

Performance and Resources Committee Meeting

Date of Meeting	Wednesday 7 March 2018
Paper Title	Draft 2018-19 Regional Outcome Agreement
Agenda Item	7
Paper Number	PRC4-D
Responsible Officer	Robin Ashton, GCRB Executive Director
Status	Disclosable
Action	For discussion

1. Purpose

1.1 To consider and provide feedback on the draft 2018-19 to 2020-21 Regional Outcome Agreement (ROA).

2. Recommendations

2.1 The Committee is invited to:

- **consider** and **provide feedback** on draft 2018-19 to 2020-21 Regional Outcome Agreement;
- **note** the planned ROA development activities and timescales; and
- **request** the GCRB Executive Director to continue work with assigned college managers on the negotiation and development of the final ROA to ensure a clear focus on Glasgow's regional ambitions, and for national priorities.

3. Background

3.1 Each year the Scottish Funding Council (SFC) provides guidance to the sector for the development of college regional outcome agreements. The SFC guidance for the development of College Outcome Agreements: 2018-19 to 2020-21 was published on October 26, 2017. The guidance can be accessed via: <http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2017/SFCGD212017.aspx>

3.2 In 2013, the SFC decided that whilst funding would remain based on annual allocations, college ROAs would be developed in 3-year cycles, supporting the setting of longer-term, more strategic outcomes. GCRB is therefore required to develop a ROA which begins in 2018-19 and looks forwards to 2020-21.

3.3 At its meeting of December 2017, the GCRB Performance and Resources Committee reviewed the SFC ROA Guidance and commented on draft targets, prior to submission to the SFC.

4. 2018-19 to 2020-21 Regional Outcome Agreement

4.1 An initial draft of the 2018-19 to 2020-21 Glasgow Regional Outcome Agreement is attached.

4.2 This draft ROA has been developed in consultation with the SFC, the three assigned colleges, including student and staff representatives, and regional partners including local authority education services and Skills Development Scotland.

4.3 The Glasgow Regional Lead for Developing the Young Workforce also supported the development of the commitments made in respect of DYW.

4.4 At the time of writing, the SFC had not provided to GCRB indicative Credit targets and therefore the attached document does not contain numerical performance targets. Once indicative Credit targets are known, performance targets will be developed and included within the final draft ROA for consideration by the GCRB Board on May 26, 2018.

4.5 The document will be desktop published to aid accessibility.

4.6 Members are asked to provide feedback on the draft document prior to further consideration by the GCRB Board of the final draft ROA, including performance targets.

5. Next steps

5.1 Once SFC announce indicative Credit allocations, the GCRB executive will work with college managers to:

- redraft targets for all SFC national measures;
- draft college and regional Credit targets for economic sectors to evidence alignment of a coherent regional curriculum to economic needs; and
- continue stakeholder consultation activity, including further engagement with staff and student representatives, local authority partners and skills development agencies.
- draft an equality impact assessment.

5.2 The table overleaf sets out a proposed summary timetable for development of the 2018-19 ROA and how this will be reported to the GCRB Board.

High Level 2018-19 ROA Development Plan

Activity	Nov	Dec	Jan	Feb	March	April	Progress
Draft college and regional performance measures							Complete
GCRB Committee and Board review of draft regional performance measures							Complete
Conclude curriculum hub reviews							Complete
Draft narrative content of ROA							Complete
Indicative regional Credits and funding announced by SFC							Due February 27
Develop indicative Credit allocations for colleges							Partially complete
Complete first full draft of ROA							Partially complete
Stakeholder consultation on draft ROA							Partially complete
GCRB Board review and agree ROA and funding allocations for colleges							Board meeting due March 26
Submit ROA to SFC							Deadline April 30

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 Enhancement Plans within new national quality arrangements.

7. Legal Implications

7.1 No legal implications are identified.

8. Resource Implications

8.1 As noted in Section above, work on funding allocations will be taken forward in parallel with development of the final ROA, once indicative funding allocations are announced.

9. Strategic Plan Implications

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

Glasgow College Region

Regional Outcome Agreement

2018-19

DRAFT

Chair's foreword

Meeting the ambitions of Glasgow and Scotland

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively to meet the skills needs of a dynamic economy and support the ambitions of our learners.

The Glasgow City Region Economic Strategy's vision for 2035 is of a strong, inclusive, competitive and outward-looking economy; sustaining growth and prosperity that allows every person and business to reach their full potential. Reflecting this ambitious vision, the *Glasgow Economic Strategy: 2016-2023* aims to make Glasgow the most productive major city in the UK.

Glasgow already generates £22 billion GVA per annum making it the fastest growing major city economy in the United Kingdom. It has thriving health, tourism, finance, digital and creative sectors and is a world leader in new industries such as stratified medicine and advanced manufacturing. Much of this success is already powered by people whose careers started with college learning.

Opportunities in Glasgow are immense but we also face social, educational and economic challenges that must be addressed if the region and its residents are to fulfil their potential. Despite all the training and employment opportunities that the city offers, it still has the highest levels of deprivation in Scotland. A powerful college education can help to address many of Glasgow's issues. It is, therefore, our ambition that this Regional Outcome Agreement will provide learning which ensures that:

- more Glasgow region residents successfully achieve qualifications and improve their life chances;
- fewer Glasgow region residents are unemployed and without the skills or qualifications required to get a job; and
- fewer people are stuck in poorly paid jobs, facing in-work poverty, and unable to progress their career.

All of Glasgow's people deserve the opportunities that result from a college education and we are committed to engaging with those people who are furthest from the labour market; helping them overcome barriers to learning and to succeed in college, work and life. Our *Regional Strategy for College Education*, supported by the commitments and delivery of this Regional Outcome Agreement, will unlock regional potential and harness our collective strengths.

- For our learners, regional added value will amplify the opportunities created by regionalisation: providing wider access; a broader and more responsive curriculum; inspiring learning environments right across our city region; strong industry links; and career chances that will power inclusive growth.
- For college staff, regional added value means having a greater say in the development of college services across the region. Fair work will drive success, wellbeing and prosperity. Regionalisation will also create more opportunities for professional development, sharing best practice across the region and supporting our staff to make a bigger difference to economic and social wellbeing.
- For our stakeholders, our new regional approach means decisions about priorities and funding are made in Glasgow, for Glasgow, and with the people who live, learn and work in the region.

Meeting the needs of the economy and employers

The Glasgow College Region offers nearly one quarter of all of Scotland's college education. Glasgow Kelvin College, City of Glasgow College and Glasgow Clyde College work with more than 2,000 employers to deliver a range and depth of training opportunities that is unmatched in Scotland. Our regional approach is designed to build on the colleges' existing strengths and, together, to develop new strengths, influence and flexibility.

The Glasgow Regional Skills Assessment (RSA) has significantly informed our understanding of the socio-economic environment in which the Glasgow colleges operate. The RSA provides a single agreed evidence base on which to base future investment in skills. It is built from existing datasets and results produced by a partnership of Skills Development Scotland (SDS), Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), the Scottish Funding Council (SFC) and the Scottish Local Authorities Economic Development Group (SLAED). A summary of the most recent Glasgow Region RSA is provided in Annex B and [the full RSA and associated data sets can be found online at: www.skillsdevelopmentscotland.co.uk-what-we-do-partnerships-regional-skills-assessments-](http://www.skillsdevelopmentscotland.co.uk-what-we-do-partnerships-regional-skills-assessments-)

Based on this assessment of Glasgow's socio-economic needs, this Regional Outcome Agreement gives priority to curriculum activity which:

- **Meets the needs of employers.** We should continue to ensure that the volume and content of delivery is appropriately matched to employment demand. This is particularly important in sectors and occupations in the regional economy where replacement demand is strong. These include: business services; financial and professional services; retail; social care; child care; and tourism. It is also important that we provide skills training which meets the region's infrastructure needs. We require adequate construction, engineering and professional skills to meet the anticipated levels of demand that will arise from the Glasgow City Region City Deal and other capital investment. Tackling gender imbalances in learners' programme should be part of meeting these needs.
- **Widens access and increases the pool of labour.** Economic activity levels have risen. However, more than 1 in 10 of our region's residents still have no qualifications, and proportions of deprivation remain similar to those of Scotland as a whole. Employers report skills shortages and more regional residents need to be helped to take up employment opportunities.
- **Enhances progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels, professional and elementary occupations. Therefore, we aim to encourage and support people's progression to upper skills levels. The region's colleges will increase the supply of well-qualified learners and build the higher-level skilled base that businesses need to increase the value of their output, improve productivity and enhance competitiveness. The Glasgow region has made significant strides in moving to a more knowledge-based economy. It needs a strong skills supply to sustain this transition.
- **Provides more flexible provision.** Our skills training must be flexible enough to equip learners to succeed in an economy where non-permanent employment is common and part-time working is expected to increase. Non-traditional employment patterns also lead to less conventional career paths and to more movement between sectors. Our skills training provision must be equally flexible and offer more work-based learning to meet the needs of employers and learners.

This Regional Outcome Agreement sets out how the learning opportunities provided by the Glasgow colleges in 2018-19 will meet these key imperatives of meeting employers' needs, improving lives, unlocking the region's human potential, and supporting inclusive economic growth.

SFC Outcome 1: Widening Access

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

A key priority of our 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. For many of our learners, college is a clear choice. However, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning opportunities. To intensify progress, we will work collaboratively to increase participation from under-represented groups across all subject areas and ensure that learning opportunities are accessible, supportive and representative of all.

Outcome Agreement Commitments

- Our *Regional Strategy for College Education* and college *Access and Inclusion Strategies* will drive actions to widen access to college learning and increase the participation of learners from deprived postcodes and other priority groups
- Our college *Gender Action Plans* will reduce gender disparities for learners within particular subject areas.
- We will use our regional and college engagement structures to work with partners and increase participation levels and successful outcomes of learners from priority groups such as care-experienced or disabled learners. We will also monitor and improve retention and attainment rates for different groups;
- Our regional Equalities and Access and Inclusion groups will promote the sharing of practice regarding the college *Access and Inclusion Strategies*, in relation to the mainstreaming of equality across college functions, and in conducting equality impact assessments.
- Our regional Student Experience Lead will lead collective action to:
 - improve the coherence and consistency of students' experience through the development of shared approaches to inclusive student services;
 - review admissions processes to identify and reduce barriers to access and facilitate seamless and successful progression from school, between colleges, and to university;
 - expand learner choice by promoting access to the full Glasgow region curriculum, and increase rates of progression between Glasgow colleges; and
 - enhance access to information, advice and guidance for all learners at key transition phases.
- Our regional Curriculum Hub for Supported Learning will maintain a dialogue with regional local authority education services to jointly assess and meet, within resource requirements, the level of college support required for learners with profound and complex needs.
- Our Regional Partnership Group for English for Speakers of Other Languages (ESOL) will coordinate a regional service, informed by regional demand data and delivered jointly with community-based partners.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Proportion of Credits delivered to SIMD10 postcode areas*	30.2%	
Proportion of Credits delivered to BME learners	14.0%	
Proportion of Credits delivered to students with a known disability	14.0%	
Proportion of Credits delivered to students with Care Experience	1.5%	

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

(* Note: method of calculating SIMD10 Credits not consistent over above academic years)

SFC Outcome 2: Regional Learning System

An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers, and delivered in modern facilities

The following seven regional learning priorities will ensure we provide an education service which values personal development, and which builds the skills and knowledge required for everyone to share the benefits of economic growth.

1. Engage with all our communities and provide the highest quality facilities and resources for learning.
2. Offer engaging learning experiences that develop skills for learning, work and life.
3. Promote high quality and innovative learning, teaching and assessment.
4. Deliver an inclusive and supportive student experience for all learners. This will include excellent guidance and learner support.
5. Encourage all students to enhance their learning as individuals, as representatives, and as officers in strong and effective student associations.
6. Provide more opportunities for learners to develop their skills in real work environments.
7. Offer clear pathways into work and further study; supporting every learner into a positive post-course destination.

Outcome Agreement Commitments

- Our college *Evaluative Reviews* and *Enhancement Plans*, developed jointly with Education Scotland, will drive improvements in retention and attainment rates, including those for protected characteristic groups and learners from the 10% most deprived postcode areas.
- Our Regional Lead for Curriculum and Quality will work to strengthen partnerships with stakeholders including education partners, universities and local authority education services. This work will promote joint curriculum development and delivery and also support effective learner pathways and progression into work and further study.
- Our regional Curriculum Hubs will build clearer and more flexible vocational learning pathways across the regional curriculum; widening access and supporting more successful learner journeys and increased inter-college progression.
- We will continue to strengthen university partnerships, increasing the number of students articulating with advanced standing and where appropriate, develop regional strategic partnership agreements to provide a simplified interface for Glasgow college liaison.
- Our Regional CPD Lead will promote activity that nurtures a regional professional learning community, which promotes and facilitates the sharing and development of practice across the region's colleges, and which pools and extends regional CPD opportunities.
- We will continue to work with community partners to review and provide appropriate levels of community based adult learning, including English language and Adult Literacies learning tuition. This will match local population needs and support integration and access to employment.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Proportion of FT FE students achieving a qualification	63.9%	
Proportion of PT FE students achieving a qualification	82.3%	
Proportion of FT HE students achieving a qualification	73.5%	
Proportion of PT HE students achieving a qualification	85.6%	
Proportion of students articulating to degrees with advanced standing	(14-15) 47.5%	
Proportion of students overall, satisfied with their college experience		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 3: Jobs and Economy

A more successful economy and society with well-prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

Our 2017-2022 Glasgow Region Strategic Plan for College Education will drive a regionally responsive curriculum that reacts effectively to changing economic and employment needs. Our regional collaboration and coordination will advance an integrated regional curriculum, with each college offering a breadth and depth of inter-linked learning opportunities, developing skills, meeting the needs of employers and key industries, and supporting the growth of our regional economy. Our colleges will build closer partnerships with industries across the region to create more opportunities for learners to develop their skills in real work environments. Our collective actions will allow us to intensify our contribution to Glasgow’s ambition to become the most productive major city economy in the UK.

Outcome Agreement Commitments

- Our Regional Learning and Teaching Group will:
 - continue to review curriculum alignment to the social and economic needs of the region through stakeholder and employer engagement, and through evaluation of national and local labour market intelligence and any other relevant policy, socio-demographic or environmental information;
 - review baseline indicators for levels of work placements on all vocational courses and develop actions to increase these; and
 - review and enhance the range and extent of learning modes offered. The group will focus on increasing the flexibility of learning opportunities and the volume of work-based learning so that more employees are able to upskill and progress within the workplace.
- Our regional Childcare Expansion Strategy will increase the volume, range and flexibility of learning opportunities, align delivery to local authority childcare provision, and strengthen vocational pathways from school and other employment.
- We will work collectively at both regional and college levels to support implementation of the Scottish Government’s Youth Employment Strategy. We will work in partnership with local authorities, schools and employers to develop a regional Developing the Workforce Plan to increase the range of high quality senior phase vocational pathways to employment.
- Our regional Foundation Apprenticeship team will lead the delivery of an enhanced regional programme across all subject frameworks.
- Our Regional Developing the Young Workforce Lead will promote joint school/college activity which:
 - enhances the monitoring of pupil performance and improved learner outcomes;
 - supports early intervention approaches and addresses subject gender imbalances; and
 - promotes opportunities for staff to share practice and develop their understanding of vocational learning pathways;
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships and to promote opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnership infrastructure, we will work with local partners to ensure college employability work is directly aligned to the Strategic Skills Pipeline and responds to the needs of local employability partners.

Key national performance measures	2016-17 Benchmark	2018-19 Target
Number of senior phase pupils studying vocational qualifications	605	
Proportion of full-time learners with substantial work placements	12.3%	
Proportion of FT students progressing to work and/or further study	(15-16) 96.8%	
Additional Childcare Credits for a skilled workforce		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 4: High-performing institutions

A coherent system of high- performing, sustainable institutions with modern, transparent and accountable governance arrangements

The Glasgow College Region is well placed to meet regional and national ambitions with sound governance and a management structure to implement its strategy and this Regional Outcome Agreement. The Glasgow Colleges’ Regional Board and the three Glasgow colleges will continue to operate as high-performing and effective public bodies; driving the delivery of an inclusive, responsive and effective regional college system. The College Region’s working relationship operates on the commitments agreed in our *Memorandum of Understanding: Joint Commitments to Effective Partnership Working*. These are: Open and Proactive Communication, Collaboration and Consultation Joint Development and Networking, and principles that constructively avoid and resolve any conflict.

The Scottish Government, Funding Council and our stakeholders will experience the added value that a regional approach to funding can deliver. Evidence-based and regionally- prioritised funding will drive efficiencies and ensure that learners benefit from the value that our shared strategic focus adds to the regional curriculum and student experience.

Regional commitments

- We commit fully to ROA intensification by setting more ambitious targets for key priorities, and by providing greater support and commitment to Outcome Agreements in our institutions, with more robust reports on performance and more effective external engagement.
- We will work collectively with regional stakeholders to deliver our *Regional Strategy for College Education*; widening access to college learning and realising regional added value.
- Supported by our regional memorandum of understanding, GCRB and the Glasgow colleges will continue to develop closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration.
- We will promote and embed Fair Work values and behaviours as key drivers for improving services for learners.
- Our regional governance structures will monitor and ensure implementation of Regional Outcome Agreement goals, and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure with areas of greatest regional need and support regional efficiencies which include a regional approach to procurement.
- Our regional engagement structures will strengthen regional relationships by offering ‘one door’ access for our partners.
- We will continue to encourage distributed leadership through the further development of our regional collaborative management structure; ensuring that staff have a greater say in the organisation of college services across the Glasgow region.
- We will continue to promote gender equality and work to achieve a 50:50 gender balance on the regional and college boards.
- Our colleges will demonstrate their commitment to embedding environmental and social sustainability ambitions through their sustainability strategies and corporate strategic plans.
- We will contribute proactively to educational and economic policy development at local, regional and national levels.
- Our student data development project will support our increased use of data analytics to inform and improve our collective service delivery.
- We will report on our institutional performance regularly to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

Key national performance measure	2016-17 Benchmark	2018-19 Target
Gross carbon footprint (tCO2e)		

City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College

SFC Outcome 5: Innovation in the economy

A national culture of enterprise and innovation leading to a more productive and sustainable economy

Promoting innovation is central to the delivery of our regional ambition to deliver Scotland's most inclusive, most responsive and most effective regional college system. We recognise innovation as a key driver for business and regional growth, and as a significant contributor to improved productivity and regional and national prosperity. Innovation in learning and teaching approaches is also central to ensuring continued effective learner engagement and high levels of attainment. GCRB and the Glasgow colleges are therefore committed to intensifying our culture of innovation so that it can flourish in all areas of our service delivery and in our work with business, industry, and the public sector. Together, we will find innovative solutions which support inclusive economic growth.

Regional commitments

- We will engage at both a collective regional and individual college level with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government's innovation reforms.
- The Glasgow colleges will continue to prioritise innovation in learning and teaching as a driver of improved learner outcomes. This will be done through quality review and development activity, and the delivery of college-designed projects to stimulate and encourage innovation activity.
- We will work in partnership with employers, industry bodies, education partners and other college stakeholders to promote innovation and enterprise in the development and delivery of vocational training qualifications.
- We will prioritise STEM innovation, supported by a review and further development of our regional and college STEM strategies.
- We will continue to implement and develop innovation models and frameworks to promote a culture of excellence through innovation. This will include frameworks such as HE Innovate and accreditation models such as the Investor in Innovation status.
- The Glasgow colleges will continue to prioritise and strengthen their customer focus; ensuring that the portfolio of services offered to students, employers and partners are relevant, flexible and add value.
- We will work with accreditation partners to offer professional recognition status awards and develop a range of educational programmes mapped to qualifications frameworks, including in partnership with UK IKE. This will include a Certificate of Professionalism in Innovation Practice, Strategic Innovation for Business Leaders and an Innovation Booster Programme.

Our Response to the Scottish Government's Youth Employment Strategy: Glasgow Region Developing the Young Workforce (DYW) Plan

All young people have the opportunity to engage in purposeful and directly work related learning while at school

Our Developing the Young Workforce plans will enhance the employment prospects of the young workforce, building on the strong school-college partnerships that already exist across the region. By strengthening partnership approaches between schools, colleges, training providers, employers, parents and young people themselves, we will widen the range of options available to young people and support them to make the most appropriate choices for their futures. The three Glasgow colleges are working closely with local authority partners to build on well established relationships – engaging with 46 secondary schools throughout Glasgow, East Dunbartonshire and East Renfrewshire.

DYW Theme	Regional commitments
Young people able to access more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners	<ul style="list-style-type: none"> We will deliver an enhanced regional senior phase and Foundation Apprenticeships programme, with an emphasis on efficiency and sustainability, and which ensure meaningful certification of learning wherever possible. We will continue to offer access level provision from SCQF 1-4 to provide pathways into higher level DYW study options. Our early intervention approaches will provide opportunities for S1 and S2 school pupils to experience college or vocational activity facilitated by colleges, before they make their Senior Phase subject choices. We will enhance the marketing and promotion of college vocational learning opportunities through the creation and maintenance of regional curriculum maps and through collaborative marketing and CPD events.
Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up	<ul style="list-style-type: none"> We will work with our schools and local authorities to review and evaluate performance and identify and implement interventions, both in schools and in colleges, to improve retention and attainment on vocational programmes. We will continue to identify and implement actions to improve gender balance in the 20 SFC target subject areas and also to improve opportunities and outcomes for other protected groups such as learners with disabilities and BME learners. We will align the provision of Senior Phase work experience to college vocational pathways and Modern Apprenticeships.
Provision aligned with economic needs and regional planning, with a focus on STEM where appropriate	<ul style="list-style-type: none"> We will promote a focus on STEM, both through the Senior Phase vocational offer and through wider school engagement initiatives for younger pupils. We will address any employment sector gaps in schools vocational delivery as identified by labour market analysis. By strengthening partnerships and collaborative work, including with the three Glasgow Region local authorities, the West partnership area and Regional Invest in Youth Groups, we will ensure we fully meet regional demand.
Supporting college leaders and staff to develop the skills required to meet DYW ambitions for the college sector	<ul style="list-style-type: none"> We will enhance opportunities for school and college teaching staff to share practice and develop their understanding of vocational learning pathways through information sharing events and joint CPD initiatives.

Key national performance measures	2016-17	2018-19	City of Glasgow	Glasgow Clyde	Glasgow Kelvin
	Benchmark	Target	College	College	College
Volume of 'school-college' Credits delivered to learners at S3 and above	11,244				
Proportion of senior phase PT FE students achieving a qualification	65.8%				
Foundation Apprenticeship starts	203 - 2 Yr Prog 14 - 1 Yr Prog	491 – 2 Yr Prog 105 – 1 Yr Prog	155 - 2 Yr Prog 45 - 1 Yr Prog	192	144 - 2 Yr Prog 60 - 1 Yr Prog

Annex A: Cross Cutting Themes

1. Aligning the Regional Curriculum to Regional and National Economic, Employment and Social Needs

The primary goal of this Regional Outcome Agreement is to deliver a regional curriculum and learning opportunities which meet employers' demands, supports inclusive economic growth and provides learners with the qualifications and skills they need to build successful long-term careers.

To enable and support the planning of a regionally coherent curriculum which responds effectively to economic, employment and social needs, the Glasgow regional curriculum has been grouped into the following eight sectors:

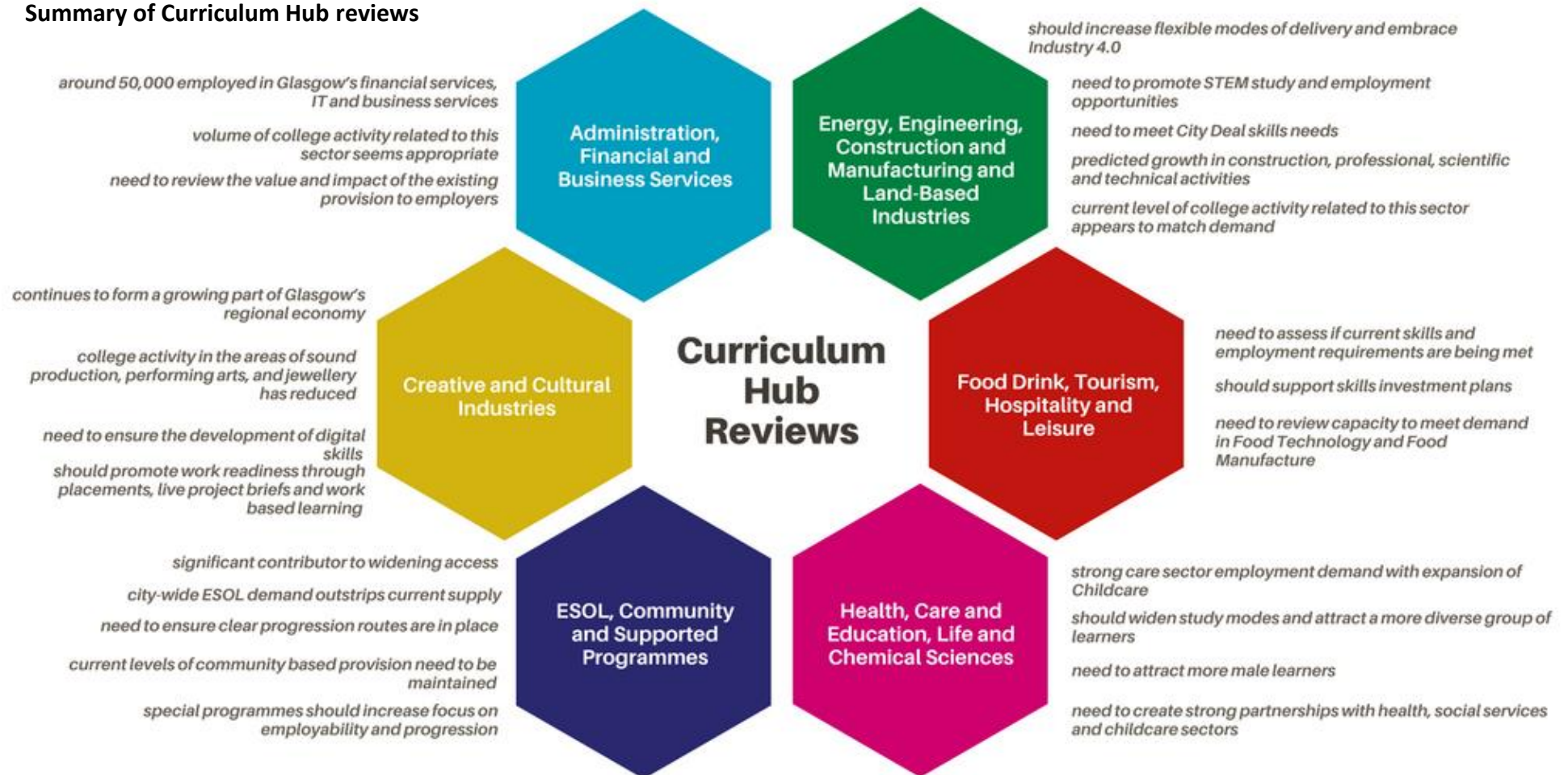
- Administration, Financial and Business Services
- Creative and Cultural Industries
- Energy, Engineering, Construction and Manufacturing
- Food Drink, Tourism, Hospitality and Leisure
- Life and Chemical Sciences
- Health, Care and Education
- Land Based Industries
- Community and Transition (includes Special Programmes and ESOL)

Our regional Learning and Teaching group and Curriculum Hubs (corresponding to the above economic sectors) lead collective curriculum review activity. This has provided evidence that the region is continuing to adapt and develop a curriculum it aligns with known economic, employment and social needs.

To support 2018-19 curriculum planning, regional Curriculum Hubs Curriculum Hubs were asked to undertake evaluative reviews of current regional delivery. They considered each curriculum's alignment with regional economic and social needs, and the effectiveness of Glasgow region's learners' journeys and outcomes. Hubs analysed this curriculum data in the context of relevant labour market information and sector-specific development plans. They also used intelligence developed through the colleges' engagement with employers.

The diagram overleaf provides a summary of the outputs of the Curriculum Hub review findings.

Summary of Curriculum Hub reviews



Cross cutting themes:

- The need to increase project based and interdisciplinary learning to support the transition to employment for college graduates.
- A curriculum that is sufficiently agile to keep pace with the key economic drivers for Glasgow and wider Scottish Government priorities.
- The need to create an efficient learner journey from Senior Phase programme, College provision and then onwards to either further study or employment. This include the range of FAs, GLAs and Senior Phase programmes being offered.
- The need to tackle gender imbalances within sectors.
- Harmonisation of entry requirements to ensure equity of access.
- CPD for teaching staff to facilitate subject upskilling or new and innovative approaches to for learning and teaching.

Based on this curriculum review activity, the following curriculum delivery volumes for 2018-19 have been agreed:

Economic Sector	Glasgow Region	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College
Administration, Financial & Business Services				
Creative and Cultural Industries				
Engineering, Construction & Manufacturing				
Food, Drink, Tourism, Hospitality and Leisure				
Health, Care and Education				
Land-Based Industries				
Life and Chemical Sciences				
Transition and Supported Learning				

In addition to meeting these delivery targets, the focus of regional curriculum activity for the sector groupings, led by the work of Regional Curriculum Hubs, will be to:

- enhance regional engagement with employers and stakeholders;
- increase the volume and quality of work experience for full time students, and develop additional work based learning options and pathways;
- strengthen vocational learning pathways, including seamless inter-college progression;
- increase opportunities for joint curriculum development and the sharing of practice within hub subject areas;
- promote increased participation and innovation in STEM-related course delivery;
- review subject level performance indicators and identify quality enhancement actions; and
- consider post-course progression data and identify actions to increase rates of direct progression into employment.

2. STEM

The development of STEM provision and pathways is a particular strategic priority for the Glasgow region's colleges. In 2016, Glasgow's colleges worked with the National Engineering Foundation (NEF) to develop individual college and regional STEM strategies. In 2018-19 these will be reviewed and developed further to contribute to the achievement of the Scottish Government's STEM Education and Training Strategy for Scotland. Colleges are working with both employers and HE

partners to develop efficient STEM pathways from school, through colleges and university, and on to employment. This is led and supported by a range of partners and complementary initiatives and builds on the success of early programmes such as the Engineering Scholarship.

Regional STEM development focuses on improving its programmes by engaging with young people at an earlier stage in their learning. Current regional curriculum review activity seeks to ensure that provision has a strong focus on labour market need. It also seeks to create clear regional pathways to employment, both directly and via higher education. These pathways are a regional STEM priority and are being created through strong and well-defined links between school-college senior phase activity. The section above on economic sector volumes provides an indication of planned credit volumes for 2018-19 in the following STEM related economic sectors: ICT Services, Creative & Cultural Industries, Energy, Engineering, Construction & Manufacturing, Health, Care & Education, and Life & Chemical Sciences.

3. Childcare Training Provision

Through our childcare expansion strategy we will ensure the required growth in childcare provision to meet the national policy objective of increasing the free childcare allowance from 600 hours to 1,140 hours by 2020. Our regional strategy sets the following high level aims:

1. To increase the volume, range and flexibility of college learning opportunities

- Increase capacity within college delivery – this will include expanding conventional full-time delivery, evening part-time delivery, day Release HNC Provision, SVQs Levels 2-4, Modern Apprenticeships and PDA 8 and 9 provision.
- Develop more online/blended learning approaches – an example is the current PDA delivery and regional development of further online resources will provide benefits to all three colleges.
- Provide accelerated routes and staggered intakes across the calendar year - we will design bespoke courses which accelerate the path through the NC/HNC levels.

2. To align college training delivery to local authority childcare provision

- Ensure college representation and participation in local childcare consortia governance structures.
- Co-locate delivery with childcare provides across City region – we will seek to replicate our partnership work with the Blairtummock Childcare Centre of Excellence in other areas of the city, so that more students and local residents can benefit from our training opportunities.

3. To strengthen vocational pathways from school and other employment

- Develop, promote and deliver routes into Childcare within the Senior Phase, including through the expansion of our Foundation Apprenticeship offer.
- Tackle gender imbalances, building on the success of programmes such as our 'Men into Childcare' courses.
- Develop, promote and deliver routes into Childcare from the workplace, including through programmes such as our 'Career Changers' initiative.

4. Work Experience and Work Based Learning

In September 2016, the Scottish Funding Council produced guidance on a Work Placement Standard for Colleges. Its aim is to improve, significantly and consistently, the future employment prospects of all learners studying in colleges in Scotland. In addition to providing direction and highlighting best practice, the guidance sets the expectation that all college learners should benefit from high quality work placements or other workplace experience in line with the Scottish Government's Developing the Young Workforce strategy.

The national DYW plan recommends that all vocational courses should include a significant element of work experience. Therefore, supported by the work of the Curriculum Hubs, Glasgow's colleges will review the scale and quality work experience/work simulation in place within courses during session 2018-19 in order to increase in this type of activity, in line with the SFC recommendation that all vocational courses should include a significant element of work experience. They will work in closer partnership with employers and other stakeholders to deliver a range of activity, maximising opportunities for contextualised learning and practical skills development, including working with partners to align the provision of Senior Phase work experience element to college vocational pathways. They will also consider how they can extend their work based learning provision in ways which support the progression within employment which is critical to Glasgow's aspiration for inclusive growth.

5. Developing the Young Workforce (DYW), Senior Phase Vocational Pathways and Foundation Apprenticeships

Our 2018-20 Senior Phase course offer for school pupils will include:

- Foundation Apprenticeships – a full suite of 2-year programmes and select 1-year options.
- Personal Development Awards (PDA) and National Progression Awards (NPA)
- Enhanced Vocational Inclusion Programmes (EVIP) – for the most vulnerable S4 pupils and those looked after or in care
- Senior Phase Supported Programmes
- Transitions to Learning and Work
- Winter leaver programmes
- Local Open Door Programmes – bespoke arrangements with local schools in addition to the formal vocational programmes

- HNC (SCQF level 7) delivery
- NC (SCQF level 6) delivery
- Youth Access Programmes

Glasgow's Colleges are strongly committed to the growth of Foundation Apprenticeships. In 2018-19 we will collectively deliver the largest Regional Foundation Apprenticeship programme in Scotland. This will be achieved in partnership with SDS and coordinated regionally by a single team with specialist school and employer engagement staff. The table below provides a breakdown of Foundation Apprenticeship places to be offered for 2018-20 per framework.

Frameworks	2017-18/19		2018-19/20	
	2-Year	1-Year	2-Year	1-Year
Accountancy			36	
Business Skills	16		24	
Civil Engineering	20		36	
Creative and Digital Media	26		48	
Engineering Systems	20	5	36	16
Financial Services	17		36	
Food & Drink Technologies			15	
ICT Hardware	3	9	16	20
ICT Software	26		40	
Mechanical Engineering	24		24	
Scientific Technologies			16	15
Social Services - Children and Young People	28		60	39
Social Services - Healthcare	23		44	15
TOTAL:	203	14	431	105

With regard to specific frameworks, it is anticipated that, where only one college is delivering a framework, that college will lead on that framework. Where a framework is delivered by more than one college, one college will be nominated to take the lead on that framework on behalf of the partnership.

6. Access and Equality

The Glasgow College Region is committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum.

To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

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

Each college has developed specific equality outcomes, together with action plans and measures to achieve them. We will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

Strategies In order to support achievement of the regional outcomes and actions set out within the draft Glasgow ROA, and in recognition of the fact that each college is provided with a specific allocation of ELS funding, Glasgow's colleges have also developed institutional level access and inclusion strategies. These define the inclusive service they provide and how they monitor its effectiveness and impact, the partnership working and how college ambitions link up with the ambitions within the region, commitment to ongoing CPD for staff in relation to access and inclusions ambitions, and processes for providing bespoke individualised support.

The college access and inclusion strategies are available at:

- https://www.glasgowclyde.ac.uk/assets/000/002/690/17.16A-GCC-Access-and-Inclusion-Strategy_original.pdf?1500024676
- <https://www.google.co.uk/url?url=https://www.glasgowkelvin.ac.uk/%3Fmdocs-file%3D23167&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwj3hpCP8LnZAhXBzxQKHZarCwwQFgggMAI&usg=AOvVaw2wQPR-2xXfvMb6T6W8AGcL>
- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/170517%20SSEC3-G%20Access%20%26%20Inclusion%20Initiative.pdf>

In terms of gender balance, analysis of overall participation rates by gender do not suggest any under-representation. However, when student gender proportions are analysed at subject level, significant variations exist across different subject groupings. The Scottish Government, through DYW, has set out its ambitions for

colleges to address gender imbalances at subject level, with a KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24-year olds by 2021.

Within their current *Gender Action Plans*, each assigned college has set clear target outcomes focused on the subjects with the greatest gender imbalances. These focus on addressing gender imbalances in subjects where 90% or more learners are of one gender and are available through the following links:

- <https://www.cityofglasgowcollege.ac.uk/sites/default/files/gender-action-plan-2017-2021.pdf>
- https://www.glasgowclyde.ac.uk/assets/000/003/582/Gender-Action-Plan-2017_original.pdf?1513681806
- <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf>

Glasgow's colleges will also continue to review and identify gender imbalances in completion rates of particular courses and outline their target outcomes in addressing any imbalances.

7. Meeting the needs of young people with care experience

Glasgow is a national "hotspot" in relation its numbers of young people with care experience. Many of these young people are looked after at home or in the community; increasing their likelihood of leaving school with few or no qualifications and of their failing to participate in the opportunities available nationally to all young people.

Glasgow colleges acknowledge this challenge and provide targeted approaches to working with care-experienced young people. The colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school. As a consequence, early intervention and partnership working is key to improving outcomes for these young people. Specific provision for care-experienced young people include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council's Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council "vocational coaches" as well as by college tutors. These programmes have continued to develop over recent years and now include a part-time pathway programme and "EVIP plus" for some of the most vulnerable and challenging young learners. EVIP plus has a significant personal development element and offers a more gradual introduction to vocational study.

- Each year, around 50 care-experienced young people receive targeted support from Transitions to Learning and Work programmes delivered in partnership with schools, social work services and health services. These flexible programmes offer personal development, youth work activities, and vocational skills development. They aim to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.
- Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people, run by NCH (Scotland), and working in partnership with colleges, GENR8 assesses and develops the independent living skills of young people who being offered tenancies. It also supports their progression on to employability programmes. The Care Leavers' Employment Service is a partnership between Social Work Services, the Careers Service and colleges which supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

The region's colleges aim to make care-experienced learners' outcomes as successful as their peers'. To this end, the colleges will continue to engage with partners to support access and increase the participation of learners from priority groups such as care- experienced learners. In 2018-19, the colleges will review and take actions to improve engagement, retention and achievements.

8. Meeting the needs of carers

Glasgow's colleges are committed to enhancing support for students and staff who are carers. In 2018-19, this commitment will include college level improvements in identifying students and staff who become carers during the college year. The college region will also promote a positive declaration environment, and work in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

9. British Sign Language (BSL) support

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015, and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. In particular, as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

10. Meeting the Needs of Disabled Learners

Glasgow City has higher than average rates of residents classing themselves as disabled or incapable of work and the Glasgow colleges undertake a range of activity to ensure they identify and remove barriers to participation or reasons for non-disclosure, and this includes work with Community Planning Partnerships and disability support agencies.

Glasgow City Council Education Services have well established arrangements with colleges and a range of specialist centres to ensure pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess the need for any greater level of college support for learners with profound and complex needs. Across the Glasgow colleges, there is an ongoing dialogue with Glasgow Education Services to ensure that provision continues to be sufficient to meet needs. There is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is in place for those young people who are still at school and can benefit from college input.

Self-Directed Support improves social inclusion and independence for young people and adults with disabilities and colleges should support learners with additional needs so that they can make informed decisions about their further education. The Glasgow colleges provide tailored information about entry requirements so that pupils and their carers/agencies can make informed choices about their college learning and make best use of the resource provided by self-directed support. Colleges also promote accurate and full information about the support available to students with disabilities to help applicants make well-informed course choices. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are in place before a student with additional support for learning needs accepts their place.

11. Meeting the Needs of English for Speakers of Other Languages (ESOL) learners

Ethnicity data on population and our colleges' headcounts suggest that the Glasgow College Region broadly reflects and represents the ethnicity grouping of the regional population. However, the impact of migration and resultant demand for English tuition, as highlighted in the 2011 census data, showed that approximately 17,000 Glasgow College Region residents claim to speak little or no English.

Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of ESOL tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, its colleges will continue to provide appropriate levels of English language tuition to support integration and access to employment. The region's colleges will play a lead role in the successful delivery of ESOL tuition. This will include delivery through regional partnerships with community-based providers.

12. Gaelic Language Ambitions and Current Provision

The Glasgow College Region is the sole provider of full-time Gaelic courses in mainland Scotland. This provision is a relatively small volume (approximately 300 Credits), but currently meets regional applicants' demand. This provision is regularly reviewed and this includes the potential to offer mainstream, vocational subjects in Gaelic medium, dependent on demand. Extending provision to meet the demands of adult Gaelic learners who want to be able to use the language in a variety of learning situations would support achievement of the aims of the National Gaelic Language Plan to 'normalise Gaelic'.

Annex B: Regional Context Statement

The 2017 Glasgow Regional Skills Assessment (RSA) highlights the following characteristics of the Glasgow College Region:

- it has a diverse economy and this characteristic is stronger because it the region includes Glasgow City, East Dunbartonshire and East Renfrewshire;
- it benefits from its central location at the hub of Scotland’s transport network, with easy access to jobs and markets in the central belt. However, parts of this region are more rural and remote;
- it benefits from Glasgow’s successful transformation to a service- driven economy, with a strong cultural and tourism offer and large health and education sectors; and
- while this is a region with considerable strengths, it is also one which faces significant challenges in reducing concentrations of low income and workless households in some areas.

The Glasgow Region RSA provides a range of evidence which suggests that the Glasgow Region’s economy and its employment base are is growing. The areas of health, education, retail and business administration and ICT show particularly strong growth trends

Glasgow’s Population and Socio-Economic Context

The current Glasgow College Region population is estimated at 816,240. This makes it the largest of all 14 college regions by population size, but one of the smallest spatially. Overall, the age profile of the Glasgow Region is younger than the population of Scotland. This is because of the large 19 to mid-30-year-old population in Glasgow City. Data projections estimate that the population of the Glasgow Region will be 857,541 by 2039; an increase of 58,781 (7%) from 2014. In the longer term, the structure of the region’s population will become older, although less markedly so than in other regions.

Glasgow Region residents have higher levels of advanced qualifications (SCQF 7-12) than the national average (48 per cent compared to 44 per cent in 2016). It also has more people with no qualifications than at the national level (14 per cent compared to ten per cent, the second highest in Scotland). The level of intermediate qualifications (SCQF levels 5 and 6) in the region is below the national average – 23 per cent compared to 28 per cent.

In line with the above, 2016 SIMD data shows that Glasgow City continues to have the largest proportion of data zones which are among the most deprived; Glasgow has 48% of the 20% most deprived data zones. This data shows that the level of relative deprivation in Glasgow has changed little since the last time this data was produced in 2012 For example, just over two-fifths (43%) of the 746 Data Zones in Glasgow are ranked in the bottom 15% most deprived neighbourhoods in Scotland. In 2012 42% of Glasgow’s Data Zones fell into this category Glasgow also continues to have the highest proportion of its neighbourhoods in the bottom 10% across Scotland, with one third of Glasgow College Region residents residing in SIMD10 datazones.

Consistent with this picture, the overall employment rate in the Glasgow Region (70 per cent) was below the national average (73 per cent), the second lowest in Scotland in 2016. The economic inactivity rate in the Glasgow Region was also nationally distinctive at 27 per cent (compared to a national rate of 23 per cent). This figure cannot be explained by the high student population attending Glasgow's colleges and universities; the economically inactive rate here is higher than in other areas with large student populations.

Travel to work patterns show very high levels of out-commuting. Only 25% of East Dunbartonshire's and 19% of East Renfrewshire's residents work within their home local authority area

Glasgow's Employment and Skills Context

During the recession, one in 11 jobs was lost in the Glasgow region. Employment has since recovered, and is expected to continue to grow steadily over the forecast period. In 2017-2027 inclusive a predicted regional employment growth rate of 6.6 per cent will outstrip the projected Scotland growth rate of 3.1 per cent. Total employment in Glasgow is forecast to rise to 520,600 by 2027; an increase of 32,400 on current levels (2017) which will surpass the pre-recession peak of 508,400 jobs in 2008.

The Glasgow Region has undergone a significant transformation in its occupational and sector structure. Professional occupations (44 per cent) and associate professional and technical occupations (46 per cent) have grown rapidly since 2000, along with certain other service occupations. These have replaced skilled trades and operative roles. Service occupations are expected to continue to grow as part of an increase in people in all occupational roles.

The occupational shifts reflect sector shifts. There has been strong growth in the service sectors of: administration and support services; professional, scientific and technical services and; in public services that include human health and social work. Employment in manufacturing continues to fall. These trends are forecast to continue, and jobs growth is expected in the largest four employment sectors: Human health and social work; Administration and support services; Wholesale and retail and; Professional, scientific and technical. Growth is also expected in other services, and in Construction.

Such jobs growth will create demand for jobs (expansion demand) and, combined with replacement demand, this is forecast to lead to some 241,300 openings. Expansion demand is projected in all occupational groups, with the greatest for Professional occupations and Elementary occupations. These are also the occupations that have the highest forecast replacement demand, meaning that between them (Professional, 62,000 and Elementary, 40,700) more than 100,000 openings are projected. In line with these trends, there is more employment projected at higher skill levels (SCQF levels 7-10) than intermediate skill levels (SCQF levels 5-6) or no/lower skills (SCQF levels 1-4). Just over half of all jobs (51 per cent) in Glasgow Region are currently at SCQF level 7 or above and this trend is forecast to continue. However, there is still likely to be substantial replacement demand for those with middle level and lower level skills.

Between 2009/10 and 2015/16, there has been an increase in the proportion of the region's school leavers progressing to study at higher education levels or into employment. Correspondingly, the proportion of young people entering further education level study or unemployment has decreased. In 2015/16, 42 per cent of school leavers in the Glasgow Region went into higher education level study, the majority delivered by Glasgow's colleges, and above the Scottish average of 37 per cent. Overall 20 per cent of school leavers in the Glasgow Region went into further education as their initial leaver destination. This was slightly lower than the national average of 22 per cent. Regionally, one quarter of school leavers entered employment.

Implications for Glasgow's Skills Planning

The Glasgow Region RSA therefore suggests that our skills planning should take account of:

- Occupational structure: job openings throughout 2017-2027 will largely be because of replacement rather than expansion demand and they will be split by 44 per cent in higher level occupations, 24 per cent in middle level occupations and 32 per cent in lower level occupations;
- Sectoral make-up of the economy: there will be high volumes of employment in industrial sectors such as Human health and social work, Administration and support services and Wholesale and retail trade.
- Demand for qualifications: the trend towards more people being qualified at higher levels over the next 10 years.
- Wider policy issues: deprivation and inequality continue to pose significant issues for the region – whilst Glasgow City has the highest levels of deprivation in Scotland, it is grouped together with the two local authorities with some of the least deprivation in Scotland. This inequality is the most pronounced of any of the RSA regions. For this reason, a 'one size fits all' approach is unlikely to be appropriate in Glasgow Region, where a more nuanced account of inequality and deep rooted deprivation is required.
- Skills to increase productivity: Skills is one of five identified drivers of productivity (the others being innovation, enterprise, competition and investment). Although skills alone will not drive improvements in productivity, they are a critical part of the mix. Aligning provision with demand will help meet existing and future demand but that, in itself, will not necessarily address the issue of low productivity.
- Encouraging high value jobs: Glasgow Region has lower levels of employment in higher valued added sectors like Professional, scientific and technical, with more jobs in the public sector (particularly Health) than other urban regions. It also has the highest Scottish rates of employment in the intermediate skilled sector, Business administration, and support services. Encouraging more employment in higher skilled and value-added sectors may help to boost Glasgow Region's productivity.
- Fair work: non-standard jobs/in-work poverty: The Scottish Government's Economic Strategy states that 'increasing growth and tackling inequality are mutually supportive.' There is a need to ensure that Glasgow's inequalities and rates of deprivation do not 'trap' people who are at the lower end of the

labour market in lower paid, non-standard, part-time or temporary jobs and self-employment. It is important that there are adequate progression routes out of low skilled work for those who choose to move, and that there is and decent pay and conditions for those who do not or cannot.

Annex C: National Performance Measures

The ambitious targets for National Performance Measures set out below will drive an intensification of the positive impact of our ROA, and provide a clear 'line of sight' to our contribution to the delivery of national priorities.

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
Proportion of Credits delivered to learners aged 16-19	45.2%			
Proportion of Credits delivered to learners aged 20-24	24.5%			
Proportion of Credits delivered to full-time learners aged 16-19	51.3%			
Proportion of Credits delivered to full-time learners aged 20-24	26.5%			
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	30.2%			
Proportion of Credits delivered to Male learners	50.4%			
Proportion of Credits delivered to Female learners	49.6%			
Proportion of Credits delivered to BME learners	14.0%			
Proportion of Credits delivered to students with a known disability	14.0%			
Proportion of Credits delivered to students with Care Experience	1.5%			
The number of senior phase pupils studying vocational qualifications delivered by colleges	605			
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications	0.9%			
The proportion of Credits delivered to S3 and above as part of 'school-college' provision	2.9%			
Proportion of Credits delivered at HE level to learners from SHEP schools	15.2%			
Proportion of Credits delivered to learners enrolled on STEM courses	21.5%			
The percentage of FT FE enrolled students achieving a recognised qualification	63.9%			
The percentage of PT FE enrolled students achieving a recognised qualification	82.3%			
The percentage of FT HE enrolled students achieving a recognised qualification	73.5%			
The percentage of PT HE enrolled students achieving a recognised qualification	85.6%			

National performance measure	2016-17 Benchmark	2018-19 Target	2019-20 Target	2020-21 Target
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	63.2%			
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	79.5%			
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	71.7%			
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.0%			
The percentage of senior phase FT FE pupils achieving a vocational qualification	47.8%			
The percentage of senior phase PT FE pupils achieving a vocational qualification	65.8%			
The percentage of CE FT FE enrolled students achieving a recognised qualification	53.1%			
The percentage of CE FT HE enrolled students achieving a recognised qualification	58.2%			
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	62.1%			
The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	1,095			
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	12.3%			
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	47.5%			
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.0%			
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.1%			
The proportion of ALL qualifiers in work, training and/or further study 3-6 months after qualifying	96.5%			
The percentage of students overall, satisfied with their college experience (SSES)				
Gross carbon footprint (tCO2e)				