



For the future you want



# REGIONAL OUTCOME AGREEMENT

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# REGIONAL OUTCOME AGREEMENT

## Edinburgh College region

### FUNDING

Edinburgh College region will receive **£46,017,584** from the Scottish Funding Council for academic year 2019/20 to plan and deliver further and higher education in the region.

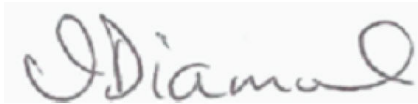
### PRIORITY OUTCOMES to be delivered by end of AY 2019-20

- Improve FEFT attainment to 73.2%
- Increase DYW numbers by 100% from the 2016/17 baseline
- Deliver the Access and Inclusion Strategy
- Deliver a strategy and plan to increase innovation with industry partners

### PRIORITY OUTPUTS to be delivered in AY 2019-20

- n 98% of full-time students achieving a positive destination
- n Increase the numbers of students articulating to university with advanced standing
- n Achieve student recruitment target in 2019/20 in line with SFC-agreed credit target
- n Grow the employment experience of our learners
- n Increase the numbers of students studying childcare Edinburgh College by **6,012 credits with HN and PDA qualifications.**

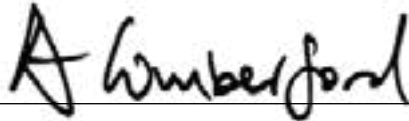
### Signed by College Region



Chair of the Board of Management \_\_\_\_\_

Date June 2019 \_\_\_\_\_

Principal & Chief Executive \_\_\_\_\_



Date June 2019 \_\_\_\_\_

Signed by the Scottish Funding Council



Signature \_\_\_\_\_

Date June 2019 \_\_\_\_\_

## 2. GREAT REASONS TO STUDY AT EDINBURGH COLLEGE



**MacTaggart Scott Hydraulics  
& Pneumatics PLC  
Laboratory**

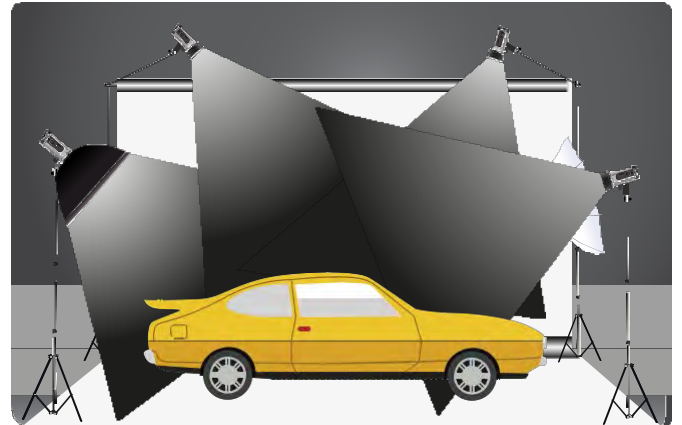
**A live training laboratory for the  
development of engineering skills**



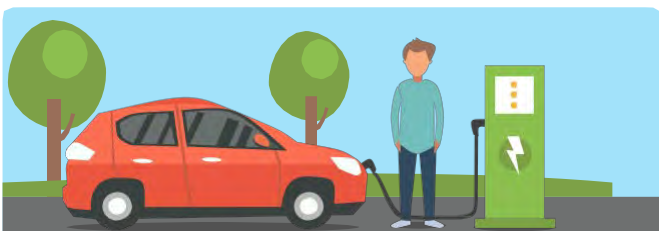
**Our own record label and  
radio station with  
professional sound  
recording studios featuring  
the best talent**



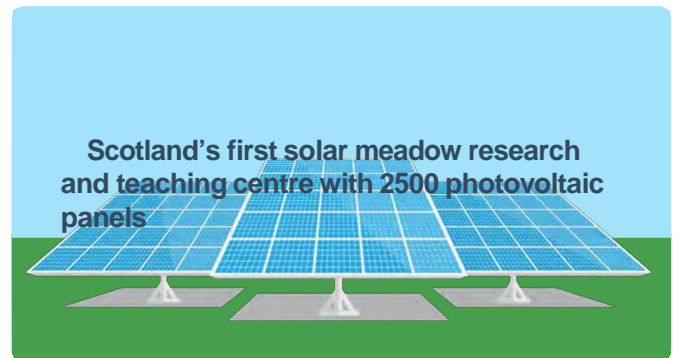
**Mock airline classroom to train airport ground  
crew for Swissport Academy.**



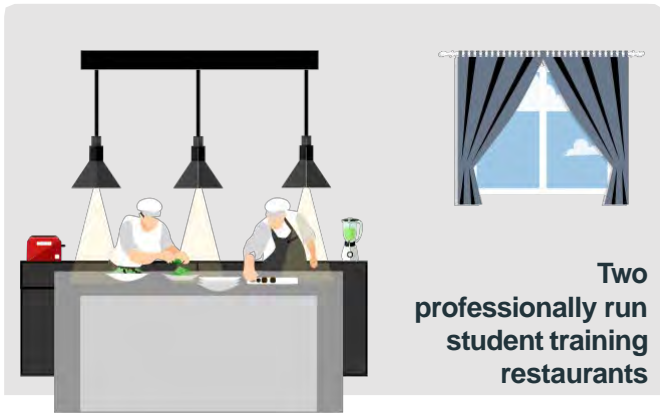
**Drive-in photography  
studio**



**Scotland's largest electric vehicle research  
project in partnership with SEStran, Edinburgh  
Napier University and Mitsubishi**



**Scotland's first solar meadow research  
and teaching centre with 2500 photovoltaic  
panels**



Two professionally run student training restaurants



Immersive and Controlled Environment (ICE) Lab. Providing mixed reality and motion tracking technology for the construction industry



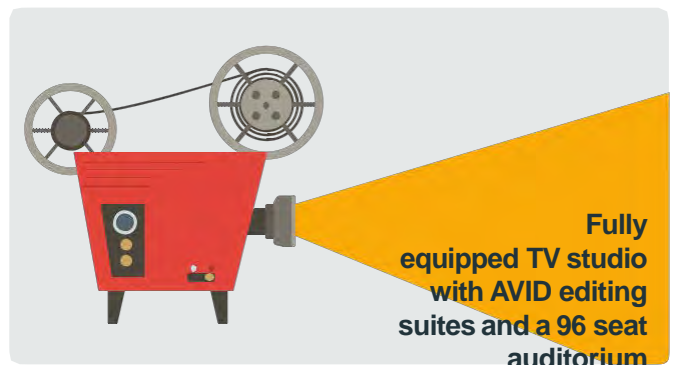
One of Scotland's best highways, civil engineering and railway track training



Performing Arts Studio Scotland  
One of the country's largest and most respected training centres in the



Wella Centre of Excellence



Fully equipped TV studio with AVID editing suites and a 96 seat auditorium



### 3. COLLEGE CONTEXT

Edinburgh College aims to demonstrate its distinct contribution to the Scottish Government's priorities as set out in the [Scottish Economic Strategy](#) and its programme for government for the coming year, ([Delivering for Today, Investing for Tomorrow: The Government's Programme for Scotland 2018-19](#)).

In 2017 Edinburgh College produced a new Strategic Plan, with a reviewed set of strategic priorities, reflecting the changed context in which the College now operates.

**These priorities are outlined below:**

**The Strategic Plan**, launched in 2017, is complementary to the College Regional Outcome Agreement, the College Evaluative Report and Enhancement Plan and Local Authority Partnership Plans across the region. In working towards a new Strategic Plan, Edinburgh College has consulted with staff, students and stakeholders.

**A number of key objectives have already been identified which will underpin the development of an excellent curriculum going forward, these include:**

- n Addressing skills gaps and shortage in the economy
- n Reducing regional unemployment, with a particular focus on the 16-24 age group
- n Supporting self-employment and entrepreneurship
- n Improving engagement with employers in the curriculum offer
- n Widening access to learning, especially from our wider geographic and demographic communities with a particular emphasis on poverty

In particular, the College will work towards an overall increase in Further Education (FE) provision to support the aims of Developing Scotland's Young Workforce and to increase cross-curricular STEM activity.



## 4. REGIONAL CONTEXT STATEMENT



Edinburgh, East Lothian and Midlothian have a combined population of 708,140, with 21% of the population aged between 16 to 29 years old.<sup>1</sup>

The population of the region is forecast to increase over the coming decades, with an increase of 122,200 people expected between 2016 and 2041. Equating to a 17% increase, this is over three times the national projected growth rate of five% over the same period. As of 2016, 68% of the population of Edinburgh, East Lothian and Midlothian, or 473,900 people, were of working age (16-64).<sup>2</sup>

By 2041, the age structure of the regional population is expected to remain largely unchanged, with those of working age continuing to account for the majority of the population (though decreasing slightly to 64%, or 522,600 people). However, the highest rates of growth

are forecast in the 65+ age groups, with an 85% increase projected for those aged 75+, a projected increase of 44,000 people; and 32% among those aged 65-74, a projected increase of 19,600 people. In contrast, the number of people aged 16-29 is expected to decrease by 3%, or 5,100 people – the only age group forecast to decline over the period.<sup>2</sup>

The College has considered a range of social, economic and environmental data and analysis relating to Edinburgh which can be found in the 'Edinburgh by Numbers 2018 publication (link: [edinburgh by numbers 2018](#)). This publication also confirms population growth over the coming years.

There were 365,000, Edinburgh and the Lothians residents in work in 2018, accounting for 76% of the working age population - 4% higher than the Scotland average and 2% higher than the UK. In East and Midlothian, the rate is slightly higher at 79% and 80%, respectively. A total of 13,000 Edinburgh and the Lothians residents of working age were unemployed in 2017/2018<sup>5</sup>.



## Edinburgh by Numbers 2018

### People

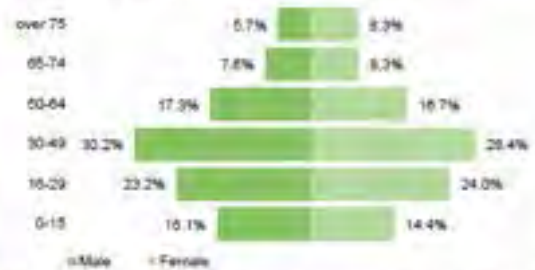
1 Projected population of Edinburgh by age band 2016 to 2041 (2016 based projections)



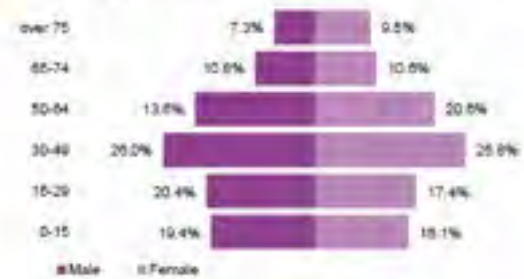
#### KEY FACTS

Edinburgh population is projected to grow to 583,140 by 2041. In 2017 Edinburgh has a higher proportion of people aged 16 to 49 than Scotland. Over half of males and females in Edinburgh are aged 16-49 year old (Male 53.5% and Females 52.4%). In Scotland less than half of population are aged 16-49 year old (Male 46.4% and females 43.2%).

5 Edinburgh male and female age structure 2017 (% of male and female population)



7 Scotland male and female age structure 2017 (% of male and female population)



Source: [National Records of Scotland](#)

In all, 93% of school leavers within Edinburgh, East Lothian and Midlothian entered a positive destination in 2016/17, in line with the Scotland level. A third entered employment, consistent with the previous year. There was an increase in the proportion of school leavers entering Higher Education (HE) in 2016/2017, 37% of the total, up from 35% in 2015/2016. The proportion entering FE at 21%, is in line with previous years.<sup>6</sup>

The region has 4% of its working age population from the 10% most deprived areas nationally (6% in the city of Edinburgh; 2% in Midlothian. East Lothian has no data zones within the 10% most deprived nationally). Thirty-nine discrete areas of Edinburgh and Midlothian are within the 10% most deprived in Scotland (totalling 698). This population was 19,979 out of a working age population of 458, 1273 (SIMD 2016).

#### **Data is published [here](#):**

Further analysis of the region's most deprived areas highlights that, of the 39 SIMD 10 areas in the region, 20 are within the 5% most deprived in Scotland. The most deprived data zone in Edinburgh is found in the immediate zone of Muirhouse - it has a rank of 6, meaning that it is amongst the 1% most deprived areas in Scotland. It is also one of the most education-deprived data zones nationally, with a rank of 21; whilst an area of Niddrie is ranked as Scotland's most deprived both in terms of income and employment.<sup>3</sup>

The College has considered the curriculum implications of the local development plans in Edinburgh, East Lothian and Midlothian, all of which indicate population and housing growth in the region.

#### **[Edinburgh](#), [East Lothian](#) and [Midlothian](#) Local Development Plans.**

The College is an active partner in the Edinburgh, East Lothian and Midlothian community planning partnerships, which provide valuable insight into the regional context. An increasingly prominent feature of this work is the planned improvements in joint approaches to data sharing and data analytics. This work is linked to the City Region Deal investment, and is coordinated through community planning strategic needs assessment groups. In addition, of note is the work the Edinburgh Community Planning Partnership (CPP) Strategic Needs Assessment Group is doing with [Edinburgh Living Lab](#) where the use of DDI can improve local society.

#### **The City Region Deal and the [Regional Skills Investment Plan](#)**

At the heart of the plan are seven areas of action to be addressed over the period 2019-2022:

- n Building capacity and evidence to underpin a regional approach to skills investment
- n Ensuring skills opportunities from the City Regional Deal are maximised
- n Establishing clear pathways into key sectors and occupations
- n Developing an employer-led programme to improve digital skills
- n Enhancing support for developing leadership, management and entrepreneurial skills
- n Providing high-quality and more effective support to residents to access skills training
- n Enabling graduates and older workers to make more effective use of their skills

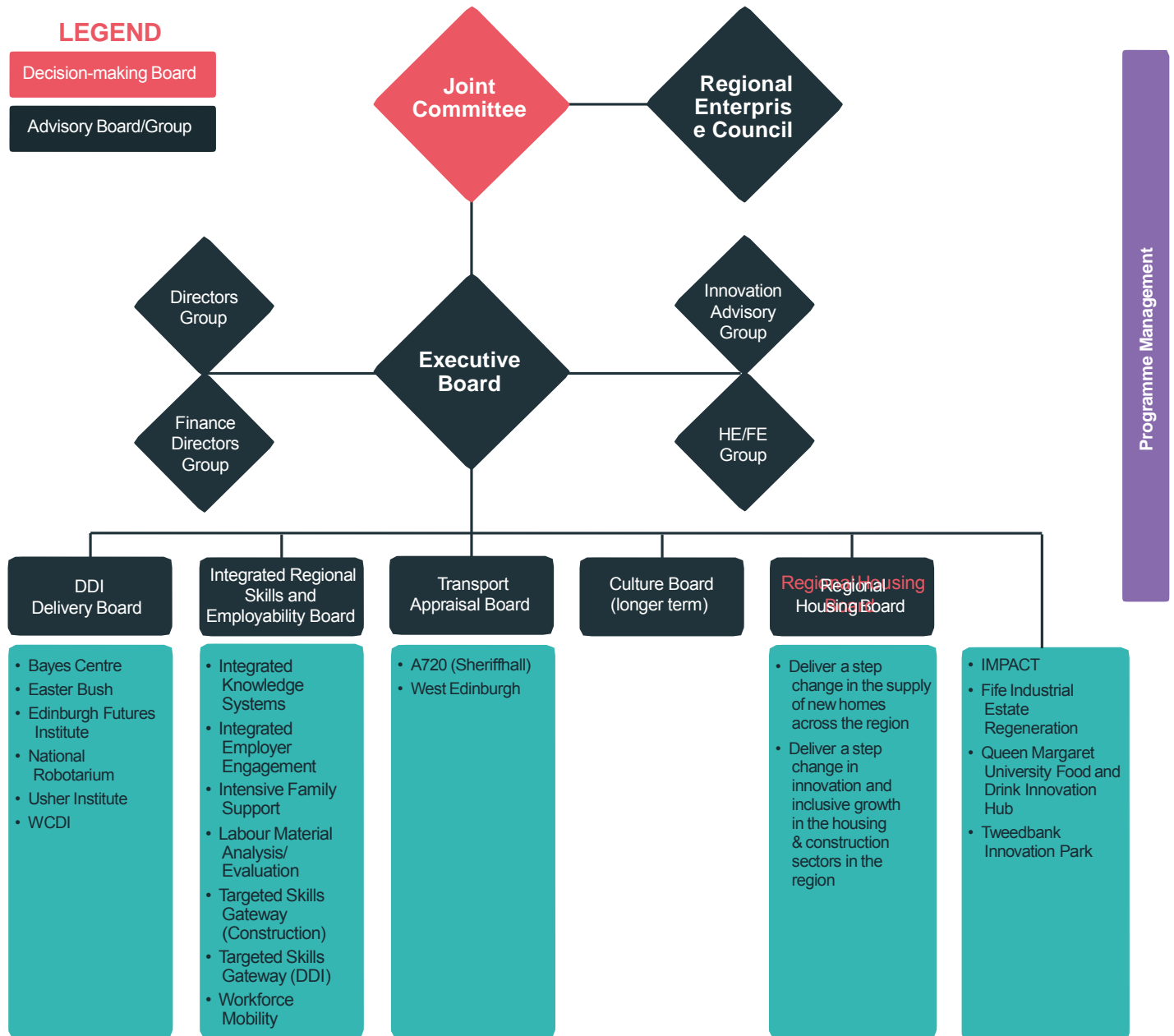
The plan will be a key driver in helping deliver the ambitious targets laid out in the £25million, eight-year Integrated Regional Employability and Skills (IRES) programme, which includes giving nearly 15,000 more people access to training, as well as finding additional employment for 5,000 more.

3 Scottish Index of Multiple Deprivation 2016  
4 Edinburgh by the Numbers 2017  
5 NOMIS

8 SDS RSA Regional Summary Infographic  
9 City of Edinburgh Economic Strategy 2018  
10 SDS RSA East Lothian Summary Infographic

13 Single Midlothian Plan 2018

## The City Region Deal structure is made up of the following (Dec 2018)



### Edinburgh College and the City Region Deal

#### Context:

1. The College makes an active contribution in the IRES Programme in Targeted Skills development (Gateways). This aims to increase skills in Data Driven Innovation (DDI) in the college sector as well as increasing the numbers of students able to enter the Construction industry through training and apprenticeships. Projects will include schools engagement activity to meet DYW targets and create employer engagement hubs as well as ambitious transformation in our core skills delivery.
2. The computer science curriculum will be fully aligned to the full learner journey in the City Region.
3. Opportunities will exist to access educational engagement opportunities through the Research, Development and Innovation Programme.
4. Direct Skills opportunities will become a requirement in the associated construction projects in the transport programme as well as in the Digital Enablement programme through apprenticeships.
5. Concessionary travel may assist students to attend DYW tagged courses which will contribute to our strategic aims. Travel considerations are one potential barrier to students accessing work placements and courses across the region.

Demand for digital talent is expected to grow strongly in the medium to long term. The Scottish Futures Trust forecasts that, as Scotland emerges as a world-leading digital hotspot, 175,000 new digital jobs would be created by 2030. It has been estimated that approximately 30%, or 50,000 of these additional jobs would be created in the City Region as a whole, with 37,000 of these being in Edinburgh (3,600 additional jobs per year). Given the increasing importance of information to the digital sector, these jobs will become increasingly DDI-oriented. Combining the demand for new talent resulting from both sector growth (3,600 additional jobs per year) and attrition (1,550 in 2016, 4,050 by 2030), demand in the City Region will grow from 5,100 per annum in 2016 to 7,600 by 2030 – an increase of 46% over the period.<sup>3</sup>

Currently, the digital sector in the City Region can only grow if it successfully competes for suitable talent from other international hotspots. Organisations in the City Region are responding through wage inflation. Between 2011 and 2014, salaries increased by 26%. In spite of this 47% of digital organisations in the City Region continue to cite a limited supply of talent as the single biggest challenge they face.<sup>4</sup>

The ambition of the DDI Skills programme is to equip local people with the skills needed to benefit from the opportunity presented by the digital revolution. Edinburgh College will have a key role to play in this and will align curriculum delivery accordingly.

The College has also utilised recent [localities data](#) from the City of Edinburgh Council and community planning partners.

This indicates trends with regard to SIMD and other related poverty indicators, and Edinburgh's Economic Strategy, published in March 2018, outlines the importance of the College as a strategic partner.

Managers are engaged with the Leadership Locality teams in Edinburgh and equivalent groups in Midlothian and East Lothian - these CPP groups have prioritised the income-related gap with solutions created and offered by the College to upskill parents and children: whole family solutions to improving the lives of residents within Scottish Index of Multiple Deprivation 10 (SIMD) areas in our region. Our work as a Community Planning Partnership partner is extremely focused on socio-economic disadvantage. Access to Continuing Education programmes, Schools College Partnership (SCP) programmes and specific initiatives around transition preparatory programmes combine to create breadth and depth in our approach. A good example of this is where the City of Edinburgh Council now shares the same Outcome agreement measure 2a) as a target to achieve in its Childrens Services Partnership KPI 2.1.

An excellent example of this is our growing offer of English for Speakers of Other Languages (ESOL), ensuring migrant workers in the city of Edinburgh are not only able to get a job but to upskill into a better job.



## 5. A MORE EQUAL SOCIETY

**Because learning is accessible and diverse, attracting and providing increased opportunities for people of all ages, and from all communities and backgrounds**

### 5.1 Curriculum Planning

In 2019/20 the College will continue to build on delivering positive practice in the curriculum. Access and inclusion, retention and student engagement are at the heart of this planning process. The College will continue to build on this model outlined in the College's Curriculum Strategy, which takes into account Labour Market demand as well as student demand.

2017/18 saw a significant increase in the number of part-time FE enrolments, coupled with a 10.62% increase in attainment for this student cohort. This reflects the proactive approach taken to ensure that every potential student making an application to join the College was afforded the opportunity to undertake a suitable programme of study, regardless of prior attainment.

College strategies aimed at reducing the number of learners achieving partial success (incorporating the self-evaluation process), have resulted in a 3% reduction over the last three years. There has been a corresponding increase in the overall number of learners who have successfully completed their programme.

The College works regularly with all local authority partners to deliver an increased pipeline of school pupils who are able to access College as part of the curriculum (known as Developing the Young Workforce - DYW).

Section 7 explains more fully how the College will increase its partnership delivery in 2019/20.

#### **Gender and the [Gender Action Plan](#)**

While the female-male student proportion across the College remains mainly balanced, as in the sector as a whole, females are under-represented in areas such as Construction and Engineering, while there are a shortage of male students in Childhood Practice and Hair, Beauty and Complementary Therapies.

#### **Gender Action Plan**

Edinburgh College's Gender Action Plan was published in July 2017. Projects relating to this plan include:

- n STEM Inspiration Project – the Engineering and Built Environment faculty has been working with primary (and now secondary) schools in the local area, delivering in-college workshops to Primary 7 and Senior Phase 1 pupils, as well as creating complementary resources and upskilling school teachers. The project is intended to give school pupils a better understanding of engineering in an engaging way, reaching out to pupils who might not traditionally think of engineering as a career, with a particular focus on female students and students from SIMD10 households. This project was originally part of the Equality Challenge Unit's Attracting Diversity Project 2015-18.
- n Other teams such as Construction and Childhood Practice have also been running pilot sessions with primary schools to inform children and encourage equality of opportunity around career choices.
- n The Childhood Practice team co-developed an Equality in Early Learning and Childcare Conference with College Development Network (CDN) and other partners bringing together best practice from across the sector, which the college recently hosted.
- n Other subject specific projects to encourage more males into tourism and childcare or more women into engineering and art and design have been trialed and are still under development.



15 Tech City UK, Nesta "Tech Nation 2017"

## Students with a Declared Disability

In 2017/18, students with a declared disability accounted for 19.2% of the College population, rising from 17.2% in the previous year. The College plans to maintain this average level at 18% in 2019/20.

This increase is due to a combination of factors:

1. A robust and equitable admissions procedure in 2017/18, with a guarantee of a place at College for all school leavers
2. Better identification of support requirements at College with interventions from the Student Experience team working in tandem with curriculum delivery staff
3. Improved declarations of students at the pre-enrolment stage, due to student awareness at Welcome Induction events
4. The work of ECSA to raise awareness of disabilities through campaigns and dedicated student officers

The proportion of people in Scotland with a long-term activity-limiting health problem or disability was 20% in 2011 (although the age profile of our students is younger than the general population). On mainstream courses (as opposed to price group 5) 13% of students have a disability, including 5% with dyslexia and 4% with a mental health condition.

## Age/Deprivation

In 2017/18, 41.7% of students were aged 16-19, with those under 25 making up 63.6% of the population. 8.8% of our students were from the 10% most deprived areas, with the majority studying PT FE, 72% of which achieved a recognised qualification.

The demographics for the region in 2016 showed that there were 19,979 people of working age living in decile 1 (SIMD10) areas. East Lothian does not contain any decile 1 areas. Of these, 33% are income deprived, 29% are employed and 18% are not in education, employment or training.

**This suggests that there are 3,596 people who could potentially study with the College, who are not.**

The College's Widening Access Group, working to achieve the aims of the curriculum strategy, seeks to do this through:

1. Developing community planning partnership programmes such as Midlothian Pathways
2. Working with locality improvement partnerships in Edinburgh to target specific families as part of a variety of interventions
3. Joint planning with third sector agencies, such as Access to Industry and Cyrenians to develop supported curriculum pathways
4. Developing DYW courses with SHEP schools

An excellent example of work the College will continue to build on in 2019 is where students from Wester Hailes Education Centre (WHEC) who, through an SCP programme delivered in school, were entered into and won medals at the regional heat in the [Association of Hairdressing competition](#) in 2019.

Furthermore, STEM curriculum activity aims to reach as diverse a group of pupils as possible, from P7-S3, over a 5 year period to 2021.

This is being achieved through a number of programmes in all cluster areas. This curriculum programme will include science, computing, graphic design, broadcast media, engineering, construction and childcare. Plans to expand the STEM student ambassador projects in graphic design are currently underway with childcare and engineering, with other areas to follow in 2019-

21. The inclusive nature of these programmes, delivered to pupils in all communities, is raising aspirations to study professional skills based programmes.

## Meeting the needs of groups of vulnerable learners

The Curriculum Strategy launched in 2017 named widening access as one of four priority areas of curricular development to 2020, encompassing a focus on supporting students from areas of deprivation.

A further increase in delivery time to four days per week has accommodated learners with the greatest need in DPG18 programmes, focused on those entering from regional special schools.



In terms of widening access, 2017/18, saw minority ethnic student participation increase to 8.9% (17,173 credits), from 8.7% in 2016/17 (16,307 credits).

In terms of gender, the College delivered 48.6% of credits to female learners and 50.9% to male learners and 0.5% to those declaring themselves as other learners.

### In 2017/18:

Edinburgh College delivered 48.7% of credits to 16-19 year olds on full-time programmes, an increase of 1.2% on 2016/17.

19.2% of students reported having a disability in 2017/18 an increase of 2.0% on 2016/17.

8.8% of credits were delivered to learners in the most deprived 10% postcode areas (17,012 credits), an increase of 0.2% on 2016/17.

The proportion of credits delivered to students with care experience grew once again, to 2.1%, from 1.4% in 2016/17.

Tackling inequality will be achieved in 2019-22 Regional Outcome Agreement planning by focusing all future schools-college vocational activity firmly in areas of deprivation, in partnership with schools. This is in line with the College's commitment to transformation in Edinburgh and the Lothians with a focus on income maximisation, education, improved health and the reduction of poverty.

The Curriculum Strategy 2017-20 is devoted to ensuring a smoother transition for articulation and a more appropriate offer of courses from SCQF level 1-5 to promote widening access.

The College monitors the frequency and volume of applications for all courses and therefore has the ability to meet both regional and national demand. It has already made changes to the curriculum offer for 2018/19, which have led to improve provision of entry level courses compared to last year's curriculum offer. This is done in consultation with a variety of stakeholders.

## Care Experienced Students

Edinburgh College is committed to contributing to the [National Ambition for Care Experienced Students](#).

The 'Falling Through the Cracks' report, July 2018, further highlights how we must do better as corporate parents. Improved promotion and information has increased the number of care experienced people at Edinburgh College, or those who are declaring their status. Edinburgh College received 618 applications for 2018/19 from students identifying as care experienced. This is a 26% increase from 2017/18. The Care Experienced Bursary has been a very positive development and so far 96 students have applied for this bursary.

Edinburgh College is a key partner in the newly established Hub for Success in partnership with Edinburgh Universities, the Open University and the City of Edinburgh Council. The aim is to work with young people from primary age to support them with a destination of further or higher

education. The College has recently established a Corporate Parenting Forum and is developing mandatory online training for all staff.

The Edinburgh Council publication 'Edinburgh by Numbers

The College continues to maintain ongoing partnerships with local authorities through Community Planning Partnerships (CPP); including college representation on Corporate Parenting Boards and working with social work; criminal and youth justice and residential staff to deliver on our Corporate parenting plan. The College's ambition for care leavers is in line with the changes to the Children and Young People (Scotland) Act 2014.

The support of better transition pathways into and out of College remains a high priority with a dedicated team leader selected to support this. This has led to the development of targeted support and enhanced transitions. The College is working very closely with MCR Pathways, who have a base at Granton Campus. Many lecturers are signed up as mentors, and we will work in partnership to offer taster sessions as part of the MCR targeted progression strategy.

### **Edinburgh College Corporate Parenting Plan**

In terms of success rates, in AY 2017/18 62% of students studying on full-time FE programmes, completed courses successfully. The College's ambition, taking into account the initiatives highlighted above, is that by 2021 full-time FE success rates should mirror those of the College as a whole.

### **Minority Ethnic Students**

The percentage of minority ethnic (home) students in 2017/18 was 10.3%, which is higher than the Census 2011 minority ethnic population of the City of Edinburgh (8.3%). The local minority ethnic population in the surrounding Lothian areas is significantly lower.

The ethnic minority population in Scotland doubled from 2001 to 2011 and will probably continue to rise. Local schools also report having more minority ethnic pupils and this could result in an increase in ESOL-related needs amongst students/potential students.

2018' reported that the percentage of school pupils from a family where their main home language is not English ranges across the city from around 24% in the north-east area to 14% in the north-west (there appear to have been significant shifts in these percentages in the north of the city). Overall, the percentages appear to have increased although the consequences of the Brexit vote may affect these figures in the future. The college continues to offer NC ESOL for Employability course at Levels 4 and 5 designed for young learners (16-18) and focusing on English language and employability skills.

Indian and Chinese students tend to be unrepresented in the College, both compared with the local populations in the combined Lothian area and the (higher) populations in the City of Edinburgh area. One reason for this, particularly in respect of Chinese people, may be that they are more likely to be in Higher Education; in 2016/17 in Scotland, students who declared their ethnicity to be Chinese were the second largest ethnic group (2.7%) after those who declared their ethnicity to be 'White'.

However, the employment rate for minority ethnic people across Scotland in 2016 was 57.6%, compared to 73.7% for white people. The self-employment rate for minority ethnic people tends to be higher (although this may be partly due to a lack of other employment opportunities) the College's work in supporting self-employment and entrepreneurship should assist this group.

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.

The College is represented at the Scottish Race Equality Network (SREN), an Advance- HE facilitated network set up to advance race equality.

The proportion of credits delivered to students from a BME background rose from 8.7% in 2016/17, to 10.3% in 2017/18. Edinburgh

College will further advance equality of opportunity to encourage those from a BME



background into areas where they are under-represented; a new 2018/19 strategy is in place for this purpose and the published Equalities Action Plan will also address access, inclusion and representation (including Board of Management and staff diversity).

further increased partnership working with the

### **Developing the Young Workforce and Senior Phase Vocational Pathways**



Schools College Partnership (SCP) provision, especially with Foundation Apprenticeships (FAs) in financial services and with a specific focus in areas

of deprivation, will be enormously beneficial in delivering the College's strategic aim to reduce poverty, promote attainment and spur economic growth. New courses at entry level that provide clear routes from school into and through College; and continuing to providing opportunities for students with disabilities and those furthest away from education and employment will continue to be a key College focus. The Curriculum Strategy is devoted to ensuring that our 2017-20 curriculum meets local, regional and national needs whilst ensuring that policy drivers and economic development are supported by our curriculum, students and staff. Visual pathways for all learners, highlighting the relevance of SCP provision has been made available to all learners. Section 6.2 provides more details on the changes to improve planning and partnership working.

In terms of DYW targets for 2019/20, an increase of 58% in student numbers was targeted from 2016/17 figures for 2017/18. The College worked towards this targeted increase by achieving 35% in 2017/18 compared with 2016/17, in order to meet a 100% increase target by 2020. New Foundation Apprenticeships have been added to the College curriculum and changes are being made to provide learners with recognised qualifications such as SFW or NPAs at level 5 and above. In 2019/20 therefore, with



local authorities, we expect to see 452+ learners enrolled on these programmes of study.

However, 2018/19 has seen an unexpected decrease due to:

- n Increased DYW programmes offered by schools
- n Changes to the QMU Academies partnership provision with schools
- n Continued challenges to address transport and school timetabling difficulties with certain FA courses

College provision to meet the requirements of CfE Senior Phase saw 388 students studying vocational qualifications; plans are in place to grow this to exceed 500 by 2021 and improve upon the success rates of both FT FE and PT FE. Activity for Schools College Provision delivered to S3 and above grew from 4,816 credits in 2016/17, to 5,933 in 2017/18.

### Developing the Young Workforce

Edinburgh, Midlothian and East Lothian

It is our vision to deliver a partnership across the region which will ensure a positive destination for every young person and to transform the relationships between business, the third sector and education for the benefit of all three and for the wider regional economy

**We are working towards:**

- Delivering an improvement in employers' engagement with schools and colleges in the region
- Encouraging and supporting employers to open up job and development opportunities to more young people

**We will do this by:**

- #1 Actively supporting businesses
- #2 Working collaboratively across the region 'The Guarantee'
- #3 Introducing Digital Tools Marketplace
- #4 Sharing best practice and celebrating achievement

**Regional Data 2015/16**

- ↑ 82.7% Positive Destinations
- ↑ 775 Employers recruiting a Modern Apprentice
- ★ 155 Skills Sessions
- ↓ 36 Career Insight Activities
- 📍 31 Inspiration Events

**Get Involved**

Find out more and access support

- ☎ 0131 221 2999 Option 9
- 🌐 [dywpedinburghchamber.co.uk](http://dywpedinburghchamber.co.uk)
- 🌐 [www.edinburghchamber.co.uk/dyw](http://www.edinburghchamber.co.uk/dyw)

The College recruited 1,816 SCP pupils through 32 secondary schools in 2017/18, rising from 1,218 at the start of Semester 1 in 2016/17. However, this has fallen to 832 for 2018/19; challenges identified by school partners around transport, timetabling, and school pupils' comfort in the College environment, in terms of delivering an attractive SCP offer, has led to a full review of the provision and mechanisms for delivery in 2019/20.

The College's Developing the Young Workforce (DYW) steering group, launched in January 2015, meets regularly and comprises representatives from schools, special schools, relevant regional local authorities, and local chambers of commerce. Its remit is bring together those with a stake in delivery DYW to plan to provide more work-based vocational opportunities for young people with a view to getting them into employment. Three consultation meetings are routinely staged with schools, and one with Skills Development Scotland; alongside a DYW conference with employers, to ensure the college's curriculum is shaped to provide these vocational opportunities.

College staff monitor the Marketplace portal, however identifying placements for College students is an area for further development.

In order to promote these opportunities for vocational training, including [Foundation Apprenticeships](#), the College has delivered the following in relation to feedback received:

- n Senior Phase 2017/18 Course Prospectus distributed to actively target senior phase pupils across the region;
- n Programme of SCP and STEM 'taster days' in 2017/18 and 2018/19
- n School application tracking portal, displaying live details of the numbers of applicants from each school to school staff to build a picture of application patterns
- n New schools area of college website, designed by the Marketing team in partnership with the Schools team to cater for pupils, school leavers, teachers and parents

- n Engagement meetings with parents and schools in partnership with SDS
- n Appointment of the role of DYW lead within the college and a curriculum built in partnership with local authorities considering the right location for new FAs

To address future challenges, the College has developed early transition programmes, for SCP pupils, which will take place in summer 2019 and will focus on both study skills and on familiarising students with the college environment. In order to provide greater flexibility to students in the senior phase, the college has also committed to delivering new DYW courses in the STEM digital cluster and entered discussions with partner schools around delivering a SCP qualification on their premises, using their facilities – in order to act as a cluster or 'hub' school for four other surrounding schools. The College has also used [Career Coach](#) on its website to enable pupils make decisions about career choices according to their personal preferences and goals.

Career Coach provides students with essential information about careers, from employability prospects and salaries to the numbers of existing professionals working locally in a particular field.

The College's dedicated Schools College Partnership working group, is working to refine and grow school-college provision as part of the wider process of curriculum review, with senior phase learners due to continued increases (+24%) in the region from [12,997 \(2017\) to 16,179 \(2020\)](#) Discussions with schools in 2018/19 centred on accommodating this growth, and included:

- n Developing flexible pathways for senior pupils
- n Identifying opportunities for senior pupils
- n Establishing the best way to influence parents and carers
- n Identifying the best means of communicating our information
- n Identifying solutions to travel and timetabling as noted by the early adopters SFC report as barriers to progressing DYW activity between schools and college
- n Creating a new cross-authority DYW

consultation group focusing on the issues above

Our Schools College Partnership activity has also focused on SHEP schools, with specific targeted activity taking place with school partners. Our STEM policy in primary schools has grown our reach to 1000 pupils, with the most deprived domiciles as a priority target group. Our senior managers are part of the Leadership Locality teams in Edinburgh and SHEP schools form part of the School cluster SCP planning group.

During 2017/18, 3,087 HE credits were delivered to school pupils from SHEP schools (5.3% of credits) and the College aims to increase this to 8,584 in 2019/20 as a result of its targeted work with SHEP schools in 2018/19.

**For 2019/20 the college has successfully bid for and expects to deliver:**

Foundation Apprenticeships in Business Skills, Civil Engineering, Engineering, Financial Services, Information Technology, Accountancy, Creative and Digital Media, Scientific Technologies, Food and Drink Technology, Health and Social Care. This is expected to grow in the following year to accommodate the forecast increase of around 1,000 learners in the senior phase. The College is measuring courses tagged as Developing Young Workforce (DYW) (SCQF 5 and above with vocational qualifications) and therefore expects a growth of 100% of this group of learners - 50% each year from 16/17- 19/20. In 2016/17 this has been measured as a 62% increase, from 226 learners to 349.

The recruitment of Foundation Apprenticeships in 2016/17 was disappointing overall; however a variety of issues at sector level have now been identified in SFC's Early Adopters Report including: parental awareness of FAs and parity of esteem with existing qualifications at Higher level; transportation to college and inconsistency of timetabling across the region's schools. The unsuitability of two-year apprenticeships for students in the senior phase has also been identified, as well as the late validation of qualifications. Skills Development Scotland has launched a major national marketing campaign specifically aimed at parents and pupils for Foundation Apprenticeships. Television, radio and press campaigns are being supported by

the usual digital media campaign with a view to bolstering the 19-21 contract recruitment.

The universities encourage the growth of this priority area. Insight tariff points are also assisting this process. All universities in Scotland recognise Foundation Apprenticeships generally for entry requirements and each faculty specifically recognises the FA relevant to their area (although not all universities place the same value on each FA.) More information is published on the apprenticeships.scot website

<https://www.apprenticeships.scot/media/3071/fa-to-degree.pdf>

<https://www.apprenticeships.scot/media/3116/table-fa-to-coll.pdf>

The College's Curriculum Plan 2017-20 will include the following specific measures in relation to growing provision in line with DYW and in senior phase offerings:

A 100% increase in the measured number of DYW students attending College courses by 2020 (2016/17 baseline; 226 students) through:

- n Increasing number of Foundation Apprenticeships to 12 cohorts in 2019/20
- n Offering FAs in key sectors including IT/digital; creative industries; engineering and construction; financial services and business skills
- n Re-purposing SCP provision which has not led to vocational qualifications at SCQF 5 or above
- n Working with SSSC and qualifications providers to improve the offer in Health and Social Care and Childhood Practice
- n Introducing two new vocational degree offerings in the creative industries
- n An increase in entry level provision from 3-4 days with a simpler vocational approach to Entry to Learning, leading to clearer, guaranteed, progression
- n A 10-12% increase in learners attending from SIMD10 areas through a targeted approach at key SHEP schools



## Estates Review and Travel patterns

The College regularly reviews student travel to campus patterns and decisions made on curriculum planning changes are subject to equality impact assessment (EIA) which uses the following analysis to inform decision making. Google Fusion tables also allow us to map

students and courses to campuses using current data to allow decisions and future planning to take place. The College is able to filter this information using protected characteristics data if and when required. Example below is age profile patterns of students in the faculty of Health, Wellbeing and Social Sciences.



## Student travel to campus patterns:

Whilst the College serves a diverse range of learners across Scotland, the majority of students travel to one of the College's four principal campuses from within the Edinburgh and Lothians region measured by student home postcode and campus of study.

Analysis of student travel to campus distances, for 12,029 enrolments whose home address is within an EH postcode only, shows that the mean student travel distance to each of the four campuses is:

Campus of study	Average student distance: EH home address to
Granton Campus	6.3 miles
Midlothian Campus	7.1 miles
Milton Road Campus	5.6 miles
Sighthill Campus	5.4 miles



Further analysis was done from survey data on average travel times to campuses from 19% of the student population in 2017. An initial assumption would suggest that the students are travelling roughly the same travel time and distances to the campuses, as they are located geographically evenly across the region. However, the College is aware that behind this information there are transport and cost and travel time issues facing learners in more rural and remote parts of the region. The College is partnering with Local Authorities, the City Region Deal and the regional Universities to find solutions to achieve equality of access.

The College's Estates Strategy considers the building condition survey and allocates capital expenditure based on priority spends for maintaining the campuses, especially with health and safety considerations in mind. The construction area at Forthside will require a long-term solution as the premises are currently under review by CEC from whom the property is leased. Furthermore, the automotive area at Sighthill Campus requires a long-term solution as it needs considerable improvement.

Over the next five years, the Estates Strategy will deliver the recommendations of the Edinburgh College Estates Review. In all aspects of managing the College estate and future developments, sustainability will be a key priority. Additionally the Learning Spaces Environment Group (LSE) will connect estates development to the Learning Teaching and Assessment strategy. Estates developments embody the principles of sustainability and will continue to develop systems to monitor and improve environmental performance through its buildings, implementing projects to reduce carbon footprint, and embedding within the curriculum.

Our most recent projects have concerned energy efficiency and the College was delighted to be a part of the SFC College Energy Efficiency Partnership which has resulted in investment in LED lighting, CHP Plant and new main boilers for Milton Road.

The College has also recently won the 2018 College Development (CDN) Sustainability award, one element of the award was for over achieving its carbon footprint reduction three years early, a 28% reduction was achieved by 2017, and the target was 18% by 2020.

## 5.2. Access and Inclusion Strategy

Edinburgh College has a vital role to play, both in society and the economy, in terms of widening access to enhance social mobility and reduce unemployment, improving employability, increasing work-integrated learning opportunities and entrepreneurial skills, up-skilling the workforce and engaging with universities and industry to provide the best possible opportunities for employment or further study. There is a firm commitment to access and inclusion for all students: the new [Access and Inclusion Strategy](#) is informed by, and supports, the Regional Outcome Agreement, the [Equality Report](#) and the College's Strategic Plan. Publication of the [Equality Impact Assessments](#) agenda provides a clear focus for informing key strategic decisions.

The College will continue to collaborate with community partners to ensure sufficient provision is made available to those in our region most at risk of not achieving a positive outcome. In session 2017/18, Price Group 5 (previously DPG 18) comprised 5.5% of all core activity. We will strive to widen access and increase participation from the most deprived areas in our region and we will continue to enhance social mobility by engaging with our most 'hard to reach' communities, broadening the offering of ACE courses for PG5 students and strengthening links with special education needs schools.

We want to ensure that all students feel respected and have equality of opportunity in terms of achieving their aspirational goals. Our primary aim is to support all students in successfully completing their programmes of study and equip them with the knowledge and skills required for progression into employment or further study. We believe that access and inclusion for all students helps to tackle the economic and social challenges in our communities and encourage and enable all of our students to ultimately become independent citizens.

Inclusive Growth Outcomes	2015/16	2016/17	2017/18
Volume of Credits delivered to BME learners	14,489	16,307	17,173
Proportion of Credits delivered to BME learners	8.00%	8.70%	8.90%
Volume of Credits delivered to students with a known disability	26,034	32,281	37,067
Proportion of Credits delivered to students with a known disability	14.50%	17.20%	19.20%
Volume of Credits delivered to students with care experience	3,156	2,580	4,064
Proportion of Credits delivered to students with care experience	1.80%	1.40%	2.10%

19.2 % of all credits were delivered to students with a known disability in 2017/18; this rose from 17.2% during 2016/17. The College will build upon the success of the widening participation agenda in a number of ways. As part of the consultation process for the BSL Plan, for example, the College collaborated with local councils, NHS Lothian, other education bodies, public bodies and third sector agencies. This has created opportunities to reach out and gain valuable feedback from the local Deaf Community, in order to ensure our services are fully inclusive and students are provided with the best opportunities to achieve successful outcomes.

The proportion of credits delivered to students with care experience, increased from 1.4% in 2016/17, to 2.1% in 2017/18; FTFE Care-Experienced student numbers increased by 151 (rising to 245), during the same period. Partnership working is underway with MCR Pathways to provide mentors for care-experienced young people; this initiative complements the support care-experienced students receive through the Corporate Parenting Plan and the transition work undertaken in partnership with the regional Care Hub.

Following on from the very positive October 2018 British Council inspection of ESOL programmes, the College is implementing a project aimed at providing an efficient and effective ESOL provision across local council areas; this will support the wider aim of accessing employment opportunities for all members of the community and have a positive impact on participation levels.

Edinburgh College has a student-centred approach and will provide support, advice and guidance to remove or minimise barriers which may impact on learning, or the ability to integrate into College.

#### **This will be realised through:**

- n Targeting of under-represented groups
- n Strong School/College Partnership and outreach provision
- n Improved transition arrangements
- n Cohesive IT systems (Cross-College Connect Groups)
- n Blended and assistive learning technologies (Cross-College Connect Groups)
- n Focussed support and guidance
- n Developing students' study skills
- n Updated Personal Learning Support Plan model
- n Increased staffing - Support and Guidance, in line with projected growth in need for assessment, support and counselling services
- n Adapting current policy and procedures to reflect the changing requirements and demands being made on Edinburgh College
- n Continuation of new Alternative Assessment arrangements

The College's improved model of learning support, based upon flagging of needs during the application process, earlier transition support and improved SQA-approved Alternative Assessment Arrangements, helps attract and

support increasing numbers of learners. The number of supported students has increased and subsequently informed the need for this additional level of support.

There is an increased demand from school leavers who have identified support needs. The College is working closely with the local authorities to develop improved approaches to transition arrangements, as we now have information from the SDS Datahub to inform this. The College shares support arrangements and learning plans where appropriate, to ensure these are in place prior to commencement of the courses. This will then be reviewed during the first semester and adapted to meet the new learning environment. This will also include students on School College Partnerships courses.

The College continues to evaluate methods for systematic analysis and improvement pertaining to student recruitment, retention and progression performance. The restructuring of student services, course recruitment, student records and support and guidance into an integrated Student Experience department has significantly improved response times to enquiries and requests for support, funding information and application information, and is underpinned by the new Retention Policy.

The application process encourages students to provide information regarding additional support to enhance the quality of their teaching, learning and support experience. Students are reassured that the identification of their support needs is confidential and used only to ensure that they receive all appropriate support, with no impact in any way, on their application or progression opportunities.

## **Equality and Diversity**

Edinburgh College is committed to equality of opportunity and outcome for students and staff who share protected characteristics, and to a culture that respects difference. We are committed to providing an inclusive ethos and environment, where everyone feels welcome, supported and respected.

Edinburgh College Students' Association (ECSA) and the Equalities team work together on a number of events, including Anti-Bullying/Anti- Hate Crime Awareness campaigns covering all protected characteristic groups, along with campus events celebrating LGBT History Month, for example. Addressing issues that are of such significance to students, ensures that their voices are heard. A key highlight of session 2017/18 was a Cabaret Diversity event, where students and staff from different curriculum areas came together with community partners to celebrate diversity in the Year of Young People. Collaborations of this kind help to create and sustain a culture of inclusion.

In 2018, ECSA was awarded LGBT Youth Scotland's Bronze Charter Mark for its work in promoting LGBT rights at the College and is currently the only Scottish Students' Association to achieve this. In addition, they were also awarded two stars for their Healthy Body, Healthy Mind Programme; both awards recognise the positive impact that their initiatives are having on those students involved.

We believe that as an employer and public body, we can play a leading part in the advancement of equality and diversity more widely. We recognise that equality of access to education is crucial in unlocking many significant opportunities in life. We aim to help remove barriers, and advance equality for groups who experience disadvantage in our society.

The Board of Management leads, with support from the Nominations Committee and all other committees, in order to uphold the [Equality, Diversity and Inclusion Policy](#) of Edinburgh College, which reflects equality legislation and best practice. While recommendations for appointment are made wholly on the basis of merit, the Board's guiding principle is to advance equality of opportunity, and vacancies are advertised widely to [encourage applications](#) from under-represented groups.



The Public Sector Equality Duty created by the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:

- n Eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct;
- n Advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
- n Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristic groups under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, sexual orientation, marriage and civil partnership (in employment). We also recognise that other people may be vulnerable, through social exclusion or deprivation, through being care-experienced, being a young carer or for other reasons.

In April 2019, the College published an Equality Report to fulfil its Public Sector Equality Reporting Duties. The report details the work being done to mainstream equalities across the College and confirms the progress the College has made towards achieving its six Equality Outcomes for 2017-21:

1. The participation of disabled people is increased where there is underrepresentation
2. Female and male participation is increased in areas where there is underrepresentation
3. Students across different age groups can equally access an engaging, high-quality and tailored learning experience that will further their employment opportunities
4. The proportion of students with a mental health condition who have a positive outcome/experience is increased
5. The proportion of LGBT students who have a positive outcome/experience is increased
6. The proportion of staff from a BME background is increased to 3% by 2021

These evidence-based outcomes also link in with wider sector priorities, including Developing Scotland's Young Workforce, the Gender Action Plan, the Scottish Government's Race Equality Framework and the BSL National Plan, as well as the College's objectives as stated elsewhere in this agreement. The College's Widening Access and Equalities Steering Group (WAX-ED) oversees the delivery of the outcomes. The April 2019 and April 2017 Equality Reports can be accessed at the HYPERLINK "<http://www.edinburghcollege.ac.uk/Welcome/Governance/Governance-Office/Equality-Diversity-and-Inclusion>" Equality, Diversity and Inclusion page of the College website.

### **Mental Health and Wellbeing**

The College published its Mental Health Policy in 2018, with a guidance for staff. The purpose of this policy is to ensure that there is a coherent approach across the College for students and prospective students who disclose or experience mental ill health and to promote mental wellbeing for all Edinburgh College students. It makes clear the support that is offered by the college and also highlights other agencies that the college partners with to offer further support, and how to refer appropriately.

The College has acted on evidence gathered around the increase in students declaring mental health support needs; the Student Wellbeing team has been set up to further support students. This has included a pilot of cross-campus Counselling Services. The College also works with NHS Lothian, local universities and mental health agencies such as CAMHS and SAMH, in a bid to help improve the mental health and wellbeing of our students and subsequently have a positive impact on the retention and attainment of those accessing these services.

In addition, ECSA holds a 2 star award from "Healthy Body, Healthy Mind" and is working towards a 3 star award in 2019 – The Healthy Body Healthy Mind Awards are a partnership initiative between NUS Scotland and Scottish Student Sport, funded by the Scottish Government, which focus on the link between

sports, physical activity, smoking prevention and mental health.

ECSA has also worked with the College to develop a Student Mental Health Agreement in 2018. ECSA is now working closely with colleagues across the institution to develop a more detailed action-plan of implementation. This work is supported by NUS Scotland through the “think positive” project, funded by the Scottish Government, and providing a framework for institutions to build strong support for students and staff around mental health. All full-time staff and officers in ECSA are trained in Mental Health First Aid, with new officers and staff trained before the academic year begins.

### **Diet and Healthy Weight**

In contributing to the Scottish Government’s [A healthier future: Scotland’s diet and healthy weight delivery plan for 2019-2020](#), The College has implemented a mental health and healthy living strategy in partnership with ECSA.

Edinburgh College has been awarded the Healthy Working Lives Gold Award in recognition of the work and commitment of the Healthy Working Lives group. The group was commended for its effective links to the Students’ Association and Sustainability Group, with the College delivering a wide range of initiatives, including healthy eating in line with employee needs and suggestions. The benefits of the activities and campaigns covered across the organisation is evident from employee interviews and evidence provided.

### **Gender-based Violence**

The College is also engaging with Fearless Edinburgh, a working group set up to address gender-based violence in Higher Education and Common Purpose, a multi-agency partnership focusing on further and higher education settings. Common Purpose are committed to ending sexual violence by challenging harmful behaviours and attitudes alongside supporting those impacted and building confidence. The Equally Safe in Higher Education (ESHE) Toolkit has been developed by Strathclyde University with a range of policy, guidance and resource examples that the College can adapt. The Fearless Edinburgh partnership is informed by

The Equally Safe strategy and the toolkit. The Fearless Edinburgh meetings are attended by the College equalities officer and other staff members as well as the ECSA Equalities representative. The College has signed up to a practitioner’s event in December 2018 which will include reps from local universities, Edinburgh Rape Crisis and Edinburgh Women’s Aid, plus Police Scotland and NHS Lothian. A working group in the College will be established to see which parts of the toolkit the College will use in 2019.

### **Employee Equality**

Edinburgh College is committed to promoting and embedding equality of opportunity and diversity in employment. We believe our staff should be rewarded fairly and equitably and believe no one should be held back because of who they are or their background.

We are committed to the principle of equal pay for all our employees and aim to eliminate any bias in our reward systems. This includes equality on the basis of gender, race, age, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, marital/civil partnership status, ethnic origin and disability.

We recognise the importance of staff confidence in the process of eliminating bias within our reward systems and we are committed to working with staff to ensure equality within our reward policy and practice.

Our objectives to achieve equality of financial reward for all employees doing equal work are:

- n Ensure that there are no unfair, unjust or unlawful practices that impact on reward
- n Work in partnership with trade unions to establish agreed policies and procedures for Edinburgh College staff
- n Develop and operate a reward system that is transparent, based on objective criteria and free from bias
- n Determine if there are any inequalities and if so, investigate promptly and take appropriate remedial action where required



- n Implement phase two of the job evaluation system to assess the relative value of all roles across our organisation
- n Review and calculate the pay gap after the implementation of the job evaluation system
- n Respond to equal pay grievances as a priority
- n Provide appropriate training and guidance for those involved in determining pay
- n Inform employees of how these practices work and how their own pay is determined
- n Fully utilise the HR IT System to collate all staff data and enable robust reporting against the protected characteristics

The College's (mean) gender pay gap has increased slightly since 2015, from 3.25% to 3.67% as at 31 October 2018. While this is significantly lower than the (mean) gender pay gap in Scotland of 14.9% ('Close the Gap' provisional 2016 results), the pay gap does tend to be lower in the public sector. The gender pay gap is wider for part-time workers in the College. However, the Scottish Government website suggests that any difference within +/- 1.5 percentage points of last year's figure suggests that the position is more likely to be maintaining than showing any change. A more detailed commentary can be found in our [Equality Report 2017](#) (from p.44).

Recent data suggests the College continues to have an under-representation of minority ethnic staff members compared to the local population (around 1.9%, compared with 8.3%). The disclosure for ethnicity is relatively high (78%), compared with the disclosure rate for disability (31%) and for other groups. The College will continue to encourage staff disclosure and work towards better representation of under-represented groups.

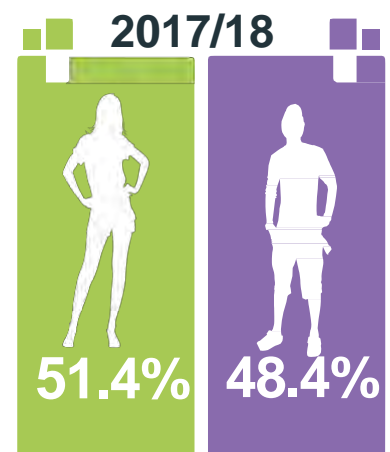
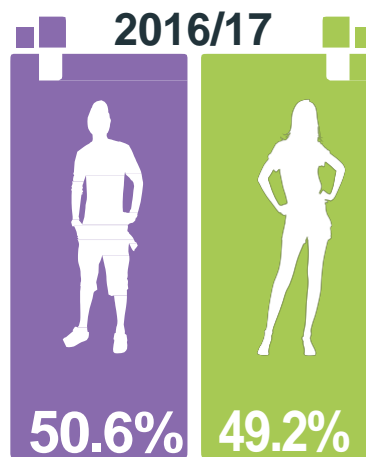
As part of the Partnership for Change, the Scottish Government has stated its aim of addressing the under-representation of women on the governing bodies of colleges and its support for the 50/50 by 2020 initiative, which it sees as providing a platform for public authorities to test their recruitment structures. The 50/50 by 2020 initiative invites college Boards to pledge to work towards a 50/50

gender balance by 2020. The Board of Management agreed to participate in the 50/50 by 2020 initiative. Overall gender balance on the Board currently remains at 50/50.

In the area of childcare, specific training in line with government priorities to increase the amount of free childcare provided to families will create a large demand for training, which will see an increase in training provision, in partnership with local authorities. The College will maintain focus on creating specific opportunities for Men in Childcare through partnership working with third sector partners, CLD and CDN; Edinburgh College were the 2018 hosts of the CDN 'Equality in Early Learning and Childcare: Challenging the Status Quo' Conference.

### Recruitment and Equality

Edinburgh College continues to recruit equivalent cohorts, in terms of gender balance across the provision in its entirety:



In line with Scottish Government priorities, there is further focus on balancing gender representation for 16-24 year olds, although the College remains proactive in its approach to addressing any imbalances for all age groups. The following three superclass areas have been chosen as a focus for the College commitment to gender parity progress for 2020. These curriculum (superclass) areas have been selected on the basis that they currently represent the greatest gender disparity across the sector as a whole: Electrical Engineering; Mechanical Engineering and Construction.

The College continues to collaborate with Skills Development Scotland and contribute to implementing SDS' Equalities Action Plan for Modern Apprenticeships, which is to specifically identify gender imbalances in retention and achievement by subject area, addressing any issues via robust action-planning and review.

**Latest analysis reveals the following (November 2018):**

	Minority Gender			
	2015/16	2016/17	2017/18	2018/19
Vehicle Maintenance/Repair	5.2%	5.6%	4.9%	5.8%
Electrical Engineering	3.0%	1.6%	2.3%	1.5%
Mechanical Engineering	5.6%	8.4%	7.6%	9.0%
Engineering/Technology (general)	9.0%	7.6%	6.1%	10.2%
Building Services	4.5%	2.4%	1.0%	9.5%
Building/Construction Operations	1.8%	1.6%	0.6%	0.9%
Construction (general)	4.5%	2.3%	3.7%	3.6%
IT: Computer Science/Programming/Systems	10.3%	9.2%	9.8%	16.5%
Child Care Services	6.1%	7.4%	12.0%	19.3%
Hair/Personal Care Services	4.4%	3.6%	6.7%	7.5%

The SFC figures: [GAP progress report](#)

The Equality Challenge Unit (ECU) has previously worked with the College on a specific project of research, looking at childcare, electrical/mechanical and automotive engineering. Research suggests that barriers differ, and will require different solutions, depending on subject. Actions will be determined by evidence of likely impact, based on college, ECU and other sector research. The College will continue to develop policies, processes, strategies, CPD plans for staff through the development of our work with ECU on the Gender Action Plan which will support organisational learning, attract financial support and create a collaborative network of industry, schools and college solutions to occupational gender imbalance. The College's Equalities

team regularly monitor the 2030 target to achieve the maximum 75:25 gender imbalance.

Targeted interventions are evidenced through the curriculum team self-evaluation process, as well as monitoring through the Evaluative Report and Enhancement Plan, published by Education Scotland.

The College is engaging with careers information advice and guidance, Skills Development Scotland, parents, students and through our outreach work with schools using positive role models and promoting single-sex activity through positive discrimination. The College has developed an equitable admissions procedure of single application and ensured that our marketing and course packaging/design endeavours to promote gender rebalance. Edinburgh College Students' Association (ECSA) is also key partner in developing student networks, peer groups and supporting progression for all.

## **LGBT**

In 2017/18, 3.6% of our students identified as lesbian, gay or bisexual, or LGB (includes students who selected the 'Other' category). Sexual orientation and gender identity information has only recently been requested by SFC for collation both in college and more generally; there are still many people who prefer not to disclose this information.

The Office of National Statistics (ONS) have published statistics (2016) showing around 2% of the UK population identified themselves as LGB. A further 0.5% identified as 'Other' which means that they did not consider themselves to fit into the heterosexual or straight, bisexual, gay or lesbian categories.

Of the population aged 16 to 24, 4.1% identified themselves as LGB, the largest percentage within any age group. Of these, 2.4% identified as bisexual and 1.7% as gay or lesbian.

In 2017/18, 4.8% of our students identified as LGB (includes those who chose 'other'). We also collect information on gender identity and in 2017/18 around 1% of students disclosed that their gender identity differs from the one assigned to them at birth. A representative from the College attends the TransEDU Community of Practice for colleges and universities in Scotland.

We collect data on gender identity and our initial data suggested that around 0.8% of our students feel that their gender identity is not the same as the identity originally assigned to them at birth. The Gender Identity Research and Education Society estimated in 2009 that around 1% of the population experience some form of gender variance but a very small percentage of these seek medical care or undergo transition.

## **Religion and Belief**

18.2% of home students in 2017/18 reported being of a Christian faith, a percentage that is considerably lower than in the local council areas.

47.9% report as being of no faith, a figure around 20% higher than in the local population. This difference could be due to the higher population of younger people at the college. 3.7% of home students declare they are Muslim, the next highest faith declared, which is a slightly higher rate than in the local population.

## **Carers**

The Carers (Scotland) Act came in to effect from April 2018 and we to continue to improve support for students and staff with caring responsibilities. 4.4% of Edinburgh College students declare that they are a care giver. We will fully support and participate in the development of Going Further for student carers award with Carers Trust Scotland.

## **Veterans/early service leavers**

The College will monitor data on identified Veterans in the FES data return .The College will engage with the [Armed Forces Covenant](#) which seeks to ensure those who serve or have served in the armed forces, and their families, are treated fairly and have equal access to post 16 Education. The College is working in partnership with Access to Industry to support new routes into education.

## **Estranged students**

An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. In 2018/19, 151 students have declared that they are an estranged student. The College is keen to work with Stand Alone to take up the [Stand Alone Pledge](#).

## British Sign Language (BSL)

In 2015/16, 0.3% of students declared they were deaf or had a hearing impairment. We also have staff members who have declared deafness or hearing loss. In line with our Vision and Strategic Plan, it is our aim to develop a culture of Deaf Awareness within the organisation, break down barriers to learning for this group of students to ensure that the goals of the BSL Scotland Act are met and exceeded, where possible, to improve the learning experience for these students. BSL users have been actively engaged in developing and commenting on this draft and Edinburgh

College is committed to continued stakeholder engagement. We will contribute to the national progress report in 2020.

Through our consultation process. 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.

There is also a video of the plan signed for deaf students on our website. [BSL Action Plan Video](#).

## 6. AN OUTSTANDING SYSTEM OF LEARNING

**Where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities**

### 6.1 Attainment Gains 2017/18

Despite a slight drop in attainment gains in FTFE in 2017/18, the College is committed to working towards achieving ambitious sector leading attainment levels over the next three years.

Whole college ownership of quality improvement, systems development, CLPL and student engagement will ensure success moving forward.

### Key initiatives 2019/20

- n Engaging in a Scottish Government **National Improvement Project** to improve College KPIs, in particular to improve retention and success. Five underperforming full-time courses have been chosen as pilots with different approaches and tests of change. All are reporting significant success improvements to date (2018).
- n Curriculum teams are all improving tracking and monitoring of students through regular progression meetings and the use of ProMonitor (Phase 1), aimed to target students at risk.
- n The College will invest in a new system of **Learning Analytics** to improve live data tracking of students who are at risk of

disengaging from College. This will allow the



analysis above to correlate better with these students and create interventions and result in additional tutor and guidance resource provision where required.

- n **Future Proof 2025** will build a new curriculum for all FTFE learners to be ready for the skills requirements for the fourth Industrial revolution.

All of the above approaches aim, as a minimum, to reduce CPS% and improve full year retention by the outcome agreement targets proposed. For the full report on attainment please see Annex A, the [Evaluation Report and Enhancement Plan \(EREP\)](#) reporting covering AY 2017-18, which gives a full review on attainment for 2017/18 and completed learner destination data.

## Key points from the EREP

Successful attainment is often related to excellent student engagement, useful feedback for learners, meaningful work integrated learning, effective use of resources and blended learning models as well as well-defined routes to further study or employment...

Languages and ESOL Construction and Science were the highest performers in terms of FE provision for 2017/18, with Languages and ESOL, Art and Design along with Education and Training the top three performing areas for HE provision. Good practice in terms of positive impact on student outcomes will be shared with other areas of provision during 2019/20 and a sustained focus on learning, teaching and assessment strategies will continue to inform improved attainment across all areas of provision.

The continued success of the Art and Design provision can be attributed to the very high aspirations and systematic, sustained focus on learner progress and achievement, by the team. Each student is afforded the opportunity to exhibit their work both internally and externally; the team engage in longstanding collaborations with National Galleries, National Museums Scotland and other partners across the city. The regular flow of competitions (Kelpies Design Prize, for example), industry visits, specialist induction programme, contemporary art projects, innovative 'Artist in Residence' initiative and robust progression routes to partner art schools and universities, clearly contribute to the drive, ambition and success of their learners.

Edinburgh College has a blended learning model across the Modern Languages provision that is unique in Scotland; from a field of 774 candidates in 2017/18, one of our students achieved the top Advanced Higher French final examination result.

Recent improvements to the Science provision have seen the area improve significantly; in response to feedback received from Education Scotland, the team continue to share best practice, forge stronger links with science

festivals and industry partners, along with fine-tuning direct entry articulation routes. Work-integrated learning and employment is the key to the success of the Construction provision. Elements of this highly effective practice model will be adapted and adopted by those areas of the curriculum not yet engaging effectively with industry partners and employers.

The College's Access and Continuing Education team were [shortlisted in the 'Diversity through Education' category at the Herald and GenAnalytics Diversity Awards 2018](#) for their work in removing barriers to education and employment for people with additional support needs.

The College's plan for 2019/20 and beyond is to build on the success of these high performing areas.

## 6.2. Curriculum Planning Priorities



In 2018/19 low-recruiting and persistently low performing courses were removed. Further data and evidence is collated via employer engagement and Skills

Development Scotland (SDS) to ensure that future provision is aligned to skills gaps and shortages, and that the curriculum is always positioned to support areas of economic growth.

### In line with this:

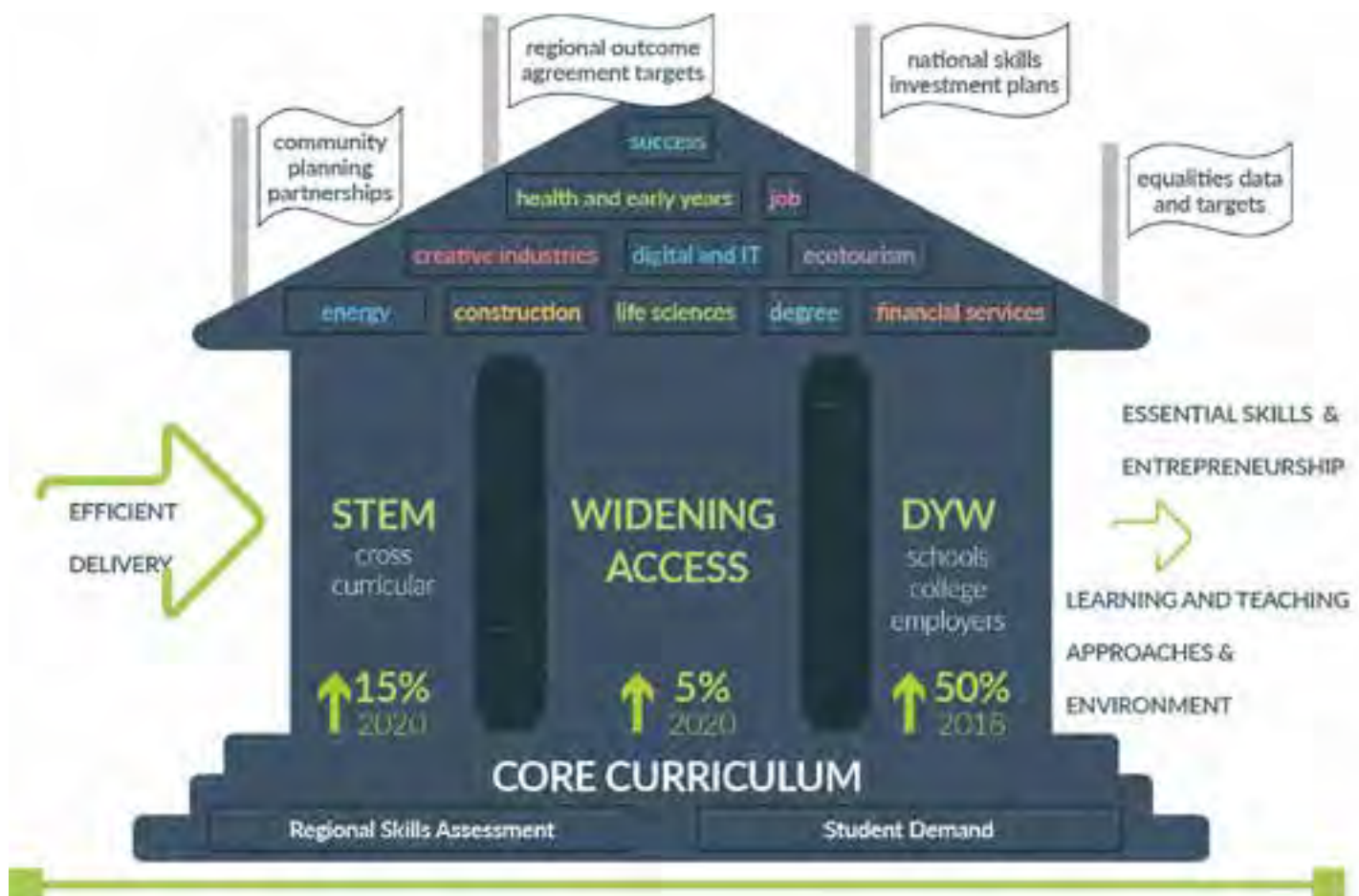
The curriculum planning tool captures, communicates and manages curriculum data to aid strategic and financial planning. It captures: current and historic PIs; equalities data; current credit-bearing enrolments and start enrolments for the current year; future expected credit-bearing students for the next year; and the key regional skills assessment data in a RAG format. It is a live document in a shared area, and is accessed and used by all managers.

Faculty operational plans summarise current course changes and planned future course development.

In terms of widening access to College, the College now increases its offer to school leavers by placing not only the offer of a place to all leavers at College on a course, enhancing the Edinburgh Guarantee, but for SCP provision the College employs a new digital application tool which will allow schools career guidance experts the opportunity to interview and place the right student on the right course. This new procedure allows the removal of potential barriers to entry

and enhances partnership working. Furthermore, new data tools from the SDS 'Datahub' allow the college to see clearly 'winter leavers' and allows better planning and transition arrangements to take place. It is expected that the benefits of these new procedures will be realised in 2019/20.

The new curriculum planning tool assisted with the over-delivery of 6,270 credits in 2017/18 and an increased enrolment of over 4,000 students. Performance review and early data analysis of KPIs using 'the 'MyVision' app will continue to contribute to this achievement of targets.



### Curriculum Change 2017-20

- n 40 New STEM courses as recommended by NEF
- n 11 new DYW courses or occurrences (100% increase in student numbers)
- n 30 new widening access courses

Active steps to reshape our three-to-five year curriculum offer, to support economic drivers, as part of the College's challenging three-year transformation plan, began in October 2016. A new curricular structure, to meet these external needs and growth, has been put in place and is supported through the curriculum leader role. Significant changes have also taken

place to reshape the size and structure of four new faculties, whilst taking into account new commercial opportunities, particularly relating to the STEM clusters, as well as the DYW courses and widening access pathways as noted above. Realistic growth targets take into account the balance between regional job growth and student demand, reflecting the responsibilities the college has as a single regional provider of tertiary education.

In terms of Opportunities for All, 43% of College provision was delivered to 16-19 year-olds in academic year 2015/16. A target of 52% was set for session 2017/18 and Opportunities for All has been highlighted as a key driver in the college's Curriculum Strategy. Data provided on 16-19 enrolments, through the revised curriculum planning tool, will form a critical element of evaluation and forward planning and will be closely monitored through the College's new performance review process.

DYW partnership work has been taking place with a series of events extending into 2019/20 with the focus of offering vocational placements and promoting the opportunities that DYW courses working in authority partnership offer.



In the past ten years unemployment has increased. The level of economic inactivity has also remained constant with over 5.4% of those of working age not in employment in the Edinburgh region (Sep

2016, source NOMIS).

The College will work with its community partners on a wide range of targeted initiatives that will provide people with the work ready skills, confidence and capacities to make the changes required for them to become economically active. A particular priority will be young people. The College will retain high levels of funded activity to support young people aged 16-24 into work.

The College has invested in a 'Career Coach' system to engage all learners in the region in finding the most appropriate pathway to the job or vocational area they wish to enter. The site enables learners to connect directly to the course they need to take as well as providing a CV builder.

It will take account of all the data in the region mapping job opportunities both current and projected.

This has a clear focus on routes to employment. The College will continue to invest in applications such as these to engage learners and connect them to opportunities in the region with employers, such as 'Marketplace'.



The College will also work with partners to reduce the number of people in the region with no or low qualifications. Almost 16% of the region's population is not qualified to SCQF Level

5 (source, NOMIS) or have the skills to match the jobs available or that will be available.

There is also a significant migrant population where the lack of English language capability is a barrier to their economic activity. The College will continue to work with its community partners to optimize the availability of capability and capacity to meet the needs of this migrant population and enable more of them to progress towards a positive destination.

Source: <http://ippr.org/read/jobs-and-skills-in-scotland>



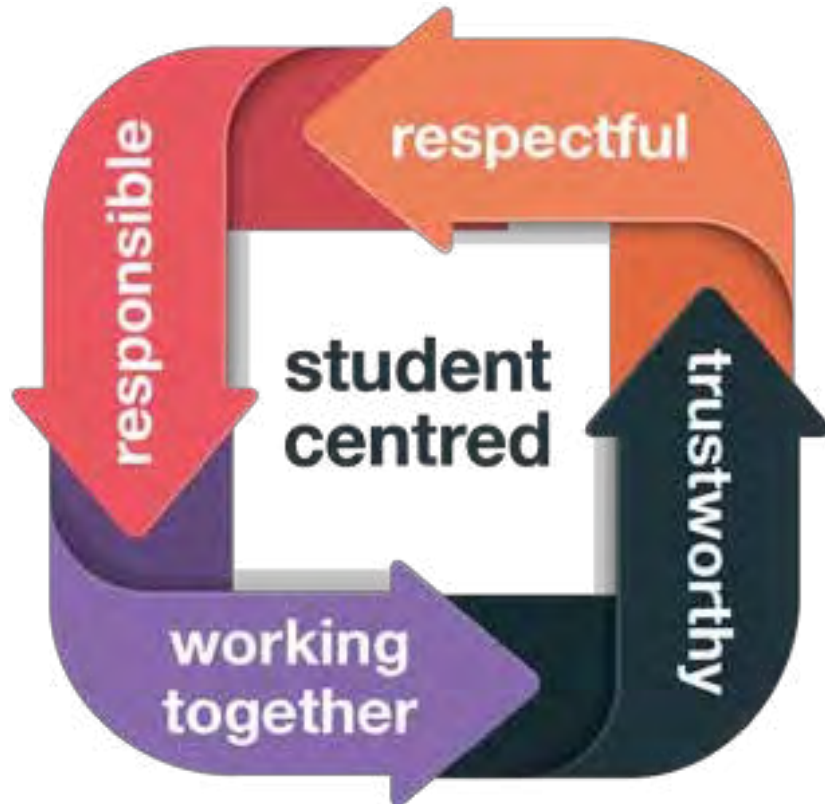
### 6.3. New Quality Arrangements

In submitting this Regional Outcome Agreement (ROA), Edinburgh College's Board of Management formally commits to engaging with Education Scotland, and the Scottish Funding Council in academic year 2019/20 to implement the new sector-wide quality arrangements. These new provisions integrate the Outcome Agreement and quality arrangements. The College has published its 2017/18 Evaluation Report and Enhancement Plan (EREP) [here](#).

The College's Quality Improvement Strategy ensures its academic and corporate evaluation and planning mechanisms meet the requirements of How Good is Our College? and the development of a culture of continuous improvement. The College has reviewed its operational planning process to take into account ROA self-evaluation, EREP monitoring and improvement and self-evaluation. The Senior Management team meets to jointly create annual operational planning documents which take account of the targets for each department to meet the needs of the ROA and the EREP, using the data and targets. A live ROA tracker has been developed to assist this, and further data is being developed in a new portal called MyVision for 2019/20. This is to ensure that areas all meet their planning targets and involves joined up thinking across functional areas.



## Our Values



### student centred

We put student experience and welfare at the heart of all decisions we make and everything we do

### trustworthy

We create an open and honest environment which fosters innovation, confidence and success

### responsible

We take ownership for our actions, always work to high standards and towards continuous improvement

### respectful

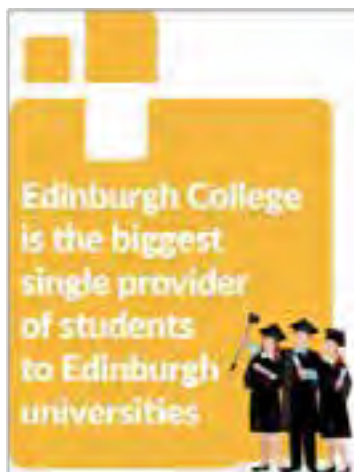
We value, support and care about everyone's ideas, opinions and their contribution

### working together

We work professionally as one team and in partnership with others, sharing knowledge, skills and expertise

In line with delivery of the Business Transformation Plan, and development of the College's new Strategic Plan, the College also agreed a set of values following extensive work and consultation throughout 2016.

## 6.4. Articulation and SCQF

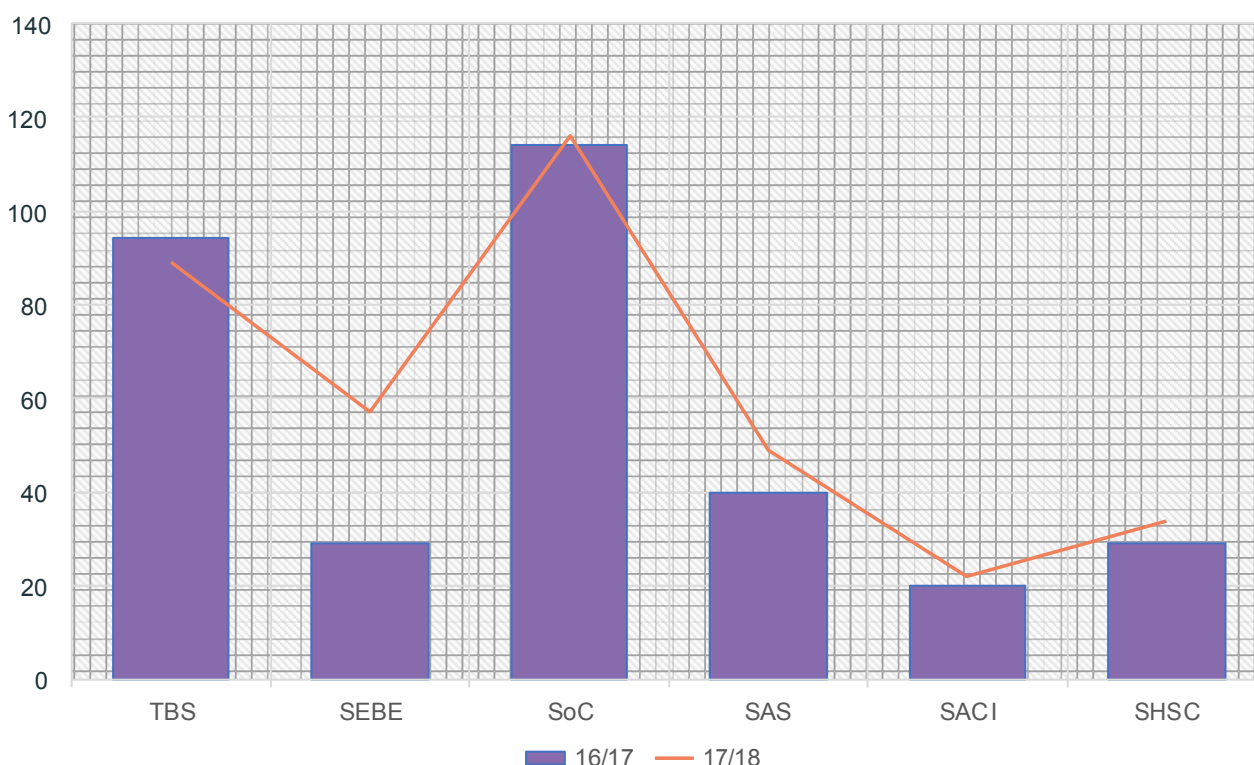


Edinburgh College has one of highest proportions of articulating students in Scotland (529 students articulated with advanced standing). Our work in Associate Degree provision, SWAP courses, strategic skills planning within the City

Deal and regional planning in accordance with the College’s curriculum strategy represent the College’s commitment to ensuring that articulation continues to grow - especially for learners from the most deprived data zones.

The College offered 5% non-SCQF credit rated courses in 2015/16 and 2016/17. Where non- credit rated courses are being utilised, the College is working with 24 awarding bodies to develop a suite of qualifications to ensure attainment at entry level is badged by a relevant awarding body. It is important to note that the STEM P7 inspiration project addressing DYW, STEM and Gender Action Plans currently has NRQ due to the age and stage of students, however the College is working with awarding bodies to address this and is offering certified digital badges.

Year on Year Comparison



The College is working more closely with regional universities aligning recently formed faculties and schools. Students progressing with advanced standing is undergoing more scrutiny.

An example of work in this area is highlighted in the Pathways section below.

## SWAP East

Edinburgh College is actively engaged with SWAP EAST, providing bespoke courses at SCQF level 6 to articulate directly into University. The Scottish Wider Access Programme (SWAP)

is a partnership of colleges and universities in Scotland whose aim is to promote and support routes into higher education for adults returning to education. SWAP's focus is to give opportunities to adults from widening access

backgrounds and promote equality and diversity within further and higher education.

The College provides a broad spectrum of courses in engineering, humanities with access to primary education, languages with business, languages with arts and social sciences, biological and physical sciences. As these students apply using SWAP as their school code, these statistics do not appear in Edinburgh College UCAS statistical returns.

The number

of students enrolled at Edinburgh College on SWAP programmes in 2017/18 was 144. 100 (69%) passed the programme. Of these, (67%) progressed into HE, 63% to university and 4% to HNC/D. Of those who progressed to university, the highest number (40%) went to the University of Edinburgh, 20% to Queen Margaret University and 18% to Heriot Watt University. This is regarded as a high success rate for many learners who previously had no qualifications and have experienced many barriers to entering FE and HE.

## Pathways and the Learner Journey

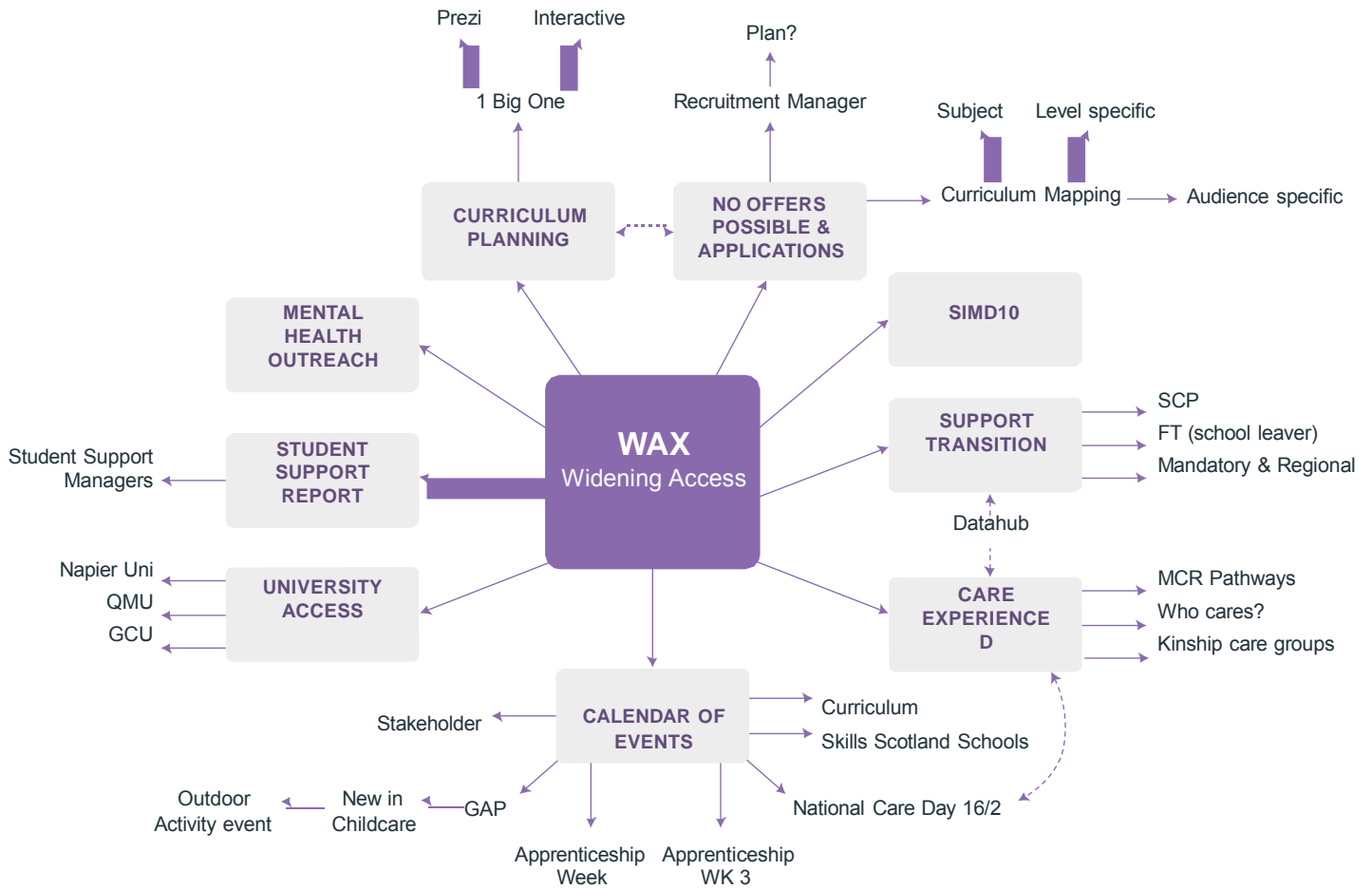
All courses at Edinburgh College have a dedicated pathway mapping the learner journey from SCP provision to [Articulating University courses](#). These are available on the schools website in [curriculum maps](#) and also available within course prospectuses. The College is leading on a Regional Learner passport project in 2019 with Edinburgh Napier University to better signpost opportunities via an app.

These are used regularly as the basis of discussion with community planning partners, for recruitment and communication with wider stakeholders such as parents. The College is fully committed to the plans to intensify engagement activity with universities. Regular meetings with all the regional universities and local colleges

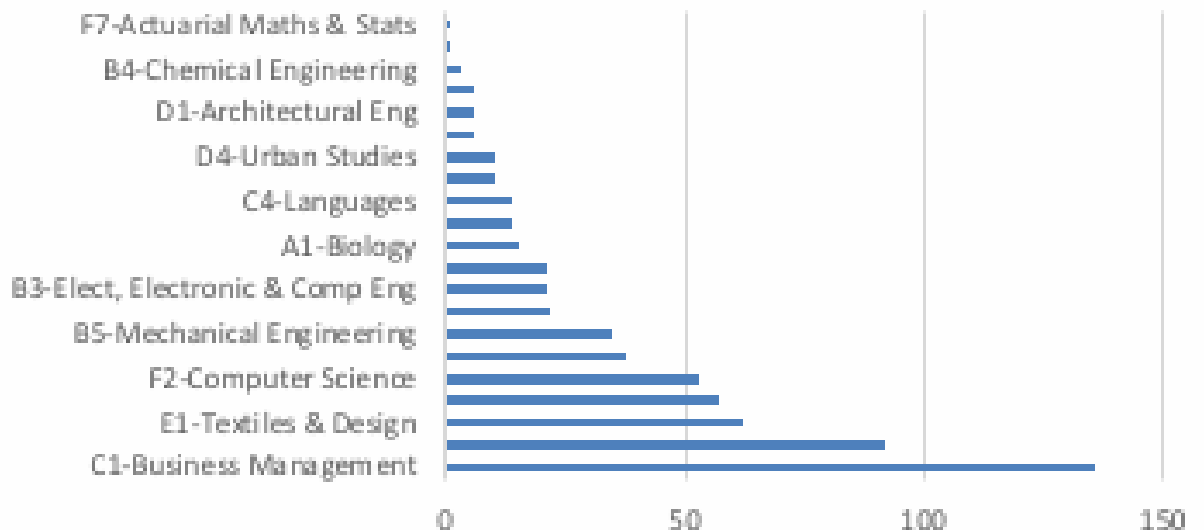
are taking place. New degree courses are in development. The regional transition passport hub is working towards the opportunities for decreasing length of the learner journey and improving articulation with advanced standing. This is a key feature of the [Blueprint for Fairness](#), for the Commission for Widening Access.

A project team (the WAX group) has been established to look at all aspects of widening access into College, supporting learners when at College, and supporting all learners to the university with advanced standing.

Heriot Watt University access is improving, 133 entrants including 15 associates, 64 of which are with advanced standing, an increase of 20% on the previous year.



Applications to 2018-19 where Edinburgh College was recorded as the previous institution



## 7. A MORE SUCCESSFUL ECONOMY AND SOCIETY

With well-prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference

### 7.1 STEM Manifesto



The College's [STEM Manifesto](#) supports the delivery of a STEM strategy, created in

partnership with the STEM Foundation to ensure Edinburgh College plays a leading role in supporting the development of strong STEM capability for the region. The strategy positions the College to deliver cross-curricular provision to drive innovation, enterprise and employability and serves as a vehicle for strategic engagement with local industry to provide competitive advantage for STEM learners.

Demand for STEM skills is increasing across a number of industry sectors. Through strategic investment in STEM development we will ensure our learners have better progression opportunities, employers get the right skills they need to grow their businesses, and the community prospers.

Through an integrated and coherent industry-influenced approach to our STEM provision we will develop the capability to deliver new and emerging technology provision that meets the needs of key regional industrial sectors

and ensures our students are digitally fluent and equipped to develop key skills to support economic future work.

### STEM Pledges



### Our aims

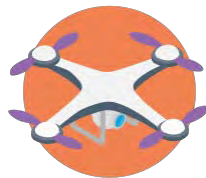
- n To develop a coherent and integrated approach to STEM which addresses regional demand, improves engagement and enables progression
- n To develop cross-curricular provision that reflects validated demand in areas of economic growth and embeds innovation, entrepreneurship and enterprise in all STEM programmes, preparing our students for successful and sustainable careers
- n To ensure that the STEM curriculum is as technologically relevant and current as possible, by working with employers and industry to increase the number and diversity of progression pathways in order to address the skills demand and drive economic prosperity
- n To further develop progression pathways which will afford all learners the opportunity to participate in the STEM-based economy and demonstrate curriculum links to career opportunities, fostering a culture of enterprise learning and learner career development



## Future-Focused

Edinburgh College will develop its STEM provision with a focus on five strategic curriculum clusters:

### Automation and Intelligent Systems



Demand in Automation & Intelligent Systems covers a broad range of skill shortages across many STEM related sectors. Future trends for

the region indicate manufacturing output will increase. This regional picture combined with a trend across the wider UK manufacturing sector to diversify into high value manufacture including composite materials and industrial biotechnology, will require new resource efficiency methods, control systems, process technologies and materials, requiring highly skilled and adaptable learners.

### Sustainable Energy and Construction



The renewable energy sector continues to expand in Scotland, with increased demand for energy predicted to grow by more than 50% by 2035. The

power generation sector is still developing and will require a cross curricular skillset that spans competencies located in construction, engineering, IT, environmental and design disciplines. Employment in construction is projected to grow at a rate of 13.1% in Edinburgh and the Lothians region, as outlined in the economic assessment forecast to 2022.

Forecast drivers of growth within the construction sector are centred on energy and the environment, and occupations in the low carbon/green economy and renewable technologies.

## Computing and Business Analytics



Projected growth in the digital technology sector in Edinburgh Fife and the Lothians is 36.1% to 2022. The Computing & Business Analytics cluster will focus on the applications of cloud computing, information and communication technologies and their applications including cyber and smart systems and networks, as well as big data and security. Students on programmes within this cluster can gain the skills needed to undertake programming projects, be exposed to the latest trends in software development, design and testing, and be familiar with interface, tools and SDK (software development kit) methodologies and configurations.

## Health, Wellbeing and Life Sciences



Employment in the healthcare sector comprises 15.1% of local labour demand in Edinburgh where there is predicted to be large growth in employment.

This cluster represents the inter-connectivity of health and wellbeing with a focus on biological, analytical and sport sciences as well as clinical areas of physiotherapy, sports therapy, nutrition and dietetics. Employer demand towards 2020 suggests the need for high level skills in clinical trials, advanced genetic research techniques, bioinformatics, bi-processing, practical laboratory skills and manufacturing practice as well as analytical chemistry technician skills.

## Design and Digital Technologies



The Scottish tech sector is healthy and vibrant. It employs 73,000 people, primarily in high value jobs and makes a direct contribution of £3billion per annum to the Scottish economy. Between now and 2020, the number of digital tech professionals within the Scottish digital tech industry is forecast to grow 1.91% per annum to 84,000.

Edinburgh is now emerging as the largest technology hub outside London. It has seen an acceleration in the number of digital technology companies being based here. Arts and other services in design technology between now and 2022 will see employment demand increase.

The College's STEM website, where the college working group details and action plans are to be found, is [available here](#). This aligns with the Scottish Government's [STEM strategy](#).

### Digital Skills Partnership

Edinburgh College is leading on one of five key workstreams to advance the pipeline of students working in the field of Computer Science, namely on providing students with the confidence and knowledge to progress from HN level courses into employment as an alternative to university. The College has hosted a number of regional upskilling workshops with employers and lecturers which has been achieved through collaborative working with colleges and universities.

### Energy Skills Partnership

Edinburgh College is a member of the Energy Skills Partnership (ESP), working with other

Scottish colleges including South Lanarkshire and Ayrshire, to support development of teaching approaches across engineering, energy and construction in line with its STEM commitment; including the development of new learning materials and procurement of shared resources and training equipment.

The College has, in the past 12 months, provided students, through its membership of the ESP, with access to an immersive Hybrid Reality (iHR) tool to simulate working at heights through the use of virtual reality.

### Future Activity

Whilst the College is focused on STEM and taking forward its STEM manifesto, it is championing the STEAM approach to the inclusion of STEM within our curriculum.

This is an internationally respected approach that acknowledges art and design as key instigators and contributors that drive STEM innovations, positively impacting on our communities, emerging technologies and sustainable economies. The College is committed to continually investing in STEM resources, and has invested in a new FabLab at Granton Campus in 2018.

### 7.2 Employer Engagement and broader stakeholder engagement



The College is continuing its

work to develop its Employer Councils as an integral element of the curriculum planning process; complemented by work being

taken forward by the DYW steering group. As noted above, work experience and employer engagement are closely linked, and the college's strategic approach reflects this.

Through the College's integrated and coherent industry-influenced approach to our STEM provision we will develop the capability to deliver new and emerging technology provision that meets the needs of key regional industrial sectors and ensures our students are digitally fluent and equipped to develop key skills to support economic future work. Through its membership of the Energy Skills Partnership and the Digital Skills Partnership the College has strengthened links with employers through representation on a range of existing industry and government groups, and influencing boards including:

- n DSP Steering Group
- n Engineering Themed Group
- n Construction Themed Group

There will be greater engagement with employers in every curriculum area. At a general level, the College will proactively engage with employers groups: such as SDS, DYW, the Federation of Small Businesses (FSB) and local chambers of commerce. The College has stakeholder advisors for every curriculum area. These are employers from the public, private and third sectors who meet on an ongoing basis to advise the College on developments in the external market and how these should be reflected in the curriculum.

employers have  
£15,000 available for training in the region. New

The College will significantly increase the number of Modern Apprenticeships it offers. It will also engage more effectively with employers to increase the number of sectors in which Modern Apprenticeships are offered and the levels of education available via the Modern Apprenticeship programme.

The outcome of this increased focus on Modern Apprenticeships will be to create parity of esteem between academic and vocational education and a range of educational opportunities that are better aligned to the skills required by regional employers and that better support regional economic growth.

Mapped pathways will enable young people to progress through to apprenticeship schemes from foundation level apprenticeships, in partnership with schools, along with a mixed portfolio of new graduate apprenticeships.

In 2017, the number of students on MA programmes was 2,000 and there are opportunities to increase in the areas of IT/Digital, Gas and Electrical installation, Transportation and Waste Management, based on LMI.

### **Flexible Workforce Development Fund**

The introduction of the Flexible Workforce Development Fund (FWDF) has created new and renewed links for the College with Apprenticeship Levy paying employers.

The College expects this initiative to grow and assist with the development of employer led bespoke training. Approximately 160

opportunities have been identified, especially for digital and professional upskilling. This is creating more opportunities for adults in employment to upskill, especially in the 24-35 demographic.

More broadly, the College's self-evaluation model has changed significantly to ensure all curriculum teams consider stakeholder engagement from industry in the evaluation and planning of their course provision in 2017/18 and beyond.

Edinburgh College is an active member of the three Community Planning Partnerships across the region: East Lothian, Edinburgh and Midlothian. Members of the College's Senior Management group, in line with statutory obligations, will continue to attend and actively participate in local community planning across the region. The College is committed to, and believes in, the mutual benefit of Community Planning Partnerships, and the contribution this will make towards achieving the college's own ambitions and strategic drivers; accordingly the college's Board of Management has established an External Engagement Committee to actively monitor and advise on the college's work as part of these CPPs.

The College works and will continue to work with the local authorities through representation on the CPP and CPP sub groups and by delivering on key objectives contained within each authority's Single Outcome Agreement. More detail is provided in the Regional Context Statement above.

The College will align its curriculum closer to the skills gaps and shortages of employers. It will also engage more with employers and look for their support to:

- n Grow employer engagement in specific areas and formalise excellent practice in others by the development and implementation of Employer Councils. These bodies will be used to inform and advise on curriculum design and development.
- n Improve employer engagement and participation in employer forums to better align the curriculum to industry developments.



- n Increase the number of students who find and progress to a job directly related to their course of studies. This will be achieved through a gradual shift of provision to more employer partnership models of learning and through the growth in apprenticeships.
- n Grow the volume of work placements (especially in full time provision) essential skills and employability units on FE course frameworks to better support students towards a positive destination.
- n Through FWDF we have made connections with 300 new employers and this new engagement with employers will assist our strategy to increase employer engagement and employability.

### 7.3 Work Experience

The ultimate aim of the curriculum and the College, is to provide work-ready graduates. A lack of work experience is the primary factor

in terms of employers turning away young applicants. In contrast, 24% of employers who provide work experience for a student, take on the person at the end of their placement.

Plans are in place to grow work-integrated learning over the forthcoming years, substantially improving upon the 2017/18

11.6% (1,316 fulltime students) participation rate. Considerable emphasis will be placed upon work-integrated learning across all full time programmes, with availability and accessibility

to work placements being a major factor in assessing the effectiveness of a course at curriculum review. Courses which lead to job outcomes on completion, most notably where the job is directly related to the course of study, will be a key measure of course effectiveness.

Courses are subject to annual audit to ensure that all the modes of work experience comply with the SFC publication Work Placement Standard for Colleges. Employer engagement will be captured through a centrally available database and published to further promote the employers engaging with learners in the region. Employers will also engage with courses by participating in revised college self-evaluation processes, to ensure that

learners with the optimum blend of technical skills and knowledge.

The ROA agreement measures of 20% of all College courses containing work experience is expected to be reached by 2020/21. All DYW courses, measured in ROA section 2a) will contain work experience, due to their vocational nature. However, the findings of the audit, completed before AY 2018/19 may well show that this figure will require to be significantly and rapidly increased in line with the audit findings.

Development of Foundation Apprenticeships has seen the College grow its cohort of learners on vocational pathways with key industry employers, reflecting the economic growth captured in RSA skills investment plans, these include Financial Services, Creative & Digital Media, IT Software Development and Business. Fifty new employers, including the largest financial organisations in the City Region, engaged with the College during 2017/18.

Edinburgh College is committed to improving its provision of work-integrated learning and currently addresses this by looking at specific SQA units of activity. However, as noted by the recent SFC report on the development of work experience guidelines for colleges, work-integrated learning can take a number of forms. The college will carry out a further audit during 2019/20, which will:

1. Identify levels of work-integrated learning attributed to all programmes, using a variety of measures.
2. Develop the CRM and LMI action plan items, aimed at enhancing work-integrated learning across all areas.
3. Engage with the regional DYW group to improve employment opportunities for learners using 'Marketplace'.
4. Utilise the multi-layered interactive digital map of employers engaging with the college.
5. Further utilise the dedicated points of contact within the college to engage with employers, enabling employer-led conferences to take place.

## 7.4 Apprenticeships and Foundation Apprenticeships

The external environment demands, via the report on Developing Scotland's Young Workforce/Scotland's Youth Employment Strategy, that apprenticeships are the primary means by which education training and skills development should be progressed. Some curriculum areas have established track records in delivering apprenticeships successfully: engineering, construction and railways provide good examples.

Responding to the above strategy the College is working with schools employers and SDS to significantly increase the number and scope of direct and indirect apprenticeships that will be available. Initially, these will focus on areas of high demand and projected growth, but ultimately, the aspiration is to have apprenticeships across the curriculum portfolio to provide an attractive alternative to attending College full time.

### Specific opportunities/issues being considered at present are:

- n Demand-led Modern Apprenticeships (MAs) in customer services, accounting, financial and legal services, management and waste Management
- n Foundation Apprenticeships in social services and healthcare, accounting and childcare & young people
- n Development work currently ongoing with SDS on the scope for Graduate Apprenticeships and partnership delivery

The pressure on the College's and sector's finances means that it is a challenge and a necessity for every curriculum area to work in partnership with the Business Development team to actively engage in market development activity, new product development to meet a bespoke demand or identify products within their portfolio that may be appropriate for commercialisation. International consultancy and training will be increased in partnership. A separate strategy will support this document.

In recent years Edinburgh College has supported modern apprenticeship provision across 10 different delivery areas, with around 381 MAs on the College direct contract.

MA	2014/15	2015/16	2016/17	2017/18 (approx.)
Indirect apprentices	1,929	2,017	1,793	2,000
FE	Full time	65.2%	62.9%	69%
HE	Part time	76.6%	82.1%	75%

\*The College currently has 74 active FA students, 57 were recruited in 2017/18.

The College recognises, however, the need to refocus its current contract in order to grow it again, using MA performance data to highlight high income areas and forecast the curriculum resources and facilities required to support growth in these areas. In line with this we acknowledge the need to stabilise and grow our provision in automotive and engineering organically but to focus increases in security, life sciences, IT and digital, and look at increasing provision in areas such as hospitality and creative industries. Additionally, the College will consider further development in new areas (for example the legal and accountancy sector).

In terms of achieving growth and improving quality, the College will consider the role of relationship managers in identifying new (larger) employers where returns can be achieved more efficiently – for example, focusing on new employers out with our current employer

database. Quality will be further assured through monthly performance and quality review meetings with employers, focusing on a number of key performance and satisfaction areas, feeding this back into the SDS contract coordinator and assessors.

The College is exploring 550 construction-related CITB indirect MAs transitioning onto its direct contract programme. Work undertaken to explore with opportunities through Collab may determine the college increasing cohorts of its own Modern Apprentice programmes.

The College is also positioning itself to satisfy the growing number of Graduate Apprenticeships in engineering, childcare, accountancy and legal services within the next five years and will work in partnership with regional universities to enable joint delivery where the opportunity arises.

## 8. HIGH PERFORMING INSTITUTIONS

**A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.**

### 8.1. Regional and National Priorities

In October 2017 Edinburgh College’s Senior Management group outlined an ambitious Strategic Plan, building on the College’s Business Transformation Plan.

The Curriculum Strategy, as outlined above, reflects regional and national skills priorities:

Growth areas	Scottish area of comparative advantage:
Creative Industries	Creative Industries (including Digital)
Energy – Oil and Gas, Renewable Technology	Energy (including renewables)
Life Sciences, Chemical Sciences	Life Sciences
Financial Services	Financial and Business Services
Tourism	Sustainable Tourism
Food and Drink Industry	Food and Drink (including agriculture and fisheries)
ICT and Digital Technologies	Data Driven Innovation Skills
Engineering	Electrical and Mechanical Engineering
Construction	Construction Skills for Housebuilding, to support off-site and on-site multi-skilled services

All projects relating to financial sustainability are led by the chief operating officer who is fully compliant with the Scottish Public Finance Manual. All transformation projects relating to workforce development have offered voluntary severance which is compliant with the Scottish Public Finance Manual and the SFC's guidance on Voluntary Severance Scheme.

The commercial development structure has been reviewed with regards to capacity and capability to increase revenue from these income streams. The vision is to ensure strategic growth over a five-year period through new planned commercial activity and growth. The aim will be to engage all faculties and have a combined, consistent delivery approach with SMART targets. The strategies will outline short, medium and longer-term objectives and areas for development. As these strategies have still to be implemented it is expected that commercial and international income will remain the same for 2018/19.

### **Early Learning and Childcare Provision**

The Scottish Government has pledged to increase the provision of free early learning and childcare provision to 1,140 hours per year by 2020, for children who are 3 or 4 years old, as well for 2 year olds whose parents/carers are on qualifying benefits and are eligible for the 600 hours free entitlement through the Children and Young People's Act 2014. We have set up a project team which has identified key local authority contacts and arranged bespoke training opportunities throughout the academic year. We have also seen a 14% increase in the number of full-time Childhood Practice students in 17/18 compared with the same time in 2015/16. We expect this to continue but the extent of the increase will depend on successful partnerships. In 2019/20 the College expects to achieve its target to deliver 6,639 Early Years credits from within our core credit activity, with 750 credits for PDAs and 5,889 for HNCs.

### **Edinburgh College ESF - Developing Scotland's Workforce**

The additional activity will enable the College to provide increased and improved opportunities to young people across the region in priority skills areas that will better prepare them for work. It will also enable the College to widen access, target the harder to reach people from across the region and provide more opportunities for people to obtain the skills needed for economic activity. The additional credits will be allocated to priority skills areas as outlined in the Colleges' development plan and will be driven by the needs of the region in accordance with the regional skills assessment. This additional ESF funding enables us to grow in areas of HE provision where there are identified skills gaps within our region. The courses selected are:

- n HND Architectural Technology
- n HND Visual Communication (Graphic Design)
- n HND Digital Design and Development
- n HNC Childhood Practice
- n HND Mechanical Engineering
- n HND Accounting
- n HND Travel and Tourism

In 2019/20 the College has a target of 1,338 ESF credits which it can confidently deliver.

### **8.2. National Gaelic Language Plan**

In 2016/17 Edinburgh College delivered Higher Gaelic and Advanced Higher Gaelic programmes at a city centre secondary school, whilst also offering two distance learning courses at Pre- Higher and Beginners' level (out with the small cohort funding model). Through this the College offers a clear progression pathway for students opting to study Gaelic.

The College now offers a multi-level National 5 and Higher Gaelic class which allows the lecturer and students' flexibility to level up or down during the course depending upon their ability. We believe that this will lead to a higher completion

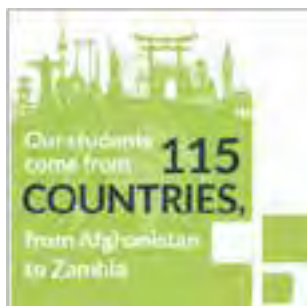


and success rate and widen access for those wishing to study the Gaelic language. In 2018/19 we are also delivering a National 5 Gaidhlig evening course for native speakers of Gaelic who wish to gain accreditation and are strengthening our links with Bun-sgoil Taobh na Pàirce, the Gaelic Primary School, in order to make parents of their pupils aware of the opportunities we offer to develop their Gaelic language skills.

learning and

The composition of centralised Gaelic funding going forward has been agreed with the Scottish Funding Council (SFC) in order that Edinburgh College can sustain and grow its Gaelic provision, this works in line with the SFC's Outcome 3: Greater Innovation in the Economy (National Strategy and Practice, Strategic Investment, Enterprise and Creativity, International).

### 8.3. English for Speakers of Other Languages (ESOL)



English for Speakers of Other Languages (ESOL) is supported within Edinburgh College in two separate curriculum areas – College-based ESOL and ESOL within the community.

Our College-based ESOL delivery provides progression for students through ESOL and into vocational college courses, higher education or better employment. English language and employability skills are at the centre of these courses with many full-time courses also offering vocational units to help bridge the gap for learners as they move into other subject areas. College-based ESOL also works closely with the College's International team to deliver a wide range of accredited and bespoke English language and teacher training programmes both in the College and in-country.

Our Community-based ESOL curriculum runs classes from beginner to higher level and targets individuals and groups who are often overcoming enormous barriers to



integration. Learners are often seeking asylum or UK Citizenship, and are often part of non-English speaking communities where they struggle to integrate with the wider community. Classes are held in community centres, libraries, community high schools and other venues that allow learners to study part-time during the days or in the evenings, meaning studies can be fitted around work and children's school times. Reading and writing workshops are run in addition to classes, and every week 85 classes are delivered by trained volunteers in the homes of learners who are unable to join a class at this time due to personal circumstances.

Edinburgh College ESOL departments have always worked in close partnership with Edinburgh Council and the voluntary sector to co-ordinate English Language services for learners. With the recent change to ESOL strategy funding these, partnerships are now widening to include East Lothian and Midlothian. Collaborative working is underway to plan for the changes in funding arrangements and ensure access for all learners is maintained and widened where there is unmet demand.

A strategic forum was established in the region in October 2017, led by the College and meeting on a monthly basis. Edinburgh, East Lothian and Midlothian councils have contributed to an audit by the College of ESOL delivery in the region using SFC credit-based funding methodology. This forum devises a service level agreement to ensure that data sharing and planning of ESOL delivery across the region is efficient and effective. The diversity and quality of provision in the region supports speakers of in excess of 81 languages to engage with their community and its services to work towards economic and cultural integration. The promotion of equality and diversity for learners and our community is our priority- this is supported by our strategic planning towards integrated delivery in AY 19/20.

## 8.4 Student Satisfaction

ECSA and the College's Quality Enhancement team meet regularly, in order to advance improvements in terms of both improving the student experience and gathering information pertaining to level of satisfaction throughout the academic session. Strategies and action plans to improve are regularly submitted to the Academic Council for discussion and approval.

The Edinburgh College pre-exit survey, for example, is designed to assess students' opinions regarding key aspects of their experience at the college, including: equality and diversity issues, facilities and resources, support and engagement, Learning Development Tutors (LDTs) and tutorials, and students' next steps and overall impressions of the college. This survey also contained the ten questions comprising the national survey of student satisfaction and engagement coordinated by the Scottish Funding Council. The pre-exit survey was comprised of 57 questions covering the topics listed above and additional questions regarding demographic and diversity information which are standard on every survey the college administers. The survey also provided the opportunity for students to offer their comments about what they most enjoyed about their college experience and what they felt could be improved.

Analysis of the pre-exit survey 2018 suggests the following key messages, areas for development and areas for review:

### Key messages:

- n Overall satisfaction with the College is high, with 92% of students stating they enjoyed studying at Edinburgh College, and 91% stating they would recommend Edinburgh College to a friend.
- n In terms of the student learning experience, satisfaction is also high. Students felt staff regularly discussed their progress with them (83%); students believed they were encouraged by staff to take responsibility for their learning (95%) and 86% of students reported receiving useful

feedback. A high percentage of students felt the way they

were taught helped them to learn (90%), and they had been able to influence the learning on their course (86%). Furthermore, 91% of respondents felt their time at College had helped them develop knowledge and skills for the workplace.

- n With regards to some Equality and Diversity aspects of the College environment, students reported high satisfaction. Students reported feeling welcome and respected at Edinburgh College (95%) and that they know who to speak to if they're concerned about an equality and diversity issue (90%). They are also confident they would be supported by the College if they complained of discriminatory treatment (90%).
- n In terms of facilities, students reported that access to computer facilities for their course was good (86%) and that they found the library useful while studying at College (82%).
- n Students also found it easy to access Moodle (92%) and 82% found it easy to report an absence.
- n Students are happy with their LDTs, with 91% of students stating their LDT was approachable and 83% stating that their Performance Development Review (PDR) had been useful to their studies. Furthermore, 81% reported that their LDT had supported them, that their tutorial programme was useful and linked with their study, and that they found their Equality and Diversity tutorial interesting and useful.
- n Students answered consistently positively regarding future steps. Students are aware of the opportunities available to them after their course (90%) and feel prepared to take their next steps (88%). They also report knowing how to look for jobs (82%) and having the confidence to apply for jobs (80%).

## Areas for development:

The College requires to engage with a wider group of learners to participate in the survey, and in 2019/20 will engage with more tutors, lecturers and class reps to ensure a greater proportion of learners are represented, in line with the rest of the College sector.

Students gave a mixed response with regards to the student voice:

- n 76% of students believed that student suggestions were taken seriously.

Some issues related to Equality and Diversity require further development:

- n 77% believed that all students at College were treated equally and fairly by staff.
- n 79% of students think the College does enough to promote equal opportunities and fair treatment.
- n 78% of students felt their time at College had helped broaden their outlook about the diverse groups within society.

National Survey of Student Satisfaction and Engagement	Satisfaction Rate	Comparison with 2017
1. Overall I am satisfied with my college experience	91%	+2%
2. Staff regularly discuss my progress with me	83%	+4%
3. Staff encourage students to take responsibility for their learning	95%	No change
4. I am able to influence learning on my course	86%	+4%
5. I receive useful feedback which informs my future learning	86%	+2%
6. The way I'm taught helps me to learn	90%	+4%
7. College has helped me develop knowledge and skills for the workplace	91%	+2%
8. I believe student suggestions are taken seriously	76%	+7%
9. I believe all students at the college are treated equally and fairly by staff	77%	-7%
10. The College Students' Association influences change for the better	50%	-11%

Overall Impressions	Satisfaction Rate	Comparison with 2017
I have enjoyed studying at Edinburgh College	92%	+3%
I would recommend Edinburgh College to a friend	91%	+4%

## 8.5 Cyber Resilience and Business Continuity

The work over the last year within IT has a centre infrastructure project focused on ensuring that issues such as firewall, phone network and IT network are resilient. Additional work has been carried out on back-ups and environmental monitoring. A particularly high risk identified was focused on external redundancies. All campuses are able to demonstrate a degree of additional resilience in this matter.

Project testing has taken place as solutions have been deployed. Further testing has been carried out so far through joint table top exercises with Estates. IT carry out disruptive testing - this involves the systems at a specific campuses (chosen during a holiday period) being purposely failed in order to test the College's ability to get systems back up and fully recovered.

Facilities have updated all their Business Continuity Plans (BCP) covering loss of utilities, adverse weather, incident management, pandemic and terrorism. Other than the pandemic BCP which was tested alongside the IT BCP none of the other plans have been tested in 2018.

Facilities have also created an incident folder centrally located at all campuses. Included in this folder are incident flow charts, incident management contacts, utility shut off points, check lists for telephone bomb threats. In conjunction with Police Scotland, Borders Council and Midlothian Council the College is also working towards a standardised threat procedure which will work across all educational establishments.

The College has re-established the bSafe group that is made up of key staff across the College which incorporates Business Contingency planning, security, safeguarding (including PREVENT) and corporate parenting. The groups' focus is on coordination and improvement of these areas and also of key themes, including;

- n Establishing a Business Continuity Framework and Plan Register

- n Training and Testing Programme
- n Communications and Awareness



## Cyber Resilience

The IT infrastructure team conducted a security gap analysis in 2017 (which identified areas of weakness around management of user accounts, passwords and regularity of patching) and began a series of efforts to improve security. The College is also a member of the universities and colleges Shared Services Information Security Service (UCSS), providing access to shared information security expertise and resources.

An information security risk report from UCSS InfoSec is expected in December 2018.

The different inputs from our internal gap analysis, GDPR legislation, the new Scottish Government cyber resilience framework, and the security experts from the UCSS InfoSec shared service all combined provided a clear picture of where we were, where we are now and what work remains to be done. Desktop computer security, malware protection, user training and incident response are some of the main areas that have been worked on.

IT have also been working in line with the Scottish Public Sector Action Plan on Cyber Resilience and has achieved the National Cyber Security Centres Cyber Essentials plus certification.

The Core Skills IT curriculum leader is involved in the SQA development of new FE unit assessments and will be ensuring that cyber security is contained within the delivery and outcomes of cyber security for the majority of FE students in 2018/19. This approach will build the capacity for cyber resilience within our wider student community.

## 8.6 General Data Protection Regulation (GDPR)

Edinburgh College, working in partnership with its Data Protection officer, has undertaken a wide programme of works to move towards full compliance with the GDPR and targeted dedicated staff resource - led by the College's Information Manager - to support this aim.

Working to the Information Commissioner's Office's 12 point roadmap, the College has progressed a sweeping information asset audit; deployment of a new data protection policy and mandatory staff training; and deployed a suite of privacy notices across the College. The College commissioned JISC to undertake a review of its GDPR preparations in April 2018, to inform its ongoing work, ahead of a full external audit in May 2019. Complying with this new data protection regulation marks the first step in an overhaul of the College's approach to Information and Records Management (IRM), one intended to sharpen and strengthen the College's information and records management, and Business Intelligence reporting.

The College has set up an Information Governance Group to review its approach to IRM whilst regular RAG status reports on the ICO 12 steps are provided to the College's Senior Management team and the Audit and Risk Committee.

## 8.7 Sustainability

**Sustainability Steering Group** - Edinburgh College's Sustainability Steering Group was established in 2015 and is responsible for leading on sustainability within the College. It meets quarterly and is chaired by the chief operating officer and draws membership from across the College community.

**Energy, Water and Carbon** - Estates Services lead efforts to reduce energy consumption and carbon emissions in the College. 97% of our carbon footprint is associated with our buildings, from heating, lighting and use of other equipment. The first Carbon Management Plan (2014-19) has taken us from 7581 t/CO<sub>2</sub>e in 2013-14 to 5481 t/CO<sub>2</sub>e in 2016-17, a 28% reduction. In 2017, the SFC funded College Energy Efficiency Pathfinder programme provided investment of approximately £2.2million. We have now reduced our CO<sub>2</sub> consumption based on our baseline year of 2013/14 by 34% thanks to the investments made which has been implemented over the last 12 months, in 2017/18 to 4817 tCO<sub>2</sub>.

### Investments include:

- n LED lighting project within 90% of three campus buildings at Milton, Midlothian and Sighthill
- n Main Boiler and Calorifier Replacement works for Milton Road with upgraded heat exchangers
- n Combined Heat and Power Plant (CHP) – for Granton Campus
- n New Gas Heating for Sighthill workshops (replacement for old electric heaters)
- n Various controls measures and building management software improvements
- n BuildingsThink' portal to allow for future improvements including the IOT

**Waste** - Estates services are responsible for managing the College's waste through the 'Waste and Recycling Policy'. Improvements in infrastructure, signage and procedures have helped reduce the total waste from 815t in 2014 to 594t (27% reduction), and seen an increase in the on-campus recycling rate from 29% to 32%, but there is no doubt that significant challenges remain. Off-campus, the contractor sorts most waste so that it can be fully recycled (recovery rate is >90% for the mixed recycling stream, and approx. 60% for the general waste stream). Food waste is turned into green energy using an anaerobic digester.

**Travel and Transport** - in the 2016-17 Induction Travel Survey, 73% of students claimed to have travelled to the College using sustainable travel options including public transport (62%), walking (9%) or cycling (2%). Whilst 24% of students travelled to College by car. The College has worked in partnership with Cycling Scotland and Edinburgh City Council to invest over £50,000 in cycling initiatives over the past few years. Edinburgh College Students' Association received a grant in 2018 from the Climate Challenge Fund to deliver low carbon travel for students which runs over the next two years. The College also has an all-electric pool car fleet, several electric vans and four electric bicycles. Our aim is to make travelling to the College 'sustainably' the best option.

**Community Growing and Biodiversity** - Edinburgh College is unique amongst similar institutions in that it has Community Gardens on two campuses and growing opportunities at the other campuses. The Community Gardens are used extensively as part of the learning experience of students in the college, as well as by a number of community groups. The gardens won the UK and International Award in the Green Gown Student Engagement Category in 2015. The College also has spent considerable time enhancing biodiversity on our estate and is a member of the Edinburgh Biodiversity Action Plan.

**Climate Change Adaption** - Climate Change is predicted to have far reaching consequences in the future including: increased flooding; droughts and water shortages; increased wind speeds and storms, many of which could directly and indirectly impact the operation of the College. To date no specific work has been undertaken to assess these aspects of climate change or action plans to improve resilience. However, our Business Continuity Plans do cover some aspects of climate change adaptation.

**Sustainable Procurement** - Advanced Procurement Universities and Colleges (APUC) provide the College's procurement services, and have sustainability embedded within their frameworks. The most recent tender for catering included a comprehensive suite of sustainability specifications which will influence the tendering process. Most of the photo-copier paper used is from recycled sources.

**Fair Trade** - Our Fair Trade Policy outlines our commitment to selling and promoting fairly traded products within the College. Much work has been undertaken to ensure fairly traded products are widely available in our retail outlets. Fair Trade has been incorporated within aspects of the curriculum and has been widely promoted. Our efforts were recognised in 2018 when we were awarded '2-Star Fairtrade College' award.

**Sustainable Education** - The College's Sustainable Education Strategy aims to ensure that sustainability becomes a core concept in our delivery of courses so that our students are prepared for the requirements of a low-carbon and sustainable 21st-century workforce. Students at Edinburgh College have the opportunity to learn about sustainability through a variety of topics and contextualised approaches throughout their learning journey, in order to become responsible citizens of the future. We aim to have sustainability education embedded in every College curriculum area by 2020 through a series and variety of approaches appropriate to curriculum areas.

Edinburgh College is leading the sector in this field, as evidenced by winning the College Development Network award for Sustainability Education in 2018.

We aim to create a sustainable organisation that respects the diversity of staff and students and enables them to fulfil their potential, to contribute fully and to derive maximum benefit and enjoyment from their involvement in the life of the College.

The College seeks to develop staff and students who are aware of, and take action on

sustainability throughout their lives enabling them to be global citizens. We promote the principles of 'Education for Sustainable Development' through teaching, research and knowledge transfer activities. A new strategy was launched in October 2017.

We support social responsibility across the College and in our communities and encourage the use of Fairtrade products and achieve Fairtrade status. Edinburgh College complied with Scottish Government sustainability reporting in line with the requirements of the Climate Change (Scotland) Act 2009.

## **9. GREATER INNOVATION IN THE ECONOMY**

**A national culture of enterprise and Innovation leading to a more productive and sustainable economy.**

### **9.1. Innovation**

In line with the SFC CIWG Innovation Action Plan for Development the College has developed a Strategic Innovation Workstream which will seek to develop new practices, processes and ways of working throughout the organisation. The primary focus will be to ensure that the College is equipped to take full advantage of emergent trends and opportunities while retaining the ability to quickly adapt to internal and external changes in the operating environment.

The Development of an Innovation Strategy will determine an innovation process for the continual generation of new ideas and innovation development. The strategy will allow the alignment of outputs and measurement with the SFC CIWG Innovation Action Plan for Development including the consideration of potential models for cross- sectorial partnerships and further sectorial/industry/stakeholder partnerships.

**The strategic objectives will be to;**

- n** Mainstream and communicate innovative practice throughout the organisation
- n** Develop strategic partnerships with external organisations who can support the innovation process
- n** Establish, maintain and measure existing organisational innovation capacity
- n** Establish an innovation measuring and monitoring framework and align to external benchmarking organisations
- n** Minimise the risks associated with the implementation of innovation, or lack of innovation
- n** Increase commercial income through the adoption of innovative products, processes and services

The College will adopt an 'innovation case model' approach to support the incubation process and will introduce an innovation development and feasibility process which will be overseen by an Innovation Committee.

The College will begin the process for gaining the award of Investors in Innovation from January 2019 (awarded by the Institute of Knowledge Exchange), with staff currently undertaking Certificate of Professionalism in Innovation Practice. It is expected the College will have gained this accreditation by the end of academic year 2019/20.

The College has established a group promoting the use of innovation funding streams such as Interface and works within curriculum planning and development to maximise their usage. Examples of success are held on the College intranet, with nominated representatives from every faculty.

An example of innovative practice is Daydream Believers, part of Edinburgh College's 'Engaging Schools Programme' which seeks to transform how educators work together to create the workforce of the future with design thinking and innovation at its heart.

The SQA has highlighted the Daydream Believers art and design initiative in the [SQA Academy](#) as part of SQA and Education Scotland's Best Practice showcases.

The Sustainability Education group also advances innovation and entrepreneurial practice, and all activity is captured through the Faculty operation plans. The College works in partnership with organisations such as Bridges to Business and Scottish Institute of Enterprise to advance and promote entrepreneurial activity. An example of this is noted [here](#).

## 9.2 Enterprise

The College works with a variety of entrepreneurial agencies to support activity within the College at all levels. These include Scottish Institute of Enterprise ([SIE](#)), Business Gateway, Cultural Enterprise Office, Bridge 2 Business and Transmit. There is focus within the College to include entrepreneurship activity within the tutorial process and throughout HND Graded Units, and the aforementioned organisations have regular engagement with staff and students. For example, the Creative Industries Faculty has a clear commitment to embedding entrepreneurship through its [employability day](#) and builds on this with further targeted activity.

The new core and essential skills project within the College's Strategic Plan Blueprint seeks to further develop and embed entrepreneurship activity wherever possible.

The strategy for sustainable curriculum also signposts opportunities to identify and promote entrepreneurial activity through the College's operational plan.

A few examples of enterprise activity and excellence are listed below:

- n The College's Daydream Believers programme, with student ambassadors reaching out to develop enterprise and creative thinking in schools <http://enterprisingschools.scot/partners-2/>

The College is planning to further extend this programme across all schools in the region with a train the trainer model with employers. We aim to make a clear link for this activity into the STEM action plan for P7-S3 as well as making clear to schools the links with DYW. We are currently partnering with a number of employers, such as Skyscanner, Whitespace and Realise to extend the project. Data Visualisation and Data Driven Innovation is connected to this initiative, key drivers for the regional economy.



- n Communications lecturer, Madeleine Brown, was congratulated in Scottish Parliament by Lothian MSP Gordon Lindhurst for her award-winning work in supporting student entrepreneurs. Madeleine was named enterprise educator of the year by Young Enterprise Scotland for her work in developing Entrepreneurship in the Creative industries.
- n The Fresh Ideas competition runs monthly from October to January and the College regularly participates in this. Edinburgh College, HND Beauty Therapy student, Aimee Ritchie was a winner in the October round of the Scottish Institute for Enterprise (SIE) Fresh Ideas competition with a new design for a healthy reusable water bottle alternative to avoid 15 million plastic bottles added to landfill every day.
- n Sport and Fitness lecturer Pauline MacDonald was appointed Girls'/Women's Youth Performance Pathway Manager and U-17s head coach of the Scotland women's international football team.

### 9.3 Awards and Competitions

- n The College continues to increase the number of awards and competitions that students and staff enter - a stated aim of the College's refreshed Strategic Plan. Recent awards and national competition winners include:
  - n The College's electric vehicle project won the Green Fleet of the Year title at the UK-wide Business Car Magazine Awards. The 15-strong fleet of electric vehicles was crowned the UK's best at the awards, beating competition from four other nominees - London Borough of Hackney, Swansea University, Absolutely Couriers and Bluecity, an electric car sharing scheme. Electric fleet administrator Bob Murphy was also nominated in the Fleet Manager of the Year category.
  - n Painting and Decorating apprentice Stefano La Greca was named Paint Apprentice of the Year at the national Bodyshop Magazine Awards 2017. Stefano, a Vehicle Painting apprentice at the college, was selected as the winner ahead of competitors from across the UK at a competition event in London.

- n Painting and Decorating apprentice Jordan Charters won a Medallion of Excellence at the World Skills finals in Abu Dhabi. Jordan received his honour with all the winners at a spectacular closing ceremony in front of 15,000 people and the world's media at the ad Du Arena in Abu Dhabi.
- n Light Vehicle Maintenance and Repair student Tibor Ovari picked up an award for Outstanding Student at the Institute of the Motor Industry's annual Outstanding Achievers Awards. The industry's professional body hosted its annual awards ceremony at its headquarters in Hertfordshire where the finalists from across the UK celebrated their success.
- n Stonemasonry apprentice Hamish Innes won a bronze medal at the national final of the UK's longest-running construction skills competition at the UK National Skillbuild Final, which was held at the Birmingham NEC.
- n HND Visual Communication: Graphic Design student Lena Sakura won silver in the Direct Marketing Association's (DMA) Breakthrough Award 2017. The award showcases the best creative talent from undergraduate advertising, design and marketing students in the UK.
- n Student Vicki Harrison achieved Scotland's top Advanced Higher French final exam result, out of 774 candidates. Edinburgh College is the only college in Scotland to offer Nat 5, Higher and Advanced Higher qualifications in modern languages - French, German, Italian and Spanish. The Franco-Scottish Society President the Rt. Hon. Lord Brodie congratulated the student and College team.
- n The Awarding Body at The Chartered Institute of Marketing (CIM) has commended Edinburgh College for the excellent standard of results achieved for assessments submitted in the December 2017 assessments session for the Strategic Marketing module of the Diploma in Professional Marketing.

Experience, which involves primary pupils from across the city taking part in STEM workshops, was given an award from the George Pettigrew Trust at the Scottish Motor Trade Industry annual dinner.

- n The College was presented with the Wee Apple Award 2017 by fruit tree supplier Scottish Fruit Trees for its work in donating and planting trees to support a fruitful Scotland. The College received the award during Holyrood Apple Day 2017 which brought together MSPs, schools, community groups, and businesses in celebration of the ongoing work to maintain, harvest and develop orchards across Scotland.
- n The College was highly commended at the Commercial Fleet Awards 2017 for its low carbon fleet.
- n Electric vehicle administrator Bob Murphy was named as one of the 100 most influential people in the green fleet industry in 2018 for the second year running.
- n Five Edinburgh College students drew their way onto the shortlist for city publisher Floris Books' fifth annual Kelpies Illustration Prize. The students were among 10 finalists for the children's book illustration award.
- n The College's fleet of electric vehicles was shortlisted for an award at the Fleet News Awards 2018 in the ECO Fleet Award category, which recognised organisations that acknowledge environmental concerns are high on the agenda, and have taken steps to address them through successfully working to cut their CO2 emissions and showing corporate responsibility.
- n Edinburgh College Student Association (ECSA) won two awards at the NUS Scotland awards 2018 held in Dunblane. The ECSA team were named the College Students' Association of the Year for the second year running for their role in shaping education and empowering individuals in the past twelve months. ECSA also had their first ever win in the Education category, an award given for a project or campaign aimed at improving access to or attainment in post-16 education.
- n Three Edinburgh College hairdressing students proved to be a cut above the rest as they scooped medals at the Association of Hairdressers and Therapists (AHT) south

Scotland regional competition. The students picked up two gold medals and a silver at the annual south Scotland heat of the competition held in Coatbridge.

the role of ECSA president, which she has done while raising her daughter by herself.

- n Two HNC Hairdressing students showed their cutting edge by winning gold and silver medals at a national hairdressing competition held at the Winter Gardens in Blackpool. Claire Miller and her fellow HNC Hairdressing student, Hayley McEwan, won four medals between them at the Association of Hairdressers and Therapists (AHT) national finals, competing against talented students from across Great Britain.
- n The College's Marketing team was honoured at the College Development Network's (CDN) annual Marketing Awards, taking home a Gold, two Silvers and a Bronze award.
- n The College accepted an award for a STEM project that involved working with local schools to build model rocket cars based on one being used for the land speed world record attempt. The College's Faculty of Engineering and Built Environment were awarded £500 and a trophy from the George Pettigrew Trust Fund for its BLOODHOUND Rocket Car Education Programme in association with the Energy Skills Partnership.
- n The College lifted the Champions Trophy at the Scottish Student Sport College Cup 2018 for a fifth consecutive year. The College had a team in each of the seven finals held at Oriam, winning six of them to be crowned the overall winners.
- n HND Photography student Gavin Smart was named Scottish Student of the Year 2018 at the Master Photographers Association (MPA) Awards 2018.
- n Photography students and alumni captured the imagination of the judges at the country's top competition for young photographers, winning 18 awards in total. The annual British Institute of Photography (BIPP) Scottish Region Awards saw 13 students and alumni recognised across areas of photography including photojournalism, advertising, fashion and social and portraiture.
- n Student and former ECSA president Sarah Hay was nominated in the Outstanding Contribution from a Student category at the 2018 Herald HE Awards in recognition of her personal journey through education and into

n A first-year Professional Cookery student came out on top against four of his classmates to bag himself a visit to one of the UK's top hotel and restaurants, Le Manoir Aux Quat'Saisons in Oxfordshire. Justin Jones, a City and Guilds Level 1 student, won the James Thomson Student of the Year Award after wowing the judges at a cook-off competition at the five-star Prestonfield House in Edinburgh.

n Hairdressing student Rachel Thomson styled her way to double success as she strutted her stuff on the national stage in a UK-wide hair and beauty competition. She was chosen as a finalist in the Hair Council UK Student of the Year Awards 2018 in London. Her appearance at the final came just days after she was named Wella Student of the Year Award at the College's Prize Giving awards for students.

n Welding student Andrew Grant was named the Heating and Ventilation Apprentice of the Year at the BESA Scotland Pipefitting and Welding Competition 2018 held at the college's Midlothian Campus.

n Automotive Engineering student Anthony Mailer drove himself into contention for a final spot in the UK's biggest skills competition after winning a qualifier designed to test his light vehicle maintenance skills. He was awarded first place in the IMI SkillAuto Technology Qualifiers, beating five students from three other UK colleges at the Henry Ford Academy in Daventry, Northamptonshire.

n Edinburgh College Graphic Design student Niamh Curran was named Star Creative Student at the Marketing Society Star Awards 2018. She was presented with the award at the 2018 ceremony after beating off stiff competition from other college and university students across Scotland. Niamh was crowned the winner, after submitting a written application for the award in response to a real client brief set by STV. She was one of six finalists selected to pitch their design concepts to the client and panel of judges.

n Former Principal, Annette Bruton's

dedication to supporting young people in education was



recognised with a special award at the Herald Higher Education Awards 2018.

additional support needs.

- n** The 2017/18 Edinburgh College Students' Association (ECSA) officer team ended their tenure by winning one of the top prizes at the UK-wide NUS Awards. ECSA won the Officer Team of the Year Award, beating competition from another seven universities and colleges across the UK.
- n** Interactive Design student Jonatan Moreno used his sharp design skills to pick up a coveted Pencil trophy from the D&AD New Blood Awards, which honour the rising stars of design, digital and advertising. He was given the award for his work developed from a brief set by Beano studios. The brief was to re-imagine and evolve an existing female Beano character, then bring the designs to life through a short animation.
- n** The performance of students working towards a Diploma in Professional Marketing was given another commendation by the industry's leading professional body. The awarding body at The Chartered Institute of Marketing (CIM) commended Edinburgh College for the excellent standard of results achieved for assessments submitted in April 2018 as part of the Mastering Metrics module of the course
- n** The College was shortlisted for an award for its work in inspiring young people to become the next generation of innovators, pioneers and tech entrepreneurs. The college was one of five finalists shortlisted in the Innovating in STEM education/training category at The Herald Global Game Changers Awards.
- n** Photography students captured the imagination of the judges at the country's top competition for young photographers, winning eight awards at the British Institute of Professional Photography (BIPP) National Student Awards 2018.
- n** The College's Access and Continuing Education team were shortlisted in the Diversity through Education category at the Herald and GenAnalytics Diversity Awards 2018 for their work in removing barriers to education and employment for people with

- n Interactive Design student Scott Boobis was runner-up in the Student category at the Herald Scottish Business Award 2018 after developing a prototype healthcare app designed to assist people in accessing medical support.
- n The College's green credentials were recognised at Scotland's largest celebration of college achievements – the College Development Network Awards 2018. The College's Sustainability team picked up the Sustainability Award at the ceremony for their work in demonstrating leadership and impact in sustainability in the academic year 2017/18.
- n The College's Creative Industries team was highly commended in the Employer Connections category at the CDN Awards 2018 following innovative work aimed at bringing students, pupils, educators and employers together to support young people from the beginning of their education and HNC Legal Services student Sarah Cameron was also commended on the night. Sarah was shortlisted in the Student of the Year category after showing drive and determination through challenging times, excelling in her studies throughout the academic year.
- n The College played host as the region's top young plumbers received awards for their hard work in 2017/18. Edinburgh College winners included Alexander Scott, a first year apprentice with Haggert Plumbing; Lauchlan Aird, a second year apprentice with Postcode Plumbers; Robbie Hogarth, a third year apprentice with D and P Plumbing and James Summers, a third year apprentice with Hart Builders (Edinburgh) Ltd.

## APPENDIX 1: EVALUATIVE REPORT 2017/2018

### Section 1: Edinburgh College Operating Context

Edinburgh College is one of the largest in Scotland, with 26,644 enrolments and 23,961 unique students in 2017/18. The area served includes the City of Edinburgh, along with Midlothian and East Lothian regions. A significant number of learners travel to the College from Fife, the Scottish Borders and other parts of the country, in order to access the specialist provision available; the current offer includes a wide range of programmes for speakers of other languages, young people attending school and work-based learners.

The curriculum offer includes over 700 fulltime and short fulltime courses, delivered across four faculties: Creative Industries; Engineering & Built Environment; Health, Wellbeing & Social Sciences; Hospitality, Tourism & Business, with programmes ranging from SCQF Levels 2 to 10 in a wide range of subject areas. Degree provision is offered in partnership with universities across several subject areas.

Edinburgh City, East Lothian and Midlothian have a combined population of 680,920, with 21% of the population aged between 16 to 29 years old; 92% of school leavers within Edinburgh, East Lothian and Midlothian progress to a positive destination, in line with the national average. The region has 6% of the population from the 10% most deprived areas nationally, although East Lothian has one of the lowest percentages nationwide (0.6%).

Health, financial services, professional, scientific, technical and retail are the largest employment sectors in the region; future growth is expected to be driven by construction, financial services, health and social care and digital technology (most notably, data-driven innovation). Overall, 7% job growth is expected by 2024, but skills and qualification gaps could prohibit growth and career progression. In line with this analysis, the College has previously developed a STEM Manifesto and new Curriculum Strategy,

increasing the number of students within Science, Technology, Engineering and Maths (STEM),

Health and Social Care, Construction and Built Environment and Business, Legal and Financial Services subject areas.

The College has a partnership agreement with Edinburgh College Students' Association (ECSA), which establishes it as an autonomous organisation. ECSA play a key role as a strategic partner, is part of the Board of Management and informs quality enhancement, in the context of the student experience. The College continues to be involved in Community Planning Partnerships with each of the Local Authorities, engaging with a variety of groups that include Developing the Young Workforce, Edinburgh Partnership, Capital City Partnership, City Region Deal, Getting it right for every child (GIRFEC) and Children and Young Persons Services.

### **Key Messages 2017/18**

Edinburgh College exceeded the Regional Outcome Agreement credit target of 187,742 for the 2017/18 session by 5150, delivering a total of 192,982 credits. This is particularly significant in the context of the 'inclusive growth' strategy, which has resulted in increased credit delivery for students with a known disability, BME learners and those with care experience.

This outcome was due in part to an overall increase in enrolments, most notably in respect of part-time courses. As a consequence, the number of MD10 students enrolled rose by 233, to a total of 1969. The number of fulltime Care-Experienced students rose by 188 to 302 and the number of credits delivered to students with a known disability, increased by 4,786, to 37,067 (17.2% to 19.2% of all credits).

The College 'Completed Successfully' outcome total rose by 2.37%, to 75.03%.

## **Section 2: Methodology used to evaluate the quality of provision and services**

Edinburgh College has arrangements in place to reflect on performance across all aspects of its operations. The main mechanisms for doing so are:

1. Scottish Funding Council and Education Scotland Engagement
2. Business Transformation Plan (BTP) – 2017/18 Monitoring Mechanisms
3. The Updated College Self-Evaluation Process
4. Operational Planning Processes
5. Performance Review Processes
6. Stakeholder Consultation
7. Internal and External Audits
8. Governance and Regional Boards

### **1. Scottish Funding Council and Education Scotland Engagement**

The regular tripartite meetings with the SFC and Education Scotland have supported the effective evaluation of areas of positive practice and areas for development. The College HMIE made a significant contribution to the in-session enhancement plan for 2017/18, across a number of subject areas. The College Executive Team meet on a monthly basis with our Outcome Agreement Manager and managers from SFC, in order to evaluate progress towards meeting the objectives of the Regional Outcome Agreement and progress of the Business Transformation Plan, which concluded in August 2018.

### **2. Business Transformation Plan (BTP) – Monitoring Mechanisms**

The Edinburgh College Business Transformation Plan was established in order to see the College through a challenging period of transformation. The plan has been implemented in agreement with and monitored by, the Scottish Funding Council. This focused on:

- Financial Sustainability
- Reshaping the Curriculum
- Student Recruitment and Retention
- Workforce Development

The BTP concluded in August 2018, having incorporated a project management approach, with all projects and programmes evaluated against set milestones, governed by the Board of Management. The execution of the plan was considered at all stages in terms of milestones and transformation triggers achieved, associated risk and compliance. The programmes and projects within the Business Transformation Plan were driven and overseen by four programme boards and at executive level, by the Strategic Programme Board.

The process provided an additional means of measuring performance and improvement throughout session 2017/18. Through the BTP, the College remained on track in terms of meeting its agreed financial objectives with the Scottish Funding Council.

Recruitment has once again improved, most notably in terms of part-time further education, exceeding overall recruitment targets for 2017/18.



### 3. Self-Evaluation Process

There were further revisions made to the self-evaluation process during 2017/18, in order to ensure that the process involves the entire learning community and those services supporting its success. A wealth of data and information affords each curriculum area the opportunity to reflect upon their performance throughout the year, in a bid to make timely changes to areas for development and identify areas of good practice to be disseminated across the provision. Self-evaluation in this context continues to be a dynamic, systematic process, placing students at the centre of everything we do.

The process requires both curriculum and support teams to meet regularly, formally reflect, carry out self-evaluation and subsequently produce appropriate action plans, accordingly. This is supported and informed by Report Pathway active data packs, comprising Performance Indicators, Student Satisfaction Survey outcomes, Wellbeing, Equality and Inclusion information, along with student destination data relevant to specific teams. The outcomes of this process form a key aspect of the evidence base used to inform this report.

### 4. Operational Planning Process

Operational Plans are internal documents, intended to set out the operational objectives and targets relating to the overarching Strategic Plan 2017 – 2022. These documents summarise the extensive planning that takes place in advance of the forthcoming academic year. Detailed departmental analyses provide important operational context, aims and measures for both curriculum and support areas.

The College Strategic and Operational Plans, together with the Board of Management Annual Report and external review reportage from Education Scotland, inform the key planning and review processes. This suite of documents represents the planning cycle of the College, directly linking operational target-setting, outcome achievement and key strategic aims.

Overarching objectives, both strategically and operationally, are to:

- n Deliver in line with the needs and demand of learners, communities and business organisations served by Edinburgh College
- n Deliver the national priorities of the Scottish Government, in particular governance and reform of the Further Education Sector
- n Ensure financial viability and sustainability

These objectives are informed by the Regional Outcome Agreement.

### 5. The Performance Review Process

Regular Performance Reviews are carried out at six-weekly intervals, across all curriculum areas; teams are tasked with a review of performance data and the identification of actions to inform and effect improvement.

Performance Review data is utilised to effectively inform both qualitative and quantitative evaluation of academic and support provision, which includes all associated services. Reviews are led by members of the College Executive and this collegiate dialogue aims to promote a culture of open communication, discussion most importantly, help find positive solutions regarding areas for development that may exist. The process is aimed at challenging performance in a positive manner and providing motivational support, whilst facilitating team understanding of and commitment to, all aspects of the College business.

### 6. Consultation with Stakeholders

Consultation takes place with a variety of internal stakeholders (staff, Edinburgh College Student Association, College Board of Management) and external partners, including Community Planning Partners, DYW stakeholders, STEM employers, university and school leaders, Scottish Funding Council, Education Scotland and Skills Development Scotland. By embracing this approach, the College has sought the development and shaping of future curriculum and services to particular communities; a

clear acknowledgement of the need to involve

stakeholders in service development, review and policy making. The College Business Transformation Plan, Strategic Plan 2017 – 2022 and Blueprint for Delivery 2017 – 2022, have been subject to wide consultation with stakeholders.

## 7. Internal/External Audits

The College has a robust on-going programme of internal audit. Risk management and compliance monitoring investigations are carried out by the Senior Management Team and the College Board of Management, following audit activity.

## 8. Governance & Regional Board

The College Board of Management, via a robust system of sub-committee activity, oversee all aspects of governance, through regular scrutiny and challenge of associated processes and performance. The Academic Council provides guidance on curriculum development and performance, along with factors pertaining to the student experience.

### Outcomes and Impact:

#### 3.1 Wellbeing, Equality and Inclusion

##### Areas of Positive Practice

Edinburgh College works closely with a range of key stakeholders, including its Community Planning Partners, in order to meet the changing needs of learners and support delivery of our Widening Access aims and Equality and Diversity duties.

- n A three-year trend of growth in STEM courses demonstrates the positive impact of our bespoke manifesto, with these programmes now accounting for 26% of all credits delivered, which is above sector average; the volume increased from 46,700 to 50,225 (target 44,640) in 2017/18.
- n The College Gender Action Plan has had a positive impact upon a number of key areas;
- n the Engineering Team, for example, were 2018 finalists at the Herald Global Game Changers Award for their Developing the Young Workforce/Widening Access work with local primary and secondary schools. This initiative was designed to encourage pupils from under-represented groups to access STEM provision. Other subject-specific projects to encourage more males into Tourism and Childcare and more women into Art and Design have been trialed and will continue to be developed.
- n The introduction of The Student Wellbeing Team has had a very positive impact on the retention and attainment of those students accessing its services during 2017/18; this included a very successful pilot of cross-campus Counselling Services. The College continues to work with NHS Lothian, local universities and mental health agencies such as CAMHS and SAMH, in a bid to help support and improve the mental health and wellbeing of our students.
- n In order to increase the positive impact of the College Corporate Parenting Plan, a number of training events took place for staff during 2017/18; these included work with external agencies and an increased whole-College focus, facilitated by the Health and Wellbeing Day in June 2018.

Inclusive Growth Outcomes	2015/16	2016/17	2017/18
Volume of Credits delivered to BME learners	14,489	16,307	17,173
Proportion of Credits delivered to BME learners	8.00%	8.70%	8.90%
Volume of Credits delivered to students with a known disability	26,034	32,281	37,067
Proportion of Credits delivered to students with a known disability	14.50%	17.20%	19.20%
Volume of Credits delivered to students with care experience	3,156	2,580	4,064
Proportion of Credits delivered to students with care experience	1.80%	1.40%	2.10%
Volume of Credits delivered to SIMD10 learners	14,463	15,997	17,012
Proportion of Credits delivered to SIMD10 learners	8.1%	8.6%	8.8%

n As part of the strategy for its BSL Plan, the College collaborated with local councils, NHS Lothian, other education bodies, public bodies and third sector agencies, at a local consultation event. This afforded colleagues the opportunity to gain valuable feedback from the local Deaf Community, in order to ensure Edinburgh College services are fully inclusive and students are provided with the best opportunities to achieve successful outcomes.

n The implementation of a new ESOL project across Local Council areas has seen Languages and ESOL FE and HE provision become the highest performing curriculum area in terms of Completely Successful outcomes; for 2017/18, these were 82.8% and 90.6% respectively.

n The College holds many events aimed at raising awareness and promoting a culture of inclusion.

Edinburgh College Students' Association (ECSA) and Equalities Team worked together on a number of events, including an Anti-Bullying/Anti-Hate Crime Awareness campaign covering all protected characteristic groups, along with campus events celebrating LGBT History Month. Addressing issues that are of such significance to students, ensures that their voices are heard.

A key highlight of session 2017-18 was our Cabaret Diversity event, where students

and staff from different curriculum areas came together with community partners to celebrate diversity in the Year of Young People. Pupils from the Schools' Academy (Events and Hospitality) Programme researched, organised and managed the event, which included musical elements from our Performing Arts students. The pupils received very positive evaluative feedback for inclusion in their course portfolios. Collaborative work of this nature helps to create and sustain a culture of inclusion; although it is acknowledged that participation rates require improvement, this assertion is supported by student satisfaction survey outcomes, where those students choosing to participate, reported:

**93% - I feel welcome and respected at Edinburgh College**

**89% - My lecturers treat us all fairly and equally**

**91% - I am confident I would be supported by the College if I complained of discriminatory treatment.**

n These responses are consistent across a range of students with protected characteristics participating in the survey process, who responded positively to the statement 'I feel welcome and respected at the College':

	Declared Disability	Mental Health Ind	BME Students	LGB Students	Identifies as Transgender	Care Leavers	Carers	Aged 16 - 19
2017/18	94%	93%	95%	94%	91%	96%	97%	96%
2016/17	93%	91%	93%	91%	87%	97%	93%	93%

n ECSA has had a very positive impact on our LGBT community and as a result, were awarded LGBT Youth Scotland's Bronze Charter Mark for its work in promoting LGBT rights at the College; ECSA are currently the only Scottish Students' Association to achieve this. ECSA also were awarded two stars for their Health Body, Healthy Mind Programme; both recognise the positive impact that their initiatives are having on those students

involved.



## Areas for Development

- n Additional interventions to be identified that support those with protected characteristics (including carers, LGB, Trans and students with mental health issues), in order to achieve mental wellbeing, improve retention and achieve increasingly successful outcomes for these student cohorts.
- n The 'inclusive growth' strategy has proved successful in terms of increasing credit delivery for students with a known disability, BME learners, those with care experience and those resident in the most deprived areas. However, these students do not yet perform as well as their peers across all areas of provision; additional intervention strategies are required.
- n Increase the number of students participating in the Student Satisfaction Surveys to a minimum of 50% across all areas of the provision.
- n 2017/18 saw a significant increase in the number of SIMD10 and Care-Experienced FTFE students both enrolled and achieving a recognised qualification, in line with the inclusion strategy. However, on courses of 160+ hours, the key groups often perform less well than their peers, in terms of the sector average.

Key Group Completed Successful Outcomes (160+ Hours)	2017/18	National Sector PIs
10% Most Deprived Postcode Areas (SIMD10)	64.2%	66.1%
20% Most Deprived Postcode Areas (SIMD20)	63.8%	66.2%
Ethnic Minority	73.1%	71.3%
Declared Disability	61.7%	66.5%
Care-Experienced	49.5%	57.2%

No. SIMD10 Enrolments / Outcomes	2015/16	2016/17	2017/18
Enrolments	605	512	771
Achieving a Recognised Qualification	373	291	384
No. CE Enrolments / Outcomes	2015/16	2016/17	2017/18
Enrolments	139	94	245
Achieving a Recognised Qualification	67	44	101

Whilst the number of care-experienced students enrolled on fulltime FE programmes continues to grow (178 in 2016/7, 245 in 2017/18) and the number of students achieving a recognised qualification following their fulltime HE or FE programme of study rose (71 in 2016/17, 138 in 2017/18) and the percentage of those achieving their HE qualification rose by 8.2% to 64.9%, the same was not the case for those on FE programmes; 41.2% achieved their qualification in 2017/18, which saw a decline from 46.8% in 2016/17. The College provides well-planned support for all care-experienced learners, as outlined in the Corporate Parenting Plan; transitions are supported through the regional Care Hub. Further work is underway to provide mentoring support with MCR Pathways.

## 3.2 Equity, Attainment and Achievement for all Learners

### Areas of Positive Practice

n 2017/18 saw a significant increase in the number of part-time FE enrolments, coupled with a 10.62% increase in attainment for this student cohort. This reflects the proactive approach taken to ensure that every potential

student making an application to join the College, was afforded the opportunity to undertake a suitable programme of study, regardless of prior attainment.

Enrolment Totals (All Courses)	2015/16	2016/17	2017/18
FTE	6,834	6,799	7,109
PTFE	9,019	8,621	13,996
FTHE	3,711	3,909	3,779
PTHE	1,858	2,264	1,760

Complete Success Totals (All Courses)	2015/16 %	2016/17 %	2017/18 %
Enrolments	605	512	771
Achieving a Recognised Qualification	373	291	384
No. CE Enrolments / Outcomes	2015/16	2016/17	2017/18
Enrolments	139	94	245

n College strategies aimed at reducing the number of learners achieving partial success (incorporating the self-evaluation process), have resulted in a 3% reduction over the last three years. There has been a corresponding increase in the overall number of learners who have successfully completed their programme.

Retention / Attainment (All Courses)	WD %	CPS %	CS %
National Sector PIs (NRQs 16/17)	18.70	11.90	69.40
2017/2018	13.50	10.66	75.03
2016/2017	13.12	13.89	72.15
2015/2016	13.78	13.86	72.70

n Languages and ESOL (82.8%; NSP 78.8%), Construction (73.7%; NSP 73.2%) and Science (69.3%; NSP 56.1%) were the highest performers in terms of FE provision for 2017/18, with Languages and ESOL, Art and Design (85.2%; NSP 78.0%), along with Education and Training (84.5%; NSP 72.1%), the top three performing areas for HE provision. Good practice in terms of positive impact on student outcomes will be shared with other areas of provision during 2018/19 and a sustained focus on learning, teaching and assessment strategies will continue to inform improved attainment across all areas of provision.

The continued success of the Art and Design provision can be attributed to the very high aspirations and systematic, sustained focus on learner progress and achievement, by the team. Each student is afforded the opportunity to exhibit their work both internally and externally; the team engage in longstanding collaborations with National Galleries, National Museums Scotland and other partners across the city.

The regular flow of competitions (Kelpies Design Prize, for example), industry visits, specialist induction programme, contemporary art projects, innovative 'Artist in Residence' initiative and robust progression routes to partner art schools and universities, clearly contribute to the drive, ambition and success of their learners.

Edinburgh College has a blended learning model across the Modern Languages provision that is unique in Scotland; from a field of 774 candidates in 2017/18, one of our students achieved the top Advanced Higher French final examination result.

Recent improvements to the Science provision have seen the area improve significantly; in response to feedback received from Education Scotland, the team continue to share best practice,

forge stronger links with science festivals and industry partners, along with fine-tuning direct entry articulation routes.

Work-integrated learning and employment is the key to the success of the Construction provision. Elements of this highly effective practice model will be adapted and adopted by those areas of the curriculum not yet engaging effectively with industry partners and employers.

- n The College Access and Continuing Education team were shortlisted in the 'Diversity through Education' category at the Herald and GenAnalytics Diversity Awards 2018 for their work in removing barriers to education and employment for people with additional support needs.
- n As a result of the Gender Action Plan, published in July 2017, there continues to be a successful balance in terms recruitment and delivery by gender, with a positive trend in the increase of non- binary learners. However, it is clear that female students on HE programmes perform significantly better in terms of outcomes than their peers.
- n There has been a measured increase of 35% in the number of learners on recognised DYW courses; the proportion of credits delivered to learners at S3 and above has increased by 2.1%, to 4.6%.

	2015/16	2016/17	2017/18
Proportion of Credits Delivered to Male Learners	50.2%	51.1%	50.9%
Proportion of Credits Delivered to Female Learners	49.7%	48.7%	48.6%
Proportion of Credits Delivered to Non-Binary Learners	0.1%	0.2%	0.5%

Gender and Level: Courses 160+ Hours	2017/18	National Sector PIs
FE Females	64.1%	66.3%
FE Males	63.2%	69.6%
HE Females	76.0%	74.8%
HE Males	70.5%	70.8%

## Areas for Development

- n Phased implementation of a Single Central Record (SCR) will continue, in order to support improvements in retention and attainment for all students, in terms of systematically tracking progress and further improving the timeliness of targeted interventions.
- n The number of senior phase PT FE students achieving a recognised qualification is unacceptably low at 43%. The SCP offer is to be reviewed and revised, in order to maximise student access, successful outcomes and ensure highly effective resource allocation. Challenges to address include: inconsistent promotion of SCP offer, where SCP is not understood as a credible alternative column choice below S6; transport difficulties; increasingly flexible timetabling approaches.
- n A fragmented landscape has emerged in 18/19, with schools developing their own vocational provision to meet career education standards, however the College is ready to support all regional collaborate initiatives. This would include additional individual school partnerships, with in-school delivery as a potential model, where appropriate.
- n Lessons learned from continued participation in the Scottish Government Retention Project will be actioned, in order to address the high withdrawal rate of those learners aged under 18. Whilst there was a significant increase in the numbers of FTFE students aged 16-19 enrolled at the College and a decrease in the number of Partial Success outcomes due to the priority given to addressing this, a continued focus is required, in order to also increase the Complete Successful outcomes for these student cohorts, which saw a decline of 2.6% in 2017/18.

	2015/16	2016/17	2017/18
FT FE enrolled students aged 16-19 achieving a recognised qualification	1,636	1,570	1,844
The total number of FT FE enrolled students aged 16-19	2,654	2,730	3,356
Percentage of FT FE students aged 16-19 achieving a recognised qualification	61.6%	57.5%	54.9%

- n Whilst the 25-40 and 41+ age groups continue to perform most successfully on courses lasting 160 hours or more, with Complete Success rates at 73.8% and 73.7% respectively, those under 18 perform the least successfully (53.3% Complete Success; 19.6% Partial Success) and have the highest withdrawal rate (27.2%).
- n Although there have been improvements recorded across all Essential Skills qualifications, there is still much room for improvement; given the on-going development of the Curriculum Leader role and planned Blueprint Project (2.4), this positive trend is expected to continue

in line with the predicted impact of the Future Proof 2025 project, to be rolled out in a vocational context, across all areas of provision. The declining figure recorded for 'Work Placement Experience' will be actively addressed during 2018/19, in terms of planning, recording and reporting of Work Integrated Learning activity.

- n Lessons learned from continued participation in the Scottish Government Retention Project will be actioned, in order to address the low attainment rates on FTFE programmes across the provision; these are currently 62.0% (all courses) and 60.7% (Nationally Recognised Qualifications).

Attainment: Essential Skills	2015/16 %	2016/17 %	2017/18 %	Difference +/-
Communication	54.71	52.26	55.01	+ 2.75%
Numeracy	55.68	56.94	59.13	+ 2.19%
ICT	56.70	55.95	59.29	+ 3.34%
Working with Others	77.47	66.13	66.21	+ 0.08%
Problem Solving	78.92	65.32	67.46	+ 2.14%
Work Placement Experience	15.90	16.40	11.30	-5.10%

- n Sharing of good practice between the highest and lowest performing areas of provision, will continue, with the three lowest performing curriculum areas during 2017/18 given priority.



## Delivery of Learning and Services to Support Learning

### 2.2 Curriculum

#### Areas of Positive Practice

n [The Strategic Plan](#), launched in 2017, identifies a number of key objectives which will underpin the development of an excellent curriculum going forward, these include:

- Addressing skills gaps and shortages in the economy
- Reducing regional unemployment, with a particular focus on the 16-24 age group
- Supporting self-employment and entrepreneurship
- Improving engagement with employers in the curriculum offer
- Widening access to learning, especially from our wider geographic and demographic communities with a particular emphasis on poverty

n The curriculum offer has excellent depth and breadth of courses ranging from introductory courses at SCQF Level 2, to advanced courses at SCQF Level 10, however the College will work towards an overall increase in FE provision to support the aims of Developing Scotland's Young Workforce and to increase cross-curricular STEM activity.

n Learners benefit from pathways that meet their needs, abilities and aspirations, due to informed planning of suitable entry and exit points.

n Edinburgh College has been recognised for its award-winning practice in terms of [sustainability in the curriculum](#) and the positive impact the strategy has had on both the student and staff population at each of the campuses.

n **The Schools College Partnership Curriculum:** This has been developed in areas of predicted job growth in response to Regional Skills Assessments and informed by strategic reviews carried out with three local authorities. Over 60 courses are offered across the four campuses, with over 1200 pupils attending SCP courses in 2017-18.

The SCP curriculum is designed to deliver progressive work-based learning opportunities. Eight Foundation Apprenticeship courses were offered in 2017/18, providing quality work placement opportunities for 160 pupils.

All pupils from Edinburgh, East Lothian and Midlothian are guaranteed a place on an SCP course and all SCP courses offer progression to fulltime College courses.

n **Enterprise:** The College works with a variety of entrepreneurial agencies to support activity within the College at all levels. These include Scottish Institute of Enterprise ([SIE](#)), Business Gateway, Cultural Enterprise Office, Bridge 2 Business and Transmit. There is focus within the College to include entrepreneurship activity within the tutorial process and throughout HND Graded Units, and the aforementioned organisations have regular engagement with staff and students. For example, the Creative Industries Faculty has a clear commitment to embedding entrepreneurship through its [employability day](#) and builds on this with further targeted activity.

#### This enterprise activity and excellence includes:

The College Daydream Believers programme, with student ambassadors reaching out to develop enterprise and creative thinking in schools [enterprisingschools.scot/partners-2/](https://enterprisingschools.scot/partners-2/)

The College is planning to further extend this programme across all schools in the region with a train the trainer model with employers. We aim to make a clear link for this activity into the STEM action plan for P7-S3 as well as making clear to schools the links with DYW. We are currently partnering with a number of employers, such as Skyscanner, Whitespace and Realise to extend the project. Data Visualisation and Data Driven Innovation is connected to this initiative, key drivers for the regional economy.

Communications lecturer Madeleine Brown was congratulated in Scottish Parliament by Lothian MSP Gordon Lindhurst, for her award-winning work in supporting student entrepreneurs. Madeleine was named enterprise educator of the year by Young Enterprise Scotland for her work in developing Entrepreneurship in the Creative industries.

The Fresh Ideas competition runs monthly from October to January and the college regularly participates in this. Edinburgh College, HND Beauty Therapy student, Aimee Ritchie was a winner in the October round of the Scottish Institute for Enterprise (SIE) Fresh Ideas competition with a new design for a healthy reusable water bottle alternative to avoid 15 million plastic bottles added to landfill every day.

**n STEM Learning:** Over 50 employers, stakeholders, partners and S2 pupils from six secondary schools attended the launch of the College [STEM Manifesto](#).

Throughout 2017/18, in excess of 2,400 P7 pupils from 50 schools attended STEM experience days hosted by the Faculty of Engineering; an S1 programme has been piloted to allow pupils to continue their STEM learning journey into High School. The STEM Inspiration Experience, which involves primary pupils from across the city taking part in STEM workshops, was subject to an award

from the George Pettigrew Trust at the Scottish Motor Trade Industry annual dinner.

Our STEM Schools' Programme supports the College aim of delivering an innovative, cross-curricular provision that reflects validated demand in areas of economic growth and prepares our students for successful and rewarding careers.

In recent years Edinburgh College has supported modern apprenticeship provision across ten different delivery areas, with around 381 MAs on the college direct contract.

Modern Apprenticeships	2015/16	2016/17	2017/18
Indirect Apprenticeships	2017	1793	2000
Direct Apprentices (Starts)	61	54	85
Foundation Apprentices (starts)	16	16	57*

\*There are currently 74 active FA students; 57 of these were recruited in 2017/18.

- n The first Granton Community Day took place in May 2018 and welcomed over 200 visitors to the campus; a comprehensive range of workshops, activities and exhibitors were made available to those attending.  
This event is set to become a regular feature of the College calendar and has led to new partnerships such as first steps into education with the local Social Bite Village and Cyrenians
- n Edinburgh College led the Third Sector Conference and associated workshops during 2017/18, aimed at assisting those wishing to access employment. This has led to more employment and work experience opportunities for Health, Wellbeing and Social Sciences students, in line with other faculty areas operating similar workshop events.  
This is leading to improved consistency of experience for our students.
- n 31 local P6 school pupils have learned about the skills required to work in the care sector and have gained valuable work experience, thanks to the new Careers in Care programme. Pupils attended College one day each week and were given the opportunity at the end of the course, to use the skills they had learned during a one-day placement at a local nursery.
- n More than 200 pupils from Ross High School benefited from a three-week programme delivered by the College Professional Cookery team; the aim of this was to ignite an interest in culinary arts, kitchen skills and highlight the importance of a balanced diet.

## Areas for Development

- n Work placement and work-related experience across the curriculum will continue to be developed, along with LMI and programme links aimed at meeting the needs of employers.
- n The College recognises the need to refocus its current MA contract in order to grow it again, using MA performance data to highlight high income areas and forecast the curriculum resources and facilities required to support growth in these areas. In line with this we acknowledge the need to stabilise and grow our provision in automotive and engineering organically but, focus increases in security, life sciences and IT & digital, and look at increasing provision in, areas such as hospitality and creative industries. Additionally, the college will consider further development in new areas (for example the legal and accountancy sector).
- n Roll-out of the Future Proof 2025 Project. This aims to embed a culture of enterprise, project working, data literacy and creative thinking, particularly throughout the FTFE curriculum, raising attainment and work readiness.
- n Preparedness for the delivery of SDS MA targets are to be systematically addressed using the updated collaborative action plans.
- n Work is ongoing to build the regional STEM hub, in order to develop stakeholder engagement

## 2.3 Learning, Teaching and Assessment

### Areas of Positive Practice

- n Across each of the four faculties, most curriculum teams work very effectively with industry, in order to ensure that course content is relevant and current; this is also achieved where part-time staff are simultaneously working in industry. Staff make use of their industry expertise in planning, learning, teaching and assessment of vocational subjects. This is particularly prominent across Creative Industries, Dentistry, Engineering and Construction and the Built Environment. In a growing number of curriculum areas, employer engagement and work-integrated learning form a significant part of the learning, teaching and assessment strategy. Students host exhibitions of their completed work, or participate in community-based projects, for example.
- n Almost all students are very satisfied with their course overall (91% in the Student Satisfaction Survey) and with the development of their knowledge and skills (94%).
- n Almost all students are satisfied with the learning and teaching on their courses and feel very motivated to take part in lessons (88%), stating that the way they are taught helps them to learn.
- n The majority of students surveyed feel comfortable asking their lecturers for help and further explanation; it is evident that learning and teaching environments are supportive and equitable, with students having access to good quality in-class support, as required.
- n Almost all students make good use of a variety of high-quality resources at the College, which helps them to develop the skills they need to progress their learning.
- n Relationships with staff remain positive and productive, with success rates for FTFE aged 16-19 reporting an increase from 1,570 to 1,843 (against a target of 1,638), SIMD10 student success increasing from 291 to 449 (target 384), success rates for care experienced students FTFE increasing from 44 to 101 and FTHE from 17 to 37.
- n Best practice is shared across College with the assistance of the Quality Enhancement Team, the positive impact of which is evident in many of the bespoke action plan updates and self-evaluation reporting. The Reflective Practice Network has been further developed, with 52 staff members actively engaged, the majority of which also enrolled on the L&D10 'Reflect on, develop and maintain own skills and practice in learning and development' unit. Others in attendance play a significant role in sharing ideas with their colleagues during team meetings and events.
- n The vast majority of staff proactively engage with the Quality Enhancement and Quality Assurance Teams to ensure that their planning, learning, teaching and assessment strategies fully meet and often exceed, the requirements of the awarding organisation. Where there are individual areas for development, robust action plans are put in place and monitored closely, with full ongoing support, as required.
- n Lecturers are engaging with Learning Technologists in order to develop their skills in using learning technology to enhance the learning experience. 70% of teaching staff now use Moodle regularly as part of the programme delivery, which is a significant increase on the previous session, thus creating additional blended learning opportunities for students across many areas of provision.
- n Face-to-face and e-learning staff development mechanisms continue to develop, with monthly additions available via the staff intranet to ensure that training is accessible to all staff, regardless of location or teaching commitment.



## 2.4 Services to Support Learning

### Areas for Development

- n Student feedback needs to further inform reflect practice and subsequently lead to improvement in learning, teaching and student achievement. In a few areas, learners need to receive more detailed feedback on their performance, in order to meet their aspirational goals in a timely manner.
- n Implementation of additional teaching approaches in a minority of areas, including the effective use of technology to engage learners and enhance the learning experience. Some lessons remain overly lecture-led and include an over-reliance on exposition. Two faculty areas have restructured their functional leadership this year (18/19) (Business, Finance and the area of Health and Social Care), to assist the direction of curriculum delivery and develop new learning and teaching approaches. Other important areas of the College such as Computing are building employer engagement and project based delivery approaches into the 18/19 curriculum.
- n Individual action plans for areas requiring improvement, in light of Education Scotland and Quality Enhancement Team feedback, need to be fulfilled in a timelier manner.
- n Develop a programme of Career Long Professional Learning (CLPL) in order to keep staff skills up to date and in line with current research findings and technological change.

### Areas of Positive Practice

- n An integrated approach across support and curriculum teams, designed to achieve a smooth entry to College, has resulted in students reporting very positively on their early experiences, with 91.5% stating that they felt that they were studying at the right level and 92.5% that they were on the right course. 92.6% agreed that they had a good introduction to the subjects on the course and 91.8% rated the teaching on the course as being 'good'.
- n Changes to the bursary provision arrangements have had a significant impact upon both application and payment turnaround times (24 days in 2017/18, from an average of 36 days in 2016/17; early applications were often completed within seven days). Most notably, develops have included: new childcare remittance software; combined childcare costing and start forms; the introduction of a 'Caseload Project' involving Student Advisors.
- n Students reported that tutorials with their Learning Development Tutors (LDT) helped them to settle into College (87.5%).
- n Early identification of additional student needs is effectively achieved through the application process, so that students with ASNs can benefit from summer drop-ins and engage with support services, prior to the commencement of their course. There was an 18% increase in service use from 2016/17 to 2017/18, with significant increases in mental health, autism and hearing impairment support needs.
- n The Student Experience Team have developed productive working relationships with a range of external agencies, who can be called on to supplement the services provided internally and help students overcome often significant barriers to learning. Mechanisms to share student information with external agencies have been greatly enhanced; additional support arrangements are now in place much earlier. This collaborative practice includes: SDS staff working for a day a week



on each campus, in order to provide career information and support for Edinburgh College students; Who Cares Scotland? provide training for Edinburgh College staff, which has subsequently informed the Corporate Parenting Plan.

- n Support and responsibilities: Hub for Success
  - Partnership between Edinburgh College and Edinburgh Universities to develop a mechanism for supporting and improving FE and HE outcomes for care-experienced young people; Police Scotland - regular meetings with MAPPA (Multi-Agency Public Protection Assessments) and development of Police Drop- Ins; work with a wide range of agencies to provide support to students with additional learning needs, including Home Tuition Scotland, Spotlight and Deaf Action.
- n Effective arrangements are in place to support smooth transitions to further study and the workplace, supporting learners to achieve a positive destination. The most recent CLD results (16/17) show that 96% of known destinations for students were positive.
- n The Marketing Team work collaboratively with curriculum areas to ensure that applicants have easy access to accurate and comprehensive information about our courses. The College website was rated highly by applicants, with 93.2% stating that it contained all the information needed about the choice of courses available.
- n The team responded very promptly to issues with student funding arrangements identified through scrutiny of internal data and have put in place a range of actions to resolve these issues for session 18/19.
- n 2017-18 represented a year of reflection and systematic self-evaluation for the Student Experience Team, which closely scrutinised the range of services it provides and reviewed internal data regarding their effectiveness.  
As a result, the team put in place a range of initiatives to improve and enhance the service it provides to students, further supporting successful outcomes.

- n An intelligence-led model is being implemented, to ensure that services to support learning are reshaped and effectively focus resource where it is most required.

A team leader post has been created for example, to provide specific support to those students with caring responsibilities and those who are care-experienced. The impact of this initiative is not yet measurable.

- n Access and Inclusion Policy Impact: Establishment of a Mental Health and Wellbeing Team which includes a Wellbeing Advisor and Student Counsellors; development of Assistive Technologies; improved support for care-experienced students; development of a transitions passport for school leavers coming to College; development of the BSL Action plan highlighted as good practice by the SFC.

### Areas for Development

- n Some students require timelier access to their results, in order to reduce completed partial successes and increase opportunities to undertake remediation, accordingly.
- n Continued roll out and implementation of the agreed actions for Student Funding, School College Partnerships and Student Support.
- n The implementation of new Alternative Assessment Arrangements and Promonitor development has improved team communication, however this is not yet consistently utilised across all faculty areas.

## LEADERSHIP AND QUALITY CULTURE

increasingly positive.

### 1.1 Governance and Leadership of Change

#### Areas of Positive Practice

- n The Regional Chair, Board of Management and the Principal have provided clear direction for the continued development of the College. College leaders have once again driven improvement via The Business Transformation Plan (BTP), which concluded successfully in August 2018. Scrutiny and challenge measures by the Board of
- n Management have supported the delivery of targets set for BTP projects, ensuring that the momentum for change and improvement was maintained.
- n All departments have been involved in the delivery of the BTP; this included ECSA, who played a key role in leading the Retention Project.
- n Staff awareness of the outputs and achievements of the Business Transformation Plan (BTP) are high; the College leadership team adopts a communication strategy that included regular campus briefings and progress updates.
- n Restructure of the leadership team, including revised roles and responsibilities, continues to bring about clarity of leadership and accountability.
- n The College leadership team has successfully brought about the stabilising of finances. Measures to ensure that credit targets are met and indeed exceeded, have been successfully implemented. These include development of the College Curriculum Strategy and improvements in College-wide operational planning; most notably this includes planning of student numbers within each of the curriculum areas.
- n Reflection pertaining to quality assurance and associated improvement strategies, now also takes place in the context of the Curriculum Leader role; introduced in 2016, the impact of this initiative has grown

- n Managers and teams regularly engage with business intelligence data to plan and action change and performance improvement; formal collaborative horizon-scanning activity takes place and is used to inform future- proofing strategies.
- n The College Leadership Team have improved planning and review processes, which have helped maintain a greater focus on performance and improvement. These include:
  - A revised self-evaluation process
  - Curriculum planning focused on improving the learner experience, owned and implemented at classroom and workroom level
  - A focus on reviewing performance
  - Stakeholder consultation
  - Greater analysis and correlation between internal and external audit
- n The College Blueprint has been designed to ensure a smooth transition and continued focus on improvement, enhancement and on-going transformation. In addition, the new Curriculum Strategy and Learning Teaching and Assessment Strategy (LTAS) are currently being implemented.
- n The College leadership team has developed a strategy for working across partner local authorities to ensure that the offer is relevant and meets the aspirations of our Community Planning Partnership, the City Region Deal initiative and delivers key policy drivers such as Developing the Young Workforce. The curriculum has therefore been aligned with the Regional Skills Assessment, skills investment plans and DYW. Schools-College partnership groups have helped informed curriculum development to meet the needs of students and employers. The College supports the local authority partnerships at a strategic level, collaborating in initiatives such as GIRFEC (Getting it Right for Every Child).

- n The College leadership team has introduced guaranteed places for all eligible school leavers within the region. School leavers will be tracked and schools will have direct access to the tracking system, in order to enable them to monitor the status of each pupil and ensure that effective provision is put in place to support transitions.
- n The College leadership team introduced a staff awards programme, where staff can be recognised by their peers for outstanding achievement; this was very well attended in June 2018.
- n The LTAS highlighted the need to create a series of 'Connect' groups, which have now been introduced by the College leadership team. This has encouraged the development of communities of learning, new technologies for learning and will bring innovative uses of spaces. These groups comprise a cross-section of staff who are keen to explore a range of delivery models and methods.
- n The College leadership team have maintained focus on the quality of learning and teaching through the opportunity to reflect on good practice sharing events / learning and teaching seminars, from 2017 onwards. The first learning and teaching seminar took place on 25 October 2017, with over 350 learning and teaching staff in attendance. Future events of this nature will take place in February and June 2019; these focus on improving retention, the student experience, successful outcomes and innovation in learning and teaching.
- n Given the importance of STEM within the College curriculum, the leadership team has developed the STEM Manifesto and also gained STEM assured status, via the nationally recognised Institute of Knowledge Exchange. This helped to increase the curriculum offer to 26% STEM courses. Beyond these figures Textiles and Broadcast Media courses continue to grow in importance and delivery.

- n All staff continue to engage with The College Values:
  - Student-Centred
  - Working Together
  - Responsible
  - Trustworthy
  - Respectful

### Areas for Development

- n Further attention to work-related experience and employer engagement is required, in order to increasingly improve alignment with the College aim of developing 'Work-Integrated Learning' across every area of provision.

## 1.4 Evaluation Leading to Improvement

### Areas of Positive Practice

- n The self-evaluation model was reviewed and refreshed during session 2017-18, to ensure that all teams (curriculum, support and management) take greater ownership of evaluating their own performance and carry out resulting actions in a timely manner. The timing and frequency of self-evaluation activities has been amended further for 2018/19, to facilitate increased engagement with both students and staff; the whole process has a clear focus on improving retention and attainment across all key groups, within every area of provision.
- n In order to have a significant impact upon the retention and attainment outcomes of all student groups, Edinburgh College has embarked upon its planned learning analytics project, initially collaborating with JISC, which will ultimately provide the foundations for an innovative and predictive student support strategy. Operationally, the new strategy was still in its infancy during 2017/18, but will develop over the forthcoming years, growing in terms of scope, effective student support utilisation and significance to our future success.

- n All staff now have individualised, open access to live recruitment, retention and achievement data (MyVision); this new tool has been developed to support timely interventions, thus improving outcomes for students.
- n Student feedback processes are robust and the results of student satisfaction surveys are shared with teams on the Reports Pathway. An analysis of results is presented in a report and shared with staff to inform their self-evaluation; this process is now led by Curriculum Leaders.
- n Corporate data is shared with staff on the Reports Pathway. Staff are directed to this data in order to support and inform both the Self-Evaluation and Performance Review processes.
- n Systematic tracking and analysis of credit planning and achievement on the Reports Pathway ensured that the target was exceeded by a considerable margin.
- n Most students understand and are engaged in the class representation arrangements. This has been supported by the use of video, created by ECSA, to promote the work that they do and highlight the importance of student involvement in the life and work of the College.
- n Improved success rates for a range of learners have been achieved as a result of engagement with College evaluation processes:
  - SIMD10: increase of 291 to 449 (target 384)
  - S3 Learners: 1431 enrolments; CS - 79.7%
  - Care-Experienced: FTFE increase from 44 to 101; FTHE increase from 17 to 37
  - FTFE aged 16-19; increase of 1,570 to 1,843 (target 1,638)
- n ECSA developments have further strengthened the student voice and increased levels of student participation in the College Self-Evaluation process. The Class Rep system, recruiting and training of additional members has improved significantly, with quarterly Class Rep Conferences with the themes of Retention, Course Self-Evaluation, Mental Health and Success & Progression, having taken place throughout the academic session.
- n The work carried out by ECSA to increase student participation has been recognised at the NUS Scotland Annual Awards where they won College Students' Association of the Year for the second consecutive year, along with securing a winning entry in the Education Award category. In July 2018, the ECSA was also declared the 'Officer Team of the Year' at the NUS UK awards.

### Areas for Development

- n Firmly establish the new 'rolling' self-evaluation process, helping create increasingly effective action plans that have a positive impact on student retention and achievement; lessons learned from involvement in the Retention Project to be shared across the College.
- n Levels of student satisfaction with ECSA representation, as recorded in the College Annual Student Satisfaction Surveys.

### Capacity for Improvement

During session 2017-18, Edinburgh College has driven improvement via the Business Transformation Plan (BTP), which concluded successfully in August 2018. As noted in the 2018 BTP closure report, management capacity has been strengthened

At October 1st	2016/17	2017/18	2018/19
Registered	315	310 (-5)	403 (+93)
Trained	172	184 (+12)	223 (+39)



with stronger leadership and more robust strategic planning and development. The work on the Strategic Plan and the Blueprint, which will take forward an ambitious and creative future for the College, was developed during the final year of the BTP to ensure a continuous improvement cycle and to avoid any delay in further improvement. The successes and lessons learned in delivering the BTP have been used to strengthen the programmes and projects in the Blueprint.

Edinburgh College is committed to maintaining a sustainable and financially viable organisation and through projects embedded in the College Blueprint, will deliver its commitment to continuously enhance the student experience, building on the positive student feedback that identifies the College as a place that motivates them to learn and supports them to develop their knowledge and skills. Students report feeling welcome and respected, across the full range of protected characteristics, including care experienced, from areas of multiple deprivation and in the 16-19 age group.

Actions taken during this academic session, including the on-going development of the Curriculum Leader role, have had a positive impact on achievement rates across the College, with levels of Completed with Partial Success falling and improved success rates across the suite of Essential Skills qualifications.

Two key improvement projects initiated in session 2017-18 (Promonitor and 'My Vision'), are designed to enhance the capacity of the College

to improve retention by tackling early and further withdrawal, via the effective use of internal data and appropriate interventions.

Implementation of the 'Future Proof 2025' Blueprint Project starting in session 2018-19, is designed to build on this success and drive continuous improvement and enhancement of the Senior Phase entitlement, delivering relevant skills for learning, life and work.

The effective working relationship between Edinburgh College Students' Association and staff at all levels of the College, continues to empower our community and provide meaningful influence in respect of strategic and operational decisions made within the College.

Edinburgh College is confident that it has identified appropriate areas for improvement and enhancement and has put in place achievable action plans to realise them. Progress continues to be made and staff remain committed to providing chances for all of our students to succeed. With the ongoing quality enhancement support provided by Education Scotland most notably in terms of learning, teaching and assessment, the Edinburgh College capacity for improvement remains robust.

## Summary of Grading Requirements

Key Principle	Grade
<p>Outcomes and Impact: How good are we at ensuring the best possible outcomes for all our learners?</p> <ul style="list-style-type: none"> <li>3.1 Wellbeing, Equality and Inclusion</li> <li>3.2 Equity, Attainment and Achievement for all Learners</li> </ul>	Good
<p>Leadership and quality culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> <li>1.1 Governance and Leadership of Change</li> <li>1.4 Evaluation Leading to Improvement</li> </ul>	Good
<p>Delivery of learning and services to support learning: How good is the quality of our provision and services we deliver?</p> <ul style="list-style-type: none"> <li>2.2 Curriculum</li> <li>2.3 Learning, Teaching and Assessment</li> <li>2.4 Services to Support Learning</li> </ul>	Good

## APPENDIX 2: EDINBURGH COLLEGE ENHANCEMENT PLAN 2018 - 2021

Area for improvement	Action Point (What will be done?)	Proposed Outcome (What will happen?)	Responsibilities (Who will lead this?)	Sources of Evidence/ KPI/s	Targets/Progress
Retention and Attainment	Phased Implementation of a Single Central Record. The four-year plan will be implemented to plan, track, monitor, record and review individual student progress, incorporating pastoral, curriculum and work-integrated learning records.	The SCR will support improvements in retention and attainment for all students, further improving the timeliness of targeted support. Students will ultimately have access to their individual records, in a bid to increase ownership of learning and aspirational goals.	Head of Curriculum Planning & Performance (Curriculum)  Head of Student Experience (Pastoral)	Central Promonitor Tracking Reports  Quality Compliance Reporting  Student Satisfaction Survey Ratings  Retention and Attainment Outcomes	Phase 1: 2018/19 – Introduction of ‘Assessment Schedules’ and ‘Promonitor Markbook Tracking’  Phase 2: 2019/20 - ‘Student View’ available  Phase 3: 2020/21 - ‘Assessment Feedback Tool’ becomes fully operational  Phase 4: 2021/22 - Automatic ‘Credit and Qualification Resulting’
	Lessons learned in the successful ScotGov Retention Project will be used to inform cross-College interventions.	Operational Planning will incorporate actions aimed at reducing levels of further withdrawal and partial success.	Head of Curriculum Planning & Performance  Heads of Faculty  Head of Student Experience	Retention and Attainment Outcomes	Six operational plans with individual targets: Faculties; Curriculum Planning & Performance; Student Experience  Minimum Complete Success Attainment Targets for 2019/20: FTFE 73.2%; PTFE 79.0%; FTHE 77.0%; PTHE 83.0%
	Every student will be provided with a named support contact within the Learning Development Tutor (LDT) Team.	This additional support mechanism will assist in the improvement of retention, attainment and student satisfaction.	Head of Student Experience	Student Satisfaction Survey Ratings  Retention and Attainment Outcomes	

Area for improvement	Action Point (What will be done?)	Proposed Outcome (What will happen?)	Responsibilities (Who will lead this?)	Sources of Evidence/ KPI/s	Targets/Progress
Supporting Students: Protected Characteristics	Additional support interventions will be identified and actioned by both College teams and ECSA.	Students will achieve increased mental wellbeing, be further supported to remain on their chosen study programmes and achieve increasingly successful outcomes.	Assistant Principal Head of Student Experience ECSA President	Student Satisfaction Survey Ratings Retention and Attainment Outcomes	Minimum target of 95.0% on all related Student Satisfaction survey outcomes  Minimum Completed Successful outcome of 70.0% for all modes of delivery, for students across all key groups
	QE Team to incorporate robust Equality, Diversity & Inclusion considerations into the self-evaluation model. Action plans will reflect the importance of considering these.  ECSA will introduce a role, concentrating on 'Representation and Impact'.	Curriculum Teams will implement these changes, in order to further support retention and attainment  Levels of student satisfaction, retention and attainment will improve.	Head of Curriculum Planning & Performance  Heads of Faculty  Head of Student Experience	Self-Evaluation Documentation and Action-Planning  Student Satisfaction Survey Ratings  Retention and Attainment Outcomes	
Engagement in Student Satisfaction Surveys	Review and development of survey mechanisms, in order to ensure that the Student Voice becomes a more significant feature of the self- evaluation process, with wider participation occurring across all areas of provision.	There will be a significant increase in terms of student engagement.	Heads of Faculty  Head of Curriculum Planning & Performance  Head of Student Experience	Student Satisfaction Survey Outcomes	Minimum of 50.0% engagement across all areas of provision in 2018/19 and 60.0% in 2019/20  Increase target audience to include all students for 2018/19 onwards
Work-Integrated Learning Engagement	Improved access to and utilisation of LMI data and information.	Curriculum Leaders will have increased access to timely LMI information, in order to strengthen links with employers for planning and execution of substantial WIL (currently 11.3% for FT students).	Head of Corporate Development  Heads of Faculty	CRM Analysis  MIS Work-Integrated Learning Reports	
	A review of the delivery model pertaining to Work-Integrated Learning.	A whole-College approach to focus on increasing student engagement, will be developed and rolled out.	Heads of Faculty  Head of Curriculum Planning & Performance	Planning, Review and Implementation Information  Self-Evaluation and Action-Planning Documentation	

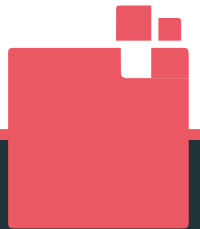
Area for improvement	Action Point (What will be done?)	Proposed Outcome (What will happen?)	Responsibilities (Who will lead this?)	Sources of Evidence/ KPIs	Targets/Progress
Learning, Teaching and Assessment Strategies	<p>Additional staff seminars, training and Quality Enhancement engagement will take place, in order to support teams in the development and sharing of good practice.</p> <p>Continued utilisation of Education Scotland action plans, in order to support, monitor and develop individual teams.</p> <p>Develop a programme of Career Long Professional Learning (CLPL), in line with current research findings and technological change.</p>	<p>Implementation of new approaches will increase the effective use of technology, further engage learners and enhance learning experiences. Tutor exposition will decrease.</p> <p>Feedback from learners will increasingly inform reflective practice, with students receiving more detailed feedback, aimed at achieving their aspirational goals.</p>	<p>Head of Curriculum Planning &amp; Performance</p> <p>Heads of Faculty</p>	<p>Student Satisfaction Survey Ratings</p> <p>Retention and Attainment Outcomes</p> <p>External Quality Assurance Reporting</p>	<p>Minimum target of 95.0% on all related Student Satisfaction survey outcomes</p> <p>Minimum Target CPS attainment: FTFE (62.0%) / FTHE (71.1%)</p> <p>2018/19 – 67.5% / 74.0%</p> <p>2019/20 – 73.2% / 77.0%</p> <p>PTFE (82.9%) / PTHE (82.6%)</p> <p>2018 – 2021 minimum 79.0% / 83.5%</p> <p>Aspirational Target – 88.0%</p>
Developing the Young Workforce Offer	<p>Further review of the College curriculum offer will be carried out.</p> <p>Increased partnership working with local authorities will be actioned.</p>	<p>Additional opportunities to achieve recognised qualifications will be available.</p> <p>There will be an increase in the number of learners enrolled on DYW programmes of study.</p>	<p>Assistant Principals</p> <p>Heads of Faculty</p> <p>Head of Student Experience</p>	Enrolment and engagement KPIs	Target recruitment figure of 450 students for 2019/20
SCP Recruitment	The SCP offer will be subject to a comprehensive review and revised accordingly for the 2019/20 intake, in order to maximise access for all students.	Schools/student participation and attainment levels will increase.	<p>Assistant Principals</p> <p>Heads of Faculty</p> <p>Head of Student Experience</p>	SCP Enrolment, Retention and Attainment KPIs	<p>Total Senior Phase Recruitment Target by 2019/2020 – 1320 students; 1383 for 2020/21 (338 in 2017/18)</p> <p>Achieving a recognised qualification</p> <p>2019/20 minimum targets: FTFE 73.3% (34.6% in 2017/18) PTFE 61.0% (43.5% in 2017/18)</p>

Area for improvement	Action Point (What will be done?)	Proposed Outcome (What will happen?)	Responsibilities (Who will lead this?)	Sources of Evidence/ KPI/s	Targets/Progress
Foundation & Modern Apprenticeship Provision	The revised bespoke action plan for this aspect of the provision will be taken forward as a priority.	There will be systematic evaluation, review and proactive action, in terms of SDS MA and FA targets and outcomes, in a bid to increase and improve these areas of provision.	Heads of Faculty  Head of Curriculum Planning & Performance	Recruitment, Retention & Attainment KPIs.  External Quality Assurance Outcomes	New delivery of FAs for 2019/20: Business Skills, Civil Engineering, Engineering, Financial Services, Information Technology, Accountancy, Creative and Digital Media, Scientific Technologies, Food & Drink Technology, Health & Social Care  Direct Contract Target: Rising to 2,024 by 2019/20
Delivery of 'Future Proof 2025' (Core, Essential & Digital Skills)	Development and roll-out of vocationally relevant Moodle-based projects, in line with Industry 4.0 initiatives.	Working with Bridge2Business and other partners, vocational areas will develop contextually relevant projects, aimed at enhancing the data skills, technological literacy and work-readiness of students.  Attainment rates for core and essential skills will show a marked improvement.	Assistant Principal  Head of Curriculum Planning & Performance  Heads of Faculty	Project Engagement Progression Data Skills Attainment Outcomes Student Feedback Moodle Analytics	May 2019: Project Development Strategy Aug 2019: Online Materials Complete Dec 2019: Initial Roll-Out Complete - FTFE Provision  June 2020: Access for all students  June 2021: Minimum 60% positive outcomes across the target skills set
Self-Evaluation Processes	Engagement with the new self-evaluation process will be seen across all areas of the College, in a bid to maximise the positive impact of strategic and operational planning.	Curriculum Leaders guide the process for their areas of provision, utilising performance data to inform actions aimed at improving student retention and attainment.  Teams will utilise outcomes of the process to inform an increasingly effective student-centred delivery model.  SMT will reflect on leadership and management approaches to meet ROA targets and further improve HGIOC outcomes.	Senior Management Team	Self-Evaluation  Documents Action-Planning  KPIs  Grading Outcomes	Minimum target of 95.0% on all related Student Satisfaction survey outcomes  Minimum Target CPS attainment:  FTFE (62.0%) / FTHE (71.1%) 2018/19 – 67.5% / 74.0% 2019/20 – 73.2% / 77.0%  PTFE (82.9%) / PTHE (82.6%) 2018 – 2021 minimum 79.0% / 83.5% Aspirational Target – 88.0%  Withdrawals – FE FT (29.4%) 2018/19 – reduce by a minimum of 3% 2019/20 – reduce by a further 4% 2020/21 – Achieve 20.0%
BRAG PROGRESS KEY		COMPLETE	MAKING GOOD PROGRESS	SATISFACTORY PROGRESS	LITTLE OR NO PROGRESS / UNSATISFACTORY OUTCOME





For the future you want



## SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
<b>1(a)* The volume of Credits delivered</b>				
The volume of Credits delivered (core)	190,748	186,612	186,612	186,612
Core Credits target (region)	184,028	186,612	186,612	186,612
% towards core Credits target (region)	104%	100%	100%	100%
The volume of Credits delivered (ESF)	2242	1,338	1,338	1,338
The volume of Credits delivered (core + ESF)	192,990	187,950	187,950	187,950
<b>1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	8.8%	11.0%	13.0%	15.0%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>				
Proportion of Credits delivered to Male learners	50.9%	49.3%	49.3%	50.6%
Proportion of Credits delivered to Female learners	48.6%	48.6%	48.6%	49.5%
Proportion of Credits delivered to Other learners	0.50%	0.2%	0.2%	0.2%
Proportion of Credits delivered to BME learners	10.3%	10.0%	10.0%	11.0%
Proportion of Credits delivered to students with a known disability	19.2%	18.0%	19.0%	20.0%
Proportion of Credits delivered to learners aged under 16	3.6%	4.0%	4.5%	5.0%
Proportion of Credits delivered to learners aged 16-19	41.7%	53.0%	54.0%	55.0%
Proportion of Credits delivered to learners aged 20-24	21.9%	15.00%	15.00%	15.00%
Proportion of Credits delivered to learners age 25 and over	32.8%	28.00%	26.50%	25.00%
Proportion of Credits delivered to students with Care Experience	2.1%	2.10%	2.50%	3.00%
<b>2* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.8%	2.0%	2.5%	3.0%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.1%	3.0%	3.5%	4.0%
Proportion of Credits delivered at HE level to learners from SHEP schools	5.9%	14.3%	15.3%	15.3%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>				
Proportion of Credits delivered to learners enrolled on STEM courses	26.6%	29.0%	30.0%	31.0%
<b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>				

The percentage of FT FE enrolled students achieving a recognised qualification	60.7%	73.2%	75.0%	75.3%
The percentage of PT FE enrolled students achieving a recognised qualification	70.8%	79.0%	79.0%	79.0%
The percentage of FT HE enrolled students achieving a recognised qualification	71.3%	77.0%	80.0%	80.0%
The percentage of PT HE enrolled students achieving a recognised qualification	84.3%	83.0%	83.5%	83.5%
<b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	55.4%	67.3%	71.9%	72.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	71.6%	75.0%	76.0%	77.0%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	65.4%	74.1%	75.2%	76.3%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	79.7%	72.0%	73.2%	74.7%
<b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	34.6%	73.3%	76.6%	80.0%
The percentage of senior phase PT FE pupils achieving a vocational qualification	43.5%	61.0%	62.0%	63.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	0	75.0%	76.7%	77.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	64.0%	75.0%	80.0%	85.0%
<b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>				
The percentage of CE FT FE enrolled students achieving a recognised qualification	44.8%	68.1%	69.0%	69.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification	69.8%	72.20%	74.5%	76.7%
<b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	56.4%	68.0%	69.0%	70.0%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	1,860	2,042	2,060	2,078
<b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	13.6%	18.5%	20.0%	21.5%
<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	51%	86.0%	89.0%	90.0%
<b>8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				

The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		98.0%	98.5%	99.0%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		99.0%	99.0%	99.0%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	91.0%	92.0%	93.0%	94.0%
Response rate				
Full-time				
Part-time				
Distance Learning				
<b>10 Gross carbon footprint (tCO2e)</b>	4,817	4,760	4,450	4,440