Colleges - Putting the learner at the centre

Summary of progress and 2014-15 outcome agreements
Overview

Today we are publishing the college Outcome Agreements for 2014-15, which demonstrate the outcomes that each of Scotland’s 13 college regions will aim to deliver in return for the Scottish Government’s investment of funding.

This publication sets out what the college sector has achieved since the beginning of 2012-13 – when the post-16 reforms began to take effect – and takes a forward look at the commitments the college sector has made for 2014-15 and beyond.

The report is structured around five themes. These reflect the key benefits that we expect to see emerging as a result of colleges operating in a regional context. The five themes are:

- A more efficient and effective college system
- Meeting the needs of the learners and communities in each region
- Opportunities and outcomes for learners
- A better service for employers and industry
- Colleges as stronger strategic players in their regions.
COLLEGE OUTCOME AGREEMENTS – 2014–15 AND BEYOND

COLLEGES ARE OPERATING IN A REGIONAL CONTEXT, WITH MERGERS IN SOME REGIONS RESULTING IN FEWER BUT LARGER COLLEGES...

10 mergers in total since September 2012, resulting in a reduction in the number of colleges from 42 to 25

ENABLING THE SECTOR TO OPERATE MORE EFFICIENTLY AND EFFECTIVELY...

£50M real term efficiencies by 2015-16

WHilst IMPROVING OPPORTUNITIES AND OUTCOMES FOR LEARNERS...

THE COLLEGES ARE COMMITTED TO MAINTAINING SUCCESSFUL OUTCOMES FOR STUDENTS

In 2014-15 increase, from 2011-12, the amount of learning provided by colleges

2.23M 2.31M

WSUMS activity targets

Student voice

Strong students’ associations emerging to ensure that the student voice is at the heart of everything colleges do

FUTURE DEVELOPMENTS

Leaver destinations
From 2014-15 colleges will be collecting information on their full-time FE and HE qualifiers so as to better demonstrate their impact on individual learners and the economy

Wood Commission
In response to the Wood Commission’s interim recommendations college regions will be supported to develop and test innovative new vocational pathways for young people to move into employment

AND PROVIDING AN EVEN BETTER SERVICE FOR EMPLOYERS AND INDUSTRY

AYRSHIRE COLLEGE
Composite Material Centre of Excellence for Scotland - meet the demands of the aeronautical industry

DUMFRIES AND GALLOWAY
£2m to enhance catering and hospitality skills - response to Regional Tourism Strategy

WEST COLLEGE SCOTLAND
Youth Employability Hub - improve employability skills in partnership with local employers

Ayrshire College

Forth Valley College

E ngineers of the Future programme - address the need of the Oil and Gas industry

3000 3500 3600 4100

Number of HNC/HND articulating students

2011-12 2012-13 2014-15* 2016-17*

HE 69.1% 70.4% 74% 76%

FE 63.5% 65.4% 68% 70%

Percentage of full-time college students successfully achieving a recognised qualification

* ESTIMATED
Colleges are operating in a regional context and are able to operate more efficiently and effectively (where larger colleges have been created through merger)...

The Scottish college landscape has fundamentally changed over the past two years. The creation of larger colleges operating on a regional basis through merger has led to a reduction in the number of colleges from 43 in August 2010 to 25 directly funded by SFC. In the past nine months alone (1 August 2013 – 1 April 2014), eight college mergers\(^1\) have taken place involving 20 colleges.

College mergers are complex and time-consuming, and require a huge commitment from staff. They also require effective leadership and planning. It is a credit to the sector that, throughout this significant change programme, it has continued to deliver on its key priorities, such as the commitment to young people, and has continued to deliver improvements in learner success rates.

\(^{1}\) New College Lanarkshire has been counted as one merger, the College was formed by the merging of Motherwell College and Cumbernauld College on 1 August 2013, and subsequently Coatbridge College joined the merged College on 1 April 2014.
Wider benefits

In broader terms, these mergers have delivered institutions of scale, building on the strengths and synergies across former legacy colleges. With this scale comes the potential for greater reach and influence across each region. Over time we will expect to see evidence of a range of benefits, including:

- Greater choice and flexibility for students within an expanded curriculum
- Broader and deeper forms of student engagement
- Larger pools of staff skills and expertise through which to share good practice and support development and innovation in teaching – improving the effectiveness and impact of the learning experience
- Increased opportunities for articulation and progression to employment
- A clearer, single point of contact in each region for employers and community partners to help meet current and future training and skills development needs

Financial benefits

In financial terms, the college mergers have allowed the sector to make the efficiencies needed to maintain financial sustainability whilst delivering an increased amount of activity against a real-terms reduction in funding. By targeting resources more effectively and redirecting resources to front-line services, we are expecting the sector to demonstrate savings of around £50 million by 2015-16. We will measure this through the change in the price per WSUM\(^2\), in real terms, between 2012-13 and 2015-16.

Stronger students’ associations

It is a major achievement that the student body now has a working student association structure in place in every region. This development has been driven by the Partnerships for Change\(^3\) initiative, supported by the Scottish Funding Council (SFC), and has put the colleges in a good place to meet the new legislative requirement that colleges have strong, effective student associations. There are now approximately 42 paid student officers in post across the 13 college regions. This is more than double the 19 paid officers who were in post in 2012-13. Of these, 24 are full-time sabbatical officers.

Until now, students have not been significantly engaged in the development of college outcome agreements (since this depends to some extent on having strong student bodies in place). SFC has set out its expectation that this will change as the regional structures become more embedded.

\(^2\) WSUM is the unit of funding that SFC uses in its funding of colleges. It relates broadly to the amount of learning activity provided by the college.
\(^3\) www.sparqs.ac.uk/partnerships.php
Edinburgh College’s outcome agreement for 2014-15 provides details of the jointly approved Partnership Agreement between Edinburgh College Student Association (ECSA) and the college: a central component of the college’s student engagement strategy. This builds on guidance from sparqs and includes student involvement across college forums; a joint quality vision; engagement in the development of learning & teaching and college life; direction of support for learning; and co-creation of learning and teaching. It also includes agreement on a set of student engagement and satisfaction measures that will be monitored alongside the SFC’s outcome agreement measures.

Meanwhile, Edinburgh College Student Association (ECSA), with the support of the college, has been successfully established and embedded within the college, and has started out in a strong position with four sabbatical posts – a President and three Vice-Presidents – and a growing staff team. The sabbatical team has moved away from campus-based remits to align with the remits of the college senior team, enabling them to fulfil the Partnership Agreement more effectively. ECSA recently won the NUS Scotland College Student Association of the Year award.

Measuring success

We will continue to monitor progress in the newly-merged colleges: routinely, through our outcome agreement process; and additionally, through our post-merger evaluation process. Details of ways in which we will measure the wider expected benefits of merger and regionalisation are to be found in the later sections of this report, and a list of our national measures for outcome agreements is contained in Annex A, page 23.

We also plan to work with NUS Scotland, sparqs and the college sector to develop options for a national measure of student satisfaction and engagement.
Put simply, one of the core objectives of regionalisation was to focus resources where they are most needed by expecting each college region – working in partnership with others – to take responsibility to meet the needs of the people and employers of the region.

Through outcome agreements, we are starting to see evidence that the college curriculum in each region is shaping up in line with these broad principles:

- The curriculum is planned at a regional level to meet the needs of the region
- In multi-college regions, the Regional Strategic Bodies play a strategic role in planning provision across the region
- Learners can access the Non-Advanced provision that they need close to home, and all local communities within the region are appropriately served
- Where appropriate, the delivery of advanced provision is co-ordinated across campuses so as to make best use of teaching expertise, facilities and industry/employer partnerships
- There is effective planning of provision between regions where substantial numbers of students flow from one region into another
- The large “metropolitan” colleges play a supra-regional role by supporting and sustaining niche/specialist provision where costs are too high, or numbers too low, to deliver in several college regions
- The curriculum is appropriately aligned to the needs of the key economic sectors of the region and of Scotland.

Some regions, such as Forth Valley, have been operating in this way for some time. In other regions – in Glasgow, for example, where the regional structure is still very new – this will take time to develop. This will continue to be a key area of focus for our work with colleges as we work together to embed the regionalised college system.

Forth Valley College was created in 2005 through a merger of Clackmannan and Falkirk colleges, in effect creating one of the first regional colleges. As part of the strategy for merging, the college identified a significant gap in college provision in the Stirling area, and was able to address that need. Today, the college offers a very coherent range of courses, geared to the needs of the economy, across three campuses and in partnership with Stirling Council at the Raploch Community Campus. Non-advanced level courses are on offer on all campuses, while for higher level courses each campus has a specific sector focus (for example, oil and gas in Falkirk and hospitality and creative industries in Stirling). The college has also been able to establish much stronger links with the University of Stirling and Heriot-Watt
University. Students are now able to benefit from excellent training facilities, clear progression routes and strong links with employers and their partners across the Forth Valley region.

**Shaping the curriculum for Glasgow**

The new Glasgow college region is served by three colleges, each created as a result of merger, which together exist to serve the needs of the city as well as parts of East Dunbartonshire and East Renfrewshire. Being at the heart of a national transport hub, and being a group of colleges of significant scale, the college region is also well placed to meet the needs of the wider community by offering some specialist or niche provision which may not be viable for other regions.

The Regional Board will become fully operational in August 2014 and will take responsibility for ensuring that a broad-based and coherent curriculum is operating across the three colleges and meeting the diverse needs of the region. Work is underway to assess how current provision in the three Glasgow colleges is distributed and is meeting the diverse needs of the region, taking account of the need to ensure efficient and effective use of the Glasgow colleges' estate.

**Regional Skills Investment Plan for the Highlands and Islands**

In the Highlands & Islands, we have worked closely with Skills Development Scotland (SDS) and Highlands and Islands Enterprise (HIE) to develop a Regional Skills Investment Plan. This will help the University of Highlands and Islands (UHI) partnership to respond at all levels to skills needs, and will provide focus for further research work in specific sectors and geographies which contribute to the region’s economy (the UHI will be made a Regional Strategic Body on 1 August 2014). Building on the success of this approach, we are working with SDS and Scottish Enterprise to create a suite of Regional Skills Assessments (RSAs). The RSAs, to be published by autumn 2014, will draw together a range of objective evidence on the make-up and skills needs of each of the regions in lowland Scotland. We hope these will make a valuable contribution to the evidence base for collective planning through strategic partnership working in each region.

We are continuing to develop a needs-based approach to the distribution of funding between regions. This is so that the funding is used where it is needed most, while ensuring that colleges can continue to operate on a sustainable footing. This relies on a negotiated approach, rather than a formulaic allocation, allowing the SFC and college regions the flexibility to respond to short-, medium- and long-term changes in the demographic and economic needs of the regions.
By using a negotiated approach to funding, we were able to help Dumfries & Galloway College respond quickly to an emerging need from industry. Through its work with the Energy Skills Partnership and local engineering employers, the college was asked if it would introduce a specific practical module to engineering students alongside the more theory-based HNC subjects. By that time the college and SFC had already agreed on the amount of learning delivery that it would be funded for in 2014-15, but through further negotiation SFC was able to release a further amount to enable the college to put on this provision for its full-time engineering students. It would have been much more difficult to exercise this kind of flexibility under the previous, formula-driven system of college funding.

**Beyond the regions**

Three of the institutions that we fund to provide college level provision sit outside the regional structure. This is because their focus is more national than regional. They include Scotland’s Rural College (SRUC), the specialist tertiary land-based provider; Sabhal Mor Ostaig (SMO), the Gaelic college on the island of Skye; and Newbattle Abbey College, the specialist in residential adult education.

SRUC\(^4\) is the single largest provider of land-based college courses in Scotland, but it is not the only one. Many of the college regions also play an important part in land-based provision. That is why, since November 2012, we have been working with the land-based providers collectively, under the leadership of SRUC, to create a strategy which ensures that we are making best use of the resources that we are directing towards land-based provision.

The land-based providers have agreed that the best way to do this is to look at two subjects per year, starting with Agriculture and Animal Care. They are currently working together through sub-groups to analyse employer and student demand in these areas. They expect to reach a view by summer 2014 on any action that is needed in these two areas – and we expect that any changes or realignments to provision will be implemented through outcome agreements from 2015-16 onwards.

SMO, in its outcome agreement for 2014-15, has identified the need for further skills-based provision for schools – such as vocational qualifications in Activity Tourism and in Indigenous Industries – and has committed to exploring opportunities for collaboration with existing English-medium deliverers of such provision in the region to create opportunities through the medium of Gaelic.

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\(^4\) As SRUC is a higher education institution, it is not counted in the number of colleges.
Newbattle Abbey College is developing progression routes for their adult learners including work with Queen Margaret University (QMU) to develop an articulation arrangement from their HNC Social Science which would give learners the opportunity to articulate into year two of an appropriate four year degree at QMU. Plans are in place to ensure that this can begin from the start of AY 2014-15.

All colleges have been asked to consider their role in delivering the National Gaelic Language Plan (2012-17) and have taken the first steps in reviewing the skill profiles of their students, staff and local communities. Edinburgh College has committed to support staff and students with Gaelic to maintain and develop their use of the language through supporting a range of local partnerships.

Measuring success

We will continue to work with colleges to analyse the needs of their region and to support improvement through the outcome agreement process, and we will use the outcome agreement evaluation process to monitor progress using a range of measures and data sources.

Measuring success in this area is not simple, and so we are continuing to develop our approach to this. This is likely to involve examining a range of evidence including a range of hard indicators, changes in patterns of participation in post-16 education and evidence provided by the college regions themselves through their outcome agreements and other means.
...are improving opportunities and outcomes for learners...

Our core ambition for the college sector is to improve opportunities and outcomes for learners: optimising chances for people to participate in college learning, irrespective of background or personal characteristics; enabling effective pathways to be created between schools, colleges and universities and employers; breaking down barriers to the achievement of qualifications; and equipping learners to progress successfully into employment, further learning or training.

**Better outcomes for learners**

Two of the strongest indicators of the success (or otherwise) of the college sector are:

- The proportion of learners who successfully complete their qualifications (taking into account that, for some learners, there are unavoidable reasons for not completing successfully)
- The proportion of those learners who go on into employment, further learning or training.

The sector has shown steady year-on-year improvement on learner success in recent years. Moreover, this trend is set to continue: based on these latest outcome agreements, colleges are forecasting, from 2012-13, a further improvement, across the piece, of 6% (HE) and 5% (FE) by 2016-17.

We are developing robust evidence to show what happens to learners after they gain their qualifications, and so from 2014-15 all colleges will report on the first destinations (3-9 months on) of full-time learners after they qualify. Although this is still in the pilot stage, early indications are positive:

- All colleges have provided information on Advanced level qualifiers from academic year 2012-13. Collectively, the colleges have achieved a response rate of 80% (compared with 67% in the previous year).
- We are currently collating data from the selected pilot group of colleges on the destinations of all Non-Advanced level qualifiers. This is the first time that...
we have asked colleges for information on this group of learners. We are encouraged by what we have seen of this so far, in terms of both response rates and outcomes for learners.

Opportunities for school pupils: Senior Phase vocational pathways

Published in September 2013, the interim report of the Commission for Developing Scotland's Young Workforce recommended (hereinafter referred to as “Wood”) that business and industry, schools and colleges should work together to create innovative vocational pathways for young people in the Senior Phase of Curriculum for Excellence. This is with the aim of enabling young people to be better prepared for employment and better informed in career choice.5

We moved quickly in response to the recommendations of the report and asked six regions6 to be “early adopters” by developing innovative Senior Phase vocational pathways and provision. Since then some other regions have also expressed interest in working with us to develop specific “Wood” related activities and outcomes. Many college regions have reiterated these intentions in their recent outcome agreements. We are also working with SDS to develop a joint plan to respond to the recommendations, building on our early response through early adopters.

From AY 2015-16, we will expect all outcome agreements to outline their contribution to Senior Phase vocational pathways in their region, demonstrating how the planned offering relates to the needs in the region and how it engages employers. Over time, we will expect to see evidence that this is leading to the creation of a range of relevant vocational pathways within the Senior Phase in each region, together with evidence that these are being taken up and leading to successful outcomes for learners.

In its outcome agreement for 2014-15, Forth Valley College, one of the “early adopters”, has committed to developing and piloting National Certificate level provision, primarily in STEM related subjects, for S4 pupils; and is aiming to add an additional four HNCs to S5/S6 pupils from across Falkirk Council secondary schools on top of the current pilot of HNC Engineering for session 2014-15.

Fife College and Fife Council are developing plans to co-locate a new college facility with a high school facility in an area of high deprivation, poverty and social and

5 The full report is available online at: http://www.scotland.gov.uk/Publications/2013/09/7161
6 The regions were North East Scotland, Dumfries & Galloway, Edinburgh, Forth Valley, Tayside and West Lothian.
economic exclusion. By co-locating the school and the college on the Levenmouth Campus, the young people in the area will benefit from a new, integrated and forward-looking curriculum for STEM subjects at the Senior Phase and post-school levels of study. This will enable the college and the local authority to take a truly joined up partnership approach as they seek to address the area’s longstanding issues of low educational attainment, low skills base and lack of employability skills.

In Glasgow, the colleges and the local authority came together in response to the Commission’s interim report to identify outcomes that they could work towards in partnership. These included developing new pathways for the Senior Phase and improving and extending the quality and nature of engagement with business and industry. The partners will work together, initially over the life of the three-year outcome agreement, to develop their capacity to deliver these outcomes.

**Opportunities for young people post-school**

The colleges are playing a crucial role in delivering *Opportunities for All*, the Scottish Government’s offer of a place in education or training for all 16-19 year olds currently not in education, employment or training, and, where possible, 20-24 year olds. Since 2011-12 colleges have prioritised their resources towards the needs of this group: by 2012-13, this represented 71% of learning activity, up from 69.5% the previous year. At the same time, the proportion of school leavers who were unemployed and seeking work continued to drop, and the proportion entering further education (FE) continued to rise.

The latest set of outcome agreements confirm that colleges will continue to give priority to young people. We did not ask college regions to set targets against this, because there are so many variable factors in determining the
needs of this group. One significant factor is that the size of the 16-24 population in Scotland is declining: a decline that is forecast to continue for some time.

![Projected change in the size of the 16-24 year old population in Scotland](image)

We are also focussed on meeting the needs of older learners. To that end, we will work with colleges during the next round of negotiations to ensure that we are striking an appropriate balance. In the meantime, through their Outcome Agreements colleges have already committed to monitor participation rates to ensure groups are not under-represented and that their curriculum offering is broad and accessible to all. For example, Borders College is aiming to improve life chances for young people and adults and North East Scotland College will encourage greater female participation in engineering.

Meeting the needs of disadvantaged groups of learners

Colleges continue to devote a significant amount of resource to meeting the needs of learners from deprived areas. The proportion of activity directed towards those in the 10% most deprived postcode areas has held steady in recent years at just under 16%, and success rates among this group have been improving steadily.

The outcome agreements for 2014-15 onwards demonstrate that colleges continue to be committed to the needs of this group. From the 2014-15 outcome agreements we estimate that, collectively, the colleges will target around 17% of learning activity towards this group by 2016-17.
Ayrshire College plans to build on their track record recruiting young people from the most deprived areas to ensure recruitment across all campuses is equally effective. To that end the college plans to work with community planning partners to increase the level of activity delivered to learners from the 10% most deprived postcodes by 5,400 SUMs.

Dundee and Angus College has targeted a 2% increase in provision for learners from the 10% most deprived postcodes by 2014-15, as a result nearly one fifth of its delivery will be to learners from the most deprived areas.

More broadly, the Post-16 Education (Scotland) Act 2013 sharpens the focus on meeting the needs of under-represented groups of learners, including by placing duties on regional colleges, regional strategic bodies and SFC to have regard to widening access. Through outcome agreements, we expect colleges to make a full assessment of under-representation and need, with a view to further improving access, participation and success among specific groups of learners, including those with profound and complex needs.

**Opportunities to “articulate” to degree level study**

Articulation gives learners the opportunity to extend their Higher National Qualifications onto a degree programme at a university with no loss of time or funding, either for the public purse or the student themselves (i.e. by progressing into year two on attainment of HNC or into year three on qualifying with HND).

There has been a steady increase in the number of learners articulating with advanced standing (full recognition for previous Higher National study): close to 3,500 learners benefitted from this in 2012-13, up from just over 2,900 in 2011-12.7

There is still room for growth in articulation, with an increased focus on student choice and improving curriculum links between college and university courses, and to support that aim we invested in additional university places for articulating students.

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7 Figures from the National Articulation database 10 March 2014
over a four year period from 2012-13. The latest set of college outcome agreements project that the number of articulating students will grow to over 4,000 by 2016-17.

The Glasgow colleges will work to increase the number of college students articulating to university with advanced standing by more than 200 over the three-year period, raising the number articulating from 1,043 to 1,252 by 2016-17.

Measuring success

We will continue to measure progress in each of these areas using the range of indicators set out above, supplemented with qualitative data where appropriate.

We will formally measure the first destinations of successful learners from 2014-15 (i.e. starting with the destinations of 2013-14 qualifiers), and we will discuss the outcomes with college regions individually in the context of their outcome agreements.
...are providing an even better service for employers and industry...

We want learners to develop the skills and knowledge they need to get a job or get a better job, keep a job and develop a career. Alongside this we want colleges to respond to local, regional and national labour markets, so that there is a good supply of high-quality labour available and enough training and development opportunities available to employers and employees.

Building on progress made in 2013-14 to increase employer engagement, we have negotiated further commitments from college regions to improve employer engagement from 2014-15. College regions have set out, in their outcome agreements, how they will forge closer links with employers to achieve greater alignment between curriculum planning and employer demand in order to meet skills shortages and create more work placements for learners. They have also set out ambitions to further develop vocational learning routes and workplace learning in partnership with employers. The final report from the Wood Commission will provide further impetus to this agenda. The map on the following page shows some examples of the commitments that college regions have made.
Alongside skills training for job ready learners and up-skilling of workers, college regions have also committed to providing vocational training and targeted support to those who are most disadvantaged in the labour market. Recognising the particular challenges faced in engaging disadvantaged groups of learners, college regions will work with partners including Community Planning Partnerships (CPPs), Jobcentre Plus, SDS and third sector agencies to recruit and support these learners on training programmes.
**Dumbarton Youth Employability Hub**

*West College Scotland*, in partnership with *West Dunbartonshire Council* and the *Department for Work and Pensions*, recently opened the new Youth Employability Hub on the High Street in Dumbarton. This will enable young people aged 16-24 who are claiming Job Seeker’s Allowance to develop a wide range of employability skills, access the online Jobmatch system, undertake training in essential skills, acquire formal qualifications and benefit from the close links with local employers. Early indications suggest that this may prove to be a very successful model of support for young people in West Dunbartonshire.

In addition, using European Social Fund (ESF) and SFC funding, an extra 3,500 – 4,000 places have been created across ten of the college regions. These additional places are targeted towards courses for key sectors of the economy where skilled workers are in demand, such as the energy industry, the food and drink sector, health and digital media.

**Measuring success**

Learner outcomes and destinations are good measures of success, from the learners’ perspective, and these are shown on page 15 in this report.

To help us further understand levels of employer satisfaction with college graduates and training we plan to pilot the use of specific data from employer surveys such as Pulse Surveys. As a measure of current satisfaction, the recent UK Commission for Employment and Skills (UKCES) Employer Skills Survey provides encouraging evidence to suggest that 78% of Scottish employers recruiting college leavers found them prepared for work.
With colleges of scale responsible for meeting the needs of employers and learners, one of the intended benefits of regionalisation was to improve the planning and co-ordination of skills provision in a region. The key mechanisms for achieving this are community planning partnerships and single outcome agreements – and the opportunities these present to align, and make explicit, the contribution of colleges to local priorities and outcomes.

There is evidence – from informal intelligence and, to some extent, from the latest set of outcome agreements – that the effects of this are already becoming apparent:

- Through better links with universities. Universities in both new, merged single regions (such as Aberdeen) and multi-college regions (such as Glasgow and Lanarkshire) have reported on the benefits of dealing with single- or in some areas simpler, and more streamlined- structures on articulation, allowing for a more coherent, joined-up approach.

- Through better links with the Senior Phase of Curriculum for Excellence. Both single college regions and multi-college regions were able to respond swiftly and effectively to the Wood Commission interim report recommendations (see page 12). The new regional structures allowed for increased coherence and efficiency of partnership working with schools at a strategic level.

An example of this is the collaborative work already underway in Edinburgh and Midlothian - responding to interim Wood Commission recommendations- to create a range of vocational pathways for young people through the STEM Academy. This regional partnership – involving Edinburgh College, two local authorities, local universities, schools and employers – will build on existing models to create a coherent range of vocational routes from the Senior Phase into university or employment. This will straddle institutional boundaries (enabling HN units to be delivered in the school or workplace, for example, as well as in the college) and, through close partnership working with employers, will ensure that these courses and pathways will equip learners with the skills that employers need. This will mean that for every stage of learning, students who choose to exit are likely to get a job.

- Through better engagement with CPPs. Many colleges were well-embedded in their CPPs before regionalisation, but this varied across regions and there was evidence of duplication of effort and unnecessary competition between colleges and other partners. In some areas where colleges have not been well
represented at a strategic level in the CPP, the increased size and profile of merged colleges have begun to allow them to influence and inform strategic thinking more effectively. Single, merged colleges working across local authority boundaries are better placed to share effective practice and elements of partnership working across CPPs.

**Borders College**
In the preparation and monitoring of the outcome agreement, Borders College has liaised with the CPP as lead partner in the Borders Learning and Skills Partnership in driving forward and contributing to the local skills pipeline and youth employment plan; as a key member of the CPP sub-group Economy and Infrastructure identifying and responding to priority projects meeting the needs of businesses and employers and driving economic development; as a member of the CPP senior project team, responding to priorities contained in the Single Outcome Agreement and as a member of the South of Scotland Economic Forum, working in partnership to understand and respond to local skills needs across the South of Scotland.

**Ayrshire College**
Ayrshire comprises three local authority areas and good progress has been made in recent years to develop pan-Ayrshire partnership working. The Ayrshire Economic Partnership is focused on economic development across the region with members drawn from the three local authorities, Ayrshire College, Scottish Enterprise, SDS, Ayrshire Chamber of Commerce & Industry and representatives from the business community. The College Chair and Principal are both members of this strategic group.

At a local authority area level, legacy relationships between each of the colleges and their corresponding CPP were at different stages of development. There is significant positivity from each of the CPPs about the role the college will play in contributing to the goals set out in their Single Outcome Agreements. The Principal is now a member of each of the CPP Boards and, in October 2013, was appointed as Vice-Chair of East Ayrshire CPP.

**West Lothian College**
In West Lothian, a shared service arrangement has been developed between the local authority and the college to deliver a new and innovative model of shared service provision covering areas such as ICT, finance and facilities. This will create joint services across both organisations, and achieve cost reductions and business efficiency through economies of scale. Progress is reviewed monthly by a steering group with senior level representation from both organisations.
**How will we measure progress?**

We will measure progress through a combination of soft intelligence, gathered by our Outcome Agreement Managers, and other evidence gathered from a range of sources. We will give further consideration to the development of measures of impact in this area.
## Annex A: Performance Measures used in 2014-15 Outcome Agreements

<table>
<thead>
<tr>
<th>SFC Priorities</th>
<th>National Measures</th>
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| **Efficient and sustainable regional structures** | Non-SFC income as % of total income  
Current assets: current liabilities ratio  
Days cash to expenditure  
Gross carbon footprint (three-year period) |
| **The right learning in the right place** | Student number  
Priority groups  
Access and equality  
Schools/College | Volume of SUMs delivered  
Proportion of SUMs delivered to learners aged 16-19 and 20-24  
Proportion of SUMs delivered to full-time learners aged 16-19 and 20-24  
Proportion of SUMs delivered to learners in the most deprived 10% postcodes areas in Scotland  
Volume of SUMs relating to learners from different protected characteristic groups and care leavers (where data is available)  
Volume of SUMs relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement  
Volume of SUMs delivered to learners at S3 and above as part of ‘school-college’ provision |
| **High Quality Learning**               | Qualifications  
Progression  
Destination & Employment  
A developed workforce | Percentage of enrolled students successfully achieving a recognised qualification  
Number and proportion of learners progressing from each of the different SCQF levels into a higher level of study within the same college  
Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing  
Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (enhanced return to be developed and piloted through 2013-14; baseline to be set autumn 2014)  
Number of all apprenticeships supported at the college (those eligible for SFC funding); the number of starts and forecast completions for direct contracted apprenticeships (e.g. in construction); the number of places delivered through SDS employability fund (EF) (starts and forecast completions) as a proportion of all the SDS EF places allocated in a region.  
Amount of all employer-related activity  
Levels of non-SFC income generated  
Number of full-time learners with substantial placements (more than ten days) in business and industry |