



**Fife College Regional Outcome Agreement
2019 - 2022**

“Transforming Lives”



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Fife College: Vision, Mission & Values



Introduction

This Outcome Agreement (OA) for 2019-2022 aligns with regional priorities and sets out how Fife College will contribute to the development of a strong regional and national economy.

The College serves the needs of the communities of Fife and beyond with campuses located in Dunfermline, Rosyth, Glenrothes, Levenmouth and Kirkcaldy. The College has over 31,000 enrolments, which includes our Commercial and Skills Development Scotland (SDS) activity, with over 6,000 students studying on a full time basis.

The College has a turnover in excess of £47 million, with 72% of this coming from the Scottish Funding Council. The College earns income from other sources including commercial contracts and tuition fees.

The College delivers programmes in almost all subject categories from level 2 to level 10 on the Scottish Credit and Qualifications Framework (SCQF). The College is committed to deliver an overall target of 132,652 credits in 2019/20 which includes 2,418 ESF credits and 4,689 Childcare credits.

In 2017/18 the proportion of credits delivered to learners in the most deprived 10% postcode areas was 11%, an increase of 2% on the previous year. Most learners come from the Fife and Kinross areas, with a smaller proportion travelling from across Scotland.

The College employs 985 staff. The curriculum is organised across four academic faculties:

Business, Enterprise and Tourism
Care, Social Science and Education
Creative Industries
Engineering, Energy, Science and the Built Environment

The OA has been developed in consultation with the College's Student Association. The College is committed to involving the Student Association across the full range of its activities from planning to delivery.

This OA has been Equality Impact Assessed to ensure that it meets the needs of all our learners, staff and stakeholders.

Priority Outcomes

Fife College will receive £36million from the Scottish Funding Council for academic year 2019-20 to deliver further and higher education in the region. This funding is allocated to the College on the basis that it commits to deliver the outcomes and outputs detailed below during 2019/20.

Priority 1: Maintain a sustainable College for Fife which through effective partnership contributes to meeting the Scottish Government guarantee under Opportunities for All and supports the Developing the Young Workforce agenda.

We will deliver this priority by:

- Ensuring Fife College uses the resources available effectively for the benefit of the Fife and wider community
- Increasing the knowledge and awareness of staff to promote a positive health and safety culture through effective training and development
- Reducing the footprint of the College in line with the Estates Strategy
- Improving the health and well-being of our staff through an evidence based review
- Implementing an organisational structure to support effective and efficient delivery of the curriculum and support to our students
- Growing the College's SDS Modern Apprenticeship contract by 5% (approx. 20 places) including a focus on improving pathways within the Apprenticeships family (FAs, GAs) through the delivery of new frameworks aligned to the region's business needs as described in the Fife Workforce Modelling Report and the National Skills Investment Plans, for example Construction and Data Science and Digital Skills.

Priority 2: Deliver a high quality relevant and dynamic curriculum by meeting the needs of the region and providing progression opportunities to more advanced study and appropriate exit points to employment.

We will deliver this priority by:

- Embedding sector benchmarking and other KPIs into our curriculum review processes
- Continuing to develop and maintain robust curriculum planning and a systematic review process of curriculum design that takes cognisance of regional data sets and labour market intelligence
- Leading on the Fife Regional STEM Hub, working collaboratively with CPP partners and employers to support the delivery of agreed regional STEM KPIs
- Further embedding entrepreneurial skills, mind sets and behaviours as an essential skill within all substantive curriculum provision
- Further embedding sustainability knowledge and skills within all substantive curriculum provision
- Increasing resourcing and development of the innovation agenda, working in close partnership with regional and national partners, to support future skills development and enhance knowledge transfer opportunities.

Priority 3: Develop successful, ambitious and confident students by providing learning opportunities which support high retention, attainment and wider achievement.

We will deliver this priority by:

- Continuing to fully implement the Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences, placing an enhanced focus on digital capability

- Further developing and supporting digital skills and digital learning opportunities. Increase online portfolio by 10%
- Refining recording and monitoring mechanisms to ensure improved retention and attainment rates above sector average
- Ensuring the student needs are at the centre of all our planning and review processes

Priority 4: Improve life chances and social inclusion by providing engaging and accessible learning opportunities to people of all ages and from all communities and backgrounds.

We will deliver this priority by:

- Ensuring regular review of delivery models to ensure greater flexibility and accessibility, placing an enhanced focus on internal and external partnerships
- Increasing the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 2% per year
- Implementing targeted curriculum that strives to address gender balance where there are identifiable trends in gender segregation and increasing overall delivery to male learners by 1% per year
- Ensuring regular review of support mechanisms in place to support equal opportunities for people of all ages and from all communities and backgrounds

Priority 5: Ensure successful transitions into and out of college by providing appropriate opportunities and support mechanisms.

We will deliver this priority by:

- Ensuring that all curriculum provides a clear articulation or progression route to a sustained destination
- Decreasing the proportion of learners from secondary school who are heading for a negative destination by 5% through adoption of a bespoke intervention model developed in conjunction with CPP partners and including increased work based learning opportunities
- Increasing the proportion of courses delivered to learners through school/college shared curriculum by 12%
- Further developing “Curriculum Pathways” for school/college partnership as a strategic approach to an enhanced employer led senior phase offering aligned to the key sectors of Fife’s economy

Priority 6: Grow our commercial revenues and student opportunity through collaborative partnership with the business sector and other organisations.

We will deliver this priority by:

- Playing a central role in delivery of DYW outcomes as a core member of the regional DYW Group

- Continuing to build upon the level of engagement with businesses in the region through enhanced participation in local and regional groups, including for innovation, and direct engagement with industry partners
- Contributing to the development of a Fife-wide employability hub that will be focused on identifying and progressing those furthest from the workplace and those that form part of Fife's recent participation rates, which are lower than the national average.

Regional Context

Fife is Scotland's third largest local authority and has a 7% share of Scotland's population. Its varied socio-economic profile reflects Scotland as a whole, though there are concentrations of deprivation in some areas.

Fife has a population of around 370,000, with a rate of growth slower than for Scotland and the UK as a whole. The population is slightly older than the rest of Scotland, and there is a noticeable decline in the proportion of the population aged early 20's to late 30's compared to the national average.

It is estimated that the population will grow by 9,500 by 2041 (3%) which is slower than the national projected growth rate of 5%.

63% of the population of Fife is working age (16-64), 17% are aged 0-15, 11% are aged between 65 and 74 and the remaining 9% aged 75 and over. The working age population is expected to fall from 63% to 56% by 2041.

The largest growth amongst those in the 65+ age groups, with an 85% increase projected for those aged 75+ and 12% projected increase in those aged 65-74. This will impact on dependency ratios and the need for higher productivity rates whilst retaining skills, for example for replacement jobs as older workers retire.

Key Employment Sectors

The [Regional Skills Assessment Plan](#) for Fife shows that the largest sectors are professional, scientific and technical and construction. These sectors account for 19% of all businesses. Fife's business base profile mirrors that for Scotland, with the exception of fewer agricultural, forestry and fishing businesses.

The profile of businesses by size is identical to Scotland, where 98% of the 9,580 registered businesses in Fife are small or micro firms employing fewer than 50 people. The Fife business base has continued to grow with an additional 365 businesses in 2017.

The College will continue to revise its portfolio of courses in line with the Regional Skills Assessment and [Regional Skills Investment Plans](#) to ensure that the programmes on offer respond to industry demand and align with changing regional needs.

Within Construction, there is a national and regional decline in traditional trades and growth in project management, non-construction management, professional and technical occupations and a stable position for Civil Engineering, surveying, and architectural disciplines. With the introduction of legislation that requires all semi-skilled and skilled workers within the Construction sector to have a level 2 qualification as a minimum, there is

an opportunity to deliver both full time and part time entry level qualifications across the sector to ensure compliance and meeting legislative requirements.

The Manufacturing sector has suffered in Fife, however new Companies have been attracted to Fife including Amazon and Marine Harvest in the last 5 years. The Food Production sector is a national and regional growth area, therefore the College is developing apprenticeships and CPD programmes to ensure the workforce plans are fully supported.

Digital capability and DDI sectors are key priority sectors for the Scottish Economy and more recently projects have been developed as part of the City Deal bid to establish a more effective and robust offering from the education sector. With the current and future demand for cross sectoral digital and Big Data skills, it is essential that the College is equipped to deliver from a resource and staff perspective.

Employment Structure

Overall Regional employment has increased since 2006, however there have been fluctuations driven by the recession as well as the impact of technology in manufacturing services.

Currently, the highest employing industrial sectors are wholesale and retail trade, accounting for 14% of total regional employment, Human Health and Social Work, accounting for 13% and Manufacturing, accounting for 11%.

Employment growth is forecast to slow substantially over the next few years, and is expected to start contracting by 2027. As a result, jobs growth in Fife is expected to average 0.1% per year over the forecast period, this is still below Scottish average, which is 0.3%.

Administrative and support services is forecast to be the fastest growing sector in Fife over the next 10 years, accounting for over half of employment growth. A similar rate of growth is projected for construction and professional, scientific and technical services. Other notable increases are expected to come from wholesale and retail trade and arts, entertainment and recreation.

Other key changes include substantial job losses in manufacturing and public administration and defence. These sectors are expected to lose 1,900 and 1,400 jobs respectively over the forecast period. This reflects both the Governments fiscal priorities and sectorial transition within manufacturing to less labour-intensive methods.

Occupational Profile

There is expected to be 51,200 job openings over the next 10 years, driven by both expansion and replacement demand. This consists of a projected 1,600 job openings in Fife during this time, with a further 49,600 job openings which captures people leaving the labour market or moving between occupations.

The largest opening is expected for elementary clerical and service occupations, with 10,000 openings expected over the forecast period, equivalent to almost one fifth of all job opportunities in Fife. Teaching and research professions (6,400 people), sales occupations (4,800 people) and caring personal service occupations (4,300) are also likely to see a sizeable number of openings in Fife over this period.

The RSA clearly shows the need for higher level qualifications from SCQF Level 7-10, which currently sits at 38% of the Employment by Occupation, and is projected to increase by 1% by 2028. The requirement for mid-level occupations is projected to decrease from 34% to

24% in the next 10 years, however lower level occupations is projected to increase from 28% to 37% in the next 10 years. There is a clear requirement for SCQF level 7 and above, which reflects a demand for professional occupations. However, there is still a demand for intermediate skills and lower level skills (SCQF Level 5 and 6).

This will influence the current shape of the College’s curriculum offer, in particular upscaling our HE provision, and will influence regional curriculum planning and progression pathways.

Scottish Index of Multiple Deprivation (SIMD)

11% of the work age population are employment deprived and 12.4% of the population are income deprived. This is in line with Scotland as a whole. The majority of Fife’s most deprived areas are concentrated in Central Fife, spread out across Kirkcaldy, Levenmouth, Cowdenbeath and Glenrothes areas.

Fife College has maintained the proportion of credits delivered to learners coming from the most deprived communities, with an increase in band 1, 2 and 3 within the past year. The College will continue to target these communities to increase the participation rates to a level proportionate to need.

The opening of the Levenmouth campus has contributed to this increased participation, providing programmes of activities supporting community engagement along with events targeted at adults and young people alike. Adult learners continue to benefit from access level provision based in our outreach centres.

Fife College Deprivation Band	Proportion of Learners			
	14-15	15-16	16-17	17-18
1	9%	8%	7%	11%
2	18%	15%	19%	20%
3	13%	16%	13%	14%
4	11%	10%	12%	11%
5	12%	12%	9%	11%
6	7%	7%	5%	8%
7	9%	9%	7%	6%
8	7%	7%	13%	7%
9	8%	10%	7%	7%
10	6%	6%	9%	5%

Figure 1: Student profile: students from areas of deprivation, 2014-15 to 2017-18

Strategic Partnerships

The College works in close partnership with a wide range of external strategic partners and is a core partner in the Local Community Planning Partnership (CPP). Partners include Fife Council, Fife Employability Partnership, Skills Development Scotland (SDS), NHS Fife and NHS Lothian, the Scottish Prison Service and an extensive range of community and employer organisations including the Fife Chamber of Commerce.

Recent Education Scotland College reports and feedback highlight strong regional partnerships as being a particular strength for Fife College. These strong partnerships have

enabled the development of an increasing number of service integration and shared service models.

Fife's Community Plan 2011-2020 and Single Outcome Agreement

The aim of the Fife community plan is to “strengthen Fife’s future by bringing together Fife’s public and voluntary organisations to work together with Fife’s communities”. Its priorities of increasing Employment, Reducing Inequalities and Tackling Climate Change are translated into the high level aims to:

- Highlight the challenges facing Fife, both now and in the coming decade;
- Empower communities to respond to these challenges;
- Set out what the Fife Partnership’s plans to do to improve the wellbeing of people in Fife and to strengthen Fife’s future.

Fife's Economic Strategy 2017-2027

The College is represented on all main regional partnership groups including the Fife Partnership, the Fife Economy Partnership, Fife Partnership Executive Group, Opportunities Fife, STEM Strategy Group and Youth Employment Action Plan.

The [strategy](#) identifies four priority areas where actions will be targeted in order to make a positive difference. These mirror *Scotland's Economic Strategy's* four key priorities for sustainable economic growth and are aligned with the recommendations of *the Fairer Fife Commission's 2015 report*.

- Achieving fairer, more inclusive growth,
- Increasing investment in Fife’s business infrastructure,
- Improving business growth through increased internationalisation, sales and exports
- Fostering a culture of innovation and enterprise

The [Fife Local Outcome Improvement Plan \(LOIP\) 2017-2027](#) details the four priority themes identified by Fife Council to direct their work over the next ten years.

These themes, together with the priority sectors highlighted by the Fife Economic Strategy, will guide curriculum content and curriculum design, taking particular consideration of modes of delivery and access to resources. The College’s access and inclusion strategy addresses the barriers identified in order to improve participation opportunities and success rates for all.

Fife will focus its economic development and employability efforts on supporting the following key sectors – Energy & Renewables, Manufacturing, Finance & Business Services, Tourism, Food & Drink, Health & Social Care, ICT and Construction.

The issues identified by the Fife Economic Strategy include technological change, transport and digital connectivity, youth unemployment and changing demands for workforce skills. The Fife Economy Partnership and Opportunities Fife Partnership will both lead and oversee the Strategy’s delivery in partnership with Fife Council.

The Fife College Learning and Teaching Strategy, DYW activity and refreshed Employability Strategy will support the realisation of these regional aims and objectives. Fife College Carbon Management Plan also addresses some of the challenges at hand. The College will reference activity targets to the Action Plans that will be jointly developed by the Fife Economy Partnership and Opportunities Fife Partnership to deliver each of the Strategy's key priorities.

In addition, Fife is a key partner in the *City Deals for the Edinburgh and the South East of Scotland Region and for the Tay Cities Region*. Fife is committed to working with its city region partners in taking forward and delivering both future City Deal initiatives.

Opportunities Fife Partnership

Fife College is a key partner of the OFP which has a [strategic](#) aim “*to influence and drive innovative approaches to skills and employability services that reflect the current and future needs of individuals & employers*”.

The OFP has a specific focus on:

- Increasing employment opportunities for Fife residents
- More people with employability issues (health & disability issues) in secure, healthy, paid employment. Fife's youth Employment rate exceeds Scottish average
- Having a better qualified workforce with relevant skills for work (increase in Apprenticeships and enhancing and increasing skills of those already employed)
- Fife's key sectors better supported in terms of skills and employment

Academic Partnerships

The College delivers a wide portfolio of School College Partnership programmes across Fife in support of Developing the Young Workforce (DYW) and Curriculum for Excellence. The College is working closely with Fife Council, DYW Fife and Skills Development Scotland (SDS) to ensure the curriculum offer meets the needs of the young person to achieve a positive destination in the Fife region and beyond.

Course pathways to a career, along with advertising Scottish Credit and Qualifications Framework (SCQF) Levels, are being heavily promoted with marketing, via the website and prospectus, and training initiatives are being used to inform key decision influencers of the vocational qualifications available and what they are.

The College is placing a focus on the development of a growing network of connections with local and national Higher Education Institutions and thereby fully supporting the widening access agenda through increased and improved articulation opportunities and co-design of shared programmes at HE level.

The School College Partnership and HE Partnerships strategies focus on the development of effective pathways to support a seamless learner journey.

School College Partnerships & Senior Phase Vocational Pathways

The [School College Partnership \(SCP\) Strategy 2017-2020](#) between Fife College, Fife Council and Skills Development Scotland is being progressed. This includes a shared action and engagement plan overseen by a School College Partnership Strategic Group and collaborative meetings with cluster and area groups of schools. The college is also seeing benefits from the investment made in the full-time post of Head of DYW Partnerships.

The School College Strategy Group comprises of senior representation from the education department, the College and SDS and focuses on joint planning, including regional curriculum planning, in relation to local and regional priorities.

The College is embedding and accelerating progress on the Government's youth employment strategy (Developing the Young Workforce) with plans to grow college provision by increasing the numbers of school pupils attaining a vocational qualification. This includes joint planning with SRUC with a view to develop shared programmes for young people studying in North East of Fife in the near future.

Key points within our strategy are:

- Setting targets to overcome gender imbalances
- Improving transitions, particularly for learners at risk and requiring additional support needs
- Introducing new approaches that allow more school pupils to begin a vocational pathway as part of their senior phase curriculum, with early interventions as part of the Broad General Education years
- Achieving recognised qualifications on the SCQF that give recognised value for guaranteed progression to further learning, training or work.
- Offering additional HNC programmes for Senior Phase pupils in 2019-20

A joint bid with Fife Council for the delivery of Foundation Apprenticeships (FA) across the Fife region has been successful, offering 11 Foundation Apprenticeship frameworks. The second year of hosting multi-campus one-day experience events aimed at Senior Phase pupils resulted in over 400 school pupils engaging in four FA related taster workshops aligned to the FA offering. These partnership events have been hosted and run by local and national employers which illustrate the significant and strengthening partnership working between the College and several key local and national partners. Several joint events have been held to date and are planned for the future to support CLPL for teachers and SDS staff.

We have an ambition is to create a co-designed integrated curriculum of the senior phase for school pupils that integrates vocational and non-vocational curriculum from the start and provide early opportunities to pupils to select vocational qualifications that have a clear progression pathway from as early as S3. Other aims are to ensure flexibility and widening curriculum choice whilst ensuring both the viability and sustainability of the curriculum offer and the young person's choices.

The College's Assistant Principal represents the College on the governance group for LIFT OFF, a Schools for Higher Education Programme covering Fife, Tayside, Perth and Kinross. The College has supported the programme using its SCQF Credit Rating Body power to

credit rate the LIFT OFF Learning Skills programme delivered as part of the SHEP provision. The programme has been credit rated as 3 SCQF credit points at SCQF Level 6.

The [Fife College STEM Strategy](#) is supported with interventions and experiences delivered in Fife primary schools to connect with the younger minds of school pupils and open up the world of opportunities in Science, Technology, Engineering and Mathematics in an engaging, fun and non-gender specific way to dual approach to address the gender gap in many of these related industries.

The successful Princes Trust provision is being expanded to be delivered over three campuses to target learners between 16 and 25 to reengage with learning and the course is successfully providing a pathway to full-time courses at the College.

Higher Education Partnerships

Fife College's vision for higher education is a provision that pursues excellence in learning and teaching and is recognised by university partners to ensure successful progression into well qualified employment or further Degree level study. The College's aspiration is to enable our HE level students to support an increasingly knowledge-based Fife economy, for example in the STEM, Digital Media or Care sectors and to support a confident community which values and recognises diversity.

Formal articulation agreements have increased to 232 agreed routes giving full credit for the 96 HN courses at Fife College. The college has 89 guaranteed places written into these agreements and further developments are progressing to help support the vision for HE. Further details are contained in the new [University Partnership Strategy 2017-20](#) document.

As Graduate Apprenticeships are now being delivered, opportunities for collaboration in their delivery formalising appropriate pathways are being discussed with university partners.

A number of franchised degrees awarded through the University of Abertay are also delivered at Fife College. There are currently 168 students enrolled on our franchise degree programmes. Programmes currently offered on a full-time basis are within the Business & Management, Computing and Care Faculties.

UCAS Information 2018-19 Cycle

In this cycle there were 486 applications to UCAS through the College of which 327 (67%) were successfully placed. In the same period, 168 students have articulated with full standing of their HND awards to attend Fife College and studying on our franchise degree programmes. These students do not apply via UCAS, so this would reflect a combined total of 495 students progressing to a degree programme.

55 SWAP applications to UCAS through SWAP of which 45 (81%) were successfully progressed to university.

Strategic Priorities

Fife College will continue to build capacity, regional coherence and sustainability, through an increasing multi-agency approach, reflected in a range of positive, long-established and pro-active strategic relationships.

These priorities are reflected and detailed in the Colleges STEM, DYW, Digital Skills, Enterprise, Employability, Employer Engagement, Sustainability, Gender, Mental Health and Access and Inclusion Strategies and Plans.

Priority: Developing the Young Workforce

In meeting the ambitions outlined in [Developing the Young Workforce: Scotland's Youth Employment Strategy 2014](#), Fife College continues to work with a number of strategic partners to create capacity, focus and regional coherence to developing the young workforce in Fife.

Fife Council, Fife College, SDS, local employer groups and the Fife Chamber of Commerce are all well represented on strategic planning groups, all of which are working towards a shared common goal of reducing Scotland's youth unemployment by 40% by 2021. In order to meet this ambitious target, all strategic partners seek to work together to develop meaningful and wide ranging partnerships with the Industries central to the Fife Economy.

The School College Partnership Strategy and [Employability Strategy](#) details specific action planning to improve retention and attainment and increase sustained positive destinations. Some programmes incorporate vendor qualifications and programmes to focus on overcoming gender imbalance will build on the success of the College's Girls into Energy programme with new curriculum being added to the portfolio such as Men into Care.

The expansion of the First Chances Fife programme, in collaboration with University of St Andrews, Fife Council Education and The Robertson Trust is aimed at young people in P7 to S6 and will contribute to addressing equality issues within the overarching widening access context.

The School College Partnership and Student Engagement and Experience Teams are working closely, with both teams sharing the engagement of pupils whilst at school to support increased participation from underrepresented groups. This includes a New Directions programme to support the transition of pupils with additional support needs to participate in college programmes on a day release basis before progressing to full-time study. Involvement with third party agencies is also being increased to support this agenda going forward and ensure that young people from groups who experience particular inequalities are supported and encouraged to participate.

Our Head of DYW Partnerships sits on a new group, chaired by an employer from the DYW Board, and specifically aimed at developing work experience for young people with additional support needs, with a view to increase access to Modern Apprenticeship opportunities.

ESOL (English spoken as other language) is also being offered as part of the school partnership curriculum to engage more with young people from different nationalities, Black Minority Ethnic (BME) backgrounds and others who experience inequality. The ESOL team work closely with the local Community Learning team to maximise access to language courses for all, including young people. A particular focus is placed on the organisation of diversity events, in partnership with local organisations e.g. Fife Migrants Forum and Fife Arabic Society. The College is represented and takes an active part on the recently convened Service Children's Progression (SCiP) Alliance Scotland hub.

Science, Technology, Engineering and Mathematics (STEM)

The Scottish Government's STEM Education and Training Strategy for Scotland has been the driver for the college to refresh their [STEM Strategy](#), adopting an integrated and coherent vision that is outward focused and drives economic growth and prosperity.

Fife College is a lead partner in the STEM Hub steering group which entails participation of local Education partners and employer representation. An action plan and baseline evaluation have been developed in order to support the implementation of the strategic aims and realisation of agreed regional KPIs which are aligned to the [Regional STEM Strategy](#). We will measure and monitor progress on delivery, in line with the [KPIs](#) identified by Scottish Government.

Priority: Employer Engagement

The Energise Fife Project has provided an initial picture of needs and expectations from employers, pupils and education partners and continues to inform the planning of vocational pathways.

The College works closely with a wide range of employers such as Babcock, Fife Council, SSE, SGN, Oceaneering, Diageo, Marine Harvest and Edinburgh City Council, to design and deliver bespoke courses which provide employees with the skills and qualifications necessary for their current roles and / or successful career progression. These programmes, seek to address individual business needs or to focus on a regional or national level skills need (e.g. Smart Metering).

The College has developed a range of vocational and professional development programmes, many of which are accredited by recognised bodies, such as CMI, CIPD, BINDT, CQI, APM and PRINCE2, and aim to support business growth.

The recently developed College wide [Employer Engagement Strategy](#) provides a clear way forward for the College through an integrated cross college strategy that ensures the engagement with Employers is effective, streamlined and aligned to the relevant College Objectives. The engagement with Employers is essential to be able to deliver a wide range of Strategic and operational objectives that include the achievement of non SFC income targets, Employability skills for our learners through work placements, the delivery of Work based learning qualifications and developing philanthropic relationships to provide additional opportunities for our students through scholarships.

The College also delivers a wide range of commercial Educational contracts to a wide range of client groups including the public sector, Sectoral Skills Agencies (CITB, SECTT and SNIPEF) and will continue to identify and deliver Innovative Educational and Training projects.

The College is part of the Edinburgh and South Region City Deal HE/FE Skills projects being developed to build DDI and Construction competencies for both the student and Employer. The College is also a member of the Taycities Deal Skills Governance Group and will be a key delivery partner on a number of Skills Projects to be identified and developed during 2019.

Direct engagement with employers is supported by curriculum partnerships and through the Business Development Managers systematically developing relationships with businesses across all of the key sectors to secure commercial income and open up employer

engagement opportunities that can benefit our learners and might not otherwise be available.

By the beginning of 2019-20, Fife College is committed to launching an innovation process to instil a culture of innovation throughout the organisation. The development of this process, which will be engrained in all College strategies, and the refinement of HR processes to encourage, recognise and reward innovation activity, will be paramount to Fife College embedding innovation as a mechanism to develop mind-sets of staff and students as a means to enhancing economic and cultural prosperity.

Fife College will continue to pursue opportunities to engage staff and learners in activities such as FUTUREquipped and other voucher schemes to utilise the expertise within innovation centres and other funding sources for encouraging further collaboration and knowledge exchange to drive the sector forward.

In 2019-20, Fife College will establish an innovation network with external and internal collaborators to assist horizon scanning and explore growth opportunities for innovation activity, bringing value to our offering for all stakeholders.

Fife College has received various grant funding from the Fife College Foundation for equipment and activities that will benefit our students. Projects such as the Advanced Digital Manufacturing Academy, IPC Soldering Training Centre, Flying into Schools: The Future of Drone Technology and Modern Methods of Construction, have all benefited from funding from the Foundation which has enabled the College to purchase new state of the art equipment to not only equip students with the knowledge and skills required, thus maximising the employability prospects of students, but also to allow the College to meet the needs of local industry.

Flexible Workforce Development Fund

The success of the College in generating non SFC income was fully demonstrated in 2017-18 through the Flexible Workforce Development Fund delivered on behalf of the SFC. The College delivered the full budget allocated of £547k plus an additional 20% of the original budget was also claimed to support 68 Clients. The College worked with Employers from the following sectors; Hospitality, Engineering, Health Service, Local Authority, Food and Drink Operations, Care, Retail, Automotive, Manufacturing, and the Third Sector.

The College will continue to deliver the FWDF in 2018 and 2019 and is planning to over achieve their Fund budget and submit a request for additional funding continuing to increase their engagement with new Employers across a wide range of sectors.

Workplace Experience and Work Placements

Work experience opportunities, including project based learning and simulated work environment learning activities are increasing throughout the curriculum portfolio. The review and development of the Fife College Employability team and associated Employability strategy is supporting all curriculum areas in ensuring the development of comprehensive skills for life, learning and work where College courses do not entail a mandatory work placement.

All curriculum Faculties engage with employers within the planning and review of their portfolio to ensure that all courses entail a work experience and / or enterprise element.

Foundation Apprenticeships

Fife College has built on the success of the Pathfinder Foundation Apprenticeship projects and the past 2 years of FA provision to facilitate the College working in partnership to offer to the young people of Fife 11 FA Frameworks in sessions 2019-20. In partnership with Fife Education Department it is planned that Fife College will deliver 9 of the 11 FA frameworks.

An increased focus on DYW and FAs, in close partnership with Fife Council and SDS, we are ensuring that Foundation Apprenticeships are planned as a key Senior Phase offer and are jointly marketed. A new FA Handbook has been designed in partnership with Fife Council, DYW Fife and SDS to provide a resource of information for pupils, parents and teachers and includes details on the apprenticeship family of qualifications.

Modern Apprenticeships

Fife College's SDS MA contract value is worth in excess of £1million annually. We currently deliver MA programmes to around 560 employees in the following sectors: Engineering, Construction, Life Sciences, Business Administration, Food Operations, Care, Management, Creative, Science, Hospitality and Hairdressing. New MA's for 2018 have been developed within Healthcare to support Health Services across Scotland. The College will continue to work with key partners to identify and support the development and delivery of Modern Apprenticeships.

In addition to the delivery of programmes for 560 MAs on our own SDS Contract, Fife College is also a key deliverer of MA programmes to employers who have their own SDS Contracts (including large employers such as SSE), local authorities and sector skills councils like the Construction Industry Training Board. We are currently delivering to around 470 MAs on a sub-contracted basis which means that, in total, we have over 1,000 MAs undertaking 20 MA Frameworks. The total figure does not include individuals who are undertaking SVQ work-based qualifications in areas such as Social Services and Healthcare.

Priority: A High Quality, Relevant and Dynamic Curriculum

Curriculum Delivery Plan

The refreshed strategic plan is providing clear direction for curriculum planning. The College's education and training provision for Fife reflects regional, national and international market demands, closely aligning with labour market intelligence and government priorities. Partnership planning for regional provision is increasing in subjects where demand is high and will continue to focus on access and progression to support positive learner destinations.

Using a Campus Based approach we ensure that all learners on our main College campuses benefit from effective guidance services, clear, accurate and impartial information, and high quality learning opportunities, with facilities, resources and technologies that provide ease of access and support learner success.

There is an increasing focus on adult returners, taking into account upskilling and reskilling needs. This will be accommodated by regularly reviewing and re-balancing the portfolio offer to ensure sufficient access opportunities at entry level and to include more flexible delivery modes.

Early Education and Childcare

Since the publication of the Scottish Government's [Skills Investment Plan for Early Learning and Childcare Sector](#), we have reviewed the breadth and scope of our courses in childcare across all SCQF levels to ensure that there are entry and exit points for all applicants. We will continue to review application and achievement PIs in order to focus provision and delivery in areas where demand is growing, and where real job opportunities exist.

Enterprise

The "Enterprise Curriculum" is a growing feature across the College, with an increase in employer engagement and with the progressive roll out of Enterprise initiatives and learning activities across curriculum areas. The College is progressing the implementation of its [Enterprise Strategy](#) with the key objective to ensure all learners at Fife have the opportunity to engage and develop key Entrepreneurial skills in order to prepare them for the world of work or self-employment. High profile events including employers are supporting this.

Retention, Successful Completion & Destination

The 2017-18 PIs show a significant improvement on retention and achievement, with a 4% increase on Achievement, and 3% decrease on withdrawals in the past year. New processes that have been developed in the past year has supported this improvement, including a more robust and supportive process for retention/withdrawal monitoring allowing for early intervention providing support and guidance.

Withdrawal Action Plans are in place and statistical data shows signs of improvement in most areas with targeted action now specifically directed at remaining areas of concern. An improved Curriculum Planning approach is supporting effective planning and decision making using key data sets, including PIs trends, benchmarking and targets setting. This is allowing for Curriculum redesign where required, ensuring the portfolio is meeting socio-economic needs.

Unconfirmed Destination PIs remains relatively high at Fife College, however there is an action plan in place to reduce the number of unconfirmed, and this is already showing positive signs of improvement for the 2017-18 Destination collection.

Fife College has travelled a huge distance in terms of the improvement of our KPIs over the past year, and appreciate that aiming to achieve sector targets in some of the National Measures is very unrealistic. Therefore, our future targets have been set with this in mind. We aspire to be ambitious and sector leading, but at the same time we are realistic in our achievements.

Core and Essential Skills

Fife College recognises that Essential Skills are as critical as vocational skills to employers and is committed to the development of these skills as part of the overall student experience for all programmes of study. The College Essential Skills Policy sets out a clear definition of Essential Skills and the College's approach to providing opportunities for their development.

The management and delivery of Core Skills have been reviewed to support a more contextualised approach whilst ensuring a high level of specialism. Learners' existing skills are assessed at an early stage of their journey to enable future development and progression.

The now well embedded T-shaped person concept is used effectively to describe the desired abilities of people in the various employment sectors and bespoke versions adapted to each curriculum area show the most important Essential Skills for relevant industries or professions that learners aspire to progress to.

Learning and Teaching Strategy

The College's [Learning and Teaching Strategy](#) is the core strategy of Fife College and its five themes (Curriculum Design, Delivery and Assessment, Technology Enhanced Learning, Staff Skills, Learning Environment and Continuous Improvement) provide direction to academic and professional teams for the planning of their respective objectives. "Digital Capability" is the focus for 2019-20.

The College's new [Digital Strategy](#) fully supports the Learning and Teaching strategy with a stated ambition to be "Digital by Design", which will inform and support CLPL, curriculum design and delivery and innovation driven initiatives. The College's [Digital Skills Strategy](#) evidences this clear vision for the implementation of a progressive digital skills culture, working in partnership with Schools, HE Education and Industry to enable the delivery of training and digital skills where they are of particular strategic importance to the Fife Economy and beyond.

The College's much improved ICT infrastructure and prioritisation of resources now allow for the development of a more flexible delivery model, including a proportion of online based delivery designed to facilitate increased student ownership, evolution of learning environments and project based or remote delivery, including for school pupils. An aspirational target remains for 10% of the curriculum portfolio to be delivered according to these parameters by 2021.

Cyber Resilience

Fife College is currently developing a Cyber Security Posture and Strategy which focuses on the importance of managing our digital assets, including online identities, and improves our resilience to deal with Cyber related incidents by raising the general awareness of Cyber Security amongst our staff and students through dialogue and discussion. We are fully committed to the actions outlined by the Scottish Government in the Public Sector Action Plan for Cyber Resilience and are making available learning materials, guidelines and advice for our staff, students and stakeholders.

Quality Enhancement

The College has fully embraced the "How good is our college?" quality framework. Close partnership working with Education Scotland and the Scottish Funding Council has supported the development of the second College evaluation report and enhancement plan.

The College is working towards a mature and fully effective approach to a collaborative online integrated self-evaluation process that ensures a positive impact on learner success and achievement. The Evaluation 4 Enhancement (e4e) system introduced last session is currently being enhanced to improve ownership and appreciation of the "How good is our college?" quality arrangements across all staff, learners and external stakeholders. The aim is to have an ongoing real-time evaluation process with areas for improvement and action planning integrated into one system.

Quality arrangements are helping staff focus on cause and effect to enhance the learner experience and plan for improvement that affects recruitment, retention, achievement and progression.

The College continues to place an enhanced focus on quality assurance and quality improvement as well as data availability, checking and reporting. A PI dashboard has been further developed to report data on course PIs that show numerical and graphical data to meet and exceed basic guidance to ensure a fuller and more forensic approach to learner analytics. Internal reporting has been improved with all college PI data reported on a Red, Amber, Green scale and a PI Improvement Strategy was planned and implemented over academic session 2017-18.

Professional Development

The Career-Long Professional Learning Team within OD & HR continued to focus on the Learning and Teaching Strategy and the developments highlighted in the Education Scotland Evaluative Report and Enhancement Plan. To support these actions, regular CLPL opportunities were available over the academic year. These included:

- Cooperative Learning Workshops for Curriculum Teams
- A full programme of weekly activities/ drop in sessions/ teaching workshops
- Assistive technology support sessions
- Regular Café Conversations to facilitate discussion around topical issues

Learning and Teaching day in June 2018 comprised shared practice sessions and Open Classrooms were used to showcase activities which had impacted on the learning experience. In addition, a Professional Services Marketplace provided an opportunity for those teams to highlight their contribution to the learner journey.

All staff are actively encouraged to enrol for free on College courses with a number of staff engaging on HNC/Ds, SVQs, PRINCE2, ECDL and REHIS. 'Scotland's Mental Health First Aid' training sessions are well attended and throughout the year support was also offered on Deaf Awareness, Dyslexia and Assistive Technologies.

The College's commitment to Professional Learning and Development for Lecturing staff was recognised when we received GTCS validation in February 2018.

Student Satisfaction and Engagement

The College recognises the importance of the student voice and we work hard to gather and review feedback from students. A large focus on student engagement in learner surveys has shown improvement from a 14% response rate to 33%.

The College response to the SFC Student Survey showed 91% of respondents were satisfied with their college experience. This was an increase from 79% last session.

Diet and Healthy Living

Fife College is fully committed to enriching and nourishing lives through their health and wellness programme, Healthy for Life, which combines food, nutrition and broader health awareness initiatives to provide a comprehensive staff and student health and wellbeing service. Initiatives include highlighting two new 'food focus' themes each quarter, including healthy menu options, which is supported by themed posters, recipe cards, newsletters,

blogs, point of sale information and a new stamp that identifies dishes that have been analysed by chefs, nutrition experts and dieticians.

The College has held the Healthy Living Award since 2016. The Healthy Living Award is part of a drive to tackle health inequalities as outlined in NHS Health Scotland's five year strategy 'A Fairer Healthier Scotland', and recognises caterers who make it easier for customers make healthier choices.

The FCSA and Fife College have been taking part in the Healthy Body Healthy Mind Awards for the past 4 years, going from being awarded 2 stars in our first year, to 4 stars last year. The FCSA has a dedicated working group, which leads on this award and on all work related to improving students wellbeing. Our participation with the HBHM Award highlights our commitment to promote and improve the health and wellbeing of our students. Our work focused on physical health, mental health and smoking prevention and cessation. As part of our activities promoting physical and mental health the FCSA runs a yearly Be Active week and dedicates a calendar month to physical health initiatives and another calendar month to mental health initiatives.

Fife College works closely with the Action for Health Working Group. The College has achieved Silver Award and are now aiming to achieve Gold Award.

Students' Association

The College agreed a Memorandum of Understanding with the Students' Association (FCSA) outlining their shared approach to partnership working and both parties are working towards completing the SA Framework. Over the past three years the work of the FCSA has been regularly recognised by key sector organisations, national award schemes, and the Scottish Government as sector leading and innovative.

The FCSA has two full time members of staff – the FCSA Manager and the FCSA Student Engagement Coordinator. There are two remunerated full-time sabbatical positions – President Education & Representation and President Equality & Welfare. The Sabbaticals are supported by a Student Executive comprising Campus Representatives and Equality Officers.

Student Engagement is a strategic priority of the FCSA and they engage closely and meaningfully with their membership, undertaking a substantial cycle of research and outreach activities, which benefit both the FCSA and the College. The FCSA also developed and utilise a Student Engagement Tracker to improve our monitoring, communication and resolution of student issues.

One part of the FCSA's work is the operation of the Class Representative System. The FCSA continually reviews and improves this system to create a robust and rewarding Representative model. In the past three years there have been year-on-year increases in the amount of reps being registered, trained, and attending meetings.

Access for people from the widest range of backgrounds

A long-standing priority for Fife College is working in conjunction with Fife Council CLD and Voluntary Sector partners to deliver adult literacies and core and essential skills pathways in a range of learning centre and outreach settings. The College also has an active involvement in Fife Council-led multi-agency work on rehabilitation of offenders and support family members affected by their crimes / sentences.

Supported Learning

In partnership with Fife Education, Fife College plans and delivers a high quality relevant curriculum that meets the needs of the young people with additional support needs, and provides progression opportunities to more advanced study and exit points to employment.

Whilst attending School College Partnership New Direction programmes the students continue to get school support to ensure consistency and provide a smooth transition from High School into College.

The College's Inclusion Team provide support where required for our full time students. Inclusion Assistants work alongside Lecturers to implement inclusive strategies which promote positive behaviour and minimise barriers to learning within the learning & teaching environments. The Inclusion Assistants work with the Lecturers to adapt and modify learning materials and assist in the development of new resources, e.g. using assistive technology to enhance materials in relation to individual support needs.

Priority: Access for people from a wide range of backgrounds

Fife College's [Access and Inclusion Strategy](#) aims to meet the needs of all students through a pro-active approach to supporting additional needs, ensuring a positive and successful learning experience for all.

Fife College's access and inclusion ambitions are to enable and support enhanced access, completion and positive destinations rates for specific groups and individuals which includes but is not limited to students with a disclosed or undisclosed disability, students residing in areas of multiple deprivation, students with a care experience background, students with caring responsibilities and students whose first language is not English.

To support Inclusive practice Fife College in addition to its Supported Learning provision and cross-College arrangements to support essential skills requirements and facilitate accessible delivery, the College comprises specialist teams and specialist staff involved in the Access and Inclusion Approaches: the Inclusion Team, Guidance, Curriculum Partnership & Supported Learning and the Fife College Students' Association (FCSA).

The Access and Inclusion Strategy demonstrates our commitment to create an inclusive curriculum which recognises the needs of all individuals studying at the college. It recognising that access and inclusion is the responsibility of all. Fife College values its diverse student and staff body and welcomes all members of the local community.

The Employability Strategy, which aims to create a strong College framework in which the career development and career management skills of students are seen as an integral part of their time at Fife College, is targeted at all students regardless of identifiers.

Fife College has formally shown its commitment to Veterans and early service leavers by signing the Armed Forces Corporate Covenant and is working in partnership with the MOD Career Transition Partnership as a preferred supplier. The college has successfully been recognised as a learning provider approved for veterans to use their Enhanced Learning Credits (ELCAS) as funding towards college courses.

British Sign Language

[Fife College BSL Plan](#) sets out our actions which we will strategically deliver over the period 2018-2024 and is framed around the relevant long term goals as detailed in the [BSL National Plan](#). Fife College BSL plan refers to 8 areas of the National BSL plan.

Gaelic

The 2011 Census data indicates that 0.7% of the Fife Population is able to speak Gaelic. This compares with a national average of 1.1%. At present, Fife College does not have any students who have indicated that they can speak Gaelic, and do not have any staff who describe themselves as such, however in line with the aims of the [National Gaelic Language Plan](#), Fife College will support any staff and students who require support with the Gaelic language.

Care Experienced Students

Engagement with care-experienced students continues to improve, with a higher number of disclosures on application/enrolment, more sharing details of their social worker and 'parenting interventions' such as birthday cards and Christmas lunches being well received.

The introduction of the new Advocacy service delivered by Who Cares? Scotland has been welcomed by the Care Experienced students and the increase of the provision will ensure care experienced students have access to direct support.

Engagement with partners at both strategic and operational levels through the Fife regional corporate parenting board and practitioner networking events are leading to improved multi-agency working.

The College's [Corporate Parenting Plan](#), updated in September 2018, was positively reviewed by CELCIS in draft form. Feedback was received in the past year from WhoCares? Scotland, who identified good practice that they would showcase to the rest of the sector, and provided a detailed commentary that informed the college's 2018 plan.

The College recognises the importance of further work to support disclosure and to refine data and in particular the reporting of performance indicators for Care experienced young people. This will involve enhanced data sharing with local and regional partners, particularly SDS and partner high schools. This year the number of disclosures has increased due to the new Care Experienced Bursary.

Fife College will continue to strive to improve positive destinations for all care experienced students.

Carer/Young Carer Students

Fife College, in partnership with Carers Trust Scotland, are working to improve the support in place for students with caring responsibilities. The Fife College Guidance team are completing sign up to the Carers Trust Scotland Going Further project and so have committed to achieving the Going Further award criteria.

Extensive work will take place over the remainder of the 2018/19 academic year and into the 2019/20 session to achieve the Going Further award and ensure that Fife College is sending a positive message to all of their student Carers that they will be supported fully and given equal and fair opportunities to succeed in their chosen course. As part of this process, a Student Carers Policy will be developed to be in place for August 2019.

Estranged Students

By providing maximum bursary awards, one-to-one guidance support and putting in place positive support and interventions when attendance levels fall, Fife College ensures that estranged students are fully supported during their time at College. Fife College will take up

the Stand Alone Pledge and will look to develop policies and strategies for the identification and support of all estranged students.

Although there is currently no recording of numbers of estranged students, Fife College intend to improve the identification and recognition of estranged students in future academic sessions by exploring forms of identification at the application/enrolment stage as well as highlighting students identified as estranged from student funding applications.

Mental Health and Wellbeing

Fife College is committed to the provision of high quality support for students to safeguard their physical, emotional and mental wellbeing. The expectation is that an early intervention approach will support an improvement in mental wellbeing, encourage students' independence in learning and enhance the quality of the student experience.

A Health & Wellbeing Adviser role was appointed in late 2018 and a major part of the role is to promote Health and Wellbeing College wide and strengthen the partnerships between Fife College and external support agencies and organisations. The role is part funded by NHS Fife therefore strengthening the partnership working and collaboration on mental health and wellbeing support.

Another major part of the role involves providing support to students who have been referred by Guidance staff who present to the service with emotional wellbeing and mental health difficulties. This will include providing advice and support, short-term self-help, liaison, self-management and signposting to other services as appropriate.

In conjunction with the Health and Wellbeing Adviser, the Fife College Guidance team offer a range of workshops, activities and events.

Fife College Student Association is committed to improving Fife College provision to support student mental health. This has included co-signing the Student Mental Health Agreement and setting up a fund that can be used to cover the costs of urgent counselling appointments for students. This has also included the encouragement of Senior staff members to undertake the Scottish Mental Health First Aid training as well as being a core part of the development of the Health and Wellbeing Adviser role.

The FCSA Student Engagement Coordinator has also been invited to become a member of the Student Mental Health Agreement Project Advisory Board having been identified as one of 10 pioneers in the remit of improving student mental health and wellbeing in Scotland.

In April 2019, Fife College launched its [Mental Health Strategy](#). The Mental Health Strategy is in addition to the current Fife College [Wellbeing and Support Strategy](#) and will set out the College's commitment to support of any student or member of staff experiencing mental health issues.

English for Speakers of Other Language (ESOL) Provision

Many of the students participating in these programmes progress on to mainstream provision and are a much valued part of the cultural diversity of the student population.

The College has developed a positive partnership approach to ESOL delivery with Fife Council CLD and will continue to play an active role in supporting regional activity and work is underway to develop a Fife ESOL Strategy, including mapped provision, to ensure that progression to further study and / or employability skills provision are enhanced for ESOL students.

Equality & Gender Action Plan

Actions that will support the achievement of Equality Outcomes are detailed in the College's [Equality Mainstreaming Report](#). The report details new Equality Outcomes and Actions, which have been identified from the [Workforce Planning Strategy](#) for achievement by April 2021. The College also produced its second [Gender Action Plan](#) for Fife College in July 2018. Through these documents our aim is to ensure there is an institutional approach to gender equality where there are synergies between them all and actions taken to ensure that gender balance is extended throughout the College and into community and partnership working at all levels.

The College offers a 24-hour helpline and a wellbeing zone which supports staff. The College encourages people to work flexibly and has family friendly policies to support this as well as a flexible working policy and procedure.

The College is a member of the Scottish Race Equality Network Forum and an active participant in other Advance HE activities to support race equality. The College monitors the race / ethnicity profile of its staff/students and through the recruitment process. In addition, the College reviews the pay gap, and there is no evidence to suggest pay discrimination, however this is reviewed annually.

Gender Based Violence

At Fife College we believe that all members of the College community have the right to study and work without experiencing any form of gender based violence, abuse or harassment. Fife College will not tolerate gender based violence in any form. This is reflected in a range of activities and statements which are outlined in the new Preventing and Responding to [Gender Based Violence Policy](#).

Fife College is embedding the materials and resources available through the *Equally Safe in Higher Education Toolkit* to enable the College to develop learning materials for staff and students.

Priority: Leadership in Environmental and Social Sustainability

On merger in August 2013 a thorough independent review was undertaken of the estate inherited by Fife College. The inherited estate ran to 63 separate buildings and much of the estate was no longer fit for purpose. In order to improve the learner experience, reduce operating costs and increase efficiency, a programme of estate rationalisation was drawn up. This included a major and on-going rationalisation of the College Estate, details of which can be found in the College [Estates Strategy](#).

There is a continuing move towards each campus specialising in parts of the curriculum. Access level provision will continue to be available at all campuses. Current estate utilisation overall is around 50%, so further reduction of the estate footprint is possible without affecting the student experience.

In late 2014, the Scottish Government announced funding of £70million to replace the Fife College campus in Dunfermline. A Full Business Case was completed and submitted in October 2016. Since then, the College's clear strategy of seeking a capital funded procurement route with completion in 2021 has been overtaken by the Scottish Government, advising the College to progress an 'Integrated Campus' revenue funded model with Fife Council, incorporating two Secondary Schools on a single site and be procured through the HUB East Central Revenue Model.

The College is continuing to work with the Scottish Government, Scottish Funding Council, Scottish Futures Trust and Fife Council and HUB to progress the project but it is likely that the new campus will not be opened until at least 2024.

In 2017, SFC commissioned a condition survey which identified a significant backlog maintenance figure. Fife College has received some funding to specifically address backlog maintenance.

By 2020, the College will have eliminated all leased facilities generating efficiency savings for the College.

Sustainability

Fife College is committed to becoming a low carbon and sustainable organisation and to playing an active role in delivering positive climate change outcomes. The Carbon Management Plan is one key mechanism for delivering that vision and sets out our formal approach to reducing carbon emissions. We will do this by undertaking a variety of carbon reduction projects across energy, water, waste and transport including encouraging positive behaviours by our students, staff and visitors.

Fife College has exceeded its target to reduce our carbon footprint, compared with a 2013-14 baseline, by 20% by the end of the 2018-19 academic year. The electricity we consume comes from 100% renewable sources.

The College offers a unit of learning in the form of an on-line module to all new students. This explains the College ethos and strategies and provides information and learning around sustainability.

The College is a member of the Environmental Association of Universities and Colleges (EAUC Scotland) Office Bearers' Group (OBG). Fife College is also a member of the EAUC Climate Change Risk Working Group which is exploring the climate change risks and adaptation measures appropriate for universities and colleges across the UK. The College is also an active partner in local environmental organisations such as Fife Environmental Partnership, Fife Biodiversity Partnership and Fife Communities Climate Action Network, which are all involved in environmental initiatives across Fife.

Governance Arrangements

Fife College complies fully with the Code of Good Governance for Scotland's Colleges, and also ensures compliance with other relevant guidance. The Fife College Board has a 50:50 gender balance, with a variety of skills and expertise.

The College also fully complies with the SFC Financial Memorandum. The Finance, Commercial and Estates Committee meets quarterly and reviews financial performance against budget. The Committee reviews the 5-year financial planning scenarios and ensures that the College exercises proper stewardship. The Committee gives reassurances to the wider Board at each meeting and outlines any concerns it may have about the College finances or the wider financial environment.

Financial Stability

A key priority aim within the new strategic plan for Fife College 2018-23 is to maintain long term financial sustainability and become more commercially focused. In support of this a five-year financial forecast has been developed incorporating SFC funding assumptions and local assumptions relevant to Fife College. The five-year financial forecast will be reviewed

annually and throughout the year the financial situation is regularly monitored in conjunction with other relevant performance measures.

Non SFC Income/Commercial Strategy

As well providing a service to employers locally and nationally, commercial activities generate additional income to support the Colleges financial sustainability. Given the increasing importance of non-SFC income, the College has initiated a strategic re-focus of business development and partnership working as reliance on SFC funding alone as a source of income will not provide the College with sufficient financial resources.

Summary by Income Category

Category	18/19 Forecast	17/18 Actuals
Managed Service - SDS	957,000	1,095,000
Foundation Apprenticeships	233,000	239,000
MS Additional Billing	117,050	219,000
Employer Funded VQs	819,000	978,000
Commercial Courses	1,151,035	1,261,000
Scottish Prison Service	4,500,000	4,535,000
Carnegie Enterprise Limited	1,250,105	1,261,000
TOTAL	9,027,190	9,588,000

Figure 2: Income Category

Fife College
25 March 2019

Staff Guide: Equality Impact Assessment (EQIA): Initial Screening Form

This form is to be used to initially screen policies, procedures, projects, and decisions to decide if they need to be subject to a full Equality Impact Assessment.

Name of the policy, procedure, practice or decision

Fife College Regional Outcome Agreement 2019-2022

1. Who is likely to benefit from this policy?

Students, Staff, Scottish Government, Scottish Funding Council, External Agencies/Organisations

2. Could this policy result in a negative or adverse impact on people who share protected characteristics?

Please complete this section by placing a ✓ in the appropriate boxes

	Yes	No	Not Known
Age		✓	
Disability		✓	
Gender Reassignment		✓	
Marriage and Civil Partnership		✓	
Pregnancy, Maternity and Shared Leave		✓	
Race		✓	
Religion and Belief		✓	
Sex		✓	
Sexual Orientation		✓	
Care-experienced Student		✓	
ESOL Student		✓	

Why?

The College's Outcome Agreement supports the needs of all our learners, staff and stakeholders. It is designed in such a way to meet the needs of the Scottish Governments priorities, in particular focussing on areas such as Access and Inclusion, Widening Access and Opportunities for All from all backgrounds.

3. Please indicate whether a full impact assessment is recommended.

Yes No

Please elaborate:

The College's Outcome Agreement applies equally to all staff, students and stakeholders, in a fair and equal manner. The guidance provided from SFC to College's for Outcome Agreements, ensures that Colleges meet the needs of all its stakeholders and also focuses on widening access and breaking down barriers.



Date of Screening: 27 February 2019

Please return completed form to Jill Grant, Principal's Office, St Brycedale Campus.

Document Change History – do not delete

Document Version	Section (No. or Heading)	Description of change(s)	Date of change

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

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

OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	129,898	130,234	130,234	130,234
Core Credits target (region)	129,760	130,234	130,234	130,234
% towards core Credits target (region)	100.1%	100%	100%	100%
The volume of Credits delivered (ESF)	3,932	2,418	2,418	2,418
The volume of Credits delivered (core + ESF)	133,830	132,652	132,652	132,652
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11.1%	16.0%	18.0%	20.0%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	48.3%	49.5%	50.0%	50.0%
Proportion of Credits delivered to Female learners	51.6%	50.5%	50.0%	50.0%
Proportion of Credits delivered to Other learners	0.06%	0.05%	0.05%	0.05%
Proportion of Credits delivered to BME learners	2.5%	2.5%	2.5%	2.5%
Proportion of Credits delivered to students with a known disability	19.7%	21.5%	22.0%	22.0%
Proportion of Credits delivered to learners aged under 16	-	6.8%	7.0%	7.5%
Proportion of Credits delivered to learners aged 16-19	43.5%	44.7%	44.0%	43.0%
Proportion of Credits delivered to learners aged 20-24	18.9%	18.4%	18.5%	18.6%
Proportion of Credits delivered to learners age 25 and over	-	30.2%	30.5%	30.9%
Proportion of Credits delivered to students with Care Experience	0.9%	1.5%	1.5%	1.5%
2* The number of senior phase pupils studying vocational qualifications delivered by colleges				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.8%	1.3%	1.4%	1.4%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.2%	7.5%	8.0%	8.0%
Proportion of Credits delivered at HE level to learners from SHEP schools	7.6%	8.0%	8.5%	8.5%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	32.3%	34.0%	35.0%	35.0%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	59.1%	65.0%	68.0%	73.0%
The percentage of PT FE enrolled students achieving a recognised qualification	74.8%	79.0%	81.0%	82.0%
The percentage of FT HE enrolled students achieving a recognised qualification	65.7%	72.0%	74.0%	75.5%
The percentage of PT HE enrolled students achieving a recognised qualification	78.6%	82.5%	85.0%	85.0%

4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	55.9%	59.0%	62.5%	67.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	67.3%	68.0%	71.5%	75.5%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	58.8%	64.0%	67.0%	72.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.2%	83.5%	84.5%	85.0%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	47.8%	65.0%	69.0%	73.8%
The percentage of senior phase PT FE pupils achieving a vocational qualification	53.4%	70.0%	73.0%	73.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification**	0.0%	0.0%	0.0%	0.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	14.3%	70.0%	73.0%	73.0%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification**	40.4%	60.0%	66.7%	66.7%
The percentage of CE FT HE enrolled students achieving a recognised qualification**	61.5%	60.0%	62.5%	62.5%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	57.3%	63.0%	68.0%	68.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	1,122	1,200	1,250	1,300
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	21.0%	22.5%	25.0%	25.0%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	44.1%	65.0%	68.0%	70.0%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0%	95.2%	95.8%	96.4%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	0.0%	90.9%	91.3%	91.8%
9. The percentage of students overall, satisfied with their college experience (SSES survey)				
Response rate	0.0%	30.0%	35.0%	40.0%
Full-time	0.0%	82.0%	83.0%	84.0%
Part-time	0.0%	82.0%	83.0%	84.0%
Distance Learning	0.0%	80.0%	82.0%	84.0%
10 Gross carbon footprint (tCO2e)	3,685	3,253	3,037	2,875



Scottish Funding Council

Promoting further and higher education



Comhairle Maoineachaidh na h-Alba

A' brosnachadh foghlam adhartach agus àrd ìre

Outcome Agreement between Fife College and the Scottish Funding Council for AY 2019-20

On behalf of Fife College:

Signed:

Print name: Hugh Hall

Position: Principal and Chief Executive

Date:

5 August 2019

Signed:

Print name: David Watt

Position: Chair

Date:

8 August 2019

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date:

29 July 2019

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