BOARD OF MANAGEMENT
ACTION TRACKER

COMMITTEE: **Learning and Teaching Committee, 2 September 2021** *(Paper 1a)*

DATE RAISED	ACTION No	ACTION	DUE DATE	OWNER	STATUS*	COMMENTS
04.03.21	1	Benchmark comparison data from the college sector on College Leaver Destinations 2019-20 to be provided to the Committee at their meeting in May 2021.	May 2021	A Campbell	Completed	SFC published the sector data July 2021. Paper 4 – Sector KPI report.
27.05.21	2	AY2021-22 Student President Elections voting data and comparison with previous year to be provided to the Committee.	September 2021	A Campbell	Completed	Included as part of paper 2 – Student Association report.
27.05.21	3	Presentation/paper on the various mental health activities on offer to be organised for the next meeting of the Committee.	September 2021	A Campbell	Completed	Presentation by John McTaggart, Curriculum Manager, Sport and Fitness. Paper 7 – Supporting Student Mental Health and Wellbeing.

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

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Ayrshire College *(Paper 2)*

Learning and Teaching Committee

2 September 2021

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.

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1. Background

Following a successful election, the Student President and Student Vice President took up their positions on the 1 July 2021 and have been involved in a range of induction and training activity both within the College and with external partners such as NUS, sparqs and the College Development Network. A good working partnership has been established between the officers and the Student Association advisor and the officers continue to build their networks with other College teams and key staff members.

2. Current Situation

The Student President has been involved in plans with regards to a return to campus for students. Alongside the hybrid learning approach, the Student Association in partnership with the College, will be promoting:

- Good hand hygiene
- Respiratory hygiene
- Wearing face-coverings where appropriate
- Engaging with Test and Protect including regularly self-testing twice weekly
- Self-isolating when symptomatic or returning a positive test
- Encouraging vaccine uptake
- Good ventilation
- One-way systems

The Student Association will be sending out consistent messages to students with regards to the above and will be encouraging students who are eligible, to engage with the vaccination programme on campus. The Student Association plan to return to campus three days per week on a campus rota to ensure that all campuses are covered across the week. This will be flexible and will be continuously reviewed in line with College guidelines.

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3. Association Activity

Student Election Evaluation

Please see Appendix 1.

Summer Planning

The Student Association have been working on their work plan for the year ahead and to help strengthen communication to increase student engagement, are developing their Social Media platforms. The new SA Facebook page will be launched during Freshers, as well as the promotion of the new SA Newsletter, Virtual SA Wakelet, SA Twitter, Wear it on Your Sleeve Social Teams Group and the SA LGBTQI+ and Gaming Discord platforms.

Virtual Fresher’s Events Planning

The Student Association are planning a virtual Freshers week from the 6 to the 10 September 2021. Freshers will mainly take place on our virtual platforms with social drop-ins each day at lunchtime, an online social event each night such as quizzes, DJ night, live music night and gaming night. We are also having a quiz each day to highlight the work of the Mental Health, Alcohol and Drugs and Campus Police Officer liaison officers. As well as this we will also be recruiting for clubs and societies and promoting all College support services, the new Report and Support Tool and free sanitary wear.

Youth Participation Panel

The Student Association has teamed up with STAR Centre to facilitate a Youth Participation Panel centred around women’s issues and equality. We will be recruiting members to the panel who will meet regularly to get involved in Womens’ campaigns both within the College and at a national level. The Participation Panel will be open to any Kilmarnock Campus student.

Make it Your Own Project

The Student Association will be supporting Impact Arts to deliver their Make it your Own project to Care Experienced students. This project helps young people sustain their tenancies by giving them a budget to undertake their own interior design activities. The project will be open to any Care Experienced students from Kilmarnock or Ayr Campuses. Kilwinning Campus students will have access to the project which is delivered in the Impact Arts base in Irvine.

Periods R Pants

The Student Association will also be running a weeklong campaign promoting sustainable sanitary wear during Freshers. We will be giving away sustainable starter packs from Hey Girls. The Student Association is involved in ongoing activity with regards to the free sanitary wear programme in partnership of Teri Evans and Doreen Wales.

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Wear it on Your Sleeve

We will be launching this year's Wear it on Your Sleeve during Freshers week, where the Student Vice President will be recruiting male participants for a walking group who will work together each week to build up to undertaking an expedition at the end of the year. Wear it on Your Sleeve Group will be for males only with the aim of tackling male mental health. The Student Vice President has contacted the College's Health, Safety and Wellbeing Team, as well as the Active Travel Hub and Duke of Edinburgh Award Scheme, to access training, support and advice to deliver this project.

Strengthening the Student Association Team

The Student Association will be launching our range of volunteering opportunities and officer positions for students. Positions available are:

Learning and Teaching Ambassadors
Mental Health & Wellbeing Ambassadors
SA Newsletter Team
Youth Participation Forum Members
Disabled Students' Officers
Care Experienced Students' Officers
Student Carers' Officers
LGBTQI+ Officers

Clubs and Societies

The Student Association will be recruiting for its clubs and societies during Freshers, as well as consulting with students with regards to what clubs and societies they would like to see being facilitated. Existing clubs include:

Ayrshire College Gaming Society
Ayrshire College Student Carers Group
Ayrshire College Care Experienced Students Group
Ayrshire College LGBTQI+ Students Group

Lead & Change

The Student President took part in NUS Scotland's Lead and Change training which took place online from the 5 to the 9 July. The purpose of the Training is to allow incoming sabbatical officers the opportunity to network and develop the skills they will need for the year ahead, help officers identify what they need to achieve their manifesto goals and share knowledge skills and enthusiasm to help them thrive in their roles.

Summer Welcome Programme

The Student Association have contributed to the Summer Welcome Programme by hosting conversation cafés on topics such as Student Carer Support, Student Opportunities and LGBTQI+ Support. The Student President also contributed to the programme by writing a blog from their own experience on what students should expect in their first few weeks at College.

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SA Newsletter

The Student Association will be launching a Sway SA Newsletter at the start of Freshers. The first publication will feature the Virtual Freshers Wakelet and links to our social events, as well as articles on Covid vaccination, our clubs and societies and volunteering opportunities. We will also be introducing students to the work of NUS and a link to a student consultation on what students want out of their SA. The newsletter will be a monthly publication and we will be recruiting a team of students to help write articles for future publications.

That's Quality! Colleges Event

The Student President attended the That's Quality! Colleges online event on the 9 and 10 August, hosted by sparqs. The focus was on the impact of COVID-19 on the college sector. This helped the Student President to understand the challenges they may face in their role in the coming year and provided information on the role of the Student Association moving forward.

Exploring Student Engagement

The Student Association attended the launch of the sparqs new toolkit entitled 'Exploring Student Engagement with Academic Staff' on the 6 July. Following a meeting with Ann Heron, Head of Quality Enhancement, and Doreen Wales, Head of Student Experience, with regards to an evaluation of the Student Ambassador feedback model, it was decided that there will be the introduction of Class Ambassadors who will be supported by the curriculum staff and Quality Team. Class Ambassadors will be recruited and supported at a class curriculum level and will gather class feedback. Learning & Teaching Ambassadors will work at a Curriculum Area level and will help the SA and Quality Enhancement team analyse the feedback and will be the student support contact within the SA for any issues that may arise throughout the year in their curriculum area.

Please see a copy of the Exploring Student Engagement with Academic Staff Guidance below:

https://www.sparqs.ac.uk/upfiles/Exploring%20SE%20with%20academic%20staff%20-%20user%20guidance.pdf

Future Activity

Focussed Work

Upon identifying areas where there is a higher concentration of our target student groups, and feedback with regards to which student areas do not feel part of the student community, it was decided that the Student Vice President will take responsibility for supporting Hive students across the college in the year ahead. This will allow the Student Association to target promotion of opportunities to these students and is a great development opportunity for the Student Vice President. The Student Vice President has been liaising with Joyce Stirton, Employability & Engagement Team Leader, to identify where the Student Association could have the biggest impact with regards to these students.

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Think Positive

The Student Association will be attending the NUS Think Positive Student mental Health Agreement Event on the 31 August. This one-day event is aimed at tackling stigma and discrimination attached to mental health amongst students and will support officers to help develop their two year Mental Health Agreement. The Student Association are currently working on reviewing the Student Mental Health Agreement with the aim of having this complete and published by the end of September 2021.

The Gathering

The Student Association Officers, Including our returning LGBTQI+ Officer, Conor McPike, will be attending the NUS idea sharing event, The Gathering, on the 25 & 26 August. This will allow us to share good practice and develop peer support networks. There is also a staff platform at the event and the Student Association Advisor will be attending this.

CDN Student Board Membership Induction

The Student President and Student Vice President will be attending the Student Board Membership Induction Training on the 1 and 2 September, which is delivered by the College Development Network. This training equips student Board members with the knowledge and tools they need to undertake their Board duties.

Student Care Packs

The Student Association are looking at keeping a supply of care packs for students who find themselves in difficulty and need some essentials to get them through a few days until they can access financial support. Suggestions for packs are unperishable food, food vouchers, personal hygiene products, treats and information. Packs could be used where students are unable to access foodbanks and there would be no criteria required for receiving one. Bags would be available for the Student Experience team to give out where they think students need them. Our aim would be to reduce the stigma of receiving a care pack and the project will be delivered by the Student Mental Health & Wellbeing Ambassadors and supported by the Student Vice President.

4. Proposals

Please see **Appendix 1** with regards to the evaluation of the Student Elections 2021 for your consideration and feedback. Any feedback will support a review of the Student Election process.

5. Risks

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

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6. Equality Impact Assessment

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

7. Conclusion

ACSA will continue to work alongside staff in order to best support and encourage students and make the 2021/22 session, despite the unprecedented challenges it brings, both enjoyable and successful for students.

Ellie Jamieson
Student President
16 August 2021

Publication
This paper will be published on the College website

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Appendix 1.

Ayrshire College Student President Elections 2021 Evaluative Report

Contents

1. Background
2. Summary of Election and Results
3. Election Timeline
4. Election Support
5. Candidates
6. Election Promotion
7. Voter Turnout
8. Comparative Data
9. Conclusion

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1. Background

The Ayrshire College Student President Elections 2021, for the second year, were conducted against the backdrop of the COVID-19 situation. The Student President Elections must take place before the end of May annually and return a Student President and Student Vice President. To allow for optimum student engagement, that is not impacted by the Spring Break and end of semester assessments, the Student President Elections normally take place in March each year. In 2020 the Student President Elections which were scheduled for the end of March were postponed until April. Due to the ongoing situation with COVID-19 impacting the Student Association's (SA) ability to engage with students on campus, the elections were scheduled for later than normal. To give the SA more time to promote the elections, the nominations opening, campaigning period and the polls opening, the elections were timetabled to take place from the 10 to the 14 May.

2. Summary of Election and Results

Elections for the position of Student President were held from the 10 to the 14 May 2021.. There is one election held in which candidates run for the position of Student President. The candidate with the highest number of votes is elected to the position of Student President. The candidate with the second highest number of votes is elected to the position of Student Vice President. Voters also have the choice of Return of Nominations (RON). There were three candidates standing in the 2021 Student President Elections.
The results of these elections were:

Student President: Ellie Jamieson with 41% of the vote

Student Vice President: Steven Oliver with 31% of the vote

3. Election Timeline

Following a period of promoting the positions of Student President, the election nominations opened on 1 April 2021 for a period of four weeks. The SA received a total of five nominations. Four of these were from students and one was from the Student Vice President who was returning for a second year in office. Following a support meeting with each of the nominees, two of the nominees withdrew their nominations leaving three candidates being announced on April 30. The online campaigning period commenced on 3 May for two weeks with the polls opening from the 10 to the 14 May 2021.

4. Election Support

For the purposes of the 2021 Student President Elections, the Returning Officer was Ann Heron, Head of Quality Enhancement. The Deputy Returning Officer was Charlotte Mitchell, Student Association Advisor. Will Stringer, Development Manager at NUS Scotland, provided the services of an external election's consultant, providing support and advice. The SA was allocated the services of a Learning Technologist to assist with the setting up of the voting system and promotion of the elections through My Learning and the Ayrshire College app. The Marketing teams graphic designer provided templates for the candidates' promotional materials such as their manifestos.

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5. Candidates

Name	Course	Campus
Victoria Anderson	Level 6 Nail Services	Kilmarnock
Zara Crumlish	Routes to Employment	Ayr
Abbie Hastings	Level 6 Social Science	Kilwinning
Ellie Jamieson	NC Health & Soc Care	Ayr
Steven Oliver	Student Vice President	All Campuses

The SA received 5 nominations. Two of the nominees (shaded in grey) withdrew their nominations before the candidates were announced. Three candidates and Return of Nominations (RON) were featured on the voting form. One of the candidates was the returning Student Vice President and two of the candidates were current Student Ambassadors.

6. Election Promotion

The promotion of the Student President Elections 2021 was conducted predominantly via all student email, My Learning and via a Student President Elections tile on the Ayrshire College app. Information regarding the candidates, such as their manifestos and 'Meet the Candidate' information was communicated through the Student Association Social Media accounts and via All Student Email. During the polling period students received information on each candidate daily with a link to the voting from. The candidates created their own social media campaigns and canvassed their classmates where possible, however access to eligible voters was extremely limited due to home learning.

7. Voter Turnout

'Voter turnout' refers to the total number of eligible students who voted in the elections.
A total of 168 eligible students voted in the 2021 Student President elections.
Voting

8. Comparative Data

Year	No. of candidates (incl. RON)	No. of eligible students voting
2021	4	168
2020	6	170
2019	4	240
2018	8	641

There should be a relationship between the number of candidates standing in the elections and the voter turnout. This is due to the candidates' campaigning activity promoting the elections taking place and encouraging students to vote. Whilst an element of student turnout can be attributed to the general promotion of the elections by the SA, we should consider that there should be a positive correlation between the amount of candidates standing and the number of voters at the polls. Students who vote may not necessarily vote for the candidate who has prompted them to vote.

It should be noted that in 2018, the outgoing Student President, who had been extremely active and popular amongst the student body, used their final period in office to embark on

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a rigorous programme of activity to encourage students to vote in the elections, thus enhancing election promotion.
The SA has formed an informal peer support group with Kelvin College and West Lothian College and feedback with regards to student elections at both colleges suggests that there are similar issues with difficulty in engaging students in the election process. West Lothian College has moved to holding student elections every two years, with elected officers remaining in place for a two-year tenure. Kelvin College's most recent candidates (existing officers) were uncontested and therefore their elections were cancelled with the candidates automatically securing their roles for the academic year.

8. Conclusion

It is important for the democratic process, and the integrity of the elections, that there is a push to get more students engaged in the election process, and to break down as many barriers as possible to students voting. There appears to be no issues with encouraging students to come forward and nominate themselves. The problem lies with extremely low voter turnout. Whilst low voter turnout has always been an issue, in 2021 this has been exacerbated by candidates not having direct access to voters on campus, and the general mood of students in a lockdown situation, learning from home, who would be prioritising their coursework. The timing of the student elections in 2021 could have also contributed to the low turnout as it conflicted with the end of the academic year when students are managing deadlines for coursework and assessments. The Student Association would benefit from a Student Election working group established annually, comprising of key staff from across various College teams such as Marketing, Quality Enhancement and Digital Integration as well as key curriculum staff and student representation. The purpose of the group would be to enhance student participation in the elections.

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Ayrshire College ***(Paper 3)***

Learning and Teaching Committee

Date:	2 September 2021
Subject:	Committee Membership, Committee Terms of Reference, and Committee 2021/22 Work Plan.
Purpose:	To ensure that the Committee has met the required commitment to annually review the Terms of Reference and define the corresponding work plan. To advise the Committee on the outcome of the review of the Committee Membership.
Recommendations:	The Committee is asked to:

- Note the 2021/22 Committee Membership.

- Endorse the proposed change to the name of the Committee, the revised Terms of Reference and the 2021/22 Work Plan for approval by the Board of Management.

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1. Background

At the first quarterly meeting of the Committee, in each academic year, the Committee will be advised of any Membership changes and will consider its Terms of Reference and corresponding work plan for the forthcoming academic year.

- The Chair will advise on any Committee Membership changes following an annual review which considers current Board Member annual evaluations, changes to overall Board Membership including appointment of new Board members, outcomes from the annual Board and Committee self-evaluation of effectiveness, current skill mix and diversity.

- The Committee work plan is designed to ensure that the Committee is in fulfilment of the requirements as set out in its Terms of Reference. The Terms of Reference and corresponding work plan will be submitted to the September meeting of the Board of Management for formal approval.

2. Current Situation

The opportunity has been taken to review the Terms of Reference given recent changes to Executive Leadership responsibilities, the appointment of new Board Members, the appointment of co-opted Committee members and the appointment of a new Student Board Member (all as reported to the Board, June 2021). Work

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Plans have also been reviewed to ensure alignment to and provide assurance to support the Committee to deliver to the Terms of Reference.

3. Proposals

The following proposals are put forward for the Committee to note/review:

3.1 Membership (Appendix 1)

The current Committee Membership is detailed in Appendix 1. Changes to membership are detailed below:

Committee Members	Reason for change	Action
Hazel Murphy	Retired from Board	Remove from membership
Sathish Srinivasan	Retired from Board	Remove from membership
Lauren Howieson	Retired as Student Board Member	Remove from membership
Ellie Jamieson	New Student Board Member	Add to membership
Sharon Morrow	New Board Member	Add to membership
Gordon Neil	New Co-opted Committee Member	Add to membership

3.2 Terms of Reference (Appendix 2)

Proposed changes to the Terms of Reference are identified in Appendix 2 as tracked changes. Of significance, the Committee is asked to specifically consider the following proposed changes:

Area for review	Current	Proposed change	Justification
Name of Committee	Learning and Teaching Committee	Learning, Teaching and **Quality** Committee	To reflect the significant role of the Committee in providing assurance of the overall quality of learning and teaching. Committee has responsibility to oversee delivery of the College's Evaluative Report and Enhancement Plan which covers all areas of the College, not just Learning and Teaching. Aligns to the structure of the Code of Good Governance for Colleges which the College is assessed against in relation to External Effectiveness Reviews; specifically, 3.2 'Quality of Student Experience'.

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Area for review	Current	Proposed change	Justification
Remit of the Committee	The Committee will be responsible for overseeing all matters related to the strategic and operational planning and delivery of Learning and Teaching within the College and provide assurance to the Board on students' issues and monitoring the learning and teaching performance of the College.	The Committee will be responsible for overseeing all matters related to the strategic development and delivery of the College learning, teaching, and student experience including monitoring and reporting on the associated quality and performance.	More specifically identifies the strategic role of the Committee and the related key areas of work: • Learning, Teaching and Student Engagement Strategy • Curriculum Development Plan • National Outcome and Impact Framework • Evaluative Report and Enhancement Plan

Area for review	Current	Proposed changes	Justification
Duties of the Committee	Please refer to Appendix 2.	Please refer to Appendix 2. • Where there are several changes to the duties, these have been re-written for ease of reference and highlighted in **red**. • Recommendations to delete bullet points are highlighted in **blue**. • Recommendation to add one bullet point highlighted in **green**.	To reflect delivery of the remit of the Committee more effectively.

3.3 Work Plan (Appendix 2)

The annual work plan has been reviewed in alignment with the proposed Terms of Reference. The work plan outlines the framework to provide assurance that the Committee will receive the required updates and performance reports to evidence delivery to the Terms of Reference. This will not preclude reporting on any other significant issues within the Committee remit, as they occur.

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3.4 Terms of Reference and work plan - final draft (Appendix 3)

For ease of reference, a final version of the proposed Terms of Reference and the work plan is attached as Appendix 3.

4. Consultation

The Executive Leadership Team has been engaged in developing the proposals. The outline proposals have been discussed with the Chair of the Learning and Teaching Committee.

Following approval by the Board, the Standing Orders of the Board will be updated accordingly.

5. Resource Implications

No specific resource implications have been identified.

6. Risks

There is a risk that the Committee could fail to demonstrate that it was fulfilling the requirements of the Terms of Reference because it has not prepared, approved, and implemented a work plan, resulting in a failure to evidence compliance with governing legislation and regulation, and the Board's governance requirements.

7. Equality and Diversity Impact Assessment

None required in this instance.

8. Conclusion

The Committee is asked to note the recommendations as detailed and advise accordingly.

Pauline Donald
Board Governance Advisor
September 2021

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Appendix 1

Learning, Teaching and Quality Committee Membership AY 2021-22

*	Non-Executive Member
**	Elected Member, Support Staff
***	Elected Member, Curriculum Staff
****	Elected Member, Student President/Vice-President
*****	Co-optee
******	Principal, Ex-Officio

*Fiona McQueen
Chair

*Alison Sutherland
Vice-Chair

*Elaine Anderson
*Beth Clelland
*Steven Wallace
*Mike Stewart
*Steve Graham
*Mary McClung
*Sharon Morrow

**Steven Fegan
***Janette Moore

****Ellie Jamieson
****Steven Oliver

*****Gordon Neil (co-optee)

******Carol Turnbull

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Appendix 2

Ayrshire College

Learning ~~and~~, Teaching and Quality Committee
Terms of Reference 2021-22
~~2020-21~~

Introduction

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

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

Remit

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

The Committee will be responsible for overseeing all matters related to the strategic development and delivery of learning, teaching and the student experience, including monitoring and reporting on the associated quality and performance.

Committee Membership

The Committee membership shall consist of a minimum of six members from the Board, which should include at least one staff representative and at least one student representative.

The Committee Chair and remaining members will be appointed by the Board. Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members. The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.

Quorum

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

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Attendance

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

Attendance is open to all Vice Principals, and, where appropriate, other staff ~~should~~ may be invited to attend meetings of the Committee to provide information and reports as appropriate.

Meetings

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

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

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

Duties

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

  To review and agree strategies within the Committee's overall remit and recommend for approval by the Board of Management.

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

  To seek assurance that the Curriculum Delivery Plan is in alignment with government priorities, the strategic direction of the College and meets the requirements of the Ayrshire College National Outcome and Impact Framework.

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

  Recommendation to delete the above bullet point - (this is incorporated within next bullet point)

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

  To review and scrutinise key performance indicators (KPIs) as a requirement of the National Outcome and Impact Framework in relation to, for example, student success including, but not limited to: student retention, student outcome data, SIMD and post course destinations. Consider action to be taken to improve performance where the KPIs fall below national benchmarks.

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

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To review and monitor the progress and outcomes of the College's Evaluative Report and Enhancement Plan.

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

To review and monitor plans and processes to support learning, teaching and assessment and the student experience.

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

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

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

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

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

Recommendation to delete the above bullet point: monitored as part of the National Outcome and Impact Framework.

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

Recommendation to delete the above bullet point: this responsibility now sits within remit of BRIC.

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

To receive and consider an annual report on services to support the student experience which will incorporate safeguarding.

- To receive and consider a Student Satisfaction Annual Report.

- To receive and consider the Committee's extract from the current version of the Corporate Risk Register and to advise the Audit Committee accordingly.

To receive and consider Internal Audit reports as they relate to the remit of the Committee.

- To receive and consider reports on apprenticeship and work-based learning ~~industry~~ programmes.

- To celebrate success with staff and students.

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Authority

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

The Committee is authorised to seek and obtain any information it requires from any senior manager or employee of the College, its advisors or member of the Ayrshire College Board of Management whilst taking account of policy and legal rights and responsibilities.

Reporting Arrangements

At the end of each meeting, the Committee will decide on the business of the meeting that may be fully published on the College website. Normally it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

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

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

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Learning and Teaching Committee Work Plan 2021-22

September 2021	November 2021	March 2022	June 2022
Reports to this meeting			
Membership, Terms of Reference & 2021-22 Work Plan	Draft 2022-23 Curriculum Delivery Plan	2020-21 College Sector KPIs	
*Published National Outcome and Impact Framework 2021-22	2020-21 Interim Ayrshire College Performance Indicator Report Draft National Outcome and Impact Framework 2022-23	Draft National Outcome and Impact Framework 2022-23	Final National Outcome and Impact Framework 2022-23
	College Leaver Destination Survey 2019-2020	2021-22 Semester 1 Student Satisfaction Survey outcome	2021-22 SFC Student Satisfaction and Engagement Survey
2021-22 Enrolment Position Update Report (Verbal)			
2020-21 External Verification Report	**Annual Report 2020-21 (Services to support the Student Experience)		
Reports to each meeting			
Student Association Report 2021-22	Student Association Report 2021-22	Student Association Report 2021-22	Student Association Report 2021-22
2020-21 Final Credit Position Report at August 2021	2021-22 Credit Activity Target & Early Withdrawals Position	2021-22 Credit Activity Target & Early Withdrawals Position	2021-22 Credit Activity Target Progress Report
*Evaluative Report and Enhancement Plan 2021-22 Progress Report	Evaluative Report and Enhancement Plan 2021-22 Progress Report	Evaluative Report and Enhancement Plan 2021-22 Progress Report	Evaluative Report and Enhancement Plan 2021-22 Progress Report
2020-21 Student Support Funds: Final Position at July 2020	2021-22 Student Support Funds position	2021-22 Student Support Funds position	2021-22 Student Support Funds position
2020-21 Apprenticeships and Work Based Learning Report	2021-22 Apprenticeships and Work Based Learning Report	2021-22 Apprenticeships and Work Based Learning Report	2021-21 Apprenticeships and Work Based Learning Report
2021-22 Corporate Risk Register (V1): LTC Extract	2021-22 Corporate Risk Register (V2): LTC Extract	2021-22 Corporate Risk Register (V3): LTC Extract	2021-22 Corporate Risk Register (V4): LTC Extract

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**Reports may be unavailable/re-scheduled due to COVID-19*

***For 2020/21 this report will be re-scheduled from Sept to November*

Internal Audit reporting will be included when issued

Appendix 3

Ayrshire College

Learning, Teaching and Quality Committee
Terms of Reference 2021-22

Introduction

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

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

Remit

The Committee will be responsible for overseeing all matters related to the strategic development and delivery of learning, teaching and the student experience, including monitoring and reporting on the associated quality and performance.

Committee Membership

The Committee membership shall consist of a minimum of six members from the Board, which should include at least one staff representative and at least one student representative.

The Committee Chair and remaining members will be appointed by the Board.
Committee membership will be reviewed annually by the Board, taking account of the remaining terms of office of the Committee members. The Board will seek to ensure that all members will normally serve at least one year as a member of the Committee during their period of appointment.

Quorum

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

Attendance

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

Attendance is open to all Vice Principals, and, where appropriate, other staff may be invited to attend meetings of the Committee to provide information and reports as appropriate.

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Meetings

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

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

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

Duties

- To review and agree strategies within the Committee’s overall remit and recommend for approval by the Board of Management.

- To seek assurance that the Curriculum Delivery Plan is in alignment with government priorities, the strategic direction of the College and meets the requirements of the Ayrshire College National Outcome and Impact Framework.

- To review and scrutinise key performance indicators (KPIs) as a requirement of the National Outcome and Impact Framework in relation to, for example, student success including, but not limited to, student retention, student outcome data, Scottish Index of Multiple Deprivation (SIMD) and post course destinations. Consider action to be taken to improve performance where the KPIs fall below national benchmarks.

- To review and monitor the progress and outcomes of the College’s Evaluative Report and Enhancement Plan.

- To review and monitor plans and processes to support learning, teaching and assessment and the student experience.

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

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

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

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

- To receive and consider an annual report on services to support the student experience which will incorporate safeguarding.

- To receive and consider a Student Satisfaction Annual Report.

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- To receive and consider the Committee’s extract from the current version of the Corporate Risk Register and to advise the Audit Committee accordingly.

- To receive and consider Internal Audit reports as they relate to the remit of the Committee.

- To receive and consider reports on apprenticeship and work-based learning programmes.

- To celebrate success with staff and students.

Authority

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

The Committee is authorised to seek and obtain any information it requires from any senior manager or employee of the College, its advisors or member of the Ayrshire College Board of Management whilst taking account of policy and legal rights and responsibilities.

Reporting Arrangements

At the end of each meeting, the Committee will decide on the business of the meeting that may be fully published on the College website. Normally it would be expected that complete minutes and papers will be published: except where the exclusions listed in paragraph 2.8 of these Standing Orders apply.

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

The Chair of the Committee shall report on the work and recommendations of the Committee to the next scheduled Board meeting for information/approval and submit confirmed Committee minutes to the first meeting of the Board immediately following their approval.

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Learning and Teaching Committee Work Plan 2021-22

September 2021	November 2021	March 2022	June 2022
Reports to this meeting			
Membership, Terms of Reference & 2021-22 Work Plan	Draft 2022-23 Curriculum Delivery Plan	2020-21 College Sector KPIs	
Published National Outcome and Impact Framework 2021-22*	2020-21 Interim Ayrshire College Performance Indicator Report Draft National Outcome and Impact Framework 2022-23	Draft National Outcome and Impact Framework 2022-23	Final National Outcome and Impact Framework 2022-23
	College Leaver Destination Survey 2019-2020	2021-22 Semester 1 Student Satisfaction Survey outcome	2021-22 SFC Student Satisfaction and Engagement Survey
2021-22 Enrolment Position Update Report (Verbal)			
2020-21 External Verification Report	**Annual Report 2020-21 (Services to support the Student Experience)		
Reports to each meeting			
Student Association Report 2021-22	Student Association Report 2021-22	Student Association Report 2021-22	Student Association Report 2021-22
2020-21 Final Credit Position Report at August 2021	2021-22 Credit Activity Target & Early Withdrawals Position	2021-22 Credit Activity Target & Early Withdrawals Position	2021-22 Credit Activity Target Progress Report
Evaluative Report and Enhancement Plan 2021-22 Progress Report*	Evaluative Report and Enhancement Plan 2021-22 Progress Report	Evaluative Report and Enhancement Plan 2021-22 Progress Report	Evaluative Report and Enhancement Plan 2021-22 Progress Report
2020-21 Student Support Funds: Final Position at July 2020	2021-22 Student Support Funds position	2021-22 Student Support Funds position	2021-22 Student Support Funds position
2020-21 Apprenticeships and Work Based Learning Report	2021-22 Apprenticeships and Work Based Learning Report	2021-22 Apprenticeships and Work Based Learning Report	2021-21 Apprenticeships and Work Based Learning Report
2021-22 Corporate Risk Register (V1): LTC Extract	2021-22 Corporate Risk Register (V2): LTC Extract	2021-22 Corporate Risk Register (V3): LTC Extract	2021-22 Corporate Risk Register (V4): LTC Extract

**Reports may be unavailable/re-scheduled due to COVID-19*

***For 2020/21 this report will be re-scheduled from Sept to November*

Internal Audit reporting will be included when issued

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Ayrshire College *(Paper 4)*

Learning and Teaching Committee

2 September 2021

Subject: 2019-20 Sector KPI Report

Purpose: To advise Committee Members of the College's 2019-20 performance relative to the wider sector

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

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1. Background

On 13 July 2021, the Scottish Funding Council (SFC) published the college sector's performance indicators (PIs) for 2019-20. Sector PIs are normally published in January of each year, however, publication was delayed until July of 2021 to include outcomes for as many deferred students from AY 2019-20 as possible.

Ordinarily, reported PIs support quality enhancement by helping colleges evaluate their performance over time, against other colleges, and within specific subject areas. The outbreak of Covid-19, in March 2020, meant that delivery of learning, teaching and assessment was moved very quickly online for the duration of academic term 2019-20. Across the college sector, lecturers were asked to make holistic judgements on inferred, rather than demonstrated attainment. Various complex individual circumstances caused by the pandemic affected a student's ability to complete their course and so consideration should be given to the background and exceptional circumstances when comparing PIs over time.

The percentages included in this paper focus on the *completed successful* performance indicator - students who completed their course and achieved the qualification that they were working towards.

2. Current Situation

Full-time Student Success
The College's performance, for full-time student success, is summarised in the table below.

Ayrshire College	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**Difference**
FE full-time (FEFT)	61.2%	66.9%	66.9%	66.2%	64.6%	-1.6%
HE full-time (HEFT)	63.1%	68.0%	67.2%	66.8%	68.7%	1.9%
Scotland						
FE full-time (FEFT)	65.5%	65.3%	66.1%	65.2%	65.7%	0.5%
HE full-time (HEFT)	71.7%	71.6%	71.3%	69.8%	73.4%	3.6%

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Of the 26 colleges delivering FE full-time programmes, 13, including Ayrshire College, saw a decline in the proportion of students successfully completing their courses in comparison to the previous year. In Ayrshire, this declined by 1.6% and was 1.1% below the sector average.

HE full-time success rates for individual colleges with over 50 student enrolments ranged from 68.3% to 82.3% in 2019-20. Twelve colleges, including Ayrshire College demonstrated an increase in the proportion of students successfully completing their courses in comparison to the previous year. In Ayrshire, this was an improvement of 1.9% on 2018-19, however, it was 4.7% below the sector average. See Appendix 1 for a full comparison with other colleges.

Part-time student success

SFC also report on part-time provision and performance for these indicators are shown in the table below. It must be noted that SFC only publish performance data for the activity that they fund whereas internal college data reports all enrolments including commercially funded courses.

Ayrshire College	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**Difference**
FE part-time (FEPT)	69.7%	69.0%	71.7%	71.1%	68.7%	-2.4%
HE part-time (HEPT)	81.4%	79.4%	80.5%	79.1%	74.9%	-4.2%
Scotland						
FE part-time (FEPT)	74.3%	77.1%	78.2%	79.7%	78.0%	-1.7%
HE part-time (HEPT)	78.8%	78.6%	80.4%	78.9%	78.0%	-0.9%

FE part-time performance has declined by 2.4% and the performance is 9.3% below sector average. FE part-time provision is extremely varied and includes:

- Work-based vocational qualifications
- Evening classes
- Community courses
- School provision

The College has a significant school-college partnership programme. The messaging was very different with guidance on National Qualifications confirming that school pupils and college students undertaking National 5, Higher and Advanced Higher qualifications would not be required to undertake any further assessment from 20 March 2020, while the guidance for college qualifications was that students should participate in learning and assessment opportunities until such times as sufficient evidence was deemed to be in place for lecturing staff to make a holistic assessment judgement. Many school pupils disengaged from learning at that point and so did not conclude their studies. This is further evidenced by considering success by age in the under 18 category in the table below.

The figures also demonstrate that there has been a decline in HE part-time performance by 4.2% and below sector average by 3.1%.

Key Groups of Students

SFC publishes performance data for key groups of students which are tied to national measures in college regional outcome agreements.

Success by age

Age category	2018-19	2019-20	Difference
Under 18	64.1%	61.3%	-2.8%
18 – 20	68.9%	66.3%	-2.6%
21 – 24	70.4%	67.4%	-3.0%
25 – 40	70.5%	69.2%	-1.3%
41 and over	72.7%	68.0%	-4.7%

Success by Gender

Category	2018-19	2019-20	Difference
FE females	65.3%	63.7%	-1.6%
FE males	71.2%	65.4%	-5.8%
HE females	71.4%	70.4%	-1.0%
HE males	66.1%	67.2%	1.1%

Success by SIMD, Disability and Care-Experienced

Category	Ayrshire College 2018-19	Ayrshire College 2019-20	Difference over year	2019-20 Sector average	Comparison with sector average
SIMD10	65.1%	60.9%	-4.2%	67.0%	-6.1%
SIMD20	65.9%	62.4%	-3.5%	67.3%	-4.9%
Disability	66.2%	62.7%	-3.5%	65.7%	-3.0%
Care experienced	60.4%	55.8%	-4.6%	59.6%	-3.8%

Performance at subject level

There are eighteen subject groupings defined by Education Scotland - the College offers fourteen at FE level and thirteen at HE level. In 2019-20, the College performed better than the sector average in 4 out of 15 subjects at FE level, and in 2 out of 13 subjects at HE level (see Appendix 2 for a five-year subject trend).

3. Actions for Improvement

On an annual basis, each of the curriculum areas are analysed and ordered by risk using a scoring metric which takes into account performance over three years, year on year improvement/decline and comparison with the College average for FE and HE full-time. As mentioned previously, the exceptional circumstances caused by the pandemic require to be considered when comparing PIs over time.

Sector benchmarking information is normally reviewed by the Vice Principal Curriculum and Head of Quality Enhancement when they meet with Curriculum Assistant Principals, Heads and Curriculum Manager in late February/early March as

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part of the Curriculum Area Review Process. This year, they will be discussed at the Team evaluation meetings scheduled for September/October when staff will meet to discuss and evaluate approaches to course design, timetabling, assessment, blended learning, student support and staff participation in CPD in order to increase positive outcomes for students.

4. Consultation

Performance indicators are discussed, in detail, at all management forums in the College and staff are engaged fully in the monitoring of performance and actions for improvement.

5. Risks

The risk of not acting to improve performance indicators could result in poorer outcomes for students and significant damage to the College’s reputation.

6. Summary

All teams have a heightened focus on improving retention, increasing attainment and improving the quality of the student experience through effective learning and teaching. A key priority is to ensure that the attainment gap does not widen further as a consequence of the years of disrupted learning throughout the pandemic.

7. Conclusion

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
26 July 2021

Publication

This paper will be published on the College website

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(Paper 4 - Appendix 1)

FE - Sector Benchmark PI Data - Rank Order

2015-16

College	% Full-Time Outcome
Dundee & Angus College	72.9
City of Glasgow	71.7
Forth Valley	69.4
South Lanarkshire	68.5
NE Scotland	67.4
Glasgow Kelvin	66.9
Borders	66.6
Scotland Average	***65.5***
Edinburgh College	65.2
Glasgow Clyde	64.2
West Lothian	64.1
West College Scotland	63.7
Fife College	62.0
Ayrshire College	**61.2**
D & G	60.8
New College Lanarkshire	58.7

2016-17

College	% Full-Time Outcome
Forth Valley	73.5
Dundee & Angus College	70.8
South Lanarkshire	70.2
City of Glasgow	69.1
West College Scotland	68.7
Ayrshire College	**66.9**
NE Scotland	66.2
Borders	65.9
Scotland Average	***65.3***
Edinburgh College	62.9
D & G	62.5
Glasgow Clyde	62.1
West Lothian	61.9
Glasgow Kelvin	60.8
New College Lanarkshire	59.4
Fife College	57.4

2017-18

College	% Full-Time Outcome
Dundee & Angus College	75.4
Forth Valley	71.4
South Lanarkshire	69.7
West College Scotland	69.2
Borders	68.7
City of Glasgow	67.9
Ayrshire College	**66.9**
NE Scotland	66.6
Glasgow Clyde	66.2
Scotland Average	***66.1***
West Lothian	65.5
New College Lanarkshire	61.4
Edinburgh College	60.7
Glasgow Kelvin	60.2
D & G	59.6
Fife College	59.1

2018-19

College	% Full-Time Outcome
South Lanarkshire	71.7
Dundee & Angus College	70.2
Forth Valley	69.1
Borders	68.2
Glasgow Clyde	68.0
West College Scotland	67.9
West Lothian	67.7
Ayrshire College	**66.2**
City of Glasgow	65.9
Scotland Average	***65.2***
NE Scotland	64.8
Glasgow Kelvin	63.8
New College Lanarkshire	63.0
D & G	58.6
Fife College	57.9
Edinburgh College	56.0

2019-20

College	% Full-Time Outcome
Dundee & Angus College	72.2
South Lanarkshire	71.4
Glasgow Clyde	70.2
Forth Valley	70.1
City of Glasgow	68.8
Glasgow Kelvin	68.8
D & G	68.6
Borders	66.5
West College Scotland	66.0
Scotland Average	***65.7***
Ayrshire College	**64.6**
West Lothian	62.9
Fife College	62.1
NE Scotland	61.8
New College Lanarkshire	61.7
Edinburgh College	58.9

HE - Sector Benchmark PI Data - Rank Order

2015-16

College	% Full-Time Outcome
South Lanarkshire	77.4
NE Scotland	77.1
Dundee & Angus College	76.6
Borders	76.5
City of Glasgow	76.2
Forth Valley	74.7
Edinburgh College	73.6
Glasgow Kelvin	73.3
Glasgow Clyde	72.2
Scotland Average	***72.2***
D & G	71.2
Fife College	69.8
West Lothian	69.7
New College Lanarkshire	66.8
West College Scotland	65.4
Ayrshire College	**63.1**

2016-17

College	% Full-Time Outcome
NE Scotland	75.0
South Lanarkshire	74.8
City of Glasgow	73.8
Glasgow Clyde	73.8
Dundee & Angus College	73.2
Edinburgh College	73.1
West Lothian	72.5
Scotland Average	***71.6***
Glasgow Kelvin	70.8
Forth Valley	70.3
D & G	70.2
Borders	69.6
West College Scotland	68.7
Fife College	68.4
Ayrshire College	**68.0**
New College Lanarkshire	66.5

2017-18

College	% Full-Time Outcome
Dundee & Angus College	76.2
Glasgow Clyde	74.8
NE Scotland	74.1
South Lanarkshire	73.9
City of Glasgow	73.9
Borders	72.5
Edinburgh College	71.3
Scotland Average	***71.3***
Forth Valley	70.9
West Lothian	69.8
West College Scotland	69.4
D & G	68.7
Glasgow Kelvin	67.7
Ayrshire College	**67.2**
Fife College	66.8
New College Lanarkshire	66.1

2018-19

College	% Full-Time Outcome
South Lanarkshire	75.0
Glasgow Clyde	72.9
Borders	72.1
NE Scotland	72.0
Dundee & Angus College	71.7
City of Glasgow	71.5
West Lothian	70.5
Forth Valley	70.0
Scotland Average	***69.8***
D & G	69.7
Edinburgh College	69.7
Fife College	67.6
New College Lanarkshire	66.9
Ayrshire College	**66.8**
Glasgow Kelvin	66.5
West College Scotland	64.9

2019-20

College	% Full-Time Outcome
D & G	82.3
South Lanarkshire	77.9
Glasgow Clyde	77.4
City of Glasgow	76.7
Edinburgh College	75.1
Dundee & Angus College	74.5
Scotland Average	***73.4***
Glasgow Kelvin	72.3
New College Lanarkshire	71.3
Borders	71
Forth Valley	70.6
NE Scotland	70.4
Fife College	70.2
Ayrshire College	**68.7**
West College Scotland	68.7
West Lothian	68.3

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(Paper 4 - Appendix 2)

Performance Indicators

Five year trend: 2015-16 to 2019-29

RAISING ASPIRATIONS
INSPIRING ACHIEVEMENT
INCREASING OPPORTUNITIES

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Art & Design

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FE - Art & Design

2015-16

College	% Completed Successfully
Ayrshire Average	**61.2**
Ayrshire College	**64.5**
City of Glasgow College	73.2
Dumfries & Galloway College	72.4
Dundee & Angus College	75.1
Edinburgh College	65.3
FE Average	***65.5***
Fife College	65.3
Forth Valley College	75.8
Glasgow Clyde College	61.7
Glasgow Kelvin College	60.7
New College Lanarkshire	71.6
Sector Average	***66.6***
West College Scotland	62.8
West Lothian College	64.7

2016-2017

College	% Completed Successfully
Dumfries and Galloway College	78.0
Ayrshire College	**71.5**
City of Glasgow College	69.1
Forth Valley College	69.0
Ayrshire Average	**66.9**
Edinburgh College	65.5
Glasgow Clyde College	65.4
FE Average	***65.3***
Sector Average	***64.8***
West College Scotland	64.3
North East Scotland College	63.0
Dundee & Angus College	61.9
New College Lanarkshire	61.3
West Lothian College	60.0
Fife College	59.3
South Lanarkshire College	58.1
Borders College	50.9
Glasgow Kelvin College	50.4

2017-2018

College	% Completed Successfully
Dundee & Angus College	78.3
North East Scotland College	70.6
New College Lanarkshire	70.5
Glasgow Kelvin College	70.1
Ayrshire College	**69.1**
Sector Average	***68.8***
Glasgow Clyde College	67.7
Edinburgh College	67.2
Ayrshire Average	**66.9**
Forth Valley College	66.4
West College Scotland	66.3
FE Average	***66.1***
City of Glasgow College	65.4
Fife College	59.6

Art and Design - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	66.6%	64.8%	68.8%	71.0%	74.6%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	64.5%	71.5%	69.1%	61.1%	

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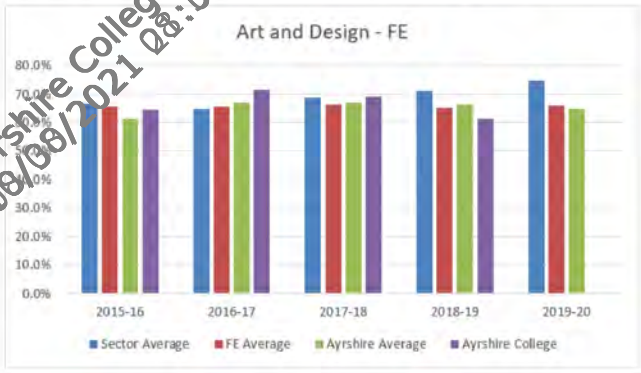
2018-2019

College	% Completed Successfully
Dundee & Angus College	80.1
City of Glasgow College	75.5
Glasgow Clyde College	71.3
Sector Average	***71.0***
Edinburgh College	70.5
New College Lanarkshire	69.8
West College Scotland	68.0
Fife College	67.7
North East Scotland College	67.6
Ayrshire Average	**66.2**
Glasgow Kelvin College	65.9
FE Average	***65.2***
Ayrshire College	**61.1**
Forth Valley College	59.7

2019-20

College	% Completed Successfully
City of Glasgow College	84.9
New College Lanarkshire	82.8
Forth Valley College	78.1
Edinburgh College	77.8
Fife College	77.4
Glasgow Kelvin College	76.6
Dundee & Angus College	76.2
Sector Average	***74.6***
Glasgow Clyde College	72.3
FE Average	***65.7***
Ayrshire Average	**64.6**
West College Scotland	64.2
North East Scotland College	61.0
Ayrshire College	



HE - Art & Design

2015-16

College	% Completed Successfully
Edinburgh College	82.0
Forth Valley College	81.6
Glasgow Clyde College	79.2
Dumfries & Galloway College	79.1
Glasgow Kelvin College	78.8
City of Glasgow College	78.3
North East Scotland College	77.6
Sector Average	***76.7***
Dundee & Angus College	74.5
Ayrshire College	**72.9**
HE Average	***72.2***
West College Scotland	71.1
New College Lanarkshire	69.4
Fife College	64.3
Ayrshire Average	***63.1***

2016-2017

College	% Completed Successfully
Edinburgh College	85.8
Forth Valley College	83.5
Dumfries & Galloway College	82.5
Dundee & Angus College	82.5
North East Scotland College	80.1
Glasgow Clyde College	79.4
Sector Average	***78.0***
City of Glasgow College	77.0
Ayrshire College	**76.3**
Fife College	75.3
Glasgow Kelvin College	74.1
West College Scotland	71.7
HE Average	***71.6***
Ayrshire Average	***68.0***
Borders College	67.6
New College Lanarkshire	66.9
West Lothian College	52.0

2017-2018

College	% Completed Successfully
Forth Valley College	89.3
Ayrshire College	**85.5**
Edinburgh College	85.2
Dundee & Angus College	82.3
Glasgow Clyde College	81.0
Sector Average	***78.2***
North East Scotland College	77.8
West College Scotland	76.5
City of Glasgow College	76.0
Dumfries & Galloway College	75.9
New College Lanarkshire	75.4
HE Average	***71.3***
Glasgow Kelvin College	70.3
Fife College	67.2
Ayrshire Average	***67.2***

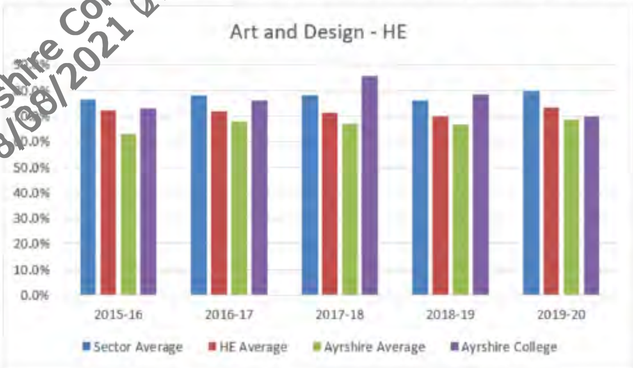
2018-2019

College	% Completed Successfully
Edinburgh College	83.4
Glasgow Clyde College	81.1
Fife College	80.6
Forth Valley College	80.2
Ayrshire College	**78.4**
North East Scotland College	76.1
Sector Average	***76.0***
City of Glasgow College	74.3
West College Scotland	70.3
HE Average	***69.8***
Dundee & Angus College	67.8
Ayrshire Average	***66.8***
New College Lanarkshire	65.4
Glasgow Kelvin College	61.7

2019-20

College	% Completed Successfully
Edinburgh College	87.8
Forth Valley College	84.7
Glasgow Clyde College	83.8
Dundee & Angus College	82.0
City of Glasgow College	80.4
New College Lanarkshire	80.0
Sector Average	***79.9***
Fife College	78.5
HE Average	***73.4***
North East Scotland College	73.3
West College Scotland	70.0
Ayrshire College	**69.7**
Ayrshire Average	***68.7***
Glasgow Kelvin College	67.9

Art and Design - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	76.7%	78.0%	78.2%	76.0%	79.9%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	72.9%	76.3%	85.5%	78.4%	69.7%



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Business, Management & Admin

Ayrshire College # 484082
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FE - Business, Management & Admin

2015-2016

College	% Completed Successfully
Forth Valley College	85.8
Glasgow Kelvin College	81.7
Dumfries & Galloway College	81.0
Fife College	76.2
Dundee & Angus College	71.2
City of Glasgow College	70.1
Edinburgh College	67.9
West Lothian College	65.7
North East Scotland College	65.5
FE Average	***65.5***
South Lanarkshire College	65.3
Sector Average	***62.5***
Ayrshire College	**62.3**
Glasgow Clyde College	61.4
Ayrshire Average	**61.2**
Borders College	58.9
New College Lanarkshire	55.3
West College Scotland	37.8

2016-2017

College	% Completed Successfully
Forth Valley College	84.3
Dundee & Angus College	76.6
Borders College	75.8
South Lanarkshire College	74.2
Dumfries & Galloway College	71.7
Ayrshire College	**69.9**
West Lothian College	69.1
City of Glasgow College	68.9
Ayrshire Average	**66.9**
FE Average	***65.3***
Sector Average	***65.2***
Glasgow Kelvin College	60.6
New College Lanarkshire	60.1
Fife College	59.3
Glasgow Clyde College	58.9
North East Scotland College	56.4
West College Scotland	54.6
Edinburgh College	49.1

2017-2018

College	% Completed Successfully
Forth Valley College	79.7
North East Scotland College	76.2
Dundee & Angus College	74.8
Borders College	70.8
New College Lanarkshire	70.7
Glasgow Kelvin College	70.0
Fife College	68.9
West Lothian College	68.5
Ayrshire Average	**66.9**
City of Glasgow College	66.3
FE Average	***66.1***
Ayrshire College	**61.5**
Sector Average	***61.0***
Glasgow Clyde College	60.8
West College Scotland	54.0
Edinburgh College	44.4

2018-2019

College	% Completed Successfully
West Lothian College	87.2
Forth Valley College	79.1
Borders College	74.2
Glasgow Kelvin College	70.7
Fife College	70.4
South Lanarkshire College	67.8
Ayrshire Average	**66.2**
City of Glasgow College	65.2
FE Average	***65.2***
Glasgow Clyde College	64.8
Dundee & Angus College	64.3
West College Scotland	62.8
New College Lanarkshire	62.2
Sector Average	***62.2***
Dumfries & Galloway College	61.7
Ayrshire College	**60.5**
North East Scotland College	54.5
Edinburgh College	38.2

2019-20

College	% Completed Successfully
West Lothian College	87.9
South Lanarkshire College	76.8
Forth Valley College	72.6
Borders College	72.1
Glasgow Clyde College	71.8
Dundee & Angus College	67.7
City of Glasgow College	67.2
FE Average	***65.7***
Ayrshire Average	**64.6**
Sector Average	***64.2***
Fife College	63.2
West College Scotland	62.5
Glasgow Kelvin College	60.4
Ayrshire College	**57.5**
North East Scotland College	55.9
New College Lanarkshire	52.4
Edinburgh College	47.5

Bus, Mgt & Admin - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	62.5%	65.2%	61.0%	62.2%	64.2%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	62.3%	69.9%	61.5%	60.5%	57.5%

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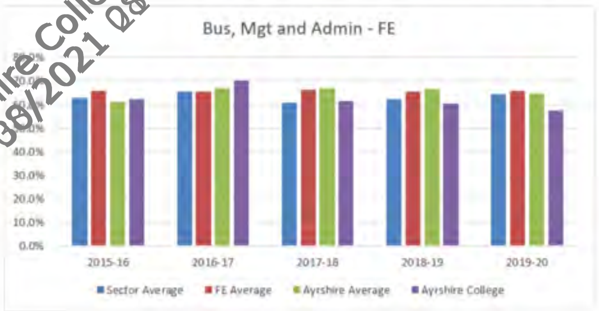


HE - Business, Management & Admin

2015-2016

College	% Completed Successfully
North East Scotland College	80.6
Borders College	77.9
Forth Valley College	76.5
Dundee & Angus College	75.0
City of Glasgow College	74.9
HE Average	***72.2***
Fife College	70.7
Sector Average	***70.5***
Dumfries & Galloway College	69.9
Glasgow Kelvin College	69.1
South Lanarkshire College	68.2
Glasgow Clyde College	67.8
West Lothian College	66.3
Ayrshire College	**66.0**
Edinburgh College	64.3
Ayrshire Average	***63.1***
New College Lanarkshire	60.8
West College Scotland	59.8

2016-2017

College	% Completed Successfully
West Lothian College	82.4
North East Scotland College	77.2
Borders College	76.3
Glasgow Clyde College	74.9
City of Glasgow College	73.7
Dundee & Angus College	73.2
HE Average	***71.6***
Fife College	71.0
Sector Average	***70.4***
Glasgow Kelvin College	69.7
Ayrshire Average	***68.0***
Forth Valley College	66.8
Ayrshire College	**66.3**
Dumfries & Galloway College	66.0
South Lanarkshire College	65.6
Edinburgh College	64.3
West College Scotland	61.6
New College Lanarkshire	60.9

2017-2018

College	% Completed Successfully
Glasgow Clyde College	79.5
Borders College	79.3
West Lothian College	76.3
Forth Valley College	76.0
City of Glasgow College	75.9
South Lanarkshire College	72.8
Dumfries & Galloway College	71.9
Dundee & Angus College	71.9
Sector Average	***71.7***
HE Average	***71.3***
New College Lanarkshire	70.7
Fife College	69.4
West College Scotland	68.0
Ayrshire Average	***67.2***
Ayrshire College	**63.2**
Edinburgh College	62.0
Glasgow Kelvin College	61.7
North East Scotland College	44.2

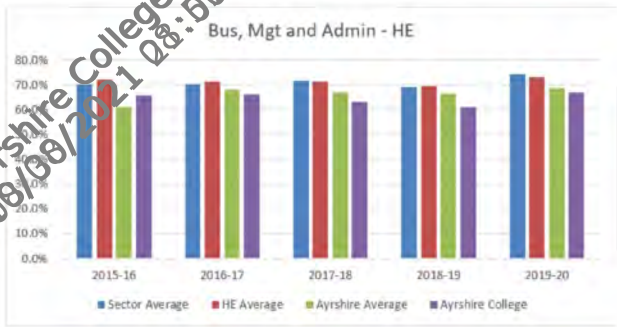
2018-2019

College	% Completed Successfully
West Lothian College	80.7
Forth Valley College	80.4
Borders College	77.8
Dumfries & Galloway College	77.0
Glasgow Clyde College	72.9
City of Glasgow College	72.6
North East Scotland College	70.3
South Lanarkshire College	70
Fife College	70.0
HE Average	***69.8***
Sector Average	***69.1***
Ayrshire Average	***66.8***
Dundee & Angus College	66.2
New College Lanarkshire	63.7
Edinburgh College	62.0
Ayrshire College	**61.2**
West College Scotland	57.4
Glasgow Kelvin College	57.0

2019-20

College	% Completed Successfully
West Lothian College	84.6
Forth Valley College	76.3
Dumfries & Galloway College	86.3
Glasgow Clyde College	77.1
City of Glasgow College	79.1
North East Scotland College	73.2
South Lanarkshire College	79.4
Fife College	74.1
HE Average	***73.4***
Sector Average	***74.4***
Ayrshire Average	***68.7***
Dundee & Angus College	66.4
New College Lanarkshire	66.1
Edinburgh College	72.8
Ayrshire College	**67.2**
West College Scotland	67.8
Glasgow Kelvin College	62.6

Bus, Mgt & Admin - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	70.5%	70.4%	71.7%	69.1%	74.4%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	62.2%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	66.0%	66.3%	63.2%	61.2%	67.2%



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Care

Ayrshire College # 484082
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FE - Care

2015-2016

College	% Completed Successfully
City of Glasgow College	79.7
Forth Valley College	74.1
West Lothian College	70.4
South Lanarkshire College	68.7
Borders College	67.5
Dundee & Angus College	66.2
Dumfries & Galloway College	66.1
FE Average	***65.5***
Glasgow Clyde College	64.5
Glasgow Kelvin College	63.8
Ayrshire College	**63.5**
North East College	61.6
Fife College	61.5
Ayrshire Average	**61.2**
Edinburgh College	61.0
UHI	60.9
Sector Average	***59.2***
New College Lanarkshire	57.2
West College Scotland	38.8

2016-2017

College	% Completed Successfully
City of Glasgow College	80.1
Forth Valley College	79.6
West Lothian College	79.0
South Lanarkshire College	74.9
Borders College	70.3
Ayrshire College	**67.4**
Fife College	67.3
Ayrshire Average	***66.9***
FE Average	***65.3***
Sector Average	***64.1***
North East Scotland	63.5
Glasgow Kelvin College	62.6
New College Lanarkshire	61.9
West College Scotland	61.6
UHI	61.1
Dundee & Angus College	60.1
Glasgow Clyde College	57.0
Edinburgh College	54.1
Dumfries & Galloway College	53.8

2017-2018

College	% Completed Successfully
West Lothian College	78.2
Forth Valley College	75.9
City of Glasgow College	74.5
South Lanarkshire College	70.6
Borders College	68.8
Fife College	68.0
Dundee & Angus College	67.1
Ayrshire Average	***66.9***
West College Scotland	66.3
UHI	66.2
FE Average	***66.1***
Sector Average	***65.3***
Glasgow Clyde College	63.8
Dumfries & Galloway College	62.3
New College Lanarkshire	62.1
Ayrshire College	**60.9**
North East Scotland	58.3
Glasgow Kelvin College	55.6
Edinburgh College	53.2

2018-2019

College	% Completed Successfully
West Lothian College	82.4
South Lanarkshire College	75.4
City of Glasgow College	69.6
Forth Valley College	68.7
Borders College	67.5
Glasgow Clyde College	67.4
Ayrshire Average	***66.2***
FE Average	***65.2***
Dundee & Angus College	62.5
Ayrshire College	**62.4**
Sector Average	***62.3***
Fife College	62.0
Dumfries & Galloway College	60.6
Glasgow Kelvin College	60.4
West College Scotland	60.3
UHI	60.0
New College Lanarkshire	57.6
Edinburgh College	47.0
North East Scotland	46.5

2019-20

College	% Completed Successfully
West Lothian College	83.5
Borders College	74.0
South Lanarkshire College	73.9
Forth Valley College	71.6
Dundee & Angus College	70.9
City of Glasgow College	70.4
UHI	68.4
West College Scotland	68.3
Fife College	68.0
Glasgow Clyde College	67.5
Sector Average	***67.2***
FE Average	***65.7***
Dumfries & Galloway College	64.9
Ayrshire Average	***64.6***
Glasgow Kelvin College	63.3
Ayrshire College	**62.0**
North East Scotland	61.4
New College Lanarkshire	61.0
Edinburgh College	52.0

Care - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	59.2%	64.1%	65.3%	62.3%	67.2%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	63.5%	67.4%	60.9%	62.4%	62.0%

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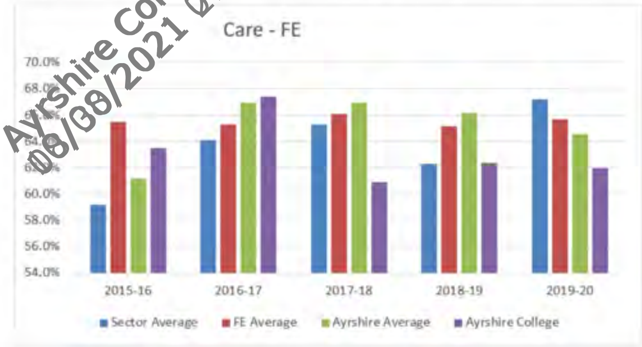

HE - Care

2015-2016

College	% Completed Successfully
South Lanarkshire College	82.6
Borders College	81.0
City of Glasgow College	80.6
Dundee and Angus College	79.5
Forth Valley College	79.3
Glasgow Kelvin College	79.2
Dumfries & Galloway College	77.4
West Lothian College	76.2
Edinburgh College	74.8
Glasgow Clyde College	74.6
Sector Average	***74.0***
North East College	72.5
HE Average	***72.2***
Ayrshire College	**71.5**
West College Scotland	69.0
Fife College	68.3
New College Lanarkshire	66.8
Ayrshire Average	***63.1***

2016-2017

College	% Completed Successfully
Edinburgh College	81.2
South Lanarkshire College	80.3
West Lothian College	80.3
City of Glasgow College	78.3
Borders College	77.7
Glasgow Clyde College	77.6
Glasgow Kelvin College	74.6
Sector Average	***72.4***
North East Scotland	72.2
Ayrshire College	**72.0**
West College Scotland	71.7
HE Average	***71.6***
Ayrshire Average	***68.0***
Forth Valley College	67.8
Dumfries & Galloway College	67.0
New College Lanarkshire	65.7
Dundee & Angus College	61.0
Fife College	60.1

2017-2018

College	% Completed Successfully
South Lanarkshire College	79.4
Borders College	78.9
Glasgow Clyde College	78.2
West College Scotland	76.0
Edinburgh College	75.0
City of Glasgow College	73.1
Sector Average	***72.5***
Ayrshire College	**72.2**
Fife College	71.8
West Lothian College	71.8
HE Average	***71.3***
North East Scotland	68.6
New College Lanarkshire	67.6
Ayrshire Average	***67.2***
Forth Valley College	66.5
Glasgow Kelvin College	65.7
Dundee & Angus College	63.6
Dumfries & Galloway College	62.2

2018-2019

College	% Completed Successfully
Borders College	84.0
South Lanarkshire College	81.5
Glasgow Clyde College	75.6
West College Scotland	74.1
Ayrshire College	**73.2**
City of Glasgow College	73.0
North East Scotland	72.1
Sector Average	***72.0***
Fife College	71.8
Forth Valley College	70.8
Glasgow Kelvin College	70.7
West Lothian College	69.9
HE Average	***69.8***
Dumfries & Galloway College	69.4
Edinburgh College	68.8
Ayrshire Average	***66.8***
New College Lanarkshire	65.7
Dundee & Angus College	59.0

2019-20

College	% Completed Successfully
Borders College	85.2
Dumfries & Galloway College	83.2
South Lanarkshire College	79.5
Glasgow Clyde College	79.4
West Lothian College	78.5
City of Glasgow College	77.0
Glasgow Kelvin College	76.7
Fife College	74.5
Forth Valley College	74.3
Sector Average	***74.0***
Dundee & Angus College	73.7
HE Average	***73.4***
Ayrshire College	**70.2**
Edinburgh College	70.1
North East Scotland	69.9
New College Lanarkshire	69.2
Ayrshire Average	***68.7***
West College Scotland	66.6

Care - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	74.0%	72.4%	72.5%	72.0%	74.0%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	71.5%	72.0%	72.2%	73.2%	70.2%

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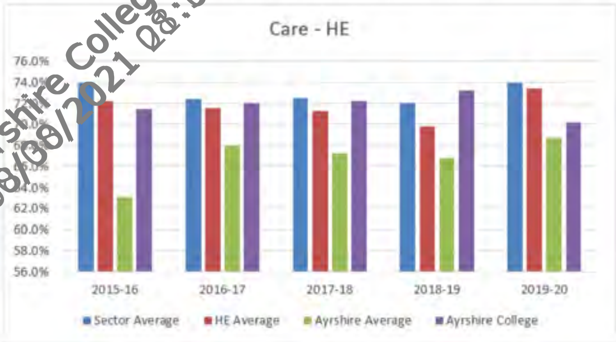

Computing & ICT

Ayrshire College # 484082
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FE - Computing & ICT

2015-2016

College	% Completed Successfully
Forth Valley College	89.3
City of Glasgow College	78.6
Fife College	78.5
Glasgow Kelvin College	72.1
Sector Average	***67.7***
Dumfries and Galloway College	66.7
FE Average	***65.5***
North East Scotland College	62.8
Edinburgh College	62.5
Dundee & Angus College	61.4
Ayrshire Average	**61.2**
Ayrshire College	**60.0**
Glasgow Clyde College	57.8
West College Scotland	57.1
New College Lanarkshire	54.7
West Lothian College	51.1

2016-2017

College	% Completed Successfully
Forth Valley College	93.6
City of Glasgow College	76.2
Ayrshire College	**68.6**
Fife College	68.0
West College Scotland	67.0
Ayrshire Average	**66.9**
FE Average	***65.3***
Sector Average	***65.2***
Dundee & Angus College	63.3
Dumfries & Galloway College	60.7
Edinburgh College	60.7
North East Scotland College	60.4
West Lothian College	59.0
New College Lanarkshire	57.7
Borders College	53.8
Glasgow Clyde College	51.5
Glasgow Kelvin College	51.4

2017-2018

College	% Completed Successfully
Forth Valley College	90.8
City of Glasgow College	77.7
West College Scotland	70.4
West Lothian College	67.0
Ayrshire Average	**66.9**
North East Scotland College	66.7
New College Lanarkshire	66.4
FE Average	***66.1***
Sector Average	***66.1***
Dundee & Angus College	66.0
Ayrshire College	**64.7**
Glasgow Clyde College	64.4
Fife College	60.3
Edinburgh College	55.8
Dumfries & Galloway College	55.4
Glasgow Kelvin College	52.6
Borders College	50.0

2018-2019

College	% Completed Successfully
Forth Valley College	88.4
West Lothian College	76.1
City of Glasgow College	70.0
Fife College	67.9
North East Scotland College	67.4
Ayrshire Average	**66.2**
Dundee & Angus College	65.7
FE Average	***65.2***
Sector Average	***64.9***
Dumfries & Galloway College	63.5
Ayrshire College	**62.0**
West College Scotland	61.8
New College Lanarkshire	59.6
Glasgow Clyde College	57.8
Edinburgh College	57.4
Glasgow Kelvin College	53.8

2019-20

College	% Completed Successfully
Forth Valley College	82.6
Dundee & Angus College	69.1
West Lothian College	67.9
Ayrshire College	**66.3**
FE Average	***65.7***
Ayrshire Average	**64.6**
City of Glasgow College	64.5
Edinburgh College	63.9
Sector Average	***62.7***
West College Scotland	61.5
Glasgow Clyde College	60.2
New College Lanarkshire	59.0
North East Scotland College	54.9
Fife College	48.8
Glasgow Kelvin College	47.4

Computing & ICT - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	67.7%	65.2%	66.1%	64.9%	62.7%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	60.0%	68.6%	64.7%	62.0%	66.3%

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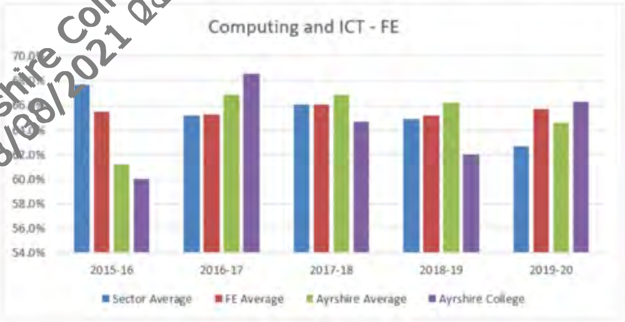

HE - Computing & ICT

2015-2016

College	% Completed Successfully
Forth Valley College	80.6
Glasgow Kelvin College	78.3
North East Scotland College	77.1
Fife College	74.4
Dundee & Angus College	73.3
City of Glasgow College	72.8
HE Average	***72.2***
Edinburgh College	71.7
West Lothian College	69.1
Sector Average	***68.0***
Ayrshire Average	***63.1***
Glasgow Clyde College	60.4
West College Scotland	60.0
New College Lanarkshire	59.1
Ayrshire College	**47.7**

2016-2017

College	% Completed Successfully
Forth Valley College	80.3
Glasgow Kelvin College	80.0
North East Scotland College	79.1
Dundee & Angus College	78.1
West Lothian College	73.3
HE Average	***71.6***
Glasgow Clyde College	71.3
Dumfries & Galloway College	70.6
West College Scotland	70.0
Sector Average	***69.7***
Fife College	68.7
Ayrshire Average	***68.0***
Edinburgh College	67.0
City of Glasgow College	65.8
New College Lanarkshire	62.6
Ayrshire College	**59.7**
Borders College	41.7

2017-2018

College	% Completed Successfully
Dundee & Angus College	76.5
North East Scotland College	74.4
Forth Valley College	74.1
West Lothian College	72.7
Dumfries & Galloway College	72.2
Edinburgh College	71.9
HE Average	***71.3***
City of Glasgow College	70.9
Sector Average	***69.6***
West College Scotland	68.6
Ayrshire Average	***67.2***
Fife College	67.1
Glasgow Clyde College	65.6
Ayrshire College	**63.1**
New College Lanarkshire	58.2

2018-2019

College	% Completed Successfully
Dumfries & Galloway College	84.3
North East Scotland College	74.0
Dundee & Angus College	73.1
Forth Valley College	73.1
West Lothian College	72.1
HE Average	***69.8***
Fife College	68.8
Sector Average	***68.4***
West College Scotland	68.1
New College Lanarkshire	67.2
Ayrshire Average	***66.8***
City of Glasgow College	66.2
Glasgow Clyde College	66.2
Edinburgh College	65.8
Ayrshire College	**63.9**

2019-20

College	% Completed Successfully
Dundee & Angus College	77.3
Glasgow Clyde College	76.5
HE Average	***73.4***
New College Lanarkshire	70.2
City of Glasgow College	69.6
Edinburgh College	69.2
Sector Average	***69.0***
Ayrshire Average	***68.7***
Ayrshire College	**68.3**
North East Scotland College	67.6
Forth Valley College	67.2
West College Scotland	66.5
Fife College	60.9
West Lothian College	60.5

Computing & ICT - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	68.0%	69.7%	69.6%	68.4%	69.0%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	47.7%	59.7%	63.1%	63.9%	68.3%

Ayrshire College # 484082
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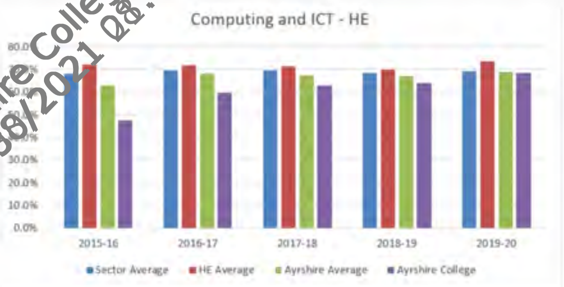

Construction

Ayrshire College # 484082
08/08/2021 08:50:52

FE - Construction

2015-2016

College	% Completed Successfully
Glasgow Kelvin College	80.5
Glasgow Clyde College	78.5
South Lanarkshire College	78.5
Edinburgh College	77.5
Dundee & Angus College	77.0
Forth Valley College	76.2
Borders College	75.3
North East Scotland College	73.4
Sector Average	***73.0***
Dumfries & Galloway	71.6
City of Glasgow College	67.4
West College Scotland	65.7
Ayrshire College	**65.6**
FE Average	***65.5***
Ayrshire Average	***61.2***
Fife College	59.1
New College Lanarkshire	54.6
West Lothian College	54.1

2016-2017

College	% Completed Successfully
Forth Valley College	85.7
UHI	81.4
Dundee and Angus College	78.4
Glasgow Kelvin College	77.6
West College Scotland	77.3
South Lanarkshire College	76.5
Sector Average	***73.2***
Borders College	72.5
Fife College	72.0
Dumfries & Galloway College	71.0
West Lothian College	68.8
North East Scotland College	68.8
Ayrshire College	**68.3**
Glasgow Clyde College	68.0
City of Glasgow College	67.4
Ayrshire Average	***66.9***
FE Average	***65.3***
Edinburgh College	62.9
New College Lanarkshire	49.9

2017-2018

College	% Completed Successfully
UHI	83.6
Glasgow Kelvin College	81.4
Dundee & Angus College	79.1
South Lanarkshire College	78.5
Fife College	77.7
Forth Valley College	77.2
Ayrshire College	**76.4**
West College Scotland	76.4
Sector Average	***76.1***
North East Scotland	75.4
Edinburgh College	73.7
West Lothian College	72.8
City of Glasgow College	72.3
Glasgow Clyde College	71.0
Borders College	70.7
Dumfries & Galloway College	69.9
Ayrshire Average	***66.9***
FE Average	***66.1***
New College Lanarkshire	58.7

2018-2019

College	% Completed Successfully
UHI	83.6
Glasgow Kelvin College	81.6
Borders College	81.3
South Lanarkshire College	79.9
West Lothian College	79.5
Forth Valley College	77.8
West College Scotland	77.1
Dundee & Angus College	76.2
Fife College	75.8
Sector Average	***75.6***
Ayrshire College	**74.4**
Glasgow Clyde College	73.5
North East Scotland	73.1
Edinburgh College	71.3
City of Glasgow College	68.4
Ayrshire Average	***66.2***
FE Average	***65.2***
Dumfries & Galloway College	65.0
New College Lanarkshire	60.9

2019-20

College	% Completed Successfully
UHI	87.7
Dumfries & Galloway College	87.2
Forth Valley College	86.9
South Lanarkshire College	78.8
Glasgow Clyde College	78.0
Dundee & Angus College	77.8
Glasgow Kelvin College	77.4
Borders College	76.9
North East Scotland	76.8
Sector Average	***76.0***
West College Scotland	74.0
New College Lanarkshire	72.4
Ayrshire College	**71.7**
Fife College	71.5
Edinburgh College	65.8
FE Average	***65.7***
Ayrshire Average	***64.6***
City of Glasgow College	63.3
West Lothian College	58.3

Construction - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	73.0%	73.2%	76.1%	75.6%	76.0%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	65.6%	68.3%	76.4%	74.4%	71.7%

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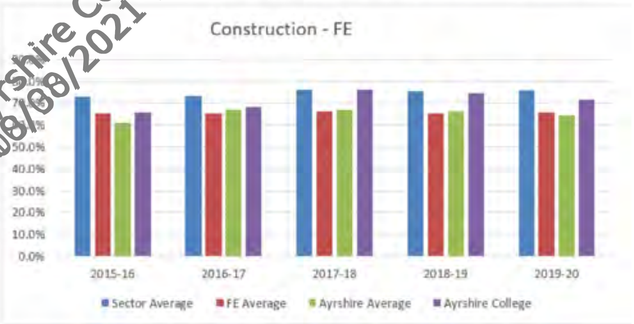

HE - Construction

2015-2016

College	% Completed Successfully
North East Scotland	86.9
South Lanarkshire	86.8
Dundee & Angus College	83.3
Glasgow Kelvin College	81.1
Edinburgh College	80.5
Forth Valley College	79.9
Sector Average	***79.5***
City of Glasgow College	77.6
Fife College	75.3
New College Lanarkshire	75.2
West College Scotland	74.0
HE Average	***72.2***
Glasgow Clyde College	71.9
Ayrshire College	**70.5**
Ayrshire Average	***63.1***

2016-2017

College	% Completed Successfully
West College Scotland	86.9
South Lanarkshire College	84.3
Edinburgh College	83.8
Glasgow Kelvin College	80.1
Ayrshire College	**78.7**
New College Lanarkshire	78.7
North East Scotland College	78.5
Sector Average	***77.9***
City of Glasgow College	76.8
Fife College	74.0
HE Average	***71.6***
Glasgow Clyde College	69.8
Dundee and Angus College	69.4
Ayrshire Average	***68.0***
Forth Valley College	67.5
West Lothian College	63.9

2017-2018

College	% Completed Successfully
Ayrshire College	**89.0**
West College Scotland	86.6
Dundee & Angus College	86.3
South Lanarkshire College	80.2
West Lothian College	79.7
Edinburgh College	79.3
New College Lanarkshire	78.7
Forth Valley College	77.6
Sector Average	***77.5***
Glasgow Kelvin College	76.5
North East Scotland	75.0
City of Glasgow College	72.8
Fife College	72.6
HE Average	***71.3***
Ayrshire Average	***67.2***
Glasgow Clyde College	64.3

2018-2019

College	% Completed Successfully
South Lanarkshire College	88.4
Dundee & Angus College	88.0
West College Scotland	81.4
North East Scotland	80.6
Ayrshire College	**78.9**
Sector Average	***77.3***
Forth Valley College	76.6
Glasgow Kelvin College	76.5
New College Lanarkshire	75.9
City of Glasgow College	74.9
Edinburgh College	72.6
Fife College	72.4
HE Average	***69.8***
Ayrshire Average	***66.8***
Glasgow Clyde College	65.3
West Lothian College	63.4

2019-20

College	% Completed Successfully
South Lanarkshire College	87.6
New College Lanarkshire	86.8
Glasgow Kelvin College	83.7
Ayrshire College	**81.7**
Glasgow Clyde College	80.4
West Lothian College	77.8
Sector Average	***75.8***
HE Average	***73.4***
Edinburgh College	70.4
Fife College	69.4
Ayrshire Average	***68.7***
City of Glasgow College	68.3
Forth Valley College	67.9
Dundee & Angus College	67.4

Construction - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	79.5%	77.9%	77.5%	77.3%	75.8%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	70.5%	78.7%	89.0%	78.9%	81.7%

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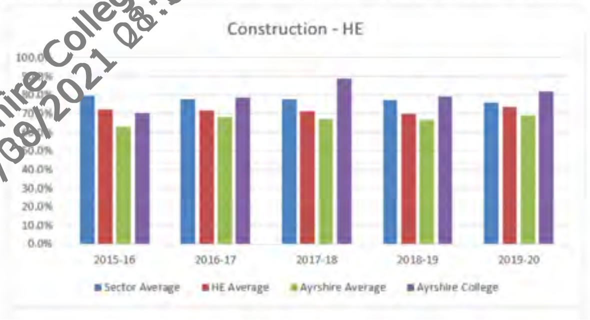

Engineering

Ayrshire College # 484082
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FE - Engineering

2015-2016

College	% Completed Successfully
Forth Valley College	94.0
Fife College	80.7
UHI	78.3
Glasgow Kelvin College	76.1
North East Scotland College	76.1
Sector Average	***75.8***
Dundee & Angus College	75.6
Glasgow Clyde College	75.2
City of Glasgow College	74.9
Edinburgh College	74.2
Borders College	72.4
New College Lanarkshire	72.3
West Lothian College	72.3
Ayrshire College	**68.0**
West College Scotland	67.0
FE Average	***65.5***
Dumfries & Galloway	63.1
Ayrshire Average	***61.2***

2016-2017

College	% Completed Successfully
Forth Valley College	94.2
Fife College	80.4
UHI	76.5
Sector Average	***75.4***
City of Glasgow College	74.8
West College Scotland	73.8
New College Lanarkshire	73.7
Borders College	73.0
North East Scotland	72.6
Glasgow Clyde College	71.7
Dundee & Angus College	71.6
Edinburgh College	70.9
Ayrshire College	**68.7**
Ayrshire Average	***66.9***
FE Average	***65.3***
Glasgow Kelvin College	64.4
Dumfries & Galloway College	62.7
West Lothian College	60.9

2017-2018

College	% Completed Successfully
Forth Valley College	92.0
West College Scotland	79.1
UHI	77.8
Dundee & Angus College	75.5
Glasgow Clyde College	74.8
Sector Average	***73.9***
New College Lanarkshire	73.5
Ayrshire College	**72.2**
North East Scotland	72.2
City of Glasgow College	71.1
West Lothian College	69.4
Fife College	69.2
Ayrshire Average	***66.9***
Glasgow Kelvin College	68.6
Dumfries & Galloway College	66.9
FE Average	***66.1***
Edinburgh College	65.6
Borders College	64.9

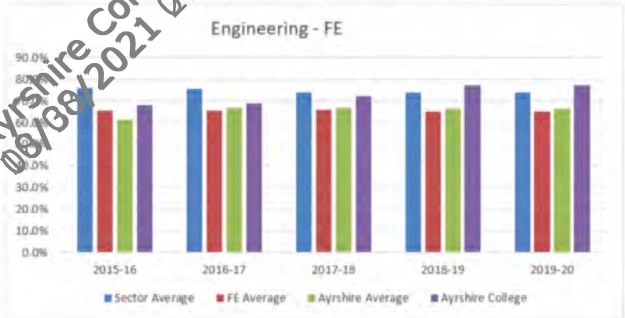
2018-2019

College	% Completed Successfully
Forth Valley College	86.6
Glasgow Clyde College	79.9
UHI	78.2
Ayrshire College	**77.4**
West College Scotland	76.6
Dumfries & Galloway College	76.3
New College Lanarkshire	74.5
Sector Average	***73.9***
Fife College	72.8
Borders College	70.6
Dundee & Angus College	69.6
North East Scotland	68.6
Edinburgh College	66.5
Ayrshire Average	***66.2***
West Lothian College	66.2
FE Average	***65.2***
Glasgow Kelvin College	63.3
City of Glasgow College	57.6

2019-20

College	% Completed Successfully
Forth Valley College	90.3
Glasgow Clyde College	79.2
Dumfries & Galloway College	78.8
Fife College	78.7
Dundee & Angus College	78.6
UHI	77.3
Sector Average	***70.4***
Borders College	70.1
Glasgow Kelvin College	69.4
New College Lanarkshire	67.0
North East Scotland	67.0
West College Scotland	65.8
FE Average	***65.7***
Ayrshire Average	***64.6***
Ayrshire College	**64.5**
City of Glasgow College	52.8
West Lothian College	50.7
Edinburgh College	46.8

Engineering - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	75.8%	75.4%	73.9%	73.9%	73.9%
FE Average	65.5%	65.3%	66.1%	65.2%	65.2%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	66.2%
Ayrshire College	68.0%	68.7%	72.2%	77.4%	77.4%



Ayrshire College # 484082
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HE - Engineering

2015-2016

College	% Completed Successfully
Forth Valley College	83.4
Fife College	82.8
Dundee & Angus College	79.0
Glasgow Clyde College	75.8
North East Scotland	75.6
Sector Average	***74.6***
City of Glasgow College	73.4
Dumfries & Galloway College	73.3
Glasgow Kelvin College	72.2
HE Average	***72.2***
Edinburgh College	72.0
New College Lanarkshire	69.3
Ayrshire College	**65.1**
West College Scotland	64.2
Ayrshire Average	***63.1***
West Lothian College	59.0

2016-2017

College	% Completed Successfully
Forth Valley College	84.2
Glasgow Clyde College	77.4
Ayrshire College	**72.4**
Sector Average	***72.4***
North East Scotland	72.0
Fife College	71.8
HE Average	***71.6***
Edinburgh College	71.1
New College Lanarkshire	71.1
Glasgow Kelvin College	69.8
City of Glasgow College	68.8
Ayrshire Average	***68.0***
Dundee & Angus College	67.3
West Lothian College	64.4
West College Scotland	60.7
Dumfries & Galloway College	52.0

2017-2018

College	% Completed Successfully
Forth Valley College	80.7
Edinburgh College	78.0
Dundee & Angus College	77.2
North East Scotland	76.1
Fife College	75.2
Sector Average	***73.6***
Glasgow Clyde College	72.8
City of Glasgow College	71.9
Ayrshire College	**71.4**
HE Average	***71.3***
Glasgow Kelvin College	69.3
New College Lanarkshire	67.8
Ayrshire Average	***67.2***
West College Scotland	64.4
West Lothian College	62.6

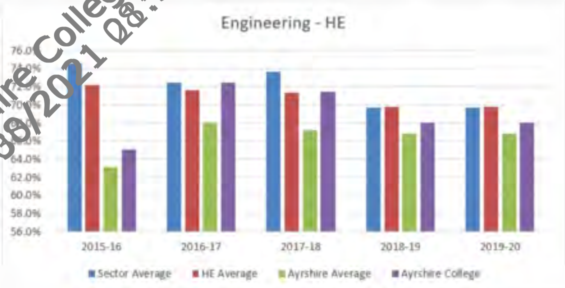
2018-2019

College	% Completed Successfully
West Lothian College	87.2
Forth Valley College	78.4
North East Scotland	76.1
Edinburgh College	74.9
Fife College	72.0
Glasgow Clyde College	71.0
HE Average	***69.8***
Sector Average	***69.7***
Ayrshire College	**68.0**
Dundee & Angus College	66.9
Ayrshire Average	***66.8***
Glasgow Kelvin College	64.8
New College Lanarkshire	60.4
City of Glasgow College	60.1
West College Scotland	52.7

2019-20

College	% Completed Successfully
Forth Valley College	86.4
Dundee & Angus College	80.3
Edinburgh College	79.4
Glasgow Kelvin College	79.2
North East Scotland	75.9
Sector Average	***75.7***
Glasgow Clyde College	74.6
New College Lanarkshire	74.1
HE Average	***73.4***
Fife College	72.6
City of Glasgow College	70.7
Ayrshire College	**70.4**
West College Scotland	69.0
Ayrshire Average	***68.7***
West Lothian College	65.3

Engineering - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	74.6%	72.4%	73.6%	69.7%	69.7%
HE Average	72.2%	71.6%	71.3%	69.8%	69.8%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	66.8%
Ayrshire College	65.1%	72.4%	71.4%	68.0%	68.0%



Ayrshire College # 484082
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Hair, Beauty & Comp Therapies

Ayrshire College # 484082
08/08/2021 08:50:52

FE - Hair, Beauty & Comp Therapies

2015-2016

College	% Completed Successfully
Dundee & Angus College	78.4
Forth Valley College	75.5
North East Scotland College	74.1
South Lanarkshire College	71.8
West Lothian College	68.4
Borders College	66.3
City of Glasgow College	65.7
FE Average	***65.5***
Sector Average	***63.8***
Glasgow Kelvin College	63.1
New College Lanarkshire	61.6
Ayrshire Average	**61.2**
Glasgow Clyde College	60.3
Edinburgh College	59.2
West College Scotland	58.7
Dumfries & Galloway College	58.1
Fife College	56.2
Ayrshire College	**51.6**

2016-2017

College	% Completed Successfully
Forth Valley College	76.2
Dundee & Angus College	68.3
Glasgow Clyde College	67.8
South Lanarkshire College	67.8
Ayrshire Average	**66.9**
North East Scotland College	66.7
FE Average	***65.3***
West College Scotland	64.4
Ayrshire College	**62.7**
West Lothian College	62.5
Sector Average	***62.5***
City of Glasgow College	61.5
New College Lanarkshire	57.4
Borders College	57.3
Dumfries & Galloway College	53.7
Edinburgh College	53.5
Fife College	53.5
Glasgow Kelvin College	53.5

2017-2018

College	% Completed Successfully
Forth Valley College	75.3
Dundee & Angus College	71.9
Glasgow Clyde College	71.9
Borders College	71.7
Ayrshire College	**69.3**
City of Glasgow College	67.5
Ayrshire Average	**66.9**
FE Average	***66.1***
South Lanarkshire College	66.0
Sector Average	***65.9***
North East Scotland College	65.7
West College Scotland	63.8
New College Lanarkshire	62.9
Fife College	60.1
West Lothian College	59.0
Edinburgh College	57.0
Glasgow Kelvin College	56.9
Dumfries & Galloway College	55.7

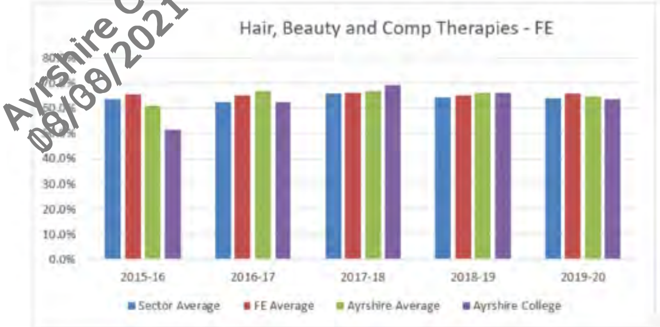
2018-2019

College	% Completed Successfully
Dundee & Angus College	72.1
West Lothian College	70.3
Forth Valley College	70.2
City of Glasgow College	69.5
Borders College	67.7
South Lanarkshire College	67.1
Ayrshire College	**66.3**
Ayrshire Average	**66.2**
FE Average	***65.2***
Glasgow Clyde College	64.8
Sector Average	***64.4***
West College Scotland	63.0
North East Scotland College	62.3
Fife College	61.9
New College Lanarkshire	60.2
Dumfries & Galloway College	57.9
Edinburgh College	54.2
Glasgow Kelvin College	53.6

2019-20

College	% Completed Successfully
Forth Valley College	76.4
Dundee & Angus College	72.0
Glasgow Kelvin College	71.4
Glasgow Clyde College	70.4
City of Glasgow College	69.3
Borders College	67.2
FE Average	***65.7***
North East Scotland College	65.3
West Lothian College	64.8
Ayrshire Average	**64.6**
Sector Average	***64.0***
Edinburgh College	64.0
Ayrshire College	**63.7**
Fife College	62.7
South Lanarkshire College	62.4
West College Scotland	61.1
New College Lanarkshire	44.6
Dumfries & Galloway College	29.6

Hair, Beauty and Comp Therapies - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	63.8%	62.5%	65.9%	64.4%	64.0%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	51.6%	62.7%	69.3%	66.3%	63.7%



Ayrshire College # 484082
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HE - Hair, Beauty & Comp Therapies

2015-2016

College	% Completed Successfully
Edinburgh College	85.1
City of Glasgow College	80.9
South Lanarkshire College	79.6
New College Lanarkshire	79.4
Glasgow Clyde College	75.2
Forth Valley College	75.0
Sector Average	***74.6***
HE Average	***72.2***
West College Scotland	67.8
Ayrshire Average	***63.1***
Ayrshire College	**61.0**
Fife College	52.5

2016-2017

College	% Completed Successfully
Edinburgh College	82.7
City of Glasgow College	82.6
Dundee & Angus College	82.6
Glasgow Clyde College	85.5
South Lanarkshire College	81.5
Dumfries & Galloway College	75.0
Sector Average	***75.0***
Fife College	72.4
Forth Valley College	72.4
Ayrshire College	**72.2**
HE Average	***71.6***
Glasgow Kelvin College	68.2
Ayrshire Average	***68.0***
West College Scotland	67.5
New College Lanarkshire	65.5
West Lothian College	62.7
Borders College	58.3

2017-2018

College	% Completed Successfully
Glasgow Clyde College	78.2
Fife College	76.7
Edinburgh College	76.4
New College Lanarkshire	74.6
West College Scotland	74.4
Sector Average	***73.2***
City of Glasgow College	71.7
HE Average	***71.3***
Forth Valley College	71.0
South Lanarkshire College	70.9
Ayrshire College	**70.4**
Ayrshire Average	***67.2***
North East Scotland College	65.7

2018-2019

College	% Completed Successfully
Glasgow Clyde College	82.8
West College Scotland	77.6
City of Glasgow College	77.5
Ayrshire College	**77.0**
New College Lanarkshire	76.3
Sector Average	***75.5***
Fife College	74.7
South Lanarkshire College	74.3
HE Average	***69.8***
Edinburgh College	69.1
Forth Valley College	68.3
Ayrshire Average	***66.8***

2019-20

College	% Completed Successfully
City of Glasgow College	83.4
Glasgow Clyde College	82.5
Ayrshire College	**79.7**
Sector Average	***77.4***
Edinburgh College	74.7
West College Scotland	74.3
HE Average	***73.4***
Ayrshire Average	***68.7***
New College Lanarkshire	67.9
South Lanarkshire College	64.3

Hair, Beauty and Comp Therapies - HE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	74.6%	75.0%	73.2%	75.5%	77.4%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	61.0%	72.2%	70.4%	77.0%	79.7%

Ayrshire College # 484082
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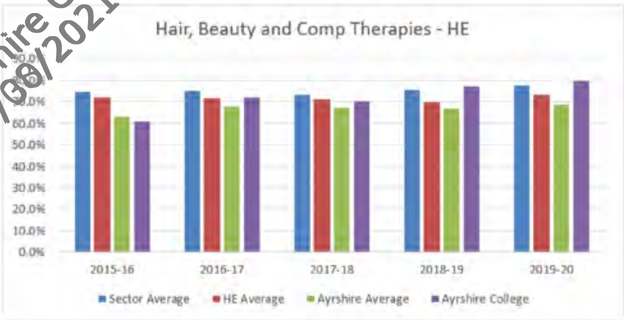


Hospitality & Tourism

Ayrshire College # 484082
08/08/2021 08:50:52

FE - Hospitality & Tourism

2015-2016

College	% Completed Successfully
Dundee & Angus College	82.8
North East Scotland College	74.8
Glasgow Kelvin College	73.3
City of Glasgow College	71.5
Forth Valley College	70.6
Glasgow Clyde College	69.3
South Lanarkshire College	68.6
Edinburgh College	67.9
Sector Average	***65.9***
FE Average	***65.5***
West Lothian College	63.9
Ayrshire Average	**61.2**
Dumfries & Galloway College	60.0
Ayrshire College	**59.5**
Fife College	57.6
New College Lanarkshire	57.5
Borders College	55.8
West College Scotland	54.0

2016-2017

College	% Completed Successfully
Dundee & Angus College	79.2
Forth Valley College	78.7
North East Scotland College	70.8
Ayrshire Average	**66.9**
Ayrshire College	**65.5**
Sector Average	***65.4***
FE Average	***65.3***
City of Glasgow College	65.2
Dumfries & Galloway College	65.0
Glasgow Clyde College	63.9
Glasgow Kelvin College	63.0
West Lothian College	62.3
Edinburgh College	61.7
New College Lanarkshire	61.3
West College Scotland	59.7
Borders College	59.6
South Lanarkshire College	57.0
Fife College	55.2

2017-2018

College	% Completed Successfully
Dundee & Angus College	78.2
North East Scotland College	72.8
Ayrshire College	**70.1**
Glasgow Clyde College	68.3
Ayrshire Average	**66.9**
FE Average	***66.1***
Sector Average	***65.8***
City of Glasgow College	64.8
Fife College	63.5
West College Scotland	62.3
Forth Valley College	61.9
Glasgow Kelvin College	61.5
Edinburgh College	60.4
New College Lanarkshire	60.1
Dumfries & Galloway College	53.0

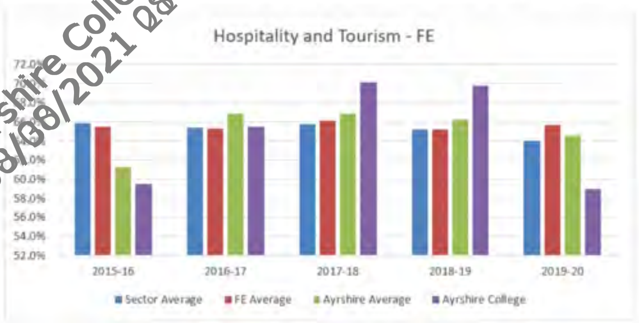
2018-2019

College	% Completed Successfully
Dundee & Angus College	75.4
West Lothian College	73.4
Ayrshire College	**69.7**
Glasgow Clyde College	69.2
Ayrshire Average	**66.2**
Dumfries & Galloway College	66.1
Glasgow Kelvin College	65.5
FE Average	***65.2***
Sector Average	***65.2***
South Lanarkshire College	65.1
Edinburgh College	64.0
City of Glasgow College	62.3
Fife College	61.6
West College Scotland	61.2
Forth Valley College	59.2
North East Scotland College	57.5
New College Lanarkshire	57.1

2019-20

College	% Completed Successfully
Dumfries & Galloway College	81.7
Border College	75.0
West Lothian College	74.3
Glasgow Kelvin College	73.0
Dundee & Angus College	72.5
Glasgow Clyde College	71.4
South Lanarkshire College	69.5
City of Glasgow College	66.7
FE Average	***65.7***
Ayrshire Average	**64.6**
Sector Average	***64.0***
Fife College	63.7
Edinburgh College	62.0
Forth Valley College	61.0
Ayrshire College	**58.9**
New College Lanarkshire	53.1
North East Scotland College	52.3
West College Scotland	52.1

Hospitality and Tourism - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	65.9%	65.4%	65.8%	65.2%	64.0%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	59.5%	65.5%	70.1%	69.7%	58.9%



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HE - Hospitality & Tourism

2015-2016

College	% Completed Successfully
Dundee & Angus College	82.9
Forth Valley College	75.4
HE Average	***72.2***
North East Scotland College	71.4
Edinburgh College	70.8
Glasgow Clyde College	68.1
City of Glasgow College	66.8
Sector Average	***65.1***
South Lanarkshire College	63.5
Ayrshire Average	***63.1***
Fife College	59.0
New College Lanarkshire	56.8
Ayrshire College	**50.6**
West College Scotland	44.5

2016-2017

College	% Completed Successfully
North East Scotland College	76.9
South Lanarkshire College	74.6
HE Average	***71.6***
City of Glasgow College	70.9
Forth Valley College	69.5
Ayrshire Average	***68.0***
Edinburgh College	67.3
Dundee & Angus College	67.0
Sector Average	***65.4***
West Lothian College	65.2
Glasgow Clyde College	59.7
West College Scotland	58.7
New College Lanarkshire	54.4
Fife College	53.6
Ayrshire College	**49.4**
Dumfries & Galloway College	45.5

2017-2018

College	% Completed Successfully
North East Scotland College	75.6
HE Average	***71.3***
City of Glasgow College	70.2
Forth Valley College	69.4
Glasgow Clyde College	69.4
Ayrshire Average	***67.2***
Dundee & Angus College	66.3
Edinburgh College	65.8
South Lanarkshire College	65.6
Sector Average	***64.5***
New College Lanarkshire	60.1
Ayrshire College	**54.7**
West College Scotland	53.3
Fife College	44.6

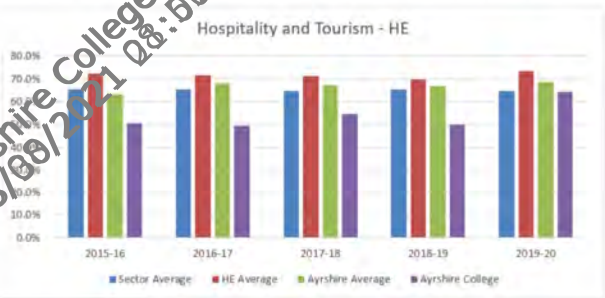
2018-2019

College	% Completed Successfully
New College Lanarkshire	73.9
North East Scotland College	73.3
Glasgow Clyde College	70.4
HE Average	***69.8***
South Lanarkshire College	69.7
Forth Valley College	66.9
Ayrshire Average	***66.8***
City of Glasgow College	66.2
Sector Average	***65.4***
Fife College	62.4
Edinburgh College	61.3
West College Scotland	61.2
Dundee & Angus College	60.0
Ayrshire College	**50.0**

2019-20

College	% Completed Successfully
Forth Valley College	77.9
Glasgow Clyde College	73.6
HE Average	***73.4***
South Lanarkshire College	71.4
North East Scotland College	70.9
Ayrshire Average	***68.7***
Fife College	67.6
Sector Average	***64.4***
Ayrshire College	**64.3**
New College Lanarkshire	61.6
Dundee & Angus College	61.1
West College Scotland	60.3
City of Glasgow College	59.4
Edinburgh College	59.2

Hospitality and Tourism - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	65.1%	65.4%	64.5%	65.4%	64.4%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	50.6%	49.4%	54.7%	50.0%	64.3%



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Land Based Industries

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FE - Land Based Industries

2015-2016

College	% Completed Successfully
Edinburgh College	95.0
Dundee & Angus College	83.0
Borders College	75.5
Sector Average	***74.6***
Glasgow Clyde College	71.4
North East Scotland College	67.8
FE Average	***65.5***
Ayrshire Average	**61.2**
Ayrshire College	**57.3**

2016-2017

College	% Completed Successfully
South Lanarkshire College	78.8
Borders College	77.8
Sector Average	***73.2***
Glasgow Clyde College	73.1
Ayrshire College	**72.5**
North East Scotland College	71.4
Dundee & Angus College	69.5
Ayrshire Average	**66.9**
FE Average	***65.3***
New College Lanarkshire	61.8

2017-2018

College	% Completed Successfully
South Lanarkshire College	91.1
Dundee & Angus College	76.3
Sector Average	***73.7***
Borders College	68.3
Ayrshire Average	**66.9**
Ayrshire College	**66.7**
Glasgow Clyde College	66.2
FE Average	***66.1***

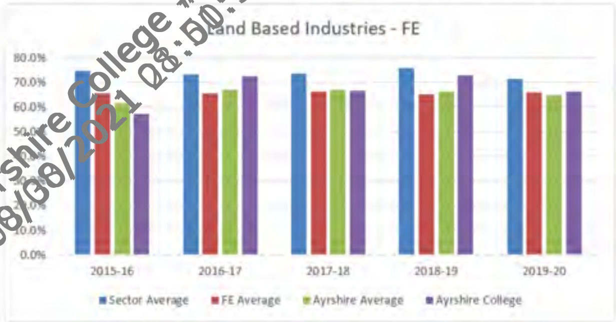
2018-2019

College	% Completed Successfully
South Lanarkshire College	87.9
Borders College	78.3
Sector Average	***75.7***
Glasgow Clyde College	73.5
Dundee & Angus College	73.3
Ayrshire College	**72.7**
Ayrshire Average	**66.2**
FE Average	***65.2***

2018-2019

College	% Completed Successfully
Dundee & Angus College	77.5
New College Lanarkshire	75.9
Glasgow Clyde College	75.5
Sector Average	***71.2***
Borders College	69.6
Ayrshire College	**66.2**
FE Average	***65.7***
Ayrshire Average	**64.6**

Land Based Industries	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	74.6%	73.2%	73.7%	75.7%	71.2%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	57.3%	72.5%	66.7%	72.7%	66.2%



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Media

Ayrshire College # 484082
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FE - Media

2015-2016

College	% Completed Successfully
North East Scotland College	83.7
South Lanarkshire College	71.6
Glasgow Clyde College	70.5
West College Scotland	69.7
Edinburgh College	68.1
FE Average	***65.5***
Sector Average	***62.1***
Ayrshire Average	**61.2**
Glasgow Kelvin College	60.0
New College Lanarkshire	56.0
Forth Valley College	51.1
Fife College	50.3

2016-2017

College	% Completed Successfully
Dundee & Angus College	86.2
North East Scotland College	82.5
Glasgow Clyde College	77.7
West Lothian College	76.9
South Lanarkshire College	69.8
Ayrshire College	**68.8**
Ayrshire Average	**66.9**
FE Average	***65.3***
Sector Average	***61.7***
New College Lanarkshire	61.5
Forth Valley College	59.5
West College Scotland	59.5
City of Glasgow College	58.6
Fife College	52.1
Edinburgh College	51.1
Dumfries & Galloway College	40.0
Glasgow Kelvin College	23.5

2017-2018

College	% Completed Successfully
North East Scotland College	75.1
Forth Valley College	74.7
City of Glasgow College	73.1
Ayrshire College	**72.0**
South Lanarkshire College	67.7
Ayrshire Average	**66.9**
Glasgow Kelvin College	66.3
FE Average	***66.1***
West College Scotland	62.7
West Lothian College	62.5
Sector Average	***62.1***
Edinburgh College	56.7
Glasgow Clyde College	55.5
New College Lanarkshire	53.0

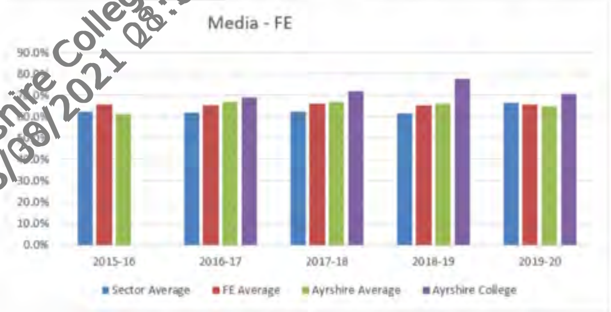
2018-2019

College	% Completed Successfully
South Lanarkshire College	78.5
Ayrshire College	**77.8**
City of Glasgow College	73.8
Forth Valley College	72.2
Glasgow Clyde College	68.8
Dundee & Angus College	68.1
North East Scotland College	67.9
Ayrshire Average	**66.2**
FE Average	***65.2***
Fife College	61.8
Sector Average	***61.5***
New College Lanarkshire	61.2
Glasgow Kelvin College	59.2
West College Scotland	54.8
Edinburgh College	51.7

2019-20

College	% Completed Successfully
Glasgow Clyde College	84.6
City of Glasgow College	81.0
South Lanarkshire College	77.5
Forth Valley College	71.1
Ayrshire College	**70.5**
North East Scotland College	70.3
Glasgow Kelvin College	68.9
Sector Average	***66.5***
Dundee & Angus College	66.2
West College Scotland	65.9
FE Average	***65.7***
Edinburgh College	65.3
Ayrshire Average	**64.6**
West Lothian	50.0
New College Lanarkshire	49.1

Media - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	62.1%	61.7%	62.1%	61.5%	66.5%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College		68.8%	72.0%	77.8%	70.5%



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HE - Media

2015-2016

College	% Completed Successfully
North East Scotland College	84.7
Glasgow Clyde College	80.6
Forth Valley College	76.2
Fife College	73.4
Sector Average	***73.1***
HE Average	***72.2***
Glasgow Kelvin College	70.3
City of Glasgow College	69.8
West College Scotland	66.5
Edinburgh College	66.3
Ayrshire Average	***63.1***

2016-2017

College	% Completed Successfully
Glasgow Clyde College	80.2
North East Scotland College	77.1
Forth Valley College	75.6
Ayrshire College	**73.7**
Sector Average	***73.5***
West College Scotland	72.6
New College Lanarkshire	72.4
City of Glasgow College	72.0
HE Average	***71.6***
Edinburgh College	71.2
Glasgow Kelvin College	70.7
Fife College	69.8
Ayrshire Average	***68.0***

2017-2018

College	% Completed Successfully
Forth Valley College	81.5
Glasgow Clyde College	77.0
Ayrshire College	**76.5**
City of Glasgow College	74.6
Edinburgh College	73.8
Sector Average	***73.5***
Glasgow Kelvin College	72.5
HE Average	***71.3***
West College Scotland	67.4
Ayrshire Average	***67.2***
North East Scotland College	65.5
Fife College	63.5
New College Lanarkshire	53.0

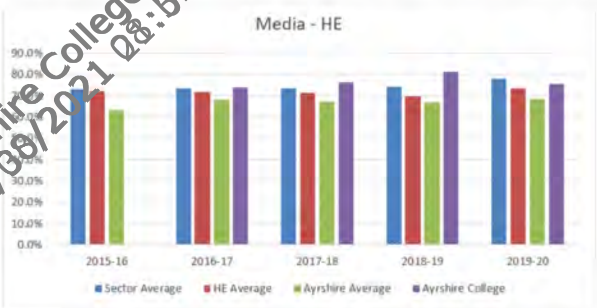
2018-2019

College	% Completed Successfully
Ayrshire College	**81.2**
Glasgow Clyde College	79.7
North East Scotland College	78.7
City of Glasgow College	77.8
Forth Valley College	76.7
Sector Average	***74.2***
Edinburgh College	73.2
HE Average	***69.8***
Glasgow Kelvin College	68.5
Ayrshire Average	***66.8***
West Lothian College	66.0
Fife College	64.2
New College Lanarkshire	63.8
West College Scotland	61.5

2019-20

College	% Completed Successfully
City of Glasgow College	82.6
Edinburgh College	79.8
Forth Valley College	79.7
North East Scotland College	78.0
Sector Average	***77.8***
Ayrshire College	**75.3**
New College Lanarkshire	75.0
Glasgow Clyde College	74.0
HE Average	***73.4***
Fife College	71.2
Glasgow Kelvin College	69.7
Ayrshire Average	***68.7***
West College Scotland	66.7

Media - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	73.1%	73.5%	73.5%	74.2%	77.8%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College		73.7%	76.5%	81.2%	75.3%



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Performing Arts

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FE - Performing Arts

2015-2016

College	% Completed Successfully
Dundee & Angus College	80.8
Glasgow Clyde College	80.7
New College Lanarkshire	68.8
Glasgow Kelvin College	68.0
North East Scotland College	67.9
Sector Average	***67.3***
Ayrshire College	**66.1**
FE Average	***65.5***
Fife College	63.0
West College Scotland	62.9
Ayrshire Average	**61.2**
Edinburgh College	58.6

2016-2017

College	% Completed Successfully
Glasgow Clyde College	82.3
West College Scotland	73.8
Ayrshire College	**70.4**
Dundee & Angus College	68.0
Sector Average	***67.9***
Fife College	67.4
Ayrshire Average	**66.9**
Glasgow Kelvin College	65.9
FE Average	***65.3***
Edinburgh College	63.2
New College Lanarkshire	62.8
North East Scotland College	60.2

2017-2018

College	% Completed Successfully
Glasgow Clyde College	86.1
North East Scotland College	76.5
West College Scotland	71.2
Dundee & Angus College	68.6
Ayrshire Average	**66.9**
Sector Average	***66.3***
FE Average	***66.1***
New College Lanarkshire	65.5
Fife College	65.3
Ayrshire College	**63.2**
Glasgow Kelvin College	59.8
Edinburgh College	56.3

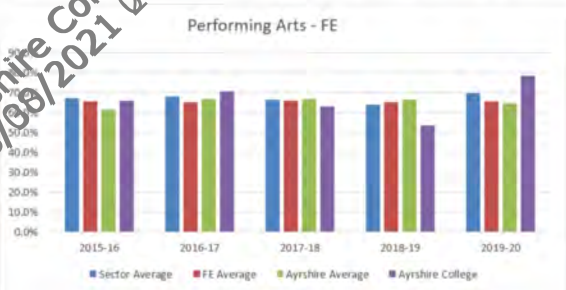
2018-2019

College	% Completed Successfully
Glasgow Clyde College	76.8
Ayrshire Average	**66.2**
North East Scotland College	65.9
FE Average	***65.2***
Fife College	64.5
Sector Average	***64.0***
Glasgow Kelvin College	60.0
Edinburgh College	59.3
New College Lanarkshire	58.6
West College Scotland	57.5
Ayrshire College	**53.3**

2019-20

College	% Completed Successfully
Glasgow Clyde College	81.5
Ayrshire College	**78.4**
North East Scotland College	75
Edinburgh College	73.7
Glasgow Kelvin College	72.5
Sector Average	***69.7***
West College Scotland	68.9
FE Average	***65.7***
Ayrshire Average	**64.6**
Fife College	60.6
New College Lanarkshire	51.9

Performing Arts - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	67.3%	67.9%	66.3%	64.0%	69.7%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	66.1%	70.4%	63.2%	53.3%	78.4%



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HE - Performing Arts

2015-2016

College	% Completed Successfully
City of Glasgow College	92.1
Glasgow Clyde College	88.8
Dundee & Angus College	84.4
New College Lanarkshire	83.7
Edinburgh College	80.1
Fife College	79.7
North East Scotland College	79.5
Sector Average	***79.5***
South Lanarkshire College	79.0
Glasgow Kelvin College	74.6
Ayrshire College	**74.3**
West College Scotland	72.5
HE Average	***72.2***
Ayrshire Average	***63.1***

2016-2017

College	% Completed Successfully
City of Glasgow College	93.4
Glasgow Clyde College	91.8
Edinburgh College	88.7
Dundee & Angus College	87.7
New College Lanarkshire	85.4
Sector Average	***81.9***
North East Scotland College	79.3
West College Scotland	77.3
Glasgow Kelvin College	75.5
Fife College	74.3
South Lanarkshire College	74.1
Ayrshire College	**73.8**
HE Average	***71.6***
Ayrshire Average	***68.0***

2017-2018

College	% Completed Successfully
City of Glasgow College	93.4
Glasgow Clyde College	91.3
Dundee & Angus College	90.2
Edinburgh College	83.6
Sector Average	***79.3***
West College Scotland	73.9
Glasgow Kelvin College	71.9
Ayrshire College	**71.7**
HE Average	***71.3***
Fife College	68.3
Ayrshire Average	***67.2***
North East Scotland College	67.1
New College Lanarkshire	65.5

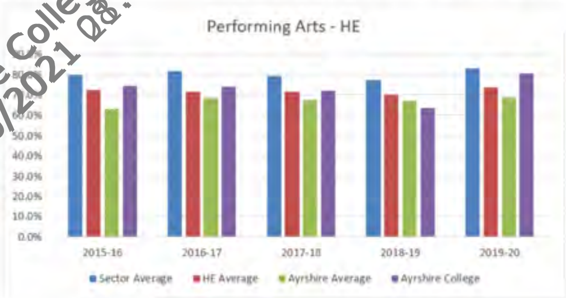
2018-2019

College	% Completed Successfully
Glasgow Clyde College	87.4
New College Lanarkshire	81.9
Edinburgh College	80.5
North East Scotland College	77.7
Sector Average	***77.2***
Fife College	73.9
West College Scotland	73
Glasgow Kelvin College	71.4
HE Average	***69.8***
Ayrshire Average	***66.8***
South Lanarkshire College	66.0
Ayrshire College	**63.8**

2019-20

College	% Completed Successfully
Dundee & Angus College	94.3
Glasgow Clyde College	89.8
Edinburgh College	86.1
South Lanarkshire College	84.0
City of Glasgow	83.3
Sector Average	***83.0***
New College Lanarkshire	82.6
Glasgow Kelvin College	82.3
Ayrshire College	**80.6**
North East Scotland College	80.3
West College Scotland	77.2
HE Average	***73.4***
Fife College	70.6
Ayrshire Average	***68.7***

Performing Arts - HE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	79.5%	81.9%	79.3%	77.2%	83.0%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	74.3%	73.8%	71.7%	63.8%	80.6%



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Science

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FE - Science

2015-2016

College	% Completed Successfully
Glasgow Kelvin College	78.4
Edinburgh College	72.0
FE Average	***65.5***
Forth Valley College	61.5
North East College	61.4
Ayrshire Average	**61.2**
West Lothian College	58.5
West College Scotland	55.7
Sector Average	***53.8***
New College Lanarkshire	51.6
Dundee & Angus College	47.5
Fife College	46.6
Glasgow Clyde College	46.6
UHI	46.1
Ayrshire College	**34.2**

2016-2017

College	% Completed Successfully
Glasgow Kelvin College	75.1
Forth Valley College	73.9
Edinburgh College	68.8
South Lanarkshire College	67.9
Ayrshire Average	**66.9**
FE Average	***65.3***
West Lothian College	64.2
West College Scotland	62.0
North East Scotland	61.8
Sector Average	***56.1***
Fife College	52.5
Dundee & Angus College	50.4
Glasgow Clyde College	47.3
UHI	47.3
New College Lanarkshire	46.0
Ayrshire College	**44.6**

2017-2018

College	% Completed Successfully
Edinburgh College	69.3
North East Scotland	67.6
Ayrshire Average	**66.9**
FE Average	***66.1***
Forth Valley College	64.2
West College Scotland	63.0
Glasgow Kelvin College	57.7
Dundee & Angus College	56.2
Fife College	55.5
Sector Average	***54.9***
New College Lanarkshire	50.7
Glasgow Clyde College	50.1
West Lothian College	48.1
UHI	41.2
Ayrshire College	**36.9**

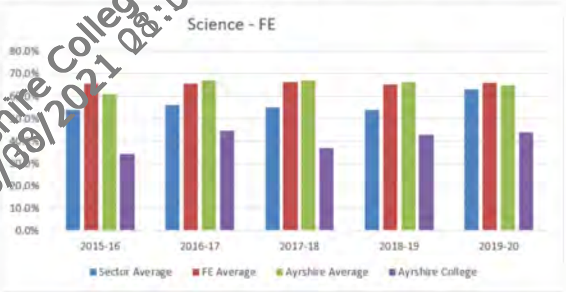
2018-2019

College	% Completed Successfully
Glasgow Kelvin College	73.9
Fife College	68.1
Ayrshire Average	**66.2**
North East Scotland	66.1
FE Average	***65.2***
South Lanarkshire College	61.8
New College Lanarkshire	58.5
West College Scotland	56.1
Forth Valley College	54.8
Sector Average	***53.8***
Dundee & Angus College	52.4
Edinburgh College	52.2
West Lothian College	49.6
Glasgow Clyde College	47.4
Ayrshire College	**42.9**
City of Glasgow College	41.2
UHI	37.4
Dumfries & Galloway College	30.1

2019-20

College	% Completed Successfully
City of Glasgow College	77.3
Glasgow Kelvin College	75.7
Dundee & Angus College	73.6
West Lothian College	70.4
Fife College	68.9
West College Scotland	66.8
New College Lanarkshire	65.8
FE Average	***65.7***
Ayrshire Average	**64.6**
Sector Average	***62.7***
Edinburgh College	61.8
Glasgow Clyde College	60.6
Forth Valley College	60.0
North East Scotland	58.4
UHI	57.2
Ayrshire College	**44.0**
Dumfries & Galloway College	20.0

Science - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	53.8%	56.1%	54.9%	53.8%	62.7%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	34.2%	44.6%	36.9%	42.9%	44.0%



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HE - Science

2015-2016

College	% Completed Successfully
Edinburgh College	81.3
Dundee and Angus College	78.3
Forth Valley College	77.3
North East College	76.4
Glasgow Kelvin College	74.5
HE Average	***72.2***
Sector Average	***70.5***
Ayrshire Average	***63.1***
Glasgow Clyde College	62.6
New College Lanarkshire	62.6
Fife College	61.0
West College Scotland	58.6
Ayrshire College	**56.3**

2016-2017

College	% Completed Successfully
North East Scotland	75.2
New College Lanarkshire	73.5
Edinburgh College	71.7
HE Average	***71.6***
Forth Valley College	71.4
Dundee & Angus College	69.7
Ayrshire Average	***68.0***
Sector Average	***66.3***
Glasgow Kelvin College	65.8
West College Scotland	61.9
Ayrshire College	**54.2**
Fife College	49.0
Glasgow Clyde College	46.0

2017-2018

College	% Completed Successfully
City of Glasgow College	92.0
North East Scotland	80.6
Dundee & Angus College	79.6
Ayrshire College	**72.6**
HE Average	***71.3***
Sector Average	***69.6***
Edinburgh College	69.2
New College Lanarkshire	68.9
Fife College	68.5
Ayrshire Average	***67.2***
Forth Valley College	63.6
Glasgow Kelvin College	61.2
Glasgow Clyde College	55.0
West College Scotland	54.9

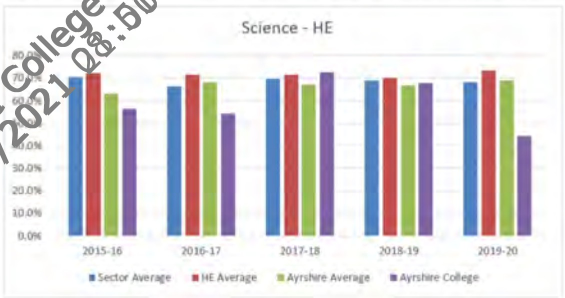
2018-2019

College	% Completed Successfully
City of Glasgow College	88.4
North East Scotland	79.8
Edinburgh College	73.3
Fife College	72.5
HE Average	***69.8***
Dundee & Angus College	69.5
Glasgow Kelvin College	69.2
Sector Average	***68.7***
Forth Valley College	68.4
Ayrshire College	**67.8**
Ayrshire Average	***66.8***
New College Lanarkshire	66.1
Glasgow Clyde College	58.4
West College Scotland	56.0

2019-20

College	% Completed Successfully
Edinburgh College	91.3
Glasgow Kelvin College	73.8
HE Average	***73.4***
North East Scotland	70.5
Dundee & Angus College	70.5
Ayrshire Average	***68.7***
Sector Average	***68.1***
New College Lanarkshire	67.4
Forth Valley College	67.2
Glasgow Clyde College	62.2
Fife College	58.2
Ayrshire College	**44.3**

Science - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	70.5%	66.3%	69.6%	68.7%	68.1%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	56.3%	54.2%	72.6%	67.8%	44.3%



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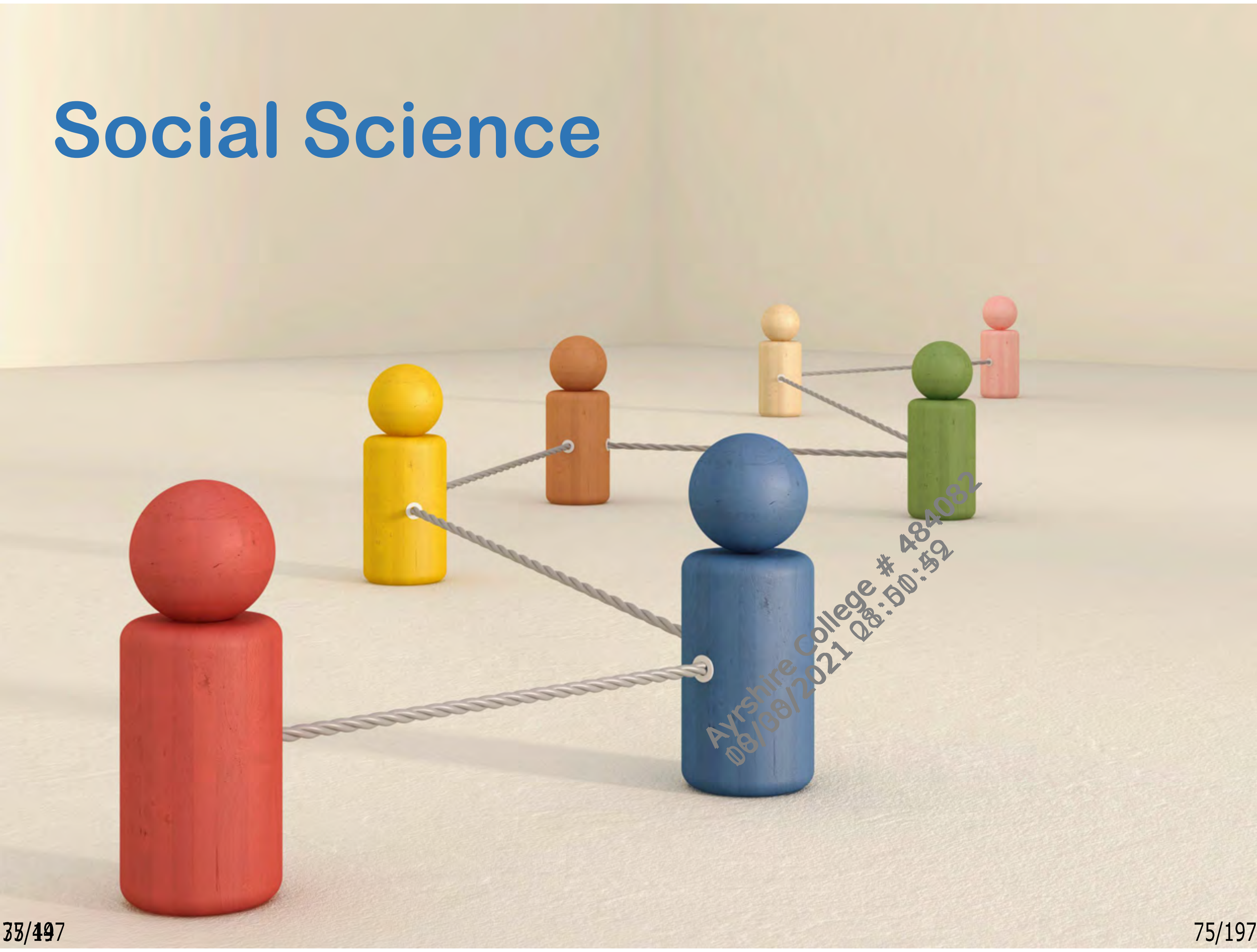
Social Science



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FE - Social Science

2015-2016

College	% Completed Successfully
West College Scotland	73.4
Forth Valley College	67.7
North East Scotland	67.6
FE Average	***65.5***
Newbattle Abbey College	65.4
UHI	62.5
Ayrshire Average	**61.2**
Dundee & Angus College	57.6
Sector Average	***53.7***
Glasgow Clyde College	52.0
Fife College	50.5
Ayrshire College	**50.3**
Glasgow Kelvin College	48.6
Edinburgh College	48.2
New College Lanarkshire	36.0

2016-2017

College	% Completed Successfully
Forth Valley College	84.4
North East Scotland	72.9
Ayrshire Average	**66.9**
FE Average	***65.3***
Dundee & Angus College	65.3
UHI	62.3
West College Scotland	57.9
Glasgow Kelvin College	57.6
Sector Average	***54.4***
Glasgow Clyde College	54.2
Ayrshire College	**51.6**
Edinburgh College	46.5
Fife College	46.1
New College Lanarkshire	42.0

2017-2018

College	% Completed Successfully
City of Glasgow College	80.0
North East Scotland	68.3
Dundee & Angus College	68.0
Ayrshire Average	**66.9**
FE Average	***66.1***
UHI	64.2
West College Scotland	59.9
Glasgow Kelvin College	58.8
Glasgow Clyde College	58.7
Sector Average	***55.5***
Ayrshire College	**54.6**
Newbattle Abbey College	52.5
Fife College	49.3
Edinburgh College	45.7
New College Lanarkshire	40.9

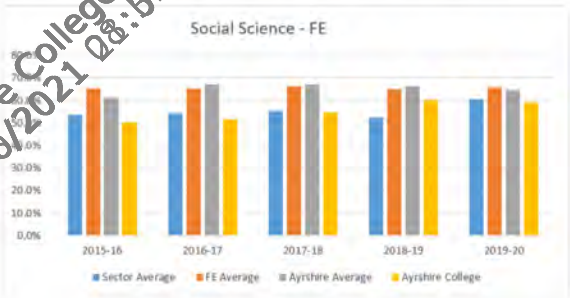
2018-2019

College	% Completed Successfully
Glasgow Kelvin College	72.7
City of Glasgow College	70.3
Dundee & Angus College	68.2
Ayrshire Average	**66.2**
FE Average	***65.2***
Ayrshire College	**60.3**
Glasgow Clyde College	57.7
North East Scotland	57.4
West College Scotland	52.9
Sector Average	***52.6***
Fife College	47.8
New College Lanarkshire	45.4
UHI	42.3
Edinburgh College	41.6

2019-20

College	% Completed Successfully
City of Glasgow College	84.8
Glasgow Kelvin College	69.2
Dundee & Angus College	66.7
FE Average	***65.7***
UHI	65.1
Ayrshire Average	**64.6**
Glasgow Clyde College	62.6
North East Scotland	60.6
Sector Average	***60.5***
Ayrshire College	**59.1**
New College Lanarkshire	57.9
Edinburgh College	57.8
Fife College	55.4
West College Scotland	54.8

Social Science - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	53.7%	54.4%	55.5%	52.6%	60.5%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	50.3%	51.6%	54.6%	60.3%	59.1%



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HE - Social Science

2015-2016

College	% Completed Successfully
North East College	80.9
Dundee and Angus College	79.6
HE Average	***72.2***
City of Glasgow College	71.5
Edinburgh College	71.2
West College Scotland	71.2
Sector Average	***69.7***
Fife College	68.9
New College Lanarkshire	67.2
Glasgow Kelvin College	63.2
Ayrshire Average	***63.1***
Ayrshire College	**58.4**

2016-2017

College	% Completed Successfully
North East Scotland	75.7
Fife College	71.9
HE Average	***71.6***
West College Scotland	71.3
Sector Average	***70.2***
City of Glasgow College	68.3
New College Lanarkshire	68.1
Ayrshire Average	***68.0***
Dundee & Angus College	67.9
Edinburgh College	67.7
Ayrshire College	**65.9**

2017-2018

College	% Completed Successfully
Dundee & Angus College	79.5
North East Scotland	77.1
Forth Valley College	76.4
City of Glasgow College	71.4
HE Average	***71.3***
Glasgow Clyde College	70.1
Sector Average	***67.8***
Ayrshire Average	***67.2***
Fife College	66.4
Edinburgh College	64.9
New College Lanarkshire	64.5
West College Scotland	60.3
Ayrshire College	**54.1**

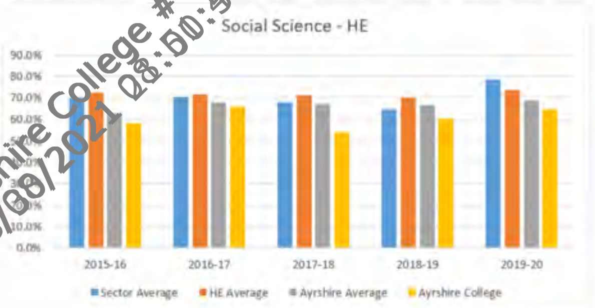
2018-2019

College	% Completed Successfully
Glasgow Clyde College	82.4
Forth Valley College	78.4
HE Average	***69.8***
Edinburgh College	69.6
Ayrshire Average	***66.8***
North East Scotland	66.7
Sector Average	***64.5***
New College Lanarkshire	63.6
City of Glasgow College	63.5
Fife College	63.2
Ayrshire College	**60.5**
Dundee & Angus College	55.6
West College Scotland	42.4

2019-20

College	% Completed Successfully
Forth Valley College	94.0
Dundee & Angus College	81.7
Glasgow Kelvin College	79.6
City of Glasgow College	78.3
Fife College	78.3
Edinburgh College	77.7
South Lanarkshire College	77.4
New College Lanarkshire	75.6
Sector Average	***74.8***
Glasgow Clyde College	73.4
HE Average	***73.4***
North East Scotland	70.5
Ayrshire Average	***68.7***
West College Scotland	64.7
Ayrshire College	**64.6**

Social Science - HE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	69.7%	70.2%	67.8%	64.5%	78.4%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	58.4%	65.9%	54.1%	60.5%	64.6%



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Special Programmes

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FE - Special Programmes

2015-2016

College	% Completed Successfully
City of Glasgow College	84.3
Glasgow Kelvin College	80.7
Dundee & Angus College	79.9
Forth Valley College	79.1
New College Lanarkshire	78.4
South Lanarkshire College	78.0
Borders College	77.9
Glasgow Clyde College	76.0
Ayrshire College	**73.8**
Sector Average	***72.4***
UHI	72.1
West College Scotland	71.5
Dumfries & Galloway College	69.8
FE Average	***65.5***
Edinburgh College	64.3
Ayrshire Average	***61.2***
Fife College	60.9
West Lothian College	60.5
North East College	56.9

2016-2017

College	% Completed Successfully
City of Glasgow College	90.5
Borders College	86.0
Dundee & Angus College	84.9
Forth Valley College	84.4
UHI	79.3
South Lanarkshire College	78.8
Dumfries & Galloway College	77.5
Glasgow Clyde College	76.3
Ayrshire College	**75.1**
Glasgow Kelvin College	74.3
New College Lanarkshire	73.3
Sector Average	***73.2***
West Lothian College	71.8
Edinburgh College	69.1
Ayrshire Average	***66.9***
North East Scotland	66.9
West College Scotland	66.0
FE Average	***65.3***
Fife College	56.0

2017-2018

College	% Completed Successfully
City of Glasgow College	90.7
Borders College	86.4
Dundee & Angus College	82.3
Glasgow Clyde College	81.4
UHI	81.3
Dumfries & Galloway College	78.9
Forth Valley College	77.7
South Lanarkshire College	75.7
West Lothian College	75.3
Ayrshire College	**73.9**
Sector Average	***72.2***
New College Lanarkshire	72.0
Ayrshire Average	***66.9***
Fife College	68.8
FE Average	***66.1***
Glasgow Kelvin College	64.6
Edinburgh College	62.9
North East Scotland	61.7
West College Scotland	59.5

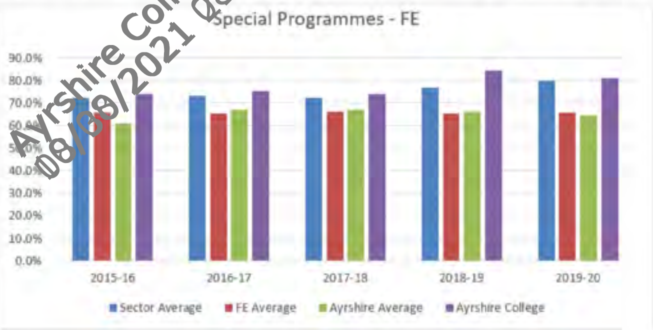
2018-2019

College	% Completed Successfully
City of Glasgow College	87.5
Ayrshire College	**84.4**
UHI	84.2
Dundee & Angus College	83.5
Dumfries & Galloway College	81.8
New College Lanarkshire	81.2
Forth Valley College	78.9
Glasgow Clyde College	78.2
South Lanarkshire College	78.0
Sector Average	***76.9***
Fife College	76.5
Borders College	76.3
West College Scotland	73.3
West Lothian College	70.7
Ayrshire Average	***66.2***
FE Average	***65.2***
Glasgow Kelvin College	65.0
North East Scotland	64.4
Edinburgh College	63.8

2019-20

College	% Completed Successfully
City of Glasgow College	90.4
UHI	86.7
Glasgow Kelvin College	86.6
Dundee & Angus College	86.5
Forth Valley College	82.1
Fife College	81.8
Glasgow Clyde College	81.1
Ayrshire College	**81.0**
Sector Average	***79.9***
West College Scotland	79.5
West Lothian College	78.2
North East Scotland	78.2
South Lanarkshire College	78.1
Dumfries & Galloway College	77.8
Borders College	73.9
New College Lanarkshire	68.7
Edinburgh College	67.9
FE Average	***65.7***
Ayrshire Average	***64.6***

Special Programmes - FE	2015-16	2016-17	2017-18	2018-19	2019-20
Sector Average	72.4%	73.2%	72.2%	76.9%	79.9%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	73.8%	75.1%	73.9%	84.4%	81.0%



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Sport & Leisure

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FE - Sport & Leisure

2015-2016

College	% Completed Successfully
Dundee & Angus College	78.2
Borders College	72.7
New College Lanarkshire	72.6
Forth Valley College	69.0
UHI	68.6
Edinburgh College	67.8
FE Average	***65.5***
City of Glasgow College	65.4
Sector Average	***63.2***
Ayrshire Average	**61.2**
Glasgow Kelvin College	60.8
West Lothian College	59.9
North East College	59.0
Ayrshire College	**56.5**
Fife College	55.7
West College Scotland	54.6
Glasgow Clyde College	54.0
Dumfries & Galloway College	49.2

2016-2017

College	% Completed Successfully
Dundee & Angus College	79.4
West College Scotland	75.3
UHI	70.9
Edinburgh College	67.9
Ayrshire Average	**66.9**
West Lothian College	66.7
City of Glasgow College	65.6
FE Average	***65.3***
Forth Valley College	64.1
Sector Average	***63.2***
New College Lanarkshire	63.0
Ayrshire College	**62.1**
Dumfries & Galloway College	61.0
North East Scotland	61.0
Glasgow Clyde College	53.8
South Lanarkshire College	52.5
Fife College	51.0
Borders College	47.8
Glasgow Kelvin College	41.8

2017-2018

College	% Completed Successfully
Dundee & Angus College	81.9
UHI	74.4
New College Lanarkshire	69.7
Ayrshire Average	**66.9**
Forth Valley College	66.5
FE Average	***66.1***
Sector Average	***64.1***
Ayrshire College	**63.7**
Dumfries & Galloway College	62.5
West College Scotland	62.2
City of Glasgow College	61.3
Glasgow Clyde College	61.2
Fife College	59.9
North East Scotland	57.2
West Lothian College	57.1
Edinburgh College	53.8
Glasgow Kelvin College	34.1

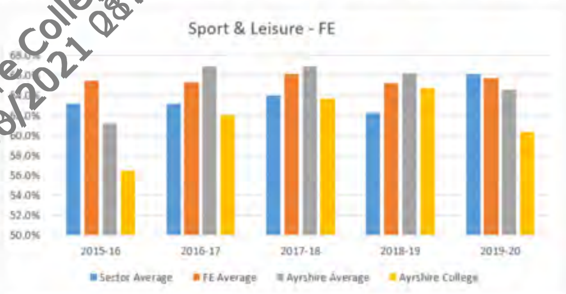
2018-2019

College	% Completed Successfully
Dundee & Angus College	76.3
UHI	72.4
City of Glasgow College	67.5
Ayrshire Average	**66.2**
FE Average	***65.2***
Ayrshire College	**64.7**
Glasgow Clyde College	63.3
Edinburgh College	63.2
Dumfries & Galloway College	62.3
Sector Average	***62.3***
West College Scotland	61.9
New College Lanarkshire	61.8
Forth Valley College	58.8
North East Scotland	54.3
Fife College	52.1
Borders College	44.3
Glasgow Kelvin College	44.0

2019-20

College	% Completed Successfully
Borders College	91.7
Dundee & Angus College	82.6
West Lothian College	79.3
West College Scotland	78.3
UHI	74.5
Dumfries & Galloway College	71.6
Forth Valley College	69.9
Sector Average	***66.1***
FE Average	***65.7***
Glasgow Clyde College	65.6
Glasgow Kelvin College	65.3
Ayrshire Average	**64.6**
New College Lanarkshire	63.0
Ayrshire College	**60.4**
City of Glasgow College	57.5
Fife College	57.3
North East Scotland	47.7
Edinburgh College	47.3

Sport & Leisure - FE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	63.2%	63.2%	64.1%	62.3%	66.1%
FE Average	65.5%	65.3%	66.1%	65.2%	65.7%
Ayrshire Average	61.2%	66.9%	66.9%	66.2%	64.6%
Ayrshire College	56.5%	62.1%	63.7%	64.7%	60.4%



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HE - Sport & Leisure

2015-2016

College	% Completed Successfully
Dundee and Angus College	80.5
West College Scotland	77.7
Forth Valley College	76.5
Edinburgh College	75.5
Glasgow Kelvin College	75.4
Glasgow Clyde College	74.3
West Lothian College	73.3
City of Glasgow College	73.0
HE Average	***72.2***
Sector Average	***71.9***
North East College	69.5
Ayrshire College	**68.0**
Fife College	64.7
Ayrshire Average	***63.1***
New College Lanarkshire	62.7
Dumfries & Galloway College	61.4

2016-2017

College	% Completed Successfully
Dundee & Angus College	83.8
West College Scotland	83.3
Forth Valley College	75.6
West Lothian College	75.6
Ayrshire College	**74.0**
North East Scotland	74.0
Edinburgh College	72.8
HE Average	***71.6***
Sector Average	***70.1***
Glasgow Kelvin College	68.2
Ayrshire Average	***68.0***
Glasgow Clyde College	67.1
City of Glasgow College	66.8
Dumfries & Galloway College	63.2
Fife College	58.4
New College Lanarkshire	57.8

2017-2018

College	% Completed Successfully
Dumfries & Galloway College	84.7
Dundee & Angus College	81.8
West College Scotland	79.8
Forth Valley College	73.5
North East Scotland	72.1
HE Average	***71.3***
Glasgow Clyde College	70.0
Sector Average	***70.0***
City of Glasgow College	69.2
Ayrshire Average	***67.2***
Edinburgh College	67.0
Ayrshire College	**66.7**
Glasgow Kelvin College	65.2
New College Lanarkshire	65.1
West Lothian College	64.8
Fife College	63.6
Borders College	61.2

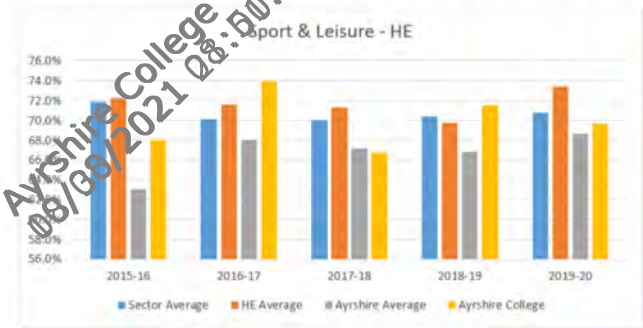
2018-2019

College	% Completed Successfully
Dundee & Angus College	83.5
City of Glasgow College	76.2
Forth Valley College	74.7
Ayrshire College	**71.5**
Dumfries & Galloway College	70.8
Sector Average	***70.4***
West College Scotland	70.1
Borders College	70.0
HE Average	***69.8***
New College Lanarkshire	68.6
Edinburgh College	68.0
Ayrshire Average	***66.8***
Glasgow Clyde College	65.8
North East Scotland	65.4
Fife College	65.0
Glasgow Kelvin College	64.0

2019-20

College	% Completed Successfully
Dundee & Angus College	84.0
City of Glasgow College	78.4
Dumfries & Galloway College	76.7
HE Average	***73.4***
Glasgow Kelvin College	72.9
West College Scotland	72.6
Glasgow Clyde College	72.2
Edinburgh College	71.0
Sector Average	***70.8***
Fife College	70.1
Borders College	69.8
Ayrshire College	**69.7**
Ayrshire Average	***68.7***
New College Lanarkshire	67.4
West Lothian College	65.4
Forth Valley College	65.2
North East Scotland	49.0

Sport & Leisure - HE	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Sector Average	71.9%	70.1%	70.0%	70.4%	70.8%
HE Average	72.2%	71.6%	71.3%	69.8%	73.4%
Ayrshire Average	63.1%	68.0%	67.2%	66.8%	68.7%
Ayrshire College	68.0%	74.0%	66.7%	71.5%	69.7%



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Ayrshire College *(Paper 5)*

Learning and Teaching Committee

2 September 2021

Subject:	2020-21 External Verification Report
Purpose:	To inform Learning and Teaching Committee members of the overall results of external verification activity during 2020-21
Recommendation	Members are invited to note the contents of this paper

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1. External Verification Activity 2020-21

In 2020-21, the College hosted 21 online external verification activities for a number of awarding bodies and submitted materials to SQA for three direct quality assurance activities. In 2019-20, 24 external verification activities took place which was a reduction from 92 in 2018-19. The activities that were hosted in 2020-21 included:-

- 11 SQA visits (14 in 2019-20 and 62 in 2018-19)
- Three SQA central verifications (two in 2019-21 and 14 in 2018-19)
- 10 visits from other awarding bodies (eight in 2019-20 and16 in 2018-19)
- Two external verification visits have been delayed until the beginning of 2021-22

Of the 24 external verification activities which were carried out, 23 were successful at the first visit while on one occasion some minor further actions were required. The actions were completed quickly, and the external verification report updated to a successful outcome.

External Verifiers identified areas of good practice including:

- The centre has made adaptations to practical activities enabling candidates to meet assessment requirements while experiencing as much practical work as they can during this period of online learning. It is clear that assessors and verifiers are working very hard to provide quality experiences for all candidates.
- The centre has a good process of matching evidence of each unit to standards, having matrix pre-printed indicates what the evidence should cover then the assessor can judge if it covers what it should before colour coding it to green and achieved.
- The flexibility and collaborative working demonstrated by the team is impressive and has provided the students with an excellent and robust learning experience. It is clear that many extra hours of collaboration and

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preparation has taken place to alter the assessment environment, equipment & materials.

- Discussion with curriculum managers showed that standardisation had been improved due to the additional meetings held, the sharing of materials and the need to work closely throughout this period to achieve the objectives of their students.
- I feel the additional support mechanisms via My Study Bar are excellent. Students are able to take back control of their learning without the need for an actual person to scribe and read for them. As the style of delivery has changed to online for many students, this gives them the support within their laptop.
- Assessments have been adapted to a self-devised online assessment using Microsoft Forms. This has allowed more frequent weekly tasks and assessments to be carried out and ensure better engagement from students. I feel this approach is very innovative.

Session 2020-21

As national and regional lockdowns/restrictions occurred throughout the 2020-21 session, external verification activities were scaled back by most awarding bodies. There was real concern about the opportunities available for students to complete their course and attain their qualifications. The solution for the cancelled SQA Exam Diet was not appropriate for most of the qualifications delivered by the college sector. The situation was further complicated by the need to comply with the varying requirements for different qualifications and various awarding bodies.

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

To comply with the new approach the College conducted Internal Quality Assurance (IQA) panels to consider the objectivity, fairness and accuracy of course team assessment judgements made using the SQA/Ayrshire College Assessment of Student Evidence 2020-21 guidance. The main objective of the IQA was to assure the quality of assessment and certification decisions made by course teams and internal verifiers particularly where new or adapted assessment practices was employed.

An IQA panel was held for each Head of Learning and Skills curriculum area and was chaired by the Vice Principal-Curriculum or the Head of Quality Enhancement and included one independent Director of Curriculum or Head of Learning and Skills, one Head of Learning and Skills for the curriculum area, the Head of Student Experience, and/or a student representative plus other appropriate staff.

The IQA panel was attended by the curriculum managers from the curriculum area and internal verifiers or three assessors representing the course team who presented evidence and answered queries.

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An IQA panel was also held to scrutinise and endorse the provisional results of candidates completing Higher English, Higher Human Biology and N5 Application of Maths who had been assessed under SQA's Alternative Certification Model. The IQA panel endorsed provisional results were submitted to SQA on 25 June 2021 and became the candidate's certified SQA results on 10 August 2021.

The IQA panels proved to be very effective mechanisms for the quality assurance of a wide range of qualification. The professional discussions which underpinned the IQA panel activities provided many examples of good practice as well as identifying required improvements.

2. Conclusion

External verification activities provide robust evidence and confirmation that the College is maintaining high standards and continuing to develop good practice in inspiring and innovative ways. The sector showed, through its continuing response to the changes in delivery of learning, teaching and assessment throughout 2020-21, that colleges are able to adapt and respond quickly to change while maintaining academic standards. The College will continue to embrace and welcome the opportunity to work with our awarding bodies.

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
16 August 2021

(Ann Heron, Head of Quality Enhancement)

Publication
This paper will be published on the College website

Ayrshire College # 484082
08/30/2021 08:50:52

Ayrshire College *(Paper 6)*

Learning and Teaching Committee

2 September 2021

Subject:	Covid-19 Update
Purpose:	To update members on the impact of Covid-19 on learning, teaching and the student experience.
Recommendation:	Members are asked to note the contents of this paper.

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1. Background

The purpose of this paper is to update members on the impact of Covid-19 on learning, teaching and the student experience during the conclusion of AY 2020-21 and on the impact on the commencement of AY 2021-22.

2. Conclusion of learning, teaching and assessment in AY 2021-22.

Students, studying with the College during AY 2020-21, faced significant disruption to their learning. From 17 May, however, all of mainland Scotland (with the exception of Glasgow City and Moray) moved to Level 2 of the *Strategic Framework* where colleges were asked to operate a blended learning delivery model. The move to Level 2 meant that more students could return to campus and course teams were asked to make a judgement on the necessity for students to return based on the overriding principle of supporting as many as possible to successfully conclude their studies in AY 2020-21.

Summer Activity

A number of activities were planned over the summer period to either facilitate completion of qualifications or to provide experiences that students would have ordinarily undertaken throughout a normal academic year. Examples include students undertaking a YOU salon summer placement programme, a hospitality summer placement programme in the College's training restaurants, a supported learning summer transition programme and an early learning and childcare outdoor forest kindergarten placement experience.

The College also offered a very successful Connecting Communities Summer Sports Camp. This initiative brought together a wide range of partners to work collaboratively to help drive the mental and physical wellbeing agenda through sport. The programme consisted of five weeks of free physical activity for participants between the ages of 5-12. The Camp was facilitated by HNC students who are progressing to HND. The opportunity greatly benefited the students who did not have the practical student experience that they would normally have had and thus the experience provided them with the appropriate experience to a solid build on going into HND. The students were supported by lecturers who taught them in their HNC and will be teaching them in HND.

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Certification of students in AY 2020-21

Despite the challenges and significant disruption to learning, the vast majority of students who remained on course were supported to successfully conclude their studies. As at 12 August 2021, approximately 19% of AY 2020-21 students had not concluded their studies. This is predominantly in the areas of Construction, Engineering, Hair, Beauty and Complimentary Therapies as well as Health, Social Care and Early Years. Staff are working with students in these areas to help them to successfully conclude their studies.

Commencement of AY 2021-22

A further easing of restrictions, across Scotland, took place from 9 August 2021. *Coronavirus (Covid-19): universities, colleges and community learning and development providers – beyond level 0* sets out how colleges should deliver learning, teaching and assessment in AY 2021-22.

The following baseline measures are being promoted, encouraged and adhered to:

- Good hand hygiene
- Respiratory hygiene
- Wearing face-coverings where appropriate
- Engaging with Test and Protect including regularly self-testing twice weekly
- Self-isolating when symptomatic or returning a positive test
- Encouraging vaccine uptake
- Good ventilation
- One-way systems
- Maintaining 1-meter physical distancing in classrooms

The guidance recommends that colleges, 'implement a greater level of protective measures that takes particular account of the profile of vaccination across the population.' In AY 2020-21, 37% of the College's students were aged 16-19, while 16.8% were aged 20-24. Given that it is not expected that all adults, over the age of 18 will have been offered their second dose of the vaccine until 12 September 2021 and that those students aged 16-17 are just beginning to be offered their first dose, the College continues to take a cautious approach to the commencement of the new academic term. As well as adhering to the baseline measures, the College's strategy includes:

- Prioritising the return of FE level students, younger and more vulnerable students, students on school-college partnership programmes and those students undertaking practical courses.
- Making use of outdoor facilities and outdoor learning where appropriate for example in areas such as sport and ELC.
- Incorporating the positive learning experiences, from restricted blended and blended learning experiences in AY 2019-20 and 2020-21 and feedback from students when planning delivery - particularly with reference to HNC and HND.
- Taking account of the SQA statement of 23 June 2021 confirming that the current alternative assessment approaches for Higher National and Vocational Qualifications (HNVQ) will continue for session 2021-22.
- The requirement for induction to have a strong focus on how to access digital devices and engage effectively in digital learning.

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- Localised outbreaks of the virus are likely to be managed using the *Strategic Framework* Levels system and, therefore there will be a requirement to have contingency planning appropriately matched to the restrictions in each level.
- The requirement to self-isolate when symptomatic or returning a positive test is central to the management of the virus. Support students to engage in learning, teaching and assessment when they are not able to attend face-to-face lessons eg utilising MyLearning.

Apprentice activity and student inductions commenced on campus from 16 August 2021. School college partnership activity is due to commence from 23 August 2021. The academic year will commence on 30 August 2021 with a mix of on campus and blended learning.

Public Health mitigations

The College will continue to make lateral flow testing kits available to staff and students and will encourage everyone to undertake testing twice weekly. In addition, the College will continue to encourage staff and students to be vaccinated and drop-in vaccination clinics have been arranged for all three campuses.

Digital Poverty

SFC has indicated that the Digital Poverty funding stream will continue in AY 2021-22, though they are some weeks away from providing colleges with details of individual allocations which will support the scheme. In the meantime, the College has sought to fund the scheme in order that students are not disadvantaged and can participate fully in learning. The Digital Poverty panel set up to administer last year's activity continues to meet to accept, process and approve applications from students across the College.

3. Conclusion

Members are asked to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
12 August 2021

Publication
This paper will be published on the College website

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Ayrshire College *(Paper 7)*

Learning and Teaching Committee

2 September 2021

Subject: Supporting Mental Health and Wellbeing

Purpose: To update members on the range of College services available to support students with their mental health and wellbeing and to illustrate how it is being embedded within curriculum delivery

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

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1. Background

Poor mental health and wellbeing can impact on a student's ability to participate and engage successfully in learning. Pre-pandemic, colleges were recording that a significant number of students were reporting poor mental health. Loneliness, isolation, financial concerns and bereavement, experienced by many during the pandemic, will only exacerbate the situation.

In AY 2020-21 13% of students declared that they had a mental health condition, Historically, the number of students who then go on to seek support for a mental health condition is much higher and around 30% of students seek some form of support through the college.

2. Student Support Services

Students can access a range of services to support their mental health and wellbeing. These include:

- College Counsellors

  The College has 2FTE student counsellors who were recruited using funding provided by the SFC to all colleges for this purpose.

- Togetherall

  All Ayrshire College students have free access to online mental health and wellbeing resources and peer support through 'Togetherall.' In addition. Online counselling support is also available through the Live Therapy element of 'Togetherall.

- Mental Health Liaison officer

  The College's Mental Health Liaison Officer continues to deliver mandatory student workshops, remotely, and can also provide bespoke student or staff workshops across a range of mental health and wellbeing subjects or issues.

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- Student services can refer to external agencies such as Samaritans, GP, CAMHS etc.
- Pastoral Support from Student Services
- Referral to Inclusive Learning if mental health is having an impact on students learning & coursework
- Inclusive Learning can provide assistive technology to support some of the impacts mental health has on learning
- Text Help (Read and Write gold) is available to all College students. It has a variety of functions that can support students who feel mental health is having an impact on their ability to study and complete tasks.

Curriculum Development

As part of a plan to embed mental health and wellbeing into the curriculum, a small team of lecturers developed a suite of online units at level 4 and level 5. Students on further education courses undertake these units as part of their personal development time. The units were also made available to all higher education students to work through in their own time. The units allow learners to develop self-reliance, resilience, self-esteem, and personal responsibility as well as exploring the factors that may cause a person to experience mental health and wellbeing issues. Adding this to courses has raised awareness with students and complements the work carried out by the Mental Health officer and College staff.

Mental Health First Aiders

Staff, across the College, completed the Mental Health First Aider qualification. By undertaking this training, staff were able to encourage students to talk more freely about mental health, reducing stigma and creating a more positive culture. This was very successful in areas like Music and Sound Production where previously the students would not seek help or support. The Mental Health First Aiders are supported by colleagues in the Student Experience team who can then signpost the student to other services.

Curriculum Activity - Sport

The Sport area has embedded the awareness of mental health into curriculum delivery through the #PassingPositivity programme. They have worked to establish significant links with the community and organisations such as the Kris Boyd Charity. The aim of the charity is to educate and encourage people to engage with others when they need help instead of dismissing or brushing off their feelings as being “weak”.

Ayrshire College have won widespread acclaim for the #PassingPositivity campaign including winning the International Green Gown Award for “Benefitting Society” in 2020; The TES FE award 2021 for Best Learning and Teaching Initiative. Alan Dorrins, MP, also nominated the initiative which was recognised through an Early Day Motion in parliament.

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Student Mental Health Agreement

The College continues to implement its student mental health agreement and monitor progress against actions. A key action was to support students to develop positive strategies in relation to their mental health and wellbeing to improve retention and attainment.

3. Conclusion

Members are asked to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
12 August 2021

(Elaine Hutton – Assistant Principal Curriculum)
(Doreen Wales - Head of Student Experience)

Publication
This paper will be published on the College website

Ayrshire College # 484082
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Ayrshire College *(Paper 8)*

Learning and Teaching Committee

2 September 2021

Subject: 2020-21 Credit Position Report - Final Position for Audit

Purpose: To advise members of the 2020-21 credit position, as at 17 August 2021, and to provide an analysis of actual performance against SFC activity target

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

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1. Background

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

The activity target, agreed for 2020-21, was 124,877 credits which comprised of a combination of core and ESF credits.

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

2. Current Situation

Table 1 provides detail of the SFC activity target and the anticipated final position. The College is on target to achieve achieve approximately 125,201 credits, which is 324 credits above target.

Table 1 - Credit target and delivery to date (at 17 August 2021)

SFC Activity Target 2020-21	124,877
Projected final position	125,201
Difference to target	324

SFC has made a commitment that it will not recover funding, for AY 2020-21, if colleges fall below core activity targets as a result of the pandemic.

3. Resource Implications

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

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5. Risks

In addition to a financial clawback, ordinarily, failure to meet the SFC credit activity target would also present a reputational risk to the College and could affect future activity levels agreed with SFC.

6. Equality Impact Assessment

Not required.

7. Conclusion

The College has exceeded the SFC activity level agreed for 2020-21. It is expected that there will be slight variations to the figures noted above as the College completes the final stages of the Further Education Statistics (FES) return. However, the total credits recorded on the student information system will provide a comfortable position for the College during its final FES validation processes and through the annual SFC audit.

Members are invited to note the contents of this paper.

Anne Campbell
Vice Principal, Curriculum
17 August 2021

Publication
This paper will be published on the College website.

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Ayrshire College (*Paper 9)*

Learning and Teaching Committee

2 September 2021

Subject:	2020-21 Student Support Funds Final Position at July 2021
Purpose:	To update Members on the Student Support Funds final position as at July 2021
Recommendation:	Members are asked to note the contents of this paper.

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1 Background

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

2 Current Situation

The following sections of this paper provide details of the final position of each fund as at 31 July 2021.

2.1 SFC Funds provided for Bursary Support

Total 2020-21 SFC Student Support Funds were £10,992,301. Table 1 below details the bursary support funds provided by SFC for 2020-21 together with expenditure figures as at 31 July 2021. Additional funding was received from SFC during 2020-21 to provide further bursary support.

Table 1

Student Support Fund	Budget	Actual Expenditure	Difference
SFC Bursary	£9,335,000	£7,152,129	£2,182,871
FE Childcare	£517,138	£254,876	£262,262
HE Childcare	£278,459	£110,861	£166,598
FE Discretionary	£861,704	£1,255,073	£(393,369)
Total	**£10,992,301**	**£8,773,939**	**£2,218,362**

On 19 February 2021 SFC announced winter COVID-19 discretionary funding for FE student support. This funding is to be allocated to students in immediate need of additional financial support, in particular to support students struggling to pay rent for accommodation and anyone experiencing hardship due to Covid-19 effects. Ayrshire College's share of this funding was £194,485.

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This funding needs to be reported separately to SFC. Table 2 sets the details the funds provided by SFC for 2020-21 together with expenditure figures as at 31 July 2021.

Table 2

Student Support Fund	**Budget**	**Projected Expenditure**	**Difference**
Winter COVID-19 FE Discretionary 2020-21	£194,485	£194,472	£13
Total	**£194,485**	**£194,472**	**£13**

2.2 Educational Maintenance Allowance (EMA)

EMAs are provided by the Scottish Government to support eligible 16 to 18 year-old students. The College's EMA allocation for AY 2020-21 was £800,000 and the College spent £400,890.

2.3 SAAS Funds provided for Higher Education Discretionary support

The College is also allocated funding from SAAS for eligible students completing HE programmes. This budget is administered in line with SAAS guidance. The College received additional in-year funding of £242,268.

Table 3 below details the HE Discretionary Fund Budget made available by SAAS together with expenditure as at 31 July 2021.

Table 3

Student Support Fund	**Budget**	**Projected Expenditure**	**Difference**
HE Discretionary	£242,268	£148,610	£93,659
Total	**£242,268**	**£148,610**	**£93,659**

On 12 February 2021 SAAS announced an additional £4,034,076 of HE discretionary fund for the college sector. Of this, £283,150 was allocated to Ayrshire College. Table 4 sets the details the funds provided by SFC for 2020-21 together with projected expenditure figures as at 31 July 2021.

Table 4

Student Support Fund	Budget	Projected Expenditure	Difference
Winter COVID-19 HE Discretionary 2020-21	£283,150	£158,395	£48,819
Total	**£283,150**	**£158,395**	**£48,819**

These additional funds are to be used by 31 July 2021 with the College only able to retain a maximum of 27% of the funding beyond 31 March 2021. Any unused funds above this 27% figure were to be returned to SAAS by 16 April 2021. Ayrshire College was able to utilise c.83% of the funding. The balance was therefore returned to SAAS.

3 Proposals

No further proposals are noted in this paper.

4 Consultation

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

5 Resource Implications

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

6 Risks

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

7 Equality Impact Assessment

An impact assessment was completed in respect of the 2020-21 Student Funding Policy and Procedures.

8 Conclusion

Members are asked to note the contents of this paper.

Michael Breen
Vice Principal, Finance
16 August 2021

(James Thomson, Assistant Principal Finance, Student Funding and Estates)

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Ayrshire College *(Paper 10)*

Learning and Teaching Committee

2 September 2021

Subject: Apprenticeships and Work Based Learning Report

Purpose: To advise Members of the end-of-year position and provide an update on the impact of COVID-19

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

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1. Background

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

The Scottish Apprenticeship family consists of three programmes - Modern Apprenticeships; Foundation Apprenticeships and Graduate Apprenticeships.

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

COVID-19 has impacted on apprentice recruitment across Scotland, with some sectors experiencing a larger impact than others. Much recent activity has focussed on protecting the skills pipeline and supporting apprentices who have had their learning and development or career prospects impacted.

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

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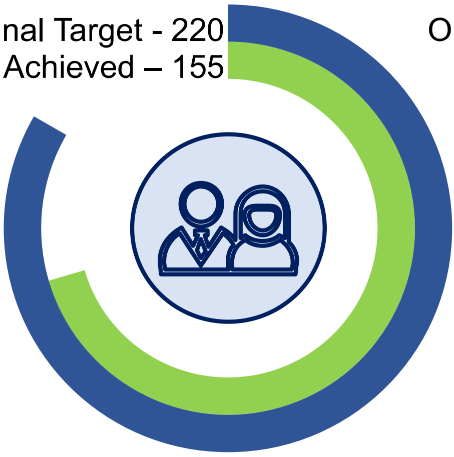
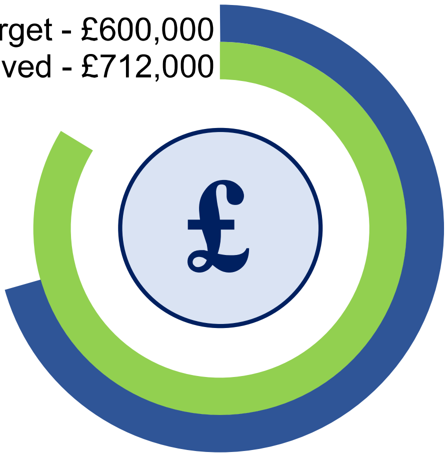
2. Ayrshire College Apprenticeships Provision

Modern Apprenticeships (MAs)





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

Recruitment

The pace of new apprentice recruitment for 2020-21 was impacted by COVID-19 as companies were affected by lockdown. However, the apprentice pipeline remained relatively strong, particularly in STEM sectors. Apprenticeships supporting the service sectors were impacted more significantly but showed signs of recovery at the end of the contract period.

The following table details the starts signed up in the 2020-21 SDS contract award over the industry sectors, alongside other years for reference.

Sector	2017-18 Starts	2018-19 Starts	2019-20 Starts	2020-21 Award	2020-21 Starts
Automotive	19	9	20	22	10
Construction Trades	3	8	31	40	30
Engineering	71	73	92	95	97
Food & Drink	-	0	7	10	0
Hairdressing	22	20	16	21	7
Hospitality	-	21	9	22	3
Sport, Health & Social Care	-	10	8	10	8
Total	**115**	**141**	**183**	**220**	**155**

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Overall recruitment figures were lower than originally contracted, and compared to 2019-20. In many sectors, however, the overall impact of COVID on apprentice starts was not as large as originally feared and recruitment numbers were greater than those achieved in the years prior to 2019-20.

Recruitment in engineering was strong and surpassed original expectations. Although some companies who traditionally recruit cancelled their apprentice recruitment in 2020, others have continued and we have also had starts from new or returning employers.

The automotive and construction sectors returned relatively early from the lockdown period and we saw an upturn in interest for these apprenticeships after that.

Sectors such as hairdressing, hospitality and sport returned to business after the lockdown periods and recruitment activity increased after that point.

Recruitment Incentives

Two enhanced incentives were introduced between January and March 2021 to encourage employers to recruit apprentices. The Adopt An Apprentice grant was enhanced to £5,000 during this period, to encourage employers to take on an apprentice who has been recently made redundant. The Apprentice Employer Grant provided employers who recruited a new apprentice with a £5,000 incentive.

These grants increased interest in the apprenticeship programme and we saw a positive response to the incentives reflected in the start volumes at the end of the contract period.

The college supported twenty Ayrshire companies to access the Apprentice Employer grant with two further benefitting from the Adopt An Apprentice grant.

Claims

The majority of financial claims affecting in year funding from SDS is in relation to apprentices already on the programme. Although delayed or reduced recruitment has a longer term impact on funding, the largest immediate impact is related to redundancy of current apprentices. Though a large proportion of apprentices were furloughed during the lockdown period, the vast majority retained their employment and continued to develop through their apprenticeship programme.

Assessors continued to support, guide and assess their candidates remotely where possible when they are on furlough, helping progress their underpinning knowledge. In sectors such as engineering and construction, financial claims are made on the basis of quarterly progress reviews. These continued while apprentices were on furlough. Some claims were subject to delay if employer corroboration of claims is delayed or apprentices are uncontactable. In these cases, claims are subject to a recoverable delay rather than a loss of funds.

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Considerable effort and activity was undertaken by the Apprenticeships and Work Based Learning team over the course of the year to maintain the progress and skills development of apprentices where possible, and ensure that resulting claims could be made. This resulted in the flow of funds through the academic year being maintained for the Modern Apprenticeship programme and the annual budget for income being achieved.

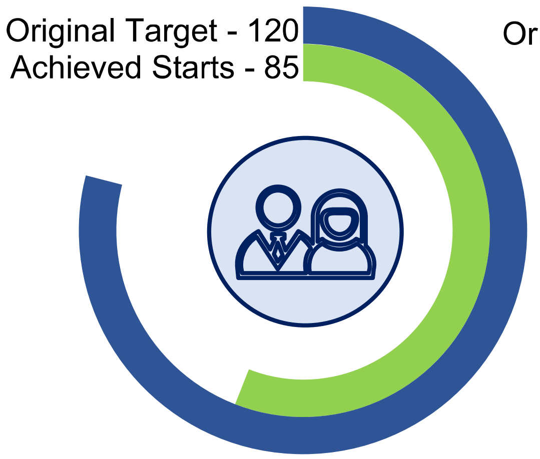
The final claim figure for 2020-21 is significantly larger than originally target due to the College supporting employers to access the available recruitment incentives. This support also helped ensure that more young people in Ayrshire achieved an apprenticeship in difficult economic times.

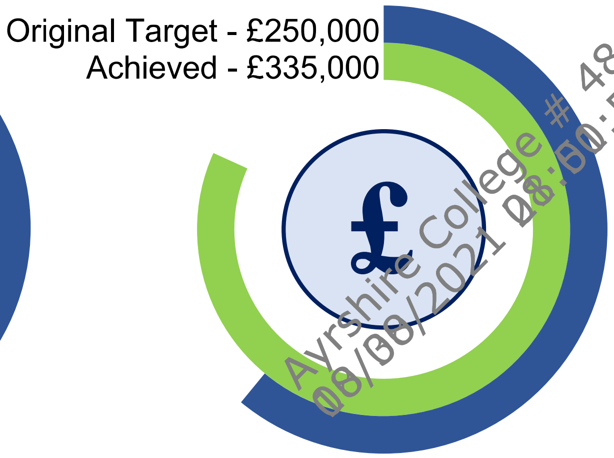
2021-22 Award

The College has recently received its Modern Apprentice allocation for 2021-22 and work for this is now underway. The awarded volumes will support growth of the College's Modern Apprenticeship provision and recovery from COVID and are summarised below, compared to the previous year's contract:

Sector	2020-21 Award	2021-22 Award
Automotive	22	25
Construction Trades	40	57
Engineering	95	95
Food & Drink	10	10
Hairdressing	21	25
Hospitality	22	14
Sport, Health & Social Care	10	10
Life Science	-	4
Total	**220**	**240**

Sub Contracted Modern Apprenticeships





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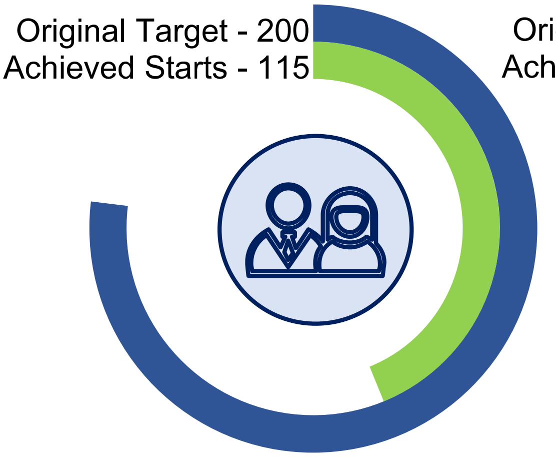
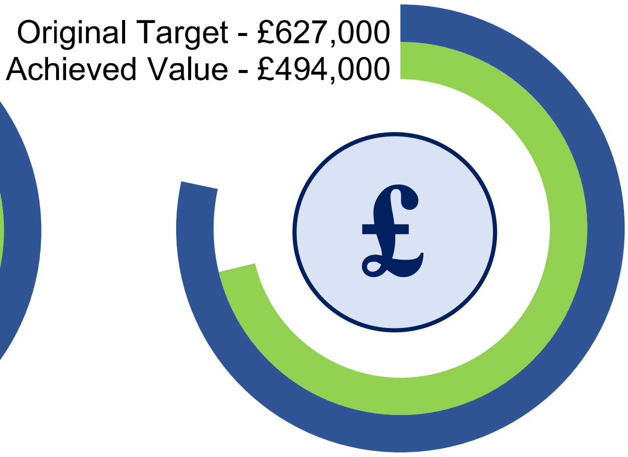
Alongside the contract held directly with SDS, the College also delivers off-the-job training to significant numbers of Modern Apprentices via contracts held with other training providers such as trade bodies and local authorities. Approximately 350 apprentices are supported by these contracts, with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

Though it varied by specific trade, overall recruitment remained relatively strong in construction trades. Recruitment in Carpentry & Joinery and Electrical Installation has been in line with volumes experienced in previous years. Some recruitment was delayed into calendar year 2021 due to company needs and workshop capacity which has been impacted by social distancing.

Information from partners suggests that recruitment will strengthen in most trade areas in 2021-22.

Foundation Apprenticeships (FAs)





Recruitment for the 2020-22 FA programme is as follows:

Framework	Awarded	Applications Received	Starts
Civil Engineering (2yr) (AC)	15	22	11
Engineering (2yr) (AC)	45	88	29
Children & Young People (2yr) (AC)	40	64	28
Children & Young People (1yr) (EAC)	15	18	10
Business Skills (1yr) (AC & SAC)	30	10	10
Scientific Technologies (1yr) (AC)	15	8	5

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Food & Drink Technologies (1yr) (EAC)	10	10	10
IT Hardware & System Support (1yr) (AC)	15	5	0
Social Services & Healthcare (1yr) (NAC)	15	20	12
Total	**200**	**245**	**115**

As reported previously, in most sectors, applications numbers were relatively strong for the FA programme. However, there was a drop in applications converting to starts on the programme.

Claims were delayed through the year as Skills Development Scotland programme rules, informed by ESF requirements, required student corroboration prior to claiming. This corroboration was often delayed due to students learning remotely. Due to this, the forecasted income for 2020-21 was reduced to £450,000

Extensive and detailed work was undertaken with Skills Development Scotland to identify and remove barriers for payment for each student on the programme. This activity resulted in much of this delay being cleared towards the end of the academic year and claim activity significantly increased in this period, maximising income for the programme. This resulted in the amended forecast being exceeded by £44,000 at the end of the academic year.

Furthermore, claims of approximately £60,000 related to certification of completing students are due to be paid by SDS early in academic year 2021-22, which will result in a positive start to this period.

Through discussions with Skills Development Scotland and Scottish Funding Council, the College has been informed of a structural change to how Foundation Apprenticeships are funded. Funds will be dispersed via SFC, rather than SDS, in the form of additional credits from academic year 2021-22 onwards.

An indicative Foundation Apprenticeship target of 1518 credits has been allocated by SFC for academic year 2021-22.

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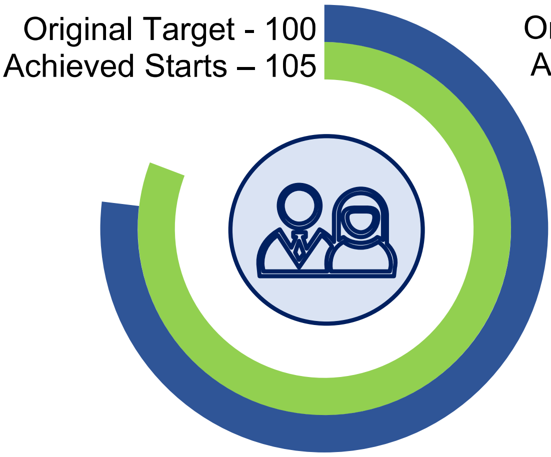
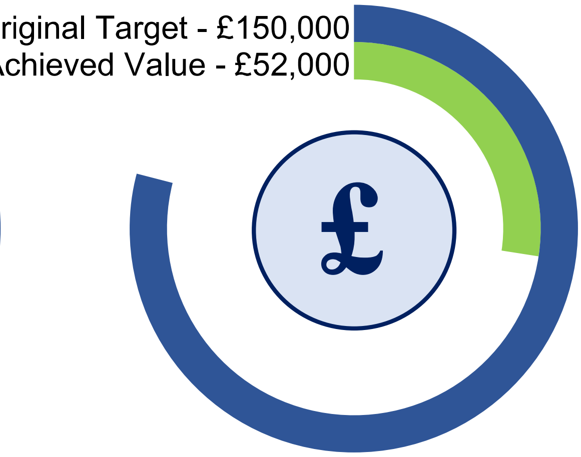
3. Commercial SVQs





Assessment support for candidates undertaking commercial SVQs continued throughout the lockdown period. The majority of these candidates work in the Health & Social Care sector and continue to work. Although direct face-to-face observation of these candidates was not possible, e-portfolio was used which allows for ongoing assessment and support for uploaded evidence. Other methods of observation, such as video, are also being utilised.

Recruitment of new candidates had not been possible through the initial lockdown period and was further delayed by lockdown early in 2021. This was, in part, because of difficulties in inducting candidates remotely but also because the services accessing the SVQs were under considerable pressure.

Significant contracts were agreed with both East and South Ayrshire Councils to deliver SVQs to their care at home staff. 100 candidates were signed up across these two organisations and assessment activities are now underway.

As recruitment was delayed form the original plan, a large portion of assessment activity will be delivered in Academic Year 2021-22. Although approximately £120,000 was secured through these two contracts, the remainder of the income will be released in AY 2021-22 in line with when this activity is taking place.

Ongoing discussions with South Ayrshire Council suggests that significant demand for SVQ qualifications for home care workers will continue into 2021-22.

4. Other Activity

SVQ Units of HNC Provision in Health and Social Care and Early Years
Work based assessors in the Health and Social Care and Early Years sectors normally support over 400 students to achieve their full-time qualification. Courses in these areas, particularly at HNC level, have SVQ units embedded

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which are assessed by work-based assessors in collaboration with the Curriculum departments.

Work placements were significantly impacted by COVID-19 and associated restrictions. Condensed work placements were able to resume in Early Years after the return of primary schools and nurseries, post-lockdown.

Work has been ongoing through the summer to support deferred work placements in Health and Social Care.

Scottish Apprenticeship Advisory Board – Standards and Frameworks Group

The College continues to be the Colleges Scotland representative on the Scottish Apprenticeship Advisory Board Standards and Frameworks Group. This group oversees governance of the Scottish Apprenticeship Family.

To date, the SFG group has overseen a transition to a new approval process for apprenticeship frameworks. This includes a development process that ensures a focus on industry needs and a more consistent approval mechanism undertaken by the new Apprentice Approvals Group.

Work is ongoing to establish a new model of apprenticeship framework, for the future, which is more flexible and allows for easier transition between occupations.

Industry Challenges

To help mitigate the impact of COVID on Modern and Foundation Apprentices, the College has supported a range of industry challenge projects.

Ayrshire College was one of a group of colleges, Forth Valley, Fife and NESCol, who have worked innovatively together, using employer relationships to develop a series of industry challenges for engineering apprentices. This was introduced to keep Modern and Foundation Apprentices engaged in learning and creative thinking through the disruption associated with COVID-19. The project, named *Fuel Change* saw apprentice teams solve industry challenges for one of six sub-sectors of engineering. Challenges focussed on finding low carbon solutions for real engineering problems. SFC and SDS lent their support to the project.

Challenges have been set by large national or multi-national organisations including Alexander Dennis, Spirit Aerosystems, National Manufacturing Institute Scotland, BAM Nuttal, Scottish Power Energy Networks and BP.

Modern Apprentices across Scotland took part in this challenge and Ayrshire companies were well represented. A post-project event helped showcase the work undertaken and Ayrshire apprentices impressed with a range of innovative solutions including aircraft decommissioning solutions and seaweed farming.

The challenge was also being made available to our engineering Foundation Apprentices, to help mitigate the impact that COVID-19 has had on work placements.

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A similar FA industry challenge was developed in partnership with McLaughlin & Harvey to support Foundation Apprentices in Civil Engineering. This work saw all first and second year FAs undertake a project involving flood defence work currently underway in the Garnock Valley. Students presented their project work to representatives from McLaughlin & Harvey, North Ayrshire Council and Ayrshire College.

5. Conclusion

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

Gavin Murray
Assistant Principal, Curriculum
19 August 2021

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

Publication
This paper will be published on the College website

Ayrshire College # 484082
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Ayrshire College *(Paper 12)*

Learning and Teaching Committee

2 September 2021

Subject:	Overview of items under Part D – For information
Purpose:	This paper provides an overview of items under Part D of the agenda
Recommendation:	Members are asked to note the contents of this paper.

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1. Empowering, Supporting and Inspiring Student Success (Ayrshire College Learning and Teaching Strategy) (*Paper 13*)

Committee members approved the draft Learning and teaching Strategy at the meeting of 27 May 2021. A final copy is included for information. The strategy was shared with staff on Day 1 of the Ayrshire College Staff conference held 16 August 2021.

2. Education Scotland – Remote learning in Scotland's Colleges (*Paper 14*)

Between March and April 2021, Education Scotland engaged with colleges, across Scotland, to develop an overview of remote learning. The national overview report is attached for information and contains key recommendations. The recommendations are reflected in the College's Learning and Teaching Strategy.

Recommendations

Colleges should:-

- continue to address digital poverty and enable all learners to engage in remote learning;
- continue to support the wellbeing of learners and staff, and in particular, their mental health during remote learning;
- ensure that all staff have the skills required to deliver learning and teaching, and services to support learning, remotely;
- develop approaches that support all learners to engage in remote learning, with a particular focus on younger learners on full-time further education programmes;
- develop and implement arrangements to evaluate and improve the quality of remote learning for all learners.

CDN should:-

- continue to support colleges to collaborate in developing and sharing resources for the delivery of remote learning.

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3. SDS Regional Skills Assessment Report Ayrshire, July 2021 (*Paper 15*)

The SDS Regional Skills Assessment report for Ayrshire, published in July 2021, is included for information. Members will note that the College uses these reports to ensure that its curriculum offer is in line with regional labour market needs.

4. SFC Report on Widening Access 2019-20 (*Paper 16*)

This annual report presents data relating to the Commission on Widening Access targets. The Executive Summary, on page 5, provides a useful overview. Section 7 – Progression to University from College (Articulation) will also be of interest to committee members.

5. SFC Credit Guidance 2021-22 (*Paper 17*)

This guidance outlines the parameters for claiming credits for AY 2021-22. The committee monitors credits through the regular credit activity paper brought to each meeting.

Anne Campbell
Vice Principal, Curriculum
23 August 2021

Publication
This paper will be published on the College website

(Paper 13)

Ayrshire College

Empowering, supporting and inspiring student success

Ayrshire College's learning, teaching and student engagement strategy 2021–24

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Values:

Respectful

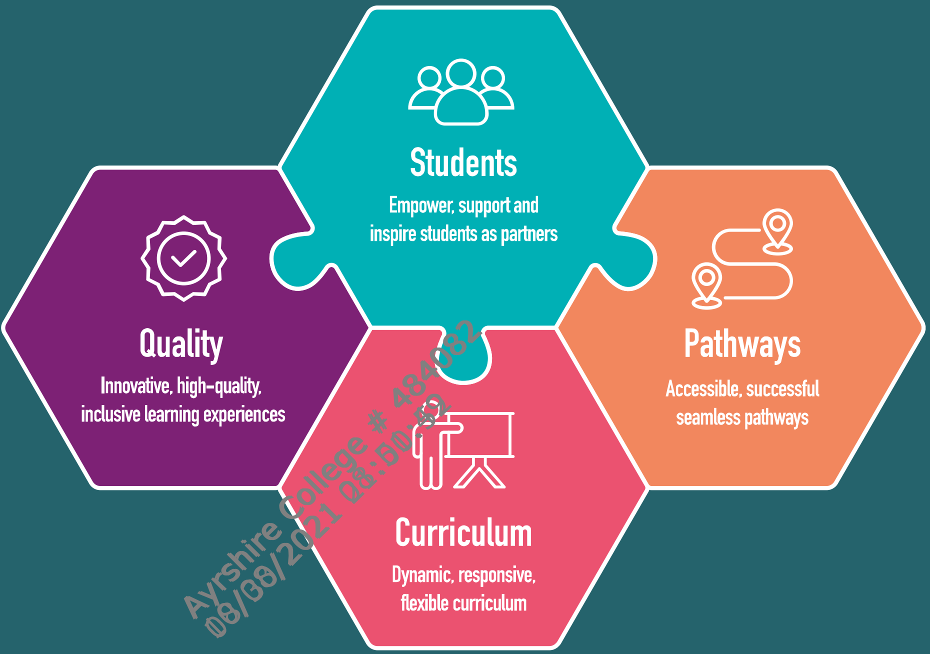
Supportive

Open and Honest

Ambition:

Ayrshire College will be a dynamic, inspirational place of learning where students are empowered, supported and inspired to achieve their full potential.

Our ambition will be achieved through close partnership working with students, employers and key stakeholders, and underpinned by four strategic aims:



Students

Empower, support and inspire students as partners

Quality

Innovative, high-quality, inclusive learning experiences

Pathways

Accessible, successful seamless pathways

Curriculum

Dynamic, responsive, flexible curriculum

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Strategic Aims:

Aim 1	**Students:**	**Empower, support and inspire students as partners** Our students are empowered, supported and inspired to positively shape and influence their learning experiences.
Aim 2	**Curriculum:**	**Dynamic, responsive, flexible curriculum** Our curriculum offer is dynamic, flexible and responsive to employer and industry needs, to current and future skills' requirements and contributes to social and economic recovery.
Aim 3	**Pathways:**	**Accessible, successful seamless pathways** Our curriculum is accessible to students from all backgrounds and in particular to those who are adversely affected by the impact of the pandemic. All students are supported to transition seamlessly through successful pathways to further study or work.
Aim 4	**Quality:**	**Innovative, high-quality, inclusive learning experiences** Our students receive innovative, high-quality, inclusive learning experiences which facilitate successful learning for all.

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Aim 1

Students:

Empower, support and inspire our students as partners

Our students are empowered, supported and inspired to positively shape and influence their learning experiences.

We will achieve this by:

- Ensuring that all of our students are active participants in shaping their own learning as well as influencing the strategic direction of the College.
- Regularly seeking, responding to and monitoring student feedback, including increasing the percentage of students who complete the annual Student Satisfaction and Engagement Survey and the percentage of students overall satisfied with their college experience.
- Supporting all students to develop positive strategies in relation to their mental health and wellbeing and embed mental health and wellbeing awareness across all curriculum areas.
- Implementing the Student Mental Health Agreement and monitoring progress against actions.
- Engaging staff in inspiring continuous professional development which supports staff to facilitate and evaluate innovative, high-quality, flexible and blended learning experiences.
- Facilitating the sharing of excellent practice across all areas of the College, and wider college sector, to further enhance the student experience.

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Aim 2 | Curriculum:

Dynamic, flexible and responsive curriculum

Our curriculum offer is dynamic, flexible and responsive to employer and industry needs, to current and future skills' requirements and contributes to social and economic recovery.

We will achieve this by:

- Using labour market intelligence to align provision to the needs of the region.
- Contributing to the development of an Ayrshire Regional Skills Investment Plan and working collaboratively with partners to implement and monitor the actions.
- Ensuring that students are work-ready and have the skills to meet employer needs by engaging more employers in the design and delivery of our curriculum.
- Optimising our college-wide engagement activities with employers to add value to current and future skills requirements, including increasing the number of full-time students undertaking a work placement.
- Providing more flexible opportunities for upskilling and reskilling the existing workforce, including shorter modes of delivery aimed at stimulating economic recovery.
- Developing and implementing a Future Skills Strategy to ensure that students develop the relevant skills that will equip them for the challenges of the future.

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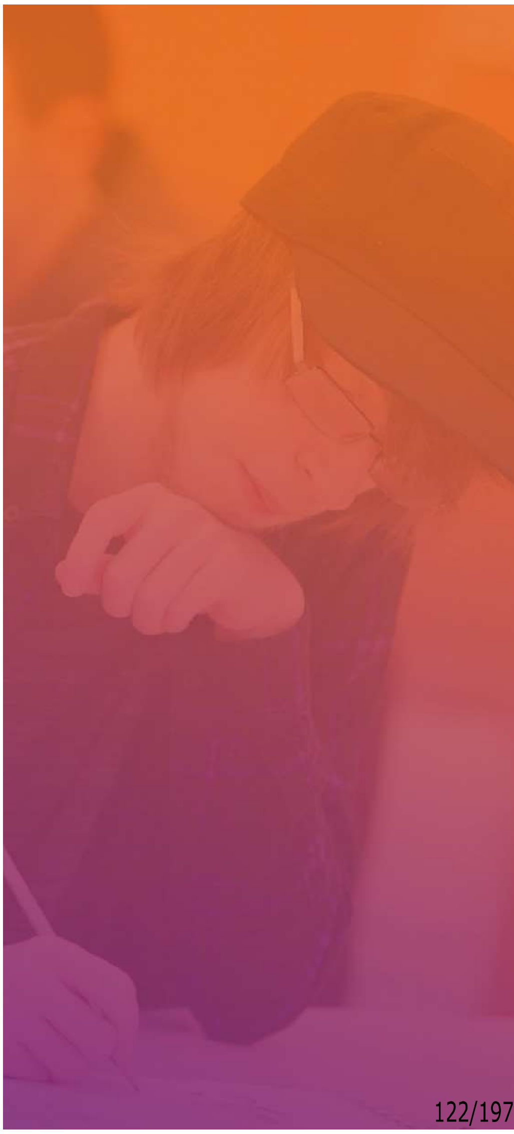
Aim 3

Pathways:

Accessible, successful seamless pathways



Our curriculum is accessible to students from all backgrounds and in particular to those who are adversely affected by poverty and inequality. All students are supported to transition seamlessly through successful pathways to further study or work.

We will achieve this by:

- Ensuring that the proportion of credits delivered to learners living in the 10% most deprived postcode areas reflects the communities that the College serves, and attainment of those from the most deprived postcode areas aligns with that of their peers.
- Supporting care experienced and vulnerable students to succeed in line with achievement rates of their peers.
- Embedding a structured Careers Education Information Advice (CEIAG) and Guidance programme in all areas of the curriculum, through the Future Skills Strategy, so that students can make informed choices about their future learning and career.
- Working closely with individual schools and local authorities to ensure that the College offer, as part of the school-college partnership, complements the vocational pathways offered in schools. As a result, the number of senior phase age pupils studying vocational qualifications will increase.
- Working closely with university partners to improve articulation opportunities and pathways. As a result, the proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing will increase.
- Increasing the number and proportion of students undertaking part-time programmes.
- Increasing the number of full-time FE and HE college qualifiers in work, training or further study 3-6 months after qualifying.
- Addressing issues around digital poverty to enable all students to access and participate in their learning.

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Aim 4

Quality:

Innovative, high-quality, inclusive learning experiences

Our students receive innovative, high-quality, inclusive learning experiences which facilitate successful learning for all.

We will achieve this by:

- Developing and building on our students’ digital skills, digital wellbeing and digital confidence so that they are supported to engage effectively in their learning and to embrace technological change now and in the future.
- Embedding, promoting and celebrating innovation and entrepreneurship across all curriculum areas.
- Increasing the proportion of enrolled students successfully obtaining a recognised qualification across all modes of learning.
- Embedding a culture of self-reflection for continuous improvement.
- Improving male or female gender imbalance in curriculum areas where the imbalance is greater than a 75:25 ratio.
- Ensuring that students, with protected characteristics most likely to experience hate, report that they feel safe while engaged in their studies.

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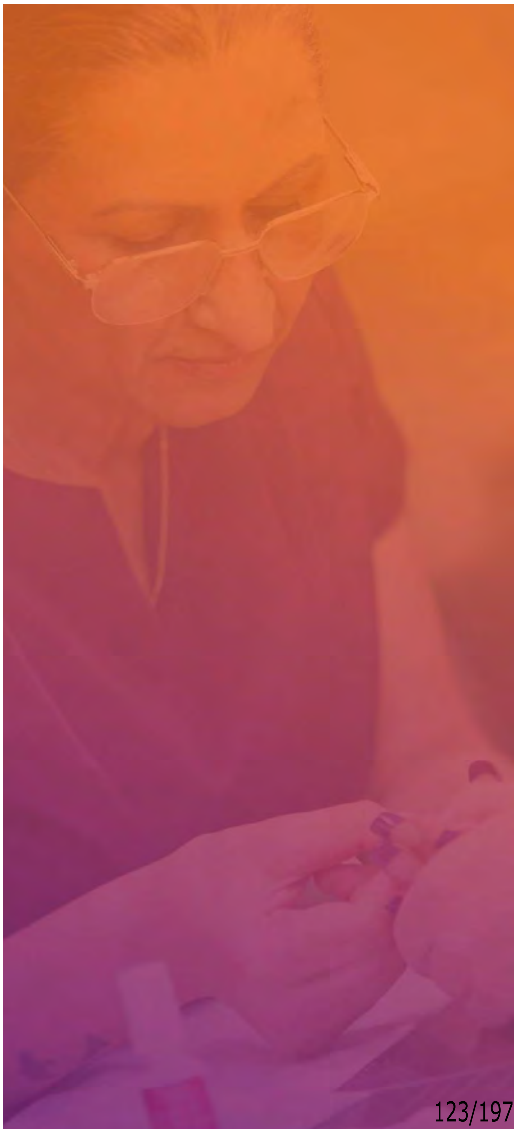

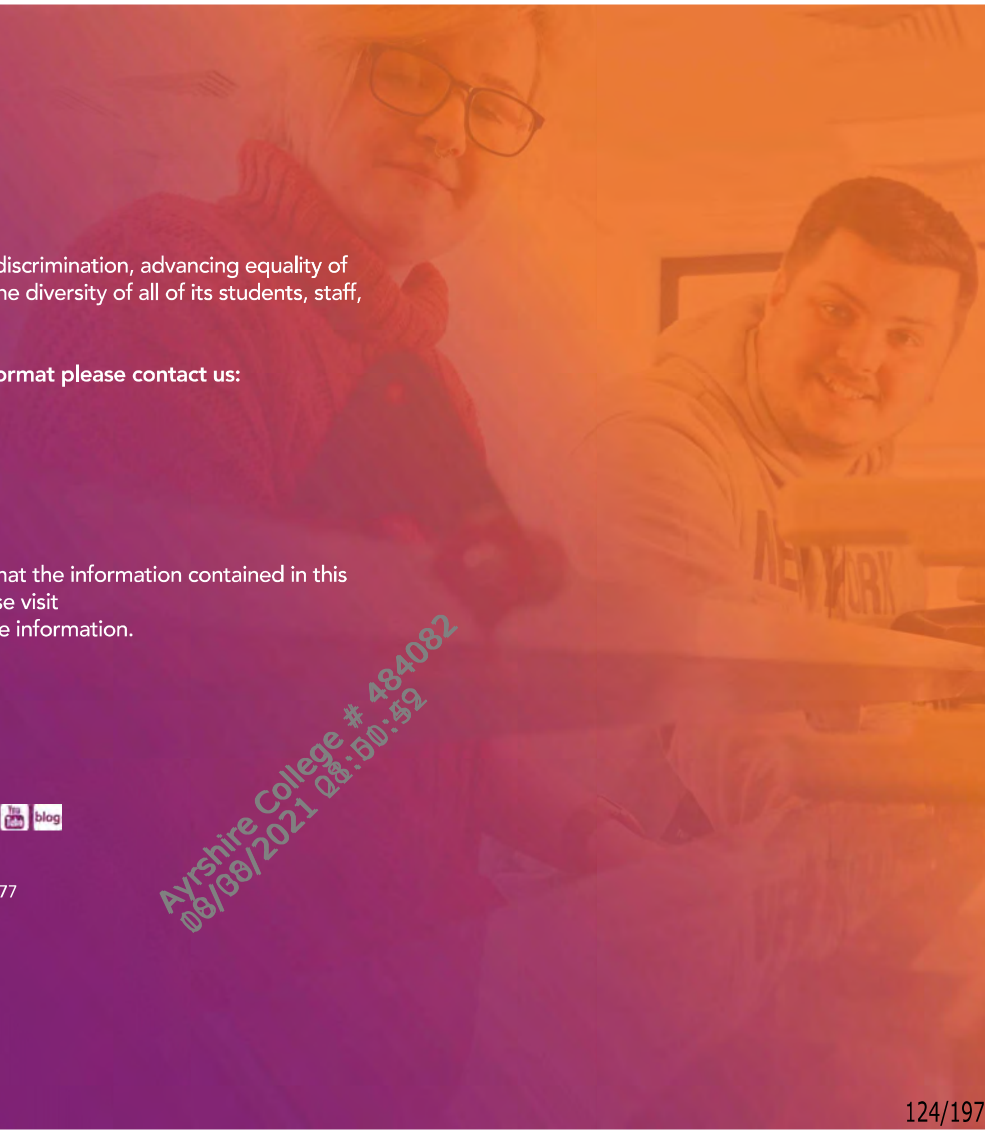

Accessibility

Ayrshire College is fully committed to challenging discrimination, advancing equality of opportunity, promoting inclusion and celebrating the diversity of all of its students, staff, visitors and partners.

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Email: marketing@ayrshire.ac.uk

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Education Scotland
Foghlam Alba

(Paper 14)

Remote learning in Scotland's Colleges

National overview

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1

Context

> "It's no longer about classroom spaces."
>
> **Support manager**

The Covid-19 pandemic created significant challenges for all learning providers. In Scotland's colleges, managers, staff and learners had to adapt to new ways of planning, delivering and engaging in learning activities. Following the announcement of the national lockdown in March 2020, colleges took swift action to enable learning and teaching to continue remotely.

Prior to the pandemic, all colleges had existing facilities and resources in place to enable teaching departments to incorporate on-line learning within their programmes. Some colleges benefited from very well-established Information and Computing Technology (ICT) infrastructures and systems for remote learning delivery. Many, but not all colleges, had invested continuously in their ICT infrastructure to enable delivery of a portfolio of on-line provision, including University of the Highlands and Islands (UHI) colleges, and specialist institutions such as the national Gaelic college, Sabhal Mòr Ostaig. Before the pandemic, overall the prominence and prevalence of remote learning within individual colleges programmes varied due to: capacity and effectiveness of the digital infrastructure; staff access to digital resources; learner access to digital resources; skills of teaching staff in the use of digital resources; skills of learners in using digital resources; and services to support learners and staff to overcome ICT challenges.

As a further resource, you can also access stakeholder comments and short case studies in the accompanying "Comments and Cameos".

←　→

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> “If somebody had asked me if we could support all students remotely this time last year I would have said no way, but we have found a way.”
>
> **Support manager**

Between March and April 2021, HM Inspectors of Education (HMIE) engaged in professional dialogue with 495 college staff and managers, and 180 learners from all colleges in Scotland to develop a national overview of practice in the delivery of remote learning. The purpose of this overview report is to:

- outline the learner and staff experience of remote learning and teaching during the pandemic;
- highlight what is working well and share this widely to celebrate success;
- surface the challenges in delivering of remote learning in colleges; and
- identify aspects for improvement of the quality and effectiveness of delivery of remote learning.

The findings from the fieldwork are summarised using the following key themes:

- Digital infrastructure;
- Planning remote learning and teaching delivery;
- Delivering learning and teaching remotely;
- Engagement of learners in remote learning;
- Monitoring and assessing learner progress remotely;
- Assuring the quality of remote learning and teaching; and
- The impact of remote learning on the wellbeing of learners and staff.

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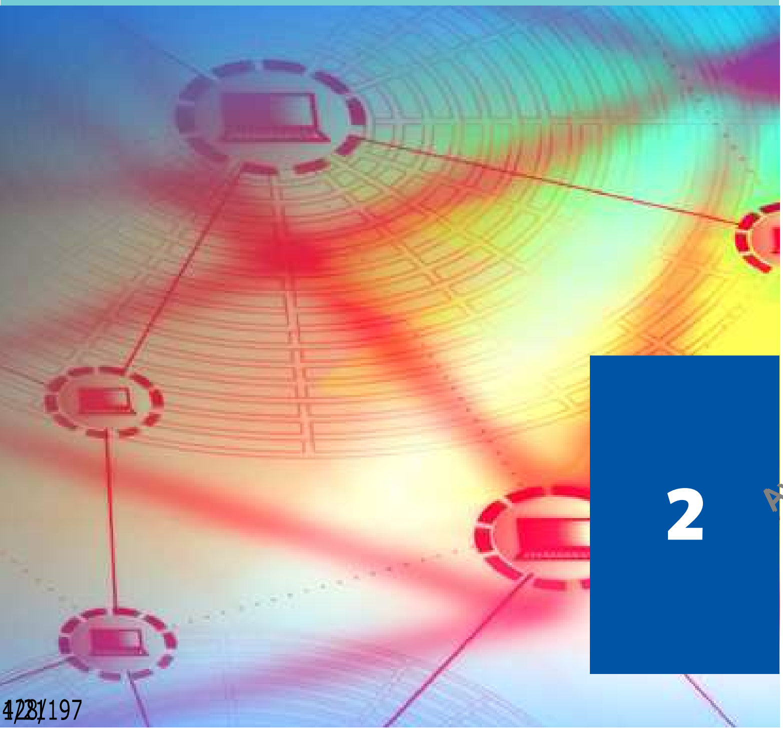
Digital infrastructure



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All colleges have in place digital infrastructure that enables them to deliver learning remotely. However, the pace and scale of the challenge of moving all learning and teaching to online delivery presented significant issues for some colleges, particularly in terms of digital capacity. This included the need to ensure that college digital platforms were equipped to accommodate the significant increase in usage by both learners and staff across colleges, many of whom operate across multiple campuses. Some colleges made rapid and significant improvements to their digital infrastructure within a very short timescale and as a result, overtook mid to long term targets in their digital strategic plans. Most colleges report a range of issues in relation to connectivity, particularly in rural areas, characterised by unreliable and slow access to broadband. In areas where connectivity continues to be erratic or limited, it significantly restricts or interrupts the learning experience. There remain variations across the college sector in terms of geographical operating context and capacity to convert provision to online delivery.

All colleges have prioritised making digital devices and Wi-Fi available to learners and staff in their homes. College managers worked quickly to ensure, as far as possible, that staff and learners had access to appropriate digital devices and resources. There are many examples of colleges deploying staff to deliver laptops and Wi-Fi dongles to the homes of both learners and staff.

> "There has been a huge leap in the digital upskilling of staff."
>
> **Senior manager**

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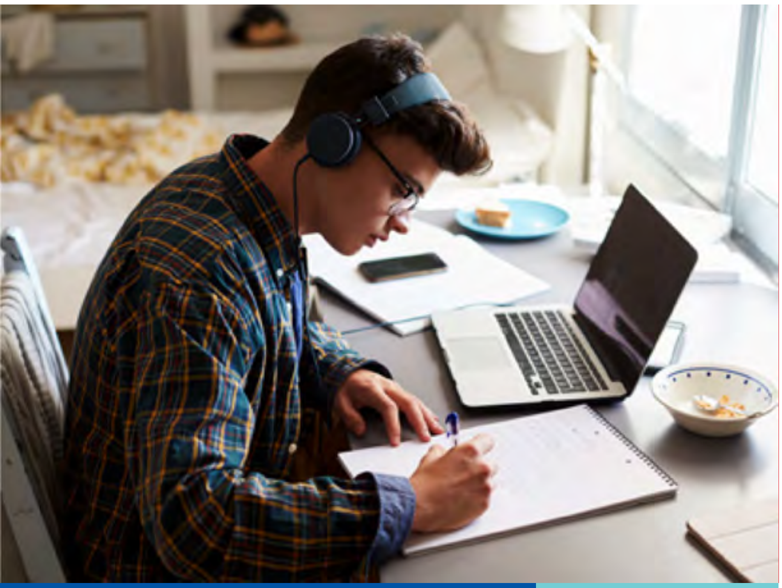

> “Waiting outside Student Services for my appointment made me feel ashamed, but now I can do it online its more private and I feel so much better.”
>
> **Learner**

However, for some subject areas, colleges found it difficult to replicate specialist technical equipment within the home environment. Many colleges describe that overall, despite the high level of support provided to learners, digital poverty continues to impact on some learners' ability to engage with and benefit fully from the opportunities remote learning offers.

Most colleges have provided additional staffing resource by creating new or enhanced digital development and support roles, to assist teaching colleagues in using new technologies and creating online resources. These roles are having a positive impact on improving staff understanding and skills in the use of digital resources to deliver services remotely. All colleges have ensured that staff have access to specialist technical support alongside Career Long Professional Learning (CLPL) opportunities. These arrangements have supported staff to develop the skills and confidence needed to apply learning, teaching and assessment strategies for remote delivery.

Across all colleges, support staff have adapted their processes and systems to enable learners to access their services online. Learners used these facilities to make bursary applications and to book appointments to access additional support, including mental health and counselling services. Student finance teams have focused on making discretionary funding available and ensured timeous responses to queries or problems relating to finance. These arrangements are enabling support staff to engage with more learners and make quicker referrals to specialist support. Learners highlight how much they appreciate, and have benefited from, increased and flexible online access to support functions.

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3

Planning the delivery of remote learning and teaching

> “This year has been like crossing a bridge whilst you are still building it.”
>
> **College manager**

From the outset of the pandemic, all colleges acted quickly to prepare and equip staff and learners to participate in remote learning. Many colleges made arrangements to identify the needs of individual learners and staff in relation to their level of digital skills, access to digital equipment, and connectivity. In most colleges, learning resources and activities were also made available as physical resource packs, delivered to learners' homes, to support learners facing barriers to accessing remote learning such as poor connectivity or digital poverty.

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All colleges drew productively on their experience of the first period of lockdown to plan for the start of the new academic session in August 2020. This included contingency planning to respond to further and varying levels of restriction and continued closure of campuses and facilities. Many colleges report that previously, they had underestimated the digital capabilities of their younger learners, and had also established that generally, older learners have lower levels of digital skill. To help learners overcome digital skills gaps and confidence, and using feedback from both learners and staff, most colleges have developed and delivered comprehensive online induction programmes to introduce learners to the protocols, etiquette and skills needed for remote learning. In addition, bespoke digital upskilling programmes were offered to learners who require further support to engage in remote learning activities.

> “It is very heartening to see some of our learners on the autistic spectrum embracing online learning, and in some cases excelling.”
>
> **Learning support worker**

In all colleges, staff delivering support for learning quickly adapted their approaches to take account of the new operating environment and to convey how and where learners can access support. Staff working with learners with more complex additional support needs engaged closely with parents and care-givers to plan and agree appropriate learning activities. These services have been vitally important in helping these learners remain on their programme and engage in their learning.

All colleges have worked hard to minimise the impact of lockdown restrictions on the learning experience and to provide continuity of learning. Staff quickly revised and adjusted timetables to enable learners to undertake classes at home that did not require access to campus facilities. In response to changing levels of restrictions, college managers and staff regularly and rapidly rescheduled learning activities to enable learners to undertake practical elements of their programme on campus. For example, learners on a few programmes with large elements of practical work, such as marine engineering, benefited from having the practical elements front loaded when they were able to attend a college campus. This allowed them to continue with remote learning with greater confidence in their ability to complete their programme successfully. However, many learners on practical programmes such as construction, hairdressing or hospitality, have had only limited access to practical skills development in their vocational area, and many learners will require to defer or extend the academic year to complete their programme successfully as a result. Since the re-opening of college campuses in April 2021, college staff have worked hard to ensure that these learners are supported to achieve within realistic timescales by, for example, extending the college day to provide additional sessions for practical delivery and assessment.

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Delivering learning and teaching remotely

4

As colleges moved quickly to remote delivery, teaching staff made use of the limited time available to familiarise learners with the new arrangements, systems and resources involved in learning remotely. Given the tight timescales for implementing these arrangements, most learners reported that colleges dealt well with supporting and equipping them to adapt to learning off-campus. Colleges have continued to deliver a mixture of blended learning and restricted blended learning in response to changing guidance, taking careful account of social distancing restrictions on campuses.

Overall, teaching staff describe how their confidence in delivering remote learning has increased since the initial period of lockdown. Support for teaching staff in the delivery of remote learning is proving valuable and is supporting subject lecturers to extend and enhance their learning and teaching approaches. Almost all colleges consider the move to online delivery as instrumental in progressing significantly the skills of many teaching staff in delivering remote learning. In addition, it has supported teaching departments to engage more in the use and application of digital resources. However, both teaching staff and college managers acknowledge that there is significant variability in the digital skills and confidence of lecturers in delivering learning remotely.

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> "It's been an injection of creativity."
>
> **Programme leader**

> “Remote learning is most effective in theory-based subjects, at advanced level.”
>
> **Curriculum manager**

Throughout periods of campus closure, teaching staff describe how they worked hard to meet the needs of learners during remote learning. In most colleges, there is a clear and structured approach to providing a balance of recorded and live lessons to accommodate the needs and preferences of individual learners. Teaching staff are increasingly using more creative methods in the delivery of remote learning and teaching. These include flipped classroom approaches; recording and uploading lessons to enable learners to reprise lessons or prepare for assessments; and posting learning materials to the college Virtual Learning Environment (VLE) where learners can engage with the materials in advance of teaching sessions. Many lecturers have developed creative alternatives to simulate practical work and support underpinning knowledge development. However, teaching staff describe the challenges they have faced in moving their teaching entirely online, and acknowledge the need to develop greater knowledge and skills for digital pedagogy. Most learners confirm that they have experienced variability in the quality of remote learning within their programme.

Teaching staff have worked diligently to develop materials and approaches to assist learners in learning remotely, such as video tutorials detailing best practice approaches in online learning. There are many examples of learning opportunities having been enhanced through, for example, virtual events, virtual tours and guest speakers from the world of work. Podcasts and virtual work placements for learners with representatives from the voluntary sector and employers are helping to increase learner motivation. However, many teaching staff describe how the pace at which they have been required to adapt learning and teaching materials to a format suitable for remote and blended learning delivery has been very challenging, and more time consuming than initially anticipated. Overall, teaching staff describe having insufficient opportunity to collaborate in developing resources and approaches to avoid duplication of effort, extend the range of resources available, or share effective practice

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"We have progressed 5 years in our learning and teaching approaches…

Our online training programmes and support for staff have made training accessible and available at times which suit staff."

HR manager

"People have been quickly pushed out into deep water."

College lecturer

Learners describe how they have valued the ability to access remote learning materials to study at their own pace and at times that are convenient to them. Learners can use timetabled sessions flexibly to supplement their understanding and have easy access to learning materials online. This benefits learners who are managing other responsibilities alongside their studies, such caring for others, home schooling or work commitments. Many teaching staff follow whole-class online activities with individual and group discussions to support learner understanding and clarification. Increasingly, regular check-in calls and a focus on learner wellbeing are built into delivery by teaching staff.

Overall, approaches used by staff to deliver remote learning are helping learners gain confidence in independent learning and develop skills for further study. However, teaching staff describe how developing independent learning skills in younger learners remotely, and in particular those studying programmes at SCQF levels 4 and 5 is particularly challenging. They highlight how many younger learners lack the necessary motivation or skills to engage in remote learning, particularly those on practical subjects like construction. Staff describe how a number of practical programmes have experienced higher rates of learner withdrawal this year than previous years as a result.

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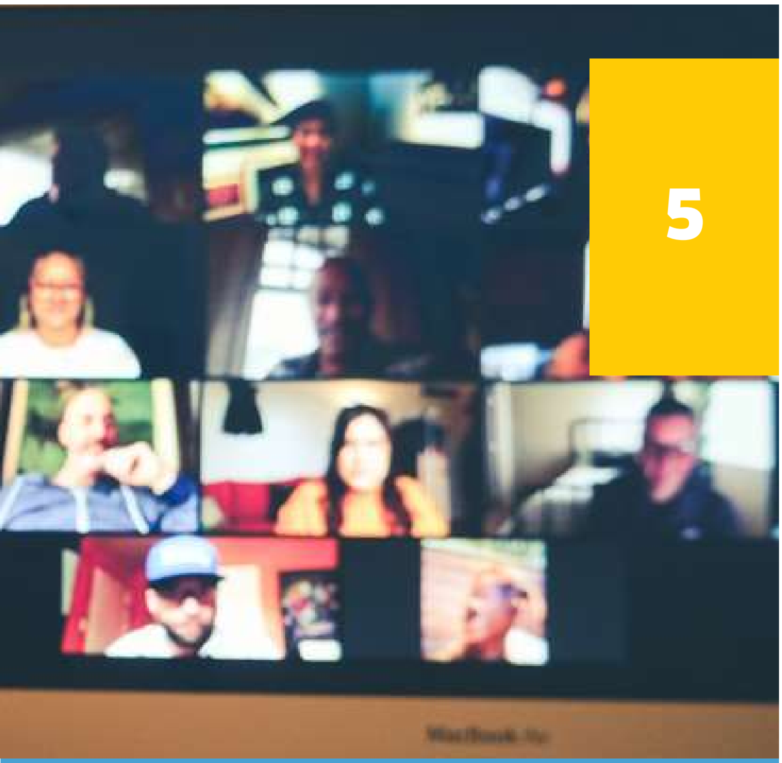

5

Engagement of learners in remote learning

> "This is the most engaged I have ever been, and the most I have ever learned."
>
> **Learner**

Overall, teaching staff describe how most learners participate and engage purposefully in remote learning activities.

Colleges have used the data analysis capabilities of their digital platforms effectively to monitor levels of learner attendance in online classes. However, staff highlight that this data does not always reflect the level of participation and engagement of some learners during remote learning. Most colleges report challenges in engaging some younger learners sufficiently in learning activities. This was particularly evident in in programmes that consist of large elements of practical work. Colleges report that, based on quantitative data available from their learning platforms and information from curriculum areas, overall learner engagement was less positive on FE level programmes in comparison to Higher Education (HE) level programmes.

Learners highlight how they value the flexibility of remote delivery including being able to access course materials out with live lessons. They make good use of recorded lessons to revisit ideas, develop their thinking, and learn at their own pace at times that suit their lifestyle, family and work commitments. As a result, many learners feel that they have made progress at a faster rate than had been possible on campus. In curriculum areas where there is a substantial amount of theory, learners, particularly at HE level, report they prefer the remote learning model.

Teaching staff describe significant variations in the use of cameras

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> “Getting people engaged is about getting to know people.”
>
> **Class rep**

> “We are all re-imagining how best to engage learners.”
>
> **Lecturer**

and microphones by learners in online classes. Staff report that this can hinder interactive learning and teaching, and makes it difficult to establish levels of individual learner engagement and understanding during lessons. Staff also highlight that when they are unable to see or interact with lesson participants, this inhibits whole-class interaction and affects wider engagement of the class group.

In most colleges, programme teams and staff providing services to support learning have worked collaboratively to help keep learners engaged. Teaching staff identify learners with learning or personal issues early, and refer them quickly to support service staff to enable them to access assistance. Across all colleges, the work of support service teams is acknowledged as critical to maintaining the engagement of learners during remote learning.

Many learners report that self-directed learning works well for them during remote learning. In addition to subject-related skills, most learners are able to recognise the range of skills that they are developing through learning remotely. These include digital literacy, time keeping, working independently, planning and self-organisation. The development and application of these skills has helped learners prepare for progression to further learning or into employment. In some colleges, mini learning communities have provided learners with access to mentoring, peer support and engagement with business and industry leaders. In the best examples, this has supported learner engagement and interest in the vocational area.

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Monitoring and assessing learner progress during remote learning

Search or type a command
This week
Inactive students
Active students / day
Meeting absence
Missed assignments

6

In all colleges, curriculum teams have undertaken detailed scenario planning to take account of the impact of the move to remote delivery on the progress and outcomes for learners in academic year 2019-20. A key focus of this planning has been arrangements to support learners who had been unable to complete their programme within the academic session and who may require to defer completion into the new academic session.

Overall, the shift to remote learning has necessitated more thorough planning for and integration of assessment. Teaching teams in all colleges have worked productively to plan and schedule assessments across programmes. Within programme teams, collaborative working between lecturers has helped to reduce the burden of assessment for learners through greater use of integrated assessment approaches

All colleges have worked conscientiously to devise creative solutions for assessing progress and learner competence, in line with the specific requirements of a large number of awarding bodies. This has included placing a greater emphasis on the role of formative assessment to evidence overall student performance, and replace individual stand-alone assessments with a portfolio of work. Learners describe how the introduction of a more self-directed assessment approach has encouraged and enabled them to reflect more fully on their own performance. However, staff feel that in general, awarding bodies did not take enough account of the scale and impact of delivering college provision through remote learning. They describe how guidance on assessment was often issued late and did not always provide sufficient clarity regarding assessment requirements. Colleges describe how this created significant anxiety for both learners and staff.

Teaching staff have used online formative assessment techniques well to motivate and engage learners. There are many examples of teaching staff adapting assessment approaches engage and enthuse learners. These include hosting quizzes at the end of lessons to help learners consolidate their learning and identify any areas that require revision. However, many staff describe how converting assessment materials into a format suitable for remote delivery has placed additional pressure on them.

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> “Lecturers have done a fantastic job, and got better and better at it.”
>
> **Learner**

College staff recognised that some learners would be unable to complete their programme within the academic session, and colleges have made arrangements for these learners to be defer completion to the following year. Learners who were unable to access specialist digital and vocational resources from home have expressed concern that their remote learning experience would not prepare and equip them for entry to university or employment. Many learners describe feeling that their practical skills are under-developed and that they lack practical experience. A number of students are concerned that future employers might be less likely to offer them employment if their practical skill levels were not developed, or perceived to be developed, to the required standard. Colleges have hosted discussions with universities regarding articulation and progression arrangements for learners affected. These discussions have focused on deferring completion in order to reduce anxiety and support learners to plan for next steps in their learning

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Teaching staff have made good use of online platforms to provide learners with feedback on their progress and performance in assessments. Learners describe how they have valued the more personalised and detailed feedback they have received through one-to-one discussions. In some colleges, feedback has also been provided in recorded video format. In a few colleges, teaching staff have made good use of approaches such as screen capture to share learners' assessments and discuss strengths and areas for improvement in their submitted work. Learners comment positively on the efforts that college staff have made to keep in touch with them and discuss their progress. Overall, learners describe how the shift to remote delivery has improved the quality and accessibility of feedback they have received on their progress.

Across all colleges, teaching and support staff meet regularly to identify learners at risk of disengaging from their learning, and to coordinate early interventions and approaches to help them to remain on their programme. Learners requiring additional support, or extra time for assessments, describe how they have been supported well by teaching and support staff. However, some learners with more complex additional support needs have found participating in remote learning very challenging.

7

Assuring the quality of remote learning and teaching

> "This college is dealing with 28 awarding bodies, all of them updating their guidance. Staff are doing well to cope with this."
>
> **Manager**

Throughout the initial period of remote learning, colleges focused on implementing systems and structures to enable remote learning, capturing learner feedback on their experience, and implementing assessment arrangements to accommodate changes to awarding body requirements. In all colleges, support was mobilised and provided quickly to assist staff and learners to adjust to remote learning. From August 2020, in most colleges the focus shifted to evaluation of the consistency, quality and equity of the learner experience. Most colleges have made progress in developing their approaches to evaluation of remote learning and teaching, learner engagement, and learner progress, and are ensuring that learner views and experiences of remote learning are captured and shared to inform future planning. Many colleges have made quality assurance processes available online. This has had a positive impact on supporting and engaging staff in carrying out quality assurance processes remotely.

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All colleges had to focus heavily on adapting arrangements for quality assuring assessment processes. Regular standardisation meetings have supported teaching staff to engage in professional dialogue regarding alternative assessment approaches. Teaching staff highlight how the need to make changes as quickly as possible to meet the needs of their learners has enabled a 'can do' solution-focused approach to assessment planning.

The impact of the pandemic on college provision significantly increased the need for team-working between and across college departments to

> "I have realised that support services do not need to be location-based – we can support learners from anywhere."
>
> **Support service manager**

maintain and enhance the quality of the learning experience during remote learning. In almost all colleges, teams have worked collaboratively to review and adapt delivery approaches and reduce the assessment burden on learners. This collaboration has helped teaching staff to have confidence in making reliable and consistent assessment decisions.

Many colleges have devised and begun to implement, new approaches to evaluation of the quality of remote learning. These include observation of live or synchronous learning sessions, work-placements and work-based learning activities; hosting discussions with learners in virtual breakout rooms; and converting end-of-unit and lesson evaluation arrangements for use in an online context. These arrangements are still at an early stage of development in most colleges. There is significant variation within and across colleges and subject areas in the approaches to and volume of evaluation being undertaken to support improvement of remote learning. Many staff acknowledge that the ability to assess the engagement of learners in class activities during remote learning to inform planning for improvement remains challenging.

All colleges have developed and implemented processes to capture learner views about what is working well, and what has been more difficult for them during remote learning. These include carrying out online student surveys; hosting online meetings with class and subject representatives; and working closely with Students' Associations and Student Councils to gather learner views and plan for improvement.

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Some Students' Associations have used sparqs resources well to help learners to evaluate their experience. Most colleges are positive about how well learners have engaged and contributed their views to inform improvement during remote learning. Overall, response rates to student online surveys were very high and this helped colleges to improve and enhance their approaches to delivering provision remotely. However, some class representatives have found it difficult to engage with their peers in order to gather views during remote learning as many did not engage socially or informally with their classmates.

Most colleges are beginning to plan future arrangements in response to learner feedback on their experience of remote learning. In a few colleges, in response to the views learners, some programme areas are planning to continue to deliver the theory aspects of programmes online in future.

Staff in support areas describe how remote learning has challenged their perception of what is possible in terms of providing support for learners remotely. Support service teams have reviewed and adapted their services in the light of the move to remote learning to ensure learners have access to a range of advice and support. These include library services, counselling, financial and welfare advice, and digital and technical support. Staff have reflected on the new delivery models to identify what worked well and as a result of the findings many colleges are planning to continue to provide services remotely in future. They describe how the new approaches have enabled them to offer learners with more flexible options to access support, in line with their personal preferences, needs and circumstances.

College staff have particularly valued the increased range of digital networking opportunities and support offered by both their own colleges and by College Development Network (CDN). Teaching staff from all colleges, particularly those out -with central Scotland, appreciate the flexibility of being able to access and attend events online, for example CDN subject networks, without the need for significant travel. This allowed them to share practice, discuss and address challenges, and identify and learn from what is working well during remote learning.

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The impact of remote learning on the wellbeing of learners and staff

8

The impact of the pandemic and the move to remote working and learning on the wellbeing of learners and staff has been a priority area of focus for all colleges. Colleges have worked hard to ensure that support is available when needed for those staff and learners who are experiencing difficulties. Learners describe how they appreciate and have benefited from, high-quality pastoral and academic support during remote learning. Colleges have made good use of social media to ensure learners are supported by their peers to feel included and cared for throughout their programme. Teaching staff report that digital engagement between learners and staff has helped to develop a sense of belonging that has supported learner engagement and improved motivation.

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Within learner induction programmes, colleges have prioritised and promoted the importance of mental health and wellbeing, for example through use of a range of national and locally-developed online resources. Mental health referrals have increased in all colleges, and counselling and guidance staff have worked well together to provide the necessary support. College staff are also benefitting from access to support and counselling services.

Learners describe feeling well supported by college staff during remote learning, and how they have benefitted from how well their mental health and wellbeing issues have been a central consideration when planning the delivery of remote learning by staff. Teaching staff acknowledge that the lack of opportunity for social interaction with their learners has been challenging, both for them and for their learners. They highlight how challenging it has been overall to establish supportive relationships with learners to help them engage in a positive learning experience.

Staff recognise that learners with additional support needs or mental health-related issues have found engaging in remote learning extremely challenging and physically draining, particularly over an extended period of time. To compensate for this and the loss of personal contact, many support for learning staff have introduced regular one-to-one engagements and check-ins with their learners. Learners describe how these regular pastoral conversations are supporting

> “In some ways we have been more in touch with individual learners through these pandemic times than we ever have been.”
>
> **Support Services Staff**

> “We can help with qualifications but it’s harder to help with their confidence or social development.”
>
> **Lecturer**

them to stay engaged and address any barriers to learning or personal issues. Staff also acknowledge the negative impact that financial issues can have on the wellbeing of learners. They have worked quickly to provide support to learners experiencing financial difficulties through disbursement of discretionary funds. This has helped learners to cope with the stress brought about by, for example loss of earnings due to the pandemic.

Both college staff and learners describe many factors that can create anxiety during remote learning. These include erratic or insufficient connectivity; lack of access to an appropriate digital device; lacking the necessary skills and confidence to use online learning tools; feelings of isolation; not having access to a quiet space to study; competing with other people to access the internet; caring for others and home schooling. College staff acknowledge that their ability to pick up on how learners are feeling or to identify and tackle safeguarding issues is much more difficult to do remotely.

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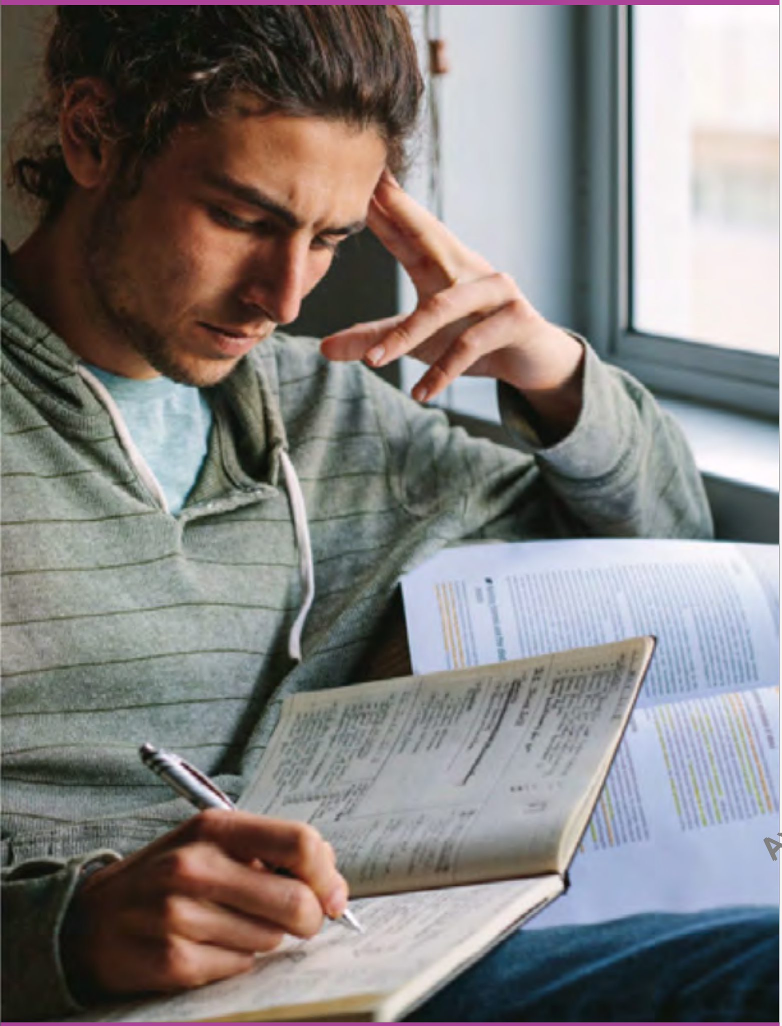
All colleges have been proactive in monitoring the health and wellbeing of staff and learners during remote learning. They draw productively on feedback from surveys and check-ins to identify and target services and provide support. These include access to health and wellbeing groups; staff development opportunities focusing on health and wellbeing; self-assessment tools, exercise activities and access to support facilities. Both staff and learners value these services and the levels of support they have received from colleges.

All colleges have taken careful account of the changes to and impact on, the working conditions of staff during remote learning. They have provided guidance to staff on reducing screen time, taking regular breaks, engaging in physical activity and taking ‘time-out’ when needed. This has helped staff to cope with the challenges and demands of remote delivery of college provision and services, and of working from home. College staff describe how they have experienced challenges in juggling the demands of home and work life, and feeling that they were never ‘off duty’. Many college managers highlight how managing conflicting priorities during lockdown has had a negative impact on their overall wellbeing.



Conclusion

Scotland’s colleges have responded well to the demands of moving their curriculum online and delivering learning and teaching remotely. Managers and staff have planned for and mobilised digital resources, and provided support to help staff develop the skills required to work remotely, whilst maintaining a strong learner focus throughout the period of remote learning. College teams have worked collaboratively to overcome challenges and focus on learner wellbeing. Overall, remote learning delivery has developed well and at pace, across the college sector. However, the following common issues have impacted on the quality and consistency of remote learning; digital poverty and unreliable connectivity; the wellbeing and particularly mental health of staff and learners; the demands of developing learning, teaching and assessment approaches for remote learning; digital skills of staff and learners, including skills for digital pedagogy, and engagement of learners.

Recommendations

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Colleges should:-

- continue to address digital poverty and enable all learners to engage in remote learning;
- continue to support the wellbeing of learners and staff, and in particular, their mental health during remote learning;
- ensure that all staff have the skills required to deliver learning and teaching, and services to support learning, remotely;
- develop approaches that support all learners to engage in remote learning, with a particular focus on younger learners on full-time further education programmes;
- develop and implement arrangements to evaluate and improve the quality of remote learning for all learners.

CDN should:-

- continue to support colleges to collaborate in developing and sharing resources for the delivery of remote learning.

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SFC STATISTICS

Report on Widening Access 2019-20

Issue Date: 30 June 2021

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Report on Widening Access 2019-20

Issue date: 30 June 2021

Reference: SFC/ST/05/2021

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

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

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Adverse Impact of the COVID-19 Pandemic

The outbreak of the COVID-19 pandemic was declared in March 2020 by the World Health Organisation, part way through the 2019-20 academic session. The pandemic did not have any notable impact on student enrolment figures for 2019-20, however it did impact on students who were studying at the time and their ability to complete their qualification as planned.

Numerous issues impacted students' ability to complete their qualification, such as:

- Students may have been medically affected by the pandemic either directly or via their families and/or dependants.
- Students who have childcare or caring responsibilities were also impacted by the pandemic, and this may have made it more difficult for these students to complete their course as originally intended.
- Colleges and universities did act quickly to move provision online where possible, however, students on courses containing a practical element or a work placement may not have been able to complete their course as intended, and therefore had to defer receiving their qualification to the following academic year.
- The entire student population was also affected by the 'softer' impacts of the pandemic on their education, such as losing access to peer support and in-person lecturer support. While institutions took steps to address digital poverty, supported by additional funding, in the immediate aftermath of lockdown some students did not have readily-available access to the necessary equipment to immediately start learning online.

In spite of the challenges faced by the two sectors and their students, 54,765 students successfully achieved an undergraduate-level Higher Education (HE) qualification in 2019-20 from Scotland's colleges and universities.

Other students who may initially have expected to graduate in 2019-20 but were impacted by the pandemic are instead expected to obtain their awards in future years.

In this report, qualifier data for 2019-20 is separated in tables by a grey column indicating a break in the time-series.

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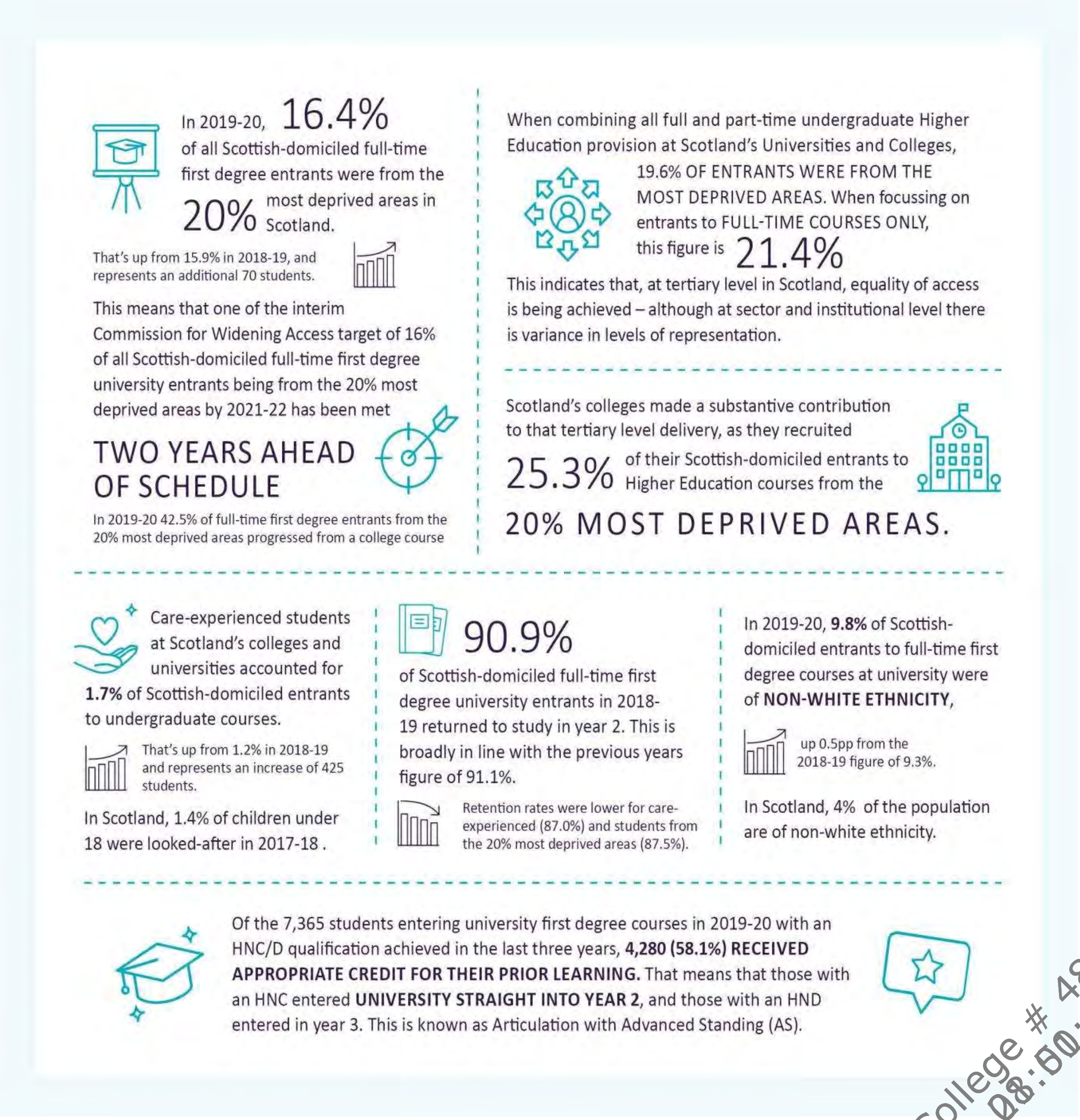
Executive Summary

This is the fifth SFC Report on Widening Access, the successor to SFC's Learning for All publication. The report discusses data relating to the Scottish Government access targets and further access data that reflects SFC Outcome Agreement measures, with a focus on socio-economic status and protected characteristics such as gender, disability and ethnicity. The key points from this report are:



In 2019-20, 16.4% of all Scottish-domiciled full-time first degree entrants were from the 20% most deprived areas in Scotland.

That's up from 15.9% in 2018-19, and represents an additional 70 students.

This means that one of the interim Commission for Widening Access target of 16% of all Scottish-domiciled full-time first degree university entrants being from the 20% most deprived areas by 2021-22 has been met

TWO YEARS AHEAD OF SCHEDULE

In 2019-20 42.5% of full-time first degree entrants from the 20% most deprived areas progressed from a college course

When combining all full and part-time undergraduate Higher Education provision at Scotland's Universities and Colleges, 19.6% OF ENTRANTS WERE FROM THE MOST DEPRIVED AREAS. When focussing on entrants to FULL-TIME COURSES ONLY, this figure is 21.4%

This indicates that, at tertiary level in Scotland, equality of access is being achieved – although at sector and institutional level there is variance in levels of representation.

Scotland's colleges made a substantive contribution to that tertiary level delivery, as they recruited 25.3% of their Scottish-domiciled entrants to Higher Education courses from the 20% MOST DEPRIVED AREAS.

Care-experienced students at Scotland's colleges and universities accounted for **1.7%** of Scottish-domiciled entrants to undergraduate courses.

That's up from 1.2% in 2018-19 and represents an increase of 425 students.

In Scotland, 1.4% of children under 18 were looked-after in 2017-18 .

90.9% of Scottish-domiciled full-time first degree university entrants in 2018-19 returned to study in year 2. This is broadly in line with the previous years figure of 91.1%.

Retention rates were lower for care-experienced (87.0%) and students from the 20% most deprived areas (87.5%).

In 2019-20, **9.8%** of Scottish-domiciled entrants to full-time first degree courses at university were of **NON-WHITE ETHNICITY**,

up 0.5pp from the 2018-19 figure of 9.3%.

In Scotland, 4% of the population are of non-white ethnicity.

Of the 7,365 students entering university first degree courses in 2019-20 with an HNC/D qualification achieved in the last three years, **4,280 (58.1%) RECEIVED APPROPRIATE CREDIT FOR THEIR PRIOR LEARNING.** That means that those with an HNC entered **UNIVERSITY STRAIGHT INTO YEAR 2**, and those with an HND entered in year 3. This is known as Articulation with Advanced Standing (AS).

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Section 1: Introduction

1. This is the fifth SFC Report on Widening Access (RoWA), providing updated statistics relating to equality and diversity of the student population across Scotland's colleges and universities for 2019-20. This report was first produced in consideration of the Scottish Government's (SG's) A Blueprint for Fairness, The Final report of the Commission on Widening Access (CoWA). Recommendation 32 of CoWA states "…the Scottish Funding Council and the Scottish Government should enhance the analysis and publication of data on fair access". This publication is both in line with said recommendation and with further SFC efforts to improve consistency of reporting data relating to many aspects of higher and further education, including access.

2. After the first *RoWA* was published in September 2017 a consultation was held on the content, structure and other aspects of the report. This consultation was concluded in January 2018 and the results, along with further user feedback received since, have fed into subsequent updates.

3. This iteration of the publication covers more stages of the learner journey than previous editions, considering entrants, articulation pathways, university retention and qualifiers, as well as, college completion rates. Information on college completion rates can be found in the background tables. There is more information in the accompanying background tables covering each of these areas in more detail, along with data relating to college leavers' destinations (CLD), university graduate outcomes, attainment at university and university staffing data.

4. As with previous iterations, this report has separate strands. The first, in Section 2, relates to the key SG targets and related measures considering Full-Time First Degree (FTFD) students (at university) and all undergraduate Higher education entrants (at both universities and colleges). The second considers a broader analysis of access to further and higher education.

5. With regard to university figures, following user feedback, the main report focuses on Scottish-domiciled FTFD entrants. Scotland's universities do of course offer substantial provision on a part-time basis and at other levels of undergraduate study aside from first-degree. This includes vital courses such as childcare and community development, which learners complete whilst working.

6. As such, this report is published alongside a suite of background tables which enable users to view university figures for (i) the Scottish-domiciled FTFD

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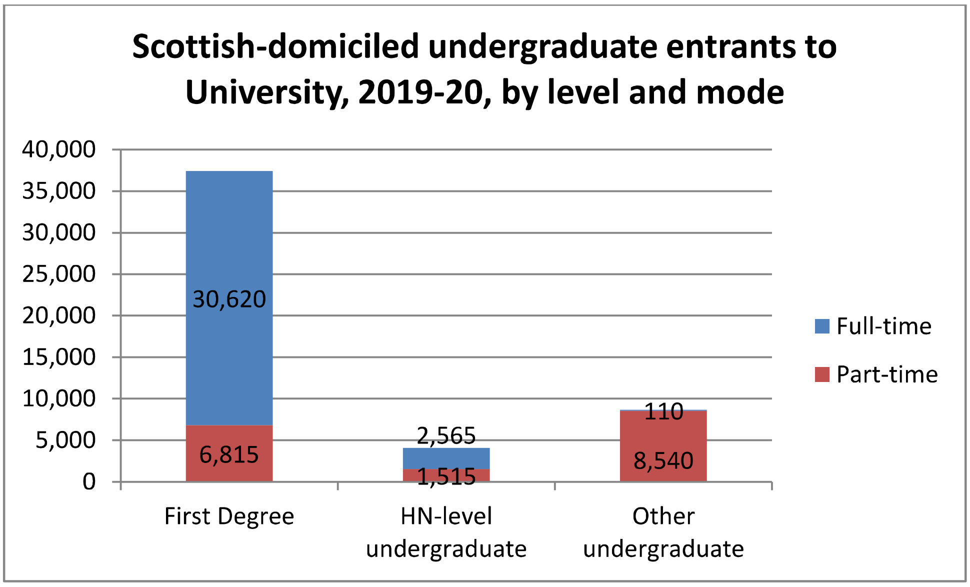
entrant cohort and (ii) the Scottish-domiciled undergraduate entrant (SDUE) cohort. The latter includes part-time provision and also other undergraduate sub-degree provision at HN-level[1]. In the CoWA table 1, other undergraduate provision (i.e. out-with first degree and HN-level) is also reported on.

7. The below Context table shows the different cohorts in scope of this report.

Context: Scottish-domiciled undergraduate entrants to University, 2019-20, by level and mode of study



8. College performance indicators data for 2019-20 are not included in this report. They will be published in the SFC College Performance Indicators report in July 2021. We do however include prior years' college performance indicators in the background tables (tables 5 and 6) for reference.

9. A progress update on the Gender Action Plan will be included in the 2020-21 Report on Widening Access (March 2022). The 2019-20 (and 2020-21) college performance indicators can be incorporated into this reporting.

10. Users are encouraged to provide feedback on the content and format of the report to the author via the contact details on the front page. Further breakdowns and other related data are available on request from SFC by contacting datarequests@sfc.ac.uk.

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[1] HN-level provision includes the following qualifications:
- Certificate of Higher Education (CertHE).
- Higher National Certificate (HNC).
- Diploma of Higher Education (DipHE).
- Higher National Diploma (HND).

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

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

CoWA Recommendation 32

12. Recommendation 32 states that:

- By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. Equality of access should be seen in the college and university sectors.

13. And that to drive progress towards this goal:

- By 2021, students from the 20% most deprived backgrounds should represent, at least, 16% of full-time first degree entrants to Scottish universities as a whole.
- By 2026, students from the 20% most deprived backgrounds should represent, at least, 18% of full-time first degree entrants to Scottish universities as a whole.

14. Relating to the CoWA target for individual universities:

- By 2021, students from the 20% most deprived backgrounds should represent, at least 10% of full-time first degree entrants to every individual Scottish university.

15. The following tables show national performance of these measures using the latest seven years of data. For the CoWA targets, "all undergraduate HE" includes all entrants to undergraduate HE courses at college and university. The background tables online show these figures broken down by institution.

Key Indicators

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

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Table 1: Scottish[2]-domiciled Full-time First Degree at University and All Undergraduate HE (universities and colleges), by 20% Most Deprived (SIMD0-20) Areas and Care Experience (CE), 2013-14 to 2019-20

COWA Key Indicator - Entrants	**2013-14**		**2014-15**		**2015-16**		**2016-17**		**2017-18**		**2018-19**		**2019-20**	
	FT First Degree	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**
Total Entrants	28,285	86,650	28,640	84,175	28,770	84,600	28,885	86,360	29,880	86,000	31,065	86,205	30,620	84,610
Entrants from MD20	3,850	14,730	3,965	14,440	4,015	14,740	3,965	14,920	4,650	15,995	4,900	16,500	4,970	16,410
% MD20 entrants	13.7%	17.2%	13.9%	17.5%	14.0%	17.7%	13.8%	17.7%	15.6%	18.9%	15.9%	19.4%	16.4%	19.6%
CE Entrants	145	265	170	325	160	445	170	525	255	680	320	1,045	370	1,470
% CE entrants	0.5%	0.3%	0.6%	0.4%	0.6%	0.5%	0.6%	0.6%	0.8%	0.8%	1.0%	1.2%	1.2%	1.7%

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[2] Please note that 2019-20 Scottish-domiciled full-time first degree figures may differ slightly to those published by HESA due to differences in methodology applied in identifying student domicile. SFC uses the XDOMHM01 field to identify domicile, whilst HESA use the XDOMGR01 field.

Figure 1: The proportion of Scottish-domiciled full-time first degree entrants, college entrants and all undergraduate HE entrants from SIMD0-20 areas, 2013-14 to 2019-20.

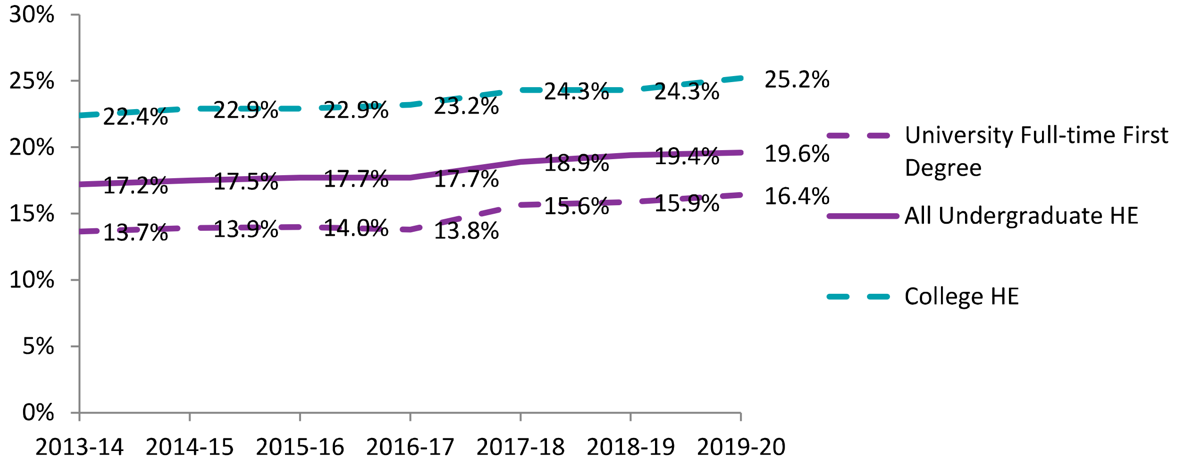
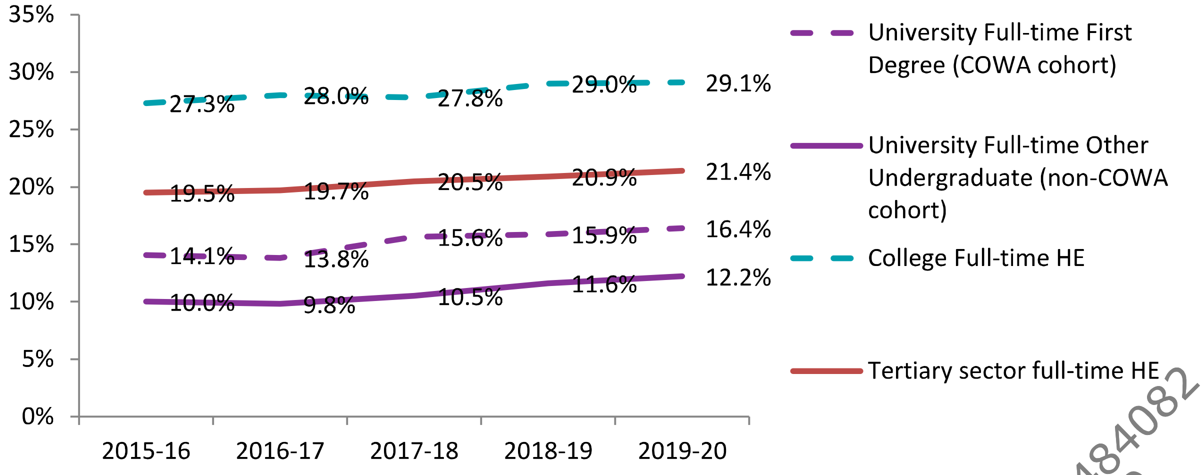


Figure 1b: The proportion of Scottish-domiciled full-time entrants by level and sector of study from SIMD0-20 areas, 2014-15 to 2019-20.



17. In 2019-20, 16.4% of all Scottish-domiciled full-time first degree entrants were from the 20% most deprived areas in Scotland. That's up from 15.9% in 2018-19, and represents an additional 70 students.

18. This means that the interim target of 16% by 2021 has been met ahead of schedule by the university sector.

19. When combining all undergraduate HE provision at Scotland's universities and

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colleges, 19.6% of entrants were from the most deprived areas.

20. Care-experienced students represented 1.7% of Scottish-domiciled entrants to undergraduate courses at Scotland's colleges and universities. That's up from 1.2% in 2018-19 and represents an increase of 425 students. When interpreting figures relating to care-experienced students it is important to note that students self-report their status, so it is possible that not all care-experienced students choose to report themselves as such. The reporting of students from care-experienced backgrounds has been given more focus in recent years, with increased efforts made to encourage students to declare themselves as being care-experienced.

22. Figure 1 shows that the proportion of all undergraduate entrants from SIMD 0-20 areas to the college and university sectors combined was 19.6% in 2019-20. It also shows that Scotland's colleges recruited 25.2% of their Scottish-domiciled entrants to Higher Education courses from the 20% most deprived areas.

23. When we focus on full-time entrants only, as we do in Figure 1b, we see that 21.4% of Scottish-domiciled full-time entrants to courses in Scotland's tertiary sector were from the 20% most deprived areas in 2019-20. This has been increasing in the last four academic years, and increased by a further 0.5 pp between 2018-19 and 2019-20.

24. As the number of entrants of Scottish-domicile to full-time first degree courses form the 20% most deprived areas continues to increase, the proportion from the 20% to 40% most deprived areas has fallen 0.8pp between 2018-19 and 2019-20, from 16.1% to 15.3%.

25. The proportion of entrants to full-time HE in the college sector from the 20% most deprived areas has always been higher than in the university sector but both remained broadly constant between 2018-19 and 2019-20. Meanwhile, the university sector has seen an increase in entrants from the most deprived areas to full-time HE from the same time period. The universities and colleges are, in some cases, recruiting from the same 'pool' of prospective students.

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Table 2: Scottish Domiciled Full-time First Degree Entrants Returning to Study in Year 2 by 20% Most Deprived Areas (SIMD0-20), 2013-14 to 2019-20

COWA Key Indicator - Retention	**2012-13 into 2013-14**	**2013-14 into 2014-15**	**2014-15 into 2015-16**	**2015-16 into 2016-17**	**2016-17 into 2017-18**	**2017-18 into 2018-19**	**2018-19 into 2019-20**
Overall Retention Rate	91.7%	91.4%	91.3%	91.8%	92.5%	91.1%	90.9%
Retention for MD20	87.8%	88.2%	87.1%	87.4%	89.4%	86.8%	87.5%
# MD20	3,455	3,785	3,900	3,945	3,975	4,615	4,860
Retention Rate for CE	n/a	85.5%	85.2%	87.0%	87.2%	92.8%	87.0%
# CE	n/a	140	170	155	165	250	320

26. Of the 2018-19 entrants, 90.9% of Scottish-domiciled full-time first degree entrants returned to study in year 2. This is broadly in line with the previous year's figure of 91.1%.

27. Table 2 shows that retention rates were lower for students from the 20% most deprived areas (87.5%) although they did increase from the previous year's figure of 86.8%. The increase in entrants from the 20% most deprived areas from 2017-18 has, in part, contributed to the overall retention rate falling from 92.5% the year before (2016-17) to 91.1% in 2017-18, and 90.9% in 2018-19 - this cohort have historically had lower retention rates.

28. Care-experienced students also had a lower retention rate at 87.0%. Due to the smaller number of care-experienced students, retention rates are more susceptible to volatility over time and so should be interpreted with caution.

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Table 3: Scottish-domiciled Full-time First Degree at University and All Undergraduate HE, by 20% Most Deprived Areas (SIMD 0-20), 2013-14 to 2019-20

COWA Key Indicator - Qualifiers	**2013-14**		**2014-15**		**2015-16**		**2016-17**		**2017-18**		**2018-19**			**2019-20**	
	FT First Degree	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**	**FT First Degree**	**All UG HE**		**FT First Degree**	**All UG HE**
Total Qualifiers	22,515	57,935	22,145	57,060	22,970	58,240	23,475	58,925	23,640	59,605	23,570	59,765		22,565	54,765
Qualifiers from MD20	2,620	9,325	2,650	9,450	2,820	9,755	3,055	10,170	3,150	10,745	3,270	11,040		2,930	10,335
% MD20 qualifiers	11.7%	16.1%	12.0%	16.6%	12.3%	16.8%	13.1%	17.4%	13.4%	18.0%	13.9%	18.5%		13.0%	19.0%

Please note: Qualifier figures in 2019-20 were impacted by the COVID-19 pandemic and are not directly comparable with past academic years.

29. In spite of the challenges faced by the two sectors and their students as a result of the COVID-19 pandemic, 54,765 students successfully achieved an undergraduate-level Higher Education (HE) qualification in 2019-20 from Scotland's colleges and universities. Of those achieving qualifications 19.0% were from the 20% most deprived areas.

30. Other college and university students who may initially have expected to graduate in 2019-20 but were impacted by the pandemic are instead expected to obtain their awards in future academic years.

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Section 2: Sex

31. In 2019-20, 59.0% of Scottish-domiciled full-time first degree entrants to universities were female, broadly in line with the previous year's figure of 58.8%.

32. Of the 2018-19 cohort of Scottish-domiciled full-time first degree entrants to universities, 91.9% of females continued their studies into year 2, whilst the male proportion was slightly lower at 89.4%.

33. In the college sector, 57.5% of enrolments to full-time HE level courses were female, and 51.7% of enrolments to full-time FE level courses were female.

34. In 2019-20, 60.4% of Scottish-domiciled qualifiers from full-time first degree courses were female.

35. 97.1% of Scottish-domiciled female graduates from full-time first degree courses at university with a known destination were in work or further study 15 months after completing their course. The male proportion was slightly lower at 95.6%.

36. In 2018-19 95.5% of male leavers and 94.4% of female leavers from full-time HE college courses with known destinations were in work or further study 3-6 months after qualifying.

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Section 3: Ethnicity

37. In 2019-20, 9.8% of Scottish-domiciled entrants to full-time first degree courses at university were of non-white ethnicity), up slightly from the 2018-19 figure of 9.3%. In Scotland, 4%[3] of the population are of non-white ethnicity.

38. Of the 2018-19 cohort of Scottish-domiciled full-time first degree entrants to universities, 92.2% of non-white entrants continued their studies into year 2, compared with 90.7% of white entrants. That represents a gap of 1.5 pp which has remained broadly consistent over the past five years.

39. In the college sector, 7.6% of enrolments to full-time HE level courses were by non-white students, and 7.4% of enrolments to full-time FE level courses were from non-white students. Many college students of non-white ethnicity were enrolled on Language courses, such as ESOL (English for Speakers of Other Languages).

40. In 2019-20, 8.1% of Scottish-domiciled qualifiers from full-time first degree courses were of non-white ethnicity.

41. In the university sector, 96.8% of white Scottish-domiciled graduates from full-time first degree courses with a known destination were in work or further study 15 months after completing their course. The proportion of non-white graduates was slightly lower at 93.1%.

42. In the college sector, 94.2% of HE qualifiers of non-white ethnicity were in positive destinations 3-6 months after qualifying. That’s broadly in line with the figure for white HE qualifiers of 94.9%. At FE level, meanwhile, 95.2% of qualifiers of non-white ethnicity were in positive destinations 3-6 months after qualifying. That’s the same as the figure for those of white ethnicity.

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[3] Scotland’s Census: https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/

Section 4: Disability

43. In 2019-20, 15.0% of Scottish-domiciled entrants to full-time first degree courses at university had a declared disability. That’s a 4.9 pp increase on the 2013-14 figure of 10.1%, and this has in part been driven by an increase in those with a declared mental health condition. In Scotland, around 6% of young people (aged 16 to 24) declared a disability according to the 2011 Census[4].

44. Of the 2018-19 cohort of Scottish-domiciled full-time first degree entrants to universities, 89.7% of students declaring a disability continued their studies into year 2, whilst 91.1% of entrants with no known disability continued their studies.

45. In the college sector, 18.4% of enrolments to full-time HE level courses were by students with a declared disability, and 26.6% of enrolments to full-time FE level courses were from students declaring a disability.

46. Figure 3, below, shows the disability type declared by selected students in both sectors, in 2019-20.

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[4] Scotland’s Census 2011: https://www.scotlandscensus.gov.uk/

Figure 3: Disability Types, College and University enrolments 2019-20

	Scottish domiciled full-time first degree university entrants	**College (160 hours+)**
A long standing illness or health condition	1.3%	1.0%
A mental health condition	3.9%	3.8%
A physical impairment or mobility issues	0.3%	0.9%
A social/communication impairment	0.9%	1.4%
A specific learning difficulty	5.5%	5.0%
Blind/serious visual impairment uncorrected by glasses	0.1%	0.2%
Deaf/serious hearing impairment	0.3%	0.4%
A disability, impairment/medical condition not listed above	1.3%	1.8%
Two or more impairments/disabling medical conditions	1.3%	5.1%
Total Disability	**15.0%**	**19.8%**
Total No Known Disability	**85.0%**	**80.2%**

47. In 2019-20, 15.5% of Scottish-domiciled qualifiers from full-time first degree courses had a declared disability.

48. In the university sector, 95.0% of Scottish-domiciled graduates from full-time first degree courses declaring a disability were in work or further study 15 months after completing their course. The proportion of graduates with no known disability in positive destinations was slightly higher at 96.8%.

49. In the college sector, 93.4% of HE qualifiers with a declared disability were in positive destinations 3-6 months after qualifying. That's below the figure for HE qualifiers with no known disability of 95.1%. At FE level, meanwhile, 95.1% of qualifiers with a declared disability were in positive destinations 3-6 months after qualifying. That's lower than the figure for those with no known disability of 95.9%.

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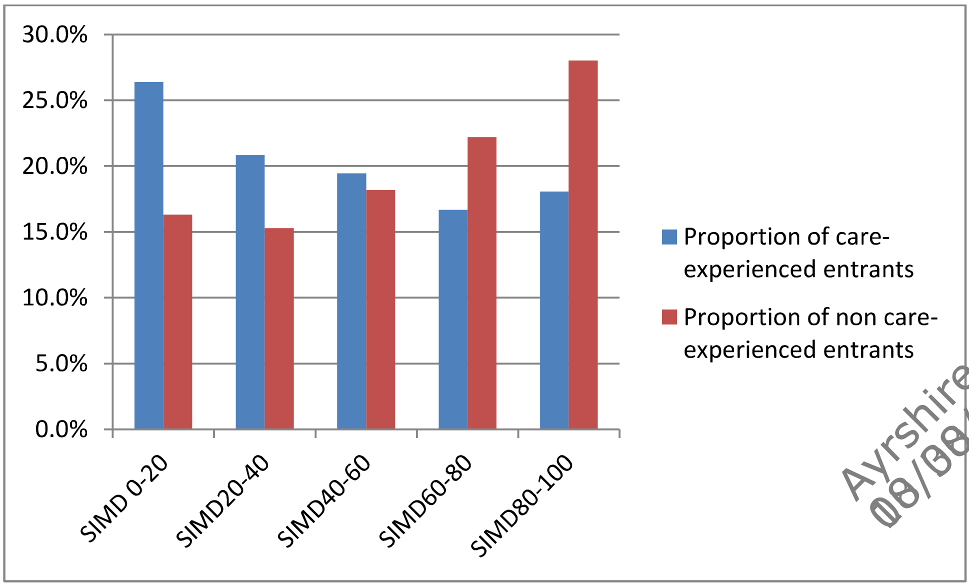
Section 5: Care-Experienced Learners

50. According to Scottish Government's Children's social work statistics 2017-2018 there were an estimated 14,738 children and young people who were looked-after in Scotland at 31st July 2018. SFC considers a wider group of individuals than the legal definitions of 'looked-after' and 'care leaver' when referring to care-experience for data collection purposes in order to capture all age groups, all nationalities, and all those who have been in care or looked-after during their childhood even if it were for a short period of time. SFC defines 'care-experienced' as anyone who has been or is currently in care or from a looked-after background at any stage of their life, no matter how short, including adopted children who were previously looked-after. This care may have been provided in one of many different settings, such as in residential care, foster care, kinship care or through being looked after at home with a supervision requirement. SFC has a national ambition for care experienced students to have equal outcomes with their peers by 2030. More information can be found in SFC's National Ambition for Care Experience Students report.

51. In 2019-20, 1.2% of Scottish-domiciled full-time first degree entrants were care-experienced. That represents 370 entrants, up 50 from the 2018-19 figure.

52. As shown in Figure 4, 26.4% of Scottish-domiciled care-experienced entrants to full-time first degree courses were from the 20% most deprived areas. 16.3% of non-care experienced entrants to these courses were from the 20% most deprived areas in 2019-20.

Figure 4: Proportion of Scottish-domiciled full-time first degree entrants to University, 2019-20, by care-experience status and SIMD quintile



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53. In 2019-2020, 1.7% of Scottish-domiciled entrants to undergraduate courses at Scotland's colleges and universities were care-experienced. That's up from 1.2% in 2018-19 and represents an increase of 425 students. The reporting of students from care-experienced backgrounds has been given more focus in recent years, with increased efforts made to encourage students to declare themselves as being care-experienced.

54. A higher rate of support[5] has been made available to care-experienced students in Scotland at HE and FE level since 2017-18 and 2018-19 respectively.

55. In the college sector, 3.5% of enrolments to full-time HE and 8.7% of enrolments to full-time FE courses in 2019-20 were from care-experienced students. That's up from 2.3% (full-time HE) and 5.5% (full-time FE) in 2018-19.

56. In the university sector, 87.0% of Scottish-domiciled entrants to full-time first degree courses with experience of care continued their studies into year 2. This is lower than the overall retention rate of 90.9%.

57. In 2017-18, 94.5% of Scottish-domiciled care-experienced graduates from full-time first degree courses at university were in work or further study 15 months after completing their course. The proportion of graduates not declaring themselves as care-experienced in positive destinations was slightly higher at 96.5%.

58. In 2018-19, 90.7% of care-experienced leavers from full-time HE college courses and 94.8% from full-time FE courses with known destinations were in work or further study 3-6 months after qualifying. For those not declaring themselves as care-experienced, 94.9% of leavers from full-time HE courses and 95.2% of leavers from full-time FE courses were in these positive destinations 3-6 months after qualifying.

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[5] Scottish Funding Council: Care-experienced bursaries: http://www.sfc.ac.uk/access-inclusion/equality-diversity/care-experienced/care-experienced.aspx

Section 6: Age

59. In 2019-20, 69.5% of Scottish-domiciled full-time first degree entrants to university were aged 16 to 20. A further 13.1% were in the 21 to 24 age group, with 17.4% aged 25 and over.

60. In the college sector, 58.9% of full-time FE enrolments were by 16 to 20 year olds. 26.1% were by those aged 25 or above. On full-time HE courses, 28.2% of enrolments were by those aged 25 or above.

61. At part-time level in the college sector, there is greater still representation of learners aged 25 and above, with 57.8% of enrolments at part-time HE courses and 35.6% of enrolments to part-time FE courses being in that age group.

62. This illustrates that the two sectors are attractive propositions with regard to lifelong learning. Changes to the job market mean that more frequent reskilling or upskilling will be required, and the availability of more flexible part-time courses can help facilitate that.

63. In the university sector, 92% of Scottish-domiciled full-time first degree entrants under 21 years of age continued into year 2 of their course, whilst 88.1% of those aged 21 and over continued into year 2 of their course.

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Section 7: Progression from College to University (Articulation)

64. In 2019-20, 10,090 students enrolled at a university on a first degree course in Scotland having previously achieved an HNC or HND qualification at college. Of that cohort, 7,365 students entered university within three years of achieving their college qualification.

65. Of the 7,365 students entering university first degree courses in 2019-20 with an HNC/D qualification in the last three years, 4,280 (58.1%) received full credit for their prior learning. That means that those with an HNC entered university straight into year 2, and those with an HND entered in year 3. This is known as Articulation with Advanced Standing (AS). It is not a mandatory pathway – some students can still choose to start in an earlier year of university despite having the option to Articulate with Advanced Standing.

66. That proportion is an increase on the 2018-19 figure of 55.5% although the number of students articulating with Advanced Standing (AS) fell from 4,470 to 4,290. The overall number of entrants to university first degree courses with HNC/D qualifications fell from 8,060 in 2018-19 to 7,365 in 2019-20. Following the implementation of the CoWA recommendations, we have seen more students from the 20% most deprived areas enrol directly in universities from 2017-18 and this may help explain the reduction in absolute numbers articulating in recent years.

67. Students achieving an HNC/D in the most recent 3 academic years account for 19.7% of all Scottish-domiciled degree entrants to University in 2019-20.

68. Levels of articulation are calculated based on the college qualification and the year of the university programme into which the college student moves. The following tripartite classification of prior learning is used:

- Advanced Standing (AS) - full academic credit for prior study.
- Advanced Progression (AP) - partial credit for prior study.
- Progression (P) - no credit for prior learning [or Flexible Progression via the Open University].

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Table 4: Scottish domiciled entrants to University in 2019-20 at first degree level obtaining an HNC/D in the last 3 years.

Year	Advanced Standing	Advanced Progression	Progression	All	% Advanced Standing
2014-15	4,020	805	2,710	7,540	53.3%
2015-16	4,220	800	2,425	7,445	56.7%
2016-17	4,250	650	2,735	7,635	55.7%
2017-18	4,655	760	2,985	8,400	55.4%
2018-19	4,470	755	2,835	8,060	55.4%
2019-20	4,280	625	2,460	7,365	58.1%

69. Looking at the characteristics of students articulating with Advanced Standing in 2019-20:

    - 23.5% of students articulating with Advanced Standing were from the 20% most deprived areas.
    - 18.8% of students articulating with Advanced Standing in 2019-20 had a declared disability.
    - 10.7% of students articulating with Advanced Standing in 2019-20 were of non-white ethnicity.
    - 1.3% of students articulating with Advanced Standing in 2019-20 were care-experienced.

70. Of the 4,970 Scottish-domiciled full-time first degree entrants from the 20% most deprived areas, 42.5% (2,110) progressed from college.

71. Articulation occurs across most Scottish universities, although to varying degrees. Priorities and entry requirements of different institutions vary and it is not always possible or appropriate to articulate into the later years of a university programme, nor might student preference or curriculum matches allow for this to happen. There are also more informal routes that a student may take, for example, they may achieve an HN-level qualification at college and then some years later return to university on a 'lifelong learning' basis.

72. In Table 4, above, figures for the SFC 'Main Articulation Measure' are provided. In Background Table 14a, the 'Wider Articulation Measure' is also presented. It covers all qualifications at SCQF 7 & 8 transitioning to first

degree (HNC/HND/HE Diploma/Degree and Associate Students[6]), including internal movement[7] from UHI and SRUC[8]. The Main Articulation Measure (MAM) is a subgroup of the above and is concerned only with HNC and HND qualifications (and excluding internal movement). Sections, tables and charts concerned with this group are marked with the term Main Articulation Measure.

73. Further information on Articulation and the methodology deployed in the redevelopment of the National Articulation Dashboard can be found in this supplement.

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[6] The term 'Associate Student' describes the situation where a college and an HEI share responsibility for a student, with the HEI acting as the awarding body for a course that is delivered partly by a college and partly by a HEI. Classes in the earlier years may be delivered at the college while the later years may be delivered at the HEI. See also http://www.sfc.ac.uk/web/FILES/Statistics/Associated_Students_HESQ.pdf.

[7] Internal movement is where a student studying and HNC/HND in an integrated college moves on to a degree course within the umbrella university.

[8] Note: HE-level study is collected by HESA and not FES for UHI and SRUC.

Annex A: Report Content and Coverage

University entrants

74. The Commission on Widening Access covers all higher education but pays specific attention to Scottish domiciled full-time first degree (FTFD) entrants to university and is the main group of university students of focus in this report.

75. There is, of course, a variety of additional activity provided by universities to students out-with this group. Further detail on these groups, where not shown in this report, is available in the background tables online or by request. This definition of sub-degree provision is used here in line with the provision included in the SFC Outcome Agreement definition of students. However, as this report covers all activity in the sector the numbers will vary from the reported OA figures as the data in this report includes the Open University whereas the OA measures do not.

76. "Sub-degree" for this purpose includes the following qualifications:

- Certificate of Higher Education (CertHE).
- Higher National Certificate (HNC).
- Diploma of Higher Education (DipHE)[9].
- Higher National Diploma (HND).

College entrants

77. College student activity can be measured in a number of different ways, and a full explanation of these measurements can be found in SFC's College Statistics Report for 2019-20. College data here is shown only in enrolments. The college data within this report includes only Scottish domiciled entrants, and is shown by full and part-time activity at HE and FE level.

78. In line with the definition used in the SFC College Performance Indicators National Statistics publication the college entrants shown include only those students who completed 4 or more Credits.[10] This is an important addition on the college data when measuring entrant activity in enrolments as otherwise very short courses, of often only a few hours, are counted in the same way as courses with much longer durations.

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[9] Including Diploma Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body.

[10] 1 credit equates to 40 notional hours of learning.

University Retention

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

College Success

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

81. Performance indicators for 2019-20 are not available at the time of this publication but will be released in the 2019-20 College PI report, due for release in July 2021. These will be incorporated in the Report on Widening Access 2020-21.

University Qualifiers

82. Figures relating to qualifiers from universities count those students successfully achieving a qualification at the stated level. It should be noted that the qualification achieved can differ from the initial level of study. It can take varying lengths of time for students to achieve a qualification, depending on length of course and individual circumstances. Qualifier figures for 2019-20 are not comparable with prior years due to the impact of the COVID-19 pandemic.

Articulation

83. In A Blueprint for Fairness the Commission on Widening Access made recommendations relating to articulation and these pathways are also a focus in outcome agreement work. SFC has a commitment to articulation policy as part of a ten year strategy. The definition of articulation for the purposes of this report includes students articulating from college with advanced standing via a Higher National (HN) route achieved in the three years prior to articulating. This is consistent with the approach taken in compiling SFC's National Articulation Database (NAD).

84. Articulation is a key route for access to education. Working with representatives of the universities and college sectors, SFC has recently rebuilt the National Articulation Database (NAD) on a more advanced statistical platform. The new platform enables more analysis of this data, and those affiliated to universities and colleges can interact with this data by contacting

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SFC and registering for the National Articulation Database, on completion of a Data Sharing Agreement.

85. Summary statistics are provided in the background tables to this report, and also are available on request from SFC.

86. Information on the methodology applied in the building of the National Articulation Database can be found in the accompanying annex to this report.

University Graduate Outcomes

87. This section analyses the number and proportion of Scottish-domiciled full-time first degree qualifiers in positive destinations 15 months after graduation, where they responded to the HESA Graduate Outcomes survey. Those unemployed are treated as being in negative destinations, and those in other or not known destinations (e.g. travelling, caring or retired) are excluded.

88. Those in employment include those employed in locations outside of Scotland.

Data Specifics

89. All counts of students have been rounded to the nearest five, to protect the confidentiality of individuals, in accordance with SFC policy and in line with HESA. Totals are based on unrounded values. Percentages are based on students who have known data for the characteristic reported. Percentages based on a population of 22.5 or fewer students have been suppressed to protect against over interpretation of small numbers.

90. When a college and HEI share responsibility for students, for example, when a HEI acts as the awarding body for a course that is partly delivered at college, these students appear in both the HEI and college data and are known as Associate Students. There were 1,465 Associate Students in 2019-20 who have been reported on in both sectors in this publication, following the practice of treating them in this way, decided in SFC's HE Students and Qualifiers publication.

91. The SIMD files are updated periodically to reflect changing levels of deprivation in areas and the SIMD data series in this report use the SIMD2006, SIMD2009 and SIMD2012 files. For academic years (AY) 2002-03 to 2006-07 the SIMD2006 file is used. For AY 2007-08 to 2010-11, SIMD2009 and for AY 2011-12 to 2016-17, SIMD2012 is used. For 2017-18 to 2019-20, SIMD2016 is used.

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92. The disability categories in Figure 3 and in all relevant background tables are shown under shortened titles. The full disability titles, giving examples of the

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specific conditions in each group are below:

- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.
- A mental health condition, such as depression, schizophrenia or anxiety disorder.
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches.
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder.
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.
- Blind or a serious visual impairment uncorrected by glasses.
- Deaf or a serious hearing impairment.
- Personal care support.
- A disability, impairment or medical condition that is not listed above.
- Two or more impairments and/or disabling medical conditions.

93. Students at the former land-based colleges of Barony, Elmwood and Oatridge, which merged with the Scottish Agricultural College (SAC) to form SRUC in October 2012, were still recorded through the college reporting until 2012-13. They are included in the figures for colleges for 2012-13 but are included with the SRUC and HEI related figures from 2013-14 onwards.

94. A number of institution mergers happened across the university and college sectors over the time period shown in this publication. Full details of these are described in Annex A: HE Students and Qualifiers 2019-20.

Other protected characteristics

88. For the first time, SFC are publishing information on enrolments to Colleges and Universities split by the following protected characteristics:

- Gender Identity.
- Marital Status (for the College sector only – this information is not held for the University Sector).
- Pregnancy/Maternity (for the College sector only – this information is not held for the University Sector).
- Religion or belief.
- Sexual Orientation.

89. This information can be found in background tables 16 and 17.

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Metadata

Metadata Indicator	Description
Publication Title	Report on Widening Access, 2019-20
Description	Includes up to eight academic years of data on Higher Education students, entrants and qualifiers in Scottish Higher Education Institutions and Colleges presented as time series, covering selected periods between 2011-12 to 2019-20 (as appropriate)
Theme	Further and Higher Education, Widening Access
Topic	Student Information
Format	PDF and Excel Tables
Data Source(s)	This publication contains information on students from both colleges and higher education institutions (HEIs) who are attending Higher Education courses in Scotland. These statistics are collected by the Higher Education Statistics Agency (HESA) from HEIs and by SFC from further education colleges (colleges).
Date that data are acquired	University Graduate Outcome data: July 2020 College statistics: October 2020 HEI student data: November 2020 College leaver destinations data: November 2020 HEI retention data: February 2021 HEI staffing data: March 2021 Articulation data: April 2021
Release date	30/06/2020
Frequency	Annual
Timeframe of data and timeliness	Trend data are presented over various time periods between 2011-12 and 2019-20, as appropriate.
Continuity of data	This report has separate strands. The first, relates to the key Scottish Government (SG) targets and related measures considering Full-time First Degree students (at university) and all Undergraduate Higher education entrants (at both universities and colleges), the second consider broader analysis of access to further and higher education. These two strands overlap for some measures and, therefore, these areas are presented twice in this report in some cases. This edition also contains a third strand (Section 8) which relates specifically to the evidence base of SFC's Gender Action Plan. The data presented in each of these strands currently differ due to the data specification and focus used. However, changes have been implemented to

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	ensure that the data specification of these strands is more aligned from 2017-18 entrants and onwards where both use the new SIMD2016 file[11] for socio-economic analysis. Data from Scottish colleges continues to exclude those students who do not complete the first 25% of their course (the point at which they become eligible for funding).
Revisions statement	None
Revisions relevant to this publication	None
Relevance and key uses of these statistics	HESA is the official UK agency for the collection, analysis and dissemination of quantitative information about higher education at higher education institutions. SFC collects data on provision at colleges in Scotland through the Further Education Statistics (FES) data collection.
Accuracy	The procedures followed by HESA to ensure quality of the data are provided on the HESA website. The guidance issued by SFC for the submission of the Scottish college records is on the SFC website.
Comparability	HESA collects student enrolment data from all publicly funded UK HEIs, so comparison with other countries within the UK is possible. The Statistical First Release *Higher Education Student Enrolments and Qualifications Obtained at Higher Education Institutions in the UK* provides information on this topic although not all tables in this report are directly comparable, due to differences in student populations used.
Accessibility	SFC has a style guideline which sets out options to make all publications as accessible to potential readers as possible. More information relating to accessibility of the website.
Coherence and clarity	This statistical publication is pre-announced and then published on the SFC website. It is accompanied by more detailed tables available in Excel format on the website only which is a freely available resource.
Value type and unity of measurement	Number, percentage, percentage points
Disclosure	In all tables in this release, figures have been rounded to the nearest 5, and 0, 1 and 2 have been rounded to 0. Unknown values are not displayed individually in tables but are included in totals. Figures may not sum to

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

	totals due to rounding and the inclusion of unknown values. Figures and percentages in the text and charts are calculated from rounded values. This is to mitigate the risk of identification of individuals.
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Comhairle Maoineachaidh na h-Alba

(Paper 17)

Credit Guidance for Colleges AY 2021-22

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SFC Guidance

Issue Date: 30 July 2021

Credit Guidance: student activity data guidance for colleges in AY 2021-22

Issue date:	2 August 2021
Reference:	SFC/GD/16/2021
Summary:	Guidance for colleges on eligibility for credit funding in Academic Year 2021-22
FAO:	Principals/Finance Directors of Scotland's colleges
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Credit Guidance: student activity data guidance for colleges in AY 2021-22

Introduction

1. This guidance for the forthcoming AY 2021-22 remains set in the context of the COVID-19 pandemic and the continued need to focus efforts on recovering from the resulting health and economic crisis. SFC recognises that different parts of Scotland and particular sectors of the economy will face their own specific challenges. This guidance continues to provide colleges with sufficient national-level direction, coupled with the flexibility to respond to the regional needs of learners, business and local communities, and to align provision and activity to the recovery mission.

Context for AY 2021-22 to support economic and social recovery

2. ***Priorities and flexibility***: For AY 2021-22 the overall aim is to provide flexibility, so that colleges can continue to adapt to the needs of their region at a time of significant economic and social turmoil, and provide learning opportunities to sustain a pipeline of educated and skilled people who will be critical to our recovery and to upskill the existing workforce.

3. To maintain this flexibility and, in particular, address issues relating to deferred students, the guidance remains broadly unchanged from last year.

4. ***Learning loss and deferred students***: We must mitigate the risk of reduced educational attainment and ensure that students whose studies were disrupted in the last AY have the opportunity to complete their studies, build their skills and achieve their qualifications. We know that colleges will want to ensure that these students have the opportunity to secure employment opportunities or further study. Our guidance therefore continues to recognise that in this coming AY, similar to the previous year, some students will need to complete at least part of their course. This is mainly as a result of practical elements that could not be delivered remotely in AY 2020-21. Deferred students should be recognised as a priority group to allow them to successfully complete their course in AY 2021-22.

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

6. ***Re-training and re-skilling***: We recognise that uncertainty remains about how the labour market may recover from the pandemic. But we should anticipate the effects of COVID-19 being with us for some time. Even with significant

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efforts to keep people in jobs, there is likely to be an increase in unemployment that will require a significant response from the education and skills system. We expect there will be a continued need across the country for re-training, up-skilling and re-skilling to equip people for new employment opportunities as the economy begins to recover. We expect colleges to make available relevant short courses to enable people to get quickly back into employment[1]. Colleges will also be able to provide skills training through the Flexible Workforce Development Fund. As this is funded separately and not associated with credits we will continue to provide separate guidance on this.

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

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

Skills alignment and curriculum planning

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

10. The industries and key areas that anticipate skills shortages, either pre-COVID or COVID-related, include construction; digital tech; food, drink and agriculture; health and social care; and early years. It is likely that re-skilling and upskilling programmes may need to prioritise these particular sectors. There will be differential impacts across geographies and in society generally from the

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[1] Colleges should also note that the 2021-22 Fee Waiver Policy includes additional flexibility so that fee waivers can be claimed for short-full time provision.

pandemic. Local authority areas that are rural or mainly rural have a slightly higher share of jobs in the most exposed sectors; although the number of jobs in the most exposed sectors is highest in Glasgow, Edinburgh and Fife.

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

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

13. We recognise the continuing challenges facing colleges in AY 2021-22, in terms of the choices to be made, the existing curriculum plans in place, and the need to return balanced budgets. We will continue to work with colleges and our partner agencies to support colleges through this difficult time, to ensure we can all make a difference for Scotland’s recovery.

Detailed guidance on eligibility for credit funding for colleges

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

15. Funding is provided to colleges/regions to help improve the employment prospects and/or personal progression of students. Students should only be enrolled on programmes that are suitable for their needs and abilities, and all programmes should make an appropriate addition to students’ ongoing development. Funding is provided for Scottish-domiciled or ’home fee’ students, refugees and asylum seekers who have been properly enrolled, and whose learning is being supported and individual educational requirements are being met by the college. There should, therefore, be a suitable level of engagement with the student which is pro-active, managed by the college, and relates to the funding implicitly being claimed in respect of that student from SFC. The Scottish Government is currently updating its Residency Guidance for colleges to reflect post-Brexit changes. Until this is available, colleges should use the interim guidance shared by SAAS to establish the fee status of students from the rest of the UK (rUK), Republic of Ireland and the European Union (EU)

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or consult the Education after Brexit – EU students section of the Student Information Scotland website.

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

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

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

Programmes fully funded from non-SFC sources

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

Students funded from multiple sources

20. There will be occasions where colleges/regions receive funding for students from SFC and/or other bodies that, put together, fully fund the cost of delivering the programme of study, for example, SFC and/or SDS, employers, other industry bodies, etc. Colleges should ensure the totality of funding they receive for these programmes from the multiple sources is reasonable and justifiable within the audit process.

ESOL provision

21. English for Speakers of Other Languages (ESOL) provision continues to be funded from core teaching in AY 2021-22.

22. To ensure provision meets the needs of the region, colleges/regions must continue to work with local authorities and Community Planning Partnerships (CPP) and discuss the provision and funding of ESOL – whether that be delivered in the college or in the community. To demonstrate this collaborative working, each college/region and local authority/CPP must prepare joint

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delivery plans and share them with the relevant Outcome Agreement Manager. The joint plan should include detail of:

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

23. SFC has previously agreed that there could be a small amount of flexibility for colleges/regions to use their core teaching funds to continue to work with local authorities/CPPs on some non-credit bearing activity. However, the majority of activity should remain credit bearing as the activity contributes to the credit and FTE targets. We have intentionally not quantified the amount of non-credit bearing activity as this will vary from region to region, but it should be a marginal amount. In addition, colleges should not use core teaching funding for non-credit activity where other sources of funding are available, for example student support or childcare funds. If colleges/regions are unsure of what is an acceptable amount of non-credit bearing activity or acceptable use of funds, they should approach their Outcome Agreement Manager for advice.

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

25. Colleges must ensure their data returns comply to the FES Guidance Notes for AY 2021-22 with regard to ESOL courses that are delivered as part of a collaboration between colleges/regions and CPPs.

School/college engagement

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

27. SFC is aware that colleges/regions also work with school pupils at other levels and deliver credit bearing activity. This activity helps to address gender imbalance in learning and the needs of STEM. However, for AY 2021-22 we expect colleges to continue to deprioritise this activity to focus on provision that addresses the needs of the economy in the post COVID-19 recovery period.

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28. SFC expects, therefore, that credits claimed for school college activity in AY 2021-22 will continue to be for senior phase (S4 to S6), including vocational courses and Highers/Advanced Highers. There may also be some additional activity for learners at S3 that relates to vocational pathways.

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

Foundation Apprenticeships

30. As announced in March 2021 and confirmed in the Final College Funding Allocations for AY 2021-22 (published at the end of May 2021), SFC is responsible for the funding of Foundation Apprenticeships (FAs) delivered directly through Scotland's colleges from AY 2021-22. FAs that are delivered through local authorities or independent training providers will continue to be funded by SDS. Additional funding was made available to support the transition of college FAs from SDS to SFC. Separate more detailed guidance relating to this transition year will be published shortly.

31. Colleges claiming funding for FAs are expected to comply with this credit guidance and record this activity in FES and comply with the relevant FES guidance. The number of credits that colleges can claim for an FA can be found in **Annex B**.

Assessing how many credits can be claimed for SFC-funded programmes

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

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

34. In cases where the units delivered do not have a credit value, the fundable credits should be derived on the basis of the planned learning hours divided by 40 (1 credit = 40 hours of learning).

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

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

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

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

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

Re-skilling and upskilling programmes

39. As set out in paragraphs 9 to 13, we expect there to be an increasing demand for shorter re-skilling and upskilling programmes as unemployment rises as a result of the COVID-19 economic downturn. Colleges should continue to claim credits for these courses based on the credit value/planned learning hours divided by 40 method.

Price groups

40. SFC recognises that some subject areas are more expensive to deliver than

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others. For example, an engineering course may cost more to deliver than a business course, as it requires specialist equipment and can only be safely delivered to small classes because of health and safety considerations.

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

Price group 1	Price group 2	Price group 3	Price group 4	Price group 5
£245.09	£277.62	£322.06	£411.35	£424.69

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

Definition of full-time

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

Credits per student and monitoring of college level activity

44. Colleges/regions should only claim a maximum of one full-time course/ programme per year per student. Students are able to achieve full-time Further Education (FE) or Higher Education (HE) qualifications, such as an NC or HNC, by completing 12 credits. However, a student's employment prospects are often improved if they complete additional units that better prepare them for the workplace.

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

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

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Deferred students

47. As a result of COVID-19 restrictions during AY 2020-21, there will be students who need to complete part of their AY 2020-21 course in AY 2021-22 (deferred students). Colleges will be able to claim additional credits for the learning carried over from AY 2020-21 into AY 2021-22. We expect colleges to use this flexibility responsibly and reasonably. For example, if a student only has to complete part of a unit, the claim should reflect that circumstance. For students progressing under these circumstances, we will enable colleges to claim more than one FTE place for students in AY 2021-22, to allow students to be funded for their new course plus the learning carried over from AY 2020-21.

48. Additional ring-fenced credit funding has been made available for AY 2021-22 with an associated credit target. (As set out in the final college funding allocations for AY 2021-22, the current distribution of these credits/funding is provisional and subject to change, depending on the actual outturn of deferred student numbers at each college.)

49. In recent years colleges have been delivering 18 credits to full-time FE students. In light of the impact of COVID-19, SFC requires colleges to return to delivering 16 credits to full-time FE students and 15 credits to full-time HE students, to help fund those students carrying over learning from AY 2020-21, and also to support those who become unemployed when furlough ends. We recognise in our guidance that some courses may need more than 16 credits, but this should be the exception rather than the rule. SFC will continue to monitor the overall credit claims for individual students in AY 2021-22.

Fee waivers and tuition fees

50. Although SFC will not cap the number of credits that can be claimed for an individual, each student will only be eligible to have the equivalent of one full-time fee waiver per year, irrespective of whether the tuition fee is payable by SFC, Student Awards Agency Scotland (SAAS) or another government body. Students completing courses in AY 2021-22 from AY 2020-21 as a result of COVID-19 should not be charged tuition fees for the same course in AY 2021-22.

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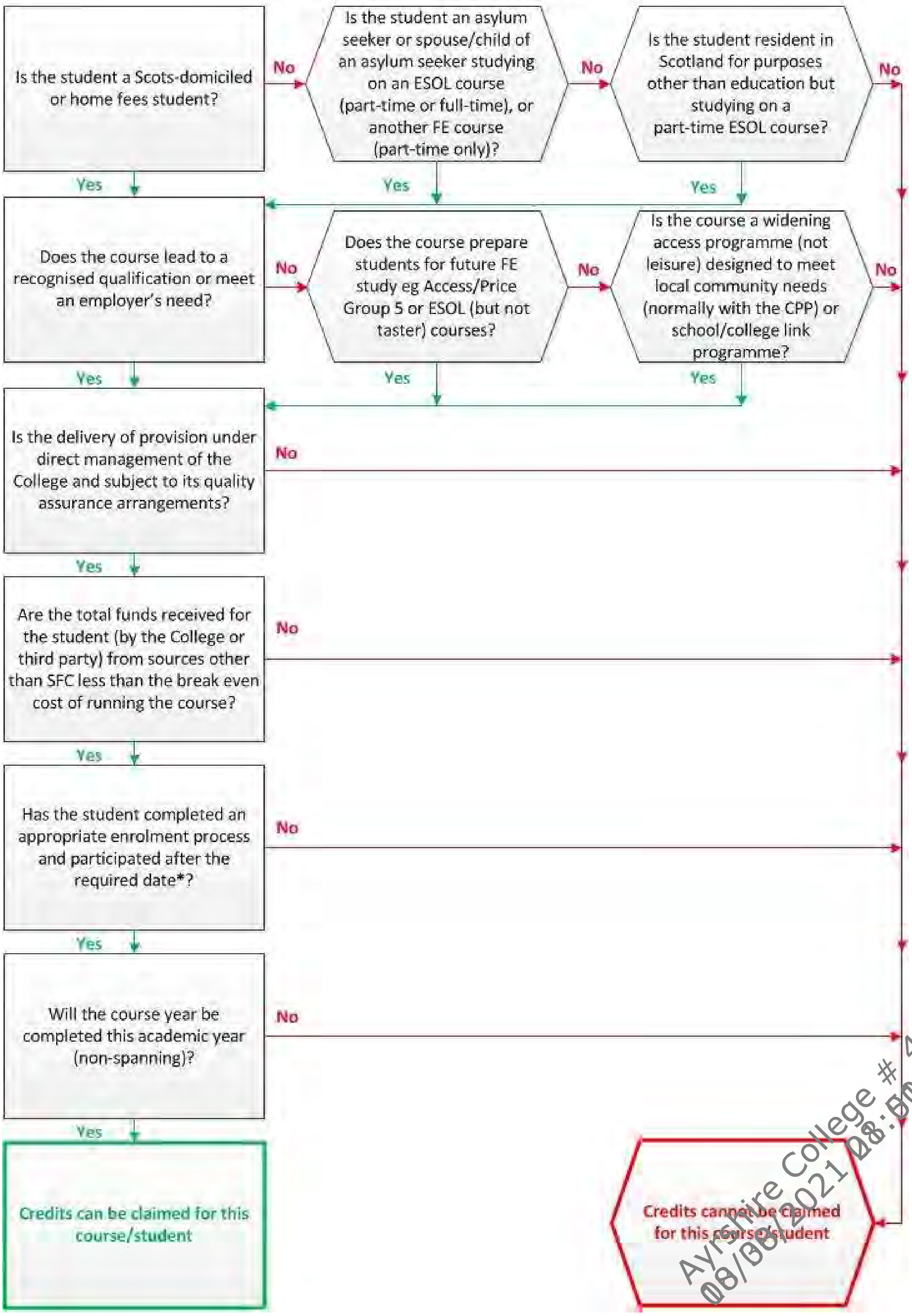
Annex A

Credit eligibility for AY 2021-22


Is the student a Scots-domiciled or home fees student?
No
Is the student an asylum seeker or spouse/child of an asylum seeker studying on an ESOL course (part-time or full-time), or another FE course (part-time only)?
No
Is the student resident in Scotland for purposes other than education but studying on a part-time ESOL course?
No
Yes
Yes
Yes
Does the course lead to a recognised qualification or meet an employer's need?
No
Does the course prepare students for future FE study eg Access/Price Group 5 or ESOL (but not taster) courses?
No
Is the course a widening access programme (not leisure) designed to meet local community needs (normally with the CPP) or school/college link programme?
No
Yes
Yes
Yes
Is the delivery of provision under direct management of the College and subject to its quality assurance arrangements?
No
Yes
Are the total funds received for the student (by the College or third party) from sources other than SFC less than the break even cost of running the course?
No
Yes
Has the student completed an appropriate enrolment process and participated after the required date*?
No
Yes
Will the course year be completed this academic year (non-spanning)?
No
Yes
Credits can be claimed for this course/student
Credits cannot be claimed for this course/student

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

Annex B

Number of credits colleges can claim for Foundation Apprenticeships

Credits	14	12.5	17	14.7	26	13	13	12.8	13	12	13.2	13	7	6.25	8.5	7.35	13	6.5	6.5	6.4	6.5	6	6.6	6.5	7.0	7.0	7.0	7.0	7.0
Price group	1	1	3	2	3	1	2	2	2	2	2	2	1	1	3	2	3	1	2	2	2	2	2	2	3	3	3	3	3
Starts by FA framework	Accounting	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food and Drink Operations	IT: Hardware and System Support	IT: Software Development	Scientific Technologies	Social Services & Healthcare	Social Services (Children & Young People)	Accounting	Business Skills	Civil Engineering	Creative & Digital Media	Engineering	Financial Services	Food and Drink Operations	IT: Hardware and System Support	IT: Software Development	Scientific Technologies	Social Services & Healthcare	Social Services (Children & Young People)	Automotive (level 4)	Construction (level 4)	Hospitality (level 4)	Construction (level 5)	Hospitality (level 5)

The Foundation Apprenticeships can be delivered over one or two years, which is why some of the frameworks repeat.

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Annex C

Superclasses mapped to price groups

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

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

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

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

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

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ZP	Distribution	Price group 3
ZQ	Transport Services	Price group 3
ZR	Aviation	Price group 3
ZS	Marine Transport	Price group 3
ZT	Rail Transport	Price group 3
ZV	Road Transport	Price group 3
ZX	Driving/Road Safety	Price group 3

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Annex D

Useful information – SFC Guidance documents

2021-22 National policy: Childcare funds for college students

The National Policy for FE Bursaries 2021-22

FE Discretionary Fund AY 2021-22

Fee Waiver Policy AY 2021-22

FES Guidance notes 2021-22

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