

Borders College
Interim Outcome Agreements for Colleges AY 2020-21
Outcome and Impact Framework AY 2020-21

Context

Borders College has an excellent record in delivering innovative skills development opportunities and intends to build on this by providing inclusive learning opportunities across the region including the most isolated communities. We have a significant role to play in shaping and contributing to our region's future economic strategy as we recover from COVID19. We are ambitious to be a leader of the Further Education (FE) sector in the future educational landscape and will:

- embrace the technological advances available to us.
- make Higher Education (HE) more accessible within the Scottish Borders.
- expand our employer offer through supporting innovative solutions.
- increase our apprenticeship offer and more flexible delivery approaches.

We are actively engaged in the Edinburgh and South East City Region Deal (ESECRD), South of Scotland Enterprise Agency (SSEA) and more recently, Borderlands. In October 2020 Borders College launched its Strategic Ambition 2020-2025. 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 in order to continue to provide excellence in a rapidly changing world. (www.borderscollege.ac.uk/about-our-college/strategic-ambition).

Outcomes for Students	
Outcome – Fair Access and Transitions	
• Education is accessible to students from all backgrounds and students are supported through successful pathways	
Expectations <ul style="list-style-type: none"> • The college curriculum plan is based on the experiences of the lockdown period and the wider demand of future skill requirements. Some courses are a blend of continuing students with new students, remote and online delivery with some campus delivery. • Allocation of practical resource such as laptops, data packages, dongles, desk, and chair are not means tested. It is based on actual requests plus a college approach aware of the impact on students experiencing digital poverty. Laptop distribution included those with pre-loaded specialist software and high-spec laptops where required, e.g., for graphic designers. • Collection and distribution points for equipment set up across the Scottish Borders to aid access for all. • Additional funds allocated to the hardship fund to support these interventions plus one-off situations such as payment of rent, food, utilities, supermarket vouchers and funeral costs. This includes access to local Trust Funds for additional financial support for students. • There is a Service Level Agreement with Skills Development Scotland (SDS) to provide information advice and guidance to senior phase pupils, supporting full-time college students who are in the winter leaver group. 	Measures and Indicators of success <ul style="list-style-type: none"> • SFC Measure 1(a) The total volume of credits delivered for 2019-20 is 26,130 and increase of 139 from the previous year. • SFC Measure 1(a). 49% of credits was delivered to males and 51% was delivered to females. • Stefanie overcomes challenges to complete her studies (borderscollege.ac.uk) • 415 loaned laptops keep students learning (borderscollege.ac.uk) By 7/1/21 over 540 laptops have been distributed. • SFC Measure 1(b). The volume of credits delivered to learners in the most deprived postcode areas has decreased by 78 credits. • Financing Your Studies Borders College

<p>Liaison with SDS Work Coaches to assist those furthest from employment back into learning to support economic recovery.</p> <ul style="list-style-type: none"> • Engagement with school pupils through the Robertson Scholarship Trust and Borders Young Talent Project. Mentors provide support to senior phase students on School Academy programmes who are most at risk of disengagement e.g., care experienced, carers, most deprived postcodes and at risk of social and rural isolation. • Staff attend school meetings to discuss specific barriers faced by potential students and consider person centred support through college visits and virtual sessions, early identification of support needs, personal support for funding applications. • All nine Borders secondary schools participate in a school programme which offers a vocational option as part of the senior phase. These pathways meet the national aspirations of Regional Skills Partnership and Developing the Young Workforce. • The programme includes programmes at SCQF Levels 4, 5 and 6, specifically prioritising the Foundation Apprenticeship offer. The programme successfully delivers remote learning to over 400 pupils through Digital Hub and Spoke and remote learning. • Through the Borders Learning Skills Partnership, the College guarantee progression to a full-time programme for those pupils who successfully complete their chosen Schools Academy qualification as well as offering employability courses such as Choose to Care. 	<ul style="list-style-type: none"> • byt_guide18.pdf (borderscollege.ac.uk) In 2019/20 31 pupils were successfully involved with the programme and 17 (58%) transitioned onto full time college courses. Due to the pandemic the project is supporting the college students who have transitioned from 2019/20. • SFC Measure 1(c). There was an increase in credits delivered to care experienced students from 2018-19 to 2019-20 by 599. • SFC Measure 2(a). There were 41 more pupils studying vocational qualifications than the previous year. • There were 464 pupil enrolments in August 2020 and January 2021 423 pupils are engaged in their learning. • SFC Measure 2(b). There were 106 more credits delivered to senior phase pupils overall then the previous year. • School Digital Spoke sites announced (borderscollege.ac.uk) • SFC Measure 1(c). There was an increase in credits delivered to learners aged under 16, and 16 to 19 years.
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Outcome - Quality, learning, teaching and participation	
<ul style="list-style-type: none"> • Students get 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 	
Expectations <ul style="list-style-type: none"> • All programmes have meta skills and attributes to succeed throughout the learner journey. Some are specific opportunities timetabled through one of the following routes, additional unit/course on Data Science at SCQF Level 4 or a project that builds a portfolio of evidence. The portfolio can include enterprise, employability, global citizenship, and career management skills. • Through the Digital Transformation Project (DTP) quality online learning will be more personalised, flexible, secure, efficient, and accessible on different devices. This is not just in response to COVID 19 but is part of the Digital Ambition for Scotland's Colleges and will remove the requirement to have multiple platforms to study work from. • Lecturer guides, case studies, templates, open discussion forums, CPD, training and individual support on use of the VLE and MS teams has been put in place to support a confident and competent workforce and contribute towards the improvement of online learning. • There has been an increase in the capacity of the e learning provision and increased support for all staff and students for creating more interactive content. 	Measures and Indicators of success <ul style="list-style-type: none"> • Data Driven Innovation Fund to Benefit the Borders (borderscollege.ac.uk) • www.borderscollege.ac.uk/news-and-events/borders-college-shortlisted-for-leading-the-way-in-data-science-learning • Our Digital Ambition for Scotland's Colleges Policy Colleges Scotland • Horticulturists get a taste of plant growing 'Dutch-style' (borderscollege.ac.uk) • Learning takes on a whole new meaning as classes are delivered from Germany (borderscollege.ac.uk) • College continues to develop innovative teaching practices (borderscollege.ac.uk) • Dale scoops top prize at College Development Network Awards (borderscollege.ac.uk)

<ul style="list-style-type: none"> • The online admissions process evolved into an online enrolment process for all students and for the first time Borders College delivered an online student induction with the support of an interactive learning package developed by external contractors. This included information about successful engagement with online learning using the college VLE and communication using MS teams. • Effective use of Smart Assessor as an e portfolio that allows easy access for remote assessment whilst at the same time providing good accessibility functions for equity of learning. • The BCSA (Borders College Student Association) completed a successful two-week Student Welcome online. A further refresher event took place in October 2020 and January 2021 for late starts. • A group of BCSA liberation officers represent the views of students who are likely to face the most significant barriers to learning (e.g., LGBT+ and disability officers). BCSA Officers take part in working groups and focus groups at college and nationally, providing important input across a range of equality issues. • BCSA have been a consistent advocate for students throughout Covid-19 by working closely with student services to ensure that students have access to wellbeing support, funding and access to digital devices. • Regular (daily or weekly) person centred wellbeing and welfare check-ins with students most at risk of disengagement or where complex issues exist to ensure they are supported with advice, guidance and advocacy. This includes our care experienced and student carers. This approach ensures 	<ul style="list-style-type: none"> • There are currently 323 candidates enrolled onto the e portfolio. • Over 650 students engaging in 55 online events. 95% of students report feeling welcome and included at College (Big-Student-Survey-Results-Oct-2020.pdf (tartanmonkey.co.uk)) • Students represented where decision-making takes place, e.g., student views have helped shape the college's response to Covid-19 and has improved the effectiveness of communications. • Guaranteed life insurance for all College students studying health and social care is included in the NHS life insurance scheme. An additional £5M digital funding for students. An additional £5M hardship funding from the Scottish Government. An additional £750,000 funding for NUS and Students' Associations. • Together Let's Care for your Mental Health (borderscollege.ac.uk) There has been a reduction in the number of students with drawls for mental health in December 2020 to 17 from December 2019 where
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<p>students are maximising access to the support resources they are entitled to.</p> <ul style="list-style-type: none"> • Dedicated Mental Health support and counselling service established during AY 20-21 to aid those facing mental health issues to develop strategies and resilience to maintain and progress in their learning journey. This is supported by well-established community partnerships with Mental Health agencies and the provision of a 24/7 online mental health support resource. • Each curriculum area has an Achievement Coach who provides front-line monitoring of student wellbeing, attendance and progression and early referral to student wellbeing, learning support and other critical interventions. • Learning support staff using 0365 for communication and accessing accessibility software to enhance student learning and assessment. This included having 1:1 support on campus on a planned basis. • Service directory published on Portal provides accessible information to students about the levels of support available and how to access (Support-and-Services-at-Borders-College.pdf). This includes the development of the iLearn service both on and off campus for students and staff for MS Teams and wider functions of 0365. 	<p>there were 36. This is due to the counselling service put in place through additional SFC funding and an online service allowing greater flexibility for delivery.</p> <ul style="list-style-type: none"> • 15-20% of our full-time student cohort engage with our learning support service. • The uptake of the iLearn service since August 2020 has included 45 direct 1;1 support session as well as class group sessions.
Outcome – Learning with Impact	
<ul style="list-style-type: none"> • Students are equipped to flourish in employment, further study and to lead fulfilling lives 	
Expectations	Measure and Indicators of success

<ul style="list-style-type: none"> • Department of Enterprise and Business Innovation (DEBI) recent survey of stakeholders to find out what provision they would like to see for the future development of skills training. • Regular review of Regional Skills Assessments and labour market information to inform curriculum planning and ensure that our offer meets future anticipated demand (e.g., Growing Rural Talent). • Market research on specific subjects to gauge interest (e.g., Digital Marketing). • Regular meetings with employers and other stakeholders to discuss their requirements and what would help them in future. • South of Scotland Regional Skills Investment Plan identifies the need for an increase in digital skills and leadership and management. • In 2020 there were 6 confirmed offers of advanced standing, 5 offers were for entry to year 2 and 1 for year 3 entry. This is lower than previous years as many have deferred entries or have entered employment particularly in the area of health and social care. Further discussion with QMU around advanced standing for health and social care qualifications will take place this session. • The Scottish Racing Academy (SRA) and Growing Rural Talent (GRT) programmes have been developed to support the future workforce development into horse racing, forestry and agriculture. 	<ul style="list-style-type: none"> • Community Day and Evening Courses Courses Borders College Development of a master class programme in response to customer survey. • Your opportunity to influence the future of training and development within the Construction and Eng (borderscollege.ac.uk) • Development of awards in cleaning and digital marketing to meet requirements indicated in labour market information. • Successful market research has led to development of digital marketing and commencement of new cohort in April 2021. • SFC Measure (7). There have been 7 more students accessing Degree study from HNC/D than the previous year but a decline in those accessing advanced standing by 14 students. • Scottish Racing Academy launched (borderscollege.ac.uk) Currently there are 50 full and part time students enrolled on the programme. • Rural Talent programme sows the seeds of collaboration in the rural sector (borderscollege.ac.uk) Currently there are 5 students enrolled who are taking part in extended work
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<ul style="list-style-type: none"> • Through SFC Innovation funding we have developed a small technical hub in Eyemouth Boatyard to reduce the barrier of technical students having to travel long distances to our main campuses. • MetaSkills development in courses around confidence building, resilience, self-learning, self-awareness, team working and collaboration. This has been embedded in short courses for adults and young people in order to enable them to return to work. 	<p>placements as part of the Senior Phase when conditions allow.</p> <ul style="list-style-type: none"> • Industry partnership helps 'grow' forestry award (borderscollege.ac.uk) • Development of boatbuilding award in response to stakeholder engagement. Maiden voyage for boat building Modern Apprenticeship (borderscollege.ac.uk) <p>Cohort of students commenced in November 2020</p>
Outcome – Equalities and Inclusion	
<ul style="list-style-type: none"> • Institutions ensure thorough effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience 	
Expectations <ul style="list-style-type: none"> • Equality Impact Assessments (EIAs) are completed for all policy, procedure, and strategy 	Measure and Indicators of success <ul style="list-style-type: none"> • EIAs are published on the College website (College Documents Borders College) EIA Guidance - May 2020.pdf (borderscollege.ac.uk)). EDI Officer receives regular enquiries and support requests for EIA development.

<ul style="list-style-type: none"> • There is senior leadership oversight of EIA completion • The needs of protected characteristic groups are considered throughout COVID-19 planning processes • Student consultation takes place during the development of college strategy. • Measurable equality outcomes are set for 2021-2025 	<ul style="list-style-type: none"> • EIAs are a standing item on all agendas. Through tracking and monitoring processes, the EDI Officer reports on progress with EIAs across new and updated college policies at each committee meeting. • Publication of 'Return to Campus' EIA, students feel safe on campus. EIA published on college website (EIA - Return to Campus STUDENT Focus.pdf (borderscollege.ac.uk)) Positive feedback received from students regarding their perception of safety at college during Covid-19, "The precautions put in place made me feel safe when walking around' (student quote, <i>BCSA Feedback Friday survey</i>, Dec 2020) • Student consultation during development of the Strategic Ambition 2020-2025, EIA published. Consultation with over 160 students, publication of EIA (Equality Impact Assessment - Strategic Ambition 2020-2025.pdf (borderscollege.ac.uk)) • Measurable equality outcomes are agreed for 2021-2025. Individuals with protected characteristics and their representatives are involved in the creation of outcomes. January 2021 consultation has taken place with 15 individual staff, 11 staff focus groups and 3 student focus groups. Consultations have included conversations with students from protected characteristic groups. Data is being collected from a range of internal and external sources including college
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<ul style="list-style-type: none"> • The college has taken action to improve its ability to monitor and track protected characteristic data in relation to retention and achievement • Borders College Students' Association (BCSA) has improved its approach to representing protected characteristic groups by involving the groups in decision making processes. Barriers to learning and support services for protected characteristic groups are reported to Senior Leadership Team with actions identified and completed. 	<p>retention and achievement data, and evidence from local and national equality partners and the EHRC.</p> <ul style="list-style-type: none"> • Identification of barriers to student success across protected characteristic groups, developing targeted actions to support at risk groups. Data available and being used to shape equality outcomes and drive changes to college services. • SFC Measure 1(c). There has been an increase of 80 credits for those students from BME background and a decrease in credits by 821 from the previous year with students who have a known disability. • EIA completed ((EIA Changes to the Student Rep System - Jul 2020.pdf (borderscollege.ac.uk)). A new student survey enables the identification of challenges in relation to protected characteristic groups through the collection and analysis of equalities data. Link to analysis of equalities data - (Intersectional-Analysis-Student-Survey-1-Oct-2020.pdf (tartanmonkey.co.uk)). Link to minutes of Student Experience Committee meeting - SEC-Minutes-26-10-20-updated.pdf (tartanmonkey.co.uk)
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Outcomes for Economic Recovery and Social Renewal	
Outcome – Responsive Institutions	
<ul style="list-style-type: none"> Institutions are responsive to employer and industry needs and to current and future skills requirements 	
Expectations <ul style="list-style-type: none"> Regular review of Regional Skills Assessments and labour market information to inform curriculum planning and ensure that our offer meets future anticipated demand Development of awards and training to focus on reskilling and upskilling of existing workforce e.g., Bespoke IT Training, Bespoke Customer Service Training Development of training programmes to prepare people for work and enable them to progress to employment and further/higher education. e.g., Pathways to Employment, Train for Life, Train to Gain Review of future skills to inform Curriculum Strategy and creation of priority sector pathways Engagement with employers via FWDF to provide training and development for existing employees (SPPA, NHS, SBC plus private organisations) 	Measure and Indicators of success <ul style="list-style-type: none"> Development of award in Digital Marketing (Cohort commencing April 2021) Development of Pathways to Hospitality and Pathways to Employment. Work with DWP to promote these Work with local authority and DWP on Kickstart programme and development of an Employability Award to support Kickstart participants to prepare for future employment Provision of training to support staff development: Modern Apprentices get a 'taste' of food hygiene importance (borderscollege.ac.uk), Cheryl's delight at finishing ahead of schedule (borderscollege.ac.uk), Modern Apprentice Amy's dedication earns her a place at University (borderscollege.ac.uk), Work with DWP and NHS on Train to Gain programme commencing January 2021

<ul style="list-style-type: none"> • Partnership with Tweeddale Energy Efficiency Supply Chain Project, part of the Southern Upland Partnership to provide a short course on Energy Efficiency measures and sustainable construction, for tradespeople in the Tweeddale area. The aim of the group is to support local businesses to make the transition into energy efficiency by providing information and training. The speaker was a former student at Borders College, who gained a HNC in Construction and has subsequently gone on to work in the construction industry in energy efficient design and construction. • Borders College is looking to develop the Computing portfolio and as part of this will be producing a Cyber Security Lab with ENU and HWU. This will ensure a seamless progression to HE Degree programmes. • Borders College has become part of the Wind and Marine training network along with Energy Skills Partnership (ESP) looking at developing an offshore wind farm at Eyemouth. 	<ul style="list-style-type: none"> • Flexible Workforce Development Fund is available to all Scottish employers, including small and med (borderscollege.ac.uk) • https://youtu.be/ETPhZRaiDy4 • (2) Tweeddale Energy Efficiency Supply Chain Project Facebook Facebook page set up and presentations delivered via zoom meetings. These include Retrofitting traditional building for Energy Efficiency with Roger Curtis, Technical Research Manager for Historic Environment Scotland, Insulation and Airtightness Retrofitting with Andy Walker and understanding a domestic energy performance certificate with Kevin Andison.
Outcome – Work ready	
<ul style="list-style-type: none"> • Work ready graduates are ready to meet employer needs: students are equipped to take up employment and succeed when the job market opens up 	
Expectations <ul style="list-style-type: none"> • Provision of courses for those facing redundancy and who are currently unemployed. • Review of labour market information to inform course development 	Measure and Indicators of success <ul style="list-style-type: none"> • Development of pathways to employment focussing on hospitality, leadership and management with employability skills built in to ensure students are work ready

<ul style="list-style-type: none"> • Development of a robust MA programme that supports students to achieve awards relevant and transferable. 	<ul style="list-style-type: none"> • Partnership with CLD to develop courses and target areas highlighted in the SIMD to tackle child poverty and unemployment • Development of NPA Data Science (Edinburgh City Deal) to upskill unemployed and women returners.
Outcome – Innovation	
Expectations <ul style="list-style-type: none"> • Development of awards that focus on specific areas of the region in response to stakeholder engagement and use technology to promote partnerships with other learners and develop stakeholder relationships • Development of website to promote courses and opportunities focussing on economic recovery • Partnership with other institutions on raising awareness of digital health and social care, influencing the curriculum and creating professional development opportunities for staff working in acute and community settings. • Adoption of data science as a core skill within the full-time curriculum • Secure £2.7m investment for Borders College from South of Scotland Enterprise Agency to develop the South of Scotland Skills and Learning Network, in partnership across the local authorities and Dumfries and Galloway College to enable us to use advanced technology to deliver high quality teaching across the region, to deliver on strategic priorities identified in the South of Scotland Regional Skills Investment Plan. 	Measure and Indicators of success <ul style="list-style-type: none"> • Development of boatbuilding award and provision of equipment to enable teaching across Scotland. 7 students enrolled from both east and west coast. • https://www.digiskillscotland.com/ • Your opportunity to influence the future of training and development within the Construction and Eng (borderscollege.ac.uk) • Technology Enhanced Care Hub (borderscollege.ac.uk) • www.borderscollege.ac.uk/.../borders-college-shortlisted-for-leading-the-way-in-data-science-learning/ • Joint college economic recovery programme launched across the South of Scotland (borderscollege.ac.uk)

<ul style="list-style-type: none"> • Establishment of the South of Scotland Digital Skills Hub, a partnership with Dumfries and Galloway College with the aim to provide a digital offer for tertiary education that meets the needs of our dispersed geographical area. • Engaging with the Data Driven Innovation City Deal which provides us with Knowledge Exchange, capacity and funding to develop our capacity to utilise big data to inform our decision making • Engaging with partners on the Borderlands deal including the Dairy NEXUS Innovation Centre (SRUC Lead) and Glentress Down Hill Mountain Biking Centre (Napier Lead). • Engaging the various Innovation Centres especially on Digital Health and Social Care. 	<ul style="list-style-type: none"> • South of Scotland Colleges Team Up to Boost Economic Recovery (borderscollege.ac.uk) • Preview event showcases the future of 'Technology Enhanced Care' training (borderscollege.ac.uk)
Outcomes for Responsive and Collaborative	
Outcome – Public Health Emergency	
<ul style="list-style-type: none"> • 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 	
Expectations <ul style="list-style-type: none"> • Under the Emergency Planning arrangements, an Incident Management Team (IMT) rapidly moved to MS Teams for the sharing of documentation, external intelligence, and communications. Daily Executive and Wider Leadership Team (WLT) meetings as required supplemented this approach. The college successfully transitioned to a model of working from home and remote learning at a rapid pace. The management arrangements are highly 	Measure and Indicators of success <ul style="list-style-type: none"> • 205 students (both full time and part time) were unable to complete their qualification due to the practical assessment work required. Those students have been the first to return to the campus in August 2020 to complete their studies successfully as well as progressing onto the next level of their chosen course. All practical delivery and assessment require individual

<p>responsive and effective in leading the move into lockdown both in March 2020 and January 2021.</p> <ul style="list-style-type: none"> • The IT arrangements support the transition, and all managers and staff are highly engaged in the process in order to ensure a positive outcome for students. Communication takes place through COVID 19 e mail, management cover on a rota basis and WhatsApp group. Principal communicates key messages from Senior Leadership Meetings and includes updates on national and local responses to the pandemic. • A range of resources created to support staff and students with the indirect impact of Covid-19 including guidance for survivors of domestic abuse (Safety-Advice-for-Survivors-of-Domestic-Abuse-and-Gender-Based-Violence.pdf (tartanmonkey.co.uk)), a Gender-based violence eLearning module, and CPD delivered by Scottish Borders Rape Crisis Centre. 	<p>risk assessments, careful scheduling on campus, with social distancing and hygiene requirements being paramount.</p> <ul style="list-style-type: none"> • COVID-19 Update - Wed 23 December (borderscollege.ac.uk)
Outcome – Collaboration	
<ul style="list-style-type: none"> • There is active collaboration with other institutions 	
Expectations <ul style="list-style-type: none"> • Graduate Apprenticeships partnership with Heriot Watt • Textile Centre of Excellence has created 7 successful apprentices so far with a new cohort starting in March 2021. • Borders College works with Edinburgh Region City Deal on projects including Data Science, Digital Health and Social Care and Sustainable Construction. 	Measure and Indicators of success <ul style="list-style-type: none"> • Business Management Graduate Apprenticeship Webinar (borderscollege.ac.uk) There are currently 8 students on year 2 of the programme.

<ul style="list-style-type: none"> • Shared apprenticeship model for small rural employers so that candidates can gain experience from a range of rural industries. • Scottish Racing Academy and work with Scottish Racing as the only training provider of the bespoke qualification in Scotland. • Dirt School and Borders Academy of Sporting Excellence (BASE) Mountain Biking Performance course as the only training provider of the bespoke qualification in the UK. • Collaboration with UHI and shared remote delivery of the HNC Horticulture to 4 students with campus access when allowed. • SRUC and Borders College working in collaboration on programmes for leadership at SCQF Level 8 in Tourism, Hospitality and Events to support the South of Scotland as a preferred visitor destination. This is supported by SOSEA and will start in August 2021. • Potential collaboration for a Hospitality Academy hosted at Roxburgh Estate near Kelso encompassing Kelso Racing, Roxburgh Schloss Hotel, Biodiversity and Heritage Skills creating a business model that includes apprentices and employees. 	<ul style="list-style-type: none"> • www.borderscollege.ac.uk/news-and.../scottish-racing-academy-launched/ • www.borderscollege.ac.uk/.../scottish-racing-academy-programme-shortlisted-for-national-award/ • BASE Mountain Biking Borders College Dirt School • Borders College Scotland Campuses and learning facilities in Galashiels, Hawick, Jedburgh, Newtown St Boswells
Outcome – Climate Emergency	
Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures	
Expectations <ul style="list-style-type: none"> • Progress the implementation of the Borders College Sustainability Strategy 2020-2025. This focuses on our journey to date with examples of our CO2 	Measure and Indicators of success http://www.borderscollege.ac.uk/upload/file/Sustainability-Strategy_FINAL_spreads.pdf

<p>reduction and innovating technologies with SHARC. This demonstrates our commitment to sustainability and NetZero.</p> <ul style="list-style-type: none"> • ESP help support and provide us with opportunities to assist us in reaching the Net Zero Waste targets through working with Zero Waste Scotland. They highlight funding opportunities and allow it to be shared with Edinburgh University and wider college sector. Currently we are working with Edinburgh University on a behavioural change project. This is all linked to the College strategy. • There is a Stakeholder Sustainability event planned for 3rd March 2021 involving key stakeholder to input and contribute to discussion with a 'pledge' request of all stakeholders at the end. • There is a Social Housing Sustainability Summit planned March 2021 in partnership with Eldon Housing. • Borders College is a member of SoSE Energy Transition Group and a partner college in ESP led Renewable and Energy Efficiency Training Network. This is funding from Scottish Power for Colleges to train current apprentices, future workforce as well as providing opportunities for upskilling. It includes Air Source and Ground Heat Pumps, Solar Thermal, Battery Storage and SMART systems. 	<ul style="list-style-type: none"> • SFC Measure (10). There has been an decrease in the gross carbon footprint (tonnes CO2e) from 535 to 416 in 2019-2020.
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College Outcome Agreement Impact Framework: Supporting Data								
Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A	Credits Delivered (Core)	24,057	24,521	24,521	24,903	25,476	25,510	25,176
	Credits Delivered (ESF)	0	666	593	657	515	620	454
	Credits Delivered (Core + ESF)	24,057	25,187	25,114	25,560	25,991	26,130	25,630
B	Volume of Credits Delivered to 10% most deprived postcode areas	1,516	1,662	1,931	974	855	777	999
	Proportion of Credits delivered to 10% most deprived postcode areas	6.30%	6.60%	7.70%	3.80%	3.30%	2.97%	3.90%
C	Volume of credits delivered to care-experienced learners	0	1,683	1,995	1,253	1,099	1,698	1,748
	Proportion of credits delivered to care-experienced learners	0.00%	6.70%	7.90%	4.90%	4.20%	6.50%	6.90%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	49	27	27	36	23	64	48
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	69.10%	66.60%	65.90%	68.70%	68.20%	68.00%	69.10%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	721	692	651	672	638	445	662
	Total number of FTFE students	1,044	1,039	988	978	935	654	923
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	78.10%	77.30%	81.40%	78.60%	77.40%	81.89%	79.00%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	1,115	986	1,144	1,138	1,404	1162	1,259
	Total number of PTFE students	1,428	1,275	1,405	1,447	1,814	1419	1,692
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	75.10%	76.50%	69.60%	72.50%	72.10%	79.10%	74.80%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	157	163	149	169	178	163	187
	Total number of FTHE students	209	213	214	233	247	206	250

E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	74.90%	71.10%	77.00%	81.30%	85.50%	80.23%	85.00%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	137	108	201	156	159	138	106
	Total number of PTHE students	183	152	261	192	186	172	125
F	Number of students achieving an HNC/D qualification articulating to degree level courses	38	39	40	47	47	54	52
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	11	17	14	17	20	6	20
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	28.90%	43.60%	35.00%	36.20%	42.6%	11%	38.00%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	615	583	517	499	460		509
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	587	554	491	463	424		479
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.40%	95.00%	95.00%	92.80%	92.2%		94.00%
	Total number of full-time HE college qualifiers (in confirmed destinations)	116	130	114	107	108		130
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	107	123	100	106	101		121
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	92.20%	94.60%	87.70%	99.10%	93.5%		93.00%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	93.70%	94.70%	N/A	90.5%	94%	93.40%

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual					Ambition		
Will be removed from OA prior to publication								
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)	24,521	24,521	24,903	25,476	25,510	25,176	25,176	25,176
info. Core Credits target (region)	24,521	24,521	24,813	25,476	25,509	25,176	25,176	25,176
info. % towards core Credits target (region)	100.00%	100.00%	100.40%	100.00%	100.00%	100.00%	100.00%	100.00%
The volume of Credits delivered (ESF)	666	593	657	515	620	0	0	0
The volume of Credits delivered (core + ESF)	25,187	25,114	25,560	25,991	26,130	25,176	25,176	25,176
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
Volume of Credits delivered to learners in the most deprived 10% postcode areas	1,662	1,931	974	855	777	1007	1007	1007
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	6.60%	7.70%	3.80%	3.30%	2.97%	4.00%	4.00%	4.00%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students								
Gender -								
Volume of Credits delivered to Male learners	11,392	12,152	12,645	12,947	12,792	12,462	12,462	12,462
Proportion of Credits delivered to Male learners	45.20%	48.40%	49.50%	49.80%	48.96%	49.50%	49.50%	49.50%
Volume of Credits delivered to Female learners	13,777	12,962	12,801	12,749	13,097	12,462	12,462	12,462
Proportion of Credits delivered to Female learners	54.70%	51.60%	50.10%	49.10%	50.12%	49.50%	49.50%	49.50%
Volume of Credits delivered to Other learners	18	0	115	294	241	252	252	252
Proportion of Credits delivered to Other learners	0.10%	0.00%	0.40%	1.10%	0.92%	1.00%	1.00%	1.00%
Ethnicity -								
Volume of Credits delivered to BME learners	358	346	397	475	555	403	403	403
Proportion of Credits delivered to BME learners	1.40%	1.40%	1.60%	1.80%	2.12%	1.60%	1.60%	1.60%
Disability -								
Volume of Credits delivered to students with a known disability	6,576	5,919	5,889	6,892	6,071	8,308	8,308	8,308
Proportion of Credits delivered to students with a known disability	26.10%	23.60%	23.00%	26.50%	23.23%	33.00%	33.00%	33.00%
Age -								
Volume of Credits delivered to learners aged under 16	621	772	1,225	2,163	2,780	1,762	1,636	1,511
Proportion of Credits delivered to learners aged under 16	2.50%	3.10%	4.80%	8.30%	10.64%	7.00%	6.50%	6.00%
Volume of Credits delivered to learners aged 16-19	14,865	14,690	14,813	13,963	13,974	13,343	13,092	12,840
Proportion of Credits delivered to learners aged 16-19	59.00%	58.50%	58.00%	53.70%	53.48%	53.00%	52.00%	51.00%
Volume of Credits delivered to learners aged 20-24	4,178	4,132	4,013	3,816	3,812	4,028	4,154	4,280
Proportion of Credits delivered to learners aged 20-24	16.60%	16.50%	15.70%	14.70%	14.59%	16.00%	16.50%	17.00%
Volume of Credits delivered to learners age 25 and over	5,524	5,520	5,508	6,049	5,563	6,042	6,294	6,546
Proportion of Credits delivered to learners age 25 and over	21.90%	22.00%	21.60%	23.30%	21.29%	24.00%	25.00%	26.00%
Care Experienced -								
Volume of Credits delivered to care experienced students	1,683	1,995	1,253	1,099	1,698	1,133	1,133	1,133
Proportion of Credits delivered to care experienced students	6.70%	7.90%	4.90%	4.20%	6.50%	4.50%	4.50%	4.50%
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges	27	27	36	23	64	138	148	158
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges								
Total volume of Credits delivered (including FA Credits)	25,187	25,114	25,560	25,995	26,130	25,176	25,176	25,176
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	102	226	304	161	267	504	504	504
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.40%	0.90%	1.20%	0.60%	1.02%	2.00%	2.00%	2.00%

2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision								
Total volume of Credits delivered (including FA Credits)	25,187	25,114	25,560	25,995	26,130	25,176	25,176	25,176
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	2,002	1,893	2,322	2,279	2,213	1,863	1,737	1,611
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	7.90%	7.50%	9.10%	8.80%	8.47%	7.40%	6.90%	6.40%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)								
Volume of Credits delivered at HE level	3,400	3,913	3,898	4,168	3,983	3,852	3,852	3,852
Volume of Credits delivered at HE level to learners from SHEP schools		334	432	317	736	462	462	462
Proportion of Credits delivered at HE level to learners from SHEP schools	0.00%	8.50%	11.10%	7.60%	18.47%	12.00%	12.00%	12.00%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses								
Volume of Credits delivered to learners enrolled on STEM courses	3,458	3,883	4,639	5,787	5,354	5,790	6,042	6,294
Proportion of Credits delivered to learners enrolled on STEM courses	13.70%	15.50%	18.10%	22.30%	20.49%	23.00%	24.00%	25.00%
4(a) Proportion of enrolled students successfully achieving a recognised qualification								
The number of FT FE enrolled students achieving a recognised qualification	692	651	672	638	445	738	749	759
The total number of FT FE enrolled students	1,039	988	978	935	654	1,040	1,040	1,040
The percentage of FT FE enrolled students achieving a recognised qualification	66.60%	65.90%	68.70%	68.20%	68.00%	71.00%	72.00%	73.00%
The number of PT FE enrolled students achieving a recognised qualification	986	1,144	1,138	1,404	1,162	1,568	1,661	1,755
The total number of PT FE enrolled students	1,275	1,405	1,447	1,814	1,419	1,960	2,050	2,140
The percentage of PT FE enrolled students achieving a recognised qualification	77.30%	81.40%	78.60%	77.40%	81.89%	80.00%	81.00%	82.00%
The number of FT HE enrolled students achieving a recognised qualification	163	149	169	178	163	197	201	204
The total number of FT HE enrolled students	213	214	233	247	206	263	266	269
The percentage of FT HE enrolled students achieving a recognised qualification	76.50%	69.60%	72.50%	72.10%	80.23%	75.00%	75.50%	76.00%
The number of PT HE enrolled students achieving a recognised qualification	108	201	156	159	138	171	171	171
The total number of PT HE enrolled students	152	261	192	186	172	200	200	200
The percentage of PT HE enrolled students achieving a recognised qualification	71.10%	77.00%	81.30%	85.50%	80.23%	85.50%	85.50%	85.50%
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification								
The number of MD10 FT FE enrolled students achieving a recognised qualification	46	53	25	26	13	34	40	43
The total number of MD10 FT FE enrolled students	75	82	47	43	26	56	65	70
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	61.30%	64.60%	53.20%	60.50%	50.00%	61.00%	61.50%	62.00%
The number of MD10 PT FE enrolled students achieving a recognised qualification	59	49	31	32	43	54	59	64
The total number of MD10 PT FE enrolled students	86	67	41	42	56	70	77	83
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.60%	73.10%	75.60%	76.20%	76.79%	77.00%	77.00%	77.00%
The number of MD10 FT HE enrolled students achieving a recognised qualification	7	8	3	3	3	8	8	8
The total number of MD10 FT HE enrolled students	9	12	3	3	3	10	10	10
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	77.80%	66.70%	100.00%	100.00%	100.00%	80.00%	80.00%	80.00%
The number of MD10 PT HE enrolled students achieving a recognised qualification	4	10	5	6	2	8	8	8
The total number of MD10 PT HE enrolled students	5	17	7	7	3	10	10	10
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.00%	58.80%	71.40%	85.70%	66.67%	80.00%	80.00%	80.00%
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	0	6	6	3	3	16	16	16
The total number of Senior Phase FT FE enrolled students	0	10	12	5	4	24	24	24
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.00%	60.00%	50.00%	60.00%	75.00%	65.00%	65.00%	65.00%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	0	12	11	13	31	90	91	92

The total number of Senior Phase PT FE enrolled students	0	16	23	18	31	140	140	140
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	0.00%	75.00%	47.80%	72.20%	100.00%	64.50%	65.00%	65.50%
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	0	0	0	0	0	0	0	0
The total number of Senior Phase FT HE enrolled students	0	0	0	0	0	0	0	0
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	13	0	0	0	0	8	8	8
The total number of Senior Phase PT HE enrolled students	27	0	0	0	0	12	12	12
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	48.10%	0.00%	0.00%	0.00%	0.00%	66.00%	66.00%	66.00%
4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification								
The number of CE FT FE enrolled students achieving a recognised qualification	46	43	34	31	39	29	30	30
The total number of CE FT FE enrolled students	84	79	71	56	63	49	49	49
The percentage of CE FT FE enrolled students achieving a recognised qualification	54.80%	54.40%	47.90%	55.40%	61.90%	60.00%	61.00%	62.00%
The number of CE FT HE enrolled students achieving a recognised qualification	6	7	3	1	3	2	2	2
The total number of CE FT HE enrolled students	9	11	6	3	4	3	3	3
The percentage of CE FT HE enrolled students achieving a recognised qualification	66.70%	63.60%	50.00%	33.30%	75.00%	66.00%	66.00%	66.00%
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification								
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	462	435	447	405	299	405	408	411
The total number of FT FE enrolled students aged 16-19	694	682	661	602	462	600	600	600
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	66.60%	63.80%	67.60%	67.30%	64.72%	67.50%	68.00%	68.50%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)					189	352	387	425
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study								
Total number of full-time learners	1,299	1,224	1,268	1,228	860	1,200	1,200	1,200
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,095	1,197	1,036	819	684	900	900	900
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	84.30%	97.80%	81.70%	66.70%	79.53%	75.00%	75.00%	75.00%
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing								
The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	39	40	47	47	54	60	60	60
The number of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	17	14	17	20	6	21	22	24
The proportion of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	43.60%	35.00%	36.20%	42.60%	11%	35.00%	37.00%	40.00%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying								
The total number of full-time FE college qualifiers (confirmed destinations)	583	517	499	460		600	650	700
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	554	491	463	424		560	605	649
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.00%	95.00%	92.80%	92.2%		93.30%	93.00%	92.70%
The total number of full-time HE college qualifiers (confirmed destinations)	130	114	107	108		140	150	160
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	123	100	106	101		131	140	148
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	94.60%	87.70%	99.10%	93.50%		93.30%	93.00%	92.30%
9. The percentage of students overall, satisfied with their college experience (SSES survey)					93.70%	94.70%	N/A	90.50%
10. Gross carbon footprint (tonnes CO2e)					94%	93.00%	94.00%	95.00%
	699.6	616.8	540.1	535.6	416	535	535	535