Fife College Regional Outcome Agreement
Academic Year 2016/17
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College region: **Fife**

College regional grouping: **Fife College**

**Funding**

College region **Fife** will receive **£41,704,600** from the Scottish Funding Council for academic year 2016-17 to plan and deliver further and higher education in the region.

This funding is on the condition that the College board/region body signs and commits to deliver the outcomes detailed below.

**Priority Outcomes** to be delivered by end of AY 2016-17

**Revised Priority Outcomes 2016-17**

1. Maintain a sustainable College for Fife which through effective and efficient management, partnership and good governance contributes to meeting the Scottish Government guarantee under Opportunities for All.

2. Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.

3. Provide learning opportunities which contribute towards the creation of high retention, attainment and achievement

4. Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.

5. Ensure there are appropriate opportunities for young people to make the transition from School to College learning.

6. Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.

Signed by College Region

[Signature]

Date  23 May 2016

Signed by SFC

Date
1 Introduction

Outcome agreements were first introduced in AY 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.

This Outcome Agreement is for AY 2016-17 and is an annual adjustment to the Outcome Agreement established for the period AY 2014-15 to AY 2016-17.

It should be noted that this Outcome Agreement is supported by a number of Fife College and Regional Strategies.

1.1 Fife College

Fife College became a legal entity in August 2013, formed through a merger between the legacy colleges of the former Adam Smith, Carnegie and the non-land base elements of the former Elmwood College. The vesting day was the 1st August 2013. The College supports 26,651 students, a commercial client base of £7.7million and a total turnover of around £47million.

Fife is Scotland’s third largest local authority and has a 7% share of Scotland’s population and datazones. Its varied socio-economic profile reflects Scotland as a whole.

1.2 Vision and Values

VISION STATEMENT

Fife College will enhance the wellbeing of the people of Fife by:

- providing lifelong learning opportunities to promote employability, develop personal and employment skills and encourage achievement and progression; a provision which primarily for the people of Fife will not be constricted thereto since supporting business and commercial activity outside Fife will enhance our capacity and thus enhance opportunities for the people of Fife.

- contribute in strategic partnerships enclosing the opportunity gap by providing programmes which facilitate improved life choices for the communities.

- being a dynamic and responsive organisation committed to professional training and development of our staff.

OUR VALUES

To realise our vision we recognise the importance of colleagues, customers, partners and communities with whom we share these values.

Integrity
Acting with honesty and fairness.

Trust and Mutual Respect
Treating others with dignity and sensitivity.
Social Responsibility
Acting for the Interests of society.

Innovation
Actively supporting enterprise, creativity and open-mindedness.

Achievement
Encouraging, recognising and celebrating progress.

Cultural Diversity
Welcoming and valuing the rich diversity of the community we serve.

Health and Safety
Providing a healthy and safe environment is a core entitlement to the whole College community.
1.3 SFC National Priorities for 2016-17

The Scottish Funding Council (SFC) have identified six key outcomes for Colleges in Scotland to achieve:

1. Efficient Regional Structures
2. High Quality and Efficient Learning
3. Access for People from the Widest Range of Backgrounds
4. Right Learning in the Right Place
5. A Developed Workforce
6. Sustainable Institutions

The table below indicates how these six SFC outcomes relate to the Fife College Priority Outcomes.

<table>
<thead>
<tr>
<th>Fife College Outcomes</th>
<th>SFC Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain a sustainable College for Fife which through effective and efficient management, partnership and good governance contributes to meeting the Scottish Government guarantee under Opportunities for All.</td>
<td>✓</td>
</tr>
<tr>
<td>2. Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>3. Provide learning opportunities which contribute towards the creation of high retention, attainment and achievement</td>
<td>✓</td>
</tr>
<tr>
<td>4. Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>5. Ensure there are appropriate opportunities for young people to make the transition from school to College learning.</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>6. Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>
Regional Context Statement

2.1 Regional Context

Fife College came into being on 1 August 2013, as a result of the merger of Adam Smith and Carnegie Colleges, together with part of Elmwood College. The college services the needs of the communities of Fife where there is a mix of rural and urban populations. The main campuses are located in Cupar, Dunfermline, Rosyth, Glenrothes, and Kirkcaldy, with learning facilities in Levenmouth and community learning centres across Fife.

The College Outcome Agreement for 2016-17 was drawn up by the College in consultation with the Local Community Planning Partnership (CPP). In completing the agreement, Fife College has undertaken a range of review and planning activities. These have included detailed analysis of key industry sectors, likely future economic development and demographic factors in Fife and adjacent regions. Resulting proposals include re-alignment of activity levels across the college campuses. Regional analysis suggests that Fife has the fourth highest level of deprivation in Scotland and there are particularly low levels of employment in specific communities.

Following merger, Fife College has undergone a major restructure of staff roles to take account of the new operating environment with a flatter management structure overseeing operations. The College has reorganised its curriculum delivery, management roles, and support services. There are just over 397 full-time equivalent (FTE) teaching staff and some 495 FTE providing support to the curriculum activity. A number of staff left the college through voluntary severance as part of the reorganisation.

The College organises provision through eight curriculum departments which incorporate 31 curriculum and student support areas. The college delivers programmes in almost all subject categories from level 2 to level 10 on the Scottish Credit and Qualifications Framework (SCQF). In 2014-15 the College had 24,209 learners with approximately 7,194 learners studying on a full-time basis. In the current year approximately 24% of College enrolments are learners from the 20% most deprived data zone areas. Most learners come from the Fife and Kinross area, with a smaller proportion travelling from across Scotland to undertake specialist study.

The College works in close partnership with a wide range of external strategic partners. These include Fife Council, Fife Employability Partnership, Skills Development Scotland (SDS), NHS Fife and NHS Lothian, the Scottish Prison Service and an extensive range of community and employer organisations. It delivers a growing number of School-College partnership programmes across Fife in support of Curriculum for Excellence. The College is committed to deliver an overall target of approximately 132,765 credits in 2015-16 which includes 3,005 credits in relation to the Developing Scotland’s Young Workforce project. The College's projected revenue budget for the period August 2015 to July 2016 is £43 million of which 72% is funding from SFC.
2.2 Economic Analysis and Context

The Regional Context Statement provides an overview of the regional picture in terms of:

- Scottish Government Statistics
- McGregor Workforce Modelling Report
- Business Register and Employment Survey
- UKCES Working Futures Projections 2012-2022
- Scottish Government Attainment and Leaver Destinations Supplementary Data
- SDS Fife Regional Skills Assessment (January 2016)

2.3 Scotland’s GDP growth

The latest data shows that over the year to 2015Q2, GDP in Scotland increased by 2.7% while the UK increased by 2.6% (measured on a rolling four quarter on four quarter basis). When rounded to one decimal place, this resulted in a gap of 0.1 percentage points in favour of Scotland. This compares to an annual increase in GDP to 2015Q1 of 2.9% in Scotland and 2.8% in the UK - resulting in a 0.1 percentage point gap in favour of Scotland.

Therefore between 2015Q1 and 2015Q2 the gap between annual GDP growth rates in Scotland and the UK changed by less than 0.1 percentage points, remaining 0.1 percentage points in favour of Scotland (when rounded to one decimal place).

Annual Gross Domestic Product (GDP) growth rates for Scotland and the UK for the purposes of measuring progress against this indicator are published on a rolling four quarter on four quarter basis. The quarterly Scottish GDP publication for 2015Q2 presents annual growth rates calculated by comparing the latest quarter with the same quarter of the previous year. As a result, the Scottish and UK annual GDP growth rates published on Scotland Performs may not be the same as that published in the official Scottish Government GDP Quarterly release.

Source: Scottish Government Website (Nov 2015)
2.4 How is Scotland Performing

Scotland currently has the highest employment rate of the four countries in the United Kingdom and over the past year the employment rate has increased by 0.3 percentage points.

From the mid 1990s, Scotland’s employment rate was steadily increasing, reaching a peak of 74.9 per cent during the second calendar quarter of 2007 (Apr-Jun), although in recent years, Scotland’s employment rate, along with the other countries of the UK, has been at a lower level as a result of the economic conditions.

In the latest calendar quarter (Jul-Sep 2015), Scotland had an employment rate of 74.1 per cent, making it the highest of all UK countries (based on unrounded data), marginally higher than the employment rate in England for the same quarter, also 74.1%. Last year in the third quarter of 2014, Scotland had an employment rate of 73.8 per cent (highest) and England had an employment rate of 73.3 per cent (second highest), giving a gap of 0.5 percentage points in favour of Scotland. So over the year, the gap has shifted by 0.4 percentage points to Scotland’s detriment. The employment rate has increased in Scotland over the year by 0.3 percentage points, compared to the 0.8 percentage point increase in employment rate seen in England.

Please note that figures for change over the year and gap between Scotland and England are based on unrounded figures.

Source: Labour Force Survey, Seasonally Adjusted data, Office for National Statistics

2.5 Overview of Fife Labour Market
An analysis was undertaken over time by looking at recent trends and future projections to understand how Fife’s economy is changing. In doing this the sectors that were a priority for future skills interventions in Fife were identified.

A regional skills assessment published in January 2016 also highlights some key indicators for Fife Region however it should be noted that this information does not reflect a spate of recent closures in a number of large employers within Fife Region e.g. Scottish Power’s Longannet Plant in Kincardine and Tullis Russell in Markinch.

2.5.1 Fife Economic Performance

GVA Increased by 6% in the region between 2012 and 2013, higher that tie Scotland and UK averages. Productivity levels remain low and are below the Scotland and UK average. Workplace earning are low however residence-based earnings are higher signalling the volume of workforce that commutes from Fife to Edinburgh for employment.

Business birth rate in Fife is high at 6% (a 32% positive change from 2014), higher that the Scottish and UK average. This is reflective of the high level of SMEs that exist within the Fife Economy.

Earnings per week at £479 are slightly lower that the Scottish average of £519 and UK average of £518 however the gap is continuing to narrow.

2.5.2 Employment by Sector

Fife had 126,700 jobs in 2013 and Table 1 provides the breakdown of total employment by sector. It shows that Fife’s major sectors of employment were:

- Health – 22,600 jobs.
- Retail – 13,400 jobs.
Table 1: Total Employment by Sector, 2013

<table>
<thead>
<tr>
<th>Sector</th>
<th>Change</th>
<th>% Change</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry &amp; fishing</td>
<td>100</td>
<td>0.1</td>
<td>35,400</td>
<td>1.5</td>
</tr>
<tr>
<td>Mining, quarrying &amp; utilities</td>
<td>2,500</td>
<td>2.0</td>
<td>63,000</td>
<td>2.7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>15,200</td>
<td>12.0</td>
<td>173,100</td>
<td>7.3</td>
</tr>
<tr>
<td>Construction</td>
<td>7,000</td>
<td>5.5</td>
<td>128,100</td>
<td>5.4</td>
</tr>
<tr>
<td>Motor trades</td>
<td>2,600</td>
<td>2.1</td>
<td>45,000</td>
<td>1.9</td>
</tr>
<tr>
<td>Wholesale</td>
<td>3,900</td>
<td>3.1</td>
<td>69,800</td>
<td>3.0</td>
</tr>
<tr>
<td>Retail</td>
<td>13,400</td>
<td>10.6</td>
<td>228,600</td>
<td>9.7</td>
</tr>
<tr>
<td>Transport &amp; storage</td>
<td>3,300</td>
<td>2.6</td>
<td>93,600</td>
<td>4.0</td>
</tr>
<tr>
<td>Accommodation &amp; food services</td>
<td>8,400</td>
<td>6.6</td>
<td>182,300</td>
<td>7.7</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>4,100</td>
<td>3.2</td>
<td>62,000</td>
<td>2.6</td>
</tr>
<tr>
<td>Financial &amp; insurance</td>
<td>3,300</td>
<td>2.6</td>
<td>84,900</td>
<td>3.6</td>
</tr>
<tr>
<td>Property</td>
<td>900</td>
<td>0.7</td>
<td>30,800</td>
<td>1.3</td>
</tr>
<tr>
<td>Professional, scientific &amp; technical</td>
<td>5,800</td>
<td>4.6</td>
<td>159,800</td>
<td>6.8</td>
</tr>
<tr>
<td>Business administration &amp; support services</td>
<td>5,800</td>
<td>4.6</td>
<td>180,200</td>
<td>7.6</td>
</tr>
<tr>
<td>Public administration &amp; defence</td>
<td>10,500</td>
<td>8.3</td>
<td>143,300</td>
<td>6.1</td>
</tr>
<tr>
<td>Education</td>
<td>10,300</td>
<td>8.1</td>
<td>187,300</td>
<td>7.9</td>
</tr>
<tr>
<td>Health</td>
<td>22,600</td>
<td>17.8</td>
<td>378,200</td>
<td>16.0</td>
</tr>
<tr>
<td>Arts, entertainment, recreation &amp; other services</td>
<td>7,000</td>
<td>5.5</td>
<td>112,200</td>
<td>4.8</td>
</tr>
<tr>
<td>Total (all industries)</td>
<td>126,700</td>
<td>100.0</td>
<td>2,357,800</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over time, trend data for 2009 to 2013 shows that Fife has experienced a loss of 1,900 (or 2% of) jobs. The trends for Fife during this difficult economic period were for:

- Small employment growth in health; professional, scientific and technical; manufacturing; construction; and motor trades.
- Declines in many sectors but greatest in business administration and support services; information and communications (which includes publishing, broadcasting, ICT and software activities); retail; and accommodation and food services.

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1 Source: Business Register and Employment Survey
In summary the key points of difference between the Fife and Scotland employment profiles are:

- Fife has a strong manufacturing sector that has also bucked national trends in generating employment growth between 2009 and 2013.
- Fife has proportionately more public sector services jobs, which puts it at risk from further cuts to public sector expenditure.
- In terms of private sector services, Fife has proportionately more retail jobs but fewer professional services jobs ranging from finance, business, ICT, legal and marketing jobs.
- The tourism and hospitality sector is hard to clearly identify from the sectoral splits provided but combining accommodation and food services with arts, entertainment, recreation and other services would suggest the sector makes an important employment contribution.

2.5.3 Projections by Sector

Looking forward, employment projections by sector are presented first. At the Scotland level, UK Commission for Employment and Skills (UKCES) Working Futures projections for 2012 to 2022 indicate that:

- Scotland will see net employment growth of 5% or 140,000 jobs.
- By sector, there is expected to be:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Change 2009</th>
<th>Change 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry &amp; fishing</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mining, quarrying &amp; utilities</td>
<td>100</td>
<td>2.7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>400</td>
<td>2.8</td>
</tr>
<tr>
<td>Construction</td>
<td>400</td>
<td>5.4</td>
</tr>
<tr>
<td>Motor trades</td>
<td>300</td>
<td>11.3</td>
</tr>
<tr>
<td>Wholesale</td>
<td>-200</td>
<td>-3.9</td>
</tr>
<tr>
<td>Retail</td>
<td>-600</td>
<td>-4.5</td>
</tr>
<tr>
<td>Transport &amp; storage</td>
<td>-200</td>
<td>-5.8</td>
</tr>
<tr>
<td>Accommodation &amp; food services</td>
<td>-400</td>
<td>-4.7</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>-1,200</td>
<td>-23.1</td>
</tr>
<tr>
<td>Financial &amp; insurance</td>
<td>-900</td>
<td>-21.2</td>
</tr>
<tr>
<td>Property</td>
<td>-20</td>
<td>-2.3</td>
</tr>
<tr>
<td>Professional, scientific &amp; technical</td>
<td>600</td>
<td>11.1</td>
</tr>
<tr>
<td>Business administration &amp; support services</td>
<td>-1,400</td>
<td>-19.2</td>
</tr>
<tr>
<td>Public administration &amp; defence</td>
<td>3,600</td>
<td>51.5</td>
</tr>
<tr>
<td>Education</td>
<td>-3,600</td>
<td>-25.8</td>
</tr>
<tr>
<td>Health</td>
<td>1,700</td>
<td>8.0</td>
</tr>
<tr>
<td>Arts, entertainment, recreation &amp; other services</td>
<td>-300</td>
<td>-4.0</td>
</tr>
<tr>
<td><strong>Total (all industries)</strong></td>
<td><strong>-1,900</strong></td>
<td><strong>-1.5</strong></td>
</tr>
</tbody>
</table>

Table 2: Change in Employment by Sector, 2009 to 2013²

² Source: Business Register and Employment Survey
- Growth of over 10% employment in IT; health and social work; finance and insurance; real estate; professional services; electricity and gas; water and sewerage; and construction.
- Decreases in employment in agriculture; manufacturing; mining and quarrying; food and drink and tobacco, and public administration; and education.

<table>
<thead>
<tr>
<th>Sector</th>
<th>2012</th>
<th>2022</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>53,000</td>
<td>45,000</td>
<td>-8,000</td>
<td>-17.8</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>34,000</td>
<td>30,000</td>
<td>-4,000</td>
<td>-13.3</td>
</tr>
<tr>
<td>Food drink and tobacco</td>
<td>49,000</td>
<td>45,000</td>
<td>-4,000</td>
<td>-8.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>30,000</td>
<td>31,000</td>
<td>1,000</td>
<td>3.2</td>
</tr>
<tr>
<td>Rest of manufacturing</td>
<td>124,000</td>
<td>109,000</td>
<td>-15,000</td>
<td>-13.8</td>
</tr>
<tr>
<td>Electricity and gas</td>
<td>20,000</td>
<td>23,000</td>
<td>3,000</td>
<td>13.0</td>
</tr>
<tr>
<td>Water and sewerage</td>
<td>17,000</td>
<td>19,000</td>
<td>2,000</td>
<td>10.5</td>
</tr>
<tr>
<td>Construction</td>
<td>171,000</td>
<td>193,000</td>
<td>21,000</td>
<td>11.4</td>
</tr>
<tr>
<td>Wholesale and retail trade</td>
<td>371,000</td>
<td>375,000</td>
<td>4,000</td>
<td>1.1</td>
</tr>
<tr>
<td>Transport and storage</td>
<td>120,000</td>
<td>126,000</td>
<td>6,000</td>
<td>4.8</td>
</tr>
<tr>
<td>Accommodation and food</td>
<td>198,000</td>
<td>209,000</td>
<td>11,000</td>
<td>5.3</td>
</tr>
<tr>
<td>Media</td>
<td>16,000</td>
<td>16,000</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Information technology</td>
<td>55,000</td>
<td>73,000</td>
<td>18,000</td>
<td>24.7</td>
</tr>
<tr>
<td>Finance and insurance</td>
<td>90,000</td>
<td>102,000</td>
<td>12,000</td>
<td>11.8</td>
</tr>
<tr>
<td>Real estate</td>
<td>29,000</td>
<td>33,000</td>
<td>4,000</td>
<td>12.1</td>
</tr>
<tr>
<td>Professional services</td>
<td>199,000</td>
<td>223,000</td>
<td>24,000</td>
<td>10.8</td>
</tr>
<tr>
<td>Support services</td>
<td>190,000</td>
<td>208,000</td>
<td>18,000</td>
<td>8.7</td>
</tr>
<tr>
<td>Public admin. and defence</td>
<td>142,000</td>
<td>127,000</td>
<td>-15,000</td>
<td>-11.8</td>
</tr>
<tr>
<td>Education</td>
<td>203,000</td>
<td>193,000</td>
<td>-10,000</td>
<td>-5.2</td>
</tr>
<tr>
<td>Health and social work</td>
<td>392,000</td>
<td>457,000</td>
<td>65,000</td>
<td>14.2</td>
</tr>
<tr>
<td>Arts and entertainment</td>
<td>93,000</td>
<td>97,000</td>
<td>4,000</td>
<td>4.1</td>
</tr>
<tr>
<td>Other services</td>
<td>49,000</td>
<td>54,000</td>
<td>5,000</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>All industries</strong></td>
<td><strong>2,646,000</strong></td>
<td><strong>2,786,000</strong></td>
<td><strong>140,000</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

Table 3: Employment by Sector across Scotland, 2012 and 2022

If these UKCES projections for Scotland are applied to Fife’s employment profile in 2013 Fife would see its total number of jobs increase by approximately 6,300 jobs by 2022.

- The greatest employment growth would be in:
  - Health (+3,200 jobs in Fife).
  - Information and communication (+1,000 jobs in Fife).
  - Construction (+800 jobs in Fife).

- The greatest employment reductions in:
  - Manufacturing (-1,400 jobs in Fife).
  - Public administration and defence (-1,200 jobs in Fife).
  - Education (-500 jobs in Fife).

---

3 Source: UKCES Working Futures Projections 2012-2022
Projections produced by Experian for Fife from 2013 to 2020 projects more positive employment growth than the UKCES projections indicate with Fife seeing net growth of 7% or 10,400 jobs in the period to 2020.

By sector, the Experian projections indicate that:

- Greatest employment growth in Fife will be in accommodation, food services and recreation (i.e. tourism and hospitality); professional and other private services; wholesale and retail trade; and construction.

- Two sectors are projected to experience employment decline and these are public administration and defence; and a small decline in manufacturing.

<table>
<thead>
<tr>
<th>Sector</th>
<th>2013</th>
<th>2020</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry &amp; fishing</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>18%</td>
</tr>
<tr>
<td>Mining, quarrying &amp; utilities</td>
<td>2,500</td>
<td>2,500</td>
<td>0</td>
<td>1%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>15,200</td>
<td>13,800</td>
<td>-1,400</td>
<td>-9%</td>
</tr>
<tr>
<td>Construction</td>
<td>7,000</td>
<td>7,800</td>
<td>800</td>
<td>11%</td>
</tr>
<tr>
<td>Wholesale &amp; retail</td>
<td>17,300</td>
<td>17,500</td>
<td>200</td>
<td>1%</td>
</tr>
<tr>
<td>Transport &amp; storage</td>
<td>3,300</td>
<td>3,500</td>
<td>200</td>
<td>5%</td>
</tr>
<tr>
<td>Accommodation &amp; food services</td>
<td>8,400</td>
<td>8,800</td>
<td>400</td>
<td>5%</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>4,100</td>
<td>5,100</td>
<td>1,000</td>
<td>25%</td>
</tr>
<tr>
<td>Financial &amp; insurance</td>
<td>3,300</td>
<td>3,700</td>
<td>400</td>
<td>11%</td>
</tr>
<tr>
<td>Property</td>
<td>900</td>
<td>1,000</td>
<td>100</td>
<td>12%</td>
</tr>
<tr>
<td>Professional, scientific &amp; technical</td>
<td>5,800</td>
<td>6,400</td>
<td>600</td>
<td>11%</td>
</tr>
<tr>
<td>Business administration &amp; support services</td>
<td>5,800</td>
<td>6,300</td>
<td>500</td>
<td>9%</td>
</tr>
<tr>
<td>Public administration &amp; defence</td>
<td>10,500</td>
<td>9,300</td>
<td>-1,200</td>
<td>-12%</td>
</tr>
<tr>
<td>Education</td>
<td>10,300</td>
<td>9,800</td>
<td>-500</td>
<td>-5%</td>
</tr>
<tr>
<td>Health</td>
<td>22,600</td>
<td>25,800</td>
<td>3,200</td>
<td>14%</td>
</tr>
<tr>
<td>Arts, entertainment, recreation &amp; other</td>
<td>7,000</td>
<td>7,400</td>
<td>400</td>
<td>6%</td>
</tr>
<tr>
<td>Total (all industries)</td>
<td>126,700</td>
<td>133,000</td>
<td>6,300</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 4: UKCES Scotland Sector Projections Applied to Fife, 2013 to 2022

4 Source: UKCES projections applied to Business Register and Employment Survey 2013 data
<table>
<thead>
<tr>
<th>Industry</th>
<th>2013</th>
<th>2020</th>
<th>Change</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry &amp; Fishing</td>
<td>2,000</td>
<td>2,100</td>
<td>100</td>
<td>5.0</td>
</tr>
<tr>
<td>Extraction &amp; Mining</td>
<td>200</td>
<td>200</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Utilities</td>
<td>2,300</td>
<td>2,500</td>
<td>200</td>
<td>8.7</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>15,600</td>
<td>15,400</td>
<td>-200</td>
<td>-1.3</td>
</tr>
<tr>
<td>Construction</td>
<td>8,400</td>
<td>9,600</td>
<td>1,200</td>
<td>14.3</td>
</tr>
<tr>
<td>Wholesale &amp; Retail</td>
<td>21,300</td>
<td>22,700</td>
<td>1,400</td>
<td>6.6</td>
</tr>
<tr>
<td>Transport &amp; Storage</td>
<td>4,100</td>
<td>4,700</td>
<td>600</td>
<td>14.6</td>
</tr>
<tr>
<td>Accommodation, Food Services &amp; Recreation</td>
<td>14,400</td>
<td>17,000</td>
<td>2,600</td>
<td>18.1</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>5,400</td>
<td>6,300</td>
<td>900</td>
<td>16.7</td>
</tr>
<tr>
<td>Finance &amp; Insurance</td>
<td>3,400</td>
<td>3,700</td>
<td>300</td>
<td>8.8</td>
</tr>
<tr>
<td>Professional &amp; Other Private Services</td>
<td>18,800</td>
<td>21,500</td>
<td>2,700</td>
<td>14.4</td>
</tr>
<tr>
<td>Public Administration &amp; Defence</td>
<td>6,800</td>
<td>4,900</td>
<td>-1,900</td>
<td>-27.9</td>
</tr>
<tr>
<td>Education</td>
<td>15,300</td>
<td>15,800</td>
<td>500</td>
<td>3.3</td>
</tr>
<tr>
<td>Health</td>
<td>11,800</td>
<td>12,800</td>
<td>1,000</td>
<td>8.5</td>
</tr>
<tr>
<td>Residential Care &amp; Social Work</td>
<td>10,700</td>
<td>11,800</td>
<td>1,100</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>140,500</td>
<td>150,900</td>
<td>10,400</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Table 5: Fife Employment Projections, 2013 to 2020

From the data, Fife’s key sectors would appear to be:

- Health and care sector
- Energy (including renewables) and engineering/manufacturing
- Retail

In addition to the sectors above, stakeholders identified the following sectors as particularly important for the Fife economy.

- Construction and civil engineering.
- Food and drink.
- ICT and technology.
- Tourism and hospitality.

2.5.4 Population

In 2013, Fife had a total population of 366,900 people and a working age population of 237,800 people. Comparing its age profile to that of the Scotland average it shows:

- Fife had proportionately more residents aged 0-15, 50-64 and 65 and above.
- Fife had proportionately fewer 25-39 year olds.

Between 2009 and 2013, Fife’s population grew by 3,450 people or 0.9%, which is below the Scottish increase of 2.6%.

2.5.5 Characteristics of Working Age Population

---

5 Source: Experian Forecasts for Fife Council
The employment status of Fife’s working age population compared to Scotland’s shows that the two profiles are close but Fife has a higher employment rate and lower economically inactive and do not want a job rate than Scotland.

<table>
<thead>
<tr>
<th>Fife</th>
<th>Number</th>
<th>Percentage</th>
<th>Scotland</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Employment</td>
<td>171,800</td>
<td>73.4</td>
<td>2,477,900</td>
<td>72.5</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>11,800</td>
<td>5.0</td>
<td>175,800</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>Economically Inactive – Want a Job</td>
<td>14,100</td>
<td>6.0</td>
<td>195,200</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>Economically Inactive – Not Want a Job</td>
<td>36,400</td>
<td>15.5</td>
<td>570,900</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Working Age Population</td>
<td>234,100</td>
<td>100</td>
<td>3,419,800</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Employment Status of Working Age Population, 2014

In terms of qualification profile, there are few differences between the highest level of qualification held by Fife’s working age population and the Scottish average. Where there are differences, it would appear that Fife is able to progress its unqualified residents into lower level qualifications. For example, 12% of Fife’s working age population are qualified at NVQ Level 1, compared with 10% for Scotland as a whole. A further difference is that Fife has a higher proportion qualified at NVQ Level 3 than the Scotland average.

<table>
<thead>
<tr>
<th>Fife</th>
<th>Number</th>
<th>Percentage</th>
<th>Scotland</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ 4+</td>
<td>90,900</td>
<td>39.0</td>
<td>1,332,200</td>
<td>39.4</td>
<td></td>
</tr>
<tr>
<td>NVQ 3</td>
<td>41,100</td>
<td>17.6</td>
<td>505,400</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Trade Apprenticeships</td>
<td>13,200</td>
<td>5.6</td>
<td>167,400</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>NVQ 2</td>
<td>31,100</td>
<td>13.4</td>
<td>486,900</td>
<td>14.4</td>
<td></td>
</tr>
<tr>
<td>NVQ 1</td>
<td>27,400</td>
<td>11.8</td>
<td>330,400</td>
<td>9.8</td>
<td></td>
</tr>
<tr>
<td>Other Qualifications</td>
<td>14,400</td>
<td>6.2</td>
<td>210,800</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>No Qualifications</td>
<td>14,900</td>
<td>6.4</td>
<td>349,200</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Working Age Population</td>
<td>233,100</td>
<td>100.0</td>
<td>3,382,300</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 7: Qualification Profile of Working Age Population, 2013

The occupations that Fife residents are employed in as opposed to the jobs that are located in Fife:

- The main occupations that Fife residents work in are professional; elementary; associate professional and technical; and skilled trades occupations.
- Compared to the Scottish profile, Fife has:

---

6 Source: Annual Population Survey October-September
7 Source: Annual Population Survey January-December 2013
- More residents working in caring, leisure and other service; sales and customer service; and elementary occupations.
- Fewer residents working in professional; and administrative and secretarial occupations.

In summary, the analysis of Fife’s population suggests that Fife is in a relatively strong position in terms of responding to future labour market changes.

- It has consistently had net in-migration from other parts of Scotland and beyond.
- Fife’s population is expected to continue to grow.
- Fife has the ability to attract some of its net 18,300 out commuters to work in Fife – and many of these will be highly skilled.
- Fife’s working age population compares favourably with the wider Scottish population in terms of qualifications held and occupations worked in.

2.6 Skills Supply

In 2014/15 employment rates increased by 2% to 73% however this is expected to be slightly lower given the closure of some major Fife employers in recent months. 74% of those in employment are in full-time jobs. 36,500 people in the region are work limited through disability. Similarly there are 22,260 workless households across Fife.

2.7 Fife College Enrolments

A breakdown of demographic information from Fife College 2014/15 Enrolments is outlined below:

2.7.1 Enrolments by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Enrolment Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11,899</td>
</tr>
<tr>
<td>Female</td>
<td>12,292</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>24,209</td>
</tr>
</tbody>
</table>

2.7.2 Enrolments by Age Profile

<table>
<thead>
<tr>
<th>Age Band</th>
<th>Enrolment Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>5,333</td>
</tr>
<tr>
<td>16-19</td>
<td>8,178</td>
</tr>
<tr>
<td>20-24</td>
<td>3,452</td>
</tr>
<tr>
<td>25-39</td>
<td>4,018</td>
</tr>
<tr>
<td>40+</td>
<td>3,228</td>
</tr>
<tr>
<td>Total</td>
<td>24,209</td>
</tr>
</tbody>
</table>
2.7.3 Enrolments by Fife SIMD Deciles

<table>
<thead>
<tr>
<th>SIMD 2012 Vigintile</th>
<th>SIMD 2012 Quartile</th>
<th>Enrolment Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>a. Unknown</td>
<td>199</td>
</tr>
<tr>
<td>1</td>
<td>b.0-25%</td>
<td>755</td>
</tr>
<tr>
<td>2</td>
<td>b.0-25%</td>
<td>1,369</td>
</tr>
<tr>
<td>3</td>
<td>b.0-25%</td>
<td>2,227</td>
</tr>
<tr>
<td>4</td>
<td>b.0-25%</td>
<td>1,968</td>
</tr>
<tr>
<td>5</td>
<td>b.0-25%</td>
<td>1,611</td>
</tr>
<tr>
<td>6</td>
<td>c.25-50%</td>
<td>1,500</td>
</tr>
<tr>
<td>7</td>
<td>c.25-50%</td>
<td>1,255</td>
</tr>
<tr>
<td>8</td>
<td>c.25-50%</td>
<td>1,490</td>
</tr>
<tr>
<td>9</td>
<td>c.25-50%</td>
<td>1,634</td>
</tr>
<tr>
<td>10</td>
<td>c.25-50%</td>
<td>1,232</td>
</tr>
<tr>
<td>11</td>
<td>d.50-75%</td>
<td>954</td>
</tr>
<tr>
<td>12</td>
<td>d.50-75%</td>
<td>795</td>
</tr>
<tr>
<td>13</td>
<td>d.50-75%</td>
<td>1,371</td>
</tr>
<tr>
<td>14</td>
<td>d.50-75%</td>
<td>844</td>
</tr>
<tr>
<td>15</td>
<td>d.50-75%</td>
<td>769</td>
</tr>
<tr>
<td>16</td>
<td>e.75-100%</td>
<td>819</td>
</tr>
<tr>
<td>17</td>
<td>e.75-100%</td>
<td>1,256</td>
</tr>
<tr>
<td>18</td>
<td>e.75-100%</td>
<td>772</td>
</tr>
<tr>
<td>19</td>
<td>e.75-100%</td>
<td>768</td>
</tr>
<tr>
<td>20</td>
<td>e.75-100%</td>
<td>621</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>24,209</strong></td>
</tr>
</tbody>
</table>

2.7.4 Enrolments by HE/FE

<table>
<thead>
<tr>
<th>Level</th>
<th>Enrolment Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4,040</td>
</tr>
<tr>
<td>Non Advanced</td>
<td>20,169</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,209</strong></td>
</tr>
</tbody>
</table>

2.7.5 Enrolments by PT/FT and HEFT/HEPT/FEFT/FEPT

<table>
<thead>
<tr>
<th>Mode/Level</th>
<th>Enrolment Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT/FE</td>
<td>4,699</td>
</tr>
<tr>
<td>PT/FE</td>
<td>15,470</td>
</tr>
<tr>
<td>FT/HE</td>
<td>2,554</td>
</tr>
<tr>
<td>PT/HE</td>
<td>1,486</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,209</strong></td>
</tr>
</tbody>
</table>
3 Fife’s Community Plan and Single Outcome Agreement

Fife is one of a very few regions in Scotland with a single College, Local Authority, NHS, Chamber of Commerce and University, which has facilitated better partnership working and collaboration opportunities. The aim of the Fife community plan is to "strengthen Fife’s future by bringing together Fife’s public and voluntary organisations to work together with Fife’s communities”. This plan aims to:

- Highlight the challenges facing Fife, both now and in the coming decade;
- Empower communities to respond to these challenges;
- Set out what the Fife Partnership’s plans to do to improve the wellbeing of people in Fife and to strengthen Fife’s future.

The high level outcomes from the community plan are:

- Reducing inequalities
- Increasing employment
- Tackling climate change

The links between these high level outcomes and their lead partnership group are outlined below:
## Community Plan Outcomes

<table>
<thead>
<tr>
<th>High Level Outcome</th>
<th>Long Term Outcome</th>
<th>Lead Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing inequalities</td>
<td>▪ Making Fife's communities safer</td>
<td>Community Safety Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Meeting the need for suitable housing choices</td>
<td>Fife Housing Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Reducing low income households</td>
<td>Opportunities Fife Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Increasing the capability of Fifers to take action and make a difference to</td>
<td>Local Community Planning</td>
</tr>
<tr>
<td></td>
<td>their communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Strengthening communities through regeneration</td>
<td>Local Community Planning</td>
</tr>
<tr>
<td></td>
<td>▪ Raising educational attainment and reducing educational inequality</td>
<td>Children in Fife Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Improving early years development of children in Fife</td>
<td>Children in Fife Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Improving the health of Fifers and narrowing the health inequality gap</td>
<td>Fife Health and Wellbeing Alliance</td>
</tr>
<tr>
<td></td>
<td>▪ Improving the health and wellbeing of older people in Fife and maintaining their involvement in their local communities</td>
<td>Fife Health and Wellbeing Alliance</td>
</tr>
<tr>
<td>Increasing employment</td>
<td>▪ Extending employment and skills opportunities</td>
<td>Opportunities Fife Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ More dynamic businesses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Developing a modern business infrastructure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Improving the knowledge and research base</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Growing businesses and employment in key sectors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(including investment in renewables and tourism)</td>
<td></td>
</tr>
<tr>
<td>Tackling climate change</td>
<td>▪ Adapting to climate change</td>
<td>Fife Environmental Partnership</td>
</tr>
<tr>
<td></td>
<td>▪ Reducing carbon emissions (including reducing energy use, more sustainable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>transport and less waste)</td>
<td></td>
</tr>
</tbody>
</table>
The delivery of Fife’s Community Plan and the contribution that the Fife Partnership makes to the delivery of the Scottish Government’s National Outcomes are detailed in the Single Outcome Agreement for Fife. The delivery of the Community Plan and the Single Outcome Agreement is underpinned by:

- Partnership strategies
- Partners’ organisational strategies and plans
- Local community planning

Fife’s community planning partners have signed up to these shared outcomes with partners harmonising their own strategic plans in alignment. Lead partnership groups will work together and with the people and communities of Fife to deliver these objectives.

Local Outcomes with baseline and target outputs pertaining to learning and skills and how these linked to Fife College’s Regional Outcomes are detailed below:

### 3.1 Single Outcome Agreement

<table>
<thead>
<tr>
<th>Fife Partnership Outcome</th>
<th>Fife College Regional Outcome</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing employment</td>
<td>Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.</td>
<td>Employment rate</td>
<td>Fife 72% (year ended September 2010)</td>
<td>75% by 2020</td>
</tr>
<tr>
<td>Growing businesses and employment in key sectors (including investment in renewables and tourism)</td>
<td>The number of jobs in Fife based businesses in the renewables and tourism sectors</td>
<td>Renewables 1,300 – 1,750</td>
<td>Renewables 3,300 jobs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism 13,505 (2009)</td>
<td>Tourism 14,180 jobs (by 2020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending employment and skills opportunities</td>
<td>Deliver a High Quality Relevant Curriculum that meets the needs of the region, and provides progression opportunities into more advanced study and appropriate exit points to employment.</td>
<td>Number of claimants in receipt of out of work benefits as a percentage of working age population</td>
<td>Fife 17.6% Most deprived 28.7% Least deprived 4.3% (2009 Q04)</td>
<td>14% by 2020</td>
</tr>
<tr>
<td>Improving the knowledge and research base</td>
<td>Employment in knowledge industry</td>
<td>58,779 (2008)</td>
<td>61,700 by 2020</td>
<td></td>
</tr>
</tbody>
</table>
Raising educational attainment and reducing educational inequality  
Ensure there are appropriate opportunities for young people to make the transition from School to College learning.  
School leavers in positive sustained destinations  
86.6% (2009/10)  
88% or at or above Scotland rate

The Principal and Senior Management Team are representing the College on all main regional partnership groups including the Fife Partnership, the Fife Economy Partnership, Fife Partnership Executive Group, Opportunities Fife, STEM Strategy Group and Youth Employment Action Plan. An Education Scotland College review in February 2015 highlighted regional partnerships as being a particular strength for Fife College. The resulting strengthening of partnerships following merger have enabled a number of service integration and shared service models to be considered.

A map of the interconnectivity of these groups is highlighted in the diagram below:
3.2 **Fife Economy Partnership**

The Fife Economy Partnership (FEP) members come from the private sector, from Fife Chamber of Commerce, Fife Council, Scottish Enterprise, the University of St Andrews and Fife College and have a shared interest in Fife’s economic development.

The Partnership’s main tasks include:

i) Setting the priorities for Fife’s economic development;

ii) Overseeing the implementation of the Fife Economic Strategy 2013-2023;

iii) Monitoring and reporting on progress towards implementing the Fife Economic Strategy Action Plan;

iv) Promoting Fife’s case to the Scottish Government and Scottish Enterprise;

v) Acting as ambassadors for Fife in matters relating to economic development;

vi) Making sure that the public sector’s policies and activities support the growth of Fife’s economy.

The planned outcomes from the Fife Economic Strategy 2013-2023 are:

Outcome 1: More dynamic businesses;

Outcome 2: Developing a modern business infrastructure;

Outcome 3: Improving the knowledge and research base;

Outcome 4: Growing business and employment in key sectors.

3.3 **Fife Partnership Board**

The purpose of the Fife Partnership Board is:

i) To exercise strategic leadership by developing and clearly communicating the purpose, vision, and intended outcomes for citizens and service users in Fife;

ii) To ensure that the Fife Partnership has agreed strategic objectives to deliver those outcomes;

iii) To provide effective governance for the Fife Partnership and its constituent groups;

iv) To confirm that users receive a high quality of service whether by the Partnership, its constituent organisations or by commissioning;

v) To confirm that the Partnership makes best use of resources and that tax payers and service users receive excellent value for money;
vi) To prepare, monitor and periodically review Fife’s community plan and single outcome agreement;

vii) In a manner which is both supportive and challenging, to oversee, coordinate, evaluate and identify areas for improvement in the contribution of partnerships and partners to the vision and outcomes set out in the community plan and single outcome agreement;

viii) To oversee the roll-out of community planning at a strategic and local level;

ix) To produce an annual community plan report;

3.4 **Fife Partnership Executive Group (FPEG)**

On behalf of the Fife Partnership Board, the role of the Executive Group is to:

i) Ensure effective delivery of the community plan and single outcome agreement.

ii) Oversee the work of cross-cutting groups and outcome theme lead officers responsible for co-ordinating the Partnership’s work.

iii) Provide a forum for problem solving and troubleshooting at a senior level.

iv) Report to the Fife Partnership Board and other appropriate fora on the work of Fife Partnership.

v) Ensure the effective management of partnership funds.

The Executive Group is accountable to the Fife Partnership Board and will provide regular reports on progress at meetings of the Board.

3.5 **Opportunities Fife**

Opportunities Fife is the community partnership group with a remit to “develop and oversee the implementation of labour market driven approaches to skills and employability services for individuals which reflect the needs of employers”. This strategic decision making partnership reports directly to The Fife Partnership. The Opportunities Fife Board is supported by and executive group and three delivery groups focusing on addressing the barriers faced by unemployed; Adults (25+), Young People (16-24) and those with Health and Disability issues. In addition to Fife College membership on these delivery groups, they also consist of representation from a number of other strategic partners such as NHS Fife, SDS, Fife Voluntary Action, and DWP.

The remit of the Opportunities Fife Partnership is as follows:

- Develop, implement and monitor the skills and employability delivery plan of Fife;
- Develop labour market driven approaches to address the needs of all client groups including young people (16-24), people with disabilities and
health issues, adults and those facing barriers including literacy, numeracy, skills and digital exclusion;

- Ensure that maximum investment is secured in Fife from external funding streams for employability activities through collaborative approaches across the partners;

- Set the strategic direction for funding expenditure for three years ahead, ensuring that funding distribution is demand led and meets the strategic objectives for skills and employability;

- Ensure that all skills and employability activities are focussed in the appropriate geographical areas of Fife to address the social justice agenda;

- Engage in activities which are outward looking, ensuring that Fife participates fully within a Scottish, UK and international context. Lobby on behalf of Fife to influence policy development at the Scottish and UK levels;

- Co-ordinate and allocate all national and local skills and employability funding streams across the partnership;

- Measure and manage the employability and skills performance across the partnership's activities.

Opportunities Fife Actions with baseline and target outputs and how these linked to Fife College’s Regional Outcomes are detailed below:
<table>
<thead>
<tr>
<th>Opportunities Fife Action</th>
<th>Fife College Regional Outcome</th>
<th>Measure</th>
<th>Current Baseline</th>
<th>Target</th>
<th>Number of additional clients required to reach target</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing youth unemployment relative to 16-64 unemployment</td>
<td>Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.</td>
<td>The relative ratio of youth unemployment to 16-64 unemployment</td>
<td>Current multiple of 16-64 unemployment rate to 16-24 year old unemployment rate of 3.46</td>
<td>Decrease in the multiple of the 16-24 year old unemployment rate to the 16-24 year old unemployment rate, to match the current Scottish average of 2.6</td>
<td>1,700</td>
<td>Annual Population Survey (Apr-Mar), ONS</td>
</tr>
<tr>
<td>Reducing the number of Jobseekers Allowance Claimants</td>
<td>Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.</td>
<td>Fife’s Jobseekers Allowance (JSA) claimant rate relative to the Scottish claimant rate</td>
<td>Fife JSA claimant rate of 2.5%</td>
<td>Decrease in Fife’s JSA claimant rate to match the Scottish average (currently 2.2%)</td>
<td>814</td>
<td>Claimant Count, DWP, NOMIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fife’s 16-24 JSA claimant rate relative to the Scottish 16-24 claimant rate</td>
<td>Fife 16-24 JSA claimant rate of 3.5%</td>
<td>Decrease in Fife’s 16-24 JSA claimant rate to match the Scottish average (currently 2.6%)</td>
<td>389</td>
<td>Claimant Count, DWP , NOMIS</td>
</tr>
<tr>
<td>Opportunities</td>
<td>Fife College Regional Outcome</td>
<td>Measure</td>
<td>Current Baseline</td>
<td>Target</td>
<td>Number of additional clients required to reach target</td>
<td>Source</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>--------</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>4</td>
<td>Improving the number of School Leavers Destinations into Employment</td>
<td>Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.</td>
<td>% of school leavers entering employment</td>
<td>16.10%</td>
<td>Increase the number of school leavers entering employment to match the Scottish average rate of 21.7%</td>
<td>206</td>
</tr>
<tr>
<td>5</td>
<td>Increasing the number of Modern Apprenticeship Starts</td>
<td>Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.</td>
<td>% of 16-19 year olds starting an MA qualification</td>
<td>4.10%</td>
<td>Increase the number of MA starts aged 16-19 to match the current Scottish average of 5.3%</td>
<td>215</td>
</tr>
<tr>
<td>Opportunities Fife Action</td>
<td>Fife College Regional Outcome</td>
<td>Measure</td>
<td>Current Baseline</td>
<td>Target</td>
<td>Number of additional clients required to reach target</td>
<td>Source</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>--------</td>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Improving the % of Looked After young people accessing employment/positive destinations</td>
<td>Provide Engaging Learning Opportunities for Young People to make the transition from School to College Learning</td>
<td>% of Looked After Young people in a positive destination 9 months after leaving schools</td>
<td>78%</td>
<td>Increase the % of Looked After young people to 89.6% to match the % of “all school leavers” who are in positive destinations 9 months after leaving school</td>
<td>2 (additional 11.6%)</td>
<td>Education Outcomes for Scotland’s Looked After Children, Scottish Government; SLDR Follow up</td>
</tr>
</tbody>
</table>
3.6 Fairer Fife Commission

The Fairer Fife Commission was established by Fife Council in September 2014 to provide independent advice and insight into the priorities for tackling poverty and inequality in Fife. The final report “Fairness Matters”, which makes 40 recommendations, was launched in November 2015. The recommendations are clustered under eight themes of Ambitions, Poverty-free, Fair Work, Affordable, Connected, Empowered, Skilled, and Healthier. An action plan to take forward the agreed recommendations is currently being developed by a steering group of which Fife College is a member. A number of the recommendations from the commission will be considered as part of Fife College’s curriculum planning specifically in School/College and Community based provision.
An external review of the College’s Estate judged it to be only 28% efficient and requiring substantial investment before being ‘fit for purpose’. Parts of the Estate were prohibitively expensive to run, unsustainable economically and environmentally and, as an analysis of occupancy showed, running at well below sector norms in terms of usage. The College agreed an Estates Strategy with the Board of Governors that has resulted in the termination of leases for some buildings, in Methil and Dunfermline, and the closure, sale or planned exit of other premises. The plans that have been implemented so far have been to rationalise where possible in order to begin to make savings.

The College’s estates footprint has been reduced by the sale of Cowdenbeath and Southfield buildings, as well as the termination of the leased premises at New Row in Dunfermline, Thomson House in Methil and Pentland House, Glenrothes. This has resulted in the sale of 3193m$^2$ and the termination of leases covering 859m$^2$, altogether reducing the College property footprint by 4052m$^2$ or 5.3%.

By August 2016, Priory Campus in Kirkcaldy and the SRUC premises in Cupar will cease to be used by Fife College, further reducing the footprint by 10,292m$^2$ (Priory only) giving a total reduction since August 2013 of 19%. All activity can be accommodated within the existing estate.

The financial savings are being accrued towards the Dunfermline new build, as detailed in the Outline Business Case.

- There has been no adverse impact on business delivery.
- Substantial staff cost savings have accrued since May 2013, since the opening of the Voluntary Severance Scheme.

Following approval of the Managing Organisational Change Policy in November 2013, the implementation of the Fife College organisational structure began. The organisational structure is now in place with the final department completed at the end of June 2015. Throughout this process, members of staff could apply for voluntary severance and the Fife merger proposal document included a target reduction in staff numbers of 117 headcount over a three year period. A headcount of 98 was achieved between the merger date of 1 August 2013 and 31 July 2015. Since the joint VS scheme was approved at the Partnership Board in August 2012 there has been a total reduction of 198. The headcount of the College has steadily reduced since merger when it stood at 1187 to 31 July 2015 where the total was 1122 staff in total.

The merger presented opportunities for rationalisation of a number of significant contracted services for planned preventative maintenance, catering, cleaning and waste management. The contract for planned preventative maintenance (PPM) has delivered net savings of around £30,000 and will reduce costly downtime during core business as a result of unplanned outage. The College inherited different catering arrangements from each of its former constituent Colleges. The new single catering contract, which has been procured on a Fife-wide, zero-cost basis has resulted in an overall saving of approximately £50k. The College’s contract for cleaning has delivered savings of around £75,000. Additionally, a further £60,000 in savings accrues from the new waste management contract.
As outlined in more detail further on in this document there was significant curriculum duplication across two of the three Colleges, which merged. The curriculum has been extensively reviewed, informed by recent, comprehensive and robust workforce modelling exercises, carried out by the University of Glasgow, the Skills Development Scotland Regional Skills Audit, Fife Council Economic Development reports and other data sources, such as NOMIS. As a result curriculum delivery has been rebalanced to provide access programmes across the region combined with single campus delivery for efficiencies and a focus on quality. The College’s approach to access has been to develop new partnerships, for example with Bell Baxter School in Cupar and St Andrews University in Guardbridge, and, thereby, provide better and more varied and less gender biased curriculum offers in more geographically remote parts of the region than was previously available.

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover per m2</td>
<td>£637.47</td>
<td>£660.87</td>
<td>£636.37</td>
<td>£749.89</td>
</tr>
<tr>
<td>Estates cost per m2</td>
<td>x</td>
<td>£78.83</td>
<td>£69.13</td>
<td>£65.86</td>
</tr>
<tr>
<td>SFC Grant as % of total income</td>
<td>71.40%</td>
<td>73.70%</td>
<td>71.60%</td>
<td>71.60%</td>
</tr>
<tr>
<td>Other income as % of total income</td>
<td>28.60%</td>
<td>26.30%</td>
<td>28.40%</td>
<td>28.40%</td>
</tr>
<tr>
<td>Performance against SFC activity target</td>
<td>98.30%</td>
<td>99.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Early withdrawal (as %)</td>
<td>7.00%</td>
<td>4.60%</td>
<td>5.00%</td>
<td>4.70%</td>
</tr>
<tr>
<td>Direct staff costs as % of turnover</td>
<td>x</td>
<td>51.58%</td>
<td>57.94%</td>
<td>57.94%</td>
</tr>
<tr>
<td>Support staff costs as % of turnover</td>
<td>x</td>
<td>17.15%</td>
<td>21.19%</td>
<td>21.19%</td>
</tr>
<tr>
<td>Staff costs as % of turnover</td>
<td>x</td>
<td>68.73%</td>
<td>79.14%</td>
<td>79.14%</td>
</tr>
</tbody>
</table>

Table 8: Efficiency Measures

Immediately on merger in August 2013 a thorough independent review was undertaken of the estate inherited by Fife College.

The inherited estate ran to 63 separate buildings and much of the estate was no longer fit for purpose.

In order to improve the learner experience, reduce operating costs and increase efficiency, a programme of estate rationalisation was drawn up.

New builds were identified for Dunfermline (63,000 credits of activity ready in August 2020) and Levenmouth (6,000 credits of activity, ready in August 2016). The overall aim was to get to a situation where the activity delivered in Fife in 2020 would be;

<table>
<thead>
<tr>
<th>Campus</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunfermline</td>
<td>63,000</td>
</tr>
<tr>
<td>Glenrothes</td>
<td>32,000</td>
</tr>
<tr>
<td>Kirkcaldy</td>
<td>32,000</td>
</tr>
<tr>
<td>Levenmouth</td>
<td>6,000</td>
</tr>
<tr>
<td>Total</td>
<td>133,000</td>
</tr>
</tbody>
</table>

This objective involves a reshaping of activity delivery in total across Fife and a gradual move towards each campus specialising in parts of the curriculum. Access
level provision will continue to be available at all campuses. Current estate utilisation overall is around 50%, so further reduction of the estate footprint is possible without affecting the student experience.

To progress to the 2020 picture the following changes have (or will) take place;

- The closure of the trades centre at Cowdenbeath with the activity reallocated to Glenrothes and Dunfermline (Cowdenbeath now sold).
- The sale of the Southfield building in Glenrothes.
- The proceeds from Southfield and Cowdenbeath being reinvested in the new build at Levenmouth.
- The opening of the Levenmouth new build in August 2016.
- Closure of the Priory Campus in Kirkcaldy in June 2016 with the activity being reallocated to St Brycedale Campus in Kirkcaldy and Glenrothes (this has required substantial investment over Summer 2016).
- Fife College no longer to deliver from the SRUC premises in Cupar from June 2016. On merger Fife College inherited a very narrow curriculum offering in Cupar and in addition the estate at Cupar was inherited by SRUC. This inherited arrangement has not been in the best interests of learners in the area and ongoing provision is described in more detail later on.
- On completion of the Dunfermline new build, the College will cease to operate the leased Engineering facility at Rosyth; this will be incorporated in the Dunfermline new build.
- By 2020, the College will have no leased facilities and all savings accruing from the increased efficiency of operation and proceeds from land and building sales will have been reinvested in the estate.
- Going forward, there will be further investment in Kirkcaldy and Glenrothes as well as the project at Guardbridge (enhancing the offering in North East Fife) in conjunction with St Andrews University.

Summary of Outcome 1 – Efficient Regional Structures

Fife College Outcome 1: Maintain a sustainable college for Fife which through effective and efficient management, partnership and good governance contributes to meeting the Scottish Government guarantee under Opportunities for All.

Outputs:

- Ensure Fife College uses the resources available effectively for the benefit of the Fife and wider community.
- Revise organisational structure to support effective and efficient delivery of the curriculum and support to our students.
- Improve the health and well-being of our staff through an evidence base of review.
5  High Quality and Efficient Learning

5.1  Education Scotland External Review

A full College review was carried out by Education Scotland in February 2015 and six main points for action were identified

- The College should improve successful completion rates for full-time learners.
- Managers and staff should ensure learners are fully engaged in planning their own learning and contributing to the work and life of the College.
- Managers and staff should improve action planning for improvement at College and programme levels.
- The College should ensure that information, advice and guidance services are fully available across the College.
- Senior managers should further develop leadership for the curriculum ensuring the new roles and structures are fully effective.
- Staff should extend the range of learning and teaching approaches used in classes, taking full account of the need to promote equality and diversity.

These action points, although very much at the forefront of activity already being completed, have allowed a level of focus on some core activities in relation to student engagement and approaches to learning and teaching.

Post review, an action plan has developed in conjunction with the College HMI with good progress having been made to date.

Central to taking the review action points forward are two key college strategies which have been devised and provide a framework for implementation; the Student Engagement Strategy (Launched July 2015), and the Learning and Teaching Strategy (launched November 2014).

5.2  Learning and Teaching Practice and Development

Fife College recognises that its core mission of continuously improving the quality of the learning and teaching experience of students can only be achieved through the professional development of the staff who support them. The Learning and Teaching Strategy provides the reference point for CPD activity, and the CPD Policy clearly states the vision for CPD in Fife College and the principles which inform it.

Learning and Teaching Enhancement Groups, which were established in September 2015, provide an effective forum for Managers to work with the Learning and Teaching and Quality Enhancement teams to progress the objectives of the Learning and Teaching Strategy.

The Learning and Teaching Practice and Development Team collaborates with the Organisational Development Department in CPD planning. Structured CPD provision is informed by the objectives of the Learning and Teaching Strategy and by discussions with curriculum teams and the outcomes of the Professional Development Review process which was implemented in spring 2015.

Learning and Teaching Advisors are linked to specific curriculum areas and, working closely with Learning Technologists, they support individuals and
teams, at all stages of their careers, to enhance their practice. This support includes:

- Induction and on-going support for new staff;
- Support for staff undertaking teaching qualifications;
- Weekly surgeries in the three main campuses;
- Individual coaching in classroom practice;
- Sharing effective/innovative practice through TeachMeets, L&T workshops;
- Programmes of professional learning and sharing opportunities during inter-block Professional Activities Weeks;
- Online support via iLearn and iPortfolio.

Models of Shared Teaching Practice will continue to be implemented in 2016/17 and electronic resources and forums further developed.

5.3 Learning and Teaching Strategy

In the period leading up to merger each of the legacy Colleges had developed a new Learning and Teaching Strategy. Staff had been heavily involved in the development of each of these and felt a strong sense of ownership. Work began on developing the Learning and Teaching Strategy for Fife College in May 2014. The draft strategy was discussed and refined at the Learning and Teaching Committee, which includes student representation, and again in workshops at the first Curriculum Conference in September 2014.

The strategy was published in November 2014 and the work of the Department of Learning and Teaching and Quality Enhancement has been very much focused on taking forward the themes within the strategy with the involvement of the Student Association. A number of Learning and Teaching Enhancement group meetings have been initiated to ensure that this Strategy is central to all teaching department activities in 2015-16.

5.4 ICT Strategy

ICT is vital to the day-to-day activities in the College, not least those of Learning and Teaching. Work has been undertaken to ensure the College has in place a strong, robust network more than capable of supporting the services expected to run on it. This has included a single wireless solution across all campuses with upgraded hardware where required.

One of the key priorities has been the production of an ICT Strategy that would take the College through the next five years which would see a consolidation of the estate in specific campuses, and a new build in Dunfermline. The output from workshops facilitated by JISC and events such as the Curriculum Conference were written into this Strategy which includes plans to work closely with teaching areas to more effectively match ICT resources to the needs of learners and the various curriculum areas.

5.5 Quality Assurance

A Learning, Teaching and Programme Review (LTPR) tool has been developed. This is an evaluative tool that encompasses student feedback and allows individuals and programme teams to reflect on the learning and
teaching process. Furthermore, a revised quality cycle has been updated to take into account new data management processes and reflect revisions to quality assurance policies.

A number of standardised quality assurance policies, procedures and systems which are expected to have a positive impact on Learning and Teaching have been developed and approved.

In addition, a new single secure repository for Master Folders has been created to assist with the awarding body ‘single centre’ status and population of this commenced in June 2015.

5.6 Performance Indicators

2014-15 saw many positive changes; unfortunately, trying to implement a multitude of changes in a very short time frame did cause some issues. Many of these were identified in the Education Scotland report and may in part have manifest itself in the 2014-15 FT Completed Successful PIs dropping and the Withdrawal rate increasing compared with 2013-14. However it should also be noted that the 2013-14 FT Completed Successful PIs, particularly in FE, showed a significant increase and whilst it is disappointing that this has not continued there remains an increasing trend over a 4 year period.

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Completed:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTFE Successful</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTHE</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Withdrawal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTFE</td>
<td>33</td>
<td>31</td>
<td>28</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>FTHE</td>
<td>24</td>
<td>21</td>
<td>21</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

5.6.1 Benchmarked Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early withdrawal</strong></td>
<td></td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Further withdrawal</strong></td>
<td></td>
<td>16%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Partial Success</strong></td>
<td></td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Completed successfully</strong></td>
<td></td>
<td>60%</td>
<td>62%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early withdrawal</strong></td>
<td></td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Further withdrawal</strong></td>
<td></td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Partial Success</strong></td>
<td></td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Completed successfully</strong></td>
<td></td>
<td>65%</td>
<td>66%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Table 9: Trends in Student Success: Full-time FE
### Table 10: Trends in Student Success: Full-time HE

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>7%</td>
<td>14%</td>
<td>12%</td>
<td>67%</td>
</tr>
<tr>
<td>2013-14</td>
<td>6%</td>
<td>12%</td>
<td>13%</td>
<td>69%</td>
</tr>
<tr>
<td>2014-15</td>
<td>6%</td>
<td>12%</td>
<td>14%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>6%</td>
<td>12%</td>
<td>12%</td>
<td>70%</td>
</tr>
<tr>
<td>2013-14</td>
<td>4%</td>
<td>11%</td>
<td>13%</td>
<td>71%</td>
</tr>
<tr>
<td>2014-15</td>
<td>4%</td>
<td>13%</td>
<td>11%</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Table 11: Trends in Student Success: Part-time FE

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>7%</td>
<td>14%</td>
<td>12%</td>
<td>67%</td>
</tr>
<tr>
<td>2013-14</td>
<td>6%</td>
<td>12%</td>
<td>13%</td>
<td>69%</td>
</tr>
<tr>
<td>2014-15</td>
<td>6%</td>
<td>12%</td>
<td>14%</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>6%</td>
<td>12%</td>
<td>12%</td>
<td>70%</td>
</tr>
<tr>
<td>2013-14</td>
<td>4%</td>
<td>11%</td>
<td>13%</td>
<td>71%</td>
</tr>
<tr>
<td>2014-15</td>
<td>4%</td>
<td>13%</td>
<td>11%</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Table 12: Trends in Student Success: Part-time HE

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>4%</td>
<td>10%</td>
<td>14%</td>
<td>72%</td>
</tr>
<tr>
<td>2013-14</td>
<td>3%</td>
<td>6%</td>
<td>15%</td>
<td>76%</td>
</tr>
<tr>
<td>2014-15</td>
<td>2%</td>
<td>6%</td>
<td>28%</td>
<td>65%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>4%</td>
<td>7%</td>
<td>13%</td>
<td>76%</td>
</tr>
<tr>
<td>2013-14</td>
<td>3%</td>
<td>6%</td>
<td>13%</td>
<td>78%</td>
</tr>
<tr>
<td>2014-15</td>
<td>2%</td>
<td>6%</td>
<td>16%</td>
<td>76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Early withdrawal</th>
<th>Further withdrawal</th>
<th>Partial Success</th>
<th>Completed successfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>4%</td>
<td>6%</td>
<td>14%</td>
<td>76%</td>
</tr>
<tr>
<td>2013-14</td>
<td>2%</td>
<td>6%</td>
<td>14%</td>
<td>78%</td>
</tr>
<tr>
<td>2014-15</td>
<td>3%</td>
<td>5%</td>
<td>14%</td>
<td>78%</td>
</tr>
</tbody>
</table>
### Table 13: Success by gender on FE and HE courses leading to a recognised qualification

<table>
<thead>
<tr>
<th>Level</th>
<th>Gender</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Difference from sector</th>
<th>Significance of difference from sector</th>
<th>Difference from high benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE</td>
<td>female</td>
<td>5,333</td>
<td>5,379</td>
<td>6,023</td>
<td>-11%</td>
<td>***</td>
<td>-27%</td>
</tr>
<tr>
<td>FE</td>
<td>male</td>
<td>4,581</td>
<td>5,624</td>
<td>5,940</td>
<td>-7%</td>
<td>***</td>
<td>-20%</td>
</tr>
<tr>
<td>HE</td>
<td>female</td>
<td>2,081</td>
<td>1,903</td>
<td>2,074</td>
<td>-3%</td>
<td>***</td>
<td>-8%</td>
</tr>
<tr>
<td>HE</td>
<td>male</td>
<td>2,198</td>
<td>1,914</td>
<td>2,004</td>
<td>0%</td>
<td></td>
<td>-7%</td>
</tr>
</tbody>
</table>

### Table 14: Success by age group on courses leading to a recognised qualification

<table>
<thead>
<tr>
<th>Age group</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Difference from sector</th>
<th>Significance of difference from sector</th>
<th>Difference from high benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>769</td>
<td>62%</td>
<td>604</td>
<td>52%</td>
<td>-17%</td>
<td>*** -33%</td>
</tr>
<tr>
<td>16 - 19</td>
<td>5,486</td>
<td>64%</td>
<td>5,433</td>
<td>67%</td>
<td>-7%</td>
<td>*** -17%</td>
</tr>
<tr>
<td>20 - 25</td>
<td>2,766</td>
<td>67%</td>
<td>2,999</td>
<td>71%</td>
<td>-5%</td>
<td>*** -17%</td>
</tr>
<tr>
<td>26 - 40</td>
<td>2,936</td>
<td>69%</td>
<td>3,110</td>
<td>74%</td>
<td>-6%</td>
<td>*** -20%</td>
</tr>
<tr>
<td>41 and over</td>
<td>2,236</td>
<td>74%</td>
<td>2,676</td>
<td>80%</td>
<td>-7%</td>
<td>*** -20%</td>
</tr>
</tbody>
</table>

### Table 15: Success by deprivation decile on courses leading to a recognised qualification

<table>
<thead>
<tr>
<th>Deprivation decile</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Difference from sector</th>
<th>Significance of difference from sector</th>
<th>Difference from high benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – unknown/not applicable</td>
<td>128</td>
<td>60%</td>
<td>30</td>
<td>90%</td>
<td>3%</td>
<td>-9%</td>
</tr>
<tr>
<td>1 – most deprived</td>
<td>1,138</td>
<td>64%</td>
<td>1,406</td>
<td>72%</td>
<td>-4%</td>
<td>*** -15%</td>
</tr>
<tr>
<td>2</td>
<td>2,493</td>
<td>62%</td>
<td>2,754</td>
<td>66%</td>
<td>-5%</td>
<td>*** -16%</td>
</tr>
<tr>
<td>3</td>
<td>1,888</td>
<td>65%</td>
<td>2,154</td>
<td>69%</td>
<td>-7%</td>
<td>*** -20%</td>
</tr>
<tr>
<td>4</td>
<td>1,638</td>
<td>66%</td>
<td>1,731</td>
<td>69%</td>
<td>-8%</td>
<td>*** -20%</td>
</tr>
<tr>
<td>5</td>
<td>1,627</td>
<td>67%</td>
<td>1,670</td>
<td>73%</td>
<td>-8%</td>
<td>*** -21%</td>
</tr>
<tr>
<td>6</td>
<td>1,063</td>
<td>69%</td>
<td>1,033</td>
<td>73%</td>
<td>-7%</td>
<td>*** -19%</td>
</tr>
<tr>
<td>7</td>
<td>1,377</td>
<td>69%</td>
<td>1,263</td>
<td>74%</td>
<td>-8%</td>
<td>*** -21%</td>
</tr>
<tr>
<td>8</td>
<td>1,006</td>
<td>75%</td>
<td>999</td>
<td>75%</td>
<td>-10%</td>
<td>*** -24%</td>
</tr>
<tr>
<td>9</td>
<td>1,283</td>
<td>74%</td>
<td>1,225</td>
<td>72%</td>
<td>-6%</td>
<td>*** -16%</td>
</tr>
<tr>
<td>10 – least deprived</td>
<td>552</td>
<td>73%</td>
<td>557</td>
<td>76%</td>
<td>-1%</td>
<td>-11%</td>
</tr>
</tbody>
</table>
The implementation of a revised Curriculum Review process more firmly links performance and sector intelligence to curriculum planning and therefore should provide scope for further improvement.

5.7 School Leaver Destinations

An analysis of Fife School Leaver Destinations (SLDR) was published in December 2015. The output of which will be considered in all aspects of college curriculum planning activity. The headline SLDR figures are outlined below:

<table>
<thead>
<tr>
<th>Destinations</th>
<th>Fife Council</th>
<th>Scotland</th>
<th>Fife Council</th>
<th>Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013/14 %</td>
<td>2014/15 %</td>
<td>% point change</td>
<td>2013/14 %</td>
</tr>
<tr>
<td>Higher Education</td>
<td>36.5</td>
<td>34.7</td>
<td>-1.8</td>
<td>38.6</td>
</tr>
<tr>
<td>Further Education</td>
<td>34.6</td>
<td>34.5</td>
<td>-0.1</td>
<td>28.3</td>
</tr>
<tr>
<td>Training</td>
<td>3.8</td>
<td>2.8</td>
<td>-1.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Employment</td>
<td>16.1</td>
<td>18.1</td>
<td>2.0</td>
<td>21.7</td>
</tr>
<tr>
<td>Voluntary Work</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.4</td>
</tr>
<tr>
<td>Activity Agreement</td>
<td>1.3</td>
<td>1.7</td>
<td>0.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Unemployed Seeking</td>
<td>6.0</td>
<td>6.1</td>
<td>0.1</td>
<td>6.3</td>
</tr>
<tr>
<td>Unemployed Not Seeking</td>
<td>1.4</td>
<td>1.4</td>
<td>0.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Unconfirmed</td>
<td>0.2</td>
<td>0.4</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td><strong>Positive Destinations</strong></td>
<td><strong>92.4</strong></td>
<td><strong>92.1</strong></td>
<td><strong>-0.3</strong></td>
<td><strong>92.3</strong></td>
</tr>
<tr>
<td><strong>Total Leavers</strong></td>
<td><strong>3,679</strong></td>
<td><strong>3,899</strong></td>
<td></td>
<td><strong>51,876</strong></td>
</tr>
</tbody>
</table>

Table 16: Year on Year Destination Percentage Split. Local Authority & Scotland

Further analysis of leaver destinations outlines the following trends:

- This year 34.7% of leavers entered higher education which is 1.8pp lower than last year which witnessed the highest percentage of leavers entering HE in the last ten years. The year that saw the lowest percentage of leavers enter this destination was 2006/07 when 27.6% of leavers entered HE and since this point the percentage has been consistently rising and despite the slight reduction, this year is 7.1pp higher than the 2006/07 low.

- The percentage of leavers entering FE this year is 34.5%. This is 0.1pp lower than last year. Over the past 10 years, 2009/10 was the year that saw the highest percentage of leavers enter FE (37.1%). By comparison, 2005/06 saw the lowest level enter FE when 32.2% of leavers entered this destination. This year is 2.6pp lower than the 2009/10 high and is 2.3pp higher than the 2005/06 low.

- The percentage of leavers entering employment reached its peak in 2006/07 when 20.4% of leavers entered this destination. By 2009/10 the level of leavers entering employment had decreased significantly to 12.0%. Since this point the percentage of employed leavers has been rising and is now 18.1%. This is not only 2.0pp higher than last year but is 6.1pp higher than the low seen in 2009/10. Despite this it is 2.3pp lower than the high seen in 2006/07.

- The highest level of leavers entering training was reported in 2010/11 when 6.1% entered this destination. By comparison, this year 2.8% of
leavers entered training which is 1pp lower than last year. This means the percentage of leavers entering training has fallen to its lowest level ever reported in Fife.

- Activity Agreements account for 1.7% of leavers within the authority. This is an increase of 0.4pp on 2013/14 and is 0.8pp higher than the national average (0.9%).

- In 2005/06, 12.1% of leavers were reported as unemployed seeking. In 2010/11 the percentage reported as unemployed seeking decreased dramatically to 6.4% and despite a little fluctuation, last year the percentage at reached the lowest level ever reported at 6%. This year 6.1% of leavers are unemployed seeking which is 0.1pp higher than last year but it is almost half the level it was at in 2005/06.

- In the past decade, the proportion of unemployed not seeking leavers has remained fairly static with the highest level reported in 2005/06 when 1.9% of leavers were unemployed not seeking. This year 1.4% of leavers are unemployed not seeking which is the same as last year.

- The percentage of leavers reported as unconfirmed is 0.4% which is 0.3pp higher than in 2010/11 when 0.1% were unconfirmed.

Fife Council Education and Children’s Services Directorate has evolved a detailed implementation plan to address DYW issues following a review of post-16 planning. It has established a planning framework to shape programmes of learning, reviewed post-16 transitions and provided extensive briefings to school managers and guidance staff. It works closely in partnership with the Enterprise Planning and Employability Services Directorate, SDS, Fife College and a range of business partners. A key aim is to enhance the contribution of SDS careers staff in identifying young people at risk of not having a positive post-school destination. A significant amount of groundwork has been carried out over the last two years to identify what needs to be done in response to the Scottish Government’s strategy for Developing the Young Workforce and to establish ways of reducing higher than Scottish average levels of youth unemployment in Fife.

The transitions project aims to provide young people from deprived communities within Fife, who are at risk of negative destinations, access to a transition programmes to assist them to progress onto a further education or employment.

The main aims of the programmes are to;

1. Develop personal and learning skills;
2. Support transition;
3. Develop Core Skills;
4. Raise awareness of progression options;
5. Develop Employability skills.
5.8 Student Engagement

5.8.1 Student Engagement Strategy

The Student Engagement Strategy is key to developing a student centred approach to those activities which support learning and teaching and is at the heart of the student experience at Fife College. Following the Education Scotland review and also taking cognisance of best practise across the FE sector this presented an excellent opportunity to take a fresh approach to implementing a comprehensive level of service.

Extensive consultation and feedback from a number of cross college areas, the Student Association and the student body resulted in the following themes:

- There should be active College-student engagement throughout the student journey.
- The College should work to engage with every student across all courses, campuses and modes of study.
- College-student engagement needs to be an active matter of concern to all departments.
- All students will have – and will want to take up – opportunities to engage with the College.

Following further development the full Student Engagement Strategy was published in July 2015 with appropriate measures and timelines for evaluating its impact.

5.8.2 Student Association

A new Students’ Association constitution for Fife College came into being in 2014-15 and is supported by the following staffing complement: Student President; Vice President Education and Representation; Vice President Welfare and Equality; Students’ Association General Manager.

An integral part of the Students’ Associations work is the operation of the Class Representative System.

Work continues to improve the level of engagement between students and the activities of the Fife College Student Association and a key priority to support this has been to increase the visibility and presence of the Student Association. As such part way through the year the SA was relocated to a new office in Halbeath with colourful FCSA branding. Other new accommodation has been provided in Stenton and St Brycedale campuses which is prominent and visible to all students.

In 2014-15 the College was awarded two stars in the Healthy Bodies’ Healthy Minds awards that are run by NUS and Scottish Student Sport. This was achieved by the SA working effectively with Guidance and the Sports Union Wellbeing Coordinator.
5.9 Key Activities Planned for 2016-17

- Development of Quality/PI dashboard reports from the REMs (MIS) system.
- Develop new self-evaluation reporting mechanism for Support Departments to further reflect on the departments' impact on L&T.
- Development and implementation of the Curriculum Planning tool in REMS.
- Further development of the internal academic approval process and full integration into the Curriculum Planning process during 2015-16.
- Evaluation of the impact of the new Programme Leader role.
- Establishment of Learning, Teaching and Enhancement meetings as a two-way communication tool.
- Further development of the Fife College Quality site to include podcasts on key changes to policies and procedures together with 'how to' guides.
- Increasing the number of formal learner feedback responses to surveys and forums.
- Increasing the feedback to students regarding actions taken in response to their feedback.

5.10 Examples of Excellence

Fife College identified a number of examples of excellence to be considered during the Education Scotland Review in February 2015. The following two examples were subsequently published:

5.10.1 The Science Training School

The Science Training School is based at St John’s Hospital, Livingston and is an innovative venture set up as a partnership between Fife College and NHS Lothian. Programmes are delivered jointly by lecturing staff from Fife College and staff from NHS Lothian, ensuring that learners are exposed to current practices within the life sciences.

The Science Training School is a purpose-built facility exemplifying successful engagement between education and industry. It is based in the heart of clinical practice and addresses the skills shortage by developing a career progression route using the Modern Apprenticeship programme.

Staff from both Fife College and NHS Lothian visit life science companies and organisations in Edinburgh, Lothian and Fife and establish training programmes that align with business needs. This enables employed learners within the life sciences sector to undertake training, enhancing both their skills and qualifications whilst continuing in employment. As a result, over 40 apprenticeships have been undertaken from both public and private sector organisations.

5.10.2 Learners using the development of Apps to meet educational and community need

The Apps for Good project has been introduced into Digital Media Computing programmes to raise the levels of motivation, enhance problem solving abilities, raise awareness of community issues and to
cover aspects of mobile technology that had not previously been addressed at this level, including programming for mobile devices.

Learners create, launch and market new and exciting products using a medium that they enjoy. There is a national website and organisations support this work by making links with experts and sponsors. The use of external experts to cover various aspects of the course gives learners access to a wealth of industry knowledge and experience that they would otherwise not have.

The impact of this work on the learners has included: greater use of modern technology; higher levels of engagement and motivation; real interaction with industry experts; and a focus on social and community issues being addressed through the use of technology. The development of planning, teamwork and technical skills have all been enhanced in an engaging and constructive way.

To further support the impact of this project one of the Fife College groups was shortlisted for the 2014 final awards in London from a pool of over 200 other establishments.

### Summary of Outcome 2 – High Quality and Efficient Learning

**Fife College Outcome 2:** Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.

**Fife College Outcome 3:** Provide learning opportunities which contribute towards the creation of high retention, attainment and achievement.

**Fife College Outcome 4:** Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.

**Fife College Outcome 5:** Ensure there are appropriate opportunities for young people to make the transition from School to College learning.

**Outputs:**

- Embed a Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences.
- Embed quality system developments to underpin our quality culture.
- Embed sector benchmarking and other KPIs into our curriculum review processes.
6 Access for People from the Widest Range of Backgrounds

6.1 Students with Additional Educational Needs

In partnership with Fife Education, Fife College plans and delivers a high quality relevant curriculum that meets the needs of the young people with additional support needs, and provides progression opportunities to more advanced study and exit points to employment.

Ensuring they provide clear pathways within the following streams:

a) Life Choices;
b) Community Choices;
c) Further Education Choices.

Life Choices Pathway:
Further Education Choices Pathway

Further Education
SCQF 5

Employment/Meaningful Activity

Access to Engineering
SCQF 4

Access to Construction
SCQF 4

Access to Further Education
SCQF 4

NPA Enterprise and Employability
SCQF 4
SCQF 4/5

(School/College Programmes)
New Directions

School Referrals
S4
Whilst attending School College Partnership New Direction programmes the students continue to get school support to ensure consistency and provide a smooth transition from High School into College.

The College’s Equality, Diversity and Inclusion Team provide support where required for our full time students. Inclusion Assistants work alongside Lecturers to implement inclusive strategies which promote positive behaviour and minimise barriers to learning within the learning & teaching environments. The Inclusion Assistants work with the Lecturers to adapt and modify learning materials and assist in the development of new resources, e.g. using assistive technology to enhance materials in relation to individual support needs.

An ASN sub group of the School/College Operational group has been introduced to improve communication and planning. Key stakeholders include:

- Principal Teachers from Departments of Additional Support;
- Principal Teachers from Pupil Support Services;
- Depute Teachers;
- Adult Services;
- Skills Development Scotland Adviser;
- Education Officer;
- Depute Principal Education Psychologist.

The plan is to develop curriculum planning, improved sharing of transition information and joint CPD. The first joined CPD is planned for February 2016.

Managers are working with community partners to develop collaborative inclusive community/volunteering projects with local businesses and partners to enhance to current curriculum programmes for our students with additional support needs.

6.2 Care Leavers

A number of activities focused on supporting Care Leavers are outlined as follows:

- Through The Robertson Trust, Fife College is seeking to develop a specific programme for care leavers “First Chances Project”. This is an access programme for 150 kids so they can progress to a Higher Education destination. College will link into this project and we will provide a programme for care leavers thus providing a route from School to College.

- Broadening outreach curriculum to target those just out of care homes and in the community.

- Review of the college Admissions policy and procedure to encompass care leavers provision.

- Staff CPD to raise awareness of care leavers.

- Reporting performance indicators for care leavers.
- Implementation of a new procedure on Assessing Students’ Personal & Social Support Needs, including Social Support Plans, for care-experienced students.

- A Fife College Corporate Parenting Action Group

The implementation of the Children & Young People Act, from April 2015, has introduced significant new legal requirements on the College, formalising and extending many existing expectations. Key changes include:

- Revised eligibility to receive aftercare and the new continuing care support could mean a doubling of the population of care-experienced students that the College would need to engage with actively.

- Collaboration across agencies:
  - Collaboration on corporate parenting plans.
  - Sharing information protocols.
  - Providing advice and/or assistance.
  - Coordinating activities (and seeking to prevent duplication).
  - Sharing responsibility for action.
  - Funding activities jointly.
  - Working relationships with throughcare & aftercare services, and not just in Fife.

- Corporate Parent Plan (Appendix 1):
  - To be developed in collaboration with relevant agencies.
  - To be publicly available.
  - Corporate Parent Reporting

6.3 One by One Project

This is a pilot project in partnership with Fife Council which will run from March 2016, aimed at a group of 12 third year pupils from four High Schools who are at risk of not entering a positive destination.

According to the figures released by SDS in 2014 relating to the destinations of school leavers, 92.4% of young people entered a positive destination in 2013/14 compared to a national average of 92.3%. This was a significant improvement on the equivalent figures for 2012/13 of 89.7% for Fife. While the improvement in figures, and particularly that Fife sits marginally above the national average, is welcome, it is the case that 447 or approximately one in eight young people did not enter a positive destination.

The aim is to break the disengaged cycle for this group of 12 pupils by introducing an alternative engagement Pathway.
Summary of Outcome 3 – Access for People from the Widest Range of Backgrounds

Fife College Outcome 2: Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.

Fife College Outcome 4: Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.

Fife College Outcome 5: Ensure there are appropriate opportunities for young people to make the transition from School to College learning.

Outputs:

- Continue to progress the equality outcomes taking forward the recommendations from the Equality Mainstreaming Report.
- Ensure that all curriculum provides a clear articulation or progression route to a sustained destination.
- Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 3%.
- Decrease the proportion of learners from secondary school who are heading for a negative destination by 3% through a bespoke intervention model developed in conjunction with CPP partners.
- Implement targeted curriculum that strives to address gender balance where there are identifiable trends in gender segregation.
- Embed a Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences.
Right Learning in the Right Place

7.1 Curriculum Design

In seeking to reduce curriculum duplication across the three legacy Colleges, a revised curriculum planning process has been implemented. The revised process has been informed by recent, comprehensive and robust workforce modelling exercises carried out by the University of Glasgow, the Skills Development Scotland Regional Skills Assessment and Skills Investment Plans, Fife Council Economic Development reports and recent Curriculum Healthcheck exercise funded by SFC. Furthermore, the realignment of curriculum takes account of areas of positive practice and those where historically there has been a pattern of low uptake. As a result curriculum delivery has been rebalanced to provide access programmes across the region combined with single campus delivery for efficiencies and a focus on quality of provision. The currency of curriculum is further enhanced through staff participation in qualification design activities with awarding bodies and alignment to the needs of community planning partners.

In seeking to provide a place in learning or training for every 16-19 year old, access level provision has been introduced to provide introductory level study of subjects which then leads to a recognised qualification pathway. Furthermore, Fife College’s approach to access has been to develop new partnerships, for example with Bell Baxter School in Cupar and St Andrews University in Guardbridge, and, thereby, provide better and more varied and less gender biased curriculum offers in more geographically remote parts of the region than was previously available. A key focus for Fife College will be taking consideration of the core themes from the Gender Action plan and embedding these within curriculum and non-curriculum business.

Workbased learning activity has been reviewed to take demand for industry skills in both local and national sectors. Links with industry have been developed further to provide opportunities for enhancing the curriculum and provide experiential learning experiences, project based activity and a focus on employability skills for most curriculum areas. Links with industry and other key stakeholders has also provided enhancement to many courses through activities such as guest speakers, business mentoring, career management skills or CPD opportunities for staff.

Fife as a region has an increasing migrant community; predominantly Eastern European residents. This has provided high levels of demand in the College’s ESOL training and this continues to be a growth area. Many of the students participating in these programmes progress on to mainstream provision and are a much valued to the cultural and diversity of the student population. Gaelic education provision has not been seen as a priority within Fife College, simply due to lack of demand, however in recognition of Scottish Government’s priority in this curriculum area, should this not continue to be the case then Fife College would take the necessary steps to provide the relevant Gaelic vocational learning opportunities.

An summary of the Fife College Curriculum Plan for 15/16 and 16/17 is summarised below:
<table>
<thead>
<tr>
<th>Department</th>
<th>16/17 Totals</th>
<th>15/16 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Functions/Hospitality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cookery/Retail/Tourism</td>
<td>20,994</td>
<td>22,655</td>
</tr>
<tr>
<td>Business &amp; IT</td>
<td>5,258</td>
<td>6,462</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>3,890</td>
<td>4,019</td>
</tr>
<tr>
<td>Hospitality, Tourism &amp; Retail</td>
<td>5,242</td>
<td>5,971</td>
</tr>
<tr>
<td>Management, Leadership &amp; Enterprise</td>
<td>6,604</td>
<td>6,203</td>
</tr>
<tr>
<td><strong>Child Care/Social Care/Social Sciences/Education/ESOL</strong></td>
<td>27,683</td>
<td>28,769</td>
</tr>
<tr>
<td>Childcare</td>
<td>7,616</td>
<td>7,038</td>
</tr>
<tr>
<td>Education, ESOL &amp; Languages</td>
<td>5,806</td>
<td>6,618</td>
</tr>
<tr>
<td>Health</td>
<td>5,753</td>
<td>5,225</td>
</tr>
<tr>
<td>Social Care</td>
<td>5,095</td>
<td>5,772</td>
</tr>
<tr>
<td>Social Science</td>
<td>3,412</td>
<td>4,116</td>
</tr>
<tr>
<td><strong>Creative Industries</strong></td>
<td>23,995</td>
<td>21,355</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>2,691</td>
<td>3,446</td>
</tr>
<tr>
<td>Digital Media</td>
<td>6,759</td>
<td>5,470</td>
</tr>
<tr>
<td>Games &amp; Animation</td>
<td>3,250</td>
<td>3,184</td>
</tr>
<tr>
<td>Media</td>
<td>7,390</td>
<td>5,796</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>3,905</td>
<td>3,459</td>
</tr>
<tr>
<td><strong>Engineering &amp; Technologies</strong></td>
<td>17,640</td>
<td>18,277</td>
</tr>
<tr>
<td>Electrical &amp; Mechanical Rosyth</td>
<td>3,800</td>
<td>4,041</td>
</tr>
<tr>
<td>Electrical, Electronic &amp; Petroleum</td>
<td>5,025</td>
<td>3,068</td>
</tr>
<tr>
<td>Fabrication &amp; Welding</td>
<td>2,939</td>
<td>3,056</td>
</tr>
<tr>
<td>Mechanical Engineering Stenton</td>
<td>4,296</td>
<td>4,864</td>
</tr>
<tr>
<td>Motor Vehicle &amp; SCQF Level 4</td>
<td>1,240</td>
<td>3,248</td>
</tr>
<tr>
<td>Mathematics</td>
<td>340</td>
<td>0</td>
</tr>
<tr>
<td><strong>Hair/Beauty/Comp Therapies/Sport</strong></td>
<td>16,514</td>
<td>17,689</td>
</tr>
<tr>
<td>Beauty &amp; Complimentary Therapy</td>
<td>5,508</td>
<td>5,811</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>6,934</td>
<td>8,014</td>
</tr>
<tr>
<td>Sport &amp; Fitness</td>
<td>4,072</td>
<td>3,864</td>
</tr>
<tr>
<td><strong>Mathematics, Science &amp; Built Environment</strong></td>
<td>16,375</td>
<td>14,928</td>
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<tr>
<td>Building Services</td>
<td>3,265</td>
<td>2,543</td>
</tr>
<tr>
<td>Built Environment Technician</td>
<td>2,951</td>
<td>2,578</td>
</tr>
<tr>
<td>Construction Craft East</td>
<td>4,032</td>
<td>6,128</td>
</tr>
<tr>
<td>Construction Craft West</td>
<td>2,569</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>3,558</td>
<td>3,679</td>
</tr>
<tr>
<td><strong>Support for Learning</strong></td>
<td>9,564</td>
<td>7,808</td>
</tr>
<tr>
<td>Community Choices</td>
<td>3,308</td>
<td>2,856</td>
</tr>
<tr>
<td>Further Education Choices</td>
<td>4,342</td>
<td>2,586</td>
</tr>
<tr>
<td>Life Choices</td>
<td>1,914</td>
<td>2,366</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>132,765</td>
<td>131,481</td>
</tr>
</tbody>
</table>
7.2 North East Fife

The decision to remove Fife College provision from SRUC Elmwood Campus for academic session 2016/17 has been established as part of the continuing curriculum planning process. This planning has included reflection on demographic Student information, analysis of progression opportunities in existing campuses, arrangements for mainstream and school/college partnership delivery in Bell Baxter High School or Levenmouth Campus and the need to provide transitional arrangements for students to ensure there is parity in curriculum offerings for North East Fife in 2016/17.

Arrangements are in place to migrate all full time programmes from Elmwood Campus to the new Levenmouth Campus in 2016/17, the only exception to this being ASN programmes which will be delivered in Stenton Campus, Glenrothes. The demographic data indicates that many Students already participating in programmes at Leven, Stenton, Nairn and St Brycedale Campuses are from the North East of Fife.

Arrangements were in place to offer some full time provision and school/college partnership programmes in Bell Baxter High School. Positive partnership arrangements have been established between Fife Council Education Services and Fife College to support this however, a lack of suitable accommodation has precluded the ability to accommodate Hair and Beauty programmes in this facility. Contingency plans have been put in place to ensure that learners wishing to study these programmes are not placed at a disadvantage.

Furthermore, the opening of the Levenmouth Campus in Summer 2016 and on-going discussions with St Andrews University regarding the Guardbridge STEM centre, will provide further opportunities to create an enhanced portfolio to continue to meet the needs of the communities of the North East of Fife.

The data backing up the above proposition can be illustrated in a number of ways:

- Students currently attending the SRUC Elmwood Campus (Cupar) undertaking a Fife College course. For 2015-16, there are 272 students. The proportion of students currently attending Elmwood from North East Fife postcodes (KY14 and KY15 Cupar, KY10 Anstruther and KY16 St Andrews) is 150 or 56% (Table 17).
<table>
<thead>
<tr>
<th>Student Postcodes</th>
<th>Cupar</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirkcaldy</td>
<td>KY1</td>
<td>21</td>
</tr>
<tr>
<td>East Neuk</td>
<td>KY10</td>
<td>37</td>
</tr>
<tr>
<td>Dunfermline</td>
<td>KY11</td>
<td>6</td>
</tr>
<tr>
<td>Kinross</td>
<td>KY13</td>
<td>8</td>
</tr>
<tr>
<td>Cupar</td>
<td>KY15</td>
<td>113</td>
</tr>
<tr>
<td>Burntisland</td>
<td>KY3</td>
<td>1</td>
</tr>
<tr>
<td>Cowdenbeath &amp; Kelty</td>
<td>KY4</td>
<td>0%</td>
</tr>
<tr>
<td>Lochgelly</td>
<td>KY5</td>
<td>3</td>
</tr>
<tr>
<td>Glenrothes</td>
<td>KY7</td>
<td>43</td>
</tr>
<tr>
<td>Leven</td>
<td>KY8</td>
<td>40</td>
</tr>
<tr>
<td>(blank)</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>272</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 17: Elmwood Campus Student Numbers per Postcode for 2015-16

- 43 students currently attending Elmwood live at a Glenrothes postcode and 40 from a Leven postcode. This would not appear to indicate that only students from Cupar or North East Fife attend the Elmwood Campus.

- Looking at the situation from another angle, for the 2015-16 session, of the 1184 students who reside at a North East Fife postcode (KY10, KY14, KY15 and KY16) only 150 or 13% (164 or 13% for 2014-15) attend the Elmwood Campus (Table 18), whereas 703 attend Stenton in Glenrothes, 207 attend St Brycedale in Kirkcaldy and 95 attend Halbeath in Dunfermline. This will largely be due to the very limited curriculum offering inherited by Fife College at Elmwood.

- Fife College curriculum offering for 2016-17 which will be available at Bell Baxter High School or the new Levenmouth Campus is not only greater in volume (6,477 credits against 4,056 credits currently delivered from Elmwood in the current 2015-16 session) (Table 19), it is also a wider curricular offering. Analysis is currently being carried out on application data for Levenmouth for 2016-17 with a view to providing bus transport from the four North East Fife postcodes to the Levenmouth Campus. We estimate that the journey time from north east Fife to the Levenmouth Campus will be identical to the journey time from Levenmouth to north east Fife.

- For students residing in the four North East Fife postcodes who wish to study at the Stenton Campus in Glenrothes, bus transport will be provided between Cupar and Glenrothes. This will be a benefit for those who would previously have studied at the Cupar Campus, as well as those students who had to travel from the four North East Fife postcodes to Stenton Campus due to the limited curriculum offering previously available in Cupar.

- The exact provision of these two bus services will be determined by the application data for 2016-17 from students residing in the four North East Fife postcodes who wish to study at either the Levenmouth or Stenton Campuses.
<table>
<thead>
<tr>
<th>Department Name</th>
<th>North East Fife Access/ School Provision</th>
<th>Carnegie Conference Centre</th>
<th>Cupar</th>
<th>Halbeath</th>
<th>Leven</th>
<th>Rosyth</th>
<th>St Brycedale</th>
<th>Stenton</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Carnegie Business, Enterprise &amp; Tourism</td>
<td>9 0 5 3</td>
<td>6 15 3 1</td>
<td>5</td>
<td>76 51</td>
<td>6 7</td>
<td>110 77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care, Social Science &amp; Education</td>
<td>50 0</td>
<td>94 96</td>
<td>39 29 20 1</td>
<td>74 58</td>
<td>25 25</td>
<td>302 209</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Industries</td>
<td>1 0</td>
<td>3 8</td>
<td>45 46</td>
<td>61 20</td>
<td>110 74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>0 3</td>
<td>3</td>
<td>13 12</td>
<td>142 557</td>
<td>158 572</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair, Beauty &amp; Sport</td>
<td>0 1</td>
<td>51 35</td>
<td>1 2</td>
<td>36 32</td>
<td>1</td>
<td>88 71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths, Science &amp; the Built Environment</td>
<td>0 0</td>
<td>29 27</td>
<td>3</td>
<td>6 7</td>
<td>103 49</td>
<td>138 86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for Learning</td>
<td>116 0</td>
<td>19 19</td>
<td>3 14 19 5</td>
<td>169 13</td>
<td>27 44</td>
<td>353 95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>176 4 8 3</td>
<td>164 150</td>
<td>81 95</td>
<td>42 7</td>
<td>18 15</td>
<td>406 207</td>
<td>364 703</td>
<td>1259 1184</td>
<td></td>
</tr>
</tbody>
</table>

Table 18: North East Fife Student Numbers for Academic Sessions 2014-15 and 2015-16

<table>
<thead>
<tr>
<th>Department Name</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cupar</td>
<td>Bell Baxter High School</td>
<td>Levenmouth</td>
</tr>
<tr>
<td>Business &amp; IT</td>
<td>465</td>
<td>820</td>
<td></td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>136</td>
<td>894</td>
<td>136</td>
</tr>
<tr>
<td>Hospitality, Tourism &amp; Retail</td>
<td>237</td>
<td>693</td>
<td>237</td>
</tr>
<tr>
<td>Childcare</td>
<td>13</td>
<td>264</td>
<td>13</td>
</tr>
<tr>
<td>Social Care</td>
<td>662</td>
<td>358</td>
<td>662</td>
</tr>
<tr>
<td>Digital Media</td>
<td>1,332</td>
<td>864</td>
<td>1,332</td>
</tr>
<tr>
<td>Beauty &amp; Complementary Therapies</td>
<td>144</td>
<td>665</td>
<td>144</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>388</td>
<td>907</td>
<td>388</td>
</tr>
<tr>
<td>Community Choices</td>
<td>288</td>
<td></td>
<td>288</td>
</tr>
<tr>
<td>Social Science</td>
<td>636</td>
<td>907</td>
<td>636</td>
</tr>
<tr>
<td>Total Credits</td>
<td>4,056</td>
<td>638</td>
<td>6,477</td>
</tr>
</tbody>
</table>

Table 19: North East Fife Curriculum Offering 2015-16 & 2016-17 (Credits)
7.3 Enterprise

National Government seek to develop the economy through continued development of the SME sector and to enhance entrepreneurial activity within all industry sectors. In support of this and the Scottish Government’s Economic Strategy, Fife College endeavours to promote enterprise within the College community through the development of a curriculum delivery model that is both relevant and inspirational to learners, with enterprise running as a central theme to all curriculum activity.

We aim to engage learners and staff of Fife College in the development of enterprise and entrepreneurial activity with the hugely exciting cross-College initiative namely the “Enterprise Club”. Using this as a motivational and inspirational vehicle, this will support our commitment to our students by equipping them with the knowledge, information and confidence to adopt enterprising behaviours and attitudes. With the activities involved, this will allow learners the opportunity to develop and apply enterprising skills, attitudes and values such as self-awareness, self-confidence, creativity, initiative, risk taking, communication, decision making, problem solving and teamwork.

Through the development of an “Enterprise Strategy” we will create meaningful links between our schools, University and Business partners to our core curriculum. These skills have no vocational boundaries and will be key to the development of SME’s to support both the Fife economy and the Scottish economy and help foster an entrepreneurial mind-set. This will involve consultation and partnership working with Fife Council, SDS, some of our University partners as well as our links to the business community.

Linking in with colleagues in Fife Council through the STEAM collaborative to support the development Enterprise Skills in schools (Primary) will help develop an Entrepreneurial mind-set at an early age. A range of tools, skills and opportunities need to be embedded throughout the Schools/College/University curriculum. As students’ progress through their academic lives, Enterprise skills require to be encouraged and developed according to the level of education being undertaken.

The aim for Enterprise Education in Fife College is to have all students at all levels participating in a meaningful enterprise education. This will develop the skills, attributes and attitudes for our graduates to be supporting idea generating and business development in whatever vocational path they choose.

7.4 Core and Essential Skills

The importance of Essential Skills, which include Core Skills, in developing students' skills for life and work, has been recognised at a national level in the Scottish Government’s Essential Skills Strategy and at a local level in the Fife College Learning and Teaching Strategy.

The default position of Fife College, as articulated in the Core Skills Policy, is that the Core Skills of Communication, Numeracy and ICT will be embedded or integrated into FE programmes wherever practicable and, where they are delivered discretely, contextualised within the vocational area. (The Core
Skills of Problem Solving and Working with Others are normally embedded within full-time programmes.) A Core Skills Specialist has been assigned to each curriculum area, and independent, self-directed study of Core Skills will be encouraged through the development of blended and technology-assisted approaches. A Core Skills Development Group has been established which will lead the further evaluation and development of integrated and contextualised Core Skills provision.

The other areas of Essential Skills, according to the SQA definition, are Enterprise, Employability, Sustainable Development and Citizenship. The College recognises that Essential Skills have become at least as important as vocational skills to employers and will implement an Essential Skills Policy in 15/16. This will clearly define the skills and personal attributes underpinning the SQA categories and provide a framework their development within the curriculum.

7.5 School/College Joint Curriculum Planning

A centrally co-ordinated School/College curriculum plan is part of the main College curriculum planning cycle. Two key School/College partner groups have been running for a number of months now; a Strategic and an Operational Group, with representatives from all levels of the education sector. Early feedback would indicate that post-merger this has greatly improved the communicating channels and choices for those progressing from School to College. Central to these groups is a dedicated Transitions and Future Skills team who work closely with Education Services to provide appropriate entry points at a variety of times in the academic calendar.

A co-ordinated School/College partnership approach will afford the opportunity to progress a number of innovations around skills development and early adopter activities in relation to Developing the Young Workforce. There is a shared commonality and focus on developing and integrated curriculum that serves the communities and learners of Fife and seeks for example; Fife College and Fife Council Education and Children’s Services Directorate have established a collaborative project to improve curriculum pathways for young people. This work is based on the national strategy, Developing the Young Workforce (December 2015) – the Government’s response to the Wood Commission Report, Education Working for All (June 2014).

7.5.1 Energise Fife Project

It is proposed that over the course of the next year there should be a series of seminars to explore the academic and vocational pathways available in key sectors at present and how these might evolve in the future. It is important that key stakeholders are represented in these discussions. These stakeholders include young people themselves and parents, key businesses in the sector, practitioners from Schools, Colleges and Universities. It is anticipated that the output from these seminars will inform an enhanced curriculum pathway for the key sectors to prosperity of Fife Region and allow those engaged in education an opportunity to develop a vocationally focused pathway. Educators and Employers will work symbiotically to ensure that this will be the intended pathway for facilitating this.
Once the integrated progression pathways are fully developed and implemented, they will be a key contributor to other outcomes, specifically, improved delivery of skills at a regional level; how the College is working differently with its employer partners and improvements in the curriculum offer in the region.

7.6 HE Strategic Partnerships

Fife College has developed a HE strategy for engagement with Local Universities in a number of areas. Aside from the development of articulation routes for Students progressing from HND level qualifications to degree, there are also opportunities to undertake study at a number of Universities through the “Associate Student” scheme. A number of franchised degrees awarded through the University of Abertay, Dundee are also delivered at Fife College with subjects ranging from Business Administration to Network Technologies.

Mature arrangements are in pace to ensure parity of esteem and academic rigour in curricular offerings. Joint curriculum planning ensures currency in these qualifications.

A number of new HE opportunities present themselves and therefore, liked to the core strategic outcomes for Fife College, will provide mutually beneficial opportunities to make a positive impact on the educational landscape for Fife. These are as follows:

7.6.1 Heriot Watt

Fife College and Heriot-Watt University are working together to develop a suite of innovative skills-focussed undergraduate programmes to prepare graduates with vocationally relevant skills while maintaining academic excellence. These programmes will combine academic and practical skills for industry. The development of a bridged curriculum and integrated offer will encompass technical skills training, industrial awareness and experience, and real industry projects, together with all the educational requirements to achieve an Honours Degree. By doing so, we will ensure that graduates from the programmes are work-ready and meet the critical skills requirements of a key sector in the Scottish and regional economy.

A major skills gap is opening up in Scotland’s ICT and Digital Technologies sector. The sector is currently thriving and is a key contributor to Scotland’s economic success going forward. The publication of a Skills Investment Plan (SDS) has provided a strategic focus for the sector identifying a number of key actions to which investment will be allocated. Furthermore, there is a need to broaden the skills pipeline to create a clear understanding of this industry sector to potential entrants, develop the underpinning skills to build capacity and a need to work in partnership with industry. These drivers have focused Fife Council’s Education Service, Fife College and Heriot-Watt University to develop a meaningful partnership to progress discussions around the development of a collaborative senior phase vocational pathway in Computer Science. Through the development of an industry focused combined curriculum, we seek to provide an offer that develops and harnesses the skills identified by employers within this key sector of the Scottish economy.
There is clear evidence to support the need for work-ready graduates to meet the requirements of the regional skills agenda and to address growth opportunities identified through the Skills Investment Plans for ICT and Digital Technologies and through the findings of the Commission for Developing Scotland’s Young Workforce. This project primarily aims to develop a skills pathway in ICT and Digital Technologies through the development of a bridged curriculum between Fife Council Education Service, Fife College and Heriot Watt University to meet sector demands. This partnership will promote a seamless curriculum from the senior phase of the School curriculum which will ultimately broaden the talent pipeline for this key sector. In addition this initiative will raise awareness of careers in the sector and create enhancement through work placement and industry focused projects thus creating industry ready entrants.

The proposed project will offer a fully integrated employer led curriculum that provides sufficient challenge to develop participant’s computation thinking and the skills most commonly identified by employers in the industry. Furthermore it provides a truly exciting opportunity to increase the talent pipeline into STEM industries and widen access to those in one of the lowest SIMD areas in Scotland.

Partnership discussions have been on-going to outline collaborative working between the proposed £20m RSARC and Fife College. Further detailed discussions will now progress to explore joint locations, articulated syllabus and a coherent client offering. The proposed partnership will include the development of an Engineering Skills Academy in collaboration with other educational providers, linked to the economic priorities of Fife Region, Skills Investment Plans for those Industries and aligned to the academy and those of the RSARC.

As a lead College in the development of Foundation Apprenticeships across the Engineering sector and a major provider of over 700 Modern Apprenticeships, primarily within engineering and construction, our expertise, combined with our existing articulation routes with Heriot Watt University, will allow us to develop the RSARC as an all-encompassing centre of excellence and research. It also provides inclusion and a progression route for Scotland’s youth from School to Degree and ensures development of our engineering heritage.

7.6.2 University of Stirling

It is envisaged that the Partnership between Fife College and the University of Stirling will develop and deepen in the future. During AY 2015-16 the aim will be to familiarise staff with the curriculum in both institutions and identify potential articulation routes which will result in a Strategic Commitment and Partnership by Fife College and the University of Stirling. This strategic approach will enhance the comprehensiveness of the articulation provision with the aim to develop seamless progression routes. It would also embed the principle of “no loss of time” for students with the SCQF framework. The aim is to provide formalised and guaranteed articulation progression routes between both organisations and provide support
for effective learner journeys and transition for students through aligned curriculum, skills development and transition advice services.

An ambition to grow enterprise as an embedded essential skill within all full time programmes will be based on a model exemplified in undergraduate provision at University of Stirling which will be tailored to support learners in the Fife Region.

7.6.3 Royal Conservatoire Scotland

The Royal Conservatoire of Scotland’s (RCS) strategic plan, ‘Defining Performance to 2020,’ sets out their ambitions and priorities for the next five years. At its heart, this plan articulates RCS’s role as a unique national institution as well as highlighting the increasingly important contribution the performing arts can make to the cultural, economic and social well-being of Scotland, her citizens and her communities.

RCS is a special place and one of Europe’s most exciting multi-disciplinary education centres of excellence in the performing arts, with an innovative curriculum which channels focused subject excellence yet encourages trans-disciplinary learning both at undergraduate and post-graduate level.

Looking forwards to the next five years, RCS’s ambitions are established on the ‘Four Pillars’ of Driving Focused Excellence, Promoting Diversity, Supporting Life-long Learning and Embracing our role as a National and International Institution.

A number of their strategic goals focus on ensuring they are a globally-recognised and inspirational leader in learning in performing arts, attracting and nurturing the best Scottish and international creative talent. However, right at the core of RCS’s strategic plan are the ambitions to develop and deliver an RCS Community Arts Hubs which harness the learning and teaching skills of RCS staff and students to enrich the talent pool and connect more effectively within and for Scotland’s communities.

Working in partnership with Fife College and Fife Council Education Directorate to realise a vision for an RCS community arts hub in Fife includes an inspirational teacher development scheme ‘teach arts for Scotland’ that will contribute to raising standards in performing arts teaching, raising attainment and standards in Fife’s schools, advancing creative citizenship and leadership across the performing arts and making a major contribution to national priorities: widening access and participation, youth employability, fair society and prosperity.

Social justice and ‘fair society’ sits at the core of these developments, where, through such work, all partners will strive to use the arts to improve and enrich the lives of those experiencing disadvantage or are in some way excluded and remove the barriers that prevent people realising their full potential.
7.6.4 St Andrews University

The University of St Andrews is redeveloping the Guardbridge paper mill site to bring new investment in renewable and sustainable technologies, new industry to Fife and new employment in the Fife village and outlying communities in the North East of Fife.

Fife College and St Andrews University are working together to develop an innovative industry focussed STEM training centre to prepare senior phase pupils with vocationally relevant skills and the opportunity for employers to co-invest in the composition of their future workforce. Basing the STEM training centre at the heart of what proposes to be an exciting, internationally leading development will be distinct in Scotland in terms of the potential to deliver positive impact in one of Fife’s most deprived areas in terms of access and education (SIMD 2012 Leuchars and Guardbridge). The integrated and sustainable Guardbridge development presents a unique opportunity to create a range of fully integrated education and training pathways with multiple entry and exit points focused on inclusion, raising aspirations and routes to employment.

Running central to this proposal is the development of a bridged School, College and industry curriculum which will encompass technical skills training enhanced through industry partnerships with on-site industries, together with all the underpinning academic qualifications. By doing so, we will ensure that participants in the STEM Academy programmes are work-ready and meet the critical skills requirements of a number of key sectors in the Scottish economy. Furthermore, by focusing on the emerging businesses on site at Guardbridge we will be able to develop critical mass for these industries combined with research and knowledge transfer activities linked to the three initial themes of:

- Green energy integration (community-sized level);
- Advance materials production;
- Datacentre and high performance computing.

Two other areas include:

- the provision of flexible infrastructure to accelerate innovation (e.g. water, electricity, heat, hydrogen, carbon capture to product);
- the provision of energy for the university’s own use.

There are also plans to relocate some of the university’s professional services staff including the set-up of a new special collections archive centre with 65 specialist librarians.

The Guardbridge project also has the potential to contribute to partners’ and stakeholders’ strategic aims including, for example:

- St Andrews aim to become the first Carbon Neutral University.
- National Plan for Industrial Biotechnology which aims to grow turnover related to industrial biotechnology (IB) in Scotland to £900m by 2025. IB applications have the potential to transform many of Scotland’s key sectors, deliver new innovation, inward
investment and exporting opportunities and contribute to Scotland’s transition to a low carbon economy.

- Education Working For All! Commission for Developing Scotland’s Young Workforce sets out 39 recommendations designed to improve young people’s transition into employment and focuses on the importance of business and industry working with Schools and Colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice.

- Demonstrating bio-examples of the circular economy.

- Scotland’s Skills Investment Plans which aim to support the development of Scotland’s future workforces to meet key sector needs.

- The Energy Skills Partnership (ESP) which is a collaboration of colleges, including Fife College, aiming to increase Scotland’s capacity to deliver skills and prevent duplication of effort and investment for the energy sector by ensuring capacity, quality and affordability.

The proposed foci for Guardbridge have strong synergies with a number of Fife College’s academic strengths in Energy and Renewables, Life Sciences and Biotechnology, Water and Waste Management, Business and Management and Information Technology. The College is also able to bring expertise in underpinning skills, for example maths, laboratory and hand skills, health and safety, thermodynamics, materials science, project management, quality management and such like.

Running through the core of the Skills Investment Plans for Energy and Science related areas, is the need to develop work ready graduates. Combining the expertise of the College sector in delivering skills based solutions with the first class training facilities of St Andrews University. The STEM Academy will offer a facility to respond quickly to any skills interventions in preparing entrants to industry. This will range from short bespoke programmes through to programmes for undergraduates to develop a portfolio of lab skills which can be benchmarked against current industry standards. Furthermore this facility will become a centre of excellence and work in partnership with colleagues in the Innovation Centres for IB and Aquaculture to address skills needs from the plans and provide the necessary impetus for driving forward critical mass in these areas.

### 7.7 Key Sectors for Fife College

In seeking to achieve sustainable growth and deliver outcomes in line with economic priorities, Fife College is committed to creating growth within a number of curriculum areas.

#### 7.7.1 Digital Media and ICT

A major skills gap is opening up in Scotland’s ICT and Digital Technologies sector. The latest survey by the trade body Scotland IS (April 2013) suggests that this sector is now growing four times faster than any other sector in Scotland. The sector is currently thriving and is a key contributor to Scotland’s economic success going forward.
The publication of a Skills Investment Plan (SDS) has provided a strategic focus for the sector identifying a number of key actions to which investment will be allocated. With a predicted 11,000 jobs within the industry available each year, the need to develop a talent pool connecting industry to academia to support the development of skills within Scotland is ever increasing. Furthermore, there is a need to broaden the skills pipeline to create a clear understanding of this industry sector to potential entrants, develop the underpinning skills to build capacity and a need to work in partnership with industry. These drivers have focused Fife Council’s Education Service, Fife College and Heriot-Watt University to develop a meaningful partnership to progress discussions around the development of a collaborative senior phase vocational pathway in Computer Science. Through the development of an industry focused combined curriculum, we seek to provide an offer that develops and harnesses the skills identified by employers within this key sector of the Scottish economy. Furthermore, this proposal seeks to develop the underpinning academic skills of analytical reasoning, systematic problem solving and the development and clear communication of ideas to ensure the success of graduates in this area.

Through a focus on the development of the underpinning academic skills and the exemplification of mathematical competencies, it is anticipated that entrants to this innovative programme will develop the competencies and skills sought by Industry. A broader understanding of this is sought within the schools by seeking resource to support the development of a wholly integrated STEM curriculum across the aforementioned sectors of education. This will serve a number of subject disciplines and can be scalable across the Fife region and Scotland. This is of particular relevance within the Fife region where there are well documented low levels of attainment in numeracy and maths linked to areas experiencing low levels of social deprivation.

There is clear evidence to support the need for work-ready graduates to meet the requirements of the regional skills agenda and to address growth opportunities identified through the Skills Investment Plans for ICT and Digital Technologies and through the findings of the Commission for Developing Scotland's Young Workforce. This project primarily aims to develop a skills pathway in ICT and Digital Technologies through the development of a bridged curriculum between Fife Council Education Service, Fife College and Heriot Watt University to meet sector demands. This partnership will promote a seamless curriculum from the senior phase of the School curriculum which will ultimately broaden the talent pipeline for this key sector. In addition this initiative will raise awareness of careers in the sector and create enhancement through work placement and industry focused projects thus creating industry ready entrants.

7.7.2 Food and Drink

Scotland’s Food and Drink sector has grown at twice the rate of that of the rest of the UK, increasing by 24% since 2008. It’s projected contribution to the Scottish Economy is projected as £16.5bn by 2017. With key areas identified as primary producers, export activities and food production.
This key sector is of critical importance to Fife’s economy but within Fife College provision has been limited. The Culinary Arts curriculum area is part of the Scotland’s Food and Drink Skills Academy who support the food industry with training providers. Prospective students are unaware of the wide range of career opportunities available from operator skills through to blue and white collar opportunities.

Some key areas include:

- Food Science, Food Technologists, Food Hygiene, Management, Manufacturing, Quality Control, Product Development, Retail.

Within Fife there are several key employers that could benefit from the graduate opportunities. These include:

- Diageo, Quakers, Kettle Produce, Bayne Bakers, Stephens Baker, Puddledub Farm, Fife Creamery.

However there is an expansion of SME's that require trained and qualified staff to support business development. The opportunity for students to gain experiential learning via work experience can take place through partnership opportunities. The development of Food and Drink programmes will also support the Regional STEM strategy. These programmes have opportunity for cross college collaboration within the development and delivery models.

The demand for Chefs and Hospitality staff will continue as the Fife Tourism Strategy continues to develop Fife as a quality destination for Food and Drink. Chefs continue to be a key recruitment challenge for many hospitality businesses. Currently, 42% of chef vacancies are considered hard-to-fill. By 2022 nationally we need to recruit an additional 11,000 chefs nationwide. Chefs and other Industry experts throughout Fife, in collaboration with Fife Food Network, are working on the promotion of Fife grown and produced food and drink.

The science curriculum will enable students to develop a knowledge and understanding of the chemical composition of food and how the human body degrades the complex molecules to release nutritional elements which are absorbed by the body. A comparison of the nutritional elements present in manufactured and processed food enables the dietary effects of these to be investigated in different populations. This knowledge is essential for the progressive development of organic and genetically modified food as a result of the economic climate.

Science has an essential role to play in the safety legislation associated with the manufacture of food and drink. Knowledge of the safe practices associated with a food manufacture process such as aseptic techniques will be essential to avoid potential hazards such as pathogenic organisms or allergens within a specific food or drink. Hazards Analysis and Critical Control Points (HACCP) underpins safety in the production and processing of food and drink. The curriculum will enable the evaluation of the manufacturing process and the end products.
The development of the Food and Drink Sector will support Fife as a key destination for both national and international Tourism. Already known for Food and Cultural Tourism, Fife has now become the number one destination for Activity Tourism. Building on the expertise Fife College has in Culinary Arts Education, it's time now to develop a Centre of Excellence and promote the Food, Drink and Tourism Industry as a first choice career option.

7.7.3 Engineering

In line with Scottish Government and Fife Regional priorities, Fife College would seek to develop and expand their engineering capability in a number of ways.

Currently the engineering provision equates to 14% of the colleges total curriculum. Engineering plan to grow and expand the engineering curriculum significantly by 2019. This expansion will endeavour to meet the region’s, employers’ and learner's demands and industry skill shortages to provide an ambitious engineering provision that is fit for purpose, innovative, sector leading, responsive, flexible and above all industry led and driven.

In collaboration with schools, the university sector and industry, we seek to provide purposeful articulation pathways and widen access by delivering a streamlined regional College engineering curriculum that shortens the learner journey and enhances employment and progression opportunities. Fife College will adapt and work smarter when employers can’t articulate their needs to meet their current and future needs and requirements.

To maximise the GIA opportunities and those commercially created by the Business Development team by providing a skilled workforce to support projected growth in areas such as Health and Safety, Mechanical, Electrical, Manufacture, Fabrication, Welding and Inspection, NDT and composites, Energy and Renewables Including Hybrid and Fuel Cell Technology, Industrial Biotechnology, Measurement and Control, Petroleum Engineering and STEM subjects in partnership with ESP, employers, local authorities, awarding bodies and economic development agencies.

7.7.4 Engineering, Energy and Renewables

Manufacturing and renewable energy are important parts of the future for Fife and the broader local economy, encompassing onshore and offshore wind, marine (wave and tidal) and hydro energy, fuel cell technology and hydrogen storage, as well as the micro-renewable energy sectors. A growing number of engineering businesses in Fife and the surrounding areas are said to be either currently involved or are seeking to engage in the local renewables sector especially in the operation and maintenance of the offshore windfarms off the east coast. The development of renewable energy in Fife brings with it a variety of training needs and employment opportunities for the wider area. Fife College in partnership with Energy Skills Partnership, Fife Renewable Innovation Centre, Bright Green Hydrogen, Green Alliance and Zero Waste Scotland, and ORE Catapult aim to provide a “one
stop shop” to attract inward investors into the Fife region and surrounding areas. Current and prospective companies could be foreseeably involved in the manufacture, operation and maintenance, and erection of renewable technologies along with decommissioning of oil and gas installations and this would bring major employment and economic benefits to the region and surrounding areas.

Recent developments in the Energy and Technology sectors in the central and east of Scotland have enabled employment diversification in Fife into Engineering, Manufacturing, Fabrication & Welding and NDT, Oil and Gas including decommissioning and energy including renewables. Fife College has developed a successful programme of tailor made, bespoke and customised training programmes designed to meet the requirements of these industries in and around Fife. Anticipated inward investment in 2015-16, into renewable energy and its supply chain would result in circa 2,500 jobs in direct manufacturing with approximately twice again in supporting employment. It is also estimated that there would be an additional 500 long-term jobs in operation and maintenance once the offshore windfarms are operational.

The food and drink sector, like many sectors within the Fife Region, are finding that they have engineering vacancies which are classified as hard to fill. This situation is mainly due to skill gaps and skill shortages. MA programmes, Level 4 Advanced Apprenticeships, Reskilling, Upskilling and transition courses, bite sized chunks of learning, and Blended/Open/Distance learning opportunities need to be increased in order for Fife’s SMEs to grow their own workforce/talent ensuring long term viability and sustainability whilst maintaining a competitive edge.

Factual, relevant and up-to-date evidence for this growth and increase in breadth and depth of engineering specific curriculum is outlined as follows:

- SDS Engineering and Advanced Manufacture SIP
- SDS Energy SIP
- SDS Food and Drink SIP
- SFC Fife College Curriculum Health check 2015
- Developing Scotland’s Young Workforce June 2014
- Engineering UK 2015 The State of Engineering Report
- Fife Labour Market Profile 2014
- Fife Workforce Modelling Report June 2015
- SDS Regional Skills Assessment Fife 2014
- Fife’s Community Plan and Single Outcome Agreement 2011-2020
- Fife STEM Agenda

Fife College is represented on the ESP Steering group and the themed groups. Fife College is also represented on the Fife Engineering Consortium, Engineering Leadership Group and the SAFEE executive committee.
7.7.5 Construction

The construction sector contributes nearly £90bn to the UK Economy. There are nearly 2.9 million jobs filled in the UK construction sector. In the next 5 to 10 years 182,800 people in this sector are expected to retire. There will be demand for skilled construction building trades and construction technicians, including:

- Carpenters and joiners – 94,000 job openings
- Architects – 36,000 job openings
- Construction project managers – 41,000 job openings
- Plumbers and heating and ventilating engineers – 73,000 job openings
- Chartered surveyors – 45,000 job openings

To underpin this, it is essential that pathways are introduced to assist in developing the young workforce. To this end, it is crucial that Fife College continues to run and develop new opportunities for prospective learners to progress to a variety of disciplines. Existing pathways ensure that prospective MA’s and full time learners are given the opportunity to sample a variety of disciplines prior to selecting a career path of their choice. Skills for work and General Construction Operations courses are also in place to facilitate this process and with many students progressing into trades as a result, it is clear progression routes on offer address this from SCQF Level 4 to 6.

There are already a significant range of placement opportunities on offer for learners at Fife College. The placements bring meaningful work experience to learners. Major Contractors in the area such as Graham, BAM, The Purvis Group, Robertsons and Fife Council have already committed to providing a range of opportunities for both craft and non-craft disciplines whilst studying in full time education. These placement opportunities also facilitate employer engagement and maintaining the relationships that have been established is critical to ensuring these opportunities are sustainable. Employers are now participating in the education process and delivery as well as guaranteeing interviews on successful attendance and completion of the course. Further engagement activities include; employers engaged in the development of new workforce opportunities & Modern Apprenticeships Construction Ambassadors, Celebration of National Apprentice Week, Creation of a Construction Advisory Forum and BIM Conference.

7.7.6 Science

Life Sciences is a hugely diverse and exciting global industry, employing around 32,000 people across 600+ organisations in Scotland, with a turnover in excess of £3.1bn per year. As a priority sector for Scottish Government it is incumbent on educational providers to ensure the skills pipeline creates opportunities to assist the realisation of the economic plans in this field.
As a result, there is now a very real need to develop skilled young people with the technical knowledge and practical experience and skills required to join this highly specialised workforce.

The Scottish Healthcare Science National Delivery Plan 2015-2020 outlines how they require their skills needs. Furthermore, in Fife there are 38 Science Businesses, combined with the Lothian’s and Edinburgh based companies of 63, we could be meeting the needs of 101 companies.

Fife College had taken the early steps to grow its partner network. Phase 1 was the successful partnership between NHS Lothian and Fife College. In addressing the identified skills shortages within the Life Science sector, NHS Lothian and Fife College created the Science Training School (STS). The STS delivers training and education programmes in laboratory science from a unique training facility within St John’s Hospital, West Lothian.

The STS project is moving into its next phase in 15/16 with the development of an innovative two year training programme for S5/S6 School pupils which has been implemented in 2015-16. Fife College were successful in a bid to deliver a pathway to the West Lothian Schools. The joint delivery between the Schools, NHS Lothian and Fife College allows the students to gain knowledge and experience from different scientific sectors. Alongside developing first-rate practical skills, the pupils will gain nationally recognised qualifications and invaluable industry awareness through studying in a working laboratory.

Through the STS partnership we are already working on the Scottish Healthcare Science National Delivery Plan 2015-2020. Working with NHS Lothian we will develop a Modern Apprenticeship in Healthcare Science which provides direct access to the Healthcare Science degree. The programme is linked to the new HND Applied Science framework. The anticipated time frame for launch of the innovative programme being the first in Scotland is August 2016. We will be targeting a number of potential key organisations as the Healthcare Plan evolves. The new HND Applied Science framework will create a new pathway which would model itself on the two-year training programme for S5/S6 School pupils already developed.

Fife College would like to develop the Training School (TS) brand further to a network of TS schools. Within the context of true partnership we would develop this with support from our Lothian partners. To enable us to introduce STS Fife as an extension of the partnership we are looking for organisations who would like to participate in this initiative. The most obvious progression would be to start with the current S5/S6 training programme.

We have worked closely with our industrial partners to provide programmes that suit their needs the workforce demands of the science industry as well as allowing progression to further studies.
We now have an exciting opportunity to develop a progressive curriculum for science which will provide the technical skills required by industrial sectors or allow entry into higher education.

### 7.7.7 Care – Health and Social Care (HSC)

The Health and Social Care sector is the largest single employment sector in Fife, with NHS Fife accounting for approximately 20% of the jobs in Fife, though not all are specifically in care specialisms.

The key drivers in the care sector are:

1. Changes in demographics;
2. Health and Social Care Integration agenda;
3. Scottish Social Services Council registration and qualification requirements.

The population of over 65 year-olds is increasing in Fife, particularly in areas such as the East Neuk. In general, while the Scottish population is living longer, they are living longer with chronic medical conditions. This places additional demands on local and community services.

The nursing service staff in Fife is an aging population, and there are now national shortages of Theatre and Acute Nurses, as well as Learning Disability Nurses.

With the longer-lived aging population growing at a greater rate than the younger population, we will require more than 50% of school-leavers to go into the care sector over the next 20 years to provide the services we need.

Fife HSC Integration is proceeding steadily with the shadow Board now in place. There will be an increased demand for CPD training to ensure that all staff adhere to the same standards, and for recognised qualifications to meet regulatory requirements. The workforce will require a broader range of skills to meet the “Hospital at Home” agenda, the developing area of delivery as HSC moves away from centralised supply of services. At the same time the workforce must develop specialist mobile skills, such as diabetes monitoring and wound management.

SSSC continually evaluates and updates the recognised qualifications for HSC, and places additional criteria in place for registration and work with particular groups. The drive is towards higher level, and more flexible, qualifications across the sector. Opportunities for Fife College include:

- Continuation of the range of programmes across all levels to encourage applicants to care from all educational backgrounds.
- Development of specialist professional qualifications such as PDAs.
- Working in collaboration with HSC Partnership to deliver training and recognised qualifications to fill staff skills gaps.
• Providing to commercial customers such as Care at Home suppliers, the relevant registrable qualifications for their workforce, and certificated training such as the Moving and Handling Passport, as required by HSC commissioning specifications.
• Working with employers and Higher Education institutions to develop career pathways into allied health professions, and to increase the participation of males and individuals with protected characteristics in the sector.

7.8 Capacity and Capability to Deliver Regional and National Priorities

Fife College has introduced a programme of leadership development for the senior managers or those recently appointed to management positions and who have responsibility for the management of staff. This programme is aimed at supporting managers to understanding their own values, talents and behaviours from various perspectives and then understanding how these are translated into their overall management style. This has been followed up with various inputs related to team dynamics, communications and leadership.

This along with sessions on managing performance and capability and investigatory skills have enabled the managers within the College to develop their skills in managing teams and resources and thereby the implementation of the Outcome Agreement at the local level.

The College will implement a Continuous Professional Development (CPD) Policy and Procedure and already has in place a Secondment Policy and Procedure that supports development of its entire staff population including to support updating industrial knowledge or to work in partnership with other local organisations on joint CPD.

This CPD Strategy has been developed in order to progress the aims of the Learning and Teaching Strategy symbiotic to the OD/CPD Policy. It focuses primarily on CPD for staff directly involved in teaching and learning processes, and on pedagogical rather than vocational expertise. It has been developed in consultation with teaching teams and staff who will have responsibility for its implementation.

We know that the single most significant factor affecting outcomes for students is the quality of the teaching and learning they experience. Raising the quality of teaching is therefore central to the achievement of Fife College’s core mission. It requires a common sense of purpose and processes as well as shared understandings of what constitutes effective teaching and learning, and a strategic approach to their development.

This CPD Strategy articulates the College’s goals for the next three years relating to the professional development of its staff and the principles which underpin them. Five key themes are identified and for each there are several key indicators of success. Annual operational plans will set out in more detail how these commitments are to be delivered, responsibilities for achieving them and key performance measures.

A programme of CPD activity to encompass new and innovative pedagogy to invigorate and stimulate new approaches to Learning and Teaching was offered to staff in the inter block weeks in November 2014, March 2015 and
June 2015. It was anticipated that this, together with a management programme of CPD would in part address many of the main points for action identified by Education Scotland. The interblock weeks have also now been rebranded to focus the activity within the week to Professional Activities.

The Learning and Teaching Practice and Development team was fully established in February 2015. Staff in the team have provided support for a number of initiatives relating to both L&T activities and L&T qualifications with a view to increasing the quality of both the staff and student experience.

Extensive support has been provided to those both new to teaching in Fife College and those that have been teaching for longer. This support has included face to face activities, workshops and through the showcasing of an innovative iPortfolio that contains many L&T resources.

This team has also worked effectively with other teams in the College. Good and effective practice was shared through the facilitation of TeachMeets and lecturer reflection in the LTPR has been used to both identify practice worth sharing and also where appropriate support can be provided.

Sessions supported during the inter-block weeks included equality training and classroom practice using the tools already at lecturers disposal together with sessions intended to promote reflection and potentially change approaches, such as:

- Supporting Learners to Enhance their Own Learning;
- Developing a Growth Mindset - Lessons for Classroom Practice;
- Making an Impact – knowing what works in learning and teaching;
- Curriculum for Excellence (formerly Critical Skills).

The concluding events in June comprised five half-day workshops focusing on Learning and Teaching. A total of 237 members of academic staff attended over the three main campuses. These sessions allowed staff to discuss their teaching approaches with their team and also with colleagues from diverse subject areas across the College and concluded with a planning activity to identify what teams were happy to ‘try, develop and share’ in their Teaching Practice. These plans will form the basis of meetings between Learning and Teaching Advisors and Curriculum Managers / Teams in August 2015.

The effective management, engagement, development, participation and motivation of staff is key to the success of Fife College. As the Heads of Department, Curriculum Managers and Support Managers have a pivotal role in delivering the College’s strategic plan, they require a range of highly developed skills including both strategic skills to interpret the College’s purpose and aims into departmental operational objectives and significant people management skills to motivate and help staff define and deliver a quality service. As such the on-going development of leadership roles has been supported by both formal and informal activities, including the Curriculum Manager workshops outlined in section 5.1 above.

The Leadership Development Programme commenced during 2014-15 and is a major commitment by the College. This is a comprehensive CPD programme for college managers in becoming purposeful and valued. This
programme has created an opportunity for personal growth and skills development which in turn will help to create a quality culture and affect organisational change.

The College has also organised a number of PREVENT sessions within Professional Activities Weeks including those planned in December 2015.

Continuing Professional Development is not only offered in house but in collaboration with School partners too. Some examples of these include:

- A Maths Summit for 104 Maths teachers in Fife Secondary Schools delivered in conjunction with Heriot Watt University.
- In collaboration with Fife Council Education and Children’s Services Directorate, joint CPD to share best practice will be progressed throughout 2016/17.

Summary of Outcome 4 – Right Learning in the Right Place

Fife College Outcome 2: Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.

Fife College Outcome 4: Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.

Fife College Outcome 5: Ensure there are appropriate opportunities for young people to make the transition from School to College learning.

Fife College Outcome 6: Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.

Outputs:

- Increase the knowledge and awareness of staff to promote a positive health and safety culture through effective training and development.
- Implement an Organisational Development Strategy to improve the skills base of our staff.
- Continue to progress the equality outcomes taking forward the recommendations from the Equality Mainstreaming Report.
- Develop and promote entrepreneurial skills, mind sets and behaviours as an essential skill within all substantive curriculum provision.
- Develop a robust curriculum review process that takes cognisance of regional data sets and labour market intelligence.
- Implement targeted curriculum that strives to address gender balance where there are identifiable trends in gender segregation.
• Review the Fife Regional STEM Strategy in conjunction with the CPP groups, taking cognisance of DYW, regional and national STEM priorities.

• Embed sector benchmarking and other KPIs into our curriculum review processes.
8 A Developed Workforce

8.1 Developing the Young Workforce

In meeting the ambitions outlined in Developing the Young Workforce: Scotland’s Youth Employment Strategy (2014), Fife College has worked with a number of strategic partners to create capacity, focus and regional coherence to developing the young workforce in Fife. This multi-agency approach reflects a range of positive, long-established and pro-active strategic relationships. Fife Council, Fife College, SDS, local employer groups and the Fife Chamber of Commerce are all well represented on strategic planning groups, all of which are working towards a shared common goal of reducing Scotland’s youth unemployment by 40% by 2021. In order to meet this ambitious target, all strategic partners seek to work together to develop meaningful and wide ranging partnerships with the Industries central to the Fife Economy.

There is a positive focus amongst strategic leaders in developing a successful local economy, increasing employment for young people, and streamlining pathways and partnerships for the benefit of all. A significant amount of groundwork has been carried out over the last two years to identify what needs to be done in response to Developing the Young Workforce (DYW) and to establish ways of reducing higher than Scottish average levels of youth unemployment in Fife.

In June 2015, Fife became the third Scottish region to establish a DYW Regional Group, with representation from key education and training agencies, SDS and local employers. This group has incorporated the function of the previously established Fife Invest in Young People Group, and over the three year funding period, will integrate the strands of the Opportunities Fife Partnership, which focuses specifically on developing a skilled workforce for the future by tackling barriers to employability, and that of the Fife Economy Partnership, which has responsibility for wider economic development in Fife and draws the majority of its membership from private sector employers.

The remit of the Regional Group is to promote productive links between education providers and employers, including the large number of SMEs and micro-businesses in the region.
The overarching priorities for the Board include engagement and support for employers:

- To encourage and support employers to engage directly with schools and colleges; and
- To encourage more employers to recruit more young people.

The Invest in Youth Board seeks to reflect the diverse geography of Fife and its diverse economic and business needs. Planning is therefore done on an area basis to build on existing links between Schools and local businesses.

Already in Fife, a number of very active industry led umbrella organisations feed into strategic partnerships, and it is recommended that the following sector groups will report to the Invest in Young Persons Board:

- Fife Engineering Group (and associations with Scottish Engineering, and its regional meetings);
- Fife Manufacturing Forum (and associations with FAMES, the national Forum for Advanced Manufacturing);
- Fife Housebuilders Forum;
- Fife Tourism Alliance;
- STEM+ Strategy Group.

The ambition of the IiYB is that in sectors where such collective practice does not exist, the IiYP Board can influence employers to work collectively with the assistance of Fife Chamber of Commerce and the Federation of Small Businesses to establish groups that provide them with a coordinated engagement with the IiYP Board.

To support the strategic leadership groups in meeting the recommendations of DYW and to develop a wholly integrated School/College Curriculum Plan, Fife College has now established clear staffing structures for School-College partnership programmes following merger in 2013. A comprehensive School/College Engagement Plan, which sets out its strategic intent in relation to developing, refining and streamlining its provision for young people has been realised.

A Schools' Strategy Group comprises senior leaders from Fife Council and Fife College and focuses on strategic planning of Schools-College programmes. The Schools' Operational group oversees the operational management of School-College programmes and has representation from College curriculum managers, School depute heads and others involved in managing School-College programmes. Within Fife College, a Transitions and Future Skills Team comprises the liaison staff involved in coordinating programmes and transitions, and has a specific remit to monitor and improve services on an on-going basis. This group operates in tandem with Fife Council Post-16 Coordinators Group with representation from each secondary school. This latter group has a major role in ensuring that problems are addressed quickly and that communication across schools and their key partners is effective.

Working in partnership with Fife Council Education and Children's Services Directorate a detailed implementation plan to address the recommendations from DYW is now in place (Appendix 2). The plan also incorporates the
actions plans from partners in other agencies and links in with the wider CPP. It has established a planning framework to shape programmes of learning, reviewed post-16 transitions and provided extensive briefings to school managers and guidance staff. It works closely in partnership with the Enterprise Planning and Employability Services Directorate, SDS Fife College and a range of business partners. A key aim is to enhance the contribution of SDS careers staff in identifying young people at risk of not having a positive post-school destination.

8.2 Developing Vocational Education Pathways

In seeking to develop an enhanced vocational educational pathway in the Senior Phase of Secondary Education in Fife, Fife Council and Fife College have developed a joint project, Energise Fife, which will lead to a shared vision of educational provision in response to future workforce requirements. The project seeks to develop a relevant and high-quality education, employment or training and takes consideration of key local and national priorities in developing a wholly integrated and enhanced curriculum. Using the Three Horizon Approach will develop a clear vision of how the emerging vision of what the outcomes for the project will look like in the medium and long term.

At its core the project aims to; understand the skills needs and wants of employers, the courses available to service these needs and how well they articulate with them, the needs and wants of parents and young people, the issues facing practitioners, notions of curriculum pathways: which ones, for whom, start and end points, barriers to success and solutions. The Energise Fife project will design cohesive pathways for learners in the key sectors identified through the Workforce Modelling Report which will align the Senior Phase curriculum closer to economic outcomes and embed vocational learning as part of this enhance curriculum. Fife College will work collegially with colleagues in Fife Council Education Services to mainstream vocational education as part of the senior phase entitlement.

It is hoped that following each workshop a sector plan will be drawn up, which will enable joint planning between partners. The following items should be included in the plan:

- A clear description of pathways agreed, with courses and industry opportunities for young people;
- Plan for communication of these pathways to parents and young people – expressed in an overall strategy for communications;
- Curriculum development to be undertaken jointly within and across sectors by practitioners;
- Contributions of employers to particular schemes that are established (work experience, employment packages for HNC / HND, internship, mentoring, Modern Apprenticeship);
- Learner Journeys should be mapped in relation to pathways established.

The implementation of the project deliverables will be phased in from August 2016.
8.3 School/College Curriculum Design

A Regional Skills Assessment (RSA) for Fife was published in 2014. While this provided highly detailed data about aspects of the current Fife workforce and about participation in education and training, analysis of the future workforce at the time of publication was only available for the Edinburgh, Fife and the Lothians region, not solely for Fife. Further research took place specifically in relation to the Fife workforce later in 2014. Work to ensure that the curriculum within Fife College, or within senior phase pathways across the region is responding to the RSA or other workforce planning initiatives, is underway. The Fife Council Education and Children’s Services Directorate’s post-16 plan, as noted above, has a three-way focus on: universal services for all young people to raise awareness of employability; support and guidance for young people making subject and career choices during the senior phase; and targeted services for young people at risk of missing out. Individual Schools at all levels are developing planning in response to DYW recommendations, with many involving business partners as a natural part of this work. There is significant momentum building up across the region in relation to the STEM agenda, including in primary schools.

An ambitious plan to increase School/College activity from the position of 3,984 WSUMs for 2014/15 to 8,500 credits in 2016/17 for all 19 secondary schools in the Fife Council area. A wide range of programmes for young people with additional support needs and has well-established, successful programmes for winter leavers and a summer school taster programme for those transitioning from secondary to tertiary education.

The School-College curriculum on offer ranges from Skills for Work, National 4 and 5 provision and Foundation Apprenticeship provision (an area of expansion for 2016/17).

8.4 Pathfinder Foundation Apprenticeship

Fife College was an early adopter of Pathfinder Foundation Apprenticeship projects in Engineering in academic year 2014-15, and is building on the success of this initial project and is now working with a wide range of employers. A key aspect of this work is the Industry Challenge Project, which involves employers directly in programme delivery. This has had the benefit of introducing school learners to the world of work as part of their college learning, and has also impacted positively on the professional learning of teaching staff. There are plans in place to extend FA provision, or provision which adopts a similar model, to other curriculum areas in 2016-17.

Fife College currently teaches over 100 young people enrolled on the programme in partnership with 6 schools and a growing number of employers with 30 students from the wave 1 cohort and 70 in wave 2.

The programme is designed to promote early entry to work-based learning, and to delivery parity of esteem between academic (Highers) and equivalent SCQF level industry recognised qualifications. The delivery of the programme in Fife has been directed by employer input to the design and content and is levelled at SCQF 5, that is the NC in Engineering at Level 5 and the 5 base units of the SVQ Performing Engineering Operations. At this level the delivery is going very well, but with several significant challenges:
1. The young people are required to study at pace because of the lack of timetabled time during which they can be released. Consequently we deal with competing demands upon the young people's time on an almost daily basis as the school calendar (e.g. football training, prelims, university visits) can take no account of the fact that this group are studying their 'Highers+'.

2. Fife College (and many others) are now out of sync with the policy direction of the Foundation Apprenticeship, and continue to negotiate the importance of SCQF Level 5 as an entry point for young engineers. In this opinion we are in accord with industry and other colleges, but not the Scottish Government policy of 'equivalence with the Higher'.

3. Building capacity for growth, which has led us to a further pioneering development, the Industry Challenge Project, which involves employers directly in programme delivery. This has had the benefit of introducing school learners to the world of work as part of their College learning, and has also impacted positively on the professional learning of teaching staff.

There are plans in place to extend FA provision, or provision which adopts a similar model, to other curriculum areas in 2016-17 specifically: Financial Service, ICT and Civil Engineering.

Requested Provision for 16/17 is as follows:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Numbers</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Financial Services</td>
<td>12</td>
<td>5 &amp; 6</td>
</tr>
<tr>
<td>Software Development</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Technical Support</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

8.5 Levenmouth Campus (Inc. MathsLab)

The construction of the new Levenmouth Campus to be opened in September 2016 marks important priorities for Fife College:

- The focus on this deprived community, and a plan of action for community integration, curriculum integration from an early age, and the development of demand led curriculum in partnership with employers.

- The new campus team will work closely with the new Levenmouth Academy and its cluster Primary Schools to ensure that the curriculum delivered at each age and stage is progressive to provide a strong STEM base for all learners. An exciting element of the College campus, but to be accessible by all school partners in the cluster is the MathsLAB. Importantly this is the first MathsLAB of its type in Scotland and we are keen to find a solution that can be rolled out to a number of communities. The MathsLAB itself is a single room with a white wall along one long wall, a storage wall along the opposite wall, a teaching wall along the door wall, with 6 PCs on 3 islands along the window wall. The floor will have grid markings for coordinates work, fractions etc., and the walls and cupboard doors can all be writing walls for practical calculations. The plan is to buy MathsLab Loan Boxes for key topics that can be lent out to
schools for a term or timescale as required. Primary 7 and S1/2 can use the room, and Senior Phase maths will be integrated from this baseline curriculum strategy.

- A focus on work-based pathways for as many curriculum pathways as possible, building strong foundations in senior phase and earlier school years, and building on these for an employer led curriculum in key sectors for Levenmouth, Central and East Fife.
- Delivering a strong STEM curriculum in partnership with schools, employers and other funded partners (SDS, Primary Engineer)
- An opportunity to work with partners on demonstrator projects in, e.g.
  - look and feel of learning environments;
  - technology for learning environments;
  - curriculum innovation and imaginative work with pupils and parents;
  - and MathsLAB.

8.6 Performance Targets: Learner at the Centre

The campus design is focussed on this issue to create a welcoming, community-facing campus that will provide good levels of support for all learners, as appropriate to their needs.

Putting the Learner at the Centre:

- increased recruitment, both FT and PT FE from Levenmouth postcodes;
- increased retention for Levenmouth postcodes;
- increased adult population on PT access type programmes;
- increase range of vocational skills on offer;
- offer learning in real-work environments.

Specific baselines will be created for Levenmouth postcodes and new stretch targets set for the opening of the new campus 2016-17.

From September 2016, on the opening of the building, we will continue:

- To support learner and community engagement;
- New FT and PT Courses at FE levels SCQF 5 and 6, with proposed School/College partnership delivery at SCQF 6 and 7 in STEM subjects on a part-time basis;
- Increased recruitment to new FT targets;
- Increased early retention and further retention;
- Improved completion and success PIs (targets yet to be set);
- Improved destination outputs (resulting from employer engagement);
- Address gender imbalance in key STEM subjects;
- Increase opportunity, measured as attendance, retention, success and progression for SIMD datazones;
- Improve relevance of the curriculum.
For the College estate:

- Fit with long term estates strategy to locate in communities of greatest impact socially and economically, whilst improving access to all learners across Fife;
- Key role within community for regeneration;
- Improve sustainable use of college estates assets.

8.7 Girls into Energy

The College has established a Girls into Energy initiative, in partnership with Shell UK. The programme is a partnership with four regional Secondary Schools and seeks to promote Engineering to potential female entrants. The programme offers an integrated curriculum than incorporates industrial visits and expected industry competences and behaviours.

8.8 Gender and Equalities

8.8.1 Equality Mainstreaming in Practice

The actions that will support the achievement of the Equality Outcomes in the period from 1 November 2015 to 30 April 2017 are detailed in Appendix 3.

In order to achieve these actions, it will require consultation with staff and this might utilise the focus group format being adopted for development of themes from a recent Staff Survey as well as to support the introduction of the Organisational Development Strategy.

There will also be a requirement to consider how to involve the student voice and this could be developed through the Fife College Students’ Association.

8.8.2 Fife College Gender Equality Plan

The Fife College Gender Equality Plan (Appendix 4) is based on the Equality Outcomes which have been adapted to make specific reference to gender. This will enable read across between the Mainstreaming Action Plan November 2015 and April 2017 and also that progress made in one of the Plans can impact on the other reducing the workload to achieve both. It also means that neither Plan is seen in isolation and creates that integrated institutional approach.

Some of the actions also read across to the OD Strategy and be built into the actions within that. Again, this demonstrates an integrated approach and reduces the silo effect and hopefully embedding equality into the work of the College.

8.9 STEM

Fife College is very aware of the local and national priorities for STEM, and has since 2011-12 led a Fife Partnership Strategy for STEM. Originally initiated by Carnegie College and supported by Adam Smith College and other Opportunities Fife Partners the Fife STEM Strategy has served to drive
curriculum development and delivery within an agreed economic context and with agreed pathways to employment aligned to key sector demands in Fife and Scotland.

Fife College has monitored STEM entrants and PIs since 2012-13 and reports annually to the Fife Economy Partnership. During that time enrolments in FT students have remained stable with some decline in PT student activity.

In 2014-15 and post-merger Fife College commenced an internal curriculum review of STEM pathways and alignment with Senior Phase activity in schools. For 2015-16 the priority has moved on to further developments in curriculum analysis, course redesign, and a refresh of Fife College approach to STEM curriculum. Specifics include:

- addressing attainment rates, and particularly low PIs in STEM, with a particular focus on poor PIs in maths.
- continuing work around Maths from underpinning curriculum foundations from an early age; examples of this work include pilot MathsLAB development in Levenmouth, and engagement in Fife STEAM Collaborative across all Fife schools.
- addressing gender imbalance in some STEM subjects through engagement much earlier in the school, and improvement in contextualisation of Maths, planned activity in this area includes hosting an East of Scotland ‘Big Bang Event’.
- planned piloting with Fife schools some of the new senior phase GLOW resources on the STEMNET site.
- engagement in Primary Engineer strategy across 6 Fife secondary schools (with S1/2 teachers) through a funded project and employer led curriculum delivery such as Girls in Energy with SHELL and 4 Fife secondary schools.

Fife Regional STEM Strategy Refresh Outcomes are demonstrated below:
3 STEM Enriching Lives in Fife: Moving Ahead

Outcomes Based Approach

To promote effective leadership from industry via the FEP, engaging industry in identifying needs from public sector partners.

Establishing strong STEM Strategy Partnership and identify reporting and monitoring lines.

Robust, yet dynamic partnerships that provide leadership for change across all areas of STEM.

To promote and support effective communication exchanges from the STEM Strategy Group to industry networks, locally, nationally and internationally.

To engage with industry in identifying infrastructure developments to promote further STEM investment in Fife.

Employers engaged to identify current and future needs as part of Workforce planning for growth and innovation in STEM industries.

Fife people engage actively with science, technology, maths and engineering (STEM) and enjoy the benefits and opportunities generated through successful STEM businesses.

Promotion and development of culture-change through awareness of STEM, and improvement in science literacy.

Address gender imbalances in STEM careers and education/skills pathways.

Targeting and improving access to STEM opportunities.

A well developed curriculum relevant to STEM delivering transferable skills, knowledge, and progression pathways.

CE partnering for development of practical engagement and transferable skill development by learners.

Development of a coherent suite of technical, vocational and academic pathways.

High Level Outcome
(10 years from now)

Intermediate Outcomes
(3-5 years from now)

Immediate Activities (2012-15)

Extract from Fife STEM Strategy: Enriching Life in Fife, 2012

Full document available from janetmcauslin@fife.ac.uk, Chair of STEM Strategy Group
8.10 Summary of Fife College STEM Activity 2016/17

<table>
<thead>
<tr>
<th>Department</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Creative Industries</td>
<td>17,399</td>
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<tr>
<td>Digital Media</td>
<td>6,759</td>
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<tr>
<td>Games &amp; Animation</td>
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<td>Engineering &amp; Technologies</td>
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<td>Electrical &amp; Mechanical Rosyth</td>
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<tr>
<td>Electrical, Electronic &amp; Petroleum</td>
<td>5,025</td>
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<tr>
<td>Fabrication &amp; Welding</td>
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<tr>
<td>Mechanical Engineering Stenton</td>
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<tr>
<td>Motor Vehicle &amp; SCQF Level 4</td>
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<tr>
<td>Mathematics</td>
<td>340</td>
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<tr>
<td>Mathematics, Science &amp; Built Environment</td>
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<td>Building Services</td>
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<tr>
<td>Construction Craft East</td>
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<tr>
<td>Construction Craft West</td>
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<tr>
<td>Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>3,558</td>
</tr>
<tr>
<td>Grand Total</td>
<td>51,414</td>
</tr>
</tbody>
</table>

8.11 Work Experience

Fife College plays an active role in developing employability skills, both for its own learners and for Fife residents as a partner in Opportunities Fife.

The College has been reviewing its processes for the delivery of Modern Apprenticeships to ensure that it continues to deliver the excellent quality it is recognised for. The review is examining the expectations of businesses and MAs throughout the lifecycle of an MA, from pre-recruitment through to completion. The review group includes representatives from a number of academic and support teams involved in the delivery of the MA contract. The MA journey before, during and at completion of an MA has been mapped and consideration given to the systems and processes employed.

During the review, the College has identified a need to ensure that its own students are provided with the right work experience opportunities and employability skills development, in order that they may benefit from job opportunities associated with the delivery of the College's MA contract.

Recent partnership work on developing integrated sectorally-focused pathways to employment, Energise Fife, described earlier in section 7.4.1, features workshops with employers to understand their needs. Organisations and businesses are highlighting the equal importance they place on employability skills, such as confidence, communication, problem solving, team building, motivation and attitude, with qualifications, either academic or vocational, in selecting candidates for vacancies and work experience.
opportunities. The College will be using these insights to further inform and develop its employability offer at all levels and across the whole College as Energise Fife progresses.

8.12 Employer Engagement

In addition to the partnership working on the implementation of DYW in Fife and Energise Fife, Fife College has commercial teams that engage with employers and partners in other ways. For example, Business Development Managers work on developing direct relationships with businesses across all of the key sectors as identified in the Fife Workforce Modelling Report in Fife to identify and secure commercial income and opportunities for learners. In support of this they are also working on identifying key clients amongst the Fife top 200 companies to put in place key account plans for each of them so that development is systematic and professional. Commercial income amounts to almost a third of the College’s total income at £8.686m and supports the sustainability of the College. Income streams, whilst being maintained at present, are under pressure due to the downturn in the oil and gas sector and other challenges, including loss of work to the supply chains of major local employers which have gone out of business (Tullis Russell, Fife Joinery, Longannet) and diversification of activities is critical to maintaining commercial income levels. In diversifying, the teams are opening up new commercial relationships and partnerships, which will be beneficial to all our learners through new MAs and work experience opportunities.

New marketing materials, including a new commercial training and development brochure, highlight the different ways in which employers can support our students through corporate social responsibility activities. Copies of the brochure are left with companies the Business Development Managers meet with as well as being handed out at events, like the Andrew Carnegie Business Breakfast, which is attended by over 80 organisations each year.

Relationships are built systematically and tracked through a client relationship management system to ensure vital labour market information is being captured and can be used across the College to inform strategies and planning. Business Development Managers and other commercial staff members are representing the College on other regional partnership activities that provide business engagement opportunities, for example the PACE partnership and Tullis Russell and Longannet taskforces, to ensure staff and employees of supply chain companies affected are supported and retrained to get them back into work.

The College and its commercial subsidiary Carnegie Enterprise have developed a range of vocational and professional development programmes, many of which are accredited by recognised bodies such as CMI, CIPD, BINDT, CQI, APM and Prince2 and aim to support business growth. The College’s commercial activities open up employer engagement opportunities that can benefit our learners and might not otherwise be available.

We work closely with a wide range of employers to design and deliver courses for their employees which provide them with the necessary skills and qualifications for their roles or to upskill them for promoted posts. These may take the form of new bespoke programmes, such as the example provided below for C R Smith, and for Marine Harvest - where we have combined an
accredited course (REHIS) with bespoke elements to address the needs of their business.

In addition, we are involved in some innovative partnerships with employers to design and deliver new programmes for pupils, students, new MAs and existing employees such as those for the Science Training School, which is a partnership between NHS Lothian and ourselves. The STS provides a pipeline for S5 pupils in the West Lothian Schools to Modern Apprentices in Life Sciences for both public and private sector employers to existing NHS Lothian technicians and other categories of employees.

C R Smith: Initial meetings took place to gain an understanding of CR Smith's needs and it was established at the outset that none of the SVQ programmes offered by the College exactly addressed the needs of CR Smith for their double glazing business. The skills and knowledge required were identified and we carried out a TNA to map what our students were covering in their NC programmes and identified the gaps to meet CR Smith’s needs. A bespoke programme was put together to meet the needs of CR Smith and the first year of the programme commenced in 2015. Initially CR Smith intended to recruit from our full time programmes but this is now likely to happen with the second cohort of trainees where CR Smith will recruit from students on our Construction programmes.

We are working closely with CR Smith to conclude the exercise and finalise Years 2 and 3 of the programme; we are also in discussion with awarding bodies to gain appropriate accreditation for this programme at levels 5 and 6.

Marine Harvest: We are working with this employer to design and deliver a programme of training for all employees to give a fuller understanding of various areas within the production environment of the business. There are 2 levels of delivery. Level 1 provides an overview of the following which has been incorporated in the REHIS course: Listeria®, Allergens®, CCP®, Hygiene Awareness®, Label Verification, Foreign Body®, High care/high risk procedures, Low care Risk procedures, Cutting (knives and blades)®. A second day provides an overview with more detail on some of the areas covered in REHIS but also includes risk procedures, label verification and more detail on cutting etc.

Level 2 is designed for Supervisors and Managers and includes HACCP awareness, BRC auditing awareness, general auditing, food risk assessment, average weight procedure, chill monitoring, glass breakage procedure, foreign body procedure, high care/high risk procedure, low care/low risk procedure, label verification and records management. The training will ultimately be rolled out to around 270 employees.

Since some of our Employability clients go on to employment with Marine Harvest, they will also participate in this programme.

NHS Lothian (Science Training School): This project commenced in 2012 with the establishment of a formal partnership with NHS Lothian and the vision to establish a ‘Science Training School’, a unique facility in the laboratory suite within St John’s Hospital, Livingston in order to:

- deliver educational training programmes in conjunction with a further education college
reduce the financial cost of education and training
- develop a formal career pathway for NHS employees with a view to increasing the retention of staff
- develop courses to align with the national initiative of ‘Modernising Scientific Careers’.
- address the Scotland-wide problem of future skills shortages within the Life Science sector.

This partnership is an example of successful engagement between a College and Industry. Joint delivery ensures NHS employees benefit from lecturing staff with an academic focus and from experienced Biomedical Scientists with current industrial skills. Its success is clearly demonstrated by staff from both establishments working together to visit companies and establish training programmes aligned with business need. The reputation of the STS has secured training agreements with six Life Science companies and over 40 apprenticeships from public and private sectors.

A number of programmes are being delivered within the training portfolio:

- A Personal Development Award (PDA) comprising the academic portion of the Modern Apprenticeship. This is delivered both to NHS Lothian staff who wish to further their academic qualifications and to Modern Apprentices in external companies such as West Lothian Council, Edinburgh Council, Quintiles and Scottish Water.

- A Modern Apprenticeship (MA) Level 3 programme in Laboratory and Associated Technical Activities (LATA) with the option of progressing to an HNC in Applied Science. The flexibility of these programmes allows employees to ‘step on and off’ the programme as staffing levels change, whilst maintaining the continuity of their learning. It also allows employees to gain recognised qualifications at specific points. Successful completion of the MA enables registration on the Register for Science Technicians (RSciTech) from the Science Council.

- A day release pathway to progress employees from HNC to HND, accessing NHS Lothian laboratories and using the latest technologies.

- A progression route from HND to third year of an articulated Institute of Biomedical Scientist (IBMS) degree.

- A contract from West Lothian Council to run the senior phase programme aimed at S5 students and allowing them to attain recognized qualifications, namely the national progression award in laboratory science and HNC Applied Science at S5 and at S6 respectively. This programme commenced in June 2015 with 16 students from various schools within the West Lothian Area.

- Courses run by the Institution of Occupational Safety and Health (IOSH) are also successfully delivered within the Science Training School.

8.13 Modern Apprenticeship

The College has a significant Modern Apprenticeship programme with around a 1,000 apprentices on programmes at various stages of completion and work
is on-going to ensure as many of our mainstream students as possible can benefit from the 346 new job opportunities per year that the programme generates. Engineering has been a particularly successful sector that the College works in but innovations around part-time MA’s, for example focused on a particular need in Life Sciences, are suggesting how other models of delivery, responsive to businesses’ needs, can work. Furthermore, again drawing from the Workforce Modelling Report for Fife, Skills Investment Plans and the Regional Skills Assessment for Fife, the College is seeking to add further MA frameworks to its Skills Development Scotland contract in order to be able to respond to regional skills gaps, for example in digital media and ICT.

Additional apprenticeship activity includes Foundation Apprenticeships delivered in the senior phase in schools and these are being extended to other sectors, beyond engineering which was the focus for Fife’s Pathfinder activities, to improve the flow of talent into Fife’s key sectors, with the aim of addressing the shortages in the Fife workforce for the future already highlighted.

Summary of Outcome 5 – A Developed Workforce

Fife College Outcome 2: Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.

Fife College Outcome 3: Deliver a high quality relevant curriculum that meets the needs of the region, and provides progression opportunities to more advanced study and appropriate exit points to employment.

Fife College Outcome 4: Provide learning opportunities which contribute towards the creation of high retention, attainment and achievement.

Fife College Outcome 5: Ensure there are appropriate opportunities for young people to make the transition from School to College learning.

Fife College Outcome 6: Provide engaging learning opportunities for those within our most deprived communities to improve their life chances.

Outputs:

- Review the Fife Regional STEM Strategy in conjunction with the CPP groups, taking cognisance of DYW, regional and national STEM priorities.

- Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 3%.

- Decrease the proportion of learners from secondary school who are heading for a negative destination by 3% through a bespoke intervention model developed in conjunction with CPP partners.

- Increase the proportion of credits delivered to learners through School / College shared curriculum.

- Play a central role in delivery of DYW outcomes as a core member of the regional DYW Group.
• Develop “Curriculum Pathways” for School / College partnership as a strategic approach to an enhanced employer led senior phase offering aligned to the key sectors of Fife’s economy.

• Grow the College’s SDS Modern Apprenticeship contract by 5% (18 places) including a focus on adding new frameworks aligned to the region’s business needs as described in the Fife Workforce Modelling Report and the National Skills Investment Plans, for example ICT.

• Improve the level of engagement with businesses in the region. Work is already going on with regional partners with regards to employer engagement, for example through the DYW steering group. The measure for the College’s direct engagement with businesses will be to increase the meaningful engagement levels with Fife’s top 100 organisations from 40% to 70% as demonstrated by meetings captured in the College’s CRM system.

• Contribute to the development of a Fife-wide employability hub that will be focused on identifying and progressing those furthest from the workplace and those that form part of Fife’s recent participation rates, which are lower than the national average. To contribute to improving Fife’s participation rates. (NB: I will quantify this once I get the figures we are looking at with Opportunities Fife).
Sustainable Institutions

Fife College has set a target to reduce its total annual carbon footprint by 1026 tCO2e by the end of academic year 2018/19 (based on current emission factors at the time of writing); this equates to a 20% reduction but based upon the baseline footprint year of 2013/14 and to be delivered by 2020. Reductions will be achieved through a range of projects including energy, fleet and awareness raising initiatives. Furthermore, Fife College has opted to report to Scottish Government on progress made in 2015/16 ahead of this being mandatory from autumn 2016.

Fife College is in the process of identifying and appraising operating and capital budgets since merger and a specific budget relating to carbon management is still to be realised. It is anticipated at the time of writing the Carbon Management Plan (CMP) (Appendix 5) however, that projects will be identified, appraised, and prioritised on the basis of their potential impact and their projected return on investment. The intention is to create a sustainable investment schedule over the next five years.

Any funds will be invested in a range of initiatives such as lighting upgrades, boiler replacements, improvement of heating and lighting controls, analysis of energy consumption through M&T software, timetabling and asset rationalisation. The CMP will continue to focus on the following areas:

- Upgrade to Efficiency – continuing upgrading inefficient buildings and replacing inefficient appliances.
- Build Better – all new buildings should be sustainably designed and resource efficient.
- Move to clean power – purchase or generation of electricity from renewable sources.
- Expand Transportation Alternatives – making it easy to get around with less fuel.
- Implement Green Purchasing – procurement of products that use less energy, last longer and are good for the environment.
- Institutional Conservation – create a culture of conservation awareness across the organisation.

The CMP is viewed as a ‘live’ document and it is envisaged that there may be changes on an annual basis as Fife College’s estate changes and planning assumptions become a reality. To ensure that it remains ‘fit for purpose’ to deliver targeted carbon savings, the plan will be reviewed on an annual basis. This process will be overseen by the Carbon Management Team and coordinated by the Building Technical Services Manager.

The review will examine a number of areas including: progress towards overall carbon reduction target; progress with identified carbon reduction projects; financial savings achieved as a result of carbon reduction projects; programme costs; wider benefits; stakeholder engagement and Risk Register. The review will be presented to Senior Management of Fife College.
## Summary of Outcome 6 – Sustainable Institutions

**Fife College Outcome 1:** Maintain a sustainable College for Fife which through effective and efficient management, partnership and good governance contributes to meeting the Scottish Government guarantee under Opportunities for All.

### Outputs:

- Grow the College's SDS Modern Apprenticeship contract by 5% (18 places) including a focus on adding new frameworks aligned to the region's business needs as described in the Fife Workforce Modelling Report and the National Skills Investment Plans, for example ICT.

- Implement and evaluate the Environmental Sustainability Policy and Procedure to ensure objectives achieved.

- Reduce the footprint of the College in line with the Estates Strategy.

- Increase the knowledge and awareness of staff to promote a positive health and safety culture through effective training and development.
### Outcome Progress Table AY 16-17

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline 2013-14</th>
<th>Actual 2014-15</th>
<th>Target 2015-16</th>
<th>Target 2016-17</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SFC Priority – Efficient &amp; Sustainability</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Gross carbon footprint (three-year period)</td>
<td>5128 tCO2e</td>
<td>4907 tCO2e</td>
<td>4690 tCO2e</td>
<td>4485 tCO2e</td>
<td></td>
</tr>
<tr>
<td><strong>SFC Priority – Right learning in the right place</strong></td>
<td></td>
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<tr>
<td>Outcome – To...</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Volume and proportion of Credits delivered to learners aged 16-19 and 20-24</td>
<td>94,509 (70%)</td>
<td>95,630 (71%)</td>
<td>90,280 (68%)</td>
<td>91,608 (69%)</td>
<td></td>
</tr>
<tr>
<td>4. Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24</td>
<td>78,366 (58%)</td>
<td>75,475 (56%)</td>
<td>72,302 (55%)</td>
<td>74,348 (56%)</td>
<td></td>
</tr>
<tr>
<td>5. * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland</td>
<td>9,996 (7.4%)</td>
<td>10,278 (7.6%)</td>
<td>10,500 (7.9%)</td>
<td>10,500 (7.9%)</td>
<td></td>
</tr>
<tr>
<td>6. Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>24,057 (18%)</td>
<td>27,822 (21%)</td>
<td>27,822 (21%)</td>
<td>27,822 (21%)</td>
<td></td>
</tr>
<tr>
<td>No Disability</td>
<td>110,390 (82%)</td>
<td>106,921 (79%)</td>
<td>106,921 (79%)</td>
<td>106,921 (79%)</td>
<td></td>
</tr>
<tr>
<td><strong>Sex of Student</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>62,549 (46.5%)</td>
<td>63,980 (47.5%)</td>
<td>63,980 (47.5%)</td>
<td>63,980 (47.5%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>71,874 (53.4%)</td>
<td>70,742 (52.5%)</td>
<td>70,742 (52.5%)</td>
<td>70,742 (52.5%)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>24 (0.02%)</td>
<td>21 (0.01%)</td>
<td>21 (0.01%)</td>
<td>21 (0.01%)</td>
<td></td>
</tr>
</tbody>
</table>
### Credits

<table>
<thead>
<tr>
<th>Measure</th>
<th>Measure Description</th>
<th>Baseline 2013-14</th>
<th>Actual 2014-15</th>
<th>Target 2015-16</th>
<th>Target 2016-17</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scottish</td>
<td></td>
<td>114,076 84.85%</td>
<td>111,325 82.62%</td>
<td>111,325 82.62%</td>
<td>111,325 82.62%</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>5,807 4.32%</td>
<td>5,512 4.09%</td>
<td>5,512 4.09%</td>
<td>5,512 4.09%</td>
<td></td>
</tr>
<tr>
<td>Welsh</td>
<td></td>
<td>254 0.19%</td>
<td>176 0.13%</td>
<td>176 0.13%</td>
<td>176 0.13%</td>
<td></td>
</tr>
<tr>
<td>Irish</td>
<td></td>
<td>306 0.23%</td>
<td>294 0.22%</td>
<td>294 0.22%</td>
<td>294 0.22%</td>
<td></td>
</tr>
<tr>
<td>Any other white background</td>
<td></td>
<td>3,443 2.56%</td>
<td>3,103 2.30%</td>
<td>3,103 2.30%</td>
<td>3,103 2.30%</td>
<td></td>
</tr>
<tr>
<td>Any mixed background</td>
<td></td>
<td>703 0.52%</td>
<td>795 0.59%</td>
<td>795 0.59%</td>
<td>795 0.59%</td>
<td></td>
</tr>
<tr>
<td>Indian, Indian Scottish, or Indian British</td>
<td></td>
<td>118 0.09%</td>
<td>261 0.19%</td>
<td>261 0.19%</td>
<td>261 0.19%</td>
<td></td>
</tr>
<tr>
<td>Pakistani, Pakistani Scottish, or Pakistani British</td>
<td></td>
<td>682 0.51%</td>
<td>747 0.55%</td>
<td>747 0.55%</td>
<td>747 0.55%</td>
<td></td>
</tr>
<tr>
<td>Bangladeshi, Bangladeshi Scottish, or Bangladeshi British</td>
<td></td>
<td>53 0.04%</td>
<td>43 0.03%</td>
<td>43 0.03%</td>
<td>43 0.03%</td>
<td></td>
</tr>
<tr>
<td>Chinese, Chinese Scottish, or Chinese British</td>
<td></td>
<td>260 0.19%</td>
<td>189 0.14%</td>
<td>189 0.14%</td>
<td>189 0.14%</td>
<td></td>
</tr>
<tr>
<td>Any other Asian background</td>
<td></td>
<td>283 0.21%</td>
<td>226 0.17%</td>
<td>226 0.17%</td>
<td>226 0.17%</td>
<td></td>
</tr>
<tr>
<td>Caribbean, Caribbean Scottish, or Caribbean British</td>
<td></td>
<td>43 0.03%</td>
<td>45 0.03%</td>
<td>45 0.03%</td>
<td>45 0.03%</td>
<td></td>
</tr>
<tr>
<td>African, African Scottish, or African British</td>
<td></td>
<td>382 0.28%</td>
<td>407 0.30%</td>
<td>407 0.30%</td>
<td>407 0.30%</td>
<td></td>
</tr>
<tr>
<td>Any other Black background</td>
<td></td>
<td>53 0.04%</td>
<td>56 0.04%</td>
<td>56 0.04%</td>
<td>56 0.04%</td>
<td></td>
</tr>
<tr>
<td>Any other background</td>
<td></td>
<td>393 0.29%</td>
<td>301 0.22%</td>
<td>301 0.22%</td>
<td>301 0.22%</td>
<td></td>
</tr>
<tr>
<td>Northern Irish</td>
<td></td>
<td>43 0.03%</td>
<td>65 0.05%</td>
<td>65 0.05%</td>
<td>65 0.05%</td>
<td></td>
</tr>
<tr>
<td>British</td>
<td></td>
<td>2,869 2.13%</td>
<td>6,755 5.01%</td>
<td>6,755 5.01%</td>
<td>6,755 5.01%</td>
<td></td>
</tr>
<tr>
<td>Gypsy/Traveller</td>
<td></td>
<td>32 0.02%</td>
<td>106 0.08%</td>
<td>106 0.08%</td>
<td>106 0.08%</td>
<td></td>
</tr>
<tr>
<td>Polish</td>
<td></td>
<td>1,338 1.00%</td>
<td>2,204 1.64%</td>
<td>2,204 1.64%</td>
<td>2,204 1.64%</td>
<td></td>
</tr>
<tr>
<td>Arab</td>
<td></td>
<td>55 0.04%</td>
<td>71 0.05%</td>
<td>71 0.05%</td>
<td>71 0.05%</td>
<td></td>
</tr>
<tr>
<td>Prefer not to say</td>
<td></td>
<td>3,050 2.27%</td>
<td>1,680 1.25%</td>
<td>1,680 1.25%</td>
<td>1,680 1.25%</td>
<td></td>
</tr>
<tr>
<td>Information not known</td>
<td></td>
<td>201 0.15%</td>
<td>381 0.28%</td>
<td>381 0.28%</td>
<td>381 0.28%</td>
<td></td>
</tr>
</tbody>
</table>

7. Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7,853</td>
<td>8,381</td>
<td>8,414</td>
<td>8,447</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.8%</td>
<td>6.2%</td>
<td>6.3%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

8. Volume of Credits delivered to learners at S3 and above as part of ‘school-college’ provision

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2,919</td>
<td>3,913</td>
<td>4,100</td>
<td>8,500</td>
</tr>
<tr>
<td>Measure</td>
<td>Baseline 2013-14</td>
<td>Actual 2014-15</td>
<td>Target 2015-16</td>
<td>Target 2016-17</td>
<td>Note</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
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<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>9. 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 high education)</td>
<td>n/a</td>
<td>452 (0.5%)</td>
<td>452 (0.5%)</td>
<td>452 (0.5%)</td>
<td></td>
</tr>
<tr>
<td>10. Volume and proportion of Credits delivered to learners enrolled on STEM courses (TBC)</td>
<td>n/a</td>
<td>47,613 (34%)</td>
<td>46,200 (35%)</td>
<td>51,414 (39%)</td>
<td></td>
</tr>
</tbody>
</table>

Other Region Specific Measures

SFC Priority – High quality learning

Outcome – To...

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline 2013-14</th>
<th>Actual 2014-15</th>
<th>Target 2015-16</th>
<th>Target 2016-17</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. * Proportion of enrolled students successfully achieving a recognised qualification</td>
<td>FEFT=59% HEFT=63% FEPT=71% HEPT=67%</td>
<td>FEFT=61% HEFT=68% FEPT=65% HEPT=78%</td>
<td>FEFT=63% HEFT=70% FEPT=74% HEPT=70%</td>
<td>FEFT=67% HEFT=75% FEPT=76% HEPT=73%</td>
<td></td>
</tr>
<tr>
<td>12. * Number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</td>
<td>373 (22%)</td>
<td>340 (27%)</td>
<td>340 (27%)</td>
<td>340 (27%)</td>
<td></td>
</tr>
<tr>
<td>13. Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (enhanced return to be developed and piloted through 2013-14; baseline to be set autumn 2014)</td>
<td>2,003 (73%)</td>
<td>2,923 (75%)</td>
<td>2,923 (75%)</td>
<td>2,923 (75%)</td>
<td></td>
</tr>
</tbody>
</table>

Other Region Specific Measures

SFC Priority – A developed workforce
<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline 2013-14</th>
<th>Actual 2014-15</th>
<th>Target 2015-16</th>
<th>Target 2016-17</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome – To…</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The number of starts for direct contracted apprenticeships (e.g. in construction)</td>
<td>198</td>
<td>269</td>
<td>269</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>15. Number of full-time learners with substantial ‘work experience’ as part of their programme of study</td>
<td>n/a</td>
<td>1,026</td>
<td>1,026</td>
<td>1,026</td>
<td></td>
</tr>
<tr>
<td>16. Number of senior phase age pupils studying vocational qualifications delivered by colleges (TBC)</td>
<td>n/a</td>
<td>726</td>
<td>726</td>
<td>726</td>
<td></td>
</tr>
<tr>
<td>17. Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges (TBC)</td>
<td>n/a</td>
<td>4,079 (3%)</td>
<td>4,079 (3%)</td>
<td>4,079 (3%)</td>
<td></td>
</tr>
</tbody>
</table>

Other Region Specific Measures

Measures shaded above and marked with * are key national priorities.
Outcome Agreement between FIFE COLLEGE and the Scottish Funding Council for AY 2016-17

On behalf of FIFE COLLEGE:

Signed: [Signature]
Print name: HUGH LOGAN
Position: Principal
Date: 23.5.16

On behalf of the Scottish Funding Council:

Signed: [Signature]
Print name: John Kemp
Position: Interim Chief Executive
Date: 8 August 2016