



# Regional Outcome Agreement 2016-17

## Vision

Our vision is to be a high performing and creative College with a regional and national reputation for excellence in demand-led learning and skills development



## Aiming for Excellence

- Excellent learning and skills to improve life chances
- Excellent results and positive learner destinations
- Excellent business working in partnership with others

## **College region West Lothian**

College regional grouping: West Lothian

### **Funding**

College region West Lothian will receive £9,760,602 from the Scottish Funding Council for academic year 2016/17 to plan and deliver further and higher education in the region.

This funding is on the condition that the college board/regional body signs and commits to deliver the outcomes detailed below.

### **Priority Outcomes to be delivered by end of AY 2016/17**

- Improve life chances by continuing to increase access for young people aged 16-24 to successfully participate in vocational education opportunities within the region
- Increase positive destinations for individuals in the region completing vocational programmes into employment or higher level study
- Contribute to economic growth and success in West Lothian by increasing the skills levels of individuals employed in the workplace and meeting the needs of employers in West Lothian
- Focused analysis of post-course destinations to evaluate the impact of college delivery on workforce development and increased employment
- West Lothian will benefit from the provision of sustainable post 16 vocational education supported by the efficiencies of continued embedding of shared services and increasing joint provision with West Lothian Council.

### **Priority Outputs to be delivered in AY 2016/17**

- Growth and successful delivery of 43,499 credits
- Developing the Young Workforce with our schools and employers
- Address gender imbalances in participation in our courses
- Address the needs of young disabled, care experienced and black minority ethnic groups
- Enhance the level of employer engagement to enhance work experiences across all vocational courses
- Deliver high quality Modern Apprenticeships
- Build on shared services and increase joint delivery of learning provision with West Lothian Council
- Establish new baseline information for meaningful future carbon reduction targets
- Successfully deliver high quality learning and teaching through developing new vocational pathways that prioritise STEM subjects
- Achieve a high quality Annual Engagement Report

## **Regional Context Statement**

West Lothian is one of thirteen regional Colleges funded by Scottish Government to provide further education. The College has a strong relationship with West Lothian Community Planning Partnership, which is nationally recognised as best practice. This multiple partnership of publicly funded agencies works cohesively to deliver on key local outcomes for the community and on the national ambitions set out by Scottish Government.

With support from the Scottish Funding Council (SFC), the College has increased the available number of places for learners by around 20% over 2012/15, enabling us to provide and target full-time provision for 16-19 year olds, work with those 20-24 year olds wishing to re-train or enter the employment market and continue to deliver a robust suite of work based learning programmes for employees and businesses.

West Lothian College is committed to deliver an efficient regional structure, high quality and efficient learning, access for people from the widest range of backgrounds, the right learning in the right place, a developed workforce with a sustainable institution to support the success of our learners. This key strategic Regional Outcome Agreement (ROA) details the high level outcomes and delivery targets for West Lothian College.

### **Demographic needs**

West Lothian has a population of about 177,200 accounting for 3.3% of Scotland's total population. 64.9% of all people are aged 16-64, similar to Scotland at 64.8%. The population growth is set to increase, however, by another 19.3% by 2035 with 10,000 additional house builds forecast focused in core development areas Whitburn, Armadale, East Calder and Winchburgh. School roll numbers are projected to rise slightly (3%) in the next five years, compared to falling at the Scotland level (-2%).

The 2014 mid-year estimate indicates the West Lothian 16-24 year old population to be 19,009, 10.7% of the total population. The Scottish figure is 11.6%. On the face of it West Lothian appears to have a smaller proportion of young people than Scotland. However, young adults tend to gravitate to cities, as either university students or for employment.

West Lothian has the highest percentage of under 15s in Scotland at 18.9% and the lowest percentage of over 65s at 13.6%. The greatest increase is those of retirement age - 53% for 75+ years compared to 28% for Scotland.

### **Patterns of participation in post-16 education across the region**

Initial School Leaver Destination Return (SLDR) 2014/15 participation in Further Education (FE) in West Lothian was 29.6%, an increase of 3.2% from 2013/14. SLDR participation in Higher Education (HE) in West Lothian in 2014/15 was 4% lower than the previous year and is now at 37.1% although still above the Scottish average, particularly from the two schools Linlithgow Academy at 57.3% and St Margaret's Academy, Livingston at 42.5%. The College's contribution to what has previously been a steady rise in participation in HE has been through a consistent increase in the range of courses offered at Scottish Credit and Qualification Framework (SCQF) level 7 and above.

In 2013/14 there were 664 graduates from HEI's in Scotland whose home region is West Lothian.

## Areas of multiple deprivation

In general, leavers who live in the more deprived areas of West Lothian are less likely to enter positive destinations on leaving school than those from the less deprived areas with a 7pp difference in the positive destinations percentages in SIMD 1 and SIMD10. The proportion of leavers entering Higher Education from SIMD 10 is 74% and in comparison the proportion of leavers entering Higher Education from SIMD 1 is 28%. In the education domain in SIMD 2012, 20 (2%) of the 976 datazones in the 15% most deprived datazones in Scotland were found in West Lothian. 20 (9.5%) of West Lothian's 211 datazones are found in the 15% most deprived datazones in Scotland. The most education deprived datazones in West Lothian in 2012 were Blackburn and parts of Linlithgow; as they are amongst the 10% most education deprived areas in Scotland.

Whilst there are many areas of affluence in West Lothian around 9,000 people, 5% of the area population, live within some of the most deprived areas in Scotland and 13% of the resident population is experiencing income deprivation. 9% of households, however, have an income under £10,000, compared to 13% in Scotland, and 32% of households have an income over £30,000, compared to Scotland at 31%. 18% of workless households in the region is an increase from 15% since 2004.

The population dependent on out of work benefits or child tax credit is 47%, which is similar to the Scottish average. In 2013/14 21% of children living in West Lothian were living in poverty, which is slightly below the Scottish average of 22%.

Table 1 below details the proportion of funding delivered over a four year period to learners in the most deprived 10% postcode areas. Although there was a decrease in 2013/14 this has been addressed for 2014/15 by delivering courses specifically for targeted areas. For example, our pilot Foundation Apprenticeship in Manufacturing Engineering was prioritised for delivery to pupils at Whitburn Academy, Armadale Academy, St Kentigern's Academy and James Young High School.

It should be noted, however, that 47% of all college activity is delivered to those within SIMD 40% most deprived postcodes and that the College recruits in excess of its SIMD 10% regional target.

2012-13	2013-14	2014-15
4.4%	3%	5.6%

Table 2 below compares outcomes for SIMD10 Student enrolments on a recognised qualification against outcomes for student enrolments not from most deprived postcodes:

	<b>Students from SIMD10</b>			
	<b>Early withdrawal</b>	<b>Further withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2012-13</b>	<b>6%</b>	<b>7%</b>	<b>24%</b>	<b>64%</b>
<b>2013-14</b>	<b>3%</b>	<b>8%</b>	<b>23%</b>	<b>66%</b>
<b>2014-15</b>	<b>2%</b>	<b>10%</b>	<b>15%</b>	<b>73%</b>
	<b>Students not from SIMD10</b>			
	<b>Early withdrawal</b>	<b>Further withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2012-13</b>	<b>5%</b>	<b>6%</b>	<b>19%</b>	<b>70%</b>
<b>2013-14</b>	<b>4%</b>	<b>9%</b>	<b>18%</b>	<b>69%</b>

<b>2014-15</b>	<b>4%</b>	<b>7%</b>	<b>18%</b>	<b>71%</b>
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73% of students from SIMD10 completed successfully in 2014/15 evidences a significant improvement and is now higher than students not from SIMD 10. Increasing the participation and success rates from those in the lowest 10% SIMD postcodes will continue to be developed in partnership with Area and Education Services teams in contributing to the Community Regeneration framework for West Lothian, aiming to reducing poverty in the most disadvantaged areas. The College is committed to work with Community Planning Partners to increase participation and ensure equality of successful outcomes for SIMD students and we are currently expanding provision within local Communities such as Boghall, West Calder and Polbeth.

Strategically, the College is represented on the Anti-Poverty Strategy Board, which presents as West Lothian Community Planning Partnership to tackling poverty in West Lothian. The continued impacts of the 2008 financial crisis, and the challenges presented by the ongoing programme of welfare reforms, are two of the factors contributing to poverty in West Lothian. The West Lothian Anti Poverty Strategy and its two aligned action plans indicate the actions and activities that we in the Community Planning Partnership are taking to alleviate poverty in West Lothian.

### **School leaver destinations**

West Lothian's Community Partnership commitment to increasing positive destinations for school leavers has seen a marked success over the past few years moving from 80.4% in 2006/07 to 93.4% in 2014/15. West Lothian Council is 14th out of 32 local authorities for the percentage of school leavers entering a positive destination.

93.5% of females enter positive destinations in comparison to 92.5% of males, a 1.1pp difference. This position mirrors that of the national picture.

SLDR return 2014/15 showed Armadale Academy had the lowest total positive destinations at 91.3%, followed by St Kentigern's Academy at 91.5% and James Young High School at 92%. St Margaret's Academy has the highest total positive destinations at 96.8% just above West Calder High School at 95.6%. Inveralmond Community High School has the lowest percentage of leavers entering Higher Education at 29.1% but the highest percentage at 43.3% of leavers entering Further Education. Linlithgow Academy has the highest percentage of leavers entering Higher Education at 57.3% but the lowest percentage of leavers entering Further Education at 19.1%.

### **Travel to study patterns**

Postcode analysis shows demand from all areas of West Lothian although applications are more concentrated from the Livingston areas and the towns closer to the main transport routes. The College has increased participation from some of the most deprived areas and we will continue to further target these through partnership working informed by the Community Regeneration framework, which seeks to reduce poverty by targeted activities in specific Council Wards including Mayfield, Boghall, Greenrigg and in small areas within Livingston. We are working with the Regeneration and Employability Team to provide learning opportunities within these communities as well as some targeted work in West Calder.

Analysis of SLDR by postcodes strongly supports the need to focus on the SIMD 30% most deprived postcodes in West Lothian and associated schools, as in percentage and numerical terms the biggest negative differentials are between the 20% and 30% most deprived and the most affluent. Numerically there are very few school leavers in the SIMD 10% and they perform

on average more favourably than the 600 + in SIMD 20% and 30%. SLDR 2013/14 progression to FE/HE combined reports an increase by 3.6% to total 67.5% compared to Scotland at 64.9%, a 0.6% drop on the previous year.

### **Articulation/progression patterns**

In 2014/15 Edinburgh Napier University allocated 30 Associate Student places to West Lothian, guaranteeing 12 Computing and 18 Engineering students direct entry with advanced standing in to 2nd or 3rd year of degree study at the University. Queen Margaret University allocated the College 20 Associate Student places for HNCs in Social Science, Events, Advertising and PR and Applied Science.

West Lothian actual number of students who accepted an advanced standing core articulation place for 2015 entry was 81 against a target of 65. Work is currently on-going to increase the number of articulation agreements with a broader range of universities, including University of the West of Scotland, Heriot Watt University, Caledonian University and Stirling University. The College also facilitates an articulation and progression agreement with the Open University, recognising the College's commitment to meeting the needs of part-time learners and learners in employment.

The College also delivered three Scottish Wider Access Programme (SWAP) courses, providing 42 adults with the necessary qualifications to progress to year 1 of a degree programme. Furthermore, with 35 articulation agreements in place, the College enabled 87 Higher National plus another 10 Higher students to enter 1st year at University.

Overall, 78% of all UCAS applications were accepted to enter university in 2015 compared to 70% in the previous year.

### **Economic needs**

West Lothian has the second highest proportion (72.6%) of full-time employees, significantly above the Scottish level of 67.7%. 81.3% of the resident population is economically active compared to 77.8% across Scotland however it remains a low waged and low skilled economy compared to the Scottish average. As a proportion of all persons aged 16+ in employment, 38.2% are employed in Standard Occupational Groups 1-3, compared to 41.7% across Scotland.

At July 2015, unemployment in West Lothian stood at 1.8% (% is a proportion of resident working age people), which is lower than 2.5% for the same month the previous year. Unemployment is higher in the southwest of West Lothian (Whitburn and Blackburn, Armadale and Blackridge, Bathgate and Fauldhouse and the Breich Valley) and lower in Linlithgow and the southeast of the area.

Skills Development Scotland (SDS) SLDR 2014/15 evidenced a 3.6pp rise to 21.4% since 2012/13 of leavers entering employment.

West Lothian also maintains a higher proportion (4.0%) than Scotland (3.3%) of youth unemployment and this, with particular focus on the Scottish Government's agenda to increase the employment rate for young disabled people to the population average by 2021, remains a key concern to West Lothian's Community Planning Partnership and Economic Forum. The College's high priority outcome to improving life chances by increasing access for young people aged 16-24 to successfully participate in vocational education opportunities within the region has been, over 2011/14, to provide a steady average commitment of 50% of its funding allocation to increasing the number of full time courses offered to 16-19 year old learners and

to maintaining our allocation of funding to 20-24 year olds.

But this commitment to working with young, often poorly engaged and disaffected learners, who can present with demanding behaviours, has not been without its challenges. This undoubtedly has had a negative impact on our annual key performance indicators. Learning and Teaching Committee papers and reports and subsequent discussions have highlighted awareness that poor learner retention adversely affects successful outcomes. The serious issues and reasons for learners leaving College, however, include homelessness, mental health issues and debt. Evidence shows that the highest number of withdrawals is within the 16 to 19 year old male grouping and we have targeted specific resources to this group, including team building events, allocating additional support for learning staff in class and guest speakers including Police Scotland on external campaigns such as Hate Crime, highlighting the challenge of sectarianism.

Due to the effect of economic recovery in providing increased opportunities for local and national employment, the College's portfolio planning moving forward will be to realign funding resources to increase part time and work-based learning. Strategic planning and assessment of need has informed a planned reduction in the number of full time courses and to increase the number and range of part time and work-based courses, with a focus on STEM.

Table 3, learners aged 16-19:

2012-13	2013-14	2014-15
49%	57%	54%

Table 4, learners aged 20-24:

2012-13	2013-14	2014-15
16%	18%	16%

## Employer profile

West Lothian's jobs-base is dominated by service sector employment, particularly the Wholesale and Retail Distribution sectors, which in total account for 20.5% of jobs. Sectors showing significant net growth since 2010 are Professional, Scientific & Technical (41.4%), Construction (26%) and, with established Enterprise Area Status for the food and drink sector, Accommodation & Food Services (21.2%). Construction in particular has shown significant growth and now accounts for 11.8% of jobs. The net increase in Construction sector jobs is not unexpected given the increase in housebuilding and other developments such as the on-going expansion of The Heartlands Business Park at Whitburn to build a new state-of-the-art facility for Oil States Industries (UK) Ltd.

Other growing businesses within West Lothian include Redeem, the Bathgate based specialist mobile phone recycling business, which has quadrupled its sales in four years from £20m to £80m and Johnson and Johnson Medical, which employs about 400 people in West Lothian and has reported a massive surge in annual profits for year-end 2014.

The number of local small business starts supported by Business Gateway in 2013/14 was 468, the highest total ever, evidencing significant growth, particularly in the manufacturing and production sectors, with encouraging inward investment in Research and Design facilities in the energy sector. Lightsource Renewable Energy, a London based solar power company, has established its Scottish head office at Alba Campus, Livingston.

The sectors showing net reduction since 2010 are Financial & Insurance (-25%) and

Manufacturing (-9.9%) despite manufacturing employment, through businesses such as Mitsubishi and Quintiles, increasing by 800 from 2013 to 2014. Manufacturing employment has, however, overall declined from 2010 with the closure of Vion/Halls contributing to that net reduction. As recently as 15 years ago, 20% of West Lothian's employment was manufacturing based.

West Lothian experienced a decrease of 15% in public sector employment 2010/14 compared with Scotland (-10%) and Great Britain (-14%).

Graduates in science, technology, engineering and mathematics (STEM) are critical to the UK economy and, as a STEM accredited College, we have increased our offerings in STEM related subjects to address employer demand. The College is committed to contribute to economic growth and success in West Lothian by meeting the needs of employers and is engaged in the West Lothian Manufacturing Initiative, a hub providing assets to support, maintain and strengthen general manufacturing in Scotland amongst private sector organisations, including Mitsubishi, Shin-Etsu, Progress Rail, Kaiam Corporation and CB Technology Ltd.

The College is a full an active member of the Energy Skills Partnership (ESP), a collaboration of colleges aiming to deliver skills and raise industry awareness to ensure Scotland has the future workforce, skills and competence required by the sector. Working with government agencies and industry partners, including Scottish Renewables, RenewableUK, NSAP, OPITO, Siemens, Scottish Power and SSE, ensures a valuable contribution to the work of the College's STEM ambassadors by providing access to the world of work, staff development and assisting with contextualisation of the curriculum, particularly in Mathematics and Communication.

Discussions and work is also on-going to continue the College's contribution to the Oracle Academy in meeting business demand for a range of IT Infrastructure professionals. The College is also actively engaged in working with Oracle to enhance and extend our staff skills base to offer Oracle training to school and full time students that will enhance their employment prospects in careers in IT hardware and software engineering. Access to the learning materials is being provided by Oracle free of charge.

Overall there is strong and robust support to the business and employment base of West Lothian through Business Gateway, Chamber of Commerce, Federation of Small Businesses and West Lothian's Economic Forum with many partnership activities focused around strengthening and developing the economy. The College is an active member of the Community Planning Partnership's Economic Forum and utilises the West Lothian Economic Update and Regional Skills Assessment to inform business and curriculum planning.

## **Skills levels**

With the majority of job openings in Edinburgh, Fife and the Lothians over the coming decade requiring individuals with higher level skills and qualifications, there will be limited opportunities available to those with low or no qualifications. West Lothian has a similar pattern to Scotland for basic and intermediate level qualifications with 74% of adults qualified to SVQ level 2 and above, compared with 74.8% for Scotland. However, West Lothian lags behind Scotland for higher level qualifications with just 34.9% qualified to SVQ level 4 and above, compared with 41% for Scotland. With non-advanced provision accounting for around 73% of all College activity and provision at SCQF level 7 and above at 27% of the portfolio, this represents a steady increase over the past three years in higher level provision to reflect the expressed skills needs of the economy and to promote positive destinations for our students into sustainable well paid employment.



The College has a particularly strong partnership with the eleven local secondary schools and in West Lothian there has been a general upward trend in school students staying-on rate. The College has furthermore played a key role to contributing to improved schools' attainment with a strong suite of vocational pathway programmes being delivered part time to S4-S6 school students to offer personalisation and choice to fully implement the entitlements of the Senior Phase of a Curriculum for Excellence. With a general upward trend in schools attainment as at 2015, 86.18% of S4 students now gain 5 or more SCQF level 3 compared with its virtual comparator of 84.60%, 78.99% now gain 5 or more SCQF Level 4 compared to virtual comparator of 79.32% and 40.00% now gain 5 or more SCQF level 5 qualifications compared with the virtual comparator of 44.08%. The West Lothian figure is deflated by approximately 4.5% due to the bypassing of National 5 examinations by 89% of S4 pupils at Linlithgow Academy and it is considered that the 'true' figure would equal or be slightly greater than the virtual comparator.

By the end of S5, 47.02% of pupils achieve 3 or more passes at SCQF Level 6 compared to 42.86% for the virtual comparator and 42.68% of pupils achieve 3 or more SQA Higher passes compared to the virtual comparator figure of 38.41%.

The Schools for Higher Education Programme (SHEP) supports school pupils who have the potential to achieve HE entry, but are at risk of not achieving this potential, or are achieving but don't recognise their potential for progression to higher education. Three West Lothian schools receive this support, Armadale Academy, Inveralmond Community High School and Whitburn Academy.

### **West Lothian Community Planning**

The overall aim of West Lothian Community Partnership's Single Outcome Agreement (SOA) 2013/23 (Updated August 2015) and Community Plan is 'Tackling Inequality' through working together to make sure that West Lothian is the best place possible to live, work and do business in.

West Lothian was one of the first Community Planning Partnerships in Scotland to carry out Community Planning Strategic Assessment and, as a key contributor to this event, it enabled the College to use evidence based prioritisation and community-wide planning to inform our Regional Outcome Agreement and curriculum planning. As a key Community Partner, West Lothian College's Regional Outcome Agreement (ROA) 2016/17 aligns with and enables shared priorities and actions to reduce the inequalities gap and tackle the causes of inequality. A recent audit carried out by the College's internal auditors to establish the extent to which the College's arrangements for partnership working are designed to achieve, and are actually delivering, Best Value was very positive. There was evidence that: Senior Management and Board members are committed to partnership working; effective governance arrangements are in place for partnership working; the College has agreed a set of measures and targets to track progress and demonstrate impact of partnership working; and there are good arrangements with partners for managing and reporting performance.

Senior College staff and personnel are represented on West Lothian Community Planning Board, Community Planning Steering Group, Developing Scotland's Young Workforce Steering Board, Health and Care Board, Anti-Poverty Board, Children and Families Steering Board, Resource Aligning Group, Community Learning and Adult Education and the Community Safety Board.

The College is also involved in and contributes to the Edinburgh and South East Scotland City Region – comprising Edinburgh, Borders, Fife, Mid, East and West Lothian councils – working together to develop a deal with the Scottish and UK Governments designed to grow the local,

national and UK economies.

The Principal of the College gives an annual presentation to the full Community Planning Partnership Board on the college's draft Regional Outcome Agreement to demonstrate the college contribution to the SOA and also to allow feedback from partners prior to the final plan being signed off.

### **West Lothian Community Planning Outcomes**

- Our children have the best start in life and are ready to succeed
- We are better educated and have access to increased and better quality learning and employment opportunities
- Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business
- We live in resilient, cohesive and safe communities
- People most at risk are protected and supported to achieve improved life chances
- Older people are able to live independently in the community with an improved quality of life
- We live longer, healthier lives and have reduced health inequalities
- We make the most efficient and effective use of resources by minimising our impact on the built and natural environment

The College contribution to these, both as a provider of skills and as a significant local business, is detailed in Appendix 1 West Lothian College Regional Outcome Agreement alignment with West Lothian Community Plan.

### **Meeting the needs of learners**

West Lothian College's mission is to be innovative in the delivery of high quality learning and skills for the workforce needs of Scotland and to support the needs of young learners who are the future of West Lothian and Scotland. As a high performing and creative college region, West Lothian is committed to contributing towards the Scottish Government's clear priorities to develop the young workforce, provide for those who are unemployed, those in the workplace who require up-skilling and to guarantee all 16-19 year olds a place in post-16 learning or training that better prepares young people for employment through informed career choice to fit regional and national employment prospects.

Demand for college based vocational provision in West Lothian has outstripped supply since the College relocated to its new facilities in Livingston in 2001. Since the onset of the recession in 2008 that demand has become more marked with an average of at least twice the number of applications for available full time places overall with some specific programmes evidencing seven or more applicants for every place.

Strategic planning and assessment of need has informed a planned reduction in the number of full time SCQF level 5 courses offered in Hairdressing, Art and Design and SCQF level 7 Beauty Therapy and Computing with re-allocation of funding to increase the number and range of part time and work-based courses, with a focus on STEM, at SCQF levels 5-7 to provide young people with meaningful work based skills training to meet the industrial challenges of the 21st century. The portfolio includes opportunities for full time, part time and to infill to HNC Construction Management, HNC Built Environment, NC Civil Engineering, NC Manufacturing Engineering, NPA Food Production and a few HNDs, including Software Development and Networking. Overall, the portfolio maintains a realistic and balanced match for the economy with qualifications available for the retail, hospitality, leisure and service sectors, business and administration functions, computing, design and creative industries, engineering, maths and science occupations, construction and craft occupations and a suite of programmes to support

supply for the health, social care and early years workforce. New courses approved for delivery from 2016, include NC Level 5 Travel and Tourism; NPA Fundamentals of Care, a collaborative agreement with NHS Lothian to support workforce development; Modern Apprenticeship Electrical Installation SVQ Level 3 for Scottish Electrical Charitable Training Trust to train electrical apprentices; and PDA Workplace Coaching.

In collaboration with Adult Basic Education the College continues to provide and increase the number of progression routes to high quality English language provision for English for Speakers of Other Languages (ESOL) learners. Our commitment to the widening access agenda ensures ESOL learners are effectively supported in their learning journeys to enable participation and integration in Scottish life.

The College's particularly strong partnership with all eleven local secondary and three special schools is reinforced by our meeting the Scottish Government target of 20% of school leavers leaving school with a vocational qualification. In West Lothian there has been a general upward trend in school students staying-on rate and in schools attainment.

## **Developing the Young Workforce**

Learning, Skills and Well-being is a key Scottish Government priority which acknowledges that a skilled, educated and creative workforce is essential to creating a more competitive and resilient economy. It is vital that the skills and employability of Scotland's workforce are developed and, significantly for West Lothian, the number of young people who are out of work or underemployed is reduced.

West Lothian's College/School partnership is strategically led by West Lothian Council, Education Services. Senior and operational College staff sit on West Lothian's Developing the Young Workforce (DYW) Steering Board, chaired by the Head of Education, whose remit is to plan, coordinate and monitor partners working together to implement Scotland's Youth Employment Strategy to ensure that West Lothian delivers a modern, responsive and valued system for vocational training with clear career pathways for all young people. The Developing the Young Workforce Steering Board reports to the Education Policy Development Scrutiny Panel and membership is drawn from a range of Community Planning partners including, the Chamber of Commerce, Colleges, Education, Social Policy, Economic Development, Area Services, Work Based Learning/Training Providers, NHS Lothian, Voluntary Sector Gateway, Skills Development Scotland, Job Centre Plus and Education Scotland.

To support this, the College is committed to increase its percentage to 4.5% of total credit allocation to college/school partnership delivery by 2016/17.

### **Appendix 2: DYW West Lothian Implementation Plan**

Within the Opportunities for All agenda, the partnership commitment is that all young people in West Lothian will have the opportunity to realise their entitlements, whatever their individual needs and wherever their learning is taking place, to progress into a guaranteed positive and sustained post-16 destination in learning, training or employment. The College commits to this agenda with a range of community based courses, such as Get Ready for College, aimed at S5 pupils and designed to prepare students for entry to West Lothian College. The course design ensures students acquire study skills and behaviours necessary to participate and succeed in their chosen programme of learning focusing on helping students improve Communication and IT Core Skills and Personal Development at SCQF Level 4. Successful completion guarantees an interview for a full time College course. Journey to Employment is a highly successful and innovative collaboration with Education Services, the College and Youth Action Project to support young people in S3 in the More Choices More Chances (MCMC)

grouping to focus on essential life and employability skills. Of the 27 enrolled on Journey to Employment throughout 2014/15 the breakdown is as follows: 16 progressed on to a College course, 3 of them have since withdrawn and 1 of the 3 has been referred back to their keyworker, 2 have returned to school, 3 withdrew from the course and returned to school last year, 1 has started an Employability Funded Hairdressing course and 5 unknown.

The College has moreover successfully targeted provision for young people aged 16-19 years with a range of courses offerings, increasing the number of full time course places by more than 400 since 2012.

For learners with additional educational needs, we offer School Link where learners attend College over two taster days early in the academic year to explore their interests, ability and to consider their future plans/ambitions. On completion of the sessions students and school staff are advised of suggested routes for consideration or offered a place on an Assisted Programmes course. Schools Transition is a half day a week course over the academic year for school leavers from the Special Education Schools. Initial contact is within schools, meeting learners in their familiar environment is part of this programme as it informs the work to be carried out in College during the transition period from around November until June. College staff attends school review meetings and will give input to what is required for students working towards attending College the following academic year. We also offer a Transition programme one morning a week for school leavers who are on the autistic spectrum and looking to apply for a full time mainstream College course the following year. Cross college collaboration between students, school staff, college teaching staff, and student support ensures transition is smooth and on-going attainment and achievement is evident.

The College is also in receipt of Employability Funding (EF) from SDS, which aims to support activity that will help people to develop the skills needed to secure a job or progress to more advanced forms of training. With a strong focus on work experience, the College exceeded its allocation of 137 places.

For 2015/16 the College has been allocated 139 EF places. A significant redesign of our EF courses Appendix 3 provides a range of appropriately structured offerings within the Skills Pipeline to enable progression to further education and training or employment. There has to date, however, been a significant decrease in referrals, in particular from Department of Work and Pensions, with advisors stating this is due to a reduction in unemployment figures particularly within the 18 - 24 age range.

In 2015/16 the College recruited additional staff to provide additional Extended Learning Support (ELS). While it is too soon to fully evaluate this model it is clear that the team has been effective in the early identification and engagement of learners with additional support needs and by December 2015 the team has engaged more learners than was the case in all of 2014/15. This work has involved the ELS team spending time in curriculum Centres and within classes getting to know groups of learners and working to de-stigmatize acceptance of support by rendering it part of the standard learning and development process.

Dyslexia and problems with literacy and numeracy remain the predominant underpinning issue experienced by learners who require ELS support. There has been an increase in the number of learners presenting with mental health issues which impact negatively on their ability to engage productively in learning processes and/or attend College.

The work of the ELS team will be evaluated towards the end of 2015/16. It is envisaged that the team will continue to operate to actively seek out learners who required additional support into 2016/17.

## Senior Phase Vocational Pathways

Operationally, West Lothian College has a named Schools and Community Planning Officer who liaises directly with the Council's Development Officer for Raising Attainment, Senior Phase Development Officer and Community Youth Services Team Leader. Most College/School courses are taught in the College as evidence confirms this enhances the learning experience and development of social and interpersonal skills. Some lower level courses, for the harder to reach pupils, are taught in the community.

West Lothian Education Services operates a common approach to timetabling, with Tuesday/Thursday travel column options for either vocational subjects at College or for subjects not available at pupils' own schools but taught at other schools in the region. Schools and Community Planning Officer from College attends all timetablers' meetings. Annual vocational offerings to Senior Phase pupils are negotiated and agreed with Community Planning partners from Education Services and Economic Planning with the Senior Phase Development Officer, Development Officer for Raising Attainment and Community Youth Services Team Leader attending the College's Skills and Progression meeting with Curriculum Heads and Deputies for college/school portfolio planning for the following academic year. We provide an annual College Information session attended by SDS, Voluntary Sector Gateway and employers in December each year, specifically aimed at Senior Phase pupils preparing for course choices and in 2015 we plan to extend this to an evening event to allow parents and carers to come to find out more about College offerings. We continue to offer an annual parents/carers evening for current school pupils attending College.

Now in its second year of joint delivery with local secondary schools, the College is a nationally recognised SFC Early Adopter and SDS Pathfinder. Two groups of S5 pupils from the most deprived 10% postcode areas are engaged in a pilot model for Foundation Apprenticeship (FA) training that delivers NC Level 5 Manufacturing Engineering, the knowledge element, and SVQ Level 2 Performing Engineering Operations, the vocational skills element, alongside work experience to support capability that will lead to leaving school to progress with advanced standing into a Modern Apprenticeship with an SME in 2016. This model includes an agreed structure of the S4 timetables to allow release from two regular timetabled sessions for those who are engaging in the FA programme. As this course is in addition to regular timetabled classes, pilot schools were instrumental in ensuring success of the pilot by offering additional support to the pupils to enable their release to attend the school-delivered component of the college course at the host school. Good practice from this model is the pupils' commitment to attend College and placement during their school holidays. Current evaluation of this programme has influenced a decision to further offer this qualification from 2016 on a full time basis to S4-6 pupils across the region.

In June 2015 we celebrated the success of 19 young S6 pupils who attended College part time over a two year period gaining an HNC in either Computing or Engineering Systems alongside SCQF National levels 5 and 6 qualifications gained from school. All nineteen have successfully progressed to years one or two of the University of their choice whilst one has secured a Modern Apprenticeship with an international engineering company.

The College has also met demand from South Lanarkshire Council in delivering Skills for Work Construction and the Foundation Apprenticeship course in Civil Engineering to pupils from Carluke Academy. Although a partnership agreement to deliver an NPA Construction to a group of disengaged young learners on-site at Wiston Lodge, near Biggar, did not recruit, we are continuing to collaborate with these partner agencies to further promote this offering from 2016.

Appendix 4 West Lothian Senior Phase College/School 3 year Portfolio Plan

## Equalities

West Lothian College is committed to the provision of equal opportunities in all aspects of college life and we have a range of policies which ensure that staff, learners and visitors are treated equally regardless of colour, race, nationality, ethnic or national origin, religion or belief, disability, gender or gender reassignment, age and sexual orientation, pregnancy and maternity, marriage or civil partnership.

We value diversity and aim to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation and harassment in all our activities.

Through our gathering and analysis of appropriate data for our Equalities Monitoring Report we established that our learner population is slightly more diverse than that of the West Lothian population overall, but slightly less diverse than the Scottish average. We have a very strong track record of positive culture amongst our learners and staff and have undertaken a range of campaigns and development activities over the past year to promote diversity and encourage health and wellbeing of our learners.

Our Equalities Monitoring Report is supported by an action plan which is published on our website and details further improvements we will take forward.

## Gender imbalances

To address gender imbalances at subject levels within the College and in meeting the Scottish Government's DYW Scotland's Youth Employment Strategy, which states that the Scottish Government will increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021, the College is represented on an Occupational Segregation Project Steering Group. Working with Skills Development Scotland, Jobcentre Plus, West Lothian Council, Mind the Gap and Engender this is a pilot to promote a West Lothian regional-wide approach to increase participation and ensure equality of successful outcomes to address gender imbalances where girls and boys face barriers to subject and career choice at school and women and men face barriers to subject choice in college.

We recently worked with James Young High School to support a Girls into Physics and Engineering event with over 100 attendees from S2-S4 West Lothian schools. A series of workshops such as rocket launching, car racing and heart monitoring were hosted by employers, universities and colleges to encourage girls to take an interest in pursuing exciting careers in Science, Technology, Engineering and Mathematics (STEM).

We are also seeking advice by working with Equate Scotland, which is supported by Scottish Government, Construction Industry Training Board (CITB), The National Lottery and Edinburgh Napier University, to make a positive difference to recruiting and retaining girls into science, engineering, technology and the built environment courses. Although we were unsuccessful in meeting our challenging target of recruiting 50% females onto the new NC Civil Engineering Foundation Apprenticeship course started in 2015, a project fully supported by CITB and Civil Engineering Contractors Association (CECA), we continue to engage in a gender action plan to market courses differently to schools, employers and the community to raise awareness of career opportunities in male/female dominated subjects.

A College team, including the Student President and a representative from Education Services, is currently being supported by the Equality Challenge Unit (ECU) on an *Attracting diversity*:

*equality in student recruitment in Scottish Colleges* project. The College is seeking support from ECU firstly to advance development of our Admissions and Enrolment Policy and Procedure with a focus on increasing participation of protected groups to meet our ROA targets. Secondly, we are seeking support to work in partnership with West Lothian Education Services to address gender imbalances where girls in particular face barriers to subject and career choice whilst still at school. We are particularly keen to address gender imbalance in STEM subject occupational groupings to increase female enrolments College-wide to at least 10% and specifically for Foundation and Advanced Apprenticeships to increase female enrolments to 50%.

Table 5 details the proportion of activity delivered to male learners:

2012-13	2013-14	2014-15
43%	44%	42%

Table 6 details the proportion of funding delivered to female learners:

2012-13	2013-14	2014-15
57%	56%	58%

Table 7 details outcomes for student enrolments on a recognised qualification by gender:

	<b>Male Students</b>			
	<b>Early withdrawal</b>	<b>Further withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2012-13</b>	<b>5%</b>	<b>8%</b>	<b>20%</b>	<b>66%</b>
<b>2013-14</b>	<b>6%</b>	<b>9%</b>	<b>18%</b>	<b>67%</b>
<b>2014-15</b>	<b>6%</b>	<b>9%</b>	<b>19%</b>	<b>66%</b>

	<b>Female Students</b>			
	<b>Early withdrawal</b>	<b>Further withdrawal</b>	<b>Partial Success</b>	<b>Completed successfully</b>
<b>2012-13</b>	<b>4%</b>	<b>5%</b>	<b>19%</b>	<b>72%</b>
<b>2013-14</b>	<b>5%</b>	<b>7%</b>	<b>18%</b>	<b>70%</b>
<b>2014-15</b>	<b>5%</b>	<b>8%</b>	<b>11%</b>	<b>76%</b>

Evidence shows that the highest number of withdrawals is within the 16 to 19 year old male grouping and, despite targeting specific resources to this group, including team building events, allocating additional support for learning staff in class and guest speakers from external organisations such as Nil by Mouth, highlighting the challenge of sectarianism, partial success has disappointingly slightly increased and completed successfully has decreased slightly in 2014/15.

Our 2015/16 target to improve successful outcomes for young male students to achieve 70% remains a priority for the college and we will work more intensively with partners to achieve this.

To address gender imbalance in occupational groupings, particularly STEM subjects, the College has committed to increase female enrolments to at least 10%. 2013/14 data highlights the key subject groups for the College are Construction 4% and Engineering 7%. The key subject group to increase male participation is Hairdressing 2%.

## Students with additional educational support needs

The College provides a wide range of support and guidance services including Extended Learning Support (ELS). In 2015/16 we will be looking to increase ELS to 10% of our student cohort, from approximately 7%, in keeping with the sector average. To date the number of learners referred for and receiving additional support has exceeded the total number of learners referred in 2014/15. We would anticipate that this improved service will impact positively on our retention and successful outcomes targets.

The vast majority of learners require ELS as a consequence of a specific learning difficulty such as dyslexia, however there has been a growth in recent years for support related to mental health issues and in 2015/16 the ELS team has been extended to be able to provide additional service to support students presenting with such complex issues.

We run a variety of full and part-time credited courses for students who need specific additional educational support, including independent living and café services. The College supports and promotes an inclusive teaching environment for all learners and we seek to impact positively on the successful outcomes for learners who declare a disability or additional educational support need. There has been a major overhaul of Assisted Programmes on offer for learners with additional needs to provide more meaningful, work-oriented experiences for progression to employment. One such programme is Project SEARCH, a unique employment partnership that brings together West Lothian Council, West Lothian College and Jabil, an electronics manufacturer, to work collaboratively full time, five days per week, with young people aged 16-24 with disabilities who want to move into employment.

Evidence shows that of 153 recorded learners who received extended learning support in 2014/15, 5 withdrew and commenced employment, 13 withdrew and destination unknown, 1 transferred to another programme, 24 completed with partial success, 110 completed successfully. Of those who completed successfully, this equates to 72% of all recorded ELS students, 82% of all ELS students who completed the academic year.

Table 8 details the proportion of funding delivered to students in dominant programme group 18:

2012-13	2013-14	2014-15
6%	7.5%	5%

Table 9 compares outcomes for student enrolments on a recognised qualification by disability against students with no known disability/information refused/information unknown:

	Students with disability			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
<b>2012-13</b>	<b>3%</b>	<b>7%</b>	<b>19%</b>	<b>71%</b>
<b>2013-14</b>	<b>5%</b>	<b>10%</b>	<b>19%</b>	<b>66%</b>
<b>2014-15</b>	<b>8%</b>	<b>9%</b>	<b>16%</b>	<b>68%</b>
	Students no known disability/info refused or unknown			
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
<b>2012-13</b>	<b>5%</b>	<b>6%</b>	<b>19%</b>	<b>70%</b>
<b>2013-14</b>	<b>5%</b>	<b>8%</b>	<b>18%</b>	<b>69%</b>
<b>2014-15</b>	<b>4%</b>	<b>7%</b>	<b>17%</b>	<b>72%</b>



Completed successfully for students with a known disability in 2014/15 has improved through team analysis and evaluation to improve recruitment processes and course design. A recent visit to Perth College to share good practice has informed further improvements to course design and from 2015/16 there will be a greater emphasis on enabling students to select subjects of interest to them with a realistic match to employment skills. Currently all four full time Assisted Programmes have options including, joinery, photography and hospitality. In partnership with West Lothian Council and other external agencies it is also planned for progression routes to be made clearer and to increase part time courses with additional delivery in the community.

### Black minority ethnic groups

Table 10 details the proportion of funding delivered to black minority ethnic (BME) learners:

2012-13	2013-14	2014-15
2.4%	1%	2.7%

Table 11 compares outcomes for student enrolments on a recognised qualification by BME against students not BME/information refused/information unknown:

Students by BME				
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
<b>2012-13</b>	<b>2%</b>	<b>9%</b>	<b>20%</b>	<b>69%</b>
<b>2013-14</b>	<b>2%</b>	<b>4%</b>	<b>22%</b>	<b>72%</b>
<b>2014-15</b>	<b>3%</b>	<b>9%</b>	<b>11%</b>	<b>78%</b>
Students not BME/information refused or unknown				
	Early withdrawal	Further withdrawal	Partial Success	Completed successfully
<b>2012-13</b>	<b>5%</b>	<b>6%</b>	<b>19%</b>	<b>70%</b>
<b>2013-14</b>	<b>5%</b>	<b>8%</b>	<b>18%</b>	<b>69%</b>
<b>2014-15</b>	<b>4%</b>	<b>7%</b>	<b>17%</b>	<b>72%</b>

The 78% BME completed successfully at West Lothian College is a significant increase from the previous year and we will continue to monitor this progress through our Equalities Committee.

### Care leavers

The College is cognisant of its duties under The Children and Young People's (Scotland) Act 2014 in relation to young people in care and care leavers and our duty as Corporate Parents to understand the lives of Scotland's looked after young people and care leavers and respond to their needs as any parent should. In collaboration with our CPP colleagues, we are working on producing a Corporate Parent Plan for the College that will outline our responsibilities and actions.

The College nurtures a positive partnership and close working relationship with West Lothian Children & Families Steering Board in our commitment to further develop and improve the level and quality of the support offered for this cohort and to raise the number of care-experienced students enrolling and successfully attaining at West Lothian College. We were awarded the Buttle UK Quality Mark, which endorsed our commitment to young people in and leaving care,

and are committed to increase our targets and activity with this vulnerable group of learners. We work closely with West Lothian Council External Hub members, including West Lothian Young Carers and Youth Inclusion Project, to remove barriers to participation and successful outcomes among young people in care and care leavers whilst supporting the CPP commitment to GIRFFEC to reduce the actual number of young people in and leaving care. We are also an active member of the Care Experienced and Carers East Forum (CECEF) led by Heriot Watt University.

Recent innovative practice has seen the appointment of a Positive Participation Officer, an employee of West Lothian Council, joining our Support for Learning Team. Based at the College, the Officer is working collaboratively with College and SDS staff to identify vulnerable learners, particularly care experienced individuals, who are at risk of negative destinations to offer support into sustained employment, education or training.

Positive action to identify and further support our care experienced and young carer learners will see the application form revised to include a field to guarantee those declared learners with interview for their first course of choice.

Furthermore, the College's Workforce Development Team is supporting three new recruits with an SVQ in Business Administration level 3, appointed by Scottish Children's Reporter Administration (SCRA), all of whom have experience of the Children's Hearings System and/or being in care.

### **Employer engagement**

The College's commitment to enhancing employer engagement has seen the appointment at the start of academic year 2014/15 of two Employer Engagement Officers. Their targeted approach to working cross College with individual Centres has resulted in appropriately targeted exposure for learners to work experiences and employment opportunities. Employers are involved in the life and work of the College by attending career fairs, interviewing students, influencing course designs, providing work experiences, giving industrial talks and facilitating site visits. Employers are also increasingly working collaboratively with College staff to recruit Modern Apprentices to their businesses.

The growth of the College's reputation as a centre of excellence for delivery of health and social care and early years work-based qualifications was one of the factors which contributed to the achievement of the on-going very prestigious national contract for delivery of all training for the Children's Hearing Panel members in Scotland.

The College is working collaboratively with West Lothian Chamber of Commerce, the Department for Work and Pensions and JobCentre Plus to support a joint initiative to provide 18-24 year olds with opportunities to develop the skills necessary to succeed in interviews and secure employment. Called #getajob, the two-week programme provides a series of workshops followed by an interview with a West Lothian employer to finally undertake work experience on site with the business. The programme is run by a team of College tutors and employers from West Lothian Chamber of Commerce, including ClickNetherfield, Macdonald Houston House Hotel, event catering company Food Creations, security solutions company Servoca and Mitsubishi Electric plus many more throughout the scheme.

Early discussions are underway to provide training for NHS staff and initial contact is being explored with a large food retailer.

The College has a very positive relationship with West Lothian Chamber of Commerce, West Lothian Business Gateway, Federation of Small Businesses and with local employers who

contribute to curriculum planning and design. Very positive initial meetings have already taken place with West Lothian Chamber of Commerce to establish an inaugural West Lothian Developing the Young Workforce Group.

The College views employer engagement as critical in terms of: enhanced learner experience through work experience and industry visits; taking College learning and training into workplaces to up-skill the working population; ensuring academic staff have current vocational skills sets; involving employers in course planning and self-evaluations; and realising contracts to provide learning and training and generate a level of reinvested income.

### **Work experience**

The College has an active employer network of work experience providers for many of our full time students and especially for those programmes where placement experience is a mandatory part of the course framework. A College key target from 2015 is that all full time courses will include a substantial work experience element and we are currently collaborating with our partners to produce a work experience standards framework.

A new, flexible version of the traditional Work Experience Programme is being piloted by West Lothian Council, which aims to better meet the career intentions of young people by placing them into a work experience programme which is tailored to their skills and career aspirations and to meet the requirements of the business community. The pilot focuses on pupils in their Senior Phase and the College Employer Engagement Officers are working in partnership and coordinating with the Council's Education for Work Officer to place the Foundation Apprenticeship pupils with an appropriate engineering company for their bespoke work experience. The focus of this unique model is that employers are more likely to support meaningful work experiences for young people when they have evidenced a desire to pursue a career in that area.

Work experience placements that have been secured for Creative and Business students, include: Affinity TV, The Gathering and Scottish Council for Voluntary Organisations and engagement with Sky, Scotia Wealth Management, River Kids, Scottish Power, Bank of Scotland, Royal Navy, Stone Hardy and Standard Life. Most of these employer engagement openings have aligned with on-going course assessments and many have resulted in learners gaining employment.

Beauty Therapy and Hairdressing students have been successfully recruited to Pure Spa and on-going engagement with Toni and Guy, Harvey Nichols, Wonderland Hairdressers, Charlie Miller and Houston House Hotel has secured partnership agreements for work experience opportunities and guest speakers.

Computing and Engineering students have secured work placements with Affinity TV and First Bus. Meetings with Scottish Power, Scottish Hydro, Morrison Construction, Caledonian Produce, ABO Windfarm, Oracle and Ineos have positively influenced employer commitment to partnership arrangements that support work experience opportunities and enhanced student engagement.

Commercial and Enterprise Centre has worked to secure international placement opportunities in France, Sweden and Norway for Motor Vehicle, Hospitality and Business areas.

The College encourages a global outlook to support broadening of our learners' perspectives and to offer exciting opportunities to experience new cultures. Over the 2014/15 AY year we supported learner visits and work placements to Cran-Gevrier in France, Amsterdam, Lanzarote, Switzerland and Texas. The College continues to be effective in securing European

Social Funding to support future overseas visits for both further and higher level students to work and study and experience curriculum developments across Europe. This funding will be deployed to generate opportunities for learners with a focus on young people from the more deprived areas of West Lothian who are least likely to have experience of international travel. This work will both address issues of poverty of aspiration and promote wider cultural awareness of issues of diversity.

Childhood Practice and Sport and Fitness Centre positively progressed the relationship with Xcite West Lothian Leisure to formalise work experience framework arrangements and employment opportunities that will be flexible to offer the student the best possible experience. In collaboration with their Training Manager, Xcite Duty Managers are undertaking a pilot project to access our Moodle and Click View resources to support their on-going professional development. In return, the College will have the opportunity to secure training places for students to secure industry standard qualifications in Swimming Teaching (ASA Level 1) and National Pool Lifeguard Qualifications (NPLQ). The demand for qualified staff in this area is high therefore enabling students to gain valuable part time employment.

We are furthermore working towards Register of Exercise Professionals (REPS) accreditation during this academic year and the employment opportunities for students to work for Xcite (at Levels 2 and 3) will be enhanced with this award. Work is on-going with JD Health and Fitness, Marriott Dalmahoy Hotel and Deer Park Golf and Country Club for student work experience.

The completion in 2015 of a two storey 300 m<sup>2</sup> capital build extension to the Street Building to provide a new Fitness Suite and additional classroom and storage space for student use supports our broadening engagement with SkillsActive sector and Scottish Student Sport.

Well established partnership working with West Lothian Council and private nurseries enables continuing work experiences for all Early Years students.

Hospitality staff maintains established international working partnerships with Cran Gevrier, France and Grape Vine, Texas for work experience opportunities and internships for students. Recent work in partnership with Bathgate Academy and Young's Seafood has resulted in a partnership approach to offer progression to school pupils onto College and then into employment underpinned by the newly established SQA Health and Food Technology qualifications jointly delivered by the School and the College.

### **Modern Apprenticeships**

We support Modern Apprenticeship (MA) delivery in occupational groupings Sport, Health and Social Care, Retail and Customer Service, Administration, Automotive, Engineering and Energy, Hospitality and Tourism and Management.

We have in 2014/15 exceeded our MA target from SDS from our allocated 59 places by twenty-two places. Our current SDS MA performance, as at September 2015, is 90.5% significantly higher than the National average of 76.3%. A key activity to ascertain employer needs as soon as possible to ensure that SDS tender meets employer demand is to issue short questionnaires to all employers at all College events.

We actively seek additional indirect MA places through close partnership working with local authorities and private businesses, particularly in the sectoral areas of Engineering, Motor Vehicle, Health and Social Care and Early Education. We currently are supporting 66 indirect MA places from SECTT, CITB, West Lothian Council, Remit and Mettech. The College recently hosted an Employer Information evening in collaboration with JobCentre Plus, Skills Development Scotland and StepsN2Work inviting over 200 local employers to come and

discuss practical and financial packages on offer to support local business growth, including tips and tools for managing the process of recruiting an MA. We also work closely with employers in providing World Host qualifications that deliver excellence in customer service training.

## **Continuing staff development**

In order to ensure lecturing staff skills' base maintains currency, we are planning for a continuing professional development industrial update day during academic year 2015/16 as a part of the College's learning and development plan. A management development plan is in place to support college managers to lead and manage the College towards attainment of the ROA targets. In addition, a full programme of learning and development activities and a separate IT training plan is being put in place for all college staff.

Following the 2013/14 changes to Scottish Qualification Authority (SQA) Continuing Professional Development requirements for all work based assessors, all External Verification compliance visits 2014/15 gave green compliance levels and all stated "Significant strengths" for each sector. All Workforce Development staff professional learning plans demonstrate that CPD activity for 2015/16 has been planned in line with SQA requirements.

The College is engaging with the General Teaching Council for Scotland (GTCS) Professional Update pilot and is encouraging lecturers to engage with GTCS membership, supporting GTCS membership through the learning and development budget. GTCS membership and professional update informs the College strategy to develop effective working with Senior Phase pupils. In addition, lecturing staff will participate in College Development Network training throughout the year which will focus on work with younger and school learners.

As a full and active member of the Energy Skills Partnership (ESP), led by Dundee and Angus College, the College has benefitted from funding of £47,000 to support staff and learner development. Projects that have been funded include PEO2 bolt-on to HNC Engineering courses, development of materials for HND Electrical Engineering Open Learning, development of an information Toolkit for Engineering Foundation Apprenticeships and Hybrid Vehicle Training for staff.

It is through local partnerships that the College has researched the demand for Gaelic language provision as part of the commitment to the National Gaelic Language Plan. 2011 Census data indicates that within the population of West Lothian there are 1,179 people with Gaelic skills of whom 662 are speakers. That is 1.4% and 1.2% of national figures respectively. Demand for Gaelic language provision has not been realised with only two applicants for an advertised course in Gaelic.

In AY 2015/16 the College will undertake a survey of staff to determine a baseline of Gaelic speakers. The College will also promote local Gaelic activities to staff and students to contribute to the aims of the National Gaelic Language Plan.

## **Stakeholder and Learner Engagement**

The College is committed to supporting the development of the Student Association and to taking our learner engagement to a new level over the next 3 years. We have introduced a new staff role of Student Association Development Officer and have appointed a full time sabbatical Student Association President, part time Vice President and Student Association

Officers. The Student Association is represented on the College Board and key College committees and has its own brand image. We will continue to support the development of a sustainable and autonomous Student Association through the Learner Engagement Strategy and the Student Association Constitution.

This draft ROA has been presented to the Learning & Teaching Committee to note the five stated priority outcomes within the College's Regional Outcome Agreement 2016/17 and to approve the priority outputs for delivery in 2016/17 and targets within the Outcome Progress Table AY 2016-17 Appendix 5. The recommendations will thereafter be presented to the Board of Governors at their December 2015 meeting for approval. The draft ROA with approved outputs will be presented to the Student Association and West Lothian's Economic Forum and Community Planning Steering Group for feedback and comment with a presentation of the final document to West Lothian Community Planning Board in May 2016.

## **Monitoring**

To ensure that we continue to evidence our priorities, responsiveness to key national policy drivers and, more broadly, our contribution to communities and economies we will regularly monitor progress towards the delivery of the outcomes set out in this agreement and produce a self-assessment report in October each year which takes account of the progress being made.

In addition to this we will contribute our progress as a Regional College to the appropriate performance indicators in West Lothian Community Planning Partnership's Single Outcome Agreement.

## APPENDIX 1

### West Lothian College Regional Outcome Agreement Alignment to West Lothian Community Plan

West Lothian Community Planning Partnership Outcomes	West Lothian College Contribution
<p>Our children have the best start in life and are ready to succeed</p>	<ul style="list-style-type: none"> <li>• College contribution to the Early Years workforce by delivering training in college and in the workplace to meet National Standards for approx. 400 early years workers each year</li> <li>• We deliver to community groups supporting young mothers, positive mental health and child safety</li> <li>• We teach and provide learning to develop sound life skills in our learners</li> <li>• We have strong links with local schools to promote personal and mental health</li> <li>• Our learners volunteer and participate in work placements, involving working with children</li> <li>• Our staff and learners work with community groups and schools to promote healthy living/eating/learning opportunities</li> <li>• Young people feel valued when they come to college whether this is for formal study or leisure activities</li> <li>• We work in partnership with Family and Community Development West Lothian to promote active learning through outdoor play</li> <li>• We work in partnership with the Council Sure Start service</li> <li>• We lead a partnership between ourselves, West Lothian Council and the Moira Anderson Foundation focussed on the prevention of Child Abuse.</li> <li>• The College is implementing a Corporate Parenting plan in partnership with West Lothian Council</li> </ul>
<p>We are better educated and have access to increased and better quality learning and employment opportunities</p>	<ul style="list-style-type: none"> <li>• Sustain and develop positive school leaver destinations to College through partnership work with the West Lothian Developing the Young Workforce group</li> <li>• In 2016/2017 provide circa 2000 full time vocational places and 4,000 part time and work based learning opportunities</li> <li>• Targets identified in the ROA to widen access for learners from disadvantaged backgrounds including deprived postcodes, individuals with additional support needs, learners from diverse</li> </ul>

	<p>backgrounds and communities</p> <ul style="list-style-type: none"> <li>• Excellent collaboration with Universities ensures coherence for college learners in the transitions and articulation from school, to college, to university and employment</li> <li>• The college has a vibrant Employer Engagement support service to ensure learners have maximum opportunities to improve their employability skills</li> <li>• The College works closely with the Economic Forum and Chamber of Commerce and local employers to understand what local employers need and to inform course planning</li> <li>• International, European and other educational trips for learners broaden global horizons and develop skills and links for employment</li> <li>• Events on the College campus (eg: Opito Challenge, CABEC Construction Challenge, Employer events and Volunteering Fair) bring employers and third sector organisations to our learners</li> <li>• College resources are excellent and kept up to date, giving learners access to new technology and modern methods of working</li> <li>• Our KPI results and learner destination information is fed in to the CPP High Level Indicator dashboard to evidence the contribution to the Single Outcome Agreement</li> <li>• SDS work readiness courses support young people into direct employment</li> <li>• ESOL courses delivered in partnership with West Lothian Council's ABE provision supports progression to college and employment for individuals in the community</li> <li>• College portfolio planning is robust and designed to meet the needs of employers</li> </ul>
<p>Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business</p>	<ul style="list-style-type: none"> <li>• Annual portfolio review with input from employer representatives e.g. Federation of Small Businesses to deliver Qualifications that meet employer needs and provide additional places in targeted skills areas to meet employer growth demand.</li> <li>• Over 900 Work based learning or work placement opportunities for FE, HE and VQ learners.</li> <li>• Successful delivery of new employability college learning</li> </ul>



	<p>programme for 150 learners</p> <ul style="list-style-type: none"> <li>• Sustained engagement with over 800 businesses</li> <li>• Drive up skills at SCQF level 7 to 30% of college portfolio.</li> <li>• As a local business, plans for financial sustainability and modest growth with over 300 employees in 2015/2016</li> <li>• We make a significant contribution to the economy by turning out learners with the right skills for the right jobs.</li> <li>• We deliver enterprise and business units to encourage young learners to be self-motivated and entrepreneurial</li> <li>• Business and management courses teach learners about local, national and international economics</li> <li>• Staff keep industry knowledge and understanding current and have good links with local employers and business groups</li> <li>• The College is a business in the community in its own right and one of the larger employers in the area.</li> <li>• Our staff contribute to local businesses</li> <li>• We develop modern apprentices for local businesses</li> <li>• We share services with the Council and other partner organisations</li> <li>• We provide high quality and value for money training and development for local and national businesses.</li> </ul>
<p>We live in resilient, cohesive and safe communities</p>	<ul style="list-style-type: none"> <li>• Student Campaigns with appropriate Community Planning partners on : <ul style="list-style-type: none"> <li>• “Safe Young Drivers” to reduce road accidents</li> <li>• “Social Norms” to reduce smoking</li> <li>• “Nil by Mouth” to reduce sectarianism at football</li> <li>• “Anti- Bullying” to reduce isolation of young people</li> <li>• “See Me Pledge” to raise awareness of mental health issues</li> <li>• “Safe Sex” to reduce unplanned teenage pregnancies</li> <li>• New for 2016/2017 “Alcohol and Drug Abuse Social Norms” campaign with West Lothian Drug and Alcohol Service</li> <li>• Volunteering and citizenship opportunities and extensive student fundraising for community and charitable causes.</li> <li>• We have excellent links with the community police and raise learner awareness of personal and internet safety</li> <li>• Twinning and other educational trips and exchanges promote acceptance of different cultures for positive community benefit</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• College Child Protection Team promotes safe behaviours and supports learners with personal needs</li> <li>• Awareness raising for all staff and learners on Anti -Terrorism safety</li> <li>• We teach our learners how to cope and be resilient in life</li> <li>• Health and safety features in many units on many courses</li> <li>• We engage with organisations such as the Suzy Lamplugh Trust and Moira Anderson Foundation to promote personal safety</li> <li>• We engage with projects that raise awareness about the needs of others such as River Kids Charity, Barnardo's Christmas box campaign</li> </ul>
<p>People most at risk are protected and supported to achieve improved life chances</p>	<ul style="list-style-type: none"> <li>• Implementation of Corporate Parenting plan in partnership with West Lothian Council</li> <li>• Targets identified in the 2016/2017 ROA to widen access for disadvantaged learners including those from deprived post codes, diverse backgrounds or who have additional support needs</li> <li>• College recognised through Buttle Trust UK Award</li> <li>• Learners from the 20% SIMD postcodes attainment was above average for FE /FT</li> <li>• Partnership Strategies for ESOL and Community provision are agreed annually</li> <li>• The College works in partnership with West Lothian Leisure to promote fitter, smarter Scotland</li> <li>• We engage with local community groups and the NHS to support and provide health activities for individuals. This includes sports staff working with the Chest, Heart and Stroke group and promoting healthy activity to young people through schools</li> <li>• We provide community learning for young, disaffected schools pupils</li> <li>• We provide access to learning from home environments</li> <li>• Assisted programmes offer individuals with particular needs access to improved life chance</li> <li>• Our curriculum includes courses in caring for the young and elderly</li> </ul>

	<ul style="list-style-type: none"> <li>• Our Estates Team have a key role in supporting vulnerable learners</li> <li>• The Support for Learning Team is trained to support learners with identified needs</li> <li>• Learner engagement activities include activities and events that support vulnerable people and promote equality of opportunity. This has included the Mental Health Fayre; Breathing Space; and Safe Talk courses</li> <li>• The Equalities Committee works to analyse, evaluate and ensure equality of opportunity across the college through an annual Equalities Plan</li> </ul>
<p>Older people are able to live independently in the community with an improved quality of life</p>	<ul style="list-style-type: none"> <li>• College contribution to workforce development for Health and Social Care through provision of approx. 200 learners prepared for employment in this sector each year.</li> <li>• Our curriculum includes courses in caring for the elderly</li> <li>• We partner West Lothian Council to deliver training in assistive technologies; SVQs for homecare staff</li> <li>• We have links with all the Care Homes in West Lothian and provide training for their staff</li> <li>• College courses have no age limit</li> <li>• Older people are encouraged to participate in college life through the restaurant, sports hall, hair and beauty events</li> <li>• The College has delivered successful projects in specific aspects of Care of the Elderly through European Partnership Projects e.g. Food In Later Life (FILL)</li> </ul>
<p>We live longer, healthier lives and have reduced health inequalities.</p>	<ul style="list-style-type: none"> <li>• The college has extended all fitness and sports facilities to engage a greater number of learners in fitness activities</li> <li>• The college has joined Student Sports Scotland to promote team sports and engage learners in competitive activities</li> <li>• Annual Membership of the Fitness Suite – “Endurance” is priced at only £10 to provide the widest possible access to facilities</li> <li>• College and learner contribution to various wellbeing initiatives within the community e.g. 50+ group, Chest Heart and Stroke Club, Charitable organisations and voluntary sector initiatives.</li> <li>• We support and contribute to West Lothian Foodbank initiatives</li> </ul>

	<ul style="list-style-type: none"> <li>• We work with, and support, a variety of health organisations such as the British Heart Foundation; Chest, Heart and Stroke NHS Group;</li> <li>• Learners engage in many events to raise funds for health related charities such as Breast Cancer, British Heart Foundation and Prostrate Cancer</li> <li>• We promote healthy eating through our e-meal café and hospitality courses and achieved the Healthy Eating Award</li> <li>• We promote healthy living initiatives for staff throughout the year</li> <li>• We have bicycle lockers and have launched a Cycle to Work scheme supporting employees who wish to buy a bike</li> <li>• Learners engaged in the NHS Social Norms campaign promoting “no smoking” for health</li> <li>• The College campus is a no smoking campus</li> <li>• The College has a spiritual care service</li> <li>• The College supports learners who have learning needs such as dyslexia and autism to succeed</li> <li>• Eye tests and flu jabs for staff are promoted by the College</li> <li>• The College engages with the blood transfusion service annually</li> <li>• DSE health and safety test is mandatory on line for staff to assess and reduce potential postural health problems</li> </ul>
<p>We make the most efficient and effective use of resources by minimising our impact on the built and natural environment.</p>	<ul style="list-style-type: none"> <li>• The college has embarked on a project to establish our carbon footprint as a new baseline in 2015/2016 from which to set meaningful reduction targets for future years. The project is being supported with specialist input and we have been assisted and advised by Zero Waste Scotland</li> <li>• Energy saving light sensors and low energy bulbs were installed in all rooms and led panels have been fitted in a number of areas</li> <li>• Heating is monitored regularly to reduce energy consumption</li> <li>• Photocopying waste is reduced by using double sided copies, reducing the need for copies and black and white printing only</li> <li>• Recycling bins are available all around the college</li> <li>• The College promotes car sharing and has launched a cycle to work scheme</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>• We receive West Lothian Council's Carbon Management Plans for comment and benchmarking and have high level information on Community recycling which we contribute to</li></ul> |
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# Developing West Lothian's Young Workforce

## Action Plan 2015-2018



Part of the Department  
for Work and Pensions



**EUROPE & SCOTLAND**  
European Social Fund  
Investing in a Smart, Sustainable and Inclusive Future



**Overarching National Target: To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021.**

West Lothian Figures	Baseline (2014)	Target (2020)
18-24 Claiming JSA	820	410
16-24 Claiming Key Benefits	1930	1200
Negative SLDR	7%	4%

**National KPI:**

1. Be one of the top 5 performing countries in the EU for youth unemployment by reducing the relative ratio of youth unemployment to 25-64 unemployment to the level of the fifth best country in the EU by 2021.
2. Be one of the top 5 performing countries in the EU for youth unemployment by reducing the youth unemployment rate to match the fifth best country in the EU by 2021

Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Review the secondary CIAG service for secondary school students.	Stuart McKay, Donald Lumsden & Claire Stobie	Annual (March)	Year on year improvement to CIAG Service and increased awareness of career pathways amongst young people.	DYW Steering Board to review process annually.
Increase the percentage of those progressing into positive destinations form an Activity Agreement in line with National Average of 70%	Dawn	March 2017	Contribute to the overall rate of youth employment.	Quantitative and qualitative monthly evaluations

Deliver the Skills Training Programme opportunities for up to 50 young people	Dawn Roden and Miriam Georgeson	March 2017	Contribute to the overall rate of youth employment.	Quantitative and qualitative monthly evaluations
Provide intensive 1:1 support, through school keyworkers, of up to 250 young people in schools per year who are identified as being at risk of not progressing into a positive destination.	Dawn Roden	August 2017	Contribute to the overall rate of youth employment.	Quantitative and qualitative monthly evaluations
Implement West Lothian Employability Pipeline ESF package 2015-2018	David Greaves/Cara Gill	April 2015-Dec 2018	Support young people with multiple barriers into sustained employment (630) or mainstream training (455)	Quarterly activity and outcome reports
Support business and employment growth amongst small and medium size businesses and businesses investing in West Lothian	Jim Henderson, WL Business Gateway	Ongoing	Identify recruitment opportunities with growing businesses Ensure businesses with recruitment opportunities are supported	Annual monitoring of Business Gateway and partner interventions
Provide relevant and accessible information on labour market opportunities	David Greaves/Kenny Wheeler	Ongoing Two information newsletters aimed at senior phase students, parents and teachers	Inform and improve decision making	Qualitative feedback
Implement Youth Enterprise Programme in Schools	Kate Ashcroft	2015-2018	Increase the number of start-ups by young people (from 40 to 80)	starts by age



## National KPI:

## 3. Increase the number of school leavers attaining vocational qualifications at SCQF level 5 and above by 2021

Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Enhance the efficiency of the West Lothian Campus to provide a relevant and accessible curriculum for all Senior Phase pupils	TASAR Group.	Annually	More work ready young people leaving school.	Increased numbers of young people achieving Industry Recognised Qualifications at point of exit
Increase the numbers of SQA Wider Achievement/ SFW/ NPA's on offer and the numbers of young people studying these options.	Stuart McKay		An increased number of work ready young people leaving school with Industry Recognised Qualifications from the present cohort (2014/15) of 1223 senior phase students.	
Enhance the quality of industry accredited vocational learning experiences available to young people by expanding the range of opportunities offered within the Campus and across schools.	Lindsay Seywright Ken Boal		Improve young people's transition into employment and to reinforce the Scottish Government's commitment to supporting all young people to participate in post-16 learning, training or work to mitigate the risk and harm of youth unemployment.	Year on year increase in the number of young people leaving school with industry recognised qualifications.

National KPI:				
4. Increase the percentage of young college students moving into employment or higher level study by 2021				
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
To embed high-impact employability focused experiences within college courses to develop the learners' employability skills	Lindsay Seywright	2017	Increased work readiness and career management awareness increasing positive destinations into MAs and sustained employment opportunities	
National KPI:				
5. The number of MA's at level 3 and above to be increased. The target is for 20,000 out of a total of 30,000 MA starts to be at this level, i.e. two-thirds.				
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Provide CPD for teachers on MA opportunities for young people and use Learning Through Work Week to promote the MA's as a post school option	Stuart McKay, Claire Stobie, SDS Employer Engagement Team, Donald Lumsden	Ongoing	Raise awareness of MA opportunities	Quantitative quarterly evaluation from 1 <sup>st</sup> April 2015
Promote uptake of apprenticeship amongst growing businesses	Jim Henderson, WL Business Gateway	Ongoing	Raise awareness of MA opportunities with micro firms and medium size businesses	Annual monitoring on uptake of MAs by businesses supported through Business Gateway

National KPI:

6. Increase the number of employers recruiting young people directly from education to 35 percent by 2018

Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Increased awareness of StepsN2Work amongst young people, staff, parents and employers	Clare Summers	Ongoing	More young people moving directly into employment.	Has there been an increase from the present level?
Review and increase the numbers of schools delivering the new Work Experience model.	Michelle Robertson	Full roll out by 2017/18	More relevant and timely work placement to consolidate and support career aspirations for young people and employers	Student, parent, school and employer evaluation after each placement.  National Work Experience standard.
To embed high-impact employability focused experiences within school options to develop the learners' employability skills	Stuart McKay HT Representative Donal Lumsden Claire Stobie	June 2017	Increased work readiness and career management awareness increasing positive destinations into MAs and sustained employment opportunities	

Develop long term and sustainable partnership work with the business community led by Business Links Post Holders and Business Gateway.	Paul Durkin	Yearly increase in partnerships over next 3 years.	Young people able to make links with day to day learning and the world of work, developing skills for learning, life and work.	Annual reports from all schools on their links with business community and the impact it's having on pupils' learning.
To raise awareness of the new curriculum within the local business community	Stuart McKay and Michelle Robertson	September 2016	Businesses to have a clear understanding of the new NQ's and more willing to employ young people direct from school. (MR - Invest in Youth Group?)	Increased numbers of young people moving directly into employment from 2014 baseline of 19.4% (386)
Promote STEM related careers and pathways to students, teachers and parents.	Stuart McKay/ Michelle Robertson	June 2017	Increased awareness of STEM carers and pathways	Survey of a sample group
Introduce a SQA Customised Employability Award for West Lothian from SCQF 2-6	Stuart McKay	August 2015	Young people get credit for work they have completed which links to employability skills and are more aware of the skills they need for the world of work.	Increased numbers of young people moving directly into employment from 2014 baseline of 19.4% (386)
Strengthen links to employers in engineering and manufacturing sectors and other businesses with high STEM content	WL Business Gateway	2015-2018	Increased work readiness increasing positive destinations into MAs and sustained employment opportunities in target businesses	Increased numbers of young people moving directly into employment from 2014 baseline of 19.4% (386)

National KPI:

7. To reduce to 60% the percentage of MA Frameworks where the gender balance is 75:25 or worse by 2021.

Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Provide CPD for teachers on MA opportunities for young people and use Learning Through Work Week to promote the MA's as a post school option	Stuart McKay, Claire Stobie, SDS Employer Engagement Team, Donald Lumsden	Ongoing	Raise awareness of MA opportunities and begin to redress the gender imbalance.	Quantitative annual evaluation

National KPI:

8. Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced super classes by 2021.

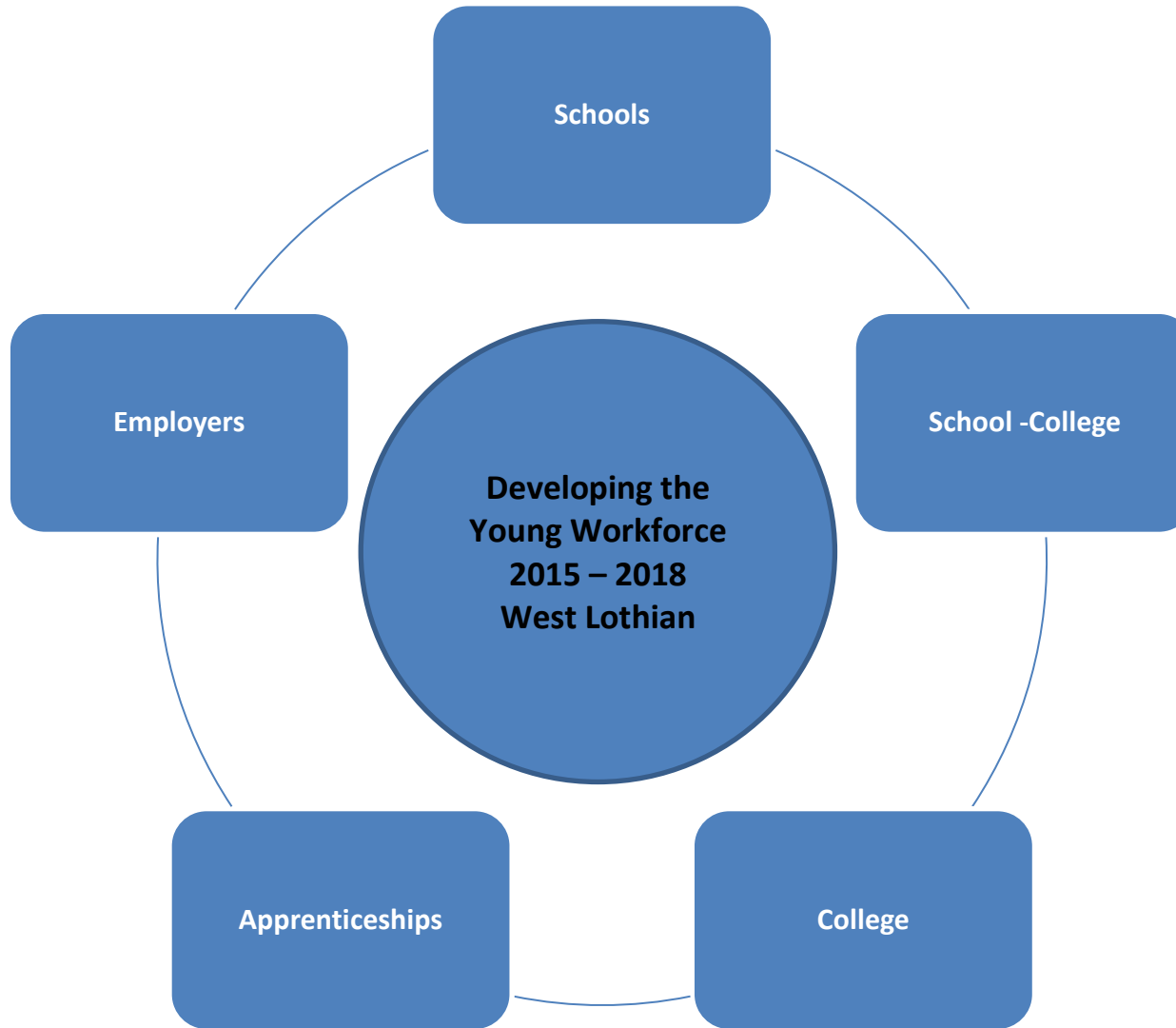
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Increased range of School Vocational Programmes challenging gender stereotypes.	Stuart McKay	Increase of 1 careers areas per year over until 2017/18.	A more gender balanced workforce in traditionally single gender dominated sectors.	Twice yearly review of gender balance and follow up on post school destinations.
Promote gender equality across vocational provision	Dawn Roden / Stuart McKay / Michelle Robertson/Lindsay Seywright College, Council, SDS, Close the Gap and Engender (Segregation Project Steering Group)		A young gender balanced workforce in traditionally single gender sectors.	An increase from 5 females on the foundation MA courses starting in session 2015/16. A year on year increase thereafter.

National KPI:				
9. Increase the number of MA starts from minority ethnic communities to equal the population share by 2021.				
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Provide CPD for teachers on MA opportunities for young people and use Learning Through Work Week to promote the MA's as a post school option	Stuart McKay, Claire Stobie, SDS Employer Engagement Team, Donald Lumsden	Ongoing	Raise awareness of MA opportunities and increase the number of MA starts from the ethnic community	Quantitative annual evaluation.
National KPI:				
10. Increase the employment rate for young disabled people to the population average by 2021				
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
All secondary school using SEEMiS Risk Matrix effectively to identify pupils at risk of negative destinations.	Stuart McKay	June 2016	Pupils at risk are identified early and supported into positive destinations.	Risk Matrix working group twice yearly review.
To continue to provide support to young people with additional support needs to improve their confidence, wellbeing, social skills and employability skills. This will be achieved by developing tailor	B4 + On2 Work - Angela Knox, Lorna Hutson, Jordan Smith	Ongoing	Young people with increased confidence and skill base will be more work ready and able to move into employment.	Annual Evaluation

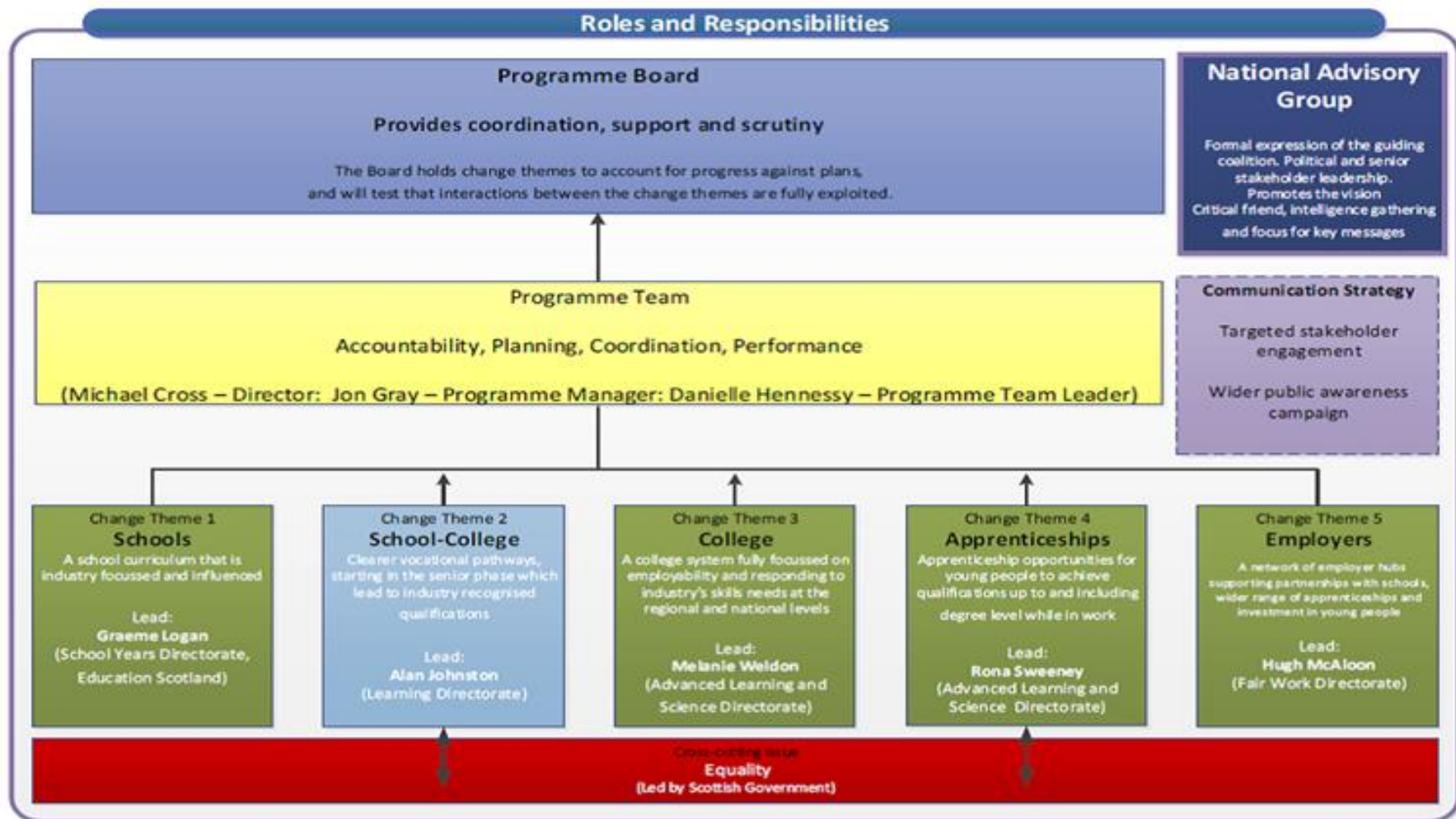
made in-house courses, linking to other training providers and linking to volunteer/work experience opportunities				
National KPI:				
11. Increase positive destinations for looked after children by 4 percent per annum resulting in parity by 2021.				
Implementation Process (Action)	By whom	Time Scale	Impact	Evaluation
Effective use of SEEMiS Risk Matrix to identify pupils at risk of negative destinations.	Stuart McKay	June 2016	Pupils at risk are identified early and supported into positive destinations	Risk Matrix working group twice yearly review.
Introduce a SQA Customised Employability Award for West Lothian from SCQF 2-6	Stuart McKay	August 2015	Young people get credit for work they have completed which links to employability skills and are more aware of the skills they need for the world of work.	Increased numbers of young people moving directly into employment from 2014 baseline of 19.4% (386)
Raise awareness of Youth Inclusion Project amongst Social Workers, young people, carers, staff, parents and employers	Elaine Hardie-Cameron Social Policy Youth Inclusion Project	Ongoing	Young people are referred and engaged earlier and supported into positive destinations	Stakeholders, social workers and young people evaluation, twice per year. Contribution analysis.

<p>All secondary schools to be offered YIP's What's Next Programme having identified young people at risk of a negative destination.</p>	<p>Elaine Hardie-Cameron Social Policy Youth inclusion Project</p>	<p>Ongoing</p>	<p>Young people are engaged early and supported into positive destinations.</p>	<p>Evaluated twice per year.</p>
<p>Increase the attainment levels of young people who are/ have been looked after.</p>	<p>Elaine Hardie-Cameron Social Policy Youth inclusion Project</p>	<p>Ongoing</p>	<p>Increases employment opportunities.</p>	<p>Increased in levels of attainment for pupils who are LAC from present baseline of 157 average tariff points. Increased positive destinations for LAC's from present baseline of 72%</p>





# Roles and Responsibilities



## **APPENDIX 3**

### **Skills Pipeline Employability Programme**

#### **Stage 2 – Next Steps to employment**

- 15 hours over 3 days attendance per week/ 8 week course
- 6 weeks College
- 2 Weeks Placement
- 40 Learners in 4 cohorts of 10
- Personal Development Access 3 (4.5 SCQF Credits)
- Employability Access 3 (18 SCQF Credits)
- Guaranteed progression to College or Stage 3

#### **Stage 3 – Bridging the Gap**

- 40 hours per week/5 days attendance per week
- Total time on programme 8 weeks
- Roll-on – Roll off
- 80 learners over 32 weeks
- Mondays and Fridays in College/Tuesdays to Thursday on Job trial
- 4 college days in college training environment/12 college days in classroom
- Certificate of Work Readiness
- 3 strands for Motor Vehicle, Hospitality and Retail
- For those who pass and attend guaranteed interview for employment
- Possibility of College or Stage 4 for others

#### **Stage 4 – Skills for Work**

- 40 hours per week/8 week course
- Sector Based Work Academy
- 40 learners in 2 cohorts of 20
- Guaranteed interview for those attending and successfully passing
- Progression to employment possible
- Possible progression to college

#### **Course 1 – Skills for Retail – Big 20**

- 1 day per week College/4 days per week placement (2 days College in week 1)
- National Skills Academy Retail Works Certificate @ SCQF Level 4

#### **Course 2 – Skills for Food and Drink**

- 2 days per week college/3 days per week work trial
- NPA Food Manufacture

**For all Stages – Continued contact and learner/employer support for minimum 13 weeks after course ends.**

## APPENDIX 4 Senior Phase 3 year Portfolio Plan

	Courses	Provision 2015/16	Proposed Delivery 16/17	Proposed Delivery 17/18
<b>SCQF Level 2</b>	ESOL Access 2	Friday	Friday	Friday
<b>SCQF Level 3</b>	ESOL National 3	Friday	Tuesday	Tuesday
<b>City &amp; Guilds (Entry Level 3)</b>	Motor Vehicle	Friday Tuesday /Thursday	Friday Tuesday /Thursday	Friday Tuesday /Thursday
<b>SCQF Level 4</b>	Get Ready for College	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Journey to Employment	Wednesday / Thursday	Wednesday / Thursday	Wednesday / Thursday
	MCMC Motor Vehicle	Friday	Friday	Friday
	MCMC Hospitality	Monday	Monday	Monday
	ESOL National 4	Tuesday	Tuesday	Tuesday
	Falkirk Bronze Award & City & Guilds	- (Every 2 <sup>nd</sup> year)	Monday, Tuesday, Thursday	- (Every 2 <sup>nd</sup> year)
	Introduction to Carpentry and Joinery	Friday	Friday	Friday
<b>SCQF Level 5</b>	Photography	Friday	Friday	Friday
	Fashion Retail	Friday	Friday	Friday
	Skills for Work Hairdressing	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Beauty Therapy Introduction to Make-up	-	Friday	Friday
	NPA Manicure	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Health Sector	Friday	Friday	Friday
	Skills for Work Early Education & Childcare	Friday	Friday	Friday
	Hospitality	Friday	Friday	Friday
	Portfolio Building	Tuesday	Tuesday	Tuesday
	Life Drawing	Thursday	Thursday	Thursday
	ESOL National 5	Thursday	Friday	Friday
	Construction Crafts	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Health & Social Care QMU Academy Yr. 1	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday

	<b>Foundation Apprenticeship</b> Manufacturing Engineering Yr. 1	Tuesday / Friday	Tuesday / Thursday	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> Manufacturing Engineering Yr. 2	Tuesday / Thursday	Tuesday / Friday	Tuesday / Friday
	<b>Foundation Apprenticeship</b> Manufacturing Engineering FT	-	Delivery over two long days (pilot)	Delivery over two long days
<b>SCQF Level 6</b>	Higher Photography	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Higher Childcare & Development	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	Higher Psychology	Tuesday / Thursday	-	-
	<b>Foundation Apprenticeship</b> Civil Engineering Yr. 1	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> Civil Engineering Yr. 2	-	Tuesday / Thursday	Tuesday / Thursday
	Health & Social Care QMU Academy Yr. 2	-	Tuesday / Thursday	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> ICT Digital Technology: Software Development Yr. 1	-	Tuesday / Thursday	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> ICT Digital Technology: Software Development Yr. 2	-	-	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> Business Services Yr. 1	-	-	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> Social Services & Healthcare Care Yr. 1	-	-	Tuesday / Thursday
	<b>Foundation Apprenticeship</b> Social Services (Children and Young People) Yr. 1	-	-	Tuesday / Thursday
<b>SCQF Level 7</b>	HNC Computing Yr. 1	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Computing Yr. 2	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Engineering Systems Yr. 1	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Engineering Systems Yr. 2	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Hospitality and Tourism QMU Academy	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Creative Industries: Media & Communications QMU Academy	Tuesday / Thursday	Tuesday / Thursday	Tuesday / Thursday
	HNC Childhood Practice	-	Delivery over two long days	Delivery over two long days
	HNC Accounting	-	Delivery over two long days	Delivery over two long days
	HNC Contemporary Art Practice	-	Delivery to be confirmed	Delivery to be confirmed

**APPENDIX 5 Outcome Progress Table AY 2016-17**

Measure	Baseline 2011-12	Target 2014-15	Target 2015-16	Target 2016-17	Note
<b>SFC Priority – Efficient &amp; Sustainability</b>					
1. Gross carbon footprint (three-year period)	55	49	28	29	Revised as per latest Carbon Management
<b>SFC Priority – Right learning in the right place</b>					
<b>Outcome – To...</b>					
2. * Volume of Credits delivered	41,511 SUMs	48,400 SUMs	43,088 credits	43,499 credits	
3. Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	21,336 SUMs 51.4% 6,204 SUMs 14.9%	24,200 SUMs 50% 7,502 SUMs 15.5%	21,544 credits 50% 6,894 credits 16%	21,750 credits 50% 7,177 credits 16.5%	
4. Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24	22,873 SUMs 78.9%	38,720 SUMs 80%	34,470 credits 80%	34,799 credits 80%	
5. * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	1,642 SUMs 4%	1,694 SUMs 3.5%	1,594 credits 3.7%	2,175 credits 5%	

6. Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)	White 40,446 SUMs 97.4% Any mixed background 173 SUMs 0.4% Asian 451 SUMs 1.1% Black 293 SUMs 0.7 % Other 148 SUMs 0.3% -	White 46,706 SUMs 96.5% Any mixed backgroun d 290 SUMs 0.6% Asian 678 SUMs 1.4% Black 484 SUMs 1% % Other 242 SUMs 0.5% LAC 60	White 41,364 credits 96% Any mixed background 302 credits 0.7 % Asian 689 credits 1.6% Black 474 credits 1.1 % Other 258 credits 0.6% LAC 62	White 41,542 credits 95.5 % Any mixed background 348 credits 0.8 % Asian 783 credits 1.8% Black 522 credits 1.2% Other 304 credits 0.7 % LAC 64	
7. Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement	0	0	0	0	Edinburgh College, Sighthill campus Regional Centre of Excellence
8. Volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	982 SUMs	1,305 SUMs actual	1,700 credits	1,957 credits	*16/17 4.5% proportion target
9. Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)				65 0.15%	*New target for 16/17 For 2015-16 Whitburn, Armadale and Inveralmond
10. Volume and proportion of Credits delivered to learners enrolled on STEM courses		10,587 SUMs actual	8873 credits 20.5%	9135 credits 21%	*New target for 16/17 STEM definition is based on the FES1 superclass code.

Other Region Specific Measures					
<b>SFC Priority – High quality learning</b>					
Outcome – To...					
11. * Proportion of enrolled students successfully achieving a recognized qualification	FT FE 62% PT FE 77% FT HE 74% PT HE 70%	FT FE 64% PT FE 76% FT HE 71% PT HE 74%	FT FE 66% PT FE 77% FT HE 73% PT HE 76%	FT FE 68% PT FE 78% FT HE 75% PT HE 78%	
12. * Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	57 14.8%	65 15%	70 15.5%	75 16%	
13. * Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	-	FE 83% response rate: 74% in further study 23% employed.  HE 87% response rate: 65% in further study 33% employed.	FE 84% response rate: 75% in further study 24% employed.  HE 88% response rate: 66% in further study 34% employed.	FE 85% response rate: 76% in further study 25% employed.  HE 89% response rate: 67% in further study 35% employed.	



Other Region Specific Measures					
<b>SFC Priority – A developed workforce</b>					
Outcome – To...					
14.The number of starts for direct contracted apprenticeships (e.g. in construction)		49	55	55	2014/15 SDS actual 81 from allocated 59 2015/16 SDS allocation is 55
15. Number of full-time learners with substantial 'work experience' as part of their programme of study		500	600	800	*Developing College Workplace Experience Standards to use for better measure
16. Number of senior phase age pupils studying vocational programmes		335 actual		400	*New target 16/17. S4-S6 programmes
17. Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges		1119 2.17% actual		1087 2.5%	*New target 16/17 S4-S6 qualification codes other than PB
Other Region Specific Measures					

Measures shaded above and marked with \* are key national priorities