

Appendix 1

Lanarkshire Regional Outcome Agreement, New College Lanarkshire and South Lanarkshire College, Self-evaluation report, Progress and outcomes for academic year 2016-17

This ROA progress report is provided as a supplement to each college's Quality Evaluation Report and Enhancement Plan and uses the most recently published guidance from SFC in its preparation.

The Evaluation Reports and Enhancement Plans for each college use the Education Scotland "How Good is our College" framework as their key reference point.

OVERVIEW

The two Colleges made progress in the overall delivery of a range of outcomes set out in last year's (2016-17) Regional Outcome Agreement (ROA) and are working towards longer term outcomes as indicated in the 2017-18 ROA.

The Colleges continue to build productive partnerships with a wide range of local and national groups and committees linked to Scottish Government, Local Authorities, employer groups, SDS, CPP and other working groups. These effective partnerships help to enable appropriate new developments, inform suitable new curriculum delivery, maintain existing employment-focused courses and deliver new initiatives such as DYW. For example, both Colleges have developed and are delivering new Foundation Apprenticeship routes for school pupils and are tendering for FAs for 2018-19 in the current round.

A common key strength is the strong links built with industry. This results in the Colleges often being the first point of call for employers seeking to strengthen and develop their workforces.

This statement and associated table contain commentary and statistics on outcomes in relation to the current outcome agreement. Both colleges committed in the previous Outcome Agreement and the previous ROA Self-Evaluation report to engage fully in the new SFC external quality arrangements. This short report is a supplement to the Colleges' Quality Evaluation and Enhancement Reports in order to cover wider areas of the ROA not covered by those reports.

Overall reflection on available audited statistical data and progress in the preceding year with reference to specific milestones

SFC Priority 1 - Efficient and sustainable:

Our carbon footprint is lower than targeted at 5,335 tonnes of carbon dioxide equivalent.

SFC Priority 2 - Right learning in the right place:

The combined credit total of 185,793 credits is 60 credits higher than the SFC Regional target of 185,733.

The Colleges' target for engagement with 16-19 year-old learners was 44%. The combined outturn of 47.7% exceeded the target by 3.7 percentage points. The demand still remains predominantly for full time provision in this age band.

The proportion of all 20-24 year olds studying on FT programmes has come down very marginally. However, the overall volume of 20-24 year olds has decreased more significantly. This has been counterbalanced by an increase of 25+ learners.

The Colleges target for engagement with over-25-year-old-learners was 28%. The combined outturn of 27.9%, this is very close to target and has achieved the planned increase of approximately 1% from the previous year.

Overall this reflects positively on the profile changes the region had predicted and provided for during this period.

Both Colleges have policies that contribute to the delivery of the overall Regional Aims on Equality and have overarching shared Equality Outcomes.

The proportion of non-white-Scottish learners at 10.1% is higher than the expected figure of 8.1% with both colleges attracting a higher proportion of non-white learners than expected.

The number of learners reporting a disability at 16.9% is higher than the expected figure of 14.2%.

The region set a very ambitious target of 20.1% of credits delivered to learners from the 10% most deprived areas of North and South Lanarkshire. The outrun came in below this figure at 18.9%. However this remains above regional and national achievements and national Scottish Government aspirations.

It continues to be encouraging to see the significant level of care leavers disclosing to the colleges. This may be a positive reflection of the enhanced support now in place and perhaps reflects the confidence of individuals in the colleges to be sensitive and supportive in their actions.

The volume of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education) has seen a very significant increase. This is due, in part, to improved data collection. This still represents a huge contribution to widening access to HE for our local young people.

The overall split of male and female learners, at 44.5% and 55.4% respectively, reflects a slightly higher proportion of female learners enrolling in 2016-17 than expected.

The profile shown above is broadly in line with our targets. An increase in the representation of a number of characteristics can be interpreted as a positive reflection of widening access strategies across the region. We have however seen a small reduction in Asian, Asian Scottish or Asian British learners.

The volume of Credits delivered to learners enrolled on STEM courses has also seen a very significant increase. Again this is due, in part, to improved data collection. However this still represents a considerable contribution to Scottish Governments ambitions for STEM provision.

SFC Priority 3 - High quality learning:

Overall attainment rates in the region have not met targets for either FE or HE attainment.

For FE full-time learners, the target was 68% and the combined outturn at 61.1% is 6.9% below target.

For FE part-time learners, the target was 81% and the combined outturn at 73.6% is 7.4% below target.

For HE full-time learners, the target was 72.5% and the combined outturn at 69.8% is 2.7% below target.

For HE part-time learners, the target was 81% and the combined outturn at 78.9% is 2.1% below target.

Student retention and attainment are areas where the colleges are aiming to improve on current levels with both colleges aspiring to be consistently in the top quartile. This will remain a focus for improvement action during the current 3-year cycle of the ROA. To that end, New College Lanarkshire is engaged in a Scottish Government Pilot looking at ways to improve student retention and attainment.

SFC Priority 4 - A developed workforce:

The number of starts for directly-contracted apprenticeships are well above target at 440 (44 above target) as are the number of full-time learners with substantial "work experience" as part of their programme of study at 2,441 (71 above target)

The volume of credits and the number of pupils in their senior phase studying vocational qualifications continues to increase which is in direct support of Scottish Governments DYW aspirations.

Progress in the current year (recruitment, retention)

Both colleges are well through the August recruitment process and have already recruited to a level above their core credit target, which is a total of 1100 credits higher than last year as a result of additional funding to support the national strategy for childcare provision.

Assuming that retention rates continue to remain similar to last year, the colleges aim to meet the planned core and ESF credit targets agreed with SFC. This demonstrates the continuing strong demand in Lanarkshire. The colleges are in regular dialogue in order to ensure that credit targets are met and the Regional Target overtaken for 2017-18.

Both colleges have undertaken a significant review of their quality assurance and improvement systems in line with SFC guidance, the new “How Good is our College?” framework and the associated model for reviewing and improving the quality of provision. By 30th October both colleges produced an Evaluation Report and Enhancement Plan (EREP) in conjunction with Education Scotland and the Scottish Funding Council. This report is a common appendix to them.

The EREP reports, approved through the respective Boards and Committees will be shared with Education Scotland (ES) and the Scottish Funding Council (SFC).

Rationale for changes to targets

The colleges have not changed any of the targets for the 2017-18 year. However, in light of the most recent letter of guidance from the Scottish Government and through dialogue with SFC, targets for the 2018-19 Outcome agreement process may be amended to reflect changing Scottish Government priorities.

The delivery of commitment to DYW including growth in senior phase pathways and widening access and progression targets

Both colleges have reported to SFC the progress in delivery of DYW programmes. Both colleges have engaged with a range of local authorities in respect of delivering programmes to Senior Phase pupils. The Colleges, jointly with the local authorities, published information on provision available to school pupils to broaden their Senior Phase experience and engage pupils directly with vocational pathways.

With increasing awareness amongst pupils and parents regarding what a Foundation Apprenticeship Award constitutes, both colleges have offered FAs for the year 2017-18 and have recruited well. There are four main ways in which pupils may broaden their curriculum through the colleges as follows: Winter leavers programmes, Core Senior Phase Programmes, Foundation Apprenticeships and Independent Senior Phase Vocational Pathways that encourage pupils to develop independence skills in preparation for their next steps beyond school.

Both colleges deliver programmes from access level through to degree level and have strong partnerships with Universities and employers. This provides students with suitable progression opportunities within each College, between colleges, to a career or to University. Please see the Colleges' online prospectuses for the full range of access through to degree level provision at:

<http://www.nclanarkshire.ac.uk/>

<http://www.south-lanarkshire-college.ac.uk/>

The colleges welcomed the extension of the Associate Students Places scheme that continues to provide funding for students from a variety of backgrounds to be supported along the learning journey through Colleges' HN programmes then to degree programmes at University.

Learners from the most deprived 10% postcode areas (SMID 10)

Figures based on National Records of Scotland (NRS) 2013 mid-year estimates show the proportion of population from the 10% most deprived postcode areas (SIMD 10) in Lanarkshire is around 11.6%.

The Lanarkshire Colleges have delivered a steadily increasing proportion of their SFC-funded curriculum to learners from these postcodes as follows.

- 17.6% in AY 2012/13;
- 18.4% in AY 2013/14;
- 18.6% in AY 2014/15;
- 18.9% in AY 2015-16 and
- 18.9% in AY 2016-17

In this respect the Colleges are already delivering the Scottish Government and SFC future target in relation to engaging with the potentially most disadvantaged learners in the population.

Industry-linked provision with a focus on employer needs, including involvement of employers in curriculum design

The analysis in the ROA of the Regional Skills Assessment identifies the way the colleges develop their curriculum in alignment with the needs of employers. All Higher National, Vocational Qualification and Apprenticeship programmes are designed in conjunction with employers. Employers are also consulted regarding industry-specific certification which, integrated within courses, helps students become more employable.

As a consequence, the recent SFC College Leaver Destination survey reported that in Lanarkshire 82.4% of learners progress to a positive destination at the end of their course.

Of those learners who progress to a positive destination at the end of their course 74.6% progress to further study (compared to a Scottish average of 75.4%) and 20.3% go directly into a job (compared to a Scottish average of 19.6%).

Improved support to increase completion of courses and progression to university and progress with curriculum development to align with regional economic need

In Lanarkshire, the number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing in AY 14/15) is at a record high and well above the aspirations in the Colleges' regional targets.

This steadily increasing number of learners is an upward trend from 237 learners in AY 2011/12 to 337 learners in AY 2014/15. This is a 42.2% increase and has contributed to the overall national increase of 29.0% over the same period. This is a positive outcome from the Colleges' investment in partnership work with Universities, a reflection of the success of the SFC Assisted places scheme for College students and the commitment from the colleges to provide suitable options for successful students at the end of their programme. Each year during the development of the ROA the Colleges use the following as key reference points to ensure the curriculum aligns with economic needs: The Regional Skills Assessment Document; key local labour market information from Local Authorities and other sources; information regarding future employment opportunities from employers and Sector Skills bodies and local intelligence from working closely with employers.

Source: SFC's National Articulation Database; SFC College data

Table 1

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
SFC Priority 1 - Efficient and sustainable						
	Regional Outcome 1: A sustainable and well-governed region.					
	Regional Outcome 2: Efficient delivery approaches.					
1.1 (1)	Gross carbon footprint (three-year period)	5,437	4,100	1,255	5,355	-82
SFC Priority 2 - Right learning in the right place						
	Regional Outcome 3: Fair access for all.					
	Regional Outcome 4: Suitable progression pathways.					
2.1 (2)	Total Volume of Credits to be delivered (Target set by Scottish Funding Council)	185,733	138,849	46,884	185,733	-
	Volume of above Credits to be delivered as core activity	170,967	129,989	40,978	170,967	-
	Volume of above Credits to be delivered as ESF Match Funded activity	14,766	8,860	5,906	14,766	-
	Total delivery	185,733	138,438	47,355	185,793	60
2.2 (3)	Proportion of Credits delivered to learners aged 16-19 and 20-24:					
	Total Credits delivered to Under 16	7,429	3,647	918	4,565	-2,864
	Proportion delivered to Under 16	4.0%	2.6%	1.9%	2.5%	-1.5%
	Total Credits delivered to 16-17	33,432	27,758	8,944	36,702	3,270
	Proportion delivered to 16-17	18.0%	20.1%	18.9%	19.8%	1.8%
	Total Credits delivered to 18-19	48,291	41,523	10,507	52,030	3,739
	Proportion delivered to 18-19	26.0%	30.0%	22.2%	28.0%	2.0%

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
2.3 (4)	Total Credits delivered to 20-24	44,576	30,405	10,180	40,585	-3,991
	Proportion delivered delivered to 20-24	24.0%	22.0%	21.5%	21.8%	-2.2%
	Total Credits delivered to 25 and over	52,005	35,105	16,807	51,912	-93
	Proportion delivered to 25 and over	28.0%	25.4%	35.5%	27.9%	-0.1%
	Proportion of Credits delivered to full-time learners aged 16-19 and 20-24:					
	Total FT Credits delivered to Under 16	656	268	260	528	-128
	Proportion delivered to Under 16	0.5%	0.2%	0.7%	0.4%	-0.1%
	Total FT Credits delivered to 16-17	23,609	18,774	7,769	26,543	2,934
	Proportion delivered to 16-17	18.0%	17.1%	20.2%	17.9%	-0.1%
	Total FT Credits delivered to 18-19	39,348	37,702	9,360	47,062	7,714
	Proportion delivered to 18-19	30.0%	34.3%	24.3%	31.7%	1.7%
	Total Credits delivered to 20-24	32,790	25,456	8,010	33,466	676
	Proportion delivered to 20-24	25.0%	23.1%	20.8%	22.5%	-2.5%
	Total FT Credits delivered to 25 and over	34,758	27,876	13,118	40,994	6,236
	Proportion delivered to 25 and over	26.5%	25.3%	34.1%	27.6%	1.1%
2.4 (5)	Proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland:					
	Number of Credits delivered to MD10	37,332	27,496	7,672	35,168	-2,164
	Proportion of Credits delivered to MD10	20.1%	19.9%	16.2%	18.9%	-1.2%

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
2.5 (6)	Volume of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)	5,733	38,849	,884	185,733	
	Ethnic Group					
	White Scottish	170,673	123,763	41,694	165,457	-5,216
	Proportion	91.9%	89.4%	91.2%	89.9%	-2.0%
	White English	3,142	2,068	932	3,000	-142
	Proportion	1.7%	1.5%	2.0%	1.6%	-0.1%
	White Welsh	127	122	33	155	28
	Proportion	0.1%	0.1%	0.1%	0.1%	0.0%
	White Irish	458	115	176	291	-167
	Proportion	0.2%	0.1%	0.4%	0.2%	-0.1%
	White Northern Irish	128	86	53	139	11
	Proportion	0.1%	0.1%	0.1%	0.1%	0.0%
	White British	885	3,489	1,550	5,039	4,154
	Proportion	0.5%	2.5%	3.4%	2.7%	2.3%
	White Gypsy/Traveller	0	108	22	130	130
	Proportion	0.0%	0.1%	0.0%	0.1%	0.1%
	White Polish	3,137	3,939	785	4,724	1,587
	Proportion	1.7%	2.8%	1.7%	2.6%	0.9%
	White Any other white background	2,385	1,279	456	1,735	-650
Proportion	1.3%	0.9%	1.0%	0.9%	-0.3%	

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
	Any mixed background	494	446	257	703	209
	Proportion	10.3%	12.9%	15.5%	13.7%	3.4%
	Asian, Asian Scottish or Asian British	2,897	1,900	838	2,738	-159
	Proportion	60.4%	54.8%	50.6%	53.4%	-6.9%
	Black, Black Scottish or Black British	1,110	913	398	1,311	201
	Proportion	23.1%	26.3%	24.0%	25.6%	2.5%
	Other ethnic background	282	209	129	338	56
	Proportion	5.9%	6.0%	7.8%	6.6%	0.7%
	Information refused	17	0	28	28	11
	Proportion	0.3%	0.0%	1.7%	0.5%	0.2%
	Information not known	0	0	6	6	6
	Proportion	0.0%	0.0%	0.4%	0.1%	0.1%
	Disability Group					
	No Known disability	159,349	110,171	44,275	154,446	-4,903
	Proportion	85.8%	79.6%	93.5%	83.1%	-2.7%
	Disabled	26,384	28,267	3,080	31,347	4,963
	Proportion	14.2%	20.4%	6.5%	16.9%	2.7%
	Sex of Student					
	Male	82,735	60,712	22,023	82,735	0
	Proportion	44.5%	43.9%	46.5%	44.5%	0.0%
	Female	102,998	77,692	25,275	102,967	-31

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
	Proportion	55.5%	56.1%	53.4%	55.4%	0.0%
	Other	0	34	57	91	91
	Proportion	0.0%	0.0%	0.1%	0.0%	0.0%
	Sexual Orientation					
	Heterosexual	159,440	129,703	42,464	172,167	12,727
	Proportion	85.8%	93.7%	89.7%	92.7%	6.8%
	Gay Man/Homosexual	1,433	1,696	546	2,242	809
	Proportion	0.8%	1.2%	1.2%	1.2%	0.4%
	Gay Woman / Lesbian	1,618	1,119	320	1,439	-179
	Proportion	0.9%	0.8%	0.7%	0.8%	-0.1%
	Bisexual	1,668	4,000	941	4,941	3,273
	Proportion	0.9%	2.9%	2.0%	2.7%	1.8%
	Other	768	1,363	1	1,364	596
	Proportion	0.4%	1.0%	0.0%	0.7%	0.3%
	Prefer not to say	20,806	557	3,083	3,640	-17,166
	Proportion	11.2%	0.4%	6.5%	2.0%	-9.2%
	Religion					
	None	95,766	82,029	25,071	107,100	11,334
	Proportion	51.6%	59.3%	52.9%	57.6%	6.1%
	Christian / Protestant	22,402	11,490	8,473	19,963	-2,439
	Proportion	12.1%	8.3%	17.9%	10.7%	-1.3%

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
	Roman Catholic	40,661	30,134	8,919	39,053	-1,608
	Proportion	21.9%	21.8%	18.8%	21.0%	-0.9%
	Other Christian	8,268	10,042	125	10,167	1,899
	Proportion	4.5%	7.3%	0.3%	5.5%	1.0%
	Muslim	2,070	1,705	850	2,555	485
	Proportion	1.1%	1.2%	1.8%	1.4%	0.3%
	Buddhist	308	189	119	308	0
	Proportion	0.2%	0.1%	0.3%	0.2%	0.0%
	Sikh	307	189	77	266	-41
	Proportion	0.2%	0.1%	0.2%	0.1%	0.0%
	Jewish	22	85	28	113	91
	Proportion	0.0%	0.1%	0.1%	0.1%	0.0%
	Hindu	22	18	0	18	-4
	Proportion	0.0%	0.0%	0.0%	0.0%	0.0%
	Another religion or body	1,669	1,673	488	2,161	492
	Proportion	0.9%	1.2%	1.0%	1.2%	0.3%
	Information not known	14,239	885	3,206	4,091	-10,148
	Proportion	7.7%	0.6%	6.8%	2.2%	-5.5%
	Care Leavers					
	Care Leavers Credits	1,086	1,189	2,085	3,274	2,188
	Proportion	0.6%	0.9%	4.4%	1.8%	1.2%

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
2.6 (7)	Volume of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	1,832	1,764	0	1,764	-68
	Proportion	1.0%	1.3%	0	0.9%	-0.1%
2.7 (8)	Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	11,144	10,364	1,162	11,526	382
	Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision ⁵	6%	7.5%	2.5%	6.2%	0.2%
2.8 (9)	Volume of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)	1,976	4,974	771	5,745	3,769
	Volume of Credits delivered at HE level		47,957	16,126	64,083	
	Proportion of Credits delivered at HE level to learners from SHEP schools of all college HE provision	3.6%	10.4%	4.8%	9.0%	5.4%
2.9 (10)	Volume of Credits delivered to learners enrolled on STEM courses	38,075	38,476	12,094	50,570	12,495
	Proportion of Credits delivered to learners enrolled on STEM courses	20.5%	27.8%	25.5%	27.2%	6.7%

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)
			NCL	SLC	
SFC Priority 3 - High quality learning					
	Regional Outcome 5: High attainment and achievement rates				
	Regional Outcome 6: High progression rates.				
	Regional Outcome 7: High learner satisfaction.				
	Regional Outcome 8: High levels of endorsement by external assessment bodies.				
3.1 (11)	Percentage of enrolled students successfully achieving a recognised qualification:				
	FE - Full time - Total enrolments	5,563	4,402	1,427	5,829 266
	FE - Full time - Successfully completed	3,783	2,596	964	3,560 -223
	FE - Full time - Proportion	68.0%	59.0%	67.6%	61.1% -6.9%
	HE - Full time - Total enrolments	3,300	2,893	1,018	3,911 611
	HE - Full time - Successfully completed	2,393	1,939	792	2,731 338
	HE - Full time - Proportion	72.5%	67.0%	77.8%	69.8% -2.7%
	FE - Part time - Total enrolments	11,864	8,041	1,421	9,462 -2,402
	FE - Part time - Successfully completed	9,610	5,812	1,156	6,968 -2,642
	FE - Part time - Proportion	81.0%	72.3%	81.4%	73.6% -7.4%
	HE - Part time - Total enrolments	1,165	1,172	377	1,549 384
	HE - Part time - Successfully completed	943	912	310	1,222 279
	HE - Part time - Proportion	81.0%	77.8%	82.2%	78.9% -2.1%
3.2 (12)	Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing: (Baseline data available from AY 2012/13)				
	Number of AS articulating students	368	TBC by SFC	TBC by SFC	TBC by SFC -

SFC Ref (ROA Ref)	Indicator	Targets 2016/17	Actuals		Indicator (actual / target)	
			NCL	SLC		
	Number of Successful HND/HNC leavers	2,233	TBC by SFC	TBC by SFC	TBC by SFC	-
	Proportion	16.5%	TBC by SFC	TBC by SFC	TBC by SFC	-
3.3 (13)	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after achieving a recognised qualification					
	Number of full-time college qualifiers	6,176	4,535	1,756	6,291	115
	Number in work, training and/or further study 3-6 months after qualifying	5,342	-	-	4,802	-540
	Proportion	86.5%	-	-	76.3%	-10.2%
SFC Priority 4 - A developed workforce						
Regional Outcome 9: Learners with appropriate skills for jobs.						
Regional Outcome 10: Employees with enhanced skills.						
4.1 (14)	The number of starts for direct contracted apprenticeships	396	396	44	440	44
4.2 (15)	Number of full-time learners with substantial "work experience" as part of their programme of study	2,370	1,583	858	2,441	71
4.3 (16)	Number of senior phase pupils studying vocational qualifications delivered by colleges	563* (137)	549	49	598	35
4.4 (17)	Volume of credits delivered to senior phase pupils studying vocational qualifications delivered by colleges	2,280* (550)	2,888	222	3,110	830
	Proportion	1.23%	2.09%	0.47%	1.67%	0.4%

* Targets have been restated due to changes in data collection direction since original publication