Performance and Resources Committee

Date of Meeting	Wednesday 14 December 2022
Paper Title	Regional Outcome Evaluation 2021-22
Agenda Item	7
Paper Number	PRC2-C
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For Endorsement

1. Executive Summary

1.1 The Glasgow Region Outcome Agreement 2021-2022 provides an overview of the outcomes delivered by the Glasgow college system in the academic year 2021-22 against the targets set in the Outcome Agreement. It provides assurance to Scottish Funding Council.

1.2 The report also seeks to provide an overview of delivery and activity in the complex context of the pandemic and subsequent recovery and return to learning. The report is intended to highlight successes in the Glasgow college system, including case studies, to recognise that the volume of Credits delivered was at a record level, while identifying challenges in delivery.

1.3 Not all audited data is available at the time of the evaluation's completion.

2. Recommendations

2.1 Committee is invited to **endorse** the completed version of the Glasgow Region Outcome Agreement 2021-2022 Evaluation, and **note** that final feedback will be provided by SFC in early 2023.

3. Report

    3.1 The *Glasgow Region Outcome Agreement 2021-2022 Evaluation* is included as Appendix 1 to this report.

4. Risk and Compliance Analysis

    4.1 The *Glasgow Region Outcome Agreement 2021-2022 Evaluation* seeks to provide a clear overview of the Glasgow college system's compliance with the direction of Scottish Funding Council in the delivery of college education in Glasgow.

    4.2 Risks associated with in-year challenges, funding and achievement of targets are covered within the report.

5. Financial and Resource Analysis

    5.1 The delivery of Credit targets across the various streams of funding has direct implications for the access to finance and for the stability of the Glasgow college region.

6. Equalities Implications

    6.1 Data considered in the report, including data relating to the impact of the Covid pandemic on learning and teaching, highlights areas where there are evident implications for equalities. In particular, this report highlights the impact of the pandemic on students from SIMD10 postcode areas.

7. Learner Implications

    7.1 This report provides a high-level overview of outcomes, including volume of Credits delivered at various levels, volumes for SIMD10, care experienced and school students. In addition, the report considers student satisfaction survey responses and implications.

Glasgow College Region

Outcome Agreement 2021-2022

Evaluation

Empowering Scotland's most inclusive, responsive, and effective regional college system

Outcome Agreement 2021-2022

Context and Progress

The Glasgow region was operating in a uniquely complex and challenging set of conditions throughout the 2021-22 academic year, and the Outcome Agreement sought to recognise that context and to provide stability from which to safeguard the delivery of college education in the region.

The Outcome Agreement acknowledged a set of societal, health, financial, regional and international challenges – some new, and some pre-existing – which meant this was no ordinary year for our students and for their communities. The importance of providing a focus on outcomes for learners has been evident across the activity of the Glasgow colleges during this period, and the importance of providing open access to the right learning at the right time has remained. It is notable that 21-22 was a year of continued transition, recovery and review. Our colleges, learners and communities transitioned out of the peak of the global Covid-19 pandemic and wholly-online learning, back into our campuses and to hybrid models of activity. We transitioned from the complete loss of work placement activity back to colleges and students engaging more actively in in-work learning. We sought to maintain support for students' loss of earning created by the pandemic, and to welcome new cohorts of students from across the Glasgow region and beyond.

There were notable successes for the Glasgow colleges during this time, with the activity of the colleges and several students recognised across a range of awards, including at the College Development Network Awards, the Herald Higher Education Awards, and the WorldSkills finals. In addition, Glasgow's colleges rearticulated their commitment to making a positive change to the environment and sustainability agenda, hosting a range of events. These included the international maritime hub at City of Glasgow College's Riverside Campus, a climate conference at Glasgow Kelvin College and leaders, learners and lecturers engaging in training sessions at Glasgow Clyde College.

It was, however, a year of real challenge in achieving volume targets, and the pandemic had a real impact as we worked collectively to safeguard learning in Glasgow.

We maintained a focus on core areas set out in the Glasgow Region Outcome Agreement 2021-22:

Stability and Consistency

The targets set in the Outcome Agreement 2021-22 were designed to safeguard learning while providing a safe and consistent baseline for activity through the pandemic. We maintained the pre-existing and consistent strategic approach set out in the Glasgow Region Strategic Plan for College Education 2017-2022, maintained targets which promoted consistent delivery patterns, while continuing to work across the Glasgow college system to maintain consistent financial planning in an increasingly challenging context.

The Pandemic Response

Throughout 2021-22, the Glasgow college system maintained an agile and responsive approach to delivery, moving from wholly-online delivery during lockdown to a carefully-managed reopening of in-college and hybrid activity. There was significant success in supporting impacted learners to catch up and progress, as well as quick in-year development and intervention to provide new qualifications, including via the Young Person's Guarantee and National Transition Training Fund. Support via GCRB's Programme of Action maintained a series of student-focused interventions

Planning for the Future

GCRB and the Glasgow college system continued a core focus on future sustainability and viability, working with individual colleges on financial planning and strategic development. In addition, we continued to contribute to the important landscape of regional and national reviews of our college system, and wider tertiary model.

Programme of Action 2021-2022

Action for Children

The Action for Children STAY (Services to Assist You) project supported care experienced, estranged, enhanced vocational inclusion, refugee/asylum seekers and any other student referral that is directed towards the project. GCRB's continued support for this project enabled an increase in direct support to learners, facilitated a new partnership with Glasgow City Council education to deliver more coherent support across a learner's transitions, and to support a new partnership with the Robertson Trust to bring in an additional £450,000 of funding over three years. Over 800 learners were supported in a variety of ways during this period.

Young Enterprise Scotland

Programme of Action funding enabled GCRB to support Young Enterprise Scotland's 'Bridge 2 Business' scheme, their Further Education scheme for the development of business and entrepreneurial skills. In 2021-22, GCRB support expansion to include the 'Bridge 2 Business Plus' scheme, increasing capacity to engage across the three Glasgow colleges on specific projects, work in collaboration with our environment and sustainability agenda, as well as engaging in YES's project on the southside of Glasgow which includes shared start-up spaces. Over 3000 learners across the Glasgow colleges were engaged in a range of activity.

Child Poverty Prevention

The 'Building Better Futures' project was a cooperative project shared across Glasgow Clyde College and Glasgow Kelvin College. It provided opportunities for young people and parents across Glasgow's south, west, north and north east communities to develop the skills they need to lead healthy, successful lives, building better futures for themselves and their families and tackle local child poverty. The project delivered a suite of training programmes aimed directly at local disadvantaged groups and delivered within the local community, through the colleges. The programme engaged with 350 young people and parents/families experiencing child poverty, and directly with 550+ children.

ESOL

The Programme of Action continued to provide central funding for the coordination, planning and review of ESOL delivery across the Glasgow region. Glasgow Clyde College provides executive leadership and coordination, with cooperation and membership from City of Glasgow College and Glasgow Kelvin College as well as key partners from local authority, third sector and partner organisations.

Mental Health Support

Mental health investment at a regional level had previously been focused on development of a response via the Charlie Waller Trust and the online Togetherall resource. As the regional and national approach to mental health evolves, a fund was retained to engage directly with the Glasgow colleges' Student Associations and to support projects which directly engage students. GCRB supported the White Ribbon UK campaign against gender-based violence, including a cross-colleges football tournament and messaging campaign, under the gender equality UN Social Development Goals.

Climate Change and Sustainability

During 2021-2022 GCRB continued to lead on the delivery of a coherent and coordinated approach to regional environment and sustainability action. This was predominantly supported via the provision of a regional Project Manager (Environment and Sustainability)**.** In this period, a regional strategy was co-created with the Glasgow colleges, a cross-organisations steering committee was constituted, and significant time was invested in delivering both on-site and online training sessions across the Glasgow colleges, via 'Climate Fresk' sessions, appearance in subject-specific classes and supporting other activity, including the support for a range of activities associated with COP26 in Glasgow and the UN Sustainable Development Goals. Funding opportunities are shared as a matter of course, and activity continued with enhanced sharing opportunities taken wherever possible.

Glasgow Colleges in Action: Case Study One

Glasgow Kelvin College: Re-engaging Communities through Community and Youth Hub

Prior to Covid 19, Glasgow Kelvin College had operated a large community learning offer using partner sites across North East Glasgow. The impact of restrictions meant the college's offer was significantly reduced, with many local learning centres closed or operating with much reduced capacities. In an area where 20% of residents have few or no qualifications and around a third are economically inactive north-east Glasgow is already significantly disadvantaged, and community outreach staff recognised that local residents were experiencing increasing isolation and lack of access to amenities and were deeply concerned about the impact on local residents' mental and physical health.

In response, the college developed a new approach to delivering its community learning curriculum making greater use of the larger college facilities and establishing a Community & Youth Hub at the campus in Springburn. This delivered identified health and lifestyle-related activities to young people, adults, children and families all under one roof, creating a sense of ownership and engaging them in the learning process in a sustainable and social environment. Local community partners were involved in the Hub.

The design of the Community & Youth Hub curriculum was developed through local collaboration. Initially, gaps in community evening resources for families, adults and young people were identified using a community outreach street worker initiative. This involved CLD staff engaging with young people on the streets in the evenings around the Springburn area. Staff then worked with other stakeholders, including NG Homes, Police Scotland, Springburn Community Hub, and local residents to put together a busy and engaging programme that encouraged learning, creativity, wellbeing and healthy living. The immediate focus was on building a point of vibrancy to the community, creating open and welcoming learning opportunities, engaging residents, employers, schools, police and local groups; this could then be used as a platform and access point to more focused vocational learning.

The Springburn Community & Youth Hub runs on Tuesday and Thursday evenings and has had around 130 people enjoying the wide variety of activities available. The hub is open to local people from 4-years-old and upwards (under 11s must be accompanied by an adult/parent who is participating), with an ethos of family learning and wellbeing at the heart. At 5pm and 6pm participants are invited to drop in to a wide range of vocational and health and wellbeing related sessions which operate a different levels of learning dependent on their ability and need.

Awards and Recognition

Amongst the notable achievements of the Glasgow colleges during 2021-22 were the following:

City of Glasgow College

The College won eight major awards during the period, including: The Go Awards; the College Development Network Awards; The Herald Higher Education Awards; the Mark Twain Award; the China-Scotland Business Award; Nestle Professional Toque d'Or; Education Scotland, Learning for Sustainability Award; and the Enhancing Student Learning Award.

The College Executive Chef (and National Chef for Scotland), Gary Maclean, received the Mark Twain Award from the St. Andrew's Society of the State of New York.

Several students won awards, including:

Kenny Morrison won College Student of the Year at the Herald Higher Education Awards.

The College won four awards at the Scottish Baker of the Year Awards. Alastair McAusland, baker for the College's City Market Bakery, won both national and regional silver awards.

NQ bakery students, Diane Cleland and Cameron Mearns, won bronze and regional silver awards.

45 students contributed to the College winning the Scottish Student Sport College Cup.

HND Professional Cookery student, Tara Humphrey was awarded, Front of House Student winner at the Nestlé Professional Toque d'Or 2022.

Faith Wylie won a bronze medal award and Zulaa Fleming won the silver award for 2D Design Conceptual Jewellery at the Goldsmiths' Craft and Design Competition.

Professional cookery students, Tomasz Gawron, first year HND, and Stephen Reid, HNC, won the inaugural Cooking for the Future culinary competition.

Marine engineering graduate, Andrew Robertson was shortlisted for Bevis Minter Award in the Maritime UK Awards 2022.

Violet Hejazi, HND Legal Services' graduate, won Student of the Year at the College Development Network Awards 2021.

A team of students won five gold, two silver and two bronze medals at the 2021 WorldSkills UK National Finals.

Glasgow Clyde College

Lantra Albas Awards: Eloise Fenton – Horticulture Learner of the Year: Eloise Fenton had previously studied medicine and is a fully qualified doctor, however Eloise decided to completely change direction and enrolled on the NC Horticulture with Horticultural Therapy course in summer 2020. This was a massive, lifechanging decision for her as she had to relocate and start fresh, not knowing if the gamble she had taken would pay off. Thankfully over two years later, Eloise found her passion in life, plants, enjoys learning all about the botany of plants, plant growth and development and plant identification.

CDN Awards: Mercedes Richardson – Teaching Colleague of the Year: Mercedes Richardson, Lecturer in ESOL Glasgow Clyde College's Anniesland Campus, spent hours above and beyond normal working hours liaising with the e-learning technology team to develop a wide variety of tools, such as videos, quizzes and assignments for Canvas. She developed over 70 short videos of screen activity in order to help staff and students alike understand, step-by-step, how to proceed with electronic learning. This is particularly important in ESOL where learners face both digital skills barriers and language barriers. The result of this is

high Canvas take-up and use across ESOL, despite the obvious technology barriers. Put into context, this accounted for over 1100 enrolments from ESOL Beginners – Elementary levels across the college who would benefit from these resources.

LGBT Silver Award: Glasgow Clyde College's Student Association (GCCSA) achieved the silver LGBT Charter Award, following a year-long programme to create a more inclusive environment for students. Awarded by LGBT Youth Scotland, the charter enables organisations to proactively include LGBT people in all aspects of their work. GCCSA were recognised by demonstrating how they support those who identify as LGBT at the College, which includes developing staff training, policies and legislation, and by celebrating key dates including LGBT History Month, Trans Day of Visibility and Pride. As part of the programme, GCCSA created student and staff Champion Groups, which helped provide insight and input into LGBT issues that students may face. The Student Association also worked closely with Glasgow Clyde College's HR and Equality teams to create and launch supporting resources, such as the College's first Trans Guidance booklet, created for staff and students to use.

British Florists Association - UK Floristry Training Centre of the Year: Glasgow Clyde College was awarded Floristry Training Provider of the Year 2022. The college have been members of the British Florists Association for many years alongside 27 colleges and other private training providers. This was the first time the college has achieved this accolade and to be award in front of 200 delegates at the ceremony.

Glasgow Kelvin College

Skills Development Award, College Development Network Awards: Glasgow Kelvin College were winners of this prestigious award for their Young Enterprise Scotland Company Programme, working with school pupils to encourage enterprise skills and resilience. The programme delivered successfully for more than 500 young people, introducing them to the business and meta-skills which are essential for young entrepreneurs and employees alike. Introducing them to the concept of 'Business Start-up', The young people learned about product development, market research and sales promotion. The college worked with YES and SCQF staff to align the students' learning achievements with the qualifications framework. Supported by the College ICT team, the young people participating in the programme were able to work digitally towards recognised qualifications to enhance their industrial and commercial experience.

Scottish Hair and Beauty Awards: Glasgow Kelvin College's MADE Barbering Academy was shortlisted for training academy of the year.

Glasgow Colleges in Action: Case Study Two

City of Glasgow College: International Maritime Hub

Launched by Scotland's First Minister as part of COP-26, the college delivered an International Maritime Hub in partnership with Maritime UK, which brought together over 2000 visitors from 255 organisations across 38 countries to advance the Just Transition to green skills for the maritime industry.

The IMH built on the college's rich maritime history, raising the international profile of Glasgow, and attracted HRH The Princess Royal, the Secretary General of the IMO, the Prime Ministers of Belgium and Fiji and leading international shipping companies. It also brought students together with the Under-Secretary General of the UN's Operations to tackle climate change.

Over 600 students engaged with the Nations Office for Project Services (UNOPs) and over 100 businesses and professionals internationally.

This led to the establishment of a real-world media-hub with Newsquest (Scotland). This industry-college collaboration was designed to bring a new focus to the college's media curriculum embedding the UN Sustainable Development Goals while developing the next generation of broadcasters to tackle climate change. This included:

- Over 600 Media (chiefly journalism, media, television) & Photography students achieved meaningful engagement and work experience in media.
- Over 40 academic & support staff involved.
- Professional weekly/regular meetings with editors (Journalism/ Digital & Photography) from Newsquest (Scotland), including: Donald Martin, Editor-in -Chief; Tony Carlin, PR Executive; Garry Scott, Senior Assistant Editor; and Craig Alexander, Group Multimedia Editor
- Students were actively engaged in climate change media projects to develop a range of content in partnership with over 100 businesses and professionals including, UNOPs, Bridge2Business, Young Enterprise Scotland, Glasgow College Regional Board, Loft Office, Subculture.
- 50 media students managed the UNOPs Student Climate Press Conference with Tom Collins, PR Officer & Grete Farmeo, UNOPs then Exec Director & Undersecretary General
- Young Voices involved interviews with 100 activists/influencers across the globe
- Delivered a media pilot for Royal Scottish Geographical Society involving 200 media staff & students who achieved the "Climate Solutions Accelerator" Digital Certificate.

Glasgow Colleges in Action: Case Study Three

Glasgow Clyde College – Nursing Bank / Metaverse Open Day

HNC Healthcare Practice Student Accepted onto the Nursing Bank for First Time

Due to the Covid-19 global pandemic and isolation guidance, Greater Glasgow & Clyde Health Board (GG&CHB) had to quickly recruit Healthcare Support Workers to ensure safe staff levels.

Pre-Covid, Laura Kidger, a Healthcare Senior Lecturer at Glasgow Clyde College, had met with the lead Practice Education Facilitator to explore the possibility of students fast-tracking on to the nurse bank but it was not usually an opportunity offered to college students.

The nurse bank is a register of those who are available to pick up shifts, often at short notice. This was an opportunity that university students could take advantage of but which previously was simply not available to HNC students. Due to the known NHS staff shortages, Laura returned to pursue this opportunity and it was agreed that HNC students could join the nurse bank, on the condition that certain skills had been taught. This opportunity was escalated very quickly by the NHS with a link for students to either opt for a six-month job opportunity or apply for the nurse bank within the acute sector of GG&CHB. This innovation was subsequently shortlisted for an Innovation Award by College Development Network.

First UK College Open Day in the Metaverse

Experts predict that by 2030 we will be spending more time in virtual worlds than in the real world so for school pupils finishing their exams in Scotland in August 2022, Glasgow Clyde College offered a glimpse into the future.

The college announced the UK's first-ever metaverse Open Day - recreating an entire campus on a Minecraft server, one of the world's most popular 3D interactive computer games. The college's Langside Campus was intricately recreated on Minecraft, and the launch day was designed to coincide with the release of SQA's exam results.

This allowed prospective applicants to explore the campus virtually in the metaverse. The virtual open day was well attended, requiring the college to request extra capacity to meet demand, and students could ask questions live, using Twitch chat, which were instantly answered by faculty leads online.

Performance Indicators 2021-22 Analysis

Credits Delivered

The Glasgow college system continues to deliver a major contribution to Scotland Higher Education and Further Education tertiary provision, accounting for between one quarter and one fifth of the entire Scottish college education sector.

A total of 397,422 Credits, or 97.7%, were delivered against an initial ambitious total Credit target of 406,754. It is of note that this figure is the single highest number of Credits delivered by Glasgow during the period of record from 2014 to 2022. This illustrates the significant investment in maintaining education, in supporting deferred students, and in maximising new opportunities created by intervention funds such as YPG and NTTF.

City of Glasgow College delivered 192,646 total Credits against a target of 194,210 (99.2%). This was still up 2.4% on the previous academic year (188,109).

Glasgow Clyde College delivered 124,538 against a target of 129,328 (96.3%). This was up 0.03% on the previous year (120,662).

Glasgow Kelvin College delivered 80,238 Credits against a target of 83,207. This was up 1.9% on the previous year (78,690).

There were, however, significant challenges in meeting targets.

In terms of core Credits, City of Glasgow delivered 192,646 credits, missing the target of 194,219 credits by 1,573 (99.2%), while Glasgow Clyde College and Glasgow Kelvin College were able to meet this target while reporting shortfalls in other areas. Glasgow Clyde College delivered 1153 (23%) of its 4998 ESF Credit target. The delivery of Foundation Apprenticeships was also of particular challenge, and the total Credits delivered was 3176 against a target of 4623. Glasgow Kelvin College accounted for the majority of this shortfall against a higher starting target, able to deliver 46.5% of target. This was, in no small part, down to the significant challenges of delivering apprenticeship-type qualifications during the pandemic, and the resultant impact on retention.

The fragmented, interventionist nature of 2021-22 meant that it was challenging to ensure that targets and learners were fully aligned across the full range of available qualifications, however against this backdrop the Glasgow colleges managed to maintain growth in overall delivery, providing life-changing chances to learners right across the region.

Learner Impact – Emerging Data

While it is not possible at this time to provide full data on student completion across HE and FE, the Glasgow college system has long put significant value on the delivery of college education to students most in need. On of the most established methods of monitoring this has been via the volume of Credits delivered to students from SIMD10 postcodes.

A Credit target of 115,300 sought to ensure that in 2021-22 we delivered our highest ever number of Credits in this category. The total was 107,811 (93.5%), a drop to the lowest level during the period from 2014, and a clear sign that the pandemic and loss of in-person learning did not have a proportionate impact across all our communities. While all three colleges were impacted, Glasgow Clyde College (-4326) and Glasgow Kelvin College (-2773) saw the starkest falls.

The considerable success in engaging and supporting care-experienced students continued in 2021-22. Against a target of 22,000 Credits, 23,598 Credits were delivered. This maintains a pattern of significant. Lockdown periods, and the impact of transitioning through the phases of the pandemic made it exceptionally difficult to maintain effective cooperative delivery with secondary schools in the region, and the number of senior phase pupils studying a vocational qualification in college fell to 970 Credits (75.4%) against a target of 1285. This did, however, remain higher than in most of the recent academic years reported here from 2014.

Student Satisfaction

The student satisfaction survey for 2021-22 was carried out over an eight-week period between 7 March and 29 April 2022. The academic year was again impacted by the pandemic, and was therefore not a typical year of in-college delivery patterns.

Nationally, nine out of 10 full-time students were satisfied with their college experience (90.2%) - 92.7% and 85.7% of full-time FE and HE students respectively. Satisfaction rates were higher for part-time students at 93.2% for FE and 89.4% for HE. Overall satisfaction levels have increased in 2021-22 (FEFT +4.1%, FTHE +5.4%, PTFE +1.7%, PTHE +5.0%) compared with 2020-21 and are back to near pre-pandemic levels.

There are some caveats in interpreting the results of the survey. As a result of the COVID pandemic and the national lockdown starting in the March 2020, the SSES did not take place in the academic year 2019-20, while in the 2020-21 academic year teaching was severely impacted by COVID-19 restrictions and in 2021-22 different regions faced different levels of restriction, meaning that the college experience was not fully comparable across the country. 13 of the 26 colleges with full-time FE students also had response rates below 40%.

For comparison, the national FE full-time satisfaction trend is as follows:

Academic Year	FE Full-time Satisfaction
2018-19	93.0%
2019-20	88.6%
2020-2021	92.7%

The overall outcomes for the Glasgow colleges are as follows:

College	FE Response Rate	FE Satisfaction Rate	HE Response Rate	HE Satisfaction Rate
City of Glasgow College	35.0%	85.7%	28.8%	75.8%
Glasgow Clyde College	54.0%	95.9%	57%	88.2%
Glasgow Kelvin College	30.9%	92.1%	17.5%	90.8%
Scotland average	**47.2%**	**92.7%**	**36.6%**	**85.7%**

While City of Glasgow College's student satisfaction rates are the lowest in the sector, and is allied to a low response rate, the rates have increased for all levels except part-time HE. A programme of work has commenced to have a positive impact on response and satisfaction and cross-colleges regional work will support this to ensure that effective lessons are learned and implemented.

Fair Work

As recipients of public funds, the Glasgow college region is committed to Fair Work practices. This agenda is being led for the sector by College Employers Scotland and a draft sectoral Fair Work Statement and articulation of high-level practices is under development. The statement sets out the sector's commitments via a Fair Work Working Group, which includes membership and contributions from the Glasgow colleges.

The Glasgow colleges have articulated a commitment to partnership working and engagement with Trades Unions, employees and stakeholders.

Performance Indicators - October 2022

	City of Glasgow College			Glasgow Clyde College			Glasgow Kelvin College			Glasgow Region		
	Target	Projected	Variance	Target	Projected	Variance	Target	Projected	Variance	Target	Projected	Variance
Total credits	194,219	192,646	-1,573	129,328	124,538	-4,790	83,207	80,238	-2,969	406,754	397,422	-9,332
Core credits	171,978	167,831	-4,147	121,354	121,354	0	77,699	77,699	0	371,031	366,884	-4,147
NTTF credits	4,561	3,729	-832	0	0	0	0	0	0	4,561	3,729	-832
YPG credits	5,811	6,846	1,035	0	0	0	0	0	0	5,811	6,846	1,035
Foundation Apprenticeships credits	1,282	1,245	-37	672	691	19	2,669	1,240	-1,429	4,623	3,176	-1,447
Deferred Students	3,266	5,657	2,391	2,304	1,340	-964	1,475	0	-1,475	7,045	6,997	-48
ESF credits	7,321	7,338	17	4,998	1,153	-3,845	1,364	1,299	-65	13,683	9,790	-3,893
Volume of credits delivered to learners in the lowest	43,500	43,110	-390	41,000	36,674	-4,326	30,800	28,027	-2,773	115,300	107,811	-7,489
Percentage of credits delivered to learners in the lowest 10% SIMD 2016	22.4%	22.4%		31.7%	29.4%		37.0%	34.9%		28.3%	27.1%	
Volume of credits delivered to care experienced	7,900	9,157	1,257	7,900	9,109	1,209	6,200	5,332	-868	22,000	23,598	1,598
Volume of credits delivered to care experienced	4.1%	4.8%		6.1%	7.3%		7.5%	6.6%		5.4%	5.9%	
Number of senior phase age pupils studying vocational qualifications at college	450	360	-90	525	341	-184	310	269	-41	1,285	970	0

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Target 2021-22
A	Credits Delivered (Core)	372,863	385,099	370,472	374,776	370,076	370,769	376,162	371,031
	Credits Delivered (ESF)	0	0	19,063	20,911	18,890	19,118	15,297	13,683
	Credits Delivered (NTTF/YPG)	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*10,372*
	Foundation Apprenticeships	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*4,623*
	Deferred Students	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*7,045*
	Credits Delivered (Core + ESF)	372,863	385,099	389,535	395,687	388,966	389,887	391,459	406,754
B	Volume of Credits Delivered to 10% most deprived postcode areas	108,561	112,498	117,713	116,822	114,993	113,433	111,968	115,300
	Proportion of Credits delivered to 10% most deprived postcode areas	29.1%	29.2%	30.2%	29.5%	29.6%	29.1%	28.6%	28.3%
C	Volume of credits delivered to care-experienced learners	951	2,052	4,213	10,214	15,096	25,143	22,954	22,000
	Proportion of credits delivered to care-experienced learners	0.3%	0.5%	1.1%	2.6%	3.9%	6.4%	5.9%	5.4%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	348	428	556	862	1,218	1,334	911	1,285
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	66.2%	67.2%	64.1%	65.5%	66.3%	69.8%	61.4%	71.2%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	5,455	5,530	5,295	5,476	5,369	5,507	4,658	5,775
	Total number of FTFE students	8,236	8,226	8,255	8,358	8,096	7,890	7,583	8,115
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	76.6%	79.5%	79.3%	80.3%	81.5%	82.4%	76.9%	83.9%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	10,640	13,199	13,863	14,500	15,395	14,539	11,132	17,193
	Total number of PTFE students	13,895	16,603	17,480	18,050	18,878	17,642	14,476	20,504
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	74.1%	74.7%	73.4%	73.4%	71.3%	76.4%	74.3%	75.4%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	8,081	8,353	8,332	8,312	8,063	8,514	8,306	9,660
	Total number of FTHE students	10,900	11,188	11,348	11,325	11,303	11,151	11,178	12,812
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.7%	78.7%	81.1%	79.4%	78.7%	79.1%	79.2%	83.6%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	2,190	2,304	2,548	2,709	2,446	2,183	2,490	4,515
	Total number of PTHE students	2,749	2,926	3,143	3,410	3,108	2,759	3,142	5,400
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	2,546	2,563	2,818	2,764	2,519	2,623	2,975
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	1,520	1,487	1,639	1,588	1,527	1,575	1,607
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	#DIV/0!	59.7%	58.0%	58.2%	57.5%	60.6%	60.0%	54.0%

G	Total number of full-time FE college qualifiers (in confirmed destinations)	5,417	5,151	5,063	5,263	5,058	5,195	5,694	5,750
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	5,307	5,009	4,934	5,104	4,902	5,004	5,560	5,615
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	98.0%	97.2%	97.5%	97.0%	96.9%	96.3%	97.6%	97.7%
	Total number of full-time HE college qualifiers (in confirmed destinations)	4,436	4,437	4,541	4,742	4,694	4,839	4,944	5,030
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	4,296	4,273	4,419	4,551	4,506	4,585	4,815	4,904
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.8%	96.3%	97.3%	96.0%	96.0%	94.8%	97.4%	97.5%
H	Percentage of students overall satisfied with their college experience (SSES survey)								

Please note that figures for 2020-21 are impacted by the COVID-19 pandemic and may not be directly comparable to other years