Edinburgh College

For the future you want

REGIONAL OUTCOME AGREEMENT

2021 - 2022

CONTENTS

_____

Signed by the College Region

Chair of the Board of Management, Ann Landels

Principal and Chief Executive, Audrey Cumberford

Date   30 November 2021

_____

Signed by the Scottish Funding Council

Date

_____

Regional Outcome Agreement 2021/22

1. Introduction

In 2020/21 Edinburgh College's staff showed tremendous agility and resilience throughout the COVID-19 pandemic by continuing to deliver high quality learning, teaching, operations, and support to all our students.

In light of COVID-19 restrictions the College fully accelerated a transition to online and blended learning & teaching, in a timeframe not thought possible before.

In 2021/22 the College continues to do this and aims to improve on this approach. The College will continue efforts to transform, by developing new approaches for learning & teaching, seeking new ways to serve our students & partners, increase collaboration and increase value for our stakeholders. These tasks involve every function in the College.

However, it is now clear that changes to commercial and international demand and the way in which we underpin and support the economic recovery in our region are by far the greatest challenges and opportunities we face. We are anticipating a downturn in our expected income for the foreseeable future, but we are countering this by working to secure as much business and as many partnerships as possible, and by delivering new courses and different skills training that will support people back into employment.

With little experience of a similar pandemic there is no way of predicting the extent or long-term effect that the current situation will have on our traditional course offering. The trend towards more part-time course delivery has quickly reversed to a large upsurge in demand for full-time delivery, reflecting trends only seen since the last recession in 2008. Edinburgh College will continue to support economic and social recovery, by upskilling and reskilling adults, and by encouraging more young people to engage in college education and by supporting our graduates to move into employment or on to university.

The dedication of our staff and the ambitions of our students is reflected in their outstanding work and achievements across all of our faculties including being recognised in awards, nationally and internationally. The year, up to July 2021 showed further growth in the College's activities with local, regional, national & international partners and in its positive impact on the community and the wider economy through collaborations with over 2,000 industry partners. The College will continue to develop and inspire people across the region during these challenging times and plans to maintain its key performance measures at the 2020/21 baseline levels for 2021/22.

Our five strategic priorities outlined in the [Strategic Plan 2017/22](#): improving the student experience; to be valued in partnership and with communities; to provide an effective and efficient college; driving forward an excellent curriculum for the future; and to support and inspire our people, will be refreshed in the coming year.

Our recently launched Digital Strategy is an integral part of our refreshed strategy which takes a giant step towards our ambition to be 'a leading college in the UK for digital learning and teaching with data driven innovation at its core'.

2.   Response to the COVID-19 Pandemic

To meet demand the College has built momentum towards enrolling more students on full time programmes, exceeding our credit activity. Our 2020/21 financial targets achieved a break-even position.

As outlined in 2020, the Principal & Chief Executive presented the College 5R Plan, which outlined a themed approach to managing the impacts of the COVID-19 pandemic.

The 5R themes approved by the 5R Steering Group were:
  i.   **response** – initial crisis response to the pandemic, which took place from the 3 March 2020 to 26 June 2020;
  ii.   **resilience** – emerging from the initial crisis response to planning for the return phase, which took place across 2020/21
  iii. **return** – delivering a return to college business for staff, students, and other partners from the 23 Aug 2021 onwards;
  iv.   **re-imagining and re-invent** – thinking about how the College needs to change and adapt to ensure long term sustainability and impact; and
  v.   **reform** – implementing those agreed changes.

It is important to note that work on themes (iv) and (v) is, to a considerable extent, defined by College staff engagement, the recommendations of Cumberford / Little Report, the Scottish College of the Future Report, and the Scottish Funding Council's Review of Coherent Provision and Sustainability.

2.1   Governance, Partnership and Engagement

The Committee also approved governance, partnership, and stakeholder engagement to deliver the 5R plan, including representation from Edinburgh College Student Association (ECSA), trade union members and staff.

Groups included;

(i) a 5R Plan Steering Group made up of executive and senior staff, trade union and ECSA representatives to oversee and coordinate all 5R Plan delivery; and
(ii) five themed subgroups on; curriculum and quality; people; estates, health, safety, and IT; student experience; and finance and commercial; established to devise and deliver detailed operational 5R plan actions.

The 5R Hub is expected in 2021 to be mainstreamed within usual management planning, communication and reporting structures, working with trade union colleagues.

2.2 5R Plan Progress

Progress on delivering the 5R plan is indicated in the table below, aligned to the five subgroup themes.

Subgroup	Progress
Curriculum and Quality	• Ensuring the completion of resulting from the 2020/21 session. • Establishing arrangements for deferred students from the 2020/21 session to complete practical skills units, course work and work placements in 2021. • Integrating Moodle and Microsoft Office 365 to enable each college course to have a dedicated Microsoft Team, through which to deliver student course induction, and enable all students to engage with their lecturers for learning, teaching and assessment purposes. • Launching new learning materials for staff and students to make better use of Moodle and Microsoft Teams. • Devising a new timetabling approach for all students based on the three elements of the blended learning model (online / on campus / off campus). • Agreeing which student groups and classes area priority for campus access during semester 1. From August 2021 this included deferred students, full-time Access & Continuing Education (ACE) students, who are our most vulnerable, students who require to do practical classes in semester 1, and our School College Partnership (SCP) pupils. • Establishing a laptop lending scheme, prioritising the most vulnerable.
Student Experience	• Enhancing online student support services, especially for vulnerable and hard to reach students, including care experienced students. • Developing a new digital student card in partnership with Lothian Buses. • ECSA's development of the virtual campus and virtual office to enable students to access their services and support. • Developing and delivering a 'virtual clearing event' process to support students post SQA results day. • Developing an on-line approach to enrolment, and welcome week, and college induction, in partnership with ECSA.
People	• Responding to staff surveys from 2021 to ascertain staff support needs when working from home and inform a new People strategy • Developing a new working from home and agile working policy. • Developing and delivering a new programme of staff CPD activity, with a focus on promoting staff wellbeing, and

	improving digital skills for pedagogy and improved workflow for professional services
Estates, Health and Safety and IT	• Continuing to adapt risk assessments for on-campus classes, activities and services, and college activity at outreach centres and workplaces where students study or are on placement / apprenticeships. • Identifying and ordering PPE equipment resulting from risk assessment work. • Developing and distributing health and safety guidance for halls, staff, students, and visitors. • Modifying campus layouts and signage in line with health and safety and public health advice and guidance • Agreeing with ISS new cleaning arrangements to mitigate against the risks of virus transmission. • Working to build catering provision.
Finance and Commercial	• Work to fully re-open halls, gyms and restaurants • Work to ensure the safe arrival of international students • Ongoing monitoring of IT and equipment costs, and off-site training costs. • Overseeing contract negotiations with SDS and other organisations

There has been an enormous amount of work delivered to date, to enable the College to deliver the response, resilience and return phases of the 5R Plan.

Much of this work has required innovation and future proofed thinking, deploying new digital skills and platforms, and strengthening existing partnership working across the College, and with external stakeholders.

ECSA and trade union members have been integral to all developments, along with large numbers of staff from across the College, with weekly meetings ensuring that issues are quickly resolved. The College is now turning its attention to the **re-imagining, re-invent and reform** phases in line with the Future Proofed College programme, and in response to the recent national reports highlighted above.

3. **Commitments and Contribution to Economic Recovery:** *mission, strategy, and context.*

The College has been extensively involved with its three local community planning partnerships to ensure the coordination of support to businesses, and support to those requiring employability interventions, to assist with economic recovery.

Support to businesses has largely focused on the 'online' delivery of scheduled and bespoke training through the College's Commercial Team, who launched a new virtual training

prospectus in September 2020 [Edinburgh College Virtual Professional Training Prospectus September 2020 Update](). This team is also working closely with local Chambers of Commerce to provide training and development support to local businesses, with a focus on utilising the continued Flexible Workforce Development Fund (FWDF).

Employability support has focused on aligning the college curriculum to various new employability programmes, to ensure positive learner journeys and pathways. For example, ensuring pathways to new college digital skills courses from new Department of Work and Pensions (DWP) digital courses, and, assisting young people (16-25 year old) through Developing Young Workforce (DYW) School Advisors, DWP Kickstart, Youth Guarantee and Skills Development Scotland (SDS) Pre-Apprenticeship programmes, to plan progression onto relevant college courses and apprenticeships.

A College Board of Management Development Day took place in June 2021. The purpose of the day was to discuss 'Our Future Our Strategy' and the aims and objectives of the future College Strategic Plan due in 2022. It is expected that a new Strategic Plan would be presented for approval at the Board of Management meeting in March 2022

4. Collaborative and innovative approaches we have developed during the period since July 2020

A new collaboration began with the East Central Colleges as a response to the current increasing unemployment situation, triggered by the COVID-19 pandemic. The strategic partnership will enhance similar partnerships that exist within the City Region.

The East Central College Collaboration was advanced initially between the Principals of Edinburgh College, Fife College, Forth Valley College and West Lothian College. A proposal was put to the SDS Chief Executive, that the Colleges were keen to work collaboratively to form a collective response to the increasing unemployment situation precipitated by the COVID-19 pandemic.

SDS agreed to accelerate specialised Labour Market Intelligence (LMI) for each region. It was agreed that this Regional skills assessment information would require to be reflective of the effects of the pandemic on each local economy. It also included specialist information on sector specialisms where possible.

Ongoing formal collaborative workshops with SDS, SFC and key College and employability representatives have allowed the Colleges to move quickly to a jointly agreed evidence base drawing in all the LMI data and data on impact and on individuals.
The Colleges' current offering for these customer groups establishes what may or may not need reshaped, and what new offers are made available through the Young Person's Guarantee (YPG) and the National Transition Training Fund (NTTF).

- Economic overview / scale of the challenge for each local economy (discussing and agreeing LMI evidence base)
- Evidence base – customer / individual groupings

- Discussion on data and potential impact / scale on customer groupings
- Discuss and agree which partners / organisations are able to fill any data gaps
- Draw in additional insights from Colleges / other partners
- Validation and agreement on prioritisation of customer groups

- Evidence base – opportunities
  - Drawing on data and insights to validate and agree immediate and mid-term opportunities in sectors and occupations within the local economies.

- Baselining current offers / provision
  - Organised per customer grouping
  - Mapping back to key sectors and occupations within region (Inc. opportunity areas)

The College representatives work collaboratively between meetings to gather data and build the collective offer. There is an agreement that where there is unmet demand, Colleges can refer students across the institutions, and staff could be seconded if there is spare capacity.

The benefits to the local economy with this approach are clear. There is opportunity for people at risk of unemployment either through the effects of the pandemic or changes in the nature of the work, for example through automation and artificial intelligence, to have clear opportunities to upskill, reskill or for graduates to enhance their qualification with new skills. It is expected that funding associated with new programmes would also provide new sources of income for the College and allow growth to meet the continued demand.

The strategic partnership will enhance similar partnerships that exist within the City Region Deal and the Local Authorities, such as the Capital City Partnership. The focussed partnership with SDS allows Edinburgh College to be a key part of providing solution to impending unemployment, and therefore the College has the opportunity to grow its reach and further build its reputation as first choice provider of skills, education, and training.

5. **The Health and Wellbeing of Students and Staff**

The College Student Experience Team and Communications Team has worked particularly closely with ECSA since the start of the pandemic to ensure optimum health and wellbeing support for students. Joint activity has included resolving funding queries; providing a 'virtual campus' on Facebook through which students can engage with each other to provide support and access advice; developing and delivering the EC Cares Campaign, including student mental health support (via Silvercloud - Online Mental Health Programmes | SilverCloud Health) and telephone support from college wellbeing advisors; online and telephone support for vulnerable students and those students with caring responsibilities; support for care experienced students online and on-campus; referral to local third sector providers for further support.

Guidance and Support Mechanisms examples include:

➢ Virtual Student Service Support and ECSA Virtual Campus
➢ Online support for the most vulnerable students
➢ Key workers for students in halls of residence
➢ Money and debt advice and financial support
➢ Learning Development Tutors use MS Teams, Moodle, Outlook and telephone contact
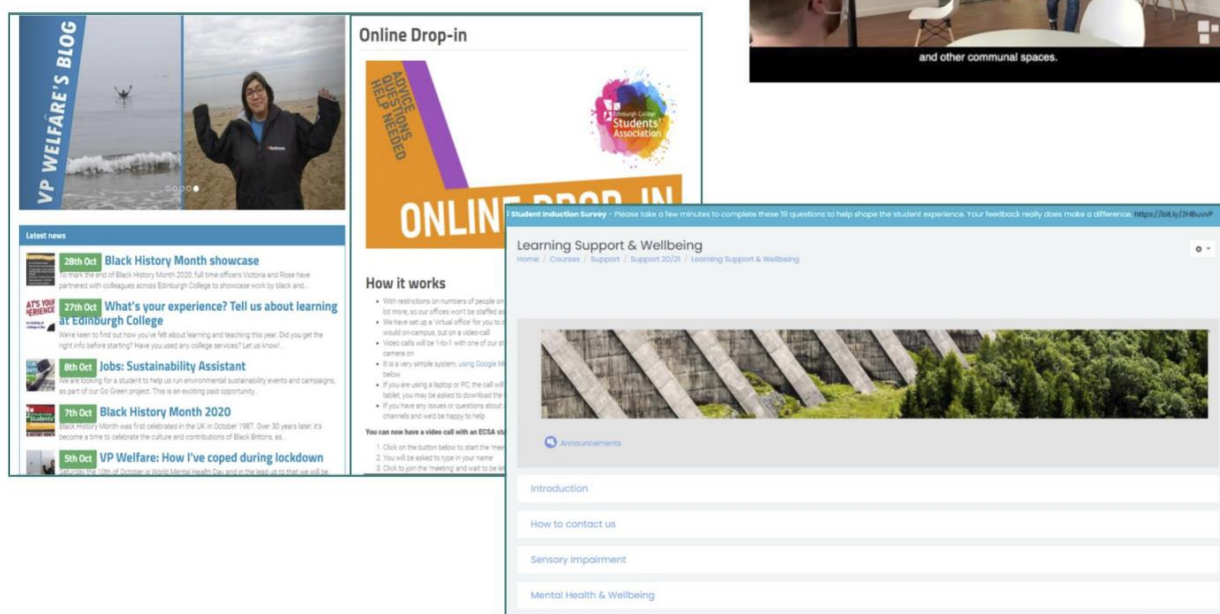
A major partnership development between ECSA and the College Student Experience team was the development and launch of the 'Online Student Services Hub,' designed to improve online access for students to funding advice and support, wellbeing advice, careers advice and support for learning advice.

Throughout the first lockdown and in semester 1, ECSA has been supporting students online. This has been done through the different interest groups we have running on Facebook (for example Men's Support Network, Care-experienced students' group, LGBT+ student group) where students are encouraged to support each other, share how they are doing and share any tips for coping. Additionally, officers have been sharing blogs, tips, and videos online, encouraging students to join in and have a conversation.

The College Student Experience team have adapted quickly to online delivery. Regular Wellbeing team meetings using Microsoft Teams have facilitated and refined processes throughout the pandemic. The College now delivers counselling using Zoom, Microsoft Teams or email depending on student circumstances. It should be noted that the College has seen a year-on-year increase in the number of students who disclose mental health difficulties.

Student Counsellors completed Continuing Professional Development (CPD) regarding remote support. This included online training in partnership with the Open University and sessions on safeguarding around the use of the online platform 'zoom' and training in assessing suicide risk whilst working remotely. We adapted our referral forms to be digitally compliant with General Data Protection Regulation (GDPR) processes using password protection for the forms and the client spreadsheet.

The counselling service is part of a broad range of support we offer for students who disclose mental ill-health. Our Learning Development Tutors, Learning Support Teams and ECSA provide support to students as part of their wider role, having completed Mental Health First Aid training. The College employs a part-time Student Wellbeing Adviser whose role is to work with students individually and in groups to manage their mental health and wellbeing using a variety of approaches. Both individual and group sessions have moved online to the College online learning platform, Moodle, successfully.

The College Student Mental Health and Wellbeing Policy includes guidance for staff on crisis intervention and has been updated to take account of remote delivery. Partnership with Silver Cloud offers online CBT module to students. We produce regular Student Wellbeing Newsletters which include updates, sources of support, and links to websites such as 'Nightline' with whom we have a partnership.

We have seen the benefit of providing a range of wellbeing services, extra resources enable the College to provide wider wellbeing support services as well as counselling. Strategies and activities to reduce loneliness and isolation are vital, such as group workshops on subjects such as anxiety and offering online wellbeing drop ins for students in crisis or difficulty.

Much of the ongoing health and safety work for students by management focuses on ensuring safe practices for students, aligned to national guidance and the FACTS framework, regarding on campus teaching, learning and assessment. Regular meetings take place to risk assess the numbers and any safety concerns for allowing students onto campus in particular curriculum areas. This group consists of key Senior Managers, and the ECSA Manager.

The College continues to issue COVID-19 updates in line with current restrictions, the College has supplies of lateral flow testing kits available for all students & staff and continues to encourage the uptake of vaccinations.

For staff, the College launched Silvercloud support who may require additional counselling support. A new initiative has also been developed under the heading 'EC Cares,' which seeks to provide broad support and suggestions to help staff wellbeing. Regular sports workouts, healthy eating and 'breathe' workshops are examples of many workshops which staff have contributed to support each other across the whole College.

6.   Stakeholders and responsiveness to shifting needs of employers/industry

In 2020/21 the College continued a strong offer in part-time provision and
the success of this mode of study focused on short employer led courses funded through the Flexible Work Development Fund (FWDF) or Individual Training Accounts (ITA) rather than scheduled courses. The ability
now to refocus part time provision into
courses where there is increased demand, to

Unique Student Enrolments

	2017/18	2020/21
Part Time	13669	15035
Full Time	10474	9624
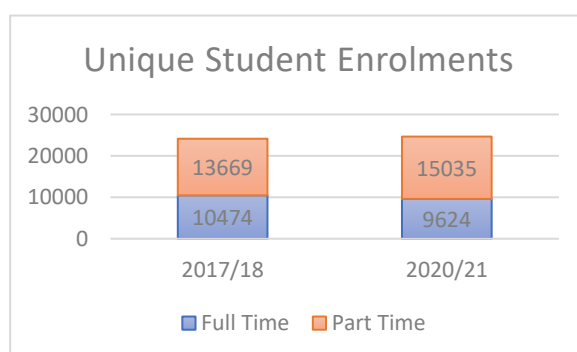
rapidly upskill the population in sectors such as Technology (especially Data Science), Construction, Care as well as basic entry level employability programmes will be key to the College's and the regional economy's success.

To this end the College is working with a number of partners in the Edinburgh and South East Scotland City Region Deal to advance joint opportunities. These partners include community planning partners in the Local Authorities, SDS, DYW, Universities, third sector Partners, and the Capital City Partnership. COVID-19 is most likely in 2021/22 to impact courses where face to face delivery and assessment is essential to demonstrate skills acquisition, and especially 16-24 age groups due to lower vaccination rate.

A refreshed group to support the Edinburgh Guarantee (EG) was established in 2020. Course alignment helps to support the Edinburgh Guarantee, which means that there is a place available for all school leavers at the appropriate level either at Edinburgh College, in other training settings and/or in employment. Membership of the EG consists of the Chief Executive of Edinburgh City Council, the Principal of Edinburgh College, Chief Executive Officer of Scottish Financial Enterprise (SFE) Assistant Vice Principal from the University of Edinburgh, and representation from Miller Construction, abrdn, NHS, Leonardo, and the Capital City Partnership.

In terms of sector growth, the Screen Sector is likely to show increased growth in Edinburgh& the Lothians with the rapid growth of activity at 'First Stage Studio' in Leith. A screen alliance has been formed involving Edinburgh College. The partners are working to build a collaboratively developed short 'Skills Boost' course leading into apprenticeship and employment, to meet the skills gaps and reskill and upskill those who have been affected by recent changes in the Creative and Construction economy.

6.1   The Edinburgh and South East Scotland City Region Deal (ESESCRD)

Work is well underway within the ESESCRD Skills Gateway partnerships for additional capacity to develop and deliver new programmes in Data Driven Innovation (DDI), Housing Construction Infrastructure (HCI) and a new partnership for Health and Social Care (HSC), led by Edinburgh College. Reporting to the Integrated Regional Employability and Skills (IRES) Board, the College is building significant increased capacity to deliver with partners in areas where there is demand for skills.

In terms of DDI course delivery, 12 new contextual courses have been developed, to be delivered in 2021/22. Many of these are contextualised, based around the NPA Data Science at levels 4, 5 and 6, in areas such as Business, Sport, Social Science, Health Administration and Accountancy. At Edinburgh College, the Data Citizenship Unit will be delivered at Levels 4, 5 and 6 across a range of courses in the Business curriculum; 7 cohorts of learners will benefit from this delivery.

At Edinburgh College, as part of the review of the Learning, Teaching &Assessment Strategy, there is proposal to focus on data science and digital skills/literacy as a key strand of activity cross-curriculum. A 'Big Data' Unit has been developed at HE level to be delivered in multi-disciplinary areas due to City Deal investment in CPD and course development.

In terms of HCI delivery, new partnerships have been formed with Local Authorities to facilitate expansion. There are plans to deliver more school provision, such as Craigroyston and Lasswade Secondary School, and the new 'Design Engineer Construct' course offered to all schools.

HSC is developing new partnerships with the National Health Service (NHS), NHS Education for Scotland (NES), Scottish Care, Borders, Fife and West Lothian Colleges, the University of Edinburgh, Edinburgh Napier and Queen Margaret Universities and Public Health Scotland the Integrated Joint Boards, Employers, SDS, DDI and the DHI. This is to ensure that a regional curriculum is co-developed to ensure that employers can promote opportunities and that partners can respond to employer demand. Skills Boost courses have been designed, to deliver in 2021, to respond to training needs such as infection control and basic moving and handling training, as well as developing new courses and developing investment in technology enabled care hubs and the use of virtual reality for training, for example, in dementia care.

6.2   Granton Waterfront Development

The College continues to be a major partner of the Granton Waterfront Development (GWD) Project in North West Edinburgh (Granton waterfront regeneration – The City of Edinburgh Council). Specifically, the College has been an active partner in developing the new Granton Learning Strategy and Granton Arts & Culture Strategy. The former aims to develop new learner journeys in the area from schools and employers into the College, and to work towards an integrated education estate across the area involving all education providers, including Community Partnership Planning (CPP) activities. A prominent element of the GWD project is the proposal to build a new 'Construction Skills Centre of Excellence,' aligned to the ESESCRD construction investment and national sustainability construction policy priorities. The College has a strategy to drive forward all cultural, curriculum, community and commercial aspects of the development programme. In 2021/22 the College and the Council are delivering an exciting work-based curriculum project to light the Granton Gas Tower with an audio-visual project created by students from the Creative Industries faculty. They will also link with a Community Arts Festival 'Hidden Door' providing work experience for Construction and Creative Industries students.

6.3   University Partnerships and Progression

Our work on Associate Degree provision, strategic skills planning within the City Deal and with wider Higher education (HE) partners ensures that articulation continues to grow, especially for students from the most deprived data zones. Progression from Higher National (HN) level to university with Advanced Standing is a priority, and the College continues to lead with two key regional partners on the Pathways.ac.uk app which was launched in July 2020 to facilitate the learner journey.

All courses at Edinburgh College have a dedicated pathway mapping the learner journey from School College Partnership (SCP) provision to articulating University courses. These are available on the College website in curriculum maps within course prospectus. The pathways app and the progression maps are used regularly as the basis of discussion with community

planning partners, for recruitment and communication with wider stakeholders such as parents and SCP engagement events. The College is fully committed to the plans to intensify engagement activity with universities. Regular meetings with all the regional universities and local colleges take place within the city deal context, Scottish Widening Access Programme (SWAP) and the Regional Learner Passport Partnership (RLPP) admissions and pathways working groups.

6.4   Progression and Destinations

Edinburgh College has the second highest proportion of students articulating with advanced standing students in Scotland. In 2019/20 (last data) 60.2% of students did so with advanced standing in 2018/19, compared to 55.3% in 2018/19. The College's commitment to articulation continues to grow.
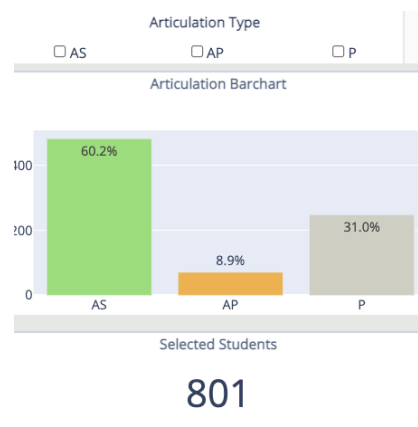
For full time completed leaver positive destinations in 2020/21 there was a 4% drop in positive destinations from the previous year, with an increase in students unavailable to work due to illness, caring responsibilities and other related (3%). This fall was expected to be worse, due to the consequences of the economic shock which hit the jobs market and unemployment rises across the region. The Key Performance Indicator (KPI) is expected to continue in a similar fashion in 2021/22 although there are positive signs of recovery across a range of sectors in the region.

Comparison with previous survey results	2017-18	2018-19	2019-20
Positive known destinations	4231 (96%)	3786 (98%)	4096 (94%)

7.   Specific needs employers/industry have identified, both short-term and longer-term, and how we are adapting or shifting provision in response (with particular reference to courses starting in January/February 2021)

7.1 Key Insights identified in the region

- Edinburgh, East and Midlothian's GVA growth is set to exceed the Scottish average over the next ten years, but productivity growth is slowing.
- Edinburgh is the most resilient authority and Midlothian is fourth in Scotland, partly due to the number of high value jobs where home working is possible.
- Key sectors for employment which the College curriculum aligns to are in this table;
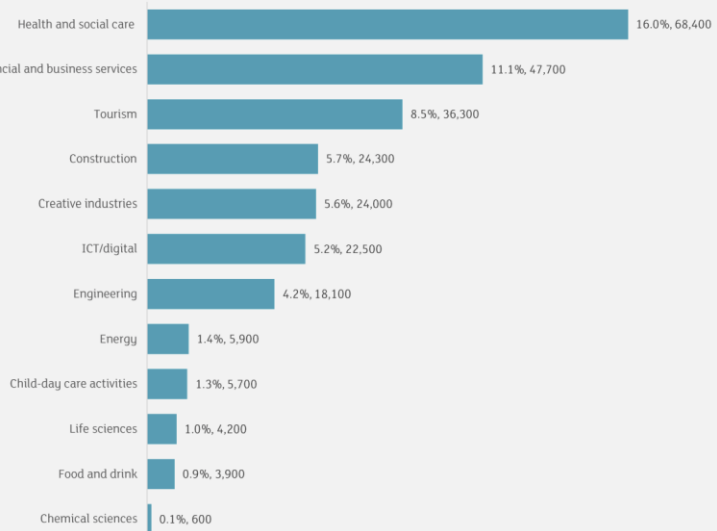
Of the key sectors, Health and social care, was estimated to be the largest in Edinburgh, East and Midlothian in 2021. The sector accounted for 68,400 people. Financial and business services was the second largest with a total of 47,700 people (see Figure 6).

Large sectors are an important source of jobs; however, regions also have sectoral strengths that make them unique. This means that smaller sectors can be more important than their size suggests, as they are more concentrated in the region compared to the national average.

In Edinburgh, East and Midlothian, Insurance, reinsurance and pension was the greatest specialism, with the percentage of employment in this sector more than 4 times greater than the Scottish average. Other sectors that had above average concentrations in Edinburgh, East and Midlothian included:
- Information service activities (3.2 times more concentrated),
- Financial service activities (2.8 times more concentrated),
- Computer programming and consultancy (2.7 times more concentrated) and
- Advertising and marketing research (2.4 times more concentrated).

Figure 6: Employment by Key Sector and share of total employment, Edinburgh, East and Midlothian (2021)

Sector	Share, Employment
Health and social care	16.0%, 68,400
Financial and business services	11.1%, 47,700
Tourism	8.5%, 36,300
Construction	5.7%, 24,300
Creative industries	5.6%, 24,000
ICT/digital	5.2%, 22,500
Engineering	4.2%, 18,100
Energy	1.4%, 5,900
Child-day care activities	1.3%, 5,700
Life sciences	1.0%, 4,200
Food and drink	0.9%, 3,900
Chemical sciences	0.1%, 600

- Although job postings have started to rise (see below) these are generally not high value, highly skilled roles. The key sector data above represents the breadth of curriculum required at Higher Education (HE) and Further Education (FE) level.
- There are clear opportunities in Health and Social Care; Digital; Business and Public Service professions; Professional, Scientific, and Technical roles and the re-emergence of the Tourism and Hospitality sector.
- In terms of jobs postings, we can see a close alignment to the courses offered for January start, for Skills Boost, Fast Track and Accelerator programmes and the occupations where there is demand.
- In 2020 the highest demand for jobs in the region was as follows:

Figure 14: Job Postings by Occupation (June 2020 – May 2021), Edinburgh, East and Midlothian

Occupation	Job Postings
Programmers and software development...	6,775
IT business analysts, architects and...	2,406
Nurses	2,356
Care workers and home carers	2,075
Managers and proprietors in other services...	1,942
Other administrative occupations n.e.c.	1,941
Management consultants and business...	1,845
Chartered and certified accountants	1,799
Sales related occupations n.e.c.	1,568
Customer service occupations n.e.c.	1,402
Information technology and...	1,290
Web design and development professionals	1,270
Financial managers and directors	1,243
IT operations technicians	1,191
Marketing and sales directors	1,170
Primary and nursery education teaching...	1,085
Book-keepers, payroll managers and wages...	1,026
Finance and investment analysts and...	1,025
IT user support technicians	983
Business and financial project...	980
Solicitors	912
Human resources and industrial relations...	909
Marketing associate professionals	811
Engineering professionals n.e.c.	800
Cleaners and domestics	794

The curriculum offer from October 2021 to August 2022, aligned to areas of rapid growth and urgent economic demand: (short Skills Boost courses, Introduction and Fast Track/Accelerators)

|	
Skills Boost - Access to College	Certificate in Retail Fashion, Branding and Marketing
Skills Boost C&G Rail Engineering Maintenance	Certificate in Retail Fashion, Branding and Marketing Level 6
Skills Boost for Health Care	CISCO Internet of Things (with NPA in Data Science)
Skills Boost for Hotel Employment	City & Guilds Level 2 NVQ Certificate Rail Engineering Maintenance
Skills for Life and Work	CLD Early Education and Childcare
Skills for Work - National 5 Engineering Skills	CLD Early Education and Childcare (SCQF 5) (Sem 2)
Skills for Work National 4 Engineering Skills	Digital Media for the Creative Industries (SCQF 5)
	Digital Promotion for Business
Access to Accounting	Health Studies (SCQF 4)
Access To Photography	HNC Business
Army Career Preparation	HNC Business with Finance
Introduction to Caring Services	IMI Certificate in Transport Maintenance: Fast Track
Introduction to College for Schools (SCP)	NC Access to Engineering Systems
Introduction to Counselling	NPA Art & Design: Digital Media (SCQF 5)
Introduction to Engineering	NPA Business with Marketing
Introduction to Photography	NPA Data Science (SCQF 5)
Introduction to Science	NPA Data Science with Administration
Introduction to Sport and Fitness Studies	NPA Data Science with Business (SCQF 4)
Introduction to the Sport and Fitness Industry	NPA Data Science with Business (SCQF 5)
Pharmacy Studies: An Introduction Part 2	NPA Data Science with Finance
Preparation for a Career in Social Services (SCQF 5)	NPA Data Science with Python and R (SCQF 6)
Preparation for Careers in Health and Social Care	NPA Health and Social Care: Skills for Practice (NHS)
Preparation for College: Adult Returners	NPA Hospitality (SCQF 6)
Preparation for Employment First Steps	NPA in Oral Health Care: an introduction (SCQF 5)
Preparation for University Access to Nursing	NPA Oral Health Care (SCQF 6)
Understanding Outdoor Pursuits and Adventure Leadership (Jan)	NPA Photography Level 5
	NPA Professional Cookery
	NQ Cabin Crew and Airport Operations
	NQ Editing and Production for the Media Industries (SCQF 5)
	Pre-Apprenticeship NC Electrical Installation
	Pre-HNC Health Care (NHS)
	Robotics and Control System Engineering

7.2 Future demand and skills

It is expected that there will be continued growth and demand in the following areas, and there is close alignment in these occupations for the 2021/22 planned curriculum. It is important to consider the longer-term future skills demand as well as addressing the urgent concerns and opportunities facing the region.

Job openings are expected to be concentrated in a small number of sectors, with four sectors in **Edinburgh, East and Midlothian** forecast to account for 30,700 (53.5 per cent) of the requirement. These are (see Figure 17):

Wholesale and Retail Trade:
8,500 jobs;

Human Health and Social Work:
8,500 jobs;

Accommodation and food services:
7,400 jobs; and

Education:
6,300 jobs.

Headline figures for each sector do not show how the composition of the sector is changing. Within sectors changes to operating practices are taking place, for example the shift to online shopping with a reduction of shopping on the high street within the Wholesale and Retail Trade sector. These shifts are not captured in the aggregated groups. Similar experiences to a greater or lesser extent will be taking place in other sectors too and we would encourage readers to bear this in mind when interpreting the data. Please get in touch with us via the RSA mailbox (rsa@sds.co.uk) if you require any assistance.

Figure 17: Forecast Total Requirement by Industry (2021-2024), Edinburgh, East and Midlothian
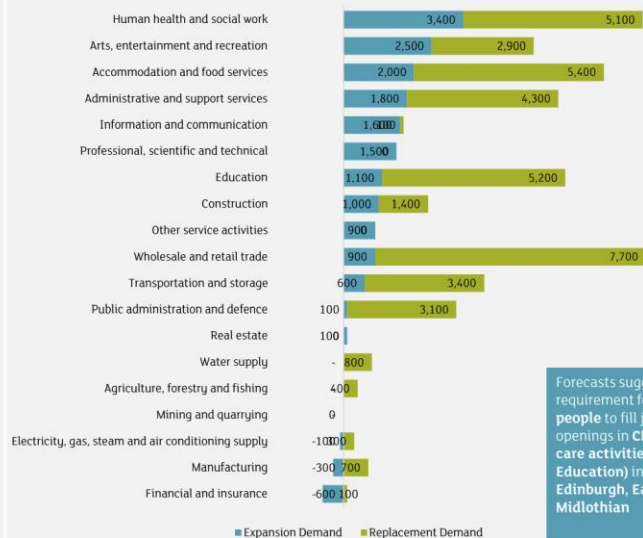
Forecasts suggest a requirement for **700 people** to fill job openings in **Child-day care activities (within Education)** in the **Edinburgh, East and Midlothian**

16

7.3   Student demand for 2021/22

Actual demand has continued to increase for places at Edinburgh College, and this is reflective of current demographic growth and future predictions aligned to the housebuilding programme in the City Region.
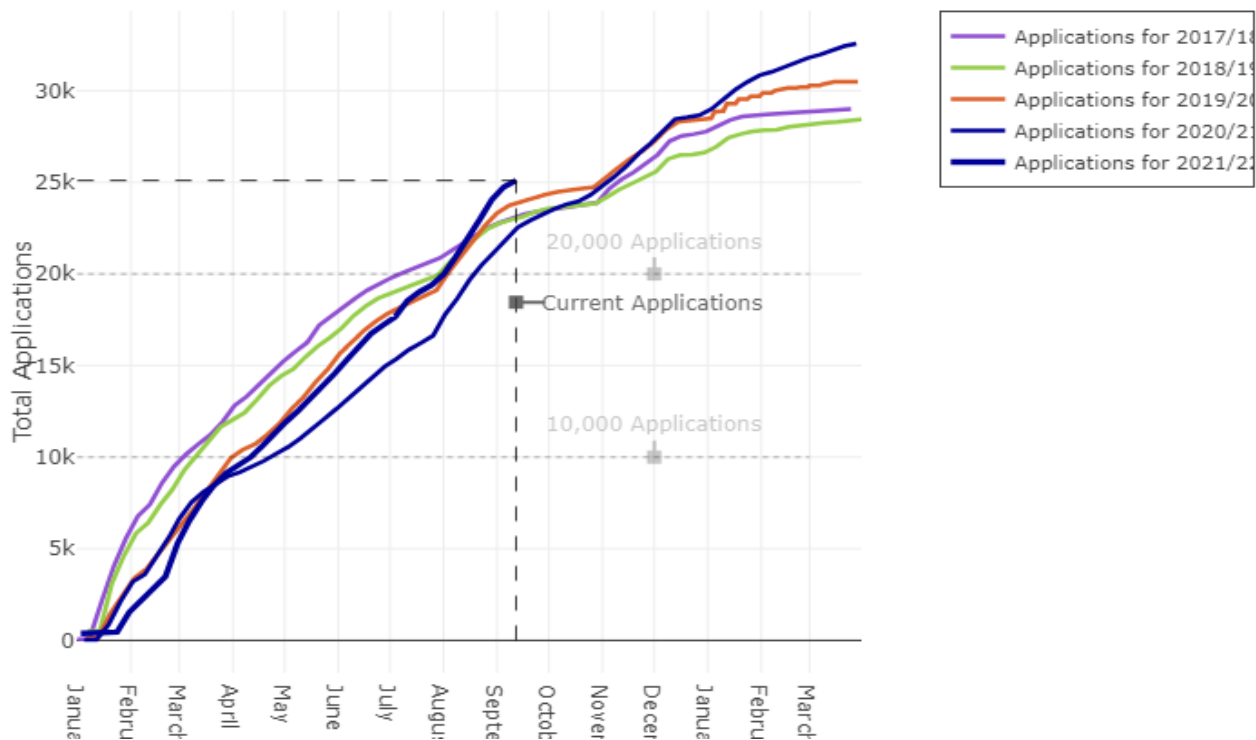
8.   Which groups we are particularly seeking to respond to

The following are groups we are particularly seeking to respond to; much of this work was a result of the immediate response to work collaboratively with the East Central College partners and Skills Development Scotland. Our collaborations highlighted above are the vehicles for delivering the additional skills and training that will be required.

8.1 Customer groupings

- Young people still at school but at risk of transitioning to a negative designation
- Young people leaving school in 2021/22 (including data on their preferred routes / occupations)
- Apprentices in training at risk
- Redundant / furloughed apprentices
- Recent college and university leavers
- Young people unemployed (or at risk of unemployment) (data by job level if available)
- Other workers unemployed (or at risk of unemployment) (data by job level if available)
- Those accessing Partnership Action for Continuing Employment (PACE) support and other redundancy insights

9. Managing work-based learning and practical aspects of course provision and ensuring students are prepared for the workplace

The majority of Edinburgh College courses involve 'hands on' technical and vocational training. Due to social distancing restrictions and the volume of students entering campuses it has been necessary to provide restricted access to campuses. College learning in the main in the early part of 2021 has planned hybrid approaches for theory-based units to be delivered online. The curriculum areas are still most affected by isolation situations have been STEM subjects where access to specialised software or equipment is essential. Health, Sport and Care subjects have been disproportionally affected by work placement requirements and the College is still working towards completing deferred subjects in these areas and significantly in Construction. The recent developments and relaxation of the number of hours of work-based hours spent on placement, in favour of a simpler competency-based assessment by accrediting awarding bodies such as the Scottish Social Services Council (SSSC) is equally counter challenged by the difficulty in gaining work placements for all students, for a multitude of reasons. Placement providers have been reluctant to have students due to safety measures and service providers creating safe 'bubbles' to work in.

Solutions that the College has found to the challenges within Health and Social care, where the situation has been most acute, has been to:

- Involvement and leading on national groups in working with awarding bodies and regulated bodies to establish and agree alternative assessment arrangements for work experience placements
- Meet regularly with local authorities, health boards, voluntary and private sector on processes and arrangements to start placements
- Extend all FT dental nursing students course dates
- Work in partnership on pathways into employment with members of IJB & H&SC skills gateway

The College continues to problem solve and influence thinking at a national and local level in all areas of the College, responding rapidly where technological or collaborative solutions allows learning and teaching, on the job training and assessment to take place. The College is committed to ensure that the best education and training possible takes place within the parameters we operate under. The College has recently invested in a Technology Enabled Health Care Hub, with support from the University of Edinburgh and the SFC, which simulates work in various care settings using advanced technology.

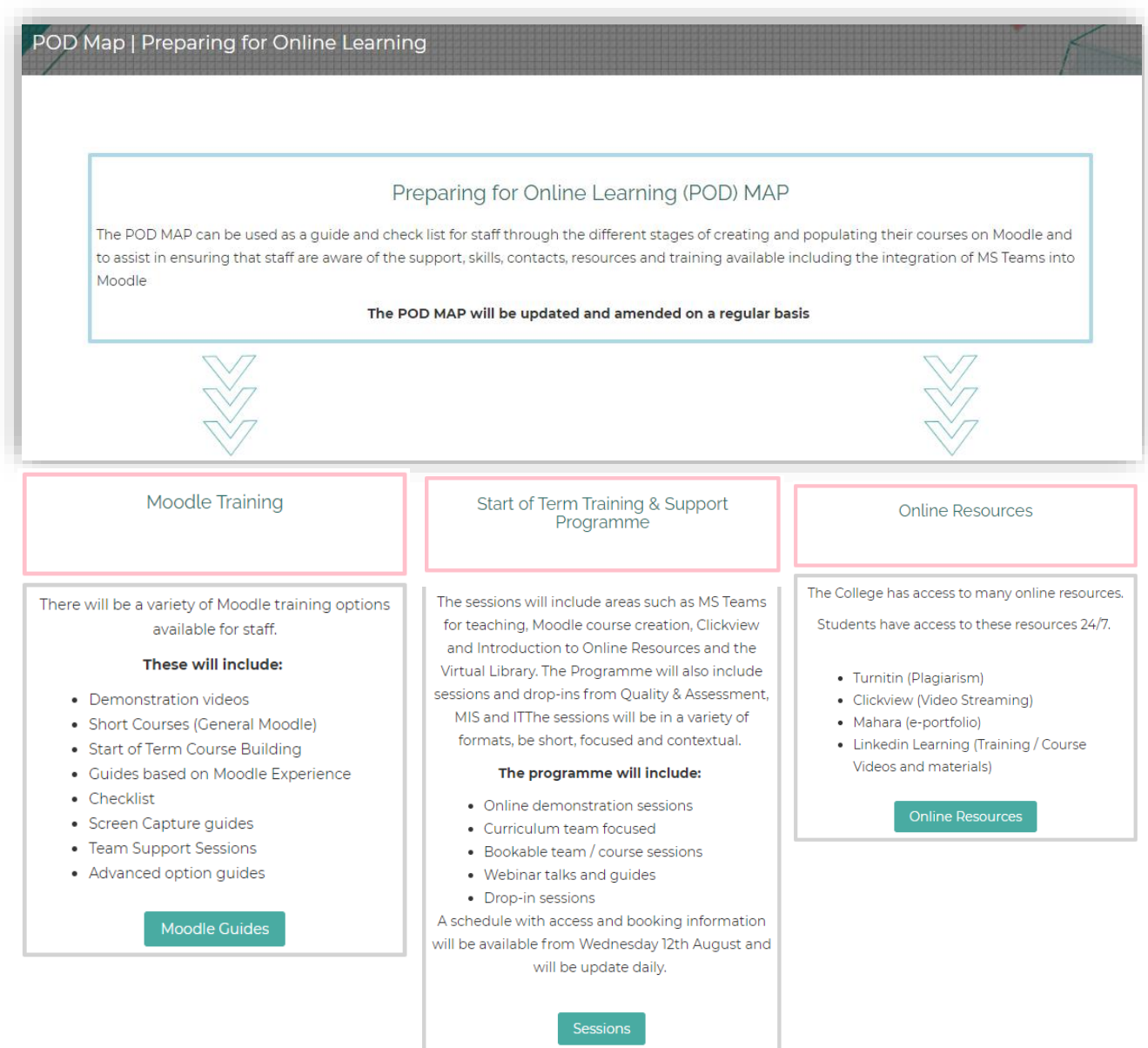## 10. How we are maintaining the quality of the student learning experience and how we are monitoring student engagement with their course

In November 2020, following extensive cross College analysis, the College's Board of Management Academic Council Committee discussed and reviewed student feedback from

the March/April 2020 (post-lockdown) Student Satisfaction & Engagement Survey. 91% of students who participated were satisfied overall with the student experience. Comprehensive feedback was also provided by ECSA, following the Student Reps' Conferences, after this survey, all additional comments made by students were analysed in a thematic manner and the following categories emerged, each of which have been systematically addressed via the 5Rs groups, operational planning, and revised virtual and face-to-face services for our students:

- Participation in online learning
- Mechanisms for feedback and progress reviews
- Guidance and Support (see earlier section on student support and wellbeing)

The College has provided a substantial number of resources to enable learning resources, progress reviews and feedback to be facilitated for lecturers online.

POD Map | Preparing for Online Learning

Preparing for Online Learning (POD) MAP

The POD MAP can be used as a guide and check list for staff through the different stages of creating and populating their courses on Moodle and to assist in ensuring that staff are aware of the support, skills, contacts, resources and training available including the integration of MS Teams into Moodle

The POD MAP will be updated and amended on a regular basis

Moodle Training

There will be a variety of Moodle training options available for staff.

These will include:

- Demonstration videos
- Short Courses (General Moodle)
- Start of Term Course Building
- Guides based on Moodle Experience
- Checklist
- Screen Capture guides
- Team Support Sessions
- Advanced option guides

Moodle Guides

Start of Term Training & Support Programme

The sessions will include areas such as MS Teams for teaching, Moodle course creation, Clickview and Introduction to Online Resources and the Virtual Library. The Programme will also include sessions and drop-ins from Quality & Assessment, MIS and ITThe sessions will be in a variety of formats, be short, focused and contextual.

The programme will include:

- Online demonstration sessions
- Curriculum team focused
- Bookable team / course sessions
- Webinar talks and guides
- Drop-in sessions

A schedule with access and booking information will be available from Wednesday 12th August and will be update daily.

Sessions

Online Resources

The College has access to many online resources.

Students have access to these resources 24/7.

- Turnitin (Plagiarism)
- Clickview (Video Streaming)
- Mahara (e-portfolio)
- Linkedin Learning (Training / Course Videos and materials)

Online Resources

Renewed planning and implementation have been actioned by the IT and Learning Technology teams to unify the online resources available in Moodle with an integrated synchronous remote platform to be made available to lecturers throughout the College using Microsoft Teams. Collaboration across the College allowed a robust platform for delivery to ensue, ensuring that staff acquired new skills to allow delivery to take place in a refreshed way.

Edinburgh College Laptop Loan Scheme

The Laptop Loan Scheme (LLS) is now open for 2021-2022.

Please read the information below before submitting an LLS application.

The College Laptop Loan Scheme is to help fully enrolled students who are having difficulty accessing or acquiring a laptop for their studies.

The devices are issued for the duration of your course within the academic year August 2021 – June 2022.

Student Support ▾   IT & Digital Support ▾   Library Support ▾   Staffzone

Learning Support & Wellbeing
Home / Courses / Support / Support 20/21 / Learning Support & Wellbeing

Announcements

Introduction

How to contact us

Sensory Impairment

Mental Health & Wellbeing

Autism Spectrum Condition

Dyslexia

10.1 Monitoring student engagement

Student engagement using attendance registers has been a challenge due to the nature of online learning. Face to face engagement and attendance registers have become a complex issue, given that most students need to attend in a more flexible manner, with the emphasis being on 'engaged in learning.' The College is using several methods to determine this digitally and through communication with students by lecturers and tutors. The College has a duty to ensure that students are not disadvantaged by connectivity or personal issues that can cause synchronous activity to be disrupted more that would be expected under normal circumstances. The pandemic will continue to cause disruption to modes of delivery due to continued isolation requirements of staff and students.

The tremendous work done by staff and students adapting and reshaping delivery models with unique creative approaches has been mirrored by ECSA's engagement with students.

ECSA has used live streams as an efficient way of communicating with students and answering questions without delay. They have covered specific topics, for example around the first lockdown on campus closures as well as about funding concerns and hearing directly from the Principal.

All Class Rep activities have been delivered online to remarkable success and engagement has been good. The reports show the areas of concern from students about their learning but also evidences the engagement of students in their own learning.

ECSA has successfully run events online for students to interact with while learning from home. For example, the Black History Month showcase which saw a mixture of pre-recorded content, written and live streams shared on social channels.

The ECSA-llence Awards 2020/21 was conducted entirely online, from nominations to awards with a new award established – "Teaching from Home Award".

11. Sustainability

The College has an active Sustainability Steering Group (SSG), a [Strategy](#) and a cross-college Sustainable Education (SE) Forum. The College has been leading on a regional response to [share knowledge](#) and information via the HE/FE Strategy Group, and engaged with the 2021 [Creative Bravery Festival](#).

The ECSA Go Green project has adapted the project targets to suit current circumstances. This means offering a swap shop online and on campus following relevant restrictions and still meeting eliminating waste targets. The project has also successfully delivered climate literacy workshops to 177 students through LDT lessons.

ECSA hosted its own Climate Emergency discussion in November with ECSA and EC staff as panel members and with a live student audience. The production of the [recording](#) was a live teaching and learning class for the Broadcast Media SCP pupils.

The College is planning a Leadership Summit in December 2021, the purpose of this event to increase the pace and scale of delivery of the College's Sustainability Strategy with

attendance from the Senior Management team and members of the SSG, plus members of the SE Forum.

12. Summary

Despite major initial challenges both technologically and the demands on staff and students to change ways of working remotely, Edinburgh College has managed to respond and innovate. Our understanding of associated wellbeing issues is well understood; regular ongoing support and a wellbeing staff conference was successfully launched in 2021.

The College will continue to use lessons learned and build capacity, reimagining, reinventing and reforming, demonstrating our resilience as we move forward into 2022.

For the future you want

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Target 2021-22
A	Credits Delivered (Core)	198,052	180,144	184,872	190,789	186,611	185,201	192,428	182,289
	Credits Delivered (ESF)	0	0	2,106	2,202	1,418	2,776	1,571	3,829
	Credits Delivered (Core + ESF)	198,052	180,144	186,978	192,990	188,029	187,977	193,999	187,741
B	Volume of Credits Delivered to 10% most deprived postcode areas	20,614	18,731	20,190	17,073	16,533	16,768	16,900	16,081
	Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	10.4%	10.8%	8.8%	8.8%	8.9%	8.70%	8.60%
C	Volume of credits delivered to care-experienced learners	0	3,156	2,580	4,064	5,604	11,545	14,790	14,790
	Proportion of credits delivered to care-experienced learners	0.0%	1.8%	1.4%	2.1%	3.0%	6.1%	7.60%	7.90%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	209	217	252	336	304	484	515	492
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.5%	65.2%	62.9%	60.7%	56.0%	58.9%	56.50%	58.90%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,095	3,244	3,259	3,106	2,339	2,555	2234	2,555
	Total number of FTFE students	5,202	4,979	5,185	5,114	4,180	4,339	3951	4,339
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	78.0%	73.6%	71.9%	70.8%	66.2%	62.2%	66.3%	68.00%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	9,766	6,524	6,100	6,059	4,815	4,638	5145	5,862
	Total number of PTFE students	12,522	8,865	8,486	8,553	7,277	7,458	7765	8,616
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	73.7%	73.6%	73.1%	71.3%	69.7%	75.0%	72%	75.10%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,767	2,677	2,736	2,706	2,592	2,597	2686	2,692
	Total number of FTHE students	3,752	3,638	3,745	3,795	3,721	3,461	3732	3,737
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	67.2%	76.6%	82.1%	84.3%	75.5%	66.4%	80.40%	78.50%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	895	1,276	1,632	1,344	1,697	1,198	1529	1,572
	Total number of PTHE students	1,332	1,666	1,988	1,593	2,248	1,803	1902	2,002
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	844	848	929	873	801	857	801
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	453	495	504	483	482	512	482
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	53.7%	58.4%	54.3%	55.3%	60.2%	59.7%	60.20%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,187	3,041	3,259	3,173	2,715	2,998	2,722	2,925
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,168	2,972	3,137	3,040	2,638	2,848	2,611	2,761
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	99.1%	97.7%	96.3%	95.8%	97.2%	95.0%	96.0%	94.40%
	Total number of full-time HE college qualifiers (in confirmed destinations)	931	1,265	1,474	1,346	1,257	1,441	1,313	1,440
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	911	1,233	1,418	1,294	1,227	1,340	1,267	1,335
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.9%	97.5%	96.2%	96.1%	97.6%	93.0%	96.0%	92.70%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	81.5%	88.4%	91.0%	88.9%	91.0%	82.1%	91.00%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years

Equality Impact Assessment (EIA) Recording Form

Please refer to the notes and examples in the EIA Guidelines to help complete this record

Title of Activity/Proposal/Policy/Practice	Outcome Agreement 2021-22	EIA Team and Lead Member of Staff	Jon Buglass	Date	29/06/2022
Type of Policy/Practice/ (tick box)	New				
	Existing				
	Revised	x			

Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups

What are the aims and purposes of the activity/ decision/ new or revised policy or procedure? See Note 1	The Regional Outcome Agreement (ROA) is designed to support the College's strategic ambitions within the regional context in which the College operates, by setting out outcomes and how these outcomes will be achieved. The ROA also demonstrates what the College will deliver in return for public investment.

The SFC recognises that colleges and universities are working under emergency conditions as they continue to respond to the COVID crisis, deliver a blended learning approach, ensure the well-being of students and staff, and deliver an education-led economic recovery for Scotland. The guidance for the Outcome Agreement introduces a new Outcome and Impact Framework which aims to capture – at a high level – deliverables, impact and outcomes, and to give assurance on the use of allocated funding in AY 2020-21. |
| Who will be affected? See Note 2 | Students, staff, stakeholders (e.g. local schools and employers) and the wider community. |
| Who will be consulted? See Note 3 | The College works closely with SFC Outcome Agreement Managers in developing the ROA. The College is also a key Community Planning Partner. |

What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups? Evidence could be quantitative, qualitative or anecdotal. Do we have enough evidence to judge what the impact may be? See note 4	In formulating the ROA, research has been undertaken into regional trends, as well as equality and demographic data, to consider how the College can serve the education and skills development of its local area. Evidence is gathered from other reports, plans, policies, and working groups in place at the College, such as the BSL Plan, the Corporate Parenting Forum, the Access and Inclusion Strategy, the Equality Outcomes and Mainstreaming Report, and the Widening Access and Equality, Diversity and Inclusion group (WAX-ED).

Step 2 – Assessing the impact

This involves:

- Considering relevant evidence relating to people who share a protected characteristic
- Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

The Public Sector Equality Duty:

Eliminating discrimination, harassment and victimisation	Advancing equality- • **Removing disadvantage** • **Meeting different needs** • **Encouraging participation**	Fostering good relations • **Tackling prejudice** • **Promoting understanding**

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?

2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints

3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?

4. Does it affect some groups differently? Is this proportionate?

See Note 6

Protected characteristic	Potential Positive Impact Y/N	Details of Expected Positive Impact	Potential Negative Impact Y/N	Details of Expected Negative Impact
Age	Y	We expect to maintain Senior-phase learners and our targets and priorities reflect this. Our Widening Access, Developing the Young Workforce (DYW) and Schools College Partnership (SCP) work is intended to support young people (16-24) into positive destinations. This is in line with Scottish Government strategy to focus on better outcomes for younger students through full-time courses with recognised qualifications. While this focus is an important one, the sector has seen a reduction in part-time students, mainly affecting people over 25 and women. However, the College is actively engaged with SWAP East to enable adult returners to access HE. It also intends to grow its part-time modes of study through VLE development, which could have benefits for students of all age groups.	N	
Disability	Y	National Comparators suggest the volume of credits delivered to students with a known disability is in line with the regional average. The ROA also details the key ways in which the Access and Inclusion Strategy will remove or minimise	N	

Protected characteristic	Potential Positive Impact Y/N	Details of Expected Positive Impact	Potential Negative Impact Y/N	Details of Expected Negative Impact
		barriers to learning experienced by students. The College is working with local authorities to improve transition arrangements for school leavers with support needs, to broaden the offering of ACE course for PG5 students and to strengthen the links with special educational needs schools. The Project Search local partnership supports young people with additional support needs into education and employment. Edinburgh College has a BSL plan 2018-24 to fully support BSL users during their time studying on campus or interacting with Edinburgh College in any form.		
Gender reassignment	N	But see below. A representative from the College attends the TransEDU Community of Practice for colleges and universities in Scotland.	N	
Marriage/civil partnership (relevant in employment law)	N		N	
Pregnancy and Maternity	N	But see below.	N	
Race	Y	The ethnic profile of our student cohort is representative of the local	N	As noted in the ROA, Brexit has the potential to impact on students coming from the EU in particular. Ongoing clear information to provide

Protected characteristic	Potential Positive Impact Y/N	Details of Expected Positive Impact	Potential Negative Impact Y/N	Details of Expected Negative Impact
		population and our ESOL work will continue to have a positive impact. In addition, our Widening Access work, including our work with SHEP schools (some of which have higher than average percentages of minority ethnic pupils) is intended to improve the outcomes for groups currently under- represented in education and/or employment.		to students will help to mitigate some of the impact. The College has an ongoing review of its EU withdrawal risk register and preparation planning in line with the changeable nature of Brexit.
Religion or belief	N	But see below.	N	
Sex	Y	The ROA aligns with GAP in tackling gender imbalance at subject area e.g. women into engineering and men into childcare (linking in with the growing demand for STEM and childcare specialists). The College also participates in the 50/50 by 2020 Board Diversity initiative.	N	
Sexual orientation	N	But see below.	N	
Social deprivation* See Note 7	Y	Our work as a Community Planning Partner (CPP) and on Widening Access is extremely focussed on socio-economic disadvantage. Our partnership working with primary schools, SCP and DYW and our increased delivery of access courses	N	

Protected characteristic	Potential Positive Impact Y/N	Details of Expected Positive Impact	Potential Negative Impact Y/N	Details of Expected Negative Impact
		are intended to create positive outcomes for these learners.		
Care Experienced people*	Y	The College is committed to contributing to the National Ambition for Care-Experienced Students and is working with partners and in line with its Corporate Parenting Plan. The College has ambitions to grow recruitment, improve transition pathways and to tackle the attainment gap for this priority group of learners.	N	
People with caring responsibilities*	N	But see below.	N	

Step 3 – Acting on the results of the assessment.

What actions can be taken or amendments made to policy to reduce the negative impact? See note 8	For some protected characteristic groups, specific positive impacts are noted. However, the ROA outcomes around recruitment and retention would be of benefit to students from all protected characteristics groups. Additionally, the ROA aligns with the Equality Outcomes and Mainstreaming Report 2021-2025, which aim to advance equality and create more inclusive environments.
Is there a need to address any gaps in evidence?	
How will equality be advanced/ good relations be fostered?	By aligning the ROA with CPP and other equality/inclusion work being done in the college, the ROA demonstrates the College's ambitions to widen access and promote good relations.
Who has been involved in carrying out this assessment?	VP Innovation Planning and Performance, Equalities Lead, supported by the consultation information available as a part of the ROA process.
If you cannot fully review the impact now, what else must be done, by/with whom and why?	Enrolment, Retention and Achievement data from AY 2021/22 analysed by protected characteristic groups will allow further assessment of the impact of ROA.

Recommended decision: (place an x against relevant outcome) See note 9	Outcome 1 - Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken	
	Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality	
	Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality	
	Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified	
Any other recommendations?		

Step 4: The monitoring and review stage

<table>
<tr><td colspan="3">

Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision
- Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed.
- Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc.
- How will the impact of the policy/procedure/decision be monitored?
  See Note 10

</td></tr>
<tr><td>**Action to be Taken:**</td><td>**Person Responsible:**</td><td>**Completion/Review Date:**</td></tr>
<tr><td>Analyse relevant data from AY 2021/22 as part of ROA cycle in 2022/23.</td><td>VP Innovation Planning and Performance</td><td>December 2022</td></tr>
<tr><td>Carry out EIA as part of ROA cycle in 2022/23.</td><td>VP Innovation Planning and Performance</td><td>December 2022</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">

Signature of Lead: **Date: 29June 2022**

</td></tr>
<tr><td colspan="3">

Step 5 – Review and Publication

See Note 11

Please send the completed EIA record to the Equalities team at equality@edinburghcollege.ac.uk for

- review by Equalities team
- publication in whole or in part on the College website.

</td></tr>
</table>

Outcome Agreement between Edinburgh College and the Scottish Funding Council for AY 2021-22

On behalf of Edinburgh College:

Signed:

Print name: Audrey Cumberford

Position: Principal and Chief Executive

Date: 20 June 2022

Signed:

Print name: Ann Landels

Position: Interim Chair of the Board of Management

Date: 20 June 2022

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022