



**What makes good regional outcomes?
Lessons from the first years of regional outcome agreements**

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What are Outcome Agreements?

- Introduced for first time for AY 2012-13
- Both colleges and universities
- Recommended in *Putting Learners at the Centre*
- They are agreements – not unilateral



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Putting Learners at the Centre (2011)

‘Given our wish to shift towards regionalisation of college provision, SFC funding for colleges should in future be based on the needs of a region, taking into account the demographics and economy of the region in question...

There should be a simple, visible and public connection between the funding allocated and the outcomes that should be delivered in return.’



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What does an Outcome Agreement do?

- **A funding contract**
- **Allows the Government – and the public – to see priorities being addressed**
 - **Developing the Young Workforce**
 - **Improving attainment**
- **Allows meaningful dialogue between the SFC and a region**



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What have we learned since 2012-13?

- The process does not stop with the agreement
- There were too many measures at first
- Outcome Agreement Manager role is important
- Needs-based funding: OAs still not being used enough as a two-way dialogue
- The real test is the implementation of policies such as Developing the Young Workforce



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What does a good outcome agreement do?

- **Clearly describes its regional context**
- **Relates provision to need**
- **Reflects on previous performance and uses it to set aspirations**
- **Demonstrates how it is addressing national priorities in its regional context**



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The Board's role?

The Code of Good Governance says:

- The board (except in the case of assigned college boards) is responsible for negotiating its outcome agreement with the SFC, to meet the needs of the region and make best use of available funding, consistent with national strategy. The board must ensure effective engagement with all relevant stakeholders in the development of its outcome agreement and monitor performance in achieving the agreed outcomes.



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The Board's role? (2)

- ‘The board must develop and articulate a clear vision for the college...’
- ‘The board must ensure that a comprehensive performance measurement system is in place which identifies key performance indicators. It must ensure that it scrutinises performance measures and reports in order to determine whether or not the college’s mission and vision are being fulfilled and that the interests of stakeholders are being met.’





Some questions for discussion

- **Visibility:** as board members do you see it – and progress reports – enough?
- **Ownership:** how much do you feel it is a focus for dialogue?
- **Board role:** how do you know stakeholders are happy?
- **How can we improve?**



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