



SFC Guidance

Annex D

College Outcome Agreement Guidance AY 2016-17

Annex D: Regional context statement and Outcome Agreement template

College region (enter region here)

College regional grouping (list colleges here)

Funding

College region _____ will receive
£_____ from the Scottish Funding Council for academic year
2016-17 to plan and deliver further and higher education in the region.

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

Priority Outcomes to be delivered by end of AY 2016-17

Priority Outputs to be delivered in AY 2016-17

Signed by College Region

Signed by SFC

Date

Date

Regional Context Statement

1. SFC expects regions to set themselves achievable but stretching aspirations to deliver outcomes and meet the priorities set out in this guidance document. These aspirations should be understood relative to the context of each unique college region.
2. Each Outcome Agreement captures information about its region in a regional context statement. This is produced at the beginning of a three-year cycle of Outcome Agreements, and should be refreshed as necessary during that period. The regional context statement is the means through which we expect colleges, on an annual basis, to set out plans for meeting the needs of learners, employers and communities in the region, consistent with Scottish Government priorities – and, where appropriate, cross region.
3. The ambition and robustness of regional context statements in 2016-17 are of particular importance given the central role of colleges in the delivery of the Developing the Young Workforce – Scotland’s Youth Employment Strategy¹. With Outcome Agreements entering their 5th year, we are confident that the sector has the capacity to plan, articulate and report on the commitments it will make to deliver a step change in the reach of vocational education – from 2016-17 and building over the life of the programme.
4. Consistent with last year, this annex sets out the information and analysis we expect colleges to provide in their regional context statements. This aligns with the recommendations relating to colleges contained within DYW: Scotland’s Youth Employment Strategy. It is also important to note that although the DYW focuses largely on young people, its messages - particularly in relation to provision which is shaped and supported by employers, and ensuring access to opportunities for all groups - are also highly relevant for all college provision.

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

5. Demographic needs
 - Population size/demographic profile (working age population, 16-24 year old population)
 - Patterns of participation (in post-16 education) across the region, identifying any towns/communities with particularly low levels of participation
 - Areas of multiple deprivation

¹ <http://www.gov.scot/Publications/2014/12/7750>

- School leaver destinations, and in particular schools with low levels of positive destinations
 - Travel to study patterns
 - Articulation/progression patterns
6. Economic needs
- Economic/employer profile
 - Levels and areas of unemployment
 - Skill / qualification levels
 - Evidence of need/demand
 - Evidence of declining or growing industries, or businesses/industries with growth potential

Evidence and alignment

7. We expect regional context statements to be informed by Skills Investment Plans (SIPs), Regional Skills Assessments (RSAs) and the refreshed underpinning data to be made available later this summer along with any other relevant national and local labour market intelligence. SFC will support college-level planning by providing information on, for example, population and participation and bespoke analytical support where it is possible.
8. We expect to see the linkages and alignment to local authority Single Outcome Agreements backed up with a short description of the arrangements in place to ensure effective engagement with relevant CPPs.

Show how the college will meet the needs of learners

9. Colleges should set out their curriculum offer, demonstrating how it meets the needs of the region and any wider interests served by the region. By 'wider interests', we mean learners from other regions and national or other employers and business sectors whose needs (for example, niche/specialist provision) can be better met by the college or a consortium of colleges.
10. This should include:
- The relationship between assessment of need and curriculum planning at strategic level. For example, this might take the form of a set of guiding principles that the region uses in making strategic decisions about the curriculum. Where relevant, this should reflect the principles set out in Putting Learners at the Centre, matching our expectation that a wide range of non-advanced provision be provided in locations across the region - because people are less likely to travel for such provision - with

routes through to advanced level provision concentrated in a smaller number of locations (particularly at HND level)

- Any gaps or over-concentration in provision or opportunities that have been identified in the region's assessment of need/curriculum planning, together with any planned action and a summary of the intended outcomes
- An assessment of the extent to which the needs of pupils in the senior phase of Curriculum for Excellence and 16-19 year olds who are not already in learning, training or work (the Opportunities for All guarantee group) in the region are being met effectively, together with an assessment of the implications for the curriculum offer and recruitment strategies and the impact on the region's student profile in the medium term (2-3 years)
- Any learner interests that are being served beyond the region, and the reasons for this (for example, provision of courses which meet a wider need or communities/groups of learners from other regions who are better served by this region for geographical/transport reasons)

Show how the region will deliver *Developing the Young Workforce*

11. In the SFC priorities section of the guidance (pages 18-39), we outline the areas in which we expect colleges to make a very significant contribution to the national programme to develop Scotland's young workforce. Given the scale of the ambition, and the sector's central delivery role, each region should build on its discrete implementation plan (DYW plan) as part of its 2016-17 regional context statement, setting out the region's key commitments from AY 2016-17. Importantly, it must be jointly developed and agreed with local authorities and schools and other stakeholders such as Skills Development Scotland and employers.

Senior Phase Vocational Pathways

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

- Detail the region’s overarching strategy, jointly developed with these partners, to:
 - Progressively expand the number of senior phase vocational to fully meet regional demand
 - Ensure gender balance and that provision delivers appropriate support for the participation of groups currently experiencing inequalities in vocational education (including specifically young disabled people, care leavers, young people from black and ethnic minorities and others with additional support needs)
 - Enhance the range and relevance of new pathways, ensuring that the region fully meets its regional need for STEM provision and a strong focus on labour market need
- Detail the number of pathways (including details of the qualifications to be achieved-including SCQF levels), progression routes and places to be made available and the number (and proportion) of schools with which the region will work to deliver these in 2016-17. The introduction of the senior phase vocational cohort measure (measure 16) will capture aspirations for the number of learners on pathways and distinguish this activity from overall schools-college partnership delivery
- Evidence of how planned pathways for 2016-17 align to employer needs.
- Detail planned action to improve gender balance and the representation of key equalities groups on pathways to be offered in 2016-17

Gender and equalities

13. In order to address gender imbalances at the subject level within colleges our expectations link directly to KPI 8 in the Scottish Government’s DYW Scotland’s Youth Employment Strategy which states that the Scottish Government will *“increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021.”* These superclasses are Hair/Personal Care Services; Childcare Services; IT: Computer Science/ Programming/Systems; Engineering/Technology (gen); Mechanical Engineering; Vehicle Maintenance/Repair; Electrical Engineering; Construction (gen); Build/Construction Operations and Building Services.
14. For this year’s Outcome Agreements, we will discuss the Government’s KPIs for these superclasses at a regional level and negotiate with each region about how they will contribute to the overarching KPIs. We hope such an approach will

align both with the Government's KPIs as well as the strategic and practical approaches to tackling gender imbalances, for all ages, already being undertaken by the sector. This approach should lead to an improving picture, owned by each region, which will ultimately impact on the overarching KPIs.

15. As the KPIs are focused on 16-24 year olds, the gender action plan will also look at imbalances for those above 24 years old, as well as particular issues of representation for part-time students. Each region is invited to outline what further action, over and above that which is required to achieve the KPI above, their region will undertake to ensure gender imbalances for students above 24 years old and part-time students are being tackled.
16. Additionally, across all provision, regions should outline their plans, developed jointly with partners, for improving gender balance and ensuring appropriate support for the participation of groups currently experiencing inequalities in vocational education (including specifically young disabled people, young people who are care experienced, young people from black and ethnic minorities and others with additional support needs) including:
 - Identification of specific groups and curriculum areas prioritised for targeted improvement in 2016-17 and beyond
 - Details of any factors that present particular regional challenges in delivering improvements in gender balance or appropriate representation of equalities groups
 - Ambitious targets for 2016-17, together with details of the actions to which the region and partners have committed to in order to make early progress

Students with additional educational support needs

- In AY 2015-16 SFC will undertake a review of Extended Learning Support (ELS - as from AY 2015-16 onwards, it will no longer be allocated as part of our teaching funds). Guidance will be developed that supports and promotes an inclusive teaching environment for learners but also enables us to ascertain what impact these funds have for learners and, where appropriate, groups of learners. This will enable ELS to form a more integral part of the Outcome Agreement process and negotiations as the discussion will focus on what it achieved and its impact rather than solely what it was used for and for which student.
- Current, funding and audit guidance are sufficient to ensure that there is appropriate oversight of the use of these funds outwith the teaching

funding system but as part of the Outcome Agreement approach, the reporting of the use and impact of these funds in the 2016-17 Outcome Agreements will be enhanced. The outcomes of the ELS review will be implemented in the 2017-18 guidance. The review is being overseen by a group of college staff who have direct experience of using ELS to support learners and reports back to the College Funding Group.

- Part of the review will consider the needs of pupils in the Senior Phase and the needs of pupils leaving school and transitioning to college. This links to KPI 10 in Scotland's Youth Employment Strategy which states the Scottish Government will "*Increase the employment rate for young disabled people to the population average by 2021*" (the disabled youth employment rate for 2013-14 is 31%).

STEM

17. Where baseline assessments identify a gap between STEM provision and employer need, colleges should detail plans to meet that gap, including stretching but realistic targets for progress in 2016-17, including on equalities. We expect college regions to undertake specific STEM reviews in 2016-17.

Work Experience

18. Regions should:
 - Set stretching targets for expansion of work experience places in 2016-17, detailing the number of places to be offered and the curriculum areas covered
 - Make clear the arrangements in place to work with key partners, especially employers, to expand work experience/work simulation in future years, in line with the national expectation that all vocational courses should include a significant element of this
 - Adopt a joint approach involving schools and local authorities with shared responsibility to grow work experience within senior phase vocational pathways.

Employer Engagement

19. We want to ensure that colleges are responding to employer need within their region. We want, therefore, to better demonstrate effective engagement with employers and to ensure that we capture effective practice and share this within and across regions.

20. Regions should:

- Make clear how the region will work with local industry, local authorities, and local employability partnership groups to develop new partnerships, explicitly targeting key regional employers and sectors not currently engaging with the region
- Maximise existing partnerships to provide additional opportunities and better employment outcomes. (e.g. through more work experience and deeper engagement on the design and delivery of courses)
- Articulate the expected outcomes from this enhanced and expanded employer engagement including e.g. more relevant course content, enhanced learning and teaching, more and better quality work experience and income generation
- Detail mechanisms developed to ensure provision is significantly informed by labour market need, including through direct engagement with employers and through use of SIPs, RSAs and labour market intelligence

Modern Apprenticeships

- MAs are a key vehicle for effective workforce development. The recent announcement to increase the number of MAs to 30,000 by 2020 highlights the potential for colleges to make a greater contribution to the development and delivery of high quality MAs and for MAs to form a key part of the overall measurement of colleges' performance
- College regions should also consider outlining the number of all apprenticeships supported in the region and their aspirations for this area of work. Continuing improvement of quality and flexibility around delivery are key to colleges wishing to increase activity in this area

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

- Outline the requirement for additional support for educational needs in the region and what that means for the college/s in terms of supporting learners on mainstream courses. This should outline how the region uses ELS funding allocated to it and what outcomes it achieves for the learners. Please refer to main guidance document for more details
- Outline the number of care leavers in the region and how the college/s in the region are meeting their needs pre-college, during college and after to support these students into a positive destination. Please refer to main

guidance document for more details as well as the National Ambition for Care Experienced Students (Annex H)

- Explain the rationale for the region's ambitions, in terms of participation and progression, for the following groups of learners. This should make specific reference to the range of non-advanced provision on offer for the region and progression routes within the curriculum):
 - Those who reside in the 10% most deprived postcodes in Scotland
 - Learners with profound and complex needs
 - Learners from different protected characteristic groups specifically groups which are under-represented as a student cohort comparative to the region
 - Communities of interest – including, for example, care experienced
 - Other groups deemed relevant to the region

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

- Outline the region's CPD plan, demonstrating how it aligns to and supports delivery of the regional context statement and associated leadership, planning and management
- Given the priority attached to delivery of the national programme to develop the young workforce, the plan should make explicit the specific needs of management, teaching and support staff. Where appropriate, the region should consider this with partners and set out in the plan the jointly agreed priorities for AY 2016-17
- Demonstrate how the region will contribute to the aims of the National Gaelic Language Plan.
- The plan should include specific reference to CPD for relevant staff who work with Senior Phase pupils to ensure all staff who advise, support and teach learners can provide relevant employment advice and support.

Further information

21. Contact: John Kemp, Director, Access, Skills and Outcome Agreements tel: 0131 313 6637; email: jkemp@sfc.ac.uk.

Outcome Progress Table AY 2016-17

Measure	Baseline 2011-12	Target 2014-15	Target 2015-16	Target 2016-17	Note
SFC Priority – Efficient & Sustainability					
1. Gross carbon footprint (three-year period)					
SFC Priority – Right learning in the right place					
Outcome – To...					
2. * Volume of Credits delivered					
3. Volume and proportion of Credits delivered to learners aged 16-19 and 20-24					
4. Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24					
5. * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland					
6. Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)					
7. Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement					
8. Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision					
9. 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)					
10. Volume and proportion of Credits delivered to learners enrolled on STEM courses (TBC)					

Other Region Specific Measures					
SFC Priority – High quality learning					
Outcome – To...					
11. * Proportion of enrolled students successfully achieving a recognised qualification					
12. * Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
13. * Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
Other Region Specific Measures					
SFC Priority – A developed workforce					
Outcome – To...					
14. The number of starts for direct contracted apprenticeships (e.g. in construction)					
15. Number of full-time learners with substantial 'work experience' as part of their programme of study					
16. Number of senior phase age pupils studying vocational qualifications delivered by colleges (TBC)					
17. Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges (TBC)					
Other Region Specific Measures					

Measures shaded above and marked with * are key national priorities