

## Board Meeting

Date of Meeting	Monday 31 October 2016
Paper Title	2015/16 Regional Outcome Agreement: Self-Evaluation Report
Agenda Item	9
Paper Number	BM2-F
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Discussion

### 1. Report Purpose

- 1.1. Consider the self-evaluation report for the 2015/16 Regional Outcome Agreement, attached as an annex to this report.

### 2. Recommendations

- 2.1. The Board is invited to:

- **note** the attached 2015/16 Glasgow Regional Outcome Agreement self-evaluation report;
- **note** that this report which was developed jointly by the Glasgow Colleges Learning and Teaching Group in liaison with the SFC Regional Outcome Manager and the GCRB Executive Director, has been endorsed by the GCRB Performance and Resources Committee;
- **note** that this is the first year of operation of the new SFC Credit-based funding methodology and the impact of the conversion from the previous WSUMs-based approach is still being fully understood and some ROA Credit targets may need further readjustment for 2016/17 and beyond; and
- **note** the significant evidence that this provides of regional achievement of key Regional Outcome Agreement targets in relation to Outcome 1: Right Learning in the Right Place, Outcome 3: High Quality and Efficient Learning, and Outcome 4: Developing the Workforce;
- **note** that 2015/16 student activity data provides evidence that the region has delivered below its planned activity targets for the two key performance indicators related to Outcome 2: Widening Access;
- **note** the quality enhancement action plan set out in section 3 of the self-evaluation report and request that the Executive Director bring forwards an update on implementation of the action plan to future meetings of the GCRB Performance and Resources Committee;

- **consider** the proposal that the GCRB Board add a new risk to their register in relation to achievement of widening access performance indicators should be added to the GCRB risk register; and
- **request** the GCRB Executive Director to submit, subject to any amendment, the attached 2015/6 ROA self-evaluation to the Scottish Funding Council.

### **3. Background**

- 3.1.** In order to deliver greater consistency in the outcome agreement process SFC developed the annual outcome agreement funding cycle summarised in Annex 1.
- 3.2.** The ROA cycle begins with a review of the progress made against the targets agreed in the previous ROA and the report attached as Annex 2 represents the 2015/16 Glasgow ROA Self-Evaluation.
- 3.3.** The self-evaluation of the ROA is intended to help identify highlights and challenges from the preceding year while providing an opportunity to review and, where appropriate, revise milestones towards the agreed three-year targets.
- 3.4.** The report is due to be submitted to the Scottish Funding Council by the end of October.
- 3.5.** Members should note that the data presented will be subject to further minor change as the data is finalised in advance of formal publication of performance data across the sector.
- 3.6.** Members should also note that this is the first year of operation of the new SFC Credit-based funding methodology and the impact of the conversion from the previous WSUMs-based approach is still being fully understood. In line with this, there is evidence to suggest that the conversion of some ROA targets which were set initially in WSUMs may need further readjustment.

### **4. 2014/15 Glasgow Regional Outcome Agreement self-evaluation report**

- 4.1.** The 2015/16 Glasgow Regional Outcome Agreement self-evaluation report attached as Annex 2 provides an overview of progress made in relation to ROA commitments, including achievement of numerical input and output targets.
- 4.2.** The evaluation, which was undertaken jointly by the Glasgow Colleges Learning and Teaching Group in liaison with the SFC Regional Outcome Manager and the GCRB Executive Director, has been endorsed by the GCRB Performance and Resources Committee.
- 4.3.** A range of evidence is provided to support this evaluation, including college student activity data as provided in September 2016.
- 4.4.** The evidence assessed suggests that the region has been effective in delivering commitments made within the 2015/16 Glasgow ROA in relation to Outcome 1: Right Learning in the Right Place, Outcome 3: High Quality and Efficient Learning, and Outcome 4: Developing the Workforce.
- 4.5.** Assigned college activity data suggests that the region has not achieved the planned activity targets for the two key performance indicators related to Outcome 2: Widening

Access. The quality enhancement section of the self-evaluation report proposes that the GCRB Executive Director and the regional college Learning and Teaching Group should:

- analyse SIMD10 data and identify causes for the reduction in participation levels of the this priority group; and
- prepare by December 2016 a report for GCRB consideration which sets out the range of actions available to the region which would support an increase in SIMD10 volumes.

## **5. Risk Analysis**

**5.1.** Student activity data for 2015/16 suggests that the following ROA performance targets will not be achieved:

- Volume of credits delivered to learners in the lowest 10% SIMD;
- Percentage of credits delivered to learners in the lowest 10% SIMD;
- Volume of credits delivered at SCQF levels 1 to 6;
- Percentage of credits delivered at SCQF levels 1 to 6;
- Full-time Further Education % Successful; and
- Part-time Further Education % Successful.

Given that the 2016/17 targets for the same performance indicators were based in incremental increases on 2015/16 levels, this would suggest that achievement of these targets for next academic year are at risk, and unlikely to be achieved without additional actions being identified. It is for this reason that the quality enhancement action plan set out in section 3 of the 2014/15 self-evaluation report provides suggestions of key mitigating actions to counter the increased risk assessment.

In addition, it is suggested that the GCRB Board adds the following risk to its risk register:

*If the region does not achieve its performance targets for widening access, its ability to fulfil its statutory duty to enhance the social and economic regeneration needs of its localities may be constrained.*

## **6. Legal Implications**

**6.1.** There are no specific legal implications associated with this paper.

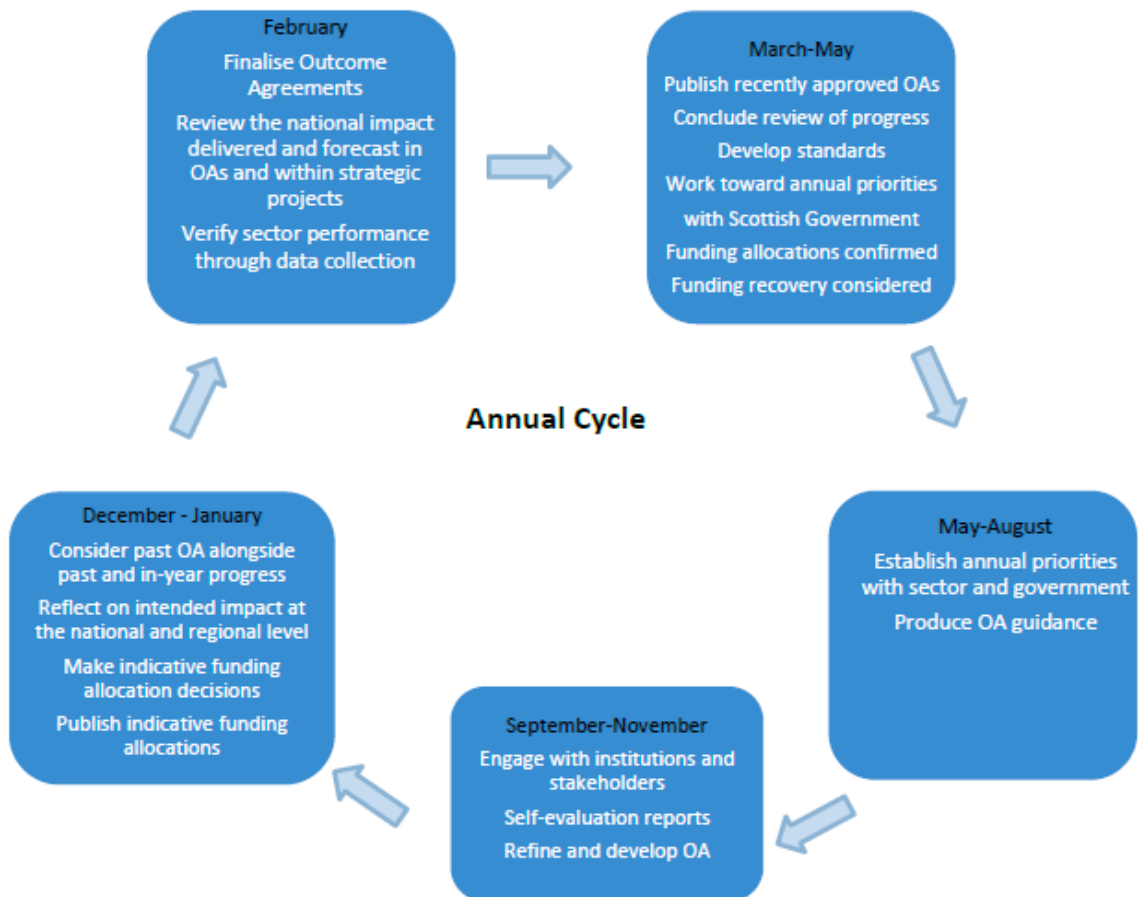
## **7. Financial Implications**

**7.1.** There is a potential financial risk for the region if specified ROA outcomes and outputs are not effectively achieved. However, on the basis of the attached ROA self-evaluation, it is not anticipated that any financial implications exist.

## **8. Regional Outcome Agreement Implications**

**8.1.** The college data suggests that the region is on track to achieve the majority of 2015/16 ROA targets.

## Appendix 1: Scottish Funding Council Annual Outcome Agreement Cycle



(Source: SFC College Outcome Agreement Guidance AY 2015/16, Annex A: Annual outcome agreement cycle)

## Appendix 2: 2015/16 Glasgow Regional Outcome Agreement Self-Evaluation Report

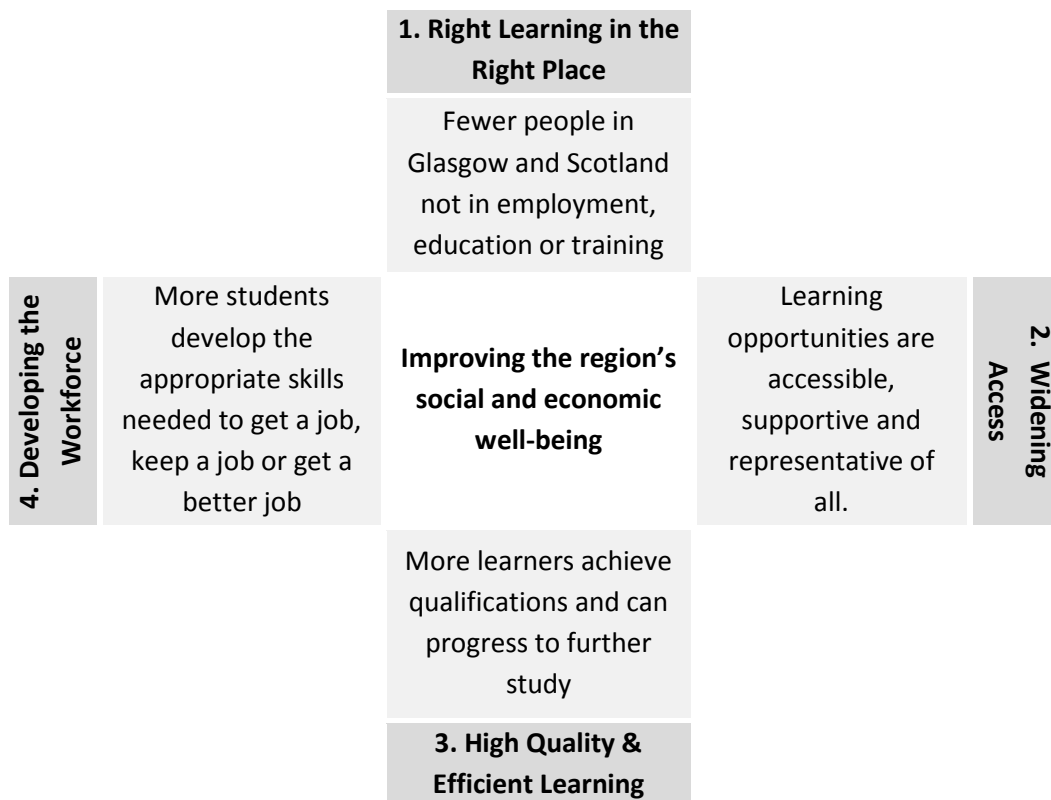
### 1. Introduction

The Scottish Funding Council (SFC) requires college regions to provide on an annual basis a factual report evaluating progress and achievement of the region’s Regional Outcome Agreement (ROA) for the previous academic year.

SFC ROA guidance for academic Year 2014/15 required that regions develop three-year ROAs, and this self-evaluation report therefore represents a progress review of the second year of a three year plan.

The diagram below outlines the high level Glasgow Regional Outcome Agreement priorities identified for the three-year period, 2014-15 – 2016-17.

Figure 1. Glasgow College Region Outcomes and Priority Impacts



Within each of these priority areas, the Glasgow colleges developed within the ROA operational regional college responses, including a set of related measurable activity targets for the region. This report provides an evaluation of progress made with respect to achievement of the revised 2015/16 regional activity targets agreed as part of the 2015/16 ROA development process (i.e. Credit figures include the additional 3,093 Credits allocated to Glasgow in-year). It should be noted that this report is based on college student activity data provided in September 2016, prior to final audit.

## 2. Evaluation of Delivery of 2015/16 Glasgow Regional Outcome Agreement Commitments

### 2.1 Self-Evaluation of Outcome 1: Right Learning in the Right Place

A range of evidence suggests that the Glasgow region has been effective in delivering the commitments made in relation to this outcome.

In terms of overall curriculum delivery levels, 2015/16 activity data suggests that the Glasgow Region exceeded its collective regional Credit target of 383,531 by 1,118 Credits (+0.3% above target). In addition, the 2015/16 activity data suggests that the region's colleges were again effective in targeting provision at learners aged 16-24, providing 70% of activity to this age cohort (and around 60% of all full-time activity) providing clear evidence of the region's commitment to enhancing learning opportunities for young learners and supporting delivery of *Opportunities for All*.

In 2014/15 in partnership with the SFC and with the endorsement of Glasgow college and GCRB Boards, a curriculum and estates implementation plan for 2015/16 – 2019/20 was agreed which specified changes to subject volumes as grouped by economic sectors, in order to enhance vocational relevance and progression to employment. The table below provides college activity data for 2015/16 within these economic sector groupings.

Figure 2. 2015/16 Proportions of Activity by Economic Sector

Economic Sector	2014/15 Estimate (%)	2015/16 Target (%)	2015/16 Actual (%)	2015/16 Target (Credits)	2015/16 Actual (Credits)
Administration, Financial and Business Services	20%	20%	21%	77,556	81,487
Creative and Cultural Industries	17%	16%	16%	62,243	62,099
Energy, Engineering, Construction and Manufacturing	17%	18%	18%	69,145	70,851
Food, Drink, Tourism, Hospitality and Leisure	16%	17%	17%	65,278	64,734
Health, Care and Education	9%	9%	10%	35,886	37,625
Land-Based Industries	1%	1%	1%	2,935	2,973
Life and Chemical Sciences	4%	4%	4%	15,131	14,155
Transition and Supported Learning	15%	14%	13%	55,356	50,725

The above data confirms that the Region is on track to deliver its activity broadly in line with the levels specified in the regional Curriculum and Estates plan. This includes:

- increasing delivery volumes related to the key regional economic sectors of Administration, Financial and Business Services, Energy, Engineering, Construction and Manufacturing, Food, Drink, Tourism, Hospitality and Leisure and Health, Care and Education;
- maintaining delivery levels within Land-Based Industries and Life and Chemical Sciences sectors; and
- reducing provision within Creative and Cultural Industries delivery so that it aligns more appropriately to regional employment demands.

The data for activity related to Transition and Supported learning suggests a reduction in provision greater than planned (reduced to 13% compared to a planned reduction to 14%). Analysis suggests that significant contributory factors to this were a reduction in general education delivery which overlapped with school provision, alongside re-categorisation of lower level transition orientated delivery, particularly in relation to computer-based learning (the latter supported by the greater than planned increase in activity for the Administration, Financial and Business Services sector).

Further analysis of activity within economic sectors will be undertaken as part of the review and refresh of the current curriculum and estates plans for 2016/17 – 2019/20 agreed within the commitments set out within the 2016/17 ROA

Alongside oversight of in-year delivery activity, during 2015/16 significant work was undertaken to transfer curriculum across the three Glasgow colleges for the start of the 2016/17 academic year. In summary this amounted to Glasgow Kelvin College reducing its activity levels by 8.1% and Glasgow Clyde College by 1.7%, with the majority of this activity (both curriculum and related staff) transferring to the City of Glasgow College which increased delivery levels by 8.5%. This presented significant financial and planning challenges for the Glasgow colleges. However, in terms of providing the right learning in the right place, these curriculum transfers allowed Glasgow Kelvin College to permanently close its City Campus, the oldest and poorest quality building within the Glasgow college estate.

## **2.2 Self-Evaluation of Outcome 2: Widening Access**

The priority impact of this outcome was to ensure that learning opportunities are accessible, supportive and representative of all. 2015/16 student activity data provides evidence that the region has delivered below its activity targets for the two key performance indicators related to this outcome:

- Volume and proportion of credits delivered to learners in the lowest 10% SIMD; and
- Volume and proportion of credits delivered at SCQF levels 1 to 6.

Whilst, in 2015/16 overall Credit delivery increased (by an around an estimated 11,000 Credits), student activity data relating to participation by residents from the 10% most deprived postcodes suggests that there has been a slight fall (-1.4%) in levels of delivery related to this priority group, and as a result the region has not achieved the levels of planned SIMD10 activity, as shown in the table overleaf.

Figure 3. Participation Rates by Residents from the 10% most deprived postcodes

	2014/15 Estimate	2015/16 Target	2015/16 Actual	Variance from target
Volume of credits delivered to learners in the lowest 10% SIMD	108,561	108,634	107,078	-1,556
Percentage of credits delivered to learners in the lowest 10% SIMD	28.4%	28.4%	27.8%	-0.5%

A range of potential contributory factors for these lower than planned delivery levels exist. With respect to SIMD10, the 2014/15 – 2016/17 ROA committed the Glasgow Region to increasing SIMD10 participation volumes by 5% over 3 years (with a target of 110,356 Credits for 2016/17). However, as part of changes agreed within the regional curriculum and estates plan, in 2015/16 significant changes were made to overall college activity levels (City of Glasgow College increased delivery substantially whilst both Glasgow Clyde College and Glasgow Kelvin College reduced their activity levels) and this would have impacted on the regional proportion of SIMD10 related delivery, as all three colleges have differing proportions of SIMD10 credit volumes.

Given the importance of widening access to fulfilment of the GCRB’s statutory responsibilities, the quality enhancement section of the self-evaluation report proposes that the GCRB Executive Director and the regional college Learning and Teaching Group should:

- analyse further SIMD10 data and identify specific causes of the reduction in participation levels for this priority group; and
- prepare by December 2016 a report for GCRB consideration which sets out the range of actions available to the region which would support an increase in SIMD10 volumes.

The second agreed indicator for widening access was the proportion of activity delivered at Further Education levels (SCQF 1-6). Again, regional student activity data for 2015/16 suggests a shortfall to target as shown below.

Figure 4. Volume and Proportion of Activity Delivered at Further Education Levels

	2014/15 Estimate	2015/16 Target	2015/16 Actual	Variance from target
Volume of credits delivered at SCQF levels 1 to 6	216,796	216,242	204,821	-11,421
Percentage of credits delivered at SCQF levels 1 to 6	56.7%	56.4%	53.2%	-3.1%

With respect to these reported FE volumes, a potential significant factor could be the impact of the conversion of WSUM targets to Credits. In particular, the removal of the full-time tariff in 2016/17 will have had a significant effect on overall reported FE Credit volumes, even when no changes had



been made to delivery levels. In addition, the new Credit methodology allows for work experience time to be included in Credit calculations and at HE levels this will have had the effect taking courses at this level beyond the previous HE tariff.

### 2.3 Self-Evaluation of Outcome 3: High Quality & Efficient Learning

The priority impact of this outcome was to support more learners to achieve qualifications and to progress to further study. A range of evidence suggests that the region’s colleges have collectively made significant progress in achievement of commitments made in relation to this outcome.

The table below shows college performance indicator on the proportion of successful learners by mode and level as calculated by the colleges in September 2016 and this suggests that success rates in 2015/16 were either generally maintained or increased across all four mode/level categories.

Figure 5. 2015/16 Percentage Successful Attainment Rates

Performance Measure	2014/15 Scotland Actual	2014/15 Glasgow Actual	2015/16 Target	2015/16 Data	Change from 2014/15
Full-time Further Education % Successful	64.0%	66.2%	67.6%	66.5%	0.3%
Part-time Further Education % Successful	75.9%	76.6%	75.2%	78.8%	2.2%
Full-time Higher Education % Successful	71.3%	74.1%	73.6%	74.4%	0.3%
Part-time Higher Education % Successful	78.3%	79.7%	81.9%	79.4%	-0.3%

Across the course of the 3-year Glasgow ROA, the colleges committed to collectively increase by at least 3% the Full-time Further Education % Successful rate (from 65.6% to 68.6%) and by at least 1.5% the Full-time Higher Education % Successful rate (from 72.7% to 74.2%). The data above suggests that the region is on track to increase both full-time PI measures over the 3-year period, but that it is unlikely to meet the 3% targeted increase in Full-time Further Education % Successful. However, the evaluation of this progress should be viewed in relation to a national reduction in Full-time Further Education % Successful in 2014/15, and in reference to the substantial curriculum reconfiguration and transfer across the Glasgow College Region. In this context, it is suggested that continuing to improve attainment year on year is effective performance.

Glasgow’s colleges are committed to further developing their quality enhancement and learner engagement activities, and to participate in Education Scotland review activity. In 2015/16, City of Glasgow College participated in an Education Scotland external review which concluded that the college had in place effective arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.

Since publication in 2014/15 of its Education Scotland external review report, Glasgow Kelvin College has implemented a quality improvement action plan, agreed with the Scottish Funding Council and which addressed the main points for action set out in the Education Scotland review report. Education Scotland reviewed progress against this action plan in May 2016, and this provided evidence that the college has been successful in making good progress on all main points for action and is now operating as an effective college, and this assessment is supported by the increase in the college's 2015/16 attainment rates.

Glasgow Clyde College's Annual Engagement Visit in February 2016 highlighted improvements in three of the four Performance Indicator categories used – FT FE, PT FE and PT HE programmes – whilst still remaining above the sector performance in FT HE programmes. The report highlighted that many learners identify teaching staff as the biggest strength in the college and that learners value highly the articulation arrangements and strong university links which exist to assist their progression to further learning. Partnership working across the college is strong and effective with a particular focus on employer engagement in many areas. Education Scotland recognised that the college provides particularly strong leadership in relation to DYW and school-college partnerships across Glasgow.

With respect to articulation to university courses with advanced standing, Glasgow colleges have continued to work both individually and collectively to increase the number of college learners articulating. Finalised data is not yet available for 2014/15 college leavers, but college data suggests that the region will exceed its target of 1,407 articulating learners.

#### **2.4 Self-Evaluation of Outcome 4: A Developed Workforce**

The priority impact of this outcome was to support more learners to develop the appropriate skills needed to get a job, keep a job or get a better job.

In 2015/16, Glasgow's colleges continued to make considerable progress towards achieving the goals of this outcome.

Post course progression data, a key national indicator, suggests that of known 97.6% of respondents were in a positive destination 3-6 months following completion of their course, a slight rise from the 96.5% achieved in 2014/15. The Response rate for post-course destination survey respondents was also increased substantially, up from 76.0% in 2014/15 to 85.9% in 2015/16.

In addition to delivering main grant funded activity, in 2015/16 Glasgow colleges provided additional learning opportunities equivalent to over 16,000 Credits as part of a 3-year SFC led, European Social Fund Youth Employment Initiative project. Glasgow colleges also continued to develop Modern Apprenticeship (MA) opportunities, both in terms of the college as managing agent (delivering around 600 places) and as a subcontractor (delivering approximately 2,000 places), alongside continuing to provide around 280 places offered through Skills Development Scotland employability fund contracts.

As part of college activity to improve the alignment of the regional curriculum to economic and employer needs, in 2015/16 Glasgow's colleges completed extensive work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies, to become a STEM assured colleges, and supporting Glasgow to become the first externally STEM assured multi-college region in the UK. This activity identified potential new STEM related programmes and a coherent regional STEM curriculum development plan.

The colleges 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 and 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.

In support of the priorities set out within *Scotland's Youth Employment Strategy* (Scottish Government, 2014), the colleges have sought to strengthen and extend vocational progression partnership activity with schools, universities and employers, including through the utilisation of additional DYW resources provided by the SFC within 2015/16.

Building on the *Developing the Young Workforce Early Adopter* success, the colleges introduced more full time study opportunities for school pupils and overall, in 2015/16 the Glasgow colleges delivered a 25% increase (from 95 to 120) in the number of senior phase vocational pathways for their three main local authority partners.

To promote and support the effectiveness of regional vocational pathways, Faculty Directs from across the three Glasgow colleges led Curriculum Hubs which produced regional curriculum maps identifying vocational progression pathways across the study options and employment opportunities within economic sectors. Hub members also developed common entry qualifications and a Regional Admissions Working Group of college admissions and guidance staff was established to support the development of a consistent approach to course applications.

Working with local authority partners, the curriculum maps were used as a basis for a vocational pathways website for Senior Phase school pupils, highlighting routes from school/college partnership study into mainstream provision. To support smoother school/college transitions, joint CPD events were held to provide opportunities for teaching staff in schools and colleges to share practice. A key initial focus of these has been around sharing and developing skills and knowledge in relation to Curriculum for Excellence, in Mathematics and Science subject areas. Further college and local authority partnership work was facilitated through a regional Developing the Young Workforce plan, enabling a significant increase in both the quantity and quality of college learning opportunities for school pupils.

To support further expansion of Developing the Young Workforce activity in 2016/17, in 2015 a single regional bid on behalf of the three Glasgow colleges was approved by Skills Development Scotland to deliver Foundation Apprenticeships across all available frameworks (Engineering, Construction, Social Services and Healthcare, Financial Services, Children and Young People and Computing). This will support the development of a coherent regional response to local authorities, schools and employer stakeholders and to provide young people with regional opportunities that are in line with regional labour market needs. A regional Project Board, governing how the three

colleges and partners will work together was established and a regional cross-college delivery team has been recruited to support delivery of these new programmes.

### 3. Quality Enhancement Actions Arising from Self-Evaluation

This self-evaluation report represents an end point in a year-long evaluation of individual college and collective progress towards agreed regional outcome agreement aims. As a result, during the process to develop the 2016/17 ROA, areas for quality enhancement action were identified within the Glasgow Regional Operational Action Plan contained within Annex A of the 2016/17 ROA. The table below presents relevant quality enhancement actions from the ROA Operational Action Plan, and in addition, further actions relating to supporting improvements to widening access measures identified during the development of this self-evaluation report.

Figure 6. 16/17 Actions which Address Quality Enhancement Priorities

Outcome	Quality Enhancement Action	Lead	Timescale
1: Right Learning in the Right Place	As part of the review and refresh of the current curriculum and estates plans for 2016/17 – 2019/20, undertake further analysis of activity within economic sectors.	GCRB Executive Director and Regional Learning and Teaching Group	November 2016
2: Widening Access	Analyse SIMD10 data and identify causes of the reduction in participation levels for this priority group, and prepare a report for GCRB consideration which sets out the range of actions available to the region which would support an increase in SIMD10 volumes.	GCRB Executive Director and Regional Learning and Teaching Group	December 2016
3: High Quality & Efficient Learning	Review performance indicator and post course progression data within Curriculum Hub subject groupings and identify quality enhancement actions and opportunities to share practice.	Regional Curriculum Hubs	January 2017
	Work with Education Scotland and the Scottish Funding Council to develop new quality arrangements which integrate with ROA evaluation for 2017/18.	GCRB Executive Director and Regional Learning and Teaching Group	August 2016 to June 2017
4: A Developed Workforce	Through college and regional DYW related activity, develop and undertake actions which strengthen partnerships and promotion of college vocational learning opportunities, extend early intervention approaches and the regional Foundation Apprenticeship offer, and provide opportunities for school and college teaching staff to share practice and develop their understanding of vocational pathways.	Regional Learning and Teaching Group	August 2016 to June 2017