

Board of Management

Date of Meeting	Wednesday 13 March 2019
Paper No.	BoM5-C
Agenda Item	7
Subject of Paper	Regional Curriculum Update
FOISA Status	Disclosable
Primary Contact	Joanna Campbell, Vice Principal – Student Experience
Date of production	January 2019
Action	For Noting

1. Recommendations

To note the report which was submitted at the Learning and Teaching Committee meeting held on 5 February 2019.

Board of Management Learning & Teaching Committee

Date of Meeting	5 February 2019
Paper No.	LTC3-C
Agenda Item	7
Subject of Paper	Regional Curriculum Update - Draft ROA 2019-20
Status of Paper	Disclosable
Primary Contact	Joanna Campbell, Vice Principal, Student Experience
Date of Paper	25 January 2019
Summary	
Action Required	For Discussion

1. Recommendation

The Learning and Teaching Committee is asked to **discuss** the draft regional outcome agreement for 2019-20.

2. Purpose of Report

This report is to inform Learning and Teaching Committee members of the draft 2019-20 Regional Outcome Agreement (ROA) for the Glasgow region.

3. Key Points

- **consider** the draft ROA supporting narrative provided in this report
- **consider** the draft ROA measures provided in this report

4. Background

4.1 The SFC guidance for the development of College Outcome Agreements: 2019-20 to 2021-22 was provided in October 2018 and reflected changes to national priorities as outlined in the Ministerial Letter of Guidance.

The ROA for 2019-20 gives particular focus to progressing the following six areas:

- Skills alignment and Employer Engagement: improving the alignment of skills training to employment needs, with priority given to Childcare, Digital Skills and STEM.
- Access and Learning: widening access to curriculum and improving retention and attainment.
- Developing the Young Workforce: delivering on national DYW commitments and tackle gender imbalances at subject level.
- Learner Journey: creating progression opportunities and increasing successful progression to work or further study.
- Mental Health and Wellbeing: providing access to high quality and consistent support for good mental health and well-being.
- Professional Learning and Development: nurturing a learning community through participation in collaborative CPD opportunities.

4.2 The draft content for 2019-20 ROA commitments in relation to these priorities are based on existing commitments made within the current ROA, alongside ongoing work and discussions are outlined in **Appendix 1**.

5. Draft ROA Targets for National Performance Measures

- 5.1** The draft ROA targets have been reviewed by the GCRB Performance and Resources Committee, prior to submission to the SFC for their feedback.
- 5.2** Colleges were asked to reflect regional and national priorities, setting ambitious but achievable targets.
- 5.3** Draft targets for City of Glasgow performance measures are outlined in **Appendix 2** and the regional performance measures in **Appendix 3**.
- 5.4** Given that the SFC are not in a position to provide indicative funding to college regions, the SFC have advised that for planning purposes a standstill position should be used.
- 5.5** In reviewing performance targets, members should also note that within the ROA guidance, SFC set out national aspirations for the three-year period beginning in 2018-19. These are:
- At least 60% of HN entrants to university should articulate with advanced standing per year by AY 2019-20 rising to 75% by AY 2025-26.
 - 20% of credits should be delivered to students from a SIMD10 postcode by AY 2020-21.
 - The percentage of full-time students successfully achieving a recognised qualification should increase to 73.2% by AY 2019-20 for FE and should increase to 74.4% by AY 2019-20 for HE. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
 - The percentage of full-time students from a SIMD10 postcode achieving a recognised qualification should by AY 2019-20 increase to 67.3% for FE and 70.5% for HE.
 - Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021.
- 5.6** Given the large volume of targets presented in **Appendix 2**, a subset of key targets (combined assigned Glasgow regional colleges) which align to, and exemplify, regional strategic ambitions are set out in the table overleaf with additional contextual narrative.

Regional Ambition	Related Key National Performance Measure	17-18 Actual	19-20 Target	20-21 Target	21-22 Target	2019-20 change	Narrative context:	
Increase participation of learners from deprived postcodes and other priority groups	Proportions of Credits delivered to:							
	SIMD10 postcode areas	29.4%	30.6%	30.8%	30.9%	+1.2pp	National target is 20% by 2020-21. As this is geographical based measure, regional equivalent would be approximately 33% by 2020-21. Individual college 2020-21 targets range from 25% (City), 31% (Clyde) and 43% (Kelvin).	
	BME learners	14.9%	15.0%	15.2%	15.3%	+0.1pp	No national target - Glasgow City Council estimate that BME population of Glasgow was 15.4% in 2011.	
	with a known disability	14.8%	14.7%	14.8%	15.1%	-0.1pp	No national target – Disabled Go estimate that over 25% of the city's population is either disabled or has a long term limiting illness. In 2017-18, the actual achieved exceeded the ROA target.	
	with Care Experience	2.6%	3.1%	3.2%	3.4%	+0.5pp	No national target – proportion of regional population as care leavers is hard to establish but there are relatively higher rates in Glasgow (e.g. over 3,000 young people are classed as looked after).	

Improve regional retention and attainment rates	Proportion of FT FE students achieving a qualification	65.5%	69.7%	71.3%	72.6%	+4.2pp	National target for 2019-20 is 73.2%. Only City college is proposing to achieve this, however in 2017-18, FT FE attainment fell at City and Kelvin colleges.
	Proportion of PT FE students achieving a qualification	80.3%	83.8%	84.7%	85.5%	+3.4pp	No national target. Glasgow is currently above the national average for 2016-17 (77.1%).
	Proportion of FT HE students achieving a qualification	73.4%	76.2%	76.6%	77.0%	+2.8pp	National target for 2019-20 is 74.4%.
	Proportion of PT HE students achieving a qualification	79.4%	83.7%	84.3%	84.5%	+4.3pp	No national target. Glasgow is currently above the national average for 2016-17 (78.6%).

Regional Ambition	Related Key National Performance Measure	16-17 Actual	18-19 Target	19-20 Target	20-21 Target	2019-20 change	Narrative context:
Deliver more coherent Senior Phase pathways	Volume of Credits delivered to senior phase age pupils	2,672	3,270	3,445	3,605	+598	No national target. Note this Credit count only includes accredited qualifications at SCQF level 5 and above.
Increase opportunities for learners to progress to degree level.	The proportion of students articulating to degree level courses with advanced standing	(16-17) 45.6%	55.6%	56.7%	57.5%	+10.0pp	National target is 60% by 2019-20. Note that this data is provided by SFC and that further information has been requested to support the specification of future year targets. Delivery of this target is also contingent on action by university partners.
Deliver a significant increase in work-based learning.	Proportion of full-time learners with substantial 'work placement experience' in programme of study	19.5%	25.5%	29.0%	30.8%	+6.0pp	No national target. This is a relatively new national measure.

Deliver an inclusive and supportive student experience.	The percentage of students overall, satisfied with their college experience	88.6%	89.8%	90.4%	91.2%	+1.2pp	No national target. Glasgow is currently 2% below the national average.
Support every learner into a positive post-course destination.	The proportion of full-time students progressing to work, training and/or further study	96.9%	97.5%	97.7%	97.7%	+0.5pp	No national target. The percentage of students in Glasgow overall satisfied with their course fell by 2.6% compared to the 2016-17 level.

6. Risk Analysis

There are risks associated with the contents of this paper in relation to sustaining the required level of college provision in line with Scottish Government priorities. A number of in-year monitoring reports are in place to provide the necessary measures and adjustments to mitigate risk.

7. Financial Implications

Work on college funding allocations will be taken forward in parallel with development of the final ROA, once indicative funding allocations are announced in April 19.

Appendix 1 – Draft ROA 2019-20 Commitments

Inclusive Enabling Actions

- Supported by college Access and Inclusion Strategies, we will increase the volume of Credits delivered to learners from deprived postcodes, widening access for all of Glasgow’s learners to participate in inclusive economic growth. We will also increase participation from under-represented groups, including care leavers, disabled learners and those from black and minority ethnic backgrounds.
- Our college Gender Action Plans will reduce gender disparities for learners within particular subject areas.
- We will deliver seamless pathways across the Glasgow region curriculum through guaranteed articulation agreements which allow students on specific programmes at one college to progress directly to programmes at the next level at another college.
- The colleges will collaborate on aligning aspects of application processes, delivering a more consistent experience for applicants and providing better reporting on demand for places.
- We will develop digital curriculum maps, providing students and stakeholders a high-level overview of vocational progression pathways and study options across the three colleges. These will be developed into an online format which links to the colleges’ live curriculum offerings, giving the student a view of where a course offering sits within the regional curriculum and the progression pathways available.
- We will strengthen our partnerships with universities across Glasgow, developing more articulation routes which provide progression to university with advanced standing for more of Glasgow’s college learners. This will include funding additional places on our new articulation programme with Glasgow University.
- We will continue to fund our ESOL Partnership initiative, delivering a fully joined-up and supportive offer to ESOL learners across the city, with college, local authority and third sector partners, working collectively to respond coherently and efficiently to regional needs.
- Working with the Action for Children charity, we will establish a new proactive support service for care experienced young people in addition to traditional student support services. This will provide support beyond the college walls for learners most at risk of not completing their studies and failing to meet their full potential.
- We will develop college and regional strategies supporting good mental health and well-being, ensuring we deliver a joined-up and high quality service to students and staff.
- We will support the coherent development of improved mental health and wellbeing support services across the region through the establishment of professionally qualified Mental Health Services leadership capacity for Glasgow’s colleges. This will align to, and support, the implementation of the Scottish Government commitment to fund additional counsellors in Scotland’s colleges.

- Our regional Equalities and Access and Inclusion groups will promote the sharing of practice regarding the colleges' Access and Inclusion Strategies, in mainstreaming equality across college functions, and in conducting equality impact assessments.
- Our regional Student Experience Lead will lead collective action to improve the coherence and consistency of students' experience through the development of shared approaches to inclusive student services.
- College Gender Action Plans will identify and tackle gender imbalances, increasing the minority gender share in each of the 10 largest and most imbalanced subject areas.

Responsive Enabling Actions

- We will continue to lead our pilot work with SDS/SFC to implement the 5-step skills planning model, supporting the delivery of the Enterprise and Skills Board Strategic Plan. Supported by work of regional Learning and Teaching Group and Curriculum Hubs, this will deliver a combined curriculum plan for the Glasgow College Region.
- Our Flexible Workforce Development fund will support employers to fill skills gaps and develop new expertise that helps them to strengthen, grow and contribute more to our regional economy.
- We will develop innovative approaches to increasing participation in lifelong learning by adult returners, and particularly, employed residents with low or no qualification levels.
- We will expand work-based learning opportunities and significantly increase the volume of courses with substantial work placement experience.
- We will implement our refreshed regional STEM strategy, ensuring the regional curriculum offer is responsive to the needs of the STEM economy, increasing the proportion of learners undertaking STEM-related learning. Working closely with local and regional partners, through the Scottish Government's STEM Hubs, to ensure regional investment in STEM activity is coordinated and collaborative. In addition, our approach to capital allocation will, where allowed, prioritise regional STEM related resources and infrastructure.
- Our Regional Childcare Expansion Strategy will increase the volume and range of childcare training opportunities, supporting the Scottish Government Commitment to double the entitlement to free childcare. We will also develop new online learning resources for HNC childcare course delivery, supporting more flexible and blended delivery modes, improving access for adults seeking a career change.
- Our Regional Developing the Young Workforce Plan will increase the range and volume of high quality senior phase vocational pathways to employment. Our Developing the Young Workforce Lead will promote joint school/college activity to improve the monitoring of pupil performance and learner outcomes, and which provides opportunities for school and college staff to share practice.

- Working jointly with Skills Development Scotland, we will expand Foundation Apprenticeship delivery to Senior Phase pupils studying full-time at college, increasing the scale of work-based learning within our course offer and supporting improved attainment and successful progression to employment.
- We will continue to develop and enhance our delivery of high quality Modern Apprenticeships, alongside promoting opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.
- Through the Community Planning Partnerships, we will ensure that college employability activities are directly aligned with the Strategic Skills Pipeline and that they respond to the needs of local employability partners.

Effective Enabling Actions

- Our college's Evaluative Reviews and Enhancement Plans, developed jointly with Education Scotland, will drive improvements in retention and attainment rates, including those for protected characteristic groups and learners from the 10% most deprived postcode areas.
- Supported by our Regional Memorandum of Understanding, GCRB and the Glasgow colleges will continue to develop closer and more effective regional relationships; strengthening regional governance structures and deepening collaboration.
- We will maintain our Scottish living wage commitments across all our institutions.
- Our regional governance structures will monitor and ensure implementation of our Annual Programme of Action goals and ensure effective use of public funds.
- Our regional funding arrangements will align expenditure to areas of greatest regional need and support regional efficiencies, including a regional approach to procurement.
- Our regional engagement structures will strengthen regional relationships by offering 'one door' access for our partners.
- We will continue to encourage distributed leadership through the further development of our regional collaborative management structure; ensuring that college staff have a greater say in the organisation of college services across the Glasgow region.
- Our Regional CPD Lead will promote activity to expand our regional CPD offer, pooling college contributions and integrating additional CPD opportunities delivered by national bodies including the Colleges Development Network.
- We will continue to promote gender equality and work to achieve a 50:50 gender balance on the regional and college boards.
- Our colleges will demonstrate their commitment to embedding environmental and social sustainability ambitions through their sustainability strategies and corporate strategic plans.

- We will contribute proactively to educational and economic policy development at local, regional and national levels.
- We will make increased use of data analytics to inform and improve our collective service delivery by developing a shared, regional reporting service which 'pulls' an agreed set of data from existing college systems into a central repository, and which supports the development of common data standards, in line with the implementation of the Scottish Government's Learner Journey Review.
- We will report on our institutional performance regularly to national and regional stakeholders, including the Scottish Government, Scottish Funding Council and Community Planning Partners.

Measure:

The volume of Credits delivered

Total Credits

1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24

	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
Volume of Credits delivered to learners aged 16-19	85,793	88,557	85,131	85,925	85,135	84,735	175,971	172,379	171,620	169,425	168,385	167,735
<i>Proportion of Credits delivered to learners aged 16-19</i>	48.2%	48.2%	47.3%	47.7%	47.3%	47.1%	45.2%	43.6%	44.4%	43.9%	43.6%	43.4%
Volume of Credits delivered to learners aged 20-24	46,237	46,393	48,914	47,480	48,510	49,110	95,331	95,465	97,727	96,560	97,840	98,690
<i>Proportion of Credits delivered to learners aged 20-24</i>	26.0%	25.3%	27.2%	26.4%	26.9%	27.3%	24.5%	24.1%	25.3%	25.0%	25.3%	25.6%

1(b)(i) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24

Volume of Credits delivered to full-time learners	144,288	144,527	146,490	147,100	147,250	147,350	287,616	287,012	287,474	286,100	286,750	286,850
Volume of Credits delivered to full-time learners aged 16-19	79,359	80,760	80,570	80,070	79,570	79,200	147,505	144,396	147,159	143,570	143,020	142,600
<i>Proportion of Credits delivered to full-time learners aged 16-19</i>	55.0%	55.9%	55.0%	54.4%	54.0%	53.7%	51.3%	50.3%	51.2%	50.2%	49.9%	49.7%
Volume of Credits delivered to full-time learners aged 20-24	40,392	39,324	41,009	41,009	41,509	42,009	76,301	75,665	76,541	77,459	78,159	78,859
<i>Proportion of Credits delivered to full-time learners aged 20-24</i>	28.0%	27.2%	28.0%	27.9%	28.2%	28.5%	26.5%	26.4%	26.6%	27.1%	27.3%	27.5%

1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

Volume of Credits delivered to learners in the most deprived 10% postcode areas	43,669	43,032	44,652	44,800	45,000	45,200	117,644	116,327	117,716	118,137	118,750	119,334
<i>Proportion of Credits delivered to learners in the most deprived 10% postcode areas</i>	24.5%	23.4%	24.8%	24.9%	25.0%	25.1%	30.2%	29.4%	30.5%	30.6%	30.8%	30.9%

1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced

Gender -

Volume of Credits delivered to Male learners	91,779	93,356	93,180	93,180	93,180	93,180	196,330	196,669	195,626	195,890	197,109	196,999
<i>Proportion of Credits delivered to Male learners</i>	51.6%	50.8%	51.8%	51.8%	51.8%	51.8%	50.4%	49.7%	50.7%	50.7%	51.0%	51.0%
Volume of Credits delivered to Female learners	86,128	89,857	87,443	87,443	87,443	87,443	193,146	198,513	191,106	190,841	189,622	189,672
<i>Proportion of Credits delivered to Female learners</i>	48.4%	48.9%	48.6%	48.6%	48.6%	48.6%	49.6%	50.2%	49.5%	49.4%	49.1%	49.1%
Volume of Credits delivered to Other learners	64	468	65	265	275	280	64	509	65	265	275	280
<i>Proportion of Credits delivered to Other learners</i>	0.0%	0.3%	0.0%				0.0%	0.1%	0.0%	0.1%	0.1%	0.1%

Ethnicity -

Volume of Credits delivered to BME learners	21,881	22,595	22,526	22,624	22,721	22,932	54,536	58,897	55,254	57,842	58,574	59,182
<i>Proportion of Credits delivered to BME learners</i>	12.3%	12.3%	12.5%	12.6%	12.6%	12.7%	14.0%	14.9%	14.3%	15.0%	15.2%	15.3%

Disability -

Measure:	Appendix 2 - City of Glasgow College						Appendix 3 - Region					
	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
Volume of Credits delivered to students with a known disability	17,847	19,373	18,119	18,650	18,800	19,050	54,458	58,609	54,666	56,850	57,319	58,150
<i>Proportion of Credits delivered to students with a known disability</i>	10.0%	10.5%	10.1%	10.4%	10.4%	10.6%	14.0%	14.8%	14.2%	14.7%	14.8%	15.1%
Care Experience -												
Volume of Credits delivered to students with Care Experience	2,585	1,449	2,703	1,980	2,010	2,035	5,988	10,213	6,742	11,802	12,510	13,035
<i>Proportion of Credits delivered to students with Care Experience</i>	1.5%	0.8%	1.5%				1.5%	2.6%	1.7%	3.1%	3.2%	3.4%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	115	253	166	260	275	285	605	851	778	864	899	929
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges												
Volume of Credits delivered to senior phase age pupils studying vocational qualifications	665	614	704	720	745	755	3,365	2,672	3,816	3,270	3,445	3,605
<i>Proportion of Credits delivered to senior phase age pupils studying vocational qualifications</i>	0.4%	0.3%	0.4%	0.4%	0.4%	0.4%	0.9%	0.7%	1.0%	0.8%	0.9%	0.9%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision												
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,660	1,910	1,705	1,950	2,010	2,065	11,244	10,273	11,581	10,500	10,910	11,089
<i>The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</i>	0.9%	1.0%	0.9%	1.1%	1.1%	1.1%	2.9%	2.6%	3.0%	2.7%	2.8%	2.9%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)												
Volume of Credits delivered at HE level	105,193	107,448	106,798	108,798	109,498	109,900	178,433	174,535	177,856	177,300	178,000	178,402
Volume of Credits delivered at HE level to learners from SHEP schools	14,458	15,174	15,002	15,231	15,246	15,346	27,118	27,319	27,973	28,231	28,716	28,846
<i>Proportion of Credits delivered at HE level to learners from SHEP schools</i>	13.7%	14.1%	14.0%	14.0%	13.9%	14.0%	15.2%	15.7%	15.7%	15.9%	16.1%	16.2%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses												
Volume of Credits delivered to learners enrolled on STEM courses	32,981	42,103	35,327	42,325	42,856	43,950	83,637	101,160	88,098	102,775	104,556	105,650
<i>Proportion of Credits delivered to learners enrolled on STEM courses</i>	18.5%	22.9%	19.6%	23.5%	23.8%	24.4%	21.5%	25.6%	22.8%	26.6%	27.1%	27.4%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification												
The number of FT FE enrolled students achieving a recognised qualification	1,892	1,885	2,010	2,000	2,020	2,020	5,295	5,463	5,679	5,655	5,783	5,890
The total number of FT FE enrolled students on recognised qualifications	2,737	2,779	2,748	2,693	2,693	2,693	8,255	8,344	8,270	8,115	8,115	8,115

Measure:	Appendix 2 - City of Glasgow College						Appendix 3 - Region					
	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
<i>The percentage of FT FE enrolled students achieving a recognised qualification</i>	69.1%	67.8%	73.1%	74.3%	75.0%	75.0%	64.1%	65.5%	68.7%	69.7%	71.3%	72.6%
The number of PT FE enrolled students achieving a recognised qualification	5690	6,082	9,184	8,745	8,800	8,850	13,863	14,513	17,287	17,180	17,377	17,539
The total number of PT FE enrolled students on recognised qualifications	6488	7,009	9,995	9,545	9,545	9,545	17,480	18,064	20,730	20,504	20,504	20,504
<i>The percentage of PT FE enrolled students achieving a recognised qualification</i>	87.7%	86.8%	91.9%	91.6%	92.2%	92.7%	79.3%	80.3%	83.4%	83.8%	84.7%	85.5%
The number of FT HE enrolled students achieving a recognised qualification	5,145	5,246	5,990	6,390	6,565	6,570	8,332	8,312	9,288	9,568	9,777	9,868
The total number of FT HE enrolled students on recognised qualifications	6,971	7,096	7,810	8,295	8,500	8,500	11,348	11,325	12,254	12,551	12,756	12,812
<i>The percentage of FT HE enrolled students achieving a recognised qualification</i>	73.8%	73.9%	76.7%	77.0%	77.2%	77.3%	73.4%	73.4%	75.8%	76.2%	76.6%	77.0%
The number of PT HE enrolled students achieving a recognised qualification	1114	1,269	2,685	2,785	2,880	2,885	2,548	2,705	4,413	4,421	4,536	4,565
The total number of PT HE enrolled students on recognised qualifications	1344	1,546	3,200	3,300	3,400	3,400	3,143	3,406	5,283	5,283	5,383	5,400
<i>The percentage of PT HE enrolled students achieving a recognised qualification</i>	82.9%	82.1%	83.9%	84.4%	84.7%	84.9%	81.1%	79.4%	83.5%	83.7%	84.3%	84.5%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification												
The number of MD10 FT FE enrolled students achieving a recognised qualification	536	540	563	576	594	596	1,759	1,850	1,919	1,931	1,991	2,053
The total number of MD10 FT FE enrolled students on recognised qualifications	795	824	823	836	845	846	2,784	2,845	2,887	2,830	2,859	2,916
<i>The percentage of MD10 FT FE enrolled students achieving a recognised qualification</i>	67.4%	65.5%	68.4%	68.9%	70.3%	70.4%	63.2%	65.0%	66.5%	68.2%	69.6%	70.4%
The number of MD10 PT FE enrolled students achieving a recognised qualification	2,549	3,314	2,845	2,890	3,023	3,100	5,461	6,156	5,926	5,864	6,093	6,229
The total number of MD10 PT FE enrolled students on recognised qualifications	2,874	4,111	3,025	3,096	3,152	3,280	6,867	7,972	7,165	7,096	7,172	7,320
<i>The percentage of MD10 PT FE enrolled students achieving a recognised qualification</i>	88.7%	80.6%	94.0%	93.3%	95.9%	94.5%	79.5%	77.2%	82.7%	82.6%	85.0%	85.1%
The number of MD10 FT HE enrolled students achieving a recognised qualification	854	831	902	922	959	960	1,648	1,500	1,688	1,688	1,747	1,769
The total number of MD10 FT HE enrolled students on recognised qualifications	1,223	1,192	1,268	1,275	1,282	1,288	2,298	2,135	2,337	2,294	2,311	2,328
<i>The percentage of MD10 FT HE enrolled students achieving a recognised qualification</i>	69.8%	69.7%	71.1%	72.3%	74.8%	74.5%	71.7%	70.3%	72.2%	73.6%	75.6%	76.0%

Measure:	Appendix 2 - City of Glasgow College						Appendix 3 - Region					
	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
The number of MD10 PT HE enrolled students achieving a recognised qualification	266	253	281	288	295	295	530	459	533	520	534	541
The total number of MD10 PT HE enrolled students on recognised qualifications	342	348	360	368	375	375	671	628	673	656	668	675
<i>The percentage of MD10 PT HE enrolled students achieving a recognised qualification</i>	77.8%	72.7%	78.1%	78.3%	78.7%	78.7%	79.0%	73.1%	79.3%	79.3%	80.0%	80.1%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges												
The number of senior phase FT FE pupils achieving a vocational qualification	5	0	16	15	17	19	22	10	34	31	34	36
The total number of senior phase FT FE pupils studying vocational qualifications	17	0	20	21	23	25	46	19	44	46	48	50
<i>The percentage of senior phase FT FE pupils achieving a vocational qualification</i>	29.4%	#DIV/0!	80.0%	71.4%	73.9%	76.0%	47.8%	52.6%	77.3%	67.4%	70.8%	72.0%
The number of senior phase PT FE pupils achieving a vocational qualification	214	203	272	250	270	285	496	541	622	618	661	684
The total number of senior phase PT FE pupils studying vocational qualifications	316	293	400	350	367	375	754	765	900	850	877	895
<i>The percentage of senior phase PT FE pupils achieving a vocational qualification</i>	67.7%	69.3%	68.0%	71.4%	73.6%	76.0%	65.8%	70.7%	69.1%	72.7%	75.4%	76.4%
The number of senior phase FT HE pupils achieving a vocational qualification	0	0		0	0	0	0	3	0	0	0	0
The total number of senior phase FT HE pupils studying vocational qualifications	0	0		0	0	0	2	3	0	0	0	0
<i>The percentage of senior phase FT HE pupils achieving a vocational qualification</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0.0%	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
The number of senior phase PT HE pupils achieving a vocational qualification	0	0		0	0	0	0	0	0	0	0	0
The total number of senior phase PT HE pupils studying vocational qualifications	0	0		0	0	0	0	0	0	0	0	0
<i>The percentage of senior phase PT HE pupils achieving a vocational qualification</i>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4(d)* Proportion of full-time enrolled Care Experienced students successfully												
The number of CE FT FE enrolled students achieving a recognised qualification	57	78	60	95	100	105	119	282	151	303	329	348
The total number of CE FT FE enrolled students for recognised qualifications	90	142	95	150	155	160	224	462	235	465	495	510
<i>The percentage of CE FT FE enrolled students achieving a recognised qualification</i>	63.3%	54.9%	63.3%	63.3%	64.5%	65.6%	53.1%	61.0%	64.2%	65.2%	66.5%	68.2%

Measure:	Appendix 2 - City of Glasgow College						Appendix 3 - Region					
	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
The number of CE FT HE enrolled students achieving a recognised qualification	20	25	25	26	28	29	39	99	49	106	115	124
The total number of CE FT HE enrolled students for recognised qualifications	39	40	41	43	44	45	67	143	73	151	160	169
<i>The percentage of CE FT HE enrolled students achieving a recognised qualification</i>	51.3%	62.5%	60.4%	61.0%	63.8%	64.4%	58.2%	69.2%	66.2%	70.4%	71.9%	73.4%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving achieving a recognised qualification												
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,107	1,188	1,160	1,269	1,355	1,425	2,603	2,855	2,767	2,948	3,114	3,182
The total number of FT FE enrolled students aged 16-19 for recognised qualifications	1,627	1,788	1,750	1,780	1,820	1,835	4,195	4,383	4,273	4,303	4,323	4,318
<i>The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification</i>	68.0%	66.4%	66.3%	71.3%	74.5%	77.7%	62.1%	65.1%	64.7%	68.5%	72.0%	73.7%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)												
	320	332	340	225	245	260	1,254	1,187	1,680	1,600	1,655	1,770
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study												
Total number of full-time learners	9,847	9,171	10,447	9,600	9,700	9,800	19,212	18,708	20,296	18,851	18,951	19,051
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	784	2,000	2,500	3,000	3,500	3,800	2,361	3,656	4,230	4,816	5,502	5,860
<i>Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</i>	8.0%	21.8%	23.9%	31.3%	36.1%	38.8%	12.3%	19.5%	20.8%	25.5%	29.0%	30.8%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing												
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	1377	tbc	1618	1625	1635	1650	2,796	#VALUE!	2,998	3,015	3,035	3,060
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	719	tbc	870	875	880	890	1,275	#VALUE!	1,565	1,675	1,720	1,760
<i>The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</i>	52.2%	#VALUE!	53.8%	53.8%	53.8%	53.9%	45.6%	#VALUE!	52.2%	55.6%	56.7%	57.5%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying												

Measure:	Appendix 2 - City of Glasgow College						Appendix 3 - Region					
	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22	Actual 2016-17	Actual 2017-18	Target 2018-19	Target 2019-20	Target 2020-21	Target 2021-22
Response rate												
The total number of full-time FE college qualifiers (confirmed destinations)	1,759	1,776	1866	1,750	1,740	1730	5,174	2,744	5,568	5,481	5,694	5,750
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,705	1,709	1809	1,700	1,697	1690	5,039	2,654	5,423	5,347	5,567	5,625
<i>The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying</i>	96.9%	96.2%	96.9%	97.1%	97.5%	97.7%	97.4%	96.7%	97.4%	97.6%	97.8%	97.8%
The total number of full-time HE college qualifiers (confirmed destinations)	2,829	3,055	3001	3,091	3,184	3200	4,395	3,506	4,671	4,781	4,944	5,030
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,723	2,978	2889	3,014	3,108	3125	4,238	3,404	4,510	4,654	4,823	4,911
<i>The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying</i>	96.3%	97.5%	96.3%	97.5%	97.6%	97.7%	96.4%	97.1%	96.5%	97.3%	97.6%	97.6%
<i>The proportion of ALL qualifiers in work, training and/or further study 3-6 months after qualifying</i>		97.0%	96.5%	97.4%	97.6%	97.7%	96.9%	96.9%	97.0%	97.5%	97.7%	97.7%
9. The percentage of students overall, satisfied with their college experience (SSES survey)												
Full-time												
Total Question Response	5,331	5,981	5259	6,100	6,200	6,300	8071	9340	8278	8669	8819	9300
Strongly Agree + Agree	4,549	4,994	4876	5,250	5,400	5,510	7161	8197	7760	7727	7935	8440
Percentage overall satisfied	85.3%	83.5%	92.7%	86.1%	87.1%	87.5%	88.7%	87.8%	93.7%	89.1%	90.0%	90.8%
Part-time												
Total Question Response	884	1,442	884	1550	1600	1,650	1781	2854	2028	2794	2844	3150
Strongly Agree + Agree	818	1,250	820	1355	1400	1,450	1679	2606	1923	2559	2607	2908
Percentage overall satisfied	92.5%	86.7%	92.8%	87.4%	87.5%	87.9%	94.3%	91.3%	94.8%	91.6%	91.7%	92.3%
Distance Learning												
Total Question Response	0	27	20	30	40	45	2	64	22	132	142	147
Strongly Agree + Agree	0	23	18	27	36	41	2	58	20	123	133	138
Percentage overall satisfied	#DIV/0!	85.2%	90.0%	90.0%	90.0%	91.1%	100.0%	90.6%	90.9%	93.2%	93.7%	93.9%
All Learners												
Total Question Response	6215	7,450	6163	7,680	7,840	7,995	9854	12258	10328	11595	11805	12597
Strongly Agree + Agree	5367	6,267	5714	6,632	6,836	7,001	8842	10861	9703	10409	10675	11486
Percentage overall satisfied	86.4%	84.1%	92.7%	86.4%	87.2%	87.6%	89.7%	88.6%	93.9%	89.8%	90.4%	91.2%
10 Gross carbon footprint (tCO2e)	5,582	5,284	5,196	5,094	4,992	4,920	#VALUE!	#VALUE!	10,146	9,994	9,792	9,570

* Key priority measure