

## Board Meeting

Date of Meeting	Tuesday 27 October 2015
Paper Title	2014-15 and 2015-16 Regional Outcome Agreements: Progress reports
Agenda Item	10
Paper Number	BM2-J
Responsible Officer	Alan Inglis, Glasgow Kelvin College
Status	Disclosable
Action	For Agreement

### 1. Report Purpose

- 1.1. Consider the draft self-evaluation report for the 2014-15 Regional Outcome Agreement.

### 2. Recommendations

- 2.1. The Board is invited to:

- **comment** on the current draft of the 2014-15 self-evaluation;
- **agree** to delegate to the Interim Chair and the Interim Chief Officer authority to approve the final version of the 2014-15 self-evaluation report;
- **note** the first progress report in respect of the 2015-16 academic year.

### 3. Consideration by the Performance & Resources Committee

- 3.1. Both the draft 2014-15 self-evaluation and the 2015-16 progress report were considered by the Performance & Resources Committee at its meeting on Monday 5 October 2015:
  - The Committee suggested no changes to the draft evaluation report.
  - The Committee welcomed the format of the 2015-16 progress report and, recognising that we're still at a relatively early stage of the academic year, raised no specific issues.

### 4. Draft 2014-15 self-evaluation (Annex A)

- 4.1. The self-evaluation report is due to be submitted to the Scottish Funding Council by the end of October. The current draft of the 2014-15 self-evaluation is attached as Annex A to this paper. The key points are summarised in the Executive Summary, which currently concludes that there has been significant progress towards achievement of the outcomes. This report is in the final stages of drafting (mainly because some of the

final data for 2014-15 is only becoming available now), which is why some of the text is coloured red. Further material also needs to be developed in relation to improved progression in access-level provision.

## **5. 2015-16 progress report (Annex B)**

**5.1.** The 2015-16 Regional Outcome Agreement sets out the agreed regional outcomes under four themes:

- Outcome 1: Right learning in the right place
- Outcome 2: Widening Access
- Outcome 3: High Quality and Efficient Learning
- Outcome 4: Developing the Workforce

**5.2.** For each outcome there is also defined: the priority impact; the priority output for 2015-16; and intermediate level outcomes. These are all included in the report. There are also a set of key outputs/targets, which have been broken down by individual college. This is the first year for which this has been done.

**5.3.** The report attached at Annex B is the first ROA progress produced for GCRB. The design is straightforward:

- Includes all the core text from the ROA
- Allows for projected numbers to be included once they become available during the course of the year
- Includes narrative from each college

**5.4.** This is still quite an early stage in the academic year and therefore the focus at this stage has been to identify aspects of the ROA which could prove most challenging. We therefore analysed the ROA for the targets where there are material movements in areas of significant activity. The commentaries included in the annex are focussed on these areas.

## **6. Risk Analysis**

**6.1.** Since the ROAs represent the region's strategic aspirations, the risks are those contained in GCRB's risk register. The first version of GCRB's risk register was presented to the first meeting of GCRB's Audit Committee on 31 August 2015, and is being reviewed in the risk workshop held as part of today's meeting.

## **7. Legal Implications**

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

**8. Financial Implications**

- 8.1.** The region's financial position was reported to the 5 October meeting of the Performance & Resources Committee.

**9. Regional Outcome Agreement Implications**

- 9.1.** This paper addresses the self-evaluation of the 2014-15 ROA and monitoring of progress with delivery of the 2015-16 ROA.

## DRAFT 2014/15 Glasgow Regional Outcome Agreement Self-Evaluation Report

### Executive Summary

- This 2014/15 Regional Outcome Agreement (ROA) self-evaluation report represents a progress review of the first year of a three year ROA.
- Progress towards the following four regional outcomes is evaluated:
  - Right Learning in the Right Place;
  - Widening Access;
  - High Quality & Efficient Learning; and
  - Developing the Workforce.
- The report suggests that the Glasgow colleges have made significant progress towards achievement of these outcomes. This evaluation is based on a range of evidence which includes:
  - Indicative June 2015 activity data which suggests that the Glasgow colleges exceeded their regional Weighted Student Unit of Measurement (WSUM) target by around 8,000 WSUMs, increased the proportion of activity for the 16-24 year olds age cohort and exceeded regional activity targets for the proportion of activity related to learners from the 10% most deprived neighbourhoods and the proportion of college students classing themselves as disabled.
  - The completion of an extensive evaluation of the regional curriculum and development of a curriculum and estates implementation plan, *A Vision for College Learning*, which specifies changes to subject volumes, types, modes and delivery locations to enhance vocational relevance and support improved access and social inclusion for 2015/16 – 2019/20.
  - Extensive employer engagement activity, including direct consultation with a range of employers, representative bodies and stakeholders, an increase in the proportion of courses delivered which lead to accredited and vocationally relevant qualification and the provision of additional learning opportunities to over 800 full-time learners as part of a national European Social Fund Priority 5 'Skills for a Competitive Workforce' project.
  - The extension of vocational progression partnership activity with schools, universities and employers, including expansion of the additional HN places scheme and the establishment of new HEI partnerships with Strathclyde University and Glasgow School of Art.
  - Significant work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies and apply to become a STEM assured colleges.

## 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 first year of a three year plan.

In developing the 2014/15 – 2016/17 Glasgow Region ROA, the colleges undertook extensive work to analyse the national and regional operating context. The diagram below shows the high level regional outcomes and priority impacts identified for the three-year period.

Figure 1. Glasgow College Region Outcomes and Priority Impacts 2014/15 – 2016/17



Following agreement of the above high level goals, 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 2014/15 regional activity targets agreed as part of the 2015/16 ROA development process. Members should note however that at the time of writing audited final activity data was not yet available.

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

The priority impact of this outcome was for there to be fewer people in Glasgow and Scotland not in employment, education or training.

College operational commitments included:

- providing a curriculum which meets the needs of local communities, the Glasgow College Region and the wider city-region and beyond, including regional and national centres of excellence;
- delivering a coherent regional curriculum which provides breadth and depth of learning opportunities across all areas of the region, facilitating local access and promoting aspiration and social mobility;
- through portfolio review ensuring that provision is provided which attracts and supports high levels of participation by young learners, supporting full achievement of the *Opportunity for All* commitment to young people, whilst also providing good access to learning for those outwith the 16-24 age group.

Glasgow colleges have made significant progress towards in relation to delivering the right learning in the right place.

In terms of overall curriculum delivery levels, indicative June 2015 activity data suggests that the Glasgow colleges exceeded their regional Weighted Student Unit of Measurement (WSUM) target of 463,544 by around 8,000 WSUMs (+1.7% above target).

In addition, the indicative 2014/15 activity data suggests that the region's colleges were again effective in targeting provision at learners aged 16-24, increasing the proportion of activity for this age cohort to 73.2% (+3.7% above target) and for full-time learners to 59.2% (+0.8% above target) providing clear evidence of the region's commitment to enhancing learning opportunities for young learners and supporting delivery of *Opportunities for All*.

The table below provides an overview of the key numerical targets related to Outcome 1.

Figure 2. Glasgow ROA Outcome 1 Targets and Indicative Regional 2014/15 Activity Data

Performance Measure	2014/15 Revised Targets	2014/15 outputs*	Variance
Volume of WSUMs delivered	463,544	471,595	8,051
Proportion of SUMS delivered to all learners aged 16-19	47.1%	49.3%	2.2%
Proportion of SUMS delivered to all learners aged 20-24	22.4%	23.9%	1.5%
Proportion of SUMS delivered to all learners aged 16-24	69.5%	73.2%	3.7%
Proportion of SUMS delivered to FT learners aged 16-19	40.2%	39.5%	-0.7%
Proportion of SUMS delivered to FT learners aged 20-24	18.2%	19.7%	1.5%
Proportion of SUMS delivered to FT learners aged 16-24	58.4%	59.2%	0.8%

(\* Indicative data as at June 2015)

In partnership with the SFC and with the agreement of the Regional Chair, in 2014/15 Glasgow colleges completed an extensive evaluation of the regional curriculum offering in the context of a review of stakeholder needs. Following agreement of the resulting curriculum and estates review, *A Vision for College Learning*, substantial work was undertaken to develop a curriculum and estates implementation plan for 2015/16 – 2019/20 which enabled changes to subject volumes, types, modes and delivery locations to enhance vocational relevance and support improved access and social inclusion. This implementation plan is now embedded in the ROA for 2015/16 and presents significant financial and planning challenges for Glasgow colleges. In particular, as described stated in the regional curriculum and estates implementation plan, both Glasgow Kelvin College and Glasgow Clyde College are facing significant reductions in main grant funded activity for 2015/16 of circa 6.1% and 2.3% respectively, and if these reductions are calculated at the average WSUM value then this constitutes reductions in SFC funding of £1,243,181 for Glasgow Kelvin College and £616,612 for Glasgow Clyde College for 2015/16.

In terms of further development work, *The Vision for College Learning* document includes plans for further regional curriculum reconfiguration in terms of subject and location volumes over the period 2015 to 2020. In addition, the report also proposes that once the city-centre new build is complete the Glasgow Kelvin College City Campus, the oldest and poorest quality building within the Glasgow college estate, should be closed permanently at the conclusion of academic year 2016.

### **3. 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.

Priorities for college action in 2014/15 included:

- supporting enhanced social mobility through increased participation in education and ensuring the social background of students does not hinder improvements in regional social and economic well-being;
- developing a single set of Regional College Equalities Outcomes;
- We will analyse participation data at both regional and individual college level, including monitoring of participation and achievement by level and mode of study, and where under-represented groups are identified, seek to address these;
- identifying areas of under-representation within curricular areas and working with partners to encourage increased levels of enrolments for under-represented groups across all subject areas; and
- continuing to jointly assess with the Education Department levels of college support for students with profound and complex needs.

Glasgow colleges have made good progress towards achieving the goals of this outcome. In particular, indicative college activity data suggests that the college region has exceeded its

activity targets for increasing the proportion of activity related to learners from the 10% most deprived neighbourhoods (+ 0.8% above target) and the proportion of college students classing themselves as disabled (+0.7% above target), supporting inclusion, enhanced social mobility and improved regional social and economic well-being.

The table below provides an overview of indicative 2014/15 activity data for the specific ROA measures related to this outcome.

Figure 3. Glasgow ROA Outcome 1 Targets and Indicative Regional 2014/15 Activity Data

Performance Measure	2014/15 Revised Targets	2014/15 Outputs*	Variance
The number of SUMS related to students from the 10% most deprived postcodes	114,260	116,579	2,319
The proportion of SUMS related to students from the 10% most deprived postcodes	28.1%	28.9%	0.8%
The proportion of SUMS relating to gender:			
Males:	50.3%	50.3%	-0.1%
Females:	49.7%	49.7%	0.1%
The proportion of college students classing themselves as disabled	11.7%	12.4%	0.7%

(\* Indicative Data as at June 2015)

In 2014/15, the working together the three Glasgow colleges agreed the following regional equalities outcomes:

- the diversity of students and staff reflects the communities the College serves;
- students and staff experience and contribute to a culture of dignity and respect;
- students and staff benefit from inclusive and accessible spaces, environments and services;
- students and staff actively engage in fully inclusive and accessible learning and teaching; and
- successful student and staff outcomes are increased irrespective of protected characteristics.

These outcomes are intended to support college activity to enhance accessibility and encourage greater participation from learners from all protected characteristic groups, challenging both stereotypes and under-representation. In early 2015, the three Glasgow Colleges published equalities mainstreaming reports, incorporating annual student and staff equalities data, and providing evidence of the colleges' commitment to integrate the above equalities outcomes into college functions.

At present, college activity data for all protected characteristics data is not available for analysis. However, the table above shows that indicative data for disability suggests that the colleges



have exceeded the target of increasing the proportion of learners classing themselves as disabled by 0.7%.

#### 4. 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.

Priorities for operational action included:

- delivering a significant improvement in national qualification 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;
- increasing opportunities for accreditation of learning, including through greater use of SCQF credit levelling and rating;
- working with partners, including the SFC, to further develop and analyse internal college progression data, identifying areas for improvement;
- working closely with Local Authority partners, utilising regional college and local authority structures to strategically direct and deliver enhanced school/college services with the focus on developing employability skills, improving attainment and enhancing wider personal skills;
- developing greater opportunities for college learners to undertake work experience as part of their study; and
- enhancing and strengthening relationships at a regional strategic level with universities and support greater articulation opportunities for college students.

Self-evaluation statement and commentary on performance indicators below when confirmed.

Figure 4. Glasgow ROA Outcome 3 Targets and Indicative Regional 2014/15 Activity Data

Performance Measure	2014/15 Revised Targets	2014/15 Data*	Variance
Full-time Further Education % Successful	66.6%		
Part-time Further Education % Successful	74.2%		
Full-time Higher Education % Successful	73.1%		
Full-time Higher Education % Successful	81.4%		

(\* Indicative data as at XXX 2015)

Glasgow's colleges are committed to improving attainment levels and closing the gap between regional and national success rates and have continued to develop their quality enhancement and learner engagement activities. In 2014/15, both Glasgow Clyde College and Glasgow Kelvin College participated in Education Scotland reviews and the following overarching judgements were reached by Education Scotland:

- Glasgow Clyde College has 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;
- The effectiveness of Glasgow Kelvin College's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is limited. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for high quality learning, and quality culture. If not addressed, the importance of these weaknesses will continue to limit the effectiveness of the college's arrangements.

Since publication of these reports, Glasgow Kelvin College has agreed a quality improvement action plan with the Scottish Funding Council which addresses the main points for action set out in its review report. Progress against this action plan will be reviewed by Education Scotland on behalf of the Funding Council throughout session 2015/16.

With respect to articulation to university courses with advanced standing, final data for 2012/13 is still being calculated and will be analysed in the final version ROA. Glasgow colleges have continued to work both individually and collectively to increase the number of college learners articulating. A significant contributor to this work is the additional HN places scheme introduced in academic year 2013/14 which continued to expand over 2014/15. Prior to this the Glasgow Colleges already had extremely well-established partnership agreements in place with Glasgow Caledonian University and the University of the West of Scotland to increase and support articulation to these universities but the creation of the additional places scheme has led to even closer collaboration between all partners. Specifically, the additional HN places approach assisted in the establishment of two new HEI partnerships. The first with Strathclyde University was set up in 2013/14, through their Engineering Academy, which now has an increased number of places available in 2015/16, with the university also seeking to expand the range of subject areas where it runs an Academy. Similarly the additional HN places approach is currently supporting a new partnership between the colleges and Glasgow School of Art which has received additional places for 2015/16. Work is ongoing to develop suitable articulation routes into Glasgow School of Art from relevant HND courses and discussion is also taking place on the potential to jointly create new matched HNs and degrees courses to optimise effective articulation.

## 5. 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.

College operational priorities for 2014/15 included:

- delivering a coherent regional curriculum which responds to regional and national needs and improves the fit between the skills of the region's population and those required by employment and industry sectors;
- continuing to develop data and information on local, regional and national employer needs and use this to support curriculum review;
- evaluating regional college delivery in terms of its relevance to economic and employer needs, and seek to identify areas where alignment of curriculum delivery to these needs can be enhanced;
- increasing the proportion of learners achieving vocationally relevant qualifications, undertaking employability skills training, undertaking work placements and gaining employment;
- ensuring full delivery of provision related to employability orientated funding streams which is developmental and split into stages which align with the Strategic Skills Pipeline and responds to the needs of Local Employability Partnerships; and
- continuing to analyse apprenticeship levels in terms of scope and breadth and seeking to develop a more strategic regional approach to apprenticeship activity in the context of colleges as managing agents and as providers of training.

In 2014/15, Glasgow's colleges continued to make considerable progress towards achieving the goals of this outcome, working directly with over 2,000 employers and approximately 6,500 employees participating in college learning opportunities. Extensive regional curriculum review activity, including direct consultation with a range of employers, representative bodies and stakeholders, increased the proportion of courses delivered which lead to accredited and vocationally relevant qualification by 1.9% from 71.9% to 73.8%.

In addition to main grant funded activity, in 2014/15 Glasgow colleges provided additional learning opportunities to over 800 full-time learners as part of an 18 month SFC led, European Social Fund Priority 5 'Skills for a Competitive Workforce' project. This activity was designed in partnership with the Glasgow Community Planning Partnership (CPP). The three CPP Sector boards have an input to this provision which is aligned to regional economic needs and which will be extended significantly in 2015/16.

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. This has built on *Developing the Young Workforce Early Adopter* success and introduced more full time study opportunities for school pupils, including the development of Foundation Apprenticeship programmes and the introduction of HNC units in appropriate areas. Overall, in 2014/15 the Glasgow colleges

delivered for its three main local authority partners 95 senior phase vocational pathways, 68 additional supported learning programmes for Glasgow Schools and 45 January Start Programmes.

Glasgow colleges continued to develop Modern Apprenticeship (MA) opportunities, and in 2013/14 the region supported approximately 600 MAs with the college as managing agent and 1,500 for which the college has been subcontracted to deliver.

In terms of places offered as part of Skills Development Scotland (SDS) funded employability activity, in 2014/15 Glasgow colleges presented a coordinated region wide bid to SDS for 2015/16 funding which sought to enhance SDS partnership work. The number of SDS places delivered in 2014/15 reduced/increased from approximately 350 in 2013/14 to around XXX in 2014/15.

As part of college activity to improve the alignment of the regional curriculum to economic and employer needs, in 2014/15, Glasgow's colleges undertook extensive work with the National Engineering Foundation (NEF) to develop regional and individual college STEM strategies and become a STEM assured colleges. This activity will identify 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 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.

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

### Outcome 1: Right learning in the right place

**Priority Impact:** more people in Glasgow and Scotland in employment, education and training

#### Priority Output for 2015-16

- increase by 2.2% to an equivalent of 473,789 WSUMs the volume of learning delivered (including European Social Funded activity). [Note that the percentage change in credits will be different as a result of the conversion from wSUMs to credits]

#### Intermediate level outcomes:

- employer needs are met, economic growth sectors are supported and college learning leads to job opportunities and/or further training or education;
- people access a wide range of education and training courses in Glasgow;
- young people study and train at Glasgow's colleges; and
- people access flexible and inclusive college programmes and services

#### Glasgow Region key outputs

	City of Glasgow College		Glasgow Clyde College		Glasgow Kelvin College		Glasgow Region	
	Target	Proj'd	Target	Proj'd	Target	Proj'd	Target	Proj'd
Volume of core credits	156,205	N/A	123,561	N/A	84,635	N/A	364,401	N/A
ESF credits	6,663	N/A	4,483	N/A	3,337	N/A	14,483	N/A
(1) Total credits	162,868	N/A	128,044	N/A	87,972	N/A	378,884	N/A

**City of Glasgow College:** It is anticipated that the target will be met based on current information. The College has refined its student recruitment process to ensure cross selling of courses to potential applicants and the current marketing campaign.

**Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections**

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

**Glasgow Clyde College:** The key challenge is to ensure that the portfolio offers breadth, depth and aspiration across relevant economic sectors within core and ESF activity targets. The college will continue to reduce its activity levels in specific areas for 2015-16 in line with regional curriculum and estates proposals. An increased focus on STEM related subjects will continue with strengthened links to employers and a sharpened focus on DYW pathways. Early recruitment data indicates that the college will meet its activity targets for 2015-16. The college will work with key partners to provide enhanced guidance and course information regarding job opportunities and academic pathways for young people.

**Glasgow Kelvin College:** The college has significantly reduced its activity levels for 2015/16 in line with regional curriculum and estates proposals and considerably reduced levels of core funding. Indicative recruitment levels suggest overall that the college is on track to meet its core and ESF activity targets within these more challenging financial constraints.

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	14-15	Target	Proj'd	14-15	Target	Proj'd	14-15	Target	Proj'd	14-15	Target	Proj'd
(2) Economic sectors:												
Administration, Financial and Business Services	24%	26%		14%	15%		21%	18%		20%	20%	
Creative and Cultural Industries	20%	18%		15%	15%		16%	15%		17%	16%	
Energy, Engineering, Construction and Manufacturing	17%	17%		15%	15%		23%	25%		18%	18%	
Food, Drink, Tourism, Hospitality and Leisure	24%	23%		12%	13%		10%	11%		16%	17%	
Health, Care and Education	3%	3%		15%	15%		12%	13%		9%	9%	
Land-Based Industries	0%	0%		2%	2%		0%	0%		1%	1%	
Life and Chemical Sciences	0%	0%		6%	7%		7%	7%		4%	4%	
Transition and Supported Learning	13%	12%		20%	19%		11%	12%		15%	14%	
	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%

**City of Glasgow College:** The College anticipates that through the curriculum planning process that it will meet its targets for learning within the economic sectors.

**Glasgow Kelvin College:** In accordance with agreed regional curriculum plans, the college has transferred a significant level of Administration, Financial and Business Services activity to the City of Glasgow College. Levels of activity related to Creative and Cultural Industries have also been reduced through providing less performing arts delivery. In terms of Energy, Engineering, Construction and Manufacturing activity levels, the college has responded to increased demand and extended levels of provision in this area, including block release delivery for employers.

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

### Outcome 2: Widening Access

**Priority Impact:** *learning opportunities are accessible, supportive and representative of all.*

#### Priority Output for 2015-16

- increase by 3.3% to an equivalent of 118,032 WSUMs the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland; and
  - increase by 0.4% the proportion of activity delivered at Further Education levels.
- [Note that the percentage changes in credits will be different as a result of the conversion from wSUMs to credits]

#### Intermediate level outcomes:

- the diversity of students and staff reflects the communities the College serves;
- students and staff experience and contribute to a culture of dignity and respect;
- students and staff benefit from inclusive and accessible spaces, environments and services;
- students and staff actively engage in fully inclusive and accessible learning and teaching; and
- successful student and staff outcomes are increased irrespective of protected characteristics.

#### Glasgow Region key outputs

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd
(3a) Volume of credits delivered to learners in the lowest 10% SIMD	34,822	39,784		36,029	36,069		34,250	32,781		105,101	108,634	
(3b) Percentage of credits delivered to learners in the lowest 10% SIMD	23%	24%		28%	28%		33%	37%		27%	29%	

**Glasgow Kelvin College:** In line with regional aims to improve access for those furthest from the labour market, the college is increasing delivery related to access level and part-time, community based study.



## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	14-15	Target	Proj'd	14-15	Target	Proj'd	14-15	Target	Proj'd	14-15	Target	Proj'd
(4a) Volume of credits delivered at SCQF levels 1 to 6	61,500	70,990		85,826	85,846		69,471	59,406		216,796	216,242	
(4b) Percentage of credits delivered at SCQF levels 1 to 6	41%	44%		66%	67%		68%	68%		57%	57%	

**City of Glasgow College:** The College anticipates that it will meet the target. The College has through its curriculum planning process developed programmes at SCQF levels 1 to 6 which meet learners needs and provide further progression opportunities.

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

### Outcome 3: High Quality and Efficient Learning

**Priority Impact:** more learners achieve qualifications and can progress to further study and/or work

#### Priority Output for 2015-16

- increase attainment levels by 1% for FE learners and 0.5% for HE learners; and
- increase by 6.3% to 1,495 the number of students articulating to degree level courses with advanced standing at Scottish Universities.

#### Intermediate level outcomes:

- learners sustain their learning and achieve qualifications;
- learners progress to positive destinations;
- learners progress efficiently onto degree level provision;
- Glasgow's colleges have effective arrangements to maintain and improve the quality of learning and are delivering high quality learning experiences; and
- young people access school/college courses as part of the Senior Phase of Curriculum for Excellence.

#### Glasgow Region key outputs

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd
(5) Percentage of students successfully achieving a recognised qualification:												
Full-time SCQF levels 1 to 6	70%	70%		63%	64%		65%	66%		66%	68%	
Part-time SCQF levels 1 to 6	74%	75%		68%	69%		79%	80%		73%	75%	
Full-time SCQF levels 7 and above	75%	76%		74%	75%		64%	70%		73%	74%	
Part-time SCQF levels 7 and above	84%	84%		84%	84%		74%	80%		81%	82%	

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

(6) Number articulating at a Scottish university

707	801	327	371	285	323	1,319	1,495
-----	-----	-----	-----	-----	-----	-------	-------

**Note:** The percentage of students successfully achieving a recognised qualification is calculated in accordance with the following guidance on the Scottish Funding Council's website: Sheet '(11) Success' within 'Annex E - Technical Guidance' of 'Delivering College Outcome Agreements (AY 2016-17), SFC/GD/15/2015' from <http://www.sfc.ac.uk/communications/Guidance/2015/SFCGD152015.aspx>

**City of Glasgow College:** The College anticipates that it will meet the target of students articulating to a Scottish University. Work has taken place to promote University as a destination and also further data gathering has taken place to track this progression.

**Glasgow Clyde College:** Following a successful Education Scotland review the key challenge for the college in 2015-16 is to increase attainment in FE Full Time and Part Time programmes. The college will place a strengthened focus on raising attainment - including participating in the Raising Attainment for All national project. The college will invest further in CPD for lecturing staff focusing on improving learning and teaching practice in the classroom. Strengthened monitoring and tracking of progress of 'at risk' learners will

**Glasgow Kelvin College:** In addition to its institutional arrangements for quality enhancement, Glasgow Kelvin College has agreed a quality improvement action plan with the Scottish Funding Council which addresses the main points for action set out in its recent Education Scotland review report. Progress against this action plan will be reviewed by Education Scotland on behalf of the Funding Council throughout session 2015/16.

## Annex B - 2015-16 Regional Outcome Agreement Reporting Framework - Baselines, targets and projections

**Note:** All figures are expressed as 'credits'. Where appropriate comparisons are available, 13-14 and 14-15 figures have been converted from the previous SUM-based measures to the new 'credits' using generic conversion factors. As a result of using generic conversion factors, the 13-14 and 14-15 figures might not always be comparable with the 2015-16 targets and projections.

### Outcome 4: Developing the Workforce

**Priority Impact:** more students develop the appropriate skills needed to get a job, keep a job or get a better job.

#### Priority Output for 2015-16

- increase by 0.3% to 96.7% the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying.

#### Intermediate level outcomes:

- people are job ready and able to access a range of employment opportunities;
- Colleges identify and respond to the needs of local, regional and national employers; and
- people can access apprenticeship opportunities.

#### Glasgow Region key outputs

(7a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying  
(7b) Response rate for post-course destination survey respondents

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd	13-14	Target	Proj'd
(7a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	94%	96%		98%	98%		96%	97%		96%	97%	
(7b) Response rate for post-course destination survey respondents	76%	77%		80%	80%		68%	72%		76%	77%	

**Glasgow Kelvin College:** A 2014/15 leaver destination survey will be undertaken at a time in accordance with SFC guidance. This is expected to be over the period December- February and prior to this the college will develop an action plan which seeks to improve response rates.