

REGIONAL OUTCOME AGREEMENT 2022-23

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Campus Information

Community Learning Facilities are located throughout the Scottish Borders.

College Campuses

Scottish Borders Campus

Nether Road
Galashiels
TD1 3HE

01896 662600

Newtown St Boswells Campus

Newtown St Boswells
TD6 0PL

01896 662600

Tweedbank Construction Hub

Unit 4:2 Tweedbank Industrial
Estate
Tweedbank
TD1 3RS

01896 662600

Hawick Campus

Buccleuch Road
Hawick
TD9 0EH

01450 361030





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Introduction

Borders College is the regional college for further education within the Scottish Borders. We provide a wide range of education and training opportunities across the Scottish Borders to meet the needs of individuals, communities and employers. The College has three main campuses (Galashiels, Newtown St Boswells and Hawick) with a satellite campus at Tweedbank. College services are also provided in a number of the region's main centres of population, with spokes based in secondary schools and outreach centres.

For academic session 2022/23, Borders College agrees to deliver 26,546 credits (inclusive of 648 Foundation Apprenticeships and redistribution of 723).

This amounts to £9,877,123 core teaching funding and £413,471 capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2022/23.

Core Student Support funding for 2022/23 is £2,205,266. This funding is on the condition that the Regional College Board signs and commits to deliver the outcomes detailed within this agreement.



Borders College Priority Outcomes



The key priority outcomes for Borders College during academic year 2022/23, as specified within our [Strategic Ambition \(2020-2025\)](#), is to provide innovative, life-changing learning opportunities that prepare our students for global citizenship.

We will offer high-quality learning and training opportunities, which are relevant, enabling and flexible, by delivering a comprehensive, innovative and future skills-focused curriculum. Our curriculum will meet learner and economic needs, improve learner attainment and progression, and embed essential digital and meta-skills at all levels.

We will proactively engage with our community and stakeholders to ensure our practice reflects their needs through our Business Growth and Employer Engagement Strategy, providing 'innovative, life-changing learning opportunities that prepare our students for global citizenship', in line with our [Future Skills Strategy 2020-2025](#), [Sustainability Strategy 2020-2025](#) and our [Asset Management Strategy](#).

We will take a leading role in enabling an inclusive, resilient and sustainable Scotland by embedding into all of our learning programmes the delivery of 'Sustainability & Me', enhancing our curriculum offer in response to the green economy.

We are committed to the principles of equality, diversity and inclusion. We promote an organisational culture that enables every student and every member of staff to feel included, irrespective of abilities, disabilities, age, race, religion or beliefs, sexual orientation, gender or family circumstances. We embrace the benefits and opportunities that come from having a diverse mix of staff and students in the College environment. We aim to ensure that the College is an environment that is free from discrimination, harassment and victimisation.

Finally, through our ambitious estates strategy, we will meet the regional needs of the population we serve.



Outcomes for Students

Fair Access and Transitions

We are committed to Scottish Government's, ['A Blueprint for Fairness: Final Report on the Commission of Widening Access' \(2016\) \(COWA\)](#).

We will continue to review our equalities policies ([Equality Outcomes Action Plan 2021-2025](#)) in order to ensure individuals facing significant barriers to education have pathways to education, and we shall continue to put in place individualised measures to support them through their learner journey. 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, with a particular emphasis on schools.

We will increase the level of progression and articulation to Higher Education courses. SDS Regional Skills Assessment Scottish Borders (2022) has identified growth areas for the region in Health and Social Care, Sustainable Construction, Digital Skills, Tourism, Hospitality, and Land-based industries. As such, we are committed to offer a diverse and flexible curriculum in these key employment sectors for the region.

We have a number of key programmes within the College to support fair access and transitions.

They include:

- Project Search to support individuals with learning disabilities to access training and opportunities to gain meaningful employment;
- Two key pathfinder projects for the region in digital and land-based provision;
- [Community Renewal Fund](#) to offer 'short, free' relevant courses in sustainability (Chicken Keeping, Local Food Production) to community members adversely affected by the cost-of-living crisis;



- School College Programme in partnership with Scottish Borders Council that has shared bespoke delivery for learners wherein travel is a factor as regards coming to College;
- Programmes to meet regional needs for upskilling and reskilling (retrofit, ground, and heat source energy);
- Arrangements for our Care Experienced Students are monitored through our [Corporate Parenting Plan 2019-2021](#);
- Work experience programme, which provides students with the opportunity to gain valuable employability skills that enable their individual growth and work readiness.

Our focus for 2022/23 includes:

- The development of new courses to support transitions in the areas of land-based, social care and engineering;
- Increasing the number of senior phase school pupils undertaking foundation apprenticeships;
- Introducing a new tracking and monitoring system that is compatible with curriculum and support teams, to ensure our most vulnerable learners are monitored to ensure success;
- Continuing to utilise student support funds to maximise student mental health-support, providing guidance support with the increase in cost-of-living;
- Delivering [Global Citizenship](#) to all students in order to provide a customised curriculum, which will develop our students to be sustainably aware and to be inclusive citizens.

Borders College is committed to embedding fair working practices in the workplace and adopts policies, practices and procedures that are consistent with the [Dimensions of Fair Work](#) and our commitment to the [Fair Work First](#) criteria.

The College formally recognises UNISON and the EIS, and works closely with union representatives to foster good working relationships, from which they and our staff have benefitted.





We have supported our union representatives to develop their roles by releasing them to attend training and development opportunities identified by the unions. We meet regularly, both formally and informally, with our local representatives.

The College maintains a commitment to “continue to value and develop our workforce and to become an employer of choice within our region”. We are committed to the professional and personal development of our staff, ensuring that staff are fully equipped to perform their role effectively and develop appropriate skills to their job role. We have one of the highest percentages of fully qualified teaching staff within the FE Sector in Scotland and provide CPD opportunities to ensure the development of a skilled workforce.

The College is a living wage employer and avoids employing staff on a zero-hours contract. All staff have contracts which provide details of their expected hours and pay rates. All staff receive the same terms and conditions, including sick pay, holiday pay and pension rights.

We are committed to the principles of equality, diversity and inclusion. We promote an organisational culture, which enables every student and staff member to feel included, whatever their background, abilities or disabilities, age, race, religion or beliefs, sexual orientation, gender or family circumstances. We embrace the benefits and opportunities that come from having a diverse mix of staff and learners in our environment. We aim to ensure that the College is an environment that is free from discrimination, harassment and victimisation. Our commitment to equality, diversity and inclusion is enshrined within our mission and values. We are a recognised and accredited Disability Confident Employer, Carer Positive Employer and Living Wage Employer.

We are committed to a fair and equal pay policy, as part of national negotiations within the FE Sector. We are a Living Wage Accredited Employer and currently pay hourly rate set by the Living Wage Foundation. We have implemented these increases



in advance of the deadline dates. We have made a commitment to review all vacancies and, where deemed appropriate, provide an MA or GA opportunity for a young person.

The College operates a Flexible Working Hours Policy, which sets out the main provisions for the operation of a flexible working hours scheme for Borders College. We also encourage hybrid working and have a toolkit for Managers to manage this within their departments. These provide a more flexible system of attendance for staff on a discretionary basis, with the guiding and overriding principle that this flexibility should be achieved without adverse effect on overall efficiency or services. All staff are included in these schemes where operationally possible.

As part of the College's commitment to Fair Work, and in line with public sector standards, the College opposes the use of fire-and-rehire practices. As part of our current severance arrangements, staff who leave the organisation are not permitted to return to employment with the College for a period of at least three years.

High Quality Learning, Teaching and Support

High quality outcomes are key drivers for our students. Borders College has consistently performed above the sector average, in FE full-time and HE-full time since 2017-18. It is our ambition to continue with this success, as our students are the centre of everything we do. Key to our students' success is our staff. We will continue to upskill our staff (inclusive leadership training, new online Canvas training, industrial placements, sustainability training, wellbeing), in order to realise our digital ambition and, most importantly, have the necessary skills to provide high quality teaching.

We are committed to enhance student outcomes from academic session 22/23, to pre-Covid years. We will have a particular focus on learners under 18, as we have realised a decrease in the number of young people achieving their qualification. For academic session 22/23 we have developed a targeted approach to support our young people who are under 18 to remain on and attain their course of study. During induction we will provide resilience training during induction; we will provide clear pathways for support when and if required.

Borders College recently launched the [Future Skills Strategy](#), where all full-time students will undertake 'Global Citizenship Education', incorporating the 4Rs of Respect, Resilience, Responsibility and Recognised. This will equip our learners to be inclusive, while respecting their environment. All students will be offered resilience training as part of their ongoing induction and support throughout the session.

We will increase engagement, responses and satisfaction rates through learner surveys, via the enhancement of learning and teaching, to reflect the needs of our learners.

We will improve the quality of teaching and learning via our robust quality measures, which encompass lesson observations (peer observation, self-reflection), quality Improvement audits, relevant CPD opportunities for all staff, and the roll out of our new digital teaching platform (Canvas) to all students.

The curriculum will be developed based upon regional data.

We will use equalities data to provide targeted support for students who have been identified as at risk of not achieving their course.

We will implement 'mental health' campaigns throughout the session, providing students support to engage in mental health workshops and access to support services. These will be delivered internally and by our external partners.

We will offer a range of opportunities designed to build resilience and help students to survive and thrive during their learning journey, contributing to their employability skills and developing them as global citizens.

We will work together with the [Borders College Students' Association](#) (BCSA) to ensure maximum visibility of student support and timeous signposting to appropriate services. Through our Students' Association and College communication team, we will encourage students to engage in 'Student Satisfaction Surveys'. This process enables our College to ensure a significant number of students complete the survey and provides us with the opportunity through our 'Student Experience Committee' on how we will respond to matters raised.

We will facilitate student-led 'Student Experience Committees' to be held with our BCSA, student representatives, Student President and Vice President, with College Senior Leadership Team to hear first-hand from our students on their experiences.

We will be implementing a pilot of a new College calendar, which focuses on 'progress and achievement' days. These provide space and time for staff and students to reflect on their individual progress.

This academic session we are working in partnership with 'Andy Man's Club' which focuses on Men's Mental Health. The impact being a space and place for our male staff and students to discuss any matters that impact on their daily lives.



Partnership, Participation and Student Experience

The Students' Association identifies their key priorities in their Operational Plan, which ensure that the leadership teams and student body work in partnership across the College, and together play a key role in enhancing the student experience. As a college, we value the student voice and as such, this academic session we are investing in additional paid student representatives.

We maximise the student representation process, thus ensuring a strong student voice. We will work to further improve accessibility of feedback between the [Borders College Students' Association \(BCSA\)](#) and College decision makers.

Class Representatives and Student Officers will receive appropriate levels of training and support to enable them to effectively represent the needs of all students.

We will liaise with our student community and student representatives to deliver a range of events and activities that promote and support the wellbeing of the student community and enhance the student experience.



Learning with Impact

Borders College prides itself on its internal and external partnership arrangements to ensure our students have clear and defined pathways into employment, further or higher education. Our curriculum offer ensures we meet the needs of the region we serve.

We continuously review our portfolio offer. We engage with regional employers and sector skills councils, with a focus on updating our curriculum. Our review encompasses the changing demographics and recruitment trends within the region. The College engages extensively with employers, through industry forums and draws heavily on the full range of Labour Market Information (LMI), including Regional Skills Assessments (RSA) and Skills Investment Plans (SIP) data provided by SDS, employment trend data and direct information provided by our network of local stakeholders.

The [Scottish Borders Economic Strategy 2023](#) highlights a number of opportunities, including niche manufacturing (in textiles particularly), health and social care, tourism, construction, creative industries, farming, and food and drink. Within these key sectors, our opportunity is to grow their value – in terms of wealth and employment creation.

Skills are vital for the future of our economy. Borders College is an important player in the skills theme and needs to work with employers to bring more young people and other job seekers into employment, support employers to address skills deficiencies in response to current and future needs, attract talent (placing a high value on access and quality of life), and encourage people to develop new entrepreneurial and business skills.

More of our HE leavers progress to full-time study than full time work. This increased from 39% in 2019-20 to 45% in 2020-21. That said, the number of our HE leavers who are in full-time work, compared to 2019-20 has also increased. To support our students to make informed decisions on their progression choices (employment or university) we provide work-experience opportunities and also have our university partners meet with class groups.





For academic session 21/22 we realised a decrease in both FE and HE student outcomes. This was mainly due to high early withdrawal rates (in September 21, Covid measures continued to be in place, and many of our students left as they did not feel that remote learning was their preferred option) and cost-of-living. Establishing the reason for early withdrawals enabled us to provide students with narrative around models of delivery. During College induction, we will provide all students with mental health awareness resilience training. We intend to increase our BCSA and College communications to ensure students are aware of what financial, guidance and pastoral support is available to them. By doing this, we envisage a drop in early withdrawals for this academic session, thus improving student outcomes.

The percentage of FE students moving into further full-time study has decreased, as we see more of our FE students progressing to working full- and part-time. This is particularly true for our Child, Health and Social Care students.

In 2021-22, 75% of our students who applied for university received offers.

This academic session we are enhancing pathways for our students to access degree programmes, wherein the delivery will be based within the Borders region, thus keeping our young people living and learning in their communities, which ultimately secures a future workforce within the rural setting.

Examples of these new pathways are:

- Heriot-Watt (Art and Textiles Yr3/4);
- Napier University (Sport and Business Yr3/4);
- An innovative programme is being developed with SRUC to join up the learning and innovation in the land-based sector across the south of Scotland, to offer a full range of courses over the tertiary system, with flexible high-level short course training, practice-based innovation and upskilling.

We are establishing links with NHS Borders to support the implementation of their workforce development plan by providing work experience opportunities, with a focus on guaranteed interviews upon successful completion of their course.

Equalities and Inclusion

All policies and strategies at Borders College undergo an equalities impact assessment; we comply with all legislation and have rigorous governance to ensure our staff and students with protected characteristics receive the necessary support to achieve their full potential. Our new Management Information System provides teams with accurate data on individuals with protected characteristics, enabling us to target support when required.

Borders College [Equality Outcomes Action Plan 2021-2025](#), sets out our key outcomes in relation to our approach to equality, diversity and inclusion to reduce gender imbalance in subject areas, where there is a gender split of more than 75%, to improve diversity disclosure rates to better support and reflect our workforce, to improve success rates for protected characteristic groups, and to increase staff and student confidence in the reporting of hate crime and harassment.

This academic session we have launched our 'Inclusive Leadership' training to all College managers. This training addresses a range of themes, including mental health first aid, unconscious bias, equality law, menopause, intergenerational working and neurodiversity.



Outcomes for Economic Recovery and Social Renewal

Responsive Institutions

We have celebrated the accolade of being recognised by Great Places to Work:

- UK's Best Workplaces for Wellbeing (2022);
- UK's Best Workplaces Large Employers (2022);
- UK's Best Workplaces for Women (2022).

We have a [Business Growth and Employer Strategy \(2022-25\)](#), which underpins our strategic ambition of being a responsive institution to support the socio-economic growth and recovery of the region and beyond.

Enterprise and Business Innovation is a cross-cutting theme at the College; working with industry groups and employers, partners and stakeholders, we will continue to drive our growth through innovative and sector-leading projects at scale, designed to provide our learners with life-changing opportunities. Some of this will be developed through known projects: Shared Prosperity Fund, Edinburgh and City Region Deal, Regional Prosperity Framework, Big Moves, Borderlands (on stream for skills in the next 2-3 years) and delivery around the Climate Emergency Skills Action Plan, as well as emerging programmes from South of Scotland Enterprise (SOSE).

We have developed training packages in EV Charge Point Installation, Introduction to Thermal Imaging for Construction and Engineering, Carbon Warrior-Carbon Accounting and Understanding of procurement processes and the tender-writing process. This training was developed in response to regional skills gaps and addressing the drive to net-zero. We have also developed learning opportunities in the land-based sector, such as Nature Skills and Ecology, Introduction to Chicken Keeping and Local Food Production, in response to industry needs, future skills requirements, and the cost-of-living crisis.

Students at Borders College are provided with a range of opportunities to develop and enhance their meta-skills; with the launch of our Global Citizenship Campaign, our students can thrive in areas of sustainability, inclusiveness and respect. Through our digital skills, we offer data science across a broad curriculum. Working with employers, our students get the opportunity to apply learned theory to practice.

To ensure we are strategically positioned to respond to national needs and maximise our position as one of Scotland's leading colleges, we have engaged with key stakeholders such as Skills Development Scotland (SDS), Developing Young Workforce (DYW), Scottish Rugby Union (SRU) Scottish Racing Academy (SRA), and Higher Education establishments.

There is a well-established partnership with ESP (Energy Skills Partnership), and we benefit from joint curriculum development, knowledge exchange and resources. Recently, we launched the Renewables and Energy Efficiency Training Centre with eight other colleges to address future Green Skills requirements.



Through our excellent regional partnerships, we have responded to the economic recovery of the region. These partners include Eyemouth Marine Boat Building, Scottish Borders Council, NHS Borders, Dirt School (Mountain Biking) SRUC, Edinburgh South East City Deal Data-Driven Innovation (DDI), and Housing and Construction Innovation (HCI).

We will further develop a more coherent Customer Relationship Management System that enhances the College response to external stakeholders. This will strengthen our links with industry, and we will also enhance employer forums in rural skills, hospitality, health and social care, and childcare, to complement and enhance the existing forums in construction.

We continue to develop our Apprenticeship provision through our Foundation Apprenticeship, Modern Apprenticeship and Graduate Apprenticeship programmes, to achieve sustained growth through continued collaboration with the industry and to develop our partnerships with the local



authority and the NHS, to develop and deliver career pathways, through engagement in their workforce planning strategies. We will also work with SDS on development of a Shared Apprenticeship Scheme, using the Training Association Model to undertake a pilot programme, providing apprenticeships in growth sectors as identified by the Scottish Government.

To enhance the flexibility of our green skills delivery to upskill and reskill the current and future labour market, and provide programmes for upskilling and reskilling the workforce to meet the changing face of industry, and to demonstrate a talent pipeline for inward investment, we continue to maximise opportunities for levy paying employers and SMEs to access the Flexible Workforce Development Fund (FWDF).

The College maintains a commitment to “continue to value and develop our workforce and to become an employer of choice within our region”. We are committed to the professional and personal development of our staff, ensuring that staff are fully equipped to perform their role effectively and to develop appropriate skills for their job role. We have one of the highest percentages of fully qualified teaching staff within the FE Sector in Scotland and provide CPD opportunities to ensure the development of a skilled workforce.



Confident and Highly Capable, Work-ready, Graduates

Borders College is recognised as a progressive college. Our campuses and learning environments simulate industry requirements. In order to prepare our students as technically skilled individuals, we provide campus-based work environments complemented by work experience placements, in their chosen industry. For example, we have implemented a world-class Virtual Reality classroom and training facility within our BTECH Digital Health Hub.

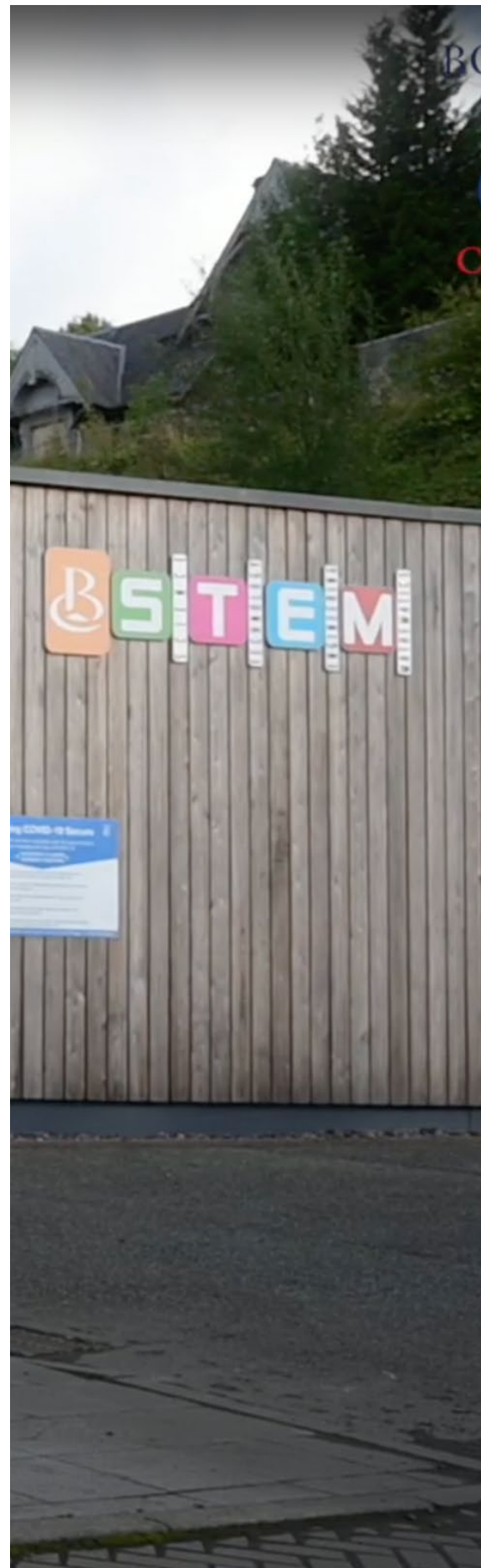
Our curriculum matches regional skills needs and, as a result, our learners are more employable, and can find jobs that meet their ambitions and career aspirations. We have added to the new technologies and equipment at our sustainable construction STEM site and have created a range of short courses, including Heat Pump training, Carbon Literacy training, Modern Methods of Construction, Mechanical Ventilation Heat Recovery systems (MVHR), Battery Storage and Solar Thermal.

We have expanded our curriculum offer in several growth areas by developing 'An Introduction to Engineering Systems with Renewable Energy', and the introduction of HNs in Animal Care. We address the current climate emergency through the development of short courses to upskill the local workforce.

We met the national skills shortage identified within the Scottish horseracing industry through the development of employer-led qualifications and awards in partnership with the Scottish Racing Academy.

We have commissioned a state-of-the-art Cyber Security Lab, offering first-class facilities to utilise and grow the computing offer in collaboration with schools and employers.

Our students have been recognised nationally and internationally as skilled, competent and capable. Our construction students are among the best in the sector, achieving success at the National Skill build final, with one student going forward to the UK final. Plumbing apprentices have followed the traditional Gas training route to complete their Modern Apprenticeship (MA) and have also undertaken the Heat Pump training as an addition to their qualification; this means that they are equipped with the knowledge and understanding of the new sustainable technologies that are available as alternatives, not just for the customer, but also for their employers.



Our BASE Mountain biking course has produced yet another British champion, highlighting the excellent training and facilities that we offer here in the Borders.

Our female land-based students have been recognised at the prestigious ALBAS awards, and our Catering and Hospitality students have travelled internationally to experience working in Canada.

Our students can avail themselves of our careers advisory staff. This resource runs in partnership with Skills Development Scotland, and provides personalised and tailored advice and guidance to each student on their individual career options.



Knowledge Exchange and Innovation

Innovation has been a key driver of our recovery and a response to the climate emergency. We are working closely with BE-ST (Built Environment – Sustainable Technologies), formerly the Construction Scotland Innovation Centre (CSIC), to look at innovations across the Construction sector. BE-ST have nominated a Borders College Assistant Principal as one of their Innovation Champions, to enhance those links and relationships we already have. This will provide our future students with work-ready skills within sustainable construction.

We have initiated an award-winning and innovative partnership with SHARC Energy Systems to install and operate a wastewater heating recovery system to supply our campus buildings, the first of its kind in the UK. The success of individual projects includes harvesting rainwater for gardens and livestock, repurposing recycled and reused materials, as well as student site visits for practical learning. There is a coherent approach to delivering a sustainability strategy for the future, holding students, staff and key stakeholders to account.

We are currently working with several innovation centres to see how we can grow and enhance the collaboration that we already have. We are working with the Robotarium to align their work with our Advanced Manufacturing space at our Hawick campus. We are also mapping this to our BTECH facility at the College, looking at opportunities to collaborate around robotic digitally-assisted living spaces for staff and students. Our Digital Health and Care Innovation Centre is working collaboratively with the Moray Rural Digital Health Pace to share best practice in the field of 'Digital Health'. This ensures our students have the digital skills to enhance their practice in their world of work.

We have recently been involved in the review of "Our Place in Time" with HES (Historic Environment Scotland), to look at ways of working collaboratively to ensure that we can keep those traditional skills required for a lot of the older properties in our region, and across the south of Scotland.

We are developing a number of propositions to tap into the Interface Innovation Voucher programme, to help local business develop new products and services, to enable them to enhance their business productivity. At the moment, this involves developing proposition around heritage properties, developing new material and 3D scanning artefacts for preservation, as well as commercial spin outs.





Collaboration

Successful outcomes for our students and stakeholders are based upon relationship building and effective collaboration. In order to achieve this, our staff have representation and have influence on national, regional and local strategy committees. These collaborations provide meaningful opportunities to enhance provision, support national objectives and our strategic outcomes.

To improve tertiary education, and access to degree education in the south of Scotland, we engage with the City Region deal, with a particular focus on sustainable construction, digital skills, and health and social care. We also engage with two regional and one national pathfinder projects (digital skills, land-based and construction), in partnership with SRUC, Dumfries and Galloway College, Skills Development Scotland, South of Scotland Enterprise and SFC. We are collaborating with universities to provide opportunities for Borders residents to study their degree within the Borders region, enabling those universities to deliver from our campus and/or digitally.

We continue to work with regulatory bodies, subject network groups and national organisations such as BTECH, to ensure our curriculum offer is current and meets the needs of industry.

We actively participate in the Integrated Workforce Planning Group to ensure a collaborative and effective approach to workforce planning and training. We also work with the local authority and the NHS to develop and deliver career pathways.

To upskill and reskill the workforce, thereby addressing economic recovery, we collaborate with South of Scotland Enterprise and Dumfries and Galloway College, to deliver the Sole Trader Project. This is part of the Digital Skills Hub and supports employers to develop their digital skills by providing personalised, individual support to address specific, identified digital needs. We are working with the Borders Employability Group to ensure development of new and exciting employability programmes to support students into employment, training or continued education. This includes "Be the BEST", a short intensive boot camp, which supports students to develop their communication, team-working and employability skills in an exciting and innovative way. We are also working with Scottish Borders NHS/SB Cares and Eildon Housing Association, who utilise our excellent BTECH (Borders Technology Enabled Care Hub) facilities to upskill and retrain their staff.

We continue to utilise our full allocation of funding to provide support for employers such as the SRA (Scottish Racing Academy). We work with a variety of employers across all sectors, providing access to specialised training. We promote courses in renewables and green energy. We continue to enhance our engagement with industry through employer forums in rural skills, hospitality, construction, engineering, health and social care, and childcare. These provide a voice for organisations to discuss issues, share good practice and find solutions to training and recruitment issues.

We are excited to have recently collaborated with Newbattle Abbey College in the development of shared service for Management Information Systems (MIS). The impact of this project is a consistent approach to recruitment, enrolment, resulting, and auditing for both colleges.

We have well established partnerships with all High Schools in the Borders Region. Through our Schools Academy provision, we ensure new vocational pathways are provided and are accessible to pupils, meeting regional industry demand. We work with primary schools to challenge gender stereotypes and promote career pathways that challenge stereotypes, such as females in engineering, or males working in childcare.

Our Senior Leadership Team welcomes the influence from our Board, who take an active role in supporting and reviewing our decision-making processes and strategic direction, in terms of collaborations and future directions of the College.





Climate Emergency

Borders College is committed to working collaboratively to respond to the global climate emergency and the Scottish Government's target to reduce greenhouse gas emissions. We are a national leader in contributing to making Scotland a net-zero country by 2045.

We adopt ethical, sustainable and social practice in our operations and supply chains. By developing an awareness of, and implementing, good sustainable sector practice in all our learning programmes, we influence positive, sustainable behaviours across the wider community.

Over the course of the last decade, a diverse and impactful range of projects have resulted in a significant reduction in the College's carbon footprint, including the development of its first carbon management plan, which has informed its future strategy. Subsequent activities, including the installation of a 50kW Solar PV system on the roof of the main campus and the retrofitting of LED lights across the College estate, have together generated significant cost savings and resulted in a substantial drop in electricity usage.

Perhaps most notably, the College initiated an award-winning and innovative partnership with SHARC Energy Systems to install and operate a wastewater heating recovery system to supply its campus buildings, the first of its kind in the UK. The success of these individual projects, alongside others, including harvesting rainwater for gardens and livestock, repurposing recycled and reused materials, and student site visits for practical learning, has highlighted the need for a coherent approach to delivering a sustainability strategy for the future, holding students, staff and key stakeholders to account.

Our [Future Skills Strategy 2020-2025](#) encompasses 'Global Citizenship Education', which places a significant emphasis on our drive to net-zero. All staff and students are engaged in this.

Conclusion

We are a progressive college, which is focused on providing the very best outcomes for our students, staff, stakeholders, our region and beyond. We are an anchor institution for our region and strive to be future-focused and resilient.



Measures

Appendix A

| College Outcome Agreement Impact Framework: Supporting Data | | | | | | | | | | |
|---|--|---------|---------|---------|---------|---------|---------|---------|---------|--------|
| Measure | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| A | Credits Delivered (Core) | 24,057 | 24,521 | 24,521 | 24,903 | 25,476 | 25,510 | 25,693 | 26,384 | 27,230 |
| | Credits Delivered (ESF) | 0 | 666 | 593 | 657 | 515 | 620 | 474 | 532 | 0 |
| | Credits Delivered (Core + ESF) | 24,057 | 25,187 | 25,114 | 25,560 | 25,991 | 26,130 | 26,167 | 26,916 | 27,230 |
| B | Volume of Credits Delivered to 10% most deprived postcode areas | 1,516 | 1,662 | 1,931 | 974 | 855 | 826 | 1,065 | 1,585 | 1,307 |
| | Proportion of Credits delivered to 10% most deprived postcode areas | 6.3% | 6.6% | 7.7% | 3.8% | 3.3% | 3.2% | 4.1% | 5.9% | 4.8% |
| C | Volume of credits delivered to care-experienced learners | 0 | 1,683 | 1,995 | 1,253 | 1,099 | 1,778 | 1,962 | 1,688 | 1,906 |
| | Proportion of credits delivered to care-experienced learners | 0.0% | 6.7% | 8.0% | 4.9% | 4.2% | 6.8% | 7.5% | 6.3% | 7.0% |
| D | Number of senior phase age pupils studying vocational qualifications delivered by colleges | 49 | 27 | 27 | 36 | 23 | 71 | 110 | 87 | 127 |
| 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% | 64.4% | 65.8% |
| | Number of enrolled students successfully obtaining a recognised qualification (Full-time FE) | 721 | 692 | 651 | 672 | 638 | 613 | 569 | 532 | 553 |
| | Total number of FTFE students | 1,044 | 1,039 | 988 | 978 | 935 | 927 | 817 | 826 | 840 |
| 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% | 69.6% | 84.8% |
| | 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 | 1,388 | 1,195 |
| | Total number of PTFE students | 1,428 | 1,275 | 1,405 | 1,447 | 1,814 | 1,475 | 1,860 | 1,993 | 1,410 |
| 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% | 65.9% | 75.0% |
| | Number of enrolled students successfully obtaining a recognised qualification (Full-time HE) | 157 | 163 | 149 | 169 | 178 | 171 | 180 | 170 | 152 |
| | Total number of FTHE students | 209 | 213 | 214 | 233 | 247 | 242 | 238 | 258 | 202 |
| 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% | 88.2% | 87.9% |
| | Number of enrolled students successfully obtaining a recognised qualification (Part-time HE) | 137 | 108 | 201 | 156 | 159 | 157 | 123 | 195 | 139 |
| | Total number of PTHE students | 183 | 152 | 261 | 192 | 186 | 187 | 138 | 221 | 158 |

Measures

Appendix A

| College Outcome Agreement Impact Framework: Supporting Data | | | | | | | | | | |
|---|---|-------|-------|-------|----------------|-------|-------|-------|--------|-------|
| F | Number of students achieving an HNC/D qualification articulating to degree level courses | 0 | 38 | 39 | 47 | 47 | 38 | 40 | 38 | 35 |
| | Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing | 0 | 17 | 16 | 22 | 20 | 20 | 19 | 20 | 10 |
| | 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% | 52.6% | 28.6% |
| G | Total number of full-time FE college qualifiers (in confirmed destinations) | 615 | 583 | 517 | 499 | 460 | 374 | 439 | 450 | 360 |
| | Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying | 587 | 554 | 491 | 463 | 424 | 358 | 416 | 400 | 345 |
| | 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% | 94.8% | 88.9% | 95.8% |
| | Total number of full-time HE college qualifiers (in confirmed destinations) | 116 | 130 | 114 | 107 | 108 | 102 | 91 | 100 | 99 |
| | Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying | 107 | 123 | 100 | 106 | 101 | 95 | 88 | 100 | 90 |
| | 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% | 96.7% | 96.00% | 94.0% |
| H | Percentage of students overall satisfied with their college experience (SSES survey) | - | 93.7% | 94.7% | N/A - see note | 90.5% | - | 89.4% | 94.2% | 94.8% |

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

BORDERS COLLEGE



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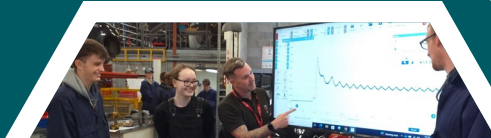
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Outcome Agreement between Borders College and the Scottish Funding Council for AY 2022-23

On behalf of Borders College

Signed: 

Print name: PETER SMITH

Position: Principal and CEO

Date: 30/03/2023

Signed: 

Print name: RAY MCEWAN

Position: Chair

Date: 30/03/2023

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023