



Fife College

**Fife College Regional Outcome Agreement
2017 - 2020**



Contents

Introduction	1
Vision and Values	2
SFC National Priorities for 2016-17	3
Context Statement	5
National Context	5
Regional and Local Context	9
Strategic Partnerships	11
Fife Council	11
Academic Partnerships	15
Strategic Priorities	21
Developing the Young Workforce	21
Employer Engagement	22
A High Quality, Relevant and Dynamic Curriculum	26
Access for people from the widest range of backgrounds	30
High Performance and Sustainability	33
Access and Inclusion Strategy	38
National Performance Measures	44

Introduction

This Outcome Agreement (OA) for 2017-2020 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 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 2015-16 the College had 19,830 learners, with 6,484 studying on a full-time basis. The College has a total turnover of £43.5 million, of which 72% is funding from the Scottish Funding Council. The College's annual commercial income is £7.3 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 2015/16 the proportion of credits delivered to learners in the most deprived 10% postcode areas sits at 8.4% of the total credits delivered, up 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 132,765 credits in 2016/17 which includes 3,005 ESF credits.

The College employs 1,122 staff. The curriculum is organised across seven academic departments:

Business Functions/Hospitality Cookery/Retail/Tourism
Childcare/Social Care/Social Science/Education/ESOL
Creative Industries
Engineering & Technology
Hair/Beauty/Comp Therapies/Sport
Science & Built Environment
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

VISION STATEMENT

Our Vision is to inspire and empower.

OUR VALUES

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

Achievement

Encouraging, recognising and celebrating success and excellence in all that we do.

Social Responsibility

Acting in the best interests of the College community financially, socially and sustainably.

Enterprise

Actively supporting enterprise, creativity and open-mindedness. In our staff through continuous professional development, shared practice and empowerment. In our students through curriculum design and targeted information, advice and support, ensuring we are responsive to the needs of our students throughout their journey.

Inclusiveness

Building and sustaining relationships with the diverse communities we serve providing a safe and welcoming place in which to learn and work.

Integrity

Acting with honesty and fairness in our relationships with each other, students and partners making principled and transparent decisions which are mutually beneficial.

Treating others with dignity and sensitivity to enable open communication and appreciation of other's choices and opinions.

Funding

Fife College will receive £42,842,758 from the Scottish Funding Council for academic year 2017/18 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.

Priority Outcomes to be delivered by end of 2017-18

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.
2. Deliver a high quality relevant and dynamic 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 ensure high retention, attainment and achievement and contribute to the development of successful, ambitious and confident students.
4. Provide engaging and accessible learning opportunities for people of all ages, and from all communities and backgrounds to improve life chances and social inclusion.
5. Ensure there are appropriate opportunities and support mechanisms in place to enable successful transitions in and out of College.
6. Grow our intellectual property, commercial profit and student opportunity through collaborative partnership with the business sector and other organisations.

Priority Outputs to be delivered in AY 2017-18

- 1.1 Ensure Fife College uses the resources available effectively for the benefit of the Fife and wider community.
- 1.2 Increase the knowledge and awareness of staff to promote a positive health and safety culture through effective training and development.
- 1.3 Reduce the footprint of the College in line with the Estates Strategy.
- 1.4 Improve the health and well-being of our staff through an evidence base review.
- 1.5 Refine organisational structure to support effective and efficient delivery of the curriculum and support to our students.
- 1.6 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 Digital Skills.
- 2.1 Embed sector benchmarking and other KPIs into our curriculum review

processes.

- 2.2 Develop a robust curriculum review process that takes cognisance of regional data sets and labour market intelligence.
 - 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%.
 - 2.4 Develop and promote entrepreneurial skills, mind sets and behaviours as an essential skill within all substantive curriculum provision.
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- 3.1 Fully implement the Fife College Learning and Teaching Strategy that supports the development of engaging and high quality learning experiences
 - 3.2 Further develop and support digital skills and digital learning opportunities. Increase online portfolio by 10%.
 - 3.3 Develop and enhance support, recording and monitoring mechanisms to ensure improved retention and attainment rates above sector average.
 - 3.4 Review curriculum design to ensure appropriateness to students needs
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- 4.1 Review delivery modes to ensure greater flexibility and accessibility
 - 4.2 Increase the proportion of credits delivered to learners from the 10% most deprived (SIMD) postcode areas by 3%.
 - 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 3%.
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- 5.1 Ensure that all curriculum provides a clear articulation or progression route to a sustained destination.
 - 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.
 - 5.3 Increase the proportion of credits delivered to learners through school/college shared curriculum by 12%.
 - 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.
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- 6.1 Play a central role in delivery of DYW outcomes as a core member of the regional DYW Group.
 - 6.2 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.
 - 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

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 368,080 in 2015. It has continued to grow in recent years although at a slower rate than for Scotland and UK. The age and gender profile for the Fife Region is broadly in line with Scotland as a whole.

The largest increases in the population have been those aged 65+ (of more than 22%), higher than the increase for this age group in Scotland of 17%, whilst there has also been a notable increase for 45-54 year-olds, on a par with nationally (16%).

Additionally, there has been a 17% fall in the number of 35-44 year-olds, a greater decrease than at the Scotland level, and also a decline in the 0-15 age group.

Age Group	Male pop. Fife	Female pop. Fife	Total pop. of Fife	% of total pop. of Fife
0-15	32,934	31,147	64,081	17.4%
16-29	30,829	32,076	62,905	17.1%
30-44	31,593	34,034	65,627	17.8%
45-59	39,273	41,285	80,558	21.9%
60-74	30,528	33,107	63,689	17.3%
75+	12,836	18,384	31,220	8.5%
All Ages	178,047	190,033	368,080	100.0%

Figure 1: Estimated population of Fife, by age group, 2015

While the population is forecast to grow by 29,500 (8%) by 2037, the working age population is anticipated to fall by 6%, compared to 4% nationally. This 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 updated regional skills assessment published in December 2016 highlights some key indicators for Fife Region. Following a spate of fairly 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, two task forces set up following these closures have secured £5m funding from the Scottish Government for a range of infrastructure projects in the Glenrothes, Kincardine and South West Fife areas. The region is now emerging from this decline of traditional industries and has had considerable success in attracting investment

The largest sectors are professional, scientific and technical, retail and construction. Professional, scientific and technical businesses accounted for 14% of all businesses in 2014, marginally lower than the Scotland proportion, but higher than the 13% in 2013. As with Scotland, retail and construction are the next two sectors with the largest number of

businesses. Fife's business base profile mirrors that for Scotland, with the exception of fewer agricultural, forestry and fishing businesses. (see Figure 2).

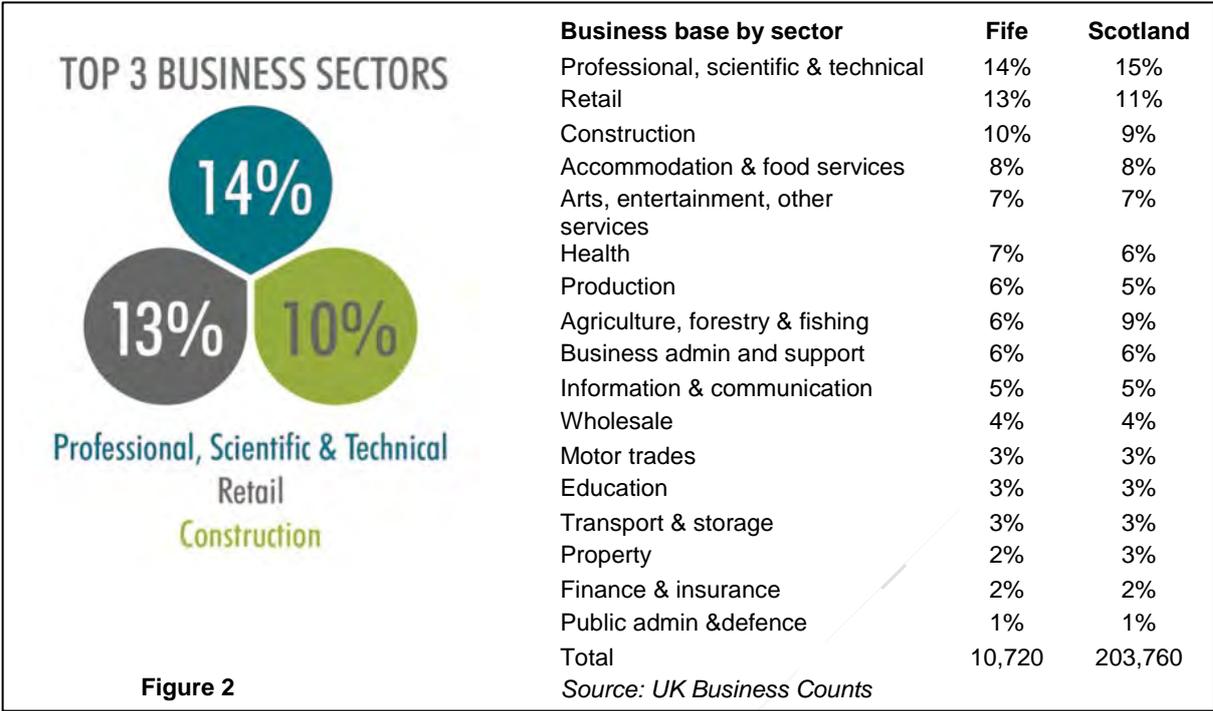


Figure 2

The profile of businesses by size remains similar to Scotland, where 98% of the 8.840 registered businesses in Fife are small or micro firms employing fewer than 50 people. In 2015, there were 35 businesses in Fife employing more than 250. The Fife business base has continued to grow with an additional 770 businesses in 2015, a 9.3% increase, compared to 7.3% nationally.

However, the number of businesses in growth sectors, although they increased by 5.4% in 2015, represent a lower proportion of the total business base with 42% versus 46% nationally. The proportion of finance, business services and sustainable tourism businesses is slightly higher than national average at 37% v. 35% and 22% v. 18%. This is in line with the trends and future labour market demands identified in the January 2017 Edinburgh and South East Scotland RSIP, particularly in relation to cultural tourism.

Employment Structure by Industry

In the main, the employment by industry sector mirrors the business base. However, employment in the production sector is much higher than its proportion of the business base, reflecting a small number of large employers in the sector. Conversely, the professional, scientific and technical sector has a much higher proportion of the business base (16%) than the proportion of all jobs (5%).

The region continues to have a high employment concentration in a number of sectors including public administration and defence, arts and entertainment and education; it is showing good growth in three large sectors – production, construction and retail. The latest Regional Skills Assessment highlights some recent job losses in sectors such as information and communication, finance and insurance and business administration: This may correspond to a degree of over-representation of some sub-sectors as identified in the RSIP.

Human Health and Social Work, Wholesale and Retail and Education remain the largest employment sectors.

Occupational Profile

The occupational profile in Fife is fairly similar to that of Scotland. However, a smaller share of the workforce are self-employed (9.8% v. 10.8% nationally) or working in higher level occupations (39% v. 42% nationally). 74% work in the private sector versus 77% nationally and part time employment accounts for 26% of those in employment.

Skills gaps in the current workforce are higher than at national level with 15% of employers reporting them versus 13% nationally and with 7% of the current workforce having identified skills gap versus 5% nationally. This may evidence a need to work more closely with employers to ensure best fit between training and employment opportunities / review specific provision available in some areas. Gaps are particularly prevalent in machine operatives and admin and clerical staff.

Skills underutilisation is in line with the national picture at around a third of employers reporting it.

The figures below highlight the regional forecast demand for jobs by sectors between 2016 and 2024. They also indicate a clear need for a higher level of qualifications with the requirement for 52% of the 58,200 workers needed in that period to be qualified at SCQF level 7 or above. 35% of the remaining openings over the forecast period are expected to require SCQF level 5/6 qualifications. Whilst some replacement occupations will still be open for individuals qualified below these levels, the demand will be limited.

This will influence the current shape of the College’s curriculum offer and influence regional planning and progression arrangements.

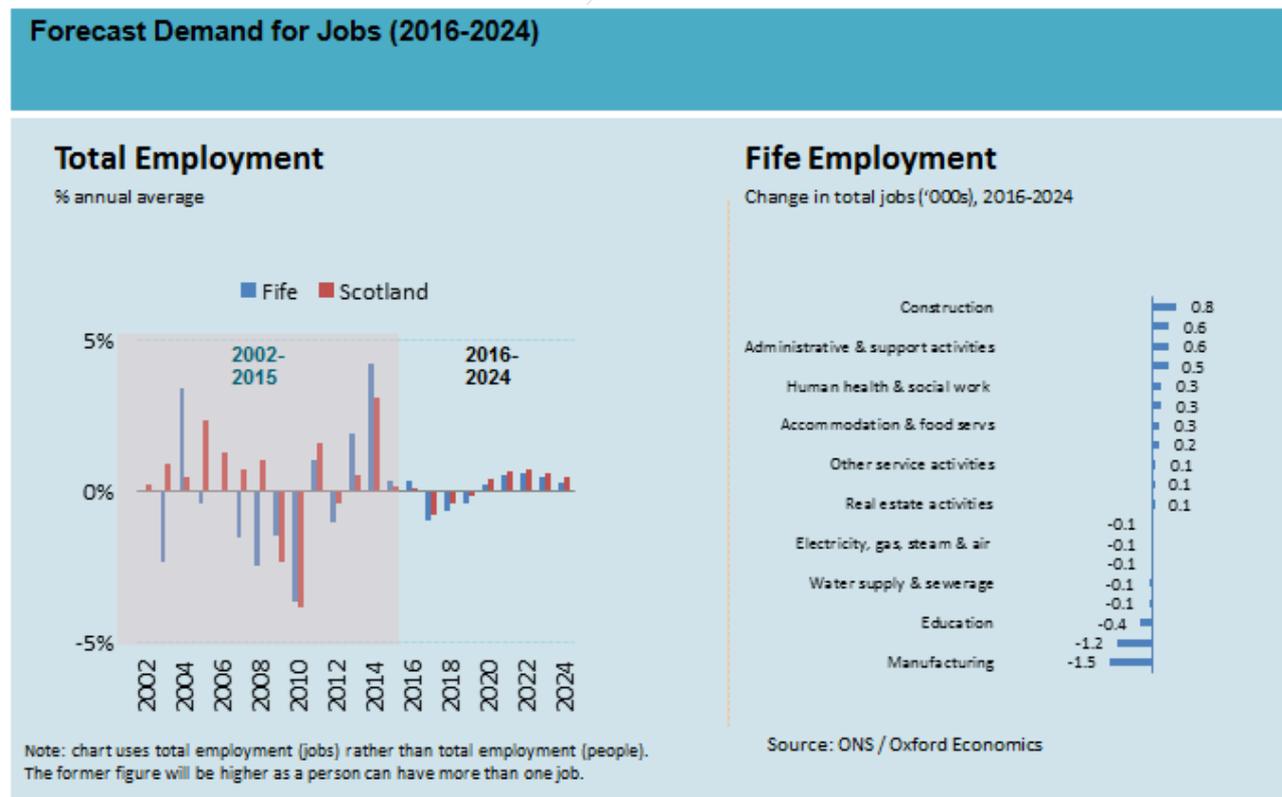
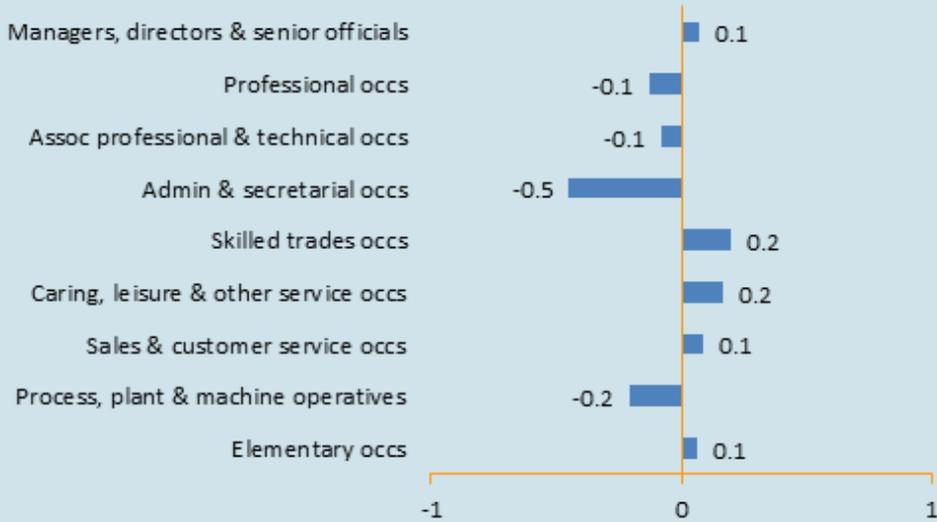


Figure 3: Forecast Demand for Jobs

Forecast Changes in Occupational Demand

Fife Employment

Change in number of workers ('000s), 2016-2024



Note: chart uses total employment (people).
Source: Oxford Economics

Figure 4: Forecast Changes in Occupational Demand

Forecast Employment Change by Qualification (2016-2024)

	Expansion demand	Replacement demand	Total requirement
SCQF 11-12	700	2,300	3,000
SCQF 7-10	2,400	24,800	27,200
SCQF 6	-1,000	8,600	7,600
SCQF 5	-300	13,200	12,900
SCQF 1-4	-1,200	3,800	2,600
No qualifications	-500	5,400	4,900
Total	100	58,100	58,200

Notes:

1. table uses total requirement (people)
2. totals may vary from previous slide due to rounding within the body of the table

Source: Oxford Economics

Figure 5: Forecast Employment Change by Qualification

Scottish Index of Multiple Deprivation (SIMD)

The January 2016 Fife Skills Assessment report shows that Fife continues to track what is happening in Scotland as a whole with 18% of Fife households being workless, compared to 20% in Scotland, and 17% in the UK. This equates to some 22,260 workless households in the region (2013). This represents a decrease of 15% from 2012, a far greater fall than the 3% across Scotland.

The employment domain of the (2012) Scottish Index of Multiple Deprivation (SIMD) provides further information on employment deprivation. 14% of the region's 453 data zones (65) are in the 15% most deprived data zones in Scotland. There are therefore significant concentrations of unemployment, such as parts of Dunfermline, Kirkcaldy and Cowdenbeath, although these are slightly less widespread than in other parts of Scotland. In Fife, 12.8% of the working age population are employment deprived and 13.3% are income 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 and 2 over the past two sessions. The College will continue to target these communities to increase the participation rates to a level proportionate to need.

Developments such as the newly opened 'Levenmouth' campus support the realisation of this ambition and we anticipate a sustained increase in activity from some of the most deprived zones. A programme of community engagement is planned, based on priorities areas and tailored for specific audiences (e.g. adult returners).

Fife College	Proportion of learners		
Deprivation Band	2013-14	2014-15	2015-16
1	9%	9%	8%
2	17%	18%	15%
3	14%	13%	16%
4	12%	11%	10%
5	11%	12%	12%
6	7%	7%	7%
7	9%	9%	9%
8	7%	7%	7%
9	9%	8%	10%
10	5%	6%	6%

Figure 6: Student profile: students from areas of deprivation, 2013-14 to 2015-16

The proportion of WSUMs / Credits delivered to learners from the most deprived post codes	2014-15	2015-16	2016-17
Number of WSUMs / Credits delivered to MD10	14,298	10,594	10,465
Total number of WSUMs / Credits delivered in the region	180,537	134,173	125,645
Proportion	8%	8%	8.32%

Figure 7

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 new 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 table below illustrates the distance to be travelled to bring Fife within the 'top five' Local Authorities.

Fife's economic performance compared with that of the 'top five' performing Scottish Local Authorities			
	Where we are now	Performance of 5th best Local Authority in Scotland	Change required to be within the 'top five' Local Authorities
Productivity - GVA per head	£15,069	£20,697	+37%
The number of new businesses start-ups per 10,000 of the working age population	52	68	+33%
Average gross weekly earnings	£479	£535	+12%
Employment rate	72%	79%	+8%
Youth unemployment (JSA 16-24 claimant rate)	17%	11%	-7%
Business survival rate (3 year)	57%	62%	+6%
Percentage of school leavers going to positive destinations	92.1%	95.4%	+3.3%

Figure 8: Fife's economic performance compared with that of the top five performing Scottish Local Authority

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

Local strategic considerations are also emerging with the production by Fife Council of seven Local Strategic Assessments 2016.

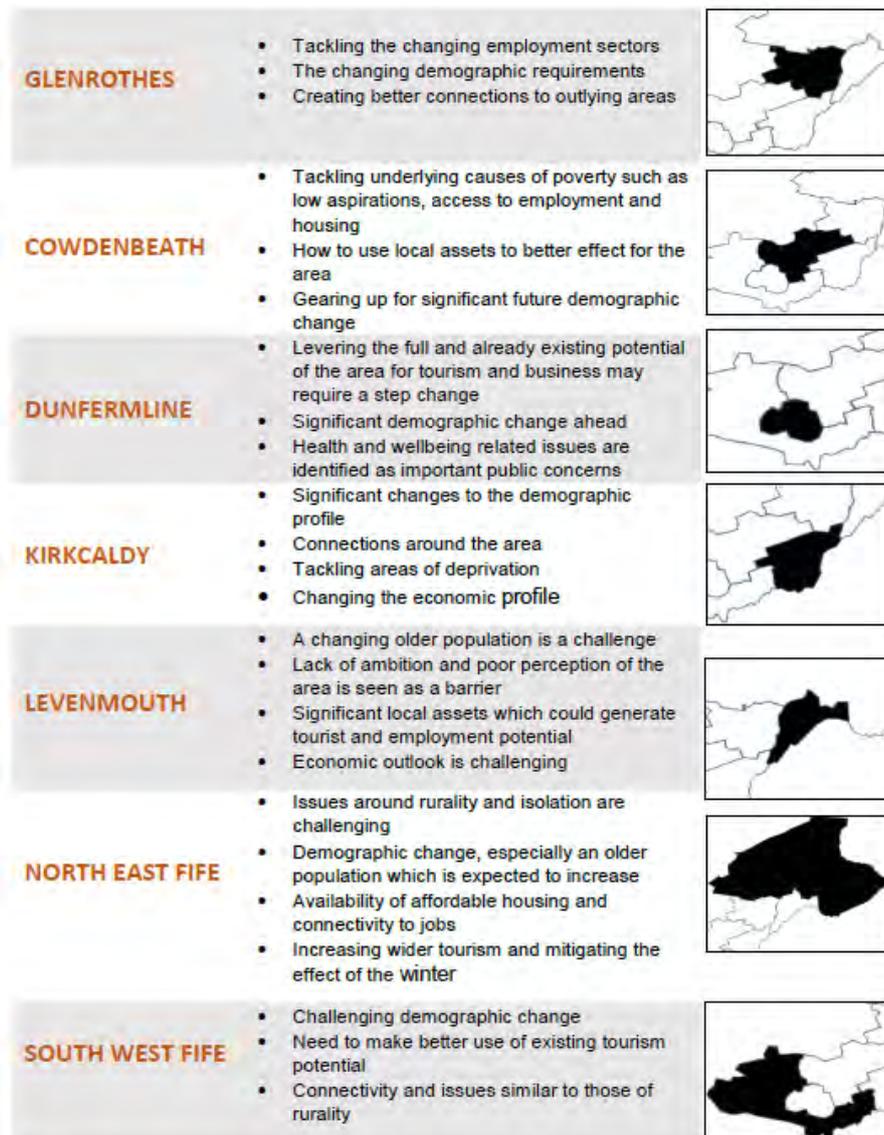


Figure 9

These assessments will inform current and future strategic planning for the College by taking into account specific local needs, assets and challenges. Common themes are:

- Demographic change
- Better use of local assets
- Improving Connectivity
- The Changing Economy
- Underlying causes of Poverty

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 appended to this document 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 new 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 refreshed Fife College Learning and Teaching Strategy launched in August 2016, together with our Developing the Young Workforce implementation plan. 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. 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.

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 growing number of School-College partnership programmes across Fife in support of Curriculum for Excellence. The College is developing 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.

School College Partnerships

The most recent full School Leavers Destinations report published by SDS in the Spring of 2016 shows that the proportion of leavers who were in a positive destination in October 2015 was 92.1% and by the follow up survey in March 2016 this had fallen by 1.4 percentage points to 90.7%.

In comparison, nationally, the proportion of leavers who were in a positive destination in October 2015 was 92.9% and by the follow up survey this had fallen to 92%, a decrease of 0.9pp. This means that the percentage of leavers from Fife Council reported in a positive destination in March 2016 was 1.3pp lower than the national average.

Destinations	Scotland			Fife Council		
	Initial (%)	Follow Up (%)	% Point Change	Initial (%)	Follow Up (%)	% Point Change
Higher Education	38.3	36.4	-1.9	34.7	32.2	-2.5
Further Education	27.8	23.5	-4.3	34.5	27.7	-6.8
Training	3.8	2.8	-1.0	2.8	3.7	0.9
Employment	21.7	28.2	6.5	18.1	25.8	7.7
Voluntary Work	0.4	0.4	0.0	0.2	0.4	0.2
Activity Agreement	0.9	0.8	-0.1	1.7	0.8	-0.9
Unemployed Seeking	5.4	5.7	0.3	6.1	6.7	0.6
Unemployed Not Seeking	1.1	1.6	0.5	1.4	2.2	0.8
Unconfirmed	0.5	0.6	0.1	0.4	0.4	0.0
Positive Destinations	92.9	92.0	-0.9	92.1	90.7	-1.4
Total Leavers	53,834	53,654		3,899	3,886	

Figure 7 Please note that percentages may not total 100% due to rounding

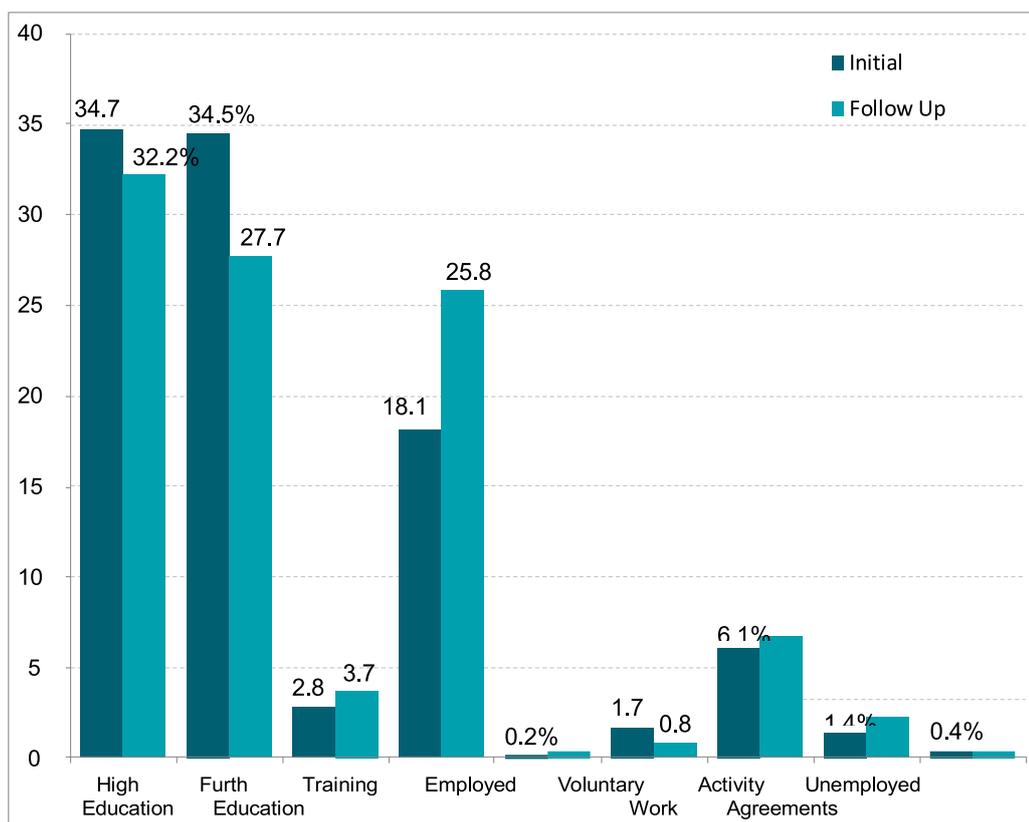


Figure 10: Comparison between initial and follow-up destination

Within Fife Council the destination category that witnessed the greatest percentage point increase between the initial and the follow up return was employment, with an increase of 7.7 percentage points.

Conversely, the destination category that witnessed the largest percentage point decrease between the initial and the follow up return was further education with a 6.8pp decrease.

The very recently published Initial Destinations of Senior Phase School Leavers reports shows that 33% of the 2015-16 cohort was in Further Education in October 2016, a decrease of 1.5% on the previous year.

These figures have been closely scrutinised by the College, in collaboration with the Education Department and with SDS and reinforced partnership mechanisms, communication channels and monitoring processes introduced to address the issues identified.

A refreshed School College Engagement plan is in place with operational groups now mirroring secondary schools clusters. The School College Strategy Group comprises reviewed senior representation from the education department, the College and SDS and focuses on joint planning in relation to local and regional priorities e.g.:

- Guarantee entry level provision with an increased focus on access
- Core curriculum for each Fife campus: On-going review of curriculum priorities for local and regional specialisms in line with LMI data and local strategic assessments
- Consolidation via curriculum mapping and curriculum design: Pro-active partnership work towards development of an enhanced and seamless regional curriculum

- Employer engagement
- Enterprise
- Progression
- Continued provision of HE (College in Fife, articulation arrangements, workforce development)

Senior Phase Vocational Pathways

The current Senior Phase offering is detailed below with credits indicated for each area.

Senior Phase Offering by Department	2016/17 Target	2016/17 Actual (as at March)	2017/18 Target	% of total
Creative Industries	1404	404	812	13.11%
Science & The Built Environment	946	597	1314	21.21%
Business, Enterprise and Tourism	562	283.5	676	10.9%
Engineering Technologies and Mathematics	2181	539.45	1644.5	26.6%
Supported Learning	608	729.32	561.6	9.06%
Care, Social Sciences, Education & ESOL	928	688	848	13.69%
Hair, Beauty, Sports and Fitness	634.3	319.50	337.05	5.44%
Total	7263.7	3229.05	6193.15	

Figure 11: Senior Vocational Pathways

The following Senior Phase Pathways Developments are on-going:

- Industrial Project (Skills for Energy delivery, DEC curriculum) based in Glenwood High School, Glenrothes but will be accessed by the other two Glenrothes High Schools.
- Foundation Apprenticeships: Working with SDS, the High Schools and local employers Focus Groups are in place for each of our FAs, to improve and strengthen partnership working, including joint CPD, pupil/parent engagement and curriculum mapping. The Focus Groups feed into the refreshed FA Management Group. *(Further information is available in the relevant dedicated section of this document).*
- Girls in Energy, run in Partnership with Shell Girls Into Energy programme has continued to develop over AY 2016/17
- School College Partnership Self Evaluation for 2016/17 to be completed in May 2017.

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. The College aims to create articulation routes for all Higher National courses on offer where appropriate.

Fife College currently has active Articulation partnerships with:

- Aberdeen University (Engineering, Computing and potential for additional areas Science, Social Science and Law)
- Abertay University (Accounting, Business, Legal Services, Hospitality, Coaching and Fitness, Civil Engineering, Construction, Computing, Sound Production, Science and Social Science.)
- Dundee University (A&D and Social Science)
- Queen Margaret University (Science, Social Science, Travel & Tourism, Events, Business, Hospitality Fitness, and Social Services)
- University of Sunderland (Broadcast Media Production and Journalism)

Discussions to formalise existing informal agreements are in process with:

- Edinburgh Napier University (Existing agreement for Business and Engineering with new areas to be included - Science)
- Glasgow Caledonian University (Fashion renewed plus new areas Computing and Engineering all with guaranteed places, Construction still being discussed)
- Heriot Watt University (Existing renewed for Fashion Technology, Science, Civil Engineering and Construction plus potential for new areas – Interior Design, Computing, Social Science and Fashion Communication)
- Robert Gordon University (Fashion to be renewed plus initial contact made to discuss potential for new areas)
- University of St Andrews (Science to be renewed)
- The Open University (Social Science, Care, Coaching and Fitness to be renewed)
- University of the West of Scotland (Agreement for Performance and Technical Theatre has been agreed with guaranteed places...)
- University of the Highland and Islands (Initial meeting has taken place with several possible routes). Further meeting took place in January 2017 and areas to be explored include Engineering, Health and Social Care, Social Science, Audio, Science and Sport.

A number of franchised degrees awarded through the University of Abertay are also delivered at Fife College. There are currently 162 full-time and 8 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.

Potential articulation routes have also been identified with University of Sunderland for Performance, University of Cumbria for Drama and Musical Theatre and both Portsmouth and Teeside University for Petroleum Engineering and these will be investigated further in the coming year. Discussions with other institutions such as Stirling University, Rose Bruford and The Royal Conservatoire of Scotland are at early stages and will form part of a wider offer to support widening access.

Joint Curriculum Development

Heriot-Watt

In response to the skills gap in Scotland's ICT and Digital Technologies sector, Fife College and Heriot-Watt University have developed a pathway to the BSc in Computer Systems supported by programmes combining academic and practical skills for industry. The development of a bridged curriculum, including the development of a collaborative senior phase vocational pathway in Computer Science that encompasses technical skills training, industrial awareness and experience, and real industry projects, together with all the educational requirements to achieve an Honours Degree.

St Andrews University

Initial discussions have taken place around the creation of a Learning Partnership Portfolio between the St Andrews University, Fife College and Levenmouth Academy. This portfolio would aim to increase widening access for senior phase pupils and adult returners whilst shortening the learner journey and improving chances for students from deprived background.

St Andrews University also supports the delivery of study skills for students on Fife College programmes.

Robert Gordon University

A conversation has started with a view to establishing a partnership delivery opportunity and progression pathway for Jewellery programmes. Whilst at an early stage, these discussions may result in additional local Degree level study opportunity for Fife students.

UCAS information 2015-16 cycle

In this cycle there were 517 applications to UCAS through the College of which 347 were successfully placed giving a success rate of 67%.

	Applications	Placed	Success Rate
HN	422	300	71%
Level 6	84	40	48%
Degree	11	7	64%

Figure 12

Of the 300 HN students, 129 were studying at HNC level and 171 at HND level. The successful applicants from HN courses can be further analysed to show the following placement at University. The tables below show Scottish placements

Breakdown of number of entrants from HN courses to individual universities 2016 (Scot)

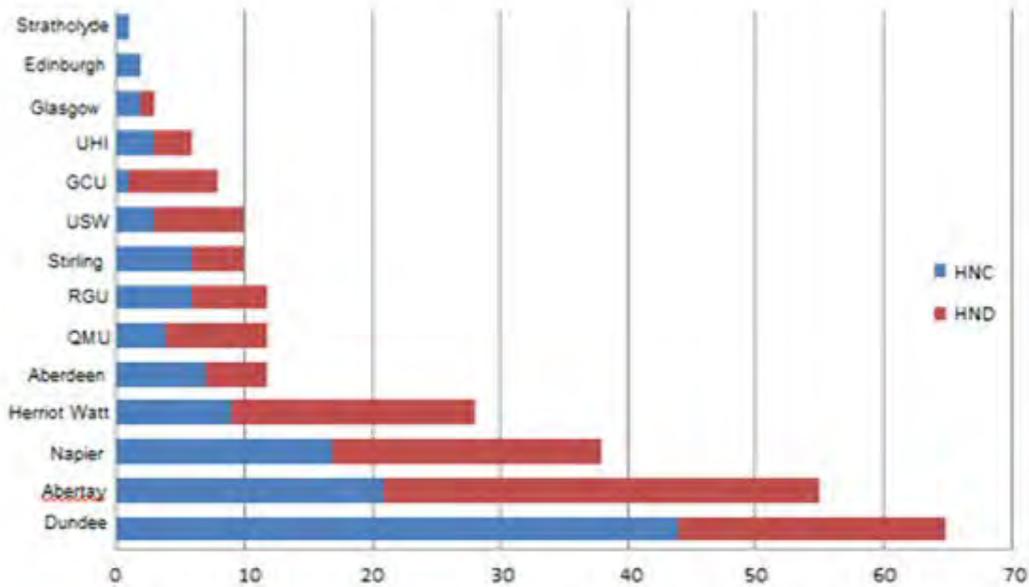


Figure 13: Breakdown of number of entrants from HN courses to individual universities

A further 56 SWAP students from the various level 6 courses offered also secured places at various universities:

SWAP students final destination by University - 2016

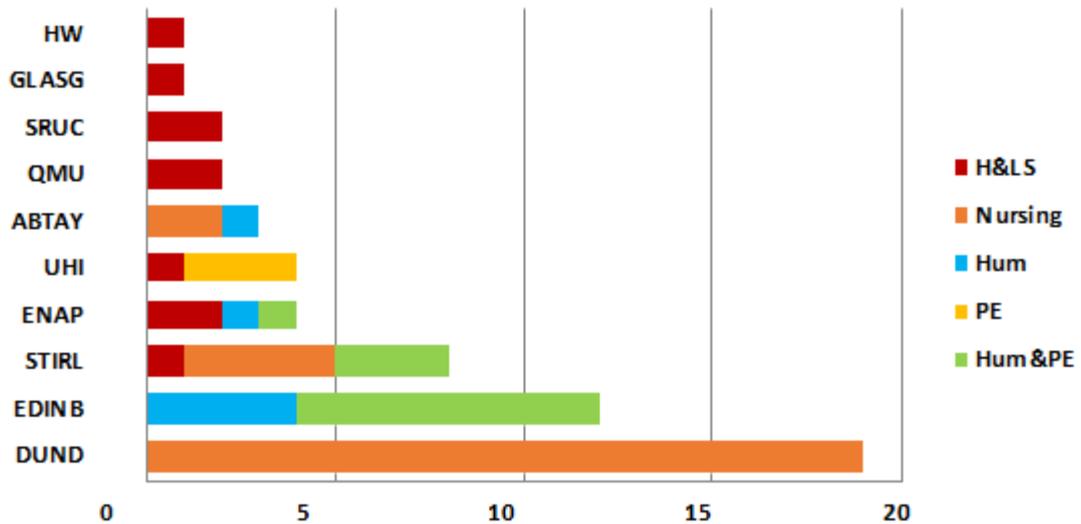


Figure 14: SWAP students final destination by University-2016

There are also 172 fulltime and 8 part-time students enrolled on our franchise degree programmes and these students do not show up via UCAS as they apply directly to the College.

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
- Employer Engagement
- A high quality, relevant and dynamic curriculum
- Access for people from the widest range of backgrounds

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.

In June 2015, Fife became the third Scottish region to establish a DYW Regional Board, 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, 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.

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 team now places an enhanced focus on the DYW activity with the establishment of clear roles and structures to support close working with the DYW Board coordinator and the schools' employability coordinators.

The Energise Fife project, jointly led by Fife Council and Fife College to establish a shared vision of educational provision in response to future workforce requirements and to understand the skills needs and wants of employers, is informing the development of progression pathways, of professional update for practitioners and of marketing strategies to ensure that young people and their parents are fully aware of career opportunities and of routes to employment.

An internal DYW report and associated matrices highlighting current employer engagement in the curriculum have been produced. The report highlights progress and ambitions and the need for:

- Better mechanisms to allow further employer engagement
- Clearer progression maps to illustrate career opportunities and support career management skills development

To this effect, the College is reviewing the level of employer engagement where appropriate by ensuring that curriculum design is informed by industry. New marketing resources and materials, including information on employment opportunities are in development.

Science, Technology, Engineering and Mathematics (STEM)

The partnership based regional STEM strategy led by Fife College over the past 5 years remains a high priority and is currently being refreshed in partnership with Fife Economic Development, Fife Education Department, St Andrews university, the DYW Board and SDS, with a view to drive forward specific aspects and developments. A high level steering group and specific workstreams will be established to address new and evolving priorities such as:

- Specific Fife economic challenges (e.g. Change in local businesses)
- National priorities and factors (e.g. gender balance, internationalisation)
- Need for improved governance and performance measurement
- Funding context

Fife College has monitored STEM entrants and PIs since 2012-13 and reports annually to the Fife Economy Partnership. Fife College continually reviews its curriculum review to improve and increase STEM pathways and alignment with Senior Phase activity in schools. Current priorities include:

- Creating a joint Maths curriculum, addressing attainment rates and seeking to underpin foundations from an early age; examples of this work include MathsLAB developments in Levenmouth and engagement in Fife STEAM Collaborative across all Fife schools (e.g. in Science)
- Addressing gender imbalance in some STEM subjects through earlier engagement with secondary schools (e.g. during BGE), development of targeted programmes and offers (e.g., Girls in Energy, Barbering Courses, Netball for women)
- Planning of a joint curriculum offer (e.g. for Construction with the DEC project)
- Further development of an College and employer led curriculum delivery such as
- Girls in Energy with SHELL and 4 Fife secondary schools. The programme offers an integrated curriculum than incorporates industrial visits and expected industry competences and behaviours.

Employer Engagement

Curriculum Design and Delivery

The Energise Fife Project, as described earlier, has allowed for an overall picture of needs and expectations from employers, pupils and education partners to emerge and is

currently informing the development and enhancement of senior phase vocational pathways

The College works 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, where an accredited course (e.g. REHIS) is combined with bespoke elements to address the needs of their business, or address a skills need on a regional or national level, such as Smart Metering programmes for the utilities sector or the delivery of bespoke management programmes for the Food and Drink Sector with a specific focus on Scottish Aquaculture. This latter programme was developed as a partnership with the Innovation Centre for Scottish Aquaculture and is successfully being rolled out to a number of employers within this sector within the UK, but with potential for international delivery.

The College intends to develop further links and projects in collaboration with the Innovation Centres with the areas of Digital Health and Care skills being of particular interest to support regional workforce development and upskilling.

Recent exciting new projects include the development of a BIM (Building Information Modelling) centre, in partnership with Balfour Beatty and a number of key stakeholders within the Construction sector, addressing the Scottish Government's BIM Implementation Plan which sets out the pathway for public sector projects within Scotland to adopt BIM Level 2 by April 2017.

This approach is complemented by direct engagement with employers both via curriculum partnership and through the Business Development Managers who work on developing direct relationships with businesses across all of the key sectors and on securing commercial income and opportunities for learners. 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.

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.

Carnegie Conference Centre also provides relevant work experience for full time students ensuring that the Fife College students have the opportunity to work within a commercial hospitality facility.

By continuing to develop the commercial portfolio, Carnegie Enterprise ensures that it is able to respond to demand for more innovative training solutions. New programmes introduced in 2016 include the development of a NEBOSH on-line qualification and the expansion of the project management portfolio to include PRINCE2 Agile.

The commercial teams within Carnegie Enterprise and the College also work closely with Skills Development Scotland, Energy Skills Partnership, sector skills bodies and College Development Networks to ensure that the College is at the forefront in the delivery of new vocational and sectoral training requirements.

Through our SDS Employability contract, and involvement with Opportunities Fife employability programmes, we also ensure we are developing and delivering vocational employability programmes that support both the 16-25 and the over 25 age groups.

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.”

Fife Education Department recently shared their vision of a meaningful work experience for all senior phase pupils by outlining the various options offered to employers to engage with schools under the DYW umbrella and with the support of the DWY strategic group on which the College has senior representation.

Future curriculum design and development will be informed by this approach within the establishment of the senior phase curriculum pathways previously mentioned and 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. It is to be noted that the recently formed fourth delivery group within the Opportunities Fife Partnership (as described earlier) aims to create a regional approach to employer engagement and provision of services to business with a view to facilitating participation for all Fife businesses. Discussions are underway in relation to a common approach / single database for work experience opportunities.

Foundation Apprenticeships

Pathfinder Foundation Apprenticeship

Fife College was an early adopter of Pathfinder Foundation Apprenticeship projects with the Engineering pilot in academic year 2014/15, and is building on the success of this initial project. A key aspect of this work is the Industry Challenge Project, which involves employers directly in programme delivery.

The 2017/18 College offer has been agreed with SDS and comprises three frameworks with a view to increasing both the number of places being offered on each framework and the range of industry based activities. Work is on-going with SDS and Fife Education Department to support the delivery of additional frameworks bid for by Fife Council and ensure that Foundation Apprenticeships appear as part of the Senior Phase offer and are marketed effectively. This now includes the promotion of progression opportunities linked to Insight tariff scores and agreed by a number of universities, together with specific information related to employer engagement.

The figure below indicates the offer for 2017/19 versus the current places on offer for 2016-18:

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

Figure 15

This offer is expected to evolve slightly as per on-going partnership discussions with individual schools and with SDS.

Modern Apprenticeships

Fife College has the largest SDS MA contract of any Scottish college, with a contract value of just under £1.2m pa (excluding associated credits and employer contributions). We currently deliver MA programmes to around 670 employees in the following sectors: Engineering, Construction, Care, Management, Creative, Science, Hospitality and Hairdressing.

Following recent Education Scotland reviews, the College has been reviewing 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.

	Credits Target	Credits Actual	Target Enrols	Actual Enrols	Prop of FT FE Credits
FT Modern Apprenticeships	1,614.60	1,860.30	92	117	2.9%

Figure 16: Proportion of Modern Apprenticeships for AY 2015-16

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).

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 learning provision for Fife drives regional curriculum planning in Fife. 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, 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 necessitates 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 will remain those aged 16 to 19 years, analysis of Fife Colleges' current curriculum portfolio indicates a need to make the learner journey for young people in the guarantee group 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 will also be given to SCQF levels 6, 7 and above provision.

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

In support of the Scottish Government's Economic Strategy and in line with ambitions outlined by Fife Council and by Fife Education department, Fife College continues to drive the "Enterprise Curriculum" across the College.

The successful College-wide Enterprise Competition will again be run. A key new initiative in partnership with "Acorn Enterprise" is the development of a fit for purpose "Locally Devised Units" which will focus on the "Entrepreneurial Mind-set" and link to vocationally specific units across the Curriculum. The vision is to pilot this across the curriculum in 2017/2018. This will also be piloted with 2 schools as part of our SCP programme. The College is also piloting four Enterprise workshops in partnership with Bridge to Business to further support the Enterprise Curriculum.

Further development of the existing STEAM collaborative project (under the STEM umbrella), designed to support the development of Enterprise Skills in schools (Primary) will help develop an Entrepreneurial mind-set at an early age.

Core and Essential Skills

The Core Skills Policy has been redeveloped as the Essential Skills Policy and a Core Skills Quality Group has been established to take forward the implementation of the Core Skills Action Plan, in particular ensuring that opportunities for integrated approaches are identified and developed. The BKSB Core Skills screening tool has been procured and is now being used to support learners' Core Skills development. In addition, the software is supporting the early stages of the Learner Journey during the recruitment process by reporting core skills levels to inform support interventions.

Fife College will fully support the national statement of ambitions endorsed by Scottish Government. A revised course nomenclature, providing guidelines to support the development of Essential Skills, which include Core Skills, will ensure that these are developed and contextualised as appropriate throughout the curriculum offer, including work based learning.

Learning and Teaching Strategy

The College's new Learning and Teaching Strategy was launched in August 2016 as the core strategy of Fife College and workstreams are now developing implementation plans for its five themes: Curriculum Design, Delivery and Assessment, Technology Enhanced Learning, Staff Skills, Learning Environment and Continuous Improvement

In line with national priorities and developments for Digital Skills, the College's ICT strategy and planning over the next three years are under review with specific targets to be agreed.

The emphasis will be 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 20% of the curriculum portfolio to be delivered according to these parameters by 2020.

Quality Enhancement

Close partnership working with Education Scotland and the Scottish Funding Council will support the development of the College evaluation report and enhancement plan as defined within the new Quality Framework. The College has placed an enhanced focus on quality assurance and quality improvement; this is supported by revised structures, systems, processes and procedures which will be fully implemented during academic year 2016-17 and into 2017-18. These cover all key elements such as self-evaluation, planning, monitoring and reporting, which will be enhanced with improved data management tools and reporting for academic teams.

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

As per the recently submitted ROA self-evaluation document, full cognisance has been taken of recent Education Scotland feedback and successful action planning is on-going.

Professional Development

Fife College introduced a programme of leadership development in 2015 for the senior managers or those recently appointed to management positions and who have responsibility for the management of staff. This programme was aimed at supporting managers in 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 with the last session being held on 6 December 2016. There is discussion with those who attended the programme on further development required.

The next programme of management development will focus on providing middle managers with the skills and knowledge to make a difference and to support the development of the Respectful College. These initiatives continue to support leaders and managers to develop themselves and those within their teams to support the implementation of the Outcome Agreement at the local level.

The College has also introduced a Continuous Professional Development (CPD) Policy and Procedure sitting alongside the 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.

The CPD Policy and Procedure has been developed in order to progress the aims of the Learning and Teaching Strategy symbiotic to the Organisational Development Strategy.

Learning and Teaching Enhancement is supported by dedicated teams working closely with other curriculum and support teams to ensure the enhancement of practice through podcasts, surgeries, workshops and iPortfolio or other learning and teaching resources (e.g. the new HNC Engineering Systems distance learning course).

Recent activities include:

Fife College was one of the ten organisations selected from 120 applicants to become a Fujitsu Ambassador Establishment, and our Fujitsu Innovation Centre Hub was opened at the Stenton Campus in September 2016. Equipped with the latest educational technology and furnishings to support collaborative working, the Centre is being used to support

project based learning and digital skills development for staff as well as students. The College aspires to replicating this type of learning environment across all campuses.

Staff digital skills were also developed through the BlendIT! and CreateIT! professional learning events which have contributed to a significant upturn in technology-enhanced learning and teaching approaches. In addition, our membership of the UK-wide Blended Learning Consortium is now giving us access to a significant and growing resource of high-quality digital learning materials.

Continuing Professional Development is not only offered in house but in collaboration with School partners too. In collaboration with Fife Council Education and Children's Services Directorate, joint CPD to share best practice will be progressed and support enhanced joint curriculum planning.

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.

A Student Engagement Implementation plan has been devised and will support and track progress to ensure that effective student representation is a key element of College life and future planning. Senior College staff and the FCSA officers and staff meet monthly to review progress and agree actions to address and enhance areas for development.

Students' Association

The College agreed a Memorandum of Understanding with the Students' Association outlining their shared approach to partnership working and both parties are working towards completing the SA Framework.

The FCSA has two paid members of staff – a Co-ordinator and a Student Engagement Assistant. Under a revised constitution, due to be implemented ahead of session 2017-18, there will be two remunerated full-time sabbatical positions – President (Education & Representation) and President (Equality & Welfare). The sabbaticals will be supported by an elected Student Executive comprising campus and equality officers.

The introduction of the Student Engagement Assistant post in January 2016 (fixed-term until July 2019) has allowed the association to engage much more closely and meaningfully with its membership, undertaking a substantial cycle of research and outreach activities, benefiting both the association and the College.

An integral part of the Students' Associations work is the operation of the Class Representative System. Over the past 12 months the FCSA has focussed on developing a more robust and rewarding Representative model. 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 Student Association. New accommodation has been provided in Stenton and St Brycedale campuses which are prominent and visible to all students and the Halbeath office has been rebranded.

In 2014-15 the College was awarded two stars in the Healthy Bodies' Healthy Minds awards that are run by NUS Scotland and Scottish Student Sport. This was achieved by the FCSA working effectively with Guidance. In 2015-16 the College was awarded three stars. This was based on increased student consultation in the delivery of events and improved inclusion on all activities.

The FCSA is in the process of reviewing its governance, strategic, and operational plans and documents. This will be informed at all points by consultation and discussions with our student population and key stakeholders within the College.

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.

Ensuring they provide clear pathways within the following streams:

- Life Choices;
- Community Choices;
- Further Education Choices.

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 Headteachers; 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.

Care Experienced Students and Carers

A number of activities focused on supporting Care Experienced Students have taken place in College over the past academic sessions. These have included

- Broadening outreach curriculum to target those just out of care homes and in the community.
- Pledge of Fife College to the Scottish Care Leavers Covenant.
- Continuing CPD for staff to raise awareness of care leavers and engaging with Who Cares Scotland.
- Implementation of a new procedure on Assessing Students' Personal & Social Support Needs, including Social Support Plans, for all vulnerable students, including students who are care-experienced, young carers homeless or victims of abusive relationships.
- A Fife College Corporate Parenting Action Group.
- A Fife College Curriculum Contacts Group to support Care Experienced Students.
- Recognition that Care Experienced Students need additional support and College policies have this group as a Protected Characteristic.
- Active engagement in regional and national networks, including through College Development Network and the Care Experienced, Estranged and Carers East Forum

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 developments 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.
 - Membership of Fife Council Corporate Parent Board.
 - Specific support to the Seen and Heard Group, Children's Parliament and launch of the 2BHead website
 - 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 through care & aftercare services, and not just in Fife.
- Corporate Parenting Plan
 - Reviewed positively by CELCIS with recommendations incorporated prior to the plan being shared with Fife Corporate Parent Board.
 - Key points of the College's plan incorporated into the Board's regional corporate parenting plan.
 - Implementation bringing together lecturing and support staff from across the College and strong collaboration with external partners, including social work and support agencies.
 - To be publically available.

- An interim report will be prepared on progress to date implementing the plan, also providing an opportunity to pilot the reporting format to be used in the first submission to the minister in 2018.

Fife College will continue to adopt a pro-active approach and has revised its Admissions Policy and Procedure to encompass a specific focus on Care Experienced young people. Developments this session include guaranteed interviews for care-experienced applicants and the establishment by the Adam Smith Foundation of a new fund targeted at students who are care experienced or young carers.

The College also aims to refine data and in particular the reporting of performance indicators for Care experienced young people. This may involve enhanced data sharing with local and regional partner under the auspices of the Corporate Parenting Plan.

Initiatives, such as the One by One Project, a pilot project in partnership with Fife Council (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, will be developed.

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

The Fife Carers Strategy 2012-15 provides the most recent estimates for the Fife area shown in the table below.

	2012 Population	Carers
All Ages	367,930	(13%) 47,831
Ages 5 - 18	57,156	(10%) 5,715

Figure 17

It is estimated that there were 38,328 carers (28,344 female carers versus 19,487 men) under 65 years of age in Fife in 2012 and the number of carers in Fife is rising.

The College's currently has a number of students with caring responsibilities, particularly in the Care area, and aims to review some of its delivery patterns and modes to support these individuals.

The College has a good working relationship with Fife Young Carers to provide effective support to students who are young carers on and off campus. The College will work with partners to respond positively to the Carers Act, including the growing trend that acknowledges the benefits of more flexible working patterns for employees. This has been embodied in legislation in the "Work and Families Act 2006" and will equally apply to study or training patterns.

The Carer's Kitemark or similar accreditations could also be part of future aspirations.

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 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 the College's Mainstreaming Report and associated action plans.

In order to achieve these actions, it will require consultation with staff and this will utilise the focus group format adopted which developed themes from the Staff Survey held in December 2015 as well as the Drop In Sessions which have been used to engage staff in the Respect theme and later this academic year the Professionalism theme.

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

Fife College Gender Equality Plan

The Fife College Gender Equality Plan 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.

Specific activities have been designed in the curriculum areas to encourage more balanced gender participation. Initiatives such as the Girls in Energy programme, Science based competitions for primary school pupils or the introduction of more targeted courses e.g. barbering courses in the Hairdressing area support this agenda. Partnership work is on-going to ensure that perception issues are addressed at an early stage: refreshed marketing information and guidance approaches aim to present a more comprehensive picture of the variety career pathways in areas where gender imbalance is particularly high (e.g. Engineering, Care).

Data analysis, enhanced employer engagement (e.g. use of role models), focus groups and the use of more varied and gender conscious resources and materials will be used to continue to address this key priority.

The College is an active participant in multi-agency work led by Fife Council to tackle violence against women. A new cross-College working group is being established to develop and implement a Gender-Based Violence action plan.

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

High Performance and Sustainability

Estate and Campus Development Strategy

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.

Fife College developed a campus master plan for the future of the organisation. Since August 2013, there has been an on-going rationalisation of the College estate.

The following components of the College Estate are no longer in use:

Owned	Leased
Cowdenbeath (1042m ²)	Walton House, Leven (1809m ²)
Southfield, Glenrothes (1397m ²)	Pentland House, Glenrothes (78m ²)
RPH, Rosyth (588m ²)	Thomson House, Methil (510m ²)
Priory Campus, Kirkcaldy (8079m ²)	Next Steps, Kirkcaldy (132m ²)
New Row, Dunfermline (301m ²)	Navy House, Rosyth (725m ²)

Figure 18

New builds opportunities 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:

Campus	Credits
Dunfermline	63,000
Glenrothes	32,000
Kirkcaldy	32,000
Levenmouth	6,000
Total	133,000

Figure 19

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.

In late 2014, the College received the news that £70million had been awarded 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 new campus is scheduled to open for students at Halbeath Dunfermline in August 2020.

This has given the College the opportunity to review the curriculum delivery and the balance of delivery across Fife. When the new campus opens in 2020, the College will deliver from 4 principal sites as described above, as well as sites in the community not owned or leased by the College.

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 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.

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 submitted their mandatory Public Bodies Climate Change Duties Report in November 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. However, it was anticipated at the time of writing the Carbon Management Plan (CMP) that projects will continue to 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 duration of the plan.

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.

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

Figure 20: Efficiency Measures

Non SFC Income/Commercial Strategy

In order to realise our Vision and the specific objectives noted in this plan, we are dependent upon the continuing support of Scottish Government and the SFC. Fife College has a good track record of generating additional income via commercial activity. This will continue to complement our SFC funding, to improve post school learning opportunities for the people of Fife.

Target by Income Stream for 2016-17

INCOME CATEGORY	Target £k
Foundation Apprenticeships	120
SDS Modern Apprentices	1,155
MA's Additional Billing	465
Employer Funded VQs	922
Commercial Courses	1,265
Europe	33
Scottish Prison Service	1,998
Employability Fund	352
International	154
Commercial Income Total	6,464
CEL Income	1,300

Figure 21: Income Category

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. This Carbon Management Plan is the 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.

The College has set up a Sustainable development Group (SDG) which is a College-wide group from all areas of the College community including the Student Association. The SDG meet on a monthly basis and liaise with South Lanarkshire College to share ideas.

The chair is an office Bearer on the Environmental Association of Universities and Colleges (EAUC) which gives the College a direct link to current information around this area and access to information around any new initiatives happening in the college or university sector.

SDG Successes to date include a sustainably online unit of learning which sits on the landing page of the College website for anyone to access, this is being further developed to be offered across all curriculum areas as a creditable unit of learning. The unit also forms part of staff induction, to inform staff of the ethos of Fife College around sustainable practice.

It is planned for the current year to enlist student and staff ambassadors who will be tasked with spreading the word across the College and feeding back into the group twice a year with any initiative's and share best practice.

Badges to identify these ambassadors are currently being designed by creative students who have been asked to consider not only the badge design, but, the process and resources used whilst working on the project, such as travel to College, printing etc.

Departments plan to produce information on their particular practice that will reduce the carbon footprint of the team and share this information with their staff and student's.

The College procurement team look closely at this area of activity with local suppliers being considered where the impact may be more sustainable than contracting with larger companies who may need to transport into to Fife from further afield.

The estates team have reused components from consolidated estate such as boiler's or LED lighting from estates which are no longer required, where these can be recycled to other campus locations Furniture and fittings are offered cross-College before new purchases are considered.

The College also operate a fleet of electric cars and charge points are sited at all of our main locations for both College and public e-car.

Access and Inclusion Strategy

The Fife College Access and Inclusion Strategy is a high level planning document which sets out the College's commitment 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.

This document provides a strategic framework for the access and inclusion principles contained within the Fife College Regional Outcome Agreement (ROA) and aims to promote the College's current ambitions. It will support national priorities in terms of closing the attainment gap for students with protected characteristics and /or from deprived backgrounds. A specific focus will be placed on supporting Care Experienced Young People as described in the ROA and in accordance with the Fife College's Corporate Parenting Plan 2015 – 2018.

The Access and Inclusion Strategy supports the College's Learning and Teaching strategy, as described in this ROA, and is thus reflected in College-wide strategies and policies as described below: Its implementation is the responsibility of all College teams and in particular those with responsibility for the strategies/policies and outcomes below:

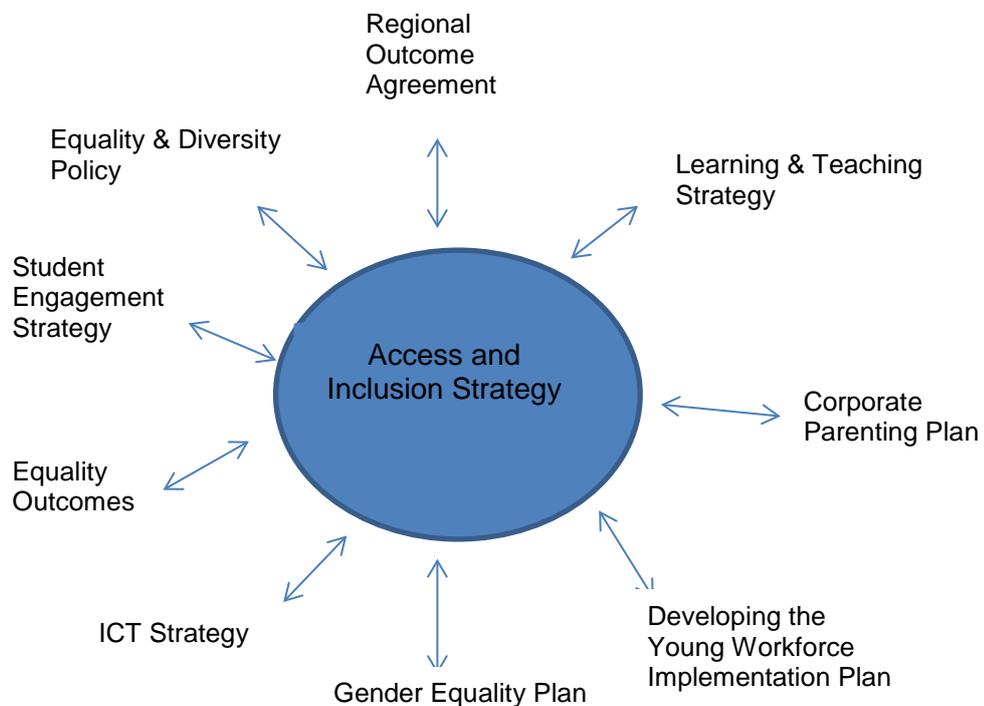


Figure 22: Access and Inclusion Strategy

The Access and Inclusion strategy developed by Fife College aims to meet the needs of all students through a pro-active approach to supporting additional needs to ensure a positive and successful learning experience for all.

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.

Present activity supporting inclusive practice

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).

The comprehensiveness of the College's approach to access and inclusion is demonstrated when a sample of activities are mapped against the SHANARRI model.

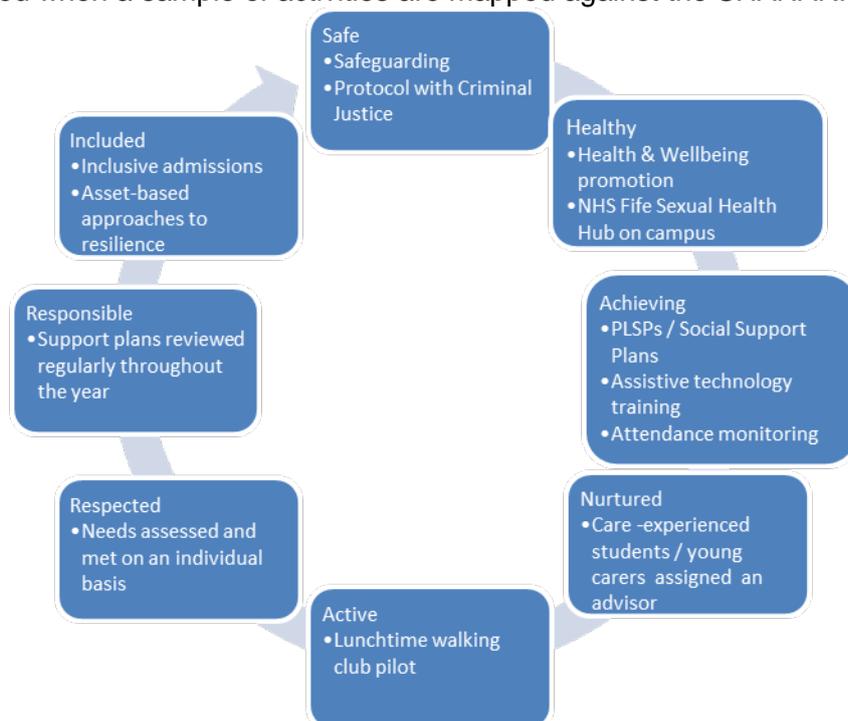


Figure 23: Shanarri Indicators

Specific support mechanisms in place include:

- School-College Partnership:
 - Liaising with schools to provide early transition visits for students with complex and additional support needs.
 - Additional information targeted at Winter Leavers issued during the spring while they are still at school, on induction and mid-semester 1.
 - Working with SDS to provide additional CIAG to school leavers not offered a place at College or who leave early in semester 1.
- STE(A)M activities as described earlier in this ROA document
- Evidencing and documenting additional support arrangements:
 - PLSPs - including additional support in class and in learning centres, alternative/additional assessment arrangements, and health & safety measures.
 - PEEPS – evacuation plans for students with mobility difficulties.
 - Social Support Plans – vulnerable students' additional support arrangements.
 - Time-sensitive medical requirements.
 - Young Epilepsy form.

- Assistive Technology – general roll-out, including plans to deliver training at level 4 across the curriculum, plus software and training offered to specific students in response to needs identified in their PLSP. Also engagement with local high schools to pilot Texthelp training in schools to benefit students while completing current courses and ahead of their transition to College even if it is not a specific requirement to release funding.
- Corporate parenting:
 - Progress of every care-experienced applicant is monitored by a designated Guidance Advisor, with support offered to each young person and connections established with their high school and social worker where requested.
 - Each care-experienced student offered a designated Guidance Advisor to work with them through their course.
 - Included in the College family, for instance SMT sent Christmas cards to all our care-experienced students.
- Vulnerable students:
 - Young carers asked to identify themselves on application / enrolment.
 - Offered a designated Guidance advisor during their application and through their course.
 - Strong working relationship with Fife Young Carers.
- Health:
 - Sexual Health:
 - NHS Fife sexual health hubs on campus each week.
 - Every Guidance Advisors is condom-distribution trained.
 - Mental Health:
 - Scottish Mental Health First Aid Training delivered 3 times a year for the past 2 years, with more than 80 staff trained to date.
 - Action plan: bringing together existing and proposed health promotion measures, plus proposals to resource additional measures to support students with mental health conditions, including partnership working with NHS Fife to provide additional staff training.
- Gender-based violence action plan: assessing students' experiences of gender-based violence and developing a College-wide programme of activities to support victims and minimise future exposure.
- Food poverty: strong working relationships with local food banks; breakfast clubs to be trialled on two campuses spring 2017, with funding from Fife Council.
- Partnership working: strong working relationships with Fife Council, NHS Fife and third-sector agencies to provide additional support and additional referral opportunities for students.
- Ensuring student information is up to date in relation to: student records, PEEPs for example.

A specific focus is placed on close partnership work with the FCSA.

The FCSA structure includes a President for Welfare & Equalities whose remit includes responsibility for the voluntary officers promoting respect and equalities agendas and giving a voice to students from different backgrounds and with different experiences. The President and Equality Officers work with the College to run awareness raising and health promotion campaigns throughout the year, including Dyslexia Awareness Week in partnership with Dyslexia Scotland, Disability Awareness Month in December, BME Month, World Mental Health Day, International Women's Day, and National Care Leavers Week in association with Who Cares? Scotland

A crucial development has been the FCSA's establishment of a Student Engagement Assistant post, charged with speaking with at least 100 students on a different agenda

each week. In its first year, the post has been crucial in bringing the authentic student voice to the decision-making process at every level. The post is funded to continue to July 2019 and consideration will need to be given during the timeframe of this strategy on how to sustain the many benefits the post brings to the Association and the College as a whole.

The cost of maintaining and updating the current level of service to continue to respond to needs is as described below: It is to be noted that the items asterisked are currently not in place or will require additional spending.

- Specialist support:
 - Inclusion Team:
 - Learning Inclusion Facilitators assessing student support needs and providing specialist study support outwith the classroom
 - * Inclusion Assistants providing specialist study support in the classroom. Maintaining a student-led service, in line with the requirements of the Equality Act, presents a double challenge. First is keeping pace with an increasingly diverse and complex student body, with disability disclosure rates increasing year-on-year, especially mental health conditions. Second is managing the uncertainty of not knowing the final make-up of the student body until the start of session with recruitment continuing through clearing and into the start of September, putting a pressure on the College to additional temporary staff that were not budgeted for to meet student needs. Changes to mainstream ELS funding and related adjustments to Group 5 courses could affect the College's capacity to provide adequate support to students on mainstream funding. For instance, it might still be beneficial for students to have a PLSP to document their progress to fully independent learners.
 - * Assistive Technologists providing specialist software advice and training to students and staff. The College hopes to make permanent the assistive technology service piloted in session 2017-18 but the cost of providing a staffing presence across all five campuses will be difficult to sustain in the medium-term, as will the necessary investment in hardware and software to keep up with latest developments and student demand.
 - * The implementation of the BSL Act has the potential to bring significant additional costs. While the College remains committed to supporting all students, it is currently extremely difficult to source sufficient numbers of communication workers and BSL interpreters, who are able to charge premium rates for their services. While an increase in the number of students from the deaf community would be welcomed, each will require significant additional funding to be sourced if we are to support them adequately.
 - * Mental health: the College has enjoyed close partnerships with Penumbra, funded for many years until 2016 to provide mental health, and with NHS Fife / CAMHS. As a result, we have a clear knowledge of not only the high and increasing incidence of mental health conditions among our students but how we can expect the support needs of future years' intakes to be even more intense. The College currently lacks all but the most basic level of mental health support provision, our retention rates for this demographic demonstrating its inadequacy. Work is underway to develop a mental health action plan, which will include additional support activities that can be met through current funding or external fundraising. However, significant progress will require significant additional funding, including resourcing specialist mental health and counselling provision on each campus. Blended learning / developing independent study

- * The move across all departments and levels of study towards increased blended learning and independent study under the College's Teaching & Learning Strategy presents many opportunities for learners. For some, though, there will be an increased support requirement, especially through the learning centres, to ensure that good study practices can be developed early in the course to sustain greater independence later on.
- * Fife continues to experience a digital divide, with a number of homes not having access to a computer or broadband at home. In addition, council funding cuts mean reduced access to local libraries. The College will need to compensate to ensure all students have access to the resources needed to complete their studies through greater investment in libraries and study spaces on each campus.
- * Vulnerable students:
 - Corporate parenting: the College has had a corporate parenting plan in place since mid-2016, shared with partners around the Fife regional corporate parenting board. A lot of work to date implementing the plan has been about raising the profile of existing work and extending staff and student awareness. Ahead of the first report to ministers in April 2018, the College will need to shift into extending practice and developing new modes of engagement with care-experienced students in collaboration with other corporate parents. Resourcing that additional work will be met in part through external funding but sustainability will always be in doubt without additional core central funds.
 - Young Carers: the College is extending its work with students who are young carers, in association with Fife Young Carers. As with care-experienced students, furthering and deepening this work will present a challenge and require additional resourcing, again to gain staff engagement and offer those students a better level of response to their support needs.
 - Other vulnerable students, including homeless, estranged and victims of domestic violence. The complexity of our students' support needs grows each year, reflecting the challenges experienced across Fife's society. Staff capacity to provide an immediate response and support students in their studies is stretched and as third-sector funding is also reduced, the range of external partners we can refer students to has shrunk markedly in recent years. The College has an ambition to model good practice elsewhere in the sector and establish close case-working available to all especially vulnerable students but currently lacks the staff capacity to offer this routinely.

Associated costs:

- Costs associated to additional assessments and examinations arrangements.
- Alternative marketing and support materials* (internal and external e.g. Stonewall).
- Specialist software and assistive technologies*.
- ICT equipment, including additional devices required to support students who may not have access to them outwith College*.
- Costs associated to provision of additional information management processes (e.g. specialist options to be developed for Management Information System)* including

support to data sharing with external agencies and more forensic data collection and reporting.

- Professional development including:
 - College-wide mandatory professional development (e.g. statutory requirements)*
 - Specialist professional development (e.g. for Autism, Dyslexia, mental health issues, counselling)*.

The College facilitates all members of staff to continuously update and develop their skills, knowledge and expertise and sees this as both an entitlement and responsibility. All members of staff have an opportunity to discuss annually through the Professional Development Process their development needs and to record these. The outputs from this process are used to form a programme of activity throughout the following year and individual qualification or attendance at external conferences is managed through an approval system over and above that programme. Access and inclusion is a key consideration in the programme and activities are included to address these annually. For example, there were sessions in the November 2016 Professional Activities Week to support access and inclusion such as Scotland's Mental Health First Aid, Professional and Respectful Team Cultures (Where Well Being Thrives), Text Help Read and Write Gold, SPSO Complaints Investigation Training and Providing Academic References for Students Applying to UCAS.

So far in this academic year, 30 members of staff have been supported to study various qualifications to support access and inclusion for example, the PDA in Inclusiveness, the PDA in Dyslexia and the HNC Additional Support Needs as well as attendance at conferences such as Autism Scotland 2016. It is anticipated that the level of support by the end of this academic year will at least be in line with that for the previous year. Members of staff undertaking such qualifications are encouraged to share their learning with others both in and across teams in the College.

- Increase of extra-curricular activities to enhance community based support and *facilitate access**.

These services and development requirements are additional to mainstream delivery and support costs. They target and support individuals rather than groups and can therefore not be absorbed within core resources.

Fife College's access and inclusion ambitions, as stated in the introduction, 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 described in the attached table of measures.

March 2017

Fife College national measures outcome agreement table

National Measure	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20	Notes
1(a)* The volume of Credits delivered						
The volume of Credits delivered (core)	134,743	129,332	129,760	129,760	129,760	
info. Core Credits target (region)	See Note 1	129,760	129,760	129,760	129,760	
info. % towards core Credits target (region)	See Note 1	99.7%	100%	100%	100%	
The volume of Credits delivered (ESF)	TBC	3,947	3,005	3,005	3,005	
The volume of Credits delivered (core + ESF)	TBC	133,279	132,765	132,765	132,765	
info. The volume of wSUMs delivered	180,525	N/A	N/A	N/A	N/A	
info. % towards core wSUMs target	103%	N/A	N/A	N/A	N/A	
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24						
Volume of Credits delivered to learners aged 16-19	62,665	59,394	63,727	65,055	66,383	
Proportion of Credits delivered to learners aged 16-19	46.50%	44.56%	48.00%	49.00%	50.00%	
Volume of Credits delivered to learners aged 20-24	28,873	25,323	23,898	23,234	21,906	
Proportion of Credits delivered to learners aged 20-24	21.40%	19.00%	18%	17.5%	16.50%	
info. Volume of Credits delivered to full-time learners	100,017	98,212	96,000	96,000	96,000	
Volume of Credits delivered to full-time learners aged 16-19	51,001	49,985	49,920	50,400	50,880	
Proportion of Credits delivered to full-time learners aged 16-19	37.85%	50.89%	52.00%	52.50%	53.00%	
Volume of Credits delivered to full-time learners aged 20-24	22,427	19,386	16,800	16,320	15,360	
Proportion of Credits delivered to full-time learners aged 20-24	22.40%	19.74%	17.50%	17.00%	16.00%	
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Volume of Credits delivered to learners in the most deprived 10% postcode areas	10,890	10,570	11,949	12,613	13,277	
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	8.10%	7.93%	9.00%	9.50%	10.00%	
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers						
Gender -						
Volume of Credits delivered to Male learners	63,980	63,349	64,391	65,055	65,719	
Proportion of Credits delivered to Male learners	47.50%	47.53%	48.50%	49.00%	49.50%	
Volume of Credits delivered to Female learners	70,742	69,859	68,374	67,710	67,046	
Proportion of Credits delivered to Female learners	52.50%	52.42%	51.50%	51.00%	50.50%	
Volume of Credits delivered to Other learners	21	71	66	66	66	

National Measure	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20	Notes
Proportion of Credits delivered to Other learners	0.02%	0.05%	0.05%	0.05%	0.05%	
Ethnicity -						
Volume of Credits delivered to BME learners	3,141	2,866	3,054	3,319	3,319	
Proportion of Credits delivered to BME learners	2.30%	2.15%	2.30%	2.50%	2.50%	
Disability -						
Volume of Credits delivered to students with a known disability	22,313	26,588	26,553	27,881	28,544	
Proportion of Credits delivered to students with a known disability	16.60%	19.95%	20.00%	21.00%	21.50%	
Care Experience -						
Volume of Credits delivered to students with Care Experience	0	80	106	119	133	
Proportion of Credits delivered to students with Care Experience	0%	0.06%	0.08%	0.09%	0.10%	
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	43	5	300	300	320	
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges						
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	185	77	1,460	1,660	1,726	
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.10%	0.06%	1.10%	1.25%	1.30%	
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision						
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,318	5,884	6,638	7,302	7,966	
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	2.50%	4.42%	5.00%	5.50%	6.00%	
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)						
Volume of Credits delivered at HE level	See Note 2	42,087	43,000	43,200	43,500	
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2	3,881	5,590	5,832	5,873	
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2	9.22%	13.00%	13.50%	13.50%	
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses						
Volume of Credits delivered to learners enrolled on STEM courses	33,853	35,094	38,502	39,166	39,830	
Proportion of Credits delivered to learners enrolled on STEM courses	25.10%	26.33%	29.00%	29.50%	30.00%	

National Measure	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20	Notes
4(a)* Proportion of enrolled students successfully achieving a recognised qualification						
The number of FT FE enrolled students achieving a recognised qualification	2,727	2,498	2,518	2,565	2,641	
The total number of FT FE enrolled students	4,490	4,062	3,845	3,800	3,800	
The percentage of FT FE enrolled students achieving a recognised qualification	60.70%	61.50%	65.50%	67.50%	69.50%	
The number of PT FE enrolled students achieving a recognised qualification	4,867	2,979	7,853	7,906	7,959	
The total number of PT FE enrolled students	7,475	4,086	10,612	10,612	10,612	based on 7,600 school pupils on Technology Challenge in 2016.17
The percentage of PT FE enrolled students achieving a recognised qualification	65.10%	72.91%	74%	74.50%	75.00%	
The number of FT HE enrolled students achieving a recognised qualification	1,700	1,692	1,937	1,978	1,992	
The total number of FT HE enrolled students	2,504	2,434	2,672	2,710	2,710	
The percentage of FT HE enrolled students achieving a recognised qualification	67.90%	69.52%	72.50%	73.00%	73.50%	
The number of PT HE enrolled students achieving a recognised qualification	1,224	1,442	1,383	1,411	1,462	
The total number of PT HE enrolled students	1,574	1,696	1,618	1,650	1,700	
The percentage of PT HE enrolled students achieving a recognised qualification	77.80%	85.02%	85.50%	85.50%	86.00%	
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification						
The number of MD10 FT FE enrolled students achieving a recognised qualification	235	211	238	249	260	
The total number of MD10 FT FE enrolled students	408	375	410	415	420	
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	57.60%	56.27%	58.00%	60.00%	62.00%	
The number of MD10 PT FE enrolled students achieving a recognised qualification	611	354	264	282	301	
The total number of MD10 PT FE enrolled students	914	470	350	375	400	
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	66.80%	75.32%	75.30%	75.30%	75.30%	
The number of MD10 FT HE enrolled students achieving a recognised qualification	87	90	102	109	116	
The total number of MD10 FT HE enrolled students	155	140	155	160	165	

National Measure	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	56.10%	64.29%	66.00%	68.00%	70.00%	
The number of MD10 PT HE enrolled students achieving a recognised qualification	69	74	108	113	120	
The total number of MD10 PT HE enrolled students	91	92	132	135	140	
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	75.80%	80.43%	82.00%	84.00%	86.00%	
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges						
The number of Senior Phase FT FE enrolled students achieving a recognised qualification		3	2	4	4	
The total number of Senior Phase FT FE enrolled students		15	2	4	4	
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification		20.00%	100.00%	100.00%	100.00%	
The number of Senior Phase PT FE enrolled students achieving a recognised qualification		409	510	572	630	
The total number of Senior Phase PT FE enrolled students		823	850	880	900	
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification		49.70%	60.00%	65.00%	70.00%	
The number of Senior Phase FT HE enrolled students achieving a recognised qualification		0	0	0	0	
The total number of Senior Phase FT HE enrolled students		0	0	0	0	
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification		0.00%	0.00%	0.00%	0.00%	
The number of Senior Phase PT HE enrolled students achieving a recognised qualification		148	150	160	170	
The total number of Senior Phase PT HE enrolled students		148	150	160	170	
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification		100.00%	100.00%	100.00%	100.00%	
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	See Note 3	1,211	1,200	1,200	1,200	
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	See Note 4	1,332	1,200	1,250	1,300	
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	500	256	300	310	320	

National Measure	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20	Notes
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	162		102	107	112	NAD not available as yet for 15.16
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	32.40%		34.0%	34.5%	35.0%	
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
The total number of full-time FE college qualifiers (confirmed destinations)	2,179	2,424	2,300	2,350	2,400	
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,122	1,875	1,779	1,818	1,856	
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	97.40%	77.35%	77.35%	77.35%	77.35%	
The total number of full-time HE college qualifiers (confirmed destinations)	830	1148	1,300	1,350	1,400	
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	802	798	904	938	973	
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.60%	69.51%	69.51%	69.51%	69.51%	
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 5					
10 Gross carbon footprint	See Note 6	4,348	4,485	4,290	4,102	

Note 1 - Credits targets introduced in 2015-16

Note 2 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.

Note 3 - Data not available. Colleges to provide.

Note 4 - Data available from 2015-16.

Note 5 - Data available from 2015-16.

Note 6 - The SG passed legislation in 2015 to make reporting mandatory. Data will be available in early 2017. A trial run was held in 2015 and most institutions submitted reports which can be viewed on the Keep Scotland Beautiful website.

Note 1 - Credits targets introduced in 2015-16

Funding

College region **Fife (Fife College)** will receive **£31,628,830** core teaching funding, and **£1,613,775** capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2017/18 to plan and deliver **130,923** credits worth of further and higher education.

This includes **1,163** additional HE credits for childcare activity announced by SFC in their final allocations for AY 2017/18 and **£400,617** additional funding for unmet April 2017 to July 2018 Lecturing Pay, as announced on 10 July 2017.

Core Student Support funding for 2017/18 is **£8,838,419**.

In addition, the college region will receive **£761,734** in European Social Fund (ESF) grant through the SFC to deliver **3,005** further Higher Education credits to eligible learners (inclusive of **£44,921** student support funding).

The total credit target for 2017/18 is therefore **133,928**.

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



Scottish Funding Council
Promoting further and higher education



Comhairle Maoinachaidh na h-Alba
A' brosnachadh foghlam adhartach agus àrd ìre

Outcome Agreement between Fife College and the Scottish Funding Council for AY 2017-18

On behalf of FIFE COLLEGE:

Signed:

Print name:

HUGH HALL

Position:

Principal

Date:

11.7.17

Signed:

Print name:

Position:

Regional Chair

Date:

On behalf of the Scottish Funding Council:

Signed:

Print name:

John Kemp

Position:

Interim Chief Executive

Date:

18th July 2017

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