



**Glasgow Colleges Strategic Partnership
and
Scottish Funding Council
Regional Outcome Agreement
2012/13**

Glasgow Colleges Strategic Partnership and Scottish Funding Council Regional Outcome Agreement 2012/13

From academic year 2012/13 funding to colleges will be distributed to the regional body responsible for planning and delivering college education provision in that region. This funding will be allocated on the basis of an outcome agreement between the college region and the Scottish Funding Council (SFC), setting out the activities the region will undertake and the contribution that it is expected to make to nationally agreed outcomes.

The seven colleges within the Glasgow region (Anniesland College, Cardonald College, City of Glasgow College, John Wheatley College, Langside College, North Glasgow College and Stow College) under the auspices of the Glasgow College Strategic Partnership (GCSP) will receive £ 76,664,835 core funding from the SFC for academic year 2012/13 to plan and deliver Further and Higher Education in the Glasgow region.

This funding is on the condition that the regional body signs and commits to deliver the outcomes detailed within this agreement document. Delivery of these outcomes by the GCSP will seek to support the achievement of the following four Glasgow region priority impacts:

1. An efficient, regional college structure that meets the needs of Glasgow and Scotland.
2. Fewer young people in Glasgow and Scotland not in employment, education or training.
3. More learners develop the appropriate skills needed to get a job, keep a job or get a better job.
4. More learners achieve qualifications and progress to further study.

For the Scottish Funding Council:


Signed:

Position:


Date:

.....
.....
.....

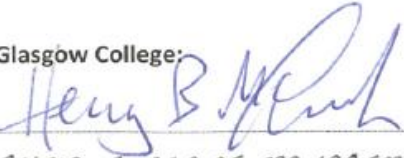
For Anniesland College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012


For Cardonald College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

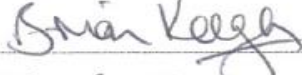
For City of Glasgow College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

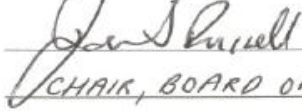
For John Wheatley College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

For Langside College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

For North Glasgow College:

Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

For Stow College:


Signed: 
Position: CHAIR, BOARD OF MANAGEMENT
Date: 29 JUNE 2012

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The Glasgow Context for Further Education

Introduction

GCSP seven Further Education colleges provide educational services across a range of venues within the Glasgow city region, including at main campus buildings identified on the map below.

Figure 1 - Locations of GCSP College Main Campuses



- | | |
|----------------------------|--------------------------|
| 1. Anniesland College | 5. Langside College |
| 2. Cardonald College | 6. North Glasgow College |
| 3. Stow College | 7. John Wheatley College |
| 4. City of Glasgow College | |

In 2010/11, GCSP colleges delivered approximately 18 million hours learning to 66,232 students over 82,887 enrolments. This represented approximately 22% of all Further Education activity across Scotland. The table below provides a summary of this activity.

Figure 2 – GCSP College Delivery, 2010/11

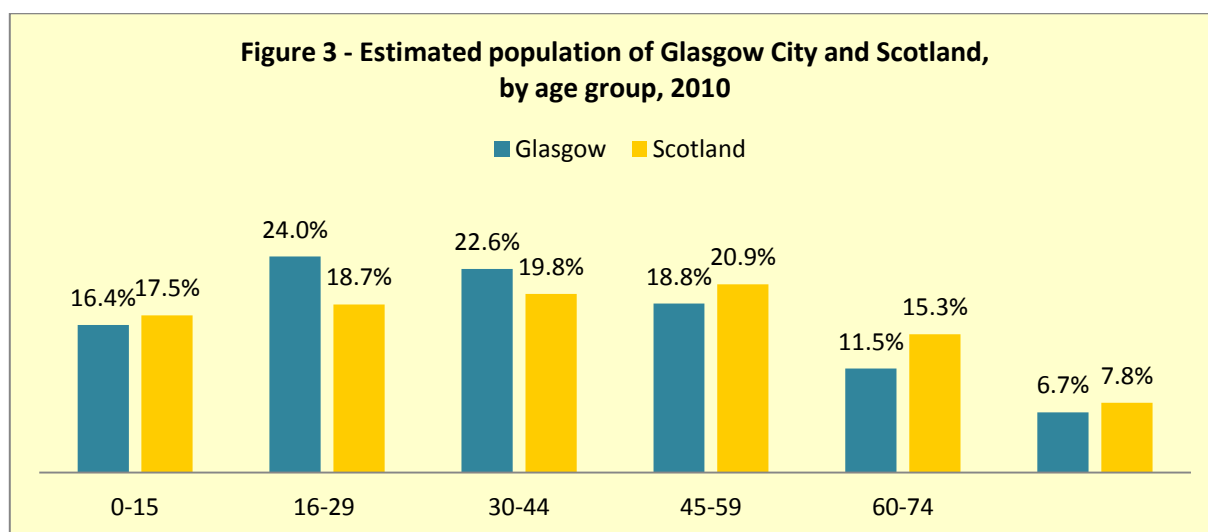
Provider	Enrolments	Students	Hours learning
Anniesland College	5,957	5,068	1,843,504
Cardonald College	12,865	10,570	2,633,459
City of Glasgow College	34,371	26,735	6,845,578
John Wheatley College	12,716	8,435	1,196,314
Langside College	7,245	6,547	2,134,027
North Glasgow College	4,606	4,438	1,756,159
Stow College	5,127	4,439	1,605,934
Glasgow Region	82,887	66,232	18,014,975
Scotland	18,014,975	314,585	82,791,856

Source: Scottish Funding Council *In Fact* website, <https://stats.sfc.ac.uk/infact/>

Glasgow’s Population

In 2010, Glasgow’s population was recorded as 592,000, accounting for 11.4% of Scotland’s population. As shown by the chart below, Glasgow has greater proportions of adults aged 16-29 and 30-44 and relatively smaller numbers of 0-15 and 60+ years.

Figure 3 - Estimated population of Glasgow City and Scotland, by age group, 2010



Source: Office for National Statistics (2011)

The working-age population in Glasgow, at 414,000, is around 70% of the resident population, against a Scotland rate of 65.7%.

The death rate per 1000 residents in Glasgow aged 65+years is 61%, against a Scottish rate of 50%. Life expectancy for Glasgow males at birth is 71.6 (although there are significant variations on this within the city) against a Scotland figure of 75.8.

There is currently a net inflow of 2,866 people per year into Glasgow City with the 16-29 years age group accounting for the largest group of these in-migrants to the city. Glasgow City Council estimate that 66,885 people from Black and Minority Ethnic (BME) communities currently reside in the city.

Glasgow's Economy

In 2008 Glasgow's total jobs were estimated at 413,000 jobs, with the employment density rate in Glasgow approximately 1.08 jobs per resident compared to a Scottish national rate of 0.78. The table below shows the 10 largest employment sectors in Glasgow in terms of number of jobs.

Figure 4 - Glasgow's 10 Largest Employment Sectors

Employment Sector	% All City Employment
Real estate, renting and business activities*	21%
Health	16%
Retail and wholesale	14%
Education	8%
Public Admin and defence	7%
Construction	7%
Hotel and Restaurant	6%
Financial Services	6%
Transport, storage and communications	5%
Engineering and Manufacturing	4%

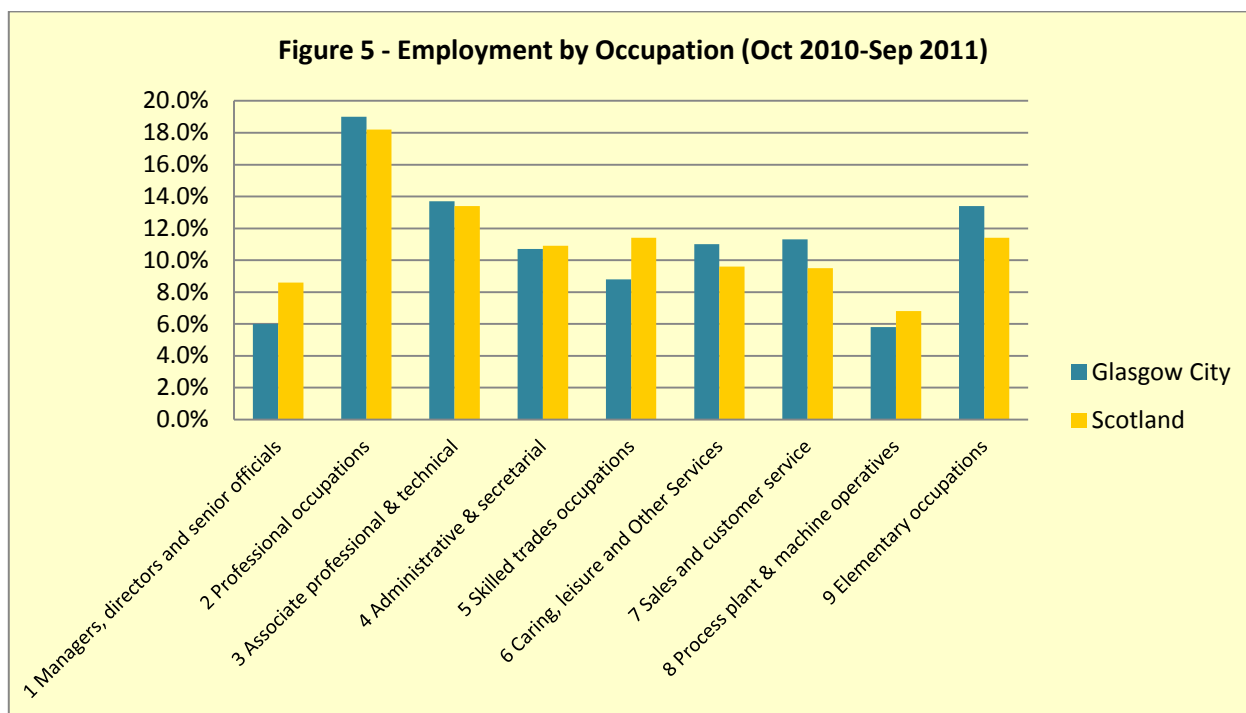
Source: *Report to the Glasgow Economic Commission: Glasgow's Economic Performance 2000-2010*,

Slims Consulting, 2011

*In addition, this category includes employment in wide range of other business activities including software publishing, accounting and bookkeeping, legal activities, advertising, market research, industrial cleaning and others.

In terms of occupation types, Glasgow has proportionately fewer managers, directors and senior officials and skilled trades occupations and more elementary occupations, sales and customer service and caring, leisure positions than Scotland as a whole as shown by the chart below.

Figure 5 - Employment by Occupation (October 2010-September 2011)



Source: Office for National Statistics Website, 2012

In 2009, business registration in Glasgow was higher than that for Scotland as a whole with 12.7% of businesses newly registered for VAT, against a Scottish figure of 10.3%. However, in the same year, 9.3% of businesses in Glasgow were deregistered against a Scotland wide figure of 6.8%.

For full-time workers resident in Glasgow, the gross weekly wage is £460.40, which is lower than that for Scotland (£490.60). In contrast, workplace based analysis suggests that the full-time gross weekly wage in Glasgow is £489.10, indicating that a proportion of higher than average paid jobs are held by those resident outwith the city.

Economic Activity in Glasgow

A 2011 economic activity report for the Glasgow Economic Commission suggested that although Glasgow had made good progress in increasing economic activity rates, economic activity rates in the city remained low in a Scottish and greater Glasgow context as shown by the table below.

Figure 6 - Scotland, Greater Glasgow and Glasgow City Economic Activity Rates, 2000-2009



Source: *Annual Population Survey*, Working age resident population = 16-59 for women and 16-64 for men

* Greater Glasgow includes Glasgow City plus East Dunbartonshire, East-Renfrewshire, Inverclyde, North Lanarkshire, South Lanarkshire and Renfrewshire.

In 2010, Glasgow City's employment rate was recorded as 62.1% compared to an average employment rate of 71.0% in Scotland.

The city has an unemployment rate of 11.2% (at September 2011) against an unemployment rate in Scotland of 7.9%. At February 2012, Job Seekers Allowance (JSA) is claimed by 6.2% of Glasgow's resident working age population against a Scotland-wide rate of 4.4%.

Of these Glasgow JSA claimants, 9.2% were in the 18-24 age bracket compared to a Scotland rate of 8% for the same age category. A Glasgow Community Planning Partnership publication from February 2012 identified 1,070 young people as not in employment, education or training. Skills Development Scotland report that following on from the end of school session 2010/11, 20% of 'unemployed seeking' young people had been so for 6 months or more.

21.1% of Glasgow's working age population claim key out-of-work benefits compared to a national figure for Scotland of 13.9%. Around 15.8% of working age adults are claiming Employment Support Allowance and Incapacity Benefits, almost twice that for Scotland (8.1%).

Glasgow's role as a city region has a significant impact on the city economy. In 2011 Skills Development Scotland reported that the influence of Glasgow and Edinburgh extended well beyond current Structure Plan areas and that for Glasgow, in addition to the existing Glasgow and Clyde Valley Structure Plan area, there were strong links with North Ayrshire and Stirling. The map below shows travel-to-work boundaries for each city within which more than 10% of the resident population work in the city.

Figure 7 - Travel-to-work Areas for Scotland's Four Largest Cities



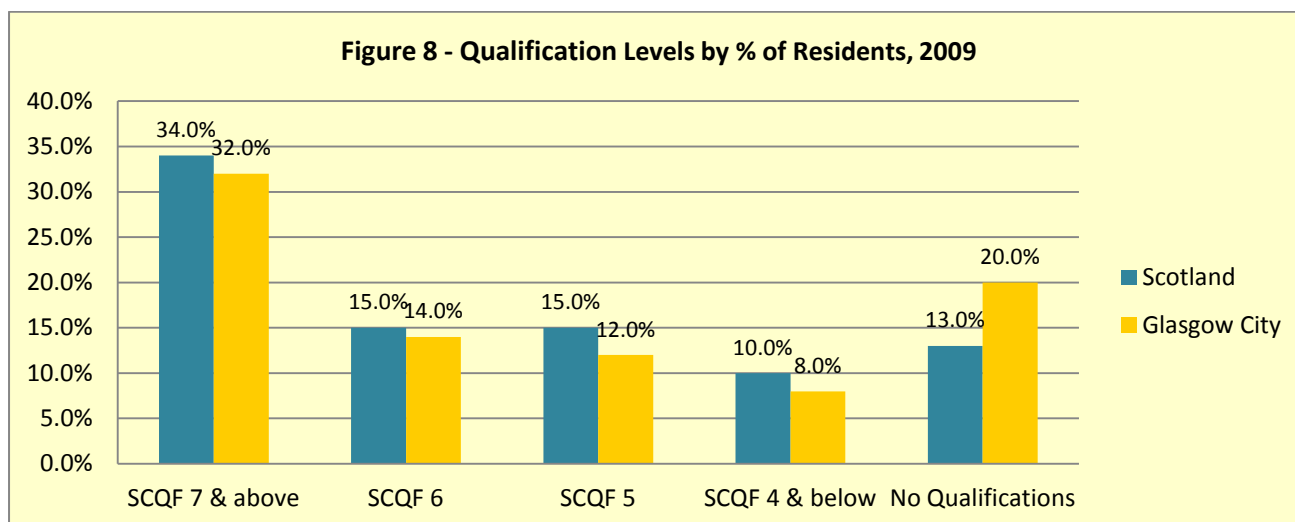
Source: *Spotlight on City-Regions*, Skills Development Scotland Website, 31/10/11

The office for National Statistics reports that Scotland's major cities draw workers in from surrounding authorities which may not have the same range or depth of local employment and that in a Scottish context, this was most prominent in East Renfrewshire and East Dunbartonshire where 80.3% and 70.2% of those employed travelled outwith the council area to their place of work. Census data from 2001 indicated that 158,000 people who lived outside Glasgow journeyed into the city to work.

Qualifications Levels in Glasgow

As shown by the chart below, whilst qualifications levels of SCQF 7 and above for residents in Glasgow City are of a similar level to the Scottish average, the proportion of those with low levels or no qualifications are significantly greater in Glasgow as compared to Scotland as a whole.

Figure 8 - Qualification Levels by % of Residents, 2009



Source: Report to the Glasgow Economic Commission: Glasgow's Economic Performance 2000-2010, Slims Consulting, 2011

In terms of school pupil achievement rates, 24% of Glasgow's pupils achieve 5 or more awards at credit level (SCQF5) against a figure of 35% for Scotland. At Higher level (SCQF 6), 33% achieve 1 or more Higher against a Scotland wide figure of 44%.

Destinations of School Leavers reflect Glasgow's lower than average performance in terms of school pupil performance. For example, in 2010/11, 28% of Glasgow School leavers progressed to HE and 29% to FE, compared to 36% and 27% nationally. Of the 4,750 school leavers in Glasgow in 2010/11, 19% went on to employment and 13% became unemployed. For Scotland, the figures were 20% into employment and 11% unemployed.

Deprivation in Glasgow

Glasgow City is the local authority with the largest proportion of its datazones (41%) in the 15% most deprived. In addition, a higher proportion of its working age population (19.2%) experience employment deprivation than in any other local authority, and at 26.4% a higher proportion of its population also experience income deprivation than in any other local authority.

A 2011 Skills Development Scotland report on those not in employment, education and training reported that 56% of these young people resided in datazones which make up the most deprived deciles in Scotland.

Another indicator of child poverty – the Free School Meal Entitlement – illustrates the relatively deprived position of children in Glasgow where 29.3% of the school population claim this entitlement, against a Scotland figure of 15.2%.

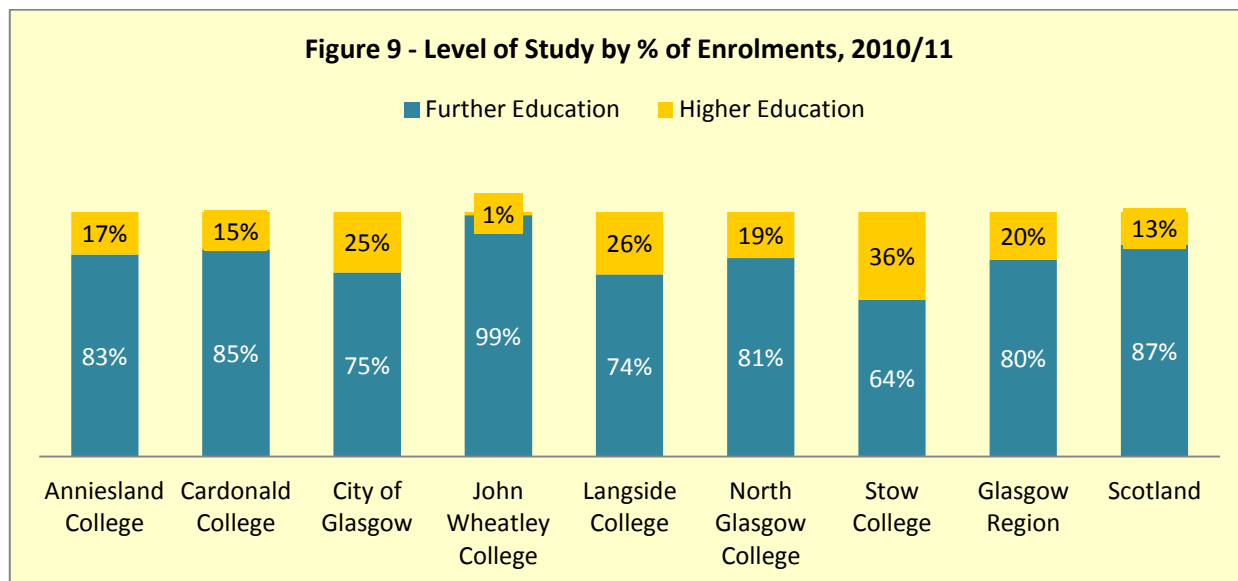
GCSP College Learners

(Note: further information on GCSP colleges is contained in Appendix 1).

Level of Study

Of the 82,887 GCSP college enrolments across the Glasgow Region in 2010/11, 80% were at Further Education level (SCQF 6 and below) compared to 87% across Scotland as a whole, as indicated in the chart below.

Figure 9 - Level of Study by % of Enrolments, 2010/11

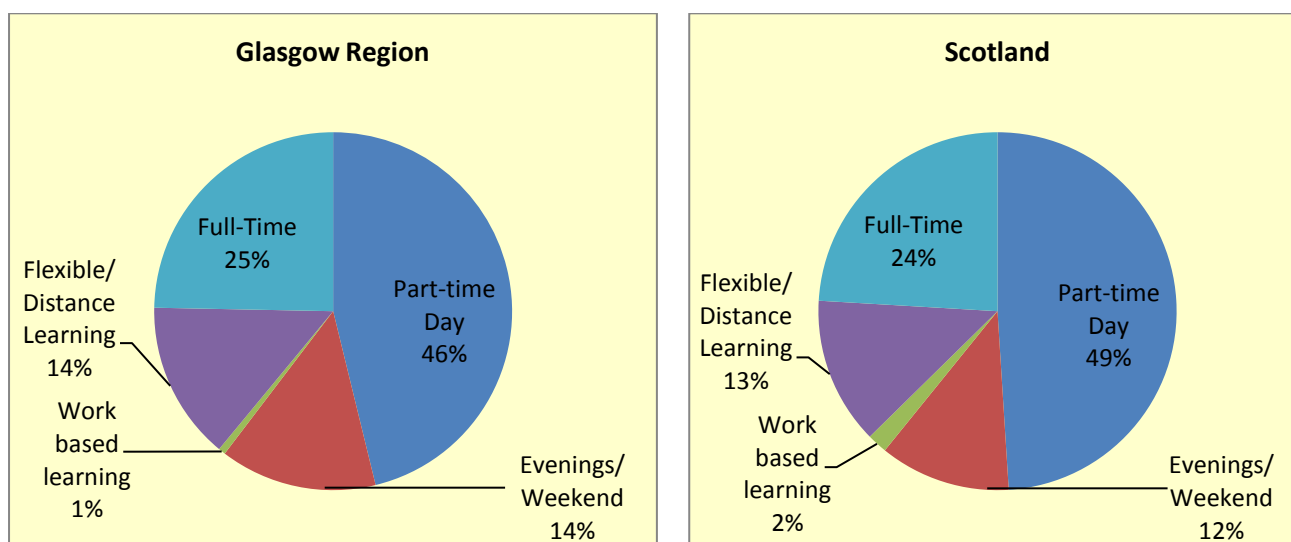


Source: Scottish Funding Council *In Fact* website, <https://stats.sfc.ac.uk/infact/>

Mode of Study

In terms of mode of study, Glasgow has a slightly lower proportion of part-time day enrolments compared to Scotland as a whole (46% and 49% respectively) and slightly more flexible learning and evening and weekend provision as shown by the charts below.

Figure 10 - Mode of Study by % of Enrolments, 2010/11

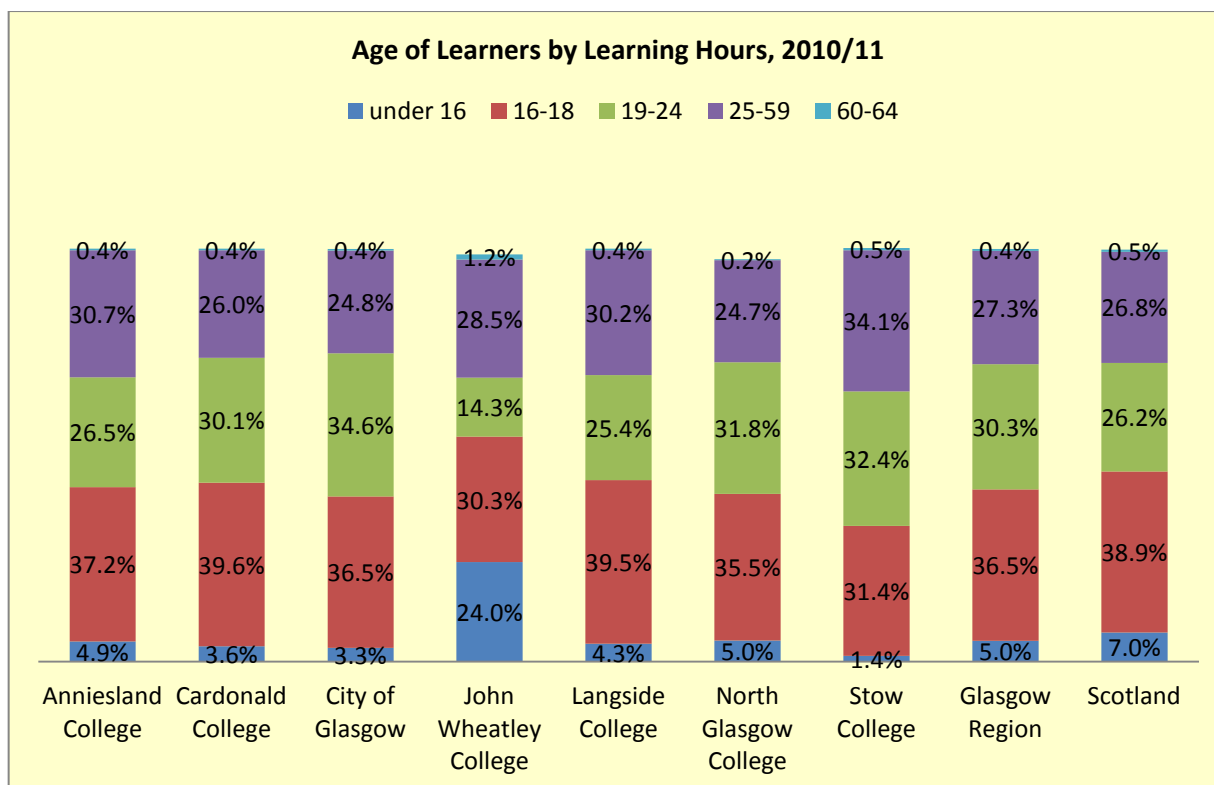


Source: Scottish Funding Council *In Fact* website, <https://stats.sfc.ac.uk/infact/>

Age

In terms of age profile of GCSP college learners, of total learning hours delivered by the seven Glasgow region colleges, in 2010/11 almost three quarters (72%) were delivered to learners aged 24 or younger (note: figures in chart ascend in age).

Figure 11 - Age of Learners by % of Learning Hours, 2010/11



Source: Scottish Funding Council *In Fact* website, <https://stats.sfc.ac.uk/infact/>

Ethnicity

With respect to ethnicity, almost all GCSP colleges have a significantly higher than average proportion of Black and Minority Ethnic (BME) college enrolments as shown in the table below.

Figure 12 - Ethnicity of Learners by % of Enrolments

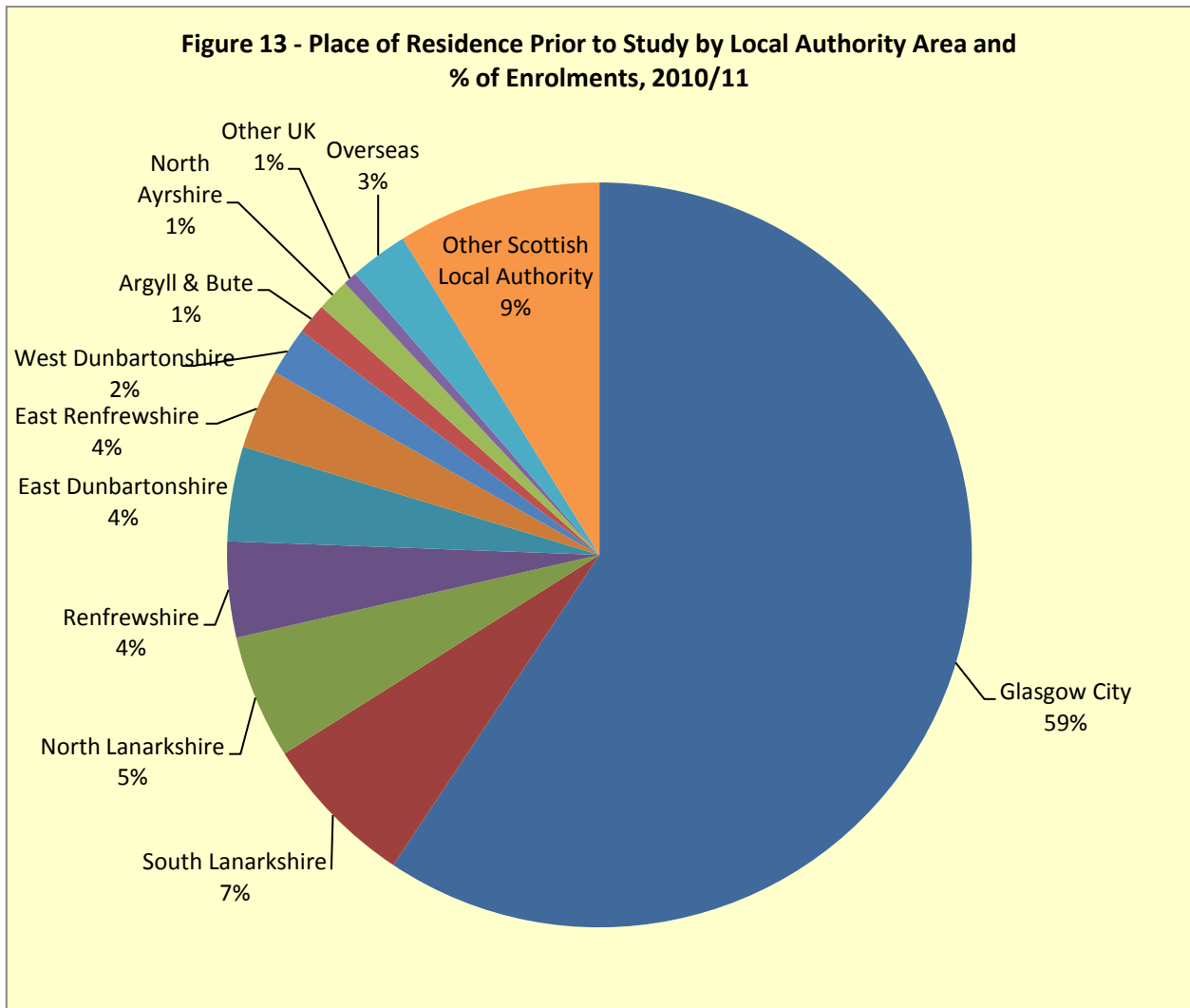
Provider	% of FE Enrolments Categorised as BME
Anniesland College	17.1%
Cardonald College	9.6%
City of Glasgow	14.6%
John Wheatley College	5.0%
Langside College	18.0%
North Glasgow College	8.6%
Stow College	16.0%
Scotland	5.6%

* Source: *Learning for All*, Scottish Funding Council, 2011.

Place of Residence

Approximately 60% of GCSP college learners are resident within the Glasgow City region prior to undertaking study as shown by the chart below.

Figure 13 - Place of Residence Prior to Study by Local Authority Area and % of Enrolments, 2010/11



Source: Scottish Funding Council *In Fact* website, <https://stats.sfc.ac.uk/infact/>

Glasgow College Strategic Partnership Outcomes

Building on the Scottish Government’s pre-legislative paper *Putting Learners at the Centre*, published on 14 September 2011, the Scottish Funding Council have identified five outcome areas:

1. Efficient regional structures.
2. Right learning in the right place.
3. High quality and efficient learning.
4. A developed workforce.
5. Sustainable institutions.

The table below indicates how these five outcomes relate to the GCSP Priority Impacts listed on page 2 of this document:

Figure 14 - Relationship between GCSP Priority Impacts and Outcomes

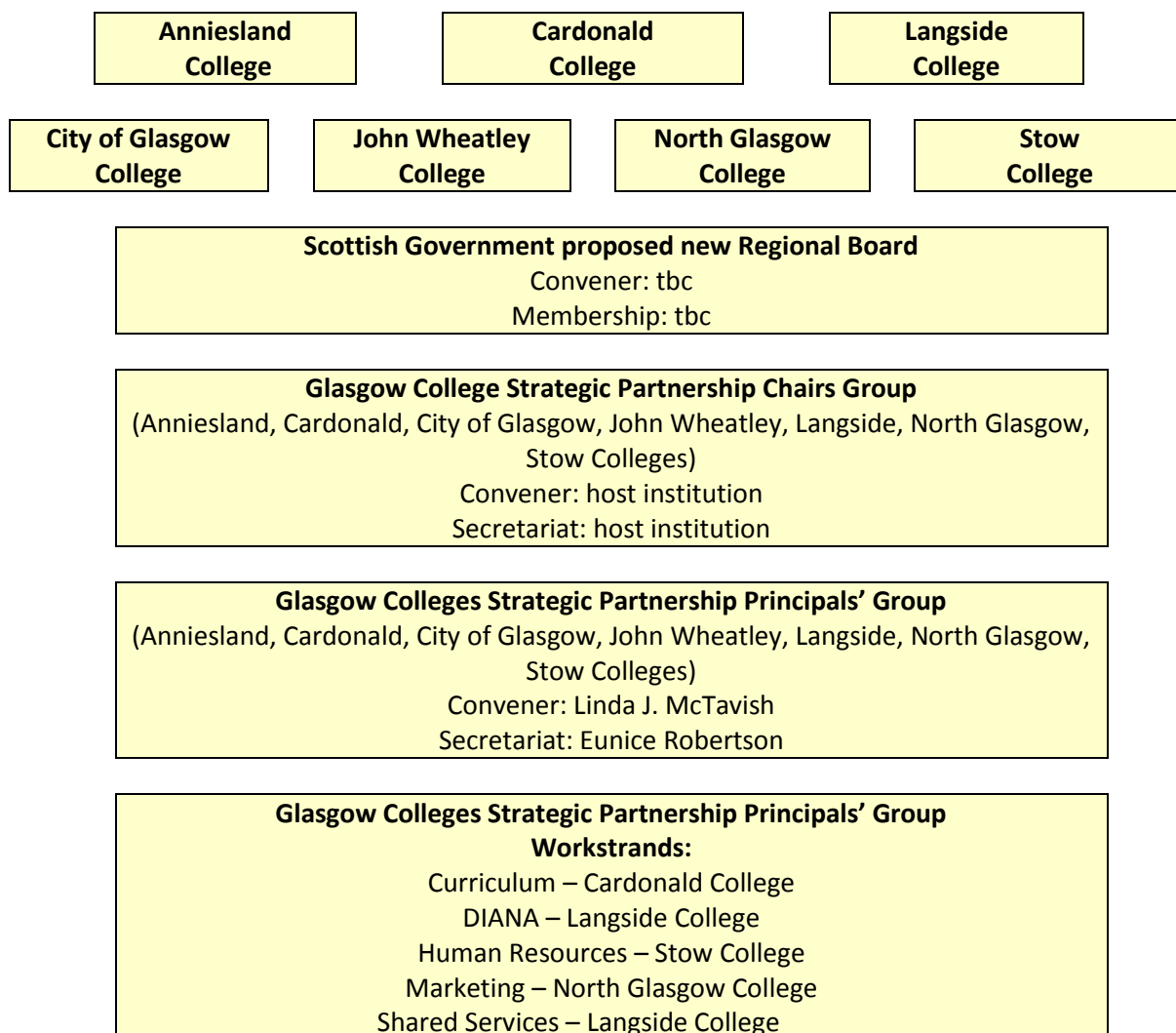
GCSP Priority Impacts	Related Outcomes				
	1. Efficient Regional Structures	2. Right Learning In The Right Place	3. High Quality and Efficient Learning	4. A Developed Workforce	5. Sustainable Institutions
1. An efficient, regional college structure that meets the needs of Glasgow and Scotland.	✓	✓	✓	✓	✓
2. Fewer young people in Glasgow and Scotland not in employment, education or training.		✓	✓	✓	
3. More learners develop the appropriate skills needed to get a job, keep a job or get a better job.		✓	✓	✓	
4. More learners achieve qualifications and progress to further study.		✓	✓		

Achievement of these GCSP Priority Impacts and Outcomes will also support the delivery of the Scottish Government’s *Opportunities for All* guarantee through prioritisation of places for 16 to 24 year olds.

Outcome 1 - Efficient Regional Structures

The Glasgow Colleges Strategic Partnership (GCSP) has been formed by all seven of Glasgow’s College Boards of Management, as a strategic framework within which all colleges will cooperate to build an efficient, regional Further Education structure that meets the needs of Glasgow and Scotland. The agreed vision of the GCSP is to, “...advance the economic and social regeneration of Glasgow and the development of the national economy, through the provision of high quality learning experiences which meet the needs and aspirations of individuals, our communities and employers.” The diagram below provides an overview of the governance structures relating to the GCSP.

Figure 15 - Glasgow Region Governance Structures: Glasgow Colleges Strategic Partnership (May 2012)



The GCSP framework is designed to be independent of the number of colleges in the region and recognises that the current total of seven colleges is likely to reduce to three through mergers. All commitments and actions engaged through GCSP will continue through such structural changes, the accountabilities transferring from any one of the original colleges to the new merged college of which it forms part.

In January 2012, the GCSP chairs developed a set of 'Strategic Lines' which set out pathways to build effective and efficient operations throughout the region extending the partnership model of working to Glasgow City Council, universities, schools, employers, government agencies, Third Sector organisations and other appropriate parties. Appendix 2 contains a summary of these 'Strategic Lines' as at May 2012. Optimisation of college operations in the region through transformational change is a key driver within the GCSP strategic framework and will lead to efficient and effective provision as demonstrated in the initial targets defined within this outcome agreement. Exemplifying this partnership-based approach to planning of provision, Appendix 3 provides a summary report of a GCSP external stakeholder consultation event relating to the drafting of this regional outcome agreement.

Delivering Outcome 1 - Efficient Regional Structures

Objective	Activities	Timescale
<p>1. To reduce the number of colleges within the Glasgow region.</p>	<p>GCSP colleges will contribute to the delivery of efficient regional structures as part of a pre-merger/post-merger reporting process. In summary this has three aspects:</p> <ul style="list-style-type: none"> - The City of Glasgow College will continue to develop its governance arrangements, delivery systems and structures as well as reporting directly to the Scottish Funding Council and Scottish Government on post-merger progress. - The South and West city colleges (Anniesland, Cardonald and Langside) under the working title of 'Clyde College' will instigate a due diligence process with an aspiration to merge by August 2013. - The North and East city colleges (John Wheatley, North Glasgow and Stow) will explore the merger options and will instigate a due diligence process. 	<p>August 2013 (aspirational)</p>
<p>2. Deliver the SFC target of 424,370 plus an additional 1.5% WSUMs to meet the required efficiency saving for AY 12/13.</p>	<p>GCSP colleges will provide an additional 1.5% WSUMs above the indicative WSUM targets as set out in SFC Circular SFC/02/2012. This will be achieved through all of GCSP colleges delivering additional 1% WSUM activity and City of Glasgow College proving a further 0.5% of regional WSUM target activity (see Appendix 4 for 2012/13 regional target data).</p> <p>Places for young people aged 16 – 19 followed by those aged 20-24 will be prioritised and informed through joint working with Glasgow Youth Employability Partnership and the Glasgow City Education Department. Baseline data on the number of 16-19 year olds on college programmes in 2011/12 will be established and used to inform future Regional Outcome Agreement targets. This will be known after the audit of 2011/12 in November 2012.</p>	<p>November 2012 (SUMs Audit)</p> <p>November 2013 (SUMs Audit)</p>

Objective	Activities	Timescale
<p>3. To have discussed and agreed with SFC and key stakeholders by January 2013, the balance of learning provision to meet the needs of employers and learners.</p>	<p>GCSP will develop a system for Regional planning of curricula and agreed allocation of funding to support delivery. This work will include:</p> <ul style="list-style-type: none"> - Identification and adoption of regional planning approach by fundable bodies. - Agreement of regional planning timetable for 2013/14. - Response to June 2012 consultation process. - Agreement of regional plan. - Review of planning for 2012/13 and commencement of 2013/14 planning. 	<p>January 2013</p>

Outcome 2 - Right Learning in the Right Place

GCSP colleges are committed to meeting learner needs by providing appropriate learning opportunities, skills and qualifications, ensuring that fewer young people in Glasgow and Scotland not in employment, education or training. The focus of GCSP colleges is to provide ease of access to, and progress within, learning to ensure that more learners develop the appropriate skills needed to get a job, keep a job or get a better job and that more learners achieve qualifications and progress to further study.

The GCSP is committed to a curriculum which is inclusive, challenging, engaging and aspirational, provides personalisation and choice, develops skills for learning, life and work, provides breadth, depth and progression, is relevant and responsive to employment opportunities and needs, and reflects the needs of key partners. All of GCSP colleges undertake annual reviews of their curriculum against identified regional and national economic and skills needs and use this to inform their curriculum portfolio for the coming year and beyond. Through the formation of the GCSP Curriculum Group there has been some early work carried out to establish the range, level and volume of full time programmes being offered by the colleges in the Glasgow region and sharing of information between colleges on planned changes in relation to the impact of funding reductions, including the impact of voluntary severance on the curriculum portfolio on offer in both sessions 2011/12 and 2012/13.

In session 2012/13 there will be a full review of the regional curriculum portfolio leading to a realignment of provision across the region. Currently GCSP colleges provide unique national specialisms and in addition, GCSP colleges support a number of national and regional centres of excellence. In all subject areas, the aim is to provide qualifications which will lead to increased employability skills and to minimise the inclusion of Non-Recognised Qualifications where it is appropriate to do so.

A significant part of GCSP college provision is developed in partnership with stakeholders such as Sector Skills Councils, employers, and national sector consortiums, ensuring the relevance of the content of the curriculum. Glasgow City Council (GCC) is a key partner for all colleges with joint working taking place through local CPP Boards, Youth Employability Partnerships, Glasgow Life adult literacy and numeracy and ESOL strategies, Glasgow Works and the employability pipeline framework and the Education Department's schools vocational programme. The Youth Employability Partnership, which targets the 'NEET' group, provides statistics on both the numbers of 16-19 year olds unemployed and the likely destination of school leavers within given geographical areas. These are used by colleges to target appropriate provision. Glasgow

Works on behalf of the CPP acts as the contact point for GCSP to discuss alignment of ESF and SDS programmes to regional need.

The Glasgow Schools Vocational Programme (GVP) links with GCSP colleges to develop and offer a vocational curriculum to all Glasgow schools. For session 2012/13 GVP has based its requirements on the senior phase and moved away from a two year S3/S4 programme to a one year programme open to all from S4 to S6.

As the level of deprivation within the GCSP area is high, ensuring ease of access and progression at a local level is a high priority for all GCSP colleges. All of GCSP colleges provide local access to a wide range of further education provision and almost all have in place local progression routes to advanced level provision, including in some cases degree provision. There will also continue to be a commitment to meeting the needs of those with learning difficulties.

Delivering Outcome 2 - Right Learning in the Right Place

Objective	Activities	Timescale
<p>1. Deliver the SDS contract allocation of places for the New College Learning Programme in 2012/13.</p>	<p>GCSP colleges will work with stakeholders to identify appropriate New College Learning Programmes and liaise with CPP and SDS on their introduction and implementation. GCSP colleges will ensure appropriate progression opportunities are available across the Region leading on from the New College Learning programme provision. Details of all current and planned college SDS programmes are held by SDS. GCSP will work collaboratively with SDS and CPP to review the New College Learning Programmes delivered in 2012/13 in order to develop a Glasgow wide approach if this funding continues in 2013/14.</p>	<p>December 2012</p> <p>March 2013</p>
<p>2. Deliver the SFC ESF allocation of WSUMS for AY 12/13.</p>	<p>GCSP colleges will work with CPP and SFC to continue to identify appropriate ESF supported programmes and jointly plan any 2013/14 ESF delivery. Details of all planned ESF delivery are held by SFC and delivery levels for 2012/13 will be monitored by GCSP alongside SFC.</p> <p>In planning all the above provision, GCSP will ensure that local access opportunities are provided which enable entry and progression to higher learning and specialist provision. This access provision will be informed through engagement with Glasgow's Youth Employability Partnership and other key stakeholders.</p>	<p>March 2013</p>

Objective	Activities	Timescale
<p>3. To deliver planned WSUM activity for S4-S6 school/college activity for Glasgow and surrounding local authorities.</p>	<p>Current GCSP college plans for school delivery will be monitored to ensure initial plans met. Baseline data on the level of school/college activity in 2011/12 will be established and used to inform future Regional Outcome Agreement targets. This will be known after the audit of 2011/12 in November 2012.</p> <p>GCSP will carry out review with GCC Education Department, Youth Employability Partnerships and SDS Careers Service of existing school/college provision and processes to improve appropriateness and range of provision, pupil choice of programme and current evaluation systems. GCSP will plan and agree with local authorities the vision, scale, balance, mode and timing of vocational and progression opportunities to be delivered within the senior phase and in line with <i>Curriculum for Excellence</i> development.</p>	<p>November 2012</p> <p>November 2013 (SUMs audit)</p> <p>June 2013</p>
<p>4. To determine, rationalise and align the portfolio across the Glasgow region.</p>	<p>GCSP colleges have always undertaken individual analysis of economic needs to inform their curriculum portfolio. Within current timescales it is not possible to carry out a joint GCSP analysis of need, however, from 2012/13 this will now be undertaken as a joint exercise with local, regional and national needs identified through analysis of available economic and skills data, dialogue with employers, Sector Skills Councils, Local Authorities, CPPs and other appropriate stakeholders This will be supported through active participation in relevant sector specific strategic fora.</p>	<p>November 2012</p>

Objective	Activities	Timescale
<p>4. To determine, rationalise and align the portfolio across the Glasgow region (continued).</p>	<p>GCSP colleges will carry out an analysis of the current enrolment numbers for 2011/12 programmes in terms of such areas as age range, level of qualifications, unemployment statistics, SIMD data and post codes to inform the curriculum review and mapping exercise and intake targets for 2013/14 and beyond. This data will continue to be gathered annually to inform curriculum planning which will deliver an integrated model of learning within the Glasgow Region.</p> <p>There will be a curriculum mapping and review exercise of the 2012/13 GCSP curriculum against identified needs to determine a relevant portfolio of provision which serves the immediate Glasgow area, wider travel to work patterns for the city and identified national requirements. This will recognise existing provision, expertise and facilities leading to the development of proposals for realignment of the GCSP colleges' portfolios and the removal of unnecessary duplication where appropriate. The review of the curriculum will include the development of plans to reduce the level of Non-Recognised Qualifications (NRQ) and where they are appropriate for continued delivery, ensure progression opportunities are in place.</p>	<p>November 2012 (SUMs audit)</p> <p>November 2013 (SUMs audit)</p> <p>December 2012</p> <p>March 2013</p>

Objective	Activities	Timescale
<p>5. To maintain and where appropriate develop national specialisms.</p>	<p>GCSP will work with SFC to identify and agree national specialisms in line with SFC the definition.</p> <p>GCSP working with stakeholders will identify, recognise and promote national and regional centres of excellence</p> <p>From economic and skills analysis and curriculum review identify gaps where member college(s) can provide appropriate regional and national specialist provision.</p>	<p>September 2012</p> <p>December 2012</p> <p>December 2012</p>
<p>6. To sustain the delivery of an appropriate programme of community outreach activity.</p>	<p>Work with local stakeholders, including CPP, to agree a GCSP strategy to meet the needs of local communities particularly in relation to youth engagement, early intervention, adult literacies and ESOL.</p> <p>In partnership with Glasgow CPP, seek to negotiate with the SFC and Scottish Government an increased share of additional regional ESOL funding.</p>	<p>December 2012</p> <p>December 2012</p>

Outcome 3 - High Quality and Efficient Learning

GCSP colleges deliver a broad range of full-time and part-time programmes across a continuum from Non-Recognised Qualification (NRQ) programmes through a range of externally accredited (e.g. Scottish Qualification Authority) qualifications at SCQF levels 1 to 9 which place the learner at the centre of a journey from no qualifications through to degree level study.

Non-certificated, NRQ programmes are often key to engaging with under-confident learners, particularly the 20% of the adult population with no formal qualifications and young people at risk of becoming not in education, employment or training. Such provision is generally aligned to Community Planning Partnership priorities and is often delivered in community settings. GCSP colleges do however recognise that such provision should as quickly as possible lead to learners achieving recognised qualifications and progressing to further study. GCSP colleges have devised and are currently implementing a range of strategies to support this, including use of SCQF benchmarking and other SCQF accredited qualifications (e.g. Youth Achievement Awards).

GCSP colleges recognise that learner attainment rates are generally below Scottish norms. For example, SFC data relating to successful achievement in 2010/11 indicates that Glasgow attainment rates for recognised qualifications lag behind Scottish averages in 3 out of 4 level/mode classifications as shown by the table below:

Figure 16 - 2010/11 Academic Performance Indicators for GCSP Colleges

	Full-Time Further Education	Part-Time Further Education	Full-Time Higher Education	Part-Time Higher Education
Glasgow Region % Successfully Achieved	57%	73%	67%	72%
Scotland % Successfully Achieved	62%	77%	67%	75%

GCSP colleges routinely seek to enhance the quality of learning and teaching and to improve performance year on year. Improving achievement rates to the national levels will be challenging given the context for Further Education in Glasgow (including for example, the city's widening access agenda, learners' prior school attainment and the health issues faced by many of Glasgow's learners) but is none the less a critical ambition in relation to closing the qualifications gap between Glasgow's learners and others in Scotland.

Given that young people from Glasgow are less likely to move directly from school to university it is critical that the GCSP colleges provide an efficient alternative route to higher education for the City's residents. The City's colleges will work together to improve progression from FE to HE programmes within and between the City's colleges, working with the SFC and partners to establish robust benchmark regional progression data and developing progression improvement strategies in response. Colleges will also seek to work with the Higher Education sector and with SFC to improve progression from college to university with advanced standing – key to developing more efficient learner journeys.

Delivering Outcome 3 - High Quality and Efficient Learning

Objective	Activities	Timescale
1. To increase the proportion of learners progressing from programmes not leading to recognised qualifications to full-time NQs.	GCSP colleges will increase the proportion of learners progressing from programmes not leading to recognised qualifications to full-time NQs over the period 12/13 to 14/15. They will do this by working together and with SFC to establish a regional baseline figure for progression from programmes not leading to recognised qualifications to full-time NQs and by working with key CPP partners to develop a regional strategy to improve such progression.	December 2013 June 2015
2. To achieve, over a three year period, a 3% increase from current rates of 57% to 60% in the number of learners achieving successful completion on full-time NQ learning.	GCSP colleges will build on individual college self-evaluation and curriculum review approaches to develop a regional strategy to improve full-time NQ achievement rates. GCSP colleges will raise full-time NQ attainment to 60% over the three year period 12/13 to 15/16.	December 2012 June 2016
3. To increase the proportion of learners progressing from NQ learning to HE level study.	GCSP colleges will increase the proportion of learners progressing from NQ learning to HE level study over the period 12/13 to 14/15. At present GCSP colleges are able to track NQ/HN progression within individual colleges. They will therefore set and review individual internal progression target during 2012/13. They will also seek to work together and with SFC and SDS to establish a regional baseline figure for NQ to HE level study within the region. GCSP colleges will develop a regional strategy to improve NQ to HN progression through regional review of curriculum and progression arrangements both within and between colleges.	June 2015 June 2013 June 2013 December 2014

Objective	Activities	Timescale
4. To increase the number of students articulating with advanced standing from Glasgow Region colleges to targeted universities.	<p>GCSP colleges will work together and with SFC to establish a regional baseline figure for number of students articulating with advanced standing from Glasgow Region colleges to targeted universities working with HEI partners represented in the Greater Glasgow Articulation Hub (GGAP) and the South West Articulation Hub (SWAH).</p> <p>Activities around improvements will include:</p> <ul style="list-style-type: none"> - Setting targets for articulating students at a subject and regional level. - Enhancing student experience through the joint development of improved articulation processes, policies and strategies. - Working with GGAP and SWAH to develop strategies to improve retention and completion rates for articulating students. - Monitoring progress of articulating students and improve progression targets year on year. 	<p>December 2012</p> <p>June 2013</p>
5. To demonstrate that GCSP colleges have effective arrangements to maintain and improve the quality of learning and are delivering high quality learning opportunities.	<p>GCSP colleges will continue to implement rigorous self-evaluation processes that include all staff teams and which specifically review learning at programme level in each college. Improvement planning will be based on these analyses, will inform regional discussion on curriculum alignment and will be measured through the delivery of high quality and efficient learning as set out in objectives 1 – 4 (see left and above).</p> <p>In line with existing requirements, Colleges will continue to report annually to the SFC on institutional quality assurance and enhancement activities, including engagement with external quality agencies.</p>	<p>December 2012</p>

Outcome 4 - Developing the Workforce

A *working city* is one of five Glasgow Community Planning Partnership's key themes. The scale of the Glasgow City region's contribution to the Scottish economy is such that its performance has a major influence on overall Scottish economic performance. To place this in context, Glasgow and the City region contribute to the Scottish economy in the following ways:

- Glasgow accounted for 16% of Scotland's Gross Value Added, GVA, in 2008; this figure rises to 32% for the City Region.
- Approximately 17% of all Scottish jobs are located in Glasgow, while the equivalent figure for the City Region is 35%.
- In 2009 11.5% of all active businesses in Scotland were in Glasgow, this figure rises to 30% at the City region level.

Glasgow City Council recently established the Glasgow Economic Commission to *'identify current or anticipated opportunities for economic and employment growth in Glasgow [...] and to make recommendations on any new initiatives which could be brought forward over the next 5 years'*. The Commission published its findings in July 2011 and concluded that there should be a focus on building a small number of strong, competitive industry sectors to help Glasgow become more competitive and gain national and international market share. Glasgow is seen as having a uniquely strong asset base across many of the Scottish Government priority sectors with the following key sectors having the greatest economic and employment opportunities:

- Low Carbon Industries.
- Engineering, Design and Manufacturing.
- Life Science.
- Financial and Business Services.
- Tourism and Events.

Glasgow, as the largest city in Scotland, is home to a number of major employers and so attracts many from outside the City Region who choose to travel to work and learn there. At 2008, the three largest employing sectors in Glasgow were Real estate renting and business activities, Health and Retail and wholesale. However, the employment rate in Glasgow City, despite expansion of the Greater Glasgow conurbation, is 62.1% compared to a Scottish average of 71%. Linked to this low employment rate, some 18.7% of Glasgow's

working age population have no qualifications whatsoever and, relative to Scotland rates, exhibit a lower level of participation in Higher Education.

This Regional Outcome Agreement for Glasgow includes as a priority impact to ensure that more learners are equipped with the appropriate skills needed to get a job, keep a job or get a better job and develop a career. The deliverables in Outcome Four, *Developing the Workforce*, are aimed at demonstrating how the Glasgow regional grouping of colleges will undertake a range of activities in order to develop its workforce with particular focus on:

- Improved engagement with employers.
- Enhanced provision of employability skills.
- Working with partners to improve progression of learners into employment.

Objective	Activities	Timescale
<p>3. To increase the number of local employers engaged.</p>	<p>With the assistance of key partners and shared partner data, including the CPP-commissioned Glasgow Labour Market report by Oxford Economics (to be published in June 2012) as well as the refreshed Glasgow Works and Youth Employment Partnership Strategies, the Glasgow Region colleges will identify key employment areas in the region and use this as core data to inform the curriculum mapping exercise referred to in Outcome 2.</p> <p>GCSP colleges will then develop a strategy to enhance the efficiency and effectiveness of its engagement with these employers which will include the formation of a planning and liaison group with the aim of improving the service to employers that includes enhanced relevance, flexibility and responsiveness by the regional colleges. The intended outcome of this would be greater visibility of GCSP colleges in providing a clear Glasgow offer. The planning and liaison group will commit to taking full cognisance of the recommendations of the Economic Commission's recommendations for Further Education in their report to be published in June 2012.</p>	<p>April 2013</p>

Objective	Activities	Timescale
<p>4. To support an increase in the number of apprenticeships within the Glasgow region.</p>	<p>GCSP colleges will establish regional baseline data for the number of existing SDS funded apprenticeship places of varying types in GCSP colleges and for the number of existing non SDS funded apprenticeship places offered in the region. The current position with regard to this data will vary across the colleges and so current data will be limited accordingly. However a more uniform and consistent means of recoding will be planned for the future. Taking account of employer needs and both types of apprenticeship availability and further development work with SDS and employers (planning and liaison group) an apprenticeship target, in line with sector demand, for AY 2013-14 will be agreed. A similar data and limited data collection exercise for current work placement data will be undertaken with similar improvements planned for future data collection.</p>	<p>January 2013</p>

Outcome 5 - Sustainable Institutions

The region faces significant challenges as a result of the reform agenda in moving to a regionalised structure and approach at time when funding is being reduced. The table below exemplifies this by showing main grant and fee-waiver grant funding from 2010/11 to 2012/13 for GCSP colleges.

Figure 17 - SFC Main Grant and Fee-Waiver Funding Allocations to GCSP Colleges 2010/11 to 2012/13

	2010/11*	2011/12**	2012/13***	% Difference Between 2010/11 and 2012/13
Anniesland College	£9,751,654	£8,733,002	£7,999,863	-18%
Cardonald College	£14,421,649	£12,915,172	£11,830,939	-18%
City of Glasgow College	£33,497,505	£29,998,375	£27,480,001	-18%
John Wheatley College	£7,888,093	£7,064,108	£6,471,073	-18%
Langside College	£10,537,765	£9,436,996	£8,644,757	-18%
North Glasgow College	£9,189,041	£8,229,159	£7,538,318	-18%
Stow College	£8,167,008	£7,313,887	£6,699,884	-18%
Glasgow Region	£93,452,716	£83,690,698	£76,664,835	-18%

* Source: SFC Circular SFC/14/2010;** Source: SFC Circular SFC/10/2011;*** Source: SFC Circular SFC/02/2012

In light of this challenging financial context, maintaining institutional sustainability through an efficient, regional college structure is critical to meeting the needs of the region and its learners. The Scottish Funding Council has confirmed that, at present, all seven GCSP colleges are in “good” financial health, have cash reserves and anticipate that they will be able to set a balanced budget for 2012/13 which should ensure that, for that period, the financial health across Glasgow is not diminished. Appendix 5 lists key performance indicator categories for GCSP colleges.

Individual college Risk Registers identify risk areas and common themes in the Glasgow registers are:

- The need to develop robust plans to avoid disruption to services following a major incident such as floor and fire.
- Concerns around the ability of each college to maintain high quality learning in an environment of significant budget cuts.

All seven colleges are recognised by Investors in People for their excellent staff development programmes and continued investment in the development of college staff will aim to maintain high quality of provision.

Over recent years most of the Further Education Estate in Glasgow which was recognised as not being fit for purpose and inefficient to maintain has been replaced by state of the art, modern learning centres. Now only City of Glasgow and Stow College deliver learning and teaching and buildings which, in the main, are dated. In November 2011 the City of Glasgow £200m new campus project was given the go ahead by Scottish Ministers. This project will be delivered under the Scottish Government (Non Profit Distribution) NPD Framework. Construction will start in the summer of 2013 and take three years to complete. The ambitions for the project are to deliver “world class learning for individuals and enterprises for Glasgow, Scotland and the International Community”.

Delivering Outcome 5 - Sustainable Institutions

Objective	Activities	Timescale
<p>1. Ensure GCSP colleges operate in a sustainable manner ensuring compliance with the Financial Memorandum and any mandatory requirements.</p>	<p>GCSP colleges will plan to remain financially sustainable through 2012/13.</p> <p>GCSP colleges will update their sustainability framework document for 2012/13.</p> <p>GCSP to produce a Regional Sustainability Framework with an agreed set of regional key performance indicators.</p> <p>GCSP to produce an annual report on Regional Sustainability.</p> <p>GCSP colleges to seek new funding opportunities through collaboration with the CPP and other key stakeholders.</p>	<p>July 2013</p> <p>August 2012</p> <p>October 2012</p> <p>Early 2014</p>
<p>2. Ensure appropriate governance structures are in place for the region.</p>	<p>GCSP colleges will agree the accountability structure within the region for 2012/13 during the transitional period of structural change using the GCSP Strategic Partnership model.</p> <p>GCSP colleges will agree the roles, responsibilities and governance arrangements for 2013/14 under the new regional structure recognising that the region will consist of fewer legal entities.</p>	<p>(dates to be confirmed)</p>

Objective	Activities	Timescale
<p>3. Develop regional strategies for coherent provision and efficient delivery.</p>	<p>GCSP has four specific work strands and a special projects group covering, Curriculum, Human Resources, Shared Services and Marketing.</p> <p>These groups will undertake the following:</p> <ul style="list-style-type: none"> - Regional curriculum review for 2013/14 (see Outcome 2.4). - Review of college staffing arrangements, expertise and skills to develop a baseline staffing profile. - Propose regional shared service options. - Create a marketing strategy for GCSP. 	<p>December 2012</p> <p>March 2013</p> <p>December 2012</p> <p>January 2013</p>
<p>4. Deliver further efficiency savings.</p>	<p>GCSP colleges will deliver 1.5% additional activity over and above its base target for 2012/13.</p> <p>GCSP colleges will identify additional efficiency savings that will be achieved through structural change in future years.</p>	<p>July 2013</p> <p>July 2013</p>

Objective	Activities	Timescale
5. Deliver sustainable estates.	<p>GCSP colleges will examine the current asset base and evaluate its fitness for purpose in delivering the regional agenda.</p> <p>City of Glasgow College New Campus Development:</p> <p>Three consortia are participating in dialogue (IPD), the next stage in the NPD Partner selection process. The Competitive dialogue Stage 1 will lead to a selection of two bidders.</p> <p>The second stage of competitive dialogue will lead to the next stage of negotiation with bidders and will lead to the selection of the final new campus design.</p> <p>Thereafter the successful company will obtain the necessary planning consent and the final contract details will be completed with the construction period commencing June 2013 and ending in September 2016.</p>	<p>July 2013</p> <p>August 2012</p> <p>January 2013</p> <p>September 2016</p>
6. Manage the regional environmental impact.	GCSP colleges will deliver the Universities and Colleges climate commitment for Scotland.	July 2014

Appendix 1

Further Information on GCSP Colleges

Anniesland College

Anniesland College was established in 1964 and is a community college serving the west and north of Glasgow. Its learners reflect the diversity of the Glasgow population and whilst its catchment includes the areas of Knightswood, Drumchapel, Ruchill, Milton, Maryhill and the Dumbarton Road corridor also attracts learners from a wider geographical area. The college recruits from ethnic minority communities in the city and has a large number of migrant workers, asylum seekers and refugees studying on its programmes. Alongside its mainstream provision, the college offers a range of European and international programmes and initiatives. A significant number of learners live in the 30 most deprived areas of Scotland.

In August 2010, the college completed its move into a new, single, £51 million campus in Hatfield Drive. This development has enabled all curriculum areas to be located in a single campus with outreach provision offered in centres in Ruchill, Milton and Yoker. The college's main curriculum areas are aligned closely with the key economic and employment sectors in Glasgow and include: computing and digital multimedia; business, administration; travel and tourism; sport, dance and art; hospitality; special programmes; communication and English for speakers of other languages (ESOL); care; construction; and engineering.

The college has a number of partnerships with Glasgow City Council, Skills Development Scotland, the NHS, the local education authority, with local secondary schools and with employers in the engineering, construction and care sectors. This includes over 300 Engineering apprentices with employers such as BAE, Rolls Royce, Steel Engineering and Diageo. The college is the only one in Scotland involved in Career Academy supporting learners in Business and Computing to complete internships with employers such as Morgan Stanley, Barclays Wealth, Capital Solutions, Clydesdale Bank, Santander, Scottish Power, Oracle, Penna, Diageo and Howden. The Scottish Centre for Luthiers is the only one in Scotland delivering musical instrument making programmes and attracts learners from overseas. The college is committed to supporting national policies including Curriculum for Excellence, 16+ Learning Choices and ensuring equality and diversity is embedded and valued throughout the organisation. The college is a key partner in Glasgow's Youth Employment Groups and continues to increase its school- college programmes including delivery to over 400 school pupils with additional support needs.

In 2010-11 the college had 6000 student enrolments and is achieving its strategic aims to widen access and increase participation through a range of targeted programmes and support services. The college has focused on delivering recognised qualifications to help deliver the governments skills strategy with a continued focus on 16-24 year olds (approximately 70% of all college enrolments are students under the age of 25). In the Special Programmes area the average age of full time learners has fallen from 39 to 19 years of age in the last four years.

The college's Learning and Teaching mission is "to provide a high quality learning experience meeting the needs and aspirations of individuals, our communities and business". Recent external reviews by Education Scotland, the British Council, Customer Service Excellence and various awarding bodies highlight high levels of confidence in the college leadership, the learning and teaching processes and successful learner outcomes.

Cardonald College

Cardonald College Glasgow is situated in the south west of the city. 89% of its provision is delivered from the main campus with the bulk of remaining provision delivered in a variety of work-based and community settings. The college develops its community provision in partnership with other local organisations through accessing partner premises as appropriate and the college currently delivers its community programme in approximately 20 community-based venues.

The college works closely with partners to design and deliver a portfolio that provides breadth, depth and aspiration and ensures local access and progression, offering a wide range of programmes from Access level (SCQF 1) to Degree level (SCQF 9). Programmes range from tasters sessions for local unemployed groups, supported through the South West Glasgow CPP, to a BA in Creative Industries Practice, validated by University of the West of Scotland. This diversity of provision within the one centre is central to the college ethos of providing a breadth and depth of learning experiences and opportunities which allow learners to engage and progress in education as far as they can within the one institution. The aspirational value of studying alongside others who have already progressed through a number of qualification levels is invaluable in promoting and supporting student engagement and excellence.

In 2010/11 the college had approximately 10,600 learners with around 3,000 studying on a full-time basis. For 2012/13 the college is contracted to deliver 64,444 (WSUMs), with an additional allocation of 1,774 ESF supported WSUMs. Around 42% of college enrolments are learners from the 20% most deprived datazone areas. While 61% of learners come from Glasgow and 29% from surrounding local authority areas, a significant number travel from across Scotland to attend programmes where the college has a national reputation for excellence, such as the creative industries, water operations and health. The college is also a major provider within Glasgow of subjects such as construction and related trades, computing, supported learning, care and sport and there are increasing numbers in key growth sectors such as life sciences and energy.

The College supports national, regional and local economic growth, through close collaboration with a range of external strategic partners including local and national public sector agencies alongside an extensive range of employer organisations. Through our Training Solutions Unit the college engages with public and private sector organisations to provide tailored workforce development, vocational, technical and professional qualifications, as well as consultancy projects. The college is also involved in a number of SFC strategic development fund initiatives and in addition to ensuring a match between sector demands and courses

offered, the college links very closely with the South West Glasgow Youth Employment Gateway Partnership to assist all 16-19 year olds within the area to achieve positive destinations including the creation of customised programmes such as 'Build On', delivered in partnership with GRA and other local organisations.

Recent portfolio changes have brought a reduction in the level of supported learning outreach provision, linked to changes in social work policy and a reduction in some other high volume areas such as care, business and computing. The college has increased delivery in areas related to key growth areas of the economy, including life sciences and the financial service sector, alongside provision to address the needs of young people seeking to access education, training and employment. The recent Education Scotland Review of the College found strong evidence of the very high quality work undertaken by the College and this was reflected in the College receiving four clear confidence statements.

City of Glasgow College

In September 2010 the College landscape in Scotland changed when the City of Glasgow College was formed, Scotland's newest and largest College. This was a result of the merger of the following three former Glasgow Colleges: Central College, Metropolitan College and the College of Nautical Studies.

The College has a portfolio of specialist FE, HE and community courses and now forms part of a cosmopolitan and integrated learning district right at the heart of Scotland's most dynamic city, meeting the needs of the education and training needs of 1 in 10 of all Scotland's FE students. The student population is diverse and reflective of the city centre transport connectivity and the metropolitan pull, with 50% of learners travelling to the college to undertake specialist provision from outwith the region and representation within the college's international student population from 135 different countries. A wide choice of vocational courses is offered through 10 Academic Schools. Specialist provision includes: Law, Procurement, Nautical Studies (directly serving the shipping industry), Food, Commerce and Engineering.

The College is in a strong position to contribute to the development of best practice across the sector locally, regionally and nationally. The college works with over 1,500 employers at local, national and international level and has a wide range of longstanding partnerships with the local communities that it serves. It is expected that Inspection reports from the recent Education Scotland review will report positively with regards confidence and finding of examples of sector leading and innovative practices.

Bringing the curriculum of the three former legacy colleges together under the umbrella of a single governance and management structure has ensured that the curriculum has been mapped to avoid duplication across the organisation and has been planned and adjusted according to a clear business plan, based on challenging targets for student retention and achievement.

A detailed curriculum portfolio review exercise has been initiated to ensure that our portfolio remains focused on government strategic initiatives, the needs of employers and dovetails with Higher Education articulation requirements. This review has reflected the Scottish Governments Curriculum for Glasgow consultation and has been refined in conjunction with the Scottish Governments review of post 16 education and the final confirmation from the Scottish Funding Council and government ministers with regards a new campus development for City of Glasgow College, for the delivery of a minimum of 210,000WSUMs. The new college will be built on existing sites at the Gorbals and in the city centre. This will replace the college's existing current estate that spans 11 buildings across 6 sites.

In line with curriculum review and planning, new campus growth is planned in areas of Engineering, Food, Business and Management, Computing, Nautical Studies and Creative Industries.

The college is currently considering consortia bids to qualify to participate in a tender process to design and build the new campus. The construction period is due to commence in June 2013 with Riverside campus scheduled for completion by summer 2015 and City Campus scheduled for completion by 2016.

City of Glasgow College is ready to make significant contribution to educational attainment and economic regeneration in Glasgow and beyond.

John Wheatley College

John Wheatley College is East Glasgow's community college and draws around 95% of its learners from its immediate catchment area. It operates in one of the most challenging educational environments in Scotland with:

- Significantly above the Scottish national norm for residents with no qualifications – 32.2% against a Scottish average of 12.3% and significantly below the national norm for people with qualifications at NVQ4 and above – 18.5% against 35% in Scotland.
- Attainment in Standard and Higher Grade qualifications by school pupils below the Glasgow norm and significantly below the Scottish norm.
- A lower workplace participation rate than the rest of Scotland, with 64.8% of the resident population economically active against a Scottish figure of 77.1% and a considerably lower weekly wage at £416.20 than the Scottish average of £486.90 per week.
- A high rate of residents claiming JSA unemployment benefit – 7.2% against 4.1% for Scotland and around 15.8% of working age adults claiming ESA and Incapacity Benefits, almost twice that for Scotland (8.1%).
- Significantly higher levels of deprivation where 55.8% of North East Glasgow's resident population live in the most deprived 15% datazones, compared to 41.8% for Glasgow and 14.3% for Scotland.

These indicators of profound relative poverty are the primary drivers for many of the features of the College's curriculum and of its operational approach to engagement with learners. This situation dictates that much of what happens at the College might be considered to be somewhat 'unusual' within a more typical further education context.

John Wheatley College places particular emphasis on engaging young people in lifelong learning through comprehensive school-link and youth access programmes with a clear focus on reducing the number of local young people who do not progress to positive destinations post school. It has also developed transitional programmes for young people leaving care with funding from the Big Lottery. The College works particularly closely with its local Community Planning Partnerships and partners to deliver, for local residents with few or no qualifications, a de-centralised, community-based approach to the provision of Lifelong Learning designed to provide opportunities for progression to employment or more traditional qualifications (including Higher Education at the College, elsewhere in Glasgow and the metropolitan Glasgow area). Its programmes generally emphasise Individual Learning Planning to support learners to achieve their learning

and other goals, and the enhancement of learners' core and essential skills (to enable local residents to participate in more advanced study, progress to employment or to contribute to the regeneration of North East Glasgow).

A headline description of the College's provision would suggest that:

- The College's provision is predominantly non-advanced and part-time with specialist provision to support Community Learning and Development.
- The proportion of women learners in the College outweighs that of men (in session 2010/11 49.5% of enrolments were by men against 50.5% by women).
- The College's enrolments for Scotland's most deprived and excluded communities significantly exceed the sector norm with 77% students living in the 20% poorest data areas as defined by the Scottish Index of Multiple Deprivation (SIMD) significantly more than any other in the Sector.

Langside College

Since opening in 1947, Langside College has offered learning and training opportunities to students from Glasgow and beyond. The focus throughout delivery is on the success of our students, and we define success as the improvement of their life chances.

Langside College prides itself in delivering the aims and outcomes of both Government and the Scottish Funding Council. A responsive and targeted curricular portfolio informed by local and national labour market data is offered to take account of the Greater Glasgow and the South East Glasgow contexts and the social and economic profile of the learners. Staff throughout the College engage with stakeholders to ensure that a responsive and high quality service is provided to our learners and partners. Langside College offers courses that prepare students for direct entry to employment or for entry to further study prior to employment.

The College portfolio ensures that the 'Opportunities for All' agenda is fully reflected in provision and recruitment. A range of full and part-time study options at different levels are delivered offering flexibility and choice to suit individual circumstances as part of our access and inclusion agenda. Being part of the Langside Learning Community not only provides learners with invaluable academic and employment skills, but also develops individuals personally and socially supported by the excellent learner services and facilities that are available. Learning for Life is at the heart of the Langside College experience.

Within its portfolio, Langside College delivers an extensive programme of Highers and ESOL provision and support. In recent academic years, specialisms in Drama and Music, Care, Food Studies, Occupational Therapy Support and the IDP of the SQA Baccalaureate have been recognised and commended by a range of stakeholders for their excellence and contribution to community, regional and national enhancement of standards and opportunities. The College has delivered consistently above the student activity targets set by the Scottish Funding Council and holds awards for quality including Investors in People.

Langside College has worked closely with local Community Planning Partnerships and local authorities to provide programmes for local communities and schools. The state of the art campus development was officially opened by the First Minister of Scotland, Alex Salmond on 24th February 2012. The project has provided a significant focal point for the local communities and organisations on the Southside of Glasgow.

The College delivers bespoke programmes in partnership with a number of local and city-wide and national organisations, delivering learning at both its main Langside campus and at a range of community venues including schools, libraries, community centres and employment support organisations. Recently the college agreed with Glasgow City Council to work in partnership with Langside staff and students to deliver Horticulture in Queens Park as it moves toward its 150 year celebrations.

Stow College

On 26 September 1934, Stow College opened its doors to its first students and so began a long and successful association with the social and economic development of Glasgow and the West of Scotland.

For over 78 years, Stow College has been at the forefront of vocational education and training providing innovative programmes and undertaking pioneering work to meet a range of diverse learning needs.

The college is committed to meeting the needs and aspirations of the local, regional, national and international communities we serve. In particular, Stow College seeks to contribute powerfully and relevantly to the social and economic regeneration and development of Glasgow and the enhancement of the competitiveness of the Scottish economy consistent with the Scottish Government's commitment to a smart, successful and sustainable Scotland.

A radical review of the college's structure took place during session 2010-11 which led to significant changes and the creation of a faculty structure for learning and teaching which came into effect on 1 August 2011. The college's curriculum portfolio is now delivered across five learning and teaching faculties:

- Business and Continuing Education
- Creative Industries
- Engineering and Technology
- Science, Health and Care
- Trade Union Education and Workplace Learning

Key strengths are evident in all faculties with Civil Engineering, Science, Music and Creative Industries and Trade Union Education being particular specialisms.

An important element of the college's curriculum is its comprehensive programme of Access and Pathways courses. These are embedded within the mainstream learning faculties and are specifically designed to address the areas of widening access and social and economic inclusion.

The college delivers the most extensive programme of Access courses in the West of Scotland. These are run as part of the Scottish Wider Access Programme (SWAP) and provide adults with few or no qualifications a guaranteed route to further and higher education.

In relation to the college estate, a major programme of works has been undertaken over the last five years establishing new modular buildings and refurbishing significant areas of the college estate. These works enabled additional learning and teaching accommodation and learner facilities to be developed at the City Campus and the provision of new teaching accommodation at the Stow West Campus.

Throughout this period of change our prime focus will remain our students and their learning needs.

North Glasgow College

North Glasgow College is based in a modern award winning campus where learners and staff enjoy the benefits of state of the art facilities including advanced ICT systems. The campus located in Springburn operates within an area of social deprivation and has a diverse learner population with learners coming from many backgrounds and cultures.

A very broad portfolio of programmes from honours degree to community based courses is delivered both within the college campus and at a number of outreach centres across the north of the city. This includes programmes in construction, engineering, business management and administration, science, care, humanities, jewellery, fashion, art, sport, beauty and ESOL. As well as delivering within the local community a number of programmes are of importance in a regional and national context. Links with secondary schools and local authorities allow a range of provision to be delivered and developed for the secondary school population. The college has particularly strong links with industry and employers, with a considerable number of programmes being delivered for employers national bodies. A wide range of progression opportunities are available both within the college and through articulation routes to universities. The college offers a significant number of Scottish Wider Access Programmes which articulate to universities throughout the country.

Quality is an inherent part of the college's daily work and is a focus for all college staff. The college's mission statement is Quality Learning Opportunities for All and the college aim is to ensure that all of its learners maximise their potential, developing skills that will help them enjoy success in work and life. The college's self-evaluation process uses the current Education Scotland/HMIE quality framework with all programme and support teams producing an annual self-evaluation report through consultation with learners and staff. Learners contribute to the self-evaluation process as well as completing bi-annual surveys of learning and teaching.

There is an improving trend in learner retention and attainment with higher education results above the regional and sector average.

The college works with a wide range of partners and stakeholders to respond to national, regional and in particular local development and regeneration priorities. A close working relationship exists with the Community Planning Partnership (CPP) and Glasgow City Council resulting in bespoke programmes for local communities and schools.

The college delivers consistently above the student activity targets set by the Scottish Funding Council.

Appendix 2

Summary List of GCSP 'Strategic Lines' as at May 2012

1. The grouping of Colleges in Glasgow shall be renamed as a 'Partnership'.
2. Working title is: 'Glasgow Colleges Strategic Partnership' (GCSP).
3. GCSP will include: North Glasgow College, John Wheatley College, Langside College, Cardonald College, Anniesland College, Stow College, City of Glasgow College.
4. Partners will explore restructuring options within GCSP where significant learner-centred gains can be achieved.
5. GCSP will retain 7 fundable bodies until formal change of status through merger or other legal process creates a different number of independent colleges constituted from the original 7.
6. All GCSP agreements and actions shall persist through structural change with associated deliverables becoming responsibilities of the new legal entities.
7. GCSP will develop a system for Regional planning of curricula and agreed allocation of funding to support delivery.
8. Curriculum planning for the Glasgow Region will require 'trading' of curricula and resources between partner colleges to remove duplication and support excellence. All partners accept this will mean both gains and losses of provision for each partner.
9. Each GCSP partner will be accountable for meeting its delivery target contributing to the Regional single outcome agreement.
10. The GCSP creates 'an environment of change' within which significant developments will take place as learner centred services focus priorities, action and outcomes.
11. The GCSP will drive transformational change in Post-16 education and lifetime learning for all people living, working, studying and visiting in the City area of the Glasgow Economic Region.
12. The GCSP shall deliver an integrated model of Further/Higher Education provision in Glasgow that will ensure access to learning for all and in particular support for those in deprived communities is maintained and developed further.
13. GCSP will build strong working partnerships with schools, communities, businesses, voluntary organisations, health Board, universities, SDS and other stakeholders. We will take full advantage of the adaptability and agility of each of the colleges within the group to ensure local ownership within an integrated regional network.
14. GSCP will lead a new initiative across the Glasgow Region to engage with all schools in preventing low performing students becoming inactive learners or 'lost' to the education system.
15. GSCP will work in close partnership with communities, SDS and others to engage with all NEET individuals and ensure they build a suite of employability skills that prepares them for the workplace.

16. GCSP will build active partnership networks with employers in the Glasgow Region developing both general and specialist programmes that meet well defined employer requirements.
17. GCSP will drive developments of new learning methods and application of learning technologies that are appropriate for maximising engagement and progress of all client groups.
18. GCSP will recognise and promote Regional centres of excellence and in some cases National centres of excellence.
19. Definitive milestones of substantive progress shall be drafted.
20. The strategic rationale for GCSP as a body driving long-term development of FE in Glasgow shall be drafted.

Appendix 3

GCSP External Stakeholder Consultation Event Summary Report

On Friday, 15 June 2012, the GCSP held a regional outcome agreement consultation event at the City of Glasgow College in order to provide an opportunity for external stakeholders to:

- Comment on the draft GCSP Regional Outcome Agreement for 2012/13.
- Suggest areas for inclusion in any future GCSP Outcome Agreement.

The event was attended by approximately 60 attendees including representatives from:

- | | |
|---|--------------------------------------|
| - Glasgow City Council and Education Services | - NUS Scotland |
| - Glasgow Community Planning Partnership | - Scottish Funding Council |
| - Glasgow Economic Commission | - SPARQS |
| - Glasgow Caledonian University | - University of Strathclyde |
| - Glasgow Regeneration Agency | - UNISON |
| - Equality Challenge Unit | - University of the West of Scotland |

The event schedule included presentations on the wider regionalisation policy context, alongside providing information on the structural changes to college delivery in Glasgow and an explanation of the 4 GCSP priority impacts. A full programme from the consultation event is provided on page 59.

Attendees had an opportunity to discuss in workshop groups the three delivery orientated GCSP outcomes (High Quality Learning, Right Learning in the Right Place and Developing the Workforce). A summary of participant feedback on these outcomes is provided on pages 60-62.

In terms of participant feedback on the development of the GCSP and the regional outcome agreement as a whole, the following points were made by participants during workshop sessions.

- External participants welcomed the Glasgow regional outcome agreement and felt it offered a clear and positive direction in addressing the key issues across the region.
- The GCSP would provide a more coherent structure to better engage with employers.
- It was noted that through the creation of a structure (GCSP) other issues outwith that directly funded by SFC can be addressed on a more coherent basis. Examples included SDS funded, commercial and international activity.

- The regional outcome agreement process would allow the SFC to address baselines for funding and a three year funding cycle to would facilitate improved planning.
- A timetable of further external stakeholder consultation events should be drawn up in parallel with setting timescales for the production of the next and future regional outcome agreements.
- Future outcome agreements should contain details of what colleges require from other partners in order to support successful delivery of the outcomes.

Event Programme

PUTTING LEARNERS AT THE CENTRE: POLICY INTO PRACTICE

GLASGOW COLLEGES STRATEGIC PARTNERSHIP CONSULTATION ON THE ESTABLISHMENT OF A REGIONAL OUTCOME AGREEMENT FOR FURTHER EDUCATION IN GLASGOW

FRIDAY 15 JUNE 2012: 0900hrs

Hosted at CITY OF GLASGOW COLLEGE, Business Learning Zone, Allan Glen's Campus

09:00	Arrival tea/coffee	
09:30	Welcome and Introduction	Principal Paul Little
09:35	- The Big Picture - Question and Answer session	Roger Mullin
10:00	Emerging structures within Glasgow - Priority Outcomes for Glasgow: How do we achieve these? - Workshop Activities: Challenge Questions	Principal Linda J. McTavish CBE
10:15	Engagement: Workshop Themes Theme 1: The Right Learning in the Right Place <i>Challenge Question: What delivery structures will best serve the needs of the Glasgow learner?</i> Theme 2: High Quality and Efficient Learning <i>Challenge Question: How do we best engage colleges and other partners / organisations in delivering a seamless route through learning?</i>	
11:15	Engagement: Workshop Themes Theme 3: Developing the Workforce <i>Challenge Question: How do colleges and their partners ensure that learners develop their skills in readiness for work and further develop their skills in the workplace?</i> Theme 4: Working in Glasgow <i>Challenge Question: What are the characteristics that a college should display in this new regional agenda?</i>	
12:15	Final Comments.	Roger Mullin
Lunch		

Summary of Participant Feedback on GCSP Outcome 2 – Right Learning in the Right Place

- The regional outcome agreement presents a welcome opportunity for review of Glasgow’s curriculum. However the additional complexities due to mergers taking place in parallel with regional outcome agreement implementation have to be acknowledged.
- It is important that the sector does not work in isolation and that other agencies have a role in making a difference to a region.
- Partners need to understand the critical role of the regional outcome agreement document with respect to funding.
- The regional outcome agreement should include reference to opportunities for articulation from outreach to mainstream delivery and onto Higher Education, and also to literacy and numeracy provision.
- Learners need to be confident that colleges are offering a relevant portfolio. Pre-entry advice and guidance could include input from GCC and SDS
- Learner and college staff engagement should be a key part of the creation and delivery of the regional outcome agreement.
- The engagement of students in curriculum mapping is essential, as is support for student representation in terms of ensuring time and training. Consideration should be given to providing payment to Student Association representatives.
- The regional outcome agreement needs to be clearer about serving the needs of those with learning difficulties.
- Further clarity needs to be given on the issue of age discrimination.

Summary of Participant Feedback on GCSP Outcome 3 – High Quality and Efficient Learning

- The focus of the regional outcome agreement on progression from non-recognised qualifications to full time NQ programmes should be extended to gaining a recognised qualification on any course of study (full or part-time).
- Universities welcomed the timing of the Glasgow regional outcome agreement and were committed to supporting the objective of increasing the numbers of articulating learners with advanced standing. This objective required the support of HEIs and the move to potentially 3 colleges in Glasgow would better support articulation arrangements.
- The content and credit value of college HNs should provide seamless progression to university.
- There should be more reference within the outcome agreement to retention targets or tracking and monitoring of learners.

- The regional outcome agreement provided a platform to develop enhanced partnerships between colleges and employers which should support an increase in opportunities to integrate work experience within course delivery.
- There was recognition that many college learners come from outside the Glasgow boundary and that whilst Community Planning had a specific focus on Glasgow residents, there could be value in engaging with the Clyde Valley Partnership to help evaluate demographic patterns outwith the Glasgow local authority boundary.
- Engaging with learners and ensuring clear structures existed to provide a strong student voice in shaping outcome agreements was very important, as was communication with other stakeholders.
- GCSP colleges should learn from previous mergers and a huge challenge will be for colleges to maintain and enhance quality through the regionalisation process.
- Youth Employment Groups currently provided a positive engagement method and the improved SLDR data was proving useful in identifying at risk school leavers and this work should be further developed.

Summary of Participant Feedback on GCSP Outcome 4 - Developing the Workforce

- It was recognised that colleges and employers do engage with each other but this was something that could be improved on. A renewed focus by colleges was required, especially with SMEs although the difficulty of engaging with SMEs should not be underestimated. Engagement needed to be through a regional approach not just by individual colleges.
- Engagement with the organisation Entrepreneurial Exchange was felt to be useful for networking.
- A major challenge was how colleges could work with employers to deliver work experience and there was a need for employers to contact local colleges when they were recruiting.
- Employers needed to understand colleges often have to deliver courses of study with a particular framework not just training for a particular job.
- It was noted colleges might not be able to increase the number of jobs or apprentices but can make people work ready.
- Colleges recruited a wide range of learners, many of whom had no role model of someone in work to follow.
- Learners often lacked skills for employment and there was recognition that a cultural change was required. A 'Certificate of work Readiness' may play a part in preparing learners for work.
- The poor Core Skills/Essential Skills that many learners had was identified as a problem.
- The support colleges provide through cross college areas such as Learner Services was recognised as important.

- Work remains to be done between schools and colleges to remove the perception that colleges are a poor alternative to universities and better guidance needs to be given to school pupils about colleges.
- A major challenge was how SDS could engage with colleges in a more meaningful and much less bureaucratic way. Data is poor for successful employment of college learners and SDS may be able to provide useful information. SDS could also be asked to help provide work experience placements for learners.

Appendix 4

SFC College Sector Allocations and Targets for AY 2012-13

Region	Teaching and fee waiver allocations for 2012-13 (£)	Base WSUMs target for 2012-13 *	Student Support allocation for 2012-13 (£)	Capital maintenance allocation for 2012-13 (£)
Aberdeen and Aberdeenshire	29,746,487	167,041	7,069,593	1,441,627
Ayrshire	27,536,312	148,428	7,376,284	1,312,132
Borders	6,232,961	31,524	1,679,486	308,788
Central	17,971,134	102,381	2,885,214	870,893
Dumfries and Galloway	7,364,668	36,310	1,843,367	346,385
Edinburgh and Lothians	43,328,831	241,571	8,615,745	2,094,335
Fife	31,198,853	169,249	7,268,986	1,487,443
Glasgow	76,664,835	424,370	15,725,551	3,910,699
Highlands and Islands	29,784,533	135,666	6,469,046	1,539,010
Lanarkshire	32,749,675	176,894	7,459,420	1,645,021
Land Based	7,234,035	35,814	1,606,134	436,782
Tayside	23,914,179	128,869	5,633,324	1,139,619
West	37,623,906	205,104	8,820,430	1,768,969
West Lothian College **	7,102,465	39,412	1,519,091	373,504
Newbattle Abbey College	474,746	772	246,000	0
Sabhal Mòr Ostaig	608,971	616	19,326	0
WSUMs to be achieved through regional targets and efficiencies		65,937		
Funds brought forward	8,000,000			
Total	387,536,591	2,109,958	84,236,996	18,675,208

Source: SFC Circular SFC/02/2012

Breakdown of Glasgow Allocation including Update of Student Support Funds

Glasgow

Annex 1

Overall funding allocations AY 2012-13

	Glasgow Region (£)
Teaching and fee waiver	76,664,835
Student support	17,638,873
Capital	3,910,699
ESF teaching and fee waiver*	2,405,622
ESF student support*	393,375

Student number targets AY 2012-13

WSUMs	430,370
Additional ESF WSUMs*	11,184

Breakdown of funding allocations AY 2012-13

	Glasgow Region (£)
Teaching and fee waiver	76,664,835
	76,664,835
Student Support	
- FE Bursary	12,798,164
- FE Childcare	2,133,204
- FE Discretionary fund	1,858,272
- HE Childcare	682,502
- HE Childcare (lone parent grant)	166,731
	17,638,873
Capital	3,910,699
ESF teaching and fee waiver*	2,405,622
ESF student support*	393,375

Student number targets AY 2012-13

WSUMs	424,370
Additional efficiency WSUMs	6,000
	430,370
Additional ESF WSUMs*	11,184

* indicative figures

Source: SFC

Appendix 5

Key Performance Indicator Categories for GCSP Colleges

Financial	
1.	Operating Surplus as % of turnover
2.	WSUMs delivered as a % target
3.	Non-SFC Income as a % of total income
4.	Staff costs as a % total expenditure
5.	Days cash to total expenditure (excluding depreciation)
6.	Current Ratio
7.	Gearing Debt/Creditors>1 Year

Human Resources	
1.	WSUMs/Teaching Staff (FTE)
2.	Staff Turnover %
3.	Working days lost through absence per FTE
4.	% of staff holding TQFE

Buildings and Infrastructure	
1.	Space Utilisation Ratio
2.	Electricity Consumption in (units)
3.	Electricity and Gas Consumption in (kwh)
4.	Electricity and Gas Consumption per M ²
5.	Square meterage of Buildings
6.	Carbon Emissions
7.	Maintenance Spend

Learning and Teaching	
1.	Early Student Retention %
2.	Student Retention %
3.	Student Achievement %
4.	Student Headcount (including overseas)

Appendix 6

SFC Glasgow Region College Activity Data Sets for National Comparison

(Updated on 10/07/2012)

1. Total WSUM Activity	2010-11 actual	2011-12 target¹	2012-13 target¹
	518,349	456,312	430,370

2 WSUM Activity by Age Group	2010-11 actual	2011-12 target²	2012-13 target²	2012-13 target³
under 16	29,939	26,356	24,857	23,539
16-17	112,257	98,822	93,204	98,822
18-19	130,393	114,787	108,261	114,787
20-24	101,846	89,657	84,560	80,074
25 and over	143,915	126,691	119,488	113,149

3 School/College WSUM Activity	2010-11 actual	2011-12 target²	2012-13 target²
	29,546	26,010	24,531

4 Full-Time WSUM Activity	2010-11 actual	2011-12 actual	2012-13 target²	2012-13 target³
Total	348,136	306,470	289,047	289,047
under 16	11,378	10,016	9,447	8,713
16-17	86,301	75,972	71,653	75,972
18-19	109,697	96,568	91,078	96,568
20-24	76,675	67,498	63,661	58,717
25 and over	64,085	56,415	53,208	49,076

Retention/achievement	2010-11	2011-12	2012-13 target
Success rate (as in College PI document)			
HEFT	67%	not yet available	68%
FEFT	57%	not yet available	58%

¹ As indicated by the SFC (includes additional activity for large colleges)

² Estimate based on current activity

³ Aspirational target

The targets shown for 2012-13 in column three are based on trends from previous years and remain stable in line with overall funding reductions. They also reflect the stage in the colleges' planning cycle. The aspirational targets in column four evidence the GCSP commitment to supporting the delivery of the Scottish

Government's guarantee through prioritisation of places for 16 to 24 years olds. Activities in Outcome 2, Right Learning in the Right Place, also show that the Glasgow region has agreed to prioritise courses designed for learners in the target/guarantee groups. These activities will be further developed as part of the early work in 2012-13 and this provides additional evidence of the regional commitment. All the Glasgow colleges have now been confirmed participants in the SDS New College Learning Programmes which focus on the target age groups. Colleges in the region have gone beyond the initial offer from SDS. This further confirms the regional commitment to contribute to supporting 16-24 year olds to access employment, training and education.