

Performance and Resources Committee

Date of Meeting	Wednesday 16 March 2022
Paper Title	Outcome Agreement 2022-23: Reference Papers
Agenda Item	16
Paper Number	PRC4-K
Responsible Officer	Martin Boyle, Executive Director
Status	Disclosable
Action	For Noting

1. Executive Summary

1.1 In addition to the national direction from Scottish Funding Council (SFC) in relation to the completion of the Outcome Agreement 2022-23, a variety of other publications and reports are of relevance in relation to emerging direction.

1.2 In particular, this report draws committee and board's attention to the following:

- Auditor General, Audit Scotland (2022) *Planning for Skills*
- Scottish Government (2022) *Delivering Economic Prosperity: Scotland's National Strategy for Economic Transformation*
- The College of the Future and Sheffield Hallam University (2022) *Going further and higher: How collaboration between colleges and universities can transform lives and places*
- Mental Health Foundation Scotland (2021) *Thriving Learners: Realising student potential and wellbeing in Scotland*
- UPP Foundation: Student Futures Commission (2022) *A Student Futures Manifesto*

2. Recommendations

2.1 It is recommended that the committee **notes** the content of these reports, and that they are used to inform progress of both the Outcome Agreement 2022-23, strategic engagement board member workshop (28th March 2022) and subsequent strategic development work.

3. Background

- 3.1** The development of a single-year Outcome Agreement for 2022-23 is covered in the Performance and Resources Committee paper 15 *Outcome Agreement 2022-23* presented to this committee. This is a draft document for comment and further development, and has already been shared with colleagues at the Glasgow colleges for their comment and collaboration prior to development of a later document.
- 3.2** In addition to the development of the Outcome Agreement, we have sought to provide direct link to the emerging strategic development work of GCRB, including from regional review sessions and board development sessions. There is increasing cohesion between this work and the highlighted priorities of the Outcome Agreement. In addition, we have sought to ensure that there is greater coherence and link to the Scottish Government's A fairer, greener Scotland: Programme for Government 2021-2022.¹
- 3.3** This supporting provides additional links to relevant work in this area, with a particular focus on skills development and work which focuses on economic and social recovery. These reports are highlighted as part of the on-going strategic development work of GCRB and the Glasgow college system.

4. Report

4.1 Skills Planning, Delivery and Alignment

- 4.2** Audit Scotland's Planning for Skills² was published on 20 January 2022, and highlights the significant work which requires to be undertaken at a national level to ensure the effective planning, delivery and alignment of skills. In particular the report highlights that the Scottish Government's recognition that skills are crucial to inclusive and sustainable economic recovery and growth, but that effective progress is being hampered by a lack of consensus, leadership and oversight. In addition, it highlights the lack of progress in relation to Pathfinder projects and effective joint working.
- 4.3** While the report highlights a range of issues and recommendations at a national level, it has been evident through the pandemic that the responses to skills training, and what became regularly referred to as 'upskilling and reskilling' has been fragmented, inflexible and not wholly aligned to local/regional needs.
- 4.4** There is significant opportunity in Glasgow to show collective leadership in this space, primarily in effectively learning the lessons of the national report and ensuring that mitigations are put in place at a regional level, as well as paving the way for a more coherent, multi-agency response.
- 4.5** In particular, there is a national recommendation that government "clearly set out its strategic intent for skills alignment, the outcomes it aims to achieve, and how it will measure progress – ensuring that this is consistent with relevant objectives and outcomes

¹ <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2021/09/fairer-greener-scotland-programme-government-2021-22/documents/fairer-greener-scotland-programme-government-2021-22/fairer-greener-scotland-programme-government-2021-22/govscot%3Adocument/fairer-greener-scotland-programme-government-2021-22.pdf?forceDownload=true>

² https://www.audit-scotland.gov.uk/uploads/docs/report/2022/nr_220120_planning_skills.pdf

in its national strategies and plan.” This may be used as a useful guide to a clear set of outcomes at a regional level which would progress the strategic approach of the region.

4.6 Scotland’s National Strategy for Economic Transformation

4.7 Published on Tuesday March 1, the Scottish Government’s economic transformation strategy³ is seen as a key document in outlining the national approach to significant post-pandemic recovery, with a focus on entrepreneurial people and cultures, productive businesses and regions, a fairer more equal society etc. In addition, it has specific comment on the development of a skilled workforce.

4.8 The document sets out a Programme of Action, with projects 11, 12 and 13 of direct relevance to the development of skills in a tertiary setting:

- Project 11: Adapt the Education and Skills System to make it more Agile and Responsive to our Economic Needs and Ambitions
- Project 12: Support and Incentivise People, and their Employers, to Invest in Skills and Training Throughout their Working Lives
- Project 13: Expand Scotland’s Available Talent Pool, at all Skills Levels, to Give Employers the Skills Pipeline They Need to Take Advantage of Opportunities

4.9 Going Further and Higher: Colleges and Universities in Collaboration

4.10 The Independent Commission on the College of the Future and Sheffield Hallam University, on behalf of the Civic University Network, together explored how college-university relationships can be further developed across the four nations of the UK to better support individuals, employers and communities. This has resulted in *Going further and higher: How collaboration between colleges and universities can transform lives and places*⁴

4.11 This report progresses one of the initial strands of recommendations emerging from the conclusion of the cross-nations College of the Future work, including *The Scottish College of the Future*⁵ report.

4.12 Student Mental Health and Wellbeing

4.13 Working in association with the Mental Health Foundation, Colleges Scotland is currently undertaking research via a survey and focus groups throughout spring 2022, with a view to publishing research later in the calendar year. This will be shared with committee and board in due course.

³ <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/03/scotlands-national-strategy-economic-transformation/documents/delivering-economic-prosperity/delivering-economic-prosperity/govscot%3Adocument/delivering-economic-prosperity.pdf?forceDownload=true>

⁴ <https://civicuniversitynetwork.co.uk/wp-content/uploads/2022/02/Going-Further-and-Higher-English.pdf>

⁵

<https://static1.squarespace.com/static/5c8847f58dfc8c45fa705366/t/5fd6346d481cfa31adc17941/1607873646806/ICCF+Scotland.pdf>

4.14 In the meantime, it is relevant to draw attention to the completed research undertaken with the Mental Health Foundation and Universities Scotland⁶.

4.15 In addition, the UPP Student Futures Commission has been developing work which focuses on the pandemic's impact on students. Their reports and associated research are highlighted here⁷. In particular, *A Student Futures Manifesto* considers the significant impact of the pandemic on learners and key themes for student futures and success⁸.

5. Risk and Compliance Analysis

5.1 The development of a regional Outcome Agreement, its associated strategic direction and support, as well as the development of future regional strategy are all key components of the business of GCRB. As such, this sharing of key documents and strategies is intended to inform the wider work of the board and Glasgow college, including in mitigating risk and complying with the requirements of GCRB.

6. Financial and Resource Analysis

6.1 The delivery of coherent, coordinated development, including research, strategic development work and other associated activities will be a key element of GCRB's activity, including in the Programme of Action, from which much of GCRB's financial resource is directed.

7. Equalities Implications

7.1 The effective, coherent planning and delivery of skills, mental health and wellbeing support for learners requires to be considered from an equalities perspective, ensuring fair access, equitable offer and effective support. Equalities require to be a central tenet of the development of future skills and student support approaches across the Glasgow college system.

8. Learner Implications

8.1 The delivery of an effective, coherent skills system alongside effective student support are of critical important to learners. Outcomes for learners are highlighted as a key component of success.

⁶ https://www.mentalhealth.org.uk/sites/default/files/MHF_Thriving_Learners_Report_EXECUTIVE-SUMMARY.pdf

⁷ <https://upp-foundation.org/student-futures-commission/>

⁸ <https://upp-foundation.org/wp-content/uploads/2022/02/A-Student-Futures-Manifesto-Final-Report-of-the-Student-Futures-Commission.pdf>