BOARD OF MANAGEMENT
ACTION TRACKER

Ayrshire College

COMMITTEE: Learning and Teaching Committee 03.09.20

(Paper 1a)

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS

* Not Started / In Progress / Completed

Ayrshire College *(Paper 2)*

Learning and Teaching Committee

3 September 2020

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

1. Background

Following a rescheduling of the Student President Elections, Student President, Lauren Howieson and Student Vice President, Steven Oliver, officially took up their positions on 1 July 2020.

Lauren has returned for a second year following her role as Student Vice President. Prior to taking up the role of Student Vice President, Steven studied an NC in Health and Social care at the Ayr Campus.

Both officers attended the NUS Scotland 'Lead and Change' online training in July in preparation for their new roles.

2. Current Situation

During this period of challenge due to the COVID-19 situation, learning new technologies and adapting to new ways of working, ACSA has set out its priorities for the year ahead which are dominated by student mental health and wellbeing. Another priority area for development is the delivery of the Student Ambassador Model of student feedback.

We are currently looking at ways in which we can create a virtual Student Association which will be fit for purpose and enable the Student Association to support and represent students effectively.

The Student Association, along with the Head of Quality Enhancement and Head of Student Experience are planning the recruitment and delivery of the new Student Ambassadors who will conduct their focus groups through Microsoft Teams.

3. Association Activity

Staying Safe on Campus – Communication Strategy for COVID Awareness

Following a meeting with Jane McKie and subsequent conversations, the Student Association will be working closely with marketing and will be instrumental in relaying the message of COVID Awareness, pertaining to on-campus arrangements and also reinforcing the Scottish Government's national public service messages around safe

travel etc. The Student President will work closely with NUS with regards to communicating any sector wide messages specifically for college students.

Fresher's Event

Due to COVID-19 restrictions, the Student Association are planning an alternative Freshers event using the Wakelet platform. Wakelet allows us to bring together information and resources from companies and organisations whose services support our students. Through the Wakelet, students will also have access to student discounts as well as live social events, such as quizes, live music and online chats.
A link to the Freshers Wakelet will be sent to all students upon the start of the new academic year.

Wear It On Your Sleeve

The Student Vice President will be taking the Wear It On Your Sleeve campaign forward and has ideas on how this can be developed. He hopes to work closely with the WIOYS Champions to gather ideas on how this campaign can work best for individual curriculum areas. The campaign aims to encourage males to open up and talk about mental health with the message that 'talking saves lives'. We will be re-launching the campaign during My Mental Health Matters Month, which takes place from 10 September to 10 October, with a series online weekly drop ins.

Student Mental Health Agreement

The Student Association has been working with the Equality and Inclusion Advisor and Head of Student Experience to lay out our commitments to students with regards to promoting good mental health. The 2020/21 Student Mental Health Agreement will be launched during My Mental Health Matters Month with an online Q&A session inviting students and staff to join a panel discussion on the pledges contained within the document and what activities we plan to ensure that the outcomes are met as well as general discussion around student mental health. There will also be an accompanying promotional campaign throughout the month to make students and staff aware of the SMHA and its contents.

Your Voice Matters

Upon the return of full-time students in September, the Student Association will recruit thirty Student Ambassadors from across the College. Ambassadors will receive training on how to deliver a focus group remotely and the Student Association will work with the Quality Enhancement Team to roll out the initial experiences survey in November which will be facilitated by the Student Ambassadors. The model has been developed based upon feedback from previous Ambassador experience to provide students with a named contact for their class who will be an Ambassador allocated to their course. They can contact their Ambassador at any time with any questions, concerns or feedback about learning and teaching and the Student Association team will support the Student Ambassadors with this process and ensure the Ambassadors have the support they need.

Future Activity

Clubs and Societies

The Student Association will be looking to recruit students interested in helping facilitate student clubs within the College. Recruitment for online clubs will take place during Freshers and the Student Association will continue to support these throughout the academic year. The Student President will support the continuation of the LGBT+ Forum and the Student Vice President has expressed an interest in starting a gaming club. Once we have received information on what clubs students would like to take part in, we will work with students to facilitate these and will promote widely to all students.

Wellbeing Champions

Following a successful pilot on Kilmarnock campus last year, the Student Association plan to recruit Wellbeing Champions from across the College to assist with delivering our commitments as laid out in the Student Mental Health Agreement. Last year's champions were recruited from the Health and Social Care curriculum area and we will be in contact with the managers in these areas in due course to begin planning for the recruitment of a new cohort.

Conference Attendance

NUS Lead and Change – The Student President and Student Vice-President attended this online training upon taking up post in July which is delivered by NUS Scotland and has been specifically designed for new and returning sabbatical officers.

The Gathering - The Student President and Vice President will attend the NUS Scotland's Gathering event which takes place online on 27 and 28 August. The Gathering brings together examples of best practice from Student Associations from across the sector.

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

ACSA will continue to work alongside staff in order to best support and encourage student and make the 2020/21 session, despite the unprecedented challenges it brings, both enjoyable and successful for students.

Lauren Howieson
Student President
20 August 2020

Publication
This paper will be published on the College website

Ayrshire College   *(Paper 3)*

Learning and Teaching Committee Terms of Reference 2020-21

Introduction

The Learning and Teaching Committee is identified as a Committee of the Ayrshire College Board of Management. The approved Terms of Reference and information on the composition and frequency of the Committee will be considered as an integral part of the College Standing Orders.

The Committee will be known as the Learning and Teaching Committee of the College Board and will be a Standing Committee of the Board of Management. For the purposes of the Terms of Reference, unless otherwise indicated, 'The Board' means the Ayrshire College Board of Management.

Remit

The Committee will be responsible for overseeing all matters related to the strategic and operational planning of Learning and Teaching within the College and provide assurance to the Board on students' issues and the learning and teaching performance of the College.

Committee Membership

The Committee membership shall consist of a minimum of four members from the Board, which should include one staff representative and a College Student President.

The Committee Chair and remaining members will be appointed by the Board.

Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members.

Quorum

50% of the total membership of the Committee will constitute a quorum.

Attendance

The Committee may co-opt additional advisors as required. Details of proposed co-opted advisors will be notified to the Chair of the College Board in advance. The role, remit and term of membership of co-opted advisors will be determined by the Committee.

The Vice Principal, Curriculum and, where appropriate, other staff should attend meetings of the Committee to provide information and reports as appropriate.

Meetings

The Committee shall normally meet on a quarterly basis, but shall meet on a minimum of three occasions per annum.

Any member of the Committee may convene additional meetings of the Committee as and when required by giving a minimum of ten working days' notice to the Secretary to the Board of Management to call a meeting.

The Committee Chair will instruct the Secretary to the Board of Management to call meetings of the Committee. The agenda and supporting papers will be sent to members at least five working days before the day of the meeting.

Duties

- To agree Strategies within the Committee's overall remit subject to Board of Management Approval.

- To approve the curriculum portfolio within the context of the College's strategic objectives and to meet the requirements of the Ayrshire College Outcome Agreement.

- To agree the College strategy on provision for young people (16-19), disadvantaged groups, the unemployed, employed and lifelong learners.

- To scrutinise performance indicators (PIs) in relation to student success including but not limited to; student retention and student outcome data, SIMD and post course destinations and consider action taken to improve performance where the PIs fall below national benchmarks.

- To monitor the progress and outcomes of the College curriculum directorates and service areas self-evaluation reports.

- To consider and review strategies supporting learning, teaching and assessment and student support funds.

- To review and monitor all College services which are provided to support the student journey, including the quality of learning and teaching and student satisfaction.

- To monitor equality and diversity strategies, scrutinise data and receive reports on learner profiles and interventions.

- To monitor the use of student funds including; bursaries, educational maintenance allowance (EMA) childcare and discretionary funds.

- To review student feedback on their College experience using a range of methods and monitor actions for improvement.

- To monitor transition agreements between local schools, the College, university partners and employers and receive annual reports.

- To receive an annual report on student complaints and how they are dealt with.

- To receive an annual report on Student Welfare incorporating safeguarding and behavioural management issues.

- To receive a Student Satisfaction Annual Report.

- To celebrate success with staff and students.

Authority

The Committee is authorised to investigate any matters which fall within its Terms of Reference.

The Committee is authorised to seek and obtain any information it requires from any Senior Manager or Employee of the College, its Advisors or Member of the Board of Management whilst taking account of policy and legal rights and responsibilities.

Reporting Arrangements

Minutes will be kept of the proceedings of the Committee by the Board Secretary. These will be circulated, in draft form normally within ten working days to the Chair of the Committee and the Committee Executive Management Team representative for checking. It is expected that minutes will be checked timeously and any amendments advised to the Secretary to the Board of Management.

The Secretary to the Board of Management will prepare a "Staff Briefing Note" of the Committee proceedings, which will be posted on Staff Notice Boards throughout the College and also on the College intranet as part of the College communication system.

The Chair of the Committee shall report on the work and recommendations of the Committee and submit approved Committee minutes to the Board meeting for information.

Publication
This paper will be published on the College website.

Learning and Teaching Committee Work Plan 2020-21

September	November	March	June
Reports to this meeting			
Terms of Reference & 2020-21 Work Plan	Draft 2021-22 Curriculum Delivery Plan	2019-20 Sector KPIs	
Published Regional Outcome Agreement 2020-23*	Draft Regional Outcome Agreement 2021-22	Draft Regional Outcome Agreement 2021-22	Final Regional Outcome Agreement 2021-22
2019-20 Performance Indicator Report* (November)	College Leaver Destination Survey 2018-19	2020-21 Semester 1 Student Satisfaction Survey outcome	2020-21 Student Satisfaction and Engagement Survey
2020-21 Enrolment Position Update Report*	2019-20 Performance Indicator Report		
2019-20 External Verification Report			
Reports to each meeting			
Student Association Report 2020-21	Student Association Report 2020-21	Student Association Report 2020-21	Student Association Report 2020-21
2019-20 Final Credit Position Report at August 2020	2020-21 Credit Activity Target & Early Withdrawals Position	2020-21 Credit Activity Target & Early Withdrawals Position	2020-21 Credit Activity Target Progress Report
Enhancement Plan 2020-21 Progress Report*	Enhancement Plan 2020-21 Progress Report	Enhancement Plan 2020-21 Progress Report	Enhancement Plan 2020-21 Progress Report
2019-20 Student Support Funds: Final Position at July 2020	2020-21 Student Support Funds position	2020-21 Student Support Funds position	2020-21 Student Support Funds position
2019-20 Apprenticeships and Work Based Learning Report	2020-21 Apprenticeships and Work Based Learning Report	2020-21 Apprenticeships and Work Based Learning Report	2020-21 Apprenticeships and Work Based Learning Report
2020-21 Corporate Risk Register (V1): LTC Extract*	2020-21 Corporate Risk Register (V2): LTC Extract	2020-21 Corporate Risk Register (V3): LTC Extract	2020-21 Corporate Risk Register (V4): LTC Extract

Reports unavailable due to COVID-19

Ayrshire College *(Paper 4)*

Learning and Teaching Committee

3 September 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

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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.

   The paper will focus both on the impact on the conclusion to academic term 2019-20 and on plans for the commencement of academic term 2020-21.

2. **Current Situation**

   Colleges are referred to in the Scottish Government publication Coronavirus (COVID-19): framework for decision making – Scotland's route map through and out of the crisis.

   As we are currently in Phase 3 of the route map, colleges can operate under a *'phased return with blended model of remote learning and limited on campus learning where a priority* (with) *Public health measures (including physical distancing) in place.'*

   Specific guidance for the College sector came into effect on 29 June 2020.
   https://www.gov.scot/publications/coronavirus-covid-19-guidance-for-colleges/

3. **Academic Session 2019-20**

   Deferred Students

   From 20 March 2020, colleges sought to work with key awarding bodies to ensure that alternative models of certification could be adopted which recognised, fairly, students' achievements, allowing them to progress to work or further study, while maintaining the integrity of qualifications. In the school and university sectors there was an application of no detriment to students.

   Due to colleges working with over 100 awarding bodies, there was variation in the length of time which it took for each one to communicate their guidance to colleges. In some cases, the guidance was not finalised until during the summer holiday period. This contrasts with the timely decisions taken in the school and university sectors.

Within awarding body guidance, the term 'deferred' was introduced. A student is defined as being deferred, '*Where it is not possible for assessment conditions to be adapted'.* Colleges across Scotland, including Ayrshire College, have significant numbers of students, for whom results for academic session 2019-20 cannot be processed.

Crucially, most deferred students are either undertaking modern apprenticeships or are studying in subject areas key to Scotland's economic recovery such as construction and engineering. We are currently supporting students who are deferred to complete their studies and to do so have had to allocate staff and other resources to assess and/or teach these students.

As a significant number of results for 2019-20 remain outstanding, it is not possible to present the College's Key Performance Indicator report to the September meeting of the Learning and Teaching Committee. Instead, it will be presented at the November Committee meeting.

DFM Announcement – 2019-20 Exam Diet

The Deputy First Minister's announcement, on 11 August 2020, to revert to centre estimates for student results for the National Exam Diet has affected those students who undertook National 5, Higher and Advanced Higher qualifications with Ayrshire College.

The College followed SQA guidance to estimate grades for candidates who had been due to sit their exams with the College this year.

Course Teams used professional judgement to estimate the grades and bands – based on staff knowledge of the students, their engagement in learning, their achievement in formative assessment and any unit tests, prelims etc undertaken throughout the year. All estimates were authorised by the Curriculum Manager before being submitted to SQA on 29 May 2020.

SQA then undertook a moderation exercise which reviewed and adjusted estimates. As a consequence of this, several candidates' certificated results were downgraded from the estimate submitted by the College.

This was subsequently overturned and the College estimated grades for candidates accepted. Consequently, 107 Ayrshire College candidate results were 'reverted to the estimate'. These candidates will receive replacement certificates from SQA on 8 September 2020.

The Exam Diet announcement is likely to have an impact on the College's recruitment to full-time courses. Although the full consequences will not be known until the commencement of full-time programmes on 22 September, HE programmes will almost certainly be affected by the decision taken, by the DFM, to allow additional university places.

The Deputy First Minister also announced an independent review - led by Professor Mark Priestley from Stirling University. Anne Campbell has been invited to join a group of colleagues who will provide feedback on behalf of the College sector.

4. Academic session 2020-21

Commencement of courses

Prior to the summer holidays, the decision had been taken, as many other colleges across Scotland had, to delay the start of 2020-21 full-time programmes until 22 September 2020. The decision was made in order to prioritise engagement with deferred students and to allow sufficient time for the required health and safety measures, which had come to the sector over the summer holiday period, to be implemented. It was intended that school/college partnership programmes would commence week beginning 24 August 2020.

In support of the safe return of schools, Scottish Government asked colleges to provide the mitigation practices, by 24 August 2020 that had been agreed with Local Authority partners in order to minimise risk of transmission of Covid-19 through school pupils attending college. In reviewing those practices, the Executive Team took the difficult decision to postpone the commencement of our programmes until 31 August and are awaiting further guidance, from Scottish Government, on the matter.

Return to Campus Operations Steering Group (RCOSG)

The safe return to Campus operations is overseen by the RCOSG, Chaired by the Principal. It has four work streams:

- Workforce Support & Wellbeing

- Physical Infrastructure

- Information Technology

- Delivery of Learning & Teaching & Student Engagement

The Delivery of Learning & Teaching & Student Engagement has three subgroups, each led by one of the Curriculum Directors:

Learning and Teaching – Elaine Hutton

This group has developed a blended learning policy for Ayrshire college and is coordinating work on key units and digital development.

Student Experience – Julie Maxwell

Gathering important pre-course information and organising virtual and face-to-face induction has been the focus of this sub-group.

Quality – Gavin Murray

This group has been interpreting national guidance and applying it to the work of the College. It has also made recommendations around gathering student feedback in the blended way of working.

Credit Guidance for Colleges AY 2020-21

The Scottish Funding Council published updated credit guidance for 2020-21 on 6 August 2020.
http://www.sfc.ac.uk/publicationsstatistics/guidance/2020/SFCGD172020.aspx

SFC has made a commitment that it will not recover funding if colleges fall below core activity targets as a result of the pandemic in 2019-20 and 2020-21. However, colleges must continue to report all activity to SFC in order to demonstrate accountability for public funds, for internal, external and European Social Fund audit purposes, and for national reporting.

The guidance asks colleges to shift their focus on supporting economic recovery and to respond to both national and local priorities.

The following are identified as key areas of priority in the guidance:

- Learning loss and deferred students
- Continued provision of full-time places
- Re-training and re-skilling
- Prioritise school engagement in the senior phase

Colleges are asked to deprioritise:

- School activity out with senior phase
- Additional units for full-time FE students

The importance of skills alignment and curriculum planning is also outlined, and the College has already begun a series of skills planning workshops with Skills Development Scotland to determine regional need, particularly as the Furlough Scheme comes towards an end.

National and local representation

The Principal and Vice-Principal Curriculum represent the interests of the College at various strategic fora.

Regionally, the College is well-represented at strategic level on the Regional Economic Partnership and the College, alongside SDS and UWS is leading on the Education and Skills sub-group. This will ensure that, moving forward, our curriculum planning is informed by the needs of our region.

5. **Conclusion**

Members are asked to note the contents of this paper.

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Anne Campbell
Vice Principal, Curriculum
24 August 2020

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Publication
This paper will be published on the College website

Ayrshire College *(Paper 5)*

Learning and Teaching Committee

3 September 2020

Subject:	2019-20 External Verification Report
Purpose:	To inform the Learning and Teaching Committee of the overall results of external verification activity during 2019-20
Recommendation:	Members are invited to note the contents of this paper

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1. External Verification Activity 2019-20

In 2019-20, the College expected to host 86 visiting External Verification activities for a number of Awarding Bodies with visits being spread across all three main campuses. In 2018-19, 92 external verification activities took place across the academic session. By 20 March 2020, the following external verification activities had been completed:

- 14 SQA visits (62 in whole of 2018-19)
- 2 SQA postal/central verifications (14 in whole of 2018-19)
- 8 visits from other Awarding Bodies (16 in whole of 2018-19)

Post 20 March, four External Verification activities were completed remotely on behalf of City and Guilds, EAL and ILM.

Therefore, 58 planned activities were cancelled/postponed due to the closure of campuses in response to the Covid-19 Emergency.

Of the 28 external verifications which were carried out, 26 were successful at the first visit while on two occasions some minor further actions were required. The actions were completed quickly and the external verification reports updated to a successful outcome.

Many External Verifiers identified areas of good practice including:

- 'The placement officers offer invaluable support to both students and lecturing staff and the monitoring of placement experience is exceptionally robust. IV and standardisation takes place across the three campuses and staff meet on three occasions during the academic year. Cross campus standardisation takes place regularly and records are very well maintained.'

- 'Microsoft Teams is used well as a cross campus tool to promote standardisation and communication. The opportunity to be involved on a

voluntary basis with various organisations enhances learner employability skills.'

- 'The centre carries out good practices through varied activities set for learners to demonstrate competence in performance criteria.'

- 'The centre is working to bring in a new method of assessment between the candidate workplace and the college … the candidate is visited regularly by the College's workplace assessor at his place of work and only attends college for one session each week to practice skills and dishes for his course which are unavailable at his workplace. This is a great idea which will make the qualification accessible to many other employers and candidates in the community. This is an impressive, well organised and effective department, delivering qualifications in a most effective way.'

Post 20 March 2020

Due to lockdown, most External Verification activities had to be postponed and there was real concern about the opportunities available for students to complete their course and attain their qualifications. The solution for the cancelled SQA Exam Diet was not appropriate for most of the qualifications delivered by the College sector. The situation was further complicated by the need to comply with the requirements of a number of Awarding Bodies.

Ayrshire College was part of a group of colleges who worked with SQA Accreditation and SQA Awarding Body to develop a solution which provided the opportunity for most of our students to complete their qualification while protecting the integrity and credibility of the qualification system, ensuring that standards are maintained and in the interests of learners.

To comply with the new approach, the College established Internal Quality Assurance (IQA) Panels to consider the objectivity, fairness and accuracy of Course Team assessment judgements made using the SQA/Ayrshire College Exceptional Assessment of Student Evidence (Covid-19 Emergency 2020) guidance. The main objective of the IQA Panel was to assure the quality of assessment and certification decisions made by course teams and internal verifiers on new or adapted assessment practice.

An IQA Panel was held for each Head of Learning and Skill's curriculum area and was chaired by the VP Curriculum or the Head of Quality Enhancement and included 1 Independent Director of Curriculum or Head of Learning and Skills, 1 Head of Learning and Skills for the curriculum area, the Head of Student Experience and/or a Student Representative plus other appropriate staff.

The IQA panel was attended by the Curriculum Managers from the Curriculum area and Internal Verifiers or three Assessors representing the Course Team who presented evidence and answered queries.

The IQA panels proved to be a very effective mechanism for the quality assurance of a wide range of qualifications and were more evaluative than first expected. The

professional discussions, which underpinned the IQA panel activity, provided many examples of good practice as well as identifying required improvements.

2. Conclusion

The conclusion of External Verification activity in 2019-20 was very different to anything envisaged at the beginning of the session. External visits provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. However, the sector showed, through its response to the Covid-19 Emergency that Colleges are able to adapt and respond quickly while maintaining academic standards. The College will continue to embrace and welcome the opportunity to work with our Awarding Bodies.

Members are invited to note the contents of this paper.

Jane McKie
Vice Principal, People
10 August 2020

(Ann Heron – Head of Quality Enhancement)

Publication
This paper will be published on the College website

Ayrshire College   *(Paper 6)*

Learning and Teaching Committee

3 September 2020

Subject:	2019-20 Credit Position Report - Final Position for Audit
Purpose:	To advise the Learning and Teaching Committee of the 2019-20 credit position, as at 24 August 2020, and to provide an analysis of actual performance against SFC activity target
Recommendation:	Members are invited to note the contents of this paper

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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 Outcome Agreement process.

   The activity target, agreed for 2019-20, was credits which comprised of a combination of core, ESF and additional Early Years credits.

   The credit target includes 150 credits delivered as part of a UWS articulation agreement which has a separate funding arrangement.

2. **Current Situation**

   Table 1 provides detail of the SFC activity target and the anticipated final position. The College is on target to achieve achieve approximately 125,662 credits, which is 719 credits above target.

   Table 1 - Credit target and delivery to date (at 24 August 2020)

SFC Activity Target 2019-20	**124,943**
Projected final position	**125,662**
Difference to target	**719**

   SFC has made a commitment that they will not recover funding if colleges fall below core activity targets as a result of the pandemic in 2019-20 and 2020-21.

3. **One plus activity**

   One-plus activity has been capped, by SFC, at 2.5% of the agreed SFC target for all colleges for several years. This has been discussed, regularly, at Executive and Senior Leadership Team meetings, and reported to the Learning and Teaching Committee throughout 2019-20.

The College submitted a request for a range of courses to be excluded from one-plus activity in 2019-20. The current projected final credit position includes the maximum 2.5% one-plus activity as well as granted exemptions.

SFC has since confirmed that, for 2019-20, it has removed the 2.5% limit.

4.   Resource Implications

SFC normally reserves the right to claw back funding if the College does not meet the agreed activity target. However, as noted above, SFC confirmed that they will not recover funding.

5.   Risks

In addition to a financial clawback, the failure to meet the SFC activity target also presents a reputational risk to the College and may affect future activity levels agreed with SFC. SFC are also aware that ordinarily, the majority of students are recruited between August and March and so colleges are likely to have already recruited enough students to meet the core and ESF targets for 2019-20.

6.   Equality Impact Assessment

Not required.

7.   Conclusion

The College has exceeded the SFC activity level agreed for 2019-20. It is expected that there will be slight variations to the figures noted above as the College completes the final stages of the Further Education Statistics (FES) return. However, the total credits recorded on the student information system will provide a comfortable position for the College during its final FES validation processes and through the annual SFC audit.

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
24 August 2020

Publication
This paper will be published on the College website.

Ayrshire College   (*Paper 7*)

Learning and Teaching Committee

3 September 2020

Subject: 2019-20 Student Support Funds Final Position at July 2020

Purpose: To update Members on the Student Support Funds final position as at July 2020

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

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1   **Current Situation**

The following sections of this paper provide details of the final position of each fund as at 31 July 2020.

1.1   SFC Funds provided for Bursary Support

Total 2019-20 SFC Student Support Funds were £10,218,480. Table 1 below details the bursary support funds provided by SFC for 2019-20 together with projected expenditure figures as at 31 July 2020. Additional funding was received from SFC during 2019-20 to provide further bursary support.

Table 1

Student Support Fund	Original Budget	Additional Funding	Revised Budget	Actual Expenditure	Difference
SFC Bursary	£8,690,480	£178,000	£8,868,480	8,916,485	£(48,005)
FE Childcare	£660,000	£0	£660,000	490,704	£169,296
HE Childcare	£350,000	£0	£350,000	220,665	£129,335
FE Discretionary	£340,000	£0	£340,000	565,116	£(225,116)
Total	**£10,040,480**	**£178,000**	**£10,218,480**	**£10,192,970**	**£25,510**

1.2   Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students**.** The College's EMA allocation for AY 2019-20 was £800,000 and the College spent £586,050.

1.3   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 College received additional in-year funding of £8,782. In addition, the College

was able to drawdown HE discretionary funding from its 2020-21 allocation to provide additional support to students due to COVID-19.

Table 2 below details the HE Discretionary Fund Budget made available by SAAS together with expenditure as at 31 July 2020.

Table 2

Student Support Fund	Original Budget	Additional Funding	Revised Budget	Actual Expenditure	Difference
HE Discretionary 2019-20	£252,862	£8,782	£261,644	£252,945	£8,699
Early drawdown HE Discretionary 2020-21	£0	£31,442	£31,442	£31,442	£0
Total	**£252,862**	**£40,224**	**£293,086**	**£284,387**	**£8,699**

2   Consultation

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

3   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.

4   Equality Impact Assessment

An impact assessment was completed in respect of the 2018-19 Student Funding Policy and Procedures.

5   Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance
14 August 2020

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

(P) Paper will be published on the College website

Ayrshire College *(Paper 8)*

Learning and Teaching Committee

3 September 2020

Subject:	Apprenticeships and Work Based Learning Report
Purpose:	To advise Members of the end of year position and provide an update on the impact of COVID-19
Recommendation:	Members are asked to note the contents of this paper

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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 and 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.
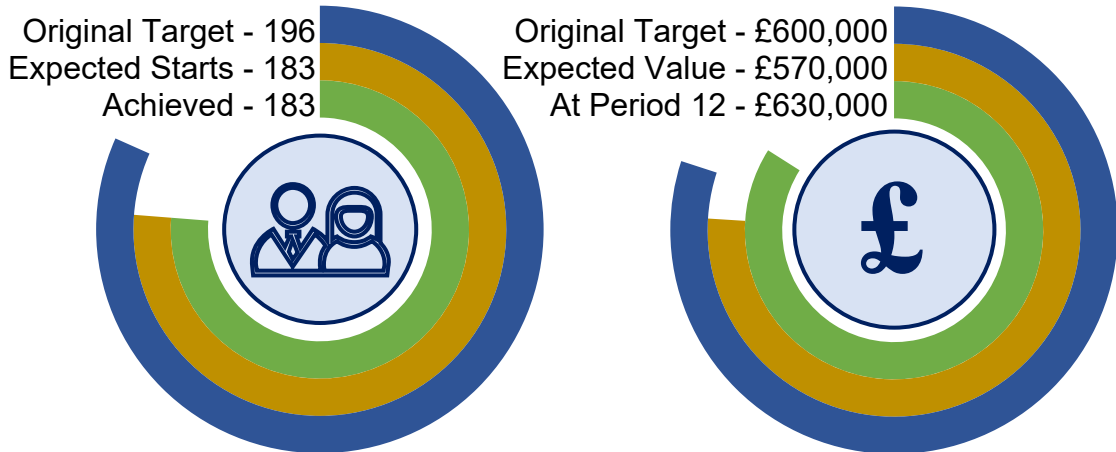
Many employers also utilise work-based learning outside of the apprenticeship family. SVQs are very popular, particularly in the Health and Social Care sector, as a means of developing industry specific skills and qualifications. This mode of learning allows skills to be developed and accredited in the environment where they are most relevant, whilst maintaining workplace productivity.

The content of this report focusses on the end of year position, taking into account the impact of COVID-19 on the College's Apprenticeship and Work-Based Learning provision.

2.   Ayrshire College Apprenticeships Provision

<u>Modern Apprenticeships (MAs)</u>

Original Target - 196
Expected Starts - 183
Achieved - 183

Original Target - £600,000
Expected Value - £570,000
At Period 12 - £630,000

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. The above recruitment graph relates to 2019-20 starts.

<u>Recruitment</u>
Recruitment of new apprenticeships progressed very well throughout 2019-20 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.

New apprentice recruitment for 2020-21 has been impacted by COVID-19 as companies were affected by lockdown. Recovery is underway, but at a different pace within different sectors.

The following table details the starts signed up in the 2020-21 SDS contract award over the industry sectors, alongside the 2019-20 achievement.

Sector	2019-20 Award	2019-20 Starts	2020-21 Award	2020-21 Start	2020-21 Current Pipeline
Automotive	12	20	22	0	10
Construction Trades	30	31	40	0	26
Engineering	91	92	95	6	79
Food & Drink	12	7	10	0	0
Hairdressing	22	16	21	0	0
Hospitality	22	9	22	0	2
Sport, Health & Social Care	7	8	10	0	0
Total	**196**	**183**	**220**	**6**	**114**

The main period of sign-ups traditionally takes place for the college from August onwards so current start levels are not out of the ordinary. We expect that this period will be maintained but with more sign-ups spread throughout 2020 and into early 2021 as industry recovers.

Currently, we have seen a positive level of enquiries in engineering and it is hoped that this will translate to new starts at a level close to the contracted volume. Although some companies who traditionally recruit have cancelled their apprentice recruitment in 2020, others have continued and we have also had enquiries from new or returning employers.

The automotive and construction sectors returned relatively early from the lockdown period and we are now seeing an upturn in interest for these apprenticeships. Feedback from trade bodies suggests that recruitment will return to near normal in construction trades, but that it is likely to be delayed by a number of months.

Sectors such as hairdressing, hospitality and sport are now returning to business after the lockdown period. It is hoped that from this point forward we will start to see interest for new apprenticeships in these sectors.

The college will continue to work with businesses and partners to promote apprenticeships to industry and young people, to maximise the recruitment in 2020-21 and minimise the impact of COVID-19 to the skills pipeline.
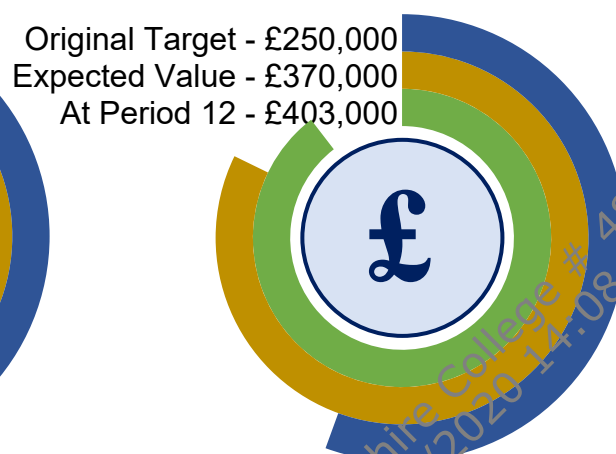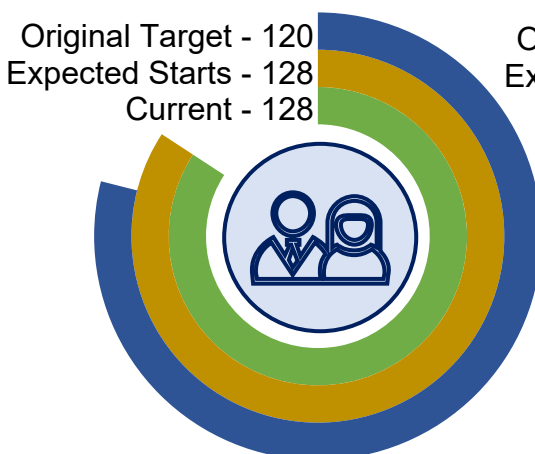
Claims

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 on the basis of 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 has continued to process these remotely with subsequent Skills Development Scotland payments being received as per normal practice.

This, and ongoing quarterly progress reviews and apprentice achievement, has resulted in 2019-20 claims achieving 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.

Sub Contracted Modern Apprenticeships

Original Target - 120
Expected Starts - 128
Current - 128

Original Target - £250,000
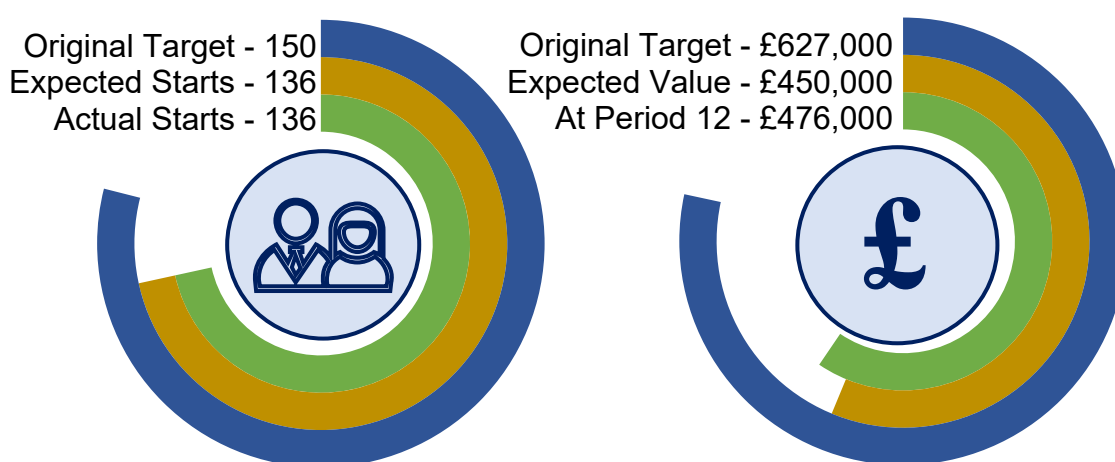Expected Value - £370,000
At Period 12 - £403,000

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 value for sub-contracted Modern Apprenticeships exceeds the original target. Due to the pause in delivery, it was unclear if these additional funds would be drawn down this financial year. However, funding was released in line with activity delivered to the point of lockdown.

Communication with trade bodies has been structured and is ongoing. Future payment plans and recruitment for 2020-21 is being discussed through these channels on an ongoing basis.

Foundation Apprenticeships (FAs)

Original Target - 150
Expected Starts - 136
Actual Starts - 136

Original Target - £627,000
Expected Value - £450,000
At Period 12 - £476,000

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

Lecturers and VQ Assessors continued to deliver remote support, guidance teaching and assessment to Foundation Apprentices where possible through alternative means through the remainder of the academic year. This allowed many students to fully achieve their Foundation Apprenticeships. Those who had their work-based learning impacted by COVID-19 were put forward for the SQA Letter of Recognition which provided them with status and tariff points equal to the full award.

Payments from Skills Development Scotland related to the programme were originally 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 and has now been resolved satisfactorily. All funds associated with students who remain on the programme are now accessible. The majority of this funding has been released by SDS with a portion awaiting student input on paperwork, which will be sought in August 2020.
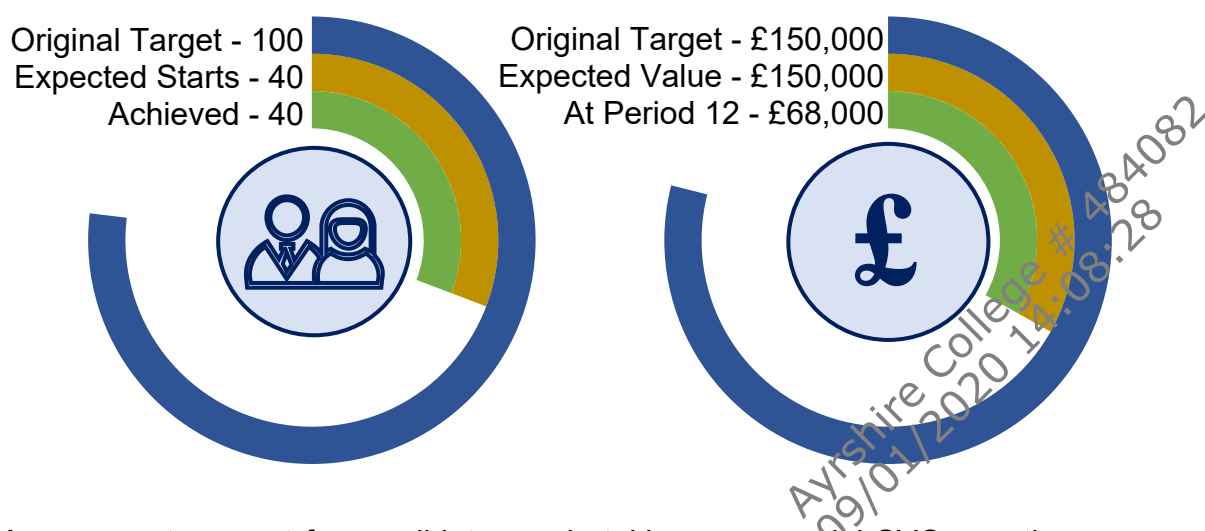
Applications for the 2020-22 FA programme are currently being received. The current status is as follows:

Framework	Awarded	Applications Received
Civil Engineering (2yr) (AC)	15	22
Engineering (2yr) (AC)	45	88
Children & Young People (2yr) (AC)	40	64
Children & Young People (1yr) (EAC)	15	18
Business Skills (1yr) (AC & SAC)	30	10
Scientific Technologies (1yr) (AC)	15	8
Food & Drink Technologies (1yr) (EAC)	10	10
IT Hardware & System Support (1yr) (AC)	15	5
Social Services & Healthcare (1yr) (NAC)	15	20
Total	**200**	**245**

In most sectors, applications have been strong for the FA programme. It remains to be seen if the ongoing situation with COVID-19 or recently received exam results will have an impact on students taking up these places. Further updates will be provided in future reports.

For 2020-21 SDS and SQA recognise that work placements for Foundation Apprentices are likely to be significantly impacted by the ongoing situation. Alternatives are currently in development, including customised units less reliant on access to workplaces and industry challenge projects for learners.

3. **Commercial SVQs**

Original Target - 100
Expected Starts - 40
Achieved - 40

Original Target - £150,000
Expected Value - £150,000
At Period 12 - £68,000

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 has not been possible through the lockdown period. 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. Ongoing discussions with East Ayrshire Council indicate that this contract will begin in September/ October 2020.

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 support 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 had their work placement disrupted and many have not been observed by their assessor. Revised guidance from the awarding bodies and regulator was significantly delayed in comparison to that relating to college based provision. The work based learning team worked very closely with curriculum teams to support students through the remainder of their qualifications.

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 is ongoing to review processes in line with this with current expectations that the majority of work placements will commence in the new calendar year.

External Profile
The College has been represented on a number of 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. These meetings are ongoing with the next one scheduled for August 2020.

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. SQA have formed a working group to review this and the College is well placed input to this work.

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. A potential pathway to apprenticeship programme is currently being developed in collaboration with the construction industry.

Fuel Change
Ayrshire College is one of a group of colleges, Forth Valley, Fife and NESCol, who have worked innovatively together, using employer relationships to develop a series of industry challenges for engineering Modern 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. The project, named *Fuel Change* intends to see around 50 apprentice teams solve industry challenges for one of six sub-sectors of engineering. Challenges focus on finding low carbon solutions for real engineering problems and it is hoped that the outputs from the challenge will align with the COP 26 conference planned in Glasgow next year. SFC and SDS have lent their support to the project. Apprentice teams are currently being signed up to the project and work is ongoing to spread this out to all colleges in Scotland. It is also hoped that this work will support the proposed industry challenge element of the Foundation Apprenticeship programme in 2020-21.

5. **Conclusion**

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

Gavin Murray
Director of Curriculum
5 August 2020

(Stuart Millar - Head of Apprenticeships and Work-based Learning)

Publication
This paper will be published on the College website

Ayrshire College

Ayrshire College

Gender Action Plan 2020-2023

Foreword

Anne Campbell,
Vice Principal – Curriculum

Ayrshire College has demonstrated a strong commitment to tackling gender inequality over the lifespan of our previous Gender Action Plan (GAP) covering the period 2017-2020.

We are particularly proud that our efforts were acknowledged and celebrated, nationally, through our award winning, innovative #ThisAyrshireGirlCan campaign. We recognise, however, that if we wish to build on our success and make genuine, meaningful progress, our GAP covering the period 2020-2023 must be visionary and bold. Our updated GAP outlines a whole college approach and the stretching actions that we will take, collectively and collaboratively, to advance our ambitions.

The Scottish Funding Council (SFC) initially asked institutions to publish, on their website by the end of July 2020, an updated GAP covering the outcome agreement (OA) period 2020-2023. Following a reassessment of required publications because of Covid-19, the SFC extended the deadline. Ayrshire College has, however, taken the decision to publish our updated plan by the original July 2020 submission date. While it is not yet known what the full impact of Covid-19 will have on our lives, early indications are that, unless significant action is taken, it is likely to exacerbate existing inequalities. As part of the College's wider response to supporting our communities through the impact of Covid-19, we firmly believe that monitoring and implementing progress against new actions identified in our updated GAP matters now more than ever.

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About

In 2016, the Scottish Funding Council (SFC), for the first time, asked all colleges, and later universities, in Scotland to publish an institutional Gender Action Plan (GAP) 2017-2020.

Following the Covid-19 outbreak in the spring of 2020, the SFC suspended the deadline which had been set for July 2020 for colleges and universities to publish the next iteration of their institutional GAPs. However, Ayrshire College decided to continue to develop a GAP for the period 2020-2023 and publish on or close to the original deadline date.

The impact of Covid-19 is already significant, both socially and economically, for certain groups and sections of society[1]. By having a GAP, sitting as part of a wider College equality strategy, we may be able to mitigate some of these detrimental effects and continue to contribute meaningfully to the very purpose of a GAP. It is reasonable, nevertheless, to expect slippage in completion time for some actions and the possibility also, that some may require to be amended as the College continues to navigate its way through a new way of being.

The College remains determined throughout to continue providing high quality learning and teaching experiences that are fair, accessible and equitable.

Since the formation of Ayrshire College, the College has demonstrated its commitment to developing a whole-college approach to gender equality through, for example, its Equality Outcomes - https://www1.ayrshire.ac.uk/media/7618/mainstreaming-equality-and-equality-outcomes-2019-v3-june-19.pdf and their dedicated actions related to gender imbalances, gender-based violence (GBV), and trans and gender diverse issues. This GAP brings focus to this whole-college approach by outlining some of the reasoning behind it as well as setting out the actions necessary to support its aim of improving gender imbalances. To address the most significant and persistent gender imbalances, many of the actions here are unique to a Curriculum area and these sit alongside key, enabling actions designed to support, sustain and advance progress. Amongst this, nuanced gender differences in delivery mode (full-time/part-time) at course level, and new, emerging gender splits in course enrolments and retention are also highlighted as they may require future targeted intervention.

[1] See for example Close the Gap briefing 'Disproportionate disruption: The impact of COVID-19 on women's labour market equality' for more

In summary, this GAP:

- outlines the rationale for a having whole-college approach to gender equality and, in Appendix 1, sets out priority cross-college actions to support the success of this GAP

- provides an analysis and commentary on all Curriculum areas in the College that have the most significant and persistent gender imbalances

- includes a GAP for all Curriculum areas that have the most significant and persistent gender imbalances (see Appendix 1)

- includes a progress update on the College's previous GAP 2017-2020 (see Appendix 2)

Rethinking 'gender':

an Ayrshire College approach

" If we really believe in gender equality, then we must be brave enough to continue taking actions that go against the norm. "

The rethinking of 'gender' – what it is and what it means - has sometimes had to happen within the College and most certainly, the realisation that we all contribute to an understanding of it and its significance in relation to course choices, retention and attainment. Too quick, perhaps, some of us have counted ourselves out as influencers in this scenario, when the reality is, this GAP 2020-2023 is evidence of the College reaching within itself to impact upon experiences far beyond the walls of its campuses. The actions that we have taken as a College, of course, have always mattered. But, if we really believe in gender equality, then we must be brave enough to continue taking actions that go against the norm, including our own. They must be stretching. They must be ambitious. And they must be different from what we have done before. Yes, the College is competing with a societal and cultural landscape that informs and sustains gender inequality. If that is to

change however, we must recognise fully the College's capacity for bringing about change.

We believe that having a whole-college approach to gender equality will support and enable this in a much more effective way than individual or piecemeal activity focused only on gender imbalances in relation to course choices. The latter can only serve to contribute to more of the same outcomes. Instead, we have developed a GAP through a lens that recognises gender equality for what it is – a multi-faceted issue. And when gender inequality exists, as is the case currently, the effects are disproportionate and ultimately, the rights and opportunities of everyone are compromised. To create equality, therefore, we must first recognise that inequalities exist. That is the College's starting position and provides also, the continued rationale for having a firm commitment to equality and inclusion.

The life-cycle of this particular GAP is relatively short and as so, the actions here are measured and relevant to the College's long-term aspirations and the requirements of the SFC. At the same time, it marks a new stage in the development of the Gender Leadership Group (GLG). The GLG, led by the Vice Principal – Curriculum, remains responsible for supporting the development, delivery and monitoring of a College GAP. It has had to respond reflectively in assessing where the College is currently in comparison to the SFC's key, overall ambition that no college or university in Scotland by 2030 will have an extreme male and female imbalance (75:25 split). The outcome of which, is an improved quality of GAP actions, enhanced individual and collective accountability, and a strengthened shared vision on collaborative working. Because of this, the GLG are now able to be more responsive to a changing context and update GAP actions as necessary in line with new priorities. It is clear also, that the College systems exist to enable

the GLG to have a more pronounced, inter-sectional interrogation of student data and moving forward, this will become a priority to maximise the success of a whole-college approach to gender equality.

Therefore, this GAP has a clear, purposeful function and acts in unison with other, related College plans like the GBV-focused Equally Safe action plan 2020-2022 and strategic frameworks such as the College's current Equality Outcomes 2017-2021. Taken together, they treat gender imbalances in course choices and careers, the gender pay gap, occupational segregation, GBV, trans discrimination, and disparities in mental health disclosure, as one of the same thing. These are, arguably, the key inter-related facets central to gender equality. The time is now to capitalise on previous GAP successes and continue to take positive and sustained action to tackle the most persistent and significant gender imbalances.

Moving from approach to actions

The truth is, the actions outlined in this GAP have benefited from hindsight but also hard lessons. Lessons that showed the College's previous GAP, as much as it began as a shared vision, was always well-intentioned and appropriate for its time, ultimately lacked collective ownership when it came to implementation and suffered from not having robust enough measures to monitor progress and ensure continued relevancy in Curriculum plans. At times, it felt like there could be a real disconnect between the GAP and the very many proactive and successful activities happening across the College to promote gender equality within course choices and careers. But what that GAP did do, its greatest success perhaps, was to put gender on the agenda for many Curriculum areas in the way that had been missing. And for that, the College is in a better position. Not least, it is now an award-winning College for its highly innovative #ThisAyrshireGirlCan campaign. What needed to change, was our GAP. Specifically, the management of its actions.

This GAP represents that change. Buoyed by our whole-college approach, the GLG has sought to address these concerns. First, almost all GLG members and nominated representatives from their team(s) attended unconscious bias training. This was intended to challenge, refresh and support thinking around gender bias particularly. It was followed by asking the Heads of Learning and Skills, Head of Student Experience, and Head of Access, Engagement and Schools, to:

- review and assess progress made to improve gender imbalances within their area

- using the SFC GAP themes, identify a priority action(s) that each area will take forward in the next reporting period to improve gender imbalances within their area

- outline what activities, if any, their area has taken in regards to either or both gender-based violence and trans and gender diverse students

By undertaking such an exercise, common themes emerged and actions were identified.

The strength of this GAP is that it is able to provide two layers of actions; the first layer, where common themes have, broadly, become cross-college actions to be taken forward, collectively, by members of the GLG, and the second layer, the creation of individualised GAPs that are relevant and responsive to that Curriculum or Service area. The individualised GAPs are, in effect, working plans and can now also be embedded into existing Curriculum and Service operational plans to ensure relevancy and maintain momentum. In addition, these individualised GAPs will strengthen the GLG's cohesion for all its members are working towards a common goal by undertaking both individual and collective actions.

It is not necessary to share all of these GAPs here and instead, it is only the GAPs of those Curriculum areas with the most significant and persistent gender imbalances which are the focus.

These are, in the order as they appear here, as follows:

- **Construction Technology and Trades**
- **Engineering and Science**
- **Computing, Games Development, and Business including Travel and Tourism**
- **Health and Social Care**
- **Early Years**
- **Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry**

These Curriculum areas broadly reflect the original 'super-classes' defined by the SFC as being the primary focus for college and university GAPs. The SFC also expects institutions to identify their own gender imbalances in courses and set out how these will be addressed. It is for this reason that a summarised commentary of Social Science and Sport and Fitness and Arts and Fashion has been provided here and their individualised GAPs included in Appendix 1. Arts and Fashion has a greater than 75% gender split in Fashion (in favour of females) and Music and Sound Production (in favour of males). Sport and Fitness meanwhile has a greater than 75% gender split in favour of males at part-time study.
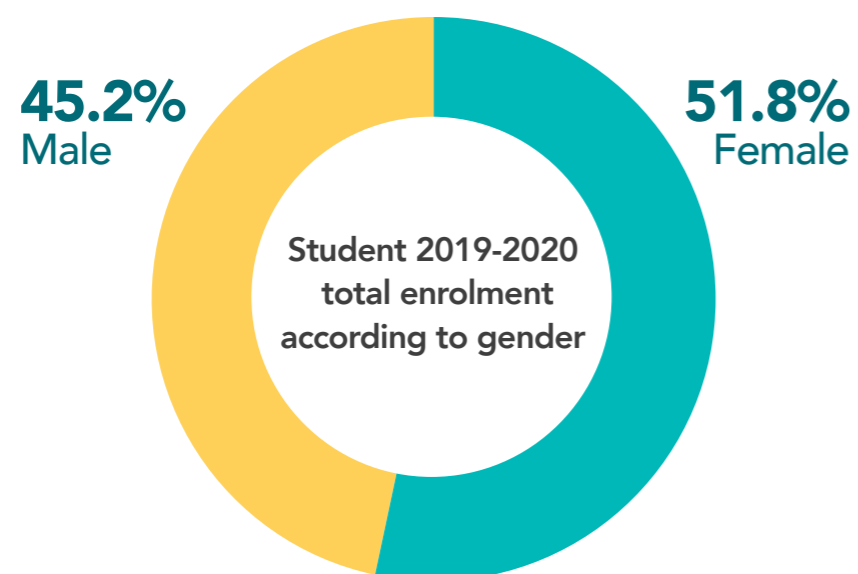
Where we are now

To be where we want to be and achieve the aim of having actions which are ambitious, stretching, and different from what we have done before, we have had to acknowledge where we are currently on a journey. This GAP is thus but one step. The actions identified and set out will enable continuous progression, leading to a future set of actions and as such, are part of a continuum, demonstrating the College's commitment to gender equality. It is likely for example, that all Curriculum areas, especially those with the most persistent and significant gender imbalances, will for some time still seek to improve the way that their courses are marketed from a gender perspective as well as engage in events or campaigns aimed particularly at the under-represented gender(s). All of the Curriculum GAPs here include these actions although some variation does exist to reflect a specific focus or need. Indeed, in terms of the marketing of courses from a gender perspective, many Curriculum areas are now aiming to move beyond only using visuals, and with that the risk of tokenism, to the promotion of 'skills' and how the marketing of these may appeal to a range of different genders. Similarly, some Curriculum areas have included actions to introduce new events including those aimed at influencers - those who most influence the lives, choices and decisions of young people. Marketing and events or campaigns are necessary to raise awareness, however, they are limited in their impact. To create or support authentic diversity, actions over and above this are needed. For now, having a two-layered College GAP lends itself to this and at the same time, includes actions relative to where Curriculum teams feel they are currently in addressing male and female imbalances within their courses.

At a glance

Total Enrolment
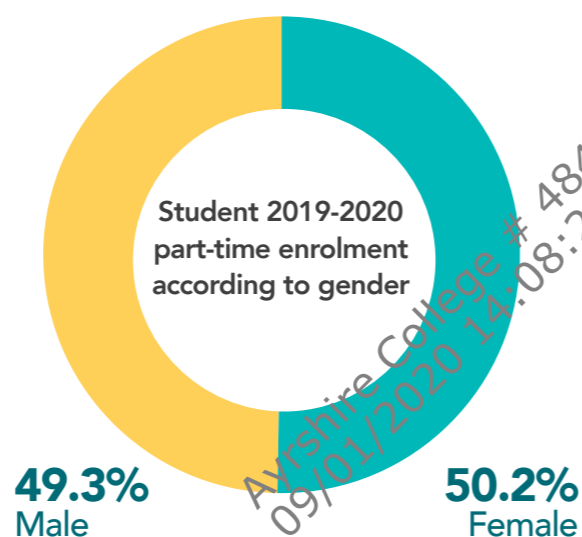
45.2%
Male

51.8%
Female

Student 2019-2020 total enrolment according to gender

Full-time Enrolment

Student 2019-2020 full-time enrolment according to gender

45.6%
Male

54.1%
Female

Part-time Enrolment

Student 2019-2020 part-time enrolment according to gender

49.3%
Male

50.2%
Female
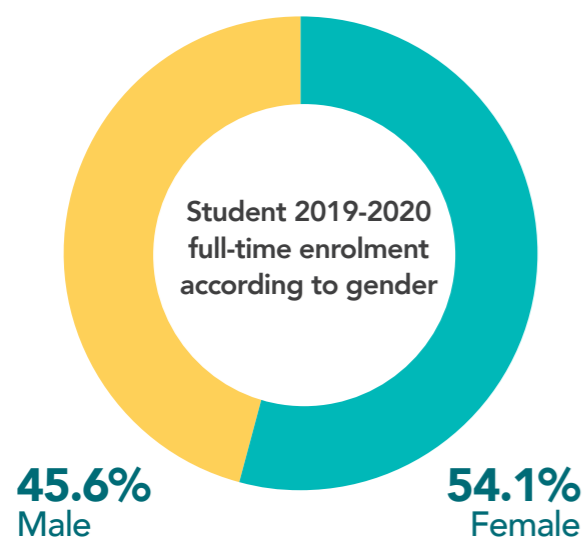
6 out of 11 Curriculum areas

have the most, overall, significant imbalance of male and female student participation

At course level,

Fashion and Counselling

have had the **most significant increase of male enrolments** between 2018-2020

In both FE and HE College provision,

male students

have, very marginally, achieved at greater numbers in comparison to female students since 2016

Arts and Fashion

have had, overall, **the most fairly balanced male and female spilt** for the past three years

At course level,

Engineering and Renewables, and Music and Sound Production

have had the **most significant increase of female enrolments** between 2018-2020

There is a consistent, marginal difference of female students overall withdrawing in greater numbers in comparison to male students

Directorate

Aerospace, Construction, Engineering, Science, Computing, Games Development and Business including Travel and Tourism

Construction Technology and Trades

Recruitment Statistics

for Construction Technology and Trades

Full-time enrolment according to gender

AY 2017-2018

94.4% Male

5.5% Female

0.1% Other/ Prefer not to say

AY 2018-2019

92.6% Male

7.2% Female

0.2% Other/ Prefer not to say

AY 2019-2020

94.2% Male

5.7% Female

0.1% Other/ Prefer not to say

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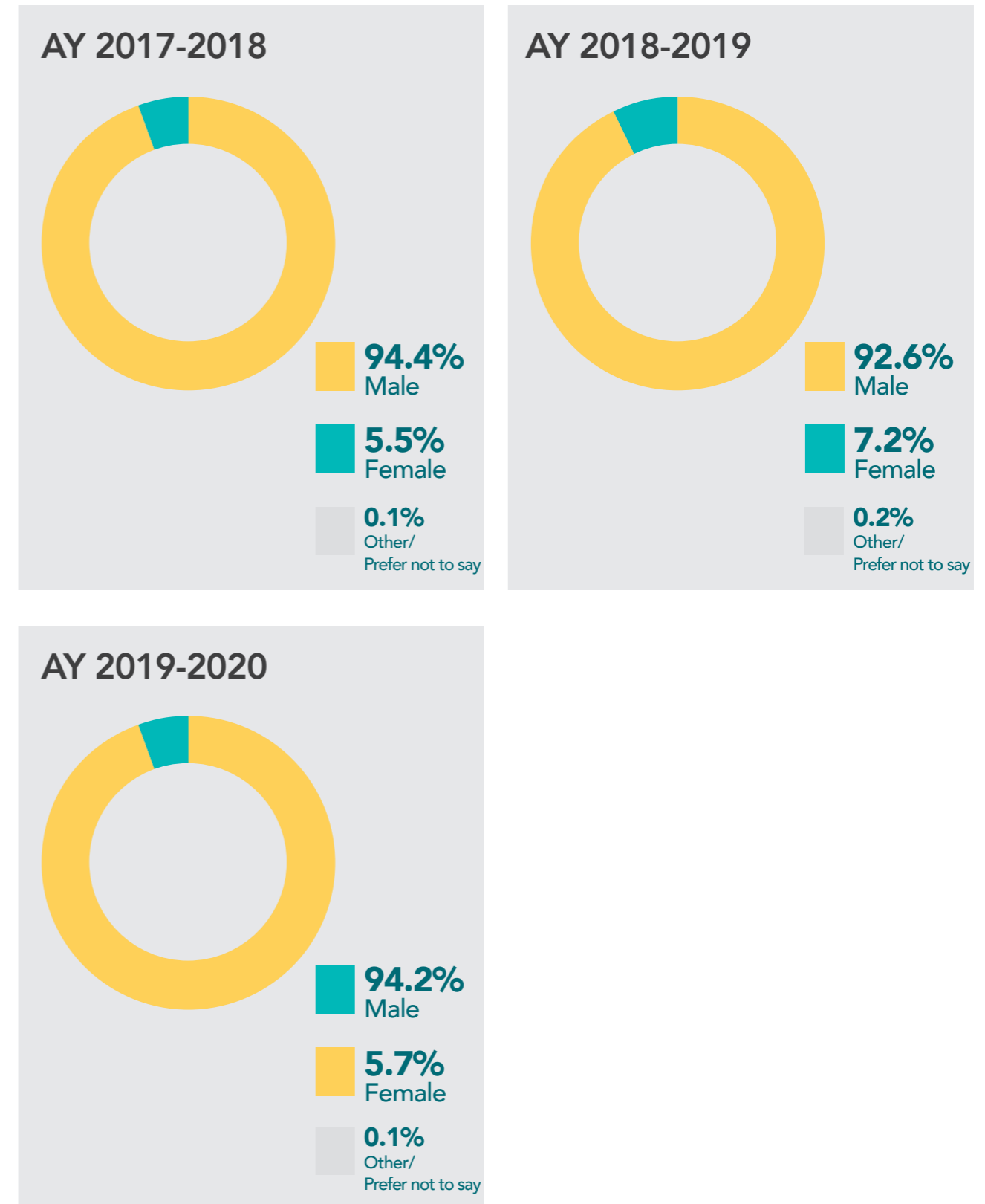
Analysis

Construction Technology and Trades includes ten distinct but related areas with courses ranging from Construction Management to Painting and Decorating. It has the second most significant gender imbalance with male students currently accounting for 94.2% of total enrolments in the 2019-2020 academic year (AY). Enrolment figures since AY 2017-2018 have remained fairly static with, on average, a ratio of 93.7% male students to 6.3% female students.

Enrolment

The SFC originally identified the 16-24 age group as a key focus in response to the Scottish Government's 'Developing the Young Workforce' report. With this in mind, it is worth noting that the majority of students enrolled on Construction Technology and Trades courses consistently fall into this group. However, there are clear male and female differences in relation to age and enrolment. In AY 2018-2019, for example, male students, on average, made up 95.2% of enrolments in the 16-24 age group. This figure compares positively to the sector average of 96% male students in the same year, using the most relatable

SFC defined 'super-classes' of Construction, Building/Construction Operations, Building Maintenance Services, and Vehicle Maintenance/Repair/Servicing. In contrast, at Ayrshire College, female students in AY 2018-2019, were highly represented in the under 16 (22.1%) and over 25 (30.5%) age groups – an incidence seen for the past three years. This may suggest engagement activities with schools, to an extent, are positively impacting upon female enrolment especially when the under 16 and 16-24 age group figures are combined and considered over time. More than that though, the over 25 figure and its year on year increase since AY 2017-2018 shows the potential to grow female enrolment in Construction Technology and Trades courses through intensified thinking of and targeted activities with this age group.

Retention

In considering withdrawal rates (both early and further) for AY 2017-2018 and AY 2018-2019, female students, on the whole, withdraw at higher rates and particularly, at further withdrawal stage in comparison to male students. When considering the AY only and further withdrawal, the figures show a difference of 3% (2017-2018) and 6.1% (2018-

2019) between male and female student withdrawals. However, when these years are combined, it potentially highlights a concern as female students then account for 27.2% of further withdrawals in comparison to 18.1% males - a difference of 9.1%.

To put this into further context, female students accounted for only 6.6% of total enrolment when these two years are combined and as such, confirms a clear disparity between male and female withdrawal rates in this Curriculum area. There may be a number of reasons for this beyond the one most frequently given ('Course no longer related to plans'). To address this, three actions specifically related to improving the retention of female students are included in the Construction Technology and Trades Curriculum GAP (Appendix 1). In addition to this, Student Experience have committed to working more closely with Curriculum teams in monitoring and supporting the retention and attainment of minority gender share students through retention meetings.

Attainment

Male and female student success is relatively on par with female students achieving

marginally better in both AY 2017-2018 (0.5% difference) and AY 2018-2019 (1.1% difference). It is not easy to make a straightforward comparison with the other Curriculum areas in this Directorate that also share a gender imbalance in favour of male students. However, in reviewing female student success across these areas, Construction Technology and Trades, overall, perform very well sitting just behind Aeronautical who in AY 2018-19 had the highest female success rate at 78.2%. Interestingly, the opposite was true in the previous academic year with Construction Technology and Trades female student success at 78.8%. This suggests therefore, that the concentration of actions for this Curriculum area are right to be directed at recruitment and retention. Simply put, if a female student starts and stays on a course in this area, it is likely that she will be successful. This in itself needs to be harnessed and promoted more widely for it could lead to an improved number of female students studying on these courses.

Actions Taken

- Highlights

'Girls into Construction and Civil Engineering' Event

'Girls into Construction and Civil Engineering' event for S1 and S2 pupils with inspirational female speakers and workshops on brickwork, carpentry and joinery, civil engineering, construction management, electrical engineering, land surveying, painting and decorating, plumbing, and quantity surveying. Many of the workshops were sponsored by local suppliers and were delivered by a female role model from Industry or Ayrshire College

Visit https://www1.ayrshire.ac.uk/news-events/news/2019/ayrshire-college-aims-to-get-more-girls-into-construction-and-civil-engineering/ to read more
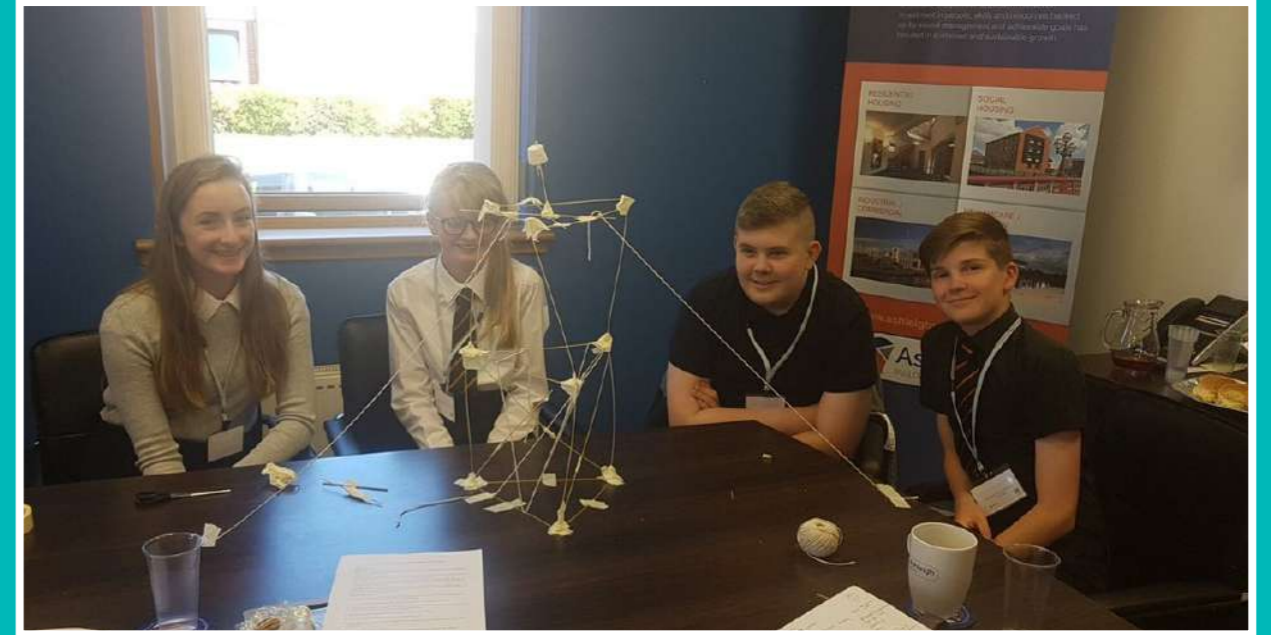
Ayrshire College, Ashleigh Building and Belmont Academy Construction Project

Ayrshire College, Ashleigh Building and Belmont Academy Construction Project; partnership initiative for S3 pupils (now in its fifth year of delivery) aimed at promoting alternative careers in the Construction Industry and providing a pathway into Apprenticeships. The project is delivered over 6 weeks, two afternoons a week and features a mix of site visits, college attendance and input from Construction professionals, culminating in a presentation by the pupils to a panel of judges chaired by the Managing Director of Ashleigh Building.

Summary

There is no doubt that this Curriculum area faces huge challenges in overcoming the persistence of this gender imbalance not least because of the Construction industry's own challenges with this but also, perhaps, not being able to benefit fully from having an increased focus on these career choices in the same way that STEM has had in recent years. This Curriculum area is now, arguably, more akin to Hairdressing, Beauty, Complementary Therapies and Make-up Artistry (HBCM), and Early Years in still feeling the effects of the continued gender socialisation of children with all three forced to act almost as the last bastions in showing what 'boys/men do' and what 'girls/women' do. None of these Curriculum areas want such a role. Construction Technology and Trades are demonstrating how innovative they can be and it is really unfortunate that the planned for 'Girls into Construction Professions' two-year, schools-release course (SCQF7) was unable to go ahead at this time because of student demand. This in itself needs to be considered for any future planned delivery. Despite this, this course did demonstrate forward thinking for it aimed, through collaborative partnership working with a local employer, Morrison Construction, and Glasgow Caledonian University, to establish and secure a learning pipeline for female students wanting to enter into the Construction industry. It is this type of thinking that will improve the number of women overall in the industry with the added value of contributing to inclusive economic growth since women are included in both the generating and sharing of wealth.

Engineering and Science

Recruitment Statistics

for Engineering and Science

2019-20 Full-time enrolment according to gender

Engineering & Science

75.7%
Male

34.3%
Female

Engineering & Renewables

78.2%
Male

21.8%
Female

Aeronautical

90.9%
Male

9.1%
Female

14.8% increase

in total female enrolment in **Engineering & Renewables** since AY 2017-2018
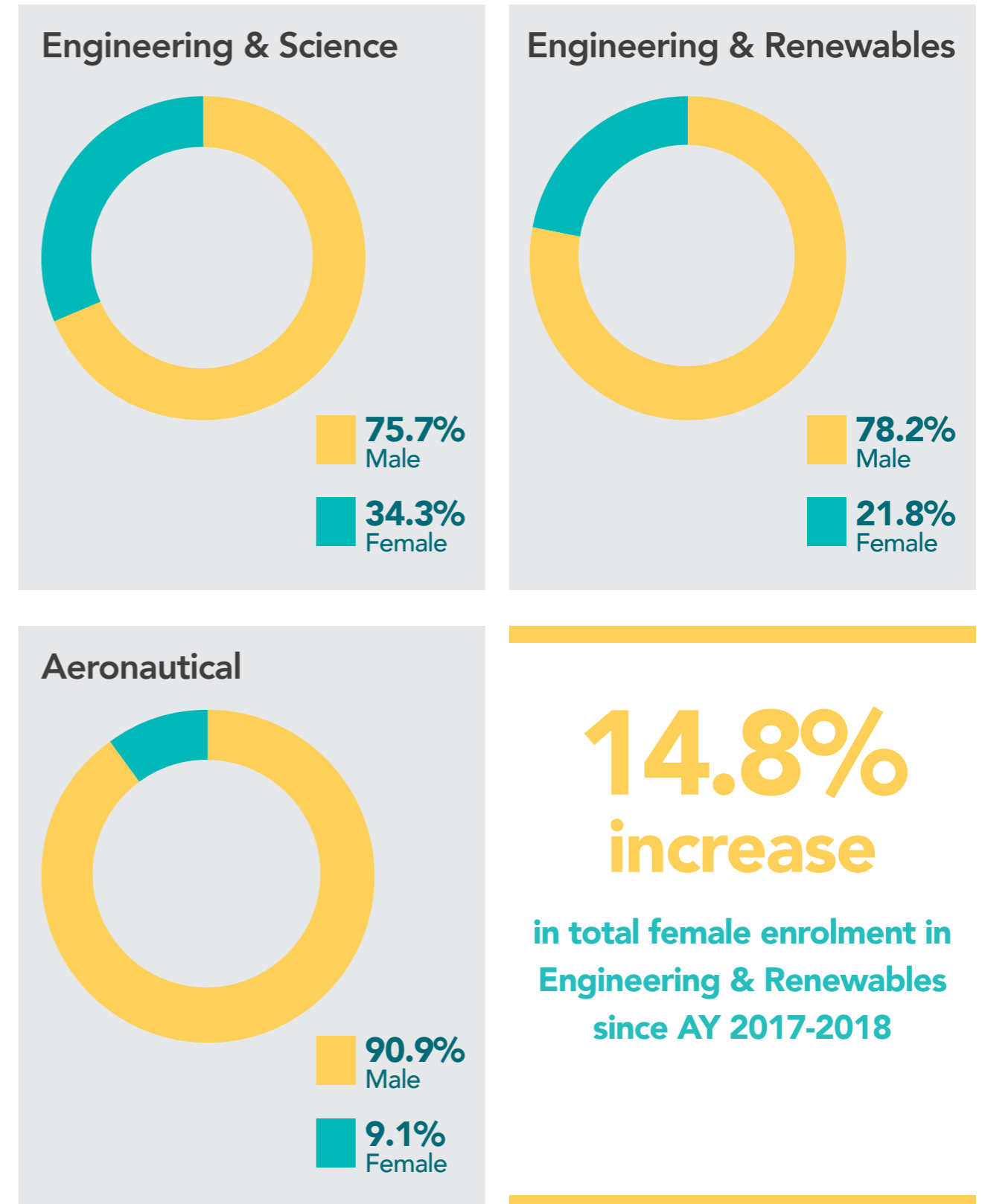
Analysis

Engineering and Science includes the areas of, for example, Engineering and Renewables, Aeronautical, and Science. It has the fifth most significant gender imbalance in the College with male students accounting for 75.7% of total enrolments this AY. Because of this overall figure, this Curriculum area just nudges into the greater than 75 category that the SFC is most interested in. However, it is a figure that also, thanks in large part to Science enrolments, conceals the more pronounced male and female splits in Engineering and Renewables and Aeronautical. It is here where enrolments in Engineering and Renewables creeps up to 78.2% males and in Aeronautical 90.9% males (AY 2019-2020).

Enrolment

Focusing on these two areas only, the overall trend of female enrolment since AY 2017-2018 has been upwards. Where dips in female enrolment have occurred, like in AY 2018-2019 for Engineering and Renewables, these have been relatively small. Engineering and Renewables has had the most significant improvement in female enrolments in comparison to all other areas in the College that are currently male-dominated. It is also

the only area in the College to be performing well against the SFC target to increase the minority gender share by 5 percentage points by 2021 with a 14.8% increase in total female enrolment since AY 2017-2018. For the past three years, a significant majority of female students enrolled have fallen into the 16-24 age group. In comparison, female enrolment in Aeronautical is increasing overall albeit at a more incremental pace. However, like Engineering and Renewables, a significant majority of female students enrolled, consistently fall into the 16-24 age group. On this basis, both Engineering and Renewables and Aeronautical are comparing well to the sector average using the most relatable SFC defined 'super-classes'. Indeed, the 'superclass' Engineering/Technology has experienced the most significant improvement in female enrolment (16-24 age group) in comparison to the other male-dominated 'super-classes'. The SFC reported that this 'superclass' was sitting at a male and female split of 87.1% to 12.9% in 2018-2019.

And so, while male enrolment continues to be higher in these areas, it is clear that the increased emphasis on encouraging girls and women into STEM choices and careers, including within the College, is paying some dividends.

Retention

In considering withdrawal rates (both early and further) for Engineering and Renewables and Aeronautical, female students withdraw, overall, at a higher rate in comparison to male students. Aside from an anomaly in AY 2017-2018, female retention in Aeronautical is fairly stable with withdrawal rates overall lower in comparison to Engineering and Renewables. For Engineering and Renewables, in comparing female withdrawals for AY 2017-2018 and AY 2018-2019, at both early and further withdrawal stages, there appears to be little obvious pattern. In AY 2017-2018, early withdrawal was higher in comparison to further withdrawal. In AY 2018-2019, however, the opposite was true. In both cases, the emerging concern though, is the difference between female and male student withdrawal – a 4.3% difference at early withdrawal (AY 2017-2018) and a 5.4% difference at further withdrawal (AY 2018-2019). That said, in AY 2018-2019, male withdrawal at a further withdrawal stage had also increased from the previous year. Moreover, female and male early withdrawal rates were much more comparable and both had also improved from AY 2018-2019. It is unclear, therefore, what reason(s) are

attributable to such differences and indeed what they may signify in regards to what actions might be taken to improve female retention in these courses. It is suggestive nevertheless, that the re-establishment of 'Ayrshire Connects', a network for female students (inclusive of non-binary and gender diverse identities) studying STEM within the College, might be impactful especially if it can successfully demonstrate female career progression.

Attainment

Male and female student success is relatively on par with female students overall achieving marginally better in both areas across the past two years. In Engineering and Renewables, the gap in success is typically larger in favour of female student success. In Aeronautical, both male and female student success is higher overall in comparison to Engineering and Renewables. Aeronautical has been able to narrow the gap in success to a difference of only 0.3% (in favour of female success) between male and female student success in AY 2017-2018 – an improvement of 1.5% in female success from the previous AY.

Actions Taken

- Highlights

Girls into STEM Events

Several 'Girls into STEM' events with upwards of 180 pupils ranging from S1-S4 across Ayrshire attending

Visit https://www1.ayrshire.ac.uk/news-events/news/2019/ayrshire-college-gets-more-girls-into-engineering/

Primary STEM Booklet

Developed a Primary STEM Booklet to support P6-P7 STEM delivery; this is available online and includes a teaching pack and signposts available resources. Approximately 350 Primary School children are engaging with the booklet and 50 local teachers trained and supported by the College. The aim now is to expand the booklet to include P1-P5.

Toddle into STEM Project

The Toddle into STEM Project in collaboration with Early Years continues to be developed.

Summary

Engineering and Renewables and Aeronautical are currently performing well against the SFC target to increase the minority gender share by 5 percentage points by 2021. The much increased focus on STEM in recent years within the College is likely to have contributed to this success. Campaigns such as #ThisAyrshireGirlCan and supporting structures in the shape of 'Ayrshire Connects' typify this increased focus. There is, however, still a journey ahead for Engineering and Renewables and Aeronautical given that the year on year increase of female enrolment is still relatively small. Working collaboratively with Early Years on the 'Toddle into STEM' project is evidence though of the determination to continue an upwards trajectory of female representation in Engineering and Renewables and Aeronautical courses long-term.

Curriculum area

Business, Computing and Tourism

Recruitment Statistics

for Business, Computing and Tourism

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2019-20 Full-time enrolment according to gender

Overall

43.2%
Male

56.6%
Female

0.2%
Other/
Prefer not to say

Computing and Games Development (FE)

89%
Male

11%
Female

Computing and Games Development (HE)

92%
Male

8%
Female
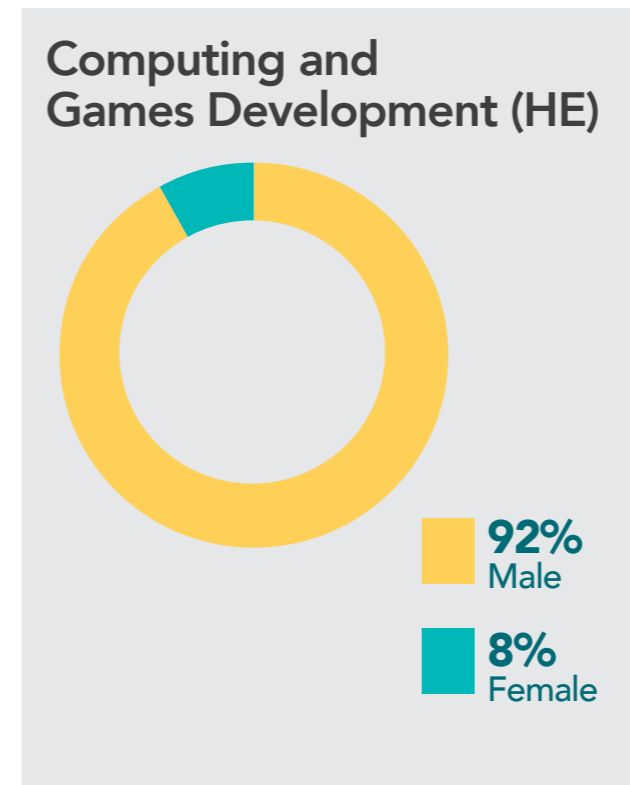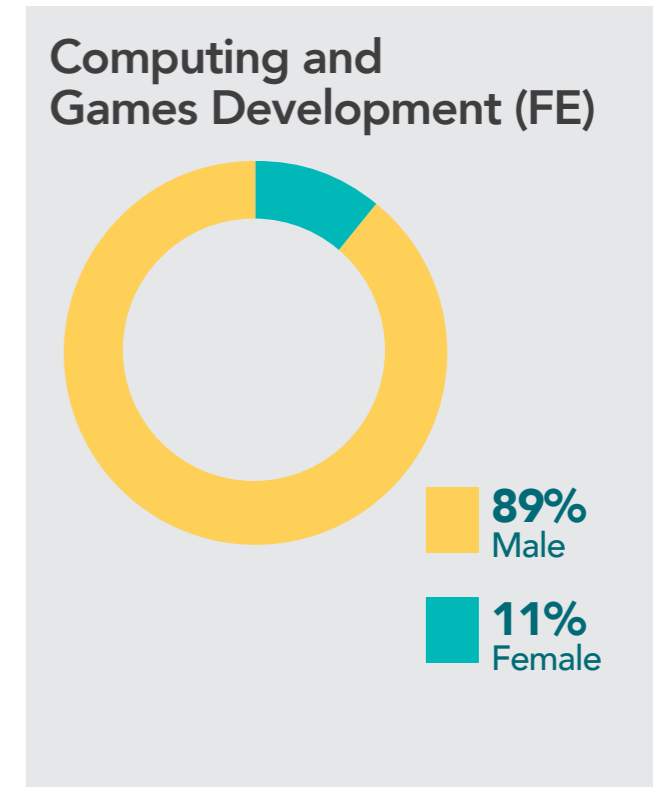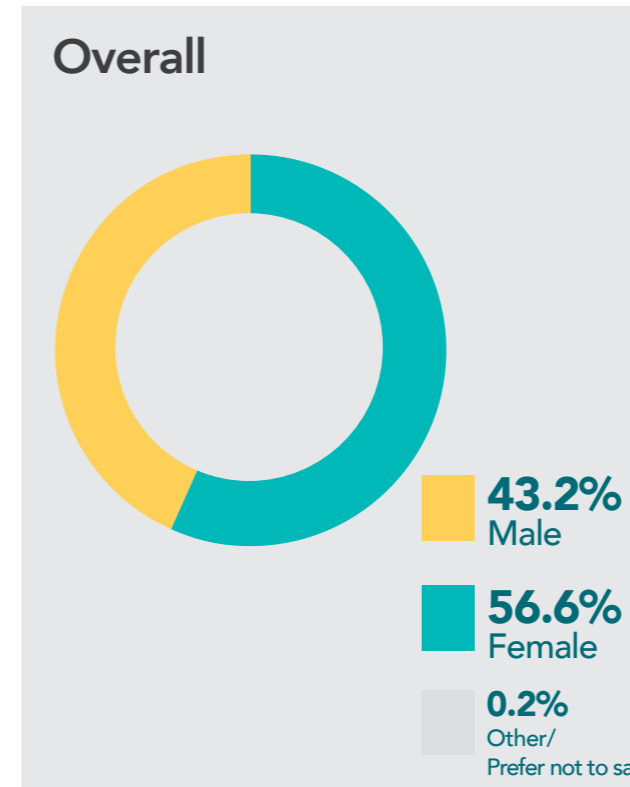
4%
increase

in female enrolment in Computing and Games Development

Analysis

Business, Computing and Tourism includes the areas of, for example, Computing and Games Development. Currently, the overall male and female split within this Curriculum area is broadly even with 56.6% female students enrolled to 43.2% male students enrolled. In Computing and Games Development however, there is a deeply persistent male and female imbalance in both FE and HE in favour of male students. Indeed, female enrolment within these areas only increased by 4% in AY 2019-2020 having previously sat for the past two years at 93% male students to 7% female students (FE) and 96% male students to 4% female students (HE). Overall, female under-representation is most stark in Games Development where female enrolment remains in single figures and is currently 7.7%. It is clear, therefore, a stubborn and enduring imbalance between male and female enrolment exists within these two areas despite previous College efforts such as CoderDojo and 'Girls into Technology' events.

Enrolment

The male and female imbalance seen in Computing and Games Development is not dissimilar to the rest of the college and university sector as well as arguably reflecting imbalances seen in schools and those already existing within the digital technology industry. Much like Construction Technology and Trades, any increase in female enrolment within these areas is slow and incremental over a period of time although, a concerning trend is emerging within Computing where female enrolment has been decreasing since AY 2017-2018 - an overall decrease of 20%. This type of sustained and significant downward trend is not being experienced by any other area within the College. Much more analysis is required to unpick why this might be but, for now, it highlights the continued need to focus on female recruitment by working primarily with schools and fostering partnerships with employers and universities. Indeed, an intensified effort to encourage female students studying on Computing and Games Development courses to become College STEM Ambassadors is equally important. Moreover, for both Computing and Games Development, future thought needs to be given to initiating new collaborative ways of working with Curriculum teams like Early Years and Arts and Fashion to stimulate and sustain changes in female participation. The latter might not seem, on the surface at least, the most natural partnership. However, there are many elements of Arts and Fashion courses that relate to digital technology careers as well as the opportunity for Computing and Games Development students to join the Arts and Fashion led 'Hello Creatives' Network later on in the Network's development.

Retention

Overall, female withdrawal rates for Computing is relatively low in comparison to total female enrolment. Female retention for the past three years has improved year on year and is currently at its highest number since AY 2017-2018. In reviewing reasons given for withdrawal by female students, there is no obvious pattern or trend. It is suggestive therefore, that while overall female enrolment is low, it is likely that a female student enrolled will complete their course. Female withdrawal in Games Development differs from Computing in that no female students overall withdrew in AY 2017-2018 or AY 2019-2020. In AY 2018-2019, female withdrawal sat at 0.8% with all reasons given for withdrawal in relation to health reasons. With female withdrawal figures like these, it shows that actions should primarily be focused on female enrolment within Computing and Games Development where there is a greater disparity between male and female students.

Attainment

Male and female student success in Computing and Games Development is broadly similar with males typically achieving at higher rates overall. For Computing, the difference between male and female success has increased in recent years in favour of males. For both Computing and Games Development, however, overall female success has increased fairly significantly year on year.

Actions Taken
- Highlights

'Girls into Technology' event

'Girls into Technology' event in partnership with SmartSTEMs for P7, S1 and S2 school pupils from across Ayrshire held during the 2019-2020 AY. This event saw 175 school pupils take part in a range of workshops and sessions including CoderDojo and 'Get creative with Digital Design' with the aim of broadening awareness of the many different career routes within the Technology industry

Visit https://www1.ayrshire.ac.uk/news-events/news/2019/ayrshire-pupils-gain-an-insight-into-technology/

CoderDojo

Continued promotion and involvement with CoderDojo coding sessions

Summary

Computing and Games Development are somewhat unique in comparison to other College areas because of the male and female enrolment trends being seen in these courses over the past three years. This is particularly the case in Computing with its downward trend of female enrolment since AY 2017-2018. It may be, that this trend is simply mimicking schools where an increasing number of female pupils are opting not to select Computing as a subject[2]. The incidence of such a trend arguably conflicts with the expansion of the digital technology industry in Scotland meaning that women are largely being locked out from participating in this industry. For one, this suggests the continued need for this Curriculum area to partner successfully with local schools in engaging and encouraging female participation. The inevitability of female under-representation in Computing and Games Development courses can, therefore, become minimised to an extent.

[2]. See Skills Development Scotland report 'Tackling the Technology Gender Gap' for more information

Directorate

Health and Social Care, Early Years, and Essential Skills, Supported Learning and ESOL

Curriculum area

Health and Social Care

49

Recruitment Statistics

for Health and Social Care

2019-20 Enrolment according to gender

Overall

12%
Male

88%
Female

Health and Social Care Full-Time

10.3%
Male

89.3%
Female

0.4%
Other/
Prefer not to say

Health and Social Care Part-Time

18.8%
Male

86.7%
Female

0.3%
Other/
Prefer not to say

Counselling

Full-time

17.1%
Male

82.9%
Female

Part-time
& Evening

17.6%
Male

82.4%
Female
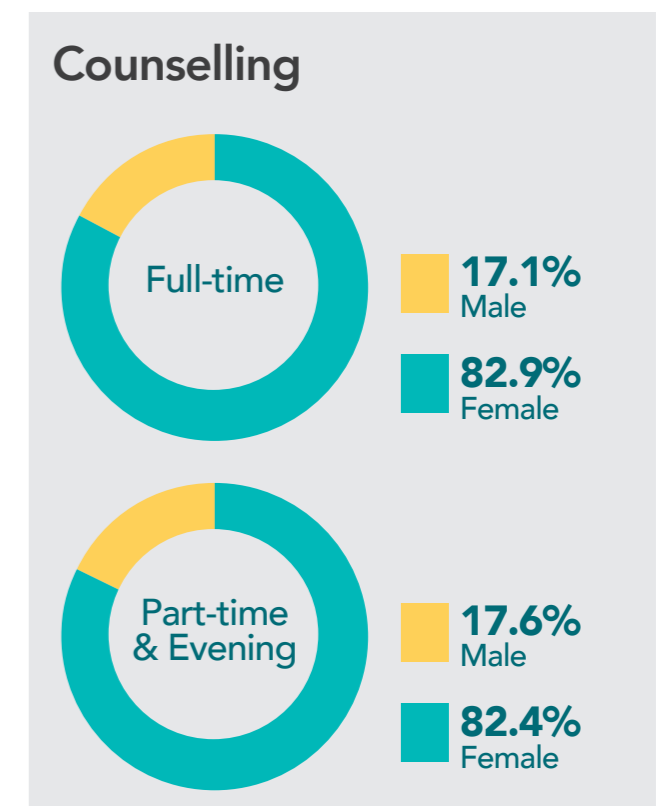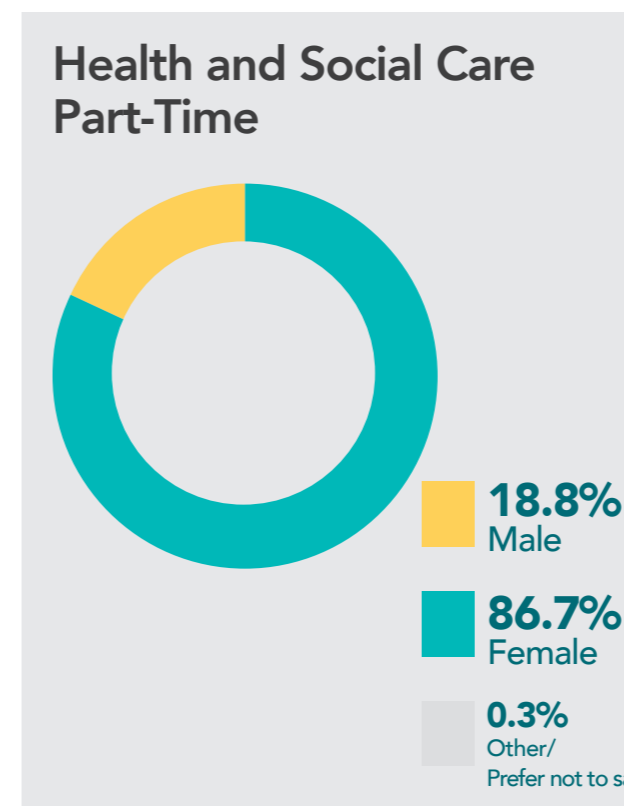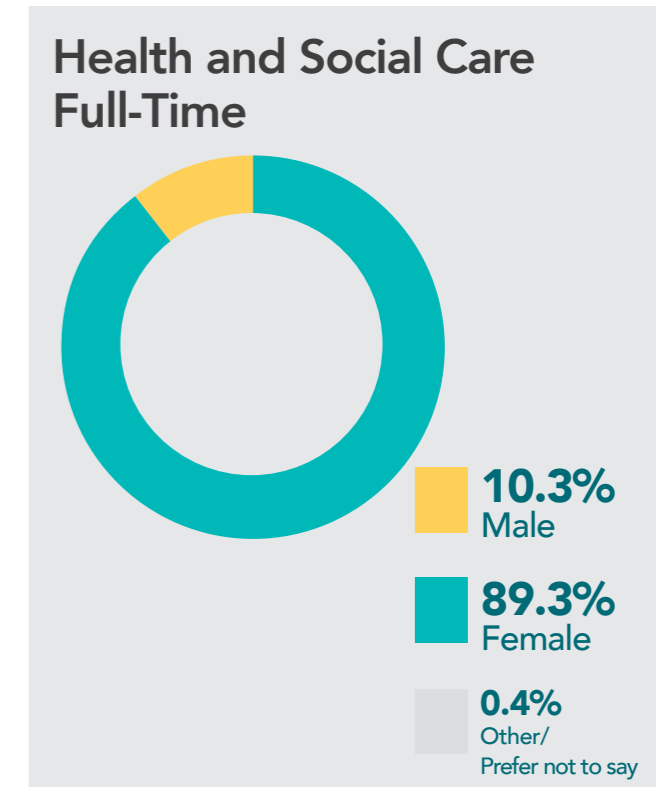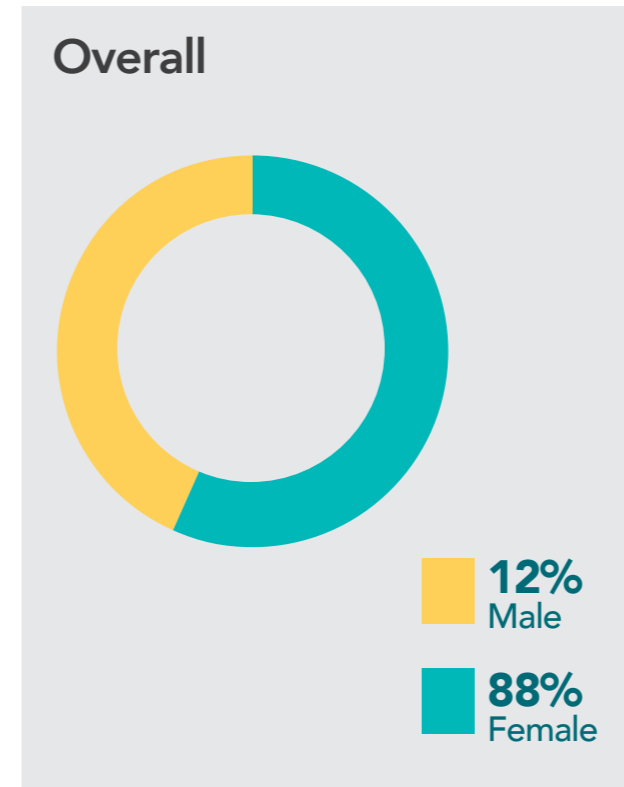
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Analysis

Health and Social Care, including Counselling, has the fourth most significant gender imbalance in the College with female students, overall, accounting for 88% of total enrolments in AY 2019-2020. Interesting gender splits are, however, seen between male and female representation at delivery mode (full-time/part-time) and indeed, between Health and Social Care and Counselling courses. The emergent trend regardless, is an upwards movement overall in male enrolment with male enrolments in Counselling experiencing a year on year increase in both full-time and part-time. This is despite the perpetual perception of Health and Social Care jobs as being 'women's work'. That said, this perception still looms large over the Health and Social Care sector and arguably, in part, explains the continued disparity of male and female students enrolled in this Curriculum area.

Enrolment

With an ageing population, an ageing workforce in the Health and Social Care sector, and now Covid-19, the demand to recruit to the Health and Social Care sector is high. Indeed, in the Regional Skills Assessment 2017-2027, the Health and Social Care sector was forecast to have the highest requirement of jobs within Ayrshire over the 2017-2027 period with around 9,000 jobs required. It is, therefore, encouraging to see an overall upwards trend in male enrolment in this Curriculum area over the past three years. For both Health and Social Care and Counselling courses, male enrolment is currently at its highest since AY 2017-2018 in both full-time and part-time. Health and Social Care is 10.3% males (FT) and 18.8% males (PT) while Counselling is 17.1% males (FT) and 17.6% males (PT). On this basis, for Health and Social Care, male enrolment is up by 2.3% (FT) and 3.2% (PT) since last AY (2019-2019). For Counselling, meanwhile, male enrolment is up by 4.6% (FT) and 6.3% (PT). It is shown then, that male enrolment in Health and Social Care is higher at part-time in comparison to full-time while male enrolment in Counselling is marginally higher at full-time in comparison to part-time.

Many male students are already employed in the Social Services sector and seeking registration with the Scottish Social Services Council (SSSC). This may explain the higher male enrolment in part-time Health and Social Care courses The SSSC is the regulatory body for the sector and is a mandatory requirement for people working in a senior Health Care and Social Work position or management. Indeed, the age profile of male students enrolled part-time may suggest this too. For example, 75% of total males enrolled in AY 2019-2020 were in the over 25 age group. As a comparative, in the same year, 51.4% of male students enrolled full-time were in the over 25 age group. The overall age profile of males enrolled in both full-time and part-time though may also be suggestive that Health and Social Care is a career change for many male students.

Worthy of closer monitoring perhaps, is the 16-24 age group where the number of males enrolled in full-time programmes has increased in the past two years. It is only a small increase but, an increase nonetheless and moving forward, could be significant in terms of directing future actions. The number of males enrolled in Counselling are much lower in comparison to Health and Social Care courses and so, when the age profile is considered, it is difficult to ascertain anything particularly significant. According to the British Association of Councillors and Psychotherapists (BACP), more men are seeking out counselling for support and as a consequence more men are considering counselling training as a viable and positive option. This may account for some current male enrolments but, also, may impact upon numbers in the future.

Retention

In considering the withdrawal rates for male students on Health and Social in both full-time and part-time courses, there is no obvious pattern. For example, male withdrawal (FT) for Health and Social Care courses was at his highest this AY 2019-2020 in comparison to previous years – a difference of 8.4% since AY 2017-2018. Yet, the difference of male withdrawal between AY 2017-2018 and AY 2018-2018 is very marginal. In all AYs however, the male withdrawal rate in comparison to the total number of males enrolled is fairly significant with just over a half of males on average completing. This warrants investigation but, it may still be difficult to pinpoint the real reasons behind male withdrawal. Nationally, it is acknowledged that the financial pressures faced by male students particularly is problematic and this could be a factor influencing withdrawal rates. Moreover, the stigma of being enrolled in a traditionally female-dominated course may be ever-

present for male students. Social isolation at College may therefore also be a factor. To address this, two actions specifically related to improving male retention are included in the Health and Social Care Curriculum GAP (Appendix 1). In addition, steps continue to be taken to ensure student uniforms are gender-neutral insofar of colouring and style so as not to unconsciously promote gender bias.

Attainment

Male and female student success is relatively on par with male students overall achieving marginally better in Health and Social Care courses (both FT and PT). Both male and female student attainment improved overall in AY 2019-2020 in comparison to the previous year. For Counselling, male student attainment has improved in the past two years but, overall, female student success is higher.

Actions Taken
- Highlights

What Matters To Us Conference

Hosted 'What matters to us' Conference this AY at Kilmarnock Campus for students from across Scotland studying on Social Care and Early Years

Visit https://www1.ayrshire.ac.uk/news-events/events/what-matters-to-us/

Information Stalls

Targeted information stalls over a 4-week period at local venue(s) in Ayrshire to improve male awareness of Health and Social Care courses. This also led to some local press coverage and a feature on 'That's TV Scotland'

Summary

It is inescapable that the Health and Social Care sector includes jobs that are traditionally low-paid and as such, this may be an important factor contributing still to the male and female imbalance seen within Health and Social Care courses. And this is but only one factor among many others. This Curriculum area is, however, experiencing some success in regards to male enrolment and moving forward, it is hoped that this can be built upon and sustained long-term. It is clear just how valuable a Health and Social Care workforce is now and in the future to the people and communities of Ayrshire. It is crucial therefore, that this workforce represents the diversity of the people and communities it serves.

Early Years

Recruitment Statistics

for Early Years

Enrolment according to gender

AY 17-18

Full-time

4% Male
96% Female

Full-time, Part-time & Evening

6% Male
94% Female

AY 18-19

Full-time

4% Male
96% Female

Full-time, Part-time & Evening

6% Male
94% Female

AY 19-20

Full-time

6% Male
94% Female

Full-time, Part-time & Evening

5% Male
95% Female
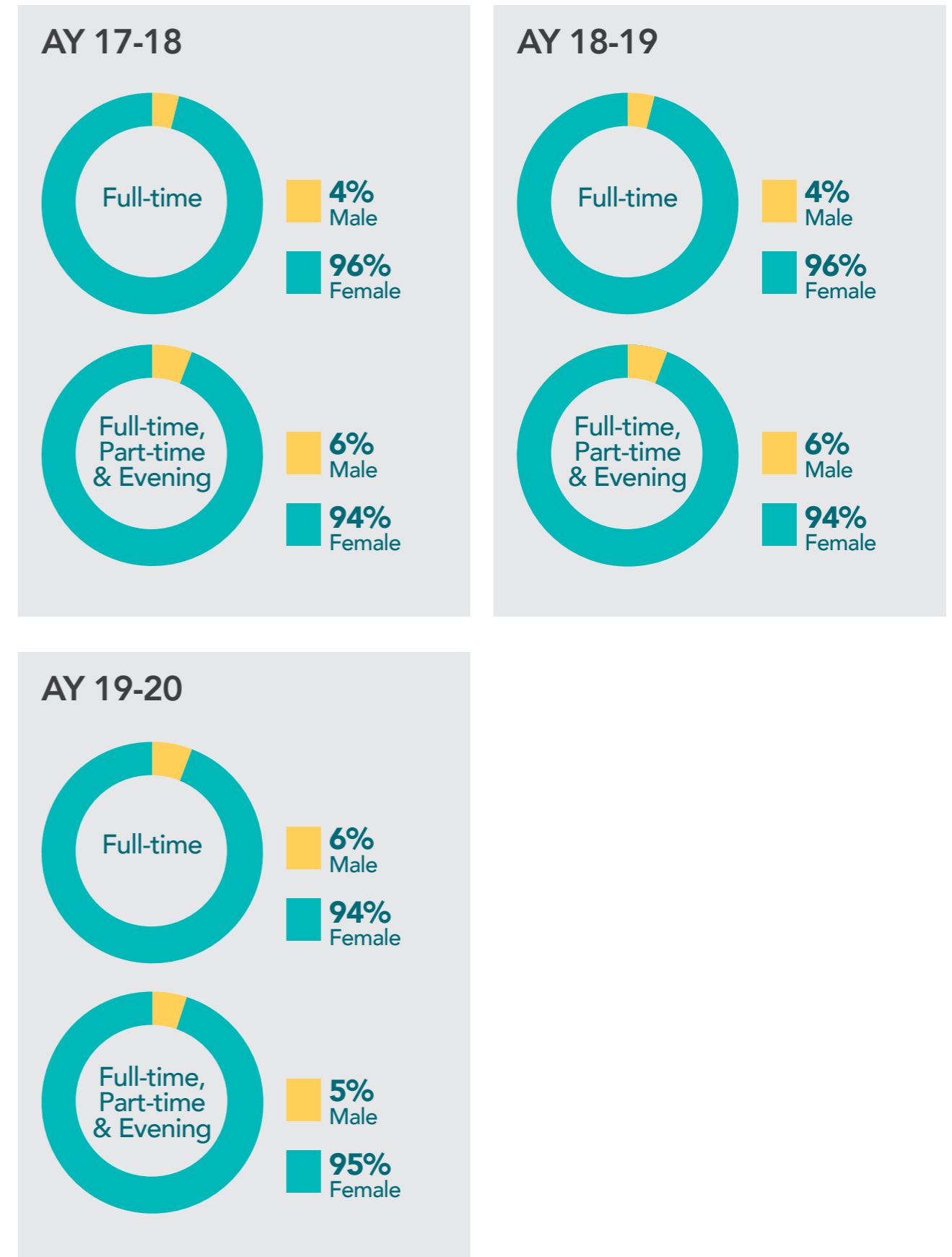
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Analysis

Early Years has the third most significant gender imbalance in the College with female students accounting for 94% of full-time enrolments and 95% of part-time enrolments in AY 2019-2020. These figures broadly reflect the national position of Early Years in the sector and underscores the extent of the challenge in addressing this gender imbalance. Early Years also has a role to play in challenging gender stereotyping in a way that no other Curriculum area in the College arguably has access to and as so, it is important that it continues to reflect student diversity and supports others to do the same.

Enrolment

The current male and female enrolment within Early Years does not fully match the number of initiatives and activities dedicated to increasing male student participation in recent years. Some of these, such as the 'Men into Early Years' programme and the Developing Young Workforce (DYW) schools' project focused on outdoor play, did not always lead to increased male progression into Early Years courses. It is clear however,

that certainly for the past two years, there has been an overall upwards trend from male applications to male enrolments at full-time. This conversion to enrolment is a slight one but, highlights an improvement nonetheless and perhaps suggests an increased focus on engagement with male applicants at application stage may yield a positive outcome in terms of enrolment. Male enrolment at both full-time and part-time overall has also slightly increased year on year since AY 2017-2018. These incremental changes represent an opportunity to continue building on this upwards trend of male enrolment. It is within this, that considerations of age may be important and thus, impact where targeted actions may be best placed. For example, the age profile of male students enrolled in Early Years (FT) contrasts with that of Health and Social Care – a high majority (70.6%) of male EY students are in AY 2019-2020 fell into the 16-24 age band.

Retention

In considering withdrawal rates, it is shown that the number of male students

withdrawing at full-time and part-time is fairly static and for full-time, it is currently at its lowest (3%) since AY 2017-2018. Following previous male student feedback, efforts were made where possible to place males studying at the same course level within the same class group. In addition, efforts were also made to place male students on a work placement that had a male practitioner. These informal arrangements may then have contributed positively to male student retention. As such, it is worth exploring the development of a formal buddy system/ mentor scheme for Curriculum areas where there is currently male under-representation.

Attainment

Male and female student success is relatively on par with female students overall achieving marginally better in Early Years. Having reviewed early withdrawal, further withdrawal and partial success, typically male students feature in greater numbers here than female students. There may therefore

be critical points in the male student journey and if these were addressed, overall early withdrawal rates and attainment in Early Years could be improved.

Actions Taken

- Highlights

Early Years needs you!

Successful bid for SDS funding led to the regional event 'Early Years needs you!' hosted at Kilmarnock Campus, this AY, to promote the skills and opportunities of an Early Years career to a range of stakeholders and influencers

Visit https://www1.ayrshire.ac.uk/news-events/events/early-years-needs-you/

STEM in Early Years Joint Innovation Fund

Cross campus joint Innovation Fund project to raise the confidence of Early Years students to implement STEM in Early Years placement across Ayrshire. In addition to this, the outdoor Innovation Fund bids on each campus will improve working relationships with Supported Learning and lead to outdoor learning embedded more into the Early Years curriculum with the aim also of encouraging student diversity

Summary

There are many opportunities for Early Years to change its student gender profile, however, as a Curriculum area the impact and outcome of these may feel limited because of the sustained gender socialisation of children and young people that has gone on long before any students arrive at Ayrshire College. It is evident that this Curriculum area is engaging in ways to influence views and attitudes of what it means to be an 'Early Years Practitioner'. In reference to the Early Years expansion for example, this Curriculum area is partnering successfully with local regional partners and is seeking to promote the broader skills set required to be an Early Years Practitioner having identified this as an action to encourage increased student diversity. It may be though for some time still, that Early Years experiences only an incremental increase of male enrolments. The positive is, that there is an upwards increase in both male applications and enrolments suggesting that with continued efforts, this upwards trend can become more sustainable.

Directorate

Creative, Social Science, Sport and Fitness and Hospitality

Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry

Recruitment Statistics

for Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry

Full-time enrolment according to gender

2017-18

- **3.5%** Male
- **96.5%** Female

2018-19

- **2%** Male
- **98%** Female

2019-20
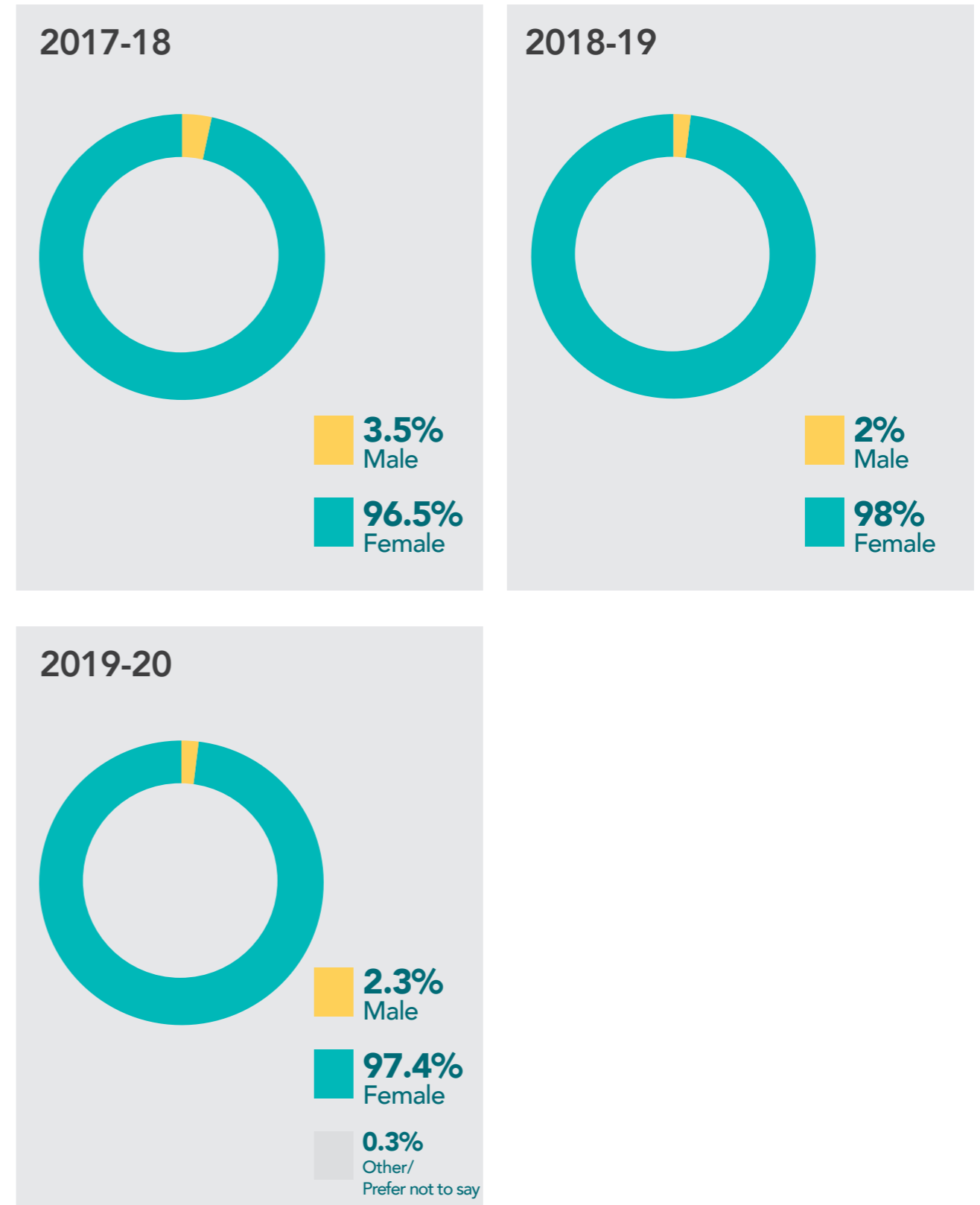

- **2.3%** Male
- **97.4%** Female
- **0.3%** Other/ Prefer not to say

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Analysis

Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry (HBCM) has the most significant gender imbalance in the College with female students, overall, currently accounting for 97.4% of total enrolments. Enrolment figures since AY 2017-2018 have remained fairly static with, on average, female students accounting for 91% of total enrolments across all full-time and part-time courses. Hairdressing has had the highest number of male student's enrolled year on year whereas Complementary Therapies has had no male enrolments over the past three years. As such, this highlights not only the disparity of male representation across courses within this Curriculum area, but also the enduring societal and cultural perceptions related to particular careers within this industry.

Enrolment

Many proactive steps to improve male representation in HBCM courses have been taken thus far, including, for example, the campaign 'Man in the Mirror' and the introduction of a Barbering course from AY 2017-2018. The introduction of the Barbering course did lead to increased male enrolment but, at the same time, Beauty and Make-up Artistry have experienced a slight decrease in male enrolment over the past three years. The impact of such steps may therefore be more long-term opposed to immediate. It must be acknowledged then that HBCM is at a different starting position in comparison to other Curriculum areas within the College – aside from Hairdressing, the number of males enrolled are in single figures or none at all. The challenge to overcome this is great. The SFC reported that the Hair/Personal Care Service 'superclass', of which HBCM is most relatable to, for the 16-24 age group, was sitting at 93.9% female and 6.1% male in 2018-2019. In the same year, with the same age and gender spilt, for HBCM this was 60% male and 56.6% female. Year on year, the 16-19 age group has had the highest number overall of male enrolment typically followed by the over 25 age group. A key aim for this Curriculum area must therefore remain influencing the influencers of young people particularly and engaging positively with all stakeholders especially employers.

Retention

On average, over the past three years, 47% of males who enrolled onto HBCM courses withdrew at some stage in comparison to 20% of females who enrolled and subsequently withdrew. In part, some of this disparity can be explained through the introduction of the Barbering course and specifically, the assessment that the initial interview process wasn't robust enough in recruiting students appropriate to course expectations. As such, this resulted in a high number of male students withdrawing from the course.

Beyond this, however, further analysis is required to understand this disparity of 27% between male and female student withdrawal. Like Health and Social Care and Early Years, the potential for the isolated male not completing is arguably high. To address this, specific actions dedicated to improving male retention are included in the HBCM Curriculum GAP (Appendix 1).

Attainment

Male and female student success is relatively on par with male students on average, over the past two years, achieving marginally better in comparison to female students (66% males to 70% females). Some of this success is attributable to the weighting of male students in the Barbering course. Nevertheless, it is suggestive also that when male students stay, the likelihood is, that they will be successful. Moving forward, HBCM have identified that they will actively promote male student success more and through this, the hoped for outcome is to both increase male enrolment and improve male retention.

Actions Taken
- Highlights

Barber Bash Event

Barber Bash event including a crew of four male barbers providing staff CPD and a full Barber Bash interactive show for students, staff and employers. This live event, held at Kilmarnock Campus in 2018, was a collaborative effort with staff and students from across Creative Industries.

Visit https://www1.ayrshire.ac.uk/news-events/news/2018/ayrshire-college-hosts-a-barber-bash/

'Man in the Mirror' Campaign

'Man in the Mirror' campaign, including events and promotion of male success stories through social media and podcasts, to raise awareness of employment opportunities in the HBCM industry for males and will soon include a targeted campaign called 'Men into Make-up Artistry and Beauty'

Summary

When female enrolment has continued to dominate in HBCM courses over a sustained period of time, the opportunity and capacity to overcome this may feel daunting if not near impossible. It requires immense change at a societal level before perhaps real progress can be truly seen at a course/subject level within the College. The reality is as well, that many men are successful in the HBCM industry and yet, the ratio of male to female students studying on HBCM courses within the College and indeed, the college sector as a whole is not proportionate to this . This arguably highlights gender inequality at its most fullest since HBCM courses continue to be seen overall as 'female'. Barbering perhaps is the exception to this[3]. In more recent times, barbering, both as a client and a career, has become fashionable in way that it perhaps wasn't before. The portrayal of the modern, male barber is different to that of old. Understanding this new appeal, this Curriculum area introduced a Barbering course to primarily improve male student participation. And, it is working. To affect change, this Curriculum area knew the trends of its industry well. Perhaps that will be the long-term answer to unlocking male enrolment in HBCM courses – knowing the industry, raising awareness of the industry and influencing the industry.

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[3] Not inclusive of VQs or work-based delivery

Curriculum area

Arts and Fashion

Recruitment Statistics

for Arts and Fashion

■ **Male**

■ **Male**

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Enrolment according to gender

Arts and Fashion

AY 19-20

49.2% Male

50% Female

0.8% Other/ Prefer not to say

Music and Sound Production

AY 19-20

73.6% Male

26.4% Female

AY 18-19

78.3% Male

20.9% Female

0.8% Other/ Prefer not to say

AY 17-18

78.6% Male

20.8% Female

0.6% Other/ Prefer not to say

Fashion

AY 19-20

18.2% Male

81.8% Female

AY 18-19

7.9% Male

92.1% Female

AY 17-18

6.1% Male

93.9% Female
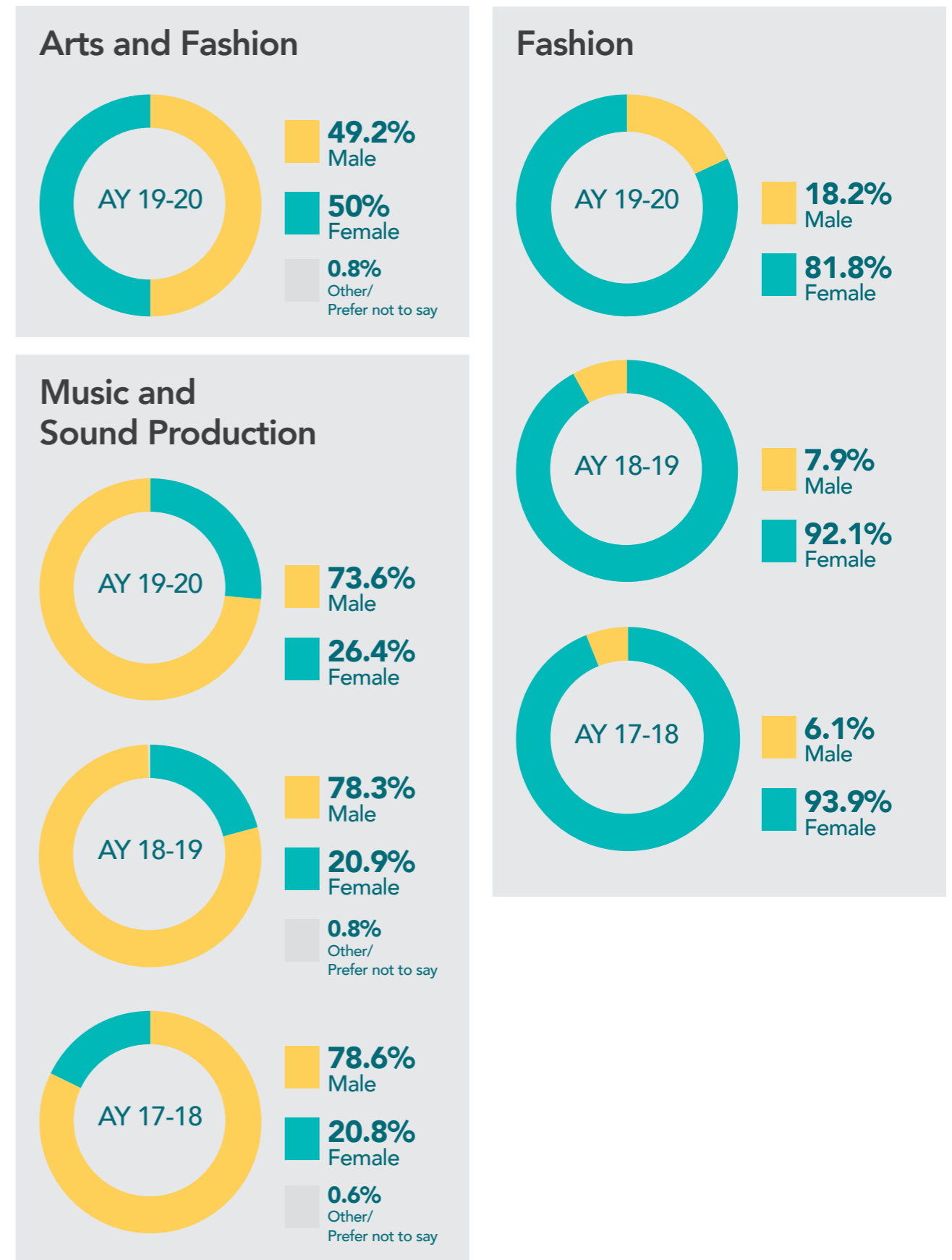
Summary

Enrolment

In Arts and Fashion overall, there is a fairly even split between male and female students. This is positive as women are typically less well represented in the Creative Industries workforce. However, individual subject areas reveal a less even picture. In AY 2019-2020, Fashion and Art and Design courses are still dominated by female students. Whilst there has been an improvement of 12% in male recruitment in Fashion, Art and Design courses remain fairly static. Media meanwhile has seen a drop in female students since an even split in AY 2017-2018. The gender imbalance in the Performing Arts area has changed to having a higher ratio of males, and there has been a key improvement in the Music and Sound Production area bringing the female/male imbalance below the 75:25 ratio.

Retention

In Arts and Fashion overall, the number of male students being withdrawn has increased approximately in line with the increase in male students being enrolled. The ratio of male to female withdrawals from Fashion and, to a lesser extent, Art and Design is currently higher than the ratio of male to female enrolments in these areas. Female retention in Media is significantly poorer than male retention in AY 2019-2020 where there was also a significant imbalance in recruitment. As well as an increase in male enrolments in the Performing Arts area, there has been an increase in the retention of male students. There has been an improvement in female retention in Music and Sound Production while there has been an increase in withdrawals of male students. It is hoped the 'Hello Creatives' Network may influence student retention overall by providing the opportunity to connect with other students and industry representatives across all genders.

Attainment

Overall, the success rates for both male and female students decreased from AY 2017-2018 to AY 2018 -2019. This is also true in the areas of Music and Sound Production and Performing Arts, although there was only a slight decrease in male attainment in the latter with a 6% increase in male enrolment. The opposite is true in Media with an improvement in attainment for male and female students over this period. There appeared to be no recurring pattern in gender success rates in Art and Design and Fashion.

Actions Taken

- Highlights

Hello Creatives!

Ayrshire College launched the Hello Creatives network in November 2019 for people studying or working in the creative industries. It is hoped the network may influence student retention overall by providing the opportunity to connect with other students and industry representatives across all genders.

Visit https://www1.ayrshire.ac.uk/news-events/news/2019/ayrshire-college-launches-hello-creatives-network/

Sport and Fitness

Recruitment Statistics

for Sports and Fitness

79%
Male

35%
Female

2019-20 Enrolment according to gender

Full-time

65%
Male

35%
Female

Part-time

79%
Male

21%
Female
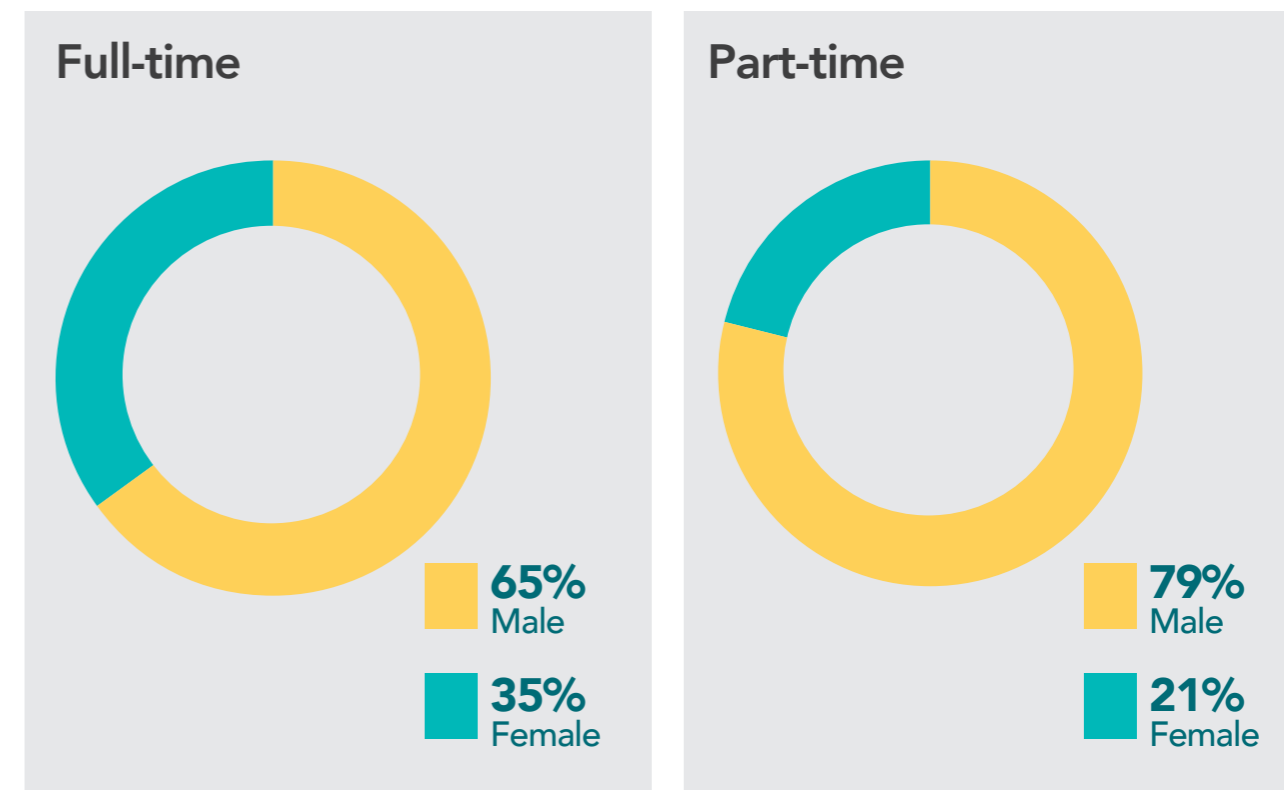
Summary

Enrolment

In Sport and Fitness, male and female enrolment has remained fairly static for both full-time and part-time courses over the past three years. Typically, the balance between male and female students enrolled is 65% males to 35% females (FT) and 79% males to 21% females (PT). The high levels of male dominance for PT students can be attributed to the three NPA Football based programmes which have proved popular but have failed to attract the high numbers of female applicants that was hoped for. Sport and Fitness continues to work with the Scottish Football Association (SFA) and local regional partners to improve female participation including through the innovative 'Jo Love Soccer School' initiative. This initiative provides the opportunity for girls aged between 5-12 years old to take part in weekly organised football with SFA coaches and Ayrshire College student volunteer coaches. The key aim of this is to address the inequality in female participation. At the same time, it is hoped that this initiative will support the development of well-informed female coaches suitable for employment within the industry.

Retention

In Sports and Fitness, male and female withdrawal has remained fairly unchanged over the past three years. Typically, overall, a higher number of male students withdraw in comparison to female students. Currently, the number of male and female withdrawals is at its lowest for the past three years, however, the total number of female students withdrawing has slightly increased year on year since AY 2017-2018 and will require close monitoring going forward.

Attainment

Overall, the success rate between male and females students has remained largely unchanged since AY 2017-2018. Typically, female students achieve marginally in higher numbers in comparison to male students in line with total enrolment.

Actions Taken

- Highlights

Jo Love Soccer School

Providing girls aged between 5 and 12 the opportunity to take part in organised football, the Jo Love Soccer Centre is delivered in partnership between the Scottish Football Association (SFA), East Ayrshire Active Schools, Vibrant Communities and Ayrshire College – who host the weekly sessions on their 4G football pitch at the Kilmarnock Campus.

Visit https://www1.ayrshire.ac.uk/news-events/news/2019/ayrshire-s-jo-love-soccer-centre-turns-one/

Appendix 1
Ayrshire College Gender Action Plan 2020-23

SFC Themes
Infrastructure (I), Influencing the Influencer (II), Encouraging Applications (EA), Raising Awareness and Aspirations (RAA), and Supporting Success (SS)

Gender Leadership Group (GLG) cross-college priority actions

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Continue to promote a wide range of Vocational Bursts to school staff and to pupils in broad general education	Increased participation in Vocational Bursts of males in traditionally female vocational areas and females in traditionally male vocational areas	II RAA EA	June 2023	Head of Schools, Access and Engagement and Heads of Learning and Skills
Introduce a range of Career Academies for: • P6/7 learners • S2/3 learners • S4/5 learners to give them the opportunity to try a wide range of vocational areas at different ages and stages of their development	Increased enrolments in traditionally female vocational areas and females in traditionally male vocational areas	RAA EA	June 2023	Head of Schools, Access and Engagement and Heads of Learning and Skills
Explore opportunities to establish an 'Ayrshire Connects: Health and Social Care, Early Years, and SWAP Primary' for male, non-binary and gender diverse students studying on these courses	Improved retention of male, non-binary and gender diverse students studying on Health and Social, Early Years and SWAP Primary courses	RAA SS	August 2022	Relevant Heads of Learning and Skills, Head of Marketing and Front of House, and Equality and Inclusion Advisor

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Explore opportunities to establish a buddy system/mentor scheme for male, non-binary and gender diverse students studying Health and Social Care, Early Years, and Hairdressing, Beauty, Complementary Therapies and Make-up Artistry	Improved retention of male, non-binary and gender diverse students studying on Health and Social, Early Years and Hairdressing, Beauty, Complementary Therapies and Make-up Artistry	SS	August 2021	Relevant Heads of Learning and Skills, and Equality and Inclusion Advisor
Re-establish the purpose and scope of 'Ayrshire Connects: STEM' including the opportunity to widen membership to female, non-binary and gender diverse S5/6 pupils and 1st year level university students in the region	Improved retention of female, non-binary and gender diverse students studying on STEM and related courses	RAA SS	August 2021	Relevant Heads of Learning and Skills, Head of Marketing and Front of House, and Equality and Inclusion Advisor
Implement a College-wide mechanism or tool to keep in touch with and track outcomes of participants attending GAP related activities and events	College-wide mechanism or tool implemented to support increased applications from under-represented genders in identified Curriculum areas with the most persistent and significant gender imbalances	I	June 2021	GLG
Increase awareness among GLG members of intersectionality and the impacts of this in relation to student enrolment, retention and attainment	Improved student data analysis from an intersectional perspective	I	June 2021	Vice-Principal – Curriculum and Equality and Inclusion Advisor
	Identified under-represented student groups and steps taken to improve student diversity, retention and success			
Review College STEM Ambassador initiative	Increased number of students recruited as College STEM Ambassadors	I RAA EA	December 2020	GLG
	Increased schools engagement with the STEM Ambassador initiative			
Select GLG representatives to report into relevant College groups such as the Values, Inclusion, Equality and Wellbeing (VIEW) steering group and the Heads Forum	Improved joined-up reporting structure to monitor progress of the College GAP	I	October 2020	Vice-Principal – Curriculum and Equality and Inclusion Advisor
Introduce a standing Agenda item for GLG meetings, where members must provide an update on: - minority gender share, data and information in relation to enrolment, retention and attainment - progress on individualised GAPs - good practice within their Curriculum or Service area	Monitoring and reporting of the College GAP is embedded into College processes		October 2020	Vice-Principal – Curriculum

Action(s)	Indicator(s)		Theme(s)	Timescale	Responsibility
Identify curriculum areas where retention and attainment levels for minority gender students (including trans and gender diverse identities) are low and work with curriculum teams to monitor and support students through retention meetings	Improved retention and attainment for minority gender students including trans and gender diverse identities)	I SS		September 2020	Head of Student Experience and Heads of Learning and Skills
Curriculum and relevant Service Operational Plans include their individualised GAP and reporting processes to promote effective evaluation and accountability	Individualised GAP fully embedded into operational team working and quality-related processes including Curriculum team evaluation process	I		September 2020	Heads of Learning and Skills, Head of Schools, Access and Engagement, Head of Student Experience, and Head of Quality Enhancement

Aerospace, Construction, Engineering, Science, Computing, Games Development, and Business including Travel and Tourism

Curriculum Area
Construction Technology and Trades

Outcome(s)   Year on year trend increase in female enrolment
Year on year improved retention of female students

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Staff are supported to access continuing professional development opportunities to improve knowledge and understanding of all genders, intersectionality and gender-related issues	All CT&T staff will have completed relevant training and are able to demonstrate an increased knowledge and understanding of all genders, intersectionality and gender-related issues	I II	June 2023	Head of Learning and Skills and Staff Development Advisor
Hold 6 engagement activities per year including targeted schools events	Increased awareness of choices and careers in Construction among young people particularly girls and women and their key influencers, for example, parents/guardians/carers and teachers and where possible, work in partnership with employers' community benefits teams to promote awareness	II RAA EA	June 2023	Head of Learning and Skills
Increase the number of female CT&T success stories promoted through regular College social media posts and other Marketing materials	Increased awareness of female success in Construction Technology and Trades courses	SS RAA EA	June 2023	Head of Learning and Skills
Revisit opportunities for courses like 'Girls into Construction professions' to be included in CT&T Curriculum Delivery Plan	Opportunities explored with at least a pilot course or similar trialled	I RAA	June 2023	Head of Learning and Skills
Set up a short life working group with representatives of employers' community benefits teams, Hub South West and West of Scotland STEM Ambassador Hub to examine how best to promote careers in construction within Ayrshire	CT&T will have identified suitable students and apprentices to become STEM ambassadors to assist in promoting careers in construction (4 new Ambassador registrations per year)	RAA EA	June 2021	Head of Learning and Skills
Re-audit existing learning and teaching environments and resources provided	Identified and addressed key issues including making available tailored/suitable PPE for female and gender diverse students	SS	June 2021	Head of Learning and Skills

Curriculum Area
Engineering and Science

Outcome(s)   Year on year trend increase in female enrolment

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Hold 1 Girls into STEM event on each campus every year for S1 to S4 pupils	Increased awareness of STEM choices and careers among young people particularly girls and women and their key influencers, for example, parents/guardians/carers and teachers and where possible, work in partnership with local employers and other relevant College partners	II RAA EA	June 2023	Head of Learning and Skills
Hold at least 1 event per year to promote STEM careers to key influencers				
E&S staff, student STEM Ambassadors and College Schools team attend local schools to promote Engineering and Science choices and careers				
Increase engagement with, for example, East Ayrshire Council Gender Champions group to support STEM education in the region				
Reintroduce the Science Forum with at least 3 held per year	Continued engagement with employers through relevant E&S Forums	II EA	June 2023	Head of Learning and Skills
Expand 'Toddle into STEM' project	Increased engagement with measures of success implemented to evaluate outcomes	EA	June 2023	Head of Learning and Skills
Review existing E&S online course information	Improved online course information – focus language on skills, case studies, visuals/imagery, and promotion of opportunities	RAA EA	August 2021	Head of Learning and Skills and Head of Front of House and Marketing

Curriculum Area
Business, Computing and Games Development

Outcome(s) Year on year trend increase in female enrolment in Computing and Games Development

Year on year improved retention of female students

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Hold 1 schools roadshow per local authority every year Hold Girls into Technology events targeted at Senior Phase in AY 2021-2022 Increase engagement with, for example, East Ayrshire Council Gender Champions group to support STEM education in the region	Increase awareness of digital technology choices and careers among young people particularly girls and women and their key influencers, for example, parents/guardians/carers and teachers and where possible, work in partnership with local employers and other relevant College partners	RAA EA	June 2023	Head of Learning and Skills
Explore opportunities for Computing and Games Development students to join 'Hello Creatives' Network	Female Computing and Games Development students attending Network events	SS	June 2023	Head of Learning and Skills
Increase awareness of female student success in Computing and Games Development courses	Increased number of female Computing and Games Development success stories promoted through regular College social media posts and other Marketing materials	SS RAA EA	June 2022	Head of Learning and Skills
Review existing Computing and Games Development online course information	Improved online course information – focus language on 'skills', case studies, visuals/imagery, and promotion of opportunities	RAA EA	August2021	Head of Learning and Skills and Head of Front of House and Marketing

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Health and Social Care, Early Years, and Essential Skills, Supported Learning and ESOL

Curriculum Area
Health and Social Care

Outcome(s)   Year on year trend increase in male enrolment

Year on year improved male student retention

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Improve and establish new partnership working with Careers Advisors, Principal Teachers, and Guidance Teachers in local schools	Increase awareness of Health and Social care choices and careers among young people particularly boys and men and their key influencers, for example, parents/guardians/carers and teachers	II RAA EA	June 2023	Head of Learning and Skills
Health and Social Care staff and College Schools team attend, for example, school careers events to promote choices and careers in the Health and Social Care sector				
Hold at least 3 taster sessions per year to school-aged children and young people				
Increase the number of male Health and Social Care success stories promoted through regular College social media posts and other Marketing materials	Increased awareness of male student success in Health and Social Care courses	RAA EA SS	June 2023	Head of Learning and Skills and Head of Front of House and Marketing
Invite former students and Allied Health professionals to share their experiences with current students				
Staff are supported to access continuing professional development opportunities to improve knowledge and understanding of unconscious bias and mitigating its impact	Majority of Health and Social Care staff have completed relevant training and are able to demonstrate an increased knowledge and understanding of unconscious bias and mitigating its impact	I II SS	June 2023	Head of Learning and Skills and Staff Development Advisor
Seek to understand better the funding issues for prospective and current students and influence national discussions as far as possible	Addressing funding issues as far as reasonably practicable to support student enrolment, retention and attainment	I EA	June 2023	Head of Learning and Skills

Review existing Health and Social Care online course information	Improved online course information – focus language on 'skills', case studies, visuals/imagery, and promotion of opportunities	RAA EA	August 2021	Head of Learning and Skills and Head of Front of House and Marketing
Explore ways to better capture male student experience of Health and Social Care courses to help identify any issues	Implemented a tool or process to capture male student experience of studying on a Health and Social Care course	I	June 2021	Head of Learning and Skills

Curriculum Area
Early Years

Outcome(s) Year on year trend increase in male enrolment

Year on year improved male student retention

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Improve DYW project, SFW programmes and Foundation Apprenticeship marketing materials	Increased awareness of Early Years choices and careers among children and young people particularly boys and men and their key influencers, for example, parents/guardians/carers and teachers	RAA EA	June 2023	Head of Learning and Skills and Head of Access and Inclusion
Develop a schools resource (P3-4) and deliver at least 1 regional roadshow per year				Head of Learning and Skills
When designing schools skills calendar of events, collaborate more closely with cross college departments, DYW teams and schools	Improved partnership working	EA	June 2023	Head of Learning and Skills and Head of Access and Inclusion
Work with SDS to ensure that the skills profile of an Early Years professional is consistent with the current job roles in Early Years and qualification requirements	Improved Early Years skills profile on SDS platform 'My world of work'	II RAA EA	June 2023	Head of Learning and Skills
Work with SDS, JCP and employability teams to create improved bespoke programmes, revisit Skills Academy and Men into Early Years twilight programmes	Improved pipeline of programmes and routes into Early Years choices and careers	EA	June 2023	Head of Learning and Skills
Work with SWAP to review marketing materials for Access to Childhood Practice	Improved marketing materials	EA	January 2023	Head of Learning and Skills

Staff are supported to access continuing professional development opportunities including national and regional events focussed on gender to inform practice as well as improve knowledge and understanding of gender-related issues including GBV and trans and gender diverse inclusion	10 Early Years staff per year are supported to improve their knowledge and understanding of gender-related issues	I II SS	June 2023	Head of Learning and Skills and Staff Development Advisor
	Formalised mechanism established to share knowledge and good practice across the Early Years team			Head of Learning and Skills
Review Early Years induction activities and seek to identify any possible barriers for male, non-binary and gender diverse students	Improved Early Years induction	SS	June 2022	Head of Learning and Skills

Creative, Social Science, Sport and Fitness, and Hospitality

Curriculum Area
Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry

Outcome(s)   Year on year trend increase in male enrolment

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Review interview and enrolment processes to identify any forms of unconscious gender bias	Improved interview and enrolment process	I	June 2023	Head of Learning and Skills
Staff are supported to access continuing professional development opportunities on all aspects of equality and in particular around gender and unconscious bias. This will also involve identifying good practice from across other College teams as well as other Colleges	Majority of HBCM staff have completed relevant training and are able to demonstrate an increased knowledge and understanding of equality and in particular around gender and unconscious bias	I II SS	June 2023	Head of Learning and Skills
Explore opportunities for HBCM students to become College STEM Ambassadors	Improved awareness of HBCM and its link to the wider STEM agenda	II RAA EA	June 2023	Head of Learning and Skills
HBCM staff attend, for example, SDS and schools meetings Hold at least 3 events per year Establish a short-life working group with a remit to promote the skills and talents of HBCM staff, industry peers and male student success on HBCM courses	Increased awareness of HBCM choices and careers among young people particularly boys and men and their key influencers, for example, parents/guardians/carers and teachers	II RAA EA	June 2023	Head of Learning and Skills
Review existing HBCM online course information and seek to use the 'Career Book' resource more widely to promote courses	Improved online course information – focus language on skills, case studies, visuals/imagery, and promotion of opportunities	EA	August 2021	Head of Learning and Skills and Head of Front of House and Marketing
Review course units and materials to assess accessibility and the inclusion of all genders	Improved accessibility and inclusion of all genders	I SS	June 2021	Head of Learning and Skills

Curriculum Area
Arts and Fashion

Outcome(s)

Year on year trend increase in male students in Fashion

Year on year increase trend in female students in Music and Sound Production

Year on year improved female retention in Media

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Staff are supported to access continuing professional development opportunities on all aspects of equality and in particular around gender and unconscious bias	Majority of Arts and Fashion staff have completed relevant training and are able to demonstrate an increased knowledge and understanding of equality and in particular around gender and unconscious bias	I II SS	June 2023	Head of Learning and Skills and Staff Learning and Development Advisor
Review existing Fashion, Media and Music and Sound Production online course information	Improved online course information – focus language on skills, case studies, visuals/imagery, and promotion of opportunities	RAA EA	June 2022	Head of Learning and Skills and Head of Front of House and Marketing
Develop a new schools workshop for Fashion course(s) Hold at least 1 'Hello Creatives' event for parents/guardians/carers and teachers Hold a 'Girls Make Beats' event on International Women's Day	Increased awareness of Creative Industries choices, careers and opportunities among young people and their key influencers, for example, parents/guardians/carers and teachers	II RAA EA	February 2022	Head of Learning and Skills
Include gender (inclusive of trans and non-binary identities) as an agenda item in pre-delivery meetings for all teams	Increased awareness among Arts and Fashion staff of gender considerations in relation to learning and teaching	I II SS	August 2021	Head of Learning and Skills
Ensure a gender balance of inspirational speakers at all 'Hello Creatives' events	Inspirational speakers, who represent and reflect all genders, supporting events.	I RAA SS	June 2021	Head of Learning and Skills
Establish a female role model/mentor from the 'Hello Creatives' Network	Improving retention and attainment particularly of female students studying on Media courses	I RAA SS	December 2020	Head of Learning and Skills

Curriculum Area
Social Science and Sport and Fitness

Outcome(s) Improved female enrolment in Sport and Fitness particularly at part-time

Action(s)	Indicator(s)	Theme(s)	Timescale	Responsibility
Explore opportunities for Social Science and Sports and Fitness to be included as part of wider STEM College activities and Social Science and Sports and Fitness students encouraged to become College STEM Ambassadors	Improved awareness of Social Science and Sport and Fitness and its link to the wider STEM agenda	II RAA EA	June 2023	Head of Learning and Skills
Continue to offer flexibility in regards to learner led coaching and exercise leadership	Improved female student participation	I SS	June 2023	Head of Learning and Skills
Review Sport activity units to ensure they promote diverse participation and inclusion	Improved female student participation	I EA		Head of Learning and Skills
Social Science and Sport and Fitness staff attend, for example, SDS and schools meetings	Increased awareness of Social Science and Sport and Fitness choices, careers and opportunities among young people and their key influencers, for example, parents/guardians/carers and teachers	II RAA EA	June 2023	Head of Learning and Skills
Targeted Marketing campaigns promoting Social Science and Sport and Fitness choices, careers, opportunities and student success				Head of Learning and Skills and Head of Front of House and Marketing

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Appendix 2
Ayrshire College Gender Action Plan
2017-19 progress

Theme: Infrastructure

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Ensure effective governance and management arrangements to promote and advance gender equality within the college	Membership of the College Board of Management (BOM) reflects a fair gender split	✓					BOM Chair	Current BOM gender split is 50:50
	Key College strategic objectives to advance gender equality are outlined in the Outcome Agreement, Strategic Plan and Equality Outcomes	✓					Principal and Senior Leadership Team	The College's strategic vision, approach and governance arrangements continue to demonstrate that mainstreaming equality is a key priority
							Vice Principal of People and Skills	The College's VIEW steering group has demonstrated its ability to lead successfully and continues to develop its role and influence to mainstream equality in the College's culture and activities.
	An organisational culture which promotes and advances gender equality through a Gender Leadership Group and the Values, Inclusion, Equality and Wellbeing Steering Group (VIEW)	✓						
								Through its sub-groups, the VIEW steering group is engaging well with staff and students to inform experiences and contributing positively to challenging discrimination, advancing equality of opportunity and fostering good relations
Formalise the College's Gender Leadership Group	Establish membership, terms of reference and reporting mechanisms	✓					Chair of the GLG	The Gender Leadership Group was established in March 2018 to lead, develop and deliver on the College's Gender Action Plan. A terms of reference provides structure to the Group. The GLG currently sits underneath the VIEW steering group
Conduct a detailed analysis of gender balance on all provision offered by the College, including Modern and Foundation Apprenticeships	All data analysed for all subject areas identified by the SFC, with particular attention to care, computing and engineering courses	✓					Head of Business Intelligence and Information Systems Apprenticeships Manager Foundation Apprenticeship Project Lead	It is known through the current data available, that the College is having some success to improve gender imbalances in identified subject areas. However, the overall picture is not consistent. Similar patterns are seen in Modern Apprenticeships and Foundation Apprenticeships

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Qualitative and quantitative analysis and monitoring to ensure actions are targeted	Analyse student survey for care, childcare, computing, engineering, construction and personal care curriculum areas	✓					Head of Quality Enhancement with relevant Head of Learning and Skills	Some progress made and steps will continue to be taken to use available student information available to identify any emerging gender trends Further development required to fully fulfill this action
	Conduct an analysis of student understanding and perceptions around gender stereotyping in relation to career choices	✓					Equality and Inclusion Advisor and Head of Marketing and Front of House Project Lead – Foundation Apprenticeships and Schools programmes	College system Qlikview continues to be developed to support the tracking of all students in relation gender, application, enrolment, retention and attainment. Also, College participation in the ECU Attracting Diversity project provided some analysis of Foundation Apprenticeship cohorts and through this, identified trend increases where gender imbalances existed
	Track Foundation Apprenticeships cohorts from August 2016	✓						Some progress made and steps will continue to be taken to strengthen sector knowledge to improve male student participation in Health and Social Care courses
							Head of Health and Social Care	
	Conduct research with employers, in particular in relation to job opportunities for men in the care sector	✓						
Audit curriculum work areas, resources, and PPE to ensure that they are meeting the needs of male and females and to ensure that they are not unconsciously reinforcing gender stereotypes	Complete an audit checklist in partnership with ECU and departments	✓					All Heads of Learning and Skills	Steps were taken to review these and progressive actions were taken to address identified needs including the modernisation of Ayr Campus Construction and Trades facilities. However, further progress is still required
Ensure gender neutral language is used in learning and teaching materials	Review current quality processes to ensure that this is a key element	✓					All Heads of Learning and Skills Head of Quality Enhancement	College teams are encouraged to use gender neutral language where appropriate and offered continuous professional opportunities to support this

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Develop and enhance external networks for collaboration	Review current partnerships and identify gaps	✓					All Heads of Learning and Skills	Good, positive partnership working remains with local schools, employers and businesses. Key highlights have included the establishment of College-led networks like 'Hello Creatives' bringing students together with industry experts and role models from the Creative industries and continued development of Sport and SFA relationship resulting in, for example, Jo Love Soccer School Successful events like 'Girls into Construction' demonstrate good partnership working both locally and with external partners like SmartSTEMs
	Continue to work with SmartSTEMs to host larger scale employer events with early secondary pupils	✓					Head of Construction Technology and Trades Head of Engineering and Science Head of Business and Computing	

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Further develop staff to ensure they are equipped with the necessary skills, knowledge and understanding to tackle gender imbalance	Unconscious bias training, including use of language on course descriptors website, etc.	✓					Equality and Inclusion Advisor Staff Development and Learning Advisor Marketing and PR Manager	Equate Scotland delivered training to a number of staff from the GLG as well as Human Resources in April 2018. Equate Scotland also provided an analysis of the College's website. The College's Marketing and PR Team reviewed language used in course descriptors
	Awareness of wider gender identity spectrum, including transgender	✓					Equality and Inclusion Advisor	294 staff members completed the trans e-learning module (Jan 2019); 40 staff attended the 'Where's the 'e' in LGBT+?' session (Feb 2019) and establishment of the Ayrshire LGBT+ Education Network provides staff with ongoing opportunities to enhance their learning and practice

Equate Scotland supported GLG development session. More recently, GLG members and their nominated staff members attended 'Unconscious Bias training.

Ayrshire TeachMeets provided a good forum for sharing best practice for practitioners |
	Campus-based awareness raising sessions, inviting Equate to attend	✓					Staff Learning and Development	Some progress made through the GLG acting as a forum for sharing good practice.
	Use Ayrshire TeachMeet events which bring together primary and secondary teachers and lecturers, to share good practice on tackling gender stereotypes	✓					Learning Technologist	
	Sharing sessions for staff to exchange approaches to addressing gender imbalance	✓					Chair of Gender Leadership Group	

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Integrate quality indicators on tackling gender imbalance into our Quality Enhancement cycle	PPDR, Peer Review process, and Team Evaluations	✓					Head of Quality Enhancement	Further development is required to fully fulfil this action. The Team Evaluation process currently does ask for gender analysis, however, this can be improved and steps will be taken to do so.

Theme: Influencing the Influencer

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Develop training opportunities and resources to raise awareness and understanding	Develop training calendar and resource database		✓				Staff Learning and Development	Regular, embedded Staff Development days and other dedicated continuous development opportunities with gender and related focuses available to all staff to improve awareness and understanding.
Raise awareness amongst parents, carers and guardians	Use innovative methods for reaching parents, carers and guardians Work with schools to contribute to parents' evenings when pupils are making choices Continue to work with Parentzone		✓ ✓ ✓				Head of Marketing and Front of House Project Lead – Foundation Apprenticeships and Schools programme Project Lead – Foundation Apprenticeships and Schools programme	Good progress continues to be made in raising awareness and will continue to be a key action in the College's GAP 2020-2023.
Embed awareness raising and training within the current curriculum and extracurricular activities	Develop a 'Taking Gender Out of the Equation' workshop for staff and students		✓				Staff Learning and Development Equality and Inclusion Advisor	Some progress made but, resources and implementation require further consideration to ensure a whole-college approach adopted
Extend our range of resources for teachers, lecturers, and guidance staff to use to promote opportunities	Increased number of blog posts, short films, case studies and images		✓				Head of Marketing and Front of House	Good progress made and will continue to be a key action moving forward

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Carry out an equality review of the College website and review all course descriptors for unconscious bias	All unconscious bias removed from online resources			✓	✓		Head of Marketing and Front of House Equality and Inclusion Advisor	Equate Scotland supported a review of the College website, including course descriptors, and identified areas of development are being addressed
Continue to raise awareness of students who have succeeded in non-traditional areas through social and digital media, and positive PR in the regional press	Embed case studies and progress on addressing gender imbalance into college magazines, PR stories, and graphical images displayed throughout campuses and images on the college's digital and social media platforms		✓	✓	✓		Head of Marketing and Front of House	Very good progress made with the College continuing to expand its reach and range of coverage including dedicated focuses featured on, for example, the blog page such as 'This Man Cares' series
Embed gender action plan ambitions in all campaigns, as well as gender-specific campaigns	Tackling gender imbalance messaging and resources to support national days of action such as International Girls in ICT Day, National Women in Engineering Day, International Women's Day, and International Men's Day National days and Annual weeks of action College gender campaigns		✓	✓	✓		Head of Marketing and Front of House	Good progress made with dedicated campaigns throughout the academic year.

Theme: Influencing the Influencer, Raising Awareness and Aspirations, Encouraging Applications and Supporting Success

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Work with primary schools to raise awareness amongst pupils of the wide range of possibilities in different sectors	SmartSTEMs workshops Mission Discovery CoderDojo coding club		✓	✓			Marketing and PR Manager Head of Business and Computing Head of Engineering and Science Head of Construction Technology and Trades	Good progress made with key engagement events and activities in partnership with local and national partners
Use network of student, staff and employer STEM ambassadors to challenge gender stereotyping in primary and secondary schools	SmartSTEMs partnership Mission Discovery CoderDojo Ayrshire coding clubs			✓			Relevant Heads/ Managers	Some good progress made, however, it is acknowledged further development is required to fully fulfil this action. The GAP 2020-2023 includes specific actions to improve the current STEM Ambassadors model and introduce new student networks
Participate in ECU Attracting Diversity project: gender representation and Foundation Apprenticeships	Increase in male and female representation throughout key stages of the Foundation Apprenticeship			✓			Schools-College Team Leader Equality and Inclusion Advisor	The College successfully participated in this project with FA Engineering experiencing the most improvement in terms of gender diversity

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Work with employers to promote and support increased gender representation in careers	Increase in female representation in engineering and construction Modern Apprenticeships		✓	✓			Relevant Heads/ Managers	Good progress made and continues to be a key action in the GAP 2020-2023
	Increase in male participation on care and early years courses with relevant placements for employers		✓	✓				
	Information events with employers who recruit apprentices		✓	✓				
	Employers on the DYW Ayrshire regional group should act as gender champions and the DYWA team embeds challenging gender stereotypes into its activities		✓	✓				
Review admissions, and interview processes to ensure there are no unconscious barriers to those applying to gender-dominated courses	UTC Kaizen continuous improvement exercise results in recruitment of female engineering apprentice				✓		Director of Student Services Director of Quality Enhancement and Business Improvement	Some progress made. The College has established a working group to review the entire student application stage seeking to make improvements

Action	Measure of success	I	II	RAA	EA	SS	Responsibility	Progress
Design courses and bespoke advertising to attract non-traditional students	Increase in minority gender share students on courses traditionally dominated by one gender				✓		Relevant Heads of Learning and Skills	Some good progress made with Curriculum Areas such as Construction Technology and Trades and Early Years both introducing courses into their CPD and/or trialing courses designed for minority gender share students. Incremental change is being experienced
Continue to develop the Ayrshire Connects mentoring network for female students on STEM courses	Annual networking event Visits to universities and employers Lecture series with guest speeches from leading female figures Involve UWS and schools	✓	✓	✓	✓	✓	Relevant Heads of Learning and Skills Head of Front of House and Marketing	Some events held and discussions underway re: UWS involvement. The GAP 2020-2023 identifies the further development of Ayrshire Connects as a key action
Provide support and resources to influencers like SDS careers advisers and guidance tutors	Build into information events with school guidance staff and SDS careers advisers Work with HIVE and supported learning teams to act as equalities ambassadors in schools	✓ ✓	✓ ✓				Schools-College Team Leader Employability and Engagement Team Leader	Some good progress made. The GAP 2020-2023 aims to further develop relationships with schools and the key influencers of young people
TEDx event to promote gender equality in career choices and opportunities	TEDx event to promote gender equality in career choices and opportunities		✓	✓	✓		Equality and Inclusion Advisor	Early in implementation of this GAP 2018-2019, an unsuccessful application was made to TEDx to hold an event at an Ayrshire College campus. Following this, energies were put elsewhere
Build on partnerships with women-focused groups like Women into Renewable Energies, Women into Science and Engineering, Scottish Women in Technology, Stemettes and Girl Geeks and encourage students to be part of these networks	Students and staff knowledge of and engagement in these networks					✓	Relevant Heads of Learning and Skills	Good progress made with College Curriculum Areas establishing or continuing positive partnership working as well as raising awareness of student focused networks. Some Curriculum Areas in the GAP 2020-2023 have identified partnership working as a key action

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SFC Guidance

Issue Date: 6 August 2020

**Credit Guidance for Colleges
AY 2020-21**

Credit Guidance: student activity data guidance for colleges in AY 2020-21

Issue date: 6 August 2020

Reference: SFC/GD/17/2020

Summary: Guidance for colleges on eligibility for credit funding in Academic Year 2020-21

FAO: Principals/Finance Directors of Scotland's colleges

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Credit Guidance: student activity data guidance for colleges in AY 2020-21

Introduction

1.   This guidance for the forthcoming academic year (AY) 2020-21 is set in the context of the COVID-19 pandemic and the need to focus efforts on recovering from the health and economic crisis. We recognise that different parts of Scotland and particular sectors of the economy will face their own specific challenges. This guidance aims to provide colleges with sufficient national-level direction, coupled with the flexibility to respond to the regional needs of learners, business and local communities, and to align provision and activity to the recovery mission, with urgency. SFC has also been asked by Scottish Ministers to review how we can fulfil our mission of securing coherent provision by post-16 education bodies. This review is very likely to result in further changes to the credit guidance to be implemented from AY 2021-22.

Context for the changes for AY 2020-21 to support economic and social recovery

2.   *Priorities and flexibility*: To enable colleges to shift provision towards economic recovery we are making changes to the credit guidance for AY 2020-21. The overall aim is to provide flexibility, so that colleges can adapt to the needs of their region, but also to be clear on national priorities that we would want the sector to deliver. These changes will support colleges in the delivery of the general recommendations from the Advisory Group on Economic Recovery and the report by the Enterprise and Skills Strategic Board sub-group on measures to mitigate the labour market impacts from COVID-19. We have taken advice and evidence from the college sector in developing this guidance.

3.   *Learning loss and deferred students*: We must mitigate the risk of reduced educational attainment and ensure that students whose studies were disrupted in the last AY have the opportunity to complete their studies, build their skills and achieve their qualifications. We know that colleges will want to ensure that these students have the opportunity to secure employment opportunities and further study. Our guidance, therefore, recognises that in this coming AY, unlike any previous year, a significant number of students will need to re-attend at least part of their course. This is mainly as a result of practical elements that could not be delivered remotely during lockdown. Deferred students should be recognised as a priority group in order to allow them to successfully complete their course in AY 2020-21.

4.   *Continued provision of full-time places*: Although there is current uncertainty about the level of demand for full-time further and higher education provision at colleges we expect that demand will be high. As a result of reduced employment opportunities there is likely to be high demand from young people for college places to which we want our colleges to be able to respond.

5.   *Re-training and re-skilling*: We recognise that there is significant uncertainty about how the labour market may recover. But we should anticipate the effects of the health crisis being with us for some time. Even with significant efforts to keep people in jobs, there is likely to be an increase in unemployment that will require a significant response from the education and skills system. We expect there will be a need across the country for re-training, up-skilling and re-skilling to equip people for new employment opportunities as the economy begins to recover. We expect colleges to make available relevant short courses to enable people to get quickly back into employment.

6.   *Prioritising school engagement*: As the college sector has achieved the credit target in previous years, the capacity to respond to these additional economic recovery requirements needs to be coupled with de-prioritising other areas. Colleges have built important links with local schools and those connections are as important as ever. However, given the need to focus resources we expect colleges in this coming AY, to prioritise activity with senior phase school pupils. We expect colleges to de-prioritise school/college links and activity outwith the senior phase, while recognising the particular circumstances outlined further in this guidance

7.   *Additional units*: Over a number of years there has been a fairly substantial increase in the number of additional units for full-time further education students. While these are valuable additional units, and we recognise the need to support employability and pathways to higher education, they are not always necessary for the successful completion of a course. Reducing the level of additional units for full-time students will free-up activity for other priorities.

8.   *Flexibility in credit claims*: To provide flexibility and in particular address issues relating to deferred students, we are making changes to our credit guidance:

   - To enable colleges to claim credits for students who need to repeat units as a result of COVID-19 (deferred students).
   - As a consequence we have removed references to "one-plus".
   - To enable colleges to claim for timetabled guidance on full-time HE courses, which brings this into line with full-time FE courses.

9.   *Prioritising credit activity*: To help colleges shift their provision to allow for additional demand for mainstream provision aimed at future skills areas and provide shorter re-training, re-skilling and upskilling courses we require colleges to deprioritise:

   - School college activity outwith senior phase.
   - Additional units to full-time FE students, unless they are in response to COVID-19 i.e. deferred units or deemed essential in terms of future employability or progress to higher education.

- Colleges will also be able to provide skills training through the Flexible Workforce Development Fund. As this is funded separately and not associated with credits we will continue to provide separate guidance on this.

Skills alignment and Curriculum planning

10. Overall, recent reports and the plans of enterprise agencies, highlight that the critical skills needs of employers and the general vision of inclusive economic growth for Scotland involves a shift towards digital, automation, artificial intelligence, the transition to a net zero carbon economy, life sciences, health and social care, early years, construction and technical STEM-D. Our exit from the European Union highlights our need to consider the impact on particular sectors, such as hospitality, health and social care, and rural industries.

11. The industries and key areas that anticipate skills shortages, either pre-existing or COVID-related, include construction; digital tech; food, drink and agriculture; health and social care; and early years. It is likely that re-skilling and upskilling programmes may need to prioritise these particular sectors. There will be differential impacts across geographies and in society generally from the COVID-19 crisis. Local authority areas that are rural or mainly rural have a slightly higher share of jobs in the most exposed sectors; although the number of jobs in the most exposed sectors is highest in Glasgow, Edinburgh and Fife.

12. We also know that the COVID-19 crisis will disproportionately affect young people, women, vulnerable groups, BAME communities, and those in disadvantaged areas and with lower skills. Colleges can play an important role in responding to these social impacts and redressing inequalities.

13. To understand the regional and particular dimensions of what might be required to tackle the economic and employment situation, Skills Development Scotland and SFC will work with colleges to undertake demand and provision analysis across economic regions, drawing on enhanced labour market intelligence. This should help our collective understanding of the gaps or future pressures in provision arising from the COVID-19 crisis, and help us all to make choices about how best to align our resources and activities to overcome the challenges presented during this crisis.

14. We recognise the challenges facing colleges in AY 2020-21, in terms of the choices to be made, the existing curriculum plans in place, and the need to return balanced budgets. We will continue to work with colleges and our partner agencies to support colleges through this difficult time, to ensure we can all make a difference for Scotland's recovery.

Detailed guidance on eligibility for credit funding for colleges

15. SFC provides grants to colleges and college regions that undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). This guidance sets out our core principles for eligibility for credit funding, and the programmes and students eligible for credit funding.

16. Funding is provided to colleges/regions to help improve the employment prospects and/or personal progression of students. Students should only be enrolled on programmes that are suitable for their needs and abilities, and all programmes should make an appropriate addition to students' ongoing development. Funding is provided for Scottish or European Union students (but not students from the rest of the UK), refugees and asylum seekers who have been properly enrolled with the college/region, and whose learning is being supported and individual educational requirements are being met by the college/region. There should, therefore, be a suitable level of engagement with the student which is pro-active, managed by the college/region, and relates to the funding implicitly being claimed in respect of that student from SFC.

17. The number of credits claimed for distance learning provision should be commensurate with the college staff time spent on developing and delivering the course. Credits should only be claimed for distance learning students who remain active and fully engaged with the course.

18. Colleges/regions are funded using regional indicators of demand, with the assumption being that student recruitment will take place primarily within the respective college region, and the expectation that the vast majority of provision is delivered within each college's region. If a college/region wishes to deliver provision outwith its region, e.g. for nationally recognised activity, this must be agreed with the college/region's SFC Outcome Agreement Manager.

19. The flowchart at **Annex A** sets out the eligibility criteria to determine whether credits can be claimed for a student and/or programme of study.

Programmes fully funded from non-SFC sources

20. Programmes of learning which are fully funded from non-SFC sources are not eligible for funding. For example, where students or a sponsor (such as their employer or collaborative partner) have paid for the full cost of their programme of study, the students are regarded as non-fundable and credits should not be claimed, regardless of whether the college/region or the employer/collaborative partner received the fee.

Students funded from multiple sources

21. There will be occasions where colleges/regions receive funding for students

from SFC and/or other bodies that, put together, fully fund the cost of delivering the programme of study, for example, SFC and/or Skills Development Scotland, employers, other industry bodies, etc. Colleges should ensure the totality of funding they receive for these programmes from the multiple sources is reasonable and justifiable within the audit process.

ESOL provision

22. SFC issued a briefing note to college Principals in September 2017 regarding the transfer of £1.45 million from strategic funds to core teaching funds for English for Speakers of Other Languages (ESOL) provision from AY 2018-19. All ESOL provision continues to be funded from core teaching in AY 2020-21.

23. To ensure provision meets the needs of the region, colleges/regions must continue to work with local authorities and Community Planning Partnerships (CPP) and discuss the provision and funding of ESOL – whether that be delivered in the college or in the community. To demonstrate this collaborative working, colleges/regions must prepare joint delivery plans with local authorities/CPPs and share them with the relevant Outcome Agreement Manager. The joint plan should include detail of:

- The ESOL need for the region and how local need is being met by the college/region and the local authority/CPP.
- Credit bearing and non-credit bearing activity and funding allocated to each category of activity by the college and local authority/CPP.
- How ESOL activity in the region fits into a learner journey/pathway, i.e. the pipeline of provision which supports progression into formal accredited college courses, where that is appropriate.

24. SFC has previously agreed that there could be a small amount of flexibility to use the funds for colleges/regions to continue to work with local authorities/CPPs on some non-credit bearing activity. However, the majority of activity should remain credit bearing as the activity contributes to the circa 116,000 FTE target. We have intentionally not quantified the amount of non-credit bearing activity as this will vary from region to region, but it should be a marginal amount. If colleges/regions are unsure of what is an acceptable amount of non-credit bearing activity, they should approach their Outcome Agreement Manager.

25. SFC will monitor the levels of uptake of courses through the data returns from colleges/regions. For provision that is agreed and delivered in the community using credit funding, the learner must be enrolled at the college.

26. Colleges must ensure their data returns comply to the FES 1 Guidance Notes for AY 2020-21 with regard to ESOL courses that are delivered as part of a

collaboration between colleges/regions and CPPs. The levels of ESOL activity and its impact will also be reviewed as part of the Outcome Agreement process.

School/college engagement

27. Colleges/regions work closely with schools across the whole curriculum and all levels. A key element of the Scottish Government's 'Developing the Young Workforce' programme is to provide vocational education to pupils in the senior phase of secondary school. SFC's Outcome Agreement measures include credits delivered to senior phase pupils studying vocational qualifications and credits delivered to learners at S3 and above.

28. SFC is aware that colleges/regions also work with school pupils at other levels and deliver credit bearing activity. This activity helps to address gender imbalance in learning and the needs of STEM. However, for AY 2020-21 we expect colleges to deprioritise this activity in order to focus on provision that addresses the needs of the economy in the post COVID-19 recovery period.

29. SFC expects, therefore, that credits claimed for school college activity in this coming year will be for senior phase (S4 to S6) including vocational courses and Highers and Advanced Highers. There may also be some additional activity for learners at S3 that relates to vocational pathways.

30. We appreciate that there may be curriculum plans already in place and that, particularly in rural and remote areas, this may ensure school pupils have access to a range of subjects. We therefore expect that there may still be some delivery to school pupils at other levels but we would expect this to reduce nationally.

Assessing how many credits can be claimed for SFC funded programmes

31. Where SFC is the sole source of funding (excluding tuition fees), the credits to be claimed will be equal to the number of planned SQA (or other awarding body) credits to be delivered, except for students enrolled on programmes designed for students with educational support needs. For example, a Higher National Certificate (HNC) is worth 12 credits over one year and a Higher National Diploma (HND) is worth 30 credits over two years. A National Certificate (NC) is typically worth 12 credits but colleges often choose to deliver additional units on these programmes.

32. In cases where colleges enrol students on programmes that lead to multiple awards, the SFC credits claimed should be based on the planned learning hours and the claim reduced to take account of teaching overlap across the awards.

33. In cases where the units delivered do not have a credit value, the fundable credits should be derived on the basis of the planned learning hours divided by

40 (1 credit = 40 hours of learning).

34. If a student has greater difficulty in learning than the majority of other students and they have been assessed by the college or an external agency as requiring additional support, they should be enrolled on a programme designed to meet their educational support needs and claimed against Price Group 5. Credit claims for these programmes should always be calculated on the basis of planned learning hours divided by 40, irrespective of whether the units delivered have a credit value or not.

35. For programmes containing a mix of credits and other activity, the credit claim should be based on the total credits plus the planned learning hours divided by 40 (1 credit = 40 learning hours) for the non-credited units.

36. Planned learning hours should represent a realistic and sensible estimation of the number of hours that students will normally be required to undertake in their programme of learning. Examples of what may be counted as planned learning hours include:

- Class contact time.
- Supported study time.
- Supported learning (online learning, blended learning, e-assessment and open learning).
- Tutorial time.
- Any additional time which the college requires for delivering the course and/or supporting the student (e.g. assessment time).

37. For work experience that is not accredited, colleges/regions can claim 1 credit for every 80 hours of work experience. The hours claimed for non-accredited work experience/placement should be reasonable and justifiable within the audit process. For programmes of study where SFC is not the sole source of funding, the credits to be claimed should be calculated as above but then reduced to take account of the non-SFC income. Total funding (from all sources) received for such programmes should be reasonable and justifiable within the audit process.

Re-skilling and upskilling programmes

38. We expect that there will be a high demand for short re-skilling and upskilling programmes as unemployment rises as a result of the COVID-19 economic downturn. The industries and key areas that anticipate skills shortages, either pre-existing or COVID-related, include construction; digital tech; food, drink and agriculture; health and social care; and early years.

39. Colleges should continue to claim credits for these courses based on the credit value/planned learning hours divided by 40 method.

Price groups

40. SFC recognises that some subject areas are more expensive to deliver than others. For example, an engineering course may cost more to deliver than a business course, as it requires specialist equipment and can only be safely delivered to small classes because of health and safety considerations.

41. For this reason SFC has worked with the sector to categorise all programmes across five individual price groups, based on the course subject classification ('superclass'). The price for each price group is shown below:

Price group 1	Price group 2	Price group 3	Price group 4	Price group 5
£236.91	£269.44	£313.88	£403.17	£416.51

42. A mapping from superclass subject areas to price group is provided in **Annex B**. The mapping is based on the superclass coding for the course which should best describe the academic subject area.

43. Table 1 below provides three examples of the price group profile for 'Region A' that has been targeted to deliver 100,000 credits. The credits for each price group, multiplied by the price of that group, derive the total credit funding.

Table 1: Price groups and price paid per credit								
Price group	**1**	**2**	**3**	**4**	**5**	**Credits delivered**	**Gross credit funding**	**Average funding per credit**
Price per credit	£236.91	£269.44	£313.88	£403.17	£416.51			
Profile A	20,000	35,000	22,000	1,000	22,000	100,000	£30,640,374	£306.40
Profile B	19,000	30,000	28,000	0	23,000	100,000	£30,952,922	£309.53
Profile C	26,000	31,000	26,000	2,000	15,000	100,000	£29,727,247	£297.27

Definition of full-time

44. Any student that undertakes 15 credits or more, on a single programme of study, in a single AY – including spanning courses – should be considered full-time. In addition, HNC students undertaking 12 credits on a single programme in a single AY should also be considered full-time.

Credits per student and monitoring of college level activity

45. Colleges/regions should only claim a maximum of one full-time

course/programme per year per student. Students are able to achieve full-time further education (FE) or higher education (HE) qualifications, such as an NC or HNC, by completing 12 Credits. However, a student's employment prospects are often improved if they complete additional units that better prepare them for the workplace.

46. Colleges/regions should determine at the start of a course the number of planned credits and this should represent a realistic and sensible estimation of the number of hours that students will normally undertake in their programme of learning. SFC does not expect the number of planned credits to increase in-year. If students undertake additional units that were not planned at the course outset then these should be reported under a separate programme for which the students should complete a separate enrolment form.

47. To help colleges shift their provision to allow for additional demand for mainstream provision aimed at future skills areas and provide shorter re-training, re-skilling and upskilling courses we require colleges to deprioritise additional units for full-time further education courses. We expect the norm to be 16 credits for full-time FE provision. Additional credits beyond 16 would need to be justified on the basis that they were deemed essential in terms of future employability, progress to higher education or because they included deferred units.

Deferred students

48. As a result of current COVID-19 restrictions, there will be students who need to complete part of their AY 2019-20 course in AY 2020-21 (deferred students). Colleges will be able to claim credits for this activity commensurate with the additional resource requirements to complete the students learning from 2019-20.

49. Many of these students completing courses from AY 2019-20 will also enrol on new programmes in AY 2020-21. As a result the overall claim for these students in AY 2020-21 is likely to exceed 'normal' levels. As a result of this we have removed the guidance relating to additional units (otherwise known as one plus activity).

50. SFC will continue to monitor the overall credit claims for individual students in AY 2020-21. Notwithstanding the additional credits for deferred students or essential units for employability or progress to higher education, we would expect the number of credits claimed for students on FE programmes would be 16 credits and for HE to be 15 unless additional timetabled guidance is added.

Fee waivers and tuition fees

51. Although SFC will not cap the number of credits that can be claimed for an

individual, each student will only be eligible to have the equivalent of one full-time fee waiver per year, irrespective of whether the tuition fee is payable by SFC, SAAS or another government body. Students completing courses from AY 2019-20 as a result of COVID-19 should not be charged tuition fees for the same course in AY 2020-21.

Credit eligibility for AY 2020-21

Is the student a Scots or EU-domiciled student? — No →

Is the student an asylum seeker or spouse/child of an asylum seeker studying on an ESOL course (part-time or full-time), or another FE course (part-time only)? — No →

Is the student resident in Scotland for purposes other than education but studying on a part-time ESOL course? — No →

↓ Yes (from student a Scots or EU-domiciled)

↓ Yes (asylum seeker)

↓ Yes (resident in Scotland)

Does the course lead to a recognised qualification or meet an employer's need? — No →

Does the course prepare students for future FE study eg Access/Price Group 5 or ESOL (but not taster) courses? — No →

Is the course a widening access programme (not leisure) designed to meet local community needs (normally with the CPP) or school/college link programme? — No →

↓ Yes

↓ Yes

↓ Yes

Is the delivery of provision under direct management of the College and subject to its quality assurance arrangements? — No →

↓ Yes

Are the total funds received for the student (by the College or third party) from sources other than SFC less than the break even cost of running the course? — No →

↓ Yes

Has the student completed an appropriate enrolment process and participated after the required date*? — No →

↓ Yes

Will the course year be completed this academic year (non-spanning)? — No →

↓ Yes

Credits can be claimed for this course/student

Credits cannot be claimed for this course/student

*The required date is 1 November for full-time programmes starting at the summer term. For other programmes the date will be the day on which 25% of the total calendar days between the course start and end have passed.

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Superclasses mapped to price groups

Superclass		Price group
	Dominant Programme Group 18	Price group 5
AA	Business (General)	Price group 1
AB	Management (General)	Price group 1
AC	Public Administration	Price group 1
AD	International Business Studies/Briefings	Price group 1
AE	Enterprises	Price group 1
AF	Management Skills (Specific)	Price group 1
AG	Management Planning and Control Systems	Price group 1
AJ	Human Resources Management	Price group 1
AK	Financial Management/Accounting	Price group 1
AL	Financial Services	Price group 1
AM	Call Centres	Price group 1
AY	Administration/Office Skills	Price group 2
AZ	Typing/Shorthand/Secretarial Skills	Price group 2
BA	Marketing/PR	Price group 1
BB	Export/Import/European Sales	Price group 1
BC	Retailing/Wholesaling/Distributive Trades	Price group 1
BD	Retailing: Specific Types	Price group 1
BE	Sales Work	Price group 1
BF	E-Commerce	Price group 1
CA	Information and Communications Technology (General)	Price group 2
CB	Computer Science	Price group 2
CC	Using Software	Price group 2
CD	Information Work/Information Use	Price group 2
CE	Libraries/Librarianship	Price group 2
DA	Humanities/General Studies/Combined Studies	Price group 1
DB	History	Price group 1
DC	Archaeology	Price group 1
DD	Religion	Price group 1
DE	Philosophy	Price group 1
DF	Classics	Price group 1
EA	Government/Politics	Price group 1
EB	Economics	Price group 1
EC	Law	Price group 1
ED	Social Sciences	Price group 1

EE	Social Studies	Price group 1
FB	Culture/Gender/Folklore	Price group 1
FC	Literature	Price group 1
FJ	Linguistic Studies	Price group 1
FM	Area/Diaspora Studies	Price group 1
FN	Languages	Price group 2
GA	Education/Training/Learning (Theory)	Price group 1
GB	Teaching/Training	Price group 1
GC	Teaching/Training: Specific Subjects	Price group 1
GD	Education/School Administration	Price group 1
GF	Careers/Education Guidance Work	Price group 1
HB	Personal and Self Development	Price group 1
HC	Career Change/Access	Price group 1
HD	Basic Skills	Price group 1
HE	Personal Finance/Consumerism/Rights	Price group 1
HF	Parenting/Carers	Price group 1
HG	People with Disabilities: Skills/Facilities	Price group 1
HH	Crisis/Illness Self Help	Price group 1
HJ	Personal Health/Fitness/Appearance	Price group 2
HK	Therapeutic Personal Care	Price group 2
HL	Hair/Personal Care Services	Price group 3
JA	Art Studies	Price group 2
JB	Art Techniques/Practical Art	Price group 2
JC	Design (Non-industrial)	Price group 2
JD	Museum/Gallery/Conservation Skills and Studies	Price group 2
JE	Collecting/Antiques	Price group 2
JF	Arts and Crafts Leisure/Combined	Price group 2
JG	Decorative Crafts	Price group 2
JH	Decorative Metal Crafts/Jewellery	Price group 2
JK	Fashion/Textiles/Clothing (Craft)	Price group 2
JL	Fabric Crafts/Soft Furnishings	Price group 2
JP	Wood Cane and Furniture Crafts	Price group 2
JR	Glass/Ceramics/Stone Crafts	Price group 2
KA	Communication/Media	Price group 1
KB	Communication Skills	Price group 1
KC	Writing (Authorship)	Price group 1
KD	Journalism	Price group 1
KH	Print and Publishing	Price group 3
KJ	Moving Image/Photography/Media Production	Price group 2
LA	Performing Arts (General)	Price group 2
LB	Dance	Price group 2
LC	Theatre and Dramatic Arts	Price group 2

LD	Variety Circus and Modelling	Price group 2
LE	Theatre Production	Price group 2
LF	Music Studies	Price group 2
LG	Music of Specific Kinds/Cultures	Price group 2
LH	Music Performance/Playing	Price group 2
LJ	Musical Instrument Making/Repair	Price group 2
LK	Music Technology/Production	Price group 2
MA	Sports Studies/Combined Sports	Price group 2
MB	Air Sports	Price group 2
MC	Water Sports	Price group 2
MD	Athletics Gymnastics and Combat Sports	Price group 2
ME	Wheeled Sports	Price group 2
MF	Winter Sports	Price group 2
MG	Ball and Related Games	Price group 2
MH	Country/Animal Sports	Price group 2
MJ	Indoor Games	Price group 2
NA	Hospitality/Catering	Price group 3
NB	Food/Drink Services	Price group 3
NC	Catering Services	Price group 3
ND	Hospitality Operations	Price group 3
NE	Baking/Dairy/Food and Drink Processing	Price group 3
NF	Cookery	Price group 3
NG	Home Economics	Price group 3
NH	Food Sciences/Technology	Price group 2
NK	Tourism/Travel	Price group 2
NL	Leisure/Sports Facilities Work	Price group 2
NM	Country Leisure Facilities Work	Price group 2
NN	Arts/Culture/Heritage Administration	Price group 1
PA	Health Care Management/Health Studies	Price group 2
PB	Medical Sciences	Price group 2
PC	Complementary Medicine	Price group 2
PD	Paramedical Services/Supplementary Medicine	Price group 2
PE	Medical Technology/Pharmacology	Price group 2
PF	Dental Services	Price group 2
PG	Ophthalmic Services	Price group 2
PH	Nursing	Price group 2
PJ	Semi-medical/Physical/Psycho/Therapies	Price group 2
PK	Psychology	Price group 1
PL	Health and Safety	Price group 1
PR	Social/Family/Community Work	Price group 2
PS	Counselling/Advice Work/Crisis Support	Price group 2
PT	Caring Skills	Price group 2

PV	First Aid	Price group 2
QA	Environmental Protection/Conservation	Price group 1
QB	Energy Economics/Management/Conservation	Price group 1
QC	Pollution/Pollution Control	Price group 1
QD	Environmental Health/Safety	Price group 1
QE	Cleansing	Price group 1
QG	Funerary Services	Price group 2
QH	Security/Police/Armed Forces	Price group 1
QJ	Fire and Rescue Services	Price group 2
RA	Science	Price group 2
RB	Mathematics	Price group 1
RC	Physics	Price group 2
RD	Chemistry	Price group 2
RE	Astronomy/Space Science	Price group 2
RF	Earth Sciences	Price group 2
RG	Land and Sea Surveying/Cartography	Price group 2
RH	Life Sciences	Price group 2
RJ	Materials Science	Price group 2
RK	Agricultural Science	Price group 4
SA	Agriculture/Horticulture (General)	Price group 4
SC	Crop Protection/Fertilisers/By products	Price group 4
SD	Crop Husbandry	Price group 4
SE	Gardening/Floristry	Price group 2
SF	Amenity Horticulture	Price group 2
SG	Forestry/Timber Production	Price group 4
SH	Animal Husbandry	Price group 4
SJ	Fish Production/Fisheries	Price group 4
SK	Agricultural/Horticultural Engineering/Farm Machinery	Price group 4
SL	Agricultural/Horticultural Maintenance	Price group 4
SM	Rural/Agricultural Business Organisation	Price group 1
SN	Veterinary Services	Price group 4
SP	Pets/Domestic Animal Care	Price group 2
SQ	Land Based Studies	Price group 4
TA	Built Environment (General)	Price group 3
TC	Property: Surveying/Planning/Development	Price group 3
TD	Building Design/Architecture	Price group 3
TE	Construction	Price group 3
TF	Construction Management	Price group 1
TG	Building/Construction Operations	Price group 3
TH	Building Maintenance/Services	Price group 3
TJ	Interior/Fitting/Decoration	Price group 3

TK	Construction Site Work	Price group 3
TL	Civil Engineering	Price group 3
TM	Structural Engineering	Price group 3
VD	Quality and Reliability Management	Price group 1
VE	Industrial Control/Monitoring	Price group 1
VF	Industrial Design/Research and Development	Price group 1
VG	Engineering Services	Price group 3
VH	Facilities Management	Price group 1
VJ	Contracting (Business/Industry)	Price group 1
WA	Manufacturing (General)	Price group 2
WB	Manufacturing/Assembly	Price group 2
WC	Instrument Making/Repair	Price group 2
WD	Testing Measurement and Inspection	Price group 2
WE	Chemical Products	Price group 2
WF	Glass/Ceramics/Concretes Manufacture	Price group 2
WG	Polymer Processing	Price group 2
WH	Textiles/Fabrics (Industrial)	Price group 2
WJ	Leather Footwear and Fur	Price group 2
WK	Woodworking/Furniture Manufacture	Price group 2
WL	Paper Manufacture	Price group 2
WM	Food/Drink/Tobacco (Industrial)	Price group 2
XA	Engineering/Technology (General)	Price group 3
XD	Metals Working/Finishing	Price group 3
XE	Welding/Joining	Price group 3
XF	Tools/Machining	Price group 3
XH	Mechanical Engineering	Price group 3
XJ	Electrical Engineering	Price group 3
XK	Power/Energy Engineering	Price group 3
XL	Electronic Engineering	Price group 3
XM	Telecommunications	Price group 3
XN	Electrical/Electronic Servicing	Price group 3
XP	Aerospace/Defence Engineering	Price group 3
XQ	Ship and Boat Building/Marine/Offshore Engineering and Maintenance	Price group 3
XR	Road Vehicle Engineering	Price group 3
XS	Vehicle Maintenance/Repair/Servicing	Price group 3
XT	Rail Vehicle Engineering	Price group 3
YA	Mining/Quarrying/Extraction	Price group 2
YB	Oil and Gas Operations	Price group 3
YC	Chemicals/Materials Engineering	Price group 3
YD	Metallurgy/Metals Production	Price group 3
YE	Polymer Science/Technology	Price group 2

ZM	Logistics	Price group 3
ZN	Purchasing/Procurement and Sourcing	Price group 1
ZP	Distribution	Price group 3
ZQ	Transport Services	Price group 3
ZR	Aviation	Price group 3
ZS	Marine Transport	Price group 3
ZT	Rail Transport	Price group 3
ZV	Road Transport	Price group 3
ZX	Driving/Road Safety	Price group 3