



# Regional Outcome Agreement

2022 - 2023

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## INTRODUCTION

In 2021/22 Edinburgh College staff showed tremendous agility and resilience throughout a disrupted year, marred by the pandemic, by continuing to deliver high-quality learning, teaching, operations, and support to all our students. We exceeded our core credits and European Social Funding credits activity target of 187,741 by 1% for the year. There was also an increase in the number of unique student enrolments in the year at 27,647 – a rise of 3,439 compared to 2020/21. The College expanded delivery of courses for employers. Our Key Performance Indicators for Completed Success (CS)% improved by 1.62%, exceeding our Outcome Agreement (OA) targets in three modes of attendance. Of particular note was improvement in full-time (FT) Further Education (FE) by 3.6% from the previous year, with the 16-19 age demographic in full-time Further Education (FTFE) improving by 6%. The overall student retention rate was maintained at 82.8% (as in the previous year), a significant achievement given the context.

In 2022/23 the College will continue to improve its performance by developing new approaches for learning and teaching, seeking new ways to serve our students and partners, increase collaboration and increase value for our stakeholders. These tasks involve every function in the College.

Edinburgh College will therefore continue to support economic and social recovery, by upskilling and reskilling adults, and by encouraging more young people to engage in college education and by supporting our graduates to move into employment or onto university.

The College will continue to develop and inspire people across the region during these challenging times and plans to further improve its KPIs, aiming to be in the upper quartile of Scotland's Colleges in all student success measures.

Our five strategic priorities outlined in the Strategic Plan 2017-22, will be refreshed during 2022/23. The new strategic plan, 'Our Strategy Our Future' continues to build on the core purpose of the College and centres around three key themes: People, Place and Performance.

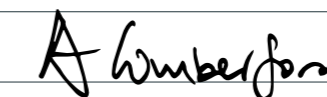
### Signed by the College Region

Chair of the Board of Management



Date 12 December 2022

Principal and Chief Executive

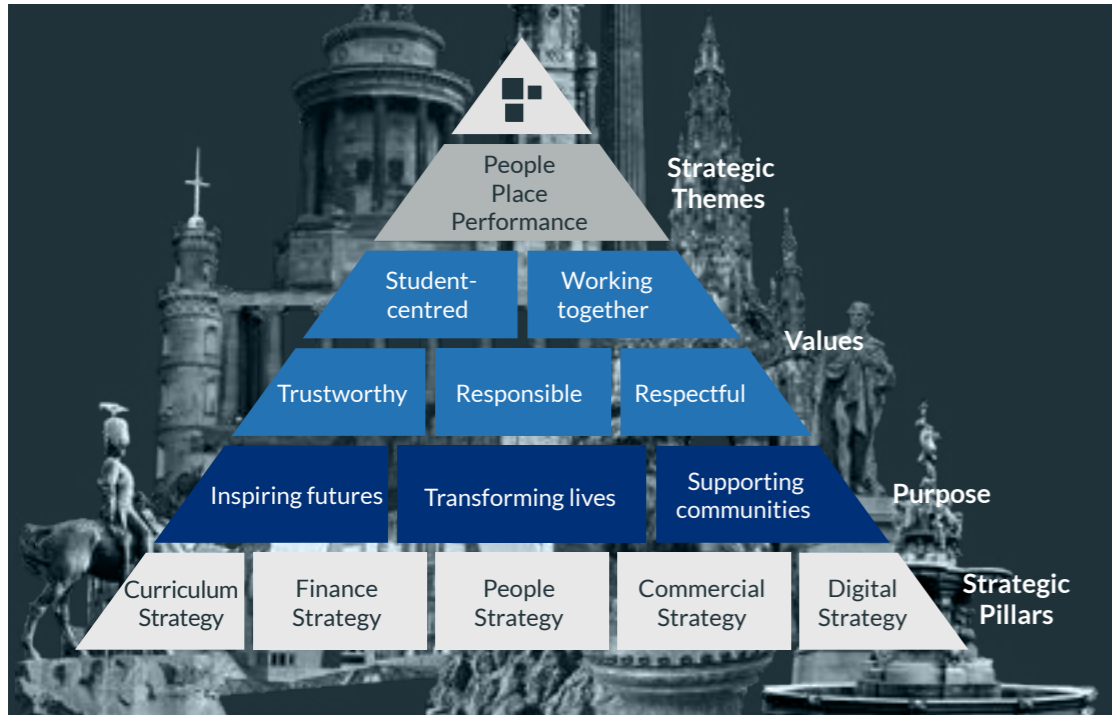


Date 12 December 2022

### Signed by the Scottish Funding Council

Signature

Date



## OUTCOMES FOR STUDENTS

### 1. Fair Access and Transitions

**Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.**

For students from Scottish Index of Multiple Deprivation (SIMD) 10 our target is 8.8% of credits to be delivered to students from this demography in 2022/23, compared with 7.1% delivered in 2021/22. We note that the shift in percentage is due to students attending more part-time (PT) modes of study in this demographic.

Measure 1c: The volume and proportion of credits relating to learners from different protected characteristic groups and care-experienced learners.	BME	19,353	10.2% (+2.9%)
	Known Disability	54,329	28.7% (+1.2%)
	Care-Experienced	13,144	6.9% (-0.7%)

The College delivered courses to over 900 care experienced students in 2021/22 and we expect this activity level to continue into 2022/23. We are planning for a 1% increase in activity in 2022/23. More detail on the support available to care experienced students is outlined below.

#### School College Partnership (SCP)

SCP students relating to senior phase Developing the Young Workforce (DYW) measures was not achieved in 2021/22, however the College expects this to return to anticipated levels of activity. The 2022/23 target is 500. The target for DYW courses, where school pupils in senior phase attended vocational courses with recognised qualifications at Level 5+ was 492 students. The College enrolled 471 students, 21 students short of the target. This was due to recruitment which was adversely affected by Covid-19, in particular Foundation Apprenticeships (FAs) where work placements were not available. Schools have reprioritised on 'lost learning' within their institutions and as a result in 2022/23 we expect a return to the higher original delivery levels and targets.

In terms of wider engagement, the College worked with 4,836 school pupils at all levels to ensure that skills and inspiration are developed at a younger age to introduce and support careers and learning that lead to the most appropriate match. Tailored induction is provided for specific groups, for example those with a diagnosis of ASD. The Widening Participation and Communities of Practice groups ensure that as much transition and partnership working is possible to ensure routes into College.

The College continues to have regular meetings with regional universities and local colleges as part of the Scottish Widening Access Programme (SWAP) and the Regional Learner Passport Partnership (RLPP) admissions and pathways working groups.

### 2. High-quality, Learning, Teaching and Support

The enhancement and improvement of learning, teaching and support is informed by data and evidence provided for College staff who are undertaking the self-evaluation process. Our progress visit from Education Scotland (ES) provided a large number of areas of positive progress which the College expects to continue, especially within services to support learning and aspects of the delivery of curriculum, learning and teaching and assessment. The College therefore received an overall satisfactory rating of two possible outcomes. In response to the College's relative CS% performance in 2020/21 the College received improvement actions aimed at improving KPIs:

- All staff and FT students to complete a Digital Skills assessment tool
- All staff and students are aware of where to access digital support and training
- All FT students have been assigned a Learning Development Tutor (LDT) or Tutor
- All FT students have been encouraged to complete the Student Satisfaction Survey, supported by staff
- All staff are participating effectively in self-evaluation, with better use and access to data
- All teaching staff participate in sharing Best Practice in Learning and Teaching
- All teams are involved in planning and communicating course assessments pre-course
- All students have a support and curriculum induction including a handbook of course expectations
- All staff use a single central record and accurate registers to track and monitor students
- Overall student progress is formally evaluated at least twice a year
- All students who are at risk of Completed Partial Success (CPS) are contacted to complete failed units
- Learning Support and other assessed needs are in place and communicated to lecturers pre-course

The action plan progress is reported regularly to the LTSE committee, with all actions completed or on track.

Students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience. Policies are in place to support positive behaviour and mental health and all FT enrolled students have access to a Learning Development Tutor.

The LDT provides a wide variety of support for retention, linking with lecturing teams, supporting absence monitoring and signposting students to wider support services. In addition guidance sessions support positive behaviour.

#### Learning and teaching strategies are adapting to include approaches for digital and blended learning.

Renewed planning and implementation have been actioned by the IT and Learning Technology teams to unify the

online resources available in Moodle, ensuring that staff acquired new skills to allow delivery to take place in a refreshed way using blended learning approaches. Curriculum Team Managers regularly share new approaches through How Good is our Learning and Teaching (HGIOLT) meetings throughout the year and support is provided through Moodle resources for staff as outlined here.



### Student satisfaction

In 2021/22, overall College satisfaction stood at 90%, one point below target, with 84% of respondents to the College's Student Satisfaction Survey reporting that they felt their course had prepared them with the appropriate knowledge and skills for the workplace. A key point in the College's Action Plan following the Education Scotland Progress visit in December 2021 is to increase the numbers of participants in the survey. Comprehensive feedback was also provided by Edinburgh College Students' Association (ECSA) after this survey, following the Student Rep conferences, all additional comments made by students were analysed in a thematic manner and the following categories emerged, each of which have been facilitated for lecturers and managers online through the self-evaluation portal on Microsoft Teams. For 2022/23 we are aiming for a minimum of 91% satisfaction overall, with a view to reaching 96% in the following year.

### Success measures

The overall trend for CS% has improved over the past three years by 6%.

		FTFE	FTHE	PTFE	PTHE
College CS%	2021/22	61.1%	64.8%	74.2%	80.3%
College SFC CS%	2020/21	56.5%	72%	66.3%	80.4%
College CS%OA target	2021/22	58.9%	75.1%	68&	78.5%
Scotland CS%	2020/21	61.3%	72.1%	76.3%	81.3%

All (RQ)	75%
FTFE	67.40%
FTHE	75.10%
PTFE	75.00%
PTHE	83.00%

**Targets for 2022/23:** Edinburgh College aspires to be in the upper quartile of success measures in all modes of study, using 2018/19 benchmark data. We believe this is achievable based on recent changes to our management structure in the curriculum, a renewed strategy and focus on learning and teaching approaches and earlier student support interventions. The minimum improvements range from 3-6%, based on the highest measures of the past two years. The College has made excellent progress in most modes of study, and further detail is provided in the OA self-evaluation report 2022/23.

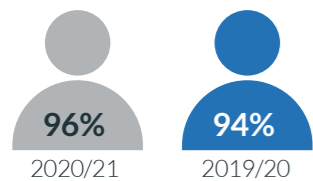
### Retention (FT & PT HE & FE)

As stated above, the College's CS% aspirations are planned to be achieved in 2022/23 through a combination of improvements in withdrawal reductions of up to 6% and completed partial success (CPS) measures. We have seen an overall improvement of 2.5% over the past three years; the College is planning for CPS measures to continue to improve in line with the 7% improvement achieved over the past three years.

### Progression

The Colleges target for 2022/23 is 98% known positive destinations into employment or further education.

### Student Positive Destinations



Student positive destinations has improved year-on-year by 2% to 96%, demonstrating that the majority of students who studied at the College moved into a job, set up their own business, or progressed to higher education study. Support structures are dealt with in more detail in the section on progression and destinations within this document.

## 3. Partnership, Participation and Student Experience

Edinburgh College has a partnership agreement with ECSA, our students' association. Much evidence of this ongoing work is reflected in the [ECSA Annual Report](#) for 2021/22 and is outlined in the partnerships below around poverty, mental health and wellbeing as well as partnership work for equalities.

This has included activities to mark national days and initiatives as well as taking a leading role furthering LGBT+ and Black History Month inclusion. Students have been working with ECSA to support LGBT+ students and the College with gender neutral signage on accessible toilet doors. A Preferred Name Working Group involves partners from across the College to enable processes for trans students to have an inclusive and suitable way of changing their display name on Microsoft Teams as well as on student cards, funding applications and course work.

ECSA create Equalities groups at the beginning of the academic year to initially run-on Microsoft Teams and grow into truly student-led groups. There are five groups in total: Women, BAME, LGBT+, Care-Experienced and Parents and Carers. Students can sign up directly to these groups along with other ECSA societies for taster sessions. Throughout the year, individual Equalities groups will have meet ups, some online due to hybrid learning, and activities will include festive events.

## 4. The Health and Wellbeing of Students and Staff



The College's HR, Student Experience, ECSA and Communications teams have worked particularly closely to ensure optimum health and wellbeing support for staff and students. The College has developed and delivered the EC Cares mental health and wellbeing campaign, including mental health support (via Silvercloud - Online Mental Health Programmes | SilverCloud Health) and MCL Medics for staff; for students telephone support is available 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; and referral to local third sector providers for further support.

A major partnership between ECSA and the College's Student Experience team has been the ongoing development 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. ECSA are now providing support through Discord to reach a wider group of students.

ECSA has been supporting students online through the different interest groups 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's Student Experience team will mainstream online delivery in 2022/23 whilst rebuilding onsite support and presence. Regular Wellbeing team meetings using Microsoft Teams have facilitated and refined processes. The College now delivers Counselling using Microsoft Teams or email, depending on student circumstances, or in person. It should be noted that the College has seen a year-on-year increase in the number of students who disclose mental health difficulties.

Student Counsellors completed Continuing Professional Development (CPD) regarding remote support. This included online training in partnership with the Open University and sessions on safeguarding around the use of the online platforms and training in assessing suicide risk whilst working remotely.

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

The College's 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 Cognitive Behavioural Therapy (CBT) modules to students. We produce regular Student Wellbeing newsletters which include updates, sources of support, and links to websites such as 'Nightline' with whom we have a partnership.

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

## 5. Learning with Impact

### Students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives.

Student support is available to all students either through the student services hubs at all campuses or online through the virtual hub on Teams. Information on services is provided here: [edinburghcollege.ac.uk/information-and-advice](http://edinburghcollege.ac.uk/information-and-advice)

Edinburgh College provided education to 27,647 unique students during the year to 31 July 2022, and in doing so over-achieved its core plus ESF credits activity target of 187,869 by 1% for the year. The overall student retention rate was 82.8% (as in the previous year), a significant achievement given the disruption caused by the pandemic.

There was a shift from full-time to part-time provision with a 30% increase on 2020/21. This increase was led by courses funded through the Flexible Work Development Fund (FWDF) and Young Person's Guarantee (YPG) skills boost courses. The College has refocused part-time provision into courses where there is increased demand, to rapidly upskill the population in sectors such as technology (especially data science) and care as well as basic entry-level employability programmes, all key to the College's and the regional economy's success in equipping students for work. The College is working with a number of partners in the Edinburgh and South East Scotland City Region Deal to advance this strategy. These partners include community planning partners in the local authorities, Skills Development Scotland (SDS), DYW, universities, third sector partners and the Capital City Partnership. The impact of the pandemic may continue to affect scheduled part-time courses but improved online delivery models will help mitigate some of this risk.

### University Partnerships and Progression

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

All courses at Edinburgh College have a dedicated pathway mapping the learner journey from School College Partnership (SCP) provision to articulating university courses. The Pathways app and progression charts 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 region deal context, Scottish Widening Access Programme (SWAP) and the Regional Learner Passport Partnership (RLPP) admissions and pathways working groups.

### Progression and Destinations into University

Edinburgh College has one of highest proportions of articulating students in Scotland. In 2020/21 (latest data), 59.7% of students progressing or articulating to university did so with advanced standing, with an increase of 6% more students than in the previous year. The targets previously for 2021/22 are 60.2% and 65.5% for 2022/23 for progression with advanced standing. The College aimed to maintain the numbers of students progressing to University across these years but expects that economic factors may have affected these figures. The College's commitment to articulation continues - especially for learners from the most deprived data zones and associated degree routes. This is reflected in the mapping of the learner journey from SCP provision to articulating university courses.

### Support arrangements for graduating cohorts who will experience a challenging labour market in coming months/years.

The College has an established Career Information and Guidance service supported by SDS. This complements the support that is provided by Student Services staff. Faculty areas plan to bring employers in at various stages of the year to engage with students to support their ambitions. In 2022/23, the College plans to bolster this support for students due to the cost-of-living crisis, to include money management skills and CV and job research work. The College has enhanced its Jobzone website and links with the Capital City Partnership recruitment centre opportunities. Support for setting up a business is available and the College has a new co-ordinated plan of engagement with Bridge to Business and Business Gateway to provide further information and learning opportunities to encourage enterprise. A new student led sustainability café was launched in October 2022 which has entrepreneurship at its core.

A refreshed [Career Coach](#) area also assists with career focussed opportunities.

### Student demand for 2022/23 and a responsive curriculum

Gross Year Weekly Comparison Table C	
Year	Equivalent Previous Week Total To Date
2018	23859
2019	24539
2020	24293
2021	28201
2022	28342

Actual demand evidenced through applications has continued to increase for places at Edinburgh College, with more emphasis on PT FE, and this is reflective of current demographic growth and future predictions aligned to the city region deal programme in the South-East Scotland region.

There is a good understanding of the needs of business and industry, and Scotland's economic needs. Edinburgh College actively engages with over 2,000 partners to ensure delivery. A refreshed group to support the Edinburgh Guarantee (EG) was established in 2020. Course alignment helps to support the Edinburgh Guarantee, which means that there is a place available for all school leavers at the appropriate level either at Edinburgh College, in other training settings and/or in employment. Membership of the EG consists of the Chief Executive of Edinburgh City Council, the Principal of Edinburgh College, Chief Executive Officer of Scottish Financial Enterprise (SFE), the Deputy Vice Principal of University of Edinburgh, and representation from Miller Construction, abrdn, NHS, Leonardo, and the Capital City Partnership.

## Equalities and inclusion

Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect. SFC College equalities measures and supportive actions are reported elsewhere in this document. The College publishes its planned outcomes on the College website.

**Equality Outcomes for the period 2021-2025 are set on the following seven outcomes:**

### Equality Outcome 1

Disabled students and staff report improved experiences, and retention rates improve, as a result of a College-wide focus on accessible learning, teaching, and training materials.

### Equality Outcome 2

The number of subject areas with an extreme gender imbalance reduces.

### Equality Outcome 3

Retention for students from deprived backgrounds improves.

### Equality Outcome 4

Students and staff feel more supported with their mental health and wellbeing.

### Equality Outcome 5

LGBT students and staff report improved experiences and retention rates improve.

### Equality Outcome 6

Staff and students are more confident that the College is taking action to prevent and tackle racial and religious harassment and discrimination.

### Equality Outcome 7

The retention rate for care experienced students is increased.

## Scottish Index for Multiple Deprivation (SIMD10)

SIMD10 student numbers have decreased slightly since the College's School College Partnership (SCP) provision was severely disrupted due to the pandemic. However, the risk is now mitigated by the ability to prioritise SCP in 2021/22, working within schools such as Castlebrae, Wester Hailes Education Centre, Newbattle High School and Ross High School in SIMD10 data zones.

## Care Experienced Students

The College has a very close working relationship with the 'Hub for Success', connecting with the Local Authorities Children's Partnerships, ensuring the best transition support is possible. As shown in the table above, there has been a 0.7% drop in the proportion of credits for care experienced students from 2020/21 to 2021/22 due to numbers attending more part-time courses rather than full-time courses. We are now supporting over 900 care experienced students and expect this number to remain constant due to demand, with our focus being improved outcomes. Other partnerships, such as Action for Children's 'STAY' project, provide the best transition support possible.

A student experience manager is focussed on supporting care experienced students and building cross college approaches to enable success.

# OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

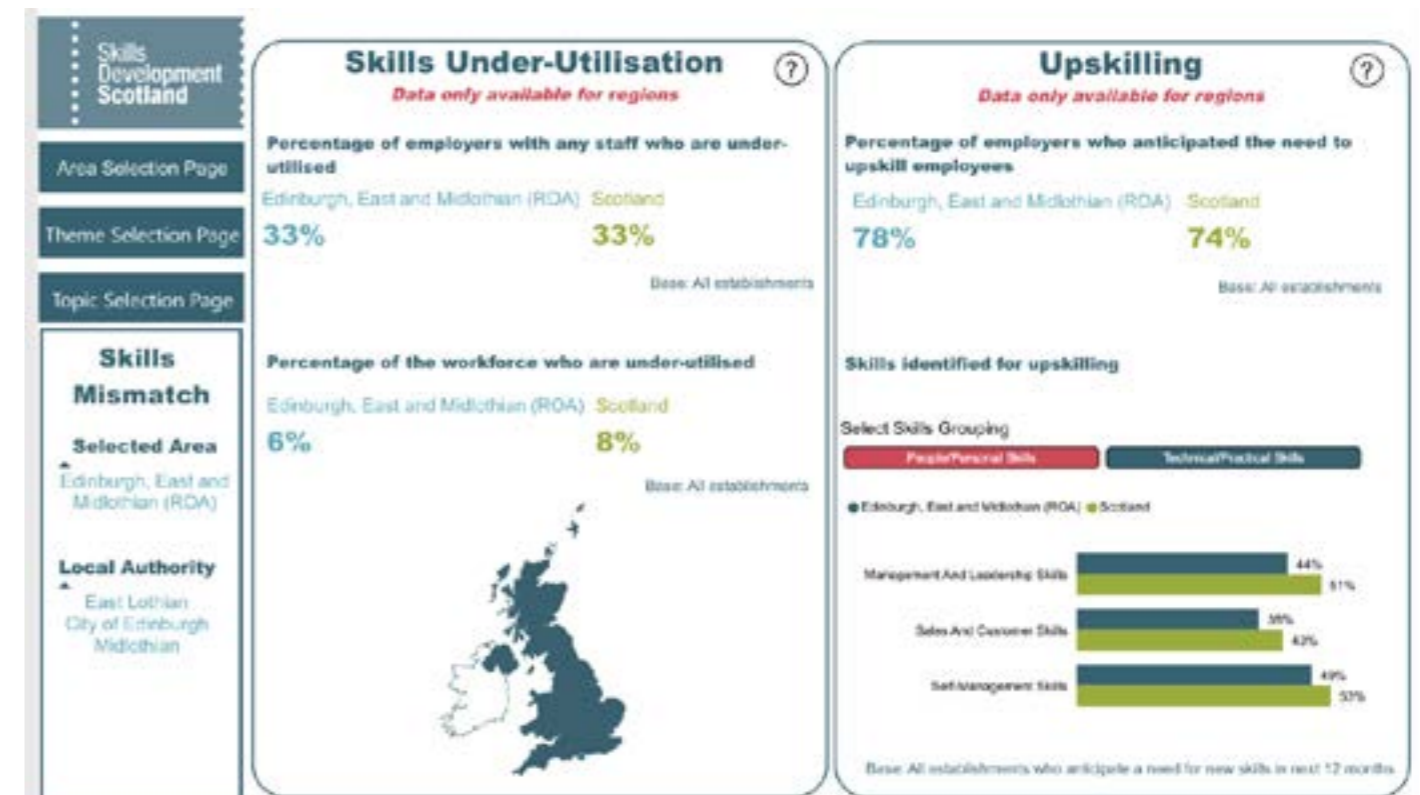
## 1. Responsive Institutions

**Institutions are responsive to employer and industry needs and to current and future skills requirements.**

The College makes use of labour market intelligence and employer/industry engagement to adapt and align provision. The operational planning process records plans for new course provision and the rationale for the changes based on labour market intelligence or local planned partnerships.

### Key Insights identified in the region

- Edinburgh, East Lothian and Midlothian's GVA growth is set to exceed the Scottish average over the next ten years, but productivity growth is slowing.
- Edinburgh is the most resilient authority and Midlothian is fourth in Scotland, partly due to the number of high-value jobs where home working is possible.
- Key sectors for employment which the College curriculum aligns to are in this table:



The College builds skills groupings identified into all full-time and short full-time courses and this will be identified by the 2023 Curriculum Strategy.



### Upskilling and reskilling the existing workforce

Between January and September 2022, there were **138,600** job postings in Edinburgh, East and Midlothian, of which:

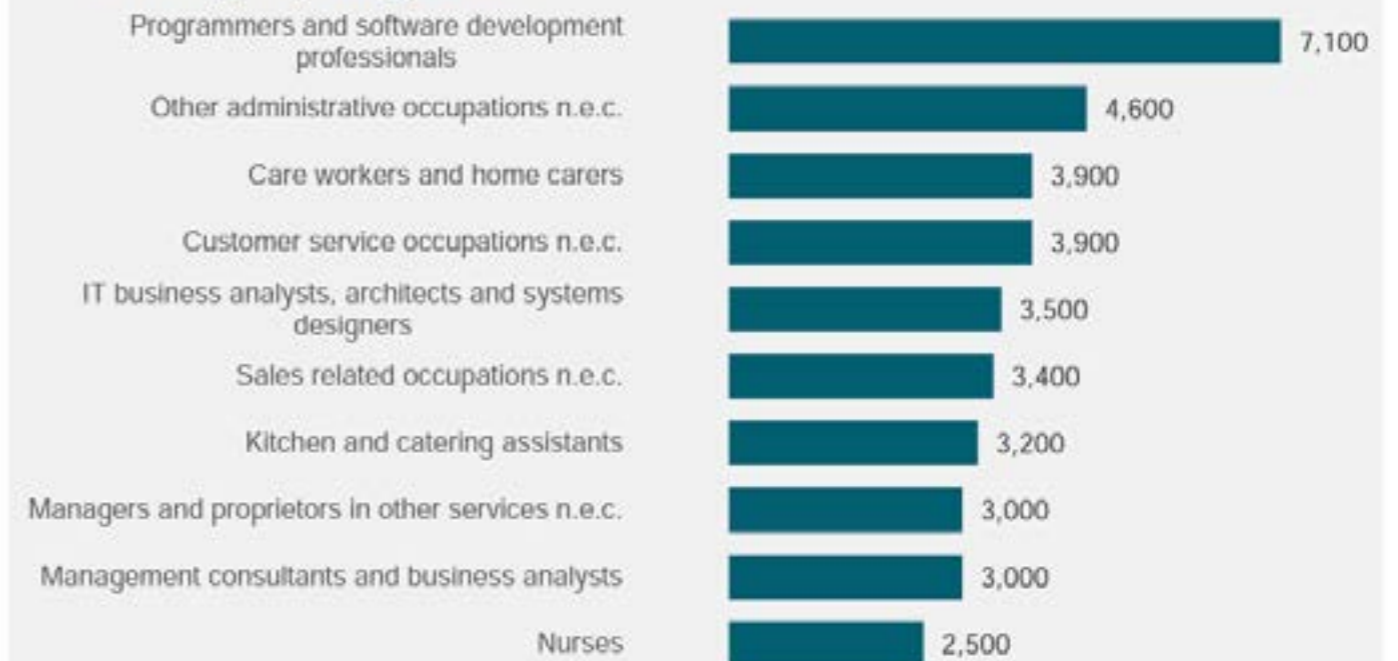
#### The locations with the most jobs advertised were:



#### The most requested specialised skills were:



#### The top job postings were:



### Employment by Key Sector

Of the key sectors, Health and Social Care was estimated to be the largest in Edinburgh, East and Midlothian in 2022. The sector accounted for 68,000 people. Financial and Business Services was the second largest with a total of 54,000 people.

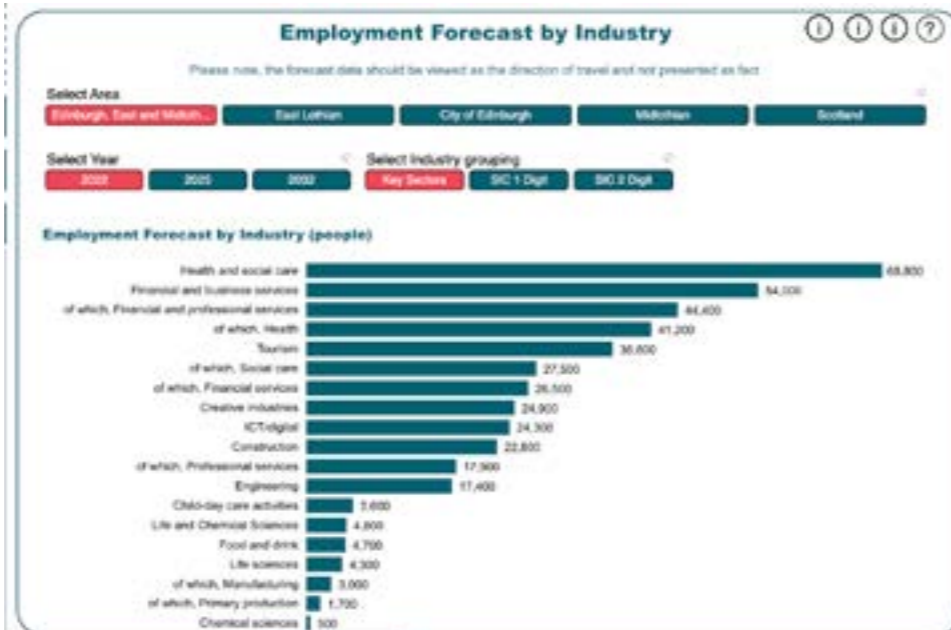
In the mid-term, the key sectors with the greatest forecast growth are Tourism and Health and Social Care, with an expected growth of 2,300 and 1,900 people, respectively.

Over the long-term, the sector with the greatest forecast growth is Health and Social Care, with an extra 7,300 people required between 2025 and 2032.

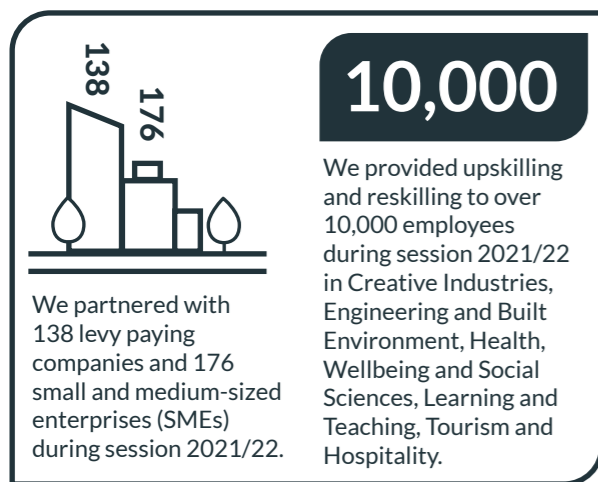
The Food and Drink sector is forecast to see the largest decline over the mid and long-term with 100 fewer people needed between 2022-2025, and a further 400 fewer people required between 2025-2032.

More information on the key sectors at a national level can be found in the Sectoral Skills Assessments.

- Although job postings have started to rise (see below) these are generally not high value, highly skilled roles. The key sector data above represents the breadth of curriculum required at Higher Education and Further Education level.
- There are clear opportunities in Health and Social Care; Digital; Business and Public Service professions; Professional, Scientific, and Technical roles and the re-emergence of the Tourism and Hospitality sector.
- In terms of jobs postings, we can see a close alignment to the courses offered for January start, for skills boost, fast track and accelerator programmes and the occupations where there is demand.
- In 2022 the highest demand for jobs in the region is as follows:



Our focus on developing the workforce of the future is reinforced as we enhance our partnerships with industry and build on the introduction of new facilities across campuses to provide the training and skills required within the region, now and in the future. The Digital Care Hub at Sighthill Campus, aimed at giving students an enhanced learning experience while developing transferrable skills for careers in health and social care will be expanded during 2022/23 with pharmacy and dental health forming part of a new health centre training concept. Discussions on new partnerships with professional registration bodies will yield new opportunities and investment for students and stakeholders.



In April 2022, we launched a Renewables and Energy Efficiency Training Centre at our Granton Campus which sees students, apprentices and industry professionals learn how to use cutting-edge equipment and develop the skills required to build low energy homes, and to modify existing homes to become more energy efficient. 2022/23 will equally develop the expansion in the opportunity that this centre provides for skills requirements and enhanced partnerships in the region.

In Computing, the College is developing new part time courses which are proving to be meeting large demand for employers to fill skills gaps and students to learn

flexibly. One example is 2i Testing who worked with the College to provide direct employment for graduates. To meet large demand, in 2022/23, the College also will provide preparation for this course to provide skills in data science, programming and testing. More info is available here.

The College's self-evaluation model has been embedded into the planning process and incorporates stakeholder engagement (from industry) within the evaluation and planning of course provision. New employer engagement has been key to growth in programmes associated with FWDF and in key skills areas identified by SDS. The College works with over 2,000 employers and representative stakeholders in the region. The majority of new courses planned are in key sector areas such as construction, computing, engineering, health and care. The YPG and National Transition Training Fund skills boost model developed during the pandemic proves to be a popular one for industries, where the courses effectively become a collaborative model replacing the employer induction training. This ensures that the throughput of successful students leads to sustained employment, with continued CPD offered to those employees.

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.

In 2022/23, support to businesses will focus on a mixture of on site and online delivery of scheduled and bespoke training through the College's Business Development Team.

This team is also working closely with local Chambers of Commerce to provide training and development support to local businesses, with a focus on utilising the continued Flexible Workforce Development Fund (FWDF).

### Fair Work

The College is committed to the fair work convention which believes fair work offers effective voice, opportunity, security, fulfilment and respect. The College signed up to the fair work statement for the college sector through the National Joint Negotiating Committee (NJNC). The College is committed to developing local engagement and partnership working practices and discussions on appropriate facilities time; to further develop policies and practices, in partnership with the trade unions and other key partners, which support people to access and progress in their employment; to work in partnership with the support staff trade unions to develop a national policy on Organisational/Workforce Change whilst continuing to apply good practice locally in terms of employment practices; to work in partnership with the trade unions and other key partners to further develop policies and good practice which support individual and organisational wellbeing; and to work in partnership with the trade unions, and other key partners, to further develop good practice to ensure that individuals are treated with due regard and respect.

The College does not use zero hour contracts and pays the real living wage. The College offers flexible and family friendly working practices for all workers from day one of employment; and our agile working guidance is another good example of the flexibility that is offered to employees, as well as the opportunity to apply for more permanent flexible working arrangements as per our policies in this area.

Equality, Diversity and Inclusion: The College publishes its planned outcomes on its website. We measure both the gender and the ethnicity pay gap annually and a range of actions have been agreed to further improve gender balance across the College and to make us a more ethnically inclusive employer. The College offers a large range of CPD courses for staff and in 2022/23 will develop a U-Learn portal for staff bringing together all aspects of training.

Upskilling in digital and data skills, as well as management training and mental health support have had a very high uptake in 2022/23. Learning and teaching qualifications are also offered by professional practitioners employed by the College.

We have focused management development on ethnicity inclusivity and are rolling this out across the College through our focused work with the Black Leadership Group. Our targets and measures are outlined below.

### In 2022/23 the College will focus on three priorities:

- Edinburgh College will articulate its strategic commitment to anti-racism by reviewing our values and behaviours; this will act as a catalyst to raise awareness of, and secure wider engagement with, our strategic intent throughout our internal and external communities, and networks.
- Edinburgh College will support our staff and students to review and reshape their curricula to enhance their focus on cultural equity and equality.
- Edinburgh College will Implement a whole organisation approach towards anti-racism, enabled by enhancing staff confidence and support in embedding anti-racism across all our activities.

The gender pay gap at Edinburgh College was 4.4% at 1 August 2022 – with the average in the UK in April 2020 at 15.5%.



## 2. Confident and highly capable work-ready graduates

Work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed in the job market.

### Future demand and skills

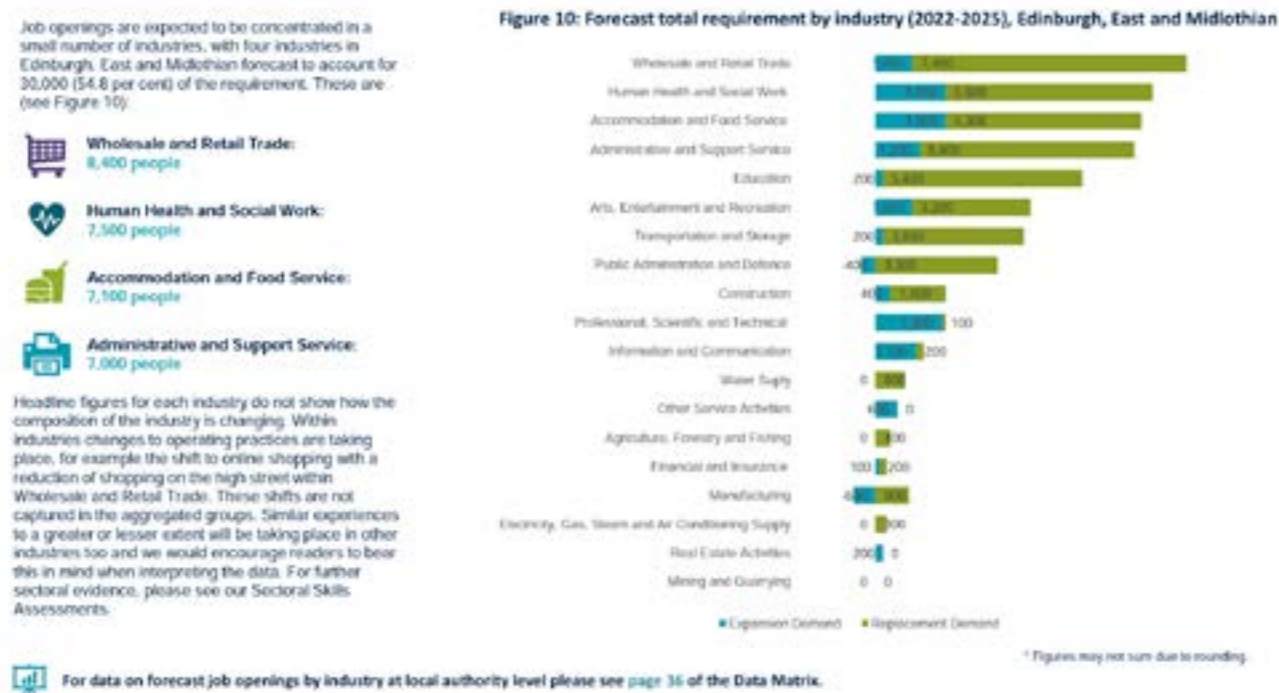
The College is at the forefront of building metaskills into HND programmes being the first to offer the Next Generation courses in Scotland; one key aspect of this is the inclusion of a metaskills unit. In 2023/24 all course frameworks will be offered a metaskills unit as an option.

The College curriculum has been reviewed and it is expected that there will be continued growth and demand in the below areas, - there is close alignment in these occupations for the 2022/23 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.

The College offers a large range of CPD courses for staff and in 2022/23 will develop a U-Learn portal for staff bringing together all aspects of training.

Upskilling in digital and data skills, as well as management training and mental health support to have had a very high uptake in 2022/23. Learning and teaching qualifications are also offered by professional practitioners employed by the College.

For full-time completed leaver positive destinations in 2020/21 there was a 2% increase in positive destinations from the previous year, with a decrease in students unavailable to work due to illness, caring responsibilities and other related reasons. The Key Performance Indicator is expected to improve in a similar fashion in 2022/23 as there are positive signs of recovery and low unemployment in the region.



Comparison with previous survey results	2018-19	2019-20	2020-21
Positive known destinations	3786 (98%)	4096 (94%)	3878 (96%)

Most students have opportunities to study with work experience or work integrated learning as part of their course.

The Creative Industries recently were able to relaunch their employer led opportunities conference: <https://www.edinburghcollege.ac.uk/news-and-events/news/lovescotlandscolleges-students-hear-from-industry-experts-in-relaunch-of-creative-and-tech-futures-day>

## 3. Knowledge Exchange, Innovation and Collaboration

There is active collaboration with other SFC funded institutions and across the education and skills system.

### 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 (IRES) Board, the College is building significant increased capacity to deliver with partners in areas where there is demand for skills.

In terms of DDI course delivery, 12 new contextual courses have been developed, to be delivered in 2022/23. Many of these are contextualised, based around the NPA Data Science at levels 4, 5 and 6, in areas such as Business, Sport, Social Science, Health Administration and Accountancy. At Edinburgh College, the Data Citizenship Unit will be delivered at levels 4, 5 and 6 across a range of courses in the Business curriculum; 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 region deal investment in CPD and course development.



In terms of HCI delivery, new partnerships have been formed with Local Authorities to facilitate expansion. There are plans to deliver more school provision, such as with Craigroyston and Lasswade secondary schools, and other new partnerships with East Lothian Council.

HSC is developing new partnerships with the NHS, NHS Education for Scotland (NES), Scottish Care, Borders, Fife and West Lothian colleges, the University of Edinburgh, Edinburgh Napier and Queen Margaret universities and Public Health Scotland the Integrated Joint Boards, Employers, SDS, DDI and the DHI. This is to ensure that a regional curriculum is co-developed to make

sure that employers can promote opportunities and that partners can respond to employer demand. Skills boost courses were designed, to deliver in 2021, to respond to training needs such as infection control and basic moving and handling training. The regional colleges and universities are collaborating on investment in technology-enabled care hubs and the use of virtual reality for training, for example, in dementia care, sharing their products to gain greater value from their initial investment.

### 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 Community Partnership Planning (CPP) activities. A prominent

element of the GWD project is the establishment of a new 'Renewables and Energy Efficiency Training Centre' aligned to the ESESCRD construction investment and national sustainability construction policy priorities. Students, apprentices and industry professionals learn how to use cutting-edge equipment and develop the skills required to build low energy homes, and to modify existing homes to become more energy efficient. The College has a strategy to drive forward all cultural, curriculum, community and commercial aspects of the development programme. In 2022/23 the College and the Council are delivering an exciting work-based curriculum project to light the Granton Gas Tower with an audio-visual project created by students from the Creative Industries faculty. The College will also host a Multicultural Arts Festival at Granton Campus, as well as hosting the local Muirhouse library whilst this is being redeveloped.

A £2.2M funding proposal through the NDEEF has been successful for Midlothian Campus. Additionally, a refreshed action plan with SSE on the Midlothian Campus Solar Meadow will increase capacity on site. The College is engaging with the Edinburgh Climate Compact, with a collective plan to map into a new city-wide district heating network.

### Green Skills and Knowledge Exchange

The College has recently launched a renewables and energy efficiency training centre in partnership with the SP Energy Networks Green Economy Fund, Worcester Bosch and Energy Skills partnership amongst others.

Equipment featured in the new centre includes:

- Ground source heat pumps
- Air source pumps
- Solar thermal systems
- Rainwater and greywater harvesting
- Sips eco panels
- Underfloor heating systems
- Latest gas appliance condensing boiler technology supplied by Worcester Bosch.

#### [Edinburgh College launches renewables and energy efficiency training centre](#)

The centre provides a hub for employers to network and provide new learning opportunities for students and apprentices.

## 4. Climate Emergency

Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

The College has an active Sustainability Steering Group (SSG), a Strategy and a cross-college Sustainable Education (SE) Forum. The College has been leading on a regional response to and information via the HE/FE Strategy Group which was established to further cross institutional regional working.

The award winning ECSA Go Green project continues to offer a swap shop, community fridge, sessions with students and Liftshare opportunities, amongst many other initiatives. The free breakfast initiative as part of the 'No Hunger' United Nations Sustainable Development Goals is one of the President's key aims and is being delivered from October 2022.

A College Climate Emergency discussion, to highlight the College's strategy was held in October 2022 with ECSA and Edinburgh College staff as panel members and with a live College audience. The production of student-led videos to highlight zero waste and climate actions will be an output for 2022/23 to raise awareness of positive climate action, and better understand collectively what actions will lead to the greatest impact for zero waste objectives.

Edinburgh College co-created the College Development Network (CDN) course 'Introducing Action for Sustainability', now available to all college staff and will also be developing Climate Action training for local employers and other groups.

The Sustainable Education College Group has now firmly established a Week of Action in the curriculum in October, involving the whole College in a set of pledges and activities and will measure the impact of these activities through the SSG.

The College's carbon footprint had increased in the year 2021/22 to revert to -53% (after reducing during lockdown period of 2020/21 to -58%) with gas consumption levels reverting to the previous year. College targets to meet the 2024 emissions reduction is -75% and 2030 target is Zero (-100%).

# Regional Outcome Agreement 2022 - 2023



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College Outcome Agreement Impact Framework: Supporting Data											
										Targets	Targets
Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021*-22	2021*-22	2022*-23	
A	Credits Delivered (Core)	198,052	180,144	184,872	190,789	186,611	185,201	194,633	185,536	182,289	183,174
	Credits Delivered (ESF)	0	0	2,106	2,202	1,418	2,776	1,571	3,903	3,829	
	Credits Delivered (Core + ESF)	198,052	180,144	186,978	192,990	188,029	187,977	196,204	189,439	187,741	183,174
B	Volume of Credits Delivered to 10% most deprived postcode areas	20,614	18,731	20,190	17,073	16,533	16,768	17,155	13,522	16,081	16,521
	Proportion of Credits delivered to 10% most deprived postcode areas	10.4%	10.4%	10.8%	8.8%	8.8%	8.9%	8.7%	7.1%	8.60%	8.80%
C	Volume of credits delivered to care-experienced learners	0	3,156	2,580	4,064	5,604	11,545	14,880	13,139	14,790	14,471
	Proportion of credits delivered to care-experienced learners	0.0%	1.8%	1.4%	2.1%	3.0%	6.1%	7.6%	6.9%	7.90%	7.90%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	209	217	252	336	304	484	515	491	492	500
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.5%	65.2%	62.9%	60.7%	56.0%	58.9%	56.6%	61.1%	58.90%	67.40%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	3,095	3,244	3,259	3,106	2,339	2,555	2,242	3,769	2,555	2,965
	Total number of FTFE students	5,202	4,979	5,185	5,114	4,180	4,339	3,961	6,169	4,339	4,399
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.0%	73.6%	71.9%	70.8%	66.2%	62.2%	66.2%	74.2%	68.00%	73.40%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	9,766	6,524	6,100	6,059	4,815	4,638	5,137	5,192	5,862	6,533
	Total number of PTFE students	12,522	8,865	8,486	8,553	7,277	7,458	7,755	6,997	8,616	8,900
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	73.7%	73.6%	73.1%	71.3%	69.7%	75.0%	72.0%	64.8%	75.10%	75.10%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	2,767	2,677	2,736	2,706	2,592	2,597	2,686	2,138	2,692	2,741
	Total number of FTHE students	3,752	3,638	3,745	3,795	3,721	3,461	3,732	3,301	3,737	3,650
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	67.2%	76.6%	82.1%	84.3%	75.5%	66.4%	79.0%	80.2%	78.50%	83.00%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	895	1,276	1,632	1,344	1,697	1,198	1,531	1,638	1,572	1,662
	Total number of PTHE students	1,332	1,666	1,988	1,593	2,248	1,803	1,937	2,043	2,002	2,002
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	844	848	929	873	801	857	n/a	801	840
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	453	495	504	483	482	512	n/a	482	550
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	53.7%	58.4%	54.3%	55.3%	60.2%	59.7%	n/a	60.20%	65.50%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,187	3,041	3,259	3,173	2,715	2,998	2,722	2,709	2,925	3,254
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,168	2,972	3,137	3,040	2,638	2,848	2,611	2,617	2,761	3,205
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	99.1%	97.7%	96.3%	95.8%	97.2%	95.0%	96.0%	96.6%	94.40%	98.50%
	Total number of full-time HE college qualifiers (in confirmed destinations)	931	1,265	1,474	1,346	1,257	1,441	1,313	1,102	1,440	1,482
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	911	1,233	1,418	1,294	1,227	1,340	1,267	1,062	1,335	1,467
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.9%	97.5%	96.2%	96.1%	97.6%	93.0%	96.0%	96.4%	92.70%	99.00%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	81.5%	88.4%	N/A - see note	88.9%	90.7%	80.9%	89.5%	91.00%	91.00%

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


## Outcome Agreement between Edinburgh College and the Scottish Funding Council for AY 2022-23

### On behalf of Edinburgh College:

Signed:   
Print name: Audrey Cumberford  
Position: Principal and Chief Executive  
Date: 3 May 2023

Signed:   
Print name: Nora Senior  
Position: Chair  
Date: 3 May 2023

### On behalf of the Scottish Funding Council:

Signed:   
Print name: Karen Watt  
Position: Chief Executive  
Date: 26 July 2023