**GCRB** | Glasgow Colleges' Regional Board

| Performance and Resources Committee Meeting | |
|---|---|
| Date of Meeting | 2 October 2019 |
| Paper Title | 2018-19 Glasgow Regional Outcome Agreement Evaluation |
| Agenda Item | 6 |
| Paper Number | PRC1-B |
| Responsible Officer | Robin Ashton, Vice Principal, Glasgow Kelvin College |
| Status | Disclosable |
| Action | For Decision |

1. **Purpose of Report**

   1.1 To provide for Committee approval an evaluation of progress towards the achievement of targets and goals set out within the 2018-19 Glasgow Regional Outcome Agreement.

2. **Recommendations**

   2.1 Members are recommended to:

   - **note** that this report is based on indicative college data and will be revised when college data is finalised;

   - **consider** and **discuss** the attached evaluation of progress towards the achievement of targets and goals set out within the Glasgow Regional Outcome Agreement for 2018-19; and

   - **endorse** this report, subject to any amendments, to the GCRB Board for submission to the Scottish Funding Council by October 31, 2019.

3. **2018-19 Glasgow Regional Outcome Agreement Evaluation**

   3.1 GCRB are required to provide the SFC with an evaluation of progress made towards the achievement of 2018-19 Regional Outcome Agreement goals by October 31, 2019.

   3.2 Attached at Annex A is the draft evaluation of the delivery of the 2018-19 Glasgow Regional Outcome agreement.

   3.3 This evaluation includes analysis of indicative college data gathered in September 2019. Whilst the data had been audited, it is still not yet finalised and may be still subject to minor change.

**3.4** Annex B provides key performance data for the individual Glasgow colleges (again, indicative at this stage).

**3.5** The draft evaluation has been informed by discussions held at regional operational groups and has been influenced by related quality review and enhancement activity being led by the colleges and Education Scotland.

**3.6** The attached evaluation provides evidence of significant collective progress made towards improved regional skills alignment and student outcomes, through achievement of targets contained within the 2018-19 Glasgow Regional Outcome Agreement, and in particular:

- delivery above target by all three colleges of core and additional European Social Funded Credits;
- evidence of improved skills alignment to identified regional and national economic needs, including further significant increase in delivery of Childcare and STEM training;
- an overall improvement in student outcomes, particularly for Further Education learners;
- leaver destination data shows increased proportions of learners moving on to positive post course destinations; and
- continued expansion of *Developing the Young Workforce* school/college partnership activity, both in terms of the volume and the range of college learning opportunities offered to Senior Phase pupils.

**3.7** With respect to continuing to improve student outcomes, the Glasgow colleges are working with Education Scotland on the implementation of their enhancement plans.  In addition to this, a regional improvement group was established in 2018 to promote the sharing of practice of quality enhancement activity.  This college and regional level enhancement planning activity will continue to identify quality improvement actions, supporting successful student outcomes.

## 4.  Risk Analysis

**4.1** The process undertaken to develop this evaluation addresses *GCRB Risk 005: A failure to effectively plan/monitor our educational delivery results in the curriculum not meeting regional economic and social needs.*

**4.2** The achievement overall of the majority of ROA targets provides evidence that there has not been an increase in risks related to *GCRB Risk 006: The quality of learning and teaching falls and fewer learners achieving positive outcomes.*

## 5.  Equalities Implications

**5.1** The student activity data highlighted in the attached report shows an increased proportion of black and minority ethnic or disabled learners, and those with care experience.

**6. Legal Implications**

    **6.1** No legal implications are identified.

**7. Resource Implications**

    **7.1** No significant resource implications are identified.

**8. Strategic Plan Implications**

    **8.1** The curriculum delivery funded through the Regional Outcome Agreement directly underpins the GCRB strategic ambition to build Scotland's most inclusive, most responsive and most effective regional college system.  The evidence outlined within the evaluation report suggests significant progress is being made towards achieving this strategic ambition, particularly with respect to regional strategic goals to widen access, to improve levels of attainment and progression to work or further study, and to develop a regionally responsive curriculum which aligns to skills needs.

## Annex A: Evaluation of the Delivery of the 2018-19 Glasgow Regional Outcome Agreement

### 1. Introduction

In 2018-19, Glasgow's colleges collectively delivered 388,968 Credits (0.4% above target), equating to over 15 million student learning hours. In addition to meeting challenging main grant funded activity targets, in 2018-19 the Glasgow colleges also successfully delivered additional learning opportunities equivalent to approximately 18,000 Credits, as part of the first year of an SFC-led, European Social Funded project. This report reviews evidence of the Glasgow Region's collective impact on the economic and social needs of Glasgow and Scotland, and joint progress to deliver the regional ambition of building Scotland's most inclusive, responsive and effective regional college system.

### 2. Delivering an Inclusive College Region

### 2.1 Increasing Representation from Priority Groups

A key priority of the 2017-2022 Glasgow Region Strategic Plan for College Education is to reach out to all potential learners and widen access to life-changing college learning. Whilst for many of our learners, college is a clear choice, we are also committed to attracting and working with people who are furthest from the labour market, who face barriers to learning, and who can benefit most from college learning opportunities. To deliver on this, the region targeted an increase in teaching activity delivered to learners from protected characteristic groupings and from those residing in Scotland's 10% most deprived neighbourhoods.

In support of the regional commitment to widening access, over the course of 2018-19, the three Glasgow colleges put in place actions to implement institutional Access and Inclusion Strategies and Gender Action Plans. These align to regional outcome agreement targets and provide forward looking action plans to continue to support increased representation of priority groups. In addition, over the year, college equality managers regularly met to share practice with respect to college level equalities activity, including development of college level equality mainstreaming reports.

Indicative performance data for 2018-19 demonstrates the following achievement against regional targets:

| | Performance Measure | 16-17 Baseline | 2018-19 Target | 2018-19 Actual | Variance from target |
|---|---|---|---|---|---|
| **Inclusive** | Proportion of Credits delivered to Black and Minority Ethnic learners | 14.0% | 14.3% | 16.6% | +2.3pp |
| | Proportion of Credits delivered learners with a known disability | 14.0% | 14.2% | 16.7% | +2.5pp |
| | Proportion of Credits delivered to learners with Care Experience | 1.5% | 1.7% | 3.4% | +1.7pp |

| | | | | | |
|---|---|---|---|---|---|
| | Proportion of Credits delivered to learners from Scotland's 10% most deprived postcodes | 30.2% | 30.4% | 29.5% | -0.9pp |

As shown by the data above, significant progress has been made to increase representation from priority groups, with targets for increasing representation from Black and Minority Ethnic, disabled and care experienced learners all exceeded.  However, the proportion of Credits delivered to learners from Scotland's 10% most deprived has reduced by 0.9 percentage points.  Whilst this change is relatively small, given the regional context of approximately 1/3 of Glasgow City residents residing in deprived postcodes, it would be appropriate to examine more fully the reasons for the reduction and consider actions to increase representation of this student group.

### 2.2  Expanding Seamless Vocational Pathways

The Regional Leads for Student Experience and Student Data worked over 2018-19 with college colleagues to progress the establishment of guaranteed articulation pathways allowing seamless transitions across the Glasgow College Region.  Initially, these focus on pathways related to courses offered in colleges where no progression route exits (either at NC or HNC) with around a dozen course areas now identified.

The Regional Leads for Student Experience and Student Data and the GCRB Executive Director also participated in meetings progressing implementation of the Scottish Government's Learner Journey review.  The focus of the joint work is on improving access to the full regional curriculum through the Skills Development Scotland My World of Work website, alongside improving data collection on student demand.

To support increased access to university, GCRB and the Glasgow colleges continued to progress a new articulation pathways project being developed across the Glasgow Region colleges with the University of Glasgow.  The initiative was jointly developed by the University of Glasgow and GCRB and is being part-funded by a strategic grant from SFC.  In June 2019, a group of science students at Glasgow Kelvin College articulated to Glasgow University, with cohorts of social science and engineering students due to start at Glasgow Clyde College and City of Glasgow College in August 2019. Following the successful delivery of this articulation pathways project, the Regional Lead for articulation led the development of a similar partnership with Strathclyde University for 2019-20. The first cohort will enable social science students at Glasgow Clyde College to articulate directly to year 2 degrees at Strathclyde University.

The Glasgow colleges and GCRB also liaised with FOCUS West, a long-running nationally funded access to Higher Education project, to discuss progression support for school pupils within the Glasgow College Region.   The development of a progression agreement which would widen access for learners to Glasgow's colleges from low progression schools is currently being agreed.

Over 2018-19, the Glasgow College Region also supported a pilot project to reduce Scotland's skills gap by formally recognising and accrediting the skills and qualifications of people from overseas. The initiative, which is being led by Glasgow Caledonian University, will support employers by helping migrants transfer training gained in other countries into UK-recognised qualifications across key sectors such as social care, construction, engineering, IT and hospitality. Around 40 learners from across Glasgow's colleges are taking part with the lessons learned from the project due to support potential roll out across Scotland.    Partners in the project include the Bridges Programmes, which

supports the social, educational and economic integration of refugees, asylum seekers and migrants living in Glasgow, Skills Development Scotland, SFCQ and SQA, alongside GCRB and the three Glasgow colleges.

### 2.3 Improving Regional Board Diversity

A joint Glasgow Boards development event was held in September 2018, focused on increasing diversity and considering ways the 4 Glasgow College Region boards could collaborate on initiatives to improve their diversity. A presentation from Councillor Jennifer Layden, Glasgow City Council Convener for Equalities and Human Rights, illustrated the significant extent of Glasgow's diversity and the benefits that this brings to the city.  Helen Wright from Changing the Chemistry and Ian Bruce from the Office of the Commissioner for Ethical Standards highlighted evidence of good practice in terms of increasing board diversity and both offered to assist further with any initiatives. Supported by this event, the individual Boards have taken action over 2018-19 to increase the diversity of Board membership.

## 3.   Delivering a Responsive College Region

### 3.1 Meeting Economic Needs

By definition, a responsive college system responds to the needs of the regional economy and our regional approach means we can align the complete Glasgow college provision with the complete economic need; linking learning to jobs, business success and economic growth. Through collaborative regional curriculum planning we are seeking to better align our skills training to supply areas of greatest economic and social need.

Indicative performance data for 2018-19 demonstrates the following achievement against targets:

| | Performance Measure | 16-17 Baseline | 2018-19 Target | 2018-19 Actual | Variance from target |
|---|---|---|---|---|---|
| Responsive | Volume of Childcare training Credits | 3,431 | 7,095 | 6,446 | -649 |
| | Volume of STEM related training Credits | 83,637 | 89,298 | 97,647 | +8,349 |
| | Proportion of full-time learners with substantial 'work placement experience | 12.3% | 20.8% | 19.3% | -1.5pp |

The data above demonstrates Glasgow's commitment to increasing training volumes for areas of significant regional employment growth, with Credit volumes for both Childcare and STEM related provision significantly increased over the reporting period.

To further support STEM growth and in line with expectations in the Scottish Government's STEM Education and Training Strategy, a Glasgow Regional STEM Hub was established by GCRB in 2018, with representation from across Glasgow's colleges, education services, universities, SDS, and Glasgow Science centre.  The group worked to identify an accurate baseline of STEM engagement activity across the region, and use this to determine joint development priorities.  The hub are now

establishing task and finish groups to progress joint curriculum planning, and exploring opportunities for collaborative work.  As an example, Glasgow City Council have offered to open up STEMfest to allow those involved in the Hub the opportunity to engage and contribute. In addition, the hub is working to engage effectively with the newly appointed Education Scotland regional STEM Advisors. The Glasgow Regional STEM Hub has also supported the work of the National STEM Forum.

Alongside STEM Hub discussions, the Glasgow Colleges and GCRB worked with the STEM Foundation (formerly the New Engineering Foundation) to revise and renew regional and college STEM strategies within the STEM Foundation assurance framework.  This work aligns to the Scottish Government's STEM strategic goals and a revised regional STEM strategy is currently being finalised for launch early in the new academic year. Accreditation inspection visits were undertaken by the STEM Foundation and the Region's colleges are now all re-accredited.

### 3.2 Improving Skills Alignment

To support the aim of the Enterprise and Skills Board that there is greater alignment and collaborative working across skills development and training agencies staff from GCRB, Glasgow's colleges, SFC and SDS worked over 2018-19 on a pilot to develop a combined curriculum planning model for Glasgow.  To date this has involved the establishment of a steering group formed of representatives from SFC, SDS, the Glasgow Colleges and GCRB and initial activity to work through a '5-step skills planning and provision model' related to the Glasgow context.

To take forward 'Step 1: Skills Demand Assessment' work was undertaken to collate and analyse data on curriculum supply delivered by the three Glasgow colleges and to begin to assess its alignment to economic and employment demand.  To develop a consensus on skills alignment across the Glasgow Region, and to ensure we maximise the knowledge and expertise of college curriculum managers, curriculum hub events were arranged for college staff and SDS, SFC and GCRB representatives to consider aspects of GCRB funded curriculum supply volumes in the context of recently published regional skills assessment data.  This event provided a useful starting point for planned more detailed discussions with individual curriculum hubs and sector skills managers from SDS.

As part of ongoing activity to assess effective skills alignment, GCRB organised a Childcare Hub event for college leads and representatives from SDS and SFC.  The event provided the opportunity to review employment demand projections and consider training supply across both SFC and GCRB funding streams, and to identify development priorities for future training delivery.

As part of ongoing activity to improve skills alignment, GCRB and the Glasgow colleges engaged with a newly formed Financial Services Employers Group organised jointly by Skills Development Scotland (SDS).  The group includes a range of Financial Services employers, including Barclays, JP Morgan, HSBC, Morgan Stanley, BNP Paribas, and Tesco Bank.  A joint skills training demand statement was developed and based on this and a face to face meeting with the employers, GCRB and the colleges are working to develop training opportunities for college students, school leavers and graduates/career changers.  It is hoped that the closer partnership with employers will support a more aligned curriculum offer, including improved access to work placements and guaranteed interviews for successful completing college learners.  In response to regional discussions, City of Glasgow College developed a part-time, level 7/8 Financial Services course college and university graduates.  GCRB allocated additional Credits to the College to fund a pilot of this course, which was delivered over May and June 2019. The course includes significant employer input and successful

completers will be offered an opportunity to be interviewed for positions within the Financial Services industry.

### 3.3 Developing the Workforce

Our Developing the Young Workforce (DYW) activity in 2018-19 sought to build on the strong school-college partnerships that already exist across the region, working closely with local authority partners and engaging with 46 secondary schools throughout Glasgow, East Dunbartonshire and East Renfrewshire.

Indicative performance data for 2018-19 demonstrates the following achievement against target:

|  | Performance Measure | 16-17 Baseline | 2018-19 Target | 2018-19 Actual | Variance from target |
|---|---|---|---|---|---|
| Responsive | Number of senior phase age pupils studying vocational qualifications (SCQF 5+) | 605 | 669 | 1,206 | +537 |
| | Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision | 11,244 | 11,581 | 11,671 | +90 |

The significant increase in Senior Phase enrolments at SCQF levels 5 and above evidences the Glasgow College Region's commitment to growing the DYW offer, and further growth is planned for 2019-20 and beyond.   In support of this growth, in 2018-19 the Regional Leads for DYW and CPD developed initiatives to provide opportunities for school and college staff to share and develop their skills, knowledge and experience, and to support closer alignment between college and school delivery.  For example, across October and November 2018, three 'Informing the Informers' events were run, targeted at school staff involved in guidance and progression to support increased pupil interest in college-based DYW study opportunities.

In addition to Credit funded activity, the Glasgow College Region continued to develop its successful Foundation Apprenticeship (FA) programme, funded by Skills Development Scotland and supported by a regional FA team.  The FA courses offer Senior Phase learners an opportunity to undertake vocational and work-based learning in key employment growth areas, with opportunities to articulate on to further post school study or employment. The regional approach taken by the colleges enabled the region to offer all FA frameworks and for Senior Phase pupils to access a single regional programme.

For 2018-19, the Glasgow Region offered Foundation Apprenticeship study opportunities in additional frameworks for Accountancy, Food and Drink Technologies and Scientific Technologies. Whilst two year programmes remain the largest mode of delivery (with 248 young people enrolled in 2018 start programmes), a 1-year option is becoming more favoured with 55 enrolled on these shorter, more concentrated options.  Overall, enrolment numbers continue to grow on a steady basis and as a regional consortium, Glasgow is above the national average in terms of recruitment activity.

Building on the success of the regional FA programme, SDS and the Glasgow College Region also worked to develop pilot activity to extend the opportunity of FA type learning to Senior Phase pupils who currently do not participate in standard FA delivery. This pilot activity, developed in 2018-19

and delivered in 2019-20, will encompass new Senior Phase courses at SCQF levels 4 and 5, and new college based, full-time courses at SCQF level 6. Both of these pilots will provide an opportunity for greater alignment of current skills training supply to employment needs, converting existing course delivery into more employment relevant and modern qualifications with an enhanced range of post-course progression opportunities.

## 4. Delivering an Effective College Region

For 2018-19, challenging outcome improvement targets were agreed by the GCRB Board for key indicators of learner success and satisfaction.  These are underpinned by college level enhancement plans, endorsed by Education Scotland and the SFC.

To support improvements in learner outcomes, the Glasgow colleges committed to establishing a Regional Improvement Group in 2018.  The first meeting of the group took place in November 2018, following the finalisation of college data for 2017-18 and the completion of college evaluative report and enhancement plans.  The group considered retention and attainment data and agreed to work with regional curriculum hubs to identify the factors that impact on the student journey that affect retention and attainment in all groups.  To initiate this, the group worked with staff from Sport and Leisure courses, as all three colleges are involved in delivering this area and the regional performance is below national or sector benchmarks. A forum was held for staff to explore retention and attainment within Glasgow Region and in particular PIs relating to full time further education, with staff sharing practice on effective actions to improve student outcomes.  The methodology utilised with now be expanded to other Curriculum Hubs.

The Regional Lead for Developing the Young Workforce provided a report reviewing regional DYW activity in 2017-18 to a range of internal and external groups.  The report highlighted the overall increases made in attainment levels, alongside identifying areas for further improvement. This enabled joint discussion and identification of quality enhancement actions relating to both overall performance and increasing gender balance on courses.

Indicative performance data for 2018-19 demonstrates the following achievement against targets:

| | Performance Measure | 16-17 Baseline | 2018-19 Target | 2018-19 Actual | Variance from target |
|---|---|---|---|---|---|
| **Effective** | Proportion of full-time Further Education level learners achieving a qualification | 64.1% | 68.7% | 66.5% | -2.2pp |
| | Proportion of full-time Higher Education level learners achieving a qualification | 73.4% | 75.8% | 71.2% | -4.6pp |
| | Proportion of learners articulating to degree level courses at a university | 47.5% | 52.2% | tbc | tbc |
| | Proportion of learners overall, satisfied with their college experience | 89.7% | 93.9% | 86.8% | -7.1pp |
| | Proportion of full-time learners progressing to work, training or study | 96.5% | 97.0% | 97.2% | +0.2pp |

The data provided suggests that 2018-19 full-time Further Education attainment levels improved, but fell for full-time Higher Education programmes. Both categories were also below targeted increases. More detailed evaluation of attainment levels, including analysis of retention, will be undertaken as part of college level quality enhancement activity, including through progress visits by Education Scotland.

Overall, notwithstanding the gap between current and targeted achievement levels for 2018-19, across all provision, over three quarters (76%) of Glasgow's learners successfully completed their course of study which in a national context, still represents very good performance (the comparator figure for Scotland in 2016-17 was 73% successful attainment across all learners).

In 2018-10, the proportion overall of students overall satisfied with their college experience fell slightly, and remains significantly below the regional target. College level quality enhancement activity, including that undertaken with Education Scotland, will consider in more detail appropriate actions to support improved student satisfaction.

A significant aspect of regionalisation and the development of outcome agreements has been a stronger focus on the positive effects of college learning on the lives of learners. Post-course destination data provides a key measure of the impact of undertaking a college course and is now included in the Scottish Funding Council's list of 13 national sector measures. (Members should note however, that this performance measure does not take account of the significant volume of part-time learners who progress directly to employment or who is already in employment, such as those undertaking apprenticeships.)

The post course progression data for the 2017-18 leaver cohort provides evidence of a greater proportion of Glasgow's college learners progressing to a positive destination, with over 97% of learners moving on to work or further study after their college course.

## Annex B: Individual College Data

### City of Glasgow College

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Total credits | 177,822 | 180,643 | 180,690 | 47 |
| | | | | |
| Administration, Financial and Business Services | 49,346 | 51,079 | 47,431 | -3,648 |
| Creative and Cultural Industries | 29,817 | 27,866 | 28,444 | 578 |
| Energy, Engineering, Construction and Manufacturing | 33,517 | 34,341 | 35,811 | 1,470 |
| Food, Drink, Tourism, Hospitality and Leisure | 40,928 | 40,182 | 36,651 | -3,531 |
| Health, Care and Education | 8,326 | 10,189 | 12,363 | 2,174 |
| Land-Based Industries | 0 | 0 | 3 | 3 |
| Life and Chemical Sciences | 288 | 962 | 2,307 | 1,345 |
| Transition and Supported Learning | 15,600 | 15,416 | 17,680 | 2,264 |
| | | | | |
| Total childcare credits | 1,172 | 2984 | 2856 | -128 |
| | | | | |
| Volume of STEM related training Credits | 32,981 | 35,327 | 40,103 | 4,776 |
| Proportion of full-time learners with substantial 'work placement experience | 21.8% | 23.9% | 23.0% | -0.9% |
| | | | | |
| Number of senior phase age pupils (SCQF 5+) | 115 | 166 | 350 | 184 |
| Volume of school/college Credits delivered (S3+) | 1,660 | 1,705 | 2,414 | 25,465 |
| | | | | |
| Proportion of Credits delivered to Black and Minority Ethnic learners | 12.3% | 12.5% | 12.9% | 0.5% |
| Proportion of Credits delivered learners with a known disability | 10.0% | 10.0% | 12.9% | 2.9% |
| Proportion of Credits delivered to learners with Care Experience | 1.5% | 1.5% | 3.1% | 1.6% |
| Volume of credits delivered to learners in 10% SIMD | 43,677 | 44,652 | 42,815 | -1,837 |
| Percentage of credits delivered to learners in 10% SIMD | 24.6% | 24.7% | 23.7% | -1.0% |
| | | | | |
| FT FE Success % | 70.4% | 73.1% | 66.5% | -6.6% |
| PT FE Success % | 86.9% | 91.9% | 85.8% | -6.1% |
| FT HE Success % | 73.1% | 76.7% | 71.5% | -5.2% |
| PT HE Success % | 82.2% | 83.9% | 83.0% | -0.9% |
| | | | | |
| Percentage of students overall satisfied | 86.4% | 86.4% | 80.4% | -6.0% |
| | | | | |
| Full-time % successful progression to work or study | 96.5% | 95.5% | 96.3% | 0.8% |
| % destinations known of qualifiers | 89.2% | 87.0% | 89.6% | 2.6% |

**Glasgow Clyde College**

|  | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Total credits | 128,744 | 127,286 | 128,106 | 820 |
| | | | | |
| Administration, Financial and Business Services | 18,178 | 18,455 | 18,419 | -36 |
| Creative and Cultural Industries | 19,208 | 19,246 | 19,224 | -22 |
| Energy, Engineering, Construction and Manufacturing | 17,813 | 19,165 | 19,571 | 406 |
| Food, Drink, Tourism, Hospitality and Leisure | 16,307 | 16,893 | 16,403 | -490 |
| Health, Care and Education | 21,383 | 20,130 | 19,831 | -299 |
| Land-Based Industries | 2,591 | 2,790 | 2,791 | 1 |
| Life and Chemical Sciences | 7,799 | 7,165 | 6,646 | -519 |
| Transition and Supported Learning | 25,465 | 23,015 | 25,221 | 2,206 |
| | | | | |
| Total childcare credits | 1,731 | 3211 | 2797 | -414 |
| Volume of STEM related training Credits | 30147 | 32,983 | 31,501 | -1,482 |
| Proportion of full-time learners with substantial 'work placement experience | 18.8% | 20.0% | 16.5% | -3.5% |
| | | | | |
| Number of senior phase age pupils (SCQF 5+) | 289 | 315 | 519 | 204 |
| Volume of school/college Credits delivered (S3+) | 5,060 | 5,126 | 3,929 | 25,465 |
| | | | | |
| Proportion of Credits delivered to Black and Minority Ethnic learners | *17.4%* | 17.9% | 21.1% | 3.2% |
| Proportion of Credits delivered learners with a known disability | *17.1%* | 17.4% | 19.0% | 1.5% |
| Proportion of Credits delivered to learners with Care Experience | *0.9%* | 1.0% | 1.4% | 0.4% |
| Volume of credits delivered to learners in 10% SIMD | 39,011 | 39,326 | 38,912 | -414 |
| Percentage of credits delivered to learners in 10% SIMD | 30.3% | 30.9% | 30.4% | -0.5% |
| | | | | |
| FT FE Success % | 62.2% | 66.0% | 68.0% | 2.0% |
| PT FE Success % | 68.3% | 70.0% | 76.2% | 6.2% |
| FT HE Success % | 73.5% | 75.0% | 72.8% | -2.2% |
| PT HE Success % | 82.5% | 84.0% | 76.9% | -7.1% |
| | | | | |
| Percentage of students overall satisfied | 95.8% | 95.8% | 95.0% | -0.8% |
| | | | | |
| Full-time % successful progression to work or study | 97.4% | 95.5% | 98.7% | 3.2% |
| % destinations known of qualifiers | 83.9% | 87.0% | 81.5% | -5.5% |

**Glasgow Kelvin College**

| | 16-17 Baseline | 17-18 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Total credits | 83,104 | 79,517 | 80,172 | 655 |
| | | | | |
| Administration, Financial and Business Services | 11,019 | 10,500 | 11,135 | 635 |
| Creative and Cultural Industries | 11,874 | 11,500 | 10,652 | -848 |
| Energy, Engineering, Construction and Manufacturing | 21,196 | 18,500 | 18,305 | -195 |
| Food, Drink, Tourism, Hospitality and Leisure | 8,865 | 8,500 | 8,399 | -101 |
| Health, Care and Education | 8,373 | 10,500 | 10,618 | 118 |
| Land-Based Industries | | 0 | 0 | 0 |
| Life and Chemical Sciences | 4,283 | 4,000 | 4,666 | 666 |
| Transition and Supported Learning | 17,494 | 15,751 | 16,397 | 646 |
| | | | | |
| Total childcare credits | 528 | 900 | 793 | -107 |
| Volume of STEM related training Credits | 20509 | 19,788 | 26,043 | 6,255 |
| Proportion of full-time learners with substantial 'work placement experience | 12.0% | 12.5% | 13.8% | 1.3% |
| | | | | |
| Number of senior phase age pupils (SCQF 5+) | 201 | 297 | 337 | 40 |
| Volume of school/college Credits delivered (S3+) | 4,524 | 4,749 | 5,328 | 25,465 |
| | | | | |
| Proportion of Credits delivered to Black and Minority Ethnic learners | 12.5% | 12.4% | 17.8% | 5.4% |
| Proportion of Credits delivered learners with a known disability | 17.7% | 18.0% | 21.7% | 3.7% |
| Proportion of Credits delivered to learners with Care Experience | 2.7% | 3.5% | 7.2% | 3.8% |
| Volume of credits delivered to learners in 10% SIMD | 35,080 | 33,738 | 33,056 | -682 |
| Percentage of credits delivered to learners in 10% SIMD | 42.2% | 42.4% | 41.2% | -1.2% |
| | | | | |
| FT FE Success % | 60.7% | 67.5% | 63.8% | -3.7% |
| PT FE Success % | 80.7% | 82.0% | 83.1% | 1.1% |
| FT HE Success % | 70.7% | 72.7% | 66.0% | -6.7% |
| PT HE Success % | 80.7% | 81.3% | 71.8% | -9.4% |
| | | | | |
| Percentage of students overall satisfied | 94.5% | 96.5% | 90.0% | -6.5% |
| | | | | |
| Full-time % successful progression to work or study | 96.4% | 95.5% | 97.0% | 1.5% |
| % destinations known of qualifiers | 79.8% | 87.0% | 84.1% | -2.9% |

**Glasgow Region**

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Total credits | 389,670 | 387,446 | 388,968 | 1,522 |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Administration, Financial and Business Services | 78,543 | 80,033 | 76,985 | -3,048 |
| Creative and Cultural Industries | 60,899 | 58,612 | 58,320 | -292 |
| Energy, Engineering, Construction and Manufacturing | 72,526 | 72,007 | 73,687 | 1,680 |
| Food, Drink, Tourism, Hospitality and Leisure | 66,100 | 65,575 | 61,453 | -4,122 |
| Health, Care and Education | 38,082 | 40,820 | 42,812 | 1,992 |
| Land-Based Industries | 2,591 | 2,790 | 2,794 | 4 |
| Life and Chemical Sciences | 12,370 | 12,126 | 13,619 | 1,493 |
| Transition and Supported Learning | 58,559 | 54,183 | 59,298 | 5,115 |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Total childcare credits | 3,431 | 7,095 | 6,446 | -649 |
| Volume of STEM related training Credits | 83,637 | 88,098 | 97,647 | 9,549 |
| Proportion of full-time learners with substantial 'work placement experience | 12.3% | 20.8% | 19.3% | -1.5% |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Number of senior phase age pupils (SCQF 5+) | 605 | 669 | 1,206 | 537 |
| Volume of school/college Credits delivered (S3+) | 11,244 | 11,581 | 11,671 | 25,465 |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Proportion of Credits delivered to Black and Minority Ethnic learners | 14.0% | 14.3% | 16.6% | 2.4% |
| Proportion of Credits delivered learners with a known disability | 14.0% | 14.1% | 16.7% | 2.6% |
| Proportion of Credits delivered to learners with Care Experience | 1.5% | 1.7% | 3.4% | 1.7% |
| Volume of credits delivered to learners in 10% SIMD | 117,768 | 117,716 | 114,783 | -2,933 |
| Percentage of credits delivered to learners in 10% SIMD | 30.2% | 30.4% | 29.5% | -0.9% |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| FT FE Success % | 64.6% | *68.7%* | 66.5% | -2.2% |
| PT FE Success % | 78.8% | *83.4%* | 81.6% | -1.7% |
| FT HE Success % | 72.9% | *75.8%* | 71.2% | -4.6% |
| PT HE Success % | 81.9% | *83.5%* | 78.2% | -5.3% |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Percentage of students overall satisfied | 89.7% | 89.7% | 86.8% | -3.0% |

| | 16-17 Baseline | 18-19 Target | 18-19 Actual | Variance from target |
|---|---|---|---|---|
| Full-time % successful progression to work or study | 96.8% | 95.5% | 97.2% | 1.7% |
| % destinations known of qualifiers | 85.6% | 87.0% | 85.9% | -1.1% |