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Introduction

This Outcome Agreement (OA) for 2018-2021 aligns with regional priorities and sets out how Fife College will contribute to the development of a strong local and national economy over the next three years. The OA has been developed through consultation with the College’s Board of Governors, which includes representation from the Fife College Student Association. The College is committed to involving the Student Association across the full range of its activities, including the development of the College’s Strategy and Regional Outcome Agreement.

This OA has been Equality Impact Assessed to ensure that it meets the needs of all our learners, staff and stakeholders.

The College serves the needs of the communities of Fife where there is a mix of rural and urban populations. The main campuses are located in Dunfermline, Rosyth, Glenrothes, Levenmouth and Kirkcaldy with community learning centres across Fife.

In 2016-17, the College had 31,702 enrolments, which includes our Commercial and Skills Development Scotland (SDS) activity, with 6,292 studying on a full time basis. In 2017/18, the College has a turnover of £45 million, of which 71% is funding from the Scottish Funding Council. The College currently has various non-SFC income sources through existing commercial contracts with employers, local authorities and other government agencies, and also including tuition fees from SAAS, which amounts to £13 million.

The College delivers programmes in almost all subject categories from level 2 to level 10 on the Scottish Credit and Qualifications Framework (SCQF). In 2016/17 the proportion of credits delivered to learners in the most deprived 10% postcode areas sits at 10.9% of the total credits delivered, down 0.5% on the previous year. Most learners come from the Fife and Kinross areas, with a smaller proportion travelling from across Scotland to undertake specialist study.

The College is committed to deliver an overall target of 132,685 credits in 2018/19 which includes 2,451 ESF credits and 4,690 Childcare credits.

The College employs 1,033 staff. The curriculum is organised across six academic faculties:

| Business, Enterprise and Tourism |
| Care, Social Science and Education |
| Creative Industries |
| Engineering, Energy and Mathematics |
| Built Environment, Science and Sport |
| Community & Supported Learning |

All curriculum areas offer full time and part time provision and, with the exception of the Supported Learning area, they all engage with commercial/non-core funded delivery.
Vision and Values

OUR MISSION

To help transform the lives of our students through inspirational Learning and Teaching.

OUR VISION

A student centred, vibrant, innovative and flexible learning environment, with professional, valued and trusted staff dedicated to providing students with skills and experiences that are life enhancing, that support them in their prospects for employment and that enable them to progress seamlessly to further study.

Fife College students will be encouraged to acquire skills and knowledge, and to be curious and resilient, enabling them to realise their full potential, take advantage of opportunities, promote their own well-being and contribute to the needs of the economy and society.

OUR VALUES

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

- Student Centred
- Ambitious
- Inclusive
- Collaborative
- Integrity
- Innovative
Funding

Fife College will receive £35,004,583 from the Scottish Funding Council for academic year 2018/19 to deliver further and higher education in the region. This funding is allocated to the College on the basis that it commits to deliver the outcomes and outputs detailed below.

<table>
<thead>
<tr>
<th>Priority Outcomes to be delivered by end of 2018-19</th>
<th>Priority Outputs to be delivered in AY 2018-19</th>
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<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 and supports the DYW agenda.</td>
<td>1.1 Ensure Fife College uses the resources available effectively for the benefit of the Fife and wider community</td>
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<td></td>
<td>1.2 Increase the knowledge and awareness of staff to promote a positive health and safety culture through effective training and development</td>
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<td>1.3 Reduce the footprint of the College in line with the Estates Strategy</td>
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<td>1.4 Improve the health and well-being of our staff through an evidence base review</td>
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<td>1.5 Refine organisational structure to support effective and efficient delivery of the curriculum and support to our students</td>
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<td>1.6 Grow the College’s SDS Modern Apprenticeship contract by 5% (approx. 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 Digital Skills</td>
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<tr>
<td>2. Deliver a high quality relevant and dynamic curriculum by meeting the needs of the region, and providing progression opportunities to more advanced study and appropriate exit points to employment.</td>
<td>2.1 Embed sector benchmarking and other KPIs into our curriculum review processes</td>
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<td>2.2 Develop a robust curriculum review process that takes cognisance of regional data sets and labour market intelligence</td>
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<td>2.3 Review the Fife Regional STEM Strategy in conjunction with the CPP groups, taking cognisance of DYW, regional and national STEM priorities. Increase STEM subjects uptake by 5%</td>
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<td>2.4 Develop and promote entrepreneurial skills, mind sets and behaviours as an essential skill within all substantive curriculum provision</td>
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<tr>
<td></td>
<td>2.5 Develop and promote sustainability knowledge and skills within all substantive curriculum provision</td>
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<tr>
<td>Priority Outcomes to be delivered by end of 2018-19</td>
<td>Priority Outputs to be delivered in AY 2018-19</td>
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<td>3. Develop successful, ambitious and confident students by providing learning opportunities which support high retention, attainment and wider achievement.</td>
<td>3.1 Fully implement the Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences</td>
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<td>3.2 Further develop and support digital skills and digital learning opportunities. Increase online portfolio by 10%</td>
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<td>3.3 Develop and enhance support, recording and monitoring mechanisms to ensure improved retention and attainment rates above sector average</td>
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<td>3.4 Review curriculum design to ensure appropriateness to students needs</td>
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<td>4. Improve life chances and social inclusion by providing engaging and accessible learning opportunities to people of all ages and from all communities and backgrounds.</td>
<td>4.1 Review delivery modes to ensure greater flexibility and accessibility</td>
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<td>4.2 Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 3% per year</td>
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<td>4.3 Implement targeted curriculum that strives to address gender balance where there are identifiable trends in gender segregation. Increase overall delivery to male learners by 1% per year</td>
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<td>5. Ensure successful transitions into and out of college by providing appropriate opportunities and support mechanisms.</td>
<td>5.1 Ensure that all curriculum provides a clear articulation or progression route to a sustained destination</td>
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<td>5.2 Decrease the proportion of learners from secondary school who are heading for a negative destination by 5% through a bespoke intervention model developed in conjunction with CPP partners</td>
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<td>5.3 Increase the proportion of courses delivered to learners through school/college shared curriculum by 12%</td>
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<td>5.4 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</td>
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<tr>
<td>6. Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.</td>
<td>6.1 Play a central role in delivery of DYW outcomes as a core member of the regional DYW Group</td>
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<td>6.2 Improve the level of engagement with businesses in the region through enhanced participation in local and regional groups and direct engagement with industry partners</td>
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<tr>
<td>6.3 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</td>
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Context Statement

Fife is Scotland’s third largest local authority and has a 6.9% share of Scotland’s population and data zones. Its varied socio-economic profile reflects Scotland as a whole, although there are concentrations of deprivation in some areas.

Population

The Fife population stood at 370,330 in 2016. It has continued to grow in recent years although at a slower rate than for Scotland and UK.

The population of Fife is older compared to Scotland, and there is a noticeable decline in the proportion of the population aged early 20’s to late 30’s compared to the national average, which suggests that young working aged people are leaving the region to pursue work, training or other opportunities.

There is a noticeable number of people aged in their late 40’s and early to mid-50’s, and also a noticeable spike in those aged 69 and over, which is the largest age group for the region.

Based on 2014 population projection data, it is estimated that the population will grow by 19,713 (5%) by 2037, where the forecast national rate is expected to grow by 7%.

Within Fife and Scotland as a whole, the overall finding is the growth of those aged 65 and over, with a subsequent reduction in the working age population. Fife is expected to have proportionally greater losses of those aged 30-64 than the national average, which will impact on dependency ratios and the need for higher productivity rates whilst retaining skills, for example for replacement jobs as older workers retire.

Key Employment Sectors

Business Base

The Regional Skills Assessment Plan for Fife shows that the largest sectors are professional, scientific and technical and construction. Professional, scientific and technical businesses accounted for 18% of all businesses in 2016, marginally lower than the Scotland proportion, but higher than the 14% in 2014. Fife’s business base profile mirrors that for Scotland, with the exception of fewer agricultural, forestry and fishing businesses.

The profile of businesses by size is identical to Scotland, where 98% of the 9,215 registered businesses in Fife are small or micro firms employing fewer than 50 people. The Fife business base has continued to grow with an additional 375 businesses in 2016.

The College will continue to revise its portfolio of courses in line with the RSA and RSIPs to ensure that the programmes on offer respond to industry demand and align with changing regional needs.

Within Construction, there is a national and regional decline in traditional trades and growth in project management, non-construction management, professional and technical occupations and a stable position for Civil Engineering, surveying, and architectural disciplines. With the introduction of legislation that requires all semi-skilled and skilled workers within the Construction sector to have a level 2 qualification as a minimum, there is an opportunity to deliver both full time entry level qualifications across the sector to ensure compliance and meeting legislative requirements.
The Manufacturing sector has suffered in Fife, however new companies have been attracted to Fife including Amazon and Marine Harvest in the last 5 years. The Food Production sector is a national and regional growth area, therefore the College is developing apprenticeships and CPD programmes to ensure the workforce plans are fully supported.

Digital and DDI sectors are key priority sectors for the Scottish Economy and more recently projects have been developed as part of the City Deal bid to establish a more effective and robust offering from Schools, FE and HE Educational sectors. With the current and future demand for cross sectoral digital and Big Data skills, it is essential that the College is equipped to deliver from a resource and staff perspective.

**Employment Structure by Industry**

The highest current employing industrial sectors are Wholesale and retail trade, with around 24,100 jobs, and Human health and social work, with around 21,400 jobs. The same sectors are forecast to still be the highest employing sectors in 2027, and both sectors are set to grow to around 25,100 and 22,000 jobs, respectively. Other key changes over the forecast period include a decline in Manufacturing (1,600 jobs) and in Public administrative and defence (1,200 jobs).

Other large sectors in terms of total employment in 2027 are Manufacturing (15,000 jobs), and Education (12,500 jobs), which both represent a larger proportion of total employment in Fife than they do at the national level.

**Occupational Profile**

The occupational structure of the Fife region is forecast to remain relatively stable between 2017 and 2027, with only minor increases or decreases in occupational groups. The largest such changes are in Skilled trades and Process, plant and machine operatives, both of which will decrease by 150 jobs. The highest proportion of occupations are at the top of the occupational structure and lowest at the bottom.

The highest level of growth has been in Professional occupations, followed by caring, leisure and other services, which increased by 61 per cent. The largest occupational grouping across the region is Professional occupations, with 8,800 people projected to come under this category in 2027. The next largest occupational groupings are Elementary occupations and Skilled trades, both with 7,400.

The RSA clearly shows the need for higher level qualifications from SCQF Level 7-10, with a 2027 forecast that will see an increase of around 57,000 people with this level of qualification, while those qualified to SCQF level 5-6 will decrease slightly by 500. There is a clear requirement for SCQF level 7 and above, which reflects a demand for professional occupations. However, there is still a demand for intermediate skills and lower level skills.

This will influence the current shape of the College’s curriculum offer, in particular upscaling our HE provision, and will influence regional curriculum planning and progression pathways.

**Scottish Index of Multiple Deprivation (SIMD)**

Fife is Scotland’s third largest local authority and has a 7% share of Scotland’s population and data zones and has a varied socio-economic profile that mirrors that of Scotland. With SIMD 2016, 11% of the work age population are employment derived in Fife, in comparison to 10.8% for Scotland. 12.4% of the population are income deprived in Fife, in comparison to 12.3% for Scotland. The majority of Fife’s most deprived areas are concentrated in Central Fife, spread out across Kirkcaldy, Levenmouth, Cowdenbeath and Glenrothes areas.
Compared to 2012, there are now more data zones in 5% and 10% most deprived, as opposed to the 15% and 20% most deprived.

**Fife College Provision**

Fife College has maintained the proportion of credits delivered to learners coming from the most deprived communities although numbers of learners have decreased in bands 1 over the past two sessions, however increased in the past year in band 2. The College will continue to target these communities to increase the participation rates to a level proportionate to need.

The recently opened Levenmouth campus recruited well in its first year of operation and the programme of activities supporting community engagement continues to grow with events targeted at adults and young people alike. This has included a number of high profile local events attended by external stakeholders. Adult learners continue to benefit from entry level provision based in our outreach centres.

<table>
<thead>
<tr>
<th>Fife College Deprivation Band</th>
<th>Proportion of Learners 14/15</th>
<th>15/16</th>
<th>16/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>18%</td>
<td>15%</td>
<td>19%</td>
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<tr>
<td>3</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
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<tr>
<td>4</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
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<tr>
<td>5</td>
<td>12%</td>
<td>12%</td>
<td>9%</td>
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<td>6</td>
<td>7%</td>
<td>7%</td>
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<tr>
<td>10</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
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</tbody>
</table>

*Figure 1: Student profile: students from areas of deprivation, 2014-15 to 2016-17*
Strategic Partnerships

The College works in close partnership with a wide range of external strategic partners and is a core partner in the Local Community Planning Partnership (CPP). Partners 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.

Fife's Community Plan and Single Outcome Agreement

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.

Fife's Economic Strategy 2017-2027

The Fife Economic Strategy outlines that, despite a return of Fife’s employment rate to pre-recession levels, a 9.5% increase in business turnover (there are now more companies in the region than any other time since 2000), the region continues to suffer from long standing socio-economic issues that limit its economic growth:

- Earnings and productivity are lower than the national averages.
- Business start-up and survival rates remain below the Scottish averages.
- Higher than average rates of youth unemployment.
- Areas of deprivation persist in some parts of Fife.

The Strategy illustrates the Fife’s economic performance compared with that of the top five performing Scottish Local Authorities. It is clear that there is a fair distance to be travelled to be ranked higher. Further information relating to this can be found at the Fife Economy Partnership website.

The strategy identifies four priority areas where actions will be targeted in order to make a difference. These mirror Scotland’s Economic Strategy’s four key priorities for sustainable economic growth:

1. Achieving fairer, more inclusive growth,
2. Increasing investment in Fife’s business infrastructure,
3. Improving business growth through increased internationalisation, sales and exports
4. Fostering a culture of innovation and enterprise

It also responds to the recommendations of Fairer Fife Commission’s 2015 report and remains aligned to the 2011/2020 Fife Community Plan and its priorities of Increasing Employment, Reducing Inequalities and Tackling Climate Change.

The newly developed Fife Local Outcome Improvement Plan (LOIP) 2017-2027 details the four priority themes identified by Fife Council to direct their work over the next ten years. These are:
1. Opportunities for all – Promoting equal access to everyone in opportunities in education, training, jobs and the wider society, providing the support and advice they might need to support a fulfilling and decent life
2. Thriving places – Creating safe, healthy, well designed and maintained places that promote wellbeing and have access to the services and facilities they need at different stages of their lives
3. Inclusive growth and jobs – Strategic investment in the economy, growth and participation by businesses, people and communities, supporting businesses to grow ensuring communities are benefiting from new business investment
4. Community-led services – Empowering communities, prevention and early intervention, Smart Fife and What Works

These themes will guide curriculum content and curriculum design, taking particular consideration of modes of delivery and access to resources. The College’s new access and inclusion strategy, will address the barriers identified in order to improve participation opportunities and success rates for all.

The ratio of full-time, part-time, community-based and/or online supported activities will be tailored to the specific needs highlighted, with close partnership work enabling better access and transitions to College provision.

Fife will focus its economic development and employability efforts on supporting the following key sectors:

- Energy & Renewables
- Manufacturing
- Finance & Business Services
- Tourism
- Food & Drink
- Health & Social Care
- ICT
- Construction

The issues identified by the Fife Economic Strategy are:

- The scale and pace of technological change.
- The pressing need for investment in Fife’s business infrastructure.
- Transport and digital connectivity.
- The need for growth to be fair and inclusive and tackle the entrenched geographical disparities in employment and opportunity within Fife, in particular the continuing poor performance of the Mid-Fife economy.
- Youth unemployment and a closer working relationship between education and businesses.
- Changing demands for workforce skills and a need to match supply with demand.
- Climate change and the continuing shift to a low carbon economy.

The Fife Economy Partnership and Opportunities Fife Partnership – on which Fife College is an active partner - will both lead and oversee the Strategy’s delivery in partnership with Fife Council.

The key priorities and key sectors highlighted are currently supported by the College curriculum offer and the Fife College Learning and Teaching Strategy, together with our DYW planning and our Employability Strategy which is currently under review. Fife College Carbon Management Plan also addresses some of the challenges at hand. The College will
reference activity targets to the Action Plans that will be jointly developed by the Fife Economy Partnership and Opportunities Fife Partnership to deliver each of the Strategy’s key priorities.

In addition, Fife is a key partner in the proposed City Deal submissions for the Edinburgh and the SE of Scotland Region and for the Tay Cities Region. Fife will work with its city region partners in taking forward and delivering both future City Deal initiatives. Fife College is committed to these developments and will continue to actively participate.

The College is represented 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. Recent Education Scotland College reports and feedback highlight strong regional partnerships as being a particular strength for Fife College. These strong partnerships enabled development of an increasing number of service integration and shared service models.

Opportunities Fife Partnership

Fife College is a key partner on the OFP which has a mission to:

“Develop and oversee the implementation of labour market driven approaches to skills and employability services for individuals which reflect the needs of businesses.” The OFP remit has a specific focus on:

- Increasing employment opportunities for young people (16-24)
- Increasing access to employment for people with health and disability issues
- Unemployed adults (25+) and those facing multiple barriers to employment, including literacy, numeracy, skills and digital exclusion.

The Opportunities Fife Board is supported by an executive group and four delivery groups focusing on addressing the barriers faced by unemployed; Adults (25+), Young People (16-24) and those with Health and Disability issues. The fourth delivery group addresses employer engagement. In addition to Fife College’s 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 College’s ROA outcomes align with the remit and objectives of the Opportunities Fife Partnership. These are guided by the Fairer Fife Commission report “Fairness Matters”.

The Opportunities Fife Partnership has underscored the crucial contribution that Fife College has in:

- Improving College Leaver Destinations, supporting the DYW and STEM agendas
- Addressing Changing demands for workforce skills
- Supporting businesses to upskill the workforce and developing skills that will be required for emerging technologies (e.g. robotics, autonomous vehicles…) and developing industries
- Tackling youth unemployment and achieving closer working between education and businesses.
- Focus employability support on helping those people in Mid-Fife
- Helping those with health and disability issues, in particular mental-health issues to access paid employment.
- Address Sector Specific Challenges e.g. in Health and Social Care as a key growth sector identified, specifically due to Fife’s aging population, but also in line with the
OFP’s challenge to double the number of people with mental health issues achieving a positive outcome. Maintain or create Centres of Excellence

- Ensuring that the Estates Strategy fully supports these priorities

These priorities will continue to guide the on-going review of the curriculum portfolio and services to support learning. They will also further support the development of the College’s areas of strength (e.g. Engineering, inclusion).

**Academic Partnerships**

The College delivers a wide portfolio of School College Partnership programmes across Fife in support of Developing the Young Workforce (DYW) and Curriculum for Excellence. The College is working closely with Fife Council, DYW Fife and Skills Development Scotland (SDS) to ensure the curriculum offer meets the needs of the young person to achieve a positive destination in the Fife region and beyond. Course pathways to a career, along with advertising SCQF Levels, are being heavily promoted with marketing, via the website and prospectus, and training initiatives are being used to inform key decision influencers of the vocational qualifications available and what they are. The College is placing a focus on the development of a growing network of connections with local and national Higher Education Institutions and thereby fully supporting the widening access agenda through increased and improved articulation opportunities and co-design of shared programmes at HE level.

The School College Partnership and HE Partnerships strategies focus on the development of effective pathways to support a seamless journey.

**School College Partnerships & Senior Phase Vocational Pathways**

A new [School College Partnership (SCP) Strategy 2017-2020](#) has been agreed and signed between Fife College, Fife Council and Skills Development Scotland. This includes a shared action and engagement plan overseen by a SCP Strategic Group and collaborative meetings with cluster and area groups of schools. The college has also invested in a new fulltime post of Head of DYW Partnerships.

The School College Strategy Group comprises of senior representation from the education department, the College and SDS and focuses on joint planning in relation to local and regional priorities. The College is embedding and accelerating progress on the Government’s youth employment strategy (Developing the Young Workforce) with plans to grow college provision by increasing the numbers of school pupils attaining a vocational qualification.

Key points within our strategy are:

- Setting targets to overcome gender imbalances
- Introducing new approaches that allow more school pupils to begin a vocational pathway as part of their senior phase curriculum
- Achieving recognised qualifications on the SCQF that give recognised value for guaranteed progression to further learning, training or work.
- Offering additional HNC programmes for Senior Phase pupils in 2018/19

A joint bid with Fife Council for the delivery of Foundation Apprenticeships (FA) across the Fife region has been successful, offering 12 Foundation Apprenticeship frameworks. Five one day experience events aimed at Senior Phase pupils resulted in over 800 school pupils engaging in four FA related taster workshops aligned to the FA offering. These partnership events have been hosted and run by local and national employers on college campuses or
within schools working on a cluster group basis. They illustrate the significant and strengthening partnership working between the College and several key local and national partners.

**Higher Education Partnerships**

Fife College’s vision for higher education is a provision that pursues excellence in learning and teaching and is recognised by university partners locally and nationally to ensure successful progression into well qualified employment or further Degree level study. The College’s aspiration is to enable our HE level students to support an increasingly knowledge-based Fife economy, for example in the STEM, Digital Media or Care sectors and to support a confident community which values and recognises diversity.

Formal articulation agreements have increased and further developments are going ahead to help support this vision. Fife College and Abertay University are currently in discussions regarding a submission to the SFC for Additional Funded Places in new curriculum areas that both institutions have the commitment to work in partnership on to address SFC priorities including widening access, gender balance and hybrid delivery models to shorten and add value to the learner journey. The College aims to create articulation routes for all Higher National courses on offer where appropriate. Further details are contained in the new HE Strategy 2017-20 document.

As Graduate Level Apprenticeships are being developed, opportunities for collaboration in their development and delivery are being discussed.

A number of franchised degrees awarded through the University of Abertay are also delivered at Fife College. There are currently 151 full-time and 7 part-time students enrolled on our franchise degree programmes. Programmes currently offered on a full-time basis include:

- BA Accounting with Finance
- BA Business Management
- BA (Hons) Accounting with Finance
- BA (Hons) Business Administration
- BA Learning Difficulties/Disabilities
- BA Visual Communication & Digital Publishing
- BSc Applied Networking
- BSc Web Design & Development

BA Business Management is also offered as a part-time evening option over two years.

**UCAS Information 2016-17 Cycle**

In this cycle there were 467 applications to UCAS through the College of which 413 were successfully placed giving a success rate of 67% (up 5% from previous session).

In this cycle there were 60 applications to UCAS through SWAP of which 55 were successfully progressed to university giving a success rate of 91% (up 7% from previous session).
Strategic Priorities

In line with national drivers and SFC guidance, Fife College will continue to focus on delivering the following priorities:

- Developing the Young Workforce with a focus on senior phase vocational pathways aimed at developing STEM skills relevant to all industry sectors
- Employer Engagement through an increase of work experience elements throughout the curriculum and more direct employer involvement in the design and delivery of the curriculum
- A high quality, relevant and dynamic curriculum based on regular and detailed analysis of Labour Market Intelligence and regional joint curriculum planning that will inform an Enterprise focused, innovative and digitally responsive portfolio, along with improving retention and successful achievement of qualifications
- Access for people from the widest range of backgrounds through a provision of a varied portfolio tailored to the needs of all learners, including adult returns, applicants from the most derived postcodes and/or with additional support needs, care experienced students and carers, gender and ethnic minorities as appropriate to regional needs and national targets

We will continue to build capacity, regional coherence and sustainability, through an increasing multi-agency approach, reflected in a range of positive, long-established and proactive strategic relationships.

These priorities are reflected and detailed in the Colleges STEM, DYW, Digital Skills, Enterprise, Sustainability, Gender, and Access and Inclusion Strategies and Plans.

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 proactive 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.

Fife College is represented on the DYW regional board and is committed to realising the aspirational targets agreed with regard to focused delivery of work based learning.

The School College Partnership (SCP) Strategy and Employability Strategy details specific action planning to improve retention and attainment and increase sustained positive destinations

Science, Technology, Engineering and Mathematics (STEM)

The Scottish Government’s STEM Education and Training Strategy for Scotland has been the driver for the college to refresh their STEM Strategy, adopting an integrated and coherent vision that is outward focused and drives economic growth and prosperity.
Throughout this process, our aims have been to ensure STEM/STEAM provision:

- is of the highest quality and drives excellence across the College
- produces skilled, work-ready, enterprising, digitally fluent and employable students
- generates productive partnerships and relationships with business and local industry
- supports the current and future skills needs of the local, regional and national economy

**Employer Engagement**

*Curriculum Design and Delivery*

The Energise Fife Project has provided an initial picture of needs and expectations from employers, pupils and education partners and continues to inform the planning of vocational pathways.

The College works closely with a wide range of employers to design and deliver bespoke courses which provide employees with the skills and qualifications necessary for their current roles and / or successful career progression. These programmes, seek to address individual business needs or to focus on a regional or national level skills need (e.g. Smart Metering).

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 is participating in a trial SFC Funded project to demonstrate how collaboration between Scotland’s colleges and Innovation Centres can increase business innovation and productivity, as well as prepare Fife College to support regional workforce development and upskilling. The College has been awarded the funding against the theme of offsite construction, which will involve working with Construction Scotland Innovation Centre (CSIC) and Digital Healthcare Institute (DHI) and interdepartmental collaboration within the college.

Independently, Fife College is pursuing innovation projects in its own right and an example of this is the pursuit of a joint venture funding application as the lead partner with CSIC, Balfour Beatty and Robert Gordon University. The aim of this project is to create frameworks and processes to facilitate the skills and knowledge required for Fife’s SME’s in the construction sector, many of whom are on the supply chain for Tier 1 contractors like Balfour Beatty, to compete and meet requirements of the digitisation of the built environment, namely in Building Information Modelling.

The College is working jointly with partner Colleges and Universities to identify and develop a range of full time and part time programmes from entry level to Masters Degree level.

Direct engagement with employers is supported by curriculum partnerships and through the Business Development Managers systematically developing relationships with businesses across all of the key sectors to secure commercial income and open up employer engagement opportunities that can benefit our learners and might not otherwise be available. Our client relationship management system captures vital labour market information to help inform cross College strategies and planning.
Workplace Experience and Work Placements

Whilst only a limited number of College courses entail a mandatory work placement, all curriculum areas strive to develop a work experience component to support the development of comprehensive skills for life, learning and work.

Fife College has set the following curriculum strategic objective to be achieved by December 2018:

“All the FT courses entail a work placement and/or Enterprise element. Employers engage in the design and review of the curriculum and provide regular input into the student journey.”

Future curriculum design and development will be informed by an approach whereby meaningful work experience options will be offered within the senior phase curriculum pathways, with an aim to provide a joint coherent offer for pupils and students as they progress. This should, in turn, facilitate and encourage employer engagement and avoid duplication.

Foundation Apprenticeships

Pathfinder Foundation Apprenticeship

Fife College has built on the success of the Pathfinder Foundation Apprenticeship projects and will be co-delivering on 12 FA Frameworks in partnership with Fife Education Department.

The 2017/18 College offer has been agreed with SDS and comprises of two frameworks with a view to increasing both the number of places being offered on each framework and the range of industry based activities. The Foundation Apprenticeship provides both an academic programme of learning and vocational work based learning where the candidates achieve a number of vocational units. Fife College has built on the success of the Pathfinder Foundation Apprenticeship projects and will be working collaboratively with Fife Education Department on the delivery of 12 FA. An increased focus on DYW and on FAs courses in close partnership with Fife Council and SDS is ensuring that Foundation Apprenticeships are planned as a key Senior Phase offer and are marketed effectively.

The figure below shows actual numbers for 2017/19 versus the actual numbers for 2016-18:

<table>
<thead>
<tr>
<th>Foundation Apprenticeship Framework</th>
<th>Actual numbers 2017/19</th>
<th>Suggested location 2017/19 (see notes below)</th>
<th>Actual number 2016/18</th>
<th>Actual location 2016/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>6</td>
<td>Stenton Campus and/or Madras College</td>
<td>9</td>
<td>Stenton Campus and Madras College</td>
</tr>
<tr>
<td>Business Skills</td>
<td>n/a</td>
<td>Bell Baxter HS</td>
<td>3</td>
<td>Lochgelly HS and Bell Baxter HS (2 groups)</td>
</tr>
<tr>
<td>Financial Services</td>
<td>n/a</td>
<td>West Fife School</td>
<td>3</td>
<td>Woodmill HS</td>
</tr>
<tr>
<td>Software Development</td>
<td>n/a</td>
<td>St Brycedale Campus</td>
<td>4</td>
<td>St Brycedale Campus</td>
</tr>
<tr>
<td>Laboratory Skills (NEW)</td>
<td>16</td>
<td>Stenton Campus</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St John’s Hospital, Livingston</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: FA Framework Offerings
This above offer will evolve as per on-going partnership discussions with individual schools and with SDS. The 2018-20 Bid was submitted as a partnership Bid with Fife Council to deliver 12 FAs with the College leading on 6 of the FAs (Accountancy, Food and Drink Operations, Civil Engineering, Information Technology Hardware Systems Support, Scientific Technologies, Creative and Digital Media). This bid has been successful and delivery will commence in June 2018.

The college is offering 6 frameworks with 18 places on each within the 18/20 cohort, in Civil Engineering, Accountancy, Creative & Digital Media, Information Technology Hardware Systems Support, Food & Drink Operations and Scientific Technologies.

**Modern Apprenticeships**

Fife College’s SDS MA contract value is around £800k pa (excluding associated credits and employer contributions). We currently deliver MA programmes to around 550 employees in the following sectors: Engineering, Construction, Life Sciences, Business Administration, Food Operations Care, Management, Creative, Science, Hospitality and Hairdressing. The College is therefore delivering on the national priority sectors in life Sciences, Construction, Engineering and Food Manufacturing.

Following recent Education Scotland reviews, the College has successfully reviewed its processes for the delivery of Modern Apprenticeships to ensure that it continues to deliver the excellent quality for which it is recognised. Action plans have been put in place with a particular emphasis on roles and responsibilities, the integrated development of work based Core Skills, and new monitoring and reporting arrangements.

In addition to the delivery of programmes for 670 MAs on our own SDS Contract, Fife College is also a key deliverer of MA programmes to employers who have their own SDS Contracts (including large employers such as SSE), local authorities and sector skills councils (including CITB, SNIPEF, SECTT and BESA). We are currently delivering to around 470 MAs on a sub-contracted basis which means that, in total, we have over 1,140 MAs on a range of programmes. The total figure does not include individuals who are undertaking SVQ work-based qualifications in areas such as Social Services and Healthcare.

**Graduate Apprenticeships**

Fife College’s Science Curriculum Team, in partnership with colleagues at NHS Lothian, is currently in discussion with Skills Development Scotland (SDS) to map the Team’s current delivery pathway to the newly established Graduate Level Apprenticeship programme which SDS is now beginning to roll out to all sectors of Industry. The College is working with Edinburgh University to create a progression route from HND to third year of an articulated Institute of Biomedical Scientist (IBMS) Degree.

Additional information from SDS will inform early conversations started with Fife Council in relation to potential developments in the Care area to support up-skilling and workforce development. It should be noted that the College already works with NHS Lothian on a similar model as part of the Science Training School partnership, based at St John’s Hospital (Livingston) which has been operating successfully for the past 3-4 years.
A High Quality, Relevant and Dynamic Curriculum

Curriculum Delivery Plan

The refreshed strategic plan will ensure that our curriculum planning and learning provision for Fife drives local, regional, national and international market demands, closely aligning with labour market information and government priorities. Planned cross-regional provision exists in subjects where demand is high and will continue to focus on access and progression to produce positive learner destinations. As per economic analysis and partnership discussions outlined earlier, the curriculum content and design are subject to an on-going review process.

A core curriculum of Essential Skills and supported learning, with key programmes up to SCQF Level 7 (estimated) aimed at the Fife economic priorities is delivered on each main campus, accessible for local learners in Fife. Using a Campus Based approach we ensure that all learners on our main College campuses benefit from the entitlement to effective guidance services, clear, accurate and impartial information, and high quality learning opportunities, with facilities, resources and technologies that provide ease of access and support learner success. On smaller campuses we aim to provide a core, or specialist curriculum of equally high quality and appropriate support with progression to the main campuses listed below.

In the future, main campuses are to be sustained in Levenmouth, Kirkcaldy, Glenrothes and Dunfermline. Until the College’s New Build project is realised, regional specialisms (up to SCQF 11) will be delivered in Dunfermline, Glenrothes, Kirkcaldy and Rosyth campuses, as appropriate to the curriculum, and articulation pathways. Fife’s education infrastructure and its geographic mix of rural and urban areas necessitate the continued delivery of a broad spectrum of subjects up to SCQF 11, often in partnership with the universities and in particular with the Universities of Abertay, Dundee and Edinburgh Napier.

Whilst the primary target group has been those aged 16 to 19 years, there is also an increased focus on adult returners. Analysis of Fife Colleges’ current curriculum portfolio indicates a need to make the learner journey more accessible and to take into account changes in demographics and the need for re-skilling and up-skilling. This will be achieved by regularly reviewing and re-balancing provision to ensure sufficient access opportunities at entry level, through continued collaboration with partners in the Opportunities Fife Partnership Delivery Groups and through regular reviews of the curriculum balance on offer e.g. full time and / or part time provision. In light of future skills needed, particular consideration is given to SCQF levels 6, 7 and above provision, with an increased focus on upscaling our higher education provision as part of a wider aim to re-assert Fife College as Higher & Further Education Institution.

Fife College’s contribution to the development of national curriculum in a variety of curriculum areas (e.g. Applied Networking Technologies, Art & Design, Built Environment, Hair & Beauty, Hospitality & Tourism, Interactive Media and 3D Computer Animation, Science, Renewables and Energy Engineering etc.) will continue.

Enterprise

Fife College continues to drive the “Enterprise Curriculum” across the College. There have been many great initiatives across Fife College; however these have not been mainstreamed. The College is currently implementing an Enterprise Strategy with the key objective to ensure all learners at Fife have the opportunity to engage and develop key Entrepreneurial skills in order to prepare them for the world of work or self-employment.
Retention and Achievement

The restated PIs show a small improvement on past attainment rates, however Fife College has taken steps to improve both Retention and Achievement. A recent restructure has allowed the College to focus on areas that will support the students during their learner journey, with new processes being developed to inform relevant staff of students who are in danger of withdrawing and to allow for early intervention to provide support and guidance.

Withdrawal Action Plans were designed and implemented across College at the end of Academic Year 2016/17, with action planning revised in November 2017 in light of early withdrawal data. As part of the Action Planning development, cross college engagement has taken place ensuring that Professional Service areas are working closely with Curriculum to streamline and tighten up key processes. Statistical data shows signs of improvement in most areas with targeted action now specifically directed at remaining areas of concern.

An improved Curriculum Planning approach is also being adopted to support improved planning and decision making using key data sets, including PIs trends, benchmarking and targets setting. This will allow for Curriculum redesign where required, ensuring the portfolio is meeting socio-economic needs.

Core and Essential Skills

Fife College recognises that Essential Skills are as critical as vocational skills to employers and is committed to the development of these skills as part of the overall student experience for all programmes of study. The College Essential Skills Policy sets out a clear definition of Essential Skills and the College’s approach to providing opportunities for their development.

A Core Skills screening tool is used to support learners’ Core Skills development. The software is supporting the early stages of the Learner Journey during the recruitment process by reporting core skills levels to inform support interventions.

The Essential Skills landscape can appear complex. It is therefore vital that Essential Skills are clearly communicated and understood by all concerned. The concept of the T-shaped person is used effectively in industry and education to describe the desired abilities of people in the workforce. This model is currently being adopted across all curriculum areas and a bespoke version, showing the most important Essential Skills for relevant industries or professions has been created for each curriculum area. These models will be displayed and reinforced by staff as a key promotional tool to explain and support the wider skills needed for students to be work ready.

Learning and Teaching Strategy

The College’s Learning and Teaching Strategy is the core strategy of Fife College and work streams are developing implementation plans for its five themes: Curriculum Design, Delivery and Assessment, Technology Enhanced Learning, Staff Skills, Learning Environment and Continuous Improvement. “Inclusive Teaching Practice” is the focus for 2017-18.

In line with national priorities and developments for Digital Skills, the College’s ICT strategy (to be finalised) and planning over the next three years are under review with specific targets to be agreed. The College has also implemented a Digital Skills Strategy with a clear vision for the College implementing a progressive digital skills culture, working in partnership with Schools, HE Education and Industry to deliver training and digital skills where they are of particular strategic importance to the Fife Economy and beyond.
There will be an emphasis on supporting the development of a more flexible delivery model, including a proportion of online based delivery designed to facilitate increased student ownership, evolution of learning environments and project based or remote delivery. An aspirational target is for 10% of the curriculum portfolio to be delivered according to these parameters by 2021.

**Cyber Resilience**

It is becoming increasingly important for organisations to adopt robust approaches to cyber resilience and cyber security. We recognise that our approach must be a whole College effort that reflects the complex nature of these topics. We do not see the challenges in this area as purely technological problems to be solved but recognise that a robust response requires a three pronged approach involving training, curriculum design and technological solutions.

The College continues to actively engage with the Scottish Government, providing feedback on the Cyber Resilience Strategy for Scotland and the recently published Cyber Resilience Public Sector Action Plan, for which we have been appointed a catalyst organisation. We are founding members of the UCSS InfoSec - CISO shared service and actively represent the sector at national fora designed to allow organisations to share their experiences and best practice.

**Quality Enhancement**

Close partnership working with Education Scotland and the Scottish Funding Council has supported the development of the first College evaluation report and enhancement plan as defined within the new Quality Framework. The College enhancement plan has cross referenced areas of development with the actions having clear targets and monitoring dates to ensure a focus of improvement. Focused meetings with senior staff noted in the enhancement plan are planned for January, March and May to support and monitor the enhancement plan. Where identified, additional support will be requested from the College HMie to support managers fulfilling the actions listed.

The College has placed an enhanced focus on quality assurance and quality improvement as well as data availability, checking and reporting. A new PI dashboard was introduced in 2016/17 and will be further developed to report live data on course PIs that show numerical and graphical data to meet and exceed basic guidance to ensure a fuller and more forensic approach to learner analytics. Internal reporting has been improved with all college PI data reported on a Red, Amber, Green scale and a PI Improvement Strategy has been planned over the academic session 2017/18 which includes a Curriculum management training programme.

Further priorities are the development of blended learning methodologies and holistic, project-based approaches.

The Board received induction to the new Quality Framework (Board Strategy day January 2017). The ER/EP was shared for endorsement with the board in September 2017. Feedback on the progress of the enhancement plan is provided via the Board Academic Quality Committee.

The ER/EP will work in conjunction with the Colleges new 5 year Strategic Plan, KPIs and key college Strategies and will contribute to future planning and improvement opportunities. The College’s Operational Planning process will work alongside the ER/EP, and will be referenced to with actions contributing to the achievement of the plan, outlining SMART objectives, planning and monitoring arrangements.
A new Evaluation 4 Enhancement (e4e) system is currently being developed to embrace the ownership and appreciation of the “How good is our college?” quality arrangements across all staff (academic and professional services staff), learners and external stakeholders. The aim is to have an ongoing real-time evaluation process with areas for improvement and action planning integrated into one system.

**Professional Development**

Fife College provided a programme of leadership development for senior managers and those newly appointed to management positions that had responsibility for the management of staff. This programme was to support managers in understanding their own values, talents and behaviours from various perspectives and then how these are translated into their overall management style. The programme included various inputs related to team dynamics, communications and leadership. Follow up sessions were delivered to our College Leadership Group in October and November 2017.

In 2017, the College launched a programme of management development for middle managers focussing on the skills and knowledge required to make a difference and to support the development of the Respectful College. The programme will develop practical skills to support middle managers in motivating, developing and managing their staff to create high performing and engaged teams.

These initiatives continue to assist leaders and managers to develop themselves and those within their teams to support the implementation of the Outcome Agreement at the local level.

Learning and Teaching enhancement is supported by dedicated teams working closely with Faculties, Curriculum Teams and Professional Services to develop practice through workshops, mentoring, Café Conversations, and a range of learning and teaching resources. Teaching staff are also supported to achieve relevant Teaching Qualifications.

Recent activities include:

- All Faculties participated in discussions relating to the Education Scotland Framework ‘How Good is Our College?’ This helped embed the new approach and gave teams the opportunity to respond to selected Challenge Questions and identify CPD requirements for the team.
- Our Inclusive Teaching Practice theme was promoted in the October Professional Activity Time with 13 Curriculum Teams from across the College participating in Cooperative Learning Sessions. This initiative will be followed up throughout the year and examples of practice disseminated.
- The Learning and Teaching Strategy implementation plan continues and three groups are currently taking forward projects on Learning and Teaching Induction, the Learning Environment and Wider Achievement.

The Career Long Professional Learning Team (CLPL) have the responsibility for a broader range of CPD opportunities across the College.

**Student Engagement**

Following extensive consultation with the student body, the full Student Engagement Strategy was published in July 2015 with appropriate measures and timelines for evaluating its impact. The strategy includes a robust and comprehensive model of the student journey,
which is being used as a basis for further development, including enhancing student communications and improving transition support for new students.

**Students’ Association**

The College agreed a Memorandum of Understanding with the Students’ Association (FCSA) outlining their shared approach to partnership working and both parties are working towards completing the SA Framework. The FCSA also chair a regular meeting with senior College officials to help create a cohesive approach to addressing emerging issues.

The FCSA has two full time members of staff – the FCSA Co-ordinator and the FCSA Student Engagement Assistant. There are two remunerated full-time sabbatical positions – President Education & Representation and President Equality & Welfare. The Sabbaticals will be supported by a Student Executive comprising campus representatives and equality officers.

The Student Engagement Assistant role enables the FCSA to engage closely and meaningfully with its membership, undertaking a substantial cycle of research and outreach activities, which benefit both the FCSA and the College. The FCSA has also developed and introduced a Student Engagement Tracker to improve our monitoring, communication and resolution of student issues.

One part of the FCSA’s work is the operation of the Class Representative System. The FCSA has developed a more robust and rewarding Representative model. From this substantially more representatives have been registered, trained and are attending meetings than in previous years.

A key priority has been to increase the visibility and presence of the FCSA. New accommodation has been provided in the Halbeath and St Brycedale campuses which is prominent and visible to all students.

The FCSA has recently revised its governance, strategic, and operational plans and documents. Through extensive consultation and discussions with our student population (over 900 students were involved) and key partners the FCSA documents are now noted on a national level as being exemplars of best practice.

**Supported Learning**

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.

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 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
Head teachers; Adult Services; Skills Development Scotland Adviser; Education Officer;
Depute Principal Education Psychologist.

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.

Access for people from the widest range of backgrounds

A long-standing priority for Fife College is working in conjunction with Fife Council CLD and
Voluntary Sector partners to deliver adult literacies and core and essential skills pathways in
a range of learning centre and outreach settings. The College also has an active
involvement in Fife Council-led multi-agency work on rehabilitation of offenders and support
family members affected by their crimes / sentences.

Partnerships agreements are in place and will be maintained and developed as appropriate.

Access and Inclusion

Fife College's Access and Inclusion Strategy aims to meet the needs of all students
through a pro-active approach to supporting additional needs, ensuring a positive and
successful learning experience for all.

The Access and Inclusion Strategy shows the commitment of Fife College to developing an
inclusive environment, recognising that access and inclusion is the responsibility of all. Fife
College values its diverse student and staff body and welcomes all members of the local
community. The strategy fully supports the ROA’s aims and ambitions in relation to:

- Evidencing impact (including Performance Indicators and health and wellbeing
  indicators) and key learning points
- Partnership Working, particularly to support transitions
- Effective use of resources and/or shared resources and
- Description of planned allocation of future funds.

To support Inclusive practice Fife College in addition to its Supported Learning provision
and cross-College arrangements to support essential skills requirements and facilitate
accessible delivery, the College comprises specialist teams and specialist staff involved in
the Access and Inclusion Approaches: the Inclusion Team, Guidance, Curriculum
Partnership & Supported Learning and the Fife College Students’ Association (FCSA).

During the College’s Application and Enrolment Process, students are encouraged to
encouraged share support requirements/needs. When an applicant/enrolled student informs
the college that they have a support need, the Inclusion team have processes in place to
make contact with them to identify their support requirements in order for them to put a
support plan in place. In line with SFC Reporting requirements, the College’s application
and enrolment processes encourage students to provide their protected characteristics.
However, this can be challenging, and students do have the right to not disclose this
information.

Fife College is committed to developing a BSL plan in line with the BSL National Plan
published on 24 October 2017 and publishing it on their website within the timeframe stated
in the SFC Guidelines.
The 2011 Census data indicates that 0.7% of the Fife Population is able to speak Gaelic. This compares with a national average of 1.1% and a rate of 5.4% for the Scottish Highlands. At present, Fife College does not have any students who have indicated that they can speak Gaelic, and do not have any staff who describes themselves as such. The College will continue to monitor national information and obvious demand, to ensure that there is no barrier to employing or enrolling a native Gaelic speaker.

Fife College’s access and inclusion ambitions are to enable and support enhanced access, completion and positive destinations rates for specific groups and individuals as listed below:

- Students with a disclosed or undisclosed disability (physical disability, learning difficulty, mental health condition)
- Students residing in the 10% most deprived postcode areas
- Students with a care experience background
- Students with caring responsibilities and
- Students whose first language is not English.

The College’s ambitions and targets are based on the current baseline data as detailed in the Fife college national measure outcome agreement table.

**Care Experienced Students and Carers**

Activities detailed in the previous Regional Outcome Agreement continue to be entrenched in college practice. Engagement with care-experienced students continues to improve, with a higher number of disclosures on application/enrolment, more sharing details of their social worker and ‘parenting interventions’ such as birthday cards and Christmas lunches being well received.

Engagement with partners at both strategic and operational levels through the Fife regional corporate parenting board and practitioner networking events are leading to improved multi-agency working.

The College’s [Corporate Parenting Plan](#) was positively reviewed by CELCIS in draft form. Feedback has also been received in the past year from WhoCares?Scotland, who identified good practice that they would showcase to the rest of the sector, and provided a detailed commentary that is informing the college’s own review of the current plan ahead of reporting to ministers in spring 2018 and producing the successor plan.

The College recognises the importance of further work to support disclosure and to refine data and in particular the reporting of performance indicators for Care experienced young people. This will involve enhanced data sharing with local and regional partners, particularly SDS and partner high schools.

The College, in partnership with the Opportunities Fife Partnership and Fife Young Carers, aims to provide more accessible study opportunities to students with caring responsibilities.

Good work in recent sessions has become mainstreamed by the Guidance team but more can and should be done, especially in spreading and deepening understanding of young carers’ circumstances among lecturers and other support staff. The College is reviewing the criteria of the Carer’s Kitemark (and equivalent accreditations) with a view to working towards achieving these standards in the next two sessions.
English for Speakers of Other Language (ESOL) Provision

It is also to be noted that 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.

The College will continue to play an active role in supporting regional activity and work is underway to ensure that progression to further study and / or employability skills provision are enhanced for ESOL students.

Protected Characteristics

Equality & Gender Action Plan

The actions that will support the achievement of the Equality Outcomes in the period from 1 April 2017 to 30 April 2019 are detailed in the College’s Equality Mainstreaming Report dated April 2017. The action plan was informed from Drop in Sessions with colleagues on equality and diversity in December 2016.

The College also produced its first Gender Action Plan for Fife College in June 2017 which links to both the Regional Outcome Agreement 2017 – 2020 and the Equality Mainstreaming Report April 2017. This linkage between two key documents of the College ensures there is an institutional approach to gender equality where there are synergies between each and that actions taken to ensure gender balance extend through the College and into community and partnership working at all levels.

The intention of both the Equality Mainstreaming Report and the Gender Action Plan is to set out clear actions supported by a robust framework for monitoring, self-evaluation and action planning in order for the College and external bodies to identify where progress is being made to address in equality not only in relation to gender but across all the protected characteristics.

The actions which are particular to the Gender Action Plan will be reviewed and updated in June 2018. Specific targets will be agreed at academic faculty level and monitored as part of the operational planning and review cycle.

The College currently have no data held on Staff with caring responsibilities; however, the College offer a 24 hour helpline and wellbeing zone which supports staff. The College encourages people to work flexibly and has family friendly policies to support this as well as a flexible working policy and procedure.

Leadership in Environmental and Social Sustainability

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. This included a major and on-going rationalisation of the College Estate, details of which can be found in the College Estates Strategy.

The Estates Strategy continues to progress well and generally 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.

In late 2014, the College received the news that £70million had been awarded by Scottish Government for an NPD new build in West Fife. An Outline Business Case (OBC) was created; building on the Estates Strategy and a Full Business Case (FBC) was completed and submitted in October 2016. The plans for a new campus in Dunfermline Halbeath continue to progress well with confirmation of funding expected in December 2017 and (subject to funding) completed in November 2020.

In 2017 a condition survey was commissioned by SFC in conjunction with Fife College which fully incorporated the previous condition survey prepared by Gardiner and Theobald in 2014. The final agreed backlog maintenance figure is significant, particularly at Halbeath and endorses the decision to progress a new campus in the area. Details of the 2017 condition survey can be found on the SFC website.

Fife College has set a target to reduce its total annual carbon footprint by 1026 tCO2e by the end of academic year 2018/19 and this remains on target.

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.

**Sustainability**

**Our Vision of a Low Carbon Sustainable College**

Fife College is committed to becoming a leading low carbon and sustainable organisation and to playing an active role in delivering positive climate change outcomes. The Carbon Management Plan is one key mechanism for delivering that vision and sets out our formal approach to reducing carbon emissions. We will do this by undertaking a variety of carbon reduction projects across energy, water, waste and transport including encouraging positive behaviours by our students, staff and visitors.

In 2015 Fife College set a target to reduce its total annual carbon footprint by 1026 tCO2e by the end of academic year 2018/19; this equates to a 20% reduction from the baseline footprint year of 2013/14 (5128 tCO2e). Reductions were to be achieved through a range of projects including estate rationalisation, energy reduction, fleet analysis and awareness raising initiatives. To date (2016/2017) Fife College has achieved a reduction of 1,356 tCO2e (26%) which, as shown in the Scottish Greenhouse Gas Emissions Annual Target Report for 2015, is in excess of the target of 10% reduction for the 2013 to 2020 period. In the next year, we will review the Carbon Management Plan to determine what other savings can be accomplished to achieve the longer term Scottish Government goals.

The College is offering a unit of learning in the form of an on-line module to all new students at Induction from September 2018-19 in order to introduce students to the college ethos and strategic plans, and to provide information and learning around sustainability. We offer curriculum teams a Locally Devised Unit of online learning at SCQF Level 5 to add to course frameworks to deliver sustainability and climate change learning outcomes.

The College also plans to demonstrate its commitment to the Sustainable Development Goals by signing up to the EAUC SDG Accord during 2018. Leadership in this will be demonstrated by the signing by the Principal and members of the Executive Team, and the college’s Student Association.
The College has set up a Sustainable Development Group (SDG) which is a group drawn from all areas of the College community including Faculty, Professional Services, the Student Association, and the Unions.

The College has also now formed a Climate Change Action Group whose remit is:

- To coordinate key climate change projects on a rolling 12 to 24 month programme.
- To link projects to the Public Bodies Climate Change Duties Report and prioritise projects around this report.
- To liaise with specific areas of the college where climate change issues are concerned.
- To liaise with the Sustainable Development Group (SDG) to provide a climate change perspective to the wider college.

A Sustainability Adviser was appointed in January 2017 reporting to the Director of Health, Safety and Sustainability, who in turn reports to the Vice Principal: Estates – a member of the Executive Team. It is the responsibility of this role to drive forwards sustainability and climate change initiatives across the college.

Strong partnerships are in place to engage with communities and groups across Fife with events planned throughout the year. The College also engages with the EAUC, SSN, and other bodies involved in Climate Change activity. The college participates in Green Week, Earth Hour, and Climate Change Week, and promotes sustainable practice to staff through a regular column in the college staff magazine – ‘Sustainably Matters’. Also, the Students’ Association has a Green Club of volunteers who are involved in local green projects.

The College procurement team include sustainability and climate change metrics in their tender specifications to ensure that contractors take cognisance of these factors.

The College also operates a number of electric cars in our fleet, and charging points are sited at our main locations for both College and public e-cars.

**Governance Arrangements**

The Board of Governors of Fife College fully complies with the Code of Good Governance for Scotland’s Colleges, and also ensures compliance with other relevant guidance. Each year the Board and each Committee undertakes a self-evaluation exercise to ensure that it is operating effectively and that continual improvements can be made. In January 2017 and externally facilitated effectiveness review was also undertaken which identified some opportunities for improvement. An action plan was developed as a result of these two exercises, and this is kept under review by the Board and new actions will be added as and when identified, in particular after the next self-evaluation exercise.

The Board has been committed to meeting the Scottish Government’s commitment of having a 50 : 50 gender balance on College Boards by 2020. This has now been achieved in relation to non-executive Board members. Some Board members have been attending recently workshops offered by the Equalities Challenge Unit in order to give further consideration to equality and diversity and embedding this in the work of the Board and the College.

**Financial Stability**

Fife College continues to comply with the SFCs Financial Memorandum. Throughout the year the College regularly monitors its financial situation in conjunction with other relevant performance measures. Corrective action is taken as appropriate.
Non SFC Income/Commercial Strategy

Commercial activity is a key part of College, as well providing a service to employers locally and nationally it provides income sources supporting the Colleges financial sustainability. As a result of the continued importance of non-SFC income, the College has initiated a strategic re-focus of business development and partnership working as reliance on SFC funding alone as a source of income will not provide the College with sufficient financial resources.

Summary by Income Category

<table>
<thead>
<tr>
<th>Category</th>
<th>17/18 Forecast</th>
<th>16/17 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed Service - SDS</td>
<td>1,111,415</td>
<td>1,152,551</td>
</tr>
<tr>
<td>Foundation Apprenticeships</td>
<td>143,275</td>
<td>108,767</td>
</tr>
<tr>
<td>MS Additional Billing</td>
<td>259,000</td>
<td>314,210</td>
</tr>
<tr>
<td>Employer Funded VQs</td>
<td>1,063,600</td>
<td>1,035,070</td>
</tr>
<tr>
<td>Commercial Courses</td>
<td>1,130,000</td>
<td>873,165</td>
</tr>
<tr>
<td>Scottish Prison Service</td>
<td>4,559,000</td>
<td>2,114,629</td>
</tr>
<tr>
<td>Access Centres</td>
<td>6,700</td>
<td>215,499</td>
</tr>
<tr>
<td>Carnegie Enterprise Limited</td>
<td>1,462,000</td>
<td>1,142,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,734,990</strong></td>
<td><strong>6,955,891</strong></td>
</tr>
</tbody>
</table>

*Figure 3: Income Category*
## SFC Outcome Agreement Targets for 2018-19 to 2020-21

* denotes priority measure
** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1(a)</strong> The volume of Credits delivered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Credits target (region)</td>
<td>129,760</td>
<td>130,234</td>
<td>130,234</td>
<td>130,234</td>
</tr>
<tr>
<td>% towards core Credits target (region)</td>
<td>100.9%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>The volume of Credits delivered (ESF)</td>
<td>2,373</td>
<td>2,451</td>
<td>2,451</td>
<td>2,451</td>
</tr>
<tr>
<td>The volume of Credits delivered (core + ESF)</td>
<td>133,306</td>
<td>132,685</td>
<td>132,685</td>
<td>132,685</td>
</tr>
<tr>
<td><strong>1(b)(i)</strong> The proportion of Credits delivered to learners aged 16-19 and 20-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to learners aged 16-19</td>
<td>45.0%</td>
<td>49%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to learners aged 20-24</td>
<td>19.9%</td>
<td>17.5%</td>
<td>16.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td><strong>1(b)(ii)</strong> The proportion of Credits delivered to full-time learners aged 16-19 and 20-24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to full-time learners aged 16-19</td>
<td>51.1%</td>
<td>52.0%</td>
<td>54.0%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to full-time learners aged 20-24</td>
<td>20.7%</td>
<td>17.0%</td>
<td>16.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>1(c)</strong> The proportion of Credits delivered to learners in the most deprived 10% postcode areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to learners in the most deprived 10% postcode areas</td>
<td>10.9%</td>
<td>13.0%</td>
<td>16.0%</td>
<td>18.0%</td>
</tr>
<tr>
<td><strong>1(d)</strong> The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to Male learners</td>
<td>48.25%</td>
<td>48.95%</td>
<td>49.45%</td>
<td>49.95%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to Female learners</td>
<td>51.7%</td>
<td>51.0%</td>
<td>50.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to BME learners</td>
<td>2.2%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to students with a known disability</td>
<td>17.5%</td>
<td>21.0%</td>
<td>21.5%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to students with Care Experience</td>
<td>0.03%</td>
<td>0.09%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>2(a)</strong> The number of senior phase pupils studying vocational qualifications delivered by colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</td>
<td>0.9%</td>
<td>1.25%</td>
<td>1.3%</td>
<td>1.35%</td>
</tr>
<tr>
<td>Proportion of Credits delivered to learners at S3 and above as part of ‘school-college’ provision</td>
<td>5.1%</td>
<td>5.5%</td>
<td>7.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Proportion of Credits delivered at HE level to learners from SHEP schools</td>
<td>12.9%</td>
<td>15.0%</td>
<td>15.5%</td>
<td>16.0%</td>
</tr>
<tr>
<td><strong>3.</strong> The proportion of Credits delivered to learners enrolled on STEM courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of Credits delivered to learners enrolled on STEM courses</td>
<td>30.1%</td>
<td>32.0%</td>
<td>34.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td><strong>4(a)</strong> The proportion of enrolled students successfully achieving a recognised qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of FTFE enrolled students achieving a recognised qualification</td>
<td>57.4%</td>
<td>62.5%</td>
<td>67.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Percentage of PTFE enrolled students achieving a recognised qualification</td>
<td>68.5%</td>
<td>74.5%</td>
<td>75.0%</td>
<td>77.0%</td>
</tr>
<tr>
<td>Percentage of FTHE enrolled students achieving a recognised qualification</td>
<td>68.1%</td>
<td>71.0%</td>
<td>73.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Percentage of PTHE enrolled students achieving a recognised qualification</td>
<td>71.8%</td>
<td>78.0%</td>
<td>82.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>4(b)*</td>
<td>The proportion of enrolled MD10 students successfully achieving a recognised qualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of MD10 FT FE enrolled students achieving a recognised qualification</td>
<td>52.9% 57.0% 62.0% 67.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of MD10 PT FE enrolled students achieving a recognised qualification</td>
<td>63.1% 68.0% 72.0% 75.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of MD10 FT HE enrolled students achieving a recognised qualification</td>
<td>68.7% 69.0% 71.0% 72.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of MD10 PT HE enrolled students achieving a recognised qualification</td>
<td>73.0% 78.0% 82.0% 85.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4(c)*</th>
<th>The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of senior phase FT FE pupils achieving a vocational qualification**</td>
<td>50.0% 100% 100% 100%</td>
</tr>
<tr>
<td>Percentage of senior phase PT FE pupils achieving a vocational qualification</td>
<td>- 67.5% 70.0% 73.0%</td>
</tr>
<tr>
<td>Percentage of senior phase FT HE pupils achieving a vocational qualification**</td>
<td>- - - -</td>
</tr>
<tr>
<td>Percentage of senior phase PT HE pupils achieving a vocational qualification</td>
<td>0.0% 100% 100% 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4(d)*</th>
<th>The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of CE FT FE enrolled students achieving a recognised qualification**</td>
<td>0.0% 60.0% 62.0% 65.0%</td>
</tr>
<tr>
<td>Percentage of CE FT HE enrolled students achieving a recognised qualification**</td>
<td>- 63.0% 65.0% 67.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4(e)*</th>
<th>The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification</td>
<td>53.5% 58.0% 63.0% 68.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.</th>
<th>The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</td>
<td>16.7% 20.0% 22.5% 25.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.*</th>
<th>The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</td>
<td>Not Available 60.0% 70.0% 70.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.*</th>
<th>The proportion of full-time college qualifiers in work, training and/ or further study 3-6 months after qualifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying</td>
<td>Not Available 91.5% 93.0% 94.5%</td>
</tr>
<tr>
<td>Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying</td>
<td>Not Available 91.0% 92.5% 94.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>The percentage of students overall, satisfied with their college experience (SSES survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of full-time students overall, satisfied with their college experience</td>
<td>79.9% 82.0% 84.0% 86.0%</td>
</tr>
<tr>
<td>Percentage of part-time students overall, satisfied with their college experience</td>
<td>78.7% 80.0% 82.0% 84.0%</td>
</tr>
<tr>
<td>Percentage of distance learning students overall, satisfied with their college experience</td>
<td>76.5% 78.0% 80.0% 82.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Gross carbon footprint (tCO2e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross carbon footprint (tCO2e)</td>
<td>3,957 3,938 3,780 3,629</td>
</tr>
</tbody>
</table>
Outcome Agreement between Fife College and the Scottish Funding Council for AY 2018-19

On behalf of Fife College:

College region Fife will receive £34,376,073 core teaching funding and £2,668,229 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018/19, to plan and deliver 130,234 credits worth of further and higher education in the Region. Core student support funding for 2018/19 is £7,707,048.

In addition, the college region will receive £628,510 in European Social Fund (ESF) grant through the SFC to deliver 2,451 further credits to eligible learners.

The total credit target for 2018/19 is therefore 132,685.

Signed: [Signature]
Print name: Hugh Hall
Position: Principal
Date: 10 July 2018

On behalf of the Scottish Funding Council:

Signed: [Signature]
Print name: John Kemp
Position: Interim Chief Executive
Date: 20 June 2018

Scottish Funding Council
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97 Haymarket Terrace
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