

## Region: Scottish Borders

### Borders College

### Regional Context Statement

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## 1. The Scottish Borders Region

### 1.1 Population and demographic profile

The population of the Scottish Borders was estimated at 113,870 by the 2011 census, growing by 6.7% since 2001. This masks changes in population profile where the largest percentage growth in population has been in those 65 years of age or older (18.2%) and where there has also been a decline in the number of children under 15 years of age (-4.7%). Between 2010 and 2035 the National Records of Scotland predicts a 10.6% increase in population for the Scottish Borders with almost all of that growth coming in the over 65 year old population. Compared with Scotland as a whole, the Scottish Borders has a smaller proportion of working age population and children under 10 years of age; this is in-line with other Scottish rural areas. The proportion of the population of teenagers matches those of the Scottish average but declines markedly from the age of 17/18 onwards. This corresponds to the age at which many young people move on to university and with the university options available in the Scottish Borders being extremely limited there is a large net outward migration.

The demographic profile will influence future curriculum design in the region. The College recognises it has a commitment to provide vocational training to older learners and will work to retain its current capacity for learners over the age of 25. However, of the population of young people aged 16-18 leaving school and not moving out of the Borders, the majority come to Borders College to study and will spend more than one year at the College. Around three quarters of full time students at the College fit within this demographic.

The Scottish Borders is a rural area with the two main conurbations of Hawick and Galashiels having less than 20,000 population. The rest of the region is characterised by small towns and villages surrounded by large rural areas. Population density is low, providing the challenge to the College of giving good access to its services to people living in all areas of the region. Its community programmes use a dispersed model, at times making use of other community planning partners' premises and it works closely with the local authority in planning and providing the necessary transport links so that students can attend College in Galashiels at the centre of the region. Enrolments for 2015/16 show a distribution similar to the population distribution for the region with Hawick and Galashiels having the largest number of enrolments and the smaller town areas of Selkirk, Peebles, Melrose, Kelso and Jedburgh having levels of enrolment proportionate to their population. There are lower numbers of enrolments from the Berwickshire areas of Duns, Eyemouth, Coldstream and Cockburnspath; these are smaller communities again and better transport links north make Edinburgh as accessible as Galashiels. There is inward migration of people to study further education courses in the Scottish Borders, with enrolments from neighbouring regions of Edinburgh, Lanarkshire, Dumfries & Galloway, Cumbria and Northumberland. Specific courses attract students from further afield with small numbers of enrolments from across Scotland and the rest of the UK.

The 2011 Census data indicates that 0.3% of the Scottish Borders population are able to speak Gaelic. This compares with a national average of 1.1% and a rate of 5.4% for the Scottish Highlands. At present Borders College has one student who indicated that they are

a native Gaelic speaker and no staff who are native Gaelic speakers where English is a second language and additional support has been required. However, the College would ensure that there would be no barrier to employing or enrolling a native Gaelic speaker.

## 1.2 Economic Profile

Economic growth in the South of Scotland has lagged behind Scotland and the UK over the past decade and the impact of the most recent recession on the region's economy has been more marked than across Scotland and the UK as a whole. The region is more dependent on public services, agriculture, tourism and retail to generate its output than Scotland as a whole. Rural businesses in agriculture, forestry and fisheries account for a quarter of all registered firms, compared with a national average of 9%. Gross Value Added (GVA) per worker for the South of Scotland is the lowest for the Scottish regions at 71% of the national average for 2012, compared with 77% in 2011. Growth in GVA is static in the South of Scotland compared with modest growth of 2% between 2005 and 2012 across the whole of Scotland. The business start-up rate is lower at 73% of the national average, and business investment per head of population is only 35% of the national average in 2012. There are 200 fewer businesses in the Scottish Borders than there were in 2008. In 2013, 84% of the businesses in the region employed fewer than 10 people compared with 80% of businesses for Scotland as a whole. The economic data portrays a rural region that is performing poorly compared with the national average and where efficiency, wealth generation and investment are either static or declining.

Employment in Borders Region is declining with the number of jobs falling by 6% between 2009 and 2012 to 39,900. This rate of decline is 2% higher than the Scottish average. Health, Retail, Manufacturing, Education and Accommodation & Food Services are the largest employing sectors in the region. Food & Drink and Tourism are the largest of the Scottish Government's Growth Sectors in the region and account for 16% & 9% of employment in the South of Scotland respectively. South of Scotland residents are relatively more likely to be employed in skilled trades, caring, operative and elementary occupations compared to Scotland as a whole.

Population growth in the Scottish Borders has slightly outpaced the Scottish average, growing by 6% in the decade between 2002 and 2012. However this masks a decline in school-aged children and people between 25 and 44 years of age within the South of Scotland with all other age groups growing. There is a net out-migration of young people in their late teens and early twenties as the opportunities for Higher Education are limited within the region. Population growth in Scottish Borders is expected to continue at the lower rate of 1% over the coming decade. The population profile trends are also expected to continue with the largest growth expected in the older population.

The proportion of economically active people in the Scottish Borders is 74%; 3 percentage points above the Scottish average and unemployment is 2 percentage points lower than the national average at 6%. Unemployment rates across the South of Scotland have been falling since 2012 at a faster rate than for Scotland as a whole. Youth (16-24) unemployment in Scottish Borders has declined by 24% between February 2013 and February 2014, mirroring the improvements in Scotland as a whole and is almost back to pre-recession levels.

Wage inflation in the Scottish Borders has been very low, only increasing 5% since 2001 compared with an average increase of almost 38% across Scotland.

The College is a significant and critical resource within the Scottish Borders. Its curriculum is aligned with local and national priorities. Students develop skills that ready them for the workforce generally and the vocational areas available prepare young people to enter the trades, and support the health, tourism and food sectors. Small and micro businesses predominate within the region therefore developing enterprise skills features well within the curriculum, with several young people becoming self-employed on leaving the College. The College has experienced an increase in demand for engineering provision from employers and interest from young people. This change is not evident from the Regional Skills Assessment which could be attributed to the relatively low baseline of the engineering sector within the region at present. The College recognises the engineering sector as a small, growing and important sector to support within its curriculum plan. To this end it is looking to expand the range of its engineering provision so that it can support local firms that wish to offer a Modern Apprenticeship and to offer a greater choice to college entrants who wish to progress their interest in engineering on to higher levels of study and university entrance in line with the national Skills Investment Plan (SIP) for engineering and advanced manufacturing.

Where young people make up the majority of the College's full time students, the business development programmes and community programmes enrol more of the region's adult population. Business development programmes help upskill the existing workforce in many businesses and the community programme plays an important role across the region in local communities' sustainability.

The College has a vital role in helping the Borders Community Planning Partnership (CPP) in their ambition for the Scottish Borders to become a more attractive place to live and work, and to arrest the outward migration of its young people. The College's wide further education curriculum and broadening higher education curriculum help to retain young people in the Borders, assisting in this Community Planning Partnership aim and helping to upskill the entrants to the jobs market.

September 2015 saw the reopening of the Borders Railway between Tweedbank and Edinburgh with usage exceeding expectations. With 30 miles of track and seven new stations the Borders railway has improved two-way access between the Scottish Borders and the capital city. This has proved of benefit for both staff and students, with students using it to commute to college and staff using the service for business travel. Journey times between central Edinburgh and Galashiels are less than one hour. The opening of the line provides excellent opportunities for the Scottish Borders for investment in jobs and further infrastructure. The College is playing its part, with a curriculum focused on investing in skills for the growth areas of economic activity in sustainable tourism, food & drink and engineering ensuring that there is a well-trained workforce for growth and inward investment. This will help to sustain jobs in the Borders in the long term and contribute to the anticipated population growth envisaged in Borders railway: Blueprint for the Future. The College will continue to work with the other Community Planning partners to ensure that the Scottish Borders maximises the opportunities that come from the re-establishment of the railway line.

### 1.3 Education and Training

There have been more school leavers going into either higher or further education since the onset of the recession with fewer going directly into employment or becoming unemployed. Fewer also go into training schemes such as Modern Apprenticeship than the national average with 407 Modern Apprenticeship starts in the Scottish Borders during 2014/15; 57 more than the previous year.

The College has increased significantly its full time provision up to SCQF level 8, helping to ensure that there are positive destinations for young people, meeting its commitment to Opportunities for All and providing a positive start to *Developing the Young Workforce*. The top four programme areas in the Scottish Borders are Care, Hairdressing & Beauty Therapy, Construction and Landbased. Modern Apprenticeship starts supported by the College have grown over the last three years, both in terms of those managed directly by the College and those managed by other agents where the College is contracted to provide the training element. The College's expectation is for the number of starts to continue to grow as the economy picks up in the short and medium term.

### 1.4 Skills Gaps

The majority of employers in the South of Scotland have recruited in the past 2-3 years from Scottish schools, colleges and universities and report that the recruits are well or very well prepared for work. Where they report they are poorly prepared the main reasons are a lack of life experience, poor motivation or attitude, or a lack of skills and competence. Hard to fill vacancies account for less than 1% of vacancies. Employers in the South of Scotland are more satisfied with the proficiency of their staff compared to employer satisfaction rates for Scotland as a whole.

The College recognises that it has a vital role in helping prepare young people for the world of work. Its programmes are designed around ensuring that learners have a good opportunity to develop these skills. Support for this development is provided through course tutoring, focused personal development planning and appropriate work experience opportunities and monitoring. Higher than average business satisfaction with new recruits correlates positively with this focus.

### 1.5 Scottish Government Growth Sectors

The South of Scotland has high concentrations of employment in tourism and food & drink sectors (Including agriculture and fisheries). Together, tourism and the food and drink sector account for 25% of all jobs in the South of Scotland. Skills Investment Plans have been produced by SDS on behalf of the Scottish Government for each of these sectors. These highlighted a series of priority actions to address current and future skills gaps and shortages.

The SIP for tourism focussed on:

- Improving management, leadership and enterprise in the sector
- Ensuring staff have the skills to deliver a high quality visitor experience
- Raising the attractiveness of the sector to new entrants
- Ensuring appropriate and high quality training is available to the sector.

The SIP for food & drink focussed on:

- Raising the attractiveness of the sector to new entrants and retaining talent
- Supporting company capacity to innovate

- Driving leadership and management excellence in the sector
- Supporting the development of skills for growth in the workplace

The College has responded to these priorities by providing:

- Management and business development support and skills training through its Business Development Unit
- Tourism and food & drink specialist training and support
- A diverse portfolio of curriculum provision for the landbased industries
- Realistic simulated work environment and work experience for hospitality students

and:

- Understanding the local tourism sector well and providing a curriculum that addresses the wide range of skills it requires to provide high quality visitor experiences
- Investing in industry standard landbased, sports, catering and hospitality training facilities within the College campus

## 1.6 Areas of Deprivation

The Scottish Index of Multiple Deprivation (SIMD) is used to identify small areas of concentrated multiple deprivation in Scotland. It is a reasonable methodology for identifying deprived communities where they are clustered together. However, it is less sensitive to rural deprivation where these communities can be small and dispersed. The results of the 2012 SIMD show that most of the Scottish Borders falls into middle ranking SIMDs. The two main towns of the Borders, Hawick and Galashiels both have areas that rank in the 10% most deprived areas within Scotland; Hawick – Central and South Burnfoot, and Galashiels – Langlee Drive and Kenilworth areas. In the last 10 years the number of most-deprived 15% data zones in the Borders has risen from two to five. It should be noted that SIMD1 accounted for 3.1% of school leavers in summer 2014 in the Scottish Borders.

The Scottish Borders Single Outcome Agreement, to which the College has contributed well and to which it is a signatory, focuses on addressing inequality as one of its key outcomes. The College participates in the community planning process which is ongoing and addressing the challenges faced by these communities. It commits resource appropriately, for example by working closely with the associated schools and by increasing access to vocational training, either while the young people from these areas are still at school, by improving engagement, or through full time places on college courses.

## 1.7 Needs Analysis

Health, retail and manufacturing are the largest employing industries in the South of Scotland. The industry profile for the area also points to specialisation in accommodation services, construction, the arts and land-based industries. The demographic profile indicates that job opportunities will come more from replacing the aging existing workforce than through expansion in the number of jobs available.

Analysis of demand for college places indicates that vocational training for engineering, service sector (including hairdressing, beauty therapy, health and social care), construction, sport and animal care are all popular areas of choice for young people. The College's unmet demand report indicates that engineering and service sector are areas where demand for places at college exceeds availability considerably.

The Scottish Borders Economic Strategy 2023 focuses on areas where the CPP believe the region has a competitive advantage. These include niche manufacturing, tourism, construction, creative industries, farming and food and drink. The College contributes significantly to these areas and will continue to align its curriculum with them in the long term. The Economic Strategy also aims to encourage entrepreneurial activity, an area to which the College will contribute through the further development of enterprise skills within its curriculum. The Borders has a high level of new business start-ups and survival rates, with analysis of college-leaver destinations indicating that they are making a contribution to this growth.

The Community Planning Partnership has a key role to play in supporting the economic development of the region. The College is key member of the team responsible for setting the Single Outcome Agreement for the Scottish Borders, with membership on the CPP Strategic Board, Joint Delivery Team, Economy & Infrastructure Delivery Team, The Borders Learning and Skills Partnership and the South of Scotland Economic Forum. The coterminous nature of the College Region, Local Authority Region and Health Service Region allows for a clear focus by all organisations on the same population group and geography, hence removing the complexity that can occur in multi-region areas. This allows for straightforward partnership and joint planning. The College is playing a significant role, particularly in the Economic Strategy aims of *Building on our Assets* and *Developing the Workforce of the Future*. Through partnership working with other community planning organisations, including Scottish Borders Council and Skills Development Scotland, the College will continue to make a significant contribution to the young persons' guarantee of an offer of a place in education or training for every 16 to 19 year old in Scotland. First destination statistics 2013/14 show the Borders Region outperforming the national average by 1.9% for positive destinations at 94.2% for Borders school leavers in October 2014. The Scottish Borders CPP is developing its own regional young persons' guarantee in line with national objectives, to which the College will make a significant contribution.

## 1.8 Developing the Young Workforce

The CPP is also addressing *Developing the Young Workforce* with a project team in place including senior staff from the College. Planning is well advanced with actions underway from autumn 2014 onwards. (See Section 3 for further information)

## 1.9 School Leaver Destination Analysis

(Based on SDS June 2015 CPP Report for Scottish Borders School Leavers)

Leaver destination figures for 2013/14 show that 94% of leavers are in positive destinations in March 2015, a drop of 0.2pp (percentage points) compared with October 2014 and 2.5pp higher than the national average. This indicates that Borders leavers are better at achieving a positive destination and maintaining it after leaving school. Within school leaver positive destinations there is movement between categories, with growth of those in employment being the most significant change along with a corresponding drop of those in further education and training. 28.7% entered further education for the 2014/15 session; 2.4pp above the Scottish average. By March 2015, 27.2% remained in further education; 2.7pp above the national average. Of those who stated that they were in Further Education in the September 2013 survey, 0.7% of them indicated that by March 2015 they had now moved to Higher Education, 91.1% were still in Further Education, 4.3% had moved into employment, 0.3% were now on a training scheme and 3.7% were now unemployed.

The entry rate to Higher Education at both universities and colleges was 41.6%; 4.8pp above the national average but decreasing to 41% by March 2015; 3.9pp above the national average.

The rate for those school leavers entering training is 2.3%; continuing the upward trend of the previous year but still well below the national average of 4.1%. This rate had fallen to 1.0% by March 2015 with 25% of those leaving their training programmes becoming unemployed, 29.2% entering employment and 8.3% entering further education. The continued growth in training place starts is welcome, with the College Region planning to contribute to this improving trend in 2016/17 by bidding for further training places from SDS.

The percentage of leavers in positive destinations has steadily improved since the March 2008 follow-up survey; from 84.1% to 94.0% by March 2014.

The percentage participating in FE has returned to the pre-recession average of around 28% of school leavers in 2014/15 while HE participation has increased to over 40% from 30.8% in 2004/05. The growth in HE participation has shown a fairly steady increasing trend over the decade. This is also reflected in the College's curriculum with the growth in the number of HN places available to school leavers. Employment opportunities have improved in the last 12 months with 20.8% of school leavers entering employment; 4.4pp above the low point in 2008/09.

There are gender differences in leaver destinations with females more likely to opt for further or higher destinations than their male counterparts. Male destination of employment straight from school is higher at 26.4% than their female counterparts at 15.5%. Positive destination rates are higher for males at 94.9% with a lower rate of 93.6% for females. 2.0% of females are unemployed but not seeking employment compared with 0.8% of males, accounting for almost all of the difference in positive destination.

There are clear correlations between a leaver's home location as measured by the Scottish Index of Multiple Deprivation (SIMD) and their destination on leaving school in the Borders College Region. Further education is the most common destination for SIMD1-3 and accounts for 48% of SIMD1 destinations. Higher education is the most common destination for SIMD5-10. SIMD2 has the lowest positive destination rate and the highest unemployment. SIMD1-3 accounts for only 10% of leavers in the region.

**Table 1: Percentage First Destination by SIMD for School Leavers (Scottish Borders Council Community Planning Partnership Report (Dec 2013))**

<b>Destinations by SIMD Decile (Percentage of Leavers)</b>										
<b>SIMD Decile</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
FE	48	46	58	34	27	32	25	22	15	8
HE	21	23	17	34	40	43	44	50	45	58
Training	3	4	0	1	4	3	2	1	4	0
Employment	21	8	21	22	21	18	22	20	28	25
Activity Agreement	0	4	2	1	0	0	0	0	0	0
Voluntary Work	0	0	0	0	0	2	0	1	0	0
Positive Destinations	94%	85%	98%	94%	92%	97%	94%	95%	92%	92%

Negative Destination	6%	15%	2%	6%	8%	3%	6%	5%	8%	7%
Number of all leavers	33	26	48	67	164	199	224	225	53	12
Percentage of all leavers	3.1%	2.5%	4.5%	6.3%	15.5%	18.8%	21.2%	21.2%	5.0%	1.1%

## 1.10 Articulation and Progression

### 1.10.1 College Entrants directly from School

A large majority of Borders school leavers planning to go to college choose to study at Borders College and live at home. Edinburgh College is the next most popular destination for college entrants from the Borders. Entrants are far more likely to migrate out of the region to study on HE level programmes at college, with slightly more choosing Edinburgh College than Borders College. Numbers entering directly on to HE level programmes from school are low in comparison to university entrants or FE level entrants to college. The numbers of HE college entrants by institution fits with the collaborative strategy Borders and Edinburgh regional colleges have, with a wider range of specialist HN provision made available in the Edinburgh region proving attractive to Borders school leavers.

Table 2: College Entrants directly from Borders schools (Session 2014/15)

Institution	FE Study	HE Study	Total	Percentage
Borders College	340	43	383	75.1%
Edinburgh College	36	46	82	16.1%
Outwith Scotland	12	-	12	2.4%
Other institutions	13	20	33	6.5%
Total	401	109	510	

### 1.10.2 Progression

Progression routes between college programmes are well established. The Borders College curriculum is typically designed as a series of one year programmes. This is the case up to SCQF level 6 and between levels 7 & 8 where the College has traditionally offered an HNC, with the option to top up to an HND in a second year. Progression rates do vary from SCQF level to level. This pattern is well established with high progression rates at Level 5 and above, with the majority of HNC and HND entrants coming from the existing college student population. There are lower progression rates at SCQF Level 2 & 3, with learners tending towards extending the breadth of their studies at these levels if they return for a further year.

### 1.10.3 Articulation

The College has articulation routes mainly to the Edinburgh Universities. Heriot-Watt University accounted for 42% of entrants to university from the College and Napier University account for a further 36% in 2014/15. In total 33 students left Borders College to matriculate on to a university degree of whom 9 (27%) articulated with advanced standing to Year 2 or above of their degree programme. Almost as many students return to Borders College to continue their HE studies with 33 choosing to return for another year in 2014/15. The largest group (43 of the 2013/14 leavers) of HN leavers enter employment with several of the College's HN programmes designed to meet the needs of employers/employment

rather than for articulation into higher levels of study. This will remain a long term design feature of the College's HN curriculum.

### **1.11 Travel to Study Patterns**

The Scottish Borders is a relatively large land mass of 473,614 hectares with a low population density of 0.24 people per hectare. It is the 4<sup>th</sup> most rural area in mainland Scotland. These factors have implications for travel to study. The College works closely with Scottish Borders Council to ensure that there is a competent travel plan, guaranteeing students can access the main college campuses in Galashiels and Newtown St. Boswells. Through the Community Planning Partnership the College and NHS Borders joined the procurement exercise led by Scottish Borders Council for transport services. This arrangement is an extension of our previous bilateral arrangements with the Council which involved negotiation with bus companies, shared procurement and integrated school and college services. The travel to study requirements of the region have longstanding and continuing implication for levels of student funding support with a significant proportion of student funding being spent on transport services. The opening of the Borders Railway has opened up another travel option for those living near to its route. Early indications are that the rail service is helping to attract students from the Midlothian area who find it easier to travel to Galashiels than some of the Edinburgh College campuses.

### **1.12 Communities of Interest**

The College has specialised provision for supporting people with learning disabilities. It liaises closely with Scottish Borders Council, providing clear progression routes and transition arrangements for young people leaving school who have a learning disability. It also provides an innovative skills development programme for older people with a learning disability, focused on improving independent living and skills for work. The proportion of work undertaken in this area is higher than the average levels of activity found across Scotland's College Regions, however the number of full time entrants has declined recently due to an extension of the local school provision for this group of students. This may lead to these students entering college at an older average age than in the past.

## 2. The College Curriculum

### 2.1 Overview

The College provides a broad curriculum of both vocational and academic study from SCQF Level 1 to Level 9. As the single regional college in a sparsely populated and large rural area it has met the challenge of providing adequate provision that is easily accessible. Campus location and design was informed fully by curriculum and access considerations.

Customer demand from both employers and learners has been the main driver for curriculum design and, in part, for the organisation's structure. Employers are always included in approvals panels for new or significantly revised provision. Articulation to university degree programmes has also influenced the design of higher level and university access programmes. A wide range of shorter programmes is available for employers and employees to assist in upskilling the local workforce. Apprenticeship programmes and work-based vocational qualifications are also a significant feature of the curriculum. Niche programmes exist in a few areas primarily provided for rural industries, tourism and sport.

Curriculum planning and design is based on a clear set of principles with the curriculum aligned to employer need and local environmental analysis. The most recent example is the impact that interest from employers and managing agents for growth in engineering training, apprenticeships and higher education programmes has had on the curriculum.

Demand from applicants also plays a significant role in shaping the curriculum, as does the need to provide adequate provision for people with learning disabilities and for programmes that introduce young learners to vocational areas of study.

The mode of delivery is also an important consideration, with many employers looking to the College to support training and development through on-job training and assessment. Community programmes still form an important part of the curriculum plan. These are delivered within local communities, often in other CPP premises. Almost all full time provision is delivered in the two centrally located campuses in Galashiels and Newtown St. Boswells.

The details of the College curriculum can best be described by reference to the different curriculum delivery units within the College's structure. Each is described briefly below.

### 2.2 Business Development Unit

The Business Development Unit offers bespoke advice to employers on their training and development needs. The major strength of the unit is in its team of industry specialists who work with employers to identify the most appropriate solution for their training needs to support business growth, human resource requirements, CPD and product or service development.

Workforce development is the major aspect of their work. They offer professional training, SVQs, modern apprenticeships and short courses tailored to the needs of companies, with this service proving popular with employers in both the Scottish Borders and Lothians.

The Unit also provides wide ranging community programmes across several centres in the Scottish Borders, the design of which is driven by demand from learners, employers and other prospective customers. The community programme evolves year-by-year depending on demand and an employee benefit package is open to employers to encourage their employees to learn.

An important feature of the Business Development Unit's provision is its Skills Accreditation programme for people with learning disabilities, some with profound and complex needs. This has been developed using the NCFE awarding body's *Investing in Quality* licence. In recent years the College has credit rated a number of these programmes through the Scottish Certificate and Qualification Framework, to the point where Borders College is now one of the main owners of SCQF programmes at levels 1 & 2 in Scotland. It will continue to advance this work as these qualifications, delivered in partnership with employers and service providers, provide significant opportunities for employment and improved independent living for people with a learning disability. The College offers these programmes across the Scottish Borders and the Lothians because of their unique nature.

The Business Development Unit manages the Employability Programmes and directly contracted Modern Apprenticeships. It has an established series of programmes at Stages 3 & Stage 4 of the employability pipeline. It works with NHS Borders as a Community Planning Partner and as a major local employer in the design of a number of these programmes and their features. Modern Apprenticeships are offered in vocational areas where there are significant local employment opportunities and are planned and progress monitored in conjunction with the employers. The curricular areas involved include health, social and child care, management, customer service and business and administration.

### 2.3 Care and Access

The Access provision is an important feature of the curriculum and includes several programmes up to SCQF level 3/4. This curriculum has undergone a significant review in the last few years, with a greater emphasis on providing nationally recognised qualifications and greater attention to opportunities for progression from Access provision on to level 4 programmes in other Faculties. These programmes are carefully managed and designed with input from social work, third sector organisations, parents and carers. Both full and part time attendance patterns are available, with programmes designed to accommodate individual needs. Staff are involved in transition meetings with school staff and educational psychologists around developing programmes that meet the assessed need of young people who present with profound and complex needs. This partnership working is essential to ensure that the necessary resources are in place prior to a young person starting on a college programme.

The Care curriculum covers health, social and early education. These are all major areas of employment in the Scottish Borders. The faculty offers an extensive range of work experience placement opportunities as part of its curriculum to prepare students for employment or higher levels of study. The curriculum is carefully planned to ensure that progression through the levels is seamless and builds on the previous level of study. Programme design for health care has been heavily influenced by Napier University to ensure successful transition to their nursing degrees, both from SCQF level 6 & 7 programmes. In the case of the level 7 programme, progression can be with advanced standing. Napier University and Social Work are involved in interviewing for the higher level

programmes. The HNC Social Care is closely co-ordinated with employers and has employee and direct entry routes. Early education programmes are planned with Scottish Borders Childcare Partnership and local childcare providers, with placement being a significant component of childcare courses. At lower SCQF levels the courses are more preparatory and generalist in nature, allowing students to explore different disciplines within care before specialising.

The faculty also offers a range of professional development awards and counselling skills courses aimed primarily at people in employment. Curriculum delivery is designed around employment patterns and includes twilight and evening delivery with some online provision.

The faculty provides assistance to other curricular areas with a college-wide service to develop students' essential skills for employment and it leads in supporting enterprise both in students' project work and in teaching practice. The Core Skills team are based within this faculty. They have had a particular focus on contextualising the teaching of core skills, making them relevant to the students' vocational training and interest.

ESOL provision and outreach work is also provided by this faculty. The ESOL delivery is designed to account for participants' employment patterns and is coordinated with the local authority's Community Learning & Development team's ESOL services.

The faculty's outreach and short course work is also designed to support hard to reach learners, for example women who have experienced domestic abuse, people with mental health problems and people who are further away.

The faculty delivers outreach provision within the areas of our Region with SIMD1 postcodes, with plans to deliver in all three of these areas in 2016-17.

## **2.4 Construction, Engineering and Landbased Industries**

This faculty offers a wide range of apprenticeships, in the main subcontracted from other managing agents. These cover most of the construction trades, engineering and agriculture, which are all areas of significant employment in the Borders Region. In parallel with the apprenticeships it offers full time programmes. The numbers of entrants to the full time programmes has increased as fewer employers have been offering apprenticeships as a direct result of the recession. However, the last two years have seen the number of apprenticeships beginning to grow again.

A significant part of its provision is a wide range of short programmes for up-skilling employees and for meeting legislative requirements.

The faculty has developed a renewable energy unit in conjunction with a supplier and markets a range of short courses in this area with the support of the Business Development Unit. Recent interest in expanding the range of engineering courses from employers and managing agents has led to the introduction of an HNC in Electrical Engineering with an option to articulate to Napier University. There is a significant unmet demand for engineering courses from prospective learners, with a feature of the College's outcome agreement over the next few years being a request to increase available funding Credits and support for capital investment in the estate so this area of the curriculum can be expanded.

The faculty's landbased provision is based at the Newtown St. Boswells Campus where it works closely with local employers to ensure access to rural working environments including

farms, estates, riding stables and animal care centres. It offers a broad range of rural industries vocational qualifications in agriculture, horticulture, equine, gamekeeping, landscaping and animal care. It has completed a detailed review of its curriculum, identifying potential areas for expansion that would support rural industries. This will be implemented in conjunction with the national review undertaken by the Landbased Providers Group, with the Vice Principal: Curriculum attending the bi-annual meetings. The College will also provide subject specialists to join the working groups when the subject area is relevant. The recommendations from the two working groups on Animal Care and Agriculture informs curriculum planning from 2015-16 onwards.

The faculty's gamekeeping provision up to HNC level is of national importance as it is one of only two providers offering this provision which supports the work of Scotland's rural estates.

The faculty typically offers vocational qualifications with it achieving high levels of learner success.

## **2.5 Creative Industries, Sport and Business**

This faculty provides vocational training courses that support important areas of the Scottish Borders Economy. Borders business profile is typified by many SMEs with a large proportion of these being microbusinesses in the service, tourism and arts sectors. The range of subject areas within the Creative Industries and Sport curriculum includes catering, hospitality, sport, art and design, graphic design, hairdressing and beauty therapy, all providing employees for these small and micro businesses and helping to sustain the potential for business start-ups in these areas. It is worth noting that the Scottish Salon of the Year for 2013 was won by a young entrepreneur who only left our Beauty Therapy programme four years ago and is already offering employment to others.

Within the campus the faculty has access to modern, well-equipped realistic work environments that support the provision of vocational qualifications. It has good relationships with local employers who offer an extensive range of placements and have become involved in shaping the curriculum through project briefs and competition work and attendance at employer forums. Masterclasses by industrial experts are an expanding feature of their provision, providing up-skilling for local employers and employees.

Learner success rates for its vocational programmes are high.

The sports curriculum has important features that differentiate from the standard nationally recognised qualifications in this vocational area. These programmes are branded as Borders Academy of Sporting Excellence (BASE). They combine a national qualification with skills development in a single sporting discipline. Coaching in the discipline is provided by coaches with well-established reputations in their sport. The sports currently offered are rugby, football and downhill mountain biking. Football and rugby could be considered Scotland's national sports and rugby and downhill mountain biking have particular links to the Scottish Borders. Rugby is culturally important to the region and mountain biking is a key feature in the region's tourism strategy. These BASE programmes do attract applications from across Scotland because of the specialist coaching feature.

Downhill mountain biking attracts applicants from across the UK because of its unique character. It was established in conjunction with Scottish Cycling where it filled a gap in

youth coaching, because downhill mountain biking does not receive the same level of funding as other cycling disciplines as it is not an Olympic sport.

Young people's wider achievement on these BASE programmes is very good with several performing at national and international level.

With the College conscious that employment opportunities locally often reside in SMEs and microbusinesses, self-employment is a likely option that students may consider. An important feature in all areas of the curriculum is the development of both enterprise and employability skills.

Collaboration with Heriot-Watt University has led to coordinated curriculum planning for business and management, improving articulation with advanced standing to their business degrees. This work has been a feature of the closer relationship the two institutions have had since co-locating to the Scottish Borders Campus, Galashiels in 2009. The faculty also offers Higher National provision in IT, administration and digital media. Working with and appreciating the needs of the Local Authority for up-skilling and offering new qualifications to its administrative and supervisory staff has led to the introduction of Professional Development Awards and a part time version of an HNC.

Recognising the limited provision available to Senior Phase pupils for computing and software design this college faculty has worked with the local authority to offer these subject areas as part of the growing school-college partnership under the Schools Academy banner.

### 3. Developing the Young Workforce

#### 3.1. Working with Schools to develop new vocational pathways from the senior phase to the workplace

##### 3.1.1. Background: School-College Partnership Work 2013/14 to 2016/17

The College has a well-established partnership agreement with Scottish Borders Council's Education Department for the delivery of course provision for the 9 Secondary schools and Wilton Centre. The College has provided a range of both vocational and academic subjects which enables pupils to develop their employability skills and gain qualifications. The subject areas range from Higher Psychology, construction, motor vehicle, childcare, sport, personal presentation, horticulture and rural skills. There were 271 pupils who enrolled in 2013/14 and 19 enrolled on a supported transition course from school to college. In total the College had 1801 SUMs of activity in 2013/14 inclusive of provision for winter and summer leavers.

From 2014/15, Fashion at National 5 is included in the schools programme and delivered in Hawick to help stimulate interest in the local textiles industry amongst young people with excellent achievement rate and grades. Participation in the Schools programme increased overall with the broadening of this area of the curriculum and through the increase in available places with the College delivering 1742SUMs of activity in 2014/15.

The College has also joined the South East Scotland Academies Programme (SESAP) with Queen Margaret University and Edinburgh College and introduced 4 academies which started in August 2014. The academies enable pupils to attend college for part of a qualification with some attendance at the University, Edinburgh College and also a short work placement. The main purpose of the academies is to shorten the learner journey to college or university. For those pupils who complete an HNC part time over 2 years, they will gain entry to Year 2 of a degree at Queen Margaret University. There are 94 pupils across the 4 academies.

The School/College partnership was reviewed and rebranded Borders College Schools Academy and several new courses were delivered to school pupils. A total of 435 pupils enrolled on the courses with 24 doing Performing Engineering Operations Level 1, 19 doing Computing Science at National 4 or 5 and 65 doing the full Skills for Work qualification in Construction.

The school timetables were aligned to an asymmetric week with college courses included within the column structure. This enabled pupils to select the courses as part of their timetable, particularly a Tuesday and Thursday afternoon.

##### 3.1.2. Planning for 2016/17

###### 3.1.2.1. Senior Phase Vocational Pathways

The College is currently meeting with School staff to agree the portfolio for 2016/17 and these discussions include some new vocational pathways including Computing Science at Higher level and a Foundation Apprenticeship for Health Care at SCQF Level 6.

**3.1.2.2. Local Authority Involvement**

The local authority is currently recruiting to a post to lead on Developing the Young Workforce and the College will liaise with the successful applicant to ensure we are working together towards the Implementation Plan.

**3.1.2.3. School Involvement**

A schools/college meeting is planned for 26 November and the future provision will be discussed with Deputy Headteachers. Headteachers also participated in a workshop delivered by SDS on Foundation Apprenticeships and have indicated they would like the College to progress with the Foundation Apprenticeship in Health Care.

**3.1.2.4. Business Involvement**

The College is a member of the Invest in Young People group which is currently being formed in the Scottish Borders. The NHS Borders have also indicated their willingness to participate in a pilot of the Foundation Apprenticeship in Health Care.

### 3.2. Developing vocational pathways (prioritising STEM) for young people

This section includes details of all the new and existing pathways, the number of places being made available and the schools involved. It states how these pathways will fully meet the regional need for STEM and also have a strong focus on labour market need for other vocational areas.

Pathways	Vocational Options	Subjects	Qualification and SCQF Level	Partners and Schools	Recruitment Target 2015/16	Actual Recruitment 2015/16	Recruitment Target 2016/17
STEM	Engineering	Motor Vehicle Engineering	SCQF 4	All SBC schools and Wilton Centre	24	35	38
	Construction	Construction	PEO Level 1 SCQF 4 Skills for Work SCQF 4	All SBC schools and Wilton Centre	16 69	24 65	48 64
	Science	Food Science			8	5	8
Service Industries	Hospitality & Tourism Academy	Hospitality	SCQF 5	Hawick High School	16	0	0
	Creative Industries Academy	Creative Fashion and Textiles	HNC (4 credits) SCQF 6	All SBC Schools	8	10	0
		Introduction to Hairdressing & Beauty Therapy	HNC (4 credits) SCQF 6 National 4/5 SCQF 4/5	All SBC Schools All SBC Schools	34 12	17 9	26 0
	Hairdressing & Beauty Therapy Sport	Sport	VRQ Level 1 SCQF 4  SCQF 4	All SBC Schools	30  16	51  12	52  16
Care	Health and Social Care Academy	Health & Social Care	HNC SCQF 6	All SBC Schools	60	17	20
		Early Education & Childcare	SCQF 4	All SBC Schools	48	54	60
		Psychology	Higher SCQF 6	All SBC Schools	60	78	72
		Health Care	SCQF 4 Foundation Apprenticeship SCQF 6	All SBC Schools All SBC Schools	16	0	0 12
Landbased		Horticulture Rural Skills	SCQF 4	Eyemouth	14	11	12
			SCQF 4	Hawick	8	8	8
				Jedburgh	4		4
				Berwickshire (Selkirk)	8	7	8
Business, IT and Administration	Computing	Software Development	National 4/5 SCQF 4/5 Higher SCQF 6	All SBC Schools All SBC Schools	15	19	20 15
Totals					466	422	473

## 4. Equality, Diversity and Inclusion

### 4.1. Equality Outcomes

The College set its equality outcomes and action plan in 2013 in line with the general and specific duties under the Equality Act 2010. The equality outcomes and the desired outputs for learners also correlate well and support the outcomes set within this Regional Outcome Agreement. The outcomes are:

- Learners from all backgrounds achieve high levels of success (Advancing equality of opportunity between different groups)
- Learners are treated with dignity and respect and their views help shape and improve our services (Eliminating unlawful discrimination, harassment and victimisation)
- Learners are prepared for life, work and to be responsible citizens (Fostering good relations between different groups)
- Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers (Advancing equality of opportunity between different groups)
- The college community is at least representative of the local community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics (Advancing equality of opportunity between different groups)
- Users of our facilities and services can access them easily (Eliminating unlawful discrimination, harassment and victimisation)

(Note: The general duty to which each outcome primarily applies is shown in brackets after the outcome statement.)

The full details of the equality outcomes, the action plan and the mainstreaming report 2015 can be found on the College's website at: <http://www.borderscollege.ac.uk/equality-matters/equality-matters/>

### 4.2. Addressing gender imbalances in participation 2016/17 onwards

The College recognises that there are significant gender imbalances across the applicants and entrants to many of the vocational areas within its curriculum. Engineering and construction skills have predominantly male entrants while hairdressing, beauty therapy and childcare are predominantly female. The College will look to work with the local authority schools and employers to take a coordinated approach to promoting programmes to gender minorities in vocational areas. It recognises that it can be an important partner in influencing change and that striving towards parity in the gender mix within vocational areas of training and education will be a strong force in tackling the gender pay gap.

It will focus on three curricular areas from 2015/16 onwards. Those are Childcare & Education, Hairdressing and Construction Skills.

For Childcare and Education we plan to enhance our marketing and promotion of this as a positive career choice for males with recent case studies. We will follow these individuals' careers over the coming years to demonstrate the benefits and impact of this as a career choice. We will work with the schools to explore with their male pupils the options available to them in this field of work.

For Hairdressing & Beauty Therapy we will plan to:

- Deliver workshops aimed at High school aged boys – these would be delivered by a male; either a past student, or a guest male speaker
- Deliver a barbering course, which could also include hot shave
- Hold an open evening – aimed at males only, where we would invite in past male students who have gone on and created a good business in hairdressing
- Go out to the secondary schools, with our current male students or past students to discuss their time and experiences at college
- Improve our marketing featuring male students

For construction skills we will plan to:

- Agree a plan of action with the local schools
- Deliver workshops aimed at P7 to S3 girls
- Improving the marketing of their programmes to gender minorities
- Explore further the use of taster days and workshops for females

The College's marketing department will have a significant part to play with a promotional campaign that challenges gender imbalances with positive news items and promotional material about those in gender minority achieving well, and a campaign directed at younger secondary school pupils promoting vocational areas to the gender minority.

The College's Equality, Diversity & Inclusion Committee will oversee the work of a subcommittee tasked with monitoring the progress of this work.

### **4.3 Care Experienced Young People**

The College has been a Corporate Parent under the Children and Young People Act since April 2015. It now has representation on the CPP Corporate Parenting Operations Group that reports to a Corporate Parenting Strategy Group chaired by a Scottish Borders Councillor. It has contributed to the Corporate Parenting Action Plan for the Scottish Borders.

It will establish a baseline for the proportion of activity delivered to Care Experienced young people in 2016/17 and will work with its local partners to establish future targets based on the overall number of care experienced young people resident within the region with the aim of making a significant contribution to ensuring that all care experienced young people have a positive destination.

The College has adjusted its policies around recruitment and the ongoing support for care experienced young people. The admission policy makes it clear that care experienced young people will be guaranteed an interview and a place on a suitable course whenever they apply and where the College can meet their needs. The policy also addresses the

additional support offered with regards to accommodation while a college student, including finding suitable accommodation covering the summer period.

The ongoing guidance for care experienced young people is supplemented with the additional support of a dedicated mentor. The mentor also has the role of linking with the additional support services for care experienced young people. The mentor supports the care experienced young person through the transition to college and throughout their time as a student.

In 2016/17 the College will, through the support of the Robertson Educational Trust, extend this programme to include looked after young people in the Senior Phase at school. The College will work with the nine secondary schools to identify looked after young people who would benefit from 1-1 mentoring support in their final year at school while they are on the Borders College Schools Academy programme. This support is designed to help them make a success of the programme and make a successful transition to college. Its aim is to reduce the number of LAC young people going to negative destinations. The grant from the Robertson Trust will provide additional support to 20 young people.

The College is embarking on a CPD programme for its entire staff with the support of Who Cares? Scotland. This programme begins in early 2016 and will raise awareness of our staff of the needs of care experienced young people. The College will also create its own action plan for care experienced young people that will inform the regional plan. The aim of the plan will be to contribute to the national ambitions for care experienced young people that there is to be **no difference in the outcomes** of care experienced learners comparative to their peers. In 2016/17 the College will aim to contribute to the national targets in pursuit of this ambition by increasing the number of credits delivered and achieving learner success rates for care experienced young people of at least the sector average. The national ambitions relevant to the college for 2016/17 are:

- Increase intake from 613 in AY 2013-14 in the college sector to 673
- Increase the FTHE college numbers who successfully complete their course from 54% to 60%. The sector average is currently 71%.
- Increase the FTFE college numbers who successfully complete their course from 53% to 57%. The sector average is currently 66%.

#### 4.4 Addressing the needs of other protected characteristic groups –

##### 4.4.1 Young people with a disability

Where a young person has a disability and intends to come to college the transition meeting with the school is the opportunity for the College to understand the young person's additional needs and prepare any reasonable adjustments within college prior to enrolment. The College asks all applicants at applications stage whether they have a disability and where this is disclosed the opportunity is made available to the young person to meet with a member of the College's student support staff to help provide any reasonable adjustments prior to interview. Interview also offers the opportunity to discuss and plan for any assistance or support in meeting additional needs.

The College's Access staff, Extended Learning Support staff and student advice staff provide a wide range of services to people with disabilities. The College makes good use of assistive technology to support young people with additional support needs.

The College monitors its application, enrolment, withdrawal and success rates across a range of defined disabilities. Across the majority of monitored disabilities, rates are comparable to the College population as a whole. However, the data informs us that sensory impairment and mental health issues create particular barriers for people to maintain a place at college and be successful. Sensory impairment is a less commonly reported disability and the College will make reasonable adjustments to people facing these barriers to making a success of college. Mental health issues are one of the most common groups of problems reported and are a significant barrier to learners' abilities to make a success of their courses. Success rates are around 20% lower than the College averages. The College has a specialist, trained mental health support service and is establishing a pilot project with a local charity to provide additional support. This is an extension of a long standing relationship that has offered additional mental health support to young people. The College has reviewed its student support service and will look to implement this review's recommendations from 2015/16 onwards with the aim of better integration of support services and addressing areas of poorer rates of learner success.

#### **4.4.2 Black and minority ethnic groups**

The Census of 2011 identifies the Scottish Borders as having one of the lowest percentage populations of people from black and minority ethnic groups. The College population mirrors that of the region and over time there is no significant difference in recruitment and learner success rates between BME groups and the general population. The wider campus population of the College and University has a more diverse population, with learners exposed to wider cultural and religious differences. The campus provides a prayer room used by people of the Muslim faith. The College teaches about cultural and ethnic difference across its curriculum and holds events associated with its Respect theme annually.

#### **4.4.3 LGBT**

The College has widened its equalities monitoring with a high return of completed information from learners. The disclosure rates for LGBT are low. It is reasonable to expect this to be the case given the sensitivity about disclosing this information. These rates of disclosure are such that it will take a number of years to determine any pattern or trends in recruitment, retention and achievement.

The College will continue to support LGBT learners through working with the local forum, contributing to LGBT events, and in supporting the maintenance of the student LGBT group in conjunction with the Borders College Students' Association.

## 5 Vocational Programmes, Employers and Employability

### 5.1 Enhancing employer engagement to ensure alignment of provision to labour market needs

The College has had a developed approach to employer engagement for a number of years which has supported the design of programmes for learners. These may be programmes specifically designed for an employer's needs or may influence full time mainstream provision. Examples include:

- Employer devised design briefs for digital media courses
- Catering and hospitality briefs and competitions initiated by employers
- Choices of units within programme design e.g. HNC Electrical Engineering
- Involvement in interview and membership of programme boards
- Assessment of work practice skills

All faculties operate an Industry Forum to support the liaison with sector specific and key industries.

### 5.2 Developing quality work placements across all vocational courses

The College has a strong focus on developing the students' employability skills and is involved nationally in developing the new Work Placement Standards. Full time courses where learners are close to being prepared to join the workforce have work placement experience with an external employer. This accounts for around 70% of the full time provision. The College has developed a vast range of work placement opportunities across all vocational areas and continues to work with employers to ensure the experience is of a high quality. The College employs a number of work placement officers and a work placement co-ordinator to ensure a coherent approach to work placement which is focused and which meets the needs of employers. Work placements are a minimum of 12 days with the average being between 30 and 50 days. Regular evaluation of this programme shows that the most likely areas for gaining employment following work placement are catering and hospitality, hairdressing, rural industries and health and social care. Work placement opportunities are of a high quality and are designed and planned to be appropriate to the qualification being studied and to the industry sector in which they take place. The College has introduced a Placement Database within Unit-e which captures all the information relating to work placements, thus enabling individual student placements to be tracked.

Realistic working environments are also used alongside work experience or as preparation for work experience in a future higher level programme as part of the course delivery hours. In design and digital media courses employer briefs are used to provide extended design projects for the students, providing them with a realistic work project. In a few cases these design ideas are taken up by employers.

Students measure progress with their employability skills through the activities within their personal learning plans. In most subject areas, students commence work experience early on in their programme of study. Where learners are not ready to go out on placement due to lack of confidence or the required skills, course tutors spend time with those learners preparing them for work experience.

### **5.3 Developing and delivering high quality modern apprenticeships**

The College wishes to extend the number and range of Modern Apprenticeships offered and will bid to SDS for 130 places in 2016/17. The request for greater numbers is due to an increase in delivery of MAs in established vocational areas. A request will also be submitted to add Hospitality MAs to the contract. This is based on demand from local employers. The College has also identified a need to increase our MA participants and has committed to offering MA places where appropriate vacancies arise within the organisation.

Current Contract offers MAs in:

- Business Administration
- Gamekeeping
- Horticulture
- Agriculture
- Mixed Farming
- Management
- Customer Service
- Social Services – Children & Young People and Health Care

The Community Planning Partnership recognises that it represents the largest employers in the region and each member has its part to play in offering employment and training for young people. The College is planning with the Borders Health Board and Scottish Borders Council to extend the number of places they offer contracted directly through the College. This will include MAs in Business Admin, Social Care and Horticulture, Healthcare Support (Clinical) SVQ 3 and Healthcare Support (Non-Clinical) SVQ3.

### **5.4 Developing and delivering high quality employability programmes**

The Employability Fund programmes enable the College to provide for those at Stage 3 and Stage 4 of the employability pipeline. At each stage the students will study an Employability Award and will carry out work placement. The work placement experience will be with local employers, particularly NHS Borders and/or with the College's realistic working environments (Training Restaurant and Hairdressing and Beauty Salons).

All Employability Fund programmes are marketed through Job Centre Plus offices to applicants who have been unsuccessful in gaining a mainstream college course and through local promotional events. Programme starts occur on a rolling basis as numbers allow. Referrals are accepted through SDS, from Job Centre Plus and from Community Planning Partners.

Individual learning plans are established and monitored for candidates on all programmes with an emphasis on developing the skills required to secure and retain employment or further study opportunities.

Stage 4 programmes are working well with the local Job Centre Plus, running information sessions for a Sector Based Work Academy (SBWA) in Care. Placements are arranged with local employers in the Care Sector. Employer placement staff interview and select candidates for the Care course. In addition, we have built up good working relationships with the NHS for SBWA in Admin/IT, with all participants having placements within the NHS locally. NHS staff interviewed and selected candidates for the Admin/IT course. It is anticipated that the College's approach to marketing and promotion, in addition to increased knowledge of the programme guidelines and eligibility criteria by all referring organisations, will result in an increase in participants being referred for employability fund programmes. The College will also be further developing its employer base with larger organisations and sectors that will enable it to co-ordinate with the DWP on existing and new SBWAs.

#### 5.4.1 Programme Design Details

Currently offer provision in Stages 3 & 4 which includes:

##### **Certificate of Work Readiness (Stage 3)**

This is a continuous 12 week programme. The first 3 weeks involves attendance at College, for 4 days per week. Participants attend a work placement during Week 4 - Week 12 and also attend for one day every two weeks at College. The start and finish times at work placement will be determined by the nature of the vocational area but will ensure a minimum of 190 hours over the 9 week timescale.

##### **Work Experience - Rolling Programme (Stage 3)**

Location of work placement will be arranged to suit individual circumstances and ability to travel. There is no college attendance however appropriate certificated short courses will be delivered on college premises e.g. Galashiels, Hawick or Newtown St Boswells, as appropriate.

This is an individually tailored programme to meet participant and employer requirements and hours and days of attendance will be in line with business need.

##### **Train to Care - Sector Based Work Academy (Stage 4)**

This is a six-week programme with college and workplace attendance which delivers sector specific training to provide greater opportunity for participants to gain employment.

Participants will be guaranteed an interview with NHS Borders on successful completion of course.

##### **Train to Gain (Admin and IT) - Sector Based Work Academy (Stage 4)**

This is a four-week programme, funded by DWP, with college and workplace attendance which delivers sector specific training to provide greater opportunity for participants to gain employment. Participants are guaranteed an interview with NHS Borders on successful completion of course.

**Customised training for employment (Stage 4)**

This is an individually tailored programme to meet participant and employer requirements and hours and days of attendance will be in line with business need.

Depending upon the vocational area and type of 'on the job' learning it may be appropriate to include certificated short courses. This is offered on a rolling programme basis throughout the contract year.

**SVQ Level 1 Customer Service (Stage 3)**

This is a vocational qualification with all training and assessment carried out in the workplace. The location of each workplace will be dependent upon the participant's career aims and ability to travel to the employer.

This is offered on a rolling programme basis. Start dates are available throughout the contract year. The aim is to develop participant role in organisation and for a job outcome with an MA offered to secure employment.

In addition to above, we have found there is a demand for delivery within Stage 2 of the pipeline and will request this be added to our next contract. This will allow the College to focus on developing the employability skills of young people in line with the Developing the Young Workforce Agenda.

**Employer involvement in employability programmes**

Employers have involvement at all Stages:

Stage 3 – full-time work experience for variable number of weeks or minimum of 190 hrs work experience, usually over a period of 10 weeks. The SVQ Customer Service usually lasts for 20 weeks.

Stage 4 – SBWA – maximum is 6 weeks. Work experience – varied hours. Guaranteed interview although there is no guaranteed job if SBWA.

**5.5 Meeting National, Regional and Local Employers' Needs****5.5.1 What Borders College is doing well**

The College has aligned its curriculum closely with the needs of the region and is fully involved in the work of the Community Planning Partnership and the region's Economic Strategy. Several specific examples are cited above and some further illustrations are described below.

The College has introduced the NC and HNC Electrical Engineering through detailed negotiations with the manufacturing sector in the Borders; we continue to have dialogue with this industry sector and will continue to align our provision with their need. The drive for growth is coming from employers, managing agents and from the interest of young people. This is despite the RSA predictions of this being a declining sector within the region. The growth we have experienced is due to the low levels of training in engineering within the region in previous years.

Several part-time courses have been delivered for our Community Planning Partner, Scottish Borders Council, covering a range of occupations e.g. PDA for Administrators, Day Release HNC Admin and IT, and SVQ day release for cooks within the school meals service. Flexibility in curriculum design to meet employers' needs is also a College strength e.g. changing the delivery model of construction for apprentices from block-release to day-release following feedback from employers so they don't lose the employees for a long period of time. Also HNC Hairdressing is delivered around the timing of salon closures and a longer delivery day from 9.00 am – 9.00 pm on a Monday so that the majority of the subject is taught when students are not working in their salons.

We are also very skilled at creating bespoke provision for employers. For example we are creating ESOL delivery to Farne Salmon to fit with their shift patterns and we are working with SBHA to deliver bespoke short courses as CPD for various trades e.g. electrical for plumbers.

The College's Business Development Unit engages directly with organisations to assist in the development of the workforce; we design, adapt and contextualise learning materials to meet specific needs. We are good at building relationships with employers and from this our repeat business statistics are high, which generates commercial income and funded provision. We look after our customers and deliver what we promise and we are also successful at developing new markets based around new legalisation; for example: our growing Personal Licence and Refresher Training within the Licence Trade and Food Hygiene Training outwith the normal food establishments but within the Care & Childcare Sector.

#### **5.5.2 The difference this is making to meeting the needs of the region**

Courses are being designed for a company's specific needs; they are tailor-made. The Engineering courses enable the apprentices to be trained in the Borders and reduce the need for the considerable travel cost and time they had to endure previously, thus enabling the companies to continue to recruit apprentices and to meet the aim of the Economic Strategy to retain young people in the Borders.

Our work has a positive impact on both workplace skills and staff motivation. We receive feedback from employers and employees of the positive impact our engagement has on their workforce development and the learning culture within their organisations. Our input is helping to sustain businesses and support their growth. It should also be noted that our mainstream provision is helping to create new businesses for the Borders. In the 2013 year's leavers' survey 13 individuals responded that they were working for themselves or self-employed.

#### **5.5.3 What we plan to do better in the future**

We will become less reliant on a small percentage of employers and target new employers both within and outwith the Borders. It is more challenging to engage with many small employers and microbusinesses than it is the few large public sector employers in the region. Meeting this challenge is important in helping our curriculum evolve and as an important potential source of income reducing our reliance on SFC income. We recognise that we have a range of services we can offer related to curriculum and premises. We will increase our income by using our premises for commercial activity and offering a number of curriculum related services including technology enhanced learning and credit rating.

The extension of our engineering provision and the growing demand for construction skills means we will need to acquire new premises and equipment to accommodate these growing areas. We are in ongoing discussion with SFC to support these developments.

We are looking to improve further our collaboration with the main Community Planning Partners, NHS Borders and Scottish Borders Council, particularly in supporting *Developing the Young Workforce* through the *Borders Guarantee* and the expansion of available Modern Apprenticeships. Our evolving technology enhanced learning and credit rating services are of interest to them in their own workforce development plans. Public sector members of the CPP all recognise the limited employment opportunities we create as employers for young people and will look to rectify this over the coming years by offering more apprenticeships.

#### **5.5.4 What difference would these plans make to the needs of the region?**

The recent focus on engineering will help support the manufacturing industry in the region; a significant employment sector. It will ensure that people with these skills are available and nearer workforce ready. We believe that this will play an important part in maintaining the manufacturing base within the region.

We believe that all Community Planning Partners will benefit from access to our facilities and the newer services we are offering. Our improved technology enhanced learning capacity will help increase access to training in our rural, dispersed community; credit rating will help to add value to bespoke training programmes offered by the College or its CPP partners. A commitment to increase the number of apprentices will help increase the number of training places available to young people.

## 6 Post-16 Education (Scotland) Act 2013

### 6.1 Widening Access in Further Education

The College has followed a clear strategy in line with government policy and SFC guidance to widen access, particularly for the guaranteed group and for all young people up to the age of 25. The impact of this strategy has been to increase the number of full time available places year-on-year. The target is to maintain the current and historically high number of full time places in 2016/17. In all curriculum areas there are introductory programmes which allow learners with no previous experience to start their vocational learning.

The College guarantees interviews for all people who apply by the application deadline and at any point for a looked after child/care leaver. The interview process is important in determining the correct point of access to training. Applicants are encouraged to identify the subject area they are interested in and select a level of entry. This is discussed at interview and adjusted if necessary.

## 7 Meeting the Needs of Vulnerable Groups

### 7.1 Extended learning Support

The College experiences year-on-year growth in demand for extended learner support. Analysis of the data on uptake and impact shows that most ELS is provided to full time learners and has the impact of improving learners' chances of success. The overall learner success rate is the same for those who receive ELS as for those who don't and the College's learner success rate for learners with a disability is the highest in Scotland (2013/14 PI data). Two particular areas of disability do show lower success rates consistently. Those are mental health and sensory impairment (as described above).

### 7.2 Learners from the most deprived postcodes

Social inclusion is at the heart of the College's vision and mission and tackling inequality is a key priority for the Community Planning Partnership's Single Outcome Agreement. The College is the single largest contributor to providing meaningful positive destinations for school leavers from SIMD (Scottish Index of Multiple Deprivation) Deciles 1 to 3 in the Borders. 48% of school leavers from SIMD Decile 1 (the most deprived 10% of postcode areas) come to the College to study on further education programmes compared to 21% finding work and 21% going on to higher education programmes. The College's admissions policy and curriculum planning are designed to offer a wide range of opportunities for learners of all backgrounds. The College uses its student support funds well to help learners sustain their place at college and will assess circumstances and support learners where additional causes of hardship are impacting on their ability to sustain a place at college.

### 7.3 Learners with profound and complex needs

The transition and enrolment of learners with profound and complex needs at college is carefully planned, often involving a multi-agency approach. Transitions meetings are held with the school where the individual's needs assessment is considered, in preparing a

suitable programme for the learner. Transport arrangements to and from college are planned in advance and may include arrangement for an escorting carer. Learners have a personal learning and support plan which provides details of how the person's additional support needs will be met and individual learning goals. This can also involve multi-agency work in line with Scottish Government guidance *Partnership Matters*. The course tutor has a leading role in assessing progress and maintaining the personal learning and support plan. Review meetings are held during the year to discuss progress with the learners and significant others including appropriate family members.

The College has introduced additional data fields into its management information system for 2014/15 onwards so it can track progress and activity levels for learners with profound and complex needs. Prior to this year these learners were only identified as part of a larger group from Dominant Programme Group 18.

The College has also created a range of qualifications that are certificated through its Investing in Quality Licence with NCFE that allow for a clearer methodology, recording and assessment of skills development for people with profound and complex needs. In 2013/14 several of these qualifications were developed further and credit rated and levelled on the SCQF. These qualifications are being delivered with other agencies, helping to develop life and pre-vocational skills and providing a systematic and clear framework for this work.

#### **7.4 Learners with protected characteristics (under-represented in the student cohort)**

The College has not, until 2014/15 monitored all protected characteristics. It is therefore not in a position at present to know whether learners' faith or sexuality correlates with application, attendance or achievement at college. During the period of this Regional Outcome Agreement the College will collect this data and look to establish a baseline for each of these characteristics.

## 8 College Leaver Destinations 2013/14

This is the third year of the College undertaking a survey of all successful students to ascertain their destination on completing their studies. The College follows the measures and methodology advocated by the Scottish Funding Council, providing data returns to inform national statistics and benchmarks for student first destinations. The survey provides the College with destination data at individual, programme and college level. The destinations are recorded by institution, course of study and, for those in employment, their employment sector.

The target of 80% of successful contacts and recording of destinations was achieved for both HE and FE leavers with:

FE 633 destinations returned out of 681 = 92%

HE 134 destinations returned out of 138 = 97%

### 8.1 Higher Education Leavers

#### 8.1.1 Higher Education Successful Completers' Destinations

Programme	Due to start a job by the 31st March		Engaged in full-time further study, training or research		Engaged in part-time further study, training or research		Temporarily sick or unable to work/looking after the home or family		Unemployed and looking for work		Working full-time		Working part-time		Grand Total
BORDERS BUSINESS PROGRAMME - BA		0%	10	100%		0%		0%		0%		0%		0%	10
BUSINESS MANAGEMENT - FT YR1		0%	10	100%		0%		0%		0%		0%		0%	10
HNC ADMINISTRATION AND INFORMATION TECHNOLOGY - FT		0%	13	65%		0%		0%		3	15%	4	20%		20
HNC CARE AND ADMINISTRATIVE PRACTICE - FT		0%	6	86%		0%	1	14%			0%			0%	7
HNC COACHING AND DEVELOPING SPORT - FT		0%	13	81%		0%		0%		2	13%	1	6%		16
HNC EARLY EDUCATION AND CHILDCARE - FT	1	7%	6	40%		0%		0%		5	33%	3	20%		15
HNC ELECTRICAL ENGINEERING - FT		0%	1	8%	1	8%		0%	1	8%	8	67%	1	8%	12
HNC GAMEKEEPING WITH WILDLIFE MANAGEMENT - FT		0%		0%	1	8%		0%	4	33%	6	50%	1	8%	12
HNC IN HAIRDRESSING - FT		0%		0%		0%		0%	1	14%	2	29%	4	57%	7
HNC INTERACTIVE MEDIA - FT		0%	4	57%		0%		0%	1	14%	2	29%		0%	7
HNC SOCIAL CARE - FT		0%	2	20%		0%		0%	2	20%	4	40%	2	20%	10
HNC VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - FT		0%	14	100%		0%		0%		0%		0%		0%	14
HND VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - FT		0%	1	25%		0%		0%	1	25%	2	50%		0%	4
<b>Grand Total</b>	<b>1</b>	<b>1%</b>	<b>70</b>	<b>52%</b>	<b>2</b>	<b>1%</b>	<b>1</b>	<b>1%</b>	<b>10</b>	<b>7%</b>	<b>34</b>	<b>25%</b>	<b>16</b>	<b>12%</b>	<b>134</b>

The response rate was very high at 97% (82% in 2012/13). Employment, at 39% or further study, at 53% were the most common destinations for the College HE completers with 7% (4% in 2012/13) recording a destination of unemployed. Engineering, Gamekeeping, Visual Communication HND, Early Education and Social Care students were most likely to find employment. Those on Management, Administration, IT and Health related programmes were more likely to move to further study with the Gamekeeping graduates having the largest number still seeking employment.

#### 8.1.2 Destinations of Further Study for Higher Education Completers

Half of the higher education completers who chose to go on to further study returned to Borders College, with Heriot-Watt University and Napier University being the next most popular destinations. The students returning to Borders College are progressing on to the next level of study for their HN programme in all cases bar one. The areas of study reflect those of the college curriculum with 22 progressing to business degrees or HNDs, 13

progressing to sport HNDs or degrees, 11 progressing to IT/design related HNDs or degrees, eight progressing to nursing degrees and five to psychology degrees. Edinburgh and the Borders remain the most popular destinations for further study. There has been a significant increase in the number of leavers progressing to a university place. There were 14 leavers from 2012/13 who went on to university compared with the 31 leavers who succeeded in securing a place from this year.

### 8.1.3 Categories of Employment of Higher Education Completers

Health, Landbased, Administration, Education and other service sectors are where students have found employment. This correlates well with our HE curriculum Further Education Leavers

## 8.2 Further Education Successful Completers' Destinations

Destinations of FE Students	No. of Students	% of Students
Engaged in full-time further study, training or research	451	66.2%
Working full-time (including apprenticeships, self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	102	15.0%
Working part-time (including self-employed/freelance, voluntary or other unpaid work, developing a professional portfolio/creative practice or on an internship)	42	6.2%
Unknown	48	7.0%
Unemployed and looking for work	25	3.7%
Temporarily sick or unable to work/looking after the home or family	7	1.0%
Engaged in part-time further study, training or research	4	0.6%
Not employed but NOT looking for employment, further study or training	2	0.3%
<b>Grand Total</b>	<b>681</b>	<b>100.0%</b>

The percentage of FE students returning to study for another year was 66% (69% - 2012/13) for 2013/14 completers. 21.2% (14% - 2012/13) of completers left for either full or part time employment with almost all of the increase over the previous year coming as full time jobs. Only 3.7% (3.2% - 2012/13) stated that they were unemployed.

### 8.2.1 Destinations of Further Study for Further Education Completers

Almost all students returning to study did so at Borders College with 1.1% going on to a university (0.8% increase on the previous year). Edinburgh College was the most popular other destination at 1.8% of completers (2.5% in the previous year). It is also worth noting that the percentage of students leaving education increased by 5% over the previous year. This correlates to an increase in leavers finding employment.

### 8.2.2 Categories of Employment of Further Education Completers

The number of FE college completers finding employment increased from 96 the previous year to 123 for the 2013/14 cohort. Agriculture, service sector, retail, motor vehicle, construction, armed forces and care are the most common sectors where students are finding employment on leaving college. The profile of employment sectors where students are finding jobs reflects the curriculum offer with other service activities including areas such as hairdressing and beauty therapy.

### 8.3 Conclusions

Almost all learners are progressing to positive destinations. Learners can increase their opportunity to progress from Borders College to university by completing at least a year of study at HN level with a large increase in the numbers going to university compared with 2012/13. Progression straight to university from FE level programmes remains extremely low at 1.1%. There is also an increase in the number of completers leaving for employment straight from the FE programmes, probably as a consequence of the improving economy and the subsequent impact on job vacancies.

## 9 Student Satisfaction and Engagement

The College's Students' Association (BCSA) benefited from financial assistance in 2014/15 & 2015/16 as part of ongoing national strategic funding from SFC to create autonomous and sustainable students associations for college learners. These funds have been used to create a sabbatical president post and a student association development officer post. These posts have helped to raise the profile of the student association for learners and improve the participation of students on the College Board and committees. The BCSA have worked with the College to create a Partnership Agreement which was signed in September 2015, based on the national framework and extensive local consultation with students and staff. It sets out the relationship between the College and the BCSA, recognising the contribution students make to shape the organisation in which they study. The College will support a long term future for the BCSA but is concerned about its financial viability without the continuing support of additional SFC funding. The Students Association has the opportunity to comment on and help shape the Regional Outcome Agreement both through the involvement of their executive in the drafting of the agreement and its approval through its representation on the Board of Management.

Each faculty has a student council (Faculty Council), chaired by a student with a membership of the student class representatives and with the faculty managers in attendance. The Councils give students a direct input and influence on the services and curriculum offered by each faculty (Faculty Councils were identified by Education Scotland as excellent practice).

Learners have the opportunity to comment on the services they receive from the College through focus groups and surveys. The College conducts an annual survey where it looks to achieve a return rate of over 80% of full-time learners. This gives a detailed insight into learners' views and satisfaction levels. Where satisfaction rates fall below 87% the College will plan appropriate action to improve the service and consequently satisfaction levels. The 2015/16 survey will incorporate the national survey, ensuring a high return for both. The College reports back on the focus groups and learner surveys at the Faculty Councils and by publishing reports and publicising the outcomes on electronic noticeboard displays.

## 10 Climate Change (Scotland) Act 2009

### 10.1 Carbon Reduction - Progress to 2015

In committing to managing its impact on climate change, the College has taken a number of approaches to embed the principles of sustainability across its estates management, business processes and the curriculum.

The College has a Sustainability Committee, responsible for co-ordinating activity across the College. It is chaired by the Vice Principal – Finance and Resources and includes representation from students and both academic and support staff. The College has in place a Sustainability Policy and the principles of sustainability are embedded in its Procurement Strategy and Policy.

Since occupying the College's new facilities in Galashiels and Hawick in 2009, the key tool in achieving the College's climate change commitment has been the Carbon Management Plan (CMP) 2009-2015 developed for the Scottish Borders Campus in Galashiels. This Plan encompasses the entire Campus, including those areas occupied by Heriot-Watt University and covered by the Facilities Management and ICT shared services agreements. The Plan targeted a 25% (387 tonnes) carbon saving between the baseline of 2009 and 2015.

The most significant development as part of the CMP was the installation of the SHARC Heat Generation System, which "went live" in December 2015. The system captures heat from waste water in the public sewer, and is expected to provide over 95% of the Campus' heat requirement, saving 170 tonnes CO<sub>2</sub> per annum and give price certainty to the College over a period of 20 years. This results in projected cash savings of £44,000 in the latter years.

Other achievements to date include: -

- the installation of 50kWh Solar PV system at Scottish Borders Campus, saving an estimated 26.5 tonnes CO<sub>2</sub> and £10,384 pa;
- a reduction in the number of physical ICT network servers from 60 to 24, saving an estimated 63.3 tonnes CO<sub>2</sub> and £10,444 pa;
- the insulation of ceilings above ceiling-mounted radiators in the Technical Training Centre, saving an estimated 0.8 tonnes CO<sub>2</sub> and £198 pa;
- creating our supply of biodiesel from waste cooking oil for the Campus van, saving an estimated 1.6 tonnes CO<sub>2</sub> and £723 pa;
- the replacement of two of our fleet cars with electric vehicles, saving an estimated 5.7 tonnes CO<sub>2</sub> and £6,688 pa;
- the replacement of fluorescent strip lights in High Mill with LED equivalent, saving an estimated 26.2 tonnes CO<sub>2</sub> and £3,681 pa; and
- the replacement of the Hawick to Galashiels bus route with public transport, saving an estimated 24.8 tonnes CO<sub>2</sub> and £13,461 pa.

The total estimated CO<sub>2</sub> savings over the life of the plan are expected to be 27.5% of our baseline, i.e. 425 tonnes annually, overachieving our target by 10%.

Sustainability is embedded across the curriculum, with "Green Citizenship" awards offered annually to groups of students who plan and run enterprise activities with a sustainability

theme. In addition, at its Hawick Campus, the College offers commercial courses in renewable technologies installation and maintenance.

## 10.2 Future Plans

Future plans include implementing a metering, monitoring & targeting programme, incorporating sub-metering of electricity & gas & maintenance and management technology (MMT) software

The College will also be re-writing the CMP to cover the period 2015-2020 and this iteration will look more closely at the remainder of the estate as well as continuing to embed the “softer” aspects of sustainability across the curriculum and changing staff behaviours.

## 11 Capacity and Capability to deliver regional and national priorities

### 11.1 Staff Continuous Professional Development Plan – alignment with the regional context statement and Developing the Young Workforce

The College maintains a comprehensive programme of continuous professional development for its entire staff. The annual programme currently includes 5 days within the College calendar which are set aside in order to develop and update staff to enable them to meet the challenges of supporting the development of the young workforce.

Enhance, the lecturers CPD programme, which was recognised as excellent practice in the College's Education Scotland report, aims to address some of these challenges. In particular, from 2014 to 2016, a development programme to increase and develop the understanding of our lecturers around new and emerging technologies has been created and all lecturing staff will be expected to achieve this during this period.

In addition to this, and in line with our Equalities Action Plan, we have undertaken to ensure that each development day includes delivery on an element of equalities. We have run successful programmes on supporting young carers, specific disabilities e.g. Downs Syndrome, and self-harm. These types of activities, including supporting care leavers training, will continue to be embedded into our programmes in the coming year with a view to further enhancing knowledge and understanding of staff in these areas.

Through the local creative learning network the College and its teaching staff have collaborated well with school colleagues to explore teaching methodologies appropriate to the senior phase and in line with the aims of Curriculum for Excellence, promoting its four capacities through the design of students' learning experiences.

### 11.2 The Estate's Capacity

The capacity of the estate to cope with the continuing growth and focus on full-time learners is now at its limit. The College is seeking to lease property to provide temporary accommodation in the short term. This is not an ideal solution with programmes being delivered at a distance from the campus and restricting learners access to other college services such as student advice, library and IT network.

### 11.3 Information Technology

As part of the co-location project which saw the College move to the refurbished Scottish Borders Campus in spring 2009, the SFC supported significant investment in the College's ICT network infrastructure, communications technology and hardware. That investment supported a specification developed in 2007 to support both the College and Heriot-Watt University's School of Textiles and Design as part of the shared ICT support service. Since then, while it has been possible for the institutions to provide a level of refresh in terms of end-user equipment, it has proved extremely difficult to provide the levels of expenditure necessary to maintain the quality of the service as technology advances and usage increases. The College now anticipates that it will need to make a significant investment in its network infrastructure and other communication resources in the coming years to meet the demands of the curriculum, learning & teaching and business processes. In particular, the capacities of both the physical and virtual servers together with the network cabling itself

are reaching their limits, and the Wi-Fi network infrastructure is also unable to cope with the expectations and demands of users – staff, students and public – who seek to utilise technology in a vastly different way to that anticipated seven years ago.

In response to this, the College is conducting a review of its existing ICT resources and consulting with users to anticipate future demand and provide a specification and investment plan to support the future use of technology. The output will inform the College's ICT Strategy over the next five years and ensure a sustainable resource for both College and University at Scottish Borders Campus.

#### **11.4 Arm's-Length Foundation (ALF)**

The College will require a substantial investment in its IT infrastructure over the coming year that is beyond its own resources and out of the scope of the campus sinking fund. It is likely that we will bid to the Arm's-Length Foundation for financial support. Were the Trustees mindful to support such a bid the total funds available would need to be committed to the capital project.

## 12 Glossary

**Advanced Standing** – Achieving an undergraduate place at university with advanced standing is used to describe students entering a university degree programme in year 2 or 3 of the degree following completion of and HNC/D.

**ALF – Arm’s-Length Foundation.** It was created to provide investment for the benefit of further education in the Scottish Borders. The College can donate any annual surplus generated to the Foundation. The independent trustees of the Foundation are responsible for ensuring that the funds are disbursed in accordance with the aims of the foundation.

**AY** – Academic year running from 1 August until the 31 July each year.

**BASE – Borders Academy of Sporting Excellence.** This is a Borders college brand for its sports programme where the students develop their skills around a specific sport for which they have a proven aptitude.

**BCSA** – Borders College Students’ Association

**BTEC** – A further education and schools qualification for vocational subjects available from Pearson Education Ltd.

**Campus Sinking Fund** – A joint fund created by Heriot-Watt University and Borders College as part of their co-location project at Netherdale to ensure that the upkeep of the shared campus was maintained in the long term.

**Credits** – A measure of student activity used by colleges and the Scottish Funding Council to help determine levels of funding. In August 2015 the Credit replaced the SUM (Student Unit of Measurement).

**Curriculum for Excellence** – It is an overarching title for the redevelopment of the Scottish curriculum which recognises the fundamental purposes of education and has led to the introduction of new National Qualifications.

**Equalities Action Plan** – It is a requirement of the Scottish specific duties from the Equality Act 2010 that all public bodies have in place an equality action plan that sets out what activity it will undertake to meet the general duties of the Act.

**ELS** – Extended learning support. Additional planned support given to a student who has a specific learning difficult.

**ESOL-** English language lessons for students of English as a foreign language

**FE** – Further education

**FT/PT** – Full time and part time. Modes of study at college

**HE** – Higher education

**HN, HNC, HND** – Higher National Certificates and Diplomas from SQA that are primarily offered by colleges. They are higher education level programmes at SCQF Levels 7 & 8

**LAC** – Looked After Children. The definition is to be found in the looked after children regulations for Scotland. The child is likely to be subject to an order under the Children (Scotland) Act 1995 which leads to supervision by the local authority and may impact on the child's place of residence.

**LGBT** – Lesbian, Gay, Bisexual and Transgender

**NCFE** – English awarding body whose qualifications are used by the College

**NQs** – National Qualifications from SQA including Nationals and Highers that are offered by schools and colleges.

**NVQs** – National Vocational Qualifications

**SBHA** – Scottish Borders Housing Association is a regional social landlord with a significant housing stock in the Borders.

**Scottish Index of Multiple Deprivation (SIMD)** – a measure of deprivation based on post code areas

**Scottish Credit and Qualification Framework (SCQF)** - This is the framework that underpins all Scottish qualifications. With 12 levels up to PhD type qualifications and credits counted for each 10 hours of learner activity the framework helps learners, businesses and all other interested parties recognise and compare qualifications across the wide spectrum available.

**SFC** – Scottish Funding Council. The body responsible for university and college funding in Scotland

**SME** – Small to medium sized enterprise. Medium-sized enterprises are defined in Europe as having less than 250 employees. Small enterprises have less than 50 employees. Micro businesses have fewer than 10 employees. Most businesses in the Scottish Borders would be defined as micro businesses.

**STEM** – Science, Technology, Engineering and Mathematics. These are subject areas where there is a national ambition to see growth in uptake at both university and college.

**SHEP** – Schools Higher Education Programme which focuses on improving the numbers of entrants to Higher Education where there are historically low levels of entrants

**SVQs** – Scottish Vocational Qualifications

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## Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

College region: **Scottish Borders**

College regional grouping: **Borders College**

### Funding

College region **Scottish Borders** will receive **£7,359,726** core teaching funding, and **£228,790** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2016/17 to plan and deliver **24,521** credits worth of further and higher education in the Region.

In addition, the college region expects to receive **£148,848** in European Social Fund (ESF) grant through the SFC to deliver **574** further credits to eligible learners.

The total credit target for 2016/17 is therefore **25,095**. This represents an increase of 1000 credits on the initial allocation for 2015/16 but is the same as the final 2015/16 allocation. (1000 credits were allocated mid-year in 2015/16 by SFC as part of a redistribution exercise between College Regions.) SFC is currently unable to support the Scottish Borders College Region's ask through Outcome Agreement negotiations for a further 1% growth in 2016/17. The Region will look to the SFC to support further growth either in-year or in future years' activity to meet demand.

The College has amended its curriculum plan for 2016/17, removing activity that would have been supported by the requested 1% growth reducing its part time activity within the Business Development Unit.

The capital and maintenance funding is a reduction of £86,743 compared with 2015/16, reducing the College's planned investment in its ICT infrastructure.

The discontinuation of ELRAH funding and the end of SFC strategic funding of the student association is a net reduction of funding of £77,500 with these services now funded from the core teaching grant.

### Student Support Funds

For 2016/17, the SFC has apportioned student support funds across college regions on the same basis as last year inclusive of the in-year adjustments for regional volumes of activity in 2015/16. In addition, student support will be uplifted through the ESF funds allocated to the college. This leads to an offer of **£2,113,303** (inclusive of **£2,051,169** from SFC and **£62,134** through ESF) to Scottish Borders College Region.

**Scottish Borders College Region Priority Outcomes** to be delivered by end of AY 2016/17

**Outcome one: Learners from the Scottish Borders will benefit from more coherent schools\FE\HE provision.** This will be achieved through an understanding of the economic needs of the region and the demand for education and training from its people informing the College's curriculum plan. Closer collaboration with both local schools and universities will look to remove repetition and improve the articulation between institutions. In particular, the College will ensure that its curriculum offers opportunities to its students to progress with advanced standing through agreement with the universities and create a wider range of progression opportunities to HE programmes at Edinburgh College. The College will collaborate with the local schools to expand the number of vocational training places offered in response to the *Developing the Young Workforce* national strategy and as part of the ongoing roll-out of *Curriculum for Excellence*. The expansion of the number of *Developing the Young Workforce* places will require adjustments to the curriculum plan with this area treated as a priority. **(SFC Priorities – Right learning in the right place, high quality learning & a developed workforce)**

**Outcome two: More learners from disadvantaged backgrounds accessing learning and achieving nationally recognised awards.** This will be achieved through the delivery of an adaptive, inclusive and accessible portfolio which meets the needs of individuals and employers, preparing individuals for employment or progression and supporting regional economic growth. The monitoring of access and progress will be enhanced to ensure that no group with a protected characteristic, care leavers or people from the most disadvantaged backgrounds are under-represented within our student population; if this becomes the case corrective action will be taken where possible. In particular, there will be a focus on correcting gender imbalance in vocational areas that are either predominantly male or female through the creation of and implementation of an action plan with the schools, community planning partners and employers. The focus for 2016/17 to address gender imbalance will be on hairdressing, construction skills and childcare & education. Learners with profound and complex needs will be supported to improve their life skills, independence and opportunities for employment. **(SFC Priority – Right learning in the right place)**

**Outcome three: Improved life chances for young people and adults in the Scottish Borders.** This will be achieved by providing a broad curriculum informed by the demand from learners, the needs of local employers and the requirements of national initiatives such as *Opportunities for All* and *Developing the Young Workforce*. There has been a focus on meeting the unmet demand for full time places from young people with the College receiving growth from SFC in the previous two years of this plan to meet that demand. The focus on growth now shifts in 2016/17 to the College's expanding *Developing the Young Workforce* programme. The priority is for even closer collaboration with all the region's schools and with

employers to expand the number of opportunities for study towards recognised vocational qualification, foundation apprenticeships and the provision of meaningful work experience placements for learners in the Senior Phase. **(SFC Priority - Right learning in the right place)**

**Outcome four: A greater proportion of Borders College learners achieving nationally recognised qualifications and progressing into positive destinations of higher level study or employment.** This will be achieved through the provision of nationally recognised qualifications, access to work experience to develop employability skills and through support to learners to enable them to become effective contributors personally, socially and economically. A relentless focus on improving our high learner success rates will continue, increasing day-one learner success to 75% for full time courses and 81% for part time courses by 2016/17. We will ensure that increasing numbers of learners take the opportunity to progress to the highest Scottish Credit and Qualifications framework (SCQF) level in their vocational area of study through a well-planned curriculum with good progression routes to other institutions. The College will continue to monitor learner destinations once they leave college and demonstrate the positive impact college education has had on their employment or future study prospects. **(SFC Priority – High quality learning)**

**Outcome five: Contribute to an increase in regional economic growth and prosperity.** This will be achieved through joint planning and close collaboration with Community Planning Partners and employers. This means contributing to the *Scottish Borders Economic Strategy 2023*, in particular its strategic aim of *developing the workforce of the future* by increasing the number of Borders College learners moving into local employment, raising the skills levels of individuals employed in the workplace and meeting the human resource needs of employers across a wide range of SME's and key local businesses. There will be a focus on specific employment sectors including health and care, engineering, tourism, construction, creative industries, land-based industries and food and drink. We recognise that a small but significant proportion of people leaving college look to establish their own businesses and we will support them in their preparation for that endeavour. **(SFC Priority – A developed workforce)**

**Outcome six: The principles of sustainability will be embedded in the College's planning cycle, with particular emphasis on ensuring financial sustainability and demonstrating best practice in estates planning and achieving environmental targets.** This will be achieved through robust planning processes, matching available financial, accommodation, HR and ICT resources to the College curriculum, while providing best value in the use of public funds. The College will ensure there is sufficient flexibility and adaptability in its resource planning to allow for future developments and to maintain the ability to respond to changes in our

operating environment. The College will operate with positive cash balances, and intends to decrease reliance on SFC income. The Region's arms-length trust purpose is to support the future of further education provision in the Borders with the College calling upon it to support various initiatives to support its delivery of the curriculum. The carbon reduction targets set within the *carbon management plan* will be rebased in 2016/17 to include all the College's campuses and excluding Heriot-Watt occupied premises therefore providing a more accurate baseline for future initiatives. **(SFC Priority – Sustainable colleges and universities)**

## Priority Outputs to be delivered in AY 2016/17

### **Outcome one: Learners from the Scottish Borders will benefit from more coherent schools\FE\HE provision.**

Borders College Region has a single college provider – Borders College. Since 2009 it has shared its main campus with Heriot-Watt University (HWU) in Galashiels. This was the result of a £32m co-location project providing modern facilities and a financially sustainable Borders estate for both organisations. It allows for a greater efficiency in support services of high quality to support both populations of students and opportunities to create coherence in shared areas of the curriculum between the institutions. The campus is a symbol of the commitment of both institutions to the local community in the Scottish Borders.

The College provides ICT and FM services to the University and the University provides library services to the College. These services are planned, delivered and paid for through a series of service level agreements. Ongoing financial and quality management is delivered through a joint Campus Management Committee which has the responsibility of ensuring that the shared estate remains financially viable and fit for purpose. Funding of this work is achieved through a legally binding sinking fund agreed at the time of co-location. Significant annual cost savings are realised as a result of all these arrangements.

The broad spectrum of collaboration undertaken is unique within the university and college sectors in Scotland, but still guarantees the independence and identity of Borders College and Heriot-Watt University in the Scottish Borders.

### **Academic Collaboration**

#### **Within Scottish Border Campus**

Academic collaboration has evolved during the period of co-location. The main focus is on the business curriculum. A new HND in Business was introduced by the College in 2014/15 with an agreement in place to allow articulation with advanced standing into Year 3 of a HWU business degree. This will increase the number and percentage of HN learners achieving articulation to university with advanced standing in AY 2016/17, although it should be noted that other attractive options are open to students completing this programme including moving to employment and progression to university after year one. This we recognise as one of the factors that has led to a reduced number of entrants to university with advanced standing. The College's design curriculum has expanded since co-location with opportunities available to enter Year 1 of the HWU School of Textiles suite of degree programmes at the campus. Ongoing opportunities for the development of curriculum coherence are reviewed by the College and HWU routinely.

### **With Universities**

The College offers nine HN programmes where articulation with advanced standing is available to students achieving the grades required by the universities. Most of these arrangements are with Edinburgh-based universities.

Four further HN programmes offered by the College are designed for progression into employment.

In 2014/15 the College achieved significant growth in HN provision with the number of leavers rising from 132 in 2013/14 to 179 in 2014/15. The expansion of the HE curriculum is maintained in 2015/16 with 215 enrolments on to full time HN programmes. Growth during this three-year plan is primarily due to demand for places on new engineering, sport and beauty therapy programmes. These programmes can offer articulation with advanced standing, progress to higher levels of HN provision, or as a route to employment. HN Engineering provides places for apprentices and SAAS funded students with most progressing to employment rather than choosing entry to university with advanced standing. The College is also offering more HND provision so students can advance further in their studies while remaining in the Borders.

The College expects numbers of leavers from HN programmes to be maintained at the current level of 185 in 2016/17, with the number leaving to enrol at university with advanced standing at 14 (7.6% of all leavers). This is larger number of learners than the 8 achieving progression with advanced standing in 2014/15 but is in line with maintaining the numbers from previous years. The numbers of successful learners moving to university with advanced standing is significantly lower than expected at the start of this three year agreement, therefore this is a lowering of the ambition. Secondly, it is difficult for the College to get accurate data on this measure without the assistance of the SFC and finally, data is not available from SFC for the prior year at the time of initially drafting this agreement. The College has put advanced standing articulation arrangements in place with a much larger capacity than the current uptake. However, we recognise that students may not want, or universities may not offer advanced standing places and in practice only a small minority will progress into year 2 or 3 of degree programmes. While our number of HN leavers has more than doubled in five years we have not seen any growth in the number attaining advanced standing places. The College will however continue to work to achieve growth in leavers entering university and look to maintain the articulation arrangements we have in place.

### **The Student Experience**

The co-location brought together two diverse student populations. Active steps were taken to encourage a rewarding student experience for both student groups. The student policies in each institution were reviewed to identify issues that might arise in a joint campus. A Borders College Students' Association was established to work closely with the existing Heriot-Watt University Students' Association and a strategy was developed to manage equality and diversity on the campus. This included a joint College-University policy called 'Respect at Work and Study'. The Borders College Student Association has benefited greatly from the additional support grant from SFC

with a sabbatical president and development officer now in place for a second year in 2015/16; the sabbatical president being re-elected by the student body. The College is committed to continuing its support for the BCSA from its resources depending on a reasonable settlement for the Regional Outcome Agreement 2016/17.

### **Edinburgh**

There are significant student flows from the Borders to Edinburgh with 82 entrants from the region to Edinburgh College in 2014/15, of which 44% were entrants to FE programmes.

Of those leaving school in 2014 to study HE programmes at college 39.4% (37.5%) remained within the Borders with 42.2% (47.7%) leaving the region to attend Edinburgh College (Figures for 2013/14 are shown in brackets). The small percentage change over the previous year suggests that the growth in HE places within the Borders Region has catered for unmet demand rather than diverting places away from the larger neighbouring region.

Students leaving Scottish Borders schools to study a further education course mainly chose Borders College 79.7(70%) with 12% (22%) choosing Edinburgh College. This is a reversal of the movement seen in the previous year where the percentage leaving the region for Edinburgh College had grown from 10% in 2012 to 22% in 2013. The College will continue to monitor this situation to establish whether there is any longer term trend (Figures for 2013/14 are shown in brackets).

The total outward migration for study at other colleges equates to 2,088 credits; equivalent to 8.6% of Borders College's SFC funded activity for 2015/16. Of this, the equivalent of 1,368 credits of activity was delivered at Edinburgh College; 5.7% of Borders College's SFC funded activity.

The reasons why students choose to leave the Borders Region to study at other colleges can be divided into four categories:

- Students who choose to study in Edinburgh even though equivalent provision is available in the Borders
- Students who have to take a place in Edinburgh as their chosen course in the Borders is full
- Students who study specialist areas not available in the Borders e.g. Music
- Students who articulate to higher level programmes not available in the Borders e.g. HNDs in computing, engineering, construction.

The College recognises the need to work more closely with Edinburgh College to understand student flows and to ensure sufficiency and efficiency of provision within and between the regions. Plans are now in place for formal articulation of the two programme areas of interactive media and art & design.

There are areas of curricular activity which are not viable to offer within the Scottish Borders because demand for places is low in any one year. However, the College will monitor demand, and if sufficient to provide financially viable provision will adjust

its curriculum plan accordingly.

Borders College delivered 3.3% of its wSUMs from its Edinburgh office as part of its Skills Accreditation programme and to meet the needs of employers and learners in the care and social care sector. The percentage of activity delivered from this office is likely to fall in 2016/17 with the move to credits.

The Borders Railway was opened in September 2015 with more than 500,000 journeys on it in the first six months of operation. This popular improvement to the transport infrastructure will have an impact on student flows in the coming year which the College will monitor. In particular, we are aware of increasing interest in our provision from the southern Lothian area because of the resulting improved access to Galashiels.

There is a concern within the College Region that the desire of Edinburgh College to meet its funding targets and its aspirations for growth may impact on all the smaller adjacent regional colleges' sustainability in the future. This may also have further implications for Borders College in helping to meet the wider Single Outcome Agreement for the Scottish Borders. The College urges the SFC to be aware of this possible impact of its funding policy and adjust allocations accordingly.

### **School/College/University Coherence**

The College has a well-established partnership arrangement with Scottish Borders Council for the delivery of Senior Phase provision for the nine Secondary schools and Wilton Centre. This is an expanding provision in response to the Scottish Government's seven year strategy - *Developing the Young Workforce*. The College provides a range of both vocational and academic subjects from SCQF Level 4 to Level 7 which enables pupils to develop their employability skills and gain qualifications. These programmes lead to recognised qualifications and offer clear vocational pathways, when combined with progression on to further study at college or through Modern Apprenticeships. Nearly all of the Senior Phase provision is at SCQF Level 4 or below and therefore does not meet the criteria for the new SFC Measures 16 & 17. Only 83 of the over 400 offers of place to Senior Phase school pupils are at SCQF Level 5 or above. The full provision includes an expanded programme of pre-apprenticeship engineering and motor vehicle maintenance, pre-apprenticeship construction, rural skills and engineering, hospitality and tourism (Including a Jamie Oliver programme), hairdressing & beauty therapy, fashion, sport, health, social care and childcare, skills for learning and work, and software development and psychology.

The College has worked with Queen Margaret University and Edinburgh College to deliver the 4 QMU Schools Academies in Food Science, Health & Social Care, Creative Industries and Hospitality & Tourism with 72 senior phase school pupils studying on these programmes in 2015/16, of which 27 pupils are studying at SCQF Level 7 (HN). Five of the pupils studying at SCQF Level 7 are from SHEP Schools (*i.e. Secondary schools with consistently low rates of progression to higher education. For the Scottish Borders Hawick and Eyemouth High Schools fall into this*

category). The academies enable pupils to attend Borders College for part of the time with the rest spent at the University, Edinburgh College and at a short work placement. The main purpose of the academies is to shorten the learner journey to college or university. Those pupils who complete an HNC part-time over 2 years will gain entry to Year 2 of a degree at Queen Margaret University.

The Borders College Schools Academy programme has an enrolment target of 443 for 2015/16; an increase of 161 places compared with 2014/15. Further growth of 72 places is planned for 2016/17 in the curriculum areas of Software Development, Engineering, Fashion and the Foundation Apprenticeship in Health Care

### **Outputs for 2016/17**

- 1. To increase the number of entrants to university with advanced standing from Borders College to 14 leavers (7.6% of all HN leavers). (SFC Measure 12)**
- 2. To increase the volume & proportion of credits delivered to learners at S3 and above as part of 'school-college' provision to 2360 credits (9.7% of funded activity) (SFC Measure 8)**
- 3. To increase the number of senior phase pupils studying vocational qualifications delivered by colleges to 83 enrolments. (SFC Measure 16 – new measure)**
- 4. To increase the volume and proportion of credits delivered to senior phase pupils studying vocational qualifications delivered by colleges to 302 credits at 1.2% of all provision. (SFC Measure 17 – new measure)**
- 5. To establish a baseline and grow the 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) (2015/16 Credits = 815)**
- 6. To establish a baseline and grow the volume and proportion of Credits delivered to learners enrolled on STEM courses (2015/16 = 2362)**

**Note:** For SFC Measures 16 & 17 students are counted only if: the SCQF level is 5 and above for the qualification AND their school year is between S4 and S6 AND the qualification aim is one of the vocational qualifications defined below

- Higher National Qualification
- National Certificate
- Scottish Vocational Qualifications
- National Progression Award
- Skills for Work

*The College delivers a wide range of vocational qualifications out with this narrow definition including NVQs, BTECs, NCFE awards, locally devised awards and vocational national qualifications. It also delivers vocational programmes at Level 4 and below. As a consequence these measures do not reflect the true extent of vocational education undertaken by the college.*

**Outcome two: More learners from disadvantaged backgrounds accessing**

## **learning and achieving nationally recognised awards.**

### **Social Inclusion**

Social inclusion is at the heart of the College's vision and mission. It is the single largest contributor to providing meaningful positive destinations for school leavers from SIMD (Scottish Index of Multiple Deprivation) Deciles 1 to 3 in the Borders (i.e. From the areas of the Borders that come into the 30% most multiply deprived postcode areas in Scotland). It should be noted that the Scottish Borders has a relatively small number of SIMD3 postcodes. Only 10.1% of the school leavers in the Borders in 2014 come from SIMD1 to 3 postcode areas, of which only 3.1% came from SIMD1 postcodes (the most deprived 10% of postcode areas in Scotland). The leaver destination survey for 2014 show that 48% (45%) of school leavers from SIMD1 came to the College to study on further education programmes in 2014/15, with 21% (10%) finding work and 21% (10%) going on to higher education programmes either at college or university. Only three individuals were known to be in negative destinations from the SIMD1 leavers in this year. And there is no significant difference between the positive destinations of SIMD1 at 94% and all leavers at 94.2%. The College will continue to make a significant contribution to maintaining this position as it seeks to play a major part in the Scottish Government's *Opportunities for All* strategy. It should be noted that, with improving employment prospects, the increase in training places and any impact from HEIs widening access, the College's approach is to ensure that it commits to providing opportunities for school leavers from more deprived postcode areas. These improving opportunities, coupled with growth in the College's overall activity levels means that the percentage of activity in this area will remain around 6-7% of all activity. The College recognises that the achievement rates of students from SIMD Deciles 1 & 2 are lower than the overall College rate and will look to focus existing resource on supporting students from these areas by monitoring their attendance and achievements carefully and taking action where necessary.

The SIMD1 postcodes are concentrated in three areas of the Scottish Borders; Burnfoot in Hawick, Langlee in Galashiels and Bannerfield in Selkirk. The College will look to deliver short programmes for these local communities to help people re-engage with education and to support them in progressing towards being work-ready.

### **Outputs for 2016/17**

- 7. To maintain the proportion of total credits delivered to learners from SIMD1 at 6.5% in 2016/17. (Measure 5) (Borders College 2011/12 Baseline – 6.9%)**

### **Equality and Diversity**

The Equality and Diversity Outcomes and Action Plan were approved by the Board of Management in 2013, committing the College to ensuring equality of opportunity for both access to learning and services and for learner success for people with different protected characteristics. Part of this commitment is to improve the monitoring of admissions, enrolment and learner success across all characteristics. The College has well-established monitoring by disability, gender, ethnicity, age and postcode. It

uses this data monitoring to shape its development plans where issues of access, inclusion or learner success need to be addressed. Monitoring was extended in 2014/15 to include faith or religion, sexual orientation and care leavers. Data from 2014/15 to 2016/17 will be used to establish a baseline.

The 2011 Census data indicates that 0.3% of the Scottish Borders population are able to speak Gaelic. This compares with a national average of 1.1% and a rate of 5.4% for the Scottish Highlands. At present, Borders College has one student who indicated he/she is a native Gaelic speaker where English is a second language and no staff who describe themselves as such. However, the College would ensure that there would be no barrier to employing or enrolling a native Gaelic speaker.

### **Care experienced young people**

The College has contributed to the Borders-wide strategy and action plan for care experienced young people and has made alterations to its policy to provide additional help and support. It created a dedicated advisor post in September 2015 with the post holder working with the care experienced young people and providing the expertise needed to assist where necessary. The College will create its own action plan for 2016/17 onwards and improve its monitoring and report on the performance of this group of young people. In this way it will work to ensure that is contributing to *National Ambition for Care Experienced Students* with the students achieving at the same rate as the College's overall population.

At present the College has no baseline from which to set targets for care leavers and recognises some of the difficulties it will have in establishing accurate baseline data. It is committed to working with the local authorities to create data sharing agreements so that it can more accurately, identify and support care experienced young people. It recognises that it is important to do this as many care experienced young people do not identify themselves as looked after children and at much higher risk of having negative outcomes. The College will also work closely with a range of external organisations including Who Cares? Scotland to improve its capacity to support care experienced young people. With no baseline to work from the targets set out below may well need adjusted as the baseline becomes established.

### **Gender**

The College recognises that it has a significant part to play in shaping people's aspirations and in challenging gender stereotypes in relation to career choices. It is creating a gender action plan for 2015/16 and ensuring that gender equality issues are address in it Developing the Young Workforce plans. It action plan will ensure that its marketing avoids gender bias, challenges gender stereotypes and that its services are cognisant of both transgender and non-binary gender issues.

### **Outputs for 2016/17**

- 8. To set a baseline from 2014/15 – 2016/17 figures and to establish targets for enrolment of people with protected characteristics of sexual orientation and faith or religion from 2015/16 onwards. (Measure 6)**
- 9. To introduce monitoring of care leavers for enrolment and learner**

**success from 2015/16 onwards. (Measure 6)**

- 10. To achieve a FTHE learner success rate of no less than 60% for care experienced young people.**
- 11. To achieve a FTFE learner success rate of no less than 57% for care experienced young people.**
- 12. To monitor the number of native Gaelic speakers enrolled at the College from 2015/16 onwards.**
- 13. To create and implement (i) gender and (ii) care experienced action plans for Borders College.**

Enrolment and learner success will be monitored initially. The College will consult further on the most appropriate method for monitoring applications.

There are high disclosure rates for disability and learning difficulties within the College's student population and additional support does lead to learner success rates being similar to the general student population.

The equalities survey conducted in 2012/13 to inform Equality Outcomes indicates that there will be under-disclosure from LGBT individuals when monitored with this highly likely to have been the case based on the 2014/15 data. The College will continue to challenge homophobia and promote the College as a safe and welcoming place for LGBT individuals.

The College has begun to monitor data for learners with profound and complex needs on courses involving formal recognition of their achievement, in addition to monitoring them as part of the DPG 18 cohort from 2014/15 onwards. This period of the outcome agreement will be used to establish the baseline number of learners categorised in this way. In 2015/16 the College will also identify those on part time programmes with profound and complex needs, providing a complete picture of learners that fall into this category. In 2016/17 it will commence tracking of enrolment, withdrawal achievement and progression data separately for this cohort.

There are well-planned and coordinated arrangements for learners with additional needs leaving school and transitioning to college and an extensive programme for adults helping to maintain or improve their independence and, crucially, improve their employment prospects. Full time programmes have been improved with the expansion of formal, recognised qualifications and improved progression arrangements for access to SCQF 2/3/4 level programmes. The adult provision includes Ready for Retail and Tenancy Awards which have been delivered in the South East of Scotland for several years and certificated through the NCFE Investors in Quality Licence. These are credit rated and levelled through the SCQF. There are many retail partners involved in the Ready for Retail programme including IKEA, with several people with profound and complex needs being supported into employment with the company. The College will maintain this level of provision for the South East of Scotland.

#### **Outputs for 2016/17**

- 14. To continue to establish baseline activity levels for learners with profound and complex needs enrolled on courses involving formal**

**recognition of achievement.**  
(SFC National Measure 7)

**Outcome three: Improved life chances for young people and adults in the Borders.**

**Planning the Curriculum:**

In creating the curriculum plan for 2016/17 Borders College will consider the following information:

- Sustainable demand for existing historic provision assessed by analysis of application trends and take up of places
- Levels of retention and attainment on programmes (learner success by course)
- New information presented by the Community Planning Partnership in relation to the Scottish Borders Single Outcome Agreement (September 2013)
- Representation from local employers through regular employer engagement
- Scottish Government and SFC priorities
- The nature of the local economy
- *Developing the Young Workforce*
- *Opportunities for All*

As Borders College is the only college in this rural region it is required to develop a broad curriculum which meets the needs of the large numbers of SME's in the area, operating across a broad range of industries. In the Scottish Borders, public administration, education and health account for a significant proportion of jobs. Other key sectors for our region are land-based industries (food & drink), manufacturing (engineering), construction, care and tourism. These fit well with the Scottish Governments priority growth sectors.

**Funding the Curriculum Offer**

Over the past five years and in response to Scottish Government Priorities and SFC Priorities in relation to Employability & Skills, and to meet the Access, Inclusion and Progression agenda, the College has allocated a greater proportion of its funding to these priorities. As the only college provider it is essential that we are able to offer:

- Full and part-time vocational training across a range of industries at entry level with progression through intermediate and advanced level into higher education and employment
- Senior Phase programmes for schools to support the development of the young workforce
- Workbased learning opportunities for the local workforce. These are predominantly in the area of care and social care, catering, management and administration in line with our priority industries and the demand from public sector employers in our area
- Access opportunities for individuals with learning difficulties and disabilities.

National priorities and demand for full time places has meant that the College has increased the number of full time enrolments since 2009/10 by 17% to 1291 in 2015/16. It has also increased its School-College activity for 2015/16 by 370 credits.

The SFC increased the number of credits available to the College by 1% from August 2015 and provided a further 1000 credits for the academic year in December 2015 following a review of activity in other college regions. In addition SFC increased the number of ESF credits available to the College to the overall target for 2015/16 up to 25095 credits. The College will achieve this target in 2015/16 and is disappointed that the SFC is not in a position to fund a further 1% increase in its target for 2016/17 at present. The College has adjusted its curriculum plan so that it would be in a position to accept at least a further 1% in growth during 2016/17 if that were to become available. The adjustments to the curriculum plan mean that it has prioritised credits for an expanded senior phase programme for the schools providing more vocational training opportunities to S4-S6 school students while maintaining its credit targets at 100% of fundable activity.

It is strategically important to the College to also use its fundable activity to support skill development across all sectors of the Borders population in conjunction with local employers and in line with the Regional Skills Assessment. In this way it supports the local economy while raising the educational attainment levels of the region's population.

(The proportion of SUMs delivered to full time learners increased from 74% in 2009/10 to 81% in 2013/14 and 83.5% in 2014/15.)

### **Opportunities for All**

For a number of years we have prioritised provision for learners in Scottish Government priority groups. As part of our commitment to *Opportunities for All* we have targeted almost all further growth at full time learners under the age of 25. This has reduced significantly the number of full time applicants the College has been unable to place over the last few years. The funded growth made available to us in 2015/16 has allowed for a further increase in full time entrants as well as supporting an expansion of the School-College provision. In 2016/17 the prioritising of credits for School-College provision will allow us, along with other CPP members and with other employers, respond to the Scottish Government's *Developing the Young Workforce* strategy. We have therefore reduced the allocation to adult part time provision being aware that this could be reintroduced at short notice if extra credits became available.

We will increase the proportion of credits delivered to learners between the ages of 16 & 24 to 76.4% in 2016/17. This includes 15,207 credits delivered to young people less than 20 years of age, reinforcing our commitment to the young persons' guarantee and making a significant contribution to any future Scottish Borders Young Persons' Guarantee. The objective of the Borders Young Person's Guarantee is that by April 2015, the Scottish Borders Community Planning Partnership (CPP) partners will ensure that every young person leaving school in the Scottish Borders will have the offer of a job, training or further education (FE) opportunity. Given the progression of most school leavers to a 'positive destination', the Guarantee will focus on the estimated 6% who do not go onto further education, work or training. SDS's CPP Report December 2014 suggests there are about 68 school leavers who will be the target beneficiaries for this initiative. (*Borders Young Persons Guarantee –*

*Draft Project Initiation Document Nov2014*). CPP members are making significant progress, with negative destinations falling by around 2% in the 12-month period since the drafting of the initiation document last year.

The College will continue to work closely with the Community Planning Partnership to ensure that provision is planned coherently with other providers and partners and that it is matched against the employability pipeline. We will maintain our commitment to delivering high quality outcomes with access to nationally recognised qualifications for all full-time learners and will continue to build work placement opportunities into all relevant full-time provision.

### **School College Activity**

In response to *Developing the Young Workforce* and our continuing commitment to create a coherent provision with our local secondary schools as Curriculum for Excellence rolls out we will allocate the 1% requested fundable growth of 239 credits to our School/College provision in 2016/17.

### **Outputs for 2016/17**

**15. To deliver 25,345 Credits**

(SFC National Measure 2)

(Borders College 2015/16 Baseline – 25,095 Credits)

**16. To deliver 76.4% of all credits to learners aged 16-24 years old**

(SFC National Measure 3)

(Borders College 2011/12 Baseline – (Under 20 – 16,147 SUMs (62.7%) 20-24 year olds – 3369 SUMs (13.1%))

**17. To deliver 83.7% of full time credits to learners aged 16-24 years old**

(SFC National Measure 4)

(Borders College 2011/12 Baseline – (Under 20 15,007 SUMs (71.4%) 20-24 year olds – 2,710 SUMs (12.9%))

Additional Growth Credits will be allocated to introduce new provision as follows:

- Pre-apprenticeship courses in engineering and construction for schools
- Health Sector Academy for Schools including Foundation Apprenticeships
- Fashion for Schools
- Software Development for Schools

### **Location of Provision**

The vast majority of our full-time provision is delivered at the Scottish Borders Campus in Galashiels. This is as a result of the College's revised estates strategy moving us to a hub and spoke model, supported by the Scottish Funding Council, in 2009. Some students spend time in our Hawick Campus but student feedback tells us that learners prefer to be able to access the high quality facilities in Galashiels. The centralisation of our key facility to the most accessible part of the Borders enables learners from across the region to access programmes. However,

continuing growth in the full-time numbers using the Scottish Borders campus means that it has reached its full capacity to accommodate learners during the day. The College is in the process of securing a lease on a unit at Tweedbank approximately one mile from its main campus in Galashiels. This additional space will ensure that the college has sufficient space for the expanded engineering provision. It is intended to have this annex to the Scottish Borders Campus available fully from 2016/17 onwards.

The Hawick Campus is currently used mainly for employability programmes, short courses, the delivery of school college partnership work and for community evening class provision. The Campus operates in partnership with Hawick High School to deliver learning specific to the needs of Hawick. This Campus has been developed as a renewable energy centre to allow part-time commercial provision to be developed in response to employer demand and Scottish Government and Scottish Borders economic priorities.

The Newtown St. Boswells campus is a specialised campus developed over the past three years in response to high and increasing demand from learners for landbased provision which leads to employment opportunities in our key employment sectors of agriculture and other landbased industries. This Campus also serves a demand for commercial provision aimed at improving the skills of individuals already employed in the landbased industry. The opening of the Tweedbank annex will lead to the gradual decanting of landbased provision from the Newtown St. Boswells campus.

### **Community and Outreach Provision**

This provision is delivered across the major towns in the Scottish Borders to enable us to bring demand led provision as close to the communities as possible. Following a significant reduction in funding for 2011/2012 the College closed facilities in Duns and Peebles but provision in those towns has been retained through partnership working with other providers including Scottish Borders Council Community Learning Department. The College works in partnership with CLD to develop learner pathways from community based provision, particularly in ESOL where a coherent provision has been developed allowing learners to move seamlessly from CLD provision to college provision. Much of the community provision is demand led, full cost recovery work which is delivered on a commercial basis in response to requests from local communities. The College works closely with local communities to identify demand and we are confident that the expectations of stakeholder and community planning partners are being met. A small amount of SFC funding is attached to certificated, accredited programmes which are most likely to lead to employment or workforce development but which may occasionally lead to full-time education. The College recognises the need to better understand the progression and destinations of community learners. The College has now completed its programme of replacing NRQ's with recognised qualifications where an equivalent exists, or credit rating and levelling its own bespoke qualifications where there is no equivalent.

All full time programmes include a recognised qualification.

**Outcome four: A greater proportion of Borders College learners achieving nationally recognised qualifications and progressing into positive destinations of higher level study or employment.**

**Learner Success**

Borders College has consistently outperformed the sector average for learner success since 2009/10. We will continue with our relentless focus on learner success through our quality reviews that inform our learning and teaching approaches, curriculum plans, admissions and learner support. In 2014/15 the College outperformed the sector average in all published measures. However, last year, although this measure remains above the sector average, there was a significant decline in FEFT learner success with most of this decline due to poor performance in a small number of programmes. In particular, the decline occurred in the BTEC First and National programmes where there was a fundamental change to the assessment rules and regulations governing these programmes. We have introduced a system of special measures to support performance improvement in response to these unusual circumstances and will monitor the programmes' performance closely in the coming year. More long term changes may be required to achieve sustained improvement, with these introduced from 2016/17 onwards.

We set a range of indicators (*Meet or Beat targets*) for the whole College, for each faculty and for each course offered including early withdrawal, withdrawal, partial learner success and learner success. We also monitor trends for each programme over a three year period and continue to operate our system of programme and college reviews.

We expect that changes to the curriculum delivered for school pupils will have a small negative impact on the overall FE part time success PI as many of these programmes have moved from taster programmes offering a single unit to four unit group awards. This is a significant increase in the challenge of these programmes and is in line with the expectations of the Scottish Government in meeting the Developing the Young Workforce agenda.

**Outputs for 2016/17 (2011/12 Baseline figure shown in brackets)**

- 18. FE full time learner success – 70% (72.9%)**
- 19. HE full time learner success – 75% (69.5%)**
- 20. FE part time learner success – 78% (79.2%)**
- 21. HE part time learner success – 79% (71.9%)**  
(SFC National Measure 11)

**Progression**

The College's curriculum is designed to provide seamless progression for learners from one SCQF level to the next. There are entry level programmes in all faculties and in most cases opportunities exist to progress to HNC level where articulation arrangements are in place for progression on to university. In practice, articulation is

more common at SCQF level 5 and above. The two most influential factors are the admissions arrangements that tend to favour starting vocational training at an introductory level because of the candidate's limited experience, and secondly the greater likelihood that learners on SCQF Level 4 programmes and below are likely to study more breadth at the same level rather than progressing to a higher level when returning for a further year.

There are low progression rates from SCQF Level 3 (Access) programmes to SCQF Level 4 (Mainstream). A few learners on Access programmes have profound and complex needs and their programmes are designed to give breadth rather than progression. The high progression rates from SCQF Level 7 (HNC) to Level 8 (HND) are a result of the College's curriculum design where an HNC is offered instead of the first year of an HND.

**Outcome five: Contribute to an increase in regional economic growth and prosperity.**

**Progression into sustainable employment**

The College took part in the national destination survey of students who completed their programmes in academic year 2013/14 with a survey return rate of 92% for FE students and 97% for HE. 95% of FE completers were in a positive destination with the majority in further study and 92% of HE completers in a positive destination also with the majority in further study. There was also an increase in the numbers finding employment compared to the previous year, reflecting the improved jobs market in the region. The overall percentage for positive destinations was 94.13%, exceeding the target by 1.38%. Students completing their studies at the College have a very high probability of going on to a positive destination.

**Outputs for 2016/17**

**22. Positive Destinations of AY 2014/15 full-time college qualifying learners  
3-6 months after completing their programme – 95.5%**  
(SFC National Measure 13)

**Apprenticeships**

With over 180 apprentices training with the College at any one time it is the major provider of modern apprenticeship (MA) programmes in the Scottish Borders. The range of MAs covers the administration, childcare, construction, engineering, agriculture, and other land-based employment sectors. These are either directly contracted with SDS or indirectly through other managing agents. The College is working closely with its CPP partners to provide opportunities within the public sector to extend the range of MAs available in the region. The College has increased the number of MAs employed at the College as part of its commitment to this programme. As the major employers in the Borders, the members of the CPP collectively recognize the need to do more to support youth employment.

We will look to extend the range of MAs provided over the period of this outcome agreement and look to the economy improving as the impact of the recent recession

recedes, with employers more likely to take on apprentices. We will also introduce Foundation Apprenticeships in Social Services and Healthcare in 2016/17 with an initial intake target of 12 senior phase pupils (At present this target is not included within the overall apprenticeship target. (Clarity is required in the SFC guidance on this measure as to whether Foundation Apprenticeships should or should not be included).

### **Outputs for 2016/17**

#### **23. To start 125 apprenticeship trainees in 2016/17 contracted by the College directly through SDS**

(2013/14 Baseline figure – 46)

(SFC National Measures 14)

### **Employer Engagement**

The College has had a developed approach to employer engagement for a number of years which has supported the design of programmes for learners. These may be programmes specifically designed for an employer's needs or may influence full time mainstream provision. Examples include:

- Employer devised design briefs for digital media courses
- Catering and hospitality briefs and competitions initiated by employers
- Choices of units within programme design e.g. HNC Electrical Engineering
- Involvement in interview and membership of programme boards
- Assessment of work practice skills

All faculties operate an Industry Forum to support the liaison with sector specific and key industries.

### **Work Experience**

The College has a strong focus on developing the students' employability skills. Full time courses where learners are close to being prepared to join the workforce have work placement experience with an external employer. This accounts for around 70% of the full time provision. Realistic working environments are also used alongside work experience or as preparation for work experience in a future higher level programme as part of the course delivery hours. In most subject areas, students commence work experience early on in their programme of study. Where learners are not ready to go out on placement due to lack of confidence or the required skills, course tutors spend time with those learners preparing them for work experience.

The total number of full-time students in work placements in 2014/15 was 782. The College will include those students undertaking substantial realistic work environment experience from 2015/16 onwards.

The College employs a number of work placement officers and a work placement co-ordinator to ensure a coherent approach to work placement which is focused and which meets the needs of employers. Work placements are a minimum of 12 days with the average being between 30 and 50 days. Regular evaluation of this programme shows that the most likely areas for gaining employment following work placement are catering and hospitality, hairdressing, rural industries, construction and health and social care. Work placement opportunities are of a high quality and are designed and planned to be appropriate to the qualification being studied and to the industry sector in which they take place.

Borders College recognises the need to continue to provide students with the necessary skills to gain employment. We will continue to develop innovative approaches to supporting young people and employers at the different stages of their pre-employment training.

### **Outputs for 2015/16**

#### **24. The number of full time learners with substantial work experience placements - 750 (Excluding apprentices and realistic work environment experiences)**

(2011/12 Baseline figure – 807 including apprentices)  
(SFC National Measure 15)

**Outcome six: The principles of sustainability will be embedded in the College's planning cycle, with particular emphasis on ensuring financial sustainability and demonstrating best practice in estates planning and achieving environmental targets.**

#### **Financial Sustainability**

The College set a target of delivering a 1% surplus on income in each of the three years of its Corporate Plan 2013–2016, demonstrating an efficient and effective use of the resources available; however, since being designated as a public body with effect from 01 April 2014 and operating under that regulatory environment, it cannot retain surpluses and therefore must utilise all cash available to it annually. Within these constraints, it continues to operate from a position of positive cash balances, with no overdrafts or commercial borrowings. Among the targets within the Corporate Plan and the College's Finance Strategy 2013-2016 is a requirement to optimise our non-SFC income to reduce dependence on a single funding stream and seek opportunities to generate income from other public sources, such as SDS, and from effective commercial business.

#### **Estates Planning**

The current College estate consists largely of accommodation which was either new-build or fully refurbished in 2008/9 as a result of the College's re-location project. Since then, full-time student numbers have increased and the College curriculum and way that learning is delivered have changed and it is therefore appropriate to

undertake a review of current accommodation to ensure it is still sufficient and fit for purpose. This will enable the College to identify gaps or over-provision and plan a future investment strategy for its estate, covering accommodation and ICT provision.

### **Outputs for 2015/16**

- 25. To complete a review of current accommodation and incorporate the findings into the College Estates Strategy.**

### **Environmental Sustainability**

Our Carbon Management Plan (CMP) was developed in 2010, at which time the College had limited access to data in terms of consumption on utilities, waste and staff/student travel data and has spent the last few years developing new systems to collect and collate accurate data to enable more accurate reporting. In 2010 our Sustainability Committee agreed that our first CMP would be focused on the Galashiels Campus only (being by far the largest) and calculated our carbon footprint baseline as 1550 tonnes of CO<sub>2</sub>. An ambitious target reduction of 25% by 2015 was then set. With the help of the Carbon Trust we identified a total of 18 viable projects which collectively would exceed our 25% target.

Over the past 5 years we have implemented 14 of the 18 projects with the final project (SHARC) currently being commissioned. Once operational we will have successfully met our 25% CO<sub>2</sub> target reduction.

The SHARC project is the first of its kind in the UK with heat extracted from the local sewage system. Project partners include Scottish Water and the Green Investment Bank with the system providing a low carbon alternative providing most of the campuses heat requirements. It is expected that the system will be commissioned fully in the spring of 2016.

In 2016 mandatory reporting under the Public Sector Climate Change Duties comes into force. This will coincide with the development of our new CMP likely to run from 2016-2020. The new reporting requires organisations to report specifically on their undertakings and as such the College and Heriot-Watt University, who currently share premises in Galashiels, have agreed a mechanism for reporting against shared activities such as Utilities and Waste as well as solar PV production. As a result of these requirements the College will also include other campuses within the reporting structure and will create a new baseline for the next CMP 2016-2020 likely to be significantly lower than 2010 baseline.

Incorporated within the new CMP will be some existing projects yet to be implemented and new as yet unidentified projects.

### **Outputs for 2016/17**

- 26. To establish a new baseline for all campuses within a Carbon Management Plan 2016-2020.**
- 27. To achieve a carbon footprint of 1193 tonnes of CO<sub>2</sub> in 2016/17 for the Scottish Borders Campus (SFC Measure 1) (Baseline 2010 1550 tonnes of CO<sub>2</sub>)**

Signed by College Region/Date



Tony Jakimciw, Regional Chair

23 June 2016

Signed by SFC/Date

**Data for 2016-17 BORDERS (9 May 2016) following SFC Funding Announcement**

Measure		Trend		Baseline	Actual			Targets		
		2009-10	2010-11	2011-12	2012/13	2013/14	2014/15	2014/15	2015/16	2016/17
	= National Aspiration									
	= Data not available									
<b>1</b>	<b>SFC Priority - Efficiency &amp; Sustainability</b>									
	Gross Carbon Footprint (3 year period)	1550	1494	1389	1386	1360	1550	1163	1193	tbc
<b>2</b>	<b>SFC Priority - Right learning in the right place</b>									
	Total credits delivered in the region (SUMs prior to 2015/16)									
		27490	26867	25765	25705	26876	27673	27140	25095	25095
<b>3</b>	<b>Volume &amp; proportion of credits delivered to learners aged 16-19 and 20-24 (SUMs prior to 2015/16)</b>									
	Total credits delivered in the region (SUMs prior to 2015/16)	27490	26867	25765	25705	26876	27673	27140	25095	25095
	<b>16-19</b>									
	Total credits delivered to 16-19 (SUMs prior to 2015/16)	16225	16259	16147	16446	16321	16541.07	16455.0444	15057	15057
	Proportion delivered to 16-19	59.0%	60.5%	62.7%	64.0%	60.7%	59.8%	60.6%	60.0%	60.0%
	<b>20-24</b>									
	Total credits delivered to 20-24 (SUMs prior to 2015/16)	3454	3252	3369	3569.621	4029	4588.78	4067.04095	4115.58	4115.58
	Proportion delivered to 20-24	12.6%	12.1%	13.1%	13.9%	15.0%	16.6%	15.0%	16.4%	16.4%
<b>4</b>	<b>Volume &amp; proportion of credits delivered to full-time learners aged 16-19 and 20-24 (SUMs prior to 2015/16)</b>									
	Total credits delivered in the region (SUMs prior to 2015/16)	20329	20185	21007	20958.0801	22001	22628.5	22224.0853	19144	19144
	<b>16-19</b>									
	Total FT credits delivered to 16-19 (SUMs prior to 2015/16)	14386	14741	15007	14945	15240	15207.75	15425.0444	12903.056	12903.056
	Proportion delivered to 16-19	70.8%	73.0%	71.4%	71.3%	69.3%	67.2%	69.4%	67.4%	67.4%
	<b>20-24</b>									
	Total FT credits delivered to 20-24 (SUMs prior to 2015/16)	2324	2383	2710	2765	3133	3740.75	3171.04095	3120.472	3120.472
	Proportion delivered to 20-24	11.4%	11.8%	12.9%	13.2%	14.2%	16.5%	14.3%	16.3%	16.3%
<b>5</b>	<b>The volume &amp; proportion of credits delivered to learners in the most deprived 10% postcode areas (SUMs prior to 2015/16)</b>									
	Number of credits delivered to SIMD1 (SUMs prior to 2015/16)	1965	2034	1768	1658	1859	1751	1981	1606	1631
	Total number of credits delivered in the region (SUMs prior to 2015/16)	27491	26867	25765	25705	26876	27673	27140	25095	25095
	Proportion	7.1%	7.6%	6.9%	6.5%	6.9%	6.3%	7.3%	6.4%	6.5%
<b>6</b>	<b>The volume and proportion of credits relating to learners from different protected characteristic groups and care leavers (where data is available) (SUMs prior to 2015/16)</b>									
	<b>Ethnicity</b>									
	White	27197	26653	25439	25415	26445	27291	26822	24719	24693
	Proportion	98.93%	99.20%	98.73%	98.87%	98.40%	98.62%	98.83%	98.50%	98.40%
	Any mixed background	74	98	135	96	80	42	99	91	91
	Proportion	0.27%	0.36%	0.52%	0.37%	0.30%	0.15%	0.36%	0.36%	0.36%
	Asian, Asian Scottish or Asian British	162	63	77	147	164	195	125	163	176
	Proportion	0.59%	0.24%	0.30%	0.57%	0.61%	0.70%	0.46%	0.65%	0.70%
	Black, Black Scottish or Black British	49	42	111	46	151	139	82	113	125
	Proportion	0.18%	0.16%	0.43%	0.18%	0.56%	0.50%	0.30%	0.45%	0.50%
	Other ethnic background	9	10	3	1	21	4	9	10	10
	Proportion	0.03%	0.04%	0.01%	0.00%	0.08%	0.01%	0.03%	0.04%	0.04%
	Information refused	0	0	0	0	0	1	0	0	0
	Information not known	0	0	0	0	0	1	0	0	0
	<b>Disability</b>									
	No know disability	19618	18926	18560	18154	18821	18566	19241	17065	17065
	Proportion	71.36%	70.44%	72.04%	70.62%	70.03%	67.09%	70.89%	68.00%	68.00%
	Disabled	7865	7940	7210	7551	9644	9107	7814	8030	8030
	Proportion	28.61%	29.55%	27.98%	29.38%	35.88%	32.91%	28.79%	32.00%	32.00%
	Information refused	0	2	0	0	0	0	0	0	0
	Information unknown	0	0	0	0	0	0	0	0	0
	<b>Sex</b>									
	Male	12205	11866	11957	11435	12708	12693	12306	11379	11379
	Proportion	44.40%	44.17%	46.41%	44.49%	47.28%	45.87%	45.34%	45.34%	45.34%
	Female	15286	15011	13809	14270	14163	14976	14835	13717	13717
	Proportion	55.60%	55.87%	53.60%	55.51%	52.70%	54.12%	54.66%	54.66%	54.66%
	Other	0	0	0	0	6	4	1	1	1
	Proportion	0.00%	0.00%	0.00%	0.00%	0.02%	0.01%	0.00%	0.00%	0.00%
	<b>Sexual Orientation of Student</b>									
	Heterosexual						22336		21330.75	21330.75
	Proportion						80.71%		85%	85%
	Gay Man						137		250.95	250.95
	Proportion						0.50%		1%	1%
	Gay Woman/Lesbian						46		250.95	250.95
	Proportion						0.17%		1%	1%
	Bisexual						614		627.375	627.375
	Proportion						2.22%		2.50%	2.50%
	Other						132		125.475	125.475
	Proportion						0.48%		0.50%	0.50%
	Prefer not to say/blank						894		2509.5	2509.5
	Proportion						3.23%		10%	10%
	<b>Religion, Religious denomination or body</b>									
	None						20191		18520.11	18444.825
	Proportion						72.96%		73.80%	73.50%
	Christian/Protestant						1651		1555.89	1480.605
	Proportion						5.97%		6.20%	5.90%
	Roman Catholic						1037		941.0625	941.0625
	Proportion						3.75%		3.75%	3.75%
	Other Christian						984		878.325	878.325
	Proportion						3.56%		3.50%	3.50%
	Muslim						99		112.9275	175.665





## Outcome Agreement between Regional Board of Borders College and the Scottish Funding Council for AY 2016-17

### On behalf of Regional Board of Borders College:

Signed:

Print name: Liz McIntyre

Position: Principal

Date: 23 June 2016

Signed:

Print name: Tony Jakimciw

Position: Regional Chair

Date: 23 June 2016

### On behalf of the Scottish Funding Council:

Signed:

Print name: Laurence Howells

Position: Chief Executive

Date: 19 July 2016