



15/12/17

west lothian
college

Regional Outcome Agreement

2018-2021

DRAFT

December 2017

Introduction

West Lothian College aims to use the Regional Outcome Agreement to meet the educational needs of priority groups and realise national targets. This is reflected in our targets and action planning.

Overarching Priority

The Scottish Funding Council - Priority 1: High Quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference.

ROA Outcome

“High Quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference”

West Lothian Context for the Regional Outcome Agreement

West Lothian has a population of about 180,130, 107,360 of whom are working age similar to Scotland at 64.8%. The overall population is set to increase, to 185,668 by 2025. The population of West Lothian is distributed across nine conurbations. Travel to work patterns suggest the population work locally or travel to Edinburgh, Glasgow Fife and Stirling.

To meet this population growth and local demographics and with support from the Scottish Funding Council (SFC) the College has, since 2011, grown by 25% with around 2,890 full-time equivalent (FTE) places in a variety of skills programmes, enabling us to provide and target full-time provision for 16-19 year olds, work with those 20-24 year olds wishing to re-train or enter the employment market and continue to deliver a robust suite of work based learning programmes for employees and businesses. We have exceeded our credit allocation consistently for several years.

West Lothian has a high percentage of economically active adults (78%) significantly above the Scottish level of 67.7%. However it remains a low waged and low skilled economy compared to the Scottish average, which informed an increase of part-time HN course offerings. Across Scotland 42.5% of the working population have qualifications at HND or above, this figure is 37.5% for West Lothian and 7.2 % of this population are categorised as having no qualifications.

Context of Deprivation

In West Lothian around 9,000 people, 5% of the area population, live within some of the most deprived areas in Scotland and 13% of the resident population is experiencing income deprivation. The College is committed to work with Community Planning Partners to increase participation and ensure equality of successful

outcomes for SIMD students and over the year we expanded provision within local communities such as Boghall, West Calder and Polbeth.

Insight into the dynamics of deprivation can be summarised in terms of:

“In West Lothian, areas of deprivation can be found over a relatively wide area due to dispersed urban settlement patterns. For this reason the Scottish Index of Multiple Deprivation does not provide a true and accurate picture of deprivation.

Although 13 data zones in West Lothian were identified as being in the top 15% most deprived in Scotland, it could be argued that this does not take into account small pockets of deprivation in more rural areas.”

(The West Lothian Anti- Poverty Strategy, 2012-17. West Lothian Council)

“The population dependent on out of work benefits or child tax credit is 47%, which is similar to the Scottish average. In 2015-16, 20% of children living in West Lothian were living in poverty”.

(The West Lothian Anti- Poverty Strategy, 2012-17. West Lothian Council)

“The educational achievement gap between societies richest and poorest is apparent from early years. Qualification levels are significantly lower among those living in poverty and school leavers living in the most deprived areas are less likely to move on to positive destinations. A good standard of education is essential to secure well paid employment, further learning or training opportunities and avoid falling into the poverty trap. However the welfare reforms will hit some of the poorest families and could have an impact on both children’s general well-being and their learning and attainment at school.”

(The West Lothian Anti- Poverty Strategy, 2012-17. West Lothian Council)

Strategically, the College is represented on the Anti-Poverty Strategy Board, which presents as West Lothian Community Planning Partnership (CPP) to tackling poverty in West Lothian. The continued impacts of the 2008 financial crisis, and the challenges presented by the ongoing programme of welfare reforms, are two of the factors contributing to poverty in West Lothian. The West Lothian Anti-Poverty Strategy and its two aligned action plans indicate the actions and activities that we in the Community Planning Partnership are taking to alleviate poverty in West Lothian.

School leavers who live in the more deprived areas of West Lothian are less likely to enter positive destinations on leaving school than those from the less deprived areas with a 7% difference in the positive destinations percentages in SIMD 1 and SIMD10. The proportion of leavers entering Higher Education from SIMD 10 is 74% and in comparison the proportion of leavers entering Higher Education from SIMD 1 is 28%. Recruitment from SIMD 10 will be driven through the Marketing Strategy/Plan and work to support learners will be informed by the Access and Inclusion Strategy.

Please see table 6 OA 1 c and 2.

School Leaver Destinations

West Lothian’s Community Partnership commitment to increasing positive destinations for school leavers has seen a marked success over the past few years

moving from 80.4% in 2006-07 to 93.4% in 2015-16. West Lothian Council is 14th out of 32 local authorities for the percentage of school leavers entering a positive destination.

Analysis of SLDR by postcodes strongly supports the need to focus on the SIMD 30% most deprived postcodes in West Lothian and associated schools, as in percentage and numerical terms the biggest negative differentials are between the 20% and 30% most deprived and the most affluent. The priority group for this ROA is SIMD 10%.

As noted youth unemployment is at 3.4% this figure has declined over recent years. The College regards 16-19 year olds as a priority group and allocate approximately 50% to provision for this group.

The commitment to working with young, often poorly engaged and disaffected learners, has a negative impact on our annual key performance indicators. Learning and Teaching Committee papers and reports and subsequent discussions have highlighted awareness that poor learner retention adversely affects successful outcomes. The serious issues and reasons for learners leaving College, however, include homelessness, mental health issues and debt.

The College has been very effective in bidding for and utilising Erasmus funding. In 2016-17 approximately 70 students will have the opportunity to study or gain work experience overseas, supported by language and culture classes related to the host country. This activity was given an excellence award by Education Scotland in 2015-16 and has subsequently attracted national and international awards. Activity has prioritised students from areas of deprivation who would be less likely to study/travel abroad without support. **Please see table 6 OA 1 c**

Key Planning Documents

[Access and Inclusion Strategy](#)

[Hyper link to Marketing Strategy and Plan \(Link to follow\)](#)

ROA Outcome

“A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds”

Equalities Context

West Lothian College is committed to the provision of equal opportunities in all aspects of College life and we have a range of policies which ensure that staff, learners and visitors are treated equally regardless of colour, race, nationality, ethnic or national origin, religion or belief, disability, gender or gender reassignment, age and sexual orientation, pregnancy and maternity, marriage or civil partnership.

We value diversity and aim to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation and harassment in all our activities.

Through our gathering and analysis of appropriate data for our Equalities Monitoring Report we established that our learner population is slightly more diverse than that of the West Lothian population overall, but slightly less diverse than the Scottish average. We have a very strong track record of positive culture amongst our learners and staff and have undertaken a range of campaigns and development activities over the past year to promote diversity and encourage health and wellbeing of our learners.

Our Equalities Monitoring Report is supported by an action plan which is published on our website and details further improvements we will take forward. It is worth noting that in dealing with very small populations in terms of diversity of ethnicity caution should be exercised in extrapolation from statistics particularly when presented as percentages.

Gender Context

To address gender imbalances at subject levels within the College and in meeting the Scottish Government's DYW Scotland's Youth Employment Strategy, which states that the Scottish Government will increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced super classes by 2021, the College is represented on an Occupational Segregation Project Steering Group. Working with Skills Development Scotland, Jobcentre Plus, West Lothian Council, Mind the Gap and Engender this is a pilot to promote a West Lothian regional-wide approach to increase participation and ensure equality of successful outcomes to address gender imbalances where girls and boys face barriers to subject and career choice at school and women and men face barriers to subject choice in College.

For 2018-19 the College will enact a Gender Action Plan which aims to ensure that career path choices are as open as possible for all learners and that gender separation in the curriculum is addressed [Gender Action Plan](#)

The College's Equality Mainstreaming Report 2017 [Equality Mainstreaming Report](#) evidences the College's commitment to equality of opportunity in relation to gender and all protected characteristics across all our activities including staffing, learning and teaching, and governance.

Learner Support

The College provides a wide range of support and guidance services including Extended Learning Support (ELS). In 2016-17 we increased ELS to 12% of our student cohort, from approximately 7% the previous year, which is in keeping with the sector average. The vast majority of learners require ELS as a consequence of a specific learning difficulty such as dyslexia, however there has been a growth in recent years for support related to mental health issues and in 2016-17 the ELS team was extended to be able to provide additional support to address this.

An Access and Inclusion Strategy was introduced for 2017-18; this ensured availability of support throughout the learner journey.

The College is cognisant of its duties under The Children and Young People's (Scotland) Act 2014 in relation to young people in care and care leavers and our duty as Corporate Parents to understand the lives of Scotland's looked after young people and care leavers and respond to their needs as any parent should. In collaboration with our CPP colleagues, we have produced a Corporate Parent Plan for the College that outlines our responsibilities and actions. The College has strong links with Local Authority service providers and we are represented on a wide variety of committees and groups at both strategic and operational level. In order to deal with the very diverse individual support needs, students who declare they are care experienced will be offered an assessment interview and access to the support team.

The Schools for Higher Education Programme (SHEP) supports school pupils who have the potential to achieve HE entry, but are at risk of not achieving this, or are achieving but don't recognise their potential for progression to higher education. Three West Lothian schools receive this support, Armadale Academy, Inveralmond Community High School and Whitburn Academy. The College prioritises collaborative work with these schools and will continue to do so. We will ensure that transition between these schools and College is as seamless as possible and that College opportunities are actively promoted using a variety of channel in these schools. **Please see table 6 OA targets 2, 3 and 4.**

The College is engaged in planning with the Local Authority to support transition paths for young adults of Looked After Young People who are:

- Returning to West Lothian having been schooled out with the Region
- Supported in residential care in the Region
- Cared for and may not be fully engaged in education

This segmentation of Looked After Young People provision aims to ensure that the College (and the College as an educational option) features in planning transition work supporting people from child care provision to adulthood.

The College is in discussion with other FE and HE providers with a view to establishing a Lothian care experienced hub to provide information and support. **Please see table 6 OA targets 1 and 4.**

The College is aware of its responsibilities in relation to the BSL Act and these will be addressed through Equalities mainstreaming activity with this documentation derived from the anticipated guidance on this legislation. **Plan is being produced.** **Please see table 6 OA target 1 and 4.**

Key Planning Documents

[Gender Action Plan](#)

[Access and Inclusion Strategy](#)

[Corporate Parenting Plan](#)

[Equality Mainstreaming Report](#)

ROA Outcome

“A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference”

Employer Profile which informs Curriculum Design

As recently as 15 years ago, 20% of West Lothian’s employment was manufacturing based. There are indications (from SDS and other sources) that the finance sector is an area of growth, and demand for HNC Accounts has been robust. Major sectors of employment are retail, healthcare, administration and construction.

The College is cognisant of demand for a skilled workforce in childcare education, healthcare and social care and we provide a significant level of pre-employment education as well as SVQ workforce services. The College is working in partnership with the NHS to develop and provide vocational training to meet the specific requirements of the NHS.

Graduates in science, technology, engineering and mathematics (STEM) are critical to the UK economy and, as a STEM accredited College, we have increased our offerings in STEM related subjects to address employer demand.

Please see table 6 OA target 3.

Key Planning Document

[STEM Manifesto](#)

Skills levels in West Lothian

West Lothian has a high percentage of economically active adults (78%) significantly above the Scottish level of 67.7%. However it remains a low waged and low skilled economy compared to the Scottish average, which informed an increase of part-time HN course offerings. Across Scotland 42.5% of the working population have qualifications at HND or above, this figure is 37.5% for West Lothian and 7.2 % of this population are categorized as having no qualifications.

West Lothian’s jobs-base is dominated by health care, construction, retail, and administration. West Lothian Council reports that the average annual salary is £22,331, in the region, £2,329 below Edinburgh, and disposable incomes are correspondingly lower.

West Lothian’s unemployment rate of 1.6% is less than the Scotland rate but slightly more than the Great Britain rate West Lothian’s youth unemployment rate is 3.4% higher than the Scotland and Great Britain rate.

It should be noted that skills pipelines and supply-demand dynamics and not linear but vary between sectors with demand often shaped by sector relevant legislation. As noted, retail is a large employer across the region with limited engagement with FE while social care (as a regulated industry) actively engages with FE.

The College has a particularly strong partnership with the eleven local secondary schools and in West Lothian there has been a general upward trend in school students staying-on rate. The College has furthermore played a key role in contributing to improved schools' attainment with a strong suite of vocational pathway programmes being delivered part-time to S4-S6 school students to offer personalization and choice to fully implement the entitlements of the Senior Phase of a Curriculum for Excellence. The College is engaged in joint curriculum planning with schools to ensure young people have a range of transition options and career path options to move through school, college and to employment.

Key Planning Document

[Hyperlink to schools plan \(Link to follow\)](#)

ROA Outcome

"An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities"

The College campus is modern and offers a range of areas equipped to vocational standards. The campus offers excellent access to learners with additional needs and is accessible to most communities in West Lothian. The College provides outreach services particularly to more deprived communities and is currently reviewing provision in relation to large scale housing developments.

Quality and Achievement

The College received a very positive report from Education Scotland in 2015-16. At the point of writing the College has had positive feedback on the 2016-2017 self – evaluation report and quality action plan and an endorsement meeting is pending. The quality Enhancement plan is designed to drive up attainment. Education Scotland was content, at the last review, that we had effective systems in place to meet our duties in relation to Safeguarding and Prevent.

Quality and Attainment and ROA priority groups

The College has worked to ensure educational opportunities are accessible to marginalised and disengaged groups and the data below reflects College activity and progress in 2016-17 generally, and in relation to work with future priority groups:

- The College delivered 44,085 credits against a target of 43,499, over target by 586 credits.
- In the last three years an average of 53% of all College activity was delivered to those learners within SIMD 40% most deprived postcodes and the College recruited in excess of the SIMD 10% regional target.
- In 2016-17, 147 learners received extended learning support, 121 at FE level (82%) and 26 at HE level (18%), reflecting the College's commitment to widening access and supporting progression.

- Overall, the College average success rate rose to 72.75% in 2016-17, up 5.25% in 2015-16.
- The full-time HE success rose to 73%, an increase of 3% on the previous year and as a result of programme improvements in Engineering.
- The part-time HE success rose significantly to 80%, up 14% on the previous year as a result of removal of some very low performing programmes and improvement in others.
- The part-time FE success also rose significantly to 76%, an increase of 6% on the previous year due to improvements in Workbased Learning achievement.
- Senior Phase activity rose to 534 learners, an increase of 58 from the previous year and an increase for the third consecutive year.
- Senior phase success rose to 68% in 2016-17, an increase of 8% from the previous year and an increase for the third consecutive year.
- In terms of gender balance within the College, the percentage of male to female enrolments has remained fairly consistent over the past three years with 61% of the learner population being female and 39% being male.
- Male success rose to 67% in 2016-17, an increase of 1% on the previous year and female success rose to 75%, an increase of 5% on the previous year.
- The number of learners enrolled and declaring a disability rose to 773, an increase of 93 on the previous year and for the third consecutive year.
- The number of learners enrolled from the SIMD10 category rose to 5% (280), an increase of 1% (76) on the previous year. Success for these learners rose to 74%, an increase of 2% on the previous year.
- The number of learners enrolled from the SIMD40 category has remained the same for the last two years at 13%. Success for these learners rose to 71%, an increase of 1% on the previous year.
- The number of learners from BME backgrounds rose to 4% (218) of all enrolments, a rise of 1% on the previous year, Success for these learners rose to 75%, a 10% increase on the previous year.
- The number of Associate Students enrolled rose to 77, an increase of 19 on the previous year. Success for these learners rose to 94%, an increase of 13% on the previous year.
- ESOL provision was met at a local demand and through an ongoing process of levelling, is responsive in meeting learner needs. Success for learners in this area was a highly positive 91%.
- International Mobility opportunities for learners, targeted from SIMD 20%, have impacted positively on retention and attainment with 87% of learners who took up these opportunities fully completing their programme.

As can be seen from the table 6 the figures noted above have been used to project stretch targets for future ROAs.

As can be seen the College has an effective track record of recruitment and retention/attainment working with priority groups. At the time of writing work is being undertaken to analyse retention /attainment of LAC and multi-agency work is being progressed to support recruitment.

ROA Outcome

“Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy”

Developing the Young Workforce

Learning, Skills and Well-being is a key Scottish Government priority which acknowledges that a skilled, educated and creative workforce is essential to creating a more competitive and resilient economy. It is vital that the skills and employability of Scotland’s workforce are developed and, significantly for West Lothian, the number of young people who are out of work or underemployed has reduced.

West Lothian’s College/School Partnership is strategically led by West Lothian Council, Education Services. Senior and operational College staff sit on West Lothian’s Developing the Young Workforce (DYW) Steering Board, chaired by the Head of Education, whose remit is to plan, coordinate and monitor partners working together to implement Scotland’s Youth Employment Strategy to ensure that West Lothian delivers a modern, responsive and valued system for vocational training with clear career pathways for all young people.

The Developing the Young Workforce Steering Board reports to the Education Policy Development Scrutiny Panel and membership is drawn from a range of Community Planning partners including, the Chamber of Commerce, Colleges, Education, Social Policy, Economic Development, Area Services, Work Based Learning/Training Providers, NHS Lothian, Voluntary Sector Gateway, Skills Development Scotland, Job Centre Plus and Education Scotland.

To support this, the College is committed to increase its percentage to develop 200 Foundation Apprenticeship places per year. The complexities of the funding changes announced in December 2016 are being factored into curriculum planning.

The College has a well-developed [Developing the Young Workforce Plan](#) which scopes out our ambitions and notes key partnerships.

The college extended the number of FA frameworks from 5 to 8 in 2017/18 generating 74 places this will be extended to 192 in 2017/18 to provide FA in science, child care, engineering, ICT, health and social care, and food production. These programmes are funded through SDS but ascribed to the schools activity count.

The College is in receipt of Employability Funding (EF) from SDS, which aims to support activity to help people to develop the skills needed to secure a job or progress to more advanced forms of training. With a strong focus on work experience, the College provided 139 places in 2016-17 this was reduced to 57 in 2017-18 will. The College would hope to maintain at least this level of activity for future years. **Please see table 6 OA targets 2, 3 and 4.**

Key Planning Documents

[Developing the Young Workforce Plan](#)

For learners with additional educational needs, we offer School Links where learners attend College over two taster days early in the academic year to explore their interests, ability and to consider their future plans/ambitions. On completion of the sessions students and school staff are advised of suggested routes for consideration or offered a place on an Assisted Programmes course. Schools Transition is a half day a week course over the academic year for school leavers from the Special Education Schools. Initial contact with learners is made within schools, as this is their familiar environment, and these meetings informs the work to be carried out in College during the transition period from around November until June. College staff attends school review meetings and will give input to what is required for students working towards attending College the following academic year. We also offer a Transition Programme one morning a week for school leavers who are on the autistic spectrum and looking to apply for a full-time mainstream College course the following year. Cross College collaboration between students, school staff, College teaching staff, and student support ensures transition is smooth and on-going attainment and achievement is evident.

Key Planning Document

[Access and Inclusion Strategy](#)

Senior Phase Vocational Pathways

Operationally, West Lothian College has a named Schools and Community Planning Officer who liaises directly with the Council's Development Officer for Raising Attainment, Senior Phase Development Officer and Community Youth Services Team Leader. Most College/School courses are taught in the College as evidence confirms this enhances the learning experience and development of social and interpersonal skills. Some lower level courses, for the harder to reach pupils, are taught in the community.

West Lothian Education Services operates a common approach to timetabling, with Tuesday/Thursday travel column options for either vocational subjects at College or for subjects not available at pupils' own schools but taught at other schools in the region. The College's Schools and Community Planning Officer attends all timetablers' meetings. Annual vocational offerings to Senior Phase pupils are negotiated and agreed with Community Planning Partners from Education Services and Economic Planning. **Please see table 6 OA targets 2, 3 and 4.**

Key Planning Documents

[Hyperlink to Schools Plan \(Link to follow\)](#)

ROA Outcome

“High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements”

The College has robust governance arrangements in place and is fully compliant with the code. This compliance has been reviewed and confirmed by external

auditors. The Board is cognizing of the equality responsibilities and duties and works to ensure a gender balance is realized.

The College is working closely with SFC and Education Scotland to implement the current quality framework, at the time of writing an endorsement meeting is planned to discuss our self-evaluation work.

The College is fully compliant with procurement legislation and has a robust programme of internal and external audit in place to provide independent assurance to the Board of Governors.

West Lothian College has a carbon reduction plan in place which aims to reduce its carbon footprint by 10% over a 5 year period. The College is on target to achieve its target. A College committee oversees and monitors this area of activity. **Please see table OA target 10.**

Key Planning Documents

[Hyper link to Carbon Reduction Plan \(Link to follow\)](#)

West Lothian Community Planning

West Lothian was one of the first Community Planning Partnerships in Scotland to carry out Community Planning Strategic Assessment and, as a key contributor to this event, it enabled the College to use evidence based prioritisation and community-wide planning to inform our Regional Outcome Agreement and curriculum planning. As a key Community Partner, West Lothian College's Regional Outcome Agreement (ROA) 2016-17 aligns with and enables shared priorities and actions to reduce the inequalities gap and tackle the causes of inequality. **Please see table 6 OA targets 1, 2 and 3.**

An audit in 2015-16 by internal auditors established the extent to which the College's arrangements for partnership working are actually delivering, Best Value was very positive. There was evidence that: Senior Management and Board members are committed to partnership working; effective governance arrangements are in place for partnership working; the College has agreed a set of measures and targets to track progress and demonstrate impact of partnership working; and there are good arrangements with partners for managing and reporting performance.

Senior College staff and personnel are represented on West Lothian Community Planning Board, Community Planning Steering Group, Developing Scotland's Young Workforce Steering Board, Health and Care Board, Anti-Poverty Board, Children and Families Steering Board, Resource Aligning Group, Community Learning and Adult Education and the Community Safety Board.

The College is also involved in and contributes to the Edinburgh and South East Scotland City Region – comprising Edinburgh, Borders, Fife, Mid, East and West Lothian Councils – working together to develop a major series of investments and initiatives with the Scottish and UK Governments designed to grow the local, national and UK economies.

Priority 1: High Quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference

Outcomes	Commitments, strategies and/or evidence of progress	Measure of progress
<p>Access</p> <p>A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds</p>	<p>The College will identify and address under-representation from protected characteristic and socio-economic groups through:</p> <ul style="list-style-type: none"> • Market research • Marketing Strategy and Plan • Gender Action Plan • Corporate Parenting Plan and Multi Agency work • Access & Inclusion Strategy and Plan • Realising the STEM Manifesto • Schools Partnership Plan <p>Improvements in data collection (to include all protected characteristics in relation to recruitment, retention, attainment, progression).</p> <p>Actions will realise and be informed by the College:</p> <ul style="list-style-type: none"> • Equality Mainstream Report • Equality Impact Assessments • Quality Enhancement Plan • Curriculum Strategy and Review processes 	<p>See table 6 outcome agreement;</p> <p>OA 1</p> <p>OA 2</p> <p>OA 4</p>

<p>An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities</p>	<p>The College will drive improvements in recruitment retention and progression for all target groups through actions outlined in the :</p> <ul style="list-style-type: none"> • Marketing Strategy and Plan • Applications Policy • Access & Inclusion Strategy • Quality Enhancement Plans <p>The College will extend availability of advanced standing through:</p> <ul style="list-style-type: none"> • Ongoing review of articulation arrangements • Development of FE/HE partnerships • Curriculum Review processes <p>The College will work to identify and address issues of unmet need through:</p> <ul style="list-style-type: none"> • Seeking additional funding from SFC and SDS • Pursuing additional funding opportunities to maximise on provision • Collaborative work with WL Council (particularly in relation to Community Education and ESOL) • City Deal Partnership developments • Liaison with WL Chamber of Commerce and key local employers 	<p>See table 6 outcome agreement; OA 1 OA 2 OA 4 OA 7</p> <p>See table 6 outcome agreement; OA 1 OA 2 OA 4 OA 7</p>

<p>A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference</p>	<p>The College works in partnership with all organisations progressing DYW provision including the Local Authority and employers bodies. Action will be progressed in relation to ;</p> <ul style="list-style-type: none"> • DYW Plan • Schools Partnership Plan/Agreement <p>The College has a target of providing a realistic workplace experience of 1600 learners in 2018-19.</p> <p>The College plans to expand Foundation Apprenticeships from the current 73 places to 192 in 2018-19.</p> <p>Early development work is being undertaken with universities for the delivery of Graduate Level Apprenticeships.</p>	<p>See table 6 outcome agreement; OA 1 OA 2 OA 4 OA 7</p>
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<p>High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements</p>	<p>The College will ensure continuous improvements in the quality of their governance; promote equality and diversity in all their activities; and demonstrate enhanced sustainability through:</p> <ul style="list-style-type: none"> • Compliance with the terms of the Financial Memorandum (FM) with SFC and Code of Good Governance. • Realisation of Carbon reduction targets. • Gender Action Plan and Equalities Mainstreaming Report. • Self-Evaluation reporting and action planning in conjunction with Education Scotland and SFC. 	<p>See table 6 outcome agreement; OA 10</p>
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<p>Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy</p>	<p>The College will promote culture in of innovation and find innovative solutions that support economic growth, and impact on society and culture through;</p> <ul style="list-style-type: none"> • Engaging with the Innovation Centers. • Involvement with City Deal developments. • Curriculum review processes. • Accessing the SFC Innovation Fund <p>The College will foster student’s enterprising skills by providing exposure to entrepreneurial education. Work is being undertaken to establish a baseline on entrepreneurial education and this will be developed in 2018-19.</p>	<p>Appropriate measures to be agreed in consultation with the sector over the course of AY 2018-19.</p> <p>These will be communicated to the sector as a matter of priority when the work is concluded.</p>
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Table 6: National measures data table template for college outcome agreements

OA National Measure	2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)	Notes
1(a)* The volume of Credits delivered						
The volume of Credits delivered (core)	43,305					
Core Credits target (region)	42,116	43377, if 2% growth allocation accommodat e	44245, if 2% growth allocation accommodated.			
% towards core Credits target (region)	103%					
The volume of Credits delivered (ESF)	1,085	972	972	972		
The volume of Credits delivered (core + ESF)	44,399	44,349	45,257	46102		
1(b)(i) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24						
Volume of Credits delivered to learners aged 16-19	20,645	19,522	19,913			Numbers to be confirmed when % growth agreed
Proportion of Credits delivered to learners aged 16-19	46.50%	44%	44%	44%		
Volume of Credits delivered to learners aged 20-24	7,060	7,543	7,694			
Proportion of Credits delivered to learners aged 20-24	15.90%	17%	17%	17%		
1(b)(i) Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24						
Volume of Credits delivered to full-time learners	30,209					
Volume of Credits delivered to full-time learners aged 16-19	17,203	16,417	16,745			
Proportion of Credits delivered to full-time learners aged 16-19	38.76%	37%	37%	37%		
Volume of Credits delivered to full-time learners aged 20-24	4,972	5,768	5,883			
Proportion of Credits delivered to full-time learners aged 20-24	11.20%	13%	13%	13%		
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	1,954	3,106	3,168			
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	4.40%	7%	7%	7%		

1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced						
Gender -						
Volume of Credits delivered to Male learners	18,644	19,079	19,913			
Proportion of Credits delivered to Male learners	42.00%	43%	44%	44%		
Volume of Credits delivered to Female learners	25,729	25,291	25,344			
Proportion of Credits delivered to Female learners	57.96%	57%	56%	56%		
Volume of Credits delivered to Other learners	18	0	0	0		
Proportion of Credits delivered to Other learners	0.04%	0	0	0		
Ethnicity -						
Volume of Credits delivered to BME learners	1,091	1,553	1,584			
Proportion of Credits delivered to BME learners	2.46%	3.50%	3.50%	3.5%		
OA National Measure	2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)	Notes
Disability -						
Volume of Credits delivered to students with a known disability	7,325	8,874	9,051			
Proportion of Credits delivered to students with a known disability	16.50%	20%	20%	20%		
Care Experience -						
Volume of Credits delivered to students with Care Experience	246	250	250			
Proportion of Credits delivered to students with Care Experience	0.60%	0.65%	0.65%	0.65%		
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	287	488	548			
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	1,283	1,952	2,192			
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.89%	4.50%	5.00%	6%		

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	2,569	1,952	2,192		
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.79%	4.50%	5.00%	6%	
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	12,885	12,500	12,500		
Volume of Credits delivered at HE level to learners from SHEP schools	880.5				
Proportion of Credits delivered at HE level to learners from SHEP schools	6.83%	6.80%	6.80%	7%	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	10,694.40	11,536	11,766		
Proportion of Credits delivered to learners enrolled on STEM courses	24.10%	26%	26%	26%	
4(a)* Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	842	897	900		
The total number of FT FE enrolled students	1,309	1,300	1,250		
The percentage of FT FE enrolled students achieving a recognised qualification	64.30%	67%	70%	72%	
The number of PT FE enrolled students achieving a recognised qualification	1,676	2,370	2,560		
The total number of PT FE enrolled students	2,336	3,000	3,200		
The percentage of PT FE enrolled students achieving a recognised qualification	70.60%	79%	80%	82%	
The number of FT HE enrolled students achieving a recognised qualification	512	562	624		
The total number of FT HE enrolled students	723	750	800		

<i>The percentage of FT HE enrolled students achieving a recognised qualification</i>	69.70%	75%	78%			
OA National Measure	2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)	Notes
<i>The number of PT HE enrolled students achieving a recognised qualification</i>	306	434	480			
<i>The total number of PT HE enrolled students</i>	465	550	600			
<i>The percentage of PT HE enrolled students achieving a recognised qualification</i>	65.60%	80%	82%	84%		
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification						
<i>The number of MD10 FT FE enrolled students achieving a recognised qualification</i>	46	50	52			
<i>The total number of MD10 FT FE enrolled students</i>	58	62	64			
<i>The percentage of MD10 FT FE enrolled students achieving a recognised qualification</i>	79%	80%	80%	80%		
<i>The number of MD10 PT FE enrolled students achieving a recognised qualification</i>	69	70	74			
<i>The total number of MD10 PT FE enrolled students</i>	96	93	93			
<i>The percentage of MD10 PT FE enrolled students achieving a recognised qualification</i>	72%	75%	80%	80%		
<i>The number of MD10 FT HE enrolled students achieving a recognised qualification</i>	19	21	24			
<i>The total number of MD10 FT HE enrolled students</i>	26	28	30			
<i>The percentage of MD10 FT HE enrolled students achieving a recognised qualification</i>	73%	75%	80%	80%		
<i>The number of MD10 PT HE enrolled students achieving a recognised qualification</i>	7	9	10			
<i>The total number of MD10 PT HE enrolled students</i>	14	16	17			
<i>The percentage of MD10 PT HE enrolled students achieving a recognised qualification</i>	50%	60%	65%	65%		
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges						
<i>The number of senior phase FT FE pupils achieving a vocational qualification</i>	8					Targets to be confirmed

The total number of senior phase FT FE pupils	22					
The percentage of senior phase FT FE pupils achieving a vocational qualification	36%	70%	75%			
The number of senior phase PT FE pupils achieving a vocational qualification	99	308	375			
The total number of senior phase PT FE pupils	184	440	500			
The percentage of senior phase PT FE pupils achieving a vocational qualification	54%	70%	75%	72%		
The number of senior phase FT HE pupils achieving a vocational qualification	0					
The total number of senior phase FT HE pupils	0					
The percentage of senior phase FT HE pupils achieving a vocational qualification	0					
The number of senior phase PT HE pupils achieving a vocational qualification	41	34	36			
The total number of senior phase PT HE pupils	76	48	48			
The percentage of senior phase PT HE pupils achieving a vocational qualification	54%	70%	75%	77%		
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification						
The number of CE FT FE enrolled students achieving a recognised qualification		10				
The total number of CE FT FE enrolled students		15				
The percentage of CE FT FE enrolled students achieving a recognised qualification		67%				
OA National Measure	2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)	Notes
The number of CE FT HE enrolled students achieving a recognised qualification						
The total number of CE FT HE enrolled students						
The percentage of CE FT HE enrolled students achieving a recognised qualification						
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification						

The number of FT FE enrolled students aged 16-19 achieving a recognised qualification						
The total number of FT FE enrolled students aged 16-19						
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification						
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	54	75	78			
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study						
Total number of full-time learners						
Number of full-time learners with substantial 'work placement experience' as part of their programme of study						
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study		50%	60%			
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	201	220	230			
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	82	120	150			
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	41%	55%	65%			
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
Response rate						
The total number of full-time FE college qualifiers (confirmed destinations)	832	1,000	1,020			
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	790	800	800			
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95%	96%	96%			

The total number of full-time HE college qualifiers (confirmed destinations)	479	479	479			
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	469	469	469			
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	98%	98%	98%			
9. The percentage of students overall, satisfied with their college experience (SSES survey)						
Response rate	82%	85%	85%			
Full-time						
OA National Measure	2015-16	Target 2018-19	Target 2019-20	Target 2020-21	Key priority sector ambitions (where applicable)	Notes
Part-time						
Distance Learning						
10 Gross carbon footprint (tCO₂e)	29 tons CO ₂	29 tons CO ₂	27 tons CO ₂			

* Key priority measure

Note 1 - SHEP data currently not available. Previous institution field being added to FES from 2016-17. Note 2 - Data not available to SFC. Colleges to provide.