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REGIONAL BOARD REPORT

Subject: Regional Outcome Agreement	**Purpose:** **For Approval** ☒ **For Discussion** ☐ **For Information** ☐
Prepared by: David Killean Vice Principal	**Date:** 27 April 2017

Purpose: To present the current draft of the Regional Outcome Agreement (ROA) 2016/17 to the Board and seek approval to sign off on the Agreement with SFC.

Executive Summary:

The College draft ROA has yet to be approved by SFC however I have worked closely with our Outcome Agreement Manager since the first draft submission and have assurance that it is now in the final stages of sign off and it is highly unlikely that there will be any further significant changes to the SFC offer.

The Outcomes within the agreement have not changed since the first draft of the ROA was presented to the Regional Board in December 2016. There have been adjustments in some fine detail within the text but the substance of the agreement remains the same. However, there is significant change to the amount of activity the SFC is prepared to fund compared with our request made in the December submission.

The Regional Board had requested growth in activity for 2017/18 in their submission. SFC is unable to offer the Region growth at present, offering an overall package of **25095** credits. This is the same credit target as the previous year. We have been offered **£7,651,806** core teaching funding and European funding for this activity. Inclusive within this is a 1.8% increase to the teaching grant.

The SFC have also provided student support of **£1,986,505** which is a 6% reduction but should be sufficient to meet the demand for bursaries, travel and childcare based on past demand and the planned intake of full and part time students.

The College has adjusted its curriculum plan to take account of the lower offer. If, as in the previous year, there is an offer to increase our credit target from the SFC, then we will need to consider our capacity and the unmet demand available and, if accepting the increase, respond by increasing activity quickly in-year.

Recommendation:

To accept the offer from SFC and sign off the agreement (unless there are any significant changes by SFC to the current draft).

Previous Committee Approvals:

Draft 1 approved by Board December 2016

For publication ☒	**For publication with redactions** ☐	**Not for publication** ☐

Signed:

Author **Principal**

BORDERS COLLEGE

Working Together

Scottish Borders

Regional Outcome Agreement

Second Draft

2017/2018

POSITIVE ABOUT DISABLED PEOPLE

LGBT CHARTER

Scottish Funding Council Outcome Agreement 2017/18

College region: **Scottish Borders**

College regional grouping: **Borders College**

Funding

College region **Scottish Borders** will receive **£7,492,201** core teaching funding, and **£304,288** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2017/18 to plan and deliver **24,521** credits worth of further and higher education in the Region. Core Student Support funding for 2017/18 is **£1,986,505**.

In addition, the college region will receive **£159,605** in European Social Fund (ESF) grant through the SFC to deliver **574** further credits to eligible learners.

The total credit target for 2017/18 is therefore **25,095**.

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

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

Priority Outcome One: Learners from the Scottish Borders will benefit from more coherent schools\FE\HE vocational pathways.

This will be achieved through an understanding of the economic needs of the region and the demand for education and training from its people informing the College's curriculum plan. Consultation and collaboration with employers will ensure that the curriculum is designed to allow students to experience work and develop the skills at each Scottish Credit and Qualifications Framework (SCQF) level to improve their employability thus creating clear and relevant vocational pathways.

Closer collaboration with both local schools and universities will look to remove repetition and improve the articulation between institutions. In particular, the College will expand the number of access and vocational programmes available to senior phase pupils in partnership with all nine secondary schools, introducing foundation apprenticeships as part of its continuing response to the national strategy for

Developing the Young Workforce. It will ensure that its curriculum offers opportunities to its students to progress with advanced standing through agreement with the universities and create a wider range of progression opportunities to HE programmes at Edinburgh College.

Linked to: **SFC Priority Outcomes 2017/18 –** A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.

Priority Outcome Two: More learners from disadvantaged backgrounds accessing learning and achieving nationally recognised awards.

This will be achieved through the delivery of an adaptive, inclusive and accessible curriculum portfolio which meets the needs of individuals and employers, preparing individuals for employment or progression and supporting regional economic growth.

The monitoring of access and progress will be enhanced to ensure that no group with a protected characteristic, care leavers, young carers or people from the most disadvantaged backgrounds are under-represented within our student population; if this becomes the case corrective action will be taken where possible. In particular, there will be a focus on correcting gender imbalance in vocational areas that are either predominantly male or female through the creation of and implementation of an action plan with the schools, community planning partners and employers. The focus for 2017/18 to address gender imbalance will be on hairdressing, engineering, construction skills and childcare & education.

Learners with profound and complex needs will be supported to improve their life skills, independence and opportunities for employment.

Linked to**: SFC Priority Outcome 2017/18** – A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

Priority Outcome Three: Improved life chances for young people and adults in the Scottish Borders.

This will be achieved by providing a broad curriculum informed by the demand from learners, the needs of local employers and the requirements of national initiatives such as *Opportunities for All* and *Developing the Young Workforce*. There has been a focus through Outcome Agreement negotiations on meeting the unmet demand for full time places from young people and as a consequence the College has received growth from SFC in recent years. The focus now turns to improving all students' opportunities to succeed now that we have sufficient places available to offer a more inclusive approach to student recruitment. We will do this by having a broad access level curriculum, clear vocational pathways informed by the economic and business needs of our region and targeted support for students through our access and inclusion strategy.

Linked to: **SFC Priority Outcome 2017/18 –** A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds**.**

Priority Outcome Four: A greater proportion of Borders College learners achieving nationally recognised qualifications and progressing into positive destinations of higher level study or employment.

This will be achieved through the provision of nationally recognised qualifications, access to work experience to develop employability skills and through support to learners to enable them to become effective contributors personally, socially and economically.

A relentless focus on improving our high learner success rates will continue, with a particular attention on groups that face additional barriers to success, including those with mental health issues, sensory impairment, care experienced, young carers and those from the 10% most deprived postcode areas. We will ensure that increasing numbers of learners take the opportunity to progress to the highest Scottish Credit and Qualifications Framework (SCQF) level in their vocational area of study through a well-planned curriculum with good progression routes to other institutions.

The College will continue to monitor learner destinations once they leave college and demonstrate the positive impact college education has had on their employment or future study prospects.

Student satisfaction and views on the quality of the curriculum and its delivery will be an important consideration in ensuring that the College meets their needs and

expectations.

Linked to: **SFC Priority Outcomes 2017/18 –** An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

Priority Outcome Five: Contribute to an increase in regional economic growth and prosperity.

This will be achieved through joint planning and close collaboration with Community Planning Partners and employers. This means contributing to the *Scottish Borders Economic Strategy 2023,* in particular its strategic aim of *developing the workforce of the future* by increasing the number of Borders College learners moving into local employment, raising the skills levels of individuals employed in the workplace and meeting the human resource needs of employers across a wide range of SME's and key local businesses.

There will be a focus on specific employment sectors including early education, health and social care, engineering, tourism, construction, creative industries, land-based industries and food and drink. A continuing focus on STEM by the College in designing its curriculum will ensure that it is well placed to support local engineering and digital technology businesses.

We recognise that a small but significant proportion of people leaving college look to establish their own businesses and we will support them in their preparation for that endeavour.

Linked to: **SFC Priority Outcomes 2017/18 –** A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.

Priority Outcome Six: A well-governed, high-performing and sustainable college.

There will be a particular emphasis on transparent and accountable governance, quality enhancement, financial sustainability and demonstrating best practice in resource management, estates planning and achieving environmental targets.

The Outcome will be achieved through the continuing application of the code of good governance to the work of our Regional Board, the adoption of the new SFC/Education Scotland quality assurance arrangements into our robust self-evaluation and development planning processes, the matching of available financial,

accommodation, HR and ICT resources to the College curriculum, while providing best value in the use of public funds.

The Regional Board will comply with the terms of the Financial Memorandum with SFC in overseeing the good governance, strategic direction and financial sustainability of the College.

New self-evaluation and enhancement processes will be developed, providing annual external scrutiny and reporting of progress in sustaining the College as a high performing institution.

The College will ensure there is sufficient flexibility and adaptability in its resource planning to allow for future developments and to maintain the ability to respond to changes in our operating environment.

The College will operate with positive cash balances, and intends to decrease reliance on SFC income.

The carbon reduction targets set within the *carbon management plan* for 2016-2020 will contribute to the delivery of national targets for reduced greenhouse gas emissions.

Shared service with Heriot-Watt University will continue, based on the agreement set at the time of co-location in 2009.

Linked to: **SFC Priority Outcomes 2017/18 –** High-performing institutions – a coherent system of high-performing sustainable institutions with modern, transparent and accountable governance arrangements.

Priority Outputs to be delivered in AY 2017-18

Priority Outcome One: Learners from the Scottish Borders will benefit from more coherent schools\FE\HE vocational pathways.

Academic Collaboration
School\College\University Coherence

The College has a well-established partnership arrangement with Scottish Borders Council for the delivery of Senior Phase provision for the nine Secondary schools and Wilton Centre. These programmes are branded under the **Borders College Schools Academy**.

The Borders College Schools Academy is an expanding provision in response to the Scottish Government's seven year strategy - *Developing the Young Workforce.* The College provides a range of both vocational and academic subjects from SCQF Level 4 to Level 7 which enables pupils to develop their employability skills and gain qualifications. These programmes lead to recognised qualifications and offer clear vocational pathways when combined with progression to further study at college or through Modern Apprenticeships. Most of the Senior Phase provision is at SCQF Level 4 in response to the demand from the local schools; however recent planning for 2017/18 has focused on the introduction of foundation apprenticeships and SCQF 6 level programmes to support the development of knowledge and skills in digital technologies. The full provision includes an expanded programme of SCQF Level 2/3 Skills for independence, work and learning, engineering and motor vehicle maintenance, SCQF level 4 engineering, motor vehicle, construction, rural skills, hospitality and tourism (Including a Jamie Oliver programme), hairdressing & beauty therapy, fashion, health, social care and childcare, SCQF 5 sport, Higher in sociology and psychology, SCQF 6 in digital technology and foundation apprenticeships in business, health care and early years.

The College is continuing to work with Scottish Borders schools, Queen Margaret University and Edinburgh College to deliver the QMU Schools Academies, with two of the four academies running in the region in 2016/17. Both these programmes are at SCQF level 6. There are 31 enrolments of senior phase pupils this year in Health & Social Care and Creative Industries compared to 72 across the four academies in 2015/16. The decline is in part due to less favourable funding arrangements for the local authority. The academies enable pupils to attend Borders College for part of the time with the remainder spent at the University, Edinburgh College and at a short work placement. The main purpose of the academies is to shorten the learner journey to college or university. Those pupils who complete an HNC part-time over two years will gain entry to Year 2 of a degree at Queen Margaret University.

The Borders College Schools Academy programme has an enrolment target of 441 for 2017/18; an increase of 110 places compared with enrolments in 2016/17.

SHEP schools - (Secondary schools with consistently low rates of progression to higher education)

The College has well established internal progression pathways for students wishing to progress from further education programmes to HN provision. The majority of places on our HNCs and HNDs are taken by internally progressing students. This offers a route into higher education for learners who do not achieve the necessary grades at school. Analysis of the College data shows that a significant proportion (21%) of those places go to ex-pupils of SHEP schools, helping to address the low uptake of higher education from these areas of our region.

The region has two SHEP schools – Eyemouth High School and Hawick High School.

The College will maintain and where possible further expand this impotant route for young people into higher education.

Senior phase pupils' achievement of vocational qualifications

Almost all the senior phase pupils studying vocational qualifications do so while still a pupil at school. The only exception is a very small proportion of winter and summer school leavers under the statutory leaving age who choose, and are given permission by the local authority, to attend the College full time. In total, the College has around 40 students who are either winter or summer leavers. However, in almost all cases these students will start on an access or introductory programme rather than a vocational programme at SCQF level 5 or above. In 2015/16 all of these leavers were on either access or introductory programmes.

There are no senior phase pupils on HN level full time programmes and with the reduction in the number of QMU academy programmes offered from 2016/17 onwards the number of part time HN senior phase pupils is projected to fall.

Almost all senior phase pupils on vocational programmes are studying on a part time basis at SCQF levels 5 or 6 and the numbers are set to increase substantially with changes to the Borders College Schools Academy programme. The FEPT measure of learner success will become the key measure for the College. The significant issue will be addressing the withdrawal rate that frequently increases in the spring as pupils begin to revise and prepare for their SQA exam diet at school. The College has set a target of 73% learner success for the FEPT senior phase pupils studying vocational qualifications and 75% for FEFT and HEPT senior phase pupils. As this is the first year of setting these targets and with the relatively small volume of activity in each category the College may need to adjust these targets in the coming years.

Within Scottish Border Campus

Academic collaboration has evolved during the period of co-location. The main focus is on the business curriculum. A new HND in Business was introduced by the College in 2014/15 with an agreement in place to allow articulation with advanced

standing into Year 3 of a HWU business degree. This contributes to a percentage of HN learners achieving articulation to university with advanced standing in AY 2016/17 onwards, although it should be noted that other attractive options are open to students completing this programme, including moving to employment and progression to university after year one. The College's design curriculum has expanded since co-location with opportunities available to enter Year 1 of the HWU School of Textiles suite of degree programmes at the campus. Ongoing opportunities for the development of curriculum coherence are reviewed by the College and HWU routinely.

With Universities

The College offers nine HN programmes where articulation with advanced standing is available to students achieving the grades required by the universities. Most of these arrangements are with Edinburgh-based universities.

Four further HN programmes offered by the College are designed for progression into employment.

The College has achieved significant growth in HN provision over the last three academic years with 217 full time enrolments on HN programmes in AY 2016/17. Growth during the previous three-year plan was primarily due to demand for places on new engineering, sport and beauty therapy programmes. These programmes can offer articulation with advanced standing, progression to higher levels of HN provision, or as a route to employment. HN Engineering provides places for apprentices and SAAS funded students with most progressing to employment rather than choosing entry to university with advanced standing. The College is also offering more HND provision so students can advance further in their studies while remaining in the Borders.

The College expects numbers of enrolments on HN programmes to be maintained at 229 for the duration of this plan (2017/18 – 2019/20), with the number leaving to enrol at university with advanced standing doubling between 2014/15 and 2019/20 (from 10 to 20 enrolments) due to increasing acceptance of this approach by Scotland's universities. The College has in place advanced standing articulation arrangements with a much larger capacity than the current uptake and will look to our partner universities to help promote these vocational pathway opportunities to our students. The College will continue to work to achieve growth in leavers entering university and look to maintain the articulation arrangements we have in place currently.

Edinburgh

There are significant student flows from the Borders to Edinburgh with 104 entrants from the region to Edinburgh College for AY2015/16, of which 53 were entrants on to HE programmes.

Of those leaving school in 2015 to study HE programmes at college a third remained within the Borders with the other 67% leaving the region to attend other colleges, with Edinburgh and City of Glasgow College being the main recipients. This is expected given the relatively limited range of HN programmes that it is viable for Borders

College to offer and is in keeping with the regional flows anticipated.

Students leaving Scottish Borders schools to study a further education course mainly chose Borders College at 81% of summer 2015 school leavers with 14% choosing Edinburgh College. The percentage choosing to remain within the region is at its highest level in the past three years, indicating that its curriculum at a further education level is broad enough to meet the needs of most school leavers. The increasing collaboration between the schools and the College may also be a factor as far more senior phase pupils are experiencing college programmes while still at school, helping them to make the transition to their local college.

The total outward migration for study at other colleges equates to 2,256 credits; equivalent to 9.0% of Borders College's SFC funded activity for 2016/17. Of this, the equivalent of 1,713 credits of activity was delivered at Edinburgh College; 6.8% of Borders College's SFC funded activity.

The reasons why students choose to leave the Borders Region to study at other colleges can be divided into three categories:

- Students who choose to study in Edinburgh even though equivalent provision is available in the Borders for social or other reasons
- Students who study specialist areas not available in the Borders e.g. music
- Students who articulate to higher level programmes not available in the Borders e.g. HNDs in computing, engineering, construction.

The College will continue to work closely with Edinburgh College to understand student flows and to ensure sufficiency and efficiency of provision within and between the regions. There are formal articulation arrangements for two programme areas of interactive media and art & design.

There are areas of curricular activity which are not viable to offer within the Scottish Borders because demand for places is low in any one year. However, the College will continue to monitor demand through its collaborative work with schools and employers, and if there is sufficient market intelligence to indicate that new provision will be financially viable provision will adjust its curriculum plan accordingly.

Borders College delivered 1.9% of its credits from its Edinburgh office as part of its Skills Accreditation programme and to meet the needs of employers and learners in the care and social care sector.

The Borders Railway was opened in September 2015 with more than 500,000 journeys in the first six months of operation. This popular improvement to the transport infrastructure is having an impact on student flows with both Borders College and Edinburgh College having campuses close to the line. There is increased interest in our provision from the southern Lothian area because of the resulting improved access to Galashiels.

School/College/University Coherence

Outputs for 2017/18 (relate to SFC Measures 2 (all), 4(c) & 7)

1. **To increase to 16 the number of successful Borders College students who achieved an HNC/D entering university with advanced standing (40% of HN leavers entering university degree programmes).** (SFC Measure 7)
2. **To increase substantially the number of senior phase pupils studying vocational qualifications delivered to 106 from the 2014/15 baseline of 49.** (SFC Measure 2(a))
3. **To increase the volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications to 510 Credits (2% of Credit activity) from the 2014/15 baseline of 117 Credits**(SFC Measure 2(b))
4. **To increase the volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision to 2180 Credits (8.7% of Credit activity) from the 2014/15 baseline of 1152 Credits** (SFC Measure 2(c))
5. **To maintain the high volume and proportion of Credits delivered at HE level to learners from SHEP schools at 714 Credits (21% of HE activity) (SHEP schools - Secondary schools with consistently low rates of progression to higher education)** (SFC Measure 2(d))
6. **To increase the proportion of senior phase age pupils successfully completing a vocational qualification delivered by the College.** (SFC Measure 4(c))
    a. **FE full time senior phase learner success – 75%**
    b. **HE full time senior phase learner success – n/a**
    c. **FE part time senior phase learner success – 73%**
    d. **HE part time senior phase learner success – 53%**

Note: *For SFC Measures 2(a) & 2(b) students are counted only if:*
the SCQF level is 5 and above for the qualification AND their school year is between S4 and S6 AND the qualification aim is one of the vocational qualifications defined below

- *Higher National Qualification*
- *National Certificate*
- *Scottish Vocational Qualifications*
- *National Progression Award*
- *Skills for Work*

The College delivers a wide range of vocational qualifications out with this narrow definition including NVQs, BTECs, NCFE awards, locally devised awards and vocational national qualifications. It also delivers vocational programmes at Level 4 and below. As a consequence these measures do not reflect the true extent of vocational education undertaken by the college.

Priority Outcome Two: More learners from disadvantaged backgrounds accessing learning and achieving nationally recognised awards.

Social Inclusion

Social inclusion is at the heart of the College's vision and mission. It is the single largest contributor to providing meaningful positive destinations for school leavers from SIMD (Scottish Index of Multiple Deprivation) Deciles 1 to 4 in the Borders (i.e. from the areas of the Borders that come into the 40% most multiply deprived postcode areas in Scotland). It should be noted that the Scottish Borders has a relatively small number of SIMD1-4 postcodes at 20.3% of the Scottish Borders data zones. Only18.2% of the school leavers in the Borders in 2015 came from SIMD1 to 4 postcode areas, of which only 3.3% came from SIMD1 postcodes (the most deprived 10% of postcode areas in Scotland). The leaver destination survey for 2015 show that 43% of school leavers from SIMD1 came to the College to study on further education programmes in 2015/16, with 10% finding work and 10% going on to higher education programmes either at college or university. 16 of the 40 leavers from SIMD1 data zones became unemployed on leaving school.

The College has committed to widening access to further and higher education, particularly for those who face additional barriers and are recognised as, on average having lower levels of success in education and training. It has a wide range of employability and access programmes, has introduced contextualised admissions for recognised vulnerable groups and introduced targeted mentoring and support. Through this work it seeks to play a major part in the Scottish Government's *Opportunities for All* strategy. For example, in 2016/17, with the support of the Robertson Educational Trust the College launched a mentoring programme for young people in the final year of school who were either coping with deprivation, were young cares or were looked after, with the aim of supporting them through the transition from school to college, helping to reduce the likelihood of a negative destination for this group – The Borders Young Talent Programme.

The College's approach is to ensure that it commits to providing opportunities for school leavers from more deprived postcode areas. In 2015, only 3.3% of school leavers came from SIMD1 while the percentage of college activity delivered to learners from SIMD1 areas was 6.6%. Only 18.2% of school leavers came from SIMD1-4; they accounted for 36% of full time credits delivered by the College.

Although students from the SIMD 1 & 2 areas of the Borders Region are more likely to come to the College than any other destination on leaving school, they are less likely to maintain their place at College and therefore learner success rates are below the College average and sit just below the sector average in 2015/16. The College recognises that it faces a challenge in addressing the underlying issues but will work to engage better with these students and will make adjustments to its services, teaching and curriculum to address this issue. It will look to focus existing resource on supporting students from these areas by monitoring their attendance and achievements carefully and taking action where necessary.

The SIMD1 data zones 2016 are concentrated in two areas of the Scottish Borders; Burnfoot in Hawick and Langlee in Galashiels. This is one less area than measured

by SIMD 2012 with Bannerfield, Selkirk now classified as SIMD2. This may impact on the percentage of activity delivered to SIMD1 residents from 2016 onwards. The College will look to deliver short programmes for these local communities to help people re-engage with education and to support them in progressing towards being work-ready.

Outputs for 2017/18

7. **To deliver 6.4% of total credits to learners from SIMD1 in 2017/18.** (SFC Measure 1(c))
8. **For more learners from SIMD1 data zones to achieve their qualifications**
    a. **FE full time learner success – 68%**
    b. **HE full time learner success – 73%**
    c. **FE part time learner success – 72%**
    d. **HE part time learner success – 75%**

    (SFC Measure 4(b))

Equality and Diversity

The Equality and Diversity Outcomes and Action Plan were approved by the Board of Management in 2013, committing the College to ensuring equality of opportunity for both access to learning and services and for learner success for people with different protected characteristics. Part of this commitment is to improve the monitoring of admissions, enrolment and learner success across all characteristics. The College has now established this process and embedded this monitoring and reporting into its self-evaluation processes. It has recognised that it needs to focus on the success rates of those from the most disadvantaged starting points or those who have historically done less well in achieving success. To this end, it has introduced equality strategic indicators into its Strategic Plan *Our Strategy – Towards 2020.* These focus on:

- Gender - both in participation and in success. Previous years' data indicates that females outperform males
- Age - as students under 20 have under-performed in gaining success when compared with older students
- Multiple deprivation – as described above.

Further information and targets are detailed in the Strategic Plan.

The College is committed to eradicating negative discrimination, harassment and bullying. It is working toward its Silver LGBT+ Charter of Rights and will be one of the first colleges in Scotland to achieve this. It has focused on providing training to its entire staff in transgender issues, raising awareness and understanding.

It will also focus on mental health, sensory disabilities and autism as further areas for improving our capacity and understanding in the coming years.

The current College Equality Outcomes and Action Plan cover all protected characteristics and will be updated for April 2017 after consultation with staff students

and other stakeholders. The full plan is available on the College website along with the colleges mainstreaming reports. Full details of the College commitment to equality, diversity and inclusion can be found here.

The 2011 Census data indicates that 0.3% of the Scottish Borders population are able to speak Gaelic. This compares with a national average of 1.1% and a rate of 5.4% for the Scottish Highlands. At present, Borders College has three students who indicated they can speak Gaelic and no staff who describe themselves as such. The College will continue to ensure that there is no barrier to employing or enrolling a native Gaelic speaker.

Care experienced young people

The College has contributed to the Borders-wide strategy and action plan for care experienced young people and has produced and implemented its own action plan in June 2016 which is now being monitored twice-yearly by the Regional Board. It created a dedicated Care Aware Advisor post in September 2015 with the post holder working with the care experienced young people and young carers, providing the expertise needed to assist where necessary. The College recognises that learner success for this group is considerably lower than the general population. It commits to finding an appropriate place at college for all those wishing to study wherever this is possible and accepts a young person may have a number of failed attempts at college before finding the skills to make the most of their abilities and achieve success. In this way, it will work to ensure that is contributing to *National Ambition for Care Experienced Students* with the students achieving at the same rate as the College's overall population.

A baseline for care leaver enrolment and success targets has been set but the College recognises that there are still some concerns about its data due to the accuracy of disclosures. It is making progress in working with the local authorities to create data sharing protocols so that it can more accurately identify and support care experienced young people, while increasing these young people's awareness of why it is important to agree to the sharing of relevant data. It will be one of the first college's in Scotland to have such an agreement in place with a local authority.

The College works closely with a range of external organisations including Who Cares? Scotland to improve its capacity to support care experienced young people.

Carers

The College introduced the Care Aware Advisor role to provide specialist support to students who are also young carers. This provides an advocacy service for the carer within the College, helping to ensure that it is possible to minimise any disadvantage because of the caring responsibility.

We operate family friendly policies for our staff, offer flexitime in many of the college roles and provide a welfare service for our staff to access. Through these arrangements staff are able to adjust their working patterns to accommodate their caring (and other family) responsibilities. We hold the Carers and Employment Charter and are working toward recognition with Care Positive to become an

Engaged Employer. In 2015, Borders College was a finalist in the Scottish Top Employers for Working Families awards. Through annual staff review we encourage staff to disclose any caring responsibilities so that they can agree with their line manager any adjustments that could be made to support them in managing both their caring responsibility and their employment. All new applicants for posts at the College are asked to disclose any caring responsibilities as part of our equality monitoring and we plan in 2017 to undertake a refresh of our staff equality data so that the College establishes a baseline for the number and proportion of staff with caring responsibilities. The data refresh will assist in providing guidance and evidence for our future equality action plan.

Gender

The College recognises that it has a significant part to play in shaping people's aspirations and in challenging gender stereotypes in relation to career choices. It is creating a gender action plan as part of its Equality Action Plan and is ensuring that gender equality issues are addressed in its Developing the Young Workforce plans. Its action plan will ensure that marketing avoids gender bias, challenges gender stereotypes and that its services are cognisant of both transgender and non-binary gender issues. It will look to gradually increase the proportion of males involved in education and training at the College. In 2016/17 23% of its full time programmes enrolled either exclusively male or exclusively female students. A further 25% have a reasonable gender balance while 52% have the proportion of one gender greater than 75%. The College has set targets within its 2016-2020 strategy to reduce the number of programmes where there is a disproportion number of students from one gender.

The Senior Management Team (50%)*, College Management Team (78%) and Board (60%) all-together have more female members than males. Despite this there remains a gender pay gap of 13% which is 1.9% lower than the national average. Two thirds of the College workforce is female with a higher proportion of the males in higher paid occupations such as teaching and management. Women make up 58% of the teaching staff with a higher proportion of them in part time employment. The gender pay gap is due to the higher proportion of women in the lower paid jobs of the administrative (89%) and cleaning services (68%). The College has committed to the living wage for its employees helping to reduce the gender pay gap.

*Female percentages shown in brackets.

Age

Learner success varies with age. The College's younger students do less well than those over the age of 20. There are two main factors influencing this. Senior Phase school students are more likely to disengage from their college studies when it comes to examination time in April and May, and full time students under the age of 18 are more likely to withdraw from their College course early. The College will redesign its school curriculum so that more of its courses finish prior to the exams commencing, and the College will review the tutorial guidance, student support and curriculum it offers to its younger students to try to keep them engaged with their

learning. The College is also aware of the small decline in school roles in the region in coming years and will use the reduced pressure on allocating credits to school leavers to offer more opportunities for adult returners. This is likely to involve a shift to increasing part time provision in the medium term.

Governance

The Regional Board is committed to improving diversity in governance, recognising that there are considerable advantages from having the combination of the right mix of talent and skills, and diversity amongst its membership. Its Nominations Committee is tasked by the Board with ensuring that it takes positive action through its recruitment process to attract applicants to the Board from a wide range of people. Through recent recruitment practice it has increased the representation of women on the Board, now making up slightly more than 50% of membership. It has also actively sought to attract younger board members with some success. The Board is committed to the Code of Good Governance and follows the Scottish Government's guidance on succession planning. It has recently signed up to the 50:50 by 2020 Pledge on gender equality in the Boardroom which, while focus on gender equality in the first instance, demonstrates a much wider commitment to equality and diversity in its work.

Outputs for 2017/18

9. **To deliver 6.9% of credits to Care Experienced young people.** (SFC Measure 1(d))
10. **For more full time Care Experienced learners to achieve their qualifications**
    a. **FE full time learner success – 56.3%**
    b. **HE full time learner success – 71.4%**
    (Local Measure 4(d))
11. **To monitor the number of native Gaelic speakers enrolled at the College from 2015/16 onwards.**
12. **To increase the proportion of credits delivered to males to 45.4%** (SFC Measure 1(d))
13. **To establish a baseline for the number and proportion of students who are Carers** (local measure)
14. **To reduce the proportion of full time programmes where one gender makes up more than 75% of enrolments** (local measure)

Disability and Learning Difficulties

An internal review of the student support services two years ago made several recommendations about how these serves could better accommodate the needs of learners experiencing difficulties and/or disabilities that were creating barriers to their learning. Many of these recommendations have now been implemented either as they were envisaged by the report or in an amended form following consultation with staff and students. The learning support services has undergone significant change

with the aim of it being more closely aligned with the curriculum and providing a service also focuses on the transition period between school and college.

There are high disclosure rates for disability and learning difficulties within the College's student population and additional support does lead to learner success rates being similar to the general student population. However, people who disclose mental health issues and sensory impairment are less likely to achieve well. This led to the College reviewing its approach to mental health with it now beginning to develop a whole college approach. The College's HR and Student Services Department will lead on this in the coming years. and will monitor the changes it makes for impact. It will also work towards a more inclusive approach to mental health with local partners, developing an approach to being a mentally healthy institution. It will also plan to implement requirements from the British Sign Language (Scotland) Act 2015 during the course of the coming year. We expect the overall impact of this approach as part of our Access & Inclusion Strategy will lead to the disclosure rates remaining high at just under 30% of all credit-funded activity through until 2020.

There are well-planned and coordinated arrangements for learners with additional needs leaving school and transitioning to college and an extensive programme for adults, helping to maintain or improve their independence and, crucially, improve their employment prospects. Full time programmes have been improved with the expansion of formal, recognised qualifications and improved progression arrangements for access to SCQF 1/2/3/4 level programmes. The adult provision includes Ready for Retail and Tenancy Awards which have been delivered in the South East of Scotland for several years and certificated through the NCFE Investors in Quality Licence. These are credit rated and levelled through the SCQF. There are many retail partners involved in the Ready for Retail programme including IKEA, with several people with profound and complex needs being supported into employment with the company. The College will maintain the wide range of full and part time programmes it offers at SCQF Levels 1 to 4 and will continue to work closely with education, social work and social care providers to ensure that it contributes well to the education and support service to people with learning disabilities in the region. The credit allocation within the curriculum plan for this work is above the sector average, but the College believes it has an educational and social responsibility to maintain this at its current levels.

Ethnicity and Faith

The Borders Region is one of the least diverse regions in the country with a very low percentage of people from BME backgrounds. Monitoring of achievement over a significant number of years suggests that the achievement rates for these groups are at, or above the College average. An increasing majority of students state that they have no faith or religion. The College recognises that it has a responsibility to ensure that those of faith or from different backgrounds don't face discrimination and feel welcome and safe at the College. It takes positive action where this is appropriate to ensure that this is the case and promotes staff including issues of diversity within learning and teaching. It maintains a prayer room on the campus which is multi-faith and can be used for private prayer. Around 4% of enrolments in 2015/16 were from

students of Polish descent; this is higher than the percentage within the general populations and reflects the popularity of the ESOL provision which the College will continue to offer in conjunction with Community Learning and Development. The College has also been involved in supporting the resettlement of refugees within the Borders community.

Outputs for 2017/18

15. **To deliver 28.0% of all credits to people with a declared disability or learning difficulty.** (SFC Measure 1(d))
16. **To deliver 1.3% of all credits to BME learners.** (SFC Measure 1(d))

Access and Inclusion Strategy

The College has introduced its Access & Inclusion Strategy as one of the ten strategies it has in place to support its strategic goals set out in its Strategic Plan: *Our Strategy – Towards 2020*

The Strategy is set out in the College's agreed format and is included as an annex to this Regional Outcome Agreement. It sets out the range of services that are provided to support all students and how these help to adjust the experience of students with disadvantages so that equity of opportunity is maintained. The annex also contains a breakdown of how access and inclusion funding from SFC is used to support this activity.

The Access & Inclusion Strategy covers all protected characteristics, those from areas of multiple deprivation, care experienced and carers. The College's priorities over the period of the plan are on age, gender, deprivation, care experienced, sensory disability, mental health and young carers.

Priority Outcome Three: Improved life chances for young people and adults in the Scottish Borders.

Planning the Curriculum:

In creating the curriculum plan for 2017/18 Borders College will consider the following information:

- Sustainable demand for existing historic provision assessed by analysis of application trends and take up of places
- Levels of retention and attainment on programmes (learner success by course)
- New information from the Scottish Borders Regional Skills Assessment
- National priority for promoting and delivering vocational training opportunities in STEM subjects
- Inward investment in new digital technology
- Representation from local employers through regular employer engagement
- Scottish Government and SFC priorities
- The nature of the local economy

- Continuing liaison with the schools and the employers group to inform the expansion of *Developing the Young Workforce* provision
- *Opportunities for All*

As Borders College is the only college in this rural region it is required to develop a broad curriculum which meets the needs of the large numbers of SME's in the area, operating across a broad range of industries. In the Scottish Borders, public administration, education and health account for a significant proportion of jobs. Other key sectors for our region are land-based industries (food & drink), manufacturing (engineering), construction, care and tourism. These fit well with the Scottish Government's priority growth sectors.

Inward investment in the region by an international company which supports the local authority aspiration around digital technologies, along with the range of smaller technology-based companies operating in the region, has led the College to re-examine its digital media and computing curriculum for both mainstream and school/college programmes. Employer demand for welding and fabrication qualifications and for qualifications in the off-site manufacture of timber frame housing have led to proposals to further expand our STEM curriculum were funding available. This follows on from the recent expansion of the engineering curriculum, and along with our continuing commitment to the construction sector, these initiatives make up the College's current strategy for developing and expanding its STEM curriculum. Science and Mathematics related vocations do not feature significantly within the College's approach to STEM compared to its curriculum developments in technology and engineering. This approach is as a result of analyse of the local economic, business and jobs market and of the College's close working relationship with CPP members focused on the economic development of the region. The College believes that is current offer is a good match to the Skills Assessment for the Region.

Outputs for 2017/18

17. **To increase the delivery to students on STEM courses to 17.7% of all college credits.** (SFC Measure 3)

Funding the Curriculum Offer

In response to Scottish Government Priorities and SFC Priorities in relation to Employability & Skills, and to meet the Access, Inclusion and Progression agenda, the College has allocated a greater proportion of its funding to these priorities. As the only college provider it is essential that we are able to offer:

- Full and part-time vocational training across a range of industries at entry level with progression through intermediate and advanced level into higher education and employment
- Senior Phase programmes for schools to support the development of the young workforce
- Workbased learning opportunities for the local workforce. These are predominantly in the area of care and social care, catering, management and

administration in line with our priority industries and the demand from public sector employers in our area
- Access opportunities for individuals with learning difficulties and disabilities.

National priorities and demand for full time places has meant that the College has delivered 1223 full time enrolments in 2016/17. It has also increased its School-College activity by 3.1 percentage points to 7.9% of its activity in 2015/16 (2001 credits). It will continue to expand its School/College provision over the duration of this plan to 8.8% of its credit funded activity by 2019/20. This will include 530 credits delivered on vocational qualification at SCQF 5 or above. This is a fourfold increase in these vocational programmes for senior phase compared with 2014/15.

Information from school rolls and changing patterns of study by senior phase pupils suggest that the number of full time learners may have peaked in 2015/16, with the College expecting a gradual but small reduction in FEFT credits being offset by continuing demand for HE and a growing School-College programme. The average age of College full time learners will increase slightly over the period of the plan with the number of 16-19 year olds on full time programmes declining slightly. There is increasing demand for part time provision for adults both for reskilling and upskilling with the work of the Business Development Unit set to increase. Overall, the College requested a slight increase in its credit funded activity in the first draft of this ROA for each of the three years to deliver all activity identified within its curriculum plan with **25,400** in 2017/18 and further small increase in credits in 2018/19 (**25,600** credits) and 2019/20 (**25,800** credits). This is primarily to fund an expansion of its engineering, manufacturing and digital technology curriculum in response to the national and local STEM strategies and as job opportunities increase in the region for people with the necessary manufacturing, engineering and digital technology skills. The indicative funding announcement by SFC in February 2017 indicates that there is no growth available to the Borders Region for 2017/18. However, there may be opportunities in-year or in future years to receive this growth in credit activity. The College will remain open to this possibility if a revised offer is made by SFC.

Overall, adjustments to the curriculum plan in 2017/18 mean that it is prioritising credits for the continuing expansion of the senior phase programme for the schools, focusing on providing more vocational training opportunities to S4-S6 school students and on the provision for adults to upskill or to retrain for current employment opportunities. Expansion of the engineering and digital technology skills will happen if the College can secure additional funding in-year or in future years.

It is strategically important to the College to also use its fundable activity to support skills development across all sectors of the Borders population in conjunction with local employers and in line with the Regional Skills Assessment. In this way it supports the local economy while raising the educational attainment levels of the region's population.

Opportunities for All

For a number of years we have prioritised provision for learners in Scottish Government priority groups. As part of our commitment to *Opportunities for All* we

have targeted almost all further growth at full time learners under the age of 25. This has reduced significantly the number of full time applicants the College has been unable to place over the last few years. It has also allowed for internal progression and for young learners to acquire a breadth of skills and knowledge over a few years, particularly when their abilities are at SCQF levels 1-4.

We will maintain the proportion of credits delivered to young learners between the ages of 16 & 24 at 74.8% in 2017/18. This includes 14,732 credits delivered to young people less than 20 years of age, reinforcing our commitment to the young persons' guarantee and making a significant contribution to any future Scottish Borders Young Persons' Guarantee. The objective of the Borders Young Person's Guarantee is to ensure that between the Scottish Borders Community Planning Partnership (CPP) partners they will ensure that every young person leaving school in the Scottish Borders will have the offer of a job, training or further education (FE) opportunity. Given the progression of most school leavers to a 'positive destination', the Guarantee will focus on the estimated 4.7% who do not go onto further education, work or training. SDS's CPP Report December 2015 suggests there are about 58 school leavers who will be the target beneficiaries for this initiative. *(Borders Young Persons Guarantee – Draft Project Initiation Document Nov2014).* CPP members are making significant progress, with the proportion of leavers in negative destinations having halved since 2011/12. The Scottish Borders positive destinations for 2015/16 is around 2% above the national average

The College will continue to work closely with the Community Planning Partnership to ensure that provision is planned coherently with other providers and partners and that it is matched against the employability pipeline. We will maintain our commitment to delivering high quality outcomes with access to nationally recognised qualifications for all full-time learners and will continue to build work placement opportunities into all relevant full-time provision.

School College Activity

In response to *Developing the Young Workforce* and our continuing commitment to create a coherent vocational provision with our local secondary schools, we will allocate the 8.7% of our credits to our School/College provision in 2017/18.

Outputs for 2017/18

18. **To deliver a total of 25,095 Credits in 2017/18 across all provision**
    (SFC Measure 1(a))
19. **To deliver 58% (14,732 Credits)) of all Credits to learners aged 16-19 years old**
    (SFC Measure 1(b))
20. **To deliver 16.8% (4,267 Credits) of all Credits to learners aged 20-24 years old**
    (SFC Measure 1(b))
21. **To deliver 65% (13,000 Credits) of all full time Credits to learners aged 16-19 years old**
    (SFC Measure 1(b))

22. To deliver 16.7% (3,340 Credits) of all full time Credits to learners aged 20-24 years old
(SFC Measure 1(b))

Location of Provision

The vast majority of our full-time provision is delivered at the Scottish Borders Campus in Galashiels. This is as a result of the College's revised estates strategy moving us to a hub and spoke model, supported by the Scottish Funding Council, in 2009. Some students spend time in our Hawick Campus but student feedback tells us that learners prefer to be able to access the high quality facilities in Galashiels. The centralisation of our key facility to the most accessible part of the Borders enables learners from across the region to access programmes. However, continuing growth in the full-time numbers using the Scottish Borders campus means that it has reached its full capacity to accommodate learners during the day. The College has secured a lease on a unit at Tweedbank approximately one mile from its main campus in Galashiels. This additional space will ensure that the College has sufficient space for the expanded engineering and construction provision. It is intended to have this annex to the Scottish Borders Campus available fully from 2017/18 onwards.

The Hawick Campus is currently used as the Business Development Centre, offering a variety of programmes to businesses, delivering employability programmes for young people and those at a distance from the job market, short courses for business and community groups, and community evening class provision. This Campus also operates in partnership with Hawick High School to deliver learning specific to the needs of Hawick. This Campus has been developed as a renewable energy centre to allow part-time commercial provision to be developed in response to employer demand and Scottish Government and Scottish Borders economic priorities.

The Newtown St.Boswells campus is a specialised campus developed over the past three years in response to high and increasing demand from learners for landbased provision which leads to employment opportunities in our key employment sectors of agriculture and other landbased industries. This Campus also serves a demand for commercial provision aimed at improving the skills of individuals already employed in the landbased industry. It was upgraded for AY 2016/17, providing better animal care facilities in line with the national landbased strategy. It makes use of partnerships with several local businesses to access facilities to provide realistic work and learning environments including farms, estates and stables.

Community and Outreach Provision

This provision is delivered across the major towns in the Scottish Borders to enable us to bring demand led provision as close to the communities as possible. The College works in partnership with CLD to develop learner pathways from community based provision, particularly in ESOL where a coherent provision has been developed, allowing learners to move seamlessly from CLD provision to college provision. Much of the community provision is demand led, full cost recovery work which is delivered on a commercial basis in response to requests from local

communities. The College works closely with local communities to identify demand and we are confident that the expectations of stakeholder and community planning partners are being met. A small amount of SFC funding is attached to certificated, accredited programmes which are most likely to lead to employment or workforce development but which may occasionally lead to full-time education. The College recognises the need to better understand the progression and destinations of community learners. The College has now completed its programme of replacing NRQ's with recognised qualifications where an equivalent exists, or credit rating and levelling its own bespoke qualifications where there is no equivalent.

All full time programmes include a recognised qualification on the SCQF or rest-of-UK equivalent.

Priority Outcome Four: A greater proportion of Borders College learners achieving nationally recognised qualifications and progressing into positive destinations of higher level study or employment.

Learner Success

Borders College has consistently outperformed the sector average for learner success since 2009/10. We will continue with our relentless focus on learner success through our quality reviews that inform our learning and teaching approaches, curriculum plans, admissions and learner support. In 2015/16 the College continued to perform well in learner success for full time Higher Education Programmes and part time Further Education programmes. However, the decline in FEFT learner success which started last year continued with students leaving early for employment being a significant contributory factor. A few programmes are not achieving the levels of learner success they have in the past with faculty managers focused on addressing this decline. In these areas the curriculum is being reviewed to test whether it fits with the needs of learners as well as employers and. where necessary adjusting the range and levels of programmes available.

We set a range of indicators (*Meet or Beat targets*) for the whole College, for each faculty and for each course offered including early withdrawal, withdrawal, partial learner success and learner success. We also monitor trends for each programme over a three-year period and continue to operate our system of programme and college reviews.

We expect that changes to the curriculum delivered for school pupils will have a small, negative impact on the overall HE & FE part time success PI as many of these programmes have moved from taster programmes offering a single unit to four unit group awards. We are also introducing a wider range of vocational programmes at SCQF5 or above. This is a significant increase in the challenge of these programmes and is in line with the expectations of the Scottish Government in meeting the Developing the Young Workforce agenda.

Outputs for 2017/18

23. **FE full time learner success – 69%**
24. **HE full time learner success – 76.5%**
25. **FE part time learner success – 78%**
26. **HE part time learner success – 74.5%**
    (SFC Measure 4(a))

Note: These are outputs are based on 2015/16 learner success. All are set for improvement.

Progression

The College's curriculum is designed to provide seamless progression for learners from one SCQF level to the next. There are entry level programmes in all faculties and in most cases opportunities exist to progress to HNC level, where articulation arrangements are in place for progression on to university. In practice, articulation is more common at SCQF level 5 and above. The two most influential factors are the admissions arrangements that tend to favour starting vocational training at an introductory level because of the candidate's limited experience, and secondly the greater likelihood that learners on SCQF Level 4 programmes and below are likely to study more breadth at the same level rather than progressing to a higher level when returning for a further year.

There are low progression rates from SCQF Level 3 (Access) programmes to SCQF Level 4 (Mainstream). A few learners on Access programmes have profound and complex needs and their programmes are designed to give breadth rather than progression.

The high progression rates from SCQF Level 7 (HNC) to Level 8 (HND) are a result of the College's curriculum design where an HNC is offered instead of the first year of an HND.

SCQF

The College is committed to ensuring that where ever possible the College will deliver programmes of study that lead to qualification recognised on the SCQF (or equivalent for Rest of UK qualification). It has used its approved status for credit rating and levelling to place several programmes on the SCQF where no equivalent programme exists. It also operates as a credit rating body for third parties. Many of the College's own credit rated and levelled provision has been developed in partnership with other partners. Ensuring that any new programmes offered are within the SCQF is an integral part of its own validation and approvals procedures. Through this approach it ensures that it minimises the number of non-recognised programmes within its curriculum offer and that it has reduced succeeding in reducing these types of programme over time. The outcome of this approach is a higher proportion of learners receiving nationally recognised qualifications.

Priority Outcome Five: Contribute to an increase in regional economic growth and prosperity.

Progression into sustainable employment

The College took part in the national destination survey of students who completed their programmes in academic year 2014/15, with a survey return rate of 96% for FE students and 86% for HE. 95% of FE completers were in a positive destination with the majority in further study and 92% of HE completers in a positive destination, also with the majority in further study. There was also an increase in the numbers finding employment, reflecting the improved jobs market in the region. The overall percentage for positive destinations was 94.89%. Students completing their studies at the College have a very high probability of going on to a positive destination.

Outputs for 2017/18

27. **Positive Destinations of AY 2015/16 full-time further education college qualifying learners 3-6 months after completing their programme – 96%** (SFC Measure 8)
28. **Positive Destinations of AY 2015/16 full-time higher education college qualifying learners 3-6 months after completing their programme – 96%** (SFC Measure 8)

Apprenticeships

With over 180 apprentices starting training with the College in any one year it is the major provider of modern apprenticeship (MA) programmes in the Scottish Borders. It also acts as a managing agent supporting apprentices working for many of the major Borders employers with over 100 of these annual starts managed directly by the College. The range of MAs covers the administration, management, hospitality, childcare, health care, construction, engineering, agriculture, and other land-based employment sectors. It has long-established relationships with many of the construction managing agents including CITB, SNIPEF and SECTT.

The College has working closely with its CPP partners to provide opportunities within the public sector to extend the range of MAs available in the region. The College has also increased the number of MAs employed at the College as part of its commitment to this programme. As the major employers in the Borders, the members of the CPP collectively recognize the need to do more to support youth employment.

We will look to extend the range of MAs provided over the period of this outcome agreement and look to the economy improving with employers more likely to take on apprentices.

We will also introduce foundation apprenticeships in Business Skills, Childcare and Healthcare in 2017/18, with an initial intake target of 36 senior phase pupils. We had intended to start foundation apprenticeships in 2016/17. However, the late availability of information on the programmes nationally and the consequent poor update from senior phase pupils has led to this one year delay.

Outputs for 2017/18

29. **To start 236 apprenticeship trainees in 2017/18 (Inclusive of apprentices from other managing agents and foundation apprenticeships)**
(SFC Measures 5)

Employer Engagement

The College has had a developed approach to employer engagement for a number of years which has supported the design of programmes for learners. These may be programmes specifically designed for an employer's needs or may influence full time mainstream provision. Examples include:

- Employer devised design briefs for digital media courses
- Catering and hospitality briefs and competitions initiated by employers
- Choices of units within programme design e.g. HNC Electrical Engineering
- Involvement in interview and membership of programme boards
- Assessment of work practice skills

All faculties operate an Industry Forum to support the liaison with sector specific and key industries.

Work Experience

The College has a strong focus on developing the students' employability skills. Full time courses where learners are close to being prepared to join the workforce have work placement experience with an external employer. This accounts for around 70% of the full time provision. Realistic working environments are also used alongside work experience or as preparation for work experience in a future higher level programme as part of the course delivery hours. In most subject areas, students commence work experience early on in their programme of study. Where learners are not ready to go out on placement due to lack of confidence or the required skills, course tutors spend time with those learners preparing them for work experience. The College makes greater use of realistic work environments for students on introductory programmes, access programmes and students studying at SCQF 4 levels. The redevelopment of the Scottish Borders campus several years ago afforded the College the opportunity to create high-quality, realistic work environments within the campus. These include college kitchens, restaurant, and hair and beauty salons. The Access programmes run a café within the College and also a community café within one of the Border towns, This work includes an innovative Dementia Café run in conjunction with the NHS. The landbased programmes make extensive use of local farms and estates for the delivery of the curriculum where the lecturers work alongside local landowners so that students are learning within a work environment. Much use is made of employer/charity/community initiated assignments in horticulture, landscaping and digital technology related areas of the curriculum. Through this approach all full time students have exposure to relevant work-based learning.

The total number of full-time students in work placements in 2015/16 was 723. The College includes those students undertaking substantial realistic work environment

experience from 2016/17 onwards.

The College employs a number of work placement officers and a work placement co-ordinator to ensure a coherent approach to work placement which is focused and which meets the needs of employers. Work placements are a minimum of 12 days, with the average being between 30 and 50 days. Regular evaluation of this programme shows that the most likely areas for gaining employment following work placement are catering and hospitality, hairdressing, rural industries, construction and health and social care. Work placement opportunities are of a high quality and are designed and planned to be appropriate to the qualification being studied and to the industry sector in which they take place.

Borders College recognises the need to continue to provide students with the necessary skills to gain employment. We will continue to develop innovative approaches to supporting young people and employers at the different stages of their pre-employment training.

International work placements

College students benefit each year through work experience placements funded through the European Union funded Erasmus project. This allows students to have work experience in other European countries including Sweden, Portugal, Germany, Netherlands and Ireland. The students benefit greatly from these experiences, expanding their vocational knowledge and growing in confidence. Opportunities for employment have also arisen for several students over the years following their European placement, providing them with the experience of working in another country. College staff have also benefited as they have now established relationships with other European colleges where they have undertaken guest lecturers and have learned about their curriculum. Student exchanges have been in place over several years with our Dutch partners with digital technology used to connect classes between the Dutch college and ourselves forging relationships and supporting the Dutch students in their English language skills. The College is concerned that these opportunities won't continue following the referendum vote to leave the European Union.

Outputs for 2017/18

30. **The number of full time learners with substantial work experience placements - 750 (Excluding apprentices and realistic work environment experiences)**
    (SFC Measure 6)

Priority Outcome Six: A well-governed, high-performing and sustainable college.

Well-Governed

The Regional Board sets the strategic direction for the College. It has a clear

understanding of its information needs to make informed decisions and manage risks which are provided for by a well-structured senior management team.

The full Board has a wide range of expertise drawn from the local community and meets regularly with good attendance by members. The full senior management team is in attendance at all Board meetings.

The Board also organises it business through a range of relevant Committees:

- Audit Committee
- Finance and General Purposes Committee
- Remuneration Committee
- Curriculum & Quality Committee
- HR Committee
- Nominations Committee

The Regional Board will ensure that it complies with the Code of Good Governance and will undertake an externally led self-evaluation exercise in 2017 to satisfy itself that this is the case and to agree actions to further improve its performance.

With the resignation of the Clerk to the Board in late 2016 a member of the senior management team has been appointed as interim Clerk while the Board seeks a permanent replacement. In the meantime, the interim Clerk will review the annual cycle of Board business to ensure compliance with statutory requirements and legislation impacting on the work of the College.

The Regional Board will participate in the new Quality Assurance arrangements being introduced nationally in 2017, contributing in particular to Section 1.1 – Governance and leadership for change.

Outputs for 2017/18

31. **To complete and implement the finding of the externally led self-evaluation of the work of the Regional Board**

High-performing

The College will judge it performance on attaining the targets set against the measures as set out in the Regional Outcome Agreement and its Strategic Plan.

It has well established and comprehensive self-evaluation and development planning process which involves all business units, faculties and departments. This informs the College Development plan and priorities each year. It also has a system involving internal audit and review. The audit system involves those areas commissioned by the Board with our internal auditors and those undertaken internally by managers.

It will undertake a review of its quality systems following the publication of the new national quality system for colleges: *How good is our college?* and will implement this, with the target of publishing an Education Scotland endorsed self-evaluation and enhancement plan in December 2017. Through self-evaluation and enhancement planning the College will continue to focus on improvement and remaining a high-performing organisation.

Outputs for 2017/18

32. **To publish an Education Scotland endorsed Self-evaluation and enhance plan in December 2017**

High-quality Student Experience

The Borders College Students' Association benefited greatly from the additional strategic support grant from SFC, with a sabbatical president and development officer appointed for AY2014/15 onwards. This funding was for two years and helped the Association become an embedded part of the College's culture. From April 2016 onwards the College has funded the Association in line with the conditions set out for the strategic grant. The Association manages the training of class representatives and has a major role in the Faculty Councils where student representatives are able to have input into the quality of the curriculum and influence learning and teaching. The Association has places on most of the Regional Board and College Committees which are filled by members of its executive. and through this it is able to bring a student perspective on the delivery of services by the College. It has in place a partnership agreement with the College, its own strategic plan and undertakes self-evaluation of its own performance against the *Student Engagement Framework for Scotland.* The Association works very closely with the College's student services team, linking with one another to ensure there is a wide range of services available to students through different access points (either through the Advice Centre or the Association Office).

The College uses a range of methods to understand the level of student satisfaction with the delivery of the curriculum and the other services it offers. These are conducted face-to-face, through representatives or by survey. It also operates a complaints handling process for when students and others are not happy with the service they receive. The College conducts an annual survey of its students which incorporates the questions from the national student satisfaction survey. It uses this survey to inform areas where satisfaction is low i.e. where the satisfaction level is below 87%. In these cases the faculty or department involved is required to identify and implement actions to improve the service.

The College also operates a programme of detailed internal reviews agreed on an annual basis with the Regional Board. These lead to action plans, the progress of which is monitored by the Regional Board's Curriculum & Quality Committee.

Outputs for 2017/18

33. **The percentage of students overall satisfied with their experience at the College will be no less than 94%**
    (SFC Measure 10)

Financial Sustainability

(Extract from Borders College Finance Strategy 2016-2020)

In common with other incorporated Scottish further education colleges, Borders College was re-classified as a public body with effect from 01 April 2014. This has had a major impact on financial and business planning and reporting, and changes to accounting treatments to fit with Scottish and UK government requirements.

The move to the government accounting framework impacted significantly on the College's cash flows, with grant receipts now being profiled to match budgeted expenditure profiles, rather than in a fixed annual profile. This has significantly reduced the opportunities to the College in terms of investment of any funds received in advance; however, the College remains committed to achieving the maximum return on its funds, within agreed risk profiles.

The College is expected to retain a much lower level of cash balances than previously expected under the SFC's guidance on financial sustainability and significantly below that for a commercial organisation. This increases liquidity risk to the College. The Board has considered the lowest balances it feels are appropriate in ensuring that commitments are met as they fall due.

Perhaps the most significant constraint is the inability of the College to generate and retain its own reserves against future capital investment. At 31 March 2014, the College donated cash-backed surpluses to the Scottish Colleges Foundation and, subsequently, to Borders Further Education Trust. It has since applied for and received commitment to almost all cash previously donated to be utilised against College projects.

The College is not permitted to enter into a loan agreement on commercial terms. Combined with the inability to retain cash surpluses, this means that the College cannot support any substantial capital investment programme. Alongside other public bodies it must bid, via the SFC, to the Scottish Government for access to capital funding.

The constraints on cash and reserves mean that, when compared to typical commercial organisations, the College's balance sheet and accounting ratios may be judged as weak; however, because of the funding regime, they now actually have little relevance and the College has therefore ceased using them as a performance measure.

Staff costs account for some 68% of College expenditure. With the introduction of national pay bargaining, the College recognises that it has significantly less control over by far its largest item of expenditure than it did under local bargaining arrangements. That notwithstanding, the College will seek to deploy its staff resources in as efficient and effective manner to mitigate the exposure to this sensitivity risk.

These restrictions notwithstanding, the College will continue to manage its finances to ensure sustainability and support growth, innovation and flexibility and to allow resources to be deployed in as efficient and effective a manner as possible. It will, through the Outcome Agreement negotiation process, ensure that Regional need is identified and recognised and it will continue to press for funding levels appropriate to meet demand and sustain growth.

Outputs for 2017/18

34. **Ensure expenditure on staff costs is maintained at a level of no more than 67% of turnover in year 2016-17, reducing to 65% in year 2019-2020.**
35. **Retain adequate cash reserves, at a level of not less than 10 days trading activity.**
36. **Maximise funding from sources other than the SFC, with such funding to be at a level of not less than 27% in 2016-17, rising to 29% by 2019-20**

Environmental Sustainability

Our second Carbon Management Plan (CMP2) was approved by our Sustainability Committee in February 2016, and covers the period 2016 - 2020. It differs from our 2010-15 plan in that it encompasses the whole College estate and excludes Heriot-Watt University occupied areas within the shared Scottish Borders Campus. Between 2010 and 2015 we implemented 14 defined projects, including the innovative SHARC project, successfully meeting our 25% CO_2 reduction target.

The SHARC project is the first of its kind in the UK with heat extracted from waste water in the local public sewer. Project partners included Scottish Water and the Green Investment Bank with the system providing a low carbon alternative, providing most of the Campus' heat requirements. The system was commissioned fully in March 2016.

In 2016, mandatory reporting under the Public Sector Climate Change Duties came into force, coinciding with our new CMP2. The new reporting requires organisations to report specifically on their own undertakings and, as such, the College and Heriot-Watt University have agreed a mechanism for reporting against shared activities such as Utilities and Waste as well as solar PV production at the Scottish Borders Campus.

CMP2 aims to reduce the College CO_2 emissions by a further 10% by 2020 through a series of different projects. These projects include:

- Energy management programme
- Insulation of pipework and fittings in plant rooms
- Programmed replacement with LED lighting
- Voltage optimisation
- Metering, Monitoring & Targeting programme, incorporating sub-metering of electricity and gas & MMT software.
- Food waste recycling
- Smart systems to reduce energy consumption in unoccupied areas
- Greater use of the Borders Railway for business travel

The 2014/15 baseline was calculated at 818 tonnes of CO_2

The College is a member of the College Energy Efficiency Pathfinder (CEEP) group where additional investment is being provided through government funding to improve the energy efficiency of our campuses. The likely changes to occur through

this work is more efficient lighting and better control of voltage and air handling within our estate.

Outputs for 2017/18

37. **To achieve a carbon footprint for 2017/18 of 735 tonnes of CO_2** (SFC Measure 10)

Sustainability through collaborations and shared services

Since 2009 Borders College has shared its main campus with Heriot-Watt University (HWU) in Galashiels. This was the result of a £32m co-location project providing modern facilities and a financially sustainable Borders estate for both organisations. It allows for a greater efficiency in support services of high quality supporting both populations of students and opportunities to create coherence in shared areas of the curriculum between the institutions. The campus is a symbol of the commitment of both institutions to the local community in the Scottish Borders.

The College provides ICT and FM services to the University and the University provides library services to the College. These services are planned, delivered and paid for through a series of service level agreements. Ongoing financial and quality management is delivered through a joint Campus Management Committee which has the responsibility of ensuring that the shared estate remains financially viable and fit for purpose. Funding of this work is achieved through a legally binding sinking fund agreed at the time of co-location. Significant annual cost savings are realised as a result of all these arrangements.

The broad spectrum of collaboration undertaken is unique within the university and college sectors in Scotland, but still guarantees the independence and identity of Borders College and Heriot-Watt University in the Scottish Borders.

Signed by College Region/Date	Signed by SFC/Date
Tony Jakimciw, Regional Chair Date	

BORDERS COLLEGE

Working Together

Scottish Borders Regional Outcome Agreement

Context Statement Second Draft

2017/2018

POSITIVE ABOUT DISABLED PEOPLE

LGBT CHARTER

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1. The Scottish Borders Region

1.1 Population and demographic profile

The population of the Scottish Borders was estimated at 113,870 by the 2011 census, growing by 6.7% since 2001. This masks changes in population profile where the largest percentage growth in population has been in those 65 years of age or older (18.2%) and where there has also been a decline in the number of children under 15 years of age (-4.7%). Between 2010 and 2035 the National Records of Scotland predicts a 10.6% increase in population for the Scottish Borders with almost all of that growth coming in the over 65 year old population. Compared with Scotland as a whole, the Scottish Borders has a smaller proportion of working age population and children under 10 years of age; this is in line with other Scottish rural areas. The proportion of the population of teenagers matches those of the Scottish average but declines markedly from the age of 17/18 onwards. This corresponds to the age at which many young people move on to university and with the university options available in the Scottish Borders being extremely limited there is a large net outward migration.

The demographic profile will influence future curriculum design in the region. The College recognises it has a commitment to provide vocational training to older learners and will work to retain its current capacity for learners over the age of 25. However, of the population of young people aged 16-18 leaving school and not moving out of the Borders, the majority come to Borders College to study and will spend more than one year at the College. Around three quarters of full time students at the College fit within this demographic.

The Scottish Borders is a rural area with the two main conurbations of Hawick and Galashiels having less than 20,000 population. The rest of the region is characterised by small towns and villages surrounded by large rural areas. Population density is low, providing the challenge to the College of giving good access to its services to people living in all areas of the region. Its community programmes use a dispersed model, at times making use of other community planning partners' premises and it works closely with the local authority in planning and providing the necessary transport links so that students can attend College in Galashiels at the centre of the region. Enrolments for 2016/17 show a distribution similar to the population distribution for the region, with Hawick and Galashiels having the largest number of enrolments and the smaller town areas of Selkirk, Peebles, Melrose, Kelso and Jedburgh having levels of enrolment proportionate to their population. There are lower numbers of enrolments from the Berwickshire areas of Duns, Eyemouth, Coldstream and Cockburnspath; these are smaller communities again and better transport links north make Edinburgh as accessible as Galashiels. There is inward migration of people to study further education courses in the Scottish Borders, with enrolments from neighbouring regions of Edinburgh, Lanarkshire, Dumfries & Galloway, Cumbria and Northumberland. Specific courses attract students from further afield with small numbers of enrolments from across Scotland and the rest of the UK.

The 2011 Census data indicates that 0.3% of the Scottish Borders population is able to speak Gaelic. This compares with a national average of 1.1% and a rate of 5.4% for the Scottish Highlands. Borders College enrolled three students in 2015/16 who indicated that

they speak Gaelic and have staff who are native Gaelic speakers. There were no cases where English is a second language and additional support has been required. However, the College would ensure that there would be no barrier to employing or enrolling a native Gaelic speaker.

1.2 Economic Profile

The most recent Regional Skills Assessment (December 2015) provides a very useful assessment of the economic profile of the Scottish Borders. The picture is of a generally improving economy in line with the wider Scottish and UK economies where unemployment is low with particular improvements in youth unemployment in recent years. However, GVA per worker is low, business investment in research & development is low and wages remain lower than the national average.

The business profile is dominated by the production sector with agriculture, fisheries and forestry accounting for 21% of businesses in the region. Construction accounts for a further 11% of businesses and 10% are in retail.

The average wage of region employees is £456 (2014) compared with a Scottish average of £519 with 16% of households having an average income of less than £10,000 compared with a national rate of 16%. However, wages for those travelling out with the region for employment are higher at an average of £490 with workers commuting north to Edinburgh and from the Berwickshire area, south, to Berwick and Northumberland. While there are pockets of deprivation and unemployment, the unemployment rate is low at 4% in 2014/15 compared with a national average of 6% and there are 32% of households with incomes greater than £30,000 in line with the national average.

While the business profile is dominated by the production sector – in line with the rural nature of the region – the employment profile is characterised by dependence in health, retail and manufacturing. Health accounts for 20% of all employment. Areas of growth in employment include public administration, car sales and restaurants, reflecting the economic improvement in the area.

The business start-up rate is lower at 87% of the national average, with the business base being relatively unchanged since 2010 compared with growth of 5% in Scotland during the same period. In 2014/15, 85% of the businesses in the region employed fewer than 10 people compared with 80% of businesses for Scotland as a whole and there are only 10 businesses employing more than 250 people. The economic data portrays a rural region that is still being outperformed in some key measures compared with the national average and where efficiency, wealth generation and investment are either static or declining.

Population growth in the Scottish Borders has been slightly outpaced by the Scottish average, growing by 4% in the decade between 2004 and 2014, with the Scottish average at 5% for the same period. However this masks a decline in school-aged children which is projected to fall by 3% by 2018. There is also a net outward migration of people between 18 and 44 years of age, with high numbers of young people in their late teens engaged in Higher Education of which there is a limited range within the region. Population growth in the Scottish Borders has been almost static since 2008 and is expected to continue at the lower rate of 1% over the coming decade. The population profile trends are also expected to continue with the largest growth expected in those over 65 years of age.

The proportion of economically active people in the Scottish Borders is 77%; 4 percentage points above the Scottish average and with 74% of those in full time employment. This indicates that the employment market is tight, increasing the opportunities for new entrants to the employment market. This is reflected in the experience of the College with more learners leaving for employment prior to completing their course and more successful completers finding employment.

The College is a significant and critical resource within the Scottish Borders. Its curriculum is aligned with local and national priorities. Students develop skills that ready them for the workforce generally and the vocational areas available prepare young people to enter the trades, and support the health, tourism and food sectors. Small and micro businesses predominate within the region, therefore developing enterprise skills features well within the curriculum, with several young people becoming self-employed on leaving the College. The College has experienced an increase in demand for engineering provision from employers and interest from young people. This change is not evident from the Regional Skills Assessment which could be attributed to the relatively low baseline of the engineering sector within the region at present. The College recognises the engineering sector as a small, growing and important sector to support within its curriculum plan. To this end, it has expanded the range of its engineering provision in recent years, supporting local firms that wish to offer a Modern Apprenticeship and to offer a greater choice to college entrants who wish to progress their interest in engineering on to higher levels of study and university entrance in line with the national Skills Investment Plan (SIP) for engineering and advanced manufacturing. This expansion of the engineering provision is now complete although the College will continue to review the supply of this provision and will adjust the curriculum according to demand. In the near future, the College will also be reviewing its curriculum to support digital services, both in recognition of these skills becoming of greater importance for general employability and as a potential growth sector within the region due to significant inward investment.

Where young people make up the majority of the College's full time students, the business development programmes and community programmes enrol more of the region's adult population. Business development programmes help upskill the existing workforce in many businesses and the community programme plays an important role across the region in local communities' sustainability.

The College has a vital role in helping the Borders Community Planning Partnership (CPP) in their ambition for the Scottish Borders to become a more attractive place to live and work, and to arrest the outward migration of its young people. The College's wide further education curriculum and broadening higher education curriculum help to retain young people in the Borders, assisting in this Community Planning Partnership aim and helping to upskill the entrants to the jobs market.

September 2015 saw the reopening of the Borders Railway between Tweedbank and Edinburgh with usage exceeding expectations. With 30 miles of track and seven new stations the Borders railway has improved two-way access between the Scottish Borders and the capital city. This has proved of benefit for both staff and students, with students using it to commute to college and staff using the service for business travel. Journey times between central Edinburgh and Galashiels are less than one hour. The opening of the line provides excellent opportunities for the Scottish Borders for investment in jobs and further

infrastructure. The College is playing its part, with a curriculum focused on investing in skills for the growth areas of economic activity in sustainable tourism, food & drink and engineering, ensuring that there is a well-trained workforce for growth and inward investment. This will help to sustain jobs in the Borders in the long term and contribute to the anticipated population growth envisaged in Borders railway: Blueprint for the Future. The College will continue to work with the other Community Planning partners to ensure that the Scottish Borders maximises the opportunities that come from the re-establishment of the railway line.

This significant improvement to the Borders infrastructure, and the recognition that the region has a significant population that live in the Borders but work elsewhere, has led the College to consider how it might better prepare people for work in neighbouring regions by focusing on growth in engineering, digital and higher level programmes.

1.3 Education and Training

A higher percentage of school leavers from the Borders continue in education than the Scottish average. For summer 2015 leavers; 42.3% went on to higher education programmes and 29.8% went to further education compared with the Scottish averages of 38.3% and 27.8% respectively. Fewer leavers were in negative destinations at 4.7% against a national average of 7.1%. However, fewer also go straight into training schemes such as Modern Apprenticeship at 1.5% compared with the national average of 3.8% and the percentage going straight to employment is also lower than the national average at 19.4% compared with 21.7%. SDS report a growth in new starts for training schemes in 2014/15 with 410 Modern Apprenticeship starts in the Scottish Borders during 2014/15; 55 more than the previous year.

The College has increased significantly its full time provision up to SCQF level 8, helping to ensure that there are positive destinations for young people and meeting its commitment to Opportunities for All. Increasing the higher education opportunities at the College by expanding its Higher National programme has helped meet the demand for higher levels of study in vocational areas for school leavers and providing a positive support to stands of *Developing the Young Workforce – Scotland's Youth Employment Strategy*.

The top four programme areas in the Scottish Borders are Care, Hairdressing & Beauty Therapy, Construction and Landbased. Modern Apprenticeship starts supported by the College have grown over the last three years, both in terms of those managed directly by the College and those managed by other agents where the College is contracted to provide the training element. The College's expectation is for the number of apprenticeship starts to continue to grow as the Scottish and UK Governments' commitments to apprenticeships continues and expands.

1.4 Skills Gaps

The majority of employers in the South of Scotland have recruited in the past 2-3 years from Scottish schools, colleges and universities and report that the recruits are well or very well prepared for work. **91% of employers stated the recruits from college were well prepared for employment**, 13% above the national average. Where they report they are poorly prepared the main reasons are a lack of life experience, poor motivation or attitude, or a lack of skills and competence. Hard to fill vacancies account for less than 1% of

vacancies. Employers in the South of Scotland are more satisfied with the proficiency of their staff compared to employer satisfaction rates for Scotland as a whole.

The College recognises that it has a vital role in helping prepare young people for the world of work. Its programmes are designed around ensuring that learners have a good opportunity to develop these skills. Support for this development is provided through course tutoring, focused personal development planning and appropriate work experience opportunities and monitoring. The high level of business satisfaction with new recruits' readiness for employment correlates positively with this focus on employability by the College.

1.5 Scottish Government Growth Sectors

The South of Scotland has high concentrations of employment in tourism and food & drink sectors (including agriculture and fisheries). Together, tourism and the food and drink sector account for 25% of all jobs in the South of Scotland. Skills Investment Plans have been produced by SDS on behalf of the Scottish Government for each of these sectors. These highlighted a series of priority actions to address current and future skills gaps and shortages.

The SIP for tourism focussed on:

- Improving management, leadership and enterprise in the sector
- Ensuring staff have the skills to deliver a high quality visitor experience
- Raising the attractiveness of the sector to new entrants
- Ensuring appropriate and high quality training is available to the sector

The SIP for food & drink focussed on:

- Raising the attractiveness of the sector to new entrants and retaining talent
- Supporting company capacity to innovate
- Driving leadership and management excellence in the sector
- Supporting the development of skills for growth in the workplace

The College has responded to these priorities by providing:

- Management and business development support and skills training through its Business Development Unit
- Tourism and food & drink specialist training and support
- A diverse portfolio of curriculum provision for the landbased industries
- Realistic simulated work environment and work experience for hospitality students

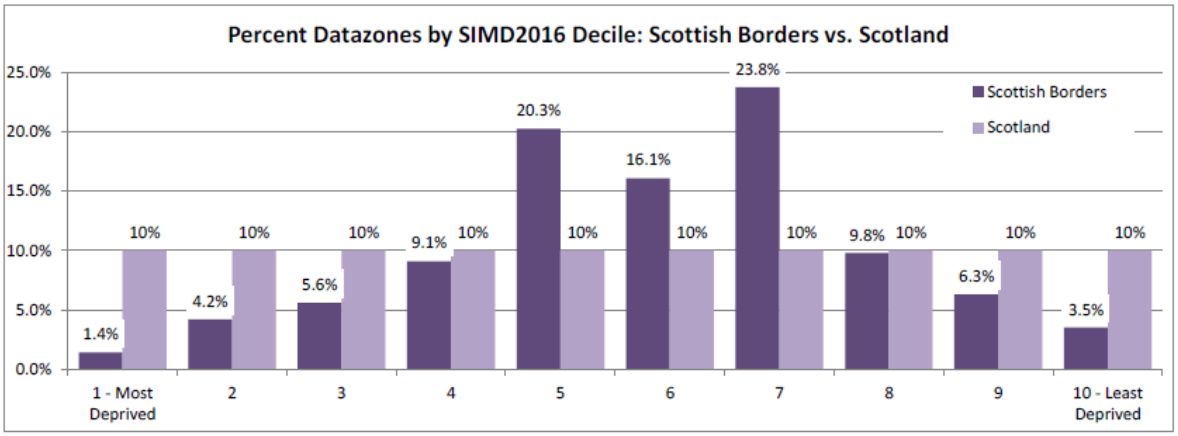
and:

- Understanding the local tourism sector well and providing a curriculum that addresses the wide range of skills it requires to provide high quality visitor experiences
- Investing in industry standard landbased, sports, catering and hospitality training facilities within the College campus

1.6 Areas of Deprivation

The Scottish Index of Multiple Deprivation (SIMD) is used to identify small areas of concentrated multiple deprivation in Scotland. It is a reasonable methodology for identifying deprived communities where they are clustered together. However, it is less sensitive to rural deprivation where these communities can be small and dispersed. The results of the

2016 SIMD index show that most of the Scottish Borders falls into middle ranking SIMDs with fewer areas of multiple deprivation as well as fewer areas of greater affluence.



(Extract: from SIMD2016-Dec-SB-Area Forum)

The two main towns of the Borders, Hawick and Galashiels, both have single areas that rank in the 10% most deprived areas within Scotland; Hawick – Central Burnfoot, and Galashiels – Langlee Central. The whole of the Burnfoot area is in the 20% most deprived post code areas as is Wellogate in Hawick, Bannerfield in Selkirk and Wester Langlee. SIMD1 areas had a total population of 1,633 based on 2014 figures and accounted for approximately 1.4% of the region's population. In the last 10 years the number of most-deprived 15% data zones in the Borders has risen from two to five. It should be noted that SIMD1 accounted for 3.3% of school leavers in summer 2015 with 43% going to further education, 10% to higher education and 10% to training (based on SIMD2012). In 2015/16, 6.6% of the College's total credits were delivered to learners from SIMD1 postcode areas, highlighting the success of the College's approach to concentrating its resource for the most deprived areas of our community through its commitment to access and inclusion.

1.7 Needs Analysis

Health, retail and manufacturing are the largest employing industries in the South of Scotland. The industry profile for the area also points to specialisation in accommodation services, construction, the arts and land-based industries. The demographic profile indicates that job opportunities will come more from replacing the aging existing workforce than through expansion in the number of jobs available.

Analysis of demand for college places indicates that vocational training for engineering, service sector (including hairdressing, beauty therapy, health and social care), construction, sport and animal care are all popular areas of choice for young people. The College's unmet demand report indicates that motor vehicle engineering is now the only area where demand for places at college exceeds availability considerably.

The Scottish Borders Economic Strategy 2023 focuses on areas where the CPP believe the region has a competitive advantage. These include niche manufacturing, tourism, construction, creative industries, farming and food and drink. The College contributes significantly to these areas and will continue to align its curriculum with them in the long term. The Economic Strategy also aims to encourage entrepreneurial activity, an area to which the College will contribute through the further development of enterprise skills within

its curriculum. The Borders has a high level of new business start-ups and survival rates, with analysis of college-leaver destinations indicating that they are making a contribution to this growth.

The Community Planning Partnership has a key role to play in supporting the economic development of the region. The College is a key member of the team responsible for setting the Local Outcomes Improvement Plan for the Scottish Borders, with membership on the CPP Strategic Board, Joint Delivery Team, Economy & Infrastructure Delivery Team, the Borders Learning and Skills Partnership and the South of Scotland Economic Forum. The coterminous nature of the College Region, Local Authority Region and Health Service Region allows for a clear focus by all organisations on the same population group and geography, hence removing the complexity that can occur in multi-region areas. This allows for straightforward partnership and joint planning. The College is playing a significant role, particularly in the Economic Strategy aims of *Building on our Assets* and *Developing the Workforce of the Future.* Through partnership working with other community planning organisations, including Scottish Borders Council and Skills Development Scotland, the College will continue to make a significant contribution to the young persons' guarantee of an offer of a place in education or training for every 16 to 19 year old in Scotland. First destination statistics 2014/15 show the Borders Region continuing to outperform the national average by 2.4 percentage points for positive destinations at 95.3% for Borders school leavers in October 2015. The Scottish Borders CPP is developing its own regional young persons' guarantee in line with national objectives, to which the College will make a significant contribution.

1.8 Developing the Young Workforce – Scotland's Youth Employment Strategy

The CPP is also addressing *Developing the Young Workforce* with a project team in place including senior staff from the College. Planning is well advanced with actions underway from autumn 2014 onwards. (See Section 3 for further information)

1.9 School Leaver Destination Analysis

(Based on SDS Dec 2015 and June 2016 CPP Report for Scottish Borders School Leavers)

Leaver destination figures for 2014/15 show that 94% of leavers are in positive destinations in March 2015, a drop of 1.3pp (percentage points) compared with October 2015 and 2.0pp higher than the national average. This indicates that Borders leavers are better at achieving a positive destination and maintaining it after leaving school. Within school leaver positive destinations there is movement between categories, with growth of those in employment being the most significant change along with a corresponding drop of those in further education. 29.8% enrolled on further education programmes for the 2015/16 session; 2.0pp above the Scottish average. By March 2016, 24.8% remained in further education; 1.3pp above the national average. The 5pp drop in those in further education corresponds to a 4.3pp increase in those in employment and a 0.4pp increase in those in training. Withdrawal data from the College confirmed that the most common reason for leaving programmes early was securing employment or an apprenticeship. Of those who stated that they were in Further Education in the October 2015 survey, 0.3% of them indicated that by March 2016 they had now moved to Higher Education, 83.3% were still in Further Education, 7.6% (4.3% in March 2015) had moved into employment, 1.7% (0.3% in March 2015) were now on a training scheme and 4.3% (3.7% in March 2015) were now unemployed.

The entry rate to Higher Education programmes either at a university or college was 42.3%; 4.0pp above the national average but decreasing to 40.9% by March 2016; 4.5pp above the national average. With Borders school leavers sustaining their places in HE at a higher rate than the national average.

The rate for those school leavers entering training is 1.5%; a fall from the previous year (2.3%) and below the national average of 3.8%. However the numbers in training increased during the year to become 1.9% of all leavers by March 2016. The growth in training place starts during the year is welcome, with the College contributing to this through the provision of SDS funded apprenticeship training places.

The percentage of leavers in positive destinations has steadily improved over the last five years by 3pp to 95.3% by Oct 2015.

The percentage participating in FE has returned to the pre-recession average of around 29% of school leavers in 2015/16 while HE participation has increased to over 42% from 30.8% in 2004/05. The growth in HE participation has shown a fairly steady increasing trend over the decade. This is also reflected in the College's curriculum with the growth in the number of HN places available to school leavers. Employment opportunities have improved in the last 12 months with 19.4% of school leavers entering employment; 3.0pp above the low point in 2008/09.

There are gender differences in leaver destinations with females more likely to opt for further or higher destinations than their male counterparts. Male destination of employment straight from school is higher at 25.9% than their female counterparts at 13.0%. Positive destination rates are higher for females at 96.1% with a lower rate of 94.5% for males. 5.0% of males are unemployed and seeking employment compared with 3.0% of females, accounting for almost all of the difference in positive destination by gender.

There are clear correlations between a leaver's home location as measured by the Scottish Index of Multiple Deprivation (SIMD) and their destination on leaving school in the Borders College Region. Further education is the most common destination for SIMD1-3 and accounts for 43% of SIMD1 destinations. Higher education is the most common destination for SIMD5-10. SIMD1 also has the lowest positive destination rate and the highest unemployment. SIMD1 & 2 accounts for only 5.3% of leavers in the region.

Table 1: Percentage First Destination by SIMD for School Leavers (Scottish Borders Council Community Planning Partnership Report (Dec 2015))

Destinations by SIMD Decile (Percentage of Leavers)										
SIMD Decile	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
FE	43	54	45	40	35	31	20	23	27	6
HE	10	21	26	30	35	43	53	47	58	78
Training	10	4	4	0	2	0	0	3	0	0
Employment	23	8	14	25	20	19	21	19	15	11
Activity Agreement	0	0	4	0	1	0	0	1	0	0
Voluntary Work	0	0	1	0	1	2	2	4	0	6
Unemployed	13	8	7	5	5	3	4	3	0	0

Seeking										
Unemployed not seeking	3	4	0	1	1	1	0	0	0	0
Positive Destinations	85%	88%	93%	94%	95%	96%	95%	97%	100%	100%
Negative Destination	15%	12%	7%	6%	3%	4%	5%	3%	0%	0%
Number of all leavers	40	24	74	81	186	227	237	211	93	18
Percentage of all leavers	3.3%	2.0%	6.2%	6.7%	15.5%	18.9%	19.7%	17.5%	7.7%	1.5%

1.10 Articulation and Progression

1.10.1 College Entrants directly from School

A large majority of Borders school leavers planning to go to college choose to study at Borders College and live at home. Edinburgh College is the next most popular destination for college entrants from the Borders. Entrants are far more likely to migrate out of the region to study on HE level programmes at college, with slightly more choosing Edinburgh College than Borders College. Numbers entering directly on to HE level programmes from school are low in comparison to university entrants or FE level entrants to college. The numbers of HE college entrants by institution fits with the collaborative strategy Borders and Edinburgh regional colleges have, with a wider range of specialist HN provision made available in the Edinburgh region proving attractive to Borders school leavers.

Table 2: College Entrants directly from Borders schools (Session 2014/15)

Institution	FE Study	HE Study	Total	Percentage
Borders College	290	35	325	70.3%
Edinburgh College	51	53	104	22.5%
Other institutions	16	17	33	7.1%
Total	357	105	462	

1.10.2 Progression

Progression routes between college programmes are well established. The Borders College curriculum is typically designed as a series of one year programmes. This is the case up to SCQF level 6 and between levels 7 & 8 where the College has traditionally offered an HNC, with the option to top up to an HND in a second year. Progression rates do vary from SCQF level to level. This pattern is well established with high progression rates at Level 5 and above, with the majority of HNC and HND entrants coming from the existing college student population. There are lower progression rates at SCQF Level 2, 3 & 4 with learners tending towards extending the breadth of their studies at these levels if they return for a further year.

1.10.3 Articulation

The College has articulation routes mainly to the Edinburgh Universities. Heriot-Watt University accounted for 42% of entrants to university from the College and Napier University accounted for a further 36% in 2014/15. In total 20 students left Borders College to matriculate on to a university degree. 32 students returned to a college to continue their HE studies at the next level with 28 choosing to return to Borders College and 5 transferring

to Edinburgh College for another year in 2015/16. 50 of the 2014/15 HN leavers entered employment, with several of the College's HN programmes designed to meet the needs of employers/employment rather than for articulation into higher levels of study. This will remain a long term design feature of the College's HN curriculum.

1.11 Travel to Study Patterns

The Scottish Borders is a relatively large land mass of 473,614 hectares with a low population density of 0.24 people per hectare. It is the 4th most rural area in mainland Scotland. These factors have implications for travel to study. The College works closely with Scottish Borders Council to ensure that there is a competent travel plan, guaranteeing students can access the main college campuses in Galashiels and Newtown St. Boswells. Through the Community Planning Partnership the College and NHS Borders joined the procurement exercise led by Scottish Borders Council for transport services. This arrangement is an extension of our previous bilateral arrangements with the Council which involved negotiation with bus companies, shared procurement and integrated school and college services. The travel to study requirements of the region have longstanding and continuing implications for levels of student funding support with a significant proportion of student funding being spent on transport services. The opening of the Borders Railway has opened up another travel option for those living near to its route. Early indications are that the rail service is having an impact on choice with some students from the Midlothian area finding it easier to travel to Galashiels than some of the Edinburgh College campuses, with others from the Borders choosing to use the rail route to access Edinburgh College whose other campuses are within easy reach of the line.

1.12 Communities of Interest

The College has specialised provision for supporting people with learning disabilities. It liaises closely with Scottish Borders Council, providing clear progression routes and transition arrangements for young people leaving school who have a learning disability. It also provides an innovative skills development programme for older people with a learning disability, focused on improving independent living and skills for work. The proportion of work undertaken in this area is higher than the average levels of activity found across Scotland's College Regions; however the number of full time entrants has declined recently due to an extension of the local school provision for this group of students. This may lead to these students entering college at an older average age than in the past.

2. The College Curriculum

2.1 Overview

The College provides a broad curriculum of both vocational and academic study from SCQF Level 1 to Level 9. As the single regional college in a sparsely populated and large rural area it has met the challenge of providing adequate provision that is easily accessible. Campus location and design was informed fully by curriculum and access considerations.

Customer demand from both employers and learners has been the main driver for curriculum design and, in part, for the organisation's structure. Employers are always included in approvals panels for new or significantly revised provision. Articulation to university degree programmes has also influenced the design of higher level and university access programmes. A wide range of shorter programmes is available for employers and employees to assist in upskilling the local workforce. Apprenticeship programmes and work-based vocational qualifications are also a significant feature of the curriculum. Niche programmes exist in a few areas, primarily provided for rural industries, tourism and sport.

Curriculum planning and design is based on a clear set of principles with the curriculum aligned to employer need and local environmental analysis. The most recent example is the impact that interest from employers and managing agents for growth in engineering training, apprenticeships and higher education programmes has had on the curriculum. *Developing the Young Workforce* is having an increasing influence on the college curriculum with the growth in the range of vocational programmes at levels SCQF Level 4 to 7 for Senior Phase pupils, including Foundation Apprenticeships. The College's full time provision is evolving accordingly to provide clear progression from these school/college programmes.

Demand from applicants also plays a significant role in shaping the curriculum, as does the need to provide adequate provision for people with learning disabilities and for programmes that introduce young learners to vocational areas of study.

The mode of delivery is also an important consideration, with many employers looking to the College to support training and development through on-job training and assessment. Community programmes still form an important part of the curriculum plan. These are delivered within local communities, often in other CPP premises. Almost all full time provision is delivered in the two centrally located campuses in Galashiels and Newtown St. Boswells.

The details of the College curriculum can best be described by reference to the different curriculum delivery units within the College's structure. Each is described briefly below.

2.2 Business Development Unit

The Business Development Unit offers bespoke advice to employers on their training and development needs. The major strength of the unit is in its team of industry specialists who work with employers to identify the most appropriate solution for their training needs to support business growth, human resource requirements, CPD and product or service development.

Workforce development is the major aspect of their work. They offer professional training, SVQs, modern apprenticeships and short courses tailored to the needs of companies, with this service proving popular with employers in both the Scottish Borders and Lothians.

The Unit also provides wide ranging community programmes across several centres in the Scottish Borders, the design of which is driven by demand from learners, employers and other prospective customers. The community programme evolves year-by-year depending on demand and an employee benefit package is open to employers to encourage their employees to learn.

An important feature of the Business Development Unit's provision is its Skills Accreditation programme for people with learning disabilities, some with profound and complex needs. This has been developed using the NCFE awarding body's *Investing in Quality* licence. In recent years the College has credit rated a number of these programmes through the Scottish Certificate and Qualification Framework, to the point where Borders College is now one of the main owners of SCQF programmes at levels 1 & 2 in Scotland. It will continue to advance this work as these qualifications, delivered in partnership with employers and service providers, provide significant opportunities for employment and improved independent living for people with a learning disability. The College offers these programmes across the Scottish Borders and the Lothians because of their unique nature.

The Business Development Unit manages the Employability Programmes and directly contracted Modern Apprenticeships. It has an established series of programmes at Stages 3 & Stage 4 of the employability pipeline. It works with NHS Borders as a Community Planning Partner and as a major local employer in the design of a number of these programmes and their features. Modern Apprenticeships are offered in vocational areas where there are significant local employment opportunities and are planned and progress monitored in conjunction with the employers. The curricular areas involved include health, social and child care, management, customer service and business and administration.

2.3 Care and Access

The Access provision is an important feature of the curriculum and includes several programmes up to SCQF level 3/4. This curriculum has a greater emphasis on providing nationally recognised qualifications and greater attention to opportunities for progression from Access provision on to level 4 programmes in other Faculties. These programmes are carefully managed and designed with input from social work, third sector organisations, parents and carers. Both full and part time attendance patterns are available, with programmes designed to accommodate individual needs. Staff are involved in transition meetings with school staff and educational psychologists around developing programmes that meet the assessed need of young people who present with profound and complex needs. This partnership working is essential to ensure that the necessary resources are in place prior to a young person starting on a college programme. All students on a full time Access programme take part in workplace experience and in August 2016 the faculty started Project Search along with SBC and NHS Borders.

The Care curriculum covers health, social and early education. These are all major areas of employment in the Scottish Borders. The faculty offers an extensive range of work experience placement opportunities as part of its curriculum to prepare students for employment or higher levels of study. The curriculum is carefully planned to ensure that

progression through the levels is seamless and builds on the previous level of study. Programme design for health care has been heavily influenced by Napier University to ensure successful transition to their nursing degrees, both from SCQF level 6 & 7 programmes. In the case of the level 7 programme, progression can be with advanced standing. Napier University and Social Work are involved in interviewing for the higher level programmes. The HNC Social Services is closely co-ordinated with employers and has employee and direct entry routes. Early education programmes are planned with Scottish Borders Childcare Partnership and local childcare providers, with placement being a significant component of childcare courses. At lower SCQF levels the courses are more preparatory and generalist in nature, allowing students to explore different disciplines within care before specialising.

The faculty also offers a range of professional development awards and counselling skills courses aimed primarily at people in employment. Curriculum delivery is designed around employment patterns and includes twilight and evening delivery with some online provision.

The faculty provides assistance to other curricular areas with a college-wide service to develop students' essential skills for employment and it leads in supporting enterprise both in students' project work and in teaching practice. The Core Skills team are based within this faculty. They have had a particular focus on contextualising the teaching of core skills, making them relevant to the students' vocational training and interest.

ESOL provision and outreach work is also provided by this faculty. The ESOL delivery is designed to account for participants' employment patterns and is coordinated with the local authority's Community Learning & Development team's ESOL services.

The faculty's outreach and short course work is also designed to support hard to reach learners, for example women who have experienced domestic abuse, people with mental health problems and people who are further away.

The faculty delivers outreach provision within the areas of our Region with SIMD1 postcodes, with plans to deliver in these areas in 2016-17.

The faculty has overall responsibility for the Schools Academy programme in terms of school marketing and pupil recruitment; however it delivers specifically on Skills for Work: Early Education and Childcare, Health and Social Care and also Higher Psychology. The transition programmes for young people hoping to move onto Access programmes is also coordinated through the Schools Academy.

As part of the DYW agenda the faculty has been working with other subject areas to grow and develop the range of courses offered to pupils in the Senior Phase. We have been developing courses at SCQF level 5 and above so that we are able to offer a credible alternative to pupils who may be interested in taking a more vocational pathway whilst at the same time studying for a nationally recognised qualification. As part of this development we are offering Foundation Apprenticeships in the following areas: Social Services and Healthcare, Social Services Children and Young People and Business Skills. These will be on offer during 2016/17 with a start date of August 2017 with a target of 36 places.

On both Foundation Apprenticeships related to care we are actively recruiting males onto the programmes and have included information in the marketing material to that effect. This message around gender imbalance is also given out at the various parent evenings and school DYW events attended by college staff across the nine secondary schools in the

Scottish Borders. Within the faculty's full time programmes we monitor the success rates of under-represented groups as a comparison to overall student success. This is particularly important for male students on care courses and we try to address any barriers that may be put in their way in terms of their overall success, especially on Childcare courses. In the past we have had successful male students who have achieved the Childhood Practice / Early Education and Childcare and use their profiles to support a positive image of men in childcare.

An example of an employer led training session is the bespoke SCQF level rated Pre-birth to 3 year: Physical and Mental Health of Infants at SCQF level 7. This was initiated by the local Childcare Partnership in response to the increase in early years' staff working with the age group. It is now delivered as part of the upskilling of staff to meet the 1100 hours of free childcare for 3+ years and above. The College also successfully works with employers around the NC and HNC in Childhood Practice as a way of increasing the workforce in this area.

Work based staff from NHS Borders, SBC and the 3rd sector take part in the interviews for HNC Social Services / HNC CAP places. They also have been consulted on the delivery of optional unites for the HNC Social Services / Childcare Practice awards,

SDS, employers, Board members and QMU staff take part in mock interviews for Care jobs as part of the assessments for the Skills for Work Higher in Health and Social Care. Project Search is part of an employer led programme.

SBC Learning Disability team works with us around the OLA curriculum. Adult Literacies / Whitchester House worked with us around employability units.

2.4 Construction, Engineering and Landbased Industries

This faculty offers a wide range of apprenticeships, in the main subcontracted from other managing agents. These cover most of the construction trades, engineering and agriculture, which are all areas of significant employment in the Borders Region. In parallel with the apprenticeships it offers full time programmes.

A significant part of its provision is a wide range of short programmes for up-skilling employees and for meeting legislative requirements.

The faculty has developed a renewable energy unit in conjunction with a supplier and markets a range of short courses in this area with the support of the Business Development Unit. Recent interest in expanding the range of engineering courses from employers and managing agents has led to the introduction of a much wider engineering curriculum up to HNC in Electrical Engineering with an option to articulate to Napier University. The expansion of engineering provision in recent years accounts for a proportion of the expansion in credit–funded activity in the Borders College Region and the capital investment in the College estate.

The faculty contributes the majority of STEM activity delivered by the College with both engineering and construction being significant areas of their curriculum offer. Staff have taken an innovative approach to raising the profile of engineering as a career option for both males and females, working with primary and early secondary school-age children through the Bloodhound Challenge where the young people design rocket powered cars. They are also involved in Greenpower racing where students have designed and race an electric car against other schools and colleges. Through these initiatives they raise the profile of

engineering as an exciting and interesting career option. The College is also a member of the Energy Skills Partnership which provides opportunities for staff to attend training, provides training materials and has supported the engineering projects mentioned above.

The faculty's landbased provision is based at the Newtown St. Boswells Campus where it works closely with local employers to ensure access to rural working environments including farms, estates, riding stables and animal care centres. It offers a broad range of rural industries' vocational qualifications in agriculture, horticulture, equine, gamekeeping, landscaping and animal care. It has completed a detailed review of its curriculum, identifying potential areas for expansion that would support rural industries. This will be implemented in conjunction with the national review undertaken by the Landbased Providers Group, with the Vice Principal: Curriculum attending the bi-annual meetings. The College has also provided subject specialists to join the working groups when the subject area is relevant. The recommendations from the two working groups on Animal Care and Agriculture has informed curriculum planning from 2015-16 onwards. Nationally, there has been no further planning activity around the national landbased strategy during 2016.

The faculty's gamekeeping provision up to HNC level is of national importance as it is one of only two providers offering this provision which supports the work of Scotland's rural estates.

The faculty typically offers vocational qualifications and achieves high levels of learner success.

2.5 Creative Industries, Sport and Business

This faculty provides vocational training courses that support important areas of the Scottish Borders Economy. Borders business profile is typified by many SMEs with a large proportion of these being microbusinesses in the service, tourism and arts sectors. The range of subject areas within the Creative Industries, Business and Sport curriculum includes catering, hospitality, sport, art and design, graphic design, interactive media, computing science, hairdressing a, beauty therapy, business, IT and management. All providing employees for these small and microbusinesses and helping to sustain the potential for business start-ups in these areas. There has been a focus on promoting hairdressing and beauty therapy as a career option for men with men-only promotional sessions planned during the academic year.

Within the campus the faculty has access to modern, well-equipped realistic work environments that support the provision of vocational qualifications. It has good relationships with local employers who offer an extensive range of placements and have become involved in shaping the curriculum through competition work and attendance at employer forums. Masterclasses by industrial experts are an expanding feature of their provision, providing up-skilling for local employers and employees. The areas of graphic design and interactive media work on and are assessed on real briefs through client initiated projects.

Vocational pathways from SCQF level 4/5 to HN are in place for the curricular areas of Sport, Business, Hairdressing, Beauty, Catering and Creative Industries.

Learner success rates for its vocational programmes are high.

The sports curriculum has important features that differentiate it from the standard nationally recognised qualifications in this vocational area. These programmes are branded as Borders Academy of Sporting Excellence (BASE). They combine a national qualification with skills development in a single sporting discipline. Coaching in the discipline is provided by coaches with well-established reputations in their sport. The sports currently offered are rugby, football and Downhill Mountain biking. Football and rugby could be considered Scotland's national sports. Rugby and downhill mountain biking have particular links to the Scottish Borders. Rugby is culturally important to the region during session 2015-16 the college began working in partnership with the SRU. Students have the opportunity to train with the SRU/ BT Academy and be coached by SRU coaches .These BASE programmes attract applications from across Scotland because of the specialist coaching feature.

Mountain biking is a key feature in the region's tourism strategy. Downhill mountain biking attracts applicants from across the UK because of its unique character. It was established in conjunction with Scottish Cycling where it filled a gap in youth coaching, because, as it is not an Olympic sport, downhill mountain biking does not receive the same level of funding as other cycling disciplines.

Young people's wider achievement on these BASE programmes is very good with several performing at national and international level.

With the College conscious that employment opportunities locally often reside in SMEs and microbusinesses, self-employment is a likely option that students may consider. An important feature in all areas of the curriculum is the development of both enterprise and employability skills.

The majority of programmes from SCQF level 5 and above have a mandatory work placement element build into the programme design. Many of our students gain employment at the end of their work placement with the placement provider. Programmes at SCQF level 4 have good access to realistic work environments within the College.

Collaboration with Heriot-Watt University has led to coordinated curriculum planning for business and management, improving articulation with advanced standing to their business degrees. This work has been a feature of the closer relationship the two institutions have had since co-locating to the Scottish Borders Campus, Galashiels in 2009.

The faculty also offers Higher National provision in IT, administration and digital media. Working with and appreciating the needs of the local authority for up-skilling and offering new qualifications to its administrative and supervisory staff has led to the introduction of Professional Development Awards and a part time HNC. The HNC in Administration and IT is delivered as an evening class to employees of our largest regional employee partners: Scottish Borders Council, Eildon Housing and NHS staff.

Recognising the limited provision available to Senior Phase pupils for computing and software design within schools we have worked with the local authority to offer qualifications at SCQF level 6 as part of the growing *Developing the Young Workforce* provision. Session 2017-18 will also see the commencement of a Foundation Apprenticeship in Business and IT for pupils in S5 and S6.

In addition to our Schools Academy provision in the areas of hair, beauty, sport, computing science and creative industries, lecturing staff deliver hairdressing and beauty awards within some of the local authority schools.

Our schools academy courses offer the beginning of the vocational pathway for many school pupils with an offer of place on a full time course being guaranteed to successful candidates who chose to continue further on this career pathway, smoothing transition from school to college.

3. Developing the Young Workforce

3.1. Working with Schools to develop new vocational pathways from the senior phase to the workplace

3.1.1. Background: School-College Partnership Work 2013/14 to 2017/18

The College has a well-established partnership agreement with Scottish Borders Council's Education Department for the delivery of course provision for the 9 Secondary schools and Wilton Centre. The College has provided a range of both vocational and academic subjects which enables pupils to develop their employability skills and gain qualifications. The subject areas range from Higher Psychology, construction, motor vehicle, childcare, sport, personal presentation, horticulture and rural skills. There were 485 Senior Phase enrolments in 2015/16. In total, the College had 2001 SUMs of activity in 2015/16 inclusive of provision for winter and summer leavers.

From 2014/15, Fashion at National 5 is included in the schools programme and delivered in Hawick to help stimulate interest in the local textiles industry amongst young people with excellent achievement rate and grades. This programme was highly successful for two years but is being rested in 2016/17 because of a dip in demand.

The College has also joined the South East Scotland Academies Programme (SESAP) with Queen Margaret University and Edinburgh College and introduced 4 academies which started in August 2014. The academies enable pupils to attend college for part of a qualification with some attendance at the University, Edinburgh College and also a short work placement. The main purpose of the academies is to shorten the learner journey to college or university. For those pupils who complete an HNC part time over 2 years, they will gain entry to Year 2 of a degree at Queen Margaret University. There are 31 pupils enrolled across the 2 academies this year. This is a significant reduction on the previous years as a consequence of the reduction in funding available to the local authority, particularly for transport for the pupils to the University.

The School/College partnership was reviewed and rebranded Borders College Schools Academy in 2015/16 and the offer of vocational programmes will continue to expand through to 2018, with several new courses delivered to school pupils. The school timetables are aligned to an asymmetric week, with college courses included within the column structure. This enables pupils to select the courses as part of their timetable, particularly a Tuesday and Thursday afternoon. Details of the range of programmes offered and the schools involved are detailed in the table below.

Schools Academy Programme 2016/17	SCQF Level	Enrolments
Health and Social Care QMU Schools Academy 1	7	16
Skills for Work: Early Education and Childcare Nat 4 Schools Link1	4	13
Skills for Work: Early Education and Childcare Nat 4 Schools Link2	4	15
Skills for Work: Early Education and Childcare Nat 4 Schools Link2 (Hawick)	4	18
NQ Psychology (Higher) Schools Link - Mixed - (4 Credits)	6	23
NQ Psychology (Higher) Schools Link - Gala - (4 Credits)	6	13
NQ Psychology (Higher) Schools Link - Hawick - (4 Credits)	6	17
Skills for Learning and Work Link - Schools Link - 1 Day	3	12
Skills for Independence - Schools Link -PT	2	2
Skills for Work: Automative Skills Nat4 - Schools Link1	4	11
Skills for Work: Automative Skills Nat4 - Schools Link2	4	10
Engineering Schools Academy Eyemouth Yr1	4	10
Horticulture Machinery - Schools Link - Eyemouth	4	7
Rural Skills for Work Schools Link - Hawick and Jedburgh	4	10
Construction Academy - Schools Link - Group A - Mixed	4	10
Construction Academy - Schools Link - Group B - Mixed	4	12
NQ Skills for Work - Schools Link - Hawick - Yr 1	4	10
NQ Skills for Work Construction - Schools Link - Eyemouth Yr1	4	13
National 5 Sport and Recreation - Schools Link	5	13
Software Development Schools Academy Gp1 Nat 4	4	17
Software Development Schools Academy Gp2 Nat 5	5	12
VRQ I Hairdressing and Beauty - Schools Link - Gp 1	4	11
VRQ I Hairdressing and Beauty - Schools Link - Gp2	4	9
VRQ I Hairdressing and Beauty - Schools Link - Gp3 - Peebles	4	12
VRQ I Hairdressing and Beauty - Schools Link - Gp3 - Eyemouth	4	15
Creative Industries QMU Schools Academy	7	15
Total Enrolments		**331**

3.1.2. Planning for 2017/18

3.1.2.1. Senior Phase Vocational Pathways

The College is currently meeting with School staff to agree the portfolio for 2017/18 and these discussions include some new vocational pathways including Computing Science at Higher level and a Foundation Apprenticeship for Health Care at SCQF Level 6.

3.1.2.2. Local Authority Involvement

The local authority has appointed a lead on Developing the Young Workforce and the College liaises with the post-holder in planning and coordinating the broadening programme and work experience opportunities.

3.1.2.3. School Involvement

There is ongoing liaison between the Vice Principal; Curriculum and all Secondary School Deputy Heads in planning the curriculum and future provision. Two Foundation Apprenticeships were offered to the schools for a first intake in 2016/17; however there was very little demand for places, partially due to the limited availability of information nationally on the Foundation Apprenticeships at the time when pupils were making informed choices selecting subjects for the coming year. It is hoped that there will be more interest in coming years as awareness of Foundation Apprenticeships amongst school staff, pupils and parents increases.

3.1.2.4. Business Involvement

The College is supporting the development of the DYW employers' forum which is now established and employer-led. Recent appointments have been made with the College acting as the employer. Offices are being sought to provide a base for this group and its staff, probably out with college premises.

3.2. Developing vocational pathways for young people through School/College Partnership 2017/18

This section provides details of all the new and existing programmes, the SCQF level, the number of places being made available and the schools involved. It states how these pathways will fully meet the regional need for STEM and also have a strong focus on labour market need for other vocational areas.

				Places requested by School as of 13 December 2016										
Schools Academy Programme 2017/18	Enrols Target	Credits	SCQF Level	BHS	EYHS	EHS	SHS	HHS	JG	GA	KHS	PHS	WC	**Total**
Health and Social Care QMU Schools Academy 1	16	4	6	2	0	2	1	0	0	3	2	2	0	**12**
Skills for Work: Early Education and Childcare Nat 4 Schools Link1	16	4	4	0	0	2	1	0	0	0	2	5	0	**10**
Skills for Work: Early Education and Childcare Nat 4 Schools Link2	0	4	4	0	0	2	1	0	0	0	0	0	0	**3**
Skills for Work: Early Education and Childcare Nat 4 Schools Link2 (Hawick)	18	4	4	0	0	0	0	15	0	0	0	0	0	**15**
Foundation Apprenticeship - Social Services and Healthcare - Schools Link	12	6	6	0	0	2	0	2	0	0	0	2	0	**6**
Foundation Apprenticeship - Children and Young People - Schools Link	12	6	6	0	0	0	1	2	0	0	0	2	0	**5**
NPA Journalism - Schools Level 6	18	4	6	0	0	4	4	4	0	0	0	15	0	**27**
Higher Sociology - Schools	12	4	6	0	0	2	0	4	0	0	0	0	0	**6**
NQ Psychology (Higher) Schools Link - Mixed - (4 Credits)	24	4	6	2	0	0	4	0	0	0	4	15	0	**25**
NQ Psychology (Higher) Schools Link - Gala - (4 Credits)	20	4	6	0	0	15	0	0	0	8	0	0	0	**23**
NQ Psychology (Higher) Schools Link - Hawick - (4 Credits)	0	4	0	0	0	0	0	6	0	0	0	0	0	**6**
Skills for Learning and Work Link - Schools Link - 1 Day	12	5.4	2	3	0	2	0	2	0	0	0	0	0	**7**
Skills for Independence - Schools Link -PT	0	6	1	0	0	0	0	2	0	0	0	0	0	**2**
Skills for Work: Automotive Skills Nat4 - Schools Link1	12	4	4	3	0	3	2	4	0	0	0	5	0	**17**
Skills for Work: Automotive Skills Nat4 - Schools Link2	12	4	4	3	0	3	0	2	0	10	0	0	0	**18**
Engineering Schools Academy Eyemouth Yr1	14	2	4	0	14	0	0	0	0	0	0	0	0	**14**
Engineering Schools Academy Berwick Yr1	14	4	4	0	0	0	0	0	0	0	0	0	0	**0**

Engineering Schools Academy Group 2	12	5	4	0	0	0	0	1	0	5	2	0	0	**8**
Rural Skills for Work Schools Link -Selkirk	0	1.63	0	0	0	0	3	0	0	0	5	0	0	**8**
Rural Skills for Work Schools Link -Berwick	0	1.63	0	2	0	0	0	0	0	0	0	0	0	**2**
Horticulture Machinery - Schools Link - Eyemouth	10	1.95	0	0	10	0	0	0	0	0	0	0	0	**10**
Rural Skills for Work Schools Link - Hawick and Jedburgh	12	1.95	4	0	0	0	0	4	0	0	0	0	0	**4**
Construction Academy - Schools Link - Group A - Mixed	12	6	4	0	0	3	4	2	0	6	0	0	0	**15**
Construction Academy - Schools Link - Group B - Mixed	12	6	4	0	0	3	0	2	0	6	2	0	0	**13**
NQ Skills for Work - Schools Link - Earlston - Year 1	16	6	0	0	0	2	0	0	0	0	0	0	0	**2**
NQ Skills for Work - Schools Link - Hawick - Year 1	12	4	4	0	0	0	0	12	0	0	0	0	0	**12**
NQ Skills for Work Construction - Schools Link - Eyemouth Yr1	12	2	4	0	12	0	0	0	0	0	0	0	0	**12**
Animal Care - Schools (Tues)	0	0	0	0	0	0	0	8	0	0	0	0	0	**8**
National 5 Sport and Recreation - Schools Link	16	4	5	0	0	3	4	5	0	0	0	6	0	**18**
Computing Science Schools Academy Gp1 Nat 4	0	4	4	0	0	0	4	2	0	0	0	0	0	**6**
Computing Science Schools Academy Gp2 Nat 5	18	4	5	0	0	5	4	2	0	0	0	0	0	**11**
Foundation Apprenticeship - Business Skills	12	6	6	0	0	3	1	2	0	0	0	2	0	**8**
Introduction to Digital Photography - Schools Tues/Thurs	0	4	0	0	0	1	0	2	0	0	3	2	0	**8**
VRQ I Hairdressing and Beauty - Schools Link - Gp 1	20	3.75	4	6	0	3	1	6	0	0	3	0	0	**19**
VRQ I Hairdressing and Beauty - Schools Link - Gp2	0	3.75	4	0	0	4	1	0	0	10	0	0	0	**15**
VRQ I Hairdressing and Beauty - Schools Link - Gp3 - Peebles	15	3.75	4	0	0	0	0	0	0	0	0	15	0	**15**
VRQ I Hairdressing and Beauty - Schools Link - Gp3 - Eyemouth	15	3.75	4	0	15	0	0	0	0	0	0	0	0	**15**
NPA Software Development - Schools Level 6 (Fri)	12	4	6	0	0	2	4	4	0	0	0	0	0	**10**
HN Infill - Schools	8	3	7	0	0	0	0	2	0	0	0	0	0	**2**
Creative Industries QMU Schools Academy	15	4	6	2	0	4	3	0	0	0	0	2	0	**11**
Hospitality and Tourism QMU Schools Academy	0	3	6	0	0	0	0	0	0	0	0	0	0	**0**
Total				**23**	**51**	**70**	**43**	**97**	**0**	**48**	**23**	**73**	**0**	**428**

Note: 8 of the 10 Schools have yet to indicate their requirements at the time of writing.

School Key: BHS- Berwickshire High School, EYHS – Eyemouth High School, EHS – Earlston High School, GA – Galashiels Academy, HHS – Hawick High School, JG – Jedburgh Grammar School, KHS – Kelso High School, PHS – Peebles High School, SHS – Selkirk High School, WC – Wilton Centre.

4. Equality, Diversity and Inclusion

4.1. Equality Outcomes

The College set its equality outcomes and action plan in 2013 in line with the general and specific duties under the Equality Act 2010. The equality outcomes and the desired outputs for learners also correlate well and support the outcomes set within this Regional Outcome Agreement. The equality outcomes are:

- Learners from all backgrounds achieve high levels of success (Advancing equality of opportunity between different groups)
- Learners are treated with dignity and respect and their views help shape and improve our services (Eliminating unlawful discrimination, harassment and victimisation)
- Learners are prepared for life, work and to be responsible citizens (Fostering good relations between different groups)
- Staff feel valued and have the opportunity to develop their knowledge and skills and to progress in their careers (Advancing equality of opportunity between different groups)
- The college community is at least representative of the local community and offers a model of good practice in the promotion of opportunities for individuals with protected characteristics (Advancing equality of opportunity between different groups)
- Users of our facilities and services can access them easily (Eliminating unlawful discrimination, harassment and victimisation)

(Note: The general duty to which each outcome primarily applies is shown in brackets after the outcome statement.)

The full details of the equality outcomes, the action plan and the mainstreaming report 2015 can be found on the College's website at: http://www.borderscollege.ac.uk/equality-matters/equality-matters/

The College will be updating its equality outcomes and action plan for publication in April 2017 along with publishing its second mainstreaming report based on the 2013 equality outcomes. It will publish a gender action plan as an integral part of its new Equality Outcomes and Action Plan, meeting the July 2017 SFC deadline for the publication of a college gender action plan.

4.2. Access & Inclusion Strategy

The College's Access & Inclusion Strategy is included as an appendix to this Regional Outcome Agreement. The College has a well-established process and format for setting and agreeing strategies. All strategies are for the Regional Board to approve and monitor. The College's overarching strategy is set out in its Strategic Plan *Our Strategy – Towards 2020.* It sets out 10 supporting strategies that will help the College achieve its strategic goals. The Access & Inclusion Strategy is one of these.

The Access & Inclusion Strategy will contribute mainly to three of those strategic goals:

Goal One – Respond to the **needs** of our region
Goal Two – Deliver **successful** outcomes for all learners
Goal Three - Provide a high **quality** college experience

The Access & Inclusion Strategy has ten themes:

- Learning support
- Support for learning, achievement and progression
- Student recruitment and admissions
- Student support services
- Equality and diversity
- Care aware
- Employability
- English for speakers of other languages
- Estate and ICT
- Developing our staff

The College will set out in a separate annex the cost involved in delivering these services. The rest of Section 4 of this context statement relates to the work which is undertaken under the Access & Inclusion Strategy.

4.3. Addressing gender imbalances in participation 2016/17 onwards

The College recognises that there are significant gender imbalances across the applicants and entrants to many of the vocational areas within its curriculum. More than three quarters of its full time programmes attract a single gender. This is as a consequence of the predominant societal view that certain jobs are for a specific gender. The College recognises that it has a role to play, amongst many, in helping to change this thinking. It has set targets within its Strategic Plan 2016-2020 to begin to reduce the numbers of programmes that have more than 75% of a single gender enrolled.
For example: engineering and construction skills have predominantly male entrants while hairdressing, beauty therapy and childcare are predominantly female. The College will also look to work with the local authority schools and employers to take a coordinated approach to promoting programmes to gender minorities in vocational areas.

The College recognises that it can be an important partner in influencing change and striving towards parity in the gender mix within vocational areas of training and education, influencing factors and changing attitudes amongst employers to gender, maternity, parenthood and part time working in tackling the gender pay gap.

It will continue to focus on three curricular areas initially. Those are Childcare & Education, Hairdressing and Construction/Engineering Skills.

For Childcare and Education we are enhancing our marketing and promotion of this as a positive career choice for males with recent case studies. We will follow these individuals' careers over the coming years to demonstrate the benefits and impact of this as a career choice. We will work with the schools to explore with their male pupils the options available to them in this field of work.

For Hairdressing & Beauty Therapy we are:

- Delivering workshops aimed at High school aged boys – these are delivered by a male; either a past student, or a guest male speaker
- Delivering a barbering course, which could also include hot shave
- Holding an open evening – aimed at males only, where we would invite in past male students who have gone on and created a good business in hairdressing
- Going out to the secondary schools, with our current male students or past students to discuss their time and experiences at college
- Improving our marketing featuring male students

For construction/engineering skills we are:

- Implementing a plan of action with the local schools
- Delivering workshops aimed at P7 to S3 girls
- Improving the marketing of their programmes to gender minorities
- Exploring further the use of taster days and workshops for females

The College's marketing department has a significant part to play with a promotional campaign that challenges gender imbalances with positive news items and promotional material about those in gender minority achieving well, and a campaign directed at younger secondary school pupils promoting vocational areas to the gender minority.

The College's Equality, Diversity & Inclusion Committee will oversee the work of a subcommittee tasked with monitoring the progress of this work.

4.4 Care Experienced Young People

The College has been a Corporate Parent under the Children and Young People Act since April 2015. It now has representation on the CPP Corporate Parenting Operations Group that reports to a Corporate Parenting Strategy Group chaired by a Scottish Borders Councillor. It has contributed to the Corporate Parenting Action Plan for the Scottish Borders and has consulted widely and published its own Corporate Parenting Plan. It reports 6 monthly to the Regional Board through its Curriculum & Quality Committee on progress with the plan.

We have established a baseline for the proportion of activity delivered to Care Experienced young people at 1,683 credits or 6.8% of our activity in 2015/16. This is higher than anticipated. However, we still believe there is likely to be underreporting by applicants. We have adjusted our admissions process further to help with disclosure at an early stage. We also believe that as we build our reputation as a Care Aware organisation young people will be more will to speak to us about their care experienced pasts. The rate of 6.8% is higher than would be expected from the prevalence within the local population, suggesting that college is a more likely destination for care experienced young people than work, training or university.

The College has adjusted its policies around recruitment and the ongoing support for care experienced young people. The admissions policy makes it clear that care experienced young people will be guaranteed an interview and a place on a suitable course whenever they apply and where the College can meet their needs. The policy also addresses the additional support offered with regards to funding and accommodation while a college student, including finding suitable accommodation covering the summer period.

The ongoing guidance for care experienced young people is supplemented with the additional support of a dedicated mentor – our Care Aware Advisor. The mentor also has the role of linking with the additional support services for care experienced young people. The mentor supports the care experienced young person through the transition to college and throughout their time as a student.

In 2016/17 and 2017/18 the College has, through the support of the Robertson Educational Trust, extended this programme to include looked after young people in the Senior Phase at school. The College works with the nine secondary schools to identify looked after young people who would benefit from 1-1 mentoring support in their final year at school while they are on the Borders College Schools Academy programme. This support is designed to help them make a success of the programme and make a successful transition to college. Its aim is to reduce the number of LAC young people going to negative destinations. The grant from the Robertson Trust is providing additional support to 20 young people in both years. This is part of a two-year pilot exercise conducted by the Robertson Education Trust to look at how it can support colleges to nurture young talent in people from disadvantaged backgrounds.

The College has embarked on a CPD programme for its entire staff with the support of Who Cares? Scotland. This programme began in early 2016 and has raised awareness of our staff of the needs of care experienced young people.

Through these actions the College will contribute to the **national ambitions** for care experienced young people that there is to be **no difference in the outcomes** of care experienced learners comparative to their peers.

The **SFC national ambitions** are to:

- Increase intake from 613 in AY 2013-14 in the college sector to 673
- Increase the FTHE college numbers who successfully complete their course from 54% to 60%. The sector average is currently 71%.
- Increase the FTFE college numbers who successfully complete their course from 53% to 57%. The sector average is currently 66%.

The College has set out its local ambitions for both intake and success in its outputs and targets set within the Outcome Agreement 2017/18.

4.5 Addressing the needs of other protected characteristic groups –

4.5.1 People with a disability, difficulties or additional needs

Where a young person has a disability and intends to come to college, the transition meeting with the school is the opportunity for the College to understand the young person's additional needs and prepare any reasonable adjustments within college prior to enrolment. The College asks all applicants at applications stage whether they have a disability and, where this is disclosed the opportunity is made available to the young person to meet with a member of the College's student support staff to help provide any reasonable adjustments prior to interview. Interview also offers the opportunity to discuss and plan for any assistance or support in meeting additional needs.

The College's Access staff, Learning Support staff, ESOL staff and Student Advice Centre staff provide a wide range of services to people with disabilities. The College makes good

use of assistive technology to support young people with additional support needs and uses available funding through bursary and DSA to help students access appropriate technological support. The focus is on providing support to maximise independence.

The College monitors its application, enrolment, withdrawal and success rates across a range of defined disabilities. Across the majority of monitored disabilities, rates are comparable to the College population as a whole. However, the data informs us that sensory impairment and mental health issues create particular barriers for people to maintain a place at college and be successful. Sensory impairment is a less commonly reported disability and the College will make reasonable adjustments to people facing these barriers to making a success of college. The College will work to ensure it complies with the requirements of the British Sign Language (Scotland) Act 2015 and is working with Deaf Action to develop and implement its plans.

Mental health issues are one of the most common groups of problems reported and are a significant barrier to learners' abilities to make a success of their courses. Success rates are around 20% lower than the College averages. The College has a pilot project with a local charity to provide additional support. This is an extension of a long standing relationship that has offered additional mental health support to young people. It will look to develop and implement a mentally healthy college plan in the coming years as part of its Access & Inclusion Strategy.

The College has reviewed its student support service and is implementing this review's recommendations over the next two academic years. This has involved the rebuilding of the learning support team following the departure of many of the previous ELS team. A central aim is to embed a significant part of the learning support service within the faculties. The College also revised its Assessment Arrangements Policy and Procedure in 2016/17 and will look to embed this fully during 2016/17 and 2017/18. The review of the student support service was to ensure better integration of support services and curriculum to address areas of poorer rates of learner success.

4.5.2 Black and minority ethnic groups

The Census of 2011 identifies the Scottish Borders as having one of the lowest percentage populations of people from black and minority ethnic groups. The College population mirrors that of the region and over time there is no significant difference in recruitment and learner success rates between BME groups and the general population. The wider campus population of the College and University has a more diverse population, with learners exposed to wider cultural and religious differences. The campus provides a prayer room used by people of the Muslim faith. The College teaches about cultural and ethnic difference across its curriculum and holds events associated with its Respect theme annually.

4.5.3 LGBT

The College has widened its equalities monitoring with a high return of completed information from learners. The disclosure rates for LGBT are low. It is reasonable to expect this to be the case given the sensitivity about disclosing this information. These rates of disclosure are such that it will take a number of years to determine any pattern or trends in recruitment, retention and achievement.

The College will continue to support LGBT learners through working with the local forum, contributing to LGBT events, and in supporting the maintenance of the student LGBT group in conjunction with the Borders College Students' Association. It has embarked on a staff development programme to improve LGBT awareness and understanding across the organisation and will remain committed to the principles of the LGBT Youth Charter Mark.

5 Vocational Programmes, Employers and Employability

5.1 Enhancing employer engagement to ensure alignment of provision to labour market needs

The College has had a developed approach to employer engagement for a number of years which has supported the design of programmes for learners. These may be programmes specifically designed for an employer's needs or may influence full time mainstream provision. Examples include:

- Employer involvement in all course approvals
- Employer devised design briefs for digital media courses
- Catering and hospitality briefs and competitions initiated by employers
- Choices of units within programme design e.g. HNC Electrical Engineering
- Involvement in interview and membership of programme boards
- Assessment of work practice skills

All faculties operate an Industry Forum to support the liaison with sector specific and key industries.

5.2 Developing quality work placements across all vocational courses

The College has a strong focus on developing the students' employability skills and was involved nationally in developing the new Work Placement Standards. These are now being embedded within its vocational programmes where this is appropriate.

Full time courses where learners are close to being prepared to join the workforce have work placement experience with an external employer. This accounts for around 70% of the full time provision. The College has developed a vast range of work placement opportunities across all vocational areas and continues to work with employers to ensure the experience is of a high quality.

The College employs a number of work placement officers and a work placement co-ordinator to ensure a coherent approach to work placement which is focused and which meets the needs of employers. Work placements are a minimum of 12 days, with the average being between 30 and 50 days.

Regular evaluation of our programmes shows that the most likely areas for gaining employment following work placement are catering and hospitality, hairdressing, rural industries and health and social care. Work placement opportunities are of a high quality and are designed and planned to be appropriate to the qualification being studied and to the

industry sector in which they take place. Employer satisfaction with the readiness for employment of recruits to their workforce from the College is very high. Our extensive programme of work experience placement is a significant factor in the preparation of our students for employment.

The College has a Placement Database within Unit-e which captures all the information relating to work placements, thus enabling individual student placements to be tracked.

Realistic working environments are also used alongside work experience. They are also used as preparation for future work experience where students are not yet ready for exposure to the workplace. In this way, the College is methodical in its approach to preparing students for work, improving the chances of success and helping manage the experiences for employers so that it is a success.

In design and digital media courses, employer briefs are used to provide extended design projects for the students, providing them with a realistic work project. In a few cases these design ideas are taken up by employers.

Students measure progress with their employability skills through the activities within their personal learning plans. In most subject areas, students commence work experience early on in their programme of study. Where learners are not ready to go out on placement due to lack of confidence or the required skills, course tutors spend time with those learners preparing them for work experience.

5.3 Developing and delivering high quality modern apprenticeships

The College wishes to extend the number and range of Modern Apprenticeships offered and will bid to SDS for 130 places in 2017/18. In 2016/17 it was successful in acquiring 113 places from SDS despite its initial bid for 130 places. The request for greater numbers is due to an increase in delivery of MAs in established vocational areas. Last year the range of MAs was extended significantly – these are identified in the list below. The College has also identified a need to increase the opportunities it creates for MAs within its own workforce and has committed to offering MA places where appropriate vacancies arise within the organisation.

Current Contract offers MAs in:

- Business Administration
- Gamekeeping
- Horticulture
- Agriculture
- Mixed Farming
- Management
- Customer Service
- Social Services – Children & Young People and Health Care
- Hospitality (new in 2015/16)
- Social Care (new in 2015/16)
- Healthcare Support (Clinical) SVQ 3 (new in 2015/16)

- Healthcare Support (Non-Clinical) SVQ3 (new in 2015/16)

The Community Planning Partnership recognises that it represents the largest employers in the region and each member has its part to play in offering employment and training for young people. The College has, along with the Borders Health Board and Scottish Borders Council, extended the number of places offered and contracted directly through the College. This will include MAs in Business Admin, Social Care and Horticulture, Healthcare Support (Clinical) SVQ 3 and Healthcare Support (Non-Clinical) SVQ3.

5.4 Developing and delivering high quality employability programmes

The Employability Fund programmes enable the College to provide for those at Stage 2, 3 and Stage 4 of the employability pipeline. At each stage, the students will study an Employability Award and will carry out work placement. The work placement experience will be with local employers, particularly NHS Borders and/or with the College's realistic working environments (Training Restaurant and Hairdressing and Beauty Salons).

All Employability Fund programmes are marketed through Job Centre Plus offices, to all applicants to a mainstream college course who would be better suited to one of our employability programmes and through local promotional events. Programme starts occur on a rolling basis as numbers allow. Referrals are accepted through SDS, from Job Centre Plus and from Community Planning Partners.

Individual learning plans are established and monitored for candidates on all programmes, with an emphasis on developing the skills required to secure and retain employment or further study opportunities.

Stage 4 programmes are working well, with the local Job Centre Plus running information sessions for a Sector Based Work Academy (SBWA) in Care. Placements are arranged with local employers in the Care Sector. Employer placement staff interview and select candidates for the Care course. In addition, we have built up good working relationships with the NHS for SBWA in Admin/IT, with all participants having placements within the NHS locally. NHS staff interviewed and selected candidates for the Admin/IT course. Plans are in place to extend the range of Stage 4 programmes further to include a SBWA in Construction, with an emphasis on achieving the necessary Construction Skills Certification Scheme (CSCS) Card for employability within this sector.

It is anticipated that the College’s approach to marketing and promotion, in addition to increased knowledge of the programme guidelines and eligibility criteria by all referring organisations, will result in an increase in participants being referred for employability fund programmes. The College will also be further developing its employer base with larger organisations and sectors that will enable it to co-ordinate with the DWP on existing and new SBWAs. It will work with the local Business Gateway and Exporters Association to promote the employability programme to a wider range of employers, increasing the opportunities for learners to be exposed to different types of employment and opportunities to secure a job.

5.4.1 Programme Design Details

Currently offer provision in Stages 3 & 4 which includes:

Certificate of Work Readiness (Stage 3)
This is a continuous 12 week programme. The first 3 weeks involves attendance at College for 4 days per week. Participants attend a work placement during Week 4 - Week 12 and also attend for one day every two weeks at College. The start and finish times at work placement will be determined by the nature of the vocational area but will ensure a minimum of 190 hours over the 9 week timescale.

Work Experience - Rolling Programme (Stage 3)
Location of work placement will be arranged to suit individual circumstances and ability to travel. There is no college attendance; however appropriate certificated short courses will be delivered on college premises e.g. Galashiels, Hawick or Newtown St Boswells, as appropriate.
This is an individually tailored programme to meet participant and employer requirements, and hours and days of attendance will be in line with business need.

Train to Care - Sector Based Work Academy (Stage 4)
This is a six-week programme with college and workplace attendance which delivers sector specific training to provide greater opportunity for participants to gain employment. Participants will be guaranteed an interview with NHS Borders on successful completion of course.

Train to Gain (Admin and IT) - Sector Based Work Academy (Stage 4)
This is a four-week programme, funded by DWP, with college and workplace attendance which delivers sector specific training to provide greater opportunity for participants to gain employment. Participants are guaranteed an interview with NHS Borders on successful completion of course.

Customised training for employment (Stage 4)
This is an individually tailored programme to meet participant and employer requirements, and hours and days of attendance will be in line with business need.
Depending upon the vocational area and type of 'on the job' learning it may be appropriate to include certificated short courses. This is offered on a rolling programme basis throughout the contract year.

SVQ Level 1 Customer Service (Stage 3)
This is a vocational qualification with all training and assessment carried out in the workplace. The location of each workplace will be dependent upon the participant's career aims and ability to travel to the employer.
This is offered on a rolling programme basis. Start dates are available throughout the contract year. The aim is to develop participant role in the organisation and for a job outcome with an MA offered to secure employment.

In addition to above, we have found there is a demand for delivery within Stage 2 of the pipeline and will request this be added to our next contract. This will allow the College to

focus on developing the employability skills of young people in line with the Developing the Young Workforce Agenda.

Employer involvement in employability programmes

Employers have involvement at all Stages:

Stage 3 – full-time work experience for a variable number of weeks or minimum of 190 hrs work experience, usually over a period of 10 weeks. The SVQ Customer Service usually lasts for 20 weeks.

Stage 4 – SBWA – maximum is 6 weeks. Work experience – varied hours. Guaranteed interview although there is no guaranteed job if SBWA.

5.5 Meeting National, Regional and Local Employers' Needs

5.5.1 What Borders College is doing well

The College has aligned its curriculum closely with the needs of the region and is fully involved in the work of the Community Planning Partnership and the region's Economic Strategy. Several specific examples are cited above and some further illustrations are described below.

The College has introduced the NC and HNC Electrical Engineering programmes through detailed negotiations with the manufacturing sector in the Borders; we continue to have dialogue with this industry sector and will continue to align our provision with their need. The drive for growth is coming from employers, managing agents and from the interest of young people. This is despite the RSA predictions of this being a declining sector within the region. The growth we have experienced is due to the low levels of training in engineering within the region in previous years. The College now has in place sufficient provision for the sector.

Several part-time courses have been delivered for our Community Planning Partner, Scottish Borders Council, covering a range of occupations e.g. PDA for Administrators, Day Release HNC Admin and IT, and SVQ day release for cooks within the school meals service. Flexibility in curriculum design to meet employers' needs is also a College strength e.g. changing the delivery model of construction for apprentices from block-release to day-release following feedback from employers so they don't lose the employees for a long period of time. Also HNC Hairdressing is delivered around the timing of salon closures and a longer delivery day from 9.00 am – 9.00 pm on a Monday so that the majority of the subject is taught when students are not working in their salons.

We are also very skilled at creating bespoke provision for employers. For example we are creating ESOL delivery to Farne Salmon to fit with their shift patterns and we are working with SBHA to deliver bespoke short courses as CPD for various trades e.g. electrical for plumbers.

The College's Business Development Unit engages directly with organisations to assist in the development of the workforce; we design, adapt and contextualise learning materials to meet specific needs. We are good at building relationships with employers and from this our repeat

business statistics are high, which generates commercial income and funded provision. We look after our customers and deliver what we promise and we are also successful at developing new markets based around new legalisation; for example: our growing Personal Licence and Refresher Training within the Licence Trade, and Food Hygiene Training outwith the normal food establishments but within the Care & Childcare Sector.

5.5.2 The difference this is making to meeting the needs of the region

Courses are being designed for a company's specific needs; they are tailor-made. The Engineering courses enable the apprentices to be trained in the Borders and reduce the need for the considerable travel cost and time they had to endure previously, thus enabling the companies to continue to recruit apprentices and to meet the aim of the Economic Strategy to retain young people in the Borders.

Our work has a positive impact on both workplace skills and staff motivation. We receive feedback from employers and employees of the positive impact our engagement has on their workforce development and the learning culture within their organisations. Our input is helping to sustain businesses and support their growth. It should also be noted that our mainstream provision is helping to create new businesses for the Borders. In the 2013 year's leavers' survey 13 individuals responded that they were working for themselves or self-employed.

5.5.3 What we plan to do better in the future

We will become less reliant on a small percentage of employers and target new employers both within and outwith the Borders. It is more challenging to engage with many small employers and microbusinesses than it is the few large public sector employers in the region. Meeting this challenge is important in helping our curriculum evolve and as an important potential source of income, reducing our reliance on SFC income. We recognise that we have a range of services we can offer related to curriculum and premises. We will increase our income by using our premises for commercial activity and offering a number of curriculum related services, including technology enhanced learning and credit rating.

The extension of our engineering provision and the growing demand for construction skills meant we needed to acquire new premises and equipment to accommodate these growing areas. This has been achieved with the rental and fit-out of industrial premises at Tweedbank which will be utilised fully from session 2017/18 onwards. This has been achieved with the support of the SFC.

We are improving further our collaboration with the main Community Planning Partners, NHS Borders and Scottish Borders Council, particularly in supporting *Developing the Young Workforce* through the *Borders Guarantee* and the expansion of available Modern Apprenticeships. Our evolving technology enhanced learning and credit rating services are of interest to them in their own workforce development plans. Public sector members of the CPP all recognise the limited employment opportunities we create as employers for young people and will look to rectify this over the coming years by offering more apprenticeships.

5.5.4 What difference would these plans make to the needs of the region?

The recent focus on engineering will help support the manufacturing industry in the region; a significant employment sector. It will ensure that people with these skills are available and nearer workforce ready. We believe that this will play an important part in maintaining the manufacturing base within the region.

We believe that all Community Planning Partners will benefit from access to our facilities and the newer services we are offering. Our improved technology enhanced learning capacity will help increase access to training in our rural, dispersed community; credit rating will help to add value to bespoke training programmes offered by the College or its CPP partners. A commitment to increase the number of apprentices will help increase the number of training places available to young people.

5.5.5 How will we support the local strategy towards STEM to meet employer demand?

We have focused heavily on engineering in our STEM strategy to date. The region is benefiting from inward investment from a large technology company over the coming years. The College has had early discussions with the company and the local authority to ensure that any bespoke or full time provision will help to ensure local people are able to benefit from the employment opportunities that this investment will bring. This is leading the College to review its range of digital technology programmes and plan for change over the three-year period of this ROA.

The other main strand of the STEM strategy is engineering as described above.

6 Post-16 Education (Scotland) Act 2013

6.1 Widening Access in Further Education

The College has followed a clear strategy in line with government policy and SFC guidance to widen access, particularly for the guaranteed group and for all young people up to the age of 25. The impact of this strategy has been to increase the number of full time available places year-on-year. The target is to maintain the current and historically high number of full time places in 2017/18 and then grow our offer of full time programmes marginally in 2018/19 and 2019/20 as we develop our curriculum offer in digital technology as part of our STEM strategy.

In all curriculum areas there are introductory programmes which allow learners with no previous experience to start their vocational learning.

The College guarantees interviews for all people who apply by the application deadline and at any point for a looked after child/care leaver. The interview process is important in determining the correct point of access to training. Applicants are encouraged to identify the subject area they are interested in and select a level of entry. This is discussed at interview and adjusted if necessary.

7 Meeting the Needs of Vulnerable Groups

7.1 Learning Support

The College experiences high demand for learning support. Analysis of the data on uptake and impact shows that most learning support (LS) is provided to full time learners and has the impact of improving learners' chances of success. The overall learner success rate is the same for those who receive LS as for those who don't. Two particular areas of disability do show lower success rates consistently. Those are mental health and sensory impairment which will be a focus of our Access & Inclusion Strategy (as described above).

7.2 Learners from the most deprived postcodes

Social inclusion is at the heart of the College's vision and mission and tackling inequality is a key priority for the Community Planning Partnership's Local Outcomes Improvement Plan. The College is the single largest contributor to providing meaningful positive destinations for school leavers from SIMD (Scottish Index of Multiple Deprivation) Deciles 1 to 3 in the Borders. 43% of school leavers from SIMD Decile 1 (the most deprived 10% of postcode areas) come to the College to study on further education programmes, compared to 23% finding work and 10% going on to higher education programmes. The College's admissions policy and curriculum planning are designed to offer a wide range of opportunities for learners of all backgrounds. The College uses its student support funds well to help learners sustain their place at college and will assess circumstances and support learners where additional causes of hardship are impacting on their ability to sustain a place at college.

7.3 Learners with profound and complex needs

The transition and enrolment of learners with profound and complex needs at college is carefully planned, often involving a multi-agency approach. Transitions meetings are held with the school where the individual's needs assessment is considered, in preparing a suitable programme for the learner. Transport arrangements to and from college are planned in advance and may include arrangement for an escorting carer. Learners have a personal learning and support plan which provides details of how the person's additional support needs will be met and individual learning goals. This can also involve multi-agency work in line with Scottish Government guidance *Partnership Matters*. The course tutor has a leading role in assessing progress and maintaining the personal learning and support plan. Review meetings are held during the year to discuss progress with the learners and significant others, including appropriate family members.

The College has also created a range of qualifications that are certificated through its Investing in Quality Licence with NCFE that allow for a clearer methodology, recording and assessment of skills development for people with profound and complex needs. Several of these qualifications were developed further and credit rated and levelled on the SCQF. These qualifications are being delivered with other agencies, helping to develop life and pre-vocational skills and providing a systematic and clear framework for this work.

8 College Leaver Destinations

This is the fourth year of the College undertaking a survey of all successful students to ascertain their destination 3-6 months after completing their studies. (We collected the data from those completing their studies in June 2015 between October 2015 and January 2016). The College uses the measures and methodology required by the Scottish Funding Council, providing data returns to inform national statistics and benchmarks for student first destinations. The survey provides the College with destination data at individual, programme and college level. The destinations are recorded by institution, course of study and, for those in employment, their employment sector.

The target of 80% of successful contacts and recording of destinations was achieved for both HE and FE leavers with:

FE 609 destinations returned out of 636 = 96%

HE 115 destinations returned out of 134 = 86%

8.1 Higher Education Leavers

8.1.1 Higher Education Successful Completers' Destinations

Programme of Study	Engaged in full-time further study, training or research	Not employed but NOT looking for employment, further study or training	Taking time out in order to travel	Temporarily sick or unable to work/looking after the home or family	Unemployed and looking for work	Working full-time	Working part-time	Grand Total
BUSINESS - HND FT YR1	3				1	1		5
HNC ADMINISTRATION AND INFORMATION TECHNOLOGY - FT	11				1	1	1	14
HNC CARE AND ADMINISTRATIVE PRACTICE - FT	8			1				9
HNC COACHING AND DEVELOPING SPORT - FT	9					4	1	14
HNC EARLY EDUCATION AND CHILDCARE - FT	1				1	4	3	9
HNC ELECTRICAL ENGINEERING - FT		1				10		11
HNC FASHION MAKEUP - FT	2					3		5
HNC GAMEKEEPING WITH WILDLIFE MANAGEMENT - FT								
HNC IN HAIRDRESSING - FT			1			4	4	9
HNC INTERACTIVE MEDIA - FT	5						2	7
HNC SOCIAL CARE - FT	4				1	7		12
HNC VISUAL COMMUNICATIONS (GRAPHIC DESIGN) - FT	13					1		14
HND COACHING AND DEVELOPING SPORT - FT2					2	2	2	6
Grand Total	56	1	1	1	6	37	13	115
Percentage	49%	1%	1%	1%	5%	32%	11%	100%

The response rate was good at 86%, but lower than last year which was a very high 97%. Employment, at 43% is 4% higher than the previous year. Further study, at 49%, which is 4% lower than last year, remains the most common destination for our HN completers. Unemployment, at 5%, is 2 percentage points lower than the previous year. HND Coaching and Developing Sport, HNC Hairdressing, HNC Electrical Engineering, HNC Early Education and Childcare, and HNC Social Care students were most likely to find employment. Those on HNCs leading to an HND at the College, and those studying Business, Administration, IT and Care related programmes were more likely to move to further study.

8.1.2 Destinations of Further Study for Higher Education Completers

A large majority of students choosing to study further after completing an HN programme at the College enrol either at Borders College again or at an Edinburgh institution. Only six students chose to go further afield; all within Scotland. The students returning to Borders College are progressing on to the next level of study for their HN programme. The areas of study reflect those of the College curriculum with 13 progressing to business degrees or HNDs, 9 progressing to sport HNDs or degrees, 16 progressing to IT/design related HNDs or

degrees and 8 progressing to nursing degrees. There were 20 leavers who went on to university compared with the 31 leavers who succeeded in securing a place last year.

8.1.3 Categories of Employment of Higher Education Completers

Hairdressing, Early Education and Electrical Engineering all appear to lead to jobs in sectors that are relevant to their area of study. This appears to be less of the case with sports

programme completers.

8.2 Further Education Successful Completers' Destinations

Destination	Students	Percentage
Due to start a job by the 31st March	2	0%
Engaged in full-time further study, training or research	471	74%
Not employed but NOT looking for employment, further study or training	1	0%
Permanently unable to work/retired	1	0%
Taking time out in order to travel	2	0%
Temporarily sick or unable to work/looking after the home or family	6	1%
Unemployed and looking for work	18	3%
Working full-time	77	12%
Working part-time	30	5%
Not stated	27	4%
Grand Total	636	100%

The percentage of FE students returning to study for another year was 74% (66% - 2013/14) for 2014/15 completers. 17% (21% - 2013/14) of completers left for either full or part time employment with almost all of the increase over the previous year coming as full time jobs. Only 3% (4% - 2013/14) stated that they were unemployed.

8.2.1 Destinations of Further Study for Further Education Completers

Almost all students returning to study did so at Borders College (95.3%) with 1.7% going on to a university (0.6% increase on the previous year). Edinburgh College was the most popular other destination at 2.1% of completers (1.8% in the previous year).

8.2.2 Categories of Employment of Further Education Completers

The number of FE college completers leaving for employment decreased from 123 the previous year to 107 for 2014/15. Agriculture, service sector, retail, motor vehicle, construction and care are the most common sectors where students are finding employment on leaving college. The profile of employment sectors where students are finding jobs reflects the curriculum.

8.3 Conclusions

Almost all completers (95%) are progressing to positive destinations. Learners can increase their opportunity to progress from Borders College to university by completing at least a year of study at HN level. Progression straight to university from FE level programmes remains extremely low at 1.7% of successful completers. There has been a decline in the number of completers leaving for employment straight from the FE programmes, with more choosing to continue their studies at college.

9 Student Satisfaction and Engagement

The College's Students' Association (BCSA) benefited from financial assistance in 2014/15 & 2015/16 as part of ongoing national strategic funding from SFC to create autonomous and sustainable students associations for college learners. These funds were used to create a sabbatical president post and a student association development officer post. These posts have helped to raise the profile of the student association for learners and improve the participation of students on the College Board and committees. The BCSA has worked with the College to create a Partnership Agreement which was signed in September 2015, based on the national framework and extensive local consultation with students and staff. It sets out the relationship between the College and the BCSA, recognising the contribution students make to shape the organisation in which they study. The College has committed to supporting the long term future for the BCSA from its grant-in-aid including its access & inclusion funding.

The Students' Association has the opportunity to comment on and help shape the Regional Outcome Agreement, both through the involvement of their executive in the drafting of the agreement and its approval through its representation on the Board of Management.

Each faculty has a student council (Faculty Council), chaired by a student with a membership of the student class representatives and with the faculty managers in attendance. The Councils give students a direct input and influence on the services and curriculum offered by each faculty (The award winning Faculty Councils were identified by Education Scotland as excellent practice).

Learners have the opportunity to comment on the services they receive from the College through focus groups and surveys. The College conducts an annual survey where it looks to achieve a return rate of over 80% of full-time learners. This gives a detailed insight into learners' views and satisfaction levels. Where satisfaction rates fall below 87% the College will plan appropriate action to improve the service and consequently satisfaction levels. The survey now incorporates the national survey, ensuring a high return for both. The College reports back on the focus groups and learner surveys at the Faculty Councils and by publishing reports and publicising the outcomes on electronic noticeboard displays.

10 Climate Change (Scotland) Act 2009

10.1 Carbon Reduction

In committing to managing its impact on climate change, the College has taken a number of approaches to embed the principles of sustainability across its estates management, business processes and the curriculum.

The College has a Sustainability Committee, responsible for co-ordinating activity across the College. It is chaired by the Vice Principal – Finance and Resources and includes representation from students and both academic and support staff. The College has in place a Sustainability Policy and the principles of sustainability are embedded in its Procurement Strategy and Policy.

Since occupying the College's new facilities in Galashiels and Hawick in 2009, the key tool in achieving the College's climate change commitment has been the Carbon Management Plan (CMP) 2009-2015 developed for the Scottish Borders Campus in Galashiels. This Plan encompasses the entire Campus, including those areas occupied by Heriot-Watt University and covered by the Facilities Management and ICT shared services agreements. The Plan targeted a 25% (387 tonnes) carbon saving between the baseline of 2009 and 2015.

The most significant development as part of the CMP was the installation of the SHARC Heat Generation System, which "went live" in December 2015. The system captures heat from waste water in the public sewer, and is expected to provide over 95% of the Campus' heat requirement, saving 170 tonnes CO_2 per annum and giving price certainty to the College over a period of 20 years. This results in projected cash savings of £44,000 in the latter years.

Other achievements to date include: -

- the installation of 50kW Solar PV system at Scottish Borders Campus, saving an estimated 26.5 tonnes CO_2 and £10,384 pa;
- a reduction in the number of physical ICT network servers from 60 to 24, saving an estimated 63.3 tonnes CO_2 and £10,444 pa;
- the insulation of ceilings above ceiling-mounted radiators in the Technical Training Centre, saving an estimated 0.8 tonnes CO_2 and £198 pa;
- creating our supply of biodiesel from waste cooking oil for the Campus van, saving an estimated 1.6 tonnes CO_2 and £723 pa;
- the replacement of two of our fleet cars with electric vehicles, saving an estimated 5.7 tonnes CO_2 and £6,688 pa;
- the replacement of fluorescent strip lights in High Mill with LED equivalent, saving an estimated 26.2 tonnes CO_2 and £3,681 pa; and
- the replacement of the Hawick to Galashiels bus route with public transport, saving an estimated 24.8 tonnes CO_2 and £13,461 pa.

The total estimated CO_2 savings over the life of the plan are expected to be 27.5% of our baseline, i.e. 425 tonnes annually, over-achieving our target by 10%.

Sustainability is embedded across the curriculum, with "Green Citizenship" awards offered annually to groups of students who plan and run enterprise activities with a sustainability

theme. In addition, at its Hawick Campus, the College offers commercial courses in renewable technologies installation and maintenance.

Future plans include implementing a metering, monitoring & targeting programme, incorporating sub-metering of electricity & gas & maintenance and management technology (MMT) software and a full replacement programme to LED lighting

The College has rewritten the CMP to cover the period 2016-2020 and this iteration looks more closely at the remainder of the estate and excludes the Heriot-Watt occupied areas of the estate, as well as continuing to embed the “softer” aspects of sustainability across the curriculum and changing staff behaviours. The plan measures by academic year rather than calendar year. These changes mean that the College starts with a much lower baseline of 765 tonnes, with a target to reduce this by 10% by 2020. The targets set against this measure in the ROA anticipate this reduction to be staged over the years of the plan.

11 Capacity and Capability to deliver regional and national priorities

11.1 Staff Continuous Professional Development Plan – alignment with the regional context statement and Developing the Young Workforce

The College maintains a comprehensive programme of continuous professional development for its entire staff. The annual programme currently includes 5 days within the College calendar which are set aside in order to develop and update staff to enable them to meet the challenges of supporting the development of the young workforce.

Enhance, the lecturers CPD programme, which was recognised as excellent practice in the College's Education Scotland report, aims to address some of these challenges. In particular, an awarding winning two-year development programme to increase and develop the understanding of our lecturers around new and emerging technologies has been delivered involving all lecturing staff – ***E-skills are Key Skills***. Enhance will now go through a further refresh, focusing on the development needs of staff associated with the new Education Scotland Quality Assurance framework 2016-2020 ***"How good is our College?"***.

In addition to this, and in line with our Equalities Action Plan, we have undertaken to ensure that each development day includes delivery on an element of equalities. We have run successful programmes on supporting young carers, specific disabilities e.g. Downs Syndrome, self-harm, corporate parenting and LGBT. These types of activities will continue to be embedded into our programmes in the coming year with a view to further enhancing knowledge and understanding of staff in these areas.

Through the local creative learning network, the College and its teaching staff have collaborated well with school colleagues to explore teaching methodologies appropriate to the senior phase and in line with the aims of Curriculum for Excellence, promoting its four capacities through the design of students' learning experiences.

11.2 The Estate's Capacity

The capacity of the estate to cope with the continuing growth and focus on full-time learners is now at its limit. The College has leased property to provide further accommodation on the Tweedbank industrial estate. This is a realistic although not optimal solution, with programmes being delivered at a distance from the campus and restricting leaners' access to other college services such as student advice, library and IT network.

11.3 Information Technology

As part of the co-location project which saw the College move to the refurbished Scottish Borders Campus in spring 2009, the SFC supported significant investment in the College's ICT network infrastructure, communications technology and hardware. That investment supported a specification developed in 2007 to support both the College and Heriot-Watt University's School of Textiles and Design as part of the shared ICT support service. Since then, while it has been possible for the institutions to provide a level of refresh in terms of end-user equipment, it has proved extremely difficult to provide the levels of expenditure necessary to maintain the quality of the service as technology advances and usage

increases. The College now anticipates that it will need to make a significant investment in its network infrastructure and other communication resources in the coming years to meet the demands of the curriculum, learning & teaching and business processes. In particular, the capacities of both the physical and virtual servers together with the network cabling itself are reaching their limits, and the Wi-Fi network infrastructure is also unable to cope with the expectations and demands of users – staff, students and public – who seek to utilise technology in a vastly different way to that anticipated seven years ago.

In response to this, the College has conducted a review of its existing ICT resources and consulted with users to anticipate future demand and provide a specification and investment plan to support the future use of technology. The output has informed the College's ICT Strategy for the next five years to ensure a sustainable resource for both College and University at Scottish Borders Campus.

The College will require a substantial investment in its IT infrastructure over the coming year that is beyond its own resources and out of the scope of the campus sinking fund. The remaining unallocated funds with the Arm's-Length Foundation have been approved for this use by the trustees. An investment and procurement plan for ICT is now underway.

11 Glossary

Advanced Standing – Achieving an undergraduate place at university with advanced standing is used to describe students entering a university degree programme in year 2 or 3 of the degree following completion of an HNC/D.

ALF – **Arm's-Length Foundation**. It was created to provide investment for the benefit of further education in the Scottish Borders. The College can donate any annual surplus generated to the Foundation. The independent trustees of the Foundation are responsible for ensuring that the funds are disbursed in accordance with the aims of the foundation.

AY – Academic year running from 1 August until the 31 July each year.

BASE – Borders Academy of Sporting Excellence This is a Borders College brand for its sports programme where the students develop their skills around a specific sport for which they have a proven aptitude.

BCSA – Borders College Students' Association

BTEC – A further education and schools qualification for vocational subjects available from Pearson Education Ltd.

Campus Sinking Fund – A joint fund created by Heriot-Watt University and Borders College as part of their co-location project at Netherdale to ensure that the upkeep of the shared campus was maintained in the long term.

Credits – A measure of student activity used by colleges and the Scottish Funding Council to help determine levels of funding. In August 2015 the Credit replaced the SUM (Student Unit of Measurement).

Curriculum for Excellence – It is an overarching title for the redevelopment of the Scottish curriculum which recognises the fundamental purposes of education and has led to the introduction of new National Qualifications.

Equalities Action Plan – It is a requirement of the Scottish specific duties from the Equality Act 2010 that all public bodies have in place an equality action plan that sets out what activity it will undertake to meet the general duties of the Act.

ELS/LS – Extended learning support/Learning support. Additional planned support given to a student who has a specific learning difficult.

ESOL- English language lessons for students of English as a foreign language

FE – Further education

FT/PT – Full time and part time. Modes of study at college

HE – Higher education

HN, HNC, HND – Higher National Certificates and Diplomas from SQA that are primarily offered by colleges. They are higher education level programmes at SCQF Levels 7 & 8

LAC – Looked After Children. The definition is to be found in the looked after children regulations for Scotland. The child is likely to be subject to an order under the Children (Scotland) Act 1995 which leads to supervision by the local authority and may impact on the child's place of residence.

LGBT(I) – Lesbian, Gay, Bisexual and Transgender. This acronym sometimes includes I for intersex.

NCFE – English awarding body whose qualifications are used by the College

NQs – National Qualifications from SQA including Nationals and Highers that are offered by schools and colleges.

NVQs – National Vocational Qualifications

SBHA – Scottish Borders Housing Association is a regional social landlord with a significant housing stock in the Borders.

Scottish Index of Multiple Deprivation (SIMD) – a measure of deprivation based on post code areas described as data zones. The data is divided up into deciles SIMD1 to 10 with SIMD1 being the 10% most deprived data zones in Scotland and SIMD10 being the 10% most affluent.

Scottish Credit and Qualification Framework (SCQF) - This is the framework that underpins all Scottish qualifications. With 12 levels up to PhD type qualifications and credits counted for each 10 hours of learner activity the framework helps learners, businesses and all other interested parties recognise and compare qualifications across the wide spectrum available.

SFC – Scottish Funding Council. The body responsible for university and college funding in Scotland

SHEP – Schools Higher Education Programme which focuses on improving the numbers of entrants to Higher Education where there are historically low levels of entrants

SME – Small to medium sized enterprise. Medium-sized enterprises are defined in Europe as having less than 250 employees. Small enterprises have less than 50 employees. Micro businesses have fewer than 10 employees. Most businesses in the Scottish Borders would be defined as micro businesses.

STEM – Science, Technology, Engineering and Mathematics. These are subject areas where there is a national ambition to see growth in uptake at both university and college.

SVQs – Scottish Vocational Qualifications

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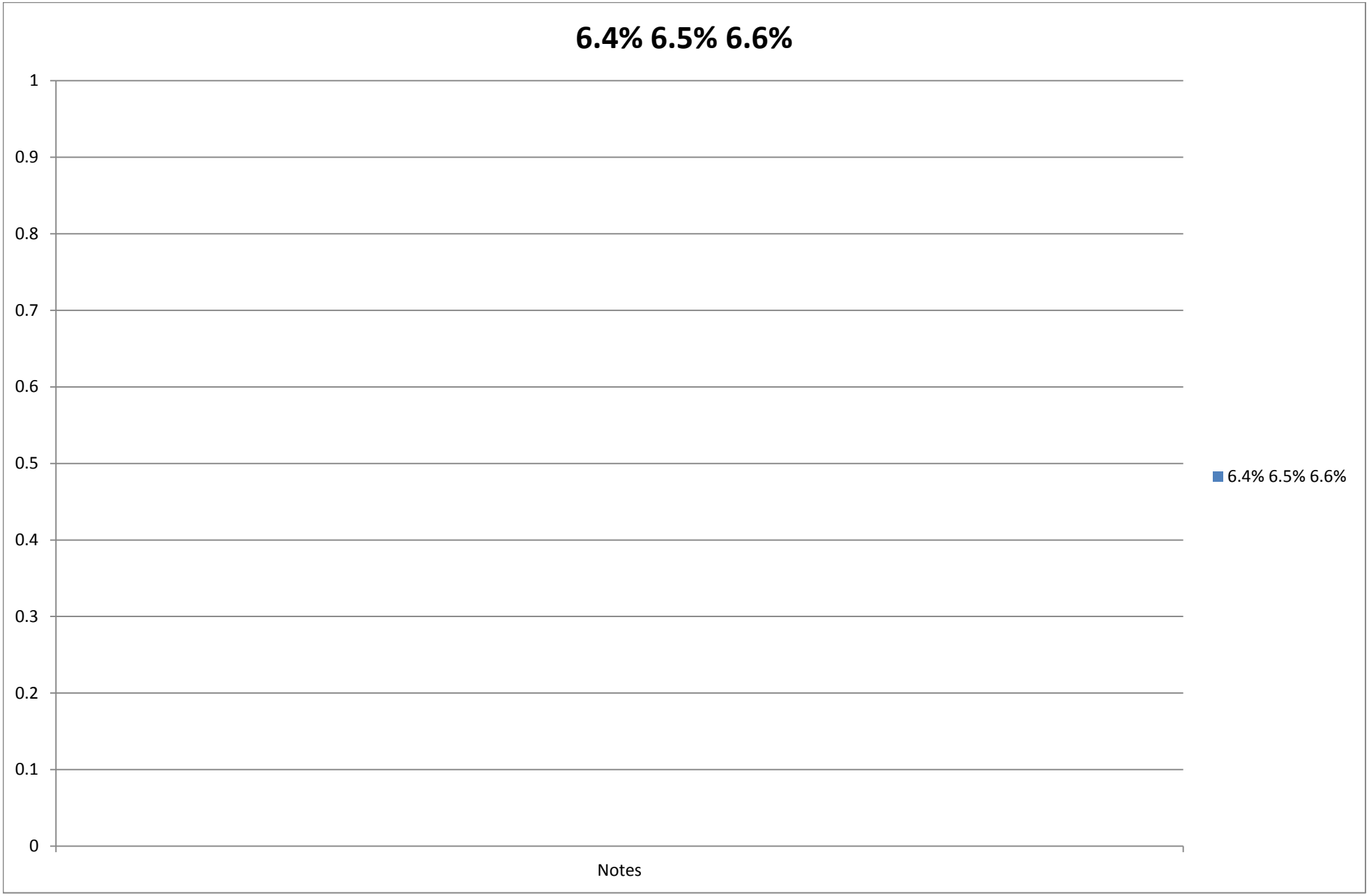
6.4% 6.5% 6.6%
1
0.9
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0
Notes
6.4% 6.5% 6.6%

National and Local Measure	Actual 2014-15	Actual 2015/16	Actual 2016-17	Target 2017-18	Target 2018-19	Target 2019-20	ROA Output	Notes
1(a)* The volume of Credits delivered							17	
The volume of Credits delivered (core)	24,057	24,521		24,521	25,026	25,226		
info. Core Credits target (region)	See Note 1	24,521		24,521	25,026	25,226		
info. % towards core Credits target (region)	See Note 1	100.0%		100.0%	100.0%	100.0%		
info. ESF Credits target (region)		574		574	574	574		
info. Core & ESF Credits target (region)		25,095		25,095	25,600	25,800		
The volume of Credits delivered (ESF)	TBC	667		574	574	574		Excess credits delivered claimed as ESF rather than core activity
The volume of Credits delivered (core + ESF)	36,456	25,188		25,095	25,600	25,800		(wSUMs in 2014/15) Growth in School DYW, Early Years and Digital Technology
info. % towards ESF & core Credits target (region)	102.90%	100.0%		100.0%	100.0%	100.0%		
1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24							18-21	
Volume of Credits delivered to learners aged 16-19	14,096	14,684		14,555	14,720	14,835		
Proportion of Credits delivered to learners aged 16-19	58.6%	58.3%		58.0%	57.5%	57.5%	18	
Volume of Credits delivered to learners aged 20-24	3,998	4,178		4,216	4,326	4,360		
Proportion of Credits delivered to learners aged 20-24	16.6%	16.6%		16.8%	16.9%	16.9%	19	
info. Volume of Credits delivered to full-time learners	19,013	20,240		19,900	19,900	19,800		Move to more part time delivery with Senior Phase provision for DYW.
Volume of Credits delivered to full-time learners aged 16-19	12,763	13,434		12,935	12,885	12,771		
Proportion of Credits delivered to full-time learners aged 16-19	67.1%	66.4%		65.0%	64.8%	64.5%	20	
Volume of Credits delivered to full-time learners aged 20-24	3,150	3,289		3,323	3,343	3,346		
Proportion of Credits delivered to full-time learners aged 20-24	16.6%	16.3%		16.7%	16.8%	16.9%	21	Average age of FT learners incresing slightly with increase in number staying at school.
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas							7	
Volume of Credits delivered to learners in the most deprived 10% postcode areas	1,516	1,654		1,606	1,664	1,703		
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	6.3%	6.6%		6.4%	6.5%	6.6%		Now only 2 areas in the Scottish Borders with SIMD2016
1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers								
Gender -							12	
Volume of Credits delivered to Male learners	10,900	11,392		11,401	11,740	11,850		
Proportion of Credits delivered to Male learners	45.3%	45.2%		45.4%	45.9%	45.9%		
Volume of Credits delivered to Female learners	13,153	13,777		13,677	13,888	13,932		
Proportion of Credits delivered to Female learners	54.7%	54.7%		54.5%	54.3%	54.0%		
Volume of Credits delivered to Other learners	4	18		18	18	18		
Proportion of Credits delivered to Other learners	0.02%	0.07%		0.07%	0.07%	0.07%		
Ethnicity -							15	
Volume of Credits delivered to BME learners	348	308		340	340	340		
Proportion of Credits delivered to BME learners	1.4%	1.2%		1.4%	1.3%	1.3%		
Disability -							14	
Volume of Credits delivered to students with a known disability	8,147	7,122		7,122	7,122	7,122		High disclosure rates will continue at present level.
Proportion of Credits delivered to students with a known disability	33.9%	28.3%		28.4%	27.8%	27.6%		
Care Experience -							9	
Volume of Credits delivered to students with Care Experience	0	1,683		1,750	1,800	1,850		
Proportion of Credits delivered to students with Care Experience	0.0%	6.7%		7.0%	7.0%	7.2%		
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	49	81		106	116	126	2	
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges							3	
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	117	338.5		510	540	570		
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.5%	1.3%		2.0%	2.1%	2.2%		
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision							4	
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,152	2,001		2,180	2,210	2,240		Growth of one additional programme per year
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.8%	7.9%		8.7%	8.6%	8.7%		
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)							5	
Volume of Credits delivered at HE level	See Note 2	3395		3400	3400	3400		
Volume of Credits delivered at HE level to learners from SHEP schools	See Note 2	709		714	714	714		
Proportion of Credits delivered at HE level to learners from SHEP schools	See Note 2	20.9%		21.0%	21.0%	21.0%		
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses							16	
Volume of Credits delivered to learners enrolled on STEM courses	3,382	3,536		4,500	4,600	4,700		Increase in digital technology anticipated with curiculum dev. Introduce Fabrication and Welding.
Proportion of Credits delivered to learners enrolled on STEM courses	14.1%	14.0%		17.9%	18.0%	18.2%		
4(a)* Proportion of enrolled students successfully achieving a recognised qualification							22-25	
The number of FT FE enrolled students achieving a recognised qualification	721	693		704	723	742		
The total number of FT FE enrolled students	1,044	1,039		1,021	1,033	1,045		
The percentage of FT FE enrolled students achieving a recognised qualification	**69.1%**	**66.7%**		**69.0%**	**70.0%**	**71.0%**	22	
The number of PT FE enrolled students achieving a recognised qualification	1,115	988		1092	1099	1106		
The total number of PT FE enrolled students	1,428	1,282		1400	1400	1400		
The percentage of PT FE enrolled students achieving a recognised qualification	**78.1%**	**77.1%**		**78.0%**	**78.5%**	**79.0%**	23	
The number of FT HE enrolled students achieving a recognised qualification	157	163		175	176	177		
The total number of FT HE enrolled students	209	213		229	229	229		
The percentage of FT HE enrolled students achieving a recognised qualification	**75.1%**	**76.5%**		**76.5%**	**77.0%**	**77.5%**	24	
The number of PT HE enrolled students achieving a recognised qualification	137	108		134	135	136		
The total number of PT HE enrolled students	183	152		180	180	180		
The percentage of PT HE enrolled students achieving a recognised qualification	**74.9%**	**71.1%**		**74.5%**	**75.0%**	**75.5%**	25	
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification							8	
The number of MD10 FT FE enrolled students achieving a recognised qualification	51	45		54	57	59		
The total number of MD10 FT FE enrolled students	75	78		80	82	84		
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	**68.0%**	**57.7%**		**67.5%**	**69.5%**	**70.0%**		
The number of MD10 PT FE enrolled students achieving a recognised qualification	60	59		66	69	71		
The total number of MD10 PT FE enrolled students	78	90		92	94	96		

The percentage of MD10 PT FE enrolled students achieving a recognised qualification	**76.9%**	**65.6%**		**72.0%**	**73.0%**	**74.0%**		
The number of MD10 FT HE enrolled students achieving a recognised qualification	4	8		9	10	11		
The total number of MD10 FT HE enrolled students	6	11		12	13	14		
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	**66.7%**	**72.7%**		**75.0%**	**77.0%**	**78.5%**		
The number of MD10 PT HE enrolled students achieving a recognised qualification	3	5		5	6	7		
The total number of MD10 PT HE enrolled students	5	6		7	8	9		
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	**60.0%**	**83.3%**		**71.5%**	**75.0%**	**77.7%**		
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges							6	
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	0	0		3	3	4		
The total number of Senior Phase FT FE enrolled students	0	0		4	4	5		
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	**-**			**75.0%**	**75.0%**	**80.0%**		
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	0	16		44	59	74		
The total number of Senior Phase PT FE enrolled students	0	22		60	80	100		
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	**-**	**72.7%**		**73.3%**	**73.8%**	**74.0%**		
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	0	0		0	0	0		
The total number of Senior Phase FT HE enrolled students	0	0		0	0	0		
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	**-**							
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	33	13		15	15	15		
The total number of Senior Phase PT HE enrolled students	49	27		20	20	20		
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	**67.3%**	**48.1%**		**75.0%**	**75.0%**	**75.0%**		
4(d)* Proportion of enrolled full time care experienced students successfully achieving a recognised qualification							10	
The number of FT FE care experienced students achieving a recognised qualification		46		45	49	53		Local Measure
The total number of FT FE care experienced students		88		80	80	80		Local Measure
The percentage of FT FE care experienced students achieving a recognised qualification		**52.3%**		**56.3%**	**61.3%**	**66.3%**		Local Measure
The number of FT HE care experiencedd students achieving a recognised qualification		6		5	5	5		Local Measure
The total number of FT HE care experienced students		9		7	7	7		Local Measure
The percentage of FT HE care experienced students achieving a recognised qualification		**66.7%**		**71.4%**	**71.4%**	**71.4%**		Local Measure
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	188	183		236	246	256	28	Includes all apprenticeship starts including those from other managing agents, Foundation Apprenticeships and those managed by the college. (e.g. CITB/SECTT, SNIPEF etc)
6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study	See Note 4	723		750	760	770	29	Draft 1 excludes substantial college-based work experience - targets will rise substantial once calculated and included.
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing							1	
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	40	40		40	40	40		
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standir	**10**			**16**	**18**	**20**		
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced stan	**25.0%**			**40.0%**	**45.0%**	**50.0%**		
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying							26-27	
The total number of full-time FE college qualifiers (confirmed destinations)	615	624		634	651	668		
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	**587**			**609**	**631**	**648**		Scottish Borders campus inclusive of HWU 2015/16. BC Campuses only 2016/17 Onwards
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	**95.4%**			**96.0%**	**97.0%**	**97.0%**	26	Assume a contact rate of 90%. 2017/18 measure relates to summer 2016 learners
The total number of full-time HE college qualifiers (confirmed destinations)	116	147		158	159	160		Based on 229 enrolments
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	**107**			**151**	**154**	**155**		
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	**92.2%**			**96.0%**	**97.0%**	**97.0%**	27	Assume a contact rate of 90%. 2017/18 measure relates to summer 2016 learners
9. The percentage of students overall, satisfied with their college experience (SSES survey)	See Note 5	93%	94.6%	95.0%	95.2%	95.5%	32	
The percentage of full time students satisfied with their college experience			**95.0%**	**95.5%**	**95.7%**	**96.0%**	32	
The percentage of part time students satisfied with their college experience			**93.50%**	**94.0%**	**94.5%**	**95.0%**	32	
The percentage of distance learning students satisfied with their college experience			**94.%%**	**94.5%**	**95.0%**	**95.5%**	32	
10 Gross carbon footprint	See Note 6	1123		**735**	**720**	**705**	36	
11 The percentage of total expenditure on staffing costs				**67%**	**66%**	**65%**	33	Local Measure
12 Retain cash reserves on no less than 10 days trading activity				**10**	**10**	**10**	34	Local Measure
13 The percentage of funding from non-SFC sources				**27%**	**28%**	**29%**	35	Local Measure

Note 1 - Credits targets introduced in 2015-16

Note 2 - SHEP data currently not available. Previous institution field being added to FES from 2016-17.

Note 3 - Data not available. Colleges to provide.

Note 4 - Data available from 2015-16.

Note 5 - Data available from 2015-16.

Note 6 - The SG passed legislation in 2015 to make reporting mandatory. Data will be available in early 2017. A trial run was held in 2015 and most institutions submitted reports which can be viewed on the Keep Scotland Beautiful website.