



For the future you want



REGIONAL OUTCOME AGREEMENT

2021 - 2022

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1. Introduction

In 2019/20, Edinburgh College staff showed tremendous agility and resilience by continuing to deliver high quality learning, teaching, operations, and support, especially for our most vulnerable students. In 2020/21 the College continues to improve on and develop these innovations.

The College fully accelerated the transition to online and blended learning and teaching, in a time frame not thought possible before. Therefore, we will continue our efforts to transform the College, by developing new processes in learning and teaching, new ways to serve our students and customers, increase collaboration with partners and increase value for our stakeholders. These tasks involve every function in our College.

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

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

The dedication of our staff and the ambitions of our students are reflected in their continued success, outstanding work and achievements across all faculties including being recognised nationally and internationally. The year up to March 2020 and during the first lockdown showed further growth in the College's activities with local, regional, national, and international partners, and in its positive impact on the community and the wider economy through collaborations with over 2,000 industry partners. The College will continue to develop and inspire people across the region during these challenging times and plans to maintain its key performance measures at the 2018/19 baseline levels for 2020/21.

Our five strategic priorities outlined in the [Strategic Plan 2017/22](#): improving the student experience; to be valued in partnership and with communities; to provide an effective and efficient college; driving forward an excellent curriculum for the future; and to support and inspire our people, will be refreshed in the coming year. Our recently launched Digital Strategy is an integral part of our refreshed strategy which takes a giant step towards our ambition to be 'a leading college in the UK for digital learning and teaching with data driven innovation at its core'.

2. Response to the Covid-19 pandemic and immediate challenges

Prior to the outbreak of the virus, we were on track to achieve our key performance targets. We had momentum towards achieving our credit activity; student achievement and attainment were improving; and our 2020 financial targets were on track to achieve a breakeven position. However, the challenges brought about by the virus severely affected our International and Commercial income which led to a material impact on our business in the last five months of the academic year. By the end of March our campuses were closed, and our faculty, support and operational staff teams were working remotely.

At the College Board's Policy and Resources Committee on 19 May 2020, the Principal and Chief Executive presented a report on the 5R Plan, which outlined a themed approach to managing the impacts of the Covid-19 pandemic across the College.

The 5R themes approved by the Committee were:

- i. **response** – initial crisis response to the pandemic, which took place from the 3 March 2020 to 26 June 2020;
- ii. **resilience** – emerging from the initial crisis response to planning for the return phase, which took place from 27 June 2020 to 6 September 2020;
- iii. **return** – delivering a return to College business for staff, students, and other partners from the 7 September 2020 onwards;
- iv. **re-imagining and re-invent** – thinking about how the College needs to change and adapt to ensure long term sustainability and impact; and
- v. **reform** – implementing those agreed changes.

It is important to note that work on themes (iv) and (v) is, to a considerable extent, defined by the recommendations of The Cumberford-Little Report, The Independent Commission on the College of the Future Report, and the recently announced SFC Review of the Sustainability in the Tertiary Sector.

2.1 Governance, Partnership and Engagement

The Committee also approved governance, partnership, and stakeholder (including Edinburgh College Students' Association, Trade Union and staff) engagement structures to deliver the 5R Plan.

These included (i) a 5R Plan Steering Group made up of executive and senior staff, trade union and ECSA representatives to oversee and coordinate all 5R Plan delivery; and (ii) five themed subgroups on; curriculum and quality; people; estates, health, safety, and IT; student experience; and finance and commercial; established to devise and deliver detailed operational 5R Plan actions. Around 120 staff volunteered to participate in sub-group activity.

These arrangements were coordinated by a 5R Plan Hub Team, which ensured disciplined project management, non-duplication of activity, quality reporting, and effective communications. The Hub Team also monitored and managed risks, as outlined in the College's Covid-19 Risk Register, and reviewed by the College's Audit and Risk Assurance Committee. In addition, the 5R Plan Hub Team enabled the College to be aligned to the Scottish Government's Covid-19 Pandemic Route Map and local protection levels, and various associated public health and college sector guidance.

2.2 5R Plan Progress

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

Subgroup	Progress
Curriculum and Quality	<ul style="list-style-type: none"> Ensuring the completion of resulting from the 2019/20 session. Establishing arrangements for 2,500 deferred students from the 2019/20 session to complete practical skills units, course work and work placements in August and September of 2020. Integrating Moodle and Office 365 to enable each college course to have a dedicated Office 365 Teams page, through which to deliver student course induction, and enable all students to engage with their lecturers for learning, teaching and assessment purposes. Launching new learning materials for staff and students to make better use of Moodle and Office 365 Teams. Devising a new time tabling approach for all students based on the three elements of the blended learning model (online / on campus / off campus) Agreeing which student groups and classes were a priority for campus access during semester 1 (e.g. deferred students, full-time Access and Continuing Education (ACE) students who are our most vulnerable, students who require to do practical classes in semester 1, and SHEP schools were identified thus far).
Student Experience	<ul style="list-style-type: none"> Launching a digital survey to find out the extent of student digital access to devices and the internet, and their level of digital skills. And, working with SFC to agree funding models and processes to address identified needs. Developing online student support services, especially for vulnerable and hard to reach students, including care experienced students. Developing a new system to produce and post-out student cards. ECSA developed a virtual campus and virtual office to enable hundreds of students to access their services and support. Developing and delivering a 'virtual clearing event' process to support students post SQA results day, with over 800 enquiries dealt with. Developing an online approach to enrolment, welcome week, and college induction, in partnership with ECSA.
People	<ul style="list-style-type: none"> Delivering a staff survey to ascertain staff support needs when working from home, including IT needs and personal support needs. Developing a new working from home policy. Developing and delivering a new programme of staff CPD activity, with a focus on promoting staff wellbeing, and improving digital skills, like use of Office 365.
Estates, Health and Safety and IT	<ul style="list-style-type: none"> Developing an approach to risk assessment for on-campus classes, activities and services, and college activity at outreach centres and workplaces where students study or are on placement / apprenticeships. Identifying and ordering PPE equipment resulting from risk assessment work. Developing and distributing health and safety guidance for halls, staff, students, and visitors. Modifying campus layouts and signage in line with health and safety and public health advice and guidance and producing videos of each campus to highlight to staff, students, and visitors' new arrangements on campuses. Agreeing with ISS new cleaning arrangements to mitigate against the risks of virus transmission. Working with Gather and Gather to modify the catering contract. Developing a new IT and office equipment delivery service to enable staff to work from home.
Finance and Commercial	<ul style="list-style-type: none"> Work to ensure the safe arrival of international students Ongoing monitoring of IT and equipment costs, and off-site training costs. Overseeing contract negotiations with organisations like SDS.

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

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

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

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

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

Support to businesses has largely focused on the online delivery of scheduled and bespoke training through the College's Commercial Team, which launched a new virtual training prospectus in September 2020 ([Edinburgh College Virtual Professional Training Prospectus](#)). The team is also working closely with local Chambers of Commerce to provide training and development support to local businesses, with a focus on utilising the continued Flexible Workforce Development Fund (FWDF).

Employability support has focused on aligning the

College curriculum to various new employability programmes, to ensure positive learner journeys and pathways. For example, ensuring pathways to new college digital skills courses from new DWP digital courses, and, assisting young people (16-25) who are accessing DYW school advisors, DWP Kickstart, Youth Guarantee and SDS Pre Apprenticeship programmes, to plan progression onto relevant college courses and apprenticeships.

A Board Development Day took place in October 2020. The purpose of the day was to discuss the Future Proofed College programme, and the impacts of Covid-19, and in light of these matters, review and discuss the current College Strategic Plan 2017-22 aims and objectives. There was agreement on the day, and subsequently at the Board meeting in December 2020, to set the basis for a full review of the strategic plan during 2021.

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

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

The East Central College Collaboration was advanced initially between the Principals of Edinburgh College, Fife College, Forth Valley College and West Lothian College. A proposal was put to the Skills Development Scotland (SDS) Chief Executive, Damien Yeates, that the Colleges were keen to work collaboratively to form a collective response to the increasing unemployment situation precipitated by the Covid-19 pandemic. The proposal was met very positively and rapidly by SDS, and in July several preliminary meetings took place between Maggie Wightman, Director of Skills Alignment (SDS and SFC), Phil Ford, Regional Skills Planning Lead (SDS), and the Vice Principals and Commercial Directors from the four colleges above.

Skills Development Scotland agreed to accelerate specialised Labour Market Intelligence (LMI) for each region. It was agreed that this Regional Skills Assessment information would require to be reflective of the effects of the pandemic on each local economy. It also included specialist information on sector specialisms where possible. Meetings were arranged with the Vice Principal (IPP) to include the Head of Commercial Development.

Initially two collaborative workshops occurred planned between August and October to identify 'customer groupings'. More detail is captured later in the ROA.

The two formal collaborative workshops with SDS, SFC and key college and employability representatives allowed the colleges to move quickly to a jointly agreed evidence base, drawing in all the LMI data and data on impact and on individuals. The colleges discussed the current offering for these customer

groups and established what may or may not need to be reshaped, and what new offers would be made available. The workshops included:

- Economic overview / scale of the challenge for each local economy (discussing and agreeing LMI evidence base)
- Evidence base – customer / individual groupings
 - Discussion on data and potential impact / scale on customer groupings
 - Discuss and agree which partners / organisations are able to fill any data gaps
 - Draw in additional insights from colleges / other partners
 - Validation and agreement on prioritisation of customer groups
- Evidence base – opportunities
 - Drawing on data and insights to validate and agree immediate and mid-term opportunities in sectors and occupations within the local economies.
- Baseline current offers / provision
 - Organised per customer grouping
 - Mapping back to key sectors and occupations within region (inc. opportunity areas)

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

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

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

The College is managing a partnership with SCVO Connecting Scotland, to manage the distribution of 140 laptops as well as MiFi devices across the region during a second lockdown period. It is testament to the commitment of the staff to ensure that students can have access to increased digital connectivity. Additional SFC funding for equipment has been very well received, however the College initially faced logistical challenges after funding was announced in procuring and distributing large numbers of laptops which contributed to delivery delays.

5. The Health and Wellbeing of Students and Staff

The College's Student Experience Team and Communications Team has worked particularly closely with the Edinburgh College Students' Association (ECSA) since March 2020 to ensure optimum health and wellbeing support for students. Joint activity has included resolving funding queries; providing a 'virtual campus' on Facebook through which students can engage with each other to provide support and access advice; developing and delivering the EC Cares mental health and wellbeing campaign, including student mental health support (via SilverCloud - Online Mental Health Programmes | SilverCloud Health) and telephone support from College wellbeing advisors;

online and telephone support for vulnerable students and those students with caring responsibilities; support for care experienced students online and on-campus; referral to local third sector providers for further support.

A partnership between ECSA and the College Student Experience and Communications team saw the development and launch of the 'Online Student Services Hub,' designed to improve online access for students to funding advice and support, wellbeing advice, careers advice and support for learning advice.

Guidance and Support Mechanisms examples include:

- Virtual Student Service Support and ECSA Virtual Campus
- Online support for the most vulnerable students
- Key workers for students in halls of residence
- Money and debt and financial support
- Learning Development Tutors use MS Teams, Moodle, Outlook and telephone contact

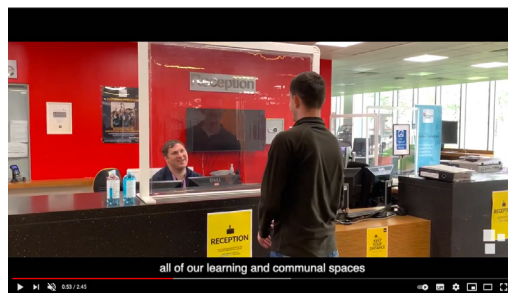
VP Welfare: Happy New Year



Monday 11th January 2021

Hi everyone and Happy New Year 2021!

What a year 2020 was, I hope everyone managed to have as much of a relaxing break as possible. I'm sure Scotland is once again in lockdown and it is time to stick to online learning till at least the end of the year to protect both staff and students.



Online Drop-in



How it works

- With restrictions on numbers of people on campus due to Covid-19, the teams are working from home a lot more so our offices won't be staffed as often.
- We have set up a Virtual Office for you to drop in to ask a question during office hours, just like you would on campus, but on a video call.
- Video calls will be 1-to-1 with one of our staff and we won't be offended if you don't want to turn your camera on.
- It is a very simple system, using [Google Meet](#), so no need to fill in forms, or register, just follow the steps below.
- If you are using a laptop or PC, the call will open in your web browser. If you are on a smartphone or tablet, you may be asked to download the Google Meet App first.
- If you have any issues or questions about using this service, please contact us on one of our other channels and we'd be happy to help!

You can now have a video call with an ECSA staff member in 2 easy steps:

1. Click on the button below to start the meeting
2. You will be asked to type in your name
3. Click to join the 'meeting' and wait to be let in. If you are not let into the meeting within a minute, we're probably busy with another student, so get in touch with us another way on the list below.

Drop-in open between 11am and 3pm

It's not working for me

If you can't get an answer, or it doesn't work for you - don't fear, we're still here!


You can get in touch with us in loads of different ways:

- Email us on connect@ecsca.com
- Phone us on 0131 291 9500
- DM us on Facebook / Twitter / Instagram

Learning Support & Wellbeing

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

This site is integrated with Office 365. You must connect your Moodle account to Office 365 in order to benefit from these features. [Connect Now](#)



Announcements

- Introduction
- How to contact us
- Sensory Impairment
- Mental Health & Wellbeing
- Autism Spectrum Condition URL: 1
- Dyslexia URL: 3
- Dyspraxia & Dysgraphia
- Dyscalculia URL: 2
- ADHD & ADD URL: 3

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

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

Student counsellors have completed CPD regarding remote support. This included online training in partnership with OU, and sessions on safeguarding around use of Zoom and assessing suicide risk when working remotely. Referral forms were adapted to be digitally compliant with GDPR processes using password protection for forms and client spreadsheet.

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

The College Student Mental Health and Wellbeing Policy includes guidance for staff on crisis intervention and has been updated to take account of remote delivery. Our partnership with SilverCloud offers online CBT modules to students. A Student Wellbeing newsletter is produced regularly which includes updates, sources of support, and links to websites such as Nightline - with whom we have a partnership.

Students have benefited from the team providing a range of wellbeing services, including introducing extra resources to enable the College to provide wider wellbeing support services, as well as counselling. Strategies and activities to reduce loneliness and isolation are a vital part of this work, including group workshops on subjects such as anxiety and offering online wellbeing drop ins for students in crisis or difficulty.

Much of the ongoing health and safety work for students by management focuses on ensuring safe practices, aligned to national guidance and the FACTS framework, regarding on campus teaching, learning and assessment. To date the College can report 17 confirmed positive Covid-19 cases of staff, students or contractors who have been on campus since early March 2020. Regular meetings take place to risk assess the numbers and any safety concerns regarding allowing students onto campus in particular curriculum areas. This group consists of key senior managers, and the ECSA manager.

The College has also put in place asymptomatic Covid-19 testing for students in halls of residence (pre- and post-the winter break), in partnership with Queen Margaret University, and has now secured on site Covid-19 symptomatic test kits for such students.

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

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

In the 2019/20 academic year the College continued a trend of substantial growth in part-time provision, however the success of this mode of study focused on short employer led courses funded through the Flexible Work Development Fund (FWDF) or Individual Training Accounts (ITA) rather than scheduled courses. The ability now to refocus part-time provision into courses where there is increased demand, to rapidly upskill the population in sectors such as Technology (especially Data Science), Construction, Care - as well as basic entry level employability programmes - will be key to the College's and the regional economy's success.

To this end, the College is working with a number of partners in the Edinburgh and South East Scotland City Region Deal to advance joint opportunities. These partners include community planning partners in the Local Authorities, Skills Development Scotland (SDS), Developing the Young Workforce (DYW), Universities, Third Sector Partners, and the Capital City Partnership. Covid-19 is most likely, in 2020-21, to impact scheduled part-time courses, especially where face-to-face delivery and assessment is essential to demonstrate skills acquisition.

A refreshed group to support the Edinburgh Guarantee (EG) was established in 2020. Course alignment helps to support the Edinburgh Guarantee, which means that there is a place available for all school leavers at the appropriate level either at Edinburgh College, in other training settings and/or in employment. Membership of the EG consists of the Chief Executive of Edinburgh City Council, the Principal of Edinburgh College, Sandy Begbie (Young Persons Guarantee, Scottish Financial Enterprise) and senior executives from the University of Edinburgh, Miller Construction, Aberdeen Asset Management, Standard Life, NHS, Leonardo, and the Capital City Partnership.

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

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

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

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

In HCI new partnerships have been formed with Local Authorities, initially in Midlothian to facilitate expansion in that geographical area, with additional delivery taking place. There are plans to deliver more school provision, such as Craigmyle, and the new 'Design Engineer Construct' course offered online to all schools for 2020/21 has initially proven to be extremely popular.

HSC is developing new partnerships with the NHS, NHS NES, Scottish Care, Borders College, University of Edinburgh, Edinburgh Napier and Queen Margaret universities, the Integrated Joint Boards, Employers, SDS, DDI and the DHI. This is to ensure that a regional

curriculum is co-developed to ensure that employers can promote opportunities and that partners can respond to employer demand. Skills Boost courses have been designed to deliver in 2021 to respond to training needs such as infection control and basic moving and handling training, as well as developing new courses and developing investment in technology enabled care hubs and the use of virtual reality for training in dementia care.

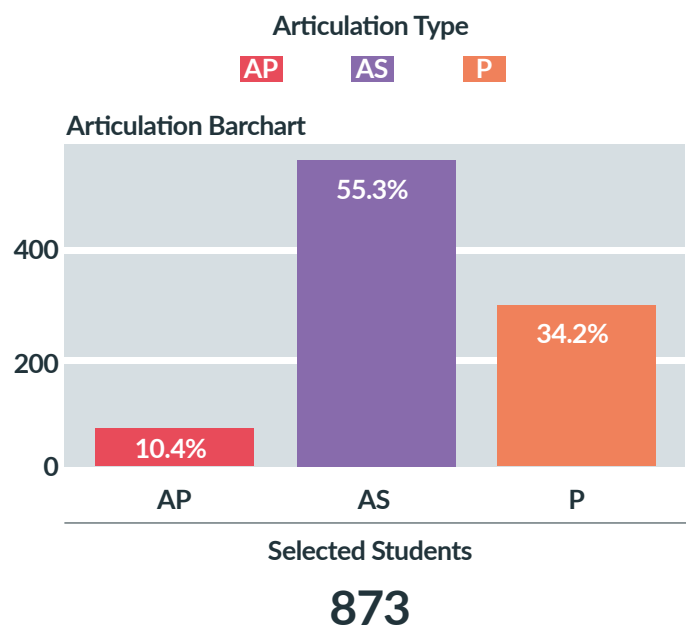
6.2 Granton Waterfront Development

The College continues to be a major partner of the Granton Waterfront Development (GWD) Project in North West Edinburgh (Granton waterfront regeneration – The City of Edinburgh Council). Specifically, the College has been an active partner in developing the new Granton Learning Strategy and Granton Arts and Culture Strategy. The former aims to develop new learner journeys in the area from schools and employers into the College, and to work towards an integrated education estate across the area involving all education providers, including CLD activities. A prominent element of the GWD Project is the proposal to build a new ‘Construction Skills Centre of Excellence,’ aligned to ECRD construction investment and national sustainability construction policy priorities. The College has a strategy to drive forward all Cultural, Curriculum, Community and Commercial aspects of the development programme. In February, the College will link with the council and deliver an exciting curriculum project to light the Granton Gas Tower with an Audio-Visual Project created by students from the Creative Industries Faculty.

6.3 University Partnerships

Edinburgh College has one of highest numbers of articulating students in Scotland. In 2018/19 there was an increase from 54.3% to 55.3%. Our work on Associate Degree provision, strategic skills planning within the City Deal and with wider HE partners, ensures that articulation continues to grow, especially for students from the most deprived data zones. Progression from HN Level to university with Advanced Standing is a priority, and the College led on the Pathways.ac.uk app which was launched in July 2020 to facilitate the Learner Journey.

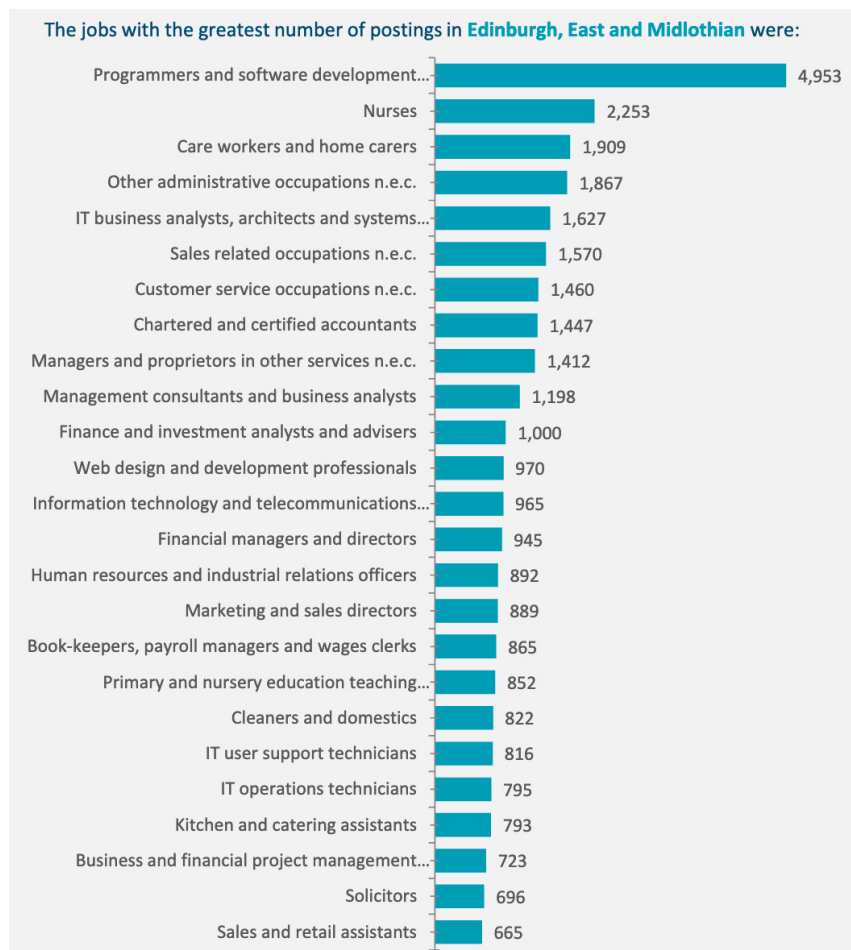
All courses at Edinburgh College have a dedicated pathway mapping the learner journey from SCP provision to Articulating University courses. These are available on the College’s website in curriculum maps within course prospectuses. The app and the [progression maps](#) are used regularly as the basis of discussion with community planning partners, for recruitment and communication with wider stakeholders such as parents and SCP engagement events. The College is fully committed to the plans to intensify engagement activity with universities. Regular meetings with all the regional universities and local colleges take place within the city deal context, SWAP access and the admissions and pathways working groups.



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

7.1 Key Insights identified in the region

- Edinburgh, East and Midlothian's Gross Value Added (GVA) growth is set to exceed the Scottish average over the next ten years, but productivity growth is slowing.
- Edinburgh is much more resilient (to Covid-19 impacts) than East Lothian and Midlothian partly due to the number of high value jobs, where home working is possible.
- Although job postings have started to rise these are generally not high value, highly skilled roles.
- The region has **13%** of all Scotland's furloughed workers. Unemployment has risen **132%** since March and is set to rise further once the Job Retention Scheme is withdrawn. A **10%** unemployment rate could lead to **37,400** job losses.
- **44.8%** jobs impacted in High Impact Sectors (Tourism, Accommodation and Food Services; Non-Food Retail; Creative Industries; Manufacturing and Construction). There has been cancellation of major festivals and concerts, with financial pressures intensifying especially for small businesses.
- There are opportunities in Health and Social Care; Digital; Business and Public Service professions; Professional, Scientific, and Technical roles.
- In terms of jobs postings, we can see a close alignment to the courses offered for January start, for Skills Boost, Fast Track and Accelerator programmes and the occupations where there is demand. In 2020 the highest demand for jobs in the region was as follows:



Source: [Skills Development Scotland](#)

The curriculum offer from January to August 2020, aligned to areas of rapid growth and urgent economic demand: (Short Skills Boost courses and HN Fast Track/Accelerators).

COSCA Counselling	NPA Oral Health Care
CISCO Cyber Security and Computing Essentials	PDA Dental Nursing
CISCO Internet of Things (with NPA in Data Science)	PDA Developing Professional Practice in Health and Social Care
Fast Track into Financial Services PDA (Group 2,3)	PDA Data Analytics (in development)
HNC Business	Preparation for University Access to Nursing
HNC Business with Finance	Pre-HNC Health Care (NHS)
HNC Mechanical Engineering	Robotics and Control System Engineering
IMI Certificate in Transport Maintenance	Skills Boost – Bridge to Employability
NC Access to Engineering Systems	Skills Boost – Digital Promotion for Business
NPA Art and Design – Digital Media	Skills Boost – Digital Skills (ECDL Beginner/Intermediate/Advanced)
NPA Data Science (Open Learning)	Skills Boost – Fashion and Retail Academy (ESTJ) (in development)
NPA Data Science with Administration	Skills Boost - Health and Social Care
NPA Data Science with Business	Skills Boost – Skills for Life and Work
NPA Data Science with Finance	Skills Boost - Social Services
NPA Software Development and Web	Skills for Work – National 4 Engineering Skills

7.2 Future demand and skills

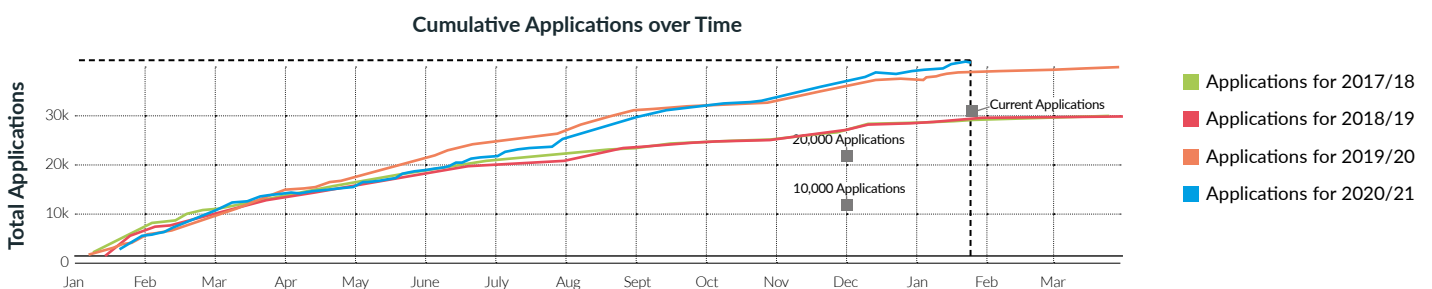
It is expected that there will be continued growth and demand in the following areas, and there is close alignment in these occupations for the 2020 and 2021/22 planned curriculum. It is important to consider the longer-term future skills demand as well as addressing the urgent concerns and opportunities facing the region.



Source: [Skills Development Scotland](#)

7.3 Student demand for 2020/21

Actual Demand has continued to increase for places at Edinburgh College, and this is reflective of current demographic growth and future predictions aligned to the housebuilding programme in the City Region.



8. Which groups, or issues, we are particularly seeking to respond to

The following are groups, or issues, we are particularly seeking to respond to; much of this work was a result of the immediate response to work collaboratively with the East Central College partners and Skills Development Scotland in August 2020. Our collaborations highlighted above are the vehicles for delivering the additional skills and training that will be required.

8.1 Customer groupings

- Young people still at school but at risk of transitioning to a negative designation
- Young people leaving school in 2020 (including data on their preferred routes / occupations)
- Apprentices in training at risk
- Redundant / furloughed apprentices
- Recent college and university leavers
- Young people unemployed (or at risk of unemployment) (data by job level if available)
- Other workers unemployed (or at risk of unemployment) (data by job level if available)
- Those accessing PACE support and other redundancy insights

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

The majority of Edinburgh College courses involve 'hands on' technical and vocational training. Due to social distancing restrictions and the volume of students entering campuses it has been necessary to provide restricted access to campuses. College learning, in the main, in the early part of 2020/21 has 'front-loaded' theory-based units. The curriculum areas most affected by lockdown situations have been STEM subjects where access to specialised software or equipment is essential. Health and Care subjects have been disproportionately affected by work placement requirements. The recent developments and relaxation of the number of work-based hours spent on placement, in favour of a simpler competency-based assessment by accrediting awarding bodies such as the SSSC is equally counter challenged by the difficulty in gaining work placements for all students, for a multitude of reasons. Placement providers have been reluctant to welcome students due to safety measures and services providers creating safe 'bubbles' to work in. Furthermore, at the beginning of Semester 1 2020/21, FE students were not covered by indemnity insurance for completing their work experience placement within a health care setting.

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

- Negotiate with SFC for an extension for all full-time dental nursing students course dates
- Involvement and leading on national groups in working with awarding bodies and regulated bodies to establish and agree alternative assessment arrangements for work experience placements
- Meet regularly with local authorities, health boards, voluntary and private sector on processes and arrangements to start placements
- Work in partnership on pathways into employment with members of IJB & H&SC skills gateway
- Establish a College-wide Short-Term Working Group involving the student president, employers and staff on safe arrangements for students to start placements

The College continues to problem solve and influence thinking at a national and local level in all areas of the College, responding rapidly where technological or collaborative solutions allows learning and teaching, on the job training and assessment to take place. The College is committed to ensuring that the best education and training possible takes place within the parameters we operate under.

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

In November 2020, following extensive cross College analysis, the College's Academic Council discussed and reviewed student feedback from the March/April (post-lockdown) 2020 Student Satisfaction and Engagement Survey. 91% of students who participated were satisfied overall with the student experience. Comprehensive feedback was also provided by ECSA, following the Student Reps' Conferences, after this survey, all additional comments made by students were analysed in a thematic manner and the following categories emerged, each of which have been systematically addressed via the 5Rs groups,

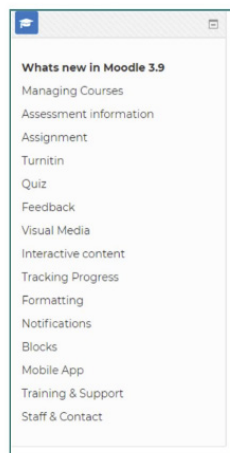
operational planning, and revised virtual / face-to-face services for our students:

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

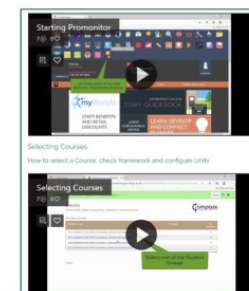
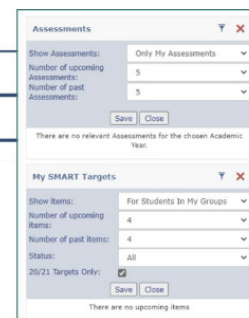
The College has provided a substantial number of resources to enable learning resources, progress reviews and feedback to be facilitated for lecturers online.

Mechanisms to Support Systematic Feedback and Progress Reviews, examples include:

- Moodle Mechanisms
- Moodle Training
- ProMonitor/ProPortal (Pastoral)
- ProMonitor/ProPortal (Markbook)
- ProMonitor Training



Phase 3 2020/21 - 'Assessment Feedback' tool to be fully operational
Phase 4 2021/22 - Automatic 'Credit and Qualification Resulting'

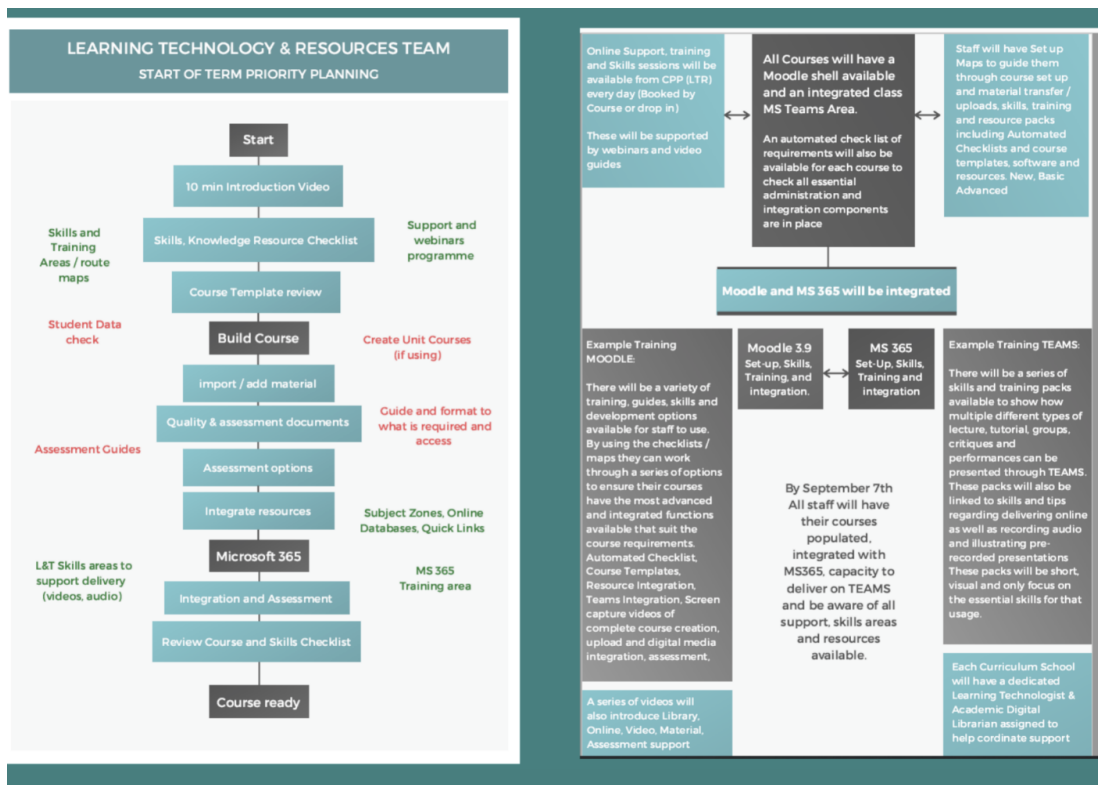


At the start of lockdown, a vast amount of planning and implementation was put in place by IT and Learning Technology teams to unify the online resources available in Moodle with an integrated synchronous remote platform to be made available to lecturers throughout the College using Microsoft 365 Teams. Collaboration across the College allowed a robust platform for delivery to ensue, ensuring that staff acquired new skills to allow delivery to take place in a refreshed way.

Monitoring student engagement using attendance registers has been a challenge due to the nature of online learning. Face-to-face engagement and attendance registers have become a complex issue,

given that most students need to attend in a more flexible manner, with the emphasis being on 'engaged in learning.' The College is using several methods to determine this digitally and through communication with students by lecturers and tutors. The College has a duty to ensure that students are not disadvantaged by connectivity or personal issues that can cause synchronous activity to be disrupted more than would be expected under normal circumstances.

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



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

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

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

ECSA has successfully run events online for students to interact with while learning from home. For example,


the Black History Month showcase which saw a mixture of pre-recorded content, written and live streams shared on social channels.

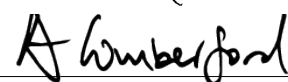
The ECSA-Illence Awards 2019/20 were conducted entirely online, from nominations to awards with a new award established – “Teaching from Home Award”. It is planned to continue this format in 2020/21.

Summary

Despite major initial challenges, both technologically and the demands on staff and students to change ways of working remotely, Edinburgh College has managed to respond and innovate. Our understanding of associated wellbeing issues are well understood; regular ongoing support and a wellbeing staff conference is planned for later in 2021. The College will continue to use lessons learned and build capacity, reimagining, reinventing and reforming, demonstrating our resilience as we move forward later into 2021.

Signed by College Region

Chair of the Board of Management  Date January 2021

Principal & Chief Executive  Date January 2021

Signed by the Scottish Funding Council

Signature _____ Date January 2021



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College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
A Credits Delivered (Core)	198,052	180,144	184,872	190,789	186,611	186,612
Credits Delivered (ESF)	0	0	2,106	2,202	1,418	1,257
Credits Delivered (Core + ESF)	198,052	180,144	186,978	192,990	188,029	187,869
B Volume of Credits Delivered to 10% most deprived postcode areas	20,614	18,731	20,190	17,073	16,533	
Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	10.4%	10.8%	8.8%	8.8%	8.8%
C Volume of credits delivered to care-experienced learners	0	3,156	2,580	4,064	5,604	
Proportion of credits delivered to care-experienced learners	0.0%	1.8%	1.4%	2.1%	3.0%	3.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	209	217	252	336	304	350
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.5%	65.2%	62.9%	60.7%	56.0%	56.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,095	3,244	3,259	3,106	2,339	
Total number of FTFE students	5,202	4,979	5,185	5,114	4,180	
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.0%	73.6%	71.9%	70.8%	66.2%	66.2%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	9,766	6,524	6,100	6,059	4,815	
Total number of PTFE students	12,522	8,865	8,486	8,553	7,277	
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	73.7%	73.6%	73.1%	71.3%	69.7%	69.7%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,767	2,677	2,736	2,706	2,592	
Total number of FTHE students	3,752	3,638	3,745	3,795	3,721	
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	67.2%	76.6%	82.1%	84.3%	75.5%	75.5%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	895	1,276	1,632	1,344	1,697	
Total number of PTHE students	1,332	1,666	1,988	1,593	2,248	
F Number of students achieving an HNC/D qualification articulating to degree level courses	913	846	807	849	873	
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	452	425	423	433	483	
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	49.5%	50.2%	52.4%	51.0%	55.3%	55.3%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,187	3,041	3,259	3,173	2,640	
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,168	2,972	3,137	3,040	2,573	
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	99.1%	97.7%	96.3%	95.8%	97.5%	97.5%
Total number of full-time HE college qualifiers (in confirmed destinations)	931	1,265	1,474	1,346	1,242	
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	911	1,233	1,418	1,294	1,213	
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.9%	97.5%	96.2%	96.1%	97.7%	97.7%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	81.5%	88.4%	89.0%	91.0%	91.0%

Equality Impact Assessment (EIA) Recording Form

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

Title of Activity/Proposal/Policy/Practice	Interim Outcome Agreement 2020-21	EIA Team and Lead Member of Staff	Curriculum Planning and Performance	Date	29.01.2021
Type of Policy/Practice/ (tick box)	New				
	Existing				
	Revised	x			

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

<p>What are the aims and purposes of the activity/ decision/ new or revised policy or procedure? See Note 1</p>	<p>The Regional Outcome Agreement (ROA) is designed to support the College’s strategic ambitions within the regional context in which the College operates, by setting out outcomes and how these outcomes will be achieved. The ROA also demonstrates what the College will deliver in return for public investment.</p> <p>The SFC recognises that colleges and universities are working under emergency conditions as they continue to respond to the COVID crisis, deliver a blended learning approach, ensure the well-being of students and staff, and deliver an education-led economic recovery for Scotland. The guidance for the Interim Outcome Agreement introduces a new Outcome and Impact Framework which aims to capture – at a high level – deliverables, impact and outcomes, and to give assurance on the use of allocated funding in AY 2020-21.</p>
<p>Who will be affected? See Note 2</p>	<p>Students, staff, stakeholders (e.g. local schools and employers) and the wider community.</p>
<p>Who will be consulted? See Note 3</p>	<p>The College works closely with SFC Outcome Agreement Managers in developing the ROA. The College is also a key Community Planning Partner.</p>

<p>What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups? Evidence could be quantitative, qualitative or anecdotal. Do we have enough evidence to judge what the impact may be? See note 4</p>	<p>In formulating the ROA, research has been undertaken into regional trends, as well as equality and demographic data, to consider how the College can serve the education and skills development of its local area.</p> <p>Evidence is gathered from other reports, plans, policies, and working groups in place at the College, such as the Gender Action Plan, the BSL Plan, the Corporate Parenting Forum, the Access and Inclusion Strategy, the Widening Access and Equality, Diversity and Inclusion group (WAX-ED).</p>
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Step 2 – Assessing the impact

This involves:

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

The Public Sector Equality Duty:

Eliminating discrimination, harassment and victimisation	Advancing equality- <ul style="list-style-type: none"> • Removing disadvantage • Meeting different needs • Encouraging participation 	Fostering good relations <ul style="list-style-type: none"> • Tackling prejudice • Promoting understanding
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See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups?
E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

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

Protected characteristic	Potential Positive Impact Y/N	Details of Expected Positive Impact	Potential Negative Impact Y/N	Details of Expected Negative Impact
		<p>Strategy will remove or minimise barriers to learning experienced by students. The College is working with local authorities to improve transition arrangements for school leavers with support needs, to broaden the offering of ACE course for PG5 students and to strengthen the links with special educational needs schools. The Project Search local partnership supports young people with additional support needs into education and employment.</p> <p>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.</p>		
Gender reassignment	N	<p>But see below.</p> <p>A representative from the College attends the TransEDU Community of Practice for colleges and universities in Scotland.</p>	N	
Marriage/civil partnership (relevant in employment law)	N		N	
Pregnancy and Maternity	N	But see below.	N	
Race	Y	The ethnic profile of our student cohort is representative of the local	N	As noted in the ROA, Brexit has the potential to impact on students coming from the EU in

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

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

Step 3 – Acting on the results of the assessment.

What actions can be taken or amendments made to policy to reduce the negative impact? See note 8	For some protected characteristic groups, specific positive impacts are noted. However, the ROA outcomes around recruitment and retention would be of benefit to students from all protected characteristics groups. Additionally, the ROA aligns with the College's Gender Action Plan (GAP) and the Equalities Action Plan 2017, which aim to advance equality and create more inclusive environments.
Is there a need to address any gaps in evidence?	
How will equality be advanced/ good relations be fostered?	By aligning the ROA with CPP, GAP and other equality/inclusion work being done in the college, the ROA demonstrates the College's ambitions to widen access and promote good relations.
Who has been involved in carrying out this assessment?	VP Innovation Planning and Performance, Equalities Officer, supported by the consultation information available as a part of the ROA process.
If you cannot fully review the impact now, what else must be done, by/with whom and why?	Enrolment, Retention and Achievement data from AY 2020/21 analysed by protected characteristic groups will allow further assessment of the impact of ROA.

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

Step 4: The monitoring and review stage

Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision

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

Action to be Taken:	Person Responsible:	Completion/Review Date:
Analyse relevant data from AY 2020/21 as part of ROA cycle in 2021/22.	VP Innovation Planning and Performance	December 2021
Carry out EIA as part of ROA cycle in 2021/22.	VP Innovation Planning and Performance	December 2021

Signature of Lead:



Date: 1 February 2021

Step 5 – Review and Publication

See Note 11

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

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