



For the future you want



REGIONAL OUTCOME AGREEMENT

2017/18

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REGIONAL OUTCOME AGREEMENT

Edinburgh College region

FUNDING

Edinburgh College region will receive £41,293,859 from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the region.

PRIORITY OUTCOMES to be delivered by end of AY 2017-18

- Achieve financial target by end of 2017/18
- Improve FEFT attainment by 1% to 70% on the 16/17 PI

PRIORITY OUTPUTS to be delivered in AY 2017-18

- >98% of full-time students achieving a positive destination
- Grow commercial income and college turnover in line with Transformation Plan
- Achieve student recruitment target in 17/18 in line with SFC agreed credit target

Signed by College Region

Chair of the Board of Management _____

Alan McKay

Date _____

20/06/17

Principal & Chief Executive _____

Annette Broton

Date _____

20/06/17

Signed by the Scottish Funding Council

Date _____

[Signature] *18th July 2017*

2. GREAT REASONS TO STUDY AT EDINBURGH COLLEGE



MacTaggart Scott Hydraulics & Pneumatics PLC Laboratory

A live training laboratory for the development of engineering skills



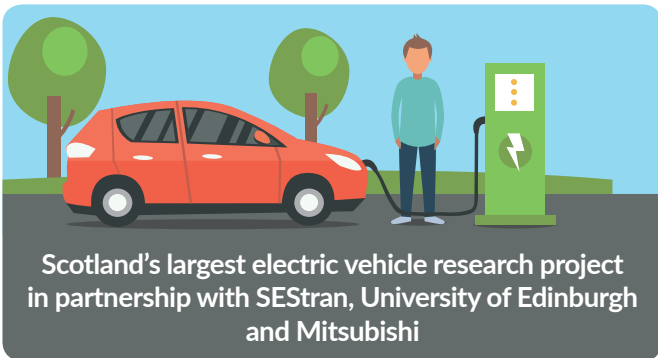
Our own record label and radio station with professional sound recording studios featuring the latest technology



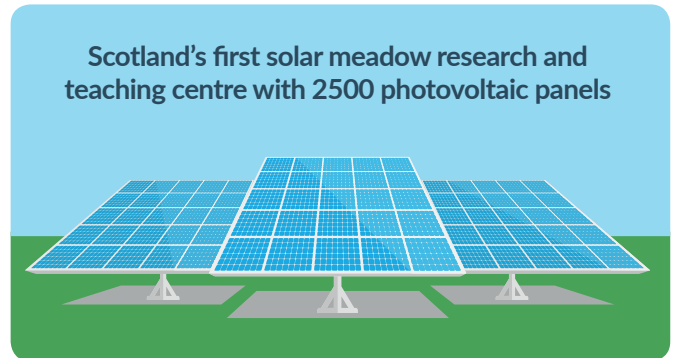
Mock airline classroom to train airport ground crew for Swissport Academy.



Drive-in photography studio with infinity coving and professional dark rooms



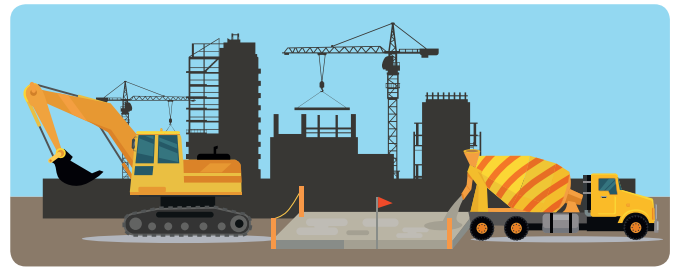
Scotland's largest electric vehicle research project in partnership with SEStran, University of Edinburgh and Mitsubishi



Scotland's first solar meadow research and teaching centre with 2500 photovoltaic panels



Two professionally run student training restaurants



Immersive and Controlled Environment (ICE) Lab. Providing mixed reality and motion tracking technology for the construction industry



One of Scotland's best highways, civil engineering and railway track training centres



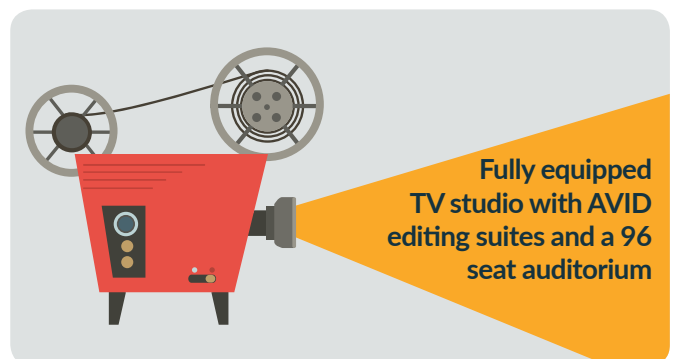
Performing Arts Studio Scotland

One of the country's largest and most respected training centres in the performing arts



Wella Centre of Excellence

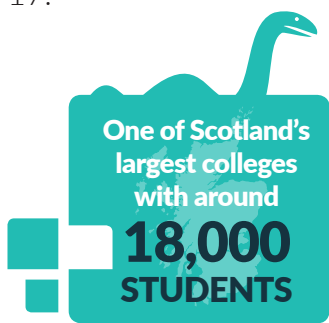
One of only two approved centres in the UK



Fully equipped TV studio with AVID editing suites and a 96 seat auditorium

3. COLLEGE CONTEXT

In January 2016 Edinburgh College outlined an ambitious Business Transformation Plan (BTP), building on the college's 2014/15 Development Plan, in order to develop a new business and finance model to ensure the college is the right size, has the right scope and sets the right targets to meet regional need - whilst ensuring that the very good training and skills development experienced by most of our existing students is not compromised. This plan was developed from the Principal's paper to the Board of Management on the 8 December 2015 which contained 16 key actions to transform the college. These are discussed further in section 17.



The college's original strategic plan, created after the formation of Edinburgh College, set out key aims and targets over the period 2013-2018. However, in 2017

Edinburgh College will produce a new strategic plan, with a reviewed set of strategic priorities reflecting the changed context in which the college now operates.

Preliminary work began in November 2016 and the new strategic plan will be complementary to the Regional Outcome Agreement and Local Outcome Agreement Plans across the region. In working towards a new strategic plan, Edinburgh College will consult with staff, students and stakeholders.

A number of key objectives have already been identified that will underpin the development of the college curriculum going forward. These include:

- Addressing skills gaps and shortage in the economy;
- Reducing regional unemployment, with a particular focus on the 16-24 age group;
- Supporting self-employment and entrepreneurship;
- Improving engagement with employers in the curriculum offer;

- Widening access to learning, especially from our wider geographic and demographic communities with a particular emphasis on poverty;
- Providing a positive destination for every student.

In particular, the college will work towards an overall increase in FE provision to support the aims of Developing Scotland's Young Workforce; increasing cross-curricular Science, Technology, Engineering and Maths (STEM) activity (with particular emphasis on HE level); and widening access.

In line with delivery of the Business Transformation Plan, and development of the college's updated strategic plan, the college has also agreed a set of values following extensive work and consultation throughout 2016.

The Edinburgh College values are:

Student centred

- We put student experience and welfare at the heart of all decisions we make and everything we do

Trustworthy

- We create an open and honest environment which fosters innovation, confidence and success

Responsible

- We take ownership for our actions, always work to high standards and towards continuous improvement

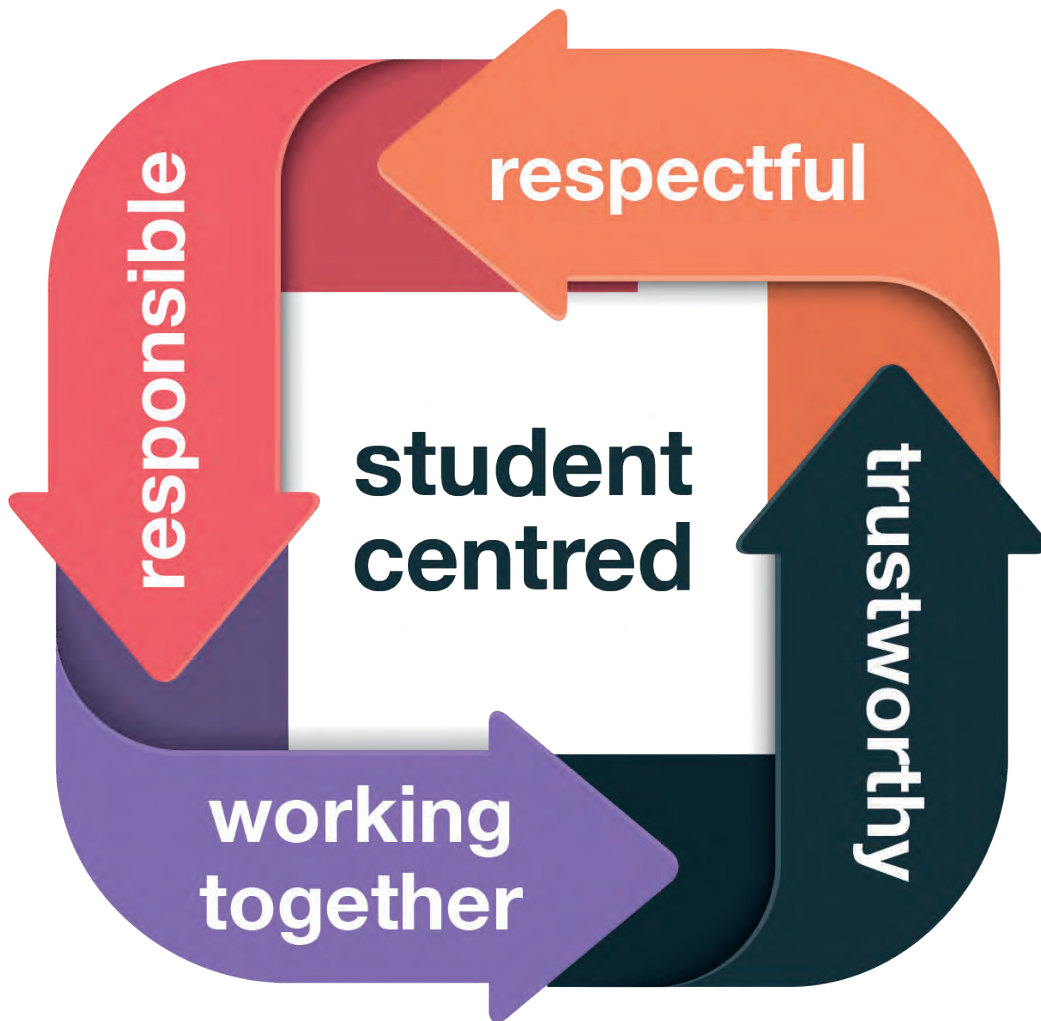
Respectful

- We value, support and care about everyone's ideas, opinions and their contribution

Working together

- We work professionally as one team and in partnership with others, sharing knowledge, skills and expertise

The values will underpin the work done to deliver the BTP and form the bedrock of Edinburgh College as it moves towards 2020 and beyond.



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4. NEW QUALITY ARRANGEMENTS

In submitting this Regional Outcome Agreement, Edinburgh College's Board of Management formally commits to engaging with Education Scotland and the Scottish Funding Council in academic year 2016/17 to implement the new sector-wide quality arrangements. These new provisions integrate the Regional Outcome Agreement and quality arrangements. The college has been asked to produce an evaluation report and enhancement plan by October 2017.

The college's Quality Improvement Strategy, project 4.3 of the Business Transformation Plan, will support production of the evaluation report and enhancement plan by ensuring the college's academic and corporate evaluation and planning mechanisms meet the requirements of How Good is Our College? and the development of a culture of continuous improvement.

5. ATTAINMENT GAINS 2015/16

The college improved Completed Successful performance indicators by 5.7% in one year for full-time FE students successfully completing a nationally recognised qualification. Part-time HE student attainment on nationally recognised qualifications increased by 10%.

Some areas of college attainment remain below the Scottish sector average. Those areas where

we are focusing further improvements include HE part time and FE part time.

Through whole-college ownership of quality, systems development, focused training and student engagement, the Business Transformation Plan project to improve quality has underpinned this improvement and will sustain continual success in the years to follow.

Level	Mode	CS%	Sector	Variance
HE	Full time	73.6%	72.2%	+1.4%
FE	Full time	65.2%	65.5%	-0.3%
HE	Part time	76.6%	78.8%	-2.2%
FE	Part time	73.6%	74.3%	-0.7%

6. REGIONAL CONTEXT STATEMENT

Edinburgh, East Lothian and Midlothian have a combined population of 680,920, with 21% of the population aged between 16 to 29 years old.

The region's population continues to grow at a rate higher than the Scotland average, with the largest increases in 25-34 year olds, attracted by jobs in the region. The largest increases have been in those aged 25-34 (of almost 20%), twice the rate of growth for this age group in Scotland, with the next largest increase in those aged 45-54 (17%), as per the Scotland average. Overall, 67% of the population is of working age, 3% above the national average .

There were 378,300 Edinburgh and the Lothians residents in work in 2014, accounting for 73% of the working age population, in line with Scotland and UK averages and one percentage point higher than in 2013. In East and Midlothian, the rate is slightly higher at 75%. A total of 15,500 Edinburgh and the Lothians residents of working age were unemployed in 2014/2015².

In total, 92% of school leavers within Edinburgh, East Lothian and Midlothian entered a positive destination, in line with the Scotland level. A quarter entered employment, just below the previous year. There was a decrease in the proportion of school leavers entering higher education in 2014/2015, 36% of the total, down from 39% in 2013/2014. The proportion entering further education, at 25%, represents an increase from previous years².

The region has 6% of its population from the 10% most deprived areas nationally; although East Lothian has one of the lowest percentages nationwide (0.6%) . Thirty seven discrete

areas of Edinburgh and Midlothian are within the 10% most deprived in Scotland (Map 1). Further analysis of the region's most deprived areas highlights that, of those, 20 areas of Edinburgh and Midlothian are within the 5% most deprived in Scotland. (Map 2). The most-deprived datazone in Edinburgh is found in the immediate zone of Muirhouse (Map 3) - it has a rank of 6, meaning that it is amongst the 1% most-deprived areas in Scotland. It is also the most education-deprived datazone nationally, with a rank of 21³.

Our Schools College Partnership 'SCP' activity has focused in on Schools for Higher Education Programme (SHEP) schools; our (STEM) policy in primary schools has grown our reach to 1,000 pupils, with the most-deprived domiciles as a priority target group. Our senior managers are part of the Leadership Locality Teams in Edinburgh and equivalent groups in Midlothian and East Lothian - these Community Planning Partnership (CPP) groups have prioritised the income-related gap with solutions created and offered by the college to upskill parents and children. These include whole family solutions to improving the lives of residents within Scottish Index of Multiple Deprivation 10 (SIMD) areas in our region. Our work as a CPP partner is extremely focused on socio-economic disadvantage. Access to Continuing Education programmes, SCP programmes and specific initiatives around 'learn to learn' preparatory programmes combine to create breadth and depth in our approach. An excellent example of this is our growing offer of English for Speakers of Other Languages (ESOL), ensuring migrant workers in the city of Edinburgh are not only able to get a job but to upskill into a better job.

¹National Records of Scotland October 2016.

²Edinburgh and Lothians Regional Skills Assessment 2016.

³Scottish Index of Multiple Deprivation 2016

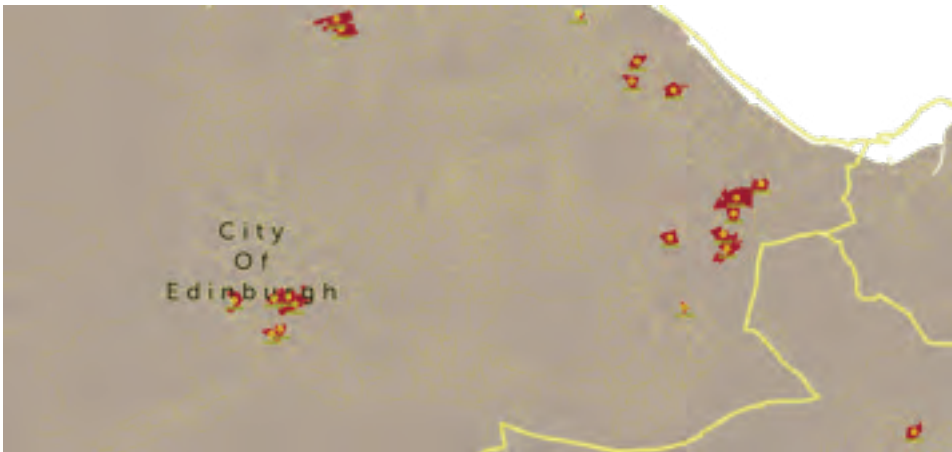
⁴Edinburgh College SFC FES Submission Report November 2016

Map 1: Zones of deprivation in City of Edinburgh (10% most deprived nationally).



Key: red areas are within 10% most deprived in Scotland (SIMD 2016)

Map 2: Selected zones of deprivation in City of Edinburgh and Midlothian (5% most deprived nationally).



Key: red areas are within 5% most deprived in Scotland (SIMD 2016)

Map 3: Zone encompassing Muirhouse area of Edinburgh (ranked sixth in terms of overall deprivation).



Key: red areas are ranked sixth most deprived in Scotland (SIMD 2016)

Student travel to campus patterns:

Whilst the college serves a diverse range of learners across Scotland, the majority of students travel to one of the college's four principal campuses from within the Edinburgh and Lothians region (student home postcode and campus of study, maps 1-4). Analysis of student travel to campus distances, for 12,029 enrolments in 2015/16 whose home address is within an EH postcode only, shows that the mean student travel distance to each of the four campuses is:

Campus of study	Average student distance: EH home address to campus
Granton Campus	6.3 miles
Midlothian Campus	7.1 miles
Milton Road Campus	5.6 miles
Sighthill Campus	5.4 miles

Estates Review and Curriculum Planning

The college regularly reviews patterns of student travel to campus and decisions made on curriculum planning changes are subject to equality impact assessment (EIA), which uses the following analysis to inform decision making:

Map 1: Student travel to campus patterns, Granton Campus



Map 2: Student travel to campus patterns, Sighthill Campus



Map 3: Student travel to campus patterns, Midlothian Campus



Map 4: Student travel to campus patterns, Milton Road Campus



In terms of Edinburgh College's curriculum offering, during 2015/16, 73.5% of credit activity was delivered as FE, with 5.9% of this at SCQF 1-3, a 1.1% reduction from 7% in AY 2014/15. Delivery at SCQF level 4/5 was 31.6%, down from 37% in AY 2014/15. This has prompted a specific review of the college curriculum under the Business Transformation Plan: 'Project 2.1 – Curriculum Planning' is devoted to ensuring a smoother transition for articulation and a more appropriate offer of courses from SCQF level 1-5 to promote widening access. The college has now completed progression maps for all curriculum areas and has published these in new prospectuses, sharing with stakeholders such as schools transition coordinators. The college monitors the frequency and volume of applications for all courses and therefore has the ability to meet both regional and national demand. It has already made changes to the curriculum offer for 2016/17, which have led to a 3% increase in the provision of entry-level courses compared to last year's curriculum offer. This is outlined in greater depth in section 13, Curriculum Planning.

Professional, scientific and technical businesses accounted for 19% of all businesses in the region in 2014, higher than the Scottish proportion and higher than the 17% recorded in 2013. There are also a higher proportion of retail, accommodation and food services and arts businesses in Edinburgh and the Lothians than the Scotland average (given Edinburgh's function as a regional centre) and an above-average proportion of information and communication businesses.

The profile of businesses by size in Edinburgh and the Lothians mirrors Scotland. Eighty per cent of registered businesses are micro firms employing fewer than 10 people, and 4% employ more than 50 people. At the same time in 2014, there were 195 businesses in the region employing more than 250 people. The importance of the public sector and financial services is reflected in the employment base. A quarter of all employment is in health (15% and almost 57,000 jobs) or education (10% and 36,300 jobs), and 10% of all jobs are in finance and insurance. There are some large

employers in these sectors. Overall, some 37,300 are employed in the financial sector, almost three times more concentrated than the Scotland average. Retail (35,700, 9%); accommodation and food services (31,200, 8%) and business services (28,500, 8%) are the other large-employment sectors.

Relative to Scotland, it is the financial and insurance, information and communication and professional, scientific and technical sectors that continue to be concentrated in the area. The region continues to have a below-average share in production jobs. Unemployment in the region has fallen significantly between 2012/13 and 2014/15.

In 2012/2013 there were 20,100 International Labour Organisation (ILO) unemployed (those out of work and actively seeking work), and this decreased to 15,500 in 2014/2015, although there had been an increase in the intervening year. The ILO unemployment rate in 2014/2015 had fallen to just 5% in the region, and lower still at 4% in the City of Edinburgh and 4% in East Lothian, compared to 6% in Scotland and the UK.

The number of young people out of work and not in education or training is well below 2013 levels. In 2015 there were 1,071 unemployed young people aged 16-24 in the region, down 55% from the previous year, and faster than the 34% fall across Scotland³.

The age profile of those demanding education will change.

Senior-phase learners will increase in the region from 65,400 (2014) to 66,400 (2018). This means that there will be more young students requiring vocational training at Edinburgh College; this is reflected in our targets. Providing appropriate support, in line with this growth in senior phase learners, will be considered as part of the college's Access and Inclusion Strategy.

The employment rate has fallen and the levels of unemployment have increased. Unemployment now stands at 1.1% in Edinburgh and the Lothians. Youth unemployment (18-24) as set by Claimant Count (source, NOMIS) in January 2016 for Scotland was 2.1%. For Edinburgh City

in September 2016, there were 960 claimants, representing 1.8% of that population of the same age. In Midlothian this stood at 235 claimants, representing 3.5% of that resident population. In East Lothian the figure is 150, representing 1.8% of that resident population of the same age.

The college's Curriculum Planning and Design Strategy and the college's Regional Outcome Agreement makes specific provision that opportunities for young people will increase. There will be a 7% increase in jobs in Edinburgh and the Lothians by 2022, nearly twice that of Scotland's average. Edinburgh College will require to be ready to deliver the skills demands outlined above.

Large numbers of people do not have the qualifications required to match the jobs available.

Almost 40% of the working-age population are not qualified to SCQF Level 5 including 20% of those aged 16-24. There is a positive correlation between the allocation of funded activity to existing courses and the highest employing sectors in the region. Over the duration of the college's Curriculum Plan the existing location of funded activity will shift gradually to reflect those areas that have been identified for growth both nationally and regionally so that the college responds to employers' needs and puts provision where the gaps and shortages are greatest.

Skill/qualification levels

Six per cent of those aged 16-64 years in Edinburgh and the Lothians have no qualifications; in Scotland and the UK this is 9%. Fewer also have low-level qualifications – 7% in the region, compared to 11% in Scotland and 12% in the UK. This is lower in the City of Edinburgh than East Lothian and Midlothian. By contrast, more have high-level qualifications – 53% regionally at SCQF 7-12. Within the region, this is 56% in the City of Edinburgh, 45% in East Lothian and 39% in Midlothian, compared to 35% in Scotland and 36% in the UK – reflecting the high level of those in professional occupations in parts of the region³.

Edinburgh has a significantly higher proportion of its workforce employed in professional jobs

than the UK as a whole (30% compared with 20%) and a lower proportion employed in skilled trades occupations (6% compared with 11% in the UK).

Edinburgh has a higher proportion of its residents qualified to SCQF Level 7 and above, reflecting the numbers in professional and managerial occupations. Edinburgh also has a lower proportion of its inhabitants with SQA Level 4 qualifications and no qualifications, reflecting the lower proportion in elementary occupations.

Upskilling this group could allow them to enter higher-level and better-paid occupations. The growth in higher-order occupations is reflected by a growth in demand for employees with SQA Level 7 and above. The proportion of the workforce with SQCF Level 7, 8 and above qualifications will need to grow significantly from 48% in 2012 to 60% by 2022 but the proportion of those required to have SQCF Levels 5 and 6 will fall from 37% to 30%.

Evidence of need/demand

Edinburgh College currently works in partnership with, and serves the needs of, three local authority regions: City of Edinburgh Council, East Lothian and Midlothian. The college's curriculum strategy reflects the economic needs/demand of this region, where they align with national priorities, or stand alone. The college also recognises the role it would play in contributing to the proposed Edinburgh City and South East Region City Deal and the development of an integrated skills programme that considers the needs of people and businesses across Edinburgh, Fife, East Lothian, Scottish Borders, Midlothian and West Lothian as a whole.

Edinburgh:

The City of Edinburgh Council's 'A Strategy for Jobs, The City of Edinburgh Council's Economic Strategy 2012-17' outlines the economic development priorities for the city and those areas in which employment is likely to be greatest. There is a specific focus on employability and job creation programmes for young people to plug an anticipated gap between the demand for work and anticipated

jobs growth. Likely areas of jobs and market growth broadly mirror the national picture. There is anticipated growth in renewable energy around Leith Harbour; tourism around Edinburgh as an international visitor destination; creative industries to resource Edinburgh's year-round festivals; and in life science. Health, education and financial services will continue to have high levels of job vacancies via replacement demand.

East Lothian:

Regional economic strengths, as identified in the East Lothian Economic Development Strategy 2012-22, again broadly reflect the national position with renewable energy, life sciences, the creative industries, and food and drink all providing and expected to provide sustainable levels of employment. Exceptions to the national picture include a small but higher-than-average growth in construction jobs and more employment in recreation and leisure connected to the tourism industry. However, the employment rate has fallen and unemployment has increased: especially among the young. A planned population increase of 12% from 2012-22 and low job density within the region may exacerbate this issue.

Midlothian Council:

The Midlothian Council Economic Development Framework 2007, currently being updated by a Midlothian Economic Recovery Plan, aimed to deliver 10,000 new jobs into the region by 2020. It identifies tourism and life science as areas of sustainable development/growth. Construction, education and the public sector will also provide high levels of regional employment although the actual volume of jobs available is not predicted to increase.

More broadly, the importance of the public sector and financial services to the Edinburgh and Lothians region is reflected in the employment base. A quarter of all employment is in health (15% and almost 57,000 jobs) or education (10% and 36,300 jobs) and 10% of all jobs are in finance and insurance. There are some large employers in these sectors.

Overall, some 37,300 are employed in the financial sector, almost three times more concentrated than the Scotland average. Retail

(35,700, 9%) and accommodation and food services (31,200, 8%), and business services (28,500, 8%) are the other large employment sectors. Relative to Scotland, it is the financial and insurance, information and communication, and professional, scientific and technical sectors which continue to be concentrated in the area. The region continues to have a below-average share in production jobs.

In 2013, there were more than 120,000 jobs in the Scottish Government's identified growth sectors in the region, half in financial and business services (60,200) with sustainable tourism (38,000) also important.

Edinburgh and the Lothians region has specialisation in financial and business services, creative industries and sustainable tourism, and under-representation in energy and food and drink. Of the total £2.8m regional selective assistance awarded to businesses in the region between 2011 and 2014, the greater amount has been awarded to firms in food and drink (£0.8m), and digital media and enabling technologies sectors (£0.75m). Overall, the RSA grants are estimated to have created/safeguarded some 270 jobs in the region³.

Equality and Diversity

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. We are committed to providing an inclusive ethos and environment, where everyone feels welcome, supported and respected.

We believe that, as an employer and public body, we can play a leading part in the promotion of equality and diversity more widely. We recognise that equality of access to education is crucial in unlocking many significant opportunities in life.

We aim to help remove barriers and advance equality for groups who experience disadvantage in our society.

The college's Nominations Committee, on behalf of the Board of Management, seeks to uphold the Equality and Diversity Policy of Edinburgh College, which reflects equality legislation

and best practice. While recommendations for appointment are made wholly on the basis of merit, the Board's guiding principle is to advance equality of opportunity, and vacancies are advertised widely to encourage applications from under-represented groups.

The Public Sector Equality Duty created by the Equality Act 2010 requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation, and other prohibited conduct;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristic groups under the Equality Act are age; disability; gender reassignment; pregnancy and maternity; race; religion and belief; sex; sexual orientation; marriage and civil partnership (in employment). We also recognise that other people may be vulnerable, through social exclusion or deprivation, through being care-experienced, being a young carer or for other reasons.

By the end of April 2017, the college will publish a number of equality reports to fulfil the current cycle of its Public Sector Equality Duty:

1. A report setting out its new set of equality outcomes;
2. A report on final progress in delivering the institution's set of equality outcomes for 2013-17;
3. A report on its progress in mainstreaming the general duty into all functions since 2015;
4. Gender pay gap information and a statement on equal pay, including occupational segregation, for gender, race and disability.

Since the first set of equality outcomes were published in 2013, the college has made good progress in analysing student equality data in order to better inform planning and has raised awareness of equality and diversity through

student and staff training. It has also begun important work on tackling under-representation and on better addressing the needs of students who may be vulnerable because of disabilities including mental health conditions, experience of care or for other reasons. In September 2016, the college was awarded the LGBT Youth Charter Mark Foundations Award for its work in supporting and empowering lesbian, gay, bisexual and transgender students.

The 2017 equality outcomes will reflect where the college aims to be by 2021 in terms of advancing equality, inclusion and diversity. For example, over the next four years, the college will work to ensure all students can access an engaging, high-quality and tailored learning experience, and that positive steps are made in improving equality of opportunity through education to employment, especially amongst our most vulnerable students. It will also look to increase female and male participation in areas where there is under-representation. The equality outcomes will link in with the wider sector priorities, such as Developing Scotland's Young Workforce and the Gender Action Plan as well as the college's objectives as stated elsewhere in this agreement.

The following provides some contextual information about our student population and work being done in relation to these under-represented groups:

Minority Ethnic Students

The percentage of minority ethnic (home) students in 2015/16 was 9.8%. This is slightly higher than the minority ethnic population of the City of Edinburgh (Census 2011). The local minority ethnic population in the surrounding Lothians areas is significantly lower.

The ethnic minority population in Scotland doubled from 2001 to 2011 and will probably continue to rise. Local schools also report having more minority ethnic pupils and this could result in an increase in ESOL-related needs amongst students/potential students. A recent Edinburgh Council publication 'Edinburgh by Numbers 2016' reported that the percentage of school pupils from a family where their main home language is not English ranges across the city

from around 13% in the north-east area to 22% in the north-west. The most common of these languages are Polish, Arabic, Urdu and Chinese. The college currently offers NC ESOL for Employability course at Levels 4 and 5 designed for young learners (16-18) and focusing on English language and employability skills.

Indian and Chinese students tend to be unrepresented in the college, both compared with the local populations in the combined Lothians areas and the (higher) populations in the City of Edinburgh area. One reason for this, particularly in respect of Chinese people, may be that they are more likely to be in higher education; in 2014-15 in Scotland, students who declared their ethnicity to be Chinese were the second largest ethnic group (2.6%) after those who declared their ethnicity to be 'white'.

However, the employment rate for minority ethnic people across Scotland in 2015 was 59.9%, compared with 73.7% for white people. The self-employment rate for minority ethnic people tends to be higher (although this may be partly due to a lack of other employment opportunities). The college's work in supporting self-employment and entrepreneurship should assist this group. One of the actions in the college's Modern Apprenticeship (MA) Equalities Action Plan is to carry out a baseline equality analysis of the MAs and Employability Fund programmes to further assist work in widening access. As part of its equality reporting duties, the college will must publish a statement relating to equal pay, covering gender, race and disability.

College data would suggest that we have a fairly representative proportion of people from a BME background. Going forward the college will advance equality of opportunity to encourage those from a BME background into areas where they are underrepresented, for example, in modern apprenticeships, through the MA Equalities Action Plan.

Our published Equalities Action Plan will also address access, inclusion and representation (including Board and staff diversity).

Disabled Students

In 2015/16 disabled students made up around 14.8% of the college population. The proportion of people in Scotland with a long-term activity-limiting health problem or disability was 20% in 2011 (although the age profile of our students is younger than the general population). On mainstream courses (as opposed to Price Group 5) 6% of students have a disability, including 4% with dyslexia. We are seeing an increase in the numbers of students reporting a mental health condition. A recent Scottish Government report⁵ found that between 2010 and 2013, emotional problems and peer problems have worsened among school children, particularly in relation to the emotional wellbeing of 15-year-old girls.

Going forward, the college will build on the work it has already done in promoting mental health awareness and wellbeing, such as the Black Dog campaign (supported by SANE, the mental health charity) and ECSA's work towards the Healthy Body, Healthy Mind Award, with the development of a Mental Health Strategy. The Access and Inclusion Strategy (s.7) also covers the needs of disabled students. An increase in entry-level provision is intended to help individuals whose disability might have impacted upon their school achievement. Additionally, Edinburgh College's Project SEARCH - a unique partnership with the City of Edinburgh Council, NHS Lothian and supported employment specialist Intowork - supports people with additional support needs into education and employment. Two groups of 12 young people with a learning difficulty who want to move into employment are provided with internships with the host employer over 40 weeks, resulting in improved skills with 800 hours of work practice. A trainer and job coach are based on both sites, working closely with the business to provide classroom learning, internships and ongoing support to the young people.

Gender

The percentage of female students across the college in 2015/16 was 48.6%. As in the sector as a whole, females were underrepresented in areas such as Construction and Engineering, while there was a shortage of male students

⁵Mental health and wellbeing among adolescents in Scotland: profile and trends.

in Childhood Practice and Hair, Beauty and Complementary Therapy. (See s.10 – Gender Action Plan for more details of the college’s work in this area).

The college is working with the Equality Challenge Unit on its Attracting Diversity Project to encourage more females into Engineering and more males into Childcare. As a part of this, the college’s Engineering and Built Environment faculty is currently running an engineering project which involves in-college workshops with 1,000 primary school pupils, as well as creating VLE material and upskilling school teachers. The project is intended to give primary school pupils a better understanding of engineering in an engaging way, reaching out to pupils who might not traditionally think of engineering as a career, with a particular focus on female students and students from SIMD10 households.

Discrete projects to address gender imbalance have also included:

- L5 Product design – a multi-disciplinary course spanning Engineering and Art and Design;
- NC Activity Tourism – to encourage more males into tourism;
- 21 students from local schools attended Codespace CSI, a pilot scheme developed by the computing team to engage young women in digital skills. Eighty per cent of participants were girls aged 14-17.

Age/Deprivation

In 2015/16, 35.4% of students were aged 16-19, with those under 25 making up 60.1% of the population. 8.1% of our students were from the 10% most-deprived areas, with around 8.8% of 16-19 years old students from the 10% most-deprived areas.

LGBT

In 2015/16, around 3.4% of our students identified as lesbian, gay or bisexual, or LGB (includes students who selected the ‘Other’ category).

The Office of National Statistics has published statistics (2015) showing 1.7% of the UK population identified themselves as LGB. A further 0.4% identified as ‘Other’ which means that they did not consider themselves to fit into the heterosexual or straight, bisexual, gay or lesbian categories.

Of the population aged 16 to 24, 3.3% identified themselves as LGB, the largest percentage within any age group. Of these, 1.8% identified as bisexual and 1.5% as gay or lesbian.

We have recently started to collect data on gender identity and our initial data suggested that around 0.9% of our students feel that their gender identity is not the same as the identity originally assigned to them at birth.

The Gender Identity Research and Education Society estimated in 2009 that around 1% of the population experience some form of gender variance but a very small percentage of these seek medical care or undergo transition.

*Sexual orientation and gender identity information has only recently been requested by SFC for collation both in college and more generally and there are still many people who prefer not to disclose this information.

Religion and Belief

19.2% of home students in 2015/16 report being of a Christian faith, a percentage that is considerably lower than in the local council areas. 47.4% report as being of no faith, a figure around 20% higher than in the local population. This difference could be due to the higher population of younger people at the college. The next-highest named faith is Muslim, at 3.5%, which is a slightly higher rate than in the local population.

Care-Experienced Students

0.3% of our students report that they have recently left care. However, it is likely that there is some under-reporting of care experience by students as it is a question that not all students understand or may feel comfortable about reporting.

It is also difficult to establish the number of care-experienced people in the population. According to the most recent published Children's Social Work Statistics (2014-15) around 1.7% of those aged 0-17 in Edinburgh were looked-after children on 31 July 2015. In Midlothian the percentage was 1.4%, in East Lothian, 1.0%. 212 children in these three local areas were looked-after children of 16 or over on that date. However, the number of care-experienced people (which includes people up to the age of 25) will be greater than this.

Whilst acknowledging delivering 3% of credits to care-experienced students in 2019-20 is ambitious, specific marketing targeted at social work services, CPP partners, residential units and foster parents in tandem with the publishing of our Corporate Parenting Strategy is intended to grow our recruitment with this priority group of learners. The college's ambition for care leavers is in line with the changes to the Children and Young People (Scotland) Act 2014.

Further initiatives to remove barriers to participation will include:

- Participation in development of a Care-Experienced Hub with other regional colleges and universities;
- Improved links with throughcare and aftercare, activity agreements and youth justice and young people's units to agree better transition pathways;
- Earlier enrolment and support including interventions to address barriers, including support over the summer period;
- Identification of a key worker in college.

Carers

4.3% of students declare that they are a care giver.

British Sign Language (BSL)

In 2015/16, 0.3% of students declared they were deaf or had a hearing impairment. A smaller number of these would be profoundly deaf BSL users.

Following the BSL (Scotland) Act 2015, the first Scottish BSL National Plans will be published in October 2017. The ambitions most relevant to the college contained in the draft national plan were:

3. Our ambitions for post-school education
 - 3.1 People whose first or preferred language is BSL will be able to maximise their potential at school, will be supported to transition to post-school education if they wish to do so and will receive the support they need to do well in their chosen subject(s)
 - 3.2 People whose first or preferred language is BSL can access lifelong learning opportunities, including community education
4. Our ambitions for employment
 - 4.1 People whose first or preferred language is BSL will be supported to develop the necessary skills to become valued members of the Scottish workforce, and will have fair and equal access to employment opportunities, including apprenticeships, internships and employability programmes
 - 4.2 People whose first or preferred language is BSL will be provided with support in the workplace to enable them to remain in and progress in their chosen career

The college will work in line with these ambitions. We have already identified actions we need to take, such as providing deaf awareness training, having a stock of resources for staff users and developing a strategy for preparing BSL users better for college and employment. An early induction/information session for prospective students who are deaf was planned for June.

7. ACCESS AND INCLUSION STRATEGY

Edinburgh College has a vital role to play, both in society and the economy, in terms of widening access to enhance social mobility and reduce unemployment, improving employability and entrepreneurial skills, upskilling the workforce and engaging with universities and industry to provide the best possible opportunities for employment or further study. The college is committed to access and inclusion for all students and its new Access and Inclusion Strategy is informed by, and supports, the Regional Outcome Agreement, the Quality and Equality Outcomes Agreement and the college's Business Transformation Plan.

The college will continue to collaborate with community partners to ensure sufficient provision is made available to those in our region most at risk of not achieving a positive outcome. In session 2015/16 Price Group 5 (previously DPG 18) comprised 7.4% of the college's total provision. We will strive to widen access and increase participation from the most-deprived areas in our region and we will endeavour to enhance social mobility by engaging with our most 'hard-to-reach' communities, broadening the offering of ACE courses for PG5 students and strengthening links with special education needs schools.

We want to ensure that all Edinburgh College students feel respected in college and have an equal opportunity to fulfil their potential. We want all Edinburgh College students to complete their programmes of study and progress into employment or further study. We believe that access and inclusion for all helps to tackle the economic and social challenges in our communities and encourages and enables all of our students to be independent learners.

At Edinburgh College:

- 9.1% of students have an additional support need;
- 34% increase in referrals for student support in 16/17 (excluding high number of referrals due to significant mental health issues);
- 15.5% of students reported having a disability in AY 15/16;
- 38% increase in students requiring support for a range of needs including physical disabilities, mental health, dyslexia and autism.

Edinburgh College has a student-centred approach and will provide support, advice and guidance to remove or minimise barriers that may impact on their learning or their ability to integrate into college.

This will be realised through:

- Better targeting of under-represented groups;
- Strong Schools College Partnership and outreach;
- Improved transition arrangements;
- Cohesive IT systems;
- Blended and assistive learning;
- Focused support and guidance;
- Developing students' study skills;
- Updating Personal Learning Support Plan model;
- Increasing staff in support and guidance in line with projected growth in need for assessment and support;
- Adapting current policy and procedures to reflect the changing requirements and demands being made on Edinburgh College;
- Implementing new alternative assessment arrangements

Edinburgh College's improved model of extended learning support (ELS), based on improved flagging of ELS in the application process; earlier transition support and improved SQA-approved Alternative Assessment Arrangements, will help the college attract and support increasing numbers of learners accessing courses at SCQF Level 3/4 as these have fallen 5.4% from 37% in AY 2014/15 to 31.6% in 2015/16.

There is an increased demand from school leavers who have identified support needs. Edinburgh College is now working closely with the local authorities to develop improved approaches to transition arrangements. This will include sharing support arrangements and learning plans where appropriate to ensure supports are in place on entry to college. These will then be reviewed during the first semester and adapted to meet the new learning environment. This will also include Schools College Partnership students.

We are currently improving mechanisms to routinely analyse student recruitment, retention and progression through the college's Business Transformation Plan. The restructuring of Student Services, Course Recruitment, Student Records and Support and Guidance into an integrated Student Experience department will improve response times to enquiries and requests for support, funding information and application information, and will be underpinned by a new Retention Policy.

Through the college application process students are encouraged to provide information regarding additional support needs to improve the quality of their teaching, learning and support. Students are reassured that the identification of their support needs is confidential and will be used to ensure they receive all appropriate support and will not impact on their application or progression opportunities.

8. DEVELOPING THE YOUNG WORKFORCE AND SENIOR PHASE VOCATIONAL PATHWAYS



Schools College Partnership provision, especially with Foundation Apprenticeships in Financial Services and with a specific

focus in areas of deprivation, will be enormously beneficial in delivering the strategic aim to reduce poverty, promote attainment and spur economic growth. New courses at entry level that provide clear routes from school into and through college, and continuing to provide opportunities for students with disabilities and those furthest away from education and employment, will continue to be a key college focus. The second programme of our BTP - Curriculum Relevance, Regional and Community Planning Partnerships - is devoted to ensuring that our 2017-20 curriculum meets local, regional and national need whilst ensuring that policy drivers and economic development are supported by our curriculum, students and staff.

College provision to meet the requirements of CfE Senior Phase has grown in line with policy by 0.5% to 823 students (2.2% of college total credit delivery, up from 1.7% in 2014/15 - measure 2a & 2b). The total amount of activity for Schools College Partnership provision delivered to S3 and above was 6,356 credits (3.5% of overall delivery in 2015/16, measure 2c). In 15/16 67.1% of senior-phase age pupils successfully completed their qualification (measure 4c), a 3.2% increase on 14/15.

The college's Developing the Young Workforce steering group, launched in January 2015, meets quarterly and comprises representatives from schools, special schools, relevant regional local authorities, and Edinburgh Chamber of Commerce. Its remit is to bring together those with a stake in delivering DYW to plan to provide more work-based vocational opportunities for young people with a view to getting them into employment. Three consultation meetings have been staged with schools, and one with Skills Development Scotland, alongside a DYW conference with

Developing the Young Workforce

Edinburgh, Midlothian and East Lothian

It is our vision to deliver a partnership across the region which will ensure a positive destination for every young person and to transform the relationships between business, the third sector and education for the benefit of all three and for the wider regional economy

We are working towards:

Delivering an improvement in employers' engagement with schools and colleges in the region

Encouraging and supporting employers to open up job and development opportunities to more young people

We will do this by:

#1
Actively supporting businesses

#2
Working collaboratively across the region 'The Guarantee'

#3
Introducing Digital Tools 'Marketplace'

#4
Sharing best practice and celebrating achievement

Regional Data 2015/16	Get Involved
<ul style="list-style-type: none"> ↑ 92.1% Positive Destinations ↑ 773 Employers recruiting a Modern Apprentice ✦ 153 Skills Sessions 👤 36 Career Insight Activities 💡 31 Inspiration Events 	<p>Find out more and access support</p> <ul style="list-style-type: none"> ☎ 0131 221 2999 Option 9 ✉ dyw@edinburghchamber.co.uk 🌐 www.edinburghchamber.co.uk/dyw

employers, to ensure the college's curriculum is shaped to provide these vocational opportunities.

In order to promote these opportunities for vocational training, including foundation apprenticeships, the college has delivered the following in relation to feedback received:

- Senior-Phase 2016/17 Course Prospectus distributed to actively target senior-phase pupils across the region;
- Programme of SCP taster days in May 2016;
- School Application Tracking Portal, displaying live details of the numbers of applicants from each school to school staff to build a picture of application patterns;
- New schools area of college website, designed by the Marketing team in partnership with the Schools team to cater for pupils, school leavers, teachers and parents.

The college has recruited more than 800 SCP pupils from 32 secondary schools in 2016/17; however, it recognises challenges identified by school partners around transport, timetabling, and school pupils' comfort in the college environment, in terms of delivering an attractive SCP offer.

To address this going forward, the college has developed summer schools for SCP pupils, which will take place in summer 2017 and will focus on both study skills and on familiarising students with the college environment. In order to provide greater flexibility to students in the senior phase, the college has also committed to delivering new DYW courses in the STEM digital cluster and entered discussions with partner schools around delivering a SCP qualification on their premises, using their facilities – in order to act as a cluster or 'hub' school for four other surrounding schools. The college has also, in 2016/17, launched Career Coach on its website to enable pupils make decisions about career choices according to their personal preferences and goals. Career Coach provides students with essential information about careers, from employability prospects and salaries to the numbers of existing professionals working locally in a particular field.

The college's dedicated Schools College Partnership working group, created under the auspices of the college's Business Transformation Plan, is working to refine and grow school-college provision as part of the wider process of curriculum review, with senior-phase learners due to increase in the region from 65,400 (2014) to 66,400 (2018). Discussions with schools in October 2016 centred on accommodating this growth, and included:

- Developing flexible pathways for senior pupils;
- Identifying opportunities for senior pupils;
- Establishing the best way to influence parents and carers;
- Identifying the best means of communicating our information;
- Identifying solutions to travel and timetabling as noted by the early adopters SFC report as barriers to progressing DYW activity between schools and college;
- Creating a new cross-authority DYW consultation group focusing on the issues above.

Our Schools College Partnership activity has also focused on Schools for Higher Education Programme (SHEP) schools – 297 credits were delivered to SHEP schools, at HE level, in 15/16 (measure 2d) an increase of 0.1% from 14/15. Our STEM policy in primary schools has grown our reach to 1000 pupils (STEM delivery in 15/16 accounted for 34,976 credits - 19% of overall provision (measure 3)), with the most deprived domiciles as a priority target group. Our senior managers are part of the leadership locality teams in Edinburgh and equivalent groups in Midlothian and East Lothian - these CPP groups have prioritised the income-related gap with solutions created and offered by the college to upskill parents and children - whole-family solutions to improving the lives of residents within SIMD 10 areas in our region.

To complement its SCP offering, Edinburgh College developed its Foundation Apprenticeships offer in 2015/16, recruiting for FAs in Financial Services, Civil Engineering and ICT/Digital. Due to disappointing take-up, only the foundation apprenticeship in Financial Services was delivered in 2016/17, with the seven students who enrolled on this one-year course entering a positive destination upon completion: three entered university; one enrolled on a higher-level course within Edinburgh College; three entered employment in the financial sector.

The success of the college's foundation apprenticeship in Financial Services – one of only two offered by Scottish colleges – is further developed in 2016/17, with 19 students recruited this session.

For 2017/18 the college has bid for and expects to deliver:

Foundation apprenticeships (FAs) in Business Skills, Civil Engineering, Engineering, Financial Services, Information Technology, Social Services and Healthcare. This is expected to grow in the following year to accommodate the forecast increase of around 1,000 learners in the senior phase. The college is measuring courses tagged as Developing the Young Workforce (DYW) (SCQF 5 and above with vocational qualifications) and therefore expects a growth of 50% of this group of learners - 25% each year.

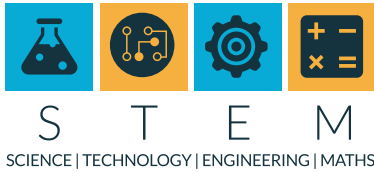
The performance of foundation apprenticeships in 15/16 was disappointing overall; however, a variety of issues at sector level have now been identified in SFC's Early Adopters Report including: parental awareness of FAs & parity of esteem with existing qualifications; transportation to college and inconsistency of timetabling across the region's schools. The unsuitability of two-year apprenticeships for students in the senior phase has also been identified.

The University of Strathclyde's decision to recognise FAs as the equivalent of two Highers, subsequently mirrored by Edinburgh Napier University, Queen Margaret University and the University of Glasgow; is anticipated to encourage the growth of this priority area.

The college's curriculum plan 2016-2020 will include the following specific measures in relation to growing provision in line with DYW and in senior phase offerings:

- A 100% increase in the measured number of DYW students attending college courses by 2020 (16/17 baseline; 235 students) through:
 - Increasing number of foundation apprenticeships from 1 to 12 cohorts in 2018
 - Offering FAs in key sectors including IT/digital; creative industries; engineering & construction; health and social care; financial services and business;
 - Repurposing SCP provision that has not led to vocational qualifications at SCQF 5 or above;
- Introducing four new vocational degree offerings in the creative industries;
- Three per cent increase in entry-level provision with a simpler vocational approach to Entry to Learning, leading to clearer, guaranteed, progression;
- A 10-12% increase in learners attending from SIMD10 areas through a targeted approach at key schools.

9. STEM MANIFESTO



The college's recently developed STEM Manifesto supports the delivery of a

new STEM strategy, created in partnership with NEF GB Ltd to ensure Edinburgh College plays a leading role in supporting the development of strong STEM capability for the region.

The strategy positions the college to deliver cross-curricular provision to drive innovation, enterprise and employability, and serves as a vehicle for strategic engagement with local industry to provide competitive advantage for STEM learners.

Demand for STEM skills is increasing across a number of industry sectors. Through strategic investment in STEM development we will ensure our learners have better progression opportunities, employers get the right skills they need to grow their businesses, and the community prospers.

Through an integrated and coherent industry-influenced approach to our STEM provision we will develop the capability to deliver new and emerging technology provision that meets the needs of key regional industrial sectors and ensures our students are digitally fluent and equipped to develop key skills to support economic future work.

Our aims

- To develop a coherent and integrated approach to STEM which addresses regional demand, improves engagement and enables progression;
- To develop new cross-curricular provision that reflects validated demand in areas of economic growth and embeds innovation, entrepreneurship and enterprise in all STEM programmes, preparing our students for successful and sustainable careers;
- To ensure that the STEM curriculum is as technologically relevant and current as possible, by working with employers and industry to increase the number and diversity of progression pathways in order to address the skills demand and drive economic prosperity;
- To further develop progression pathways that will afford all learners the opportunity to participate in the STEM-based economy and demonstrate curriculum links to career opportunities, fostering a culture of enterprise learning and learner career development.

STEM Pledges



Future Focused

Edinburgh College will develop its STEM provision with a focus on five strategic curriculum clusters:

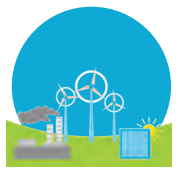
Automation and Intelligent Systems



Demand in Automation and Intelligent Systems covers a broad range of skill shortages across many STEM-related sectors. Future trends for

the region indicate manufacturing output will increase. This regional picture, combined with a trend across the wider UK manufacturing sector to diversify into high-value manufacture including composite materials and industrial biotechnology, will require new resource efficiency methods, control systems, process technologies and materials, requiring highly skilled and adaptable learners.

Sustainable Energy and Construction



The renewable energy sector continues to expand in Scotland, with increased demand for energy predicted to grow by more than 50% by 2035. The

power-generation sector is still developing and will require a cross-curricular skillset that spans competencies located in construction, engineering, IT, environmental and design disciplines.

Employment in construction is projected to grow at a rate of 13.1% in Edinburgh and the Lothians region, as outlined in the economic assessment forecast to 2022. Forecast drivers of growth within the construction sector are centred on energy and the environment, and occupations in the low-carbon/green economy and renewable technologies.

Computing and Business Analytics



Projected growth in the digital technology sector in Edinburgh, Fife and the Lothians is 36.1% to 2022.

The Computing and Business Analytics cluster will focus on

the applications of cloud computing, information and communication technologies, and their applications including cyber and smart systems and networks, as well as big data and security. Students on programmes within this cluster can gain the skills needed to undertake programming projects, be exposed to the latest trends in software development, design and testing, and be familiar with interface, tools and SDK (software development kit) methodologies and configurations.

Health, Wellbeing and Life Sciences



Employment in the healthcare sector comprises 15.1% of local labour demand in Edinburgh, where there is predicted to

be large growth in employment. This cluster represents the inter-connectivity of health and wellbeing with a focus on biological, analytical and sport sciences as well as clinical areas of physiotherapy, sports therapy, nutrition and dietetics. Employer demand towards 2020 suggests the need for high-level skills in clinical trials, advanced genetic research techniques, bioinformatics, bioprocessing, practical laboratory skills and manufacturing practice as well as analytical chemistry technician skills.

Design and Digital Technologies



The Scottish tech sector is healthy and vibrant. It employs 73,000 people, primarily in high-value jobs and makes a direct contribution of £3billion per annum to the Scottish economy.

Between now and 2020, the number of digital tech professionals within the Scottish digital tech industry is forecast to grow 1.91% per annum to 84,000.

Edinburgh is now emerging as the largest technology hub outside London. It has seen an acceleration in the number of digital technology companies being based here. Arts and other services in design technology between now and 2022 will see employment demand increase.

Energy Skills Partnership:

Edinburgh College is a member of the Energy Skills Partnership (ESP), working with other Scottish colleges including South Lanarkshire and Ayrshire, to support development of teaching approaches across engineering, energy and construction in line with its STEM commitment, including the development of new learning materials and procurement of shared resources and training equipment.

The college has in the past 12 months provided students, through its membership of the ESP, with access to an immersive hybrid reality (iHR) tool to simulate working at heights through the use of virtual reality.

Future Activity

Whilst the college is focussed on STEM and taking forward its STEM Manifesto, the college is championing the Science, Technology, Engineering, Arts and Maths (STEAM) approach to the inclusion of STEM within our curriculum.

This is an internationally respected approach, that acknowledges Art and Design as key instigators and contributors that drive STEM innovations, positively impacting on our communities, emerging technologies and sustainable economies.

10. GENDER ACTION PLAN

Edinburgh College is committed to promoting and embedding equality of opportunity and diversity in employment. We believe our staff should be rewarded fairly and equitably and believe no one should be held back because of who they are or their background.

We are committed to the principle of equal pay for all our employees and aim to eliminate any bias in our reward systems. This includes equality on the basis of gender; race; age; pregnancy and maternity; gender reassignment; sexual orientation; religion or belief; marital/civil partnership status; ethnic origin; and disability.

We recognise the importance of staff confidence in the process of eliminating bias within our reward systems and we are committed to working in partnership with the recognised trade unions, EIS and Unison, to take action to ensure equality within our reward policy and practice.

Our objectives to achieve equality of financial reward for all employees doing equal work are:

- Ensure that there are no unfair, unjust or unlawful practices that impact on reward;
- Work in partnership with trade unions to harmonise terms and conditions for Edinburgh College staff;
- Develop and operate a reward system that is transparent, based on objective criteria and free from bias;
- Determine if there are any inequalities and, if so, investigate promptly and take appropriate remedial action where required;
- Implement phase two of the job evaluation system to assess the relative value of all roles across our organisation;
- Review and calculate the pay gap after the implementation of the job evaluation system;
- Respond to equal pay grievances as a priority;
- Provide appropriate training and guidance for those involved in determining pay;
- Inform employees of how these practices work and how their own pay is determined;
- Fully utilise the HR IT system to collate all staff data and enable robust reporting against the protected characteristics.

The college's (mean) gender pay gap has increased slightly since 2015, from 3.25% to 3.80% as at 28 February 2017. While this is significantly lower than the (mean) gender pay gap in Scotland of 14.9% (2016 provisional results), the pay gap does tend to be lower in the public sector. The gender pay gap is wider for part-time workers in the college. However, the Scottish Government website suggests that any difference within +/- 1.5 percentage points of last year's figure suggests that the position is more likely to be maintaining than showing any change. A more detailed commentary with actions to address gender pay inequality will be contained in our equality reporting documents in April.

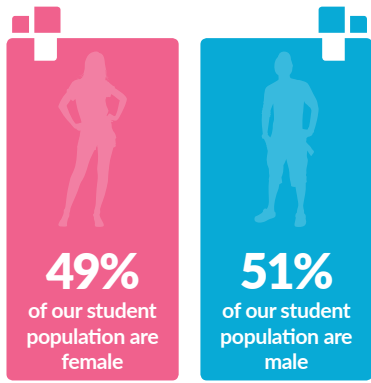
Recent data suggests the college continues to have an under-representation of minority ethnic staff members compared to the local population (around 1.5%, compared with 8.3%). The disclosure for ethnicity is relatively high (78%), compared with the disclosure rate for disability (31%) and for other groups. The college will continue to encourage staff disclosure and work towards better representation of under-represented groups.

As part of the Partnership for Change, the Scottish Government has stated its aim of addressing the underrepresentation of women on the governing bodies of colleges and its support for the 50/50 by 2020 initiative, which it sees as providing a platform for public authorities to test their recruitment structures.

The 50/50 by 2020 initiative invites college boards to pledge to work towards a 50/50 gender balance by 2020.

On 13 December 2016, the Board of Management agreed to participate in the 50/50 by 2020 initiative.

Overall gender balance on the Board as of March 2017 is 50/50.



Specific curriculum plans are underway for the rebalancing of gender within the STEM area. A large cohort of gender-balanced P7 students enrolled in the college

to undertake skills-focused activities spanning four years, with a view to tracking progress and motivation to study in these areas. Cluster secondary schools will play a major role in this. The Equality Challenge Unit will provide support and guidance for this innovative strategic project. In the area of childcare, specific training in line with government priorities to increase the amount of free childcare provided to families will create a large demand for training, which will see the college increase its training provision in partnership with the local authorities. The college will ensure to focus on creating specific opportunities for Men in Childcare through partnership working with third sector partners and Community Learning and Development Standards Council for Scotland.

In line with Scottish Government priorities, the college is further focused on balancing gender representation for 16-24 year olds, although the college is taking action to address imbalance for all age groups. The following three superclass areas have been chosen to ensure the college commitment to stated increases by 2020. These curriculum (superclass) areas were selected as they represent the greatest gender imbalances compared to sector and include: Electrical Engineering; Mechanical Engineering and Construction operations.

The college is working to address all five areas contributing to imbalance of gender, and is specifically focused on infrastructure, influencing and influencers. The college is also working in tandem with Skills Development Scotland in our contribution to implementing SDS' Equalities Action Plan for Modern Apprenticeships, which is to specifically identify gender imbalances in retention and achievement by subject and address those with goals and actions.

	Minority gender percentage		
	EC 2014-15	EC 2015-16	3 year Sector Average (11-12 to 13-14)
Electrical Engineering	2.2%	3.0%	4%
Mechanical Engineering	5.5%	5.6%	7%
Building/Construction Operations	1.3%	1.8%	4%

The Equality Challenge Unit is also working with the college on a specific project of research, looking at childcare, electrical/mechanical and automotive engineering. Research suggests that barriers differ, and will require different solutions, depending on subject. Actions will be determined by evidence of likely impact, based on college, ECU and other sector research. The college will develop policies, processes, strategies and CPD plans for staff through the development of our work with ECU on the Gender Action Plan. This will support organisational learning, attract financial support and create a collaborative network of industry, schools and college solutions to occupational gender imbalance.

The college is engaging with careers information advice and guidance, Skills Development Scotland, parents, students and through our outreach work with schools using positive role models and promoting single-sex activity through positive discrimination. Through our work on the Business Transformation Plan, we have developed an equitable admissions procedure of single application and ensured that our marketing and course packaging/design endeavours to promote gender rebalance. Through the continued work of the BTP, the college is appraising the future estate to ensure it offers gender-inclusive environments, tackling environmental and structural barriers. Our students' association is also a key partner in developing student networks, peer groups and supporting progression for all.

11. WORK EXPERIENCE

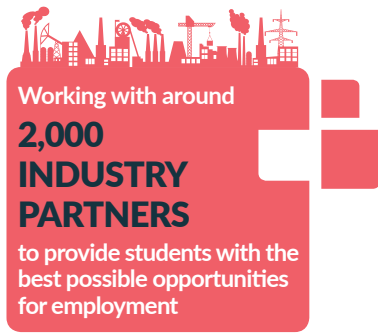
The ultimate aim of the curriculum and the college is to provide work-ready graduates. A lack of work experience is the main reason why employers turn away young applicants. In contrast, 24% of employers who provide work experience for a student take on the person at the end of their placement. More emphasis will therefore be placed on work placements across all full-time programmes with availability and accessibility to work placements being a major factor in assessing the effectiveness of a course at curriculum review. Courses that lead to job outcomes on completion, especially where the job is directly related to the course of study, will be a key measure of a course's effectiveness.

Courses will have an annual audit to ensure that all the modes of work experience comply with the SFC publication Work Placement Standard for Colleges. Employer engagement will be captured through a centrally available database, and published to further promote the employers engaging with learners in the region. Employers will also engage with courses by participating in revised college self-evaluation processes, to ensure that courses are providing learners with the optimum blend of technical skills and knowledge.

The college is committed to improving its measures of work experience and currently measures this by looking at specific SQA units of activity. However, as noted by the recent SFC report on the development of work experience guidelines for colleges, colleges provide many forms of work experience. The college will carry out an audit, by 2018, which will provide the following:

1. Identify levels of work experience attributed to all programmes using a variety of measures;
2. Create an action plan to improve work experience where it is low;
3. Engage with the regional DYW group to improve employment opportunities for learners using 'Marketplace';
4. Create a multilayered interactive digital map of employers engaging with the college;
5. Create dedicated points of contact within the college to engage with employers which will enable employer-led conferences to take place in all faculties.

12. EMPLOYER ENGAGEMENT AND BROADER STAKEHOLDER ENGAGEMENT



The college is continuing its work to develop its employer councils as an integral element of the curriculum planning process; complemented by work being

taken forward by the DYW steering group. As noted above, work experience and employer engagement are closely linked, and the college's strategic approach reflects this.

Through the college's integrated and coherent industry-influenced approach to our STEM provision we will develop the capability to deliver new and emerging technology provision that meets the needs of key regional industrial sectors and ensures our students are digitally fluent and equipped to develop key skills to support economic future work. Through its membership of the Energy Skills Partnership the college has strengthened links with employers through representation on a range of existing industry and government groups, and influencing boards including:

- ESP Steering Group
- Engineering Themed Group
- Construction Themed Group

There will be greater engagement with employers in every curriculum area. At a general level, the college will proactively engage with employers groups such as SDS, SSCs the FSB, the IOD and local chambers of commerce. The college has formed stakeholder councils for

every curriculum area. These will be consortiums of employers from the public, private and third sectors who will meet on an ongoing basis to advise the college on developments in the external market and how these should be reflected in the curriculum.

The college will significantly increase the number of modern apprenticeships it offers. It will also engage more effectively with employers to increase the number of sectors in which modern apprenticeships are offered and the levels of education available via the modern apprenticeship programme.

The outcome of this increased focus on modern apprenticeships will be to create parity of esteem between academic and vocational education and a range of educational opportunities that are better aligned to the skills required by regional employers and that better support regional economic growth.

Mapped pathways will enable young people to progress through to apprenticeship schemes from foundation-level apprenticeships, in partnership with schools, along with a mixed portfolio of new graduate apprenticeships.

In 2016 the number of students on MA programmes is 81 and this is expected to increase in the areas of IT/Digital, Gas and Electrical installation, Transportation and Waste Management.

More broadly, the college's self-evaluation model has changed significantly to ensure all curriculum teams consider stakeholder engagement from industry in the evaluation and planning of their course provision in 2016/17 and beyond.

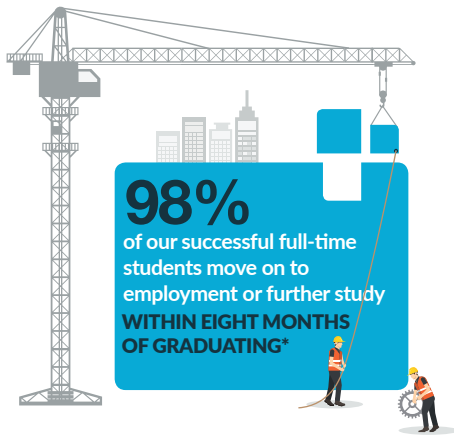
Edinburgh College is an active member of the three community planning partnerships across the region: East Lothian, Edinburgh and Midlothian. Members of the college's senior management group, in line with statutory obligations, will continue to attend and actively participate in local community planning across the region. The college is committed to, and believes in, the mutual benefit of community planning partnerships, and the contribution this will make towards achieving the college's own ambitions and strategic drivers; accordingly the college's Board of Management has established an External Engagement Committee to actively monitor and advise on the college's work as part of these CPPs.

Edinburgh College works and will continue to work with the local authorities through representation on the CPP and CPP sub groups and by delivering on key objectives contained within each authority's Single Outcome Agreement.

The college will align its curriculum closer to the skills gaps and shortages of employers. It will also engage more with employers and look for their support to:

- Grow employer engagement in specific areas and formalise excellent practice in others by the development and implementation of employer councils. These bodies will be used to inform and advise on curriculum design and development;
- Improve employer engagement and participation in employer forums to better align the curriculum to industry developments;
- Increase the number of students who find and progress to a job directly related to their course of studies. This will be achieved through a gradual shift of provision to more employer partnership models of learning and through the growth in apprenticeships;
- Grow the volume of work placements (especially in full-time provision) essential skills and employability units on FE course frameworks to better support students towards a positive destination.

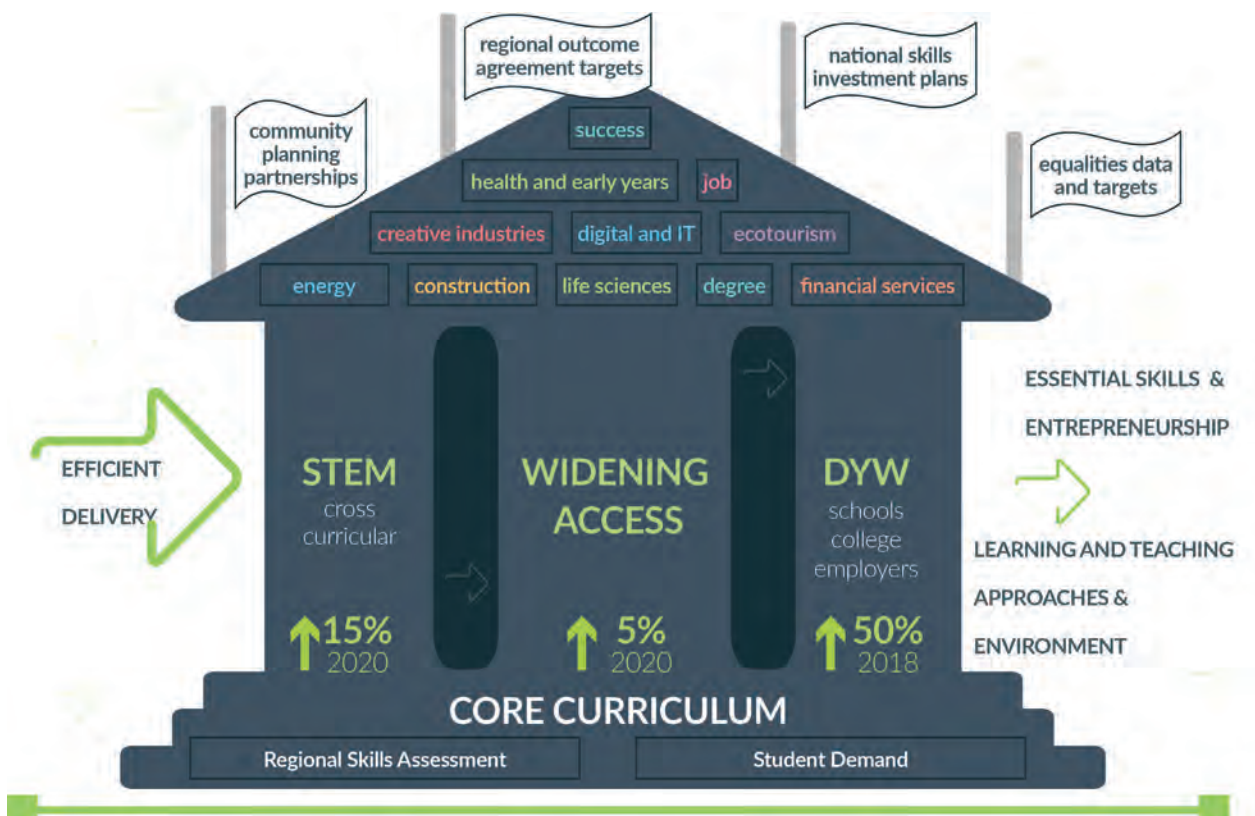
13. CURRICULUM PLANNING



Following a curriculum health check review in August 2015, the college embarked upon a wider consultation process with the Board of Management, the Senior Management Group, curriculum managers and employers. The health check provided clear terms of reference for significant change anticipated for 2016/17 to remove low-recruiting courses and to overhaul courses where performance indicators (PIs) were concerning. Further data and evidence was collated via employer engagement and Skills Development Scotland (SDS) to ensure that future provision is aligned to skills gaps and shortages, and that the curriculum is positioned to support areas of economic growth.

In line with this:

- A new curriculum planning tool was developed to capture, communicate and manage curriculum data to aid strategic and financial planning. It captures: current and historic PIs; equalities data; current credit-bearing enrolments and start enrolments for the current year; future expected credit-bearing students for the next year; and the key regional skills assessment data in a RAG format. It is a live document in a shared area and is being accessed and used by all managers;
- A new planning matrix was also developed to record and track curriculum changes. For 2016/17 the college has recorded 97 changes – mostly alterations to a framework or course name; 85 deletions – where occurrences are deleted due to low demand and new provision has been identified; and 30 new courses including foundation apprenticeships in key areas of employer demand. Twelve new courses in entry-level provision (a 3% increase) have been initialised in line with employer demand and industry standards.



Using this tool, recruitment targets for 16/17, based on the projected numbers, were analysed and communicated to curriculum managers. The first steps to redesign/rebalance curriculum to meet needs of local industry have been taken with appointment of a new senior management team, charged with developing an attractive curricular offer and extending links into schools, through Curriculum for Excellence, and meeting the challenge of DYW and Opportunities for All.

Curriculum Change 17/18 - 19/20

- 40 New STEM courses as recommended by NEF;
- 11 new DYW courses or occurrences (100% increase in student numbers);
- 30 new widening access courses.

Active steps to reshape our three-to-five year curriculum offer, to support economic drivers, as part of the college's challenging three-year Business Transformation Plan, began in October 2016: a new curricular structure, to meet these external needs and growth, has been put in place and will be supported going forward through the introduction of a new curriculum leader role. Significant changes have also taken place to reshape the size and structure of four new faculties, whilst taking into account new commercial opportunities, particularly relating to the STEM clusters, as well as the DYW courses and widening access pathways as noted above. Realistic growth targets take into account the balance between regional job growth and student demand, reflecting the responsibilities the college has as a single regional provider of tertiary education.

In terms of Opportunities for All, 43% of college provision was delivered to 16-19 year-olds in session 15/16. A target of 52% has been set for session 16/17 and Opportunities for All has been highlighted as a key driver in the college's Curriculum Strategy. Data provided on 16-19 enrolments, through the revised Curriculum Planning Tool, will form a critical element of evaluation and forward planning and will be closely monitored through the college's new performance review process.

For 2017-20 a new performance review process, introduced in November 2016, assessed the extent to which the existing curriculum is:

- Effective and quality-assured with reference to key performance indicators and the overall student experience;
- Efficient in terms of good use of resources, using fully utilised staff and efficient and appropriate forms of delivery;
- Meeting the demands of the skills gaps and shortages identified by employers in the region and nationally;
- Meeting the demand of all learners and stakeholders in the region.

The review, based on the four principles above, identified provision which should be retained, changed, replaced or cancelled. It was based on student profile data, three-year enrolment and PI data, self-evaluation action plans, data from employers, schools, universities and other key community planning partners and stakeholders. It resulted in 222 changes to the curriculum.

Effectiveness of the curricular offer is now measured at fixed points through the academic year through formal performance reviews.

In the past 10 years unemployment has increased. The level of economic inactivity has also remained constant with more than 5.4% of those of working age not in employment in the Edinburgh region (Sep 2016, source NOMIS).

The college will work with its community partners on a wide range of targeted initiatives that will provide people with the work-ready skills, confidence and capacities to make the changes required for them to become economically active. A particular priority will be young people. The college will retain high levels of funded activity to support young people aged 16-24 into work.

The college has invested in a new system entitled 'Career Coach' to engage all learners in the region in finding the most appropriate pathway to the job or vocational area they wish to enter. The site will enable learners to connect directly to the course they need to take as well as providing a CV builder.

It will take account of all the data in the region, mapping job opportunities both current and projected.

This is a clear focus on routes to employment. The college will continue to invest in applications such as these to engage learners and connect them to opportunities in the region with employers, such as 'Marketplace'.

The college will also work with partners to reduce the number of people in the region with no or low qualifications. Almost 16% of the region's population is not qualified to SCQF Level 5 (source, NOMIS) or has the skills to match the jobs available or that will be available.

There is also a significant migrant population where the lack of English language capability is a barrier to their economic activity. The college will continue to work with its community partners to optimize the availability of capability and capacity to meet the needs of this migrant population and enable more of them to progress towards a positive destination.

Source: <http://ippr.org/read/jobs-and-skills-in-scotland>

14. ARTICULATION & SCQF

Edinburgh College has one of highest proportions of articulating students in Scotland (529 students articulated with advanced standing). Our work in associate degree provision, SWAP courses, strategic skills planning within the City Deal and curriculum planning projects through the college's Business Transformation Plan represent the college's commitment to ensuring that articulation continues to grow - especially for learners from the most-deprived data zones.

The college offers very few non-SCQF credit-rated courses (comprising 1.67% non-recognised qualifications). Where non-credit rated courses are being utilised, the college is working with 24 awarding bodies to develop a suite of qualifications to ensure attainment at entry level is badged by a relevant awarding body.

15. APPRENTICESHIPS

The external environment demands, via the report on Developing Scotland's Young Workforce/Scotland's Youth Employment Strategy, that apprenticeships are the primary means by which education training and skills development should be progressed. Some curriculum areas have established track records in delivering apprenticeships successfully: Engineering, Construction and Railways provide good examples.

Responding to the above strategy the college is working with schools, employers and SDS to significantly increase the number and scope of direct and indirect apprenticeships that will be available. Initially, these will focus on areas of high demand and projected growth. But ultimately, the aspiration is to have apprenticeships across the curriculum portfolio to provide an attractive alternative to attending college full time.

Specific opportunities/issues being considered at present are:

- Demand-led modern apprenticeships in Customer Services, Accountancy, Financial Services, Management and Waste Management;
- Foundation apprenticeships in Financial Services, Engineering, Business, ICT/Digital, Care, Civil Engineering;
- Development work currently ongoing with SDS on the scope for graduate apprenticeships and Creative Industries;
- Improving capability, ownership and responsibility across the college for the delivery of indirect apprenticeships via the SDS contract.

The pressure on the college and the sector's finances means that it is a challenge and a necessity for every curriculum area to work in partnership with the Business Development team to actively engage in market development activity or new product development to meet a bespoke demand or identify products within their portfolio that may be appropriate for commercialisation. International consultancy and training will be increased in partnership. A separate strategy will support this document.

In recent years Edinburgh College has supported modern apprenticeship provision across 10 different delivery areas, with around 350 MAs on our contract. The college recognises, however, the need to refocus our current contract in order to grow it again, using MA performance data to highlight high income areas and forecast the curriculum resources and facilities required to support growth in these areas. In line with this we acknowledge the need to increase our provision in Automotive, Engineering, Security and Life Sciences, and look

at reducing our provision in under-performing, low contribution areas, such as Hospitality. Additionally, we will consider further development in new areas (for example the legal sector).

In terms of achieving growth and improving quality, the college will consider the role of relationship managers in identifying new (larger) employers where returns can be achieved more efficiently – for example, targeting larger garages alongside our existing individual SME automotive base. Quality will be further assured through monthly performance and quality review meetings with employers, focusing on a number of key performance and satisfaction areas, feeding this back into the SDS contract co-ordinator and assessors.

The college is also positioning itself to satisfy the growing appetite across Scotland for graduate apprenticeships in engineering, Accountancy and Legal Services within the next five years.

16. MEETING THE NEEDS OF GROUPS OF VULNERABLE LEARNERS

Following a senior management restructure, the newly appointed Assistant Principal for Curriculum Design and Delivery outlined in May 2016 widening access as one of four priority areas of curricular development to 2019, encompassing a focus on supporting students from areas of deprivation.

Fourteen new entry-level courses were introduced as part of wider package of 97 changes for session 2016/17.

In terms of widening access, in session 2015/16, minority ethnic (home) students remained at 10%, in line with AY 2014/15. With regard to gender, the college delivered 49.6% of credits to female learners and 50.3% to male learners, and 0.1% to those declaring themselves as other learners.

In 2015/16:

- Edinburgh College delivered 47.5% of credits to 16-19 year olds on FT programmes, a decrease of 1.5% on previous session;
- 15.5% of students reported having a disability in AY 2015/16, an increase of 0.6% on 2014/15;
- 10.4% of credits were delivered to learners in the most-deprived 10% postcode areas (1857 students), in line with AY 2014/15 (10.5%);
- College's outturn figure of 180144 included 4.7% ELS (Extended Learning Support) a decrease of 4.4% on AY 2014/15, and 7.4% DPG18 credits (a decrease of 3.6%).

Tackling inequality will be achieved in the 2017-20 Regional Outcome Agreement planning by focusing all future schools-college vocational activity firmly in areas of deprivation, in partnership with schools. This is in line with the college's commitment to transformation in Edinburgh and the Lothians with a focus on income maximisation, education, improved health and the reduction of poverty.

In terms of the curriculum offering, during 2015/16, 73.5% of credit activity was delivered as FE, with 5.9% of this at SCQF 1-3, a 1.1% reduction from 7% in AY 2014/15.

Delivery at SCQF level 4/5 was 31.6%, down from 37% in AY 2014/15. This has prompted a specific review of the college curriculum under the Business Transformation Plan: 'project 2.1 Curriculum Planning' is devoted to ensuring a smoother transition for articulation and a more appropriate offer of courses from SCQF level 1-5 to promote widening access.

The college monitors the frequency and volume of applications for all courses and therefore has the ability to meet both regional and national demand. It has already made changes to the curriculum offer for 2016/17, which have led to a 3% increase in the provision of entry-level courses compared to last year's curriculum offer.

17. REGIONAL AND NATIONAL PRIORITIES

In January 2016 Edinburgh College's Senior Management Group outlined an ambitious Business Transformation Plan, building on the college's 2014/15 Development Plan, it contains 16 key actions to transform the college:

Transformation Plan actions (and their relation to the Transformation Plan)

- Develop a more robust and effective approach to quality assurance and improvement that ensures student retention, high satisfaction rates and high success rates (Programme 4, Project 4.3 Quality Improvement);
- Review staffing levels and the shape of our workforce to ensure it is both sustainable and appropriate to our curriculum and commercial offer (Programme 3, Projects 3.1, 3.2, 3.3, 3.4 Workforce Development);
- Accelerate the review and proposals for our estate so that we have the right size and type of campuses and infrastructure to meet the needs of our students and our business model (Programme 1, Project 1.2 Estates Development with interdependency with Project 2.1 Curriculum Planning);
- Rapidly develop our Blended Learning Strategy further to offer new ways of learning which build on latest IT and communication methods to enable students to learn more flexibly. This will include an innovative project to establish a future-facing virtual learning environment which will sit alongside our physical estate (Programme 2, Project 2.3 LTAS);
- Match the curriculum much more closely to both student demand and regional employment demand by modernising courses, reducing the range which spreads our offer too thinly and ensure that class sizes are viable. This will include shaping our curriculum to maintain levels of provision in some areas where they match the regional need, growing areas where there is unmet demand and reducing areas of low uptake or few job prospects (Programme 2, Project 2.1 Curriculum Planning, Project 2.2 DYW & SCP with interdependency with Project 4.1 recruitment and Project 4.2 Stay the Course);
- A further round of restructuring that looks at management across the college and in particular addresses a need for greater support and capacity at the middle management level building on the review of middle management that has been taking place (Programme 3, Projects 3.1, 3.2, 3.3, 3.4 Workforce Development);
- Improve financial forecasting and ensure prudent and realistic assessment of markets for both core funded courses and commercial income (Programme 1, Project 1.1 PBB with interdependency with Project 2.1 Curriculum Planning);
- Complete the priority-based budgeting to inform our three-year financial strategy, taking account of the budgets set for the sector and the college by the Scottish Government from April 2016 (Programme 1, Project 1.1 PBB);
- Continue to improve our student recruitment procedures to maximise the number of students we can offer places to in 2016-17 (Programme 4, Project 4.1 recruitment and Project 4.2 Stay the Course);
- Carry out a rapid review of student retention and develop a strategy for retaining students including finding a way to better support vulnerable students who may need to restart (Programme 4, Project 4.2 Stay the Course);
- Refresh our partnerships with business and industry to ensure that the college offer is relevant, reliable and in line with employers' expectations (Programme 2, Project 2.4 Non-SFC funded development);
- Develop a strategy for working across our partner local authorities to ensure that our college offer is relevant and meets the aspirations of our community planning partnership, the City Deal initiative and delivers on key policy drivers such as Developing the Young Workforce. This will help to ensure that we are highly trusted and a partner of choice for investment and development as well as training (Programme 2, Project 2.1 Curriculum Planning, Project 2.2 DYW & SCP);
- Continue to develop improved partnership working with trade unions and a review of HR and OD functions to support this (Programme 3, Project 3.1 Executive and SMG restructure).

The Business Transformation Plan, comprises the following four key priority areas aimed at delivering the environment that students, staff and the region deserve, and has been endorsed by the Scottish Funding Council, which has provided some financial support for elements of its delivery:

- Financial sustainability (inc. priority-based resources management estates strategy);
- Curriculum relevance and regional coherence;
- Workforce development and structure;
- Recruitment, retention and productivity.

Following a period of extensive staff consultation and feedback, 19 specific projects

in support of these four key priorities areas are underway throughout 2016-2019/20 and are being led by appointed project leads, reporting progress, challenges and risk to strategic project boards for scrutiny and oversight.

It is intended that the Business Transformation Plan; revised Strategic Plan, and, in particular, the Curriculum Strategy will ensure our post-16 provision is focused on jobs and growth and is more responsive to and aligned with regional and national priorities.

In particular, the seven growth sectors specifically identified in the Scottish Government's Economic Strategy 2011-2016, and in associated skills investment plans:

Growth areas	Scottish area of comparative advantage:
Creative Industries	Creative Industries (including Digital)
Energy – Oil and Gas, Renewable Technology	Energy (including renewables)
Life Sciences, Chemical Sciences	Life Sciences
Financial Services	Financial and Business Services
Tourism	Sustainable Tourism
Food and Drink Industry	Food and Drink (including agriculture and fisheries)
ICT and Digital Technologies	
Engineering	
Construction	

All transformation projects relating to financial sustainability are led by the chief operating officer who is fully compliant with the Scottish Public Finance Manual. All transformation projects relating to workforce development have offered voluntary severance that is compliant with the Scottish Public Finance Manual and the SFC's guidance on the voluntary severance scheme.

In line with the transformation plan, the commercial development structure has been reviewed with regards to capacity and capability to increase revenue from these income streams.

The vision is to ensure strategic growth over a five-year period through new planned commercial activity and growth. The aim will be to engage all faculties and have a combined, consistent delivery approach with SMART targets.

The strategies will outline short, medium and longer-term objectives and areas for development. As these strategies have still to be implemented it is expected that commercial and international income will remain the same for 2017/18.

18. NATIONAL GAELIC LANGUAGE PLAN

In 2015/16 Edinburgh College delivered Higher Gaelic and Advanced Higher Gaelic programmes at a city centre secondary school, whilst also offering two distance learning courses at Pre-Higher and Beginners' level (outwith the small cohort funding model). Through this the college offers a clear progression pathway for students opting to study Gaelic.

The college now offers a multi-level National 5 and Higher Gaelic class which allows the lecturer and students flexibility to level up or down during the course depending upon their

ability. We believe that this will lead to a higher completion and success rate and widen access for those wishing to study the Gaelic language.

The composition of centralised Gaelic funding going forward has been agreed with the Scottish Funding Council (SFC) in order that Edinburgh College can sustain and grow its Gaelic provision, this works in line with the SFC's Outcome 3: Greater Innovation in the Economy (National Strategy and Practice, Strategic Investment, Enterprise and Creativity, International).

19. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ESOL is supported within Edinburgh College in two separate curriculum areas - ESOL for international students and ESOL within the community. Our provision for ESOL for international learners works holistically with vocational curriculum areas to develop specialist skills in learners who need support in English to facilitate an equal opportunity to learn. The college also 'trains the trainer' with Panamanian and Chinese staff taught last year as trainers in-country. Our Community-based ESOL curriculum runs classes from Beginner to Higher level and targets individuals and groups who are often overcoming enormous barriers

to learning and integration. Learners are often seeking asylum or UK Citizenship, and are often part of non-English speaking communities where they struggle to integrate with the wider community. Classes are held in community centres, libraries, community high schools and other venues that allow learners to study part-time during the days or in the evenings, meaning studies can be fitted around work and children's school times. Reading and writing workshops are run in addition to classes, and every week 85 classes are taught in the homes of learners who are unable to join a class at this time due to personal circumstances.

20. EDINBURGH COLLEGE OUTCOME AGREEMENT PRIORITY MEASURES.

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(a)* The volume of Credits delivered					
The volume of Credits delivered (core)	198,052	184,028	184,000	184,000	This target assumes consistent levels of funding and no reduction.
Core Credits target (region)	254,687	184,028	184,000	184,000	
% towards core Credits target (region)	77%	100%	100%	100%	
The volume of Credits delivered (ESF)	0	2,000	2,000	2,000	Brexit may reduce/remove ESF. Timing of article 50 is key
Additional Childcare Credits for 17-18		1,714			
The volume of Credits delivered (core + ESF + Childcare Credits)	0	187,742	186,000	186,000	
The volume of wSUMs delivered	249,832	n/a	n/a	n/a	n/a
% towards core wSUMs target	98.1%	n/a	n/a	n/a	n/a
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24					
Volume of Credits delivered to learners aged 16-19	86,689	96,720	96,720	98,580	19/20 1% increase in line with 16-20 population spike in 2020
Proportion of Credits delivered to learners aged 16-19	43.8%	52%	52%	53%	
Volume of Credits delivered to learners aged 20-24	47,700	43,152	44,640	46,500	19/20 2% increase on 17/18 in line with population spike in 2020
Proportion of Credits delivered to learners aged 20-24	24.1%	23.2%	24%	25%	
Volume of Credits delivered to full-time learners	130,890	122,760	122,760	125,960	Increase in full time provision in line with government policy
Volume of Credits delivered to full-time learners aged 16-19	63,441	69,482	69,482	71,671	19/20 increase in line with 16-20 population spike in 2020
Proportion of Credits delivered to full-time learners aged 16-19	48.5%	56.6%	56.6%	56.9%	Part-time modes of study anticipated to grow with VLE development through transformation plan.
Volume of Credits delivered to full-time learners aged 20-24	34,568	33,840	33,840	35,269	Part-time modes of study anticipated to grow with VLE development through transformation plan
Proportion of Credits delivered to full-time learners aged 20-24	26.4%	27.6%	27.6%	28%	
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	20,614	22,560	24,440	26,320	Access and Inclusion Strategy to ensure that this growth is tracked.

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
Proportion of Credits delivered to learners in the most-deprived 10% postcode areas	10.4%	12.1%	13.1%	14.2%	This measure dropped to 9% in 15/16. Policy drivers suggest the college should increase this- suggest 14.2% and rising by 1% incrementally each year
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
Gender -					
Volume of Credits delivered to Male learners	99,887	93,744	93,744	93,744	This is currently balanced as a global figure. The aim of the gender action plan is not to change this figure but to rebalance under-representation in specific curriculum areas. Recommend that this global target does not change.
Proportion of Credits delivered to Male learners	50.4%	50.4%	50.4%	50.4%	As above
Volume of Credits delivered to Female learners	97,980	92,070	92,070	92,070	As above
Proportion of Credits delivered to Female learners	49.5%	49.5%	49.5%	49.5%	As above
Volume of Credits delivered to Other learners	186	186	186	186	However, better disclosure of this figure in gender data may be helpful to introduce a modest target increase.
Proportion of Credits delivered to Other learners	0.09%	0.09%	0.09%	0.09%	
Ethnicity -					
Volume of Credits delivered to BME learners	17,451	16,740	16,740	17,860	National comparators would suggest this figure is above the regional average- aspirational target should account for BREXIT impact.
Proportion of Credits delivered to BME learners	8.8%	9%	9%	9.6%	As above
Disability -					
Volume of Credits delivered to students with a known disability	26,516	24,924	24,924	26,320	National comparators would suggest this figure is above the regional average.
Proportion of Credits delivered to students with a known disability	13.4%	13.4%	13.4%	14.11,2%	As above

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
Care Experience -					
Volume of Credits delivered to students with Care Experience	0	2,790	3,720	5,640	Ambitious target for improvement linked to Access and Inclusion Strategy
Proportion of Credits delivered to students with Care Experience	0.00%	1.5%	2%	3%	Tracking and ECSA support must align with this improvement target
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	213	432	432	560	SCP strategy seeks to grow this figure- target TBC for 17/18
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1,229	1,116	1,860	2,220	SCP strategy seeks to grow this figure- target recommended 1.2%
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.6%	0.6%	1%	1.2%	As above
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	5,433	5,022	5,022	5,640	SCP strategy seeks to grow this figure- target recommended 3%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2.7%	2.7%	2.7%	3%	As above
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level	See Note 2	n/a	n/a	n/a	Targets are not available yet from SFC
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2	n/a	n/a	n/a	As above
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2	n/a	n/a	n/a	As above

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	47,011	44,640	46,500	46,500	SCP strategy seeks to grow this figure- target recommended 25% with implementation of STEM strategy by 18/19
Proportion of Credits delivered to learners enrolled on STEM courses	23.7%	25%	27%	29%	As above
4(a)* Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE-enrolled students achieving a recognised qualification	3,095	3,191	3,237	3,302	Confirmation required for overall student enrolment number for 19/20
The total number of FT FE-enrolled students	5,202	4,624	4,624	4650	
The percentage of FT FE-enrolled students achieving a recognised qualification	59.5%	69%	70%	71%	Steady increase in NRQs in line with DYW
The number of PT FE-enrolled students achieving a recognised qualification	9,766	8,400	8,624	8,868	Confirmation required for overall student enrolment number for 19/20
The total number of PT FE-enrolled students	12,522	11,200	11,200	11,225	Confirmation required for overall student enrolment number for 19/20
The percentage of PT FE-enrolled students achieving a recognised qualification	78.0%	75%	77%	79%	Confirmation required for overall student enrolment number for 19/20
The number of FT HE-enrolled students achieving a recognised qualification	2,767	2,590	2,660	2,730	Confirmation required for overall student enrolment number for 19/20
The total number of FT HE-enrolled students	3,752	3,500	3,500	3,500	Confirmation required for overall student enrolment number for 19/20
The percentage of FT HE-enrolled students achieving a recognised qualification	73.7%	74%	76%	78%	Confirmation required for overall student enrolment number for 19/20
The number of PT HE-enrolled students achieving a recognised qualification	895	1,001	1,027	1,052	Confirmation required for overall student enrolment number for 19/20
The total number of PT HE-enrolled students	1,332	1,300	1,300	1,315	Confirmation required for overall student enrolment number for 19/20
The percentage of PT HE-enrolled students achieving a recognised qualification	67.2%	77%	79%	80%	Confirmation required for overall student enrolment number for 19/20

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE-enrolled students achieving a recognised qualification	354	384	397		
The total number of MD10 FT FE-enrolled students	630	640	640		This increase must reflect access and inclusion strategy
The percentage of MD10 FT FE-enrolled students achieving a recognised qualification	56.2%	60%	62%	65%	A large increase is proposed in 19/20 in line with access and inclusion strategy
The number of MD10 PT FE-enrolled students achieving a recognised qualification	948				
The total number of MD10 PT FE-enrolled students	1,316				
The percentage of MD10 PT FE-enrolled students achieving a recognised qualification	72.0%	72%	73%	75%	A significant increase is proposed in line with access and inclusion strategy
The number of MD10 FT HE-enrolled students achieving a recognised qualification	196				
The total number of MD10 FT HE-enrolled students	270				
The percentage of MD10 FT HE-enrolled students achieving a recognised qualification	72.6%	73%	73%	74%	
The number of MD10 PT HE-enrolled students achieving a recognised qualification	46				
The total number of MD10 PT HE-enrolled students	79				
The percentage of MD10 PT HE-enrolled students achieving a recognised qualification	58.2%	60%	61%	62%	A significant increase is proposed in line with access and inclusion strategy
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of Senior-Phase FT FE-enrolled students achieving a recognised qualification	1	15	15	20	This would appear to be a tracking issue in 14/15. Small increase is recommended
The total number of senior-phase FT FE-enrolled students	1	20	20	25	
The percentage of senior-phase FT FE-enrolled students achieving a recognised qualification	100.0%	75%	75%	80%	

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The number of senior-phase PT FE-enrolled students achieving a recognised qualification	13	20	20	24	
The total number of senior-phase PT FE-enrolled students	19	25	25	30	
The percentage of senior-phase PT FE-enrolled students achieving a recognised qualification	68.4%	80%	80%	80%	
The number of senior-phase FT HE-enrolled students achieving a recognised qualification	23	30	30	35	
The total number of senior-phase FT HE-enrolled students	46	46	46	46	
The percentage of senior-phase FT HE-enrolled students achieving a recognised qualification	50.0%	65%	65%	76%	
The number of senior-phase PT HE-enrolled students achieving a recognised qualification	54	100	120	136	
The total number of senior-phase PT HE-enrolled students	123	150	160	170	Although overall credits have reduced in 2017/17 from 14/15, it is recommended that this target seeks to grow in line with DYW/SCP strategy
The percentage of senior-phase PT HE-enrolled students achieving a recognised qualification	43.9%	66%	75%	80%	
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	59	65	70	75	Targets have grown slightly but this requires revision
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	2413	2500	2600	2700	Modest increase in targets in line with Work Experience SFC guidance
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					

National Measure	2014-15	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	1,056	900	900	1000	Not clear trend- associate student schemes may cease
The number of successful students who have achieved HNC or HND qualifications articulating to degree-level courses with advanced standing	529	600	700	800	In line with Commission on Widening Access recommendations
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree-level courses with adv standing	50.1%	66%	78%	80%	
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
The total number of full-time FE college qualifiers (confirmed destinations)	2,187	2000	2000	2000	Although a reduction in overall numbers from 14/15- a planned increase is recommended
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,168	1,900	1,900	1,960	
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	99.1%	95%	95%	98%	
The total number of full-time HE college qualifiers (confirmed destinations)	931	900	900	925	
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	911	882	882	916	A modest increase in number in line with DYW
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.9%	98%	98%	99%	Modest increase in line with curriculum planning project
9. The percentage of students overall, satisfied with their college experience (SSES survey)	81.3%	82%	82.5%	83%	Modest increase in line with quality improvement project
10 Gross carbon footprint	7273	7273	TBC	TBC	Achieved 2020 target early - new target to be agreed as part of Climate Change and Sustainability Strategy in 2017



Regional Outcome Agreement

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Funding

College region **Edinburgh and Lothians (Edinburgh College)** will receive **£41,536,413** core teaching funding, and **£2,289,478** capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2017/18 to plan and deliver **185,742** credits worth of further and higher education.

This includes **1,714** additional HE credits for childcare activity announced by SFC in their final allocations for AY 2017/18.

Core Student Support funding for 2017/18 is **£10,220,340**.

In addition, the college region will receive **£505,709** in European Social Fund (ESF) grant through the SFC to deliver **2,000** further Higher Education credits to eligible learners (inclusive of **£29,409** student support funding).

The total credit target for 2017/18 is therefore **187,742**.

The funding is on the condition that the Regional Board signs and commits to deliver the outcomes detailed below.