

Board Meeting

Date of Meeting	Monday 18 December 2017
Paper Title	Draft 2018-19 Regional Outcome Agreement
Agenda Item	11
Paper Number	BM3-0
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Decision

1. Purpose

1.1 To consider the key elements for development of the 2018-19 to 2020-22 Regional Outcome Agreement (ROA), and to review draft regional targets for national performance measures.

2. Recommendations

2.1 The Board is invited to:

- **note** the Scottish Funding Council (SFC) Guidance for the development of College Outcome Agreements;
- **note** the proposed ROA development activities and timescales for the final 2018-19 to 2020-21 ROA;
- **consider** and **provide feedback** on draft regional targets;
- **agree** to submit the draft target data to SFC for it to be considered within ongoing national and regional ROA dialogue; and
- **request** the GCRB Executive Director to continue work with assigned college managers on the negotiation and development of the final ROA to ensure a clear focus on Glasgow's regional ambitions, and for national priorities.

3. Background

3.1 Each year the Scottish Funding Council (SFC) provides guidance to the sector for the development of college regional outcome agreements. The SFC guidance for the development of College Outcome Agreements: 2018-19 to 2020-21 was published on October 26, 2017. The guidance can be accessed via: <http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2017/SFCGD212017.aspx>

3.2 In the three multi-college regions of Glasgow, Lanarkshire and the Highlands and Islands, the ROA will be negotiated and agreed between the SFC and the regional strategic body. In Glasgow GCRB is responsible for negotiating targets with the three Glasgow colleges.

3.3 In 2013, the SFC decided that whilst funding would remain based on annual allocations, college ROAs would be developed in 3-year cycles, supporting the setting of longer-term, more strategic outcomes. GCRB is therefore required to develop a ROA which begins in 2018/19 and looks forwards to 2020/21.

3.4 At its meeting of December 1, 2017, the GCRB Performance and Resources Committee reviewed the SFC ROA Guidance and commented on a draft of this report.

4. Intensification of Outcome Agreements

4.1 Members will recall that the GCRB Board meeting of October 30 reviewed the Ministerial letter of guidance to the SFC. This letter highlighted the Scottish Government's commitment to the intensification of Outcome Agreements as being central to achieving its ambitions for learners and for inclusive economic growth.

4.2 The Ministerial letter stated that intensification meant that there should be more ambitious targets for key priorities, greater support and commitment to Outcome Agreements in institutions, and robust reports on performance, alongside more extensive external engagement in the Outcome Agreement process including with students, staff, local authorities and employers.

4.3 In addition to the Letter of Guidance, the Minister for Further and Higher Education called a meeting of College and University Principals, and Regional Directors on November 8, 2017. The meeting provided further clarification and emphasis with regards to intensification and included presentations from the SFC Chair and Interim Chief Executive.

4.4 The SFC Outcome Agreement guidance states that Ministers have asked SFC to ensure a clear 'line of sight' through Outcome Agreements to a contribution to, and positive impact on, the delivery of national priorities. The SFC therefore expect to see intensification of agreements in the areas of widening access, articulation, attainment and retention, gender, Developing the Young Workforce (DYW), skills, innovation and apprenticeships.

5. SFC Regional Outcome Agreement Requirements

A) Required ROA Scope and Focus

5.1 The SFC ROA guidance states that Outcome Agreements should demonstrate how college regions are responsive to the skills and education needs in their region and, as a joint funding commitment, each college region should set out:

- the regional context within which a college region operates including a link to a regional DYW plan; and
- outcomes and outputs a college region will deliver, mindful of this regional context, in response to Scottish Government priorities.

5.2 It is requested that Outcome Agreements are concise documents which should be not more than 25 pages in length.

5.3 Areas highlighted within the guidance where SFC sets expectations or makes requirements include:

- Widening access and equality and diversity
- Developing the Young Workforce (DYW) and Senior Phase Vocational Pathways
- Employer Engagement
- Science, Technology, Engineering & Maths (STEM)
- Early Years and Childcare
- English for Speakers of Other Languages (ESOL)
- Innovation
- Care experienced and carers
- Developed Workforce, Workplace Experience and Work Placement
- Modern Apprenticeships
- Alignment with Single Outcome Agreement reporting
- Flexible Workforce Development Fund
- Leadership in Environmental and Social Sustainability
- British Sign Language (BSL)
- Gaelic

5.4 To meet the statutory requirement for Equality Impact Assessments (EIA) of new and revised policies, regions are required to undertake and publish equality impact assessments of their Outcome Agreements.

5.5 It is also expected that regions place greater focus and evidence of engagement with external stakeholders and evidence that the actions in the outcome agreement meet their needs.

B) Required ROA Performance Measures

5.6 The SFC ROA Guidance requires data on performance outcomes for the three years from AY 2018-19 to AY 2020-21 and it is stated that a region's Outcome Agreement will not be agreed by the SFC unless it includes a completed National measures data return using the provided data table pro-forma.

5.7 Regional and college ambitions for the following National Performance Measures are therefore required:

1. Credits delivered (Core / ESF / Core + ESF)
2. Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24
3. Volume and Proportion of Credits delivered to full-time learners aged 16-19 and 20-24
4. Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
5. The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)

6. Number of senior phase age pupils studying vocational qualifications delivered by colleges
7. Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
8. Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
9. Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
10. Volume and proportion of Credits delivered to learners enrolled on STEM courses
11. Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)
12. Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)
13. Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges
14. Proportion of enrolled care experienced students successfully achieving a recognised qualification
15. Proportion of enrolled students Full-time FE students aged 16-19 successfully achieving a recognised qualification
16. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)
17. The number and proportion of full-time learners with high quality work placement or work place "experience" as part of their programme of study
18. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
19. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
20. SSES Survey - The percentage of students Overall, satisfied with their college experience
21. Gross carbon footprint

Section 7 of this report details draft targets for the above measures.

C) Required ROA Development timeframes

5.8 The following development timeframes are set by the SFC:

Activity	Deadline
Guidance updated and published	October 2017
2016-17 Evaluative Report and Enhancement Plan Submitted	31 October 2017
Well-developed draft Outcome Agreement Submitted	15 December 2017
Feedback on draft Outcome Agreement	by 31 January 2018
2018-19 Indicative funding allocations announced	February 2018
2018-19 Final funding allocations announced	April 2018
Final Outcome Agreement submitted	by 30 April 2018
Publication of Outcome Agreements	May/June 2018

5.9 With respect to the above timeframes, it should be noted that Glasgow's regional governance arrangements mean additional complexity, workload and shorter timeframes to complete each of the tasks above, as compared to single college regions and this issue has been raised with SFC managers.

6. Development Plan for the Glasgow Region ROA

6.1 As set out above, a draft ROA is required by the SFC for 15 December. It has been agreed with the SFC ROA manager to submit the Glasgow draft ROA following the GCRB Board meeting to allow opportunity for members to consider and contribute.

6.2 Given the compressed timescales and the focus on intensification of outcomes, it has been agreed with the SFC that GCRB will submit only draft targets for required national performance measures (i.e. a completed Table 6 as set out within the SFC ROA guidance) by the December deadline. Section 7 of this report provides member with an overview of draft targets for consideration.

6.3 A fuller draft ROA covering the range of aspects set out in Section 5 above will then be developed early in the new year for discussion across a range of internal and external stakeholders, prior to consideration by the GCRB Board in March.

6.4 Members should note that significant related regional planning activity is currently underway to support of the development of the Glasgow ROA within these planned timeframes. This activity includes:

- Reviews undertaken by eight Regional Curriculum Hubs for the following economic sectors:
 - Administration, Financial and Business Services
 - Creative and Cultural Industries
 - Energy, Engineering, Construction, Manufacturing and Land-Based Industries
 - Food, Drink Tourism, Hospitality and Leisure
 - Health Care and Education
 - Life and Chemical Sciences
 - ESOL, Community and Supported Programmes
- These reviews, led by regional curriculum teams, will analyse current delivery against relevant employment and economic trend information and identify priority development issues
- In addition to curriculum hub reviews, a regional evaluation and refresh of existing college and regional STEM strategies will be undertaken. These strategies were developed in partnership with, and assured by, the National Education Foundation (NEF).
- Regional review and development activity for school/college partnership delivery which supports achievement of Developing the Young Workforce aims. The significant

expansion of the regional Foundation Apprenticeship programme will be integrated within a new regional DYW plan.

- Ongoing regional college representation in local authority and Regional City Deal economic development structures.
- In partnership with local authority stakeholders, the development, and year one implementation, of a strategic plan for a significant expansion in Early Learning and Childcare training to support the Scottish Government's commitment to the free entitlement to 1140 hours per year by 2020.
- In partnership with Community Planning stakeholders, the review and development of strategic approaches to meeting Glasgow Region English for Speakers of Other Languages (ESOL) needs.

6.5 The outcomes of this regional review and planning activity will be used to inform the draft ROA developed early in 2018.

7. Draft Glasgow Region Performance Measures

7.1 Following publication by the SFC of the ROA guidance, the GCRB Executive Director liaised with college senior managers on the drafting of college targets for SFC's national performance measures.

7.2 Colleges were asked to reflect regional and national priorities, setting ambitious but achievable targets with a particular focus on the two strategic priorities agreed by the GCRB Board at its meeting of September 4, 2017:

- **increase participation rates and improve outcomes of learners from deprived postcodes and other priority groups; and**
- **improve regional course retention and attainment rates.**

7.3 Given that the SFC are not in a position to provide indicative funding to college regions, the SFC have advised that for planning purposes a standstill position should be used. Members should note therefore that any changes to Credit activity levels will impact on the draft targets provided by the colleges.

7.4 Annex A provides for member review, collated targets based on the college data for SFC national performance measures.

7.5 In reviewing these regional performance targets, members should also note that within the ROA guidance, SFC set out national aspirations for the three year period beginning in 2018-19. These are:

- At least 60% of HN entrants to university should articulate with advanced standing per year by AY 2019-20 rising to 75% by AY 2025-26.
- 19.5% of college activity (credits) per year should be delivered to college students from a SIMD10 postcode area by AY 2019-20 and 20% by AY 2020-21.

- The percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 73.2% by AY 2019-20 for FE and should increase to 74.4% by AY 2019-20 for HE. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
- The percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by AY 2019-20 and 75.0% by AY 2027-28 for FE and should increase to 70.5% by AY 2019-20 and 75.0% by AY 2027-28 for HE.
- Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021. As a milestone we will look to increase the minority gender share by 4.2 percentage

7.6 Given the large volume of targets presented in Annex A, it is suggested that the GCBR Board focus on a subset of key targets which align to, and exemplify, regional strategic ambitions. The table overleaf therefore sets out key ambitions from the Glasgow Region Strategic Plan for College Education, and for each, a national performance target of particular significance to achieving these strategic ambitions.

Priority ROA Measures for Regional Strategic Ambitions

Regional Strategic Ambition	Related Key National Performance Measure	16-17 Actual	18-19 Target	19-20 Target	20-21 Target	Planned Change as % of baseline	Narrative context:
Increase participation of learners from deprived postcodes and other priority groups	Proportions of Credits delivered to:						
	SIMD10 postcode areas	30.2%	30.5%	31.1%	31.8%	5.4%	National target is 20% by 2020-21. As this is geographical based measure, regional equivalent would be 33% by 2020-21. Individual college 2020-21 targets range from 25% (City), 34% (Clyde) and 43% (Kelvin).
	BME learners	14.0%	14.3%	14.5%	14.7%	4.9%	No national target - Glasgow City Council estimate that BME population of Glasgow was 15.4% in 2011.
	with a known disability	14.0%	14.2%	14.3%	14.5%	4.0%	No national target – Disabled Go estimate that over 25% of the city's population is either disabled or has a long term limiting illness.
	with Care Experience	1.5%	1.7%	1.9%	2.1%	33.6%	No national target – proportion of regional population as care leavers is hard to establish but there are relatively higher rates in Glasgow (e.g. over 3,000 children and young people are currently classed as looked after).
Improve regional retention and attainment rates	Proportion of FT FE students achieving a qualification	63.9%	68.7%	71.5%	75.0%	17.3%	National target is 75% by 2020-21. All three Glasgow colleges are proposing to achieve 75% by 2020-21.
	Proportion of PT FE students achieving a qualification	82.3%	83.4%	84.6%	87.1%	5.8%	No national target. Glasgow is currently above the national average for 2015-16 (74.3%).
	Proportion of FT HE students achieving a qualification	73.5%	75.8%	76.4%	76.9%	4.6%	National target is 75% by 2020-21. Individual college 2020-21 targets range from 75% (Kelvin) to 77% (Clyde and City).
	Proportion of PT HE students achieving a qualification	85.6%	87.6%	88.9%	89.8%	4.9%	No national target. Glasgow is currently above the national average for 2015-16 (78.8%).

Regional Strategic Ambition	Related Key National Performance Measure	16-17 Actual	18-19 Target	19-20 Target	20-21 Target	Planned Change as % of baseline	Narrative context:
Deliver more coherent Senior Phase pathways	Volume of Credits delivered to senior phase age pupils	3,365	3,864	4,118	4,392	30.5%	No national target. Note this Credit count only includes accredited qualifications at SCQF level 5 and above.
Increase opportunities for learners to progress to degree level.	The proportion of students articulating to degree level courses with advanced standing	(14-15) 47.5%	(16-17) 52.2%	(17-18) 55.2%	(18-19) 55.6%	16.9%	National target is 60% by 2019-20. Note that this data is provided by SFC and that further information has been requested to support the specification of future year targets. Delivery of this target is also contingent on action by university partners.
Deliver a significant increase in work-based learning.	Proportion of full-time learners with substantial 'work placement experience' in programme of study	12.3%	12.7%	13.9%	15.4%	25.1%	No national target. This is also a new national measure.
Deliver an inclusive and supportive student experience.	The percentage of students overall, satisfied with their college experience	(15-16) 88.8%	(17-18) 89.4%	(18-19) 89.8%	(19-20) 90.6%	2.0%	No national target. Glasgow is currently 2% below the national average.
Support every learner into a positive post-course destination.	The proportion of full-time students progressing to work, training and/or further study	(15-16) 96.8%	97.0%	97.1%	97.2%	0.4%	No national target. Glasgow is currently 2% above the national average.

7.7 Members should also note that the above priority targets will be complemented by targets for economic sector volumes (including additional childcare activity) which will be developed once indicative regional Credit volumes are announced. These regional economic sector targets will enable GCRB to plan and evidence delivery of a coherent regional curriculum aligned to economic and employment growth.

7.8 Board members are asked to **consider** and **provide feedback** the draft regional targets set out above and in Annex A, prior to submission to the SFC for it to be considered within ongoing national and regional ROA dialogue.

8. ROA Funding

8.1 Due to governmental budgetary timetables, there is currently no firm information on overall funding levels for the college sector in 2018-19 and beyond. However, indications from the Scottish Government and the SFC are that any funding will be set against a backdrop of challenging financial circumstances which may be further exacerbated by the financial pressures created by national bargaining.

8.2 A cash standstill would be very difficult to manage, especially given significant cost pressures. If the out-turn is a material cash reduction in the total funds available from the Scottish Government, it would increase risks to maintaining current levels of course provision.

8.3 In addition to issues relating to the overall quantum of core funding to be made available, in 2018/19 additional ESF funding relating to the Youth Employment Initiative (YEI) will cease and it is unclear as to the extent this activity will be replaced by other activity (whether by other ESF, core, additional childcare or any other funding stream).

8.4 Given the extent of uncertainties over funding, it has not yet been possible to undertake any modelling of funding for 2018-19 within the Glasgow region.

9. Next steps

9.1 The GCRB Executive Director and Interim Finance and Resource Director will work with the college-led regional Learning & Teaching and Sustainable Institutions working-groups to lead the development of the following aspects:

Learning & Teaching Group	Curriculum planning, widening access, equality and diversity, DYW, Employer Engagement, STEM, Early Years and Childcare ESOL, Innovation, Carers, Workplace Experience, Modern Apprenticeships, BSL, and Gaelic.
Sustainable Institutions Group	Funding considerations, ESF supported activity, student support funding, staffing and estates implications, flexible workforce development fund, college financial sustainability and carbon reduction.

9.2 The table overleaf sets out a proposed summary timetable for development of the 2018-19 ROA and how this will be reported to the GCRB Board and Committees.

Proposed High Level 2018-19 ROA Development Plan

Activity	Nov	Dec	Jan	Feb	March	April
Draft college and regional performance measures						
GCRB Committee and Board review of draft regional performance measures						
Conclude curriculum hub reviews						
Draft narrative content of ROA						
Indicative regional funding announced by SFC						
Develop indicative Credit/funding allocations for colleges						
Complete first full draft of ROA						
Stakeholder consultation on draft ROA						
GCRB Committee and Board review and agree ROA and funding allocations for colleges						

9.3 Members should note that both regional and college board schedules were arranged based on SFC timeframes for the previous year, in which March 31 was the deadline for submission of the draft ROA. As this has now moved to April 30, the GCRB Board schedule will require review to enable sufficient time to consult on the draft ROA prior to consideration by the GCRB Board.

10. Risk assessment

10.1 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 is GCRB Risk 008: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs. Key mitigation strategies are to enhance the quality and value of performance data, to regularly evaluate outcome performance, and to address areas for improvement through Enhancement Plans within new national quality arrangements.

11. Legal Implications

11.1 No legal implications are identified.

12. Resource Implications

12.1 As noted in Section 8 above, work on funding allocations will be taken forward in parallel with development of the final ROA, once indicative funding allocations are announced.

13. Strategic Plan Implications

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

Annex A: Draft ROA Targets

