

College Region Outcome Agreements

Summary of Progress and Ambitions

Photo Credit: Borders College



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Colleges: Progress & Ambitions

Introduction

The Scottish Funding Council (SFC) is the national, strategic body for funding teaching and learning, research, innovation and other activities in Scotland's 26 colleges, 17 universities and two specialist institutions. Our main statutory duties and powers come from the Further and Higher Education (Scotland) Act 2005.

Our ambition is for Scotland to be the best place in the world to learn, educate, research and innovate, so that all of our nation can flourish. Through our investment of £1.8bn in our colleges and universities, we are supporting and sustaining a world-leading system of tertiary education, research and innovation that changes lives for the better, enriches society and our wellbeing, and supports sustainable and inclusive growth.

SFC's [Strategic Framework](#)¹ outlines our four core objectives: to invest in education that is accessible to learners from all backgrounds; to invest in excellent research and innovation; to ensure colleges form part of a successful, world-leading, coherent and sustainable system; and to be an excellent, outcome-focused public body.

Outcome Agreements are one of the ways in which we manage our relationship with institutions. Outcome Agreements articulate how institutions provide an education that best meets the changing social and economic needs of their regions, reflecting a changing and increasingly diverse profile of students. They are an important part of the framework in which we ensure that institutions make best use of public funds and exercise good governance.

The aim of this report is to highlight the progress colleges have made, their ambitions in the coming years, and to analyse their contribution to SFC's aim to make Scotland the best place in the world to learn, to educate, to research and to innovate. As we work to develop and refine the Outcome Agreement process, this will be the last year we report in this way and we look forward to developing a new reporting method in future.

Summary of Progress

Working in partnership with colleges, universities, schools, employers, our agency partners and others, SFC has made significant progress across all four of its core objectives. As we strive to deliver a genuinely level playing field, we have been encouraged by improvements in equality of access to education provision and

¹ [SFC Strategic Framework](#)

improvements in the learner journey, with the opening up of new routes to university and the expansion of opportunities for senior phase school pupils to engage with the college sector. It is also encouraging to see the sector responding to the wider skills agenda with more work placement opportunities and increasing opportunities in STEM and Childcare, as well as developing relationships between academics and industry to support innovation that creates useful and productive knowledge.

It is clear that challenges remain and so, in addition to highlighting progress and ambitions at a sector level for *outcome agreement national measures*², where appropriate we have provided a breakdown for each college region for priority measures. Quantitative progress and ambitions in key policy areas such as *Foundation Apprenticeships* and the *Childcare Expansion* are also outlined. We have referred to further analysis in our other publications where necessary. Case studies have been provided throughout outlining good practice, as well as highlighting the contribution of the Small Specialist Institutions – SRUC, Newbattle Abbey College, and Sabhal Mòr Ostaig.

² A list of the ten outcome agreement national measures (including five key priority national measures) is provided at Annex 1 of this report and full definitions are available in our [Outcome Agreement Guidance: Annex B Technical Guidance](#).

Overall volume of college activity

Colleges offer a wide range of opportunities for learners and in 2017-18 they delivered over and above the number of learning hours expected. Activity in colleges is measured by credits.³ Figure 1 shows the progress college regions made towards activity targets in 2017-18. Colleges exceeded credit targets by 4.4% in 2017-18.

Figure 1: Regional activity (Credits) delivered vs target, 2017-18 (excluding E

OA measure 1 (a)

	Actual credits delivered 2017-18	Credits target 2017-18	% against target 2017-18
Aberdeen & Aberdeenshire	136,265	135,126	100.8%
Ayrshire	126,324	125,370	100.8%
Borders	25,560	24,813	103.0%
Dumfries & Galloway	30,696	30,336	101.2%
Dundee and Angus	109,360	103,861	105.3%
Edinburgh	192,990	185,742	103.9%
Fife	133,827	130,923	102.2%
Forth Valley	86,976	84,647	102.8%
Glasgow	395,687	370,544	106.8%
Highlands & Islands	114,915	110,967	103.6%
Lanarkshire	187,638	172,596	108.7%
West	167,479	160,294	104.5%
West Lothian	45,326	43,016	105.4%
Land-based (SRUC)	23,167	22,867	101.3%
Newbattle Abbey	1,190	926	128.5%
Sabhal Mor Ostaig	1,066	803	132.8%
Sector	1,778,466	1,702,831	104.4%

Source: Further Education Statistics (FES)

Widening access

SFC is committed to helping our colleges develop a more equal society through learning that is accessible and diverse, of high quality and available to students from all communities and backgrounds.

Social deprivation

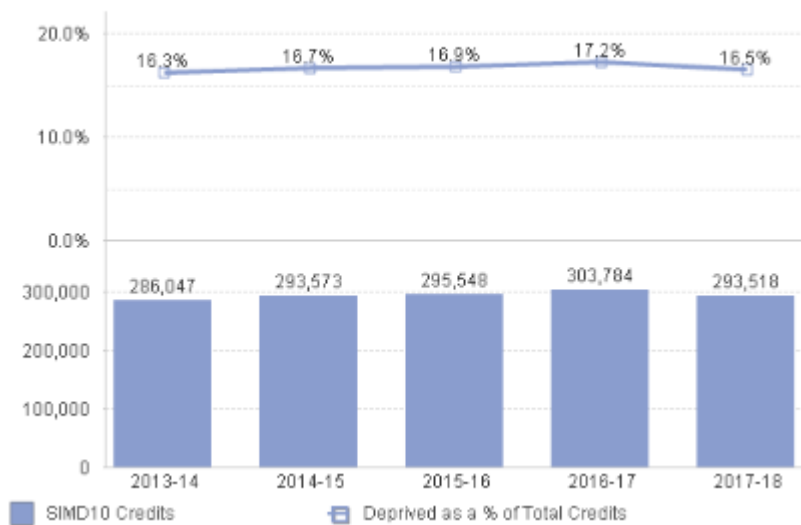
Figure 2 describes how colleges meet the needs of learners from the most deprived areas. The proportion of activity delivered to those in the 10% most deprived postcode areas (MD10) increased marginally from 16.3% in 2013-14 to 16.5% in 2017-18, after reaching a peak of 17.2% in 2016-17.

³ One credit is equal to 40 learning hours. Fifteen credits are equivalent to one FTE.

Figure 2:

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

OA measure 1 (b)



Source: Further Education Statistics (FES)

Figure 3 highlights the sizeable variation across the college regions in terms of provision for the most deprived areas. As Figure 3 makes clear, the majority of college regions deliver a high amount of their activity to those in the 10% most deprived postcode areas.

Figure 3: Proportion of Credits delivered to learners in the most deprived 10% postcode areas/proportion of population from the 10% most deprived postcode areas, by region

Region	Proportion of Credits delivered to those in the 10% most deprived postcode areas:			Proportion of population from the 10% most deprived postcode areas ⁴	2019-20 OA Target
	2015-16	2016-17	2017-18		
Aberdeen & Aberdeenshire	4.6	5.2	2.1	2.3	3
Ayrshire	20.5	21.5	19.3	13.4	20
Borders	6.6	7.7	3.8	2.9	4
Dumfries & Galloway	12.2	11.7	10.2	5.1	13
Dundee and Angus	15.9	16.2	17.4	11.8	19
Edinburgh	10.4	10.8	8.8	5.6	11
Fife	8.4	8.6	11.1	5.1	16
Forth Valley	11.4	10.5	10.8	5.7	12
Glasgow	29.2	30.2	29.5	28	31.1
Highlands & Islands	3.2	3.3	3.6	1.7	3.5
Lanarkshire	19.0	18.9	18.3	11.6	18.9
West	27.6	27.2	24.9	15.9	27
West Lothian	4.4	5.5	8.1	2.5	8.2
Sector Average	16.9	17.2	16.5 *		18

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

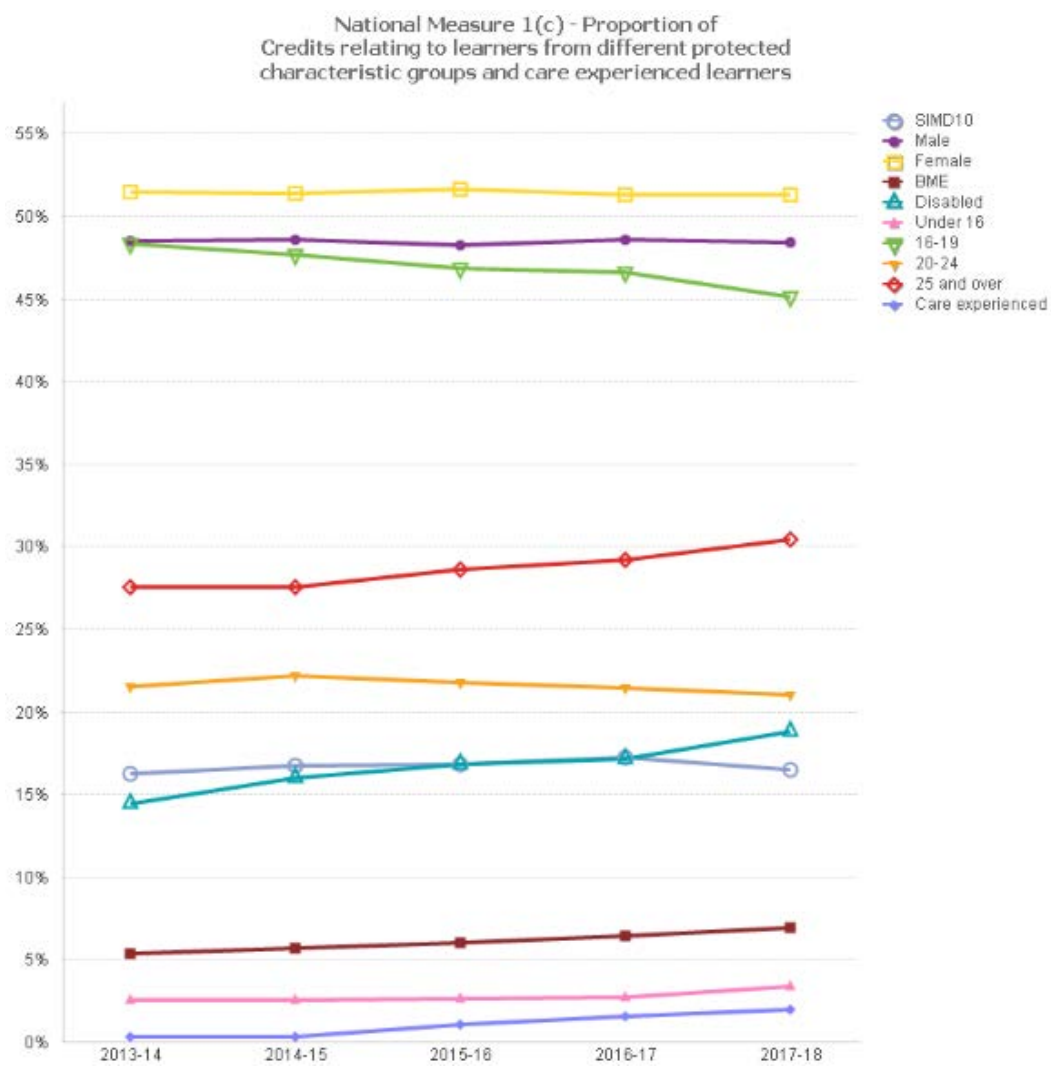
Greater Equality

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

⁴ Figures based on NRS 2013 mid-year estimates.

Figure 4:

OA measure 1 (c)



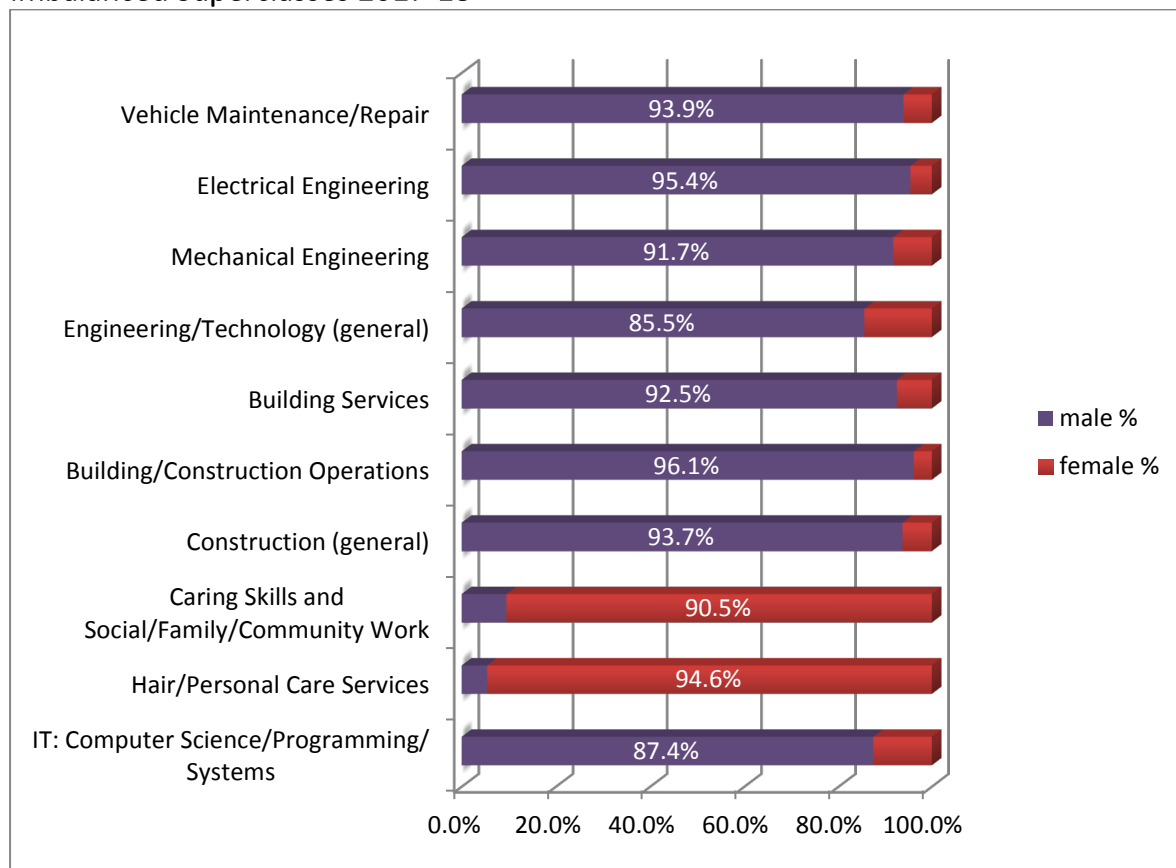
Source: Further Education Statistics (FES)

Tackling gender imbalances

SFC's *Gender Action Plan*⁵ aims to reduce gender inequality by rebalancing subjects which are predominantly one gender. This is built on the expectations of the Scottish Government's *Youth Employment Strategy*⁶. Our expectation is that colleges should seek to increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses by 2021.

Figure 5 shows the extent of the gender imbalance in the subjects of focus within the plan, combining both HE and FE levels. It shows the participation rates for 2017-18. Further analysis is presented in our technical report⁷.

Figure 5: Gender balance for 16-24 year olds at all levels of study in the most gender imbalanced Superclasses 2017-18⁸



Source: Further Education Statistics (FES)

⁵ [Gender Action Plan](#)

⁶ [Developing the Young Workforce - Scotland's Youth Employment Strategy](#)

⁷ [Gender Action Plan: Technical Report](#)

⁸ Brackets indicate number of students in the subject area.

West College Scotland has been working to increase the proportion of female students in computer science. Through the 'Attracting Diversity' project, which aimed to increase the participation of under-represented groups, a pilot project successfully increased the female students in computing science from 13% to 25%. The College recognises the importance of engaging females at a young age. A number of initiatives in computer science are targeting females and those from deprived areas. This includes working in partnership with the Scottish Out of School Care Network (SOSCN) to train out of school care workers as STEM Champions in their services. Over the course of a year, the College worked with 30 out of school care workers to improve their confidence and knowledge of working with technology. This has empowered them to deliver coding sessions themselves to the children they work with, which are close to a 50:50 gender split.

Through the Flightpath and Digital Xtra funds, the College worked with teachers from five Renfrewshire primary schools and three Inverclyde secondary schools to allow them to set up Coding Clubs within the school. These clubs engage young people in computing and build their confidence in creating and using digital technologies. The projects involved us delivering training sessions, developing materials for the clubs to use in delivery as well as supplying hardware, namely micro:bits, to the schools.

Gender Based Violence

A key area of progress in 2017-18 in the college sector focused on responding to and preventing Gender Based Violence. The vast majority of colleges outline their work in this area within their Outcome Agreements, with most referencing the Equally Safe toolkit and how this had been, or would be, implemented within the college. In most colleges, institutions are developing their own approaches based on the toolkit. A key challenge moving forward will be to identify current data sources and data capture arrangements, and for institutions to develop bespoke policies specifically developed to address gender-based violence for students and staff.

Glasgow Kelvin College has committed itself to tackling this societal challenge by engaging with The White Ribbon campaign, a global movement working to engage men in tackling Violence Against Women, through raising awareness, promoting dialogue and providing resources to support individual and collective action amongst men and boys.

By becoming an active supporting member of the local Scotland campaign, the College has supported the training of members of its staff and Student Association; linked the campaign with College departments to help develop and tailor resources; and raised awareness amongst its teaching staff and learning community through organised workshops and events.

Identifying effective approaches to engage with non-perpetrating men has been a key aspect of the College’s work and success to date. By continuing to adapt to issues arising in this process, it is hoped that the College can sustain the powerful and positive impact of the campaign. This led to the College winning a Green Gown Award in 2018.

Opportunities to articulate to degree level study

In response to recommendations by the *Commission on Widening Access (COWA)*, SFC has developed a *10 year national strategy for articulation*⁹. Our ambition is for sustained growth of students articulating with advanced standing (full recognition of prior learning), reaching 75% of all articulating students by 2025-26. The college sector has evidenced a strong commitment to this ambition. By the end of 2019-20 the proportion of learners articulating to university with full recognition of prior learning is expected to reach 58.1% (4,992 learners). This is shown in Figure 6 and broken down by college region.

Figure 6: The number and proportion of successful students who have achieved HND qualifications articulating to degree level courses with advanced standing OA measure 7

Region	2019-20 OA Target
Aberdeen and Aberdeenshire	66.7%
Ayrshire	51.6%
Borders	40.0%
Dumfries & Galloway	14.0%
Dundee and Angus	60.0%
Edinburgh	86.0%
Fife	65.0%
Forth Valley	53.0%
Glasgow	55.6%
Lanarkshire	44.9%
<i>Newbattle Abbey College</i>	85.7%
West	45.0%
West Lothian	45.2%
SECTOR TOTAL	58.1%

Source: 2019-20 Outcome Agreements

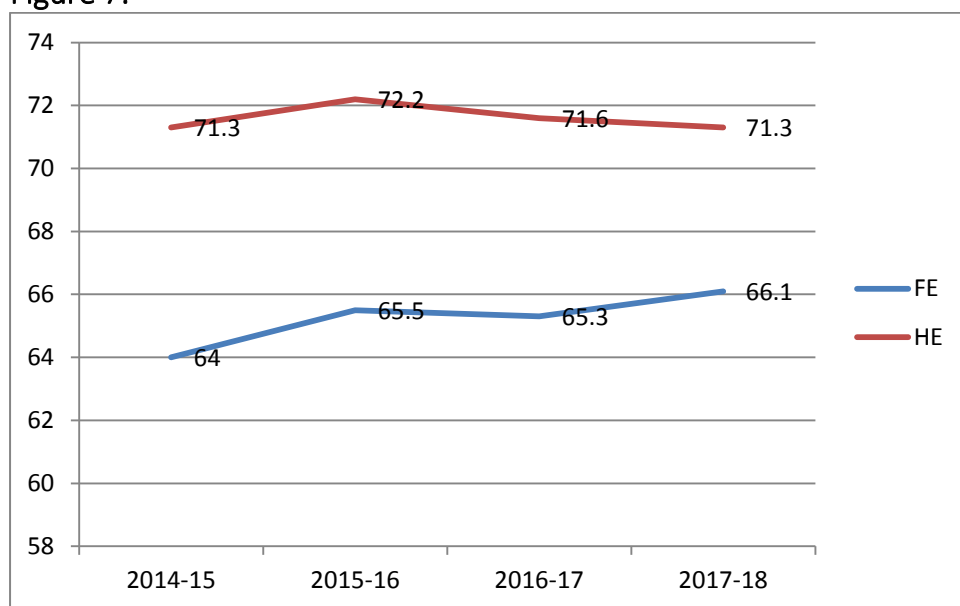
⁹ [10 Year Strategy for Articulation](#)

Success in learning

Figure 7 provides an overview of success rates for full-time recognised Further Education (FE) and Higher Education (HE) programmes from 2014-15 to 2017-18. With HE success remaining stable over the last four years, we have seen a 2% rise in success rates for full time FE programmes.

The success rates for HE programmes tend to be higher than FE programmes over the course year. In 2017-18, 66.1% of students on full-time FE programmes and 71.3% on full-time HE programmes completed successfully.

Figure 7:



Source: Further Education Statistics (FES)

Figure 8 shows that in 2017-18 for full-time HE most college regions had largely stable success rates, with a slight rise in full time FE. At a sector level this led to a small drop in performance in HE and a small rise in FE. The most encouraging trend remains around the steady growth of success rates in full-time FE courses, which has risen by 2.1% over the last four years.

OA measure 4 (a)

Figure 8: % of enrolled (full-time) students successfully achieving a recognised qualification, by level and region

Region	Level	14-15	15-16	16-17	17-18	2019-20
		Success Rate				OA Target
Aberdeen and Aberdeenshire	HE	72.0%	77.1%	75.0%	74.1%	78.0%
	FE	61.9%	67.4%	66.2%	66.6%	73.2%
Ayrshire	HE	62.3%	63.1%	68.0%	67.2%	72.5%
	FE	58.6%	61.2%	66.9%	66.9%	73.2%
Borders	HE	75.1%	76.5%	69.6%	72.5%	75.0%
	FE	69.1%	66.6%	65.9%	68.7%	71.0%
Dumfries & Galloway	HE	71.0%	71.2%	70.2%	68.7%	76.0%
	FE	64.0%	60.8%	62.5%	59.6%	71.0%
Dundee & Angus	HE	72.1%	76.6%	73.2%	76.2%	79.0%
	FE	74.3%	72.9%	70.8%	75.4%	75.0%
Edinburgh	HE	73.7%	73.6%	73.1%	71.3%	77.0%
	FE	59.5%	65.2%	62.9%	60.7%	73.2%
Fife	HE	67.9%	69.8%	68.4%	66.8%	72.0%
	FE	60.7%	62.0%	57.4%	59.1%	65.0%
Forth Valley	HE	78.5%	74.7%	70.3%	70.9%	74.5%
	FE	70.4%	69.4%	73.5%	71.4%	73.5%
Glasgow	HE	74.1%	74.7%	73.4%	73.4%	76.2%
	FE	66.2%	67.2%	64.1%	65.5%	69.7%
Highlands & Islands	HE	-	-	81.8%	-	-
	FE	67.6%	69.4%	67.5%	70.3%	73.2%
Lanarkshire	HE	68.2%	69.3%	68.4%	68.0%	72.7%
	FE	64.2%	61.0%	62.2%	63.4%	66.5%
Land-based (SRUC)	HE	-	-	-	-	-
	FE	66.2%	71.4%	70.1%	68.3%	70.2%
Newbattle	HE	82.4%	64.3%	78.9%	66.7%	80.0%
	FE	78.6%	68.6%	77.4%	52.1%	80.0%
West	HE	67.1%	65.4%	68.7%	69.4%	72.0%
	FE	59.8%	63.7%	68.7%	69.2%	70.0%
West Lothian	HE	71.1%	69.7%	72.5%	69.8%	71.0%
	FE	63.5%	64.1%	61.9%	65.5%	66.5%
Sector	HE	71.3%	72.2%	71.6%	71.3%	75.3%
	FE	64.0%	65.5%	65.3%	66.1%	70.7%

Source: Further Education Statistics (FES) and 2019-20 Outcome Agreements.

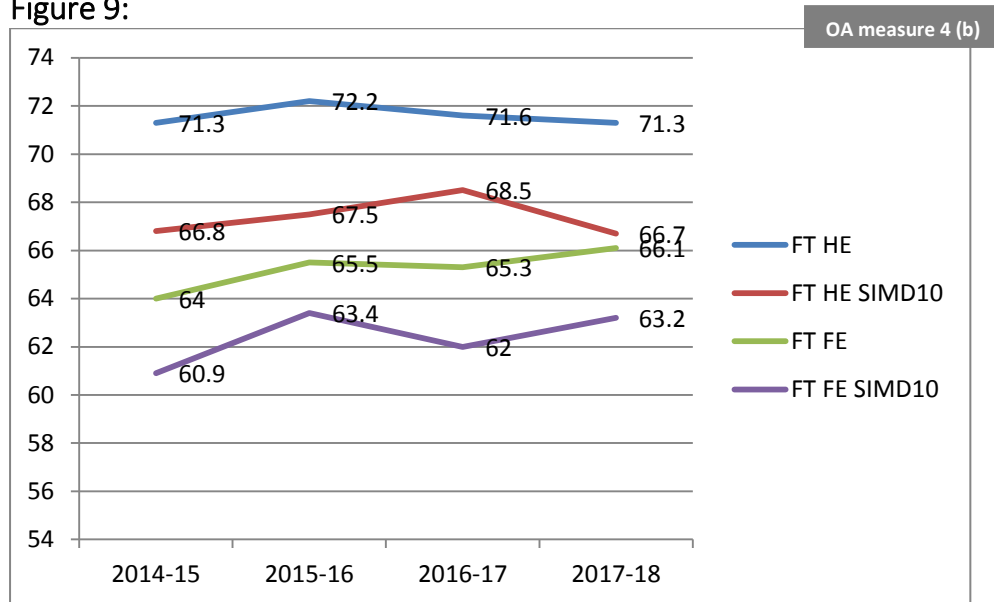
For 2018-19 outcome agreements SFC added two new national measures:

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

- Attainment in full-time care-experienced students successfully achieving a recognised qualification.

Figure 9 shows levels of success for full-time students from SIMD10 postcodes are lower than the average for all full-time students for both FE and HE.

Figure 9:



Source: Further Education Statistics (FES)

Additional analysis of student outcomes for individual colleges is published annually in our *College Performance Indicators*¹⁰ report.

¹⁰ [College Performance Indicators 2017-18](#)

College leaver destinations

In 2016-17, the vast majority of leavers were in a *positive destination* 3-6 months after graduating¹¹. Overall, 19,001 qualifiers left the college sector and 88.3% of these found positive destinations, an increase from the previous session's 87.6%.

Figure 10: The number and proportion of full-time college qualifiers **OA measure 8** training and/or further study 3-6 months after qualifying

Region	2015-16		2016-17		2019-20 OA Target	
	FE	HE	FE	HE	FE	HE
Aberdeen & Aberdeenshire	92.3%	90.8%	90.0%	87.4%	91.0%	91.0%
Ayrshire	94.0%	94.6%	94.7%	94.9%	95.8%	96.0%
Borders	95.0%	94.6%	95.0%	87.7%	93.9%	93.9%
Dumfries & Galloway	92.0%	95.8%	90.4%	95.5%	93.0%	-
Dundee and Angus	95.6%	93.1%	94.0%	95.7%	96.0%	95.0%
Edinburgh	97.7%	97.5%	96.3%	96.2%	98.0%	99.0%
Fife	90.3%	89.7%	97.0%	95.9%	95.2%	90.9%
Forth Valley	94.7%	94.7%	93.0%	91.0%	95.0%	95.0%
Glasgow	97.2%	96.3%	97.5%	97.3%	97.6%	97.3%
Highlands & Islands	94.0%	100.0%	94.8%	100.0%	85.0%	-
Lanarkshire	94.3%	95.8%	92.2%	95.1%	95.3%	97.2%
Land-based (SRUC)	95.1%	-	96.3%	-	94.2%	-
Newbattle Abbey College	85.0%	100.0%	97.8%	100.0%	-	-
West	96.2%	94.8%	96.5%	96.1%	97.5%	97.0%
West Lothian	94.8%	97.7%	97.2%	97.3%	96.0%	97.9%
Sector Average	94.9%	95.0%	94.9%	95.3%	93.8%	95.5%

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

Student satisfaction

In October of 2018 SFC published the student satisfaction rates for the 2017-18 academic year¹². However, with 2017-18 Survey response rates being extremely variable across colleges, only full-time FE and full-time HE satisfaction levels were presented and only for those colleges with a response rate of 50% or more.

For those colleges that managed to achieve at least a 50% response rate, the proportion of students satisfied overall with their college experience in 2017-18 was:

- Full-time FE students - 93.1%
- Full-time HE students - 83.2%

¹¹ This includes only those college leavers for whom a destination is 'known'. A positive destination includes those college leavers in employment and in further study.

¹² [Student Satisfaction and Engagement Survey 2017-18](#)

Meeting the Needs of the Economy / Employers

Developing the Young Workforce

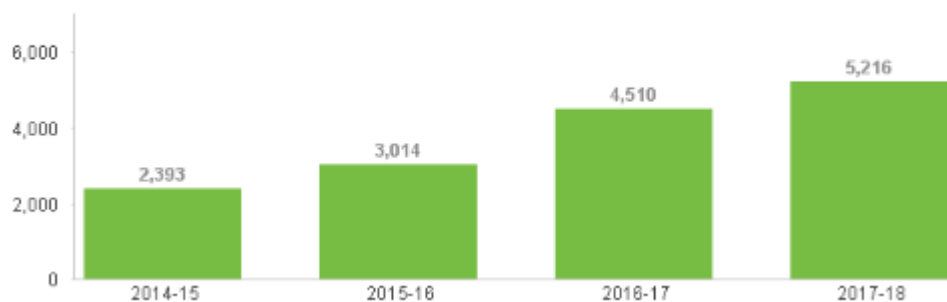
Developing the Young Workforce (DYW), the Scottish Government's *Youth Employment Strategy*, aims to ensure a work-relevant educational experience for our young people, valuing and developing a rich blend of learning, including vocational education.

Figure 11 shows that the college sector has more than doubled the number of senior phase age pupils studying vocational qualifications¹³ between 2014-15 and 2017-18 from 2,393 to 5,216.

OA measure 2 (a)

Figure 11:

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



Source: Further Education Statistics (FES)

¹³ A list of vocational qualifications is available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

Figure 12 outlines the growth in the number of pupils studying vocational qualifications delivered by individual college regions.

Figure 12: Number of senior phase age pupils studying vocational qualifications delivered by colleges, by region

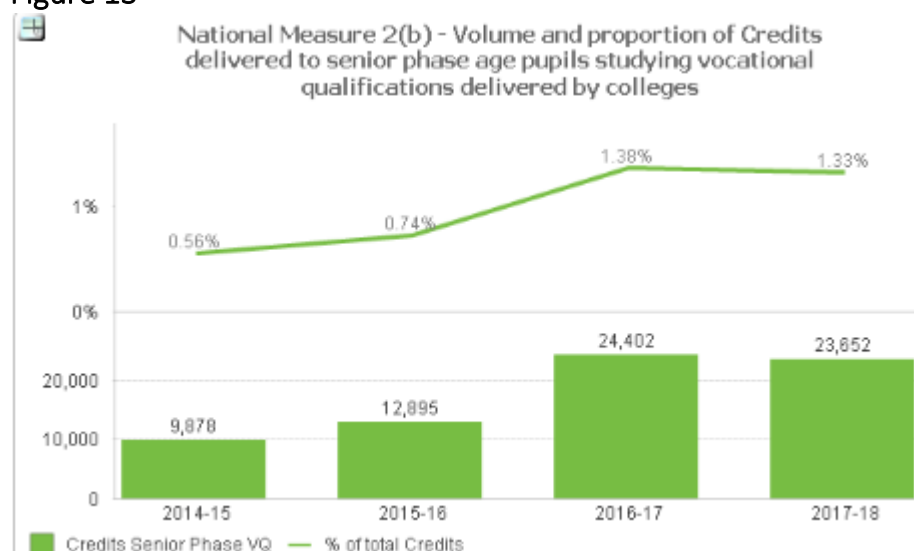
Region	2014-15	2015-16	2016-17	2017-18	2019-20 OA Target
Aberdeen and Aberdeenshire	154	277	425	553	650
Ayrshire	318	405	347	408	360
Borders	49	27	27	36	148
Dumfries & Galloway	67	108	157	101	240
Edinburgh	209	217	252	336	482
Dundee and Angus	66	206	333	366	-
Fife	43	17	183	134	320
Forth Valley	157	218	322	354	660
Glasgow	348	428	556	862	864
Highlands & Islands	473	402	940	983	1000
Lanarkshire	254	452	647	503	535
Land-based (SRUC)	2	8	38	41	90
West	178	115	97	342	350
West Lothian	75	134	186	197	300
Total	2393	3014	4510	5216	6017

Source: Further Education Statistics (FES) & 2019-20 Outcome Agreements

Figure 13 shows a growth in the volume (and proportion) of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges between 2014-15 and 2017-18 from 9,878 (0.56% of total Credits) to 23,652 (1.33%).

Figure 13

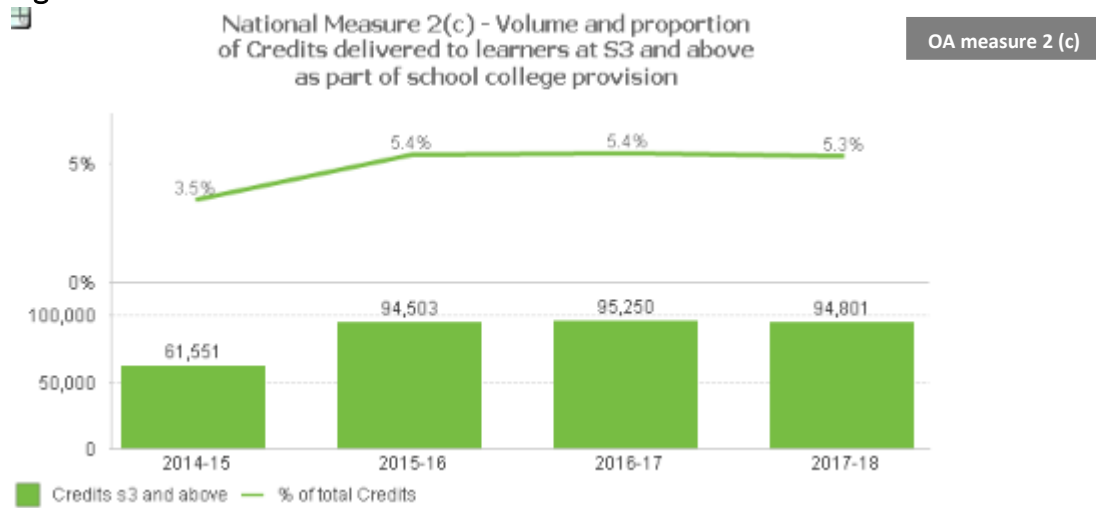
OA measure 2 (b)



Source: Further Education Statistics (FES)

Figure 14 highlights that at sector level the volume (and proportion) of activity delivered to learners at S3 and above as part of school-college provision has increased from 61,551 (3.5%) in 2014-15 to 94,801 (5.3%) in 2017-18.

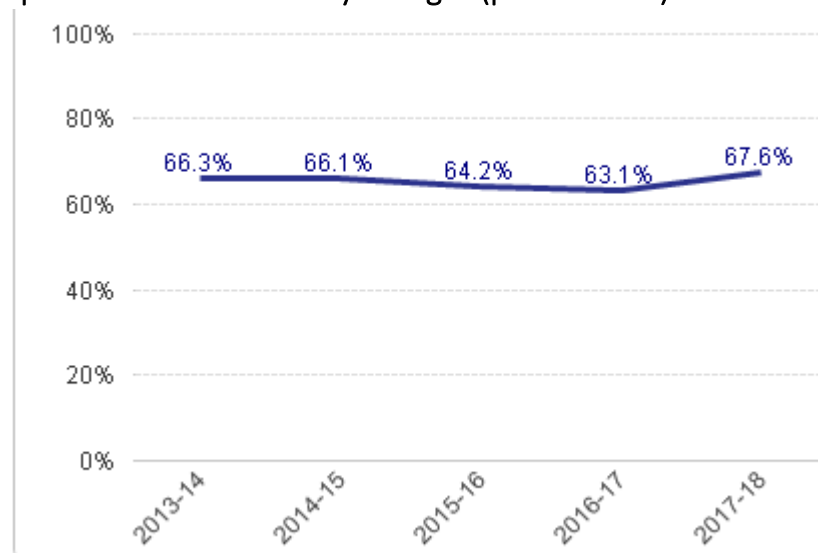
Figure 14:



Source: Further Education Statistics (FES)

Figure 15 outlines the percentage of part-time FE senior phase pupils successfully completing a vocational qualification delivered by colleges over the past four years.

Figure 15: Percentage of senior phase age pupils successfully completing a vocational qualification delivered by colleges (part-time FE)



Source: Further Education Statistics (FES)

Sabhal Mòr Ostaig - SMO is building greater connections with schools and developing ways to increase vocational provision linked to Gaelic, including Foundation Apprenticeships, recognising the increased need for suitably qualified young people across a range of professions such as early learning and childcare, Gaelic Medium Education, Gaelic development and Gaelic media.

Foundation Apprenticeships

In support of the *SFC/SDS Joint Framework for Action*¹⁴, to deliver the national *Youth Employment Strategy*, colleges have a key role in delivering the introduction and scaling of *Foundation Apprenticeships (FAs)*¹⁵ for senior phase pupils. There has been significant progress since the inception of FAs to expand this provision across most regions and FA *frameworks*.

Figure 16: Growth of Foundation Apprenticeship starts, by region

Region	2017-18	2018-19
Aberdeen and Aberdeenshire	75	56
Ayrshire	37	51
Borders	8	0
Dumfries & Galloway	13	18
Edinburgh	54	78
Fife	239	166
Forth Valley	21	174
Glasgow	215	305
Highlands & Islands	157	192
Lanarkshire	212	279
Tayside	50	50
West	90	85
West Lothian	74	78
Total	1244	1532

Source: Skills Development Scotland (SDS)

¹⁴ [SFC/SDS Joint Framework for Action](#)

¹⁵ Foundation Apprenticeships provide work-based learning opportunities for S5 and S6 pupils. Pupils work towards a Foundation Apprenticeship alongside their other subjects — their National 5s and Highers. They also spend part of the school week at college or with a local employer. They work towards industry-recognised SCQF Level 6 qualifications while developing skills and experience in the workplace.

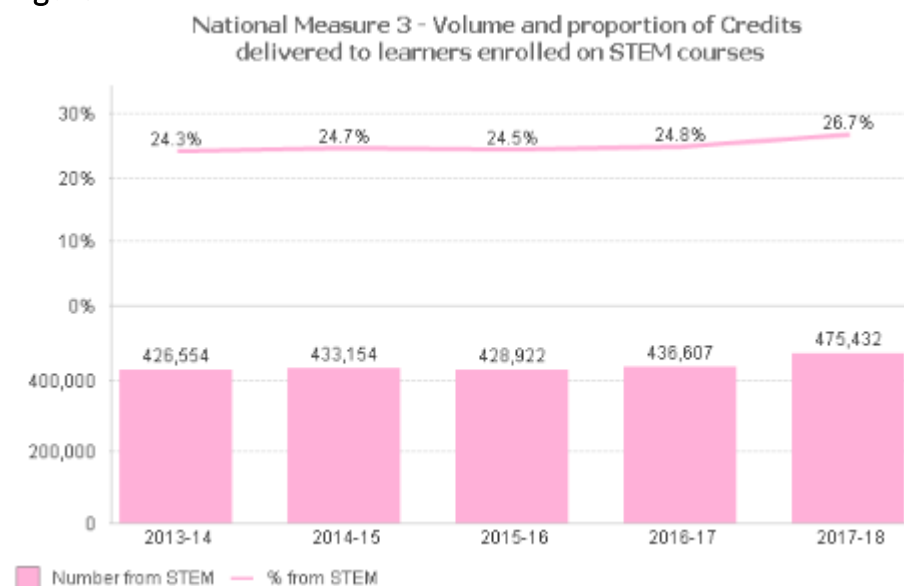
Science, Technology, Engineering & Mathematics (STEM)

Since the publication of the national STEM Strategy in October 2017, Scotland's colleges have been focused on developing and increasing STEM provision. With college-led STEM Hubs starting to drive activity around Career Long Professional Learning and engagement with schools, for the first time over a quarter of credits in the college sector are badged as STEM activity.

Figure 17 shows the proportion of Credits delivered to learners enrolled on STEM courses¹⁶ increasing 2.4% over the previous five years.

OA measure 3

Figure 17:



Source: Further Education Statistics (FES)

Lanarkshire STEM Hub

Established in 2018, the Lanarkshire Regional STEM Hub has established a strong Steering Group of members who have proactively engaged to progress the Hub priorities. The Hub has benefited from stable participation from all partners with a real sense of ownership for all members. The work of the Hub has truly been shared with all members contributing significantly to the progress made to date. In addition to the main Steering Group, two sub-groups have been established which focus on collaborative engagement between the schools and the Hub. The sub-groups look to identify needs and the support required to ensure sustainable long term impact.

¹⁶ A full definition and a list of STEM courses is available in our [Outcome Agreement Guidance: Annex D Technical Guidance](#).

The Hub has focused on learner engagement with events throughout the year. These events targeted early years, primary and secondary pupils providing a range of activities across STEM related subjects. These events are branded as “Step into STEM”. Engagement targets of forthcoming events are to reach over 500 pupils.

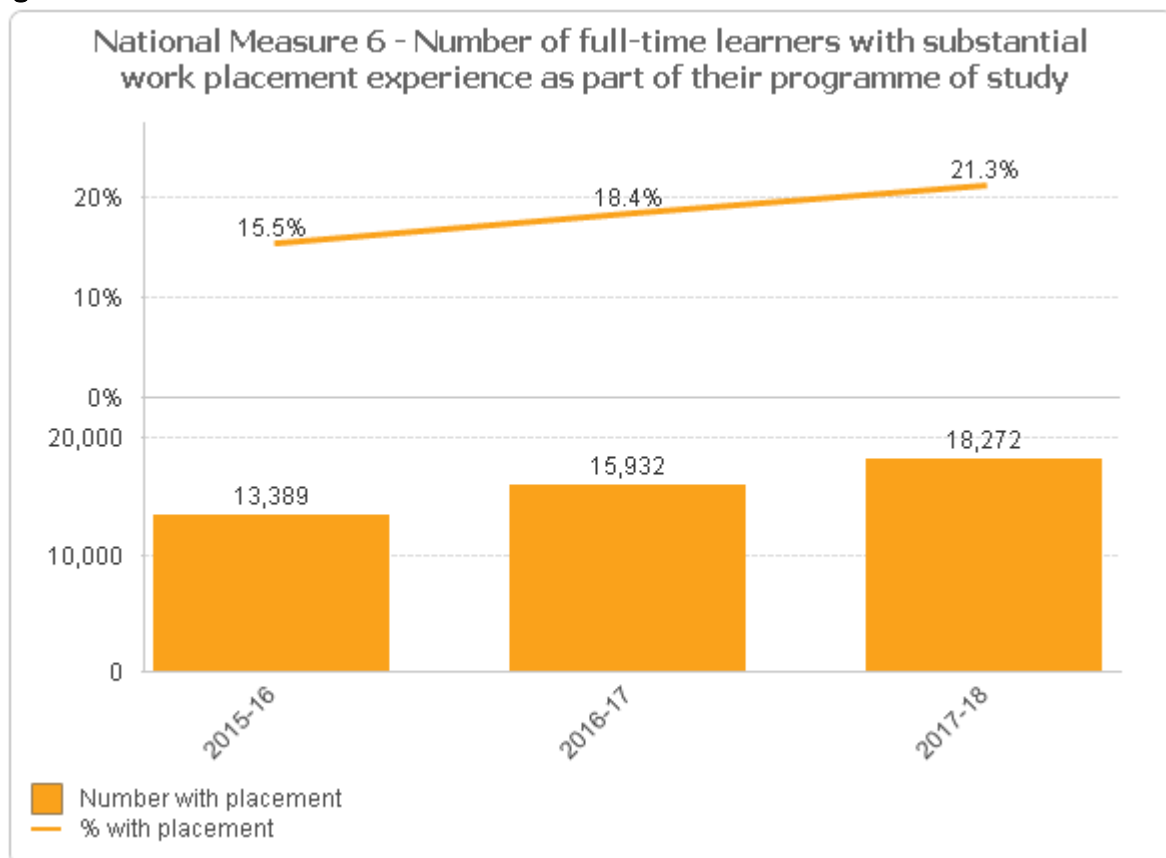
Work placements

In September 2016, SFC published new *Work Placement Standards for Colleges*¹⁷ to provide direction and highlight best practice in the sector.

Colleges have made excellent progress this area in 2017-18, with around 2,000 more full-time learners gaining access to courses with a substantial work placement experience as part of their programme of study compared to the previous year.

OA measure 6

Figure 18:



¹⁷ [Work Placement Standards for Colleges](#)

Expansion of early learning and childcare

Colleges are playing an important part in helping to meet the Scottish Government's commitment to increase free childcare provision to 1,140 hours for every 3 and 4 year old and eligible 2 year olds. Figure 19 outlines the level of activity carried out by colleges delivering HNCs and PDAs. However, colleges also add value through FA and MA (Modern Apprenticeship) provision, and the delivery of SVQs and NCs, all of which contribute to the ongoing training of practitioners in their local region.

Figure 19: Number of Credits delivered at HNC Childhood Practice and PDA Childhood Practice (Level 9), by region

Region	HNC Credits delivered 2017-18	PDA(L9) Credits delivered 2017-18	Total HNC+PDA(L9) Credits delivered 2017-18	HNC 2019-20 OA Target	PDA(L9) 2019-20 OA Target	Total HNC+PDA(L9) 2019-20 OA Target
Aberdeen and Aberdeenshire	799	56	855	2526	246	2772
Ayrshire	3800	0	3800	5080	0	5080
Borders	577	0	577	1093	0	1093
Dumfries & Galloway	780	0	780	1180	0	1180
Edinburgh	2253	203	2456	5271	741	6012
Fife	2555	0	2555	4265	0	4265
Forth Valley	1770	0	1770	2441	0	2441
Glasgow	4438	417	4855	5399	988	6387
Lanarkshire	4974	0	4974	7390	156	7546
Tayside	1653	0	1653	2852	0	2852
West	2484	0	2484	4350	0	4350
West Lothian	1311	0	1311	2462	0	2462
Total	27394	676	28070	44308	2132	46440

Source: Further Education Statistics (FES) & Colleges Final Funding Announcement 2019-20

Although the sector has a challenging target to grow delivery of childcare activity by around 17,500 in Credits by 2019-20, colleges are committed to this key policy area. In addition, they are committed to addressing the challenge around changing the profile of the workforce, where most courses are populated predominantly by female students. One example of initiatives to alter this subject level gender imbalance is highlighted below.

Men in Early Years (MIEY) Challenge Fund

As part of the childcare expansion the college sector has continued to address various recruitment and diversity challenges. These have included actively increasing the proportion and number of students from nearly all protected characteristic groups.

Data for 2017-18 estimates that the number of male students has increased year on year since 2014-15 and in AY 2017-18 there were over 900 male students enrolled in childcare courses colleges, totalling more than 8% of all students. This was a 42% increase in the number of men on these courses from AY 2014-15 compared to a 33% increase in overall student numbers on these courses. In AY 2018/19 SFC launched a Challenge Fund providing funding to two colleges to allow them to introduce innovative ways of targeting male students to enrol on childcare courses. The results of these initiatives will be reported in 2020 but early indications suggest that they have both been successful in increasing numbers.

Both the number and proportion of students who self-identify as having a disability, students who are aged 25+ and students from Asian, Black and Other ethnic groups have also increased in number and percentage since 2014-15 with only a slight decline in the proportion of the mixed ethnic group population since 2014-15.

Sustainable college regions

Carbon management

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

College regions submitted climate change reports in 2017. An analysis of these reports shows that the college sector footprint reduced by 10% in AY 2016-17. Figure 20 shows the footprint across each of the college regions. All regions continue to innovate to reduce their carbon emissions and become more sustainable. This is reflected in the sectoral ambition to reduce carbon emissions by 12.6% to 43,731 tCO₂e in 2018-19.

Figure 20: Gross carbon footprint of colleges (tCO₂e), by region

OA measure 10

Region	2016-17	2017-18	2019-20 OA Target ¹⁸
Aberdeen and Aberdeenshire	3951	3461	3701
Ayrshire	2510	2395	2204
Borders	617	540	486
Dumfries & Galloway	1205	1012	-
Edinburgh	5495	4502	4760
Fife	3957	3685	3253
Forth Valley	1938	1783	2155
Glasgow	10888	10226	9994
Highlands & Islands	5573	4842	
Lanarkshire	4724	4349	4250
Tayside	3268	2964	2700
West	4859	4430	4386
West Lothian	1063	953	1299
Total	50048	45142	39188

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

¹⁸ Highlands and Islands could not provide a target for 2018-19 therefore their 2016-17 carbon emissions figure has been used as a proxy target in order to provide a sectoral target for 2018-19.

In 2017 SFC acted as the *Procuring Authority* with the Scottish Government and the Scottish Futures Trust to support five colleges to access capital stimulus funding deployed through the *Non-Domestic Energy Efficiency Framework*¹⁹. The programme disbursed £3,724,713 for college retrofit energy efficiency projects.

South Lanarkshire College embedded "Promoting Sustainable Behaviours" as one of its three key Strategic priorities in 2014. The College established a Sustainability Group with representation from every Department and Faculty; has annual targets in all operational plans to promote sustainable behaviours; embraced the NUS Responsible Futures initiative; built two net-zero carbon buildings; adapted its existing building to have less reliance on fossil fuels and has started embedding sustainable behaviours into its curriculum. The college's newest building, opened in 2016, is a net zero carbon flexible teaching building that was the first in the UK to receive an "Outstanding" BREEAM rating. Significantly, and as a result of making Sustainable Behaviours a key strategic priority, although the College has grown in activity by around 40% over the past ten years, by 2018 it had reduced its carbon emissions by an impressive 51%, exceeding Scottish Government and its own targets.

¹⁹ To accelerate the pace and scale of progress in transforming the energy efficiency of public sector buildings, the Scottish Government, through Scottish Procurement, have put in place a Framework of Non-Domestic Energy Efficiency (NDEE) contractors.

Annex 1 – Outcome Agreement Measures

- 1 (a) Credits delivered*.
- 1 (b)(i) Volume and Proportion of Credits delivered to learners aged 16-19 and 20-24.
- 1 (b)(ii) Volume and Proportion of Credits delivered to full-time learners aged 16-19 and 20-24.
- 1 (c) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas*.
- 1 (d) Volume and proportion of Credits relating to learners from different protected characteristic groups and care-experienced learners.
- 2 (a) Number of senior phase age pupils studying vocational qualifications delivered by colleges*.
- 2 (b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges.
- 2 (c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision.
- 2 (d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education).
- 3 Volume and proportion of Credits delivered to learners enrolled on STEM courses.
- 4 (a) Proportion of enrolled students successfully achieving a recognised qualification*.
- 4 (b) Proportion of enrolled SIMD10 students successfully achieving a recognised qualification*.
- 4 (c) Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges*.
- 4 (d) Proportion of enrolled care-experienced students successfully achieving a recognised qualification*.
- 4 (e) Proportion of enrolled students full-time FE students aged 16-19 successfully achieving a recognised qualification*.
- 5 The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT).
- 6 Number of full-time learners with high quality work place 'experience' as part of their programme of study.
- 7 The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing*.
- 8 The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying*.
- 9 SSES Survey – The percentage of students overall, satisfied with their college experience.
- 10 Gross carbon footprint (3 year period).

Key Priority Measure*