



**INTERIM OUTCOME AND IMPACT
FRAMEWORK AY 2020-21**

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1. Outcomes for Students

A. Fair access and transitions

Outcome - Education is accessible to students from all backgrounds and students are supported through successful pathways.

SFC Activity Target

Table 1 provides detail of the SFC credit activity target for AY 2020-21. (Refer to Appendix 1 - Measure A College Outcome Agreement Impact Framework: Supporting Data)

Table 1 – SFC Credit activity target AY2020-21

	2020-21
SFC Core credit target	124,086
ESF credits	791
Total SFC credit target	124,877

Ayrshire College has a scheduled programme of Winter Starts and achievement of its core credit target is contingent upon recruitment to planned target. These Winter Starts have been delayed until the beginning of February 2021 to correspond with a delayed start to the beginning of the College's full-time programmes for AY 2020-21. The further imposition of a National Lockdown in January 2021 and the College's corresponding decision to deliver learning and teaching online throughout the entirety of January 2021 may have an impact on recruitment to these programmes. It is, therefore, difficult to predict whether the College will achieve its core credit target, for AY 2020-21, at this time. SFC has made a commitment not to recover funding if colleges fall below core activity targets because of the pandemic in AY 2020-21.

Supporting students from deprived areas

The College supports a high number of students living in the 10% most deprived postcode areas. In AY 2019-20, the volume of credits delivered to the 10% most deprived was 23,739 credits - 18.9% of the total delivery. This is slightly below the 19.3% delivered in AY 2018-19. It is anticipated that the figure for AY 2020-21 will be around the 19.3% baseline. (Refer to Appendix 1 - Measure B College Outcome Agreement Impact Framework: Supporting Data)

With the requirement to deliver learning and teaching in a blended and restricted blended way, throughout AY 2020-21, the College identified that digital poverty could be a significant barrier to participation in successful learning – particularly for those

students who come from areas of deprivation. Digital poverty challenges are not just related to the requirement for more resource to provide physical kit and data allowances but are also related to the limitations of the infrastructure for connectivity, as well as to support many of the vulnerable students to ensure confidence is at a level to enable blended learning to take place successfully.

The SFC allocated additional capital funding for colleges, for AY 2020-21, to support the provision of ICT. A subsequent process to administer the additional capital funding allocated for the provision of ICT equipment was agreed by the College's Digital Poverty Group, membership of which includes Curriculum Directors, Head of ICT, Head of Student Experience, Student Funding Manager, and representation from the Student Association. The College has disbursed these funds and has a small balance remaining to be spent on additional devices and connectivity packages for those students who will commence Winter Start courses in February 2021.

The College's Learning Resource Centres (LRCs) have remained open, out with the National Lockdown periods and in line with relevant guidance, to allow the College to continue to address issues around digital poverty and to provide study areas conducive to learning and assessment which is critical and time sensitive.

Supporting Care Experienced and Vulnerable Students

The College's [Corporate Parenting Plan](#) (2018-21) outlines the ongoing commitment to care experienced young people and the ambitious and detailed response to the duties outlined in Part 9 (Section 58) of Children and Young People (Scotland) Act (2014). In addition, the College is working towards achieving the Going Further for Student Carers Recognition Award. A Student Carers Working Group has been established to take this work forward and to gather evidence for the Award submission. The College has a Student Carers page on the website, which sets out the College's Statement of Intent and provides information for Student Carers.

In 2019-20, the College continued to work towards the targets set out in the SFC's National Ambition for Care Experienced Students. Significant progress has been made with the three local authorities, in Ayrshire, to share information at the earliest possible opportunity about pupils moving onto a course who are care experienced, received additional support at school, or are registered as a young carer. As a consequence, the number of students declaring as care-experienced has increased significantly. The volume of credits delivered to students declaring as care-experienced in AY 2019-20 was 8,981 credits - 7.14 % of the total delivery. This is above the 6.3% delivered in AY 2018-19 and, therefore, the College expects to maintain the 6.3% delivery in AY 2020-21. *(Refer to Appendix 1 - Measure C College Outcome Agreement Impact Framework: Supporting Data)*

The College makes good use of "at risk" data to identify students who may need support. Inclusive Learning, Student Services and curriculum teams are continuing to make better use of this data and are adapting to working together remotely to do so. Regular retention meetings involving curriculum and support staff provide an opportunity to identify at risk students and plan a joined-up approach to supporting the student.

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

The Student Funding Team continues to offer prioritised processing of funding applications for care experienced students and to provide individualised funding advice and support. The Care Experienced Bursary has provided support to students who might otherwise have withdrawn for financial reasons. In 2019-20, 274 students were awarded the Care Experienced Bursary. The College will continue to monitor the impact of the Care Experienced Bursary in terms of retention and also in terms of the financial impact on students.

Arrangements are in place to facilitate critical in-person student wellbeing support services (out with National Lockdown periods) to assist the College’s most vulnerable students. Often these critical functions, services and support are reactive and while bookable appointments for accessing routine student support are in place, it is vital that the College continues to support the most vulnerable students in this way. Student Services continue to provide a wide range of support remotely.

The College is working in partnership with Action for Children, a national charity organisation, to deliver a new short bespoke programme, ‘Aiming High,’ commencing April 2021. The programme is designed to get young people, aged 16-25, who have been part of the care system, job ready and ultimately bring lasting improvements to their lives.

It is an 8-week programme that will prepare young people to gain employment in the care sector or to progress on to a Health & Social Care course at college. The course comprises of two elements. The first will be delivered by Action for Children, focusing on employability skills, wellbeing, building confidence and improving self-awareness. The second will be delivered by the College and will focus on key sector skills including Moving and Handling, Dementia Awareness, REHIS, First Aid at Work and Nutrition for the Elderly. On completion of the 8 study weeks, students will then be allocated a work placement in the care sector.

School/college partnerships - supporting successful pathways for students.

The College works 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. Related Vocational Bursts and DYW projects enhanced these learning pathways, allowing school pupils the opportunity to make informed choices in the senior phase. The DYW Regional Group has been an integral partner in helping to source appropriate work placements for students.

Visual pathway maps have been developed by the College, which outline vocational pathways, starting in school and continuing to college, university, further training, and potential employment. Many schools have further developed and adapted the maps

to suit their own specific needs. A bespoke schools' section of the College website outlines the pathways and provides pupils with access to case studies of previous school/college programmes and former students. The school/college partnership team usually present opportunities at parents' and options' evenings across all schools. These presentations have been delivered virtually during AY 2020-21.

A bespoke transitions programme, Get Ready for College, was developed and piloted with one school in AY 2019-20 for school pupils leaving school and transitioning to college. It was hoped to roll out the programme further; however, this will now take place in AY 2021-22 due to COVID restrictions.

The College and local schools have robust and meaningful partnerships with a strong focus on the young person at the centre of any learning opportunity. Appropriate College staff are invited along to transitions meetings in schools, for young people who have a support need which could include a learning or physical disability or a social, emotional or behavioural need. Both parties work hard to ensure appropriate information is shared, with the consent of the young person and/or parent, so that the relevant support can be in place for the start of the College course.

In AY 2020/21 the college became one of only a handful of Scotland's colleges to deliver an HNC Cyber Security. As part of a commitment to providing bespoke senior phase pathways, school pupils are part of the student cohort for this programme. On successful completion, these school pupils will be able to transition either directly into the burgeoning Scottish cyber security industry at entry level or in to year 2 of a relevant degree programme.

The number of senior phased age pupils studying with the College in AY 2019-20 was 669 – an increase on the 358 delivered in 2018-19. The different Covid-19 restrictions for both schools and colleges and the subsequent move to online learning during January 2021 has, without doubt, presented significant delivery challenges. Under revised Scottish Government guidance, school pupils are not permitted to attend college while schools are delivering learning remotely. The College would hope, however, to deliver to the baseline target of 358 students. *(Refer to Appendix 1 - Measure D College Outcome Agreement Impact Framework: Supporting Data)*

Students who take part in programmes delivered in the community are at the very start of their learning journey with the College. The programmes focus on developing confidence as well as core and basic employability skills and support the students on to further learning, training, and employment. Delivery in this area has proved particularly challenging due to Covid-19 restrictions.

Improving articulation pathways

The College is making good progress in meeting the aspiration of at least 75% of HN students gaining entrance to university, with advanced standing, by 2025. The latest available published figures demonstrate that, following successful completion during AY 2018-19, 325 (58.0%) HN students articulated to degree programmes, with advanced standing. This figure is slightly below the aspiration that at least 60% of HN entrants should articulate with advanced standing by AY 2019-20. *(Refer to Appendix 1 - Measure F College Outcome Agreement Impact Framework: Supporting Data)*

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

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

The delivery of the BA Accounting programme, as part of a collaborative agreement between UWS and the College, has proved very successful. Students can progress to year three of the degree programme direct from their achievement of HND Accounting. The degree programme is delivered, at the College, by Ayrshire College lecturers. This gives students the opportunity to study on an SCQF level 9 programme in familiar surroundings. A total of 90% of students successfully completed the degree programme in 2019-20.

The College has had fruitful discussions with Glasgow University and, commencing in AY 2021-22, Ayrshire College will deliver enhanced HNC qualifications in Applied Science and Mechanical Engineering. These articulation programmes are widening participation initiatives. Successful students will gain direct entry to Year 2 of all BSci degrees within Glasgow University's School of Life Sciences or BEng degrees within the James Watt School of Engineering.

Over the course of AY 2018/19 and 2019/20, the College has developed a very close, positive relationship with Barclays Bank. Among the many positive aspects of this partnership has been the opportunity for HNC and HND students from the Computing curriculum to successfully apply to the Barclays Software Engineering Graduate Apprenticeship programme. In session 2019/20, six of the college's students were successfully appointed to the programme and are now continuing their studies at the University of Glasgow while working for Barclays Bank.

B. Quality, learning, teaching and participation

Outcome - Students get a high-quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in their educational experience.

Education Scotland was able to conduct the College's Progress Visit in January of 2020, prior to the pandemic, and assessed that satisfactory progress had been made in relation to targets set in the College's Evaluative Report and Enhancement Plan. [A link to the report can be found here.](#)

Supporting Success

A key priority for the College, during AY 2019-20, was to continue to provide targeted interventions to retain students most at risk of withdrawal, while making progress on overall improvement in student outcomes. There is no doubt that the move to online learning following the March 2020 National Lockdown impacted on progress made.

Further Education Full-Time – FE FT

Performance, with reference to completed successful, on FE FT programmes declined by 1.4% from 66.2% in 2018-19 to 64.8% in 2019-20. In addition, partial success figures increase by 2.3% from 8.7% in 2018-19 to 11.0% in 2019-20. Although many variables contribute to the overall College position, it is worth noting that January 2020 start programmes are included in this analysis. Many of these courses only had six weeks of full-time learning and teaching prior to the move to online learning in March 2020. Successfully completing these courses was not going to be possible and thus many students could not complete the full programme but did manage to complete some individual units. *(Refer to Appendix 1 - Measure E1 College Outcome Agreement Impact Framework: Supporting Data)*

Further Education Part-Time – FE PT

Completed successful on FE PT programmes declined by 3.8% from 80.2% in 2018-19 to 76.4% in 2019-20. Provision classified under FE PT is very diverse and, therefore, analysing performance can be complex. It is, however, worth illustrating that the further withdrawn figure increased by 3.3 % from 5.6% in 2018-19 to 8.9% in 2019-20. This reflects a pattern that was evident in higher than usual further withdrawal rates for school-college partnership programmes.

SQA Awarding Body messaging, following lockdown in March 2020, differed between schools and colleges. Guidance on National Qualifications confirmed that school pupils and college students undertaking National 5, Higher and Advanced Higher qualifications would not be required to undertake any further assessment from 23 March. Guidance for college qualifications, however, stated 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 did not engage beyond the 23 March 2020 and so had to be withdrawn from school-college partnership programmes. *(Refer to Appendix 1 - Measure E2 College Outcome Agreement Impact Framework: Supporting Data)*

Higher Education Full-time – HE FT

Despite the challenging end to academic session 2019-20, it is pleasing to note that performance, with reference to completed successful, on HE FT increased by 1.9% from 66.8% in 2018-19 to 68.7% in 2019-20. SQA is the awarding body for many of the HE FT programmes in the college and SQA guidance indicated that a holistic approach, using course aims, could be taken to assessment. Feedback, from course teams, was that this was a helpful approach as competencies assessed in engagement up until 20 March 2020 could be used as evidence for units delivered

later in the term. (Refer to Appendix 1 - Measure E3 College Outcome Agreement Impact Framework: Supporting Data)

Higher Education Part-time – HE PT

Completed successful, on HE PT, fell by 4.7% from 83.5% in 2018-19 to 78.8% in 2019-20. Further withdrawn increased by 3.1% from 2.7% in 2018-19 to 5.8% in 2019-20. Of the further withdrawn, 55% were from HNC Childhood Practice cohorts where learning could not be undertaken due to placement constraints around the pandemic. (Refer to Appendix 1 - Measure E4 College Outcome Agreement Impact Framework: Supporting Data)

This continues to be a priority area for the College but it must be recognised, however, that the continued restrictions around on-campus learning make this particularly challenging. Staff have been hugely innovative and creative around online delivery, but achievement of qualifications in areas where there is significant work-based learning or where practical competence must be demonstrated will be inevitably affected. Though work continues with Awarding Bodies to gain flexibility around assessment, there is a growing realisation that colleges across Scotland will have greater numbers of deferred students across a wider range of subjects in AY 2020-21 than in AY 2019-20.

People have the necessary meta skills and attributes to succeed.

Informed by the *Skills 4.0* document, the College undertook a pilot project in January 2020 to improve the meta skills of level 4 students. The staff who delivered to the pilot group harnessed the advantages of Microsoft Teams to post and share classroom experiences that linked to the meta skills that they collectively selected for each class. The pilot also promoted the use of Skills Development Scotland's *My World of Work* to help students articulate and record the meta skills in a digital world. The College shared its experience of the pilot project at CDN's virtual college expo in June 2020 and are also represented at CDN's *Essential Skills and Volunteering* group, which shares meta skills practice across the sector.

Development of a meta skills strategy for 2021 is underway. This will ensure that internal quality processes, such as course design and team self-evaluation, explicitly supports meta skills development in all courses. The strategy will ensure that wherever learning and teaching takes place, students develop the meta skills and behaviours that equip them for the challenges of the future: self-management, social intelligence, and innovation. Technology continues to play an increasing role in everyone's lives and building the digital intelligence of students will be central to the meta skills strategy. The College will ensure that its students gain the adaptability needed to use technology productively through the significant technological change that they will experience in life, learning, and work.

Quality online and repurposed blended learning.

Staff coped remarkably well with the necessity to deliver all learning, teaching and support services online from March 2020 until the end of AY 2019-20. The College recognised, however, that delivering all services within a blended model for

commencement and duration of AY 2020-21 would present new challenges and sought to support staff in different ways.

Through an internal process, the College recruited several staff to work additional hours over the summer months of 2020, to develop key units and subjects that could be delivered in a blended way. A number of staff were given some remission from teaching, in Semester 1 of AY 2020-21, to work with the Digital Integration team to help support staff to deliver in a blended and restricted blended model. This work is now being evaluated for impact in order to inform appropriate arrangements for semester 2 and beyond.

The Staff Learning and Development team developed and introduced an extensive and innovative online and virtual CPD calendar across June, August, and September 2020. This programme included a range of external online conferences and webinars, as well as events facilitated internally.

The focus of the CPD period was the digital skills and learning that staff require to support the blended learning model. It also focused on staff wellbeing and remote management, as well as incorporating resources to help support mental wellbeing and resilience.

During this period, the Staff Learning & Development team also worked closely with the wider sector network, identifying opportunities for shared learning/resources through the 'community of sharing' initiative that was developed in anticipation of the challenges facing colleges in the new academic year. This enabled external events to be made available to Ayrshire College staff and supported knowledge sharing with other colleges across the sector.

Mental health and wellbeing

The College is acutely aware of the need to support mental health and wellbeing, now more than ever, and 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. 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.

In AY 2019-2020, continued efforts were made to support mental health through focused workshop delivery in the Aeronautical, Construction, Engineering and Science directorate. The College sought to support students to develop positive wellbeing strategies at the outset of College life by piloting an enhanced Student Induction in some College Curriculum areas. This enhanced Student Induction included a dedicated wellbeing focus and aimed to raise awareness of potential stressors and the way to manage to these positively.

Curriculum areas continued to embed mental health and wellbeing awareness into learning and teaching with key examples of such in Sport and Fitness and Social

Science, Hairdressing, Beauty, Complementary Therapies, and Make-up Artistry, Arts and Fashion, and Health and Social Care

All Ayrshire College students have free access to online mental health and wellbeing resources and peer support through 'Togetherall.' In addition, the College recently recruited 2FTE Student Counsellors using funding provided by the SFC to all colleges for this purpose. Online counselling support is also available through the Live Therapy element of 'Togetherall.'

A key strength of the College is its ability to work with many different partners to improve staff awareness, knowledge and understanding on mental health and related issues. In AY 2019-2020, new or enhanced e-modules were made available to staff including 'Developing your Trauma-Informed Practice', and 'Five ways to Wellbeing' as well as discreet mental health and wellbeing aspects included as part of e-modules. These e-modules were largely developed by national partners including the NHS and 'See Me'.

The College was delighted to have its work in this area recognised nationally at the College Development Network Awards in December 2020 where it won both the Innovation Award and the Judges' Award for the #PassingPositivity: Mental Health United campaign. This mental health initiative was initially started by HND Coaching and Developing Sport students to help improve the mental health and wellbeing of students, staff, and the wider community within Ayrshire, in partnership with the Kris Boyd Charity.

#PassingPositivity began as a one-day event aimed to raise awareness of the benefits that physical activity can have on a person's mental health. Since then, free weekly football, dance, and multi-sport groups have been made available to the Ayrshire public at Ayrshire College in partnership with the Kris Boyd Charity, KB9 Academy, Vibrant Communities, East Ayrshire Active Schools, and Ayrshire Sportsability.

Students have their voice heard and valued, and influence their educational experience

Ayrshire College's Student Association (ACSA) represents the student voice through active participation on all Board of Management committees and representation on a number of internal steering groups, including the Campus Operations Steering Group (COSG) which oversees operational matters during the current crisis. The Principal meets with the Student Association every month and this provides an opportunity to discuss any emerging issues; forthcoming plans and initiatives and any strategic/national matters that may impact on the College and its students.

ACSA, learning new technologies and adapting to new ways of working, has set out its priorities for the AY 2020-21 which are dominated by student mental health and wellbeing. It has established its own Virtual Student Association, through Wakelet. This platform is used to inform and support students and to engage through links to online clubs and social events.

The Student Association created a video 'Staying Safe on Campus – Communication Strategy for COVID Awareness' which demonstrates the behaviours expected when arriving to campus. The video features both the President and Vice President acting

as students entering campus and then giving a short tour whilst observing on campus health and safety measures. ACSA held a Virtual Freshers' event with over 1000 visits within launch week. There was excellent feedback which provided evidence to continue to support students in this way.

ACSA was instrumental in developing and implementing the 'Wear it On Your Sleeve' Mental Health Campaign in AY 2019-20 which uses mental health 'champions' to encourage dialogue around male mental health. The Student Vice President is continuing this campaign in AY 2020-21.

Following a successful pilot on the Kilmarnock campus in AY 2019-20, ACSA will recruit Wellbeing Champions from across the College to assist with delivering the commitments as laid out in the Student Mental Health Agreement.

The Student Association has been looking at ways in which they can help mitigate the effects of the Covid restrictions on students' mental health and wellbeing. Recognising that the winter break may result in isolation for many students, the Virtual SA and groups remained open throughout the winter break and a social event took place on Christmas day.

It has also surveyed students to establish which online clubs/groups they wish to take part in. These groups will be set up with the help of the Student President, but students will run these groups themselves. Last year's LGBTQ+ officers are continuing the work from AY 2019-20. Other groups will include Student Carers and Students with Disabilities, as well as several interest groups including gaming and a book/film club.

In AY 2019-20, the Student Association adopted a Student Ambassador model to gather feedback from classes – entitled 'Your Voice Matters'. The role out of this model was impacted by the pandemic, but the ACSA has revised the model for AY 2020-21 to suit the blended/restricted blended delivery model.

In October 2020, the Student Association recruited and trained 30 Student Ambassadors to work with allocated curriculum areas to gather student feedback, present student views and influence the student experience. Student Ambassadors have been involved in internal and external focus groups and are currently delivering the Semester 1 survey. The Student Ambassadors will then work with the Quality Enhancement Team to analyse the feedback, disseminate it to curriculum areas and agree any improvement actions identified. The results will also be reported to the College Leadership Team and the Learning and Teaching Committee thereby influencing college strategy and policy.

It is anticipated that the Student Ambassador initiative will have an impact on the number of students engaging in the national Student Satisfaction and Engagement Survey. The last available survey from AY 2018-19 shows that participation rates of 28.1% for FE and 23.6% for HE was significantly below sector participation rates and below the target of 50% engagement. Analysis showed that, 94.9% of students, overall, were satisfied with their College experience. This was an increase of 2% from 2017-18. A further breakdown demonstrated that 96% of FE full-time students were, overall, satisfied with their College experience. This is above the national average of 93%. Meanwhile, 92.3% of HE full-time students were, overall, satisfied with their

college experience. This was significantly above the national average of 86.8%. The College is very aware, however, that it requires greater engagement to demonstrate, statistically, that students do have a positive experience. Moving forward, the College will continue to work proactively with the Student Association to raise awareness of the survey and ensure that participation levels continue to increase. (*Refer to Appendix 1 - Measure H College Outcome Agreement Impact Framework: Supporting Data*)

The Student Satisfaction and Engagement Survey for AY 2019-2020 had only been open for four days when the College buildings had to close following the March 2020 National Lockdown. As a result, the Student Ambassadors who promote this were unable to do so. Of the small number of students who completed the survey, 87% were satisfied with their experience at College. There was no requirement to submit a formal return to SFC, as a consequence of the pandemic.

In August 2020, a short survey of returning students was undertaken to gather their feedback about their experience of online learning during the period from March 2020 until June 2020. This found that 88% of respondents felt supported by their lecturers, 81% felt that their course adapted easily to online learning, 84% continued to receive useful feedback on their progress and 80% were, overall, satisfied with their experience of online learning. Many commented, both positively and negatively, about their experience. This feedback was used by the College and curriculum teams in planning for the blended learning delivery required in AY 2020-21 and influenced the approach taken to the provision of academic, pastoral and technical support.

C. Learning with impact

Outcome - Students are equipped to flourish in employment, further study and to lead fulfilling lives.

College Leaver Destinations survey

The most recent College Leaver Destinations survey report focuses on students who studied on a course during academic year 2018-19 and who would have completed their course in June 2019 with a successful outcome. The data reports on their position as at 31 December 2019. The College achieved a return rate of 88.4%, confirming the destinations of 3,830 college leavers out of a total of 4,333 and exceeding the SFC survey completion target of 80%.

The survey demonstrates that 95% of full-time FE college qualifiers were in work, training or further study 3-6 months after qualifying. Meanwhile 96.2% of full-time HE college qualifiers were in work, training or further study 3-6 months after qualifying. (*Refer to Appendix 1 - Measure G College Outcome Agreement Impact Framework: Supporting Data*)

Details around the College's analysis and engagement of the needs of business and industry; and Scotland's economic recovery needs; delivering the right skills and helping people reskill and upskill are contained in section 2 - Outcomes for Economic Recovery and Social Renewal.

D. Equalities and inclusion

Outcome: Institutions ensure through effective equality impact assessment that the needs of the diverse student body are considered in every aspect of the student experience.

Although the requirement to submit an updated Institutional Gender Action Plan (IGAP) was suspended due to the pandemic, the College continued to develop its plan, as it views the IGAP as important in addressing the potentially disproportionate impact of COVID 19 on women and minorities and the need to do things differently as the country emerges from the crisis. The College received helpful feedback on its IGAP and this feedback will help frame the response moving forward.

In terms of specific areas of focus, there was an increase in male enrolments on Health and Social Care programmes. On FE programmes, male enrolments increased by 1%, from 10.2% in AY 2018-19 to 11.2% in AY 2019-20. On HE programmes, male enrolments increased by 5%, from 5.1% in AY 2018-19 to 10.1% in AY 2019-20. In Early Years, FE male enrolments increased by 1.8%, from 4.8% in AY 2018-19 to 6.6% in AY 2019-20. On HE programmes, male enrolments only increased by 0.3%, from 4.0% in AY 2018-19 to 4.3% in AY 2019-20.

Engineering and Renewables has had the most significant improvement in female enrolments in comparison to all other areas in the College that are currently male dominated. It was also the only curriculum area performing well against the SFC's previous target to increase the minority gender share by 5 percentage points by 2021 with a 14.8% increase in total female enrolment since AY 2017-2018.

Very good progress was made towards the College realising its Equally Safe ambitions. It is clear that having sound College support processes regarding gender-based violence mattered greatly following the Covid-19 outbreak and subsequent temporary closure of campuses. From March 2020 onwards, College messaging about available support, including external support, was regularly promoted across social media platforms. The College's commitment to tackling and ending gender-based violence has seen key milestones achieved in AY 2019-2020, such as an enhanced Safeguarding referral process with the inclusion of gender-based violence categories. The College is also now in an improved position with nearly all the Student Experience team, including the Student Association Advisor, having completed the sector endorsed, Rape Crisis First Responder training. Further to this, the College's 'Safeguarding in the College community' e-learning module, part of mandatory training, had a completion rate of 70% of staff. Throughout AY 2019-2020, the College continued successful partnership working with local and national partners, which led to a number of events and activities during 16 days of action and also marked the College becoming an official member of Fearless Glasgow.

The College is working as required to develop and set new or revised Equality Outcomes with advice and guidance from Advance HE.

2. Outcomes for Economic Recovery and Social Renewal

A. Responsive institutions

Outcome - Institutions are responsive to employer and industry needs and to current and future skills requirements.

Use of labour market intelligence to align provision

The importance of skills' alignment and curriculum planning has never been more critical, and the College held a series of skills planning workshops, with SDS, SFC and other key stakeholders to determine regional need.

Based on data, insight, and discussion at the workshops, it was agreed that the following broad areas were most likely to present employment opportunities in the short to medium term.

Short term

- Education including childcare
- Health and Social Work
- Retail
- Manufacturing
- Construction
- Tourism
- Arts, Recreation and Entertainment

Medium term

- Manufacturing
- Construction
- Tourism
- Arts, Recreation and Entertainment
- Wholesale and Retail
- Engineering
- Accommodation and Food

Alongside LMI data, the Regional Economic Strategy for Ayrshire and the Ayrshire Growth Deal are critical to the identification of opportunities and curriculum planning.

The Ayrshire Regional Economic Strategy (RES) sets the strategic direction for the region, identifying several key themes, which it is proposed remain relevant and central to recovery and renewal. The sectoral opportunities identified in the RES focus on:

- Aerospace and space
- Clean growth
- Visitor economy

- Food and Drink
- Life Sciences
- Advanced manufacturing

This insight has shaped and informed the 2021 Winter starts and the 2021-22 Curriculum Delivery Plan. For example, the college now offers the HNC in Mechatronics which will prepare students' skills in automation.

Development of digital skills, across all programmes is essential and in AY 2019/20, as part of membership of the Digital Skills Partnership, the College was able to apply to its Critical Friend programme. This was an initiative to pair partner colleges with crucial industry figures. The college successfully applied to be partnered with the Scottish Government's Head of Information Compliance within the Digital Health and Care Division, Caralyn Archibald. Caralyn has helped to shape the curriculum for the new HNC Cyber Security and continues to contribute to the success of this programme, for example by setting up a presentation from a key member of Police Scotland's cyber unit.

Another example is in the area of Childhood Practice where the College, in partnership with the Carrick (South) CLD team and SWAP (Scottish Widening Access Programme), introduced the SWAP Access to Childhood Practice programme in Girvan for adult returners, living in rural South Ayrshire. The main objectives of this programme are to provide an accessible and flexible educational pathway to the HNC Childhood Practice and to support the expansion of the Early Learning and Childcare sector in South Ayrshire. Students will be able to continue their HNC studies in Girvan with locally arranged work placements. Providing local educational opportunities in the heart of Ayrshire's rural communities supports economic recovery and growth of key sector areas. The addition of Health & Social Care to the curriculum provision in Girvan from August 2021 is a further example of where the College has responded to the economic needs of the region.

Upskilling and reskilling the existing workforce.

Ayrshire College has been a leading partner in creating a coordinated regional approach to Scottish and UK Government initiatives to maximise the potential for economic recovery. The College has worked closely with regional Kickstart Gateway Hosts, including (the three) local authorities and the Ayrshire Chamber of Commerce, to understand the range of businesses looking to offer a work placement to a young person through this scheme and aligning skills development offers to these opportunities. A Pathway Apprenticeship in Business Skills is being offered and is scheduled to commence in February 2021 to run alongside relevant work placements. By leading this regional coordinated approach, the College is helping create the foundations for economic recovery and providing young people affected by the impact of COVID-19 with increased opportunities for finding future employment.

Aerospace organisations have had their business activities adversely affected by the global pandemic and this has already resulted in the loss of a significant number of highly skilled jobs. The latest estimates suggest that the demand for global air travel will not return to pre-pandemic levels for 3 – 5 years for narrow-body, short-haul aircraft and 5 – 7 years for wide-body, long-haul aircraft. This presents a significant issue for

aerospace businesses that undertake aircraft maintenance, repair, and overhaul (MRO) activity, as well as those that support the development of new aircraft.

The substantial downturn in civil aviation because of COVID-19 has led to a rationalisation across global fleets with many airlines taking the opportunity to accelerate the retirement of older and less efficient aircraft. With significantly larger numbers of older aircraft due to be retired globally over the next few years, there is an opportunity for the sector in Scotland to capture some of this demand in the form of aircraft decommissioning.

Ayrshire College has worked in partnership with NMIS, Strathclyde University, South Ayrshire Council and, in consultation with the Ayrshire Regional Aerospace and Space Group, a successful application was made to the National Transition Training Fund (NTTF). The main focus of this project in phase 1 will be the creation of a training facility to upskill and reskill workforces to enter the aircraft decommissioning sector. This will support people to transition towards activity involved in the decommissioning of retired aircraft including the re-manufacturing of aircraft components to go back into the MRO supply chain, as well as the recycling of materials. This aligns with priorities identified by the Aerospace Response Group, the Ayrshire Growth Deal and wider Scottish Government ambitions of a low carbon economy.

The College has also continued to work proactively as part of the regional PACE partnership. Work is ongoing within the partnership to understand potential redundancies in the region and offer appropriate support. It is expected that increased engagement with PACE could be required in 2021 as the furlough scheme ends.

The College is committed to providing appropriate learning opportunities to help drive economic recovery and address the potential high levels of unemployment as the country navigates its way through the pandemic. As highlighted, the College is actively leading and participating in discussions and plans with key stakeholders to help drive economic recovery in the Ayrshire region. The College, however, has concerns around the SFC's Indicative allocations for the National Transition Training Fund (NTTF) and Young Person's Guarantee (YPG). Specific concerns are in relation to the timescales and conditions of delivery in a challenging operating context of a National Lockdown (January 2021) and the imposition of further Level 4 restrictions well in to 2021.

These propositions were developed at a time when the Coronavirus Job Retention Scheme was expected to come to an end in October 2020. The scheme has now been extended until April 2021 and, accordingly, the College has not seen the tsunami of unemployment that was predicted. It is the College's view that the NTTF and YPG propositions will still be required, but perhaps later than originally planned and so flexibility around delivery beyond this academic year is needed. The College is committed to further discussions with SFC as to how it can engage, positively, in delivering these programmes at a later date.

The College is using the Flexible Workforce Development Fund (FWDF) to engage with eligible companies on reskilling and upskilling furloughed employees. In September 2020, the Business Growth team organised a FWDF virtual event targeted at existing and new clients. Chaired by the Principal, the event provided an opportunity to engage with employers; to share information in relation to new course provision and

to build momentum around client engagement activities. Many employers have chosen to take advantage of the virtual classroom offering.

Other initiatives that the College has undertaken to enhance its profile and promote its activities across the region include being invited by the Ayrshire Chamber of Commerce to formally launch their Business Week (5 - 9 October) with a panel event on the topic of Digital Agenda for Recovery. The event was chaired by the Principal and involved both business and College representatives.

B. Work-ready

Outcome - Work-ready graduates are ready to meet employer needs: Students are equipped to take up employment and succeed when the job market opens up.

The College has extensive relationships with employers across the region and employers greatly influence the course content of programmes. These relationships will be even more crucial to ensure that graduates have the appropriate skills to succeed when the country begins to emerge from the public health crisis.

Academic year 2019-20, saw an increasing demand for Modern Apprenticeships. Despite the current situation, the College has continued its efforts to encourage an increasing number of businesses to recruit modern apprentices. The focus of apprenticeship activity will continue to reflect the main economic sectors in Ayrshire – supporting Aerospace, Engineering, Construction and Hospitality.

In addition, the College has continued to explore further opportunities to work with employers to ensure that work-based learning pathways meet their needs. A good example is the partnership between Ayrshire College and Taylor Wimpey, which provides young people with exposure to a progressive national employer while assisting Taylor Wimpey meet the needs of their future skills pipeline. Apprentices who successfully complete a four-year apprenticeship and fully qualify are guaranteed a full-time position with Taylor Wimpey on one of their sites across the west of Scotland. The College received the Highly Commended award for the Employer Connections category at CDN's awards in Dec 2020. This recognised the joint work undertaken to create two bespoke pre-apprenticeship courses for 2020-21 - the Taylor Wimpey Training Academy courses in Joinery and Bricklaying.

Since 2015, the College has worked closely with Morrison Construction on several initiatives which have been of tremendous benefit to both students and the community. To date the company, has sponsored fourteen pre-apprenticeship courses in construction across the College's three main campuses, adding value in a number of ways, from funding specialist training, providing regular input from industry mentors to end of course celebration events.

With the additional affiliation of South Ayrshire Council, the partnership became a finalist in two national awards for "Employer Connections" for the work done with students over a four-year period restoring an 18th century walled garden. The partnership has led to real jobs for many students through work experience and access to Morrison Construction's supply chain.

C. Innovation

Outcome - Institutions are focusing and prioritising their knowledge exchange and innovation activity on Scotland's recovery.

South Ayrshire Council, in partnership with the College, Ayrshire Engineering Alliance and the University of Strathclyde, has been awarded funding from the Advancing Manufacturing Challenge Fund (AMCF). Just under £1.1 million has been allocated from ERDF and match funded by the Council to develop an Aerospace Digital Visualisation (ADV) Suite, based at the Aeronautical Engineering Training Centre at Ayrshire College's Ayr Campus. The ADV Suite will give SMEs access to innovative manufacturing technology, including cutting edge virtual reality, augmented reality and digital visualisation, to virtually test production design, production process, plant layout, and new skill requirements before investing in physical change. It is envisaged that this will help SMEs to enter or expand their presence in the aerospace sector.

An exciting new development is The Advanced Therapy Skills Training Network (ATSTN) which launched in December 2020 and is backed by funding from the Department for Business, Energy & Industrial Strategy (BEIS) alongside Innovate UK (IUK).

Even prior to the COVID-19 pandemic, there was a growing recognition that increased skills and training provision is required to meet anticipated demand from an advanced therapy medicinal products (ATMP) & vaccine sector which is experiencing high and sustained growth across the UK & internationally.

To address this need UK government, through the Cell and Gene Therapy Catapult allocated £4.7m with a view to establish the Advanced Therapy Skills Training Network (ATSTN) across UK to boost skills and training across cell and gene therapy and vaccine manufacturing by working in collaboration with industry.

Currently, ATSTN brings together providers such as the National Horizons Centre, the University of Birmingham and the Scottish consortium led by Roslin CT, giving a UK wide training provision coverage and demonstrating how responsive the industry and academia have been in rising to the challenge of the current situation in which vaccine manufacture is required at an unprecedented volume and speed.

A pan-Scottish bid, led by RoslinCT, and coordinated by SDS, SE and SULSA, was successful in securing £620k of funding. The consortium, led by RoslinCT as a representative from industry, is made up by IBioIC, Edinburgh Napier University and the College as training delivery partners. As part of this initiative, the College will develop and deliver a series of bespoke training sessions to approximately 105 participants over 2 years, covering topics such as Environment Monitoring and Control, Cell processing, Analytical techniques, Upstream bio-processing and Downstream bio-processing primarily aimed at industry staff at technician level.

This work will help to develop an ATMP and will inform the development of the Vaccines Growth Plan for Scotland and will enable the College to play its part in developing a skilled talent pool and enable the tremendous growth in Vaccines and ATMP manufacturing across Scotland and the UK.

Responsive and Collaborative

A. Public health emergency

Outcome - Institutions are responsive, have assurance mechanisms in place to comply with guidance, communicate well with students, staff and communities, and remedy situations as they arise.

The College's Campus Operations Steering Group (COSG), originally set up to oversee the safe and effective reopening of the College's campuses, has continued to meet fortnightly during the current crisis. The Steering Group, chaired by the Principal, includes the College's Senior Leadership Team, the Health, Safety and Wellbeing Manager, the Head of Marketing, Ayrshire College Student Association President and Vice-President, and representatives from the College's two recognised trade unions, EIS-FELA and Unison. This has ensured a partnership approach to resuming on-campus activities safely and effectively and in reviewing activities in line with the latest Scottish Government and Public Health guidance as AY 2020-21 has unfolded.

In line with guidance at the time, the College commenced a phased return to on-campus learning and teaching for AY 2020-21. Full-time programmes were delayed by 4 weeks to prioritise deferred students from AY 2019-20 and commenced from 22 September 2020. The College took a strict approach and only permitted on-campus, face-to-face teaching to take place where it could not take place on-line. During this period, student attendance was reduced by approximately two-thirds of normal on-campus student attendance.

A move to level 4 restrictions in some areas of Scotland in November 2020 saw the COSG review and conclude it critical that face-to-face, on-campus delivery of learning and teaching should continue in certain circumstances. Course teams reviewed delivery plans for their courses, against high-level criteria, and made recommendations to the Curriculum Senior Leadership Team. The Vice Principal, Curriculum, met with each Curriculum Director, alongside their respective Heads of Curriculum, to discuss and approve delivery plans.

More recently, following the further tightening of restrictions as a result of the First Minister's announcement on 4 January 2021, the COSG concluded that online learning only should take place until 29 January 2021.

While the health and safety of students and staff is the number one priority, the College, like most others across the sector is working to a shortened teaching calendar and so there is genuine concern that many students will not be able to successfully conclude their studies by the end of this academic year.

In order to devise a planned and appropriate methodology to facilitate the managed return to campus working for certain of the College's overall staffing complement, it was agreed through discussion and debate by the COSG, that a Panel Review process should be put in place. The terms of reference for this process were agreed in August 2020 and panel reviews have taken place over the last months to consider all requests for staff members and teams to return to on-campus working and

operations throughout the various restrictions.

The Panel comprised the following membership, which was reviewed as necessary to ensure transparency in the decision-making process:

- Vice Principal – People
- Director of HR and Organisational Development/HR Manager
- Health, Safety and Wellbeing Manager
- Relevant Director/Head from Area (to provide the proposals for return to work)
- Relevant Trade Union Representative (EIS-FELA/Unison)

The Panel considered all proposals, taking account of the following elements:

- Nature of the activity ie can the work only be carried out on campus
- Frequency of the work activity
- Number of staff required to carry out the activity
- The arrangements that have been made to support the activity eg rota proposal and consideration of staff circumstances
- Risk assessment completed

The Review Panel provides recommendations to the Campus Operations Steering Group for consideration and final approval.

The College also has an excellent working relationship with the local public health team and the Health, Safety and Wellbeing (HSW) manager attends a weekly Education Meeting with public health colleagues and the Directors of Education for each of Ayrshire's three local authorities.

B. Collaboration

Outcome - There is active collaboration with other institutions.

The financial and implementation arrangements for the Ayrshire Growth deal was signed by partners on 19 November 2020. £251 million will be invested in the Ayrshire region and it is estimated that this will leverage up to £300 million from the private sector and the investment has the potential to create up to 7,000 jobs.

Ayrshire College is a key regional partner in the delivery of the Growth Deal and is already contributing to some of the projects in development such as HALO, the National Energy Research Demonstrator (NERD); and the i3 Digital Automation and Testing Centre.

In addition, the College, alongside the University of the West of Scotland and Skills Development Scotland leads on the Skills sub-group of the Ayrshire Regional Economic Strategy. The immediate response has been to author a report which sets out the key data on the impact of COVID-19 on the labour market and skills. Given that skills are a derived demand, part of the work has involved collaborating with the other sectoral RES sub-groups to identify the opportunities for recovery and renewal in the region.

As agreed with the Regional Economic Partnership, SDS supported by Ayrshire College, UWS and the RES Skills Group, will facilitate the development of a Regional Skills Investment Plan (RSIP). This will set out a collective and agreed understanding of the demand for skills and people in Ayrshire over the short and medium term; the current people and skills supply, and the gaps between supply and current and future demand; and people and skills priorities that enterprise and skills agencies and providers across the skills system should seek to address.

In addition, the College has worked collaboratively with Magnox, Ayrshire College Foundation and North Ayrshire Council to secure funding to commence work on a transformational project intended to be a cornerstone of economic regeneration in North Ayrshire - The North Ayrshire Future Skills Hub.

Owing to an inappropriate estate, the College has not been able to offer the same opportunities in STEM courses for the communities of North Ayrshire as it has for East and South Ayrshire residents. The Hub will be the focal point for vocational training for North Ayrshire communities and will be situated within the grounds of the Kilwinning campus in North Ayrshire. It will be a sector leading space which will enable the delivery of an innovative curriculum in Engineering, Construction and SMART Technologies to primary and secondary school pupils, employers and their workforce, and North Ayrshire residents seeking employment.

By providing a range of skills provision from employability skills through to higher level skills, the College will create the opportunity for North Ayrshire communities to access entry level jobs and to progress to higher level occupations in sectors which are higher value to the economy and workforce. This will help create a virtuous cycle of increasing productivity and prosperity in the area.

C. Climate emergency

Outcome - Institutions take urgent action to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.

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

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

The College catering service has eliminated the use of plastic straws and cutlery and invested in new compostable crockery and packaging. All food waste is segregated and sent for recycling into energy and fertiliser via anaerobic digestion. In addition, the College has implemented measures to reduce waste water.

All wood, waste oil, glass, aluminium, paper and dry recyclables are separated and sent for recycling. All general waste is sent for conversion to RDF (refuse-derived fuel). The College will continue to use biodegradable towels in its Hair and Beauty curriculum and is exploring ways to dispose of this waste stream.

Prior to COVID-19 restrictions, the College put in place measures to restrict the number of paper copies of documents which staff and students are able to print. The College is reviewing the number of printers and photocopiers on campus to further encourage staff and students to reduce paper usage. The College has also continued to encourage greater use of our virtual learning environment, Moodle, to further reduce printing needs.

On energy consumption, the College has an LED lighting replacement programme on the Ayr and Kilwinning campuses. Motion-sensitive and timed lighting are in place in the Kilmarnock Campus and the College's supplier uses sustainable energy sources. In the Kilmarnock campus, the principal source of space and water heating is a biomass boiler and the College will continue to optimise the use of biomass instead of fossil fuels. The building achieved BREEAM Outstanding status during its design and construction phase and has been awarded BREEAM Excellent status for the operational phase. The introduction of increased insulation in the new roofs at Ayr campus, Dam Park building has reduced consumption of gas for heating which in turn helps reduce emissions. Where possible, and in line with national procurement, the College seeks to increase the energy consumed from innovative schemes. For example, the College is currently engaging with an external provider regarding a micro-hydroelectric scheme being installed next to the Ayr campus.

The College has established a Sustainability Strategic Working Group to help keep sustainability a priority. Members of the Group come from areas across the College, including curriculum and service areas to ensure a true cross college perspective to discussions. The Estates and Sustainability Team scope planned and preventative maintenance to incorporate sustainable efficiencies, including for SFC-funded backlog maintenance work at the Ayr campus.

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

A chemical-free cleaning system is in use on the Ayr and Kilmarnock campuses. The system creates a multi-purpose cleaning solution and a disinfectant/sanitiser using just water and salt.

Sustainable travel is heavily promoted by the College and the College has a Green Travel Plan which it uses to encourage staff and students to use when making travel choices. Car charging points are available on each campus, and staff are encouraged to car share to reduce pollution and parking pressures. The College has used cycle to work schemes to enable employees to purchase a bicycle and changing facilities are available for cyclists. The College fleet of cars and vans has been converted to electric and the College continues to explore options for how the same can be done for the minibus fleet. There are valuable practices gained by using technology to work

efficiently during the pandemic which the College will want to retain to promote sustainable travel moving forward.

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A Credits Delivered (Core)	131,415	126,212	124,301	126,324	124,782	124,788	124,086
Credits Delivered (ESF)	0	1,255	1,447	0	900	961	791
Credits Delivered (Core + ESF)	131,415	127,467	125,748	126,324	125,682	125,749	124,877
B Volume of Credits Delivered to 10% most deprived postcode areas	26,705	26,116	27,027	24,323	24,268	23,739	
Proportion of Credits delivered to 10% most deprived postcode areas	20.3%	20.5%	21.5%	19.3%	19.3%	18.9%	19.3%
C Volume of credits delivered to care-experienced learners	66	79	2,643	3,163	7,869	8,981	
Proportion of credits delivered to care-experienced learners	0.1%	0.1%	2.1%	2.5%	6.3%	7.1%	6.3%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	318	405	347	408	358	669	358
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	58.6%	61.2%	67.0%	66.9%	66.2%		66.2%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,890	2,757	2,675	2,800	2,539		
Total number of FTFE students	4,932	4,507	3,994	4,187	3,838		
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	77.7%	69.7%	69.0%	71.7%	71.2%		71.2%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	5,069	3,660	3,365	3,683	4,052		
Total number of PTFE students	6,525	5,254	4,876	5,135	5,694		
E3 Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	62.3%	63.1%	68.1%	67.2%	66.9%		66.9%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,502	1,575	1,638	1,581	1,473		
Total number of FTHE students	2,412	2,498	2,407	2,352	2,203		
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	72.9%	81.4%	79.0%	80.5%	78.4%		78.4%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	447	464	440	343	428		
Total number of PTHE students	613	570	555	425	542		
F Number of students achieving an HNC/D qualification articulating to degree level courses		423	428	578	560		
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		334	283	375	325		
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		79.0%	66.1%	64.9%	58.0%		64.9%
G Total number of full-time FE college qualifiers (in confirmed destinations)	2,936	2,796	2,776	2,629	2,598		
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,861	2,627	2,628	2,527	2,469		
Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.4%	94.0%	94.7%	96.1%	95.0%		96.1%
Total number of full-time HE college qualifiers (in confirmed destinations)	1,084	1,377	1,289	1,332	1,230		
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	1,052	1,302	1,223	1,270	1,183		
Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	97.0%	94.6%	94.9%	95.3%	96.2%		95.3%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	93.7%	93.7%	N/A	94.9%		94.9%