

## Board Meeting

Date of Meeting	Monday 27 April 2020
Paper Title	2020-21 Regional Outcome Agreement
Agenda Item	10
Paper Number	BM3-E
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For Decision

### 1. Report Purpose

- 1.1. To consider proposed regional commitments which would form the basis of the Regional Outcome Agreement (ROA) for 2020-21.

### 2. Recommendations

- 2.1. The Board is invited to **comment**, and **feedback**, on the 2020-21 Regional Outcome Agreement.

### 3. 2020-21 Regional Outcome Agreement

- 3.1. The draft 2020-21 Regional Outcome Agreement was considered at the previous meeting of the Board of GCRB in January 2020. It has also been considered by the Performance and Resources Committee, (Glasgow Colleges' Group) Learning and Teaching Committee and the Scottish Funding Council.
- 3.2. The performance indicators have been updated to reflect the final performance indicators for 2018-19 (published by the Scottish Funding Council at the end of January 2020). The performance indicators have been updated at individual college level and the consolidated regional level.
- 3.3. Any feedback received has been reflected in the revised version of the Outcome Agreement attached.
- 3.4. This Board is asked to provide comment, and feedback, on the revised document.

### 4. Regional Programme of Action

- 4.1. The Regional Programme of Action for 2020-21 outlines the planned commitments in respect of next year. The updated programme is set out on the following page:

<b>Regional Programme of Action 2020-21</b>	<b>Description</b>	<b>Glasgow Region Collaborative Budget</b>	<b>Additional External Funding secured for the Glasgow College Region</b>
Climate Change/Sustainability	The project is intended to provide a collaborative approach to the Climate Change emergency declared by the Scottish Government. In doing so it will seek to support projects within individual colleges and throughout the Glasgow College Region.	£100,000	The budget will be employed in part to bid for additional external funding. The matter was considered by the Nominations and Remuneration Committee in March 2020.
STAY Project	The project support students from a care-experienced background. The project workers provide practical and emotional support to enable these students to remain at college.	£60,000	Action for Children provide matched funding of £60,000 for the project. There is the possibility to expand the project with the potential of additional matched funding.
ESOL Project	The project supports the delivery of ESOL provision in Glasgow in conjunction with Community Planning Partnerships.	£96,348	The ESOL project is supported by the Glasgow ESOL Access Project, EASE Project funded by Glasgow City Council Integrated Grants Fund.
Project to Tackle Child Poverty	Delivery of projects in communities facing the highest levels of deprivation. The projects will be delivered in conjunction with partners to address issues such as child development, health, parenting, pathways to education.	£70,000	A bid was submitted in January 2020 for £200,000 of strategic funding from SFC/Scottish Government. The outcome of bid is still awaited.
Skills Alignment, My World of Work, Curriculum Planning	Building on 2019-20, further work is needed to deliver stages 3 - 5 of the Five-Step Skills model and develop the 2020-25 curriculum plan.	£25,000	Working in partnership with SDS, and others, generates additional partnership support.
<b>Total</b>		<b>£351,348</b>	

**4.2** As agreed at the last Board meeting detailed project specifications, for the draft 2020-21 Regional Programme of Action, will be developed in conjunction with college colleagues. The specifications for the Climate Change/Sustainability Project, Stay and Child Poverty Project have been prepared.

## **5. Next Steps**

**5.1** Following consideration by the Board on the 27 April 2020, the Regional Outcome Agreement (ROA) will be submitted to the Scottish Funding Council.

## **6. Risk assessment**

**6.1** The ROA addresses directly a number of GCRB's strategic aspirations and therefore the GCRB's risk register addresses a range of associated risks. Of particular relevance are:

- *GCRB Risk 02 - Effective working relationships are not developed/maintained with key partners due to a focus on short-term internal priorities.*
- *GCRB Risk 04 - Opportunities are missed/not resourced appropriately and the potential to add value via the strategic plan is overlooked.*
- *GCRB Risk 06 - A failure to effectively plan/monitor our educational delivery results in the curriculum not meeting regional economic and social needs.*
- *GCRB Risk 07 - Fewer learners achieving positive outcomes.*
- *GCRB Risk 09 - Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.*

**6.2** The attached document seeks to mitigate these risks by maximising opportunities for joined up regional planning, responding coherently to regional needs, and widening access and improving learner outcomes. In addition, we will continue to regularly evaluate outcome performance at both regional and college levels, and to address areas for improvement through Enhancement Plans within new national quality arrangements.

## **7. Equalities Implications**

**7.1** GCRB has included an equality impact assessment of its Outcome Agreement and a draft of this will be provided to the GCRB Board at its meeting on 27 April 2020.

## **8. Legal Implications**

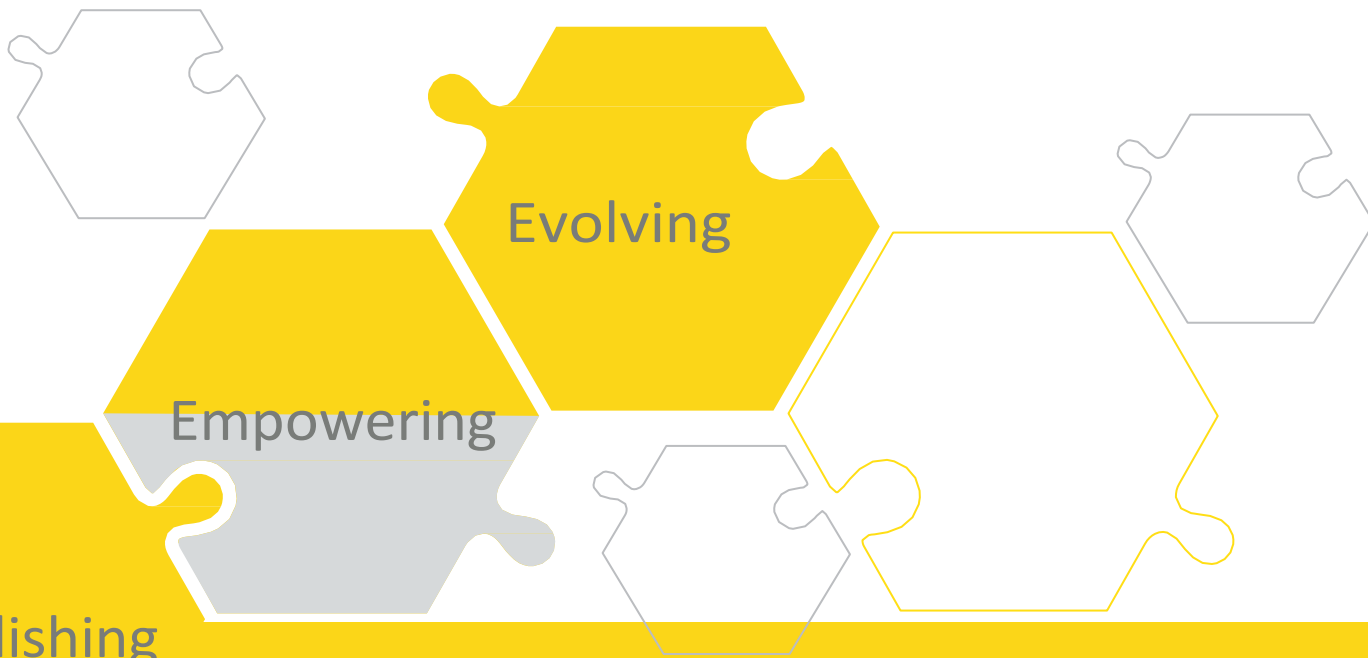
**8.1** No legal implications are identified.

## **9. Resource Implications**

**9.1** The resource implications relating to the Programme of Action are detailed in the body of the report. In previous years, the indicative financial allocations have been announced in advance of the final Regional Outcome Agreement. The, the Scottish Budget and SFC funding allocations have been delayed this year, and while Budget Allocation paper is presented, further work will be required to meet full requirements.

## **10. Strategic Plan Implications**

- 10.1** The Regional Outcome Agreement addresses directly the regional strategic ambition to build Scotland’s most inclusive, most responsive and most effective regional college system.
- 10.2** However, it should be noted that the Regional Outcome Agreement 2020-2021 was completed in March 2020, and as such the full implications of the on-going Coronavirus pandemic have not yet been fully worked through and taken fully into account in all aspects of the ROA.
- 10.3** As such, GCRB undertakes to work in close alignment with all relevant regional and national agencies to provide an agile, flexible and responsive approach as it is noted that agencies continue to provide an evolving response as government and other policies respond.
- 10.4** In line with various other agencies, it is recommended that GCRB works in conjunction with the current proposed ROA while being mindful of the following phases or ‘horizons’ of activity:
- Phase 1: Immediate action, management and response, working with partners and stakeholders to provide a coherent multi-agency response
  - Phase 2: 2020-2022: ‘Recovery and Stability’ - Planning and mitigating to manage through a significantly changed economy, while planning for further change and evolution to provide a long-term model for effective regional strategy and delivery in the mid- to long-term, creating planning space for changed agency feedback from stakeholders
  - Phase 3: 2022-2027: Revised Curriculum Strategy planned deadline, taking into account sector, national and international changes to provide a clear, ambitious roadmap for building on past progress to create an agile, collaborative, inclusive regional future system



Establishing

Empowering

Evolving

2020-21

# Glasgow College Region Regional Outcome Agreement

Empowering Scotland's most **inclusive**, responsive, and effective regional college system

*“Foundation Apprenticeship has helped me grow in confidence.*

*“It was a big step from school to the working environment and pushing me out of my comfort zone.*

*“Now I feel more confident and able to speak up for myself and take others’ opinions constructively.”*

*Louisa Davidson, Creative and Digital Media Student*



# Introduction and context

Welcome to the 2020-21 Regional Outcome Agreement for the Glasgow College Region. Our region encompasses the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire and City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College are assigned colleges within the Glasgow College Region.

The Glasgow Colleges' Regional Board (GCRB) is responsible for ensuring that college provision across the Glasgow region is coherent and aligned to regional and national strategy priorities, and that it reflects the needs of the regional economy and communities. GCRB allocates funding to colleges within the region to enable delivery of national and regional strategies and priorities, and it monitors the achievement of strategic goals and college performance.

GCRB develops on an annual basis, a Regional Outcome Agreement which sets out how the funding allocated by the Scottish Funding Council will be used to fund an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy. This document provides the constituent parts of the Glasgow Regional Outcome Agreement for 2020-21 and contains:

- A Programme of Action which sets out at a high-level regional commitments and planned outcomes for that academic year, reflecting GCRB's position as a Regional Strategic Body responsible for planning and funding college delivery. Information on how we will deliver on the Programme of Action is contained within a summary operational plan provided at Annex A.
- A mapping of planned outcomes to SFC strategic priorities is provided at Annex B demonstrating the strong alignment, and contribution, of GCRB's action to national goals.
- Further information on regional commitments and planned outcomes for a range of cross cutting themes is provided at Annex C.
- An equality impact assessment of planned actions is set out at Annex D, providing assurance that we should proceed to implement the Glasgow 2020-21 Programme of Action.
- Links to other strategic and planning information is provided Annex E, and targets for the years 2020-21 to 2022-23 for all national performance measures are provided within a separate Annex.

This Regional Outcome Agreement is the result of an extensive stakeholder engagement process, including with students and staff and their representative bodies, local authorities, employers and other partners, and I thank all those who have contributed to its development.

GCRB Executive Director

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It is my pleasure to introduce this 2020-21 Regional Outcome Agreement for the Glasgow College Region. We are now fulfilling a more empowered and progressive role, during which our regional approach will impact even more positively on the lives of our learners, our colleges and on Glasgow's communities and economy.

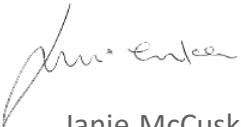
Glasgow's first Regional Strategic Plan for College Education (2017-2022) was developed collaboratively between GCRB and Glasgow's three colleges, based on substantial stakeholder engagement. This year, we continue to work towards our strategic and ambitious objective, to collectively build Scotland's most inclusive, most responsive and most effective regional college system.

The Glasgow College Region represents just over one fifth of all of Scotland's college education, making it Scotland's largest city region. I believe that GCRB, working closely with the Glasgow colleges, and supported by a requisite level of funding, has the capacity and flexibility to contribute significantly to meeting economic and social needs. This plan commits the Glasgow Colleges' Regional Board (GCRB), City of Glasgow College, Glasgow Clyde College and Glasgow Kelvin College to continue to work together effectively to deliver our shared ambitions.

Together, we are leading a new regional approach to create a college system which works as an effective whole; delivering greater impact and value than each of the individual parts could on their own. We are ambitious for Glasgow and are leading coherent regional planning and delivery. We are ambitious for colleges and are working collaboratively to respond cohesively to skills and training needs. We are ambitious for all of Glasgow's learners, and are working to widen their access to college education and improve their learning experiences and outcomes.

The Glasgow colleges have achieved a great deal over recent years; increasing attainment, exceeding targets for learner recruitment and increasing successful progression into employment or further study. This progress can be attributed to the strong partnership and support of the three colleges and our partners. GCRB and I wish to record our appreciation to all those who continue to contribute and work collaboratively towards our regional success.



  
Janie McCusker

Chair of the Glasgow  
Colleges' Regional Board



STAY (Service to Assist You) partnership project is a partnership programme, aiming to improve outcomes for students with care-experienced backgrounds. It was developed as part of our Programme of Action, with Action for Children charity.

*“Initiatives like the new STAY service are vital to ensure every young person in Scotland, regardless of their background, has access to the same experiences and education and, ultimately, the same chance to live a happy, fulfilled and successful life.”*

*“It was a pleasure to meet the young people who are already benefitting from STAY and their support workers who are providing not only practical but emotional help too, the service is clearly already making a big difference.”*

**First Minister of Scotland, Nicola Sturgeon**

*“I feel that the STAY project is really important. My support worker Ashleigh helps me believe that there are people that care. She supports me with my college work and always makes sure I prioritise my studies.”*

**Accountancy student Courage Eregby.**

*“The initiative was set up by the Regional Board and it’s been fantastic for the individual colleges. It means that we have a shared resource with Action for Children and we can also share practice across the three colleges.”*

**David Marshall, Assistant Principal – Student Experience, Glasgow Clyde College.**

# Ambitious for learners, ambitious for colleges, ambitious for Glasgow

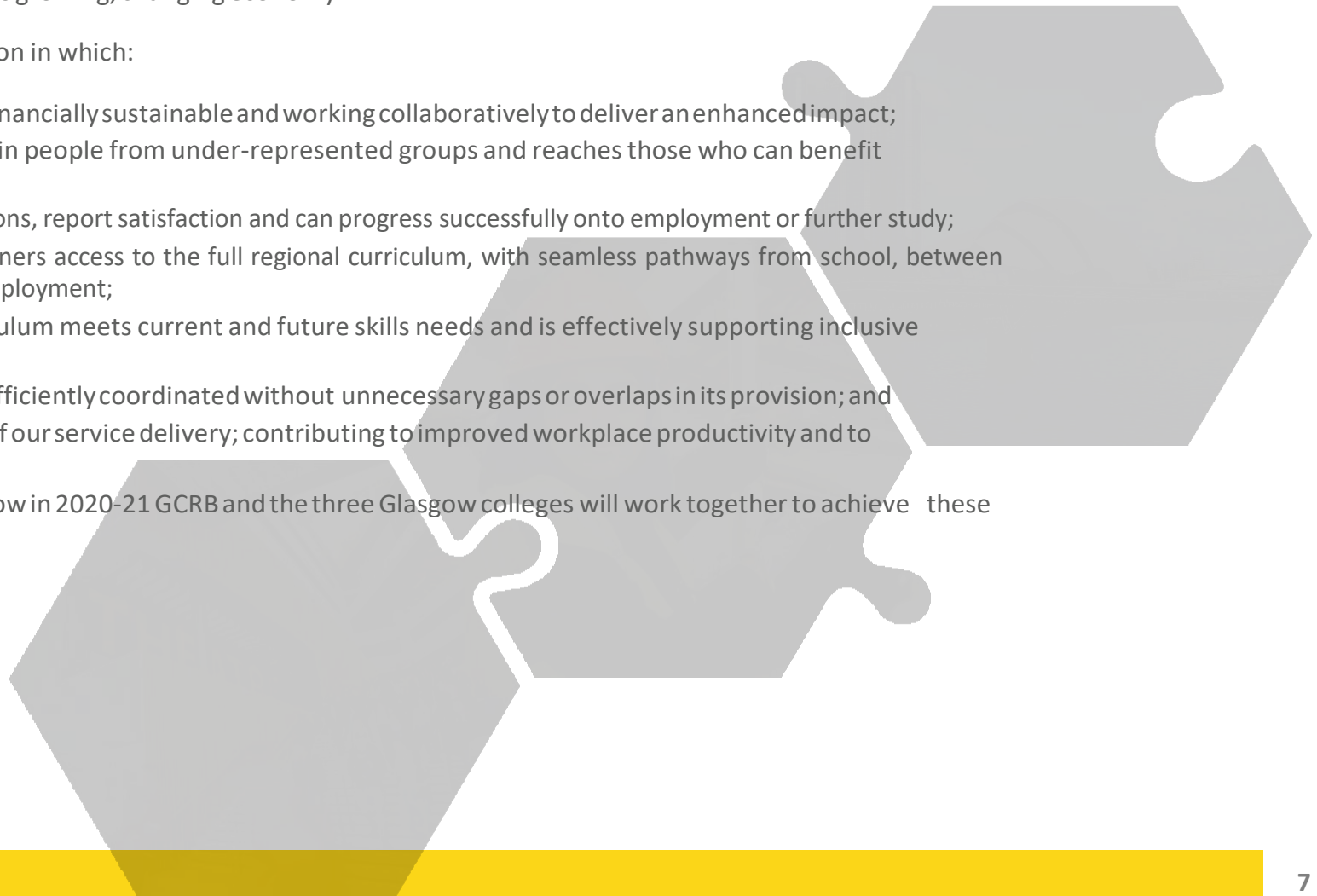
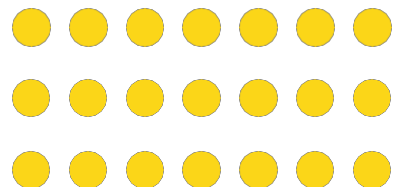
We are building Scotland's most inclusive, most responsive, and most effective regional college system in Glasgow.

This means a regional college system where more Glasgow residents can enter employment with the skills and qualifications they need, providing learning opportunities at all stages of their careers, helping them to prosper and avoid in-work poverty, building flexible skills and contributing to Glasgow's growing, changing economy.

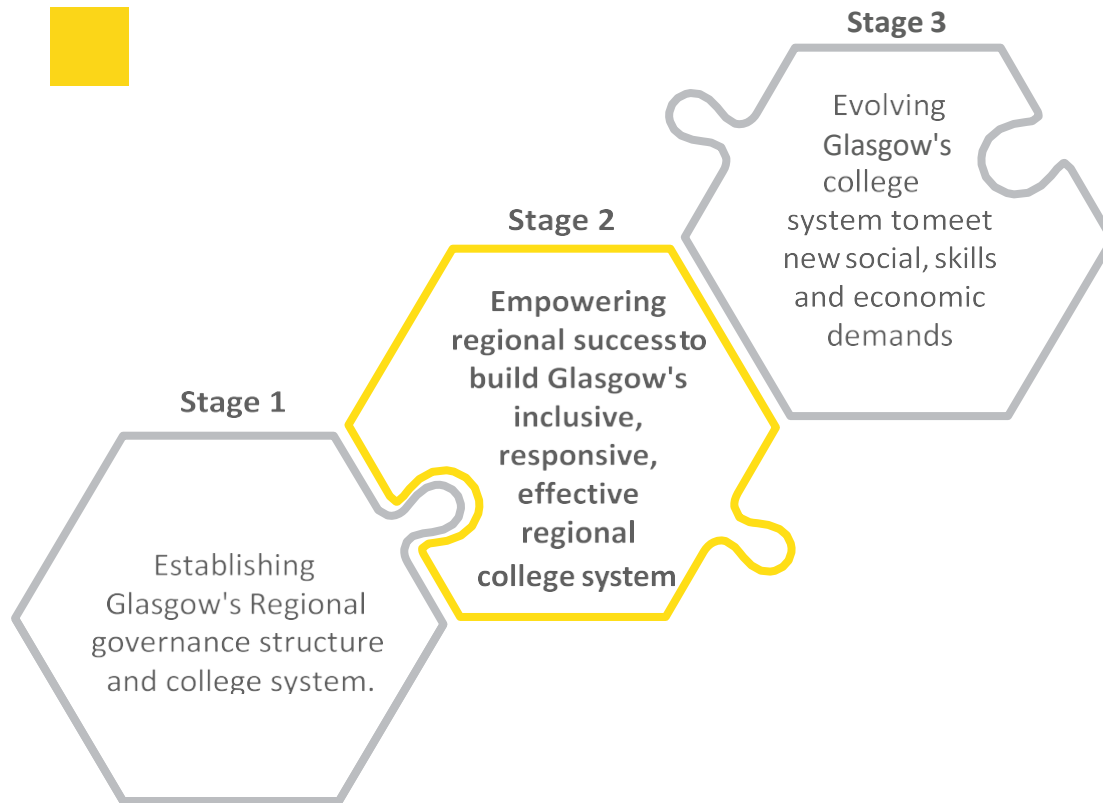
Our vision is that we create a college region in which:

- our institutions are high performing, financially sustainable and working collaboratively to deliver an enhanced impact;
- our curriculum widens access, draws in people from under-represented groups and reaches those who can benefit most from college learning;
- high levels of learners attain qualifications, report satisfaction and can progress successfully onto employment or further study;
- our colleges provide all Glasgow's learners access to the full regional curriculum, with seamless pathways from school, between the colleges, and onto university or employment;
- we can prove that our regional curriculum meets current and future skills needs and is effectively supporting inclusive economic growth;
- our combined regional curriculum is efficiently coordinated without unnecessary gaps or overlaps in its provision; and
- innovation is encouraged in all areas of our service delivery; contributing to improved workplace productivity and to regional and national prosperity.

This Regional Outcome Agreement sets out how in 2020-21 GCRB and the three Glasgow colleges will work together to achieve these aims.



# Empowerment: our second strategic stage



The Scottish Government created college regions so that college provision was more effectively coordinated to meet regional and national economic and social needs. Working at a regional level means that we can better align the supply of skills training with the demands of the region's employers and economy. It also means that we can deliver a complete and responsive curriculum, without gaps or the unnecessary costs of duplicated provision.

In Glasgow, a Regional Strategic Board was established in 2014 to enable collaboration and coordination between the region's three colleges and the local authority areas of Glasgow City, East Renfrewshire and East Dunbartonshire.

We have **established** a fully-operational Glasgow College Region and a stable and effective regional strategic body, with sound financial and risk management, and a positive, pro-active approach to delivering and shaping government policy. It is a system built on the shared ambitions, expertise and commitment of all its partners and, together, we have already built the basis for truly regional success.

We are now **empowering** collaborative change, so that more Glasgow region residents succeed, achieve qualifications and improve their life chances.

Having built a solid foundation of governance, we are now fulfilling a dynamic second stage of regionalisation; identifying, implementing and empowering actions that will strengthen and develop our collaborative planning and delivery structures and align funding more closely to regional strategic outcomes.

This second stage will intensify the impact of regionalisation; unlocking our collective potential and harnessing our combined strengths to realise our shared ambitions for Glasgow's learners, its colleges and for the city's future.



# Regional empowerment means

**Greater choice and smoother transitions.** Access to a broader and more responsive regional curriculum taught in inspiring learning environments right across our city region.

**More work ready learners.** Stronger regional connections with Glasgow's employers with more learners are gaining workplace experience as part of their college courses.

**Successful careers.** Because our regional curriculum matches Glasgow's skills needs, our learners are more employable and can find jobs that meet their ambitions and get them earning quickly. And our in-work and lifelong learning provisions mean that people can up-skill or re-skill at any point in their careers and respond to changes in the regional economy and in their own lives.

**A stronger professional learning community.** College staff have a greater say in the development of the region's college provision, with more opportunities to lead regional work, undertake professional development and share best practice with peers and partners throughout the region.

**Deeper more productive partnerships.** Our stakeholders and funders see their goals met through strengthened regional partnerships, as decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in this region.

**A stronger and more inclusive economy.** Stronger links with industry and our regional commitment to reaching and teaching people from all our communities ensures that Glasgow's economic growth is truly inclusive.

By **empowering** regional structures and approaches in this second stage, we are building a strong strategic and operational coherence. We will deliver greater collective impact on Glasgow's economic and social needs, and build Scotland's most inclusive, most responsive, and most effective regional college system.

*"It is clear that regional collaboration is reaping great results for Glasgow's students and colleges. The advantages of a regional approach are creating opportunities that benefit learners, their future employers and the city's economy as a whole. I look forward to working with GCRB to realise the government's ambitions for college education in Glasgow."*

Richard Lochhead MSP,

Minister for Further Education,  
Higher Education and Science

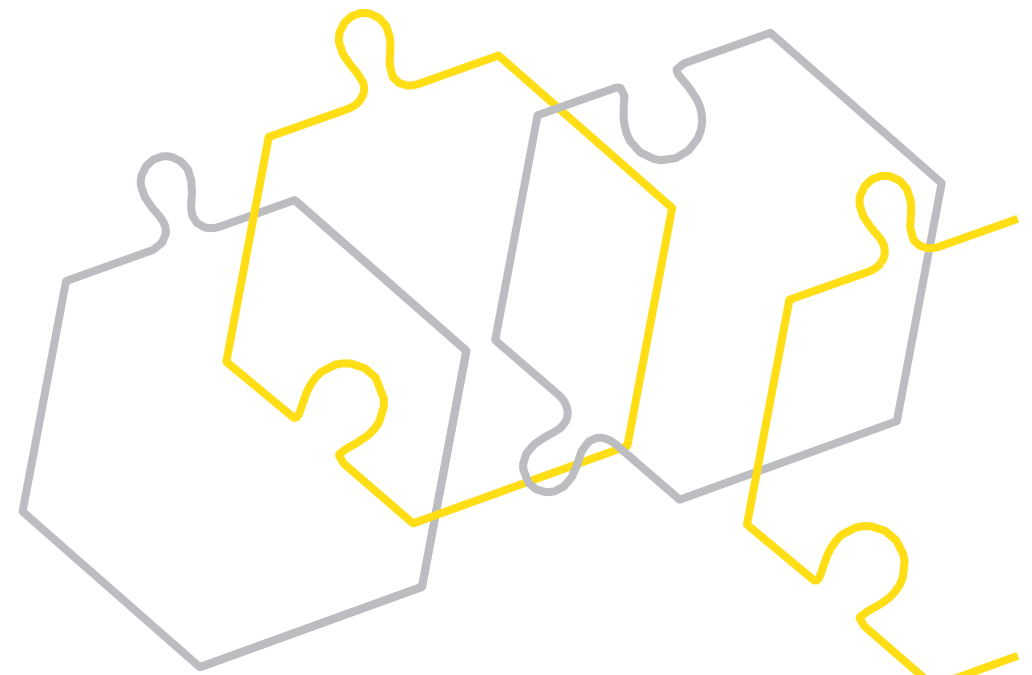


## We empower regional inclusion

A key priority of our 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. For many of our learners, college is a clear choice. However, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning.

Opportunities in Glasgow are immense, but we also face social, educational and economic challenges that must be addressed if the region and its residents are to fulfil their potential. Despite all the training and employment opportunities that the city offers, it still has the highest levels of deprivation in Scotland.

A powerful college education can help to address many of Glasgow's issues. Our pivotal position between the worlds of education and work means that we contribute hugely to social mobility and to people's life chances. Our new regional approach means that we can look at Glasgow's population as a whole and plan a provision that meets the needs of this city's complex, diverse and dynamic population. Collaboration is also key to facilitating and supporting efficient and effective learner journeys. We enable learners to access study throughout their lives and to move seamlessly within the education and skills system.



## By 2021 we will have...

## Making our Region more inclusive

<p>widened access and increased participation in college learning by residents from deprived postcodes, care leavers, disabled learners and those from black and minority ethnic backgrounds, so that all Glasgow's learners can be part of inclusive economic growth;</p>	<p>built seamless pathways across the Glasgow region curriculum and created guaranteed articulation agreements which allow students on a programme at one Glasgow college to progress directly to the next level at another Glasgow college;</p>	<p>commitment to child poverty details to be included here</p>	<p>strengthened our partnerships with Glasgow's universities and developed more articulation routes to offer more college learners the opportunity to progress to university with advanced standing, including the expansion of our new articulation programme with Glasgow University;</p>
<p>empowered our ESOL Partnership of college, local authority and third sector partners, to deliver a regional access and learning service that responds efficiently to the needs of migrants and new arrivals</p>	<p>increased participation in lifelong learning by adults in work, and particularly employed residents with low or no qualifications;</p>	<p>Identified and tackled gender imbalances, increasing the minority gender share in each of the ten largest and most imbalanced subject areas</p>	<p>developed a joined-up and high-quality mental health and well-being service for students and staff which includes professionally qualified counsellors</p>

# We empower a responsive regional curriculum

By definition, a responsive college system responds to the needs of the regional economy and we have committed to the goal of the Glasgow Economic Strategy – that this will be the most productive major city economy in the UK by 2023.

Our regional approach means we can align the complete Glasgow college provision with the complete economic need; linking learning to jobs, business success and economic growth. Our collaborative regional curriculum planning is better aligning our skills training to supply areas of greatest economic and social need. We are also forging stronger links between our colleges' delivery and industry requirements. All this supports economic growth.

We are committed to contributing fully to the achievement of our local authorities' and the City Region's economic development plans and our curriculum will:

**meet the needs of employers**, ensuring that the volume and content of delivery is matched to employer demand. We will meet replacement demand in sectors such as business services, financial and professional services, retail, social and child care, and tourism. We will meet existing and anticipated skills gaps throughout the labour market.

**widen access and increase the pool of labour**. Glasgow's economic activity levels have risen but more than 1 in 10 of our region's residents still has no qualifications and proportions of deprivation remain similar to those of Scotland. We need to help more regional residents to take up employment opportunities.

**enhance progression**. Regional skills demands are highest at the upper and lower skills levels. We therefore aim to encourage and support people's progression to higher skills levels, building the advanced skills base that businesses need to increase the value of their output, improve productivity and enhance competitiveness.

**provide more flexible provision** to prepare learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. We will create more opportunities for work-based learning to meet the needs of employers and learners.

*"Social inclusion is at the heart of the work of Glasgow's colleges. In all of our communities, we aim to reach those people who need and can benefit most from college education."*

*"In doing so, we are changing lives, creating life chances and helping develop careers."*

*"We are also building human capital, strengthening local communities and contributing to the region's economic success."*

David Newall,  
Chair of Board of Management,  
Glasgow Clyde College

This Regional Outcome Agreement sets out how the learning opportunities provided by the Glasgow colleges in 2020-21 will meet employers' needs and unlock individuals' potential in the region, supporting inclusive economic growth.



# Making our Region more responsive

## By 2021 we will have...

aligned our curriculum more closely to regional and national skills needs, with more of our delivery targeted at areas of employment growth;	significantly increased work-based learning opportunities and the volume of courses that include substantial elements of work placement experience;	increased the range and volume of high quality senior phase vocational pathways to employment, improved attainment and provided more opportunities for school and college staff to share practice;	created a new curriculum and resources plan for the Glasgow College Region, replacing the current 2015-20 plan and improving the alignment of our training supply to employment needs;
offer students first hand opportunities to engage with business role models for students interested in setting up their own small enterprise or developing skills for the workplace with the Bridge 2 Business programme;	implemented our refreshed STEM strategy and increased the proportion of learners undertaking STEM-related learning, ensuring our regional curriculum offer responds to the needs of the STEM economy;	expanded our delivery of Foundation Apprenticeships to Senior Phase pupils, including learners at SCQF levels 4 and 5 and those studying full time at college, increasing the scale of work-based learning and helping to improve learners' attainment and successful progression to employment;	completed and reported on our pilot to implement the five-step skills planning model across Glasgow's skills training supply, delivered in partnership with Skills Development Scotland and the Scottish Funding Council;
delivered an expanded Flexible Workforce Development programme for employers to fill skill gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy;	increased the volume & range of childcare training opportunities, and develop new online learning resources, to deliver on the Scottish Government's commitment to double the entitlement to free childcare;	develop and enhance our programme of high-quality Modern Apprenticeships, and further developed partnerships with universities to deliver Graduate-Level apprenticeships;	contributed fully to the implementation and achievement of Community Planning Partnership goals, including Local Outcomes Improvement Plans and Locality Plans.



## Making our Region more responsive – Childcare Training Provision

The Glasgow College region has been working to support the Scottish Government’s pledge to expand the provision of free early learning and childcare in 2020.

*“Glasgow’s colleges have made impressive progress in developing its training provision. Not only is the region delivering on expanding opportunities, it is ensuring that the right people and skills are in place at every professional stage.*

*“By working in partnership, Glasgow’s colleges are building a profession that will give the city’s children and families the early years opportunities that they deserve.” - Shirley-Anne Somerville, Former Minister for Further Education, Higher Education and Science.*

Glasgow Kelvin Student Dominique said she is “building a career for life”.

*“I hope to work with prisoners’ families and help give them the best chance of building happy lives based on self-esteem and good relationships.”*

*“It was great to have the opportunity to visit the Glasgow College region and speak to students directly working towards their early learning and childcare qualifications. As we work towards the expansion to 1,140 hours from August 2020, encouraging more people to consider the rewarding career that ELC offers is extremely important.”*

**Maree Todd, Minister for Childcare and Early Years**



“The Glasgow Colleges have increased their training provision at this level to meet this demand by 2020. To attract students of the highest calibre, we are offering flexible training options, entry points and development opportunities to build a life-long careers in Glasgow’s early years profession.”

– **John Rafferty, Glasgow Colleges’ Regional Lead for Developing the Young Workforce**

# We empower an effective regional college system

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively. This is how we will best meet the skills needs of a dynamic economy and support the ambitions of our learners.

The Region's working relationship operates on the commitments agreed in our Memorandum of Understanding: Joint Commitments to Effective Partnership Working.

These are:

- open and proactive communication;
- collaboration and consultation;
- joint development and networking and;
- principles that constructively avoid and resolve any conflict.

The Glasgow Colleges' Regional Board, and the three Glasgow colleges, will continue to operate as high-performing and effective public bodies, driving the delivery of an inclusive, responsive and effective regional college system.

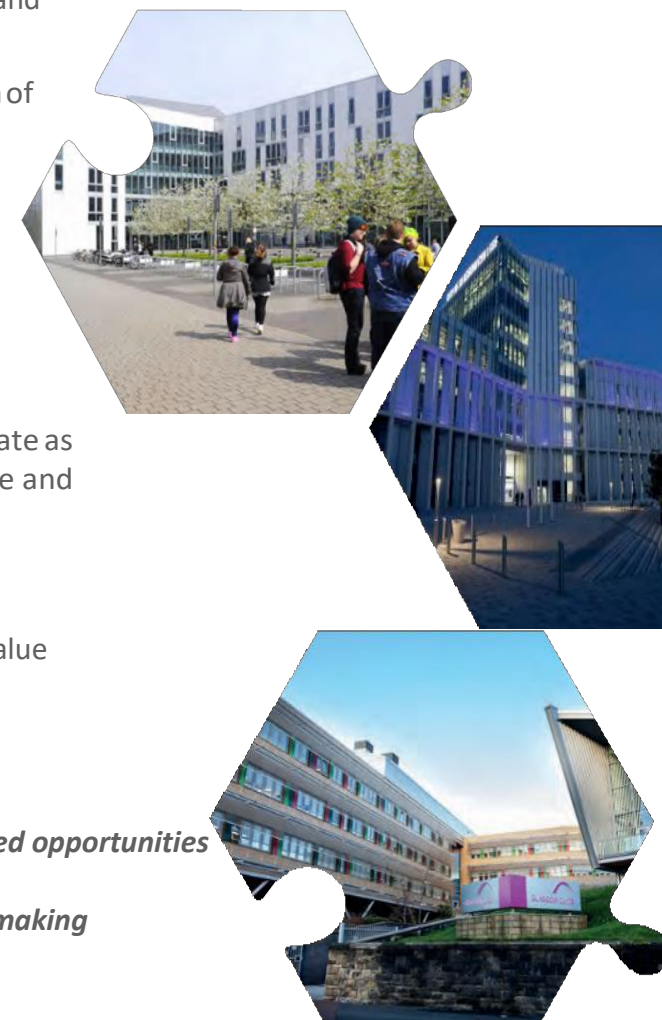
The Scottish Government, Scottish Funding Council and our stakeholders will experience the added value that a regional approach to funding can deliver. Evidence-based and regionally-prioritised funding will drive efficiencies and ensure that learners benefit from the value that our shared strategic focus adds to the regional curriculum and student experience.

*"I really believe in the idea that for the Glasgow college system 'the whole is more than the sum of the parts'.*

*"The Glasgow College Regional Board brings a great opportunity for us to look for shared improvements and shared opportunities that make us even better.*

*"We need to make sure we ask challenging questions of ourselves, our stakeholders and our Colleges as a way of making the best decisions about strategic investments and resourcing."*

Lesley Garrick, GCRB Board Member



# Making our Region more effective

By 2021 we will have...

<p>improved retention and attainment rates, including for people with protected characteristics and learners from the 10% most deprived postcode areas;</p>	<p>strengthened institutional sustainability and long-term financial planning;</p>	<p>developed further our regional collaborative management structure, ensuring that college staff have a greater say in the organisation of college services across the Glasgow region;</p>	<p>developed a joint regional sustainability strategy aimed at improving the environmental and social sustainability, ensuring our institutions contribute to and support the Government's Climate Change commitments;</p>
<p>achieved our college and regional Credit targets for core delivery and European Support Funded activity, contributing fully to the Scottish Government's commitment to deliver 116,000 full-time equivalent;</p>	<p>made greater use of data analytics to inform and improve our regional service delivery, including 'pooling' data from college systems to inform the development of common data standards and support the Scottish Government's Learner Journey Review;</p>	<p>expanded a programme of regional CPD opportunities that includes courses and initiatives from our colleges and from national bodies such as the Colleges Development Network;</p>	<p>contributed proactively to the development of educational and economic policy at local, regional and national levels and reported on our institutional performance to national and regional stakeholders;</p>
<p>maintained our Scottish living wage across all our institutions;</p>	<p>promoted gender equality and improved gender balance on the regional college boards;</p>	<p>aligned our expenditure more closely to our strategic ambitions and supported regional efficiencies through a regional approach to procurement;</p>	<p>developed closer, effective regional relationships; strengthening regional governance structures and collaboration, supported by our Regional Memorandum of Understanding.</p>

## Senior Phase Vocational Pathways

Our Developing the Young Workforce (DYW) plans will enhance the employment prospects of the young workforce, building on the strong school-college partnerships that already exist across the region. By strengthening partnerships between schools, colleges, training providers, employers, parents and young people themselves, we will widen the range of options and support young people in making the most appropriate choices for their futures. The three Glasgow colleges are working closely with local authority partners and building on well-established relationships to engage with 46 secondary schools throughout Glasgow, East Dunbartonshire and East Renfrewshire.

The Glasgow College Region is strongly committed to the growth of Foundation Apprenticeships. In 2020-21 we will continue to collectively deliver one of the largest Regional Foundation Apprenticeship programmes in Scotland. This will be achieved in partnership with Skills Development Scotland (SDS) and coordinated regionally by a single team with specialist school and employer engagement staff.

Building on the success of the regional Foundation Apprenticeship programme, in 2020-21 SDS, GCRB and the Glasgow colleges will work jointly on two areas as opportunities for pilot activity which would extend the opportunity of Foundation Apprenticeship type learning to Senior Phase pupils who currently do not participate in standard delivery. These pilots will provide new learning opportunities at SCQF level 4/5 for school pupils and at level 6 for college learners. These developments will deliver greater alignment of current skills training supply to employment needs, converting existing course delivery into more employment relevant and modern qualifications with an enhanced range of post-course progression opportunities.

***“The Glasgow College Region continues to work effectively to optimise use of the Scottish Government’s Flexible Workforce Development Fund, helping current and new employer partners to upskill and develop their existing workforce. The colleges are delighted that the high-quality training they provide will ready employers for new technologies and skills which will contribute to inclusive and sustained growth in the local and Scottish economy.”***

Ian Patrick, Chair, Board of Management, Glasgow Kelvin College



# Our 2020-21 Developing the Young Workforce Plan

## **Young people will be able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners.**

- We will deliver an enhanced regional senior phase and Foundation Apprenticeships programme. This will have an emphasis on efficiency and sustainability, and ensure meaningful certification of learning wherever possible.
- We will continue to offer access-level provision from SCQF 1-4 to provide pathways into higher level DYW study options.
- Our early intervention approaches will provide opportunities for S1 and S2 school pupils to experience college, or vocational activity facilitated by colleges, before they make their Senior Phase subject choices.
- We will enhance the marketing and promotion of college vocational learning opportunities through the creation and maintenance of regional curriculum maps and through collaborative marketing and CPD events.

## **Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up.**

- We will work with our schools and local authorities to review and evaluate performance and identify and implement interventions, both in schools and in colleges, to improve retention and attainment on vocational programmes.
- We will continue to identify and implement actions to improve gender balance in the 20 SFC target subject areas and also to improve opportunities and outcomes for other protected groups such as learners with disabilities and BME learners.
- We will align the provision of Senior Phase work experience to college vocational pathways and Modern Apprenticeships.

## **Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate.**

- We will promote a focus on STEM, both through the Senior Phase vocational offer and through wider school engagement initiatives for younger pupils.
- We will address any employment sector gaps in schools' vocational delivery as identified by labour market and strengthen partnerships and collaborative work, between colleges, schools and employers.

## **Supporting college leaders and staff to develop the skills required to meet DYW ambitions for the college sector.**

- We will enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways through information sharing events and joint CPD initiatives.

# Key 2020-21 Performance Measures

	Performance Measure	2018-19 Baseline	2020-21 Target	Empowerment Change
Inclusive	Proportion of Credits for SIMD10 postcode areas	29.6%	<b>31.1%</b>	1.5 pp
	Proportion of Credits for BME learners	17.4%	<b>16.3%</b>	-1.1 pp
	Proportion of Credits for learners with a disability	16.8%	<b>16.7%</b>	-0.1 pp
	Proportion of Credits for learners with Care Experience	3.9%	<b>3.9%</b>	-
Responsive	Volume of Credits for Childcare training	6,973	<b>7,313</b>	340
	Volume of Credits for STEM related training	97,648	<b>105,258</b>	7,610
	Volume of Credits for Senior Phase age pupils	5,140	<b>6,028</b>	888
	Proportion of full-time learners with substantial work placement experience	16.5%	<b>20.3%</b>	3.8 pp
Effective	Proportion of full-time Further Education level learners achieving a qualification	66.3%	<b>69.3%</b>	3.0 pp
	Proportion of full-time Higher Education level learners achieving a qualification	71.3%	<b>73.5%</b>	2.2 pp
	Proportion of learners articulating to degree level courses at a university	45.9%	<b>50.0%</b>	4.1 pp
	Proportion of learners overall, satisfied with their college experience	86.9%	<b>90.4%</b>	3.5 pp
	Proportion of full-time learners progressing to work, training or study	96.3%	<b>97.5%</b>	1.2 pp

# Annex A: Summary Operational Plan for 2020-21 Regional Outcome Agreement

## 1. Making our region more inclusive

### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase participation of SIMD10 learners	30.7% of Credits delivered to SIMD10 learners	23.9%	34.0%	41.0%	Achievement supported by college Access and Inclusion Strategies
Increase participation of care leavers	3.9% of Credits delivered to Care Leavers	3.3%	2.0%	8.5%	
Increase participation of disabled learners	17.4% of Credits delivered to Disabled Learners	13.3%	19.3%	20.2%	
Increase participation of BME learners	15% of Credits delivered to BME Learners	13.9%	20.0%	15.8%	

### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Create seamless pathways through guaranteed articulation agreements	A regional guaranteed articulation agreement made by the three colleges which delivers seamless transitions from college to college, agreed courses where this applies, and a systematic method for successful learners to progress without barriers.	Initial focus on identification of vocational pathway 'dead ends, supported by curriculum review work. Project supported by Regional Student Experience Lead.
Develop digital curriculum maps	A digital prospectus, linked to the live college offer, which provides a high-level overview of vocational progression pathways across the region. This regional prospectus to be published through college, school and SDS websites.	Work being undertaken in partnership with SDS in response to Learner Journey recommendation to improve the way learners can search and access course applications and apply to college.
Develop a regional approach to address Child Poverty in the Glasgow College Region.	A collaborative project to address Child Poverty has been developed by the colleges in conjunction with community partners. The aim is to address the causes of poverty in communities facing deprivation.	An application for funding was submitted to the Scottish Funding which could provide £200k in addition to a regional grant of £70k.
Empower our ESOL Partnership	Leadership of the city-wide ESOL network, management and continued development of the city-wide ESOL register, and delivery by community partners of access provision.	A regional grant of £95k is supplemented by in-kind resources provided by local authority and community partners.
Continue to provide the additional support service for care experienced learners	Regional care experienced support service established across the three colleges, with Action for Children staff working alongside college student support staff to provide additional support both in college and off site, for care experienced learners.	A regional grant of £60k is provided to Action for Children to deliver on behalf of the region. The regional grant is matched with additional external funds.
Promote a mental health service which includes professionally-qualified Mental Health Services leadership capacity and an improved counselling offer.	Development of a regional approach to mental health services which supports and integrates with individual college approaches, and which includes access to professionally-qualified Mental Health leadership capacity.	The project is due for completion in 2019-20. Additional resources of £305k per annum are available from SFC for counsellors.



## 2. Making our region more responsive

### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase the proportion STEM-related Credits	27.3% of Credits delivered to learners on STEM courses	22.8%	30.0%	33.1%	Achievement supported by Regional Stem Strategy
Deliver an expanded Flexible Workforce Development programme	Utilise the full Flexible Workforce Development Fund allocation	£894k	£632k	£393k	Based upon the allocation provided in 2019-20
Increase the volume and range of childcare training	7,313 Level 7-9 Credits delivered for childcare training	3,434	2,979	900	Achievement supported by Regional Childcare Expansion Plan

### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand our delivery of Foundation Apprenticeships to Senior Phase pupils	Delivery of new pilot Foundation Apprenticeships at levels 4, 5 and 6 across the three colleges, enabling senior phase learners to access new work-based learning courses with progression pathways to apprenticeships.	Development and course delivery and monitoring to be supported by SDS.
Align our curriculum more closely to regional and national skills needs	Delivery with SDS of 5-Step Planning and Provision Pilot. Deliverables to include evaluation of skills alignment and identification of curriculum development recommendations.	Supported by regional Learning and Teaching Group and curriculum hubs.
Create a new curriculum and resources plan for the Glasgow College Region	Regional Curriculum and Resources Plan for 2020-25 developed and agreed by the GCRB Board.	Supported by regional Learning and Teaching Group and curriculum hubs.
Bridge 2 Business	The Bridge 2 Business programme provides college students, who are interested in starting their own business, with entrepreneurial role models.	Supported by SFC strategic funding (£200k) for programme delivery. This funding is subject to an annual application process.
Deliver a Gaelic Immersion Residential course	Gaelic Immersion Residential course delivered in partnership with Lews Castle College Gaelic department	Supported by SFC strategic funding for course delivery, travel and accommodation.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Enhance our programme of high-quality Modern Apprenticeships
- Contribute fully to the implementation and achievement of Community Planning Partnership goals

### 3. Making our region more effective

#### Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Achieve Core Credit targets	To achieve the total credit target of 368,592	170,848	120,556	77,188	
Achieve European Support Funded targets	To achieve the total credit target of 17,268	9,052	6,208	2,008	
Improve attainment rates:					Achievement supported by college Enhancement Plans and Regional Improvement Lead
Full-Time Further Education	To achieve the total target of 69.3%	69.8%	70.0%	66.9%	
Part-Time Further Education	To achieve the total target of 83.1%	87.5%	76.5%	82.5%	
Full-Time Higher Education	To achieve the total target of 73.5%	72.9%	77.0%	69.4%	
Part-Time Higher Education	To achieve the total target of 82.8%	82.9%	86.0%	76.4%	
Improve the environmental and social sustainability of our institutions	To reduce our carbon footprint in (tonnes CO2) to 8,350	4,450	2,350	1,550	The regional baseline in 2018-19 was 8,851 tonnes

#### Collaborative Projects:

Commitment	Regional output/outcome	Notes
Expand a programme of regional CPD opportunities	An expanded of regional CPD programme delivered across the three colleges.	Individual colleges to contribute CPD opportunities to regional programme.
Develop a regional response to the Climate Emergency declared by the Scottish Government	Collaborative regional plan to respond to the Climate Change Emergency. An element of this plan could be the recruitment of a shared post for Climate Change.	A provisional budget of £100k is in the 2020-21 Regional Programme for Action. It is expected that this would generate additional matched funding.
Make greater use of data analytics to inform and improve our regional service delivery	A regional data tool which automatically pulls FES data from across the three colleges and provides regional data reports.	Project supported by Regional Student Data Lead.

In addition to the above commitments, we will work collectively and at institutional levels to:

- Develop closer and more effective regional relationships and our regional collaborative management structure;
- Strengthen institutional sustainability and long-term financial planning, aligning expenditure more closely to strategic ambitions and supporting regional efficiencies;
- Maintain our Scottish living wage commitments;
- Promote gender equality and improved gender balance on the regional and college boards;
- Contribute proactively to the development of educational and economic policy at local, regional and national levels; and
- Report on our institutional performance to national and regional stakeholder

## Annex B: Mapping of SFC Priorities to GCRB 2020-21 Regional Outcome Agreement Commitments

The actions set out within the 2020-21 Glasgow College Region Programme of Action align strongly with Scottish Funding Council priorities. The actions we plan to take to deliver our ambition to build Scotland’s most inclusive, responsive and effective regional college system, will create an outstanding regional learning system which promotes a more equal society, a more successful economy, high-performing institutions and greater innovation in the economy.

The tables below evidence the scope and strength of the alignment between the commitments listed in our 2020-21 Programme of Action and the strategic priorities of the Scottish Funding Council.

SFC Priority 1: High Quality learning and teaching					Making our Region more Inclusive	
A more equal society	An outstanding system of learning	A more successful economy	High-performing institutions	Greater innovation in the economy		
✓		✓		✓		Widened access and increased participation for priority groups
	✓		✓			Built seamless pathways across the Glasgow region curriculum
✓	✓		✓			Developed digital curriculum maps
✓		✓		✓		Developed a regional approach to address child poverty
✓	✓			✓		Strengthened our partnerships with Glasgow’s universities
✓		✓		✓		Empowered our ESOL Partnership
✓		✓				Established a student support services for care experienced learners
✓			✓			Developed a joined-up mental health and well-being service
✓		✓		✓	Tackled gender imbalances and promoted gender equality	

SFC Priority 1: High Quality learning and teaching						
A more equal society	An outstanding system of learning	A more successful economy	High-performing institutions	Greater innovation in the economy		
		✓		✓	Increased participation in lifelong learning by adults in work	Making our Region more responsive
	✓	✓		✓	Delivered an expanded Flexible Workforce Development programme	
	✓	✓			Significantly increased work-based learning opportunities	
✓	✓	✓	✓	✓	Implemented our refreshed regional STEM strategy	
	✓	✓			Increased the volume and range of childcare training opportunities	
✓	✓	✓			Developed new online learning resources for HNC childcare courses	
	✓	✓			Increased the range and volume of senior phase vocational pathways	
	✓	✓		✓	Expanded our delivery of Foundation and Modern Apprenticeships	
	✓		✓		Created a new curriculum and resources plan for the Glasgow Region	
	✓		✓		Completed our pilot to implement the 5-step skills planning model	
✓		✓			Contributed Community Planning Partnership goals	

	✓	✓			Improved retention and attainment rates	Making our Region more effective
	✓		✓		Developed closer and more effective regional relationships	
			✓		Strengthened institutional sustainability	
✓					Maintained our Scottish living wage commitments	
✓	✓	✓	✓	✓	Aligned our expenditure more closely to our strategic ambitions	
	✓		✓		Developed further our regional collaborative management structure	
			✓	✓	Expanded a programme of regional CPD opportunities	
			✓		Improved the environmental sustainability of our institutions	
		✓		✓	Contributed to the development of educational and economic policy	
			✓		Made greater use of data analytics	
	✓		✓		Reported on our institutional performance	

## Annex C: Cross Cutting Themes

### 1. Aligning the regional curriculum to regional and national needs

A primary goal of the Regional Outcome Agreement is to deliver a regional curriculum and learning opportunities which meet employers' demands, supports inclusive economic growth, and provides learners with the qualifications and skills they need to build successful long-term careers. To enable and support the planning of a regionally coherent curriculum which responds effectively to economic, employment and social needs, the Glasgow regional curriculum has been grouped into economic sectors and the following Credit targets set for 2020-21:

Economic Sector:	Glasgow Region Credits	City of Glasgow Credits	Glasgow Clyde Credits	Glasgow Kelvin Credits
Administration, Financial and Business Services	78,428	49,809	18,119	10,500
Creative and Cultural Industries	58,633	27,862	19,271	11,500
Energy, Engineering, Construction and Manufacturing	72,817	35,278	19,039	18,500
Food, Drink, Tourism, Hospitality and Leisure	62,320	37,347	16,473	8,500
Health, Care and Education	44,026	13,691	19,835	10,500
Land-Based Industries	3,088	0	3,088	0
Life and Chemical Sciences	11,025	519	6,506	4,000
Transition and Supported Learning	55,523	15,394	24,433	15,696

Curriculum Hubs corresponding to the economic sectors lead collective curriculum review activity and ensure that the region is continuing to adapt and develop a curriculum which aligns with known economic, employment and social needs. Building on this strong collaborative base, GCRB will lead a pilot in 2020-21 with Skills Development Scotland and the Scottish Funding Council to jointly implement a five step planning and provision model, identifying opportunities for the alignment, collaboration and joint leadership of a responsive and inclusive regional curriculum which meets identified skills needs. This will support the implementation of the Enterprise and Skills Review recommendation to deliver increased skills planning alignment between the SFC and SDS, so that their shared investment better reflects the needs of employers and the economy.

### 2. STEM: A regional priority

The development of STEM provision and pathways is a particular strategic priority for the Glasgow region's colleges. In 2016, Glasgow's colleges worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. Our colleges are working with both employers and HE partners to develop efficient STEM pathways from school, through colleges and university, and on to employment. This is led and supported by a range of partners and complementary initiatives and builds on the success of early programmes such as the Engineering Scholarship. In 2020-21, we will publish a refreshed regional STEM strategy to increase further our contribution to the achievement of the Scottish Government's STEM Education and Training Strategy for Scotland.

### 3. Childcare training provision

Through our childcare expansion strategy, we will generate the growth in childcare provision required to meet the national policy objective of increasing the free childcare allowance from 600 hours to 1,140 hours by 2020. Our regional strategy sets the following high-level aims:

To increase the volume, range and flexibility of college learning opportunities, we will:

- increase capacity of college delivery and will expand conventional full-time delivery, evening part-time delivery, day Release HNC Provision, SVQs Levels 2-4, Modern Apprenticeships and PDA 8 and 9 provision;
- develop more online/blended learning approaches, with the regional development of further online resources benefitting all three colleges;
- provide accelerated routes and staggered intakes across the calendar year. We will also design bespoke courses to accelerate learners' paths through the NC/HNC levels.

To align college training delivery to local authority childcare provision, we will:

- ensure college representation and participation in local childcare consortia governance structures; and
- co-locate delivery with childcare providers across the City Region. We will seek to replicate our partnership work with the Blairtummock Childcare Centre of Excellence in other areas of the city so that more students and local residents can benefit from our training opportunities.

To strengthen vocational pathways from school and other employment, we will:

- develop, promote and deliver routes into childcare within the Senior Phase and expand our Foundation Apprenticeship offer;
- tackle gender imbalances by building on the success of programmes such as our 'Men into Childcare' courses; and
- develop, promote and deliver routes into childcare from the workplace through programmes such as our 'Career Changers' initiative.

### 4. Work experience, work-based learning and business development opportunities

Supported by the work of the Curriculum Hubs, Glasgow's colleges will continue to review the scale and quality work experience/work simulation in place within courses to support an increase in this type of activity, in line with the SFC recommendation that all vocational courses should include a significant element of work experience. Curriculum Hubs will work in closer partnership with employers and other stakeholders to deliver a range of activity that maximizes opportunities for contextualised learning and practical skills development. This will include including working with partners to align the provision of Senior Phase work experience elements with college vocational pathways. They will also consider how they can extend their work-based learning provision in ways which support progression within employment that is critical to Glasgow's aspiration for inclusive growth.

The Bridge 2 Business Programme is an interactive and engaging programme to inspire, connect and support students into business. It offers first hand opportunities to engage with appropriate business role models relevant to college students who have an interest in setting up their own small enterprise or to take those skills to their workplace. The Programme will connect students with the Enterprise eco-system that exists in Scotland to support much needed start-up businesses. The Programme also offers students support to help test out business ideas, match them with mentors from the local business community and develop their professional skills while continuing in Further Education.

## 5. Access and equality

### Equality Outcome Themes

The Glasgow College Region is committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum. To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

1. The diversity of students and staff reflects the communities the college serves;
2. All students and staff experience and contribute to a culture of dignity and respect;
3. All students and staff benefit from inclusive and accessible spaces, environments and services; All students and staff actively engage in fully inclusive and accessible learning and;
4. Successful student and staff outcomes are increased irrespective of protected characteristics.

Each college has developed specific equality outcomes, together with action plans and measures to achieve them. These will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

### Access and Inclusion Strategies

Glasgow's colleges have developed institutional-level Access and Inclusion Strategies to support their achievement of the regional outcomes and actions set out in the draft Glasgow ROA. These recognise that each college is provided with a specific allocation of ELS funding. They describe the inclusive service that colleges provide, methods for monitoring effectiveness and impact, plans for partnership working and alignment with regional ambitions, commitment to ongoing access and inclusion CPD for staff, and processes for providing bespoke individualised support.

### Gender Imbalances

The Glasgow College Region proactively promotes gender equality in relation to students, staff and its governing bodies. Glasgow's colleges will also continue to review, identify and outline targets to address any gender imbalances. Alongside reporting on actions related to improving gender balance across Boards and staff cohorts, all three Glasgow colleges have in place institutional Gender Action Plans. The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level, with a KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24-year olds by 2021.' Within their current Gender Action Plans, each of the Glasgow colleges has set clear target outcomes focused on the subjects with the greatest gender imbalances.

### Gender Based Violence

The Glasgow colleges have in place safeguarding procedures which ensure that colleges respond appropriately to reports of gender-based violence. All three colleges have implemented the Equally Safe in Higher Education toolkit in partnership with Student's associations.

## Care Experienced Learners

Glasgow is a national “hotspot” in relation its numbers of young people with care experience. Many of these young people are looked after at home or in the community; increasing their likelihood of leaving school with few or no qualifications and of their failing to participate in the opportunities available nationally to all young people. Glasgow’s colleges acknowledge this challenge and provide targeted approaches to working with care-experienced young people.

The Glasgow colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and early intervention and partnership working is key to improving outcomes for these young people. Specific provision for care-experienced young people include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors.
- Each year, around 50 care-experienced young people receive targeted support from Transitions to Learning and Work programmes delivered in partnership with schools, social work services and health services. These flexible programmes offer personal development, youth work activities, and vocational skills development. They aim to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.

The Glasgow College region teamed up with Action for Children to offer support services to students with care-experienced backgrounds. There is a dedicated support worker at each college to help students while they are studying and help them prepare to progress to positive destinations.

Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people. Run by NCH (Scotland), and working in partnership with colleges, GENR8 assesses and develops the independent living skills of young people who are being offered tenancies. It also supports their progression onto employability programmes. The Care Leavers’ Employment Service is a partnership between Social Work Services, the Careers Service and colleges, and it supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

## Carers

Glasgow’s colleges are committed to enhancing support for students and staff who are carers. In 2020-21, this commitment will include college level improvements in identifying students and staff who become carers during the college year. The college region will also promote a positive declaration environment, and work in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

## Disabled Learners

Glasgow City has higher than average rates of residents classing themselves as disabled or incapable of work and the Glasgow colleges undertake a range of activity to ensure they identify and remove barriers to participation and reasons for non-disclosure. This includes work with Community Planning Partnerships and disability support agencies. Glasgow City Council Education Services has well-established arrangements with colleges. A range of specialist centres ensures that pupils with



profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess the need for any greater levels of college support for learners with profound and complex needs. The Glasgow colleges maintain an ongoing dialogue with Glasgow Education Services to ensure that provision continues to be sufficient to meet needs. There is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is in place for those young people who are still at school and can benefit from college input.

Self-Directed Support improves social inclusion and independence for young people and adults with disabilities and colleges should support learners with additional needs so that they can make informed decisions about their further education. The Glasgow colleges provide tailored information about entry requirements so that pupils and their carers/agencies can make informed choices about their college learning and make best use of the resource provided by self-directed support. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are in place before a student with additional support for learning needs accepts their place.

#### Estranged students

Glasgow's colleges are committed to supporting estranged students. This includes collaboration across internal teams such as Admissions, Student Advisors, Student Funding, Learning Support and the Students' Association to promote support available for estranged students, alongside providing bespoke training to ensure that staff have the knowledge and expertise to support and provide guidance for estranged students.

#### English Language Support

Ethnicity data on population and our colleges' headcounts suggest that the Glasgow College Region broadly reflects and represents the ethnicity grouping of the regional population. However, the impact of migration and resultant demand for English tuition, as highlighted in census data, suggests that approximately 17,000 Glasgow College Region residents speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of ESOL tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, its colleges will continue to provide appropriate levels of English language tuition to support integration and access to employment. The region's colleges will play a lead role in the successful delivery of ESOL tuition. This will include delivery through regional partnerships with community-based providers.

#### British Sign Language

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015 and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. Weblinks to institutional British Sign Language plans are provided in Annex E and as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

### **5. Health and Wellbeing**

#### Mental Health

The Glasgow College Region has placed a priority of improving the quality and scope of college mental health services for learners and staff. The three colleges have significantly developed their service provision over recent years and this outcome agreement commits to further expansion of services to support good mental

health and wellbeing. A 'Regional Conversation on Mental Health and Wellbeing' event was organised in 2019 and the following development themes were identified:

- Glasgow College Region should take a proactive approach which focuses on prevention and building resilience, developing the skills of staff and learners to effectively tackle mental health issues.
- We need a mapping exercise of mental health and well-being services for both students and staff. This will give a greater understanding of current services available and to support more coherent and collaborative future delivery/development.
- Counselling alone is not the answer and we need to develop services and approaches that are multi-dimensional. We need a whole systems approach, not just across the colleges, but with partners such as the NHS to deliver a coherent, joined up and efficient service.
- Lack of resources is an issue and this often leads to insufficient time for college staff to support students. There are also concerns regarding expectations on the role and expertise of college staff in this area, and how to improve the link with health professionals.
- There can be cultural challenges for some groups about accessing counselling so we need to work with external organisations to better understand these areas.
- The focus on improving services for students should be balanced with effective and supportive services for college staff.

Further collaborative work will be undertaken in 2020-21 to develop more fully strategic approaches to supporting mental health and wellbeing and all three colleges will be employing counsellors in 2020-21.

We will continue partnership working with Scottish Government and NHS Greater Glasgow and Clyde, and will be supported by a commitment to resource and develop professionally-qualified Mental Health Services leadership capacity across the region.

#### Diet and Healthy Weight

All three Glasgow colleges undertake actions to support improvements in diet and maintaining a healthy weight, including in relation to college food outlets and work on physical health. Glasgow's colleges are actively involved in Healthy Working Lives awards and promote good health through initiatives, including action undertaken in partnership with the CPP and NHS.

#### **6. Gaelic language ambitions and current provision**

The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume but currently meets regional demand. This provision is regularly reviewed, and includes the potential to offer mainstream, vocational subjects in the Gaelic medium, according to demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use the language in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'. In addition, in 2020-21, we will deliver a Gaelic Immersion Residential course in partnership with Lews Castle College Gaelic department.

# Annex D: Glasgow Regional Outcome Agreement 2020-21 Equality Impact Assessment

## 1. Identification and Scope

### 1.1 Description of the decision, policy or practice being assessed

The commitments made in the 2020-21 Glasgow Regional Outcome Agreement.

### 1.2 Aims of the decision, policy or practice

The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The Regional Outcome Agreement is a key element in meeting these responsibilities and it seeks to deliver outputs and outcomes which create a more inclusive, responsive and effective regional college system.

### 1.3 People affected by the decision, policy or practice

Students (both current and potential) and college staff

## 2. Research and Consultation

### 2.1 Outline evidence/research

The development of the 2020-21 ROA has been informed by a wide range of information related to stakeholder and employer needs. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, Community Planning Partnership and local authority action plans, and regional employment supply and demand levels.

A significant contributor to an understanding of the socio-economic operating environment of the Glasgow colleges has involved consideration of the Glasgow Regional Skills Assessment (RSA) and Glasgow City's economic strategy for 2016-2023. The RSA provides a single, agreed evidence base on which to base future investment in skills, built up from existing datasets and results from a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED).

## 2.2 Consultation Undertaken on the Regional Outcome Agreement

As part of the development of the 2020-21 Glasgow Regional Outcome Agreement, GCRB has consulted with the three assigned colleges, stakeholders including representatives from student associations, staff trades unions, Scottish Funding Council, Skills Development Scotland and local authorities. Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

### 3. Research Key Findings

The 2019 Glasgow Regional Skills Assessment highlights a set of key implications for skills training providers, based on a review of socio-economic evidence and forecasts. This suggests that for the Glasgow College Region, there should be priority given to curriculum activity which:

- meets the needs of employers;
- widens access and increases the pool of labour;
- enhances progression routes and pathways; and
- provides more flexible provision.

### 4. Step 3 – Assessing the Impact

The table below suggests likely impacts which implementing the 2020-21 Glasgow Regional Outcome Agreement may have on people who share protected characteristics.

Protected Characteristic	Likely Impact
Age	<u>Potential Impact</u> - A number of actions within the Glasgow 2020-21 ROA target specific age groups. Work to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce will seek to increase the number of school aged pupils studying college vocational courses and to strengthen pathways from school to college. Actions to enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities will seek to increase the number of employed learners who are likely to be older. Further, a range of actions focussed on widening access will target those furthest from the labour market which could also potentially increase the proportion of college provision provided to those aged over 25. As the majority of college learners are currently aged 16-24, increasing participation from an older age group would have a positive impact in terms of the age profile of the college region reflecting the regional population.

Protected Characteristic	Likely Impact
Disability	<u>Positive Impact</u> - ROA targets commit the region to increasing both the proportion of Credits delivered to students with a known disability, and to increase successful outcomes of disabled learners. This will include partnership work with Community Planning Partnerships and disability support agencies. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are place before a student with additional support for learning needs accepts their place. Glasgow Colleges will also maintain a dialogue with the Education Department and jointly assess with them if any greater level of college support for students with profound and complex needs is required.
Gender	<u>Positive Impact</u> - The Glasgow 2020-21 ROA notes the commitment of the Glasgow colleges to outline their key ambitions to tackle gender imbalances at a subject level within Gender Action Plans. These set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female students within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.
Gender Reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage & Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy & Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial Group	<u>Positive Impact</u> - In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Region colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment, including that coordinated through Community Planning Partnerships.
Religion or Belief	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Sexual Orientation	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Deprivation	<u>Positive Impact</u> - A number of aims and actions within the ROA seek to widen access to education for people from the widest range of backgrounds. In particular, our commitments in ‘Making our region more inclusive’ sets out how the region’s colleges will work collaboratively to increase participation from under-represented groups across all subject areas, ensuring that learning opportunities are accessible, supportive and representative.

## **5. Action to Remove or Minimise Any Actual or Potential Negative Impacts Identified**

No negative impacts on protected characteristic groups are identified.

## **6. Monitoring and Evaluation**

The 2020-21 Glasgow Regional Outcome Agreement results from an ongoing review of the regional curriculum based on the most up to date labour market, economic and demographic information. Therefore, refinements will be made annually as appropriate to ensure a continued best fit of the curriculum to employment opportunities within the Glasgow region. This joint curriculum planning activity will take place within Regional Outcome Agreement development and delivery arrangements and within this activity participation rates for protected characteristic groups will continue to be monitored and reviewed.

## **7. Equality Impact Assessment Outcome**

Glasgow's colleges should proceed to implement the 2020-21 Glasgow Regional Outcome Agreement, including the actions outlined in Section 4 above to better advance equality.

## Annex E: Links to Other Strategic and Planning Information

### Glasgow Colleges' Regional Board:

#### **Glasgow Region Strategic Plan for College Education 2017-2022**

[www.gcrb.ac.uk/strategy](http://www.gcrb.ac.uk/strategy)

#### **Mainstreaming Report and Equality Outcomes**

<https://www.gcrb.ac.uk/publications>

#### **Board Diversity**

<https://www.gcrb.ac.uk/nominations-committee/4-october-2018>

### Glasgow Colleges:

#### **Mainstreaming Reports and Equality Outcomes:**

[www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties](http://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/equality-diversity/](http://www.glasgowkelvin.ac.uk/equality-diversity/)

#### **Access and Inclusion Strategies:**

[www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports](http://www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf)

#### **Corporate Parenting Plans:**

[www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students](http://www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students)

[www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students](http://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf)

#### **Gender Action Plans:**

[www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties](http://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties)

[www.glasgowclyde.ac.uk/about-us/equality-and-inclusion](http://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion)

[www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf](http://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf)

#### **British Sign Language Plans:**

[www.cityofglasgowcollege.ac.uk/bsl](http://www.cityofglasgowcollege.ac.uk/bsl)

[www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan](http://www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan)

[www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/](http://www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/)

#### **Enhancement Plans**

<https://education.gov.scot/other-sectors/further-education/688504>

<https://education.gov.scot/other-sectors/further-education/811922>

<https://education.gov.scot/other-sectors/further-education/825806>

**Further information:**

**Glasgow Colleges' Regional Board**

**190 Cathedral Street**

**Glasgow G4 0RF**

**0141 375 6821**

**[www.gcrb.ac.uk](http://www.gcrb.ac.uk)**

**[enquiries@gcrb.ac.uk](mailto:enquiries@gcrb.ac.uk)**

