

# Forth Valley Region

---

## Forth Valley College Outcome Agreement 2018-21

June 2018

Version 4

# Contents

Introduction	4
Part 1 - Regional context statement	5
Catchment area profile	8
Meeting the needs of learners	12
Meeting the needs of employers	27
Access, equality and diversity	33
Student engagement	38
Part 2 - Outcomes & Targets	Appendix 1

## **Introduction**

Outcome agreements were introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities clearly and consistently to key stakeholders.

This outcome agreement covers the three year period from 2018-21, setting out the College's key priorities over this period and defining outcomes to demonstrate how impact will be measured.

## **Reporting**

We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. We will produce a self-assessment report in October each year which highlights the progress being made.

## **Executive Summary**

Forth Valley College is confident that it will deliver on our vision of Making Learning Work, and it is essential that we are able to demonstrate our contribution to the achievement of Scottish Government priorities, its responsiveness to key national policy drivers, our three local authority single outcome agreements, and more broadly, our contribution to communities and economies at local, regional, and national levels.

Forth Valley College has a proven track record of meeting the needs of its local communities and businesses, and is among the top performing colleges in Scotland. In Session 2016-17 we maintained our part-time FE and HE success PIs as the highest across the college sector, we increased our full-time FE success rate to be the highest in the sector, however our full-time HE success rate fell. Through this outcome agreement we aim to intensify all of our targets. In particular we are aiming to further increase achievement from Full Time FE by one percentage point from our current rate, while increasing our Full Time HE achievement rate by five percentage points from our current position.

The overall Credits targets for Forth Valley College for Session 2018-19 reflect the targets recently published by SFC, however, we believe that on a regional and national basis, we have increased demand, particularly in relation to Early Years, Childcare and Digital Health Care, which are reflected in future year targets. That being the case we would wish to review future year activity targets in partnership with SFC.

## Part 1 - Regional context statement

**College region** Forth Valley

**College regional grouping** Forth Valley College

### **Funding**

College region Forth Valley will receive £22,512,801 from the Scottish Funding Council for academic year 2018-19 to plan and deliver further and higher education in the region.

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

### **Priority Outcomes** to be delivered by end of AY 2018-19

The College has developed a new Strategic Plan for 2017-22 through our mission for Making Learning Work. Through this strategy we aim to meet the further and higher educational needs of the Forth Valley region, along with meeting the priority outcomes of both SFC and Scottish Government. To align our Outcome Agreement to our Strategic Plan we have mapped our six key priority outcomes against SFC priority outcomes within the Outcomes and targets section of this document. These six key priority outcomes, together with our vision and values, form the Forth Valley College business model which reflects the interdependencies of all aspects of college activity. Through delivery of our six key priority outcomes we will have:

- **Created a superb environment for learning**
- **Cultivated a vibrant learning organisation where learners develop skills, achieve qualifications valued by industry and progress seamlessly**
- **Instilled an energy and passion for our people, celebrating success and innovation**
- **Led as a business that is a champion for governance, financial control and balanced risk taking**
- **Enhanced our position as the business and community partner of choice**
- **Delivered a whole system approach which is simple, effective, efficient and consistent**

## **Priority Outputs** to be delivered in AY 2018-19

The year three operational plan coming from our Strategic Plan for 2017-22 sets out the priority outputs to be delivered in AY 2018-19. The Board of Management of Forth Valley College approved the Strategic Plan in June 2017. Our priority outputs are:

### **1 – Create a superb environment for learning**

- Provide flexible learning spaces and environments, delivering benefits to our students, our community and local employers.
- Increasing flexibility in opening hours to maximise use of campuses all year round.
- Providing an effective life cycle and maintenance strategy across all campuses.
- Manage the successful completion of the new Falkirk Campus on time and within budget.
- Support enhanced, flexible digital environments for students.
- Deploying and evaluating innovative approaches to sustainability and energy conservation, embedding technology and reducing our carbon footprint.
- Promoting a positive record for health and well-being.

### **2 – Cultivate a vibrant learning organisation where learners develop skills, achieve qualification valued by industry and progress seamlessly**

- Working with partners to enable effective and efficient learner journeys through the whole education system.
- Actively engaging employers with curriculum design to meet future skills demand.
- Embedding engaging, collaborative, creative and blended approaches to learning.
- Having staff and students who are digitally competent and confident.
- Providing resources to support learning which are available digitally; inclusive; and accessible.
- Preparing successful students for positive and sustainable destinations.
- Developing students whose skills ensure the best opportunity in the job market.
- Consistently being one of the top three Colleges in the Scottish FE sector for all student success.

### **3 – Instil an energy and passion for our people, celebrating success and innovation**

- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support.
- Developing future leaders ensuring effective succession planning.
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative initiatives to support our people.
- Deliver the benefits of a digital environment through capacity building and CPD that embraces emerging technology and practices.

- Fully integrated equality and diversity.
- Celebrating our staff and students.

#### **4 – Lead as a business that is a champion for governance, financial control and balanced risk taking**

- Delivering improved budgets.
- Fully utilising resource allocations from SFC.
- Identifying new partners and activity areas to grow income for reinvestment to benefit our staff, students and the community.
- Having excellent financial reporting systems which support medium and long term planning and best value investment.
- Identifying opportunities for collaboration in service and procurement.
- Implement efficiencies through business transformation projects.
- Basing our strategic decisions for investment and the use of resources on robust information and review of risk.
- Enabling a high performing, truly transformational learning community through sound governance, leadership and strategic planning.

#### **5 – Enhance our position as the business and community partner of choice**

- Operating a successful international model and being recognised in the international arena.
- Delivering our commercialisation strategy.
- Implementing a Marketing and Communications Plan which fully supports the commercialisation plan.
- Fully engaging with employers to recognise the value and benefits of college delivery in terms of developing the skills of their workforce.
- Developing and growing our Modern Apprenticeship activity.
- Ensuring our place as a prominent partner in supporting a region wide skills development and economic strategy.
- Being recognised as active leaders in business and the community; providing ideas, resources and influence.
- Continuing to build strategic partnerships to deliver opportunity in securing funding sources and developing commercial opportunities.

#### **6 – Deliver a whole system approach which is simple, effective, efficient and consistent**

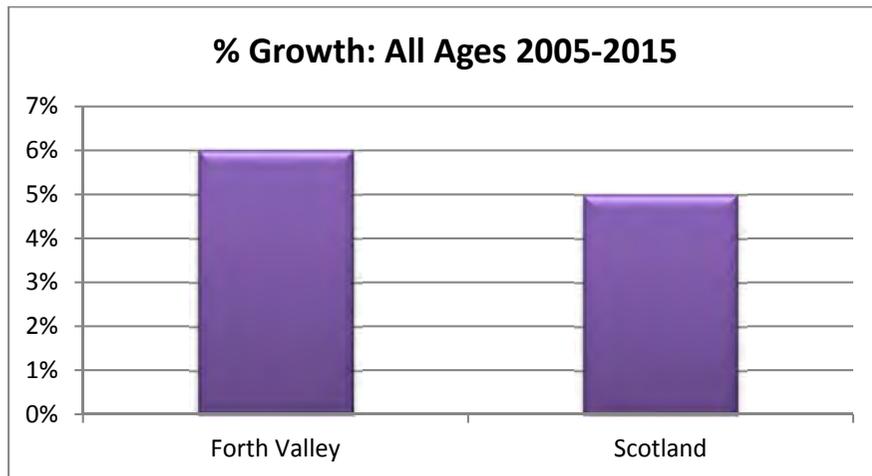
- Identifying, planning and deploying new technology and system developments to be sector leading.
- Providing a long term investment plan to modernise IT equipment, resources, infrastructure and support in response to staff and student expectations.
- Providing our students and staff with excellent support.
- Enabling and supporting staff and students to use their own IT devices within the College.
- Realising the benefit of string marketing and communication for internal and external engagement.
- Developing and modernising a “One College System” ensuring all processes are digital.
- Using learner analytics to enable us to more effectively utilise our data to support students.

The following section provides the regional context for the ambitions set out in our agreement.

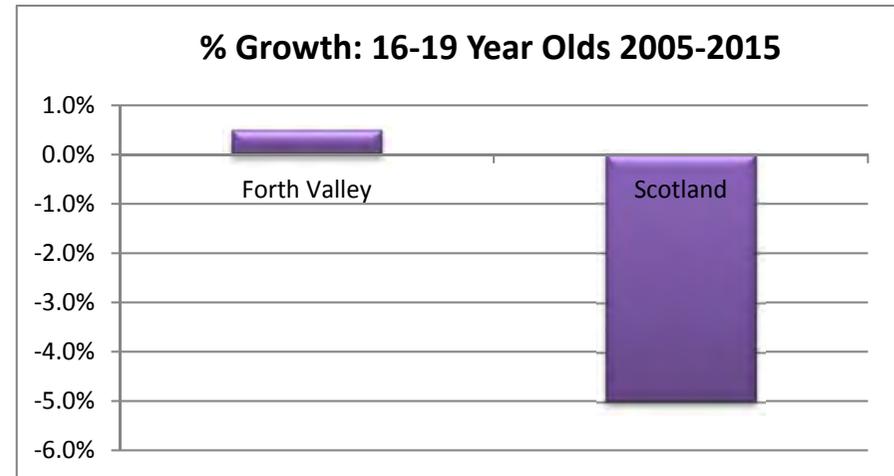
### Catchment area profile

#### Population

The Forth Valley area has a population of just over 300,000 residents, with a demographic profile in line with Scotland, although Forth Valley has witnessed slightly larger population growth compared to Scotland over the period of 2005 to 2015:



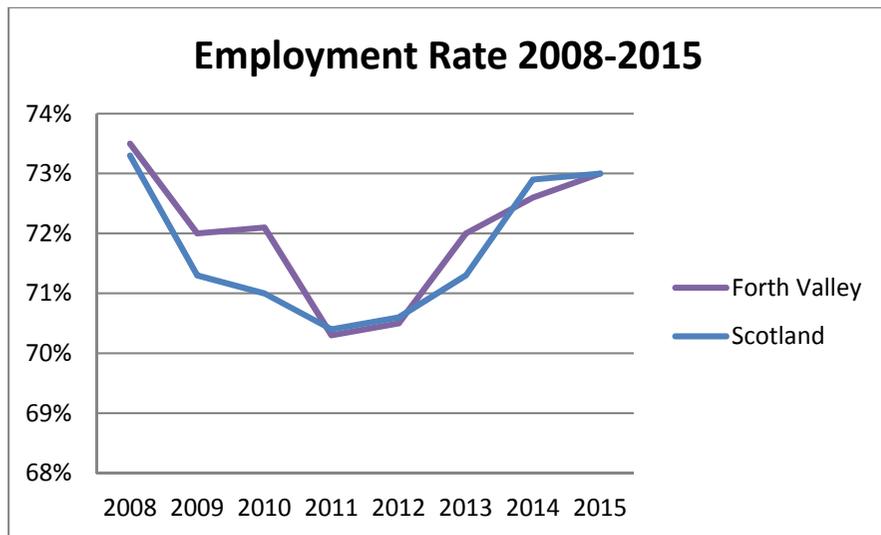
Within the 16-19 age group there has been small growth of 0.5% growth in Forth Valley, while there has been a 5% reduction in population in Scotland over the period from 2005 to 2015:



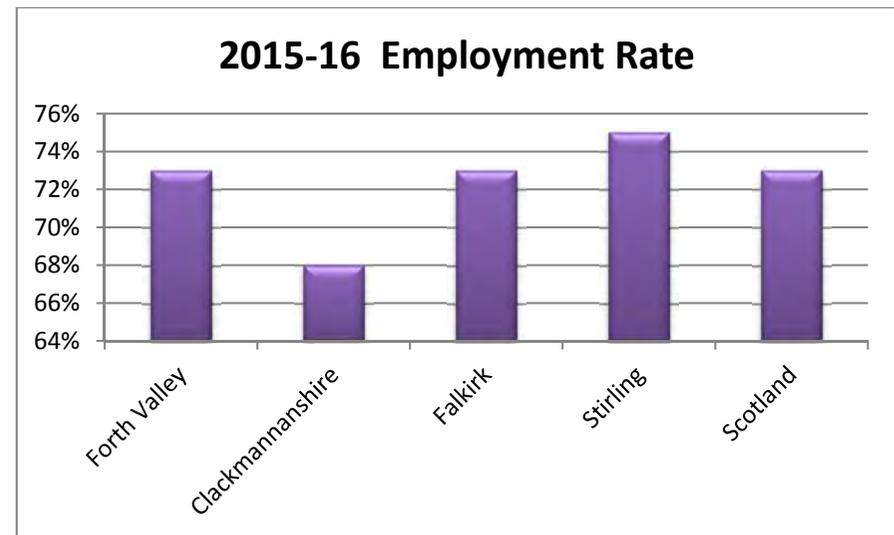
The projected growth in population of Forth Valley from 2014 to 2037 is 9%, which is slightly higher than the 8% projected growth in population of Scotland over the same time period. Just under 2% of the population of Forth Valley are from an ethnic minority background. 7% of the total Forth Valley population reside within postcodes classified as being the most deprived in Scotland (SIMD10), with Forth Valley only having 4% of the 10% most deprived data zones in Scotland.

#### Labour Market

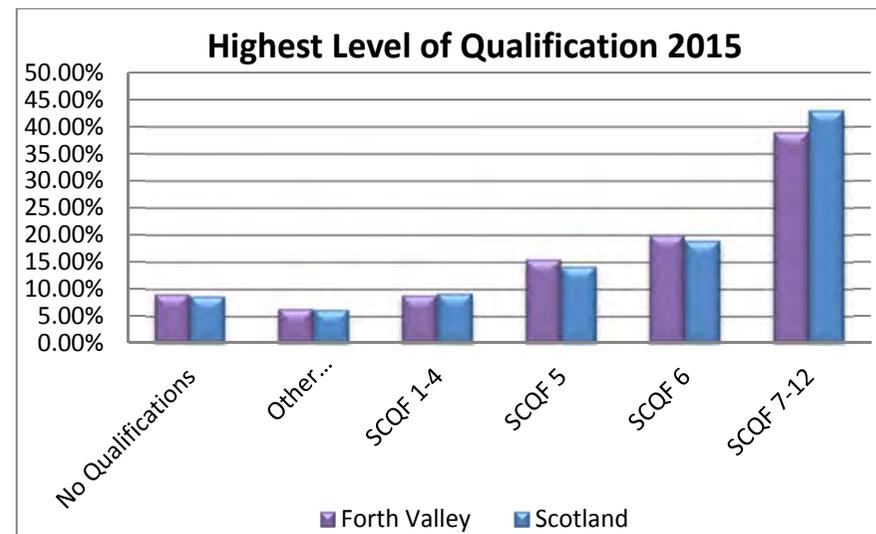
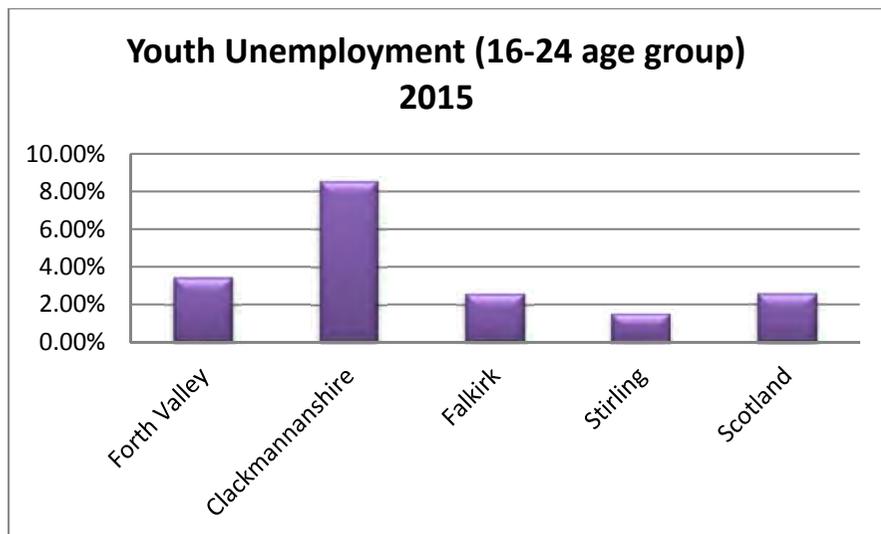
Forth Valley's employment rate for 2015-16 is 73%, which matches both the Scotland and Great Britain rates. Over the past eight years the employment rate of Forth Valley has matched, or been within one percentage point of the rate for Scotland.



There are 1,000 fewer people in work in the region now compared to 2007, with the majority actively seeking work. Employment rates within Forth Valley’s constituent Council Areas have all fallen since 2007, and currently vary, as demonstrated in the following table, with Clackmannanshire having a lower rate, and Stirling having a higher rate, than the Scottish and regional average.



Youth unemployment within the Forth Valley region has fallen from 2014 to 2015, but remains above the national average. We have witnessed drops in youth unemployment over this time period across all of our local authority areas, however the following chart demonstrates how significant an issue youth unemployment is within Clackmannanshire, which can be masked within the regional average.



## Education and Attainment

The proportion of school leavers going into HE (including College HE provision) and FE has increased by twelve percentage points over the period of 2007-08 to 2014-15, while the number of school leavers entering employment has fallen by three percentage points. The number of school leavers unemployed has fallen by nine percentage points over the same time period. Forth Valley has fewer people with higher level qualifications (SCQF Levels 7-12) and therefore a lower percentage of the working age population have a higher level qualification relative to Scotland as a whole.

## Post 16 Education & Training

Around 90% of students at Forth Valley College live within the region, half of which live in Falkirk. Forth Valley College plays a key role in providing opportunities for young people within the Forth Valley Area evidenced by the high participation rates at the College of school leavers. Within Falkirk 20.9% of 2013-14 school leavers entered FE, while a further 12% entered HE in Colleges, with the majority going to Forth Valley College. Within Clackmannanshire 27.7% of 2013-2014 school leavers entered FE, while a further 11.5% entered HE in Colleges, with the majority going to Forth Valley College. Within Stirling 19.6% of 2013-14 school leavers entered FE, while a further 11% entered HE in Colleges, with 36% of these going to Forth Valley College.

The college is working with its local authority partners to increase the number of school leavers entering FE from 2016-17 onwards, in particular those who might otherwise become Unemployed Seeking,

through innovative partnership programmes, including the jointly delivered School-College Opportunities to Succeed (SCOTS) programme, which offers guaranteed progression.

### Workforce Profile

The profile of the workforce of Forth Valley by Industry Sector follows a very similar pattern to the profile for Scotland as evidenced below

Industry Sector	2015	
	Forth Valley	Scotland
Health	17%	16%
Production	11%	10%
Retail	10%	10%
Education	9%	8%
Accommodation & food services	8%	8%
Public administration & defence	7%	6%
Construction	6%	5%
Business administration & support	6%	8%
Transport & storage (inc postal)	5%	4%
Professional, scientific & technical	4%	7%
Wholesale	4%	3%
Arts, entertainment, recreation	4%	4%
Financial & insurance	3%	3%
Motor trades	2%	2%
Information & communication	1%	2%
Property	1%	1%
Agriculture, forestry & fishing	0%	3%

The five largest employing sectors, by order, in 2015 were Health, Production, Retail, Education and Accommodation & Food Services. The profile by occupations is shown below for 2015, and compared with 2005. Occupations which have seen the largest growth have been Managers, Directors & Senior Officials, Caring, leisure and other service occupations and Associate Professional & Technical, while the largest declines have been in Administrative and Secretarial, Sales and Customer Service, and Process, plant and machine operatives.

Occupation	2015		Change 2005-2015	
	Forth Valley	Scotland	Forth Valley	Scotland
Managers, Directors & Senior Officials	11%	9%	247%	185%
Professional Occupations	17%	20%	111%	278%
Associate Prof & Tech	14%	13%	141%	163%
Administrative and Secretarial	10%	11%	-258%	-200%
Skilled Trades Occupations	11%	11%	-4%	-74%
Caring, leisure and other service occupation	10%	10%	155%	49%
Sales and Customer Service	8%	9%	-238%	-178%
Process, plant and machine operatives	7%	6%	-200%	-176%
Elementary occupations	12%	11%	58%	-92%

All graphs and data within this section have been extracted from the Data Matrix of the Regional Skills Assessments in Scotland.

## Meeting the needs of learners

Forth Valley College has developed a regional curriculum strategy designed around both the needs of the Forth Valley region and national priorities linked to our specialist and high quality programmes tailored to our priority industries and Government key sector industries. The composition of the curriculum is subject to on-going review and is influenced heavily by input from:

- Scottish Government and SFC guidance on priority areas
- The Listening to Learners process
- Employers and sector bodies
- Stakeholders via community planning partnerships
- Close relationships with local employers across a number of key national sectors
- Post-16 training providers and University partners
- Skills Development Scotland and other national bodies such as Job Centre Plus

The College's ability to deliver effective learning across the region has been significantly enhanced by new estates developments in Alloa and Stirling. These award winning buildings not only provide sustainable and well equipped campuses for our learners, but also provide excellent civic buildings which are well used by their communities. On the Falkirk campus the College developed specialist provision in science and engineering as well as maintaining a good overall standard of facilities for all learners on this site. A capital grant of £1.2 million to support the expansion of science and engineering facilities for the Oil & Gas sector was invested in Session 2014-15. The beneficiaries are individuals who secure fast access to employment and careers and companies who need a rapid workforce expansion to respond to market demand. Beyond these immediate target groups the benefits of the investment are felt

through enhanced school/college activity in STEM subjects and for the wide range of science/engineering full-time learners.

During Session 2015-16 the College won a UK-wide Times Education FE Award for Best Learning and Teaching Initiative in recognition of our creative learning community. Our creative approach to learning also secured us top awards in the 'Learning and Teaching' and 'Essential Skills' categories at the Scottish College Development Network Awards in 2015. Creative Learning also featured prominently in our latest Education Scotland review which took place earlier this year, and was identified as an example of sector-leading best practice. This was in addition to 19 areas of positive practice, highlighted through the Review.

The College has also recently produced an Evaluative Report and Enhancement Plan, which has been endorsed by both Education Scotland and Scottish Funding Council. This document evaluates the quality of provision and services the College provides grouped over three headings of Leadership and Quality Culture, Deliver of Learning and Services to Support Learning and Outcomes and Impact. The document also contains an enhancement plan containing actions for improvement.

The development of a new Falkirk Campus to provide students with the same opportunities and learning experience that are currently delivered at our Alloa and Stirling campuses remains a priority for the College. With support from Scottish Funding Council and Scottish Futures Trust, the College has completed a Full Business Case for a new Falkirk Campus Headquarters located on the extended Middlefield site in Falkirk. In December 2016, Scottish Government approved the Full Business Case for our new campus, and the project for the Campus is progressing to plan, with construction on site anticipated in September 2017, with an anticipated entry date of October 2019.

We will continue to map local provision to key industries and learner need across all campuses. This approach has enabled the development of an efficient hub and spoke system of learning provision across our campuses, with Science/Engineering centred in Falkirk, Hospitality and Creative Industries centred in Stirling and with Alloa becoming the centre for Business, with most campuses offering access and progression to all the main college disciplines. A map of provision across our campuses is shown below:

	Falkirk			Alloa			Stirling		
Curriculum	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Access Provision	■	■	■	■	■		■	■	
Business		■	■		■	■		■	
Tourism		■	■		■			■	■
Hospitality								■	■
Construction		■	■		■			■	■
Care		■	■		■	■		■	■
Sport		■	■						
Creative Industries		■			■			■	■
Computing		■	■		■	■			
Science		■	■					■	■

	Falkirk			Alloa			Stirling		
Curriculum	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+	SCQF 1-3	SCQF 4-6	SCQF 7+
Salon Services		■	■		■	■		■	
Engineering		■	■		■				

As can be seen from the map of provision, all of our curriculum is mapped to the Scottish Credit and Qualification Framework (SCQF), which is actively promoted through our prospectus and on our website, where you can search our provision by SCQF level. All articulation routes, both internal and with Universities, are also actively promoted to our existing and potential students.

### Curriculum Review

Every session, as part of its internal evaluation arrangements, the College undertakes a full Curriculum Review to assess how effectively we are meeting the education needs of our region. As part of this review, Departments use Labour Market Intelligence aligned to college information to identify changes in the curriculum they plan to would like to offer, backed up with evidence to justify these changes or requests.

### Creative Learning

To support our mission of “Making Learning Work” and further the momentum of our culture of creativity in learning, in 2017-18, the College launched a joint Creative Learning and Technologies Strategy covering 2017-22 recognising the integral nature of IT in supporting learning and teaching. The six key themes to this strategy are:

- All staff consistently facilitate high quality, engaging, inclusive, collaborative and creative approaches to learning, making best use of a range of technologies to enhance and extend learning and empower students;
- Resources to support learning are available digitally in a variety of engaging and inclusive formats and are easily accessible anywhere and anytime, from any device;
- All of our staff and students are digitally competent and confident to make best use of the technologies available;
- We use learning analytics effectively to understand and optimise student learning;
- All of our students and staff have consistent, ready and reliable access to the right IT equipment, connectivity, resources and technical support to enable them to work and study effectively;
- Our IT infrastructure is safe, secure, robust and agile enough to embrace changing needs and practices.

A five year implementation plan for the strategy has been developed and the year one objectives are fully embedded within the College's Operational Plan for 2017-18, and will be included within subsequent Operational Plans going forward.

The College has also this year entered into a unique partnership around creative learning with South East Regional College (SERC) in Belfast. We currently have six joint curriculum projects in progress, with staff and students working remotely, through Skype for Business and Moodle, on collaborative projects relevant to their curriculum. The impact of these collaborative activities will be evaluated at the end of his academic year and we hope to extend this initiative going forward. We are also planning a unique joint Creative Learning Conference with SERC in August 2018, to showcase the collaborations and generate ideas from staff for further projects for 2018-19.

## **Close Working with Community Planning Partnerships**

Working with our community planning partners in each local authority area (Falkirk, Clackmannanshire and Stirling), and through representation on the following groups we ensure we align skills and training with local, regional and national initiatives:

- Community Planning Partnerships (CPP) – Including Strategic Boards and full partnership in the development of Single Outcome Agreements
- CPP Local Employability Partnerships and associated sub-groups.
- CPP Local Education Partnership Groups
- Forth Valley PACE Partnership (all three local authorities, SDS, Job Centre Plus, third sector and Forth Valley College)
- 16+ Learner Choices and Opportunities for all
- Head Teacher and Principal Teacher Forum
- Engagement with the Single Outcome Agreement process for three local authorities.
- Forth Valley G7 (Consortium of key public sector Chief Executives across Forth Valley)

Forth Valley College works across a geographical area consisting of three local authority areas, all of which vary in terms of need and approach to delivery. The College plays a significant role in Local Employability Partnerships, with College staff leading these groups within Stirling and Clackmannanshire. As such we strive to deliver a consistent level of quality across the three areas, and where appropriate have worked to suggest and implement solutions which have met the needs of all partners, working closely with our partners to achieve this.

Falkirk CPP was audited by Audit Scotland in 2014 and the college has played a significant role in a Community Planning Improvement

Group (CPIG) to implement the recommendations following the audit. Part of this was the establishment of a CPIG and the associated sub groups where the college is represented across all elements from partnership governance and community empowerment to resource planning and performance management. It has led to a new partnership agreement across all the partners in the CPP in the Falkirk area which will support the development of the next Strategic Community Plan.

### **The Local Employability Pipeline and Local Provision**

The Local Skills Pipeline and associated intervention aims to equip individuals with the core transferable and vocational skills to enter and progress within the labour market. Forth Valley College works with each Local Authority and Local Employability Partnership (LEP) to secure best value for public investment minimising duplication, enhancing services and maximising opportunities for local residents and employers.

The College has been supporting the work of the Stirling Local Employability Partnership, raising awareness of its good work and promoting the local positive destinations available. Much of our activities focused on the successful delivery of our first ever annual LEP conference and launch of the [stirling.igintion.org](http://stirling.igintion.org) web portal. This unique web portal maps local providers against the Skills Pipeline and supports people who are seeking work through referrals, careers support and advice, employer engagement and highlights the value of volunteering.

### **Meeting the Opportunities for All guarantee**

Forth Valley College is working very closely with local partners to review, in particular, access level provision to ensure our curriculum meets the needs of Forth Valley's young learners. An example of

this is College staff are working closely with staff in local schools to develop a detailed understanding of individual learner aspiration for Christmas Leavers, and placing learners on College courses. We have set a target of maintaining the proportion of Credits delivered to learners aged 16-19. The level and type of provision aimed at school leavers varies across our three campuses, and aligns with local need. This is achieved through regular dialogue with schools, Local Authorities, SDS and analysis of available information such as the School Leaver Destination Return/Participation Measure.

The College has also developed a portal initially with Falkirk Council and SDS which provides Council and School staff, along with SDS Careers staff, access to real-time College application information for School pupils with the aim of providing enhanced support for school pupils in their application, and also to enable better tracking of young learners to help ensure they secure a positive transition from School. In Session 2016-17 we enabled access to this information to Stirling and Clackmannanshire schools. This is also being viewed as a national pilot by Scottish Government, and conversations are on-going with other Colleges to explore knowledge transfer, with one College to date launching their own portal.

### **Developing the Young Workforce Implementation Plan**

The college has well-established partnerships with its key local authority education services. It has, for many years, been providing pupils in all 18 Forth Valley secondary schools (8 in Falkirk Council; 7 in the Stirling Council area; and 3 in the Clackmannanshire Council area) with the opportunity to achieve vocational qualifications at SCQF level 5 and above as an integral part of their senior phase curriculum. These courses provide progression onto full-time non-advanced college courses.

Senior phase pupils apply for the courses and all applicants are interviewed to ensure that the places are offered to the pupils who

will benefit most from the opportunity. Throughout this process, we also try to ensure proportionally even distribution of places across the schools.

Building on this strong baseline, we have been focussing on developing responses to the recommendations of the report of the Commission for Developing Scotland's Young Workforce, "Education Working for All" and the Scottish Government's Youth Employment Strategy (December 2014).

Working closely with our three local authority partners, we continue to strive to provide vocational pathways appropriate to the widest range of senior phase school pupils possible.

For young people entering the Senior Phase who are unclear about their choice of vocational area or future pathway and are deemed to be at risk of low achievement and a potential negative destination (including care experienced young people), we continue to offer the jointly delivered School College Opportunities to Succeed (SCOTS) programme for Falkirk and Stirling schools. The programme is unique, in that all the secondary schools work in close partnership with the College to co-deliver the programme. As well as attending the College tasters, pupils are supported by their schools to undertake an employability award based around their experiences on the College programme. Successful pupils are guaranteed a place on a vocationally specific partnership course (Skills for Work or National Progression Award) the following year and then into an appropriate full-time college course when they leave school.

This programme also specifically sets out to challenge gender stereotypical vocational choices, as all of the young people on the programme must agree to undertake the full range of vocational experiences, some of which are traditionally male oriented (such as Engineering) and some female (such as Care).

The SCOTS in Stirling is currently underutilised, as a number of the Stirling schools are under intense pressure to raise attainment and therefore retain pupils in school to do additional work with them on National courses. Since the dissolution of the Stirling and Clackmannanshire joint education service, Clackmannanshire pupils are no longer able to be transported to Stirling to participate in the SCOTS programme and, instead, are being served by specific college courses, aimed at supporting transition into positive destinations, on the Alloa campus. Clackmannan Secondary Support Service see the SCOTS as a viable option for some of their young people and with their flexible timetabling, they can engage with the SCOTS easily for suitable pupils.

In addition to the above, we have well-established "alternative curriculum" courses on each campus for senior phase pupils who are more disengaged and/or have significant barriers to learning or additional support needs. These programmes provide vocational taster activities alongside personal development learning to support positive transitions beyond school. We know that this provision is successful in re-engaging young people and raising their aspirations and has a positive impact on future progression. Further information is provided within the section on meeting additional support needs.

We will continue to offer a broad range of vocational qualifications at SCQF levels 5 and 6, primarily Skills for Work and National Progression Awards. The subject areas in which these are offered align with the college's full-time curriculum and successful completion provides a young person with a "progression advantage" onto an appropriate full-time course. Our overall curriculum is reviewed annually to ensure continued fit with the needs of the region's employers. In line with the definition of Senior Phase Vocational Pathways within the Outcome Agreement guidance, we have moved our school programmes to fit with these criteria by replacing SCQF Level 4 Skills for Work courses with Level 5. This has, however, resulted in a decrease in the successful completion

rate for school courses and we will continue to monitor this to ensure that we have appropriate provision for young people at all levels.

In 2017-18, we successfully tendered to offer seven Foundation Apprenticeship programmes: Social Services and Healthcare; Social Services Children and Young People; and Business Skills; on the Stirling campus and Engineering, Social Services and Healthcare and Social Services Children and Young People on the Falkirk campus. In spite of significant marketing and awareness raising activity, we found these programmes extremely challenging to recruit to. We recruited to three programmes; Social Services and Healthcare and Social Services Children and Young People in Stirling and Engineering in Falkirk; all with very small group sizes, particularly for going forward to their second year.

For 2018-20 we successfully tendered for a further seventeen cohorts, seven in Falkirk and Stirling and three in Clackmannanshire with Engineering scheduled for joint delivery with Alva Academy in school. At the time of writing (March 2018), despite many meetings with school and education staff across all three LA's and significant marketing and awareness raising activities applicant numbers are low in almost half of the programmes offered. We will be unable to proceed with these programmes unless we can guarantee minimum viable pupil numbers for each cohort. We are working hard with SDS, local authority education managers and Head Teachers to promote these opportunities to pupils and parents, however Foundation Apprenticeships remain very challenging to "sell", as their value is not yet widely recognised and there are not yet concrete progression results to show. Our ability to deliver new Foundation Apprenticeships in 2018-20 also depends on us being able to secure support for the work-based element of the awards from sufficient additional employers. We will continue to review the demand for and success of Foundation Apprenticeships throughout the life of this Outcome Agreement and, where possible and desirable, further extend the range of Foundation Apprenticeships we offer.

In September 2016, the college was proud to celebrate the success of our first 35 HNC school graduates from across Forth Valley. Onwards progression for the successful HNC graduates was positive – eight took up the offer of articulation into HND year 2 and two progressed into employment (one a Modern Apprenticeship). Almost all of the remainder progressed to university; however, disappointingly, none of these young people was able to articulate to degree study with no loss of time. The college has a specific objective to secure articulation agreements for these HNC programmes so that future school graduates can benefit from advanced standing. Discussions around this are at an advanced stage in relation to HNC Police Studies and Computing Science. In 2017-18, we continued the HNC offer and expanded it by opening the HNC Police Studies, being piloted with two schools in 2016-18, out to all Forth Valley schools. These courses for 2018-19 are still in the recruitment phase and some of the applicant numbers are lower than anticipated at this point in time and the new Foundation Apprenticeships that are being offered may affect some of them.

This implementation plan for 2018-19 and beyond has been jointly developed with our local authority partners and, where appropriate, with Skills Development Scotland (SDS) and employers. All three of the local authority education services, as well as the college, have put in place dedicated staff at an appropriately senior level to facilitate the planning and implementation. Across all three local authorities, we have agreed that the college will prioritise sustainable partnership activity that is open to senior phase pupils from all Forth Valley secondary schools (rather than school-specific).

The college continues to prioritise the sharing of knowledge and resources and building capacity with school staff to provide relevant and up to date information, advice and guidance on vocational pathways and routes into employment. We continue to implement a planned programme of CPD for teachers and pupil support staff with visits to college campuses and schools. We are also working with our

school partners to provide a range of opportunities for younger pupils to experience the college environment and learn about career options and routes. These activities will have a strong focus on tackling stereotypical vocational choices in relation to gender. We will, where appropriate, target activities at specific gender groups and will make effective use of role models (staff, students, apprentices and other ambassadors) to promote STEM subjects to girls and subjects such as care to boys.

Finally, the college is an active partner in the Forth Valley Developing the Young Workforce Regional Group and is the host employer for the Programme Team (a Programme Manager and three Programme Coordinators). The team are actively working with schools and employers to promote the college's senior phase vocational pathways and to develop and enhance employer engagement with education.

The following tables set out the planned school-college senior phase vocational portfolio for each local authority for 2018-19. This predicts a total of 756 places on Senior Phase Vocational Pathways in 2018-19, as oppose to 538 places (439 actual enrolments) in 2017-18.

<b>Falkirk Senior Phase Vocational Pathways 2018-19</b>	<b>SCQF Level</b>	<b>Places</b>
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	24
Skills for Work Sport and Recreation	5	14
Skills for Work Creative Industries	5	16
Skills for Work Engineering Skills	5	12
Foundation Apprenticeship Engineering Year 1	6	16
Foundation Apprenticeship Engineering Year 2	6	4
Foundation Apprenticeship Social Services and Healthcare Year 1	6	16

<b>Falkirk Senior Phase Vocational Pathways 2018-19</b>	<b>SCQF Level</b>	<b>Places</b>
Foundation Apprenticeship Children and Young People Year 1	6	16
Foundation Apprenticeship Accountancy	6	16
Foundation Apprenticeship Business Skills	6	16
Foundation Apprenticeship Information Technology Hardware Systems and Support	6	16
Foundation Apprenticeship Civil Engineering	6	16
HNC Computing Year 1	7	16
HNC Computing Year 2	7	16
HNC Electrical Engineering Year 1	7	12
HNC Electrical Engineering Year 2	7	6
HNC Sports Coaching Year 1	7	16
HNC Sports Coaching Year 2	7	8
HNC Civil Engineering Year 1	7	16
HNC Civil Engineering Year 2	7	5
HNC Police Studies Year 1	7	36
HNC Police Studies Year 2	7	35
<b>Total Places</b>		<b>384</b>

<b>Clackmannanshire Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
Skills for Work Early Education and Childcare National 5	5	16
Skills for Work Construction Crafts National 5	5	24
Skills for Work Engineering Skills National 5	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16

<b>Clackmannanshire Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
Foundation Apprenticeship Social Services and Healthcare Year 1	6	16
Foundation Apprenticeship Children and Young People Year 1	6	16
Foundation Apprenticeship Engineering Year 1 (Alva Academy)	6	12
<b>Total Places</b>		<b>116</b>

<b>Stirling Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
NPA Sound Production SCQF Level 5	5	14
Skills for Work Early Education and Childcare	5	16
Skills for Work Construction Crafts	5	36
Skills for Work Creative Industries	5	16
Skills for Work Hospitality	5	12
City & Guilds Make-Up Artistry (SCQF Level 5 equivalent)	5	16
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 1	6	16
Foundation Apprenticeship Social Services and Healthcare Level 6 Year 2	6	8
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 1	6	16
Foundation Apprenticeship Social Services (Children & Young People) Level 6 Year 2	6	6
Foundation Apprenticeship Food and Drink Operations Year 1	6	16
Foundation Apprenticeship Business Skills Year 1	6	16
Foundation Apprenticeship Creative Digital Media Year 1	6	16

<b>Stirling Senior Phase Vocational Pathways 2017-18</b>	<b>SCQF Level</b>	<b>Places</b>
Foundation Apprenticeship Scientific Technologies Year 1	6	16
Foundation Apprenticeship Information Technology Hardware Systems and Support	6	16
HNC Hospitality Management Year 1	7	16
HNC Hospitality Management Year 1	7	4
<b>Total Places</b>		<b>256</b>
<b>Total for 3 Local Authorities</b>		<b>756</b>

<b>Other Senior Phase School-College Courses 2018-19 (equivalent to SCQF Level 4)</b>	<b>Places</b>
<b>Falkirk</b>	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)	120
City and Guilds Introduction to Hair and Beauty	14
<b>Stirling</b>	
Alternative Curriculum	24
School-College Opportunities to Succeed (SCOTS)	84
<b>Clackmannanshire</b>	
Alternative Curriculum	48
College Joined with Education and Training	24
Access to Further Education	12

## **SHEP Schools**

Forth Valley College has four SHEP schools (secondary schools with consistently low rates of progression to higher education) within its region – Grangemouth High School, Bannockburn High School, Alloa Academy and Lornshill Academy. We do not treat these schools differently, but engage with them and all other secondary schools fully in our regional planning for senior phase school-college partnership activity, with a clear aim of promoting progression to FE and HE, as well as employment.

Grangemouth High, Bannockburn High and Lornshill Academy have higher allocations of places on the School-College Opportunities to Succeed (SCOTS) course than other schools (normal allocation is 12 places per school). Alloa Academy chose not to participate in this initiative due to timetabling difficulties, however we have worked closely with Alloa Academy and Lornshill Academy over a number of years to offer two “bespoke” transition courses for them, aimed at pupils at risk of disengagement or of leaving school to a negative destination, and progression rates into FE from these courses has been very good. We are also working with Bannockburn High on a new initiative to offer ECDL to senior phase pupils, as a way of introducing them to the college and to college staff. A further initiative was a joint venture between the college, Lornshill Academy and SP Energy Networks, where a group of pupils spent the day at the Falkirk Campus learning about apprenticeships and careers in power transmission and experiencing a practical activity on the SP Energy Network power-line training poles situated at the college. This inspired all of the participating pupils to apply for apprenticeships they would not have known about without attending.

Forth Valley College, along with Falkirk, Stirling and Clackmannanshire Councils and the University of Stirling does have an ambition to offer eligible pupils in all Forth Valley secondary schools the type of activity currently offered to SHEP schools by LEAPS (Lothian Equal Access Programme for Schools). We believe that together we could provide more regionally focused support activities and engage more pupils than the LEAPS offer, which is very Lothian-centric. This was the subject of a joint bid to the SFC Impact for Access fund during 2014-15, primarily to cover the costs of pupil transport and consumables, however we were disappointed not to be successful. The partnership would still be very keen to take this forward should resources become available.

## CPD Plan

Forth Valley College benefits from a bespoke approach to CPD and staff development as well as work force planning which makes up our People Strategy. We adopt a variety of approaches and tailor our staff development process which benefits the employee, line manager and department. Compliance training as well as role specific training is identified and recorded in the employees' appraisal called the PRD (Personal, Review and Development) which creates a positive impact on the culture and focus towards CPD which is evident in the feedback from employee engagement. A new aspect to the PRD is that it allows staff to record their 'Professional Practice' which covers Reflection on Practice, Experiential Learning, Collaborative Learning and Cognitive Development. These areas are in line with Education Scotland's focus for Career-long Professional Learning (CLPL) and will help to inform the on-going Self Evaluation process.

Two distinct strategies are adopted to tailor staff development to achieve maximum impact and return. Management and staff are included in selecting relevant themes as well as designing events around our Learning and Teaching Strategy which ensured that the training is relevant for lecturers CPD when working effectively with younger learners. A Training Needs analysis approach is also adopted with all departments to ensure department and individual development needs are captured and aligned to operational plans. This produces specific requirements for each department which enhances the delivery of the relevant CPD. It also creates the opportunity for line managers to consider cross departmental training and multi skilling to improve effectiveness and reduce resource challenges.

Delivery of talent management programmes aimed at managers and the Senior Management team allows the College to enrich leadership and management skills to deliver the College's mission, vision and values.

TQFE is prioritised for staff who will be working with students, and is spread across all academic departments. PDA is also identified for academic staff to support development and skills. A collaborative approach is adopted in sharing best practice throughout the college and

within the sector. Several opportunities have been identified to enhance CPD such as the Staff Development Collaborative Group (SDCG) which focuses on shared CPD between colleges and utilises in house resource and talent. The College has successfully held a Creative Learning conference and continues to implement a creative learning culture amongst our staff, this focus is maintained by the Colleges Creative Learning Action Community.

The College has recently developed and launched its People Strategy covering 2017-2022 to recognise the hard work, commitment and innovation of our dynamic team that ensures our continuing success. Through our People Strategy we will develop and empower our people as a workforce for the future, we will ensure all College activities reflect the key principles of equality and diversity to achieve an inclusive organisation, and we will value staff by recognising and celebrating success. We will achieve this by:

- Promoting an agile workforce, embracing innovation, facilitation, mentoring and peer support
- Developing future leaders ensuring effective succession planning
- Engaging staff in the future direction of the College and providing opportunities for professional development and collaborative opportunities
- Delivering the benefits of a digital environment through capacity building and CPD that embraces emerging technologies and practices
- Fully integrating equality and diversity in everything we do
- Ensuring every member of staff has the opportunity to contribute to the direction of the College
- Celebrating the success of our staff and students

## **Articulation**

Our partnership links with Universities continue to evolve, developing from traditional articulation models to integrated learner journeys, where students can seamlessly progress through Higher National college activity on to the next level within Stirling, Heriot-Watt and Strathclyde universities.

In partnership with the University of Stirling, we continue to deliver four very strong integrated degree programmes in Applied Biological Sciences; Heritage and Tourism; Digital Media and Computing Science. Unlike traditional articulation arrangements, these are wholly integrated tertiary programmes, jointly designed, developed and delivered by the University, College and industrial partners. Students are Associate Students of the relevant University from the beginning and, while they undertake their HND in college, they benefit from a wide range of enhancement activities, including workplace visits, guest lectures, visits to the University for joint lectures, seminars and practical activities. In terms of wider student life, most of the students on these programmes stay in the University Halls of Residence and participate fully in student life. Data from the University of Stirling shows that participation from students from MD40 is higher on our integrated programmes compared to other under-graduate provision, evidencing that the integrated degree programmes are widening access.

We also continue to work in partnership with Heriot Watt University on the MEng Chemical Engineering and with the University of Strathclyde's Engineering Academy on their BEng Chemical Engineering.

In addition to these Associate Student articulation arrangements, we also have around 122 formal articulation agreements, with guaranteed places, in a wide range of subject areas with University partners across Scotland. We are working to grow this further by progressively enhancing our work with existing HN students to raise aspirations and support articulation transition, although the year-on-year numbers are difficult to predict accurately, as they depend very much on HN students' individual interests and circumstances.

The College will continue to work with University partners to maintain existing articulation agreements and to increase the number of identified articulation routes available to learners, and will seek to maximise the benefit of articulation agreements by timely and targeted communication of all relevant articulation opportunities to learners.

Early communication of articulation opportunities will continue to be accompanied by appropriate advice and guidance to students and support through the UCAS application process.

Learners will also continue to be encouraged to engage with Universities (at subject and programme level) during their HN studies, through the facilitation of visits to University campuses, participation in University hosted lectures and industry events, and bespoke activity aimed at preparing articulating students for the transition to HE.

## **STEM Assured Status**

The College successfully attained STEM Assured status in 2013 and was the first College in Scotland to be STEM accredited by NEF: The Innovation Institute (NEF), and were re-accredited last session. NEF influence the inter-relationship between education, business and government, through research and collaborative networks to prepare for an innovative and creative sci-tech workforce.

STEM Assured is used by education and training providers as a key differentiator to demonstrate their capability in delivering STEM provision that meets the needs of business and industry. Following a framework covering strategy, engagement, delivery, innovation and impact, it ensures a provider's vocational STEM offer meets the needs of learners and employers.

STEM Assured is an outcomes-based standard developed to recognise high quality cross-curricular science, technology, engineering and maths (STEM) education and delivery. It is unique in the education sector and achievement of the standard emphasises exceptional strengths and capabilities, helping providers enhance engagement and success with learners and employers. The Standard offers an assurance process that

builds upon existing standards and quality marks an institution may have achieved. Acknowledged by the government (Department of Business, Innovation and Skills), the National Apprenticeship Service and the UK Commission on Employment and Skills (UKCES), STEM Assured is the ONLY Standard that assures vocational STEM provision.

The College was successfully re-accredited with STEM Assured status last session, with the award panel commending the following examples of good practice:

- The college is guided by strong management that has clear and ambitious plans for the development of STEM provision using new and innovative approaches.
- The college has good engagement with employers and its responsiveness to the regional skills needs of industry.
- Significant investment in facilities demonstrates commitment and a strategic approach to the development of its STEM provision.

The College is taking full account of the Scottish Government's recent STEM Education Strategy in its forward plans. We have already begun working with key partners in the region and beyond (local authorities and schools; universities, the Forth Valley Developing the Young Workforce Regional Group; Energy Skills Partnership and others) on the development of a regional STEM strategy with the College at the centre of a STEM Hub.

### **Gaelic Provision**

The College continues to offer a flexible learning course on Learning Scots Gaelic.

### **Foreign Language**

The College offers a range of foreign language courses through our evening and flexible curriculum. The languages covered through this area of our curriculum are French, German, Italian, Dutch, Spanish, Greek, Icelandic, Japanese, Polish, Portuguese and Russian.

### **Sustainability**

Forth Valley College recognises that the changing climate will have far reaching effects on Scotland's economy, people and environment. Consequently, the commitment to carbon reduction remains a key strategic objective for the College, within the college mission statement of "Making Learning Work." Carbon reduction forms part of the overall sustainability agenda, for which the College initially received recognition at the College Development Network Awards in December 2014, and continues to progress a "whole college approach" with the introduction of the Environmental Association of Universities and Colleges (EAUC) Learning in Future Environments (LiFE) initiative. The LiFE initiative adopts a self-assessment tool for 4 key themes- each with their own objectives;

- Leadership and Governance
- Estates and Operations
- Partnership and Engagement
- Learning and Teaching

Our vision is to continue to lead by example in all our activities and to ensure that learners are aware of the impact their actions will have, on the environment. This commitment is supported by the College Green Sustainability Statement that is approved annually by the Board of Management and Senior Management Team.

The College, through its partnership with the EAUC and re-signing of the Universities and Colleges Climate Commitment for Scotland (UCCCfS) has developed a Carbon Management Plan (CMP) which replaces the previous Climate Change Action Plan under the Carbon Trust. The College estate has altered considerably since the CMP baseline year of 2008-2009, with the opening of our new campus in Alloa (2011) and new campus in Stirling (2012) both of which received the Building Research Establishment Environmental Assessment Method (BREEAM) Excellent rating. The college remains on target to reduce tCO<sub>2</sub> levels by 25% from the baseline figure of 2873.35tCO<sub>2</sub> by the year 2020. The figures from August 2016 illustrate a cumulative 20% reduction from the baseline year to date.

Annual carbon reporting for Public Bodies Duties in the Climate Change (Scotland) Act 2009 will be mandatory for the entire sector from 2016. Forth Valley College participated in the trial submission year in 2015 to the Sustainable Scotland Network (SSN) at Keep Scotland Beautiful, as part of the Public Sector Climate Change Duties Reporting requirements. The College continues to liaise with all partners on these requirements including Resource Efficient Scotland, EAUC, SSN and Keep Scotland Beautiful.

The CMP forms only part of the overall College Sustainability agenda. The College Sustainability Committee consists of various college support and teaching departments along with the student association. The Committee set key performance indicators and continue to monitor progress. These key performance indicators include printing, travel, energy and utilities, health and wellbeing, sustainable procurement, waste, Fairtrade, embedding sustainability into the curriculum along with citizenship and employability.

## **Governance**

The College's Board of Management consists of 18 members as follows:

- Chair
- 12 Independent Non-executive members
- 2 Student members
- 2 Staff members
- Principal

There is a clear differentiation in the roles of the Chair of the Board and that of the Principal. Matters reserved to the Board of Management are set out in the Standing Orders and Operating Guidelines, the Scheme of Delegation, and under the Financial Memorandum with the Scottish Funding Council. The Board of Management is responsible for the ongoing strategic direction of the College, approval of major developments and the approval of annual budgets.

Members of the Board have a collective responsibility for the proper conduct of the College's affairs. Members have full and timely access to all relevant information to enable them to perform their roles effectively. Members' roles and responsibilities are described in the Code of Good Governance for Scotland's Colleges and the Guide for Board Members in the College Sector.

## **Board Effectiveness**

The Board of Management has adopted the Code of Good Governance for Scotland's Colleges. The code outlines the activity to be undertaken by a Board. The Board of Management has an effective mix of skills in place, supplemented by a comprehensive induction process which is further enhanced by Board training activities such as the provision of equalities training.

There are self-evaluation processes, led by the Chair and an evaluation process for the activity of the Chair led by the Vice-Chair. These offer a mechanism for members to feedback on their perceptions of the Board, their contribution and any future training needs.

## **Assessment of corporate governance**

In the opinion of the Board of Management, we can confirm that corporate governance is exercised in accordance with the principles of the Code of Good Governance for Scotland's Colleges, the Scottish Public Finance Manual (SPFM) and the Financial Memorandum. Our auditors' opinion on regularity states that "In our opinion in all material respects the expenditure and income in the financial statements were incurred or applied in accordance with any applicable enactments and guidance issued by the Scottish Ministers."

## **New Quality Arrangements**

The College Board of Management remains committed to engaging fully with Education Scotland and the Scottish Funding Council on the new quality arrangements. The College's first Evaluative Report and Enhancement Plan were endorsed by Education Scotland and SFC in

November 2017 and college managers are now working on an engagement calendar for the remainder of 2017-18.

### **European Union Links**

The College are participating in the European Erasmus '3Es Youth in VET (Vocational, Employment, Training): Engagement, Empowerment & Employability' project to support disadvantaged people, in particular, disadvantaged young people. The project is being co-ordinated by our Maltese partners from the Malta College of Arts, Science and Technology (MCASt). The other partners in the project are from the Netherlands, England and Germany. The College are primarily participating in the development and teaching of PSD (Personal and Social Development) units based around the delivery of 'pastoral care' and 'communications'.

To date there has been a planning meeting and a week-long seminar. The College participated by providing workshops on the subject of 'Attitudes and values to work with vulnerable youths' and 'How lecturers take care of their own emotional and mental wellbeing'. The College will be participating further in the project, the specific focus evolving from the current work.

The College are also currently participating in an international initiative to support people with dementia. Staff within the Department of Care Health and Sport are engaging with a project which is funded through Erasmus+ sharing knowledge of this condition and considering ways in which digital technologies can be used as a supportive tool. The Memory Media Project collaboration, which will be on-going until December 2018, involves Forth Valley working with representatives from Dundee and Angus College, Spain, Sweden and China.

Within the project the College will be working towards outputs centring on the development of resources and materials to support learning in this area. The focus of the project will be to utilise digital technologies which can support individuals and families who are touched by Dementia. As part of this a comparative study of the countries involved will be undertaken to identify the landscape in relation to Dementia and

a literature review created to examine current thinking. As the project progresses resources will be developed which could be used for short programmes or independent learning. There is the potential that a digital resource will also be created and trialled within this field for individuals with Dementia.

This project is an exciting opportunity for staff to be part of sharing approaches and thinking with colleagues from a European and International perspective.

### **Estates Strategy**

The Forth Valley College agreed Estates strategy comprises a vision for three new campuses. The first in Alloa, the second in Stirling and a third in Falkirk. A significant investment has already taken place in phases 1 and 2 of this strategy with Alloa and Stirling successfully completing on programme and within budget in 2011 and 2012 respectively. The new Falkirk Campus is planned to open in October 2019.

Significant progress has been made toward the realisation of the new Falkirk campus, with the approval of the Full Business Case in November 2016 and the submission of the final Decision Point 4 report to the Scottish Funding Council and Scottish Government, with approval received on 4 October 2017. Following this approval, the appointment of the main contractor Balfour Beatty occurred on 11 October 2017.

The new campus plans include servicing the current Falkirk Campus curriculum and will accommodate over 11,000 students of which almost 2,000 will be full time. The proposed New Falkirk Campus will be located on the cleared 10.87 acre Middlefield Campus site and an additional section of land (4.8 acres) to the East of this. The new facility will be 20,720sqm and will incorporate state of the art and flexible teaching accommodation, as well as low carbon initiatives, such as Photovoltaics, a Ground Source Heat Pump system, Combined Heat and Power boilers, along with other sustainable functions required to meet the Building Research Establishment Environmental Assessment Method (BREEAM) standard.

## Meeting the needs of employers

Forth Valley College plays a key role in the economic development activity of Forth Valley through working with and supporting local and national employers and our connections with Scottish Enterprise, SDS and the priority sectors. Succession planning and workforce development needs are key to this activity where we provide extensive Modern Apprenticeship provision, work-based learning and up skilling and a range of tailored services for companies and their employees. The College is fully committed to delivering economic regeneration including the STEM national priority, (we have recently been reaccredited with STEM Assured status from NEF), and supporting key sectors including Energy, Creative Industries and Hospitality and Tourism. Furthermore the College delivers significant services for Construction, Business, IT and Health and Social Science.

## Modern Apprenticeship

Forth Valley College is one of the largest College providers of Modern Apprenticeship (MA) training and contributes significantly to the achievement of Scottish Government and SDS priorities. Our MA provision directly supports key sectors of the Scottish Economy with significant activity in Engineering, Science, Hospitality and Salon Services, Management, Business Administration and Construction. Our record for successful delivery of MAs has also attracted non-government funded places through key sector bodies such as SECTT, SNIPEF, BEST and Construction Skills. We continue to achieve higher than average attainment rates for learners undertaking MA provision as well as higher than average achievement rates.

Our aspirations to build our MA provision in 2017-18 was successful and the numbers of engineering MAs have returned to the level prior to the downturn, however the anticipated growth in construction MAs has been slower with one potential factor being the introduction of the new pathway, which is a significant change for the sector.

We are continuing to engage with industry on MA provision and the fact that FVC was awarded the largest contract for colleges for 2018-19 is testimony to that.

## Employer Engagement

Employer engagement is right at the heart of Forth Valley College's business model and our mission of "Making Learning Work" means making learning work for employers, as well as for students. One of our six strategic themes is "Enhancing our position as the business and community partner of choice" and we deliver on this through a whole-college approach to meeting employers' current and future skills needs. Every department has a responsibility to develop effective and mutually beneficial relationships with employers, ranging from partnership working to create opportunities to enhance employability skills for full-time students, through to the development of bespoke training courses and facilities for employers. We work with companies from the smallest, local, social enterprise through to multi-national corporations and pride ourselves in meeting their diverse range of needs and challenges.

The College was shortlisted for the TES FE Awards 2016 in the category of Employer Engagement, for the extent and breadth of our engagement with employers, and also in the category of Modern Apprentice Programme of the Year for the bespoke MA and training programme for Building Service Maintenance that we developed alongside FES Facilities Management Ltd.

Forth Valley College has very strong links with industry across our courses in all teaching Departments, with employers having significant input into course designs, and in many cases, courses developed specifically for employers. The Business Development department supports the activities of all the teaching departments and is a liaison and interface for the college, employers and employees as part of our role Business Development provides a client management service to ensure employers fully understand the progression of their employees and the requirements for gaining industry recognised qualifications. Our commitment to working with employers is at the forefront of our teaching

departments ensuring we are meeting the needs of the industry sectors in which we operate.

Skills Development Scotland (SDS) are a key stakeholder for the college and we engage at a variety of levels to ensure that we are meeting the skills development needs of local and national employers. .

The main areas of activity and connections fall into three main areas:

- Well-established relationship with the national programme team through our contract for delivery of Modern Apprenticeships (MAs).
- Strong links with the industry sector teams connecting to the Skills Investment Plans and the Regional Skills Assessment for the area. This has supported a number of activities for the college from the development of the computing strategy to the accessing the Energy Skills Challenge Fund to support transitional training in the college.
- Local SDS offices are also a key connection for the college and recent show and tell type events across both teaching and service departments have been very successful in developing relationships and allowing better understanding of college programmes, processes and procedures. Local SDS staff operate out of the college campuses and we are starting to look at the potential of co-location in the new Falkirk campus.

Business Development represent the college in a number of employer engagement forums including:

- The Forth Valley Partnership Action for Continual Improvement (PACE) Steering Group.

PACE (Partnership Action for Continuing Employment) is the Scottish Government's national strategic partnership framework for responding to redundancy situations.

Skills Development Scotland (SDS) co-ordinates PACE at a national level and facilitates local level response teams providing tailored

help and support for individuals at risk of, or experiencing, redundancy. Forth Valley College play a key role in this group and are currently supporting several local businesses facing closure. An example being Carron Phoenix, where we are supporting individuals gain formal accreditation for roles they have carried out for a number of years, but do not currently have formal qualifications in these areas.

- LEP Employer Engagement Group

The Stirling and Clackmannanshire and Falkirk Local Employability Partnership exists to facilitate, support and co-ordinate the provision of employability services in Clackmannanshire. Forth Valley College have chaired the Stirling group and are active partners on the Falkirk executive group and as a result we have taken a lead on several employer engagement events across the Forth Valley.

The Electrical Instrumentation and Chemical Engineering (EICE) and Applied Science, Maths and Mechanical Engineering (ASMME) departments continue to work with Scottish Power to reflect on-going needs in the sector from craft apprenticeship, adult apprenticeships and higher level awards. Cross departmental working between the client managers in Business Development and the lecturers in both departments ensure that we are adapting and flexing elements of the training programme to ensure the apprentices are work ready and skilled for their progression out into industry. ASMME AND EICE are also working with Alexander Dennis on bespoke training for their Modern Apprentices, this involves the construction of a bus type structure to allow their MA's to handle battery operated hand tools in the same way as in industry to provide skill sets required to assemble a bus on an assembly line rather than in an engineering workshop environment.

Through our success with the Energy Skills Challenge Fund and our connections with the Chemical Sciences Skills Investment Plan, the EICE Department is also working with three local companies to develop a bespoke up-skilling instrumentation course to resolve the issue of suitably trained instrumentation personnel. It will be targeted at electrical trades' people and be offered on a one day per week basis to

match the company's utilisation of key staff. We have also recently started discussion with GSK and Ineos O&P to develop a transition programme for automation engineering skills and this could be widened out to other employers within the chemicals sector. Our partnership with Scottish Power continues to grow with the College now providing training for their apprentices, Transition training for up-skilling, training for their contractors, along with delivery of their Advanced Apprenticeship course to HND level.

Our Science department continues to develop strong links with the Life Sciences Skills Investment Plan implementation and is participating in a joint working group between education and industry in relation to the requirements for the life sciences MA. The department has recently changed our model of delivery to be a straight two year programme rather than a roll on roll off and this has attracted new employers to the college namely Quotient and SASA.

We continue to deliver a number of successful short courses in conjunction with local employers such as Process Optimisation and Safety in Microbiology. The College has also successfully delivered bespoke training relative to fish pathogens. This company had struggled to source this training and the College has support industry by developing the entire training programme which will be delivered by FVC staff predominately on the company's site. Due to the success of this programme further delivery is planned in 2016-17. HND Applied Biological Science, HND Applied Chemistry and HNC/D Chemical Process Technology were reviewed with employers to review course design. There continues to be significant employer engagement with the delivery of the Applied Biological Science Degree that was developed jointly with the University of Stirling.

The College was awarded pathfinder funding to develop Foundation and Graduate apprenticeship programmes in Engineering, and is currently working in partnership with 2 Falkirk High Schools in the delivery for of the Foundation Apprenticeship, and Heriot Watt University for the Graduate Apprenticeship. FA delivery commenced on August 16 with the GLA being delayed until 2017-18.

Following on from the College's successful STEM reaccreditation from The STEM Foundation (NEF), the College held a "Making STEM Work" conference where over a hundred local secondary school pupils attended industry led workshops with key local employers.

A very effective link has been created with the Energy Skills Partnership (ESP) which has created a wide range of opportunities to engage with industry and associated supply chains. With industry partner support ESP have facilitated staff development sessions and provided financial support to develop and deliver elements of curriculum relative to micro energy generation, energy efficiency and energy conservation. ESP also supported the Bloodhound challenge as part of the STEM open day, this involved students from local Primary Schools coming into College to race rocket cars that they had designed and built by the Pupils, this was supported by ESP and the Army by contribution of equipment, College staff CPD and attendance at the event. This was an excellent event in encouraging Primary School student involvement in STEM as a fun educational activity.

Within our Business department all of our NQ Administration students undertake a two week work placement as part of their programme. As part of the review of these work placements there are scheduled meetings between college staff and employers, and questionnaires are used to gain feedback on the work readiness of our learners. The information gathered from these sources and the work place supervisor report is used to shape course content for future cohorts, and to provide feedback and personalised support for current learners.

The successful development of our Heritage and Tourism degree programme continues to receive support and advice from industrial contacts including Historic Scotland, Stirling Council Archaeological Services and members of the Scottish Tourism Alliance. As well as this guest speakers and employer representatives from Barrhead Travel, Thomas Cook and others engage regularly with staff and tourism learners across all three campuses.

The department has developed a very productive partnership with Ineos Grangemouth that supports Ineos' internal management development

programmes. This involves our students taking part in a series of competency based workshops on site at Ineos as well as guest lectures from Ineos staff on campus.

Within accounting, meetings have taken place between accounting practitioners, examining bodies and college teaching staff to help us ensure that our programmes equip our accounting students with the skills and knowledge needed to help them gain employment and be ready to undertake professional accounting qualifications. In August 2016 the department introduced the Foundation Apprenticeship in Financial Services in partnership with Prudential Stirling, where staff from Prudential and the college worked together through the recruitment, programme design and delivery planning processes and in Session 2016-17 we are running with the first cohort of learners on this programme. Learners alternate between studying on campus at Stirling and undertaking work experience on Prudential premises at Craigforth Stirling.

Our HR and Management qualifications that are accredited by CIPD and CMI allow staff from the college to work with local employers to develop tailored training solutions with a good example of this being the work recently done with ID Systems in developing a CMI Management training programme with blended content and delivery methods tailored to the needs of both the employer and programme participants.

The Department has also developed a bespoke Management Training Programme with FES. Eight FES employees operating in a range of management roles (Project Managers, Operations Managers, Contracts Managers and Supervisors) commenced studying HNC Management and Leadership programme with the College. Regular review meetings between FES and college staff confirms the success and value of the current programme and plans for a second FES cohort to commence August 2017 are underway.

The profile of workforce detailed in the Regional Skills Assessment for the Forth Valley area suggest that concentrations of construction trade related employment is above the national average. The college has seen this reflected in several historic employers reengaging with the

department of Construction this year and will reflect this by requesting places in various trades in our 2017-16 SDS MA bid.

The Department of Construction currently delivers programmes at SCQF level 3-8 from all main College Campuses. The programmes delivered are specifically designed to achieve strategic national Education and Training objectives in partnership with local and national employers, sector skills councils and local authorities. As a result of improving Construction Industry activity levels demand for Modern Apprenticeships (MA's) at both Craft and Technician level is developing into one of the main Curriculum drivers for the Department.

Employer engagement is constantly evolving with the creation of new business development solutions for a growing number of partners and key stakeholders including the Construction Industry Training Board (CITB), Building Engineering Services Association (BESA), Scottish & Northern Ireland Plumbing Employers Federation (SNIPEF), Local Authorities, University Sector and many other organisations. Following effective employer engagement over the period 2013-16 the Department has successfully introduced two new MAs; Building Service Maintenance (FES Facilities Management) and Civil Engineering (CITB) with demand for existing and new Craft and Technician MAs predicted to increase over the period 2016-2019.

In partnership with Stirling based employer - Facilities Management group FES FM a new fully equipped training facility has been created to train Building Service Maintenance MAs over the next five years. The MAs are recruited from throughout the United Kingdom and trained to SVQ level 3 at the Alloa Campus facility. In October 2014 the partnership was awarded the best in "Learning and Career Development" category at the prestigious annual UK British Institute of Facilities Management (BiFM) awards and in September 2016 the partnership gained success in the Scottish Training Federation Awards.

In partnership with key employer partners including; Robertson Construction, Historic Environment Scotland, Scottish Canals and the Civil Engineering Contractors Association the Department has developed a wide range of new vocational and Higher Education

programmes in line with industry requirements, the Department has in addition, through effective employer engagement secured work experience for learners and opportunities for college staff to participate in Continuing Professional Development training and events.

The Department works very closely with the Scottish Government funded Energy Skills Partnership (ESP) to develop relevant programmes in line with employer and industry requirements. Recent examples include energy efficiency, renewable energy and Building Information Modelling (BIM).

The department of Access and Progression currently delivers Stage 2 Employability in Construction and Retail at the Falkirk and Alloa campuses. These full-time courses include SQA units and work placements. Our Work Placement Co-ordinator liaises with many employers in Forth Valley to agree work placement opportunities. Students may potentially progress onto an Apprenticeship, employment or further training or study. The department also participates in a wide range of placements with a variety of organisations and agencies to facilitate work placement opportunities for courses including Working with Communities and Employability courses.

The Department of Creative Industries has made significant advances in developing a wide range of employer links recently, with a department-wide realignment of provision ensuring a more adaptable, agile and industry-relevant suite of courses. The media section is developing links for work placements, guest lectures and course development support with a variety of organisations including Scottish Television, the NUJ, Prudential, Eden Consultancy and others. In addition, the Computing area of the department has made significant changes to realign more closely with industry demands, and now offer significant industry-backed additional qualifications to students via vendor-accredited courses, with developing partnerships with a host of organisations including Oracle. In Art and Design, project-led learning ensures that students are preparing for industry-led activity throughout their courses, with a significant series of successful briefs, including work with Stirling Cycle Hub, the Macrobarts Arts Centre and Glaxo

Smithkline. In Sound Production, students work with employers to learn specific specialist studio techniques, led via visits to studios and employer talks. In addition the team work with industry experts like Mediaspec to promote and develop courses. All students are encouraged to develop vital skills and understanding across the core competencies of industry-specific training; creativity; and enterprise and entrepreneurialism, with PDPs, work placements, visits, guest lectures and other activities all developing industry-relevant links.

Within the Department of Hospitality and Salon Services, employer engagement is at the highest it has ever been. Students have been working with top industry professionals in the capacity of work placements or employed status. Key employers include Michelin Star Chef Tom Kitchen; Gleneagles; Crieff Hydro; Dunblane Hydro; Maxxium House; McDonald Hotels; Stirling Court Hotel; Stark Events, Collessio Hotel, Stirling Schools, to name but a few. Students have also participated in a few events at Holyrood where they were involved with food preparation and service to Members of the Scottish Parliament. Professional Cookery and Hospitality students were involved in a 'Chefs of The Future' competition dinner, which attracted a large number of chefs and restaurant managers, who on seeing the high standard of service and food produced, offered several students paid employment. Hospitality and Salon Services staff and students worked alongside Tom Lewis and his staff at Monachle Mhor Hotel on their highly successful music, food and drink festival weekend and such was the success of this event that 150 Hair, Beauty and make-Up Artistry students were invited to work with DF Concerts in the Refresh area at Scotland's largest music festival, T in the Park.

Within Salon Services all hairdressing students participate in Work Placement one day per week which involves a large number of salons across Central Scotland. Salon Services has three main industry partners – Paul Mitchell Haircare, Eve Taylor Skincare and NSi Nail Systems who work extensively with students to ensure their skills and knowledge are current to industry requirements and current trends. They also offer a wide variety of CPD opportunities to staff. Also, the department worked alongside Job Centre Plus to devise a Sector Based

Skills Academy which offers work experience, employability skills and bespoke training to the long-term unemployed.

To ensure that our programmes meet local employer/authority requirements, the Department of Care, Health & Sport is represented on a wide range of collaborative working groups, including Stirling Care Village, Stirling and Clackmannanshire Early Years Workforce Development Group, Falkirk Early Years Workforce Development Partnership, Falkirk Council's Health and Well-Being Service and School Improvement Team, Falkirk Community Trust, Wallace & Stirling Community Sports Hub, Active Stirling and local voluntary based sporting organisations. Additionally, learner and employer feedback has identified the need for flexible and accessible training that meets industry standards. From the nationally recognised PDA awards for the Early Years and Fitness sectors, National Governing Body Awards for Sports Coaching, to customised CPD awards in Health and Social Care; this delivery ensures that the department continues to provide training and services that meet consistently the requirement of learners and employers.

Within Health and Social Care we contribute to the Workforce Planning and Training Model being developed by NHS Forth Valley and Stirling Council at both strategic and operational levels. In addition to this HNC Care and Administrative Practice has articulation to Stirling University.

Within Early Education and Childcare we are working collaboratively with Falkirk, Stirling and Clackmannanshire councils to meet a growing demand for trained staff. As part of this collaboration, College staff engages in joint CPD with council staff.

Within Sport & Fitness we continue to work collaboratively with a wide range of organisations within the Forth Valley area, including Falkirk Community Football Foundation, Bannatynes and LK Galaxy, to enhance student citizenship and employability skills via volunteering and workplace experience opportunities.

## **Employability**

In Session 2015-16 the College undertook a review and evaluated both the effectiveness and affordability of the Skills Development Scotland Employability Fund courses. The outcome of this review is that the College did not deliver SDS Employability Fund courses in Session 2016-17.

The College recognises that there is a need for this type of provision and delivers under the employability banner in many courses across the college. However the extended work experience element we delivered within the Employability Fund programmes is a crucial support mechanism for the more vulnerable learner and the more we can offer to scaffold transitions to employment the better; as the college, the learner and employer will all benefit. As such, two new courses have been developed in Construction and Retail, which run for 18 weeks, and provide learners with an extended 14 week supported work placement. The College offered both courses with three different start dates through Session 2016-17, and is continuing with this delivery.

The learners for this type of programme tend to be young people who are vulnerable and need additional support; they lack self-confidence and self-esteem, they have struggled in the school environment and tend to be care experienced. As such they do require more support both in college and when they are in the work place. By changing the programme to an 18 week programme opens up the student support services and funding to this group and allows us to recruit on this basis. Furthermore we have strong links with DWP and SDS as well as our LEP partners in identifying and reaching this group of young people.

## **Work Placements**

The College has increased the number of work placements available to our students from our 2013-14 figure of 476 to 670 in Session 2016-17, and we plan to further increase the number of available work placements over the period of this Outcome Agreement. The main subject areas where this increase will be focused upon are Care, Business and Engineering. The second phase of our Employer Engagement systems

development is to introduce a central work placement reporting tool which will allow greater transparency, ease of reporting and monitoring of progress towards this target.

The College takes cognisance of the Work Placement Standard for Colleges, and strives towards all appropriate vocational courses having a meaning work placement in accordance with the Standard.

The College has seconded a member of staff, paid for by SFC Developing the Young Workforce funding, to further develop work placements, with the focus being on Civil Engineering in the first instance.

## **Access, equality and diversity**

The College successfully complies with all Equality Act requirements and the Scottish Specific Duties, and continues to meet the three aims of the Equality Duty through our mainstreaming approach to equality. We published our Mainstreaming Report and our Equality Outcome progress together with our annual employment data and equal pay statement.

Equality remains a key element of staff development with general awareness raising sessions delivered to complement on-line training. Specific resources for equality are also made available for staff. Staff from our Learning Support Service have delivered tailored staff development on reasonable adjustments and specific needs and barriers of students with particular additional support needs such as Autistic Spectrum Disorders and Mental Health. We have worked jointly with the Student Association to raise awareness through events throughout the year to highlight specific issues such as violence against women, LGBT History Month, and Show Racism the Red Card. We successfully raised the profile of the 16 Days of Action Campaign through a very thorough social media campaign that was well received across college.

Staff and student data are collated and analysed for any negative impacts in terms of profile, retention, progression and attainment. Specific action is being planned for areas of under-representation, for example women in STEM, and action is taken through the self-evaluation process where there are any differences in attainment for people with protected characteristics.

Equality is integrated into learning and teaching approaches through the Creative Learning & Learner Technology Strategy and associated Learning Activity Planning Tool. Partnership remains a key focus, with the Equalities team having representation on local groups consisting of public sector and third sector partners such as the Forth Valley LGBT Development Group, the MAHRS (Stop Hate Campaign) group and the 16 Days of Action Group (raising awareness of issues of violence against women).

The College holds two key charter mark awards for Equality. We were the first college in Scotland to receive the BRITE Chartermark for inclusion, demonstrating our commitment to inclusive practice across college. We have also gained the LGBT Youth Chartermark at Foundation level for our strategic and structural approach to equality across the whole organisation. We also received the Silver award for our Student Services function area, again for our inclusive practice in supporting LGBT students. These awards examine and recognise everything from our Respect campaign, equality awareness raising, staff and learner development, learning support service, inclusive learning and teaching approaches through to physical aids and adjustments in terms of accessibility of services, buildings and technology.

The College has developed an Access and Inclusion Strategy, which includes the College's Gender Action Plan.

### **Meeting additional support needs**

The College Equalities Team provides a needs-led Extended Learning Support (ELS) service for learners with additional support needs. Support is tailored to individual circumstances with the learner at the centre of the process to ensure their needs are met effectively. High quality needs assessments are completed with learners and the College is an accredited needs assessment centre for Student Awards Agency for Scotland Disabled Student Allowance applications. All prospective, new and current learners are informed of support available and how to access it – learners are able to disclose support needs at any time during their time at College. Currently, in Session 2016-17, we are currently providing ELS to over 600 students with a wide range of additional support needs from acquired brain injury, short term memory loss, dyslexia or asperger syndrome to mental health difficulties, completing a range of programmes at all levels. Further detail is provided within the College's draft Access and Inclusion Strategy.

The department of Access and Progression provides a wide range of courses, under the banner of 'supported programmes', for

disadvantaged young people in the senior phase of school who have a diverse range of support needs. This spans from supporting those with learning disabilities and/or those with social, emotional and behavioural needs.

We provide, on all three campuses, extended school link classes for young people with learning disabilities to support them in their transition from school into college or the workplace. These young people have learning support needs ranging from profound and complex needs to those with mild to moderate learning difficulties. We work closely with schools and support agencies, such as social work, to help these young people to progress.

In addition, the department provide a wide range of courses specifically targeted towards young people in the senior phase of school who have social, emotional and/or behavioural support needs. These young people are amongst the hardest to reach in our community who may have disengaged with school and/ or the wider society or currently be in a specialist school support unit. Working with a diverse range of agencies and partners, including schools, we participate in school leaver destination meetings and, where possible, individual review meetings to support the young person, their carers/families and wider agencies support the young person's progression into college or the workplace.

### **Safeguarding**

The College has recently updated its Safeguarding policy to ensure the Safeguarding of all Children, Young People and Adults who are involved in any way with the College. The policy also gives staff a clear structure within which they can operate safely. The College fulfils its duty of care by:

- raising the awareness of all staff of the need to Protect Children, Young People and Adults, and to emphasise the responsibility of all staff in reporting possible cases of abuse or harm to the Safeguarding Team;

- providing appropriate procedural steps in order to monitor the Colleges involvement in Child and Adult Support and Safeguarding Referrals;
- contributing appropriately to assessments of need and support packages for those Children, Young people and Adults affected by abuse or harm;
- emphasising the need for, and facilitating good levels of, communication between all members of staff and other agencies.
- providing mandatory compliance training for all existing and new staff, delivered by the Safeguarding Team.

### **Corporate Parenting**

Forth Valley College is represented on several external groups where transitions and care experienced young people are discussed and where policy and procedures are agreed and implemented. These include: Falkirk Corporate Parenting Steering Group, Local Employability Partnerships, school transitions meetings, Clackmannanshire Positive Destinations group, Clackmannanshire Corporate Parenting group, Stirling Community Enterprise, Stirling Voluntary Enterprise, and memberships in Who Cares? Scotland, Children in Scotland, CELCIS (Centre for Excellence for Looked after Children in Scotland), CEECEF (Care Experienced, Estranged and Carers East Forum), CLASS (College Liaison Association with Scottish Schools), West of Scotland Care Leaver Forum, University of Stirling Corporate Parenting forum and more.

The College developed its Corporate Parenting Plan to cover 2017-20, which includes a revised and detailed Corporate Parenting Action Plan.

To demonstrate our on-going commitment the College has set targets to increase the number of Credits delivered to Care Experienced students at the College, through both increasing disclosures from students and also increasing our overall number as Care Experienced students become more aware of the support available from the College.

### **Meeting Diverse Needs**

Forth Valley College strives to improve learners' life chances ensuring that learners with a disability have the opportunity to access educational provision that, where appropriate, best matches their abilities and allows them to reach their full potential and where suitable, progress from on to either mainstream provision, training or employment. The majority of the Access and Progression department's programmes build on learners' personal and social development, employability skills, health and wellbeing. College staff are involved in a Youth Transitions Work stream, where we work with Local Authorities and other agencies to identify care leavers, disengaged young people, and learners not in a positive destination in order to put in place local interventions. Currently, provision for learners with severe and complex needs is delivered within our school link curriculum and some of the learners progress onto our full time Lifestart programme either on a full or part time basis, or onto our Opportunities for Young People course. Our Enable Transitions worker supports learners to secure suitable work placement opportunities. Adults with severe and complex needs access our evening provision which is practical in nature (drama, music, art). The programme of study is accredited with SQA units at Access 1 level.

Not all learners with complex and profound needs undertake learning which has formal recognition of achievement, so are not all included within the target set for this group. The College is meeting the needs of this learner group by working closer with our partners to ensure smooth transition from school to college, with staff attending transition meetings and hosting events to try to make students and their families feel more supported in moving on to college from school.

We invite parents/carers into the College with the young person and conduct tours prior to their interview to help build a relationship with the young person and their families.

The College strives to ensure all learners have access to College courses, evidenced by our target of increasing the proportion of activity delivered to learners from the 10% most deprived postcodes by over 1% to 12% over the three year period, which represents a higher percentage than the 7% of the whole Forth Valley population who reside within the

10% most deprived postcodes. Our success rates for students from both the 10% most deprived postcodes, and also from the 20% most deprived postcodes were also the highest in the college sector for Session 2016-17. We have set a target of maintaining enrolments from students from a black or ethnic minority at 3%, which represents a higher percentage than the 2% of residents within Forth Valley who are from a black or ethnic minority.

## **Gender**

The College is committed to delivering on its Gender Action Plan. At subject level there is under-representation of females within STEM subjects, which has been highlighted as a target, however this isn't a quick or easy fix. The College has a number of initiatives with one example being our STEM club which is aimed at primary aged pupils, and has attracted more females than males. The purpose of these courses is to spark an enthusiasm of young (predominantly female) learners in STEM subjects. We have also launched Primary Engineers where College Engineering staff are visiting primary school pupils to engage them in Engineering at an early age. For every school visit female engineering staff have been involved to highlight that Engineering is a career path for both sexes.

Our School-College Opportunities to Succeed courses are designed to provide a taster of subjects for school pupils entering their senior phase, and these courses have been deliberately designed to allow both females and males to experience subject areas they may not have experienced before eg females experiencing Construction & Engineering, and males experiencing Hairdressing & Care. From its first year of running two males progressed on to Childcare courses from this course.

The College was successful in its bid to the Equality Challenge Unit for the Attracting Diversity Project, which commenced in session 2015-16, and the work of this project is continuing. A project team has been established within the College, which set targets and has gained insight and experience from other colleges involved within the projects, and

benefit from the experience of staff from within the Equality Challenge Unit.

Forth Valley College's project mission is to ensure that our specialist science and engineering provision and enhanced school/college activity in STEM subjects is actively promoted to women and girls who are currently under-represented in these subject areas. We aim to build on our STEM assured status and strong partnership links to tackle stereotypical vocational choices in relation to gender. One of the activities which will be undertaken is evidence gathering through a survey of our school link cohort to gather knowledge of the key influencers on subject choice and the rationale of subject choice, to better understand how the College can influence future learners. We are also focusing effort through our Developing Young Workforce Action Plan to adjust our course literature and marketing materials to actively encourage females to engage with STEM subjects. Our offering within this area includes HNC subjects in Electrical Engineering and Computing Science, our SCOTS programme, and the new Foundation Apprenticeship in Engineering. Alongside the marketing material we also have a planned programme of engagement with schools, including pupil and parent information events, CPD for teachers and pupil support staff and visits to the College campuses.

## **Gender of Board of Management and Staff**

There are currently 17 members within our Board of Management, which comprises of eight females (47%) and nine males (53%). There is a 50/50 gender split within the twelve non-executive members, and the same 50/50 gender split between both our student and staff board members.

Within the College's overall headcount the gender balance is 55% female and 45% male. Within the College's Senior Management Team there are 3.5 FTE males (64%) and two FTE females (36%).

## Equal Pay

The College undertook an Equal Pay Audit assessment on 30 November 2016. The Equal Pay audit is an independent assessment of pay equity. An initial audit was completed in 2009, further updated in 2012 and 2014. The report is conducted by NGA Human Resources who are independent reward consultants utilising tailored software solutions to provide reward consulting services.

The findings were that the College does not have any significant exposure to equal pay challenge. The major job groups which are gender dominant do not present major concern in relation to widespread challenge one role referenced against another.

The College has made some considerable improvements to the pay structure since the previous audit analysis of 2014. Concern was expressed over the application of overlapping incremental steps within the support grade structure. This matter has been addressed with the positive steps taken by the College.

Race and disability were assessed along with gender during the November 2016 audit with no significant pay gap being reported in any equal work group

## British Sign Language

Forth Valley College is committed to implementing the British Sign Language (Scotland) Act 2015. The College will take measures to achieve the outcomes of the BSL National Plan for Scotland, where possible to do so. The aim of the legislation is to:

Promote awareness and the use of BSL; and  
Improve access to services for Deaf and Deaf-blind people.

The College has ambition to implement the following measures in order to achieve the aims of the BSL (Scotland) Act 2015:

- To make more College information available in BSL;

- To encourage the use of assistive technology to support BSL users;
- To facilitate the provision of communication support to BSL users; and
- To include BSL actions and outcomes in the up-coming FVC Equality Outcome Agreement and Access & Inclusion Strategy.

In accordance with the legislation Forth Valley College will develop a BSL Authority Plan. In order to attempt to achieve consistency with the BSL National Plan for Scotland, Forth Valley College will consider guidance from: the BSL National Plan for Scotland, the Scottish Funding Council, and the Deaf Sector Partnership.

## Carers

The College will strive to encourage disclosure from both students and staff of non-education needs such as having carer responsibilities through awareness raising campaigns on the support and potential funding available for carers. In particular we will be part of the Carers Trust 'Going Higher' campaign, and we aim to achieve Carer Positive standard.

## Student engagement

The College is fully committed to engaging students in developing and improving all aspects of our provision and services and in shaping and enhancing their own learning. Our Learning Strategy 2014-18: Empowering Learners clearly sets out our commitment to increase learner ownership of and control over their own learning. We have well-developed and effective processes for recruiting and training class representatives, including the opportunity for returning students to train as “senior class representatives” and take an enhanced role in leading focus groups and training their peers. We engage our students in reflection on and planning for enhancements to learning through our comprehensive biannual Listening to Learners Focus Groups. Our class representatives engage with members of the Senior Management Team through Student Council meetings. We have a strong and active Students’ Association, led by sabbatical officers and supported by a Student Liaison Officer and dedicated administrative support. All of this ensures that the student voice is clearly represented in our processes for self-evaluation, which in turn inform our programme, department and college planning and target-setting processes, including the development of our Outcome Agreement.

There is strong student representation on our Board of Management, and representation on board committees, specifically our Strategic Development Committee, which ensures that the student body is also involved in strategic discussions related to our Outcome Agreement and in its approval.

Forth Valley College and Forth Valley Student Association (FVSA) are fully committed to the NUS Framework for the Development of Strong

and Effective Students Associations. The Student Association regularly carry out evaluation activities against the framework, which is then discussed at their advisory group, which consists of students, officers, College staff and board members, as well as an external student member from another College/University. The Association also carry out annual evaluations using the Student Engagement Framework for Scotland, reviewing SA and College student engagement using the How Good is Our College challenge questions, which are linked to the framework.

FVSA activity is mapped out by strategic/operational plans and the elected officers’ plan of work, which contains manifesto promises and policies passed by the Student Council. The Strategic plan was developed in consultation with SA Officers and Staff, Students across all campuses of the College, the FVSA Advisory Group and consultation with the College and other stakeholders. The plan also takes into account evaluation activities and National campaigns and work through NUS. FVSA are supported to meet these plans by staff from all levels and departments across the College. There is effective high-level support and guidance from the Senior Management team through regular meetings with the Principal and a designated Senior Management Mentor. FVSA receive operational support from the Curriculum and Quality team in delivering training to class reps on Listening to Learners and through a range of other departments and staff members who support FVSA in meeting their objectives through collaboration on projects, sharing information and engaging with FVSA activities that benefit the student body.

## SFC Outcome Agreement Targets for 2018-19 to 2020-21

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2016-17	Projection 2018-19	Projection 2019-20	Projection 2020-21
<b>1(a)* The volume of Credits delivered</b>				
Core Credits target (region)	83,926	84,202	85,694	85,694
% towards core Credits target (region)	-	-	-	-
The volume of Credits delivered (ESF)	2,370	1,816	1,816	1,816
The volume of Credits delivered (core + ESF)	86,296	86,018	87,510	87,510
<b>1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24</b>				
Proportion of Credits delivered to learners aged 16-19	45%	46%	45%	45%
Proportion of Credits delivered to learners aged 20-24	24%	23%	23%	23%
<b>1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24</b>				
Proportion of Credits delivered to full-time learners aged 16-19	51%	51%	51%	51%
Proportion of Credits delivered to full-time learners aged 20-24	22%	22%	22%	22%
<b>1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	10.5%	12%	12%	12%
<b>1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>				
Proportion of Credits delivered to Male learners	56%	53%	53%	52%
Proportion of Credits delivered to Female learners	44%	46%	47%	48%
Proportion of Credits delivered to BME learners	3%	3%	3%	3%
Proportion of Credits delivered to students with a known disability	17%	17%	17%	17%
Proportion of Credits delivered to students with Care Experience	2%	2%	2%	2%
<b>2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	322	430	450	470
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.2%	2.2%	2.1%	2.1%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	8.1%	8%	8%	8%
Proportion of Credits delivered at HE level to learners from SHEP schools	18%	18%	18%	18%
<b>3. The proportion of Credits delivered to learners enrolled on STEM courses</b>				
Proportion of Credits delivered to learners enrolled on STEM courses	37%	36%	36%	37%
<b>4(a)* The proportion of enrolled students successfully achieving a recognised qualification</b>				
Percentage of FTFE enrolled students achieving a recognised qualification	73%	73%	73.5%	74%
Percentage of PTFE enrolled students achieving a recognised qualification	93%	91%	91%	91%
Percentage of FTHE enrolled students achieving a recognised qualification	70%	74%	74.5%	75%
Percentage of PTHE enrolled students achieving a recognised qualification	88%	89%	89%	89%

<b>4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	72%	73%	73.5%	74%
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	94%	91%	91%	91%
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	69%	74%	74.5%	75%
Percentage of MD10 PT HE enrolled students achieving a recognised qualification	78%	89%	89%	89%
<b>4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>				
Percentage of senior phase FT FE pupils achieving a vocational qualification**	60%	62%	64%	66%
Percentage of senior phase PT FE pupils achieving a vocational qualification	60%	62%	64%	66%
Percentage of senior phase FT HE pupils achieving a vocational qualification	-	-	-	-
Percentage of senior phase PT HE pupils achieving a vocational qualification	74%	74%	74%	74%
<b>4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>				
Percentage of CE FT FE enrolled students achieving a recognised qualification	61%	65%	69%	74%
Percentage of CE FT HE enrolled students achieving a recognised qualification**	54%	56%	58%	60%
<b>4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>				
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	74%	74%	74.5%	75%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>				
	279	357	367	375
<b>6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	20%	22%	23%	24%
<b>7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing</b>				
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Not Available	53%	53%	54%
<b>8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				
Proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	94%	95%	95%	95%
Proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	94%	95%	95%	95%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>				
Percentage of full-time students overall, satisfied with their college experience	95%	96%	96%	96%
Percentage of part-time students overall, satisfied with their college experience	95%	96%	96%	96%
Percentage of distance students overall, satisfied with their college experience	95%	96%	96%	96%
<b>10 Gross carbon footprint (tCO2e)</b>				
	2,263	2,220	2,178	-

## Outcome Agreement between Forth Valley College and the Scottish Funding Council for AY 2018-19

### On behalf of Forth Valley College:

Forth Valley College will receive **£22,034,291** core teaching funding and **£686,626** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018/19, to plan and deliver **84,201** credits worth of further and higher education in the Region. Core student support funding for 2018/19 is **£3,807,681**.

In addition, the college region will receive **£478,510** in European Social Fund (ESF) grant through the SFC to deliver **1,816** further credits to eligible learners.

The total credit target for 2018/19 is therefore **86,018**.

Signed:



Print name: Dr Ken Thomson

Position: Principal

Date: 04.07.18

Signed:



Print name: Ross Martin

Position: Regional Chair

Date: 04.07.18

### On behalf of the Scottish Funding Council:

Signed:



Print name: John Kemp

Position: Interim Chief Executive

Date: 22 June 2018