

**Regional Outcome
Agreement
2022 - 2023**

“Transforming Lives”



Contents

1	Introduction	1
2	Strategic Priorities	2
3	Fair Access, Inclusion & Equality	3
4	High Quality Learning, Teaching & Support	6
5	Economic Recovery and Social Renewal	10

1 Introduction

Fife College looks forward to the new academic year and the exciting opportunities that lie ahead as we emerge from the challenges that covid brought over the past two years.

Thanks to the efforts of our students and staff, the College continues to go from strength to strength, with high levels of student and staff satisfaction. We continue to adapt and improve our portfolio and our delivery of learning and teaching, to meet the needs of our learners, our other stakeholders and the economy. Our relationships with schools, universities and businesses continue to grow, building great partnerships and opportunities that will serve us well into the future.

The last year continued to present us with challenges, but it also created many opportunities. Learning and working practices have changed for all. Our adaptability, agility and resilience has shone through, and I am extremely proud of how our students and staff have risen to the challenge. We are committed to learning lessons from the lockdown period so that it influences how we will learn and work in the future in a positive and fruitful way.

This Outcome Agreement (OA) for 2022-23 aligns to the more focussed set of priorities as outlined by Scottish Government and is also closely aligned to the College’s Annual Operating Plan for 2022-23.

This OA has been Equality Impact Assessed to ensure that it meets the needs of all our learners, staff and stakeholders.

1.1 Fife College: Vision, Mission & Values



2 Strategic Priorities

2.1 ROA Outcomes and Outputs

Priority Outcomes to be delivered by end of 2022/23	Priority Outputs to be delivered in AY 2022/23
<p>1. Ensuring Fair Access and successful transitional pathway opportunities for all into and out of college, providing learning opportunities to people from all ages, communities and backgrounds throughout their learner journey.</p>	1.1 We will continue to support those from the most deprived postcode areas (SIMD10), ensuring our credit delivery is in line with regional demand.
	1.2 We will carry out a regular review of support mechanisms in place to support equal opportunities for people of all ages and from all communities and backgrounds.
	1.3 We will increase the number and range of articulation/progression routes with partner universities throughout our curriculum, to support sustained destinations.
	1.4 We will continue to strengthen our relationships with schools and co-design innovative, integrated curriculum pathways for the senior phase.
<p>2. Providing Students with a high quality of learning and teaching, developing successful, ambitious and confident students who feel safe and supported during their learning and find it easy to participate and engage in their educational experience.</p>	2.1 We will continue to implement the Fife College Learning and Teaching Strategy supporting the development of engaging and high-quality learning experiences to ensure high retention and positive attainment.
	2.2 We will continue to implement the Fife College Digital Learning Strategy, investing in new ways of delivering our curriculum, integrating digital technology into our learning and teaching, equipping our learners with the choice, flexibility, capability, capacity and confidence to fully embrace a new way of working.
	2.3 We will increase meta-skills and cross disciplinary provision, including the roll out of digital and data skills across the portfolio, as well as upscaling online and blended learning closely aligned to our Digital Learning Strategy.
	2.4 We will have a strong emphasis on equality of opportunity, working assiduously to promote health and wellbeing, going the extra mile for all our students who need additional support.
	2.5 We will ensure that student needs are at the centre of all that we do through collaboration with the Fife College Student Association to ensure their voice is heard and influences the student experience.
<p>3. Deliver a high quality relevant, dynamic and flexible portfolio, aligned to the economic and industry needs, supporting the economic and social recovery, equipping students with the skills they need to flourish in to employment and further study.</p>	3.1 We will play a pivotal role in response to the economic recovery, with a focus on upskilling, reskilling and retraining opportunities, as well as adapting our portfolio working with businesses and key stakeholders to develop innovative and creative opportunities for all.
	3.2 We will shift the balance from full time to part time, fast tracking our delivery and using flexible delivery models to meet the needs of our economy, offering opportunities for all learners.
	3.3 We will continue to promote the FWDF by successfully supporting local businesses through training opportunities that address the skills gap and training needs by upskilling and reskilling their employees.
	3.4 We will use the resources available effectively for the benefit of the Fife and wider community by increasing participation and successful completion rates and positive destinations for all learners.
	3.5 We will increase our commercial offering to support the needs of public and private sector employers, working closely with our Faculties using evidence based labour market intelligence (LMI).
<p>4. Develop Innovative and Collaborative approaches which support coherent, sustainable provision, environmental change and a financially viable college which supports Scotland's recovery.</p>	4.1 We will have an increased focus on the innovation agenda, working in close partnership with regional and national partners, to support future skills development and enhance knowledge transfer opportunities.
	4.2 We will further develop the East Central Scotland Colleges Collaboration and the creation of the Arrol-Gibb Innovation Campus providing unique, exciting and innovative opportunities for all.
	4.3 We will work towards the Scotland Pledge of achieving net zero carbon emissions by 2045, particularly through the delivery of our new Climate Change Strategy and Net Zero Action Plan

3 Fair Access, Transitions, Inclusion & Equality

As a student-centred College, we are committed to investing in education with a strong emphasis on equality of opportunity, co-designing innovative integrated curriculum, developing seamless pathways through the learner journey, working assiduously to promote health and wellbeing, and going the extra mile for all our students who need additional support.

3.1 Developing the Young Workforce & School College Partnerships

The College's School College Partnership (SCP) team works closely with Fife Council, DYW Fife and Skills Development Scotland (SDS) to ensure curriculum offer meets the needs of young people and Regional Skills Assessments. The College continues to build and enhance our valued relationships with all 18 Fife secondary schools. New curriculum introduced includes lecturers and teachers co-creating and co-delivering the curriculum, in various modes including at school, in college and online. We are creating unique and exciting opportunities, influencing and guiding the most accessible pathways for pupils and being the learning place of choice. Our Senior Phase offering includes SCQF levels 4-6 Foundation Apprenticeships with clear progression into our HN routes of study at SCQF level 7.

In order to support and prepare school pupils for the transition to College, we work collaboratively with the schools to ensure seamless and effective transitions. This programme has had an online digital skills induction course enhanced with an accompanying health and wellbeing programme. In addition, improved pre-course information, including (virtual) open days, enhanced resources (e.g. case studies) and input to / from partner organisations (e.g. Schools, HEIs) provide supported transitions for learners.

In session 2021-22 over 1,250 school pupils enrolled on SCP programmes which had a measurable Qualification Aim. Additional activities and interventions were also run including the First Chances Fife programme which was co-designed and co-delivered in partnership with University of St Andrews. The programme engages annually with over 1,200 school pupils from P7 to S6. The pupils are nominated by their school based on the following criteria:

- No background of progression to HE in the family
- Residing in an area of socio-economic disadvantage
- Eligibility for free school meals
- Are looked after (or have been) as a result of a local authority order
- Poor academic achievement based on standardised assessment tests.

3.2 Articulation & HE Pathways

Our Curriculum Portfolio is designed across almost all the SCQF levels (from level 1 to 11) offering clear progression pathways (detailed on our website and prospectus), with all courses leading from/to employment or the next SCQF level of study. Clear entry requirements for each course support direct entry and progression for those with existing qualifications or relevant employment experience.

We continue with our commitment to develop and enhance strong partnerships and collaborations with colleges, universities and other key stakeholders, providing seamless pathways and unique opportunities for our students to progress through their learner journey to a positive destination. Aligned to the needs of the regional and wider economy where there is an increasing demand for a higher skilled workforce, we continue to have a focus on increasing the proportion of our portfolio that is dedicated to the provision of higher education.

Working closely with fifteen university partners, Fife College has agreed over 600 articulation routes to give full advanced standing for our HNC programmes into year 2 of a degree course and our HND programmes into year 3 of a degree course. All our HND programmes have at least one articulation route of advanced standing into a university degree course. Transition routes from College to degree courses have been incorporated in our joint articulation and [HE prospectus](#). We are active partners in the Regional Learner Passport Partnership working with other university and college partners on a website to help to make articulation routes more accessible. www.pathways.ac.uk was formally launched in July 2020 and we continue to work with this group to enhance the first version to increase the scope to include more routes. Our on-campus University awarded degrees/honours degrees provision in partnership with the Open University, Queen Margaret University and Abertay University, has expanded to include Childhood Practice and Childhood Studies degrees.

We work in collaboration with four university partners to support the SFC Additional Funded Places scheme and as a member of the Edinburgh & South East Scotland City Region Deal (ESESCRD) through our partnership with Heriot Watt University offer supported places for students progressing to degree from our HND Software Development course.

Aimed at mature students we offer several SWAP programmes at SCQF level 6 to support those returning to education and their subsequent successful transition to progress to higher education study at college and university.

Fife College is proud to be a SCQF Ambassador College and have Credit Transfer Recognition of Prior Learning documents within our Assessment processes.

3.3 Access & Inclusion

Fife College is committed to creating an inclusive curriculum and environment for all whilst supporting students to achieve their full potential.

As we move forward out of the pandemic, we have learned from this and developed a new measure of best practice, with students across all academic areas continuing to adopt a blended learning approach where possible.

These flexibilities have ensured that we can continue to allocate resources in the most efficient way. As the demand on inclusion services increases, we are able to ensure that a greater number of students are able to be supported over all campuses both in 1:1 and group settings.

We continue to focus on accessibility and ensuring that all students are able to actively participate in their learning. A comprehensive package of assistive technology training materials has been developed, that both students and staff can access at their own pace, to allow greater independence and equity in learning. Training has also been developed aimed specifically at accessibility and ensuring that all staff are aware of their obligations for this.

We have continued to offer appointments in a number of formats across the Student Experience Team including face-to-face, telephone and teams' appointments to ensure that we are able to meet the needs and preferences of almost all students.

3.4 SIMD

7.5% of Fife's population is in SIMD 10 areas. The proportion of Fife College learners from SIMD10 areas is 11%. The College will continue to foster participation from the region's more deprived communities.

3.5 Care Experience

Our [Corporate Parenting Plan 2021-2024](#), supported by our 2022-23 Care Experience Improvement Plan, aims to set out clear objectives to work towards, ensuring that our Corporate Parenting responsibilities are met, and care experience students receive the support they need to reach their full potential.

Since introducing our new Corporate Parenting Coordinator role, we have continued to see an increase in disclosures of care experience students. We have therefore increased and enhanced our support services and resources in order to ensure that access is available throughout the College.

Introducing early engagement and transitional programmes for our care experienced students has allowed us to build relationships earlier within the student journey, which is having a positive impact, reducing barriers and providing one point of contact for all queries. Summer workshops aimed at specific guidance for funding, has contributed to a reduction in late/incomplete care experienced bursary applications being submitted, which is expected to contribute to improved retention.

Digital resources have been, and continue to be, a priority with students being awarded or loaned devices to allow them to undertake all learning regardless of location. In collaboration with other support teams, we are ensuring that the right support is provided at the right time, including improved monitoring on attendance to support retention and positive outcomes.

3.6 Mental Health & Wellbeing

Supporting our students' and staff physical, mental, social and financial wellbeing remains an important priority at Fife College. The College has developed a Wellbeing Strategy, which is informed by the data and feedback received from our Employer Engagement and Remote Working surveys. Working collaboratively across all areas of the College, ensuring a common focus and understanding on promoting a culture of wellbeing, will be key to the success of this Strategy. The pandemic has led us to look at how we might work differently and how we can strengthen what we do to meet the broad needs of all our staff and students. Our comprehensive approach will deliver measurable improvements to the wellbeing of our people over the duration of our strategy and will contribute to our success.

The College has already invested in wellbeing specific roles. Our Health and Wellbeing Advisor, part funded by NHS Fife, is providing onsite student support and access to information and advice targeted to their physical, emotional and mental wellbeing, which is being complimented by the support of our Guidance team, providing broad-based support for students including aspects of wellbeing. The Health & Wellbeing Partner continues to lead on the delivery of our Wellbeing Strategy, building on existing practice and lead on the development and implementation of a health and wellbeing programme for colleagues across the College.

The Covid-19 pandemic increased the focus on the importance of safeguarding the mental health and wellbeing of all students. We adjusted our services, increasing our online presence and using the additional funding support, we have ensured there is a variety of mechanisms in place to continue providing an accessible and comprehensive support package for all.

4 High Quality Learning, Teaching & Support

Fife College has shown significant improvements across a range of our KPIs in recent years, and we are committed to developing successful students ready to progress through an inspirational and high-quality learning experience, with digital technology integrated into our delivery, equipping our learners and staff with the choice, flexibility, capability, capacity and confidence to fully embrace a new way of working and learning.

4.1 Quality Assurance

Academic and Professional Services colleagues collectively collaborate on an online integrated self-evaluation process that ensures a positive impact on learner success and achievement. In addition, the Colleges self-evaluation process includes student representation, external stakeholder input and analysis of course performance. Our Quality Assurance arrangements are aligned to HGIOC (How Good is Our College) and student representation takes forward best practice identified by SPARQS. We continue to gather feedback on key processes and activities throughout the college, including our learning surveys to inform our improvement action planning.

Quality arrangements support staff to focus on cause and effect to enhance the learner experience and plan for improvement that affects recruitment, retention, achievement and progression. Quality Enhancement is achieved through action planning as part of our self-evaluation process and the College course review system which applies a Red/Amber/Green (RAG) rating to courses. The RAG rating of courses occurs both in-year and the following session once all PI data is agreed between the College and SFC. This process is used to support the review of programmes, inform change and contribute to further enhancing our curriculum portfolio. Through all of this, our enhanced PI dashboards are supporting this process.

Education Scotland published our Progress Visit report in January 2022 and concluded “the college is making satisfactory progress and the college’s quality improvement and enhancement processes are identifying and addressing appropriately issues arising from the pandemic”.

We are collaborating with colleagues and unions to extend our Observation of Learning process and the GTCS registration of our academic colleagues.

It is evident that COVID-19 continues to negatively impact our KPIs, however we are committed in developing successful students ready to progress through an inspirational and high-quality learning experience.

4.2 Retention, Attainment, Progression and Satisfaction

4.2.1 Retention

As detailed in the OA Self-Evaluation report, student retention has been affected considerably by the pandemic, with on campus delivery requirements severely hampered across the session and student changed personal circumstances impacting on the learning opportunities. Despite enhanced technology and delivery models, full-time students unable to access campus facilities have found it challenging to remain on course, particularly at FE level. Part-time retention rates, while also affected, have remained more stable.

4.2.2 Attainment

The blended learning approaches adopted the previous year, together with the extensive level of support provided by the College has resulted in an improved performance for FTFE students compared to 2020-21. FTHE student attainment has suffered from the prolonged lack of campus access. Part-time attainment, while also impacted, remains good. Digital equipment, digital upskilling and the use of specialist software or online platforms for students and staff is continuing to support more flexible access to learning and successful completion. Services to support learning remain available on a hybrid model of face-to-face, telephone or online appointments with agile working patterns adopted by most teams and supported through space, processes and systems adaptations and improvements. Regular monitoring based on student and staff feedback and a coordinated communication strategy allow for responsive and dynamic planning arrangements.

As described the continuing Covid-19 pandemic impacted student attainment in 2021-22. The extremely low number of deferred students, despite very limiting and ongoing restrictions across large parts of the academic session is evidence of how effectively the College has developed its capacity and associate capability to successfully deliver blended learning approaches, including within services to support students

4.2.3 Progression

The College's positive destination PIs continue to improve showing that 93.4% of our successful full-time students in 2020-21 went on to positive destinations, up 3.2% from 2019-20. This is higher than the last published sector average at 83.7%, based on all surveyed students. The College continues to have one of the highest response rates, with only 3% unconfirmed, in comparison to the last published sector average at 11%. Further analysis and reporting will take place once the College Leaver Destinations publication and dashboard become available mid-December.

To support our students' journey, pre-exit guidance is provided in several formats and includes planned sessions and online resources including: university visits/talks; UCAS resource portal; HE and Degree Pathways Guide; Employability Team working with session on job applications, interview techniques presentation skills etc.; Employer talks.

4.2.4 Student Satisfaction & Engagement

The College is well recognised for the robust feedback we gather from our students. The level of response to our surveys (66%) and positive feedback received in terms of student satisfaction (90%) highlight the importance we give to the student voice to support and implement improvements that will enhance the student experience. We continue to work closely with our Student Association to gather and review feedback to ensure that different methods and opportunities are available to support the student voice.

Our professional services teams work collaboratively with academic colleagues and external partners to ensure robust early interventions and identification of students requiring specific/tailored support. The pro-active monitoring of student engagement enables additional support offered to our students, to encourage sustained participation and re-engagement, in conjunction with services offered by Inclusion, Guidance and external partners.

The ongoing restrictions over the past two academic sessions and the cumulative impact of learning loss and/or changed individual circumstances have been a challenge. The College is now optimising lessons learned from the pandemic to ensure increased flexibility in the delivery and assessment of the portfolio (as permitted by the awarding bodies and SFC) with a view to maximising engagement and successful completion for our varied student groups.

4.4 Digital/Blended Learning

Fife College's new Learning Strategy, currently being developed, provides a framework which takes a fresh approach to digital and blended learning. It embraces the lessons learned during the recent pandemic and recognises the changes in demands and opportunities of a digitally enabled world. It is underpinned by four key strategic aims; Inspired Learning, Connected Learning, Transformative Learning and Sustainable Learning, and links closely with, and is supported by, the new Digital Strategy which is currently being developed, and its design principles to be enabling, inclusive, innovative, data-driven and sustainable in digital and blended learning.

In taking a learner-centred approach to digital and blended learning, the strategy sets out to ensure we provide personalisation in learning to support inclusiveness and accessibility, alongside ensuring we incorporate connected modes of delivery, technology and learning environments. It also aims to encourage our learners to be self-directing and foster a sense of connectedness throughout digital and blended learning.

The design and delivery of our learning resources are evolving through the creation of high quality, accessible, interactive materials using rapid development tools, with the ability to deliver on any device at any time.

Dedicated learning and innovation spaces to allow the adoption of innovative practice in digital learning and teaching amongst staff and learners are being utilised and Digital Champions are supporting the development of new approaches including gamification in learning. An online Digital Readiness site is in use to support learners in the successful use of digital and blended learning throughout their course of study.

4.4 Staff Skills

We are committed to supporting our people in their own professional development, career progression and opportunities which will support a more adaptable, flexible and sustainable workforce. Digital skills is an integral part of how we live and work and with the shift to a hybrid learning and working model, we will equip our staff with the necessary skills, tools and confidence they need in order to learn and work anytime, anywhere. We are utilising the College Development Network's (CDN's) Baseline Digital Capabilities framework to inform our digital upskilling programme, and will continue to use the JISC Discovery Tool, and also provide sessions, both face-to-face and online, in groups and one to one to support staff to develop these skills.

Our People Development team support this commitment and we have a "My Learning" online resource, which we continue to enhance in order to support our colleagues in their own professional development. We have further improved our Professional Development Review (PDR) process, encouraging colleagues to view this as a supportive tool throughout the year, in order to support engagement, opportunity and development. We have adopted the assignment of mentors to new college staff, to support and enhance their experience along with a new onboarding process. We have a coaching programme with another college to assist staff with problem solving, developing skills and accomplishing goals and we are also creating an in-house coaching team to widen the offer.

Through our change improvement agenda, we continue to optimise our key business processes, and maximise the exploitation of digital technologies, skills, techniques and approaches to deliver a fit-for-purpose student and staff experience across all areas of the curriculum and the College. To help support this, and to address any skills shortages in this area, the Business Transformation and People Development Teams are currently developing 'The Change Academy'. This is a coordinated training initiative that will develop and broaden

Change and Project Management competency amongst existing staff to support the College's improvement agenda and staff development ambitions. Alongside this, the People Development Team are currently developing a 'Leadership Development Programme' which aims to develop the skills required to be effective in a leadership role. The programme will consist of a broad range of topics that will support colleagues, principally in front-line and operational leadership roles, to motivate, manage and effectively engage with members of their team.

The [Fair Work Convention](#) is fundamental in everything that we do, and work is ongoing to ensure that we are adhering to the fair work dimensions that offers individuals an effective voice, opportunity, security, fulfilment and respect. Current areas of focus include:

- Revision of College Policies and Procedures (Opportunity) – this will enhance accessibility, clarity and flexibility in a framework of fairness and transparency, and ensure staff and managers understand their conditions and entitlements.
- Staff Survey (Effective Voice) – we have recently undertaken an employee engagement survey which forms one of the key information sets for determining how staff feel about the culture of the College and its impact on their ability to perform, their connectedness and engagement levels, as well as their work life balance. As the longitudinal analysis develops from the results and comparisons with the previous survey results, improvement action plans will be developed at College/Directorate levels.
- Health and Wellbeing (Respect) – we have recently introduced a new revised Wellbeing Strategy and have a newly formed Health, Safety and Wellbeing Committee, with the key aim of the Group ensuring wellbeing activity is meeting the current needs of everyone with plans based on real time feedback.

4.5 Student Voice

We continue to work in partnership with the Fife College Students Association (FCSA) to ensure that we put students at the centre of everything that we do. We are committed to provide the resource and encourage the FCSA to play a full and active role in every aspect of College life, as well as listening to the FCSA as a respected voice of the student community, to support and enhance the quality of the student experience.

The College has a Memorandum of Understanding with the FCSA outlining our shared approach to partnership working and making excellent progress in implementing the SA Framework. The work of the FCSA continues to be recognised by key sector organisations, national award schemes and the Scottish Government as sector leading and innovative.

Student Engagement is a strategic priority of the FCSA and they engage closely and meaningfully with their membership, undertaking a substantial cycle of research and outreach activities, which benefit both the FCSA and the College. The FCSA also developed and utilise a Student Engagement Tracker to improve our monitoring, communication and resolution of student issues.

To help support students academically and socially throughout the pandemic, the FCSA established a Digital Office via Microsoft Teams. Following the successful introduction of the Digital Office, and in-line with feedback from our students, the FCSA launched their Digital Campus in Summer 2021. This new campus gives students greater control and flexibility over the functions of the FCSA they want to engage with i.e. Representation Office, Health Hub, Information Desk, Exhibition Centre and Societies and Events channel.

As we move on from the pandemic new opportunities have signified the need to review and introduce new ways of student engagement, whilst offering a service that is accessible and readily available. One such development is the FCSA Class Rep Training which is hosted online and offers all students accessible training to ensure they understand and can succeed in their roles as Class Representatives.

5 Economic Recovery and Social Renewal

Our Portfolio offering, partnerships and collaborations are key to our success, as well as the central role we play in economic recovery and social renewal. We are committed to meet the needs of the economy and industry, equipping our students with the skills they need to make a positive contribution to our economy and society.

5.1 Curriculum Offering

In line with the National Strategy for Economic Transformation, we strive to support economic prosperity to the benefit of all our students. Our Curriculum Planning is based on the use of robust Labour Market Information, including the use of Lightcast and the SDS Data Matrix, to shape what we do. We are working in close partnership with key stakeholders and businesses in Fife and beyond to inform our offering, tailor our portfolio and adapt our delivery models to meet economic demand, including upskilling/reskilling. We are prioritising accessibility, relevance and personalisation, equipping our learners to engage with high quality lifelong learning that will allow them to flourish and the economy to prosper.

There remains an increasing focus on adult returners and related demand for part-time study, considering upskilling and reskilling needs. Regular review and re-balancing of the portfolio offer is taking full account of these factors to ensure sufficient access opportunities at entry level and to include more flexible delivery modes as evidenced by our continued offering of short courses, including skills boosts and other tailored opportunities.

The [Regional Skills Assessment](#) shows that the replacement demand for the 2022-2025 period remains pre-dominant with 19,000 job openings forecast against 1,900 job openings for expansion demand. 51% of these roles will require qualifications at SCQF levels 7-10, whilst 19% will be at SCQF level 5, all of which is in line with Scotland. There is a clear requirement for SCQF level 7 and above, which reflects a demand for professional occupations, however provision at lower SCQF levels will be needed for some occupations. Of the total job openings in Fife, 11,000 of these are concentrated to Wholesale and Retail Trade (4,200), Human Health and Social Work (2,500), Transportation and Storage (2,200) and Education (2,100). The College will continue to monitor the needs of the Fife region and will make adjustments to the curriculum portfolio, where necessary, to meet the demand.

Fife College's strategic planning and curriculum alignment are linked to the priorities and key sectors identified by Fife's Economic Strategy 2017-2027. In conjunction with this plan, a three-year review of the strategy, Recovery and Renewal Plan4Fife 2021-24, has been developed, not only to speed up the delivery of these ambitions, but to re-evaluate and change how the partners work, deliver and collaborate, which has been highlighted by the pandemic. The priorities focus on supporting Fife's economy, tackling poverty and preventing crisis, and addressing the climate emergency. The College is working in partnership with Fife Council and the many stakeholders to realise the overall vision and in particular the two themes "Opportunities for All" and "Inclusive Growth and Jobs".

The College is represented on all main regional partnership groups including: Fife Partnership Board, Recovery & Renewal Leadership Group, Leading Economic Recovery Delivery Board, Addressing Climate Change Delivery Board, Community Wealth Building Support Delivery Board, Fife Partnership Executive Group, Opportunities Fife, DYW Fife Board, No One Left

Behind Strategic Oversight Group, Foundation Apprenticeship Oversight Group and School College Partnership Strategy Group. Fife College is committed to, supports and actively participates in the developments in the City Region Deals for the Edinburgh and the SE of Scotland Region and for the Tay Cities Region.

5.2 Work Ready Graduates

We are rapidly increasing the portfolio of work-based courses we deliver (e.g. MAs, SVQs) to support growth sectors and increased labour market demands. A large number of mandatory and non-mandatory work placements are in place across the portfolio where relevant and available to allow students to apply knowledge and skills in readiness for employment. Where this is not yet available, simulated work environments are used (e.g. Care, Travel and Tourism, Hospitality, Construction) to ensure that students are prepared for the world of work. Similarly, externally commissioned projects (e.g. Digital Media, Computing Technologies, Furniture, and Engineering) and specialist collaboration (e.g. Laidlaw Music Centre with the University of St Andrews) continue to form, part of the learning, teaching and assessment process to ensure that professional standards are met. These partnerships also offer employment routes to our students. Volunteering options are available to students as an additional opportunity to engage with the world of work. The College is continuing to actively support national schemes as they become live (e.g. linked to Young Person Guarantee).

Employability and Enterprise skills are an increasing element in programme frameworks with an emphasis on project or work-based approaches and meta skills such as team working or confidence building contextualised to the industry sectors. Career Education Information and Guidance standards are mapped to the curriculum design and delivery. Professional services, business development and academic teams work together closely to provide and develop the skills and knowledge required to support resilience and transitions to employment.

Meta skills aligned to learners' chosen career path and reflective of evolving business practices are developed as part of the student experience. Digital and data skills feature across the portfolio with data science and data citizenship units and an ongoing review of course design supporting a contextualised approach for the various industry sectors.

Fife College use a variety of resources and tools to support career information including career coach open to all applicants and students. The Employability team work in collaboration with SDS, including active participation in the implementation of the new career framework, to ensure support and learning of career options is delivered. The employability team are allocated to specific Faculties to ensure employability is embedded within programmes delivery. Where specific career information is required the SDS Advisors based within the college operate an appointment system where required.

5.3 Industry Partnerships

5.3.1 Employer Engagement

It is vital that the College continues to develop strong employer relationships to ensure that the College portfolio is fit for purpose for both current and future workforce requirements. Working closely with industry and sectoral bodies and utilising labour market intelligence (Regional Skills Investment Plans, SIPs, City Deals), the College ensures that it is well positioned to respond to current and future demands for both full time, part time and apprenticeship training provision.

The College is currently developing a Commercial and Business Engagement Strategy, which will be launched later this year, replacing both the Employer Engagement and Commercial Strategies. The new strategy will support inclusive growth, encourage investment in business

infrastructure, foster a culture of innovation and enterprise, and improve business growth within the economy. The Strategy will also provide a framework for the College to maintain and enhance existing, and generate new income streams to support the overall financial sustainability of the College.

Close engagement between the College and employers has been imperative in defining their training needs. As a result of Covid-19, the College has adopted different delivery models for employers and their workforce. The pandemic has also significantly shifted the skills needs of businesses and exposed new critically important areas of employee development e.g., managing teams remotely, hybrid working models, IT skills and wellbeing. Demand for in-person training has now returned and we are offering delivery models to suit the needs of our clients. Through close engagement with businesses, the College has been responsive to this changing demand and offered training solutions within a delivery framework that matches expectations. Within the academic year 2021-22 Fife College supported the training of 418 different employers.

The Flexible Workforce Development Fund (FWDF) continues to be well-regarded by employers and enables them to support their staff training and development. Recognising that the College has significantly enhanced its commercial training provision and delivery models, and in an effort to simplify the offer to employers, a [Fife College Commercial Course Guide](#) has been developed. Fife College reviews its commercial portfolio throughout the year, ensuring that the course offering available meets the needs of employers. This gives businesses a clear understanding of the types of training and development available at Fife College and acts as the Launchpad for further engagement on their specific skill requirements.

The Business Development Team maintains regular communication with employers and continues to work closely with employers to ensure they understand the funding and grants available to them to support them during these challenging economic times. There are a number of programmes being supported through the College network of Stakeholders and Employers which include:

- FWDF
- SME FWDF
- Apprenticeship Family (Foundation, Modern and Graduate)
- National Transition Training Fund
- Young Persons Guarantee
- Skills Boost
- Adopt an Apprentice
- PACE Partnership

5.3.2 Modern Apprenticeships

Fife College's MA contract, annually worth just over £1.1 million in SDS funding, has continued to grow despite the significant challenges of Covid-19. During 2021-22, Fife College recruited 392 new MAs, which represented the highest number since 2015-16. An ambitious target of 392 new starts has been set for 2022-23, and we are currently projecting an overachievement of this target.

The College currently supports 961 MAs from 382 employers on our SDS contract in the following sectors: Engineering, Construction, Life Sciences, Business Administration, Food Operations, Care, Management, Creative, Science, Hospitality and Hairdressing, Healthcare Support, Logistics and Supply Chain, Spirits Operation, and Information Technology.

In addition to our SDS MA contract we support the training of over 300 MAs on behalf of a number of key clients on a sub-contracted basis which means that, in total, we have approximately 1,260 MAs undertaking 22 MA Frameworks. The total figure does not include individuals who are undertaking SVQ work-based qualifications in areas such as Construction, Social Services and Healthcare.

5.4 Collaboration and Innovation

We are excited to be at the forefront of several major collaborative and innovative projects which will support economic and social recovery, offering a more coherent and sustainable form of delivery as well as practical support and hope to individuals and businesses adversely impacted by the pandemic.

5.4.1 Collaboration

Arrol-Gibb Innovation Campus

In collaboration with Babcock International, Fife Council, the Universities of Edinburgh and Strathclyde, along with NMIS (National Manufacturing Institute Scotland) and SMAS (the Scottish Manufacturing Advisory Service), Fife College are developing the Arrol-Gibb Innovation Campus (AGIC) which consists of a number of innovative projects that will forge a new era for advanced, heavy and large-scale industry in Scotland and the UK supporting economic growth.

Babcock and Fife College are working in partnership to deliver the Production Support Operator (PSO) skills initiative, providing training and jobs for 300 workers through to October 2023. A senior leadership steering group has been formed between the College and Babcock to leverage the existing work on the PSO program and establish appropriate upskilling and reskilling programs to respond to future skills requirements to support production and advanced manufacturing capability.

The Fastblade facility at Rosyth, which is the world's first test facility that uses regenerative hydraulic technology to offer high-quality, low-cost fatigue testing of tidal blades and other composites structures for research and product development, opened in May 2022. Within the facility there is a digital skills training area for Knowledge transfer and collaborative activity. Fife College students will have the opportunity to visit the facility and there is a short work placement opportunity also available in addition to collaborative student lead projects.

Recently acquired and now located at Rosyth we have a GE Arcam A2 additive manufacturing machine in collaboration with University of Edinburgh, Napier University and Babcock International. This has the capability to print titanium components to aerospace specification and complexities where traditional manufacturing would not be possible. This is due to be commissioned in early 2023 having been impacted by post-covid supply chain issues, and marketed through Edinburgh Innovations with accessibility made available to SME's for production along with internal projects and research.

The role of AGIC has already been successfully showcased this year by Scottish Development International who utilised the site as a key case study location during Edinburgh World Forum for the Foreign Direct Investment Summit. The Forth Green Freeport Bid submitted in June 2022 also identified AGIC as a central component in ensuring the sustainable reindustrialisation of the Forth and in supporting the realisation of the advanced manufacturing sector which is likely to contribute an estimated £162Billion to the UK economy. A response to the UK Governments Innovation Launchpad program was submitted in November 2022, which if successful, could mean that up to £7.5M of supportive investment is made available by Innovate UK, part of UK Research and Innovation.

East Central Scotland Colleges Collaboration

The East Central Scotland Colleges Collaboration developed during the pandemic is forming the basis for new conversations and collaborations within the Coherence Review. Fife College is continuing to work collaboratively with SFC, SDS, CDN and partner colleges and/or universities across the sector to support a coherent and more effective approach for tertiary education. Local, regional and cross regions partnerships are informing an increase in the provision of targeted courses and jointly delivered awards to support upskilling and reskilling (e.g. Pharmacy Services programmes or NHS Fife driven courses). Partnership with Fife Economic Development Department, NHS Fife, the Chamber of Commerce, the Regional DYW Board and with local industry partners is informing in year portfolio developments within a fast-evolving employment market.

Fife College Regional Community Wealth Building Board

Fife College also plays an active role in the Fife Council Regional Community Wealth Building Board, as part of the 3-year Recovery & Renewal Plan4Fife. This is supporting greater collaboration with Fife stakeholders, which will contribute to greater coherence and sustainability, to support the development of and investment in the local community.

5.4.2 Innovation

Innovation and creativity are a key feature across the College activity. All Academic Faculties, our Education and Skills Scottish Prison Service, Student Experience and Digital Learning teams are engaged in a variety of innovative projects and collaborative ventures, which we report to our Board of Governors on a quarterly basis. Opportunities to deliver learning and teaching in new ways are explored as part of our continuous improvement drive and supported by increased external partnerships to ensure that our students experience inspiring, connected and sustainable learning on their learning journey.

As the College embeds new practices aligned to the changing socio-economic needs and demands post pandemic, we are placing on increased focus on sharing good practice, increasing knowledge exchange and fostering a culture of enhancement throughout our spheres of activity.

Innovative practice is focused inwards and outwards, reflecting the College's drive to offer a purpose driven, accessible, sustainable and effective education and training portfolio.

Some key highlights and/or projects are summarised below:

- The College is in the final stage of discussions with the University of St Andrews regarding a partnership model for their Laidlaw Music Centre, which is a purpose-built state of the art music performance space. The University are keen to work with our sound and media production staff and students to record and live stream performances from the centre.
- In collaboration with Babcock, the Faculty of Engineering, Science, Technology and Built Environment have developed a new STEM activity for school events. Speedy STEM events cover all aspects of the curriculum with the addition of robot/cobot activities. Bite sized chunks of Engineering, Construction/Built Environment, Sustainability and Life Science activities and Maths challenges will engage young learners on STEM pathways.
- Fife College is currently running a pilot with Fife Council to deliver Barista Training, Food Hygiene, Health and Safety and Entrepreneurship to school children using our Food Truck.

- A new fully online course, The Youth Work Data, is being developed, and is the first of its kind in the UK. Funding was secured from The Datalab to support Fife College to work in Partnership with YouthLink on the development.
- The College's new student-run restaurant, The Academy, has been shortlisted for a Learning Spaces Scotland award. The new learning space, designed by students, gives learners in the culinary arts and hospitality department an inspiring place to learn, whilst also ensuring their learning experience is as close to real life as possible.

5.5 Climate Emergency

Fife College is continuing to work with the Scottish Government and 'the Sustainable Scotland Network' in line with the '[Public Sector Leadership on the Global Climate Emergency](#) report', which provides advice for public bodies on robust, consistent and comprehensive carbon management, and information on the resources available to support them.

At Fife College, we are already taking action to reduce emissions, including constructing the first net zero college /building in Scotland with our new Dunfermline Campus plans, and ongoing work to curb emissions from our existing estate, fleet, procurement, and general day-to-day operations.

To emphasize the importance of Sustainability and Net Zero, the College has invested significant resource in this area by increasing the FTE within the Sustainability Team, which shows our future commitment to achieving our targets.

The College is continuing to seek funding from the Green Public Sector Estate Decarbonisation Fund and any other fund that becomes available to support our efforts in achieving net zero with our existing estate. Previous funds have already been used to support LED lighting replacements across all sites and two feasibility studies. The first study is for pre-capital heat pumps in Kirkcaldy and the second study pre-capital for solar PV in Glenrothes, both of which are under further review following feedback from the funders.

With support of additional funds for the Dunfermline Learning Campus to achieve Net Zero, as well as other government initiatives, we have now developed and approved through the College board a new [Climate Change Strategy](#) and [Net Zero Action Plan](#) and an associated carbon management plan, which will include exploring different solutions. Our ambition is still to be the first FE/HE institution to achieve net zero across all buildings.

Fife College is committed to becoming a low carbon and sustainable organisation and to playing an active role in delivering positive climate change outcomes. Fife College has reduced our carbon footprint by 49% by the end of the 2021-22 academic year compared with a 2013-14 baseline, to a total of 2,732 tCO₂.

Fife College continues to be proactive in local and national initiatives and is represented on all main partnership groups, including chairing the Fife Environmental Partnership Group, Environmental Association of Universities and Colleges (Scotland), and the Sustainable Scotland Network (Scotland Public Bodies).

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2022-23
A Credits Delivered (Core)	134,743	129,764	130,428	130,921	130,437	130,551	130,841	129,983
Credits Delivered (ESF)	0	3,513	2,876	2,907	2,589	2,704	2,520	0
Credits Delivered (Core + ESF)	134,743	133,277	133,304	133,827	133,026	133,255	133,361	131,782
B Volume of Credits Delivered to 10% most deprived postcode areas	10,890	11,207	11,486	14,833	15,052	15,413	14,234	15,155
Proportion of Credits delivered to 10% most deprived postcode areas	8.1%	8.4%	8.6%	11.1%	11.3%	11.6%	10.7%	11.5%
C Volume of credits delivered to care-experienced learners	0	80	36	1,256	3,170	6,481	7,558	6,589
Proportion of credits delivered to care-experienced learners	0.0%	0.1%	0.0%	0.9%	2.4%	4.9%	5.7%	5.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	43	17	183	134	176	258	392	500
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	60.7%	62.0%	57.4%	59.1%	57.9%	62.2%	52.7%	60.0%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,727	2,515	2,168	2,081	2,045	2,300	1,791	2,119
Total number of FTFE students	4,490	4,059	3,778	3,523	3,529	3,698	3,398	3,532
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	65.1%	73.7%	69.6%	74.8%	84.4%	81.3%	83.5%	81.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	4,867	3,371	3,030	3,817	5,417	4,076	4,986	5,033
Total number of PTFE students	7,475	4,573	4,355	5,101	6,419	5,013	5,974	6,213
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	67.9%	69.8%	68.1%	66.8%	67.6%	70.0%	67.4%	64.5%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,700	1,692	1,555	1,563	1,516	1,554	1,471	1,116
Total number of FTHE students	2,504	2,425	2,284	2,340	2,242	2,221	2,181	1,731
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	77.8%	86.7%	67.5%	78.6%	86.3%	83.7%	80.8%	84.0%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,224	1,111	714	1,057	1,159	901	891	924
Total number of PTHE students	1,574	1,281	1,048	1,345	1,343	1,077	1,103	1,100
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	397	372	334	344	323	346	335
Number of students achieving an HNC/D qualification articulating to degree level courses with	0	178	164	162	164	171	189	175
Proportion of students achieving an HNC/D qualification articulating to degree level courses with	-	44.8%	44.1%	48.5%	47.7%	52.9%	54.6%	52.2%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,179	2,150	1,829	2,116	1,987	1,824	1,670	2,059
Number of full-time FE college qualifiers in work, training or further study 3-6 months after	2,122	1,942	1,774	2,000	1,871	1,689	1,609	1,987
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after	97.4%	90.3%	97.0%	94.5%	94.2%	92.6%	96.3%	96.5%
Total number of full-time HE college qualifiers (in confirmed destinations)	830	825	580	1,094	1,177	1,164	1,260	1,050
Number of full-time HE college qualifiers in work, training or further study 3-6 months after	802	740	556	1,047	1,093	1,087	1,215	1,018
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after	96.6%	89.7%	95.9%	95.7%	92.9%	93.4%	96.4%	97.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	88.4%	79.7%	90.0%	94.0%	94.0%	84.8%	91.0%

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



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

On behalf of Fife College:

Signed:

Signed (Digitally)

Print name: James Elliot Metcalfe (Jim)

Position: Principal and Chief Executive

Date: 28/04/2023

Signed:

Print name: David C Watt

Position: Chair

Date: 28/04/2023

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023