

Performance and Resources Committee Meeting

Date of Meeting	Wednesday 19 December 2018
Paper Title	Draft 2019-20 Regional Outcome Agreement
Agenda Item	8
Paper Number	PRC2-C
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For Decision

1. Purpose

- 1.1 To consider draft targets and supporting narrative for the 2019-20 to 2021-22 Regional Outcome Agreement (ROA), prior to submission to the Scottish Funding Council.

2. Recommendations

- 2.1 The Committee is invited to:

- **consider** and **provide feedback** on the draft ROA targets and supporting narrative provided by the Glasgow colleges;
- **agree** to submit the draft target data to SFC for it to be considered within ongoing national and regional ROA dialogue; and
- **request** the GCRB Executive Director to continue work with the colleges on the negotiation and development of the final ROA to ensure a clear focus on Glasgow's regional ambitions and national priorities.

3. Background

- 3.1 The SFC guidance for the development of College Outcome Agreements: 2019-20 to 2021-22 was reviewed by the GCRB Board at its meeting on October 29, 2018.

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

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

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

3.3 This paper considers draft ROA targets for national performance measures, along with supporting narrative provided by the colleges. A first draft of the main ROA document will be considered by the GCRB Board at its meeting in January 2019.

4. Draft ROA Targets for National Performance Measures

4.1 Board members agreed that draft ROA targets would be reviewed by the GCRB Performance and Resources Committee, prior to submission to the SFC for their feedback.

4.2 Colleges were asked to reflect regional and national priorities, setting ambitious but achievable targets.

4.3 Attached at Annex A are draft targets for all performance measures, with the regional position derived from the college contributions.

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

4.5 The draft targets are broadly in line with those considered by the GCRB Board in 2017-18, with generally only minor amendments made in response to reviewing more recent benchmark performance data for 2017-18.

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

- At least 60% of HN entrants to university should articulate with advanced standing per year by AY 2019-20 rising to 75% by AY 2025-26.
- 20% of credits should be delivered to students from a SIMD10 postcode by AY 2020-21.
- The percentage of full-time students successfully achieving a recognised qualification should increase to 73.2% by AY 2019-20 for FE and should increase to 74.4% by AY 2019-20 for HE. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
- The percentage of full-time students from a SIMD10 postcode achieving a recognised qualification should by AY 2019-20 increase to 67.3% for FE and 70.5% for HE.
- Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021.

4.7 Given the large volume of targets presented in Annex A, to support Board considerations, a subset of key targets which align to, and exemplify, regional strategic ambitions are set out in the table overleaf with additional contextual narrative.

Priority ROA Measures for Regional Strategic Ambitions

Regional Ambition	Related Key National Performance Measure	17-18 Actual	19-20 Target	20-21 Target	21-22 Target	2019-20 change	Narrative context:
Increase participation of learners from deprived postcodes and other priority groups	Proportions of Credits delivered to:						
	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%	+1.2pp	National target is 20% by 2020-21. As this is geographical based measure, regional equivalent would be approximately 33% by 2020-21. Individual college 2020-21 targets range from 25% (City), 31% (Clyde) and 43% (Kelvin).
	BME learners	14.9%	15.0%	15.2%	15.3%	+0.1pp	No national target - Glasgow City Council estimate that BME population of Glasgow was 15.4% in 2011.
	with a known disability	14.8%	14.7%	14.8%	15.1%	-0.1pp	No national target – Disabled Go estimate that over 25% of the city's population is either disabled or has a long term limiting illness. In 2017-18, the actual achieved exceeded the ROA target.
	with Care Experience	2.6%	3.1%	3.2%	3.4%	+0.5pp	No national target – proportion of regional population as care leavers is hard to establish but there are relatively higher rates in Glasgow (e.g. over 3,000 young people are classed as looked after).
Improve regional retention and attainment rates	Proportion of FT FE students achieving a qualification	65.5%	69.7%	71.3%	72.6%	+4.2pp	National target for 2019-20 is 73.2%. Only City college is proposing to achieve this, however in 2017-18, FT FE attainment fell at City and Kelvin colleges.
	Proportion of PT FE students achieving a qualification	80.3%	83.8%	84.7%	85.5%	+3.4pp	No national target. Glasgow is currently above the national average for 2016-17 (77.1%).
	Proportion of FT HE students achieving a qualification	73.4%	76.2%	76.6%	77.0%	+2.8pp	National target for 2019-20 is 74.4%.
	Proportion of PT HE students achieving a qualification	79.4%	83.7%	84.3%	84.5%	+4.3pp	No national target. Glasgow is currently above the national average for 2016-17 (78.6%).

Regional Ambition	Related Key National Performance Measure	16-17 Actual	18-19 Target	19-20 Target	20-21 Target	2019-20 change	Narrative context:
Deliver more coherent Senior Phase pathways	Volume of Credits delivered to senior phase age pupils	2,672	3,270	3,445	3,605	+598	No national target. Note this Credit count only includes accredited qualifications at SCQF level 5 and above.
Increase opportunities for learners to progress to degree level.	The proportion of students articulating to degree level courses with advanced standing	(16-17) 45.6%	55.6%	56.7%	57.5%	+10.0pp	National target is 60% by 2019-20. Note that this data is provided by SFC and that further information has been requested to support the specification of future year targets. Delivery of this target is also contingent on action by university partners.
Deliver a significant increase in work-based learning.	Proportion of full-time learners with substantial 'work placement experience' in programme of study	19.5%	25.5%	29.0%	30.8%	+6.0pp	No national target. This is a relatively new national measure.
Deliver an inclusive and supportive student experience.	The percentage of students overall, satisfied with their college experience	88.6%	89.8%	90.4%	91.2%	+1.2pp	No national target. Glasgow is currently 2% below the national average.
Support every learner into a positive post-course destination.	The proportion of full-time students progressing to work, training and/or further study	96.9%	97.5%	97.7%	97.7%	+0.5pp	No national target. The percentage of students in Glasgow overall satisfied with their course fell by 2.6% compared to the 2016-17 level.

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

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

5. ROA Supporting Narrative

5.1 Due to the extent of supporting narrative now required by the SFC, it was agreed that as an alternative to inclusion within the ROA document, a supplementary document providing additional descriptive narrative would be developed.

5.2 Attached at Annex B are the draft supporting statements provided by the three colleges.

6. Risk assessment

6.1 The ROA addresses directly a number of GCRB's strategic aspirations and therefore the GCRB's risk register addresses a range of associated risks. Of particular relevance is *GCRB Risk 008: Failure to achieve the targets set out in the Regional Outcome Agreement lessens our ability to meet regional needs*. Key mitigation strategies are to enhance the quality and value of performance data, to regularly evaluate outcome performance, and to address areas for improvement through college Enhancement Plans within national quality arrangements.

7. Equalities Implications

7.1 GCRB are required to undertake and publish an equality impact assessment of its Outcome Agreement.

8. Legal Implications

8.1 No legal implications are identified.

9. Resource Implications

9.1 Work on funding allocations will be taken forward in parallel with development of the final ROA, once indicative funding allocations are announced. This will build on the discussions of funding approaches undertaken with Board members from GCRB and college Boards in July.

10. Strategic Plan Implications

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

Measure:	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
The volume of Credits delivered						
Total Credits	389,538	395,690	386,145	386,145	386,145	386,145
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24						
Volume of Credits delivered to learners aged 16-19	175,971	172,379	171,620	169,425	168,385	167,735
<i>Proportion of Credits delivered to learners aged 16-19</i>	45.2%	43.6%	44.4%	43.9%	43.6%	43.4%
Volume of Credits delivered to learners aged 20-24	95,331	95,465	97,727	96,560	97,840	98,690
<i>Proportion of Credits delivered to learners aged 20-24</i>	24.5%	24.1%	25.3%	25.0%	25.3%	25.6%
1(b)(i) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24						
Volume of Credits delivered to full-time learners	287,616	287,012	287,474	286,100	286,750	286,850
Volume of Credits delivered to full-time learners aged 16-19	147,505	144,396	147,159	143,570	143,020	142,600
<i>Proportion of Credits delivered to full-time learners aged 16-19</i>	51.3%	50.3%	51.2%	50.2%	49.9%	49.7%
Volume of Credits delivered to full-time learners aged 20-24	76,301	75,665	76,541	77,459	78,159	78,859
<i>Proportion of Credits delivered to full-time learners aged 20-24</i>	26.5%	26.4%	26.6%	27.1%	27.3%	27.5%
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Volume of Credits delivered to learners in the most deprived 10% postcode areas	117,644	116,327	117,716	118,137	118,750	119,334
<i>Proportion of Credits delivered to learners in the most deprived 10% postcode areas</i>	30.2%	29.4%	30.5%	30.6%	30.8%	30.9%
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced						
Gender -						
Volume of Credits delivered to Male learners	196,330	196,669	195,626	195,890	197,109	196,999
<i>Proportion of Credits delivered to Male learners</i>	50.4%	49.7%	50.7%	50.7%	51.0%	51.0%
Volume of Credits delivered to Female learners	193,146	198,513	191,106	190,841	189,622	189,672
<i>Proportion of Credits delivered to Female learners</i>	49.6%	50.2%	49.5%	49.4%	49.1%	49.1%
Volume of Credits delivered to Other learners	64	509	65	265	275	280
<i>Proportion of Credits delivered to Other learners</i>	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%
Ethnicity -						
Volume of Credits delivered to BME learners	54,536	58,897	55,254	57,842	58,574	59,182
<i>Proportion of Credits delivered to BME learners</i>	14.0%	14.9%	14.3%	15.0%	15.2%	15.3%
Disability -						
Volume of Credits delivered to students with a known disability	54,458	58,609	54,666	56,850	57,319	58,150
<i>Proportion of Credits delivered to students with a known disability</i>	14.0%	14.8%	14.2%	14.7%	14.8%	15.1%
Care Experience -						
Volume of Credits delivered to students with Care Experience	5,988	10,213	6,742	11,802	12,510	13,035
<i>Proportion of Credits delivered to students with Care Experience</i>	1.5%	2.6%	1.7%	3.1%	3.2%	3.4%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	605	851	778	864	899	929
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges						
Volume of Credits delivered to senior phase age pupils studying vocational qualifications	3,365	2,672	3,816	3,270	3,445	3,605
<i>Proportion of Credits delivered to senior phase age pupils studying vocational qualifications</i>	0.9%	0.7%	1.0%	0.8%	0.9%	0.9%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision						
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,244	10,273	11,581	10,500	10,910	11,089
<i>The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</i>	2.9%	2.6%	3.0%	2.7%	2.8%	2.9%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)						
Volume of Credits delivered at HE level	178,433	174,535	177,856	177,300	178,000	178,402
Volume of Credits delivered at HE level to learners from SHEP schools	27,118	27,319	27,973	28,231	28,716	28,846
<i>Proportion of Credits delivered at HE level to learners from SHEP schools</i>	15.2%	15.7%	15.7%	15.9%	16.1%	16.2%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses						

Volume of Credits delivered to learners enrolled on STEM courses	83,637	101,160	88,098	102,775	104,556	105,650
<i>Proportion of Credits delivered to learners enrolled on STEM courses</i>	21.5%	25.6%	22.8%	26.6%	27.1%	27.4%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification						
The number of FT FE enrolled students achieving a recognised qualification	5,295	5,463	5,679	5,655	5,783	5,890
The total number of FT FE enrolled students on recognised qualifications	8,255	8,344	8,270	8,115	8,115	8,115
<i>The percentage of FT FE enrolled students achieving a recognised qualification</i>	64.1%	65.5%	68.7%	69.7%	71.3%	72.6%
The number of PT FE enrolled students achieving a recognised qualification	13,863	14,513	17,287	17,180	17,377	17,539
The total number of PT FE enrolled students on recognised qualifications	17,480	18,064	20,730	20,504	20,504	20,504
<i>The percentage of PT FE enrolled students achieving a recognised qualification</i>	79.3%	80.3%	83.4%	83.8%	84.7%	85.5%
The number of FT HE enrolled students achieving a recognised qualification	8,332	8,312	9,288	9,568	9,777	9,868
The total number of FT HE enrolled students on recognised qualifications	11,348	11,325	12,254	12,551	12,756	12,812
<i>The percentage of FT HE enrolled students achieving a recognised qualification</i>	73.4%	73.4%	75.8%	76.2%	76.6%	77.0%
The number of PT HE enrolled students achieving a recognised qualification	2,548	2,705	4,413	4,421	4,536	4,565
The total number of PT HE enrolled students on recognised qualifications	3,143	3,406	5,283	5,283	5,383	5,400
<i>The percentage of PT HE enrolled students achieving a recognised qualification</i>	81.1%	79.4%	83.5%	83.7%	84.3%	84.5%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification						
The number of MD10 FT FE enrolled students achieving a recognised qualification	1,759	1,850	1,919	1,931	1,991	2,053
The total number of MD10 FT FE enrolled students on recognised qualifications	2,784	2,845	2,887	2,830	2,859	2,916
<i>The percentage of MD10 FT FE enrolled students achieving a recognised qualification</i>	63.2%	65.0%	66.5%	68.2%	69.6%	70.4%
The number of MD10 PT FE enrolled students achieving a recognised qualification	5,461	6,156	5,926	5,864	6,093	6,229
The total number of MD10 PT FE enrolled students on recognised qualifications	6,867	7,972	7,165	7,096	7,172	7,320
<i>The percentage of MD10 PT FE enrolled students achieving a recognised qualification</i>	79.5%	77.2%	82.7%	82.6%	85.0%	85.1%
The number of MD10 FT HE enrolled students achieving a recognised qualification	1,648	1,500	1,688	1,688	1,747	1,769
The total number of MD10 FT HE enrolled students on recognised qualifications	2,298	2,135	2,337	2,294	2,311	2,328
<i>The percentage of MD10 FT HE enrolled students achieving a recognised qualification</i>	71.7%	70.3%	72.2%	73.6%	75.6%	76.0%
The number of MD10 PT HE enrolled students achieving a recognised qualification	530	459	533	520	534	541
The total number of MD10 PT HE enrolled students on recognised qualifications	671	628	673	656	668	675
<i>The percentage of MD10 PT HE enrolled students achieving a recognised qualification</i>	79.0%	73.1%	79.3%	79.3%	80.0%	80.1%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges						
The number of senior phase FT FE pupils achieving a vocational qualification	22	10	34	31	34	36
The total number of senior phase FT FE pupils studying vocational qualifications	46	19	44	46	48	50
<i>The percentage of senior phase FT FE pupils achieving a vocational qualification</i>	47.8%	52.6%	77.3%	67.4%	70.8%	72.0%
The number of senior phase PT FE pupils achieving a vocational qualification	496	541	622	618	661	684
The total number of senior phase PT FE pupils studying vocational qualifications	754	765	900	850	877	895
<i>The percentage of senior phase PT FE pupils achieving a vocational qualification</i>	65.8%	70.7%	69.1%	72.7%	75.4%	76.4%
The number of senior phase FT HE pupils achieving a vocational qualification	0	3	0	0	0	0
The total number of senior phase FT HE pupils studying vocational qualifications	2	3	0	0	0	0
<i>The percentage of senior phase FT HE pupils achieving a vocational qualification</i>	0.0%	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
The number of senior phase PT HE pupils achieving a vocational qualification	0	0	0	0	0	0
The total number of senior phase PT HE pupils studying vocational qualifications	0	0	0	0	0	0
<i>The percentage of senior phase PT HE pupils achieving a vocational qualification</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4(d)* Proportion of full-time enrolled Care Experienced students successfully						
The number of CE FT FE enrolled students achieving a recognised qualification	119	282	151	303	329	348
The total number of CE FT FE enrolled students for recognised qualifications	224	462	235	465	495	510
<i>The percentage of CE FT FE enrolled students achieving a recognised qualification</i>	53.1%	61.0%	64.2%	65.2%	66.5%	68.2%
The number of CE FT HE enrolled students achieving a recognised qualification	39	99	49	106	115	124
The total number of CE FT HE enrolled students for recognised qualifications	67	143	73	151	160	169
<i>The percentage of CE FT HE enrolled students achieving a recognised qualification</i>	58.2%	69.2%	66.2%	70.4%	71.9%	73.4%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification						

The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	2,603	2,855	2,767	2,948	3,114	3,182
The total number of FT FE enrolled students aged 16-19 for recognised qualifications	4,195	4,383	4,273	4,303	4,323	4,318
<i>The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification</i>	62.1%	65.1%	64.7%	68.5%	72.0%	73.7%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	1,254	1,187	1,680	1,600	1,655	1,770
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study						
Total number of full-time learners	19,212	18,708	20,296	18,851	18,951	19,051
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	2,361	3,656	4,230	4,816	5,502	5,860
<i>Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</i>	12.3%	19.5%	20.8%	25.5%	29.0%	30.8%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	2,796	#VALUE!	2,998	3,015	3,035	3,060
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	1,275	#VALUE!	1,565	1,675	1,720	1,760
<i>The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</i>	45.6%	#VALUE!	52.2%	55.6%	56.7%	57.5%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
Response rate	1,644	1,419	1	1,525	1,579	1,633
The total number of full-time FE college qualifiers (confirmed destinations)	5,174	2,744	5,568	5,481	5,694	5,750
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	5,039	2,654	5,423	5,347	5,567	5,625
<i>The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying</i>	97.4%	96.7%	97.4%	97.6%	97.8%	97.8%
The total number of full-time HE college qualifiers (confirmed destinations)	4,395	3,506	4,671	4,781	4,944	5,030
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	4,238	3,404	4,510	4,654	4,823	4,911
<i>The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying</i>	96.4%	97.1%	96.5%	97.3%	97.6%	97.6%
<i>The proportion of ALL qualifiers in work, training and/or further study 3-6 months after qualifying</i>	96.9%	96.9%	97.0%	97.5%	97.7%	97.7%
9. The percentage of students overall, satisfied with their college experience (SSES survey)						
Full-time						
Total Question Response	8071	9340	8278	8669	8819	9300
Strongly Agree + Agree	7161	8197	7760	7727	7935	8440
Percentage overall satisfied	88.7%	87.8%	93.7%	89.1%	90.0%	90.8%
Part-time						
Total Question Response	1781	2854	2028	2794	2844	3150
Strongly Agree + Agree	1679	2606	1923	2559	2607	2908
Percentage overall satisfied	94.3%	91.3%	94.8%	91.6%	91.7%	92.3%
Distance Learning						
Total Question Response	2	64	22	132	142	147
Strongly Agree + Agree	2	58	20	123	133	138
Percentage overall satisfied	100.0%	90.6%	90.9%	93.2%	93.7%	93.9%
All Learners						
Total Question Response	9854	12258	10328	11595	11805	12597
Strongly Agree + Agree	8842	10861	9703	10409	10675	11486
Percentage overall satisfied	89.7%	88.6%	93.9%	89.8%	90.4%	91.2%
10 Gross carbon footprint (tCO2e)	#VALUE!	#VALUE!	10,146	9,994	9,792	9,570
* Key priority measure						

Annex B: Institutional Information Required for 2019-20 Regional Outcome Agreements

Name of College: **Glasgow Clyde College**

1. Student engagement

Colleges should evidence how the college's outcomes in the Outcome Agreements have been developed and discussed with their college Students' Association.

Glasgow Clyde College works closely with Glasgow Clyde College Student Association (GCCSA) to ensure full student engagement. GCCSA and the College have signed a Student Partnership Agreement to formalise engagement practices.

Colleges should also report on outcomes and impacts of initiatives where Student Associations' have taken a lead on responding to, or delivering, on a policy area or priority (for example mental health awareness or STEM).

GCCSA have taken a lead on a number of key initiatives across the College:

- GCCSA have agreed a Student Mental Health Agreement with the College as part of the Healthy Body, Healthy Mind Award and have worked with the Mentally Healthy College Project to prioritise positive student mental health and wellbeing
- GCCSA have led on the provision of Free Sanitary Products
- GCCSA have led on the delivery of a College Eco-Week

The Framework for the Development of Strong and Effective College Students' Associations in Scotland , and its associated toolkit, includes good practice engaging students in Outcome Agreement; we recommend that it is used to guide collaboration between the college and the SA and help SA development. Colleges should provide detail of how the Framework is being implemented, including ensuring that SAs are adequately funded.

The College Board of Management have funded a full-time sabbatical President as well as three part-time sabbatical Vice-Presidents who primarily focus upon student engagement. In addition, two permanent members of staff have been funded to support student association planning, delivery and evaluation. The Framework is used as the basis for effective evaluation of student association delivery and evaluation.

2. Equality and diversity

We expect institutions to include a weblink to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) and to ensure that ambitions for improvements are clearly articulated in their Outcome Agreement document. This should evidence how the institution intends to use the credits and funding allocated to them by SFC to advance equality. As part of this institutions should continue to seek improvements in the reporting and analysis of equality data.

weblink: <https://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion>

3. Gender

We expect institutions to include a weblink to their published Gender Action Plan in their Outcome Agreement.

weblink: <https://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion>

Subject-level: The outcome agreement should include well framed outcomes with targets that outlines the institution's key ambitions to tackle gender imbalances at a subject level. The plan on how the institution will achieve those outcomes should be clearly set out within their institutional Gender Action Plan (iGAP). These outcomes should be clear and focused on the subject areas with the greatest gender imbalances (i.e. >75%).

Each Faculty has identified specific targets and mechanisms to achieve those targets to address gender imbalances at subject level.

Success rates: institutions should identify where they have an imbalance between the success rates between men and women students by subject, and outline action undertaken and planned to address the imbalances.

Each Faculty has identified specific targets and mechanisms to achieve those targets to address gender imbalances between success rates by subject and this is reflected the Gender Action Plan.

Staff: institutions should make clear how through responding to the Public Sector Equality Duty they are proactively promoting gender equality in relation to their staff and to their governing body. This should include a progress report on actions taken to address gender imbalances at senior academic and senior management level, alongside what is being done to reduce the gender pay gap across entire staff cohorts. As noted elsewhere, this aspect of the Outcome Agreement should be the subject of consultation with staff trade unions.

In order to further embed and promote equality within the College all staff have access to a range of mandatory Equality CPD via the VLE. An awareness raising campaign is being implemented to encourage disclosure of protected characteristics.

The current College senior leadership team has recently changed from being majority female to majority male after a number of key staff left the organisation and measures to address this imbalance are being implemented.

The college has continued to develop, report and evaluate staff equality data to inform action planning at an organisation and operational level.

All College employees participate in an annual personal development review and CPD opportunities are made available to all staff at various points over the academic year.

The College has a wide range of online learning packages that staff can access flexibly.

All recruitment vacancies are advertised internally.

The College has a flexible working procedure in place which all employees can access to make a request for a flexible working pattern.

The College has accommodated a number of flexible working requests made by employees including College management.

The College has a parental leave procedure in place which allows employees to request time off for dependants.

The College has two on-site nurseries and operates a salary sacrifice childcare voucher scheme

The College has made a commitment to:

- Publish up to date salary scales onto HR intranet pages
- Review data throughout the academic year
- Raise awareness amongst staff of equal pay and our legal obligations in relation to this. Inform staff of current figures.
- Work closely with colleagues to monitor, review and inform the Gender Action Plan in order to address the issues highlighted.

Boards: Following the Gender Balance on Public Boards Act 2018, institutions should indicate how they are working towards improving gender balance and wider diversity on their Boards, including steps taken to increase the pipeline of diverse candidates, and equitable appointment procedures and practices. Institutions should outline in their outcome agreement the current gender split of their Board.

All Board members are asked to complete our equalities monitoring forms on a voluntary basis. The Clerk to the Board is working with her Regional counterparts to promote disclosure and diversity within College Boards including the delivery of a Diversity event to examine how best to improve inclusion and diversity on College Boards with a particular focus upon Government drives toward gender-neutral Boards.

Institutional Gender Action Plans: All activity towards achieving the outcomes should be outlined within your iGAP. For those institutions that developed iGAPs covering 2 years or more, SFC expect these plans to be reviewed and updated and for those institutions that produced one year iGAPs SFC expect a new iGAP to have been published as per the process as set out in the April 2017 briefing.

Trans and gender diverse people: Institutions are asked to outline their institutional policy and provision for supporting and enhancing equality for applicants, students and staff who are trans or gender diverse. As part of this, we ask institutions to implement the recommendations of the SFC-funded TransEDU Scotland project.

- Glasgow Clyde College are currently developing Respect guidelines and for staff and students and a transition plan for Trans students. This will involve consultation with Trans and Non-Binary students within the College.

4. Gender based violence

Equally Safe sets out Scotland's strategy to take action on all forms of violence against women and girls. As part of this strategy, the Scottish Government-funded the Equally Safe in Higher Education Toolkit to specifically address gender-based violence (GBV) in universities. This was launched in spring 2018.

The Ministerial Letter of Guidance to the SFC in April outlined the expectation that both sectors adopt and work with the Toolkit. This outcome agreement should therefore outline the institution's progress in this area. Please note that the SFC recognises and accepts that institutions will need to take different approaches to the implementation of the toolkit.

This progress report should cover the period of the outcome agreement and outline how the institution is implementing the Equally Safe in Higher Education toolkit and / or comparable localised interventions for the prevention and response to GBV. It should also outline how the institution is:

- in partnership with students, staff, associated unions and any local specialist GBV organisations, defining gender based violence, considering their policies and practices, identifying where gaps exist, and developing a framework and implementation plan for an effective, strategic and collaborative approach to preventing and responding to gender based violence across their institutions.
- establishing a visible and accessible reporting and support/referral systems for students and staff affected by, who have experienced or are experiencing GBV, and to outline how the effectiveness of these approaches will be monitored/assessed.
- identifying current GBV reporting and data sources and data capture arrangements
- establishing, publicising and implementing policy/ies specifically addressing gender-based violence for students and staff. The outcome agreement should include weblinks to these policies.
- implementing approaches that respond to the diversity of their student and staff populations.

GBV is covered within our existing Safeguarding procedures. Through these procedures we record and the instances and reasons for a safeguarding concern which allows us to monitor trends. We have distributed the Equally safe cards and will be rolling out training on the toolkit once initial training has been delivered by CDN which is currently scheduled for January 2019. The Equally safe toolkit will be delivered in partnership with the Student Association.

SFC asks that universities update their institutional Gender Action Plans (iGAPs) to cross refer to this progress report. As stated earlier in this guidance – institutions must include a weblink to their iGAP in their Outcome Agreements.

British Sign Language (BSL)

We expect institutions to include a weblink to their published British Sign Language Plan in their Outcome Agreement. These plans are required to be published by October 2018 and the Outcome Agreements will be published in spring 2019.

Insert weblink: <https://www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan>

In this Outcome Agreement, institutions should outline:

- how they intend to use their funding and places to implement these plans over the Outcome Agreement period; and
- how the BSL National Plan will be monitored and governed within the institution

British Sign Language (BSL) National Plan 2017-2023

The next stage is for universities, colleges, local authorities and other public bodies to draw up their own BSL plans.

In order to do this, Glasgow Clyde College has set up an Implementation Group to develop our BSL Plan.

The working group commenced its work earlier this year and produced a draft plan in June 2018 and the full plan at the end of October 2018.

A Summary of our Remit, Aims and Objectives

Remit

To develop Glasgow Clyde College's British Sign Language Plan, in line with the provisions of the British Sign Language (Scotland) Act 2015, the Equality Act 2010 and the Scottish National Plan 2017-2023.

Aims and objectives

- To identify ways to demonstrate the college's commitment to Deaf students & BSL users.
- To gather and analyse appropriate data in relation to Deaf students & BSL users at Glasgow Clyde College.
- To identify existing barriers to participation for Deaf students & BSL users in the student experience and the learner journey at Glasgow Clyde College.
- To recommend ways of addressing identified issues and challenges for Deaf people who study, work and visit the college.
- To recommend approaches to enhance the quality of our provision for Deaf people.
- To identify any additional policy or guidance areas required to support Deaf students, staff

and visitors.

The Implementation Group involves BSL users, members of the deaf community, students and staff and will act as the governance mechanism to develop, implement, monitor and evaluate the plan. This will then be discussed through the College Governance Committee structure, considered and validated by Senior Leadership fora and then reported to Board of Management for overall approval to ensure our legislative duties are met.

These responses will be provided to the BSL Steering Group.

5. Access and Inclusion Strategies

All college regions must have in place an Access and Inclusion Strategy that covers the period AY 2017-18 to AY 2019-20. Institutions are expected to review and update these strategies and must publish and provide a weblink to this in their Outcome Agreement.

weblink: <https://www.glasgowclyde.ac.uk/about-us/equality-and-inclusion>

6. Care experienced learners

SFC uses the term care experienced to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

We know care experienced have the poorest educational outcomes of any group of young people in Scotland. Colleges have embraced their corporate parenting responsibilities evidenced by their Corporate Parenting Plan (CPP). SFC would like these plans to be reviewed with enhanced support offered to care experienced students. Who Cares? Scotland and CELCIS have told us that for CPPs to be embedded a number of conditions must be met: support and understanding at senior management; collaboration and shared learning between other corporate parents; and meaningful engagement with your care experienced students to maximise impact. We would like to continue to see the weblink of your CPP in your Outcome Agreement. The Corporate Parenting team at Who Cares? Scotland is there to provide any support that you may require in this area.

weblink: <https://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students>

7. Mental Health and well-being

For 2019-20, all institutions are required to provide within their Outcome Agreement:

- a weblink to your institution's mental health strategy (covering students and staff); OR
- details of how you will achieve this, including a timeline

The Mentally College is a two year project partnership between the College and Scotland's Mental Health organisation SAMH to promote positive mental health for staff and students.

Glasgow Clyde are the first institution to support the positive mental health by improving the

capacity of staff and students collectively. Rather than adopting a reactive, clinical model we have focused upon making conversations about mental health standard practice for all staff and students and have equipped staff at different levels to support learners.

The biggest impact is that students know that mental health is being destigmatised, it is OK to talk about mental health and that there is someone able and willing to talk. This has increased disclosure rates as well as improving our retention and attainment levels for students.

This project has increased staff capacity which means that all students will benefit from the initiative rather than a specific pilot group. Sustainability through the training of key staff and the implementation of a peer support model will ensure a lasting legacy of the partnership and blueprint for other institutions.

The project has enabled the College to retain its educational focus by increasing staff confidence and capacity rather than developing a clinical model and the completion of the project will see a new mental health plan being developed.

In addition you should outline:

- your institution's investment in this area, including student counselling (with detail – where possible - on the number of full-time equivalent counsellors employed; how many counselling sessions students can access; and average waiting times for accessing counselling)
- details of other support service (e.g. events, activities, workshops, peer support, training for staff and students); ;
- collaboration with other colleges and universities to share resources/best practice; and
- how you will assess the impact of your mental health support.

The College provides a Counselling service that utilises trainee counsellors volunteering to provide services to Glasgow Clyde students. The service is fully supervised and involves partnership working with a number of other educational providers to fully support learners. The service is one strand of a wider support model that includes staff and student training in mental health, mental health workshops, wellbeing programmes and promotional events. In addition, the College is embedding delivery of a number of resilience and wellbeing subjects within the curriculum to support student retention and attainment.

We are working collaboratively with the other Glasgow Colleges and fully participate in national safeguarding fora.

The Mentally Healthy College project is currently being externally evaluated to assess the impact of the programme of development that has taken place and will make further recommendations to support the sustainability of our delivery.

Mental health strategies should:

- Include commitment to work with the students' association to develop a Student Mental Health Agreement, by signing up to Think Positive (a Scottish Government funded student mental health project at NUS Scotland);
- commit to an improvement in retention of students who experience mental ill health and monitor the number of students leaving a course early due to mental ill health;

- have a section on partnership working with agencies such as NHS Scotland and the Third Sector, including referral pathways, and steps to improve the transition into college and university (recognising that some people might transition from child to adult mental health and from different NHS regions at the same time)
- ensure there is access to mental health services that meets the needs of the diversity of their student and staff populations.
- outline the training provision provided for staff and students on mental health;
- outline suicide prevention activities, including staff training and pathways to crisis support; and
- evidence campus wide activities to tackle stigma about mental health

8. Diet and Healthy Weight

In contributing to the Scottish Government’s diet and healthy weight delivery plan , for 2019-2020, colleges should indicate:

- Actions related to improving diet and maintaining a healthy weight, including those in relation to college food outlets, work on physical health, and implementation of best practice in gym facilities.
- Any strategic engagement with their Community Planning Partnerships in their areas as a means to develop a system-wide approach and reduce duplication of actions undertaken in colleges in relation to diet and health weight.
- If they have achieved the Healthy Working Lives Award or similar awards, and the actions they will take or have taken in support of that ambition.

The College has a Healthy Working Lives Group which promotes positive diet and healthy living for College staff. By promoting a culture of wellbeing we expect to improve morale, lower staff turnover, reduce sickness absence levels, maintain low accident rates and increase productivity. The Group has developed an action plan to support activity across the College and works with a range of external partners to ensure that staff are given the necessary information and support to choose a healthy lifestyle. Specific programmes have been delivered in partnership with the CPP and NHS to promote wellness and encourage active staff. An annual Healthy College Day is delivered to encourage staff participation and a range of health and fitness activities are provided within our College gym facilities.

The GCCSA also promote health and wellbeing through the Healthy Body, Healthy Mind Awards which includes physical activities, sports partnerships, wellness workshops and no smoking campaigns.

9. Estranged students

An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean your biological or adoptive parents or wider family members who have been responsible for supporting you in the past.

Colleges are asked to include a statement in their agreements outlining their current and future commitments to support estranged students and – where known – state the number of students who are estranged from their families.

Glasgow Clyde College is committed to fully supporting students who may be estranged from their families. The support exists in a number of ways and will be personalised to meet the needs of each

individual but may include financial support, pastoral care, extended learning support, welfare advice, advocacy, counselling and support workshops.

10. Alignment with Community Planning Partnership reporting

SFC expects colleges to make an effective contribution to community planning. Ideally, this includes having senior decision-makers actively participating at a strategic level in relevant CPPs.

SFC wants Outcome Agreements to demonstrate that colleges are informing the development of, and contributing effectively to, the delivery of Local Outcome Improvement Plans (LOIPs).

Glasgow Clyde College through its award winning Community Learning & Development team is well placed to inform, contribute and support Glasgow's Regional Strategy key priority on widening access to communities where there remain more than 1 in 10 residents with no qualifications.

This key priority will be further supported through the Colleges continued development of existing strong community partnerships with organisations such as the WEA, Glasgow Life, GCVS, Bridges Programme, DWP, Fair Deal and many more.

College Senior decision makers will continue to attend and actively participate in the formal structures which make up Glasgow City Council Community Planning Partnership including; the South Sector Community Planning Partnership Group; the North West Sector Community Planning Partnership group; the Skills Recognition Project for veterans, refugees and asylum seekers; Glasgow CLD Strategy Partnership Adult Learning Group, and Glasgow's ESOL Partnership Group. All of these strategic groups influence and shape community learning provision at both a regional and a local level.

In addition Glasgow Clyde College will continue to have an active role in contributing to improve and deliver lifelong learning opportunities in areas disadvantaged by inequalities through informing 7 out of the 10 Local Outcome Improvement Plans (LOIPs) including; Ruchill and Possilpark; Drumchapel; Lambhill and Milton; Priesthill and Househillwood; Gorbals; Govan and Govanhill.

11. High performing institutions

Leadership in Environmental and Social Sustainability

The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges/Universities and other significant publicly funded organisations to submit a mandatory Public Bodies Climate Change Duties (PBCCD) Report on an annual basis. To capitalise on this activity, the climate change targets and sustainability ambitions for each college/university should also be outlined in their outcome agreement. Climate change targets should be framed within a current emissions reduction plan. SFC acknowledges that each college/university will be at a different stage in their environmental sustainability journey. This stage will have been determined by their access to resources and the opportunity, past and present, to engage in sustainability activity in order to build knowledge capacity. SFC expects that sustainability ambitions will be creative and innovative, capable of application within the college/university and able to deliver sustainable impact that is meaningful to each college or university and their wider communities.

In order to demonstrate leadership in promoting environmental sustainability, SFC expects each college and university to develop approaches and report activity that evidences their corporate commitment to tackling wider environmental and social sustainability challenges, both in mandatory reporting and as part of their own sustainability ambitions. These ambitions and targets should be detailed within wider strategic documents or

through a dedicated sustainability strategy or action plan, and recorded in their Outcome Agreement (including providing links to relevant documentation), and should demonstrate either a whole-institutional approach or describe activity that is working towards a whole-institutional approach.

The College has as one of the objectives in its College Development Plan “investing in a high quality, efficient, and sustainable Estates and ICT infrastructure capable of adapting to changing curriculum and business needs”. This is taken forward on an ongoing basis to develop environmental and social sustainability through the estates and curriculum planning processes.

Also in the College’s Estates Strategy, one of the key purpose statements is to minimise the impact the College and its activities have on the environment including the College’s Carbon footprint. One of the five key development areas of the Estates Strategy is to reduce carbon footprint across the College estate and the College have set out the ways in which these aims will be achieved in its College Carbon Management Plan and Sustainability Statement.

SFC expects that evidence of progress against the strategy will be provided from a variety of operational activity such as approaches to governance in sustainability, climate change adaptation and mitigation activities, successful senior management engagement, curriculum links, estates decision-making, student/staff engagement, general wellbeing initiatives and meaningful community links or through other business areas, either in part or across all areas. Support will be available through the EAUC’s programme, and progress should be reported through PBCCD Reporting submissions and the Outcome Agreement process.

There is engagement in the sustainability plans for the College and there has been significant reduction through estates decision making including utilities reductions. There is also strong engagement on this topic by the Students Association.

The College completes an annual report on the progress against its sustainability plans as part of the PBCCD reporting duty and this was submitted by the required deadline of end November 2018.

12. Estates

In managing their estate, SFC expects colleges to have in place a strategy for developing and managing their estate. The Outcome Agreement should provide an overall view of the current estate and any plans or actions for improvement. Colleges should also ensure that they are taking appropriate action to address the findings from the 2017 condition survey to address their backlog.

The College has in place an Estates Strategy and this is used to inform its capital master planning which is progressed based on affordability and available funding. Progress on capital plans are reported on regularly to the Board and Estates Updates are reported to the Finance and Resources Committee. The College is taking appropriate action to complete the high priority backlog maintenance items in the College’s Estates Condition Survey from 2014 (which was used for the sector condition survey in 2017).

13. Financial stability

For 2019-20 Outcome Agreements we require a statement that colleges and Regional Strategic Bodies have complied with all the terms of the Financial Memorandum with SFC.

The College has complied with all the terms of the Financial Memorandum with GCRB.

Regional Outcome Agreement 2019-20: Institutional Information

Name of College: **Glasgow Kelvin College**

14. Student engagement

Colleges should evidence how the college's outcomes in the Outcome Agreements have been developed and discussed with their college Students' Association.

The Glasgow Kelvin College contribution to the Regional Outcome Agreement is developed within the College's strategic planning arrangements. These arrangements include meetings which involve representatives of the Students Association, trade union representatives and a range of strategic and operational managers. ROA development is routinely discussed at the Board of Management, in particular through its Learning and Teaching Committee. Again the SA is present at, and contributes to, these discussions.

Colleges should also report on outcomes and impacts of initiatives where Student Associations' have taken a lead on responding to, or delivering, on a policy area or priority (for example mental health awareness or STEM).

In 2017/18 the Students Association developed of a Partnership Agreement with the College. This agreement includes annually reviewed priorities for joint work between the College and the SA. Through this approach the Students Association has led or supported the College on a number of initiatives, including:

- work on the Mentally Healthy College, supporting to develop materials and resources for students and staff and developing a Student Mental Health and Wellbeing Strategy;
- supporting the work of the White Ribbon Campaign, the SA won the Diversity Award at the NUS Scotland Conference in March 2018. The College were also successful in the Green Gown Awards winning the Student Engagement Category for a small institution, meaning we are automatically entered into the international awards in June 2019;
- working with the sports department to tackle homophobia in sports (rainbow laces campaign through Stonewall);
- supporting Jo's Trust, an organisation which raises awareness with female students on cervical cancer and how preventative measures can be taken to help eradicate cervical cancer; and
- in academic year 2018-19 the SA will be leading on a campaign to raise awareness that not all disabilities are visible, this will be launched during Disability Awareness Month and promoted throughout the academic year.

The Framework for the Development of Strong and Effective College Students' Associations in Scotland , and its associated toolkit, includes good practice engaging students in Outcome Agreement; we recommend that it is used to guide collaboration between the college and the SA and help SA development. Colleges should provide detail of how the Framework is being implemented, including ensuring that SAs are adequately funded.

The College has reviewed its Learner Engagement Strategy in response to the Framework for the Development of Strong and Effective College Students' Associations in Scotland. In addition, for 2018/19 the SA budget has been increased to support an additional sabbatical post within the Association. In particular, the Students Association is:

- Autonomous: The SA plan and develop their activities throughout the year using their own operational plan and their voice is heard at every level of the College through various boards and committees.
- Partnered: Positive partnership working throughout the year helps ensure the voice of the

students are heard and supports various campaigns.

- **Accountable:** The SA are accountable to the students and are governed by a robust constitution.
- **Representative:** Each year SA officers (paid and voluntary) are elected democratically by the student population and are accountable to them. The SA structure ensures representation for liberation groups i.e. BME & International Officer, Women's Officer, LGBTQ+ Officer.
- **Sustainable:** The College agreed to fund an additional paid Vice President position in the SA, to help support the full time sabbatical officer and increase the visibility of the SA. This will help to increase activity and help with continuity when handovers are compiled for the next elected officers.

15. Equality and diversity

We expect institutions to include a weblink to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) and to ensure that ambitions for improvements are clearly articulated in their Outcome Agreement document. This should evidence how the institution intends to use the credits and funding allocated to them by SFC to advance equality. As part of this institutions should continue to seek improvements in the reporting and analysis of equality data.

<https://www.glasgowkelvin.ac.uk/equality-diversity/>

16. Gender

We expect institutions to include a weblink to their published Gender Action Plan in their Outcome Agreement.

<https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf>

Subject-level: The outcome agreement should include well framed outcomes with targets that outlines the institution's key ambitions to tackle gender imbalances at a subject level. The plan on how the institution will achieve those outcomes should be clearly set out within their institutional Gender Action Plan (iGAP). These outcomes should be clear and focused on the subject areas with the greatest gender imbalances (i.e. >75%).

Contained within Gender Action Plan

Success rates: institutions should identify where they have an imbalance between the success rates between men and women students by subject, and outline action undertaken and planned to address the imbalances.

Success rates are reviewed annually at course level and improvement plans are set wherever these are low or where there is significant variation in performance for particular groups with particular protected characteristics.

Staff: institutions should make clear how through responding to the Public Sector Equality Duty they are proactively promoting gender equality in relation to their staff and to their governing body. This should include a progress report on actions taken to address gender imbalances at senior academic and senior management level, alongside what is being done to reduce the gender pay gap across entire staff cohorts. As noted elsewhere, this aspect of the Outcome Agreement should be the subject of consultation with staff trade unions.

The overall gender pay gap at 01 April 2015 was 10.2% in favour of male, including members of the

senior management team. The overall gender pay gap at 01 April 2016 fell to 7.83% in favour of male, including members of the senior management. This has further decreased as at 01 July 2018 to 7.69%.

Excluding members of the senior management team the overall gender pay for staff at 01 April 2016 was 6.57% in favour of male and this has further decreased to 6.18%.

A more detailed analysis of the gender pay gap across grades will be conducted as part of the College's equal audit which due to be published in April 2019.

The gender balance within the senior management team is 50% female.

In relation to its operational management roles, academic and support, the gender balance is 60% male and 40% female.

There are a total of 48 senior academic roles. The gender balance is slightly more in favour of male at 51%. The pay gap between male and female at these levels is negligible.

The College has in place a number of acting Curriculum Manager roles which provide teaching staff with an opportunity to gain valuable experience in developing their management skills and experience. The gender split is currently 75% in favour of female.

A more detailed analysis of the gender balance across departments and faculties will be undertaken as part of the College's equal pay audit which will be published in April 2019.

To advance gender equality the College, for example, is working in partnership with Close the Gap which works in Scotland on women's participation in the labour market. Partners include the Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland, Equality and Human Rights Commission, and Scottish Trades Union Congress.

The College has continued to monitor its recruitment and selection strategy through carrying out an overview of the College's existing practices informed by PSED publications, best practice and guidance from external agencies such as Close the Gap, the Coalition for Race Equality and Equate Scotland. The feedback from these organisations has informed the College's approach.

Equate provided the College with feedback which informs the current review and revision of its recruitment and selection strategy, marketing, its website and associated documentation for learners and staff. The document makes some recommendations but the overall comments received from Equate include:

Equate:

- *“Overall you're clearly doing considerable work on gender and it's great to see consistency and strong partnerships with organisations like Close the Gap. It's also especially heartening to see a women's network.*
- *The main issues with language are around formal tone and important information missing at the job/course description stage (people with protected characteristics have the odds stacked against them and so will deselect themselves quickly).”*

The College has recently put in place a recruitment specialist who has been tasked at conducting a further review of its attraction, recruitment and retention strategy to:

- attract a more diverse candidate base, one aspect is to attract males and females into non-traditional occupational roles such as women into engineering;
- further develop its recruitment and selection processes and procedures to address any potential barriers; and
- consider the impact of policies, procedures and working practices to ensure that staff in

employment achieve a work life balance and fulfil their potential.

In addition, the College is seeking to work with Inclusion Scotland in securing funding for an intern through the National Disability Internships for Disabled People. The primary focus will be on disabled people however other protected characteristics such as gender will be assessed. The College has delivered a range of training and development opportunities and continues to do so these include:

- one-to-one career coaching (Gender – 68% female and 42% male (53% part-time (70% female and 30% male) and 47% full-time (67% female and 33% male));
- unconscious bias training for managers and staff;
- Interview Techniques - aimed at staff who wish to develop further their interviewing skills and confidence to enhance career development.
- Enhance Management Skills - aimed at newly appointed managers or managers who wish to develop further their management skills. This was opened up to all staff.
- Resilience and Confidence Building - aimed at all staff who wish to develop resilience and confidence building strategies.
- People Skills - aimed at all staff who wish to develop further their people skills.
- Coaching and Mentoring for Line Managers - aimed at individuals who have career coaching and mentoring responsibilities to enhance their skills and capabilities in this field.
- Solution Focused Coaching

The College's workforce comprises of two employee groups whose pay and conditions of service are set under different National Collective Bargaining arrangements, which cover pay and terms and conditions.

The College commitment to equal pay is demonstrated by:

- operating set terms and conditions for salary placement for all staff regardless of employment status;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives;
- reviewing and revising, where necessary, written terms and conditions in partnership with its recognised Trade Unions;
- providing open access for staff to their own personal information;
- evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies subsequently identified;
- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Union underpinned by the FEDRA job evaluation system;
- conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report;
- not operating long pay scales and ranges;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions; and
- impact assessing pay policies and practices.

The College has continued to conduct an annual review of its staffing and structures. It invites managers to identify role which have developed or changed significantly or that have not operated at the level of expectation. A routine review of job descriptions is undertaken as part of this process. Any roles identified are evaluated through the College's job evaluation process FEDRA. This ensures that roles are appropriated graded and remunerated across the College and structures are fit for

purpose. Paying due regard to the implications of National Bargaining.

Boards: Following the Gender Balance on Public Boards Act 2018, institutions should indicate how they are working towards improving gender balance and wider diversity on their Boards, including steps taken to increase the pipeline of diverse candidates, and equitable appointment procedures and practices. Institutions should outline in their outcome agreement the current gender split of their Board.

The current gender split on the Board is shown below:

Board of Management					
Non Executive Board Members		Staff Board Members <i>(including Principal)</i>		Student Board Members	
Male	Female	Male	Female	Male	Female
8	5	2	1	2	0

The Board of Management have signed up for the Scottish Government's 50/50 by 2020 pledge which means that they are making a voluntary commitment for gender balance on their boards of 50/50 male/female split by 2020.

Furthermore, during recruitment processes for new Board members, the advert/paperwork is sent to a wide variety of stakeholders in order to encourage individuals from different groups to apply to further enhance the Board's diversity.

In relation to equitable appointment procedures and practices; these are conducted in line with GCRB requirements.

Institutional Gender Action Plans: All activity towards achieving the outcomes should be outlined within your iGAP. For those institutions that developed iGAPs covering 2 years or more, SFC expect these plans to be reviewed and updated and for those institutions that produced one year iGAPs SFC expect a new iGAP to have been published as per the process as set out in the April 2017 briefing.

Trans and gender diverse people: Institutions are asked to outline their institutional policy and provision for supporting and enhancing equality for applicants, students and staff who are trans or gender diverse. As part of this, we ask institutions to implement the recommendations of the SFC-funded TransEDU Scotland project.

The College is in the process of looking at developing a Trans Policy for staff and learners in line with the TransEDU Project. The EDI Manager is part of the CoP for Trans learners and staff. There is a proposal for FE EDI Managers to develop a sector wide policy and procedure which will enable staff and learners to move seamlessly between institutions, knowing they will be supported equitably in the sector.

17. Gender based violence

Equally Safe sets out Scotland's strategy to take action on all forms of violence against women and girls. As part of this strategy, the Scottish Government-funded the Equally Safe in Higher Education Toolkit to specifically address gender-based violence (GBV) in universities. This was launched in spring 2018.

The Ministerial Letter of Guidance to the SFC in April outlined the expectation that both sectors adopt and work with the Toolkit. This outcome agreement should therefore outline the institution's progress in this area. Please note that the SFC recognises and accepts that institutions will need to take different approaches to the implementation of the toolkit.

This progress report should cover the period of the outcome agreement and outline how the institution is implementing the Equally Safe in Higher Education toolkit and / or comparable localised interventions for the prevention and response to GBV. It should also outline how the institution is:

- in partnership with students, staff, associated unions and any local specialist GBV organisations, defining gender based violence, considering their policies and practices, identifying where gaps exist, and developing a framework and implementation plan for an effective, strategic and collaborative approach to preventing and responding to gender based violence across their institutions.
- establishing a visible and accessible reporting and support/referral systems for students and staff affected by, who have experienced or are experiencing GBV, and to outline how the effectiveness of these approaches will be monitored/assessed.
- identifying current GBV reporting and data sources and data capture arrangements
- establishing, publicising and implementing policy/ies specifically addressing gender-based violence for students and staff. The outcome agreement should include weblinks to these policies.
- implementing approaches that respond to the diversity of their student and staff populations.

A working group has been established to develop the Equally Safe toolkit for the College. The college is part of the pilot scheme working on adapting this toolkit for FE. This group consists of staff, student representatives, and union representatives, CDN, and representatives from Women's Aid, Rape Crisis and White Ribbon Scotland. The College has many policies in place to support reporting of gender based violence and these will be updated if necessary to incorporate any changes recommended by the group and the expertise for our external partners. The College has achieved White Ribbon recognition and the Students Association are active in promoting this campaign within the local community. All staff and all contractors in the College have been issued with the GBV support cards. Any report of gendered based violence against learners is in the first instance referred to the Safeguarding team.

SFC asks that universities update their institutional Gender Action Plans (iGAPs) to cross refer to this progress report. As stated earlier in this guidance – institutions must include a weblink to their iGAP in their Outcome Agreements.

British Sign Language (BSL)

We expect institutions to include a weblink to their published British Sign Language Plan in their Outcome Agreement. These plans are required to be published by October 2018 and the Outcome Agreements will be published in spring 2019.

<https://www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/>

In this Outcome Agreement, institutions should outline:

- how they intend to use their funding and places to implement these plans over the Outcome Agreement period; and
- how the BSL National Plan will be monitored and governed within the institution

The BSL Action Plan has been published and posted to the website. This is a strategic plan in line with the legislation. The plan will have a working group to devise smart targets to meet the strategic objectives and this will feed in to the Access and Inclusion Committee to oversee the progress.

These responses will be provided to the BSL Steering Group.

18. Access and Inclusion Strategies

All college regions must have in place an Access and Inclusion Strategy that covers the period AY 2017-18 to AY 2019-20. Institutions are expected to review and update these strategies and must publish and provide a weblink to this in their Outcome Agreement.

Glasgow Kelvin College seeks to be an inclusive college which is accessible to all members of the communities we serve and to provide support to achieve individuals learning goals and aspirations.

Our three **high level outcomes** for Access and Inclusion are that:

- *all groups within the communities that the College serves are equally likely to access learning opportunities;*
- *all groups within the communities that the College serves are equally likely to complete learning successfully; and*
- *all groups within the communities that the College serves are equally likely to progress to work or further study.*

The college approach has been one of cross college responsibility for Access and Inclusion as identified in the College Strategy 2016/20, with both student representations on working groups as well as staff from all of the main college functions. To ensure staff were involved in the planning of activity and priorities around Access and Inclusion a workshop was organised in October 2017 where staff from all college faculties and support areas identified actions which the college could progress. This was followed by Professional Dialogue Session on Access and Inclusion as part of the March 2018 staff conference where facilitated workshops were delivered by 45 promoted staff.

Work continues on the implementation of the Access and Inclusion Action Plan through the Access and Inclusion Committee and associated sub groups.

As well as the identified areas for improvement from the staff consultation and professional dialogue sessions which have been the focus of priority during this session, the college continues to implement the actions as outlined in the Access and Inclusion Strategy 2016/20 to ensure fair access to opportunity for all learners at Glasgow Kelvin College.

Link to Access and Inclusion Strategy for 2016/20:

<https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf>

19. Care experienced learners

SFC uses the term care experienced to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

We know care experienced have the poorest educational outcomes of any group of young people in Scotland. Colleges have embraced their corporate parenting responsibilities evidenced by their Corporate Parenting Plan (CPP). SFC would like these plans to be reviewed with enhanced support offered to care experienced students. Who Cares? Scotland and CELCIS have told us that for CPPs to be embedded a number of conditions must be met: support and understanding at senior management; collaboration and shared learning between other corporate parents; and meaningful engagement with your care experienced students to maximise impact. We would like to continue to see the weblink of your CPP in your Outcome Agreement. The Corporate Parenting team at Who Cares? Scotland is there to provide any support that you may require in this area.

<https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf>

20. Mental Health and well-being

For 2019-20, all institutions are required to provide within their Outcome Agreement:

- a weblink to your institution's mental health strategy (covering students and staff); OR
- details of how you will achieve this, including a timeline

- Mental Health is a key priority for the College for 2018/19.
- A College Mental Health Strategy is currently being developed in partnership with the Students Association (see above) and is expected to be published by June 2019.
- The 'Mentally Healthy College' initiative has been developed in direct response to feedback from staff and from the Students Association.
- The Students Association have included mental health and well-being as a priority in their Partnership Agreement with the College in both 2017/18 and 2018/19.
- Staff feedback indicates a rise in student demand for supports with mental health issues and a need for staff to develop the skills to deal with such issues.
- The impacts of development activity to date include:
 - Professional dialogue including all staff to inform direction of change through a dedicated staff conference to start a 'big conversation' on mental health and wellbeing to create an environment where Mental Health can be discussed openly and support is available
 - Increase in Mental Health First Aid provision
 - A cascade approach to training and awareness raising was introduced, facilitators delivered Mental Health Awareness to staff at staff conference in August 2018 who in turn delivered to learners as part of induction, this included the introduction of the personal Wellbeing Action Plan.
 - Introduction of the Wellbeing Action Plan to encourage self-help, recent learner stop and check questionnaires indicate that 66% of learners have completed an action plan in session 2018/19
 - First College in Scotland to provide The Big White Wall online resource to staff and learners with over 150 individuals registering for this self-help support tool in the first 3 months.
 - Referrals to College services to support learners has increased and indicates that

staff and learners are more aware of when support is required and how to access this support.

In addition you should outline:

- your institution's investment in this area, including student counselling (with detail – where possible - on the number of full-time equivalent counsellors employed; how many counselling sessions students can access; and average waiting times for accessing counselling)
- details of other support service (e.g. events, activities, workshops, peer support, training for staff and students); ;
- collaboration with other colleges and universities to share resources/best practice; and
- how you will assess the impact of your mental health support.

included above

Mental health strategies should:

- Include commitment to work with the students' association to develop a Student Mental Health Agreement, by signing up to Think Positive (a Scottish Government funded student mental health project at NUS Scotland);
- commit to an improvement in retention of students who experience mental ill health and monitor the number of students leaving a course early due to mental ill health;
- have a section on partnership working with agencies such as NHS Scotland and the Third Sector, including referral pathways, and steps to improve the transition into college and university (recognising that some people might transition from child to adult mental health and from different NHS regions at the same time)
- ensure there is access to mental health services that meets the needs of the diversity of their student and staff populations.
- outline the training provision provided for staff and students on mental health;
- outline suicide prevention activities, including staff training and pathways to crisis support; and
- evidence campus wide activities to tackle stigma about mental health

21. Diet and Healthy Weight

In contributing to the Scottish Government's diet and healthy weight delivery plan , for 2019-2020, colleges should indicate:

- Actions related to improving diet and maintaining a healthy weight, including those in relation to college food outlets, work on physical health, and implementation of best practice in gym facilities.
- Any strategic engagement with their Community Planning Partnerships in their areas as a means to develop a system-wide approach and reduce duplication of actions undertaken in colleges in relation to diet and health weight.
- If they have achieved the Healthy Working Lives Award or similar awards, and the actions they will take or have taken in support of that ambition.

The College intends to submit an application for a Bronze Healthy Working Lives Award in December 2018. It thereafter expects to progress to submission for Silver Award by summer 2019.

The College has made efforts to promote active travel – with particular emphasis on cycling through the establishment of a cycling hub. It has also established a Be Active, Take Notice @ GKC campaign.

22. Estranged students

An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean your biological or adoptive parents or wider family members who have been responsible for supporting you in the past.

Colleges are asked to include a statement in their agreements outlining their current and future commitments to support estranged students and – where known – state the number of students who are estranged from their families.

Any learner who presently identifies as estranged is supported by the Advice Guidance and Learner Support team and assisted with bursary applications which are higher for them as estranged learners. A needs led assessment will also be carried out if necessary and additional support put in place is required. This group of learners will be added to the Access and Inclusion Action Plan when it is updated in 2020.

23. Alignment with Community Planning Partnership reporting

SFC expects colleges to make an effective contribution to community planning. Ideally, this includes having senior decision-makers actively participating at a strategic level in relevant CPPs.

SFC wants Outcome Agreements to demonstrate that colleges are informing the development of, and contributing effectively to, the delivery of Local Outcome Improvement Plans (LOIPs).

Glasgow Kelvin College plays a significant role in community planning both at a City level, where the Principal represents the College Region, and with senior staff represented across the North East sector structures (the Sector Partnership, Senior Officer Group, Thriving Places groups). The College reports annually on how its activities respond to community planning priorities. This report is considered by the North East Sector Partnership as well as by the Learning and Teaching Committee of the College Board of Management. It is also a key part of the College's annual evaluative processes. The most recent such report is available from:

<http://www.glasgow.gov.uk/councillorsandcommittees/submissiondocuments.asp?submissionid=90748>

24. High performing institutions

Leadership in Environmental and Social Sustainability

The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges/Universities and other significant publicly funded organisations to submit a mandatory Public Bodies Climate Change Duties (PBCCD) Report on an annual basis. To capitalise on this activity, the climate change targets and sustainability ambitions for each college/university should also be outlined in their outcome agreement. Climate change targets should be framed within a current emissions reduction plan. SFC acknowledges that each college/university will be at a different stage in their environmental sustainability journey. This stage will have been determined by their access to resources and the opportunity, past and present, to engage in sustainability activity in order to build knowledge capacity. SFC expects that sustainability ambitions will be creative and innovative, capable of application within the college/university and able to deliver sustainable impact that is meaningful to each college or university and their wider communities.

In order to demonstrate leadership in promoting environmental sustainability, SFC expects each college and university to develop approaches and report activity that evidences their corporate commitment to tackling wider environmental and social sustainability challenges, both in mandatory reporting and as part of their own sustainability ambitions. These ambitions and targets should be detailed within wider strategic documents or through a dedicated sustainability strategy or action plan, and recorded in their Outcome Agreement (including providing links to relevant documentation), and should demonstrate either a whole-institutional approach or describe activity that is working towards a whole-institutional approach.

Glasgow Kelvin College considers that it has been proactive in addressing the sustainable development agenda. It developed a Climate Change Action Plan in session 2015/16 which set targets for Carbon Reduction which have been exceeded. The Climate Change Action Plan is linked closely to the Estates Strategy and Capital Investment Plan. The College has also complied fully with the public sector climate change reporting requirements since they were put in place in 2014/15 and has robust monitoring data. It also seeks to summarise performance in its Annual Report and Accounts. Overall the College has reported a 40% reduction in carbon emissions between 2014/15 and 2017/18

In respect of Governance, the College operates a Sustainable Development Committee and allocates a capital budget to the Committee to take forward sustainability projects. It has also appointed a Sustainability Officer to assist with progressing projects and identifying sources of funding.

Specific recent achievements include:

- New waste management contract with recycling targets incorporated;
- Circa 40% reduction in carbon emissions through Estates Rationalisation;
- Development of a Cycle Hub and achievement of Cycle Friendly Campus Status, this project was nominated for a national Green Gown Award in 2018;
- Securing of funding to develop a community garden on derelict land at the East End Campus;
- Partnerships with the Students association, local housing associations, Glasgow City Council, Cycling Scotland, the Energy Saving Trust, Bright Green Business and the Scottish Agricultural College have been developed;
- An furniture upcycling project is being operated by the College in partnership with a third sector partner;
- A re-usable cup scheme is being rolled out across the College estate; and
- A senior member of staff is participating on the Board overseeing the Springburn Park Winter Garden Project.

The Estates Strategy, Capital Investment Plan, Climate Change Action Plan (currently being refreshed) and further information on the College approach to sustainability is available on the web site, within the Annual Report or on request.

SFC expects that evidence of progress against the strategy will be provided from a variety of operational activity such as approaches to governance in sustainability, climate change adaptation and mitigation activities, successful senior management engagement, curriculum links, estates decision-making, student/staff engagement, general wellbeing initiatives and meaningful community links or through other business areas, either in part or across all areas. Support will be available through the EAUC's programme, and progress should be reported through PBCCD Reporting submissions and the Outcome Agreement process.

The College annual report incorporates a report on Corporate Social Responsibility which outlines the charitable activities of the College, how it supports local communities and third sector organisations and engages with its learners and communities.

25. Estates

In managing their estate, SFC expects colleges to have in place a strategy for developing and managing their estate. The Outcome Agreement should provide an overall view of the current estate and any plans or actions for improvement. Colleges should also ensure that they are taking appropriate action to address the findings from the 2017 condition survey to address their backlog.

The College refreshed its Estates Strategy in session 2018, this document outlines the College's assessment of the current condition of its Estates and its plans going forward. There is also an associated Capital Investment Plan and this outlines planned maintenance and investment and progress is reported internally and to GCRB regularly. The backlog maintenance requirements outlined in the condition survey are being addressed as a matter of priority.

26. Financial stability

For 2019-20 Outcome Agreements we require a statement that colleges and Regional Strategic Bodies have complied with all the terms of the Financial Memorandum with SFC.

Glasgow Kelvin College can confirm that it has complied with the terms of the Financial Memorandum between it and GCRB throughout session 2017/18. Further information on Governance and Financial Performance are reported in detail in the College Annual Report and Accounts for the year. The Financial Forecast Return and its narrative provide detailed information on the likely financial position going forward.

Regional Outcome Agreement 2019-20: Institutional Information

Name of College: **City of Glasgow College**

1. Student engagement

Colleges should evidence how the college's outcomes in the Outcome Agreements have been developed and discussed with their college Students' Association.

Student Association are members of Board and various Board Committees. The ROA is a standing agenda item for these committees. SA have an opportunity to input using these channels.

Colleges should also report on outcomes and impacts of initiatives where Student Associations' have taken a lead on responding to, or delivering, on a policy area or priority (for example mental health awareness or STEM).

Healthy Body Healthy Minds

CitySA leads on the development of the above Award and the College was awarded 5 stars in 2018 and hopes to retain these in 2018/19.

Gender Action Plan

City SA was selected to be part of a pilot project delivered by NUS Scotland and sparqs to develop student engagement in Gender Action Plans (GAPs) Which will be shared across the sector.

Student Mental Health and Well Being Action Plan

CitySA have been key players in the development of our student mental health and well being strategy and are leading on the development of a student mental health agreement in 2018/19

Gender Based Violence

Citysa have been involved in training related to gender based violence and work with support services in raising awareness among the student community. This work will be further developed in 2018/19.

The Framework for the Development of Strong and Effective College Students' Associations in Scotland , and its associated toolkit, includes good practice engaging students in Outcome Agreement; we recommend that it is used to guide collaboration between the college and the SA and help SA development. Colleges should provide detail of how the Framework is being implemented, including ensuring that SAs are adequately funded.

The City of Glasgow College Students' Association – CitySA - continues to develop on an annual basis and is actively engaged in operational planning in order to plan key aims and objectives and evaluate impact and value. The planning process makes use of the self evaluation and planning tools from the SA Framework documents and is structured around the 5 key themes as follows.

Shaping the Work and Life of the College

The CitySA is well represented across all Boards and Committees – both within the College and the Glasgow Region. Attendance at committee meetings is high and the CitySA play a full role in the governance structures of the College by making sure the student voice is heard at the highest level.

Student representatives regularly contribute to the discussion of items at all meetings and also present items and offer updates on CitySA activity.

The Student President and VP Learning and Teaching are full Board members and attend planning away days in November and February each year. The

Governance and Democracy

CitySA is committed to operating as a democratic and well governed representative body for all students at City of Glasgow College. Students have the opportunity to shape the work of CitySA in a number of ways which include; MyVoice – a digital democracy platform which allows students to post and rate ideas for improvements and changes all year (16, 980 ratings were posted in 2017/18); the Big Student Elections where 2,441 students voted for their preferred candidates; our Student Representative Council comprising the Presidential Team, all CitySA executive members and Faculty reps; our Annual General Meeting and through affiliation with the NUS which allows students to engage at a national level.

Aware and Active Students

Freshers Fayre is a key event in the CitySA calendar with 40 exhibitors and 5,276 students participating. Throughout the year CitySA deliver a wide range of events and activities which include;

- 6 different evening sports classes led by our paid student coaches with 315 student participating.
- A major success in 2018 was the Men's Football Team winning their BUCS (British University and Colleges Sport) League for the very first time since their formation in 2013 and gaining promotion. Team City wrapped up the league title in superb fashion by beating Glasgow Caledonian University 5-0;
- 105 students got involved in 7 different societies;
- Various events including international women's day, black history month, fairtrade football, quit smoking events and Be Inspired a thank you event for our class reps with inspirational speakers;
- Various campaigns and charity events including the NUS Budget for Better campaign, 12 Days of Giving with Glasgow City Mission Homeless, £860 raised for the Glasgow Sick Childrens Hospital, £400 raised for one of our students to compete in the special Olympics, £100 raised for Glasgow Association for Mental Health;
- SA on Campus events canvassing student opinion.

Sustainable Resources

City SA is well resourced with an annual budget of £541,532 of either 'in kind' direct support, staff costs and a revenue budget as follows:-

Funding	Description	2017-18 AY Budget
---------	-------------	-------------------

Property and Service Charges	Riverside Campus Let £225 @260 days pa	£58,500
	City Campus Let £450 @260 days pa	£117,000
Staffing	SA Staff	£144,835
	Student Engagement Staff Support @ 75%	£181,291
	Sports Coaches	£3,281
	Associate Trainers	£2,625
College Grant	College Grant (Revenue Budget)	£34,000
Total		£541,532

CitySA have also developed their own income sources as follows:-

Income Source	Description	Income
Freshers	Freshers' Stall spaces	£3,325
NUS	NUS Extra Cards Sales	£1275.29
sparqs	Reimbursement from Associate Trainers training	£630
Total		£5,230.29

In addition to the above and provision of space and utilities significant support is invested in training for the presidential team, the executive team and the student representatives.

Training	Participants	Description
NUS Student Unions	Presidential Team	Events showcasing best practice in Students' Associations nationally through participative workshops
Presidential Team Induction	Presidential Team	Team building and meeting key staff members, operational planning for the year ahead and building individual remits
NUS Lead and Change	Presidential Team	Two day training event for new and existing student officers from colleges across Scotland, learning how to make the most of your role
Board Induction	Student President Vice President Learning and Teaching	Board member training specifically tailored for student board members. How to understand your role on the board and the responsibilities it brings.
Executive Committee Induction	Executive Committee	One day training and team building for Presidential Team and volunteer Exec Officers. Meet relevant staff and plan their work for the year ahead according to individual remit
sparqs That's	Student	One day event explaining quality processes,

Quality	President Vice President Learning and Teaching	including HGIOC, in Scotland’s colleges and the role students’ associations play.
Ongoing Executive Committee Training	Executive Committee Faculty Reps	One hour lunchtime workshops for personal development such as resilience or campaign skills training
Class and Faculty Rep Training – All Year	Class Reps Faculty Reps	Comprising lunchtime training sessions and a class re module. The module has been divided into three sections: Get Started – information about the role and attending training; Be Inspired – online tools for testing Rep skills and curated sources about personal development; Take Action – information about meetings, questionnaires and student engagement processes.

Value and Impact

The City of Glasgow College Student Partnership Agreement (SPA) was created and signed by the Student President and Principal in October 2017. This document sets out how the College and Students’ Association work together to make sure student engagement is embedded throughout our College and that student opinion is taken seriously and acted upon

The SPA sets out how CitySA will develop partnership working between staff and students. Using the My Voice platform, topics are posted linked to the aims of the Student Experience Strategy and all students are the invited to post their ideas on how to improve the student experience in relation to this aims of the Student Experience Strategy. The student inputs under the SPA are documented under Governance and Democracy above. The outputs/improvements/changes made through the SPA are then promoted back to students through a ‘you said, we did’ type feedback on college screens and through the CitySA monthly briefing.

Please also see outcomes and impacts of initiatives above.

2. Equality and diversity

We expect institutions to include a weblink to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) and to ensure that ambitions for improvements are clearly articulated in their Outcome Agreement document. This should evidence how the institution intends to use the credits and funding allocated to them by SFC to advance equality. As part of this institutions should continue to seek improvements in the reporting and analysis of equality data.

weblink: <https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

3. Gender

We expect institutions to include a weblink to their published Gender Action Plan in their Outcome Agreement.

weblink: <https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

Subject-level: The outcome agreement should include well framed outcomes with targets that outlines the institution's key ambitions to tackle gender imbalances at a subject level. The plan on how the institution will achieve those outcomes should be clearly set out within their institutional Gender Action Plan (iGAP). These outcomes should be clear and focused on the subject areas with the greatest gender imbalances (i.e. >75%).

<https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

Success rates: institutions should identify where they have an imbalance between the success rates between men and women students by subject, and outline action undertaken and planned to address the imbalances.

<https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

Staff: institutions should make clear how through responding to the Public Sector Equality Duty they are proactively promoting gender equality in relation to their staff and to their governing body. This should include a progress report on actions taken to address gender imbalances at senior academic and senior management level, alongside what is being done to reduce the gender pay gap across entire staff cohorts. As noted elsewhere, this aspect of the Outcome Agreement should be the subject of consultation with staff trade unions.

<https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

Boards: Following the Gender Balance on Public Boards Act 2018, institutions should indicate how they are working towards improving gender balance and wider diversity on their Boards, including steps taken to increase the pipeline of diverse candidates, and equitable appointment procedures and practices. Institutions should outline in their outcome agreement the current gender split of their Board.

CoGC has signed up to the 50/50 by 2020: Working for Diversity in the Boardroom

campaign. Gender balance has been agreed by the Board as a priority in the forthcoming recruitment exercise. The Board requires to have an independent person on its recruitment/selection panels. This person has been identified, and, as was the case in the 2016 recruitment process, is female.

The Board's intentions are stated clearly in the opening paragraphs of the Board appointment information pack: "City of Glasgow College particularly welcomes applications from groups currently under-represented on Scotland's public bodies, such as women, disabled people and people aged under 50."

The Board's Nominations Committee will continue to publicise vacancies as widely as possible, including to organisations promoting women's representation at Board level, and a wide range of organisations representing minority groups with which the College has established strong relationships with over many years.

Nevertheless, full consideration of gender balance was given in 2016, and reported to the Glasgow Colleges Regional Board. Of a total of 12 applicants invited for interview all four women applicants were included. Of these four, three were proposed as Board members, while the fourth was proposed as a Board Committee Co-optee in the interests of succession planning.

Of the total number of male applicants applying, 50% were appointed, and of the total number of women applicants, 75% were appointed - and 100% were offered an opportunity to work with the Board.

CoGC Board members participated in the joint Glasgow College Region Board Diversity development event held at CGC City Campus on 4 September 2018. The Board Secretary has arranged and attended Diversity training for Board Secretary colleagues across the sector in Scotland, via the College Development Network and Changing the Chemistry. Short videos featuring CoGC women Board members are under development, which will encourage women and other under represented groups to become involved with the Board as part of the upcoming recruitment process.

City of Glasgow College remains fully committed to the declared value of Equality, Diversity, and Inclusiveness, and to embedding this value throughout the College. This is demonstrated by the College's achievement of the award of Investors in Diversity in 2016.

Institutional Gender Action Plans: All activity towards achieving the outcomes should be outlined within your iGAP. For those institutions that developed iGAPs covering 2 years or more, SFC expect these plans to be reviewed and updated and for those institutions that produced one year iGAPs SFC expect a new iGAP to have been published as per the process as set out in the April 2017 briefing.

Trans and gender diverse people: Institutions are asked to outline their institutional policy and provision for supporting and enhancing equality for applicants, students and staff who are trans or gender diverse. As part of this, we ask institutions to implement the recommendations of the SFC-funded TransEDU Scotland project.

<https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

4. Gender based violence

Equally Safe sets out Scotland's strategy to take action on all forms of violence against women and girls. As part of this strategy, the Scottish Government-funded the Equally Safe in Higher Education Toolkit to specifically address gender-based violence (GBV) in universities. This was launched in spring 2018.

The Ministerial Letter of Guidance to the SFC in April outlined the expectation that both sectors adopt and work with the Toolkit. This outcome agreement should therefore outline the institution's progress in this area. Please note that the SFC recognises and accepts that institutions will need to take different approaches to the implementation of the toolkit.

This progress report should cover the period of the outcome agreement and outline how the institution is implementing the Equally Safe in Higher Education toolkit and / or comparable localised interventions for the prevention and response to GBV. It should also outline how the institution is:

- in partnership with students, staff, associated unions and any local specialist GBV organisations, defining gender based violence, considering their policies and practices, identifying where gaps exist, and developing a framework and implementation plan for an effective, strategic and collaborative approach to preventing and responding to gender based violence across their institutions.
- establishing a visible and accessible reporting and support/referral systems for students and staff affected by, who have experienced or are experiencing GBV, and to outline how the effectiveness of these approaches will be monitored/assessed.
- identifying current GBV reporting and data sources and data capture arrangements
- establishing, publicising and implementing policy/ies specifically addressing gender-based violence for students and staff. The outcome agreement should include weblinks to these policies.
- implementing approaches that respond to the diversity of their student and staff populations.

City of Glasgow College is in the process of developing a range of initiatives which raise awareness around gender based violence. This will be taken forward by a strategic working group in 2018/19 and will include;-

- A named champion or coordinator to report on progress;
- Guidance and training for staff in responding to disclosures of gender-based violence and supporting victims/survivors;
- A system for data collection; and
- An update of policies for staff and students, relating to code of conduct and disciplinary procedures.

An all staff information card and weblink has been issued to all staff.

<https://www.cityofglasgowcollege.ac.uk/reportaconcern>

SFC asks that universities update their institutional Gender Action Plans (iGAPs) to cross refer to this progress report. As stated earlier in this guidance – institutions must include a weblink to their iGAP in their Outcome Agreements.

British Sign Language (BSL)

We expect institutions to include a weblink to their published British Sign Language Plan in their Outcome Agreement. These plans are required to be published by October 2018 and the Outcome Agreements will be published in spring 2019.

weblink: <https://www.cityofglasgowcollege.ac.uk/bsl>

In this Outcome Agreement, institutions should outline:

- how they intend to use their funding and places to implement these plans over the Outcome Agreement period; and
- how the BSL National Plan will be monitored and governed within the institution

College funding in this area is used in the main to engage Sign Language Interpreters for students. However, there may also be funding expenditure related to equipment loan and purchase of software/apps.

Our BSL Action Plan will be reviewed bi-annually, and we will record progress and feedback on actions which will be reported annually to our Board of Management Students, Staff and Equalities Committee and will also inform the National Progress Report in October 2020 and further influence our long-term actions to be undertaken before 2023.

These responses will be provided to the BSL Steering Group.

5. Access and Inclusion Strategies

All college regions must have in place an Access and Inclusion Strategy that covers the period AY 2017-18 to AY 2019-20. Institutions are expected to review and update these strategies and must publish and provide a weblink to this in their Outcome Agreement.

weblink: <https://www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports>

6. Care experienced learners

SFC uses the term care experienced to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

We know care experienced have the poorest educational outcomes of any group of young people in Scotland. Colleges have embraced their corporate parenting responsibilities evidenced by their Corporate

Parenting Plan (CPP). SFC would like these plans to be reviewed with enhanced support offered to care experienced students. Who Cares? Scotland and CELCIS have told us that for CPPs to be embedded a number of conditions must be met: support and understanding at senior management; collaboration and shared learning between other corporate parents; and meaningful engagement with your care experienced students to maximise impact. We would like to continue to see the weblink of your CPP in your Outcome Agreement. The Corporate Parenting team at Who Cares? Scotland is there to provide any support that you may require in this area.

weblink: <https://www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students>

7. Mental Health and well-being

For 2019-20, all institutions are required to provide within their Outcome Agreement:

- a weblink to your institution's mental health strategy (covering students and staff); OR
- details of how you will achieve this, including a timeline

weblink: <https://www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports>

In addition you should outline:

- your institution's investment in this area, including student counselling (with detail – where possible - on the number of full-time equivalent counsellors employed; how many counselling sessions students can access; and average waiting times for accessing counselling)
- details of other support service (e.g. events, activities, workshops, peer support, training for staff and students); ;
- collaboration with other colleges and universities to share resources/best practice; and
- how you will assess the impact of your mental health support.

Our Mental Health and Well Being Action Plan is now well underway and our main focus to date has been on developing practical support for students as follows;

- City of Glasgow College has 1 FTE Mental Health Coordinator and 2 FTE Student Counsellors. This is augmented by Learning Support lecturers with occupational health backgrounds, Learning Support Advisors and Educational Support Workers in class where required. In addition student counselling has been enhanced by student counsellor placements through a partnership programme with Caledonian University.
- Self-referral systems for students seeking counselling have been developed on My City. This allows students who may be concerned about sharing their mental health issues with teaching staff to seek help directly.
- This year there have been 175 referrals and current waiting times at Nov 2018 is approx. 3 weeks with students able to access 6 sessions;

- Pre entry support is provided to students disclosing a mental health issue at the application stage.
- Student support staff – Student Advisors, Learning Support and the Students' Association have been trained in Scottish Mental Health First Aid (SMHFA) to ensure that they are equipped to deal with students who may present or disclose mental health issues.
- Learning Support is available to those with a mental health issue with twilight classes in study skills and mind mapping offered at both campuses.
- Learning Support offer teaching staff a CPD workshop on 'How to ensure Inclusiveness in the classroom for those with mental health issues', as part of their suite of staff workshops.
- A range of well-being events for students is held throughout the year (and have been delivered over the last 3 years), Beat the Blues, Chill and Achieve, You Matter.
- In addition this the college is marking specific mental health related days for example Suicide Prevention Day and World Mental Health Day to name two.
- Physical activity and getting involved in the College is encouraged through a range of initiatives including the Step Count Challenge, Dr Bike maintenance workshops in partnership with local charities, large scale events such as Fairtrade Football and a range of clubs, societies and activities available through the Students' Association.
- International events and daytrips frequently have a wellbeing focus, signposting students to services within the College as well as encouraging physical activity through hill walking, social and cultural events and attending sporting events.
- We have worked in partnership with our hospitality partners Baxterstorey, who have provided a range of free food and drink with a health focus at our student events throughout the year, and have taken on board student suggestions for improved healthy options at food outlets throughout the College.
- The Library encourages student wellbeing through reading which reduces anxiety by providing focused reading lists including the classics, food, travel, self-help and summer reading lists, book of the week and reading clubs to share views and make friends.
- There are frequent Healthy Body, Healthy Mind working groups with for example ASH Scotland who have helped College staff develop various initiatives to help students to stop smoking including delivering incentives on national No Smoking Day (swap the ciggie), the #Notafavour campaign and our recent pilot of smoking cessation clinics run by the NHS which we plan to roll out in 2018/19.
- In 2018 we were awarded the 5 Star Healthy Body, Healthy Mind Award in recognition of the wide range of initiatives and themed activities around mental health and well being, we were also awarded the ASH Scotland, Tobacco Free Generation Charter Award.
- Students from the presidential and executive teams have been attending events and conferences to engage in discussions surrounding mental health so they can lead informed discussion at a College and a national level.
- The Student's Association are active partners in the development and

implementation of the college Mental Health and Well being Action Plan which includes the Student Mental Health Agreement and Think Positive campaign.

- Middle managers within the College have received training on Safeguarding which includes recognising and managing students with mental health issues. A training module has been developed for roll out and a specific guide has been created for staff entitled Supporting Students in Distress Guide which includes actions to take in the event of a student mental health crisis situation.

Mental health strategies should:

- Include commitment to work with the students' association to develop a Student Mental Health Agreement, by signing up to Think Positive (a Scottish Government funded student mental health project at NUS Scotland);
- commit to an improvement in retention of students who experience mental ill health and monitor the number of students leaving a course early due to mental ill health;
- have a section on partnership working with agencies such as NHS Scotland and the Third Sector, including referral pathways, and steps to improve the transition into college and university (recognising that some people might transition from child to adult mental health and from different NHS regions at the same time)
- ensure there is access to mental health services that meets the needs of the diversity of their student and staff populations.
- outline the training provision provided for staff and students on mental health;
- outline suicide prevention activities, including staff training and pathways to crisis support; and
- evidence campus wide activities to tackle stigma about mental health

8. Diet and Healthy Weight

In contributing to the Scottish Government's diet and healthy weight delivery plan , for 2019-2020, colleges should indicate:

- Actions related to improving diet and maintaining a healthy weight, including those in relation to college food outlets, work on physical health, and implementation of best practice in gym facilities.
- Any strategic engagement with their Community Planning Partnerships in their areas as a means to develop a system-wide approach and reduce duplication of actions undertaken in colleges in relation to diet and health weight.
- If they have achieved the Healthy Working Lives Award or similar awards, and the actions they will take or have taken in support of that ambition.

The College was awarded 5 stars for their Healthy Body Healthy Minds submission in 2018. This involved a variety of initiatives around:-

- Mental health;

- Sports; and
- Smoking Prevention/Cessation.

This initiative will continue in 2018/19

The College has a Fitness Suite, Dance Studio and Sports Hall which are teaching spaces but students are free to use at other times. The fitness studio is supported by a personal trainer.

SSS & BUCS - Competitive Sport

We are affiliated with SSS (Scottish Student Sport) an organisation which provides a competition structure for all Scottish Colleges and Scottish Universities. Through this there is opportunity to compete across a diverse range of sporting activities.

The College supports CitySA with sports coaches who are students at City of Glasgow College, Glasgow Kelvin or Glasgow Clyde College. A major success for CitySA in 2018 was the Men's Football Team winning their BUCS (British University and Colleges Sport) League for the very first time since their formation in 2013 and gaining promotion. Team City wrapped up the league title in superb fashion by beating Glasgow Caledonian University 5-0.

We work in partnership with our hospitality partners Baxterstorey, who provide a range of free food and drink with a health focus at our student events throughout the year, and have taken on board student suggestions for improved healthy options at food outlets throughout the College. For example:-

A Porridge Bar with a range of fruit toppings;

Yogurt Bar;

Healthy Meal Deals;

Sugar free drinks;

Gluten free options;

Halal meats;

Sugar free snack bars;

Noodle and veg Bar;

A range of natural products free from additives.

In October 2018 NHS Scotland awarded Baxterstorey the Healthyliving Award for their range of healthy foods and drinks and support of student events

9. Estranged students

An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean your biological or adoptive parents or wider family members who have been responsible for supporting you in the past.

Colleges are asked to include a statement in their agreements outlining their current and future commitments to support estranged students and – where known – state the number of students who are estranged from their families.

We are currently in the process of taking the Stand Alone Pledge where the College will support our estranged students through:

- Collaboration across internal teams Admissions Team, Student Advisors, Student Funding, Learning Support and the Students' Association to promote support available for estranged students;
- A named contact to provide information, advice and guidance;
- Training to ensure that staff have the knowledge and expertise to support and provide guidance for estranged students;
- Signposting to internal and external support organisations is relevant and delivered at point of need;
- Development of a two year action plan to embedded current actions, build partnerships and promote the well-being of estranged students across the College.

10. Alignment with Community Planning Partnership reporting

SFC expects colleges to make an effective contribution to community planning. Ideally, this includes having senior decision-makers actively participating at a strategic level in relevant CPPs.

SFC wants Outcome Agreements to demonstrate that colleges are informing the development of, and contributing effectively to, the delivery of Local Outcome Improvement Plans (LOIPs).

(College response still to be submitted.)

11. High performing institutions

Leadership in Environmental and Social Sustainability

The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges/Universities and other significant publicly funded organisations to submit a mandatory Public Bodies Climate Change Duties (PBCCD) Report on an annual basis. To capitalise on this activity, the climate change targets and sustainability ambitions for each college/university should also be outlined in their outcome agreement. Climate change targets should be framed within a current emissions reduction plan. SFC acknowledges that each college/university will be at a different stage in their environmental sustainability journey. This stage will have been determined by their access to resources and the opportunity, past and present, to engage in sustainability activity in order to build knowledge capacity. SFC expects that sustainability ambitions will be creative and innovative, capable of application

within the college/university and able to deliver sustainable impact that is meaningful to each college or university and their wider communities.

In order to demonstrate leadership in promoting environmental sustainability, SFC expects each college and university to develop approaches and report activity that evidences their corporate commitment to tackling wider environmental and social sustainability challenges, both in mandatory reporting and as part of their own sustainability ambitions. These ambitions and targets should be detailed within wider strategic documents or through a dedicated sustainability strategy or action plan, and recorded in their Outcome Agreement (including providing links to relevant documentation), and should demonstrate either a whole-institutional approach or describe activity that is working towards a whole-institutional approach.

SFC expects that evidence of progress against the strategy will be provided from a variety of operational activity such as approaches to governance in sustainability, climate change adaptation and mitigation activities, successful senior management engagement, curriculum links, estates decision-making, student/staff engagement, general wellbeing initiatives and meaningful community links or through other business areas, either in part or across all areas. Support will be available through the EAUC's programme, and progress should be reported through PBCCD Reporting submissions and the Outcome Agreement process.

The College has a Sustainability Strategy which forms part of the 5 main strategies under the Strategic Plan 2017-25. There are 5 main aims under the strategy with aim 4 containing 6 objectives for environmental sustainability:

- To reduce energy consumption, minimising where cost effective, our reliance on fossil fuels and sourcing 'green' energy supplies and methodologies.
- Maintain water consumption maximising the potential of the BREEAM Excellent infrastructure of the College's new estate.
- Minimise waste and reduce the adverse impact of waste disposal through waste management initiatives including increased recycling.
- Minimise the environmental impact of staff & student travel and transport through promotion of the College Green Travel Plan and associated initiatives.
- Encourage biodiversity through protection of natural habitats within the College's estate and enhancing the external environment available to staff and students.
- Integrate sustainability and environmental awareness into the curriculum and promote positive behaviours amongst staff and students.

The Head of Facilities Management chairs an internal group called Environmental Sustainability Working Group (ESWG). The group consists of Staff from each area of the College and Students nominated from the Students Association to ensure we touch every area within the College. The Group not only works to achieve the objectives under aim 4 of the Sustainability Strategy, but works on other initiatives in promoting environmental sustainability across the College and beyond. An action plan has been created which is updated and reviewed at each meeting.

The College has submitted the mandatory Public Bodies Climate Change Duties (PBCCD) Report for 2015/16 and 2016/17 and is currently working on the 2017/18 submission. The

ESWG use this report as part of their action plan in progressing initiatives.

As part of the ESWG action plan, initiatives include active travel, energy conservation, waste minimisation and prevention, innovative ideas such as composting food waste, staff and student engagement, sustainability award submissions, etc.

The College work closely with EAUC and attend various groups/meetings such as smaller institution sustainability group, Glasgow region sustainability group and various TSN meetings.

12. Estates

In managing their estate, SFC expects colleges to have in place a strategy for developing and managing their estate. The Outcome Agreement should provide an overall view of the current estate and any plans or actions for improvement. Colleges should also ensure that they are taking appropriate action to address the findings from the 2017 condition survey to address their backlog.

City of Glasgow College has 2 new buildings opened in 2015 and 2016. There was no 2017 condition survey undertaken and the buildings are fully lifecycled to be maintained throughout their operational phase. The College has in place a strategy for managing the contractual arrangements of the NPD contract.

13. Financial stability

For 2019-20 Outcome Agreements we require a statement that colleges and Regional Strategic Bodies have complied with all the terms of the Financial Memorandum with SFC.

(College response still to be submitted.)