

## Board Meeting

Date of Meeting	Monday 25 April 2022
Paper Title	Outcome Agreement 2022-2023
Agenda Item	12
Paper Number	BM5-G
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For discussion

### 1. Executive Summary

- 1.1 The Glasgow region's Outcome Agreement is the annual document which sets out key priorities for the forthcoming academic year, and sets key targets for learning and teaching across the Glasgow college system in academic year 2022-2023.
- 1.2 Pending transfer to a future National Impact Framework, a single-year Outcome Agreement for 2022-23 is to be delivered – with a core focus on a focused set of Key Performance Indicators and a high-level direction to focus on key regional and national priorities. It is intended that this Outcome Agreement will emphasise key Glasgow priorities and set targets while continuing to lay foundations for recovery and transition.
- 1.3 This draft Outcome Agreement 2022-23 is still subject to guidance from Scottish Funding Council (SFC) which has not yet been published.
- 1.4 This paper should be considered in conjunction with the paper Approach to Regional Finance, both of which were presented to the GCRB P&R Committee on 16 March 2022.

### 2 Recommendations

- 2.1 Board is invited to **comment** on the content of this report, including the proposed Outcome Agreement 22-23 and associated Programme of Action, and **note** its interim position pending further development.
- 2.2 Committee is invited to **note** the additional *Approach to Regional Finance* paper (appendix B) which was presented to the 16 March P&R Committee.
- 2.3 Committee is invited to **note** the additional *Action for Children Project* paper (appendix C), which was approved for 21-22 by the 16 March P&R Committee, and which will be brought to board for final approval as part of the final financial allocations for 22-23.

### 3 Outcome Agreement 2022-2023

#### Context and Direction

- 3.1** The academic year will be one primarily focused on providing a degree of stability and recovery; allowing the Glasgow college system to continue to focus on achieving stability and security for the future while building from those foundations to support our wider community – our students, staff, and their communities right across Glasgow – to recover from the significant, deep impact of the Covid-19 pandemic. It is also important to recognise that this is a year characterised by a challenging financial landscape and continued wider volatilities and uncertainties. It will be vital, therefore, to maintain a focus on smoothing transitions and providing stability as well as maintaining progression towards longer-term viability.
- 3.2** Unfettered access to high-quality education will provide a vital route to recovery right across our communities, and it is therefore vitally important that the Glasgow college system is focused on meeting that need, supporting those furthest from employment into education and training, contributing to a seamless transition from secondary education into tertiary education and on into employment, creating a fertile ground for lifelong learning which facilitates re-skilling and up-skilling to meet emerging needs, and cultivating the valued link between college and employers.
- 3.3** The actions and activity of the Glasgow college system must ensure that we progress the delivery of the emerging strategic aims, with strategic decisions actively seeking to forward these aims:
- For **learners**, we ensure that they are at the centre of the system, with ensured equality, fairness, lifetime access to learning, skills, qualifications, guidance and information to help you find an efficient learner journey with more right turns, effective progression, and appropriate progress. The Glasgow college system effectively supports those most in need.
  - For **communities**, we ensure colleges at the heart of their communities, with effective local decision making, effectively meeting the needs of those most in need to access effective life-changing education opportunities. Colleges will play a key role in strengthening communities and building partnerships that collectively address the challenges and opportunities for economic and social transformation.
  - For **colleges**, as anchor institutions at the heart of the Glasgow eco-system, they are enabled to deliver outstanding learning, skills and qualifications at all relevant levels of the SCQF ladder which enhances Glasgow and Scotland's social and economic prosperity, across multiple modes and levels of study.
  - For the **Glasgow college system**, clear and effective strategic structures, direction and relationships deliver enhanced pan-regional planning and collaboration through strategic, coherent, clear governance and management.
  - For **Scotland's education system, learners, communities, employers, employees and colleges**, Glasgow's colleges are financially viable for the long term, including through further efficiency gains to secure quality and public value. The Glasgow college system is affordable, efficient in operating at the right scale, and with others to minimise unnecessary duplication, optimise digital technology, and tackle the climate crisis. The Glasgow college system plays an active role in working with partners to support economic and social recovery and development.

**3.4** This should be maintained to deliver on these key priorities:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- High quality research and innovation.
- Meeting future skills needs, skills alignment and including upskilling and reskilling.
- Responding to the climate emergency.

**3.5** In practice, the work, and directed funding, of the Glasgow college region in 2022-23 will include a specific focus on the following, to deliver on national and regional priorities:

- A system-wide focus on **economic recovery** and **wider regeneration**, with particular focus on support for targeted programmes, including delivery across the Glasgow colleges of **Young Person's Guarantee**<sup>1</sup> programmes and refreshed approach to safeguarding, developing and growing a coherent, collaborative and cooperative **Foundation Apprenticeship** programme
- Ensure **widened access** to college education as an effective learning opportunity for everyone, whatever their age, ability or circumstance, and in particular that college education plays a key role in increasing opportunities in Glasgow for those furthest from employment, living in deprivation and in SIMD10 postcode areas
- Delivering a focus on **skills development**, working in conjunction with Scottish Funding Council (SFC) and Skills Development Scotland (SDS) to provide effectively aligned skills provision
- Supporting **innovation and creativity** by deepening links and partnerships with employers, while developing effective pilots which explore the delivery of meta-skills across SCQF levels to develop learners who are better equipped for a complex future
- Supporting a learner journey of **effective, seamless and coherent transitions** through the education eco-system, from secondary education in Glasgow into tertiary education and employment
- Support this
- Support and facilitate greater **pan-regional planning and activity** to enhance economic and social recovery, promote greater regional partnership work across internal and external stakeholders to deliver an enhanced role in economic recovery and wider regeneration, including exploration of strategic alignment to leverage more effective outcomes
- The Glasgow colleges leading the way on **digital transformation**, including the progression of the Digital Ambition for Scotland's Colleges<sup>2</sup> to support learners to access the most effective, high quality learning environments, both physically and digitally

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<sup>1</sup> <https://youngpersonsguarantee.scot/>

<sup>2</sup> <https://www.cdn.ac.uk/wp-content/uploads/2020/10/Digital-Ambition-Report.pdf>

- Continue to progress the regional and national focus on the **environment and sustainability** in line with Scottish colleges' *Statement of Commitment on the Climate Emergency*<sup>3</sup> and *Climate Action Road Map for FE Colleges*, affirming a Glasgow colleges-wide commitment to a regional strategic approach.

### 3.6 Key Priorities and Commitments: Regional and National

**3.7 Fair access and transitions:** The colleges will continue to maintain a coherent, coordinated policy of fair access, with application systems, digital and physical online open days, information sessions and engagement, student support services, and adherence to monitoring of performance indicators. Transitions are monitored to ensure that access to education at all levels is clear and accessible, with transitions and partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.

**3.8 Quality learning and teaching:** Overall approaches to the planning of learning and teaching are shared collaboratively at the cross-college Glasgow Colleges Group Learning and Teaching Group, with representation from Vice Principals and the GCRB Executive Director, supporting a coherent regional response and communication. Learning and teaching is monitored at individual college level. In addition to reporting to individual college boards, high-level reporting from each college is maintained via the Performance and Resources Committee of GCRB and GCRB Board. In addition, GCRB works closely with the Student Associations of the three colleges and their cross-college regional group to monitor and nurture the student voice, and this continues to provide valuable insight at board level. Individual colleges also monitor student voice via a series of surveys and overall student satisfaction is measured via the national student satisfaction survey.

**3.9 Learning with impact – students are equipped and ready to take up appropriate employment in the future:** The Glasgow colleges work closely with employers and industry at a faculty level to deliver learning with real impact which supports provision. Where practical in-college work has been required to ensure that learners progress, this has been safeguarded during the Covid-19 pandemic and will continue to be increased as colleges more fully open to on-site and on-placement learning activity. Where online learning was the only available mode, innovative solutions have been identified to ensure that practical activity continues, and best-practice examples will be maintained to effectively evolve hybrid learning and teaching practices which ensure a focus on effective student outcomes.

**3.10 Student participation and engagement in their educational experience:** Glasgow's Student Associations have been actively engaged in activity, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in planning, student communication, and contributing to national and regional review work. There has been a highly successful ethos of open collaboration across the three colleges' Student Associations which has led to effective joint presentations to the GCRB board as well as in strong contributions to regional review activity. Students' voices are actively sought and their insights are acted upon. In addition, the individual colleges have continued to engage via various communication channels as

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<sup>3</sup> <https://www.cdn.ac.uk/wp-content/uploads/2021/05/Scottish-Colleges-Climate-Emergency-Commitment.pdf>

well as further developing student insights with questionnaires to benchmark and identify issues.

- 3.11 Equalities and inclusion:** Outcome Agreement Performance Indicators are monitored by the Glasgow Colleges Group Lead Group, which includes the three Glasgow College Principals as well as the GCRB Executive Director. Equalities and inclusion measures are monitored closely and discussed, as well as being reported to the GCRB board. In addition, the cross-colleges Equalities and Inclusions Group includes representation from the three colleges and is attended by GCRB members. Wherever possible planned coherent interventions are put in place to mitigate adverse impact, including partner working with other agencies to provide tailored support to learners and additional support via the regional Programme of Action.
- 3.12 High quality research and innovation:** While research is not the primary focus of college activity, innovation has been a strong thread through the response to the pandemic, as well as more broadly across college activity. The colleges have moved at significant pace, and with significant challenge, to remote online delivery for the vast majority of activity, being able to maintain courses as well as student support functions, and now move beyond this to the development of a more complex and flexible hybrid approach to college-level education. The Glasgow colleges have continued to find innovative solutions for the delivery of qualifications, and much of this work is ground-breaking and will help inform future activity. In specific emerging areas such as environment and sustainability a research strand was planned for future implementation, and this approach to topic-specific research and innovation will be expanded to more fully consider key areas for the region.
- 3.13 Meeting future skills needs, including upskilling and reskilling:** During restricted access and lockdown periods, Glasgow continued to contribute to a wider skills agenda, and this will continue as we move to a new phase of delivery and response. Staff are members and contributors to Community Planning Partnerships, Council Strategy Groups, including for future planning, pandemic response, finance and education, environment and sustainability action, and 'just transition' planning. In addition, Glasgow hosted a region-wide review group meeting to consider new partnership models, is working with SQA on assessment issues and next-generation qualifications, and with partners to deliver new opportunities. The colleges continue to engage closely with industry partners to identify sector-specific opportunities and innovation, and the approach across the region will continue to emphasise high quality learning and teaching alongside the delivery of priority qualifications such as Foundation Apprenticeships and Young Person's Guarantee.
- 3.14 Responding to the climate emergency:** GCRB included the provision of a coherent Glasgow response to the climate emergency in the initial Outcome Agreement 2020-2021 and that commitment remains steadfast. Led by a Project Manager (Environment and Sustainability), this cross-colleges role is delivering a consistent regional and strategic approach to the on-going work of the Glasgow colleges to contribute to the city region's ambitious targets. In addition, the project has convened a cross-colleges leadership group, and sought to include the broader consideration of developments towards a 'Green curriculum', identifying new opportunities to evolve the curriculum, to create new opportunities for learners and communities, and to eventually offer a new suite of qualifications in this area, and a new focus on identifying opportunities, including for funding and external partnership development. In addition, individual colleges are developing qualifications, staff and student CPD and other experiences which begin to shift the focus of the Glasgow college system to a significantly more climate emergency-

aware footing. During this session, a co-created regional strategy will be delivered, the Glasgow college system will begin to articulate its full position on the *Climate Action Road Map for FE Colleges*, including a tailored Glasgow-specific articulation, as well as reporting against progress toward the signed commitment to deliver on the *Scottish Colleges' Statement of Commitment on the Climate Emergency*.

### **3.15 Contribution to economic recovery and social renewal**

- 3.16** Glasgow is Scotland's largest city region, serving a significant population as well as learners who travel into the city from beyond. Serving just under one quarter of the Scottish college system, we recognise the vital role that Glasgow's colleges will continue to play in contributing to economic recovery and social renewal, and reassert the vitally important role of college in transforming lives and delivering life chances.
- 3.17** The Glasgow colleges have long been immersed in the key role of widening access and participation in learning, and we continue to work in close collaboration with partners across various local authorities to provide opportunities for progressing learners, as well as contributing to the planning of regional responses. Members of GCRB and the college are members of key community planning, regional strategic response and specific response groups with local authorities, and we will continue to ensure that the work of meeting the needs of learners and communities is at the heart of our activity.
- 3.18** In addition, we continue to provide a coherent regional response to future planning by coordinating regional planning group meetings. The ambition to provide new courses which are responsive to emerging needs is clearly stated by all of our colleges, as is the central commitment to providing real, lasting positive social impact at the heart of our communities. In particular, new short courses and fast-track qualifications have been launched which have a focus on employability skills, digital skills, and/or targeted qualifications in key regional sectors in line with most recent job market data delivery by our partners at Skills Development Scotland, with this data being analysed as part of the planning process at college and board level. This support will continue across the SCQF ladder of qualifications, in Young Person's Guarantee and Foundation Apprenticeships.
- 3.19** The Glasgow colleges continue to provide opportunity in work-based learning, and its provision is one of the priority areas which will be increased as colleges reopen to increased levels of activity. It is inevitable that this area is one which has had severe impact as industry, education and society have lived through lockdown, though we have continued to seek to address access to work-based in education in areas such as care, engineering and construction, and maritime.
- 3.20** Multi-agency partnership across the education eco-system and beyond will be a key driver of success, and the Glasgow college region will engage with College Development Network and the Economic Recovery Group to ensure that this progresses in a coherent, meaningful and effective manner.
- 3.21** Across the Glasgow college region, in-depth labour market intelligence is developed in conjunction with work from Skills Development Scotland as well as local authorities and key industry partners across a variety of sectors. This has been carefully analysed at college level and high-level partnership review is included at the Glasgow Colleges Group cross-colleges meetings. In addition, the Glasgow colleges and GCRB have engaged with Glasgow City Council and associated partners including Glasgow Chamber of Commerce and the voluntary sector to identify new interventions which include pathways into

education from secondary school as well as from placements funded by other interventions within the region. In addition, the colleges continue to develop a suite of interventions which are industry specific as well courses with focus on meta-skills, work-readiness and digital skills.

#### 4 Programme of Action 2022-2023

4.1 The Glasgow Colleges' Regional Board Programme of Action provides an opportunity to deliver targeted support for projects, partnerships and research to advance the ambitions and strategic priorities above, and is specifically designed to deliver on Glasgow regional ambitions with significant impact for our learners and their communities. For 2022-23 the proposed Programme of Action seeks to advance various key elements.

4.2 The proposed projects to be taken forward in the academic year are as follows:

**Action for Children:** For over 60 years, Action for Children has been working with young people and their families who are on the edge of crisis to meet their immediate needs, to ease mounting pressures and support them to access opportunities to change their lives for the better. Their services are primarily located in communities ranked in the top 20% most deprived areas on the Scottish Index of Multiple Deprivation. The families they support have low or insecure incomes and rarely have the resources to see them through difficulties. Their services support a range of people experiencing poverty and/or trauma including: fostering and residential resources to find children safe homes; support for those that have been abused, neglected or find themselves homeless; projects that give young people the tools to look after their mental wellbeing; residential breaks and support for young people with disabilities and their families; employability support for young people who are not in education, employment or training and support for young people who offend or are at risk of offending. Action for Children's STAY project works to support college students who are at greatest risk of withdrawal, non-attainment and poor transition, e.g. care experienced students, young carers, young people from the most deprived SIMD areas and those who have experienced an adverse childhood.

This project evidences very strong alignment with the strategic aims of the Glasgow college region, and it is proposed that an increase in funding be allocated in the coming year to support Action for Children to expand their services and to unlock greater match funding in partnership with the Robertson Trust.

**Young Enterprise Scotland:** The Bridge 2 Business scheme is Young Enterprise Scotland's Further Education programme, and national funding direct from Scottish Government is processed via GCRB for delivery of the programme to nine colleges across Scotland, including all three Glasgow colleges. In addition to this standard funding, GCRB was able to directly support the Bridge 2 Business+ offer in 2021-22, and it is proposed that support for this enhanced model is supported again in 2022-23 to allow it to be more fully rolled out and expanded to a wider cohort of learners in Glasgow. The programme seeks to inspire, connect and support learners in developing a wider practical understanding of business, enterprise and entrepreneurialism. Support for the enhanced offer will allow Glasgow colleges to benefit from the support of a dedicated Programme Executive, and unlock various opportunities enterprise initiatives, social enterprise challenges, workshops, cross-colleges link opportunities, support and mentoring. In 2022-23 we will look to support greater

interaction with learners as well as seeking to bring enterprise and entrepreneur opportunities to learners at lower SCQF levels and greater need profiles.

**ESOL:** English for Speakers of Other Languages is of critical importance in Glasgow, where we have by far Scotland's largest cohort of learners as well as significant additional demand. ESOL is seen as a vitally important element of reaching learners who are often in Glasgow's most deprived communities and with limited or no access to Further Education. It is seen as an important stage in creating opportunities, and in ensuring that Further Education plays a key role in supporting transitions into learning and work. ESOL funding for the Glasgow college system is provided by GCRB to Glasgow Clyde College, and this has created an effect forum for strategic planning and operational delivery, with membership from all three of Glasgow's colleges as well as local authorities, third sector and other delivering agencies and partners. The group is currently working on evolving the offer and partnership to provide a more effective system, and it is proposed that funding be maintained to ensure this effective partnership and evolution is able to continue.

**Curriculum and Strategic Planning:** In order to ensure that the strategic objectives identified in 3.5 above are progressed, it is proposed that a Curriculum and Strategic Planning allocation be made to facilitate greater strategic research and development activity at a regional level be incorporated into the Programme of Action. It is intended that this will ensure that activity which has been impacted the Covid-19 pandemic and Glasgow region review be given new momentum. This work will ensure that national and regional priorities be progressed, and that external partnership and engagement is increased in 2022-23. Skills development, innovation and creativity, progression of targeted qualifications, pan-regional partnership and planning, and coherent learner journey development will form core drivers for directing this activity, as will delivery of greater partnership working with agencies such as Skills Development Scotland.

**Mental Health and Wellbeing:** Regional investment in this area has enabled GCRB to facilitate partnership working, deliver training in colleges, and support provision of online support via an online system. Much of this activity is now embedded across the colleges, and is more fully served by direct, specific funding from SFC, so the time is right to explore the evolution of regional opportunities in this space. GCRB will provide assistance in colleges exploring an improved online support offer. In addition, we will work with the Glasgow Colleges' Student Executives to provide support to a regional mental health and wellbeing event.

**Climate Change and Sustainability:** This project will continue into 2022-23 academic year, ensuring that the Project Manager (Environment and Sustainability) post is able to continue for a full two years from date of commencement. During this time, the Regional Climate Change and Sustainability Strategy will be completed, linked to college strategies and the national roadmap for FE colleges. In addition, the cross-colleges working model will be embedded and sustained, learning and teaching opportunities will be expanded in collaboration with the colleges, and process and activity will be developed and delivered to identify and pursue external funding opportunities and wider partnerships.



## 5 Indicative Key Performance Indicators

- 5.1 Appendix A sets out core targets for 2022-23. The list of indicators is in line with those approved by the Scottish Funding Council in the previous year. They also reflect some of the changes that are already known for next year e.g. the ending of the credit funding for National Transitions Training Fund, Deferred Students and European Social Fund.
- 5.2 These indicators will be updated when the indicative allocations are announced (by the Scottish Funding Council) in March 2022.
- 5.3 Committee may also wish to comment on any Key Performance Indicators that they feel would be beneficial for inclusion to further aid the successful monitoring of delivery and performance across the Glasgow college system.
- 5.4 In addition to the Key Performance Indicators included, it is proposed that the Outcome Agreement sets out the Glasgow college system's position on the *Climate Action Road Map for FE Colleges*, and that this be used as the regional measure of progress in this area.
- 5.5 In addition to this proposed Outcome Agreement, it is proposed that GCRB continue to engage, both internally with stakeholders and externally with Scottish Funding Council, to shape a future Impact Framework for future regional agreements.

## 6 Risk and Compliance Analysis

- 6.1 The following risks are identified on the GCRB risk register:
  - Risk 004: Opportunities to deliver regional strategy are missed/not resourced appropriately
  - Risk 006: Ineffective regional curriculum planning impacts regional, economic and social needs
  - Risk 007: Fewer learners achieve positive outcomes
  - Risk 009: Failure to achieve core targets lessens our ability to meet regional needs
- 6.2 Close collaboration with SFC and the Glasgow colleges is on-going as we seek to continue to emerge from the impact of Covid-19 and ensure effective planning and resource management.

## 7 Financial and Resource Analysis

- 7.1 The Glasgow Outcome Agreement ensures an agreement is in place between SFC, the Glasgow college region and Glasgow colleges during the next academic year which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2022-23.

## **8 Equalities Implications**

- 8.1** The Glasgow Outcome Agreement includes specific details on equalities, including consideration of impact on learner outcomes, and a broader equalities impact assessment.

## **9 Learner Implications**

- 9.1** The Glasgow Outcome Agreement includes wide-ranging coverage of the strategic regional and national priorities for learners during 2022-23.

## Key Performance Measures 2022-23 (Appendix A)

Performance Measure	2021-22 Forecast	2022-23 Target	Empowerment Change
Total Credits	393,897	<b>384,714</b>	-9,183
Core Credits	363,366	<b>381,094</b>	+17,728
National Transition Training Fund (NTTF) Credits <sup>4</sup>	4,256	<b>0</b>	-4,256
Young Person's Guarantee (YPG) Credits <sup>5</sup>	2,844	<b>0</b>	-2,844
Foundation Apprenticeship (FA) Credits	3,218	<b>3,620</b>	+402
Deferred Student Credits <sup>6</sup>	6,780	<b>0</b>	-6,780
European Social Fund (ESF) Credits <sup>7</sup>	13,433	<b>0</b>	-13,433
Proportion of Credits for SIMD10 postcode areas	25.7%	<b>26.3%</b>	0.6 pp
Proportion of Credits for learners with Care Experience	4.6%	<b>5.5%</b>	0.9 pp
Number of senior phase age pupils studying vocational qualifications at colleges	983	<b>1,285</b>	+302

<sup>4</sup> National Transition Training Fund (NTTF) credits are not expected to continue in 2022-23

<sup>5</sup> Young Person's Guarantee (YPG) credits are expected to continue in 2022-23 but no figures have been announced. This will be set as a regional target with activity across the Glasgow colleges.

<sup>6</sup> Deferred Students credits are not expected to continue in 2022-23

<sup>7</sup> European Social Fund (ESF) credits will not continue in 2022-23

## Performance and Resources Committee

Date of Meeting	Wednesday, 16 March 2022
Paper Title	Approach to Regional Finance
Agenda Item	17
Paper Number	PRC4-L
Responsible Officer	Jim Godfrey, Finance & Resources Director
Status	Disclosable
Action	For Discussion

### 1. Executive Summary

**1.1.** This report provides an overview of the challenges and opportunities in respect of regional finance. In exploring these issues, a number of matters are examined in further detail, including the:

- **Functions** of Glasgow Colleges' Regional Board (GCRB), as defined by legislation, are examined. These functions are extensive and provide the opportunity for the Glasgow region to shape its future.
- **Financial Memorandum, and Scottish Public Finance Manual**, specify the governance requirements and assurance obligations. These are the mandatory obligations placed upon GCRB, as the fundable body.
- **Financial Priorities**, differentiating between those that are mandatory and those that have a degree of discretion.
- **Current Financial Climate** and the way this impacts on current strategic choices.
- **Strategic Priorities** of GCRB and the fact that the regional strategic plan will dictate the direction of travel.
- **Funding Strategy** and the different ways in which finance can be used to support the regional strategic choices.

**1.2.** In summary, the determination of a clear regional strategy, supported by measurable outcomes is critical. When these strategic choices have been determined it is possible to develop funding mechanisms to implement change. This paper is intended to inform the development of a new strategy and ensure that resources are aligned to strategic choices.

### 2. Recommendations

**2.1.** The Committee is asked to:

- **comment** on the content of this report, and
- **determine** how the content of this report, and the discussions of this Committee, should be progressed with the Board.

### 3. Report

#### 3.1. Purpose of this Report

The purpose of this report is to inform a discussion on the potential deployment of financial resources to achieve a regional strategy. The intention is to highlight some opportunities, together with the associated challenges.

#### 3.2. Functions of Glasgow Colleges' Regional Board

As a starting point it is worth reminding ourselves of the responsibilities, and functions, of the Glasgow Colleges' Regional Board. In the context of this report, it is the responsibilities of the Board that have financial implications that are salient. These responsibilities are set out in the relevant legislation<sup>1</sup>.

The core purpose (of the regional strategic body) is to secure "...the coherent provision of a high quality of fundable further education and fundable higher education in the localities of its colleges." The core functions, from a resource perspective, are:

**Planning** - "A regional strategic body must plan for how it proposes its colleges should provide fundable further education and fundable higher education" and in creating these plans "...a regional strategic body must have regard to the importance of ensuring that funds...are used as economically, efficiently and effectively as possible."

**Performance monitoring** – "A regional strategic body must monitor the performance of its colleges", which includes "...monitoring its colleges' financial and other affairs". In undertaking this monitoring role, GCRB is required to take account of the "...desirability of preventing any unnecessary duplication of any action..."

**Efficiency** – "A regional strategic body may secure the promotion or carrying out of studies to improve economy, efficiency and effectiveness in the management or operations of any of its colleges."

**Economic and Social Well-Being/Need** – "A regional strategic body is to exercise its functions with a view to improving the economic and social well-being of the localities of its colleges" with regard to social/economic regeneration and social cohesion/inclusion.

**Needs** – "In exercising its functions, a regional strategic body is to have regard to...; skills, issues affecting the economy, social and cultural issues, needs and issues in relation to Scotland." The regional strategic body is also required to have regard to the "...under represented socio-economic groups..."

**Information** – "A regional strategic body's colleges must provide the regional strategic body with such information as it may reasonably require...in connection with the exercise of any of its functions"

**Transfer of staff and property** – "A regional strategic body may require any of its colleges to transfer such of its staff, property, rights, liabilities or obligations...to another of its college; or to the regional strategic body."

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<sup>1</sup> Sections 23E to 23O of the 2005 Act as amended by the Post-16 Education (Scotland) Act 2013  
<https://www.legislation.gov.uk/asp/2013/12/section/10>

The extent to which these core functions have been implemented has varied since they were determined in 2014. Some of these functions may have been difficult to implement in the development phase i.e. before GCRB became fully fundable. Now that GCRB is a more mature organisation, it provides an opportunity to revisit these core functions

The Committee is invited to consider the extent to which these functions could be deployed to deliver the future regional strategy?

### 3.3. Financial Memorandum

Following on from the duties of the Regional Strategic Body, the next section sets of the framework of regulations that govern the use of funds. These regulations are contained within the Financial Memorandum and Scottish Public Finance Manual.

A Financial Memorandum exists between the Scottish Funding Council and the Glasgow Colleges’ Regional Board. This document “...sets out the formal relationship between the SFC and fundable bodies in the college sector...”. This document was approved in 2017 and applied to the Glasgow Colleges’ Regional Board when it attained fundable body status on 1 April 2017. The Financial Memorandum specifies the requirements that fundable bodies must adhere to as a term and condition of grant from SFC.

A Financial Memorandum also exists between the Glasgow Colleges’ Regional Board and each assigned college.

The Financial Memorandum also requires that “...Regional Boards (and colleges) comply with the requirements of the Scottish Public Finance Manual.” When taken together the Financial Memorandum, and Scottish Public Finance Manual, provide a rule book for all financial transactions within the Glasgow College Region.

The Financial Memorandum contains the following elements:

Part 1	Defines the relationship between SFC and the institution and the responsibilities of each for the proper stewardship of public funds.
Part 2	Contains the general requirements that apply to all institutions.
Part 3(A)	Contains additional requirements for Regional Strategic Bodies.
Part 3(B)	Contains additional requirements for Regional Colleges and Regional Boards.
Part 4	Contains additional requirements for non-assigned and non-incorporated colleges.

In accordance with the Financial Memorandum, the GCRB Executive Director “...has a personal responsibility for the propriety and regularity of the public finances provided to the Regional Strategic Body, and for ensuring that funding is used economically, efficiently and effectively. The Chief Officer is appointed by the Regional Strategic Body’s Board in terms of schedule 2B to the 2005 Act, as amended by the Post-16 Education Act 2013.”

To meet his responsibilities, the GCRB Executive Director “...must be satisfied that the governing body of the College meets the requirements of this Financial Memorandum as a condition of receiving grant funding from the Regional Strategic Body. The Regional Strategic Body will therefore seek financial management and other information from the College.”

It is the governing body of each institution (i.e. Glasgow Colleges’ Regional Board and Board of Management of a college) that is responsible for ensuring compliance with the Financial Memorandum.

The GCRB Executive Director is responsible and accountable to the Scottish Funding Council “...for ensuring that funds provided to the Body (GCRB) are used for the purposes for which they have been given...”. In turn, the Chief Executive of SFC is the Accountable Officer, under the terms of the Public Finance and Accountability (Scotland) Act 200), and is responsible and accountable to the Scottish Parliament.

The Committee is asked to note the obligations, and requirements, of the Financial Memorandum.

### 3.4. Financial Priorities

The following thoughts are offered to provide a perspective on the order of financial priorities.

**Compliance** – to ensure that GCRB fulfils its obligations. These may set out in legislation, or mandated within documents such as the Financial Memorandum or Scottish Public Finance Manual. A review of the work of the GCRB committees shows many examples of this, for example; Annual Report and Consolidated Financial Statements, external and internal audit, systems of internal control, code of good governance, certificates of assurance, etc.

**Requirements** – of the Scottish Funding. This includes the provision of a significant amount of information, which enables the Scottish Funding Council to receive assurance, and have confidence in, the function of GCRB as the fundable body. Examples considered by the GCRB committees include; Financial Forecast and Efficient Government Returns. There are many additional returns that are submitted by GCRB Executive to the Scottish Funding Council that are not considered by a GCRB committee.

**Monitoring** – the performance of the assigned colleges to gain assurance that they are fulfilling their obligations. This is essential if GCRB is then able to provide assurance to the Scottish Funding Council. Examples considered by the GCRB committees include; Regional Outcome Agreement, college annual internal/external audit reports, capital monitoring, flexible workforce development. It is important to recognise that colleges are also required to provide information to external bodies and may be subject to external scrutiny. Examples include; inspections by Education Scotland and external reporting on matters such as procurement, sustainability, equalities and health and safety.

Once GCRB was established by statute, and became a fundable body, it was obliged to meet the above requirements. These obligations utilise the resources of GCRB as can be seen from the workload of the committees and board.

In 2021-22, the GCRB running costs are estimated to be £465,000<sup>2</sup>, which is still considerably lower than the amount estimated by the Scottish Government in 2012<sup>3</sup>. The priorities outlined above are expected to account for the majority of the running cost budget.

There is greater scope, and fewer limitations, as to how GCRB fulfils some of its other functions i.e. the difference it makes. Looking back to the statutory functions of GCRB, this might include the areas of curriculum planning, skills, efficiency, economy and need. It is for the board to determine its future strategy and how it delivers these functions.

The Committee may wish to discuss the priorities set out above and the scope for developing some of its functions in the future.

### 3.5. Current financial climate

The purpose of this section is to provide information in respect of the current financial climate. It provides an analysis of the environmental factors facing the college sector and therefore the backdrop to a strategy for the Glasgow college region.

**Income is falling in real terms** – the anticipated ‘flat cash’ settlement for 2022-23 represents a reduction in real terms income. The higher the rate of inflation then the higher the real terms fall.

**Financial support for Covid-19 is ending** – the college sector received additional support (in 2020-21 and 2021-22) to help deal with the impact of the pandemic. This provided additional support for areas including; student funding, mental health and digital. This funding is expected to end on 31 July 2022 meaning that the sector will need to meet the additional costs of the pandemic after this date.

**Costs are rising** – colleges are facing increased costs as a result of inflationary pressures and increased taxation. For example, energy prices have increased significantly<sup>4</sup>, pay pressures are increasing due to higher levels of inflation, and pay costs will increase by 1.25% in April 2022 as result of the increase in National Insurance rates for employers. Given a ‘flat cash’ settlement, any cost increases will need to be met from reductions in other expenditure.

**Other income is limited** – as the ability of colleges to generate income from external sources is under pressure. For example, income from commercial sources, international student fees, catering and residences continues to be

<sup>2</sup> The GCRB running costs are £465,000, which equates to ¼% of the total regional expenditure of £186,071,000 in 2021-21.

<sup>3</sup> The Scottish Government’s explanatory notes to the Post 16 Education (Scotland) Bill (published 27 November 2012) advised that the cost of a Regional Strategic Body (in 2015-16) would be £560,000 (i.e. £430,000 for staff, £110,000 for non-staff costs and £20,000 for the Board Chair). If this figure was indexed for inflation the total would now be £650,000.

<sup>4</sup> The price of wholesale gas has increased by 400% in the last twelve months (to January 2022)



affected by the fallout from the pandemic. It remains to be seen whether these levels of income will recover to pre-pandemic levels.

**One-off grants are restricted** – for example, the funding available within Arms' Length Foundations is significantly reduced compared to previous levels<sup>5</sup> and the strategic funds from the Scottish Government are constrained.

**Short-term survival** – as identified above, colleges need to reduce costs to achieve a balanced budget in the short-term. Short-term survival could dominate planning and take precedence over long-term financial sustainability.

The Committee may wish to consider how Glasgow Colleges' Regional Board will balance the current financial challenges with its strategic ambitions.

### 3.6. Strategic Priorities

This section summarises the relevant strategic priorities. The intention is to provide background to inform discussion regarding the future allocation of future resources.

**The 2017-22 Strategic Plan** - was approved in 2017 and is coming to the end of its 5-year life. This strategic plan set out a number of strategic ambitions. These overarching ambitions set the global framework without specifying how the strategy would be implemented. It would be reasonable to assert that the link between the Strategic Plan, the Regional Outcome Agreement and the allocation of funding could be strengthened.

**The SFC Review (2021)**<sup>6</sup> – set out three principal challenges for the Glasgow college region. The review brings a degree of uncertainty, however, a future regional strategy would need to take the following challenges into account:

- Maintaining effective relationships
- Further develop and ensure that the region's running/operating costs are appropriate and efficient
- Explore other organisational options

**The Glasgow college region priorities (2021)**<sup>7</sup> – build upon those identified by the Scottish Funding Council and are likely to form part of a future strategy. These priorities are:

- Fair access and transitions.
- Quality learning and teaching.
- Learning with impact – students are equipped and ready to take up appropriate employment in the future.
- Student participation and engagement in their educational experience.
- Equalities and inclusion.
- High quality research and innovation.

<sup>5</sup> In 2016, the three Arms' Length Foundations in Glasgow held resources of £27m. In 2021, this had reduced to £11m in 2021

<sup>6</sup> BM2-G Review of Sustainability and Coherence – Glasgow College Region, 29 November 2021

<sup>7</sup> BM2-K Outcome Agreement 21-22, 29 November 2021

- Meeting future skills needs, skills alignment and including upskilling and reskilling.
- Responding to the climate emergency.

**Five priorities approved by the Board (2021)<sup>8</sup>** – which seek to identify areas of focus within a future strategy. These priorities are:

For **learners**, change ensures that they are at the centre of the system, with ensured equality, fairness, lifetime access to learning, skills, qualifications, guidance and information to help you find an efficient learner journey with more right turns, effective progression, and appropriate progress. The Glasgow college system effectively supports those most in need.

For **communities**, change ensures colleges at the heart of their communities, with effective local decision making, effectively meeting the needs of those most in need to access effective life-changing education opportunities. Colleges will play a key role in strengthening communities and building partnerships that collectively address the challenges and opportunities for economic and social transformation.

For **colleges**, as anchor institutions at the heart of the Glasgow eco-system, they are enabled to deliver outstanding learning, skills and qualifications at all relevant levels of the SCQF ladder which enhances Glasgow and Scotland's social and economic prosperity, across multiple modes and levels of study.

For the **Glasgow college system**, clear and effective strategic structures, direction and relationships deliver enhanced pan-regional planning and collaboration through strategic, coherent, clear governance and management.

For **Scotland's education system, learners, communities, employers, employees and colleges**, Glasgow's colleges are financially viable for the long term, including through further efficiency gains to secure quality and public value. The Glasgow college system is affordable, efficient in operating at the right scale, and with others to minimise unnecessary duplication, optimise digital technology, and tackle the climate crisis. The Glasgow college system plays an active role in working with partners to support economic and social recovery and development.

The priorities identified in this section provide the overarching strategic framework and contain many common themes.

The Committee may wish to consider how GCRB can make strategic choices, which are prioritised and developed into policy commitments with measurable outcomes.

### 3.7. Implementing the Strategy

The purpose of this section is to provide comment on the priorities outlined in the previous section. The intention is to provide context to the financial approaches in the subsequent section.

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<sup>8</sup> BM2-I Glasgow College Region Strategy Development Update, 29 November 2021

The priorities, set out above in the previous section, represent a set of **ambitions** that most stakeholders would aspire to. The broad spectrum of priorities is expected to have collective support.

However, **stakeholders** will see each priority differently. For example, the weighting given to each priority, and underlying actions, may be different for every stakeholder. This may be something that explore further during a stakeholder engagement exercise.

Each **Glasgow college** has its own strategic plan and ambitions. These college plans will reflect national, and regional, priorities in conjunction with the priorities of the college and its stakeholders. The order of priorities at one college is not necessarily the same as those of another college, or those of the region or nation.

Individual colleges will have ambitions and priorities, some of which will be shared with others. The extent to which partners **collaborate, or compete**, will impact on the ability to deliver individual or shared ambitions<sup>9</sup>.

### 3.8. Funding the Strategy

Outlined below are some of the ways in which finance can be used to achieve strategic ambitions. A number of these options have been used previously, some to a greater extent than others. Perhaps the key consideration is the extent to which each option has been used and whether the balance should change.

#### Encouragement

A policy objective may be promoted by means of encouragement, or persuasion. In this scenario, there is no direct link between funding and the achievement of an output or outcome. For example, text may be included in a letter of guidance alongside performance indicators monitored in an outcome agreement. Performance is monitored but the benefits of exceeding a target, or consequences of not meeting a target, are limited. The onus is on a college to embrace an objective to the best of its abilities. The vast majority of objectives, in the Regional Outcome Agreement, are not linked to funding.

#### Resources for Specific Outcomes

The funding allocation to GCRB from the Scottish Funding Council constitutes a mixture of funding for dedicated funding and core grant. Dedicated funding is provided for areas of expenditure including; student funding, capital and flexible workforce development. These funds are restricted for specific purposes and underpinned by detailed guidance.

The Scottish Government, Scottish Funding Council and Regional Strategic Body can steer the implementation of strategy by providing resources for specific outcomes. This might be supported by prescriptive guidance that reduces the scope for local variation. Examples of national funding/outcomes includes funding for mental health counsellors and period poverty.

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<sup>9</sup> The recent report 'Going further and higher – how collaboration between colleges and universities can transform lives and places', published by College of the Future in February 2022, explores this issue further.

Similarly, within the Glasgow region, funding has been allocated for specific local priorities. A local example would be the Action for Children project to provide services for care experienced learners.

In recent times, the investment in specific outcomes has been small in comparison with the total funding envelope. An option, available to GCRB, is to increase the amount of funding provided for specific outcomes. In this scenario, more funding would be linked to the achievement of regional priorities.

Regional priorities may differ from those of individual colleges and individual opinions may vary too. One advantage of an effective region is the opportunity to provide a wider perspective than is possible within a single college.

If the total amount of funding is constant, then any increase in funding for specific outcomes would be matched by a reduction in the core grant. The consequences of a reduction in core grant could be for a college to manage, alternatively a regional agreement could be reached e.g. to reduce curriculum activity in a specific area.

### **Curriculum Planning**

Curriculum planning is one of the core functions of GCRB. A key piece of work took place in 2015, which was the curriculum and estates plan (for the period 2015-20). This work led to changes in the regional curriculum and helped to determine the share of regional services in conjunction with the significant campus developments at that time. Changes to the curriculum plans have been modest in recent years.

Planning the regional curriculum is one of the primary functions of GCRB. It provides the opportunity to provide strategic direction and to steer the delivery of the strategy to meet the needs of the region.

### **Credit Funding**

The majority of college funding is provided via the core grant. This funding is provided in the form of grants, linked to credit targets. The credit target is a measure of the volume of activity and is therefore an output rather than outcome.

The one consequence of not achieving a credit target is the risk clawback of funding by the Scottish Funding Council. There is also the risk of reduced targets, and funding, in future years. Similarly, insufficient evidence to support a claim for European Funding can also have financial consequences.

Therefore, the credit target is viewed as the primary performance indicator. One of the reasons is that a failure to achieve this volume target carries the risk of financial clawback. In other words, the credit target is a measure that influences strategic behaviours and ensures that it is given greater weight than other priorities. It is the one performance measure that carries the risk of a financial consequences.

### **Contract for Services**

A development of the previous section is to provide funding via a contract for services. One area that this was used (within the college sector) were the contracts for Foundation Apprenticeships commissioned by Skills Development Scotland. These contracts contained staged payments depending upon the achievement of outputs and bonus payments depending upon the achievement of outcomes. The effect was to

shift the balance of funding from the commencement of a service (input) to the delivery of a service (output) and ultimately the outcome.

The region could specify a contract for services, with the aim of delivering an element of the strategy. A contract for services might involve an element of competition, which could involve the colleges and/or external providers. There are some examples of private sector organisations providing similar services alongside the college sector, e.g. Foundation Apprenticeships and, more recently, the expansion the Flexible Workforce Development Fund.

One disadvantage of the multiple service contracts, is the additional administrative burden associated with tendering, reporting and monitoring of these arrangements.

### **Funding Formula**

The distribution of funding to colleges is based upon a funding model. This model was revised in 2013, when the current credit model emerged. There were further plans to review the formula again in 2018. Work was undertaken by the Scottish Funding Council and Colleges Scotland but this did not result in changes. The introduction of an improved model has been referenced in several sectoral reviews but progress has been very slow.

There are some challenges to be overcome in terms of using a funding formula to support strategic objectives.

- Historic data is an indicator of need in some areas e.g. Scottish Index of Multiple Deprivation. However, historic data may not be a predictor of future need in an area of dynamic change e.g. climate change.
- If the total funding allocation is constant, then any change to the formula will create areas of increased funding, which are matched by areas of reduced funding. This becomes easier to implement when the priorities for growth, and priorities for reduction, are agreed in the regional strategy. It is often easier to identify the opportunities for growth than the agreeing the areas for reduction.
- When a revision to the formula is proposed there will be a tendency for institutions to propose alternatives (i.e. those that benefit the outcome for an institution). This can result in any formulaic change being negotiated down to the minimum acceptable. This tension needs to be recognised, and managed, to ensure that any formula results in the optimal solution for the Glasgow college region.

### **Financial Consequences and Rewards**

A range of outputs, and outcomes, are set out in the Regional Outcome Agreement. However, these are goals to aim for - there are no benefits in exceeding the target, or consequences of not meeting these targets. Examples, include those qualitative indicators of success and diversity.

The inability to meet a target could have financial consequences. As outlined on the previous page, there is a risk of financial clawback if a credit target is not achieved. A benefit of their being a financial consequence is that attention is focussed in ensuring that financial risks are minimised. However, there could be negative impacts too, e.g. management attention may be directed to targets with financial risks to the detriment

of targets that don't, such as measures of learner success and need. Of course, it would also be possible to use funding to reward success.

### **Efficiency Gains and Reinvestment**

There are always opportunities to review the way of doing things to ensure that any service continues in the most effective and efficient way possible. Such efficiencies may exist within an individual college, between the Glasgow colleges and with other stakeholders. The historical focus for achieving efficiency gains has been within an individual college. Perhaps there are further opportunities to achieve gains by increasing collaborative working and sharing of services. There is also a link back to one of the core functions of GCRB in terms of regional efficiency.

The development of a more collaborative, and co-ordinated, approach could result in improved services for learners and at a reduced cost. Any reduction in cost would improve financial sustainability or provide resources to for reinvestment.

### **Investment in the Future**

The majority of current funding is provided to meet annual revenue costs. A modest amount of capital funding is provided annually but this is used to meet the backlog of repairs and lifecycle maintenance. Some additional funds have also been provided, during the last two years, to address digital poverty. However, the majority of this funding has been used to procure devices that enable students to gain remote access to college.

The one significant transformational investment, in the Glasgow college region, has been the development of the City of Glasgow College campus sites at Riverside and Cathedral Street. This investment of £230m culminated in the creation of two brand new campus sites between 2015 and 2016. These new facilities, in the centre of the city, have capacity for 40,000 students. The scale of this investment was transformational but is unlikely to be repeated in the foreseeable future.

The challenges in terms of future investment are:

- What might a transformational change look like i.e. if the college of the future looks different to the college of the past?
- As publicly funded bodies, colleges are unable to borrow funds. How can college regions invest in the future if they are reliant upon central government grants?
- The significant investment in the centre of the city has created excellent facilities, which are attractive to students. This results in students being drawn to the centre, from the city and city region. How can parity of facilities be achieved?
- Given that significant sums have been invested already, how can the return investment be maximised?

The options outlined on the previous pages are some of the ways in which finance can be used to achieve strategic ambitions. The options are not mutually exclusive and several have been used previously, some to a greater extent than others. Perhaps the

key consideration is the extent to which each option has been used and whether the balance should change in the future.

The Committee may wish to consider the options above and consider how these may be used to deliver the strategic priorities (once determined).

### 3.9. Other Considerations

The following are other factors for consideration:

#### Timings

GCRB does not receive advance information from the Scottish Funding Council in respect of announcements of funding to the college sector. The assigned colleges in Glasgow will need to know the implications of any announcement as soon as possible. This is essential to enable them to have the same amount of time to implement change as a single college region. There is therefore very little time for GCRB to develop its strategy following a national announcement. It is therefore essential that GCRB has developed its agreed strategy in advance.

#### Audit

The regional strategy, and approaches to funding, will need to reflect developments in audit and assurance. This will include work undertaken within the Glasgow college region, for example, recent studies examining stakeholder engagement and strategic planning. It will also need to take account of national audit studies e.g. Planning for Skills published by Audit Scotland in January 2022.

## 4. Risk and Compliance Analysis

4.1. The purpose of this report is to enable the committee to consider how steps can be taken to mitigate the risks faced by GCRB and the Glasgow college region. Progress on the issued outlined in this report could mitigate against the following risks:

- Risk 001 - GCRB is unable to respond proactively to internal and external change including regional and national reviews and systemic change.
- Risk 002 - GCRB does not develop/maintain effective working relationships with key external stakeholders.
- Risk 004 - Opportunities to deliver regional strategy are missed/not resourced appropriately.
- Risk 006 - Ineffective regional curriculum planning impacts regional, economic and social needs.
- Risk 007 - Fewer learners achieve positive outcomes.
- Risk 008 - Financial sustainability is jeopardised by a reduction in income and/or an increase in costs.
- Risk 010 - Ineffective collaboration between all partners in the Glasgow college region reduces our collective impact.

**5. Financial and Resource Analysis**

**5.1.** The financial considerations are set out in the body of the report.

**6. Equalities Implications**

**6.1.** There are no equalities implications as a direct result of this report.

**7. Learner Implications**

**7.1.** The resources deployed across the Glasgow college region are utilised for the purpose of delivering the outcomes set out in the Regional Outcome Agreement. Developing the strategic plan, and making choices, can enhance the level of service provided to learners.



## Performance and Resources Committee Meeting

Date of Meeting	Wednesday 16 March 2022
Paper Title	Action for Children Project
Agenda Item	14
Paper Number	PRC4-I
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For Decision

### 1. Executive Summary

1.1. This report proposes an expansion of the Action for Children Project.

### 2. Recommendations

2.1. The Committee is asked to:

- **Comment** on the proposal to expand the Action for Children Project, and
- Subject to approval, make a **recommendation** to the Board to invest £100,000 (excluding VAT) per annum over the 3-year project.

### 3. Report

- 3.1. The regional project with Action for Children project commenced in August 2019, for an initial period of 3 years. The mentoring programme provides community, and college, based support to learners who have experience of care. This included light touch/early help support and information. Intensive support, and future destination support, are also available to help learners into employment.
- 3.2. The service has operated successfully over recent years and has been a huge benefit to this group of learners who have faced significant challenges during the Covid-19 pandemic.
- 3.3. During the last year, Action for Children have engaged with the Robertson Trust, with the aim of securing funding to expand the project. As a result, Action for Children have secured additional national funding of almost £150,000 per annum for a 3-year period.
- 3.4. The proposed investment from the Glasgow college region is £100,000 (excluding VAT)<sup>1</sup>, which will leverage additional externally funding of £133,494 in year one. This enables a total of 6.5 FTE staff to be engaged to provide services for care experienced learners in the Glasgow college region.
- 3.5. Over the 3-year period, the total investment proposed by the Glasgow college is £300,000 to be matched by additional external funding of £414,406.

### 4. Risk and Compliance Analysis

- 4.1. This report helps to address the risk that 'Fewer learners achieve positive outcomes' (Risk 007).
- 4.2. There are no legal implications arising from this report.

### 5. Financial and Resource Analysis

- 5.1. The financial implications associated with the project proposal are set out in the body of the report. The proposed regional contribution would secure additional services and matched funding.

### 6. Equalities Implications

- 6.1. The proposed expansion of this project would provide support to a group of students who face significant challenges in terms of accessing education.

### 7. Learner Implications

- 7.1. The proposed expansion of this project would provide support to a number of students to enable them to complete their studies within the Glasgow college region.

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<sup>1</sup> The situation regarding VAT is still to be clarified. If VAT is added, to the Glasgow college contribution, it will increase the amount payable by 20%. As GCRB is not registered for VAT, and cannot recover input tax, this would result in an additional cost.