



**Working Together**

**Scottish Borders**

**Regional Outcome  
Agreement**

**2019/2020**



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## Scottish Funding Council Outcome Agreement 2018/19

### College region: **Scottish Borders**

Borders College has an accomplished track record in delivering innovative skills development opportunities and intends to build on this by providing inclusive learning opportunities across our region including the most isolated communities. In a region where economic growth is falling well short of Scotland and UK comparators we have a significant role to play in shaping and contributing to our region's future economic strategy.

We are ambitious to be a leader of the FE sector in the future educational landscape whether that is embracing the technological advances available to us, making HE more accessible within the Borders, expanding our employer offer through supporting innovative solutions, increasing our apprenticeship offer and more flexible delivery approaches.

Our ambition reflects the recently published [Enterprise & Skills Strategic Plan](#) and responds to the uniqueness of the South of Scotland's economic and demographic landscape.

We are actively engaged in the Edinburgh and South East City Region Deal (ESECRD), and more recently, Borderlands. It is anticipated that through these partnerships the college will be able to capitalise on the available resource to shape and deliver future skill needs in line with our [Curriculum Strategy](#) launched in August 2018.

In partnership with Dumfries & Galloway College, Borders College was successful in securing £6.6 million from the South of Scotland Economic Partnership (SOSEP) to develop a Learning and Skills Network, which consists of a number of digitally connected Hub & Spokes across the South of Scotland. The vision is to provide access to a range of learning and upskilling opportunities for our communities, employers and schools.

Borders College will redevelop our Hawick Campus to provide a STEM/Innovation Hub with a focus on Construction and Renewables. It will host an ECO House demonstrating the latest technologies in construction and renewables and provide a range of technical and digital resources such as 3D Printers and BIM Software to support the upskilling of local employers. This facility will be linked virtually with Dumfries & Galloway College's STEM/Innovation Hub, which is focussing on Engineering and Renewables.

Building on the success of our Care Career Academy, launched in 2017/18 in partnership with Borders Council, NHS Borders and SB Cares, we will also be developing a technology focused Care Hub providing a facility for care workers to upskill in line with the Integrated Health Strategy. This Hub will also be linked virtually with Dumfries & Galloway's Care Career Academy.

Borders College has the capacity and is ambitious to grow. This will only be realised through investment in developing our digital infrastructure and capacity.

## Intensification

Borders College continues to respond proactively to the priorities identified for intensification. The detail is included within the agreement but a high-level summary is below:

**Widening Access** - The College is actively engaging with its current and new Higher Education partners to ensure that learner pathways are streamlined. Through our SOSEP investment, we are exploring alternative ways in providing higher-level skills development within the Borders Region. We will continue to focus on providing bespoke delivery to our more rural communities, capitalising on our Digital Hub & Spoke infrastructure and engaging more proactively to understand the cultural and physical barriers.

**Retention & Attainment** – The College is ambitious to improve its student outcomes. We have introduced a [Learner Success Strategy](#) setting out a wide range of approaches to improving learner outcome.

**Skills Alignment** – The College launched a 5-year Curriculum Strategy in August 2018, which responds to regional skill needs and SOSEP, ESECRD and Borderlands. It also reflects the principles set out in the Enterprise & Skills Strategy. The recent SOSEP capital investment is enabling initial transformational change but it is expected additional capacity will be required in order to deliver on the vision.

**STEM** – The College continues to grow its STEM provision especially in Construction, Engineering and IT. We are also proactive in promoting STEM as a career through Community, Secondary and Primary School events such as Bang goes the Borders and the Rocket challenge.

**Innovation** – We are actively engaging with Interface, the Construction Innovation Centre and running a number of staff and student creative thinking workshops. We are also participating in the FuturEquipped project and intend to collaborate in future sector initiatives.

**Gender Balance** – The College recognises the importance of gender role models and through its [Gender Action Plan](#) has set challenging targets to address this, including Board representation.

**Employability, Flexible Workforce Development Fund (FWDF) and Apprenticeships** – Employers see the College as a valued partner and we continue to be successful in delivering and growing our offer in these areas.

**Developing the Young Workforce (DYW)** – The College works in partnership with the DYW Industry board and nine High Schools to provide Senior Phase skills training to over 400 pupils each year. We are increasingly innovative in our approach with a blend of in school delivery and a hub approach.

## Funding

College region **Scottish Borders** will receive £XXXXXXX core teaching funding, and £XXXXXXX capital and maintenance funding, from the Scottish Funding Council (SFC) for academic year 2019/20, to plan and deliver 25,17625,464 credits worth of further and higher education in the Region. Core student support funding for 2019/20 is £XXXXXXX.

In addition, the college region will receive £XXXXXXX in European Social Fund (ESF) grant through the SFC to deliver 478 further credits to eligible learners.

The total credit target for 2019/20 is therefore 25,65425,954.

We acknowledge the challenging targets associated with the delivery of Early Learning and Childcare and welcome the recognition of pipeline qualifications in order for Borders College to build capacity for this sector.

The Regional Board signs and commits to deliver the outcomes detailed below on the understanding that SFC and Skills Development Scotland (SDS) provide the necessary credits and funding for Borders College to achieve its ambitions.

## **Borders College Region contribution to SFC's National Priorities for AY 2019/20**

### **1. National Outcome One: Access – 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**

#### **1.1 Meeting Regional Demand**

Borders College prioritises its provision for learners in line with Scottish Government and local priorities. Through ESECRD and SOSEP, the College plans to grow in the priority sectors of Digital and Construction. This includes digital upskilling programme for college staff, students and the wider community along with introducing higher-level digital programmes. Construction continues to grow with a focus now on Renewables, Retrofit and Off-site Construction. Development of the Construction Innovation Hub will make new technologies available to local, usually SME, construction businesses. We are also a named partner in a Construction Innovation bid alongside Oregon, a local off site construction business, to develop capacity locally.

Locally Health & Social Care is a priority sector and the launch of the Care Career Academy in partnership with Borders Council and Borders Hospital is addressing the need to create the opportunity for carers to progress through flexible, modular learning into nursing. This is mainly work based, online delivery with the focus on flexibility. The SOSEP investment in a Hub will enable individuals to be upskilled in the latest technologies to deliver on the Integrated Health Strategy.

We are working with the Tourism and Hospitality Sector to develop a Career Academy similar to Care, to promote the sector as an exciting career option and to provide the appropriate skills development opportunities. We introduced Hospitality and Catering Apprenticeships in 2018/19 and intend to grow this offer. We will continue to reinforce the importance of place, a key priority for SOSEP, through building awareness of food provenance including our participation in the National Field to Fork competition, which we won in both 2016/17 and 2017/18. There is a regional need to offer higher-level supervisory qualifications in this sector; this is currently delivered through work-based learning but an offer for full time students is being developed.

There are further opportunities for the College through the Borderlands initiative. Strategic Theme 5 is 'Skills to improve, productivity, innovation & internationalisation'. If the proposition is accepted, Borders College will lead on a Knowledge Exchange Network focussing on Land-based Skills and Food Manufacturing. A physical hub will be developed in the East of the Region, and we will be working in partnership with SRUC and other Universities both North and South of the Border to bring the latest research and innovations to local employers and to embed into our current Land based Curriculum (see 3.4.1).

In all these initiatives there is significant focus on higher-level skill, with the College actively engaging with its current and new Higher Education partners to ensure that learner pathways are streamlined. We are in discussion with Heriot-Watt University (HWU) to be a partner in the delivery of a Business Graduate Apprenticeship Programme in response to

identified local need. We are also exploring how the College will be able to make available online learning opportunities with localised support through the Open University or HIE.

The College will also focus on providing bespoke delivery to its more rural communities, engaging more proactively to understand the barriers. Additional funding would enable us to have a more significant impact in the east of the region where post compulsory education learning opportunities are lacking. For young people, there is currently a significant difference in success rates for those needing to travel to Galashiels to access vocational programmes compared to those undertaking local delivery. The College already delivers Construction and Engineering and Active Tourism locally. We have launched a digital pilot in September 2018 where we deliver Higher Psychology in the school through video conferencing linked to college lectures. The lessons learned from this will be considered before it is rolled out to other schools and made available to adult learners as well.

We are developing our Senior Phase programme for schools to provide a larger number of Foundation Apprenticeships and more programmes above SCQF Level 5. This involves schools encouraging pupils of a suitable level to apply so that they are successful. We have been successful in offering three new pathways in Civil Engineering, Accountancy and Food & Drink.

There is increasing demand for part-time provision for adults, both for reskilling and upskilling. A refocus on providing inclusive learning opportunities across our more remote communities means that this demand will only grow. In 2018/19, we are seeing an increase in need for employability skills and employer demand for customer service, digital and leadership skills. We took full advantage of the Flexible Workforce Development Funding awarded to Borders College last year, and intend to increase the uptake this year. However, with 99% of employers in the Borders being SME or Microbusinesses a more bespoke solution is required to address the productivity challenge. We ask SFC to consider the College leading on a pilot to provide FWDF for SMEs to help address the productivity challenge in this region.

It is strategically important to the College to 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. The College is part of the Community Planning Partnership (CPP) and through [involvement in the five Area Partnership meetings](#) ~~this~~ contributes to the [Local Outcome Agreement Improvement Plans](#) for the Region.

These developments are vital to improving the economic prosperity of the region. To play its part the College requires additional funding over the period of this outcome agreement through to 2020. It looks to the SFC to acknowledge its unique position, its past low levels of HE provision and to support its ambitions to grow further to enable it to play its part in generating the region's future improved prosperity.

### Outputs for 2019/20

1. To deliver a total of ~~25,654~~[25,954](#) Credits in 2019/20 across all provision (SFC Measure 1(a))



## 1.2 Social Inclusion

The College is committed to widening access to further and higher education, particularly for those who face additional barriers to achieving success in education and training. We are the largest contributor to providing meaningful positive destinations for school leavers from Scottish Index of Multiple Deprivation (SIMD) Deciles 1 to 4 (MD10 – MD40) in the Borders.

To progress our commitment to social inclusion we have a wide range of employability and access programmes and have introduced an approach to admissions that seeks to offer appropriate places at college to all who wish to study.

We will continue to work closely with all the Borders Secondary Schools to ensure that there is a coherent and progressive programme of vocational education in the Senior Phase, which helps to keep all young people engaged with their education and opening up their aspirations for future careers.

For those Senior Phase pupils most at risk of disengaging, including those from our most deprived areas and those who are looked after young people, we work with the support of the Robertson Educational Trust. This provides mentoring support during their participation in the Borders College Schools Academy and then assisting them to make a successful transition to College (*The Borders Young Talent Programme*).

We are committed to providing opportunities for school leavers and other residents from the more deprived postcode areas. In 2016/17, the percentage of all College activity delivered to people from MD10 areas marginally increased at 3.5% and again to 3.8% in 2017/18. With the publication of SIMD 2016, the number of MD10 classified postcode areas within the Borders Region diminished. However, the SIMD is limited as a measure of disadvantage. For example, the Scottish Borders has the lowest level of weekly wage of the 32 local authority areas and research undertaken nationally on child poverty indicated that the Borders was now 8<sup>th</sup> out of 32 areas, i.e. one out of four children in the area were living in poverty. Despite us providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge for our most vulnerable to access learning.

One of the most significant challenges we have is the lack of articulation opportunities for Borders students. It is difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. It is also challenging for the College to sustain HE provision to HND level given the small numbers involved in some curriculum areas. The College is a member of the Regional Learner Passport Steering Group, which has been created in response to the report from the Commission for Widening Access. We will actively engage in the two work streams of curriculum pathways and admissions and referrals to improve the flexibility and opportunities of routes to degrees for our students.

The need for upskilling and provision of higher-level education in the region is essential to build ambition within current communities and deliver on the national and local priority of inclusive economic growth.

### Outputs for 2019/20

2. To deliver 4.0% of total credits to learners from MD10 in 2019/20 (SFC Measure 1(b))

### **1.3 Rurality**

We urge the Scottish Funding Council and Scottish Government to recognise the impact that the true cost of delivering an inclusive offer across the Borders Region is having on the College's ability to provide for our more isolated and rural communities. The rurality element of funding for Scottish Borders is lower than that provided to other rural areas such as the Highlands & Islands. This significantly impacts the Borders College Region in meeting its social inclusion agenda due to the impacts of transport and distance on motivation and retention for its more rural communities and most deprived individuals.

A recent SOSEP commissioned Regional Skills Investment Plan identified the following areas for action: improved access to Skills and Training; meeting and anticipating skills needs of employers; enabling growth and development of the workforce; creating a region for young people; developing a culture of Enterprise and Innovation; and future proofing the Skills System. Borders College has a significant contribution to make to each of these priorities but can only do so with sufficient funding to enable flexible, bespoke and innovative approaches.

Historically funding has been prioritised to meet our obligation to young, full time learners. The College has always met its credit target and has improved efficiency. The impact of this has been to reduce the College's capacity to meet demand for adult, part time and outreach activity across the whole of the region. The drive to improve efficiency over the last decade has meant we now deliver learning opportunities primarily from our main campuses or at employers' places of work. We are increasingly aware that the smaller Borders communities do not have access to the training and education opportunities that are readily available to those that live nearer our main campuses in Galashiels, Newtown St. Boswells and Hawick. We are addressing this issue through our Learning and Skills Hub and Spoke project and through collaboration with our Community Planning Partners, particularly in the eastern area of the region centred around Eyemouth and Kelso High Schools and with the development of the [Intergenerational Learning Campus in Jedburgh](#) by the local authority. We will look to develop bespoke approaches to delivering this activity to maximise both the efficiency and effectiveness of programmes delivered to these small community groups.

### **1.4 SHEP School Activity**

Within the Borders Region, there are two secondary schools with consistently low rates of progression to Higher Education (SHEP Schools). We will work with both Hawick and Eyemouth High schools to ensure that there are good vocational pathways that lead to higher levels of study to help meet their ambition that more of their pupils go on into Higher Education. In 2017/18, we delivered 18.9% of HE credits to students from SHEP schools. However, the proportion of students from SHEP schools studying at HE level in each year of this agreement is likely to decrease as HE numbers increase due to the small numbers involved.

### **Outputs for 2019/20**

- 3. To achieve the proportion of Credits delivered at HE level to learners from SHEP schools at 17.0% of HE activity (SFC Measure 2(d))**

## 1.5 Equality and Diversity

The Board approved the [Equality and Diversity Outcomes and Action Plan 2017/21](#) in spring 2017, committing the College to ensuring equality of opportunity, equality of access to service and equality of outcome to people with protected characteristics. The College has also extended this commitment to people who are young carers, care experienced and who come from our most deprived postcode areas. This has led to us:

- Improving our work with all nine secondary schools so that there are clear progression pathways from our senior phase vocational programmes to guaranteed places on college further and higher education programmes.
- Revising, and keeping under review, our admissions process so that the focus is on transition from school to the most appropriate programme rather than on selection.
- Reorganising our Student Advice and Learning Support departments and working in partnership with the pastoral role of Achievement Coach, based within our curriculum areas with a focus on retention and achievement.
- Including equality strategic indicators into our [Strategic Plan, Our Strategy – Towards 2020](#) to provide a particular focus on these disadvantaged groups by our managers and teams and ensure our learners have an equitable experience.

## 1.6 Gender and Sexuality

The College is committed to eradicating negative discrimination, harassment and bullying on the grounds of a person's sexuality or gender. We became the first college in Scotland to achieve the Silver LGBT+ Charter of Rights, awarded by LGBT Youth in September 2017.

In 2018, Borders College Students' Association (BCSA) played a prominent role in arranging transgender awareness training for staff in order to raise awareness and understanding. BCSA has also developed a new activism-focused student LGBT group called 'Stand Out!' whose purpose is to organise equalities-related events and campaigns and awareness raising activities.

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. We published our institutional [Gender Action Plan \(iGAP\)](#) in summer 2017 [which is due for review in Summer 2019](#). The iGAP also aims to ensure that marketing avoids gender bias, challenges gender stereotypes and that our services are cognisant of both transgender and non-binary gender issues. We will seek to maintain the proportion of males involved in education and training at the College at parity with females. The target for 2019/20 is to reduce to 75% the number of full time programmes with one gender making up more than 75% of enrolments. Key areas addressed through the iGAP are hairdressing, childcare, construction and engineering, through for example, work in schools and publicity materials. [We will continue to carry out targeted events to the Senior Phase such as Girls into construction and Males into Care](#). This target reduces to 70% by 2020/21. We will update the iGAP annually.

The College will monitor all programmes by learner success and gender from 2018/19 onwards and will look to take necessary action from 2019/20 onwards where specific issues have been identified with particular programmes.

## Outputs for 2019/20

4. **To maintain the proportion of credits delivered to males at 48.9%** (SFC Measure 1(d))
5. **To reduce the proportion of full time programmes where one gender makes up more than 75% of enrolments to 75% in 2019/20** (SFC Measure 1(d))

#### **1.6.1 Gender Equality – Staff**

The Executive Team (100%)\*, and Senior Leadership Team (67%) have more female members than males; the Board is currently 50:50. 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 women making up 63% of the teaching staff, many in part time employment. A much higher proportion of male employees are in higher paid occupations such as teaching and management. The gender pay gap is therefore due to the higher proportion of women in the lower paid jobs in the administrative and cleaning services. The College has committed to the living wage for its employees, which, in time, will help to reduce the gender pay gap. Therefore, we will look to promote gender role models in underrepresented curriculum areas and keep under review our recruitment processes including advertising to help address the disparity.

\*Female percentages shown in brackets.

#### **1.6.2 Gender Based Violence**

The College distributed Gender Based Violence Action Cards to all staff members. We will liaise with HWU with regard to the Equally Safe in Higher Education Toolkit to ensure a campus wide approach.

### **1.7 Age**

We have been successful in our commitment to *Opportunities for All*, ensuring that every young person has an opportunity to enrol at college where there is an appropriate programme for their needs. This commitment has led to significant growth over time in full time enrolments and contributes well to positive destinations for school leavers in the region.

We will reduce slightly the proportion of credits delivered to young learners between the ages of 16 - 24 at 71%. This includes 59% credits delivered to young people less than 20 years of age, reinforcing our commitment to ensuring all young people leave school to a positive destination. An additional 494 credits received in 2018-19 were prioritised for HN provision and part time courses for adult learners. This shift in the allocation of credits will continue within 2019-20 increasing slightly the proportion of credits planned for those over 24 at around 24%.

The College will continue to work closely as part of the CPP to ensure we plan provision coherently with other providers and partners and match it 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 with the support and collaboration of local employers.

### **Outputs for 2019/20**

6. **To deliver 5% of all Credits to learners aged under 16 years** (SFC Measure 1(c))
7. **To deliver 54% of all Credits to learners aged 16-19 years** (SFC Measure 1(c))

- 8. To deliver 17% of all Credits to learners aged 20-24 years** (SFC Measure 1(c))
- 9. To deliver 24% of all Credits to learners aged 25 and over** (SFC Measure 1(c))

## **1.8 Disability and Learning Difficulties**

There are high disclosure rates for disability and learning difficulties within the College's student population, with 23% of credits delivered for students who had disclosed a learning difficulty or disability in 2017/18. We adjust our service to these learners accordingly, with learning support staff working closely with their curricular colleagues and the student support team to help ensure that these additional barriers to learning and achievement are minimised.

### **1.8.1 Mental Health**

Nationally, students who disclose mental health issues are less likely to achieve well. The College encourages disclosure at application, enrolment and throughout the year of those with mental health issues and continues to monitor withdrawal and success rates amongst those who have identified themselves with a mental health issue.

Frontline staff have completed Mental Health First Aid (MHFA) training with this provision widened to the curriculum teams. BCSA leads on the 'Smash the Stigma' campaign and will continue to develop it events to encourage students to recognise and talk about mental health. Our student representatives also continue to access training in Mental Health First Aid, and BCSA developed a Student Mental Health Agreement in partnership the College and with its Student Support Service. The College reviewed and updated the information available to students for Mental Health Support on its website and will build on the College wide Mental Health Strategy, developed during academic year 2018-19, to support both staff and students' wellbeing.

In 2018 the College achieved the 1\* Healthy Body Healthy Mind Award which recognises its approach to enhancing the wellbeing of staff and students through its approach to mental health, physical activity and smoking cessation. The college will continue to build on this success with a view to achieving 2\* in 2019.

The College currently employs 2.5 fte Wellbeing Advisors and 2.1 fte Achievement Coaches who all provide pastoral support and guidance which includes MHFA Support. We do not provide a dedicated Mental Health Counselling service but work closely with local GP's, Hospital, Adult Mental Health Services and Third Sector Organisations to signpost students to their specialist counselling provision. Training undertaken includes Assist Suicide Prevention, and Resilience and Trauma.

The College continues to develop relationships with external partners. We continue to be a member of the Guidance, Safeguarding and Access and Inclusion Networks at College Development Network where we collaborate and share best practice relating to Mental Health Support.

We welcome the Scottish Government plans to provide additional counsellors over the next four years and will work closely with them to identify the most appropriate deployment of this resource.

### **1.8.2 Diet and Healthy Weight**

The College has achieved Healthy Working Lives Gold Award. We intend to maintain this through 2021/22.

BCSA promotes opportunities for students to engage in physical activity. For example, the 'daily mile challenge' encourages daily physical exercise, and students are able to join the SA's football group. Going forward, BCSA is looking to secure a yoga instructor in order to establish a yoga club in 2019. BCSA successfully negotiated a competitive student discount on gym membership for Borders College students to make physical activity more accessible to those on smaller budgets.

'Toast and Tea' is a subsidised breakfast club that ensures all students are able to access at least one healthy breakfast each week.

### **1.8.3 Sensory Impairment and British Sign Language (BSL)**

The College encourages disclosure at application, enrolment and throughout the year of those with sensory impairment including BSL users and we monitor the success of students with sensory impairments. Although numbers of students with these disabilities are consistently low, there is a long-term trend of these students not succeeding as well as their peers.

We developed and published our first [British Sign Language Action Plan](#) in early 2018/19 as outlined in the British Sign Language (Scotland) Act 2015. During its development, we have established strong links with the local authority and deaf community. Staff training is a key priority within the action plan to enable appropriate support, advice and guidance for the BSL community. We monitor progress with this action plan through the College's Equalities and Inclusion Committee.

The College will continue to offer its well-established BSL evening class and will provide CPD for staff.

### **1.8.4 Students with Additional Needs**

There are well-planned and coordinated arrangements between the College and the Local Authority for learners with additional needs leaving school and transitioning to college. In addition, the College's Business Development Unit (BDU) provides an extensive programme for adults, helping to maintain or improve their independence and, crucially, improve their employment prospects. We have improved full time programmes 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, delivered in the South East of Scotland for several years. Certificated through the NCFE Investors in Quality Licence, these are also credit rated and levelled through the SCQF. There are many retail partners, including IKEA, involved in the Ready for Retail programme, with several people with profound and complex needs supported into employment with the company.

The College will maintain the wide range of full and part time programmes offered at SCQF levels 1 to 4. We will continue to work closely with education, social work and social care providers to ensure that the College contributes well to the education and support service to people with learning disabilities in the region and in supporting leavers into positive destinations. 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.

The College introduced Project Search in 2016-17 and will continue with this highly successful programme, which has led to relevant employment for 8 interns each year. Following a curriculum review of part time provision for adults with a learning disability, a new programme, New Connections, was introduced in 2018-19 which provides a full time route for 12 students transitioning onto volunteering, workplace experience or supported employment.

We expect the overall impact of our approach to working with people with learning difficulties and disabilities will lead to the disclosure rates remaining high, at around a third of all credit-funded activity through until 2020.

### **Outputs for 2019/20**

#### **10. To deliver 33.0% of all credits to people with a declared disability or learning difficulty (SFC Measure 1(c))**

##### **1.9 Ethnicity and Faith**

The Borders Region is one of the least diverse regions in the country with a very low percentage of people from Black Minority Ethnic (BME) backgrounds. Monitoring of achievement over a significant number of years suggests that the achievement rates for BME groups are at, or above the College average.

Around 3% of enrolments in 2016/17 were from students of Polish descent; this is higher than the percentage within the general population 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 2019/20**

#### **11. To deliver 1.4% of all credits to BME learners (SFC Measure 1(c))**

##### **1.10 Gaelic Language**

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. At present, Borders College has two students who indicate 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.

### **Outputs for 2019/20**

#### **12. To monitor the number of native Gaelic speakers enrolled at the College each year and take any necessary action to address specific needs**

##### **1.11 Care experienced young people**

The College has contributed to the Borders-wide strategy and action plan for care experienced young people and produced and implemented its own [Corporate Parenting Plan](#) in June 2016 (Updated March 2018) which is now being monitored twice yearly by the

Board. Our Care Aware Advisor works with the care experienced young people and young carers, providing the expertise needed to assist where necessary.

A baseline for care-experienced enrolment is set within the ROA with targets for the next three years. The rate for self-disclosure, high at 7.4% of credits delivered in 2016/17 to students who identify as care experienced, was 4.9% in 2017/18 following a review of the data, which is now more robust. The College has implemented a national EMA/bursary policy to ensure those students, who are entitled, receive the maximum funding from available sources to ensure that financial difficulty is not an impediment to their studies.

The College works closely with a range of external organisations including Who Cares? Scotland to improve its capacity to support care experienced young people. In partnership with the Robertson Trust, we provide mentors in schools for care experienced young people to build their confidence and aspiration to progress onto college or university.

## **Outputs for 2019/20**

### **13. To deliver 5.0% of credits to Care Experienced young people (SFC Measure 1(c))**

#### **1.12 Carers**

The College's Care Aware Initiative provides specialist support to students who are also young carers. A key function is to offer an advocacy service for the carer within the College, helping to ensure that it is possible to minimise any disadvantage caused by the caring responsibility. We encourage disclosure at application, enrolment and throughout the year and monitor their progress and outcomes. The College is working with the Carers Trust with a view to being a pilot college in the development and implementation of the "Going Further Pledge" to enhance support for this group in 2019/20.

We are a signatory to the Carers and Employment Charter. We have also achieved the Care Positive Engaged Employer Award in September 2017, the first College in Scotland to achieve this recognition.

#### **1.13 Ex-offenders**

The College welcomes applications from potential students with criminal convictions and has in place a policy on the recruitment of ex-offenders. Through the local CPPs, the College holds a place on the Reducing Inequalities Delivery Team looking at local initiatives to support ex-offenders into employment or study.

#### **1.14 Veterans and Early Service Leavers**

The College has previously been pledged to the Armed Forces Covenant and we are recommitting our support to the pledge.

#### **1.15 Estranged Students**

We wish to enhance our support for students estranged from their families and we will investigate adopting the Stand Alone Pledge to assist us in recognising their needs and supporting them to overcome the disadvantage this poses.



### **1.16 Access and Inclusion Strategy**

Our [Access and Inclusion Strategy](#), introduced in 2017 in support of our Strategic Plan, sets out the range of services 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 Access & Inclusion Strategy covers all protected characteristics, those from areas of multiple deprivation, care experienced and carers. Our priorities over the period of the plan are focused on age, gender, deprivation, care experienced, sensory disability, mental health and young carers.

We have made progress against the Strategy, which we monitor on an ongoing basis and update annually.

### **1.17 Equality Impact**

This section of the ROA sets out the whole-college approach to equality of access, equality of opportunity and equality of outcome. We monitor our work and services as a mainstreaming approach to [Equality Impact Assessment](#) across all protected characteristics concerning both employees and students. Where we identify possible barriers to equality created by our practices, we make amendments. In this way, we live and demonstrate our commitment to equality and diversity. The equality outcomes for the College, regardless of any protected characteristic, also support fostering good relations between different groups.

## **2. National Outcome Two: Progress and Achievement – 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**

### **2.1 Student Retention and Learner Success**

Borders College has a history of delivering student retention and learner success at rates above the national average. A [Learner Success Strategy](#), which sets out a wide range of approaches to improving learner outcome, is having a positive impact.

Our Achievement Coach role, which operates in all portfolio areas, is there to address quickly any issues that may impact on success. The students most at risk are monitored against risk factors to gauge their performance and where the risk profile increases, the Achievement Coaches are there to intervene. This enhanced approach is having a positive effect, with learner success rates improving significantly for 2017/18.

We set a range of indicators ([Meet or Beat targets](#)) for the whole college. The portfolio areas use these to set targets for each course offered. We identify our 10 least successful programmes in terms of success rates and through our Courses for Concern programme. The Assistant Principal and VP Curriculum & Student Services review the progress of the agreed action plan, drawn up in a meeting with the Principal in September, on a 6 weekly basis. We carry out Performance Reviews for all our senior managers with a responsibility for delivery. This focusses on progress against the targets set and identification of additional support when required.

We also share good practice through capturing what our 10 best performing programmes are doing and sharing this with their peers.

We have invested in, and will continue to develop our use of, Advantage software. It provides us with access to live data that will offer front line staff and managers information on individual student and group progress so that we monitor progress and intervene where necessary.

Our staff development and small capital investment resource has focused on digitally enhancing the learner experience. We are starting to see greater use of mobile devices and online technologies to engage students. Significant investment is required if we are to realise our ambition to providing flexible and inclusive learning opportunities.

The College carried out a restructure of curriculum middle managers replacing Programme Leaders, who had a substantial teaching commitment, with non-teaching management roles. These new Curriculum and Learning Manager (CLM) roles commenced at the start of academic year 2018/19. This has substantially increased our management capacity to improve learner success further. We identify early interventions through our Quality Check Point meetings.

In addition, we have introduced two new posts of Learning and Teaching Enhancement Specialists. Their role includes development of our more formalised approach to observations of learning and teaching to ensure the quality of the learner experience is equitable across the College, and identify and support staff with development opportunities and share good practice.

### **Outputs for 2019/20**

**14. FE full time learner success –71%**

**15. HE full time learner success – 75%**

**16. FE part time learner success – 84.0%**

**17. HE part time learner success – 80.5%**

(SFC Measure 4(a))

## **2.2 Articulation to University**

The College offers 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. Through our Associate Student Scheme, we have 20 places with HWU for HND Business, and with Edinburgh Napier University, we have 3 places for HNC electrical Engineering and 3 places for HNC Computing. We offer further HN programmes designed for progression into employment.

The College has achieved significant growth in HN provision in recent years, with 260 full time enrolments on HE programmes in AY 2018/19, primarily due to demand for places on the new HN programmes of art and design and animal care, and expansion to HND for engineering and sport programmes. These programmes can offer articulation with advanced standing, progression to higher levels of HE provision, or a route to employment. 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 FT HE programmes to increase to 266 by 2020/21, with the number leaving to enrol at university with advanced standing increasing significantly between 2018/19 and 2020/21 in anticipation of increasing acceptance of this approach by Scotland's universities. The advanced standing articulation arrangements have a much larger capacity than the current uptake; we will look to our partner universities to help promote these vocational pathway opportunities to our students. We will continue to work to achieve growth in leavers entering university and look to maintain the articulation arrangements we have in place currently.

In all our skills priorities there is significant focus on higher-level skills and we are striving to meet our region's need. Our focus up to now has been on school leavers and full time learners. In order to address the upskilling need of our workforce we need to be able to increase our HE offer through part time, flexible, blended and work based models. In order to address this we are in discussion with HWU to be a partner in the delivery of a Business and Management Graduate Apprenticeship Programme in response to identified local need. We are also exploring how the College could enable online learning opportunities with localised support through Open University or HIE.

Borders College, and Dumfries and Galloway College, utilising funding from SOSEP, have commissioned an external consultant to carry out a project called "Get That Degree". This is a two-stage project to support the development of a coherent regional model to deliver increased articulation pathways to HE for learners in the South of Scotland.

Stage one of the project is to identify areas of skills-based curriculum which would benefit from local HE progression pathways and to scope a model of delivering access to HE and degree-level qualifications through articulation, which supports the objective of retaining young people and attracting talent to the region.

The SMART objectives are:

- Preparation of a report outlining options for supporting access to university qualifications in the South of Scotland, through articulation, by February 2019.
- Scope how the South of Scotland Skills and Learning Network proposal outcomes would be used to support opportunities for degree level study and qualifications in the region by February 2019.
- Identify options for a sustainable funding mechanism for articulation that would align with the context of the two regional colleges in the South of Scotland and with the development of the new National Articulation Database by February 2019.
- Identify a pilot to run potentially in AY2019-20 by March 2019.

### **Outputs for 2019/20**

- 18. The total number of students who have achieved HNC or HND qualifications progressing to degree level courses - 60**
- 19. The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing - 24**
- 20. The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing – 40% (SFC Measure 7)**

## **2.3 Multiple Deprivation and Learner Success**

Although students from the MD10 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, with FEFT learner success for 2017/18 11 percentage points below the College rate for all FEFT learners. This compares to a difference of 6 percentage points in 2016/17. There were only 5 learners from MD10 areas studying on full time HE programmes at the College in 2017/18, compared to 4 in 2016/17; numbers on HEPT courses were similarly low for 2017/18. The College will continue to focus on improving learner success for these students and improve progression to higher levels of study over the coming three years.

### **Outputs for 2019/20**

#### **21. For more learners from MD10 data zones to achieve their qualifications (SFC**

Measure 4(b))

- a. FE full time learner success – 60%**
- b. HE full time learner success – 80%**
- c. FE part time learner success – 66%**
- d. HE part time learner success – 80%**

## **2.4 Senior Phase Aged Pupils Learner Success and Retention**

The College works with all nine secondary schools within the Borders Region to plan and deliver a curriculum that meets the national aspirations of *Developing the Young Workforce*. Our programme includes vocational programmes at SCQF Levels 4, 5 & 6. We have made considerable progress in improving the range of programmes on offer and offer guaranteed progression for those pupils who are successful. However, we recognise and have prioritised improving the retention and success rates for the senior phase pupils and are extending the number of higher-level programmes on offer including some at SCQF Level 7 for 2019/20. We will continue to engage with schools to ensure that those choosing the vocational options understand fully the programme they are undertaking and are doing so for positive reasons.

A number of factors have led to these lower rates of success. Full time FE Senior Phase aged students are young people who have left school at 15 to take up places at college. They are at greater risk of withdrawal once they reach the statutory minimum leaving age. We recognise this within our risk profile and we will focus on continual monitoring of their attendance and progress, taking action where necessary. Part time Senior Phase students are still at school while studying a vocational qualification at the College as part of their school Senior Phase programme. The low achievement rate is partly explained by a drop in attendance as the school exam periods approach when pupils, parents and the schools may prioritise academic exams over the vocational qualification. The College continues to work with schools to try to mitigate this effect. Assistant Principals will be joining Scottish Borders Council (SBC) Practicum Group to address these issues. In addition, SBC's Quality Improvement Officer will join the fortnightly Joint CLMs' meeting to agree interventions to improve pupil attainment rates.

### **Outputs for 2019/20**

**22. 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 – 66%
- b. HE full time senior phase learner success – n/a
- c. FE part time senior phase learner success – 64%
- d. HE part time senior phase learner success – 66%

**2.5 Age and Learner Success**

Learner success varies with age. The College's younger students do less well than those over the age of 20 do: Senior Phase school students are more likely to disengage from their college studies when it comes to examination time in February and May, and full time students under the age of 18 are more likely to withdraw from their college course early. We have redesigned our Senior Phase school curriculum so that more courses finish prior to exams commencing in May 2019, and Achievement Coaches have the specific remit of keeping learners engaged with their learning. Attendance and progress is being monitored regularly by CLMs through their Quality Check Point meetings

The College will address the lower achievement rates of younger students and welcomes the inclusion of national measures for DYW and young FT FE learner achievement. It will work to close the gap in achievement rates between these groups and the overall success rate of FE FT students and achieve parity.

Young learners continue to be a priority. However, we will also prioritise older learners, specifically in our more rural areas with ambition to receive additional funding from SFC to enable increase of our activity in this area.

**Outputs for 2019/20**

**23. To increase the proportion of FT FE students aged 16-19 achieving a recognised qualification to 66% (SFC Measure 4(e))**

**2.6 Care Experienced and Learner Success**

Learner success for this group is considerably lower than the general population with only 44% of care experienced students achieving success in 2017/18. We are committed to finding an appropriate place at college for all those wishing to study, wherever this is possible, and accept a young person may have a number of failed attempts at college before finding the skills to persevere and make the most of their abilities and achieve success. In this way, we will work to contribute to the *National Ambition for Care Experienced Students* with these students achieving at the same rate as the College's overall population.

The College 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 peoples' awareness of why it is important to agree to the sharing of relevant data. It will be one of the first colleges in Scotland to have such an agreement in place with a local authority. This is highly relevant in addressing the low learner success rate for care-experienced students studying at college. The College has set stretching and ambitious targets to improve this success rate in the coming years. It believes these targets are possible to achieve, given the resource it is now applying to support this group of learners and the progress it has made in working with the Community

Planning Partners on this issue. Improving outcomes for care experienced young people is now a major theme for the CPP Reducing Inequality strand of the CPP's work.

## **Outputs for 2019/20**

### **24. For more full time Care Experienced learners to achieve their qualifications**

- a. **FE full time learner success – 60%** (National Measure 4(d))
- b. **HE full time learner success – 66%** (National Measure 4(d))

## **2.7 Apprenticeships**

With over 180 apprentices starting training with the College in any one year, we are the major provider of modern apprenticeship (MA) programmes in the Scottish Borders. We also acts as a managing agent, supporting apprentices working for 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. We have long-established relationships with many of the construction managing agents including CITB, SNIPEF and SECTT.

We work closely with our partners and employers to provide opportunities within the region to extend the range of MAs available and are committed to extending our offer in 2019/20 and beyond. The SDS contract for 2018/19 awarded the College 118 MA starts across the range of vocational areas delivered, with 92 MA sign ups at the end of October 2018, with growth in the contract anticipated based on current employer demand.

The challenge in responding to employer demand within a region of 99% SMEs is the current planned approach to contracting, especially identifying specific sectors, rather than a demand led system, which responds to the business needs of rural SMEs. The vast majority of employers will only identify a need for an apprentice if someone leaves the business, so are unable to predict this up to 18 months ahead of time as is currently required.

## **Outputs for 2019/20**

### **25. To start 220 apprenticeship trainees in 2018/19 (inclusive of apprentices from other managing agents) (SFC Measures 5)**

## **2.8 Curriculum Planning**

In creating the curriculum plan for 2019/20, the College has considered 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*;
- The needs of rural communities.

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

The College has developed a 5-year curriculum strategy to enable it to respond effectively to the needs of our region. The strategy considers several drivers that have long-term implications for the College and will shape the content and delivery methods over this period. One of the strategic drivers is to develop a Regional STEM Strategy, which will be devised in partnership with several organisations including SBC, SDS, universities and employers. Employer demand for those with engineering skills continues; this has led us to develop a new route for mechanical engineering, together with a successful bid to SDS to deliver the Foundation Apprenticeship for Civil Engineering in 2019-20.

The College continues to progress the qualifications in the off-site manufacturing of timber frame housing. This follows on from the recent expansion of the engineering curriculum, and 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.

The College has developed a Care Career Academy that provides a pathway for those in employment wishing to progress their Care career, and is developing this model for Hospitality and Tourism.

This approach is a result of analysis of the local economic, business and jobs market and of our close working relationship with CPP members, focused on the economic development of the region. We believe that our current offer is a good match to the Skills Assessment for the Region.

## **Outputs for 2019/20**

### **26. To increase the delivery to students on STEM courses to 19% of all college credits (SFC Measure 3)**

#### **2.8.1 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. Much of this is full cost recovery work, which we deliver on a commercial basis in response to requests from local communities.

We intend to increase the number of adult learners through more provision within the community addressing, in particular, the very limited provision in the east of our

region. Following the opening of the new Kelso High School, the College is in discussions to provide community based evening classes on a range of subject areas not currently available to that community. We will progress discussions for community provision for adults within the planned intergenerational learning campus in Jedburgh due to open in March 2020. We will also undertake further development work on the Adult Achievement Awards developed by Newbattle Abbey College, to provide qualifications to adults in the community.

## **2.9 SCQF**

All full time programmes include a recognised qualification on the SCQF or rest-of-UK equivalent. We promote general information about SCQF on our website:

<http://www.borderscollege.ac.uk/future-students/general-information/scottish-credit-and-qualifications-framework-scqf/>

## **2.10 ESOL**

The ESOL/CLD partnership group has agreed that the College should continue to administer the single point of contact system, which enables learners to be assessed and directed to the most appropriate training for their level of need.

# **3. National Outcome Three: Economy and Society – 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**

## **3.1. Developing the Young Workforce**

The College has a well-established partnership agreement with SBC's Education Department for the delivery of course provision for the nine Secondary schools and Wilton Centre. The College provides a range of 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, animal care, hospitality and rural skills. There were 370 Senior Phase enrolments in 2017/18. In total, the College had 1869 CREDITS of activity in 2017/18 inclusive of provision for winter and summer leavers.

The School/College partnership is reviewed annually, with several new courses offered 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 in the table below.

<b>Schools Academy Programme 2019-20</b>	<b>Enrols Target</b>	<b>SCQF Level</b>
Health and Social Care QMU Academy - 1 - Schools Link	14	6
Health and Social Care - Nat 5 - Schools Link	18	5
Foundation Apprenticeship - NPA Social Services and Healthcare - Schools Link	12	6
Foundation Apprenticeship - NPA SS Children & Young People YR1 - Schools Link	12	6
Foundation Apprenticeship - NPA SS Children & Young People YR2 - Schools Link	8	6



NPA : Journalism - Schools Link	12	6
NPA Laboratory Science	12	6
NPA Software Development Schools Academy - Schools Link	12	6
NQ Computing Science Schools Academy Gp2 Nat 5 - Schools Link	20	5
NPA Activity Tourism - Schools Academy - Schools Link	12	5
Foundation Apprenticeship - Business Skills	12	6
Creative Industries QMU Academy- Schools Link	12	6
Higher Sociology - Schools Link - Gala - (4 Credits)	12	6
NQ Psychology (Higher) Schools Link - Gala - (4 Credits) (Thurs)	20	6
NQ Psychology (Higher) Schools Link - Gala - (4 Credits)	25	6
NQ Psychology (Higher) Schools Link - Earlston - (4 Credits) (Fri)	28	6
Skills for Work: Early Education and Childcare Nat 4 - Schools Link1	18	4
Skills for Work: Early Education and Childcare Nat 4 - Schools Link2	18	4
Skills for Work: Early Education and Childcare Nat 4 - Schools Link2 - Hawick	18	4
Skills for Learning and Work Link - Schools Link - 1 Day	12	3
Skills for Learning and Work - Schools Link - 5 day	14	3
Skills for Independence - Schools Link - PT	5	2
VRQ 1 Hairdressing and Beauty - Schools Link - Gp 1	20	4
VRQ 1 Hairdressing and Beauty - Schools Link - Gp 2	15	4
VRQ 1 Hairdressing and Beauty - Schools Link - Gp 3 - Peebles	12	4
VRQ 1 Hairdressing and Beauty - Schools Link - Gp 4 - Eyemouth	12	4
Level 1 - Introduction to Hospitality - Schools	12	4
Animal Care (An Introduction) - Schools Link1	14	4
Animal Care (An Introduction) - Schools Link2	14	4
Skills for Work: Automotive Skills Nat4 - Schools Link1	14	4
Skills for Work: Automotive Skills Nat4 - Schools Link2	14	4
Skills for Work: Automotive Skills Nat4 - Schools Link3	12	4
Engineering Schools Academy Eyemouth - Schools Link	10	4
Engineering Schools Academy Gp2 - Gala - Schools Link	12	4
Rural Skills for Work Schools Link - Berwick	12	4
Agriculture - Schools - Kelso	12	4
Rural Skills for Work Schools Link - Hawick and Jedburgh	12	4
Construction Crafts Academy - Skills for Work - Schools Link - Group A - Mixed	12	4
Construction Academy - Schools Link - Group B - Mixed	12	4
Construction Crafts - Academy - Skills for Work - Schools Link - Hawick - Yr 1	12	4
NQ Skills for Work Construction - Schools Link - Eyemouth - Yr 1	12	4

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## Outputs for 2019/20

- 27. To increase substantially the number of senior phase pupils studying vocational qualifications delivered to 148 (SFC Measure 2(a))**
- 28. To achieve a volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications of 770 Credits (3.0% of Credit activity) (SFC Measure 2(b))**

**29. To achieve a volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision of 2027 Credits (7.9% of Credit activity) (SFC Measure 2(c))**

**3.2. Work experience**

The College has a strong focus on developing 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. In most subject areas, students commence work experience early on in their programme of study. This accounts for around 70% of the full time provision. Since the introduction of the new Work Placement Standard for colleges, many courses now include an assessed unit for work experience.

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. Preparation activities include supported work placements, employer talks in the classroom, visits to employer sites and employer workshops.

We use high quality, realistic work environments within the campus, including college kitchens, restaurant, and hair and beauty salons, alongside work experience or as preparation for work experience in a future higher-level programme, as part of the course delivery hours e.g. for students on introductory programmes, access programmes and students studying at SCQF 4 levels.

Our Construction and Engineering Centre at Tweedbank provides additional facilities for apprentices, school pupils and full time students on painting and decorating, electrical engineering and brickwork courses. The Access programmes run a café within the College and a community café within one of the Border towns. This work includes an innovative Dementia Café run in conjunction with the NHS.

The Land-based 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 2017/18 was 580. This includes those students undertaking substantial realistic work environment experience, supported work placements, employment experience and coaching. Work placement opportunities are of a high quality and are designed and planned to be appropriate to the qualification studied and to the industry sector in which they take place.

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

Borders College is now in the third year of Project SEARCH, which we deliver in partnership with NHS Borders and SBC. Project SEARCH is a one-year internship programme, which supports young people with additional needs to gain skills and experience to go on to

employment. In the first year 100% of the interns who completed moved into paid employment, and 75% in year 2.

Regular evaluation of work experience 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.

### **3.2.2 International work placements**

Each year placements are funded through the European Union funded Erasmus project, allowing students to have work experience in other European countries including Sweden, Portugal, Spain 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 lectures and have learned about their curriculum. Student exchanges have been in place over several years with our Swedish and Dutch partners. The College is concerned that these opportunities will not continue following BREXIT.

## **Outputs for 2019/20**

### **30. The number of full time learners with substantial work experience placements - 900 (75% of all FT students) (SFC Measure 6)**

#### **3.3 Foundation Apprenticeships**

We offered three Foundation Apprenticeships to the schools for intake in 2017/18; however, there was very little demand for places, which resulted in only one starting in August 2017 and only one pupil enrolled for Year 2 of the Social Services Children and Young People in 2018-19. The College met with school staff to agree the portfolio for 2019/20 in early 2018/19 to include some new Foundation Apprenticeships for Civil Engineering, Food and Drink, and Accounting at SCQF Level 6 and the College and SBC agreed to bid to SDS for these where no existing pathways.

#### **3.4 Employer Engagement/Schools Partnership/Business Involvement**

The College has developed a Stakeholder Engagement Strategy, which identifies key employers and other stakeholders and allocates responsibility to named staff to engage proactively with them. This provides a significant base of knowledge to facilitate us in developing and delivering a curriculum that meets the needs of our region.

The College has strong links with both industry and schools, further strengthened by the key role the College has in the DYW Borders Partnership. Two members of our staff are full members of the DYW Borders Industry Group Board and work closely with the Board to ensure the College is fully involved in the delivery of DYW in the region. The DYW Project Manager regularly attends the Joint CLMs' meeting to plan and co-ordinate activities to promote careers in a variety of industries for school pupils and college students. In addition, we run a number of advisory boards across the curriculum to ensure we are developing a curriculum offer in line with local industry needs.

The College's School Academy continues to offer Foundation Apprenticeships. Pupils start in S5 with delivery over 2 years. During the course, pupils will undertake a work placement experience. The College will be offering three Foundation Apprenticeships to all nine secondary schools in 2019/20.

The College has a programme of events to help address the issues around gender bias. These events, including Girls into Construction through a Building Futures event, STEM days through Greenpower and Bloodhound activities and Careers into Care have targeted both primary and secondary schools in the Borders.

Our developed approach to employer engagement supports 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.

The College has worked with Hart/Crudden, a large construction company to develop a pilot "bricklaying for house builder" course, which will be delivered in 2019-20.

The College will utilise the SFC framework for employer engagement following its publication.

The College proactively supports the operation of the DYW employers' forum, established in October 2016, which is employer-led. The College acts as the employer for a small team of three operating from an office based in a business centre in Selkirk.

### **3.4.1 Land based Industries**

The Principal and Senior Managers have met with Senior Staff from SRUC and Lantra to discuss collaboration, articulation and partnership working, particularly relating to agriculture, forestry and animal care. Early discussions have taken place regarding a 'Skills for Agriculture' course, which would provide a pre-apprenticeship route for young people at SCQF Level 4. The number of apprenticeships for agriculture and game keeping have grown with a subsequent reduction in full time enrolments in these areas during 2018-19. This is to meet the immediate skills shortages within the land-based industries and this trend is expected to continue for the foreseeable future. In addition, with SRUC we are seeking to establish a route for progression to Veterinary Nursing from HNC/D Animal Management.

There have been early discussions with SRUC around creation of a rural centre of excellence, to be situated in Newtown St Boswells, which will require capital investment if it is to progress.

The College is investigating new provision for school pupils in the area of forestry, which may lead to progression to SRUC, and is tasked with ensuring that agricultural education in Scotland is fit for the future. General discussion has been around guidance for farmers on employing an apprentice and sharing good practice across the sector. There is interest in

supporting microbusinesses through shared apprenticeships, with a possibility of moving this forward with co-ordination / employment hubs.

### **3.4.2 Early Learning and Childcare**

The College enrolled 25 full time students and 6 part-time students to the HNC in Childhood Practice in 2018/19. The College BDU provides a wide range of SVQs relevant to the Early Learning and Childhood sector. It will develop its plans for growth, with the aim of creating sufficient interest and an appropriately qualified workforce to undertake the higher level SSSC accredited programmes.

During 2018/19, the College planned new course provision, a pre-MA course, to start in January 2019. Developed in partnership with the Scottish Borders Childcare Partnership this involves current employed staff completing an 18-week award at SCQF Level 4 as preparation for the MA. The College is also planning to deliver the PDA Childhood Practice at SCQF Level 8 for a group of staff currently employed in the Early Years sector.

As a longer-term aspiration to address gender imbalance, the College plans to deliver a Career into Care event at a local Primary School and will work with the Regional DYW Industry Group to organise an awareness-raising event for secondary school pupils. We will continue to develop pipeline provision through the Schools Academy Skills for Work courses, Prepare to Care with Community Learning Development and Job Centre Plus.

### **3.5 Learner destinations**

The College has a high response rate to its annual survey of learner destinations, aided by the data provided by SFC and a multi-faceted approach to collecting the data for those unknown to SFC. In total, in 2017/18, data was collected for 91.9% of qualifying learners from 2016/17. We will look to maintain or improve on this return rate in each year of this Outcome Agreement. Through our continuing work with employers and universities and through ensuring that we have good progression routes and articulation routes we will contribute to our qualifying learners achieving positive destinations.

#### **Outputs for 2019/20**

- 31. Positive Destinations of AY 2018/19 full-time further education college qualifying learners 3-6 months after completing their programme – 93.9% (SFC Measure 8)**
- 32. Positive Destinations of AY 2018/19 full-time higher education college qualifying learners 3-6 months after completing their programme – 93.9% (SFC Measure 8)**

### **3.6 Student Satisfaction**

The College uses a range of methods to understand the level of student satisfaction with the delivery of the curriculum and the other services, conducted face-to-face, through representatives or by survey. We operate a complaints handling process for when students and others are not satisfied with the service they receive. We conduct an annual survey of our students, which incorporates the questions from the national student satisfaction and engagement survey. We use this survey to inform areas where satisfaction is lower than targets set. In these cases, the faculty or department involved is required to identify and implement actions to improve the service. The targets themselves are subject to annual review.

#### **Outputs for 2019/20**

**33. The percentage of students overall, satisfied with their college experience – 93%**  
(SFC Measure 9)

**4 National Outcome Four: High-performing institutions – A coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements**

**4.1 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 executive team, led by a highly motivated Principal. The full Board has a wide range of expertise drawn from the local community and meets regularly, with good attendance by members. The full executive team is in attendance at all Board meetings.

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

- Audit Committee;
- Finance and General Purposes Committee;
- Remuneration Committee;
- Curriculum and Quality Committee;
- Nominations Committee.

The Board agreed in June 2018 to discontinue its HR Committee and transfer its remit to the Finance and General Purposes Committee.

The Board will continue to comply with the Code of Good Governance for Scotland's Colleges (the Code). The externally led self-evaluation exercise in 2017 confirmed that there was a high standard of governance; it provided information from which the Board was able to set its own improvement targets and begin its own evaluative processes. In June 2018, the Board approved a comprehensive self-evaluation plan, covering the period March 2017 to June 2018. The tool used to prepare the Plan used the key principles contained within the Code. Areas identified for development were, depending on their nature, incorporated into one of a Board Enhancement Plan or a Board Operational Plan. Both plans noted actions to be taken. The Board has received reports on progress made against these actions. During 2018/19, the Board completed a full self-evaluation, building on the outcomes of its previous evaluations. The Board will undertake a similar exercise to complete self-evaluation using the standards set out in the Code for 2019/20 and in addition, will instruct the mandated triennial external review.

The 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. It has tasked its Nominations Committee with ensuring that it takes positive action through its recruitment process to attract applicants to the Board from a wide range of people. It has also actively sought to attract younger board members with some success. The Board follows the Scottish Government's guidance on succession planning. It has signed up to the 50:50 by 2020 Pledge on gender equality in the Boardroom which, while focusing on gender equality in the first instance, demonstrates a much wider commitment to equality and diversity in its work.

**Outputs for 2019/20**



### **34. To complete self-evaluation using the standards set out in the Code of Good Governance**

#### **4.2 High-performing**

We judge College performance against the targets set out in the ROA and our Strategic Plan. We have a well-established and comprehensive self-evaluation and development planning process, which involves all business units, portfolio areas and departments. This informs the College's Enhancement Plan and priorities each year. We also have 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, reviewed in February 2018.

We review the quality of our service to learners and employers using the national quality system for colleges: *How good is our college?* Within the Education Scotland endorsed self-evaluation and enhancement plan we also sets targets for improving the quality of our service. Through this process, we will remain a high-performing organisation.

#### **Outputs for 2019/20**

### **35. To publish an Education Scotland endorsed Self-evaluation and enhancement plan in December 2019**

#### **4.3 Student Representation**

BCSA is embedded part of the College's culture raising the profile of the Learner Voice and facilitating a cohesive student community through social and wellbeing events.

BCSA has places on all of the Board and College committees, which are filled by members of its executive team, and through this is able to bring a student perspective on the delivery of services by the College. It has a partnership agreement with the College and its own strategic plan, and undertakes self-evaluation of its own performance against the *Framework for Strong & Effective Students' Association*. Our student president also contributed to our College Self Evaluation and Enhancement Plan.

BCSA 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).

BCSA also meets regularly with the College Principal where they provide regular updates on activity. BCSA has developed text messaging services that students can use to contact the Principal and Student President directly (Buzz the Boss/Buzz the BCSA respectively) and in 2018/19, also launched 'Focus Pizzas', which is a lunchtime opportunity for students to discuss their student experience with the Principal.

In 2018, BCSA developed and implemented a new class representative system to replace Faculty Councils, designed to capture representative feedback from all nine curricular areas and provide an opportunity for student representatives to discuss the student experience directly with college managers. It relies on a team of Lead Representatives who work with BCSA Officers to produce reports generated from class rep. feedback within their curricular area. These reports are presented for discussion at Student Experience Committees, with

subsequent input, through Senior Leadership Team and Learning and Teaching Committee, into the quality of the curriculum and opportunity to influence learning and teaching.

We will work with BCSA to ensure that there has been meaningful consultation on this draft Regional Outcome Agreement.

#### **4.4 Financial Sustainability**

In common with other incorporated Scottish further education colleges, Borders College was re-classified as a public body with effect from 01 April 2014. The government accounting framework means that we are expected to retain lower cash balances. The Board has considered the lowest balances appropriate to maintain liquidity risk at an acceptable level, 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 (BFET). We have since received commitment for almost all previous donations to be used for College projects. Most recently, such funding has supported a significant upgrade in the College's ICT infrastructure.

We will continue to manage our 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. We will, through this Outcome Agreement, ensure that Regional need is identified and recognised and will continue to press for funding levels appropriate to meet demand and sustain growth.

The Board has taken steps to ensure that funds from SFC are used only for the purposes for which they have been given and to comply with the Financial Memorandum with the SFC and any other conditions that SFC may from time to time prescribe. No financial or governance challenges have been identified by the College or our external auditors.

#### **4.5 Estates**

We deliver the vast majority of our full-time provision at the Scottish Borders Campus in Galashiels. Centralisation of our key facility to the most accessible part of the Borders improved access for our full time students and the high quality of the campus is a factor in the growth in full-time numbers.

To meet demand, the College opened an industrial unit at Tweedbank in 2017/18 to ensure that we have sufficient space for the expanded engineering and construction provision. The Hawick Campus hosts the Business Development Centre, offering a variety of programmes to businesses, delivering MAs and employability programmes for young people, short courses for business and community groups, and community evening class provision.

The Newtown St. Boswells Campus is a specialised campus responding to demand from learners and employers for land-based provision. It makes use of partnerships with several



local businesses to access facilities to provide realistic work and learning environments including farms, estates and stables.

The Board approved the [Borders College Estates Strategy 2017 – 2021](#) in December 2017. The Strategy identifies the main estates priorities for the College as:

- Find a long-term solution to provide for Land based programmes, replacing the current facility at Newtown St. Boswells.
- Find a solution for surplus property – we still retain the majority of the Melrose Road site, vacated in April 2009 at the time of relocation to Scottish Borders Campus.

We have secured funding from the SOSEP to enable Borders College and Dumfries and Galloway College to build and develop physical centres. Borders College will build 2 centres during academic year 2018-19:

- a) The Hawick Campus will be expanded to include a Construction Innovation Hub
- b) The Galashiels Campus will be further developed to create a centre for the Care Career Academy.

The Centres will be connected digitally to each other to enable learners to access conferencing and on-line learning methods across the South of Scotland Region.

#### **4.6 Environmental Sustainability**

Our Sustainability Committee approved our second [Carbon Management Plan \(CMP2\)](#) in February 2016, covering the period 2016 - 2020. It differs from our 2010-15 plan in that it encompasses the whole College estate and excludes HWU 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<sub>2</sub> reduction target. The Green Gown award winning SHARC project, commissioned fully in March 2016, 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.

A Phase 2 is currently under evaluation; this involves reducing the current gas boiler plant from five plant rooms down to one and in turn will further improve efficiency of the system and reduce CO<sub>2</sub>

In 2016, mandatory reporting under the Public Sector Climate Change Duties came into force, coinciding with our CMP2, requiring organisations to report specifically on their own undertakings. The College and HWU 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<sub>2</sub> 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;
- SHARC Phase 2.

The College benefitted from the College Energy Efficiency Pathfinder (CEEP) project where we used additional investment provided through government funding to improve the energy efficiency of our campuses. We undertook work in summer 2017 including installation of LED lighting, building management control, voltage optimisation and timers for electrical equipment. The proposed financial and CO<sub>2</sub> reduction savings have been met and verified.

### **Outputs for 2019/20**

#### **36. To achieve a carbon footprint for 2019/20 of 486 tonnes of CO<sub>2</sub> (SFC Measure 10)**

##### **4.7 Sustainability through collaborations and shared services**

Since 2009, Borders College has shared its main campus with 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 HWU and it provides library services to the College. These services are planned, delivered and paid for through a series of service level agreements. A joint Campus Management Committee delivering ongoing financial and quality management 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.

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 HWU in the Scottish Borders.

Borders College, in partnership with Dumfries and Galloway College, has received funding of £6.6m from SOSEP to progress the development of a South of Scotland Skills and Learning Network: Globally Connected, Regionally Focused Project and Get that Degree – Articulation Project.

The projects will deliver:

- the creation of hub and spoke model to provide new facilities across the south of Scotland to facilitate digital learning in rural locations; and
- the development of a coherent regional model to deliver increased pathways to higher education for learners in the South of Scotland through articulation.

As a result of this investment, the curriculum offer in the South of Scotland will better respond to regional need. The project seeks to address the immediate skills gaps identified

in the region in key sectors such as energy, construction and engineering, and in care. Through digital connection to the project Spokes it overcomes problems of access and widens choice to individuals, communities and businesses. The Hubs will enable opportunities for upskilling and re-skilling to the current and future workforce, improving the competitiveness and productivity of South of Scotland businesses. The second strand of the project has two stages in supporting the development of a coherent regional model to deliver increased pathways to HE for learners in the South of Scotland, which are recognised to be currently lacking, through articulation.

#### **4.8 Cyber resilience**

The College is implementing the Scottish Government's Cyber Resilience Action Plan and the Board reviewed the actions in place or planned to support this. Working with Barrier Networks, we expect accreditation to Cyber Essentials Plus by April 2019. Following previous staff awareness sessions to ensure they are aware that often it is human action, or inaction, that may inadvertently provide the initial security breach, we have added a new Information Security training module to our online suite of training, launched December 2018.

Through our core skills work with students we develop their skills to be safe online. Student accounts and emails have automated cyber security monitoring through Microsoft Office 365 threat management.

### **5. National Priority Five: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy**

#### **5.1 Developing and Sustaining a Culture of Innovation and Enterprise**

The College has a good track record of thinking innovatively in responding to local priorities through curriculum design and delivery, working in partnership with employers and through our innovative and awarding winning work on sustainability. However, staff do not always recognise this as innovation. The College has met with Interface on a number of occasions to understand how we can work collaboratively with local employers and our BDU have received training on Interface regarding Innovation vouchers. To support our staff to think creatively about longer-term curriculum need, the Scottish Institute for Enterprise (SIE) has delivered a 'thinking creatively about the future job landscape' session.

We have launched an Ideas and Innovations Fund to encourage staff to identify and take forward great ideas and innovations that have a positive impact on our students.

#### **5.2 Student Enterprise Mind-sets**

Entrepreneurship is integrated into teaching across almost all courses, either through live projects in conjunction with employers or some HNC courses have specific units in the framework that relate to business set-up. The College has an agreement with Young Enterprise Scotland (YES) to offer their 'Bridge to Business' programme during 2019. This will allow students access to online learning modules, business start-up and trade events, team challenges with mentor support and invitations to events e.g. Festival of Learning.

We have updated curricular design in some areas to include Enterprise, and continue to seek further opportunities to embed an enterprise mind-set. In sport and beauty therapy, we offer enterprise units and students are participating in a team challenge event supported by local Business Gateway staff. For 2019/20, we have redesigned business programmes at levels 5 and 6 to offer National Progression Awards on Employability and Enterprise, and Enterprise and Business. The Borders College Tourism Academy will offer provision from SCQF levels 5 to 8 on Enterprise, Innovation and Leadership.

### **5.3 Working with Scotland's Innovation Centres**

The College has engaged with the Construction Innovation Centre in discussions around how we can make this technology, and current innovations, available to businesses in the Borders. The College is part of an Off-site Construction bid, through the CIC and our local employer Oregon. In order for this proposal to become a reality, capital investment will be necessary.

The College has received funding through SOSEP to build a STEM Construction Hub in Hawick. This will enable the College to provide training to employers and to showcase some of the new technologies available to the construction industry. A main feature of this hub will be sustainability and there will be an ECO house to demonstrate sustainable/renewable technologies in a practical environment.

As part of the ESECRD, the College has been involved in the Innovation and Skills bid, especially the Digital and Construction skills propositions. We are also engaging with Codeclan and intend to capitalise on the research and development opportunities with the universities involved.

The College received funding through FUTUREquipped and it is planning to take students to one of the Innovation Centres in the near future. The intention is for the students from health and care, construction and ICT to take part in collaborative activity and learnings around the SMART home themes.

### **5.4 College Innovation Fund**

The College will take advantage of the College Innovation Fund when more details of how this fund can be accessed are known. Our BDU are talking to our employers about accessing Innovation Vouchers to improve their business outcomes or try other innovative approaches.

### **Outputs for 2019/20**

#### **37. Appropriate measures to be agreed by SFC following consultation with the college sector over the course of 2018/19**

OA National Measure	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
<b>1(a) The volume of Credits delivered</b>					
The volume of Credits delivered (core)	24,521	24,850	25,476	25,732	25,932
info. Core Credits target (region)	24,521	24,850	25,476	25,732	25,932
info. % towards core Credits target (region)	100.0%	100%	100.0%	100.0%	100.0%
The volume of Credits delivered (ESF)	593	710	478	478	278
The volume of Credits delivered (core + ESF)	25,114	25,560	25,954	26,210	26,210
<b>1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	890	965	1038	1114	1179
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	3.5%	3.8%	4.00%	4.25%	4.50%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>					
<b>Gender -</b>					
Volume of Credits delivered to Male learners	12,151	12,645	12692	12817	12817
Proportion of Credits delivered to Male learners	48.4%	49.5%	48.9%	48.9%	48.9%
Volume of Credits delivered to Female learners	12,962	12,801	13237	13367	13367
Proportion of Credits delivered to Female learners	51.6%	50.1%	51.0%	51.0%	51.0%
Volume of Credits delivered to Other learners	0	23	26	26	26
Proportion of Credits delivered to Other learners	0.00%	0.09%	0.10%	0.10%	0.10%
Proportion of full time programme where one gender accounts for more than 75% of enrolments	75%	80%	75%	72%	70%
<b>Ethnicity -</b>					
Volume of Credits delivered to BME learners	344	336	363	367	367
Proportion of Credits delivered to BME learners	1.4%	1.3%	1.40%	1.40%	1.40%
<b>Disability -</b>					
Volume of Credits delivered to students with a known disability	8,452	5,886	8,565	8,649	8,649
Proportion of Credits delivered to students with a known disability	33.7%	23.0%	33%	33%	33%
<b>Age -</b>					
Volume of Credits delivered to learners aged under 16			1298	1311	1311
Volume of Credits delivered to learners aged under 16		4.90%	5.0%	5.0%	5.0%
Volume of Credits delivered to learners aged 16-19	14,960	14,814	14015	13891	13629
Proportion of Credits delivered to learners aged 16-19	59.6%	58.0%	54.0%	53.0%	52.0%
Volume of Credits delivered to learners aged 20-24	4,131	4,013	4412	4718	4980
Proportion of Credits delivered to learners aged 20-24	16.4%	15.7%	17.0%	18.0%	19.0%
Volume of Credits delivered to learners age 25 and over			6229	6290	6290
Proportion of Credits delivered to learners age 25 and over		21.7%	24.0%	24.0%	24.0%
<b>Care Experienced -</b>					
Volume of Credits delivered to care experienced students	1,846	1,253	1,298	1,311	1,311

Proportion of Credits delivered to care experienced students*	7.4%	4.9%	5.0%	5.0%	5.0%
<b>2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	103	158	148	148	148
<b>2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	578	830	779	786	786
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.3%	3.2%	3.0%	3.0%	3.0%
<b>2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,889	2,341	2,050	2,071	2,071
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	7.5%	9.2%	7.9%	7.9%	7.9%
<b>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)</b>					
Volume of Credits delivered at HE level	4,947	3,898	3,971	4,010	4,010
Volume of Credits delivered at HE level to learners from SHEP schools	865	737	675	674	666
Proportion of Credits delivered at HE level to learners from SHEP schools	17.5%	18.9%	17.0%	16.8%	16.6%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>					
Volume of Credits delivered to learners enrolled on STEM courses	3,883	4,639	4,931	5,242	5,504
Proportion of Credits delivered to learners enrolled on STEM courses	15.5%	18.1%	19.0%	20.0%	21.0%
<b>4(a) Proportion of enrolled students successfully achieving a recognised qualification</b>					
The number of FT FE enrolled students achieving a recognised qualification	642	672	738	749	759
The total number of FT FE enrolled students	979	977	1,040	1,040	1,040
The percentage of FT FE enrolled students achieving a recognised qualification	65.6%	68.8%	71.0%	72.0%	73.0%
The number of PT FE enrolled students achieving a recognised qualification	1,325	1,515	1,697	1,783	1,870
The total number of PT FE enrolled students	1,584	1,851	2,020	2,110	2,200
The percentage of PT FE enrolled students achieving a recognised qualification	83.6%	81.8%	84.0%	84.5%	85.0%
The number of FT HE enrolled students achieving a recognised qualification	158	169	195	199	202
The total number of FT HE enrolled students	223	233	260	263	266
The percentage of FT HE enrolled students achieving a recognised qualification	70.9%	72.5%	75.0%	75.5%	76.0%
The number of PT HE enrolled students achieving a recognised qualification	338	152	161	162	163
The total number of PT HE enrolled students	427	196	200	200	200
The percentage of PT HE enrolled students achieving a recognised qualification	79.2%	77.6%	80.5%	81.0%	81.5%
<b>4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>					
The number of MD10 FT FE enrolled students achieving a recognised qualification	23	25	31	34	40

The total number of MD10 FT FE enrolled students	39	44	51	56	65
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	59.0%	56.8%	60.0%	61.0%	62.0%
The number of MD10 PT FE enrolled students achieving a recognised qualification	45	30	42	46	51
The total number of MD10 PT FE enrolled students	51	49	63	70	77
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	88.2%	61.2%	66.0%	66.0%	66.0%
The number of MD10 FT HE enrolled students achieving a recognised qualification	3	5	8	8	8
The total number of MD10 FT HE enrolled students	4	5	10	10	10
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	75.0%	100.0%	80.0%	80.0%	80.0%
The number of MD10 PT HE enrolled students achieving a recognised qualification	9	5	8	8	8
The total number of MD10 PT HE enrolled students	12	6	10	10	10
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	75.0%	83.3%	80.0%	80.0%	80.0%
<b>4(c) Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>					
The number of senior phase FT FE pupils achieving a vocational qualification	14	10	16	16	16
The total number of senior phase FT FE pupils	26	21	24	24	24
The percentage of senior phase FT FE pupils achieving a vocational qualification	53.8%	47.6%	66.0%	66.5%	67.0%
The number of senior phase PT FE pupils achieving a vocational qualification	62	66	90	90	91
The total number of senior phase PT FE pupils	123	137	140	140	140
The percentage of senior phase PT FE pupils achieving a vocational qualification	50.4%	48.2%	64.0%	64.5%	65.0%
The number of senior phase FT HE pupils achieving a vocational qualification	0	0	0	0	0
The total number of senior phase FT HE pupils	0	0	0	0	0
The percentage of senior phase FT HE pupils achieving a vocational qualification					
The number of senior phase PT HE pupils achieving a vocational qualification	0	0	8	8	8
The total number of senior phase PT HE pupils	0	0	12	12	12
The percentage of senior phase PT HE pupils achieving a vocational qualification			66.0%	66.0%	66.0%
<b>4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification</b>					
The number of CE FT FE enrolled students achieving a recognised qualification	31	34	29	30	30
The total number of CE FT FE enrolled students	57	77	49	49	49
The percentage of CE FT FE enrolled students achieving a recognised qualification	54.4%	44.2%	60.0%	61.0%	62.0%
The number of CE FT HE enrolled students achieving a recognised qualification	2	3	2	2	2
The total number of CE FT HE enrolled students	2	6	3	3	3
The percentage of CE FT HE enrolled students achieving a recognised qualification	100.0%	50.0%	66.0%	66.0%	66.0%
<b>4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>					



The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	514	447	528	536	544
The total number of FT FE enrolled students aged 16-19	801	695	800	800	800
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	64.2%	64.3%	66.0%	67.0%	68.0%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	183	175	220	242	266
<b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>					
Total number of full-time learners	1,202	1,210	1,200	1,200	1,200
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	750	953	900	900	900
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	62.4%	78.8%	75.0%	75.0%	75.0%
<b>7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	40	56	60	65	70
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	10	17	24	30	33
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	25.0%	30.4%	40.0%	45.5%	47.0%
<b>8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>					
The total number of full-time FE college qualifiers (confirmed destinations)	606	559	560	600	650
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	546	481	526	560	605
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	90.1%	86.0%	93.9%	93.3%	93.0%
The total number of full-time HE college qualifiers (confirmed destinations)	135	121	130	140	150
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	117	98	122	131	140
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	86.7%	81%	93.9%	93.3%	93.0%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	94.5%	90.8%	93.0%	94.0%	95.0%
<b>10 Gross carbon footprint (tCO2e)</b>	616	512	486	426	426

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