variance
Total credits	175,333	172,510	-2,823	126,357	124,940	-1,417	79,934	77,471	-2,463	381,624	374,921	-6,703
Core credits	173,013	171,277	-1,736	124,037	123,744	-293	77,614	76,256	-1,358	374,664	371,277	-3,387
Foundation Apprenticeships credits	2,320	1,233	-1,087	2,320	1,196	-1,124	2,320	1,215	-1,105	6,960	3,644	-3,316
Volume of credits delivered to learners in the lowest 10% SIMD 2020	40,000	38,758	-1,242	36,000	37,148	1,148	25,000	28,912	3,912	101,000	104,818	3,818
Percentage of credits delivered to learners in the lowest 10% SIMD 2020	22.8%	22.5%		28.5%	29.7%		31.3%	37.3%		26.5%	28.0%	
Volume of credits delivered to care experienced learners	7,000	9,416	2,416	9,000	9,624	624	5,000	7,990	2,990	21,000	27,030	6,030
Volume of credits delivered to care experienced learners	4.0%	5.5%		7.1%	7.7%		6.3%	10.3%		5.5%	7.2%	
Number of senior phase age pupils studying vocational qualifications at college	450	463	13	525	351	-174	310	170	-140	1,285	984	-301