Forth Valley Region

Forth Valley College
Outcome Agreement
2017-20

May 2017

Version 2.3

Contents

Introduction

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

This outcome agreement covers the three year period from 2017-20, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

Reporting

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. We will produce a self-assessment report in October each year which highlights the progress being made.

Executive Summary

Forth Valley College is confident that it will deliver on our vision of Making Learning Work, and it is essential that we are able to demonstrate our contribution to the achievement of Scottish Government priorities, its responsiveness to key national policy drivers, our three local authority single outcome agreements, and more broadly, our contribution to communities and economies at local, regional, and national levels.

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2014-15 all of our top level achievement PIs for Full Time FE, Full Time HE, Part Time FE and Part Time HE were higher than comparative sector average achievement rates. In Session 2015-16 we maintained our achievement PIs at high levels. Through this outcome agreement we are aiming to further increase achievement from Full Time FE by two percentage points from our current rate, while maintaining our high full time HE achievement rate.

Whilst we note SFC's static situation for Forth Valley College, which is reflected in our overall activity targets for sessions 2017-18 to 2019-20, we believe, on a regional and national basis, we will have increased demand. That being the case we would wish to review future year activity targets in partnership with SFC.

Part 1 - Regional context statement

College region   Forth Valley

College regional grouping   Forth Valley College

Funding

College region Forth Valley will receive £21,339,209 from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the region.

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

Priority Outcomes to be delivered by end of AY 2017-18

The College has developed a new Strategic Plan for 2014-18 through our mission for Making Learning Work. Through this strategy we aim to meet the further and higher educational needs of the Forth Valley region, along with meeting the priority outcomes of both SFC and Scottish Government. To align our Outcome Agreement to our Strategic Plan we have mapped our six key priority outcomes against SFC priority outcomes within the Outcomes and targets section of this document. These six key priority outcomes, together with our vision and values, form the Forth Valley College business model which reflects the interdependencies of all aspects of college activity. Through delivery of our six key priority outcomes we will have:

- **Created a superb environment for learning**
- **Cultivated a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly**
- **Instilled an energy and passion for our people, celebrating success and innovation**
- **Led as a business that is a champion for governance, financial control and balanced risk taking**
- **Enhanced our position as the business and community partner of choice**
- **Delivered a whole system approach which is simply effective, efficient and consistent**

Priority Outputs to be delivered in AY 2017-18

The year three operational plan coming from our Strategic Plan for 2014-18 sets out the priority outputs to be delivered in AY 2017-18. The Board of Management of Forth Valley College approved the Strategic Plan in December 2013. Our priority outputs are:

1 – Create a superb environment for learning
- Procure and appoint a main contractor for our new Falkirk Campus.
- Commence build on our new Falkirk Campus.
- Deliver on agreed Sustainability objectives.
- Review car parking on all three campuses.
- Pilot of flexible working environments within our Stirling Campus.

2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly
- Refine curriculum review processes to ensure that our curriculum reflects regional skills needs and delivers on College targets.
- Active promotion of the DYW agenda to maximise benefits to the College and its stakeholders.
- Maintain and further develop Higher Education Initiative partnerships to enhance student success and widen access.
- Further develop the engagement of staff and students in initiatives to embed creativity in learning.
- Develop and implement an action plan in response to the Education Scotland review report.
- Ensure that programme teams implement effective strategies to further increase student success.
- Develop a Creative Learning and Technology Strategy for 2017-2022.

3 – Instil an energy and passion for our people, celebrating success and innovation
- Embed inclusive practice in recruitment, selection and induction of all staff and students.
- Successfully roll out Corporate Parenting training across the College.
- Develop and deliver an Employee Learning and Development strategy which identifies and retains talent.
- Promote TQFE.
- Enhance Employee support and benefits to value and reward staff.
- Invest in Organisational Development i.e. staff, culture, training.
- Design and implement listening to employees opportunities.
- Ensure a positive approach to the National Bargaining process.

4 – Lead as a business that is a champion for governance, financial control and balanced risk taking
- Implement and comply with the key principle of good governance.
- Deliver robust financial planning and review processes.
- Maximise planned operational surpluses and ensure delivery thereof.
- Effective utilisation of resource budget.
- Effective management of student funding resources.
- Manage the financial input into the Falkirk Campus Estates Project.
- Maximise Forth Valley College existing resources.

5 – Enhance our position as the business and community partner of choice
- Develop and maintain strategic partnerships with key organisation connected to the College.
- Target and engage with SMEs across Forth Valley.
- Maximise the benefits of the key information systems developed.
- Create and deliver focussed marketing campaigns to raise awareness of college activities across client groups.
- Curriculum of college reflects the skills requirements of our local economy and business community.
- Build on the existing links with key industry groups and national groups.
- Deliver Year 3 of the College's International Strategy.
- Maintain existing business and generate new business.
- Source and gain other non SFC funding.

6 – Deliver a whole system approach which is simply effective, efficient and consistent
- Invest in modern IT equipment to allow staff to work and deliver learning in a more flexible manner.
- Develop the use of learner analytics to enable us to more effectively use our data to support students.
- Further develop College systems to enhance services to our students, staff, employers and external stakeholders.
- Deliver year 3 of the College's Communication and Marketing Strategy.
- Raise the College profile through development of a robust content strategy for key audience groups.

The following section provides the regional context for the ambitions set out in our agreement.

Catchment area profile

Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2005 to 2015:
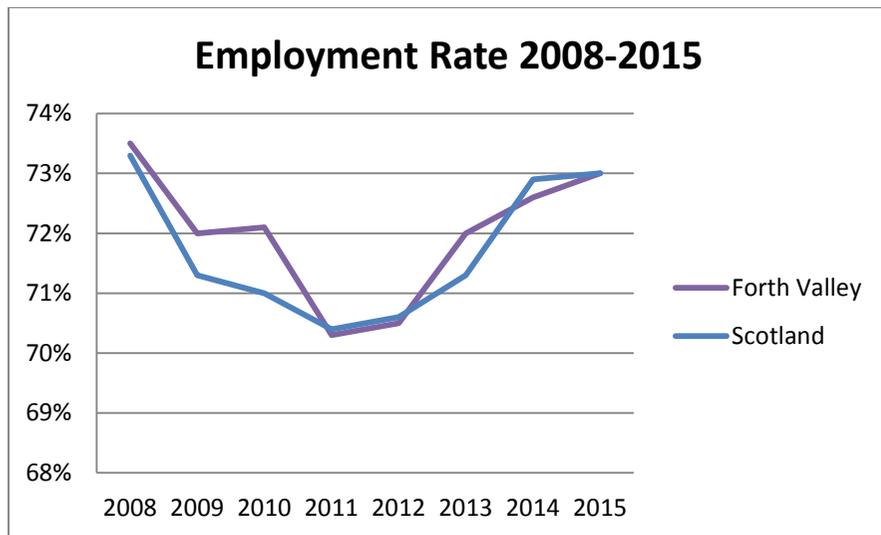
% Growth: All Ages 2005-2015
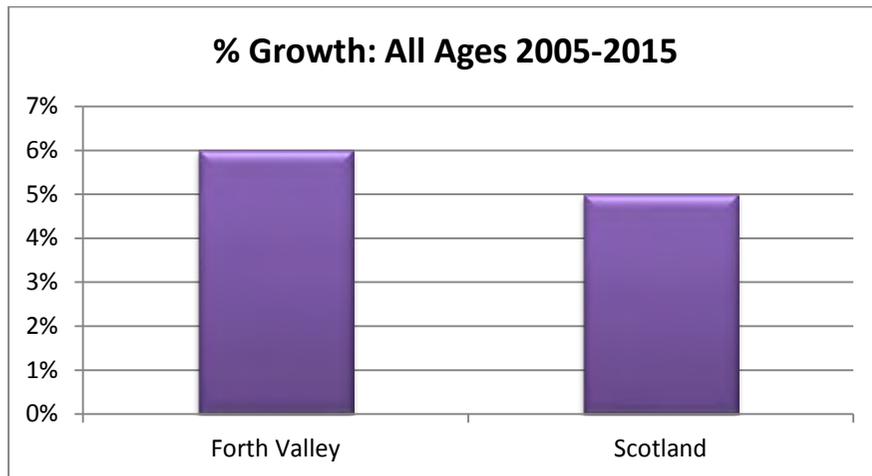
Within the 16-19 age group there has been small growth of 0.5% growth in Forth Valley, while there has been a 5% reduction in population in Scotland over the period from 2005 to 2015:

**% Growth: 16-19 Year Olds 2005-2015**
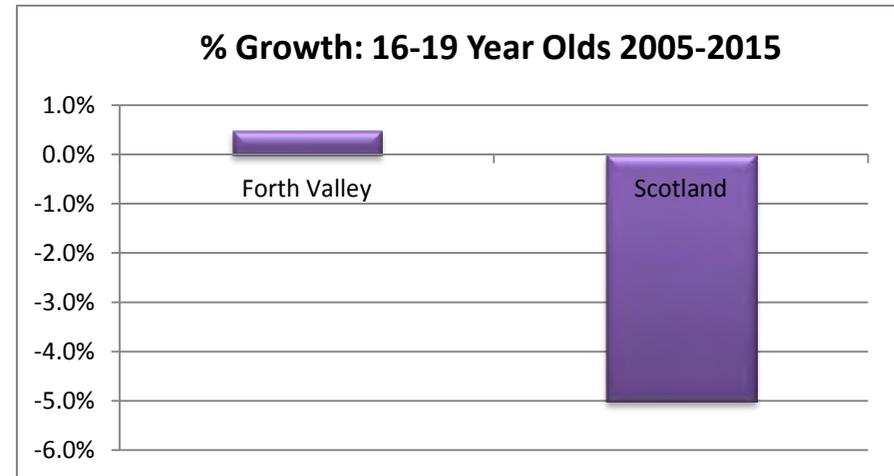
The projected growth in population of Forth Valley from 2014 to 2037 is 9%, which is slightly higher than the 8% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

Labour Market

Forth Valley's employment rate for 2015-16 is 73%, which matches both the Scotland and Great Britain rates. Over the past eight years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.

Employment Rate 2008-2015

Legend: Forth Valley, Scotland

2015-16 Employment Rate

Categories: Forth Valley, Clackmannanshire, Falkirk, Stirling, Scotland

There are 1,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley's constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire having a lower rate, and Stirling having a higher rate, than the Scottish and regional average.
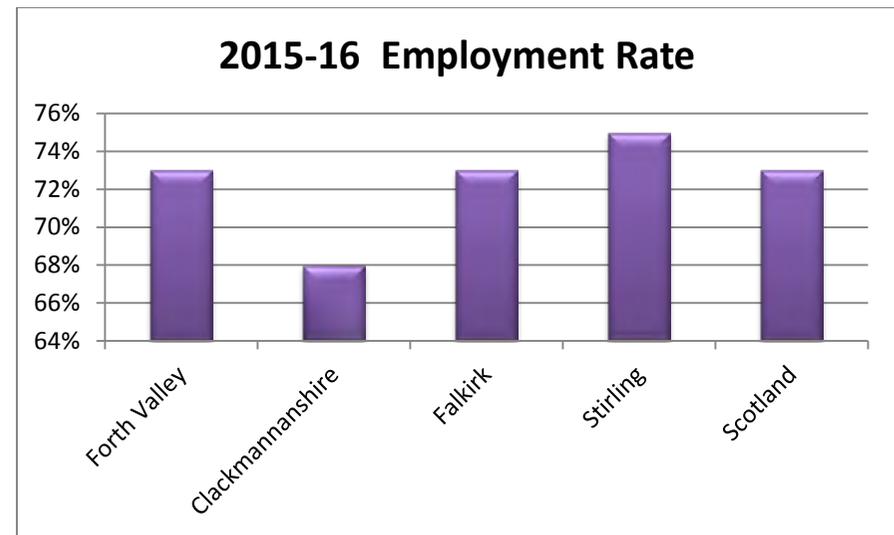
Youth unemployment within the Forth Valley region has fallen from 2014 to 2015, but remains above the national average. We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment is within Clackmannanshire, which can be masked within the regional average.

Youth Unemployment (16-24 age group) 2015

Highest Level of Qualification 2015
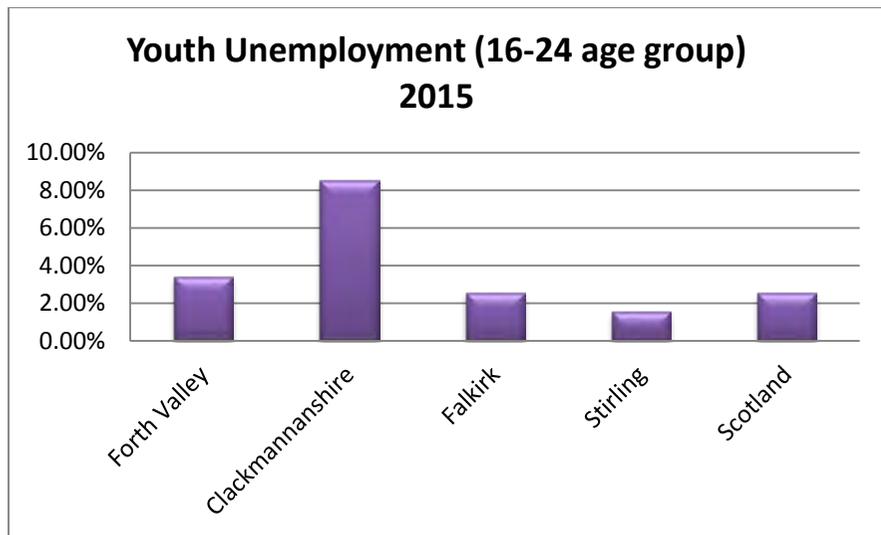
Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. Forth Valley has fewer people with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole.
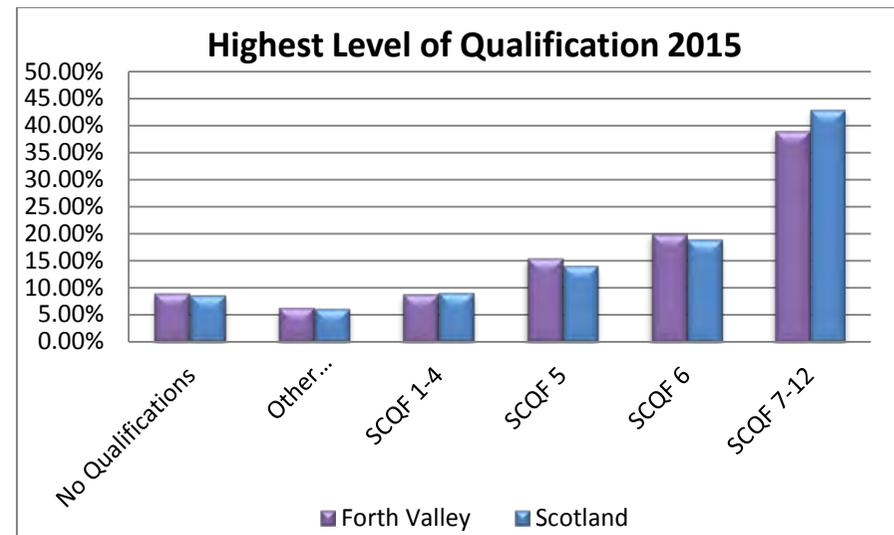
Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-14 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-14 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

The college is working with its local authority partners to increase the number of school leavers entering FE from 2016-17 onwards, in particular those who might otherwise become Unemployed

Seeking, through innovative partnership programmes, including the jointly delivered School-College Opportunities to Succeed (SCOTS) programme, which offers guaranteed progression.

Workforce Profile

The profile of the workforce of Forth Valley by Industry Sector follows a very similar pattern to the profile for Scotland as evidenced below

Industry Sector	2015	
	Forth Valley	Scotland
Health	17%	16%
Production	11%	10%
Retail	10%	10%
Education	9%	8%
Accommodation & food services	8%	8%
Public administration & defence	7%	6%
Construction	6%	5%
Business administration & support	6%	8%
Transport & storage (inc postal)	5%	4%
Professional, scientific & technical	4%	7%
Wholesale	4%	3%
Arts, entertainment, recreation	4%	4%
Financial & insurance	3%	3%
Motor trades	2%	2%
Information & communication	1%	2%
Property	1%	1%
Agriculture, forestry & fishing	0%	3%

The five largest employing sectors, by order, in 2015 were Health, Production, Retail, Education and Accommodation & Food Services. The profile by occupations is shown below for 2015, and compared with 2005. Occupations which have seen the largest growth have been Managers, Directors & Senior Officials, Caring, leisure and other service occupations and Associate Professional & Technical, while the largest declines have been in Administrative and Secretarial , Sales and Customer Service, and Process, plant and machine operatives.

Occupation	2015		Change 2005-2015	
	Forth Valley	Scotland	Forth Valley	Scotland
Managers, Directors & Senior Officials	11%	9%	247%	185%
Professional Occupations	17%	20%	111%	278%
Associate Prof & Tech	14%	13%	141%	163%
Administrative and Secretarial	10%	11%	-258%	-200%
Skilled Trades Occupations	11%	11%	-4%	-74%
Caring, leisure and other service occupation	10%	10%	155%	49%
Sales and Customer Service	8%	9%	-238%	-178%
Process, plant and machine operatives	7%	6%	-200%	-176%
Elementary occupations	12%	11%	58%	-92%

All graphs and data within this section have been extracted from the Data Matrix of the Regional Skills Assessments in Scotland.

Meeting the needs of learners

Forth Valley College has developed a regional curriculum strategy designed around both the needs of the Forth Valley region and national priorities linked to our specialist and high quality programmes tailored to our priority industries and Government key sector industries. The composition of the curriculum is subject to on-going review and is influenced heavily by input from:

- Scottish Government and SFC guidance on priority areas
- The Listening to Learners process
- Employers and sector bodies
- Stakeholders via community planning partnerships
- Close relationships with local employers across a number of key national sectors
- Post-16 training providers and University partners
- Skills Development Scotland and other national bodies such as Job Centre Plus

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site. A capital grant of £1.2 million to support the expansion of science and engineering facilities for the Oil & Gas sector was invested in Session 2014-15. The beneficiaries are individuals who secure

fast access to employment and careers and companies who need a rapid workforce expansion to respond to market demand. Beyond these immediate target groups the benefits of the investment are felt through enhanced school/college activity in STEM subjects and for the wide range of science/engineering full-time learners.

During Session 2015-16 the College won a UK-wide Times Education FE Award for Best Learning and Teaching Initiative in recognition of our creative learning community. Our creative approach to learning also secured us top awards in the 'Learning and Teaching' and 'Essential Skills' categories at the Scottish College Development Network Awards in 2015. Creative Learning also featured prominently in our latest Education Scotland review which took place earlier this year, and was identified as an example of sector-leading best practice. This was in addition to 19 areas of positive practice, highlighted through the Review.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. With support from Scottish Funding Council and Scottish Futures Trust, the College has completed a Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. In December 2016, Scottish Government approved the Full Business Case for our new campus, and the project for the Campus is progressing to plan, with construction on site anticipated in September 2017, with an anticipated entry date of October 2019.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses

offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

Curriculum	Falkirk			Alloa			Stirling		
	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Access Provision	■	■	■	■	■		■	■	
Business		■	■		■	■		■	
Tourism		■	■		■			■	■
Hospitality								■	■
Construction		■	■		■			■	■
Care		■	■		■	■		■	■
Sport		■	■						
Creative Industries		■			■			■	■
Computing		■	■		■	■			
Science		■	■					■	■
Salon Services		■	■		■	■		■	
Engineering		■	■		■				

As can be seen from the map of provision, all of our curriculum is mapped to the Scottish Credit and Qualification Framework (SCQF), which is actively promoted through our prospectus and on our website, where you can search our provision by SCQF level. All articulation routes, both internal and with Universities, are also actively promoted to our existing and potential students.

Curriculum Review

Every session the College undertakes a full Curriculum Review to assess how effectively we are meeting the education needs of our region. As part of this review, Departments are asked to use Labour Market Intelligence aligned to college information to identify changes in the curriculum they plan to would like to offer, backed up with evidence to justify these changes or requests.

Creative Learning

To support our mission of "Making Learning Work", we at Forth Valley College are always looking for ways to push the boundaries in learning and teaching. Through engagement with the wider creative learning agenda, we had become convinced of the value of developing creativity in our learners and our staff, so in 2014-2015 we took things to the next level and really challenged staff and learners to embrace creativity in learning.

We led the initiative from the top, setting up a Creative Learning Leadership Group (CLLG), chaired by the Principal, to make a strong statement of strategic commitment. The CLLG is made up of management representatives from each teaching department and learning-facing support services and members of the Student Association Executive.

We sought volunteers from across the college to form our first Creative Learning Action Community (CLAC) and thirty staff came

together for a learning day, exploring the concept of creativity, identifying where they saw opportunities and what they thought stopped people from being creative with learning. We dropped in some "wizards" – members of staff with known skills in aspects of the creative arts – and let them work their magic with their peers. By the end of the day, the Community had formed themselves into small collaborative, cross-department partnerships with a stunning array of creative ideas to take forward. Each partnership was paired with a mentor from the CLLG and they headed off to embark on their initiatives with incredible enthusiasm.

The results have been amazing. Students launched a Raspberry Pi computer into space on a hydrogen balloon; Science students worked with Early Years students developing experiments to introduce young children to science; Construction students worked with Make-up Artistry students to learn in a very graphic way about the injuries that could result from workshop machinery; student-built robots were used to teach core skills kinaesthetically; Media and Engineering students worked with an employer to make a film about 3D printing; we had Apps, Chomsky raps, and literacy-learning campfires in the woods, to list but a few.

All of the activities undertaken are sustainable and almost all will be repeated and further developed in the forthcoming year. Almost all are also judged to be transferable to other subject areas and many of the CLAC members led Discovery Sessions during our August Creative Learning Staff Conference to share their experiences and inspire others to try out their ideas.

This year we have over 60 CLAC volunteers and things are really going from strength to strength. The ball is rolling now and we will give our full support to help it to gather pace to achieve the fully pervasive creative learning culture we have fixed in our sights.

The College won the prestigious TES FE Award 2016 for 'Best Teaching and Learning Initiative' for its approach to embrace creativity in learning.

Close Working with Community Planning Partnerships

Working with our community planning partners in each local authority area (Falkirk, Clackmannanshire and Stirling), and through representation on the following groups we ensure we align skills and training with local, regional and national initiatives:

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups
- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

Forth Valley College works across a geographical area consisting of three local authority areas, all of which vary in terms of need and approach to delivery. The College plays a significant role in Local Employability Partnerships, with College staff leading these groups within Stirling and Clackmannanshire. As such we strive to deliver a consistent level of quality across the three areas, and where appropriate have worked to suggest and implement solutions which

have met the needs of all partners, working closely with our partners to achieve this.

Falkirk CPP was audited by Audit Scotland in 2014 and the college has played a significant role in a Community Planning Improvement Group (CPIG) to implement the recommendations following the audit. Part of this was the establishment of a CPIG and the associated sub groups where the college is represented across all elements from partnership governance and community empowerment to resource planning and performance management. It has led to a new partnership agreement across all the partners in the CPP in the Falkirk area which will support the development of the next Strategic Community Plan.

The Local Employability Pipeline and Local Provision

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

The College has been supporting the work of the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the stirling.igintion.org web portal. This unique web portal maps local providers against the Skills Pipeline and supports people who are seeking work through referrals, careers support and advice, employer engagement and highlights the value of volunteering.

Meeting the Opportunities for All guarantee

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of this is College staff are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration for Christmas Leavers, and placing learners on College courses. We have set a target of maintaining the proportion of Credits delivered to learners aged 16-19. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return/Participation Measure.

The College has also developed a portal initially with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. In Session 2016-17 we enabled access to this information to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are on-going with other Colleges to explore knowledge transfer, with one College to date launching their own portal.

Developing the Young Workforce Implementation Plan

The college has well-established partnerships with its key local authority education services and, for many years, has been providing pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to achieve

vocational qualifications at SCQF levels 4 and 5 as an integral part of their senior phase curriculum. These courses provide progression onto full-time non-advanced college courses.

Senior phase pupils apply for the courses and all applicants are interviewed to ensure that the places are offered to the pupils who will benefit most from the opportunity. Throughout this process, we also try to ensure proportionally even distribution of places across the schools.

Building on this strong baseline, we have been focussing on developing responses to the recommendations of the report of the Commission for Developing Scotland's Young Workforce, "Education Working for All" and the Scottish Government's Youth Employment Strategy (December 2014).

Working closely with our three local authority partners, we continue to strive to provide vocational pathways appropriate to the widest range of senior phase school pupils possible.

For young people entering the Senior Phase who are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination (including care experienced young people), we continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for Falkirk schools. The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course (Skills for Work or National Progression Award) the following year and then into an appropriate full-time college course when they leave school.

This programme also specifically sets out to challenge gender stereotypical vocational choices, as all of the young people on the programme must agree to undertake the full range of vocational experiences, some of which are traditionally male oriented (such as Engineering) and some female (such as Care).

The future of this programme in Stirling is currently under discussion, as a number of the Stirling schools are under intense pressure to raise attainment and therefore retain pupils in school to do additional work with them on National courses. Since the dissolution of the Stirling and Clackmannanshire joint education service, Clackmannanshire pupils are no longer able to be transported to Stirling to participate in the SCOTS programme and, instead, are being served by specific "alternative curriculum" college courses on the Alloa campus.

In addition to the above, we have well-established "alternative curriculum" courses on each campus for senior phase pupils who are more disengaged and/or have significant barriers to learning or additional support needs. These programmes provide vocational taster activities alongside personal development learning to support positive transitions beyond school. We know that this provision is successful in re-engaging young people and raising their aspirations and has a positive impact on future progression. Further information is provided within the section on meeting additional support needs.

We will continue to offer a broad range of vocational qualifications at SCQF levels 5 and 6, primarily Skills for Work and National Progression Awards. The subject areas in which these are offered align with the college's full-time curriculum and successful completion provides a young person with a "progression advantage" onto an appropriate full-time course. Our overall curriculum is reviewed annually to ensure continued fit with the needs of the region's employers and this fit is evidenced by an

overall 94% rate of progression into positive destinations for our full-time college completers. In line with the definition of Senior Phase Vocational Pathways within the Outcome Agreement guidance, we are progressively moving more of our school programmes to fit with these criteria by replacing SCQF Level 4 Skills for Work courses with Level 5. This did, however, result in a decrease in the successful completion rate for school courses in 2015-16 and we will continue to monitor this to ensure that we have appropriate provision for young people at all levels.

In 2016-17 we successfully tendered to offer four Foundation Apprenticeship programmes - Social Services and Healthcare; Social Services Children and Young People; and Financial Services; on the Stirling campus and Engineering on the Falkirk campus. In spite of significant marketing and awareness raising activity, we found these programmes extremely challenging to recruit to. We have proceeded with all four programmes; however three of these now have very small group sizes, particularly for going forward to their second year.

For 2017-19 we successfully tendered for a further seven cohorts, however only accepted the offered contracts for four of these, as the reduced level of funding on offer from SDS was not sufficient to cover the extensive awareness raising, marketing and employer engagement costs attached to extending existing frameworks into new local authority areas within Forth Valley. At the time of writing, the applications for these programmes are low, in spite of significant marketing and awareness raising activity and we will be unable to proceed with these programmes unless we can guarantee that minimum pupil numbers of 12 for each cohort will be achieved. We continue to work hard with SDS, local authority education managers and Head Teachers to promote these opportunities to pupils and parents, however Foundation Apprenticeships remain very challenging to "sell", as their value is not yet widely recognised; there are not yet concrete progression results to show; there is a

significant opportunity cost for a pupil in undertaking a Foundation Apprenticeship, as in most cases it means that the pupil will have to do one of more fewer Highers due to the volume of work involved in the Foundation Apprenticeship; pupils are not keen to be tied in to a two year programme; and the title "Foundation" has negative connotations about the value of the award. Our ability to deliver new Foundation Apprenticeships in 2017-19 also depends on us being able to secure support for the work-based element of the awards from sufficient additional employers. We will continue to review the demand for and success of Foundation Apprenticeships throughout the life of this Outcome Agreement and, where possible and desirable, further extend the range of Foundation Apprenticeships we offer.

In September 2016 the college was proud to celebrate the success of our first 35 HNC school graduates from across Forth Valley. Onwards progression for the successful HNC graduates was positive – eight took up the offer of articulation into HND year 2 and two progressed into employment (one a Modern Apprenticeship). Almost all of the remainder progressed to university, however, disappointingly, none of these young people were able to articulate to degree study with no loss of time. The college has a specific objective for 2016-17 to secure articulation agreements for these HNC programmes so that future school graduates can benefit from advanced standing. Discussions around this are at an advanced stage in relation to HNC Police Studies and Computing Science. In 2017-18 we plan to continue the HNC offer and expand it by opening the HNC Police Studies, being piloted with two schools in 2016-18, out to all Forth Valley schools.

This implementation plan for 2017-18 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. All three of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to

facilitate the planning and implementation. Across all three local authorities we have agreed that the college will prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

The college continues to prioritise the sharing of knowledge and resources and building capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We continue to implement a planned programme of CPD for teachers and pupil support staff with visits to college campuses. We are also working with our school partners, SDS and the University of Stirling to provide a range of opportunities for younger pupils to experience the college environment and learn about career options and routes. These activities will have a strong focus on tackling stereotypical vocational choices in relation to gender. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Finally, the college is an active partner in the Forth Valley Developing the Young Workforce Group and is the host employer for the recently appointed Programme Team (a Programme Manager and three Programme Coordinators). The team are already actively working with schools and employers to promote the college's senior phase vocational pathways and to develop and enhance employer engagement with education.

The following tables set out the planned school-college senior phase vocational portfolio for each local authority for 2017-18. This predicts a total of 538 places on Senior Phase Vocational Pathways in 2017-18, as oppose to 417 places (362 actual enrolments) in 2016-17.

Falkirk Senior Phase Vocational Pathways 2017-18	SCQF Level	Places
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	24
Skills for Work Sport and Recreation	5	14
Skills for Work Creative Industries	5	16
Skills for Work Engineering Skills	5	12
Foundation Apprenticeship Engineering Year 1	6	12
Foundation Apprenticeship Engineering Year 2	6	11
Foundation Apprenticeship Social Services and Healthcare Year 1	6	14
Foundation Apprenticeship Children and Young People Year 1	6	14
HNC Computing Year 1	7	18
HNC Computing Year 2	7	13
HNC Electrical Engineering Year 1	7	12
HNC Electrical Engineering Year 2	7	12
HNC Sports Coaching Year 1	7	16
HNC Sports Coaching Year 2	7	9
HNC Civil Engineering Year 1	7	16
HNC Civil Engineering Year 2	7	8
HNC Police Studies Year 1	7	20
HNC Police Studies Year 2	7	20
Total Places		**277**

Clacks Senior Phase Vocational Pathways 2017-18	SCQF Level	Places
Skills for Work Early Education and Childcare National 5	5	16
Skills for Work Construction Crafts National 5	5	24
Skills for Work Engineering Skills National 5	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16
Total Places		**68**

Stirling Senior Phase Vocational Pathways 2017-18	SCQF Level	Places
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 1	6	14
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 2	6	8
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 1	6	14
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 2	6	11
Foundation Apprenticeship Financial Services Year 2	6	6
Foundation Apprenticeship Business Skills Year 1	6	14
NPA Sound Production SCQF Level 5	5	14
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	36
Skills for Work Creative Industries	5	16
Skills for Work Hospitality	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16

HNC Events Management or Hospitality Management Year 1	7	16
Total Places		**193**
Total for 3 Local Authorities		**538**

Other Senior Phase School-College Courses 2017-18 (equivalent to SCQF Level 4)	Places
Falkirk	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)*	120
City and Guilds Introduction to Hair and Beauty	14
Stirling	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)*	84
Clackmannanshire	
Alternative Curriculum	48

*Providing LA can continue to contribute to costs.

SHEP Schools

Forth Valley College has four SHEP schools (secondary schools with consistently low rates of progression to higher education) within its region – Grangemouth High School, Bannockburn High School, Alloa Academy and Lornshill Academy. We do not treat these schools differently, but engage with them and all other secondary schools fully in our regional planning for senior phase school-college partnership activity, with a clear aim of promoting progression to FE and HE, as well as employment.

Grangemouth High, Bannockburn High and Lornshill Academy have higher allocations of places on the School-College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornshill Academy over a number of years to offer two "bespoke" transition courses for them, aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the college and to college staff. A further initiative was a joint venture between the college, Lornshill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the college. This inspired all of the participating pupils to apply for apprenticeships they would not have known about without attending.

Forth Valley College, along with Falkirk, Stirling and Clackmannanshire Councils and the University of Stirling does have an ambition to offer eligible pupils in all Forth Valley secondary schools the type of activity currently offered to SHEP schools by LEAPS (Lothian Equal Access Programme for Schools). We believe that together we could provide more regionally focused support activities and engage more pupils than the LEAPS offer, which is very Lothian-centric. This was the subject of a joint bid to the SFC Impact for Access fund during 2014-15, primarily to cover the costs of pupil transport and consumables, however we were disappointed not to be successful. The partnership would still be very keen to take this forward should resources become available.

CPD Plan

Forth Valley College benefits from a bespoke approach to CPD and staff development as well as work force planning which makes up our People Strategy. We adopt a variety of approaches and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal called the PRD (Personal, Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the feedback from employee engagement. A new aspect to the PRD is that it allows staff to record their 'Professional Practice' which covers Reflection on Practice, Experiential Learning, Collaborative Learning and Cognitive Development. These areas are in line with Education Scotland's focus for Career-long Professional Learning (CLPL) and will help to inform the on-going Self Evaluation process.

Two distinct strategies are adopted to tailor staff development to achieve maximum impact and return. Management and staff are included in selecting relevant themes as well as designing events around our Learning and Teaching Strategy which ensured that the training is relevant for lecturers CPD when working effectively with younger learners. A Training Needs analysis approach is also adopted with all departments to ensure department and individual development needs are captured and aligned to operational plans. This produces specific requirements for each department which enhances the delivery of the relevant CPD. It also creates the opportunity for line managers to consider cross departmental training and multi skilling to improve effectiveness and reduce resource challenges.

Delivery of talent management programmes aimed at managers and the Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.

TQFE is prioritised for staff who will be working with students, and is spread across all academic departments. PDA is also identified for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the college and within the sector. Several opportunities have been identified to enhance CPD such as the Staff Development Collaborative Group (SDCG) which focuses on shared CPD between colleges and utilises in house resource and talent. The College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the Colleges Creative Learning Action Community.

Articulation

Our partnership links with Higher Education continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity on to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In 2015-16, in partnership with the University of Stirling, we delivered four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Conservation Management; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

We also continue to work in partnership with Heriot Watt University on the MEng Chemical Engineering and with the University of

Strathclyde's Engineering Academy on their BEng Chemical Engineering.

The above provision will lead to an expected 103 successful students achieving HNC/D qualifications in June 2017 and "articulating" with advanced standing to degree courses at our partner institutions in 2016-17.

In addition to these Associate Student articulation arrangements, we also have around 40 formal articulation agreements, with guaranteed places, in a wide range of subject areas with University partners across Scotland. These lead, on average, to around 100 individual students articulating with advanced standing each year in subjects such as Accounting, Business, Sport and Tourism. We are working to grow this further by progressively enhancing our work with existing HN students to raise aspirations and support articulation transition, although the year-on-year numbers are difficult to predict accurately, as they depend very much on HN students' individual interests and circumstances.

In 2016-17 the College will work with HEI Partners to maintain existing articulation agreements and to increase the number of identified articulation routes available to learners, and will seek to maximise the benefit of articulation agreements by timely and targeted communication of all relevant articulation opportunities to learners.

Early communication of articulation opportunities will be accompanied by appropriate advice and guidance to students and support through the UCAS application process.

Learners will also be encouraged to engage with HEIs (at subject and programme level) during their HN studies, through the facilitation of visits to University campuses, participation in University hosted lectures and industry events, and bespoke activity aimed at preparing articulating students for the transition to HE.

STEM Assured Status

The College successfully attained STEM Assured status in 2013 and was the first College in Scotland to be STEM accredited by NEF: The Innovation Institute (NEF), and were re-accredited last session. NEF influence the inter-relationship between education, business and government, through research and collaborative networks to prepare for an innovative and creative sci-tech workforce.

STEM Assured is used by education and training providers as a key differentiator to demonstrate their capability in delivering STEM provision that meets the needs of business and industry. Following a framework covering strategy, engagement, delivery, innovation and impact, it ensures a provider's vocational STEM offer meets the needs of learners and employers.

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology, engineering and maths (STEM) education and delivery. It is unique in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

The College was successfully re-accredited with STEM Assured status last session, with the award panel commending the following examples of good practice:

- The college is guided by strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches.
- The college has good engagement with employers and its responsiveness to the regional skills needs of industry.

- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

For Session 2017-18 and beyond, the college has set a target of delivering 30,000 Credits within STEM (as defined by SFC), which equates to 35% of our overall Credit target.

Gaelic Provision

The College continues to offer a flexible learning course on Learning Scots Gaelic.

Foreign Language

The College offers a range of foreign language courses through our evening and flexible curriculum. The languages covered through this area of our curriculum are French, German, Italian, Dutch, Spanish, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

Sustainability

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the college mission statement of "Making Learning Work." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self-assessment tool for 4 key themes- each with their own objectives;

- Leadership and Governance
- Estates and Operations
- Partnership and Engagement
- Learning and Teaching

Our vision is to continue to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the College Green Sustainability Statement that is approved annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce t(CO_2) levels by 25% from the baseline figure of 2873.35tCO_2 by the year 2020. The figures from August 2016 illustrate a cumulative 20% reduction from the baseline year to date.

Annual carbon reporting for Public Bodies Duties in the Climate Change (Scotland) Act 2009 will be mandatory for the entire sector from 2016. Forth Valley College participated in the trial submission year in 2015 to the Sustainable Scotland Network (SSN) at Keep Scotland Beautiful, as part of the Public Sector Climate Change Duties Reporting" requirements. The College continues to liaise with all partners on these requirements including Resource Efficient Scotland, EAUC, SSN and Keep Scotland Beautiful.

The CMP forms only part of the overall College Sustainability agenda. The College Sustainability Committee consists of various college support and teaching departments along with the student association. The Committee set key performance indicators and continue to monitor progress. These key performance indicators include printing, travel, energy and utilities, health and wellbeing, sustainable procurement, waste, Fairtrade, embedding sustainability into the curriculum along with citizenship and employability.

Governance

The College's Board of Management consists of 18 members as follows:

- Chair
- 12 Independent Non-executive members
- 2 Student members
- 2 Staff members
- Principal

There is a clear differentiation in the roles of the Chair of the Board and that of the Principal. Matters reserved to the Board of Management are set out in the Standing Orders and Operating Guidelines, the Scheme of Delegation, and under the Financial Memorandum with the Scottish Funding Council. The Board of Management is responsible for the on-going strategic direction of the College, approval of major developments and the approval of annual budgets.

Members of the Board have a collective responsibility for the proper conduct of the College's affairs. Members have full and timely access to all relevant information to enable them to perform their roles effectively. Members' roles and responsibilities are described in the Code of Good Governance for Scotland's Colleges and the Guide for Board Members in the College Sector.

Board Effectiveness

The Board of Management has adopted the Code of Good Governance for Scotland's Colleges. The code outlines the activity to be undertaken by a Board. The Board of Management has an effective mix of skills in place, supplemented by a comprehensive induction process which is further enhanced by Board training activities such as the provision of equalities training.

There are self-evaluation processes, led by the Chair and an evaluation process for the activity of the Chair led by the Vice-Chair. These offer a mechanism for members to feedback on their perceptions of the Board, their contribution and any future training needs.

Assessment of corporate governance

In the opinion of the Board of Management, we can confirm that corporate governance is exercised in accordance with the principles of the Code of Good Governance for Scotland's Colleges, the Scottish Public Finance Manual (SPFM) and the Financial Memorandum. Our auditors' opinion on regularity states that "In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers."

New Quality Arrangements

The College Board of Management is committed to engaging with Education Scotland and the Scottish Funding Council in the year of development of new quality arrangements, and commit to producing an evaluation report and an enhancement plan for October 2017. The College has been working closely with Education Scotland and SFC to establish an engagement calendar for the remainder of 2016-17. A number of information sessions for college managers and staff have been undertaken, facilitated by HMI Karen Corbett, with more planned including Board of Management and Senior Management Team. To date six days of annual enhancement and scrutiny activities have been planned to take place between April and June 2017. These activities will include observation of college evaluation activities, including Listening to Learners Focus Groups and team evaluation discussions. A number of professional discussion opportunities with groups of staff and students are also being arranged. Internally, new processes for the evaluation of learning and teaching and enhanced processes for curriculum team evaluation reporting are being piloted within Block 2.

European Union Links

The College are participating in the European Erasmus '3Es Youth in VET (Vocational, Employment, Training): Engagement, Empowerment & Employability' project to support disadvantaged people, in particular, disadvantaged young people. The project is being co-ordinated by our Maltese partners from the Malta College of Arts, Science and Technology (MCASt). The other partners in the project are from the Netherlands, England and Germany. The College are primarily participating in the development and teaching of PSD (Personal and Social Development) units based around the delivery of 'pastoral care' and 'communications'.

To date there has been a planning meeting and a week-long seminar. The College participated by providing workshops on the subject of 'Attitudes and values to work with vulnerable youths' and 'How lecturers take care of their own emotional and mental wellbeing'. The College will be participating further in the project, the specific focus evolving from the current work.

The College are also currently participating in an international initiative to support people with dementia. Staff within the Department of Care Health and Sport are engaging with a project which is funded through Erasmus+ sharing knowledge of this condition and considering ways in which digital technologies can be used as a supportive tool. The Memory Media Project collaboration, which will be on-going until December 2018, involves Forth Valley working with representatives from Dundee and Angus College, Spain, Sweden and China.

Within the project the College will be working towards outputs centring around the development of resources and materials to support learning in this area. The focus of the project will be to utilise digital technologies which can support individuals and families who are touched my Dementia. As part of this a comparative study of the countries involved will be undertaken to identify the landscape in relation to Dementia and a literature review created to examine current thinking. As the project progresses resources will be developed which could be used for short programmes or independent learning. There is the potential that a digital resource will also be created and trialled within this field for individuals with Dementia.

This project is an exciting opportunity for staff to be part of sharing approaches and thinking with colleagues from a European and International perspective.

Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where we provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is fully committed to delivering economic regeneration including the STEM national priority, (we have recently been reaccredited with STEM Assured status from NEF), and supporting key sectors including Energy, Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Science, Hospitality and Salon Services, Management, Business Administration and Construction. Our record for successful delivery of MAs has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF, BEST and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Although 2016-17 was a challenging year with the drop in the oil price causing a dip in engineering apprentices we are still confident of maintaining and building our MA provision with a proposed target for direct and indirectly contracted starts of 347 in 2017-18. We have experienced a strong increase in construction MAs and plan to develop this further with additional SDS funded places as well as apprentices from the sector bodies

Through this increase in directly funded starts along with substantial provision in indirectly funded students we still plan to increase our Modern Apprentice provision to over 1,200 students by Session 2017-18.

Graduate Level Apprenticeships

Over the past year we have been working with two of our University partners on the development of Graduate Level Apprenticeships (GLAs). We are currently supporting the development of a GLA in Design and Manufacture Engineering with Heriot Watt University, which is planned to commence delivery in summer 2017. We are also supporting Heriot Watt with development of a bid to SDS for a further GLA and working with the University of Stirling on developing a partnership bid for two further frameworks, however the competitive bidding process for these has not yet taken place at the time of writing.

Employer Engagement

Employer engagement is right at the heart of Forth Valley College's business model and our mission of "Making Learning Work" means making learning work for employers, as well as for students. One of our six strategic themes is "Enhancing our position as the business and community partner of choice" and we deliver on this through a whole-college approach to meeting employers' current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges.

The College was shortlisted for the TES FE Awards 2016 in the category of Employer Engagement, for the extent and breadth of our engagement with employers, and also in the category of Modern Apprentice Programme of the Year for the bespoke MA and training

programme for Building Service Maintenance that we developed alongside FES Facilities Management Ltd.

Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers. The Business Development department supports the activities of all the teaching departments and is a liaison and interface for the college, employers and employees as part of our role Business Development provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry recognised qualifications. Our commitment to working with employers is at the forefront of our teaching departments ensuring we are meeting the needs of the industry sectors in which we operate.

Skills Development Scotland (SDS) are a key stakeholder for the college and we engage at a variety of levels to ensure that we are meeting the skills development needs of local and national employers.
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The main areas of activity and connections fall into three main areas:

- Well-established relationship with the national programme team through our contract for delivery of Modern Apprenticeships (MAs).
- Strong links with the industry sector teams connecting to the Skills Investment Plans and the Regional Skills Assessment for the area. This has supported a number of activities for the college from the development of the computing strategy to the accessing the Energy Skills Challenge Fund to support transitional training in the college.
- Local SDS offices are also a key connection for the college and recent show and tell type events across both teaching and service departments have been very successful in developing relationships and allowing better understanding of college programmes, processes and procedures. Local SDS staff operate out of the college campuses and we are starting to look at the potential of co-location in the new Falkirk campus.

Business Development represent the college in a number of employer engagement forums including:

- The Forth Valley Partnership Action for Continual Improvement (PACE) Steering Group.

  PACE (Partnership Action for Continuing Employment) is the Scottish Government's national strategic partnership framework for responding to redundancy situations.

  Skills Development Scotland (SDS) co-ordinates PACE at a national level and facilitates local level response teams providing tailored help and support for individuals at risk of, or experiencing, redundancy. Forth Valley College play a key role in this group and are currently supporting several local businesses facing closure. An example being Carron Phoenix, where we are supporting individuals gain formal accreditation for roles they have carried out for a number of years, but do not currently have formal qualifications in these areas.

- LEP Employer Engagement Group

  The Stirling and Clackmannanshire and Falkirk Local Employability Partnership exists to facilitate, support and co-ordinate the provision of employability services in Clackmannanshire. Forth Valley College have chaired the Stirling group and are active partners on the Falkirk executive group and as a result we have taken a lead on several employer engagement events across the Forth Valley.

The Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and

skilled for their progression out into industry. ASMME AND EICE are also working with Alexander Dennis on bespoke training for their Modern Apprentices, this involves the construction of a bus type structure to allow their MA's to handle battery operated hand tools in the same way as in industry to provide skill sets required to assemble a bus on an assembly line rather than in an engineering workshop environment.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the EICE Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades' people and be offered on a one day per week basis to match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector. Our partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

Our Science department continues to develop strong links with the Life Sciences Skills Investment Plan implementation and is participating in a joint working group between education and industry in relation to the requirements for the life sciences MA. The department has recently changed our model of delivery to be a straight two year programme rather than a roll on roll off and this has attracted new employers to the college namely Quotient and SASA.

We continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College has also successfully delivered bespoke training relative to fish pathogens. This company had struggled to source this training and the College has support industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. Due to the success of

this programme further delivery is planned in 2016-17. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

The College was awarded pathfinder funding to develop Foundation and Graduate apprenticeship programmes in Engineering, and is currently working in partnership with 2 Falkirk High Schools in the delivery for of the Foundation Apprenticeship, and Heriot Watt University for the Graduate Apprenticeship. FA delivery commenced on August 16 with the GLA being delayed until 2017-18.

Following on from the College's successful STEM reaccreditation from The STEM Foundation (NEF), the College held a "Making STEM Work" conference where over a hundred local secondary school pupils attended industry led workshops with key local employers.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation. ESP also supported the Bloodhound challenge as part of the STEM open day, this involved students from local Primary Schools coming into College to race rocket cars that they had designed and built by the Pupils, this was supported by ESP and the Army by contribution of equipment, College staff CPD and attendance at the event. This was an excellent event in encouraging Primary School student involvement in STEM as a fun educational activity.

Within our Business department all of our NQ Administration students undertake a two week work placement as part of their programme. As part of the review of these work placements there are scheduled meetings between college staff and employers, and questionnaires are used to gain feedback on the work readiness of our learners. The

information gathered from these sources and the work place supervisor report is used to shape course content for future cohorts, and to provide feedback and personalised support for current learners.

The successful development of our Heritage and Tourism degree programme continues to receive support and advice from industrial contacts including Historic Scotland, Stirling Council Archaeological Services and members of the Scottish Tourism Alliance. As well as this guest speakers and employer representatives from Barrhead Travel, Thomas Cook and others engage regularly with staff and tourism learners across all three campuses.

The department has developed a very productive partnership with Ineos Grangemouth that supports Ineos' internal management development programmes. This involves our students taking part in a series of competency based workshops on site at Ineos as well as guest lectures from Ineos staff on campus.

Within accounting, meetings have taken place between accounting practitioners, examining bodies and college teaching staff to help us ensure that our programmes equip our accounting students with the skills and knowledge needed to help them gain employment and be ready to undertake professional accounting qualifications. In August 2016 the department introduced the Foundation Apprenticeship in Financial Services in partnership with Prudential Stirling, where staff from Prudential and the college worked together through the recruitment, programme design and delivery planning processes and in Session 2016-17 we are running with the first cohort of learners on this programme. Learners alternate between studying on campus at Stirling and undertaking work experience on Prudential premises at Craigforth Stirling.

Our HR and Management qualifications that are accredited by CIPD and CMI allow staff from the college to work with local employers to develop tailored training solutions with a good example of this being the work recently done with ID Systems in developing a CMI Management training programme with blended content and delivery

methods tailored to the needs of both the employer and programme participants.

The Department has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a range of management roles (Project Managers, Operations Managers, Contracts Managers and Supervisors) commenced studying HNC Management and Leadership programme with the College. Regular review meetings between FES and college staff confirms the success and value of the current programme and plans for a second FES cohort to commence August 2017 are underway.

The profile of workforce detailed in the Regional Skills Assessment for the Forth Valley area suggest that concentrations of construction trade related employment is above the national average. The college has seen this reflected in several historic employers reengaging with the department of Construction this year and will reflect this by requesting places in various trades in our 2017-16 SDS MA bid.

The Department of Construction currently delivers programmes at SCQF level 3-8 from all main College Campuses. The programmes delivered are specifically designed to achieve strategic national Education and Training objectives in partnership with local and national employers, sector skills councils and local authorities. As a result of improving Construction Industry activity levels demand for Modern Apprenticeships (MA's) at both Craft and Technician level is developing into one of the main Curriculum drivers for the Department.

Employer engagement is constantly evolving with the creation of new business development solutions for a growing number of partners and key stakeholders including the Construction Industry Training Board (CITB), Building Engineering Services Association (BESA), Scottish & Northern Ireland Plumbing Employers Federation (SNIPEF), Local Authorities, University Sector and many other organisations. Following effective employer engagement over the period 2013-16 the Department has successfully introduced two new MAs; Building Service Maintenance (FES Facilities Management) and Civil

Engineering (CITB) with demand for existing and new Craft and Technician MAs predicted to increase over the period 2016-2019.

In partnership with Stirling based employer - Facilities Management group FES FM a new fully equipped training facility has been created to train Building Service Maintenance MAs over the next five years. The MAs are recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BiFM) awards and in September 2016 the partnership gained success in the Scottish Training Federation Awards.

In partnership with key employer partners including; Robertson Construction, Historic Environment Scotland, Scottish Canals and the Civil Engineering Contractors Association the Department has developed a wide range of new vocational and Higher Education programmes in line with industry requirements, the Department has in addition, through effective employer engagement secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

The Department works very closely with the Scottish Government funded Energy Skills Partnership (ESP) to develop relevant programmes in line with employer and industry requirements. Recent examples include energy efficiency, renewable energy and Building Information Modelling (BIM).

The department of Access and Progression currently delivers Stage 2 Employability in Construction and Retail at the Falkirk and Alloa campuses. These full-time courses include SQA units and work placements. Our Work Placement Co-ordinator liaises with many employers in Forth Valley to agree work placement opportunities. Students may potentially progress onto an Apprenticeship, employment or further training or study. The department also participates in a wide range of placements with a variety of organisations and agencies to facilitate work placement opportunities for courses including Working with Communities and Employability courses.

The Department of Creative Industries has made significant advances in developing a wide range of employer links recently, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. The media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the Macroberts Arts Centre and Glaxo Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within the Department of Hospitality and Salon Services, employer engagement is at the highest it has ever been. Students have been working with top industry professionals in the capacity of work placements or employed status. Key employers include Michelin Star Chef Tom Kitchen; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; McDonald Hotels; Stirling Court Hotel; Stark Events, Collessio Hotel, Stirling Schools, to name but a few. Students have also participated in a few events at Holyrood where they were involved with food preparation and service to Members of the Scottish Parliament. Professional Cookery and Hospitality students were involved in a 'Chefs of The Future' competition dinner, which attracted

a large number of chefs and restaurant managers, who on seeing the high standard of service and food produced, offered several students paid employment. Hospitality and Salon Services staff and students worked alongside Tom Lewis and his staff at Monachle Mhor Hotel on their highly successful music, food and drink festival weekend and such was the success of this event that 150 Hair, Beauty and make-Up Artistry students were invited to work with DF Concerts in the Refresh area at Scotland's largest music festival, T in the Park.

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners – Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engages in joint CPD with council staff.

Within Sport & Fitness we continue to work collaboratively with a wide range of organisations within the Forth Valley area, including Falkirk Community Football Foundation, Bannatynes and LK Galaxy, to enhance student citizenship and employability skills via volunteering and workplace experience opportunities.

Employability

In Session 2015-16 the College undertook a review and evaluated both the effectiveness and affordability of the Skills Development Scotland Employability Fund courses. The outcome of this review is that the College did not deliver SDS Employability Fund courses in Session 2016-17.

The College recognises that there is a need for this type of provision and delivers under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner and the more we can offer to scaffold transitions to employment the better; as the college, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which run for 18 weeks, and provide learners with an extended 14 week supported work placement. The College offered both courses with three different start dates through Session 2016-17, and plans to continue with this provision going forward.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self-confidence

and self-esteem, they have struggled in the school environment and tend to be care experienced. As such they do require more support both in college and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

Employer Engagement Systems Development

A project was initiated within the College to help evidence and provide management information on the many forms of Employer Engagement undertaken by many staff within many areas of College activity. The aims of this project are to define what strands of Employer Engagement we will aim to collect, and how we will centrally collate, report and use this information. The first phase of this development is now live, allowing staff to record their engagement with employers.

Linked to this project, the College is piloting an e-portfolio tracking system which is being used for and with Modern Apprentices and VQ Learners. This will enable our students, their assessors and their employers improved access to track progress through their qualification, enable more effective communication, and enable a more efficient way of students to submit evidence of achieving milestones from their workplace, and to receive quicker feedback from assessors.

Work Placements

The College has increased the number of work placements available to our students from our 2013-14 figure of 476 to a target of 600 in Session 2016-17, and we plan to maintain this target over the period of this Outcome Agreement. The main subject areas where this increase will be focused upon are Care, Business and Engineering. The second phase of our Employer Engagement systems development is to introduce a central work placement reporting tool which will allow

greater transparency, ease of reporting and monitoring of progress towards this target.

The College takes cognisance of the Work Placement Standard for Colleges, and strives towards all appropriate vocational courses having a meaning work placement in accordance with the Standard.

The College has seconded a member of staff, paid for by SFC Developing the Young Workforce funding, to further develop work placements, with the focus being on Civil Engineering in the first instance.

Access, equality and diversity

The College successfully complies with all Equality Act requirements and the Scottish Specific Duties, and continues to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We published our Mainstreaming Report and our Equality Outcome progress together with our annual employment data and equal pay statement.

Equality remains a key element of staff development with general awareness raising sessions delivered to complement on-line training. Specific resources for equality are also made available for staff. Staff from our Learning Support Service have delivered tailored staff development on reasonable adjustments and specific needs and barriers of students with particular additional support needs such as Autistic Spectrum Disorders and Mental Health. We have worked jointly with the Student Association to raise awareness through events throughout the year to highlight specific issues such as violence against women, LGBT History Month, and Show Racism the Red Card. We successfully raised the profile of the 16 Days of Action Campaign through a very thorough social media campaign that was well received across college.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action is being planned for areas of under-representation, for example women in STEM, and action is taken through the self-evaluation process where there are any differences in attainment for people with protected characteristics.

Equality is integrated into learning and teaching approaches through the Learning Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Equalities team having representation on local groups consisting of public sector and third sector partners such as the Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and the 16 Days of Action Group (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first college in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students. These awards examine and recognise everything from our Respect campaign, equality awareness raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

The College is developing an Access and Inclusion Strategy (attached as Appendix 2) which is currently at draft stage. When fully developed this strategy will include the College's Gender Action Plan.

Meeting additional support needs

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. Currently, in Session 2016-17, we are currently providing ELS to over 600 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's draft Access and Inclusion Strategy.

The department of Access and Progression provides a wide range of courses, under the banner of 'supported programmes', for disadvantaged young people in the senior phase of school who have a diverse range of support needs. This spans from supporting those with learning disabilities and/or those with social, emotional and behavioural needs.

We provide, on all three campuses, extended school link classes for young people with learning disabilities to support them in their transition from school into college or the workplace. These young people have learning support needs ranging from profound and complex needs to those with mild to moderate learning difficulties. We work closely with schools and support agencies, such as social work, to help these young people to progress.

In addition, the department provide a wide range of courses specifically targeted towards young people in the senior phase of school who have social, emotional and/or behavioural support needs. These young people are amongst the hardest to reach in our community who may have disengaged with school and/ or the wider society or currently be in a specialist school support unit. Working with a diverse range of agencies and partners, including schools, we participate in school leaver destination meetings and, where possible, individual review meetings to support the young person, their carers/families and wider agencies support the young person's progression into college or the workplace.

Safeguarding

The College has recently updated its Safeguarding policy to ensure the Safeguarding of all Children, Young People and Adults who are involved in any way with the College. The policy also gives staff a clear structure within which they can operate safely. The College fulfils its duty of care by:

- raising the awareness of all staff of the need to Protect Children, Young People and Adults, and to emphasise the responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;
- providing appropriate procedural steps in order to monitor the Colleges involvement in Child and Adult Support and Safeguarding Referrals;
- contributing appropriately to assessments of need and support packages for those Children, Young people and Adults affected by abuse or harm;
- emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies.
- providing mandatory compliance training for all existing and new staff, delivered by the Safeguarding Team.

Corporate Parenting

The College is committed to supporting Care Experienced students, and last session demonstrated this commitment by signing the Who Cares? Scotland Corporate Parent pledge. We are also involved in partnership work with the Centre for Excellence for Looked after Children in Scotland (CELCIS), and we are members of the Care Experienced, Estranged and Carers East Forum (CEECEF), the West of Scotland Care Leaver Forum and Scottish Throughcare and Aftercare Forum (STAF).

The College understands the many barriers that care experienced young people may have to overcome before even considering attending college and beginning their learning journey. Because of this, the College achieved the Buttle UK Quality Mark in respect of support for care experienced young people and confirmed care leavers as a priority group. The achievement of this Quality Mark demonstrated the college's commitment prior to the legal requirement to produce an action plan.

The College is currently writing its Corporate Parenting Plan to cover 2017-20, and this will include a revised and detailed Corporate Parenting Action Plan.

To demonstrate our on-going commitment the College has set targets to increase the number of Credits delivered to Care Experienced students at the College, through both increasing disclosures from students and also increasing our overall number as Care Experienced students become more aware of the support available from the College.

Meeting Diverse Needs

Forth Valley College strives to improve learners' life chances ensuring that learners with a disability have the opportunity to access educational provision that, where appropriate, best matches their abilities and allows them to reach their full potential and where suitable, progress from on to either mainstream provision, training or employment. The majority of the Access and Progression department's programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff are involved in a Youth Transitions Work stream, where we work with Local Authorities and other agencies to identify care leavers, disengaged young people, and learners not in a positive destination in order to put in place local interventions. Currently, provision for learners with severe and complex needs is delivered within our school link curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

Not all learners with complex and profound needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school.

We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families.

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by over 1% to 12% over the three year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the 10% most deprived postcodes. We have also set a target of maintaining enrolments from students from a black or ethnic minority at 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

Gender

The College's overall enrolment figures demonstrate our commitment to gender equality with 48% of all enrolments being from female students in Session 2015-15, which is consistent with the previous session.   At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. Further gender targets will be set through the College's Gender Action Plan, which will be developed as part of the Access & Inclusion Strategy. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow both females and males to experience subject areas they may not have experienced before e.g. females experiencing Construction &

Engineering, and males experiencing Hairdressing & Care. From its first year of running two males progressed on to Childcare courses from this course.

The College has recently been successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which commenced in session 2015-16, and will continue through Session 2016-17. A project team has been established within the College, and as part of the project the team will be setting targets and hope to gain insight and experience from other colleges involved within the projects, and benefit from the experience of staff from within the Equality Challenge Unit.

Forth Valley College's project mission is to ensure that our specialist science and engineering provision and enhanced school/college activity in STEM subjects is actively promoted to women and girls who are currently under-represented in these subject areas. We aim to build on our STEM assured status and strong partnership links to tackle stereotypical vocational choices in relation to gender. One of the activities which will be undertaken is evidence gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale of subject choice, to better understand how the College can influence future learners. We are also focusing effort through our Developing Young Workforce Action Plan to adjust our course literature and marketing materials to actively encourage females to engage with STEM subjects. Our offering within this area includes HNC subjects in Electrical Engineering and Computing Science, our SCOTS programme, and the new Foundation Apprenticeship in Engineering. Alongside the marketing material we also have a planned programme of engagement with schools, including pupil and parent information events, CPD for teachers and pupil support staff and visits to the College campuses.

Gender of Board of Management and Staff

There are currently 17 members within our Board of Management, which comprises of eight females (47%) and nine males (53%). There is a 50/50 gender split within the twelve non-executive members, and the same 50/50 gender split between both our student and staff board members.

Within the College's overall headcount the gender balance is 55% female and 45% male. Within the College's Senior Management Team there are four males (57%) and three females (43%).

Equal Pay

The College undertook an Equal Pay Audit assessment on 30 November 2016. The Equal Pay audit is an independent assessment of pay equity. An initial audit was completed in 2009, further updated in 2012 and 2014. The report is conducted by NGA Human Resources who are independent reward consultants utilising tailored software solutions to provide reward consulting services.

The findings were that the College does not have any significant exposure to equal pay challenge. The major job groups which are gender dominant do not present major concern in relation to widespread challenge one role referenced against another.

The College has made some considerable improvements to the pay structure since the previous audit analysis of 2014. Concern was expressed over the application of overlapping incremental steps within the support grade structure. This matter has been addressed with the positive steps taken by the College.

Race and disability were assessed along with gender during the November 2016 audit with no significant pay gap being reported in any equal work group

British Sign Language

Forth Valley College is committed to implementing the British Sign Language (Scotland) Act 2015. The College will take measures to achieve the outcomes of the BSL National Plan for Scotland, where possible to do so. The aim of the legislation is to:

Promote awareness and the use of BSL; and
Improve access to services for Deaf and Deaf-blind people.

The College has ambition to implement the following measures in order to achieve the aims of the BSL (Scotland) Act 2015:

- To make more College information available in BSL;
- To encourage the use of assistive technology to support BSL users;
- To facilitate the provision of communication support to BSL users; and
- To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy.

In accordance with the legislation Forth Valley College will develop a BSL Authority Plan. In order to attempt to achieve consistency with the BSL National Plan for Scotland, Forth Valley College will consider guidance from: the BSL National Plan for Scotland, the Scottish Funding Council, and the Deaf Sector Partnership. A draft BSL action plan is attached as Appendix 3.

Carers

The College will strive to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities through awareness raising campaigns on the support and potential funding available for carers. In particular we will be part of the Carers Trust 'Going Higher' campaign, and we aim to achieve Carer Positive standard.

Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out or commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as "senior class representatives" and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students' Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

There is strong student representation on our Board of Management, and representation on board committees, specifically our Strategic Development Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Forth Valley College and Forth Valley Student Association (FVSA) are fully committed to the NUS Framework for the Development of Strong and Effective College Students' Associations. The Student Association Executive team carried out a rigorous evaluation of FVSA against the framework then set up an Evaluation Group, consisting of a Board Member, an Associate Principal, a Head of Department and two college staff. The Evaluation Team met in December 2015 and reviewed the areas where the Executive Team felt the FVSA were scoring less highly on the self-evaluation tool. The Evaluation Group were able to provide useful advice and actions were agreed for the Executive Team to take forward.

Forth Valley Student Association have developed a 2 year strategic plan, based around the themes and principles outlined in the framework. This was developed with students and takes into account core values which the student body expect FVSA to maintain, including being empowering, engaging, approachable, respectful, friendly, innovative and supportive. The themes of the strategic plan also outline the areas for work within the FVSA operational plan. FVSA are supported in meeting both their operational and strategic plan objectives by staff from all levels and departments within the college, during term 2016-17 this included support from Curriculum and Quality in reviewing the effectiveness of our class representative structure and the college's listening to learners questions in order to improve student representation, college wide support in developing initiatives which improve health and wellbeing including the delivery of Scottish Mental Health First Aid Training, and support from both the equalities and facilities departments in securing the provision of gender neutral facilities across every campus of the college.

Part 2 - Outcomes & targets

No	Measure	Performance			Current Year Target	Targets		
		2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
1a)	Credits Delivered: Core	84,391	86,176	84,031	83,984	84,647)	84,647	84,647
	ESF	0	1,408	2,241	2,230	2,230	2,230	2,230
	Core + ESF	84,391	87,584	86,272	86,214	86,877	86,877	86,877
1b)	Volume of Credits delivered to learners aged 16-19	43,533	42,736	39,471	48,279	40,000	40,000	40,000
	Proportion of Credits delivered to learners aged 16-19	52%	48%	46%	56%	46%	46%	46%
	Volume of Credits delivered to learners aged 20-24	18,342	20,145	18,297	17,187	18,300	18,300	18,300
	Proportion of Credits delivered to learners aged 20-24	22%	23%	21%	20%	21%	21%	21%
1c)	Volume of Credits delivered to learners in the most deprived 10% postcode areas	8,331	9,068	9,820	9,139	10,000	10,000	10,000
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	9.9%	10.4%	11.4%	10.6%	12%	12%	12%
1d)	**Volume and proportion of Credits delivered to learners from protected characteristics:**							
	Volume of Credits delivered to students where ethnicity is Black or an Ethnic Minority	1,605	1,787	2,482	2,482	2,500	2,500	2,500
	Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	2%	2%	3%	3%	3%	3%	3%
	Volume of Credits delivered to students who are disabled	10,964	14,136	11,985	8,621	12,000	12,000	12,000
	Proportion of Credits delivered to students who are disabled	13%	16%	14%	10%	14%	14%	14%
	Volume of Credits delivered to females [2]	38,980	41,811	40,375	42,244	42,244	42,244	42,244
	Proportion of Credits delivered to females [2]	46%	48%	48%	49%	49%	49%	49%
	Volume of Credits delivered to males [2]	45,412	45,772	45,897	43,970	43,790	43,790	43,790
	Proportion of Credits delivered to males [2]	54%	52%	52%	51%	51%	51%	51%
	Volume of Credits delivered to Care Experienced Learners	1,597	1,578	1,613	N/A	1,700	1,800	1,900
	Proportion of Credits delivered to Care Experienced Learners	2%	2%	2%	N/A	2%	2%	2%
2a)	Number of senior phase age pupils studying vocational qualification delivered by the College	98	159	266	362	380	380	380
2b)	Volume of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College	418	873	1,206	1,800	1,850	1,850	1,850
	Proportion of Credits delivered to senior phase age pupils studying vocational qualification delivered by the College	0.5%	1%	1.4%	2.1%	2.1%	2.1%	2.1%
2c)	Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,704	5,322	4,895	5,000	5,100	5,200	5,300
	Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4%	6%	6%	6%	6%	6%	6%
2d)	Volume of Credits delivered at HE level to learners from SHEP schools	2,076	2,279	3,574	3,019	3,100	3,100	3,100
	Proportion of Credits delivered at HE level to learners from SHEP schools	10%	11%	16%	14%	15%	15%	15%
3)	Volume of Credits delivered to learners enrolled on STEM courses [3]	29,207	27,540	29,197	20,500	30,000	30,000	30,000
	Proportion of Credits delivered to learners enrolled on STEM courses [3]	35%	31%	34%	24%	35%	35%	35%
4a)	Proportion of enrolled students successfully achieving a recognised qualification:							
	FE Full Time	70%	70%	70%	72%	71%	71.5%	72%
	HE Full Time	72%	79%	75%	74%	75%	75%	75%
	FE Part Time	91%	91%	91%	90%	91%	91%	91%
	HE Part Time	89%	89%	88%	89%	89%	89%	89%
4b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification:							
	FE Full Time	65%	65%	72%	N/A	71%	71.5%	72%

No	Measure	Performance			Current Year Target	Targets		
		2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
	HE Full Time	73%	79%	63%	N/A	68%	71%	75%
	FE Part Time	90%	88%	89%	N/A	91%	91%	91%
	HE Part Time	77%	79%	92%	N/A	89%	89%	89%
4c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College	78%	75%	63%	N/A	70%	72%	75%
5)	Number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT) [4]	212	259	256	300	347	357	367
6)	Number of full time learners with high quality work placement or work place "experience" as part of their programme of study	564	542	582	600	600	600	600
7)	Number of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	93	98	N/A	192	157	160	160
	Proportion of successful learners who have achieved HNC or HND Qualification articulating to degree level courses with advanced standing	41.2%	38.4%	N/A	21.2%	40%	40%	40%
8)	Number of full time college qualifiers in work, training and/or further study 3-6 months after qualifying	1,561	1,579	N/A	1,565	1,575	1,575	1,575
	Proportion of full time college qualifiers in work, training and/or further study 3-6 months after qualifying	94%	94%	N/A	93%	94%	94%	94%
9)	SSES Survey - The percentage of students overall, satisfied with their college experience	N/A	N/A	94%	N/A	95%	95%	95%
10)	Gross carbon footprint	2,379 tCO2	2,372 tCO2	2,262 tCO2	2,239 tCO2	2,221 tCO2	2,180 tCO2	2,139 tCO2

Notes: [1] Funding was in WSUMS - conversion to Credits (where measure is in Credits) to help target setting

[2] Please note that more detailed target setting to address subject specific under-representation will be required as part of the College's Gender Action Plan (Access & Inclusion Strategy)

[3] Revised target - Definition of STEM activity includes more Superclass categories than when settting targets for 2016/17. The revised definition is reflected in performance and targets, but not current year target.

[4] Revised target - now includes MAs from industry bodies. Note that 2016/17 Target and past performance reflects only directly contracted MAs.

Funding

College region **Forth Valley (Forth Valley College)** will receive **£20,803,943** core teaching funding, and **£1,043,370** capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2017/18 to plan and deliver **84,647** credits worth of further and higher education.

This includes **663** additional credits for HE childcare activity announced by SFC in their final allocations for AY 2017/18.

Core Student Support funding for 2017/18 is **£4,005,353**.

In addition, the college region will receive **£556,736** in European Social Fund (ESF) grant through the SFC to deliver **2,230** further Higher Education credits to eligible learners (inclusive of **£21,469** student support funding).

The total credit target for 2017/18 is therefore **86,877**.

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

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

On behalf of Forth Valley College:

Signed:

Print name: Dr Ken Thomson

Position: Principal

Date: 22/6/17

Signed:

Print name: Anne Mearns

Position: Interim Regional Chair

Date: 22/6/17

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date: 18th July 2017

Appendix 2 – Draft Access and Inclusion Strategy

Context

FVC is proud of its reputation as an inclusive organisation. Diversity and inclusion matters and we strive to represent and support everyone. We have made excellent progress to date but must continue to do more – we want to build an understanding of inclusion in everything that we do. We want to be accessible to everyone who wishes to study at FVC regardless of age, gender, locality, ability or disability, ethnicity or financial status.

This strategy must be read in conjunction with the Outcome Agreement particularly where there is information on activity which relates to Access and Inclusion, e.g., DYW, Opportunities for All, Corporate Parenting etc. In particular, this Access and Inclusion strategy must be considered alongside our (from April 2017) Equality Outcome work which includes evidence and data on how FVC meets the General and Specific duties of the Equality Act (2010).

The current strategic and policy landscape confirms that access and inclusion is an area of high volume activity for us however, it is 'what we do' and central to our corporate social responsibilities as an education provider. In developing this strategy, our Equality Outcomes work and other key internal strategic development such as our Creative Learning and Technology Strategy, we are attempting to deliver in line with the following:

External

- Scottish Government Digital Inclusion strategy
- Scottish Government STEM strategy development
- Scottish Government Mental Health consultation
- British Sign Language (Scotland) Act 2015
- Scottish Government Race Equality Framework

Internal

- Equality Outcomes, mainstreaming report, Equal Pay info, EQIA report
- Equalities Policy
- Draft Creative Learning and Information Technology Strategy
- STEM ambitions (in development)
- Gender Action Plan (in development)
- Corporate Parenting Strategy

1. FVC Access and Inclusion Approach to meet the needs of students

   Evidence

   - Learning Support team
     - Needs-led learning support service – student at centre of process
     - Last 3 years – supporting around 500 students annually
     - Staff experience and qualifications (knowledge/expertise build up over a number of years; PDA Inclusiveness attainment)
     - Robust needs assessment process and comprehensive PLSPs
     - Data on outcomes for ELS (staff and student feedback on service; beginning to look at more comprehensive methods of tracking ELS students within PI data)
     - Robust links with teaching departments
     - SAAS validated assessment centre for Disabled Students Allowance (DSA) applications

   - Supported education programmes:
     - Curriculum review

- o Team-evaluation
- o Listening to Learners
- o Needs-led provision
- o Personal Learning and Support Plans
- o Staff experience and qualifications
- o Creative Learning and cross-college collaboration
- o Local Employability Partnerships
- o Transition information and transition team meetings
- o Collaboration with partner agencies
- Inclusive learning and teaching approaches, e.g., Learning Activity Planning Tool (LAPT)
- Range of Support services:
  - o SDS Careers
  - o DWP
  - o Student counselling service
  - o Social work links
  - o Learner Advisers
  - o Third Sector organisations
  - o NHS
  - o Forth Valley Student Association
  - o Who Cares? Scotland
- Student Funding – evidence of appropriate flexibility (e.g., authorised absences, use of discretionary funding)
- Marketing and Communications - 'Respect' campaign etc.
- Positive environment for disclosure of ASNs at any time
- LGBT Youth Scotland and Investors in Inclusiveness Chartermarks

- Staff in a range of roles within FVC hold the PDA Inclusiveness

Key learning points about what works well

- ELS approaches embedded across college
- Comprehensive ELS PLSPs
- Collaborative cross-college approaches to support – Learning Support staff; Student Funding; Learner Advisers; LDFs ability to increase Authorised Absences; use of Discretionary funds; links and referrals to external partners
- Usage of Educational Psychologist assessments to support DSA applications
- Commitment to ongoing staff professional development and upskilling where required

2. How we have used ELS Funding to support this approach

Learning Support Service

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for students with additional support needs. Support is tailored to individual circumstances with the student at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with students who tell us they have support needs and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current students are informed of support available and how to access it – students are able to disclose support needs at any time during their time at College. In Session 2015-16, support was provided to over 500 students with a wide range of needs from

acquired brain injury, short term memory loss, dyslexia or Asperger's to mental health difficulties, completing a range of programmes at all levels.

The team consist of 4 Learning Development Facilitators (or needs assessors) who complete comprehensive needs assessments with students on an individual basis; 5 Learning Mentors who provide 1-1 support to students ranging from study skills, training and guidance in software and equipment and an Assistive Technology Coordinator who leads on the development within the team and wider College of the use of enabling technologies and software to support specific learning difficulties as well consideration of broader digital inclusion approaches. The team also support staff who support students through the provision of advice, guidance, training and staff development. Staff development is via awareness raising and specific training depending on the support needs of the students in the classroom. Training on deaf awareness and autistic spectrum difficulties has been delivered to teaching staff, providing them with the resources and information to work with students with these specific needs. The Learning Support team also provide advice to teaching staff based on the support recommendations they make according to students individual need. A key aspect of working with teaching departments is the strong links that the needs assessors have with the department they are allocated to. In depth knowledge of the course content and demands is fundamental to identifying the individual support that the student will require.

It can be challenging to attempt to quantify the impact of ELS on a student's achievement or progression as there are so many other factors to consider. However, the Learning Support service is evaluated in a number of ways. Annually students are asked for feedback via an online survey on their experiences of the support provided and how this impacted on their learning and teaching. As part of self-evaluation, this information is reviewed and evaluated and if required, changes made to processes, procedures and operational targets for the next year. Focus groups with students with additional support needs are also facilitated.

An Equality Impact Assessment (EQIA) on the ELS service in 2014 suggested a number of ways in which the service could be improved, the key one being improving the joined up approach across college to supporting students and

getting the message about support available out to all staff holding different roles in college. The service was rebranded as Learning Support service in Session 2015-2016 and there has been an increase in the number of referrals since then.

In Session 2016-17 the team plan to work with students who have had benefit from the service (which helped them stay on course/achieve), and use their experiences to formulate case studies to use in service marketing purposes. The aim is that real people describing their experiences of ELS may encourage others to seek this support. One area where we received excellent feedback from students was in the department of Creative Industries where a project to maximise inclusion using technology to enhance the student experience was developed. As a result of this project students were able to access a dedicated FVC YouTube channel where specific tasks from the NC Sound Production course had been captured and recorded as computer images. This enabled the students to access these resources outside of formal teaching environments – learning at their own pace and resulted in improved competence levels for students as well as up-skilling staff to use technology to create a more inclusive learning experience.

While student feedback is crucial feedback from teaching staff who put arrangements in place for student support and make adjustments is also required. Teaching departments through self-evaluation monitor PIs and this includes students with protected characteristics and those with disabilities often include those who have ELS. The Diversity Coordinator provides guidance to Curriculum Managers to investigate the differences in attainment rates by course level for disabled and non-disabled students (and other characteristics). Processes for analysing PI data and information are being reviewed. Approaches to supporting students with mental health difficulties are being developed; there has been a significant rise in the number of students disclosing this need. The approaches involve working more collaboratively with colleagues across Student Support services and up-skilling staff to understand and appropriately support students with mental health difficulties.

Price Group 5 Provision

Supported programmes are funded at price group 5 which means that we offer 'in course' support to these groups. This support can take many forms. For example, curriculum is developed with smaller class sizes and the content of the curriculum is tailored to the additional support needs of student groups. We have Additional Support for Learning Workers who look after our students' wellbeing both in and out of class. In addition, support workers are provided by external agencies to provide 1:1 support to individual students as negotiated with the student and with partner agencies. Teaching staff on supported programmes have a pastoral role with assigned groups to look after any additional support needs and their development. A student's development is identified and measured by the use of Personal Learning and Support Plans. Staff are encouraged to participate and provide CPD opportunities to keep their practice up to date and that of the wider college and partners. We provide bespoke employability courses and opportunities for students who have additional support needs or are far removed from the job market. These courses are supported by a Work Placement Co-ordinator who co-ordinates work placement opportunities in industries in the community. The department delivers a wide range of English for Speakers of Other Languages programmes from SQA Level 2. Staff conduct fortnightly assessments of students' language levels in order to place them in an ESOL class at the appropriate level, to support them in other mainstream courses within the college or to signpost them to appropriate external provision.

Professional Development

- Range of compliance training available for staff on College VLE for Equality; Health and Safety; Freedom of Information; Safeguarding. This training is available online to all staff throughout the year.

- The college have specific staff development sessions twice a year, February for support staff and August for lecturing staff.
- Staff are encouraged to participate in relevant CPD and this is discussed at regular one to one sessions and Performance, Review and Development (PRD) meetings.
- Within the department of Access and Progression (AP), which delivers Price Group 5 provision, specific staff CPD includes: autism training, Mental Health First Aid, NHS sexual health training, SQA Qualifications Design Team for National levels 1 and 2 and ESOL curriculum development.
- Delivery of the PDA Teaching in Scotland's Colleges to college lecturers. This prepares staff in AP for delivery of:
  - o the Duke of Edinburgh Bronze award
  - o the Branching Out award in partnership with the Forestry Commission
  - o the John Muir Conservator level award
- Staff in specific roles receive additional access and inclusion training which is identified at induction and performance reviews throughout the year.
- A range of staff participated in awareness raising regarding Care Experienced Young people through Who Cares? Scotland and Supporting Student Mental Health and Wellbeing.

ICT investment

Assistive and enabling technologies

- Established student equipment loan bank for students with a range of support needs, items include laptops, tablets, digital recorders, coloured overlays, reading rulers. Also provide a range of specialised software (both networked and stand alone) for students such as Dragon Naturally Speaking; TextHelp Read and Write Gold; Inspirations.
- Role of Assistive Technology Coordinator developed and in place in early 2016 to develop approaches to the use of tablets and Apps; work with staff to provide information and training on enabling software and equipment; build links with relevant colleagues in the sector and partners such as JISC, College Development Network; work across college to take digital inclusion further; work closely with IT colleagues to provide effective support to students using assistive technologies and equipment.
- AP staff deliver courses for the visually impaired at the Sensory Centre and utilise in particular, the many accessibility features found within Microsoft software and Apple iPads
- AP staff use Board Maker in the delivery of PSD to students with profound and complex support needs

See FVC draft Creative Learning and Technology Strategy for ambitions and direction of travel for 2017-2022

3. Expected impact Approach will have on PIs

What are the PIs currently for priority access groups, what do we want them to be and by when

- Not enough data at present to set PIs for groups
- Need to establish benchmarks for a range of protected characteristics and priority access groups
- This section will outline FVC aspirations for PIs

The following performance and targets have been extracted from the College's draft Outcome Agreement for 2017-20 to act as an indicative baseline.

Measure	Performance			Current Year Target	Targets		
	2013-14 [1]	2014-15 [1]	2015-16	2016-17	2017-18	2018-19	2019-20
Volume and proportion of Credits delivered to learners from protected characteristics:							
Volume of Credits delivered to students where ethnicity is Black or an Ethnic Minority	1,605	1,787	2,482	2,482	2,500	2,500	2,500
Proportion of Credits delivered to students where ethnicity is Black or an Ethnic Minority	2%	2%	3%	3%	3%	3%	3%
Volume of Credits delivered to students who are disabled	10,964	14,136	11,985	8,621	12,000	12,000	12,000
Proportion of Credits delivered to students who are disabled	13%	16%	14%	10%	14%	14%	14%
Volume of Credits delivered to females [2]	38,980	41,811	40,375	42,244	42,244	42,244	42,244
Proportion of Credits delivered to females [2]	46%	48%	48%	49%	49%	49%	49%
Volume of Credits delivered to males [2]	45,412	45,772	45,897	43,970	43,790	43,790	43,790
Proportion of Credits delivered to males [2]	54%	52%	52%	51%	51%	51%	51%
Volume of Credits delivered to Care Experienced Learners	1,597	1,578	1,613	N/A	1,700	1,800	1,900
Proportion of Credits delivered to Care Experienced Learners	2%	2%	2%	N/A	2%	2%	2%

4. Impact of Approach on intake and outcomes of Priority Access Groups (PAGs)

We've outlined in point 2 how we currently utilise ELS funds and in point 3 the current outcomes for PAGs. This section outlines our *ambitions* for the utilisation of A&I funds to improve outcomes for PAGs

What we want to achieve (targets)	Key things we will do to meet these targets	How	When	Who
Improve student information and data collection for all protected characteristics as well as extended monitoring requirements, e.g., carers; care experienced	• Extend positive declaration environment through use of online systems	• Development of online ASN to include wider PAGs • Linked by student ID to College MIS • Available on all FVC platforms • Develop mechanism for student to agree to their information to be updated throughout time at college	May 17 – Aug 17	IS team EILS
	• Encourage disclosure of non-education needs, e.g., chaotic lifestyle, mental health, carer	• Awareness raising campaign • Be part of Carers Trust 'Going Higher' campaign • Confidence to make and evidence flexible funding decisions for PAGs • Establish clear package of flexible support available for PAGs and communicate to applicants, students and staff	May 17 – ongoing	Comms & Marketing EILS Student Services Student Funding HR
	• Support staff with caring responsibilities	• Achieve Carer Positive standard	Dec 17	IS team Student Records
	• Work with partners to	• '2-way' Data portal	Ongoing	

	improve transition info	development • Establish clear package of flexible support available for PAGs and communicate partners		
Successful outcomes for Care experienced young people	• Create enhanced flexible support package and publicise this • Partnership working • Publish Corporate Parenting plan • Appropriate information sharing pathways developed across different groups of staff e.g., support staff and teaching staff & external partners	• Awareness raising campaign • Forth Valley College website page including information flyers • Maintain database of contacts who support care experienced young people • Identify care experienced young people via Enquirer in order for staff to better support them • Staff training • Improved data usage • Use of reporting by Learning Development Workers and Learner Advisors to CMs and guidance developed on appropriate internal information sharing protocols • Monitor and report on learner destinations • Monitor, evaluate and report on statistics as part of the	From April 2017	SMT AP Learner Advisers LDWs

		Outcome Agreement		
FVC digitally inclusive for students and staff	• Implement Creative Learning and Technology Strategy 2017-2022	• Within Equalities and Inclusion team: equipment loan bank enhanced for students with specific learning support needs	2017-2022	All staff
Successful outcomes for students on Price Group 5 courses	• Review Price Group 5 curriculum provision • Review partnership working to improve transitions	• Curriculum review processes	ongoing	Department of Access & Progression
Improve support available for students with mental health needs	• Develop map of information and support services across FVC • Develop whole College strategic response to needs of students with MH difficulties • Develop approaches to building resilience in young people in College	• Implement externally funded Wellbeing project and action/outcomes plan • Recruit Wellbeing Officer • Increase counselling service hours • Implement appropriate training for staff • Increase working between Learner Adviser team and LDFs • FVSA training of Mental Health First Aiders • Liaise with Mental Health officers in Clackmannanshire secondary schools • Liaise with external agencies to support our learners with	March 2017-March 2018	Student Services EILS LDWs SMT TDs

		mental health support needs (e.g., Social Work, FDAMH, Central Advocacy Agency) • Monitor students who have MH needs and their retention/achievement/progression • Consider development of Mindfulness pilot project to support students mental wellbeing			
Gender underrepresentation Improve retention – reduce the number of students who are not retained from 30% to X%	• Extend use of data to examine male and female representation, success, completion/retention across subject and course areas	• Reports on Cognos for curriculum staff • Mandatory analysis and action as part of self-evaluation and curriculum planning • Increase specific information on why students leave – move away from 'reason unknown' by use of LDWs • Clear direction of travel developed to work with regional partners on STEM activity	From April 2017	CMs Teaching departments LDWs
	• Develop Gender Action Plan to improve underrepresentation		July 2017	CMs

	at subject level			
	• Positive action in target setting	• Training/awareness on need for positive action • Training in unconscious bias for staff who interview potential students	From Summer 2017	EILS CMs/TDs
	• Staff – increase usage of staff data, analyse trends in recruitment and CPD information for male and female employees as per equality duty • BoM representation (Good Governance) • Identify data gaps • Consider intersectionality of PCs	• Highlight male/female representation at different levels in college • Develop HR systems further	From April 2017	HR
Student employment outcomes – reduce unemployment for specific groups	• Examine outcomes for disabled students and BME students – destinations/employability outcomes • Partners • Transition planning	• College representation on CPPs and LEPs in Falkirk, Stirling and Clackmannanshire to improve CIAG • Work Placement Co-ordinator supports learners on Employability courses at Stage	ongoing	AP ?

		Two • Apply for external funding in order to create a role specific to supporting ASN • Work with the Action Group in Falkirk to support students with ASN to access opportunities • Improve the transition process for sharing information to better support students in their education, employment or training		
Reduce need for specific adjustments for additional learning needs by 10% in 2017-18	• Teaching Departments increase inclusive learning and teaching approaches • Provide meaningful information/data to Teaching Departments on the profile of their students & their needs	• Teaching departments implement top 5 most commonly recommended adjustments (from Learning Support team) for their programmes as standard practice • Use of Moodle – develop agreed standard of what 'accessible resources' looks like • Increase recording of demonstrations/classes for revision purposes	April 2017 - ongoing	IS EILS Teaching departments C&Q
Gain improved	• Improve external	• Improved use of data	From April	SMT

intelligence on future students	transition planning processes • Improve internal transition planning processes • Identify mechanisms to report undisclosed/undiagnosed needs to partners • Gain information in advance on potential students support requirements	• Develop approaches and resources to analytics • Explore whether SDS data hub for 16-24 year olds can feed information 'back'	2017	IS team Student Records EILS Student Services AP
Decrease number of students who are at risk of not achieving by X %	• Early identification and interventions for students most at risk of not achieving • Consider new ways of approaching student support to meet increasing number of disclosures • Address needs to increase achievement • Review use of remission to conduct ELS work in TDs	• 1-1 support, e.g., from Learning Mentors, continues for specific learning needs within broader inclusive environment • The LDW role will intervene when students are at risk of failing by utilising the Absence Monitoring Policy and procedures and contact the appropriate Curriculum Managers • Utilise appropriate 'flagging' systems to track students who have needs met and measure		EILS LDWs TDs IS team

		- impact of support on their retention/achievement/progression - Awareness raising for teaching staff on how to use information regarding identification of vulnerable students - ELS Facilitators in Teaching Departments log how they utilise their ELS time - Teaching Departments can evidence and use ELS hours for subject support where there is clear need		
Respond to BSL Act (see attached)				
Establish levels of ethnic minority representation in College courses	- Determine requirements of Government Race Equality Framework for Scotland 2016-2030 - Develop appropriate Equality Outcomes for race/ethnicity	- Compare regional data with College data - Review information gathered through review of existing equality outcomes	April 2017 - ongoing	SMT EILS CMs
Improve use of EQIA across College to	- Implement findings of 2016 EQIA project	- Build into self-evaluation process considering new	April 2017 - ongoing	SMT EILS

underpin data analysis and activity in relation to protected characteristic groups and PAGs		Education Scotland quality framework • develop Human Rights within EQIA approach • develop EQIA practice at BoM/SMT level • Review FVC policies and practices • CPD for staff		Heads of Service Heads of TDs

It is vital that the actions outlined above are embedded within existing strategic and operational planning processes:

- All FVC strategies will link and cross reference each other
- Responsibilities and actions will be assigned and evidenced through teaching department and service area operational plans and self-evaluation processes and team evaluations
- SMT have overall responsibility for Access and Inclusion – must ensure key actions/milestones for access and inclusion plans and Equality activities are monitored regularly
- There is a need to implement a cross-College steering group for Access and Inclusion
- Approval of all strategies by the Board of Management

Appendix 3

Draft BSL Action Plan

This BSL Action Plan is presented as a draft document. It has been written in anticipation of the publication of the BSL National Plan for Scotland. This draft document outlines Forth Valley College's ambition to achieve the aims of the British Sign Language (Scotland) Act 2015. This draft Action Plan is subject to change.

Introduction

In light of the enactment of the British Sign Language (Scotland) Act 2015, the Scottish Funding Council has committed to implementing the aims of the BSL Act within Scotland's colleges. The Act tasks the Scottish Government to write and publish a BSL National Plan for Scotland, from which listed authorities such as Forth Valley College will take guidance in order to write and publish their own Authority Plan.

The British Sign Language (Scotland) Act 2015 aims to:

(i)   Promote awareness and the use of BSL; and

(ii)   Improve access to services for Deaf and Deaf-blind people.

Therefore, Forth Valley College will take measures to promote awareness of BSL and the use of BSL, and to improve access to its education and teaching services for Deaf and Deaf-blind persons.

British Sign Language is a recognised language of Scotland; the guidance to the Act acknowledges BSL as a minority language, which means that people whose first or preferred language is BSL may access information and services on the basis of their language, which prevents BSL users from having to declare themselves as disabled under the definition of the Equality Act 2010, where they do not perceive themselves to be disabled.

The guidance states that … "The Bill does not go as far as imposing an explicit statutory requirement on authorities to provide British Sign Language (BSL) interpreters or translation services, nor does it require listed authorities to deliver specific services to BSL users or those wishing to learn BSL." [1] The

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[1] British Sign Language (Scotland) Act 2015 [url] http://www.legislation.gov.uk/asp/2015/11/introduction/enacted

purpose of the Act is "…to promote the use of British Sign Language…", therefore many proposed measures will emphasize the ambition of Forth Valley College to promote awareness of BSL and the use of BSL, and to improve access to information, education and teaching services for BSL users.

Analysis

From Scottish Parliament guidance on the British Sign Language Bill, it is noted that approximately 120 children are born in Scotland every year with a hearing impairment; and there are approximately 1,000 people under the age of 19 in Scotland who have a severe or profound hearing loss (Griffin, 2012).[2] Therefore, across Scotland, there will be demand from BSL users leaving school for support to ensure that they can access information and education at college.

From the 2011 Census, 12,533 people indicated that they used BSL at home – this figure equates to 0.23% of Scotland's total population.[3] Over time, an increase in the use of cochlear implants for children with severe/profound hearing loss may further reduce the number of people using BSL as a first language. Forth Valley College anticipates an increase in its provision of information, teaching and education services to BSL users due to its efforts to achieve the aims of the BSL (Scotland) Act.

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[2] Macpherson, S. (2015) 'SPICe Briefing – British Sign Language (Scotland) Bill', The Scottish Parliament [http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_15-05_British_Sign_Language_Scotland_Bill.pdf], page 8
[3] (Source: Bezuijen, J. (2016), 'Deafness in Scotland', Deaf Action [url] http://www.deafaction.org.uk/wp-content/uploads/2016/10/Deafness-in-Scotland-A-recent-analysis.pdf at page 10)

Age group	Prevalence rate (%)		Census numbers		Prevalence		
	Females	Males	Females	Males	Females	Males	Sum
18 - 30	0.6%	0.1%	464,700	456,300	3,000	500	3,500
31 - 40	1.2%	1.7%	341,500	327,600	4,000	5,500	9,500
41 - 50	3.7%	4.3%	414,300	393,600	15,500	17,000	32,500
51 - 60	5.3%	10.7%	352,600	339,300	18,500	36,500	55,000
61 - 70	13.3%	19.7%	300,200	278,700	40,000	55,000	95,000
71 - 80	38.8%	41.5%	214,700	169,000	83,500	70,000	153,500
Total					164,000	184,500	348,500

Table 1: Expected number of adults with hearing loss in Scotland per age group. Prevalence rate is for hearing loss of at least 35 dB in the better ear. Three right-most columns are rounded to the nearest 500. Source: Ackeroyd et al. (2014).

(Source: Bezuijen, J. (2016), 'Deafness in Scotland', Deaf Action [url] http://www.deafaction.org.uk/wp-content/uploads/2016/10/Deafness-in-Scotland-A-recent-analysis.pdf)

Proposed measure	Justification for proposed measure (evidence)	Actions required to implement proposed measure	Timescale	How to evaluate effectiveness of implemented measure
To make more College information available in BSL	Data required re. number of Deaf/Deaf-Blind/H-of-H and/or BSL as first/second language persons applying to FVC; plus number of Deaf/Deaf-Blind/H-of-H and/or BSL students who have enrolled on a course (time-frame to reflect Equality Outcome cycle). Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	• Ascertain good practice guidance for the publication of information in BSL; • Ascertain which FVC website information is 'essential'; • Search for local BSL translators e.g. enquiries via FV SC, NHS Audiology dept., Scottish Association of Sign Language Interpreters; • Engage with BSL communicator who can provide translation services; • Work with FVC Marketing team to write transcripts and record videos of BSL	TBC	• Continue to collect data on applicants and students who disclose Deaf/Deaf-Blind/H-of-H and/or BSL as first/second language – and analyse data e.g. have numbers decreased or increased? • Consult with audiology/BSL/Deaf organisations re. good practice for producing communications in BSL format and ask for written feedback on produced materials[4]

		communication; • Publish BSL videos and transcripts on the relevant FVC webpages; • To publish a guidance document and video for BSL students on the application process (inc. reference to bringing translation support to interview/alternative interview settings and format, and explain the procedure (consultation with community groups could help to ensure we achieve good practice))		
To encourage the use of assistive technology to support BSL users	https://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets/equipment.aspx	• Write and publish transcripts of all College videos (website and Moodle); • Prominently feature the	TBC	• Reception-based induction loop sign-in/sign-out sheet to record usage – has usage increased with increased advertising of the

	Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	availability of induction loop systems at all campuses (for hearing aid users); • Evaluate existing technology and equipment available to the Learning Support team and consider how to improve access to technology and equipment e.g. availability of accurate speech-to-text apps and portable loops; • Provision of staff training on the use of assistive listening devices and Deaf/H-of-H awareness e.g. good practice for communication: https://www.actiononhearingloss.org.uk/~/media/Files/Factsheets/Communication/pdf/A1249b_CommunicationTips_A5Card_p21.ashx	facility? • Record number of staff members attending assistive listening device and/or Deaf/hearing impairment awareness training sessions. • Complete stock-check of equipment and tech. stored in the LS office and evaluate findings [complete -23/02/17].

To facilitate the provision of communication support to BSL users	Student data and general population data (e.g. Scotland Census) detailing the number of Deaf/BSL users in FV area.	• LDFs to continue to recommend Communication Support Worker support on a needs-led basis to students; • To maintain a list of local BSL translators who would be available to support students on an on-demand-basis; • To commit to producing course materials in Plain English where requested and encourage students to use apps/tech e.g. rewordify	TBC	• Data from Unit-e – referral to Communication Support Worker within PLSP view.
To increase awareness of Deaf/BSL issues	https://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets/deaf-awareness.aspx	• Complete Deaf Awareness event with Student Association support – events across all 3 campuses OR work with Student Association to invite third sector groups to Fresher's events.	TBC	• Record attendance of groups/organisations at student-focused College events. Measure engagement e.g. with quiz, record the number completed quizzes; hearing check activity – record number of

				participants.
To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy			Spring 2017	