

Learning and Teaching Committee

15 November 2018

- 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

The Student Association will continue to support students across the College with the support of the Student Association Advisor, Charlotte Mitchell. Priorities for the year ahead include promoting good mental health, care experienced students and students with caring responsibilities. We will be looking to build on the success of previous years by continuing to develop strong relationships with all curriculum areas and providing a robust system of student representation and support in partnership with our colleagues in Student Services and Quality Enhancement.

2. Current Situation

This has been a particularly busy period for the Student Association who have been working with both internal and external partners to enhance student engagement within the College. Activity to support this has included taking part in a self-evaluation with our National Union of Students (NUS) partners, delivering class rep training and promoting the Student Engagement and Satisfaction Survey.

3. Association Activity

Class Input

The Student Association delivered input across the College to various classes during their guidance slots. This was to introduce the classes to the work of the Student Association, emphasise the importance of student engagement and representation and to support the class to elect their class reps.

Bridge 2 Business

The Student Association met with our Bridge 2 Business colleague, Lynn Kelly, to discuss how we can work with our Bridge 2 Business partners to raise awareness of enterprise and to encourage students to take up enterprising activity with a view to them starting their own business. The Student Association will work closely with Lynn to help promote any activity, events and campaigns to students.

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Board Induction and Training

The Student President and Vice President have taken part in various training and events with the aim of preparing them for their role as Student Board members. Student Board Member training at the College Development Network (CDN) in Stirling on 8 October was followed by more formal General Board Training by the CDN in Stirling on 23 October. Both sessions were extremely helpful in providing a better understanding of the role and helping both officers to explore the skills required.

Class Rep Training

Following a period of recruitment, the Student Association delivered a programme of class rep training to class reps across the College, delivering two sessions per day over the course of three weeks from 8 October to 31 October. Training was delivered to approximately 150 students. Further training will be organised for the end of the year and also in January to capture those class reps who missed out on this round of training.

Students Sports Clubs

The Student Association has been working with the Sports curriculum area to look at ways in which we can help to create, recruit and sustain sports clubs within the College. Initial meetings with Alan Johnston one of the lecturers in that area, has resulted in the creation of several sports clubs which will be led by HND sports students but will be open to all students. The student leaders are currently recruiting to various clubs which include badminton, volleyball and football.

Graduation Ceremonies

The Student President and Vice President were delighted to be asked along to deliver the Vote of Thanks at the recent graduation ceremonies which took place in Ayr Town Hall on 12 October, the Grand Hall in Kilmarnock on 26 October and the Abbey Church in Kilwinning on 8 and 9 November.

SQA Focus Groups

The Student President recently assisted with the recruitment of students to attend a series of SQA Focus Groups to capture the attitudes of learners regarding the proposed changes to student funding. The Student Association provided participants with a voucher for their attendance.

Student Engagement and Satisfaction Survey

The Student Vice President led a campaign throughout October to encourage students to complete the online Student Engagement and Satisfaction Survey. Both officers encouraged students to complete with the use of iPads at breaks and lunch times throughout the month. Both officers were delighted with the response from students.

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Care Experienced Events

The Student Association participated in the recent Care Experienced Events which were organised by Inclusive Learning and took place during National Care Leavers Week at the end of October/beginning of November. The association team hosted a stall and handed out goody bags to all young people who attended and also provided prizes for the various activities and quizzes which took place on the night.

Alcohol Awareness Week

The Student Association took part in the marketplace event on Kilmarnock Campus on 7 November to mark Alcohol Awareness Week by providing mocktails to students. The event was organised by the Alcohol and Drugs Liaison Officer, Anne Kennedy, and the mocktails, made and served by the Student Vice President, were well received.

4. Risks

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

5. Equality Impact Assessment

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

6. Conclusion

The Student Association will continue to work alongside staff in order to best support and encourage students, and make the 2018-19 session both enjoyable and successful for students.

Kevin Simpson
Student President
7 November 2018

Publication

This paper will be published on the College website.

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11/09/2018 13:12:45

Learning and Teaching Committee

15 November 2018

- Subject:** 2018-19 Credit Report (position at 5 November 2018)
- Purpose:** To advise members of the current 2018-19 credit position and projection to the end of the academic year
- Recommendation:** Members are invited to note the contents of this paper

1. Background

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

The activity target agreed for AY 2018-19 is **124,958** credits which comprises a combination of core, ESF and additional Early Years credits. Table 1 provides a breakdown of credits.

Table 1

	2018-19
SFC Core credit target	124,086*
ESF credits	871
Total SFC credit target	124,958

*Please note 5,489 of the core credit target are ring-fenced for Early Years courses in line with SFC guidance.

2. Current Situation

Table 2 provides a summary of the current position, projected further activity, and the anticipated final position. Further detail of enrolments, withdrawals and credits is provided in Appendix A.

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Table 2 - Credit target and delivery to date (at 5 November 2018)

SFC Activity Target 2017-18	124,958
Current credit position	113,706
Activity still to deliver:	
• Planned CDP courses	8,364
• Work-based	2,534
	10,898
Total projected delivery	124,620
Less UWS credits	-150
Final projected position	124,470
Difference to SFC target	-488 / 0.4%

Discussions have been ongoing with SFC for a number of months regarding the 5,489 ring-fenced Early Years credits. The College indicated that we could not meet the 5,489 target as the credits were allocated to HNC Childhood Practice course only.

The College has now agreed with SFC a revised Early Years credit target of 4,518 credits with HNC courses delivering 3,798 and a further 720 credits relating to pipeline courses starting in January 2019.

3. Resource Implications

Members should be aware that the SFC reserves the right to clawback funding should the College not meet the agreed activity target. The College is not funded for over delivery.

4. 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. These risks are included in the corporate risk register.

6. Conclusion

Members are invited to note the contents of this paper.

Michael McHugh
Director – Quality Enhancement and Business Improvement
6 November 2018

Publication

This paper will be published on the College website.

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Appendix A

2018-19 Credits update	Monday 5 November 2018							
	A	B	A + B	C	C / A	D	C + D	(C+D) / (A+B)
	Baseline CDP Targets							
	August & September 2018	Oct 2018 - June 2019	Total planned delivery	Current position Monday 5 November 2018	% towards (baseline) target	Revised January start provision	Total projected delivery	% towards overall target
Arts and Fashion	9,421	0	9,421	8,852	94%	180	9,032	96%
Business and Computing	13,438	324	13,762	12,282	91%	486	12,768	93%
Construction Technology and Trades	16,975	732	17,707	17,043	100%	732	17,775	100%
Early Years Education	12,961	480	13,441	13,737	106%	1200	14,937	111%
Engineering and Science	13,713	160	13,873	13,724	100%	160	13,884	100%
Essential Skills (Supported Learning + ESOL)	3,323	348	3,671	3,023	91%	348	3,371	92%
Hair, Beauty and Complementary Therapies	9,172	1,452	10,624	8,433	92%	1,452	9,885	93%
Health and Social Care	14,762	586	15,348	14,065	95%	1126	15,191	99%
Hospitality and Tourism	6,470	357	6,827	4,986	77%	557	5,543	81%
Inclusion (HIVE + Princes Trust + Community)	3,902	1,926	5,828	2,675	69%	1,926	4,601	79%
Sports and Social Science	14,194	197	14,391	14,809	104%	197	15,006	104%
(Others)			0	77			77	
Work-based			2,550	16	1%		2,550	100%
	118,331	6,562	127,443	113,706	89%	8,364	124,620	98%

2018-19 Recruitment / Enrolments update	Monday 5 November 2018				
	A	B	C	B - C	B / A
	Baseline CDP Target	Enrolled headcount	Early Withdrawals	Current	% towards (baseline) target
Full-time August 2018					
Aerospace, Construction, Engineering and Science	1,549	1,366	108	1,258	88%
Business, IT, Social Science and Sport & Fitness	1,736	1,590	92	1,498	92%
Care and Early Years	1,545	1,483	91	1,392	96%
Creative	1,484	1,299	74	1,225	88%
Schools, Essential Skills and Widening Access	166	172	5	167	104%
(Total)	6,480	5,910	370	5,540	91%
All August 2018		(Enrolments) (EW & FW)			
Aerospace, Construction, Engineering and Science	2,569	2,523	136	2,387	98%
Business, IT, Social Science and Sport & Fitness	2,356	2,052	113	1,939	87%
Care and Early Years	1,853	1,902	108	1,794	103%
Creative	2,011	1,835	110	1,725	91%
Schools, Essential Skills and Widening Access	2,188	1,820	41	1,779	83%
(Total)	10,977	10,132	508	9,624	92%
HE provision					
Full-time only	2,484	2,210	89	2,121	89%
Part-time only	447	587	4	583	131%
(Total)	2,931	2,797	93	2,704	95%
HE provision - full-time only		(Headcount)			
Aerospace, Construction, Engineering and Science	320	268	8	260	84%
Business, IT, Social Science and Sport & Fitness	923	841	24	817	91%
Care and Early Years	653	591	2	569	91%
Creative	588	510	6	504	87%
(Total)	2,484	2,210	60	2,150	89%
Impact of withdrawals on HE tuition fees:	£114,365				

Learning and Teaching Committee

15 November 2018

Subject: Industry Programmes Report

Purpose: To advise Members of industry focused activity

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

1. Background

The focus of the College's industry training activity is to respond to employer demand. Commercial, apprenticeship and employability provision complements and enriches the curriculum offer, with each of the curriculum directorates able to demonstrate significant added value to students, employers and communities.

2. Apprenticeships

Modern Apprenticeships (MAs)

Recruitment to the Modern Apprenticeship programme for 2018-19 is progressing well and demand from employers is stronger than in recent years in most areas.

As described to the Committee in September 2018, the College requested additional places in Hospitality and Tourism to reflect increased demand for apprentices in this sector. Skills Development Scotland authorised places for an additional 37 apprentices which has been added to our contract for 2018-19. This will allow the College to train additional groups of apprentices for employers such as Turnberry Hotel and Buzzworks. Additional places have been requested and granted for construction trades. It is possible that further places may also be requested in the engineering sector to reflect demand.

The following table details the status of new starts to the 2018-19 SDS contract award over the different industry sectors. This is ongoing work and sign-ups will continue through the duration of the contract period.

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Sector	2018-19 Award	In-year adjustment	Revised 2018-19 Award	Assigned starts to date
Automotive	24	-	24	8
Life Science	2	-	2	0
Construction Trades	5	+3	8	8
Engineering	73	-	73	73
Hairdressing	20	-	20	17
Customer Service	2	-	2	0
Hospitality	2	+37	39	20
Sport, Health & Social Care	10	-	10	10
Total	138	40	178	136

Alongside the contract we hold 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. Alongside the 570 apprentices allocated to our direct SDS contract, the College continues to support more than 900 apprentices each academic year.

Foundation Apprenticeships (FAs)

The College recently completed a funding bid to Skills Development Scotland for the 2019-20 Foundation Apprenticeships contract. Places and funds have been awarded as follows:

	Awarded	Value
Civil Engineering	15	£85,830
Engineering	45	£286,740
Children & Young People	45	£188,865
Business Skills (1yr)	15	£53,145
Scientific Technologies (1yr)	15	£59,505
Children & Young People (1yr)	15	£62,955
Total	150	£737,040

The volume of places and sectors awarded highlight's the College's strategy to continue to increase our vocational training offer to senior phase school pupils, reflecting Scottish Government policy.

Work will now begin with employers, stakeholders and local authorities to promote these courses to school pupils and influencers across Ayrshire.

3. Business Solutions

Business Solutions activity is ongoing and considerable activity has been undertaken to develop the College's offer to Apprenticeship Levy paying businesses through the Flexible Workforce Development Fund (FWDF). This contract runs from September to August and, as such, is slightly out of phase with the College's academic year.

Demand in 2017-18 centred on digital and management training, alongside industry specific technical skills. The 2017-18 contract supported training for employees from 27 of Ayrshire's largest businesses, securing contracts valued at £221,000.

Applications for the 2018-19 fund are now being developed with these companies, with further levy paying businesses also looking to access support. Initial indications suggest similar demands of digital, management and technical training. The College has been allocated £475,000 to deliver this training, with each eligible company entitled to a maximum training budget of £15,000.

Commercial courses demand has started strongly in the first months of academic year 2018-19. Work is ongoing to minimise the impact of FWDF funding on the College's commercial course offer.

4. Spirit Aerosystems Vocational Training

In January 2018, the College began delivering an innovative technical training solution to Spirit Aerosystems' Prestwick manufacturing plant. Funded by a combination of FWDF and direct funding from Spirit, a Vocational Trainer was recruited by the College. This trainer is dedicated to delivering upskilling and accreditation to the company's 1,000 strong workforce.

As well as supporting Spirit's traditional production lines, the trainer has also been supporting the company in developing training packages for the newly acquired Airbus spoiler business.

Over the course of 2018, around 500 staff have been trained and accredited through this partnership.

Spirit representatives have recently fed back very high levels of satisfaction with the service and have indicated an intention to continue this partnership in 2019.

5. Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal – Finance and Skills
7 November 2018

(Stuart Millar - Director, Industry Programmes)

Publication

This paper will be published on the College website

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Appendix 1 – A Modern Apprenticeship Case Study

The following case study, written by our Hospitality Assessor, will be published on the College's blog and helps highlight the positive impact that work-based learning can have on our communities.

Raising Aspirations, Inspiring Achievement, Increasing Opportunity Sanabel Dawod – A Modern Apprenticeship Case Study By Angela Murray – VQ Assessor, Hospitality

Before I met Sanabel I had heard a lot about her, I can honestly say I was intrigued to meet this young person as I heard so many nice things about her and interesting things about her journey. I remember various people telling me she was a very inspirational person and a joy to be around. The first day I met Sanabel in her primary school placement she was so appreciative of my being there and signing her up to start her SVQ in Professional Cookery. I remember thinking to myself immediately that I could understand why people were so inspired by her. I knew from our first meeting that this qualification meant a lot to her and she was so excited to get started.

Sanabel had been through a lot to get to this stage. After arriving from Syria as a refugee, she had been separated from her family and moved to various locations around the UK before arriving in Ayrshire. Throughout her travels around the UK, she had tried unsuccessfully to enter the education and skills system. Being on her own as a young woman, Sanabel showed great resilience and determination to succeed, even teaching herself to speak English from the internet.

After arriving in Ayrshire, Sanabel was delighted to be offered a Modern Apprenticeship in Professional Cookery with South Ayrshire Council. I feel this came at just the right time because she had felt let down in the past and was becoming disheartened. Sanabel was a really keen and dedicated student. Within her placement, she had the opportunity to make some of her own Syrian dishes and present this to her colleagues and me. Her lamb curry artichokes and al baraziq biscuits were delicious! Sanabel was able to express herself and her background by doing this and it clearly meant a lot to her to have others try her home cuisine. She progressed very quickly, often using Google Translate to understand methods of British cooking and recipes, and I visited her every week to see her cook various dishes. I have seen her settle into her job role, learn to work in a team and develop her cooking skills. Sanabel's confidence and personality really grew throughout her course and this was reflected in her cookery.

Sanabel has just recently completed the SVQ part of her Modern Apprenticeship along with Health & Safety and an Elementary Food Hygiene Certificate. The day she completed her SVQ with me was such a happy occasion. I asked her what it meant to her and she told me:

"It means so much to me to be qualified in professional cookery and to be able to use this Scottish Qualification. It has been a very good experience and has given me a chance to find myself. Seeing people like and enjoy my home dishes was so great, I love showing others what I can do".

Sanabel was so appreciative of the help and guidance I had given her though the qualification. I can honestly say that in my career I have never assessed a student where it meant so much to them to gain a qualification. This was another level of self-achievement for this young person and was clearly very emotional and deep rooted for her. To achieve her SVQ in Professional Cookery has meant the world to Sanabel and it was my pleasure to be part of that for her.

Sanabel was a finalist in the recent Ayrshire Apprentice of the Year awards 2018. She is very proud of what she has achieved and is looking to secure permanent employment in Ayrshire and to gain permanent leave to remain status when her case is reviewed next year.

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Learning and Teaching Committee

15 November 2018

Subject: 2018-19 Student Support Funds Position as at 8 November 2018

Purpose: To update Members on the Student Support Funds position and projections as at 8 November 2018

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

1. Current Situation

The following sections of this paper provide details of the position of each student support fund as at 8 November 2018.

Members should note that while projected expenditure figures are included within this report there are a significant number of variables still to be factored including student retention rates, actual awards still outstanding and January 2019 start courses.

Financial projections will continue to be refined throughout the year for reporting to both the College leadership group and the Business, Resources and Infrastructure Committee.

SFC has published its 'In Year Redistribution' request and the final date for requesting additional funds is 23 November 2018. The College will submit a funding request based on the most upto date projections.

1.1 SFC Funds provided for Bursary Support

Total 2018-19 SFC Student Support Funds are £9,593,931. Table 1 below details the bursary support funds provided by SFC for 2018-19 together with projected expenditure figures as at 8 November 2018.

Table 1

Student Support Fund	Budget	Projected Expenditure	Difference
SFC Bursary	8,106,872	8,308,421	(201,549)
FE Childcare	671,575	579,306	92,269
HE Childcare	287,818	306,257	(18,439)
FE Discretionary	527,666	281,639	246,027
Total	9,593,931	9,475,622	118,309

The above figures also include initial projections for January 2019 start courses. These courses have however traditionally attracted students who would be EMA eligible rather than eligible for Bursary due to their expected age.

A change for AY 2018-19 is that care experienced students are now entitled to increased funding levels of £202.50 per week. The figures set out in Table 1 include circa £700,000 which relates to 129 care experienced students. The College has actively promoted the additional support available to care experienced students and continues to do so. The level of support and the number of identified care experienced students may therefore increase during AY2018-19.

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 allocation for AY 2018-19 is £800,000. The College is currently projecting EMA spent of £660,570 at this time. Members are asked to note that this figure excludes January 2019 courses.

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

1.3 SAAS Funds provided for Higher Education Discretionary support

The College is also allocated funding from the Student Awards Agency for Scotland (SAAS) for eligible students completing HE programmes. This budget is administered in line with SAAS guidance.

Table 2 below details the HE Discretionary Fund Budget made available by SAAS for 2018-19 together with expenditure as at 8 November 2018.

Table 2

Student Support Fund	Budget	Projected Expenditure	Difference
HE Discretionary Additional	£124,768	£124,768	£0
Total	£124,768	£124,768	£0

The College at this stage cannot allocate more than the original budget of £124,768. However, we will submit a request for additional funding support to SAAS in January 2019 in line with its timescales. The level of additional funding requested will be based on the level of student demand at that time. In the interim the College will provide financial support to our most vulnerable students for essential costs, for example travel costs, from other budgets.

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 and Skills
8 November 2018

(James Thomson - Director, Finance and Student Funding)

Publication

This paper will be published on the College website

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Learning and Teaching Committee

15 November 2018

Subject:	2016-17 College Leaver Destinations Survey
Purpose:	To provide members with an overview of College leaver destinations for 2016-17
Recommendation:	Committee members are asked to note 2016-17 College Leaver Destinations survey responses and the analysis provided

1. Introduction

Each year, all colleges conduct a survey of the destinations of successful full-time leavers. The information gathered is then provided to the Scottish Funding Council.

The College Leaver Destinations (CLD) survey includes further and higher education students. Collation of this data provides a comprehensive picture of the destinations of students who have completed courses successfully at College.

The most recent survey report focuses on students who studied a course in academic year 2016-17 and would have completed their course in June 2017 with a successful outcome. The data reports on their position as at 31 December 2017.

Scotland has 26 colleges split across 13 regions and national data is presented at a regional and College level. For the purposes of this paper, comparisons to national averages are at College level.

Student destinations are classed as either positive or negative. Positive destinations include either securing employment or going on to further study.

2. Current Situation

Outcome agreements now have a stronger focus on the positive effects of College learning on the lives of students.

Post-course destination data provides a key measure of the impact of undertaking a College course and is monitored under National Measure 8 (number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying) in our Outcome Agreement 2017-20. This measure does not take account of part-time students, many of whom progress directly to employment.

The College achieved a return rate of 87.2%, confirming the destinations of 4,065 College leavers out of a total of 4,663, achieving the SFC survey completion target of 80%.

Table 1 provides a summary of the confirmed destinations of Ayrshire College leavers.

Table 1: Confirmed destinations of Ayrshire College leavers

Moved on to further study		Moved on to employment		Other	Moved on to a negative destination
<i>Full-time study</i>	<i>Part-time study</i>	<i>Full-time work</i>	<i>Part-time work</i>		
3,165	52	545	89	65	149
77.9%	1.3%	13.4%	2.2%		
3,217 79.1%		634 15.6%			
3,851 94.7%				65 1.6%	149 3.7%
Positive				Other	Negative

The main point to note is that 94.7% of Ayrshire College leavers are in a positive destination six months after completing their course of study, an increase of 0.5 percentage points on the previous year, however 0.3 percentage points below the sector average. The data in Table 1 shows that, of known destinations, the majority of students (79.1%) were undertaking further study six months after successful completion of their full-time course, and that 15.6% had moved into employment.

Ayrshire College has a significantly high proportion of FE students and 80% of all College enrolments in 2017-18 were on a course at FE level. We would expect that a high percentage of those students would return for further study at FE or HE level, particularly as a large number of students progress through more than one year of study.

Table 2 provides a breakdown of the destinations of students who left the College sector. Encouragingly, a higher proportion of our leavers who left the college sector moved into employment (48.5%) compared to the national average of 47.1%.

Table 2: Destinations of Ayrshire College leavers who left the college sector

Ayrshire College sector leavers	1,308	32.2%	
FE to university	58	4.4%	83.6%
HE to university	402	30.7%	
FE / HE to employment	634	48.5%	
Unavailable for work	89	6.8%	16.4%
Unemployed	125	9.6%	

Table 3 provides a breakdown for leavers who moved into work. It is very encouraging that the percentage of students who indicated in the survey that their subsequent employment after leaving College was related to their course (76.5%) was significantly higher than the sector average of 63.7% and 3.3 percentage points better than the previous year.

Table 3: Destinations of Ayrshire College leavers who entered work

Entered work related to their course	Entered work unrelated to their course	Total
325	100	425
76.5%	23.5%	100%

A detailed breakdown of the underlying data has been provided to all curriculum teams and is used on an ongoing basis to inform action plans and future curriculum delivery plans.

The Scottish Funding Council published a national statistical publication on 2016-17 College Leaver Destinations on 9 October 2018. This is available at http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfcst072018/SFCST072018_College_Leaver_Destinations_2016-17_-_Complete_report.pdf

A glossary of definitions of the terminology used is included in Appendix 1.

3. Consultation

Due to the nature of this report consultation was not required.

4. Risks

Robust collection of leaver destination data can be resource intensive, particularly when a high response rate is required. Many leavers are unavailable to give feedback during daytime working hours. Due to Outcome Agreement targets, there will be continued pressure to maintain adequate college response rates.

5. Equality Impact Assessment

An equality impact assessment is not required for this paper.

6. Conclusion

Committee members are asked to note 2016-17 College Leaver Destinations survey responses and the analysis provided.

Michael McHugh
Director – Quality Enhancement and Business Improvement
7 November 2017

Publication

This paper will be published on the College website.

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APPENDIX 1

Definitions:

All qualifiers: Refers to qualifiers we have confirmed destinations and those qualifiers who remain unconfirmed.

Unconfirmed qualifiers: Qualifiers where contact could not be made.

Positive destinations are defined in the *National Measure: Destination and Employment* as the number and proportion of college qualifiers in **work, training** and/or **further study** 3-6 months after qualifying and refer to:

Further study or training: Qualifiers who are continuing with full-time or part-time study, training or research at college or university.

Entering employment: For those in **full-time** and **part-time work** only (including self-employed/freelance, voluntary/unpaid, developing a professional portfolio/creative practice or on an internship). Also includes qualifiers who were not currently in employment but who secured employment that was set to commence by 31 March 2017.

Negative Destinations refer to:

Unemployed and looking for work: This applies to qualifiers *Unemployed and looking for work* and those *Not employed but not looking for employment, further study or training*.

Unavailable to work: Qualifiers who are: *taking time out in order to travel; Permanently unable to work/retired; Temporarily sick/unable to work/looking after home/family*.

Other destinations refer to:

- Temporarily sick / Unable to work or Looking after the home or family
- Taking time out to travel
- Permanently unable to work / retired

National KPI 4: KPI 4 on *Destinations & Employment for Developing Scotland's Young Workforce*: The percentage of 16-24 year old college students who have successfully completed a full-time course moving into employment or higher level study. [Employment includes Modern Apprenticeships and continued study *must* show upwards progression in SCQF level.]

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Learning and Teaching Committee

15 November 2018

Subject: 2017-18 Evaluative Report and 2018-21 Enhancement Plan

Purpose: To provide members with an update from the last committee meeting on the 2017-18 Evaluative Report and 2018-21 Enhancement Plan

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

1. Background

The national quality framework *How Good Is Our College?* was launched in December 2016, outlining the evaluation and reporting requirements for all colleges in Scotland.

The framework requires every college to submit, by 31 October annually, a single report which combines an evaluative report reflecting on the previous year's activity and an enhancement plan outlining areas of development for subsequent years.

The framework is based on three high level principles:

- Outcomes and impact
- Delivery of learning and services to support learning
- Leadership and quality culture

The College is required to grade each of the three high level principles using the six-point scale as follows:

- Excellent - Outstanding and sector leading
- Very good - Major strengths
- Good - Important strengths with some areas for improvement
- Satisfactory - Strengths just outweigh weaknesses
- Weak - Important weaknesses
- Unsatisfactory - Major weaknesses

2. Current Situation

The draft evaluative report and enhancement plan was presented to the Learning and Teaching Committee on 6 September and subsequently to the Board of Management on 27 September 2018.

The Board, after discussions, recommended the report should be submitted to Education Scotland and the Scottish Funding Council with the following grades:

Outcomes and Impact	Very Good
Delivery of learning and services to support learning	Excellent
Leadership and quality culture	Excellent

In the period from August to October, all colleges go through a “pre endorsement” process with Education Scotland and SFC. This is a series of meetings to discuss iterative drafts of the report, evidence presented and the proposed gradings for each of the three indicators.

While there was recognition of the significant improvements in student outcomes over the last three years and various examples of excellent practice throughout the College, the College was advised that, based on the criteria set, it was unlikely that Education Scotland would provide support for the proposed grades.

Further consideration was given to these discussions by EMT which resulted in the submission of the final report with the following grades detailed below:

Outcomes and Impact	Good
Delivery of learning and services to support learning	Very Good
Leadership and quality culture	Very Good

A copy of the final report is attached as Appendix 1 for your information.

3. Conclusion

Members are invited to note the contents of the paper.

Michael McHugh
Director – Quality Enhancement and Business Improvement
7 November 2018

Publication

This paper will be published on the College website.

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Ayrshire College

2017-18 Evaluative Report and 2018-21 Enhancement Plan

Raising Aspirations
Inspiring Achievement
Increasing Opportunities

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CONTEXT

Ayrshire College is a large regional college which operates from three main campuses in Ayr, Kilmarnock and Kilwinning. In 2017-18, the College supported 13,265 students, a 7% increase from 2016-17. The College delivers courses from SCQF level 1-9 including a range of foundation and modern apprenticeships as well as bespoke delivery for businesses utilising support from the Flexible Workforce Development Fund (FWDF).

The College is proactive in delivering national priorities and 27% of activity is in the area of STEM, with 9% in Early Years Education and 11% in Health and Social Care. The partnership approach adopted in Ayrshire for planning Early Years provision meant that the targets set were exceeded through joint planning for placement and work experience.

In 2017-18, just under half (6,431) of the students attended on a full-time basis, and 12,760 students (96%) resided in Ayrshire. Of these, 65% studied at FE level and 35% at HE level. Overall, there was a fairly even split of male/female students, although there was a higher proportion of female students (53%) on full-time courses compared to male students (46%). A higher proportion of HE full-time students were female (61%) but there was an equal balance of male/female on FE full-time courses.

Over three years, there has been a four percentage point decline in the number of full-time students from 6,965 to 6,431 although, over the past year, there has been a slight increase in FE full-time. The proportion of full-time students aged 16-19 declined slightly over three years from 52% to 51%, most significantly at HE level where the proportion of 16-19 students within this age group fell from 44% of all HE full-time students to 42%.

The College works with the three local authorities - East, North and South Ayrshire - and plays an active and important role in the corresponding Community Planning Partnerships (CPP). It works with all 26 secondary schools as well as special schools in the region. East and North Ayrshire local authorities are amongst the top six councils with the highest local share of SIMD20 datazones in Scotland. These local authorities also have the highest rates of children living in poverty outside of Glasgow. Reflecting the social and economic challenges facing the region, 40% of the College's full-time students live in SIMD20 areas, and this percentage figure has increased steadily each year.

The College has developed its provision in partnership with local and regional employers, ensuring that the curriculum meets the needs of labour market trends and future skills needs. However, *Jobs and Skills in Scotland: The Evidence*, published in November 2017, commented that "Ayrshire was the only region to record a decline in public and private sector employment suggesting economic and labour market challenges have been particularly acute in this region".

Effective partnership working is critical to the ongoing success of the College and our role as a strategic business partner of the Ayrshire Chamber of Commerce and Industry and a key member of the Developing the Young Workforce (DYW) Ayrshire Steering Group ensures we deliver a curriculum designed to meet the needs of the region.

The College has developed a number of successful partnerships with universities to provide students with a seamless transition with advanced standing. Local delivery is in place with the Open University and this is an area of growth in the College.

In 2017-18, the College made the decision to return 1,255 ESF credits to SFC as the criteria for delivery made this an area where the College was competing for students with other public and private sector providers and were not confident in achieving the target. This resulted in a reduced activity target from 126,625 credits to 125,370.

The long term future of the College will be influenced by funding decisions surrounding the legal contract for the PFI campus in Kilwinning and cost of living pay awards agreed through national bargaining.

The College continues to focus on improving retention and attainment while remaining an inclusive College where every individual is supported to achieve their full potential.

METHODOLOGY

In 2017-18, the College produced an Evaluative Report reflecting on 2016-17 provision and developed an Enhancement Plan with a number of areas for development and actions for improvement. This is a new report which reflects on our performance in 2017-18 as well as taking account of trends over the previous three years; new actions for improvement are detailed in our 2018-21 Enhancement Plan.

In order to develop this report, the College continued with our well embedded approach to team evaluation which means that all staff, curriculum and service, are involved in multi-disciplinary reviews. This provides opportunities for discussion, challenge and scrutiny with regard to all aspects of the student experience. The team approach enables data to be analysed and interpreted and actions for improvement agreed across teams, rather than in isolation.

Directors, Heads and Managers of curriculum and services areas consult with students, staff, employers and partners throughout the year using a range of approaches including; team meetings, course review meetings and student representative meetings. The Quality Enhancement team and Student Association lead “Have Your Say” student feedback events as well as employer and stakeholder forums to gain feedback to improve the content and delivery of courses and the overall student experience. The information and data gathered through these forums informs the team evaluation process.

Curriculum Managers lead teams in the evaluation of performance at unit and course level. Course team meetings take place four times during the year and a nominated, student partnerships in quality Scotland (sparqs) trained, class representative contributes to these meetings. Performance against targets is regularly monitored by the Senior and Executive Management teams, and regular reporting to the Learning and Teaching Committee and the Board of Management ensures strong leadership of our quality enhancement process.

Staff have a clear understanding of how they contribute to enhancing the student experience and the Principal shares detailed performance information at all staff campus events held regularly throughout the year.

Managers have access to a comprehensive range of robust data to assist with analysis and review of performance. This allows staff to act on real-time data to support effective decision making and provide timely, suitable interventions to support students. Working with our school partners, local authority representatives and Skills Development Scotland, the College developed a new approach to evaluating the provision and experience for school pupils on school-college partnership courses using the *How Good Is Our College* framework.

The evaluation of learning and teaching has been supported by colleagues from Education Scotland who have undertaken classroom observations and staff and student interviews, as well as attending course team meetings. The College had a specific focus on HE attainment and identified four curriculum areas – Hospitality and Tourism, Hairdressing and Beauty, Business and Computing and Engineering and Science for in-depth review and evaluation of performance. Education Scotland supported staff in Engineering and Science, to reflect on their teaching practice to support improvement.

This report provides a comprehensive analysis of 2017-18 key performance indicators. All Heads of Curriculum and Service Managers provided summaries of how their teams performed over the year against the three main themes of leadership and quality culture, delivery of learning and services to support learning, and outcomes and impact. Their contributions are synthesised into this Evaluation Report and Enhancement Plan.

The College agrees performance targets for ten national measures with the Scottish Funding Council through the Outcome Agreement process and detail of progress on these measures is included in the Annex with detail of four-year performance on key national performance indicators.

OUTCOMES AND IMPACT

How good are we at ensuring the best outcomes for all our learners?

3.1 – Wellbeing, equality and inclusion

Areas of Positive Practice

- Strong and effective leadership from the Principal has firmly established a culture of equality and inclusion within the College.
- Comprehensive policies and procedures ensure the College complies with equalities legislation and inclusive strategies are in place to support wellbeing, access and inclusion and LGBT+ and during 2017-18, the College published a Gender Action Plan.
- The Values, Inclusion, Equality and Wellbeing (VIEW) steering group has made a positive impact across the College. Our Mental Health and Wellbeing Liaison Officer continued to work closely with curriculum and service teams throughout 2017-18 and introduced a virtual Wellbeing Hub in Moodle for a more self-directed approach to support. There have been a number of successful initiatives throughout the year to address the stigma surrounding mental health such as #MyMentalHealthMatters, See Me “Pass the Badge” and a New Year New You wellbeing campaign in January 2018.
- The College provides extensive support for health and wellbeing working in partnership with the Student Association, NHS Ayrshire & Arran and Police Scotland. This approach identifies students most at risk and through positive partnership working with other public bodies and third sector partners has supported improvements in retention and attainment.
- Early identification of support needs and recommendations for action ensure that effective support is in place for students when they start their course. Twenty two percent of students declared a disability and the Inclusive Learning team support these students through induction, retention meetings, reviews, and one to one sessions throughout the year. The team helped to remove barriers to learning and improve attainment by providing reasonable adjustments in non-medical human support, assistive software and technologies which provided tailored support for individual students.
- Very effective partnership arrangements have led to good progress in priority areas such as ESOL provision. College staff collaborate closely with CPP partners in the three local authorities to plan and accredit ESOL learning in the community. These community courses act as a progression route into College courses and are responsive to the needs of a growing number of refugees arriving in the three local authority areas.
- Initiatives to address gender imbalance in subject areas are beginning to have an impact; for example, 17% of engineering foundation apprenticeship starts in 2017-18 were female, compared with 0% the year before. Male enrolments on Early Years Education courses have increased significantly over three years from 39 to 98 and female enrolments on Computing and ICT courses have increased by 16% over three years.
- The College established a pan-Ayrshire LGBT network and staff and students engage positively in LGBT conversation cafes and other information sessions that support diversity and inclusion. A short-life working group focused on the development and delivery of a College Equally Safe Action Plan. Actions have been identified and are in progress such as a student survey to establish a baseline of their understanding of gender-based violence; training opportunities through the NHS ‘Ask, Support and Care’ model, and developing ways to embed within existing curriculum activity.
- Inclusive Learning staff provide comprehensive training in BSL for Student Services staff to aid communication with deaf and hearing impaired students. In addition, Autism Spectrum Disorder transition sessions are provided to alleviate the initial anxieties linked with coming to College. “In their shoes” sessions were delivered to curriculum staff and students to appreciate some of the difficulties faced by their peers.

Areas for Development

- During evaluation sessions some staff identified that they require more support to deal with the complex multiple barriers to learning students present with, such as mental health issues and the impact of adverse childhood experiences.

- Campaigns to support improved gender balance in traditionally imbalanced areas have yet to demonstrate sufficient impact. The curriculum areas of Construction, Hairdressing, Care and Engineering need to further action to address the gender imbalance.

3.2 – Equity, attainment and achievement for all learners (three-year trend)

FE level courses

Student success on all FE level courses has improved due to sustained and focused efforts by staff to reduce partial success. The proportion of full-time and part-time students successfully achieving recognised qualifications has improved and performance is better than the sector average. The increase in part-time successful outcomes is due to an increased focus on school-college partnership courses, which included redesigning the curriculum offer and providing bespoke training to staff delivering on these courses.

- FE success has improved from 71% to 75%.
- FE full-time success has improved from 61% to 67%.
- FE part-time success has improved from 76% to 79%.

Retention rates on all FE level courses have remained very static. Retention on FE full-time courses has improved by four percentage points but is slightly below the sector average. Retention on part-time courses has declined by three percentage points and is also slightly below the sector average, mainly due to a significant increase in withdrawals on January start courses in 2017-18 compared to the previous year. Improved use of our internally developed web-based retention tool, redesigned Personal Development session and closer integration of service and curriculum teams leading to tailored individual student support have been the main contributory factors in the improvement on full-time courses.

- FE retention declined from 84% to 83%.
- FE full-time retention improved from 72% to 74%.
- FE part-time retention declined from 91% to 88%.

HE level courses

Student success on all HE level courses has improved due to a particular focus by all curriculum teams on reducing partial success which has had a positive impact. The proportion of full-time students successfully achieving recognised qualifications has improved however, the success rate remains below the sector average. The proportion of part-time students successfully achieving recognised qualifications remains high and is above the sector average. Four curriculum areas - Engineering and Science; Business and Computing; Hospitality and Tourism, and Hairdressing and Beauty Therapy were provided with additional support to redesign curriculum; improve assessment and re-assessment strategies; increase and improve digital content of courses and focus on individual student achievement, all of which contributed to the overall improvement in HE full-time.

- HE success has improved from 68% to 69%.
- HE full-time success has improved from 64% to 67%.
- HE part-time success has declined from 81% to 80%.

Retention rates on all HE courses declined by two percentage points. Retention on HE full-time courses has declined slightly by one percentage but is significantly below the sector average. Retention rates on part-time courses declined by three percentage points and is also below the sector average.

- HE retention declined from 81% to 79%.
- HE full-time retention declined from 78% to 77%.
- HE part-time retention declined from 91% to 88%.

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Care experienced

The College has fostered and encouraged a supportive declaration environment for care experienced students, evidenced by the increasing numbers self-declaring as care experienced. In 2017-18, 59% of care experienced students successfully completed their course, two percentage points higher than the sector average, however care experienced students did not perform as well as their peers and this remains a key area of focus.

Disability

The proportion of students with a declared disability successfully completing their course has increased by two percentage points and the success rate is higher than the national average. There has been a significant (12%) increase in the number of full-time students declaring a disability but despite the increase in volume and additional support required, the proportion of students successfully completing their course has improved. However, success rates for students with a declared disability are below the College average performance, particularly at HE full-time level and this will remain a priority area of focus.

Full-time students under the age of 16

Retention and attainment for students who were under 16 at the time of enrolling on their course has traditionally been very poor as this group of students face particular challenges such as integrating into an adult learning environment, ineligibility for bursary funding and typically poor levels of prior achievement at school. Significant cross college efforts, including Student Services individually case managing each student and focused interventions from curriculum staff, have resulted in a significant improvement in performance from 43% to 64% for this particular cohort due to improved retention and reduction in partial success.

SIMD10-20

A very high proportion of students who enrol at Ayrshire College reside in SIMD10 and SIMD20 postcode areas. The latest figures from the Scottish Funding Council show that 62% of enrolments on courses of 160 hours or more were from these postcode areas and only three other colleges have a greater proportion. Ayrshire College accounts for 9% of the national enrolments which is the fifth largest proportion in Scotland.

Some of our students from the most disadvantaged backgrounds can have multiple barriers to learning and achievement and 40% of our full-time students in 2017-18 resided in SIMD10 and SIMD20 postcode areas. Three percent of this group were also care experienced and 18% were receiving extended learning support.

It is therefore extremely encouraging to report that the number of students achieving a successful outcome has increased steadily over time. The proportion of students from SIMD10 postcode areas successfully completing their course improving by two percentage points, and is higher than the national average. The proportion of students from SIMD20 postcode areas successfully completing their course has improved by four percentage points and is also higher than the national average.

Essential Skills

Our strategy for delivery of core and essential employability skills has been guided by employer feedback and is unique within the sector. For the three main core skills units (Communication, Numeracy and ICT), the College accounts for almost a fifth of all enrolments in Scotland. This is due to the fact that all FE full-time students are enrolled for units most appropriate to their level of study and vocational area.

Core skills delivery is very well contextualised to the vocational area by almost all curriculum teams, and performance in all units has improved, consistent with the College average for FE full-time. However, following an all-staff consultation in 2017-18 on the delivery model, a revised approach is being implemented for 2018-19, allocating additional time for students to develop these transferrable functional skills which are critical for employment.

Areas for Development

- Retention rates for FE and HE full-time are higher than the national average.
- HE full-time successful outcomes have been below the national average for the last three years.
- Success rates for priority student groups such as care experienced students and those with a declared disability are below the College average.
- A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area.

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DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING

How good is the quality of the provision and services we deliver?

2.2 – Curriculum

Areas of Positive Practice

- Curriculum design across the College is strongly influenced by national policy. All curriculum teams take very good account of local, regional and national priorities and strategic drivers when developing their provision. On an ongoing basis, curriculum teams review Scottish Government priorities and adjust the curriculum portfolio to meet local, regional and national demands. Key policy drivers such as DYW, Early Years Education, digital skills and STEM are embedded in the design and development of the curriculum.
- School partnership work is well led by managers and involves all secondary schools in the region. College staff, dedicated to each of the three local authority areas to support delivery of the senior phase curriculum, engage with teachers and pupils in school to provide information, advice and guidance on learner pathways.
- All curriculum teams provide learner pathways from National Qualifications to HNC/D with exit routes to apprenticeships, further study or employment. A highly successful partnership with the Open University provides transition locally and clear articulation routes to second and third year are in place with a number of university partners.
- Arrangements for all curriculum areas to engage with employers are comprehensive, systematic and effective. These partnerships provide extensive opportunities for robust feedback which is used positively to influence course design and improve the student experience.
- Almost all staff are flexible in the design and delivery of their courses to meet the particular needs of employers and industry sectors. Staff tailor courses well to help employers select specific learning outcomes that reflect the needs of their workplace and staff.
- In some curriculum areas, students are encouraged to undertake additional industry vendor qualifications, for example Computing, Hair and Beauty and Sport and Fitness, which enhance their skills and employability.
- Recognising the high quality learning that takes place at the College, aerospace employers are increasingly recruiting their modern apprentices exclusively from full-time engineering students. The College has developed specialist courses to meet global needs and is now the sole training provider for Spirit AeroSystems.
- Almost all curriculum teams incorporate and plan work-based learning activities into full-time courses to develop employability and career management skills. Where students are not ready for work placement or are on introductory courses, they benefit from well-equipped, simulated workplace environments in the College.
- Almost all curriculum teams incorporate and plan the development of employability and career management skills within their courses through the Personal Development unit on all FE full-time courses, industry visits or guest lectures.
- All curriculum teams work effectively with essential skills staff to plan essential skills delivery, specifically to ensure contextualisation related to the vocational course.
- All teams engage in a wide range of well-planned and co-ordinated Continuing Professional Development (CPD) activities which provide effective and meaningful ways for staff to engage in peer dialogue, along with professionals from the wider sector.
- Our flexible approach to curriculum delivery in the community allows us to be reactive to meet the needs of those furthest from the labour market in partnership with DWP, local authorities and third sector organisations. Innovative courses such as Me2You and Skills For Life have received awards for their impact on individual lives, with a significant percentage of long-term unemployed participants moving into employment.

Areas for Development

- A small number of curriculum areas do not take full advantage of the extensive employer engagement to provide students work-based placement opportunities or guest lectures to enhance the learning experience.
- Achievement rates for some apprenticeship frameworks are lower than the sector average.

Case Study – Employer training partnership

The College has been Spirit AeroSystems' training partner for many years, delivering training to their modern apprentices. In 2017-18, to align with their global operations, improve quality and reduce errors, Spirit AeroSystems asked the College to support the technical training and capability accreditation of its workforce.

To ensure success of this venture, the College recruited a dedicated vocational trainer, a new role, to deliver the programme. The trainer is based within Spirit AeroSystems and delivers accredited training to all of the company's workforce, as well as introductory courses for new recruits.

Spirit AeroSystems has been very positive about the College's approach and quality of delivery and their allocation from the FWDF was used as a contribution to this approach.

2.2 – Learning, teaching and assessment

Areas of Positive Practice

- Almost all teaching staff have good levels of professional knowledge and use constructive examples from industry to provide contextualised training and consolidate learning.
- Relationships between staff and students are respectful and productive, and the atmosphere in classes is calm and purposeful. Curriculum staff are enthusiastic about their teaching and their students' success, and this has a very positive impact on students and their motivation.
- Almost all teaching staff use a range of questioning techniques well to engage students, confirm knowledge and understanding, and provide deeper learning. Almost all students are engaged in their learning and take responsibility for their own progress.
- All curriculum teams use a variety of teaching approaches to excellent effect, with 88% of full-time students indicating they can influence learning on their course which has supported increased levels of attainment.
- Curriculum teams are adept at balancing underpinning theoretical knowledge with practical projects to enhance learning. There are many excellent examples of project-based learning and on full-time FE courses all teams embed volunteering, community-based, or outdoor learning into their delivery.
- Staff use formative assessment very well to promote students' understanding and prepare them for summative assessment. Staff provide positive, helpful and constructive feedback to students and 88% of full-time students indicated that they received useful feedback which informed future learning.
- Most staff make good use of high quality, industry standard resources and digital technology in the classroom and are skilled in adapting approaches and lesson content to the needs of individual students. All students use resources well and value the up-to-date facilities and equipment that the College provides.
- There is good evidence of innovative practice in using resources and digital technologies to support and enhance learning. This has been aided by the *Innovating for Learning Fund* (funded by the Ayrshire College Foundation) which enabled, for example, the Learning Resource team to purchase a drone which has been used for training creative students in drone photography.
- Students develop a wide range of subject-specific technical skills, underpinned by essential employability skills, and 92% of full-time students indicated that their time at College has helped them develop knowledge and skills for the workplace.
- Almost all staff utilise a range of methods for self-reflection, for example recording lessons using the Iris Connect platform, team teaching and peer review.
- Most staff gather feedback from students at unit level on a daily basis. Approaches such as "what went well, even better if" are used at the end of classes to make real time improvements. However, there is an inconsistent approach across the College to the analysis of unit data and this requires improvement.
- Performance data at course level is used by all Heads and Curriculum Managers to improve student outcomes and almost all curriculum teams interrogate this data extensively.

Areas for Development

- A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.
- A few curriculum staff have yet to fully develop the potential of digital learning and assessment in the delivery of the curriculum to enhance the learning experience.

Case Study – Water Rescue VR project

The College developed an exciting virtual reality learning project in partnership with the Scottish Fire and Rescue Service to simulate a live water rescue and first aid response.

Health and Social Care students participated as rescuers and bystanders and the aim of the activity was to assess the situation, “rescue” two firefighter volunteers from the river and initiate a first aid response.

The activity was filmed in partnership with our Learning Technology team using a state of the art 360 degree 4K camera allowing the activity to be used in subsequent years as a virtual learning experience for students.

This has further developed into an exciting partnership between the College and Scottish Fire and Rescue Service. College staff trained Fire and Rescue Officers on effective CPR using state of the art mannequins, purchased through the Ayrshire College Innovation Fund, and iPads with a specialist app which monitors the effectiveness of CPR being provided. A training video resource has also been jointly created which will be used by SVQ students as part of their first aid qualification to enhance their employability skills and also by Fire and Rescue Officers as part of their ongoing staff development.

The virtual reality project was highly commended within the **Digital Learning Award** category in the College Development Network Awards 2018.

2.4 – Services to support learning

Areas of Positive Practice

- The College has a very effective and well-planned admissions and enrolment process allowing support needs to be identified in a number of ways at different stages of the student journey. Transition meetings aid the identification of support needs with schools and third sector partners and staff refer students if support needs are identified on course.
- Curriculum teams work effectively with Inclusive Learning and Student Services staff to provide tailored interventions and offer a personal approach to allow students the best opportunity to achieve a positive outcome.
- The College successfully implemented a Bridge 2 Business programme in partnership with Young Enterprise Scotland's to boost the enterprise and entrepreneurial skillset of students. Through a series of information sessions and guidance from local entrepreneurs and business owners, we have increased knowledge in this area and inspired students to think of starting their own business as a career path.
- The Citrix ICT solution was successfully implemented in our new Kilmarnock Campus, providing a more flexible campus for students and more effective use of the College estate. This provides an ICT solution bespoke to the individual student and course they are studying so that when they log into any PC in any teaching space in any campus they have access to the relevant software applications for their course.
- The Estates and Sustainability team, supported with funding from the Ayrshire College Foundation, completed projects to provide a new Learning Resource Centre, Student Association Office and Partnership Centre at our Kilwinning Campus and a new Hospitality Suite on the Ayr Campus. Through the work of the VIEW group, equality impact assessments are regularly reviewed and actions identified to remove barriers and improve access to services for students, for example, by installing power-assisted doors at the Kilwinning Campus LRC to improve access for wheelchair users.
- The majority of staff are aware of the differing needs of discrete groups of students and various allowances are given to support students such as flexible start times for students with parental or caring responsibilities.
- Ongoing improvements by our Student Funding team to systems and processes have resulted in more students having their funding in place at the start of their course which has supported cross college efforts to improve retention. The team have adapted and personalised their approach, for example, care experienced students are individually supported through the bursary application process.
- Significant investment has ensured students are provided with industry standard resources and facilities with bespoke equipment being provided for students with specific additional support needs.
- Our Staff Learning and Development Technologist, supported by colleagues from the Learning Technology and Resource Centre, have supported all curriculum teams to make excellent use of various digital technologies within their learning and teaching practice. This has resulted in increased usage of our virtual

learning environment, Moodle, as well as a range of other e-learning tools being effectively incorporated into teaching practice to enhance the student experience.

- Most teams use and analyse individual student data, provided within our risk register and online retention tool, to improve performance rates, although this is not consistent across all teams.
- Our commitment to young people who have disengaged from education begins in S3 with our Employability and Engagement Officers working in schools to help build relationships with pupils at risk of not progressing to a positive destination. A high percentage of young people who would not have considered continuing learning post-school choose to attend college to further their education. Our unique HIVE (Hope, Inspiration and Vision in Education) area provides intensive and effective support in the College to develop confidence, and raise aspiration, encouraging young people to progress to a vocational curriculum area.

Areas of Development

- The potential impact of the Bridge 2 Business programme is not being fully realised across all teams and campuses.
- ICT solution provided to students is not consistent across all campuses.
- Some curriculum teams do not make consistent and effective use of data and the online retention tool to improve retention rates.

Case Study – Student mentoring project

In partnership with the Scottish Widening Access Programme (SWAP), our Health and Social Care team piloted a new mentoring initiative matching students from the SWAP Access to Nursing course with students from our Supported Learning department. It was felt that students on the Access to Nursing course would provide ideal mentors as they are typically mature students with valuable work and life experience who are studying towards a career in Learning Disabilities or Mental Health Nursing. These career aims align well with the needs of students on our Supported Learning courses. In addition, the SWAP students' applications to university are greatly enhanced by demonstrating that they have practical experience of working or volunteering in such a role.

The project was a great success, benefitting all students and staff involved and is being implemented in all campuses in 2018-19. Student feedback on the pilot was overwhelmingly positive, with the mentors finding the experience valuable and enjoyable. Comments included:

"I loved it. It gave me more confidence in how to work within a classroom environment and it increased my skills".

"I have felt a sense of achievement in helping the students and I have learned it's an area I would like to pursue".

Students from the Supported Learning department noted the impact to their self-confidence in particular and comments included:

"The mentors put me at ease and made me feel comfortable in the class".

"It has been really good to have them in the class as they have helped me complete all my work to a good standard. They were amazing and really helpful".

"I have gained lots more confidence and loads of information having the mentors in class. They have been wonderful".

SWAP recognised the benefits and success of the pilot and are working with other colleges to consider implementing this approach as a means of providing valuable work experience for students.

LEADERSHIP AND QUALITY CULTURE

How good is our leadership and approach to improvement?

1.1 – Governance and leadership of change

Areas of Positive Practice

- The Board of Management has a strong focus on student success and provides clear strategic direction for the College, while ensuring rigorous challenge, scrutiny and good governance is delivered through the sub-committee structure.
- The Board, through the Learning and Teaching sub-committee, receives regular, detailed and accurate reports throughout the year detailing progress towards targets on student enrolments and credits; student satisfaction surveys; withdrawals; performance indicators; college leaver destination information; external verification activity and the Outcome Agreement.
- The Principal provides strong leadership for change in the College. A clear rationale and timeline for change are communicated to staff with comprehensive opportunities for consultation.
- The Student Association has a strong voice on all Board committees, with office-bearers attending regular meetings with SFC and Education Scotland, contributing effectively in developing plans for improvement and enhancement activity.
- All managers take very good account of local, regional and national priorities to develop college strategies such as the Strategic Plan, Regional Outcome Agreement, Learning and Teaching Strategy, Infrastructure Strategy, People Strategy and the Strategic Workforce Plan. Our new Digital Strategy “DigitalNOW” was developed in line with the aims and objectives of the national strategy *Scotland’s Full Potential in a Digital World: A Digital Strategy for Scotland* published by the Scottish Government in March 2017. The core principles of the national priorities for Developing Scotland’s Young Workforce and STEM are embedded in all of the College’s strategic planning processes.
- All managers make good use of high level economic data and CPP data. Data from the Regional Skills Assessment, employer feedback, government strategies and sector specific Skills Investment Plans inform the strategic direction of the College.
- All managers make good use of data that focuses on targeted/actual enrolments, credit delivery against target and PIs trends over three years to agree realistic but stretching performance targets.
- The College implemented a comprehensive HR and Payroll information system, providing managers with real time workforce information to support effective decision making.
- All College strategies take full account of the ambitions of DYW, in particular those focused on senior phase vocational pathways, tackling gender imbalance in subjects, STEM, apprenticeships and equalities.
- To make progress on the DYW targets to reduce gender imbalance, the College established a formal Gender Leadership Group, chaired by a senior manager and comprising all Curriculum Heads and relevant Service Managers. This group has developed the College’s Gender Action Plan for 2018-21 and will monitor progress against actions, leading by example.
- Ayrshire has experienced a significant decline in young people in the population, and the targets set by the College, particularly for full-time student enrolments, have been stretching. In 2017-18, after three years of declining full-time enrolments, there was a small increase from 6,403 to 6,435. An increase in part-time students meant that overall student enrolments rose from 14,153 to 15,343 over the year.
- Some targets can only be achieved through collaborative working, for example working with schools to develop foundation apprenticeships. The College works effectively with local, regional and national partners to achieve key strategic targets.

Areas for Development

- The Board has recruited seven new members for session 2018-19 who will require support and development to understand the operating context of the College.

1.4 – Evaluation leading to improvement

Areas of Positive Practice

- All managers use a comprehensive and robust approach to team evaluation and implement actions for improvement. Staff are supported through course team meetings to reflect on performance and identify actions for improvement. All curriculum areas have improved full-time successful outcomes over three years.
- Almost all course team meetings are comprehensive and effective with teams using a mixture of approaches to review and reflect on their delivery. In 2017-18, the College's Enhancement Plan focused on full-time HE performance as an area for improvement, in particular in the curriculum areas of Engineering and Science, Business and Computing, Hospitality and Tourism, and Hairdressing and Beauty Therapy. Three out of the four areas demonstrated improved performance over the year, with Engineering and Science and Hospitality and Tourism both increasing successful outcomes by three percentage points.
- In all cases, external verification reports are very positive with significant strengths identified in the majority of curriculum areas.
- Managers at all levels encourage and support staff to use corporate data to evaluate their provision and plan for improvement. Managers play an active role in quality enhancement processes, identifying courses where there are specific issues, and work in collaboration with students, curriculum and service staff to develop plans for improvement.
- Almost all staff engage very well in review and planning processes to ensure that course design is current, relevant and meeting the needs of industry. All full-time courses have class reps, trained by our Quality Enhancement team and sparqs, which helps them to contribute effectively at course team meetings.
- All teams take very good account of DYW in evaluation and planning processes. This has resulted in the introduction of new provision to support senior phase vocational pathways, for example the Civil Engineering Foundation Apprenticeship. Taking account of feedback from pupils and school staff and responding to increased demand from schools for vocational provision for S3 pupils, a range of programmes will be introduced in 2018-19.
- Partnership work with local authorities and schools in the region is very well led by senior managers. Twelve secondary schools participated in a college led evaluation event along with representatives from SDS. Fourteen secondary Head Teachers attended a separate event to reflect on current provision and establish strategic plans for future joint delivery of senior phase curriculum.

Areas for Development

- Feedback from Education Scotland highlighted that in a few curriculum areas, there is an inconsistent approach to the management and administration of course team meetings, which is a missed opportunity for staff to initiate and implement improvement measures.
- Team evaluation activity highlighted that there is limited ownership of student attendance and unit performance data by a few lecturers, resulting in insufficient analysis of the reasons for student withdrawals.

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CAPACITY FOR IMPROVEMENT

Strong leadership and effective governance ensure there is a positive culture of quality enhancement and continuous improvement within the College. Partnership working with employers, local authorities, schools and other stakeholders ensure the College is proactive, has a forward-looking, informed perspective while recognising areas for development.

As set out in our People Strategy, we will continue to develop our staff ensuring that we embed and champion inclusion, diversity and wellbeing in all that we do. This will enhance our students' experience by making the best use of technology to redesign and transform the delivery of our services.

Our Learning and Teaching Strategy underpins everything that we do in the College and sets out our core belief that every student has the potential to be successful and change their world. We will develop positive attitudes, industry-relevant skills and current knowledge to empower our students to achieve their full potential while supporting their personal aspirations.

Over the next three years, the College will concentrate on the areas for development outlined in our Enhancement Plan and focus our collective efforts on achieving the targets set out in our Outcome Agreement to ensure we contribute to the national ambitions and priorities set by the Scottish Funding Council.

GRADING

Key Principle	Grade
Outcomes and Impact <i>How good are we at ensuring the best possible outcomes for all our learners?</i> <ul style="list-style-type: none">3.1 Wellbeing, equality and inclusion3.2 Equity, attainment and achievement for all learners	GOOD
Leadership and quality culture <i>How good is our leadership and approach to improvement?</i> <ul style="list-style-type: none">1.1 Governance and leadership of change1.4 Evaluation leading to improvement	VERY GOOD
Delivery of learning and services to support learning <i>How good is the quality of our provision and services we deliver?</i> <ul style="list-style-type: none">2.2 Curriculum2.3 Learning, teaching and assessment2.4 Services to support learning	VERY GOOD

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PROGRESS ON 2017-18 ENHANCEMENT PLAN

The 2017-18 Enhancement Plan outlined fourteen areas for development with 33 specific actions and the table below details progress during 2017-18.

	Number of areas for development	Number of actions	Number completed	Number outstanding
Leadership and quality culture	4	11	10	1
Delivery of learning and services to support learning	6	15	14	1
Outcomes and impact	4	7	7	0

A summary of the remaining action points is set out below, with both action points still currently in progress and reflected in our new three-year Enhancement Plan.

Leadership and Quality Culture

Action - Introduce a peer review process

A range of proposals were submitted to EMT in March 2018 and it was agreed to phase in a new model over academic years 2018-19 and 2019-20.

Delivery of Learning and Services to Support Learning

Action – Work with partners to identify options for improving facilities to deliver STEM courses in North Ayrshire

The Principal and senior managers are continuing to work with local partners to consider various options. Discussions are ongoing with North Ayrshire Council and SFC. In addition, consideration is being given to potential funding applications to various bodies.

The following section provides a high level impact summary of the areas for development addressed during 2017-18:

- New Board members recruited for 2018-19 with planned rotation allowing all members the opportunity to serve on the Learning and Teaching Committee and engage in development opportunities, ensuring strong leadership and governance of the quality of learning and teaching and student experience.
- The Principal participated in a Ministerial Working Group to support implementation of the Equally Safe initiative in colleges and universities. As a result, the College developed an Equally Safe Action Plan with clear actions to support our activities with staff and students to tackle the impact of gender-based violence.
- The number of lecturing staff using the IRIS Connect self-reflection tool to evaluate their teaching practice has increased significantly. The feedback from staff was extremely positive and as result it will be a mandatory aspect of CPD for all new lecturers from 2018-19 onwards.
- The number of questions in Student Satisfaction and Engagement Survey was reduced leading to a 10% increase in response rate with 1,814 students completing in 2017-18 compared to 1,654 in 2016-17.
- Employer forums now established in all curriculum areas with the introduction of the HIT (Hospitality Industry Trust) Ayrshire forum which includes employers such as Turnberry, Costley and Costley and Buzzworks as well as local authority partners. The group meets every 6-8 weeks and is informing curriculum design as well as providing placement and event opportunities for students.
- The Digital Skills Forum, established in October 2017, has helped shape the College's Digital Skills Strategy as well as advising on future course design and skills requirements such as cyber security.
- Cross college efforts to improve outcomes for some of our most vulnerable students have been extremely effective. Successful outcomes for care experienced students have improved by 20 percentage points

over three years and successful outcomes for SIMD10 students on full-time courses have improved by five percentage points over three years.

- The Promoting Wellbeing Group has led campaigns such as #MyMentalHealthMatters and overseen the introduction of the Wellbeing Hub in Moodle for students. These have been very effective with successful outcomes for full-time students with a declared mental health disability increasing by seven percentage points over three years.
- The College worked in partnership with XMA (Apple Educators) to lead a joint CPD event called “Mission to Mars” for local school teachers and College lecturers. This session was extremely well attended by around 80 teachers from across Ayrshire and explored how to plan and deliver an entire lesson using iPads which is in line with the aims of both the Scottish Government’s, and our own recently launched, Digital Skills Strategy 2018-20.
- College lecturers and school staff participated in ACEs (Adverse Childhood Experiences) training to raise awareness in teaching staff of how an adverse childhood experience can impact progress in education and also mental health.
- The College developed a detailed process to analyse outcomes on school-college partnership courses, including School College Partnership Officers visiting all local schools to discuss student attendance with Deputy Head Teachers. This has resulted in completed successful outcomes improving by nine percentage points over the year.

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ANNEX – OUTCOME AGREEMENT MEASURE PERFORMANCE

- Measure 1- Core credits delivered against target Credit delivery for 16-19, 20-24, SIMD10, Protected Characteristics

1a	Total credits delivered	2015-16	2016-17	2017-18 Target	2017-18 Actual
		126,485	125,749	125,370	126,326

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	#	%	#	%
1b(i)	Credits delivered to learners aged 16-19 and 20-24	92,330	72.9%	89,421	71.1%	90,364	72%	89,102	70.5%
1b(ii)	Credits delivered to full-time learners aged 16-19 and 20-24	73,740	75.4%	71,259	72.4%	74,000	74%	71,015	71.6%
1c	Credits delivered to learners in the most deprived 10% postcode areas	23,127	18.3%	27,039	21.5%	25,101	20%	24,297	19.2%
1d	Credits delivered to learners from different protected characteristic groups:								
	White	124,776	98.6%	123,798	98.5%	-		124,135	98.3%
	Mixed	347	0.3%	293	0.2%	-		416	0.3%
	Asian	778	0.6%	994	0.79%	-		1,012	0.8%
	Black	350	0.3%	416	0.3%	-		307	0.2%
	Other	129	0.1%	219	0.2%	-		308	0.2%
	BME	1,257	1.0%	1,629	1.3%	1,506	1.2%	1,627	1.3%
	Disability	29,699	23.5%	30,688	24.4%	25,101	20%	34,121	27%
Care experienced	118	0.1%	2,659	2.1%	2,700	2.2%	3,163	2.5%	

- Measure 2 – Credit delivery for Senior Phase, SHEP and S3

2a	Number of senior phase age school pupils studying vocational qualifications	2015-16	2016-17	2017-18 Target	2017-18 Actual
		330	300	390	315

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	#	%	#	%
2b	Credits delivered to senior phase age pupils studying vocational qualifications	1,467	1.2%	1,558	1.2%	1,480	1.18%	1,628	1.3%
2c	Credits delivered to learners at S3 and above as part of school-college provision	3,329	2.6%	3,734	3.0%	3,400	2.71%	4,551	3.6%
2d	Credits delivered at HE level to learners from SHEP schools	3,896	10.6%	4,247	10.9%	3,800	10.06%	3,688	10.3%

- Measure 3 – Credit delivery for STEM

		2015-16		2016-17		2017-18 Target		2017-18 Actual	
		#	%	#	%	%	%	%	%
3	Credits delivered to learners enrolled on STEM courses	28,448	22.5%	27,354	21.8%	29,000	23.11%	33,635	26.6%

- Measure 4 – Proportion of students successfully achieving a recognised qualification

		2015-16	2016-17	2017-18 Target	2017-18 Actual
Proportion of enrolled students successfully achieving a recognised qualification					
4a	FE full-time	61.1%	66.8%	66%	66.9%
	FE part-time	76.3%	74.2%	-	79.3%
	HE full-time	63.6%	68.4%	66%	67.2%
	HE part-time	81.3%	79.3%	-	79.6%
Proportion of enrolled MD10 students successfully achieving a recognised qualification					
4b	Full-time	58.6%	63.2%	-	64.3%
	Part-time	74.4%	74.0%	-	75.3%
4c	Proportion of senior phase age pupils successfully completing a vocational qualification	58.1%	57.1%	-	68.4%
4d	Proportion of full time enrolled care experienced students successfully achieving a recognised qualification	-	63.0%	-	59.2%
4e	Proportion of full time FE enrolled students aged 16-19 successfully achieving a recognised qualification	59.9%	64.6%	-	65.9%

- Measure 5 – The numbers of apprenticeship starts

		2015-16	2016-17	2017-18 Target	2017-18 Actual
5	Number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	269	274	250	279

- Measure 6 – Learners with work-placement or work-experience opportunities

		2015-16	2016-17	2017-18 Target	2017-18 Actual
6	Number of full-time learners with “work placement experience” as part their programme of study	2,055	1,643	2,100	1,847

- *Measure 7 – Learners who articulate to University with advanced standing*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
7	Number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Data unavailable from SFC		390	Data unavailable from SFC

- *Measure 8 – Learners with a positive destination after qualifying*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
8	Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	94.2%	94.6%	-	Data not yet available

- *Measure 9 – Learners satisfaction with college experience*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
9	The percentage of students overall, satisfied with their college experience	94%	94%%	94%	93%

- *Measure 10 – Gross carbon footprint*

		2015-16	2016-17	2017-18 Target	2017-18 Actual
10	Gross carbon footprint	2,813 tCO ₂ e	2,369 tCO ₂ e	-	Data not yet available

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Outcome Agreement Progress (Measures 1, 2 and 3)

- The College delivered 126,326 credits against a target of 125,370, exceeding the target by 956 credits (0.8%).
- The number of senior phase pupils studying vocational qualifications at College has decreased over the last three years from 330 to 315, however the number of credits delivered slightly increased from 1,467 (1.2% of activity) to 1,628 (1.3% of activity). A significant restructuring of our school-college offering over the last three years in partnership with the three local authorities has led to an increase in the volume of credits delivered of school-college partnership courses from 3,329 (2.6% of activity) to 4,551 (3.6% of activity).
- The volume of credits delivered at HE level to students from Schools for Higher Education Programme (SHEP) has decreased very slightly over the last three years from 3,896 to 3,688, and the proportion of credits has decreased very slightly from 10.6% to 10.3%. The overall volume of HE activity has also decreased 1.8% in the same time period.
- The number and proportion of credits delivered to students on STEM courses has increased over a three-year period from 28,448 (22.5% of activity) to 33,635 (26.6% of activity).
- As expected and reflecting demographic trends and government policy, there was a slight decline over the year in credits allocated to students in the 16-19 and 20-24 age groups, with an increase in students aged 25 or over. The College delivered 62,583 credits to students aged 16-19 (49.5% of activity) and 26,519 credits to students aged 20-24 (21% of activity).
- The College delivered 99,180 credits to full-time students, 50,038 of which were delivered to students aged 16-19 (50.4%) and 20,977 credits to students aged 20-24 (21.2%).
- The College delivered 24,297 credits (19.2% of activity) to students from a SIMD10 postcode area, maintaining our progress towards achieving the national target of 19.5% by 2019-20.
- Over the last three years, the volume of credits delivered to students self-declaring their ethnic background as White has decreased by 0.3 percentage points with a corresponding increase in delivery to students declaring as BME (Black Minority Ethnic).
- Over the last three years, there has been a significant increase in the number of students declaring a disability, particularly related to mental health, resulting in an increase in the number of credits delivered to students with a disability from 30,130 (23.8%) to 34,178 (27.1%).
- The number of students declaring as care experienced has increased over three years from 13 to 250, resulting in an increase in the number of credits delivered to care experienced students from 118 (0.1%) to 3,163 (2.5%). The national target is to increase intake in the college sector to 800 by 2018-19, and based on early enrolment data from 2018-19, the College has enrolled 276 students who have declared either at application or enrolment stage as care experienced.

Outcome Agreement Progress (Measure 4)

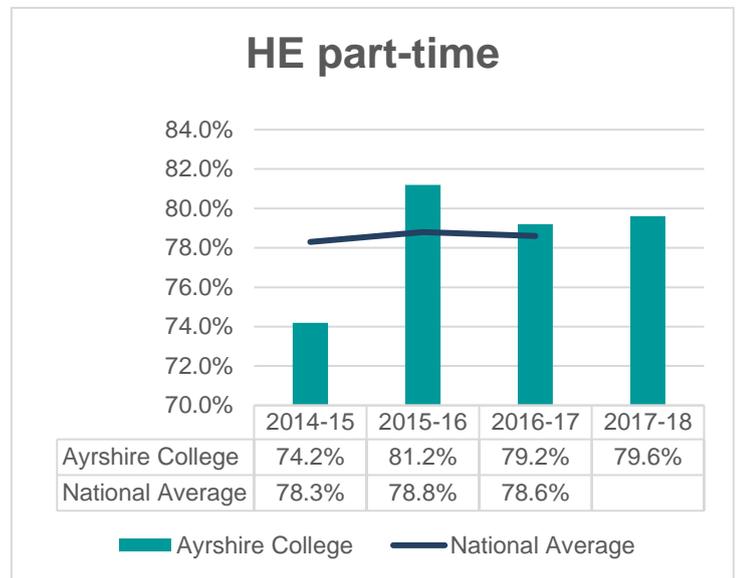
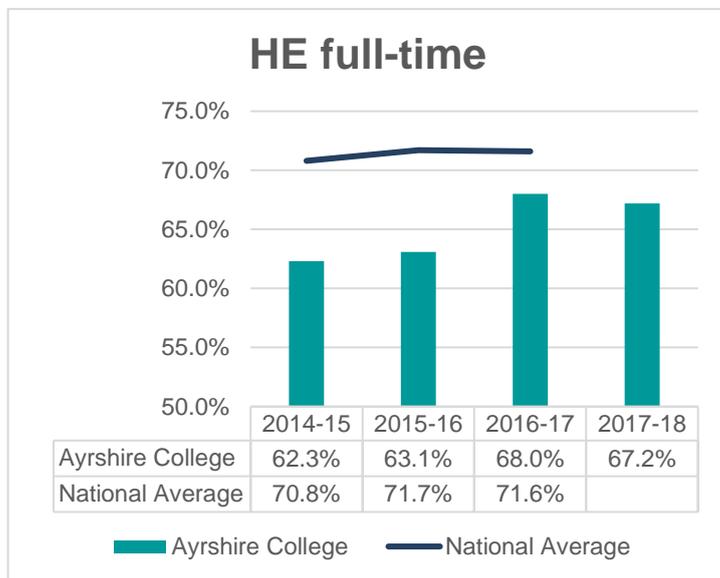
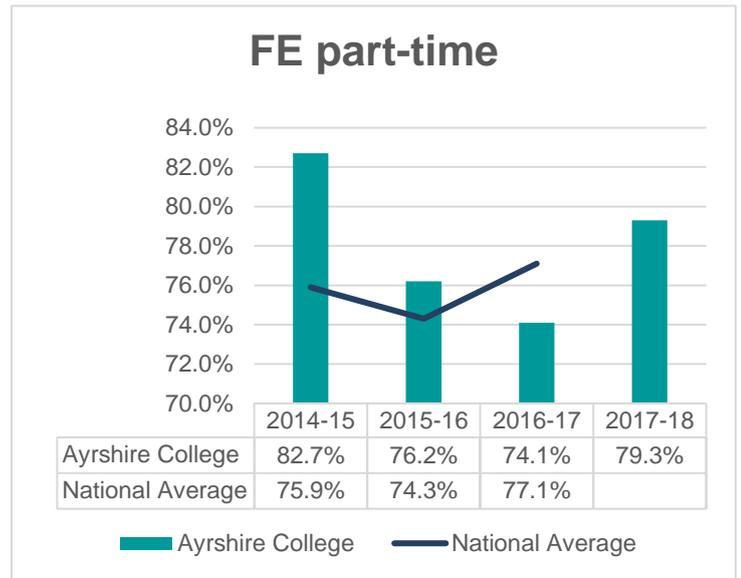
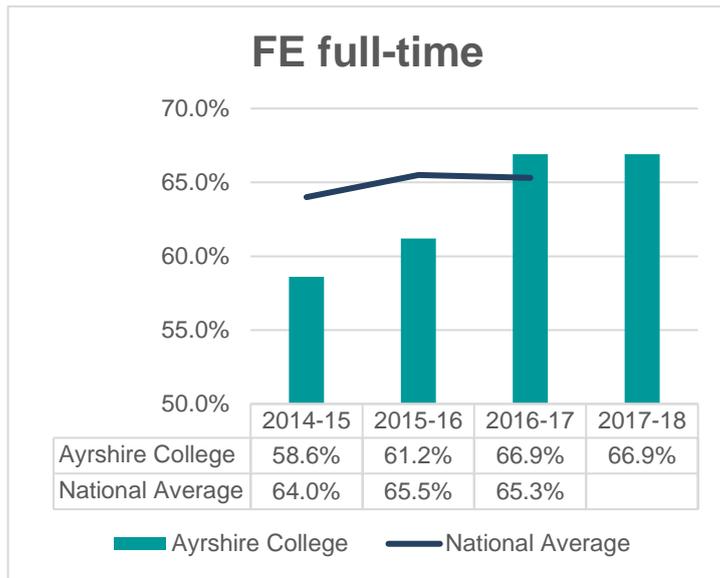
- The proportion of full-time enrolled students successfully receiving a recognised qualification has increased by 5 percentage points over three years from 62.0% to 67.0%.
- The proportion of part-time enrolled students successfully receiving a recognised qualification has increased by 2.6 percentage points over three years from 76.7% to 79.3%.
- The proportion of full-time SIMD10 students successfully achieving a recognised qualification has increased by 5.7 percentage points over three years from 58.6% to 64.3%.
- The proportion of part-time SIMD10 students successfully achieving a recognised qualification has increased slightly by 0.8 percentage points over three years from 74.5% to 75.3%.
- The proportion of senior phase age pupils successfully completing a vocational qualification has increased by 10.3 percentage points over three years from 58.1% to 68.4%.
- The proportion of full-time care experienced students successfully achieving a recognised qualification has decreased by 2.2 percentage points over one year from 61.4% to 59.2% (only 13 students self-declared as care experienced in 2015-16 so a three-year trend would be unreliable).
- The proportion of full-time FE students aged 16-19 successfully achieving a recognised qualification has increased by 6 percentage points from 59.9% to 65.9%.

Outcome Agreement Progress (Measures 5 and 6)

- The number of apprenticeship starts has grown over a three-year period and it is likely, due to demand from industry, that the College will seek and secure further starts in engineering from SDS for 2018-19.
- The College worked with 28 employers to deliver 300 courses to over 3,000 employees as part of the FWDF in 2017-18. This enabled innovative approaches to be developed including a joint development role with Spirit AeroSystems.
- With over 900 apprentices in training at any given time, mostly in STEM frameworks, the College is the main provider of engineering apprenticeships in the region. In almost all frameworks delivered by the College, achievement rates for apprenticeships contracted directly with SDS are higher than the sector average; for example, 81% versus 79% for Engineering apprenticeships, and 67% versus 64% for Personal Services (Hairdressing).

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Four-year KPI information and national trends – successful outcomes



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ENHANCEMENT PLAN 2018-21

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AYRSHIRE COLLEGE ENHANCEMENT PLAN 2018-21

QI	Areas for Development	Rationale	Action	Impact
3.1 – Wellbeing, equality and inclusion	Staff require training and support to deal with complex multiple barriers such as mental health issues and the impact of adverse childhood experiences on students learning.	<p>There are increasing numbers of students declaring disability, particularly mental health issues and some staff do not feel confident at dealing with these issues.</p> <p>In order to meet the national aims on widening access, the College will continue to recruit and support students from the most disadvantaged backgrounds, for example SIMD10 and 20.</p>	<ul style="list-style-type: none"> • Various resources including an online course, training video, and mindfulness sessions to be provided for staff. • Provide Mental Health First Aid Training. • Corporate Parenting e-learning module to be available for all staff as part of ongoing CPD. 	<ul style="list-style-type: none"> • Increase in volume of credits delivered to students from SIMD10 postcode areas to exceed the national target. • Continue to increase the number of care experience students at College. • Improvement in retention and attainment rates for key priority groups of students: <ul style="list-style-type: none"> • SIMD10 • SIMD20 • Care Experienced • Disability
	Support Construction, Hairdressing, Care and Engineering curriculum teams to address gender imbalance.	Within the Scottish Government's Youth Employment Strategy, <i>Developing the Young Workforce</i> , all colleges have a target to increase the minority gender share in each of the ten largest and most gender imbalanced subjects by five percentage points by 2021.	Gender Leadership Group to implement the actions contained in the Gender Action Plan and monitor progress.	Measurable progress towards reducing gender imbalance in specific subject areas.

3.2 – Equity, attainment and achievement for all learners	Retention rates for full-time students are higher than the national average and HE full-time successful outcomes have been below the national average over the last three years.	National target of 75% successful completion rate on all full-time courses by 2021. In order to achieve this target retention and partial success rates both need to be improved.	Support curriculum teams to understand and address reasons for poor performance and implement improvement strategies.	<ul style="list-style-type: none"> Improved retention on FE and HE full-time courses. Sustained improvement in HE performance to meet and exceed the national average by 2021. Ensure 75% of FE and HE full-time students successfully complete their course by 2021.
	Success rates for priority student groups such as care experienced students, and those with a declared disability are below the College average.	Key aims and objectives have been detailed within national policy: <ul style="list-style-type: none"> Children and Young People (Scotland) Act 2014. Developing the Young Workforce SFC National Ambition for Care Experienced Young People. 	<ul style="list-style-type: none"> Thematic cross college group to be established to co-ordinate activity to support vulnerable students. Staff to be flexible with course delivery to accommodate students with particular barriers to learning. Improve data quality and staff access to systems to deliver a co-ordinated support approach. Implement Corporate Parenting Action Plan. Provide bespoke student support to manage increased bursary funding. 	<ul style="list-style-type: none"> Increased number of care experienced students identified and supported. Increased collaboration with partners leading to more positive transitions into College. Support needs identified and individual support plans in place at an early stage. Improvement in retention and attainment rates for key priority groups of students: <ul style="list-style-type: none"> SIMD10 SIMD20 Care Experienced Disability
	A few curriculum teams have not fully embedded and contextualised core skills delivery to their vocational area.	Classroom observations, student feedback and ongoing evaluation activity have highlighted there are missed opportunities to contextualise core skills. Students are not always aware of when	<ul style="list-style-type: none"> Good practice to be highlighted and shared with curriculum teams. Curriculum Managers to co-ordinate opportunities for 	<ul style="list-style-type: none"> Increase in positive feedback from students regarding core skills delivery.

		they are developing core skills, and their overall relevance to employment.	vocational and core skills staff to meet and jointly plan course delivery.	<ul style="list-style-type: none"> Improved attainment rates in core skills units.
2.2 – Curriculum	A small number of curriculum areas do not take full advantage of the extensive employer engagement to provide students work-based placement opportunities or guest lectures to enhance the learning experience.	Student feedback highlighted that the learning experience could be improved by placement opportunities and/or guest lectures to provide practical context to theory content of courses.	Course teams to identify opportunities to embed regular work experience and industry input to courses.	Improved feedback from students leading to greater contextual understanding of learning and development of employability skills.
	Achievement rates for some apprenticeship frameworks are lower than the sector average.	Successful delivery of our apprenticeship framework is critical to the long-term economic development of the region and ensures the College continues to meet the needs of local employers.	Support curriculum staff and VQ assessors to analyse reasons for low attainment rates and implement improvement strategies.	Increase in attainment rates on apprenticeship frameworks to meet or exceed sector averages.
2.2 – Learning, teaching and assessment	A range of CPD opportunities are provided for all staff to remain up-to-date in their teaching practice, however some curriculum staff do not take full advantage of these opportunities.	Student success is dependent on the quality of learning and teaching and it is critical that the primary focus of curriculum CPD is on teaching practice with subject-specific training as a secondary support.	<ul style="list-style-type: none"> Support lecturers enrolled on the PDA and TQFE qualifications. Implement support group for new lecturers on all main campuses. Deliver a series of “Learning and Teaching Conversation Cafes” to support implementation of new Learning and Teaching Strategy. 	Staff will be more confident in their delivery and practice which will translate into an improved student experience, increased student satisfaction and an improvement in student attainment.
	A few curriculum staff have yet to fully develop the potential of digital learning and assessment in the delivery of the curriculum to enhance the learning experience.	To support students, staff and wider communities to prosper in the digital age it is increasingly vital that staff are supported to develop digital values, skills and knowledge to inform and enhance their teaching practice.	<ul style="list-style-type: none"> Implement the Digital Skills Strategy. Provide Cybersecurity and Copyright online training modules. Increase use of the IRIS Connect self-reflection system which will be mandatory CPD for all new lecturers. 	Will ensure staff have a greater confidence in digital teaching and assessment and have the ability to digitally evaluate practice in a safe environment.

2.4 – Services to support learning	The potential impact of the Bridge 2 Business programme is not being fully realised across all teams and campuses.	Although the Bridge 2 Business engagement has been a success, evaluation of the implementation recognised that having access to the Bridge 2 Business representative for only two days per week over three campuses was not sufficient to have significant cultural impact.	Implement a new enterprise strategy, including having a dedicated Bridge 2 Business representative for five days per week.	Will increase the scale, potential and impact of the enterprise skills support available in Ayrshire.
	ICT solution provided to students is not consistent across all campuses.	Student feedback of the new Citrix ICT solution implemented in the new Kilmarnock Campus was extremely positive and allowed for more flexible use of the resources. However, in Ayr and Kilwinning the ICT solution was no longer fit for purpose.	Implement Citrix across all main campuses in Ayrshire during 2018-19.	Greater flexibility of rooms and resources allowing for more efficient timetabling.
	Some curriculum teams do not make consistent and effective use of data and the online retention tool to improve retention rates.	Intelligent use of data allows us to target support interventions to students most at risk of withdrawing from College and improving retention rates is the underpinning factor to improving student success.	<ul style="list-style-type: none"> • Train and support staff to understand the data available and how it should be used. • Increase the functionality of the online retention tool based on user feedback. • Extend the use of the retention tool to Inclusive Learning and Essential Skills staff. 	Consistent improvement in retention rates for all key groups of students translating into an increase in the number of students successfully completing courses.
1.1 – Governance and leadership of change	The Board has recruited seven new members for session 2018-19 who will require support and development to understand the operating context of the College.	To provide good and effective corporate governance and ensure the College continues to comply with the Code of Good Governance for Scotland's Colleges.	CPD opportunities to be identified for Board members throughout the duration of their term.	Ensure robust governance of all college matters with a particular focus on core business of learning and teaching.

1.4 – Evaluation leading to improvement	Feedback from Education Scotland highlighted that in a few curriculum areas, there is an inconsistent approach to the management and administration of course team meetings, which is a missed opportunity for staff to initiate and implement improvement measures.	Course team meetings are critical forums to discuss student performance, share good practice, and implement ongoing improvement strategies at course level.	<ul style="list-style-type: none"> Review course team meeting structure including frequency and content of meetings in association with Student Association. 	More productive team meetings with focus on implementing and monitoring improvement strategies with greater input from students.
	Team evaluation activity highlighted that there is limited ownership of student attendance and unit performance data by some lecturers, resulting in insufficient analysis of the reasons for student withdrawals.	All staff have a responsibility for student attendance and require focus at a granular level to understand unit performance in order to drive improvement.	<ul style="list-style-type: none"> Student attendance to be tracked regularly via the online retention tool and discussed at regular weekly retention meetings. Personal Development tutors to take specific ownership for FE full-time courses. SARU (Student Achievement Rate by Unit) dashboard to be developed to allow for deeper analysis of performance 	Greater ownership by lecturers of student performance data leading to improved retention and attainment.

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SFC Guidance

Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22

Issue date: 18 October 2018

Reference: SFC/GD/22/2018

Summary: Process and framework for developing and negotiating College Outcome Agreements

FAO: College Principals and regional strategic bodies

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Annexes

[Annex A: Self-evaluation report](#)

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Foreword

Education is the Scottish Government's defining mission. And as the national strategic body for colleges and universities, the Scottish Government has charged the Scottish Funding Council (SFC) with driving forward excellence and equity across the education and skills landscape in Scotland. The SFC is committed to working with Scotland's universities and colleges to make Scotland the best place in the world to learn, to educate, to research, and to innovate.

With SFC support, our universities and colleges will continue to contribute towards inclusive economic growth, and deliver the Scottish Government's vision of both excellence and equity in education. They will do this by *investing* in their people and estates, giving learners access to high-quality teaching and well-equipped, sustainable facilities; by pursuing research and working with industry to drive *innovation* in the economy, recognising and redressing skills gaps, and improving the well-being of citizens; by promoting *inclusivity*, transforming lives by breaking down barriers and reducing income inequality; and by being outward looking and competitive, actively promoting Scotland on the *international* stage.

Working in partnership with our institutions, we want the 317,000 students in our universities and colleges to have the best possible learning experience so that they are equipped to think, to act, and to contribute in their workplaces and in their communities within Scotland – and beyond. Furthermore, we want this opportunity to be available to people from *all* backgrounds and are therefore committed to working with our institutions to continue to implement the recommendations of the Commission on Widening Access (CoWA) in its '*A Blueprint for Fairness*'¹ which asserts Scotland's 'moral, social and economic duty' to tackle inequalities.

SFC will also work in close alignment with our partner enterprise and skills agencies through the newly created *Enterprise and Skills Strategic Board* and, in particular its new Strategic Plan, to drive forward improvement in productivity, equality, wellbeing and sustainability to deliver the Scottish Government's ambition for sustained, inclusive growth.

¹[A Blueprint for Fairness](#)

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Key points in drafting a college Outcome Agreement

- The fundamental purpose of an Outcome Agreement is to demonstrate each institution's distinct contribution to the Scottish Government's priority outcomes and impact of the associated investment.
- An Outcome Agreement should align with an institution's strategy to enable it to negotiate its contribution toward sector level impacts according to its mission and strengths.
- The 'intensification' of the Outcome Agreement process will continue in 2019-20 to secure greater progress with priority outcomes. This should include: more ambitious and challenging targets; the scope for dynamic allocation of places and funding to drive and incentivise improvement; and enhanced transparency and accountability on institutional performance.
- Outcome Agreements will not be accepted as complete by SFC unless they include a fully completed national measures data table using the [pro-forma](#).
- An Outcome Agreement must contain sufficient actions to address Scottish Government priority outcomes to secure SFC approval.
- Outcome Agreements should set out institutions commitments in support of SFC national priorities over the three-years to 2021-22.
- Colleges should develop their Outcome Agreements using the Framework at Table 3, outlining their commitments, strategies and evidence of progress against each of the priority outcomes.
- Colleges should summarise how their Outcome Agreements have been developed in consultation with students, the college's students' association, staff, local authorities and trade union representatives.

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Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22

Introduction

1. This guidance explains the process of negotiating an Outcome Agreement with the SFC for academic years (AY) 2019-22. It also explains how we will monitor previous years' Outcome Agreements.
2. SFC introduced college Outcome Agreements in AY 2012-13. They help colleges demonstrate their distinct contribution to the Scottish Government's priorities as set out in the *Scottish Economic Strategy*² and its programme for government for the coming year, (*Delivering for Today, Investing for Tomorrow: The Government's Programme for Scotland 2018-19*³). Outcome Agreements are now a powerful tool in demonstrating what colleges deliver in return for public investment.
3. For AY 2019-20 Outcome Agreements, we expect that, where a three-year Outcome Agreement was submitted for AY 2018-19, the college reviews its context statement, updating it only where that context has changed substantially. However we do expect colleges to plan for both existing Scottish Government priorities, and its new priorities outlined in this guidance. We also expect Outcome Agreements to include updated targets in the tables previously provided reviewed in the light of the changed expectations set out in this guidance.
4. Priorities outlined in this Guidance are subject to further change in the light of a further letter of guidance from the Scottish Government informed by the Enterprise and Skills Strategic Board's Plan - *Working Collaboratively for a Better Scotland*⁴.

Intensification of the Outcome Agreement process

5. The 2018-19 round of Outcome Agreement discussions took place against the background of the Minister's clearly expressed desire for the process to be 'intensified', providing a clear line of sight between the Scottish Government's investment and the delivery of its key outcomes.
6. In her guidance to SFC for the year ahead, the then Minister called for intensification to continue and progress further. In welcoming the

² [Scotland's Economic Strategy](#)

³ [Delivering for Today, Investing for Tomorrow: The Government's Programme for Scotland 2018-19](#)

⁴ [Working Collaboratively for a Better Scotland](#)

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commitments made over the past year, the Minister looked to SFC to drive further progress through:

- The setting of more ambitious and challenging targets.
 - Encourage engagement and collaboration.
 - Improved transparency and accountability on institutional performance.
 - The more dynamic allocation of funding to drive and incentivise improvement.
7. We want to see evidence of intensification in: widening access; articulation; attainment and retention; gender; Developing the Young Workforce (DYW); skills; innovation and apprenticeships. This will mean more ambitious and challenging targets in 2019-20; greater focus and clear evidence of engagement with external stakeholders (such as local authorities in relation to DYW) and evidence that the actions in the outcome agreement meet their needs.
 8. As Outcome Managers discuss the 2019-20 Outcome Agreements and monitor progress against previous ones, they will take into account how we allocate funding in a way that best ensures delivery of the national priorities. In this respect, SFC will also consider the implication on funding where there have been failures to deliver previously agreed targets.
 9. We will continue the steps taken to provide more institution-level performance data in the 2016-17 summary of college outcome agreements, and will consider the extension of the range of data currently reported to make clearer the accountability provided by outcome agreements.
 10. We also expect the 2019-20 agreements to reflect the following priorities: innovation - in light of developments with the College Innovation Fund (CIF) - and the focus on STEM, particularly the development of Regional STEM Hubs and Strategies, while building on examples such as the Digital Skills Partnership as an effective mechanism for industry involvement on provision and training.
 11. In establishing a pilot College Innovation Accelerator Fund (CIAF) we supported colleges to release capacity to explore new business relationships and innovation voucher opportunities, without affecting core funding. The outcomes of the investment should also be reported through your Outcome Agreement and discussed with your OAM to inform future development. There should be an explicit statement that

this work has been conducted in line with the college's EIA commitments and our expectations to comply with all legislative requirements.

12. On financial planning, in line with Audit Scotland recommendations from the Colleges' 2018 report, and following review of the longer term financial forecasts we will work with colleges to ensure that planning is robust.

The Outcome Agreement process: relationships and reporting

13. The Outcome Agreement is a joint funding commitment, in which each college region sets out the:
 - Regional context within which a college region operates (this should include a web link to a regional *DYW plan* outlining vocational pathways for Senior Phase learners, and the college's employer engagement framework detailing their contribution towards the implementation of DYW.
 - Outcomes and outputs a college region will deliver, reflecting its regional context, in response to Scottish Government priorities. The outcomes will contribute towards meeting the SFC's national ambitions.
14. For ten of the 13 regions, the Outcome Agreement will be negotiated and agreed with the single college serving that region. In the three multi-college regions - Glasgow, Lanarkshire, and the Highlands and Islands - the Outcome Agreement is negotiated and agreed with the Regional Strategic Body.
15. For Sabhal Mòr Ostaig (SMO) and Newbattle Abbey College (which are specialist rather than regional colleges) certain aspects of this guidance will not apply. The respective Outcome Agreement Managers will discuss this with the colleges.
16. In the case of the University of the Highlands and Islands and SRUC, the college Outcome Agreement is part of a tertiary Outcome Agreement. The respective Outcome Agreement Managers will agree in advance of negotiations which elements of the college and university guidance should be followed.
17. Outcome Agreements should be concise documents focused on SFC's strategic plan priorities outlined in [Table 3](#) below, should include outcomes for the three years from AY 2019-20 to AY 2021-22, and should be not more than 25 pages in length.

Relationship

18. A strong working relationship with SFC Outcome Agreement Managers and their teams will enhance mutual understanding. Outcome Agreement teams advocate on behalf of colleges and support and challenge them to make more effective contributions to Scottish Government priorities. Outcome Agreement engagements are also a forum where colleges can share and explore their strategic ambitions and strategies with SFC colleagues. SFC Outcome Agreement Managers will also consult as appropriate with colleagues in other relevant organisations, including Education Scotland (ES), Skills Development Scotland (SDS), Local Authorities and College Development Network.

Reporting

19. An outcome-focussed approach has been adopted to improve outcomes for individual learners and the Scottish economy. We want Outcome Agreements to demonstrate how colleges are:
 - Contributing to economic growth and improving life chances by providing all learners with the necessary skills to progress into sustainable employment.
 - Ensuring provision is efficiently delivered and meets national, regional and local employer needs through the use and analysis of Regional Skills Assessments (RSAs), Skills Investment Plans (SIPs) and other relevant labour market intelligence. Outcome Managers will want to see evidence of how labour market demand is reflected in the college's provision.
 - Supporting learners to complete their study and achieve successful outcomes.

Monitoring

20. Outcome Agreements for AY 2019-20 will be informed by the monitoring of progress and achievements from previous years. This will focus on the AY 2017-18 agreement, and early progress from the AY 2018-19 agreement. We will discuss progress with colleges throughout the year. The monitoring process includes arrangements for quality reporting which are set out below.

Outcome agreement and quality reporting

21. Quality assurance and enhancement underpins the Outcome Agreement process and remains a continuing requirement of colleges and a

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condition of funding. The quality arrangements enable SFC to discharge its statutory duty for the assessment and enhancement of quality.

22. Annex A of this document provides information on college quality assurance requirements and outcome agreement self-evaluation reporting. The following guidance documents should also be consulted:
 - [How good is our college?](#) (SFC, ES December 2016).
 - [Supplementary Guidance for College Evaluative Reports and Enhancement Plans for AY 2017-18](#) (SFC, May 2018).
23. Building on the evidence contained in colleges' Evaluative Report and Enhancement Plans (see Annex A), we will provide an assessment of progress for each region to discuss with colleges. This evidence will also be used to inform funding decisions, to aid negotiations over future Outcome Agreements, and to help inform national priorities and areas for collaboration.

Data monitoring

24. To assist with the monitoring of Outcome Agreements, we will continue to require college regions to provide quarterly data returns using the FES Online reporting system. We will review in-year FES data to enhance our evidence base and reporting on various Government priorities including DYW and therefore data quality within FES remains of **paramount importance**.

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Outcome Agreement process: Outcome setting and funding

25. To manage progress toward achieving Government priorities, funding for colleges will be negotiated annually. Funding is offered on condition that an Outcome Agreement meets the required standard, particularly in terms of the:
 - Impact a college region will deliver.
 - Ambitions and appropriateness of outcomes and outputs.
 - Level of engagement with external stakeholders in support of its work.
26. The achievement of the aspirations set out within an Outcome Agreement is the responsibility of a college region and SFC's role is one of support.
27. We recognise however, that college regions work alongside others in the achievement of outcomes and that some factors are outwith its direct control.
28. Future funding will be dependent on delivery of satisfactory outcomes, contribution towards national ambitions. Negotiations in relation to past performance may be used to adjust funding.
29. Any decision to reduce funding would be proportionate and based on full consideration of a college region's performance.

Funding Recovery

30. In line with intensification, SFC will closely consider situations where there is concern over a variation in delivery against Outcome Agreement commitments and a college's Credit target. In such an instance, taking context and ambition into account, SFC would consider whether funding needs to be recovered.
31. To inform its decisions, SFC will consider the region's progress against the following:
 - Student numbers.
 - Funded mix of provision.
 - Performance against targets.
 - Deliverables related to strategic investments and/or projects.
32. We will take our main funding recovery decisions for AY 2019-20 at the end of 2020 following the closure of the Further Education Statistics (FES) Final Figures Return. This will allow sufficient time for data on progress to be compiled as well as time for SFC to fully review the

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progress delivered to date. Where SFC determines that funding recovery may be required, regions will be informed from January 2021. Outcome Agreement Managers will support this process.

Student engagement

33. Consistent with the approach to student engagement in quality, SFC expects colleges to show evidence of how the outcomes in the Outcome Agreements have been developed and discussed with college Students' Associations (SAs). SFC Outcome Agreement Managers will meet staff, students and SA officers in each college region to discuss Outcome Agreement engagement in general, and more specifically, the SA's views on the content of the agreement and how they can contribute to the achievement of college priorities.
34. Outcome agreements should also report on outcomes and impacts of initiatives where Student Associations' have taken a lead on responding to, or delivering, on a policy area or priority (for example mental health awareness or STEM).
35. The Framework for the Development of Strong and Effective College Students' Associations in Scotland⁵, and its associated toolkit, includes good practice engaging students in Outcome Agreement; we recommend that it is used to guide collaboration between the college and the SA and help SA development. Outcome Agreements should provide detail of how the Framework is being implemented, including ensuring that SAs are adequately funded.

Strategies and documents

36. We expect the 2019-20 Outcome Agreements to be streamlined, strategic documents and therefore detail strategic objectives and operational plans should be hyperlinked from the agreement. We provide an example template below ([Table 1](#)) of the Plans and Strategic documents that should have links within the Outcome Agreement.
37. In addition, Outcome Agreement managers will have specific themed discussions with their regions through the course of the year to include a focus on: DYW; STEM; Employer Engagement; Equalities and Data

⁵ [Framework for the Development of Strong and Effective College Students' Associations in Scotland](#)

Table 1: Strategies and documents

Strategies and documents (examples)	
<ul style="list-style-type: none"> • Public Sector Equality Duties reports • Access and Inclusion Strategy. • BSL Plan • Corporate Parenting Plan. • Developing the Young Workforce Plan. • Equality and Human Rights Impact Assessment. • Gaelic Language Plan. 	<ul style="list-style-type: none"> • Gender Action Plan. • Public Bodies Climate Change Duties Report. • Estates strategy. • STEM Strategy and Action Plan. • Student carers support policy. • Mental Health Strategy

Timeline

38. We intend to begin discussing the content of AY 2019-20 Outcome Agreements **immediately**. We shall require a well-developed draft in **December 2018** and a final Outcome Agreement by the end of **April 2019**.
39. Initial discussions should also include contributions from, and intelligence provided by, other stakeholders including ES and SDS.
40. Our final timeline will be influenced by a range of external factors out-with the control of SFC, such as the Scottish Government’s Spending Review. Our indicative timeline is as follows:

Table 2: Outcome Agreement AY 2019-20 timeline

Activity	Deadline
Guidance updated and published	October 2018
2017-18 Evaluative Report and Enhancement Plan submitted	31 October 2018
SFC Board review progress with 2017-18 Outcome Agreements	6 December 2018
Well-developed draft Outcome Agreement submitted	By 10 December 2018
Feedback on draft Outcome Agreement	by 31 January 2019
SFC Board review progress with OA commitments and agree indicative funding allocations for AY 2019-20	30 January 2019
2019-20 Indicative funding allocations announced	February 2019

2019-20 Final funding allocations announced	May 2019
Final Outcome Agreement submitted	by 30 April 2019
Publication of Outcome Agreements	June 2019

Sign-off and publication

41. Following the announcement of final funding allocations, and the submission of final Outcome Agreements, institutions will be provided with signature pro forma to complete before returning to SFC. This proforma will be published as part of the Outcome Agreement.

42. Similarly, as with the AY 2018-19 Outcome Agreements, SFC will publish a summary data table rather than the full table of Outcome Agreement Targets for 2019-20 to 2021-22 (Table 5). The full table will be signed off as part of the Outcome Agreement process, but only the summary table will be shown in the published document.

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The AY 2019-20 Outcome Agreement

SFC priorities

Table 3: SFC's national priorities for AY 2019-20

Priority 1: High Quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference		
Outcomes	Commitments, strategies and/or evidence of progress	Measure of progress
<p>Access</p> <p>A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds</p>	<p>Identify and address under-representation from protected characteristic and socio-economic groups, providing evidence of positive action to:</p> <ul style="list-style-type: none"> • Increase (where under-represented) the participation of learners from all protected characteristic groups including care experienced students. • To best demonstrate a college region's role in access and inclusion. <p>Regions should ensure:</p> <ul style="list-style-type: none"> • The data in their national measures table includes all protected characteristics. • They include an Equality Impact Assessment of this Outcome Agreement in their Outcome Agreement or a web link. • They recruit those from care experienced backgrounds, and provide 	<ul style="list-style-type: none"> • Credits delivered. • Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas. • The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced learners. • Volume and proportion of Credits delivered to learners enrolled on STEM courses. • Volume and proportion of STEM learners with a placement as part of their course. • Number of senior phase age pupils studying vocational qualifications

	<p>transitional and support arrangements to assist them complete their programmes of study.</p> <ul style="list-style-type: none"> • Proactively address gender imbalances in programmes, specifically those subjects areas with severe imbalances (i.e. >75%) and provide specific three year outcomes outwith the national measures table. • Demonstrate their current and future commitment to students who are veterans particularly in relation to the mapping and consideration of their existing skills and qualifications and in relation to articulation pathways. • Demonstrate their current and future commitment to students (and staff) who are carers. • Are working with students and staff to assess policies and practices to prevent and eradicate all forms of gender based violence. • Have in place a range of services to support the mental health and wellbeing of students and staff. • They provide a web link to their published British Sign Language Plan and provide evidence of its implementation over the outcome agreement period. • Build on the outcomes of the new quality arrangements to further integrate the new quality arrangements and Outcome Agreement process with evidence of implementation of Enhancement Plans. 	<p>delivered by colleges.</p> <ul style="list-style-type: none"> • Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges. • Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision. • Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).
<p>An outstanding system of learning where all students are progressing successfully and benefiting from a world-class</p>	<p>Improvement in the proportion of students, including protected characteristic groups, care experienced students and learners from the 10% most deprived postcode areas, successfully completing qualifications. We are also particularly keen to see an increase in the successful completion of younger students on FTFE courses.</p> <p>Increase the number of students articulating to university with advanced standing.</p>	<ul style="list-style-type: none"> • The number of starts for contracted apprenticeships (e.g. in CITB, SECTT). • Proportion of enrolled students successfully achieving a recognised qualification (FT & PT). • Number and proportion of FT FE learners aged 16-19 successfully completing

<p>learning experience, in the hands of expert lecturers delivered in modern facilities</p>	<p>In considering college curriculum, reflect on whether there are clear unmet needs within the region and how the region might need to reprioritise its existing resources in the short/medium term.</p> <p>Improve the range and spread of provision within and across each region, ensuring that provision (and infrastructure) is targeted towards the needs of the communities and employers in the region.</p> <p>Working with CPP partners secure commitments which will ensure the ongoing sustainability and reflects unmet demand across the piece, of provision in English for Speakers of Other Languages (ESOL).</p> <p>Identification of clear learning pathways using the Scottish Credit and Qualifications Framework (SCQF) levels wherever possible. We would encourage colleges to continue to credit rate provision not already credit rated onto the SCQF, allowing learners to gain credit for their learning wherever possible.</p> <p>To ensure that learners are aware of the SCQF level and credit allocated to their qualifications and that the SCQF is promoted within college publications.</p> <p>Continue to improve employability outcomes for disabled learners.</p>	<p>courses.</p> <ul style="list-style-type: none"> • Proportion of enrolled SIMD10 students (i.e. learners from the 10% most deprived postcodes) successfully achieving a recognised qualification (FT & PT). • Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges. • Proportion of enrolled care experienced students successfully achieving a recognised qualification. • The number and proportion of successful learners who have achieved HNC (SCQF level 7) or HND (SCQF Level 8) qualifications articulating to degree level courses (SCQF level 9) with advanced standing.
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<p>A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference</p>	<p>Support the implementation plans in the Scottish Government’s youth employment strategy - DYW⁶ by working in partnership with Local Authorities, schools and employers to increase the range of high quality senior phase vocational pathways to employment.</p> <p>Describe how Local Authorities, schools and colleges and other stakeholders to map STEM provision in their area and where appropriate, prioritise the development of relevant new vocational pathways in this area. This work should be developed in collaboration with the Regional STEM Hub, ensuring colleges maximise STEM outreach and Career Long Professional Learning (CLPL) between schools, colleges, universities and industry.</p> <p>Provide a baseline of current provision in relation to work experience across all subject areas.</p> <p>Detail the level and extent of employer engagement in course and curriculum design and delivery and the impact on college leaver employability.</p> <p>Promote the delivery and expansion of Foundation Apprenticeships and other appropriate qualifications in the delivery of senior phase vocational pathways.</p> <p>Promote opportunities for the development of partnerships with universities for the delivery of Graduate Level Apprenticeships.</p> <p>Make more explicit responses to identified skills needs of employers by</p>	<ul style="list-style-type: none"> • The number and proportion of full-time learners with “work experience” as part of their programme of study. • The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying. • Student Satisfaction and Engagement Survey - the percentage of students Overall, satisfied with their college experience.
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⁶ [Developing the Young Workforce – Scotland’s Youth Employment Strategy](#)

	<p>providing evidence of how SIPs, RSAs and other relevant Labour Market Intelligence (LMI) is utilised to inform the development of the curriculum offer.</p>	
<p>High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements</p>	<p>Colleges are asked to summarise how they ensure continuous improvements in the quality of their governance; promote equality and diversity in all their activities; and demonstrate enhanced sustainability – securing best value for public investment. Summaries should outline how colleges:</p> <ul style="list-style-type: none"> • Are discharging their obligations under the Climate Change (Scotland) Act 2009. • Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations. • Use data and consultation processes to evidence and address under-representation of protected characteristic groups. • Comply with the terms of the Financial Memorandum (FM) with SFC. • Key requirements of the FM include: <ul style="list-style-type: none"> ○ Colleges and regional strategic bodies meet the Code of Good Governance for Scotland’s Colleges. ○ College Boards have clear ownership of institutional financial health and regional strategic bodies ensure the colleges they fund are financially stable. ○ College regions explore and exploit opportunities to improve efficiency and effectiveness through collaborations and shared 	<ul style="list-style-type: none"> • Gross carbon footprint.

	services.	
Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy	<p>Colleges are asked to summarise their approach to developing and sustaining a culture in which innovation can flourish, and their work with business, industry, and the public sector to find innovative solutions that support economic growth, and impact on our society and culture. Colleges are also asked to continue to provide information on the work they do to develop enterprising mind-sets in their students by providing exposure to entrepreneurial education opportunities e.g. learning by inspiring, sparking interest in starting a business, testing out business ideas etc.</p> <p>Where appropriate statements should outline plans and/or strategies for:</p> <ul style="list-style-type: none"> • Engaging with the innovation landscape in Scotland including Innovation Centres, Interface, Innovation Vouchers, and the Scottish Government’s innovation reforms. • Responding to opportunities presented through the SFC’s College Innovation Fund. • Responding to the Colleges Scotland College Innovation Working Group (CIWG) Action Plan (in development by CS). • How is entrepreneurial education currently / will be undertaken in the college. 	<p>Appropriate measures to be agreed in consultation with the sector over the course of AY 2018-19.</p> <p>These will be communicated to the sector as a matter of priority when the work is concluded.</p> <p>Detail of interventions in place and/or engagement with specific initiatives exposing staff and students to entrepreneurial / enterprise education (as detailed in the Work Placement Standard for Colleges and any subsequent guidance following a planned review of the standards and review of STEM work placements in AY 2018-19). This could include numbers of workshops run for staff and students, events run / attended (such as selling events) or numbers of students supported (referrals / applications to competitions, financial support and/or mentoring)</p>

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Ambition and National Measures

43. Colleges are asked to share their aspirations for improvement using the national priorities outlined in [Table 3](#), and annexing the data table ([Table 5](#)) to their Outcome Agreement. This will allow SFC to discharge its responsibility to Scottish Government and Scottish Parliament to account for the effectiveness of public funding for the sector in securing national priority outcomes.
44. As outlined earlier, we encourage colleges to submit their own measures of progress in addition to those outlined in [Table 3](#) to supplement national measures; particularly in relation to DYW and access.

Revisions to national measures

45. [Table 4](#) shows the national measures for AY 2019-20. The following revisions were made to the AY 2018-19 measures:
 - The requirement for a national measure on young students has been removed and replaced with a national measure to cover all ages.
 - The STEM definition has been updated following an analysis of course content to better reflect the breadth of STEM learning undertaken in colleges.
 - Senior Phase Vocational Pathways measure updated to include Foundation Apprenticeship qualification aim.
 - School College measure to include all activity S3 and above.
 - The student satisfaction measure has been amended to capture overall satisfaction.
46. It is important to note that as we come to the mid-point of the DYW Programme, for AY 2019-20 we will apply sharper scrutiny of the school level coverage of activity and provision.

Cross cutting themes

47. In delivering against these priorities SFC expects college regions to refresh their Outcome Agreements to address the following priorities.

Developing the Young Workforce (DYW)

48. AY 2019-20 will be year six of the seven year plan to deliver DYW: Scotland's Youth Employment Strategy. For SFC, our main, but not only, contribution is to grow college provision for school pupils in the Senior Phase (to increase the numbers attaining a vocational qualification by

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the time they leave school (KPI 3 of the plan) and to tackle gender imbalances in the most imbalanced superclasses (KPI 8 of the plan). So far, we have seen an increase in the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above from 7.3% in 2013-14 to 10.7% in 2015-16. We would expect to continue growing this in all regions and will include delivery of foundation apprenticeships in collaboration with SDS.

49. We expect regions to demonstrate that the type and scale of provision that they plan has been agreed with their local authority and meets the needs of that authority.
50. This guidance for AY 2019-20 onwards will, again, be targeted to the Senior Phase and all 16 to 24 year old college students, and will focus on:
 - Supporting the development of strategic partnerships between local authorities, schools and colleges.
 - Setting targets to overcome gender imbalances in the most gendered subject areas.
 - Introducing new approaches that allow more school pupils to begin a vocational pathway as part of their senior phase curriculum.
 - Achieving recognised qualifications on the SCQF.
 - Securing guaranteed progression seamlessly to further learning, training or work.
51. There are also commitments to which colleges can directly contribute: the employment rate of young disabled people, and positive destinations for looked-after children.
52. The level of commitment from colleges to DYW activity (as evidenced through the 2018-19 Outcome Agreements) is substantial, and we are confident of overall growth in this area beyond the activity delivered in AY 2016-17 and to which colleges have committed in Outcome Agreements for 2017-18. However, while colleges have outlined a commitment to gender, we need for a more **focused approach** to reduce significant subject imbalances in the Senior Phase cohort.
53. In 2019-20 with partners we will focus closer attention on school level data, to assess the level of engagement and partnerships with schools across college regions.
54. DYW identifies young disabled people, care experienced students and young people from black and ethnic minorities as groups who experience particular inequalities in vocational education and, subsequently, employment. Colleges should outline how they will work with partners

to increase participation of these and other protected characteristic groups.

Senior Phase Vocational Pathways

55. A central theme of DYW is partnerships between schools and colleges to develop new vocational pathways, creating opportunities for all young people in the senior phase to study vocational qualifications alongside other learning. These pathways should focus on labour market need; prioritise STEM subjects if there is an identified skills gap in the region; and be developed so as to achieve gender balance and support for key equality groups. The development, delivery and growth of effective pathways should feature prominently in Outcome Agreements, along with colleges' responsibility for enhancing the quality of such new pathways as well as wider vocational education.
56. Establishing vocational pathways of this kind as a mainstream option represents a step change in the scale and scope of activity as well as the nature of its delivery. Successful planning and delivery will therefore demand partnerships between colleges, schools, local authorities and employers of a higher order. We support the scale of the Scottish Government's ambition, and have enhanced the Outcome Agreement measures to ensure they align to national expectations and provide robust evidence of the sector's contribution and progress.
57. To deliver the Scottish Government's Youth Employment Strategy, colleges will have a key role in delivering the introduction and scaling of the Foundation Apprenticeship for senior phase pupils. We expect college regions to develop appropriate plans for their aspirations in this area in the context of their broader senior phase vocational pathways offer.
58. The ambition for work based learning pathways also involves the development of work based learning programmes that deliver higher educational content in a work based learning setting. As Graduate Level Apprenticeships are being developed, there will be opportunities for colleges and universities to collaborate in their development and delivery.

Employer Engagement

59. Progress on the development of effective partnerships with employers, industry / business groups and DYW groups will be reviewed during AY 2018-19. In partnership with the sector, SFC will develop a framework for employer engagement in AY 2018-19 to enable colleges to monitor

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and review their engagement with employers. This will be monitored through the new college quality arrangements.

Equality and diversity

60. Equality and diversity and a commitment to meaningful Equality Impact Assessment is central to the development and implementation of all of SFC's policies and guidance and should be considered with the highest of priority in the development of your Outcome Agreement.
61. SFC and individual institutions have a legislative duty to respond to the general and Scottish specific duties of the Equality Act (2010). SFC's equality outcomes and ambition are, in part, delivered through sector strategies. These strategies include, but are not restricted to: SFC's Gender Action Plan, the Scottish Government Race Equality Framework 2016-30, the Scottish Government Mental Health Strategy, Scottish Government A Fairer Scotland for Disabled People Delivery Plan, the British Sign Language National Plan, SFC's Care Experience National Ambition and A Blueprint for Fairness.
62. We expect institutions to include a web link to their published Mainstreaming Report and Equality Outcomes (as per the Equality Act) in their Outcome Agreement and to ensure that ambitions for improvements are clearly articulated in their Outcome Agreement document. This should evidence how the institution intends to use the credits and funding allocated to them by SFC to advance equality. As part of this institutions should continue to seek improvements in the reporting and analysis of equality data.
63. SFC is working with Advance HE to assist institutions integrate and embed the requirements of the Equality Act and public sector equality duties into Outcome Agreements. We are keen to ensure that priority is always given to mainstreaming equality for all protected characteristics, alongside addressing specific equality initiatives such as the Gender Action Plan, BSL National Plans and Corporate Parenting Plans. If this approach is used in conjunction with robust Equality Impact Assessment, it should enhance specific equality initiatives by giving integral consideration to all protected characteristics and providing a focus on 'intersectionality'.

Equality Impact Assessment

64. To meet the statutory requirement for equality impact assessments (EIA) of new and revised policies, *institutions are required to undertake and publish equality impact assessments of their Outcome Agreements*. This process will support institutions to identify priorities for advancing

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equality in relation to all protected characteristics for the period of the Outcome Agreement (i.e. a three year agreement will only need one EIA every three years, but this should be revisited annually if changes are made). Institutions can either include the EIA in their OA or provide a web link. We ask institutions to also include care experienced learners and socio-economic groups in these assessments.

65. SFC funds Advance HE to support institutions in this work. Advance HE provides guidance on how colleges should reflect on equality and diversity issues in their Outcome Agreements on their [website](#).
66. The SFC Equality Impact Assessment of this guidance is available here⁷.

Disability

67. SFC is working with Lead Scotland to set up a new group to consider the outcomes of disabled students. The SFC is also working with Lead Scotland to deliver a joint national conference to support wider discussion on the outcomes of disabled students.

Ethnicity

68. As referred to above, institutions have a legislative duty to respond to the general and Scottish specific duties of the Equality Act (2010).
69. The Scottish Government Race Equality Framework 2016-30 also sets out a number of principles and goals for improving fairness, equal access and participation, tackling barriers (including structural inequalities) and improving outcomes in all aspects of society, including education.
70. To tackle racial inequality, the framework sets the education goal that 'minority ethnic people experience better outcomes in completing further and higher education, and in transitioning to the labour market after completion'.
71. In December 2017 the Scottish Government published *Addressing Race Inequality: The Way forward* by the Independent Race Equality Adviser to the Scottish Government, Kallian Lyle and the (then) Cabinet Secretary for Communities, Social Security & Equalities launched *A Fairer Scotland for All: Race Equality Action Plan 2017-21*. This action plan contains actions spanning employment, education, health, housing, poverty, community cohesion and safety for all minority ethnic communities in Scotland. The plan includes specific actions addressed to SFC and we will continue to support the implementation of the action plan.

⁷ [EIA of Outcome Agreement Finding and Process 2018-19](#)

72. As part of SFC aims to address barriers and inequalities within education, colleges also have a key role to play in considering how to proactively address race equality issues, and in engaging with any related initiatives that can support this work. For example, we would anticipate that Colleges engage with and support the developing priorities of the SFC-funded Advance HE facilitated 'Scottish Race Equality Network Forum' (SREN).
73. Through the OA process and our other engagements, SFC will continue to work with institutions and SREN to help progress and develop these aims and to consider the Scottish Government Race Equality Framework and its associated action plan. We will also consider other evidence to ensure that minority ethnic people do not face barriers to full participation and successful outcomes across Further and Higher Education.

Gender

74. We expect institutions to include a web link to their published Gender Action Plan in their Outcome Agreement. Reporting requirements in relation to gender are detailed below and more detailed reporting on Gender Based Violence is provided in the next section.
 - Subject-level: This outcome agreement should include well framed outcomes with targets that outlines the institution's key ambitions to tackle gender imbalances at a subject level. The plan on how the institution will achieve those outcomes should be clearly set out within their institutional Gender Action Plan (iGAP). These outcomes should be clear and focused on the subject areas with the greatest gender imbalances (i.e. >75%).
 - Success rates: We ask that institutions identify where they have an imbalance between the success rates between men and women students by subject, and to outline action undertaken and planned to address the imbalances.
 - Staff: We ask institutions to make clear how through responding to the Public Sector Equality Duty they are proactively promoting gender equality in relation to their staff and to their governing body. This should include a progress report on actions taken to address gender imbalances at senior academic and senior management level, alongside what is being done to reduce the gender pay gap across entire staff cohorts. As noted elsewhere, this aspect of the Outcome Agreement should be the subject of

consultation with staff trade unions.

- **Boards and Courts:** Following the Gender Balance on Public Boards Act 2018, we expect institutions to indicate how they are working towards improving gender balance and wider diversity on their Courts or Boards, including steps taken to increase the pipeline of diverse candidates, and equitable appointment procedures and practices. Institutions should outline in their outcome agreement the current gender split of their Court/Board.
 - **Institutional Gender Action Plans:** All activity towards achieving the outcomes should be outlined within your iGAP. For those institutions that developed iGAPs covering 2 years or more, we expect these plans to be reviewed and updated and you should discuss monitoring and progress with Outcome Agreement managers. For those institutions that produced one year iGAPs we expect a new iGAP to have been published as per the process as set out in the April 2017 briefing.
 - **Trans and gender diverse people:** Institutions are asked to outline their institutional policy and provision for supporting and enhancing equality for applicants, students and staff who are trans or gender diverse. As part of this, we ask institutions to implement the recommendations of the SFC-funded [TransEDU Scotland project](#).
75. There are resources and examples of projects across the five themes of *Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success* on the [Gender SFC webpage](#).
76. The SFC has set up a Gender Governance Group to oversee progress on the SFC Gender Action Plan. This group will also consider the commitments outlined in individual Outcome Agreements.

Gender based violence

77. [Equally Safe](#) sets out Scotland's strategy to take action on all forms of violence against women and girls. As part of this strategy, the Scottish Government-funded the [Equally Safe in Higher Education Toolkit](#) to specifically address gender-based violence (GBV) in universities. This was launched in spring 2018.
78. The Ministerial Letter of Guidance to the SFC in April outlined the expectation that both sectors adopt and work with the Toolkit. This

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outcome agreement should therefore outline the institution's progress in this area. Please note that the SFC recognises and accepts that institutions will need to take different approaches to the implementation of the toolkit.

79. This progress report should cover the period of the outcome agreement and outline how the institution is implementing the Equally Safe in Higher Education toolkit and/or comparable localised interventions for the prevention and response to GBV. It should also outline how the institution is:
- In partnership with students, staff, associated unions and any local specialist GBV organisations, defining gender based violence, considering their policies and practices, identifying where gaps exist, and developing a framework and implementation plan for an effective, strategic and collaborative approach to preventing and responding to gender based violence across their institutions.
 - Establishing a visible and accessible reporting and support/referral systems for students and staff affected by, who have experienced or are experiencing GBV, and to outline how the effectiveness of these approaches will be monitored/assessed.
 - Identifying current GBV reporting and data sources and data capture arrangements.
 - Establishing, publicising and implementing policy/ies specifically addressing gender-based violence for students and staff. The outcome agreement should include web links to these policies.
 - Implementing approaches that respond to the diversity of their student and staff populations.
80. SFC asks that universities update their institutional Gender Action Plans (iGAPs) to cross refer to this progress report. As stated earlier in this guidance – institutions must include a web link to their iGAP in their Outcome Agreements.
81. SFC will consider the reporting on this area through Outcome Agreements and will share it with the Scottish Government Equally Safe Working Group to outline the sector's progress in this area and to identify areas of good practice in this area. The Scottish Government together with the sector and SFC, and drawing on the views of the working group, will consider the need for additional reporting in this area. If further reporting is proposed, the SFC will consider changes to

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reporting requirements for future Outcome Agreements'. As part of this process we will consider how to align any future reporting and monitoring with legislative reporting required under the Equality Act 2010 and updates of the Gender Action Plan to prevent duplication.

82. The Scottish Government are commissioning the University of Strathclyde to organise and deliver regional workshops to inform institutional approaches particularly in relation to the start of the academic year. These workshops should support institutions as they are developing their plans to implement the toolkit. More details on this will be provided in due course.

British Sign Language (BSL)

83. We expect institutions to include a web link to their published British Sign Language Plan in their Outcome Agreement. These plans are required to be published by October 2018 and the Outcome Agreements will be published in spring 2019.
84. In this Outcome Agreement, institutions should outline:
 - How they intend to use their funding and places to implement these plans over the Outcome Agreement period.
 - How the BSL National Plan will be monitored and governed within the institution.
85. These responses will be provided to the BSL Steering Group.
86. The National BSL Plan asked the SFC to set up a BSL Steering Group. This group is now in place and includes BSL users, Scottish Government and sector representatives. The purpose of the BSL Steering Group is to promote BSL, support the implementation of the BSL National Plan and to advise the SFC on how it can best use its processes and guidance to ensure good representation of BSL users in both sectors and equality of outcomes of BSL users.
87. FES includes a data flag for BSL users and there is an equivalent flag in the university sector. This will enable both sectors to monitor the intake and outcomes of students who declare themselves as a BSL user.

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Gaelic

88. All Outcome Agreements should include detail of their contribution to the aims of the current National Gaelic Language Plan⁸ (NGLP) – noting that there has been a new statement of priorities in 2018. Contributions include actions:

- In support of parity of esteem for Gaelic.
- To encourage its use by speakers among their staff, students and others with whom they engage.
- For the maintenance and development of provision for Gaelic learners.

89. We continue to expect all college regions to demonstrate that they have:

- Examined evidence on Gaelic use, and demand for use and learning, in their communities.
- Considered the appropriate level of support for the language, including potential new provision to fill identified gaps.
- Considered and provided undertakings on how they will build and protect their Gaelic provision, including staff development and succession planning.

Cyber Resilience

90. We ask colleges to take account of the Scottish Government's drive for all organisations to be cyber resilient. Also, that curricula at all levels should embed cyber resilience learning outcomes that will keep our citizens safe, prepare the future workforce to be resilient in the face of rising threats, and also develop skills supply for a growing cyber security industry. See *Safe, Secure and Prosperous: a cyber resilience strategy for Scotland*⁹.

Access

91. Access to people from the widest range of backgrounds remains a key priority for SFC. The sector's record in recruiting students from deprived backgrounds is strong and we want you to continue this record.

92. Outcome Agreements should use the SFC baselines provided and be clear in describing the intended progress both in proportionate and

⁸ [National Gaelic Language Plan 2018-23](#)

⁹ [Safe, Secure and Prosperous: A Cyber Resilience Strategy for Scotland](#)

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absolute terms. This should include numbers and percentages and in all cases progress must be **ambitious and achievable**.

SFC national aspirations for widening access

93. In response to Scottish Government priorities and Ministerial letters of guidance, SFC has developed national aspirations for widening access for the three year period beginning AY 2017-18. These have been shaped by SFC's Strategic Plan¹⁰ priorities, the recommendations of CoWA, and are underpinned by legislation associated with the delivery of the Post-16 Education (Scotland) Act 2013.
94. SFC's national aspirations for AY 2019-20 are set out below.
- I. At least 60% of HN entrants to university should articulate with advanced standing per year by AY 2019-20 rising to 75% by AY 2025-26.
 - II. 19.5% of college activity (credits) per year should be delivered to college students from a SIMD10 postcode area by AY 2019-20 and 20% by AY 2020-21.
 - III. The percentage of enrolled (full-time) students successfully achieving a recognised qualification on the SCQF should increase to 73.2% by AY 2019-20 for FE and should increase to 74.4% by AY 2019-20 for HE. We want greater ambition and parity between FE and HE success and aspire to achieve 75% in both by AY 2020-21.
 - IV. The percentage of enrolled (full-time) students from a SIMD10 postcode successfully achieving a recognised qualification on the SCQF should increase to 67.3% by AY 2019-20 and 75.0% by AY 2027-28 for FE and should increase to 70.5% by AY 2019-20 and 75.0% by AY 2027-28 for HE.
 - V. Increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021. As a milestone we will look to increase the minority gender share by 4.2 percentage points by AY 2019-20.

¹⁰ [Scottish Funding Council Strategic Plan 2015-18](#)

Access and Inclusion Strategies

95. All college regions must have in place an Access and Inclusion Strategy that covers the period AY 2017-18 to AY 2019-20. Institutions are expected to review and update these strategies and **must publish and provide a web link to this in their Outcome Agreement**. For reference the guidance for Access and Inclusion Strategies¹¹ can be found on the SFC website.
96. Since the last Outcome Agreement guidance was published we have considered different models to allocate the access and inclusion funds. A review of the college funding model will begin in September 2018 and this will include consideration of the allocation of access and inclusion funds. We will also be reviewing the guidance for the access and inclusion strategy for the period AY 2020-23. This will be provided in next year's Outcome Agreement Guidance and all regions will be expected to update their strategies.
97. **Institutions who do not report on the use of this funding through an access and inclusion strategy linked to this Outcome Agreement and/or who do not use these funds as outlined in the guidance for these funds may have these funds clawed back.**

Care experienced learners

98. SFC uses the term care experienced to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.
99. We know care experienced have the poorest educational outcomes of any group of young people in Scotland. Colleges have embraced their corporate parenting responsibilities evidenced by their Corporate Parenting Plan (CPP). SFC would like these plans to be reviewed with enhanced support offered to care experienced students. Who Cares? Scotland and CELCIS have told us that for CPPs to be embedded a number of conditions must be met: support and understanding at senior management; collaboration and shared learning between other corporate parents; and meaningful engagement with your care experienced students to maximise impact. We would like to continue to see the web link of your CPP in your Outcome Agreement. The Corporate

¹¹ [Access and Inclusion Strategy Guidance](#)

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Parenting team at Who Cares? Scotland is there to provide any support that you may require in this area.

100. SFC's Care Experienced Governance Group has oversight of our [National Ambition for Care Experienced](#) Students and our vision remains of achieving parity in the outcomes of care experienced students compared to their peers by 2021-22. In AY 2016-17 the college successful completion rates of care experienced students improved from the previous year however enhanced progress is required for us to meet our targets.
101. For your information, in their Outcome Agreement Guidance, universities have been asked to fully commit to CoWA Recommendation 21 that a place is offered to care experienced meeting the minimum entry requirements through the contextualised admissions policies. We know there is a variation in interpretation of the guaranteed offer across institutions. SFC asks that HEIs clarify and publish their guaranteed offer and remember their corporate parenting responsibilities to provide as much support and guidance to prospective care experienced students throughout the admissions process, including articulation pathways.
102. SFC funds Propel the website which provides advice and institutional support to prospective care experienced students and practitioners. Please ensure your institution's offer is updated on Propel and on your own website to promote and highlight your commitment to care experienced students.
103. We also support MCR Pathways, a school-based mentoring programme working with disadvantaged and care-experienced young people in Scotland to realise their full potential through education. We encourage HEIs to engage with MCR Pathways and support the radical improvement of outcomes for this group of young people. By collaborating with schools, encouraging staff of all levels to mentor, and offering inspiring Talent Taster opportunities we can make a significant impact on the improvement of attainment and positive destinations.

Mental Health and well-being

104. For 2019-20, all institutions are required to provide within their Outcome Agreement:
 - A web link to your institution's mental health strategy (covering students and staff). OR
 - Details of how you will achieve this, including a timeline.

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105. In addition you should outline:

- Your institution's investment in this area, including student counselling (with detail – where possible - on the number of full-time equivalent counsellors employed; how many counselling sessions students can access; and average waiting times for accessing counselling).
- Details of other support service (e.g. events, activities, workshops, peer support, training for staff and students).
- Collaboration with other colleges and universities to share resources/best practice.
- How you will assess the impact of your mental health support.

106. Mental health strategies should:

- Include commitment to work with the students' association to develop a Student Mental Health Agreement, by signing up to Think Positive (a Scottish Government funded student mental health project at NUS Scotland).
- Commit to an improvement in retention of students who experience mental ill health and monitor the number of students leaving a course early due to mental ill health.
- Have a section on partnership working with agencies such as NHS Scotland and the Third Sector, including referral pathways, and steps to improve the transition into college and university (recognising that some people might transition from child to adult mental health and from different NHS regions at the same time).
- Ensure there is access to mental health services that meets the needs of the diversity of their student and staff populations.
- Outline the training provision provided for staff and students on mental health.
- Outline suicide prevention activities, including staff training and pathways to crisis support.
- Evidence campus wide activities to tackle stigma about mental health.

107. We expect institutions to actively “own” the commitments within their mental health strategy, and put in place governance procedures to ensure that these commitments are monitored, progressed and achieved. We will monitor arrangements in this area.

108. The Scottish Government in the 2018-2019 Programme for Government have set out plans to provide more than 80 additional counsellors in Further and Higher Education over the next four years with an

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investment of around £20 million. You should begin to consider your needs in this area, and how you might secure and deploy additional counselling provision. Further guidance will be provided on this, and the Scottish Funding Council and Scottish Government will work closely with the sector and other stakeholders on implementation.

Diet and Healthy Weight

109. In contributing to the Scottish Government's diet and healthy weight delivery plan¹², for 2019-2020, colleges should indicate:

- Actions related to improving diet and maintaining a healthy weight, including those in relation to college food outlets, work on physical health, and implementation of best practice in gym facilities.
- Any strategic engagement with their Community Planning Partnerships in their areas as a means to develop a system-wide approach and reduce duplication of actions undertaken in colleges in relation to diet and health weight.
- If they have achieved the Healthy Working Lives Award or similar awards, and the actions they will take or have taken in support of that ambition.

Carers

110. The Carers (Scotland) Act came in to effect from April 2018 and we firmly expect institutions to continue to improve support for students and staff with caring responsibilities.

111. We have recently announced strategic funding to Carers Trust Scotland (CTS) in a two-year project in AY 2018-19 and 2019-20. Institutions should use the CTS definition of a Carer¹³ and are encouraged to work in partnership with CTS as they offer free support and training to senior management and staff and will aid the development and enhancement of your carers support policy.

112. CTS will also be developing *Going Further* for student carers and we urge colleges to fully support and participate in the award. Our target by the end of the funding period is that 75% of college regions have achieved the award. Likewise we endorse *Carer Positive*, operated by Carers Scotland, which demonstrates a commitment from employers in

¹² [A healthier future: Scotland's diet and healthy weight delivery plan](#)

¹³ A carer is anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

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providing carer friendly policies and working practices. We track the progress of carers through our Access and Inclusion Committee.

Veterans/early service leavers

113. In response to the April 2018 Letter of Guidance and recommendations from the Scottish Veterans Commissioner, SFC has provided additional funding to SCQF to take forward work on the recognition and mapping of Armed Forces qualifications for improved utilisation and understanding post-service. Additionally, SFC has established a Veterans Steering Group to consider how to take forward some key recommendations made by the Veterans Commissioner's in relation to college and university education, including:

- How to develop information, advice and guidance specifically for the veterans community. (recommendation 15)
- How to set up an effective network of champions across all colleges and Universities. (recommendation 16)
- The Armed Forces Covenant as a possible means of evidencing commitment.
- Children of military families/partners of those in the military.

114. To allow us to monitor progress in this area, we will use data collected on identified Veterans in the FES data return.

115. Definition: *A veteran is anyone who has served for at least one day in Her Majesty's Armed Forces (regular or reserve) or Merchant Mariners who have seen duty on military operations.*

116. To reinforce this work, we encourage all institutions to engage with the Armed Forces Covenant (<https://www.armedforcescovenant.gov.uk/>) which seeks to ensure those who serve or have served in the armed forces, and their families, are treated fairly. This includes recognising the potentially different needs and experiences of children of military families when accessing post-16 education.

Estranged students

117. An estranged student is someone who no longer has the support of their family due to a breakdown in their relationship which has led to ceased contact. This might mean your biological or adoptive parents or wider family members who have been responsible for supporting you in the past.

118. Colleges are asked to include a statement in their agreements outlining their current and future commitments to support estranged students

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and – where known – state the number of students who are estranged from their families.

119. To further our policy development for estranged students, SFC is supporting Stand Alone with their work in Scotland, which includes the establishment of a steering group. This group will aim to explore of issues for policy developments and strategies. SFC also encourages all institutions to take up the Stand Alone Pledge (<http://www.thestandalonepledge.org.uk/>).

Provision

Science, Technology, Engineering & Maths (STEM)

120. STEM is an integral part of Scotland’s future economic and social development. For Scotland to achieve its full potential and develop a thriving economy and a fair society where everyone can achieve their ambitions, progress in education, training and lifelong learning is key to building a strong base of STEM skills and knowledge. As a primary provider of STEM courses, colleges will have a significant role to play in building a strong base of STEM skills and knowledge.
121. College led regional STEM hubs will continue to build collaboration and networks across all parts of the STEM education and training system including early learning and community learning providers as well as schools, colleges, universities and science centres and festivals and employers.
122. The STEM hubs will facilitate joint professional learning activities between secondary schools, college’s primary and early learning settings during Academic Years 2018-19 and 2019-20.
123. Each college region in conjunction with the STEM Hubs will build on existing good practice and partnerships to develop an evolving STEM Strategy and action plan to take forward relevant actions from the STEM strategy linking industry and curriculum delivered in the region to drive productivity and growth.
124. Using the data available from the review of college student placements (conducted by SFC in 2018-19) as a baseline, colleges will increase the number of placement opportunities with employers within the STEM curriculum areas.

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Early Learning and Childcare

125. The Scottish Government's expansion in early learning and childcare (ELC) will have a significant impact on the demand for qualified childcare practitioners in the coming years and colleges will continue to support the expansion plans by helping to create a highly skilled, diverse and dedicated workforce.
126. Scottish Government have committed to almost doubling the funded early learning and childcare entitlement from 600 to 1,140 hours / year which means that the workforce will need to grow significantly and colleges will need to look to draw applicants from a more diverse range of backgrounds, as well as looking to increase the number of men qualifying in early learning and childcare. The training of additional support workers and practitioners, through the Scottish Social Services Council (SSSC) accredited benchmark qualifications will form a key part of the required workforce expansion; therefore, throughout the Outcome Agreement process, colleges are required to work closely with SFC and Scottish Government to respond to the demand for additional high quality early years staff to meet this commitment. This will include taking steps to significantly reduce gender imbalance and lack of diversity amongst ELC completers, in line with both SFC and Scottish Government commitments in these areas.
127. In order to significantly grow the workforce colleges will need to draw applicants from a more diverse range of backgrounds. This will include taking steps to significantly reduce gender imbalance and lack of diversity amongst ELC completers, in line with both SFC and Scottish Government commitments in these areas.
128. Colleges will continue to work with Local Authorities and other stakeholders to meet the workforce requirements of the region and the aspirations of the SG commitment to the expansion in early learning and childcare.

European Social Funds

129. SFC has been a Lead Partner in managing two European Social Fund (ESF) projects from AY 2015-16 as part of the 2014-20 European Structural and Investment Funds programme.
130. For the three year period of AY 2015-16 to 2017-18 this covered two strategic interventions:

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- The Youth Employment Initiative' (YEI) which is focused on young people who are not in employment, education or training (NEET) in South-West Scotland.
- 'Developing Scotland's Workforce' (DSW) which is focused on higher level skills to meet regional/national skills needs in growth sectors.

131. The YEI programme finished at the end of 2017-18 but the DSW programme has extended into a 2nd phase from 2018-19. ESF outcomes should be incorporated into regional outcome agreements. This means that Outcome Agreement Managers will discuss each region's plans for the annual use of their additional ESF activity/funding in the context of the negotiations about how they will use their core activity – allowing colleges to plan additional ESF activity at the same time as core provision, bringing about greater coherence in the use of funds.

Land-based Provision

132. SRUC is a tertiary institution, specialising in land based provision from non-advanced level right through to degree level and beyond. SRUC has a role working on a national basis with other colleges, SDS, LANTRA and other partners to map out the land-based skills needs for Scotland. along with other regional colleges,

133. As part of their Outcome Agreement discussions, institutions must review the regional distribution and demand for land-based courses and explore opportunities for collaborative growth or rationalisation with other colleges. SFC expects institutions to engage with SRUC to ensure a collective and cohesive approach to land-based education.

134. For their part, SRUC and the other land-based providers will be asked to provide details in their Outcome Agreements of the collaborative process and any subsequent impact on provision.

English for Speakers of Other Languages (ESOL)

135. Colleges must ensure they have identified and appropriately resourced their regional needs and have collaborated closely with their local partners for the coherent delivery of provision of ESOL. Thus ensuring greater collaboration between colleges and CPPs and making better use of public funds .The partnership approach provides opportunities for maximising the use of local / regional resources, sharing expertise, scheduling courses to avoid gaps or duplication of provision, and planning seamless progression opportunities.

Developed Workforce

Workplace Experience and Work Placement

136. The DYW Commission suggested a principal means of aligning provision with labour market need is to ensure all vocational courses, including those delivered in the senior phase, comprise a significant element of relevant, high quality work placement and workplace experience. It also highlighted the potential of work experience to help address inequalities in vocational education and employment. SFC therefore expects colleges, in partnership with schools and employers as appropriate, to: ensure all vocational provision includes such workplace experience or work placement; addresses gender imbalance; and, prioritises young disabled people, Black and Minority Ethnic (BME) people and others who experience inequalities.
137. We expect colleges to continue to play a central role in co-ordinating opportunities for workplace experience, work placement and work related learning (e.g. enterprise education) and to continue to scale up and enhance quality of such activity, in line with the standards for work place experience (published in 2016) and any subsequent guidance following a planned review of the standards and review of STEM work placements in AY 2018-19. There remains a clear onus on local authorities and schools as well as industry, business and DYW groups to support such expansion.
138. “Work experience” course and unit indicators are included in FES to collect and measure “work experience” activity.

Modern Apprenticeships

139. MAs are a key vehicle for effective workforce development. The plan to increase the number of MAs to 30,000 by 2020 highlights the potential for colleges to make a greater contribution to the development and delivery of high quality MAs. Continuing improvement of quality and flexibility around delivery are key to colleges wishing to increase activity in this area. For Measure 5, SFC expects colleges to report on the total number of MA starts contracted from Skills Development Scotland (SDS) and other industry bodies such as Scottish Electrical Charitable Training Trust (SECTT) and Construction Industry Training Board (CITB).

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Alignment with Community Planning Partnership reporting

140. SFC expects colleges to make an effective contribution to community planning. Ideally, this includes having senior decision-makers actively participating at a strategic level in relevant CPPs.
141. SFC wants Outcome Agreements to demonstrate that colleges are informing the development of, and contributing effectively to, the delivery of Local Outcome Improvement Plans (LOIPs).

Flexible Workforce Development Fund

142. The purpose of the FWDF¹⁴ is to provide Apprenticeship Levy-paying employers with flexible workforce development training opportunities to support inclusive economic growth through up-skilling or re-skilling of employees. The Fund is in addition to apprenticeship support, access to which is available to all employers in Scotland; and Individual Training Accounts (ITAs), which provide eligible individuals with the opportunity to undertake learning opportunities to develop their skills for employment. The FWDF may be particularly beneficial in addressing skills gaps and training needs of the older workforce.
143. SFC will monitor colleges' use of their FWDF allocations and the uptake of training with employers throughout AY 2018-19.

College Leaver Destination Survey

144. The College Leaver Destinations (CLD)¹⁵ for full-time qualifiers is now established as an annual collection and an integrated part of the OA process and measures. The collection has been enhanced to include equalities data and to provide useful information and analysis tools for colleges and stakeholders to review data at a national, regional and college level.
145. SFC will continue to work with other agencies such as SDS and SAAS to increase the links to existing datasets to reduce the collection burden on colleges and to further assure the quality of the data. We issue specific guidance annually to support the CLD collection.

¹⁴ [Flexible Workforce Development Fund](#)

¹⁵ [College Leaver Destination Survey](#)

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High performing institutions

Leadership in Environmental and Social Sustainability

146. The Climate Change (Scotland) Act 2009 set ambitious targets for carbon reduction in Scotland, and led to the requirement for Colleges/Universities and other significant publicly funded organisations to submit a mandatory Public Bodies Climate Change Duties (PBCCD) Report on an annual basis. To capitalise on this activity, the climate change targets and sustainability ambitions for each college/university should also be outlined in their outcome agreement. Climate change targets should be framed within a current emissions reduction plan. SFC acknowledges that each college/university will be at a different stage in their environmental sustainability journey. This stage will have been determined by their access to resources and the opportunity, past and present, to engage in sustainability activity in order to build knowledge capacity. SFC expects that sustainability ambitions will be creative and innovative, capable of application within the college/university and able to deliver sustainable impact that is meaningful to each college or university and their wider communities.
147. In order to demonstrate leadership in promoting environmental sustainability, SFC expects each college and university to develop approaches and report activity that evidences their corporate commitment to tackling wider environmental and social sustainability challenges, both in mandatory reporting and as part of their own sustainability ambitions. These ambitions and targets should be detailed within wider strategic documents or through a dedicated sustainability strategy or action plan, and recorded in their Outcome Agreement (including providing links to relevant documentation), and should demonstrate either a whole-institutional approach or describe activity that is working towards a whole-institutional approach. SFC expects that evidence of progress against the strategy will be provided from a variety of operational activity such as approaches to governance in sustainability, climate change adaptation and mitigation activities, successful senior management engagement, curriculum links, estates decision-making, student/staff engagement, general wellbeing initiatives and meaningful community links or through other business areas, either in part or across all areas. Support will be available through the EAUC's programme, and progress should be reported through PBCCD Reporting submissions and the Outcome Agreement process.
148. SFC anticipates that the diversity that exists within each college and university in terms of population cohort and learning activity will provide

opportunities to deliver the type of environmental and social sustainability leadership that is transformative in design and unique to each individual college or university and its wider community. Some of this wider community may include partnerships across other universities and colleges. This activity should also provide colleges and universities with the appropriate evidence to complete the recommended section on 'wider influence' in PBCCD reporting.

149. Potential longer term outcomes of note to SFC as a result of this activity will be to strengthen the competitiveness of the sectors, reduce financial and reputational risks, create innovative opportunities for growth, provide a better learner experience for both students and staff and ensure that students develop the understanding of environmental and social sustainability required for the workplaces of tomorrow.

Estates

150. In managing their estate, SFC expects colleges to have in place a strategy for developing and managing their estate. The Outcome Agreement should provide an overall view of the current estate and any plans or actions for improvement. Colleges should also ensure that they are taking appropriate action to address the findings from the 2017 condition survey to address their backlog.

Financial stability

151. For 2019-20 Outcome Agreements we require a statement that colleges and Regional Strategic Bodies have complied with all the terms of the Financial Memorandum with SFC.
152. Should the College experience financial and/or governance challenges, it is expected that the College will develop an action plan appropriate to its circumstances.

Student satisfaction and engagement

153. The student satisfaction and engagement survey (SSES) provides a means to evaluate and enhance college provision in Scotland. It is a national approach to monitoring student satisfaction and engagement that over time will provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements. It is envisaged that it will help to strengthen the role of SAs in representation and advocacy and will contribute to public accountability.
154. We will expect to discuss college regions' ambitions with respect to student satisfaction and engagement as part of the Outcome Agreement

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process, and we will monitor progress by level and student mode of attendance on an annual basis.

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Table 4: SFC's National Performance Measures for 2019-20

	Measure
Measure 1 (a)	Credits delivered (Core / ESF / Core + ESF)
Measure 1 (b)	Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas
Measure 1 (c)	The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced
Measure 2 (a)	Number of senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (b)	Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Measure 2 (c)	Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision
Measure 2 (d)	Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
Measure 3	Volume and proportion of Credits delivered to learners enrolled on STEM courses (TBC)
Measure 4 (a)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)
Measure 4 (b)	Proportion of enrolled SIMD10 students successfully achieving a recognised qualification (FT & PT)
Measure 4 (c)	Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges
Measure 4 (d)	Proportion of enrolled care experienced students successfully achieving a recognised qualification
Measure 4 (e)	Proportion of enrolled students Full-time FE students aged 16-19 successfully achieving a recognised qualification
Measure 5	The number of starts for contracted apprenticeships (including industry bodies such as IPB and SECTT)
Measure 6	The number and proportion of full-time learners with high quality work placement or work place “experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure 9	SSES Survey - The percentage of students Overall, satisfied with their college experience
Measure 10	Gross carbon footprint

Table 5: National measures data table template for college outcome agreements

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
1(a) The volume of Credits delivered					
The volume of Credits delivered (core)					
info. Core Credits target (region)					
info. % towards core Credits target (region)					
The volume of Credits delivered (ESF)					
The volume of Credits delivered (core + ESF)					
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas					
Proportion of Credits delivered to learners in the most deprived 10% postcode areas					
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers					
Gender -					
Volume of Credits delivered to Male learners					
Proportion of Credits delivered to Male learners					
Volume of Credits delivered to Female learners					
Proportion of Credits delivered to Female learners					
Volume of Credits delivered to Other learners					
Proportion of Credits delivered to Other learners					
Ethnicity -					
Volume of Credits delivered to minority ethnic learners					
Proportion of Credits delivered to minority ethnic learners					
Disability -					
Volume of Credits delivered to students with a known disability					
Proportion of Credits delivered to students with a known disability					
Age -					
Volume of Credits delivered to learners aged under 16					
Proportion of Credits delivered to learners aged under 16					
Volume of Credits delivered to learners aged 16-19					
Proportion of Credits delivered to learners aged 16-19					

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	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
Volume of Credits delivered to learners aged 20-24					
Proportion of Credits delivered to learners aged 20-24					
Volume of Credits delivered to learners age 25 and over					
Proportion of Credits delivered to learners age 25 and over					
Care Experienced -					
Volume of Credits delivered to care experienced students					
Proportion of Credits delivered to care experienced students					
2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges					
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level					
Volume of Credits delivered at HE level to learners from SHEP schools					
Proportion of Credits delivered at HE level to learners from SHEP schools					
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses					
Proportion of Credits delivered to learners enrolled on STEM courses					
4(a) Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification					
The total number of FT FE enrolled students					
The percentage of FT FE enrolled students achieving a recognised qualification					
The number of PT FE enrolled students achieving a recognised qualification					
The total number of PT FE enrolled students					
The percentage of PT FE enrolled students achieving a recognised qualification					
The number of FT HE enrolled students achieving a recognised qualification					
The total number of FT HE enrolled students					

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	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
The percentage of FT HE enrolled students achieving a recognised qualification					
The number of PT HE enrolled students achieving a recognised qualification					
The total number of PT HE enrolled students					
The percentage of PT HE enrolled students achieving a recognised qualification					
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE enrolled students achieving a recognised qualification					
The total number of MD10 FT FE enrolled students					
The percentage of MD10 FT FE enrolled students achieving a recognised qualification					
The number of MD10 PT FE enrolled students achieving a recognised qualification					
The total number of MD10 PT FE enrolled students					
The percentage of MD10 PT FE enrolled students achieving a recognised qualification					
The number of MD10 FT HE enrolled students achieving a recognised qualification					
The total number of MD10 FT HE enrolled students					
The percentage of MD10 FT HE enrolled students achieving a recognised qualification					
The number of MD10 PT HE enrolled students achieving a recognised qualification					
The total number of MD10 PT HE enrolled students					
The percentage of MD10 PT HE enrolled students achieving a recognised qualification					
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of Senior Phase FT FE enrolled students achieving a recognised qualification					
The total number of Senior Phase FT FE enrolled students					
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification					
The number of Senior Phase PT FE enrolled students achieving a recognised qualification					
The total number of Senior Phase PT FE enrolled students					
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification					
The number of Senior Phase FT HE enrolled students achieving a recognised qualification					
The total number of Senior Phase FT HE enrolled students					
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification					
The number of Senior Phase PT HE enrolled students achieving a recognised qualification					
The total number of Senior Phase PT HE enrolled students					
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification					
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification					

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	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
The number of CE FT FE enrolled students achieving a recognised qualification					
The total number of CE FT FE enrolled students					
The percentage of CE FT FE enrolled students achieving a recognised qualification					
The number of CE FT HE enrolled students achieving a recognised qualification					
The total number of CE FT HE enrolled students					
The percentage of CE FT HE enrolled students achieving a recognised qualification					
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification					
The number of FT FE enrolled students aged 16-19 achieving a recognised qualification					
The total number of FT FE enrolled students aged 16-19					
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification					
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)					
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study					
Total number of full-time learners					
Number of full-time learners with substantial 'work placement experience' as part of their programme of study					
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study					
7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses					
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
The total number of full-time FE college qualifiers (confirmed destinations)		-			
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		-			
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		-			
The total number of full-time HE college qualifiers (confirmed destinations)		-			
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		-			
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		-			
9. The percentage of students overall, satisfied with their college experience (SSES survey)					
10 Gross carbon footprint (tCO2e)					

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SFC Guidance

Annex A

Guidance for the development of College Outcome Agreements: 2019-20

**Annex A: Guidance on Evaluation Report and Enhancement Plan reporting covering
AY 2017-18**

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1. In Academic Year (AY) 2016-17 the Scottish Funding Council (SFC) and Education Scotland (ES) introduced new quality arrangements and a new approach for all colleges. This approach integrated quality arrangements with Outcome Agreements evaluation and reporting by colleges and will ensure that college Evaluative Reports and Enhancement Plans are better able to support adjustments to the Outcome Agreement process.
2. The Evaluative Reports and Enhancement Plans:
 - Provide an opportunity to review progress and revise milestones towards three-year targets.
 - Provide an early opportunity to identify highlights and challenges from the preceding year, recognising that audited Further Education Statistics (FES) data will not be available, but that college regions will have prepared their FES submissions.
 - Sit alongside periodic in-year monitoring arrangements and to contribute to SFC's monitoring process.
3. Evaluative Reports and Enhancement Plans are due to be submitted to SFC by 31 October 2018.
4. In May 2018 SFC provided [Supplementary Guidance for College Evaluative Reports and Enhancement Plans](#).
5. In September 2018 Education Scotland will produce updated information on how it will support the college quality arrangements and engage with colleges during AY 2018-19.

Further information

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SFC Guidance

Annex B

Guidance for the development of College Outcome Agreements: 2019-20

Annex B: Technical Guidance on SFC's measures of progress

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Introduction

This Technical Guidance provides the definitions for each of the measures listed in Table 4 of the document: *Delivering College Outcome Agreements (AY 2019-20)*.

For each measure the document provides:

Aim: The Council’s strategic aim under which this measure falls		
Measure: The number and description of the measure		
Table:	Provides an overview and coverage of the measure	
Numerator	If the measure is a proportion these specify the numerators and denominators to be used in the calculation	
Denominator		
Data	This provides further information on the data source used to calculate the measure.	
Term	Definition / Description	Notes
A term used that requires further detail	A definition or description of the term	Further information on the term e.g. code list in FES guidance

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Table 3: SFC's National Performance Measures for 2019-20

	Outcome Agreement measures of progress: Revised for 2019-20
Measure 1 (a) Measure 1 (b) Measure 1 (c)	Credits delivered (Core / ESF / Core + ESF) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced
Measure 2 (a) Measure 2 (b) Measure 2 (c) Measure 2 (d)	Number of senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)
Measure 3	The number and proportion of Credits delivered to learners enrolled on STEM courses
Measure 4 (a) Measure 4 (b) Measure 4 (c) Measure 4 (d) Measure 4 (e)	Proportion of enrolled students successfully achieving a recognised qualification (FT & PT) Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges Proportion of full-time enrolled care experienced students successfully achieving a recognised qualification Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification
Measure 5	The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)
Measure 6	Number of full-time learners with “work placement experience” as part of their programme of study
Measure 7	The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing
Measure 8	The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying
Measure 9	SSES Survey - The percentage of students Overall, satisfied with their college experience
Measure 10	Gross carbon footprint

General Notes - Definition of the metrics used in the measures

Credits

1. A credit gives a measure of the volume of activity delivered. One credit is equivalent to 40 hours of learning.
2. The eligibility criteria to determine whether credits can be claimed for a student and/or course is set out in the [Credit Guidance: 2018-19 student activity data guidance for colleges](#).

Enrolment

3. This figure is the number of student enrolments as recorded on the FES 2 return. A student enrolling on more than one course / programme will have more than one enrolment.

Scottish Index of Multiple Deprivation

4. The [Scottish Index of Multiple Deprivation \(SIMD\)](#) is provided by the Scottish Government.
5. Postcode files linking postcodes to SIMD rank are available on the National Records of Scotland (NRS) website via [NRS Postcode Extracts in the Geography](#) web page.
6. Using the student postcode (FES field: pcode) a student is matched to a datazone and then to a SIMD rank. The ranks are divided into deciles.
7. Aspirations set from 2017-18 onwards will be based on **SIMD 2016** and will follow the Scottish Government standard method of calculating deciles (rather than a separate SFC population weighted method).
8. Details on the SIMD 2016 ranks are detailed below:

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Scottish Government – Deciles split the datazones into 10 groups, each containing 10% of Scotland's datazones

	SIMD2016 Rank	
	From	To
1 - 10% most deprived	1	697
2	698	1,395
3	1,396	2,092
4	2,093	2,790
5	2,791	3,488
6	3,489	4,185
7	4,186	4,883
8	4,884	5,580
9	5,581	6,278
10 - 10 % least deprived	6,279	6,976

9. Senior Phase Vocational Pathways (SPVP) Measure 2(a) and Measure 2(b) looks at senior phase school pupils studying vocational qualifications and foundation apprenticeships, at SCQF Level 5 and above, delivered by colleges. Without taking away from this focus, a wider view of all SPVP activity will be reflected in analysis relating to these measures. This is intended to show the full picture of SPVP activity across the sector, specifically activity lower than SCQF level 5.

FES Quarterly Return Deadlines 2018-19

10. The deadlines for the quarterly data returns are as follows:

Data Return 1	9 November 2018
Data Return 2	1 February 2019
Data Return 3	5 July 2019
Data Return 4	4 October 2019

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Priority 1

A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

Measure 1 (a) Credits delivered (Core / ESF / Core + ESF)	
Description	The total volume of Credits delivered by the region. Only students who are eligible for credits are included.
Data	FES Data
Term	Definition / Description
Eligible for Credits	Activity for which the course is eligible for Credits.
Extracting data for measure	Include all students where CREDITS GREATER THAN 0

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Measure 1 (b)		Volume and Proportion of Credits delivered to learners in the most deprived 10% postcode areas	
Description	This measure reports on the volume of all activity measured as credits, delivered to those Scottish-domiciled students from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10), and this volume as a proportion of the total credits delivered. Only students for whom credits are claimed are included in credit figure.		
Numerator	The volume of Credits delivered to students from SIMD10		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data National Records of Scotland (NRS) Mid-Year Population Estimates Scottish Index of Multiple Deprivation		
Term	Definition / Description	Notes	
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes	
<i>Scottish-domiciled</i>	Scottish-domiciled students if the students home Local Authority, as derived using the postcode provided on FES 2 return, is in Scotland. Students with an invalid or missing postcode are included in the "No matching Scottish postcode" figure.	Postcode is valid AND derived home location (domicile of student) is in Scotland	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND postcode of home location is valid AND in SIMD 10% Most Deprived decile AND derived home location (domicile of student) is in:		
Aberdeen City	100	Midlothian	290
Aberdeenshire	110	Moray	300
Angus	120	North Ayrshire	310
Argyll & Bute	130	North Lanarkshire	320
Clackmannanshire	150	Orkney Islands	330
Dumfries and Galloway	170	Perth and Kinross	340
Dundee City	180	Renfrewshire	350
East Ayrshire	190	Scottish Borders	355
East Dunbartonshire	200	Shetland Islands	360
East Lothian	210	South Ayrshire	370
East Renfrewshire	220	South Lanarkshire	380
Edinburgh, City of	230	Stirling	390
Falkirk	240	West Dunbartonshire	395
Fife	250	West Lothian	400
Glasgow City	260	Na h-Eileanan (Western Isles or Outer Hebrides)	235
Highland	270		
Inverclyde	280		

Measure 1 (c) Volume and Proportion of Credits related to learners from different protected characteristic groups and care experienced students		
Description	This measure reports on the volume of all activity measured as credits, delivered to various categories for each protected characteristic group (ethnicity, disability, sex, sexual orientation, religion), and this volume as a proportion of the total credits delivered. Only students for whom credits are claimed are included in credit figure.	
Numerator	The volume of Credits delivered to each protected characteristic group	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	Notes
Ethnic Group	Ethnicity categories are those used in Scotland's 2011 Census. As coded in FES 2 return: Ethnic group – code list D	
White	Scottish English Welsh Irish Northern Irish British Gypsy / Traveller Polish Any other white ethnic background	For some analysis aggregated to "White"
Mixed	Any mixed or multiple ethnic background	
Asian, Asian Scottish or Asian British	Indian, Indian Scottish or Indian British Pakistani, Pakistani Scottish or Pakistani British Bangladeshi, Bangladeshi Scottish or Bangladeshi British Chinese, Chinese Scottish or Chinese British Any other Asian background	For some analysis aggregated to "BME" (Black Minority Ethnic)
Black, Black Scottish or Black British	Caribbean, Caribbean Scottish or Caribbean British Other Caribbean or black background Black, Black Scottish or Black British African, African Scottish or African British Other African background	
Other ethnic background	Arab, Arab Scottish or Arab British Any other background	
Information not known / Prefer not to say	Information not known Prefer not to say	

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Disability Group	Disability fields as listed in FES 2 return
Not disabled	No known disability
Disabled	A specific learning difficulty such as dyslexia, dyspraxia or ADHD A specific learning disability such as Down's Syndrome A social / communication impairment such as Asperger's syndrome / other autistic spectrum disorder A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy A mental health condition, such as depression, schizophrenia or anxiety disorder A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches D/deaf or hearing impairment Blind or a serious visual impairment uncorrected by glasses A disability, impairment or medical condition that is not listed above
Sex of student	As coded in FES 2 return: Sex of Student - code list P
Male Female Other Prefer not to say	Male(including trans man) Female (including trans woman) In another way Prefer not to say
Sexual Orientation	As coded in FES 2 return: Sexual Orientation of Student - code list Q
Heterosexual Gay man / Homosexual Gay Woman / Lesbian Bisexual Other Prefer not to say	Heterosexual / straight Gay man Gay Woman / Lesbian Bi/Bisexual Other Prefer not to say
Religion	As coded in FES 2: Religion, Religious Denomination or body- code list R
No Religion Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Other religion or body Prefer not to say	None Christian: Protestant Christian: Roman Catholic Christian: Other Muslim Buddhist Sikh Jewish Hindu Another religion or body Prefer not to say
Care experienced	As coded in FES 2: Groups of special interest- code list N
Care experienced	Care experienced (previously categorised as care leavers and looked after children). The term care experienced refers to anyone who has been or is currently in care or from a looked-after background at any stage of their

	life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND who fulfil the criteria for each protected characteristic / Care experienced category as stated in the FES Guidance	
Measure 2 (a) Number of senior phase age pupils studying vocational qualifications delivered by colleges		
Description	This measure reports on the total number of senior phase school pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Measure	Total number of students enrolled on these qualifications	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	There are 12 SCQF (Scottish Credit and Qualifications Framework) levels which provide an indication of the complexity of qualifications and learning programmes. Further details on how programmes are allocated an SCQF level can be found at the SCQF website . Not all programmes offered by colleges are accredited with an SCQF level.	SCQF level recorded in FES2 - SCQF level
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)	The 2018-19 FES 2 guidance contains an update to the Qualification Aim field (code list O)
<i>School Year</i>	S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G
<i>Students</i>	Enrolment total includes all students returned on FES	
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winter leavers	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31)	

	SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)
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Measure 2 (b)		Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges
Description	This measure reports on the volume of credits delivered to senior phase pupils studying vocational qualifications and foundation apprenticeships delivered by colleges, and this volume as a proportion of total credits delivered. Only students for which credits are claimed are included in credit figure (assume 4 credits for pupils on Foundation Apprenticeships).	
Numerator	The volume of Credits delivered to senior phase age pupils studying vocational qualifications and foundation apprenticeships delivered by colleges.	
Denominator	The total volume of Credits delivered by the Region	
Data	FES Data	
Term	Definition / Description	
<i>SCQF</i>	As above (Measure 2a)	
<i>Vocational Qualifications</i>	As above (Measure 2a)	
<i>School Year</i>	As above (Measure 2a)	
<i>Students</i>	As above (Measure 2a)	
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winters Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards (code 36) Foundation Level Apprenticeship (code 40)	

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Measure 2 (c)		Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	
Description	<p>This measure reports on the volume of all activity measured as credits, delivered as school college partnership activity, and this volume as a proportion of the total credits delivered.</p> <p>Only students for which credits are claimed are included in credit figure (assume 4 credits for pupils on Foundation Apprenticeships).</p>		
Numerator	The volume of credits delivered to learners at S3 and above taking part in school-college activity.		
Denominator	The total volume of Credits delivered by the Region		
Data	FES Data		
Term	Definition / Description		
<i>School College Activity</i>	School College activity as defined as learning delivered to school pupils S3 and above. <u>Further guidance to be provided</u> .		
<i>School Year</i>	S3 S4 S5 (includes FT winter leavers) S6	As coded in FES 2 return: category of student - code list G	
Extracting data for measure	<p>Include students where CREDITS GREATER THAN 0 AND who are categorised as "School-College" activity as described above, assume 4 credits for pupils on Foundation Apprenticeships. Students who are classed as engaging in "School-College" activity will be from one of the Category of student below:</p>		
	01 - School based S3 02 - School based S4 03 - School based S5 04 - School based S6 21 - Winter leaver		

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Measure 2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools				
Description	This measure reports on the volume of all Higher Education (HE) level student activity measured as credits, delivered to those who attended a SHEP school, and this volume as a proportion of the total HE-level credits delivered. Only students for which credits are claimed are included in credit figure.			
Numerator	The volume of credits at HE level delivered to learners who attended SHEP schools			
Denominator	The total volume of HE level Credits delivered by the Region			
Data	FES Data			
Term	Definition / Description			
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2		
<i>SHEP</i>	Secondary schools with consistently low rates of progression to Higher Education See list of SHEP schools below	As coded for all students under 20 years of age at the point of enrolment in FES 2 return: School code number - code list K		
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND level of study is HE (see above definition) AND previous institution attended is a school within the list of SHEP schools below.			
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>ASPIRE North</p> <p>Aberdeen City - Kincorth Academy Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeen City - Torry Academy Highland - Alness Academy Highland - Inverness High School Highland - Kinlochleven High School Highland - Wick High School Moray - Elgin High School Moray - Lossiemouth High School</p> </td> <td style="vertical-align: top; width: 50%;"> <p>LIFT OFF</p> <p>Angus - Arbroath Academy Angus - Brechin High School Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City - Menzieshill High School¹ Dundee City - St Paul's RC Academy Fife - Beath High School Fife - Buckhaven High School Fife - Glenwood High School Fife - Kirkland High School Fife - Lochgelly High School Fife - Viewforth High School Fife – Woodmill High School</p> </td> </tr> </table>			<p>ASPIRE North</p> <p>Aberdeen City - Kincorth Academy Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeen City - Torry Academy Highland - Alness Academy Highland - Inverness High School Highland - Kinlochleven High School Highland - Wick High School Moray - Elgin High School Moray - Lossiemouth High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy Angus - Brechin High School Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City - Menzieshill High School¹ Dundee City - St Paul's RC Academy Fife - Beath High School Fife - Buckhaven High School Fife - Glenwood High School Fife - Kirkland High School Fife - Lochgelly High School Fife - Viewforth High School Fife – Woodmill High School</p>
<p>ASPIRE North</p> <p>Aberdeen City - Kincorth Academy Aberdeen City - Northfield Academy Aberdeen City - St Machar Academy Aberdeen City - Torry Academy Highland - Alness Academy Highland - Inverness High School Highland - Kinlochleven High School Highland - Wick High School Moray - Elgin High School Moray - Lossiemouth High School</p>	<p>LIFT OFF</p> <p>Angus - Arbroath Academy Angus - Brechin High School Dundee City - Baldrigon Academy Dundee City - Braeview Academy Dundee City - Craigie High School Dundee City - Menzieshill High School¹ Dundee City - St Paul's RC Academy Fife - Beath High School Fife - Buckhaven High School Fife - Glenwood High School Fife - Kirkland High School Fife - Lochgelly High School Fife - Viewforth High School Fife – Woodmill High School</p>			

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¹ In August 2016, Harris Academy opened as a merged school of Menziehill High School and Harris Academy. SFC-funded programmes have retained links with Menziehill High School, although the school no longer exists under that name.

LEAPS

Clackmannanshire Council - Alloa Academy
 Clackmannanshire Council - Lornshill Academy
 Edinburgh City Council - Castlebrae Community High School
 Edinburgh City Council - Craigryston Community High School
 Edinburgh City Council - Drummond Community High School
 Edinburgh City Council - Forrester High School
 Edinburgh City Council - Gracemount High School
 Edinburgh City Council - Leith Academy
 Edinburgh City Council - Liberton High School
 Edinburgh City Council - Tynecastle High School
 Edinburgh City Council - Wester Hailes Education Centre
 Falkirk Council - Grangemouth High School
 Midlothian Council - Newbattle Community High School
 Scottish Borders Council - Eyemouth High School
 Scottish Borders Council - Hawick High School
 Stirling Council - Bannockburn High School
 West Lothian Council - Armadale Academy
 West Lothian Council - Inveralmond Community HS
 West Lothian Council - Whitburn Academy

Focus West

Argyll and Bute - Islay High School
 Dumfries and Galloway Council - Maxwelltown High
 Dumfries and Galloway Council - Sanquhar Academy
 East Ayrshire Council - Doon Academy
 Glasgow City Council - All Saints Secondary
 Glasgow City Council - Castlemilk High
 Glasgow City Council - Drumchapel High
 Glasgow City Council - Eastbank Academy
 Glasgow City Council - Govan High
 Glasgow City Council - Hillpark Secondary School
 Glasgow City Council - John Paul Academy
 Glasgow City Council - Lochend Community High School
 Glasgow City Council - Rosshall Academy
 Glasgow City Council - Smithycroft Secondary
 Glasgow City Council - Springburn Academy
 Glasgow City Council - St Andrew's Secondary
 Glasgow City Council - St Margaret Mary's Secondary
 Glasgow City Council - St Mungo's Academy
 Glasgow City Council - St Paul's High
 Glasgow City Council - St Roch's Secondary
 Glasgow City Council - Whitehill Secondary
 Inverclyde Council - Inverclyde Academy
 Inverclyde Council - Port Glasgow High School
 Inverclyde Council - St Stephen's High
 North Ayrshire Council - Auchenharvie Academy
 North Ayrshire Council - Irvine Royal Academy
 North Lanarkshire Council - Bellshill Academy
 North Lanarkshire Council - Braidhurst High School
 North Lanarkshire Council - Calderhead High
 North Lanarkshire Council - Caldervale High
 North Lanarkshire Council - Clyde Valley High
 North Lanarkshire Council - Coatbridge High
 Renfrewshire Council - Linwood High School
 South Ayrshire Council - Ayr Academy
 South Lanarkshire Council - Cathkin High
 South Lanarkshire Council - Larkhall Academy
 West Dunbartonshire Council - Vale of Leven Academy

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Measure 3		Volume and proportion of Credits delivered to learners enrolled on STEM courses		
Description	This measure reports on the volume of all student activity measured as credits delivered to those enrolled on a Science, Technology, Engineering or Mathematics (STEM) course.			
Numerator	The volume of credits delivered to learners enrolled on a STEM course.			
Denominator	The total volume of Credits delivered by the Region			
Data	FES Data			
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND where superclass II is equal to one of the following:			
<table border="0"> <tr> <td style="vertical-align: top;"> <p>C: Information Technology and Information</p> <p>CA Information and Communication Technology</p> <p>CB Computer Science</p> <p>CC Using Software</p> <p>CD Information Work / Information Use</p> <p>CE Text / Graphics / Multimedia Presentation Software</p> <p>N: Catering/Food/Leisure Services/Tourism</p> <p>NH Food Sciences/Technology</p> <p>Q: Environment Protection/Energy/Cleansing/Security</p> <p>QA Environmental Protection/Conservation</p> <p>QB Energy Economics/Management/Conservation</p> <p>QC Pollution/Pollution Control</p> <p>QD Environmental Health/Safety</p> <p>R: Sciences and Mathematics</p> <p>RA Science</p> <p>RB Mathematics</p> <p>RC Physics</p> <p>RD Chemistry</p> <p>RE Astronomy / Space Science</p> <p>RF Earth Sciences</p> <p>RG Land and Sea Surveying / Cartography</p> <p>RH Life Sciences</p> <p>T: Construction and Property (Built Environment)</p> <p>TA Built Environment (general)</p> <p>TD Building Design / Architecture</p> <p>TE Construction</p> <p>TF Construction Management</p> <p>TG Building / Construction Operations</p> <p>TL Civil Engineering</p> <p>TM Structural Engineering</p> </td> <td style="vertical-align: top;"> <p>X: Engineering</p> <p>XA Engineering / Technology (General)</p> <p>XD Metals Working / Finishing</p> <p>XE Welding / Joining</p> <p>XF Tools / Machining</p> <p>XH Mechanical Engineering</p> <p>XJ Electrical Engineering</p> <p>XK Power / Energy Engineering</p> <p>XL Electronic Engineering</p> <p>XM Telecommunications</p> <p>XN Electrical / Electronic Servicing</p> <p>XP Aerospace / Defence Engineering</p> <p>XQ Ship and Boat Building / Marine/ Offshore Engineering and Maintenance</p> <p>XR Road Vehicle Engineering</p> <p>XS Vehicle Maintenance / Repair / Servicing</p> <p>XT Rail Vehicle Engineering</p> <p>S: Agriculture, Horticulture and Animal Care</p> <p>SB Agricultural Sciences</p> <p>SK Agricultural Engineering/Farm Technology</p> <p>V: Services to Industry</p> <p>VF Industrial Design/Research and Development</p> <p>VG Engineering Services</p> <p>Y: Oil/Mining/Plastics/Chemicals</p> <p>YA Mining/Quarrying/Extraction</p> <p>YB Oil and Gas Operations</p> <p>YC Chemicals/Materials Engineering</p> <p>YE Polymer Science/Technology</p> </td> </tr> </table>			<p>C: Information Technology and Information</p> <p>CA Information and Communication Technology</p> <p>CB Computer Science</p> <p>CC Using Software</p> <p>CD Information Work / Information Use</p> <p>CE Text / Graphics / Multimedia Presentation Software</p> <p>N: Catering/Food/Leisure Services/Tourism</p> <p>NH Food Sciences/Technology</p> <p>Q: Environment Protection/Energy/Cleansing/Security</p> <p>QA Environmental Protection/Conservation</p> <p>QB Energy Economics/Management/Conservation</p> <p>QC Pollution/Pollution Control</p> <p>QD Environmental Health/Safety</p> <p>R: Sciences and Mathematics</p> <p>RA Science</p> <p>RB Mathematics</p> <p>RC Physics</p> <p>RD Chemistry</p> <p>RE Astronomy / Space Science</p> <p>RF Earth Sciences</p> <p>RG Land and Sea Surveying / Cartography</p> <p>RH Life Sciences</p> <p>T: Construction and Property (Built Environment)</p> <p>TA Built Environment (general)</p> <p>TD Building Design / Architecture</p> <p>TE Construction</p> <p>TF Construction Management</p> <p>TG Building / Construction Operations</p> <p>TL Civil Engineering</p> <p>TM Structural Engineering</p>	<p>X: Engineering</p> <p>XA Engineering / Technology (General)</p> <p>XD Metals Working / Finishing</p> <p>XE Welding / Joining</p> <p>XF Tools / Machining</p> <p>XH Mechanical Engineering</p> <p>XJ Electrical Engineering</p> <p>XK Power / Energy Engineering</p> <p>XL Electronic Engineering</p> <p>XM Telecommunications</p> <p>XN Electrical / Electronic Servicing</p> <p>XP Aerospace / Defence Engineering</p> <p>XQ Ship and Boat Building / Marine/ Offshore Engineering and Maintenance</p> <p>XR Road Vehicle Engineering</p> <p>XS Vehicle Maintenance / Repair / Servicing</p> <p>XT Rail Vehicle Engineering</p> <p>S: Agriculture, Horticulture and Animal Care</p> <p>SB Agricultural Sciences</p> <p>SK Agricultural Engineering/Farm Technology</p> <p>V: Services to Industry</p> <p>VF Industrial Design/Research and Development</p> <p>VG Engineering Services</p> <p>Y: Oil/Mining/Plastics/Chemicals</p> <p>YA Mining/Quarrying/Extraction</p> <p>YB Oil and Gas Operations</p> <p>YC Chemicals/Materials Engineering</p> <p>YE Polymer Science/Technology</p>
<p>C: Information Technology and Information</p> <p>CA Information and Communication Technology</p> <p>CB Computer Science</p> <p>CC Using Software</p> <p>CD Information Work / Information Use</p> <p>CE Text / Graphics / Multimedia Presentation Software</p> <p>N: Catering/Food/Leisure Services/Tourism</p> <p>NH Food Sciences/Technology</p> <p>Q: Environment Protection/Energy/Cleansing/Security</p> <p>QA Environmental Protection/Conservation</p> <p>QB Energy Economics/Management/Conservation</p> <p>QC Pollution/Pollution Control</p> <p>QD Environmental Health/Safety</p> <p>R: Sciences and Mathematics</p> <p>RA Science</p> <p>RB Mathematics</p> <p>RC Physics</p> <p>RD Chemistry</p> <p>RE Astronomy / Space Science</p> <p>RF Earth Sciences</p> <p>RG Land and Sea Surveying / Cartography</p> <p>RH Life Sciences</p> <p>T: Construction and Property (Built Environment)</p> <p>TA Built Environment (general)</p> <p>TD Building Design / Architecture</p> <p>TE Construction</p> <p>TF Construction Management</p> <p>TG Building / Construction Operations</p> <p>TL Civil Engineering</p> <p>TM Structural Engineering</p>	<p>X: Engineering</p> <p>XA Engineering / Technology (General)</p> <p>XD Metals Working / Finishing</p> <p>XE Welding / Joining</p> <p>XF Tools / Machining</p> <p>XH Mechanical Engineering</p> <p>XJ Electrical Engineering</p> <p>XK Power / Energy Engineering</p> <p>XL Electronic Engineering</p> <p>XM Telecommunications</p> <p>XN Electrical / Electronic Servicing</p> <p>XP Aerospace / Defence Engineering</p> <p>XQ Ship and Boat Building / Marine/ Offshore Engineering and Maintenance</p> <p>XR Road Vehicle Engineering</p> <p>XS Vehicle Maintenance / Repair / Servicing</p> <p>XT Rail Vehicle Engineering</p> <p>S: Agriculture, Horticulture and Animal Care</p> <p>SB Agricultural Sciences</p> <p>SK Agricultural Engineering/Farm Technology</p> <p>V: Services to Industry</p> <p>VF Industrial Design/Research and Development</p> <p>VG Engineering Services</p> <p>Y: Oil/Mining/Plastics/Chemicals</p> <p>YA Mining/Quarrying/Extraction</p> <p>YB Oil and Gas Operations</p> <p>YC Chemicals/Materials Engineering</p> <p>YE Polymer Science/Technology</p>			

Measure 4 (a) Proportion of enrolled students successfully achieving a recognised qualification (FT & PT)		
Description	The number of enrolments completed successfully for each category of duration of programme, for FE and HE as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.	
Numerator	The total number of enrolments completed successfully for each level of study and duration of programme.	
Denominator	The total number of enrolments for recognised qualifications for each level of study and duration of programme.	
Data	FES Data Further information on the SFC Performance Indicators can be found on the Student and staff performance indicators for Scotland's further education colleges section of the SFC website.	
Term	Definition / Description	Notes
<i>Completed Successful</i>	The student has successfully completed the course year	Using the following codes in FES 2-Student record outcome: "8" Completed programme / course, student assessed and successful "18" Student has progressed to the next year and has achieved 70% of credits undertaken "20" Student has achieved 70% of credits undertaken but has chosen not to progress to the next year "22" Student completed first year of an HND but has chosen to leave with an HNC "25" Student is on an interim year of a multi-year VQ programme and is on-track and is still participating in the college programme
<i>Total enrolments</i>	Completed Successful (see above) + Partial success + Further withdrawal + Early Withdrawal Partial success- The student completed the programme but did not gain the qualification Further withdrawal- The student attended after the funding qualifying date but withdrew from their studies before the programme ended Early withdrawal- The	Using the following codes in FES 2-Student record outcome: Partial success "7" Completed programme / course, student assessed but not successful "17" Student has progressed to the next year but did not gain 70% of credits undertaken Further withdrawal "2" Withdrawn from programme / course and commenced employment. "3" Withdrawn from programme / course and now studying in an HEI "4" Withdrawn from programme / course and destination unknown "5" Transferred to another programme / course

	student has withdrawn from the programme before the funding qualifying date	within the college "10" Withdrawn from programme / course and now studying elsewhere (not an HEI)
<i>Recognised Qualification</i>		Using the following code in FES 1 return: All programmes not coded as Qualification Aim = "PB"
<i>Duration of programme</i>	Duration of programme in hours: for the purposes of OA reporting the hours of duration of programme are grouped as follows. Full-time Part-time : 320 hours but not full-time 160 to 320 hours 80 to 160 hours 40 to 80 hours 10 to 40 hours under 10 hours	
<i>Higher Education (HE)</i> <i>Further Education (FE)</i>	Advanced programme Non-advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
Extracting data for measure	Information on the data required to construct the PIs is available in the College PI Technical Guidance available on the SFC website:	

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Measure 4 (b) Proportion of enrolled MD10 students successfully achieving a recognised qualification (FT & PT)			
Description	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) completed successfully for each category of duration of programme, for FE and HE as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.		
Numerator	The number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) completed successfully for each level of study and duration of programme.		
Denominator	The total number of Scottish-domiciled enrolments from Scottish Index of Multiple Deprivation 10% most deprived datazones (SIMD10) for recognised qualifications for each level of study and duration of programme.		
Data	FES Data Scottish Index of Multiple Deprivation		
Term	Definition / Description	Notes	
<i>SIMD</i>	The 10% most deprived datazones, based on SIMD 2016	See Scottish Index of Multiple Deprivation in General Notes	
<i>Scottish-domiciled</i>	Scottish-domiciled students if the students home Local Authority, as derived using the postcode provided on FES 2 return, is in Scotland. Students with an invalid or missing postcode are included in the "No matching Scottish postcode" figure.	Post code valid and derived home location (domicile of student) is in Scotland	
Extracting data for measure	Include students where CREDITS GREATER THAN 0 AND the students home postcode is valid AND in the SIMD 10% Most Deprived decile AND the derived local authority is in:		
Aberdeen City	100	Midlothian	290
Aberdeenshire	110	Moray	300
Angus	120	North Ayrshire	310
Argyll & Bute	130	North Lanarkshire	320
Clackmannanshire	150	Orkney Islands	330
Dumfries and Galloway	170	Perth and Kinross	340
Dundee City	180	Renfrewshire	350
East Ayrshire	190	Scottish Borders	355
East Dunbartonshire	200	Shetland Islands	360
East Lothian	210	South Ayrshire	370
East Renfrewshire	220	South Lanarkshire	380
Edinburgh, City of	230	Stirling	390
Falkirk	240	West Dunbartonshire	395
Fife	250	West Lothian	400
Glasgow City	260	Na h-Eileanan Siar	235
Highland	270	(Western Isles or Outer	
Inverclyde	280	Hebrides)	

Measure 4 (c) Proportion of senior phase aged pupils successfully achieving a recognised qualification (FT & PT)		
Description	The number of senior phase school pupils studying vocational qualifications and foundation apprenticeships delivered by colleges completed successfully as a proportion of the total number of enrolments (completed successful, completed partial success, further withdrawal, early withdrawal) for each category of duration of programme, for FE and HE.	
Numerator	The number of senior phase school pupils studying vocational qualifications delivered by colleges completed successfully for each level of study and duration of programme.	
Denominator	The total number of senior phase school pupils studying vocational qualifications delivered by colleges	
Data	FES Data	
Term	Definition / Description	Notes
<i>Vocational Qualifications</i>	For the purposes of this measure, the following qualifications are defined as vocational: Higher National Qualifications National Certificates Scottish Vocational Qualifications SQA National Progression Awards SQA Skills for Work Foundation Level Apprenticeship	The 2018-19 FES 2 guidance contains an update to the Qualification Aim field (code list O)
Extracting data for measure	Include all students where the SCQF level is 5 and above AND their school year is between S4 and S6 AND the qualification aim is one of the following vocational qualification: include winter leavers	
	Higher National Qualifications (codes DC,DD) National Certificates (code 33) Scottish / National Vocational Qualifications (codes 28 & 31) SQA National Progression Awards (code 35) SQA Skills for Work Awards(code 36) Foundation Level Apprenticeship (code 40)	

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Measure 4 (d)	Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification	
Description	The number of full-time enrolled Care Experienced students completing their course successfully as a proportion of the total number of enrolled Care Experienced students (completed successful, completed partial success, further withdrawal, early withdrawal) on full-time FE and HE courses.	
Numerator	The number of full-time Care Experienced students completing their course successfully for each level of study and duration of programme.	
Denominator	The total number of full-time Care Experienced enrolments	
Data	FES 2 Student Data	
Term	Definition / Description	Notes
<i>Care Experienced</i>	Where student is defined as Care experienced in 'Group of specific interest'	Group of specific interest = 'AA'
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	
<i>Higher Education (HE)</i>	Advanced programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) =2
<i>Further Education (FE)</i>	Non-advanced programme	
Measure 4 (e)	Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification	
Description	The number of full-time FE enrolled students aged 16-19 completing their course successfully as a proportion of the total number of full-time FE enrolments (completed successful, completed partial success, further withdrawal, early withdrawal).	
Numerator	The number of full-time FE enrolled students aged 16-19 completing their course successfully	
Denominator	The total number of full-time FE enrolled students aged 16-19	
Data	FES 2 Student Data	
Term	Definition/ Description	
<i>Age</i>	Age of student at 31st December of the academic year: 16 - 19	Notes
<i>Full-time</i>	As in Duration of Programme guidance above, Full-time	

Further Education (FE)	Non-advanced programme	Coded in FES 1 return: non-advanced (FE) =2
Measure 5		
The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)		
Description	The number of contracted Modern Apprenticeship Starts as reported to Skills Development Scotland (SDS).	
Data	Further information on the reporting requirements and definitions of Modern Apprenticeships are available from the SDS website:	
Measure 6		
The number and proportion of full-time learners with “work placement experience” as part of their programme of study		
Description	This measure reports on the number of full-time students who as part of their programme of study undertake "work experience". Only students for which credits are claimed are included.	
Measure	The number of full-time enrolments with a "work experience" element in their programme of study.	
Data	FES data	
Term	Definition / Description	
<i>Full-time</i>	Any student who undertakes 15 credits or more, on a single course, in a single academic year (including spanning courses) should be considered full-time. In addition HNC students undertaking 12 credits in a single year should also be considered full-time.	Coded in FES 1 return: Mode of attendance of programme (code list G) and FES 2: Mode of attendance of student (code list E) as: "17" - Full-Time
<i>Substantial placement in business and industry</i>	A student is deemed to have a "work experience" if it is of 40 hours or more in duration.	“Work experience” is used here as a general term to cover the following activity: work experience, work placement, work simulation (client based), employer project. It can be internal or external, supported or unsupported, assessed or non-assessed.
Extracting data for measure	Include all students where CREDITS GREATER THAN 0 AND Mode of attendance of programme ="17" AND a work placement of 40 hours or more.	

Measure 7		The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	
Description	HN Scottish-domiciled student entry from Scotland's colleges to Scotland's HEIs : HN leaver analysis & HEI advanced standing summary table		
Numerator	The number of Scottish-domiciled HN entrants from college to undergraduate programmes with advanced standing		
Denominator	Scottish-domiciled HN leavers from college in previous year		
Data	National Articulation Database (compiled from data supplied via FES, HESA, SQA)		
Term	Definition / Description		
<i>Advanced Standing</i>	Entry from HNC/D to degree programme with full academic credit for HN award. Typically entry from HNC to year 2 and HND to year 3 of full-time degree. Includes entry with full credit to part-time courses.		
Extracting data for measure	Data for this measure is derived from the National Articulation Database and is available from SFC on request		

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Measure 8		
The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying		
Description	This measure reports on the number and proportion of full-time qualifiers (excluding senior phase school pupils) who are in positive destinations 3-6 months after they qualify. Separate figures are calculated for Further and Higher Education level course qualifiers.	
Numerator	Number students in a positive destination	
Denominator	Number of student with confirmed destinations	
Data	This data is returned on the College Leaver Destinations (CLD) return. Further details are available in the College Data Collections section of the SFC website.	
Term	Definition / Description	Notes
<i>Full-time</i>	Any student who undertakes 15 credits or more, on a single course, in a single academic year (including spanning courses) should be considered full-time. In addition HNC students undertaking 12 credits in a single year should also be considered full-time.	Coded in FES 1 return: Mode of attendance of programme – code list G and FES 2: Mode of attendance of student – code list E as: "05" Short full-time,"17" - Full-Time and "18" previously met old full-time criteria
<i>Qualifier</i>	The student has successfully completed the course	Using the following codes in FES 2- Student record outcome: "8" Completed programme / course, student assessed and successful or "22" Student completed first year of an HND but has chosen to leave with an HNC
<i>HE Level</i>	Student was on an HE level programme	Coded in FES 1 return: Advanced / Non-advanced programme as: Advanced (HE) = 1, non-advanced (FE) = 2
<i>FE Level</i>	Student was on an FE level programme	
<i>Positive destination</i>	Destination is counted as a positive destination if "Primary Classification" as recorded on CLD return is in: Working full-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Working part-time (including self-employed / freelance, voluntary or other unpaid work, developing a professional portfolio / creative practice or on an internship) Engaged in full-time further study, training or research Engaged in part-time further study, training or research Due to start a job by the 31st March (in following year)	

<i>Confirmed destination</i>	Destination is counted as a confirmed destination if "Primary Classification" as recorded on CLD return is not "Unconfirmed"
Measure 9	SSES Survey - The percentage of students Overall, satisfied with their college experience
Description	This measure reports on the proportion of students overall, satisfied with their college experience.
Numerator	Number of students that 'strongly agree' or 'agree' that they are; Overall, satisfied with their college experience
Denominator	Total number of responses
Data	This data is returned on the College Student Satisfaction and Engagement Survey (SSES) return. Further details are available in the latest SSES Guidance on the SFC website.
Measure 10	Gross carbon footprint
Data	The table is included (Table 3a) in the annual Public Sector Climate Change report submitted to SSN (Sustainable Scotland Network). Guidance and resources are available from the SSN website: https://sustainableScotlandNetwork.org/step-0
Table	Metrics: Towards Climate Change (Scotland) Act 2009
Term	Definition / Description
<i>Gross carbon footprint</i>	Total of Scope 1, Scope 2 and Scope 3 emissions as recorded under Gross Emissions (tonnes CO2e) section of the report template Metrics: Towards Climate Change (Scotland) Act 2009.

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College Region Outcome Agreements

Summary of Progress and Ambitions report 2018



October 2018

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh, EH12 5HD

HIGHLIGHTS

College Outcome Progress and Ambitions report - 2018/19

24.8%

The proportion of credits delivered to students enrolled in STEM courses in 16/17, **p. 3**



1,699,760

The amount of credits delivered by the college sector in 16/17, above target by 8401, **p. 4**



17.2%

The proportion of credits delivered to students from the 10% most deprived areas, up from 16.3% in 13/14, **p. 6**



42.9%

The increase in the number of care-experienced enrolments in 16/17, compared to the previous year, **p.10**



90.2%

The overall satisfaction rate of full-time students in the college sector in 16/17, **p. 19**



4510

The number of *senior phase age pupils (aged 15 - 18)* studying vocational qualifications, up from 2,101 in 13/14, **p. 21**



10%

The collective reduction in college sector's gross carbon footprint between 15/16 - 16/17, **p. 30**



£500k

Provided by the Scottish Government for SFC to set up the College Innovation Fund (CIF) to support innovation in the sector between business and academia, **p.32**



Scottish Funding Council

Promoting further and higher education

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COLLEGE REGION OUTCOME AGREEMENTS

SUMMARY OF PROGRESS & AMBITIONS

The Scottish Funding Council (SFC) is incredibly proud of what our colleges do for hundreds of thousands of students each year. These institutions also play a key part in strengthening communities across Scotland as well as growing our economy.

SFC directs the Scottish Government's funding that enables colleges to deliver these positive outcomes. Our role is to optimise the potential of these local, regional and national assets so that they contribute fully and with purpose to Scotland's educational, social, cultural and economic life. By investing in our students and colleges SFC also plays an important part in delivering the key aims of *Scotland's economic/labour market strategies*¹² as well as *the programme for government*³.

Throughout this report we identify examples of the great work our colleges do, and the impact it has. Working in partnership with colleges, universities and many others, SFC has made significant progress on: enhancing equality of access to education provision; developing the skills of young people; meeting the needs of employers; broadening and improving what is available to young people in the senior phase of school; opening up new routes to university; improving learner journeys and creating a sustainable and innovative college sector.

In their outcome agreements, Scotland's colleges have demonstrated what they will deliver, across 13 college regions, in return for the Scottish Government's investment, and detailed their contribution to delivering key Scottish Government priorities.

This report sets out what the college sector has achieved in recent years (primarily to 2016-17) and looks ahead at the commitments college regions have made in their 2018-19 outcome agreements. For 2018-19, colleges were asked to *intensify* their impact on learning, the economy and our national priorities⁴. The sector has responded to these increased expectations by demonstrating impressive levels of ambition within 2018-19 outcome agreements.

In addition to highlighting progress and ambitions at a sector level for *outcome agreement national measures*⁵, where appropriate we have provided a breakdown for each college region for priority measures. Quantitative progress and ambitions in key policy areas such as *Foundation Apprenticeships* and *childcare expansion* are also

¹ [Scotland's Economic Strategy](#)

² [Scotland's Labour Market Strategy](#)

³ [A Nation with Ambition: The Government's Programme for Scotland 2017-18](#)

⁴ [Letter of Guidance 2017-18](#)

⁵ A list of the ten outcome agreement national measures (including five key priority national measures) is provided at Annex 1 of this report and full definitions are available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

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outlined. We have referred to further analysis in our other publications where necessary. Case studies have been provided throughout highlighting good practice.

Key progress and successes

- The college sector has exceeded its activity targets in each year between 2005-06 and 2016-17.
- Overall, there is good representation in colleges from students from deprived postcodes and by disability, ethnicity and gender.
- All college regions currently deliver a disproportionately high level of activity to learners from their 10% most deprived postcode areas.
- The number of care experienced student enrolments increased by 42.9% in 2016-17 from the previous year.
- The college sector has evidenced a strong commitment to SFC's 10 year strategy for articulation and our ambition that by 2025-26 75% of students progressing from college to university do so with advanced standing.
- Despite a slight reduction in student success rates in 2016-17, there is a trend of improved success rates for students achieving recognised qualifications over recent years.
- The proportion of students satisfied with their college experience is very high.
- The vast majority of college leavers are in a positive destination six months after graduating.
- The number of senior phase age pupils studying vocational qualifications delivered by colleges more than doubled between 2013-14 and 2016-17.
- The number of Foundation Apprenticeship starts across college regions more than tripled between 2016-17 and 2017-18.
- Almost a quarter of college activity is now delivered to learners enrolled on STEM courses.
- Between 2015-16 and 2016-17 gross carbon footprint (tCO₂e) reduced across the college sector by 10%.

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Intensification of our ambitions for 2018-19

In 2018-19 we will develop and improve our use of outcome agreements to achieve our desired outcomes for learners, for skills development and ultimately for inclusive economic growth in Scotland⁶. An important element of this *intensification* is the development of more ambitious targets for key government and SFC priorities.

As can be seen throughout the report college regions have responded to these increased expectations by demonstrating impressive levels of ambition within their outcome agreements. The following examples highlight the response to the intensification agenda for 2018-19 across the college sector:

- We will increase the proportion of Credits delivered to those in the 10% most deprived postcode areas from 17.2% in 2016-17 to 18.2% in 2018-19.
- The proportion of activity delivered to care experienced learners will increase from 1.6% in 2016-17 to 1.9% in 2018-19.
- By the end of 2018-19, the proportion of learners articulating from college to university with advanced standing will reach 53.8% (4,789 learners).
- We will increase the percentage of full-time FE students successfully achieving a recognised qualification from 65.3% in 2016-17 to 68.7% in 2018-19. The success rates for full-time HE students will increase from 71.6% in 2016-17 to 74.3% in 2018-19.
- In 2018-19, the number of senior phase age pupils studying vocational qualifications delivered by colleges will increase to 6,969 from 4,150 in 2016-17.
- The number of Foundation Apprenticeship starts will increase from 1,245 in 2017-18 to 3,216 in 2018-19.
- Alongside the development of regional STEM hubs and regional STEM strategies, the proportion of Credits delivered to learners enrolled on STEM courses will increase from 24.8% in 2016-17 to 26.6% in 2018-19.
- To address the expansion in the Early Years workforce, the number of Credits delivered for HNC Childhood Practice and PDA Childhood Practice (Level 9) will more than double from 21,760 in 2016-17 to 50,655 in 2018-19.
- Between 2016-17 and 2018-19 gross carbon footprint (tCO2e) will reduce across the sector by more than 12%.

Through our new college quality arrangements, SFC will place a specific requirement for college regions to evidence in their annual *Evaluative Reports* and related *Enhancement Plans* progress on many of their intensification priorities as well as other outcome agreement priorities and targets.

⁶ [Ministerial Correspondence on Outcome Agreements 2018-19](#)

Access to learning

In their outcome agreements, colleges have committed to providing education that best meets the changing social and economic needs of their regions. Their approaches include: widening access; increasing vocational pathways in the senior phase; matching curriculum to regional skills needs and collaborating with local authorities, schools, universities and employers.

Overall volume of activity

The college sector has exceeded its *activity targets* in each year between 2005-06 and 2016-17⁷. We asked the sector to deliver 1,691,359 Credits in 2016-17 (excluding additional European Social Fund activity). Colleges actually delivered 1,699,760 Credits, exceeding the Credit target by 0.5 percentage points.

Figure 1 shows the progress college regions made towards activity targets in 2016-17.

Figure 1
Regional activity (Credits) delivered vs target, 2016-17

OA measure 1 (a)

Region (or small specialist institution)	Actual Credits delivered ⁸ , 2016-17	Credits target, 2016-17	% against target, 2016-17
Aberdeen and Aberdeenshire	135,158	134,858	100.2%
Ayrshire	124,493	124,252	100.2%
Borders	24,540	24,521	100.1%
Dumfries & Galloway	30,337	30,067	100.9%
Dundee and Angus	103,402	103,232	100.2%
Edinburgh	184,978	184,028	100.5%
Fife	130,299	129,760	100.4%
Forth Valley	84,066	83,984	100.1%
Glasgow	371,687	368,574	100.8%
Highlands & Islands	112,377	110,968	101.3%
Lanarkshire	171,026	170,967	100%
West	159,047	159,025	100%
West Lothian	43,113	42,527	101.4%
<i>Land-based (SRUC)</i>	23,273	22,867	101.8%
<i>Newbattle Abbey College</i>	833	926	90%
<i>Sabhal Mòr Ostaig</i>	1,132	803	140.9%
SECTOR	1,699,760	1,691,359	100.5%

Source: Further Education Statistics (FES)

⁷ SFC provides grants to colleges who undertake to deliver a specified volume of activity measured in Credits (1 Credit is equivalent to 40 hours of learning). Enrolments, headcount, FTE targets and other measures of activity are reported in our [College Statistics 2016-17 Publication](#).

⁸ Excluding European Social Funding (ESF).

Patterns of demand vary and SFC is moving in manageable steps towards a *needs-based distribution of activity* so that college regions with the greatest demand receive more places. As in previous years, we will use a combination of our outcome agreement discussions and demographic modelling to inform this.

In 2015-16, we introduced a *simplified Credit-based system* to fund college activity. Therefore, this report presents college activity expressed in *Credits*. Further information on the new system is available in our newsletter *A Simplified Approach to College Funding*⁹ and in our *Credits Guidance*¹⁰.

The core student Credit target has increased for 2018-19. However, the mainstreaming of childcare activity and changes to European Social Fund allocations have resulted in a slight decrease to the overall activity target of around 1%. A breakdown of final funding allocations for colleges regions in AY 2018-19 is available on the SFC website¹¹.

European funding

Since 2010-11, SFC has managed the college sector's access to European Social Funding (ESF). For the last three years (2015-18), SFC has acted as lead partner in two ESF programmes. Firstly, the *Youth Employment Initiative* (YEI) which is focused on young people aged 16-29 not in employment, education or training (NEET) in south-west Scotland. Secondly, *Developing Scotland's Workforce* (DSW) which is focused on higher level skills to meet regional/national skills needs in growth sectors.

With YEI funding coming to an end, from 2018-19 and subject to final approval from the Scottish Government, SFC will continue to participate as lead partner in an extended phase of the DSW programme. We will be allocating additional funded activity on an annual basis to all college regions under the umbrella of DSW. SFC will continue to invest around £8 million each year for colleges that levers in an additional c£5.3 million of ESF match-funding each year.

As part of the annual outcome agreement process, colleges commit to deliver ESF activity in addition to their core SFC activity shown in Figure 1. ESF activity is allocated on the basis of SFC's demographic model (and other indicators such as historic performance against previous activity targets) and within the context of sector-wide activity targets. Planned course provision is agreed on the basis of college regional skills plans. Combining SFC and ESF match-funding, for the extended DSW programme, approximately 50,000 additional HE Credits (equivalent to around

⁹ [A Simplified Approach to College Funding](#)

¹⁰ [Credits Guidance 2018-19](#)

¹¹ [2018-19 Outcome Agreement Final Funding Allocations](#)

3,300 additional FTE student places) have been allocated across college regions in 2018-19¹².

Widening access

SFC is a lead partner in delivering the Scottish Government's ambition for colleges and universities to contribute to a more equal society through learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.

The Post-16 Education (Scotland) Act 2013 sharpens the focus on meeting the needs of under-represented groups of learners, by placing statutory duties on regional colleges, regional strategic bodies and SFC to widen access. The Act also requires SFC to conduct reviews of widening access every three years. We published our first *Triennial Review*¹³ of progress in August 2017. Overall, we concluded there is good representation in colleges from those from a deprived community and by disability, ethnicity and gender. A high proportion of students are also younger students under 25 years of age. However, evidence also suggests a need for earlier interventions and a deeper understanding of withdrawal rates.

Through outcome agreements, we expect colleges to make a full assessment of under-representation and need as well as outline commitments to improvements. This should be with a view to further improving access, participation and success among specific groups of learners, including those who are care experienced.

This section of the report outlines our progress in relation to:

- Growing provision for our most deprived communities.
- Encouraging greater equality, including reducing gender subject imbalances and improving opportunities for *care experienced students*.
- Improving progression to higher education and increasing the number of learners articulating with advanced standing.

Growing provision for our most deprived communities

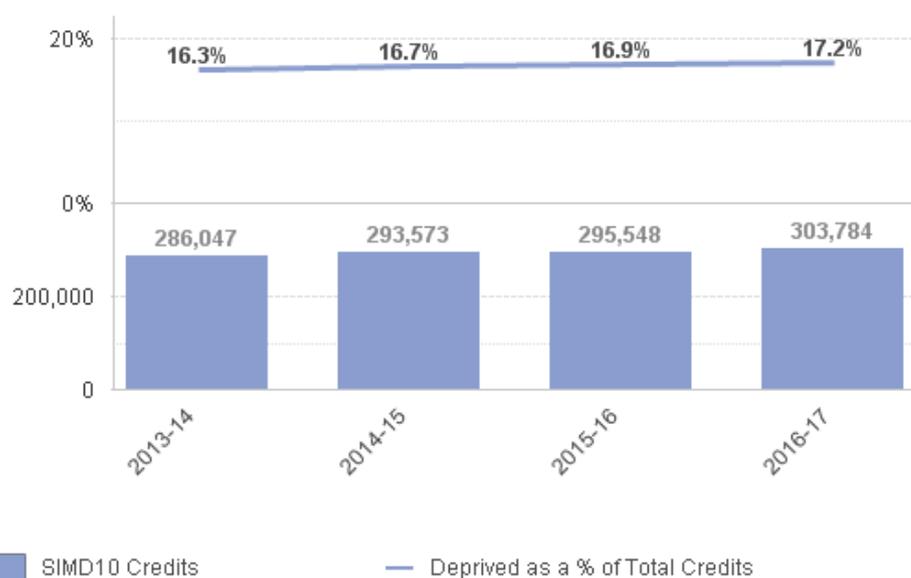
Figure 2 shows that colleges continue to devote significant resources to meeting the needs of learners from the most deprived areas. The proportion of activity delivered to those in the 10% most deprived postcode areas increased from 16.3% in 2013-14 to 17.2% in 2016-17. Figure 3 highlights the sizeable variation across the college regions in terms of provision for the most deprived areas.

¹² Excluding UHI colleges in the Highlands & Islands transitional region and SRUC, which are allocated ESF activity through university funding.

¹³ [Triennial Review on Widening Access](#).

Figure 2

National Measure 1(c)* - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas,



Source: Further Education Statistics (FES)

Figure 3

Proportion of Credits delivered to learners in the most deprived 10% postcode areas/proportion of population from the 10% most deprived postcode areas, by region

Region	Proportion of Credits delivered to those in the 10% most deprived postcode areas:			Proportion of population from the 10% most deprived postcode areas ¹⁴	2018-19 OA Target
	2014-15	2015-16	2016-17		
Aberdeen and Aberdeenshire	4.7%	4.6%	5.2%	2.3%	7%
Ayrshire	20.3%	20.5%	21.5%	13.4%	22%
Borders	6.3%	6.6%	7.7%	2.9%	6%
Dumfries & Galloway	11.8%	12.2%	11.7%	5.1%	12.5%
Dundee and Angus	16.0%	15.9%	16.2%	11.8%	18%
Edinburgh	10.4%	10.4%	10.8%	5.6%	9.8%
Fife	8.1%	8.4%	8.6%	5.1%	13%
Forth Valley	10.4%	11.4%	10.5%	5.7%	11.5%
Glasgow	29.1%	29.2%	30.2%	28.0%	30.5%
Highlands & Islands	3.5%	3.2%	3.3%	1.7%	3.4%
Lanarkshire	18.6%	19.0%	18.9%	11.6%	19.7%
West	27.8%	27.6%	27.2%	15.9%	28%
West Lothian	4.8%	4.4%	5.5%	2.5%	6%
SECTOR AVERAGE	16.7%	16.9%	17.2%	-	18.2%

Source: Further Education Statistics (FES), National Records of Scotland (NRS) and 2018-19 Outcome Agreements

¹⁴ Figures based on NRS 2013 mid-year estimates.

The variation in college provision for deprived areas reflects the differences in size of the regional population from the 10% most deprived postcode areas. Some college regions have a very small proportion of the population from these areas, while others have higher levels of deprivation. However, all regions currently deliver a disproportionately high level of activity to learners from their 10% most deprived postcode areas.

Outcome agreements for 2018-19 demonstrate that colleges continue to be committed to meeting the needs of those in the 10% most deprived postcodes. In line with our national aspirations, the college sector will target 18.2% of learning activity to this group in 2018-19.

Dundee and Angus College recruits a substantial proportion of learners from the 10% most deprived postcode areas (accounting for 16.2% of their total activity in 2016-17). Outcomes for these students are particularly impressive. The successful outcome performance for full-time FE students from the 10% most deprived postcode areas in 2016-17 was 70.0%, substantially above the sector average for students from the 10% most deprived areas of 62.0%. It was also above the sector average for all full-time FE learners of 65.3%.

Greater equality

SFC's ambition is to make Scotland the best place in the world to learn, to educate, to research and to innovate. To be competitive in a globalised world, our economy must draw on the talents and ability of everyone in society. Equality is a necessary goal if we want a society in which everyone is treated fairly, regardless of difference, and given the opportunity to fulfil their potential in life.

In April 2017, we published our *Mainstreaming and Equality Outcome Report*¹⁵ highlighting our progress over the period 2015-17 on how we mainstream equality and diversity, as well as setting out our priorities for 2017-21.

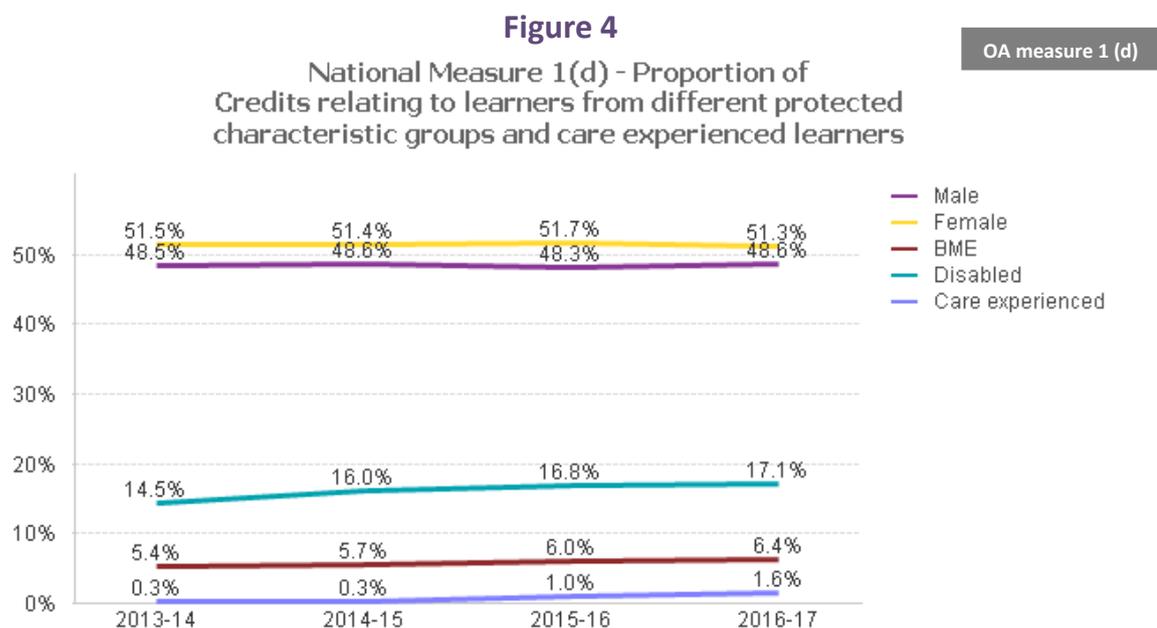
Figure 4 shows a broad balance for 2016-17, reflecting the Scottish population¹⁶, of male (48.6%) and female (51.3%) learners in the college sector. However, this equal distribution at a national level obscures some significant imbalances at subject level. There are also gaps for other protected groups such as deprivation. Our *Gender Action Plan* addresses this point, and we discuss it in the next section.

The chart also shows growing *minority ethnic* activity rates. Our first *Triennial Review* indicated that students with a minority ethnic background are currently well-represented in Scottish colleges.

¹⁵ [Mainstreaming and Equality Outcome Report](#)

¹⁶ According to the population figures in the 2011 census: 51.5% of the population were female, and 48.5% male.

Figure 4 also shows increasing levels of activity delivered to those with declared disabilities. The *Triennial Review* indicates that, for those aged 15-34, people with disability are currently well-represented in the college sector. The analyses show that colleges have a greater proportion of students with disabilities than in the Scottish population for those in the 15-34 age group.



Source: Further Education Statistics (FES)

SFC uses the term *care experienced* to refer to anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care or looked after at home with a supervision requirement.

Care experienced young people and adults are amongst the most disadvantaged in our society and have some of the poorest educational outcomes. The Children & Young People's (Scotland) Act 2014 places duties on colleges and universities in relation to care experienced young people. As part of their responsibilities all colleges have now published a *Corporate Parenting Plan* and the Scottish Government has committed to provide these students under the age of 26 with a full bursary for the duration of their programme of study.

SFC works closely with the college and university sector and agencies such as Who Cares? Scotland and CELCIS. Alongside these partners, we have set an ambition that there is no difference in the outcomes of care experienced students compared to their peers by 2021-22¹⁷.

¹⁷ [National Ambition for Care Experienced Students](#)

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In 2016-17 there were 3,053 student enrolments from a care experienced background on college courses, equating to 1.6% of total sector activity. This was an increase in enrolments of 42.9% from the previous year. In 2018-19 the college sector has targeted 1.9% of total college activity to be delivered to care experienced learners. Successful completion rates for care experienced learners improved in 2016-17 with the performance gap reduced by 6.4 percentage points.

We have also been collecting data on *carers* since 2013-14. In 2016-17, there were 10,653 recorded enrolments. As with care experienced students this was a significant increase from the previous year. The Carers (Scotland) Act came in to effect from April 2018 and our expectation is that colleges will continue to improve support for students and staff with caring responsibilities.

We are working in partnership with the Carers Trust and use their definition of a carer¹⁸. Carers Trust Scotland will soon be developing *Going Further for Student Carers* and we urge colleges to fully support and participate in the award. We also endorse *Care Positive*, operated by Carers Scotland, which encourages employers to demonstrate a commitment to providing a supportive working environment.

Borders College holds the Carers and Employment Charter and has achieved the Care Positive Engaged Employer Award, the first college in Scotland to achieve this recognition.

The College is 'Care Aware'. Their advisors provide specialist support to students who are care experienced and also young carers. These students have a dedicated support worker throughout their programme of study. This dedicated support worker supports the young person to address and hopefully overcome any additional barriers created by their life circumstance or caring responsibility which may affect their attendance, progression and achievement on their chosen programme.

The College works in partnership with the Borders Carers Centre. They are currently working with Carers Trust Scotland in the development of their Student Carers Support Policy.

Tackling gender imbalances

In August 2016 we published our *Gender Action Plan*¹⁹, which built on the expectations of the Scottish Government's *Youth Employment Strategy*²⁰. Our expectation is that colleges should seek to increase by five percentage points the minority gender share in each of the ten largest and most imbalanced superclasses by 2021.

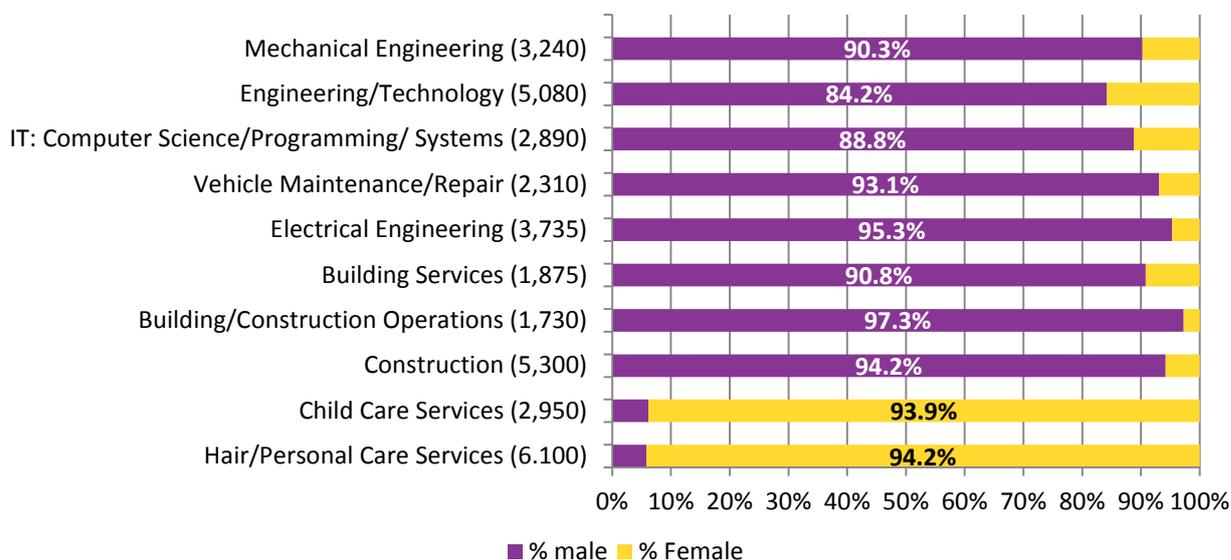
¹⁸ The Carers Trust defines a carer as anyone who cares, unpaid, for a friend or family members who due to illness, disability, a mental health problem or an addiction cannot cope without their support.

¹⁹ [Gender Action Plan](#)

²⁰ [Developing the Young Workforce - Scotland's Youth Employment Strategy](#)

Figure 5 shows the extent of the gender imbalance in the subjects of focus within the plan, combining both HE and FE levels. It shows the participation rates for 2016-17. Further analysis is presented in our technical report²¹.

Figure 5
Gender balance at all levels of study in the most gender imbalanced Superclasses²²
 Source: Further Education Statistics (FES)



All colleges published their institutional gender action plans in the summer of 2017. In their outcome agreements for 2018-19, colleges have outlined their key ambitions to tackle gender imbalances at a subject level as set out within their individual plans.

We are aware that progress will only be made through a coordinated effort across the education and early years system. However, we believe that through a collective effort significant gender imbalances of over 75% of students on a particular subject can be addressed by 2030.

Ayrshire College’s work to address gender imbalance in careers and learning choices takes many forms. By the end of 2017-18, the College will have formalised its Gender Leadership Group, led by a vice principal and comprising student representatives, and gender champions in service and curriculum areas.

The College is leading a pan-Ayrshire leadership approach to tackling gender imbalance, working with partners, young people and employers to overcome the many significant and persistent systemic and cultural challenges. This includes addressing gender imbalances in engineering, technology, care, hair and beauty through initiatives like ‘This Ayrshire Girl Can’, ‘This Man Cares’ and ‘Man in the

²¹ [Gender Action Plan: Technical Report](#)

²² Brackets indicate number of students in the subject area.

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Mirror'. An important aspect of this awareness-raising work is working with partners like SmartSTEMs to secure as much employer commitment as possible to planned activities.

To influence the influencers of young people, the College continues to promote interactive case studies demonstrating the success of young women and men in non-traditional occupations, making these resources available to schools, parents and employers.

For students who choose to take part in a college course which is dominated by the opposite gender, the College continues to support their success through peer networks such as Ayrshire Connects. Ayrshire Connects was established in 2016 to link female STEM students on all courses across all campuses with each other, with students in other colleges and universities, and with employers.

SHEP

The *Schools for Higher Education Programme* (SHEP) funded by SFC provides support, advice and guidance in schools which have traditionally low progression rates to Higher Education (HE). The programme aims to help increase the number of students in participating schools continuing beyond their fourth year alongside progression to HE in college or university. Further information on the SHEP programme is on the SFC website²³.

OA measure 2 (d)

The four SHEP regional programmes have always worked with partners in both sectors. However, for 2016-17 outcome agreements, we included the SHEP national measure for colleges as well as universities. In 2016-17, 6.3% of Credits delivered at HE level in the college sector were to learners from SHEP schools. This figure is projected to almost double in 2018-19.

Opportunities to articulate to degree level study

Articulation is an alternative to the traditional route of entering to year one of university direct from school, allowing students who have achieved Higher National Qualifications (HNQs) at college to progress into university degree programmes. Articulation with *advanced standing* allows students with the appropriate qualifications to move into second or third year of a degree programme with full recognition of prior learning.

Articulation has proved an effective means of ensuring a fairer and more equal distribution of students from under-represented groups in HE programmes. This includes students from deprived and minority ethnic backgrounds as well as adult returners. The higher proportion of males favouring this route also helps ensure a fairer and more balanced undergraduate intake with respect to gender. In addition, growing the number of students progressing from college to university is central to

²³ [Schools for Higher Education Programme](#)

the delivery of the Scottish Government’s vision, outlined in the recently published 15-24 *Learner Journey Review*²⁴, for a more fully aligned college and university education system that ensures full recognition of prior college learning.

In response to recommendations by the *Commission on Widening Access (COWA)*, SFC has developed a *10 year national strategy for articulation*²⁵. Our ambition is for sustained growth of students articulating with advanced standing, reaching 75% of all articulating students by 2025-26. The college sector has evidenced a strong commitment to this ambition. By the end of 2018-19 the proportion of learners articulating to university with full recognition of prior learning is expected to reach 53.8% (4,789 learners). This is shown in figure 6 and broken down by college region.

OA measure 7

Figure 6

The proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing, by region

Region	2018-19 OA Target
Aberdeen and Aberdeenshire	66.7%
Ayrshire	50.7%
Borders	33.3%
Dumfries & Galloway	12.0%
Dundee and Angus	45.0%
Edinburgh	84.0%
Fife	60.0%
Forth Valley	53.0%
Glasgow	52.2%
Lanarkshire	44.9%
<i>Newbattle Abbey College</i>	85.0%
West	57.0%
West Lothian	50.0%
SECTOR TOTAL	53.8%

Source: 2018-19 Outcome Agreements

Gaelic

SFC’s role in supporting the *National Gaelic Language Plan*²⁶ (NGLP) includes encouraging the growth of opportunities within the college and university sectors to use and to learn Gaelic. We have asked all college regions to consider in their outcome agreements how they contribute to the aims of the NGLP. Whilst regional approaches vary according to local context, the sector as a whole continues to encourage:

²⁴ [The Learner Journey Review](#)

²⁵ [10 Year Strategy for Articulation](#)

²⁶ [The Scottish Government Gaelic Language Plan 2016-2021](#)

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- Cross-sector and cross-institutional working.
- Exploration of responses on Gaelic with other local partners, including local authorities and community planning partnerships.
- Exploration of internal demand for opportunities to use Gaelic, including surveys of staff and students.
- Work to consider the role of Scotland's other languages.

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Success in learning

Our core ambition for the college sector is to improve opportunities and outcomes for learners. We want to see the breaking down of barriers to the achievement of qualifications and the equipping of learners to progress successfully into employment, further learning or training.

Two of the strongest indicators of how we are progressing with these objectives include:

- The proportion of learners who successfully complete their qualifications.
- The proportion of those learners who go on into employment, further learning or training.

Students successfully achieving a recognised qualification

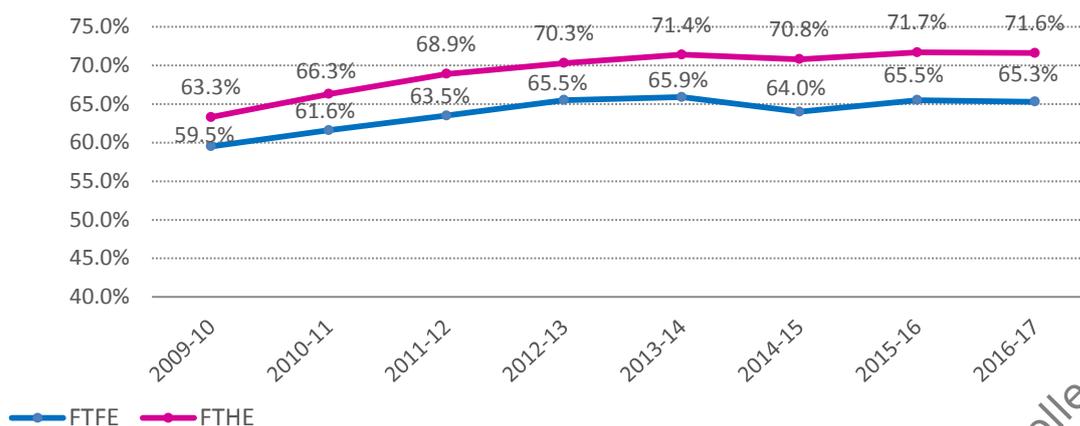
Figure 7 provides an overview of success rates for full-time recognised Further Education (FE) and Higher Education (HE) programmes from 2009-10 to 2016-17. Despite a slight dip in 2016-17 for both full-time FE and full-time HE, the chart displays across the years a trend for improved success rates of recognised qualifications.

The success rates for HE programmes tend to be higher than FE programmes over the course year. In 2016-17, 65.3% of students on full-time FE programmes and 71.6% on full-time HE programmes completed successfully.

Figure 7

OA measure 4 (a) *

National Measure 4(a)* - Percentage of enrolled full-time students successfully achieving a recognised qualification by level



Source: Further Education Statistics (FES)

Figure 8 shows that in 2016-17 for both full-time FE and full-time HE a majority of college regions had a reduction in success rates, contributing to the small sectoral level drop in performance.

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Figure 8

OA measure 4 (a) *

% of enrolled (full-time) students successfully achieving a recognised qualification, by level and region

Region	Level	2012-13	2013-14	2014-15	2015-16	2016-17	2018-19 OA Target
Aberdeen and Aberdeenshire	HE	70.3%	72.2%	71.4%	75.6%	75.0%	77.0%
	FE	65.2%	66.0%	61.9%	67.4%	66.2%	68.0%
Ayrshire	HE	68.7%	66.5%	62.3%	63.1%	68.0%	70.0%
	FE	67.8%	65.8%	58.6%	61.2%	66.9%	70.0%
Borders	HE	71.2%	75.5%	75.1%	76.5%	69.6%	76.5%
	FE	70.5%	73.9%	69.1%	66.6%	65.9%	69.5%
Dumfries & Galloway	HE	68.0%	72.7%	71.0%	71.2%	70.2%	74.0%
	FE	63.1%	62.3%	64.0%	60.8%	62.5%	70.0%
Dundee and Angus	HE	75.9%	76.7%	72.1%	76.6%	73.2%	78.0%
	FE	72.9%	72.9%	74.3%	72.9%	70.8%	75.0%
Edinburgh	HE	72.8%	74.0%	73.7%	73.6%	73.1%	75.0%
	FE	66.5%	65.4%	59.5%	65.2%	62.9%	70.0%
Fife	HE	67.2%	68.7%	63.1%	66.8%	68.4%	71.0%
	FE	60.4%	62.2%	60.7%	62.0%	57.4%	62.5%
Forth Valley	HE	71.0%	72.2%	77.0%	73.1%	70.3%	74.0%
	FE	68.8%	69.7%	70.4%	69.4%	73.5%	73.0%
Glasgow	HE	71.0%	72.7%	74.1%	74.7%	73.4%	75.8%
	FE	62.9%	65.6%	66.2%	67.2%	64.1%	68.7%
Highlands & Islands	HE ²⁷	-	-	-	-	-	-
	FE	63.1%	66.3%	67.6%	69.4%	67.5%	70.0%
Lanarkshire	HE	69.3%	68.4%	68.2%	69.3%	68.4%	71.6%
	FE	66.9%	63.3%	64.2%	61.0%	62.2%	64.9%
West	HE	66.1%	68.9%	68.7%	66.3%	68.7%	72.0%
	FE	64.9%	65.3%	59.8%	63.7%	68.7%	70.0%
West Lothian	HE	68.7%	67.8%	71.1%	69.7%	72.5%	73.0%
	FE	65.1%	63.3%	63.5%	64.1%	61.9%	65.0%
SECTOR²⁸	HE	70.3%	71.4%	70.8%	71.7%	71.6%	74.3%
	FE	65.5%	65.9%	64.0%	65.5%	65.3%	68.7%

Source: Further Education Statistics (FES) and 2018-19 Outcome Agreements.

SFC had targeted a sector-wide FE success rate of 69% and HE rate of 72% by 2016-17 as part of our outcome agreement negotiations. Whilst the sector fell just short of its HE target, it has proved challenging to get closer to the FE target. However, as shown in Figure 8, the college sector is targeting ambitious levels of improvement in both FE and HE full-time success rates in 2018-19.

Figure 9 illustrates further variances by protected characteristic and the impact of deprivation on student success. Addressing these imbalances will continue to be a vital element of our outcome agreement approach with college regions. For 2018-19 outcome agreements we will also be adding two new national measures:

²⁷ N/A - HE data returned through HESA.

²⁸ Note that the sector figures also include data for Newbattle Abbey and SRUC.

- Attainment in full-time FE students aged 16-19 successfully achieving a recognised qualification (recognising the national priority of this subgroup and focus for improvement).
- Attainment in full-time care experienced students successfully achieving a recognised qualification.

Figure 9

% of enrolled (full-time) students successfully achieving a recognised qualification, variance by level and protected characteristic

Level	Year	All	SIMD10	16-19	20-24	25+	Disabled	Male	Female	BME	Care Experience
FE	2016-17	65.3%	-3.3%	-2.9%	0.2%	6.6%	-1.0%	0.1%	-0.1%	1.2%	-12.8%
HE	2016-17	71.6%	-3.1%	-0.4%	0.2%	0.5%	-5.5%	-3.8%	3.1%	-1.5%	-6.2%

Source: Further Education Statistics (FES)

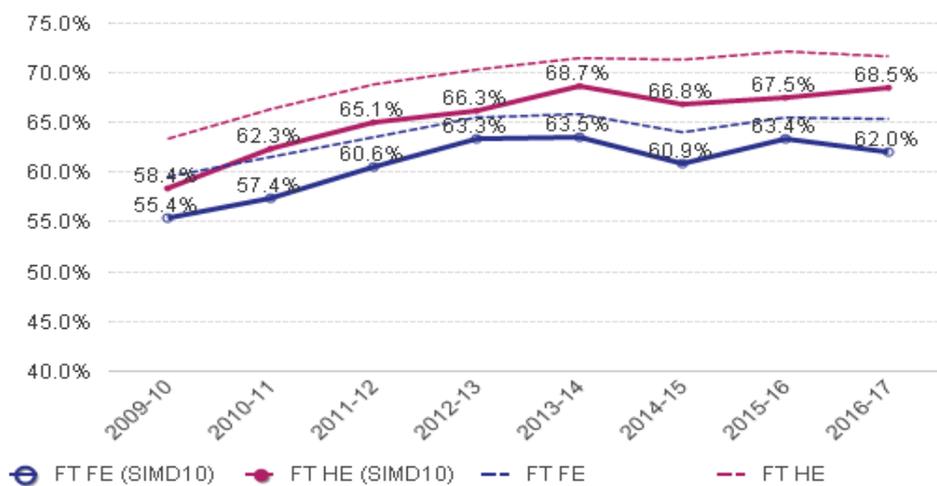
Negative variance  Positive variance

Figure 10 shows levels of success for full-time students from SIMD10 postcodes are lower than the average for all full-time students for both FE and HE. In 2016-17, 68.5% of full-time HE SIMD10 and 62.0% of full-time FE SIMD10 students successfully achieved a recognised qualification. This compared to 71.6% for all full-time HE and 65.3% for all full-time FE students.

OA measure 4 (b) *

Figure 10

National Measure 4(b)* - Percentage of enrolled full-time MD10 students successfully achieving a recognised qualification by level



Source: Further Education Statistics (FES)

Additional analysis of student outcomes for individual colleges is published annually in our *College Performance Indicators*²⁹ report.

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²⁹ [College Performance Indicators 2016-17](#)

College leaver destinations

In 2013, SFC developed a survey to collect and report on college leaver destination data. The latest publication of *College Leaver Destinations (CLD)*³⁰ for Scotland's colleges was in September 2017 and covers the 2015-16 academic year. The publication reports on the destinations of leavers 3-6 months after qualifying.

In 2015-16, the vast majority of leavers were in a *positive destination* 3-6 months after graduating³¹. Overall, the percentage of leavers entering a positive destination was 94.9% for FE and 95% for HE. Figure 11 shows the variation across regions.

Figure 11

OA measure 8 *

The number and proportion of college leavers in a positive destination 3 to 6 months after qualifying, by level and region

Region	2014-15		2015-16		2018-19 OA Target	
	FE	HE	FE	HE	FE	HE
Aberdeen and Aberdeenshire	90.0%	82.5%	92.3%	90.8%	90.0%	90.0%
Ayrshire	97.4%	97.0%	94.0%	94.6%	95.0%	95.0%
Borders	95.4%	92.2%	95.0%	94.6%	94.5%	98.0%
Dumfries & Galloway	90.4%	96.0%	92.0%	95.8%	93.0%	-
Dundee and Angus	93.6%	94.0%	95.6%	93.1%	96.0%	96.0%
Edinburgh	99.1%	97.9%	97.7%	97.5%	98.0%	99.0%
Fife	97.4%	96.6%	90.3%	89.7%	91.5%	91.0%
Forth Valley	93.3%	94.4%	94.7%	94.7%	95.0%	95.0%
Glasgow	98.0%	96.8%	97.2%	96.3%	97.4%	96.5%
Highlands & Islands	94.4%	-	94.0%	100.0%	87.0%	-
Lanarkshire	95.6%	96.0%	94.3%	95.8%	94.9%	97.6%
Land-based (SRUC)	94.3%	-	95.1%	-	94.0%	-
Newbattle Abbey College	97.6%	100.0%	85.0%	100.0%	-	-
West	96.1%	93.9%	96.2%	94.8%	97.5%	97.0%
West Lothian	98.2%	97.4%	94.8%	97.7%	96.0%	98.0%
Scotland Totals	95.8%	95.1%	94.9%	95.0%	94.5%	95.7%

Source: College Leaver Destinations (CLD) Survey for Scotland's Colleges

Student satisfaction

In January 2017 we published our first *Student Satisfaction and Engagement Survey* results for Scotland's colleges covering the academic year 2015-16³². In October of the same year we published the results for 2016-17³³. Figure 12 shows the proportion of students overall satisfied with their college experience in 2016-17 was

³⁰ [College Leaver Destinations 2015-16](#)

³¹ This includes only those college leavers for whom a destination is 'known'. A positive destination includes those college leavers in employment and in further study.

³² [Student Satisfaction and Engagement Survey 2015-16](#)

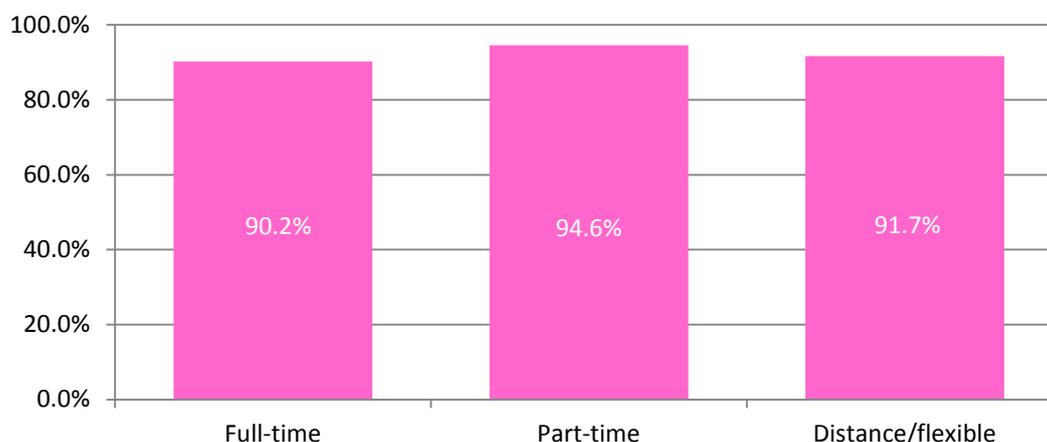
³³ [Student Satisfaction and Engagement Survey 2016-17](#)

90.2% for full-time students, 94.6% for part-time students and 91.7% for distance/flexible students. Figure 13 outlines the variation across regions.

Figure 12

OA measure 9

National Measure 9 - The percentage of students overall, satisfied with their college experience (SSES), 2016-17



Source: Student Satisfaction & Engagement Survey (SSES) for Scotland's Colleges

OA measure 9

Figure 13

The percentage of students overall, satisfied with their college experience (SSES), by region

Region	Overall Student Satisfaction 2016-17			Overall Student Satisfaction 2018-19 OA Target		
	Full-time	Part-time	Distance/Flexible	Full-time	Part-time	Distance/Flexible
Aberdeen and Aberdeenshire	91.1%	88.0%	100.0%	92.0%	89.0%	89.0%
Ayrshire	93.4%	95.7%	100.0%	94.0%	97.0%	100.0%
Borders	95.1%	93.4%	94.4%	95.5%	93.3%	97.0%
Dumfries & Galloway	96.7%	100.0%	100.0%	93.0%	93.0%	93.0%
Dundee and Angus	95.6%	96.2%	84.4%	96.0%	96.0%	96.0%
Edinburgh	87.8%	94.6%	100.0%	89.0%	95.0%	95.0%
Fife	79.9%	78.7%	76.5%	82.0%	80.0%	78.0%
Forth Valley	95.3%	94.5%	95.1%	96.0%	96.0%	96.0%
Glasgow	87.5%	94.6%	100.0%	93.7%	94.8%	90.9%
Highlands & Islands	93.5%	96.9%	71.2%	95.0%	97.4%	97.0%
Lanarkshire	88.1%	91.7%	100.0%	82.0%	87.0%	95.0%
Land-based (SRUC)	85.8%	90.0%	100.0%	88.0%	88.0%	88.0%
Newbattle	95.7%	-	-	96.0%	-	-
West	92.1%	97.7%	89.2%	94.0%	95.0%	93.0%
West Lothian	93.4%	95.6%	98.5%	95.0%	95.0%	98.0%
SECTOR	90.2%	94.6%	91.7%	-	-	-

Source: Student Satisfaction & Engagement Survey (SSES) for Scotland's Colleges

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Progression from learning

Building on progress made in recent years to increase employer engagement, and responding to the Scottish Government's *Youth Employment Strategy*, we have negotiated further commitments from college regions in terms of learner progression. This will ensure a system of learning that provides students with the skills required to succeed in the labour market whilst simultaneously equipping Scotland with the skills necessary for economic growth.

Outcome agreements set out how college regions will forge closer links with employers, to better align curriculum planning and employer demand, address skills shortages and create more work placements for learners. This includes:

- Establishing employer/industry *advisory boards* to review and enhance curriculum quality, planning and outcomes. Advisory boards ensure that the curriculum addresses current needs, forecasts future skills demands and provision is aligned with the employment priorities of local business.
- Engagement with local *DYW Boards* and the benefits of this engagement in providing structured *vocational pathways* that support young people into sustained and successful careers.
- Setting out ambitions to further develop vocational pathways, apprenticeships and *workplace learning* in partnership with employers.

In 2017-18 SFC began working with the sector and industry partners in the development of an *employer engagement framework* that captures the level and extent of collaborative working in the sector. We will begin the implementation of the framework in 2018-19.

Outcome agreements have evidenced the use of information contained in *Regional Skills Assessments (RSAs)* and *Skills Investment Plans (SIPs)* to inform their assessment of the regional economy. They have identified areas of growth and decline and, in most cases, how that evidence is reflected in curriculum planning. We expect to see further evidence of college regions use of RSAs and SIPs in their regular review of their curriculum as these skills planning documents continue to evolve.

Developing the Young Workforce

Developing the Young Workforce (DYW), the Scottish Government's *Youth Employment Strategy*, aims to ensure a work-relevant educational experience for our young people, valuing and developing a rich blend of learning, including vocational education.

Colleges play a central role in the introduction of new vocational pathways in the *senior phase* of secondary school. Figure 14 highlights that the college sector has more than doubled the number of senior phase age pupils studying vocational

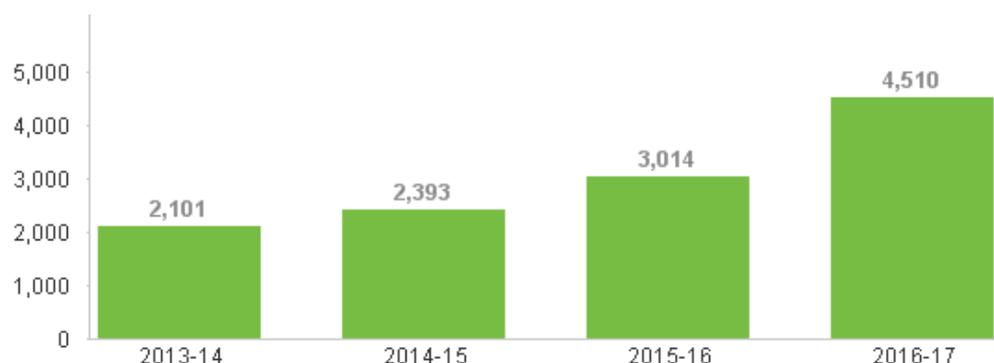
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qualifications³⁴ between 2013-14 and 2016-17 from 2,101 to 4,510.

Figure 14

OA measure 2 (a)*

National Measure 2(a) - Number of senior phase age pupils studying vocational qualifications delivered by colleges



Source: Further Education Statistics (FES)

Figure 15 outlines the growth in the number of pupils studying vocational qualifications delivered by individual college regions. It also shows the targets from 2018-19 outcome agreements demonstrating a clear intention from college regions to increase their provision in this area. The sector as a whole is projecting an increase in pupil numbers from 4,510 in AY 2016-17 to 6,969 in AY 2018-19.

Figure 15

OA measure 2 (a)*

Number of senior phase age pupils studying vocational qualifications delivered by colleges, by region

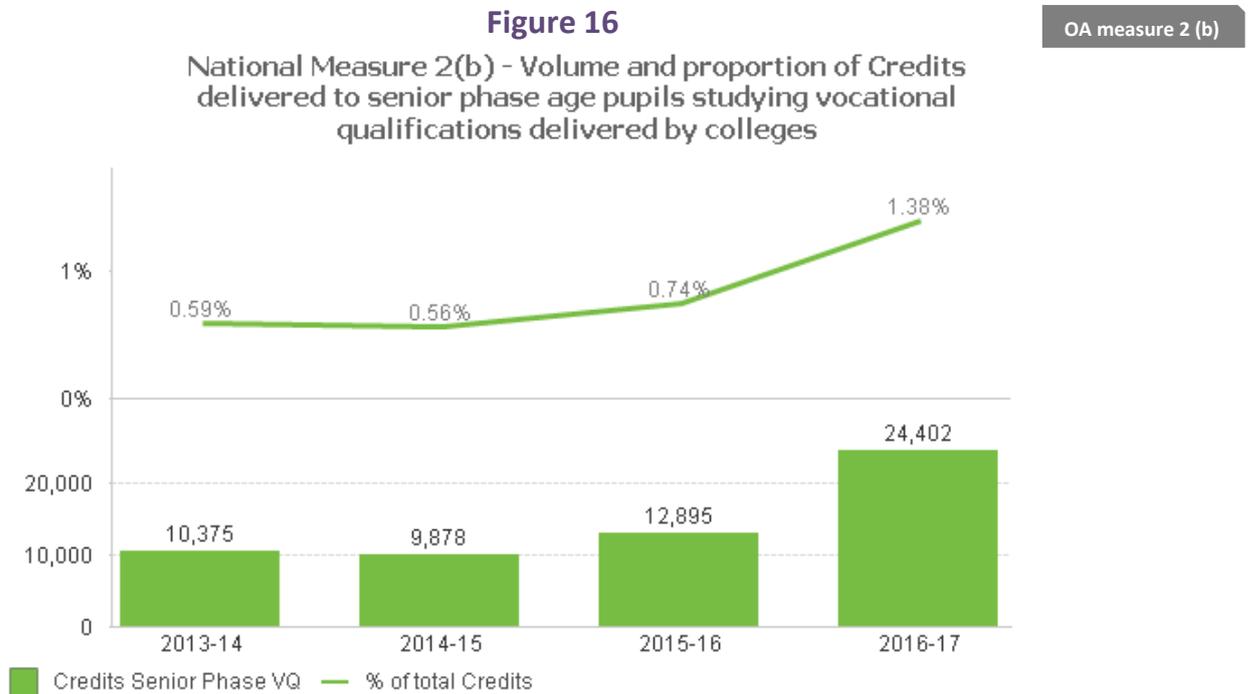
Region	2013-14	2014-15	2015-16	2016-17	2018-19 OA Target
Aberdeen and Aberdeenshire	78	154	277	425	1,150
Ayrshire	273	318	405	347	340
Borders	-	49	27	27	148
Dumfries & Galloway	88	67	108	157	248
Edinburgh	137	209	217	252	452
Dundee and Angus	255	66	206	333	450
Fife	11	43	17	183	300
Forth Valley	106	157	218	322	430
Glasgow	207	348	428	556	778
Highlands & Islands	398	473	402	940	1,164
Lanarkshire	267	254	452	647	754
Land-based (SRUC)	-	2	8	38	75
West	217	178	115	97	130
West Lothian	64	75	134	186	550
Total	2101	2393	3014	4510	6969

Source: Further Education Statistics (FES) & 2018-19 Outcome Agreements

³⁴ A list of vocational qualifications is available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

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Figure 16 shows a growth in the volume (and proportion) of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges between 2013-14 and 2016-17 from 10,375 (0.59%) to 24,402 (1.38%). By 2018-19 the college sector is projecting that 31,996 Credits (1.8%) will be directed to senior phase vocational provision.



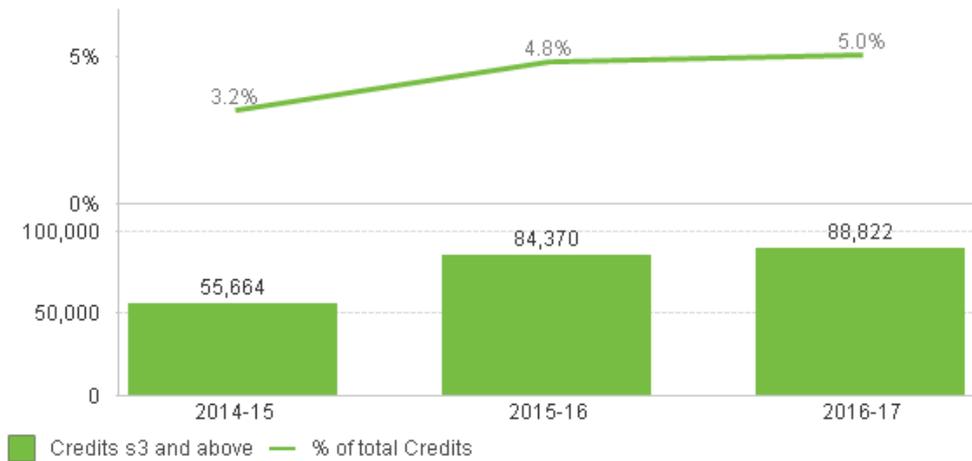
Source: Further Education Statistics (FES)

Figure 17 highlights that at sector level the volume (and proportion) of activity delivered to learners at S3 and above as part of school-college provision has increased from 55,664 (3.2%) in 2014-15 to 88,822 (5.0%) in 2016-17. This includes work with younger learners from S3 upwards and a broader range of qualification types including some Highers and vocational introductory courses. We will keep under review the composition and regional variation in this provision to better understand the interrelation with senior phase vocational pathways. In 2016-17, 27.5% of the wider school-college provision was delivered to senior phase pupils studying vocational qualifications.

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Figure 17

National Measure 2(c) - Volume and proportion of Credits delivered to learners at S3 and above as part of school college provision

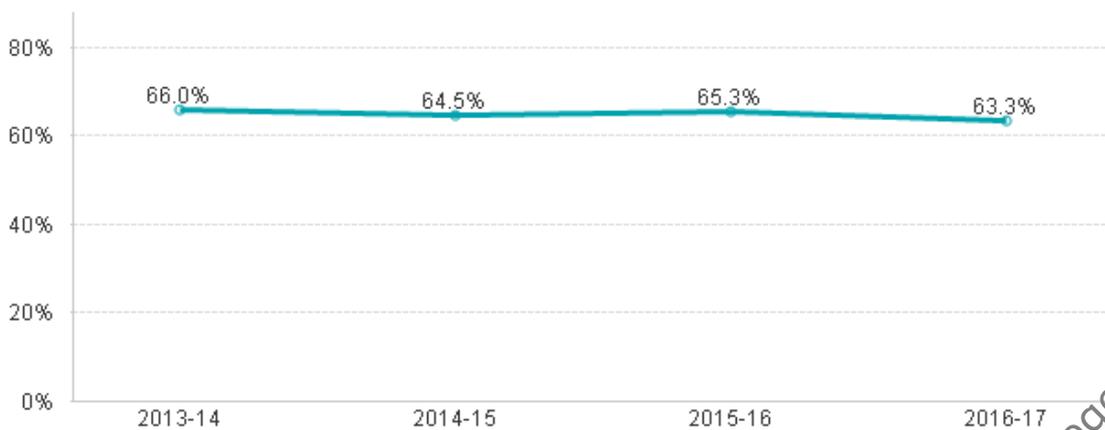


Source: Further Education Statistics (FES)

Figure 18 outlines the percentage of senior phase age pupils successfully completing a vocational qualification (incorporating full-time, part-time, FE and HE) delivered by colleges over the past four years. Success rates for these pupils reduced by two percentage points in 2016-17 from 2015-16, although have been relatively consistent over the four year period from 2013-14.

Figure 18

National Measure 4(c)* - Percentage of senior phase age pupils successfully completing a vocational qualification delivered by colleges



Source: Further Education Statistics (FES)

North East Scotland College has developed a guide to education progression to show in a clear way the different pathways that are available to school pupils in a wide range of employment areas. The pathways sometimes involve study at college, sometimes at university and sometimes a combination of both. As well as full-time

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study routes there are pathways that involve work-based apprenticeship study. A copy of the guide is available on the College website³⁵.

Foundation Apprenticeships

In support of the *SFC/SDS Joint Framework for Action*³⁶, to deliver the national *Youth Employment Strategy*, colleges have a key role in delivering the introduction and scaling of *Foundation Apprenticeships (FAs)*³⁷ for senior phase pupils. There has been significant progress since the inception of FAs to expand this provision across regions and FA frameworks.

Figure 20 shows the growth in FAs from the first cohort of 346 in 2016-17 across the college regions. Delivery for 2018-19 shows the most significant expansion to date, with SDS contracting with 18 lead partner bidders covering 12 FA frameworks, with provision across 13 college regions for a total of 3,216 target starts. This is a significant increase from actual starts in 2017-18 of 1,245, which was itself more than a tripling of the number of starts from 2016-17.

Figure 20
Growth of Foundation Apprenticeship starts, by region

Region	2016-17	2017-18	2018-19 Target Starts
Aberdeen and Aberdeenshire	21	75	132
Ayrshire	10	37	98
Borders	-	8	36
Dumfries & Galloway	-	13	40
Edinburgh	19	54	238
Fife	27	239	324
Forth Valley	35	21	260
Glasgow	73	215	596
Highlands & Islands	91	157	420
Lanarkshire	-	212	453
Tayside	15	50	127
West	40	90	300
West Lothian	15	74	192
Total	346	1245	3216

Source: Skills Development Scotland (SDS)

³⁵ [North East Scotland \(Aberdeen and Aberdeenshire\) Pathways - A Guide to Education Progression](#)

³⁶ [SFC/SDS Joint Framework for Action](#)

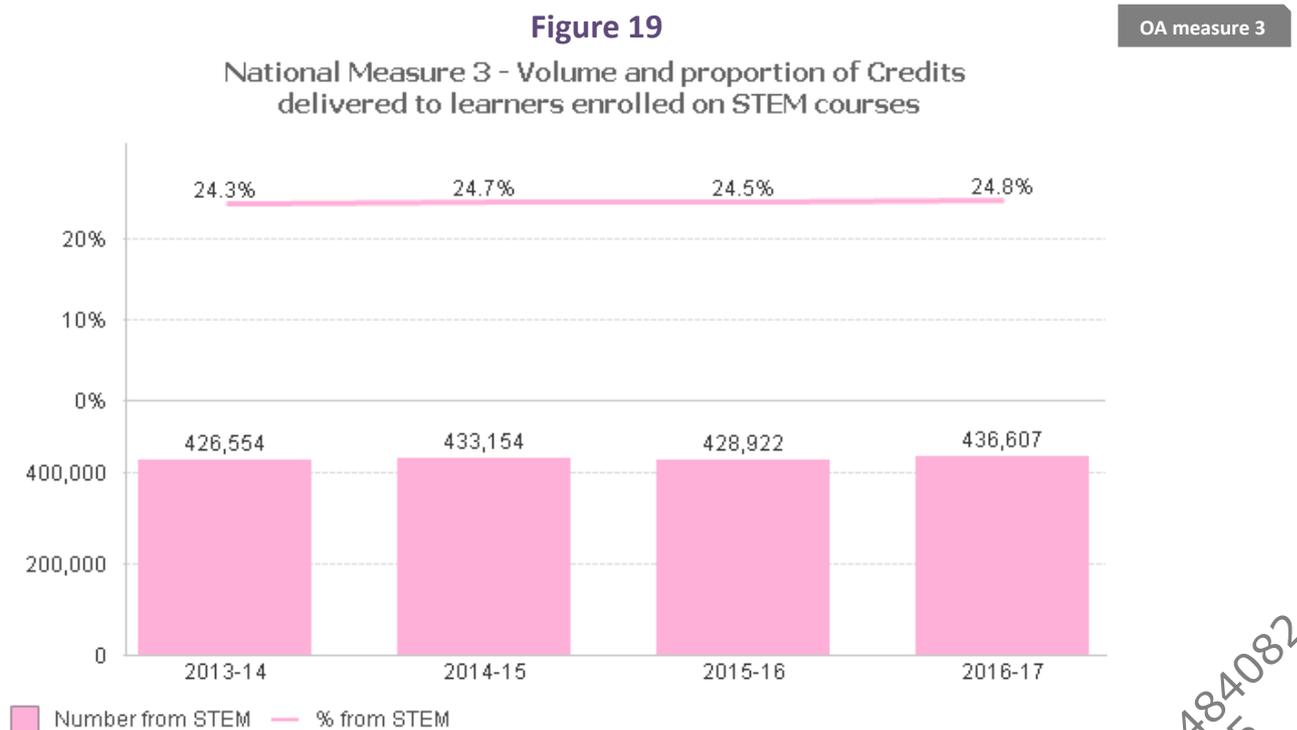
³⁷ Foundation Apprenticeships provide work-based learning opportunities for S5 and S6 pupils. Pupils work towards a Foundation Apprenticeship alongside their other subjects — their National 5s and Highers. They also spend part of the school week at college or with a local employer. They work towards industry-recognised SCQF Level 6 qualifications while developing skills and experience in the workplace.

Science, Technology, Engineering & Mathematics (STEM)

The final DWY report outlined that an adequate supply of *STEM* skills is critical to growing Scotland's key economic sectors and that to secure this supply the number of young people achieving STEM qualifications should be increased. As a primary provider of STEM courses, colleges have a significant role to play in delivering this objective.

As previously outlined, colleges are expected when assessing curricular need to use tools such as RSAs alongside their own local labour market intelligence and engagement with local employers. On this basis, and where appropriate, they should expand STEM courses in their general provision and in developing new senior phase vocational pathways with local authorities they should look to prioritise STEM subjects.

Figure 19 shows the proportion of Credits delivered to learners enrolled on STEM courses³⁸ being maintained at over 24% over the previous four years. The college sector has ambitions to increase this figure to 26.6% in 2018-19.



Source: Further Education Statistics (FES)

The Scottish Government published its *national STEM strategy*³⁹ in October 2017. Its vision is of a Scotland where everyone is encouraged and supported to develop their STEM capability. Both Ministers and SFC are clear that Scotland's colleges are central

³⁸ A full definition and a list of STEM courses is available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

³⁹ [Science, Technology, Engineering and Mathematics - Education and Training Strategy for Scotland](#)

to realising that vision. In 2018-19, two important actions from the strategy will be a focus of SFC's work with the college sector:

- The development of *regional STEM hubs*.
- The requirement for college regions to develop *regional STEM strategies*.

The national strategy identifies STEM Hubs as college-led centres bringing together schools, colleges, universities and industry, with a focus on joint CPD activities for staff and practitioners in the different sectors; *and* both coordinating existing STEM outreach activity and developing new programmes of STEM engagement. SFC will work closely with sector representatives and through existing partnerships - such as *Energy Skills Partnerships, Skills Development Scotland (SDS), Education Scotland and Colleges Development Network* - to develop the STEM hub concept.

The national strategy also requires every college region to develop a STEM strategy and associated action plan, linked to its individual actions. Regional strategies will therefore link industry and the curriculum delivered in the region to drive productivity and growth. Whilst we know there is good practice in the college sector, we want to ensure there is a common, sector-wide standard, and that good practice is effectively shared and disseminated.

Eight Scottish colleges - Ayrshire College, City of Glasgow College, Edinburgh College, Forth Valley College, Glasgow Clyde College, Glasgow Kelvin College, West College Scotland and West Lothian College - have received STEM assured accreditation from the STEM Foundation⁴⁰. To achieve the STEM assured status, these colleges have been assessed against a robust framework that benchmarks their capability to design and deliver STEM courses that keep pace with emerging technology and the evolving needs of employers. By achieving the STEM Assured status, they have demonstrated that:

- *Their STEM-related provision is of a consistently high quality and aligned with current and anticipated industry requirements.*
- *Their provision provides a multi-disciplinary context to their students to reflect real world needs and scenarios.*
- *Employability and related transferrable skills are embedded into the curriculum and reflect their student's journey.*
- *They are committed to continuous improvement and innovation of provision to ensure that it keeps pace with rapid advances in technology and the changing jobs market.*
- *They have clear engagement processes with employers and key stakeholders.*

⁴⁰ The STEM Foundation is an innovation driven charity that supports improvements in STEM education, delivers STEM assured provision, offers CPD in new and emerging technology areas, encourages multidisciplinary collaboration, and conducts action research to enable knowledge and technology exchange. This work aids economic development and strengthens students' progression and employability.

Work placements

In September 2016, we published new *Work Placement Standards for Colleges*⁴¹ to provide direction and highlight best practice in the sector. It makes clear that all college students will benefit from high quality work placements or other workplace experience in line with DYW. We want the guidance to help significantly and consistently improve the future employment prospects of all students studying in Scottish colleges.

College outcome agreements outlined commitments to increasing the volume of work placements and work place experience offered as part of regional provision. The work placement national measure was redefined in AY 2015-16 to reflect a Unit equivalent of Work Experience (40hrs) for full-time learners. Colleges are now required to flag appropriate student activity which matches the definition. Further refinement of the measure is required to ensure that it aligns with the work placement standards which highlights the benefit of workplace experience within the curriculum as a means of preparing learners for the world of work.

OA measures 6

Examples of good practice are provided in our Work Placement Standards for Colleges.

Expansion of early learning and childcare

The Scottish Government has pledged to increase the provision of free *early learning and childcare* to 1140 hours per year by 2020, for children who are 3 or 4 years old, as well for 2 year olds whose parents/carers are on qualifying benefits and are eligible for the 600 hours free entitlement through the Children & Young People's Act 2014. A significant expansion in the *Early Years workforce* is necessary to deliver this increased provision.

In response to this commitment, SFC has been working closely with the Scottish Government and college regions on the planned expansion of the Early Years workforce. Over the three year period 2016-17 to 2018-19, collectively the college sector has ambitions to more than double the number of Credits delivered for *HNC Childhood Practice* and *PDA Childhood Practice (Level 9)*⁴². This is shown in figure 21. The activity will be sourced from college region's core Credit targets.

⁴¹ [Work Placement Standards for Colleges](#)

⁴² The composition of the additional childhood practice Credits in 2018-19 for college regions may change to include 'pipeline' and additional qualifications. This is subject to ongoing discussions between regions, SFC and Scottish Government.

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Figure 21
Number of Credits delivered at HNC Childhood Practice and PDA Childhood Practice (Level 9), by region

Region	HNC Credits delivered 2016-17	PDA(L9) Credits delivered 2016-17	Total HNC+PDA(L9) Credits delivered 2016-17	HNC 2018-19 OA Target	PDA(L9) 2018-19 OA Target	Total HNC+PDA(L9) 2018-19 OA Target
Aberdeen and Aberdeenshire	1123	72	1195	2890	250	3140
Ayrshire	2905	0	2905	5489	0	5489
Borders	350	0	350	1200	0	1200
Dumfries & Galloway	605	0	605	1278	0	1278
Edinburgh	2021	182	2203	5889	750	6639
Fife	1683	0	1683	4690	0	4690
Forth Valley	1050	0	1050	2683	0	2683
Glasgow	2826	255	3081	5932	1000	6932
Lanarkshire	4081	0	4081	7919	158	8077
Tayside	1172	0	1172	3082	0	3082
West	2451	0	2451	4814	0	4814
West Lothian	984	0	984	2640	0	2640
Total	21251	509	21760	48507	2158	50655

Source: Further Education Statistics (FES) & 2018-19 Outcome Agreements

Glasgow College Region will address expansion of the Early Years workforce for 2020, and beyond, through its childcare expansion strategy⁴³. The strategy sets the following high-level aims:

- To increase the volume, range and flexibility of college learning opportunities, the region will: increase capacity of college delivery and expand conventional full-time delivery, evening part-time delivery, day release HNC provision, SVQs Levels 2-4, Modern Apprenticeships and PDA provision; develop more online/blended learning approaches, with the regional development of further online resources benefitting all three colleges; and provide accelerated routes and staggered intakes across the calendar year. They will also design bespoke courses to accelerate learners' paths through the NC/HNC levels.*
- To align college training delivery to local authority childcare provision, the region will: ensure college representation and participation in local childcare consortia governance structures; and co-locate delivery with childcare providers across the City Region. They will seek to replicate the partnership work with the Blairtummock Childcare Centre of Excellence in other areas of*

⁴³ [Glasgow College Region - Building our Dynamic Early Years Profession](#)

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the city so that more students and local residents can benefit from these training opportunities.

- To strengthen vocational pathways from school and other employment, the region will: develop, promote and deliver routes into childcare within the Senior Phase and expand the FA offer; tackle gender imbalances by building on the success of programmes to get more men into childcare; and develop, promote and deliver routes into childcare from the workplace through programmes such as the 'Career Changers' initiative.*

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Sustainable and innovative college regions

Financial sustainability

As reported in the *Scotland's Colleges 2018*⁴⁴ report, prepared by Audit Scotland, the college sector's underlying financial position improved in 2016-17. Scotland's 20 incorporated colleges reported an overall underlying financial surplus for 2016-17 of £0.3 million. Across the college sector, the cash held by colleges increased by 13% in 2016-17 and the net value of their assets – such as land and property, compared against financial liabilities such as pension costs – grew by 10%.

However, despite these sector-wide increases several institutions are facing financial challenges. SFC is continuing to monitor closely the financial health of colleges using a combination of financial returns and regular interactions by the SFC finance and outcome agreement teams. This provides an early indication of any financial challenges facing particular colleges. A *summary financial position* of the college sector following analysis of 2016-17 annual accounts is available on the SFC website⁴⁵.

Carbon management

Annual reporting on climate change became mandatory for public bodies (including colleges) in 2016. SFC supports work to further reduce the carbon footprint of the sector by helping colleges develop their own carbon management plans, setting projected targets and through capital funding. We will review regional targets for 2018-19 onwards to gauge whether, at the regional and sectoral level, these are sufficiently ambitious.

College regions submitted climate change reports in 2017. An analysis of these reports shows that the college sector footprint reduced by 10% in AY 2016-17. Figure 22 shows the footprint across each of the college regions. All regions continue to innovate to reduce their carbon emissions and become more sustainable. This is reflected in the sectoral ambition to reduce carbon emissions by 12.6% to 43,731 tCO₂e in 2018-19.

OA measure 10

Figure 22
Gross carbon footprint of colleges (tCO₂e), by region

Region	2015-16	2016-17	2018-19 OA Target ⁴⁶
Aberdeen and Aberdeenshire	5443	3951	3778
Ayrshire	2953	2510	2800
Borders	700	617	546
Dumfries & Galloway	1201	1205	1087

⁴⁴ [Scotland's Colleges 2018](#)

⁴⁵ [College 2016-17 Financial Summary](#)

⁴⁶ Highlands and Islands could not provide a target for 2018-19 therefore their 2016-17 carbon emissions figure has been used as a proxy target in order to provide a sectoral target for 2018-19.

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Edinburgh	6117	5495	5470
Fife	4568	3957	3938
Forth Valley	2126	1938	2220
Glasgow	12787	10888	10146
Highlands & Islands	4487	5573	5573
Lanarkshire	4807	4724	4535
Tayside	3786	3268	3100
West	5384	4859	4785
West Lothian	1258	1063	1326
Total	55615	50048	43731

Source: Keep Scotland Beautiful Statistics (KSB) & 2018-19 Outcome Agreements

In 2017 SFC acted as the *Procuring Authority* with the Scottish Government and the Scottish Futures Trust to support five colleges to access capital stimulus funding deployed through the *Non-Domestic Energy Efficiency Framework*⁴⁷. The programme disbursed £3,724,713 for college retrofit energy efficiency projects.

Dundee and Angus College has introduced plant-based, compostable packaging as part of wider moves to reduce plastic packaging in canteens and increase on-site composting. All compostable packaging and food waste goes into one bin, and is processed in a special 'Rocket' composter. In as little as 14 days this produces high-quality mulch which can be used on the College garden.

Stronger students' associations

The development of strong and effective Students' Associations continued to be a priority for the college sector in 2017-18 building on a clear understanding of what is required to support and nurture Students' Associations (SAs) and their officers and staff. This is underpinned by the guidance contained in the *Framework for the Development of Strong and Effective College Students' Associations in Scotland*⁴⁸.

Through the college development project funded by SFC, NUS (Scotland) and Student Partnership in Quality Scotland (sparqs) have actively supported the progress of 19 college SAs by developing bids for additional resources, setting up advisory boards, sharing experience of HR engagement, developing strategic and operational plans, offering election support, reviewing constitutions and offering advice, support and training to officers and staff on day-to-day challenges.

SFC engages with SAs through the outcome agreement process. SFC and NUS are aware that over this last year there has been an increase in the demands placed on

⁴⁷ To accelerate the pace and scale of progress in transforming the energy efficiency of public sector buildings, the Scottish Government, through Scottish Procurement, have put in place a Framework of Non-Domestic Energy Efficiency (NDEE) contractors.

⁴⁸ [Framework for the Development of Strong and Effective College Students' Associations in Scotland](#)

SAs and their student officers to enhance student engagement in their colleges on key policy areas covered by the outcome agreements. In particular the new Quality Framework, Gender Action Plans, widening access and other equality and diversity requirements.

Given these increased demands, and in line with the commitment made in 2017-18 by the Interim Chief Executive, SFC is working with colleges and with NUS to consider what steps the sector should be taking to ensure the future sustainability, development and impact of all SAs, which will include further guidelines on appropriate levels of funding. The outcome agreement teams will continue to liaise with college SAs and NUS in 2018-19 to monitor ongoing progress and delivery on commitments.

Edinburgh College Students' Association (ECSA) was established during the merger of the Edinburgh colleges in 2012 and, with appropriate financial support from the College, has year-on-year continued to develop a strong and effective representative structure and engage positively with their students.

In 2017-18 they used digital and physical evidence gathering to affect change in student support structures across the College. By gathering statistics, but also seeking to better understand their students' experiences via workshops, they identified key issues and specific barriers from induction on through the learner experience. They then used this evidence to convince the College to intervene and make positive changes in specific areas such as bursaries and additional support for mental health. By introducing both short-term solutions and long-term change the College is more likely to retain those students who would otherwise not have continued on with their course of study.

The NUS Scotland Education Award for 2018 went to ECSA for their evidence-based approach to supporting all students across their College. They were also named The College Students' Association of the Year.

College innovation fund

The Scottish Government provided SFC with £500,000 to establish the *College Innovation Fund (CIF)* in 2017-18. This was intended to establish and explore innovative activity and opportunities within the college sector. Three strands of activity are being supported by the fund:

- *FUTUREquipped Pilot Project* - £307,605 has been allocated from the CIF to support the pilot project. The primary aim of the pilot is to enhance and develop

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the co-working of *Innovation Centres*⁴⁹ and college regions. Two Innovation Centres, the *Digital Health Institute* (DHI) and the *Construction Scotland Innovation Centre* (CSIC), are leading the pilot project, with support from *Data Lab* and the *Innovation Centre for Sensor and Imaging Systems* (CENSIS) where appropriate. The project demonstrates a new approach in teaching skills that meet the demands of the future workforce in the construction and health sectors. Collaborative working between college lecturers, key industry partners and students seeks to ensure that each acquire the benefits of co-working. Thirteen colleges will be active in the pilot project and the future co-development of the programme ensuring that colleges and students get the most interactive and useful programme possible.

- *College Innovation Vouchers* - £92,000 from the CIF is being made available to fund *Innovation Vouchers*⁵⁰ in college regions. Proposals are being developed with the guidance of *Interface*⁵¹ and being submitted to the SFC for approval. Innovation Vouchers are still in a pilot phase and SFC will continue to monitor the applications and processes.
- *College Innovation Accelerator Fund* (CIAF) - £100,000 has been provided to colleges (£4,000 per institution) to assist with the development of innovative projects. Within the sector a lack of capacity building has historically been a barrier to the development of work centred around innovation. Colleges will evidence and report on their use of the CIAF through the outcome agreement process.

⁴⁹ The Innovation Centres programme was established in 2012 and is a joint venture between SFC, Scottish Enterprise and Highlands and Islands Enterprise. The aim of Innovation Centres is to support transformational collaboration between universities and businesses so as to enhance innovation and entrepreneurship across Scotland's key economic sectors, create jobs and grow the economy.

⁵⁰ Innovation Vouchers encourage new first time partnerships between a company and a university or college. An Innovation Voucher covers academic project costs and is paid directly to the university or college. The company contributes an equal value in cash or in kind (such as staff time, materials or equipment) or a combination of both.

⁵¹ Interface is a central hub connecting organisations from a wide variety of national and international industries to all of Scotland's universities, research institutes and colleges.

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Annex 1 – Outcome Agreement Measures

1 (a) * Credits delivered

1 (b)(i) Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24

1 (b)(ii) Volume and Proportion of Credits delivered to full-time learners aged 16-19 and 20-24

1 (c) * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

1 (d) Volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced learners

2 (a) * Number of senior phase age pupils studying vocational qualifications delivered by colleges

2 (b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges

2 (c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision

2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)

3 Volume and proportion of Credits delivered to learners enrolled on STEM courses

4 (a) * Proportion of enrolled students successfully achieving a recognised qualification

4 (b) * Proportion of enrolled SIMD10 students successfully achieving a recognised qualification

4 (c) * Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges

4 (d) * Proportion of enrolled care experienced students successfully achieving a recognised qualification

4 (e) * Proportion of enrolled students full-time FE students aged 16-19 successfully achieving a recognised qualification

5 The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)

6 Number of full-time learners with high quality work place 'experience' as part of their programme of study

7 * The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing

8 * The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying

9 SSES Survey – The percentage of students overall, satisfied with their college experience

10 Gross carbon footprint (3 year period)

* Key Priority Measure

Skills
Development
Scotland

Regional Skills Assessment
Ayrshire
Summary Report
2018

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Introduction

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Scotland's Ambition

Scotland's Economic Strategy (2015) sets out the ambition to “*create a more cohesive and resilient economy that improves the opportunities, life chances, and wellbeing of every citizen in our country*”. The framework has two mutually supportive goals of increasing competitiveness and tackling inequality; both of which contribute to high performance and inclusive growth.

Aligned to the Economic Strategy is Scotland's Labour Market Strategy (2016). The vision is a “*strong labour market that drives inclusive, sustainable economic growth, characterised by growing, competitive businesses, high employment, a skilled population capable of meeting the needs of employers, and where fair work is central to improving the lives of individuals and their families*”.

Both the Economic Strategy and the Labour Market Strategy outline a whole system approach and encompass social as well as economic considerations. Ensuring the skills system delivers the right skills at the right time will be crucial to meeting the aspirations of both strategies.

Despite Scotland performing well in a range of areas, as highlighted in Skills Development Scotland's (SDS) [Jobs and Skills in Scotland report](#), there are issues and challenges to be addressed if we are to achieve this aspiration.

Issues and Challenges

Boosting productivity is vital for our long term prosperity. However, Scotland's productivity, like the rest of the UK, remains lower than other advanced economies. In 2016 (latest available data), Scotland ranked 19th out of the 36 countries in the Organisation for Economic Co-operation and Development (OECD) for its productivity. This placed Scotland in the third quartile. As of February 2018 (2017/18 Q3), Scotland had eight consecutive quarters of falling productivity, which is concerning.

Our growth needs to be more inclusive.

Although we are seeing rising levels of employment since the recession, this has been accompanied by a rise in ‘non standard’ jobs (such part time and temporary employment), low wage growth, continued ‘in work’ poverty and regional variations on growth and employment/unemployment.

Scotland's demographics present significant challenges - and Brexit may exacerbate these.

Scotland's demographic structure is aging and this is projected to continue. Between 2016 and 2041, Scotland's population is forecast to grow by five per cent. However, much of this will be driven by an increase in the population aged over 65. The working age population is projected to decline by four per cent over the same period. This suggests the supply of labour might contract over the longer term if projections are realised. This points to a tighter labour market and

greater competition for skilled labour in the future. Uncertainty regarding the implications of Brexit also remain, and the decisions taken on the free movement of people could exacerbate this further.

The world of work is constantly changing

and the rate of change is rapid. In February 2018, SDS published [Skills 4.0](#). Within it we argued that a focus on skills and human capital would give Scotland a strong foundation to build a sustainable and inclusive economy. Technological and societal disruptions are occurring at an increasing pace. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. Skills 4.0 can help.

The development of skills that are fit for Scotland now and in the future, is essential to increasing competitiveness and tackling inequality over the long term. To meet these challenges a step change in how we plan and deliver skills is in development.

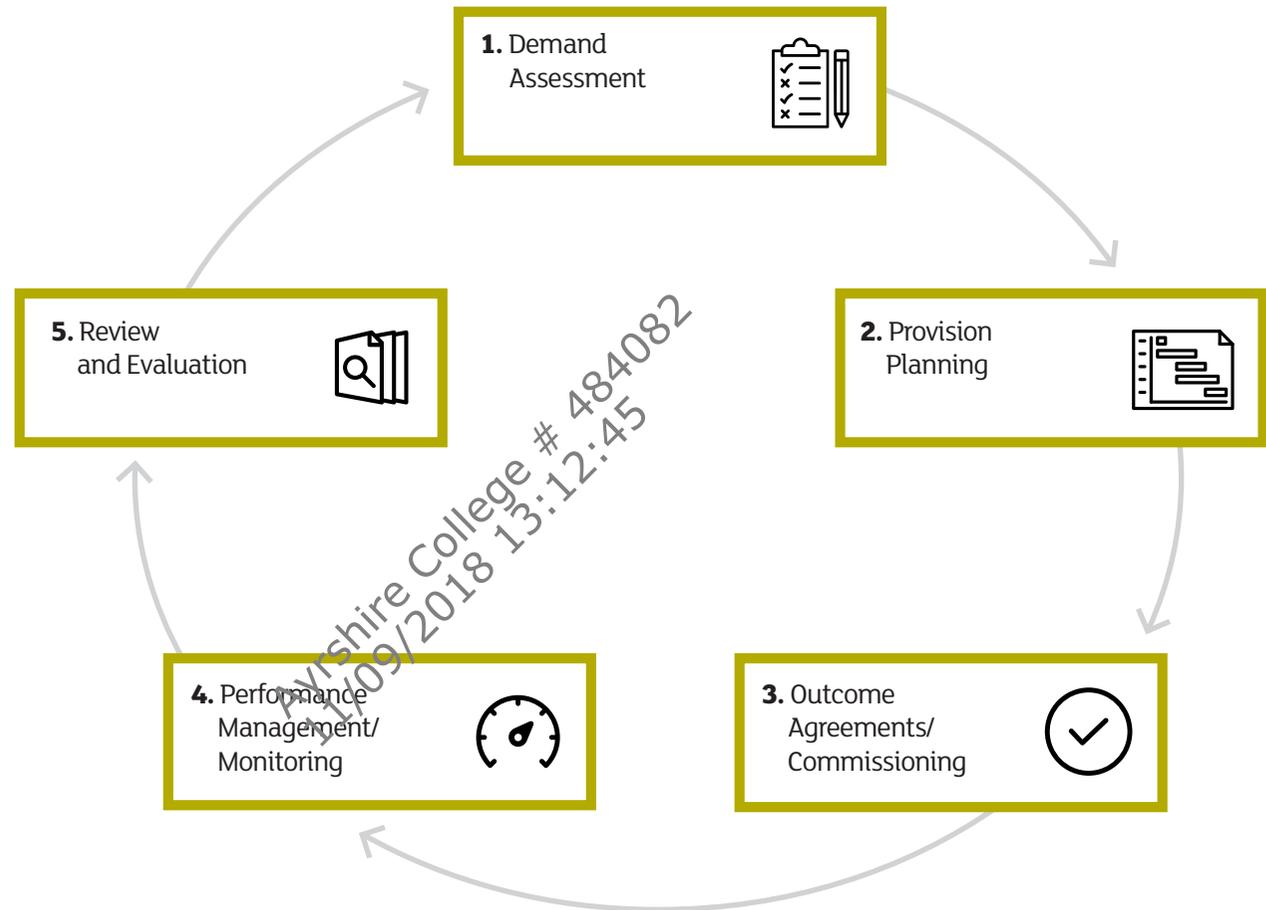
The Future of Skills Planning

Skills Alignment (one of the workstreams arising from the Scottish Government’s Enterprise and Skills Review) is focused on improving the skills system in Scotland.

Its purpose is “to ensure that Scotland’s people and businesses are equipped with the right skills to succeed in the economy, not just now but in the future.” To achieve this end, a new joint planning process is in development to align the relevant functions of the Scottish Funding Council (SFC) and SDS (Figure 1.1).

Having a robust evidence base is crucial if we are to ensure a fit for purpose skills system. SDS and partners are working to develop evidence on the key strategic issues and challenges for Scotland, for example boosting productivity and the implications of Brexit. This and the evidence contained in Regional Skills Assessments (RSAs) will help inform Step 1 of this model – the Demand Assessment.

Figure 1.1 Skills Alignment



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This Regional Skills Assessment

First launched in 2014, the RSAs' purpose is to provide a robust evidence base to support partners in strategic skills investment planning. They have evolved over time based on an independent review carried out in 2015 and feedback from partners.

To ensure an inclusive approach to their development, dissemination and utilisation, RSAs are produced by SDS in partnership with Highlands and Islands Enterprise (HIE), Scottish Enterprise (SE), SFC and the Scottish Local Authorities Economic Development Group (SLAED). RSAs include the use of recently published datasets. Inevitably, when using published data there is a time lag but the data contained is the most up to date available at the time of writing.

Feedback from partners has indicated that an area of evidence they wished to see more of was forecasting. As a result, this RSA includes forecast data that has been commissioned through Oxford Economics. A number caveats need to be applied when using forecast data. The **Technical Note** provides full detail on this but broadly it should be noted that forecasts are based on what we know now and include past and present trends projected into the future.

Their value is in identifying likely directions of travel rather than predicting exact figures. The more disaggregated they become, especially at smaller geographical units, the less reliable they are likely to be. Finally, standard occupational classifications (SOC) and standard industrial classifications (SIC) should be looked at to understand how an occupation or industry is defined. Links have been given to facilitate this in the relevant sections. Education, for example, is an industrial sector that takes in a wide variety of teaching and educative functions, for example driving instructors.

This year's RSA is in three parts:

1. An infographic detailing key data for the area;
2. A detailed data matrix that includes key indicators for skills planning; and
3. This report outlining demand for skills including evidence on current and forecast data on the economy and employment and forecast job openings.

Finally, in the sections which follow, the numbers and figures in the body of the text are rounded for ease of reference and readability and therefore may differ slightly from:

- The Oxford Economics data in the RSA Data Matrix
- The accompanying charts in the report which are also based on the Oxford Economics data

Once again, since these forecasts are only to be treated broadly and indicatively, this also means avoiding spurious accuracy and giving the impression of exact figures.

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2

The Ayrshire Economy

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2.1 Output: Gross Value Added

Gross Value Added (GVA) is a measure of the value of goods and services produced in an area. GVA in Ayrshire in 2018 was £6.6bn, five per cent of total national output (£134.7bn).

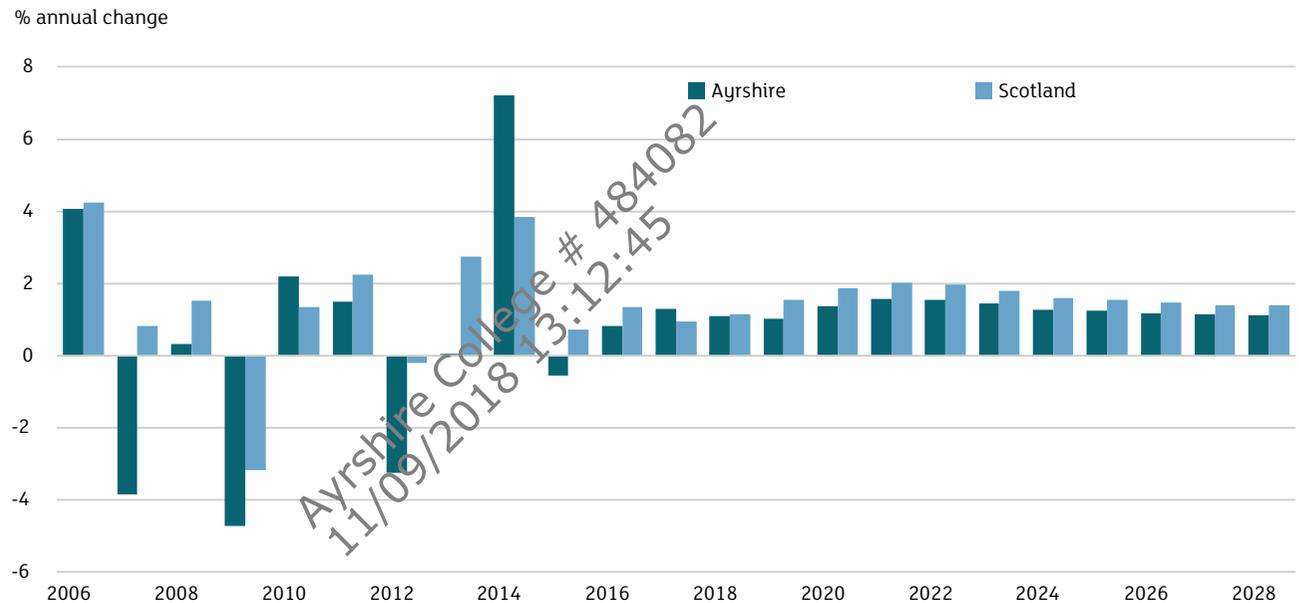
This share of GVA ranks tenth of all RSA regions in Scotland, behind all other regions with the exception of the South of Scotland, West Lothian, Dumfries and Galloway and the Scottish Borders.

Ayrshire's economy is forecast to underperform the Scottish average over the next decade.

GVA growth in Ayrshire is forecast to average 1.3 per cent per year between 2018 and 2028, below both the Scotland rate of 1.7 per cent and the UK rate of 1.9 per cent.

Growth over the next two years is projected to be modest in part due to caution on behalf of businesses whilst Brexit-related uncertainty is at its most acute. Thereafter, regional performance is forecast to follow the same trend as at the Scottish level, albeit at a lower rate of growth (Figure 2.1).

Figure 2.1
Change in GVA, 2006 - 2028



Source: ONS / Oxford Economics

Growth is forecast to be underpinned by Ayrshire's real estate sector.

The previous section showed GVA growth in Ayrshire forecast to average 1.3 per cent per year between 2018 and 2028. How the sectors contribute to this growth rate is shown in Figure 2.2¹ below.

In the main, bigger sectors tend to generate more output. Notable contributions to growth are expected from the relatively larger real estate, wholesale and retail trade, manufacturing and health and social work sectors.

We can also look at percentage change: which individual sectors are expected to grow or decline over 2018-2028, in relation to their 2018 baseline. The fastest growing sector between 2018 and 2028 is forecast to be information and communication with an increase in GVA of 27 per cent over the forecast period, an average annual growth rate of 2.7 per cent. However, the sector accounts for less than two per cent of the Ayrshire economy, and therefore the contribution to overall growth is less than other sectors.

Other sectors expected to see faster rates of growth than average are professional, scientific and

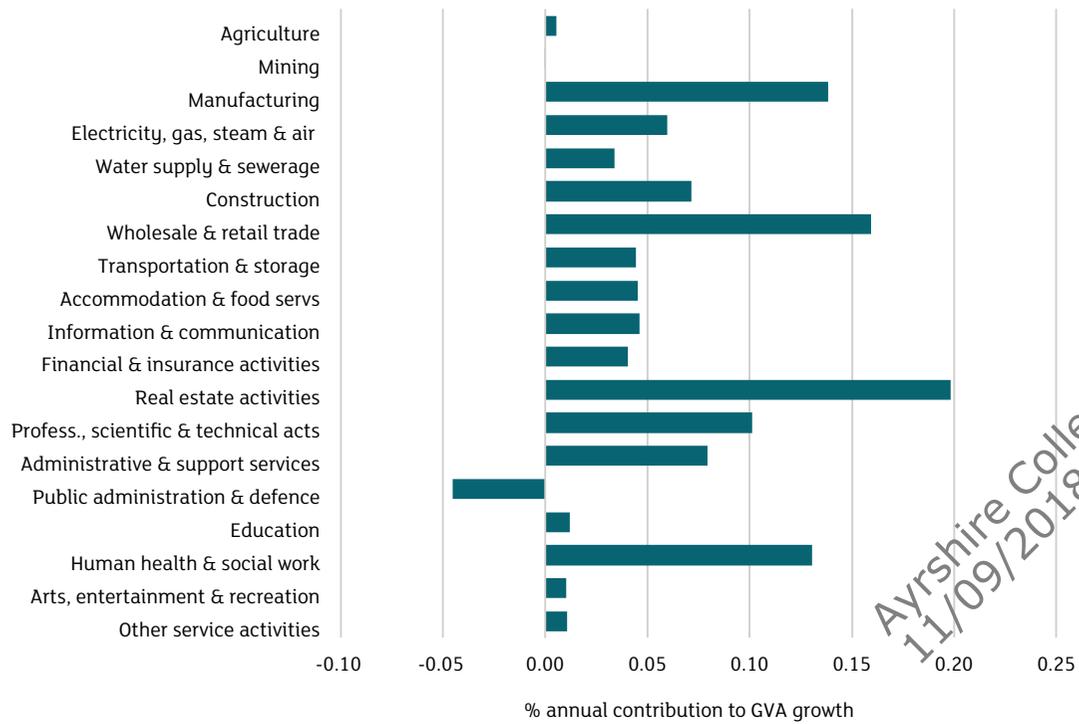
technical activities (2.5 per cent growth per annum) and administrative and support services (2.2 per cent). Again, their smaller relative sizes mean their contributions are limited in absolute terms.

Ayrshire's largest sector in terms of GVA in 2018, manufacturing, is forecast to increase by 0.9 per cent on average per year over the next decade, below the average of 1.3 per cent for the Ayrshire economy as a whole and thus acting as a drag on the overall growth rate in the region

¹ Please note that the industrial sectors may not add up to the average annual GVA growth rate figure. This is a result of a small statistical discrepancy due to chain linking. Further information on this is available at: <https://www.ons.gov.uk/economy/nationalaccounts/uksectoraccounts/methodologies/chainlinkingmethodsusedwithintheknationalaccounts>

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Figure 2.2
GVA by industry sector, 2018 - 2028



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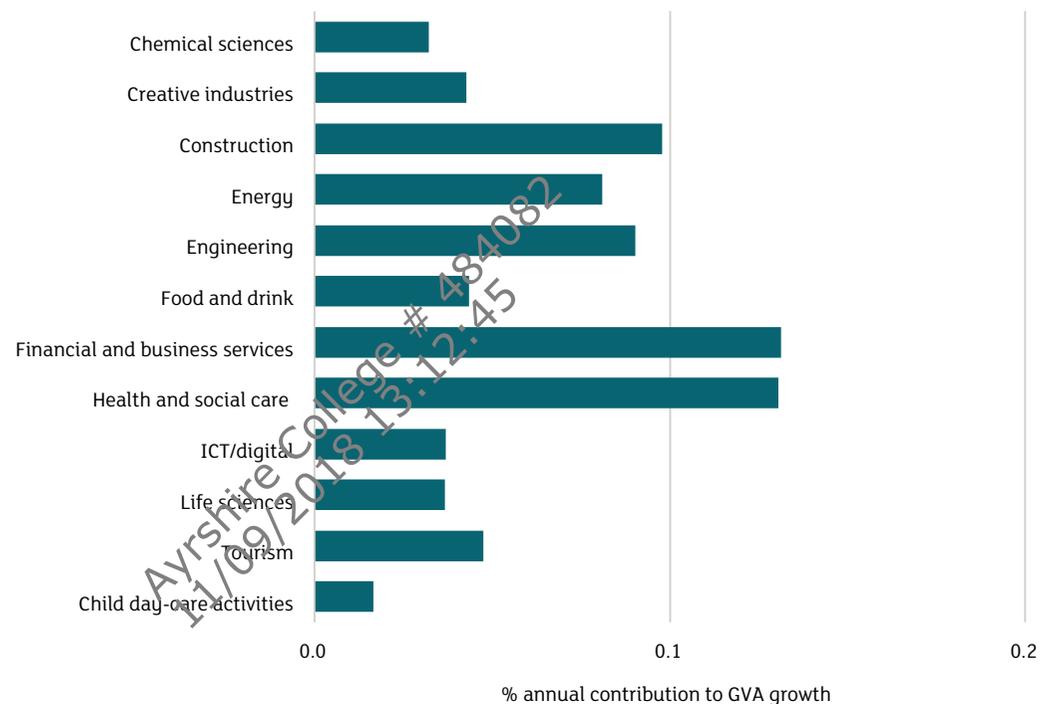
For the key sectors, financial and business services, health and social care and construction are forecast to make the largest contribution to regional GVA growth by 2028.

The key sectors' contribution to Ayrshire's annual growth rate is shown in Figure 2.3. Major contributions, in part due to the size of the sectors, are expected from health and social care, construction and engineering.

Looking at percentage change within individual sectors over 2018-2028, child day-care activities is expected to be the best performing sector, with expected average growth of 41% in GVA over the next decade, an average annual growth rate of 4.1 per cent. Such growth reflects the Scottish Government's childcare policy to double the number of hours of free childcare by 2020. However, the relatively small size of the sector results in minimal contribution to overall growth.

ICT/digital and financial and business services are also forecast to experience strong gains, growing by more than 2.7 per cent and 2.3 per cent on average per year over the next decade and outpacing the Ayrshire average growth of 1.3 per cent per year. Although not the biggest sector, its strong growth and relative size (fourth largest of the key sectors in 2018) means financial and business services is expected to contribute as much as the biggest key sector in the economy, the slower growing (1.0 per cent) health and social care.

Figure 2.3
GVA by key sector, 2018 - 2028



Source: ONS / Oxford Economics

2.2 Productivity

Productivity increases in Ayrshire are expected to keep pace with the Scottish economy as a whole between 2018 and 2028.

Productivity is the measure of goods and services produced per unit of labour input. Productivity has been calculated through dividing total regional GVA by total regional employment (measured in jobs).

As of 2018, productivity in Ayrshire was £43,500, lower than the national average of £47,300.

Productivity in Ayrshire is forecast to increase at an average of 1.3 per cent per year between 2018 and 2028, equal to the Scottish rate and only slightly behind the UK rate of 1.4 per cent.

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Ayrshire's Employment

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3

3.1 Current Position (2018)²

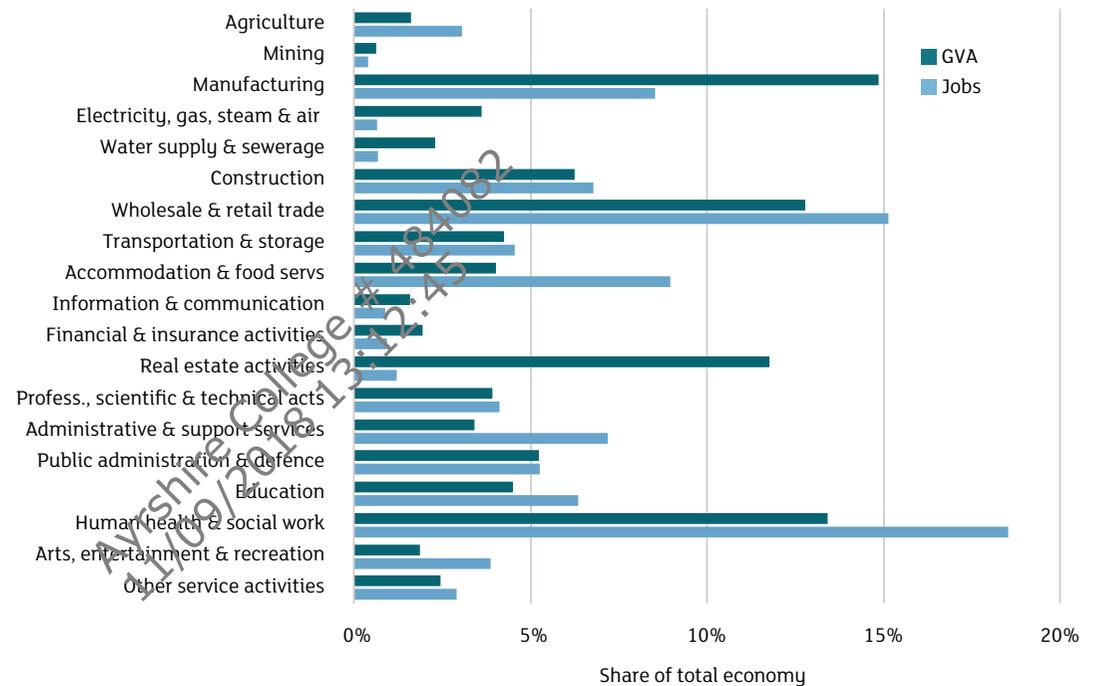
Total regional employment (measured as the number of jobs) was estimated to be 152,100 in 2018, an increase of 0.4 per cent on 2017.

Health and social work and wholesale and retail trade dominate Ayrshire's employment structure.

The largest employing sectors³ in Ayrshire are health and social work (19 per cent of all jobs) and wholesale and retail trade (15 per cent). Accommodation and food services, and manufacturing are also substantive, each accounting for nine per cent of all jobs in the region (Figure 3.1).

The largest sectors as measured by GVA are manufacturing (15 per cent), human health and social work, wholesale and retail (13 per cent each), and real estate (12 per cent).

Figure 3.1:
Industrial structure, 2018



² Note that 2018 is itself a forecast.

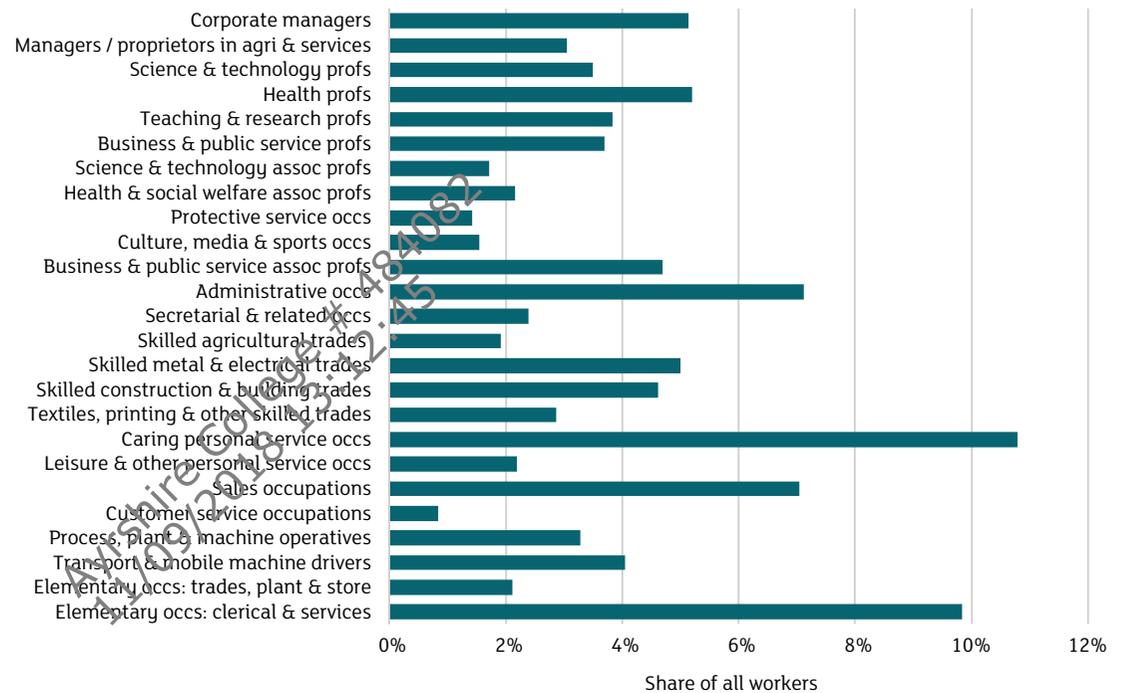
³ See definitions of Industrial Sectors (SIC) down to 4 digits here: https://onsdigital.github.io/dp-classification-tools/standard-industrial-classification/ONS_SIC_hierarchy_view.html

Ayrshire has a high concentration of people employed in caring personal services, elementary clerical and service occupations, administration and sales.

Oxford Economics data shows that in 2018, over one-third of all jobs in Ayrshire (36 per cent) were 'higher level', with 37 per cent mid-level and 27 per cent being lower level occupations⁴.

Figure 3.2 provides a detailed split by occupation⁵, with the largest occupations in 2018 being caring service occupations (eleven per cent), clerical and service elementary occupations (ten per cent) and administrative and sales occupations (each seven per cent).

Figure 3.2: Occupational structure, 2018



4 'Higher level occupations' are defined as Managers, directors and senior officials, Professional occupations, and Associate professional and technical occupations; 'Mid level occupations' defined as Administrative and secretarial occupations, Skilled trades occupations, Caring, leisure and other service occupations; and 'Lower level occupations' defined as Sales and customer service occupations, Process, plant and machine operatives, Elementary occupations.

5 Here at SOC 2-digit level. A link to the Standard Occupational Classification is here: https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/ONS_SOC_hierarchy_view.html

Source: ONS / Oxford Economics

3.2 Employment Forecasts (2018-2028)

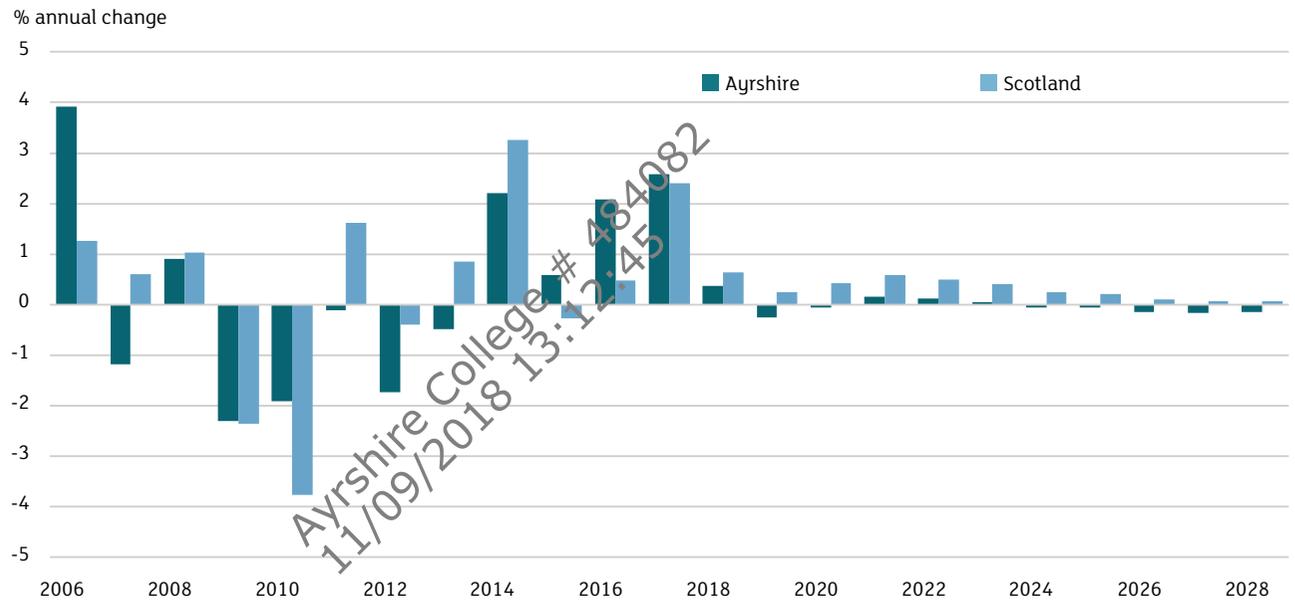
Employment is forecast to decline in Ayrshire by the end of the next decade.

Overall, regional employment increased by 3,400 between 2006 and 2018.

Employment growth within Ayrshire is forecast to lose momentum, increasing by 0.4 per cent in 2018 followed by a modest contraction in both 2019 and 2020.

Employment growth is forecast to return for a short period (2021-2023) but is expected to decline over the long run (see Figure 3.3).

Figure 3.3:
Employment growth (% annual change),
2006 - 2028



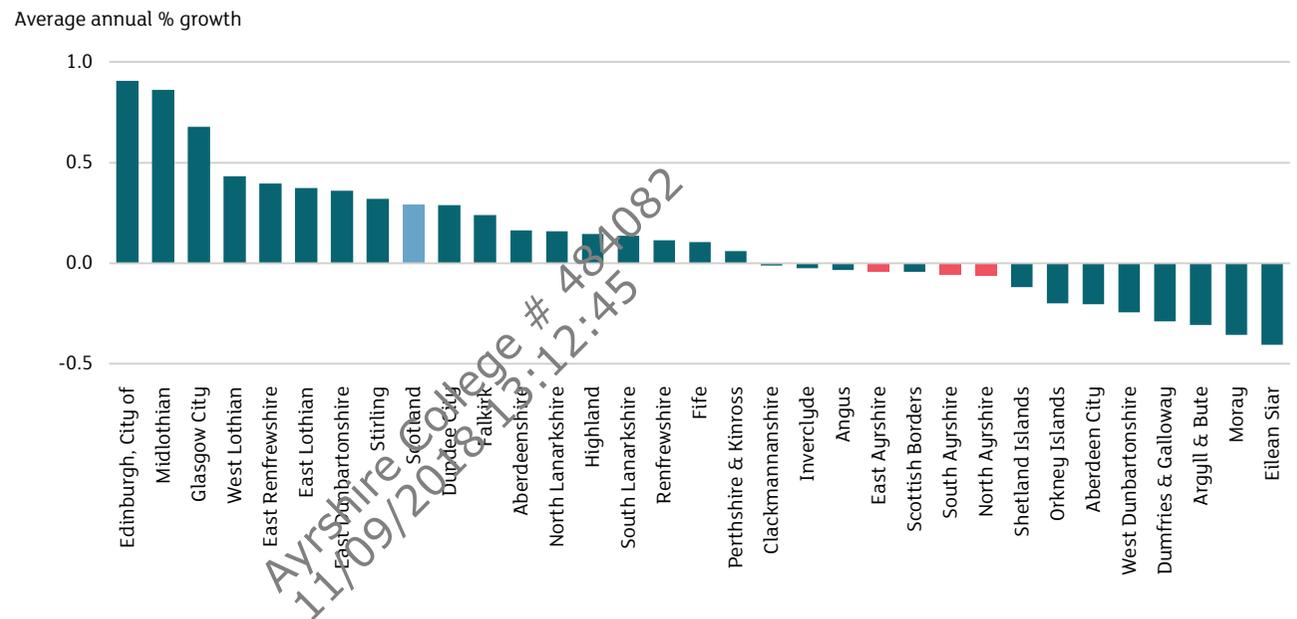
Source: ONS / Oxford Economics

There is a forecast decline in the number of jobs in Ayrshire across all three council areas over the next 10 years.

Over the next 10 years, 800 fewer jobs are forecast in Ayrshire, with employment at 151,300 in 2028. This is equivalent to an average contraction of 0.1 per cent per year in Ayrshire, compared to growth of 0.3 per cent per year in Scotland and 0.4 per cent in the UK.

All local authorities within Ayrshire are forecast to suffer a contraction in employment, with both North Ayrshire and South Ayrshire each forecast to experience 300 job losses – see Figure 3.4.

Figure 3.4:
Employment growth by local authority
(% annual change), 2018 - 2028

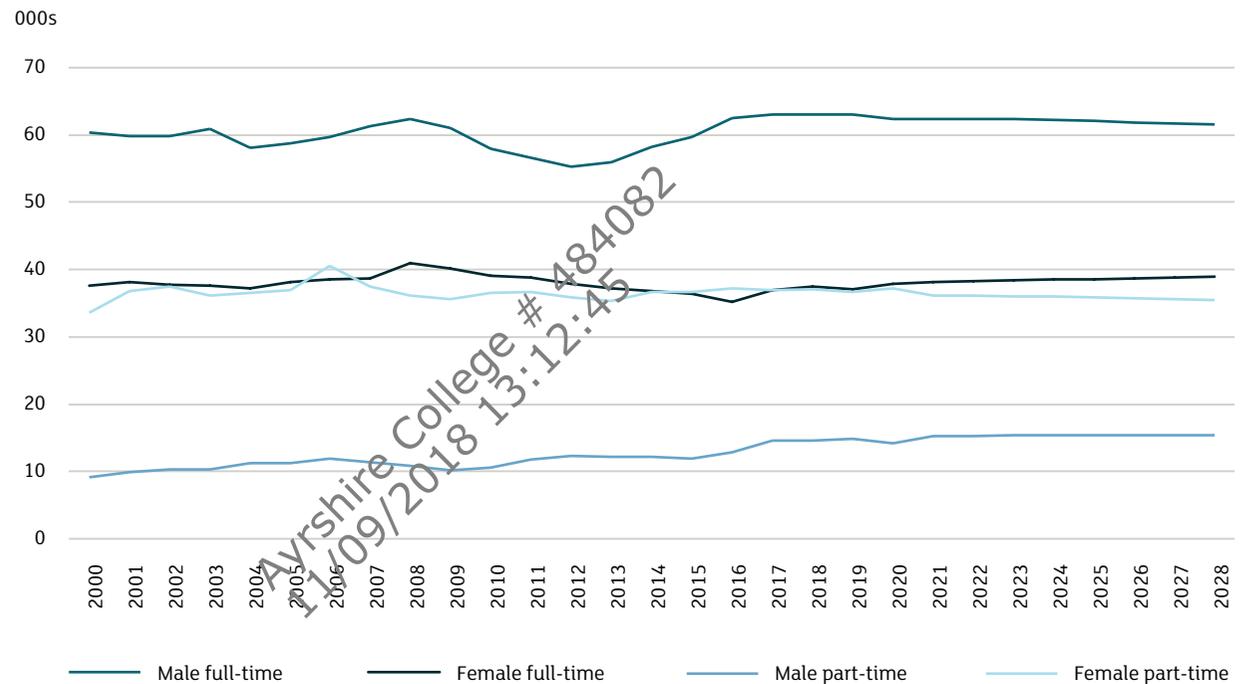


Source: ONS / Oxford Economics

Male full-time employment is forecast to see the fastest fall over the next decade in Ayrshire.

The number of females in employment is expected to remain broadly flat over the forecast period, with a forecast decline of just 100 jobs by 2028. Male employment is forecast to contract by 0.1 per cent on average per year, equivalent to 700 fewer males in employment by 2028, as increases in male part-time employment (800 jobs) offsets a larger decline in full-time employment (1,500 jobs, see Figure 3.5). This reflects sectoral changes, with an increase in construction employment forecast alongside a decrease in manufacturing.

Figure 3.5:
Employment by gender and employment status 2018 - 2028



Source: ONS / Oxford Economics

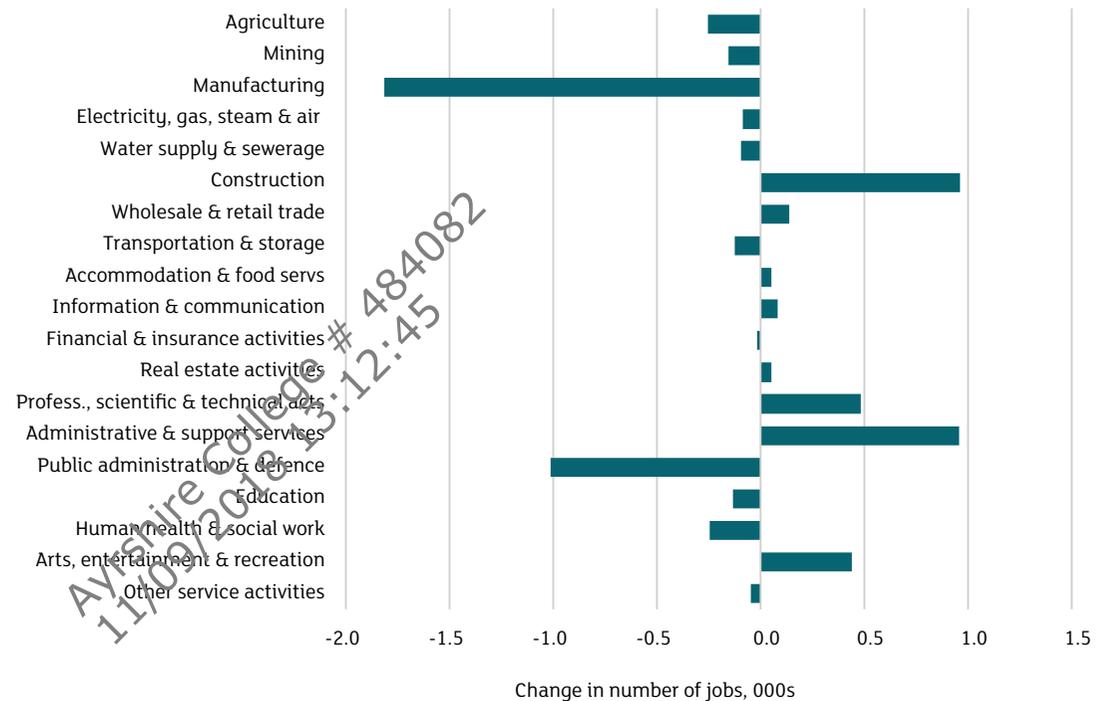
3.3 Employment Forecasts by Sectors and Occupations

There are expected to be substantial job losses in the Ayrshire manufacturing sector over the coming decade.

Despite a fall in employment forecast between 2018 and 2028, some sectors in Ayrshire are forecast to experience jobs gains. Total employment in construction is forecast to increase by 0.9 per cent on average each year up to 2028, equivalent to an increase of 1,000 jobs. Notable increases are also forecast in the administrative and support services sector (1,000 jobs) and professional, scientific and technical activities (500 jobs). The arts, entertainment and recreation sector is expected to grow at an average annual rate of 0.7 per cent, equivalent to the creation of 400 additional jobs (Figure 3.6).

Job losses in the production sectors, most notably manufacturing, are forecast to dampen employment growth in Ayrshire by 2028. Manufacturing is expected to contract by 1.5 per cent on average each year, equivalent to 1,800 job losses over the period. This reflects the general trend of adopting new technologies and higher value-added activity in the sector, which requires less labour intensive methods.

Figure 3.6:
Change in employment by sector 2018 - 2028



Employment is forecast to fall in Ayrshire's public services⁶, with public administration and defence forecast to contract by 1,000 over the next 10 years, in part due to a continuation of austerity measures. The fall in employment is equivalent to a 1.3 per cent contraction of the sector each year. Human health and social care and education are forecast to fall at a slower rate of 0.1 per cent on average each year, equivalent to the loss of 200 and 100 jobs respectively.

This sector profile of employment growth means private services⁷ are forecast to account for a growing share of jobs in Ayrshire. The percentage is forecast to rise slightly from 50 per cent in 2018 to 51 per cent in 2028. The percentage of jobs accounted for by public services is forecast to drop from 30 per cent in 2018 to 29 per cent in 2028. Meanwhile, construction is forecast to maintain its share of employment of seven per cent, while job losses in the manufacturing sector underpin a falling share to seven per cent of jobs in 2028

6 Comprising public administration and defence, education, and human health and social work.

7 N.B. 'private services' comprise the following sectors: wholesale and retail trade; transportation and storage; accommodation and food services; information and communication; financial and insurance activities; real estate activities; profess., scientific and technical activities; administrative and support services; arts, entertainment and recreation; and other service activities

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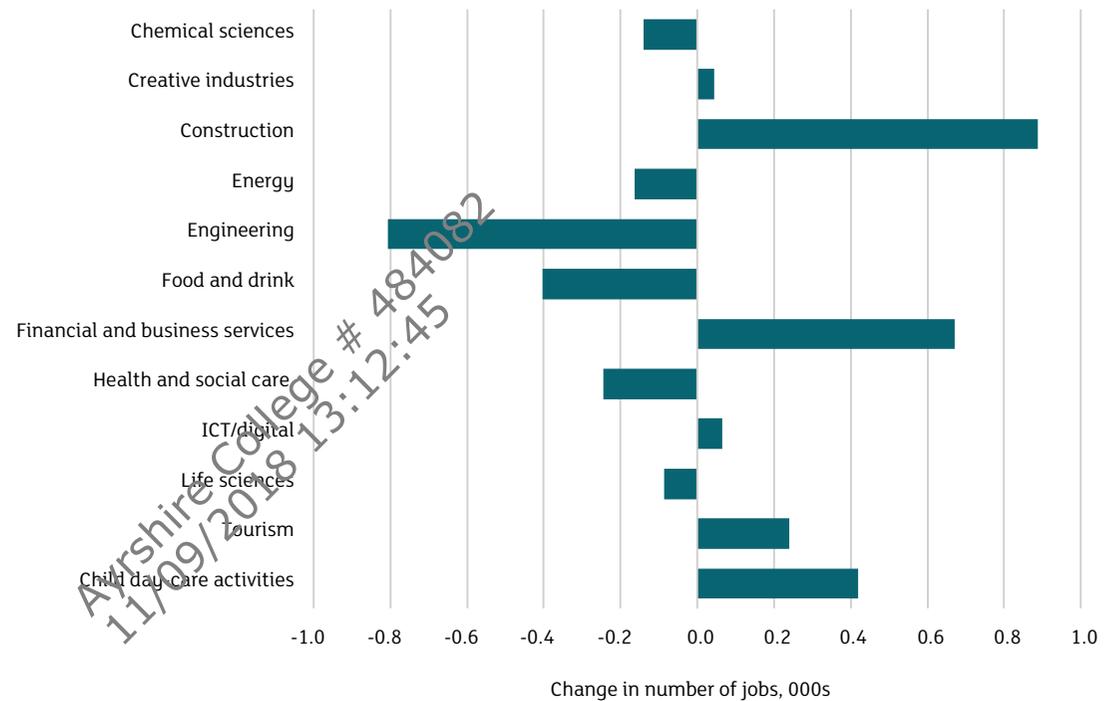
The construction key sector is forecast to enjoy the strongest growth to 2028.

In employment terms, the largest key sector by a large margin in 2018 was health and social care, accounting for 28,300 jobs. The tourism key sector had the second highest levels of employment, accounting for 14,800 jobs in 2018.

Looking ahead, the outlook for the key sectors is forecast to be shaped by the above broad sector trends, with construction employment forecast to rise by 900 jobs by 2028 (see Figure 3.7). Other noteworthy job increases are forecast in financial and business services (700 jobs) and child day-care activities (400 jobs).

However, gains in these sectors are forecast to be offset by job losses in engineering (800 jobs) and food and drink (400 jobs).

Figure 3.7:
Change in employment by key sector 2018 - 2028

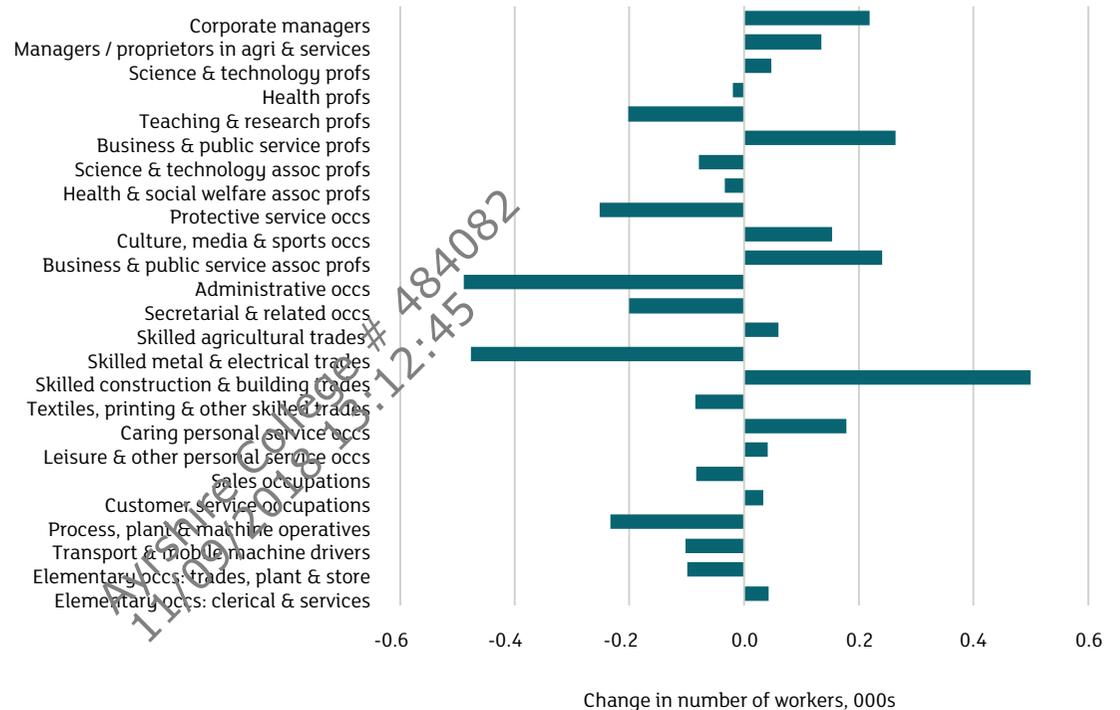


The changing profile of jobs in Ayrshire is forecast to move away from manufacturing occupations.

Skilled construction and building trades (500 additional workers) is forecast to experience the largest rise in Ayrshire between 2018 and 2028, growing at a rate of 0.7 per cent on average each year. Growth here is closely related to the rise in construction employment. Other occupations forecast to see a notable rise in employment in Ayrshire over the forecast period include business and public service professionals (300 workers) and business and public service associate professionals (200 workers) and corporate managers (200 workers – Figure 3.8).

The occupational category likely to see the most significant employment losses in Ayrshire over the period is administrative occupations, contracting by 0.5 per cent on average each year which is equivalent to the loss of 500 workers by 2028. Skilled metal and electrical trades are also expected to contract by 500 jobs, reflecting the decline forecast in manufacturing.

Figure 3.8:
Change in employment by occupation,
2018 - 2028



Source: ONS / Oxford Economics

4

Total Requirement:
Expansion and
Replacement
Demand

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4.1 Total Requirement by Occupation⁸

There are expected to be 52,000 job openings in Ayrshire between 2018 and 2028, driven entirely by replacement demand.

The net change in employment is forecast to result in 400 fewer job openings in Ayrshire over the forecast period. Replacement demand, however, which captures people leaving the labour market or moving between occupations, is forecast to result in 52,500 job openings over the next ten years. As a result of this labour market churn, openings are forecast to occur across the majority of occupations, including those that are expected to see lower levels of total employment in the future. Together, the net change in expansion and replacement demand is forecast to result in 52,000 job openings in Ayrshire over the period (see Table 4.1).

Openings are forecast to be most numerous in occupations where employment is forecast to rise, and those that tend to experience high labour turnover (see Figure 4.1). The largest gain is expected for elementary clerical and services occupations, with 9,100 job openings over the forecast period, equivalent to more than 17 per cent of all openings in Ayrshire. Sales occupations (6,900 openings), caring personal services occupations (4,200 openings) and teaching and research professionals (3,600 openings) are also likely to see a substantive number of openings in Ayrshire over the forecast period.

Figure 4.1:
Total requirement, 2018 - 2028



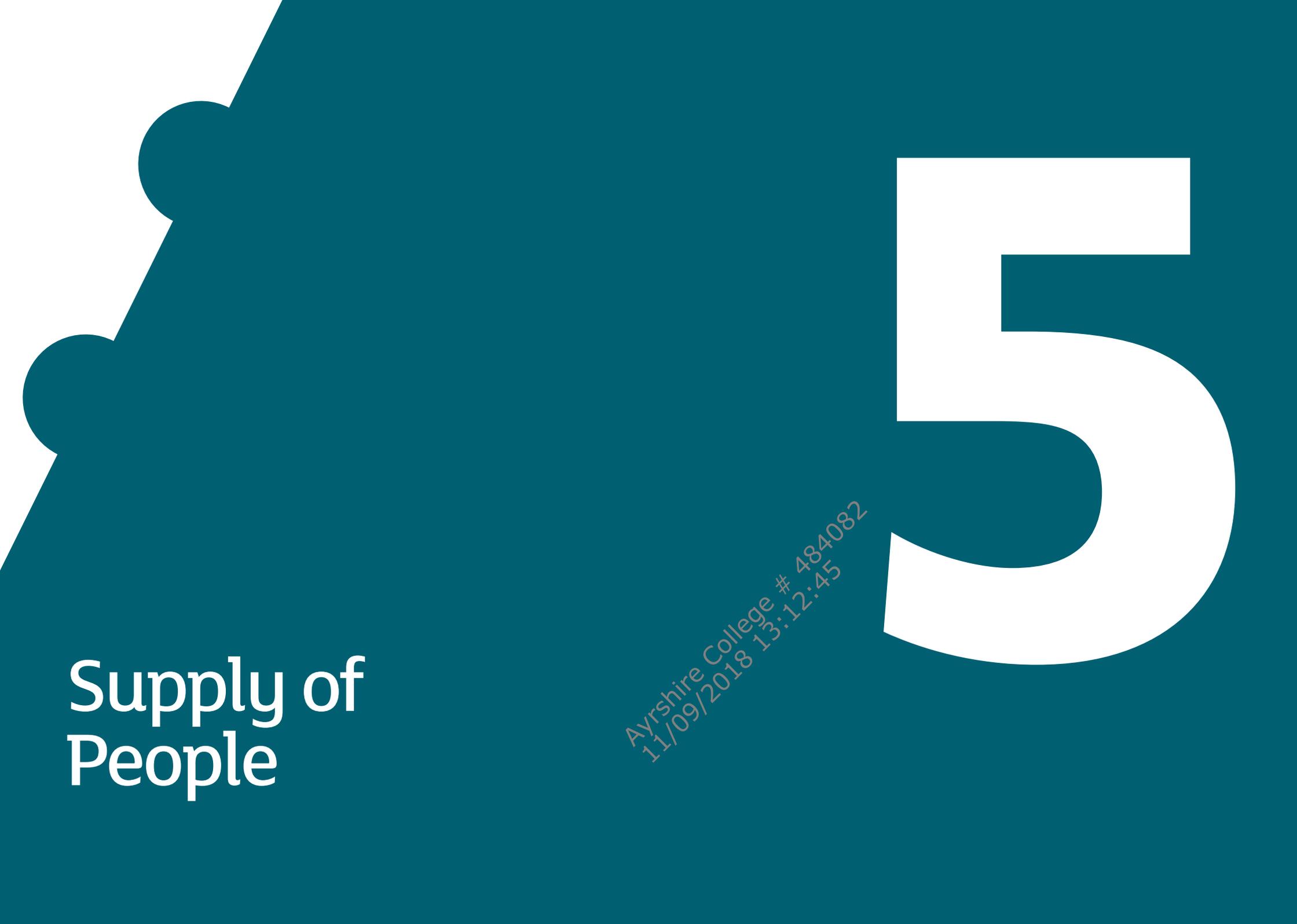
Source: ONS / Oxford Economics

8 Broken down at two digit Standard Occupational Classification level.

Table 4.1:
Expansion, replacement demand, and total requirement, by occupation, 2018 – 2028 (000s)

Occupation	Expansion Demand	Replacement Demand	Total Requirement
Corporate Managers	0.2	2.3	2.5
Managers / Proprietors in agriculture and services	0.1	0.1	0.2
Science and Technology Professionals	0.0	1.9	2.0
Health Professionals	0.0	2.3	2.3
Teaching and Research Professionals	-0.2	3.8	3.6
Business and Public Service Professionals	0.3	1.8	2.1
Science and Technology Associate Professionals	-0.1	2.2	2.1
Health and Social Welfare Associate Professionals	0.0	0.0	0.0
Protective Service Occupations	-0.3	0.2	0.0
Culture, Media and Sports Occupations	0.2	0.7	0.9
Business and Public Service Associate Professionals	0.2	0.2	0.4
Administrative Occupations	-0.5	3.2	2.7
Secretarial and Related Occupations	-0.2	1.1	0.9
Skilled Agricultural Trades	0.1	1.3	1.3
Skilled Metal and Electrical Trades	-0.5	1.6	1.1
Skilled Construction and Building Trades	0.5	1.6	2.1
Textiles, Printing and Other Skilled Trades	-0.1	1.9	1.8
Caring Personal Service Occupations	0.2	4.0	4.2
Leisure and Other Personal Service Occupations	0.0	0.7	0.7
Sales Occupations	-0.1	7.0	6.9
Customer Service Occupations	0.0	0.0	0.0
Process, Plant and Machine Operatives	-0.2	0.8	0.5
Transport and Mobile Machine Drivers and Operatives	-0.1	1.9	1.8
Elementary Occupations: Trades, Plant and Storage related	-0.1	2.7	2.6
Elementary Occupations: Clerical and Services related	0.0	9.1	9.1
Total	-0.4	52.5	52.0

Source: ONS / Oxford Economics



Supply of
People

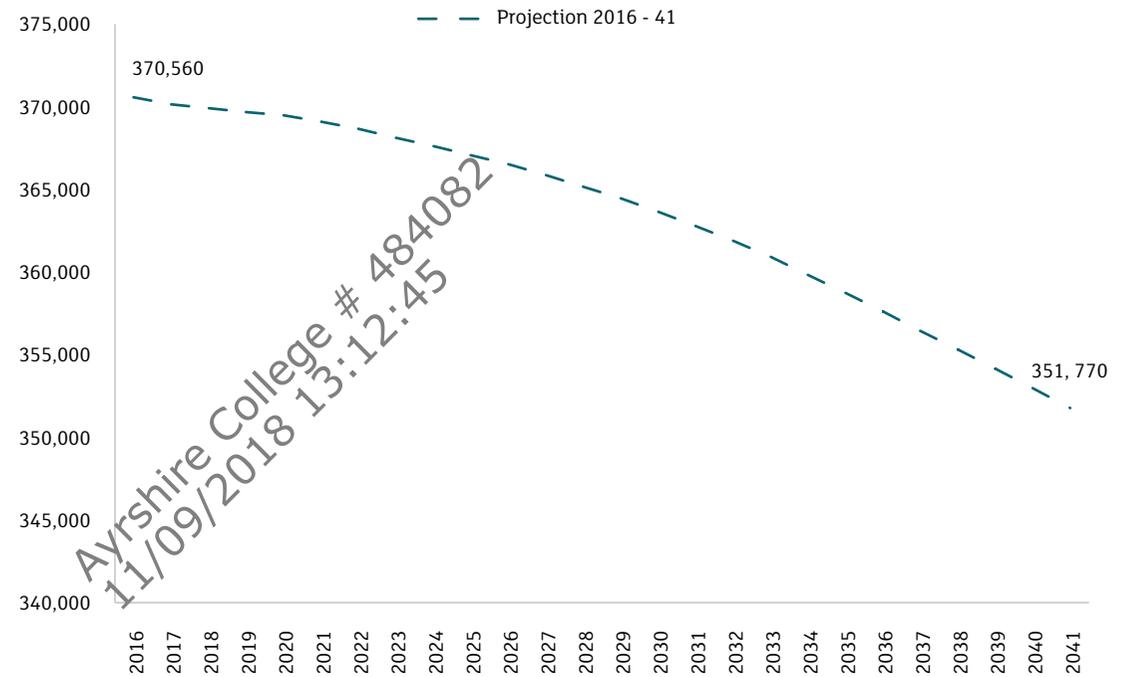
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5

5.1 Population Projections: Total Population

As of 2016, the population of Ayrshire was 370,600 (see Figure 5.1). The population of the region is forecast to decline over the coming decades, with a decrease of almost 18,800 people expected between 2016 and 2041. Equating to a five per cent decrease, this is in contrast to the national projected growth rate of five per cent over the same period.

Figure 5.1:
Population projections, total population, 2016-41



Source: National Records of Scotland Projections (2016-2041).

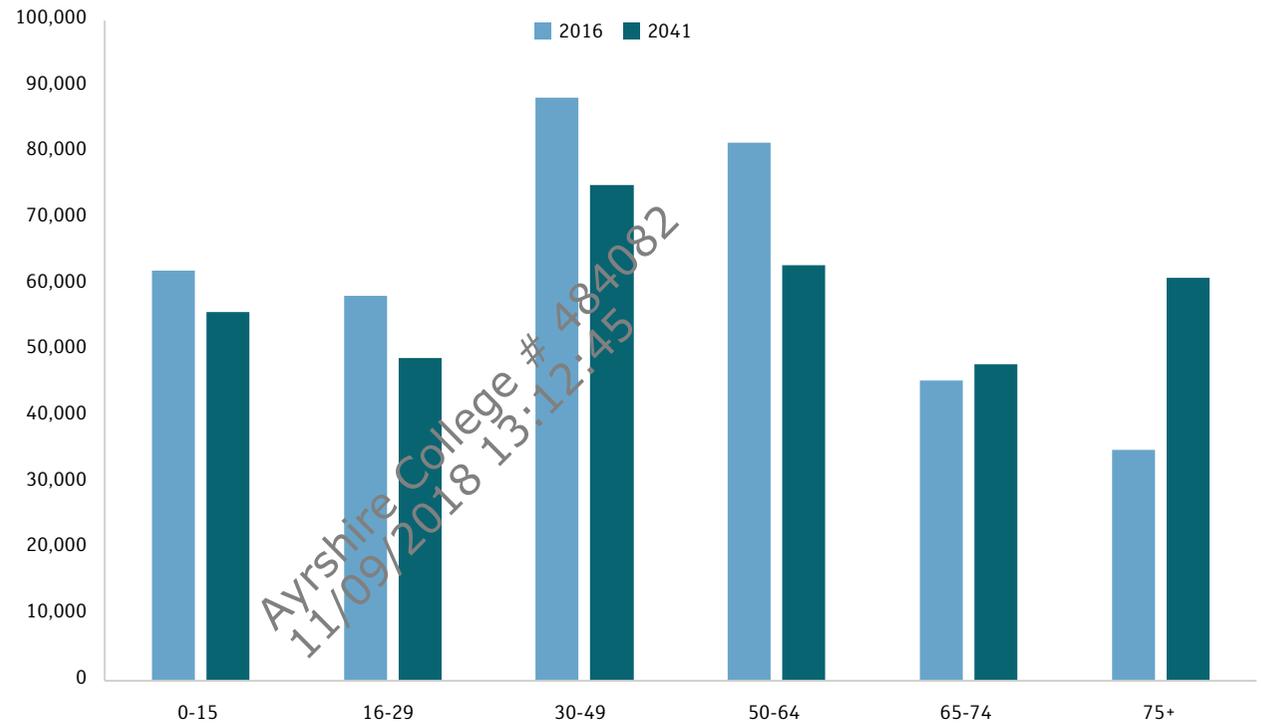
5.2 Population Projections: Age Profile

As of 2016, 62 per cent of all people living in Ayrshire, or 228,100 people, were of working age (16-64). A further 17 per cent were young people aged 0-15 (62,100 people), 12 per cent were aged between 65 and 74 (45,500 people), and the remaining nine per cent were aged 75 or older (34,900 people).

By 2041, the age structure of the regional population is forecast to change. The percentage of the population who are of working age is expected to fall to just over half (53 per cent), or 186,900 people. The largest growth is forecast in the 65+ age groups, with a 75 per cent increase projected for those aged 75+, a projected increase of 26,100 people; and five per cent among those aged 65–74, a projected increase of 2,500 people.

By contrast, the number of people aged 0-15 is expected to fall by ten per cent (-6,300 people), the number of people in the peak working age category of 30-49, expected to fall by 15 per cent (-13,200 people) and, finally, a decline of 23 per cent (-18,500 people) amongst those aged 50-64 over the same period is also projected.

Figure 5.2:
Population change by age band, 2016-41



Source: National Records of Scotland Projections (2016-2041).

6

Conclusion

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The regional GVA of £6.6bn in 2018 equates to five per cent of total national output. Regional GVA growth is forecast to average 1.3 per cent per year between 2018 and 2028, which is lower than the national rate of 1.7 per cent over the same period. GVA growth is forecast to be driven by the real estate and wholesale and retail sectors, which are forecast to increase by an average of 1.7 per cent and 1.3 per cent per year respectively. Other major contributions, in part due to the size of the sectors, are expected from health and social care, construction and engineering.

Total regional employment (measured in jobs) was estimated to be 152,100 in 2018, an increase of 0.4 per cent on 2017. Employment is forecast to contract by 800 jobs between 2018 and 2028. The largest sectors by employment are health and social work (accounting for 19 per cent of all jobs) and wholesale and retail (15 per cent). Accommodation and food services and manufacturing are also substantive, each accounting for nine per cent of regional employment.

Total employment in construction is forecast to increase by 0.9 per cent on average each year up to 2028, equivalent to an increase of 1,000 jobs. Notable increases are also forecast in the administrative and support services sector (1,000 jobs) and professional, scientific and technical activities (500 jobs). However, these are forecast to be offset by job losses in the production sectors, most notably manufacturing, which is expected to contract by 1.5 per cent on average each year, equivalent to 1,800 job losses over the period. This reflects the general trend of adopting new technologies and higher value added activity in the sector, which requires less labour intensive methods.

Over a third of all occupations within the region in 2018 were 'higher level' (36 per cent). However, the largest individual occupational categories were outwith this category, being caring service occupations (eleven per cent), clerical and service elementary occupations (ten per cent) and administrative and sales occupations (seven per cent).

There are expected to be 52,000 job openings in Ayrshire between 2018 and 2028. The largest requirement is forecast to be in elementary clerical and service occupations, which is forecast to account for 9,100 openings over the forecast period, equivalent to more than 17 per cent of all openings across the region.

One of the main challenges facing the Ayrshire economy and labour market over the coming decade is the forecast decline in the working age population and accompanying increase in people over retirement age. This will put pressure on employers looking to recruit staff, which is likely to be further exacerbated by Brexit and the potential implications of this on the supply of labour from the European Union.

Contact Us:

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Appendices

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Appendix 1: Oxford Economics Definitions

Variable	Definition
GVA	The value of goods and services produced in an area.
Total employment (jobs)	Workplace based Jobs; annual average. This includes anyone who is aged 16 and over who holds a job, whether as an employee, self-employed, Government Supported Trainee or within Her Majesty's Forces.
Male full-time employment (jobs)	The number of full-time jobs (more than 30 hours per week), held by males.
Male part-time employment (jobs)	The number of part-time jobs (30 hours or less per week), held by males.
Female full-time employment (jobs)	The number of full-time jobs (more than 30 hours per week), held by females.
Female part-time employment (jobs)	The number of part-time jobs (30 hours or less per week), held by females.
Total employment (people)	Total number of people aged 16 plus who work in an area.
Productivity	GVA per job; workplace based.
GVA by industry	The value of goods and services produced by each SIC 2007 based sector.
Total employment by industry (jobs)	Workplace based jobs within each SIC 2007 based sector, annual average.
Total employment by occupation (people)	The number of workers within each SOC 2010 based occupation grouping. The results are also presented on a workplace basis; annual average.
Expansion demand by occupation (people)	The net change in occupation employment over the forecast period and can therefore be a positive or negative figure.
Replacement demand by occupation (people)	The sum of leavers from employment plus net occupation mobility and represents how many workers will be required at each level due to labour market churn.
Total requirement by occupation (people)	The sum of expansion demand and replacement demand.

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Appendix 2: Oxford Economics Methodology

Calculation	Methodology
GVA Growth 2018-2028	The change in GVA from 2018 to 2028 and calculated as the average annual growth per year in 2019 to 2028.
Total Requirement 2018-2028	The change in employment from 2018 to 2028 and calculated as the sum of job openings in 2019 to 2028. It includes the increase in employment from 2018 to 2028 and also includes anyone who is expected to leave the labour market.
Total Employment 2018-2028	The difference between employment levels in 2018 and 2028.

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Appendix 3: Key Sector Definitions

SIC 2007 code	Description	Attributable Activity
Financial and Business Services		
64.1	Monetary intermediation	100%
64.3	Trusts, funds and similar financial entities	100%
64.9	Other financial service activities, except insurance and pension funding	100%
65	Insurance, reinsurance and pension funding, except compulsory social security	100%
66	Activities auxiliary to financial services and insurance activities	100%
69.1	Legal activities	100%
69.2	Accounting, bookkeeping and auditing activities; tax consultancy	100%
70.2	Management consultancy activities	100%
71.129	Other engineering activities (not including engineering design for industrial process and production or engineering related scientific and technical consulting activities)	100%
73.2	Market research and public opinion polling	100%
74.3	Translation and interpretation activities	100%
78.109	Activities of employment placement agencies (other than motion picture, television and other theatrical casting) n.e.c.	100%
78.3	Other human resources provision	100%
82.1	Office administrative and support activities	100%
82.2	Activities of call centres	100%
82.30	Organisation of conventions and trade shows	100%
82.91	Activities of collection agencies and credit bureaus	100%
82.99	Other business support service activities n.e.c.	100%

Chemical Sciences		Attributable Activity
20.11	Manufacture of industrial gases	100%
20.12	Manufacture of dyes and pigments	100%
20.13	Manufacture of other inorganic basic chemicals	100%
20.14	Manufacture of other organic basic chemicals	100%
20.15	Manufacture of fertilisers and nitrogen compounds	100%
20.16	Manufacture of plastics in primary forms	100%
20.17	Manufacture of synthetic rubber in primary forms	100%
20.20	Manufacture of pesticides and other agrochemical products	100%
20.30/1	Manufacture of paints, varnishes and similar coatings, mastics and sealants	100%
20.30/2	Manufacture of printing ink	100%
20.41/1	Manufacture of soap and detergents	100%
20.41/2	Manufacture of cleaning and polishing preparations	100%
20.51	Manufacture of explosives	100%
20.52	Manufacture of glues	100%
20.53	Manufacture of essential oils	100%
20.59	Manufacture of other chemical products n.e.c.	100%
20.60	Manufacture of man-made fibres	100%
21.1	Manufacture of basic pharmaceutical products	100%
21.2	Manufacture of pharmaceutical preparations	100%

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Creative industries		
73.11	Advertising agencies	100%
73.12	Media representation	100%
71.11	Architectural activities	100%
90.03	Artistic creation	70%
47.78/1	Retail sale in commercial art galleries	100%
31.09	Manufacture of other furniture	100%
16.29	Manufacture of other wood products	30%
32.12	Manufacture of jewellery and related products	100%
32.13	Manufacture of imitation jewellery and related articles	100%
23.41	Manufacture of ceramic household and ornamental articles	35%
23.49	Manufacture of other ceramic products	35%
23.13	Manufacture of hollow glass	15%
23.19	Manufacture of other glass	15%
47.79/1	Retail sale of antiques and antique books	100%
95.24	Repair of furniture and home furnishings	100%
13	Manufacture of textiles	25%
14	Manufacture of wearing apparel	20%
15	Manufacture of leather and related products	20%
74.1	Specialised design activities	25%
71.12/1	Engineering design activities for industrial process and production	100%
74.1	Specialised design activities	75%
90.01	Performing arts	100%
90.02	Support activities to performing arts	100%

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90.04	Operation of arts facilities	100%
78.10/1	Motion picture, television and other theatrical casting	100%
59.2	Sound recording and publishing activities	100%
18.20/1	Reproduction of sound recording	100%
32.2	Manufacture of musical instruments	100%
74.20/1	Portrait photographic activities	100%
74.20/2	Other specialist photography (not including portrait photography)	100%
74.20/9	Other photographic activities (not including portrait and other specialist photography and film processing) n.e.c.	100%
18.20/2	Reproduction of video recording	100%
59.11/1	Motion picture production activities	100%
59.11/2	Video production activities	100%
59.12	Motion picture, video and television programme post-production activities	25%
59.13/1	Motion picture distribution activities	100%
59.13/2	Video distribution activities	100%
59.14	Motion picture projection activities	100%
58.21	Publishing of computer games	100%
62.01/1	Ready-made interactive leisure and entertainment software development	100%
59.11/3	Television programme production activities	100%
59.13/3	Television programme distribution activities	100%
59.12	Motion picture, video and television programme post-production activities	75%
60.1	Radio broadcasting	100%
60.2	Television programming and broadcasting activities	100%
90.03	Artistic creation	30%
58.11	Book publishing	100%

58.13	Publishing of newspapers	100%
58.14	Publishing of journals and periodicals	100%
58.19	Other publishing activities	100%
18.11	Printing of newspapers	100%
18.129	Other printing (not labels)	100%
18.13	Pre press and media services	100%
63.91	News agency activities	100%
91.01	Libraries and archive activities	100%
58.29	Other software publishing	100%
62.01/2	Business and domestic software development	100%
62.02	Computer consultancy activities	100%
85.52	Cultural Education	100%

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Construction		
02.2	Logging	20%
08.11	Quarrying of ornamental and building stone, limestone, gypsum, chalk and slate	70%
08.12	Operation of gravel and sand pits; mining of clays and kaolin	70%
16.23	Manufacture of other builders' carpentry and joinery	40%
20.30/1	Manufacture of paints, varnishes and similar coatings, mastics and sealants	25%
20.30/2	Manufacture of printing ink	25%
22.11	Manufacture of rubber tyres and tubes; retreading and rebuilding of rubber tyres	20%
22.19	Manufacture of other rubber products	20%
22.23	Manufacture of builders' ware of plastic	35%
23.32	Manufacture of bricks, tiles and construction products, in baked clay	85%
23.41	Manufacture of ceramic household and ornamental articles	60%
23.42	Manufacture of ceramic sanitary fixtures	60%
23.43	Manufacture of ceramic insulators and insulating fittings	60%
23.44	Manufacture of other technical ceramic products	60%
23.49	Manufacture of other ceramic products	60%
23.51	Manufacture of cement	25%
23.52	Manufacture of lime and plaster	25%
23.61	Manufacture of concrete products for construction purposes	90%
23.62	Manufacture of plaster products for construction purposes	90%
23.63	Manufacture of ready-mixed concrete	90%
23.64	Manufacture of mortars	90%
23.65	Manufacture of fibre cement	90%
23.69	Manufacture of other articles of concrete, plaster and cement	90%

25.11	Manufacture of metal structures and parts of structures	60%
25.12	Manufacture of doors and windows of metal	60%
25.21	Manufacture of central heating radiators and boilers	40%
25.29	Manufacture of other tanks, reservoirs and containers of metal	40%
25.3	Manufacture of steam generators, except central heating hot water boilers	40%
26.11	Manufacture of electronic components	35%
41.10	Development of building projects	100%
41.20/1	Construction of commercial buildings	100%
41.20/2	Construction of domestic buildings	100%
42.11	Construction of roads and motorways	100%
42.12	Construction of railways and underground railways	100%
42.13	Construction of bridges and tunnels	100%
42.21	Construction of utility projects for fluids	100%
42.22	Construction of utility projects for electricity and telecommunications	100%
42.91	Construction of water projects	100%
42.99	Construction of other civil engineering projects n.e.c.	100%
43.11	Demolition	100%
43.12	Site preparation	100%
43.13	Test drilling and boring	100%
43.21	Electrical installation	100%
43.22	Plumbing, heat and air-conditioning installation	100%
43.29	Other construction installation	100%
43.31	Plastering	100%
43.32	Joinery installation	100%

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46.73	Wholesale of wood, construction materials and sanitary equipment	50%
71.11/1	Architectural activities	100%
71.11/2	Urban planning and landscape architectural activities	50%
71.12/1	Engineering design activities for industrial process and production	50%
71.12/2	Engineering related scientific and technical consulting activities	50%
71.12/9	Other engineering activities (not including engineering design for industrial process and production or engineering related scientific and technical consulting activities)	50%
74.90/2	Quantity surveying activities	100%

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Energy		
05	Mining of coal and lignite	100%
06	Extraction of crude petroleum and natural gas	100%
09	Mining support service activities	100%
19	Manufacture of coke and refined petroleum products	100%
20.14	Manufacture of other organic basic chemicals	100%
35	Electricity, gas, steam and air conditioning supply	100%
36	Water collection, treatment and supply	100%
38.22	Treatment and disposal of hazardous waste	100%
71.12/2	Engineering related scientific and technical consulting activities	100%
74.90/1	Environmental consulting activities	100%

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Engineering		
24	Manufacture of basic metals	100%
25	Manufacture of fabricated metal products, except machinery and equipment	100%
26	Manufacture of computer, electronic and optical products	100%
27	Manufacture of electrical equipment	100%
28	Manufacture of machinery and equipment n.e.c.	100%
29	Manufacture of motor vehicles, trailers and semi-trailers	100%
30	Manufacture of other transport equipment	100%
33	Repair and installation of machinery and equipment	100%
71	Architectural and engineering activities; technical testing and analysis	100%
72.19	Other research and experimental development on natural sciences and engineering	100%
13.94	Manufacture of cordage, rope, twine and netting	100%
38.31	Dismantling of wrecks	100%

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Food and Drink		
01	Crop and animal production, hunting and related service activities	100%
03	Fishing and aquaculture	100%
10	Manufacture of food products	100%
11	Manufacture of beverages	100%

of which, Primary production		
01	Crop and animal production, hunting and related service activities	100%
03	Fishing and aquaculture	100%

of which, Manufacturing		
10	Manufacture of food products	100%
11	Manufacture of beverages	100%

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Health and Social Care		
86.1	Hospital activities	100%
86.21	General medical practice activities	100%
86.22	Specialist medical practice activities	100%
86.23	Dental practice activities	100%
86.9	Other human health activities	100%
87.1	Residential nursing care activities	100%
87.2	Residential care activities for learning disabilities, mental health and substance abuse	100%
87.3	Residential care activities for the elderly and disabled	100%
87.9	Other residential care activities	100%
88.1	Social work activities without accommodation for the elderly and disabled	100%
88.91	Child day-care activities	100%
88.99	Other social work activities without accommodation n.e.c.	100%
of which, Social care		
87.1	Residential nursing care activities	100%
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88.91	Child day-care activities	100%
88.99	Other social work activities without accommodation n.e.c.	100%

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Child day-care activities		
85.1	Pre-primary education	100%
88.91	Child day-care activities	100%

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ICT/Digital		
18.20/3	Reproduction of computer media	100%
26.11	Manufacture of electronic components	100%
26.12	Manufacture of loaded electronic boards	100%
26.20	Manufacture of computers and peripheral equipment	100%
26.30	Manufacture of communication equipment	100%
26.40	Manufacture of consumer electronics	100%
26.8	Manufacture of magnetic and optical media	100%
27.31	Manufacture of fibre optic cables	100%
58.21	Publishing of computer games	100%
58.29	Other software publishing	100%
61.1	Wired telecommunications activities	100%
61.2	Wireless telecommunications activities	100%
61.3	Satellite telecommunications activities	100%
61.9	Other telecommunications activities	100%
62.01	Computer programming activities	100%
62.02	Computer consultancy activities	100%
62.03	Computer facilities management activities	100%
62.09	Other information technology and computer service activities	100%
63.11	Data processing, hosting and related activities	100%
63.12	Web portals	100%
63.99	Other information service activities n.e.c.	100%
95.11	Repair of computers and peripheral equipment	100%
95.12	Repair of communication equipment	100%

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Life Sciences		
21	Manufacture of basic pharmaceutical products and pharmaceutical preparations	100%
26.6	Manufacture of irradiation, electromedical and electrotherapeutic equipment	100%
32.5	Manufacture of medical and dental instruments and supplies	100%
72.11	Research and experimental development on biotechnology	100%
72.19	Other research and experimental development on natural sciences and engineering	100%

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ICT/Digital		
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62.02	Computer consultancy activities	100%
62.03	Computer facilities management activities	100%
62.09	Other information technology and computer service activities	100%
63.11	Data processing, hosting and related activities	100%
63.12	Web portals	100%
63.99	Other information service activities n.e.c.	100%
95.11	Repair of computers and peripheral equipment	100%
95.12	Repair of communication equipment	100%

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Life Sciences		
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32.5	Manufacture of medical and dental instruments and supplies	100%
72.11	Research and experimental development on biotechnology	100%
72.19	Other research and experimental development on natural sciences and engineering	100%

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Tourism		
55.1	Hotels and similar accommodation	100%
55.2	Holiday and other short-stay accommodation	100%
55.3	Camping grounds, recreational vehicle parks and trailer parks	100%
56.1	Restaurants and mobile food service activities	100%
56.3	Beverage serving activities	100%
79.12	Tour operator activities	100%
79.9	Other reservation service and related activities	100%
91.02	Museum activities	100%
91.03	Operation of historical sites and buildings and similar visitor attractions	100%
91.04	Botanical and zoological gardens and nature reserve activities	100%
93.11	Operation of sports facilities	100%
93.19/9	Other sports activities (not including activities of racehorse owners) n.e.c.	100%
93.21	Activities of amusement parks and theme parks	100%
93.29	Other amusement and recreation activities	100%

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