Edinburgh College

For the future you want

CURRICULUM PLANNING & DESIGN STRATEGY
2017 - 2020

1 EXECUTIVE SUMMARY

This strategy outlines the drivers behind curriculum development for the next three to five years and how the college will design and deliver a curriculum that meets the needs of the local, regional and national economy. The post-16 education reform priorities are to improve life chances and to support jobs and growth. Learning and skills development is vital to developing a more adaptable and resilient economy and strengthening communities. Addressing these priorities will enable the college to be a positive force in both economic and community development and will create more and better learning opportunities in Edinburgh and the Lothians.

In Edinburgh and the Lothians, Edinburgh College will be known for:

- Courses that provide employers with high-calibre employees, trained to industry standards and equipped with a range of essential knowledge and skills - 'T-shaped learners'
- Courses that provide increased vocational learning for those attending school, in line with Developing the Young Workforce recommendations
- Courses that provide work and learning opportunities for all who face barriers to learning
- Courses that prepare students for further study by means of a full mapping of learner pathways
- Bespoke professional training courses that enhance the skills and knowledge of employees, enabling them to improve their career prospects
- Strengths and unique offering in areas of curriculum such as the Creative Industries, Financial Services, Health and Wellbeing, Hospitality and Tourism, Engineering, IT and Digital, and Construction
- Courses where a multidisciplinary approach to STEM education has been placed at the centre of curriculum design and planning

- Courses that embed equality and diversity, enabling every student to fulfil their potential
- Courses that embed core skills throughout, equipping students with a broad range of skills, knowledge and attributes to meet modern employment and self-employment opportunities, which employers expect in the workplace

Through the new Learning, Teaching and Assessment Strategy, we aspire that every student who attends Edinburgh College will be on a programme that provides the best learning experience the sector has to offer.

CURRICULUM PLANNING AND REVIEW

The curriculum review has assessed the extent to which the curriculum is:

- Effective and quality assured with reference to key performance indicators and the overall student experience
- Efficient in terms of good use of resources, using fully utilised staff and efficient and appropriate forms of delivery
- Meeting the demands of the skills gaps and shortages identified by employers in the region and nationally
- Meeting the demands of all learners and stakeholders in the region

The outcome of this annual review, with a three-year overview, has been based on the four general points above (using a red, amber, green - RAG - system) and has identified the provision that should be retained, where change is required or where existing provision needs to be replaced or cancelled.

The collation of all data and subsequent planning decisions and actions is reached through a number of key documents:

1. The curriculum planning tool, available to all managers, which includes information on the four points above
2. The 16-19 curriculum planning matrix, which includes a detailed breakdown of student numbers, locations and potential impact
3. A three-year KPI trend analysis, at course level, to be used at performance review meetings
4. Self-evaluation documentation produced by curriculum teams
5. Minutes of meetings with employers, schools, universities and other key community planning partners and stakeholders
6. Three-year trend analysis on enrolments by curriculum area
7. Application demand by curriculum area (16/17)

A calendar has been developed for key points to audit and measure the effectiveness of the offer across the year. These include two formally recorded self-evaluation meetings, three performance review meetings with ongoing monitoring of performance.

2 WHERE ARE WE?

This updated and refreshed Curriculum Planning and Design Strategy for Edinburgh College aims to demonstrate how the college will deliver a curriculum that addresses skills gaps and shortages, meeting the needs of employers and community stakeholders and, in doing so, contributes to the economic and social needs of the region. This Curriculum Plan will drive changes to the estate, reverse the downward trend in enrolments and put the college on a more sustainable basis for the future.

The driving force for these curriculum changes for 2017/2020 was also informed by the Business Transformation Plan for Edinburgh college submitted to the Scottish Funding Council in April 2016.

The Curriculum Planning and Design Strategy 2017-20 is the result of one year of review, consultation and feedback from external review, the Curriculum Healthcheck 2015, stakeholder feedback and self-evaluation. It is also the result of feedback from the Programme Board of the college Business Transformation Plan, reporting to the college's Academic Council, Policy and Resources Committee and the college's Board of Management. Importantly, the college has also had a regional review of its offering in the science, technology, engineering and maths (STEM) area by the STEM Foundation. Furthermore, additional regional employment information was provided by Skills Development Scotland (SDS) and published as the updated Regional Skills Assessment in February 2017. This also informed the curriculum planner, using specific information about the Standard Industrial Classification codes (SIC)
www.siccodesupport.co.uk

WHERE DO WE WANT TO BE?
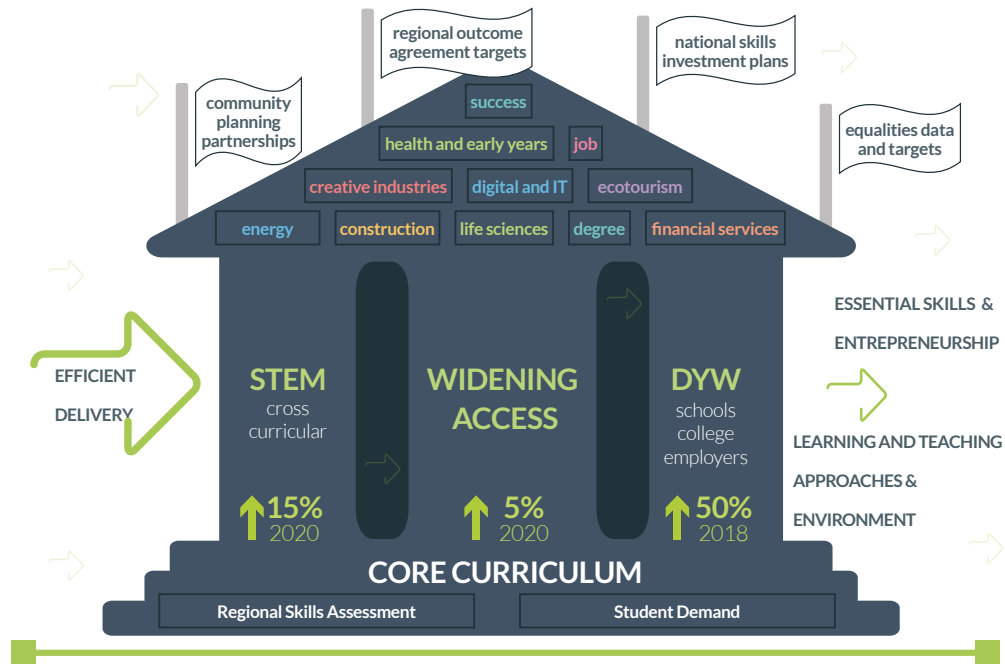
3.1 Delivering our Strategic Aims 2017-20

The college aims to 'design and deliver a curriculum that meets the needs of the regional economy, helping students to get a job, keep a job or get a better job'. To deliver this core purpose the college needs to achieve a number of key objectives including offering courses that:-

- Address skills gaps and shortage in the economy
- Reduce regional unemployment especially in the 16-24 age group
- Support self-employment and entrepreneurship
- Improve engagement with employers in the curriculum offer
- Widen access to learning especially from our wider geographic and demographic communities with a particular emphasis on poverty
- Provide a positive destination for every student

In particular, the college will work towards an overall increase in the further education (FE) provision due to the work in Developing the Young Workforce (DYW), an increase in cross-curricluar STEM-focussed curriculum, especially at higher education level (HE) level and a curriculum that focuses clearly on widening access. We will achieve this using the following specific measures which are reflected in the Regional Outcome Agreement 2017-22.

1. Senior-phase schools – a 100% increase in the measured number of DYW students attending college courses by 2020 (the baseline is of 235 students in 2016/17). This will be created by increasing the number of foundation apprenticeships (FAs) as well as repurposing the schools college provision (SCP), which has not led to vocational qualifications at Scottish Credit & Qualifications' Framework (SCQF) level 5 or above. The increase in the foundation apprenticeships model from one to 12 cohorts by 2018 in key sector areas such as IT/Digital, Creative Industries, Engineering and Construction, Health and Social Care, Financial Services and Business will take place with work placements forming part of the qualification.

2. Creating four new vocational degree provisions in the Creative Industries

3. Enabling a three per cent increase in entry-level provision with a simpler vocational approach to entry to learning in the curriculum area, leading to clearer and guaranteed progression

4. A strong focus on new STEM-related courses in five clusters. These areas are nominally Automation and Intelligent Systems, Sustainability and Construction, Design and Digital Technologies, Computing and Business Analytics, Health, Wellbeing and Life Sciences

The college has worked with The STEM Foundation to produce a STEM Manifesto for Edinburgh and the Lothians to achieve STEM-Assured Status. The college will therefore offer 40 new courses in a variety of modes by 2018 and these are currently at the design stage.

5. An increase of learners attending from SIMD10 areas from 10% to 12% through a targeted approach withschools where students attend predominantly from these areas.
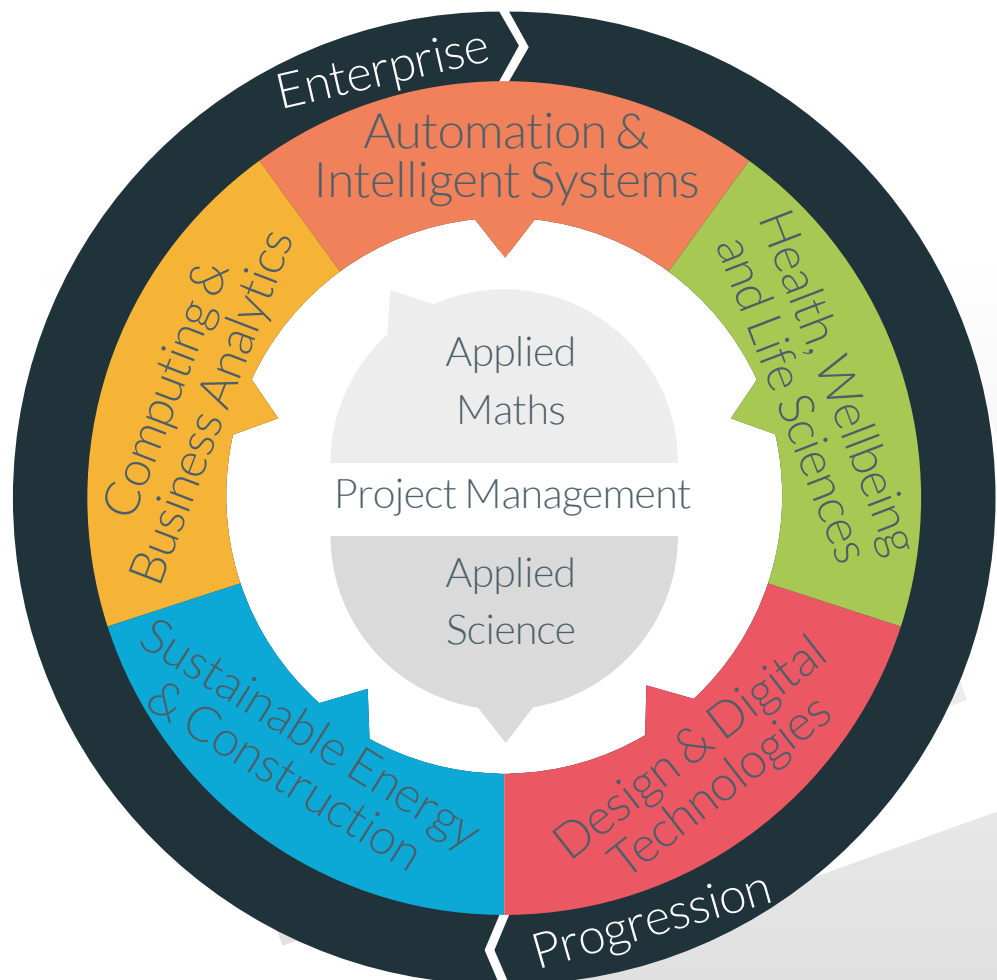
We have a number of consultation groups associated with the college's Business Transformation Plan, operating across the college to achieve it's aims:

- Widening Access Group
- Gender Action Planning Group
- DYW Steering Group
- Schools College Consultation and Planning Group
- Curriculum teams (through self evaluation)
- Stay the Course employment retention group, focussing on improving retention
- Recruitment group, looking at demand and college processes
- Employer councils
- Managing agents and sector advisors, connected to apprenticeship contracts
- Community planning partnerships
- Priority-Based Budgeting (PBB) group Project team for financial planning, working with curriculum
- Sustainability Group (with curriculum design aspect)
- Estates Project Team working with curriculum to identify priority funding areas

3.2 Addressing Scottish Government Priorities

The current Scottish Government's post-16 education reform priorities are to improve life chances and to support jobs and growth. www.gov.scot/Resource/0043/00438222.pdf This is captured within its 2011 Economic Strategy, which states that 'Learning and skills development is vital to developing a more adaptable and resilient economy. It is also an effective way of addressing inequality and promoting the health and wellbeing of individuals and strengthening the fabric of communities.'

We will address these issues through the college's Regional Outcome Agreement, Developing the Young Workforce targets and the college's Gender Action Plan.

3.2.1 National Economic Priorities

The first step toward addressing these priorities is to ensure that post-16 learning provision is focused on jobs and growth and is more responsive to and aligned with the demands of business. This Curriculum Planning and Design Strategy takes into account and complements the aims of the following:-

3.2.2 Scottish Government Economic Strategy

Seven growth sectors have been specifically identified in the Scottish Government Economic Strategy 2011-2016 through the development of the Skills Investment Plans

- ICT and Digital Technologies
- Creative Industries
- Engineering
- Energy – Oil and Gas, Renewable Technology
- Construction
- Life Sciences, Chemical Sciences
- Financial Services
- Tourism
- Food and Drink Industry

Scotland's Economic Strategy identifies those sectors where Scotland has a distinct comparative advantage:

- Food and Drink (including agriculture and fisheries)
- Creative Industries (including digital)
- Sustainable Tourism
- Energy (including renewables)
- Financial and Business Services
- Life Sciences

Other areas of the economy, while not growing, also provide significant employment opportunities where entrepreneurship is prevalent.
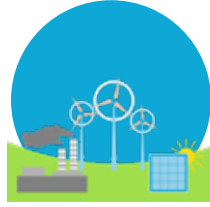
4 SKILLS PRIORITIES

3.2.3 National Skills Investment Plans

These aim to address the strategic skills development needs of key economic sectors:-

The Energy Skills Investment Plan identifies the potential for up to 95,000 new jobs by 2020. Some of this is replacement demand and some jobs will be created to meet the needs of the emerging technologies. All branches of engineering will be in great demand with the vast majority of the jobs at technician level. While some will be resourced via an annual increase in apprenticeship recruitment, the vast majority will be filled by a retraining of those already in the workforce.

The Food and Drink Skills Investment Plan identifies that attracting the right skills going forward will present a significant challenge. There is a shortage of food technologists and engineers for the industry, which are essential to meet its future growth ambitions.

The Tourism Skills Investment Plan aims to meet the skills requirement for the vision outlined in the Tourism Scotland 2020 Strategy. Specific growth areas identified include golf, leisure and sustainable tourism. Management leadership and customer service skills are in greatest demand across the industry and there are also skills gaps in technical skills such as housekeeping, chefs and front of house.

The Life Sciences Skills Investment Plan identifies a number of skills gaps and shortages that makes the aim of doubling the sector turnover to £6.2 billion by 2020 a major challenge. There is a lack of basic lab skills, soft skills and work experience among many new graduates. Filling technician-level jobs has been particularly challenging with jobs going to graduates that are probably more appropriate for school leavers or those with HNC/D. However, the available talent pool from these areas is low and uptake of MAs in life sciences is also poor.
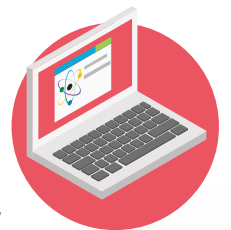
The ICT Skills Investment Plan predicts annual jobs growth of almost 11,000 per year. This is set against a background of a gradual decline in the number of students studying computer/ICT-related courses across Scotland. The current IT workforce is aging and there are reported skills shortages in software engineers, web development, security and people with the right mix of technology and commercial skills training.

The Engineering Skills Investment Plan
reports an aging workforce with 11% of the
workforce needing to be replaced between
2010 and 2026. This equates to in excess of
2,500 skilled people per year. Forty per cent of
that total will be for graduates/postgraduates
while a further 40% will be at technician level
for those with SVQ 3 equivalent qualifications
or a modern apprenticeship.

**The Financial Services Skills Investment
Plan** reenforces the importance of the sector
for the Scottish economy and the need for
it to recruit and retain
talent. Given the current
position in the market
of low demand for new
recruits, skills gaps and
shortages are not seen as a priority. Going
forward the demand for skills is most likely to
continue to be from graduates, is (barring any
significant emerging change) not likely to be a
significant destination for those leaving college
and therefore will not feature as a significant
priority within this Curriculum Planning and
Design Strategy.

**The Creative Industries
Investment Plan** highlights
the growing nature of the
sector and its importance to
Scotland's cultural economy
and international brand. The
particular aspects of digital technology and
entrepreneurism, its close connections with
the tourism economy as well as innovation
in the food and drink industry/design and
manufacturing show it to be a central driving
force for Scotland's economy. The demand for
skills in graduates, particularly at HE level, is
likely to increase by three per cent nationally
but is particularly significant in Edinburgh.
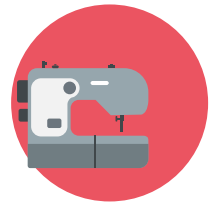
**Early Learning and Childcare
Investment Plan**
The recently published Early
Learning and Childcare (ELC)
Investment Plan responds
to the Scottish Government pledge to provide
1,140 hours of early learning and childcare
provision for all children in Scotland. This
impacts on the ELC workforce in terms of a
projected 20,000 additional jobs in Scotland
with Edinburgh and the Lothians being
highlighted as a priority area.

3.2.4 Opportunities for All

A key national priority regardless of the area of skills development is the employment and employability of young people. Opportunities for All is a Scottish Government initiative that brings together and builds on existing entitlements and strategies to support youth unemployment. These include the senior phase of the Curriculum for Excellence, 16+ Learning Choices and the Post-16 Education [Scotland] Bill. These strategies have all aimed to improve young people's participation in post-16 learning or training and ultimately employment.

Opportunities for All is a commitment to offer a place in learning or training to every 16-19 year old who is not currently in education, employment or training. It requires the college to work with schools, local authorities, Community learning development [CLD] providers, voluntary organisations and Skills Development Scotland to create opportunities that reflect individuals' needs and aspirations and to pay particular attention to those at risk of not achieving a positive destination. This is a key priority for the college's three local authority partners.

3.3 Addressing Regional Economic Priorities

Beyond these national economic priorities, the Curriculum Planning and Design Strategy must also reflect the economic demands of the region. In some cases, the regional economic priorities replicate the national ones. However, in other areas there are differences and these need to be reflected in both the Curriculum Planning and Design Strategy and in the content of the curriculum offer.

Edinburgh College works in partnership with and serves the needs of three local authority regions: City of Edinburgh Council, East Lothian and Midlothian.

3.3.1 City of Edinburgh Council's economic strategy

A Strategy for Jobs 2012-17', outlines the economic development priorities for the city and those areas in which employment is likely to be greatest. There is a specific focus on employability and job-creation programmes for young people to plug an anticipated gap between the demand for work and anticipated jobs growth. The young and disadvantaged are expected to be the hardest hit. Likely areas of jobs and market growth broadly mirror the national picture. There is anticipated growth in renewable energy around Leith Harbour, tourism around Edinburgh as an international visitor destination, creative industries to resource Edinburgh's year-round festivals and in life science. Health, education and financial services will continue to have high levels of job vacancies via replacement demand.

3.3.2 East Lothian Council The East Lothian Economic Development Strategy 2012-22 highlights the economic development priorities and anticipated growth areas for East Lothian. Regional economic strengths again broadly reflect the national position with renewable energy, life sciences, the creative industries and food and drink all providing and expected to provide sustainable levels of employment. Exceptions to the national picture include a small but higher-than-average growth in construction jobs and more employment in recreation and leisure connected to the tourism industry. However, the employment rate has fallen and unemployment has increased, especially amongst the young. A planned population increase of 12% from 2012-22 and low job density within the region may exacerbate this issue.

3.3.3 Midlothian Council The Midlothian Economic Development Framework 2007 aimed to deliver 10,000 new jobs into the region by 2020. This framework is currently being updated by a Midlothian Council's Economic Recovery Plan. This identifies tourism and life sciences as areas of sustainable development/growth. Construction, education and the public sector will also provide high levels of regional employment although the actual volume of jobs available is not predicted to increase.

Edinburgh College works and will continue to work with the local authorities through representation on the CPP and CPP sub-groups and by delivering on key objectives contained within each authority's single outcome agreement.

3.4 Responding to Regional Skills Assessments

Further complementary evidence to inform the college's Curriculum Planning and Design Strategy is available via regional skills assessments. These have been commissioned by Skills Development Scotland, the Scottish Funding Council and Scottish Enterprise to provide an evidence base for decisions on skills investment. These will be measured against courses using a new curriculum planning tool, to shape decisions on curriculum planning.

The report by SDS draws a number of conclusions that shape this plan:-

There will be an increase in jobs in the following areas:*

- Information Technology and Digital (32%)*
- Health and Social Work (17%)*
- Real Estate (14%) including Legal Services, Digital and Creative, and Building Services*
- Electricity and Gas (13%)*
- Finance and Insurance (13%)*
- Construction (13%)*
- Creative Industries (SIC areas of craft and design) (40%)*

Source: 1 Skills Development Scotland Edinburgh and Lothians Skills Assessment January 2016 (p18) https://www.skillsdevelopmentscotland.co.uk/media/40979/edinburgh-and-the-lothians.pdf
2 Skills Development Scotland Regional Skills Assessment Edinburgh and Lothians Nov 2014 appendix Annex A https://www.skillsdevelopmentscotland.co.uk/media/35639/SDS_RSA_Edinburgh_and_Lothians_Dig.pdf

Job openings from replacement demand will be many times higher than those arising from growth.

This means that in some cases curriculum areas will retain high levels of provision even though they are not in a target growth market nationally or regionally. Health, professional services and retail are the largest employing sectors in the region. This is reflected in the volume of provision the college offers in these areas.

There is scope to make the region more productive.

SE Account-Managed Companies in Edinburgh & the Lothians, January 2014
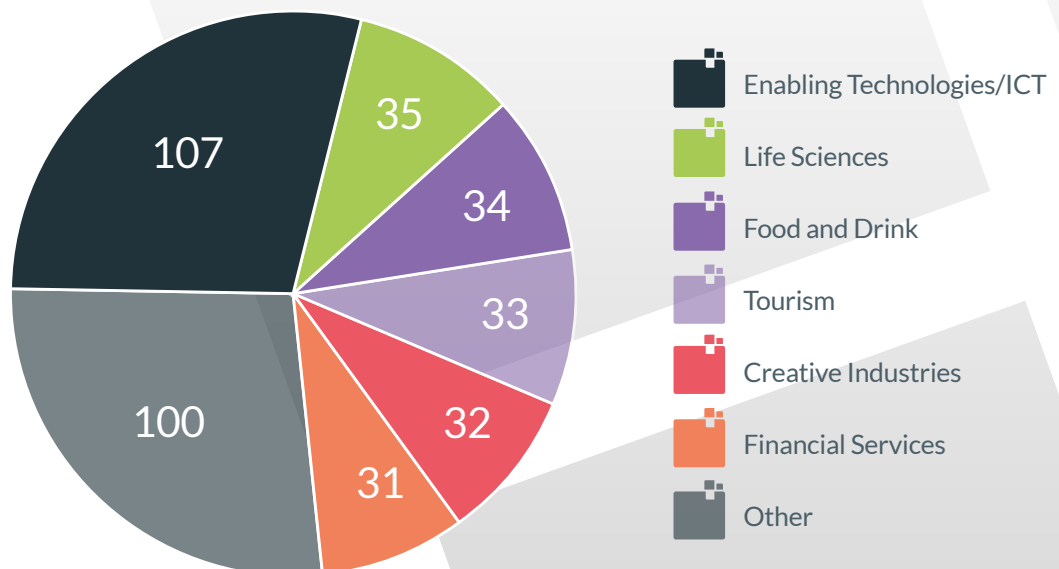
Source: Scottish Enterprise
Base: All Account Managed Companies in Edinburgh & the Lothians (372)

The age profile of those demanding education will change.
Senior-phase learners will increase in the region from 65,400 (2014) to 66,400 (2018). This means that there will be more young students requiring vocational training at Edinburgh College, reflecting our targets.

The employment rate has fallen and the levels of unemployment have increased. Unemployment now stands at 1.1% in Edinburgh and the Lothians. Youth unemployment in the 18-24 age group as set by Claimant Count (source, NOMIS) in January 2016 for Scotland was 2.1%. For Edinburgh City in September 2016, there were 960 claimants, representing 1.8% of that population of the same age. In Midlothian this stood at 235 claimants, representing 3.5% of that resident population. In East Lothian the figure is 150, representing 1.8% of that resident population of the same age.

This strategy and the college's Regional Outcome Agreement makes specific provision that opportunities for young people will increase.
There will be a seven per cent increase in jobs in Edinburgh and Lothians by 2022, nearly twice that of Scotland's average. Edinburgh College will require to be ready to deliver the skills demands outlined above.

Large numbers of people do not have the qualifications required to match the jobs available. Almost 40% of the working age population are not qualified to SCQF level 5 including 20% of those aged 16-24.
There is a good correlation between the allocation of funded activity to existing courses and the highest-employing sectors in the region. Over the duration of this Curriculum Planning and Design Strategy the existing location of funded activity will shift gradually to reflect those areas that have been identified for growth both nationally and regionally so that the college responds to employers needs and puts provision where the gaps and shortages are greatest.

3.5 Contributing to Regional Community Planning Objectives

Although Edinburgh is a single regional college it serves the needs of three local authorities as noted above. The college contributes to the work of these three local authorities through involvement in their community planning partnerships. These aim to improve the connection between national priorities and those at regional or local level through a Single Outcome Agreement with the Scottish Government. At their core is a commitment from each community partner to work together to provide better public services. They also aim to improve opportunities for people by tackling social and economic disadvantage and reducing inequalities across or between regions.

The college is actively involved in the implementation of all three Single Outcome Agreements: Midlothian Moving Forward 2000-2020, the East Lothian Plan 2013-23 and the Edinburgh Partnership Community Plan 2015-18.

Although the aims and objectives of each community planning partnership are quite discrete and there are some differences that reflect regional prosperity and regional need. The college's contribution to each authority is broadly the same in terms of the issues that need to be addressed. Key priorities are providing opportunities for all young people, reducing unemployment (specifically amongst the young, the long-term unemployed and economically inactive) and widening access to education opportunities from the most-deprived areas of the community.

3.6 Responding to the report by the Commission for Developing Scotland's Young Workforce

The above report (and subsequent youth employment strategy, Developing the Young Workforce) the need for a culture shift to support Scotland's young workforce and economic development in Scotland. Young people are predominantly employed in skilled trades, sales and elementary occupations. These occupations have been in decline, hit hardest by the recession, and are forecast to have little or no growth to 2020. In contrast, the growth occupations - managers, professionals and associate professionals are occupations that are less likely to be filled by young people.

Replacement demand will provide some opportunities going forward. However, this demand will primarily arise from retirement and, generally, young people and retirees are poor substitutes in the jobs market. Where employers are recruiting and taking on young people, the report indicates the issues that need to be addressed relating to the quality of young applicants are: a lack of experience, a lack of skills, poor attitude and motivation, and a lack of qualifications.

5 HOW WILL WE GET THERE?

The future success of the college will be determined by the extent to which the college meets the needs of stakeholders in the region and addresses the priorities outlined above. This strategy commits the college to a number of key actions:-

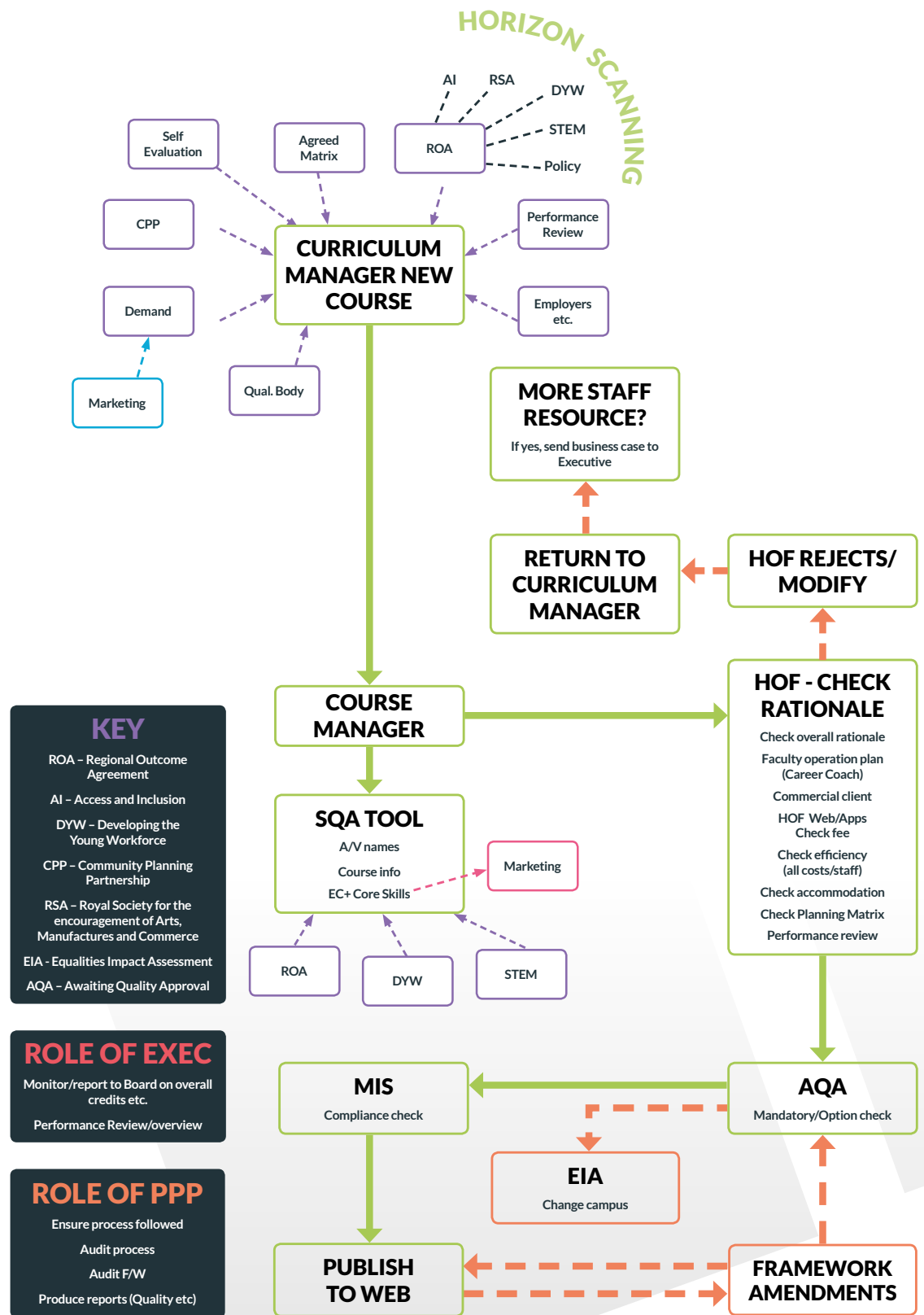**4.1 To Critically Review the Curriculum on an Annual Basis**

For 2017/18, the process of integrating and unifying the curriculum offer and the delivery of that curriculum across all campuses will continue. More broadly the annual curriculum review will assess the extent to which the curriculum is effective, efficient, meets the demands of prospective students and addresses the skills gaps and shortages of employers in the region. The outcome of this annual review will determine the provision that should be retained, where change is required or where existing provision needs to be replaced with something new and better.

The annual curriculum review will aim to strike the right balance between continuity and change, retaining provision that is fit for purpose and replacing courses that have reached the end of their life cycle and where new innovation is now required. A curriculum-review model will provide an evidence basis for the decisions reached. This will ensure that all courses across the portfolio are subject to the same degree of scrutiny in determining whether they provide the best learning experience for students.

This annual review will consider the extent to which each course and the overall portfolio for a curriculum area meets the needs and demands of prospective students and external stakeholders. The review will also consider the effectiveness of the provision and the extent to which students recruited to the course are retained, achieve their qualification and progress to a positive destination. The review will also look at the efficiency of the course in terms of meeting its target student numbers, delivering the curriculum within the target number of course hours, the costs of delivery and the appropriate utilization of staff.

The outcomes from the curriculum review will be recorded via a traffic light - or RAG system that will clearly illustrate the areas of concern and the action required. Beyond a scrutiny of existing provision, the annual curriculum review will also be the means by which proposals for new courses are introduced or recommendations for moving curriculum between campuses are considered. All changes that are proposed following the curriculum review will be the subject of a consultation process with staff and students with proposed changes phased appropriately using the course-creation process (overleaf) across the life cycle of the curriculum plan, tracked through the Curriculum Planning Matrix.

COURSE CREATION

HORIZON SCANNING

AI   RSA   DYW

ROA
STEM
Policy

Self Evaluation

Agreed Matrix

CPP

CURRICULUM MANAGER NEW COURSE

Performance Review

Demand

Employers etc.

Marketing

Qual. Body

MORE STAFF RESOURCE?

If yes, send business case to Executive

RETURN TO CURRICULUM MANAGER

HOF REJECTS/ MODIFY

COURSE MANAGER

HOF - CHECK RATIONALE

Check overall rationale

Faculty operation plan (Career Coach)

Commercial client

HOF Web/Apps Check fee

Check efficiency (all costs/staff)

Check accommodation

Check Planning Matrix

Performance review

SQA TOOL

A/V names

Course info

EC+ Core Skills

Marketing

ROA   DYW   STEM

KEY

ROA – Regional Outcome Agreement

AI – Access and Inclusion

DYW – Developing the Young Workforce

CPP – Community Planning Partnership

RSA – Royal Society for the encouragement of Arts, Manufactures and Commerce

EIA - Equalities Impact Assessment

AQA – Awaiting Quality Approval

ROLE OF EXEC

Monitor/report to Board on overall credits etc.

Performance Review/overview

ROLE OF PPP

Ensure process followed

Audit process

Audit F/W

Produce reports (Quality etc)

MIS

Compliance check

AQA

Mandatory/Option check

EIA

Change campus

PUBLISH TO WEB

FRAMEWORK AMENDMENTS

COURSE DELETION

Course deletion will follow a similar process

4.2 To Focus the Curriculum on Jobs and Growth

Over the life cycle of this strategy and the college's Strategic Plan, there will be a gradual realignment of SFC funding to areas of the curriculum that match the growth sectors in the Scottish Government's Economic Strategy or to address the demand for qualified staff and available jobs outlined in the national skills investment plans. The college will shift provision and credits from areas of anticipated job losses to those where there are anticipated jobs or market growth and the demand for skills projected to be greatest.

Outside of these growth areas curriculum will be retained where it is providing the skills required for economic growth or community development or where it is essential to resource the large number of jobs that result from replacement demand. If it does not meet these criteria the curriculum will be modified or replaced and the rate of curriculum innovation will be increased to better meet the skills demands of employers.

The ultimate aim of the curriculum and the college is to provide work-ready graduates. A lack of work experience is the main reason why employers turn away young applicants. In contrast, 24% of employers who provide work experience for a student take on the person at the end of their placement. More emphasis will therefore be placed on work placements across all full-time programmes with availability and accessibility to work placements being a major factor in assessing the effectiveness of a course at curriculum review. Courses that lead to job outcomes on completion especially where the job is directly related to the course of study, will be a key measure of a courses effectiveness.

Courses will have an annual audit to ensure that all the modes of work experience are captured in the SFC publication Work Placement Standard for Colleges. Employer engagement will be captured through a centrally available database, and published to further promote the employers engaging with learners in the region. Employers will also engage with courses by participating in revised college self-evaluation processes, to ensure that courses are providing learners with the optimum blend of technical skills and knowledge.

Core and Essential Skills: Edinburgh College understands the importance of not only developing high-quality and vocationally specific knowledge and skills, but also ensuring students develop essential skills for lifelong learning, skills for employability and essential skills for learning that are the backbone of Curriculum for Excellence. These skills are defined as core and essential skills.

The importance of developing the core skills of Communication, Numeracy, Information Communication Technology, Working with Others and Problem Solving along with the essential skills of Citizenship, Employability, Environmental and Economic Sustainability, Enterprise and Study Skills is reflected in the college's range of services. Curriculum for Excellence is a key driver for the college in developing learners' skills for study, life and work beyond college.

The college places great importance on the development of a wide range of essential skills for life, including and understanding of equality and diversity and the positive impact this can have in ensuring a positive destination for our learners.

The college is committed to include core ckills units and essential skills development on all FE full-time programmes, up to and including SCQF level 6, and on part-time courses where appropriate.

Essential skills will be delivered taking into account the vocational context. The delivery will be tailored and the best fit found for the vocational course. This will include delivery through embedded projects where appropriate.

On all college programmes the development of these essential or core skills is as important as developing the specific vocational skills of a given industry or employment. The college is signed up to the statement of ambition shared by all of Scotland's Colleges' in recognition of this aim. Please refer to the college's Core and Essential Skills Strategy.

4.3 To Provide Opportunities for All
The college will continue to collaborate with community partners to reduce the rate of youth unemployment and ensure sufficient provision is made available for young people that reflect their needs and aspirations. Priority will be given to those at risk of not achieving a positive destination. The volume of access and entry-level courses appropriate to the needs of young people will be increased and the volume of funded activity for young people (currently almost 50%) will also be increased.

Our Schools college partnership will also be more closely aligned to the delivery of skills and the demands of the workplace. Building on the success of the Academy Model (which includes academies in varoius growth industries, created by partnerships including Edinburgh College, Queen Margaret University, Edinburgh Napier University, local authorities and schools), the college works with schools to focus on employability skills, helping young people make informed career choices and preparing them for work via an employability skills pipeline linked to jobs availability and growth.

4.4 To Enable a Reduction in Regional Unemployment and Economic Inactivity

In the past 10 years unemployment has increased. The level of economic inactivity has also remained constant with more than 5.4% of those of working age not in employment in the Edinburgh region (Sep 2016, source NOMIS).

The college will work with its community partners on a wide range of targeted initiatives that will provide people with the work-ready skills, confidence and capacities to make the changes required for them to become economically active. A particular priority will be young people. The college will retain high levels of funded activity to support young people aged 16-24 into work.

The college has invested in a new system called Career Coach to engage all learners in the region in finding the most appropriate pathway to the job or vocational area they want to enter. The site will enable learners to connect directly to the course they need to take as well as providing a CV builder. It will take account of all the data in the region, mapping job opportunities both current and projected.

This has a clear focus on routes to employment. The college will continue to invest in applications such as these to engage leaners and connect them to opportunities in the region with employers, such the online digital employer/education engagement platform Marketplace.

The college will also work with partners to reduce the number of people in the region with no or low qualifications. Almost 16 % of the region's population is not qualified to SCQF Level 5 (source, NOMIS) or has the skills to match the jobs available or that will be available.

There is also a significant migrant population where the lack of English-language capability is a barrier to their economic activity. The college will continue to work with its community partners to optimise the availability of capability and capacity to meet the needs of this migrant population and enable more of them to progress towards a positive destination.
Source: http://ippr.org/read/jobs-and-skills-in-scotland

4.5 To Meet the Demand for Skills and Boost Regional Productivity

Despite the reduction in public funding, the college aims to increase the number of part-time learners to upskill the workforce and boost regional productivity. These people will either be self-funded or supported by their employers. The curriculum teams will work more effectively with colleagues in Business Development to provide a more joined up product offer targeted at those markets where demand is greatest.

The college will also aim to boost regional productivity by supporting more of its students to set up their own business.

The college works closely with Bridges to Business, Youth Enterprise Scotland, Scottish Institute of Enterprise, the Cultural Enterprise Office and Business Gateway to embed entrepreneurship in the curriculum to promote a culture of enterprise. This partnership will promote self-employment in curriculum areas where that is a realistic and attractive positive destination.

The college will also work more efficiently and effectively with regional employers to provide improved access to a broader range of work-based learning opportunities. This will offer prospective students a viable alternative to full-time study that will enable them to better combine work with part-time study, earn while they learn, avoid the debt that is sometimes associated with full-time study, and avoid having to make a choice between going to work and becoming a student.

4.6 To Facilitate Access from the Widest Range of Backgrounds

Although the Edinburgh and the Lothians region is relatively prosperous, some of the region's most-deprived areas are amongst the five per cent most deprived in Scotland. This statistic is applicable to all three local authority partners.

A major priority for this strategy and the college must be to widen access and increase participation from these most-deprived areas of our region. The college will work with its community partners to enhance social mobility through increased education participation and ensure that more learning opportunities are provided for the most disadvantaged and hardest-to-reach learners in the college's communities of these target groups. The college has developed strategic planning specifically to address access and inclusion, corporate parenting and care-experienced learners. An increased provision of funded activity will be made available to create the capacity to fund these more ambitious targets. Specifically, joining the SCP activity with schools located in these areas will help those students access the college curriculum in a tailored way.

Good examples of this are the Castlebrae HS courses in Engineering and Acting, and Wester Hailes Education Centre courses at Gate 55 and in Automotive. ESOL also delivers education to the widest and most diverse range of learners across the city region.

In its statutory obligation as a community planning partner, the college has wide representation across the three councils within its region on strategic groups focused on the reduction of poverty-linked attainment challenges. Specific initiatives include the leadership of employability steering groups, which fulfils the ambitions of the City Region Deal, the Scottish Funding Council Regional Outcome Agreement and the councils' own outcome agreements.

Beyond its regional and national boundaries, Edinburgh College will endeavour to extend its core competencies and provide access to learning from international markets. Curriculum subjects such as Engineering, Tourism, Hospitality, Business, Creative Industries and ESOL are all in demand from international students who significantly enhance the learning experience for all Edinburgh College students.

4.7 To Enable Access across the Region

The college will increase the breadth and depth of opportunities it makes available across the region. It will work with community partners to better facilitate more local access by removing areas of overlap and duplication between partner providers, particularly Community Learning and Development [CLD]. The college is providing training at the East Lothian Construction Academy from 2016 onwards in East Lothian to address the issue of access by those in more rural communities and to meet the projected 12% projected population growth in the next six years.

Beyond the physical estate issues, the college will also continue to develop learning and teaching models that will enable more learners to access more learning at times, places and spaces that are better geared to each individual's life circumstance, remove many of the barriers people face when trying to engage with learning.

4.8 To Provide a Regionally Coherent Curriculum

Regional coherence will continue to improve through effective partnerships with both universities and colleges. The college works closely with West Lothian College to manage demand patterns and the availability of capacity between the colleges that maximises value for the public purse and opportunities for students. Edinburgh College will also continue to work closely with Borders College through the academies model and specific progression within the Art and Design curriculum.

The South East Scotland Academies Partnership (SESAP) model with QMU, which began with the Hospitality and Tourism Academy, has developed to include the Health and Social Care Academy and the Creative Industries Academy. Edinburgh College will continue to work with Edinburgh Napier University to assist the Developing the Young Workforce initiative with specific emphasis on knowledge and skills for Engineering and Life Sciences. Edinburgh College is also at the centre of a joint development with Edinburgh Napier University, QMU and the NHS to develop a centre for NHS training in the Lothians, based at Sighthill. All academies have a specific target in providing clear and specific access to university for those attending school and college, in order to widen access to HE.

There is addtional SFC funding to support more HE places. Associate students will continue (subject to continuing funding) in subjects where there is high application demand at both university and college, coupled with a growth of jobs in the economy. Specifically, this will include Business, Computing and Engineering. Edinburgh College is the largest provider of HE students in Scotland via this scheme and has agreed programmes with Edinburgh Napier University, Heriot Watt University, QMU and the University of Aberdeen.

Beyond fundable growth, the college will continue to look for new opportunities to more effectively engage with its HE partners. The college is actively engaged with both Heriot Watt University and the University of Edinburgh on a number of new degree pathways and new partnership degrees have been created with Robert Gordon University and Kingston University in Photography and Music. These partnership degrees offer an opportunity to grow unique vocational degrees with a strong employability focus. In Creative Industries 69% of those employed are educated to SCQF level 8 or above. Where degree routes in the region are limited it is important for the college to offer these opportunities, especially within the STEM and creative areas.

4.9 To Align the Curriculum to External Stakeholder Need

There will be greater engagement with employers in every curriculum area. At a general level, the college will proactively engage with employers groups: such as Skills Development Scotland (SDS), Developing the Young Workforce (DYW) groups, managing agents for apprentices, the Federation of Small Businesses (FSB), the Institute of Directors (IOD) and local chambers of commerce. The college has audited all employer partnerships in every curriculum area and plans to further develop this model.

4.10 To Implement the Recommendations of the Commission for Developing Scotland's Young Workforce

In line with the recommendations of the above report, the college will significantly increase the number of modern apprenticeships (MAs) it offers. It will also engage more effectively with employers to increase the number of sectors in which modern apprenticeships are offered and the levels of education available via the modern apprenticeship programme.

The outcome of this increased focus on modern apprenticeships will be to create parity of esteem between academic and vocational education, and a range of educational opportunities that are better aligned to the skills required by regional employers and that better support regional economic growth.

Mapped pathways will enable young people to progress through to apprenticeship schemes from foundation level apprenticeships, in partnership with schools, along with a mixed portfolio of new graduate apprenticeships.

In 2016/17 the number of directly contracted students on MA programmes is 81 and this is expected to increase in the areas of IT/Digital, Gas and Electrical Installation, Transportation and Waste Management.

4.11 Sustainable Education in the Curriculum

The Sustainability Steering Group in Edinburgh College identified a need to develop a coherent approach to embedding education around the themes of sustainability in the curriculum. We are committed to ensuring that sustainability is built into all that we do. In particular, we aim to ensure that sustainability becomes a core concept in our delivery of courses so that our students are prepared for the requirements of a low-carbon and sustainable 21st-century workforce. Students at Edinburgh College will have the opportunity to learn about sustainability through a variety of topics and contextualised approaches throughout their learning journey, in order to become responsible citizens of the future. We aim to have sustainability education embedded in every college curriculum area by 2020 through a series and variety of approaches appropriate to curriculum areas. More information is held in the Sustainable Education Strategy.

CURRICULUM PLANNING AND IMPLEMENTATION

This plan aims to enable the college to deliver a curriculum that better meets the needs of the region and, in doing so, have an impact on growing the number of enrolments. This will be achieved by a number of cross-college curriculum developments and enhancements, improvements to core processes that will convert more applications to enrolments and by a curriculum offer that is aligned to the region's economic and social priorities.

5.1 Curriculum Developments and Enhancements

The points outlined below are developments or enhancements that are taking place across most or every curriculum area. These cross-college improvements and changes indicate the means by which the college will deliver this Curriculum Planning and Design Strategy and, in doing so, better meet the needs of the region.

5.1.1 Developing the Young Workforce/Youth Unemployment

The college's response to youth unemployment is to:

- Continue the academies model with QMU and Edinburgh Napier University to support the Developing the Young Workforce initiative at FE level, to include opportunities in Life Sciences.
- Introduce more vocational entry-level courses to improve access to FE and improve enrolments of students progressing from schools to FE provision in college
- Build on the best practice within school college partnerships to develop a consistent high-quality learning experience. Changes taking place involve moving from a historical supply-led model of provision to one that is demand led, links provision to employability, and adds value to what is done in schools by offering discrete not overlapping provision and teaching in resources or facilities not available in schools.
- Work in partnership with local authorities, schools and employers to grow and deliver foundation apprenticeships in the key sector areas

5.1.2 Strategic Alliances and Partnerships

Effective partnership working is vital to the future of the college. The college will:

- Improve regional coherence, inter-college progression and sharing of best practice across the region through joint curriculum planning with West Lothian College, Fife College, Borders College and Forth Valley College
- Improve commercial opportunities across the region and increase scope for new market development by joint bids and tenders with other colleges and HE institutions where there are complementary areas of expertise. Projects are currently underway with West Lothian College and Edinburgh Napier University.
- Continue to jointly develop more courses with college partners such as the NHS, the Standards Council for Community Learning and Development for Scotland (CLD Standards Council) and local authorities to ensure they are fit for purpose and complement what these partners offer and, in doing so, avoid duplication or overlap.
- Grow the volume of work currently done with The Prince's Trust, Access to Industry and Gate 55 to offer more provision for those that are least economically active, have no qualifications and are at the very beginning of the skills pipeline.

5.1.3 The Critical Role of Employers

The college will align its curriculum closer to the skills gaps and shortages of employers. It will also engage more with employers and look for their support to:
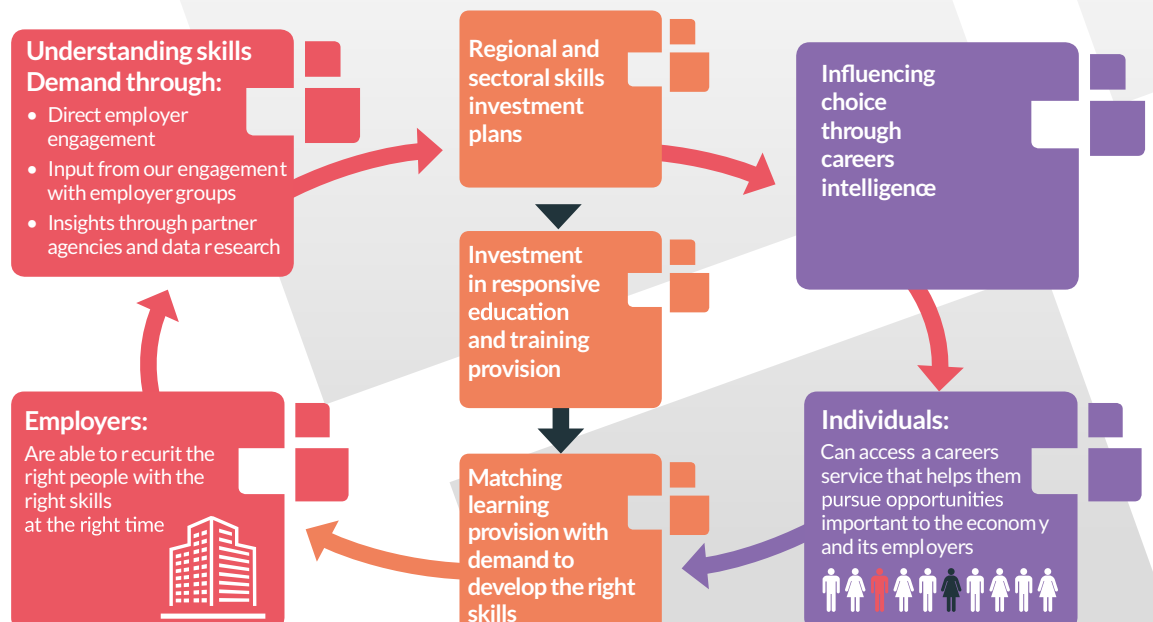
- Grow employer engagement in some areas and formalise excellent practice in others by the development and implementation of employer councils. These bodies will be used to inform and advise on curriculum design and development.
- Improve employer engagement and participation in employer forums to better align the curriculum to industry developments. Examples of participation are identified in the college's Regional Outcome Agreement. http://www.edinburghcollege.ac.uk/Welcome/Governance/College-Publications/Regional-Outcome-Agreement
- Increase the number of students who find and progress to a job directly related to their course of studies. This will be achieved through a gradual shift of provision to more employer partnership models of learning and through the growth in apprenticeships.

- Grow the volume of work placements (especially in full-time provision) essential skills and employability units on FE course frameworks to better support students towards a positive destination.

5.1.4 Student Progression

The college will enable seamless progression across its curriculum offer. It will also partner with other colleges and universities in Scotland to:

- Develop clearer progression pathways within college and between colleges across the region to grow the number of students progressing with full advanced standing with regional HE partners
- Streamline awarding bodies across the curriculum portfolio to enable easier progression and to simplify the learning journey for prospective students
- Improve access and progression to mainstream provision from the harder-to-reach students who are currently studying in community or outreach facilities. Furthermore, ensure that provision in these settings is linked to employability via the skills pipeline and therefore provides the means by which progression can take place.

Understanding skills Demand through:
- Direct employer engagement
- Input from our engagement with employer groups
- Insights through partner agencies and data research

Regional and sectoral skills investment plans

Influencing choice through careers intelligence

Investment in responsive education and training provision

Employers:
Are able to recuit the right people with the right skills at the right time

Matching learning provision with demand to develop the right skills

Individuals:
Can access a careers service that helps them pursue opportunities important to the economy and its employers
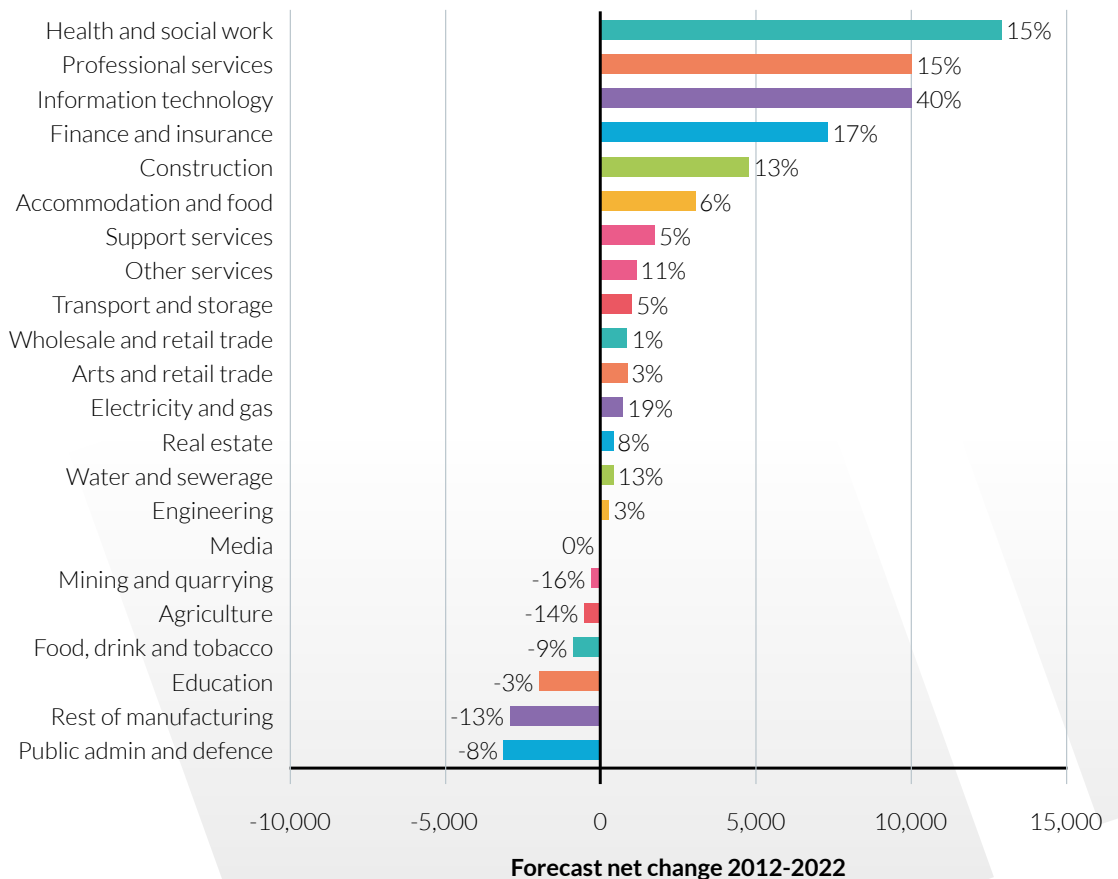
5.2 The Curriculum Offer for 2016/17 and Subsequent Years

The curriculum offer for 2016/17 factors in a number of the developments outlined above. It also is the first step towards delivering the longer term vision for each curriculum area outlined in section 7 below. The curriculum for 2016/17 and in subsequent years will be increasingly informed by external evidence. The sources of documentary evidence outlined in section 3 above provide the basis for the changes to the curriculum being progressed and planned to continue over the lifecycle of this Curriculum Planning and Design Strategy. The evidence presented later in this paper on trend enrolments, applications versus demand, KPIs and self-evaluation all contribute to this picture. The two charts below provide a quick reference for anticipated jobs growth/decline and the level of qualification that will be required by prospective job candidates for vacancies expected to arise between 2016 and 2022.

Forecast net employment change 2012-2022

Sector	%
Health and social work	15%
Professional services	15%
Information technology	40%
Finance and insurance	17%
Construction	13%
Accommodation and food	6%
Support services	5%
Other services	11%
Transport and storage	5%
Wholesale and retail trade	1%
Arts and retail trade	3%
Electricity and gas	19%
Real estate	8%
Water and sewerage	13%
Engineering	3%
Media	0%
Mining and quarrying	-16%
Agriculture	-14%
Food, drink and tobacco	-9%
Education	-3%
Rest of manufacturing	-13%
Public admin and defence	-8%

Forecast net change 2012-2022

Source: Working Futures 2012-2022

The sectoral outlook for Edinburgh, Fife and the Lothians broadly mirrors that for Scotland as a whole. The differences are in the scale of change expected - the direction of travel is the same for each of the sectors shown.

	Expansion Demand	Replacement Demand	Net Requirement to 2022	% of Net Requirement
No Qualifications	-13,000	14,600	1,600	1%
SCQF 1-4	-14,200	24,600	10,400	3%
SCQF 5	-14,200	49,100	27,700	9%
SCQF 6	-18,300	51,7,00	33,300	11%
SCQF 7-10	79,400	97,900	177,300	59%
SCQF 11-12	27,800	22,800	50,600	17%
Total	47,500	253,400	300,900	100%

The majority of job opportunities in Edinburgh, Fife and the Lothians over the coming decade will require individuals with higher-level qualifications. There will be limited opportunities available to those with low or no qualifications. Of the 300,900 job openings expected to arise in Edinburgh, Fife and the Lothian's between 2012 and 2022, the majority (76%) will require individuals qualified to SCQF Level 7 or above. The remaining opportunities available will mainly be for individuals qualified to Level 5/6. There will be limited opportunities available to those qualified below this level or with no qualifications at all.

The college considers intelligence around replacement demand as an indicator and not an explicit measure of jobs that will become available in the future. Workforce development will evolve and structures may streamline with increasing technological advances.

5.2.1 Changes by Curriculum Area

4 New faculties have been created to reflect the new credits allocation per area.

Creative Industries
Engineering and Built Environment
Health Wellbeing and Social Science
Tourism, Business and Languages

The impact on curriculum planning will be gathered from a range of sources of evidence:

1. Labour market intelligence from the RSA*, NEF and EMSI using ONS statistical evidence
2. Enrolment and application trends
3. KPIs / performance review and self evaluation
4. Efficiency measures

Faculty of Health, Wellbeing and Social Sciences

Planned growth in Health, Well Being and Social Sciences to provide people for the planned 15% growth in jobs in health, social care and leisure as well as the increase in childcare provision in the region.

Health and Social Care
Future credit volumes for this area are likely to remain strong, with training contracts becoming available as well as partnership work with the NHS likely to increase.

Social Sciences
Full-time Highers course occurrences have been removed, with reduced occurrences of Social Sciences for improved progression. Plans focus on developing single-curriculum locations to reduce duplication where feasible without

impacting other areas. The plan for this area is to increase class capacity to accommodate larger groups of learners who wish to progress to university. The college will continue to work with its partners in HE and specifically SWAP to achieve this.

Childhood Practice
Future credit volumes for this area are likely to remain strong and increase, with training contracts and SFC funding becoming available as well as partnership work with local authorities, playwork and nursery providers likely to increase.

Dental and Pharmacy
Dental Nursing provision is now fully aligned with NHS Education Scotland (NES), offering registerable qualifications and also entry-level courses to address skills gaps in this area. This provision has been further strengthened in terms of The General Dental Council (GDC) Student Fitness to Practise study.

Pharmacy Studies is led by the General Pharmaceutical Council (GPhC) and our course provision meets their standards and expectations. We will work in partnership with NHS trusts in Edinburgh and Greater Glasgow to provide relevant work-based qualifications as well as providing full-time college courses. There is a full review in the pharmacy sector and we expect new curriculum requirements from 2018. We have introduced an entry-level Pharmacy offering with a similar purpose to Dental Nursing.

Sport and Fitness
A large but consistently strong area of the college. Development of degree provision and the health and technology aspects to sports education will continue, especially at HE levels.

*RSA includes official datasets (including APS, BRES, UKCES, UK Business Counts, Census, Scot Gov datasets) and partner data (SFC, SDS, SE, HIE).
The data matrix is found here:
www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/regional-skills-assessments/

Access and Continuing Education

This provision supports individuals who face barriers to learning (individuals with learning disabilities, mental health problems, and social, emotional and behavioural issues).

The aim of this provision is to ensure transition to college and employment for the hardest-to-reach individuals while working in partnership with internal and external partners to ensure each person's support needs are met.

Forty per cent of those of working age in the region are not currently qualified to SCQF level 5. Ninety per cent of all anticipated jobs between now and 2022 are expected to require qualifications to at least SCQF level 5. The focus will be to provide a new vocational route within all entry-to-learning programmes. This will provide better support and reduce unnecessary duplication.

Faculty of Engineering and Built Environment

Construction

Despite the anticipated 13% growth in jobs in East Lothian and Midlothian, and the planned population growth, the apparent size of the curriculum area is larger than required. There will be new provision to meet demand for skills in emerging technologies, new schools provision with better progression links to apprenticeships, new short-course-entry level provision for young people in traditional building crafts, new apprenticeships in Waste Management and Railway Maintenance, a new Construction Academy in East Lothian, and relocation of building services provision. Future credit volumes for this area for full-time provision are to decrease by 3,000 credits to take account of the actual size of the area. A flexible approach to the curriculum, working on Industry-based demand for the region will continue with CITB, SNIPEF, SPADAC and SECTT as essential partners. Similarly, Electrical Engineering will reduce in full-time provision in favour of short courses in skills testing, installation and apprenticeships. The college will work closely with managing agents such as Edinburgh & District Employers' Training Association (EDETA) and the Building Engineering Services Association (BESA). There will be growth in collaborative courses and bespoke training such as smart metering. The college will meet demands on its apprenticeship contracts. HND provision in STEM areas such as Architectural Technology will remain strong.

Engineering and Electrical

There will be planned reduction in Engineering in full-time Provision. However, we we expect to continue to meet the demand for technician-level jobs in energy skills and renewable technologies. This will be met through transition training and apprenticeships. New STEM Academy and foundation apprenticeship programmes will offer schools training in engineering. We will adapt HE full-time courses to take account of the changes in the North Sea economy, to meet the new economic opportunities in food and drink, and healthcare. STEM provision will be increased using microelectronics and robotics by developing new cross-curricular courses working with Computing and Creative Industries.

Automotive

The Automotive facility requires to be upgraded from Sighthill Campus. The area has a steady trend of applications and is expected to continue as such. Partnerships with managing agents such as the Scottish Motor Trade Association (SMTA) should be maintained and developed.

Faculty of Tourism, Hospitality and Business

Hospitality and Professional Cookery

Hospitality and Professional Cookery provision has reduced significantly in the past two to three years in the college due to demand. It is clear that there is still a demand for chefs and staff required across hotels, bars and restaurants to service the tourism economy. Modular short-course development will take place in a number of areas in Hospitality to increase part-time provision/numbers and commercialise the portfolio.

Hair and Beauty

The area has low demand for increased job opportunities in the region but has high application demand. Partnership with Access courses will ensure access to college routes are available. Entrepreneurship will continue to be developed at all levels.

Tourism and Events

The area has high demand for increased job opportunities in the region. Partnership with Access courses will ensure access to college routes are available. Entrepreneurship will continue to be developed at all levels.

Business and Finance

The curriculum will be refreshed and changed to meet the projected demands in financial services, management and professional occupations, but funded via different sources than currently. New single locations for curriculum subjects will avoid duplication and develop new courses in in Financial Services including a foundation apprenticeship for school pupils. New 'joint-FE' courses will be offered in Entrepreneurship to increase the skills gaps whilst maintaining other vocational offering such as Hair and Beauty or Design. Entrepreneurship will also be embedded more widely in curriculum design across the college. Associate student degrees can grow in this area to generate non-SFC-dependent income.

English for Speakers of Other Languages (ESOL)

ESOL is projected to be maintained going forward and with sources other than fundable activity. There is potential for growth in partnership with local authorities. Courses linked with other curriculum areas, such as Business and Tourism, should continue to grow as KPIs point to particular success in this area.

Faculty of Creative Industries

This area contains the following areas: Computing; Broadcast Media and Photography; Art and Design; Music, Music Business and Sound Production; and Performing Arts. There will be a strong focus on entrepreneurship, digital skills and creative and collaborative learning within a STE(A)M context. The college will seek to grow its offer via foundation apprenticeships over the next few years to offer work-based training to those in school. There will be an increase in STEM-related vendor qualifications added to core programmes to improve employability. Centres of excellence in Art and Design, Performing Arts, Computer Networking, Photography and Broadcast Media have been well established. There will be an increase in vocational degree areas in Music, Music Business, Visual communication and, Music Technology as well as Arts and Cultural Heritage to address the employment opportunities in these areas. It is expected that this area will grow by around three to four per cent.

Computing

Computing will also require to grow to meet the massive demand for digital/ICT skills (32% jobs growth in the region) by 2022. It will also do much to contribute to the STEM agenda in partnership with other curriculum areas. There are opportunities to do more commercial work in STEM areas particularly in the area of digital and ICT, as well as MAs and FAs.

Performing Arts including Music and Sound Production Music/Sound

There are high applications in this area. Jobs growth is around three per cent in performance opportunities in the region but, importantly, jobs are centred around occupations attached to business, events, technical support, health and tourism. Make-up Artistry requires to grow due to demand, KPIs and employment opportunity.

Broadcast Media and Photography

BMP will also require to meet the massive demand for digital/ICT skills (32% jobs growth in the region) by 2022. It will also do much to contribute to the STEM agenda in partnership with other curriculum areas. There are opportunities to do more commercial work in Broadcast areas to increase income as well as a digital spin-out business.

Art and Design

Art and Design will also require to assist to meet the massive demand for digital/ICT skills (32% jobs growth in the region) by 2022. It will also do much to contribute to the STEM agenda in partnership with other curriculum areas. Growth is evident in degree provision.

EMPLOYER ENGAGEMENT AND APPRENTICESHIPS

In order for the college to better meet the needs of the region, the curriculum and the wider business of the college needs to be more closely aligned to employers. There are several aspects to the college's engagement and work with employers: the extent to which they inform curriculum development, the extent to which they partner with the college in the delivery of education and training, and the extent to which they buy products from the college on a commercial basis as part of the upskilling of their workforce.

6.1 Employer Engagement in Delivery: Apprenticeships

The external environment demands (via the report by the Commission on Developing Scotland's Young Workforce and the subsequent youth employment strategy, Developing the Young Workforce) that apprenticeships are the primary means by which education training and skills development should be progressed. Some curriculum areas have established track records in delivering apprenticeships successfully: Engineering, Construction and Railways provide good examples.

Responding to the above strategy, the college is working with schools, employers and SDS to significantly increase the number and scope of direct and indirect apprenticeships that will be available. Initially, these will focus on areas of high demand and projected growth but, ultimately, the aspiration is to have apprenticeships across the curriculum portfolio to provide an attractive alternative to attending college full time.
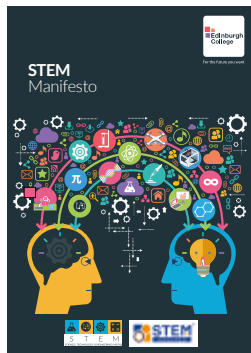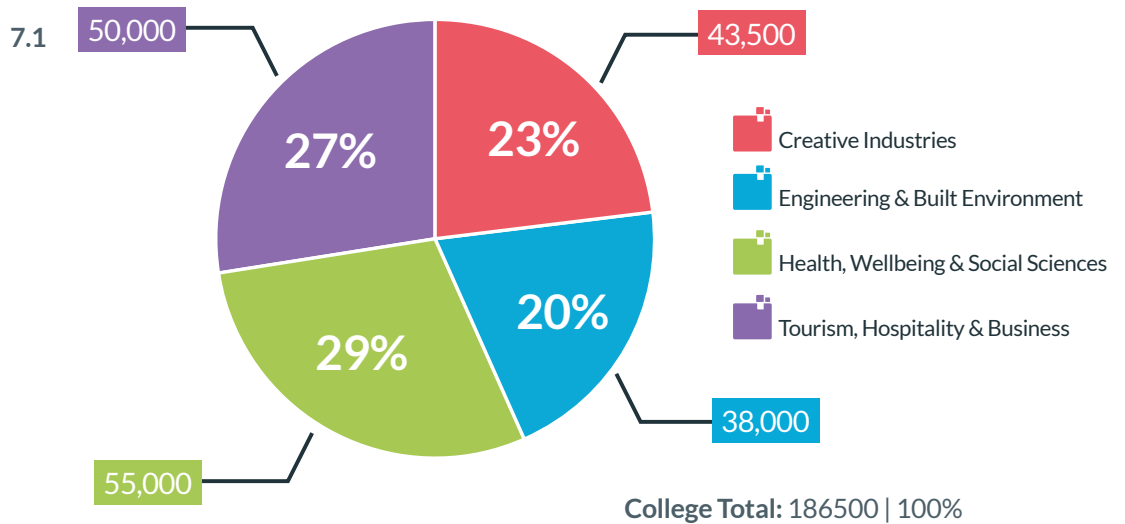
Specific opportunities/issues being considered at present are:

- Demand-led modern apprenticeships in Customer Services, Accountancy, Financial Services, Management and Waste Management
- Foundation apprenticeships in Financial Services, Engineering, Business, ICT/Digital, Care, Civil Engineering
- Development work currently ongoing with SDS on the scope for graduate apprenticeships and Creative Industries
- Improving capability, ownership and responsibility across the college for the delivery of indirect apprenticeships via the SDS contract

6.2 Employer Engagement: Commercial Opportunities

The pressure on the college and the sector's finances means that it is a challenge and a necessity for every curriculum area to work in partnership with the Business Development team to actively engage in market development activity, new product development to meet a bespoke demand or identifying products within their portfolio that may be appropriate for commercialisation. International consultancy and training will be increased in partnership. A separate strategy will support this document.

CURRICULUM DESIGN AND THE SHAPE OF THE COLLEGE 2017/18

7.1

50,000
43,500

27% 23%

20%

29%

38,000

55,000

■ Creative Industries

■ Engineering & Built Environment

■ Health, Wellbeing & Social Sciences

■ Tourism, Hospitality & Business

College Total: 186500 | 100%

With the adoption of the Curriculum Planning and Design Strategy the college will introduce 40 new STEM courses as recommended by the STEM Foundation and contained within our approved STEM Manifesto. The college also plans to offer 11 new Developing the Young Workforce courses, which represents a 100% increase in student number from 2016/17 to 2020. The college also plans to offer 30 new Widening Access courses which support learner progression to DYW courses and fulfil the college's ambition for greater access and inclusion.

The college is in a very strong position to meet the needs of its stakeholders; employers, learners and community planning partners, to ensure that all are able to enjoy the opportunities provided by the college. Through a strong focus on a quality curriculum, with a robust planning process using college recruitment data, local labour-market intelligence, cross-college working groups, college team self evaluation and regular performance reviews, we will continue to provide a quality education and curriculum to meet the needs of the region.

We will proactively engage with employers to equip learners with the skills and knowledge required to meet current and future market demand

We will commit to build understanding, knowledge and expertise of STEM to support an innovative and progressive portfolio

We will commit to supporting and delivering STEM progression routes into further and higher education, training or employment

We will commit to strengthening the skills pipeline of learners from schools to employment and higher education

We will ensure that STEM is given prominence and status in the college and the community it serves

INDUSTRY-ALIGNED FACILITIES TO IMPROVE THE STUDENT LEARNING EXPERIENCE

MacTaggart Scott Hydraulics & Pneumatics PLC Laboratory

A live training laboratory for the development of engineering skills

FEAST

**Our own record label and radio station with professional sound-recording studios featuring the latest technology**

Mock airline classroom to train airport ground crew for Swissport Academy

Drive-in photography studio with infinity coving and professional dark rooms
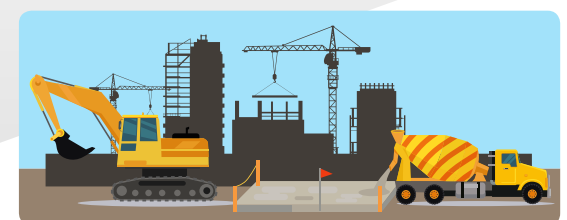

Scotland's largest electric vehicle research project in partnership with SEStran, University of Edinburgh and Mitsubishi
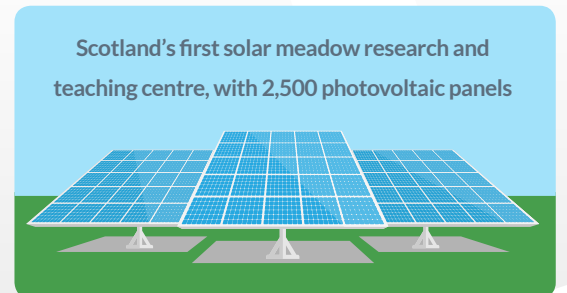
Scotland's first solar meadow research and teaching centre, with 2,500 photovoltaic panels

Two professionally run student training restaurants

Immersive and Controlled Environment (ICE) Lab. Providing mixed-reality and motion-tracking technology for the construction industry
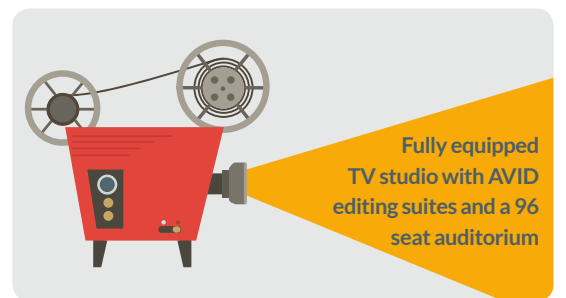
One of Scotland's best highways,
civil engineering and railway track training centres

Performing Arts Studio Scotland

One of the country's largest and most respected
training centres in the performing arts

Wella Centre of Excellence

One of only two approved centres in the UK

Fully equipped
TV studio with AVID
editing suites and a 96
seat auditorium

Glossary of terms

DYW - Developing the Young Workforce

FAs - Foundation apprenticeships

FE - Further Education

FSB - Federation of Small Businesses

HE - Higher education

IOD - Institute of Directors

PBB - Priority-based budgeting

SCP - Schools College Provision

SCQF - Scottish Credit and Qualifications Framework

SDS - Skills Development Scotland

SIC - Standard Industrial Classification codes

STEM - Science, Technology, Engineering and Maths

![Edinburgh College logo]

Edinburgh College

For the future you want

CURRICULUM PLANNING & DESIGN STRATEGY

For more information please visit:

edinburghcollege.ac.uk

or call +44 (0) 131 669 4400

f EdinburghCollege

▶ EdinburghCollege

🐦 #edinburghcoll

📷 edinburghcollege