Annex D: Scottish Funding Council college outcome agreement template

College region (enter region here)

College regional grouping (list colleges here)

Funding

College region _____ will receive £_____
from the Scottish Funding Council for academic year 2014/15 to plan and deliver
further and higher education in the region.

This funding is on the condition that the college board / regional body signs and
commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2016-17

Priority Outputs to be delivered in AY 2014-15

Signed by College Region / Date	Signed by SFC / Date

Regional Context Statement

1.   A Regional Context Statement provides the opportunity for college regions to evidence how their curriculum meets the needs of its learners, employers and community. To do this each college region is asked to:

Define the catchment area being served, based on:

- Population size/demographic profile (working age population)

- Economic/employer profile

- Levels and areas of unemployment

- Skill / qualification levels

- Areas of deprivation

- Evidence of need/demand, with particular reference to the 16-19 age group Patterns of participation (in post-16 education) across the region, identifying any towns/communities with particularly low levels of participation

- Communities of interest

- School leaver destination analysis, with particular reference to schools with low levels of positive destinations

- Travel to study patterns

- Articulation/progression patterns

- Any historical trends relevant to the analysis.

Show how the college region is meeting the needs of learners

2.   To do this, each college region is asked to:

- Set out the curriculum offer in brief and demonstrate how this meets the needs of the region and any wider interests served by the region (for example, niche/specialist provision). This should include:

- How the region is planning, together with other partners, to meet the Opportunities for All guarantee, what this means for the curriculum offer and recruitment strategies and what effect this is likely to have on the region's student profile in the medium term (2-3 years)

- Any significant realignment of provision that is required (or underway) to ensure that the spread of provision is targeted towards the needs of the region and provides a coherent spread of provision across the region as a whole. (This may be particularly relevant in multi-college regions, and in regions with merging/newly merged colleges). For example, we would expect to see a wide range of non-advanced provision in locations across the region – because people are less likely to travel for such provision – with routes through to advanced level provision concentrated in a smaller number of locations (particularly at HND level). Where possible, and without going into a lot of detail, this should give some feel for the intended shape of provision across the region in the medium term (2-3 years) with reference to the current shape of provision

- Details of any interests that are being served beyond the region, and the justification for this. This may include provision of courses which meet a national need (i.e. provision not on offer in other regions and which attracts students from well beyond the region) or communities/groups of learners which are geographically outwith the region but which for good reason (because of transport networks, for example) are best served by this region rather than their own.

- Where appropriate, explain the rationale for the region's ambitions in terms of participation and progression for the following groups of learners (with specific reference to the range of non-advanced provision on offer for the region and progression routes within the curriculum):

  - Those who reside in the 10% most deprived postcodes in Scotland

  - Learners with profound and complex needs

  - Learners from different protected characteristic groups

  - Communities of interest – including, for example, care leavers

  - Other groups deemed relevant to the region.

Show how the college region is meeting the needs of employers

3. We want to ensure that colleges are responding to employer need within their region. We want, therefore, to better demonstrate effective engagement with employers and to ensure that we capture effective practice and share this within and across regions.

4. To do this, in terms of employer engagement, each college region is asked to demonstrate:

    • What it is currently doing well? (For example, in terms of employer involvement in the curriculum and engagement leading to commercial income)

    • What difference this is making to meeting the needs of the region?

    • What could be done / what it plans to do better in the future?

    • What difference this would make to meeting the needs of the region?

    Evidence and alignment

5. We would expect each regional context statement to be informed by the national Skills Investment Plans and (when available) Regional Skills Assessments and any other relevant sources where they are able to signpost relevant, up-to-date labour market information and forecasting on skills and employer needs. SFC will support colleges in this by providing information, for example, on data on population and participation, as well as offering bespoke analytical support where it is possible.

6. We would expect to see the linkages and alignment (where appropriate) to local authority Single Outcome Agreements and they should also contain a short description of the arrangements in place to ensure effective engagement with relevant CPPs.

    Further information

7. Contact: John Kemp, Director, tel: 0131 313 6637; email: jkemp@sfc.ac.uk.

Outcome Progress Table

Measure	Baseline 2011/12	Target 2014/15	Target 2015/16	Target 2016/17	Note
SFC Priority Efficient & Sustainability					
Outcome – To…					
1. Non-SFC income as % of total income					
2. Current assets: current liabilities ratio					
3. Days cash to expenditure					
4. Gross carbon footprint (three-year period)					
SFC Priority Right learning in the right place					
Outcome – To…					
5. Volume of credits delivered					
6. Proportion of credits delivered to learners aged 16-19 and 20-24					
7. Proportion of credits delivered to full-time learners aged 16-19 and 20-24					
8. Proportion of credits delivered to learners in the most deprived 10% postcode areas in Scotland					
9. Volume of credits relating to learners from different protected characteristic groups and care leavers (where data is available)					
10. Volume of credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement					
11. Volume of credits delivered to learners at S3 and above as part of 'school-college' provision					
Other Region Specific Measures					

SFC Priority High quality learning					
Outcome – To…					
12. Percentage of enrolled students successfully achieving a recognised qualification					
13. Number and proportion of learners progressing from each of the different SCQF levels into a higher level of study within the same college					
14. Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
15. 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)					
Other Region Specific Measures					
SFC Priority A developed workforce					
Outcome – To…					
16.Number of all apprenticeships supported at the college (those eligible for SFC funding)					
17. Number of starts and forecast completions for direct contracted apprenticeships (e.g. in construction)					
18. 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					
19. Amount of all employer related activity					
20. Levels of non-SFC income generated					
21. Number of full-time learners with substantial placements (more than ten days) in business and industry					
Other Region Specific Measures					