

Key Priorities and Commitments: National and Regional

Fair access and transitions. Access to a broader and more responsive regional curriculum taught in inspiring learning environments, supporting student access and successful transitions.

Quality learning and teaching. Stronger regional connections with Glasgow's employers with more learners are gaining workplace experience as part of their college courses.

Learning with impact - students equipped and ready to take up appropriate employment in the future. Because our regional curriculum matches Glasgow's skills needs, our learners are more employable and can find jobs that meet their ambitions and get them earning quickly. And our in-work and lifelong learning provisions mean that people can up-skill or re-skill at any point in their careers and respond to changes in the regional economy and in their own lives.

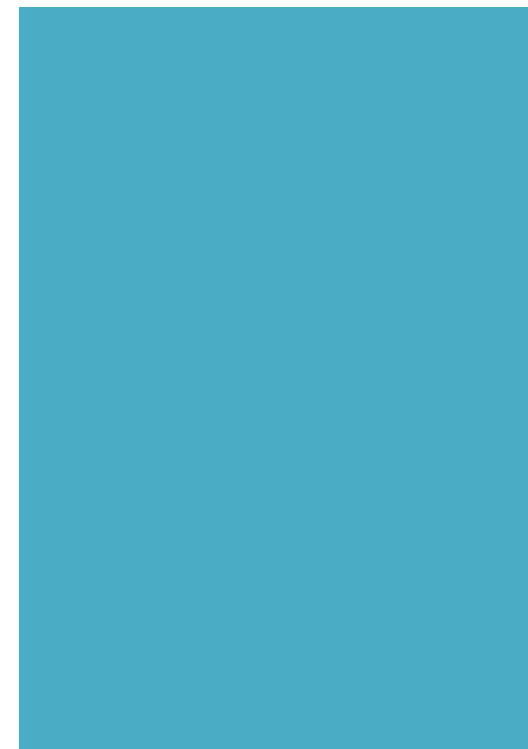
Student participation and engagement in their educational experience. The Glasgow Colleges Regional Student Executive is a truly collaborative cross-colleges group which actively engages across all levels, including boards, committees and executive groups to ensure student participation and engagement are central to all elements of the Glasgow college system.

Equalities and inclusion. Embedded throughout the Glasgow region's decision making, strategy and review processes; embedded in learning in teaching; supported by cross-colleges equalities and inclusion working group.

Meeting future skills needs, skills alignment and including upskilling and reskilling. Stronger links with industry and our regional commitment to reaching and teaching people from all our communities ensures that Glasgow's economic growth is truly inclusive.

Responding to the climate emergency. As part of the regional Programme of Action, GCRB is investing in development of a benchmarked regional strategy with cross-colleges projects led by a new Project Manager, colleges working group and students.

By **empowering** regional structures and approaches in this second stage, we are building a strong strategic and operational coherence. We will deliver greater collective impact on Glasgow's economic and social needs, and build Scotland's most inclusive, most responsive, and most effective regional college system. This on-going focus through this 'emergency year' period aims to provide a solid foundation from which to build towards our renewed strategy in 2023 and beyond.



Key Priorities and Commitments: National and Regional

Through all of the challenge and change outlined above, there remains a clear commitment to the following areas:

- **Fair access and transitions**

The colleges continue to maintain a coherent, coordinated policy of fair access, with application systems, digital online open days and information sessions, student support and information sessions, online interviews and adherence to monitoring of performance indicators. Transitions are monitored to ensure that there are clear and accessible, with transitions with partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes.

- **Quality learning and teaching**

Overall approaches to the planning of learning and teaching are shared collaboratively at the cross-college Glasgow Colleges Group Learning and Teaching Group, with representation from Vice Principals and the GCRB Executive Director, supporting a coherent regional response and communication. Learning and teaching is monitored at individual college level with each college maintaining a college-wide COVID response group. In addition to reporting to individual college boards, high-level reporting from each college is maintained via the Performance and Resources Committee of GCRB. In addition, GCRB works closely with the Student Associations of the three colleges and their cross-college regional group to monitor and nurture the student voice, and this continues to provide valuable insight at board level. Individual colleges also monitor student voice via a series of surveys.

- **Learning with impact – students are equipped and ready to take up appropriate employment in the future**

The Glasgow colleges work closely with employers and industry at a faculty level to deliver learning with real impact which supports provision. Where practical in-college work has been required to ensure that learners progress, this has been safeguarded; for example with City of Glasgow Sea Cadets progressing to at-sea placements or Glasgow Kelvin College's in-work engineering students who require to have their training continue. Where online learning was the only available mode, innovative solutions have been identified to ensure that practical activity continues, for example with Glasgow Clyde College's successful online delivery of practical dance classes in their performing arts area.

- **Student participation and engagement in their educational experience**

Glasgow's Student Associations have been actively engaged in activity, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in lockdown planning, student communication, and contributing to national and regional review work. There has been a highly successful ethos of open collaboration across the three colleges' Student Associations which has led to effective joint presentations to the GCRB board as well as in strong contributions to the regional review. Students' voices are actively sought and their insights are acted upon. In addition, the individual colleges have continued to engage via various communication channels as well as further developing student insights with questionnaires to benchmark and identify issues.

- **Equalities and inclusion**

Outcome Agreement Performance Indicators are monitored by the Glasgow Colleges Group Lead Group, which includes the three Glasgow College Principals as well as the GCRB Executive Director. Equalities and inclusion measures are monitored closely and discussed, as well as being reported to the GCRB board. In addition, the cross-colleges Equalities and Inclusions Group includes representation from the three colleges and is attended by GCRB members. Wherever possible planned coherent interventions are put in place to mitigate adverse impact, including partner working with other agencies to provide tailored support to learners.

- **High quality research and innovation**

While research is not the primary focus of college activity, innovation has been a strong thread through the response to the pandemic. The colleges have moved at significant pace, and with significant challenge, to remote online delivery for the vast majority of activity, being able to maintain courses as well as student support functions. The Glasgow colleges have continued to find innovative solutions for the delivery of qualifications in an online setting, and much of this work is ground-breaking and will help inform future activity. In addition, the Glasgow-wide work with the Charlie Waller Trust to deliver the online mental health support resource, TogetherAll, has proven to be a valuable resource. Mental health training for staff across the colleges has continued online with Charlie Waller Trust, with hundreds of participants taking part during lockdown periods and ensuring that we develop the capacity for mental health support. In specific emerging areas such as environment and sustainability a research strand was planned for future implementation.

- **Meeting future skills needs, including upskilling and reskilling**

During restricted access and lockdown periods, Glasgow continued to contribute to a wider skills agenda. Staff are members and contributors to Community Planning Partnerships, Council Strategy Groups, including for future planning, pandemic response, finance and education, environment and sustainability action, and 'just transition' planning. In addition, Glasgow hosted a region-wide review group meeting to consider new partnership models, was the first region to host a launch event for the College of the Future project's completion, is working with SQA on assessment issues and next-generation qualifications, and with partners to deliver new opportunities. The colleges continue to engage closely with industry partners to identify sector-specific opportunities and innovation.

- **Responding to the climate emergency**

GCRB included the provision of a coherent Glasgow response to the climate emergency in the initial Regional Outcome Agreement 2020-2021 and that commitment remains steadfast despite the significant challenges of the pandemic period. The first stage in this commitment was commencement of recruitment of a Project Manager (Environment and Sustainability), and this progressed in the latter half of 2020, culminating in a successful appointment starting in mid-2021. This cross-colleges role brought a consistent regional and strategic approach to the on-going work of the Glasgow colleges to contribute to the city region's ambitious targets, while creating opportunity aligned to the COP26 Climate Summit. In addition, the project has convened a cross-colleges leadership group, and sought to include the broader consideration of developments towards a 'Green curriculum', identifying new opportunities to evolve the curriculum, to create new opportunities for learners and communities, and to eventually offer a new suite of qualifications in this area. In addition, individual colleges are developing qualifications, staff and student CPD and other experiences which begin to shift the focus of the Glasgow college system to a significantly more climate emergency-aware footing.

Contribution to economic recovery and social renewal

Glasgow is Scotland's largest city region, serving a significant population as well as learners who travel into the city from beyond. Serving just under one quarter of the Scottish college system, we recognise the vital role that Glasgow's colleges will continue to play in contributing to economic recovery and social renewal, and reassert the vitally important role of college in transforming lives and delivering life chances.

The Glasgow colleges have long been immersed in the key role of widening access and participation to learning, and we continue to work in close collaboration with partners across various local authorities to provide opportunities for progressing learners, as well as contributing to the planning of regional responses. Members of GCRB and the college are members of key community planning, regional strategic response and specific response groups with local authorities, and we will continue to ensure that the work of meeting the needs of learners and communities is at the heart of our activity.

In addition, we continue to provide a coherent regional response to future planning by coordinating regional planning group meetings. The ambition to provide new courses which are responsive to emerging needs is clearly stated by all of our colleges, as is the central commitment to providing real, lasting positive social impact at the heart of our communities. In particular, new short courses and fast-track qualifications have been launched which have a focus on employability skills, digital skills, and/or targeted qualifications in key regional sectors in line with most recent job market data delivery by our partners at Skills Development Scotland, with this data being analysed as part of the planning process at college and board level.

The Glasgow colleges continue to provide opportunity in work-based learning, and its provision is one of the priority areas which will be increased as colleges reopen to increased levels of activity. It is inevitable that this area is one which has had severe impact as industry, education and society have lived through lockdown, though we continue to seek to address access to work-based in education in areas such as care, engineering and construction, and maritime.

Economic Recovery and Social Renewal

Across the Glasgow college region, in-depth labour market intelligence is developed in conjunction with work from Skills Development Scotland as well as local authorities and key industry partners across a variety of sectors. This has been carefully analysed at college level and high-level partnership review is included at the Glasgow Colleges Group cross-colleges meetings. In addition, the Glasgow colleges and GCRB have engaged with Glasgow City Council and associated partners including Glasgow Chamber of Commerce and the voluntary sector to identify new interventions which include pathways into education from secondary school as well as from placements funded by other interventions within the region. In addition, the colleges continue to develop a suite of interventions which are industry specific as well courses with focus on meta-skills, work-readiness and digital skills.

Health and wellbeing has been a key priority, with colleges moving at pace to provide digital equipment to ensure home access. In addition, individual colleges and the region have continued to support mental health support via counselling teams, continued professional development for lecturers in conjunction with Charlie Waller Trust, and provision of the online mental health and community support platform Togetherall.

Cross-regional collaborative groups continue across Glasgow, in areas including cross-college equalities group, marketing and communications group, ESOL partnership including other key stakeholders.

The regional Programme of Action continues across Glasgow, with partnership work designed to have positive impact on student activity, including targeted activity for mental health support, care-experienced students, students from SIMD-specific areas and ESOL.

Glasgow is also delivering on a renewed commitment to having a positive impact on the climate emergency. The regional board has created a new Environment and Sustainability post to develop a new regional strategy, work in collaboration with colleagues across the colleges, support the Student Associations, and develop sustainable partnerships at a regional and national level.



We empower an effective regional college system

The Glasgow region deserves a coherent regional college system, where all its parts and people collaborate productively. This is how we will best meet the skills needs of a dynamic economy and support the ambitions of our learners.

The Region's working relationship operates on the commitments agreed in our Memorandum of Understanding: Joint Commitments to Effective Partnership Working.

These are:

- open and proactive communication; collaboration and consultation;
- joint development and networking and;
- principles that constructively avoid and resolve any conflict.

The Glasgow Colleges' Regional Board, and the three Glasgow colleges, will continue to operate as high-performing and effective public bodies, driving the delivery of an inclusive, responsive and effective regional college system.

The Scottish Government, Scottish Funding Council and our stakeholders will experience the added value that a regional approach to funding can deliver. Evidence-based and regionally-prioritised funding will drive efficiencies and ensure that learners benefit from the value that our shared strategic focus adds to the regional curriculum and student experience.



Key 2021-22 Performance Measures

Performance Measure	2020-21	2021-22 Target	Empowerment Change
Proportion of Credits for SIMD10 postcode areas	28.6%	28.3%	-0.3 pp
Proportion of Credits for learners with Care Experience	5.9%	5.4%	-0.5 pp
Number of senior phase age pupils studying vocational qualifications delivered by colleges	911	1,285	374
Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	61.4%	65.3%	3.9 pp
Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	76.9%	80.3%	0.6 pp
Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	74.3%	75.3%	1.0 pp
Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.2%	81.7%	2.5 pp
Proportion of students achieving HNC/D qualification articulating to degree level courses with advanced standing	60.0%	53.8%	-6.2 pp
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.6%	97.7%	0.1 pp
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.4%	95.9%	-1.5 pp
Proportion of students overall, satisfied with their college experience	82.9%	TBC%	TBC pp

Annex A: Summary Operational Plan for 2021-22 Regional Outcome Agreement

Making our region more inclusive

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Participation of SIMD10 learners	28.3% of Credits delivered to SIMD10 learners	22.4%	31.7%	37.0%	Achievement supported by college Access and Inclusion
Participation of care leavers	5.4% of Credits delivered to Care Leavers	4.1%	6.1%	7.5%	

Making our region more responsive

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Number of senior phase age pupils studying vocational qualifications delivered by colleges	1,285	450	525	310	

Making our region more effective

Commitment	Regional output/outcome	CoGC	GCC	GKC	Notes
Achieve Core Credit targets	To achieve the total credit target of 371,031	171,978	121,354	77,699	Achievement supported by college Enhancement Plans and Regional Improvement Lead
Achieve European Support Funded targets	To achieve the total credit target of 13,683	7,321	4,998	1,364	
Achieve NTT/YPG targets	To achieve the total credit target of 10,372	10,372	0	0	
Achieve Foundation Apprenticeships targets	To achieve the total credit target of 4,623	1,282	672	2,669	
Achieve Deferred Student targets	To achieve the total credit target of 7,045	3,266	2,304	1,475	
Improve attainment rates:					
Full-Time Further Education	To achieve the total target of 65.3%	68.0%	65.0%	62.0%	
Part-Time Further Education	To achieve the total target of 80.3%	85.0%	73.0%	80.0%	
Full-Time Higher Education	To achieve the total target of 75.3%	77.0%	73.0%	70.0%	
Part-Time Higher Education	To achieve the total target of 81.7%	83.8%	79.0%	77.0%	
% of students achieving HNC/D and articulating to degree level courses with advanced standing	To achieve the total target of 53.8%	54.0%	50.9%	57.7%	
% of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	To achieve the total target of 97.7%	97.1%	98.0%	97.6%	
% of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	To achieve the total target of 95.9%	95.0%	98.0%	96.2%	
Percentage of students overall satisfied with their college experience (SSES survey)	To achieve the total target of TBC%	85.0%	0.0%	86.0%	

Annex B: Access and equality

Equality Outcome Themes

The Glasgow College Region is committed to serving a regional college learner population which reflects the diversity of the region and which demonstrates regional commitment to widening access through the delivery of a coherent regional curriculum. To support a coherent regional approach, the colleges have jointly developed the following shared regional equality outcome themes:

1. The diversity of students and staff reflects the communities the college serves;
2. All students and staff experience and contribute to a culture of dignity and respect;
3. All students and staff benefit from inclusive and accessible spaces, environments and services; All students and staff actively engage in fully inclusive and accessible learning and;
4. Successful student and staff outcomes are increased irrespective of protected characteristics.

Each college has developed specific equality outcomes, together with action plans and measures to achieve them. These will enhance accessibility, encourage greater participation from learners from all protected characteristic groups, and challenge stereotypes and under-representation.

Access and Inclusion Strategies

Glasgow's colleges have developed institutional-level Access and Inclusion Strategies to support their achievement of the regional outcomes and actions set out in the draft Glasgow ROA. These recognise that each college is provided with a specific allocation of ELS funding. They describe the inclusive service that colleges provide, methods for monitoring effectiveness and impact, plans for partnership working and alignment with regional ambitions, commitment to ongoing access and inclusion CPD for staff, and processes for providing bespoke individualised support.

Gender Imbalances

The Glasgow College Region proactively promotes gender equality in relation to students, staff and its governing bodies. Glasgow's colleges will also continue to review, identify and outline targets to address any gender imbalances. Alongside reporting on actions related to improving gender balance across Boards and staff cohorts, all three Glasgow colleges have in place institutional Gender Action Plans. The Scottish Government, through DYW, has set out its ambitions for colleges to address gender imbalances at subject level, with a KPI to 'increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24-year olds by 2021.' Within their current Gender Action Plans, each of the Glasgow colleges has set clear target outcomes focused on the subjects with the greatest gender imbalances.

Gender Based Violence

The Glasgow colleges have in place safeguarding procedures which ensure that colleges respond appropriately to reports of gender-based violence. All three colleges have implemented the Equally Safe in Higher Education toolkit in partnership with Student's associations.

Care Experienced Learners

Glasgow is a national “hotspot” in relation its numbers of young people with care experience. Many of these young people are looked after at home or in the community; increasing their likelihood of leaving school with few or no qualifications and of their failing to participate in the opportunities available nationally to all young people. Glasgow’s colleges acknowledge this challenge and provide targeted approaches to working with care-experienced young people.

The Glasgow colleges recognise that it becomes increasingly difficult to re-engage with this group of learners after they have left school and early intervention and partnership working is key to improving outcomes for these young people. Specific provision for care-experienced young people include:

- The Enhanced Vocational Inclusion Programme (EVIP), delivered in partnership with Glasgow City Council’s Education and Social Work Services, provides a full-time alternative to school for vulnerable young adults and looked after and cared for young people (at S4 stage) who no longer attend school. Glasgow colleges currently deliver approximately 10 EVIP programmes each year in areas such as Construction, Creative Industries, Hairdressing & Beauty Therapy and Sport. Learners on these programmes are supported by City Council “vocational coaches” as well as by college tutors.
- Each year, around 50 care-experienced young people receive targeted support from Transitions to Learning and Work programmes delivered in partnership with schools, social work services and health services. These flexible programmes offer personal development, youth work activities, and vocational skills development. They aim to re-engage a particularly vulnerable group of young people in formal learning and to support their progression to further study, training or employment.

The Glasgow College region teamed up with Action for Children to offer support services to students with care-experienced backgrounds. There is a dedicated support worker at each college to help students while they are studying and help them prepare to progress to positive destinations.

Glasgow colleges also work with a range of community partner organisations to support care leavers. These include GENR8, a housing project for homeless young people. Run by NCH (Scotland), and working in partnership with colleges, GENR8 assesses and develops the independent living skills of young people who are being offered tenancies. It also supports their progression onto employability programmes. The Care Leavers’ Employment Service is a partnership between Social Work Services, the Careers Service and colleges, and it supports care leavers from across Glasgow. The colleges deliver adult literacy and numeracy programmes for the young people who engage with the project as well as providing progression opportunities.

Carers

Glasgow’s colleges are committed to enhancing support for students and staff who are carers. In 2021-22, this commitment will include continued college level improvements in identifying students and staff who become carers during the college year. The college region will also promote a positive declaration environment, and work in partnership with local authorities to help them meet their duty under the Carers (Scotland) Act 2016.

Disabled Learners

Glasgow City has higher than average rates of residents classing themselves as disabled or incapable of work and the Glasgow colleges undertake a range of activity to ensure they identify and remove barriers to participation and reasons for non-disclosure. This includes work with Community Planning Partnerships and disability support agencies. Glasgow City Council Education Services has well-established arrangements with colleges. A range of specialist centres ensures that pupils with profound and complex needs receive appropriate support from the most suitable providers. Glasgow colleges will maintain a dialogue with the Education Department during the period of this Regional Outcome Agreement and jointly assess the need for any greater levels of college support for learners with profound and complex needs. The Glasgow colleges maintain an ongoing dialogue with Glasgow Education Services to ensure that provision continues to be sufficient to meet needs. There is also significant joint planning with the Education Services and the Additional Support Needs Schools to ensure college places on appropriate courses are optimised for the majority of leavers. A large School/College provision is in place for those young people who are still at school and can benefit from college input.

Self-Directed Support improves social inclusion and independence for young people and adults with disabilities and colleges should support learners with additional needs so that they can make informed decisions about their further education. The Glasgow colleges provide tailored information about entry requirements so that pupils and their carers/agencies can make informed choices about their college learning and make best use of the resource provided by self-directed support. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are in place before a student with additional support for learning needs accepts their place.

Estranged students

Glasgow's colleges are committed to supporting estranged students. This includes collaboration across internal teams such as Admissions, Student Advisors, Student Funding, Learning Support and the Students' Association to promote support available for estranged students, alongside providing bespoke training to ensure that staff have the knowledge and expertise to support and provide guidance for estranged students.

English Language Support

Ethnicity data on population and our colleges' headcounts suggest that the Glasgow College Region broadly reflects and represents the ethnicity grouping of the regional population. However, the impact of migration and resultant demand for English tuition, as highlighted in census data, suggests that approximately 17,000 Glasgow College Region residents speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Colleges provide a significant level of ESOL tuition. Given the rising numbers of non-UK nationals resident in Glasgow City, its colleges will continue to provide appropriate levels of English language tuition to support integration and access to employment. The region's colleges will play a lead role in the successful delivery of ESOL tuition. This will include delivery through regional partnerships with community-based providers.

British Sign Language

Glasgow's colleges are committed to supporting the implementation of the British Sign Language (Scotland) Act 2015 and will play a role in promoting and delivering the outcomes of the BSL National Plan for Scotland. Weblinks to institutional British Sign Language plans are provided in Annex E and as the new legislation is implemented, college level plans will be developed to ensure compliance with the new statutory obligations.

Health and Wellbeing

Mental Health

The Glasgow College Region has placed a priority of improving the quality and scope of college mental health services for learners and staff. The three colleges have significantly developed their service provision over recent years and this outcome agreement commits to further expansion of services to support good mental health and wellbeing. A 'Regional Conversation on Mental Health and Wellbeing' event was organised in 2019 and the following development themes were identified:

- Glasgow College Region should take a proactive approach which focuses on prevention and building resilience, developing the skills of staff and learners to effectively tackle mental health issues.
- We need a mapping exercise of mental health and well-being services for both students and staff. This will give a greater understanding of current services available and to support more coherent and collaborative future delivery/development.
- Counselling alone is not the answer and we need to develop services and approaches that are multi-dimensional. We need a whole systems approach, not just across the colleges, but with partners such as the NHS to deliver a coherent, joined up and efficient service.
- Lack of resources is an issue and this often leads to insufficient time for college staff to support students. There are also concerns regarding expectations on the role and expertise of college staff in this area, and how to improve the link with health professionals.
- There can be cultural challenges for some groups about accessing counselling so we need to work with external organisations to better understand these areas.
- The focus on improving services for students should be balanced with effective and supportive services for college staff.

Further collaborative work will be undertaken in 2021-22 to develop more fully strategic approaches to supporting mental health and wellbeing and all three colleges will continue employing counsellors in 2021-22.

We will continue partnership working with Scottish Government and NHS Greater Glasgow and Clyde, and will be supported by a commitment to resource and develop professionally-qualified Mental Health Services leadership capacity across the region. The region-wide Code of Practice will be published, alongside a diagnostic tool to support on-going development and enhancement across the region to maintain focus on this critically important area.

Annex C: Glasgow Outcome Agreement 2021-22 Equality Impact Assessment

1. Identification and Scope

1.1 Description of the decision, policy or practice being assessed

The commitments made in the 2021-22 Glasgow Outcome Agreement.

1.2 Aims of the decision, policy or practice

The Scottish Government's Post 16 Education Act requires each college region to have regard to the economic and social needs of its region, its skills needs, social inclusion needs and equalities needs, and to seek to improve the economic and social well-being of the region. The Regional Outcome Agreement is a key element in meeting these responsibilities and it seeks to deliver outputs and outcomes which create a more inclusive, responsive and effective regional college system.

1.3 People affected by the decision, policy or practice

Students (both current and potential) and college staff

2. Research and Consultation

2.1 Outline evidence/research

The development of the 2021-22 OA has been informed by a wide range of information related to stakeholder and employer needs. This includes information on national economic drivers such as the Scottish Government Economic Strategy, the Scottish Enterprise Business Plan, National Skills Investment Plans and the Scottish Government Youth Employment Strategy alongside information on regional economic drivers such as Regional Skills Assessments, Community Planning Partnership and local authority action plans, and regional employment supply and demand levels.

In addition, engagement with the Glasgow colleges has been a key, on-going, element of the development of the Outcome Agreement. As part of the development of the 2021-22 Glasgow Outcome Agreement, GCRB has consulted with the three assigned colleges, stakeholders including representatives from student associations, staff trades unions, and Scottish Funding Council.

Further to this, besides the wider economic and skills analysis outlined above, the colleges constantly consult with the sectors they currently serve and potential new sectors related to existing expertise. This involves engagement at a national level on sector needs, analysis of Sector Skills data on predictions of skills needs, employer feedback, local economic trends and awareness of developments within the University sector.

3. Step 3 – Assessing the Impact

The table below suggests likely impacts which implementing the 2021-22 Glasgow Region Outcome Agreement may have on people who share protected characteristics.

Protected Characteristic	Likely Impact
Age	<p><u>Potential Impact</u> - A number of actions within the Glasgow 2021-22 OA target specific age groups. Work to support delivery of the recommendations of the Commission for Developing Scotland's Young Workforce will seek to increase the number of school aged pupils studying college vocational courses and to strengthen pathways from school to college. Actions to enhance the range and extent of learning modes offered, with a particular focus on increasing the flexibility of learning opportunities will seek to increase the number of employed learners who are likely to be older. Further, a range of actions focused on widening access will target those furthest from the labour market which could also potentially increase the proportion of college provision provided to those aged over 25. As the majority of college learners are currently aged 16-24, increasing participation from an older age group would have a positive impact in terms of the age profile of the college region reflecting the regional population.</p>

Protected Characteristic	Likely Impact
Disability	<u>Positive Impact</u> - OA targets commit the region to increasing both the proportion of Credits delivered to students with a known disability, and to increase successful outcomes of disabled learners. This will include partnership work with Community Planning Partnerships and disability support agencies. Working in partnership with appropriate agencies, Glasgow Region Colleges will also ensure that all reasonable support measures are place before a student with additional support for learning needs accepts their place. Glasgow Colleges will also maintain a dialogue with the Education Department and jointly assess with them if any greater level of college support for students with profound and complex needs is required.
Gender	<u>Positive Impact</u> - The Glasgow 2021-22 OA notes the commitment of the Glasgow colleges to outline their key ambitions to tackle gender imbalances at a subject level within Gender Action Plans. These set clear outcomes focused on the subjects with the greatest gender imbalances at the college. Colleges will also identify where they have an imbalance between male and female students within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.
Gender Reassignment	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Marriage & Civil partnership	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Pregnancy & Maternity	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Racial Group	<u>Positive Impact</u> - In terms of ethnicity, data on population and college headcount suggests that the Glasgow College Region broadly reflects the regional population in terms of levels of representation across the ethnicity groupings. However, in terms of the impact of migration on resultant demand for English tuition, 2011 census data provided evidence that approximately 17,000 Glasgow College Region residents claim to speak little or no English. Corresponding to these suggested high levels of demand for English tuition, Glasgow Region colleges will continue to provide appropriate levels of English language tuition matched to local population needs to support integration and access to employment, including that coordinated through Community Planning Partnerships.
Religion or Belief	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Sexual Orientation	<u>Assumed neutral</u> – no actions identified which would impact on this specific characteristic.
Deprivation	<u>Positive Impact</u> - A number of aims and actions within the OA seek to widen access to education for people from the widest range of backgrounds. In particular, our commitments in 'Making our region more inclusive' sets out how the region's colleges will work collaboratively to increase participation from under-represented groups across all subject areas, ensuring that learning opportunities are accessible, supportive and representative.

4. Action to Remove or Minimise Any Actual or Potential Negative Impacts Identified

No negative impacts on protected characteristic groups are identified.

5. Monitoring and Evaluation

The 2021-22 Glasgow Outcome Agreement results from an ongoing review of the regional curriculum based on the most up to date labour market, economic and demographic information. Therefore, refinements will be made annually as appropriate to ensure a continued best fit of the curriculum to employment opportunities within the Glasgow region. This joint curriculum planning activity will take place within Outcome Agreement development and delivery arrangements and within this activity participation rates for protected characteristic groups will continue to be monitored and reviewed.

6. Equality Impact Assessment Outcome

Glasgow's colleges should proceed to implement the 2021-22 Glasgow Outcome Agreement, including the actions outlined in Section 4 above to better advance equality.

Annex D: Links to Other Strategic and Planning Information

Glasgow Colleges' Regional Board:

Glasgow Region Strategic Plan for College Education 2017-2022
www.gcrb.ac.uk/strategy

Mainstreaming Report and Equality Outcomes
<https://www.gcrb.ac.uk/publications>

Board Diversity
<https://www.gcrb.ac.uk/nominations-committee/4-october-2018>

Glasgow Colleges:

Mainstreaming Reports and Equality Outcomes:
www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties
www.glasgowclyde.ac.uk/about-us/equality-and-inclusion
www.glasgowkelvin.ac.uk/equality-diversity/

Access and Inclusion Strategies:
www.cityofglasgowcollege.ac.uk/about-us/policies-plans-and-reports
www.glasgowclyde.ac.uk/about-us/equality-and-inclusion
www.glasgowkelvin.ac.uk/wp-content/uploads/2017/06/Plans-Access-and-Inclusion-Strategy-2016-2020.pdf

Corporate Parenting Plans:
www.cityofglasgowcollege.ac.uk/studying-city/student-support/help-care-experienced-students
www.glasgowclyde.ac.uk/study-at-glasgow-clyde/care-experienced-students
www.glasgowkelvin.ac.uk/wp-content/uploads/2017/09/Plan-GKC-Corporate-Parenting-Action-Plan.pdf

Gender Action Plans:
www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties
www.glasgowclyde.ac.uk/about-us/equality-and-inclusion
www.glasgowkelvin.ac.uk/wp-content/uploads/2017/07/Plans-GKC-Gender-Action-Plan.pdf

British Sign Language Plans:
www.cityofglasgowcollege.ac.uk/bsl
www.glasgowclyde.ac.uk/glasgow-clyde-college-bsl-action-plan
www.glasgowkelvin.ac.uk/equality-diversity/bsl-action-plan/

Enhancement Plans
<https://education.gov.scot/other-sectors/further-education/688504>
<https://education.gov.scot/other-sectors/further-education/811922>
<https://education.gov.scot/other-sectors/further-education/825806>

Further information:

Glasgow Colleges' Regional Board

190 Cathedral Street

Glasgow G4 0RF

0141 375 6821

www.gcrb.ac.uk

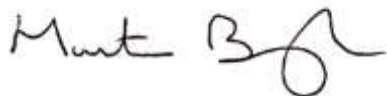
enquiries@gcrb.ac.uk



**Outcome Agreement between Glasgow Colleges Regional Board and the
Scottish Funding Council for AY 2021-22**

On behalf of Glasgow Colleges Regional Board:

Signed:

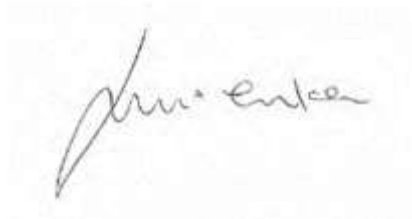


Print name: MARTIN BOYLE

Position: Executive Director

Date: 01/07/2022

Signed:



Print name: JANIE MCCUSKER

Position: Regional College Chair for Glasgow

Date: 01/07/2022

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022