

Board Meeting

Date of Meeting	Monday 10 June 2024
Paper Title	Planning and Monitoring 24-25 and Learning and Teaching Update
Agenda Item	12
Paper Number	BM4-G
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For noting

1. Executive Summary

- 1.1 This paper provides an updated on various elements of curriculum and monitoring activity at regional and national levels which have some degree of impact on the delivery of the Glasgow college system.
- 1.2 During this period there has been continued engagement with board, colleges and the NHS to explore options for enhancing reporting and referral mental health support in the Glasgow college system. There is also on-going development work with Scottish Government, Colleges Scotland, the Glasgow economic region and others on Scotland's future approach to skills provision.
- 1.3 GCRB has also contributed to the joint work of the OECD and Glasgow city region on shaping a future skills system for Glasgow. The OECD will launch a new report on *Future-Proofing the Skills System in the Glasgow City Region*, which was developed in collaboration between the Glasgow City Region and the JPMorgan Chase Foundation.
- 1.4 GCRB has also been engaging with SFC on the development of a new framework to replace the current Outcome Agreement process. The new approach update is shared with board today for consideration.

2. Recommendations

- 2.1 Board is invited to **note** the update in relation to a range of issues of importance to the Glasgow college region.

3. Report

3.1 Support for Glasgow college learners' mental health

3.2 GCRB board member Moira Connolly, Executive Director Martin Boyle and Glasgow Clyde College Principal Jon Vincent have held a range a range of meetings and engagement sessions with NHS specialists to explore options for enhancing the support offered to Glasgow college learners.

3.3 This includes exploration of pilot projects for referral systems which currently operate in some universities and other public bodies. This work will continue and it is hoped that it will provide a useful basis for activity to pilot in colleges in 2024-25.

3.4 OECD and city region skills

3.5 The OECD is launching a new report on Future-Proofing the Skills System in the Glasgow City Region, which was developed in collaboration between the Glasgow City Region and the JPMorgan Chase Foundation, on 21 June 2024, 1.30pm-3pm at Glasgow City Chambers.

3.6 This report comes at a time of ongoing reform of Scotland's education, skills and economic policy environment, which will also impact regional and local skills systems. Glasgow City Region and its eight Local Authorities will have to manoeuvre within this changing landscape when building a regional skills system for the future. The OECD report highlights labour market and skills challenges facing Glasgow City Region while also pointing to opportunities for the region to design a future-ready skills and employability system. Stakeholders from the city region will share their views on how the Glasgow City Region achieve this to support regional economic growth, social inclusion and the transition to net zero.

3.7 The agenda includes:

Opening remarks

- **Susan Aitken**, Councillor, Glasgow City
- **Mark Napier**, Managing Director, Head of International Private Bank Technology, JPMorgan Chase & Co.
- **Nadim Ahmad**, Deputy Director, OECD Centre for Entrepreneurship, SMEs, Regions and Cities

Future-proofing the skills system in the Glasgow City Region: findings from the new OECD report

- **Nadim Ahmad**, Deputy Director, OECD Centre for Entrepreneurship, SMEs, Regions and Cities

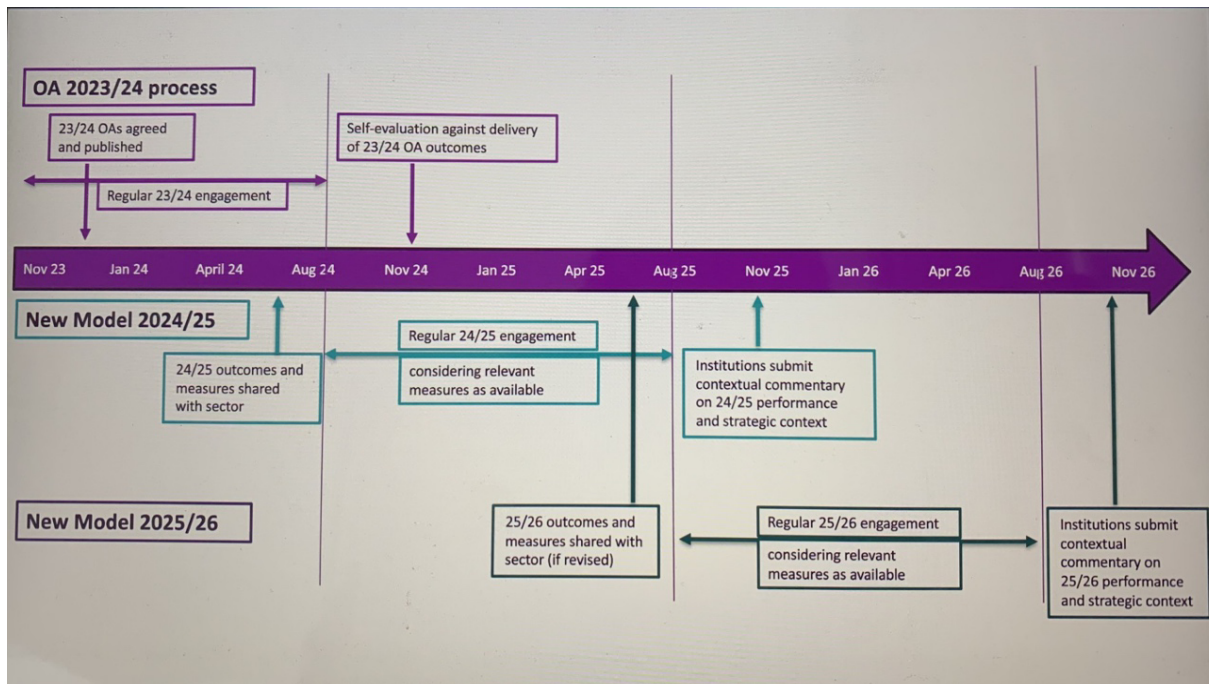
Panel discussion with high-level representatives from the Glasgow City Region

Moderator: Kevin Rush, Director of Regional Economic Growth at Glasgow City Region

3.8 Scottish Funding Council – Post-Outcome Agreement

3.9 The Scottish Funding Council has provided an update on its long-term plan to end the current Outcome Agreement process and replace it with a new Outcomes Framework (OF) and Assurance Model (AM), to run alongside the new Scotland's Tertiary Quality Enhancement Framework (TQEF).

- 3.10** The first task for completion will be the conclusion of the current Outcome Agreement 2023-24 process with the monitoring and review of 23-24 outcomes, which were completed by GCRB, approved at board and published in January 2024.
- 3.11** The next step for GCRB and the Glasgow colleges will be completion of this Outcome Agreement 23-24 Evaluation, which will be able to be completed after the summer with the conclusion of the KPIs. Final submission to SFC is due on 2 December 2024.
- 3.12** It should include the following:
- Short factual report reflecting on delivery of 2023-24 OA commitments
 - Including fair access and transitions; Coherent learning provision; Work-based learning and skills; Net zero and environmental sustainability response
 - To also include case studies on:
 - Outcomes for students
 - Outcomes for economic transformation and social renewal(It would make sense for each college to produce one case study for each)
 - To exclude the quality learning and teaching element, which moves to the TQEF element delivered as part of the new QAA process
 - Excludes high-quality research element, which is university specific. It is noted that research can and does reside within colleges but this is not SFC funded and therefore not part of this process
 - For clarity, in 2024-25, there will be no Outcome Agreement (in current form) and no National Measures table
- 3.13** Colleges should begin work on narrative elements where progress can be made to ensure progress of this document through the second part of 2024. Draft can then be shared with board on an on-going basis.
- 3.14** Following the conclusion of the Outcome Agreement 2023-24 process, focus will transition to the new Outcomes Framework and Assurance Model, and SFC will publish fuller guidance in coming days (Mid-June is the current estimate).
- 3.15** The new model is intended to reduce the overall workload burden by making use of evidence which is already generated in colleges and by the system and seeking to reduce duplication. It is also explicit in avoiding accountability for unfunded activities and outcomes; seeking to provide better evidence of outcomes, success and impact; making SFC's expectations to institutions clearer; focusing on outcomes rather than on planned activities; delivering a shared framework to monitor the full breadth of institutional performance, assessing risk and non-performance and delivering interventions as they arrive.
- 3.16** Outcomes focused on via the new model will include: funding regularity; good governance; financial viability and sustainability; estates and infrastructure; student interests, access and success; skills and work-based learning; net zero; equalities, diversity and inclusion.
- 3.17** The proposed timeline of initial activity will be approximately:



3.18 Initial discussions have commenced with SFC to explore which elements will be delivered by GCRB and which elements will be owned and delivered by individual colleges. A clearer timeline and delineation of ownership will require to be created and shared at the start of the 24-25 academic year.

3.19 Formal SFC guidance on this process will be shared with colleges, and board for information, as soon as it is published.

4. Risk and Compliance Analysis

4.1 The various elements covered present risks to GCRB in potential impact on the delivery of a sustainable, effective and coherent college system for Glasgow.

5. Financial and Resource Analysis

5.1 There are no immediate financial and resource implications associated with this paper.

6. Equalities Implications

6.1 There are no immediate additional equalities implications associated with this paper, however several elements may have an impact on access and provision of education in Glasgow.

7. Learner Implications

7.1 There are no immediate additional learner implications, however the effective, coherent provision of a Glasgow college curriculum which is effectively aligned to learner, community and business needs plays a significant role in supporting our learners.