



# Regional Outcome Agreement

2023 - 2024

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## INTRODUCTION

Edinburgh College looks forward to 2023/24 with a view to continued recovery from the cost of living crisis, enhancing the culture and capacity of our workforce, growing the success of our students, broadening opportunities for employers in our region and adapting our curriculum to accommodate the demand for shorter work-focused courses. At the same time, the College is committed to improving professional services with a customer-focused approach and increasing digital capacity and capability for operations and skills alike.

The annual year 2022/23 continued to bring success to our students and meet our core purpose, despite challenges that were prevalent throughout. Across 2022/23 and 2023/24 the effects of industrial action have presented uncertainty for some students. The cost of living crisis and other consequences of the pandemic, including health and wellbeing, had a significant impact on activity in reaching numbers of students enrolling in full-time programmes particularly at Higher Education (HE) level, with commercial activity also only slowly beginning to return to pre-2020 levels. Our Credits activity target met the 98% agreed threshold at 179,697 (target 183,174).

The new Edinburgh College 2023 Strategic Plan, '[Our Strategy Our Future](#)' therefore continues to build on the core purpose of the College and centres around three key themes: People, Place and Performance. This new strategy has been launched to all staff in 2023. The College's five strategic priorities (Commercial, Curriculum, Digital, Finance and People) supports Scottish Government Priorities in the following ways:

### ■ **Achieving Net Zero**

We actively embed green ambitions into our learning, teaching, partnerships, and core operations. Our Renewables and Energy Efficiency Training Centre in Granton supports the development of key skills used to build low-energy homes. These skills modify existing homes to become energy efficient.

### ■ **Enabling Improved Health**

Our Digital Care Hubs at Sighthill and Milton Road campuses collaborate closely with health and care providers. We are providing greater opportunities to health and social care students in the Lothians. The hubs equip students with the transferrable skills required to work in Health and Social Care, Dental, and Pharmacy, with a particular emphasis on technology-enabled care.

### ■ **Relieving Social Poverty**

Our enrolment of students from deprived backgrounds exceeds Edinburgh's relative population statistics. In Edinburgh, 23% of households are socially deprived, which constitutes about 40% of Scotland's most deprived areas in total. At Edinburgh College, around 40% of our students are from SIMD20 areas. Our commitment to retaining a higher-than-average ratio of underprivileged students works positively to change socio-economic trends across Scotland.

### ■ **Innovating Digital Technologies**

Edinburgh College strives to improve business performance in an increasingly technology-driven environment. We are a key partner in the Edinburgh and South-East Scotland City Region Deal's Data-Driven Innovation initiative. We continuously provide data and digital skills training, which opens quality job opportunities to our students.

### ■ **Empowering Our Economy**

We support businesses to upskill, reskill and train staff through the Flexible Workforce Development Fund (FWDF) and Standard Innovation Vouchers. Our training and development portfolio is expanding. We're increasing our collaboration with key industry partners, which is helping to address important skills gaps across the region.

### ■ **Leading STEM Capabilities**

As a STEM Assured organisation, we are committed to a leading role in supporting the development of strong Science, Technology, Engineering, and Maths capabilities for the Edinburgh region. We deliver cross-curricular programmes to drive innovation, enterprise, and employability. Midlothian's Automation Lab houses sophisticated robotics equipment used to train the engineers of tomorrow.

Edinburgh College will continue to support economic and social recovery, by upskilling and reskilling adults, and by encouraging more young people to engage in college education and by supporting our graduates to move into employment or onto university.

Successful engagement with Education Scotland (Progress Visit and thematic review "Transitions") took place in June 2023. Verbal feedback and the subsequent written report highlighted very strong practice across the College, and very positive feedback from our students. It was noted overall that the College has made satisfactory progress, however further progress is required in a

number of areas, with two overall themes of consistency and collaboration. The main points for action and identified areas for development provide a strong basis for a College-wide action plan to be formulated and delivered over the coming year.

The College is targeting a break-even AOP over the next three years which will require efficiency savings of £4.3m, having already identified £2.2m recurring savings in 2022/23 (for 2023/24 onwards) mainly through voluntary severance (VS). This level of savings assumes that the Scottish Funding Council (SFC) and Scottish Government (SG) grant funding will continue on a basis of 'flat-cash' over the period. This means the gap between income and expenditure will widen due to national pay and inflation, and therefore the College will require additional non-SFC income growth or further cost reductions on a recurring basis to achieve the break-even position.

The College, as in previous years, faces difficult choices on spending including the future affordability of its current operating model. This is in the context of not

simply maintaining financial sustainability, but also managing to transform itself to be financially 'future-proofed' for the medium-term (3-4 years) to longer-term (5-10 years). This requires a strong alignment between the level of affordability and the curriculum offer, including, how learning is delivered in the future; qualifications and skills training demand; supporting businesses in the region; upskilling/reskilling of people in employment; the scale of support services and the operational model; and the workforce planning strategy.

There is similar pressure on capital funding as the SG's funding falls short of the estimated costs of maintaining the College estate. The combined capital and maintenance funding of £3.7m is less than in 2016, despite increased maintenance requirements and rising costs.

The College will continue to develop and inspire people across the region during these challenging times and plans to further improve its Key Performance Indicators (KPIs), aiming to be in the upper quartile of Scotland's Colleges in all student success measures.

## FAIR ACCESS AND TRANSITIONS

### School College Partnerships (SCP)

SCP numbers relating to Developing the Young Workforce (DYW) pupils were not achieved in 2022/23 but numbers are expected to grow back in to 450 in 2023/24. The 2022/23 target for DYW courses, where school pupils in senior phase attended vocational courses with recognised qualifications at Level 5+ was 500 students. The College enrolled 351 students, 149 students short of target. This was due to recruitment which was adversely affected by Covid-19, in particular foundation apprentices (FAs) where work placements were still not available. Schools have reprioritised on 'lost learning' within their institutions and as a result in 2023/24 we expect a return to the higher original delivery levels and targets. However, the College did expand its SCQF Level 6 qualification in Creative Thinking, which provides UCAS and Insights Tariff points for schools, this was delivered to 454 additional pupils, with 4,116 school pupils participating in all SCP activity (includes non-senior phase pupils).

The East Lothian Education Service Aspire Programme is a school-led, integrated intervention programme that aims to support vulnerable young people and families in East Lothian, to improve educational engagement,

attainment, attendance and positive destinations. The programme was approved by Education Scotland as a test of change. 24 pupils (12 from Ross High School and 12 from Preston Lodge High School) attended Edinburgh College for one full day a week (Monday), for the academic session; to engage with a programme of interdisciplinary, project-based learning, across all College campuses. Learning experiences were aligned to regional labour market intelligence (LMI), highlighting where the jobs and opportunities will be for these young people, in the future. All pupils engaged in this programme experienced their full curriculum entitlements, across a broad general education (BGE), through a strength-based approach, which brings further education, schools and communities together in partnership. There is an intense focus on developing skills for learning, life and work. Plans to progress this cohort to a successful tertiary transition, in partnership with the College and schools, have been agreed for 2023/24. This programme was shortlisted as a finalist for a Herald Higher Education Award 2023, having received additional support through the Young Person's Guarantee funding.

## Progression and Destinations into University

### University access; Delivery of the Commission on Widening Access (CoWA) 2026 and sector target

One major strength of Edinburgh College is its university partnerships.

The College will continue regular meetings in 2023/24 with regional universities and local colleges as part of the [Scottish Widening Access Programme \(SWAP\)](#) and the Regional Learner Passport Partnership (RLPP) admissions and working groups.

Our work on Associate Degree provision, strategic skills planning within the city region deal and with wider higher education partners ensures that progression continues to grow, especially for students from the most deprived data zones. Progression from Higher National (HN) level to university with advanced standing is a priority, and the College continues to lead with two key regional partners on the [Pathways](#) app which was launched in July 2020 to facilitate the learner journey.

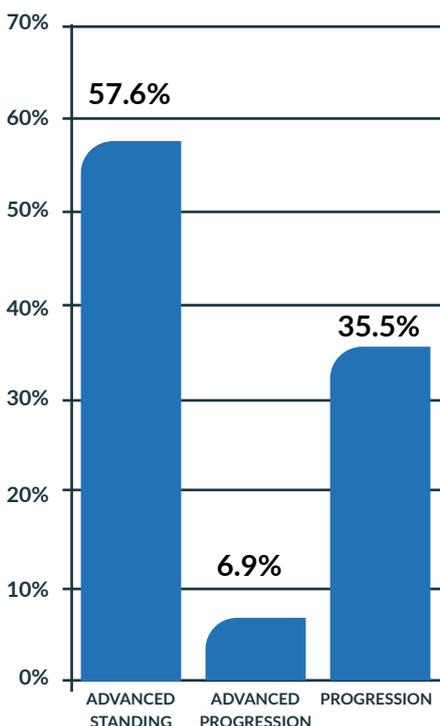
All Edinburgh College courses have a dedicated pathway mapping the learner journey from Schools College Partnership provision to articulating university courses. The [Pathways](#) app and progression charts are used regularly as the basis of discussion with community

planning partners, for recruitment and communication with wider stakeholders such as parents and SCP engagement events. The College is fully committed to the plans to intensify engagement activity with all universities.

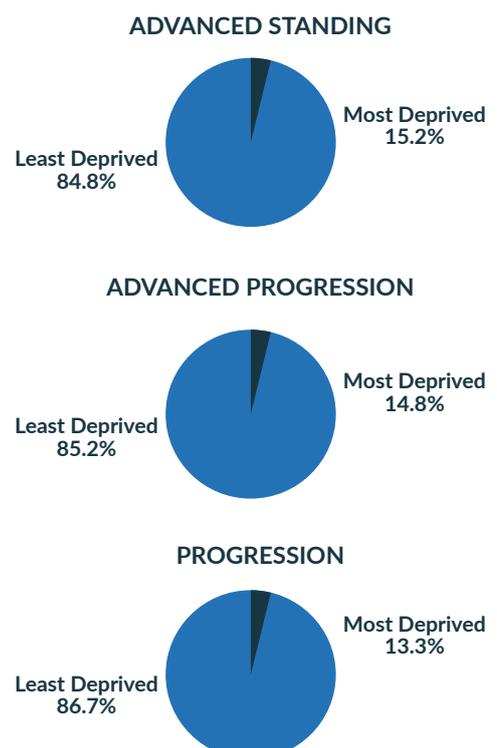
Edinburgh College has one of the highest proportions of articulating students in Scotland. In 2021/22 (latest data), 57.6% of students articulating to university did so with advanced standing, with no significant change in the number of students than in the previous year, and an increase in articulating students of 4.6%. The target for advanced standing in that year was 60.2%. The College aims to maintain the numbers of students progressing to university but factors such as Covid-19 'lost learning' may have affected previous figures for advanced standing, with more HND1 students choosing to move to first year degree level. The College's commitment to articulation continues - especially for learners from the most deprived data zones and associated degree routes. This is reflected in the mapping of the learner journey from SCP provision to articulating university courses.

## Main Articulation Measure (MAM)

### Articulation



### MD20 SIMD Proportions (slice = MD20)



(taken from SFC National Articulation database 2021/22)

## Scottish Index for Multiple Deprivation (SIMD10)

For students from Scottish Index of Multiple Deprivation (SIMD) 10, our target is 7.5% of credits to be delivered to students from this demography in 2023/24, compared with 6.8% delivered in 2022/23. This has been stable over the past two years.

However, a small increase is now expected by the ability to prioritise SCP in 2023/24, working within schools such as Castlebrae, Wester Hailes Education Centre, Newbattle High School and Ross High School in SIMD10 data zones.

<b>Measure C: The volume and proportion of credits relating to SIMD10 postcodes and care-experienced learners.</b>	<b>SIMD10</b>	<b>12,239</b>	<b>6.8% (-0.3%)</b>
	<b>Care Experienced</b>	<b>11,742</b>	<b>6.5% (-0.4%)</b>

### Care Experienced Students

The College has a very close working relationship with the 'Hub for Success', connecting with the Local Authorities Children's Partnerships, ensuring the best transition support is possible. As shown in the table above, there has been a consistent proportion of credits for care experienced students from 2021/22 to 2022/23 due to numbers attending more part-time courses rather than full-time courses. Other partnerships, such as Action for Children's 'STAY' project, provide the best transition support possible.

A Student Experience manager is focussed on supporting care experienced students and building cross-college approaches to enable success.

The College delivered courses to 706 care experienced students in 2022/23 and we expect this activity level to continue into 2023/24 with similar amounts of credit activity, with our focus being improved outcomes. To support students from challenging backgrounds, the College will continue to develop and deliver the EC Cares mental health and wellbeing campaign, including mental health support via Silvercloud with online and telephone support for vulnerable students and those students with caring responsibilities and referral to local third sector providers for further support.

## QUALITY LEARNING AND TEACHING

### Education Scotland Progress Visit

The Education Scotland Progress Visit (PV) in May 2023 reported that good progress was being made, with a focus on improvements in particular areas of attainment, whilst recognising strengths in others. Services to support learning were rated as good.

### Evaluation to facilitate improvement

Following the PV, the College has developed a specific action plan for further improvement in 2024 and beyond. There are two key themes emerging; collaboration and consistency. The College will therefore further revise self-evaluation activity and reporting, recognising that the previous model has had less consistency. Course teams will be engaging with 'How Good is our Learning and Teaching' activity over the academic session, building on individual reflective practice and reflecting as teams on areas of strength and challenge around: recruitment, retention, attainment, post course destinations, student

engagement and the learning experience. Relevant data and templates will be provided to support self-evaluation. This includes three year performance trend data, survey outcomes and destinations. A new calendar has been produced, supported by a detailed business cycle to ensure clarity around quality and operational timescales and deadlines.

In order to share best practice across the College, the Research and Innovation Forum has been re-launched. Led by the Director of Policy, Research and Communications, this is an important forum to engage staff in research activity and sharing of innovative learning and teaching practice. Other opportunities to collaborate and ensure consistency of high standards will be established during 2023/24, across both curriculum and support areas.

## Learner progress and outcomes

- Attainment rates for learners on full-time FE programmes have improved to 65.8%, an increase of 5.7% on 2021/22, and 6.8% above the sector average of 59%. The target for 2023/24 is 67.7%.
- Attainment rates for learners on part-time FE programmes have improved to 76.8%, an increase of 5.2% on 2021/22, now 0.5% above the sector average of 76.3%. The minimum target for 2023/24 is 75%.
- Attainment rates for learners on full-time HE programmes have improved to 70.3% with a 5.5% increase on 2021/22. This is 7.8% above the sector average attainment of 62.5%. The minimum target for 2023/24 is 75.1%.
- Attainment rates for learners on part-time HE programmes have improved to 87.8%, with a 6.2% increase on 2021/22. This is 9.1% above the sector average attainment of 78.7%. The minimum target for 2023/24 is 83%.

Improvements to induction processes have been implemented and will be further enhanced. An induction checklist for staff was created to ensure consistent and comprehensive information was passed on. A College Ready Student Checklist was created and emailed to students as well as promoted around campus through the use of a QR Code; advising students on the services and support they could access to ensure a smooth transition into college.

Education Scotland reported good progress on services to support learning. The College has now produced an in-house designed student '[MyEC](#)' app which contains information on accessing all aspects of student support, including health and wellbeing, learning support, staying safe, and funding and finance.

The Student Satisfaction and Engagement Survey data for session 2022/23 showed increased participation: 47.2% of full-time FE learners and 34.57% of full-time HE learners. Overall satisfaction is recorded as: 96.3% for FE learners and 92.7% for HE learners. For the first time, we built on a more in-depth learning and teaching survey with ratings of 1-5 stars across the following themes:

- Feeling welcome and valued
- My learning experience so far
- Spaces and places for learning
- All things digital

The average score across all questions was 4.23 stars (Welcome and Valued 4.37, Learning Experience 4.22, Spaces and Places 4.22, All Things Digital 4.1). The many comments and constructive suggestions for improvement are being fully reviewed, along with responses to two further questions (What is the best thing about your course, and what is the one thing we could do to improve your college experience?). The Edinburgh College Students' Association also provide considerable feedback through the Learning, Teaching and Student Experience committee on services to support learning which provides the basis for actions for enhancement.

A cross-college team has been established to consider the full findings and, based on these, roll out improvement and enhancement priorities for next session. Detailed feedback has been provided to course teams, to feed into planning for course delivery and learning and teaching approaches. In 2023/24, we will build on these outcomes and our target for overall satisfaction is 96%.

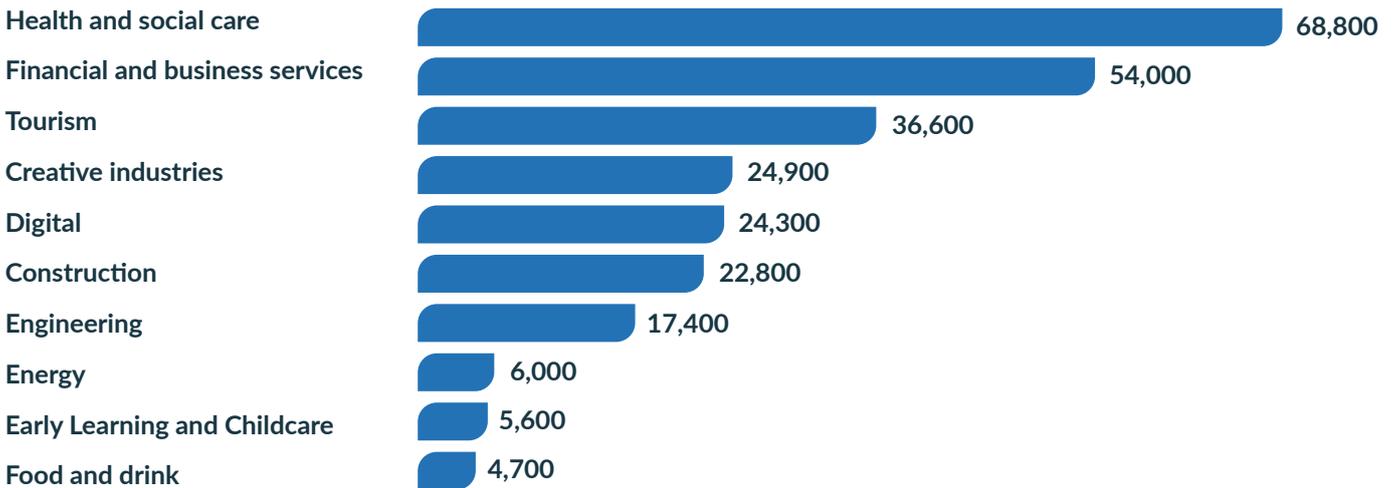
## COHERENT LEARNING PROVISION

The College will make use of labour market intelligence and employer/industry engagement to adapt and align provision. The operational planning process records plans for new course provision and the rationale for the changes based on labour market intelligence or local planned partnerships. The College builds skills groupings identified into all full-time and short full-time courses and this has been identified by the 2023-26 Curriculum Strategy.

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>

### Employment Forecast by Industry in Edinburgh, East and Midlothian in 2022

#### Employment Forecast by Industry (people)



Our focus on developing the workforce of the future is reinforced as we enhance our partnerships with industry and build on the introduction of new facilities across campuses to provide the training and skills required within the region, now and in the future.

The Digital Care Hub at Sighthill Campus, aimed at giving students an enhanced learning experience while developing transferrable skills for careers in health and social care will be enhanced during 2023/24 with pharmacy and dental health now forming part of a new health centre training concept. Discussions on new partnerships with professional registration bodies will yield new opportunities and investment for students and stakeholders. We expect to enrol 10,000 students currently in employment during session 2023/24 with a growing number offered qualifications in Health and Safety, Leadership and Management (CMI), Sales and Marketing (CIM) and IT related courses.

The College is developing new part-time courses in Computing, which are successfully meeting the large demand from employers to fill skills gaps and for students to learn flexibly. One example of this is the College's partnership with 2iTesting which provides a direct employment route for graduates. In 2023/24, the College will provide further preparation for this course to improve skills in data science, programming and testing.

The College's self-evaluation model has been embedded into the planning process and incorporates stakeholder engagement (from industry) within the evaluation and planning of course provision. New employer engagement has been key to growth in programmes associated with FWDF and in key skills areas identified by SDS. The College works with over 2,000 employers and representative stakeholders in the region. The majority of planned new courses are in key sector areas such as Construction, Computing, Engineering, Health and Care.

The College has been extensively involved with its three local employability planning partnerships to ensure the coordination of support to businesses, and support to those requiring employability interventions, to assist with economic recovery. In 2023/24, support to businesses will focus on a mixture of on site and online delivery of scheduled and bespoke training through the College's Business Development team.

This team is also working closely with local Chambers of Commerce to provide training and development support to local businesses, with a focus on utilising the continued Flexible Workforce Development Fund.

## Transitions into positive destinations

Course leaver destination data collected in March 2023 in respect of 2021/22 College leavers was reported to the Board's Learning, Teaching and Student Experience Committee. A total of 4,518 Edinburgh College course leavers were targeted and 84% known destinations achieved (3,811 leavers). Of these 84% are recorded as known destinations (83% in 2020/21) with 97% (3,679 leavers) in positive known destinations (96% in 2020/21 and 94% in 2019/20).

Comparison with previous survey results	2019-20	2020-21	2021-22
Positive known destinations	4096 (94%)	3878 (96%)	3679 (97%)

A breakdown of the data at College, department and course level has been shared with course teams to inform self-evaluation and feed into the curriculum review process. The target for 2023/24 is to maintain this 2021/22 KPI in the 2024 survey for 2022/23 graduates.

## Transitions into Work

The College has an established Career Information and Guidance service supported by SDS. This complements the support that is provided by Student Services staff. Faculty areas plan to bring employers in at various stages of the year to engage with students to support their ambitions. An example of this is our [Creative and Tech Futures Day](#) which sees students hearing from a range

of industry experts. Plans are underway to continue to develop and expand the model in 2024. A new student-led sustainability café was launched in October 2022 which has entrepreneurship at its core and this model will be expanded to Granton Campus in 2023/24.

A refreshed Career Coach area also assists with career focussed opportunities.

## WORK-BASED LEARNING AND SKILLS

### Edinburgh College produces confident and highly capable work-ready graduates

#### Apprenticeships

As of August 2023, Edinburgh College has 347 direct, and approximately 1,400 indirect, Modern Apprentices (MAs). Skills Development Scotland has indicated that later this year providers will be offered an opportunity to tender for a new MA contract which will reflect evidence of demand based on current occupational areas of delivery. This will be the first opportunity in three years to tender and the Edinburgh College proposal will consider areas of expected regional growth aligned to our curriculum plan. Additional places will be requested as most identified growth areas have demand from employers that exceeds the current supply of places, and the opportunity to tender will facilitate a phased transition of some indirect MAs to our own direct MA contract.

The College currently delivers Foundation Apprenticeship (FA) programmes to 70 senior phase pupils. The College has approval to deliver 13 out of the 14 FA frameworks, but at this time only 9 are offered on a regular basis, with some frameworks struggling to get a viable class size and others that are over-subscribed. Demand for specific frameworks varies from year to year. Covid-19 had a significant impact on levels of participation, however

numbers are slowly recovering. To support future growth, plans are in place for enhanced attendance at course choice evenings, parent evenings and school assemblies together with closer collaborative working with the three local authority areas.

#### SVQ delivery

SVQ delivery continues to grow annually, particularly in the area of Healthcare and Social Services. Key SVQ Social Services and Healthcare clients include: Blackwood Homes and Care, Capability Scotland, Carr Gomm, Community Integrated Care (CIC), Cramond Residence, L'Arche, Leuchie House, St Columba's Hospice, 1st Focus Care and others. In 2022/23, 81 employees participated in SVQ programmes from level 2 to 4.

SVQ activities are forecast to grow in coming years due to high level of demand from industry. A particular focus for 2023/24 will be the development of Children and Young People SVQs, with demand driven by local authority partners.

## Future demand and skills

### Student demand for 2022/23 and a responsive curriculum

Gross Year Weekly Comparison (Sep 2023)	
Year	Equivalent Previous Week Total to Date - all applications
2019	22804
2020	20978
2021	23058
2022	22589
2023	23242

Actual demand evidenced through applications has continued to increase for places at Edinburgh College in 2023/24, with more emphasis and expectation on PT FE growth, and this is reflective of current demographic growth and future predictions aligned to the city region deal programme in the South-East Scotland region. Enrolments continued to grow to 28,496 in 2022/23 for unique student enrolments, an increase of 3%, with a larger shift of full-time students to part-time.

The College is at the forefront of building metaskills into HND programmes, being the first in Scotland to offer the Next Generation courses. One key aspect of this is the inclusion of a metaskills unit. In 2023/24 all course frameworks will be offered a metaskills unit as an option.

The College curriculum has been reviewed and it is expected that there will be continued growth and demand in industries noted under 'Coherent Learning Provision'; there is close alignment in these sectors for the planned curriculum. It is important to consider the longer-term future skills demand as well as addressing the urgent concerns and opportunities facing the region.

The College offers a large range of CPD courses for staff and in 2023/24 will launch a U-Learn portal as part of the EC People Strategy for staff, bringing together all aspects of training.

Upskilling in digital and data skills, as well as management training and mental health support are expected to have a very high uptake in 2023/24. Learning and teaching qualifications are also offered by professional practitioners employed by the College.

The Creative Industries faculty were recently able to relaunch their employer led opportunities conference leading to better opportunities for students to progress into work whilst keeping the current curriculum fresh and meeting the needs of these employers.

### The Edinburgh and South East Scotland City Region Deal (ESES CRD)

Work continues within the ESES CRD Skills Gateway partnerships for additional capacity to develop and deliver new programmes in Data Driven Innovation (DDI), Housing Construction Infrastructure (HCI) and a new partnership for Health and Social Care (HSC), led by Edinburgh College. Reporting to the Integrated Regional Employability and Skills (IRES) Board, the College is building significant increased capacity to deliver with partners in areas where there is demand for skills.

In the 2023/24 academic year, the programme is working towards integrating previously funded course offerings into the curriculum in areas such as Social Science, Software Development, Cybersecurity, and Business.

Additionally, the Data Skills Gateway programme collaborates with the Tay Cities Digital and Data Skills program to deliver a Professional Learning Programme (PLP) designed for college lecturers and teaching staff. This programme is aimed at keeping educators updated with the latest technological advancements and incorporating them into the college curriculum.

The overarching goal of the Professional Learning Programme is to enhance competitiveness in both Edinburgh and South East Scotland and Tayside by facilitating the delivery of advanced digital and data skills to students, individuals, and businesses.

In DDI, At SCQF levels 7 and 8, the Professional Development Award in Data Science will be provided as upskilling and reskilling courses. These courses include a coding skill bridging unit that enables students to advance to the BSc Data Science programme at Edinburgh Napier University. The programme is also incorporating data learning activities into the Professional Development Award in Technology Enabled Care at SCQF level 7.

The programme is actively targeting specific priority groups identified in the Edinburgh and South East Scotland City Region Deal's Data-Driven Innovation skills gateway initiative. These groups encompass individuals with disabilities, individuals from minority ethnic backgrounds, veterans, and women.

In terms of HCI delivery, new partnerships have been formed with local authorities to facilitate expansion. There are plans to deliver school provision to 200+ SCP pupils, and with East Lothian Council expanding delivery at the new Wallyford High School. Furthermore, new

courses are being delivered in insulation and building treatment, waste and waste disposal in the circular economy (WCE) and also WCE built into core skills. New partnerships to future-proof for the skills for the future are being developed through the Forth Green Freeport, based at the Port of Leith, specifically working with wind turbine assembly amongst other technologies. The College is moving provision over the period of 2023/24 into Granton and Midlothian campuses, due to planned housebuilding in the Granton Waterfront area where the Forthside training facility is currently located.

A new regional net zero accelerator hub business case is being prepared as part of the city deal Regional Prosperity Framework.

The HSC will develop partnerships with the NHS, NHS Education for Scotland (NES), Scottish Care, Borders, Fife and West Lothian colleges, the University of Edinburgh, Edinburgh Napier and Queen Margaret universities, Public Health Scotland the Integrated Joint Boards,

Employers, SDS, DDI and the DHI. This is to ensure that a regional curriculum is co-developed to make sure that employers can promote opportunities and that partners can respond to employer demand. Skills boost courses have been designed, to deliver in 2023/24, to respond to training needs such as infection control and basic moving and handling training. Regional colleges and others will continue to collaborate on investment in technology-enabled care hubs and the use of virtual reality for training, for example, in dementia care, sharing their products to gain greater value from their initial investment. The HSC is collaborating on labour market information research on specific digital and data skills that are required in the health and care sector in the region to enable more specific courses to be offered.

## NET ZERO AND ENVIRONMENTAL SUSTAINABILITY

Edinburgh College is taking urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures. The College's [Environmental Sustainability Strategy](#) 2019-24 sets out our vision to be 'a college at the cutting edge of environmental sustainability through its learning, teaching, partnerships and core operations' and to 'reduce carbon emissions by 75% from the 2013/14 baseline and be carbon neutral by 2030'. We [report annually](#) to the Scottish Government as part of our Public Bodies Climate Change Duties Reporting.

### Climate Action (SDG 13)

Edinburgh College, along with all of Scotland's other colleges, signed the Climate Emergency Statement which commits us all to taking specific actions to avert the Climate Emergency. A range of approaches, through learning and teaching, student led activities and estates planning follows. These will continue to be driven through our Sustainability Committee.

### Learning and Teaching

The College's 'Sustainable Education Group' is building on previous work to further embed sustainability in the curriculum and develop new online learning and teaching resources, with the aim of ensuring that sustainability

becomes a core concept in the delivery of Edinburgh College courses. This will support our students to prepare for the requirements of a low-carbon and sustainable 21st-century workforce. This work is in line with the Skills Development Scotland Regional Skills Assessment and the Climate Emergency Skills Action Plan, which indicates that employers are increasingly looking for awareness of good sustainability practice in their prospective employees. We aim to integrate the principles of sustainability more widely across all curriculum areas.

The College will hold its third Sustainable Education Week in February 2024, with even more participation from staff and students across all campuses. It has now become an annual fixture in the College calendar. An example of last year's activity across the College is available on the [College's YouTube](#) channel.

Edinburgh College Students' Association (ECSA) continues to deliver a number of key legacy projects from its Climate Challenge-funded going green project. The Go Green sustainability hubs provide a focus for the work of ECSA, highly commended at the 2022 Green Gown Awards. Despite funding ceasing, the community fridges will continue to provide free food from local supermarkets to students and staff, providing a lifeline in the current cost of living crisis as well as helping to reduce food waste.

Over the next year more than 7.5 tonnes of food will be distributed. Swapshops also continue to run with books, clothing and household items available to all with approximately 3.5 tonnes expected to be distributed. A further enhancement of the Hub is planned for 2023/24 with an IT upcycling zone.

The College will continue to work with a range of partners at national and community level including:

- Membership of the Environmental Association of Universities and Colleges, chairing the Community Engagement and Smaller Institutions groups.

- Active participants on the College Development Network's Climate Emergency Experts Group.
- Extensive partnering with Edinburgh City Council on helping to deliver their 2030 Climate Change strategy including the Carbon Compact who comprise a group of the City's leading employers.

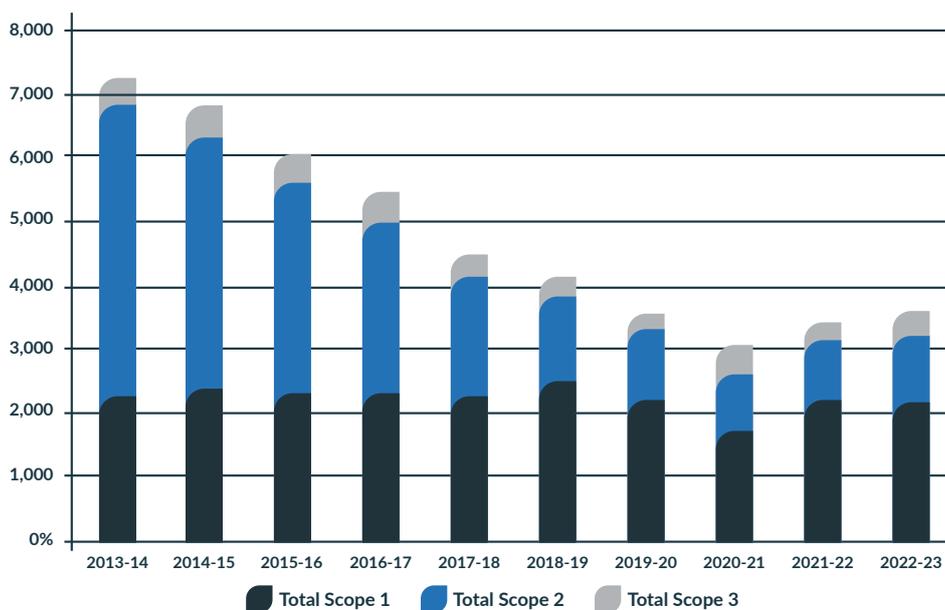
The College has two community gardens, which are used extensively as part of the learning experience of students in the College. The College will spend considerable time enhancing biodiversity on its estate and is a contributor to the [Edinburgh Biodiversity Action Plan](#).

### Scope 1,2 and 3 Carbon Emissions

EC Operational Emissions by Scope (tCO2e)

Scope	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Scope 1	2,255	2,407	2,324	2,299	2,275	2,513	2,217	1,724	2,239	2,202
Total Scope 2	4,603	3,927	3,293	2,735	1,874	1,336	1,120	932	907	1,022
Total Scope 3	413	464	454	447	356	303	228	400	296	382
<b>Total CO2 ALL SCOPES</b>	<b>7,271</b>	<b>6,798</b>	<b>6,071</b>	<b>5,482</b>	<b>10,797</b>	<b>10,181</b>	<b>7,775</b>	<b>8,041</b>	<b>8,207</b>	<b>3,633</b>

EC Operational Emissions by Scope (tCO2e)



In 2022/23 the College's overall Operational Carbon Footprint was 3,607 tCO2e which is a 50% reduction in emissions from the baseline. This is a 3% increase in emissions from 2021/22 and is mainly the result of the following factors: a continuing increase in on-campus activity post-Covid; a rise in the electricity emissions factor; more flights than previous years and a change to

the homeworking approach which requires more staff to be supporting students on campus as well as online. We therefore expect to see similar levels of activity in 2023/24 and are preparing new five year targets and plans in line with the new Sustainability strategy dates which depend heavily on the successful delivery of the following estates projects.

## Affordable and Clean energy (SDG 7)

Maintaining the level of carbon reduction and achieving future targets will be extremely challenging. Addressing the emissions associated with heating, which is primarily from natural gas will be the hardest to decarbonise. However, the College will continue to work with the Scottish Government's Non-Domestic Energy Efficiency (NDEE) procurement framework to invest in further efficiencies in the College estate. This includes exploring the options for heat pumps and photovoltaics at Midlothian Campus. Another major project is working with City of Edinburgh Council to explore using low carbon district heating systems at our campuses. This is currently out to tender and would include Granton Campus being connected in the first instance. Secondly, the College has plans to move the Forthside construction facility into Granton and Midlothian campuses and in 2024/25 this will see a significant reduction to emissions; initial estimates show this would be 127 tCo2e, about 1.74% reduction from the baseline set out in the strategy.

## Responsible Consumption and Production (SDG 12)

The College plans to support zero waste through the better promotion and understanding of the existing facilities across campuses. Student filmed campaign videos are planned for all to make better use of the existing recycling facilities, along with a Christmas reuse/recycling and reduction of food waste campaign. The College has also set up two sustainable eco cafés run by students in entry programmes, using products locally sourced or produced on campus, with all packaging recyclable and reduced as much as possible. To assist with SDG1, 'no poverty', all products, such as bakery items made by students, are sold at cost.

## Supply Chain Emissions

In line with Scottish Government recommendations the College published its supply chain emissions for the first time in 2021/22. The provisional 6,000 tCO<sub>2</sub>e (additional to the operational footprint) result from the emissions generated by the College's supply chain. In order to address these emissions, the College is developing a Supply Chain emissions reduction plan working up to 2030 in partnership with Advanced Procurement Universities and Colleges.

## Achieving Net Zero and Carbon Sequestration

Whilst the College will make every effort to reduce its carbon emissions, it seems likely that some level of carbon sequestration (offsets and insets) will be required to meet Net Zero. As part of the Environmental Sustainability Strategy refresh in 2024 we will look to develop a suitable sequestration policy, taking note of advice from the Scottish Government and our peers to ensure the policy meets rigorous ethical and quality standards.

**For the future you want**

Edinburgh College is a registered charity in Scotland.  
Charity number SCO21213

## Outcome Agreement between Edinburgh College and the Scottish Funding Council for AY 2023-24

### On behalf of Edinburgh College:

Signed:   
Print name: Audrey Cumberford  
Position: Principal and Chief Executive  
Date: 31 October 2023

Signed:   
Print name: Nora Senior  
Position: Chair of the Board of Management  
Date: 31 October 2023

### On behalf of the Scottish Funding Council:

Signed:   
Print name: Karen Watt  
Position: Chief Executive  
Date: 15 January 2024