

## BOARD OF MANAGEMENT ACTION TRACKER

**COMMITTEE:** Learning and Teaching Committee 28.05.20

(Paper 1a)

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
07.09.17	1	A number of editorial amendments, as noted by the Board Secretary, were proposed to the terms of reference. It was agreed that a draft form of the amended terms of reference would be brought to the next meeting of the Committee for consideration and approval.	November 2017	Board Secretary	Completed	Reported to the Committee on 27.11.17 and incorporated into the revised Board Standing Orders
07.09.17	2	At an appropriate point in the future, the Mental Health and Wellbeing Officer be invited to attend the Committee and provide a presentation on the work they are undertaking.	No date set	Board Secretary	Completed	Arranged for the Board Development Day on 7 November 2019
07.09.17	3	Amendments to the L&T Risks in the Corporate Risk Register	September 2017	Vice Principal – Finance and Skills	Completed	
29.11.17	4	The Committee asked that the comparison figures with the national averages reported be double-checked and the paper recirculated to members before Paper 10 is published.	December 2017	Director of Quality Enhancement and Business Improvement	Completed	This action was completed with only one minor amendment to Paper 10.

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
31.05.18	5	Enhancement Plan Progress Report to become a standing item on LTC Agendas	From September 2018	Director of Quality Enhancement and Improvement	Completed	
31.05.18	6	The matter of leaver destinations surveys be raised with the Scottish Funding Council and the Scottish Government. This with a view to making a strong recommendation that research be carried out, through developing a survey which will provide valuable and meaningful data on the impact of the educational experience on students and the value added to the Scottish economy, regardless of whether individuals had formally completed their programme of studies.	June 2019	EMT	Completed	Discussions have been initiated and are ongoing as this is a national matter.
31.05.18	7	The Board should consider a strategic planning session in 2018-19 to considering the impact of predicted future scenarios on the College and the Ayrshire Region, considering measures in mitigation, which could be taken, and how it could support the Scottish Government and SFC in recognising and addressing these challenges.	2018-19	Board Secretary/LTC Chair	Completed	This situation has been overtaken by events. It had been the intention to carry this forward to the April 2019 Board Strategy Day, but subsequent events in Board planning mean that this now unlikely to happen within the envisaged schedule. Consideration should now be given to any developments that have occurred in the period since the original discussion and how best to take this forward. <i>An extract of the minute of this discussion is attached as an aide-memoire.</i>

Ayrshire College # 484082  
05/27/2020 14:53:32

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
31.05.18	8	Amendments to the L&T Risks in the Corporate Risk Register	May 2018	Vice Principal – Finance and Skills	Completed	
06.09.18	9	Amendments to the L&T Risks in the Corporate Risk Register	September 2018	Vice Principal – Finance and Skills	Completed	
15.11.18	10	Amendments to the L&T Risks in the Corporate Risk Register	November 2018	Vice Principal – Finance and Skills	Completed	
07.03.19	11	Student Association to consider the addition of a Male Student Officer to the portfolio of Officer responsibilities within the ACSA Constitution	September 2019	Student Association Sabbatical Officers	Completed	
07.03.19	12	Comments In Minute 7, Draft Regional Outcome Agreement Revised for 2019-20 (Paper 4) to be considered by the College, with a report back to the Committee.	May 2019	Senior Management	Completed	
30.05.19	13	Future Student Association Reports to include information of future ACSA related events.	Sep 2019	Student Association Sabbatical Officers	Completed	
05.09.19	14	The Committee to receive a summary of the FE and HE Full Time Outcomes per campus and benchmarked in comparison to similar Colleges when this information becomes available.	March 2020	Vice Principal, Curriculum	Completed	
05.09.19	15	The Industry Programmes Progress Report to be split in two with a Business Growth report to be brought as a standing paper to	Nov 2019	Vice Principal, Curriculum	Completed	

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
		the Business, Resources and Infrastructure Committee and the Apprenticeships and Work Based Learning report to be brought as a standing paper to the Learning and Teaching Committee				
05.09.19	16	A smaller and high-level version of the Student Services Report be provided on a regular basis at future meetings.	Nov 2019	Vice Principal, Curriculum	Completed	
05.09.19	17	The Committee agreed that a summary of the Student Services Annual Report be provided at the College Terminology Workshop in October 2019.	Oct 2019	Vice Principal, Curriculum	Completed	
14.11.19	18	The Committee to receive the feedback from SFC on the draft regional outcome agreement 20-21 to 22-23 at its March 2020 meeting.	March 2020	Vice Principal, Curriculum	Completed	
14.11.19	19	The Student Association to provide regular update reports to the Committee on the success of its Student Ambassadors Programme.	March 2020	President/Vice President of the Student Association.	Completed	
05.03.20	20	The quarterly Complaints Report be removed from the agenda of the Learning and Teaching Committee and be transferred to the agenda of BRIC.	June 2020	Vice Principal, People	Completed	

\* **Not Started** / **In Progress** / **Completed**

## **Appendix**

### **8 Outcome Agreement Addendum 2018-19 (Paper 5) P (In relation to Item 7 above)**

J Galbraith took the Committee through the above document which, the Committee noted, highlighted challenges in the Ayrshire context as the only region in Scotland with a decline in public and private sector employment – down by 10% between 2008 and 2016. In addition, the region had the lowest output and lowest productivity in Scotland. Population projections predicted that Ayrshire would suffer “significant decline” in all age groups except the 65+ group. This would increase competition between the College and universities for a diminishing pool of younger students.

A lengthy discussion ensued and the Committee agreed that these factors combined to create significant challenges for Ayrshire College in relation to student recruitment, retention and positive leaver destinations.

A coherent regional skills investment plan was required involving stakeholders, including the Scottish Government, the Scottish Funding Council, local authorities, Skills Development Scotland, employers and the College. While it was recognised that the Ayrshire Growth Deal offered significant opportunities for the region, it was also recognised that without a coherent strategic approach across all of the stakeholders, those opportunities were unlikely to deliver maximum value. The Committee, therefore, urged the Board to adopt a horizon scanning approach to how the College can contribute towards finding solutions to the challenges facing the Ayrshire Region and how it can help the Scottish Government and SFC to recognise the extent of these challenges.

**The Committee commended the Outcome Agreement Addendum to the Board for Approval.**

**In the light of the above discussion, it was recommended that the Board should dedicate a strategic planning session in 2018-19 to considering the impact of predicted future scenarios on the College and the Ayrshire Region, considering measures in mitigation which could be taken and how it could support the Scottish Government and SFC in recognising and addressing these challenges.**

**Learning and Teaching Committee**

**28 May 2020**

<b>Subject:</b>	Student Association Report
<b>Purpose:</b>	To update Committee Members on Student Association activity since the last meeting
<b>Recommendation:</b>	That Committee Members note the content of the report and feedback any recommendations they may have

---

**1. Background**

The 2020 Student Association elections were due to take place on campus from March 24-27 with results being announced upon close of polling on Friday the 27 March. There were 6 candidates standing in the election, including current Student Vice President. As the Student Association was preparing for the elections, it was announced that, due to the Governments guidelines on COVID-19, all campuses would be closing to students. At this time, it was decided that the Student President Elections could not take place in their planned format and were therefore postponed.

**2. Current Situation**

The current term for both the Student President and Student Vice president was due to end on the 30 June 2020, with the new officers taking up post on the 1 July 2020. The Student Association was concerned that this would leave a period between the 1 July and any rescheduled elections without student representation and it was therefore proposed that the Student President would complete an additional one month, up until the 31 July, and the Student Vice President would continue in their current post until the elections were rescheduled and new officers take up post. The Student President officially took up post on the 31 July 2018 and remaining in post until the 31 July 2020 takes them to the maximum two year tenure, as written into the legislation (section 22, Post-16 Education (Scotland) Act 2013). As the Student Vice President has served one year in office, they are covered by legislation to serve a further one year, up until the 30<sup>th</sup> June 2021. A proposal has been submitted to Senior management with regards to ACSA representation for the 2020/21 academic session and we await advice to help determine how to proceed.

**3. Association Activity**

Periods R Pants

Prior to the campuses closing in March, due to the COVID-19 situation, ACSA put together bags with free sanitary products and handed these out to students. ACSA then worked with the Student Experience Team to arrange with Hey!Girls, our sanitary ware provider, to make packs of sanitary products available free to students during the College closure. Students can apply for a three month pack of sanitary products via a Survey Monkey link. Hey!Girls post the packs directly to the students home

address. The College is invoiced for the cost of these which comes out of the free sanitary provision budget. Due to the effective marketing of this scheme, Ayrshire College has experienced the highest uptake of these products across the sector with over 300 of our students requesting packs. Students who accessed the scheme fed back the following:

*I requested these products because I struggle as it is to get sanitary products. With the lock down everything we had access to is basically gone. I couldn't afford them if I were to pay for them myself so I'm very thankful for this help*

*This is a great service as many girls will already be struggling financially due to the sudden change in circumstances and with children being at home. It's one less thing to worry about.*

### Wear it On Your Sleeve Campaign

The Student President is continuing to lead on our Wear it On Your Sleeve Campaign (WIOYS) which encourages our male students and staff to talk about their mental health.

WIOYS Champions have been asked to provide a photograph of them at home wearing their pink WIOYS hoodies, along with a statement on what they are doing to maintain positive wellbeing during lockdown. ACSA and the College's marketing Team will promote these stories to students throughout May, along with promotion of The Big White Wall and the Student President being available for a chat with any student during college hours.

### LGBT+ Forum

We have been working with the ACSA, LGBT+ Students' Officers, Victoria Anderson and Eleanor Bailey, and Equalities Advisor, Sara Turkington, on taking our LGBT+ Forum online with the first Forum taking place through Microsoft teams on Thursday 14 May. As well as bringing our LGBT+ students together on a regular basis to share experiences, information and provide peer support, we will use this forum as a pilot for other groups we hope to set up.

In addition to the online forum, we are in the process of creating a dedicated ACSA LGBT+ Facebook page, with the help of the Marketing Team, and this should be up and running soon.

### Student Support

We have been dealing with general enquiries from students most of which are signposted to other College teams. The most common enquiries are around IT, course work, applying for funding for next year and general advice where students are worried about the impact of lockdown. We work closely with the student's Student Services Advisor and follow up where necessary, also keeping the lines of communication open with students. Where appropriate we also promote the College's Wellbeing Hub on Moodle and the Big White Wall resource.

### NUS Scotland Conference 2020

The Student President and Vice President attended the virtual NUS Scotland Conference on the 19<sup>th</sup> and 20<sup>th</sup> March which was moved online as a result of the developing COVID-19 situation. The purpose of the conference is to help NUS Scotland set its priorities for the coming year and to elect the new NUS Scotland

President. Matt Crilly, former Strathclyde University Student President, was the successful candidate. Matt takes over from outgoing President, Liam McCabe. ACSA looks forward to supporting Matt fulfil his manifesto pledges of campaigning for free public transport for students and also developing campaigns around student mental health.

## **Future Activity**

### **Mental Health Awareness Week**

To mark Mental Health Awareness Week, from 18<sup>th</sup> – 24<sup>th</sup> May, as part of the Promoting Wellbeing Group, the Student Association will be promoting the theme of 'Kindness' to students. As well as featuring stories from our WIOYS Campaign we are asking our Mental Health wellbeing Champions to share examples of kindness, no matter how small, which they have experienced as either givers or recipients throughout lockdown and the difference this made to them.

### **Appointment of Student Officers 2020/21**

ACSA has submitted a proposal to Senior Management concerning how we move forward with regards to leadership for the 2020/21 Academic Session. The student elections were due to take place from the 24 to the 27 March however these had to be postponed due to the college closure as a result of the COVID-19 situation.

As with the rest of the College, ACSA are facing an unprecedented situation and one which our current constitution does not consider.

ACSA will undertake a constitutional review over the next few months, however, in the meantime, we will need to decide how we move forward with effective student representation throughout the crisis and the academic year ahead.

After talks with our NUS consultant, Will Stringer, other students' associations across the sector, and taking into consideration our legislative requirements, we have submitted a proposal with two possible routes forward.

The first is to hold an online election to elect two officers which would take up post on 1 August 2020 and the second is to retain our current elected Student Vice President until the 2021/22 Student Elections. Pros and cons of each option have been laid out in our paper and we await advice from senior management with regards how we should proceed.

### **Constitution & Student Partnership Agreement Review**

Upon the outcome of the appointment of student officers for the 2020/21 academic session, ACSA propose to conduct a thorough review of the ACSA Constitution and Student Partnership Agreement. This will be complete by the 31<sup>st</sup> August 2020 with the proposed changes being presented at the first Board Meeting of the 2020/21 session and implemented immediately upon approval.

### **Virtual Student Association**

To adapt to the current COVID-19 situation, ACSA are looking at ways in which they can provide the best online service to our students. We are currently communicating with our networks across the sector to get ideas and look at innovative ways of engaging with our students. As well as increased Social media activity, we are looking to develop our presence on Microsoft teams to create various social groups and communities of interest online.



#### **4. Proposals**

N/A

#### **5. Risks**

Due to the challenging issues dealt with within the SA there is a risk of reputational damage.

#### **6. Equality Impact Assessment**

Due to the nature of this paper an equality impact assessment has not been undertaken.

#### **7. Conclusion**

The ACSA will continue to work alongside staff in order to best support and encourage students, and make the 2020/21 session both enjoyable and successful for students.

**Jack McCrindle**  
**Student President**  
**15 May 2020**

#### **Publication**

This paper will be published on the College website.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Learning and Teaching Committee**

**28 May 2020**

**Subject:** Covid-19 Update

**Purpose:** To update Learning and Teaching Committee members on the impact of COVID-19 on learning and teaching and the student experience.

**Recommendation:** Members are asked to note the contents of this paper

---

**1. Background**

The purpose of this paper is to provide Learning and Teaching Committee members with an update on the impact of COVID-19 on learning and teaching and the student experience since the College closed for face-to-face teaching on 20 March 2020.

**2 Current Situation**

**Arrangements for certificating students - 2019-20**

SQA Awarding Body issued guidance around delivery and quality assurance of college qualifications on Friday 3 April – on the evening that lecturers finished for their Spring Break. This was eight working days after SQA had issued its guidance to schools and colleges around National Qualifications - released on 24 March. The messaging was very different with the guidance on National Qualifications confirming that school pupils and college students undertaking National 5, Higher and Advanced Higher qualifications would not be required to undertake any further assessment from 20 March, while the guidance for college qualifications was that students should participate in learning and assessment opportunities until such times as sufficient evidence was deemed to be in place for lecturing staff to make a holistic assessment judgement.

In addition, the SQA Awarding Body guidance did not cover advice for those qualifications overseen by SQA Accreditation such as SVQs. The College only received guidance for HNC Childhood Practice and HNC Social Services on 15 May and still await guidance for some SVQs and other qualifications in the Construction, Motor Vehicle and Engineering areas. The delayed, and different information has caused confusion and frustration for students, staff and the college's school-college partnerships.

The guidance asks course teams to take a holistic approach to judging achievement – course teams are working through the guidance and are managing well. In some cases, it will not be possible to make an assessment judgement. This will be the case, for example, where the awarding body has paused the qualification and it is not possible to assess students due to health and safety reasons. The guidance also makes allowances for vulnerable students where the course team are satisfied that

the student has been adversely affected by Covid-19 and requires longer to complete course work.

The College will convene Internal Quality Assurance (IQA) panels which will commence on 8 June. Colleges are required to convene these panels as part of the quality assurance arrangements for certification this year.

### **3. Student Satisfaction and Engagement survey – 2019-20**

The Scottish Funding Council has confirmed that colleges are not required to submit the mandatory Student Satisfaction and Engagement Survey for 2019-20 due to the direct impact of Covid-19. The SSES would normally be brought to the May meeting of the Learning and Teaching Committee for discussion.

### **4. Supporting Vulnerable Students**

The College's message, throughout the lockdown period, is that, although our buildings may be closed, our staff are available to support students remotely. To support students:

- Our curriculum staff are in contact with students and we are continuing to teach, remotely, where this is possible and appropriate.
- We have a FAQ section on our website which is updated regularly.
- We have provided contact details on the FAQs section of the website as well as through social media. These contact details are for Student Funding; Student Services; Inclusive Learning; Moodle; the Learning Resource Centres and ICT.
- We have brought forward the launch of the 'Big White Wall' (a digital mental health and wellbeing service) and promoted it through social media.
- We circulate a list of local organisations who can help prior to our Christmas closure period and so have recirculated this list.
- We have made cash donations to each of our link Food Banks.
- We have also donated goods to local organisations from our hospitality kitchens and refectories.
- A £50 per week discretionary payment has been issued to vulnerable students.
- We have given students, on Universal Credits, a one-off payment of £200.
- Discretionary funds have been made available to our student services team who are in contact with the most vulnerable and can administer these if necessary/appropriate.
- Our Curriculum Administration, Student Services and Inclusive Learning Teams are in contact with those known to us as vulnerable.

### **5. Supporting the Ayrshire Region**

The College's strong partnership working is exemplified in being able to deliver on the two areas noted below:

#### Personal Protective Equipment

The College has been putting its two 3D printers to good use - by printing visor parts for NHS Ayrshire & Arran. As part of a collective effort with GE Caledonian, Emergency One and East Ayrshire Council Education, aeronautical engineering lecturer, Will

Morton, has been printing an approved design from his home, before delivering them to Crosshouse Hospital.

Earlier this month, the group met with an NHS contact to establish what style of visor was required at Crosshouse. The engineers and technical teachers then decided what was within each of their capabilities with the equipment they had at their disposal.

Will, GE Caledonian and East Ayrshire Council are all 3D printing headgear for visors, while Emergency One is 3D printing and assembling the complete visor.

Will has the College's two 3D printers set up in his garage and contacted two suppliers of polylactic acid plastic - iDig3Dprinting and Rapid - who kindly donated spools of the material.

He has now printed 150 of the approved design, with a printing time of 2 hours and 12 minutes for each piece.

Will said: *"It is fantastic that we can collaborate and utilise our engineering resources to help our local NHS."*

#### Supporting the Health and Social Care workforce

In response to the COVID19 pandemic and the pressure that it is placing on social care services, NHS Ayrshire & Arran and the three Local Authorities are working in partnership, with the College, to offer bank, temporary and permanent contract opportunities to Health and Social Care students.

These opportunities will allow students to utilise the practical skills and knowledge gained throughout their studies and work experience placements. This will greatly enhance their 'hands on' experience that will be invaluable in their development and in their depth of knowledge within the sector.

At present, approximately 90 students studying Health and Social Care programmes have applied for positions. Many of these students, from our HNC Social Services, HNC Care and Administrative Practice and SVQ 2 Social Services programmes, have secured positions as health care support workers, personal carers and support workers in nursing and care homes.

Due to the high demand for staff in this sector, the College is also promoting bank work opportunities for students who are completing the NC Higher Health and Social Care level 6. Many of these students will be progressing on to HNC courses in academic term 2020-21 where a placement component forms part of the course framework. Therefore, this opportunity will be greatly beneficial in terms of future course work.

## **6. Planning for session 2020-21**

The Scottish Funding Council issued its [Announcement of Outcome Agreement Funding for Colleges – Allocations for AY 2020-21](#) on 7 April 2020 . It acknowledges the rapidly changing environment due to Covid-19 but outlines the desire to offer some stability to allow for planning. The College has been allocated the same core credit target activity for AY 2020-21 as it was allocated for AY 2019-20.

Planning for session 2020-21 will have the health, safety and wellbeing of students and staff at the forefront and we will, of course, adhere to both UK and Scottish Government guidance. We know that physical distancing is more than likely to be in place into next session and so teams are scenario planning around this. Plans centre around:

- Prioritising student cohorts from 2019-20 who cannot be assessed due to awarding bodies pausing qualifications or those who have been directly impacted by Covid-19
- A delayed start to session 2020-21 (with physical distancing)
- A phased start to session 2020-21 (with physical distancing)
- Prioritising curriculum areas linked to economic recovery
- An in college/blended learning delivery model
- Impact of the Scottish Government's *Test, Trace, Isolate, Support* Policy on staff/student attendance due to possible repeated self-isolation
- Repeated lockdowns
- A 'spike' in the virus during winter

## 7. Student Officer Provision for 2020-21

The Covid-19 situation directly impacted the 2020-21 Student Association elections which were due to take place from 24 to 27 March. Originally, it was proposed that the current Student Vice President would remain in post as an elected officer for the 2020-21 academic year with no student elections taking place in 2020. After discussions, however, with NUS, ACSA will conduct online student elections with campaigning and polling taking place from 25 to 29 May 2020. The successful candidates will take up post, officially, on the 1 August 2020, with the current Student President and Student Vice President's terms extended to 31 July to ensure continuous student representation.

The current Student President officially took up post on the 31 July 2018 and remaining in post until the 31 July 2020 takes him to the maximum two-year tenure as written into the legislation (section 22, Post-16 Education (Scotland) Act 2013).

As the Student Vice President has served one year in office, they are covered by legislation to serve a further one year, up until the 30th June 2021.

## 8. Conclusion

Members are asked to note the contents of this paper.

Myrshire College # 484082  
05/27/2020 14:53:32

Anne Campbell  
Vice Principal, Curriculum  
18 May 2020

## Publication

This paper will be published on the College website

## Learning and Teaching Committee

28 May 2020

**Subject:** 2019-20 Credit Report (position at 15 May 2020)

**Purpose:** To advise the Learning and Teaching Committee of the current 2019-20 credit activity target position and projection to the end of the academic year

**Recommendation:** Members are invited to note the contents of this paper

## 1. Background

A key strategic aim, of the College, is to meet the annual credit activity target agreed with the Scottish Funding Council (SFC) as part of the Regional Outcome Agreement process.

The activity target, agreed for AY 2019-20, is **124,943** credits which comprises a combination of core, ESF and additional Early Years credits. Table 1 provides a breakdown of credits.

**Table 1**

	2019-20
SFC Core credit target	124,086*
ESF credits	857
<b>Total SFC credit target</b>	<b>124,943</b>

\*Please note that 5,080 of the core credit target is ring-fenced for Early Years courses in line with SFC guidance.

## 2. Current Situation

Appendix 1 provides a summary of the current position and the anticipated final position for AY 2019-20. Due to the ongoing Covid-19 situation the College has removed any further projected delivery. Currently, the College is expected to exceed its credit activity target by 433 credits. Though the College is not funded for over delivery, it is necessary to ensure that the College has sufficient credits for its FES credit activity audit.

### **3. Resource Implications**

Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target. In its letter, dated 19 March, to College Principals, the SFC, confirmed that it will not seek to recover funds, for AY 2019-20, for shortfalls against Outcome Agreement targets where related to Covid-19. The College is not funded for over delivery.

### **4. Risks**

In addition to a financial clawback, the failure to meet the SFC credit activity target also presents a reputational risk to the College and may affect future activity levels. These risks are included in the corporate risk register.

### **5. Conclusion**

Members are invited to note the contents of this paper.

**Anne Campbell**  
**Vice Principal, Curriculum**  
**15 May 2020**

### **Publication**

This paper will be published on the College website

Ayrshire College # 484082  
05/27/2020 14:53:32

2019-20 Credits update (as at 15/05/20)	A	B	B / A	C	B + C	(B+C) / (A)
	Baseline target	Current position	% towards (baseline) target	Remaining provision (Mar - July 2020)	Total projected delivery	% towards overall target
Arts and Fashion	9 131	7 875	86%	0	7 875	86%
Business and Computing	14 029	11 440	82%	0	11 440	82%
Construction Technology and Trades	18 546	18 200	98%	0	18 200	98%
Early Years Education	13 262	14 896	112%	0	14 896	112%
Engineering and Science	12 927	12 986	100%	0	12 986	100%
Essential Skills (Supported Learning + ESOL)	3 676	3 670	100%	0	3 670	100%
Hair, Beauty and Complementary Therapies	10 162	10 463	103%	0	10 463	103%
Health and Social Care	14 113	16 638	118%	0	16 638	118%
Hospitality	5 055	4 400	87%	0	4 400	87%
Sports and Social Science	13 975	14 174	101%	0	14 174	101%
Widening Access and Community	6 322	7 588	120%	0	7 588	120%
Work-based	2 550	3 196	125%	0	3 196	125%
<b>Total</b>	<b>123 748</b>	<b>125 526</b>		<b>0</b>	<b>125 526</b>	

Summary	Total
Baseline Target	123 748
Current Position	125 526
Remaining Provision (Jan-July)	0
<b>Current Position Total</b>	<b>125 526</b>
<b>Total</b>	<b>1 778</b>
Total Projected Delivery	125 526
Less UWS Credits	-150
Supplementary Activity (May-June)	0
<b>Subtotal</b>	<b>125 376</b>
Credit Target	124 943
<b>Grand Total</b>	<b>433</b>

Ayrshire College # 484082  
05/27/2020 14:53:32



**Learning and Teaching Committte Meeting****28 May 2020****Subject:** 2019-20 Student Support Funds Position as at 15 May 2020**Purpose:** To update Members on the Student Support Funds position and projections as at 15 May 2020**Recommendation:** Members are asked to note the contents of this paper**1 Background**

The College is responsible for administering student support funds on behalf of the Scottish Funding Council (SFC), the Scottish Government and Student Awards Agency for Scotland (SAAS).

**2 Current Situation**

*The College requested a re-profiling of student support funding to be paid to the College before the end of March 2020. Following engagement with the College SFC agreed to provide a re-profiling payment of £1,500,000 on 1 April 2020.*

*For the avoidance of doubt, the College did not ask for any additional funding for the Academic Year 2019-20. The need for the re-profiling of funding arose due to SFC's drawdown restrictions and our expected payments to students in the period to 31 March 2020.*

The following sections of this paper provide details of the position of each student support fund as at 15 May 2020. Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored in. For example, student retention rates, actual awards still to be paid, the impact of the COVID-19 College closure and ongoing SFC guidance on student support funding during the COVID-19 pandemic.

Financial projections will continue to be refined throughout the year for reporting to both the Strategic Leadership Team and the Business, Resources and Infrastructure Committee.

**2.1 SFC Funds provided for Bursary Support**

The original total 2019-20 SFC Student Support Funds were £10,040,480. However, the College applied for, and was awarded, £178,000 of additional student support funding from SFC as part of the 2019-20 in-year redistribution, giving a revised total of £10,218,480.

Table 1 below details the bursary support funds provided by SFC for 2019-20 together with projected expenditure figures as at 15 May 2020.

**Table 1**

<b>Student Support Fund</b>	<b>Original Budget</b>	<b>Additional Funding</b>	<b>Revised Budget</b>	<b>Projected Expenditure</b>	<b>Difference</b>
SFC Bursary	£8,690,480	£178,000	£8,868,480	£9,074,332	£(205,852)
FE Childcare	£660,000	£0	£660,000	£503,085	£156,915
HE Childcare	£350,000	£0	£350,000	£225,023	£124,977
FE Discretionary	£340,000	£0	£340,000	£383,641	£(43,641)
<b>Total</b>	<b>£10,040,480</b>	<b>£178,000</b>	<b>£10,218,480</b>	<b>£10,186,081</b>	<b>£32,399</b>

Ayrshire College has recognised that the COVID-19 outbreak has caused significant financial pressures for many of our students. The College has already taken steps to provide extra financial support to those who need it most. For example, the College has awarded additional payments to students who currently receive discretionary financial support. This category of students is the most financially disadvantaged out of all the College's student cohort, as they do not qualify for any other external source of financial support when many others now will. Further financial support and guidance is also being made available to students who are not within this category but who are experiencing additional financial hardship due to COVID-19.

In light of the on-going COVID-19 situation, the College does not envisage that students will require further childcare arrangements. Therefore the figures in Table 1 reflect that the College will cease making payments for childcare services after 24 April 2020 (invoice 10). The College has contacted childcare providers and students who receive childcare support to make them aware of this decision.

The above figures are based on the most up to date information on student support funding and latest national guidance. Student Funding will continue to review and revise the situation to take account of any developments, additional funding or changes in student support guidance.

## 2.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's allocation for AY 2019-20 is £800,000. The College is currently projecting EMA spent of £630,150 at this time. Members are asked to note that this figure includes January 2020 courses.

There is no financial risk in this area as actual amounts paid out are reimbursed in full to the College a month in arrears.

## 2.3 SAAS Funds provided for Higher Education Discretionary support

The College is also allocated funding from SAAS for eligible students completing HE programmes. This budget is administered in line with SAAS guidance.

The budget for AY 2019-20 of £252,862 is favourable when compared with the AY 2018-19 allocation of £134,613. In addition, the college is allowed to access £31,442 of its HE discretionary allocation for 2020-21 to provide additional

financial support for students due to COVID-19. Table 2 below details the HE Discretionary Fund Budget made available by SAAS together with projected expenditure as at 15 May 2020. As such, the funding will be used to support eligible students in line with SAAS guidance.

**Table 2**

<b>Student Support Fund</b>	<b>Original Budget</b>	<b>Additional Funding</b>	<b>Revised Budget</b>	<b>Projected Expenditure</b>	<b>Difference</b>
HE Discretionary	£252,862	£31,442	£284,304	£284,304	£0
<b>Total</b>	<b>£252,862</b>	<b>£31,442</b>	<b>£284,304</b>	<b>£284,304</b>	<b>£0</b>

### **3 Proposals**

No further proposals are noted in this paper.

### **4 Consultation**

No formal consultation is required given the subject of this paper.

### **5 Resource Implications**

No further resource issues require to be noted in this paper.

### **6 Risks**

The disbursement of student support funds and financial monitoring arrangements are key areas of financial risk for the College. In addition, issues arising from the management of the student support funds can impact significantly on the reputation of the College.

### **7 Equality Impact Assessment**

An impact assessment was completed in respect of the 2019-20 Student Funding Policy and Procedures.

### **8 Conclusion**

Members are asked to note the contents of this paper.

**Michael Breen**  
**Vice Principal, Finance**  
**17 May 2020**

*(James Thomson – Director of Finance, Student Funding and Estates)*

**Learning & Teaching Committee**

**28 May 2020**

**Subject:** Apprenticeships and Work-based Learning Report

**Purpose:** To advise Members of ongoing activity and provide an update on the impact of COVID-19

**Recommendation:** Members are asked to note the contents of this paper

---

**1. Background**

The Scottish Government is committed to growing a world class work-based learning system in Scotland. The family of Scottish Apprenticeships demonstrate and promote the benefits work-based learning brings to businesses, individuals and the Scottish economy.

The Scottish Apprenticeship family consists of three programmes:

- Modern Apprenticeships
- Foundation Apprenticeships
- Graduate Apprenticeships

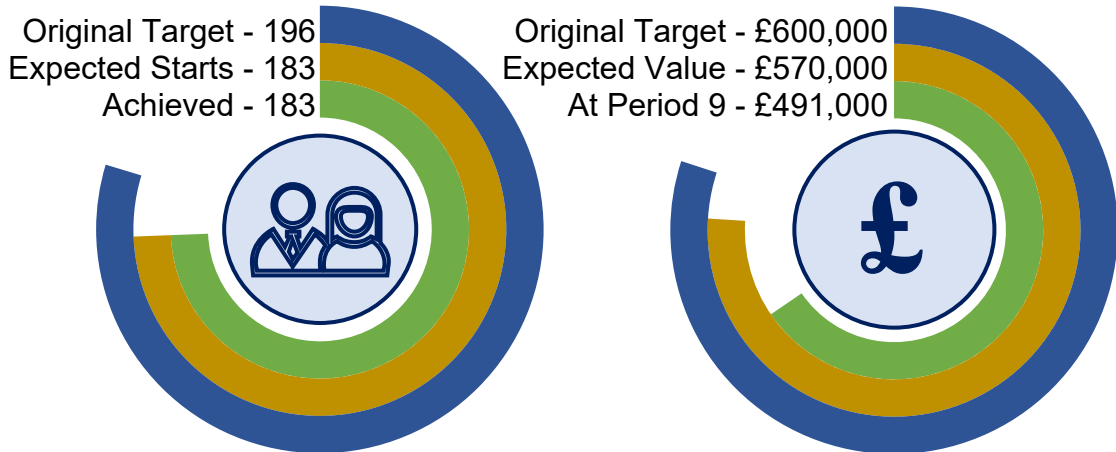
Scottish Government's ambition is to continue to expand apprenticeship provision in Scotland to 30,000 new starts, annually, by 2020. In line with this, the College continually develops the portfolio it offers to businesses to ensure that the skills development and succession planning needs of our region's employers and stakeholders are met, increasing employment opportunities for our communities.

The content of this report focusses on the impact of COVID-19 on the College's Apprenticeship and Work-Based Learning provision.

Ayrshire College # 484082  
05/27/2020 14:53:32

## 2. Ayrshire College Apprenticeships Provision

### Modern Apprenticeships (MAs)



The Modern Apprenticeship contract year runs from April to March each year. The volume of starts presented is in relation to the Skills Development Scotland contract year, while the financial targets and claim values are presented in relation to the College's academic year.

### Recruitment

Recruitment of new apprenticeships progressed very well throughout the year and was on track to achieve the full contract volume until the impact of COVID-19 started to affect companies' recruitment plans. This was felt most in the Hairdressing and Hospitality related industries where recruitment was ongoing and interrupted from February onwards due to the emerging situation.

The following table details the starts signed up in the 2019-20 SDS contract award over the industry sectors, alongside the 2018-19 achievement and the new contract awarded to the College for 2020-21.

Sector	2018-19 Starts	2019-20 Award	2019-20 Starts	2020-21 Award
Automotive	9	12	20	22
Construction Trades	8	30	31	40
Engineering	73	91	92	95
Food & Drink	0	12	7	10
Hairdressing	20	22	16	21
Hospitality	21	22	9	22
Sport, Health & Social Care	10	7	8	10
<b>Total</b>	<b>141</b>	<b>196</b>	<b>183</b>	<b>220</b>

It is clear that short-term apprentice recruitment will be impacted due to COVID-19 with the longer-term impact, as yet, unclear. Due to increased demand in the engineering sector, the College had been operating a waiting list system, awaiting the new SDS contract year. These apprentices were already in employment at the time when COVID-19 impacted. It is hoped that, if they are retained in employment, they will be signed up in 2020-21 which will reduce the impact in this sector.

Where new apprentices will be mainly new recruits to the industry, it is anticipated that there will be a greater impact on starts with most expected to be delayed until their industry is in recovery.

Colleges across Scotland are working with partners and stakeholders to establish what mitigation and support can be put in place to support employers and their skills pipeline during this period.

### Claims

The majority of financial claims affecting this and next year's funding from SDS will be in relation to apprentices already on the programme. Although delayed or reduced recruitment will have an impact on funding, the largest immediate impact would be in relation to redundancy of current apprentices. Though a large proportion of apprentices have been put on furlough, to date we are not currently aware of any major apprenticeship redundancies related to COVID-19. This situation will be monitored on an ongoing basis.

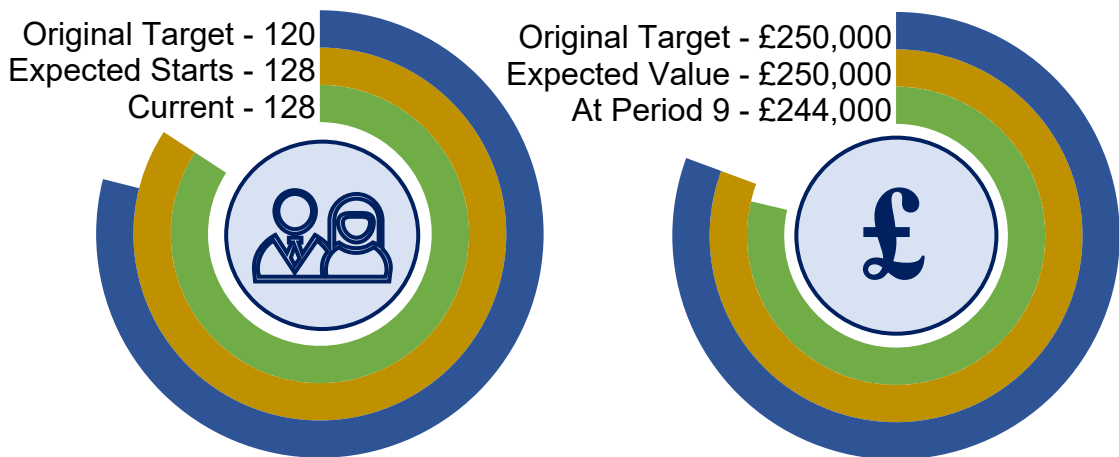
Assessors continue to support, guide and assess their candidates remotely, where possible, even when they are on furlough, helping progress their underpinning knowledge. In sectors such as engineering and construction, financial claims are made based on quarterly progress reviews. These are continuing while apprentices are on furlough and, as such, work to continue the claims process is ongoing. Claims may be subject to delay if employer corroboration of claims is delayed or apprentices are uncontactable. In these cases, claims would be subject to a recoverable delay rather than a loss of funds.

The underpinning work required to generate a significant number of financial claims had been completed prior to lockdown and the turn of the SDS contract year. The apprenticeships team continues to process these remotely with subsequent Skills Development Scotland payments being received as per normal practice.

This, and ongoing quarterly progress reviews, should result in 2019-20 claims being close to the original target. The longer-term impact of delayed or reduced recruitment and furloughed or redundant apprentices will be monitored and reported as the situation becomes clearer.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Sub Contracted Modern Apprenticeships



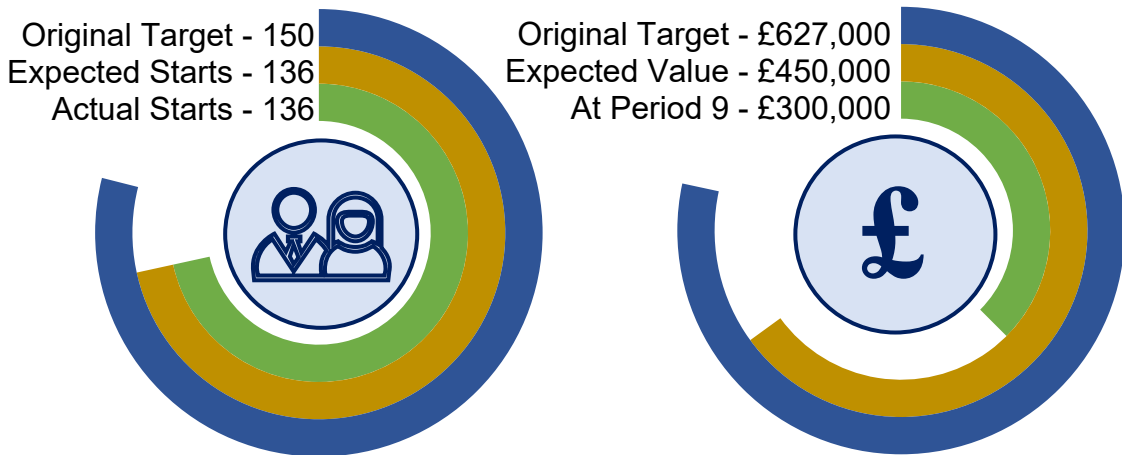
Alongside the contract held directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts.

As a result of the renegotiated contract with CITB the expected value for sub-contracted Modern Apprenticeships exceeds the original target by £120,000. Due to the pause in delivery, it was unclear if these additional funds would be drawn down this financial year. However, at the time of writing a further payment of £127,000 from CITB is being processed which will appear in future reports.

Communication with trade bodies has been structured and is ongoing. Clarity will be sought through these channels.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Foundation Apprenticeships (FAs)



Lecturers and VQ Assessors have continued to deliver remote support, guidance teaching and assessment to current Foundation Apprentices where possible through alternative means.

The potential value of the contract has been reduced from the original target due to lower than contracted recruitment.

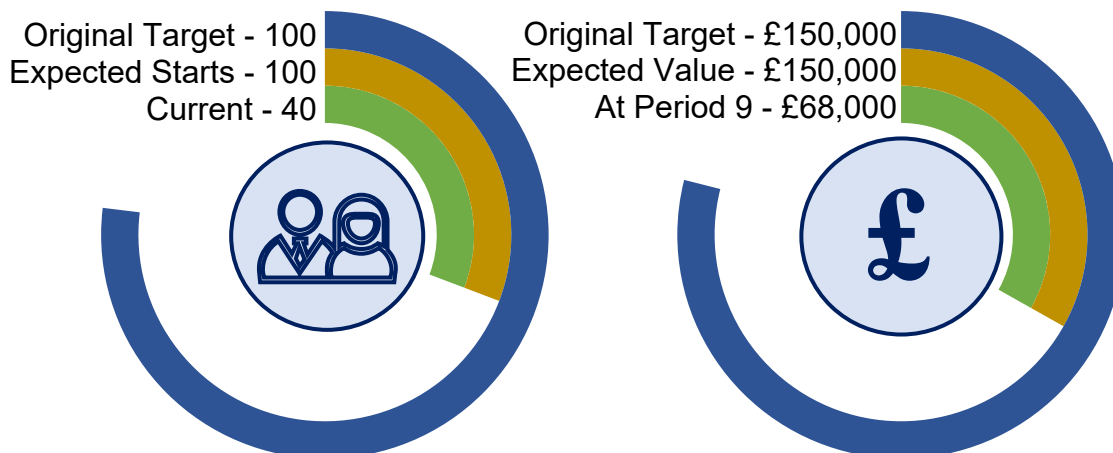
Payments from Skills Development Scotland related to the programme have been held up as previous processes used to draw down funds were rendered obsolete by COVID-19, particularly in relation to work placements. Discussions to resolve this have been ongoing. SDS now appear to recognise this issue and are reviewing processes. A positive result to this review should allow the college to draw down the outstanding funds.

Applications for the 2020-22 FA programme are currently being received. The current status is as follows:

Framework	Awarded	Current Applications
Civil Engineering (2yr) (AC)	15	16
Engineering (2yr) (AC)	45	55
Children & Young People (2yr) (AC)	40	45
Children & Young People (1yr) (EAC)	15	10
Business Skills (1yr) (AC & SAC)	30	7
Scientific Technologies (1yr) (AC)	15	8
Food & Drink Technologies (1yr) (EAC)	10	9
IT Hardware & System Support (1yr) (AC)	15	4
Social Services & Healthcare (1yr) (NAC)	15	13
<b>Total</b>	<b>200</b>	<b>167</b>



### 3. Commercial SVQs



Assessment support for candidates undertaking commercial SVQs continues well throughout the lockdown period. The majority of these candidates work in the Health & Social Care sector and continue to work. Although direct observation of candidates is currently not possible, e-portfolio is used which allows for ongoing assessment and support for uploaded evidence.

Recruitment of new candidates is currently not possible. Prior to lockdown, a significant contract was being negotiated with East Ayrshire Council to deliver SVQs to their care at home staff which would have allowed the College to achieve the targeted volume and value. It is hoped that this will be resurrected after the easing of lockdown restrictions, but it is not expected that this will be possible in the current academic year.

### 4. Other Activity

#### SVQ Units of HNC Provision in Health and Social Care and Early Years

Work based assessors in the Health and Social Care and Early Years sectors are currently supporting over 400 students to achieve their full-time qualification. Courses in these areas, particularly at HNC level, have SVQ units embedded which are assessed by work-based assessors in collaboration with the Curriculum departments. Students undertaking this have had their work placement disrupted and many have not been observed by their assessor. The College has just recently received updated guidance from SQA regarding mitigation for these issues. Support, guidance and assessment via e-portfolio is continuing to be provided by VQ assessors remotely.

#### Work Placement Administration

From 2019-20, the Apprenticeships and WBL team have been supporting the sourcing and organisation of work placements for all Ayrshire College students. It is expected that there will be significant disruption to work placements in 2020-21. Work has begun to review processes in line with this.

### External Profile

The College has been represented on several external groups looking to mitigate the impact of COVID-19 on apprentices. As part of the Managing Agents Working Group set up by Colleges Scotland, Ayrshire College has led negotiations on a number of fronts.

Communication has been established with trade bodies to establish a partnership approach to mitigating the impact of COVID-19 on construction apprentices.

Discussions have also been ongoing with SQA Accreditation to find solutions for SVQ candidates that minimise disruption to their development, whilst ensuring the integrity of the qualification and their industry.

The college is working in partnership with others in the sector to form proposals aimed at maintaining the sustainability of the apprenticeship skills pipeline for the longer term.

Ayrshire College is one of a group of colleges working innovatively together, using employer relationships to develop a series of industry challenges for apprentices early in their career. This is intended to keep Modern and Foundation Apprentices engaged in learning and creative thinking through the coming months of disruption. Further details of this activity will be provided to members in future reports.

## **5. Conclusion**

Members are invited to note the information contained in the progress report.

**Stuart Millar**  
**Head of Apprenticeships and Work-based Learning**  
**15 May 2020**

Ayrshire College # 484082  
05/27/2020 14:53:32

## Learning and Teaching Committee

28 May 2020

- Subject:** 2020-21 Student Recruitment Update (position at 15 May 2020)
- Purpose:** To advise members of the 2020-21 student recruitment position
- Recommendation:** Members are invited to note the contents of this paper.

## 1. Background

The 2020-21 Curriculum Delivery Plan (CDP) was approved by the Learning and Teaching Committee at its meeting on 14 November 2019.

The Scottish Funding Council (SFC) issued its [Announcement of Outcome Agreement Funding for Colleges – Allocations for AY 2020-21](#) on 7 April 2020. It acknowledges the rapidly changing environment, due to the current Covid-19 situation but outlines the desire to offer some stability to allow for planning. The indicative core credit target allocation, provided by SFC for AY 2020-21, is 124,086 credits – the same as for AY 2019-20.

The College was also allocated 857 ESF credits for AY 2019-20. The AY 2020-21 documentation does not specifically allocate ESF credits to each College, though it anticipates the same level of ESF funding overall. For this reason, the College is continuing to plan to deliver 857 ESF credits, meaning that the College has a planned credit activity target of 124, 943 credits.

Table 1 outlines the credit planning targets and table 2 outlines the student recruitment targets and associated credits for each curriculum directorate.

*Table 1 – credit planning targets*

Curriculum Directorate	2020-21
Aeronautical, Construction, Engineering, Science, Business & IT	44,511
Care, Early Years Education and Essential Skills	33,042
Creative, Social Science and Sport	38,177
Schools, Engagement and Widening Access	4,407
<b>Sub-Total</b>	<b>120,137</b>
Less UWS Articulation Agreement	(150)
Work-based credits	2,550
Community activity	2,000
One plus credits	3,100
<b>Total</b>	<b>127,637</b>

Table 2 – student recruitment and credit targets

Curriculum Directorate	Target Students	Target Credits
Aeronautical, Construction, Engineering, Science, Business and IT	4,567	44,511
Care, Early Years Education and Essential Skills	3,241	33,042
Creative, Social Science and Sport	3,567	38,177
Schools, Engagement and Widening Access	2,117	4,407
<b>Total</b>	<b>13,492</b>	<b>120,137</b>

## 2. Current Situation

Full-time FE and HE courses, and school-college partnership programmes form the largest part of the CDP course provision and the majority of these courses are scheduled to commence in August 2020.

In order to achieve the credit activity targets, each course, within the CDP, has an identified target for initial recruitment and applications are monitored on a weekly basis to allow in-year decision making. For example, planning targets are revised due to new courses being added as a result of increased demand or courses withdrawn due to low application numbers.

Like for like comparison with previous years' recruitment data is not currently possible. This is because the deadline, and associated process, for applications, from school-college partnership programmes, was extended due to the Covid-19 situation. While all school-college partnership programme applications have now been received, at the time of writing, not all data had been captured in college systems.

If school-college partnership applications are removed, the total number of applications are broadly comparable to last year. Data shows, however, that students accepting a place on a course has significantly increased on last year. Total acceptances for AY 2019-20 was 49.19%, while this year it is 70.63%.

The tables in the Appendix provide a detailed breakdown of the overall recruitment position.

In line with normal processes, each Directorate will continue to review their area, in detail, to identify opportunities to deliver additional activity where appropriate.

Although, currently, the recruitment picture looks positive, it is not yet known what impact Covid-19 will have on the College's 2020-21 enrolment position and, ultimately, its credit activity target. Conversion of applications to enrolments for AY 2020-21 is likely to be impacted by:

- Physical distancing being a feature of planning until a vaccine programme is delivered
- The College's ability to deliver some programmes based on Awarding Body constraints including health and safety implications and placement limitations
- Potentially more students opting to stay on at school
- Perhaps universities offering more places to Scottish-domiciled students to counter the potential impact of a reduced international market
- A part in-college, part blended learning model being unsuitable for some learners, particularly vulnerable students

#### **4. Consultation**

No formal consultation is required to be completed given the subject matter of this report. The recruitment position is reviewed, formally by the Senior Leadership Team, on a monthly basis. Given the current situation, the statistics are monitored weekly by the Vice Principal, Curriculum, and Directors of Curriculum and appropriate remedial actions taken.

#### **5. Resource Implications**

No specific resource implications require to be noted.

#### **6. Risks**

The failure to meet the credit activity target, agreed with SFC, presents a reputational risk to the College. In financial terms, any under delivery of the credit activity target results in a repayment to SFC.

The Covid-19 situation presents a significant challenge in terms of student recruitment, subsequent enrolment and meeting the SFC credit activity target.

#### **7. Equality Impact Assessment**

Given the subject matter of this report, a formal impact assessment of this paper is not required.

#### **8. Conclusion**

Members are invited to note the contents of this paper.

**Anne Campbell**  
**Vice Principal, Curriculum**  
**15 May 2020**

*(Elaine Hutton, Julie Maxwell & Gavin Murray, Directors of Curriculum)*  
*(Stuart Millar, Head of Apprenticeships and Work Based Learning)*  
*(Carol Nisbet, Head of Schools, Engagement and Widening Access)*

## APPENDIX A

### Full-time and Short Full-time - Semester 1

	Target students	Target Credits	Students	Total Number of Applications	Total Number of Acceptances	Acceptances as Percentage of Target	Total Number of Offers still to be Accepted	Acceptances and Offers still to be Accepted	Acceptances PLUS Offers Still to be Accepted (as a percentage of Target)
Arts and Fashion	554	8,454	689	708	378	68.23%	95	473	85.38%
Business, Computing and Tourism	796	11,379	935	968	529	66.46%	161	690	86.68%
Construction Technology and Trades	808	11,224	1276	1328	534	66.09%	196	730	90.35%
Early Years Education	750	11,808	1269	1348	588	78.40%	154	742	98.93%
Engineering and Science	660	9,354	1055	1091	446	67.58%	227	673	101.97%
Essential Skills	186	2,463	176	185	126	67.74%	11	137	73.66%
Hairdressing, Beauty, Make-Up Artistry and Complementary Therapies	602	8,352	931	974	494	82.06%	103	597	99.17%
Health and Social Care	890	14,040	2290	2445	908	102.02%	145	1053	118.31%
Hospitality	300	4,505	348	352	140	46.67%	88	228	76.00%
Inclusion	134	915	132	148	45	33.58%	44	89	66.42%
Sports and Social Science	797	12,210	1295	1370	367	48.56%	459	846	106.15%
<b>Total</b>	<b>6,477</b>	<b>94,705</b>	<b>10396</b>	<b>10917</b>	<b>4575</b>	<b>70.63%</b>	<b>1683</b>	<b>6258</b>	<b>96.62%</b>

## Full Year and all MOA

	Target students	Target Credits	Students	Total Number of Applications	Total Number of Acceptances	Acceptances as Percentage of Target	Total Number of Offers still to be Accepted	Acceptances and Offers still to be Accepted	Acceptances PLUS Offers Still to be Accepted (as a percentage of Target)
Arts and Fashion	694	8,856	773	794	378	54.47%	95	473	68.16%
Business, Computing and Tourism	1,098	12,532	1015	1051	534	48.63%	174	708	64.48%
Construction Technology and Trades	1,943	19,343	1519	1577	534	27.48%	199	733	37.73%
Early Years Education	1,290	14,492	1538	1622	596	46.20%	154	750	58.14%
Engineering and Science	1,526	12,636	1331	1375	450	29.49%	232	682	44.69%
Essential Skills	791	3,576	262	272	197	24.91%	23	220	27.81%
Hairdressing, Beauty, Make-Up Artistry and Complementary Therapies	882	9,663	1077	1127	494	56.01%	103	597	67.69%
Health and Social Care	1,160	14,974	2361	2518	908	78.28%	145	1053	90.78%
Hospitality	562	5,361	413	419	149	24.91%	88	228	40.57%
Inclusion	2,117	4,407	179	197	45	2.13%	44	89	4.20%
Sports and Social Science	1,429	14,297	1632	1715	387	27.08%	461	848	59.34%
<b>Total</b>	<b>13,492</b>	<b>120,137</b>	<b>12100</b>	<b>12667</b>	<b>4663</b>	<b>34.56%</b>	<b>1718</b>	<b>6381</b>	<b>47.29%</b>

# Ayrshire College Outcome Agreement 2020-23



Ayrshire  
College

Ayrshire College # 484082  
05/27/2020 14:53:32



## TABLE OF CONTENTS

<b>Item</b>	<b>Page</b>
<b>LINKS TO COLLEGE STRATEGIES</b>	2
<b>INTRODUCTION</b>	3
Covid-19	3
SFC Activity Target	3
Supporting national and regional developments	3
<b>REGIONAL CONTEXT</b>	6
Regional Profile	6
Economy	7
Employment	7
Labour Market Requirement	8
Supply of People	8
Skills Shortages and Skills Gaps	8
<b>SECTION 1 – THE LEARNER</b>	10
Access and Learning	10
Mental Health and Wellbeing	11
Student Safety	13
Gender	13
Student Voice	15
Equality and Diversity	16
Access and Inclusion	17
Care-experienced Students	19
Veterans	20
Carers and Estranged Students	20
BSL	21
<b>SECTION 2 – THE SYSTEM</b>	22
Skills Alignment	22
The Apprenticeship Family	23
Developing the Young Workforce (DYW)	24
Early Learning and Childcare	24
Public Health	25
STEM Education and Training	26
Digital	28
Climate Change Emergency	30
Gaelic	31

<b>Item</b>	<b>Page</b>
English Speakers of Other Language Provision (ESOL)	31
Quality Reporting	32
Professional Standards	34
<b>SECTION 3 – INNOVATION</b>	<b>35</b>
Effective Knowledge Exchange and Innovation	35

## **LINKS TO COLLEGE STRATEGIES**

[2017-20 Ayrshire College Strategic Plan](#)

[2018-20 Learning and Teaching Strategy](#)

[2018-20 Digital Skills Strategy](#)

[2018-20 People Strategy](#)

[2018-20 Infrastructure Strategy](#)

[2018-21 Promoting Wellbeing Action Plan](#)

[2018-21 Corporate Parenting Plan](#)

[Ayrshire-Shared-BSL-Plan](#)

[2018-21 Access and Inclusion Strategy](#)

Ayrshire College # 484082  
05/27/2020 14:53:32

## INTRODUCTION

### Covid-19

Ayrshire College's 2020-23 Regional Outcome Agreement was written prior to the outbreak of Covid-19. The College appreciates SFC's position that it will work with colleges on Outcome Agreements as written. There is no doubt that this is a period of great uncertainty and that the full impact of Covid-19 is yet to be realised. Ayrshire College is committed to working with SFC and other stakeholders to support staff, students and our wider region through this challenging and rapidly changing environment.

### SFC Activity Target 2020-21

Final credit activity targets, for colleges, were published, by SFC, on 7 April 2020. The core credit activity, for the College for 2020-21, is 124,086 credits – unchanged from 2019-20. The SFC's publication does not provide detail on ESF credits, which, for 2019-20, was 857 credits. The publication states that SFC has allocated the same total amount of ESF funding to colleges as last year. It is anticipated that further clarity on ESF allocations will be provided to individual colleges after this Regional Outcome Agreement has been submitted to SFC.

### Supporting national and regional developments

The College's mission is to provide excellent, high quality, flexible learning opportunities that enables all students to fulfil their potential. Ayrshire College's 2020-23 Regional Outcome Agreement summarises how the College will accomplish those commitments and also outlines how the College will contribute towards the Scottish Government's mission to make Scotland the best place in the world to learn, to educate, to research and to innovate.

The Regional Outcome Agreement is informed by the College's close partnership working with the three Ayrshire local authorities, Community Planning Partners, employers, universities and other stakeholders and is governed through both the Learning and Teaching Committee and Board of Management.

The College's current [Strategic Plan](#) finishes at the end of academic year 2019-20. Consultation, with staff, on a new plan for 2020-25 has begun and the timing of this is appropriate with the new Principal having taken up post on 1 March 2019. It also coincides with the development of a new economic Strategy for Ayrshire, including the Ayrshire Growth Deal. This provides an opportunity to align the College's own ambitions with that of the Ayrshire Region – ensuring that the College is at the heart of inclusive, economic growth.

Ayrshire College #484082  
05/27/2020 14:55:32

Initial consultation has identified the following key priority themes for the College:

- The student experience
- Digital technology
- Quality of learning and teaching
- Continuous Professional Development
- Mental health and well-being
- Financial sustainability
- Workforce planning

It is anticipated that the final draft will be approved by the Board of Management at its March meeting in 2020. It will then be shared with external stakeholders for consultation, with the final document being published in June, ready for implementation in August 2020.

### **Key Priorities**

During 2020-21, the College will focus on the specific priorities that have been outlined in the Ministerial Letter of Guidance; however, it will place particular emphasis on the following:

#### ***Access and learning***

The College will seek to ensure that students from the most 10% deprived communities achieve at rates comparable with their peers.

#### ***Mental health and well being***

The Student Mental Health agreement will have been implemented and extra support will be provided through the implementation of the Scottish Government funded mental health counsellors' programme.

#### ***Gender***

Work will continue on breaking down stereotypes in gender-dominated sectors; however, the College will collaborate with other Institutional Gender Action Plan leads to identify further areas of action in order to have a greater impact in this area.

#### ***Care experienced***

The College will build on its excellent progress in attracting and supporting students declaring as care experienced. It will, however, intensify its efforts to ensure that this group achieve at rates comparable with their peers.

#### ***Apprenticeship family***

Recruitment to Foundation Apprenticeships and Modern Apprenticeships continues to grow and the College will work with employers to ensure that work-based learning pathways and outcomes meet their needs.

### ***Developing the Young Workforce (DYW)***

The College will continue to work with partners and employers to offer enhanced senior phase vocational pathways, aligned to the 15-24 Learner Journey programme.

### ***Attainment and retention***

Progress will be made in relation to actions outlined in the College's updated Evaluative Report and Enhancement Plan, but particularly with reference to an overall improvement in student outcomes.

### ***Industry partnerships***

The College will continue to strengthen and enhance engagement with employers and other industry stakeholders to ensure that the curriculum portfolio meets their needs and enables students to gain the skills required to support inclusive economic growth in the region.

Ayrshire College # 484082  
05/27/2020 14:53:32

## REGIONAL CONTEXT

### Regional Profile

The College aims to raise the aspirations of individuals, communities and employers across the region, inspiring them to achieve success. The College works with partners and employers across the region to increase opportunities that support inclusive economic growth and the wellbeing of its local communities.

The College focuses on ensuring that its students develop the right skills for current and future job opportunities within and outside of Ayrshire. Key strategic projects such as the Ayrshire Growth Deal and the HALO (Kilmarnock) Development will create thousands of jobs in the region over the next five years, and the College is a key partner in these projects. The College is already working with all key partners to ensure that the skills and learning agenda is integrated. The Principal is a member of the Ayrshire Regional Economic Partnership Board and this group is charged with developing and supporting a regional economic growth strategy for Ayrshire. The Vice Principals and Curriculum Directors are all actively involved in various groups supporting the development of the Ayrshire Growth Deal.

The Ayrshire region has experienced economic decline over a number of decades, with corresponding societal challenges. The recent evidence-based Regional Skills Assessment, from Skills Development Scotland (SDS), highlights these challenges very clearly. It should be noted that SDS will develop a Skills Investment Plan, following publication of the Regional Economic Strategy. However, the Regional Skills Assessment Summary Report, published in October 2019, categorises Ayrshire as a region of low output measured by Gross Value Add (GVA) and low productivity.

Ayrshire continues to have significant challenges around employment when compared to the Scottish averages. In particular, the employment rate for the working age population (aged 16-64) is 70.6% and below the Scottish average of 74.5%. In term of young people, the figures recorded are 54.7% compared to 58.35% in Scottish terms.

Longer term labour market forecasts for job opportunities, while showing an overall decline of 400, potentially mask 55,500 job openings being replacements for the current workforce. Again, this statistic shows one of the key challenges facing the region over the next 10 years when taken with the overall reduction in the supply of people and in particular those of working age population which are forecast to decline by 41,000 people (from 62% to 53% of the population total in 2041).

Skills shortages and skills gaps are increasing. Skills gaps are more far reaching, and concentrated in Ayrshire when compared to Scotland as a whole. An interesting statistic is that while most employers acted to overcome skills gaps, 25% of employers sought to recruit non-UK nationals as a response which is well above the Scottish average of 15%.

## Economy

### **Gross Value Add (GVA)**

SDS, using Gross Value Add (GVA) as an “*indicator of the economy’s health*,” have assessed the past, current and forecast future economic performance of the region. From 2009 to 2019, measured by GVA, the Ayrshire economy grew by 1.0% on average each year. This is below the Scottish average of 1.4% during the same period.

GVA, in Ayrshire, in 2019 was 4% of Scotland’s output (being £5.7 bn of the total £138.8 bn). Ayrshire is one of the smallest contributing RSA regions to the Scottish economy.

From 2019 to 2029, measured by GVA, the Ayrshire economy is forecast to grow by 1.3% on average each year. This is below the Scottish average forecast of 1.7% in the same period.

### **Productivity**

Productivity measures from SDS use the regional GVA divided by total regional employment (measured by jobs). From 2009 to 2019 productivity in Ayrshire grew by 1.3% on average each year. This is the same as the Scottish average of 1.4% in the same period.

In 2019, productivity in Ayrshire was £40,300. This is lower than the Scottish average of £50,400. Ayrshire ranked 10th of the 14 regions.

From 2019 to 2029, productivity in Ayrshire is forecast to grow by 1.3% on average each year. This is below the Scottish average forecast of 1.4% in the same period.

## Employment

From 2009 to 2019, employment in Ayrshire decreased by -2.9%. In 2019, total employment in Ayrshire (measured by jobs) is estimated to be 141,900 and this equates to 5% of Scottish employment. The employment rate for the working age population (aged 16-64) is 70.6% and below the Scottish average of 74.5%.

Within the figures, some key measures need to be extracted, most notably that Ayrshire has below average rates when compared to the Scottish average for young people (aged 16-24), males, females and disabled people. In terms of young people, the figures recorded are 54.7% compared to 58.3% in Scottish terms.

The employment forecast for the period 2019 to 2029 is one of decline, with a marginal employment reduction of 0.3%. However, across Scotland the longer-term trend is national growth in employment, which again highlights the challenges faced in Ayrshire.

## Labour Market Requirement

In the period 2019 to 2029, the forecast is for 55,100 new job openings. However, as noted above, it is forecast that there will be 400 jobs fewer, overall, with 55,500 job openings being replacements. Again, this statistic shows one of the key challenges facing the region over the next 10 years.

## Supply of People

SDS use the NRS population estimates which are produced biennially and in 2016 they forecast for the period to 2041. In 2016, the population of Ayrshire was 370,600 or approximately 7% of Scotland's population.

The largest group in Ayrshire were people of working age (aged 16 to 64 years) which was 62% of the region's population or 228,000. However, the working age population as a percentage in Ayrshire is below the national 65% figure. Children and young people (0 to 15 years) account for 17% or 62,100 with people over 65 representing the remaining 22% or 80,500.

A key challenge, for Ayrshire, is shown in the projections from 2016 to 2041. The population is forecast to decline by approximately 18,800 people which equates to a 5% decline. This is a contrast to national figures which forecast a 5% growth in population in the same period. Within these figures the working age population is expected to fall from 62% in 2016 to 53% in 2041; a projected decrease of 41,000 people. The largest increase is for people over 65, with a decline also in forecast for young people aged 0 to 15 years. These shifts suggest that the region could have a smaller and generally older population in 2041.

## Skills Shortages and Skills Gaps

The Employer Skills Survey (ESS) gathered information on the skills challenges that employers encountered when recruiting and any continuing issues that they have with their existing workforces.

### **Skills Shortages**

Skills shortages are challenges which arise when employers are recruiting but are unable to find applicants with the required skills. This is measured in SDS reports using a Skill Shortage Vacancy (SSV) indicator which is where an employer cannot fill a vacancy due to shortage of skills.

In 2017, the number of employers reporting a SSV in Ayrshire was 5%, compared to a national indicator of 6%. This indicates that this issue is less prevalent in Ayrshire when compared to Scotland as a whole.



## **Skills Gaps**

Skills Gaps are where existing employees are not fully proficient as they do not have the skills necessary for their role. These can cover people, personal, practical and / or technical skills. In 2017, the number of employers who reported a skills gap in at least one employee was 15% in Ayrshire compared to a Scotland average of 16%. The trend has been increasing since 2015 and 5.6% of the workforce in Ayrshire identified a skills gap in 2017. The Ayrshire level is above the national Scottish rate of 5%. Therefore, skills gaps are more far reaching and concentrated in Ayrshire when compared to Scotland. An interesting statistic is that while most employers acted to overcome skills gaps 25% of employers sought to recruit non-UK nationals as a response which is well above the Scottish average of 15%.

Ayrshire College # 484082  
05/27/2020 14:53:32

## SECTION 1 – THE LEARNER

**Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds.**

**SFC core objective 6: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.**

### Access and Learning

The College is making good progress in implementing the relevant recommendations made by the Commission for Widening Access. Firstly, in relation to providing greater access opportunities, the College works, in partnership, with The Scottish Wider Access Programme (SWAP) which seeks to provide opportunities for students to gain access to Higher Education.

Programmes are offered in the areas of Humanities and Primary Education, Life Sciences, STEM and Engineering and Nursing and Social Work. Access to Childhood Practice was successfully offered for the first time in 2018-19 and has been extended to run in all three College campuses in 2019-20. In 2018-19, 25 additional learners enrolled on SWAP programmes compared with the previous year. Combined successful completion rates improved from 69% to 79% in academic session 2018-19. Typically, a high proportion of learners come from SIMD 10 and 20 postcodes and are often the first in their family to progress to university. Students progressed to a range of degree programmes at several universities including Glasgow, Strathclyde, UWS and GCU. A total of 89 learners progressed to further study at SCQF level 7 or above after completion in 2017-18. This increased to 116 learners following completion of courses during academic year 2018-19.

The College is also making good progress in meeting the aspiration of at least 75% of HN students gaining entrance to university, with advanced standing, by 2020-25. Following successful completion during 2017-18, 359 (61.1%) HN students articulated to degree programmes, with advanced standing. This figure was an improvement on the 53.8% for 2016-17 and exceeds the aspiration that at least 60% of HN entrants should articulate with advanced standing by 2019-20.

The College works closely with several universities to improve articulation opportunities for our students and to increase the range of pathways available to them both within and out-with the region.

A new articulation pathway from HNC Social Services to year two of the BA (Hons) Social Work (Scotland) qualification, has been developed, for 2019-20, in partnership with the Open University. On successful completion, students will be prepared for continuing to study with the Open University towards the BA (Hons) Social Work (Scotland) degree as an independent student. This transition programme offers HNC Social Services students, with a unique, flexible and supportive pathway to the Open University degree and provides an alternative route into gaining a professional social work qualification, leading to enhanced employment opportunities.

The delivery of the BA Accounting programme, as part of a collaborative agreement between UWS and the College, has proved very successful. Students can progress to year three of the degree programme direct from their achievement of HND Accounting. The programme is delivered, at the College, by Ayrshire College lecturers. This gives students the opportunity to study on an SCQF level 9 programme in familiar surroundings. A total of 82% of students successfully completed the degree programme in 2018-19.

### **Achievement rates of SIMD 10**

A high proportion of students who enroll, at the College, reside in SIMD 10 postcode areas. The College delivered 24,268 credits (19.3% of activity), in 2018-19, to students in the lowest 10% SIMD postcode areas. While enrolments fell short of the College's own 2018-19 ambition of 22%, it maintained progress in achieving the national target of 20.5% of activity by 2020-21. For the period 2020-21 to 2022-23, the focus will be on maintaining enrolments reflective of the College's overall profile and ensuring that students achieve at rates comparable with their peers.

The proportion of FE full-time SIMD10 students successfully achieving a recognised qualification has increased from 63.7% in 2017-18 to 64.2% in 2018-19. This is slightly below the completed successful figure of 66.2% for all FE full-time students and only slightly below the College's 2018-19 ambition of 66%. The proportion of FE part-time SIMD10 students successfully achieving a recognised qualification decreased from 70.7% in 2017-18 to 67.9% in 2018-19. This is 3.9% below the College FE part-time success rate of 71.2% and was below the College's 2018-19 ambition of 73% by 5.1%.

Meanwhile, the proportion of HE full-time SIMD10 students successfully achieving a recognised qualification in 2018-19 was 65.9% - 2.3% higher than 2017-18. This was 1.0% lower than the College HE full-time success rate of 66.9%. The proportion of HE part-time SIMD10 students successfully achieving a recognised qualification in 2018-19 was 81.5% - 5.0% higher than 2017-18. This was 2.5% higher than the College HE part-time success rate of 79.0%.

While the attainment levels for students from SIMD 10 areas remains lower than their peers, in all areas other than FE part-time, these figures have been improving over the past three years. There will be a focus on early identification of at-risk students from SIMD 10 areas, through improvements to the College retention tool, to help address the attainment gap to ensure that these students have comparable successful completion rates to those of the wider student cohort.

### **Mental Health and Wellbeing**

The College's Promoting Wellbeing Action Plan (2018-21) outlines the strategic commitment to supporting the positive wellbeing of all students and staff. A link to the Action Plan can be found [here](#). It represents a whole College approach to promoting positive wellbeing and tackling the stigma around mental health, recognising that it is the responsibility of all to work collaboratively to achieve this. The Action Plan is aligned to the College's Strategic Plan (2017-20) and Equality Outcomes (2017-21), as well as NHS Ayrshire & Arran's Mental Health and Wellbeing Strategy (2015-27). The key outcomes in the Action Plan are:

- Promote Positive Wellbeing within the College
- Develop and Sustain Resources
- Develop fully Internal and External Partnerships to Support Positive Wellbeing within the College

The Promoting Wellbeing Group oversees the implementation and review of the Action Plan and provides regular reports to the College's Values, Inclusion, Equality and Wellbeing (VIEW) Steering Group which has overall strategic responsibility for the College's current Equality Outcomes (2017-21).

In 2019-20, the College developed its first Student Mental Health Agreement in partnership with the Student Association. The Student Mental Health Agreement provides further demonstration of the College's commitment to supporting the mental health and wellbeing of all students. The Promoting Wellbeing Group is responsible for the implementation and review of the Agreement.

In November 2019, the SFC announced the allocation of additional funding, in Academic Year 2019-20, to provide additional counsellors for colleges. The College will utilise the allocated funds, in line with SFC guidelines, to provide appropriate additional resources to support and enhance student mental health and wellbeing.

Over the last three years, the College has taken significant steps to encourage students to declare if they have a mental health issue and to improve retention and attainment levels amongst students with a declared mental health condition. As a result, the number of students declaring a mental health condition has increased by 37% since 2015-16. Furthermore, the number of FE full-time students with a declared mental health condition who successfully achieved a recognised qualification increased by 6.4% from 52.5% in 2015-16 to 58.9% in 2018-19. For HE full-time students, this figure increased by 16.3% from 47.6% in 2015-16 to 63.9% in 2018-19. Whilst these figures are encouraging, they are still significantly lower than the overall College full-time successful completion rates.

Curriculum staff continue to work collaboratively with wider college teams, including Student Funding and the Student Experience teams, to support all students throughout their learner journey by removing barriers to learning, providing flexible, individualised support and embedding inclusive approaches to learning and teaching within the classroom.

In addition, the College benefits from having three dedicated Liaison Officer posts – jointly funded by Police Scotland, NHS Ayrshire & Arran, and the Ayrshire Health and Social Care Partnerships - which enable the College to offer a unique range of services and interventions to support student retention and attainment. In 2020-21, this resource will be built on to help students develop resilience and maintain their mental wellbeing. The wellbeing of students continues to be supported through education and interventions on drugs, alcohol, mental health and other behavioural challenges.

Improving student retention and attainment will continue to be a priority for the next three years. In particular, we will aim to ensure that the retention and attainment rates of students, with a declared mental health condition, are equal to those of their peers.

## Student Safety

The College has a well-developed set of policies, procedures and processes in place to ensure that there is a common understanding of acceptable behaviours. Effective mechanisms are in place to respond to allegations of harassment or behaviours that do not meet the College values.

## Gender

The College is widely recognised for its innovative work in promoting the increased participation of women and girls in traditionally male-dominated subjects and careers and men and boys in traditionally female-dominated subjects and careers. Much of this work has been developed under the banner of the award winning 'This Ayrshire Girl Can' campaign and the campaigns of 'This Man Cares' and 'Man in the Mirror' respectively. At the same time, the College embraces its wider commitment to gender equality particularly in reference to gender-based violence (GBV) and transgender (trans) identities. The College acknowledges that there are many contributing, interlinked facets of gender inequality and is, therefore, developing a whole-college approach which addresses these. The College's Gender Action Plan (GAP) brings some focus to this, although, it is recognised that further development is required to, for example, enhance and embed the current reporting processes to support the achievement of outcomes identified. As such, this is a priority action moving forward.

The College continues to endorse a position which recognises GBV is an equality issue and demonstrates its strategic commitment to this through the development of its Equally Safe action plan. The priority now is to finalise this action plan so that a consistent approach is taken to addressing GBV across the College. The action plan outlines ten areas of focus, including dedicated actions to review and improve the College's current student safeguarding process, explore online options to report and support, and develop a staff GBV policy. These ambitions, however, should be read in context with the ongoing work within the College and with its local partners in each locality Violence against Women partnership. The purpose of such activities, including for example:

- the Student Association led Reclaim the Night,
- piloting the Equally Safe toolkit,
- embedding awareness within the curriculum,
- staff training
- and a series of working events for local employers and organisations, is to raise awareness of GBV so that, those who have or are experiencing any form of GBV are recognised and well supported within the College and wider communities.

To further enhance the College's approach to tackling GBV, it has recently joined the membership of Fearless Glasgow. The concept of Fearless Glasgow originated in discussions from the Love doesn't hurt Conference, which was hosted by the College in the spring of 2019. At that time, it was envisioned that Fearless Glasgow would be a consortium of Glasgow colleges and universities. Since then, however, it has widened its membership and with Ayrshire College now a part of Fearless Glasgow, it has the opportunity to learn and share with and from other colleges and universities in

the West of Scotland. As such, the initiative now has the potential to inform and influence practices across the region and foster a shared, collaborative approach to tackling GBV in both FE and HE sectors.

In addition to this, the College is commencing discussions with Strathclyde University on becoming involved in a project to further support the implementation of the Equally Safe toolkit.

The College remains committed to the full inclusion of trans and gender diverse applicants, students and staff in college and community life and having a dedicated action in relation to trans inclusion in the College's current [Equality Outcomes 2017-2021](#), underlines this commitment. The College is making good progress in respect of trans inclusion and visibility but at the same time, recognises further development may be needed to reduce the existing attainment gap between trans and cisgender students. The College is making progressive steps to address this none more so than through its co-development and facilitation of the Ayrshire LGBT+ Education Network. Having established the Network in early 2018 with East Ayrshire Council, it continues to be an innovative, forward-thinking approach to sharing best practice among and between education practitioners and related across the region. The Network model has been shared with Argyll and Bute Council and also recognised by LGBT Youth Scotland, Pink Saltire and Time for Inclusive Education (TIE), as good practice.

The College's Equality and Inclusion Advisor continues to co-chair the Trans EDU Community of Practice for colleges and universities in Scotland. The CoP acts as an influencer in these sectors to improve trans and gender diverse applicants and students' experiences and outcomes, nationally. The College also continues to work with local partners through the Ayrshire LGBT+ Development Group as well as maintaining good relationships with, for example, LGBT Youth Scotland and the Scottish Transgender Alliance (STA). Priority actions for 2020-2021 include the Student Association developing a new student LGBT+ group, developing a trans policy and guidance for staff and students, and providing further continuous development opportunities for staff.

The College's Board of Management continues to reflect a fair male and female gender split with an equal number of male and female members. In taking steps to enhance its overall diversity profile, the Board of Management is now engaging with different recruitment sources such as 'Changing the Chemistry' and also working with the Marketing Team to enhance the accessibility and inclusivity of language used to promote opportunities to join the Board. The Board of Management recognises the many benefits of having a diverse membership and, is keen, moving forward, to improve disability and ethnicity declaration.

Similarly, the College is also focused on improving its disability and ethnicity representation across all College positions including at senior levels. The need to prioritise these particular characteristics is evidenced in existing staff equalities data. As such, the College is, for example, currently engaged in a project with Advance HE to increase the number of staff with a disability or long-term health condition. Gender representation within the College meanwhile is, arguably, only problematic in regard to particular roles instead of in relation to senior levels where gender parity is broadly achieved. The College continues to experience a clustering of male and female staff in traditionally gendered occupations and roles and, in some cases, there is a vertical

line evident too in these particular occupations and roles. For example, a break-down of staffing in relation to the Curriculum area of STEM and Construction Technology and Trades shows that from Director to Manager level, these positions are all occupied by males. The opposite is true in relation to Hair, Beauty, Complementary Therapies and Make-up Artistry. The incidence of such is more reflective of wider societal assumptions of what men 'do' and what women 'do' rather than the practices of the College. However, it highlights how important the College's role as an educator is and as such, the College will continue to take a whole-college approach to promoting gender equality.

The College will publish an updated institutional Gender Action Plan, covering the outcome agreement period 2020-23, by the end of July 2020. In updating its IGAP, the College will seek to collaborate with other IGAP leads to identify further areas of action in order to have a greater impact in this area. The key priority will be to continue actions to address subject imbalances. It will also specify how the College will evaluate actions identified in the plan and how the plan, itself, will be governed.

## Student Voice

Ayrshire College's Student Association (ACSA) represents the student voice through participation on all Board of Management committees and representation on a number of internal steering groups.

The Student President is a key member and contributor to the quarterly meetings which are held with the Vice Principals (Curriculum and People), the College's Regional Outcome Agreement Managers and HMIe. Furthermore, the Principal meets monthly with the Student Association which provides an opportunity to discuss any emerging issues; forthcoming plans and initiatives and any strategic/national matters that may impact on the College and its students.

The ACSA, undertook a review of the Student Association Constitution and, in particular, the effectiveness, of the class representative system. Following the review, it was decided that the class representative system was unfit for purpose as it became unmanageable, undemocratic and provided very little qualitative feedback with reference to learning and teaching.

In session 2019-20, the Student Association has adopted a Student Ambassador model to gather feedback from classes – entitled 'Your Voice Matters'. The Student Association has recruited a team of ambassadors who have been selected from the student body through a system of application based upon criteria required for the role. The role of the ambassador is to gather feedback from an allocated cohort of classes twice per year.

Following recruitment, the Student Association hosted a series of information and training sessions for new Ambassadors, delivered in partnership with the College HMIe, and Education Scotland Student Team Member, who provided an insight into her peer to peer feedback experience. Both quantitative and qualitative information will be recorded via an online portal and reports will be created for individual curriculum areas following which each area will devise an action plan for improvement.

It is anticipated that the Student Ambassador initiative will have an impact on the number of students engaging in the national Student Satisfaction and Engagement Survey. Participation rates of 28.1% for FE and 23.6% for HE are significantly below sector participation rates and below the target of 50% engagement. Analysis shows that, in 2018-19, 94.9% of students, overall, were satisfied with their College experience. This was an increase of 2% from 2017-18. A further breakdown demonstrates that 96% of FE full-time students were, overall, satisfied with their College experience. This is above the national average of 93%. Meanwhile, 92.3% of HE full-time students were, overall, satisfied with their college experience. This was significantly above the national average of 86.8%. The College is very aware, however, that it requires greater engagement to demonstrate, statistically, that students do have a positive experience. Moving forward, the College will continue to work, proactively, with Student Association to raise awareness of the survey and ensure that participation levels continue to increase.

The Student Association has also been instrumental in developing and implementing the 'Wear it On Your Sleeve' Mental Health Campaign which uses mental health 'champions' to encourage dialogue around male mental health.

## Equality and Diversity

The College is committed to improving student and staff diversity, retention and progression across all protected characteristic groups. It sets out this commitment in its Equality Outcomes 2017-2021. In April 2019, it published its [Mainstreaming Equality 2017-2019 and Equality Outcomes 2017-2021 progress report](#). It was here, that it was assessed that the College had made positive progress in meeting and fulfilling its legislative duties as set out in the Public Sector Equality Duty. It was acknowledged that the profile of equality, inclusion and wellbeing had increased within the College but, that its reach could be improved on to ensure that awareness translated into barriers, if any, being removed for all protected characteristic groups. It was acknowledged also, that having shared regional equality outcomes with local partners, including NHS Ayrshire & Arran, North Ayrshire Council and East Ayrshire Council, had real benefits in terms of achieving Ayrshire-wide ambitions. This is significant as the College plays an important role in the Ayrshire region as both an educational institution and employer and especially now considering the Ayrshire Growth Deal. The College, therefore, continues to be ambitious for itself, for its communities and for the region.

Strengthening the College's position as an inclusive and diverse employer will be fundamental to its success, which was demonstrated through achieving Disability Confident accreditation in 2016. To support this, the College is, for example, currently engaged in a two-year project with Advance HE to increase the number of staff with a disability or long-term health condition. Having enjoyed success in improving staff disability declaration through a previous project with Advance HE, the aim now is to build on this. The current staff disability declaration rate is 5.15%. This is almost a 50% improvement since April 2015 and compares favourably with current national sector data of colleges in Scotland. Overall, however, the College's staff disability declaration rate is lower in comparison to the public sector as a whole. The project, known as 'Positive about Disability', is still in the early stages of its development; however, progress has been made with a project team established and staff focus



groups facilitated by an external college partner, held in October 2019. The priority now is to develop a project action plan based on needs identified and available staff equalities data and information.

The continued development and implementation of the Human Resources Information System has enabled the college to enhance its capacity to monitor, successfully, its staff equalities profile and moving forward, this will contribute to an improved analysis of staff equalities data across key points of the employment journey.

The College is demonstrating, through its many innovative projects and initiatives, that it seeks to advance equality of opportunity for all. This remains a focus and it will further improve and develop its existing activities, as well as continue to push boundaries, seek new opportunities, and strengthen its approach to equality and inclusion. Priority actions in regard to mainstreaming equality and achieving equality outcomes set are detailed further in the college's progress report. It is worth noting that the value that it places on these ambitions are strategically aligned to college priorities and aspirations and the focus will; continue with the development of the College's new Strategic Plan.

## Access and Inclusion

### 2018-21 Access and Inclusion Strategy

During academic year 2015-16, the SFC undertook a review of the Extended Learning Support (ELS) funding system. As a result of this review, funds were renamed Access and Inclusion Funds. The purpose of these funds is to support key Scottish Government access priorities and to secure parity outcomes amongst students, including inclusive practices in areas such as teaching, ICT and welfare of students across the College. Particular attention was to be given to the progression of students who are studying on programmes up to SCQF level 4.

The College has put in place an Access and Inclusion strategy for the period 2018-21. As well as supporting the College to deliver outcome agreement targets, the Access and Inclusion funding will contribute to implementing the ambitions of Developing the Young Workforce and making progress on the recommendations of the Commission on Widening Access.

In 2019-20, as part of the overall SFC grant, the College received Access and Inclusion funding of £4.678 million which is used to deliver the strategic aims and objectives outlined within the Access and Inclusion strategy.

A whole-college, holistic approach is adopted to achieving the objectives set out with the Access and Inclusion strategy with contributions made by a wide range of College teams. However, key to achieving the strategic objectives is partnership working with a range of organisations such as schools, community learning and development partners, DPW, SDS, NHS, Police Scotland and others, ensuring a very diverse suite of access level provision across the region.

The Access and Inclusion strategy covers two main themes:

- Access – offering learning opportunities for all
- Inclusion-ensuring inclusive practices for all

The Access and Inclusion fund supports inclusive practices in areas such as teaching, student services and inclusive learning support, ICT and general welfare provision for students. To support transitions, the College has a team of Employability and Engagement Officers who work with pupils, in schools across Ayrshire, to provide tailored bespoke transition support. The funding also supports all students in the College, but particular focus is given to the progression of student students on entry level or access courses.

Access and Inclusion funding also supports CPD activities for staff, to ensure that they are equipped with the right skills and knowledge to support students with complex support needs and with emerging barriers to learning such as mental health issues.

College support staff teams including Student Services, Inclusive Learning, Student Funding, Marketing, Business Intelligence and Information Systems ensure student learning and wellbeing is supported through improved access to data, excellent ICT facilities and specialist software. This inclusive approach extends to all students, but particular focus is on under-represented groups such as care experienced, SMID10, student carers, exceptional entries and hearing impaired students requiring BSL support.

The Access and Inclusion fund supports the staffing and associated costs of the following support areas:

- Inclusive Learning
- Employability and Engagement
- School-College Partnerships
- Learning Resource Centre
- Student Funding
- Student Services
- Business Intelligence and Information Systems
- Marketing
- Curriculum Administration Support
- ICT equipment and specialist software
- CPD activities

The impact of the Access and Inclusion strategy is clearly evidenced through the improvement in retention and attainment over the three-year period to 2018-19, as demonstrated by the figures listed in relation to retention and attainment of SMID 10 and care-experienced students.

## Care-experienced Students

The College's [Corporate Parenting Plan](#) (2018-21) outlines the ongoing commitment to care experienced young people and the ambitious and detailed response to the duties outlined in Part 9 (Section 58) of Children and Young People (Scotland) Act (2014)

In 2018-19, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students. Significant progress has been made with the three local authorities, in Ayrshire, to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. As a consequence, the number of students declaring as care-experienced has increased over the last three years and the number of credits delivered to care-experienced students increased from 3,163 in 2017-18 (2.5%) to 7,869 (6.3%) in 2018-19, exceeding the ambition of 3%.

In relation to attainment, the proportion of FE full-time care experienced students successfully achieving a recognised qualification in 2018-19 was 62.3% - an increase of 7.2% on 2017-18. It is, however, 3.9% lower than the College FE full-time success rate of 66.2%. The proportion of HE full-time care experienced students successfully achieving a recognised qualification in 2018-19 was 64% - a decrease of 5.6% on 2017-18. This was 2.8% lower than the college HE full-time success rate of 66.8%. Attainment levels for care-experienced students remains lower than their peers and although they have been improving, across FE, over the past three years, work still requires to be done to achieve the vision of no difference in outcomes between care-experienced students and their peers by 2030 and the College will continue to take action to achieve these targets.

In 2020-21, the College's Corporate Parenting Steering Group will continue to lead on the implementation and review of the actions in our Corporate Parenting Plan. Furthermore, the Corporate Parenting Plan will be updated to align the actions with the 18 recommendations outlined in the recently published Centre for Excellence for Looked After Children In Scotland report "Being a Student with Care Experience is Very Daunting", which was carried out on behalf of the SFC.

Engagement with care experienced young people across Ayrshire will continue through partnership work with local Champions Boards and participation groups and through the Student Association. Opportunities and activities for care experienced students will continue to be offered and the successes of care experienced young people will be celebrated by continuing to host annual Care Experienced Celebration Events as part of National Care Leavers' Week across the College's three main campuses.

Close working with external partners in schools, social work, children's houses and SDS will continue during 2020-21, to engage with young people before they enrol at college and to support them throughout their learner journey. It is expected that this will lead to more effective transitions for students who may be at risk of withdrawal and that it will result in improved retention and attainment.

The College makes good use of “at risk” data to identify students who may need support. Inclusive Learning, Student Services and curriculum teams are continuing to make better use of this data. Teams are making good use of the Retention Tool and attendance information to identify students who are at risk of withdrawal. Regular retention meetings involving curriculum and support staff provide an opportunity to identify at risk students and plan a joined-up approach to supporting the student.

The significant increase in the number of “at risk” students presents a challenge in terms of the College’s capacity to respond to students and provide the support required. Staff teams have taken part in a wide range of CPD activities around Adverse Childhood Experiences, Corporate Parenting, Suicide Awareness and Mental Health training and there has been improved collaborative working between curriculum and service teams to support “at risk” students.

The Student Funding Team continues to offer prioritised processing of funding applications for care experienced students and to provide individualised funding advice and support. The Care Experienced Bursary has provided support to students who might otherwise have withdrawn for financial reasons. In 2018-19, 208 students were awarded the Care Experienced Bursary. The College will continue to monitor the impact of the Care Experienced Bursary in terms of retention and also in terms of the financial impact on students.

## Veterans

Although the number of students declaring themselves as veterans is comparatively very low, the College will continue to support this group by providing bespoke individualised support, improving processes for identifying veterans and children of military families and monitoring their progress. In particular, the College will seek to give credit for prior learning and provide flexible learning opportunities, where possible.

This will ensure that veterans and their families are treated with fairness and respect, in line with the principles of the Armed Forces Covenant, which the College is firmly committed. A member of the Executive Leadership Team has been nominated to engage with the Veterans’ Steering Group.

## Carers and Estranged Students

The College values the vital work done by carers and is committed to supporting them throughout their learner journey. The College has adopted Carers Trust Scotland’s definition of a carer which states that:

*A carer is anyone who cares, unpaid, for a friend or relative who due to illness, disability, a mental health problem or an addiction cannot cope without their support.*

The College implemented several initiatives, during 2018-19, to encourage students to disclose their carer status, including reviewing application and enrolment forms and updating information leaflets for student carers. As a result, the College has seen a noticeable increase in the number of students who are choosing to declare their carer status, with 580 students declaring in 2018-19. However, it is recognised that there is

still a considerable amount of work to be done to ensure that carers are being proactively identified and to raise awareness of student carers throughout the College.

Furthermore, the College has committed to achieving the *Going Further for Student Carers: Recognition Award* before the start of academic session 2020-21. To start this process, a Carers Support Working Group will be established which will oversee the development and implementation of a Student Carers Support Policy and Action Plan. The Action Plan will detail the processes that will be put in place to support student carers throughout their learner journey and to effectively monitor progress and improve retention and attainment.

The College also recognises that estranged students, who are studying without the support and approval of a family network, also face significant challenges in accessing and sustaining their place at College. Estranged students often face significant financial barriers in accessing education and are affected by poor mental health and wellbeing due to personal pressures and lack of support. The College is committed to supporting estranged students to overcome these barriers and, therefore, the Stand Alone Pledge will be signed, before the start of academic session 2020-21 to support estranged students. The Stand Alone Pledge will outline the steps which will be taken over the next two years to create the right conditions for estranged students to stay resilient and thrive at Ayrshire College. This will include developing processes to identify students and monitor their progress and to raise awareness amongst staff of the barriers faced by estranged students and the support available to them.

## BSL

In 2018, the College developed its first [BSL Local Plan](#) (2018-24) in partnership with the three local authorities, the three Health and Social Care Partnerships and NHS Ayrshire & Arran. The Plan sets out ten long-term goals for BSL, in Ayrshire, covering early years and education, health, mental health and wellbeing, transport, culture and the arts, justice and democracy. The Plan also details specific actions in relation to post-school education. In 2018-19, the College made a significant investment in equipment and recruited a number of BSL signers to support deaf students during their time at College. Deaf Awareness training sessions for staff, were delivered, as well as sessions to raise awareness of ContactSCOTLAND BSL Video Relay Service to support communication with deaf students. The College now offers BSL evening classes and a number of staff members have undertaken these.

In 2020-21, the College will continue to work with partners to implement the goals set out in the BSL Local Plan. There will be involvement with school transition meetings, where appropriate, and the College will ensure that deaf students are supported throughout their learner journey

Ayrshire College #484082  
05/27/2020 14:55:32

## SECTION 2 – THE SYSTEM

**Scottish Government strategic priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability**

**SFC Core objective: To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections.**

### Skills Alignment

According to the Regional Skills Assessment, Ayrshire lags behind the Scottish average in a range of key economic indicators, including Gross Value Added (GVA) and productivity. It also has a higher percentage of employers facing recruitment difficulties due to skills shortages as well as those who report skills gaps and skills under-utilisation.

Reported skills shortages and gaps are recognised as being complex measures that contain a mix of factors, including location and terms and conditions. In order to better understand these statistics, the College will continue to work with partners and stakeholders, including the three Local Authorities and SDS, to investigate the problems faced by regional businesses and put actions in place to mitigate them.

The College, as part of its 2018-19 organisational review process, took the opportunity to reconsider the structure and past performance of its Business Solutions function. A new Business Growth Team was created from 1 August 2019, with more focus on engaging and supporting companies across Ayrshire in relation to training opportunities and workforce and skills development as highlighted by SDS in their Regional Skills Assessment.

The Business Growth team have a strong focus, in 2019-20, to ensure that levy paying businesses across Ayrshire benefit from the maximum £15,000 training allocations through the Flexible Workforce Development Fund (FWDF). The College has also streamlined its offerings for 2019-20 to ensure the ability to deliver on the total Ayrshire fund as well as ensure that the courses and learning are aligned to the needs of these diverse businesses across Ayrshire. For 2019-20, a focus has been placed on Leadership and Management, as well as Digital Skills development.

Moving forward, the College is strengthening its work with the Ayrshire Chamber of Commerce as well as ensuring closer working with SMEs across Ayrshire to help develop their businesses and increase the economic impact of this critical business base.

In addition, the College continues to recognise the strategic economic importance of the Aerospace cluster around Prestwick Airport and has been proactive in promoting composite and other high end specialised training within our sector leading composite lab.

## The Apprenticeship Family

Foundation Apprenticeships (FAs) will continue to be promoted as a high-quality vocational offer for senior phase pupils. 2020-21 will see an ambitious new partnership approach with the three Ayrshire local authorities. The College will be the lead partner in a consortium approach, intended to result in more young people accessing a coordinated, high quality offer. This approach will help address challenges faced in recruiting school pupils onto the FA programme in Ayrshire and provide a more sustainable model.

For 2020-21, the College will continue to support skills development in key Ayrshire sectors through established FAs in Engineering, Children and Young People, Scientific Technology: Laboratory Skills, Civil Engineering and Business Skills. This offer will be complemented with additional provision in Business Skills, Food and Drink and Health and Social Care. These additional courses will be delivered by local authority partners and will help broaden the Ayrshire offer.

In 2020-21, the College and partners will aim to increase the number of young people in Ayrshire starting a Foundation Apprenticeship to two hundred. To achieve this, programmes will be offered through a combination of single year and two-year programmes, maximising the accessibility of the programme.

The College has extensive relationships with employers across the region to support and deliver Modern Apprenticeships (MAs) through a range of methods. At any time, over nine hundred apprentices are in training.

The academic year 2019-20, has seen increasing demand for Modern Apprenticeships compared to recent years. In 2020-21, the College will continue its efforts to encourage an increasing number of businesses to recruit modern apprentices and aim to increase the number of apprentices recruited to more than two hundred. The focus of apprenticeship activity will continue to reflect the main economic sectors in Ayrshire – supporting Aerospace, Engineering, Construction and Hospitality.

Figures from 2018-19 show increased attainment levels for MAs. In 2020-21, attainment levels will be increased, with a target of being above the national average in all sectors.

The College has led a coordinated college sector response to adapt to the changes to Modern Apprenticeships in Construction in Scotland. In order to provide a high quality, sustainable service to apprentices and Ayrshire employers, the College will aim to significantly increase the number of Construction MAs directly contracted with SDS.

As well as contracting directly with SDS to deliver MAs, the College will continue to deliver the educational components of apprenticeships for a range of industry sector bodies such as CITB, SNIPEF and SECTT, as well as local authorities.

In addition, the College will look for further opportunities to work with employers to ensure that work-based learning pathways meet their needs. A good example is the partnership between Ayrshire College and Taylor Wimpey, which provides young people with exposure to a progressive national employer while assisting Taylor

Wimpey meet the needs of their future skills pipeline. The Academy is part of the company's drive and commitment to invest in young talent and future-proofing the business. The team, at Taylor Wimpey, has worked with lecturers, at Ayrshire College, to create a bespoke training course that will enhance the SQA qualification for which each young person is training, while also ensuring that every apprentice will learn the techniques that are required to deliver high-quality new homes to its customers. Lecturers have been provided with technical drawings for some of Taylor Wimpey's house styles, and this allows the apprentices to create realistic models of what is being built on-site within the classroom setting. The students complete block release for year one and two of their courses, splitting their time between on-site training and college days. Apprentices who successfully complete a four-year apprenticeship and fully qualify will be guaranteed a full-time position with Taylor Wimpey on one of their sites across the west of Scotland.

## Developing the Young Workforce (DYW)

Ayrshire College has worked, over the past five years, to deliver on the key themes of the Developing the Young Workforce (DYW) agenda for the College, namely:

- Offering access to more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Aligning provision with economic needs and regional planning, with a focus on STEM where appropriate
- Supporting college leaders and staff to develop the skills required to meet the Commission's ambitions for the sector
- Further developing college outcome agreements to underpin improvements and measure progress.

The College's DYW Progress Report, contained in appendix 1, evidences the College's contribution and progression in the planning and delivery of vocational learning for young people at Senior Phase across Ayrshire through school-college partnerships.

## Early Learning and Childcare

The College is committed to increasing the number of enrolments on Early Learning and Childcare courses to support the government's expansion plans to create a highly skilled, diverse and dedicated workforce. It has challenging targets in this area but has significantly increased the provision of Early Years courses in schools, evening classes, and full and part-time courses.

The College has led the development of a pan-Ayrshire forum involving representatives from the three local authorities and University of West of Scotland (UWS) to action workforce planning issues surrounding education and training requirements. Through this group, a centralised placement model has been created



to support the management and coordination of placements and to overcome the challenges experienced as a result of the Early Years expansion.

These excellent partnerships, with the three local authorities, have resulted in proactive planning to support the upskilling of the existing workforce, the training of career changers and new entrants to the sector. In partnership with the local authorities, the College has mapped out a comprehensive pathway of qualifications to meet the sector's needs, starting with the Foundation Apprenticeship in Social Services (Children and Young People) and other school-college courses.

An important aspect of college support for the sector, is working with partners to expand opportunities for training existing and new staff. To attract more males into Early Years, the College developed a six-week full-time skills academy programme for male career changers. In 2018-19, for the first time, the College offered an Access to Childhood Practice (SWAP SCQF level 6) course for adult returners delivered at the College's Kilmarnock Campus. This proved highly successful and has been expanded to all three main campuses. This provides an alternative pathway to HNC Childhood Practice for adults with no qualifications or who have been out of education for more than five years.

In partnership with UWS, the College has produced a leadership qualification pathway for aspiring leaders who wish to progress from a practitioner to a senior position, and from seniors to a head of centre position. The College works closely with university partners to ensure a smooth transition from HNC and HND Childhood Practice to years two and three of BA Childhood Studies.

Responding to requests from local authorities, the College delivers tailored CPD sessions on reflective practice and leadership skills through our evening class provision. The College has also developed an efficient fast-track delivery model for HNC Childhood Practice, which has been very popular as an evening class with childminders wishing to upskill in response to the government's expansion programme.

The need to establish higher volumes of suitable, high quality placements, has proved challenging, but the College has worked, with partners, to develop an innovative solution. In February 2019, the College formed an Ayrshire Peep forum involving representatives from the local authorities Parenting and Community Learning and Development teams and Peep (an organisation that developed the 'Peep' training model that supporting parents and children to learn together). In August 2019, Early Years lecturers and managers were trained as Peep practitioners, and, in partnership with the local authorities, deliver Peep sessions on a weekly basis in all campuses. Peep sessions provide an alternative placement experience that develops student's confidence in communicating and working with parents and children. All level 6 students are involved in the preparation, facilitation and evaluation of Peep sessions.

## Public Health

There is a significant level of staff engagement with NHS Ayrshire & Arran through several partnerships including formal Community Planning Partnership work. In addition, NHS Ayrshire & Arran are taking forward work across the region with key

partners on the impact of Adverse Childhood Experiences (ACES) and how these experiences affect individuals from a health and lifestyle perspective in adulthood.

In addition, work has recently started at CPPs to look at the national Public Health outcomes and how each organisation as a key partner can contribute to achieving these outcomes for our residents. This area will continue to be developed throughout 2019-20.

The College has already introduced several initiatives to promote healthy eating for students and now all food served in college refectories is prepared internally. It has invested in specialist software which ensures calorie count information is available on all menus, and detailed food content and allergens included on menus/advertising materials. The Healthyliving Award, awarded by NHS Health Scotland, is held by all food outlets across the College. The first 'healthy' vending machine has been introduced, with more planned across the campuses.

The College is working in partnership with NHS Ayrshire & Arran and NHS 24 working to encourage staff and students to go digital to help them look after their health. NHS Ayrshire & Arran has provided three iPad kiosks to be used by staff and students across the three main campuses to access information on health services.

The Health, Safety and Wellbeing team continue to promote healthy weight initiatives and in 2019-20 aim to maintain the Paths for All Walk at Work Award and achieve the Healthy Working Lives Silver Award. The College has arranged discounted gym memberships for staff at, local authority, fitness centres.

During 2019-2020, the College continues to work in partnership with the Active Travel Hub in East and South Ayrshire and The Trinity Active Travel Hub, in North Ayrshire, in order to develop campaigns for staff such as a team walking challenge and workplace travel challenge.

## STEM Education and Training

The College will continue to intensify its focus on STEM to address the ambitions and deliver the key aims as set out in the Scottish Government's Science, Technology, Engineering and Maths Education and Training Strategy for Scotland. It is implementing its STEM Strategy, and associated action plan, in line with the national strategy. The College has been identified as the lead on the Regional STEM Hub and will continue to work with the DYW regional group and the three local authorities to implement the STEM strategy and action plan.

During 2018-19, the College delivered 30,474 credits in STEM related subjects which is 24.2% of the overall College provision. While this fell short of the 2018-19 ambition of 30%, in line with government strategies, the College still plans to increase the STEM provision to greater than 30% by 2022-23. The College believes that this is a realistic target as it is now the third largest provider of MAs in Scotland with 735 MAs currently in training in STEM related subjects. The College will aim to increase this by 5% over the duration of the agreement.

As a direct result of employer demand, the College will develop and deliver the recently released Modern Apprenticeship in Brewing. This will give employees the chance to learn their trade on the job from an employer, while working towards a recognised SCQF level 5 SVQ qualification and will see the College as one of the first colleges in the sector to deliver this qualification. The College will also design shorter courses to upskill and retrain people to support the micro brewing industry.

Through the Ayrshire Growth Deal, the College, has the opportunity, to become central to growing sectors including Aerospace, Space and Life Sciences, as well as building on its existing strengths in Food and Drink, Manufacturing and Engineering. The growth deal will see an investment of approximately £250 million and it is believed that these interventions will unlock private investment of around £300 million and deliver around 7,000 new jobs across a wide range of sectors.

The Aerospace and Space sector employs over 4,000 people in Ayrshire - more than 50% of the sector's total workforce in Scotland. With Growth Deal investment, it has the opportunity to double this number over ten years. It is home to a cluster of global companies including BAE Systems, GE Aviation, Spirit, Collins Aerospace and Woodward. Both Governments and local partners recognise the current importance and development potential of this sector to the region, Scotland and the UK.

As a partner of the Prestwick Aerospace Strategic Partnership, the College will continue to support employers in the industry by ensuring there is an adequate pool of skilled people to meet their business needs. The College has seen sustained growth in the uptake of Aeronautical Engineering MAs with an intake of 65 in 2019-20, with some industry partners recruiting exclusively from our student cohort.

The College has been delivering training courses relating to the UKCAA and EASA Part 66 for the past 15 years. The College delivers the academic theory training for the Part 66 modules, as well as being one of only five licensed UKCAA Part 66 online exam locations, the only centre in Scotland. This service has seen many Modern Apprentices from companies such as Prestwick Aircraft Maintenance Ltd, Loganair and British Airways Maintenance Glasgow achieve their apprenticeship and progress to become licensed aircraft maintenance engineers. Ayrshire College is the only college in Scotland to offer Modern Apprenticeship training with the EASA Part 66 license module training embedded.

Over the past 12 months, the Aerospace cluster based at Prestwick have indicated their requirement to have a bespoke Aerospace Training School based at Prestwick Airport delivering all aspects of training as described above as well as practical, on-aircraft training. This centre would be an EASA Part 147 approved training centre, which would allow the college to set its own examinations under license from the CAA and deliver approved blended courses. The practical training must be delivered on a live aircraft in an appropriate environment such as an aircraft hangar. Ayrshire College is committed to work with the Aerospace cluster and The Ayrshire Growth Deal to scope the viability of this project.

Life Science is identified as one of the Scottish Government's growth sectors and is also a central aspect of the Ayrshire Growth Deal. The College have commenced strategic discussions with a local authority, local industry and other academic partners to scope the creation of an Industry 4.0 Digital Manufacturing and Demonstrator Hub

in Irvine to support the Life Science community in Ayrshire and beyond. During the period of this ROA, the College is committed to work with partners to scope this opportunity in conjunction with The Ayrshire Growth Deal.

The College is a partner with HALO Kilmarnock and will support this transformational regeneration project by providing a series of learning experiences for the people of Ayrshire in key themes such as Cyber Security, Construction, Energy Efficiency both domestic and transportation. This partnership will provide the connectivity between local communities, schools, and the industrial partners of HALO to grow local talent to drive the Ayrshire economy.

The College will continue to work in partnership with ESP to ensure it meets the skills demands of employers in sectors such as macro and micro renewables, construction and transport. This partnership ensures a consistency in approach, as well as providing access to industry-standard resources and industry influencers. Taking advantage of these partnerships, curriculum staff will engage in vital industry led CPD, and the College will secure positive destinations within the industry for students.

The College will also continue to host annual First Lego League and First Lego League Jr events to promote STEM skills regionally with schools. These events allow pupils to showcase their learning and provide them with the vital skills required for a career in a STEM related industry. Ayrshire College aim to have in excess of 200 participants at these events by the end of this agreement.

Building on the very successful school/college partnership, the College will expand its provision in STEM related Foundation Apprenticeships. In 2019-20, the FA in Scientific Technologies was added to its curriculum offer.

The College has designed a Science related STEM booklet for P7 pupils. This booklet will be offered to every P7 pupil in Ayrshire by the end of the period of this agreement.

### **Construction**

In partnership with local construction employers and national Tier 1 contractors, the College will highlight construction as a career and course choice through early interventions with school pupils, in particular, with the “Trades Bursts” programme.

The College will also engage with construction employers to sponsor pre-apprenticeship programmes, this provides close links to industry which brings benefits of structured work experience leading to possible future employment.

### **Digital**

Developments in digital technology will affect all sectors of the economy, requiring employers and employees to adapt how they work. New job roles will not be limited to the traditional digital industry. Increasingly, jobs in sectors of the economy like finance, manufacturing, retail, health and tourism will rely on digital skills and the future success of these industries is likely to depend on this.

Ayrshire College # 484082  
05/27/2020 14:53:32

The College will play a critical role in supporting Ayrshire's digital future by ensuring that all students develop the skills to take advantage of opportunities. The jobs available can only be filled if increasing numbers of people choose to develop the skills required yet, despite the many high-value job opportunities and careers available in the digital sector in Scotland, there is a significant need to raise awareness of these amongst young people and their influencers. The College will continue to work with schools to build a pipeline of young people into our full-time computing courses.

In line with the Scottish Government's digital strategy, Realising Scotland's full potential in a digital world, and in recognition of the importance of Computer Science, Games Development, Cyber Security and technology, in general, to the Scottish Economy, during 2019-20, investment will be made in the Computing and Games Development curriculum to completely upgrade the hardware within the curriculum area with the plan to install 174 high specification devices in eight Computing labs across the College estate. This investment has been supported by the Ayrshire College Foundation.

In response to increased industry demand, NPAs in Cyber Security have been embedded in all level 5 and 6 Computing courses. In addition, an HNC Computing with Cyber Security was introduced. In 2020-21, delivery will begin of the new SQA HNC Cyber Security with the HND Cyber Security being delivered in 2021-22.

The College are members of the Digital Skills Partnership, an ambitious Scotland IS initiative, supported by SDS and SFC, bringing together industry, colleges and universities to build industry-relevant curriculum materials and empower students with exposure to up to date working practices. During 2019-20, the College has become a board member and looks forward to contributing to the mission to connect colleges and universities with digital technology companies to meet the rapidly growing and changing skills requirements of the digital industry. As part of the partnership, the team has is participating in the Critical Friends programme, partnering with a senior government information compliance manager and a software developer within a Glasgow technology company in order to ensure that staff and students have access to the most up-to-date practices in the sector.

The College published a [Digital Skills Strategy](#) in 2018, with an ambition to deliver a learning culture that fully embraces the digital age, producing confident digital citizens and digital creators through innovative learning programmes. Core to the strategy is the Digital Life Wheel, a set of values to support living and working in today's digital world. An online course has been developed to ensure that all students, no matter their chosen vocational area and level, become confident digital citizens by applying the values. This Digital Life Wheel toolkit could be extended to the College's school partners and communities, supporting the Ayrshire Growth Deal's Connected Classroom project.

The successful Coderdojo Ayrshire computing coding clubs have introduced over a thousand primary and secondary age school pupils to programming and developing apps, and these opportunities continue to be offered going forward to build a pipeline of young people studying digital skills. Following two successful *This Ayrshire Girl Can* events, run in partnership with SmartSTEMs, which introduced over 500 first and second year secondary school girls to STEM. These, and other events, will continue on an annual basis.

## Climate Change Emergency

The College is committed to be a sustainable institution and has signed the Universities and Colleges Climate Change Commitment for Scotland. The College is committed to satisfying its Climate Change Duties as detailed in the Climate Change (Duties of Public Bodies) Order 2015.

The College aims to continue to reduce the consumption of packaging (particularly plastics), water, waste and energy. A “Good Choices” vending machine has been introduced and the RVM (Reverse Vending Machine) is for the recycling of plastics and cans. It rewards the student with a 20p coupon that can be redeemed in the College’s food outlets.

The College catering service has eliminated the use of plastic straws and cutlery and invested in new compostable crockery and packaging. A number of measures on waste water reduction have been implemented across the College. All food waste is segregated and sent for recycling into energy and fertiliser via anaerobic digestion. All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and sent for recycling – all general waste is sent for conversion to RDF (refuse-derived fuel). The College will continue to use biodegradable towels in its Hair and Beauty curriculum and are exploring ways to dispose of this waste stream. The College aspires to acquire a composter so that food and food packaging waste can be converted to compost that can then be used by its horticulture and landscaping students.

The College will move to the use of recycled paper in copiers and restrict the number of copies which staff and students are able to print by continuing to encourage greater use of our virtual learning environment, Moodle.

On energy consumption, the College is continuing to roll out an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion-sensitive and timed lighting are in place in the Kilmarnock Campus and the College’s supplier uses sustainable energy sources. In the Kilmarnock campus, the principal source of space and water heating is a biomass boiler and the College will continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and has been awarded BREEAM Excellent status for the operational phase. The introduction of increased insulation in the new roofs at Ayr campus, Dam Park building will reduce consumption of gas for heating which in turn will reduce emissions. Where possible and in line with national procurement the College would wish to increase the energy consumed from innovative schemes potentially including a new micro-hydroelectric scheme which has recently obtained Planning permission.

A cross-College Sustainability Strategic Working Group meets regularly to help keep sustainability a priority, and the Estates and Sustainability Team scope planned and preventative maintenance to incorporate sustainable efficiencies, including for SFC-funded backlog maintenance work at the Ayr campus.

Where possible, food miles are kept to minimum and foodstuffs are mostly procured through The University Caterers Organisation (TUCO). Local produce is used where possible in order to keep supply chains sustainable.

A chemical-free cleaning system has been introduced on the Kilmarnock campus, which creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt. Following its success at the Kilmarnock campus, this system was also introduced at the Ayr campus in summer 2018.

Sustainable travel is heavily promoted by the College and the College has a Green Travel Plan. The College will continue to encourage staff and students to use this when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. In 2018, the College introduced the Cycle to Work Scheme to enable employees to purchase a bicycle and changing facilities are available for cyclists. The College fleet of three cars and three vans has been converted to electric and we are exploring how the same could be done for the minibus fleet.

## Gaelic

While the College has not had, and does not anticipate, demand from stakeholders related to support for the Gaelic language, it will keep this under review. In September 2018 the new William McIlvanney Campus was opened in East Ayrshire and the campus hosts the New Woodland School which offers Gaelic provision for pupils aged between three years and 18 years. South Ayrshire Council have an agreement in place allowing their pupils to access Gaelic provision in East Ayrshire, if they wish. North Ayrshire Council do not currently have provision for Gaelic education locally and current corporate policy is to offer access in partnership with Glasgow City Council, Inverclyde Council or East Ayrshire Council.

In 2019-20, the College will look for opportunities to support the three Ayrshire local authorities with delivery of their Gaelic Language Plans to ensure the Scottish Government's aims as set out in The Gaelic Language (Scotland) Act 2005 are met.

## English for Speakers of Other Language Provision (ESOL)

Demand for ESOL classes grew in Ayrshire during 2019 and the continuing Syrian refugee resettlement programme has significantly increased this demand. The College collaborates with the three local authorities to identify unmet demand, make efficient and effective use of resources, and avoid gaps or duplication of provision. The College will improve access to information on ESOL provision across Ayrshire through a dedicated website, focusing on progress from community provision to College provision and the accreditation of learning. The College will continue to facilitate joint training opportunities with local authorities to maintain high standards for provision and share expertise. Positive relationship with partners will be key to delivering seamless progression opportunities for all ESOL learners in Ayrshire.

## Quality Reporting

As part of the national quality framework How Good Is Our College?, all colleges are required to write an annual Evaluative Report and Enhancement Plan (EREP).

During 2019-20, Education Scotland and the Scottish Funding Council began a series of progress visits (PVs), with colleges, to evaluate progress being made against ambitions set out in their Enhancement Plans. Ayrshire College's progress visit took place week commencing 13 January 2020.

At the end of the PV, HM Inspectors of Education and Associate Assessors review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their EPs, taking account of any changes to local circumstances. Based on this evidence, the team form a view as to whether the college has made satisfactory progress against its EP or has not made satisfactory progress against its EP. HM Inspectors concluded that Ayrshire College had made satisfactory progress against its EP.

The outcomes of the PV will inform a refreshed Evaluative Report and Enhancement Plan (2020-23) due to be submitted by colleges in October 2020.

### **Retention**

The College, over the last few years, has placed a strategic importance on increasing its levels of Student Retention. The statistics, in the tables below, demonstrate the impact that those interventions have had, resulting in a reduction in early withdrawal across all areas of FEFT; FEPT; HEFT and HEPT.

Further withdrawal, however, increased across both full-time and part-time, in relation to FE. It increased in relation to HE full-time but decreased in relation to HE part-time.

All curriculum areas are reviewing their Further Withdrawals to identify withdrawal patterns and at risk students and are implementing support strategies. The improved use of digital technology in learning, teaching and assessment is expected to lead to improvement in retention overall. In summary, the College's retention, in terms of early withdrawal has improved, but further withdrawal, across both HE and FE, remains an area for improvement.

Table 1: FE Full Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	561	12.5%	372	9.4%	490	11.7%	371	9.7%
Further Withdrawal	713	15.9%	606	15.3%	604	14.4%	595	15.5%



Table 2: FE Part Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	344	4.4%	338	5.3%	449	5.7%	465	4.6%
Further Withdrawal	352	4.6%	478	7.5%	480	6.1%	571	5.6%

Table 3: HE Full Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	195	7.8%	150	6.2%	194	8.2%	132	6.0%
Further Withdrawal	357	14.2%	344	14.1%	341	14.5%	336	15.2%

Table 4: HE Part Time

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Early Withdrawal	20	2.8%	28	3.6%	35	6.5%	24	3.6%
Further Withdrawal	41	5.8%	46	6.0%	26	4.8%	16	2.4%

## Attainment

Again, as with retention noted above, the College continues to have a strategic focus on improving the attainment levels of its students. Student success, on FE full-time level courses, has remained broadly similar to the previous year with the proportion of FE full-time enrolled students successfully achieving a recognised qualification reducing slightly from 66.9% in 2017-18 to 66.2% in 2018-19. This is below the College's 70% ambition and is significantly below the national 2020-21 ambition of 75%. The College has, however, performed above the sector average for FE full-time for three consecutive years – in 2018-19, 1 percentage point above the sector average. In addition, in 2018-19, the College performed better than the sector average in 8 out of 15 subjects at FE level. This is an improvement on 2017-18, when the College performed better than the sector average in 7 out of 15 subjects at FE level.

Staff are continuing to focus on reducing partial success by identifying at risk learners as early as possible and implementing support initiatives. It is a priority area for development for the College, though the national ambition figure of 75% is unrealistic given the College's current position and, therefore, ambitions have been revised in light of both college and overall sector performance.

Student success on HE full-time level courses has also remained broadly similar to the previous year, with the proportion of HE full-time enrolled students successfully achieving a recognised qualification reducing slightly from 67.2% in 2017-18 to 66.9% in 2018-19. As with FE full-time, this is below the College's 70% ambition and is significantly below the national 2020-21 ambition of 75%. It has consistently performed below the sector average for HE full-time, although the gap has narrowed to 3 percentage points in 2018-19. Furthermore, the average attainment, on HE FT

programmes, has consistently been in the bottom quartile, in terms of sector benchmarking, for the last three years. In 2018-19, however, the College performed better than the sector average in 6 out of 13 subjects at HE level. This is an improvement on 2017-18, when the College performed better than the sector average in 4 out of 13 subjects at HE level. This area, too, remains a priority, however, as with the FE full-time position, it would seem that the national ambition figure of 75% is unrealistic given the College's current position and, therefore, ambitions have been revised in light of both college and overall sector performance.

In terms of part-time attainment, the proportion of FE part-time enrolled students successfully achieving a recognised qualification decreased, slightly, from 71.7% in 2017-18 to 71.2% in 2018-19. This was below the College's target of 73%. Meanwhile, the proportion of HE part-time enrolled students successfully achieving a recognised qualification decreased from 80.7% in 2017-18 to 79.0% in 2018-19. This was also below the College's ambition for 2018-19. As with full-time, ambitions for achievement have been revised in light of both college and overall sector performance.

## Professional Standards

The Scottish Government is supporting the College sector toward professional registration of its lecturers. The College will engage with the newly established national groups, on Registration and Professionalism, to ensure that it has planned the necessary actions to have registration in place within the timescales identified.

The College is also piloting a new Personal and Professional Development Review (PPDR) process which is based on the General Teaching Council's (GTC) Professional Standards. Teaching staff engage in a confidential self-assessment exercise which asks them to reflect on their confidence levels in relation to each standard. This self-assessment is then used to populate an action plan which is discussed with their line manager. Staff will capture and evidence learning undertaken in the form of a learning log. The new PPDR process will be implemented for June 2020.

Ayrshire College # 484082  
05/27/2020 14:53:32

## SECTION 3 – INNOVATION

**Scottish Government strategic priority: To support Scotland’s global reputation as a Science and Research Nation synonymous with high quality teaching, research, knowledge exchange and innovation.**

**SFC Core Objective: To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland’s international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.**

### Effective Knowledge Exchange and Innovation

One of the College’s three strategic goals is to be an ambitious, innovative and inclusive learning and skills organisation in which students and staff thrive. This goal supports the SFC’s outcome on innovation.

#### **Supporting innovative developments in Ayrshire’s economy**

Work has commenced on The HALO (Kilmarnock) Development and the facility is expected to be opened in December 2020. The HALO is an imaginative, innovative and inspirational regeneration initiative to revitalise Kilmarnock and the wider Ayrshire region. It is a multi-faceted regeneration of a 28-acre site which will generate 1,500 jobs. The College has signed a Memorandum of Understanding with HALO and is working collaboratively on a range of innovative, strategic projects.

Part of the development will be an innovative Early Years Centre, incorporating outdoor space and the innovative application of digital technology. The College is working with HALO to design this innovative learning space and HNC students will work on projects to present design concepts. The new Centre will provide excellent work placement opportunities for Early Years and childcare students.

Construction students are already engaging in the development of the site and will have the opportunity to develop a business case for dedicated plots on the site, for example to build a house using the latest business modelling techniques, and apply the latest digital technologies in a house of the future.

The College partnered with North Ayrshire Council and Strathclyde University to submit an application to the Advanced Challenge Manufacture Fund. The bid was to host a Digital Demonstration Hub which will provide expert guidance and access to Industry 4.0 digital manufacturing technologies. Unfortunately, the bid was unsuccessful, however, partners are still working together to find ways to deliver the project. The Hub would create a focal point for SMEs seeking to learn about, share experiences and adopt digital technologies to improve their competitive position and will provide a unique training experience for employees of local companies.

### ***Encouraging and supporting innovation***

In March 2019, the College hosted the second of its Ayrshire Bytes digital conference, designed in partnership with The Data Lab Innovation Centre. This successful, collaborative conference will be hosted bi-annually with the dual purpose of equipping businesses, and computing students and staff, with knowledge on the emerging technologies that are impacting on the wider economy.

In 2019-20, the College worked with partners, including City of Glasgow College, Strathclyde University and UWS on a project to develop a skills system for the new National Manufacturing Institute for Scotland. Building work for Spirit Aerosystems' new open access Aerospace Innovation Centre in Prestwick is now underway. The College will aim to continue our work in 2020-21 as Spirit's training partner to develop a skills system for this ambitious new venture.

### ***Innovation in the delivery of learning and in services to support learning***

Supported by funding from the Ayrshire College Foundation of £250,000 over three years, the College introduced the Innovating for Learning Fund in 2017 to support creativity and improvement in curriculum and service design, content and delivery. Grants will continue to be available to teams in 2019-20 to support new approaches to learning, teaching and assessment. Projects will be evaluated as part of the College's team evaluation process.

The College will continue with its innovative work using predictive analytics to improve student retention and attainment, including working with other colleges to share learning.

### ***Using Technology to Enhance Learning***

The College has established a new Digital Integration team (operational from August 2019) which has a key focus on staff skills development in order to embed digital technologies across all College teams. This team will also be responsible for developing and implementing a programme of digital competency for all staff.

Committed to high quality learning and student experiences, and also to support the introduction of directed study in all full-time FE courses, there will be a significant effort in all curriculum areas to develop, further, learning materials for our virtual learning platform, Moodle. In partnership with curriculum and quality enhancement teams, the College's Digital Integration Team have developed standards for the quality of learning and teaching materials and interactions on Moodle to ensure that accessibility and engagement requirements are met, fully. This activity will align with, and continue to be developed through, the digital professional standards work planned by College Development Network.

The Principal has committed to working with partners to establishment an Ayrshire Digital and Learning Skills Network. This network will be an ambitious approach to responding to the economic needs of Ayrshire by addressing gaps in the infrastructure and content for learning and skills development across the region by using technology. It is also likely to make a significant contribution to a sense of shared Ayrshire identity

by being a major collaborative project in a sector with local lead partners recognisable to people who live and work in the region.

### **Supporting Student Enterprise**

Small and micro-sized business form the vast majority of the business base of Ayrshire with the Regional Skills Assessment for the region illustrating that 88% of businesses regionally and nationally have fewer than ten employees. Business start-up and survival rates in Ayrshire are below that of Scotland.

Bridge 2 Business is the programme created by Young Enterprise Scotland to inspire, connect and support college students into business. Bridge 2 Business has operated at Ayrshire College since January 2017. The College has integrated Bridge 2 Business support with its internal resource and the Enterprising Students Fund, supported by the Ayrshire College Foundation. This means that the College can offer students strong, sustainable and coordinated support to develop their enterprise skills and increase the number of students with the aspiration and skills to set up a business.

Bridge 2 Business is delivered, at Ayrshire College, through the support of a Programme Executive. In addition, the Foundation has committed to provide funding of grants up to £5,000 for students of Ayrshire College who are interested in developing ideas to start up their own business. To date, twelve students have made submissions to receive grants up of to £5,000. Seven students were successful in receiving funding. A further five business plan grant applications have been received from students, during academic session 2019-20, for panel review.

The students who were successful in receiving funding will be mentors for other students preparing to start a business. This ensures that the benefit and legacy of each funding grant reaches more than just the student who applied.

The College will build on the successful work to date during 2019-20 by:

- Hosting 'Welcome to Bridge 2 Business' introductory workshops
- Offering specific workshops for students interested in applying for the £5,000 funding grant
- Holding one to one sessions with successful funding applicants
- Hosting group support sessions for multiple students
- Holding an Enterprising Student Launch Event
- Provide CPD opportunities to Ayrshire College staff through complimentary access to the Can Plan Do enterprise qualification at SCQF Level 9.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Developing the Young Workforce Progress Report

Ayrshire College has worked hard, over the past five years, to deliver on the key themes of the Developing the Young Workforce (DYW) agenda for the College, namely:

- Offering access to more vocational options during the senior phase of secondary school, which deliver routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners
- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up
- Aligning provision with economic needs and regional planning, with a focus on STEM where appropriate
- Supporting college leaders and staff to develop the skills required to meet the Commission's ambitions for the sector
- Further developing college outcome agreements to underpin improvements and measure progress.

In addition, we have worked hard to develop robust and meaningful learning pathways with our partners to ensure that young people, in Ayrshire, have the skills and attitudes to compete and succeed in today's market. Ayrshire's DYW successes have been due to the strength of our partnerships with schools, local authorities, employers and other organisations including the Chamber of Commerce and the Prince's Trust.

We have played, and will continue to play, a proactive role in the strategic and operational groups of the DYW Ayrshire regional group.

### **1. School-college partnership planning** - how are colleges and schools working together differently to plan and deliver vocational pathways?

DYW has given schools and colleges a platform to jointly plan and deliver a coherent school-college partnership programme where everyone has the same overall goal.

One example of how we work differently is how the College engages regularly with local authority senior managers, head teachers and depute head teachers in all of Ayrshire's secondary schools. Together, we strategically design and plan vocational pathways, both as part of a central programme and within individual schools. Quarterly meetings are held with the Vice Principal: Curriculum and the three Directors of Education to ensure that all plans align with the South West Educational Improvement Collaborative (SWEIC). Appendix 1 illustrates the school-college strategic and operational planning cycle.

Another example of a different approach is the move towards a collaborative delivery model in relation to Foundation Apprenticeships (FAs). We have progressed from, in 2016-17, the College delivering to one cohort of FA pupils in one framework, Engineering, to, in 2019-20, the College and local authorities delivering to 16 cohorts across six frameworks of Engineering; Civil Engineering; Social Services (Children and Young People); Business Skills; Scientific Technology: Laboratory Skills and Social Services and Healthcare. Two of the cohorts were delivered by local authorities, funded through separate bids. In session 2020-21, the three local authorities and the College have bid for FA places as part of a coordinated consortium model, led by the College, and plan to have 21 cohorts across eight frameworks. We will work with the DYW regional group to source appropriate work placements for our foundation apprentices.

Further examples include a new delivery model, introduced during session 2017-18, to jointly deliver a number of vocational programmes including Performing Engineering Operations (SVQ level 2/SCQF level 5) and Skills for Work Early Education at SCQF level 5. Part of the delivery is done by college staff and the other part by school staff.

Over the past two years, as our planning partnership has developed, joint delivery in school has increased on a small scale. In session 2017-18, there was one joint delivery programme in place with one school. In session 2018-19, also one joint delivery programme in place with one school. In session 2019-20, there are four joint delivery programmes in place across four different schools with the possibility of five programmes across five schools in session 2020-21. This model is offered and discussed on an annual basis as part of our planning process and is developed where there is both enthusiasm and a relevant skillset within the individual school. It is anticipated that this model will continue to develop gradually.

Also, in-school delivery of full group awards at SCQF levels 4, 5 and 6 in sport and professional cookery has been introduced this academic year (2019-20) for a small number of schools. All activity, both in college and in school, has been planned through the school-college strategic and operational planning cycle.

Over the past few years, good progress has been made in developing a coherent, strategic approach to promoting school-college courses through a bespoke schools programme prospectus, a bespoke schools section with blogs and promotional videos on the College website and frequent visits to schools by the schools team to speak to teachers, pupils and parents at a wide range of school events.

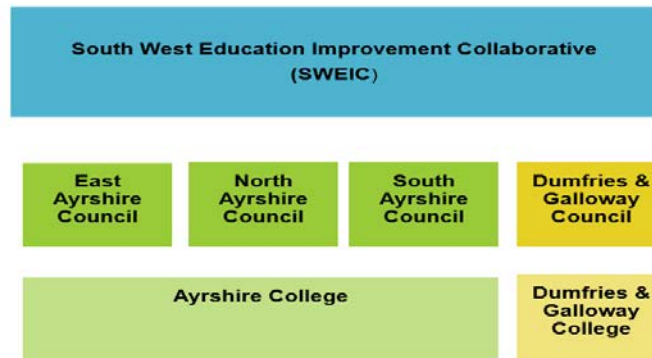
### **DYW framework (mapping)**

The Regional Improvement Collaborative includes four local authority areas - East, North and South Ayrshire and Dumfries and Galloway.

Ayrshire College works closely with all schools in East, North and South Ayrshire as well as Sanquar Academy in Dumfries and Galloway, due to its location and public transport links.

The College has been invited to a number of events as part of the Regional Improvement Collaborative planning process for the region and would be keen to become more involved in the future.

The four local authorities and two colleges have collectively had initial discussions regarding the shared development of materials for new Foundation Apprenticeship frameworks and the potential for shared delivery of some school-college programmes using digital networks.



### Meeting regional need

All school-college programmes are planned as part of the College's well established Curriculum Development Planning (CDP) cycle. Skills Development Scotland (SDS) staff work with curriculum teams, sharing both regional and sector investment plans to ensure that college provision meets the needs of the local area. The College also liaises with schools and local authorities to establish potential demand from young people, plan jointly to avoid any duplication of offer and develop and promote meaningful learning pathways. A recent example has been the co-ordination of the early years' expansion and the decision to offer Early Education opportunities in broad general education (BGE) to raise awareness of the employment opportunities in the sector and in Ayrshire. Appendix 2 illustrates the pathway map which has been developed and outlines the types of jobs available, linked to different levels of qualification.

### Joint career-long professional learning (CLPL)

Career-long professional learning with local employers, marketed as Curricular Connections, is offered through the DYW Regional Group to teachers, lecturers and SDS staff. Examples of these sessions include an insight into the travel and tourism industry with Thorne Travel and an insight into the science and engineering industry with GSK. In addition to gaining specific industry knowledge, these sessions are important for both education and industry colleagues to network.

The three local authorities and the NHS share relevant training opportunities with College staff in particular around the areas of health and wellbeing. A group of College



staff recently attended a one day Health and Wellbeing workshop along with staff from every school in East Ayrshire.

The College has recently offered CLPL to primary school teachers through a new innovative STEM project aimed at upper primary pupils. Primary teachers attended workshops in college to develop skills and confidence to deliver a range of STEM experiments. The primary staff are then supported over the academic year, in their own classrooms, by college and secondary school staff.

### **Primary STEM Project**

This project is in its first year and as a pilot in session 2019-20, 48 primary teachers (Primary 1 – Primary 7), from the Auchenharvie cluster in North Ayrshire, attended two 3-hour CLPL sessions during inservice days throughout the year.

In East Ayrshire, 8 primary teachers (Primary 6 and 7) from the St Joseph's education group, attended two 5-hour CLPL sessions at the beginning of session 2020-21. Due to additional funding accessed by the local authority, the teachers were able to be released from classes to attend the training.

As part of the training, the College provided all schools with Primary STEM Project Resource Boxes which included the majority of the items required to deliver the experiments and activities in the teaching pack, which is written at CfE level 2.

Schools welcomed the training, teaching pack and resources as well as the access to a Moodle page with additional resources and access to college STEM specialists through an online contact page. In addition to the support from college staff, a number of STEM Ambassadors were recruited from our STEM and Early Years students and are due to go out to schools over the coming months to further support the pupils and teachers. An interactive STEM day, in the College in June, has also been planned for the pupils as part of their transition to secondary school.

For session 2020-21, we hope to roll out the project to more primary schools and work with Early Years students to develop CfE level 0 and level 1 STEM resources. It is also hoped to work with secondary school staff to develop a "Start a Science club" training programme for S6 STEM leaders to deliver to S1 pupils so that the pupils involved in the project this year will be able to continue their fun STEM experiments and activities.

As part of the introduction of joint delivery of a number of vocational programmes in school, school staff have been involved in both formal CLPL through the College e.g. L&D 9, assessor award and informal CLPL, where College staff mentor and support teachers with whom they co deliver. School staff are invited to College standardisation meetings and internal verification sessions and are also given the opportunity to job shadow and team teach with College staff where possible.

## **Vocational pathways in broad general education**

### *DYW Innovative Projects*

During session 2017-18, in partnership with the DYW Regional Group and the Prince's Trust, Ayrshire College became involved in the development and delivery of DYW Innovative Projects - vocational programmes such as cycle maintenance or milk bar projects, delivered in schools, for pupils identified as potentially not likely to achieve 5 qualifications at national 5 level. Each partner serves a different purpose e.g. the DYW Regional Group funds the vocational equipment in school e.g. barista machines or nail bars, the Prince's Trust funds appropriate work wear and consumables for the pupils and the College provides staff to deliver a range of vocational qualifications. The qualifications are normally at SCQF level 4 however there are a few at SCQF level 5.

The majority of schools offer these programmes to S3 pupils, so that they can experience different vocational areas, in school, before choosing a school-college partnership programme in the senior phase. Some schools, however, offer these programmes as part of their senior phase options. The number of these projects has increased significantly over the past few years, from 23 in 2017-18 to 54 in 2019-20. We are planning to jointly run over 70 programmes in 2020-21.

### *Vocational Bursts*

To further enhance the learning pathways in broad general education, the College piloted Vocational Bursts in four different areas (Hair & Beauty, Digital, Trades and Professional Cookery) in session 2018-19. Vocational Bursts are 'bursts' of activity in a vocational area, delivered in school over a five to six week period, two hours per week. The 'Bursts' are aimed at S2 pupils who would like to find out more about a particular area/career. Due to their success, the programme was extended in 2019-20, and eleven different vocational areas were offered. (Hair & Beauty, Digital, Trades, Professional Cookery, Automotive, Early Education, Fashion, Drama, Science, Care, Social Science)

To help pupils, teachers and parents understand the progression routes and the opportunities that are available through the College, a range of vocational learning pathways from broad general education through to senior phase was developed. Appendix 3 illustrates the Early Education learning pathway.

### **Next steps**

The College will continue to work with local authorities and schools to further develop learning pathways in the senior phase, broad general education and potentially upper primary.

We will aim to promote:

- more joint delivery
- access to a wider range of level 7 programmes

- work with individual schools to ensure that the partnership is relevant to their aims and the pupils' aspirations.
- promote the Primary STEM Project across primary schools

The College has planned to introduce a range of Career Academy programmes for different ages and stages during May and June 2020.

Programmes include:

- Career Academy, stage 3 - week long vocational programmes in a range of different vocational areas including Early Years, Health & Social Care, Science & Engineering and Creative Industries. The programmes are aimed at National 4 learners with no external examinations and/or young people who are considering leaving school within the next year.
- Career Academy, stage 2 - short, 2 day, vocational taster programmes which gives S2s and S3 pupils the opportunity to try four different vocational areas. This is part of our strategy to further engage with BGE pupils.
- Career Academy, stage 1 - short, 2 day, vocational taster programmes which gives P6 and P7 pupils the opportunity to try eight different vocational areas. This is part of our strategy to offer the beginnings of vocational learning pathways before pupils move to secondary school.

## 2. Senior Phase Vocational Pathways (SPVP)

The DYW strategy has given the College and partner schools a platform to raise awareness of the parity between vocational and academic qualifications. Although there is still a lot of work to be done, pupils and parents are now more aware of the learning opportunities that are available through the further education sector.

### Delivering the Outcome Agreement targets

Ayrshire College has delivered on the DYW targets as set out in the 2018-19 Outcome Agreement as outlined in table 1 below.

The small dip in numbers in 2018-19, in outcome 2a and 2b and increase in 2c is due to the strategic decision to offer additional programmes at SCQF level 4 and in the BGE to create the beginnings of meaningful learning pathways which would help pupils make informed subject choices in the senior phase.

Ayrshire College #184082  
05/27/2020 14:50:32

**Table 1**

<b>Outcome 2</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18 (projection)</b>	<b>Actual 2018-19 (projection)</b>	<b>Projection 2019-20</b>	<b>Projection 20-21</b>	<b>Projection 2021-22</b>
a) Number of senior phase pupils studying vocational subjects delivered by colleges	347	408 (340)	358 (340)	360	380	400
b) Proportion of credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	1.3% (1.4%)	1.2% (1.4%)	1.5%	2%	2.5%
c) Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.7%	4.4% (3.5%)	4.9% (4%)	5%	5.1%	5.2%
d) Proportion of Credits delivered at HE level to learners from SHEP schools	4.1%	3.6%	3.5%	3.9%	4.1%	4.3%

## Range of SPVP programmes

### SCQF levels

With the introduction of DYW in 2015-16, the College offered a high number of senior phase programmes (119 programmes), based on feedback and demand from schools. Thirty-eight programmes did not run due to low interest and a substantial number of programmes were delivered with low numbers.

In 2016-17, a decision was taken to reduce the number of programmes offered (86 programmes) and a new, more robust evaluation and planning cycle was implemented. Over the past few years, there has still been a number of programmes which have been cancelled due to insufficient interest, however as a partnership, we have become better at planning with only two programmes cancelled this session, 2019-20. With the increase in the number of schools requesting in-school or joint delivery, and the impact of our BGE programmes, the College is planning to significantly increase the number of school-college partnership programmes (104 programmes) in session 2020-21.

Incorporated in the overall figures are level 2 and more recently level 3 programmes, which are offered to senior phase pupils in special schools and supported learning centres throughout Ayrshire. The volume and content of the programmes are planned and decided through a long established partnership.

### Course and qualification choices

The biggest change in the programmes offered at SCQF level 5 and above, since the DYW strategy was launched, has been the introduction of Foundation Apprenticeships in session 2016-17. During that year, three frameworks were offered however only the Engineering programme ran with 10 students. Now in the fourth year of delivery, the College offers five frameworks (Engineering, Civil Engineering, Social Services: Children and Young People, Business Skills and Scientific Technologies) and currently has 163 FA enrolments. In session 2020-21, additional frameworks will be offered (Information Technology: Hardware/System Support) with Food and Drink Technologies and Social Service and Healthcare being offered through the local authorities as part of the partnership.

Foundation Apprenticeships require a greater commitment than other programmes offered through the partnership (either two days per week over one year or two afternoons over two years). Most other programmes require a commitment of two afternoons over one year.

There has been a reduction, over the past few years, in the number of Highers and Advanced Highers on offer by the College to school pupils. Session 2018-19 was the final year of delivery of Higher Psychology and session 2019-20 is the final year of delivery of Advanced Higher Chemistry and Advanced Higher Biology. Alternative provision is being offered through infill into HNC Applied Science, however this also requires a more substantial commitment – 2 days per week over one year.

Many schools deliver a wide range of vocational qualifications, e.g. NPA Cyber Security, NPA Software Development, SfW Early Education. On an annual basis, as part of the planning process, we discuss what is on offer in schools to ensure the College offer compliments what is on offer in schools and offers appropriate progression where possible. This can change on an annual basis and differs per local authority.

The DYW projects at level 4 require a commitment of two hours per week in school and pupils work, where possible towards a Steps to Work group award or a number of relevant vocational qualifications from an appropriate awarding body.

### **Qualifications in school - what are college students studying at school?**

Ayrshire College does not currently collate information regarding the qualifications that school-college programme learners are studying at school. As part of the online application process, we ask applicants to state the subjects that they are studying during the year of application but not which subjects they plan to study the following year while they are studying a college course.

For pupils studying on DYW projects, we assume that they will not achieve five qualifications at national 5 level.

Moving forward we will look to other areas for examples of best practice in the collation of this data. Within Ayrshire, the College will aim to initiate discussions with local authority and school partners in relation to how best to collate, record and report on this data.

## **STEM activity (STEM hub)**

The College has been identified as the lead on the STEM regional hub and will continue to work with the DYW Regional group and the three local authorities to implement a common STEM strategy and action plan.

There continues to be a focus on STEM as part of the school-college programme in the senior phase as well as the implementation of a number of initiatives to promote STEM further down the school in broad general education and primary. Currently 32.6% of the total school – college partnership enrolments for SCQF level 5 and above are in STEM related subjects.

## **Next steps**

The College will aim to become more involved with the Regional Improvement Collaborative and set up a pan Ayrshire STEM Steering Group.

## **3. Benefits of Senior Phase Vocational Pathways (SPVP)**

DYW has given young people the opportunity to study a wide range of vocational subjects while still at school. Schools have also changed their curriculum offer with many now delivering what would have been historically delivered by colleges. Although schools agree that the college experience is beneficial, transporting young people to college can prove to be expensive. With this in mind, many schools are looking for more delivery in school by either school or College staff.

## **Success rate for programmes at SCQF level 5 and above**

Success rates for school-college programmes could be better. We know that when pupils attend College regularly, they are likely to succeed so we have introduced a more robust attendance monitoring and tracking system. One challenge that both schools and college face is when pupils decide to leave school, and therefore College, once they have received unconditional offers for university.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Table 2**

<b>Outcome 4c</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Projection 2019-20</b>	<b>Projection 20-21</b>	<b>Projection 2021-22</b>
<i>Proportion of enrolled FT FE senior phase age pupils achieving vocational qualifications delivered by colleges</i>	52.9%	86.7%	42.9%	73%	82.4%	86.1%
<i>Number and proportion of enrolled PT FE senior phase age pupils achieving vocational qualifications delivered by colleges</i>	57.5%	67.4%	55.6%	73%	70.0%	72.1%
<i>Number and proportion of enrolled FT HE senior phase age pupils achieving vocational qualifications delivered by colleges</i>	-	-	-	80%	70.0%	70.0%
<i>Proportion of enrolled PT HE senior phase age pupils achieving vocational qualifications delivered by colleges</i>	-	-	-	75.0%	80.0%	80.0%

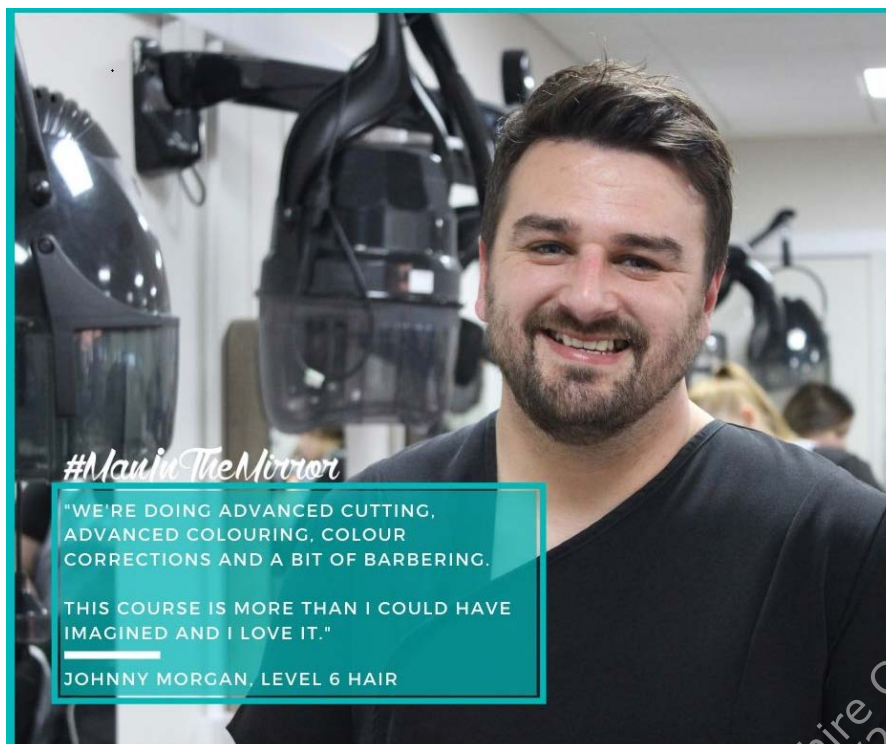
### **Senior Phase Vocational Pathways and the Gender Action Plan**

As part of our *This Ayrshire Girl Can* campaign to address the gender imbalance in certain vocational areas, the College has offered five *Girls into...events* over the past two years, including *Girls into STEM*, *Girls into Construction & Civil Engineering* and *Girls into Technology*.

The marketing campaign for school-college partnership programmes, through a bespoke prospectus, website with videos and blogs, all try to address gender imbalance by ensuring females feature on engineering and trades promotional materials and males on our hair, beauty and care programmes. A recent example is our promotional video for the NPA Beauty Skills programme and our *Man in the Mirror* campaign.

Ayrshire College #484082  
05/27/2020 14:59:32

Man in the Mirror campaign



Ayrshire College # 484082  
05/27/2020 14:53:32



The School-College Partnership team regularly deliver information sessions to teachers, pupils and parents and attend a wide range of school events. They always promote opportunities for all, raising awareness of generational unconscious bias.

The table below shows the number of females or males on school-college programmes where we are working hard to address the gender imbalance. Although there is no trend showing a huge increase, there are consistent numbers of females choosing to study STEM related subjects and males choosing to study early years and beauty subjects.

**Table 3**

	2016-17	2017-18	2018-19	2019-20
NPA Software Development (level 4)	-	1 female	1 female	5 females
NPA Games Development (level 5)	4 females	1 female	1 female	2 females
Intro to Construction (level 4)	7 females	2 females	1 female	1 female
SfW Construction (level 5)	2 females	1 female	-	1 female
Advanced Woodwork (level 5)	-	-	-	-
PEO (level 4)	1 female	3 females	1 female	1 females
PEO (level 5)	-	3 females	-	-
FA Civil Engineering	-	-	-	2 females
FA Engineering	-	3 females	6 females	1 female
SfW EE (level 4)	4 males	3 males	7 males	3 males
SfW EE (level 5)	2 males	4 males	3 males	6 males
FA C&YP	-	1 male	1 male	1 male
NPA Beauty (level 4)	2 male	2 males	1 male	1 male
SfW Automotive (level 4)	6 females	1 females	2 females	2 females
SfW Engineering (level 5)	2 females	9 females	1 female	2 females

### Next steps

Moving forward we will continue to promote our *This Ayrshire Girl Can* campaign through targeted marketing, blogs and bespoke events.

We will also continue to promote our *Man in the Mirror Campaign* through the school-college partnership and explore other gender promoting initiatives e.g. *Men into Make-Up*, using male figures in the make-up artistry and beauty field to create cases studies of external industry success.

Ayrshire College # 484082  
05/27/2020 14:55:32

#### **4. Employer Engagement** – has engagement with employers strengthened for SPVP pupils?

Over the past few years, the DYW agenda has encouraged more lecturers to link with employers in relation to the delivery of school-college partnership programmes.

#### **Engagement with employers**

In addition to work placements (discussed below), employer engagement activities, such as employer mentoring, industry visits and employer talks, are incorporated in to the underpinning knowledge element of Foundation Apprenticeship programmes. These activities help learners gain a better understanding of workplace culture and start to develop industry links and career management skills.

Engagement with employers on other programmes has also increased over the past few years. One example is the new *Hello Creatives! Network*, launched by the Creative team, where the NPA Digital Media pupils were invited to connect directly with creative employers and practitioners and attend relevant events with guest speakers.

The College runs a wide range of events for school pupils throughout the year, including the Girls into.... events (previously mentioned), Lego League events and open evenings for parents. All events have input from local employers, which helps to raise awareness of the practical experience and employability skills that young people develop while they are studying at College. An example of an event is the *Create your Career* event on the Ayr Campus for S1, S2 and S3 pupils. This has run over the past two years, in June, in collaboration with the DYW Regional Group and schools. Pupils enjoy a choice of creative and performing arts workshops and an opportunity to visit a career marketplace with a wide range of creative employers, including architects, a design company and photographers.

#### **Engagement with the DYW Regional Group**

The College is represented on the DYW Regional Group's Steering, Operational and Finance, Strategy and Planning (FSP) groups so is an integral part of the planning and implementation of the group's strategy. The regional group collectively work on the DYW Innovative Projects and regional events as well as helping the college seek suitable placement for Foundation Apprenticeship students where they can. Finding suitable placements for some of the frameworks can be challenging however once an employer has hosted a young person, he/she is usually keen to host again the following year.

#### **Impact of employer collaboration**

Engaging with employers makes learning real, as the young people can see and hear first-hand how, what they are learning in College, transfers into the world of work. They also hear first-hand about the importance of transferable core skills and how having the right attitude is just as important as the vocational skill.

As with the collation of data in relation to what subjects are being studied at school by young people who are also studying at college, it would be very useful to track all young people who participate in our bespoke events, following their individual learning journeys and analysing the impact that certain experiences have had on their decisions:

- Was it the discussion with college staff at the careers' fayre?
- Or the visit to the college?
- The taster programme in school?
- The taster programme in college?
- The visit from the employer?
- The visit to the employer?
- Studying at college as part of the senior phase?

It is most likely to be a combination of some or all of the above but to know and track individual pupils' journeys would be very useful to help us plan how best to help young people with their decisions in the future. This however is an extensive piece of work, a very interesting research project which, to do well, would require specific resource.

## 5. Work-based learning

All Foundation Apprenticeship (FA) programmes delivered in the College have a work-based learning element as a mandatory requirement of the programme. Between 2016 and 2018, a total of 98 senior phase pupils have had the opportunity to have a meaningful work placement as part of their Foundation Apprenticeship (2016 - 9 placements, 2017 – 38 placements, 2018 – 51 placements) with plans for a further 163 placements in 2019 and 2020 for those pupils who began their one or two year FA in August 2019.

### Impact of work-based learning

Senior phase learners participating in work based learning gain a wide range of skills in addition to their qualifications. As well as industry knowledge and experience they develop key skills for employment such as communication, team working, networking, problem solving, critical thinking and work ethic. These skills provide them with a competitive advantage for achieving career goals.

All our learners who have successfully completed a FA programme have progressed on to a positive destination. Some secure employment with the organisation where they completed their work placement. Others gain employment with other employers or progress on to further programmes at College or university.

Employers who support work based learning for our FA learners find it to be a positive experience for their business. Connecting with the College and learners provides them with the opportunity to meet a pool of skilled, motivated and potential future employees. Several local employers including GE Caledonian, Spirit, UTC and South Ayrshire Council, use the FA programme as a recruitment tool and an opportunity to

build stronger links and relationships with the College. One of our first Foundation Apprentices in Engineering (2016-17 start) won the Apprentice of the year in 2018, and was in fact offered an apprenticeship after his work placement in year one of the programme. More recently, one of our current Foundation Apprentices in Business Skills has secured part-time weekend employment with the company where he is placed for his work based learning experience.

### **Scope of work-based learning**

It would be a great advantage to all senior phase learners if they had the opportunity to have a work placement related to the programme they were studying at College.

However, the current timetabling of our school-college partnership programmes would make this challenging to implement and sustain. Instead of attending college for two afternoons per week, there would be a requirement to find additional time to attend a work placement. This may prove difficult for schools to timetable and the implications would be that a pupil would perhaps have to choose a college course across 2 option columns and not just one as it is at the moment. This is the case with the one year Foundation Apprenticeship model which is primarily aimed for S6 pupils.

There is also a consideration regarding employer capacity - many of our full-time College programmes require an element of work based learning and local schools, training organisations and the Chamber of Commerce all seek week-long and extended work placements. Local employers may not be able to meet any further demand.

Moving forward, it would be perhaps be possible for all school-college vocational programmes to have input from an employer but not necessarily a work placement. Due to capacity, particularly in more rural areas, this may have to be done through employer challenges, set and filmed at a national level and made available online. There could perhaps be virtual tours of local industries and/or opportunities for online question and answer sessions with local businessmen. Perhaps there should be different experiences of the world of work offered at different stages, with work placement opportunities being available for students studying at certain levels. This would reduce the pressure on local businesses to offer placements.

Ayrshire College # 484082  
05/27/2020 14:53:32

**School-College Partnership  
Strategic and Operational Planning**

**Appendix 1**

**Cross Authority Strategic Group Meeting** (*once per term*)

**Local Authorities:** Directors of Education

**College:** Vice Principal: Curriculum, Head of Schools, Engagement & Widening Access

**Purpose:** to develop strategies for cross authority/college partnerships in relation to Developing the Young Workforce



**Head Teacher Meetings** (*annually*)

**Local Authorities:** individual Head Teachers

**College:** Head of Schools, Engagement and Widening Access, School-College Partnership Officer

**Purpose:** to discuss plans with individual head teacher/school and provide updates on new activity



**School/College Partnership Meeting** (*quarterly*)

**Local Authorities:** Deputy Head Teachers, Senior Managers

**College:** Head of Schools, Engagement and Widening Access, Team Leader: Schools, School-College Partnership Officers

**Purpose:** to plan activity with Deputy Head Teachers and provide updates on current status/activity



**Individual school catch-ups** (*monthly*)

**Local Authorities:** Deputy Head Teacher

**College:** School-College Partnership Officer

**Purpose:** to monitor attendance and outcomes with Deputy Head Teacher for individual schools and provide updates on current status/activity

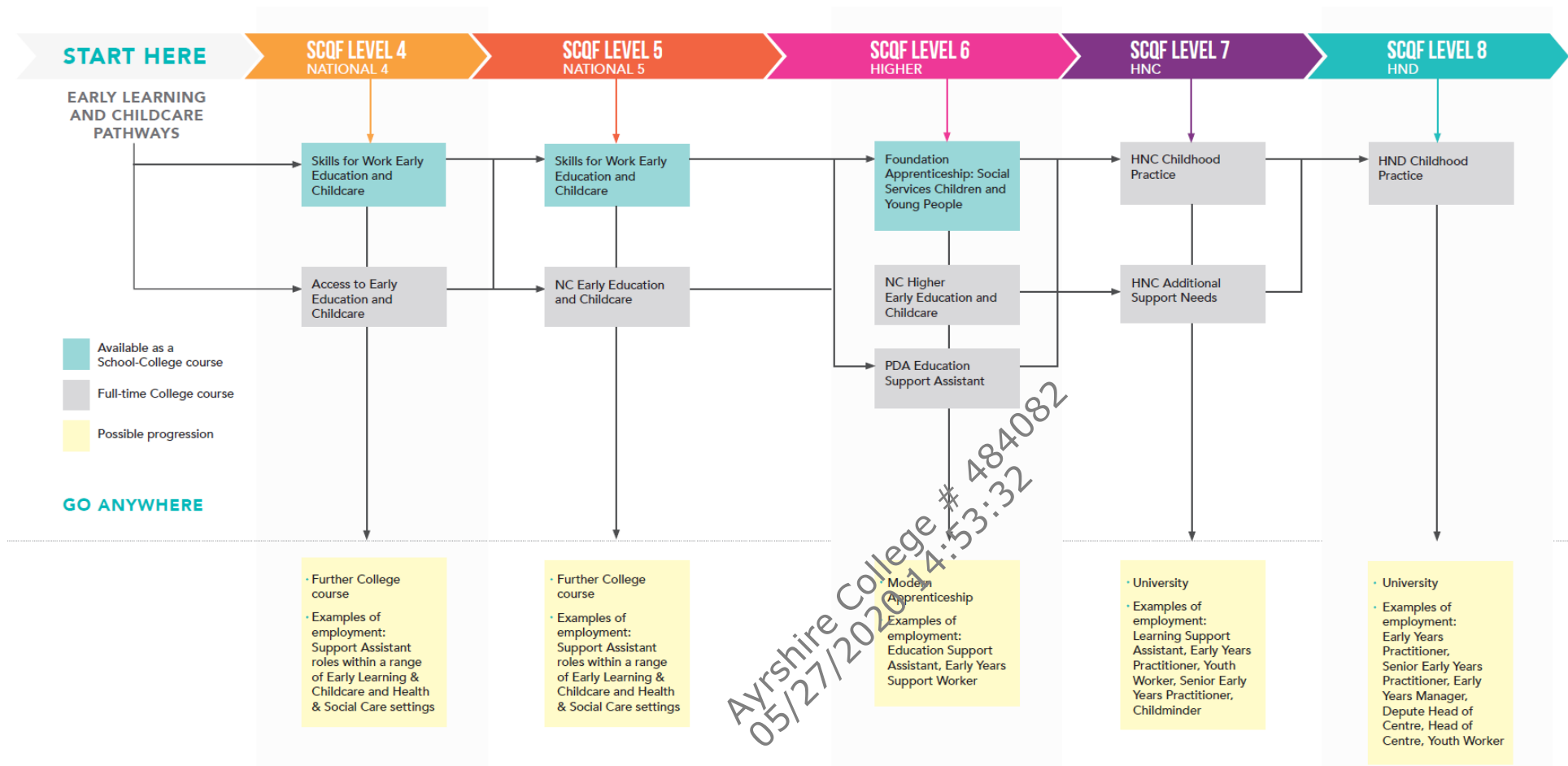


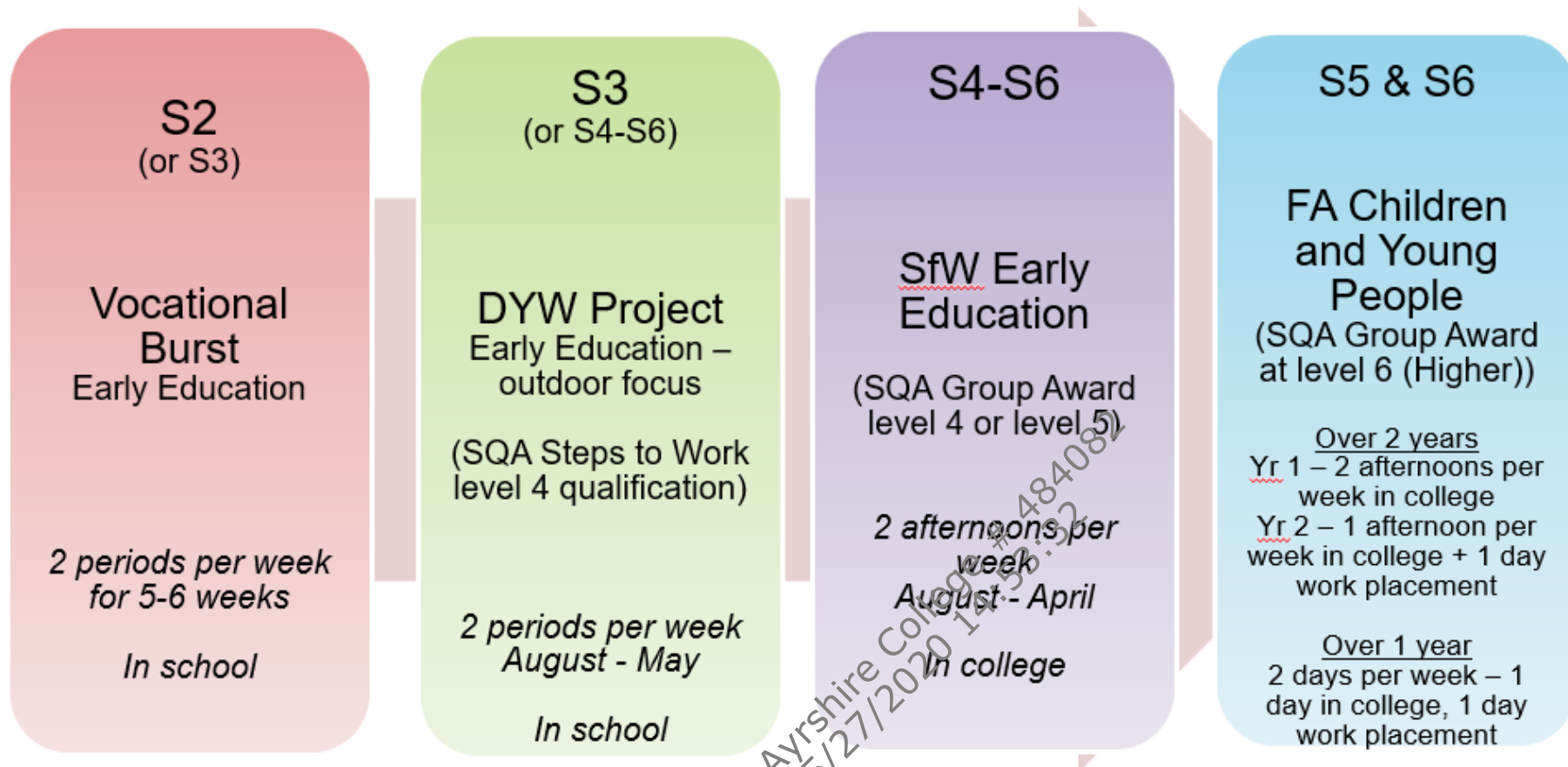
**Additional Forums to strengthen understanding and awareness of the partnership**

- Individual School Senior Management Team Meetings
- Principal Teacher Subject Meetings
- Guidance staff 'speed networking' events in college
- School options evenings
- Annual pan authority evaluation event

Ayrshire College # 484082  
05/27/2020 14:53:32

## Appendix 2







Scottish Funding Council  
Comhairle Maoinachaidh na h-Alba

(Paper 9)

# SFC STATISTICS



Ayrshire College # 484082  
05/27/2020 14:53:32

Report on Widening Access 2018-19  
Issue Date: 7 April 2020

Cover photo credit: Newbattle Abbey College



## Report on Widening Access 2018-19: Executive Summary

Issue date: 7 April 2020

Reference: SFC/ST/06/2020

Summary: This report presents data relating to the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age.

FAO: Principals and Chairs of Scotland's colleges and universities, Scottish Government, Protected Characteristic Governance Groups, students, parents, guardians and the general public.

Further information: **Contact:** Laura Hepburn  
**Job title:** Analysis Officer  
**Department:** Finance  
**Email:** [datarequests@sfc.ac.uk](mailto:datarequests@sfc.ac.uk)

## Executive Summary

This is the fourth SFC *Report on Widening Access*, the successor to SFC's *Learning for All* publication and discusses data relating to the Scottish Government access targets, further access data that reflects SFC Outcome Agreement measures and the evidence base used in SFC's *Gender Action Plan (GAP)* work and *GAP Progression* report, with a focus on socio-economic status and protected characteristics such as gender, disability and ethnicity. The key points from this report are:

- In 2018-19, 15.9% of Scottish-domiciled FTFD entrants (4,900) to Scottish universities were from the 20% most deprived areas (SIMD0-20) in Scotland<sup>1</sup>, up from 15.6% (4,650 entrants) in 2017-18.
- There were 8,960 SDUE at college from the 20% SIMD0-20 areas in Scotland in 2018-19, representing 24.8% of all SDUEs at college and up from 24.3% in 2017-18.
- In 2018-19 there were 320 Care-experienced entrants to FTFD level study compared to 255 in 2017-18.
- 91.1% of Scottish-domiciled FTFD entrants completed year 1 and remained in higher education in 2018-19 compared to a retention rate of 92.5% in 2017-18.
- 86.8% of Scottish-domiciled FTFD entrants were retained in higher education in 2018-19 from the 20% most deprived areas, compared to 89.4% in 2017-18.
- 13.9% of Scottish-domiciled FTFD qualifiers were from the 20% most deprived areas in Scotland in 2018-19, up from 13.4% in 2017-18.
- In 2018-19, 21.9% of Scottish-domiciled undergraduate qualifiers from college were from the 20% most deprived areas in Scotland, down from 24.0% in 2017-18.

### Key Definitions

<p><b>Scottish Domiciled Undergraduate Entrant (SDUE)</b></p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree or HNC/HND/Diploma/Certificate of Higher Education in a Scottish university or college. This can be on a full or part-time basis.</p>	<p><b>Scottish Domiciled Full-time First Degree Entrant (FTFD)</b></p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree course on a full-time basis.</p>
<p><b>Higher Education (HE) in the College Sector</b></p> <p>This is defined as a course at SCQF level 7 or above (with the exception of Advanced Highers) Can be undertaken on a part time (PHE) or full-time (FHE) basis.</p>	<p><b>Further Education (FE) in the College Sector</b></p> <p>This is defined as a course at SCQF level 6 or below. Can be undertaken on a part time (PT) or full-time (FT) basis.</p>
<p><b>Care-experience</b></p> <p>SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. More information <a href="#">here</a>.</p>	<p><b>Articulation with Advanced Standing</b></p> <p>Articulation is defined here as a student gaining entry to second year of a degree with a Higher National Certificate (HNC) gained at College in the previous 3 years, or into third year with a Higher National Diploma (HND) gained at College in the previous 3 years. Further information <a href="#">here</a>.</p>

<sup>1</sup> The Commission on Widening Access Recommendation 32 states that, by 2030, students from the 20% most deprived areas should represent 20% of entrants to higher education.



## Report on Widening Access 2018-19

### Entrants

**15.9%**

of Scottish-domiciled first degree\*\* entrants (4,900) to Scottish universities were from the 20% most deprived areas in Scotland\*\*\*



↑ 0.2pp\* on 2017-18

**24.8%**

of Scottish-domiciled undergraduate entrants (8,960) to Scottish colleges were from the 20% most deprived areas in Scotland\*\*\*



↑ 0.5pp\* on 2017-18

**320**

care-experienced entrants to first degree\*\* level study in 2018-19.



Compared to 255 on 2017-18

### Retention

**91.9%**

of Scottish-domiciled first degree\*\* entrants completed year 1 and remained in higher education in 2018-19.



↓ 1.4pp\* on 2017-18

**86.8%**

of Scottish-domiciled first degree\*\* entrants from 20% most deprived areas completed year 1 and remained in higher education in 2018-19



↓ 2.7pp\* on 2017-18

### Qualifiers

**13.9%**

of Scottish-domiciled first degree\*\* qualifiers were from the 20% most deprived areas in Scotland in 2018-19.



↑ 0.5pp\* on 2017-18

**21.9%**

of Scottish-domiciled undergraduate higher education qualifiers from college were from the 20% most deprived areas in Scotland



↓ 2.1pp\* on 2017-18

\* Percentage points.

\*\* All first degree figures here refer to full-time student.

\*\*\* CoWA Recommendation 32: By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

Ayrshire College #1484082  
05/24/2020 14:55:32



Scottish Funding Council  
Comhairle Maoinachaidh na h-Alba

# SFC STATISTICS

Report on Widening Access 2018-19  
Issue Date: 7 April 2020

Cover photo credit: Newbattle Abbey College

Ayrshire College # 484082  
05/27/2020 14:53:32

## Report on Widening Access 2018-19

Issue date: 7 April 2020

Reference: SFC/ST/06/2020

Summary: This report presents data relating to the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age.

FAO: Principals and Chairs of Scotland's colleges and universities, Scottish Government, Protected Characteristic Governance Groups, students, parents, guardians and the general public.

Further information: **Contact:** Laura Hepburn  
**Job title:** Analysis Officer  
**Department:** Finance  
**Email:** [datarequests@sfc.ac.uk](mailto:datarequests@sfc.ac.uk)

## Contents

Executive Summary .....	6
Section 1: Introduction .....	8
Section 2: Scottish Government Targets and Related Measures.....	10
CoWA Recommendation 32 .....	10
Key Indicators .....	10
Section 3: Report Content .....	15
Section 4: Socio-economic Status.....	19
Socio-economic Status and Level of Study.....	22
Socio-economic Status and Age .....	23
Socio-economic status and Articulation.....	24
Socio-economic status, College Success and University Retention .....	24
Section 5: Sex.....	27
Socio-economic Status and Sex.....	27
Sex and Articulation.....	28
Sex, College Success and University Retention .....	28
Section 6: Ethnicity .....	31
Socio-economic Status and Ethnicity Entrants.....	31
Articulation and Ethnicity .....	31
Ethnicity, College Success and University Retention .....	32
Section 7: Care Experienced Learners .....	35
Socio-economic Status and Care-Experience Entrants .....	35
Articulation and Care-experience.....	36
Care-experience, College Success and University Retention .....	36
Section 8: Gender Action Plan Evidence Base .....	38
Colleges.....	38
Gender Split of Enrolments by Different Characteristics.....	40
Completion Rates .....	45
Universities .....	46
Entrants.....	46
Annex A: Report Content and Coverage .....	52
University entrants – Section 3 onwards .....	52
College entrants – Section 3 onwards.....	52

Ayrshire College # 184082  
05/27/2020 14:50:32

University Retention .....	53
College Success .....	53
University Qualifiers .....	53
Articulation .....	53
Data Specifics.....	54
Metadata .....	56

Ayrshire College # 484082  
05/27/2020 14:53:32

## Executive Summary

This is the fourth SFC *Report on Widening Access*, the successor to SFC's *Learning for All* publication and discusses data relating to the Scottish Government access targets, further access data that reflects SFC Outcome Agreement measures and the evidence base used in SFC's *Gender Action Plan (GAP)* work and *GAP Progression* report, with a focus on socio-economic status and protected characteristics such as gender, disability and ethnicity. The key points from this report are:

- In 2018-19, 15.9% of Scottish-domiciled FTFD entrants (4,900) to Scottish universities were from the 20% most deprived areas (SIMD0-20) in Scotland<sup>1</sup>, up from 15.6% (4,650 entrants) in 2017-18.
- There were 8,960 SDUE at college from the 20% SIMD0-20 areas in Scotland in 2018-19, representing 24.8% of all SDUEs at college and up from 24.3% in 2017-18.
- In 2018-19 there were 320 Care-experienced entrants to FTFD level study compared to 255 in 2017-18.
- 91.1% of Scottish-domiciled FTFD entrants completed year 1 and remained in higher education in 2018-19 compared to a retention rate of 92.5% in 2017-18.
- 86.8% of Scottish-domiciled FTFD entrants were retained in higher education in 2018-19 from the 20% most deprived areas, compared to 89.4% in 2017-18.
- 13.9% of Scottish-domiciled FTFD qualifiers were from the 20% most deprived areas in Scotland in 2018-19, up from 13.4% in 2017-18.
- In 2018-19, 21.9% of Scottish-domiciled undergraduate qualifiers from college were from the 20% most deprived areas in Scotland, down from 24.0% in 2017-18.

### Key Definitions

<p><b>Scottish Domiciled Undergraduate Entrant (SDUE)</b></p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree or HNC/HND/Diploma/Certificate of Higher Education in a Scottish university or college. This can be on a full or part-time basis.</p>	<p><b>Scottish Domiciled Full-time First Degree Entrant (FTFD)</b></p> <p>A new entrant domiciled in Scotland prior to study and studying a First Degree course on a full-time basis.</p>
<p><b>Higher Education (HE) in the College Sector</b></p> <p>This is defined as a course at SCQF level 7 or above (with the exception of Advanced Highers) Can be undertaken on a part time (PHE) or full-time (FHE) basis.</p>	<p><b>Further Education (FE) in the College Sector</b></p> <p>This is defined as a course at SCQF level 6 or below. Can be undertaken on a part time (PT) or full-time (FT) basis.</p>
<p><b>Care-experience</b></p> <p>SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. More information <a href="#">here</a>.</p>	<p><b>Articulation with Advanced Standing</b></p> <p>Articulation is defined here as a student gaining entry to second year of a degree with a Higher National Certificate (HNC) gained at College in the previous 3 years, or into third year with a Higher National Diploma (HND) gained at College in the previous 3 years. Further information <a href="#">here</a>.</p>

<sup>1</sup> The Commission on Widening Access Recommendation 32 states that, by 2030, students from the 20% most deprived areas should represent 20% of entrants to higher education.





## Report on Widening Access 2018-19

### Entrants

**15.9%**

of Scottish-domiciled first degree\*\* entrants (4,900) to Scottish universities were from the 20% most deprived areas in Scotland\*\*\*



↑ 0.2pp\* on 2017-18

**24.8%**

of Scottish-domiciled undergraduate entrants (8,960) to Scottish colleges were from the 20% most deprived areas in Scotland\*\*\*



↑ 0.5pp\* on 2017-18

**320**

care-experienced entrants to first degree\*\* level study in 2018-19.



Compared to 255 on 2017-18

### Retention

**91.9%**

of Scottish-domiciled first degree\*\* entrants completed year 1 and remained in higher education in 2018-19.



↓ 1.4pp\* on 2017-18

**86.8%**

of Scottish-domiciled first degree\*\* entrants from 20% most deprived areas completed year 1 and remained in higher education in 2018-19



↓ 2.7pp\* on 2017-18

### Qualifiers

**13.9%**

of Scottish-domiciled first degree\*\* qualifiers were from the 20% most deprived areas in Scotland in 2018-19.



↑ 0.5pp\* on 2017-18

**21.9%**

of Scottish-domiciled undergraduate higher education qualifiers from college were from the 20% most deprived areas in Scotland



↓ 2.1pp\* on 2017-18

\* Percentage points.

\*\* All first degree figures here refer to full-time student.

\*\*\* CoWA Recommendation 32: By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

Ayrshire College #1484082  
05/24/2020 14:55:32

## Section 1: Introduction

1. This is the fourth *Report on Widening Access (RoWA)*, providing updated statistics relating to equality and diversity of the student population across Scotland's colleges and universities for 2018-19. This report was first produced in consideration of Scottish Government's (SG's) [A Blueprint for Fairness, The Final report of the Commission on Widening Access](#) (CoWA). Recommendation 32 of CoWA states "...the Scottish Funding Council and the Scottish Government should enhance the analysis and publication of data on fair access". This publication is both in line with said recommendation and with further SFC efforts to improve consistency of reporting data relating to many aspects of higher and further education, including access.
2. After the first [RoWA](#) was published in September 2017 a consultation was held on the content, structure and other aspects of the report. This consultation was concluded in January 2018 and the results, along with further user feedback received since, have fed into subsequent updates.
3. This iteration of the publication covers more stages of the learner journey than previous editions, considering entrants, articulation pathways, university retention and qualifiers, as well as, college completion rates. There is more information in the accompanying background tables covering each of these areas in more detail, along with data relating to college leavers destinations (CLD), attainment at university and university staff. [Section 8](#) of this report is dedicated to the evidence base that feeds into [SFC's Gender Action Plan \(GAP\)](#).
4. The RoWA considers Scottish-domiciled students and focuses on undergraduate provision at universities and colleges as well as other HE level activity at colleges. However, other FE level activity at college is also mentioned throughout.
5. As with previous iterations, this report has separate strands. The first, in [Section 2](#), relates to the key Scottish Government (SG) targets and related measures considering FTFD students (at university) and all Undergraduate Higher education entrants (at both universities and colleges). The second considers a broader analysis of access to further and higher education. These two strands overlap for some measures and, therefore, these areas are presented twice in this report in some cases. This edition also contains a third strand ([Section 8](#)) which relates specifically to the evidence base of SFC's Gender Action Plan.
6. All proportions in this report and the background tables have been derived using unrounded student numbers. However, for reporting purposes, all student figures have been rounded to the nearest five or suppressed if less than 2.5. Furthermore, proportions are suppressed in instances where the population in question is less than 25. This is in line with [HESA's rounding policy](#).

7. Users are encouraged to provide feedback on the content and format of the report to the author via the contact details on the front page.
8. Further breakdowns and wider data are available from SFC by contacting [datarequests@sfc.ac.uk](mailto:datarequests@sfc.ac.uk).

Ayrshire College # 484082  
05/27/2020 14:53:32

## Section 2: Scottish Government (SG) Targets and Related Measures

9. This section presents data for the SG access targets as recommended in the Final Report of the Commission on Widening Access. It should be noted that the Commission's final report was published, and the targets accepted by SG, later during the later part of the 2016-17 admission cycle. This means the initial impact of the Commission's recommendations and targets were not apparent in entrant data until 2017-18 so that academic year was the first in which the impact of this work could be observed. Data from academic years prior to 2017-18 should be viewed as baselines for access targets.

### CoWA Recommendation 32

10. Recommendation 32 states that:
- by 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. Equality of access should be seen in the college and university sectors.
11. And that to drive progress towards this goal:
- by 2021, students from the 20% most deprived backgrounds should represent, at least, 16% of full-time first degree entrants to Scottish universities as a whole.; and
  - by 2026, students from the 20% most deprived backgrounds should represent, at least, 18% of full-time first degree entrants to Scottish universities as a whole.
12. And for individual universities:
- by 2021, students from the 20% most deprived backgrounds should represent, at least 10% of full-time first degree entrants to every individual Scottish university.
13. The following tables show national performance of these measures using the latest six years of data. For the CoWA targets, "all undergraduate HE" includes all entrants to undergraduate HE courses at college and university. The background tables online show these figures broken down by institution.

### Key Indicators

14. Table 1 shows the key indicators for entrants to FTFD study and undergraduate HE study at Scottish institutions (both universities and colleges).

**Table 1: Entrants**

*Scottish-domiciled Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived (SIMD0-20) Areas and Care Experience (CE), 2013-14 to 2018-19*

COWA Key Indicator - Entrants	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE
<b>Total Entrants</b>	28,285	86,650	28,640	84,175	28,770	84,600	28,885	86,360	29,880	86,000	31,065	86,205
<b>Entrants from MD20</b>	3,850	14,730	3,965	14,440	4,015	14,740	3,965	14,920	4,650	15,995	4,900	16,500
<b>% MD20 entrants *</b>	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%	15.6%	18.9%	15.9%	19.1%
<b>CE Entrants</b>	145	265	170	325	160	445	170	525	255	680	320	1,045
<b>% CE entrants</b>	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%	0.6%	0.6%	0.8%	0.8%	1.0%	1.2%

*\*SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead.*

Ayrshire College # 484082  
05/27/2020 14:53:32

15. In 2018-19, 15.9% of all Scottish domiciled full-time first degree (FTFD) students to Scottish universities were from the 20% most deprived areas in Scotland, up from 15.6% in 2017-18. In total there were 250 more SIMD0-20 FTFD entrants in 2018-19 compared to 2017-18. At this point an increase of 0.1 percentage points is required to meet the interim target of 16% by 2021.
16. As noted above, the SG targets and resulting activity were established during the 2016-17 admissions cycle meaning that 2017-18 was the first academic year within which the effects of this work could be observed.
17. There was larger representation of students from the 20% most deprived areas for entrants to undergraduate higher education (UGHE) as a whole (19.1%) is higher than the proportion of full-time first degree entrants in 2018-19. This is, in part, due to a higher percentage of entrants from deprived areas entering HE courses at colleges, which is captured in the UGHE measure, Figure 3.
18. The Commission also highlighted the challenges faced by people with care-experience (CE) in accessing higher education. Data on entrants who identified as care-experienced are also included in Table 1. This is of particular interest following the launch of [SFC's National Ambition for Care-experienced Students report](#) in January 2020 with the vision of equal outcomes between care-experienced students and their peers by 2030. Further details on the care-experience definition used in these tables can be found in [Section 7](#).
19. Retention rates are a measure of full-time students completing Year 1 of their studies and then remaining in higher education in the following year. Table 2 shows the retention rates for FTFD students from the most deprived SIMD quintile and for care-experienced students compared to the overall retention rate for the sector. Only FTFD students are considered in this measure because retention rates are only used within universities SDUEs include students studying other HE provision at colleges. Caution should be used when comparing the retention rates of care-experienced students due to the comparatively small numbers in the population. It is important to note that although completion rates in colleges are the alternative to retention rates in universities, these measures are **not** comparable.
20. The overall retention rate for Scottish-domiciled FTFD entrants was 91.1% in 2018-19, compared to 86.8% for SIMD0-20 entrants and 92.8% for entrants from care-experienced backgrounds. Both the overall sectoral retention rate and the retention rate for students from SIMD0-20 areas reduced in 2018-19 compared with the previous year. Table 2 shows the retention rate for care-experienced students has increased over recent years, reflecting a particular focus from Scottish Government and other stakeholders on this group which has resulted in policy drive to both recruit CE students into HE and also retain them. The reporting of students from care-experienced backgrounds has been

given more focus meaning that more students are willing to declare themselves as being care-experienced than they may have in the past.

**Table 2: Retention Rates**

*Scottish Domiciled Full-time First Degree Entrants Returning to Study in Year 2 by 20% Most Deprived Areas (SIMD0-20), 2013-14 to 2018-19*

<b>COWA Key Indicator - Retention</b>	<b>2012-13 into 2013-14</b>	<b>2013-14 into 2014-15</b>	<b>2014-15 into 2015-16</b>	<b>2015-16 into 2016-17</b>	<b>2016-17 into 2017- 18</b>	<b>2017-18 into 2018-19</b>
<b>Overall Retention Rate</b>	<b>91.7%</b>	<b>91.4%</b>	<b>91.3%</b>	<b>91.8%</b>	<b>92.5%</b>	<b>91.1%</b>
<b>SIMD0-20 Student Retention rate</b>	<b>87.8%**</b>	<b>88.2%**</b>	<b>87.1%**</b>	<b>87.4%**</b>	<b>89.4%**</b>	<b>86.8%**</b>
<b>SIMD0-20 Retained Students *</b>	<b>3,455</b>	<b>3,785</b>	<b>3,900</b>	<b>3,945</b>	<b>3,975</b>	<b>4,615</b>
<b>CE Student Retention Rate</b>	<b>n/a</b>	<b>85.5%</b>	<b>85.2%</b>	<b>87.0%</b>	<b>87.2%</b>	<b>92.8%</b>
<b>CE Retained Students</b>	<b>n/a</b>	<b>140</b>	<b>170</b>	<b>155</b>	<b>165</b>	<b>230</b>

*\*SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead. \*\* The SIMD0-20 retention rates for 2013-14 to 2017-18 have been updated in this edition. Previously, the SIMD lookup used corresponded with the year that students were retained (i.e. students that entered in 2016-17 and were retained in 2017-18 would be matched with the SIMD lookup for 2017-18), however, a new methodology has been implemented to create more consistency between entrants and retained students. Therefore, all retention rates for SIMD0-20 students in Table 2 have been updated so that, students retained have been assigned a SIMD quintile based on the SIMD lookup from when they were entrants in the previous year.*

21. Table 3, below, shows the percentage of qualifiers from deprived areas. The coverage matches that of Table 1 but qualifiers in 2018-19 are reflective of entrants in previous years rather than the 2018-19 population. In 2018-19, 13.9% of Scottish Domiciled full-time first degree qualifiers from university were from the 20% most deprived areas in Scotland. The percentage of FTFD qualifiers that are from SIMD20 areas has continually increased over the time period.

Ayrshire College # 484082  
05/27/2020 14:53:32

Table 3: Qualifiers

Scottish-domiciled Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived Areas (SIMD 0-20), 2013-14 to 2018-19

COWA Key Indicator - Qualifiers	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE	FT First Degree	All UG HE
<b>Total Qualifiers</b>	22,515	57,935	22,145	57,060	22,970	58,240	23,475	58,925	23,640	59,605	23,570	59,765
<b>Qualifiers from MD20</b>	2,620	9,325	2,650	9,450	2,820	9,755	3,055	10,170	3,150	10,745	3,270	11,040
<b>% MD20 qualifiers</b>	11.7%	16.1%	12.0%	16.6%	12.3%	16.8%	13.1%	17.4%	13.4%	18.0%	13.9%	18.5%

\*SIMD data used the unweighted SIMD2012 file in all years prior to 2017-18. For this reason, some historical figures may differ from other publishing bodies such as HESA. Proportions are derived excluding those with unknown postcodes/SIMD rank. From 2017-18 onwards the Scottish Government SIMD 2016 file has been used instead.

22. The data in Tables 1 to 3 is also presented by institution in the background tables online.

Ayrshire College # 484082  
05/27/2020 14:53:32



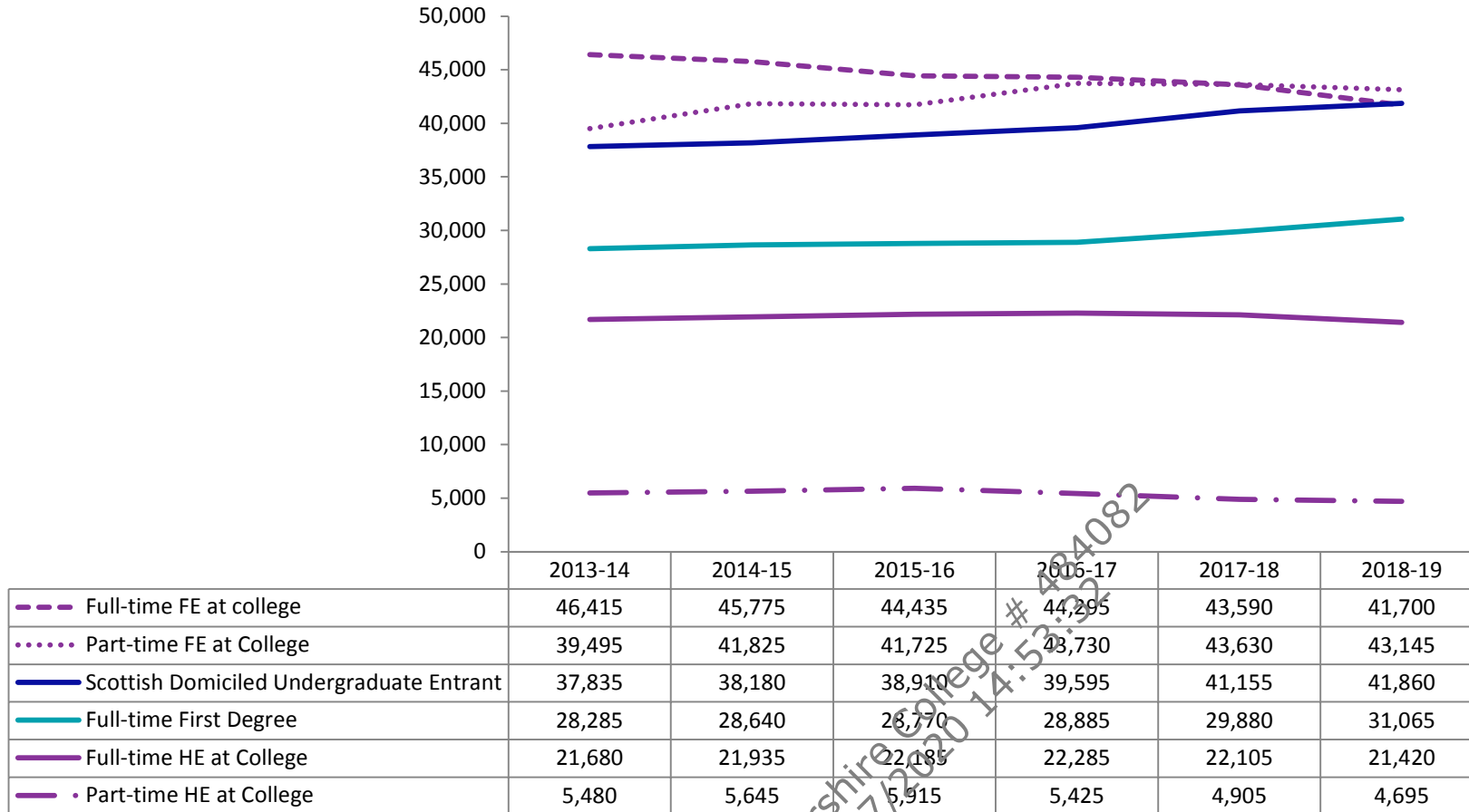
### Section 3: Report Content

23. The remaining sections of this report each focus on one of the following access areas: socio-economic status, gender, ethnicity, and care experience. Other characteristics including age; degree related factors, such as subject studied, and institutions attended are intersected with relevant characteristics throughout the chapters.
24. The Equality Act 2010 extended the number of protected characteristics to cover further areas including religion and belief and sexual orientation, however, data coverage in these areas is still developing and, therefore, not included within this report. This report is accompanied by more detailed Excel tables from which the tables and charts in this report are drawn.
25. The data in the remaining sections is presented on a similar basis to the data used for Outcome Agreements, in line with previous SFC reports on widening access.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 1: University and College Entrants**

*Overview of entrants to universities and colleges, 2013-14 to 2018-19*



26. Figure 1 gives an overview of the number of entrants to universities and colleges over the last six academic years. The number of [Scottish-domiciled Undergraduate Entrants \(SDUEs\)](#) has increased over time as well as the subset of entrants to FTFD. Since 2013-14 the number of SDUEs has increased from 37,835 to 41,860 entrants, an increase of 10.6%. Meanwhile, the number of FTFD entrants has increased from 28,285 to 31,065, an increase of 9.8%.
27. There were 21,420 enrolments to full-time HE (FTHE) college courses in 2018-19, a reduction since 2013-14 of 1.2% (260 enrolments). Furthermore, the number of enrolments to part-time HE (PTHE) at college has reduced by 14.4% (790 enrolments) over the same timeframe. However, the number of students studying via this route is smaller in comparison to other student groups in Figure 1. Therefore a small change in the number of enrolments to PTHE courses could result in a large change proportionally and therefore percentage changes should be treated with caution.
28. Since 2013-14 the number of enrolments to full-time FE (FTFE) courses at college has reduced by 10.2% to 41,700 (4,720 fewer enrolments than in 2013-14). Finally, the number of enrolments to part-time FE (PTFE) courses has increased since 2013-14 by 3,650 enrolments, an increase of 9.2%. Further details on the makeup and coverage of these populations can be found in the [Key Definitions infographic](#).
29. Figure 1 contains data going back to 2013-14 and showing trends over time. However, the main analysis in this report focuses on 2018-19 to give a deeper understanding of the makeup of entrants, to further and higher education, in the most recent academic year for which data is available. The full-time series back to 2013-14 is available in the background tables online, with only a selection of the more historical data shown in the main report.
30. Many of the tables in this report focus on Scottish-domiciled FTFD) entrants in the university sector, SDUE in both universities and colleges and full-time college provision. FTFD entrants are a subset of SDUEs but both are discussed as different measures are used across different policy areas relating to Widening Access.
31. Part-time FE is not included as a group of focus due to the nature of this provision. In general part-time activity is not discussed in detail because entrants are measured, in this report, by enrolments. Students studying part-time FE and HE provision are the most likely to be enrolled on multiple courses at one time meaning students in these groups may be counted more than once. Also, the volume of activity tends to be comparable with the other groups. As mentioned in the introduction, this report provides an evidence base for HE access policy context and the number of part-time HE (PTHE) students is relatively small in colleges compared to full-time HE (FTHE). Further detail of

these types of provision can be found in [SFC's College Statistics publication](#), and via SFC's [INFACT](#) tool, which allows users to interrogate college student data. Data relating to PTHE and PTFE can also be found in the background tables.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Section 4: Socio-economic Status

32. In this report, socio-economic status, in years prior to 2017-18, is measured using SFC population weighted SIMD rankings. This means SIMD rankings for those years have been calculated using a different methodology than in Section 2, and so figures may differ for this reason. For analysis covering 2017-18 onwards, changes were introduced to ensure the data specification is more aligned and now all socio-economic analysis is based on the new SIMD2016 file. This is in line with the SFC's Outcome Agreement Guidance and other SFC work on access that were in place before the Commission on Widening Access (CoWA) reported. Further details on the differences are given in Annex A.
33. The Outcome Agreement (OA) framework, introduced in academic year 2012-13 for both the college and university sectors, enable SFC to set and monitor clear national ambitions, several of which relate to widening access. The measures important for this report are those focusing on increasing the intake of students from the most deprived area and from protected characteristic backgrounds. For example, there are particular measures surrounding gender which also ties in with SFC's Gender Action Plan, Section 8 is dedicated to looking at the data through a gender lens for this purpose. Further details on the OA measures can be found on our [website](#).
34. Entrants from the most deprived quintile (the most deprived 20%) are the focus throughout this section. However, various charts in this chapter show the data across all five quintiles in order to show patterns across the whole student population.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 2: SIMD0-20 Entrants**

The proportion of Full-time First Degree, Full-time Higher Education Enrolments and Full-time Further Education Enrolments from SIMD0-20 areas, 2013-14 to 2018-19. Scottish-domiciled undergraduate entrants have been omitted from the graph for clarity due to the very similar figures as those studying Full-time First Degrees; however, the figures have been included in the data table for context.

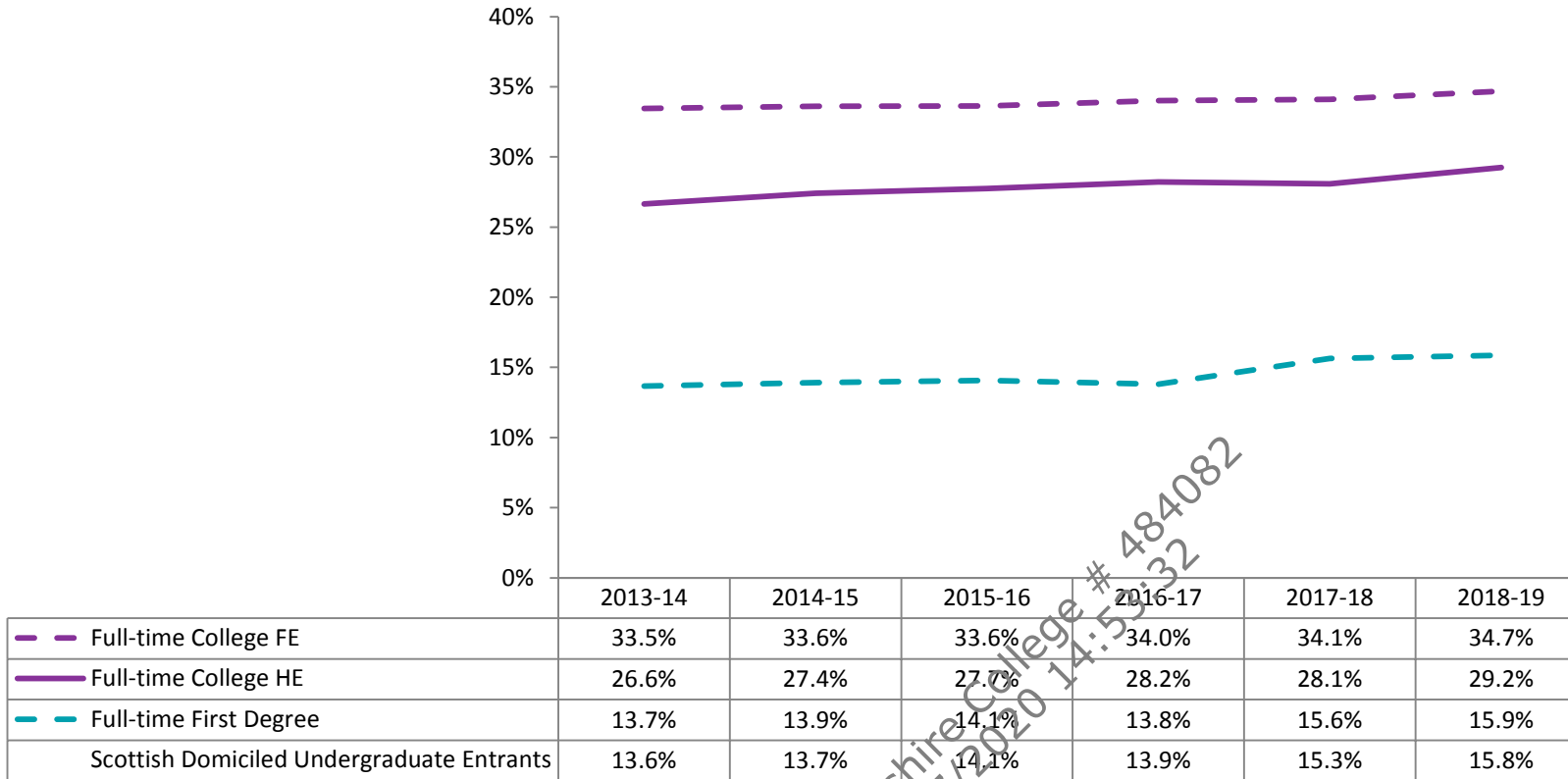


Figure 2, above, displays the proportion of students from the most deprived areas (SIMD0-20) across different levels of study. Since 2013-14 the proportion of students from SIMD0-20 backgrounds has increased for FTFD, FTHE at college and FTFE at college students. For FTFD entrants the proportion of students from SIMD 0-20 areas has increased from 13.7% to 15.9% and similarly for SDUEs from 13.6% to 15.8%. At college, over the same timeframe, the proportion of enrolments from SIMD0-20 areas to FTHE courses has increased from 26.6% to 29.4% and to FTFE provision from 33.5% to 34.7%.

Ayrshire College # 484082  
05/27/2020 14:53:32

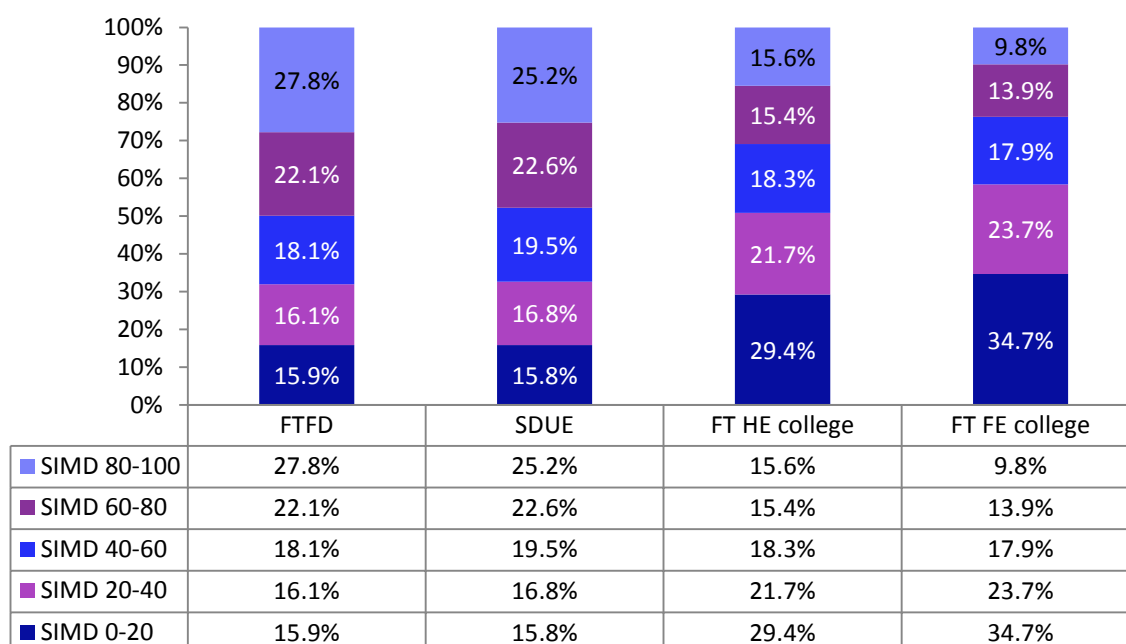
35. For information relating to SIMD quintile and subject area please see the background tables

### Socio-economic Status and Level of Study

36. Figure 3, below, shows the proportion of students from each SIMD quintile for different modes and levels of study in 2018-19.

**Figure 3: Entrants by SIMD quintile**

*The distribution of Full-time First Degree, Scottish-domiciled Undergraduate Entrants, Full-time Higher Education at College Enrolments and Full-time Further Education at College Enrolments by SIMD Quintile, 2018-19*



37. Entrants from the 20% most deprived areas accounted for the largest proportion of FTFE at college enrolments and the smallest proportion of FTFD enrolments. Meanwhile, those from the 20% least deprived areas accounted for the largest proportion of entrants to FTFD courses and the smallest proportion of enrolments to FT FE college courses. Generally, FTFD entrants are spread most evenly across SIMD quintiles and FTFE college enrolments least evenly. As expected, the distribution of FTFD entrants and SDUEs are very similar given that these measures are closely linked, with FTFD being a subset of SDUE.

Ayrshire College # 484082  
05/27/2020 14:53:32



## Socio-economic Status and Age

Table 4: Entrants by Age

*Scottish domiciled Full-time First Degree (FTFD) and Undergraduate Entrants (SDUE) by Age and SIMD Quintile, 2018-19*

Type of study	Age Group	SIMD Quintile				
		SIMD 0-20	SIMD20-40	SIMD40-60	SIMD60-80	SIMD80-100
FTFD	Under 21	11.9%	13.9%	17.8%	24.2%	32.3%
	Over 21	25.4%	21.3%	19.0%	17.2%	17.1%
SDUE	Under 21	11.8%	14.1%	18.4%	24.6%	31.0%
	Over 21	21.4%	20.5%	21.1%	19.7%	17.3%

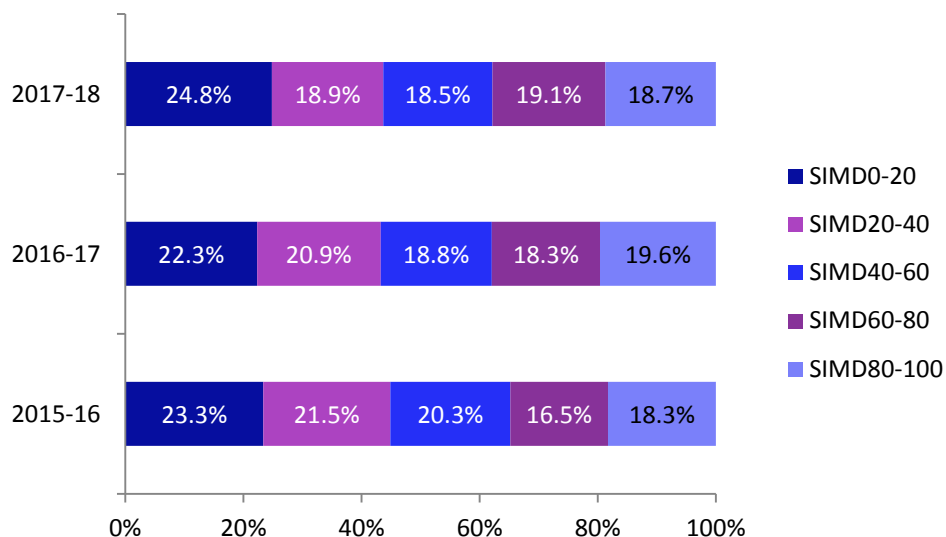
38. Table 4, above, shows the proportion of entrants from each SIMD quintile for the 'young' age group (under 21) and for those aged 21 and over for FTFD entrants and SDUEs.
39. In 2018-19, a higher proportion of FTFD entrants aged 21 and over were from SIMD0-20 areas (25.4%) compared to under 21s (11.9%). Furthermore 21.4% of SDUEs aged over 21 were from SIMD0-20 areas compared to 11.8% of under 21s. Colleges play a key role in preparing students from the most disadvantaged backgrounds to enter HEIs at a later stage in life which may explain the higher proportion of SIMD20 SDUE entrants in the 21 and over age group compared to FTFD entrants.
40. The Higher Education Statistics Agency (HESA) produces [Participation Indicators \(PIs\) for Widening Access](#) for all institutions across the UK, and shows the proportion of entrants from POLAR3 backgrounds for English institutions. The equivalent figures for Scottish institutions using SIMD rather than POLAR 3 are presented in Table 15 in the background tables, online.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Socio-economic status and Articulation

Figure 4: SIMD Quintile and Articulation

Students Articulating with Advanced Standing by SIMD Quintile, 2015-16 to 2017-18



41. As discussed in SFC's [Articulation from Scottish Colleges to Scottish Universities, 2017-18](#) report, in 2017-18 41.8% of First Degree entrants from the SIMD0-20 areas arrived via articulation.
42. Of all students [articulating](#), 51.4% did so with advanced standing in 2017-18. 4, above, shows that of those articulating with advanced standing in 2017-18, 24.8% were from SIMD0-20 areas (995 students). Meanwhile 18.7% of students articulating with advanced standing were from SIMD80-100 areas (750 students) in 2017-18.

## Socio-economic status, College Success and University Retention

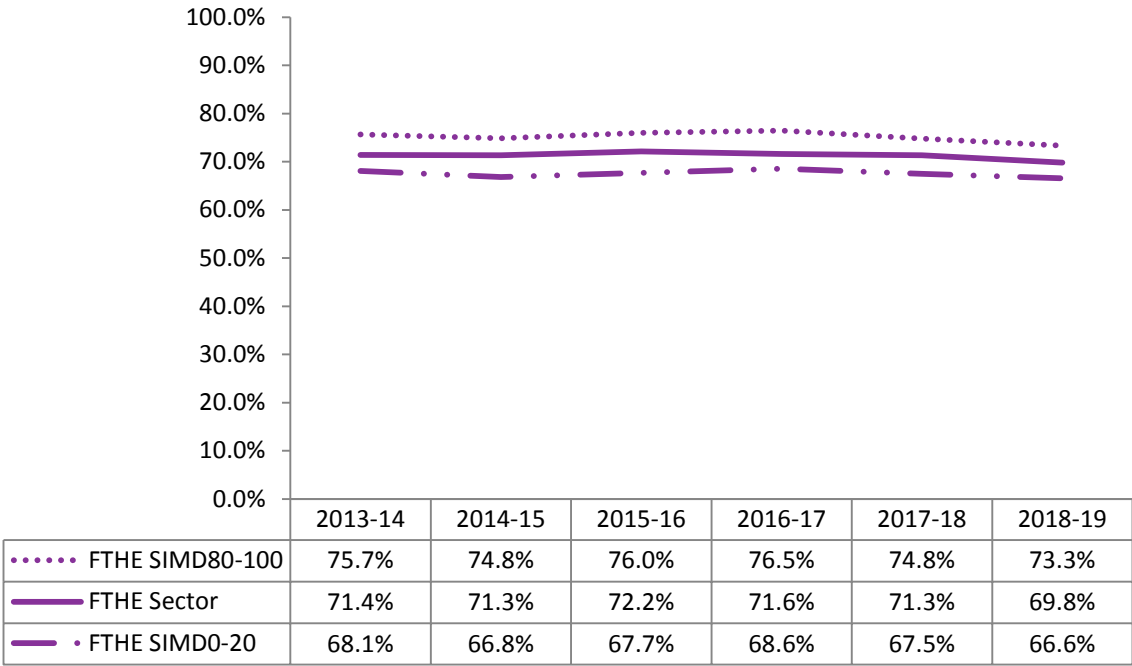
43. As well as the entrant population, this report also considers measures of success in the sector. Due to the differing nature and duration of courses between the college and university sectors, this is shown by a different method for each sector.
44. In the college sector, success is measured as the proportion of entrants who successfully complete their course, and in the university sector this is measured as the proportion of entrants that either obtain a qualification in year 1 or return in Year 2.
45. For the purpose of this report, measures of success in the college sector follow the [College Performance Indicators \(PIs\)](#) methodology and in the university sector measures of retention follow the Outcome Agreement methodology which, by definition, includes only full-time students as retention data is only

collected for full-time students. This methodology includes full-time first degree and SDUE provision. College success rates for splits other than FTHE are available in the background tables.

- 46. Figure 5, below, shows successful completion rates for full-time enrolments to HE courses by SIMD quintile. The most deprived and least deprived quintiles are shown here, along with the sector figures but the full breakdown is available in the background tables. In 2018-19 the successful completion rate for students from the least deprived quintile (73.3%) was above the sector level (69.8%) and the completion rate for those from the most deprived areas (66.6%) was below the sector level. The gap between those from SIMD0-20 and SIMD80-100 areas was 6.7pp in the most current year which has reduced over time. However, success rates in general have declined over time.

**Figure 5: College Completion rates**

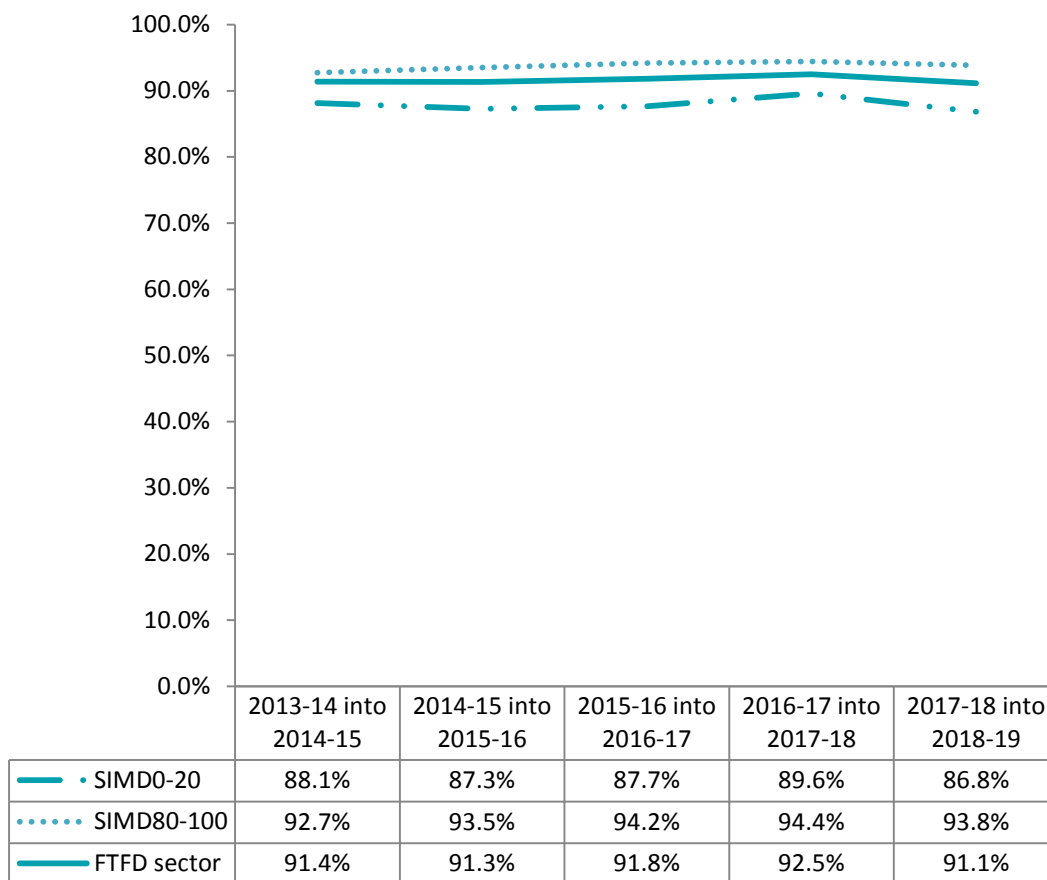
*Completion rates of Full-time HE students from the 20% Most and Least Deprived Areas in Scotland compared to the sector, 2013-14 to 2018-19*



Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 6: Retention rate by SIMD Quintile**

*Percentage of Full-time First Degree Students Retained from the 20% Most and Least Deprived Areas in Scotland compared to the Sector, 2013-14 to 2017-18*



47. The university retention data in Figure 6, above, shows that the gap in retention rates between those from the 20% most and least deprived areas in Scotland has increased over time. In 2018-19 the overall retention rate decreased on the previous year. The retention rate of SIMD80-100 students was 2.7pp above that of the sector whilst the retention rate of SIMD0-20 students was 4.3pp below the sector.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Section 5: Sex

48. The collection of sex data was updated in 2012-13, so that data on students' sex is now returned with the possible options of male, female and other. Due to the small number of students identifying their sex as 'other' these students are not included in the analysis presented in this report.
49. At universities, females outweigh males in terms of SDUEs (60:40 in 2018-19) which has been consistent over time. However the sex balance varies by level and mode of study at colleges. Males accounted for 57.5% of FTHE enrolments and 52.6% of PTHE enrolments whilst females accounted for 52.1% of FTFE enrolments and 54.2% of PTFE enrolments in 2018-19.

### Socio-economic Status and Sex

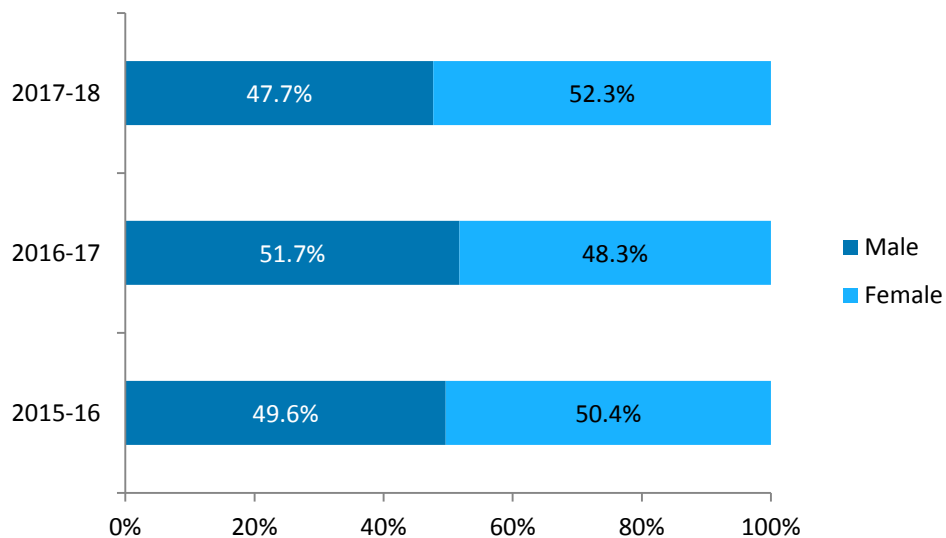
50. Since 2013-14 there has been little change in the SIMD makeup for males, however, for females there has been a shift away from the less deprived quintiles towards the more deprived quintiles. In 2018-19 16.9% of female FTFD entrants were from SIMD0-20 areas compared to 14.3% of males whilst 25.3% of female FTFD entrants were from SIMD80-100 areas compared to 31.3% of males. There is a similar trend for SDUEs with 17.0% of female entrants coming from SIMD0-20 backgrounds compared to 14.1% of males. There is further analysis specifically relating to the Gender Action Plan in Section 8.

Ayrshire College # 484082  
05/27/2020 14:53:32

## Sex and Articulation

Figure 7: Articulation by Sex

*Split of males and female college students articulating to university with advanced standing, 2015-16 to 2017-18*



51. Overall the number of males (1,915) and number of females (2,105) articulating with advanced standing has increased over the last three years. Figure 7 shows that in 2018-19 the majority of students articulating to university with advanced standing were female (52.3%), however, this has fluctuated over time. There is more in depth analysis relating to sex in Section 8 which looks specifically at the population relevant for SFC's Gender Action Plan.

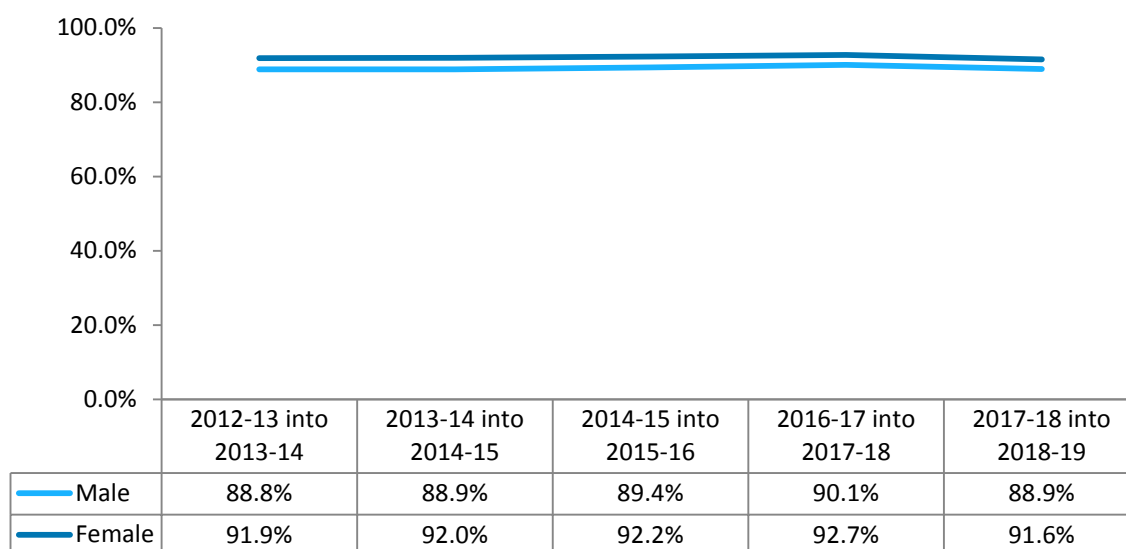
## Sex, College Success and University Retention

52. Generally females have higher retention rates than males at university. This stands true for both SDUEs and FTFDs. The focus here is on SDUEs but the same information can be found for FTFDs in the background tables. In 2017-18 (students returning in 2018-19) the retention rate for females was 91.6% compared to 88.9% for males.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 8: Retention Rates by Sex**

*Comparison of retention rates for male and female SDUEs (full-time), 2013-14 to 2017-18*



53. Figure 8 shows that since 2013-14 the retention rates for female SDUEs have been consistently higher than male SDUEs. However, both have followed the same trend with a reduction in 2018-19 on 2017-18 of 1.2pp for both males and females.
54. When looking at SIMD quintile, by sex, retention rates increase across SIMD quintiles (from the most deprived to the least deprived) for both males and females. The retention rate gap between those from the least deprived and most deprived areas was larger for males (8.3pp) than for females (6.7pp) in 2018-19. This trend has been consistent over the timeframe.
55. Successful completion rates for all students, regardless of sex have reduced over time. In 2013-14 the successful completion rate for females was 75.4% compared to 66.9% for males. Six academic years later, in 2018-19, the completion rates for females was 72.6% compared to 66.5% for males.
56. Table 5 below shows this gender gap in successful completion rates of full-time students over time. In all years since 2013-14 the successful completion rate of FTHE students has been higher for females than males. Although the gender gap in successful completion rates has reduced by 2.4pp over this time Figure 9 would suggest that this has been driven by the reduction in the successful completion rates for female students.
57. For students studying FTFE courses the completion rates for males and females are more comparable. In 2018-19 more males completed successfully (65.4%) compared to females (65.0%). However, this has changed over time; in 2013-14 more females successfully completed their course (66.5%) than males (65.2%).

**Table 5: Gender gap in successful completion rates at College**

*Gender Gap between Successful Completion Rates of Males and Females Studying Full-time Higher Education and Further Education courses at college, 2013-14 to 2018-19 \*Successful completion rates of male students higher than female students, otherwise female student completion rate higher than male rate.*

Mode and level of study	Gender Gap in successful completions					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>FTHE</b>	8.4pp	7.6pp	6.5pp	6.9pp	5.9pp	6.0pp
<b>FTFE</b>	1.3pp	1.4pp	0.1pp*	0.2pp*	0.0pp	0.4pp*

Ayrshire College # 484082  
05/27/2020 14:53:32



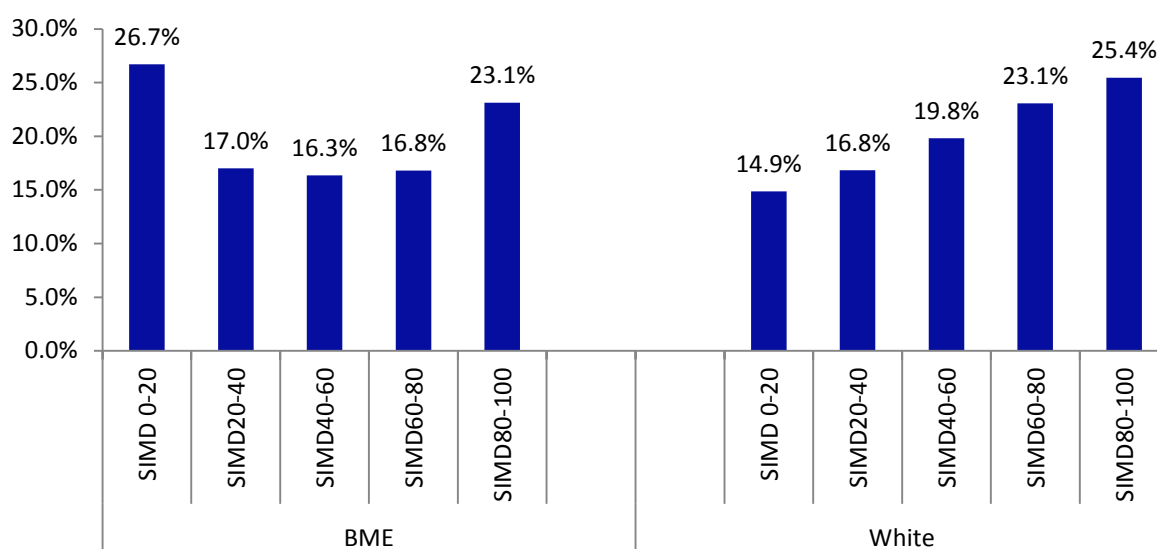
## Section 6: Ethnicity

### Socio-economic Status and Ethnicity Entrants

58. The distribution of students across SIMD quintiles varies within different ethnic groups. High level ethnicity groups of Black or Minority Ethnic (BME) and White students are discussed here but more detailed splits are discussed in conjunction with sex in Section 8 and are available in the background tables.

Figure 9: Entrants by SIMD Quintile and Ethnic Group

*Distribution of Scottish-domiciled Undergraduate Entrants across SIMD Quintiles by Ethnic Group, 2018-19*



59. Figure 9 shows that the distribution of SDUEs across SIMD quintiles differs for students of BME ethnicity compared to those who are White. In 2018-19 there were two spikes in the distribution of BME SDUEs, with 26.7% of BME students coming from SIMD0-20 areas and 23.1% coming from SIMD80-100 areas. Meanwhile, the distribution of White students was skewed towards less deprived areas with 25.4% from SIMD 80-100 areas compared with 14.9% from SIMD20 areas. This pattern has been consistent over time and is similar for FTFD students which can be seen in the background tables.

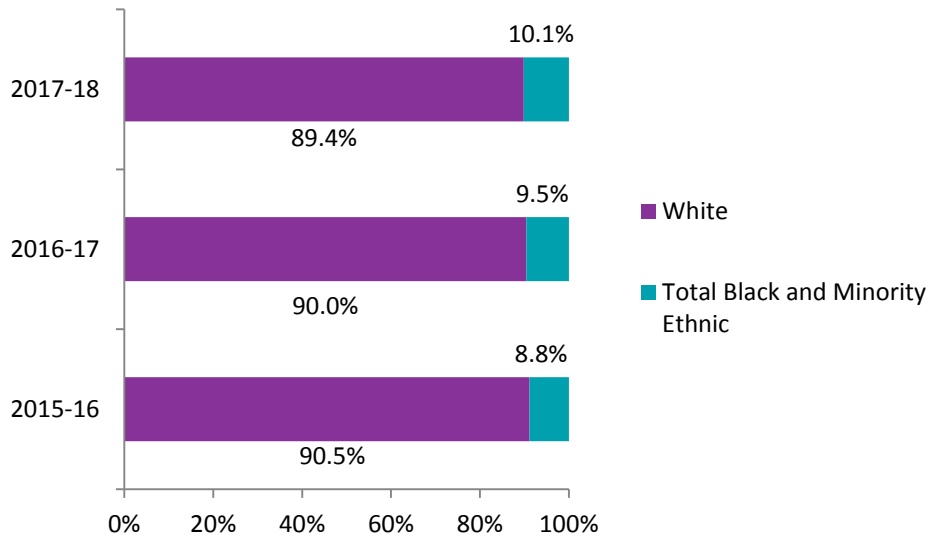
### Articulation and Ethnicity

60. Since 2015-16 the number of students [articulating](#) with advanced standing has increased across ethnic groups. Overall, the number of students of BME ethnicity articulating with Advanced standing (AS) has increased by 65 students and of White ethnicity by 95 students. Figure 10 below, shows that of all AS students, 89.4% were of White ethnicity in 2017-18 compared to 90.5% in 2015-16. Meanwhile the proportion of AS students of BME ethnicity increased

from 8.8% in 2015-16 to 10.1% in 2018-19.

**Figure 10: Articulation and Ethnicity**

*Proportion of Students Articulating with Advanced Standing by Ethnicity, 2015-16 to 2017-18*



### **Ethnicity, College Success and University Retention**

61. College success and university retention rates also vary from across different ethnic groups. Retention rates for both White and BME students increase across SIMD quintiles (from most to least deprived). Table 6 shows that from 2013-14 to 2018-19 students from SIMD80-100 had a higher retention rate regardless of ethnicity in comparison to those from SIMD0-20 areas. In 2018-19 the retention rate across SIMD quintiles was higher for BME students than White students and this has been the case for most years in the time period.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Table 6: Retention rate by SIMD quintile\* and Ethnic Group**

*Retention Rate of Scottish-domiciled Undergraduate Entrants by SIMD Quintile and Ethnic Group, 2013-14 into 2014-15 to 2017-18 into 2018-19.*

*\*Unknown SIMD Quintile Exclude.*

Ethnicity	Year	SIMD Quintile					Total
		SIMD 0-20	SIMD20-40	SIMD40-60	SIMD60-80	SIMD80-100	
<b>BME</b>	2013-14 into 2014-15	91.6%	89.2%	87.1%	94.6%	91.4%	90.7%
	2014-15 into 2015-16	88.8%	92.3%	90.9%	94.4%	94.3%	92.0%
	2015-16 into 2016-17	90.2%	91.8%	90.3%	93.7%	94.7%	92.0%
	2016-17 into 2017-18	92.4%	93.7%	91.9%	93.1%	95.6%	93.3%
	2017-18 into 2018-19	89.8%	91.1%	91.9%	94.5%	94.5%	92.2%
<b>White</b>	2013-14 into 2014-15	87.0%	88.5%	90.8%	91.8%	92.3%	90.6%
	2014-15 into 2015-16	86.5%	88.3%	90.4%	92.0%	93.0%	90.6%
	2015-16 into 2016-17	86.8%	89.4%	90.5%	92.2%	93.5%	91.0%
	2016-17 into 2017-18	88.5%	89.2%	90.8%	92.7%	93.8%	91.5%
	2017-18 into 2018-19	85.7%	88.2%	90.2%	91.1%	93.4%	90.3%

Ayrshire College # 484082  
05/27/2020 14:53:32

62. The completion rates of student by SIMD quintile and ethnicity differ across the mode and level of study combination.
63. Table 7 below shows the gap in successful completion rates for White and BME students over time. Successful completion rates of students studying FTHE courses were similar for BME students (69.5%) and White students (69.8%) in 2018-19. This represents an increase for BME students of 1.2pp and a decrease for White students of 1.8pp.

**Table 7: Ethnicity Gap in successful completion rates**

*Gap between Successful Completion Rates of Black or Minority Ethnic (BME) and White students Studying Full-time Higher Education and Further Education courses, 2013-14 to 2018-19 \*Successful completion rates of White students higher than BME students, otherwise BME student completion rate higher than White student completion rate.*

Mode and level of study	Gap in successful completion rate of BME and White students at college					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>FTHE</b>	3.3pp*	0.9pp	0.5pp	1.8pp*	0.7pp*	0.3pp*
<b>FTFE</b>	1.3pp	2.1pp	3.4pp	1.3pp	2.1pp	2.5pp

Ayrshire College # 484082  
05/27/2020 14:53:32

## Section 7: Care Experienced Learners

64. According to Scottish Government's [Children's social work statistics 2017-2018](#) there were an estimated 14,738 children and young people who were looked-after in Scotland at 31<sup>st</sup> July 2018. SFC considers a wider group of individuals than the legal definitions of 'looked-after' and 'care leaver' when referring to care-experience for data collection purposes in order to capture all age groups, all nationalities, and all those who have been in care or looked-after during their childhood even if it were for a short period of time. SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in one of many different settings, such as in residential care, foster care, kinship care or through being looked after at home with a supervision requirement. As discussed in [Section 2](#) SFC has a national ambition for care experienced students to have equal outcomes with their peers by 2030. More information can be found in [SFC's National Ambition for Care Experience Students report](#).
65. The number of care-experienced SDUEs has more than doubled since 2013-14 (440 care-experienced SDUEs in 2018-19 compared to 205 in 2013-14). Of those, 320 were FTFD students compared to 145 in 2013-14. At colleges, in 2018-19, there were 485 FTHE, 35 PTHE, 2,275 FTFE and 1,350 PTFE care-experienced students. All of these were increases on previous years.

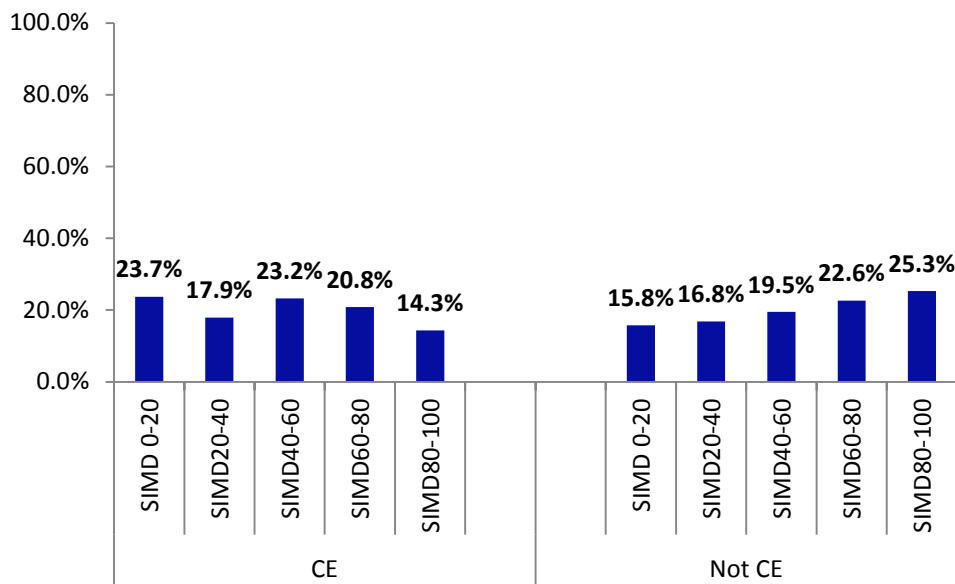
### Socio-economic Status and Care-Experience Entrants

66. Across SIMD quintiles there have been increases in the number of SDUEs from care-experienced backgrounds since 2013-14.
67. Figure 11, below, shows that of all care-experienced SDUEs 23.7% were from SIMD 0-20 backgrounds (100 entrants) compared to 15.8% of Non care-experienced students (6,460 entrants) in 2018-19. Whereas 14.3% of care-experienced students were from SIMD80-100 areas (60 entrants) compared to 25.3% of Non CE students (10,375 entrants). This has changed over time, however, due to the smaller number of care-experienced students these proportions are more susceptible to volatility.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 11: Entrants across SIMD quintile by Care-Experience Status**

*Distribution of Scottish-domiciled Undergraduate Entrants across SIMD quintiles by care experience (CE), 2018-19*



**Articulation and Care-experience**

68. In 2017-18 care-experienced students accounted for 0.8% of all students articulating with advanced standing. It is important to note that care-experienced individuals account for a very small proportion of the population. However, in 2013-14 there were 25 AS articulating students, a number which had increased by 37.5% to 35 by 2018-19.

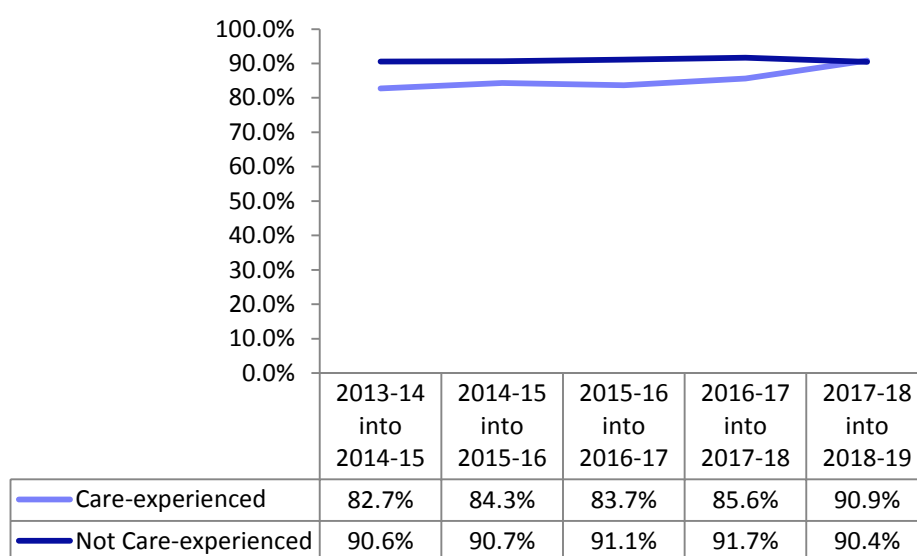
**Care-experience, College Success and University Retention**

69. Figure 12, below, shows the retention rates for care-experienced and Non care-experienced SDUEs over time. The retention rates for care-experienced and Non care-experienced SDUEs were very similar in 2018-19 when 90.9% of care-experienced students continued into year 2, and 90.4% of Non care-experienced students continued. Since 2013-14 the retention rate of care-experienced students has gone up (by 8.2pp) whilst the retention rate of non care-experienced students has reduced (-0.2pp) over the same time period. However, as is the case with all care-experienced measures, a smaller cohort size means that this measure is susceptible to fluctuations year on year.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Figure 7: Retention Rates by Care-experience**

*Retention Rate of Scottish-domiciled Undergraduate Entrants by Care-experience Status, 2013-14 into 2014-15 to 2017-18 into 2018-19*



70. The successful completion rate of care-experienced students studying FTHE courses tend to be lower than for non care-experienced students. Table 8, below, displays the gap in completion rates between care-experienced and Non care-experienced students. In 2018-19 58.1% of care-experienced students studying FTHE successfully completed their course compared to 70.1% of Non care-experienced students.
71. Since 2013-14 the completion rate of TFE care-experienced students has increased by 5.1pp whilst the successful completion rate of Non care-experienced students has reduced by 1.4pp over the same time period. Meanwhile the successful completion rate for care-experienced students studying FTFE courses has increased by 4.8pp to 58.0% in 2018-19 whilst for Non care-experienced students the completion rate has reduced by 0.3pp to 65.6%.

**Table 8: Gap in Completion Rates by Care-experience**

*Gap between Successful Completion Rates of Care-experienced and Non-experienced students enrolled on Full-time Higher Education and Further Education courses, 2013-14 to 2018-19*  
 \*Successful completion rates of male students higher than female students, otherwise female student completion rate higher than male rate.

Mode and level of study	Gap in Successful Completion rates for CE and Non CE students					
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
FTHE	18.5pp*	5.4pp*	7.0pp*	6.2pp*	10.5pp*	12.0pp*
FTFE	12.7pp*	11.6pp*	11.4pp*	13.2pp*	15.6pp*	7.6pp*

## Section 8: Gender Action Plan Evidence Base

72. This section provides an update of the evidence used for measuring progress towards SFC's [Gender Action Plan \(GAP\)](#). In previous years a GAP technical report has been published to supplement the GAP progress report produced by SFC's Access team. However, going forward the GAP evidence base will be reported in a chapter of the RoWA report instead, replacing the previously produced GAP technical report.
73. This section explores data for college and university entrants since 2011-12. This is a longer time period that used in other section of the report which stems from 2011-12 being the baseline year for GAP work. Previously there have been three GAP technical reports published, for academic years 2014-15, 2015-16 and 2016-17. This section includes updated data for 2017-18 and 2018-19.
74. The two parts in this section are dedicated to enrolments to colleges and entrants to universities (Scottish-domiciled undergraduate entrants). Unlike in previous sections, the GAP only considers SDUEs to universities.
75. Although this relates to the Gender Action plan, all data here refers to sex (male and female) as this is what is reported in the data returns, students who do not identify as male or female are not included here due to very small numbers. The term gender is used throughout this section in line with the mission of the action plan.

### Colleges

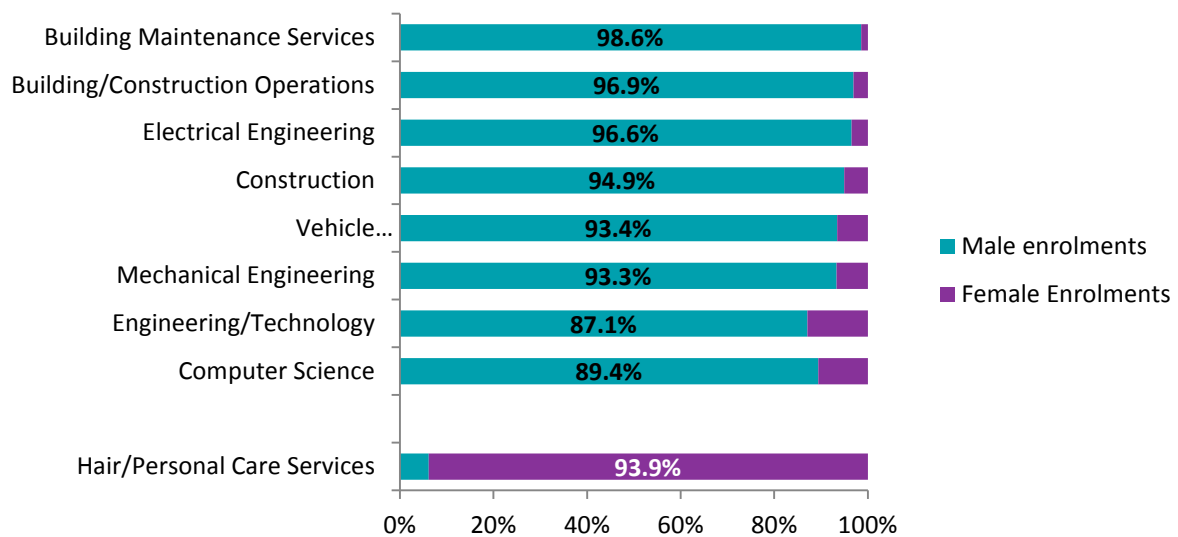
76. The age group "16-24 year olds" is the focus group for the first Key Performance indicator (KPI) that underpins the GAP in Scotland's colleges. Therefore, the analysis of the college sector, in this section, relates only to students aged 16-24.
77. In 2018-19 there were more males than females enrolling in colleges from this age group as has been the case throughout the time period. Males accounted for 56.6% of 16-24 year olds enrolled at college in 2018-19 (up 1.2pp on 2017-18). Therefore, the gender gap is now 13.2pp compared to 10.8pp in the previous year.
78. The second GAP KPI for colleges comes from KPI 8 of the Developing the Young Workforce (DYW) programme, to "increase by five percentage points (pp) the minority gender share in each of the ten largest and most imbalanced superclasses among 16-24 year olds by 2021". Therefore, the GAP has focused on these ten subject areas (superclasses) up until now. However, data relating to Childcare Services for 2017-18 and 2018-19 has had to be omitted from this



update as this superclass has been discontinued. There is ongoing work to identify the best way to capture this subject area appropriately in future analyses. Therefore, this section focuses on the nine most imbalanced superclasses identified at the time of the creation of the KPI (Figure 14). It is important to note that these subjects are fixed, any changes to which subjects are the most imbalanced year on year are not reflected.

**Figure 13: Gender balance of College Enrolments**

*Gender Split of 16-24 Year Olds at All Levels of Study in Colleges in the Most Gender Imbalanced Subject Areas, 2018-19*



79. Figure 13, above, shows that eight of the nine superclasses had a male majority, whilst one, Hair/Personal Care Services, had a female majority in 2018-19. The gender gap was most prominent in the Building/Maintenance Services superclass where 98.6% of the 1,530 enrolments were from male students.
80. Table 9, below, shows the gender split of these nine superclass subjects from the baseline year, 2011-12 compared to the most recent year 2018-19. As seen in Table 9 changes across superclass subjects have varied. For example, males accounted for 6.1% of Hair/Personal care enrolments in 2018-19 compared to 3.5% in 2011-12. Females made up 12.9% of the cohort to Engineering/Technology in 2018-19 compared to 10.9% in 2011-12. However, in other superclasses including; Computer Science, Building Maintenance Services, Construction and Electrical Engineering the gender imbalance has increased over the same time period.

Ayrshire College #484082  
05/27/2020 14:59:32

**Table 9: Progress towards KPI 8 Update: 2011-12 and 2018-19**

*Minority Gender Share of 16-24 year olds in College in 2011-12 compared to 2018-19 and Progress towards KPI8*

	Minority Share 2011-12	Minority Share 2018-19	Progress towards KPI 8
GAP Superclass			
Hair/Personal Care Services	3.5%	6.1%	2.6%
Computer Science	12.2%	10.6%	-1.6%
Engineering/Technology	10.9%	12.9%	2.0%
Mechanical Engineering Vehicle	6.1%	6.7%	0.6%
Maintenance/Repair/Serviceing	5.1%	6.6%	1.5%
Construction	6.6%	5.1%	-1.5%
Electrical Engineering	4.1%	3.4%	-0.7%
Building/Construction Operations	2.5%	3.1%	0.6%
Building Maintenance Services	3.0%	1.4%	-1.6%

**Gender Split of Enrolments by Different Characteristics**

**Table 10: Majority gender of enrolments by SIMD Quintile**

*Majority gender of students aged 16-24 at College by SIMD quintile, 2016-17 to 2018-19.*

*\*Male Majority Otherwise Female Majority*

SIMD Quintile	Majority Gender		
	2016-17	2017-18	2018-19
<b>SIMD 0-20</b>	52.6%*	50.7%*	51.2%*
<b>SIMD 20-40</b>	55.7%*	54.2%*	55.4%*
<b>SIMD 40-60</b>	57.6%*	57.2%*	58.1%*
<b>SIMD 60-80</b>	58.6%*	58.5%*	59.1%*
<b>SIMD 80-100</b>	59.8%*	58.5%*	60.1%*

81. Table 10, above, displays the majority gender by SIMD quintile for college students aged 16-24 for the last three academic years. In all cases there has been a larger proportion of males than females, however, the gap has reduced over the time period for students from SIMD 0-20 and SIMD20-40 areas. For all other SIMD quintiles the gender gap has increased. Furthermore, in 2018-19 the smallest gender gap existed for students from SIMD20 backgrounds and the largest gap existed for students from SIMD80-100 backgrounds.

Ayrshire College #484082  
05/27/2020 14:53:32

**Table 11: Majority Gender Share of Enrolments by Ethnic Group**

*Majority Gender Share of Enrolments from Students Aged 16-24 by Ethnic Group, 2016-17 to 2018-19. \*Male Majority otherwise Female Majority.*

Ethnic Group	Majority Gender Share		
	2016-17	2017-18	2018-19
<b>Asian, Asian Scottish or Asian British</b>	61.2%*	61.9%*	62.0%*
<b>Black, African or Caribbean</b>	57.3%*	60.1%*	64.6%*
<b>Mixed or Multiple ethnic group</b>	55.4%*	52.2%*	51.9%*
<b>Other ethnic group</b>	67.5%*	69.8%*	66.7%*
<b>White</b>	52.6%*	53.2%*	54.9%*

82. Table 11, above, displays the majority gender share within ethnic groups for college students aged 16-24 from 2016-17 to 2018-19. In all cases there was a larger proportion of males than females. In 2018-19 the largest gender gap existed for students from Other Ethnic Groups (33.5pp) followed by Black, African or Caribbean students (29.1pp). The smallest gender gap existed for students of Mixed or Multiple ethnicities (3.9pp). However, it is important to note that the number of students in each ethnic group varies which will account for some of the swings in percentage changes year on year.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Table 12: Majority Gender Share of Enrolments by disability group**

*Majority Gender Share of Enrolments from Students Aged 16-24 by Disability Group, AY 2016-17 to 2018-19. \*Male majority otherwise female majority.*

Disability Type	Majority Gender Share		
	2016-17	2017-18	2018-19
<b>A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy</b>	51.8%*	52.5%*	54.3%*
<b>A mental health condition, such as depression, schizophrenia or anxiety disorder</b>	70.2%	72.8%	69.6%
<b>A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches</b>	51.3%*	51.8%*	61.5%
<b>A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder</b>	68.7%*	68.1%*	67.9%*
<b>A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D</b>	60.5%*	59.9%*	61.1%*
<b>Blind or a serious visual impairment uncorrected by glasses</b>	58.8%*	52.4%*	57.7%*
<b>Deaf or a serious hearing impairment</b>	51.7%	50.7%*	51.0%*
<b>Two or more impairments and/or disabling medical conditions</b>	54.2%*	51.8%*	51.3%*
<b>No known disability</b>	56.4%*	55.8%*	57.4%*

Ayrshire College # 484082  
05/27/2020 14:53:32

83. Table 12, above, displays the majority gender of 16-24 year olds enrolled in colleges by different disability groups. In the majority of cases there was a larger proportion of males than females. However, for students with a mental health condition there has been a larger proportion of females than males over the last three academic years. Furthermore, in a few instances where the gender balance is nearer a 50/50 split the majority gender has fluctuated over different years. In 2018-19 the largest gender gap existed amongst those students with a mental health condition. The smallest gender gap exists for students who are deaf or have a serious hearing impairment which has reduced by 1.3pp over the time period. It is important to note that the numbers of enrolments from most disability categories are likely to fluctuate given the population size.

Ayrshire College # 484082  
05/27/2020 14:53:32

**Table 13: Successful Completion Rates at College by Gender**

*Successful Completion Rates of males and females aged 16-24 Studying Full-time Higher Education, Further Education, Part-time Higher Education and Part-time Further Education courses, 2011-12 to 2018-19.*

<b>Level of Study</b>	<b>Mode of Study</b>	<b>Gender</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Higher Education</b>	<b>Full-time</b>	<b>Male</b>	66.1%	68.0%	68.7%	69.0%	70.2%	69.9%	70.4%	68.0%
		<b>Female</b>	75.5%	77.7%	78.6%	77.4%	77.8%	78.1%	76.7%	75.2%
	<b>Part-time</b>	<b>Male</b>	75.2%	77.0%	77.9%	81.3%	79.6%	77.4%	77.9%	79.4%
		<b>Female</b>	65.2%	70.7%	70.4%	72.2%	74.5%	72.1%	74.2%	74.9%
<b>Further Education</b>	<b>Full-time</b>	<b>Male</b>	68.2%	69.0%	69.8%	68.1%	70.6%	70.0%	68.2%	67.0%
		<b>Female</b>	67.7%	69.5%	69.5%	67.5%	68.7%	67.9%	68.1%	66.4%
	<b>Part-time</b>	<b>Male</b>	73.8%	69.4%	71.5%	70.4%	74.8%	74.9%	73.3%	77.4%
		<b>Female</b>	70.1%	65.6%	66.7%	62.2%	65.1%	64.1%	70.8%	74.0%

84. Table 13, above, displays the completion rates at colleges for males and females aged 16-24 by mode and level of study from 2011-12 to 2018-19. In 2018-19 males had the highest completion rates when studying part-time HE (79.4%) which has increased by 4.3pp since 2011-12. Males had the lowest completion rates when studying full-time further education (67.0%) which has reduced by 1.3pp since 2011-12. For females studying FTHE 75.2% completed successfully in 2018-19, a reduction of 0.3pp since 2011-12 and they had the lowest completion rates when studying full-time FE (66.4%), also down 1.3pp over the same time period. The most notable change was the increase in completion rates for females studying part-time HE which has increased by 9.7pp since 2011-12.

## Completion Rates

Table 14: Gender Gap in Successful completion rates

*Gap between Successful Completion Rates for Males and Females by Subject, 2016-17 to 2018-19/ \*Male majority otherwise Female Majority.*

Subject Area	2016-17	2017-18	2018-19
<b>Computer Science</b>	0.8pp	5.6pp	9.5pp
<b>Hair/Personal Care Services</b>	5.0pp	7.5pp	0.7pp
<b>Construction</b>	16.3pp	1.1pp	8.8pp
<b>Building/Construction Operations</b>	36.6pp*	11.7pp*	2.4pp
<b>Building Maintenance Services</b>	39.8pp*	48.6pp*	17.2pp*
<b>Engineering/Technology</b>	13.1pp	11.9pp	11.7pp
<b>Mechanical Engineering</b>	8.2pp	7.8pp	11.0pp
<b>Electrical Engineering</b>	30.4pp*	15.9pp*	6.3pp
<b>Vehicle Maintenance/Repair/Serviceing</b>	3.4pp*	8.5pp*	3.1pp

85. Table 14, above, displays the gender gap in completion rates by subject at colleges. The largest gap in 2018-19 existed in Building Maintenance where males had a successful completion rate of 60.7% compared to 43.5% for females (a gap of 17.2pp); however this has reduced since last year, 2017-18 when the gender gap was 48.6pp. The smallest gap existed for Hair/Personal care with males successfully completing in 67.3% of cases and females 66.6% . This represents a 7.5pp reduction from 2017-18. It is important to keep in mind that for those subject groups with a particularly large gap in completion rates, in many cases, the minority gender will likely account for a small number of enrolments and, therefore, completion rates are likely to fluctuate year on year.

Ayrshire College # 484082  
05/27/2020 14:53:32

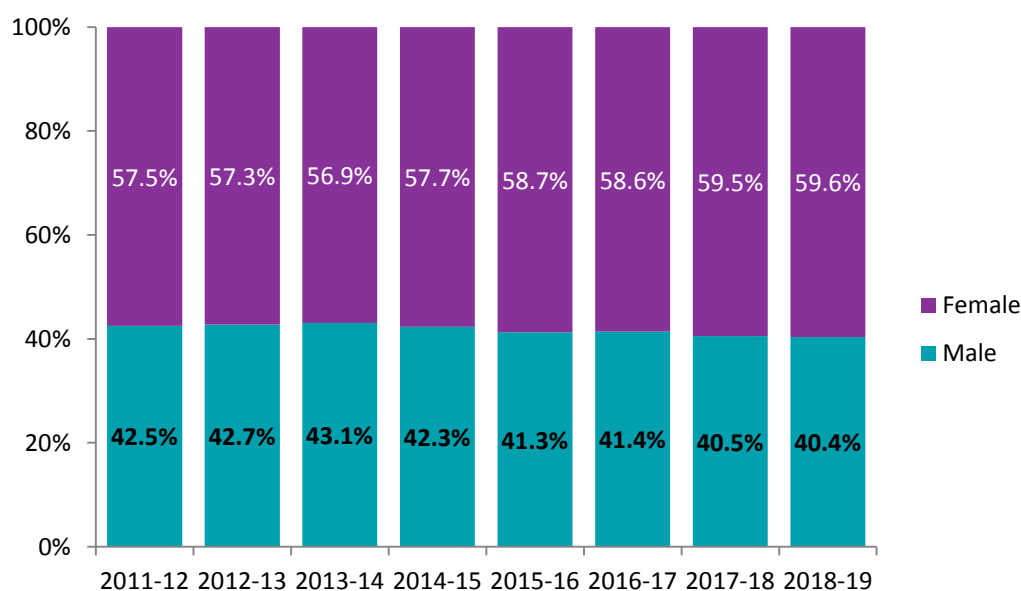
## Universities

### Entrants

86. The GAP also addresses the overall gender imbalance, at universities, of Scottish-domiciled undergraduate entrants (SDUE) and subject level imbalances in selected JACS Group<sup>2</sup> subjects.
87. Figure 14, below, shows the gender balance of SDUEs since 2011-12. In AY 2018-19, the gender gap between male and female SDUEs at university was 19.3pp. Females accounted for 59.6% of total enrolments, an increase of 2.1pp since 2011-12.

Figure 14: Overall Gender Split of University Entrants

*Gender split of Scottish-domiciled Undergraduate Entrants to university, 2011-12 to 2018-19*



88. One of the aims of the GAP is to reduce the sector level gender gap for SDUEs to 5pp (reference). Figure 16 above, shows that in 2011-12 females accounted for 57.5% of enrolments compared to 59.6% in 2018-19, meaning the gender gap has increased by 4.3pp over the time period.
89. Figure 15, below, considers the nine GAP subjects\* for SDUEs, showing the proportion of the majority gender by academic year in comparison to the baseline year, 2011-12, and the two most recent AYs 2017-18 and 2018-19. In

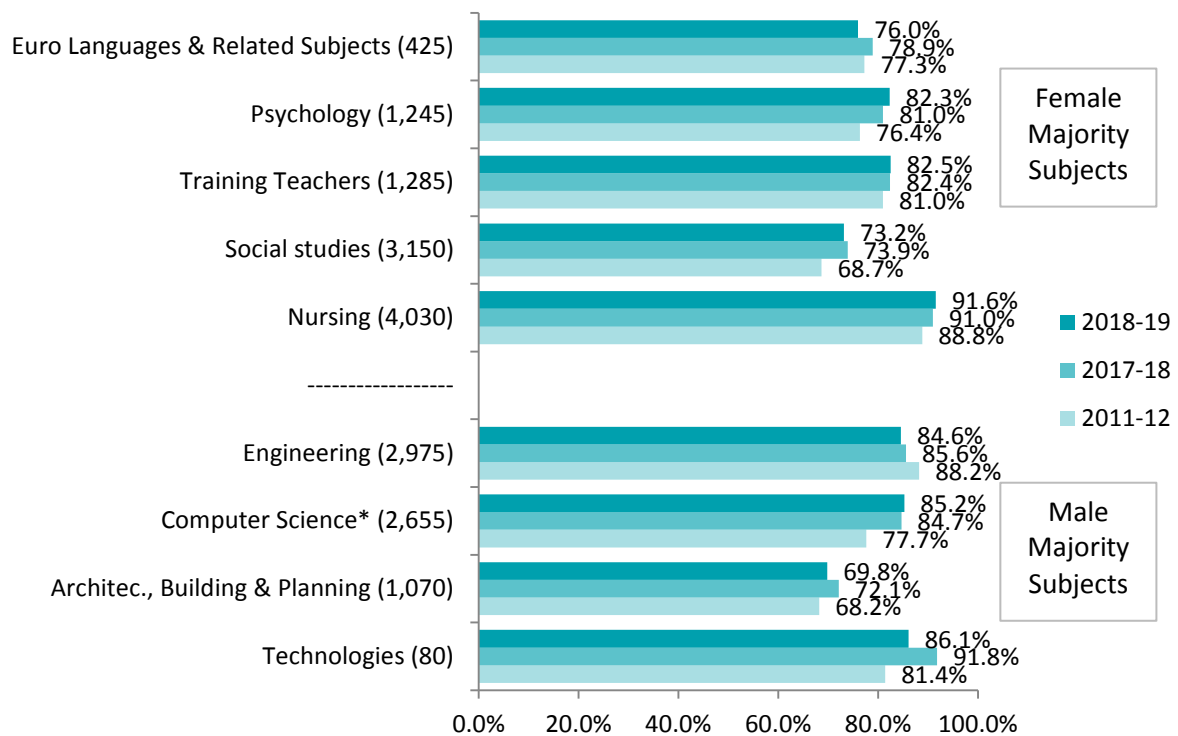
<sup>2</sup> The Joint Academic Coding System used to define subject groups in HEIs.



Figure 15 the subjects from Engineering to Technologies have a male majority, whilst Nursing to European languages and related subjects have a female majority.

Figure 15: Majority Gender Share of Entrants to GAP Subjects in Universities

Majority Gender Share of Scottish-domiciled Undergraduate Entrants to Universities by GAP subject, 2011-12, 2017-18 and 2018-19. The figure in brackets shows the number of students in the most recent year, 2018-19. \*Computer Science was 'Mathematical and Computer Science' in 2011-12.



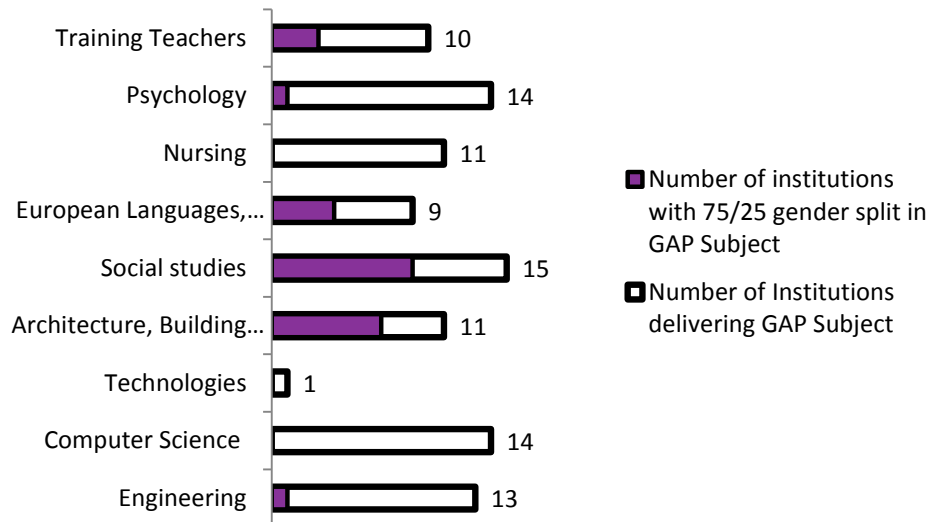
90. Figure 15 shows that since the baseline year, 2011-12, the gender gap has reduced in two of the GAP JACS subjects and increased in the other seven subjects GAP subjects. The gender gap has reduced in Engineering since 2011-12 (by 3.6pp), however, has increased in the three other male majority subjects of interest.

91. Similarly of the five female majority subjects the gender gap has reduced in European Languages & Related Subjects (by 1.3pp) since 2011 but has increased for the other four subjects considered. It is important to note that the Technologies cohort is substantially smaller than the other subject areas and, therefore, more volatility in proportional changes is to be expected.

Ayrshire College # 484082  
05/27/2020 14:53:32

Figure 16: Progress of Institutions towards Gender Split Target across GAP subjects, AY 2018-19

*The Number of Institutions Delivering Each JACS Subject/Subject Group and the number of Institutions within the aim of no more than a 75/25 gender divide.*



92. Figure 16, above, shows the number of institutions delivering each of the GAP university subjects in 2018-19. Social studies was the most widely available subject group, delivered at 15 institutions whilst Technologies was the most uncommon, delivered at only one institution. The number of institutions meeting the gender split target in each GAP subject varies. Of the 11 institutions that deliver Architecture, Building and Planning courses seven (63.6%) were within the gender split target in 2018-19. This was followed by Social Studies with nine of 15 (60.0%) meeting the target. No institutions met the target for Nursing, Computer Science or Technologies in 2018-19.

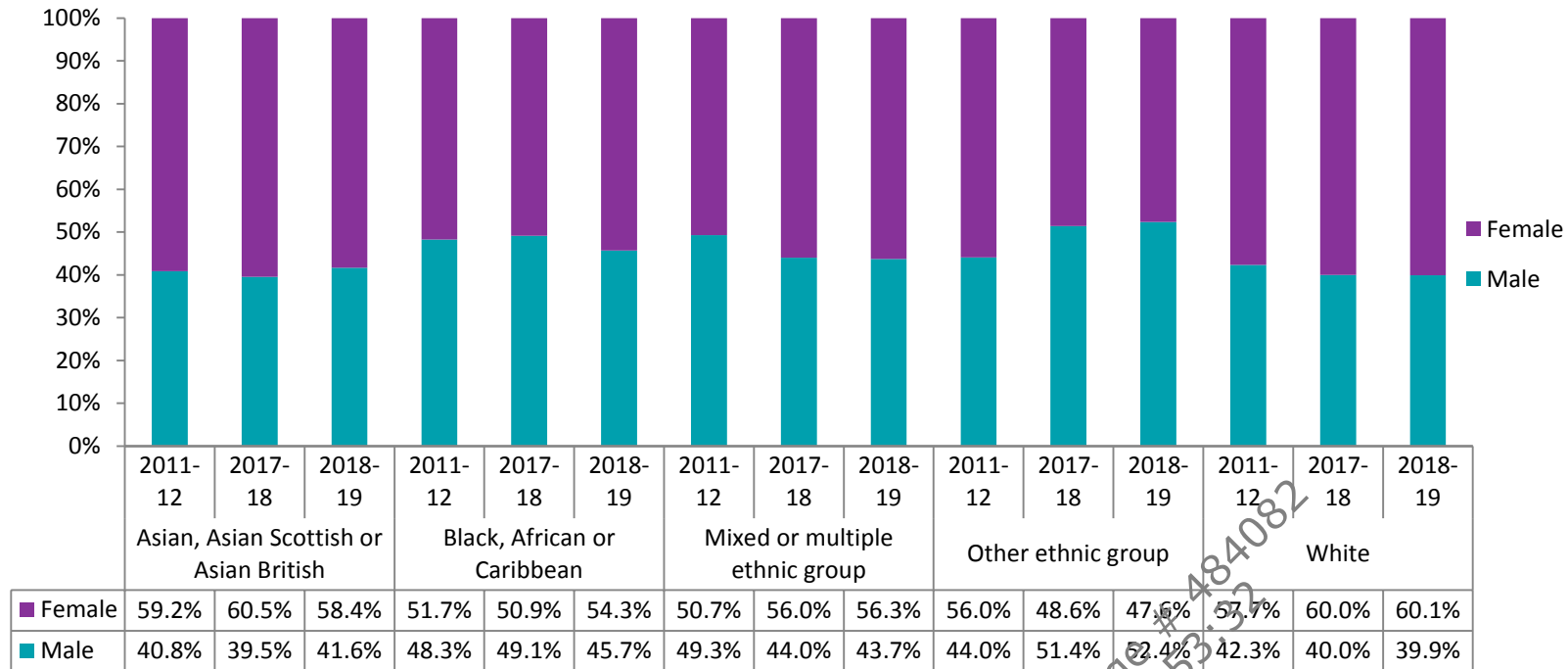
Ayrshire College # 484082  
05/27/2020 14:53:32

93. Figure 17, below displays the gender split across SDUEs to university from different ethnic backgrounds comparing the baseline year, 2011-12, to the two most recent years 2017-18 and 2018-19. In 2018-19 the smallest gender gap existed for those of other Ethnicities, with males accounting for 52.4% of SDUEs of Other Ethnicities. Since 2011-12 the gender imbalance has switched from a female majority to a male majority. However, the number of students in this ethnic group (230) is smaller than in others which could result in some volatility. The largest imbalance exists for those of White ethnicity where females accounted for 60.1% of White SDUEs, an increase of 12.5pp since 2011-12. For more detail please see the background tables.

Ayrshire College # 484082  
05/27/2020 14:53:32

Figure 17: Gender Balance of Entrants to University by Ethnicity

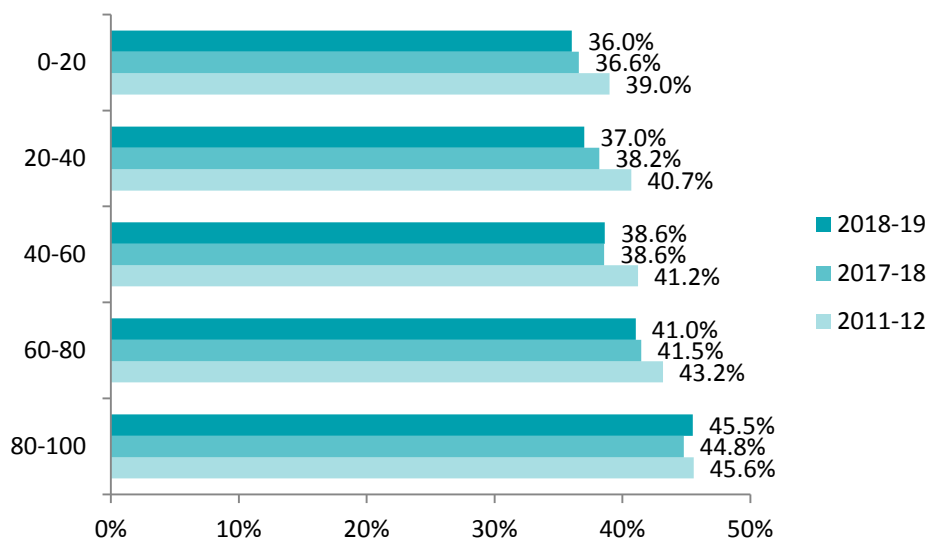
Gender Split of Scottish-domiciled Undergraduate Entrants to University across Ethnic Groups, 2011-12, 2017-18 and 2018-19



94. Figure 18, below, displays the proportion of the minority sex of SDUEs across SIMD quintiles comparing the baseline year (2011-12) to the two most recent years, 2017-18 and 2018-19. In all cases males accounted for the minority gender. The largest gender gap exists between entrants from the 20% most deprived areas where, in 2018-19, males accounted for 36.0% of entrants (compared to 39.0% in 2011-12). Meanwhile, the gender gap was smallest for those from the 20% least deprived areas where males accounted for 45.5% of SDUEs, which is comparable to 2011-12 (-0.1pp). The gender gap has increased across all SIMD quintiles over the timeframe. For more information surrounding student numbers and detail of the gender gap please see the background tables. Similarly data relating to the gender split of subjects by different protected characteristics and SIMD quintile are also in the background tables.

**Figure 18: Proportion of Minority Gender University Entrants by SIMD Quintile**

*Proportion of Minority Gender (male in all cases) Scottish-domiciled Undergraduate Entrants to Universities across SIMD Quintiles, 2011-12, 2017-18 and 2018-19*



Ayrshire College # 484082  
05/27/2020 14:53:32

## Annex A: Report Content and Coverage

### University entrants – Section 3 onwards

95. The Commission on Widening Access covers all higher education but pays specific attention to Scottish domiciled full-time first degree (FTFD) entrants to university and is the main group of university students of focus in this report.
96. There is, of course, a variety of additional activity provided by universities to students outwith this group. Further detail on these groups, where not shown in this report, is available in the background tables online or by request. This definition of sub-degree provision is used here in line with the provision included in the [SFC Outcome Agreement definition](#) of students. However, as this report covers all activity in the sector the numbers will vary from the reported [OA figures](#) as the data in this report includes the Open University whereas the OA measures do not.
97. “Sub-degree” for this purpose includes the following qualifications:
- Certificate of Higher Education (CertHE).
  - Higher National Certificate (HNC).
  - Diploma of Higher Education (DipHE)<sup>3</sup>.
  - Higher National Diploma (HND).

### College entrants – Section 3 onwards

98. College student activity can be measured in a number of different ways, and a full explanation of these measurements can be found in Annex A of SFC’s [College Statistics Report for 2017-18](#). College data here is shown only in enrolments. The college data within this report includes only Scottish domiciled entrants, and is shown by full and part-time activity at HE and FE level.
99. In line with the definition used in the SFC [College Performance Indicators](#) National Statistics publication the college entrants shown include only those students who completed 4 or more Credits.<sup>4</sup> This is an important addition on the college data when measuring entrant activity in enrolments as otherwise very short courses, of often only a few hours, are counted in the same way as courses with much longer durations.

---

<sup>3</sup> Including Diploma Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body.

<sup>4</sup> 1 credit equates to 40 notional hours of learning.

## University Retention

100. University retention measures whether a student, studying at first degree or sub-degree level university provision, stays in higher education after their first year of study. The full definition can be found in the [OA Technical Guidance](#).

## College Success

101. College success is reported in SFC's [College Performance Indicators](#) (PI) publication. The College PIs for 2018-19 were published in January 2020 and contain data on successful completion for students from a range of access criteria including age, gender and disability. The intention of this publication is not to reproduce this data but key success indicators and further breakdowns are provided.

## University Qualifiers

102. Figures relating to qualifiers from universities count those students successfully achieving a qualification at the stated level. It should be noted that the qualification achieved can differ from the initial level of study. It can take varying lengths of time for students to achieve a qualification, depending on length of course and individual circumstances.

## Articulation

103. In [A Blueprint for Fairness](#) the Commission on Widening Access made recommendations relating to articulation and these pathways are also a focus in outcome agreement work. SFC has a commitment to articulation policy as part of a ten year strategy. The definition of articulation for the purposes of this report includes students articulating from college with advanced standing via a Higher National (HN) route achieved in the three years prior to articulating. This is consistent with the approach taken in compiling SFC's National Articulation Database (NAD). For further details please see SFC's [Articulation from Scottish Colleges to Scottish Universities 2017-18 publication](#) which contains information on the most recent data available.
104. Articulation is a key route for access to education. SFC has recently rebuilt the National Articulation Database (NAD) on a more advanced statistical platform. The new platform enables more analysis of this data, and we expect to include this more detailed analysis in future *SFC Reports on Widening Access* along with further analysis and reporting on progress and transitions across both sectors. In the meantime, information and trend analysis is available via the [Articulation from Scottish Colleges to Scottish Universities 2017-18](#) report.

## Data Specifics

105. All counts of students have been rounded to the nearest five, to protect the confidentiality of individuals, in accordance with SFC policy in line with HESA. Totals are based on unrounded values. Percentages are based on students who have known data for the characteristic reported. Percentages based on a population of 22.5 or fewer students have been suppressed to protect against over interpretation of small numbers.
106. When a college and HEI share responsibility for students, for example, when a HEI acts as the awarding body for a course that is partly delivered at college, these students appear in both the HEI and college data and are known as Associate Students. There were 1,480 Associate Students in 2017-18 who have been reported on in both sectors in this publication, following the practice of treating them in this way, decided in SFC's [HE Students and Qualifiers publication](#).
107. The SIMD files are updated periodically to reflect changing levels of deprivation in areas and the SIMD data series in this report use the SIMD2006, SIMD2009 and SIMD2012 files. For academic years (AY) 2002-03 to 2006-07 the SIMD2006 file is used. For AY 2007-08 to 2010-11, SIMD2009 and for AY 2011-12 to 2016-17, SIMD2012 is used. For 2017-18, SIMD2016 is used.
108. Section 2 uses the standard SIMD files, all three years based on SIMD2012. Section 3 onwards uses the SFC weighted SIMD files, consistent with all other analysis conducted by SFC on socio-economic status. The recently updated SIMD2016 file has been brought into use and all figures relating to deprivation in this report for the 2017-18 academic session use this lookup file in attributing a deprivation decile or quintile to a learner.
109. The disability categories in [Table 20](#) are shown under shortened titles. The full disability titles, giving examples of the specific conditions in each group are below:
- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.
  - A mental health condition, such as depression, schizophrenia or anxiety disorder.
  - A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches.
  - A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder.
  - A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.
  - Blind or a serious visual impairment uncorrected by glasses.
  - Deaf or a serious hearing impairment.



- Personal care support.
  - A disability, impairment or medical condition that is not listed above.
  - Two or more impairments and/or disabling medical conditions.
110. Students at the former land-based colleges of Barony, Elmwood and Oatridge, which merged with the Scottish Agricultural College (SAC) to form SRUC in October 2012, were still recorded through the college reporting until 2012-13. They are included in the figures for colleges for 2012-13 but are included with the SRUC and HEI related figures from 2013-14 onwards.
111. A number of institution mergers happened across the university and college sectors over the time period shown in this publication. Full details of these are described in [Annex A: HE Students and Qualifiers 2017-18](#).

Ayrshire College # 484082  
05/27/2020 14:53:32

## Metadata

Metadata Indicator	Description
Publication Title	Report on Widening Access, 2018-19
Description	Includes up to eight academic years of data on Higher Education students, entrants and qualifiers in Scottish Higher Education Institutions and Colleges presented as time series, covering selected periods between 2011-12 to 2018-19 (as appropriate)
Theme	Further and Higher Education, Widening Access
Topic	Student Information
Format	PDF and Excel Tables
Data Source(s)	This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending Higher Education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges).
Date that data are acquired	College statistics: October 2019 HEI data: November 2019
Release date	07/04/2020
Frequency	Annual
Timeframe of data and timeliness	Trend data are presented over various time periods between 2011-12 and 2018-19, as appropriate.
Continuity of data	<p>This report has separate strands. The first, relates to the key Scottish Government (SG) targets and related measures considering Full-time First Degree students (at university) and all Undergraduate Higher education entrants (at both universities and colleges), the second consider broader analysis of access to further and higher education. These two strands overlap for some measures and, therefore, these areas are presented twice in this report in some cases. This edition also contains a third strand (Section 8) which relates specifically to the evidence base of SFC's Gender Action Plan.</p> <p>The data presented in each of these strands currently differ due to the data specification and focus used. However, changes have been implemented to</p>

Ayrshire College # 484082  
05/27/2020 14:53:32

	<p>ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards where both use the new <a href="#">SIMD2016</a> file<sup>5</sup> for socio-economic analysis.</p> <p>Data from Scottish colleges continues to exclude those students who do not complete the first 25% of their course (the point at which they become eligible for funding).</p>
Revisions statement	Table 2 Full-time First retention figures for SIMD0-20 students
Revisions relevant to this publication	The SIMD0-20 retention rates for 2013-14 to 2017-18 have been updated in this edition. Previously, the SIMD lookup used corresponded with the year that students were retained (i.e. students that entered in 2016-17 and were retained in 2017-18 would be matched with the SIMD lookup for 2017-18), however, a new methodology has been implemented to create more consistency between entrants and retained students. Therefore, all retention rates for SIMD0-20 students in Table 2 have been updated so that students retained have been assigned a SIMD quintile based on the SIMD lookup from when they were entrants in the previous year.
Relevance and key uses of these statistics	HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. SFC collects data on provision at colleges in Scotland through the Further Education Statistics (FES) data collection.
Accuracy	The procedures followed by HESA to ensure quality of the data are provided on the HESA website. The guidance issued by SFC for the submission of the Scottish college records is on the SFC website.
Comparability	HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The Statistical First Release <a href="#">Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions in the UK</a> provides information on this topic although not all tables in this report are directly comparable, due to differences in student populations used.
Accessibility	SFC has a style guideline which sets out options to make all publications as accessible to potential readers as possible. More information relating to <a href="#">accessibility of the website</a> .
Coherence and clarity	This statistical publication is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available in Excel format on the website only which is a freely available resource.

<sup>5</sup> Please note that SIMD figures can differ slightly from other sources, depending on when SIMD lookup files are created. New postcodes periodically come into existence (e.g. when new housing developments are created). As such the number of students to whom we are able to match to a SIMD ranking can vary from other sources, depending on timing.

Value type and unity of measurement	Number, percentage, percentage points
Disclosure	In all tables in this release, figures have been rounded to the nearest 5, and 0, 1 and 2 have been rounded to 0. Unknown values are not displayed individually in tables but are included in totals. Figures may not sum to totals due to rounding and the inclusion of unknown values. Figures and percentages in the text and charts are calculated from rounded values. This is to mitigate the risk of identification of individuals.
Official Statistics designation	Official Statistics
UK Statistics Authority Assessment	This publication has not been assessed by the UK Statistics Authority. However other Scottish Funding Council publications were assessed as part of the <a href="#">Assessment of compliance with the Code of Practice for Official Statistics</a> undertaken in 2013 by UK Statistics Authority, as part of Assessment Report 255.
Last published	29/05/2019 and updated December 2019
Next published	March 2021 - exact date to be confirmed.
Date of first publication	The Scottish Funding Council first published the Report on Widening Access in 2017. This is the successor publication to 'Learning for All', which was published annually between 2007 and 2016.
Help email	<a href="mailto:datarequests@sfc.ac.uk">datarequests@sfc.ac.uk</a>
Date form completed	31/03/2020

Ayrshire College # 484082  
05/27/2020 14:53:32