

Board Meeting

Date of Meeting	Monday 25 January 2016
Paper Title	2016-17 Regional Outcome Agreement
Agenda Item	9
Paper Number	BM4-E
Responsible Officer	Alan Inglis, Depute Principal, Glasgow Kelvin College
Status	Disclosable
Action	For Discussion

1. Report Purpose

- 1.1. Consider the first draft of the 2016-17 Regional Outcome Agreement (ROA), a copy of which is attached, as an annex to this paper.

2. Recommendations

- 2.1. The Board is invited to **comment** on the draft 2016-17 ROA.

3. Background

- 3.1. At its previous meeting the Board approved a framework for the development of the 2016-17 ROA, on which this draft is based.
- 3.2. This draft was considered by the GCRB Performance & Resources Committee at its meeting on 14 December 2015. As recorded in the draft minutes of that meeting, which are included in the papers for today's meeting, the Committee agreed that this cover should include a commentary on creative and cultural industries.

4. Main developments

Curriculum and Estates plan

- 4.1. All the main developments that were envisaged in the Curriculum & Estates Plan (as presented to the 16 March 2015 meeting of the Board) were reflected in the 2015-16 ROA. The key developments flowing from the Curriculum and Estates plan that impact on 2016-17 are:
- Closing of Glasgow Kelvin College's City Campus;
 - Opening of City of Glasgow College's new building on Cathedral Street;
 - Increase of around 12,000 credits in course provision by City of Glasgow College;
 - Decrease of around 2,000 credits in course provision by Glasgow Clyde College

(although this might be offset to some extent by ESF activity);

- Reduction of around 6,000 credits in core provision by Glasgow Kelvin College.

Expectations of Scottish Funding Council

4.2. Paragraph 10 of the SFC's outcome agreement guidance for 2016-17 states: "The most significant changes for AY 2016-17 relate to new government priorities and an increased focus on the statutory responsibilities set out in the Equality Act 2010 Scottish Specific Duties. The changes relate to:

- Developing the Young Workforce (DYW) – responding to the Government's Youth Employment Strategy;
- Addressing gender imbalances in the most imbalanced subjects;
- Mainstreaming equality and diversity for staff and students;
- Better meeting the needs of care experienced young people;
- Carbon reduction.

Funding context

4.3. Since the previous board meeting the Scottish Government has published its draft budget for 2016-17. There is no change to the revenue budget for the college sector (at £530.3M) and there is a slight increase in the capital budget (from £25.5M to £27.0M). As previously noted, although a cash standstill is better than what many expected, it will nevertheless be very difficult to manage, especially given significant cost pressures (including pensions and national insurance).

4.4. However, although the Scottish Government has published its budget, the Scottish Funding Council has not yet provided information on how this will translate into the overall level of funding and individual allocations for the academic year. This was due to be issued by the end of January, but given the much later Scottish Government timetable, the Scottish Funding Council's announcement could be delayed until mid or late-February. Consequently, we are not yet able to determine whether we have sufficient financial resources to deliver the 2016-17 ROA and how these resources are best-applied. This probably means that we will not be able to finalise the ROA until March at the earliest.

4.5. Stuart Thompson (Executive Director, City of Glasgow College and Chair of the Sustainability Sub-Group) and Martin Fairbairn have begun work on development of options for funding allocation once we have information on the likely total level available. This will allow detailed modelling and options to be presented in conjunction with the final draft ROA.

5. Draft framework

5.1. The current draft 2016-17 ROA includes the following targets for 2016-17:

- Further growth of 1.6% in total activity (against the original projection was 1.9%,

and further work is therefore needed to reconcile the current projection).

- Significant changes in particular curriculum areas, including decrease in creative & cultural industries provision and an increase in energy, engineering, construction & manufacturing provision.
- An around 1 percentage point increase in the percentage of students achieving a recognised qualification.
- Further growth of 5.9% in the number of students articulating to a university with advanced standing (i.e. without repeating a level of study already achieved).

5.2. Initial analysis of the projected profile of curriculum (see pages 3 and 4 of the annex) indicates that it is consistent with the Curriculum and Estates Plan. However, the change to Credits means that care needs to be taken with year-on-year comparisons and therefore further work is required to both validate the 2016-17 projection and convert the projections for subsequent years.

5.3. Similarly, we need to examine the draft individual targets for deprivation and SCQF levels 1-6 to ensure they are still appropriate in light of the actual curriculum plans for 2016-17.

5.4. There are significant projected movements at the individual college level:

- City of Glasgow College:
 - The opening of the new estate on Cathedral Street in August 2016;
 - Incoming curriculum with associated resources and staffing in 2016-17;
 - Increasing the proportion of Further Education level provision;
 - Change in curriculum - reducing Creative and Cultural Industries.
- Glasgow Clyde College:
 - Phased reduction in: Highers and General Education provision; and Creative & Cultural Industries;
 - Increase and/or focused developments in selected STEM provision: Life Sciences; Engineering, Energy and Utilities; Computing and Business Analytics.
- Glasgow Kelvin College:
 - As part of the proposed changes to Core Curriculum Location Volumes outlined within the 5 year regional curriculum and estates plan, Glasgow Kelvin College will reduce core funded activity by around 6.4%. There will be a significant transfer to City of Glasgow College (activity related to Administration, Financial and Business Services and Creative and Cultural Industries) and to Glasgow Clyde College (activity related to Life and Chemical Sciences). Planning for these transfers is now well underway,

including: learner progression/articulation; student support; and staffing.

5.5. The draft also includes material on the policy areas flagged up for development at the Committee's previous meeting:

- Developing the Young Workforce
- Gender equality and inclusion
- European Social Fund-supported activity
- Skill Development Scotland-supported activity

Creative and Cultural Industries

5.6. The December meeting of the Performance & Resources Committee requested an update on the plans for Creative & Cultural Industries.

5.7. The Curriculum and Estates plan for Glasgow highlighted a need to review duplication of course provision in Creative and Cultural Industries and subsequently consider potential reductions in volume of delivery in certain areas. Each college has therefore been reviewing the curriculum within Creative and Cultural Industries. Consideration has been given to where all three colleges have been delivering courses, volumes, and whether it is thought that curriculum may be overprovided. Areas where there is a very direct connection with employment demand, such as product design, are being sustained. Whilst areas such as performing arts have been considered to be over-represented across the region, difficulty arises in shifting some areas of curriculum quickly given a fairly young profile of staff. A more transitional and longer term approach is therefore needed. Indeed, future opportunities may arise through the consolidation of areas into centres of regional excellence. The same approach could be taken with other niche and specialist areas. Longer term plans will be drawn up for consideration by the appropriate GCG strategic groups.

HR planning

5.8. The senior HR officers across the three colleges are co-ordinating the work required in relation to staffing implications that flow from the next set of curriculum changes, so that implementation is on time and adheres to TUPE and other relevant requirements. Attached as an annex to this paper is the current timeline for this work, which includes:

- curriculum transferring identified and confirmed;
- employees identified as in scope for transfer (including support staff);
- employee liability information shared;
- measures identified by incoming employer for outgoing employer
- communication strategy and consultation mechanism agreed; and
- voluntary severance arrangements across the region shared and discussed.

5.9. The principles that underpin this work include:

- Full compliance with the duties detailed in the Transfer of Undertakings (Protection of Employment) (TUPE) regulations 2006, as amended by the Collective redundancies and Transfer of Undertakings (Protection of Employment) (Amendment) regulations 2014
- Focus on ensuring that the Glasgow Region considers the knowledge and skills of staff before any final decisions are taken on granting voluntary severance. This is to ensure that vital skills are not lost by one organisation in the Region only to have be replaced by another.
- Communication with staff will be key to ensuring that everyone affected by the curriculum changes continues to feel valued. A communication plan is being prepared to allow consistent messages to be delivered across all three colleges.

5.10. Supporting the second of these principles, it has been agreed to add an additional stage to college recruitment procedures. If a vacant post cannot be filled by an internal candidate the vacancy will then be circulated regionally for one week before being advertised externally. This will allow vital skills to be retained within the region and ensure best use of public resources, in terms of reduced recruitment costs and potentially unnecessary voluntary severance payments.

6. Risk Analysis

6.1. Since the 2015-16 ROA represents the region's strategic aspirations, the risks are those contained in GCRB's risk register. The first version of GCRB's risk register was presented to the first meeting of GCRB's Audit Committee on 31 August 2015 and the October Board meeting. It is currently being revised in advance of the January Board meeting.

7. Legal Implications

7.1. Although GCRB does not yet have the ability to make final decisions on the 2016-17 ROA, it is appropriate for GCRB to approach the development of the 2016-17 ROA as if it did have that status so that it is able to provide advice to the Scottish Funding Council and Scottish Government.

8. Financial Implications

8.2 See paragraphs 4.3 to 4.5.

9. Regional Outcome Agreement Implications

9.2 This paper addresses development of the next Regional Outcome Agreement.

Annex – HR timeline

Timescale	Actions	Responsible
December 2015	Indicative curriculum transfers identified as per curriculum and estates plan	GKC, GCC, CGC
	Full details of curriculum areas affected included detailed course information.	GKC, GCC, CGC
	Identify which employees are potentially assigned for transfer	GKC
	Begin communication sessions with affected employees	GKC
	Agreement on Regional Recruitment Strategy to be drafted and then agreed by each individual College and communicated to Trade Union Representatives	GKC, GCC, CGC
January 2016	Confirmation from Funding Council on VS Schemes	GKC, GCC, CGC
	Employee Liability information made available to GCC and CGC	GKC
	Voluntary Severance discussion on skills	GKC, GCC, CGC
	Official Consultation with affected staff begins	GKC, GCC, CGC
February 2016	Full details of potential 'measures' provided to GKC	GCC, CGC
	Agreement and communication of Voluntary Severance decisions	
	Consultation with staff continues	GKC, GCC, CGC
March 2016	Consultation with staff continues	GKC, GCC, CGC
April 2016	Consultation with staff continues	GKC, GCC, CGC
	Staff induction visits	GCC, CGC
May 2016	Consultation with staff continues	GKC, GCC, CGC
	Staff induction visits	GCC, CGC
August 2016	Staff TUPE transfer to new College	GCC, CGC
	All HR files and associated paperwork transfers to new College	GKC

Glasgow Regional Outcome Agreement 2016/17

[Drafting note: All figures in italics are draft or indicative at this stage.]

Glasgow College region will receive £[o/s] main teaching and fee waiver grant from the Scottish Funding Council for academic year 2016-17 to plan and deliver an equivalent of **386,428** Credits of further and higher education in the region.

This funding is on the condition that the regional body signs and commits to deliver the outcomes detailed below.

Priority outcomes and impacts:

Outcome 1

right learning in the right place -

more people in Glasgow and Scotland in employment, education or training

Outcome 2

widening access -

learning opportunities are accessible, supportive and representative of all

Outcome 3

high quality and efficient learning -

more learners achieve qualifications and can progress to further study and/or work

Outcome 4

developing the workforce -

more students develop the appropriate skills needed to get a job, keep a job or get a better job

Priority outputs:

- increase by *1.6%* the volume of learning delivered (including European Social Funded activity);
- increase by *1.7%* the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland;
- increase attainment levels by *1%* for FE learners and *0.5%* for HE learners;
- increase by *[o/s]%* the proportion of activity delivered at Further Education levels;
- increase by *5.9%* to *1,583* the number of students articulating to degree level courses with advanced standing at Scottish Universities; and
- maintain the proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying at *96.7%*.

Signed by College Region:

Signed by SFC:

Date:

Date:

- Ambition for Glasgow region
 - Joined –up offer for students
 - Clearer pathways
 - Most efficient use of public resources
 - Close alignment to employment requirements and opportunities
- Progress in 2015-16
- Progress with development of GCRB
- Aspirations for 2016-17

Outcome 1: Right Learning in the Right Place

Priority Impact:

- more people in Glasgow and Scotland in employment, education or training.

Priority Output for 2016/17:

- increase to 386,428 Credits the volume of learning delivered (including European Social Funded activity).

Intermediate Level Outcomes:

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

Glasgow Region Key Outputs:

	2014/15 Actual	2015/16 Target	2016/17 Target
1. Volume of Credits delivered	382,534	380,438	388,879
2. Proportion of Credits delivered within economic sectors:			
o Administration, Financial & Business Services	74,885	76,788	81,361
o Creative & Cultural Industries	66,115	61,696	59,883
o Energy, Engineering, Construction & Manufacturing	67,533	68,609	74,172
o Food, Drink, Hospitality & Leisure	62,800	64,588	68,219
o Health, Care & Education	36,159	35,750	40,016
o Land-based Industries	2,897	2,931	2,833
o Life & Chemical Sciences	15,187	15,107	15,099
o Transition & Supported Learning	56,957	54,969	47,296

[Drafting notes: 2015/16 targets reflect initial work to re-base as a result of changes flowing from shift to Credits. 2016-17 economic sector targets reflect the total of current individual college projections, which overall is slightly higher than that previously planned for the whole of Glasgow, as stated in the 'Priority Output' statement above.]

Outcome 1: Right Learning in the Right Place

College Contributions*:

	City of Glasgow 2016/17 Target	Glasgow Clyde 2016/17 Target	Glasgow Kelvin 2016/17 Target
1. Volume of Credits delivered	180,090	127,333	81,456
2. Proportion of Credits delivered within economic sectors:			
o Administration, Financial & Business Services	51,849	18,288	11,224
o Creative & Cultural Industries	28,510	18,443	12,931
o Energy, Engineering, Construction & Manufacturing	33,996	18,581	21,596
o Food, Drink, Hospitality & Leisure	42,151	16,396	9,672
o Health, Care & Education	9,570	19,162	11,284
o Land-based Industries	0	2,833	0
o Life & Chemical Sciences	96	10,779	4,224
o Transition & Supported Learning	13,918	22,852	10,525

(*Note: All credit figures include European Social Funded activity)

[Drafting note: 2016-17 economic sector targets reflect the total of current individual college projections, which overall is slightly higher than that previously planned for the whole of Glasgow, as stated in the 'Priority Output' statement above. It is also the case that work is still taking place on the balance of the economic sectors and ensuring alignment with projected and current need) .]

Key supporting strategies

We are committed to:

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

Curriculum

The Vision for College Learning curriculum proposals were based on a set of high level principles which sought to ensure that the region's colleges offered the right learning in the right place and that over the period 2015/16 to 2019/20 Glasgow's colleges should:

- make changes to the overall shares of core curriculum activity related to specific economic sectors and in particular, reduce activity related to Creative and Cultural Industries employment and grow activity related to Administration, Financial & Business Services, Food, Drink, Hospitality & Leisure, Health, Care & Education and Life & Chemical Sciences;

Outcome 1: Right Learning in the Right Place

- in response to the strong evidence of undersupply in college delivery at access levels (particularly at SCQF level 4), increase by 2% the overall proportion of activity provided at Further Education levels; and
- increase core curriculum activity at the City of Glasgow College as its new build completes so that it delivers the equivalent of 210k WSUMs of activity. This is to be achieved through activity redistribution from Glasgow Kelvin and Glasgow Clyde colleges, efficiency savings delivered by the City of Glasgow College and additional activity funding provided by the Scottish Funding Council to recognise the metropolitan pull of the city centre. As part of these changes to overall college activity volumes, this will allow Glasgow Kelvin College to close its City Campus, the oldest and poorest quality building within the Glasgow college estate.

Key planned developments for 2016-17 are:

- Transfer of around 4,600 Credits from Glasgow Kelvin College to City of Glasgow College in the economic sector area of administration, financial and business services.
- Transfer of around 4,000 Credits from Glasgow Clyde College to City of Glasgow to be deployed to support growth sectors.
- Transfer of around 2,000 Credits from Glasgow Kelvin College to Glasgow Clyde College in the economic sector area of life and chemical sciences. This will enable utilisation of the modern laboratory facilities in Glasgow Clyde College and in close proximity to the new The Queen Elizabeth University Hospital.

[Drafting note: The extent and nature of these transfers are subject to detailed analysis and further development work. They are therefore subject to change.]

Related to these curriculum changes:

- City of Glasgow College's new and iconic City Campus is due to open at the beginning of the 2016/17 academic year; and
- the Glasgow Kelvin College City Campus, the oldest and poorest quality building within the Glasgow college estate, is expected to be closed permanently at the conclusion of academic year 2015/16.

Outcome 2: Widening Access

Priority

- learning opportunities are accessible, supportive and representative of all.

Priority Outputs for 2016/17:

- increase to *110,501* Credits the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland; and
- increase by *[o/s]* the proportion of activity delivered at Further Education levels.

Intermediate Level Outcomes:

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

Glasgow Region Key Outputs*:

	2013/14 Actual	2015/16 Target	2016/17 Target
3. a) Volume of Credits delivered to learners in the 10% SIMD	105,101	108,634	<i>110,501</i>
3. b) Percentage of Credits delivered to learners in the 10% SIMD	27.7%	28.6%	28.6%
	2014/15 Actual	2015/16 Target	2016/17 Target
4. a) Proportion of Credits delivered at Further Education Levels	56.7%	56.8%	<i>[o/s]</i>
4. b) Volume of Credits delivered at Further Education Levels	216,796	216,242	<i>219,315</i>

(It should be noted that the original % targets shown above and below were based on WSUMs and may have to be restated once measurement in Credits is better understood)

College Contributions*:

	City of Glasgow 2016/17 Target	Glasgow Clyde 2016/17 Target	Glasgow Kelvin 2016/17 Target
3. a) Volume of Credits delivered to learners in the 10% SIMD	<i>43,954</i>	<i>36,334</i>	<i>30,212</i>
3. b) Percentage of Credits delivered to learners in the 10% SIMD	<i>24.7%</i>	<i>28.5%</i>	<i>37.1%</i>
4. a) Proportion of Credits delivered at Further Education Levels	<i>77,428</i>	<i>85,903</i>	<i>55,983</i>
4. b) Volume of Credits delivered at Further Education Levels	<i>43.6%</i>	<i>67.5%</i>	<i>68.7%</i>

(*Note: All credit figures include European Social Funded activity)

Key supporting strategies

Our priorities include:

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

Gender equality and inclusion

The following regional equalities outcomes have been agreed:

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

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

Focus on Redressing Gender Imbalances

In response to "Developing Scotland's Young Workforce", the Scottish Funding Council has tasked the Glasgow Region and individual Colleges to:

1. Outline how they will contribute to the Government's KPIs on gender including ambitious targets for 2016-17 and actions to which the region and partners commit in order to make early progress.

Outcome 2: Widening Access

2. As the KPIs are focused on 16-24 year olds, outline what further action their region will undertake over and above that which is required to achieve the KPIs, to ensure gender imbalances for students above 24 years old and part-time students are being tackled.

As part of a funded project, "Attracting Diversity: Equality in Student Recruitment", the Equality Challenge Unit (ECU) will support the Glasgow Region and respective Colleges to target gender under representation.

The project will provide funded consultancy and support from ECU and sector professionals through a combination of college based facilitation and group meetings from academic year 2015/16 to 2017/18 to identify and develop:

1. Local and specific individual College issues and action plans.
2. Shared regional strategy, issues and action plan.
3. Alignment with the national agenda and strategy.

Beginning in January 2016 and working with representatives from access and inclusion, admissions, marketing, student services, equality and diversity and other linked functions, alongside student representatives, this project will support the Colleges to:

- Review and benchmark college specific data to appropriately assess underrepresentation
- Set specific and achievable targets in relation to improving participation for underrepresented equality groups at a local and regional level.
- Develop a regional approach with relevant partners, including local authorities, schools, Skills Development Scotland, and HEIs, etc.
- Develop a contextual understanding of barriers to access for potential students (for instance by undertaking qualitative research).
- Develop, deliver and evaluate positive action initiatives to improve participation for target groups.
- Develop a model for improving participation for target underrepresented groups that can be tailored for delivery across the region.

Wider Equality, Diversity & Inclusion Work - Aligned Regional Activities - Shared "Regional Strategic Equality Outcomes", "Equality Outcome Framework" and "Equality Outcome Progress Plan"

Regional Strategic Equality Outcomes 2017-2021

5 regional strategic equality outcomes have been devised for 2017-2021:

1. The diversity of students and staff reflects the communities the College serves.
2. Students and staff experience and contribute to a culture of dignity and respect.
3. Students and staff benefit from inclusive and accessible spaces, environments and services.

Outcome 2: Widening Access

4. Students and staff actively engage in fully inclusive and accessible learning and teaching.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

Equality Outcome Setting Framework

This framework presents:

- Regional Strategic Equality Outcomes, which are long term and aspirational in nature.
- Local College Specific Equality Outcomes, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature.
- Equality Issue and Evidence, the contextual basis for the outcome with reference to evidence sources.
- Relation to Protected Characteristics which the specific outcome will target.
- Link to the Public Sector Equality Duty, detailing the specific part which will be progressed by each specific outcome.

Equality Outcome Progress Plan

The progress plan, which will presented and publish separately details:

- Regional Strategic Equality Outcomes, which are long term and aspirational in nature.
- Local College Specific Equality Outcomes, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature. Hard outcomes can be quantified and measured numerically. Soft outcomes, whilst not counted, are still measurable.
- Action to Target Staff or Students, in support of achieving the specific outcome.
- Intended Outputs, the effect of the actions, which will support achieving the specific outcomes.
- Responsibility, the staff role or College functions tasked with implementing the action.
- Timescale, detailing the month and year, by which point the action, and resulting output, will be met.
- RAG Status, detailing the RAG (red, amber, green) status of progress.
- Rationale: detailing the contextual basis for the outcome.
- Progress: detailing the actions delivered and progress made.
- Impact Measure: detailing the impact mechanisms and measures to demonstrate change.

Outcome 2: Widening Access

Wider Equality, Diversity & Inclusion Work - Developing a Shared Approach to Equality Mainstreaming

The 3 Colleges are making steps towards developing a shared approach to planning for and demonstrating mainstreaming across College functions.

Developing a Shared Approach to Equality Impact Assessment

The 3 Colleges are making steps towards developing a shared approach for conducting equality impact assessments, including developing aligned, online systems which incorporate the same process stages.

Regional and College Specific Student Embracing Diversity Competition

Each College has launched a local Embracing Diversity Student Competition, the aim of which is to find the most effective expression and communication of the "embracing diversity" theme. The top 3 entries for each College are then assessed and presented at a regional annual event in May.

Wider Equality, Diversity & Inclusion Work - Common Local Approaches

Although at different stages in their journey, the following activities are common across each College in the region:

- Staff with specific responsibility for ED&I are employed.
- Approaches are in place to meet the statutory duties of the Equality Act 2010 and respective reports.
- Collaboration with Equality Challenge Unit on various programmes and attendance at the College Liaison Group.
- Strategic and operational working groups focused on ED&I issues are convened.
- General ED&I training and specific training on issues such as mental health is available to staff and students.
- Colleges provide chaplaincy services and quiet reflection spaces.
- ED&I is embedded into College planning and performance processes.
- Student and staff equality data monitoring systems are aligned to cover all protected characteristics, and campaigns are run to raise awareness of the rationale for and benefits of declaration.
- Inclusive learning and teaching materials and practices are being further developed.
- Colleges are working towards various accreditation standards, such as: Investors in People; Positive about Disability; DisabledGo; LGBT Youth Charter Mark, and Tommy's Pregnancy Accreditation Programme.
- Student and staff evidence from surveys and focus groups inform policy and procedure through EQIA.
- ED&I issues are considered in on and offline communications, for example through using diverse images.
- Student data across protected characteristics inform action planning.
- Colleges plan and deliver various local initiatives such as events and campaigns to raise awareness of ED&I in general and specific issues.

Young people with care experience

Glasgow is a national “hotspot” in relation to numbers of young people with care experience and many are looked after at home or in the community which increasing the likelihood that they leave school with low or no qualifications and that they do not then participate in the opportunities available nationally to all young people.

Glasgow colleges recognise this challenge and take a number of targeted approaches to working with care experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and as a consequence early intervention and partnership working become key to improving outcomes for this group of young people. Specific provision for care experienced young people includes:

- 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 and Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time SE pathway programme and “EVIP plus” for some of the most vulnerable and challenging young learners which has a significant youth work/personal development element and a more gradual vocational element.
- The Glasgow Kelvin College Transitions to Learning and Work programme, which is supported by the Big Lottery Fund, works with schools, social work services and health services to engage and support around 50 care experienced children/young people. It provides individually flexible programmes of personal development through youth work activities together with introductory vocational skills development in order to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.
- 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), who work in partnership with colleges to assess and develop the independent living skills of young people being offered tenancies as well as to support their progression on to employability programmes, and the Care Leavers’ Employment Service, a partnership between Social Work Services, the Careers Service and colleges which 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.

In addition, Glasgow Kelvin College has agreed to participate in the national Corporate Parenting Pilot Project being led by *Who Cares? Scotland*. This involves a 12 month commitment to work with *Who Cares? Scotland*, the signing of a “Pledge to Listen”, training for Board members and senior staff, the development of a Corporate Parenting plan, access to online training for 250 staff, and opportunity to share practice with other colleges and universities.

Outcome 3: High Quality & Efficient Learning

Priority Impact:

- more learners achieve qualifications and can progress to further study and/or work.

Priority Outputs for 2015/16:

- increase attainment levels by 1% for FE learners and 0.5% for HE learners; and
- increase by 5.9% to 1,583 the number of students articulating to degree level courses with advanced standing at Scottish Universities.

Intermediate Level Outcomes:

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

Glasgow Region Key Outputs:

		2013/14 Actual	2015/16 Target	2016/17 Target
5. Percentage successfully achieving a recognised qualification	FT FE	67.6%	67.6%	68.6%
	PT FE	75.2%	75.2%	76.2%
	FT HE	73.6%	73.6%	74.1%
	PT HE	81.9%	81.9%	82.4%
6. Number articulating at a Scottish university		1,319	1,495	1,583

College Contributions:

		City of Glasgow 2016/17 Target	Glasgow Clyde 2016/17 Target	Glasgow Kelvin 2016/17 Target
5. Percentage successfully achieving a recognised qualification	FT FE	[o/s]	[o/s]	67%
	PT FE	[o/s]	[o/s]	81%
	FT HE	[o/s]	[o/s]	71%
	PT HE	[o/s]	[o/s]	80%
6. Number articulating at a Scottish university		848	392	342

Key supporting strategies

Attainment

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

- Glasgow Clyde College has in place effective arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders. This judgement means that, in relation to quality assurance and enhancement, the college is led well, has sufficiently robust arrangements to address any identified minor weaknesses, and is likely to continue to improve the quality of its services for learners and other stakeholders.
- The effectiveness of Glasgow Kelvin College's arrangements to maintain and enhance the quality of its provision and outcomes for learners and other stakeholders is limited. This judgement means that there are some strengths in the college's arrangements for quality enhancement. However, there are weaknesses in arrangements for high quality learning, and quality culture. If not addressed, the importance of these weaknesses will continue to limit the effectiveness of the college's arrangements.

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

In the second half of 2015/16 Education Scotland will conduct a review at City of Glasgow College.

Articulation

With respect to articulation to university courses with advanced standing, we will continue to work to increase the number of college learners articulating. A significant contributor to this work is the additional HN places scheme introduced in academic year 2013/14 which continued to expand over 2014/15. Prior to this the Glasgow colleges already had extremely well-established partnership agreements in place with Glasgow Caledonian University and the University of the West of Scotland to increase and support articulation to these universities, and the creation of the additional places scheme has led to even closer collaboration between all partners. Specifically, the additional HN places approach assisted in the establishment of two new HEI partnerships. The first with Strathclyde University was set up in 2013/14, through its Engineering Academy, which now has an increased number of places available in 2015/16, with the university also seeking to expand the range of subject areas where it runs an Academy. Similarly the additional HN places approach is currently supporting a new partnership between the colleges and Glasgow School of Art which has received additional places for 2015/16.

Outcome 4: Developing the Workforce

Priority Impact:

- more students develop the appropriate skills needed to get a job, keep a job or get a better job.

Priority Output

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

Intermediate Level Outcomes

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

Glasgow Region Key Outputs:

	2013/14 Actual	2015/16 Target	2016/17 Target
7.a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	96.2%	96.7%	96.7%
7. b) Response rate for post-course destination survey respondents	75.5%	76.5%	76.5%

College Contributions:

	City of Glasgow 2016/17 Target	Glasgow Clyde 2016/17 Target	Glasgow Kelvin 2016/17 Target
7.a) Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	[o/s]	[o/s]	97%
7. b) Response rate for post-course destination survey respondents	[o/s]	[o/s]	95%

Outcome 4: Developing the Workforce

Key supporting strategies

Our priorities include:

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

Developing the Young Workforce

The Developing the Young Workforce (DYW) implementation programme is a seven year long programme to deliver the policy agenda of the Scottish Government in relation to increasing the employment prospects of the young workforce.

DYW recommendations are clear for colleges. The main aim is to ensure that all young people have the opportunity to engage in purposeful and directly work related learning while at school, building on the strong school-college partnerships that already exist across the country.

The challenge is to extend that offer to all young people, and to create a climate where young people, their parents, teachers and practitioners value – and demand – a range of routes into good jobs and careers, whether that is through our universities, colleges, apprenticeships or training provision. Colleges, as Scotland's primary providers of vocational education, will have a central role in supporting delivery of this national programme.

A genuine, long-term partnership approach between schools, colleges, training providers, employers, parents and young people themselves is central to the success of this agenda. It is only through a partnership approach we will widen the range of options available to young people and support them to make the most appropriate choices for their futures.

Our objective is a world-class system of vocational education, in which colleges work with

Outcome 4: Developing the Workforce

schools and employers to deliver learning that is directly relevant to getting a job, as a mainstream option for all pupils in the senior phase of secondary school.

2015-16

The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools across Glasgow, East Dunbartonshire and East Renfrewshire. The table below indicates that an increased number of discrete programmes are being offered this session (exceeding the ROA target of 110). This includes:

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Pathfinder Foundation Apprenticeships
- Personal Development Awards (PDA) in Youth Work (SCQF level 5)
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes
- Youth Access Programmes

Vocational Programmes by Curriculum Area	14-15	15-16
Administration, Financial and Business Services	9	13
Creative and Cultural Industries	13	17
Energy, Engineering, Construction and Manufacturing	21	31
Food, Drink, Tourism, Hospitality and Leisure	28	40
Health, Care and Education	22	29
Life and Chemical Sciences	2	7
Land-Based Industries		1
Total	95	138

The establishment of a Regional Invest in Youth Group led by the Chamber of Commerce's Youth Employment Board aims to increase the influence of employers in the development of vocational pathways. School-Business partnerships are now in place across the majority of the city's schools with plans to replicate in college Curriculum Hubs

The colleges have sharpened the focus on Science, Technology, Engineering and Maths (STEM) by recently launching a regional STEM strategy to support our young and emerging workforce. All three colleges have also gained UK recognised STEM Assured accreditation with NEF (The Innovation Institute) - the first UK wide STEM development by a region.

Outcome 4: Developing the Workforce

This commits the colleges to strengthening economic growth by ensuring our vocational programmes are fit for purpose and our emerging workforce have the technical and transferable skills required to engage effectively in a rapidly changing world of work.

Glasgow College Region is committed to reducing gender imbalance for learners within particular subject areas. Examples of developments in this area include:

- Glasgow Kelvin College developing taster events which introduce primary school pupils to vocational tasters at an early age
- Glasgow Clyde College providing a taster programme to a group of 60 young S4 pupils in equally mixed gender groups where they all experienced a variety of vocational options prior to making senior phase vocational choices
- City of Glasgow College developing 2 programmes specifically aimed at women - an HNC in Mechanical Engineering and an SCQF Level 3 qualification in Construction with guaranteed work placements

2016-17

The Regional Outcome Agreement guidance sets specific targets for colleges in relation to delivering DYW. These themes include:

- Young people 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
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate
- Further developing college outcome agreements to underpin improvements and measure progress
- Modern Apprenticeships focused on higher level skills and industry needs
- More employers engaging with education and recruiting more young people
- Advancing Equalities

Foundation Apprenticeships

Foundation Apprenticeships were recommended as part of the DYW report and pathfinder programmes have been running in 2015-16 in Engineering and Financial Services. Planning is underway to significantly increase delivery in 2016-17 to cover the following areas:

Engineering; Construction; Social Services and Healthcare; Financial Services; Children and Young People and Computing

Outcome 4: Developing the Workforce

Key Outcomes and Targets

SFC ROA Priorities	Key Outcomes 2016-17
Strengthen existing partnerships and establish new ones to fully meet regional demand	<ul style="list-style-type: none"> ▪ Adjust the balance and volume of programmes across curriculum areas to match economic priorities – maintaining the number of courses ▪ Increase the range and volume of new Foundation Apprenticeship programmes ▪ Develop stronger formal links with employers across all vocational programmes ▪ Consider the increase of HNC units in appropriate areas ▪ Continue to improve attainment levels ▪ Introduce guaranteed interviews for students on school-college programmes ▪ introduce regional curriculum maps to ensure coherent articulation pathways exist for vocational programmes
Improve gender balance and increase the impact on other protected groups	<ul style="list-style-type: none"> ▪ Target specific vocational programmes to improve gender balance ▪ Introduce new Taster options with specific gender focus ▪ Increase the number of Transition and Supported Learning vocational programmes ▪ Strengthen the reach and impact of EVIP Programmes ▪ Increase the focus on under-represented and vulnerable groups
Focus on STEM provision and delivering to labour market needs	<ul style="list-style-type: none"> ▪ Increase the pathways in targeted STEM programmes ▪ Support the development of Glasgow Regional STEM Academy ▪ Create stronger links with key STEM employers across the region ▪ Use STEM Assured status to increase impact across all disciplines
Align vocational pathways to employer needs	<ul style="list-style-type: none"> ▪ Strengthen formal partnerships with local employers (e.g. SMEs) ▪ Develop new Business engagement programmes linked to the Schools Business Framework and College Curriculum Hubs ▪ Introduce formal work experience as part of school-college programmes ▪ Hold events led by each college for geographical schools on growth sectors- including master classes/ business engagement ▪ Explore the development of open badges for students to formally recognise volunteering and additional activity ▪ Explore the development of an online/VLE Employability programme for the Senior Phase supported by local employers

Skills Development Scotland

A regional approach to the management and delivery of agreed learning programmes will enhance accessibility for learners and generate efficiencies in programme management. The new Foundation Apprenticeship framework will form the basis for the first joint regional bid to Skills Development Scotland for programme year 2016/17. This single bid, led by Glasgow Kelvin College on behalf of the Glasgow Colleges, will encompass Foundation Apprenticeship activity delivered across Glasgow and will provide partners such as Skills Development Scotland and Glasgow City Council with a single point of contact for programme delivery. A co-ordinated approach to marketing and Glasgow wide delivery will ensure easy access to information and application procedures for learners.

Outcome 4: Developing the Workforce

This bid will provide the basis for discussion on potential regional, learning programme, bids in the future. Currently, these are the Employability Fund and Foundation Apprenticeships but appropriate emerging programmes in coming years could also be coordinated at a regional level.

Currently, the three Glasgow colleges manage a significant volume of programmes on behalf of employers across a range of industry sectors. The colleges will continue to provide these services to employers in a manner that meets employer demand and in line with individual college plans within the framework of the Regional Outcome Agreement. Overall, the regional colleges expect modest growth in Modern Apprenticeships and the Employability Fund. The Foundation Apprenticeship numbers will increase significantly, reflecting the fact that the programme is relatively new and existing numbers are low.

European Social Fund

SFC has made £17.8m of European Social Funds available to the Glasgow Region colleges over the three year period 2015/16 to 2017/18. The total SFC ESF grant of £17.8m equates to approximately £7.1m Student Support and £10.7m teaching grant for 45,656 Credits of activity. This funding includes elements of both resource related to mainstream ESF and to the South West Scotland Youth Employment Initiative which is intended to provide high quality opportunities to support the sustainable integration into the labour market of young persons (aged 16 to 19) who are already outside the education system.

The Glasgow colleges agreed with SFC to phase this additional ESF activity over the 3 year period 2015/16 to 2017/18 so that overall total activity across the Glasgow Region would rise by approximately 2-3% each year over the 3-year period and in a manner which is consistent with the direction of travel of the Curriculum and Estates Review.

For 2016/17 the colleges will deliver a total of 16,567 credits (providing additional income of around £6.45m) split on the following basis:

Total	City of Glasgow	Glasgow Clyde College	Glasgow Kelvin College
16,567	8,686	5,656	2,225

<u>Document</u>	<u>Description</u>
<i>2014/15 – 2016/17 Glasgow ROA: 2015/16 Rationale and Operational Overview</i>	Contains explanation and operational detail in response to the range of aspects required within Scottish Funding Council Regional Outcome Agreement guidance.
<i>Glasgow Region Curriculum and Estates Proposals: Action and Implementation Plan, 2015/16 - 2019/20</i>	Provides an overview of implementation arrangements for the curriculum and estates proposals contained within the Glasgow Colleges' Strategic Partnership (GCSP) <i>Vision for College Learning</i> document.
<i>Developing Scotland's Young Workforce: Glasgow Region College Response</i>	Sets out regional college plans for school/college activity and responds to the recommendations of the Commission for Developing Scotland's Young Workforce.
<i>Evaluation of Glasgow Regional Outcome Agreement 2014/15</i>	Contains reflections on qualitative and quantitative progress on ROA milestones and a rationale for any proposed changes to ROA targets.
<i>A Vision for College Learning 2015/16 – 2019/20</i>	Makes a series of proposals for regional and college curriculum and estates changes based on a set of agreed principles and designed to provide an improved and coherent needs-led regional curriculum.
<i>Glasgow Region Initial Curriculum Review</i>	Undertakes an evaluation of the Glasgow college curriculum in terms of meeting identified 'key curriculum asks.'
<i>Glasgow Region Environment Scan</i>	Provides a review of relevant policy and strategic influencers, economic data/ labour market intelligence and socio-demographic data.

