

Board Meeting

Date of Meeting	Monday 25 March 2019
Paper Title	2019-20 Regional Outcome Agreement
Agenda Item	11
Paper Number	BM3-K
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Decision

1. Purpose

1.1 To note indicative 2019-20 Credit targets for the Glasgow College Region and consider the draft Regional Outcome Agreement (ROA) for 2019-20.

2. Recommendations

2.1 The Committee is invited to:

- **note** the indicative 2019-20 Credit targets for the Glasgow College Region provided by the Scottish Funding Council;
- **note** the proposal by the Performance and Resources Committee that given the almost standstill position in overall Credit activity levels, that no changes are made to the ROA performance targets as agreed by the Board at its January meeting;
- **note** the attached equality impact assessment for the 2019-20 Regional Programme of action; and
- **agree**, subject to any amendment, the draft operational and resource plan **endorsed** by the Performance and Resources Committee.

3. Introduction and Context

3.1 It was agreed by the Board that for 2019-20, the Glasgow ROA would be formed of three components:

- a high level Programme of Action setting out regional commitments and planned outcomes;
- performance targets for the years 2019-20 to 2021-22 for national performance measures for the region and the Glasgow colleges; and

- supporting narrative, mainly descriptive in nature, responding to the requirements of the SFC ROA guidance.

3.2 This paper considers draft ROA targets for national performance measures, along with an operational and resource plan for the 2019-20 Regional Programme of Action agreed by the GCRB Board at its meeting in January 2019.

4. 2019-20 Indicative Credit Levels

4.1 On the 28th February, 2019, the SFC announced indicative Credit targets to enable college regions to begin their planning for the forthcoming academic year. These are attached at Annex A to this report.

4.2 The indicative announcement suggests that activity levels for Glasgow in 2019-20 will remain at similar levels to 2018-19, with only a slight decrease (-237 Credits) in European Social Funded activity.

	Final total activity target 2018-19	Indicative core activity target 2019-20	Indicative ESF activity target 2019-20	Total activity target 2019-20
Glasgow Region	386,145	368,592	17,317	385,909

4.3 Credit targets for Childcare activity also remain at 2018-19 levels, with the region required to deliver 6,932 Credits related to Childcare training at SCQF levels 7-9.

4.4 Given this almost standstill position, it is proposed that the overall Credit targets agreed for the Glasgow colleges in 2018-19 are carried over for 2019-20, less a pro-rata share of the slight ESF reduction. This would mean the following college level activity targets:

	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Core Credit activity	368,592	170,848	120,556	77,188
ESF Credit activity	17,317	9,078	6,225	2,014
Total Credit activity	385,909	179,926	126,781	79,202

5. 2019-20 Performance Targets

5.1 At its meeting in December 2018, the Committee considered draft ROA performance targets and supporting narrative provided by the Glasgow colleges, prior to submission to the SFC. These targets were based on an assumption of a standstill position in overall Credit activity. Given that this is broadly the case for 2019-20 (with a change overall of only -0.06%), it is proposed by the GCRB Performance and Resources Committee that the draft Credit-based performance targets are not changed, except for an amendment to the overall target for ESF.

6. Operational and Resource plan for 2019-20 Programme of Action

- 6.1** At its meeting on Monday 28 January 2019, the GCRB Board considered and agreed a 2019-20 Regional Programme of Action. A desktop published version of this is attached at Annex B.
- 6.2** The Board requested that the GCRB Executive Director develop an operational and resource plan to support delivery of these regional commitments, for consideration and agreement at the March 2019 meeting of the Board. Attached as Annex C is an outline operational and resource plan.
- 6.3** The attached plan groups the commitments agreed by the GCRB Board for 2019-20 into two broad categories:
- Institution led activity which is largely defined by Credit targets and supported by college level plans; and
 - Collaborative projects which require joint working across institutions and which deliver benefits across the college region. Through collaboration, these projects will deliver:
 - greater impact on regional needs, harnessing a wide range and depth of skills and expertise for the benefit of learners;
 - more opportunities for learners, increasing the range and quality of vocational study options and pathways offered: and
 - enhanced value, jointly utilising resources from across the college region and partners, delivering more for less
- 6.4** For each of the collaborative projects, the plan outlines an output to be achieved, a project lead and associated notes, including specification of resource needs or contributions from partners. At the time of writing, for some of the collaborative projects discussions are not yet complete, and it is not possible at this stage to define exactly all project leads or resource needs. However, estimates are provided where this is not possible to enable the Board to consider and ring fence indicative funds.
- 6.5** The plan was **considered** and **endorsed** by the Performance and Resources Committee at its meeting in March 2019.

7. Risk assessment

7.1 The 2019-20 Regional Programme of Action 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 05 - A failure to effectively plan/monitor our educational delivery results in the curriculum not meeting regional economic and social needs.*
- *GCRB Risk 06 - Fewer learners achieving positive outcomes.*
- *GCRB Risk 08 - Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs.*

7.2 The attached draft operational and resource plan seeks to mitigate these risks by maximising opportunities for joined up regional planning. 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.

8. Equalities Implications

8.1 Attached at Annex D is an equality impact assessment for the 2019-20 Programme of Action.

8.2 This assessment concludes that there are no significant negative equalities impacts identified from planned actions, and that a number of the actions will positively address equality issues.

9. Legal Implications

9.1 No legal implications are identified.

10. Resource Implications

10.1 The Scottish Funding Council provide funding to GCRB to enable it to deliver its agreed Regional Outcome Agreement for 2019-20. The planned outcomes of this are set out within the 2019-20 Regional Programme of Action agreed by the GCRB Board at its meeting in January 2019.

10.2 As outlined within the attached draft operational and resource plan, resource needs for 2019-20 Regional Programme of Action commitments generally fall into two types: Credit allocations for institutional led activity and ring fenced funding for collaborative projects.

10.3 In terms of ring fenced funding for collaborative projects, the attached plan provides estimates of potential resources based on information currently available and in reference

to similar previous activity. The combined value of this ring fenced funding is estimated at £350k. This will be complemented by partner resources equating to approximately £300k.

10.4 The majority of these collaborative funds will either be allocated to one of the Glasgow colleges to lead regionally, or to a regional partner which will provide a service to the three colleges. The following provides a summary of the resource commitments:

Digital curriculum maps – this collaborative project will develop a digital prospectus linked to the live college offer, providing a high-level overview of vocational progression pathways across the region, as agreed by the GCRB Performance and Resources Committee at its meeting in December 2018. Based on the scope of the project and similar activity undertaken at college level, it is suggested that £50,000 is set aside for this project. However, a more detailed specification will be drawn up which will seek to reduce this potential cost. As part of this preparatory work, GCRB will discuss potential partnership opportunities with Skills Development Scotland, within the context of implementing recommendations for the Scottish Government’s Learner Journey Review.

ESOL Partnership – In 2018-19, GCRB received approximately £320,000 additional funds for ESOL activity, with no increase in the overall Credit target total. The majority of these funds were provided to the three Glasgow colleges (again with no increase in their overall Credit target total). However, some funds (£95,000) had historically been used to fund the city-wide ESOL network and the continued development its city-wide ESOL register, and for the delivery by local authority and third sector partners of access level community-based engagement provision. Given the contribution this activity makes towards regional ambitions to widen access and support joined up planning and delivery, and towards the strength of partnership with key local authority agencies which provide significantly more additional funding to the Glasgow College Region, it is proposed that GCRB continue to fund the ESOL partnership at the same level in 2019-20. The implementation of this action supports Scotland’s ESOL Strategy 2015-20.

Student support service for care experienced young people – The Action for Children charity has a longstanding and well-established role in managing care services and supporting care-experienced young people into positive destinations. In 2018, the charity made a proposal to the Glasgow College Region to establish a service for across the three colleges, working alongside college student support staff to provide additional support both in college and off site, for care experienced learners. This would provide support for non-academic personal issues at a place of the learner’s choosing and through this, seek to improve college successful attainment levels for this priority group (which are currently substantially below college and sector norms). The charity will match fund the regional contribution (£60,000) and the service will be reviewed at the end of the academic year. The proposal was discussed at a regional Learning and Teaching group and all three Glasgow colleges have confirmed their willingness to participate in the delivery of this support service. The implementation of this proposal will make a valuable contribution and make a valuable contribution to the ambitions contained within the National ambition for care experienced students. The project outlined aims to prevent unnecessary barriers and raise awareness of discrimination faced by care experienced young people. It is consistent with the Scottish

Government's report on Progressing the Human Rights of Children in Scotland and 2019 National Improvement Framework.

Professionally-qualified Mental Health Services leadership capacity – in response to the increasing priority being given to addressing mental health issues, and in line with Regional Outcome Agreement guidance, the GCRB Board is developing its strategic approach to supporting mental health and wellbeing. Initial regional discussions have identified professionally-qualified Mental Health Services leadership capacity as a key element in developing an effective and cost efficient service model. It is proposed that £80,000 is ring fenced to provide this capacity across the Glasgow College Region to support the development of mental health services both collaboratively across the region's colleges and with stakeholders, and within individual college service delivery. This regional allocation is expected to be complemented by additional SFC funding for counsellors. The development of our leadership capacity is consistent with the Scottish Government's Mental Health Strategy: 2017-2027 and seeks to address the action on student mental health and wellbeing set out in the Ministerial Letter of Guidance 2019-20.

Online learning resources for HNC childcare courses – a main element of the regional strategy for the expansion of childcare training is to increase the flexibility of learning opportunities and to develop more online/blended learning approaches. A key target group are employed adults seeking to change career but unable to study full time in college. Childcare training staff in the Glasgow colleges identified the development of HNC online materials as being especially valuable, and an area where regional development of these online resources could provide benefits to all three colleges. Based on other similar work, it is estimated that these resource development costs would be in the region of £25,000 and GCRB would seek a college partner to lead on their development.

Curriculum and resources plan for the Glasgow College Region – at its meeting in January 2019, the GCRB Board agreed to develop a new curriculum and resources plan for the Glasgow College Region, following delivery of the 2015-20 curriculum and estates plan. This project will require significant research based work to develop an appropriate evidence base for GCRB Board decisions and will require specialised data collation and analysis expertise. It is proposed that £30,000 is ring fenced for this activity. As part of the ongoing skills alignment pilot, Skills Development Scotland and the Scottish Funding Council have each agreed to match this resource with in-kind expertise or funds. This action is a fundamental aspect of the requirement for Skills Alignment as set out in the Ministerial Letter of Guidance for 2019-20.

Regional data reporting system – as part of regional discussions on improving the use and impact of student data in curriculum planning and delivery, the GCRB Performance and Resources Committee agreed its meeting in December 2018 to develop a regional data tool. This will make greater use of data analytics to inform and improve our regional service delivery including 'pooling' data from college systems. Estimated resource needs are £10,000. A specification for this work is being developed by the Regional Student Data Lead and a college delivery partner still has to be agreed.

11. Strategic Plan Implications

11.1 The 2019-20 Regional Outcome Agreement addresses directly the regional strategic ambition to build Scotland's most inclusive, most responsive and most effective regional college system.

Annex A: SFC Indicative Credit Targets

Indicative student activity (credit) targets for AY 2019-20

College/Region	Final core activity target 2018-19	Final ESF activity target 2018-19	Final total activity target 2018-19	Indicative core activity target 2019-20	Indicative ESF activity target 2019-20	Total activity target 2019-20
	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>
Ayrshire College	124,086	871	124,958	124,086	860	124,946
Borders College	25,176	478	25,654	25,176	472	25,648
Dumfries & Galloway College	30,176	0	30,176	30,176	0	30,176
Dundee & Angus College	103,314	4,494	107,807	103,314	4,433	107,747
Edinburgh College	186,612	1,357	187,968	186,612	1,338	187,950
Fife College	130,234	2,451	132,685	130,234	2,418	132,652
Forth Valley College	84,201	1,816	86,018	84,201	1,792	85,993
Glasgow Region	368,592	17,554	386,145	368,592	17,317	385,909
Highlands & Islands Region ^{1,2}	110,382	0	110,382	110,382	0	110,382
Lanarkshire Region	172,545	12,169	184,715	172,545	12,005	184,551
Newbattle Abbey College	921	0	921	921	0	921
North East Scotland College	133,070	2,460	135,529	133,070	2,427	135,496
Sabhal Mòr Ostaig	799	0	799	799	0	799
SRUC ³	22,747	0	22,747	22,747	0	22,747
West College Scotland	157,855	6,368	164,223	157,855	6,282	164,137
West Lothian College	43,646	786	44,431	43,646	775	44,421
Scotland	1,694,354	50,804	1,745,158	1,694,354	50,119	1,744,473

¹ - Colleges in the Highlands & Islands transitional region will be allocated ESF activity through a separate HE grant to the University of the Highlands & Islands (UHI).

² - The Highlands and Islands Region received a revised credit target which was agreed after the May publication. This resulted in an increase of 552 credits.

³ - SRUC will be allocated ESF activity through HE funding.

Indicative childcare activity (credit) targets for AY 2019-20

College/Region	Total Childcare credits (to be sourced from core credit targets) 2018-19	Credits for PDAs 2019-20	Credits for HNCs 2019-20	Total Childcare credits (to be sourced from core credit targets) 2019-20
	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>	<i>Credits</i>
Ayrshire College	5,489	0	5,489	5,489
Borders College	1,200	0	1,200	1,200
Dumfries & Galloway College	1,278	0	1,278	1,278
Dundee & Angus College	3,082	0	3,082	3,082
Edinburgh College	6,639	750	5,889	6,639
Fife College	4,690	0	4,690	4,690
Forth Valley College	2,683	0	2,683	2,683
Glasgow Region	6,932	1,000	5,932	6,932
Highlands & Islands Region ¹	0	0	0	0
Lanarkshire Region	8,077	158	7,919	8,077
Newbattle Abbey College ²	0	0	0	0
North East Scotland College	3,140	250	2,890	3,140
Sabhal Mòr Ostaig ²	0	0	0	0
SRUC ²	0	0	0	0
West College Scotland	4,814	0	4,814	4,814
West Lothian College	2,640	0	2,640	2,640
Scotland	50,665	2,158	48,507	50,665

¹ - Colleges in the Highlands & Islands Region are allocated Childcare activity/funding through HE funding.

² - Newbattle Abbey College, Sabhal Mòr Ostaig and SRUC do not receive Childcare activity/funding.

Annex C: Operational and Resource Plan for 2019-20 Regional Programme of Action

1. Making our region more inclusive

Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase participation of SIMD10 learners	31.0% of Credits delivered to SIMD10 learners	24.9%	32.5%	42.7%	Achievement supported by college Access and Inclusion Strategies
Increase participation of care leavers	15.0% of Credits delivered to care leavers	1.1%	1.2%	10.5%	
Increase participation of disabled learners	15.0% of Credits delivered to disabled learners	11.0%	18.3%	18.9%	
Increase participation of BME learners	3.1% of Credits of delivered to BME learners	12.6%	18.5%	14.8%	

Collaborative Projects:

Commitment	Regional output/outcome	Lead	Notes
Deliver and develop more articulation routes	Three University of Glasgow 'enhanced HNC' articulation courses delivered, one each per college. City of Glasgow College to deliver Engineering, Glasgow Clyde College Social-Science and Glasgow Kelvin College Science courses.	Regional Articulation Lead	Regional project supported by 1FTE SFC/ University of Glasgow funded project staff. Course delivery to be funded through Credits.
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.	Regional Student Experience Lead	Initial focus on identification of vocational pathway 'dead ends, supported by curriculum review work.
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 publicised through college, school and SDS websites.	TBC	Will require project management, technical and marketing capacity. College lead or partnership with SDS to be explored. Estimated resource needs of up to £50k.
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.	Glasgow Clyde College	Supplemented by in-kind resources provided by local authority and community partners. Circa £95k collaboration resource.
Establish new student support service for care experienced young people	Regional care experienced support service established across the three colleges, with Action for Children working alongside college student support staff to provide additional support both in college and off site, for care experienced learners.	Action for Children	Circa £60k collaboration resource with £60k match from Action for Children Charity.
Develop 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.	TBC	Expected to be complemented by SFC additional funding for counsellors. Estimated collaboration resource needs of up to £80k.

2. Making our region more responsive

Institution Led Activity:

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Increase the proportion STEM-related Credits	104,045 Credits delivered for STEM-related learning	42,325 Credits	44,938 Credits	23,564 Credits	Achievement supported by Regional STEM Strategy and by Regional STEM Lead
Deliver an expanded Flexible Workforce Development programme	Upskilling training delivered to 128 employers	60 employers	42 employers	26 employers	Split of funding based on core credit share
Increase the volume and range of childcare training	Level 7-9 Credits delivered for childcare training	tbc Credits	tbc Credits	tbc Credits	Achievement supported by Regional Childcare Expansion Plan

Collaborative Projects:

Commitment	Regional output/outcome	Lead	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.	SDS	Courses still tbc. Development and course delivery/monitoring to be supported by circa 2FTE staffing resource provided by SDS. Course delivery to be funded through Credits.
Develop new online learning resources for HNC childcare courses	Online HNC training course materials developed and shared with the three colleges.	TBC	College lead still to be agreed. Estimated collaboration resource needs of circa £30k.
Align our curriculum more closely to regional and national skills needs	Delivery with SDS and SDS of 5-Step Planning and Provision Pilot. Deliverables to include evaluation of skills alignment and identification of curriculum development recommendations.	GCRB	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.	GCRB	Supported by regional Learning and Teaching Group and curriculum hubs. Will require consultancy support for curriculum review and evaluation, estimated at £30k.

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	368,592 Core Credits delivered	170,848	120,556	77,188	
Achieve European Support Funded targets	17,317 ESF Credits delivered	9,078	6,225	2,014	
Improve attainment rates: Full-Time Further Education	Regional attainment level of at least 69.7%	74.3%	68.0%	66.0%	Achievement supported by college Enhancement Plans and Regional Improvement Lead
Part-Time Further Education	Regional attainment level of at least 83.8%	91.6%	73.0%	81.5%	
Full-Time Higher Education	Regional attainment level of at least 76.2%	77.0%	76.0%	71.7%	
Full-Time Higher Education	Regional attainment level of at least 83.7%	84.4%	85.0%	78.0%	
Improve the environmental and social sustainability of our institutions	Gross carbon footprint (tCO ₂ e) of 9,994	5,094	3,150	1,750	

Collaborative Projects:

Commitment	Regional output/outcome	Lead	Notes
Expand a programme of regional CPD opportunities	An expanded of regional CPD programme delivered across the three colleges.	Regional CPD Lead	Individual colleges to contribute CPD opportunities to regional programme.
Make greater use of data analytics to inform and improve our regional service delivery including 'pooling' data from college systems	A regional data tool developed which automatically pulls FES data from across the three colleges and provides regional data reports.	Regional Student Data Lead	College lead still to be agreed. Estimated resource needs of circa £10k.

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 our expenditure more closely to our 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 stakeholders.

Annex D: Glasgow Regional Outcome Agreement 2019-20 Equality Impact Assessment

1. Identification and Scope

1.1 Description of the decision, policy or practice being assessed

The commitments made in the Glasgow 2019-20 Programme of Action.

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 Programme of Action 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 2019-20 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 Programme of Action

As part of the development of the Glasgow 2019-20 Programme of Action, 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 2018 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.** We should continue to ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. These include: business services; financial and professional services; retail; social care; child care; and tourism. It is also important that we provide skills training which meets the region's infrastructure needs. We require adequate construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. Tackling gender imbalances in learners' programme should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen. However, more than 1 in 10 of our region's residents still have no qualifications, and proportions of deprivation remain similar to those of Scotland as a whole. Employers report skills shortages and more regional residents need to be helped to take up employment opportunities.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels, professional and elementary occupations. Therefore, we aim to encourage and support people's progression to upper skills levels. The region's colleges will increase the supply of well-qualified learners and build the higher-level skilled base that businesses need to increase the value of their output, improve productivity and enhance competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy. It needs a strong skills supply to sustain this transition.
- **Provides more flexible provision.** Our skills training must be flexible enough to equip learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. Non-traditional employment patterns also lead to less conventional career paths and to more movement between sectors. Our skills training

provision must be equally flexible and offer more work-based learning to meet the needs of employers and learners.

The Glasgow 2019-20 Programme of Action sets out how the Glasgow College Region will undertake action to deliver learning opportunities which meet these key implications.

4. Step 3 – Assessing the Impact

The table below suggests likely impacts which implementing the Glasgow 2019-20 Programme of Action may have on people who share protected characteristics.

Protected Characteristic	Likely Impact
Age	<p><u>Potential Impact</u></p> <p>A number of actions within the Glasgow 2019-20 Programme of Action 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.</p>
Disability	<p><u>Positive Impact</u></p> <p>Programme of Action 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.</p>

Gender	<p><u>Positive Impact</u></p> <p>The Glasgow 2018-19 Programme of Action 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.</p>
Gender reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage and Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy and Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial group	<p><u>Positive Impact</u></p> <p>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.</p>
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	<p><u>Positive Impact</u></p> <p>A number of aims and actions within the Programme of Action 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.</p>

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 Glasgow 2019-20 Programme of Action 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 Glasgow 2019-20 Programme of Action, including the actions outlined in Section 4 above to better advance equality.