

OUTCOME AGREEMENT

2021-22


west lothian
college

WHAT DRIVES US

This Outcome Agreement is effectively a contract between West Lothian College and the Scottish Funding Council (SFC) on what we plan to achieve over the three years from 2021 to 2024, with a particular focus on academic year 2021-22.

It reflects priorities that emerged from extensive consultation with staff, the Student Association, employers, West Lothian Council, third sector partners and our Board of Governors.

Vision and Strategic Goals

The college's vision to deliver a highly skilled, enterprising and resilient workforce is underpinned by four strategic goals and three core values that influence how we act.

Our four strategic goals align very well with the Outcome Agreement Framework, as well as with the main themes from phase three of the SFC review of coherent provision in colleges and universities. They also map closely to the independent UK Commission on the College of the Future's people, place and productivity themes.



To inspire and enable success for all, we will:

- Provide a wide range of qualifications at further and higher education level
- Have clear vocational pathways from school to college, and from college to university, apprenticeships or employment
- Have a modern curriculum, responsive to the skills needs of the regional economy and supported by up-to-date and relevant facilities
- Integrate digital technologies across our curriculum and services for students
- Support our students facing financial, learning or mental health challenges.

To support economic recovery and growth, we will:

- Provide skilled people to help businesses survive, revive and thrive
- Ensure that all courses are relevant to industry and keep pace with developments in different economic sectors
- Be flexible in what, how, where and when we deliver
- Establish centres of excellence in areas such as computing and early years
- Enhance our STEM activity with schools, employers and partners.

To strengthen our communities, we will:

- Deliver more in our communities to reach people who are not in education or employment
- Enhance our partnerships with third sector organisations to achieve shared objectives
- Support our Community Planning Partnership and contribute to achieving its goals.

To lead with vision and empathy, we will:

- Be a trauma responsive college working with local organisations to support our students

- Support positive mental health and wellbeing of students and staff
- Make work better for our employees by being a caring and supportive employer
- Help our workforce and students adapt to a post-pandemic world of work.

Three of the college's four strategic goals align very well with the themes in SFC's Outcome Agreement Framework – outcomes for students, and outcomes for economic recovery and social renewal.



Values

Our values underpin our vision and strategic goals.

Putting students at the centre of everything we do means exactly that. Through elected full-time sabbatical president and vice president, volunteer executive team officers and faculty ambassadors, our Student Association plays a pivotal role in the college. It sits at the heart of our decision-making and self-evaluation processes, ensuring that every decision we make enhances the student experience.

Being welcoming to all means that we ensure equality of opportunity, embrace diversity and are a truly inclusive college.

Always striving for better sums up our commitment to embracing a culture of continuous improvement. We know what we need to do to improve the learning experience for our students and make work better for our employees, and we are making good progress. For example, prior to the emergency years, we had improved student retention and attainment for two consecutive years, as well as achieving silver accreditation Investors in People, LGBT Charter and Healthy Working Lives. We will focus our collective energy on building on these improvements over the next three years.

Supporting external strategic outcomes

Plans set out in this Outcome Agreement support Scottish Government priorities on economic recovery and inclusive growth, widening access and addressing the attainment gap.

This Outcome Agreement contributes to the high priority outcomes of the West Lothian Community Planning Partnership's Single Outcome Agreement 2013-23 to improve the employment position in West Lothian, and to improve attainment and positive destinations for school pupils. The college plays a critical role in supporting individuals and businesses across West Lothian, contributing to inclusive economic growth and community wealth building. We contribute to a number of regional groups to support

economic growth and recovery – including the Economic Partnership Forum, the Jobs Task Force, the Chamber of Commerce, Job Centre Plus and the Developing the Young Workforce regional employer group.

We will continue to work with college, university and West Lothian Council partners on implementing skills projects created through the Edinburgh and South East Scotland City Region Deal. The college plays an active role on the City Deal HE/FE strategy group and elected members oversight committee, alongside our involvement in the regional college co-ordination group. In 2021, this work has expanded to connect the City Deal regional curriculum manager into the college's Core Skills review group to ensure refreshed approaches to digital skills and the wider delivery of meta skills are consistently applied across our curriculum.

The region is changing and the college aims to provide the skills necessary to help businesses, raise productivity, and meet the challenges presented by demographic, environmental and technological change. It is critical that our curriculum portfolio comprises courses that meet regional and national priorities, and address current and forecasted skills gaps. In planning a curriculum that meets the needs of the region, as well as understanding how industry sectors are expected to grow or decline over the next three years, the college pays close attention to changes in the economy and skills requirements at an occupational level.

The Regional Skills Assessment forecasts that the highest proportion of job openings in the next ten years require skills at SCQF level 7 and above. Given that only 36% of the adult population has qualifications at these levels, it is essential that people are able to achieve qualifications like HNCs and HNDs to be able to take advantage of higher value and more secure jobs. The college will therefore continue to support a range of pathways to higher education including part-time HNC study for senior phase school pupils, moving on to HNC study straight from school, progressing from FE qualifications to HNC, and part-time learning in work through work-based SVQs or HE qualifications delivered in evening classes.

We continue to be the top destination for school leavers in West Lothian. and as many leavers choose the college as the total of those who move onto all universities in Scotland.

Looking ahead

Despite the short to medium term economic challenges caused by the pandemic, forecasted growth over the next ten years in the population and the regional economy present significant opportunities for the college. The population of West Lothian is over 180,000 and projected to increase by 21,200 by 2042, making it one of the fastest growing populations in Scotland. This is reflected in the growing number of students enrolling at the college each year – from 6,151 in 2013-14 to 9,377 in 2020-21. Over the past ten years, the college has consistently delivered above the target credit activity agreed with SFC and we expect this to continue given demographic and employment forecasts.

It is critical that SFC identifies more appropriate ways of allocating funding to enable the college to meet this growing demand.

OUTCOMES FOR STUDENTS

Fair access and transitions – education is accessible to students from all backgrounds and students are supported through successful pathways

Poverty and trauma responsive practice

The proportion of students enrolled at the college who are resident in SIMD20 postcodes continues to increase and exceeds the relative proportion in the general population, demonstrating that we are reaching more people in communities affected by multiple deprivation. The precarious financial situation facing an increasing number of students makes committing to full-time study a challenge. Levels of poverty and homelessness amongst our students are rising, and we will continue to make use of partnerships with a range of external organisations to provide vital financial and housing support.

As well as continuing to provide a free hot lunch for all students, we will continue to offer the free hot breakfast we introduced in March 2021, ensuring that learning is not hindered by hunger. We continue to ensure access to free sanitary products, and our Student Association provides dignity packs for students unable to afford basic hygiene products. Our Student Association and support staff work with local charities and social enterprises to help students facing financial difficulties remain on course and gain qualifications that will help them achieve improved life circumstances.

Adverse childhood experiences (ACEs) are recognised as having a potentially negative impact on an individual's future development, and it is evident that an increasing number of our students have experienced trauma. Our college is in a unique position in the college sector to contribute to Scotland's ambition to be an ACE-aware nation. Through the Children's Hearings Scotland Learning Academy our trainers develop the skills of thousands of volunteer panellists across Scotland that includes an understanding of trauma-informed practice.

Our whole-college approach to trauma responsive practice will increase significantly in 2021-22 and will be enhanced by working with key professionals and academics to embed it in all practice. Working closely with West Lothian Council's Youth Justice, Adult Justice, Addictions, and Children and Families teams we will offer individualised admission pathways for potential students. We will work with students to support and build resilience to enable them to achieve their goals. This is now recognised as a route to avoid custodial sentencing and a network of college staff and external professionals will support those with specific needs to make progress in their learning.

Additional funding from SFC in 2021-22 to support our *Eliminating Poverty through Trauma-responsive Action* project will support our work with local partners to improve the situation of students and their families. Further development of a flexible learning programme will encourage students to enter education and take time to establish a plan before committing to a full-time course. This is on an individualised basis and will support students who have experienced barriers to learning, including mental health and involvement with the justice system, or who have not reached a positive destination since leaving school. Students living in a SIMD10 postcode on full-time courses will benefit from targeted support from key professionals and employers seeking to expand their workforce. This funding also supports basic hygiene needs including laundry facilities on campus, pre-cooked healthy meals and access to kitchen facilities at break times for all students.

Care experienced students

Over the year, we will continue to make further progress towards SFC's refreshed *National Ambition for Care-Experienced Students*, and review our Corporate Parenting Plan to ensure that enhanced support is put in place for care-experienced students. College staff will continue to participate in mandatory training on what it means to be a good corporate parent. We guarantee an interview for all applicants who declare as care-experienced and work with partner agencies to offer an introductory welcome to potential students and a key contact prior to application. Where students disclose as care-experienced on application, we put support in place to enable them to progress successfully and achieve positive outcomes. This has proved very effective and has resulted in sustained above sector average success for care-experienced students.

We have built on our excellent partnership with West Lothian Council's Inclusion and Wellbeing Service to support young people who are care-experienced and not in full-time education at school. Monthly strategic meetings with senior social work leads for justice, through- and after-care co-create bespoke courses that are tailored to next steps on moving onto college or employment. This provision has attracted national attention in its alignment with the September 2021 judicial review by the Scottish Sentencing Council that ensures that college provision supports the individualistic approach to alternative sentencing for young people who have experienced trauma. The college will join the Edinburgh Hub for Success in 2021, joining Edinburgh College, Newbattle Abbey College and all four Edinburgh universities to promote greater success in widening access for those least likely to progress to university from college. We are a member of the West Lothian Corporate Parenting Strategic Group and the CDN Access and Inclusion/Guidance group.

We will continue to engage with Who Cares? Scotland and CELCIS in our work with care-experienced students. The college is represented on SFC's Care Experienced Governance Group and involved in the Care Experienced, Estranged and Carers East Forum. Following our achievement in 2021 of the *Going Forward for Student Carers* Award from the Carers Trust and the UK national award *Driving Change* from the Carers Federation, we will deepen our relationship with West Lothian Carers. One of our faculty directors works directly with West Lothian Council's lead officer on the delivery of The Promise to ensure a joined-up and responsive approach to ongoing improvements to the care system are complemented by the work of the college and our partners.

Successful transitions and effective pathways

West Lothian's school/college partnership is led strategically by the council's Education Services in close collaboration with the college. We have a very strong partnership with the region's eleven secondary schools, and liaise directly with heads and depute heads in each school as well as with council lead officers.

Vocational pathways are available to all secondary schools, including courses tailored for disengaged pupils that focus on essential life and employability skills. The college has a strong suite of courses delivered to over 400 senior phase pupils, providing access to vocational qualifications, national qualifications and Foundation Apprenticeships (FAs). The college is a strong supporter of FAs, and is the focal point for the delivery of FAs in West Lothian. We offer eight Level 6 and three Level 4 FA frameworks and work collaboratively with West Lothian Council and the DYW regional group to ensure our schools offer is fit for purpose.

In 2021-22, we are the only college in Scotland offering the equalities FA pilot Level 4

in Hospitality (funded by Skills Development Scotland). Students on this course have been selected by the council's Inclusion and Wellbeing team as the furthest removed from education in our region. Participation in this FA is designed to support the young person through their studies and to engage with a pathway to their next destination.

We will continue to work with the council to review existing curriculum planning processes to ensure we have a comprehensive and responsive vocational portfolio. The college supports shortening the learner journey for young people progressing to university and is now in the seventh year of delivering HNC Computing to S5/6 pupils (successful attainment of two Highers plus the HNC enables pupils to articulate into the second year of some Edinburgh Napier University computing degrees). We work in partnership with schools to ensure that senior phase subject choices are compatible with school to college and college to university progression.

While most courses for school pupils are delivered at college, we offer School Link where pupils with additional educational needs attend college over three taster days and Schools Transition, a half day a week course over the academic year for school leavers from special education schools. We also offer a transition programme one morning a week for young people in their final year of school who are on the autistic spectrum and looking to apply for a full-time mainstream college course the following year.

The college embraces the opportunities presented by the regional improvement collaborative and will support fully its collective focus to driving continuous and systematic improvement, particularly in relation to closing the poverty attainment gap. Our shared aspiration with the council is to produce a well-aligned, seamless vocational curriculum between school and college that supports progression, avoids duplication and results in a senior phase curriculum designed with young people at the heart.

Increased engagement between teachers and lecturers to enhance delivery to students will be an important part of this. Seventy stakeholders took part in our annual school/college partnership planning event in February 2021 which agreed the following shared objectives:

- Change the mode of delivery to offer depth and breadth of choice to pupils
- Enable every young person to develop their own unique pathway to success, with the shortest possible learner journey from school to college and university
- Attainment measures should promote success beyond outcome agreement measures and capture the achievements of every pupil
- Define credible pathways to work in partnership with employers
- Ensure the voice of the young people drives change and the pathways we offer.

The college will continue to meet Skills Development Scotland careers help and guidance managers, West Lothian Council's Education and Access 2 Employment teams, and the Developing the Young Workforce regional group regularly to understand and integrate approaches to positive destinations for young people.

The college has articulation agreements with a growing number of higher education institutions to allow students to progress to university with advanced standing from many of our Higher National qualifications. We will increase the number of articulation agreements we have with universities and degree programmes to extend the availability of advanced standing for our HE students. University progression pathways have increased significantly since 2020-21, with new pathways and progression routes now available on 185 courses (70 in the previous year). New partner institutions include the University of the Highlands and Islands, and Glasgow Caledonian University, Open University pathways have been refreshed with the introduction of pathways to

Graduate Apprenticeships with Heriot-Watt University. However, it is disappointing that these has been a reduction in pathways at Queen Margaret University.

Our partnership with Edinburgh Napier University to replace the former BA Business Management franchise degree pathway is well underway in 2021-22, with the agreed model delivered online and on our campus by university lecturers. This new degree pathway ensures our students can progress to the degree without the complexity of travelling to the university. Pastoral care is provided by college lecturers known to the students from their journey through NC, HNC and HND qualifications. The 2021-22 intake saw significant growth in part-time applicants that is twice the number of full-time students.

High quality, learning, teaching and support (students at all levels experience a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience)

Digital and blended learning

In August 2020, we established a Learning Continuity Group under the stewardship of a faculty director that provided invaluable support to lecturers, assessors and other staff throughout the year. To support this group, we seconded a lecturer into a new role to advise on adapting pedagogy to support blended learning. For 2021-22, we created three new learning technology posts to take forward the recommendations from this group. The work of this group was highlighted in Education Scotland's *Comments and Cameos* report that accompanied its publication, *Remote learning in Scotland's Colleges*.

Our curriculum faculties were re-shaped in 2020 to reflect the regional economy. In addition, we identified five strategic themes, each led by a faculty director, to ensure the mainstreaming of all themes across the curriculum. These themes are learning, teaching and assessment; digital learning; equality, diversity and inclusion, trauma responsive practice; and STEM and sustainability.

In August 2021 the college created a new training strategy for all delivery staff, recommended by the Learning Continuity Group. It involves all curriculum delivery staff and uses our online platform to deliver training, workshops and masterclasses. It facilitates consultation of all staff who deliver learning, teaching and assessment to our students. This work is led by a vice principal and draws on the expertise of all faculty directors, heads of service and operational managers. Topics include the five strategic themes, and weekly workshops with all delivery staff give a voice to those who lead learning, teaching and assessment in shaping the curriculum.

A strong focus is on the improvement of online learning, developing a shared vision for blended learning and supporting delivery staff to adapt pedagogy for this hybrid approach. Six new Learning Champions (lecturers with partial remission from teaching duties) are led by a faculty director to inspire others to create innovative projects/teaching approaches and assessment methodology that will result in improved skill, creativity and digital pedagogical approaches across the college. Each Learning Champion supports the improvement of learning, teaching and assessment practice by co-creating a customised action plan for each faculty. They will raise the aspirations and expectations of our staff through improving skills, sharing innovative practice and ensuring progress is aligned to GTCS standards.

Digital technology impacts on every industry sector the college serves, on how we deliver education and skills, and on how we operate. The college will continue to modernise our curriculum, facilities and ways of working. To support the move to

remote delivery and home working, we invested in upgrading our server infrastructure and made significant improvements to our systems to help staff and students work and learn more effectively. We made important progress on improving digital security with in the college being re-awarded with Cyber Essentials accreditation and achieving Cyber Essentials Plus in November 2021. We also invested in Clevertouch interactive screens and lecture capture software.

To enable students to engage in blended learning the college will continue to distribute laptops and other devices. In 2020-21, we distributed 483 laptops, 90 Chromebooks and iPads, 40 Wi-Fi enabled dongles and 90 MiFis to students. Despite this, we still had students experiencing digital poverty and this continues to be the case in the current academic year. We expect to see even greater demand from students in 2021-22. This is exacerbated by the ongoing challenge of significant delivery delays in receiving IT equipment due to global demand. With SFC stating that funding for digital resources will not continue in 2022-23, we face challenges in maintaining a digital infrastructure that meets the needs of our students and staff as hybrid models of learning and work persist beyond the pandemic years.

Demand for digital devices to support blended learning will increase with each new cohort of students and it is unclear how this can be supported without sustained additional funding from SFC to address digital poverty.

Support for student mental health and wellbeing

We take a whole-college approach to mental health and wellbeing. Our Health and Wellbeing strategy covers staff and students, and a cross-college staff experience group seeks to improve working practices and support health and wellbeing. As the proportion of students declaring mental health problems increases each year, collaborative efforts by staff, students and stakeholders have a positive impact on students with poor mental health. We will support lecturers and other staff in the work they are doing proactively to support student mental health. For example, the Man Cave is now an established safe space at West Lothian College that delivers twice-weekly in-person and online discussions.

We will make good use of the additional SFC funding for mental health in 2021-22 to enable us to enhance our support for students and staff. This includes enhancing our outdoor space for health and wellbeing activities, an increase in resources to support students and mental health training. Staff will take part in mental health, wellbeing and resilience training throughout 2021-22.

As well as a range of campaigns throughout the year to promote strategies for good mental health and wellbeing, our Student Association will continue to provide a range of initiatives to support students struggling with mental health. For example, Recharge enables students to self-refer and be supported in looking after their mental health and wellbeing through advice on diet, exercise and how to be mentally healthy. The Student Association will continue to offer *Mental Health First Aid* training to student representatives. The association will continue to work with a wide range of external partners across West Lothian to support student welfare.

In 2021-22, college staff, Student Association representatives and some external partners will enrol on SMILE Counselling's Mental Wellbeing and Health training, an eight-week programme designed to give enhanced capability to those keen to embed trauma informed practice. This will be rolled out to all staff as direct participants or as part of our wider approach to ensure all staff and partners are trauma responsive in their practice. Our third wave of training will see students trained in the same practice, which will enhance the nurturing and empathetic culture of the college, and ensure that students completing work placements and graduates take this practice into the workplace to influence the culture more widely.

Partnership, participation and student experience (students find it easy to participate, have their voice heard and valued, and influence their educational experience)

Central to everything we do are our students. The student voice is critical in setting out the kind of college we want to be and the Student Association will continue to influence all decisions we make. In summer 2021, the college invested in a large, visible and well-resourced Student Association hub, located in the entrance of our main campus building. So far in 2021-22, there are clear signs that there is greater engagement from students in the association.

The Student Association has created an online student community on Microsoft Teams for this academic year to provide information updates, offer advice on IT, highlight money-saving schemes, point to work and volunteering opportunities, and encourage engagement in social activities and clubs.

The Student Association plays a vital role in evaluating the quality of learning and teaching through its SPARKLE evaluation toolkit. This has resulted in changes to college processes, delivery of learning and support, and resources for learning. The college will review feedback from the December 2021 SPARKLE survey and take forward any required improvements. As well as evaluating the student experience, the Student Association self-evaluates its own performance and governance to ensure sustainability in capturing and acting on the student voice.

Learning with impact (students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives)

Courses in context of public health

Our close relationship with West Lothian Council's economic development team yields insights into employers' current and future skills needs, and leads to the involvement of the college in proactive planning with businesses. Weekly meetings with the council, the Developing the Young Workforce group and JobCentre Plus enable us to be agile in designing provision that meets immediate and medium-term needs of industry sectors.

Positive destinations

The SFC College Leaver Destinations 2019-20 publication showed that 97.3% of West Lothian College leavers had a positive destination. This was higher than the sector average. In 2021-22, we will continue to advise and assist students on positive progression pathways on leaving college.

Good understanding of the needs of business and industry

Employers have a major influence in ensuring our curriculum is fully aligned with individual, economic and community need. College leaders and faculty managers engage directly with hundreds of companies and organisations. As well as these individual relationships, employers take part in key strategic activities to plan course provision, for example through sector-specific employer advisory forums and annual curriculum planning events. All faculties use labour market intelligence effectively, and involve employers in course design. All faculty directors lead the development of strategic cross-cutting themes and work across the college and with external partners to continually improve organisational understanding and progress.

Public health emergency (institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise)

We planned a safe return to campus from August 2021, and continue to have between 60-70% of full-time students on campus, as well as almost all schools groups and apprentices. This was the result of extensive joint planning between all areas of the college. Weekly Covid Business Continuity Planning meetings involving key staff, and fortnightly meetings between senior management and trade unions, monitor how well our health and safety measures are being implemented and adapt these as necessary. This partnership working has resulted in excellent delivery planning in 2021 and this has been acknowledged positively in staff and student surveys.

Our approach to staying safe during the pandemic is to insist on face coverings indoors, hand hygiene, distancing, ventilation and regular testing. Resources such as hand sanitisers, masks and testing kits are readily available across the campus. To help prevent the spread of the coronavirus, the college is investing £80,000 in 150 WiFi carbon dioxide monitors and sensors that link to and, are run through, our building management system. This will allow us to obtain automatic readings in all areas of the college at any time of the day.

We invest considerable time in effective, regular communication with staff, students and stakeholders. Prior to the start of the current academic year, the principal sent personalised letters to all students to welcome them to college, ask them to get vaccinated and encourage them to comply with safety measures to keep our campus open. Weekly updates are sent to staff from the Principal and HR, and very good use of all digital display screens across the campus reinforce safety guidelines and alert students to any changes. The Student Association reinforces these messages in their regular communications with students. In September, an NHS Vaccination Bus was on campus for two days and we will seek to have a return visit later in the year.

Equalities and Inclusion (every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect)

The college is committed to maintaining a culture of equality of opportunity where all staff, students and partners are treated fairly and with respect. We value diversity and aim to foster good relations, and eliminate discrimination, victimisation and harassment of any form, including gender-based violence.

The college will continue to make progress on mainstreaming equalities through our Access and Inclusion Plan, Equalities Policy and Procedure, and Equalities Action Plan. These set out our direction in ensuring services and courses are open and inclusive for all, and that we attract and meet the needs of people from all backgrounds. A cross-college group, led by one of our faculty directors, was created in summer 2020 to lead our diversity, inclusion and equalities work.

One of our vice principals is a member on the SFC group set up to tackle persistent inequalities. In addition to her college experience, she brings experience of the care system to this planning group that aims to take an intersectional approach to determine the true impact of inequality and how colleges and universities can work in partnership to better align access and inclusion.

We will continue to build on our achievements from 2020-21 when we established a fresh approach to embedding equalities and widening access, and recruited a dedicated equalities officer. This better joined-up approach will have considerable impact on our next steps in mainstreaming equality and diversity across the college. This was reinforced in our current equality outcomes that were identified following extensive engagement from all staff in embedding college values and behaviour.

All students supported to achieve their full potential

A dedicated student support team of well qualified, proactive and experienced staff meet the needs of individual students. Students are encouraged to disclose specific needs when they join the college and, increasingly, before they enrol. In 2021, all students were asked to complete a wellness survey on enrolment. There was a very good completion rate and this is influencing how we support students this year. Support is personalised to facilitate learning and attainment, and is available during the day and out-of-hours to support part-time students. Our student support team provides a high-quality service, evidenced by our above average sector success for students living in areas of multiple deprivation, care-experienced students, and those with a declared disability. Individual plans are developed in consultation with students, and these plans are shared with teaching staff to inform strategies for retention and attainment. Student progress is monitored throughout the year by named staff.

The college supports disabled students and staff well, as evidenced by sustained above sector average successful outcomes for students who declare a disability. Students who disclose a disability are referred to the student support team who develop a support plan with them relevant to the nature of their disability. The Equalities Committee ensures that disabilities are fully considered and reasonable action taken to ensure every student has an equal chance to succeed. Mainstreaming equality, diversity and inclusion into the everyday work of the college is at the heart of all we do. The college has created a whole-college approach to equalities and widening access by establishing three levels of staff and student involvement. We have closely aligned our three equality outcomes to the college values to ensure equalities and widening access are embedded into all our activity.

Students leaving school and who have been in a supported learning environment benefit from a transition period that is supported by full-time college courses that enable students move onto opportunities including employment or volunteering.

OUTCOMES FOR ECONOMIC RECOVERY AND SOCIAL RENEWAL

Responsive institutions (Institutions are responsive to employer and industry needs and to current and future skills requirements)

Using labour market information and industry engagement

The college uses a wide range of sources to ensure that our courses align with labour market information. Each year we use the West Lothian Regional Skills Assessment to understand projected growth or decline in different industry sectors, occupational trends, and the profile and skills level of the population. Regular engagement between college leaders and the Federation of Small Businesses, the local Chamber of Commerce and industry bodies results in enhanced business intelligence on emerging skills needs that influences curriculum planning.

Curriculum planning throughout the year involves employer representatives. The college is a key partner in weekly meetings of the West Lothian Economic Recovery Group that includes all key organisations. We are the primary conduit for partners such as West Lothian Council, universities and Skills Development Scotland to provide employers with a single skills support proposition rather than partner organisations approaching them with individual offerings. This prevents duplication and ensures that students are given the right support to progress onto the path that is right for them.

Upskilling and reskilling the existing workforce

The college plays a pivotal role in supporting West Lothian's economic recovery. Working closely with partners such as West Lothian Business Gateway, West Lothian Chamber of Commerce and the Voluntary Sector Gateway the college is fundamental in helping businesses shape their current and future workforce through skills development.

In this third disrupted emergency year, we have continued to shape our curriculum portfolio to support essential upskilling and reskilling, for example through effective use of the Flexible Workforce Development Fund, the apprenticeship family, our extensive SVQ portfolio and part-time professional courses. Through the Flexible Workforce Development Fund, we supported 53 businesses in 2020-21 across a diverse range of sectors to upskill and reskill 2,700 employees.

Our successful track record in delivering bespoke, relevant training to companies led to West Lothian Council awarding the college £150,000 to supplement our FWDF allocation. In response to the economic challenges caused by the pandemic, the college designed bespoke Skills Boost courses for the NHS, including the Care at Home team and the Scottish Ambulance Service. In 2021-22, we will continue to deliver accelerator HNCs, Pathway Apprenticeships and enhanced Kickstart work placements with relevant skills development in support of our commitment to the Young Person's Guarantee.

The excellent partnership with the Department of Work and Pensions (DWP) and West Lothian Council to deliver courses for those made redundant or facing redundancy as a result of the pandemic has been crucial for economic recovery in our region. Our Skills Boost courses have attracted previously unsuccessful applicants for jobs and college courses and enabled them to gain employment with large organisations like NHS. This approach continues in 2021-22 to include a PDA qualification for support workers providing shorter, sharper training to allow new staff to be job-ready and meet the demands of the increased care workforce.

Working in partnership with the Department for Work and Pensions, we will create a Youth Hub on our campus to offer an additional service that will bring job opportunities to young people.

Pathways for people without work to study and move into jobs

As part of the Edinburgh and South East Scotland City Regional Deal (through the Data Driven Innovation Gateway project) we will work with other colleges to develop a suite of courses that enhance the digital skills of groups including those furthest away from education and employment, women returners, and those currently employed and in need of reskilling. In 2020-21 this includes the provision of data science courses.

Confident and highly capable work-ready graduates (work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society. Students are equipped to take up employment and succeed when the job market opens up)

The Early Years and Childcare team at West Lothian Council ensured that all childhood practice students were able to undertake work placements throughout 2020-21. In response to the various pressures of industry lockdown by sector, the college worked closely with third sector partners to develop formal volunteering opportunities for our students.

Pipeline of technically skilled people to fill skills gaps

Following the success of a course supported through the Digital Start Fund in 2020-21, the college secured further funding to deliver a second course starting in January 2022. This will be carried out in partnership with The Prince's Trust will offer students employability activities and interviews with potential employers. The college has offered two data science courses through the DDI City Deal.

The Cyber Security course for neurodivergent students funded through SDS was highly successful with 100% pass rate and attendance. The course was developed to work with students' different learning styles. The course was supported by our partners at The Donaldson's Trust and West Lothian Council Supported Employment Service. Following a meeting with the DDI coordinator they are looking to see how the course for neurodivergent students can be replicated in other colleges.

As an illustration of our creativity in planning a curriculum offer that meets skills gaps, we are delivering electric car courses and training to respond to needs of the industry now and in the future. The Level 2/3 Hybrid qualification illustrates that we can fast-track students towards their qualifications, beyond the traditional one-level-per-year approach, to compress multiple years of SCQF level studies and create job-ready graduates more quickly.

The college will continue to design courses in partnership with employers to address skills gaps in industry sectors, for example in support of the green economy. We will make full and effective use of all apprenticeship family products to support a pipeline of skilled people, including the new Skills Boost courses and their link to sector career pathways.

The college has been contracted to deliver 106 new start Modern Apprenticeships in 2021-22 and we are seeing growth in the social care, business and construction sectors. We are developing our partnership with Herriot Watt University to ensure local employers have access to the full range of apprenticeships on offer. The college supports the delivery of apprenticeships in a number of local authorities and continues to deliver the educational component of Scottish Electrical Charitable Training Trust

and Construction Industry Training Board apprenticeships.

We will intensify work on STEM and our curriculum portfolio will offer a broader and deeper range of qualifications in engineering, computing, construction and science. We will continue to facilitate regional partnerships through the West Lothian Regional STEM Partnership to establish a regional strategy. Over the year, we will work in partnership with schools, employers and DYW to support a range of STEM activities such as the IET Lego League in January 2022.

Knowledge Exchange and Innovation

Innovation in the curriculum

We will continue to be an early adopter of new approaches to curriculum design and delivery. Working with partners, we will leverage opportunities brought about by the Edinburgh and South East Scotland City Regional Deal, in particular related to data. The college will build on our innovative partnerships with companies like Morrison Construction and SERS to evaluate vocational courses co-designed with them.

Two years ago, we integrated outdoor learning into our childhood practice curriculum and delivered this with children from local nurseries and primary schools in our forest classroom. We have further developed opportunities for outdoor learning that benefit our students, staff and stakeholders, as well as young people in nursery, primary and secondary settings. We enabled three colleges to adopt similar practice in 2020-21 and shared our learning materials and approaches with them to allow our model to be easily replicated. Now that outdoor learning has been integrated into all childhood practice courses, a second forest classroom will be created on campus in 2021-22 to accommodate demand. Further cross-college collaborations over the year between the childhood practice team and curriculum areas such as construction and engineering will enhance the learning experience of all students involved.

Innovation in physical and virtual learning spaces

In 2020-21, the college repurposed the ground floor of the main campus building to create a modern learning centre with flexible technology-enabled learning spaces for individual and group study. A new Student Association hub was created in the main entrance and a multi-purpose Information Point and Campus Café provide further opportunities to enhance the student experience. The final phase of this project will be completed in 2021-22 with the building entrance being extended and enhanced to offer a larger, improved and flexible circulation space for students.

Also completed in 2020-21 was the extension of our engineering workshop by creating an additional floor in the existing workshop and installing equipment that was previously not available at the college. This project will be enhanced in 2021-22 by creating further workshop facilities to meet increased demand from companies to support electrical engineering apprenticeships. SFC provided additional capital funding to contribute to the implementation of these projects.

The college agreed a five-year estates plan in 2021. More substantial capital funding is required to repurpose our 20-year-old campus so that it can support students, employers and other stakeholders well for the next twenty years. While we will make the most effective use of the capital grant we receive from SFC, the major reconfiguration set out in our estates is not possible with our existing grant. As well as continuing to make a business case for additional SFC capital funding, we will pursue alternative funding opportunities and partnership opportunities to fulfil our ambitions. In 2021-22, we secured £493,000 from West Lothian Council to build an environmental construction training facility on campus.

Separate from the projects highlighted above, other priorities for improving our learning estate in 2021-22 include creating a digital health suite in response to industry demand to enable health and social care students to carry out practical work in a high-quality simulated setting. We also plan to create a dedicated suite of flexible informal learning spaces that includes a quiet space for neurodivergent students, a base for employability skills, and a safe space for students who have not engaged with education for a long time.

Innovation in how we work

The college is committed to sustaining hybrid working and blended learning. Following a staff survey in June 2021, a working group was created to consider how to support hybrid working beyond the pandemic years, and will consult widely with staff to reach recommendations. These will be considered in 2021-22 with a view to implementing agreed recommendations from summer 2022.

In 2021-22 we will make greater use of data analytics to plan our curriculum with a wide range of information, including data collected by West Lothian schools on the future career preferences and destinations of their pupils as well as the courses they are studying. This, combined with labour market data, helps us make our curriculum relevant to individual and employer needs. We also use data proactively to determine how we can help an individual improve their chances of success and predict future trends. Our support staff, armed with analysis of our data and the intelligence that comes with that, reach out to students to offer personalised help.

Engaging with the innovation landscape

The college will continue to engage with the Innovation Centres, in particular The Data Lab and Construction Scotland Innovation Centre, on professional development opportunities for our staff and access to emerging technologies for our students and collaborative projects.

Although West Lothian was identified as the sixth most resilient local authority in the UK by the Oxford Economics Vulnerability Index, one reason for this is a lower proportion of small businesses and self-employment relative to the national average. The college will support the region to be more enterprising. Many courses include enterprise units that involve students in work placements or simulated activities that develop skills for employment. We will build on our excellent collaboration with *Bridge2Business* and West Lothian Business Gateway to inspire, connect and support college students into business, and continue to raise awareness of the opportunities available to students once they are at university.

Collaboration (there is active collaboration with other SFC funded institutions and across the education and skills system)

In June 2020, the principals of Edinburgh, Fife, Forth Valley and West Lothian Colleges formed a four-college collaboration to explore new ways of working and develop a multi-region response to economic recovery. Two outputs from this partnership, Skills Boost Academies and Accelerator HNCs, were rolled out in 2020-21 to the wider sector through the Young Person's Guarantee and National Transition Training Fund. We will continue to work through this partnership to explore further opportunities for collaboration in our four college regions.

In 2021-22, the college will establish new strategic relationships with the east of Scotland universities to pursue shared ambitions and stimulate demand for higher education.

Supported by £493k awarded by West Lothian Council through the Scottish Government's Place Based Investment Capital Fund, the college will create a new training centre to deliver sustainable construction skills. A critical component of the centre will be the building of a semi-detached eco house designed in two styles – one constructed traditionally, the other built to passive house standards with renewable energy sources to achieve zero-carbon capability. The facility will be designed and built in collaboration with our industry partners, and we will explore with universities links with their sustainable construction developments. The twin design will enable students and employees to be trained in two critical areas, reducing the carbon emissions of existing houses and using new construction techniques and low carbon technologies in new builds. Exploratory discussions will take place with industry partners on how this new training centre will address current and future skills shortages.

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

Scotland's colleges are committed to achieving net-zero by 2040 or earlier. Our Net Zero Plan 2021-26 sets out actions that we want to achieve as our commitment to tackling climate change. As well as contributing to government targets and our own aims, it will encourage and enable our students and staff to apply, support and promote sustainability in their everyday lives.

Becoming more sustainable and reducing our carbon footprint is a key priority for the college. Our Net Zero Carbon Plan will be launched in September 2021 and set out cross-college actions that demonstrate our commitment to climate change. Our sustainable goals include biodiversity, building emissions, the circular economy and will focus on key UN goals such as poverty, zero hunger and good health and wellbeing. These will be taken forward by staff and students in conjunction with partner organisations. We will showcase what we have achieved during COP26.

The college will undertake a campus energy audit in 2021-22 supported by the Scottish Government Decarbonisation Fund. This will identify projects that could form the basis of future applications for capital funding. In partnership with Borders and Forth Valley Colleges, we will employ a sustainability officer to help take forward our sustainability/net zero plans.

Innovative responses to the climate emergency

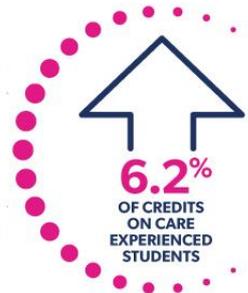
The eco house described above will contribute to reducing carbon emissions as part of our place-based approach to economic recovery. As part of our net zero commitments, we will continue to make full use of the college's extensive outdoor space. In 2021-22, we will create a second forest classroom, plant additional trees across the campus, and create wildflower areas with homes and feeders for insects, birds and small wildlife. In addition, we will install an outdoor gym and games area, more outdoor seating and further covered areas for students and staff to enjoy the outdoors in inclement weather.

Embedding sustainability in all college courses is planned for 2022-23. For example, in 2021-22 our preparation for green jobs and just transition, we have worked with SQA to create a flexible qualification that covers sustainability with industry specific units. During COP26, the college will organise a Volunteering Week for staff and students to participate in a range of activities that contribute to tackling climate change.

CREDIT DELIVERY



Continuing long-term trend of exceeding Scottish Funding Council (SFC) target



WORKFORCE DEVELOPMENT

192
FOUNDATION APPRENTICES

349
MODERN APPRENTICES

1,000
SVQs TO EMPLOYEES IN 350 ORGANISATIONS

2,700
EMPLOYEES IN 53 COMPANIES TRAINED THROUGH FWDF

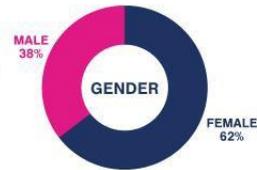
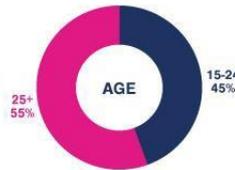
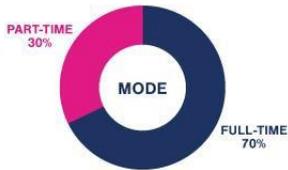
500
STUDENTS ON SKILLS BOOSTS COURSES AND ACCELERATOR HNCS



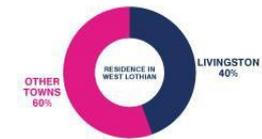
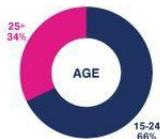
STUDENT ENROLMENTS



SFC-FUNDED ENROLMENTS



SFC-FUNDED ENROLMENTS



STUDENT SUCCESS



STUDENT SATISFACTION



POSITIVE LEAVER DESTINATIONS (2019-20)



97.3%



Almondvale Crescent
Livingston, West Lothian EH54 7EP
www.west-lothian.ac.uk


west lothian
college

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)	44,196	43,417	42,595	44,132	44,607	44,644	48,615	
Credits Delivered (ESF)	0	973	1,490	1,194	833	1,187	1,017	
Credits Delivered (Core + ESF)	44,196	44,390	44,085	45,326	45,440	45,831	49,632	47,776
B Volume of Credits Delivered to 10% most deprived postcode areas	2,129	1,938	2,437	3,694	3,986	4,012	4,380	
Proportion of Credits delivered to 10% most deprived postcode areas	4.8%	4.4%	5.5%	8.1%	8.8%	8.8%	8.8%	8.8%
C Volume of credits delivered to care-experienced learners	0	246	164	576	2,148	2,849	4,211	
Proportion of credits delivered to care-experienced learners	0.0%	0.6%	0.4%	1.3%	4.7%	6.2%	8.5%	7.5%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	75	134	186	197	278	228	279	
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	63.5%	64.1%	61.9%	65.5%	67.7%	65.3%	60.3%	62.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	849	842	788	875	838	799	667	
Total number of FTFE students	1,336	1,313	1,273	1,336	1,237	1,223	1,107	
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	74.2%	70.6%	77.7%	78.7%	85.5%	84.1%	89.2%	82.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	2,482	1,676	2,241	2,675	3,735	2,425	3,377	
Total number of PTFE students	3,344	2,374	2,883	3,400	4,370	2,883	3,786	
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	71.1%	69.7%	72.5%	69.8%	70.5%	68.5%	71.3%	70.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	507	513	525	531	541	529	542	
Total number of FTHE students	713	736	724	761	767	772	760	
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	73.9%	65.5%	74.6%	78.5%	81.7%	89.6%	83.4%	83.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	334	306	362	547	468	575	568	
Total number of PTHE students	452	467	485	697	573	642	681	
F Number of students achieving an HNC/D qualification articulating to degree level courses		197	248	246	222	181	257	
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		101	131	123	116	83	135	
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		51.3%	52.8%	50.0%	52.3%	45.9%	52.5%	46.0%
G Total number of full-time FE college qualifiers (in confirmed destinations)	763	841	759	787	759	596		
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	749	797	738	749	731	574		
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	98.2%	94.8%	97.2%	95.2%	96.3%	96.3%		96.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	466	477	486	476	483	381		
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	454	466	473	463	469	377		
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.4%	97.7%	97.3%	97.3%	97.1%	99.0%		97.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	92.2%	94.2%	N/A - see note	95.4%	-	89.1%	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



Outcome Agreement between West Lothian College and the Scottish Funding Council for AY 2021-22

On behalf of West Lothian College:

Signed:

Print name: JACKIE GALBRAITH

Position: Principal and Chief Executive

Date: 23 May 2022

Signed:

Print name: ALEX LINKSTON

Position: Chair

Date: 23 May 2022

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022