



**OUTCOME AGREEMENT FOR  
EDINBURGH AND THE LOTHIAN REGION  
2013-14**

**College Region: Edinburgh and the Lothians**

**College regional Grouping: Edinburgh College**

### **FUNDING**

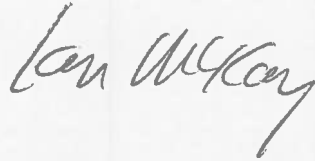
College region Edinburgh and the Lothians will receive a teaching and fee-waiver grant of £41,029,409 from the Scottish Funding Council for AY 2013/14 to plan and deliver further and higher education in the region. It will also receive a capital maintenance allocation of £5,536,586. It will also receive an allocation of £10,244,881 for student support. This funding is on the condition that the regional body signs and commits to deliver the outcomes detailed in this document.

### **KEY AIMS**

Five Key aims underpin the mission of Edinburgh College:

1. Understanding our Core Business and Purpose
2. Educating for the Future
3. Growing and Funding our Plan
4. Valuing Our People
5. Promoting Our Credentials

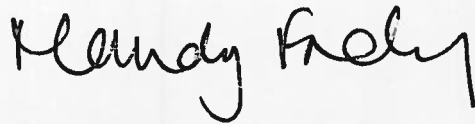
**SIGNATORIES**



**Ian McKay**

**Regional Lead, Edinburgh and the Lothians**

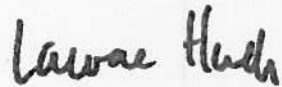
**Date: 20 JUNE 2013**



**Mandy Exley**

**Principal Edinburgh College**

**Date: 20 JUNE 2013**



**Laurence Howells**

**Chief Executive Scottish Funding Council**

**Date: 13 June 2013**



### Core Funding and WSUMs Targets for Academic Year 2013-14

Teaching and Fee Waiver	£	WSUMs
<b>Total teaching and fee waiver previously announced (inc. skills)</b>	<b>41,029,409</b>	<b>253,528</b>
Reduction in previously announced efficiency measures	974,898	
Additional growth for growing regions		
Additional growth for 25 to 64 year olds	618,255	3,732
<b>Revised teaching and fee waiver grants</b>	<b>42,622,562</b>	<b>257,260</b>
<b>Total student support previously announced (inc skills)</b>	<b>10,058,297</b>	
Update bursary maintenance rates	136,458	
Additional student support for growing regions		
Additional childcare grants	50,126	
<b>Revised student support</b>	<b>10,244,881</b>	
Previously announced capital grants	2,467,195	
Updated capital grants	3,069,391	
<b>Revised Total</b>	<b>55,936,834</b>	<b>257,260</b>

In delivering its WSUM target, Edinburgh College proposes to work more closely in partnership with West Lothian College. This strategic collaboration will enable the colleges to better meet the demographic needs of the two regions and ensure the right provision is in the right place. Further discussions are proposed with West Lothian College to finalise this arrangement before the start of the AY 2013-14 academic year.

## **Edinburgh and the Lothians Regional Outcome Agreement 2013-14 Purpose of the Outcome Agreement**

From Scottish Funding Council document "Delivering Regional Outcome Agreements":

"From academic year 2012-13, funding to colleges will be distributed to the regional body responsible for planning and delivering education provision in that region. The funding will be allocated on the basis of an outcome agreement between the college region and the SFC, setting out the activities the region will undertake and the contribution that it is expected to make to nationally agreed outcomes."

### **The Edinburgh and Lothians Context**

In the case of Edinburgh and the Lothians the regional body is the Regional Board for Edinburgh College, which was created through a merger of Edinburgh's Telford College (ETC), Jewel & Esk College (JEC) and Stevenson College Edinburgh (SCE) 1 October 2012. This outcome agreement, read in conjunction with the Strategic Plan (to be approved by the Board of Management June 2013) and Business Case, sets out the processes and mechanisms that Edinburgh College has established to monitor performance and progress in achieving its mission, vision and aims.

### **Five Key aims underpin the mission of Edinburgh College:**

#### **1. Understanding our Core Business and Purpose**

Our aim is to ensure that we design and deliver a college curriculum that meets the needs of the local, regional and national economy. We help students get a job, keep a job or get a better job. We emphasise enterprise and proactivity, preparing students to set up their own business and, to sell themselves more effectively.

#### **2. Educating for the Future**

We are committed to excellence and innovation. Our students will be able to access education through a range of channels with the support of a knowledgeable, motivated workforce. We will invest in the development of learning and teaching and commit a substantial investment for professional development. Our students will access and use relevant technologies to ensure that their skills are in line with industry requirements.

#### **3. Growing and Funding our Plan**

We will embed an approach that places institutional sustainability at the core of our governance, strategy and delivery.

#### **4. Valuing Our People**

Engaging our staff, students and key external stakeholders is critical to the success of the College. We aim to be the best possible college with:

- a skilled and passionate workforce who understand and are aligned to our business and core purpose;
- an engaged student body who are proud of their College and expect success
- Stakeholders who understand our business and purpose, value the College as a partner and appreciate the contribution they can make to our students' success.

#### **5. Promoting Our Credentials**

The College will increase its range of services and capabilities. This activity will include improved access across the region through the development of new sites and the improved efficiency of usage of our current sites.

## **Monitoring Performance**

The KPIs throughout this document are measured and monitored using a balanced scorecard which sets out key actions, outputs and key indicators which are monitored to ensure that the college remains on track. The governing body will periodically throughout the year review the key performance indicators, benchmarking the college's performance with its peers and enabling the governing body to take a view on whether there are any particular aspects of the College's performance which are a matter of concern or require closer scrutiny.

We will provide regular performance updates to all of our stakeholders. This will ensure that we;

- Provide a visibility on the success of our strategy and tactics
- Focus employees' attention on what matters most to success
- Allow measurement of accomplishments, not just of the work that is performed
- Provide a common language for communication
- Are explicit in defining owners, unit of measure, collection frequency, data quality, expected value(targets), and thresholds
- ensure measurement of the right things
- Are able to verify our results, to ensure data collection accuracy



## **Outcomes**

### **1 Efficient Regional Structures**

**Outcome:** Edinburgh, Midlothian and East Lothian will benefit through Edinburgh College's efficient provision of post-16 education.

**The College will achieve this through five key areas of activity:**

- The merger to form Edinburgh College was formally completed in October 2012. The merger process will continue throughout the 2013/14 and beyond. Work is required to complete the design and implementation of the academic and corporate management and delivery structures to ensure a foundation of financial sustainability. Staff costs will be reduced by a further £4m (circa 120 roles) across the balance of 2012/13 and into 2013/14. This activity is required to enable the College to operate within the expected funding environment. This College will need to invest in supporting and training the remaining staff in 2013-14 and beyond.
- The restructure process will also seek to ensure that a shared culture is in place across the campuses supported by consistent delivery and administrative processes for staff and students.
- The College will make changes to the overall estate to ensure that this is both financially sustainable and meets the requirements of the wider community.
- Board level governance will need to evolve in line with the changes outlined by the Post 16 Education Bill.
- Community Partnership activity will be refined to ensure that the economic and educational needs of the Edinburgh & Lothians Region can be fully defined in order that the College can flex curriculum to meet the needs identified and measure the results

The work required to facilitate and deliver these changes will require a substantial amount of senior management and Board time to ensure that appropriate levels of consultation, negotiation and support is provided to all stakeholders through this substantial change process. Putting this in the context of 3 stage planning cycle we will move from "think" increasingly to "plan". The "do" stage will commence but results will take time to come through.

## Outcome 1: Efficient Regional Structures

Edinburgh, Midlothian and East Lothian will benefit through Edinburgh College's efficient provision of post-16 education.

Indicators and Measures						
ref	Key Objectives / Outputs	Measure	Baseline 2011-12	Target 2012-13	Actual Progress	Target 2013-14
01	A regional college group that enables the widest possible range of citizens to access learning that leads to employability and economically active communities	Development of a Strategy enabling Edinburgh College to document its aims and ambitions over a five year period	New College formed 1 October 2012	Board approval to college strategy post consultation with key stakeholders: students; staff; communities; employers,; regulator and funders	<ul style="list-style-type: none"> <li>Draft strategy in consultation process</li> <li>Board approval will be sought in summer 2013</li> </ul>	<ul style="list-style-type: none"> <li>Launch of Strategy October 2013</li> <li>Formation of employer councils to guide curriculum development</li> </ul>
02	Exemplary governance supports a core educational purpose and reflects the specific needs of the regions diverse constituencies	Formation and operation of a board able to guide the college development with reference to good practice in corporate governance	New Board formed 1 October 2012	Move to a position of "one Board" through a process of training, evaluation, recruitment and challenge	<ul style="list-style-type: none"> <li>New Chair in place</li> <li>New staff reps (2) in place</li> <li>Two new external directors in place with two more to join</li> <li>Improving level of educational and commercial skills</li> <li>Committee structures established</li> <li>Board evaluation process established</li> </ul>	<ul style="list-style-type: none"> <li>Fill remaining gaps on Board</li> <li>Improve gender balance</li> <li>Reflect appointment process required by new legislation</li> <li>Further develop board training and evaluation processes</li> </ul>
03	Diversify income and demonstrate less dependency on SFC funding	<ul style="list-style-type: none"> <li>Increase % of income arising from non-SFC sources</li> <li>Utilise surpluses to enhance provision across the College</li> </ul>	New College formed 1 October 2012	Baseline current commercial operation from previous colleges	<ul style="list-style-type: none"> <li>Develop delivery process for non-SFC funding, e.g. SDS</li> </ul>	<ul style="list-style-type: none"> <li>Increase business partnership approach to modern and graduate apprentices</li> </ul>

## **2 Right Learning in the Right Place**

**Outcome:** Edinburgh College will improve the life chances for young people and adults in Edinburgh, Midlothian and East Lothian.

**The College will achieve this through:**

- Delivering a cohesive curriculum offering to meet the needs and expectations of stakeholders. This curriculum offering will have strong links to industry to provide clear progression routes to employment, in particular the regional growth sectors of Business Services, Tourism and Hospitality, Renewable Energy, Life Sciences and Creative Industries.
- Delivering the agreed activity of 255,210 WSUMs and the delivery of 2,050 WSUMs Skills Investment Plans (SIPS) to address regional skills gaps
- Targeted recruitment of specific groups to ensure delivery of opportunities for all, in particular young people aged 16 to 24 and school leavers.
- Ensuring the balance of FE and HE provision meets the needs of the region and provides suitable access and entry points for all potential students
- Ensuring our curriculum provides access of those underrepresented groups from our communities. This will involve initiatives to support both those returning to work and those groups furthest removed from the economy.

**Outputs:**

- In 2012-13 the college created five “Hubs” to assist with the transition from there former colleges to a single Institution. These five “Hubs” have now been replaced by seven Centres which will provide the sustainable curriculum structure for the College. The seven centres are divided as follows: The Tourism and Hospitality Academy, Edinburgh Engineering Plus, the Institute for Building and Crafts, the Centre for Health Well Being and Social Sciences, Centre for Creative Industries the Centre for Community Engagement and a cross college Centre for Learning and Teaching. The College has also created the Edinburgh Business School which has a joint remit for the business curriculum, employer engagement and commercial activity. One of the aims of the Edinburgh Business School is to refresh the business curriculum by creating more and better synergies between the business curriculum and the wider employer/business environment.
- The curriculum planning process has delivered a curriculum offering for 2013-14. This offering has been rebalanced to better reflect the opportunity for a positive destination related to the programme of study. There are more programmes where there is high employer demand and fewer courses where employer demand for these skills is flat or declining. The offering is also rebalanced to better reflect the needs of the regional economy. Programmes will only be duplicated across campuses where this is necessary for local access or there is sufficient sustainable employer demand. Areas of specialisation have emerged with provision being migrated between campuses to better optimise the use of high value capital intensive resource.

- The College will work more closely with employers to ensure that the curriculum offer is better aligned to their skills gaps and shortages. Employer Councils will be formed to work in partnership with each of the curriculum centres. These Employer Councils will include representation from key regional employers. They will support and advise the college on the design development and delivery of its curriculum and ensure that employers' needs are reflected in curriculum content. They will also help promote the college to employers and enable it to engage better with the business community. This should result in more placement opportunities for students and better employment opportunities on exit
- The College will continue to work with local authorities, schools and its regional university partners by putting the learners at the centre of a regionally coherent curriculum. This will be characterised by seamless progression pathways built around the SCQF framework and the improved management of transition arrangements. In the senior phase of the Curriculum for Excellence, the college will build on the success of the East Lothian Hospitality and Tourism Academy with QMU to offer a wider range of academy provision to pupils in S5 and 6. This will include provision in hospitality, health, life sciences and the creative industries. The College will also work with its university partners to increase opportunities across the region for progression to H.E. This will be achieved through joint working via the funding for additional places. In addition to these places, the College will also endeavour to secure more and better opportunities for college graduates to progress with full advanced standing to all HE programmes in all receiving institutions.
- The College has progressed with its alignment of land-based provision to the needs of professional bodies and regional workforce development and welcomes further discussions with SFC and SRUC to further develop its provision accordingly.
- The College will also work with its Community Planning Partners and other regional stakeholders to deliver the objectives outlined in the respective SOA's for the City of Edinburgh, East and Midlothian. The College's Community Engagement Strategy has been informed by contributions from a number of regional partners via several regional stakeholder events. This will result in more and better joined up working, and reduce duplication of services across the region notably between the College and Community Learning and Development
- The College acknowledges that more work is required as Edinburgh City and Midlothian have the worst positive destination for school leavers. 2011/12 SDS SLDR figures also show:
  - Enrolments into FE and HE from Edinburgh schools fell by 1.0% and increased by 2.4% respectively
  - Enrolments to FE and HE from schools in Midlothian showed a 2.6 % reduction and a 1.8% increase respectively.
  - Enrolments to FE and HE from schools in East Lothian showed a 1.8% and 0.7% increase respectively.

Consequently, the College will continue to target recruitment in line with Scottish Government priorities and regional demographics. It will continue to work with schools and education authorities across the region to promote Edinburgh College as a first choice positive destination for young people. It will continue to work with all the referral agencies across the region to create more positive

first destinations for 16-19 year olds and will exceed the number of positive destinations achieved in 2012-13. It will also better manage its use of data with regional partners to ensure that young people aged 16-19 who exit from their first destination while still in this age group continue to be monitored and supported back into another positive outcome. It will also continue to prioritise recruitment of and make provision available to those from the 20% most deprived post codes and ensure that there are "opportunities for all" by aiming to locate some of this provision within community settings across the region.

- The College has continued to target recruitment in line with SG priorities and regional demographics. 2011 Census Edinburgh, Midlothian and East Lothian population statistics show that the Region's 20 to 24 age bracket is significantly higher compared to Scotland as a whole:

<b>Population numbers 2011</b>	<b>0 to 14</b>	<b>15 to 19</b>	<b>20 to 24</b>	<b>25 to 59</b>	<b>60+</b>
<b>Total</b>					
<b>Edinburgh</b>	67,800	28,500	47,800	239,000	93,600
<b>Midlothian</b>	14,700	5,200	4,800	38,800	19,700
<b>East Lothian</b>	17,300	6,400	5,300	46,400	24,100
<b>Scotland</b>	854,100	330,800	363,900	2,519,600	1,226,800

<b>Population %ages 2011</b>	<b>0 to 14</b>	<b>15 to 19</b>	<b>20 to 24</b>	<b>25 to 59</b>	<b>60+</b>
<b>Total</b>					
<b>Edinburgh</b>	14.2%	6.0%	10.0%	50.1%	19.6%
<b>Midlothian</b>	17.7%	6.3%	5.8%	46.6%	23.7%
<b>East Lothian</b>	17.4%	6.4%	5.3%	46.5%	24.2%
<b>Scotland</b>	16.1%	6.2%	6.9%	47.6%	23.2%

## Outcome 2: Right Learning in the Right Place

Edinburgh College will improve the life chances for young people and adults in Edinburgh, Mid and East Lothian.

Indicators and Measures						
	Key Objectives / Outputs	Measure	Baseline 2011-12	Target 2012-13	Actual Progress	Target 2013-14
2.1	Deliver the agreed activity levels of WSUMs	Student Number	No Baseline	254,337 WSUMs (including additional 6,500 WSUMs and 6,266 ESF funded WSUMs)	222,033 WSUMs (Report 08/02/13)	255,210 WSUMs and 2,050 WSUMs SIPs
2.2	Re-align the curriculum offering activity levels to meet regional needs and growth sectors	Student Number	No Baseline	Creation of 5 Curriculum Hubs: Progression and Academic Studies - 20% Business and the Visitor Economy - 15% Construction, Engineering and Renewables - 19% Creative, cultural and Digital Industries - 19% Service Industries and Care - 27%	Hubs Created: Progression and Academic Studies - 20% Business and the Visitor Economy - 15% Construction, Engineering and Renewables - 19% Creative, cultural and Digital Industries - 19% Service Industries and Care - 27%	Seven Centres: The Tourism and Hospitality Academy – 11% Edinburgh Engineering – 12% The Institute for Building and Crafts – 12% The Centre for Health Well Being and Social Science – 24% Centre for Creative Industries – 24% The Centre for Community Engagement – 9% and a cross Edinburgh Business School – 8%
2.3	Increase the proportion of 16-19 year olds enrolled on full-time courses	Opportunities for All	43%	45%: 50 additional places for school-leavers in City of Edinburgh	51.6%	52%

2.4	Align the number and proportion of WSUMs of specific age groups with regional and national priorities	<b>Opportunities for All</b>	Under 16 : 2% WSUMs 16 – 17: 19% WSUMs 18 – 19: 28% WSUMs 20 – 24: 22% WSUMs 25 +: 29% WSUMs	No Target Set	Data available May 2013	Taking account SG priorities and 2011 Census population statistics: Under 16 : 1% WSUMs 16 to 19: 49% WSUMs 20 – 24: 25% WSUMs 25 +: 25% WSUMs
2.5	Increase the number and proportion of FTEs from 20% most deprived postcodes	<b>Access and Equality</b>	18% of enrolments	20% of enrolments	16.2% of enrolments	20% of enrolments
2.6	Increase the proportion of enrolments from specific protected characteristic groups	<b>Access and Equality</b>	People with declared disability: 13.4 % enrolments  Ethnic minorities: 9% of enrolments	No Target set	Data available May 2013	Targets to reflect Census Data (April 2013)
2.7	Provide opportunities and support for learners with additional support needs (% WSUMs proportioned)	<b>Access and Equality</b>	20% of WSUMs	No Target set	Data available May 2013	20% of WSUMs
2.8	Increase the proportion of students from secondary school as reported through SDS' School Leaver Destination Report	<b>School - College</b>	Edinburgh HE: 36.7 % FE: 25.7% Midlothian HE: 29.8% FE: 26.1% East Lothian: HE: 35.8% FE: 23.0%	Edinburgh HE: 38.7 % FE: 27.7% Midlothian HE: 31.8% FE: 28.1% East Lothian: HE: 37.8% FE: 25.0%	From 2011/12 figures Edinburgh: HE: 39.1% FE: 24.7 % Midlothian HE: 31.6% FE: 23.5% East Lothian: HE: 36.5% FE: 24.8%	Edinburgh: HE: 39% FE: 28 % Midlothian HE: 32% FE: 28% East Lothian: HE: 38% FE: 27%

2.9	Increase the number of enrolments from schools with high negative leaver destination rates	School - College	From SLDR Figures 2011/12, enrolments from high negative destination rates.  Edinburgh. HE:31 FE:82	No Target set	From SLDR Figures 2011/12, enrolments from high negative destination rates.  Edinburgh. HE:34 FE:119	Edinburgh. HE:37 FE:130
2.10	Meet the needs of the regional Schools' college provision	School - College	2.55% of WSUMs	4% of WSUMs	Data available May 2013	To be agreed: meeting April 2013
2.13	Increase the proportion of provision at SCQF Levels 4 and 5, to increase entry level options	Provision	22% of Programmes	25% of Programmes	36% of Programmes	40% of Programmes
2.14	Provide provision for Looked After Young People and achieve accreditation from the Buttle UK for Edinburgh College	Provision		Achieve single College accreditation by June 2013	Draft submitted June 2013	
2.14	Community Engagement Statement?	Provision		NA		Increase provision in community settings Offer greater breadth and depth of curriculum in community settings via the use of technology Establish a new centre for community based learning in East Lothian Improve positive destinations for young people in Midlothian



### **3 High Quality and Efficient Learning**

**Outcome:** More Edinburgh College learners will successfully complete their programme of study and progress into positive destinations of employment or higher level of study

**The College will achieve this through:**

- Enhancing the learning experience to improve retention, success and satisfaction outcomes for all our students across the College. In particular the College will seek to:
  - Improve FE programme areas with low completion rates, e.g. Social Subjects and Education and Training.
  - Improve 16-19 year old achievement rates as Edinburgh College rates are lower than other groups nationally.
  - Reduce the gap between male and female student success rates on HE programmes (Males are 10% less likely to succeed).
  - Reduce the gap between ethnic minority students and others successfully completing their full time programmes (currently 2%).
- Supporting staff in enhancing the quality of learning and teaching.
- Ensuring the curriculum offering provides clear routes of progression across SCQF levels and has established exit points to employment or further study
- Ensuring College programmes lead to nationally recognised awards which will provide students with the best chance to get a job, keep a job or get a better job, or progress to higher levels of study.
- Embedding employability skills and work placement opportunities, where feasible, within FE programmes to provide students with the best opportunities and experiences to meet labour market needs.

**Outputs:**

- The College has completed its 2013-14 curriculum mapping process, informed by completion rates, student destinations and progression routes across all subject areas to establish which courses will be delivered in 2013-14. This process will continue for the 2014-15 curriculum offering to ensure the College continues to offer all students the best opportunity to succeed and progress.
- The curriculum mapping process has also established there were no full-time programmes which utilised non-recognised qualifications, as all the programmes contain at least some accredited units. The College will continue to reduce programmes which are made up of units but do not lead to a national group award by moving towards adopting group awards, or credit rated programmes, where appropriate.
- Edinburgh college will also improve employability skills for FE FT students by providing work placement opportunities where possible and through tutorial provision.

- Edinburgh College recognises that pastoral and academic guidance and support provided to students has a significant impact on the retention and achievement of students. Consequently, the College will establish a unified student services by August 2013 to meet the needs of all our students and to contribute in improving student attendance and retention.
- The College's new student representative structure and processes have enabled students to become active partners in the evaluation and planning of their learning and learning experience. The College will continue to work to embed and deploy these processes fully to ensure they contribute to the improvement of the whole student body experience.
- Edinburgh College has worked with regional and national partnerships to create clear progression routes to higher levels of study. A key output has been the 22% increase in the number of students progressing to HEIs with advanced standing agreements from 2011/12 to 2012/13. The College will continue to work in partnership with HEIs to establish agreements that provide guaranteed routes and number of places for the College's students.
- Edinburgh College will continue to support the wide range of activities for students on entry level courses to develop their essential skills, which will help them to progress into higher level study or employment.
- The College received positive feedback from its first Education Scotland's (EdS) Annual Engagement visit in January 2013; the College will continue to deliver its quality enhancement strategy and work in partnership with EdS to ensure it progresses on its journey to excellence.

**Outcome 3: High Quality and Efficient Learning**

**More Edinburgh College learners will successfully complete their programme of study and progress into positive destinations of employment or higher level of study.**

		Indicators and Measures				
	Key Objectives / Outputs	Measure	Baseline 2011-12	Target 2012-13	Actual Progress	Target 2013-14
3.1	Improve retention and achievement rates for all students	<b>Retention and Success</b>	FT FE Retention 77% FT HE Retention 84% FT FE Outcomes 64% FT HE Outcomes 71% (from 2010-11 SFC PI publication)	FT FE Retention 80% FT HE Retention 85% FT FE Outcomes 68% FT HE Outcomes 73%	FT FE Retention 77% FT HE Retention 85% FT FE Outcomes 65% FT HE Outcomes 75% (from SFC 2011 -12 PI figures)  Early retention figures Feb 2013 are:  FT FE 94.3% PT FE 97.7% FT HE 96.0% PT HE 98.8%  Final 2012-13 figures available Nov 2013	FT FE Retention 80% FT HE Retention 87% FT FE Outcomes 68% FT HE Outcomes 77%
3.2	Improve retention and achievement rates for all specific groups:	<b>Retention and Success</b>			Figures below are from SFC 2011 -12 PI figures.  Final 2012-13 figures available Nov 2013	
3.2.1	Students from 20% most deprived areas	<b>Retention and Success</b>	Retention 81% Outcomes 65%	Retention 84% Outcomes 68%	Data Available May 2013	proposal: Retention 85% Outcomes 69%

3.2.2	People with declared disabilities	<b>Retention and Success</b>	Retention 83% Outcomes 68%	Retention 85% Outcomes 71%	Retention 81% Outcomes 78%	Retention 85% Outcomes 71%
3.2.3	Ethnic Minorities	<b>Retention and Success</b>	Retention 84% Outcomes 69%	Retention 85% Outcomes 70%	Retention 86% Outcomes 72%	Retention 87% Outcomes 74%
3.2.4	16 – 19 Year Olds	<b>Retention and Success</b>	Retention 83% Outcomes 65%	Retention 86% Outcomes 68%	Retention 81% Outcomes 66%	Retention 86% Outcomes 68%
3.3	Maintain satisfactory quality ratings from Education Scotland	<b>Satisfaction</b>	3 Confidence Statements	No review date been set	Positive Annual Engagement Visit	No review date been set
3.4	Increase the proportion of WSUMs attributed to programmes leading to nationally recognised qualifications	<b>Qualifications</b>	93.3% WSUMS	No Target Set	Data Available May 2013	proposal: 95% WSUMs
3.5	Increase the proportion of FEFT Programmes that include employability units.	<b>Qualifications</b>	No Baseline		Current figures to be calculated	Need Target
3.6	Increase the proportion of students progressing from full-time entry level courses (SCQF level 3 or 4) either into employment or into an SCQF level 4 or 5 programme	<b>Progression</b>	65% Progression	68% Progression	Data Available May 2013	proposal: 70% Progression
3.7	Increase the numbers articulating to ELRAH universities with advanced standing (i.e. HNC students entering at Year 2 of degrees, HND students entering at Year 3 of degrees)	<b>Progression</b>	260 Students	288 Students	357 Students	377
3.8	Increase student satisfaction (evidenced through three student surveys)	<b>Student Experience</b>	No Baseline	Overall Satisfaction Rate: Induction 90% Learning & Teaching 90% Pre-Exit 90%	Overall Satisfaction Rate: Induction 92% Learning & Teaching Pre-Exit	Overall Satisfaction Rate: Induction 93% Learning & Teaching 92% Pre-Exit 92%

3.9	Embed the College's arrangements for effective student engagement	<b>Student Experience</b>	No Baseline	Class Reps elected and Super Rep Council operational by October 2012	SRC meetings held at all campuses and rep training in place. 70% Students aware of Student rep system  51% Students aware of the SRC	80 % Students aware of Student rep system  70 % Students aware of the SRC
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#### **4 Developing the Workforce**

**Outcome:** Increased regional economic growth will be created through improving the skill levels of Edinburgh College learners.

**The College will achieve this through:**

- Becoming the joint training partner of choice for businesses, assisting them with the provision of skills and knowledge to improve efficiency and effectiveness and to enhance individual and organisational productivity.
- Offering a curriculum that reflects economic and community development and Scottish Government priorities, as well as local, regional and national labour market intelligence and demand from learners and employers.
- Addressing the development needs of young people 16 to 19 in partnership with Skills Development Scotland (SDS) and other agencies.
- Offering block release and day release programmes to meet the needs of the region's employers in up-skilling their workforce
- Responding to skills needs within the region to address any skills gaps and support future economic growth.
- Delivering SE and SDS funded vocational training, especially in the relation to information to follow on developments: Port of Leith / renewables / Engineering)

#### **Outputs**

- The College has progressed in its alignment of its curriculum offering with the key growth sectors in Edinburgh and the Lothians to offer the best employment opportunities for its Learners and to provide key skills for the emergent labour market. The Edinburgh City region, economic review (2011) forecasts the key sectors to be Business Services, Tourism and Hospitality, Renewable Energy, Life Sciences and Creative Industries.
- For 2012-13 the current SDS MA recorded starts is 59% and for NCLP it is 44%.
- The College has progressed in its alignment of its curriculum offering with the key growth sectors in Edinburgh and the Lothians to offer the best employment opportunities for its Learners and to provide key skills for the emergent labour market. The Edinburgh City region, economic review (2011) forecasts the key sectors to be Business Services, Tourism and Hospitality, Renewable Energy, Life Sciences and Creative Industries.
- The College will address the development needs of 16-19 year olds by being a major provider of skills training. This will be achieved through the implementation of a Skills Gateway designed to contract, manage and deliver a range of funded contracts such as Modern Apprenticeships, Life Skills, Get Ready for Work, Higher level and Technical Apprenticeships. The new College Learning Programme contract with Skills Development Scotland, aimed at 16-19 year olds, will also deliver vocational learning, work experience and development of employment skills and work readiness of this cohort.
- Information on Skills Investment Plans, activity and priorities to follow

- The College has continued to deliver the contract from the City of Edinburgh Council for the new Integrated Employability Service. Working with a wide range of public and voluntary sector partners, the college has been tasked with service provision for 3,000 unemployed clients per year, delivered from four hubs in main areas of deprivation and closely linked geographically to the main sites of the College.
- The College will continue to try to improve the response rates for non-advanced students in conjunction with SFC, to be closer to the very high percentage response rates achieved from advanced students so that we have as much information as possible to inform curriculum planning decisions. The College is represented on the SFC Learner Destination Thematic Work Group.

The Edinburgh and Lothians Region submitted a bid to secure the funding and activity amounting to 2050 WSUMs as part of the College Skills Fund.

We recognise the importance of meeting the Energy industry's market needs in areas of Oil & Gas, Power Generation and Renewables and are committed to providing students with the required skills and knowledge to meet the demand for jobs in these areas. The bid was based on robust market intelligence provided to the College by the Scottish Government, Scottish Power, SSE, IMechE, SEMTA, Oil and Gas UK, Creative Scotland, employer partners and others.

Based on latent student demand, industry needs, local economic circumstances and a range of other factors the bid consisted of the following programmes:

- NQ Engineering Craft Skills (680 WSUMs)
- NC Engineering Practice (350WSUMs)
- Full-time NC Measurement & Control (350WSUMs)
- Full-time HNC Measurement & Control (500 WSUMs)
- HNC Petroleum Engineering (500WSUMs)

**Outcome 4: Developing the Workforce**

**Increased regional economic growth will be created through improving the skill levels of Edinburgh College learners.**

		Indicators and Measures				
	Key Objectives / Outputs	Measure	Baseline 2011-12	Target 2012-13	Actual Progress	Target 2013-14
4.1	Provide an Integrated Employability Service across the City for unemployed people	Employment Destinations	No Baseline	Work with 3,000 unemployed clients; 45% of clients to achieve positive outcomes (progression into mainstream college programmes, voluntary work and sustained jobs)	Worked with 721 unemployed clients to date. 51% have achieved positive outcomes	326 positive outcomes
4.2	Increased response rates to student destination surveys and analyse by key employers and sectors	Employment Destinations	FE FT 80% response HE FT 90% response	FE FT 85% response HE FT 95% response	Data Available May 2013	FE FT 85% response HE FT 95% response
4.3	Increase positive destinations of students	Employment Destinations	91% of known destinations are positive	92% of known destinations are positive	Data Available May 2013	93% of known destinations are positive
4.4	Deliver contract with SDS for Modern Apprenticeships	Employer Engagement	109 Modern Apprenticeships <ul style="list-style-type: none"> <li>• Creative Industries 10 16-19, 8 adults</li> <li>• Construction 20 16-19, 6 adults</li> <li>• Engineering 29 16-19, 1 adult</li> <li>• Hospitality &amp; Tourism 7 16-19</li> <li>• Personal Services</li> </ul>	149 Modern Apprenticeships (as for 2011-12, with 40 additional MAs for 16-19 year olds)	Forecast 2012-13 MA's 60	170 MA places



			14 16-19, 2 adults • Business 6 16-19 • Care 7 16-19			
4.5	Deliver agreed places through SDS New College Learning Programme/ Employability Fund	Employer Engagement	No Target	436 places: 70% successful completion 60% positive progression	NCLP 250	
4.6	SIPS	Employer Engagement	No Target	No Target		2, 050 WSUMs:  NQ Engineering Craft Skills, 681 WSUMs NC Engineering Practice, 341 WSUMs Full-time NC Measurement & Control, 341 WSUMs Full-time HNC Measurement & Control, 378 WSUMs HNC Petroleum Engineering, 378 WSUMs
4.7	Deliver agreed Day Release and Block Release programmes for employed students	Employer Engagement	Number of DR & BR Programmes  Student Numbers  Utilisation		Current figures to be calculated	
4.8	Increase business engagement opportunities for curriculum areas in Knowledge Transfer (KT) and applied research activities	Employer Engagement	Establish national KT Hubs engaging practitioners and academics	Establish three nationally recognised KT Centres 2012-13	Solar Meadow Network Centre Launch April 2013 Electric Vehicle Regional Hub Launch May 2013 MacTaggart Scott Hydraulic Lab May 2013	3 Business engagement opportunities

## **5 Sustainable Institutions**

**Outcome:** More Edinburgh, Midlothian and East Lothian learners will benefit from a sustainable Edinburgh College and its provision of Post-16 education.

### **The College will achieve this through:**

- Ensuring the financial planning for Edinburgh College is premised on assumptions that support public value and preventative spending and seek to make best use of public funds. The basic premise is to keep resources as close to the student as possible.
- Development of a robust financial strategy for assessing the level of cash and resource required to deliver Edinburgh College strategic aims and objectives.
- Creating a sustainable institution through:
  - A reduction in staff expenditure, in particular at managerial level evidenced by a planned reduction of both academic and corporate management costs for the new College.
  - Generating enough recurring cash to finance its operations and investments through the achievement of a future operating surplus and positive cash-flow, sufficient to support institutional sustainability but recognising the need to enhance quality and the student experience. The College is forecasting a £1.7m deficit position for 2013/14 and an operating surplus of circa 2% of turnover in 2014/15.
  - The management of liquid assets continues to be a critical and sensitive issue. The proposed ceiling of 10% of annual revenue has been considered in the financial strategy.

### **Outputs and Progress:**

- The financial strategy is being developed against a background of substantially reduced funding and a desire to focus Further Education resources into more specific areas of provision. In order for the college to remain viable the financial planning includes significant reductions in staffing costs.
- Collectively the three individual colleges produced a deficit of £0.2m in the year ended July 2012; this is forecast to be at a similar level, although targeted at breakeven in the year to July 2013. However, this will be dependent on managing the complexities and costs of merging, aligned to significant funding cuts.
- The expected reduction in grant income in 2013/14 is approximately £2m if additional growth of £0.6m is included, with a further reduction anticipated in the following year.
- The impact of income reduction of £13m (22%) up to the period of 2013-14 has a direct effect on the curriculum, access, jobs and asset usage. New delivery models, resource management and staff utilisation continue to be challenged and explored in detail.

- The merger and funding cuts continue to reduce management costs. There will also need to be a reduction in teaching and support costs. Forecast planning assumes a 60% reduction in management roles and a 17.5% reduction in teaching and support roles from 2012. The impact is a net job loss of c.240 FTE, which will be required over the period 2012- 2014. This will comprise c.100 teaching roles, 90 support roles and 50 management roles. Restructuring is already well underway. This will be reviewed post budget decision.
- The College is aiming for financial viability (1% surplus on turnover and positive cash flow) from 2014/15 to enable future investment at College and Regional level.
- The main risks to the College in achieving this financial security are: Government funding cuts, delivery of the integration activity and merger savings, inflation of staff and non-staff costs, the ability to grow on-going international and commercial income and changes that may arise through the harmonisation of terms and conditions.
- The cost of merger is estimated at £14.7m; of this £10.5m relates to VS.
- Merger funding of £3.3m will be utilised to support voluntary severance activity through 2012/13 and 2013/14.

## Outcome 5: Sustainable Institutions

More Edinburgh, Midlothian and East Lothian learners will benefit from a sustainable Edinburgh College and its provision of Post-16 education.

		Indicators and Measures				
	Key Objectives / Outputs	Measure	Baseline 2011-12	Target 2012-13	Actual Progress / Commentary	Target 2013-14
5.1	Operating Surplus as % of total income	Sustainability	(0.6%)	(2.1%)		(2.7%)
5.2	Staff costs as % of income	Sustainability	62%	60%	On target to achieve best in class by year 3	59%
5.3	Management costs as % of total staff costs	Sustainability	22%	12%	Demonstrates reduction of management costs by 60% as per business case	10%
5.4	Non pay costs as % of income	Sustainability	35%	38%	Reflects increased investment in VLE, mobile technologies, kit and equipment to support L&T etc.	41%
5.5	SFC core grant as % of total income	Sustainability	75%	75%	Should reduce if the college is to reduce its dependency on public funding	65%
5.6	Growth and diversification of other income ( % income)	Sustainability	14%	14%		15%
5.7	Improved margin on other income	Sustainability	8%	10%	Reflects shift of culture from income to margin driven	15%
5.8	Investment and Research and Development Fund	Sustainability	£100k	£200k	To support staff ideas and to develop opportunities for growing business	£600k

5.9	Productivity measure of teaching staff Average Annual Hours Caseload	Sustainability	792	860		860
5.10	Average group size All students FT students	Sustainability	14 18	16 20		16 22
5.11	Cash generation from operations	Sustainability	£3.3m	£5.4m		£3m
5.12	Cash days in hand	Sustainability	30	60		45
5.13	Total income per square metre gross internal area	Sustainability			To be calculated as part of space projects etc.	
5.14	Reduction in energy consumption and reduced carbon footprint	Sustainability			Waiting figures	
5.15	% of overall student association funding from college grant	Sustainability	100%	100%	Supporting the development of an autonomous sustainable Student Association	85%

## **Skills Proposal Template**

### **Context**

The Edinburgh and Lothians Region submit the following bid to secure the funding and activity package offered as part of the College Skills Fund.

On the 28/11/12 the Region received an email that outlined the funding offer and criteria to be considered.

The available funding for the Edinburgh and Lothians Region is £875,000 (£699,643 Teaching & Fee Waiver and £175,293 Student Support) and 4239 WSUMs. The following bid makes a request for a total of 2050 WSUMs.

The following bid is based on robust market intelligence provided to the College by the Scottish Government, Scottish Power, SSE, IMechE, SEMTA, Oil and Gas UK, Creative Scotland, employer partners and others.

At Edinburgh College we recognise the importance of meeting the Energy industry's market needs in areas of Oil & Gas, Power Generation and Renewables. We are committed to providing students with the required skills and knowledge to meet the demand for jobs in these areas.

### **The additionality**

We currently offer Bespoke NC & HNC for the Oil & Gas industry in these areas. There is no full time provision for bursary funded students. This offering will provide openings for the Oil & Gas Industry and the Power generation/Utilities industries.

### **Proposal**

Based on latent student demand, industry needs, local economic circumstances and a range of other factors detailed below, the bid is for the following:

1. NQ Engineering Craft Skills 680wSUMS

The Region has a lack of skilled workers in a range of engineering disciplines. Taking a grassroots approach to filling this void will ensure demands are met in the future. Satisfying this demand will secure jobs and growth in all engineering fields.

2. NC Engineering Practice 350wSUMS

Skilled individuals are needed throughout the engineering sector, transferrable knowledge and hand-skills are a necessity. The Engineering practice award will allow young people access to employment and further study by giving them a firm grounding in engineering skills. Renewable Energy and low carbon technologies are 2 key growth sectors over the coming years. Transformation and reindustrialisation of Scotland will require between 52,000 and 95,000 jobs over the next 7 years.

*The following 2 courses (no. 3 & 4) meet the same demand criteria*

3. NC Measurement & Control (Full-time) 350wSUMs

The Oil & Gas industry has stated that it requires 120,000 new recruits if it is to realise its full potential. This is clearly something Edinburgh College can play a part in, through discussion with emerging companies we can pre-empt this need.

4. HNC Measurement & Control (Full-time) 500wSUMs

The Oil & Gas industry has stated that it requires 120,000 new recruits if it is to realise its full potential. This is clearly something Edinburgh College can play a part in, through discussion with emerging companies we can pre-empt this need.

5. HNC Petroleum Engineering 500wSUMs

In their draft 2013-4 budget and in recent announcements, the SNP have again reinforced their commitment to this area, including a £70 million National Renewables Infrastructure Fund, £103 million for the Renewable Energy Investment Fund and £14.7 million as part of the UK Green Deal. It is very important to provide high quality students to meet the increase in demand that will occur from these budget factors.

The addition of these courses allows for clear progression through FE into HE and onto university. It also provides entry into engineering at the most grassroots stage to align with modern apprenticeship needs, something that we currently do not offer.

### Summary table

This essentially repeats some of the data provided above but in a table, for ease of reference.

Course/ qualification	SCQF level	Number of learners	WSUMs	Teaching funding	Student support
NQ Engineering Craft Skills	4	30	681.264		
NC Engineering Practice	5	15	340.632		
NC Measurement & Control (Full-time)	6	15	340.632		
HNC Measurement & Control (Full-time)	7	20	378.48		
HNC Petroleum Engineering	7	20	378.48		

Total WSUMs = 2119.488

### Further Information

We currently have around £600K of managed contracts for companies all over Edinburgh and the Lothians, for underpinning knowledge and skills training of apprentices. The biggest of these is with OPITO for training of offshore apprentices worth around £300K per year. The OPITO contract is in the areas of Control & Instrumentation and Measurement & Control. This has been successfully delivered for the last 10 years. The remaining contracts are split between several smaller agreements with the likes of EDETA and SELEX £137K & £60K respectively.



## Edinburgh

### Annex A

#### Overall funding allocations, AY 2013-14

	Edinburgh region
Teaching and fee waiver	£42,622,563
Transitional funding	
Student support	£10,244,881
Capital	£3,069,391

#### Student number targets, AY 2013-14

WSUMs	257,260
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#### Breakdown of student support funding allocations, AY 2013-14

	Edinburgh region
Student support	
- FE Bursary	£8,233,520
- FE Childcare	£1,043,169
- HE Childcare	£282,968
- FE Discretionary Fund	£685,222
<b>Total</b>	<b>£10,244,881</b>



**Strategic Projects AY 2013-14  
Edinburgh**

**Annex B**

**Edinburgh College**

<b>Project</b>	<b>AY 2013-14 budget (£)</b>
<b>BRITE</b>	<b>269,000</b>
<b>Access</b>	<b>269,000</b>
Facilitating Regional Lead Group meetings	5,000
<b>CEO Discretionary Fund</b>	<b>5,000</b>
<b>Total strategic funds</b>	<b>274,000</b>



## **Annex C: Standard conditions of grant**

1. Grant is provided to allow colleges to deliver their regional outcome agreements under the terms of section 5 of the Further and Higher Education (Scotland) Act 2005
2. Governing bodies and their designated officers must comply with the terms of the Financial Memorandum (FM) between the SFC and each college or university.
3. Colleges must maintain provision of acceptable quality and develop and implement a satisfactory quality improvement strategy.
4. Colleges are expected to follow public sector pay policy set by HM Treasury.
5. Colleges must provide data returns requested by the SFC by the deadlines and to the standards specified. This includes our *2013-14 Student Activity Data Guidance for Colleges*:  
[http://www.sfc.ac.uk/web/FILES/Guidance/Guidance\\_03052013\\_SUMs.pdf](http://www.sfc.ac.uk/web/FILES/Guidance/Guidance_03052013_SUMs.pdf)
6. Capital maintenance funding must be used for estates build/maintenance and/or debt servicing associated with capital developments. If expenditure on items of specialised equipment to support the curriculum is proposed this must be discussed with and approved by SFC in advance.
7. It is a condition of grant that fundable bodies charge student tuition fees at the levels set by the Scottish Ministers under either the Student Fees (Specification) (Scotland) Order 2006 or the Student Fees (Specification) (Scotland) Order 2011, whichever is applicable. However the tuition fee levels set by the Scottish Ministers under the Student Fees (Specification) (Scotland) Order 2011 do not apply to students who do not have a relevant connection with Scotland or are not excepted students within the meaning of the Education (Fees) (Scotland) Regulations 2011.
8. Colleges must follow the student support guidance provided at:  
<http://www.sfc.ac.uk/guidance/guidance.aspx>
9. Colleges in receipt of ESF funding must follow separate specific guidance:  
[http://www.sfc.ac.uk/web/FILES/Guidance/ESF\\_Priority\\_5\\_Guidance\\_Notes\\_for\\_Colleges\\_2012-13\\_Update\\_pg36.pdf](http://www.sfc.ac.uk/web/FILES/Guidance/ESF_Priority_5_Guidance_Notes_for_Colleges_2012-13_Update_pg36.pdf)



10. Colleges deliver their specific responsibilities set out in the Scottish Government's 16+ Learning Choices Policy and Practice Framework (published April 2010). In particular colleges must aim to notify SDS within five working days of a young person leaving, recognising that the longer a young person is disengaged from learning, the harder it is to re-engage them.

#### **Failure to adhere to these conditions**

11. If the college – or the colleges collectively in a multi-college region – does not deliver the outcome agreement and the targets within it, or the other conditions of grant in this document, the SFC will consider clawback of grant or reductions in future funding.

#### **Status of Outcome Agreements**

12. If the Scottish Government revises its grants to the SFC we reserve the right to make in-year adjustments to their funding. In this case SFC would renegotiate the terms of its Outcome Agreement with the college(s).

