



SFC Guidance

Annex D

College Outcome Agreement Guidance AY2015-16

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 2015-16 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 2015-16

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 2015-16 are of particular importance given the central role of colleges in the delivery of the national programme to develop the young workforce in Scotland, which builds on Sir Ian Wood's Commission's report *Education Working for All!*, described on page 20 of the guidance. With outcome agreements entering their 4th 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 2015-16 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. While this aligns with the recommendations relating to colleges contained within the Commission's report, planning the national programme is at a relatively early stage. It is likely, therefore, that we shall issue further guidance on policy and measurement over the coming months. It is also important to note that although the Commission's report focused largely on young people, its messages – particularly in relation to provision which is shaped and supported by employers, and ensuring access to opportunities for all groups - are also highly relevant for all college provision.

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

5. Demographic needs
 - Population size/demographic profile (working age population, 16-24 year old population)

- Patterns of participation (in post-16 education) across the region, identifying any towns/communities with particularly low levels of participation
 - Areas of multiple deprivation
 - School leaver destinations, and in particular schools with low levels of positive destinations
 - Travel to study patterns
 - Articulation/progression 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) and Regional Skills Assessments (RSAs) (due to be published August 2014), and 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. Where appropriate, 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
- Consistent with Government priorities, an assessment of the extent to which the needs of pupils in the senior phase of Curriculum for Excellence (see paragraph 12) 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 *Education Working for All!*

11. In the SFC priorities section of the guidance (pages 18-31), 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 provide a discrete implementation plan as part of its 2015-16 regional context statement, setting out the region’s key commitments from AY 2015-16. Importantly, it should 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 implementation of the recommendations on senior phase vocational pathways

- Detail the region’s overarching strategy, jointly developed with these partners, to:
 - Progressively expand the number of senior phase opportunities 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), and places to be made available and the number (and proportion) of schools with which the region will work to deliver these in 2015-16
- Detail the vocational options to be offered in the senior phase in 2015-16, agreed with key partners, including subjects, curriculum areas, qualifications (including SCQF levels) and progression routes
- Evidence of how planned pathways for 2015-16 align to employer needs.
- Detail planned action to improve gender balance and the representation of key equalities groups on pathways to be offered in 2015-16

Gender and equalities

13. 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 looked after and care leavers, 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 2015-16 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 2015-16, together with details of the actions to which the region and partners have committed to in order to make early progress

STEM

14. Where baseline assessments identify a gap between STEM provision and employer need, detail plans to meet that gap, including stretching but realistic targets for progress in 2015-16, including on equalities.

Work Experience

15. Regions should:
 - Set stretching targets for expansion of work experience places in 2015-16, 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 Commission's recommendation that all vocational courses should include a significant element of this

Employer Engagement

16. 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.
17. Regions should:
 - Make clear how the region will work with local industry, economic and community 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 work placements 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 vulnerable groups of 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 the extended learning support 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
- 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 leavers
- 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 2015-16
- To ensure all staff who advise, support and teach learners can provide relevant employment advice and support, the plan should include specific reference to CPD for relevant staff who work with Senior Phase pupils

Further information

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

Outcome Progress Table AY 15-16

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					
Other Region Specific Measures					

SFC Priority – High quality learning					
Outcome – To...					
9. * Percentage of enrolled students successfully achieving a recognised qualification					
10. * Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
11. * Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (enhanced return to be developed and piloted through 2013-14; baseline to be set autumn 2014)					
Other Region Specific Measures					
SFC Priority – A developed workforce					
Outcome – To...					
12. Number of starts for direct contracted apprenticeships (e.g. in construction)					
13. Number of full-time learners with substantial placements in business and industry (TBC)					
Other Region Specific Measures					

Measures shaded above and marked with * are key national priorities