



**Fife College Regional Outcome Agreement
2020 - 2021**

“Transforming Lives”



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1 Introduction

Fife College has gone from strength to strength in recent years, achieving significant improvements across the full range of our activities. Our portfolio is better aligned to meet demand and the needs of the economy; recruitment, attainment and retention have increased; our relationships with schools and universities has never been stronger as together we streamline and enhance the learner journey; our work with businesses is amongst the best in the sector and levels of student engagement and satisfaction have never been higher.

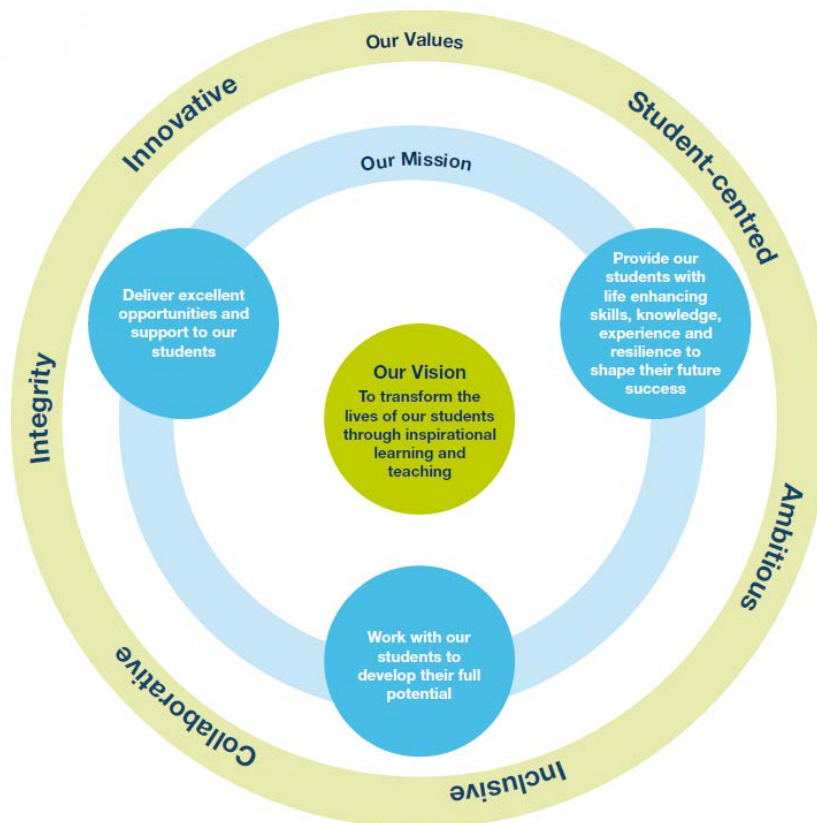
As we continue on that upward trajectory, we have been faced with the challenges caused by the pandemic. We are proud in how our colleagues and students have responded to those challenges with resilience, adaptability and agility.

We are committed to supporting the economic and social recovery in a coherent and collaborative way, delivering practical support and solutions to individuals and businesses adversely affected by this pandemic. Throughout all of this, we are continuing to support our students and colleagues, with a greater emphasis on positive engagement and mental and physical wellbeing.

This Outcome Agreement (OA) for 2020-21 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 2020-21.

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 2020/21	Priority Outputs to be delivered in AY 2020/21
<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 invest 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, 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 Campus for Advanced Manufacturing and Technology 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 and Equality

As a student-centred College, we are committed to investing in education with a strong emphasis on equality and 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 the curriculum offer meets the needs of young people to achieve positive destinations in the Fife region and beyond.

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

The College is embedding and accelerating progress on the Government's youth employment strategy (Developing the Young Workforce) with plans to grow college provision by increasing the numbers of school pupils attaining a vocational qualification. The continuation of joint planning with SRUC and North East Fife schools to develop shared programmes is increasing the take up by young people in this geographical area. Short courses particularly in the Health and Wellbeing and Digital areas are planned for delivery in this academic session. Pathway support provision and interventions are being discussed for pupils, to ensure a positive transition to higher education, particularly for those who are not undertaking SQA examinations due to their cancellation.

3.2 Articulation and HE Pathways

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

Formal articulation agreements have increased to 299 agreed routes giving full credit for the 70 HN courses at Fife College, which includes 92 guaranteed places written into these agreements. Our [University Partnership Strategy 202-23](#) outlines our ambition to increase the number and range of articulation routes with partner universities and create more opportunities for studying degrees on college campus.

The College continues to see an increase in the number of applications to UCAS through the College, with 358 (72%) of the 494 applications in 2019-20 being successfully placed. This, along with 1 student progressing directly to university year 2 through an Additionally Funded Place and an additional 154 students have articulated with full standing of their HND awards to attend Fife College and studying on our franchise and validated degree programmes with Abertay, QMU and Open University, reflects a combined total of 513 students progressing to a degree programme.

There were 96 SWAP applications to UCAS of which 76 (79%) were successfully progressed to secure and accept a university place.

3.3 Access & Inclusion

Fife College values its diverse student and staff body and welcomes students from across the region and beyond. Our updated [Access and Inclusion Strategy](#) aims to meet the needs of all our students through a pro-active approach to supporting additional needs, ensuring a positive and successful learning experience for all, and we are committed to creating an inclusive curriculum and environment for all.

To ensure that all our students are supported during these current challenging times, and with the move to online/blended learning, we have adapted our approaches to guidance appointments, health and wellbeing checks, support with funding enquiries, mentoring sessions, individual study sessions, 1:1 support and virtual in class support including BSL interpreters.

In order to ensure students were not disadvantaged with the move to online/blended learning, students who required access to specific equipment in order to continue to facilitate their learning at home were loaned the necessary resources. This included laptops which had assistive technology to remove barriers to learning, c-pen readers, ergonomic mice and keyboards as well as screen risers and specialist hearing equipment. This enabled a large number of students to continue to work independently whilst studying from home.

Prior to the Christmas break, when restrictions were eased, Learning Hubs, Libraries, FSCA and Guidance became available on the campus and online. As we move forward, blended learning will continue to be supported by Inclusion, Guidance, Employability, FCSA, Library and Digital teams.

3.4 SIMD

7% of Fife's population is in SIMD 10 areas. The proportion of Fife College learners from SIMD10 areas is 12%. The College will continue to foster participation from the region's more deprived communities.

3.5 Care Experience

The College's [Corporate Parenting Plan](#) is available alongside a new Corporate Parenting section on the [website](#) and the use of new social media platforms are being utilised in order to raise awareness and opportunities available to our care experienced students.

Care experienced students are communicated with on a regular basis to ensure their studies, health and well-being are monitored. Access to resources is a key priority for support and engagement, and this is continually reviewed to ensure students have the resources they need to support their learning.

The new appointment of the Corporate Parenting Coordinator role in July 2020 has enabled the College to focus on supporting our care experienced students, as well as creating a single point of contact for students to discuss any concerns or challenges they may be facing. This support, which includes anything from personal to financial to resource/learning issues, is enabling our students to be more focused and engaged on their studies.

3.6 Mental Health

Supporting our students' physical, emotional and mental wellbeing is more important than ever, and Fife College is committed to offering and delivering a provision of high quality support for all. During the last year a number of initiatives have been rolled out to support students during these challenging times including;

- Providing an 'Out of Hours' page on the student portal with links to a range of support services available locally and nationally;
- Joining the Fife-wide Suicide prevention groups to work in collaboration with other education establishments, mental health organisations and the NHS on mental health initiatives;
- Commencing a 3 year Counselling Services contract which includes specialist workshops, group sessions and individual sessions to students online;
- Increasing access to online resources for information and advice regarding a range of health and wellbeing issues and supportive self-help strategies; and
- Hosting a number of online Health and Wellbeing events promoting and raising awareness of a variety of support services and the importance of positive physical and mental health and wellbeing.

Fife College's [Mental Health Strategy](#) is in addition to the current Fife College [Wellbeing and Support Strategy](#) and sets out the College's commitment to support any student or member of staff experiencing mental health issues.

The OD and HR Team are supporting the health and wellbeing of staff during this time of increased restrictions and uncertainty. This includes promoting the Employee Assistance Programme, mental health and general health information as well as ensuring the Working from Home site has current and relevant information regarding Covid. There is a Health and Wellbeing Group considering how to best support all colleagues who have been working from home which has been longer than anticipated, to ensure staff have the appropriate equipment and work stations within their homes.

As well as this, a number of other initiatives are being put in place to support the health and wellbeing of staff including:

- Achievement of the Walking at Work Award; promotion will continue to encourage staff to still be active and promote the benefits for going out and walking whilst working from home.
- Submission of our Wellbeing Strategy evidencing our work towards achieving the Healthy Working Lives Gold award.
- Campaigns for staff to get involved in or raise awareness on certain matters such as mental health and the benefits of keeping good health.
- Offering staff life style checks in conjunction with our Occupational Health provider, which would provide employees with help and guidance on how to lead a healthy or healthier lifestyle, however these will be dependent on Government restrictions.
- Weekly informal trade union Covid meetings to ensure the safety and wellbeing of staff whilst at home or in campus.

In May 2020, the College staff completed a pulse survey on working from home. It generated valuable feedback on the experiences of staff over the initial lockdown period. This has provided us with the opportunity to rethink and redefine some of our working practices, along with providing lots of useful guidance and advice on our working from home hub. A working group has been established to look at "Opportunities in a post-covid environment" with a focus on lessons learned and innovative working practices that will impact positively on the future working lives at Fife College, including the positive aspect of working from home and continuing that approach post covid. Another pulse survey on working from home was completed by staff in December 2020, which was similar to the first one, but with an added focus on looking at how colleagues see their working life in the future when restrictions are lifted. The review of the results of this survey are currently being analysed and discussions and feedback will take place on the outcomes in the New Year.

4 Quality, Learning, Teaching and Participation

Fife College has shown significant improvements across a range of our KPIs in recent years, and we are committed in 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

The College is committed to a collaborative online integrated self-evaluation process that ensures a positive impact on learner success and achievement. The Evaluation 4 Enhancement (e4e) system has been enhanced to align to the new academic structure, resulting in improved ownership and appreciation of the quality framework across all staff, learners and external stakeholders. Parts of the Education Scotland “Our Best Future” recovery year materials have been added to the e4e process for teams to review learning (delivery and content) and the adaptations made due to Covid-19. Learner Surveys and course representative feedback processes have been updated to capture feedback on the move to blended learning.

Since spring 2020, the College has made a significant investment in new Digital Learning roles to support our new Digital Learning Strategy, Digital Learning Standards and enhanced Learning & Development opportunities for staff.

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

The College continues to place an enhanced focus on quality assurance and quality improvement as well as data availability, analysis and reporting. Our PI dashboard reports real-time data on course performance, allowing a more forensic approach to learner analytics. In addition, we have introduced a programme of self-assessment, peer review and continuous improvement that is designed to ensure that Fife College embraces best practice and improved performance.

4.2 Retention and Attainment

Overall the College’s performance across key areas of the business continue to improve despite unprecedented challenges faced this year due to Covid-19. In academic year 2019-20, Fife College continued to maintain positive improvements across key performance areas achieving increased student satisfaction, student attainment and student retention overall.

The College continues to focus on the four high-level priorities of recruitment, retention, attainment and progression to ensure that all students, irrespective of their mode or level of study, receive the appropriate support and benefit from improved outcomes.

4.2.1 Retention

Student total withdrawals increased by 2% compared to 2018-19, essentially due to further withdrawals linked to the impact of the pandemic, specifically at FE level and for PT students. Despite this challenging set of circumstances for 2019-20, Fife College is maintaining a three year positive retention trend. Delivery modes and services to support students have been revised to ensure that interaction and feedback opportunities are maintained via technology enhanced approaches.

Low or improving early withdrawal rates by mode and level evidence the progress made to improve pre-recruitment information and early on course support. This will support further improvement of successful completion rates as the post Covid-19 environment settles.

4.2.2 Attainment

The Covid-19 pandemic has impacted student attainment negatively in 2019-20. This is evident at FE level where students have found it more difficult to switch to remote learning and/or have been unable to complete their course. For HE students, the College successfully implemented blended learning in a very short space of time and as a result, HE successful completion rates have remained in line with the previous year. In addition, a number of students were deferred in 2019-20, with a plan to complete their studies in academic year 2020-21. Attainment rates are reflective of these figures at FEFT and FEPT.

Working closely with SG and SFC, the College has invested heavily in Digital equipment and associated resources, including staff and student training, to ensure that blended learning is fully supported and enables students to successfully complete the remote learning elements of their course. The assessment and development of digital capacity and capability are now an integral part of the College's planning and recruitment process, with existing and prospective students able to access on course and pre-course advice and support.

4.3 Digital

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.

The College's new [Digital Learning Strategy](#) is supporting the realisation of the Learning and Teaching [Strategy's](#) ambitions. The College is ensuring student engagement and successful learning through the accelerated development of digital content, digital skills and digital capability. Partnership with schools, universities and industry are enabling the delivery of a dynamic and flexible education and training portfolio, adapted to economic needs of particular strategic importance to the recovery of the Fife Economy and beyond. Active collaborations to provide real life training and skills training are ensuring that our student cohort meet the needs of industry and are equipped to function in an increasingly digital world.

A very large proportion of the curriculum and commercial portfolio is being delivered on a blended learning basis. Staff and student guidance, together with tailored monitoring and evaluation processes have been developed and implemented to support continuous improvement and to reflect our continued culture of excellence.

4.4 Student Voice

The College has a Memorandum of Understanding with the Students' Association (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 which provided students with a platform for extensive curricular and extra-curricular activities and engagement. In addition to communicating and collaborating on academic, personal, and liberation issues, students have the opportunity to join the FCSA Societies to interact with others who have similar interests. They can also engage informally in our Chat and Coffee Shop channels where the FCSA facilitate regular conversations and video meetings.

To help create positivity and excitement throughout the pandemic, the FCSA have delivered a number of initiatives to help improve the student experience. This has included:

- Livestreaming the FCSA and Fife College Awards, which included Awards being presented to winners homes alongside messages of support and congratulations from College Exec members and other famous faces including local MSPs, Jason Leitch, and Team GB Paralympian Derek Rae;
- Hosting our Reverse Trick or Treat event which helped students with young families to celebrate Halloween;
- Livestreaming the FCSA Secret Santa event, with members of the FCSA delivering prizes to students at their homes; this also provided placement experience for our Creative Arts students.

4.5 Student Satisfaction and Engagement

The College recognises the importance of the student voice and we work hard to gather and review feedback from students. A large focus on student engagement in learner surveys has shown improvement from a 14% response rate to 68% over the past three years. In addition, student satisfaction remains at 94%.

Fife College Guidance and Attendance Teams continue to work collaboratively with other support teams within the College as well as the academic staff to ensure robust early interventions and identification of students requiring specific/tailored support. The Student Attendance Team actively monitor and target students whose engagement is dropping and work to re-engage them with their studies, utilising the most appropriate support from other teams as required such as Inclusion, Guidance or external partners.

5 Learning with Impact

We will play a pivotal role in response to the economic recovery providing opportunities for upskilling, reskilling and retraining, as well as offering flexibility, adapting and enhancing our existing offering, working collaboratively with businesses, SDS and other key stakeholders which will equip our learners to flourish in employment, further study and to lead fulfilling lives.

5.1 Skills

5.1.1 Key Employment Sectors

The College works closely with a wide range of external strategic partners and is a key partner in the Local Community Planning Partnership (CPP). The College is represented on all main regional partnership groups including the Fife Partnership, the Fife Economy Partnership, Fife Partnership Executive Group, Opportunities Fife, STEM Strategy Group and plays a lead role in the Youth Employment Action Plan.

The key employment sectors remain Health and Social Care, Construction Engineering and Tourism, followed by Financial and Business Services, Digital, Food and Drink and Creative

Industries. Employment decreased by 1% with some sectors (e.g. Tourism, Arts) being particularly affected by the pandemic. Similarly some groups (e.g. 16-24) have been impacted more negatively by the decrease in employment.

As part of our planning and supporting economic development, we have direct business to business engagement which provides intel into our offering, as well as the use of both EMSI, a labour market analytics tool, and Skills Development Scotland's data matrix, to ensure our curriculum offering continues to be in line with Fife's needs and to support the future education of learners in enabling them to access the relevant knowledge and skills required, thus maximising the employability prospects of our learners.

In line with SDS's [5-Stage Planning Model](#), the College will continue to revise its portfolio of courses in line with the [Regional Skills Assessment Plan](#), [Regional Skills Investment Plans](#) and [Sector Skills Assessments](#) (SSAs) to ensure that the programmes on offer respond to industry demand and align with changing regional needs.

Fife College continues to provide students with a range of activities and real life experiences aimed at developing the entrepreneurial skills required in employment. As well as this, work experience opportunities, including project based learning and work environment learning activities are continuing to increase throughout the curriculum portfolio with more work based learning opportunities on offer (e.g. Apprenticeship family). In the context of the pandemic, portfolio design and delivery have been amended to allow for placements to be postponed where required. Simulated work experiences and the use of digital technology are supporting alternative approaches where restricted blended learning is limiting on campus delivery.

Digital capability and DDI sectors are key priority sectors for the Scottish and Fife Economy. Fife is currently the 10th most vulnerable local authority with digital connectivity and economic diversity both contributing to increase its economic vulnerability. The College is a key partner in the *City Deals for the Edinburgh and the South East of Scotland Region and for the Tay Cities Region*. Fife is committed to working with its city region partners in taking forward and delivering both future City Deal initiatives. Recent projects and new courses have been developed as part of the City Deal bid and other collaborative ventures to establish a more effective and robust offering from the education sector.

5.1.2 Skills Gaps and Challenges in Fife

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 RSA shows that the replacement demand for the 2020-2023 period remains predominant with 17,500 job openings forecast against 1,600 job openings for expansion demand. 49% of these roles will require qualifications at SCQF levels 7-10, whilst 21% will be at SCQF level 5. This 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. 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.

The [Learning and Teaching Strategy](#) is aligning closely with the College's Strategic Plan and providing clear direction to academic and professional teams for the planning of their respective objectives. The Four overarching ambitions (Dynamic Portfolio, Innovative Practice, Engaged and Empowered Students and Culture of Excellence) are evidencing a

clear direction for the implementation of the College's vision to transform lives through education and training. The strategy is informing CLPL and supporting the development of an enhanced level of industry engagement.

5.1.3 Essential Skills

Fife College recognises that Career ready skills, including Essential Skills are as critical as vocational skills to employers and is committed to the development of these skills as part of the overall student experience for all programmes of study. The College [Essential Skills Policy](#) sets out a clear definition of Essential Skills and the College's approach to providing opportunities for their development within a holistic approach to the learner journey.

The delivery of Core Skills is focussing on an integrated approach whilst ensuring a high level of specialism.

The Career ready skills concept is used effectively to describe the desired abilities or meta skills of people in the various employment sectors and bespoke versions adapted to each curriculum area show the most important Essential Skills for relevant industries or professions that learners aspire to progress to.

5.1.4 BREXIT Impact

Fife College's Brexit Plan highlights potential concerns and recommendations in relation to Brexit and outlines the potential impact that the College and the Sector may face, along with considering economic impact, following the UK leaving the EU.

5.2 Apprenticeships

5.2.1 Foundation Apprenticeships

Fife College has built on the success of the Pathfinder Foundation Apprenticeship projects and the past 3 years of FA provision to facilitate the College working in partnership to offer to the young people of Fife 12 FA Frameworks in sessions 2020-21. In partnership with Fife Education Department, 9 of the 12 FA frameworks successfully recruited viable numbers. The proposal for session 2021-22 is to offer 10 FA frameworks which aligns to the regional LMI.

With an increased focus on DYW and FAs, in close partnership with Fife Council and SDS, we are ensuring that Foundation Apprenticeships are planned as a key Senior Phase offer and are jointly marketed. A plan to introduce FA Experience Days and a single enrolment and induction process supported by a Virtual Team from both organisations is seen as a key priority to improve the young person's experience and understanding of these qualifications and the progression pathways available.

5.2.2 Modern Apprenticeships

Fife College has a successful SDS MA contract value worth approx. £1million annually. We currently deliver MA programmes to around 580 employees 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 MAs are being requested to meet the needs of Employers which include Logistics and Supply Chain, Facilities Management, Spirits Operation, and Information Technology. There has also been an increase in Healthcare and Children and Young People as a result of this sector looking to increase their workforce due to both Covid-19 and the new Scottish Government targets for Early Years Nursery places.

We are currently delivering approx. 490 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.

5.2.3 Innovation and Engaging with the SME Market

The College continues to work with Interface to support the SME market and the plan for 2020-21 is to identify and support this sector in bids for the Innovation Voucher funding. The College Business Development team working with the Faculties are developing the key messaging to the Client Group and providing examples of potential funded projects.

The College developed a very customer focused response to the challenges which have resulted from Covid and the resulting lockdown and restrictions imposed over the last 9 months. Apprentices have been supported through the use of virtual and online learning using Microsoft Teams. Practical workshops have been delivered since August ensuring social distancing and all Health and Safety requirements are in place.

The Apprenticeship grant scheme launched by SDS in December 2020 is also being marketed by the College to both their current employer clients and to local employers that have not previously been recruiting apprentices. It is hoped the new Grant and existing “Adopt an Apprentice” Scheme will incentivise local employers to recruit apprentices into their businesses. It should be noted that the College has successfully managed to find new employers for 9 Apprentices made redundant at the start of Covid.

5.3 Employer Engagement

One of the College’s key priorities is to continue to develop strong employer relationships to ensure that the curriculum and commercial portfolios are fit for purpose for both current and future sectoral workforce requirements. Working closely with industry and sectoral bodies, 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 refreshed [Employer Engagement Strategy](#) provides a clear direction for the College through an integrated cross college strategy that ensures the engagement with employers is effective, streamlined and aligned to the relevant College objectives. The engagement with employers is essential to be able to deliver a wide range of strategic and operational objectives that include the achievement of non SFC income targets, employability skills for our learners through work placements, the delivery of work based learning qualifications and developing philanthropic relationships to provide additional opportunities for our students through scholarships.

As a result of Covid-19 the College has adopted different delivery models for employers and their workforce. Close engagement between the College and employers has been imperative in defining their training needs. Through the use of FWDF funding, employers were keen to engage, which has enabled the College to develop and deliver new programmes virtually. Examples of programmes include Managing Remotely, Developing Resilience and Mental Health training for both individuals and line managers. Online support was also provided for Apprentices when they were not able to attend College. The Business Development team maintained regular communication with employers throughout the lockdown and have continued 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:

- The Transition Training Fund
- FWDF
- SME FWDF
- Apprenticeship Grant
- Adopt and Apprentice
- PACE Partnership
- Youth Guarantee
- SDS Pathways Programmes

Fife College has worked extremely hard during this pandemic to continue to support employers to understand their needs and develop a demand led portfolio while making them aware of funding available to support them during 2020 and into 2021. The College is also working with key partners to support individuals to undertake training or an educational programme to enable them to upskill or through our pre apprenticeships programmes, be ready to take up an apprenticeship with a local employer.

5.4 Progression

Student destination PIs continue to improve showing that 93% of our students in 2018-19 went on to positive destinations – either work or further study – this was the highest positive destination rate in Scotland and above the sector average of 85% (destinations including unconfirmed). The College's response rate was also the highest across all Scottish Colleges included in the reporting at 99.6%.

5.5 Climate Change

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 44% by the end of the 2019-20 academic year compared with a 2013-14 baseline, to a total of 3,011 tCO₂. The electricity we consume comes from 100% renewable sources.

We are currently reviewing our Carbon Management Plan to reduce our carbon emissions in line with the Scottish Government targets. To do this we plan to reduce our emissions by 4% per annum from 2020 levels, to achieve net zero by 2045. Fife College continues to be proactive in local and national initiatives.

6 Innovation and Collaboration

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.

6.1 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:

- A formal agreement with Bridge to Business is allowing for the setting up of an 'Academy of Customer Excellence' in development with a local employer and Fife Economic Development.
- Working with the Adam Smith Global Foundation to support students and new business start-ups with mentoring support and a High Street retail unit.
- The College is involved in “Operation Innovation – Supporting the Entrepreneurs of the Future”, working on HALTH (Hikari Assisted Long Term Health), a prototype idea addressing current NHS challenges in patient monitoring and misdiagnosis.
- Fife College, as a partner of the HCI Edinburgh and West Lothian City Deal, are delivering courses in Environmental Awareness, Electrical Vehicle Charging Points Installation, Design Engineer and Construct at level 4 and 5 to school pupils within the region.
- The College has developed integrated progression pathways for delivery in the new Dunfermline Campus with the support and input of education partners and SDS. This integrated curriculum, and shared delivery will be the first in Scotland and will ensure all pupils will have the appropriate skills to progress into employment or higher-level studies.

6.2 Collaboration

6.2.1 East Central Scotland Collaboration – Our Futures

Fife College has been working closely with Edinburgh College, Forth Valley College and West Lothian College to launch the ‘Our Futures Programme’, a range of courses designed to support reskilling and upskilling for individuals and businesses who have been hit by the economic downturn caused by the Coronavirus pandemic. Two of the educational products proposed by the new collaboration have been given financial backing by the Scottish Government, and have been rolled out to the whole sector, allowing colleges to introduce Higher National Accelerator Programmes and Skills Boost Courses over a variety of priority sectors such as Applied Sciences and Computing or Childcare, Digital, Business, Engineering, Customer Service and Core Numeracy Skills.

The new courses will help to address future skills shortages and help tackle the expected future rise in unemployment in the region. This new and innovative strategic partnership between the East Central Scotland Colleges will enhance similar partnerships that exist within the City Region Deal and the Local Authorities. It will enhance individual College’s ability to provide a wider reaching and increased portfolio of courses to support skills development, education and training.

6.2.2 Campus for Advanced Manufacturing and Technologies

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 Campus for Advanced Manufacturing and Technologies initiative which consists of six development projects that will forge a new era for advanced, heavy and large-scale industry in Scotland and the UK supporting Covid-19 recovery.

This initiative will allow us to play a key role in forging innovation, galvanizing regional economic prosperity by harnessing the collective expertise of partners to place the UK at the forefront of the new era of large-scale manufacturing. It will host the advanced manufacturing collaboration and will be a principal source of demand for the digital innovation and training offered within the region.

The Campus for Advanced Manufacturing and Technologies will be a globally connected world class hub driving advanced manufacturing capability, open to industrial and academic users. As well as this, upskilling, reskilling and CPD opportunities will be available for SMEs in advanced manufacturing training and machinery.

One of the development projects which Fife College has the greatest involvement in is the Digital Skills Academy. This will see the College and the University of Edinburgh work together, alongside the Scottish Qualifications Authority, to develop new advanced modes of learning allowing for the seamless transition from Further Education to Higher Education or the workplace. The entwining of industry, research and workplace projects within the modes of learning will ensure that all learners leave with the hands-on experience needed to play a fulfilling role in the modern economy. A data-centred, challenge-led curriculum will provide learners of all ages with the tools, know-how and technological experience to enter into the workplace of industry 4.0.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
A Credits Delivered (Core)	134,743	129,764	130,428	130,921	130,437	130,234
Credits Delivered (ESF)	0	3,513	2,876	2,907	2,589	2,255
Credits Delivered (Core + ESF)	134,743	133,277	133,304	133,827	133,026	132,489
B Volume of Credits Delivered to 10% most deprived postcode areas	10,890	11,207	11,486	14,833	15,052	15,899
Proportion of Credits delivered to 10% most deprived postcode areas	8.1%	8.4%	8.6%	11.1%	11.3%	12.0%
C Volume of credits delivered to care-experienced learners	0	80	36	1,256	3,170	7,287
Proportion of credits delivered to care-experienced learners	0.0%	0.1%	0.0%	0.9%	2.4%	5.5%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	43	17	183	134	176	300
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	60.7%	62.0%	57.4%	59.1%	57.9%	62.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,727	2,515	2,168	2,081	2,045	1,984
Total number of FTFE students	4,490	4,059	3,778	3,523	3,529	3,200
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	65.1%	73.7%	69.6%	74.8%	84.4%	86.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	4,867	3,371	3,030	3,817	5,417	5,160
Total number of PTFE students	7,475	4,573	4,355	5,101	6,419	6,000
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.9%	69.8%	68.1%	66.8%	67.6%	72.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,700	1,692	1,555	1,563	1,516	1,620
Total number of FTHE students	2,504	2,425	2,284	2,340	2,242	2,250
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	77.8%	86.7%	67.5%	78.6%	86.3%	86.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,224	1,111	714	1,057	1,159	1,118
Total number of PTHE students	1,574	1,281	1,048	1,345	1,343	1,300
F Number of students achieving an HNC/D qualification articulating to degree level courses	400	389	362	313	417	430
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	145	161	156	138	261	280
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	36.3%	41.4%	43.1%	44.1%	62.6%	65.1%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,179	2,150	1,829	2,116	1,987	1,984
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	1,884
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%	95.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	830	825	580	1,094	1,177	1,620
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	1,506
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%	93.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	88.4%	79.7%	91.0%	94.0%	95.0%

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

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

Name of the policy, procedure, practice or decision

Fife College Regional Outcome Agreement 2020-21

1. Who is likely to benefit from this policy?

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

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

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

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

Why?

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

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

Yes No

Please elaborate:

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

Date of Screening: 28 January 2021

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

Document Change History – do not delete

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