

**Regional Outcome  
Agreement  
2021 - 2022**

*“Transforming Lives”*



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# 1 Introduction

As we emerge from the pandemic stronger, wiser and more resilient than ever, Fife College looks forward to the new academic year with relish and with much hope and excitement at what lies ahead.

Thanks to the professionalism, and commitment of our staff, the College continues to go from strength to strength, with high levels of achievement and satisfaction amongst students and staff. Despite the covid pandemic, we are making good progress towards the achievement of our five year key performance targets and our portfolio continues to be adapted to meet demand and the needs of the economy and our learners. Our relationships with schools and universities have never been stronger, building great partnerships that will serve us well into the future. Our work with a wide range of businesses is amongst the best in the sector.

The pandemic has presented many challenges, but it has also created many opportunities. Learning and working practices have changed for all. Our adaptability, agility and resilience has shone through, and we are extremely proud of how our students and staff have risen to the challenge. We are committed to learning lessons from the lockdown period so that it influences, in a positive and fruitful way, how we will learn and work in the future. The coming year will be very much a period of social and economic recovery and we look forward to Fife College and its team playing its part in a spirit of public service, partnership, and kindness.

This Outcome Agreement (OA) for 2021-22 aligns to the more focussed set of priorities as outlined by Scottish Government, issues due to the pandemic, and is also closely aligned to the College's Annual Operating Plan for 2021-22.

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

## 1.1 Fife College: Vision, Mission & Values



## 2 Strategic Priorities

### 2.1 ROA Outcomes and Outputs

Priority Outcomes to be delivered by end of 2021/22	Priority Outputs to be delivered in AY 2021/22
<p>1. Ensuring Fair Access and successful transitional pathway opportunities for all into and out of college, providing learning opportunities to people from all ages, communities and backgrounds throughout their learner journey.</p>	1.1 We will continue to support those from the most deprived postcode areas (SIMD10), ensuring our credit delivery is in line with regional demand.
	1.2 We will carry out a regular review of support mechanisms in place to support equal opportunities for people of all ages and from all communities and backgrounds.
	1.3 We will increase the number and range of articulation/progression routes with partner universities throughout our curriculum, to support sustained destinations.
	1.4 We will continue to strengthen our relationships with schools and co-design innovative, integrated curriculum pathways for the senior phase.
<p>2. Providing Students with a high quality of learning and teaching, developing successful, ambitious and confident students who feel safe and supported during their learning and find it easy to participate and engage in their educational experience.</p>	2.1 We will continue to implement the Fife College Learning and Teaching Strategy supporting the development of engaging and high-quality learning experiences to ensure high retention and positive attainment.
	2.2 We will continue to implement the Fife College Digital Learning Strategy, investing in new ways of delivering our curriculum, integrating digital technology into our learning and teaching, equipping our learners with the choice, flexibility, capability, capacity and confidence to fully embrace a new way of working.
	2.3 We will increase meta-skills and cross disciplinary provision, including the roll out of digital and data skills across the portfolio, as well as upscaling online and blended learning closely aligned to our Digital Learning Strategy.
	2.4 We will have a strong emphasis on equality of opportunity, working assiduously to promote health and wellbeing, going the extra mile for all our students who need additional support.
	2.5 We will ensure that student needs are at the centre of all that we do through collaboration with the Fife College Student Association to ensure their voice is heard and influences the student experience.
<p>3. Deliver a high quality relevant, dynamic and flexible portfolio, aligned to the economic and industry needs, supporting the economic and social recovery, equipping students with the skills they need to flourish in to employment and further study.</p>	3.1 We will play a pivotal role in response to the economic recovery, with a focus on upskilling, reskilling and retraining opportunities, as well as adapting our portfolio working with businesses and key stakeholders to develop innovative and creative opportunities for all.
	3.2 We will shift the balance from full time to part time, fast tracking our delivery and using flexible delivery models to meet the needs of our economy, offering opportunities for all learners.
	3.3 We will continue to promote the FWDF by successfully supporting local businesses through training opportunities that address the skills gap and training needs by upskilling and reskilling their employees.
	3.4 We will use the resources available effectively for the benefit of the Fife and wider community by increasing participation and successful completion rates and positive destinations for all learners.
	3.5 We will increase our commercial offering to support the needs of public and private sector employers, working closely with our Faculties using evidence based labour market intelligence (LMI)
<p>4. Develop Innovative and Collaborative approaches which support coherent, sustainable provision, environmental change and a financially viable college which supports Scotland's recovery.</p>	4.1 We will have an increased focus on the innovation agenda, working in close partnership with regional and national partners, to support future skills development and enhance knowledge transfer opportunities.
	4.2 We will further develop the East Central Scotland Colleges Collaboration and the creation of the Arrol-Gibb Innovation Campus providing unique, exciting and innovative opportunities for all
	4.3 We will work towards the Scotland Pledge of achieving net zero carbon emissions by 2045, particularly through the delivery of our refreshed estates strategy.

### **3 Fair Access, Inclusion & Equality**

As a student-centred College, we are committed to investing in education with a strong emphasis on equality of opportunity, co-designing innovative integrated curriculum, developing seamless pathways through the learner journey, working assiduously to promote health and wellbeing, and going the extra mile for all our students who need additional support.

#### **3.1 Developing the Young Workforce & School College Partnerships**

The College's School College Partnership team works closely with Fife Council, DYW Fife and Skills Development Scotland (SDS) to ensure our curriculum offer meets the needs of young people to achieve positive destinations. The College has continued to build and enhance our productive and valued relationships with schools, offering unique and exciting opportunities, influencing and guiding the most accessible pathways for students and being the learning place of choice. Our Senior Phase offering includes SCQF Level 4-6 Foundation Apprenticeships, including clear progression into our HN routes of study from Level 6.

Over 1,100 SCP pupils enrolled in session 2020-21 with a measurable Qualification Aim. Additional activities and interventions are planned this session, including a STEM roadshow "The Big Ideas" for secondary pupils and our 3D Printer Programme in partnership with Fife Council Economic Development for P5 to P7 primary school pupils.

The College works collaboratively with the Schools to ensure seamless and effective transitions in order to support and prepare school pupils for commencing college, which includes an online digital skills induction programme. In addition, improved pre-course information, including (virtual) open days, enhanced resources (e.g. case studies) and input to / from partner organisations (e.g. Schools, HEIs) provide supported transitions for learners.

#### **3.2 Articulation & HE Pathways**

Fife College is committed to develop and enhance stronger partnerships and collaborations with colleges, universities and other key stakeholders, providing seamless pathways and unique opportunities for our students to progress through their journey. We continue to have a focus on increasing the proportion of our portfolio that is dedicated to the provision of higher education, aligned to the needs of the regional and wider economy where there is an increasing demand for a higher skilled workforce.

Our Curriculum Portfolio is designed across almost all SCQF levels (from Level 1 to Level 11) offering clear progression pathways (detailed on our website and prospectus), with all courses leading from/to employment or the next SCQF level.

Work continues on our Articulation routes to degree courses with fifteen partner universities. This includes over 300 formal articulation routes with full advanced standing for HN studies. Transition routes from College to degree courses have been incorporated in our joint articulation and [HE prospectus](#). The College played a key role in the development of the Regional Learner Passport Partnership (RLPP) which created the '[Pathways](#)' web app. This is a 'one stop shop' to enable people to look up tertiary education pathways in one location, reducing the number of institutions, websites and documents students need to consult to decide their path to academic success. We also provide on-campus University awarded degrees/honours degrees in partnership with the Open University, Queen Margaret University and Abertay University.

Fife College is proud to be a SCQF Ambassador College and have Credit Transfer Recognition of Prior Learning documents within our Assessment processes.

### **3.3 Access & Inclusion**

Fife College is committed to creating an inclusive curriculum and environment for all whilst supporting students to achieve their full potential.

Whilst we remain in a recovery year, additional flexibilities continue to be in place to respond to and support our students. To ensure our students are not negatively impacted due to the ongoing pandemic, a number of students within supported programmes have been given the opportunity to complete their studies, and we have provided academic and personal care support for these students in order for them to achieve their qualification and progress to the next part of their journey.

The roll out of blended learning has been supported by improved allocation of staff resources, ensuring that a greater number of students are able to be supported over all campuses both in 1:1 and group settings. A greater emphasis has been placed on accessibility and ensuring that all students are able to actively participate in their learning. A comprehensive package of assistive technology training materials is currently being developed, that both students and staff can access at their own pace, to allow greater independence and equity in learning.

Whilst the easing of restrictions is enabling staff to provide face-to-face support on campus, a high number of students have noted a preference for these to be carried out by phone or online, and this service is being offered across the Student Experience Team.

### **3.4 SIMD**

7.5% of Fife's population is in SIMD 10 areas. The proportion of Fife College learners from SIMD10 areas is 11%. The College will continue to foster participation from the region's more deprived communities.

### **3.5 Care Experience**

Our new College Corporate Parenting Plan is currently being developed. It aims to set out clear objectives to work towards, ensuring that our care experience students receive the support they need to reach their full potential.

With the introduction of our new Corporate Parenting Coordinator role last year, we have seen an increase in disclosures of care experience students. We have therefore increased and enhanced our support services and resources in order to ensure that access is available throughout the College.

Introducing early engagement and transitional programmes for our care experienced students has allowed us to build relationships earlier within the student journey which is having a positive impact. Summer workshops aimed at specific guidance for funding, has contributed to a reduction in late/incomplete care experienced bursary applications being submitted, which is expected to contribute to improved retention.

Digital resources have been, and continue to be, a priority with students being awarded or loaned devices to allow them to undertake all learning regardless of location. In collaboration with other support teams, we are ensuring that the right support is provided at the right time, including improved monitoring on attendance to support retention and positive outcomes.

### **3.6 Mental Health & Wellbeing**

Supporting our students' and staff physical, mental, social and financial wellbeing remains an important priority at Fife College. The College has developed a Wellbeing Strategy, which is informed by the data and feedback received from our Employer Engagement and Remote Working surveys. Working collaboratively across all areas of the College, ensuring a common focus and understanding on promoting a culture of wellbeing, will be key to the success of this Strategy. The pandemic has led us to look at how we might work differently and how we can strengthen what we do to meet the broad needs of all our staff and students. Our comprehensive approach will deliver measurable improvements to the wellbeing of our people over the duration of our strategy and will contribute to our success.

The College has already invested in wellbeing specific roles. Our Health and Wellbeing Advisor, part funded by NHS Fife, is providing onsite student support and access to information and advice targeted to their physical, emotional and mental wellbeing, which is being complimented by the support of our Guidance team, providing broad-based support for students including aspects of wellbeing. The recent appointment of a Health & Wellbeing Partner will lead on the delivery of our new Wellbeing Strategy, building on existing practice and lead on the development and implementation of a health and wellbeing programme for colleagues across the College.

The Covid-19 pandemic has increased the focus on the importance of safeguarding the mental health and wellbeing of all students. By adjusting our services, increasing our online presence and using the additional funding support, we have ensured there is a variety of mechanisms in place to continue providing an accessible and comprehensive support package for all. This includes:

- In Person & Online support appointments;
- Remote counselling service, including increasing the number of sessions offered,
- Health and wellbeing online sessions and workshops including Mindfulness, Mental Health Awareness and Making Healthy Choices;
- Creation of a Wellbeing Hub on the student portal offering a range of information about local and national support services;
- Working collaboratively with stakeholders to promote national campaigns e.g. NHS Fife and Suicide Prevention Week;
- Joining the Togetherall Group to work in collaboration with other establishments to support the mental health and emotional wellbeing of young people living in Fife aged 16-24 through an online platform which launches in November 2021;
- Offering additional funding to students over the year, including the winter and summer periods which helped to alleviate the additional financial stress that students would have otherwise faced without the extra support; and
- Creation of a personalised page on a Student Health App which allows students to access a range of information on not only NHS health advice and information, and local and national support services, but also support specifically offered through the College.

There are a number of actions already taking place to support wellbeing which are in line with the strategy of the College and staff survey outputs. These include:

- A Wellbeing Festival taking place throughout the month of November and the first week of December;
- A focus on creating social connectedness after a period of limited socialisation in the past 18 months with an emphasis on social societies;
- A 24/7 employee assistance programme and occupational services;
- Learning and development opportunities and information provision activities;
- Activities focussed on physical wellness (discounts for gym facilities and cycle to work) and financial wellbeing with links to a local a community bank;
- Our Staff Surveys will continue to play a key role in our planning, enabling opportunities to implement initiatives and provide effective support to our colleagues with an increased focus on health and wellbeing; and
- The launch of our new online resource, “My Wellbeing”, where employees can access our Employee Assistance Programme, details of health and wellbeing events, resources, campaigns as well as a links with our Wellbeing Champions
- Upskilling and training staff to become Mental Health Mentors;
- Creating and developing Social Prescription courses that will encourage social interactions whilst learning new skills; and
- Creation of Wellbeing Hubs across our campuses to provide safe spaces where support will be offered and a range of Wellbeing initiatives and activities will take place.

#### **4 High Quality Learning, Teaching & Support**

Fife College has shown significant improvements across a range of our KPIs in recent years, and we are committed to developing successful students ready to progress through an inspirational and high-quality learning experience, with digital technology integrated into our delivery, equipping our learners and staff with the choice, flexibility, capability, capacity and confidence to fully embrace a new way of working and learning.

##### **4.1 Quality Assurance**

The College is committed to a collaborative online integrated self-evaluation process that ensures a positive impact on learner success and achievement. In addition, the Colleges self-evaluation process includes student representation, external stakeholder input and course performance analysis.

Quality Enhancement is achieved through action planning as part of our self-evaluation process and the College course review system which applies a Red/Amber/Green (RAG) rating to courses. The RAG rating of courses occurs both in-year and the following session once all PI data is signed off between the College and SFC. This process is used to support the review of programmes, inform change and contribute to further enhancing our curriculum portfolio. Quality arrangements are supporting staff to focus on cause and effect to enhance the learner experience and plan for improvement that affects recruitment, retention, achievement and progression. Through all of this, our enhanced and newly developed PI dashboards are supporting this process.

Our Quality Assurance arrangements are aligned to HGIOC (How Good is Our College) and student representation takes forward best practice identified by SPARQS. We continue to gather feedback on key processes and activities throughout the college, including our learning surveys to inform our improvement action planning.

Education Scotland has undertaken a Progress Visit during November 2021 and is satisfied with the progress being made and the outcomes being achieved by the College.



We are collaborating with colleagues and unions to extend our Observation of Learning process and the GTCS registration of our academic colleagues.

It has been evident that COVID-19 would impact our KPIs, however we are committed in developing successful students ready to progress through an inspirational and high-quality learning experience.

## **4.2 Retention, Attainment, Progression and Satisfaction**

### *4.2.1 Retention*

As detailed in the OA Self-Evaluation report, student retention has been affected by the pandemic, with on campus delivery requirements and student changed personal circumstances impacting on the learning opportunities. However, our robust, efficient and proactive approaches to the adapted and technology enhanced delivery models, have supported continued engagement, mitigated withdrawals effectively and limited the negative impacts with Early Withdrawals and Partial Success which remain better than sector average for 2019-20.

### *4.2.2 Attainment*

Revised curriculum delivery guidelines ensure that all College courses are available on a blended learning basis with face to face, online and independent study tailored to subject areas and to learners' needs. An ongoing programme of digital support, digital upskilling and the use of specialist software or online platforms for students and staff is maximising access to learning and successful completion. Services to support learning are available on a hybrid model of face to face, telephone or online appointments with agile working patterns adopted by most teams and supported through space, processes and systems adaptations and improvements. Regular monitoring based on student and staff feedback and a coordinated communication strategy allow for responsive and dynamic planning arrangements.

The Covid-19 pandemic impacted student attainment in 2020-21. While successful completion of FTFE courses was adversely impacted by the repeated lockdowns and subsequent restrictions in place, our PT attainment evidences that, where blended learning could be introduced, performance has remained in line with our improving trends and above 2019-20 sector averages. The relatively low number of deferred students is further evidence of how effectively the College has developed its capacity and associate capability to successfully deliver blended learning approaches, including within services to support students

### *4.2.3 Progression*

The College's Positive destination PIs remain high at 90.2%, down 3.1% on 2018-19, however still higher than sector average at 83.7%, including confirmed and unconfirmed destinations. The College continues to have one of the highest response rates, with only 3% unconfirmed, in comparison to the sector at 11%, and highest positive destination in the sector, based on all surveyed students.

To support our students journey, pre-exit guidance is provided in several formats and includes planned sessions and online resources including: university visits/talks; UCAS resource portal; HE and Degree Pathways Guide; Employability Team working with session on job applications, interview techniques presentation skills etc.; Employer talks.

### *4.2.4 Student Satisfaction & Engagement*

The College recognises the importance of the student voice, and using different opportunities and methods, we work across the college, in collaboration with our Student Association to gather and review feedback from our students, to support and implement improvements that will enhance the student experience.

Our professional services teams work closely with academic colleagues and external partners to ensure robust early interventions and identification of students requiring specific/tailored support. The pro-active monitoring of student engagement enables additional support offered to our students, to encourage sustained participation and re-engagement, in conjunction with services offered by Inclusion, Guidance and external partners.

The restrictions over the past 18 months have been a challenge, but with restrictions easing, the College has maximised the flexibility and alternative approaches to delivery and assessment for students as permitted by the awarding bodies and SFC, in line with Public Health guidelines. This has included prioritising our deferred students from 2020-21, and supporting them in completing their qualification. During restrictions, Learning Hubs, Libraries, FSCA, Digital, Employability and Guidance were made available on the campus and online and as we move forward, blended learning will continue to be supported by these professional services areas.

### **4.3 Digital/Blended Learning**

At Fife College, our aim is to provide a dynamic digital environment that will engage and empower our students, staff and stakeholders and enhance their interaction and experience with the College.

Through the Digital Learning Strategy, the following initiatives are being rolled out:

- Provision of dedicated Learning and Innovation Spaces to allow the adoption of innovative practice amongst learners within digital learning, and offer personalised, accessible courses to students delivered anywhere, anytime and on any device;
- Digital Champions projects to support the development of blended learning and fully online courses, and gamification in learning to support students to experience effective and enjoyable learning;
- Digital Learning Standards created and in use to ensure a consistent, effective and accessible learning experience for all students, and address both fully online and blended learning delivery models;
- Webinar series for students to support with digital skills and blended/fully online learning;
- Digital Readiness site developed (incorporating Digital Familiarisation course) designed to support learners in the successful use of blended and fully online learning from pre-enrolment to completion of course, including guides, using technology safety, digital developments.

### **4.4 Staff Skills**

We are committed to supporting our people in their own professional development, career progression and opportunities which will support a more adaptable, flexible and sustainable workforce. Digital skills is an integral part of how we live and work and with the shift to a hybrid learning and working model, we will equip our staff with the necessary skills, tools and confidence they need in order to learn and work anytime, anywhere.

Our Career Long Professional Learning team support this commitment and as part of our HR Transformation Programme, we have developed a new “My Learning” online resource, which

we will continue to enhance in order to support our colleagues in their own professional development. We have further enhanced our annual Professional Development Review (PDR) process, encouraging colleagues to view this as a supportive tool throughout the year, in order to support engagement, opportunity and development. We are also adopting the assignment of mentors to new college staff, to support and enhance their experience.

#### **4.5 Student Voice**

We continue to work in partnership with the Fife College Students Association (FCSA) to ensure that we put students at the centre of everything that we do. We are committed to provide the resource and encourage the FCSA to play a full and active role in every aspect of College life, as well as listening to the FCSA as a respected voice of the student community, to support and enhance the quality of the student experience.

The College has a Memorandum of Understanding with the FCSA outlining our shared approach to partnership working and making excellent progress in implementing the SA Framework. The work of the FCSA continues to be recognised by key sector organisations, national award schemes and the Scottish Government as sector leading and innovative.

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.

To help support students academically and socially throughout the pandemic, the FCSA established a Digital Office via Microsoft Teams. Following the successful introduction of the Digital Office, and in-line with feedback from our students, the FCSA launched their Digital Campus in Summer 2021. This new campus gives students greater control and flexibility over the functions of the FCSA they want to engage with:

- The Representation Office hosts all of our Class Representatives and Executive Officers;
- The Health Hub promotes physical and mental well-being activities as well as our Sports Teams;
- The FCSA Information Desk serves to both deliver key information to students as well as being an area they can ask any questions;
- The FCSA Exhibition Centre hosts our large online events such our Freshers Night Quiz with celebrity hosts; and
- The Societies and Events channel caters for all extra-curricular activities including our Virtual Coffee Shop where students can drop in and have a chat with members of the FCSA when they need some social interaction.

All through the pandemic, we have continued to be supportive and accessible to all our students. New opportunities have signified the need to review and introduce new ways of student engagement, whilst offering a service that is accessible and readily available.

### **5 Economic Recovery and Social Renewal**

Our Portfolio offering, partnerships and collaborations are key to our success, as well as the central role we play in economic recovery and social renewal. We are committed to meet the needs of the economy and industry, equipping our students with the skills they need to make a positive contribution to our economy and society

## 5.1 Curriculum Offering

Pivotal to economic recovery, as part of our Curriculum Planning, we will continue to use market, societal, economic and competitor intelligence, including the use of EMSI and the SDS Data Matrix, to shape what we do. Working in partnership with key stakeholders and businesses in Fife and beyond will inform our offering and align our portfolio and delivery models to meet economic demand, including upskilling/reskilling, equipping our learners to flourish and the economy to prosper, as well as ensuring an enhanced and engaging student experience.

There remains an increasing focus on adult returners and related demand for part-time study, taking into account upskilling and reskilling needs. Regular review and re-balancing of the portfolio offer is taking full account of these factors to ensure sufficient access opportunities at entry level and to include more flexible delivery modes as evidenced by our recent offering to support economic recovery.

The [Regional Skills Assessment](#) shows that the replacement demand for the 2021-2024 period remains pre-dominant with 16,000 job openings forecast against 3,600 job openings for expansion demand. 49% of these roles will require qualifications at SCQF levels 7-10, whilst 20% will be at SCQF level 5, all of which is in line with Scotland. There is a clear requirement for SCQF level 7 and above, which reflects a demand for professional occupations, however provision at lower SCQF levels will be needed for some occupations. Of the total job openings in Fife, 10,000 of these are concentrated to Wholesale and Retail Trade (3,700), Human Health and Social Work (2,500), Education (2,000) and Accommodation and Food Services (1,800). The College will continue to monitor the needs of the Fife region and will make adjustments to the curriculum portfolio, where necessary, to meet the demand.

Fife College's strategic planning and curriculum alignment are linked to the priorities and key sectors identified by Fife's Economic Strategy 2017-2027. In conjunction with this plan, a three-year review of the strategy, Recovery and Renewal Plan4Fife 2021-24, has been developed, not only to speed up the delivery of these ambitions, but to re-evaluate and change how the partners work, deliver and collaborate, which has been highlighted by the pandemic. The priorities focus on supporting Fife's economy, tackling poverty and preventing crisis, and addressing the climate emergency. The College aims to work in partnership with Fife Council and the many stakeholders to realise the overall vision and in particular the two themes "Opportunities for All" and "Inclusive Growth and Jobs".

The College is represented on all main regional partnership groups including: Fife Partnership Board, Recovery & Renewal Leadership Group, Leading Economic Recovery Delivery Board, Addressing Climate Change Delivery Board, Community Wealth Building Support Delivery Board, Fife Partnership Executive Group, Opportunities Fife, DYW Fife Board, No One Left Behind Strategic Oversight Group, Foundation Apprenticeship Oversight Group and School College Partnership Strategy Group. Fife College is committed to, supports and actively participates in the developments in the City Region Deals for the Edinburgh and the SE of Scotland Region and for the Tay Cities Region.

## 5.2 Work Ready Graduates

Where courses are not wholly work-based (e.g. MAs, SVQs) mandatory and non-mandatory work placements are in place across the portfolio where relevant and available to allow students to acquire applied knowledge and to practise skills. Simulated work environments are used (e.g. Care, Travel and Tourism, Hospitality, Construction) to ensure that students are prepared for the world of work. Similarly, externally commissioned projects (e.g. Digital

Media, Computing Technologies, Furniture, and Engineering) are integrated in the learning, teaching and assessment process to ensure that professional standards are met. Volunteering options are also available to students as an additional opportunity to engage with the world of work. The College is actively supporting the Young Person Guarantee national agenda through its formal commitment as an employer and its participation to the UK wide Kickstart scheme, in conjunction with Fife Council

Employability and Enterprise skills are integral to programme frameworks with an emphasis on project or work-based approaches and meta skills such as team working or confidence building contextualised to the industry sectors. Career Education Information and Guidance standards are mapped to the curriculum design and delivery. Professional services, business development and academic teams work together closely to provide and develop the skills and knowledge required to support transitions to employment.

Meta skills aligned to learners' chosen career path and reflective of evolving business practices are developed as part of the student experience. Digital and data skills feature across the portfolio with new data science and data citizenship units and a review of course design supporting a contextualised approach for the various industry sectors.

Fife College use a variety of resources and tools to support career information including career coach open to all applicants and students. The Employability team work in collaboration with SDS to ensure support and learning of career options is delivered. The employability team are allocated to specific faculties to ensure employability is embedded within programmes delivery. Where specific career information is required the SDS Advisors based within the college operate an appointment system where required.

### **5.3 Industry Partnerships**

#### *5.3.1 Employer Engagement*

It is vital that the College continues to develop strong employer relationships to ensure that the College portfolio is fit for purpose for both current and future workforce requirements. Working closely with industry and sectoral bodies and utilising labour market intelligence (Regional Skills Investment Plans, SIPs, City Deals), the College ensures that it is well positioned to respond to current and future demands for both full time, part time and apprenticeship training provision.

The [Employer Engagement Strategy](#) provides a clear direction for the College through an integrated cross college strategy that ensures engagement with employers is effective, streamlined and aligned to the relevant College objectives. This 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.

Close engagement between the College and employers has been imperative in defining their training needs. As a result of Covid-19, the College has adopted different delivery models for employers and their workforce. The pandemic has also significantly shifted the skills needs of businesses and exposed new critically important areas of employee development e.g., managing teams remotely, IT skills and wellbeing. Through close engagement with business, the College has been responsive to this changing demand and offered training solutions within a delivery framework that matches expectations.

The Flexible Workforce Development Fund (FWDF) continues to be well-regarded by employers. In 2020-21 this was expanded so that Apprentice Levy Payers (up to £15,000 per organisation) and SMEs (up to £5,000 per organisation) could access funding, meaning that all businesses in Scotland could access funding to support the development needs of their business. Recognising that the College has significantly enhanced its commercial training provision and delivery models, and in an effort to simplify the offer to employers, a [Fife College Commercial Course Guide](#) has been developed for 2021-22. This gives businesses a clear understanding of the types of training and development available at Fife College and acts as the Launchpad for further engagement on their specific skill requirements.

The Business Development Team maintains regular communication with employers and continues to work closely with employers to ensure they understand the funding and grants available to them to support them during these challenging economic times. There are a number of programmes being supported through the College network of Stakeholders and Employers which include:

- FWDF
- SME FWDF
- Apprenticeship Family (Foundation, Modern and Graduate)
- National Transition Training Fund
- Young Persons Guarantee
- Skills Boost
- Adopt an Apprentice
- PACE Partnership

### 5.3.2 *Modern Apprenticeships*

Fife College's MA contract, annually worth just over £1 million in SDS funding, has continued to grow despite the significant challenges of Covid-19. During 2020-21, Fife College recruited 286 new MAs, which represented the highest number since 2015-16. An ambitious target of 392 new starts has been set for 2021-22, and we are currently projecting an overachievement of this target.

The College currently supports 628 MAs from 281 employers on our SDS contract in the following sectors: Engineering, Construction, Life Sciences, Business Administration, Food Operations, Care, Management, Creative, Science, Hospitality and Hairdressing, Healthcare Support, Logistics and Supply Chain. New frameworks have been approved to meet the needs of employers which include Logistics and Supply Chain, Spirits Operation, and Information Technology.

In addition to our SDS MA contract we support the training of 418 MAs on behalf of a number of key clients on a sub-contracted basis which means that, in total, we have over 1,000 MAs undertaking 22 MA Frameworks. The total figure does not include individuals who are undertaking SVQ work-based qualifications in areas such as Construction, Social Services and Healthcare.

## 5.4 **Collaboration and Innovation**

We are excited to be at the forefront of several major collaborative and innovative projects which will support economic and social recovery, offering a more coherent and sustainable form of delivery as well as practical support and hope to individuals and businesses adversely impacted by the pandemic.

#### 5.4.1 Collaboration

##### *East Central Scotland Colleges Collaboration*

As a lead partner in the East Central Scotland Colleges Collaboration, Fife College is working collaboratively with SFC, SDS, CDN and partner colleges to develop and increase the provision of targeted short courses and accelerated specialist HN awards to support upskilling and reskilling, with support from the additional YPG/TTF funding. Partnership with Fife Economic Development Department, NHS Fife, the Chamber of Commerce, the Regional DYW Board and with local industry partners is informing in year portfolio developments within the post pandemic environment.

##### *Fife College Regional Community Wealth Building Board*

Fife College also plays an active role in the Fife Council Regional Community Wealth Building Board, as part of the 3-year Recovery & Renewal Plan4Fife. This will enable greater collaboration and enable effective planning on best use of assets, which will contribute to greater coherence and sustainability, as well as supporting in reducing carbon emissions.

##### *Arrol-Gibb Innovation Campus*

In collaboration with Babcock International, Fife Council, the Universities of Edinburgh and Strathclyde, along with NMIS (National Manufacturing Institute Scotland) and SMAS (the Scottish Manufacturing Advisory Service), Fife College continues to progress the Arrol-Gibb Innovation Campus (previously known as Campus for Advanced Manufacturing and Technologies) initiative which consists of a number of development projects that will forge a new era for advanced, heavy and large-scale industry in Scotland and the UK supporting Covid-19 recovery. The projects consist of Fastblade, Large Scale Composites Centre, Large Scale Manufacturing Centre, Digital Sills Academy and Advanced Manufacturing Enterprise Hub which are at variable stages of maturity.

Babcock international held a high profile steel cutting event in September 2021 for the £1.25bn contract for the Royal Navy Type 31 frigate. The fleet's construction will support about 1,250 highly skilled jobs at Babcock and lead to an additional 150 apprenticeships. This forms an integral part of the Large Scale Manufacturing Centre and Modular Infrastructure Centre. The apprenticeships, skills training including reskilling and 2<sup>nd</sup> skilling will be supported by the Digital Sills Academy with Fife College and University of Edinburgh leading on this. A training needs analysis is underway to establish existing and future skills requirements to support production and advanced manufacturing capability.

November 2021 sees the opening of the Fastblade facility at Rosyth: the world's first test facility that uses regenerative hydraulic technology to offer high-quality, low-cost fatigue testing of tidal blades and other composites structures for research and product development. Within the facility there is a digital skills training area for Knowledge transfer and collaborative activity. Fife College students will have the opportunity to visit the facility and there is a short work placement opportunity also available in addition to collaborative student lead projects.

Recently acquired and now located at Rosyth we have a GE Arcam A2 additive manufacturing machine in collaboration with University of Edinburgh, Napier University and Babcock International. This has the capability to print titanium components to aerospace specification and complexities where traditional manufacturing would not be possible. This is due to be commissioned in spring 2022 and marketed through Edinburgh Innovations with

accessibility made available to SME's for production along with internal projects and research.

#### 5.4.2 Innovation

Innovation and creativity are promoted extensively across the College. Whilst the lockdown and restrictions associated with the Covid-19 pandemic may have delayed some activities, new opportunities to deliver learning and teaching in different ways have been seized to ensure continued effectiveness and industry partnerships have been further developed to support an inclusive economic recovery.

Innovative projects and new ways of working are continuing to grow and develop as the College embraces the "new normal". Partnership links are stronger than ever with an increased focus on sharing good practice, increasing knowledge exchange and fostering continuous improvement across external organisations and stakeholders.

Innovative practice is focused inwards and outwards, reflecting the College's drive to offer a dynamic, flexible and adaptable education and training portfolio.

Some key highlights and/or projects are summarised below:

- Fife College has become a skills lead in Scotland for an innovative digital manufacturing project led by the University of Cambridge. We have been named as a partner in the University's "Digital Manufacturing on a Shoestring" project which aims to provide simple, low-cost digital solutions for small manufacturers.
- Fife College are working with Fife Council, Bridge to Business and Young Enterprise Scotland to create Enterprise Hubs across all campuses and to ensure all students have an input on Entrepreneurial Mind-sets.
- As part of the Arrol-Gibb Innovation Centre and Digital Skills Academy, Fife College are working with University of Strathclyde, University of Edinburgh, NMIS, SMAS and Fife Council to deliver Training Needs Analysis to Babcock. This will include the implementation of robotic and painting welding arms and the development of a training programme for employees once robotic arms are in situ.
- The College is developing practical skills suites to enrich the Care curriculum and ensure that students are able to access a clinical skills environment. An eNetReality tool is being used to design online environments for teaching and assessment. Alongside this, online platforms for HNC Care and Admin Practice are supporting professional logs for students which link to the Nursing Midwifery Council (NMC).
- Fife College as a FE partner of the DDI Edinburgh City Deal is now involved in the delivery of Data Science training courses providing up-skilling/re-skilling to a wide range of groups.
- Working in partnership with the Children's University Scotland and The Robertson Trust to provide high quality learning opportunities for children in Fife and to extend the reach of the Children's University network across Scotland.



- The College has a working partnership agreement with Fife Culture of Enterprise, The Social Enterprise Academy and Business Gateway on the support and development of entrepreneurial activities and support across Fife.

## **5.5 Climate Emergency**

Fife College has worked closely with the Scottish Government and the Sustainable Scotland Network in producing the new [Public Sector Leadership on the Global Climate Emergency](#) report, which provides advice for public bodies on robust, consistent and comprehensive carbon management, and information on the resources available to support them.

At Fife College, we are already taking action to reduce emissions, including constructing the first net zero college building in Scotland with our new Dunfermline Campus plans, and ongoing work to curb emissions from our estate and fleet.

The College has been awarded funding of £138.5k from the Green Public Sector Estate Decarbonisation Fund to support our efforts in achieving net zero with our existing estate. These funds will be used to support LED lighting replacements across all sites and two feasibility studies. The first study is for pre-capital heat pumps in Kirkcaldy and the second study pre-capital for solar PV in Glenrothes.

With support of additional funds for the Dunfermline Learning Campus to achieve Net Zero, as well as other government initiatives, we are now developing a new net zero strategy and an associated carbon management plan, which will include exploring district heat systems. Our ambition is to be the first FE/HE institution to achieve net zero across all buildings.

Fife College is committed to becoming a low carbon and sustainable organisation and to playing an active role in delivering positive climate change outcomes. Fife College has reduced our carbon footprint by 46.4% by the end of the 2020-21 academic year compared with a 2013-14 baseline, to a total of 2,898 tCO<sub>2</sub>.

Fife College continues to be proactive in local and national initiatives and is represented on all main partnership groups, including chairing the Fife Environmental Partnership Group, Environmental Association of Universities and Colleges (Scotland), and the Sustainable Scotland Network (Scotland Public Bodies).

## College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A Credits Delivered (Core)	134,743	129,764	130,428	130,921	130,437	130,551	130,376	128,554
Credits Delivered (ESF)	0	3,513	2,876	2,907	2,589	2,704	2,520	3,845
Credits Delivered (Core + ESF)	134,743	133,277	133,304	133,827	133,026	133,255	132,896	132,399
B Volume of Credits Delivered to 10% most deprived postcode areas	10,890	11,207	11,486	14,833	15,052	15,413	14,189	15,888
Proportion of Credits delivered to 10% most deprived postcode areas	8.1%	8.4%	8.6%	11.1%	11.3%	11.6%	10.7%	12.0%
C Volume of credits delivered to care-experienced learners	0	80	36	1,256	3,170	6,481	7,558	7,944
Proportion of credits delivered to care-experienced learners	0.0%	0.1%	0.0%	0.9%	2.4%	4.9%	5.7%	6.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	43	17	183	134	176	258	392	400
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	60.7%	62.0%	57.4%	59.1%	57.9%	62.2%	52.7%	58.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,727	2,515	2,168	2,081	2,045	2,300	1,791	1,752
Total number of FTFE students	4,490	4,059	3,778	3,523	3,529	3,698	3,398	3,020
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	65.1%	73.7%	69.6%	74.8%	84.4%	81.3%	83.5%	85.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	4,867	3,371	3,030	3,817	5,417	4,076	4,986	3,910
Total number of PTFE students	7,475	4,573	4,355	5,101	6,419	5,013	5,974	4,600
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.9%	69.8%	68.1%	66.8%	67.6%	70.0%	67.4%	72.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,700	1,692	1,555	1,563	1,516	1,554	1,471	1,331
Total number of FTHE students	2,504	2,425	2,284	2,340	2,242	2,221	2,181	1,848
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	77.8%	86.7%	67.5%	78.6%	86.3%	83.7%	80.8%	84.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,224	1,111	714	1,057	1,159	901	891	864
Total number of PTHE students	1,574	1,281	1,048	1,345	1,343	1,077	1,103	1,028
F Number of students achieving an HNC/D qualification articulating to degree level courses		397	372	334	344	323	346	300
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		178	164	162	164	171	189	150
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		44.8%	44.1%	48.5%	47.7%	52.9%	54.6%	50.0%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,179	2,150	1,829	2,116	1,987	1,824	NYA	1,554
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,122	1,942	1,774	2,000	1,871	1,689	NYA	1,453
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.4%	90.3%	97.0%	94.5%	94.2%	92.6%	NYA	93.5%
Total number of full-time HE college qualifiers (in confirmed destinations)	830	825	580	1,094	1,177	1,164	NYA	1,312
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	802	740	556	1,047	1,093	1,087	NYA	1,233
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.6%	89.7%	95.9%	95.7%	92.9%	93.4%	NYA	94.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	88.4%	79.7%	90.0%	94.0%	94.0%	84.8%	90.0%

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

NYA = Not Yet Available



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

### On behalf of Fife College:

Signed:

Print name: Hugh Hall

Position: Principal and Chief Executive

Date: 18 May 2022

Signed:

Print name: David Watt

Position: Chair

Date: 18 May 2022

### On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022