

Board of Management Learning & Teaching Committee

Date of Meeting	Wednesday 5 September 2018
Paper No.	LTC1-E
Agenda Item	8
Subject of Paper	Regional Curriculum Update
Status of Paper	Disclosable
Primary Contact	Joanna Campbell, Vice Principal – Student Experience
Date of Paper	20 August 2018
Action Required	Noting

1. Recommendation

The Learning and Teaching Committee is asked to **note** the contents of this report.

2. Purpose of Report

- 2.1 The purpose of this report is to provide an update on regional curriculum activity undertaken by the three assigned regional colleges through the six Curriculum Hubs and monitored by the Glasgow Colleges Group (GCG) Learning and Teaching Group.

3. Regional Outcome Agreement

The outturn of the regional outcome agreement for 17/18 has reported the pre audit activity levels of 183,300 against the college target of 183,290. Work will commence on the self-evaluation of the 17/18 Regional Outcome Agreement with the draft 19/20 Regional Outcome Agreement due December 2018 and final version by the end of April 2019.

In terms of strategic priorities, the SFC have indicated through the Ministerial Letter of Guidance (4th April 2018) that the following areas continue to be a priority and as such should be reflected within outcome agreements for each College region. The priority areas are as follows; Skills Alignment, 15-24 Learner Journey, Access and Learning, STEM, DYW, Early Learning and Childcare, Digital Skills, Health and Wellbeing and Tackling Gender Imbalances.

4. Regional Performance Action Group

- 4.1 A Performance Action Group (PAG) has been established, and will have its first meeting in October. There are three National Performance Improvement Groups running across the college sector examining approaches to improve student retention and to meet the national attainment ambition of 75%. As Glasgow was not included in the three pilot groups, and given that COGC is one of the highest levels of attainment in the country, it was felt that this was a missed opportunity. Therefore a regional group was initiated.

The regional PAG will look at:

- Completing desk research using SFC and college data
- Reviewing models of excellence in the rest of UK
- Examining approaches to pedagogy and its impact on attainment
- Examining approaches to recognition of prior learning

Professional dialogue with staff, stakeholders and students from high and low performing courses and develop resources for staff to further support retention and attainment. The group consist of a Performance lead from each regional college and is chaired by COGC Performance and Improvement Director.

5. Curriculum Review 18/19

- 5.1 The six regional curriculum hubs will begin to examine the curriculum portfolio within each of the three assigned colleges as part of the annual curriculum planning and review cycle. This process will be carried out in line with the aim

of the Enterprise and Skills Board who have indicated that there is greater alignment and collaborative working across skills development and training agencies. This has also been outlined as a key area of focus in the aforementioned ministerial letter of guidance. The 2018 cycle of curriculum review will therefore be undertaken collaboratively by staff from GCRB, Glasgow's colleges, SFC and SDS. This review will consider a range of evidence sources and information, including a range of data sources, and the views of college learner and staff representatives, employers and college stakeholders such as the Scottish Government, local authorities and other education providers.

The 5-step skills planning and provision model provides a structure for a curriculum planning and delivery model based on the following steps:

1. Skills Demand Assessment
2. Provision Planning
3. Coordination of ROAs and Training Provider Commissioning
4. Performance monitoring
5. Review and Evaluation

The output of the review would run in parallel with the development of the 2019/20 ROA and will help inform activity levels going forward.

The initial proposals for the curriculum review are attached at **Appendix 1**.

6. Regional STEM Activity

6.1 A regional STEM Hub has been created and met for the first time late June 2018. The group, which consist of representatives from the regional Colleges, Universities, SDS and City of Glasgow Council, has been initiated to take forward the four key aims of the STEM Education and Training Strategy for Scotland (2017); excellence, equity, inspiration and connection. The initial work of the group is to undertake a gap analysis to establish any gaps in STEM activity which will then be monitored by a national steering group reporting back to SFC to establish the resource requirements to support the delivery of the work of the STEM Hub.

6.2 The STEM Assured process has now progressed into the application production stage with an anticipated submission date of 17 September. This has followed an extensive evidence gathering exercise as well as a number of round table consultations with various stakeholder groups (students, staff, employers, external agencies). An open online consultation was launched during the week commencing 27 August, and will remain open until the end of September. The updated strategy is anticipated in draft format during the first week in October with an independent assessment scheduled for 30 October. We anticipate STEM Assured status being inferred shortly afterwards with a celebratory event scheduled for late November/early December.

7. Glasgow ESOL Register

7.1 The Glasgow ESOL register is now operated by Workers' Educational Association as opposed to Glasgow Life. The transition has provide

problematic e.g. the register had closed over the summer and remained closed until the middle of August. This issue has now been resolved however it does raise a broader question around the administration of ESOL places across the region and potentially creates artificial barriers to student being able to access their training entitlement.

- 7.2 Work continues to explore ways to streamline this process with partners across the region.

8. Finance and Resource Implications

- 8.1 There are no significant financial implications that have been identified by this initial curriculum review activity. However, as curriculum planning is further developed, there may be financial implications identified in relation to growth of specific curriculum areas. This will need to be considered as part of GCRB Capital Resource allocations for 19/20.

9. Risks to the College

- 9.1 There are no significant risks associated with this activity.

Glasgow College Region 2018 Curriculum Review: initial proposals

1. Introduction and context

Curriculum review activity is core to the legislative responsibilities of the Glasgow Colleges' Regional Board, whose primary duties are:

- to exercise their functions with a view to securing the coherent provision of a high quality of fundable further education and fundable higher education in the locality of the regional colleges;
- to exercise their functions with a view to improving the economic and social well-being of the locality of the regional colleges;
- to have regard to the social and economic regeneration needs and social cohesion and social inclusion issues in the locality; and
- to promote collaboration between its colleges and between its colleges and other post-16 education bodies as it considers appropriate.

This paper sets out initial thoughts on implementation of this model within a Glasgow College Region Context, with particular focus on curriculum review, the assessment of demand and supply, and the development of recommendations for future provision (i.e. steps 5, 1 and 2). An early draft of the paper was considered by a working group formed of representatives from GCRB, SFC, SDS and the Glasgow Colleges Group and this paper integrates feedback provided at the meeting.

The 5-step skills planning and provision model provides a structure for a curriculum planning and delivery model based on the following steps:

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4. Performance monitoring
5. Review and Evaluation

Annex A to this paper sets out an overview as to how the 5 step model may be applied to a Glasgow College Region curriculum review process.

In line with the aim of the Enterprise and Skills Board that there is greater alignment and collaborative working across skills development and training agencies, for 2018, curriculum review activity will be undertaken collaboratively by staff from GCRB, Glasgow's colleges, SFC and SDS. This review will consider a range of evidence sources and information, including a range of data sources, and the views of college learner and staff representatives, employers and college stakeholders such as the Scottish Government, local authorities and other education providers.

2. Proposed Curriculum Review Principles

Curriculum review principles were agreed for the 2014 Glasgow region curriculum and estates review. It is proposed these continue to be used as a basis for the 2018 review with an additional principle added relating to promoting inclusive growth. The following curriculum review principles are therefore proposed:

- meet the needs of the economy, support access and social inclusion and develop community capacity;
- meet the needs of learners, employers and communities;
- be based on comprehensive, and routinely updated, LMI and demographic evidence and analysis;
- promote inclusive growth and equality, diversity and inclusion across the curriculum.*

- provide clear progression and articulation routes to enable learners to move to more specialist provision across the three colleges.
- maintain the breadth, depth and coherence of curriculum provision at all three colleges encouraging high aspirations while avoiding unnecessary duplication;
- provide appropriate access for learners which takes account of the physical environment of buildings, SIMD information, local transport, employer links/engagement, placement and employment opportunities;
- make the most economic and effective use of public investment in the college estate and other resources in order to enhance the quality of the learning experience:
- take account of provision offered by Glasgow City Council and other Local Authorities across the Region to ensure no unnecessary duplication and that effective partnership working is in place to maximise the benefits for all stakeholders;
- support the delivery of the Glasgow Regional Outcome Agreement; and
- ensure – through planning and transitional arrangements – that all three colleges in the city remain both educationally and financially sustainable.

(*addition to 2014/15 curriculum review principles)

3. Proposed Curriculum review scope

As with previous curriculum review activity, it is proposed that the curriculum review is shaped around answering the following evaluative prompts:

- How well does our curriculum align to economic needs?
- How well does our curriculum support access and economic and social mobility?
- How well do our learners develop skills and achieve qualifications?
- How well do our learners progress to further study and/or employment?

These review prompts will be used to identify curriculum development recommendations.

The tables below and overleaf set out in more detail a draft Curriculum Review Evaluation Framework which describes the focus of review activity in relation to these prompts and the types of evidence which could be used to underpin the evaluation.

Evaluative Prompt 1: How well does our curriculum align to economic needs?	
<p style="text-align: center;"><u>Key Stakeholder Asks:</u></p> <ul style="list-style-type: none"> ○ Align college delivery to identified areas of current and future employment demand and support inclusive economic growth ○ Increase participation and co-investment with employers and support improved business productivity. ○ Increase opportunities for students to participate in work experience and work-based learning. ○ Align provision to the strategic pipeline needs of local employability partners. ○ Provide greater support for entrepreneurship and business innovation. 	<p style="text-align: center;"><u>Key Evaluative Evidence:</u></p> <ul style="list-style-type: none"> ○ Volume of college delivery by related economic sector and subject area compared to: <ul style="list-style-type: none"> ● Current and future employment data ● Regional and national economic growth strategies ○ Volume of activity delivered for employers/employees. ○ Assessment of the coherence of the range of GCRB/SFS/SDS funded activity, and of opportunities to enhance the collective impact of these funds.

<ul style="list-style-type: none"> ○ Support collaborative working across enterprise and skills agencies. 	
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Evaluative Prompt 2: How well does our curriculum support access and economic and social mobility?

<p style="text-align: center;"><u>Key Stakeholder Asks:</u></p> <ul style="list-style-type: none"> ○ Support inclusive growth and promote access to college for learners from all backgrounds and increase participation levels for priority groups. ○ reduce number of residents with low or no qualifications. ○ Tackle gender imbalances in subject areas and work roles. ○ Support in-work progression and social mobility. 	<p style="text-align: center;"><u>Key Evaluative Evidence:</u></p> <ul style="list-style-type: none"> ○ Assessment of how well our regional curriculum promotes inclusion and economic and social mobility through analysis of data relating to: <ul style="list-style-type: none"> ● level of study ● mode of study ● place of residence/study; and ● protected characteristics. ● resident qualification levels ● Inclusive growth indicators
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Evaluative Prompt 3: How well do our learners develop skills and achieve qualifications?

<p style="text-align: center;"><u>Key Stakeholder Asks:</u></p> <ul style="list-style-type: none"> ○ Learners experience the highest quality learning and teaching. ○ Improve retention and attainment. ○ Develop skills for learning, life and work. ○ Ensure equity of success for priority groups. 	<p style="text-align: center;"><u>Key Evaluative Evidence:</u></p> <ul style="list-style-type: none"> ○ Analysis of trends and regional college retention and attainment data and comparison to national success rates. ○ Analysis of retention and attainment data by SIMD10 and protected characteristics. ○ Volume of work-experience and work based learning activity.
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Evaluative Prompt 4: How well do our learners progress to further study and/or employment?

<u>Key Stakeholder Asks:</u>	<u>Key Evaluative Evidence:</u>
<ul style="list-style-type: none"> ○ Putting learners at the focal point of the system, offering a journey that is seamless, and which ensures learners' journeys through the learning system are as short, efficient and effective as possible. ○ Fully meet DYW Senior Phase recommendations so that young people are able to access more vocational options which deliver routes into good jobs and careers. ○ Increase number of college students articulating to university with advanced standing. ○ Promote career progression and upskilling, supporting inclusive growth and increased business productivity. 	<ul style="list-style-type: none"> ○ Scope of current school/college partnership activity and effectiveness as indicated by progression data. ○ Extent of learner progress into positive destinations through evaluation of student progression data for full-time Further and Higher Education learners. ○ Trends in College/University articulation data. ○ In-work progression data.

It is intended that once the review is undertaken, curriculum development recommendations will be identified for each of the review prompts. These will focus on a small number of development goals to support clarity and impact. Development actions will be considered as part of future Regional Outcome Agreement planning and funding.

4. Proposed Curriculum Categorisation

To aid the evaluation of vocational supply and employment demand, it is suggested that for the purposes of analysis, college curriculum activity is grouped according to the following five economic sectors:

College Subject Areas	Economic Sectors	Employment Areas
Business, management and administration Computing and ICT	1.Administration, Financial and Business Services	Administration Services Financial Services Business Services (incl. property) ICT
Media Art and design Performing arts	2.Creative and Cultural Industries	Creative Industries Textiles
Construction Engineering Nautical studies Land-based industries Science	3.Science, Technology, Engineering and Mathematics	Energy and Utilities Technology and Engineering Maritime Motor Trades Construction Manufacturing Agriculture and Fisheries Forest and Timber Technologies Life Sciences Chemical Sciences
Sport and leisure Hairdressing, beauty and complementary therapies Hospitality and tourism	4. Food, Drink, Tourism, Hospitality and Leisure	Food and Drink Tourism, Hospitality and Leisure Retail

Care Education and training	5. Health, Care and Education	Social care Health care Early Years Education
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In addition to these, a 6th grouping will consist of transitional and supported learning programmes which do not relate directly to an economic sector but which enable access and progression to vocational training.

Regional Curriculum Hubs will relate to these 6 groupings and provide a basis for engagement at subject level.

The curriculum review activity undertaken in 2014 based a significant extent of its analysis on comparing supply of college teaching hours (i.e. now Credits) against employment demand volumes and proportions. It is proposed that the 2018 review continues to include reference to this but also seeks to place greater focus on completers and the volumes of qualified students potentially exiting the college system.

In terms of data sources, the most recent audited data set relates to the 2016-17 academic year. As this data set will not have significantly changed in 2017-18 and an audited set of data for this most recent year will not be available till late October 2018, it is proposed that the initial analysis of data is conducted on the 2016-17 data set with further analysis of 2017-18 data undertaken when available and appropriate.

5. Proposed Next Steps

The working group containing representatives from GCRB, SFC, SDS and the Glasgow Colleges Group will meet in early September to consider initial data collated on economic/employment demand and college training supply. Following this, meetings will be arranged with curriculum hubs to enable discussion of supply and demand at subject level. These meetings will provide an opportunity for collaborative assessment of evidence, with the outputs informing future curriculum development priorities.

Annex B sets out a more detailed draft of potential timings for the full curriculum review process, linked to the development of the 2018/19 Regional Outcome Agreement.

Annex A: Potential implementation of 5 Step Planning Model within the Glasgow College Region

5 step skills planning and provision model	1	2	3	4	5
	Skills Demand Assessment	Provision Planning	Coordination of ROAs and Training Provider Commissioning	Performance monitoring	Review and Evaluation
Strategic development aims	Wider and more comprehensive evidence base of economic and social needs, and greater collective ownership of development aims.	More responsive regional college curriculum offer to identified economic and social development needs.	Clearer line of sight between funding allocation and delivery of strategic goals and more efficient and effective delivery.	Greater evidence of curriculum alignment to needs and more coherent overview of collective impact of public investment in college education.	More effective sharing of learning across agencies, and stronger consensus on, and collective ownership of, future development needs.
Potential regional operational initiatives	Regional Skills Assessment led by SDS but informed by Glasgow college employer intelligence and Community Planning Partnership engagement.	Regional curriculum plan within ROA determining curriculum mix/subject volumes aligned to regional skills assessment - led by college region but validated by SDS/SFC.	A Glasgow ROA which presents a combined overview of planned curriculum delivery funded by both SFC Credit funding and commissioning leading towards a more coherent allocation of funding.	Development of a single monitoring framework across all qualification routes (e.g. Credits, FA/MA/GA, etc.) which includes volume targets, places to be delivered and learner outcome measures.	Single regional review of performance across Credit and SDS Commissioned activity, supported by individual college reviews developed within Education Scotland quality review arrangements.
Potential timings	November	December	February	October, December, March, June	October

Annex B: Draft Curriculum Review Schedule

July/Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
Review and Evaluation											
Skills Demand Assessment											
			Provision Planning								
			Coordination of ROAs and Training Provider Commissioning								
<ul style="list-style-type: none"> - Agree scope and plan for curriculum review work - Gather college and RSA data sets and begin analysis of supply and demand 	<ul style="list-style-type: none"> - Complete initial data analysis and prepare summary reports per economic sector - Undertake review meetings* with curriculum hubs 	<ul style="list-style-type: none"> - Present and consult on initial review findings 	<ul style="list-style-type: none"> - Begin to develop 2019-20 curriculum development priorities - Begin to consider funding alignment options 	<ul style="list-style-type: none"> - Present and consult on draft curriculum development priorities and funding options 	<ul style="list-style-type: none"> - Develop final 2019-20 curriculum plan, including college contributions - Draft and consult on funding proposals 	<ul style="list-style-type: none"> - Present and agree final regional curriculum plan and associated funding proposals 					
		College and GCRB Board Meetings		College Board meetings	GCRB Board Meeting	SFC indicative funding announcement	College and GCRB Board Meetings		SFC final funding announcement	College and GCRB Board Meetings	

* It is suggested that a key element of the curriculum review activity is a meeting with each of the curriculum hubs, with GCRB, SFC and SDS staff, to consider curriculum supply and performance in the context of available skills demand assessment information. These meetings will provide an opportunity for collaborative assessment of

evidence, with the outputs of this review meeting informing future curriculum development priorities. These meetings will also provide an opportunity for college staff to feed in to the development of the new Regional Skills Assessment.