Board Meeting

Date of Meeting	Monday 12 December 2016
Paper Title	Development of Draft 2017/18 Regional Outcome Agreement
Agenda Item	7
Paper Number	BM3-C
Responsible Officer	Robin Ashton, Executive Director
Status	Disclosable
Action	For Discussion

1. Purpose of Report

1.1 To provide an overview of progress to date in the development of a new Regional Outcome Agreement (ROA) which is being negotiated between the Scottish Funding Council and GCRB and in collaboration with the assigned colleges.

2. Recommendations

2.1 Members are asked to:

- **note** the context of the process to draft a new regional outcome;
- **note** that whilst the new ROA has a three-year perspective, as sector funding is annual, it is the targets for 2017/18 which will be finally agreed between the SFC and GCRB;
- **note** that from 2018/19 onwards, the volume of European Social Funded activity is not known and may cease;
- **note** and **comment** on the draft targets set out in this paper for the priority measures within the SFC national college performance framework;
- **note** that overall, proposed activity targets for 2017/18 discussed to date broadly maintain the current delivery volumes of the region and the assigned colleges and aim to improve widening access, attainment and positive learner progression; and
- **note** that before setting previously agreed efficiency targets for the period 2017/18 to 2019/20, further consideration of efficiency savings is required by GCRB, SFC and the colleges to understand more fully how any future unfunded additional activity impacts on regional core funded targets.

3. Background and Summary of ROA Development Progress

3.1 The academic year 2016/17 represents the end of a 3-year cycle and therefore the GCRB is required to develop a new ROA which begins in 2017/18 and looks forwards to 2019/20.

3.2 Members should note that whilst the new ROA has a three-year perspective, as sector funding is annual, it is the targets for 2017/18 which will be finally agreed between the SFC and GCRB.

3.3 The strategic and operational planning environment for the Glasgow college region is complex. In particular:

- as a multi-college region, the ROA is negotiated and agreed between the SFC and the regional strategic body but underpinned by agreements between the regional strategic body and the three assigned colleges;
- the SFC require the ROA to contain a regional context statement and an outcome progress table setting out a range of regional performance targets for the 3-year ROA period and for Glasgow (with both college and regional levels) this will require a large number of targets to be agreed. Annex A provides for information the SFC provided ROA template which shows the extent of information required and Annex B sets out the SFC request for 240 targets for the Glasgow College Region (which will be underpinned by a similar number of targets for each of the assigned colleges);
- a number of new national performance measures have been introduced by the SFC (e.g. measures relating to Senior Phase, STEM and Student Satisfaction) and there is limited benchmark data currently available on which to base new three year targets;
- approximately 5% of current regional activity is provided through additional European Social Funding and this will reduce significantly in 2018/19 and there is a risk that no additional funding may be provided from this year onwards and this therefore makes any activity target setting for 2018/19 and 2019/20 challenging;
- a number of supporting plans are also required by the SFC in addition to the high level regional overview and outcomes, including development plans for quality enhancement, access and inclusion, gender action, and Developing the Young Workforce (DYW) and in Glasgow, whilst the ROA is a regional level plan, much of the focus of these subsidiary plans will be at individual college level; and
- in addition to the ROA development work, GCRB and the regional colleges are undertaking a process to develop a regional strategic plan for college education and the final ROA will need to support delivery of regional college strategic goals and align to key partner goals, such as those identified through Community Planning Partnerships.

3.4 In addition to the above factors, a key basis for regional planning will be the 2016/17 Regional Skills Assessment (RSA), the development of which is funded jointly by the Scottish Funding Council and Skills Development Scotland. At the time of writing, the new RSA report has not yet been published and therefore analysis to date is based predominantly on the 2015/16 report overlaid by ongoing consultation with SDS and SFC (albeit the latter suggests that in the main, socio-economic trends for the Glasgow region will not change significantly from the 2015/16 report.)

3.5 Due to the context described above, a full draft of the ROA is not yet complete, but key elements have been developed. These are:

- proposals relating to overall curriculum volumes for both main grant and ESF funded delivery across the three colleges for the three years 2017/18 to 2019/20;
- following the self-evaluation review of 2015/16 ROA outcome achievement, proposals for targets for the following national priority measures for the three year ROA period:
  - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
  - Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)
  - Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)
  - The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
- college level development plans for STEM, work experience, employer engagement, apprenticeships and any learner interests that are being served beyond the region; and
- draft college level Access and Inclusion strategies.

3.6 Integral to the activity outlined above, and alongside extensive consultation with the three assigned colleges, has been specific consultation on draft ROA proposals with stakeholders including representatives from SFC, SDS, student associations, staff trades unions, and local authorities. This is in addition to other regional consultation activity related to both the development of a regional strategy for college education and consultation undertaken as part of participation in the Glasgow City Council Commission on College and Lifelong Learning.

3.7 In parallel to the above curriculum related development activity, work has been undertaken to further review and develop the funding model so that it aligns to ROA curriculum development aims.

3.8 The following sections of this report provide greater detail on the above ROA development activity.

Proposals relating to overall curriculum volumes, 2017/18 to 2019/20

4. **Core Funded Activity**

   4.1 The Glasgow Region Curriculum and Estates review set out curriculum plans for 2015/16 – 2019/20, both in terms of type of curriculum and in with respect to college location as detailed within the Glasgow colleges' *Vision for College Learning* document, endorsed by the Glasgow Colleges' Regional Board (GCRB) on December 15th, 2014.

   4.2 The 2016/17 Glasgow Regional Outcome Agreement committed GCRB and the colleges to collectively reviewing progress against these plans in the context of both an evaluation of progress made to date and in the context of updated regional and national operating context information.

4.3 With respect to overall curriculum volumes, the *Vision for College Learning* document set out planned curriculum delivery levels for the three Glasgow colleges over a five year period which included to following commitments:
- transfers of curriculum from Glasgow Kelvin College and Glasgow Clyde College to City of Glasgow College;
- delivery of additional unfunded, efficiency-based activity by City of Glasgow College equivalent to 7,000 WSUMs (circa 6,000 Credits); and
- additional SFC funded activity equivalent to 5,000 WSUMs (circa 4,000 Credits)

4.4 In terms of progress made with regards planned curriculum location changes, significant work has been undertaken to transfer curriculum across the three Glasgow colleges for the start of the 2016/17 academic year and after consideration by the GCRB and college executive at regional operational group meetings, it has been agreed that no further college transfers are required for the upcoming three-year ROA planning period.

4.5 In 2015/16, the Glasgow College region received an additional 3,000 Credits funding from the SFC and this was consolidated in the 2016/17 regional allocation. In terms of the remaining 1,000 additional Credits committed by the SFC, as sector funding has not yet been indicated, SFC are unable to confirm whether the Glasgow College Region will receive an increase in activity in 2017/18 as previously planned. Current planning therefore does not take account of any SFC increase in activity for the Glasgow College Region.

4.6 Bearing in mind the above considerations, the table below sets out proposed curriculum delivery volumes for 2017/18 and estimates for 2018/19 and 2019/20.

Table 1: Core Funded Activity Credit Targets for 2017/18 to 2019/20

	2015/16*	2016/17*	**2017/18**	2018/19	2019/20
Glasgow Region	366,827	368,574	**368,574**	368,574	368,574
City of Glasgow College	158,370	169,431	**169,431**	169,431	169,431
Glasgow Clyde College	123,649	121,401	**121,401**	121,401	121,401
Glasgow Kelvin College	84,808	77,742	**77,742**	77,742	77,742

* Includes City of Glasgow efficiency targets

4.7 Members should note that the above targets do not yet take account of planned additional unfunded, efficiency-based activity by City of Glasgow College. As part of the regional curriculum and estates reconfiguration agreement, the college offered to provide a total of 7,000 WSUMs (approximately 6,000 Credits) by 2018/19 on an annual basis. For 2016/17 the college agreed to deliver 2,200 unfunded Credits, with 1,080 being integrated by the SFC within the regional core funded target going forwards. Before setting efficiency targets for the period 2017/18 to 2019/20, further consideration of these efficiency savings is required

by GCRB, SFC and the colleges to understand more fully how any future unfunded additional activity impacts on regional core funded targets.

5. **European Social Funded Activity**

5.1 In addition to teaching and fee waiver grants which fund core curriculum delivery, in 2015/16 the Glasgow College Region began delivery of a European Social Funded (ESF) Youth Employment Initiative for additional curriculum activity over the period 2015/16 to 2017/18. The total SFC ESF grant of £17.8m equated to approximately £7.1m Student Support and £10.7m teaching grant for 45,656 Credits of activity. This funding included both additional resource related to mainstream ESF and to the South West Scotland Youth Employment Initiative.

5.2 In order to enable delivery of such a significant volume of additional delivery, the Glasgow colleges agreed to phase the introduction over the 3 year period 2015/16 to 2017/18 (Year 1, 26%, Year 2, 33% and Year 3, 41%).

5.3 For 2017/18, there is planned to be an approximate increase to the regional ESF allocation of just over 1,000 Credits (from 17,848 to 19,106). However, recent discussions with the SFC have suggested that an additional 1,000 ESF Credits may be made available to the region for 2017/18 if it is able to deliver this.

5.4 With respect to a three year ESF trend for the ROA planning period, at a national level, alongside overseeing delivery of the ESF Youth Employment Initiative, the SFC have also implemented an ESF Funded Developing the Young Workforce programme, which will be delivered over a six-year period from 2015/16 to 2020/21. As the Glasgow Region received additional Youth Employment Initiative funding, it did not receive any additional Developing the Young Workforce programme funds. However, on the cessation of Youth Employment Initiative funding after 2017/18, the Glasgow College Region will be able to access national Developing the Young Workforce programme funds.

5.5 In terms therefore of estimating likely additional ESF funds from 2018/19 to 2020/21, discussions with SFC colleagues have suggested that as the Youth Employment Initiative funding represents approximately 1/3 of all ESF funding, and that with the cessation of this after 2017/18, going forwards the Glasgow Colleges should plan on the basis of there being a 1/3 reduction in overall ESF funding provided to the region.

5.6 The table below therefore presents current planned ESF volumes for the ROA planning period based on current planning for 2017/18 (not including indications of a further approximate 1,000 Credit increase) and on a pro-rata reduction of 1/3 across the three colleges for 2018/19 onwards.

Table 2: ESF Funded Activity Credit Targets for 2017/18 to 2019/20

	2015/16	2016/17	**2017/18**	2018/19	2019/20
Glasgow Region	18,276	17,848	**19,106**	12,000	12,000
City of Glasgow College	7,516	8,357	**9,641**	6,000	6,000
Glasgow Clyde College	5,223	5,690	**7,069**	4,000	4,000
Glasgow Kelvin College	5,537	3,801	**2,396**	2,000	2,000

6. Proposals Relating to Economic Sector and Level Volumes

6.1 In order to enable and support the planning of a regionally coherent curriculum which responds to economic 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
- Access and Inclusion (includes Special Programmes and ESOL)

6.2 Based on an extensive review of a wide range of socio-economic information, in 2014/15 the Glasgow college region developed a five-year curriculum and estates plan which set out proposals that the Glasgow College Region should make changes to the overall shares of core curriculum activity related to these economic sectors.

6.3 A review of student activity data presented in the 2015/16 ROA Self-evaluation provided evidence that the Region had broadly delivered on these curriculum and estates proposals and evidence showed that the region had:
- increased delivery volumes related to the key regional economic sectors of Administration, Financial and Business Services, Energy, Engineering, Construction and Manufacturing, Food, Drink, Tourism, Hospitality and Leisure and Health, Care and Education;
- maintained delivery levels within Land-Based Industries and Life and Chemical Sciences sectors; and
- reduced provision within Creative and Cultural Industries delivery so that it aligns more appropriately to regional employment demands.

6.4 The data for activity related to Transition and Supported learning suggested a reduction in provision greater than planned (reduced to 13% compared to a planned reduction to 14%). However, analysis suggested that significant contributory factors to this were a reduction in general education delivery which overlapped with school provision, alongside a re-categorisation of lower level transition orientated delivery, particularly in relation to information technology related learning (the latter supported by the greater than planned increase in activity for the Administration, Financial and Business Services sector).

6.5 A key focus of the work of the regional Learning and Teaching Group in 2016/17 has been to review the regional curriculum based on the most up to date labour market, economic and demographic information. This work has been undertaken jointly with Skills Development Scotland and overall findings of this are:

- when considering replacement demand and identified growth areas, it would seem that the current overall proportions of activity for each economic sector are broadly appropriate and that rather than set specific growth or reduction targets for each sector grouping, they should instead be regularly monitored and reported on over the three year ROA period in the context of any new socio-economic information;

- as an exception to the above, the national government commitment to significantly increase childcare entitlements is likely to require significant expansion of Early Education and Childcare provision. However, initial indications by the SFC are that this will be supported by discrete additional funding and therefore this growth should not displace existing activity. More detailed planning for this area will be developed in the new year;

- regional and college level curriculum planning should continue to review and develop the curriculum in light of labour market, economic and post-course destination information to better support the employment prospects of learners, and should be reflected in commitments and actions made in college enhancement plans, access and inclusion strategies and gender action plans;

- the focus of regional activity for curriculum sector groupings led by the work of Regional Curriculum Hubs, should shift from making overall sector volume changes to developing and enhancing vocational learning pathways across the Glasgow College Curriculum, widening access and increasing the proportion of learners progressing to employment and/or further study;

6.6 A more detailed analysis of development plans for each curriculum grouping referencing the new Regional Skills Assessment will be provided within the draft Glasgow ROA which will be available in early 2017.

7. Proposals related to Widening Access

7.1 The SFC ROA guidance states that increasing access to people from the widest range of backgrounds remains a key priority for both the Scottish Government and the SFC, and that they expect the college sector to continue to increase participation from priority groups.

7.2 The Glasgow Region 2015/16 ROA Self-Evaluation provided evidence that the region had delivered below its activity targets for the following two key performance indicators related to increasing widening access:

- Volume and proportion of credits delivered to learners in the lowest 10% SIMD; and
- Volume and proportion of credits delivered at SCQF levels 1 to 6.

7.3 As a result of this failure to achieve targets and in the context of the specific socio-economic characteristics of the Glasgow College Region, considerable discussion of regional SIMD10

targets has taken place at both GCRB committee and board meetings, with the SFC outcome managers and at regional Learning and Teaching Group meetings. This discussion has included reference to the newly released 2016 regional SIMD data which provides evidence that high levels of deprivation continue to exist in Glasgow. In particular, the refreshed SIMD data showed that it continues to be the case that one third of Glasgow College Region residents reside in SIMD10 datazones.

7.4 Based on these discussions, the targets in the table below set the aim to increase SIMD10 participation by approximately 3% over the three year period, underpinned by the aspiration that the regional college population reflects the demographic profiled of the region (i.e. that one third of the Glasgow college population is from SIMD10 matching the regional population).

Table 3: SIMD10 Activity Targets for 2017/18 to 2019/20

	2015/16	2016/17	**2017/18**	2018/19	2019/20
Volume of Credits delivered to 10% SIMD	107,666	110,356	**112,783**	116,469	120,155
Proportion of Credits delivered to 10% SIMD	28.0%	28.6%	**29.1%**	30.6%	31.6%
Proportion of Credits 10% SIMD (not incl ESF)	29.4%	29.9%	**30.6%**	31.6%	32.6%

7.5 It should be noted that in light of the uncertainty over ESF funding after 2017/18, the targets for 2018/19 onwards will require review during next year's outcome agreement development and once more information on expected ESF delivery is known.

7.6 Bearing in mind however, the fact the region did not achieve the SIMD10 targets it set for 2015/16, the following should be noted:
- whilst the new ROA has a three-year perspective, as sector funding is annual, it is the targets for 2017/18 which will be finally agreed between the SFC and GCRB;
- the initial growth in SIMD10 planned for 2017/18 is lower than that planned for 2018/19 onwards (representing an increase of around 2,000 Credits from the 2016/17 target and 5,000 from the 2015/16 actual) and in 2017/18 the region will likely see an overall increase in activity of circa 2,000 Credits due to additional ESF;
- the individual colleges will provide by mid-December 2016, college-level access and inclusion strategies which set out how they plan to achieve their 2017/18 SIMD targets; and
- further consideration of 2018/19 and 2019/20 targets will take place in next year as part of the ROA negotiation process.

7.7 Individual SIMD10 widening access targets for the assigned colleges are provided in Annex C.

8. Proposals relating to attainment levels

8.1 The Glasgow Region 2015/16 ROA self-evaluation provided evidence that the region had either maintained or increased attainment across the mode/level categories, and broadly had attainment levels which were either equivalent to or above national levels. Considering this and the relative socio-economic operating environment of the three Glasgow colleges, it

is proposed that the Glasgow College Region seeks to improve attainment in each of the mode/level categories by a minimum of 0.5% per year over the three year ROA period, as set out in the table below.

Table 5: 2015/16 Attainment Targets (all learners) for 2017/18 to 2019/20

Mode/Level	2015/16	2016/17	**2017/18**	2018/19	2019/20
Full-time Further Education % Successful	67.2%	68.6%	**67.5%**	68.0%	68.5%
Part-time Further Education % Successful	79.5%	76.6%	**80.0%**	80.5%	81.0%
Full-time Higher Education % Successful	74.6%	74.1%	**75.0%**	75.5%	76.0%
Part-time Higher Education % Successful	79.0%	82.4%	**79.5%**	80.0%	80.5%

8.2 A new aspect of the 2017/18 SFC ROA guidance was the inclusion within the subset of national priority measures of attainment relating specifically to SIMD10 and Senior Phase learners.

8.3 With respect to attainment targets for SIMD10 learners it is proposed that the region sets the aspiration that by five years' time there is no difference in attainment between the average of all learners and those from SIMD10 datazones. The targets set out in the table below are based on this aspiration.

Table 5: 2015/16 Attainment Targets (SIMD10) for 2017/18 to 2019/20

Mode/Level	2014/15	**2017/18**	2018/19	2019/20
Full-time Further Education % Successful	65.3%	**65.7%**	66.1%	66.5%
Part-time Further Education % Successful	73.2%	**74.5%**	75.7%	77.0%
Full-time Higher Education % Successful	68.6%	**69.8%**	71.0%	72.2%
Part-time Higher Education % Successful	73.8%	**74.8%**	75.9%	76.9%

9.   Impact of 2017/18 Curriculum Planning on Assigned College Main Grant Funding Allocations

9.1 Members will recall that following the agreement of assigned college funding allocations for 2016/17, it was agreed that GCRB and the assigned colleges would undertake further review of the regional funding distribution method and propose further enhancements.

9.2 This regional review work is being undertaken in the context of a national SFC review of the Credit based methodology, and representatives from both GCRB and Glasgow college management are involved in this national review process. Members should note that whilst SFC did not fully implement the Credit based model nationally when making regional allocations for 2016/17, their review activity has confirmed their intention that the Credit based approach will be fully implemented, and that a main focus of their review will be to determine how this transition can be managed and achieved.

9.3 Bearing this national context in mind, meetings of the regional college Sustainable Institutions group have begun to review elements of the regional funding model which created the 2016/17 allocations and consider the future regional funding model.
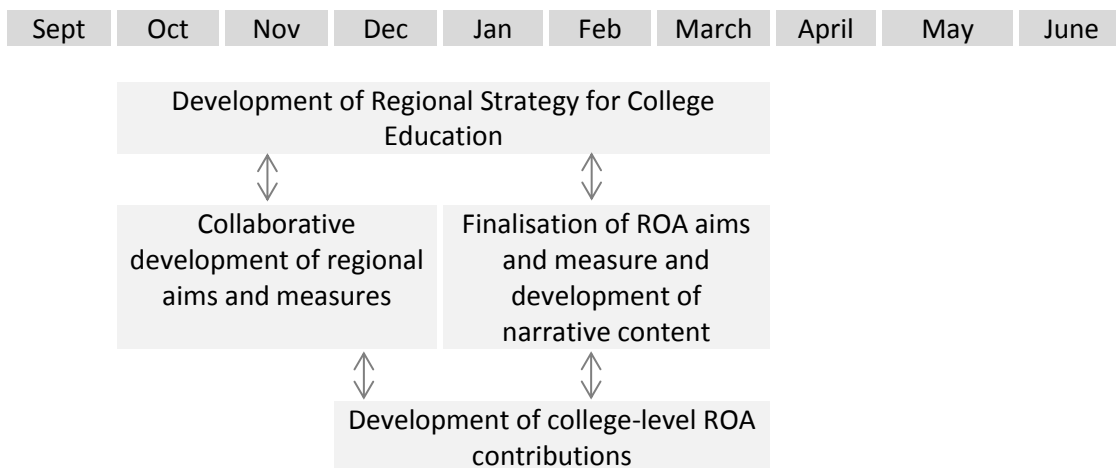
9.4 As the draft 2016/17 ROA curriculum plan suggests minimal change in individual college volumes or activity within price groups, no basis has been developed on which to suggest the approach used to determine Credit funding allocations should be altered. However, it should be noted that work is still ongoing to consider the calculation of assumed fees, alongside a commitment to review the allocation of capital funding.

9.5 A further update on the development of the regional funding model will be provided at the next meeting of the Board.

10. Next Steps

10.1 The SFC deadline for submission of final ROA is 31 March 2017.

10.2 Members agreed the following broad level stages of development for the 2017/18 ROA at the October 31, 2016 meeting of the Board:

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Development of Regional Strategy for College Education

⇕   ⇕

| Collaborative development of regional aims and measures | Finalisation of ROA aims and measure and development of narrative content |

⇕   ⇕

Development of college-level ROA contributions

10.3 Between December 2016 and March the following actions require to be completed

Period	Activity
December 2016	College Boards consider draft ROA regional aims and measures, including potential funding impacts. GCRB Performance and Resources Committee and Board considers draft of ROA, including potential funding impacts.
16 December 2016	SFC deadline for submission of 'first draft' of ROA aims and measures
December - January 2017 (work led by GCRB)	Development of draft ROA document including: • Agreed Priority Outcomes and Outputs • Summary of regional context statement and evidence of curriculum alignment/meeting the needs of learners • Developing the Young Workforce (DYW) and Senior Phase Vocational Pathways plans • Actions to be taken to address Gender and equalities issues and the needs of groups of vulnerable learners,

Period	Activity
	and to improve and increase STEM delivery, work experience opportunities, employer engagement, apprenticeship places. This work to include further college and external stakeholder engagement activity
December - January 2017 (work led by colleges)	Development by assigned colleges of Access and Inclusion strategies and Gender Action Plans. Agreement of contributions to the ROA.
6 February 2017	Performance and Resources Committee considers draft of ROA, college supporting strategies and indicative funding plans.
27 February 2017	Board of GCRB considers draft of regional strategic plan and ROA (with supporting strategies and indicative/final funding)
31 March 2017	Current SFC deadline for submission of final ROA deadline for submission of final ROA
TBC	College Outcome Agreement Funding announced Assigned colleges formally agree with GCRB ROA contribution and associated funding GCRB formally agrees ROA with SFC
April 2017	Publication by SFC of all outcome agreements
22 May 2017	Board of GCRB considers final draft of regional strategic plan

11. Risk Analysis

11.1 Since the ROA will represent GCRB's strategic aspirations, the main risks are those contained in GCRB's risk register. In addition, given the complexity of the Glasgow College Region and the extent of information and targets required by the SFC, there is a risk that the Glasgow ROA may not be completed by the SFC deadline of 31st March, 2017. To mitigate this, a detailed operational plan will be drawn up for the period December to March and the Executive Director will provide regular progress reports to both the GCRB Board and SFC ROA managers.

12. Financial Implications

12.1 Colleges face severe financial challenges, particularly in light of wage increase related cost pressures. The regional funding model seeks to support funding decisions based on evidence, and which are transparent, respond to regional curriculum needs, respect and value assigned college contributions, and support continued financial sustainability.

12.2 The region's financial position is reported to each meeting of the Performance and Resources Committee, and this includes assigned college financial monitoring and forecasting reports.

13. Legal Implications

13.1 No legal implications are identified. However, it is a statutory function of Regional strategic bodies to administer funds and fund assigned colleges.

14. Regional Outcome Agreement Implications

14.1 This paper addresses development of the next Regional Outcome Agreement.

Annex A: Regional context statement and Outcome Agreement template

College region (enter region here)

College regional grouping (list colleges here)

Funding
College region _____ will receive £_____
from the Scottish Funding Council for academic year 2017-18 to plan and deliver
further and higher education in the region.

This funding is on the condition that the college board / regional body signs and commits to
deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2017-18

Priority Outputs to be delivered in AY 2017-18

Signed by College Region	Signed by SFC
Date	Date

Regional Context Statement

1. SFC expects regions to set themselves achievable but stretching aspirations to deliver outcomes and meet the priorities set out in this guidance document. These aspirations should be understood relative to the context of each unique college region.

2. Each Outcome Agreement captures information about its region in a regional context statement. This is produced at the beginning of a three-year cycle of Outcome Agreements, and should be refreshed as necessary during that period. The regional context statement is the means through which we expect colleges, on an annual basis, to set out plans for meeting the needs of learners, employers and communities in the region, consistent with Scottish Government priorities – and, where appropriate, cross region.

3. The ambition and robustness of regional context statements in 2017-18 are of particular importance given the central role of colleges in the delivery of the Developing the Young Workforce – Scotland's Youth Employment Strategy[1].

4. Consistent with last year, this annex sets out the information and analysis we expect colleges to provide in their regional context statements. This aligns with the recommendations relating to colleges contained within DYW: Scotland's Youth Employment Strategy. It is also important to note that although the DYW focuses largely on young people, its messages - particularly in relation to provision which is shaped and supported by employers, and ensuring access to opportunities for all groups - are also highly relevant for all college provision.

Define the region being served, identifying specific areas of need, with reference to:

5. Demographic needs
    *   Population size / demographic profile (working age population, 16-24 year old population).
    *   Patterns of participation (in post-16 education) across the region, identifying any towns / communities with particularly low levels of participation.
    *   Areas of multiple deprivation.
    *   School leaver destinations, and in particular schools with low levels of positive destinations.
    *   Travel to study patterns.
    *   Articulation / progression pattern (using SCQF levels).

6. Economic needs
    *   Economic / employer profile.
    *   Levels and areas of unemployment.
    *   Skill / qualification levels (using SCQF).
    *   Evidence of need/demand.
    *   Evidence of declining or growing industries, or businesses/industries with growth potential.

Evidence and alignment

7. We expect regional context statements to be informed by Skills Investment Plans (SIPs), Regional Skills Assessments (RSAs) and the refreshed underpinning data to be made available later this summer, along with any other relevant national and local labour market intelligence. SFC will support college-level planning by providing information on, for example, population and participation and bespoke analytical support where it is possible.

8. We expect to see the linkages and alignment to local authority Single Outcome Agreements backed up with a short description of the arrangements in place to ensure effective engagement with relevant CPPs. DYW has increased the onus on colleges to jointly plan provision with a

range of stakeholders including local authorities, CPPs, employers, universities and local employability partnerships.

Show how the region will meet the needs of learners

9. Regions should set out their curriculum offer, demonstrating how it meets the needs of the region and any wider interests served by the region. By 'wider interests', we mean learners from other regions and national or other employers and business sectors whose needs (for example, niche / specialist provision) can be better met by the college or a consortium of colleges.

10. This should include:

    • The relationship between assessment of need and curriculum planning at strategic level. For example, this might take the form of a set of guiding principles that the region uses in making strategic decisions about the curriculum. Where relevant, this should reflect the principles set out in Putting Learners at the Centre, matching our expectation that a wide range of non-advanced provision be provided in locations across the region - because people are less likely to travel for such provision - with routes through to advanced level provision concentrated in a smaller number of locations (particularly at HND level SCQF Level 8).

    • Any gaps or over-concentration in provision or opportunities that have been identified in the region's assessment of need / curriculum planning, together with any planned action and a summary of the intended outcomes.

    • An assessment of the extent to which the needs of pupils in the senior phase of Curriculum for Excellence and 16-19 year olds who are not already in learning, training or work (the Opportunities for All guarantee group) in the region are being met effectively, together with an assessment of the implications for the curriculum offer and recruitment strategies and the impact on the region's student profile in the medium term (2-3 years).

    • Any learner interests that are being served beyond the region and the reasons for this (for example, provision of courses which meet a wider need or communities / groups of learners from other regions who are better served by this region for geographical / transport reasons).

Show how the region will deliver *Developing the Young Workforce (DYW)*

11. In the SFC priorities section of the guidance (pages 16-19), we outline the areas in which we expect colleges to make a very significant contribution to the national programme to develop Scotland's young workforce. Given the scale of the ambition, and the sector's central delivery role, each region should build on its DYW Plan as part of its AY 2017-18 regional context statement, setting out the region's key commitments from AY 2017-18. Importantly, it must be jointly developed and agreed with local authorities and schools and other stakeholders such as Skills Development Scotland and employers.

Senior Phase Vocational Pathways

12. Regions should:

    • Explain how they will strengthen existing partnerships and establish new ones – at strategic and operational levels - with local authorities, schools, employers and other stakeholders to support the successful expansion of high quality senior phase

vocational pathways.

- With reference to guidance tools such as the Evaluation Report of the Early Adopter Programme[2] and the School-College Self-Evaluation Tool[3], regional partnerships should outline improvement plans to further develop senior phase pathway planning and their offer, using the SCQF levels.

- Detail the region's overarching strategy, jointly developed with these partners, to:

  o Progressively expand the number of senior phase vocational to fully meet regional demand.

  o Work to ensure alignment of supply and demand for vocational pathways.

  o Ensure gender balance and that provision delivers appropriate support for the participation of groups currently experiencing inequalities in vocational education (including specifically young disabled people, care leavers, young people from black and ethnic minorities and others with additional support needs).

  o Enhance the range and relevance of new pathways, ensuring that the region fully meets its regional need for STEM provision and a strong focus on labour market need.

- Detail the number of projected pathways (including details of the qualifications to be achieved - including SCQF levels), progression routes and places to be made available, and the number (and proportion) of schools with which the region will work to deliver these in AY 2017-18. The introduction of the senior phase vocational cohort measure (measure 16) will capture aspirations for the number of learners on pathways and distinguish this activity from overall schools-college partnership delivery.

- Evidence of how planned pathways for AY 2017-18 align to employer needs.

- Detail planned action to improve gender balance and the representation of key equalities groups on pathways to be offered in AY 2017-18.

Gender and equalities

13.   Our expectations to address gender imbalances at the subject level within colleges link directly to KPI 8 of the Youth Employment Strategy which states that the Scottish Government will *'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.'* These superclasses are Hair / Personal Care Services; Childcare Services; IT: Computer Science / Programming / Systems; Engineering / Technology (gen); Mechanical Engineering; Vehicle Maintenance / Repair; Electrical Engineering; Construction (gen); Build / Construction Operations and Building Services.

14.   Building on the commitments set out in OAs for AY 2016-17 we ask each college to set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Where these do not correspond with those included within the Government's KPI (as outlined in paragraph 1), this should be discussed with your Outcome Agreement Manager. We also ask institutions to identify where they have an imbalance between male and female students within completion *by subject* and to outline the outcomes they hope to achieve in addressing the imbalance in their OAs. This is the minimum we expect to see within the Outcome Agreement.

15. If appropriate, we encourage each institution to align their commitments to tackle gender imbalances, as well as other protected characteristics, with their PSED equality outcomes and to state these outcomes within their Outcome Agreements.

16. In addition, each college is asked to develop their own gender action plan. We would expect these to be developed by July 2017. These should outline the actions the college will undertake to achieve the outcomes outlined in their Outcome Agreement. These should correspond with the aims of SFC's Gender Action Plan[4] with a specific focus on actions that enhance:

    a. Infrastructure.

    b. Influencing the influencers.

    c. Raising awareness and aspiration.

    d. Encouraging applications.

    e. Supporting success. [5]

17. Institutional action plans may sit within broader plans (e.g. Equality Outcomes Plans, regional context statements) but should clearly detail the *specific* actions which will contribute to tackling gender imbalances across all five themes (outlined above) and lead to improved outcomes in the subjects of focus for SFC's Gender Action Plan.

18. Where relevant these actions should be developed in collaboration with regional partners, in particular schools, local authorities and DYW groups and to consider the needs of different groups of students by gender from recruitment and enrolment through to successful completion and employment. We will issue guidance through the OA process giving more detail to support the

19. Colleges' OA commitments and gender action plans should include their contribution to implementing SDS' Equalities Action Plan for Modern Apprenticeships.

STEM

20. Where baseline assessments identify a gap between STEM provision and employer need, colleges should detail plans to meet that gap, including stretching but realistic targets for progress in AY 2016-17, including on equalities. We expect college regions to undertake regional mapping of STEM provision in AY 2017-18 in the development of STEM Strategies.

Work Experience

21. Regions should:

    • With reference to the College Work Placement Standard [6] provide evidence of how college provision meets the standard across curriculum areas and outline improvement plans.

    • Set stretching targets for expansion of work place experience and work placement places in 2017-18, detailing the number of places to be offered and the curriculum areas covered.

    • Make clear the arrangements in place to work with key partners, especially employers, to expand work place experience / work placement in future years, in line with the

national expectation that all vocational courses should include a significant element of this.

- Adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.

Employer Engagement

22. We want to ensure that colleges are responding to employer need within their region and better demonstrate effective engagement with employers.

23. Regions should:

- Outline arrangements to work with Regional DYW Groups to enhance employer engagement in their region.

- Make clear how the region will work with local industry, local authorities, and local employability partnership groups to develop new partnerships, explicitly targeting key regional employers and sectors not currently engaging with the region.

- Maximise existing partnerships to provide additional opportunities and better employment outcomes, (e.g. through more work experience and deeper engagement on the design and delivery of courses).

- Articulate the expected outcomes from this enhanced and expanded employer engagement, including e.g. more relevant course content, enhanced learning and teaching, more and better quality work experience, enhance the employability prospect of students.

- Detail mechanisms developed to ensure provision is significantly informed by labour market need, including through direct engagement with employers and through use of SIPs, RSAs and labour market intelligence.

Apprenticeships

- MAs are a key vehicle for effective workforce development. The recent announcement to increase the number of MAs to 30,000 by 2020 highlights the potential for colleges to make a greater contribution to the development and delivery of high quality MAs and for MAs to form a key part of the overall measurement of colleges' performance.

- College regions should also consider outlining the number of all apprenticeships supported in the region and their aspirations for this area of work. Continuing improvement of quality and flexibility around delivery are key to colleges wishing to increase activity in this area.

- For Measure 5, SFC expects colleges to report on the total number of MA starts contracted from SDS and other industry bodies such as SECTT and CITB.

Show how the region is meeting the needs of groups of vulnerable learners

- Responding to the National Ambition for Care Experienced Students [7], outline the number of care experienced learners in the region and how the college/s in the region are meeting their needs pre-college, during college and after to support these

students into a positive destination.

- Explain the rationale for the region's ambitions, in terms of participation and progression, for the following groups of learners. This should make specific reference to the range of non-advanced provision on offer for the region and progression routes within the curriculum):

  o The priority is for reporting on those who reside in the 10% most deprived postcodes in Scotland, (though we acknowledge that for some regions, SIMD20 may be a more relevant figure).
  o Learners with profound and complex needs.
  o Learners from different protected characteristic groups specifically groups which are under-represented as a student cohort comparative to the region.
  o Communities of interest – including, for example, care experienced, carers.
  o Other groups deemed relevant to the region.

Show how the region has the necessary capacity and capability to deliver regional and national priorities

- Outline the region's CPD plan, demonstrating how it aligns to and supports delivery of, the regional context statement and associated leadership, planning and management.

- Given the priority attached to delivery of the national programme to Develop the Young Workforce, the plan should make explicit the specific needs of management, teaching and support staff. The region should consider this with partners and set out in the plan the jointly agreed priorities for AY 2016-17.

- Demonstrate how the region will contribute to the aims of the National Gaelic Language Plan.

- The plan should include specific reference to CPD for relevant staff who work with Senior Phase pupils to ensure all staff who advise, support and teach learners can provide relevant employment advice and support. It should also demonstrate how colleges plan to develop cross sector joint CPD activities to develop a better understanding of senior phase vocational pathways across sectors.

Annex B: Scottish Funding Council Template for Glasgow Region ROA Targets

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(a)* The volume of Credits delivered								
The volume of Credits delivered (core)	**372,863**	148,610	129,615	94,638				
info. Core Credits target (region)	See Note 1							
info. % towards core Credits target (region)	See Note 1							
The volume of Credits delivered (ESF)	TBC	TBC	TBC	TBC				
The volume of Credits delivered (core + ESF)	TBC	TBC	TBC	TBC				
info. The volume of wSUMs delivered	**469,587**	178,211	167,912	123,463				
info. % towards core wSUMs target	**103.8%**	39.4%	37.1%	27.3%				
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24								
Volume of Credits delivered to learners aged 16-19	**173,136**	71,192	64,417	37,527				
Proportion of Credits delivered to learners aged 16-19	**46.4%**	47.9%	49.7%	39.7%				
Volume of Credits delivered to learners aged 20-24	**89,589**	38,656	30,407	20,525				
Proportion of Credits delivered to learners aged 20-24	**24.0%**	26.0%	23.5%	21.7%				
info. Volume of Credits delivered to full-time learners	**271,951**	119,334	94,441	58,176				
Volume of Credits delivered to full-time learners aged 16-19	**142,881**	65,842	50,965	26,074				
Proportion of Credits delivered to full-time learners aged 16-19	**52.5%**	55.2%	54.0%	44.8%				
Volume of Credits delivered to full-time learners aged 20-24	**72,322**	33,438	23,630	15,254				
Proportion of Credits delivered to full-time learners aged 20-24	**26.6%**	28.0%	25.0%	26.2%				

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
Volume of Credits delivered to learners in the most deprived 10% postcode areas	**108,561**	36,419	36,409	35,733				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	**29.1%**	24.5%	28.1%	37.8%				
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers								
Gender -								
Volume of Credits delivered to Male learners	**189,589**	73,974	62,065	53,550				
Proportion of Credits delivered to Male learners	**50.8%**	49.8%	47.9%	56.6%				
Volume of Credits delivered to Female learners	**183,209**	74,588	67,549	41,072				
Proportion of Credits delivered to Female learners	**49.1%**	50.2%	52.1%	43.4%				
Volume of Credits delivered to Other learners	**64**	49	0	16				
Proportion of Credits delivered to Other learners	**0.02%**	0.03%	0.00%	0.02%				
Ethnicity -								
Volume of Credits delivered to BME learners	**51,382**	19,491	20,929	10,961				
Proportion of Credits delivered to BME learners	**13.8%**	13.1%	16.1%	11.6%				
Disability -								
Volume of Credits delivered to students with a known disability	**46,848**	11,112	22,472	13,263				
Proportion of Credits delivered to students with a known disability	**12.6%**	7.5%	17.3%	14.0%				
Care Experience -								
Volume of Credits delivered to students with Care Experience	**951**	601	0	350				
Proportion of Credits delivered to students with Care Experience	**0.26%**	0.40%	0.00%	0.37%				

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	**348**	28	118	202				
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	**1,416**	240	379	797				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	**0.4%**	0.2%	0.3%	0.8%				
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	**8,101**	1,136	4,387	2,579				
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	**2.2%**	0.8%	3.4%	2.7%				
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)								
Volume of Credits delivered at HE level	See Note 2							
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2							
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2							
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
Volume of Credits delivered to learners enrolled on STEM courses	**76,902**	21,721	31,858	23,323				
Proportion of Credits delivered to learners enrolled on STEM courses	**20.6%**	14.6%	24.6%	24.6%				
4(a)* Proportion of enrolled students successfully achieving a recognised qualification								
The number of FT FE enrolled students achieving a recognised qualification	**5,455**	1,717	2,353	1,385				
The total number of FT FE enrolled students	**8,236**	2,398	3,665	2,173				
The percentage of FT FE enrolled students achieving a recognised qualification	**66.2%**	71.6%	64.2%	63.7%				
The number of PT FE enrolled students achieving a recognised qualification	**10,640**	2,536	4,011	4,093				
The total number of PT FE enrolled students	**13,895**	3,304	5,656	4,935				

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The percentage of PT FE enrolled students achieving a recognised qualification	76.6%	76.8%	70.9%	82.9%				
The number of FT HE enrolled students achieving a recognised qualification	8,081	4,507	2,121	1,453				
The total number of FT HE enrolled students	10,900	5,912	2,914	2,074				
The percentage of FT HE enrolled students achieving a recognised qualification	74.1%	76.2%	72.8%	70.1%				
The number of PT HE enrolled students achieving a recognised qualification	2,190	812	728	650				
The total number of PT HE enrolled students	2,749	977	879	893				
The percentage of PT HE enrolled students achieving a recognised qualification	79.7%	83.1%	82.8%	72.8%				
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification								
The number of MD10 FT FE enrolled students achieving a recognised qualification	1,772	489	714	569				
The total number of MD10 FT FE enrolled students	2,713	719	1,095	899				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	65.3%	68.0%	65.2%	63.3%				
The number of MD10 PT FE enrolled students achieving a recognised qualification	3,812	1,083	1,385	1,344				
The total number of MD10 PT FE enrolled students	5,210	1,438	2,014	1,758				
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	73.2%	75.3%	68.8%	76.5%				
The number of MD10 FT HE enrolled students achieving a recognised qualification	1,478	700	437	341				
The total number of MD10 FT HE enrolled students	2,153	990	635	528				
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	68.6%	70.7%	68.8%	64.6%				
The number of MD10 PT HE enrolled students achieving a recognised qualification	329	114	80	135				
The total number of MD10 PT HE enrolled students	446	148	102	196				
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	73.8%	77.0%	78.4%	68.9%				

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	**0**	0	0	0				
The total number of Senior Phase FT FE enrolled students	**0**	0	0	0				
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	**-**	-	-	-				
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	**198**	20	62	116				
The total number of Senior Phase PT FE enrolled students	**295**	27	81	187				
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	**67.1%**	74.1%	76.5%	62.0%				
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	**0**	0	0	0				
The total number of Senior Phase FT HE enrolled students	**0**	0	0	0				
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	**-**	-	-	-				
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	**30**	1	27	2				
The total number of Senior Phase PT HE enrolled students	**42**	1	37	4				
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	**71.4%**	100.0%	73.0%	50.0%				
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	See Note 3							
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	See Note 4							
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	**2,796**	1,377	848	571				
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**1,329**	735	340	254				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**47.5%**	53.4%	40.1%	44.5%				

National Measure	Glasgow Region 2014-15	City of Glasgow College	Glasgow Clyde College	Glasgow Kelvin College	Target 2017-18	Target 2018-19	Target 2019-20	Notes
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
The total number of full-time FE college qualifiers (confirmed destinations)	**5,417**	1,765	2,304	1,348				
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	**5,307**	1,706	2,277	1,324				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	**98.0%**	96.7%	98.8%	98.2%				
The total number of full-time HE college qualifiers (confirmed destinations)	**4,436**	2,738	1,099	599				
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	**4,296**	2,656	1,063	577				
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	**96.8%**	97.0%	96.7%	96.3%				
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 5							
10 Gross carbon footprint	See Note 6							

Note 1 - Credits targets introduced in 2015-16
Note 2 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.
Note 3 - Data not available. Colleges to provide.
Note 4 - Data available from 2015-16.
Note 5 - Data available from 2015-16.
Note 6 - The SG passed legislation in 2015 to make reporting mandatory. Data will be available in early 2017. A trial run was held in 2015 and most institutions submitted reports which can be viewed on the Keep Scotland Beautiful website.

Annex C: Draft ROA SIMD10 Targets for Assigned Colleges

(Note: figures do not include additional efficiency Credits or any additional SFC funded growth)

	Regional Targets			17/18 College Targets			18/19 College Targets			19/20 College Targets		
	17_18	18_19	19_20	CoG	GCC	GKC	CoG	GCC	GKC	CoG	GCC	GKC
Total core credit target	368,574	368,574	368,574	169,431	121,401	77,742	169,431	121,401	77,742	169,431	121,401	77,742
ESF Credit Target	19,106	12,000	12,000	9,641	7,069	2,396	6,000	4,000	2,000	6,000	4,000	2,000
Total Credit Target	387,680	380,574	380,574	179,072	128,470	80,138	175,431	125,401	79,742	175,431	125,401	79,742
Volume of Credits delivered to 10% SIMD	112,783	116,469	120,155	44,052	37,634	31,097	45,746	38,848	31,874	47,441	40,062	32,652
Proportion of Credits delivered to 10% SIMD	29.1%	30.6%	31.6%	24.6%	29.3%	38.8%	26.1%	31.0%	40.0%	27.0%	31.9%	40.9%
Proportion of Credits 10% SIMD (not incl ESF)	30.6%	31.6%	32.6%	26.0%	31.0%	40.0%	27.0%	32.0%	41.0%	28.0%	33.0%	42.0%