

# Borders College Outcome Agreement 2021-2022

## Introduction and Context

Borders College has an excellent record in delivering innovative skills development opportunities and intends to build on this by continuing to provide inclusive learning opportunities across the region and beyond. As outlined in our Strategic Ambition ([Plans and Strategy | Borders College](#)), we have a significant role to play in shaping and contributing to our region's future economic strategy. We are ambitious to be a leader of the future tertiary Sector and will:

- Continue to embrace the technological advances available to us to improve the quality and accessibility of our offer.
- Embed Sustainable practice throughout our skills offer and take a leading role in our community in the adoption of sustainable behaviours.
- Work with partners to make Higher Education (HE) more accessible within the Scottish Borders using Borders College as a hub.
- Continue to expand and evolve our employer offer through supporting innovative solutions, upskilling, and reskilling and growing the apprenticeship offers.

We are actively engaged in the Edinburgh and South East City Region Deal (ESECRD), South of Scotland Enterprise Agency (SOSEA) and Borderlands. In August 2021 Borders College launched its Sustainability Strategy 2020-2025 ([Plans and Strategy | Borders College](#)) and the Future Skills Strategy 2020-2025 ([Plans and Strategy | Borders College](#)). This sets out how Borders College will respond to the regional and national socio-economic priorities as the leading provider for skills development in the Borders and beyond. Borders College will continue to play a critical role in advancing an inclusive economy for Scotland. Building on our expertise and knowledge we will work in partnership with others to draw on specific expertise to continue to provide excellence in a rapidly changing world.

## Outcomes for Students

### Fair Access and Transitions

Education is accessible to students from all backgrounds and students at all levels are supported through successful pathways

#### Expectations

Through the development of our digital capacity and resource allocation to learners we have made learning more accessible for many who live in rural and isolated areas. We will expand this provision through greater collaboration with our Community Planning Partners and the use of the Hub and Spokes situated in smaller communities.

#### Measures and Indicators of Success

##### Measure A

To deliver core credits of 25,158 and 454 ESF credits.

<p>Working with our partners within the Borders Learning, Employability and Skills Partnership (BLESP), we will target specific activity at those living in Burnfoot and Eyemouth to increase access to learning opportunities.</p> <p>We will offer bespoke mentor support to school leavers and other young people commencing full-time study who are most at risk of disengagement e.g., care experienced, carers, most deprived postcodes and at risk of social and rural isolation. This ensures a successful transition into full-time study to sustain their learning journey.</p> <p>Borders College will increase the level of progression and articulation to Higher Education courses particularly in subject areas such as health and social care, sustainable construction, digital skills, tourism, hospitality, and rural skills. These are key sectors identified through the Regional Skills Investment Plan.</p> <p>We will work in partnership with Young Scot and Scottish Borders Council to ensure all under 22 students have access to free travel entitlement.</p> <p>The Student Support Team will continue to assess need at application and enrolment stage and offer personalised support in response. College support staff will attend appropriate transitions meetings to discuss specific barriers faced by potential students and consider person centred support through college visits and virtual sessions.</p> <p>All nine Borders secondary schools participate in a school programme that offers a vocational option as part of the senior phase. This expansive school academy offer will be streamlined and significantly reduced unless additional funding is made available for us to continue.</p> <p>We will introduce an automated tracking and monitoring system, linked to the new MIS system ProSolution. This will provide all students with real time information on the attendance, progress, and outcomes for their course impacting on retention and resulting in higher levels of overall learner success.</p>	<p><b>Measure B</b> Increase proportion of core credits to 3.9% for those from the 10% most deprived post code areas.</p> <p><b>Measure C</b> Increase proportion of credits delivered to care experienced students to 7.6%.</p> <p><b>Measure D</b> Increase the number of senior phase age pupils studying vocational qualifications (at SCQF Level 5 and above) to 99 Pupils.</p> <p><b>Measure F</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing to 50%</li> <li>• Reduce early withdrawal rates related to an additional support need by 2%.</li> <li>• All students who are entitled, have access to their free travel by February 2022</li> <li>• Completion of pilot tracking and monitoring at Kelso High School with in-year roll out of this process to the remaining 8 secondary schools.</li> </ul>
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<b>High Quality, Learning, Teaching and Support</b>	
Students at all levels experience a high-quality, safe, and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience	
<b>Expectations</b>	<b>Measures and Indicators of Success</b>
<p>Borders College expects to build on the Learner Success of 2020-21 where overall success increased by 3.9%. This is inclusive of 46 students who were non-completers due to COVID.</p> <p>We will increase the level of student satisfaction in AY 2021-22 as we implement new learner feedback methods and introduce wellbeing student representatives. This will improve the learning experience offered to all students.</p> <p>The outcomes from Learner Destinations indicated positive outcomes for students in terms of progression onto HE and FE. However, it reflected the uncertainty following the pandemic on changes to employment prospects.</p> <p>We will continue to improve the student enrolment and induction experience following the introduction of the new MIS system. Likewise, we will improve the staff and student hybrid work and study model introduced because of COVID restrictions.</p> <p>We will improve the quality of teaching and learning by conducting lesson observations both on campus and online. Any staff member not being observed in AY 2021-22 will be asked to participate in a peer observation with a colleague or carry out a self-reflection of their own learning and teaching by recording themselves and reviewing the lesson.</p> <p>Annual audits of assessments and verification will continue to take place and a new Quality Improvement Manager has been appointed to add wider rigour to the quality development of learning, teaching and support. This will include increasing staff knowledge of digital pedagogy and building in quality assurance as we migrate courses from Moodle to Canvas.</p>	<p><b>Measure E</b></p> <ul style="list-style-type: none"> <li>To achieve the following success rates by mode: FEFT 70% FEPT 86% HEFT 73% HEPT 88%</li> </ul> <p><b>Measure H</b></p> <ul style="list-style-type: none"> <li>Achieve student overall satisfaction with their college experience of 90%.</li> <li>Review the outcomes from AY 2020-21 and plan for the development of future education, training, and employment outcomes as part of our Future Skills Strategy 2020-25.</li> <li>In AY 2021-22 improve by 10% to 70% the number of very good and excellent criteria afforded to staff during direct lesson observations.</li> <li>Participate in an Education Scotland Progress Visit in November 2021, alongside a thematic visit on Foundation Apprenticeships.</li> </ul>

<p>We will continue to focus on staff and student mental health e.g., creation of a Breathing Space bench in partnership with NHS 24's Breathing Space service, Student Association and Student Services Team.</p> <p>We are confident we will achieve the credit allocation through increases in part time study. We have the capacity to do more if we were assured of credits during in year planning with the SFC. Currently we are restricted in our development and investment in emerging skills areas because we do not have the capacity and funding security.</p>	
<p><b>Partnership, Participation and Student Experience</b></p>	
<p>Students find it easy to participate, have their voice heard and valued, and influence their educational and student experience.</p>	
<p><b>Expectations</b></p>	<p><b>Measures and Indicators of Success</b></p>
<p>We will improve accessibility of feedback between the Borders College Student Association (BCSA) and Student Support Services to ensure maximum visibility of the student voice.</p> <p>We will continue to ensure the Student Partnership and Student Mental Health Agreements are used effectively.</p> <p>Through evaluation we are confident that student engagement and support online is effective. This year we will ensure that Student Officers continue to receive appropriate levels of training and support to enable them to effectively represent the needs of all students.</p> <p>We will provide additional Student Wellbeing Representatives, signposting, advocacy, and peer support as feedback identified this as an effective support to students.</p>	<ul style="list-style-type: none"> <li>• Evidence of student engagement with anonymous feedback and pulse surveys</li> <li>• Student Mental Health Agreement approved by Senior Managers/ Regional Board</li> <li>• Tailored Student Association Officer induction activities in place including a training session on creating safe, inclusive online communities.</li> <li>• Identified training delivered to enable Representatives to fulfil their role</li> <li>• Increased referrals to the Student Advice Centre and other support services</li> </ul>
<p><b>Learning with Impact</b></p>	
<p>Students at all levels are equipped to flourish in employment, further study and to lead fulfilling lives</p>	
<p><b>Expectations</b></p>	<p><b>Measures and Indicators of Success</b></p>
<p>Following the launch of our Future Skills Strategy 2020-2025, we will implement actions that will enable us to meet our objectives of developing digital smart people and as global citizens, enabling them to make a positive contribution to</p>	

<p>environmental sustainability. In addition, we will ensure they develop their skills including employability, metacognitive skills, and enterprise skills.</p> <p>We will provide support to students through our Student Support Services Team, and this will include specific support for Young Carers/ Care Experienced who have a named contact, those with Learning Support requirements, and those requiring Mental Health support.</p> <p>We will provide support to students and increase the number of guaranteed routes to ensure they are successful in progressing to their next destination and aim to improve the FE and HE destination rates achieved in 2019-20.</p> <p>Partnership working with Heriot Watt University on Graduate Apprenticeships continues to support Scotland's economic recovery, providing opportunities for both school leavers and those in employment to engage in work-based learning. It is our intention to expand the GA Business Skills provision to 10 places.</p> <p>Borders College and Heriot Watt University (HWU) have plans to introduce a GA in Engineering. Through City Deal, we will increase our existing 23 Associate Students places with 2 additional places for the HND Software Development. We are discussing 5 new Associate Student places for HNC Social Services progressing to Health and Social Sector Leadership degree at the Crichton Campus with Glasgow University.</p> <p>We have established an articulation agreement with Fife College that will enable students from Borders College entry onto the BA (Hons) Creative Enterprise programme, a two-year course which is validated by the Queen Margaret University.</p>	<p><b>Measure C</b></p> <ul style="list-style-type: none"> <li>• Increase proportion of credits delivered to care experienced students to 7.6%</li> </ul> <p><b>Measure E</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving an HNC/D qualification articulating to degree level courses with advance standing to 50%</li> </ul> <p><b>Measure G</b></p> <ul style="list-style-type: none"> <li>• Increase proportion of full time FE college qualifiers in work, training, or further study 3-6 months after qualifying to 94.8% and HE to 95.3%</li> <li>• Increase number of Graduate Apprentices</li> <li>• Monitor our planned actions at relevant committees to meet the objectives within the Future Skills Strategy</li> </ul>
<p><b>Public Health Emergency</b></p>	
<p>Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise</p>	

Expectations	Measures and Indicators of Success
<p>We will update COVID –19 guidance (weekly during periods of major change) and communicate to both staff and students using a variety of communication methods including email, website, and social media.</p> <p>Regular feedback from both staff and students will continue to ensure compliance is being maintained and satisfaction levels are maintained at a high level. This will include in person staff welcome back event, regular meetings with Principal and Union Representatives, Student Experience Committees and Incident Management Team re-established when/if guidance changes significantly.</p> <p>We will ensure both staff and students have access to digital equipment and connectivity. We will develop staff understanding of pedagogical requirements for online learning. We will do this through mandatory staff training and guides as we migrate courses to a new VLE. We will support staff in rebuilding skills on behaviour management as more students return to campus and will support staff in how they manage learner online behaviours.</p> <p>Student Association will liaise with Student Support Team to carry out regular Pulse Surveys to enable “in-year” modifications of learning and teaching to take place.</p>	<ul style="list-style-type: none"> <li>• Feedback from students and staff through Incident Management Team, informal and formal Trade Union meetings and Student Experience committees which lead to changes and improvements of the student experience</li>   <li>• Online training and CPD records</li>   <li>• Student Experience Committee actions and pulse survey responses</li> </ul>
Equalities and Inclusion	
Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.	
Expectations	Measures and Indicators of Success
<p>Borders College Equalities Action Plan 2021-2025 sets out the 4 key outcomes <a href="#">Reports   Borders College</a></p> <ol style="list-style-type: none"> <li>1. Reducing gender imbalance in subject areas where there is a gender split of more than 75%</li> <li>2. Improve diversity disclosure rates to better support and reflect our diverse workforce.</li> <li>3. Improve success rates for protected characteristics groups.</li> <li>4. Increase staff and student confidence in the reporting of hate crime and harassment.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Measure C</b> Increase proportion of credits delivered to care experienced students to 7.6%</li>   <li>• Student Mental Health working group established to progress student wellbeing activities</li>   <li>• The Race Equality Steering Group will lead on project to identify departmental actions to address racism on</li> </ul>

<p>At Borders College we will improve the overall experiences of students in protected characteristic groups and support all students to achieve their full potential. Specific support, advice, and input will be provided by the Equalities Officer to enhance understanding of equalities issues across the college.</p> <p>The college will continue to monitor Equality Impact Assessments to ensure active steps are identified to promote equality within policies and procedures.</p> <p>Staff will develop a better understanding of the issues most likely to impact on a student achieving their full potential. This will be actioned through training, awareness raising and the recording and reporting of critical incidents to enhance safety and inclusion.</p> <p>Where possible, the college will seek to hear the lived experiences of students to better understand areas of concern and will actively use EDI data capture through student representative system to create positive change for students with protected characteristics.</p> <p>The college will utilise ProSolution reports to track and monitor students with protected characteristics, particularly attendance, so appropriate interventions are put in place to enable them to be successful.</p>	<p>campus by using the Advance HE ‘Tackling Racism Diagnostic Tool.’</p> <ul style="list-style-type: none"> <li>• The college can demonstrate the impact of its work through student testimonials and case studies, student feedback and data.</li> <li>• Evidence of awareness raising activities exists.</li> <li>• Completion and publication of Equality Impact Assessments</li> <li>• A range of informal and formal equalities training will be delivered to staff in accessible formats.</li> <li>• Evidence that curriculum is engaging with equalities work and is embedding it within learning and teaching.</li> </ul> <p><b>Measure E</b></p> <ul style="list-style-type: none"> <li>• To achieve the following success rates by mode: FEFT 70% FEPT 86% HEFT 73% HEPT 88%</li> </ul>
<p><b>Outcomes for Economic Recovery and Social Renewal</b></p>	
<p><b>Responsive Institutions</b></p>	
<p>Institutions are responsive to employer and industry needs and to current and future skills requirements.</p>	
<p><b>Expectations</b></p>	<p><b>Measures and Indicators of Success</b></p>
<p>Borders College Strategic Ambition 2020-2025 and Future Skills Strategy 2020-2025 sets out how we will respond to our regional and national socio-economic priorities. As a progressive and agile organisation, we are well placed to deliver on skills development in the Borders and beyond.</p> <p>Staff have commissioned and installed the new training facility for low carbon heating accredited training. We have air source and ground source heat pumps</p>	<p><a href="#">Plans and Strategy   Borders College</a></p>

<p>used in the delivery of BPEC qualifications for both our plumbing students and the local supply chain. There is a growing demand for installation of low carbon heating systems, as fossil fuel heating systems are phased out.</p> <p>We have short courses around renewable technology including solar PV, battery storage systems, solar thermal and unvented hot water systems. In addition, the STEM hub also has provision for electric vehicle charging point installation and SMART home technology courses. One area of growth within the construction industry is the improvement of energy efficiency within the existing housing stock, this is called retrofit. This includes an upgrade of the fabric of the building and installation of low carbon heating systems. To meet our net zero targets, it is estimated that we would need to 'retrofit' over 100,000 homes in the UK per year, every year for the next 25 years.</p> <p>We work with Elmhurst energy to look at the development of the workforce and the training that will be required. We are looking at what the accredited training for retrofit assessors, retrofit coordinators, and retrofit installers will look like nationally.</p> <p>We are developing curriculum activity on conservation and biodiversity both within the full-time courses but also as part of the Rural Skills short course provision. This includes beekeeping, tree planting, composting etc.</p> <p>We will launch the Advanced Innovation in Manufacturing across the South of Scotland. This level of engagement with small and medium employers will enhance the potential to train and upskill the workforce across Scottish Borders and Dumfries and Galloway.</p> <p>We will create Entrepreneurship programmes and spaces in partnership with Young Enterprise Scotland (YES), SOSE, Edinburgh Napier and Codebase as opportunity for our students to develop an enterprise mindset.</p> <p>We continue to grow our apprenticeship portfolio (300% growth over last 2 years) and develop a range of industry focussed bespoke programmes to address the immediate economic crisis and longer-term skills needs. This includes key development areas of digital and sustainability/green skills in</p>	<p><a href="#">Dale's SMART move helps students upskill in new tech   Borders College</a></p> <p><a href="#">Retrofit session ensures greener future for staff and students   Borders College</a></p> <p><a href="#">Rural Skills department builds on community and business partnerships   Borders College</a></p> <p>Create incubator space at Hawick &amp; Galashiels &amp; spoke spaces for further roll out.</p>
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<p>response to the Scottish Government Digital Strategy, Mark Logan report and Climate Emergency Skills Action Plan.</p> <p>We have secured increased numbers of apprenticeships in Construction and have expanded our apprenticeship portfolio to offer Housing. We have an increased contract for employability funding from SDS and we have won a contract with STUC to deliver locksmithing training.</p> <p>As part of the Future Skills Strategy Borders College deliver a range of courses and apprenticeships in rural skills. We have strong and mutually supportive industry partnerships with local estates, farms, community organisations, public sector organisations and other businesses. Students benefit from these partnerships through access to practical sites and work placement opportunities.</p> <p>Tourism, Hospitality &amp; Events (THE) Programme is a suite of business micro credentials, which aim to upskill the current workforce and attract new talent onto a career pathway within the visitor economy. This will be offered in partnership with SRUC.</p> <p>The Scottish Racing Academy (SRA) is a collaboration between Borders College, Scottish Racing, and industry partners from across Scotland. The aim of the SRA is to create a world class education and training offer that has a positive impact on the recruitment, skills, career development/progression and retention of racing staff in Scotland. This year we will expand our provision across Scotland.</p> <p>Borders College delivers PDA Developing Professional Practice at SCQF Level 7 and PDA Acute and Community Care at SCQF Level 8. This will allow Healthcare Support Workers an opportunity to progress into band 4 positions within the NHS. This is part of the Scottish Government and NHS Education Scotland (NES) plan to upskill the workforce.</p> <p>We will revisit our established Care Career Academy with NHS Borders to respond to the changing needs of the Borders.</p>	<p>Deliver training needs analysis and subsequent identified training to 15 levy paying businesses and 20 SMEs from the 2021/22 FWDF</p> <ul style="list-style-type: none"> <li>• Deliver £280,000 of training in 2021/22</li> <li>• We will provide 4 MA places via the YPG within the college</li> <li>• Deliver employability stage 3 to 10 students and employability stage 4 to 15 students</li> <li>• Deliver 12 places for sole traders in digital upskilling</li> <li>• Deliver 6 places to NHS staff for digital upskilling</li> <li>• Develop a training plan in collaboration with the local authority for travelling families</li> <li>• Creation of a hospitality and tourism academy</li> <li>• Pilot a shared apprenticeship model</li> </ul>
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This year we will carry out market research to determine new areas of occupational groups that we would like to offer apprenticeships in.

Following the establishment of the Digital Skills Hub in partnership with Dumfries and Galloway College, several workstreams have been created to provide opportunities for digital upskilling and reskilling for key sectors within the South of Scotland. Green Skills jobs will be targeted, and a digital mentoring process will be created.

We will provide opportunities for levy paying employers and SMEs to access the Flexible Workforce Development Fund (FWDF) to provide upskilling and reskilling training with the aim of increasing productivity. We will continue to work with a variety of employers across all sectors to access specialised training and will promote courses in renewables and green energy. We will ensure that we utilise our full allocation of funding to provide support for employers. The FWDF will be promoted via our social media, employer events and direct marketing channels. The capped allocation of FWDF to Borders College limits the support we can provide local employers despite the demand.

We will work with the local authority to provide Modern Apprentice places, support Young Persons Guarantee (YPG) programmes, promote apprenticeship, and investigate opportunities to offer employability courses.

We will work with the DWP to offer courses via the National Transition Training (NTTF) to eligible participants and provide upskilling and reskilling opportunities in areas identified as priorities in the Regional Skills Assessment.

We will provide opportunities for eligible participants to enrol on employability courses to enable upskilling and promote better access to employment. We will work with the local authority to identify and target specific groups to support training and development opportunities (for example, travelling communities).

[Flexible Workforce Development Fund \(FWDF\) | Borders College](#)

<b>Confident and Highly Capable – Work-Ready Graduates</b>	
<p>Work-ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society: Students are equipped to take up employment and succeed when the job market opens up.</p>	
<b>Expectations</b>	<b>Measures and Indicators of Success</b>
<p>Borders College Future Skills Strategy develops Global Citizens who have the broader knowledge and skills to contribute to future society, including international understanding and adaptability skills, meta skills, employability, creativity, resilience, and sustainability.</p> <p>It is our intention to grow international knowledge exchange opportunities via Erasmus and Turing. We will support our alumni to make a positive contribution as an individual and as part of the college community to make a more inclusive and sustainable society. This will involve broadening horizons for students to understand diverse cultures and values.</p> <p>With the climate emergency and the need to reduce emissions within the construction industry we have been developing short course and accredited training provision to help the local workforce upskill and train in sustainable construction techniques and renewable technologies. Part of this process has been the acquisition and installation of new equipment at our sustainable construction STEM hub at the Hawick campus. We have short courses on sustainable construction methods, airtight construction and testing, mechanical ventilation systems and thermal imaging. We have been working with DEBI, local employers, and housing associations to help fund course delivery.</p>	<p><a href="#">Green Skills Training from Borders College   Borders College</a></p> <p><a href="#">Hawick Eco Room announced as 'Project of the Year' at prestigious Property Awards   Borders College</a></p> <p><a href="#">Minister's STEM Visit Success at Borders College Hawick Campus</a></p>
<b>Knowledgeable Exchange and Innovation</b>	
<b>Expectations</b>	<b>Measures and Indicators of Success</b>
<p>Borders College have made excellent progress on our Digital Transformation Programme (DTP). There is an opportunity for the SFC and the college sector to promote this project (considering the SFC Review) on digital capability across Scotland's Colleges.</p> <p>There have been discussions on the risks and opportunities around our future estate strategy and need for clarity around Heriot Watt University (HWU) intended use of the Galashiels Campus.</p>	

<p>Developing opportunities with ECO GEN to support enterprise development at Borders College, modular housing and supporting the recruitment of textiles/upholstery apprentices.</p> <p>Additionally, we will work with our SOSE, Council and estates within the Borders to pilot the first Retro Fitting training to meet the enormous demand that will emerge to meet Net Zero targets through our built environment. Our ambitions to become an engine for innovation projects will be driven by the launch of our Advanced Manufacturing space and Renewables Training Centre. In addition, we will reach out and partner with the Innovation Centres and Universities across Scotland to drive projects which will attract funding from other sources; Interface, SOSE, Innovate UK and the emerging Shared Prosperity Fund (SPF). This will be done in partnership with our employers. For this we will create new industry forums to drive the innovation capabilities of business.</p> <p>Our continued engagement with the Edinburgh City Region Deal will see us develop a new partnership with the team at Heriot Watt and the development of the Robotarium in 2022. This will lead to extended innovation project opportunities for our businesses in the Borders in addition to our current activity in Sustainable Constructions and DDI.</p> <p>Also building on the £50k Innovation funding from SFC Boat Building and Repair Modern Apprenticeships Borders College have a dedicated post to develop provision in partnership with Department of Enterprise and Innovation and industry partners.</p> <p>Building on SOSEP funding the Digital Spokes located in community venues working with Chamber, SDS, SOSE to connect and encourage knowledge exchange.</p>	<ul style="list-style-type: none"> <li>• Meetings set up and ongoing follow up with DEBI &amp; team to develop relationship</li>   <li>• Develop pilot Retro Fit programme with Borders organisation/s</li>   <li>• Develop at least 2 Innovation Voucher projects &amp; set up Industry Forums for key development areas at the college reflecting regional skills data</li>   <li>• Develop a partnership MOU with Robotarium and look for partner funding opportunities to develop co-designed programme</li>   <li>• Expand Boat Building programme throughout the year</li>   <li>• Build a programme of activity and events in Hub &amp; Spoke network</li> </ul>

<b>Collaboration</b>	
There is active collaboration with other SFC funded institutions and across the education and skills system.	
<b>Expectations</b>	<b>Measures and Indicators of Success</b>
<p>We will work with South of Scotland Enterprise (SOSE) to address the skills shortages identified within our region with particular focus on hospitality, construction, health and social care, rural skills, and digital skills.</p> <p>There have been numerous and ongoing conversations with SOSE regarding the Regional Economic Strategy and emerging action plan. We are also involved in the planning for COP26 activities across the South of Scotland, events mapped to the 12-day Presidential Agenda.</p> <p>The Digital Skills Hub will start to roll out with activity and events linked to the continued demand for digital skills across organisations in the Borders.</p> <p>Collaboration with the South of Scotland Energy Transition Group will focus on the Green Skills agenda by identifying training opportunities to reskill, upskill and train our local workforce.</p> <p>We are proactive partners in ESECRD and are working with University and College colleagues on the development of a knowledge exchange network, building on the collaborative work already underway in health, data, and construction.</p> <p>In partnership with City Deal, we will deliver several learning opportunities relating to Data Science including a programme for NHS staff to develop their digital skills and, digital skills for sole traders identified by Department of Work and Pensions.</p> <p>Borders College, Edinburgh College, Edinburgh University, and the Digital Data Innovation (DDI) are involved in the Digital Health and Care Innovation project. We will develop a module for Health Care Data Analysis. This will be added as an optional unit the HNC Health Care Practice in August 2022.</p>	<ul style="list-style-type: none"> <li>• Regular meetings set up with SOSE to develop joint plans to support skills delivery for key sectors</li> <li>• Four events covering Leadership &amp; Sustainability in partnership with SCDI and University of Edinburgh, Energy, Youth and Public Engagement &amp; Built Environment: <a href="#">COP26   Borders College</a></li> <li>• Events in D&amp;G College &amp; Borders College, Mentoring Scheme roll out in schools, DDI Sole Trader programme</li> <li>• Number of courses developed through Digital Skills Hub and those relating to Green Skills</li> <li>• Number of successful individuals within the Data Science programmes</li> </ul>

<p>Working in partnership with key stakeholders SCDI, Scotland IS, Chamber of Commerce, Scottish Business Network on a range of events and projects to raise the profile of the college and offer our students and employers new opportunities.</p> <p>The Skills boost programme and dual role are still in initial stages.</p>	<ul style="list-style-type: none"> <li>• Develop new Events Calendar for the college and planned events programme in partnership with</li> </ul>
<p><b>Climate Emergency</b></p>	
<p>Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.</p>	
<p><b>Expectations</b></p>	<p><b>Measures and Indicators of Success</b></p>
<p>We are playing a leading role across the Borders to enable sustainable behavioural change through a successful Community Renewal Fund project.</p> <p>In August we launched the Borders College Sustainability Ambition and since then have been working on developing a Sustainability Academy with work streams on developing training on carbon literacy to schools and community stakeholders; developing a land estate; farming and countryside natural skills training, a green recovery supply chain and natural capital entrepreneurship skills training.</p> <p>We have also developed work streams on carbon management (Hawick campus), waste management, travel and transport which includes electric vehicles and charging posts and improvements to transport provider links.</p> <p>In partnership with Eildon Housing and Scottish Borders Council we held a Sustainability Summit on the 28th of May with over 65 attending with a call to action and highlighting the need to take a fabric first approach to sustainable housing and retrofitting.</p> <p>In October, the Principal presented at the CDN College Sector Climate Change Conference on colleges as catalysts of change and Executive Director was a panellist at the Scottish Business Network and SOSE Conference on Technology: Innovation meets Talent.</p>	<p><a href="#">Plans and Strategy   Borders College</a></p>

The Principal has joined the Energy Skills Partnership (ESP) Board of Management. ESP are a sectoral led partnership that bring together colleges to work on projects, share resources and develop programmes in construction, engineering and are now focussing on green skills. Borders College has benefitted from the funding and resources of ESP in the past and most recently have been funded to create a green skill digital portal that will be rolled out across ESP partners.

### **Conclusion**

As a high performing and progressive organisation, Borders College has the capacity and evidenced unmet demand to make a more significant impact on the addressing the socio-economic crisis in the Scottish Borders and beyond. We continue to deliver in full and often exceed all our funding allocations and are ready to develop new avenues of future skills provision if funding was available. Our ask is for the SFC to review the current funding allocation for Borders College and support us to build on our already excellent skills and training offer.

Our digital transformation programme enables us to be more responsive and improve the quality of our provision. Within an already lean back-office infrastructure we will continue to embrace technology to provide greater value for money, improve the quality of our learning and customer experience and position us as a relevant and responsive future skills provider. Our ask for the SFC to work with us in highlighting and supporting as sectoral approach in adopting technological solutions to provide better data intelligence and value for money.

## College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A Credits Delivered (Core)	24,057	24,521	24,521	24,903	25,476	25,510	25,408	25,158
Credits Delivered (ESF)	0	666	593	657	515	620	474	454
Credits Delivered (Core + ESF)	24,057	25,187	25,114	25,560	25,991	26,130	25,882	25,612
B Volume of Credits Delivered to 10% most deprived postcode areas	1,516	1,662	1,931	974	855	826	1,065	1,007
Proportion of Credits delivered to 10% most deprived postcode areas	6.3%	6.6%	7.7%	3.8%	3.3%	3.2%	4.1%	3.90%
C Volume of credits delivered to care-experienced learners	0	1,683	1,995	1,253	1,099	1,778	1,947	1,950
Proportion of credits delivered to care-experienced learners	0.0%	6.7%	7.9%	4.9%	4.2%	6.8%	7.5%	7.60%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	49	27	27	36	23	71	110	99
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	69.1%	66.6%	65.9%	68.7%	68.2%	66.1%	69.6%	70.00%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	721	692	651	672	638	613	569	580
Total number of FTFE students	1,044	1,039	988	978	935	927	817	828
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.1%	77.3%	81.4%	78.6%	77.4%	82.4%	84.7%	86.00%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	1,115	986	1,144	1,138	1,404	1,215	1,576	1,634
Total number of PTFE students	1,428	1,275	1,405	1,447	1,814	1,475	1,860	1,900
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	75.1%	76.5%	69.6%	72.5%	72.1%	70.7%	75.6%	73.00%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	157	163	149	169	178	171	180	184
Total number of FTHE students	209	213	214	233	247	242	238	252
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	74.9%	71.1%	77.0%	81.3%	85.5%	84.0%	89.1%	88.00%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	137	108	201	156	159	157	123	97
Total number of PTHE students	183	152	261	192	186	187	138	110
F Number of students achieving an HNC/D qualification articulating to degree level courses		38	39	47	47	38	40	38
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		17	16	22	20	20	19	20
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		44.7%	41.0%	46.8%	42.6%	52.6%	47.5%	50.00%
G Total number of full-time FE college qualifiers (in confirmed destinations)	615	583	517	499	460	374		450
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	587	554	491	463	424	358		400
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.4%	95.0%	95.0%	92.8%	92.2%	95.7%		93.00%
Total number of full-time HE college qualifiers (in confirmed destinations)	116	130	114	107	108	102		100
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	107	123	100	106	101	95		100
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	92.2%	94.6%	87.7%	99.1%	93.5%	93.1%		96.00%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	93.7%	94.7%	N/A - see note	90.5%	-	89.4%	90.00%


Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years





## Outcome Agreement between Borders College and the Scottish Funding Council for AY 2021-22

### On behalf of Borders College:

Signed: 

Print name: Angela Cox

Position: Principal

Date: 20 May 2022

Signed: 

Print name: Ray McCowan

Position: Chair

Date: 20 May 2022

### On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022