

## Draft Outcome Agreements 2019-20

### Purpose of paper

- 1 This paper gives an update on the projected 3-year targets of care experienced students and provides the excerpts on care experienced that feature in the draft 2019-20 College and University Outcome Agreements (OA).
- 2 The text in the drafts could be very different from the final OA therefore this paper should be treated as confidential and must **not** be shared outside the Group. The published version will be online in May or June 2019.

### Recommendations

- 3 CEGG is invited to:
  - Note and provide feedback on the findings in this paper; and
  - Advise SFC of any changes required in Outcome Agreement Guidance 2020-21.

### Background

- 4 SFC introduced Outcome Agreements in AY 2012-13. They are intended to help colleges and universities demonstrate their distinct contribution to the Scottish Government's priorities. Outcome Agreements have become a powerful tool in demonstrating what colleges and universities deliver in return for public investment.
- 5 In the Letter of Guidance to SFC<sup>1</sup> in March 2017 the Minister set out an expectation of 'intensification' of the Outcome Agreement process in the delivery of national priorities, and the Government's ambitions for inclusive economic growth which included: more ambitious and challenging targets in 2018-19, including a focus on improving retention, attainment, and outcomes; and continued prioritisation of action to deliver the recommendations from the Commission on Widening Access.
- 6 We received the draft Outcome Agreements in December 2018 and expect to receive the final Outcome Agreement from the colleges and universities by the end of March 2019. We hope to publish them on our website in by the end of June 2019.
- 7 We are also in the process of updating Outcome Agreement guidance for 2020-21 which will be issued in late summer. The proposed changes to the existing guidance will be presented at the SFC's Access and Inclusion Committee in May, with the Council Board approving the Outcome Agreement remit at their June meeting.

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<sup>1</sup> [http://www.sfc.ac.uk/web/FILES/AboutUs/SFC\\_Letter\\_of\\_Guidance\\_2017-18.pdf](http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_Letter_of_Guidance_2017-18.pdf)

## Outcome Agreement Guidance 2019-20

- 8 In the 2019-20 OA guidance to colleges and universities we:
- included CEGG's definition of care experienced;
  - asked institutions to include a web link to their Corporate Parenting Plan;
  - stated our commitment to CoWA recommendation 21 and asked HEIs to clarify and publish their guaranteed offer to care experienced if they meet the minimum entry requirements;
  - asked institutions to provide as much support and guidance to prospective care experienced students through the admissions process, including articulation pathways.
  - asked institutions to update their details on the Propel website.

### What are the messages from the drafts 2019-20?

- 9 The vast majority of our colleges and universities are demonstrating actions in line with the expectations for Corporate Parenting such as named persons and support. There is comprehensive support in place for care experienced students as evidenced in their published Corporate Parenting Plans with the headlines in the draft OA's. A notable area of improvement is in relation to collaboration with other corporate parents (a key element of the Children and Young People Act). Overall we feel that the narrative in the draft OAs is strong and demonstrates a good commitment to care experience.
- 10 The excerpts from the college and university draft Outcome Agreements 2019-20 are attached to this paper at Annex A (colleges) and Annex B (universities). The names of the institutions have been excluded as the information has not been formally agreed and signed off by the respective Boards. CEGG is asked to keep this information within the strictest confidence; publication of the final Outcome Agreements are likely to be in May.

### Corporate Parenting Plans

- 11 Here are the links to the published Corporate Parenting Plans in the college sector.

College	Link
Ayrshire College	<a href="#">Ayrshire CPP</a> <a href="#">Guidance for CE Students</a>
Borders College	<a href="#">Borders CPP</a>
Dumfries and Galloway College	<a href="#">D&amp;G CPP</a> <a href="#">Support for CE Students</a>
Dundee and Angus College	<a href="#">D&amp;A CPP</a>
Edinburgh College	<a href="#">Edinburgh CPP</a>
Fife College	<a href="#">Fife CPP</a>
Forth Valley College	<a href="#">Forth Valley CPP</a>
City of Glasgow College	<a href="#">City of Glasgow CPP</a>
Glasgow Clyde College	<a href="#">Glasgow Clyde CPP</a>

Glasgow Kelvin College	<a href="#">Glasgow Kelvin CPP</a>										
New College Lanarkshire	<a href="#">New College Lanarkshire CPP</a>										
South Lanarkshire College	<a href="#">South Lanarkshire CPP</a>										
Sabhal Mor Ostaig	<a href="#">SMO CPP</a>										
Newbattle Abbey College	<a href="#">Newbattle CPP</a>										
North East Scotland College	<a href="#">North East Scotland CPP</a>										
West College Scotland	<a href="#">West College Scotland CPP</a> <a href="#">Care Experienced webpage</a>										
West Lothian College	<a href="#">West Lothian CPP</a> and <a href="#">update</a>										
Highlands and Islands region	<table border="0"> <tr> <td><a href="#">Argyll College</a></td> <td><a href="#">Shetland College</a></td> </tr> <tr> <td><a href="#">Inverness College</a></td> <td><a href="#">Moray College</a></td> </tr> <tr> <td><a href="#">Perth College</a></td> <td><a href="#">Lews Castle College</a> (under General)</td> </tr> <tr> <td><a href="#">North Highland College</a></td> <td><a href="#">Orkney College</a></td> </tr> <tr> <td><a href="#">West Highland College</a></td> <td></td> </tr> </table>	<a href="#">Argyll College</a>	<a href="#">Shetland College</a>	<a href="#">Inverness College</a>	<a href="#">Moray College</a>	<a href="#">Perth College</a>	<a href="#">Lews Castle College</a> (under General)	<a href="#">North Highland College</a>	<a href="#">Orkney College</a>	<a href="#">West Highland College</a>	
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12 Here are the published Corporate Parenting Plans in the university sector:

University	Link
Abertay University	<a href="#">Abertay CPP</a>
Edinburgh Napier University	<a href="#">Napier CPP</a> including Bitesize
Glasgow Caledonian University	<a href="#">GCU CPP</a>
Glasgow School of Art	<a href="#">GSA CPP</a>
Heriot-Watt University	<a href="#">HW CPP</a>
Open University in Scotland	<a href="#">OUIS CPP</a>
Queen Margaret University	<a href="#">QMU CPP</a> including support docs
Robert Gordon University	<a href="#">RGU CPP</a>
Royal Conservatoire of Scotland	<a href="#">RCS CPP</a>
Scottish Agricultural College (SRUC)	<a href="#">SRUC CPP</a>
University of Aberdeen	<a href="#">Aberdeen CPP</a>
University of Dundee	<a href="#">Dundee CPP</a>
University of Edinburgh	<a href="#">Edinburgh CPP</a>
University of Glasgow	<a href="#">Glasgow CPP</a>
University of St Andrews	<a href="#">St Andrews CPP</a>
University of Stirling	<a href="#">Stirling CPP</a>
University of Strathclyde	<a href="#">Strathclyde CPP</a>
University of the Highlands and Islands	<a href="#">UHI CPP</a>
University of the West of Scotland	<a href="#">UWS CPP</a>

## **Good corporate parenting**

13 In the draft OAs there were some excellent examples of corporate parenting, in no particular order:

- To improve retention rates:
  - Personal Development Tutor: Enhancing support provided to students through their Personal Development Tutor along with academic skills support available to students;
  - 'Thinking of Leaving' campaign to ensure that early guidance and support is available to students. A new post of Retention Support Officer role to act as the single point of contact for students, linking in with other support services and PDTs;
  - Induction: Care experienced students receive one-to-one support both before they enter University and during their time at university.
- A full transition programme with taster days along with a first-year mentoring programme, for all students from a background of being looked after/in care.
- Establishment of Care Experienced Students' Groups.
- A free college wide breakfast club ensures that all students can start the day with a meal.
- Raising awareness of services to students over the age of 26 from a care experienced background. The institution has found that setting an age limit can be detrimental as most CE students return to education later in life.
- Scholarships: Students who are in receipt of a Care Experienced Student Bursary also receive income-based scholarships, offering awards of £3,000 each year.
- CE students have access to university-owed accommodation on a 365 days residency basis. Other institutions are involved with Unite Foundation Student Awards where full accommodation costs of residence are offered for 52 weeks of the year for a 3 year period.
- Collaborations and partnership examples: The Hub for SUCCESS, CEECEF (East Forum), CEESCWF (West Forum), an Arts Hub incorporating an institution and a local authority which offers unique access to young people in a variety of art forms.
- Involvement with the Students' Association to inform best practice and enhance relationship with care experienced students.
- Graduation costs of CE students removed.
- Case study of a student who was in foster care.

## **Care experience national measures**

14 In the draft OAs we asked institutions to focus on National Measure targets for the next three years, 2020-21 to 2022-23. As a result the text on CE support was not as detailed as previous drafts, and some institutions only focussed on the targets. We expect to see an improvement in the final OA's which are due by the end of this month.

- 15 We asked colleges and universities to provide targets on:
- The number and proportion of Scotland domiciled entrants from a care experienced background;
  - For college sector: the number and proportion of FT and PT care experienced students successfully achieving a recognised qualification;
  - For university sector: the number and proportion of full-time first year Scotland-domiciled entrants from care experience backgrounds returning to study in year two.

### ***Care experience intake in college (targets)***

- 16 We received forecasts from all colleges and regions outlining their three year targets which are outlined in Table 1. The number of care experienced student enrolments in 2017-18 represented 35,351 credits and so the colleges are forecasting considerable and ambitious growth. Our ambition is to grow intake to 1.5% and all colleges plan to exceed this level by 2021-22.

**Table 1: Forecasted number and proportion of CE students in credits**

	2019-20		2020-21		2021-22	
	CE Total	%	CE Total	%	CE Total	%
<b>Total</b>	<b>43,631</b>	3.4%	<b>46,330</b>	3.6%	<b>49,051</b>	3.8%

### ***Care experience successful completions in colleges***

- 17 The focus on care experienced students is on positive outcomes. All colleges, and regions, provided the proportion of full-time enrolled CE students successfully achieving a recognised qualification. As a guide the successful completion rate for those completing their course at FE level was 57.9%, and 67.9% at HE level in 2016-17.
- 18 In relation to the forecast successful completions, one college has yet to provide information but all other colleges have set improvement targets for those students studying full time FE, although one college has targets that are unacceptably low (39% in 2019-20). The OA manager is aware of this and will seek to address this with the institution. For full time HE all but one college has set improvement targets though overall the targets are ambitious.

**Table 2: Forecasted proportion of CE students who successfully complete their course**

	2019-20		2020-21		2021-22	
	FT FE	FT HE	FT FE	FT HE	FT FE	FT HE
<b>Total</b>	<b>64.3%</b>	70.2%	<b>67.3%</b>	71.9%	<b>69.7%</b>	73.8%

### ***Care experience intake at HEIs***

- 19 In 2016-17 there were 335 care experienced undergraduate entrants. Table 3 shows the total forecasted number of care experienced students until 2021-22 which is below the revised national ambition target of 1.5% in 2021-22; only 5 institutions exceed this target. The forecasts set by HEIs are mostly modest increases with one lower than their 2017-18 intake.

Our assessment is that the actual number of CE students will exceed forecasted numbers due updated contextualised admissions policies and published minimum entry requirements.

**Table 3: Forecasted number of CE undergraduate entrants**

	2019-20	2020-21	2021-22
<b>Total</b> (Care experienced students forecasted)	<b>363</b>	<b>404</b>	<b>430</b>
<b>Proportion</b>	1.2%	1.3%	1.35%

### Care experience retention at HEIs

- 20 Retention, the point when undergraduate entrants return for their second year of study, is a Key Performance Indicator. The original NA target is to increase retention so that it's within 5% of the undergraduate sector average for care experienced students by 2018-19. With the sector average of 91% in 2016-17 then the forecasts show are exceeding this amount with stretch targets. All institutions with the exception of a few have set ambitious targets for their care experienced students. The forecasts below exceed the NA revised targets because the NA reflects the retention baseline of 83.7% in 2016-17.

**Table 4: Forecasted number of SDUG CE progressing to year 2 of their course**

	Ambition		
	2019-20	2020-21	2021-22
<b>Total</b> (Care experienced retention)	88.6%	89.7%	89.9%

### Next year's Outcome Agreement guidance

- 21 The OA Guidance 2020-21 will be the first year of new three-year OA cycle. The focus remains on increased accuracy of the data and improving the outcomes of care experienced students so the performance gap is further reduced. We would welcome any advice now from members on ideas on how to drive further improvement in the data and to give examples on groups or organisations that our institutions should collaborate. We will confirm the guidance text at our next meeting in June. The OA guidance is published in the autumn.

### Further information

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